

# Veille de l'IREDU



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## Acquisition de compétences

CAENA, F., & PUNIE, Y. (2019). *Developing a European framework for the personal, social and learning to learn key competence (LifEComp) : literature review and analysis of frameworks*. Consulté à l'adresse <https://op.europa.eu/en/publication-detail/-/publication/99e3b8f2-e8ea-11e9-9c4e-01aa75ed71a1/language-en/format-PDF>

COUDRET-LAUT, L. (2019). *Les apports de la mobilité Erasmus pour les apprenants, les personnels et les organismes*. Consulté à l'adresse [https://liseo.ciep.fr/doc\\_num.php?explnum\\_id=12194](https://liseo.ciep.fr/doc_num.php?explnum_id=12194)

France Éducation international. (2019). *Compétences de vie: regards croisés d'experts: Actes de l'atelier de réflexion: Sèvres, 17- 18 septembre 2019*. Consulté à l'adresse [https://www.ciep.fr/sites/default/files/atoms/files/competences-de-vie\\_actes-atelier.pdf](https://www.ciep.fr/sites/default/files/atoms/files/competences-de-vie_actes-atelier.pdf)

Si la notion « compétences de vie » est utilisée depuis bientôt vingt ans, leur place dans les curricula connaît un développement sans précédent. Cette dynamique soulève un certain nombre de questionnements sur les définitions, les cadres conceptuels, les méthodes, les approches pédagogiques, le positionnement de l'expertise internationale. France Éducation international (nouveau nom du CIEP) intervient depuis 2013 sur la thématique des compétences de vie. Cet atelier avait pour objectif de dresser un panorama des approches conceptuelles, enjeux et besoins actuels et de tenter de dégager des réponses visant la mise en application des compétences de vie à différents niveaux des systèmes éducatifs.

Hampf, F. (2019). *The Effect of Compulsory Schooling on Skills: Evidence from a Reform in Germany* (Ifo Working Paper Series N° 313). Consulté à l'adresse ifo Institute - Leibniz Institute for Economic Research at the University of Munich website: [https://econpapers.repec.org/paper/cesifowps/\\_5f313.htm](https://econpapers.repec.org/paper/cesifowps/_5f313.htm)

Based on high-quality skill data from PIAAC, this paper provides evidence on the effect of schooling on labor-market relevant cognitive skills. For identification, I exploit the staggered introduction of a compulsory ninth grade in basic track schools across German states, as well as a simultaneous reform that introduced short school years to harmonize the start of the school year nation-wide. Instrumental-variable results suggest that the additional year of compulsory schooling increased numeracy skills of basic-track students by about 0.2 standard deviations. Using superior skill data, the results contrast with previous evidence of zero skill effects of compulsory schooling in Germany

Jarraud, F. (2019, décembre 16). *Le cartable des compétences psychosociales*. Consulté 16 décembre 2019, à l'adresse Le café pédagogique website: <http://www.cafepedagogique.net/lexpresso/Pages/2019/12/16122019Article637120781253159006.aspx>

#le plus important. (2019). *IA, inclusion et développement des capacités de tous les élèves* (p. 101). Consulté à l'adresse #le plus important website: <https://leplusimportant.org/2019/07/26/ia-education/>

L'intelligence artificielle (IA) offre de nombreux apports en faveur d'une école véritablement inclusive, qui assure le développement des capacités de chaque élève. Une école qui conjugue aussi la personnalisation répondant à la diversité des besoins

spécifiques et la garantie d'un socle partagé de savoirs. Mais l'IA n'est pas un sujet parmi d'autres. S'inscrivant dans une tendance de fond de «datafication» de notre société, elle est amenée à prendre une place considérable à terme, quelles que soient les réticences que l'on puisse avoir. L'IA recèle par ailleurs, bien qu'étant encore en phase de maturation, un potentiel considérable de transformation de notre système éducatif, dans un sens qui pourrait être très positif mais aussi potentiellement dangereux. Il importe dès lors d'en prendre à la fois la mesure et le contrôle. C'est l'enjeu de notre rapport, élaboré depuis plus d'un an dans une démarche de co-construction avec de nombreux acteurs de la communauté éducative, qui a deux objectifs principaux. Le premier est d'éclairer sur le potentiel de l'IA en éducation, en présentant à la fois son potentiel et ses risques, qui appellent une vigilance particulière. Le second est de proposer un véritable plan d'action de mesures à prendre dès maintenant qui permettront de mettre l'IA demain pleinement au service des enseignants, et plus largement de toute la communauté éducative, pour construire une école plus inclusive et mieux à même d'assurer ses missions fondamentales.

OECD. (2019). *PISA 2018 Results/ Volume I: What students know and can do* (p. 354). Consulté à l'adresse OECD website: <https://www.oecd-ilibrary.org/docserver/5f07c754-en.pdf?expires=1576513774&id=id&accname=guest&checksum=74A1430CB953585C8852C0A3CD19AF28>

Findings from this first volume indicate that student performance in reading, math and science remained stable between 2015 and 2018 on average across OECD countries.

## Aspects économiques de l'éducation

Böckerman, P., Haapanen, M., & Jepsen, C. (2019). **Back to school: Labor-market returns to higher vocational schooling.** *Labour Economics*, 61, 101758. <https://doi.org/10.1016/j.labeco.2019.101758>

This paper examines the labor-market returns to a new form of postsecondary vocational education: vocational master's degrees. We use individual fixed effects models on a matched sample of students and non-students from Finland to capture any time-invariant differences across individuals. We find that attendance in vocational master's programs leads to an earnings increase of more than seven percent five years after entry. The estimated effect remains positive even if selection on unobservables is twice as strong as selection on observables. Earnings gains are similar by gender and age, but they are marginally higher for those in the health sector than for those in the business or technology and trades sector.

Page, L., Sarkar, D., & Silva-Goncalves, J. (2019). **Long-lasting effects of relative age at school.** *Journal of Economic Behavior & Organization*, 168, 166-195. <https://doi.org/10.1016/j.jebo.2019.10.005>

We investigate the long-lasting effects on behaviour of relative age at school. We conduct an online incentivised survey with a sample of 1007 adults, who were born at most two months before or after the school entry cut-off date in four Australian states. We find those who were among the oldest in the classroom throughout their school years display higher self-confidence, are more willing to enter in some form of competition and declare taking more risk in a range of domains in their life, compared to those who were among the youngest.

Setiawan, A. R. (2019). *The Difference Between Normalized Gain  $g$  and Effect Size Cohen's  $d$  for Measuring the Improvement of Student's Scientific Literacy* (Thesis Commons N° vrwbj). Consulté à l'adresse Center for Open Science website: <https://econpapers.repec.org/paper/osfthesis/vrwbj.htm>

As an undergraduate from Physics Education, I began teaching of Biology at the secondary school on 22 July 2018 until 30 June 2019 when I acceded to come back at primary school, both Islamic Madrasah. Teaching at the Islamic Madrasah is a hassle because I should consider my perspective on Islam in teaching. However, teaching at the Islamic Madrasah is not and should not be considered a burden or chore that just needs to be done. It is a crucial part of moslem scholar, as we all want to do scientifically sound research and we should all strive to be effective teachers. Through teaching, we are responsible for the education of the next generation of islamic peoples, who will use their own unique ideas and skill sets to advance their society. Teaching, in general, should not be seen as a hassle in scholar, but rather as a skill to be developed and a responsibility to be taken seriously. Teaching does not have to decrease research productivity, it can greatly enhance research if we allow it to. One of my evidence about this statement is my experience and work. After a year devoted to spruce up the teaching of Biology, I produced a series of work on scientific literacy related Biology, that continues my undergraduate thesis, which was related Physics. In these works, I wrote about my experiences teaching Biology in Islamic Madrasah. Then, I became think to reconsider my method on measuring student learning. Measuring student learning is a complicated but necessary task for understanding the student's improvement and effectiveness of instruction. I have curious about the the difference between normalized gain  $g$  and effect size Cohen's  $d$  for measuring the improvement of student's scientific literacy. I used normalized gain  $g$  in my undergraduate thesis nor my first work on Biology Education, then used effect size Cohen's  $d$  on my latest work on scientific literacy in teaching of Biology. I see need reasons for using one or both of them, to be explained in any writings on educational research. So, in this work I investigate about my curiosity. My investigation focused on the implications on claims about student learning that result from choosing between one of two metrics. The metrics are normalized gain  $g$ , which is the most common method used in Physics Education Research (PER), and effect size Cohen's  $d$ , which is broadly used in Discipline-Based Education Research (DBER) including Biology Education Research (BER). Data for the analyses came from the research about scientific literacy on Physics and Biology Education from courses at institutions across Indonesia. The results showed that the two metrics lead to different inferences about student learning. First, normalized gain  $g$  being biased in favor of populations with higher pretest means. Second, effect size Cohen's  $d$  may mitigate the limitations of these metric for measuring the learning of high or low pretest populations of students by accounting for the distribution of tests scores. Third, by comparing the two metrics across all data, effect size Cohen's  $d$  is larger than normalized gain  $g$  in these cases for the same size change in the means. This work reveals that the bias in normalized gaing can harm efforts to improve student's scientific literacy by misrepresenting the efficacy of teaching practices across populations of students and across institutions. This work, also, recommends use effect size Cohen's  $d$  for measuring student learning, based on reliability statistical method for calculating student learning. In addition, using effect size Cohen's  $d$  would allow scholars to use their work in subsequent studies and meta-analyses, align with the practices of the larger education research community, nor facilitating more cross-disciplinary conversations and collaborations as well.

## Aspects psychologiques de l'éducation

Benoit, V., & Valls, M. (2018). **Mesurer les attitudes des enseignants vis-à-vis de l'intégration scolaire : qualités psychométriques de la version française de l'échelle Opinions Relative to Integration of Students with Disabilities (ORI) : Opinions relatives à l'intégration d'élèves ayant des besoins éducatifs particuliers (ORI-f).** *Mesure et évaluation en éducation*, 41(3), 1-29. <https://doi.org/10.7202/1065163ar>

Les échelles permettant de mesurer les attitudes des enseignants vis-à-vis de l'intégration scolaire disponibles en français sont rares. Cet article a pour but de présenter la validité structurelle et la fiabilité de la version française de l'échelle nord-américaine Opinions Relative to Integration of Students with Disabilities (ORI ; Antonak et Larrivee, 1995). Des analyses factorielles confirmatoires et exploratoires ont été menées à partir des réponses de 306 enseignants de classe ordinaire d'un canton suisse. Les indices de la qualité d'ajustement indiquent que les modèles issus des analyses factorielles exploratoires représentent mieux les données récoltées que ne le font les modèles originaux. En conséquence, de légères différences structurelles avec l'échelle originale s'observent. Les indices de cohérence interne sont acceptables (de 0,68 à 0,91). L'échelle ORI traduite en français représente un instrument de mesure valable pour répondre aux questions de recherche relatives à l'intégration scolaire dans les pays francophones.

Duval-Héraudet, J. (Éd.). (2019). **Analyse clinique de la pratique en milieu scolaire et ailleurs** ... (Paris). Consulté à l'adresse [http://www.editions-harmattan.fr/index\\_harmattan.asp?navig=catalogue&obj=livre&isbn=9782343186337&utm\\_source=phplist&utm\\_campaign=message\\_28258&utm\\_medium=email&utm\\_content=lienTitre](http://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&isbn=9782343186337&utm_source=phplist&utm_campaign=message_28258&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.

Tazouti, Y., Jarlégan, A., & Tschomodanov, V. (2018). **Quels liens entre l'anxiété sociale et l'estime de soi à l'adolescence ?** *Mesure et évaluation en éducation*, 41(3), 59-86. <https://doi.org/10.7202/1065165ar>

Cette recherche se propose d'examiner l'influence de certaines caractéristiques individuelles (genre, statut socioéconomique, type d'établissement fréquenté) sur l'anxiété sociale et sur l'estime de soi à l'adolescence. L'étude a porté sur 177 élèves scolarisés en collège, en lycée général ou en lycée professionnel en France. Pour mesurer l'anxiété sociale, nous avons utilisé le questionnaire de Mallet (2002). L'estime de soi a été mesurée par la traduction française du Self-Perception Profile for Adolescents (SPPA) de Harter (1988) réalisée par Bouffard et ses collègues (2002). Plusieurs modèles de régression multiple sont estimés pour apprécier l'effet des variables-cibles sur l'estime de soi et sur l'anxiété. Les résultats mettent en évidence des différences significatives en fonction du genre et du statut socioéconomique.

## Aspects sociaux de l'éducation

Amboulé-Abath, A. (2019). **Rôles et pratiques inclusives des directions d'école en contexte de diversité ethnoculturelle**: *Revue hybride de l'éducation*, 3(1), 1-16. <https://doi.org/10.1522/rhe.v3i1.503>

Résumé Cet article présente les résultats d'une étude exploratoire menée auprès de deux directions d'écoles secondaires de la Ville de Saguenay sur la prise en compte de la diversité ethnoculturelle révèle la façon dont les membres de ces deux équipes-écoles s'engagent, se positionnent et définissent leurs rôles et responsabilités pour accueillir, valoriser et promouvoir la diversité ethnoculturelle. Il ressort des entretiens semi-dirigés réalisés auprès des équipes-écoles participantes que la prise en compte de la diversité ethnoculturelle doit, au-delà des mesures sporadiques à offrir, devenir une culture à mettre en place pour une école inclusive, juste et équitable pour tous les élèves.

Amossé, T. (2019). **Quelle définition statistique des classes populaires?** *Sociétés contemporaines*, N° 114(2), 23-57. <http://www.cairn.info/revue-societes-contemporaines-2019-2-page-23.htm>

Les catégories (ou classes) populaires constituent une notion désormais solidement installée dans la sociologie française. Au cours des dernières années, l'analyse statistique de leur diversité interne a connu un regain d'intérêt. Cette contribution poursuit dans cette direction en proposant plusieurs délimitations statistiques des ménages populaires, prises au niveau des groupes puis des catégories socioprofessionnelles. Ces délimitations s'appuient sur l'analyse de diverses formes de ressources (économiques, mais aussi scolaires, professionnelles ou d'origines) dont ils disposent. Selon la perspective envisagée, la situation des couples d'employé·e·s (et dans une moindre mesure des ménages de petit·e·s indépendant·e·s) apparaît ambiguë puisque ceux-ci peuvent tout aussi bien être rattachés aux classes moyennes, ou constituer la fraction supérieure des classes populaires. La fraction médiane se décompose quant à elle en deux pôles de couples uniquement composés d'employé·e·s et d'ouvri·er·ère·s : l'un à dominante rurale et marqué par la présence des emplois agricoles, industriels et publics ; l'autre davantage urbain, qui renvoie aux univers de l'artisanat, du commerce et des services aux particuliers. De façon transversale, la situation professionnelle d'un·e éventuel·le conjoint·e (et tout particulièrement des femmes) apparaît décisive pour la position sociale des ménages populaires, ce qui se traduit, en creux, par une fraction basse principalement composée d'employé·e·s, d'ouvri·er·ère·s ou inacti·f·ve·s n'ayant pas de conjoint.

Bauer, S., Borri-Anadon, C., & Ngoenha, M. L. (2019). **Les élèves issus de l'immigration sont-ils des élèves à besoins éducatifs particuliers?** *Revue hybride de l'éducation*, 3(1), 17-38. <https://doi.org/10.1522/rhe.v3i1.855>

Résumé La recherche en inclusion scolaire s'est intéressée principalement aux élèves porteurs de handicap et peu aux élèves issus de la migration. Notre contribution porte sur les promesses et défis de la reconnaissance des rapports ethniques au sein de l'inclusion scolaire. Nous mobilisons à cet effet la notion d'élèves à besoins éducatifs particuliers en examinant de manière critique les enjeux conceptuels et pratiques qu'elle soulève, notamment lorsqu'elle est utilisée pour désigner les élèves issus de l'immigration. Seront également dégagées des pistes de réflexion pour conduire

l'école à une mobilisation des ressources éducatives particulières amenées par ces mêmes élèves.

Bernard, L., Masclat, O., & Schwartz, O. (2019). **Introduction. Classes populaires d'aujourd'hui.** *Societes contemporaines*, N° 114(2), 5-21. [http://www.cairn.info/revue-societes-contemporaines-2019-2-page-5.htm?WT.tsrc=cairnEmailAlert&WT.mc\\_id=SOCO\\_114](http://www.cairn.info/revue-societes-contemporaines-2019-2-page-5.htm?WT.tsrc=cairnEmailAlert&WT.mc_id=SOCO_114)

Centré sur des questions soulevées par l'étude des classes populaires d'aujourd'hui, telles qu'elles se présentent dans la société française, ce dossier s'inscrit dans le mouvement de reprise de l'intérêt pour les classes populaires auquel on a assisté ces vingt dernières années.

Castillo-Lavergne, C. M., & Destin, M. (2019). **How the Intersections of Ethnic and Socioeconomic Identities are Associated with Well-Being during College.** *Journal of Social Issues*, 75(4), 1116-1138. <https://doi.org/10.1111/josi.12358>

For Latinx and other college students from minoritized communities, racial and ethnic group membership, socioeconomic status (SES), and multiple other social identities play important roles in their college experiences and well-being. How students perceive the intersection of their multiple identities is shaped by their own subjective understanding and by how other people and institutions perceive and position people who belong to those social groups. In the current study, we analyzed how the intersection of ethnic identity and SES identity is associated with well-being among 19- to 27- year old (M = 22.4 years, SD = 2.3) working-class Latinx college women. Consistent with previous research, feelings of uncertainty about SES were associated with lower psychological well-being, but this relationship depended on ethnic identity. Specifically, the relationship between status uncertainty and well-being was stronger for working-class Latinx college women who were high in ethnic identity resolution. Implications for the study of identity and higher education policy and practice are discussed.

Défenseur des droits. (2019). **Rapport annuel sur les droits de l'enfant 2019, « Enfance et violence: la part des institutions publiques »** (p. 101). Consulté à l'adresse [https://www.defenseurdesdroits.fr/sites/default/files/atoms/files/rae-2019-num-22.10.19-2\\_1.pdf](https://www.defenseurdesdroits.fr/sites/default/files/atoms/files/rae-2019-num-22.10.19-2_1.pdf)

Dumoulin, C., Gremion, L., & Caron, J. (2019). **Prévenir les inégalités scolaires pour construire un avenir pour tous les élèves.** *Revue hybride de l'éducation*, 3(1), I-VI. <https://doi.org/10.1522/rhe.v3i1.980>

Résumé Cet éditorial positionne les écrits de ce numéro thématique portant sur les inégalités scolaires.

filles-garçons, A. de P.-M. égalité, & Académie de Poitiers - Mission égalité filles-garçons. (2019). **Agir contre les violences sexistes à l'école: dossier de formation à destination des référentes et référents égalité filles garçons.** Consulté à l'adresse [https://liseo.ciep.fr/doc\\_num.php?explnum\\_id=12170](https://liseo.ciep.fr/doc_num.php?explnum_id=12170)

Frangieh, B., & Akiki, J. (2019). **Les dilemmes du métier des accompagnants des élèves à besoins éducatifs particuliers dans les écoles inclusives au Liban.** *Revue hybride de l'éducation*, 3(1), 39-55. <https://doi.org/10.1522/rhe.v3i1.928>

Résumé La réalité sociale, culturelle et économique dans les écoles au Liban semble contribuer à la croissance des inégalités, qui devraient guider le nécessaire « changement de paradigme » que nécessite l'école inclusive. Notre intérêt porte sur l'étude du vécu des accompagnants scolaires des élèves à besoins éducatifs particuliers dans ces écoles inclusives. L'objectif de cette recherche est de retenir les dilemmes du métier (Jorro, 2002) de ces professionnels. La méthodologie adoptée est celle de l'analyse de l'activité des pratiques (Clot, Faïta, Fernandez et Scheller, 2001). Nos résultats font apparaître quatre dilemmes du métier portant sur l'identité professionnelle de ces intervenants.

Huebener, M., Kuehnle, D., & Spiess, C. K. (2019). **Parental leave policies and socio-economic gaps in child development: Evidence from a substantial benefit reform using administrative data.** *Labour Economics*, 61, 101754.  
<https://doi.org/10.1016/j.labeco.2019.101754>

This paper examines the effects of substantial changes in paid parental leave on child development and socio-economic development gaps. We analyse a German reform that replaced a means-tested with an earnings-related benefit scheme. Higher-income households benefited relatively more from the reform than low-income households. The reform expanded paid leave in the first year, while it removed paid leave in the second year after childbirth. We compare children born around the eligibility cut-off on January 1st 2007 and contrast them with children from the preceding, unaffected cohort within a difference-in-differences approach. The analysis is based on administrative data from mandatory school entrance examinations containing detailed child development assessments at age six. Our precise and robust estimates reveal no effects of the changes in parental leave benefits on child development across various socio-economic groups, and consequently no effects on socio-economic development gaps. However, based on administrative employment data, we document substantial effects on maternal employment and family income. The paper concludes that reform effects on today's mothers are not sacrificed by increases in SES gaps of the future workforce.

Ichou, M. (2019, novembre 19). **Les enfants d'immigrés à l'école : l'origine sociale des inégalités scolaires.** Consulté 17 décembre 2019, à l'adresse Fondation Jean-Jaurès website: <https://jean-jaures.org/nos-productions/les-enfants-d-immigres-a-l-ecole-l-origine-sociale-des-inegalites-scolaires>

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. Pour déconstruire ces clichés, Mathieu Ichou s'interroge sur ce qui explique que certaines catégories d'enfants d'immigrés réussissent effectivement moins bien à l'école que leurs camarades nés de parents natifs. Pour ce chercheur à l'Institut national d'études démographiques (Ined), c'est moins l'origine géographique des parents que leur position sociale qui permet d'appréhender les inégalités scolaires françaises.

Jarraud, F. (2019, décembre 5). **Territoires ruraux : Des évolutions en cours selon l'AFAE.** Consulté 12 décembre 2019, à l'adresse Le café pédagogique website: <http://www.cafepedagogique.net/lexpresso/Pages/2019/12/05122019Article637111286145774164.aspx>



L'AFAE publie plusieurs textes préparatoires à son colloque qui aura lieu en mars 2020 à Bordeaux sur le thème « Parcours, mobilités, territoires : pour une fabrique des possibles ». Parmi ces textes, celui de Pierre Champollion revient sur ses travaux sur l'école rurale où des évolutions sont en cours et un rapprochement avec l'école urbaine s'amorce.

Jaxon, J., Lei, R. F., Shachnai, R., Chestnut, E. K., & Cimpian, A. (2019). **The Acquisition of Gender Stereotypes about Intellectual Ability: Intersections with Race.** *Journal of Social Issues*, 75(4), 1192-1215. <https://doi.org/10.1111/josi.12352>

The common stereotype that brilliance is a male trait is an obstacle to women's success in many prestigious careers. This gender-brilliance stereotype is powerful in part because it seems to be acquired early in life and might thus shape girls' career aspirations. To date, however, research on this stereotype has not considered how its acquisition might intersect with (1) the other social identities that men and women are perceived to hold, and (2) the social identities that children themselves hold. The present study examined these open questions. First, we compared 5- and 6-year-old children's (N = 203) assumptions about the intellectual abilities of White men and women with their assumptions about the intellectual abilities of Black men and women. Second, we compared White children's assumptions about the intellectual abilities of men and women with those of children of color (primarily Latinx, Black, and Asian). The results suggested two main conclusions: First, children learn to associate White men (vs. women), but not Black men (vs. women), with brilliance. In fact, children generally see Black men as less brilliant than Black women. Second, the results suggested that the stereotype associating White men with brilliance is shared by children regardless of their own race. These results add considerable nuance to the literature on the development of gender stereotypes about intellectual ability and have implications for policies that might be implemented to prevent the negative effects of these stereotypes.

Lang, F. (2019). **Bourdieu, Latour and Rasha Abbas: The Uses of Actor-Network Theory for Studying the Field(s) of Cultural Production in the Middle East and North Africa.** *Cultural Sociology*, 13(4), 428-443. <https://doi.org/10.1177/1749975519856241>

Since the events of the 'Arab Spring' in 2011, the field(s) of cultural production of the Middle East and North Africa (MENA) have attracted considerable scholarly attention. However, the conceptual and methodological tools of cultural sociology, mostly developed for and through research in western societies, often have limited purchase when it comes to the empirical reality of cultural production in the MENA. This article proposes to introduce concepts from actor-network theory (ANT) in order to adapt Bourdieu's conceptual framework of analysis to the case of globally dominated, transnational and relatively unstable spaces of cultural production. Two main arguments are being pursued: (1) Conceiving the field as network(s) offers a way of opening up the rigid and nation-centred space to include transnational as well as transient relations between actors that may only briefly play a role in cultural production. (2) In a situation where the artwork is the most immediately visible expression of the field's structure, the role of objects in constituting the field must be reassessed. ANT offers ways of making full use of the heuristic potential of material objects and thus provides a privileged starting point for the analysis of fields in flux.

Marcucci, O. (2020). **Parental Involvement and the Black-White Discipline Gap: The Role of Parental Social and Cultural Capital in American Schools.** *Education and Urban Society*, 52(1), 143-168. <https://doi.org/10.1177/0013124519846283>

Discipline disproportionality is the overuse of exclusionary discipline, such as suspension and expulsion, on Black students in American schools. This study adds to the literature by examining how parental involvement affects racial disparities in disciplinary outcomes in in-school suspension and by theoretically analyzing how parents' social and cultural capital affect student disciplinary outcomes. The study uses Hayes's dimensions of parental involvement as potential moderators between race and exclusionary discipline: achievement values, home-based involvement, and school-based involvement. Using base year data from the Educational Longitudinal Study of 2002 (n = 15,362), a logistic regression model examines the three parental involvement dimensions as moderators of race and suspension. Two of the three dimensions significantly moderate the relationship between race and suspension. Both moderators are associated with a higher rate of discipline disproportionality. The analysis suggests that even while Black parents act as "adept managers" of capital, schools are still marginalizing the nondominant forms of capital that Black parents have.

Mazereau, P., Frémont, M., Laville, M., & Hatano-Chalvidan, M. (2019). **Les chemins de la reconnaissance des acquis de l'expérience professionnelle des personnes en situation de handicap: Le dispositif Différent et Compétent vecteur de participation sociale ?** [Report]. Consulté à l'adresse Université Caen Normandie website: <https://hal-normandie-univ.archives-ouvertes.fr/hal-02367161>

Miserez-Caperos, C., Gerber, P.-Y., & Schertenleib, G.-A. (2019). **Parcours de scolarisation de trois élèves HP: Revue hybride de l'éducation**, 3(1), 75-95. <https://doi.org/10.1522/rhe.v3i1.981>

Résumé Même si la scolarité se déroule bien pour certains enfants HP, beaucoup se trouvent en situation scolaire délicate (Terrassier, 2014) et en souffrance dans les relations sociales et dans leur cursus scolaire. Dans cet article, nous donnons la parole à des enfants à haut potentiel, leurs parents et leurs enseignants, pour comprendre comment la scolarité de l'enfant HP est vécue et perçue par l'enfant lui-même, ses parents et son enseignant-e. Les témoignages révèlent une forme de complexité liée à la scolarité de ces enfants.

Poullaouec, T. (2019). **Regrets d'école: le report des aspirations scolaires dans les familles populaires.** *Societes contemporaines*, N° 114(2), 123-150. [http://www.cairn.info/revue-societes-contemporaines-2019-2-page-123.htm?WT.tsrc=cairnEmailAlert&WT.mc\\_id=SOCO\\_114](http://www.cairn.info/revue-societes-contemporaines-2019-2-page-123.htm?WT.tsrc=cairnEmailAlert&WT.mc_id=SOCO_114)

L'inquiétude scolaire est devenue, on le sait, très présente dans la vie des familles populaires, contrairement au cliché bien démenti d'une « démission parentale » face à l'avenir scolaire et professionnel des enfants. La variété et les formes de la préoccupation scolaire sont cependant moins documentées, et surtout rarement étudiées à l'échelle des ménages. C'est l'objectif de cet article, sur la base d'enquêtes par questionnaire (enquête « Emploi » de l'Insee en 2014, Panel du second degré du ministère de l'Éducation nationale en 2007) et d'entretiens auprès de 28 ménages, menés entre 2013 et 2017. L'enquête auprès des fractions non démunies des classes populaires confirme une forte aspiration à la réussite scolaire des enfants, qui s'exprime aussi bien dans les vœux d'orientation scolaire, les choix d'établissement ou de classe

que dans le suivi des devoirs. Sans être à la hauteur des investissements scolaires des familles les plus instruites, les efforts éducatifs des parents de cette partie médiane des classes populaires contemporaines, et tout particulièrement des mères, ont partie liée avec leur capital scolaire modeste mais non nul. Les monographies de ménage montrent aussi comment cette mobilisation inquiète prend racine dans l'expérience scolaire et professionnelle des parents, qui pour beaucoup tentent de rattraper par la formation post-scolaire une scolarité en demi-teinte.

Schertenleib, G. A., & Chatelain, N. (2019). **Travailler en classes culturellement très hétérogènes:** *Revue hybride de l'éducation*, 3(1), 96-120. <https://doi.org/10.1522/rhe.v3i1.504>

Résumé Un contexte scolaire culturellement très hétérogène nécessite de la part des enseignant·e·s des pratiques adaptées (Akkari et Gohard-Radenkovic, 2002; Arnesen et al., 2008; Beacco et al., 2009) pourtant peu développées dans la formation, en Suisse romande du moins (Tardif et Akkari, 2006; Mellouki, 2010) et peu formalisées. À travers une double approche analytique, cette étude permet d'identifier une partie d'entre elles chez quatre enseignant·e·s primaires de Suisse romande. Les résultats montrent une diversité d'approches pédagogiques et didactiques, une prise en compte constante du contexte, une grande confiance dans les élèves et une ambition sans faille en termes de savoirs.

Valdin, T. T. A., Daouda, M., & Annie, N. C. (2019). **La présence des modèles contre-stéréotypiques chez les garçons étudiant le français au Cameroun.** *Éducation et socialisation. Les Cahiers du CERFEE*, (54). <https://doi.org/10.4000/edso.8633>

La littérature sur les modèles contre-stéréotypiques en orientation scolaire s'est intéressée davantage au cas des filles dans les séries scientifiques, occultant la situation minoritaire des garçons dans les séries littéraires. La présente recherche étudie en contexte camerounais, l'effet de la présence de ces modèles à partir des enseignants du français, dans les études des garçons. Une collecte des données par questionnaire a été effectuée auprès de 110 étudiants inscrits au cycle licence en lettres modernes françaises (LMF), à l'université de Yaoundé I. Les résultats révèlent un effet mitigé des enseignants conformément aux hypothèses. En effet, les étudiants de LMF ont eu autant d'enseignants que d'enseignantes du français durant le cycle secondaire mais, ne perçoivent pas nécessairement un impact positif de la présence des enseignants sur leur réussite en français. Aussi, ils préfèrent moins étudier le français en présence des enseignants uniquement.

## Climat de l'école

Böckerman, P., Haapanen, M., Jepsen, C., & Roulet, A. (2019). **School Tracking and Mental Health** (IZA Discussion Paper N° 12733). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp12733.htm>  
We examine the effects of a comprehensive school reform on mental health. The reform postponed the tracking of students into vocational and academic schools from age 11 to age 16. The reform was implemented gradually across Finnish municipalities between 1972 and 1977. We use difference-in-differences variation and administrative data. Our results show that there is no discernible effect on mental health related hospitalizations on average even though the effect is precisely estimated.

Heterogeneity analysis shows that, after the reform, females from highly-educated families were more likely to be hospitalized for depression.

Castillo-Lavergne, C. M., & Destin, M. (2019). **How the Intersections of Ethnic and Socioeconomic Identities are Associated with Well-Being during College**. *Journal of Social Issues*, 75(4), 1116-1138. <https://doi.org/10.1111/josi.12358>

For Latinx and other college students from minoritized communities, racial and ethnic group membership, socioeconomic status (SES), and multiple other social identities play important roles in their college experiences and well-being. How students perceive the intersection of their multiple identities is shaped by their own subjective understanding and by how other people and institutions perceive and position people who belong to those social groups. In the current study, we analyzed how the intersection of ethnic identity and SES identity is associated with well-being among 19- to 27- year old ( $M = 22.4$  years,  $SD = 2.3$ ) working-class Latinx college women. Consistent with previous research, feelings of uncertainty about SES were associated with lower psychological well-being, but this relationship depended on ethnic identity. Specifically, the relationship between status uncertainty and well-being was stronger for working-class Latinx college women who were high in ethnic identity resolution. Implications for the study of identity and higher education policy and practice are discussed.

Duque, V. (2019). **Violence and Children's Education: Evidence from Administrative Data** (Working Paper N° 2019-16). Consulté à l'adresse University of Sydney, School of Economics website: <https://econpapers.repec.org/paper/sydwpaper/2019-16.htm>

This paper exploits the sharp escalation of violence in Colombia in the 1980s associated with the emergence of drug cartels to provide novel evidence on the long-run effects of violence exposure throughout the life-course, on children's educational attainment and academic achievement, using administrative data. I find that, a higher homicide rate in early-childhood is associated with a higher probability of school dropout and conditional on completing high school, lower scores on a national end-of-high school exam. Results are robust to several falsification tests, analyses of potential sources of selection bias, and to controlling for family fixed effects. I provide suggestive evidence that changes in fetal, child, and adolescent health outcomes are important potential mechanisms.

## Formation continue

Brissot, S. (2019). **L'analyse de la mobilité comme espace de transition biographique et de reconfiguration identitaire: le cas des post apprentis dans un dispositif du programme Erasmus +** (Phdthesis, Université Charles de Gaulle - Lille III). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-02402006>

Le cas des post apprentis inscrits dans un dispositif de mobilité Erasmus +. Dans les discours et les actions des instances européenne et nationale, la mobilité des apprentis est promue comme un enjeu économique et politique majeur. Elle favoriserait le développement de compétences interculturelles et professionnelles dans une perspective de formation tout au long de la vie et d'insertion sur le marché du travail européen. Elle est aussi très fortement reliée aux configurations d'emploi des toutes prochaines années, avec l'agilité et la plasticité comme compétences clés. Celui qui est mobile et conscient des enjeux de sa mobilité serait capable, plus qu'un autre, de

développer une forme d'entrepreneuriat de soi dans un contexte mouvant et incertain et former par la mobilité correspondrait aux attentes d'une économie mondialisée. Pour autant, cette équation ne va pas de soi. Le vécu de la mobilité des apprentis et les apprentissages qu'ils en ont retirés demeurent mal connus. Cette thèse analyse la mobilité comme un espace de transition biographique et de reconfiguration identitaire. Elle considère que la mobilité est un double mouvement, dans le temps et l'espace. Elle s'inscrit dans le courant des histoires de vie dans une perspective interactionniste. Elle fait appel, sur le plan théorique, à la notion de modernité, à la socialisation et à l'expérience comme cadres de mise à l'épreuve, aux constructions identitaires et au concept de transition. Pour saisir cette expérience inédite du point de vue de ceux qui la vivent, la recherche mobilise un dispositif qualitatif, constitué d'entretiens auprès de post-apprentis ayant effectué une mobilité de six mois et de dessins des lieux investis durant le stage en mobilité. Différents profils apparaissent en fonction des mouvements de continuités-ruptures qui s'opèrent, avec le métier, la mobilité ou la formation. Pour tous cependant, la mobilité est une période de formation à part entière. Des apprentissages professionnels ont été certes réalisés, mais les sujets mobiles ont surtout revisité leur projet existentiel. Avant d'être un espace de formation professionnelle, la mobilité est un espace d'apprentissage de soi et de reconfiguration. Les lieux choisis ont participé à cette prise de conscience, ils correspondent au projet de soi construit durant l'expérience. Cette mise en évidence de la reconfiguration d'un nouveau rapport au monde et au-delà, d'un nouveau rapport à soi, au travers du travail et de la représentation du lieu, offre également de nouvelles perspectives pour penser l'accompagnement des dispositifs de mobilité.

Mazereau, P., Frémont, M., Laville, M., & Hatano-Chalvidan, M. (2019). *Les chemins de la reconnaissance des acquis de l'expérience professionnelle des personnes en situation de handicap: Le dispositif Différent et Compétent vecteur de participation sociale ?* [Report]. Consulté à l'adresse Université Caen Normandie website: <https://hal-normandie-univ.archives-ouvertes.fr/hal-02367161>

## Insertion professionnelle

Battisti, M., Giesing, Y., & Laurensyeva, N. (2019). **Can job search assistance improve the labour market integration of refugees? Evidence from a field experiment.** *Labour Economics*, 61, 101745. <https://doi.org/10.1016/j.labeco.2019.07.001>

We conducted a field experiment to evaluate the impact of job search assistance on the employment of recently arrived refugees in Germany. The treatment group received job-matching support: an NGO identified suitable vacancies and sent the refugees' CVs to employers. Six months after the start of the treatment, we find no evidence for positive treatment effects on employment. However, after twelve months, we detect positive treatment effects: marginally significant for the full sample and larger in magnitude and significant for lower educated refugees and those who have not yet received a refugee status. These individuals face higher uncertainty about their residence status, they do not search effectively, lack access to alternative support programmes and may be disregarded by employers due to perceived higher hiring costs. Our results suggest that personalised job search assistance can improve labour market integration of these refugee groups by alleviating labour market frictions.

Kim, H. H. (2020). **Social capital and job search assistance: A multilevel analysis of East Asian countries.** *International Sociology*, 35(1), 45-69. <https://doi.org/10.1177/0268580919881868>

This study analyzes the network antecedents of receiving job search assistance, specifically how and to what extent social capital relates to this process. Data come from probability samples on four East Asian countries. Hierarchical linear models are estimated to investigate the associations between social capital and inequality in the receipt of information and influence from personal contacts during job search. Adjusting for confounders, organizational affiliation, civic participation, and frequency of social interaction significantly predict the rate of assistance. Also significant are network size and diversity. Net of compositional effects, regional-level civic participation is further associated with the outcome. Finally, three significant cross-level interactions are observed with respect to social network characteristics (size and diversity). Understanding why some people receive more job search assistance is fundamental to status attainment and labor market inequality. Findings herein shed new light on this critical, yet underexplored, issue.

Moore, K. (2019). **Jobactive and young job seekers: Strengths, limitations, and suggested improvements to current practices.** *Australian Journal of Public Administration*, 78(4), 530-545. <https://doi.org/10.1111/1467-8500.12385>

This paper explores the efficacy of current employment services in Australia, jobactive, from the perspectives of young job seekers and their employment officers. As high youth unemployment rates and the efficacy of jobactive employment services are currently areas of priority for the Australian Government, the study offers a timely contribution to the social policy and youth employment literature by exploring the tensions experienced by young job seekers while registered with a jobactive provider, and employment officers when assisting young people to find sustainable employment. The study analyses data from 46 interviews with young job seekers and their employment officers in an outer western Melbourne region. The findings reveal particular concerns about appropriate and adequate service provision for marginalized young job seekers that are similar to those in evaluations of previous marketwise employment service contracts, Job Network and Job Services Australia. Suggestions for tailored employment assistance for young job seekers to gain sustainable employment are offered for future consideration.

## Marché du travail

Basu, A. K., Chau, N. H., & Soundararajan, V. (2019). **Wage fairness in a subcontracted labor market.** *Journal of Economic Behavior & Organization*, 168, 24-42. <https://doi.org/10.1016/j.jebo.2019.09.022>

Labor market subcontracting is a global phenomenon. This paper presents a theory of wage fairness in a subcontracted labor market, where workers confront multi-party employment relationships and deep wage inequities between regular and subcontractor-mediated hires. We show that subcontracting derives its appeal from a downward revision of workers' fair wage demand when producers delegate employment decisions down the supply chain. Furthermore, subcontracting creates a holdup problem, resulting in wages that workers deem unfair, along with adverse

worker morale consequences in equilibrium. These insights reveal the efficiency costs of subcontracting as an employer strategy to redress workers' demand for fair wages.

Dubost, C.-L., & Tranchant, L. (2019). **Changer d'emploi, est-ce changer de position sociale ?** *Societes contemporaines*, N° 114(2), 59-88. <http://www.cairn.info/revue-societes-contemporaines-2019-2-page-59.htm>

Les mobilités professionnelles sont peu étudiées en tant que telles, alors qu'elles représentent une dimension importante de l'expérience du travail dans les classes populaires et qu'elles sont au centre des politiques de l'emploi. À partir des données de l'enquête « Formation et qualification professionnelle » de 2014, qui offrent un suivi complet des trajectoires individuelles sur cinq ans, cet article propose une analyse synthétique de ces mobilités chez les ouvriers et les employés. De cette analyse ressortent cinq types de mobilité. Entre 2009 et 2014, près de la moitié des mobilités des ouvriers et employés sont des sorties longues voire définitives de l'emploi, soit six fois plus que les promotions internes et les mises à son compte. En plus de ces trois situations classiques, l'article met en lumière deux types de mobilités discrètes, les mobilités sur place et les mobilités sectorielles. Ces mobilités internes aux classes populaires sont généralement invisibilisées par l'étude des grands déplacements sociaux. Pourtant leur poids est majeur dans le salariat d'exécution, puisqu'il est équivalent à celui des sorties de l'emploi. À partir de cette typologie de mobilités, l'article contribue également à l'étude de la stratification interne des classes populaires grâce à cette vision dynamique des trajectoires et perspectives de déplacement professionnel.

Edo, A., & Rapoport, H. (2019). **Minimum wages and the labor market effects of immigration.** *Labour Economics*, 61, 101753. <https://doi.org/10.1016/j.labeco.2019.101753>

This paper exploits the non-linearity in the level of minimum wages across U.S. States created by the coexistence of federal and state regulations to investigate the labor market effects of immigration. We find that the impact of immigration on the wages and employment of native workers within a given state-skill cell is more negative in States with low minimum wages and for workers with low education and experience. That is, the minimum wage tends to protect native workers from competition induced by low-skill immigration. The results are robust to instrumenting immigration and state effective minimum wages, and to implementing a difference-in-differences approach comparing States where effective minimum wages are fully determined by the federal minimum wage to States where this is never the case.

Filippetti, A., & Guy, F. (2020). **Labor market regulation, the diversity of knowledge and skill, and national innovation performance.** *Research Policy*, 49(1), 103867. <https://doi.org/10.1016/j.respol.2019.103867>

The diversity of knowledge and skill is an important element of a national system of innovation. We propose a theory of how certain labor market institutions affect diversity, and through that route affect levels of innovation. Specifically, unemployment protection (UP) encourages diversity by reducing the risk burden of a broad range of learning, or human capital investment; for that reason, UP fosters innovation. Employment protection (EP) reduces the risk burden of a much narrower range of learning; for this reason, it will not enhance diversity to the extent UP does, and it may actually depress overall diversity and innovation. Our approach differs from previous research on labor market insurance and skill formation, much of which has dealt with a

distinction between general and specific skills, and which has treated the effects of UP and EP as similar. Estimating the effects of UP and EP on patenting for 25 OECD countries over 24 years, we find a positive effect from UP, a negative effect from EP, and evidence that the UP effect is mediated by diversity of skill.

Horváth, G. (2020). **The Impact of Social Segregation on the Labor Market Outcomes of Low-Skilled Workers**. *The Scandinavian Journal of Economics*, 122(1), 3-37. <https://doi.org/10.1111/sjoe.12324>

We study the impact of network homophily on labor market outcomes in a search-and-matching model with two job search channels: the formal market and social contacts. There are two worker types: low-skilled and high-skilled workers. The homophily level determines whether the referral networks of the two types are mixed or segregated from each other. We show that there exists an intermediate homophily level that minimizes the unemployment rate and maximizes the wages of low-skilled workers. Complete integration does not maximize the welfare of low-skilled workers, unless it improves their productivity. We argue that our model can explain the empirical findings on the labor market effects of the Moving-to-Opportunity experiment and the integration of immigrants.

INSEE. (2019). **Les auto-entrepreneurs de 2014 : situation initiale et en 2017**. *Insee Résultats*. Consulté à l'adresse [https://www.insee.fr/fr/statistiques/2662841?pk\\_campaign=avis-parution](https://www.insee.fr/fr/statistiques/2662841?pk_campaign=avis-parution)  
Enquête SINE auprès des auto-entrepreneurs

INSEE. (2019). **Les entreprises en France - Les entreprises en France**. Consulté à l'adresse INSEE website: [https://www.insee.fr/fr/statistiques/4256020?pk\\_campaign=avis-parution](https://www.insee.fr/fr/statistiques/4256020?pk_campaign=avis-parution)  
Cette nouvelle édition du numéro Les entreprises en France de la collection Insee Références offre une vue structurelle complète de notre système productif.

INSEE. (2019). **Estimations d'emploi en 2018**. Consulté 12 décembre 2019, à l'adresse INSEE website: [https://www.insee.fr/fr/statistiques/4255476?pk\\_campaign=avis-parution](https://www.insee.fr/fr/statistiques/4255476?pk_campaign=avis-parution)

Lee, H. (2019). **Output cost of gender discrimination in the Korean labour market**. *Pacific Economic Review*, 24(5), 659-671. <https://doi.org/10.1111/1468-0106.12285>

This study constructs and calibrates a macroeconomic model that explains Korea's glass ceiling and examines the output cost of gender discrimination. The model is based on the span-of-control framework in Lucas (1978). It is assumed that the source of the glass ceiling is women requiring more managerial skill than men to be considered for promotion. According to simulation results, without the glass ceiling, besides an increase in the share of female managers, aggregate output also increases by 8.4%. The output gain from a glass ceiling removal policy is monotonic because the number of workers continues to decline while the number of managers increases gradually. This implies that the more effective the policy implementation, the greater the increase in output.

Lightman, N., & Kevins, A. (2019). **Bonus or Burden? Care Work, Inequality, and Job Satisfaction in Eighteen European Countries**. *European Sociological Review*, 35(6), 825-844. <https://doi.org/10.1093/esr/jcz032>

Abstract. While existing research highlights the feminized and devalued nature of care work, the relationship between care work and job satisfaction has not yet



Théron, G. (s. d.). **Un non-salarié sur quatre travaille aussi en tant que salarié.** *Insee Première*, (1785). Consulté à l'adresse <https://www.insee.fr/fr/statistiques/fichier/version-html/4261369/ip1785.pdf>

En France, fin 2016, 23 % des non-salariés ont aussi une activité salariée ou en ont exercé une au cours de l'année. Ils sont 42 % parmi les micro-entrepreneurs et 15 % parmi les non-salariés classiques. La pluriactivité est plus répandue pour les professions libérales, notamment dans la santé. L'activité salariée des pluriactifs génère en moyenne plus de revenu que leur activité non salariée. Au total, les pluriactifs ont un revenu d'activité supérieur à celui des non-salariés monoactifs. Ces moyennes masquent des situations très différentes : la moitié des pluriactifs exercent une activité principale, salariée ou non salariée, dont ils retirent un revenu important au regard des autres non-salariés, avec une activité complémentaire plus faiblement rémunératrice. Les autres pluriactifs ont à la fois des revenus non salariés et salariés relativement faibles : il s'agit souvent de personnes exerçant des activités intermittentes ou se lançant dans le non-salariat. Le temps consacré à l'activité salariée est fortement lié au secteur de l'activité non salariée et au revenu dégagé de celle-ci. Les non-salariés de l'enseignement ou des activités artistiques exercent plus souvent un emploi salarié ponctuel ou à temps partiel.

Topa, G. (2019). **Social and spatial networks in labour markets.** *Oxford Review of Economic Policy*, 35(4), 722-745. <https://doi.org/10.1093/oxrep/grz019>

Abstract. Social connections and referrals are ubiquitous in the labour market, both on the job-seeker side and on the employer side.

## Métiers de l'éducation

Bon, S., & Panissal, N. (2019). **Tensions identitaires d'enseignants d'éducation socio-culturelle au sein d'une transition sociétale et agroécologique.** *Éducation et socialisation. Les Cahiers du CERFEE*, (54). <https://doi.org/10.4000/edso.7898>

Cet article analyse les tensions identitaires d'enseignants d'éducation socio-culturelle engagés dans une réforme agricole de transition agroécologique et participant à la démarche d'enseigner à produire autrement. Dans une approche compréhensive, exploratoire et qualitative, nous nous appuyons sur des entretiens semi-dirigés pour faire émerger les rapports que ces enseignants entretiennent avec eux-mêmes, avec leur travail et avec les autres, ainsi que des critères d'engagement, de temporalité, d'intentionnalité et de socialité vis-à-vis de cette réforme. Les résultats montrent qu'ils ne prennent pas toute la mesure de cette transition, qu'ils perpétuent leurs habitudes disciplinaires et qu'ils se trouvent démunis professionnellement face à ces enjeux d'écocitoyenneté. Ils n'en sont qu'à l'amorce de leur transition identitaire dont l'aboutissement est la transformation de cette phase exploratoire en une conscientisation des nouveaux enjeux, au-delà de l'agroécologie.

Bouchetal, T. (2019). **Enseigner dans le premier degré : système d'épreuves et répertoire de ressources.** *Éducation et socialisation. Les Cahiers du CERFEE*, (54). <https://doi.org/10.4000/edso.8330>

Cet article étudie les difficultés enseignantes du premier degré à partir des notions d'épreuve et de ressource. Cela permet de révéler conjointement l'engagement des

sujets dans leur travail et les éléments caractérisant les cadres et contextes sociaux de leur exercice professionnel. Nos données sont issues d'approches biographiques de professeurs des écoles en cours de carrière. L'analyse met au jour des trajectoires professionnelles façonnées par les conséquences d'un système d'épreuves articulé à un répertoire de ressources, dont nous pouvons rendre compte par une modélisation. Ainsi, nos résultats pointent cinq catégories d'épreuves en lien avec le projet d'enseigner et le quotidien de l'activité, auxquelles se rajoutent deux autres catégories d'épreuves qui témoignent de stratégies pour reconfigurer les parcours professionnels. Les ressources identifiées sont principalement issues de l'environnement de travail proche et des différentes strates du parcours personnel.

Buznic-Bourgeacq, P., Guern, A.-L. L., & Thémines, J.-F. (2019). **Changer de point de vue ! De la difficulté malheureuse à l'épreuve constructive: un effet des recherches collaboratives ?** *Éducation et socialisation. Les Cahiers du CERFEE*, (54). <https://doi.org/10.4000/edso.8352>

Le texte propose une conceptualisation originale de l'épreuve, à partir de ses dimensions sociale, clinique et didactique, permettant d'analyser des difficultés rencontrées par les enseignants en tant que reflets du contexte social et de l'expérience subjective. Cette conceptualisation est illustrée par des retours opérés sur des recherches collaboratives qui l'ont soutenue ou confortée. Pour finir, l'article insiste sur les conditions d'exercice d'une responsabilité des chercheurs à l'égard d'acteurs qui, dans ce cadre collaboratif, nous semblent devoir être en position de co-auteurs, tout à la fois d'une analyse de leur situation et d'une reprise en main de leur métier. C'est en ce sens que le concept d'épreuve trouve sa valeur constructive.

Cadiou, S. (2019). **Difficulté de l'enseignant : à qui appartient-elle ? de quoi parle-t-on ? . Le cas de l'enseignement de l'écriture en cours de français dans une classe de lycée professionnel.** *Éducation et socialisation. Les Cahiers du CERFEE*, (54). <https://doi.org/10.4000/edso.7638>

A quoi renvoie l'expression « difficulté de l'enseignant » : à une difficulté à enseigner, à une difficulté d'apprentissage perçue par l'enseignant ou bien à une difficulté perçue par l'élève ? Nous nous appuyons sur la vignette didactique clinique de Viviane enseignante de français et de quatre de ses élèves en classe de 1<sup>ère</sup> bac pro durant une séquence d'écriture (à partir des verbatims des cours, des entretiens semi-dirigés et des textes produits par les élèves). La congruence des trois niveaux superposés sous cette « difficulté de l'enseignant » n'est pas toujours présente et laisse penser que celle-ci dépasserait l'objet du savoir et tiendrait aux sujets acteurs de la situation. Avec le cadre de la didactique clinique, considérant l'inconscient freudien, nous proposons d'y examiner la part du transfert dans cette difficulté. Cela permettrait de penser celle-ci comme un moteur de la relation, exploitable en formation des enseignants.

Desbiens, J.-F., Habak, A., & Martineau, S. (2019). **Analyser l'expérience du stage en enseignement au travers du prisme des difficultés et des échecs de stagiaires québécois: réflexion basée sur les écrits spécialisés.** *Éducation et socialisation. Les Cahiers du CERFEE*, (54). <https://doi.org/10.4000/edso.8390>

Cet article présente une réflexion sur les difficultés et les échecs parfois vécus par des stagiaires en formation initiale à l'enseignement. Ces phénomènes demeurent encore mal documentés. Selon leur état d'esprit du stagiaire (mind set), ils sont perçus comme des sources d'embarras sinon d'humiliation ou, comme le montrent des travaux portant

sur l'apprentissage découlant de l'échec (failure based learning), comme des occasions d'apprendre à saisir dans un processus de développement professionnel. Nous défendons l'idée qu'un accompagnement attentif par des formateurs habilités à utiliser d'une approche de résolution de problèmes peut aider les stagiaires en enseignement à mieux composer avec les difficultés et échecs vécus en stage et à construire leurs compétences ainsi que leur identité professionnelles.

Giguère, F., & Mukamurera, J. (2019). **Les difficultés et les besoins de soutien des enseignants débutants en adaptation scolaire.** *Éducation et socialisation. Les Cahiers du CERFEE*, (54). <https://doi.org/10.4000/edso.8288>

Au Québec, les études portant sur l'insertion professionnelle des enseignants donnent des résultats n'éclairant pas la situation particulière de ceux œuvrant dans le champ de l'adaptation scolaire. Constituant une importante portion du personnel enseignant (gouvernement du Québec, 2016) et travaillant auprès d'élèves vulnérables et exclusivement en difficulté, ces enseignants font face à des défis relativement différents de ceux de leurs collègues des classes régulières. Notre objectif est de décrire et de comprendre les difficultés qu'ils vivent et leurs besoins de soutien. Une base de données quantitatives reposant sur une approche multidimensionnelle de l'insertion professionnelle a été exploitée. Des entrevues semi-structurées ont également été réalisées. Les résultats révèlent la diversité des difficultés rencontrées et la nature plurielle des besoins de soutien des enseignants débutants en adaptation scolaire, dont certains sont inhérents à leurs contextes particuliers de travail.

Jarraud, F. (2019a, décembre 13). **Réforme : Le travail des enseignants français au regard de l'Europe.** Consulté 16 décembre 2019, à l'adresse Le café pédagogique website:

<http://www.cafepedagogique.net/lexpresso/Pages/2019/12/13122019Article637118205346015892.aspx>

Que sait-on du travail des enseignants français ? Est-il moins lourd que celui de leurs collègues européens ? Alors que le premier ministre annonce qu'avec la réforme des retraites on va revoir « l'organisation du travail » des enseignants, le moment est venu de faire le point. D'autant que JM Blanquer annonce une conférence pour comparer le travail enseignant en France et en Europe. Avant que la vaste réforme du métier enseignant soit lancé, la mise au point s'impose.

Jarraud, F. (2019b, décembre 16). **Christian Maroy : Qu'est ce que le nouveau métier enseignant ?** Consulté 16 décembre 2019, à l'adresse Le café pédagogique website:

<http://www.cafepedagogique.net/lexpresso/Pages/2019/12/16122019Article637120781480503405.aspx>

Lipp, A. (2019). **Difficultés des enseignants lors de l'enseignement de questions socialement vives : quelle conceptualisation pour mieux les comprendre ?** *Éducation et socialisation. Les Cahiers du CERFEE*, (54). <https://doi.org/10.4000/edso.7824>

L'enseignement agricole est directement concerné par l'introduction de questions socialement vives (QSV) dans les curricula. Plusieurs recherches en didactique des QSV ont montré des difficultés récurrentes rencontrées par les enseignants face à ces objets d'enseignement-apprentissage. Toutefois, peu d'études ont circonscrit la notion de difficulté et les ont appréhendées en situation. Dans cet article, nous considérons que le concept de réel de l'activité développé en clinique de l'activité est porteur d'éléments de compréhension des difficultés des enseignants prenant en charge une

QSV. Nous proposons ainsi d'articuler les cadres théoriques de la didactique des QSV et de la clinique de l'activité afin de mieux comprendre les conflits au cœur de l'activité d'enseignants. Une recherche menée auprès d'enseignants de zootechnie prenant en charge la question du bien-être animal en élevage montre que leurs difficultés sont intimement liées à des activités empêchées et contrariées.

Magogeat, Q. (2019). **Socialisation professionnelle en ligne : étude cyber-ethnographique d'une communauté virtuelle de maîtres supplémentaires.** *Éducation et socialisation. Les Cahiers du CERFEE*, (54). <https://doi.org/10.4000/edso.8520>

À partir d'une étude cyber-ethnographique d'une communauté virtuelle de maîtres supplémentaires travaillant à l'école primaire constituée sur les réseaux sociaux, nous avons cherché à identifier et comprendre les usages de cet outil technologique favorisant la communication à distance et asynchrone. L'analyse des discussions entre maîtres supplémentaires sur le groupe virtuel a permis de saisir au moins trois usages. Premièrement, le groupe Facebook constitue un espace de socialisation professionnelle entre pairs, afin de s'acculturer à une culture commune de maître supplémentaire. Deuxièmement, les membres semblent utiliser ce groupe comme un espace d'échanges et de circulation de savoirs, favorisant leur intéressement et leur enrôlement au sein du dispositif « Plus de maîtres que de classes ». Enfin, l'analyse des discussions permet d'identifier ce groupe comme un espace de soutien social et émotionnel, par l'intermédiaire duquel certains maîtres supplémentaires en profitent pour partager des difficultés professionnelles liées à l'exercice de leur fonction.

Montmasson-Michel, F. (2019). **Contraindre sans contraindre : du « client idéal » de l'école maternelle aux difficultés professionnelles enseignantes.** *Éducation et socialisation. Les Cahiers du CERFEE*, (54). <https://doi.org/10.4000/edso.7692>

L'article analyse l'effet des définitions sociales de l'enfant et des normes pédagogiques sur les difficultés professionnelles enseignantes. Le cas de l'école maternelle et de l'acculturation langagière montre que les normes pédagogiques reposent sur un « client idéal » autonome politiquement (qui se tient tout seul) et cognitivement (qui apprend tout seul) : un idéal de classe bien éloigné d'une bonne partie des enfants réels. Le cas des activités orales montre comment l'idéal d'un enfant qui se tient tout seul conduit à des dispositifs pédagogiques faiblement efficaces et différenciateurs tout en générant des difficultés concrètes de mise en œuvre et des arrangements inconfortables. Le cas de l'alphabétisation montre comment l'idéal d'un enfant qui apprend tout seul produit des normes pédagogiques entretenant les difficultés scolaires tout en empêchant de penser et d'expérimenter des pratiques plus égalisatrices, susceptibles de résoudre certaines difficultés d'enseignement. Ces difficultés sont la marque d'un métier empêché.

Murillo, A., & Moscoso, J. N. (2019). **Les paradigmes de recherche sur les difficultés dans le travail enseignant.** *Éducation et socialisation. Les Cahiers du CERFEE*, (54). <https://doi.org/10.4000/edso.8447>

Cette revue de littérature propose une typologie des recherches sur les difficultés dans le travail enseignant, sur la base du repérage des paradigmes mobilisés. À partir d'une revue de travaux francophones, anglophones et hispanophones, nous mettons en évidence cinq types de paradigmes : psychologique, sociologique/anthropologique, didactique, des théories du travail et de l'activité, et empiriste. Nous en décrivons les

caractéristiques théoriques, méthodologiques, ainsi que les spécificités des objets étudiés.

Nunez Mosco, J., Murillo, A., & Jean, A. (2019). **Les difficultés professionnelles des enseignants (Dossier)**. *Education et socialisation - Les cahiers du CERFEE*, (54). <https://doi.org/10.4000/edso.7466>

Pochon, S. (2019). **Enseignants d'EPS dans un lycée d'élite : le défi de la « lisibilité »**. *Éducation et socialisation. Les Cahiers du CERFEE*, (54). <https://doi.org/10.4000/edso.7956>

Cet article s'intéresse aux enseignants d'EPS lorsqu'ils exercent en contexte d'excellence et interroge les contraintes potentielles qui pèsent sur ces professionnels. Le projet est de montrer que les enseignants d'EPS d'un lycée d'élite parisien ne rencontrent pas de difficultés d'ordre « situationnel » mais font face au défi de « lisibilité » de leur discipline. À l'appui d'une démarche ethnographique et en nous inscrivant dans une socio-ethno-didactique, nous proposons de situer la discipline EPS dans ses conditions locales et sociales d'enseignement. Les résultats montreront que les enseignants s'adressent à un public socialement favorisé qui oppose à la docilité scolaire un « réalisme calculateur » au point de confronter les enseignants aux représentations contrastées qu'ont les élèves de la discipline. La difficulté du travail enseignant dans ce contexte consiste à faire face à un défi : œuvrer en faveur de la reconnaissance identitaire de la discipline et de sa « lisibilité ».

Régnier, J.-C. (2019). **Teacher Education in France: 21st Century Challenges**. In M. S. F. Rafaqat Ali Akbar (Éd.), *International Conference on Research in Education - ICORE 2019*. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-02375396>

Roaux, C. (2019). **Le travail en équipe en école primaire : une autonomie sous contrainte**. *Éducation et socialisation. Les Cahiers du CERFEE*, (54). <https://doi.org/10.4000/edso.8012>

Cet article examine le paradoxe induit par « l'injonction » au travail en équipe au sein de l'école primaire française, qui reste à la fois sans un directeur statutairement reconnu, très centrée sur la classe et dans un système scolaire d'organisation encore pyramidale. Cette (pseudo) localisation du système scolaire est étudiée à la fois par le point de vue des acteurs au sommet de cette pyramide (Inspection générale, recteur, Direction Générale de l'enseignement scolaire, cabinet ministériel) et du point de vue des acteurs de terrain (hiérarchie intermédiaire, directeurs, enseignants). La méfiance que ce travail collectif « imposé » génère chez les enseignants, les détourne finalement d'un travail véritablement collaboratif et entraîne un repli sur soi et des conflits d'équipe, des tensions entre une « bureaucratie » délégitimée – mais de manière ambiguë – et une « anarchie » alimentée par les contradictions organisationnelles dans une période de changement de référentiel.

Robichaud, A., & Masse-Lamarche, M.-H. (2019). **Une analyse de la souffrance enseignante : Horkheimer, Adorno et l'humain comme être souffrant**. *Éducation et socialisation. Les Cahiers du CERFEE*, (54). <https://doi.org/10.4000/edso.8426>

Cet article éclaire, d'un point de vue essentiellement théorique, le phénomène de la souffrance enseignante dans une perspective empruntée à la sociologie et la philosophie sociale des principaux représentants de la première génération de l'École

de Francfort, Max Horkheimer et Theodor Adorno: ses objectifs sont de mettre en lumière les articulations possibles entre les manifestations microsociologiques de la souffrance vécue dans le cadre du travail enseignant (problèmes d'adaptation, stress, désenchantement face au métier, remaniements identitaires professionnels et personnels) et le concept macrosociologique de rationalisation instrumentale du système éducatif. Quels sont les impacts de ce processus de rationalisation, au cœur de la pensée horkheimerienne et adornienne, sur les différentes manifestations de la souffrance enseignante? Comment le concept de souffrance chez les deux philosophes permet-il de mieux comprendre les fondements et rouages des difficultés enseignantes?

Soliman, L. R., Tripiet-Mondancin, O., Martinez, E., & Bach, N. (2019). **Projet orchestre dans un collège REP+, à Toulouse: caractériser les difficultés déclarées par des professeurs chargés de l'enseignement musical.** *Éducation et socialisation. Les Cahiers du CERFEE*, (54). <https://doi.org/10.4000/edso.8090>

Dans certains écoles/collèges français, les classes orchestre (2008) constituent des dispositifs spécifiques: enseignants de l'Éducation nationale, des Conservatoires et/ou d'écoles de musique sont amenés à coopérer. Le cas des classes orchestre du collège Bellefontaine au sein du Grand Mirail s'inscrit dans ce schéma. Rares sont les études qui tentent de décrire et comprendre les difficultés rencontrées par les enseignants dans ce type de projet. Or, la mission des enseignants rattachés au Conservatoire n'est pas initialement dévolue à un public scolaire captif, de plus, en grande difficulté. Cette contribution propose de définir, caractériser et catégoriser les difficultés déclarées lors d'entretiens ou de témoignages d'enseignants intervenant dans ce dispositif. Deux grandes catégories de difficultés émergent: celles des enseignants recrutés par le conservatoire, qui semblent pouvoir être rapportées à des conflits intra et interindividuel de valeurs, et celles des élèves.

Wanlin, P., Dessart, P., & Crahay, M. (2019). **Hétérogénéité des niveaux et rythmes des élèves: dilemmes d'enseignants du primaire en formation et titulaires dans deux contextes.** *Éducation et socialisation. Les Cahiers du CERFEE*, (54). <https://doi.org/10.4000/edso.7518>

Ce texte étudie les représentations des enseignants sur les dilemmes inhérents à la gestion de l'hétérogénéité de niveaux des élèves. Plus de 900 enseignants ont participé à deux études quantitatives. La première montre la pertinence de l'instrument de mesure avec des enseignants belges francophones, population au sein de laquelle nous avons extrait des propos transformés en items. La deuxième vérifie si cet instrument a le même pouvoir d'identification des dilemmes selon le statut (en formation ou titularisé) et le pays (Suisse ou Belgique) des répondants. Les résultats montrent une certaine stabilité dans les dilemmes avec un pouvoir psychométrique différent en fonction du statut ou de pays des sondés. Des recommandations pour de futures recherches et des observations pour la formation des enseignants sont discutées.

WatreLOT, P. (2019, décembre 11). **Salaire des enseignants: revalorisation ou entourloupe?** Consulté 12 décembre 2019, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/salaire-enseignants-revalorisation-entourloupe/00091246>

Dans ses promesses faites aux enseignants, le gouvernement oublie que la situation ne se limite pas aux seules retraites mais à bien d'autres retards accumulés.

## Numérique et éducation

Barteit, S., Guzek, D., Jahn, A., Bärnighausen, T., Jorge, M. M., & Neuhann, F. (2020). **Evaluation of e-learning for medical education in low- and middle-income countries: A systematic review.** *Computers & Education*, 145, 103726. <https://doi.org/10.1016/j.compedu.2019.103726>

In low- and middle-income countries (LMICs), e-learning for medical education may alleviate the burden of severe health worker shortages and deliver affordable access to high quality medical education. However, diverse challenges in infrastructure and adoption are encountered when implementing e-learning within medical education in particular. Understanding what constitutes successful e-learning is an important first step for determining its effectiveness. The objective of this study was to systematically review e-learning interventions for medical education in LMICs, focusing on their evaluation and assessment methods. Nine databases were searched for publications from January 2007 to June 2017. We included 52 studies with a total of 12,294 participants. Most e-learning interventions were pilot studies (73%), which mainly employed summative assessments of study participants (83%) and evaluated the e-learning intervention with questionnaires (45%). Study designs, evaluation and assessment methods showed considerable variation, as did the study quality, evaluation periods, outcome and effectiveness measures. Included studies mainly utilized subjective measures and custom-built evaluation frameworks, which resulted in both low comparability and poor validity. The majority of studies self-concluded that they had had an effective e-learning intervention, thus indicating potential benefits of e-learning for LMICs. However, MERSQI and NOS ratings revealed the low quality of the studies' evidence for comparability, evaluation instrument validity, study outcomes and participant blinding. Many e-learning interventions were small-scale and conducted as short-termed pilots. More rigorous evaluation methods for e-learning implementations in LMICs are needed to understand the strengths and shortcomings of e-learning for medical education in low-resource contexts. Valid and reliable evaluations are the foundation to guide and improve e-learning interventions, increase their sustainability, alleviate shortages in health care workers and improve the quality of medical care in LMICs.

Chen, C.-L., & Wu, C.-C. (2020). **Students' behavioral intention to use and achievements in ICT-Integrated mathematics remedial instruction: Case study of a calculus course.** *Computers & Education*, 145, 103740. <https://doi.org/10.1016/j.compedu.2019.103740>

Mathematics remedial instruction is a mathematics education topic worthy of attention; therefore, studying how to effectively implement remedial instruction is essential. A Grade 12 calculus course was used as a case study for exploring the effects of information and communication technology (ICT)-integrated mathematics remedial instruction and factors affecting students' intention to use. A within-group design was adopted to examine whether students' grades on the same type of question in a posttest were significantly higher than in a pretest using a paired samples t-test. Results showed that when ICT-integrated mathematics remedial instruction was not implemented, students' scores in the posttest were not significantly higher; however, after implementing ICT-integrated mathematics remedial instruction, the grades in the

posttest were significantly higher. Regarding students' intention to use ICT-integrated mathematics remedial instruction, the research model was developed from the technology acceptance model. This study analyzed data collected from questionnaires using the partial-least-squares structural equation modeling multivariate data analysis method. The results indicated that (1) perceived usefulness significantly affected attitude toward use and behavioral intention to use; (2) attitude toward use significantly affected behavioral intention to use; and (3) attitude toward use exhibited significant mediating effects between perceived usefulness and behavioral intention to use, indicating that perceived usefulness primarily affected students' behavioral intention to use through attitude toward use. The results may facilitate the application of technology to implement mathematics remedial instruction.

Fluckiger, C. (2019). **Penser les inégalités face à la culture numérique – perspective en sociologie des usages**. In M. Maousse 7 (Éd.), *Microarchitectures nomades pour les oubliés d'Internet*. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-02388146>

Halamish, V., & Elbaz, E. (2020). **Children's reading comprehension and metacomprehension on screen versus on paper**. *Computers & Education*, 145, 103737. <https://doi.org/10.1016/j.compedu.2019.103737>

On-screen reading is becoming increasingly prevalent in educational settings, and children are now expected to comprehend texts that they read on screens. However, research suggests that reading on screen impairs comprehension compared to reading on paper. Furthermore, this medium effect is not reflected in adults' metacomprehension judgments, which often reflect greater overconfidence when reading on screen. Adults are therefore usually metacognitively unaware of the detrimental effect that on-screen reading has on their comprehension. Whether and how the medium affects children's metacomprehension has not been examined before. The main purpose of the present study was to examine the effect of the medium used for reading (screen vs. paper) on children's reading comprehension and metacomprehension. Fifth grade children (N = 38) read short texts, estimated their comprehension of each text, and answered a reading comprehension test. They completed this task on paper for two texts and on screen for two other texts. Results suggested that the children's reading comprehension was better when reading on paper than on screen, although initial reading time was equivalent. This paper advantage was independent of medium preferences, computer usage habits, or reading skills. Children's metacomprehension judgments were insensitive to the effect of medium, and their medium preferences further suggested that they were indifferent to the medium used for reading, both before and after experiencing the task on both media. These results suggest that children, like adults, are metacognitively unaware of the detrimental effect that on-screen reading has on their comprehension, and they are likely to make ineffective medium choices for their reading tasks.

Hall, C., Lundin, M., & Sibbmark, K. (2019). **A laptop for every child? The impact of ICT on educational outcomes** (Working Paper Series N° 2019:26). Consulté à l'adresse IFAU - Institute for Evaluation of Labour Market and Education Policy website: [https://econpapers.repec.org/paper/hhsifauwp/2019\\_5f026.htm](https://econpapers.repec.org/paper/hhsifauwp/2019_5f026.htm)

Classrooms all over the world are becoming increasingly technologically advanced. Many schools today provide a personal laptop or tablet to each pupil for use both in the classroom and at home. The intent of these 1:1 programs is that information and



communication technology (ICT) should be extensively involved in the teaching of all subjects. We investigate how pupils who are given a personal laptop or tablet, rather than having more limited computer access, are affected in terms of educational performance. By surveying schools in 26 Swedish municipalities regarding the implementation of 1:1 programs and combining this information with administrative data, we estimate the impact on educational outcomes using a difference-in-differences design. We find no significant impact on standardized tests in mathematics or language on average, nor do we find an impact on the probability of being admitted to upper secondary school or the students' choice of educational track. However, our results indicate that 1:1 initiatives may increase inequality in education by worsening math skills and decreasing enrollment in college-preparatory programs in upper secondary school among students with lower educated parents.

Heilporn, G., & Lakhal, S. (2020). **Investigating the reliability and validity of the community of inquiry framework: An analysis of categories within each presence.** *Computers & Education*, 145, 103712. <https://doi.org/10.1016/j.compedu.2019.103712>

In online or blended environments, the Community of Inquiry (Col) framework sets that a meaningful educational experience derives from the interrelation of teaching, social and cognitive presences. Each presence is subdivided, resulting in a structure in ten categories at the basis for the Col survey instrument. Although the survey structure in three presences was repeatedly validated in the literature, the categories within presences were not and were consequently investigated in this study. High internal consistencies between items of each category demonstrated that the structure is reliable. Its convergent and discriminant validity were confirmed using multi-group confirmatory factor analyses, that further allowed to reinforce the construct validation by evaluating its factorial invariance across independent samples collected in two universities and varying in gender and age (n1 = 343; n2 = 420). To assess its discriminant validity and because high estimated correlations between categories were observed, alternative structures in eight, seven and six factors were also compared to the original ten-category structure. They were all valid despite yielding inferior fits. The partial structural invariance of Col structures in categories were also confirmed across groups. Next, a Col structure in three presences resulted in an insufficient fit to data across independent groups. Much more conclusively, a second-order structure including both presences and categories demonstrated a very good fit to the data, highlighting the importance of categories to reflect students' perceptions. This paper, although presented at a conceptual level, enlightens the potential of studying the influence of categories on each other, learning outcomes, or to identify areas of improvement in online and blended courses by relying on meaningful and trustful categories that further characterize the well-known presences.

Henda, M. B. (2019, février 23). **TICE : normativité, interopérabilité et pratiques convergentes.** Présenté à ECOTIDI: Numérique et Formation à Distance. Consulté à l'adresse <https://hal-u-bordeaux-montaigne.archives-ouvertes.fr/hal-02394728>

Hew, K. F., Hu, X., Qiao, C., & Tang, Y. (2020). **What predicts student satisfaction with MOOCs: A gradient boosting trees supervised machine learning and sentiment analysis approach.** *Computers & Education*, 145, 103724. <https://doi.org/10.1016/j.compedu.2019.103724>

This study defines MOOC success as the extent of student satisfaction with the course. Having more satisfied MOOC students can extend the reach of an institution to more people, build the brand name of the institution, and even help the institution use MOOCs as a source of revenue. Traditionally, student completion rate is frequently used to define MOOC success, which however, is often inaccurate because many students have no intention of finishing a MOOC. Informed by Moore's theory of transactional distance, this study adopted supervised machine learning algorithm, sentiment analysis and hierarchical linear modelling to analyze the course features of 249 randomly sampled MOOCs and 6393 students' perceptions of these MOOCs. The results showed that course instructor, content, assessment, and schedule play significant roles in explaining student satisfaction, while course structure, major, duration, video, interaction, perceived course workload and perceived difficulty play no significant roles. This study adds to the extant literature by examining specific learner-level and course-level factors that can predict MOOC learner satisfaction and estimating their relative effects. Implications for MOOC instructors and practitioners are also provided.

Hung, C.-Y., Xu, W.-W., & Lin, Y.-R. (2020). **Multi-touch, gesture-based simulations: Impacts on learning optical imaging and mental model development.** *Computers & Education*, 145, 103727. <https://doi.org/10.1016/j.compedu.2019.103727>

This study examines the effects of different simulation interface designs on students' conceptual understanding of optical imaging and mental model development, and clarifies these design implications on students' behavioral performance and average residence time. We developed simulations of two different interfaces—gesture- and mouse-based simulations—to collect and compare data from two respective student groups. We utilized a quasi-experimental design, and selected and assigned 64 sixth-grade students to the gesture- and mouse-based simulation groups. The results showed a significant difference between the mental model tests (MMT) of the two groups. Specifically, among the three aspects of a mental model, answer (phenomenon) and explanations (which explain the phenomenon) showed more significant differences with the use of gesture-based than mouse-based simulations. The multivariate analysis of variance results indicated that students using gesture-based simulations demonstrated a longer average residence time than those using mouse-based simulations. Further, the study results suggest that compared to a traditional mouse-based interface, the application of multi-touch gestures in optical imaging concept learning enabled not only the development of a more complete mental model but also the improvement of students' science explanation skills.

Ibáñez, M. B., Uriarte Portillo, A., Zatarain Cabada, R., & Barrón, M. L. (2020). **Impact of augmented reality technology on academic achievement and motivation of students from public and private Mexican schools. A case study in a middle-school geometry course.** *Computers & Education*, 145, 103734. <https://doi.org/10.1016/j.compedu.2019.103734>

In this paper, the authors show that augmented reality technology has a positive impact on learning-related outcomes of middle-school Mexican students. However, the impact varies depending on whether students were enrolled in public or private schools. The authors designed an augmented reality application for students to practice the basic principles of geometry, and a similar application which encompasses identical learning objectives and content deployed in a Web-based learning environment. A  $2 \times 2 \times 2$  factorial design was employed with 93 participants to

investigate the effect of type of technology (web, augmented reality), type of school (private, public), and time of assessment (pre, post) on motivation, and declarative learning. The results show that: (1) there is an interactive effect of type of technology, type of school, and time of assessment when students' achievement scores are measured; (2) students using the augmented reality-based learning environments scored higher in post-test than those using the web-based application; (3) the augmented reality learning environment was more learning effective compared with the web-based learning environment in public schools, but not in private schools; (4) there is not an interactive effect of type of technology, type of school and time of assessment when students' motivation is measured; (5) students from private schools reported higher levels of motivation compared with those from public schools when using the augmented reality learning environment. The research findings imply that in Mexico, augmented reality technology can be exploited as an effective learning environment for helping middle-school students from public and private schools to practice the basic principles of Geometry.

Jarraud, F. (2019, décembre 16). **Considérer le numérique comme une écriture**. Consulté 16 décembre 2019, à l'adresse Le café pédagogique website: <http://www.cafepedagogique.net/lexpresso/Pages/2019/12/16122019Article637120781208939973.aspx>

Lambert, S. R. (2020). **Do MOOCs contribute to student equity and social inclusion? A systematic review 2014–18**. *Computers & Education*, 145, 103693. <https://doi.org/10.1016/j.compedu.2019.103693>

In recent years, hopes that Massive Open Online Courses (MOOCs) would make access to education fairer faded in the light of research showing MOOCs favoured the already educated and relatively advantaged. This paper presents the results of a systematic review of literature from 2014 to 2018. The aim was to investigate the extent that MOOCs and other free open education programs provide equitable forms of online education to address global widening participation agendas. The literature fell into two main groups: empirical reports on outcomes for students, and those providing policy or practitioner guidance. A globally diverse set of 46 studies and reports were examined, including 24 empirical evaluations of programs reaching over 440,000 disadvantaged learners in both distance and blended learning settings. Most literature claimed an interest in advancing student equity (enrolled or tertiary preparation learners) and/or social inclusion (community learners) with low-skills, low confidence, and/or low levels of previous education. In contrast to the existing literature, this study found that there was a flourishing of multi-lingual and Languages other than English (LOTE) programs and those addressing regional socio-economic disadvantage. Most cases involved MOOCs and free online resources combined with additional forms of support, including face-to-face study groups. Contrary to the existing debate in the open education literature, the review also found that the legal status of the learning materials (copyright or openly licenced) was of little consequence so long as it was free to the end user. What seemed to matter most was the intentional and collaborative design for disadvantaged cohorts, including the provision of digital or face-to-face personal support. Successful design collaborations often featured learner-centred, non-technical partnerships with community groups which increased the understanding of the needs of particular marginalised learners, while also providing more sustainable and distributed learner support. The review concludes that MOOCs which aim to widen participation in

education are an alternative global practice that exists alongside more commercial MOOC offerings. Recommendations are provided for addressing gaps in offerings, and improving design and research.

Li, J. (2020). **Development and validation of Second Language Online Reading Strategies Inventory.** *Computers & Education*, 145, 103733. <https://doi.org/10.1016/j.compedu.2019.103733>

Past second language (L2) reading research has widely discussed reading strategies and developed measures within traditional reading contexts. However, few have included technology and its novel features to cope with changes in reading contexts. Even fewer were developed for use by adult and tertiary-level L2 readers. This paper describes the development and validation of a new self-report instrument, the Second Language Online Reading Strategies Inventory (SLORSI), which is designed to measure adult and tertiary-level readers' use of online reading strategies when reading academic or study-related materials in a L2 learning context. Validation was carried out by means of exploratory factor analysis (EFA) and confirmatory factor analysis (CFA). A second-order modeling approach was adopted to capture the underlying structures of online reading strategies. Results of EFA and CFA suggest a 29 item, four-factor scale which comprises two second-order factors, 'new strategies' and 'traditional strategies' and two first-order factors, 'evaluating strategies' and 'communicative strategies'. The new strategies encompass four first-order factors, namely, locating, synthesizing, saving and navigating strategies while the traditional strategies include three first-order factors, inferring, skimming and translating strategies. The instrument meets validity and reliability criteria. Applications of the instrument are discussed, as are the implications for teaching, learning and research.

Magogeat, Q. (2019). **Socialisation professionnelle en ligne: étude cyber-ethnographique d'une communauté virtuelle de maîtres supplémentaires.** *Éducation et socialisation. Les Cahiers du CERFEE*, (54). <https://doi.org/10.4000/edso.8520>

À partir d'une étude cyber-ethnographique d'une communauté virtuelle de maîtres supplémentaires travaillant à l'école primaire constituée sur les réseaux sociaux, nous avons cherché à identifier et comprendre les usages de cet outil technologique favorisant la communication à distance et asynchrone. L'analyse des discussions entre maîtres supplémentaires sur le groupe virtuel a permis de saisir au moins trois usages. Premièrement, le groupe Facebook constitue un espace de socialisation professionnelle entre pairs, afin de s'acculturer à une culture commune de maître supplémentaire. Deuxièmement, les membres semblent utiliser ce groupe comme un espace d'échanges et de circulation de savoirs, favorisant leur intéressement et leur enrôlement au sein du dispositif « Plus de maîtres que de classes ». Enfin, l'analyse des discussions permet d'identifier ce groupe comme un espace de soutien social et émotionnel, par l'intermédiaire duquel certains maîtres supplémentaires en profitent pour partager des difficultés professionnelles liées à l'exercice de leur fonction.

McGrew, S. (2020). **Learning to evaluate: An intervention in civic online reasoning.** *Computers & Education*, 145, 103711. <https://doi.org/10.1016/j.compedu.2019.103711>

Students turn to the Internet for information but often struggle to evaluate the trustworthiness of what they find. Teachers should help students develop effective evaluation strategies in order to ensure that students have access to reliable information on which to base decisions. This study reports on the results of an attempt to

teach students to reason about online information. Students were taught strategies for evaluating digital content that were based on the practices of professional fact checkers. Eight lessons were devoted to teaching students strategies to effectively evaluate digital content. Pre- and posttests, each composed of four brief, constructed-response items, were administered to 68 11th-grade students who participated in the study. Students' scores improved significantly from pre-to posttest on three of the four tasks: students demonstrated an improved ability to investigate the source of a website, critique evidence, and locate reliable sources during an open Internet search. These results are promising and suggest that explicit instruction on fact-checking strategies may help students develop more effective online evaluation strategies.

Moreno-Marcos, P. M., Muñoz-Merino, P. J., Maldonado-Mahauad, J., Pérez-Sanagustín, M., Alario-Hoyos, C., & Delgado Kloos, C. (2020). **Temporal analysis for dropout prediction using self-regulated learning strategies in self-paced MOOCs**. *Computers & Education*, 145, 103728. <https://doi.org/10.1016/j.compedu.2019.103728>

MOOCs (Massive Open Online Courses) have usually high dropout rates. Many articles have proposed predictive models in order to early detect learners at risk to alleviate this issue. Nevertheless, existing models do not consider complex high-level variables, such as self-regulated learning (SRL) strategies, which can have an important effect on learners' success. In addition, predictions are often carried out in instructor-paced MOOCs, where contents are released gradually, but not in self-paced MOOCs, where all materials are available from the beginning and users can enroll at any time. For self-paced MOOCs, existing predictive models are limited in the way they deal with the flexibility offered by the course start date, which is learner dependent. Therefore, they need to be adapted so as to predict with little information short after each learner starts engaging with the MOOC. To solve these issues, this paper contributes with the study of how SRL strategies could be included in predictive models for self-paced MOOCs. Particularly, self-reported and event-based SRL strategies are evaluated and compared to measure their effect for dropout prediction. Also, the paper contributes with a new methodology to analyze self-paced MOOCs when carrying out a temporal analysis to discover how early prediction models can serve to detect learners at risk. Results of this article show that event-based SRL strategies show a very high predictive power, although variables related to learners' interactions with exercises are still the best predictors. That is, event-based SRL strategies can be useful to predict if e.g., variables related to learners' interactions with exercises are not available. Furthermore, results show that this methodology serves to achieve early powerful predictions from about 25 to 33% of the theoretical course duration. The proposed methodology presents a new approach to predict dropouts in self-paced MOOCs, considering complex variables that go beyond the classic trace-data directly captured by the MOOC platforms.

Rafique, H., Almagrabi, A. O., Shamim, A., Anwar, F., & Bashir, A. K. (2020). **Investigating the Acceptance of Mobile Library Applications with an Extended Technology Acceptance Model (TAM)**. *Computers & Education*, 145, 103732. <https://doi.org/10.1016/j.compedu.2019.103732>

Mobile applications are getting a great deal of interest among researchers due to their proliferation and pervasiveness, especially in the context of digital libraries of educational institutes. However, their low acceptance and usage are observed, hence, in-depth investigations are required in order to understand the factors behind low acceptance and intention to use mobile library application (MLA). Therefore, the

aim of this work is to empirically explore the acceptance of MLA with a proposed model that is evolved from the technology acceptance model (TAM). The study objects to deliver empirical provision on acceptance of MLA. A self-administrated cross-sectional survey-based study was conducted to gather data from 340 users of MLA. Structural equation model (SEM) with an analysis of moment structure (AMOS) software was conducted to examine quantitative data. Results revealed that perceived usefulness and perceived ease of use are direct significant predictors with the intention to use MLA whereas system quality and habit are the influencing factors toward the usage intention of MLA. The findings help as a guide for effective decision in the design and development of MLA. Further, the outcomes can be utilized in the resource allocation process for ensuring the success of the library's vision and mission.

Rapp, A. (2020). **Design fictions for learning: A method for supporting students in reflecting on technology in Human-Computer Interaction courses.** *Computers & Education*, 145, 103725. <https://doi.org/10.1016/j.compedu.2019.103725>

Design fictions describe non-existing prototype devices and services, encouraging reflection on technology matters. However, until now most of the fictional design work has been carried out either by “experts” to foster critical thinking within the Human-Computer Interaction (HCI) community, or by user groups to mostly define requirements for creating novel devices. In this article, we aim to use design fictions as a method for supporting students in thinking of the assumptions and consequences of emerging technologies. We report a multi-year experience in using fictional design in the context of academic education to show that such method can be employed to both teach fundamental elements of technology design and HCI and, at the same time, elicit a critical thinking, helping students reflect on the ramifications of their creations and their role as designers. We discuss the methodological implications, pointing out the opportunities this method opens as well as its weaknesses. Finally, we propose a series of methodological suggestions addressed to facilitate the use of design fictions as a “tool for reflection.”

Savard, I., Bourdeau, J., & Paquette, G. (2020). **Considering cultural variables in the instructional design process: A knowledge-based advisor system.** *Computers & Education*, 145, 103722. <https://doi.org/10.1016/j.compedu.2019.103722>

This article presents research works in which a cultural adaptation method and a knowledge-based advisor to help instructional designers in considering cultural variables during the instructional design process have been developed. To do so, a conceptual model of Culture was elaborated, cultural variables were identified and knowledge regarding these variables was modeled via an ontology that served to create the “Cultural Diversity” knowledge base integrating knowledge regarding five cultures. The advisor tool uses this knowledge to advise instructional designers on how to adapt a pedagogical scenario to a culture other than their own or for learners with a culture that is different from the one for which a pedagogical scenario was originally designed. The methodology used is Design-Based Research (DBR) and contains five iterations.

Tissenbaum, M. (2020). **I see what you did there! Divergent collaboration and learner transitions from unproductive to productive states in open-ended inquiry.** *Computers & Education*, 145, 103739. <https://doi.org/10.1016/j.compedu.2019.103739>

While open-ended and tinkering-based learning environments offer considerable support for developing STEM-based reasoning and collaboration skills, understanding how and when learners are engaged in productive or unproductive exploration is a pressing challenge. This is particularly true in museums where dwell times are short and visitors can enter and exit exhibits at varying times. In response, this work aimed to answer two questions: 1) How can we combine learning analytics and qualitative approaches to understand how learners move from unproductive to productive states during open-ended inquiry? 2) What role do interactions with others play in supporting participants' transitions to productive states? To answer these questions, this study examined how combining a Hidden Markov Model (HMM) and interaction analysis together can reveal important elements of participants' collaboration and exploration that would likely be lost if each method were applied in isolation. The methods were applied to visitors participating at an interactive multi-touch exhibit (named Oztoc). The application of HMM successfully captured when participants transitioned from persistent unproductive to productive states, while interaction analysis using the Divergent Collaborative Learning Mechanisms framework (DCLM) showed how specific divergent collaborative interactions supported these transitions. In particular, we reveal the role that visitors engaging in Boundary Spanning Perception and Boundary Spanning Action played in these transitions. More broadly, this work shows how designs that provide opportunities for these kinds of interactions may help learners effectively transition out of sustained states of unproductive persistence.

Torres-Toukoumidis, A., & Mäeots, M. (2019, mars 11). **IMPLEMENTATION OF GAMIFICATION STRATEGIES FOR THE ENHANCEMENT OF DIGITAL COMPETENCES**. 9510-9518. <https://doi.org/10.21125/inted.2019.2356>

Transforming the learning process through strategies and tools dedicated to reinforcing experiences, producing commitment, unifying tasks and being fun and persuasive will generate changes in the particular needs of the educational context. In fact, gamification is presented as one of the catalysts of educational potential based on the application of play elements affecting motivation and knowledge apprehension. This research aims to deepen in the suitability of incorporating gamification on the learning process for the acquisition of digital skills. Thus, in this research is examined the disposition of gamification within the global framework of references to digital skills [1] organized into 7 areas and subdivided into 26 competencies: browsing, searching and filtering data, information and digital content; evaluating data, information and digital content; managing data, information and digital content; Interacting through digital technologies; sharing through digital technologies; engaging in citizenship through digital technologies; collaborating through digital technologies; netiquette; managing digital identity; developing digital content; integrating and re-elaborating digital content; copyright and licenses; programming; protecting devices, protecting personal data and privacy; protecting health and well-being; protecting the environment; solving technical problems; identifying needs and technological responses; creatively using digital technologies and identifying digital competence gaps; computational thinking; Operating specialized digital technologies for a particular field; Interpreting and manipulating data, information and digital content for a particular field. The methodology used is based on the application of a questionnaire to 50 experts in educational technologies from Europe and Latin America, obtaining as a result that there is greater convenience in the implementation of gamification for the development of the following digital competencies: collaborating through digital

technologies, managing digital identity, programming, engaging in citizenship through digital technologies, sharing through digital technologies and protecting health and well-being. In conclusion, it is evident that the use of gamification for the development of digital competencies is mainly focused on the areas of safety, communication and collaboration. It is therefore recommended to formalize designs of gamification interfaces that address these issues.

Whitelock-Wainwright, A., Laan, N., Wen, D., & Gašević, D. (2020). **Exploring student information problem solving behaviour using fine-grained concept map and search tool data.** *Computers & Education*, 145, 103731. <https://doi.org/10.1016/j.compedu.2019.103731>

For learners to be successful in an information problem solving task, they should be able to effectively regulate their own behaviour. Despite views that such behaviour may come naturally to an individual, research generally shows that some learners do experience problems with information problem solving that may stem from such things as limited prior knowledge. As a means of addressing this challenge, the authors explored how the provision of both a concept map and search tool could overcome barriers to effective information problem solving. This was explored in the current study using data collected from 111 undergraduate students who completed an information problem solving activity, wherein a concept map and search tool were provided to help them write two short essays. Through the use of event-sequence analysis and hierarchical clustering, two information problem solving strategy groups were identified (High Engagement and Low Engagement), which differed across time-on-task and essay grades. Additional analyses were undertaken to explore self-reported prior knowledge or motivation as predictors of group assignment. The findings show that even when presented with opportunities (i.e., concept map) to support effective information problem solving, not all learners will take advantage or glean the benefits of such tools. Trace data methodology is shown to be a promising approach to explore information problem solving behaviour that can overcome the limitations of solely relying upon self-report measures.

Williamson, R., Jesson, R., & Shepherd, D. (2020). **The Summer Learning Journey: Ameliorating the summer learning effect using blogging.** *Computers & Education*, 145, 103738. <https://doi.org/10.1016/j.compedu.2019.103738>

The present study was conducted to meet the needs of a group of schools in a low-income community which have sought to enhance student engagement and achievement through digital learning, but whose continued success is hampered by an ongoing Summer Learning Effect (SLE). This study contributes to understandings about how to design a summer blogging program that both engages students and supports ongoing literacy learning over summer. Existing small-scale studies provide reason to expect that continuation of a school blogging approach is likely to be an effective component to ameliorating the effect of summer for economically disadvantaged students. Here we build on those attempts by investigating how to design such a program to maximise participation and engagement, and then test the efficacy of that design. Program development was a multi-phased, iterative process consistent with a design-based approach to educational research (Anderson & Shattuck, 2012). Learning design needed to be both appealing, to promote sign up, and engaging, to promote ongoing use. Results suggest that blogging in response to well-designed activities had an impact on the summer learning effect in writing and in reading.



Yu, F.-Y., & Wu, W.-S. (2020). **Effects of student-generated feedback corresponding to answers to online student-generated questions on learning: What, why, and how?** *Computers & Education*, 145, 103723. <https://doi.org/10.1016/j.compedu.2019.103723>

The theoretical underpinnings of and learning processes activated by student-generated feedback corresponding to potential answers given to student-generated questions (SGQ) were explicated, and its learning effects were examined. Four classes of seventh-graders (n = 109) participated in a non-equivalent pretest-posttest quasi-experimental research study that lasted nine weeks. The results from the analysis of covariance (ANCOVA) and content analysis of student-generated feedback supported the finding that significantly more benefits were gained from students engaging in feedback-generation for SGQ. These benefits were noted in terms of increases in the use of cognitive and metacognitive strategies, the promotion of better question-generation quality, and the fostering of perspective-taking abilities. Suggestions and implications for instruction and future studies as well as caveats for implementing teachers are provided.

Zainuddin, Z., Shujahat, M., Haruna, H., & Chu, S. K. W. (2020). **The role of gamified e-quizzes on student learning and engagement: An interactive gamification solution for a formative assessment system.** *Computers & Education*, 145, 103729. <https://doi.org/10.1016/j.compedu.2019.103729>

This study investigated the differences in learners' performance and perceived engagement between three intervention groups in a Science class, using two types of pedagogical intervention: traditional instruction with paper-based quizzes and gamified instruction with gamified e-quizzes as formative assessments. With respect to the gamified instruction, three types of gamification applications were employed: Socrative, Quizizz, and iSpring Learn LMS. The effects of the instructional intervention (n = 94), as well as evaluative feedback, were obtained with the aid of formative quizzes, post-questionnaire surveys, and personal interviews. The results showed that the employment of innovative gamified e-quiz applications (i.e., Socrative, Quizizz, and iSpring Learn LMS) and paper-based quizzes were effective in evaluating students' learning performance, particularly as formative assessment after completing each topic. Finding ways to apply games or game concepts in the classroom can be a promising and innovative tool for educators to engage their students in creative learning skills and attractive competition.

## Politique de l'éducation et système éducatif

Adams, S. (2019). **School mental health for all.** *Management in Education*, 34(1), 28-30. <https://doi.org/10.1177/0892020619881111>

Beard, J. J., Hsu, J., Ewing, M., & Godfrey, K. E. (2019). **Studying the Relationships Between the Number of APs, AP Performance, and College Outcomes.** *Educational Measurement: Issues and Practice*, 38(4), 42-54. <https://doi.org/10.1111/emip.12295>

High school students enroll in Advanced Placement (AP) courses and take AP exams for a variety of reasons. However, a lack of information about the extent to which there are incremental benefits associated with taking multiple AP exams has fostered a perception that students must take many APs to be prepared for college. Conversely, many American students graduate from high school without even one AP, raising

questions about whether such experiences should have been more strongly encouraged. Our article investigates the incremental gains in college student outcomes that are associated with taking and performing well on numerous AP exams. Using postsecondary transcript records, we examine the relationships between college outcomes (first-year grades and bachelor's degree attainment) and AP (number of AP exams taken and number of AP exams with passing scores of 3 or higher). After controlling for achievement, demographic characteristics, and other factors, we find that the biggest predicted boost in first-year grades and on-time bachelor's degree attainment are associated with AP participation changing from zero to one AP exam and from one to two AP exams. Taking and performing well on more than four to six AP exams does not markedly alter predicted first-year college grades and on-time bachelor's degree attainment rates.

Bernigole, V., Bret, A., Chabanon, L., Roussel, L., & Verlet, I. (2019). **PISA 2018 : culture mathématique, culture scientifique et vie de l'élève**. *Note d'information*, (19.50). Consulté à l'adresse <https://www.education.gouv.fr/cid54176/pisa-2018-stabilite-des-resultats-en-comprehension-de-l-ecrit.html>

En mai 2018, 6 300 élèves de 15 ans scolarisés à la fois dans les collèges et lycées français ont participé à l'enquête internationale PISA visant principalement à évaluer la compréhension de l'écrit. Deux autres domaines, la culture mathématique et la culture scientifique ont été évalués. Le score moyen de la France en culture mathématique (495) tout comme en culture scientifique (493) reste stable et se situe au-dessus de la moyenne des pays de l'OCDE.

Boevé, A. J., Meijer, R. R., Beldhuis, H. J. A., Bosker, R. J., & Albers, C. J. (2019). **On Natural Variation in Grades in Higher Education, and Its Implications for Assessing Effectiveness of Educational Innovations**. *Educational Measurement: Issues and Practice*, 38(4), 55-66. <https://doi.org/10.1111/emip.12283>

To investigate the effect of innovations in the teaching-learning environment, researchers often compare study results from different cohorts across years. However, variance in scores can be attributed to both random fluctuation and systematic changes due to the innovation, complicating cohort comparisons. In the present study, we illustrate how using information about the variation in course grades over time can help researchers and practitioners better compare the grades and pass rates of different cohorts of students. To this end, all 375,093 grades from all 40,087 first-year students at a Dutch university during a period of six consecutive years were examined. Overall, about 17% of the variation in grades could be attributed to random variation between years and courses. With respect to passing courses, this percentage was almost 40%. Nonsignificant improvements in grades could be flagged as highly significant when this is ignored, thus leading to an overrepresentation of significant effects in educational literature. As a consequence, too many educational innovations are claimed to be effective.

Camara, W. J., Mattern, K., Croft, M., Vispoel, S., & Nichols, P. (2019a). **A Validity Argument in Support of the Use of College Admissions Test Scores for Federal Accountability**. *Educational Measurement: Issues and Practice*, 38(4), 12-26. <https://doi.org/10.1111/emip.12293>

In 2018, 26 states administered a college admissions test to all public school juniors. Nearly half of those states proposed to use those scores as their academic

achievement indicators for federal accountability under the Every Student Succeeds Act (ESSA); many others are planning to use those scores for other accountability purposes. Accountability encompasses a number of different uses and subsumes a variety of claims. For states proposing to use summative tests for accountability, a validity argument needs to be developed, which entails delineating each specific use of test scores associated with accountability, identifying appropriate evidence, and offering a rebuttal to counterclaims. The aim of this article is to support states in developing a validity argument for use of college admission test scores for accountability by identifying claims that are applicable across states, along with summarizing existing evidence as it relates to each of these claims. As outlined by The Standards for Educational and Psychological Testing, multiple sources of evidence are used to address each claim. A series of threats to the validity argument, including weaker alignment with content standards and potential influences in narrowing teaching, are reviewed. Finally, the article contrasts validity evidence, primarily from research on the ACT, with regulatory requirements from ESSA. The Standards and guidance addressing the use of a "nationally recognized high school academic assessment" (Elementary and Secondary Education Act (ESEA), Negotiated Rulemaking Committee; Department of Education) are the primary sources for the organization of validity evidence.

Camara, W. J., Mattern, K., Croft, M., Vispoel, S., & Nichols, P. (2019b). **Throwing Out the Good in Search of the Perfect: A Rejoinder**. *Educational Measurement: Issues and Practice*, 38(4), 33-33. <https://doi.org/10.1111/emip.12311>

CAMERON, S. (2019). **Ne laisser personne de côté. Document de consultation pour le mécanisme de partage de connaissances et d'innovations (KIX)**. Consulté à l'adresse [https://liseo.ciep.fr/doc\\_num.php?explnum\\_id=12156](https://liseo.ciep.fr/doc_num.php?explnum_id=12156)

Chabanon, L., Durand de Monestrol, H., & Verlet, I. (2019). **PISA 2018 : stabilité des résultats en compréhension de l'écrit**. *Note d'information*, (19.49). Consulté à l'adresse <https://www.education.gouv.fr/cid54176/pisa-2018-stabilite-des-resultats-en-comprehension-de-l-ecrit.html>

En mai 2018, 6 300 élèves de 15 ans scolarisés à la fois dans des collèges et lycées français ont participé à l'enquête internationale PISA ainsi que leurs homologues de 79 autres pays. En France, cette enquête est menée par la DEPP.

de Saxe, J. G., Bucknovitz, S., & Mahoney-Mosedale, F. (2020). **The Deprofessionalization of Educators: An Intersectional Analysis of Neoliberalism and Education "Reform"**. *Education and Urban Society*, 52(1), 51-69. <https://doi.org/10.1177/0013124518786398>

Throughout this article, we discuss the neoliberal assault on public education, specifically in the United States, which, through coercive means, is anti-feminist, racist, and classist and demonstrates a deliberate attack on the female-dominated teaching profession. By contextualizing and analyzing education policies through a framework of intersectional critical feminism, we demonstrate how educators are delegitimized and deprofessionalized through privatization, education "reform," and policies that reduce the profession to one that is both technicist and rote, all under the guise of "equity" and "social justice." Our analysis reinforces the need to better understand the intricacies that permeate such policies so that the necessity to resist becomes inherently part of

teaching, education, and political activism both in the United States and internationally.

Dixon-Román, E. J. (2019). **Validation as Hegemony: A Response to Camara et al. (2019)**. *Educational Measurement: Issues and Practice*, 38(4), 31-32. <https://doi.org/10.1111/emip.12312>

Duru-Bellat, M. (2019, décembre 6). **Education : les constats dérangeants de l'enquête Pisa**. Consulté 12 décembre 2019, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/marie-duru-bellat/education-constats-derangeants-de-lenquete-pisa/00091206>

En connaisseurs des évaluations, les enseignants auront pris connaissance des résultats de la [dernière enquête Pisa](#) de l'OCDE. Et les commentaires qu'en a faits la presse les auront parfois surpris ou irrités. Ainsi, nombre de réactions se sont polarisées sur le score moyen des élèves français ou la place de la France dans le classement. Pourtant, les enseignants savent pertinemment que les notes qu'obtient en moyenne un élève (ou une classe) sont souvent loin de refléter sa valeur, dès lors que sont mélangées des notes faibles et fortes. Pour Pisa, vu l'hétérogénéité des pays pris en compte, notre place, moyenne, entre des scores qui varient de 555 (dans quatre provinces chinoises prospères) à 340 (aux Philippines) n'a guère de signification. La situation n'est guère plus satisfaisante si on se limite aux pays de l'OCDE ! Et il en va de même de notre classement, qui dépend tout autant de notre moyenne que de l'évolution des divers pays de l'échantillon.

Everson, H. T. (2019). **Introduction to Special Section: The Validity of Using College Admission Tests as Indicators of High School Accountability**. *Educational Measurement: Issues and Practice*, 38(4), 9-9. <https://doi.org/10.1111/emip.12308>

Hampf, F. (2019). **The Effect of Compulsory Schooling on Skills: Evidence from a Reform in Germany** (Ifo Working Paper Series N° 313). Consulté à l'adresse ifo Institute - Leibniz Institute for Economic Research at the University of Munich website: <https://econpapers.repec.org/paper/cesifowps/5f313.htm>

Based on high-quality skill data from PIAAC, this paper provides evidence on the effect of schooling on labor-market relevant cognitive skills. For identification, I exploit the staggered introduction of a compulsory ninth grade in basic track schools across German states, as well as a simultaneous reform that introduced short school years to harmonize the start of the school year nation-wide. Instrumental-variable results suggest that the additional year of compulsory schooling increased numeracy skills of basic-track students by about 0.2 standard deviations. Using superior skill data, the results contrast with previous evidence of zero skill effects of compulsory schooling in Germany

Hilton, J. (2019). **Resilient leadership**. *Management in Education*, 34(1), 24-25. <https://doi.org/10.1177/0892020619879668>

IRVING, M. (2019). **Relever le défi des données dans l'éducation. Document de consultation pour le mécanisme de partage de connaissances et d'innovations (KIX)**. Consulté à l'adresse [https://liseo.ciep.fr/doc\\_num.php?explnum\\_id=12157](https://liseo.ciep.fr/doc_num.php?explnum_id=12157)

ISU : Institut de statistique de l'UNESCO. (s. d.). **L'eAtlas de l'UNESCO pour l'éducation 2030**. Consulté à l'adresse <https://www.tellmaps.com/sdg4/#!/tellmap/-1210327701?lang=fr>

En adoptant l'Objectif de développement durable (ODD 4), la communauté internationale s'est engagée à « assurer à tous une éducation équitable, inclusive et de qualité et des possibilités d'apprentissage tout au long de la vie ». L'eAtlas présente les données par cibles (éducation équitable, inclusive et de qualité ; développement de la petite enfance ; enseignement technique, professionnel et tertiaire ; compétences pertinentes pour les jeunes et les adultes ; inégalités entre sexes en matière d'éducation et d'accès ; alphabétisme et numératie ; développement durable).

Jabbar, H., Chanin, J., Haynes, J., & Slaughter, S. (2019). **Teacher Power and the Politics of Union Organizing in the Charter Sector**. *Educational Policy*, 34(1), 211-238. <https://doi.org/10.1177/0895904819881776>

Despite the growing media attention paid to charter-school unions, comparatively little empirical research exists. Drawing on interview data from two cities (Detroit, MI, and New Orleans, LA), our exploratory study examined charter-school teachers' motivations for organizing, the political and power dimensions, and the framing of unions by both teachers and administrations. We found that improving teacher retention, and thus school stability, was a central motivation for teacher organizers, whereas, simultaneously, high teacher turnover stymied union drives. We also found that charter administrators reacted with severity to nascent unionization drives, harnessing school-as-family metaphors and at-will contracts to prevent union formation. As the charter sector continues to grow, understanding why teachers want unions and how those unions differ from traditional public school unions is crucial to analyzing the long-term viability of these schools and the career trajectories of the teachers who work in them.

Jarraud, F. (2019a, décembre 4). **Pisa 2018 : Dominique Bucheton : La démocratisation est en panne**. Consulté 12 décembre 2019, à l'adresse Le café pédagogique website: <http://www.cafepedagogique.net/lexpresso/Pages/2019/12/04122019Article637110406003124881.aspx>

Certains commentateurs ne manqueront sans doute pas de se réjouir que la France se retrouve à peu près dans la moyenne des pays de l'OCDE, voire avec de très légers progrès. on entendra certainement aussi, chez de distingués experts, comme d'habitude, discuter sur la nature des épreuves qu'on dira non adaptées aux programmes français, on ergotera sur les multiples biais qui pourraient invalider ces résultats etc.. C'est sans analyser de plus près ce que camouffle cette « moyenne », sans avoir le courage de dénoncer l'injustice sociale profonde du système éducatif français. Elle s'est installée insidieusement telle une constante macabre depuis près de vingt ans. La troisième République a sorti nos aîeux de l'illettrisme, le système aujourd'hui fait réussir et progresser seulement les plus performants, issus des classes favorisées. Parle-ton encore de démocratisation scolaire ?

Jarraud, F. (2019b, décembre 4). **Qui profite du regroupement des universités ?** Consulté 12 décembre 2019, à l'adresse Le café pédagogique website: <http://www.cafepedagogique.net/lexpresso/Pages/2019/12/04122019Article637110405921405085.aspx>

« La mission n'a pas été en mesure de distinguer un impact significatif de la fusion sur la réussite étudiante notamment en licence ». Un premier « Bilan des regroupements

d'universités » est dressé par l'Inspection générale. Il relève que cette politique n'a pas non plus eu d'effet sur l'activité de recherche. « Si la quasi-totalité des universités concernées considère que la fusion a un impact sur le potentiel de publication et de citation, il s'agit moins d'une augmentation du nombre de publications que d'une plus grande visibilité de l'activité de l'établissement fusionné, grâce à une signature commune, particulièrement sensible pour les classements internationaux ». Alors à quoi sert cette politique ? A une rationalisation de la gestion. « La fusion a pour conséquences une profonde transformation et une performance accrue de l'organisation et du fonctionnement de l'administration centrale. L'impact observé est majeur principalement pour l'administration centrale. »

Jarraud, F. (2019c, décembre 6). **Pisa : L'autonomie des professeurs clé de la réussite dans Pisa ?** Consulté 12 décembre 2019, à l'adresse Le café pédagogique website: <http://www.cafepedagogique.net/lexpresso/Pages/2019/12/06122019Article637112145311825261.aspx>

The Times Educational Supplement (TES), une revue britannique sur l'éducation, se penche sur les excellents résultats de l'Estonie dans Pisa en interrogeant Mart Laidmets, secrétaire d'Etat à l'éducation. L'Estonie arrive à avoir les meilleurs résultats dans deux des trois compétences évaluées dans Pisa tout en dépensant nettement moins pour l'éducation que la moyenne de l'OCDE. Comment font-ils ? Ils ont supprimé les inspecteurs, explique M. Laidmets. « Les enseignants ont une totale autonomie. Ils connaissent les attentes du curriculum national. Il n'y a pas d'inspection ou de système d'évaluation de leur travail ». Autres clés du succès : le même niveau d'exigence attendu de tous les élèves. Car l'Estonie se caractérise aussi par un excellent niveau et un très faible écart entre élèves favorisés et défavorisés.

Jarraud, F. (2019d, décembre 10). **Pisa vu du Luxembourg**. Consulté 12 décembre 2019, à l'adresse Le café pédagogique website: <http://www.cafepedagogique.net/lexpresso/Pages/2019/12/10122019Article63711561032372770.aspx>

Que se passe-t-il quand vous êtes un pays particulièrement riche et que Pisa vous classe très mal ? C'est le cas du Luxembourg. Le pays est connu pour avoir les salaires enseignants les plus élevés de toute l'Europe. Mais c'est aussi un pays qui a de très faibles résultats dans Pisa. Une situation qui suscite des réactions contrastées...

Jarraud, F. (2019e, décembre 11). **Le système éducatif et son administration**. Consulté 12 décembre 2019, à l'adresse Le café pédagogique website: <http://www.cafepedagogique.net/lexpresso/Pages/2019/12/11122019Article637116461340389585.aspx>

Ce sera la bible des candidats aux concours de l'Education nationale. « Le système éducatif français et son administration » (SEF) 2019 est paru. L'ouvrage est original à plus d'un titre. D'abord parce qu'il résulte du travail collaboratif de membres de l'AFAE, l'association des administrateurs de l'Education nationale, qui regroupe des responsables du système éducatif qui en connaissent bien les rouages. Ensuite parce que l'ouvrage ne procède pas à une description encyclopédique du système éducatif. Il commence par l'analyse des problèmes de l'école : lutte contre l'absentéisme et prévention du décrochage, évaluation des unités éducatives, inclusion pour tous, vie de l'élève, climat scolaire, orientation, gestion des ressources humaines. Sur toutes ces questions, le SEF 2019 fait un point sans concession. Ensuite

seulement vient une partie consacrée à l'administration de l'éducation nationale qui couvre aussi le privé et le supérieur. Incontournable.

Jessen, S. B., & DiMartino, C. (2019). **Rearranging the Chairs on the Deck or True Reform? Private Sector Bureaucracies in the Age of Choice—An Analysis of Autonomy and Control.** *Educational Policy*, 34(1), 239-260. <https://doi.org/10.1177/0895904819881782>

This article uses edvertising as a vehicle through which to examine autonomy and control for key agents in education when market-like reforms are combined with privately led management of schools. We begin by outlining the philosophical foundations of school choice from the perspective of autonomy and control, and then lay out the case of edvertising. Guided by Cribb and Gewirtz's theoretical discussion of autonomy and control, we explore degrees and types of autonomy and control for various agents in schools. We then examine the differences between levels of autonomy for key agents—schools, principals, teachers, parents, and the State—as idealized in the philosophical underpinning of market-based policies with the actual autonomy exhibited with the introduction of edvertising.

Johnson, S. L., Reichenberg, R. E., Shukla, K., Waasdorp, T. E., & Bradshaw, C. P. (2019). **Improving the Measurement of School Climate Using Item Response Theory.** *Educational Measurement: Issues and Practice*, 38(4), 99-107. <https://doi.org/10.1111/emip.12296>

The U.S. government has become increasingly focused on school climate, as recently evidenced by its inclusion as an accountability indicator in the Every Student Succeeds Act. Yet, there remains considerable variability in both conceptualizing and measuring school climate. To better inform the research and practice related to school climate and its measurement, we leveraged item response theory (IRT), a commonly used psychometric approach for the design of achievement assessments, to create a parsimonious measure of school climate that operates across varying individual characteristics. Students (n = 69,513) in 111 secondary schools completed a school climate assessment focused on three domains of climate (i.e., safety, engagement, and environment), as defined by the U.S. Department of Education. Item and test characteristics were estimated using the mirt package in R using unidimensional IRT. Analyses revealed measurement difficulties that resulted in a greater ability to assess less favorable perspectives on school climate. Differential item functioning analyses indicated measurement differences based on student academic success. These findings support the development of a broad measure of school climate but also highlight the importance of work to ensure precision in measuring school climate, particularly when considering use as an accountability measure.

Khaldi, E. (2019). **La gratuité de l'école publique laïque : pour promouvoir la mixité scolaire.** Consulté à l'adresse [http://www.editions-harmattan.fr/index\\_harmattan.asp?navig=catalogue&obj=livre&isbn=9782343188966&utm\\_source=phplist&utm\\_campaign=message\\_28258&utm\\_medium=email&utm\\_content=lienTitre](http://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&isbn=9782343188966&utm_source=phplist&utm_campaign=message_28258&utm_medium=email&utm_content=lienTitre)

Depuis 1953, le Comité National d'Action laïque (CNAL) agit pour que soient garantis les fondements de l'École de la République ainsi que les principes constitutionnels. Le CNAL pointe le danger d'une banalisation de la transgression du droit pour le service public laïc à une éducation gratuite. Le principe de gratuité est consubstantiel à celui de l'égalité. Il s'intègre aux deux autres principes de l'École de la République : laïcité,

gratuité, obligation, concrétisant ainsi cette égalité. Aujourd'hui, l'individualisme et la perte du sens collectif alimentent le financement par l'État de sa propre concurrence scolaire privée. On invalide ainsi les principes fondateurs de l'école publique, ouverte à toutes et tous.

Kumar, N. (2019). *Public Schools Can Improve Student Outcomes: Evidence from a Natural Experiment in India* [2019 Paper]. Consulté à l'adresse Job Market Papers website: <https://econpapers.repec.org/paper/jmpjm2019/pku634.htm>

I exploit a natural experiment in education policy in India to examine the effects of creating high-quality public schools. The « model » schools program established schools that admit students through an entrance exam. I estimate the effect of model schools on educational outcomes using a fuzzy Regression Discontinuity Design based upon the entrance exam cutoffs. With a data set of over 63,000 students, I consider three dimensions: (i) academic achievement; (ii) educational attainment; and (iii) career choice. For academic achievement outcomes, attending a model school increases test scores in math by 0.38 standard deviations, in science by 0.26 sd, and in social science by 0.26 sd on average. Attending a model school also increases the probability of obtaining an A in tenth-grade by 20 percentage points. For educational attainment indicators, model schools increase the probability of joining pre-university by 11.5 percentage points. However, attending a model school has no effect on the choice of major in pre-university college. Furthermore, I estimate multiple local average treatment effects and find that model schools have a similar positive effect for students across the ability distribution. Lastly, the per-pupil expenditure in model schools is comparable to that of traditional public schools. Overall, this paper provides suggestive evidence that the quality of public schools can be raised but other barriers persist.

l'éducation, R. mondial de suivi sur, & Rapport mondial de suivi sur l'éducation. (2019). *Au-delà des engagements : comment les pays mettent en oeuvre l'ODD4*. Consulté à l'adresse [https://liseo.ciep.fr/doc\\_num.php?explnum\\_id=12111](https://liseo.ciep.fr/doc_num.php?explnum_id=12111)

Les pays sont de plus en plus nombreux à vouloir disposer de données quantitatives en éducation. Réalisée à partir d'éléments communiqués par plus de 70 pays sur leur manière d'appréhender l'objectif de développement durable (ODD) 4, la présente publication entend répondre à cette demande en invitant les pays à déterminer si les politiques qu'ils mènent sont le plus adaptées et en adéquation avec leurs engagements.

Lafont, P., Pariat, M., & Cezar, P. E. (2019). *PROFESSIONNALISATION, INNOVATION ET APPRENTISSAGE EN HAÏTI - Leviers de développement ?* Consulté à l'adresse [http://www.editions-harmattan.fr/index\\_harmattan.asp?navig=catalogue&obj=livre&isbn=9782343185781&utm\\_source=phplist&utm\\_campaign=message\\_28357&utm\\_medium=email&utm\\_content=lienTitre](http://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&isbn=9782343185781&utm_source=phplist&utm_campaign=message_28357&utm_medium=email&utm_content=lienTitre)

La professionnalisation est au carrefour de nombreux enjeux en Haïti. Professionnalisation, innovation et apprentissage étant envisagés comme leviers de développement, la question des prérequis et des compétences nécessaires pour être reconnu en tant qu'enseignant statutaire en Haïti est cruciale. Mais une politique publique d'éducation est-elle possible dans un pays où le fait accompli s'impose ? C'est le défi relevé par les analyses et réflexions mises en perspectives avec d'autres réalités dans le monde.



Lee, C. (2019). **Courageous Leaders: Promoting and supporting diversity in school leadership development.** *Management in Education*, 34(1), 5-15. <https://doi.org/10.1177/0892020619878828>

This article examines the effect of the United Kingdom's first LGBT (lesbian, gay, bisexual and transgender) School Leadership programme. Based on the values of authentic leadership, promoting inclusion, celebrating diversity, accepting difference, challenging the status quo and achieving social justice, the Courageous Leaders programme provided mentoring, training and support for LGBT teachers aspiring to become school leaders. Utilising Social Phenomenology as methodological framework, the article considers the written reflections of a single cohort of 10 lesbian and gay teacher participants to reflect on the way in which Courageous Leaders affected their professional identities and behaviours.

Lingard, B. (2019). **Toward a Global Political Sociology of School Choice Policies.** *Educational Policy*, 34(1), 261-280. <https://doi.org/10.1177/0895904819888233>

This paper on the political sociology of school choice policies has been written as a supplement to the essays in the 2020 Politics of Education Association Yearbook and locates them in cognate literatures. In addition, the papers are situated against the changing political and global contexts of such policies, as global pressures, discourses, and policyscapes have been recently challenged to some extent by the rise of new nationalisms and ethno-nationalism in many nations across the globe. School choice policies are linked with practices of marketization, privatization, and commercialization and some conceptual clarification is proffered. Policy is defined as referring to processes, framing discourses, and specific texts. Statecraft (logics and working of the state) has been reconstituted by these changes, with one important often over-looked element of this craft being scalecraft (work creating the scales of policies), that is, policy work on constituting local, national, regional, and global relationships and scales.

Malin, J. R., Lubienski, C., & Mensa-Bonsu, Q. (2019). **Media Strategies in Policy Advocacy: Tracing the Justifications for Indiana's School Choice Reforms.** *Educational Policy*, 34(1), 118-143. <https://doi.org/10.1177/0895904819881187>

This study treats Indiana (2010-2018) as a case in which to examine media-based coverage, deliberation, and ethical and empirical framings as school choice reforms were being taken up and as they evolved and accelerated. Within this timeframe, Indiana transformed into a leading state in school choice reforms. Both repetitive and shifting justifications were noted, with these patterning roughly into three main phases. Arguments were much more frequently ideological than empirical in nature, and advocates generally (and especially in the first two phases) were observed as holding the upper hand, successfully using the media to frame the debate using their terms.

Marion, S., & Domaleski, C. (2019). **An Argument in Search of Evidence: A Response to Camara et al. (2019).** *Educational Measurement: Issues and Practice*, 38(4), 27-28. <https://doi.org/10.1111/emip.12307>

This article offers a critique of the validity argument put forward by Camara, Mattern, Croft, and Vispoel (2019) regarding the use of college-admissions tests in high school assessment systems. We challenge their argument in two main ways. First, we illustrate why their argument fails to address broader issues related to consequences of using admissions tests as an achievement indicator in high school accountability systems.

Second, we find the evidence put forth by Camara et al. argument incomplete and/or overstated, even if evaluated against a more limited set of claims. We offer several additional comments regarding the construction of their validity argument, the lack of transparency for evaluating many of the claims, and the potential unintended negative consequences associated with the use of the ACT or SAT as the primary achievement indicator in a state accountability system.

Marlat, D., & Perraud-Ussel, C. (2019). **Inscriptions des nouveaux bacheliers entrant en première année à l'université en 2019-2020**. *Note Flash du SIES*, (24). Consulté à l'adresse [//www.enseignementsup-recherche.gouv.fr/cid147159/inscriptions-des-nouveaux-bacheliers-entrant-en-premiere-annee-a-l-universite-en-2019-2020.html](http://www.enseignementsup-recherche.gouv.fr/cid147159/inscriptions-des-nouveaux-bacheliers-entrant-en-premiere-annee-a-l-universite-en-2019-2020.html)

À la rentrée 2019, selon les données provisoires établies au 20 octobre, 270 500 nouveaux bacheliers sont inscrits en première année de cursus licence à l'université, hors inscriptions simultanées en licence et en CPGE. Cet effectif est en baisse de 1,8 % par rapport à l'année précédente, fléchissement plus important que celui du nombre de bacheliers généraux et technologiques à la session de juin 2019.

Mclsaac, J.-L. D., Riley, B. L., & Kirk, S. F. (2019). **Evaluating an engaged scholarship approach to improve health promotion within the education system**. *Management in Education*, 34(1), 16-23. <https://doi.org/10.1177/0892020619878826>

Engaged scholarship offers a collaborative approach to bridge the gap between theory and practice by integrating research and practical knowledge. This study used a case-study approach to evaluate the facilitative and obstructive factors influencing engaged scholarship to support health promotion practice within the education system. Individuals who worked closely with the engaged scholar for at least 3 months agreed to participate in an individual interview (n = 6). Data were analysed using thematic analysis. Themes emerged related to conditions (relationships and trust; organizational capacity) and actions (shared ownership and engagement; communication and role clarity) that influenced the implementation of engaged scholarship. The results of this study build on existing literature, especially by providing in-depth examples of conditions and actions that can strengthen partnerships between researchers and public policy stakeholders.

Mislevy, R. J., & Oliveri, M. E. (2019). **Digital Module 09: Sociocognitive Assessment for Diverse Populations** <https://ncme.elevate.commpartners.com>. *Educational Measurement: Issues and Practice*, 38(4), 110-111. <https://doi.org/10.1111/emip.12302>

In this digital ITEMS module, Dr. Robert [Bob] Mislevy and Dr. Maria Elena Oliveri introduce and illustrate a sociocognitive perspective on educational measurement, which focuses on a variety of design and implementation considerations for creating fair and valid assessments for learners from diverse populations with diverse sociocultural experiences. The first part of the module, narrated by Dr. Mislevy, contains a general overview section, a description of the sociocognitive framing of assessment issues, and a section on implications for assessment around key concepts such as reliability, validity, and fairness. The second part of the module, narrated by Dr. Oliveri, contains a section on frameworks for fairness investigations and principled assessment design as well as brief vignette-based illustrations of the principles using a prototype activity to support collaboration and communication skills in the workplace. The module is designed to provide a relatively high-level, conceptual, and nonstatistical

overview and is intended for interdisciplinary team members who need to create fair and equitable learning and assessment systems for diverse populations.

Moreno, B. (2019). **'Do I know you?' – Coming to terms with the complexities of principal internal appointments.** *Management in Education*, 34(1), 26-27. <https://doi.org/10.1177/0892020619879599>

Moschetti, M. C., & Verger, A. (2019). **Opting for Private Education: Public Subsidy Programs and School Choice in Disadvantaged Contexts.** *Educational Policy*, 34(1), 65-90. <https://doi.org/10.1177/0895904819881151>

Sociological research on school choice has mostly been dominated by studies analyzing the experiences of middle-class families rather than marginalized or minority populations. Drawing on 8 months of ethnographic case study research, this article explores the school choice experiences of disadvantaged families accessing publicly subsidized low-fee private schools (S-LFPSs) in Buenos Aires. We built a bounded-rationality framework to understand how disadvantaged families deal with structural constraints and negotiate their preferences to produce different, but predominantly reflexive rationalities of school preferences. In detailing our findings, we intend to provide “a realistic look at the cognitive and social processes of choice making” while addressing the equity implications of these dynamics—that is, whether S-LFPSs increase educational opportunities for students in economically disadvantaged areas or not—and problematizing the gaps, ambiguities, and enforcement shortcomings of the public subsidy for private schools' policy.

Mowat, J., & Jopling, M. (2019). **Management in Education: Reflective piece draft guidelines.** *Management in Education*, 34(1), 31-32. <https://doi.org/10.1177/0892020619879576>

National Council on Measurement in Education Position Statement on the Use of College Admissions Test Scores as Academic Indicators in State Accountability Systems. (2019). *Educational Measurement: Issues and Practice*, 38(4), 10-11. <https://doi.org/10.1111/emip.12309>

OCDE : Organisation de coopération et de développement économiques. (2019a). **Improving school quality in Norway: the new competence development model.** Consulté à l'adresse [https://www.oecd-ilibrary.org/education/improving-school-quality-in-norway\\_179d4ded-en](https://www.oecd-ilibrary.org/education/improving-school-quality-in-norway_179d4ded-en)

Malgré l'amélioration récente du rendement moyen des élèves, il existe encore des différences importantes entre établissements, municipalités et régions en Norvège. En réponse, le gouvernement a commencé à déployer un nouveau modèle de développement des compétences des enseignants par le perfectionnement professionnel en cours d'emploi. Il vise ainsi à donner aux municipalités et aux établissements une plus grande liberté d'action et les moyens d'apporter des améliorations systématiques aux écoles au niveau local. S'appuyant sur le cadre de mise en œuvre de l'OCDE, le rapport analyse les caractéristiques du nouveau modèle, l'engagement des parties prenantes et le contexte politique de son introduction.

OCDE : Organisation de coopération et de développement économiques. (2019b). **Working and learning together: rethinking human resource policies for schools**. Consulté à l'adresse [https://liseo.ciep.fr/doc\\_num.php?explnum\\_id=12180](https://liseo.ciep.fr/doc_num.php?explnum_id=12180)

Comment les carrières, les salaires et les conditions de travail peuvent être conçus pour attirer et motiver un personnel de qualité à poursuivre une carrière dans l'enseignement scolaire? Comment l'enseignement et le leadership peuvent-ils être mieux adaptés aux élèves? Comment soutenir le développement professionnel continu des enseignants et améliorer la direction des établissements scolaires? Le rapport vise à fournir des orientations pour la conception de politiques en matière de ressources humaines qui renforcent, reconnaissent et préservent l'impact positif que les enseignants, les chefs d'établissement et les autres personnels de l'éducation ont sur les élèves dans les pays de l'OCDE.

OECD. (2019a). **PISA 2018 Results/ Volume I: What students know and can do** (p. 354). Consulté à l'adresse OECD website: <https://www.oecd-ilibrary.org/docserver/5f07c754-en.pdf?expires=1576513774&id=id&accname=guest&checksum=74A1430CB953585C8852C0A3CD19AF28>

Findings from this first volume indicate that student performance in reading, math and science remained stable between 2015 and 2018 on average across OECD countries.

OECD. (2019b). **PISA 2018 Results Volume II: Where All Students Can Succeed** (p. 354). Consulté à l'adresse OECD website: <https://www.oecd-ilibrary.org/docserver/b5fd1b8f-en.pdf?expires=1576514206&id=id&accname=guest&checksum=D18F638512EA131C16A16B448520C894>

This second volume examines gender differences in student performance, and the links between students' socio-economic status and immigrant background. It also examines student performance and well-being.

OECD. (2019c). **PISA 2018 Results. Volume III: What School Life Means for Students' Lives** (p. 354). Consulté à l'adresse OECD website: <https://www.oecd-ilibrary.org/docserver/acd78851-en.pdf?expires=1576514175&id=id&accname=guest&checksum=88C7BD12295BF534261C4585193552C7>

This third volume focuses on the physical and emotional health of students, the role of teachers and parents in shaping the school climate, and the social life at school. Also examined are indicators of student well-being, and how these relate to the school climate

Penninckx, M. (2019). **Quality education without central examinations: The case of Flanders**. *Management in Education*, 34(1), 40-43. <https://doi.org/10.1177/0892020619881045>

Potterton, A. U. (2019). **Parental Accountability, School Choice, and the Invisible Hand of the Market**. *Educational Policy*, 34(1), 166-192. <https://doi.org/10.1177/0895904819881155>

I introduce the concept of parental accountability by examining how parents understand and cope with what I characterize are pressures fostered by the long-standing public-school choice market in Arizona. Parental accountability refers to the sensemaking, experiences, and consequences that are related to decision-making in a

school choice environment, wherein parents' feelings about their child's schooling may be intense, emotionally stressful, malleable, cyclical, and ongoing—not static. I argue that parental accountability is a necessary concept for understanding these reforms. The analysis, based on data collected from a study using ethnographic methods, reveals contradictions between parents' perceptions of their responsibilities to public institutions and pressures to make private choices. Many parents acknowledged that socioeconomic and racial inequities may be exacerbated in some market-based, public-school choice systems. I show how school choice policies and programs can place unique pressure on parents that they experience as a distinct form of accountability.

Potterton, A. U., Edwards, D. B., Yoon, E.-S., & Powers, J. M. (2019). **Sociological Contributions to School Choice Policy and Politics Around the Globe: Introduction to the 2020 PEA Yearbook.** *Educational Policy*, 34(1), 3-20.  
<https://doi.org/10.1177/0895904819881150>

The introduction to the Yearbook provides an overview of the global context of school choice policies and practices, trends in research and reform, and extant knowledge about research on school choice that draw upon the sociology of education. The article also highlights the contributions of the papers included in the Yearbook. The co-editors explain how the studies engage, complement, and extend existing streams of literature by bringing together a collection of contemporary sociological studies from the United States and other countries that illuminate understudied aspects of school choice reform policies, practices, and politics from across the globe. The Yearbook aims to raise the international profile of sociological research on school choice, and document how school choice policies and programs can be understood through a sociological lens, with a focus on how stakeholders perceive, experience, and respond to these reforms in local settings. This Yearbook also offers directions for future studies.

Quinn, R., & Ogburn, L. (2019). **Ideas and the Politics of School Choice Policy: Portfolio Management in Philadelphia.** *Educational Policy*, 34(1), 144-165.  
<https://doi.org/10.1177/0895904819881159>

We examine the role of ideas in the politics of school choice policy and situate our study within scholarship that understands frames and logics as types of ideas operating in the foreground and background of policy debates. Our data are from a case study of political contention over portfolio management reform (in which a central office oversees a network of schools operating under varying forms of governance) in Philadelphia, Pennsylvania. We find that frames and counterframes deployed by stakeholders are resonant with societal-level logics of community localism, market transaction, and state bureaucratic administration. For proponents of portfolio reform, diagnostic frames are drawn from logics of community and state, while prognostic frames are resonant with a market logic. For opponents, the association is flipped: diagnostic counterframes challenge a market logic, and logics of community and state inform prognostic counterframes. Our study demonstrates how ideational processes shape political contention in education reform.

Reverdy, C. (2019). **A la recherche des effets des réformes du collège sur les pratiques collectives enseignantes. Réflexions issues d'une enquête européenne** [Report]. Consulté à l'adresse Institut français de l'Éducation - Ecole normale supérieure de Lyon website: <https://hal-ens-lyon.archives-ouvertes.fr/ensl-02400594>

Dans cette note de recherche exploitant les données d'une enquête réalisée en 2016-2017 à l'occasion du projet "Cross-curricular Teaching", nous avons analysé le quotidien des enseignant.e.s et des personnels de direction de cinq collèges français à travers leurs difficultés, leurs attentes et leur adaptation à des changements majeurs issus de la dernière réforme du collège à la rentrée 2016. Cela nous a permis de montrer que la dimension collective du travail au niveau de l'établissement devient la norme, entraînant ces nouveaux collectifs professionnels à des équilibres peu stables entre l'utilisation de leur (faible) autonomie pédagogique et la gestion des contraintes très fortes imposées en même temps par le niveau national.

Rios, J. A., Randall, J., & Donnelly, M. (2019). **An Analysis of College Choice Information Provided on Graduate Program Websites: Implications for Improving Applicant Diversity in Educational Measurement.** *Educational Measurement: Issues and Practice*, 38(4), 67-77. <https://doi.org/10.1111/emip.12284>

There has long been a concern about the lack of representation of ethnic minorities in the field of educational measurement. As previous research has shown that graduate programs primarily rely on their websites for recruiting efforts, the objective of this study was to conduct a content analysis of all U.S. educational measurement program websites to evaluate the availability of college choice information found to be useful for underrepresented ethnic minority applicants. In terms of program climate, results revealed that less than 10% of programs directly encouraged ethnic minorities to apply or included an antidiscrimination statement with regard to application review on their websites. Moreover, only a few program websites indicated the availability of flexible programming—previously found to be important for underrepresented ethnic minority students—such as part-time options (16%), evening courses (10%), and online course/program availability (8%). Recommendations for how measurement programs can improve their websites to include desirable college choice information for underrepresented ethnic minority applicants are discussed.

Ritchie, M. (2019). **Succession planning for successful leadership: Why we need to talk about succession planning!** *Management in Education*, 34(1), 33-37. <https://doi.org/10.1177/0892020619881044>

ROSENWALD, F. (2019). **L'état de l'école 2019: 30 indicateurs sur le système éducatif français.** Consulté à l'adresse [https://cache.media.education.gouv.fr/file/etat29/02/2/depp-2019-ee\\_1191022.pdf](https://cache.media.education.gouv.fr/file/etat29/02/2/depp-2019-ee_1191022.pdf)

L'état de l'école présente une synthèse d'indicateurs statistiques qui apparaissent essentiels pour analyser le système éducatif et pour apprécier les politiques publiques mises en œuvre. Cette vingt-neuvième édition présente 30 indicateurs structurés autour de quatre principaux thèmes : 1. « les élèves » présente les contextes de scolarisation de l'ensemble des élèves ; 2. « l'investissement » expose les moyens financiers, les moyens en personnel et les conditions d'accueil des élèves ; 3. « les acquis des élèves » synthétise les acquis des élèves évalués lors des évaluations nationales ou internationales ; 4. « les parcours, l'orientation et l'insertion » décrit les parcours des élèves, leur orientation et leur insertion professionnelle.

Rupp, A. A. (2019). **ITEMS Corner ITEMS Portal Development Update** <https://ncme.elevate.commpartners.com>. *Educational Measurement: Issues and Practice*, 38(4), 108-109. <https://doi.org/10.1111/emip.12301>

Russell, M., Ludlow, L., & O'Dwyer, L. (2019). **Preparing the Next Generation of Educational Measurement Specialists: A Call for Programs With an Integrated Scope and Sequence.** *Educational Measurement: Issues and Practice*, 38(4), 78-86. <https://doi.org/10.1111/emip.12285>

The field of educational measurement has evolved considerably since the first doctoral programs were established. In response, programs have typically tacked on courses that address newly developed theories, methods, tools, and techniques. As our review of current programs evidences, this approach produces artificial distinctions among topics and techniques that are in fact a tightly coupled whole. This position paper advocates a redesign of the scope and sequence for doctoral programs focused on the preparation of the next generations of educational measurement specialists; a redesign that reflects the full life-cycle of instrument development and use.

Sattin-Bajaj, C., & Jennings, J. L. (2019). **School Counselors' Assessment of the Legitimacy of High School Choice Policy.** *Educational Policy*, 34(1), 21-42. <https://doi.org/10.1177/0895904819881774>

Drawing on interviews with 88 middle school counselors tasked with implementing New York City's high school choice policy, we show that counselors largely question the policy's legitimacy and the equity of the high school assignments it produces. By highlighting issues of transparency and procedural fairness that threaten counselors' acceptance of school choice policy, we offer lessons for policymakers and practitioners about how policy design and communication affect policy legitimacy and, as a result, implementation.

Song, S.-Y. (2020). **How Does Variation in the State's Choice Over Higher Education Governance Affect University Restructuring? A Time-Series-Cross-Sectional Analysis.** *Education and Urban Society*, 52(1), 92-116. <https://doi.org/10.1177/0013124519861948>

This study examined the effects of governance in higher education on the changing structures of universities, focusing on three major aspects: the marketization of higher education, new circuits of academic capitalist knowledge, and the quality of higher education. To do so, the study employed time-series-cross-sectional (TSCS) data analysis with random effects models. The primary focus was to conduct empirical research utilizing comparative indicators and analytical tools for cross-national analysis, and to complement existing qualitative studies on the changing nature of universities. The results suggest the following: First, reductions in public subsidies for higher education may encourage higher education institutions to enter into market activities. Second, the results provide evidence that new circuits of knowledge, namely, academic capitalist knowledge regimes, are more highly associated with market activities such as university-industry collaboration and R&D performance compared to public good knowledge regime. Third, the results suggest that quality of higher education institutions is positively correlated with both public subsidies in higher education and university-industry collaboration.

Statistics, U. U. : U. I. for, & UNESCO. UIS : UNESCO Institute for Statistics. (2019). **SDG 4 data digest: how to produce and use the global and thematic education indicators.** Consulté à l'adresse [https://liseo.ciep.fr/doc\\_num.php?explnum\\_id=12175](https://liseo.ciep.fr/doc_num.php?explnum_id=12175)

Termes, A., Edwards, D. B., & Verger, A. (2019). **The Development and Dynamics of Public-Private Partnerships in the Philippines' Education: A Counterintuitive Case of**

**School Choice, Competition, and Privatization.** *Educational Policy*, 34(1), 91-117.  
<https://doi.org/10.1177/0895904819886323>

Educational public-private partnerships (EPPP) have been widely implemented in the Philippines, primarily through the Education Service Contracting (ESC) voucher. Yet, the effects of this voucher on privatization of education, school choice, and competition dynamics remain largely understudied. This article addresses this gap through an investigation of families' school choice patterns and schools' logics of action in the Philippines' education. Paradoxically, despite the pro-private sector impetus of the Philippine government and the implementation of the voucher scheme, the privatization of school provision in the Philippines is diminishing, and the schools receiving the voucher are becoming increasingly unaffordable for the poor families to whom the voucher was initially targeted. In parallel, despite its initial equity focus, the voucher has led to different patterns of school choice among families and to an array of responses by schools, both of which have combined to accentuate school segregation and stratification dynamics—between and within schools.

VIVEKANANDAN, R. (2019). **Renforcement des systèmes d'évaluation de l'apprentissage. Document de consultation pour le mécanisme de partage de connaissances et d'innovations (KIX).** Consulté à l'adresse [https://liseo.ciep.fr/doc\\_num.php?explnum\\_id=12155](https://liseo.ciep.fr/doc_num.php?explnum_id=12155)

L'évaluation de l'apprentissage est au cœur du programme mondial d'éducation défini dans les objectifs de développement durable (ODD). Le document présente les efforts menés pour renforcer des systèmes d'évaluation de l'apprentissage, les lacunes persistantes en matière de connaissances et d'innovation, et définit les domaines possibles d'investissement du mécanisme de partage de connaissances et d'innovations du Partenariat mondial de l'éducation.

Walker, C. T., & Perie, M. (2019). **State Partnerships Moving Forward with College-Readiness Assessments: A Response to Camara, et al. (2019).** *Educational Measurement: Issues and Practice*, 38(4), 29-30. <https://doi.org/10.1111/emip.12310>

Wang, J., & Engelhard, G. (2019). **Digital Module 10: Rasch Measurement Theory** <https://ncme.elevate.commpartners.com>. *Educational Measurement: Issues and Practice*, 38(4), 112-113. <https://doi.org/10.1111/emip.12303>

In this digital ITEMS module, Dr. Jue Wang and Dr. George Engelhard Jr. describe the Rasch measurement framework for the construction and evaluation of new measures and scales. From a theoretical perspective, they discuss the historical and philosophical perspectives on measurement with a focus on Rasch's concept of specific objectivity and invariant measurement. Specifically, they introduce the origins of Rasch measurement theory, the development of model-data fit indices, as well as commonly used Rasch measurement models. From an applied perspective, they discuss best practices in constructing, estimating, evaluating, and interpreting a Rasch scale using empirical examples. They provide an overview of a specialized Rasch software program (Winsteps) and an R program embedded within Shiny (Shiny\_ERMA) for conducting the Rasch model analyses. The module is designed to be relevant for students, researchers, and data scientists in various disciplines such as psychology, sociology, education, business, health, and other social sciences. It contains audio-narrated slides, sample data, syntax files, access to Shiny\_ERMA program, diagnostic quiz questions, data-based activities, curated resources, and a glossary.



WatreLOT. (2019). **Pisa : la France, toujours mauvaise élève ?** Consulté 10 décembre 2019, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/philippe-watreLOT/pisa-france-toujours-mauvaise-eleve/00091177>

Depuis 2000, les enquêtes Pisa (Program for International Student Assessment ou Programme international de suivi des acquis des élèves) menées tous les trois ans par l'OCDE auprès de

WatreLOT, P. (2019, décembre 2). **Pisa, c'est pas de la tarte !** Consulté 10 décembre 2019, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/philippe-watreLOT/pisa-cest-de-tarte/00091161>

Tous les trois ans, c'est le même tour (de Pisa), au début du mois de décembre : publication des résultats (datés de l'année précédente) de l'enquête comparative de l'OCDE sur les performances

Wright, D. B. (2019). **Speed Gaps: Exploring Differences in Response Latencies Among Groups.** *Educational Measurement: Issues and Practice*, 38(4), 87-98. <https://doi.org/10.1111/emip.12286>

There is much discussion about and many policies to address achievement gaps in education among groups of students. The focus here is on a different gap and it is argued that it also should be of concern. Speed gaps are differences in how quickly different groups of students answer the questions on academic assessments. To investigate some speed gaps, response times from approximately 75,000 untimed online assessments were compared by English language learning proficiency, student gender, and ethnicity. Also examined were the relationships between response time and accuracy for these groups. The differences observed lead to recommendations for assessment accommodations and teaching strategies for taking assessments.

Yamamura, E. (2019). **Do university sports function as advertising in the Japanese higher education market? An analysis of the Hakone Ekiden long-distance relay road race.** *Pacific Economic Review*, 24(5), 642-658. <https://doi.org/10.1111/1468-0106.12316>

The Hakone Ekiden, a university-level long-distance relay race, is the premier New Year's sporting event in Japan. It is held immediately prior to the university application period. Using panel data for 2001 to 2015, I examined how this race influences the number of applicants for university entrance examinations. The major finding is that applicants per intake for a particular department in a university was 0.7 points larger when that university participated in the current year's race than when it did not. However, the effect of participating in the previous year's race was not observed. Furthermore, the effect increased when the department of the university was more difficult to enter or was located in Tokyo. This reveals that prestigious universities participating in the race give students a casual motivation to take an entrance examination of the university without regard for their chances of passing.

Yoon, E.-S. (2019). **School Choice Research and Politics with Pierre Bourdieu: New Possibilities.** *Educational Policy*, 34(1), 193-210. <https://doi.org/10.1177/0895904819881153>

Various sociological perspectives have been applied to facilitate school choice research over the past two decades, as showcased in this 2020 Yearbook of Politics of Education Association. Among them, Pierre Bourdieu's concepts and theories stand out

as a catalyst for the field's sociological development. My first objective in this article is, thus, to assess the contributions of Bourdieu's sociological theory to school choice scholarship to date. I review the established and emerging research studies to highlight the significance of Bourdieu's conceptual system in illuminating the social dynamics of school choice. My second objective in this article is to discuss how Bourdieu's geographical concerns and concepts have been underutilized in the field. Ultimately, I argue that Bourdieu's sociospatial concepts can unlock new areas of research and politics by elucidating why and how school choice functions as a mechanism that accentuates social inequality, which is reproduced geographically.

Zancajo, A. (2019). **Schools in the Marketplace: Analysis of School Supply Responses in the Chilean Education Market.** *Educational Policy*, 34(1), 43-64. <https://doi.org/10.1177/0895904819881781>

This article presents the findings of research focused on schools' responses to competitive environments. Using the Chilean education market as a case study, the article analyzes not only the responses developed by schools in different domains in the face of competitive incentives but also their diversity, as well as motivations, rationalities, and objectives behind these responses. The findings also show how different mediating factors at the school and local levels are essential to any understanding of the capacity of market-oriented policies to alter the behavior of schools and obtain the expected results in terms of equity.

Zwick, R. (2019). **Fairness in Measurement and Selection: Statistical, Philosophical, and Public Perspectives.** *Educational Measurement: Issues and Practice*, 38(4), 34-41. <https://doi.org/10.1111/emip.12299>

Selection decisions have a major impact on our education, occupation, and quality of life, and the role of standardized tests in selection has always been a source of controversy. Here, I consider various definitions of fairness in measurement and selection—those emerging from within educational measurement and statistics, those from philosophy, and finally, those from the public. I use examples of public challenges to selection practices to illustrate the fact that technical and philosophical definitions of fairness do not align well with public concerns. I emphasize the importance of promoting awareness of existing standards, advocating for the fair use of testing and selection practices, and communicating in a candid and straightforward way when engaging with test takers and test users.

## Pratiques enseignantes

Benoit, V., & Valls, M. (2018). **Mesurer les attitudes des enseignants vis-à-vis de l'intégration scolaire : qualités psychométriques de la version française de l'échelle Opinions Relative to Integration of Students with Disabilities (ORI) : Opinions relatives à l'intégration d'élèves ayant des besoins éducatifs particuliers (ORI-f).** *Mesure et évaluation en éducation*, 41(3), 1-29. <https://doi.org/10.7202/1065163ar>

Les échelles permettant de mesurer les attitudes des enseignants vis-à-vis de l'intégration scolaire disponibles en français sont rares. Cet article a pour but de présenter la validité structurelle et la fiabilité de la version française de l'échelle nord-américaine Opinions Relative to Integration of Students with Disabilities (ORI ; Antonak et Larrivee, 1995). Des analyses factorielles confirmatoires et exploratoires ont été

menées à partir des réponses de 306 enseignants de classe ordinaire d'un canton suisse. Les indices de la qualité d'ajustement indiquent que les modèles issus des analyses factorielles exploratoires représentent mieux les données récoltées que ne le font les modèles originaux. En conséquence, de légères différences structurelles avec l'échelle originale s'observent. Les indices de cohérence interne sont acceptables (de 0,68 à 0,91). L'échelle ORI traduite en français représente un instrument de mesure valable pour répondre aux questions de recherche relatives à l'intégration scolaire dans les pays francophones.

Briggs, D. C., Chattergoon, R., & Burkhardt, A. (2019). **Examining the Dual Purpose Use of Student Learning Objectives for Classroom Assessment and Teacher Evaluation.** *Journal of Educational Measurement*, 56(4), 686-714. <https://doi.org/10.1111/jedm.12233>

The process of setting and evaluating student learning objectives (SLOs) has become increasingly popular as an example where classroom assessment is intended to fulfill the dual purpose use of informing instruction and holding teachers accountable. A concern is that the high-stakes purpose may lead to distortions in the inferences about students and teachers that SLOs can support. This concern is explored in the present study by contrasting student SLO scores in a large urban school district to performance on a common objective external criterion. This external criterion is used to evaluate the extent to which student growth scores appear to be inflated. Using 2 years of data, growth comparisons are also made at the teacher level for teachers who submit SLOs and have students that take the state-administered large-scale assessment. Although they do show similar relationships with demographic covariates and have the same degree of stability across years, the two different measures of growth are weakly correlated.

Chen, Y.-H., Senk, S. L., Thompson, D. R., & Voogt, K. (2019). **Examining Psychometric Properties and Level Classification of the van Hiele Geometry Test Using CTT and CDM Frameworks.** *Journal of Educational Measurement*, 56(4), 733-756. <https://doi.org/10.1111/jedm.12235>

The van Hiele theory and van Hiele Geometry Test have been extensively used in mathematics assessments across countries. The purpose of this study is to use classical test theory (CTT) and cognitive diagnostic modeling (CDM) frameworks to examine psychometric properties of the van Hiele Geometry Test and to compare how various classification criteria assign van Hiele levels to students. The findings support the hierarchical property of the van Hiele theory and levels. Using conventional and combined criteria to determine mastery of a level, the percentages of students classified into an overall level were relatively high. Although some items had aberrant difficulties and low item discrimination, varied selection of the criteria across levels improved item discrimination power, especially for those items with low item discrimination index (IDI) estimates. Based on the findings, we identify items on the van Hiele Geometry Test that might be revised and we suggest changes to classification criteria to increase the number of students who can be assigned an overall level of geometry thinking according to the theory. As a result, practitioners and researchers may be better positioned to use the van Hiele Geometry Test for classroom assessment.

Colognesi, S., & Van Nieuwenhoven, C. (2018). **Quel feedback les élèves du primaire en difficulté d'apprentissage reçoivent-ils dans leur bulletin scolaire? Vers une**

**typologie des commentaires laissés par leurs enseignants.** *Mesure et évaluation en éducation*, 41(3), 31-57. <https://doi.org/10.7202/1065164ar>

La visée de cette contribution est de rendre compte d'une recherche qui a pour objectif d'apporter un éclairage sur la manière dont les enseignants novices du primaire formulent les commentaires écrits à destination des élèves en difficulté scolaire. Nous cherchons à voir si des enseignants débutants, qui ont suivi une formation actualisée à l'évaluation formative, utilisent aussi le bulletin dans une démarche formative dans laquelle l'apprenant est valorisé et qui s'inscrit dans une optique de régulation des apprentissages. Les commentaires laissés par les enseignants dans 27 bulletins ont été analysés et une typologie est proposée.

Duckor, B., & Holmberg, C. (2019). **Exploring How to Model Formative Assessment Trajectories of Posing-Pausing-Probing Practices: Toward a Teacher Learning Progressions Framework for the Study of Novice Teachers.** *Journal of Educational Measurement*, 56(4), 836-890. <https://doi.org/10.1111/jedem.12239>

A robust body of evidence supports the finding that particular teaching and assessment strategies in the K-12 classroom can improve student achievement. While experts have identified many effective teaching and learning practices in the assessment for learning literature, teachers' knowledge and use of "high leverage" formative assessment (FA) practices are difficult to model in novice populations. By employing advances in construct modeling, the theoretical underpinnings of learning progressions research, and four principles of evidence-centered design, teacher educators along with psychometricians can test hypotheses about teacher learning progressions. Utilizing an FA moves-based framework, the article examines how beginning teachers' posing, pausing, and probing practices align with five key strategies of FA. Examples of construct maps, instructional tasks, and turns of talk analysis using scoring guides are provided from an empirical study of novice science preservice teachers in a high-needs school district.

Heritage, M., & Kingston, N. M. (2019). **Classroom Assessment and Large-Scale Psychometrics: Shall the Twain Meet? (A Conversation With Margaret Heritage and Neal Kingston).** *Journal of Educational Measurement*, 56(4), 670-685. <https://doi.org/10.1111/jedem.12232>

Classroom assessment and large-scale assessment have, for the most part, existed in mutual isolation. Some experts have felt this is for the best and others have been concerned that the schism limits the potential contribution of both forms of assessment. Margaret Heritage has long been a champion of best practices in classroom assessment. Neal Kingston has been involved with the application of psychometrics to large-scale assessments for four decades. Together they discuss what commonalities and differences exist between these two assessment contexts, whether the twain should meet, what impediments or concerns exist, and whether they expect the status quo will change at all in the near future. Based on their joint keynote address at the NCME Special Conference on Classroom Assessment and Large-Scale Psychometrics, they have expanded and constructed this discussion piece.

Keuning, T., Geel, M. van, Visscher, A., & Fox, J.-P. (2019). **Assessing and Validating Effects of a Data-Based Decision-Making Intervention on Student Growth for Mathematics and Spelling.** *Journal of Educational Measurement*, 56(4), 757-792. <https://doi.org/10.1111/jedem.12236>

Data-based decision making (DBDM) is presumed to improve student performance in elementary schools in all subjects. The majority of studies in which DBDM effects have been evaluated have focused on mathematics. A hierarchical multiple single-subject design was used to measure effects of a 2-year training, in which entire school teams learned how to implement and sustain DBDM, in 39 elementary schools. In a multilevel modeling approach, student achievement in mathematics and spelling was analyzed to broaden our understanding of the effects of DBDM interventions. Student achievement data covering the period from August 2010 to July 2014 were retrieved from schools' student monitoring systems. Student performance on standardized tests was scored on a vertical ability scale per subject for Grades 1 to 6. To investigate intervention effects, linear mixed effect analysis was conducted. Findings revealed a positive intervention effect for both mathematics and spelling. Furthermore, low-SES students and low-SES schools benefitted most from the intervention for mathematics.

Lee, C. (2019, février 6). **Factors influencing teachers' decision making on reasoning-and-proving in Hong Kong**. TWG01. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-02398450>

A project is ongoing to develop an intervention that promotes the teaching and learning of reasoning-and-proving in teacher education in Hong Kong. Since the area of reasoning-and-proving in Hong Kong has not been widely studied, this paper reports the first research cycle of the project: to investigate the potential factors that limited reasoning-and-proving activities in Hong Kong classrooms. In this cycle, seven secondary mathematics teachers were interviewed. The participating teachers' perceptions of reasoning-and-proving, students and learning cultures in Hong Kong were examined, and the results indicate factors that may contribute to the marginal situation of reasoning-and-proving in Hong Kong school mathematics.

Leighton, J. P. (2019). **Students' Interpretation of Formative Assessment Feedback: Three Claims for Why We Know So Little About Something So Important**. *Journal of Educational Measurement*, 56(4), 793-814. <https://doi.org/10.1111/jedm.12237>

If K-12 students are to be fully integrated as active participants in their own learning, understanding how they interpret formative assessment feedback is needed. The objective of this article is to advance three claims about why teachers and assessment scholars/specialists may have little understanding of students' interpretation of formative assessment feedback. The three claims are as follows. First, there is little systematic research of K-12 students' interpretations of feedback. Systematic research requires gathering substantive evidence of students' cognitive and emotional processes using psychological methods and tools. Second, there is an overemphasis on the external assessment process at the expense of uncovering learners' internal reasoning and emotional processes. This overemphasis may be due to vestiges of behavioral approaches and lack of training in social cognitive methods. Third, there are psychological tools such as the clinical interview, pioneered by Piaget and used by psychologists to "enter the child's mind," which may be helpful in uncovering students' interpretation of feedback and associated behavioral responses. If the purpose of formative assessment is to change student learning, and feedback is delivered as a conduit to help with this long-term change, understanding students' interpretation of feedback plays a central role in the validity of the process.

Liu, B., Kennedy, P. C., Seipel, B., Carlson, S. E., Biancarosa, G., & Davison, M. L. (2019). **Can We Learn From Student Mistakes in a Formative, Reading Comprehension Assessment?** *Journal of Educational Measurement*, 56(4), 815-835. <https://doi.org/10.1111/jedm.12238>

This article describes an ongoing project to develop a formative, inferential reading comprehension assessment of causal story comprehension. It has three features to enhance classroom use: equated scale scores for progress monitoring within and across grades, a scale score to distinguish among low-scoring students based on patterns of mistakes, and a reading efficiency index. Instead of two response types for each multiple-choice item, correct and incorrect, each item has three response types: correct and two incorrect response types. Prior results on reliability, convergent and discriminant validity, and predictive utility of mistake subscores are briefly described. The three-response-type structure of items required rethinking the item response theory (IRT) modeling. IRT-modeling results are presented, and implications for formative assessments and instructional use are discussed.

Neuhaus, S., & Rach, S. (2019, février 6). **Proof comprehension of undergraduate students and the relation to individual characteristics.** TWG01. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-02398493>

In tertiary education, proof comprehension, that means reading and understanding written proofs, is an important activity in learning processes. However, to our knowledge there are no (empirical) studies analyzing the influence of reading strategies and the students' individual characteristics on proof comprehension, yet. We developed a proof comprehension test in analysis based on an assessment model of Mejia-Ramos et al. (2012) to test the relation of students' individual characteristics to proof comprehension. To get a first in-depth look which factors influence proof comprehension we analyzed the data of 64 students in their second semester in university. Additionally, we asked the students about their use of reading strategies. The results show that proof comprehension correlates with prior knowledge and with the use of single reading strategies. Possible consequences for mathematical higher education are discussed.

OCDE : Organisation de coopération et de développement économiques. (2019). **L'innovation chez les enseignants et dans les établissements scolaires: nouvelles données issues de l'Enquête TALIS 2018.** *L'enseignement à la loupe*, (26). Consulté à l'adresse [https://liseo.ciep.fr/doc\\_num.php?explnum\\_id=12177](https://liseo.ciep.fr/doc_num.php?explnum_id=12177)

TALIS mesure la mise en œuvre de l'innovation dans les environnements d'apprentissage, en classe et dans les établissements scolaires. Ces informations serviront à l'élaboration de politiques fondées sur des données probantes afin de renforcer la capacité des enseignants à répondre aux exigences de l'apprentissage du XXI<sup>e</sup> siècle.

Otter, D. H., Wools, S., Eggen, T. J. H. M., & Veldkamp, B. P. (2019). **A General Framework for the Validation of Embedded Formative Assessment.** *Journal of Educational Measurement*, 56(4), 715-732. <https://doi.org/10.1111/jedm.12234>

In educational practice, test results are used for several purposes. However, validity research is especially focused on the validity of summative assessment. This article aimed to provide a general framework for validating formative assessment. The authors applied the argument-based approach to validation to the context of formative

assessment. This resulted in a proposed interpretation and use argument consisting of a score interpretation and a score use. The former involves inferences linking specific task performance to an interpretation of a student's general performance. The latter involves inferences regarding decisions about actions and educational consequences. The validity argument should focus on critical claims regarding score interpretation and score use, since both are critical to the effectiveness of formative assessment. The proposed framework is illustrated by an operational example including a presentation of evidence that can be collected on the basis of the framework.

Reverdy, C. (2019). **A la recherche des effets des réformes du collège sur les pratiques collectives enseignantes. Réflexions issues d'une enquête européenne** [Report]. Consulté à l'adresse Institut français de l'Éducation - Ecole normale supérieure de Lyon website: <https://hal-ens-lyon.archives-ouvertes.fr/ensl-02400594>

Dans cette note de recherche exploitant les données d'une enquête réalisée en 2016-2017 à l'occasion du projet "Cross-curricular Teaching", nous avons analysé le quotidien des enseignant.e.s et des personnels de direction de cinq collèges français à travers leurs difficultés, leurs attentes et leur adaptation à des changements majeurs issus de la dernière réforme du collège à la rentrée 2016. Cela nous a permis de montrer que la dimension collective du travail au niveau de l'établissement devient la norme, entraînant ces nouveaux collectifs professionnels à des équilibres peu stables entre l'utilisation de leur (faible) autonomie pédagogique et la gestion des contraintes très fortes imposées en même temps par le niveau national.

Stubbemann, N., & Knipping, C. (2019). **Metacognitive activities of pre-service teachers in proving processes**. In U. T. Jankvist, M. van den Heuvel-Panhuizen, & M. Veldhuis (Éd.), *Eleventh Congress of the European Society for Research in Mathematics Education*. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-02398513>

Proving processes are often complex and difficult. Problems during the phase of proof finding are not unheard of. The ability to find out which knowledge and strategies we need to prove a given statement and how to use knowledge and strategies in proving is called metacognition. A study with pairs of pre-service teachers shows that content knowledge is an important factor whether or not metacognitive activities like monitoring can help handling problems in the proving process.

Vaudroz, C., & Berger, J.-L. (2018). **Validation de la version française de l'Échelle du sentiment de responsabilité des enseignants (Teacher Responsibility Scale)**. *Mesure et évaluation en éducation*, 41(3), 87-117. <https://doi.org/10.7202/1065166ar>

L'objectif de cet article est de présenter la validation de la version française de l'Échelle du sentiment de responsabilité des enseignants (Teacher Responsibility Scale) élaborée par Lauermann et Karabenick (2013). Dans une première étude, nous avons soumis à 154 enseignants en formation la version française de l'Échelle du sentiment de responsabilité, une échelle mesurant le sentiment d'efficacité personnelle et une échelle de contrôle de la désirabilité sociale. Dans une seconde étude, nous avons testé l'invariance de l'Échelle du sentiment de responsabilité entre hommes et femmes, entre enseignants novices et chevronnés ainsi que selon le type de support utilisé pour la passation du questionnaire (papier ou en ligne) auprès d'un échantillon constitué de 533 enseignants, en réalisant des analyses factorielles confirmatoires multigroupes. Les résultats indiquent que l'échelle possède des propriétés psychométriques de qualité et peut être utilisée à des fins de recherche et/ou de formation.

Wilson, M., Ruiz-Primerero, M. A., & Paek, P. (2019). **Introduction to the Special Issue on Classroom Assessment.** *Journal of Educational Measurement*, 56(4), 667-669. <https://doi.org/10.1111/jedm.12231>

## Relation formation-emploi

Gaulke, A., Cassidy, H., & Namingit, S. (2019). **The effect of post-baccalaureate business certificates on job search: Results from a correspondence study.** *Labour Economics*, 61, 101759. <https://doi.org/10.1016/j.labeco.2019.101759>

This paper tests whether post-baccalaureate business certificates improve the job callback rates of applicants using a correspondence study. We randomly assign a post-baccalaureate certificate to fictitious résumés and apply to real vacancy postings for managerial, administrative and accounting assistant positions in several large cities on multiple large online job boards. We find no statistical relationship between having a certificate and the probability of receiving a callback, with the 95 % confidence interval being (-1.44, 0.50) percentage points with a baseline callback rate of 11.6%. Our results suggest that post-baccalaureate certificates may provide little value to job seekers, though it remains an unexplored question as to whether such certificates improve wage growth or promotions on the job.

## Réussite scolaire

Barthelemy, V. (2019). **Dispositif de remédiation et de lutte contre le décrochage scolaire:** *Revue hybride de l'éducation*, 3(1), 121-146. <https://doi.org/10.1522/rhe.v3i1.502>

Résumé La question du décrochage scolaire est devenue ces dernières années non seulement un objet de recherche scientifique mais aussi une préoccupation politique. Dans ce contexte, nous prenons appui sur une expérience conduite dans une cité scolaire, pour étudier en quoi l'implication des enseignants et des CPE dans le « dispositif de remédiation et de tutorat », destiné aux lycéens en difficultés avec risque de décrochage, peut avoir des retombées sur leurs pratiques. Après avoir mené des entretiens auprès de ces derniers, nos résultats montrent qu'ils développent de nouvelles relations professionnelles, un autre regard envers l'élève et une collaboration plus marquée.

Colognesi, S., & Van Nieuwenhoven, C. (2018). **Quel feedback les élèves du primaire en difficulté d'apprentissage reçoivent-ils dans leur bulletin scolaire? Vers une typologie des commentaires laissés par leurs enseignants.** *Mesure et évaluation en éducation*, 41(3), 31-57. <https://doi.org/10.7202/1065164ar>

La visée de cette contribution est de rendre compte d'une recherche qui a pour objectif d'apporter un éclairage sur la manière dont les enseignants novices du primaire formulent les commentaires écrits à destination des élèves en difficulté scolaire. Nous cherchons à voir si des enseignants débutants, qui ont suivi une formation actualisée à l'évaluation formative, utilisent aussi le bulletin dans une démarche formative dans laquelle l'apprenant est valorisé et qui s'inscrit dans une optique de régulation des apprentissages. Les commentaires laissés par les enseignants dans 27 bulletins ont été analysés et une typologie est proposée.



Hofstetter, D. (2019). **La négociation de l'échec scolaire: Revue hybride de l'éducation**, 3(1), 56-74. <https://doi.org/10.1522/rhe.v3i1.865>

Résumé Le présent article s'intéresse aux processus sociaux de sélection qui entraînent le passage d'une classe ordinaire à une classe spéciale. Cet article vise à démontrer comment un enfant aussi doué que la moyenne peut se retrouver en classe spéciale alors qu'il n'y a pas sa place. L'article montre comment les différentes instances impliquées (personnel scolaire, parents, enfants) négocient au fil du temps le type de classe qui doit accueillir l'enfant, comment la décision est justifiée, et quelles en sont les conséquences. L'article met également en évidence les leviers d'action que les enseignants peuvent mobiliser dans le processus de sélection.

Kumi-Yeboah, A., Brobbey, G., & Smith, P. (2020). **Exploring Factors That Facilitate Acculturation Strategies and Academic Success of West African Immigrant Youth in Urban Schools**. *Education and Urban Society*, 52(1), 21-50. <https://doi.org/10.1177/0013124519846279>

Immigrant students in U.S. educational system experience challenges learning to adapt and integrate into new educational environments. Little is known, however, about factors that facilitate acculturation strategies of immigrant youth from West Africa and how they affect their academic success and challenges faced. Considering the current political discourse over the influence of immigration in U.S. schools, 20 immigrant youth from Ghana and Nigeria were recruited and interviewed in the metropolitan area of New York City. Analyses of semi-structured interviews revealed that teacher, parent, and peer support; social and electronic media; and extracurricular activities emerged as the factors that helped acculturation strategies and academic success. Challenging factors were dealing with sociocultural differences; discrimination, stress, and social integration; and language differences. The article discusses the implications of these findings for teachers to understand acculturation strategies to help West African immigrant youth to adapt, acculturate, and integrate into new school environments.

OECD. (2019). **PISA 2018 Results Volume II: Where All Students Can Succeed** (p. 354). Consulté à l'adresse OECD website: <https://www.oecd-ilibrary.org/docserver/b5fd1b8f-en.pdf?expires=1576514206&id=id&accname=guest&checksum=D18F638512EA131C16A16B448520C894>

This second volume examines gender differences in student performance, and the links between students' socio-economic status and immigrant background. It also examines student performance and well-being.

## Valeurs

Matangila Musadila, L. (2019). **Education à la citoyenneté: fondement du bien vivre-ensemble dans une cité**. Consulté à l'adresse [http://www.editions-harmattan.fr/index\\_harmattan.asp?navig=catalogue&obj=livre&isbn=9782343176895&utm\\_source=phplist&utm\\_campaign=message\\_28357&utm\\_medium=email&utm\\_content=lienTitre](http://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&isbn=9782343176895&utm_source=phplist&utm_campaign=message_28357&utm_medium=email&utm_content=lienTitre)

L'éducation à la citoyenneté favorise l'engagement pour la paix et le développement. Dès lors, l'apprentissage des valeurs morales, des droits et des devoirs civiques, et l'engagement citoyen pour la défense des droits de la personne et de ses biens

deviennent indispensables. De là, l'exigence d'une formation au jugement et à l'ascèse critique pour le devenir d'un citoyen adulte et responsable, apte au respect des normes civiques et sociales. Aussi, le respect des droits de l'homme et de la vie, la bonne gouvernance, la lutte contre la corruption, l'impunité, les pillages des ressources et contre l'insécurité notamment sont les exigences pour le développement de l'Afrique.