

# Veille de l'IREDU n°134 – 16 mars 2020



|   |     |
|---|-----|
| Acquisition de compétences.....                       | 2   |
| Aspects économiques de l'éducation.....               | 6   |
| Aspects psychologiques de l'éducation.....            | 16  |
| Aspects sociaux de l'éducation.....                   | 23  |
| Climat de l'école.....                                | 38  |
| Evaluation des dispositifs d'éducation-formation..... | 41  |
| Formation continue.....                               | 41  |
| Insertion professionnelle.....                        | 43  |
| Marché du travail.....                                | 48  |
| Métiers de l'éducation.....                           | 48  |
| Numérique et éducation.....                           | 57  |
| Orientation scolaire et professionnelle.....          | 78  |
| Politique de l'éducation et système éducatif.....     | 80  |
| Pratiques enseignantes.....                           | 109 |
| Relation formation-emploi.....                        | 122 |
| Réussite scolaire.....                                | 123 |
| Valeurs.....  | 126 |

## Acquisition de compétences

Andreu, S., Cioldi, I., Conceicao, P., Étève, Y., Fabre, M., Le Breton, S., Persem, E., Portelli, T., Rocher, T., Vourc'h, R., & Wuillamier, P. (2020a). **Évaluations repères 2019 de début de CP : Des résultats stables.** *Note d'information*, 20.05. <https://www.education.gouv.fr/sites/default/files/2020-03/t-l-charger-la-version-imprimable-de-la-note-20-05-51467.pdf>

À la rentrée scolaire 2019, l'ensemble des élèves entrant en CP ont été évalués en français et en mathématiques (825 000 élèves dans près de 31 000 écoles).

Andreu, S., Cioldi, I., Conceicao, P., Étève, Y., Fabre, M., Le Breton, S., Persem, E., Portelli, T., Rocher, T., Vourc'h, R., & Wuillamier, P. (2020b). **Évaluations repères 2019 de début de CE1 : des performances en hausse.** *Note d'information*, 20.06. <https://www.education.gouv.fr/sites/default/files/2020-03/t-l-charger-la-version-imprimable-de-la-note-20-06-51473.pdf>

À la rentrée scolaire 2019, l'ensemble des élèves de CE1 a été évalué en français et en mathématiques (815 000 élèves dans près de 31 000 écoles).

Bellés-Obrero, C., & Duchini, E. (2020). *Who Benefits from General Knowledge?* (crctr224\_2020\_152; CRC TR 224 Discussion Paper Series). University of Bonn and University of Mannheim, Germany. <https://www.crctr224.de/en/research-output/discussion-papers/discussion-papers#DP152>

While vocational education is meant to provide occupational-specific skills that are directly employable, their returns may be limited in fast-changing economies. Conversely, general education should provide learning skills, but these may have little value at low levels of education. This paper sheds light on this debate by exploiting a recent Spanish reform that postpones students' choice between these two educational pathways from age 14 to 16. To identify exogenous changes in its staggered implementation, we instrument this with the pre-reform across-province variation in the share of students in general education. Results indicate that, by shifting educational investment from vocational to general education after age 16, the reform improves occupational outcomes, and results in a significant rise in monthly wages. The effects are larger after the financial crisis, but are concentrated among middle to high-skilled individuals. In contrast, those who acquire only basic general education have worse long-term employment prospects than vocationally-trained individuals.

Béteille, T., Tognatta, N., Riboud, M., Nomura, S., & Ghorpade, Y. (2020). *Ready to Learn : Before School, In School, and Beyond School in South Asia*. The World Bank. <https://openknowledge.worldbank.org/bitstream/handle/10986/33308/9781464813276.pdf?sequence=4&isAllowed=y>

Bonnes, C., Leiser, C., Schmidt-Hertha, B., Rott, K. J., & Hochholdinger, S. (2020). **The relationship between trainers' media-didactical competence and media-didactical self-efficacy, attitudes and use of digital media in training.** *International Journal of Training and Development*, 24(1), 74-88. <https://doi.org/10.1111/ijtd.12171>

The ongoing digitalization in the training sector produces new demands on the media-didactical competence of trainers. We conducted an online survey of 279 trainers in Germany to investigate the relationships among media-didactical competence, media-didactical self-efficacy, attitudes toward the use of digital media and the actual use of digital media in training. Furthermore, we compared trainers who attended a course on digital

media with trainers who did not attend such a course. The analysis of the theoretically expected correlations between the variables resulted in not all hypotheses being accepted. The analysis of the group differences showed that the trainers who attended a course on digital media had higher media-didactical competence and media-didactical self-efficacy scores and used digital media more often in training. There was no significant difference in negative attitudes. The implications for the promotion of the media-didactical competence of trainers are discussed.

Büchele, S. (2020). **Bridging the gap – How effective are remedial math courses in Germany?** *Studies in Educational Evaluation*, 64, 100832.  
<https://doi.org/10.1016/j.stueduc.2019.100832>

Almost all German universities complain that the math skills of students entering the higher education system do not meet the level demanded by universities. This is a major problem, particularly in math-related study programs such as economics, engineering or science. To bridge the gap, almost all universities offer some remedial math courses. However, there is only weak empirical evidence for the effectiveness of these courses in Germany. This paper aims to fill this gap by evaluating a remedial math course given within the Economics Department of a German university. A key finding: taking a math remedial course on a regular basis will enhance students' math skills and increase the probability of passing the final math exam by 35 percent.

Dong, M. (2020). **Structural relationship between learners' perceptions of a test, learning practices, and learning outcomes : A study on the washback mechanism of a high-stakes test.** *Studies in Educational Evaluation*, 64, 100824.  
<https://doi.org/10.1016/j.stueduc.2019.100824>

The study aimed to explore the washback mechanism on learning by investigating the structural relationship between learners' perceptions of a test, learning practices, and learning outcomes via structural equation modeling. The participants in this study included 3105 Chinese senior high school students. Exploratory factor analysis, confirmatory factor analysis, and structural equation modeling were used in the analyses of the data. This study found that learners' perceptions of test validity, impact, and importance affected their learning practices in different ways and to different degrees. The research results also showed that four types of English learning practices had significant, positive, but differential effects on learning outcomes. The effect size was partly associated with the frequency of engagement with each learning practice. Based on the findings, some implications and suggestions were drawn for learners, teachers, test designers, and test authorities.

Loisy, C. (2019, octobre). **Former pour des compétences au 21ème siècle Une proposition pour éclairer les attendus.** *Séminaire compétences. INSPÉ de l'académie de Lyon. Lyon, le 11 octobre 2019.* <https://hal.archives-ouvertes.fr/hal-02480931>

Nas Ozen, S. E., Hut, S., Levin, V., & Munoz Boudet, A. M. (2020). **A Field Experiment on the Role of Socioemotional Skills and Gender for Hiring in Turkey** (Policy Research Working Paper Series N° 9154). The World Bank.  
<https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:wbk:wbrwps:9154;terms=A>

[%20Field%20Experiment%20on%20the%20Role%20of%20Socioemotional%20Skills%20and%20Gender%20for%20Hiring%20in%20Turkey](#)

A vast literature shows the importance of socioemotional skills in earnings and employment, but whether they matter in getting hired remains unanswered. This study seeks to address this question and further investigates whether socioemotional skill signals in job applicants' resumes have the same value for male and female candidates. In a large-scale randomized audit study, an online job portal in Turkey is used to send fictitious resumes to real job openings, collecting a unique data set that enables investigating different stages of candidate screening. The study finds that socioemotional skills appear to be valued only when an employer specifically asks for such skills in the vacancy ad. When not asked for, however, candidates can face a penalty in the form of lower callback rates. A significant penalty is only observed for women, not for men. The study does not find evidence of other gender differences in the hiring process.

OCDE. (2020a). **Compétences et situation sur le marché du travail de la population issue de l'immigration.** *Les compétences des adultes à la loupe*, 12, [https://www.oecd-ilibrary.org/education/competences-et-situation-sur-le-marche-du-travail-de-la-population-issue-de-l-immigration\\_b9689be0-fr;jsessionid=BAL0k0u8cpl6viPTMhVnRIHy.ip-10-240-5-141](https://www.oecd-ilibrary.org/education/competences-et-situation-sur-le-marche-du-travail-de-la-population-issue-de-l-immigration_b9689be0-fr;jsessionid=BAL0k0u8cpl6viPTMhVnRIHy.ip-10-240-5-141)

Dans les pays de l'OCDE, la situation des adultes nés à l'étranger sur le marché du travail est généralement moins favorable que celle des autochtones. Les personnes issues de l'immigration sont plus susceptibles d'être sans emploi et d'exercer des emplois moins rémunérés et qualifiés. Les différences liées aux compétences, à la maîtrise de la langue et au pays dans lequel elles ont été instruites expliquent en grande partie les écarts observés. Il convient donc de prévoir des programmes d'enseignement et de formation efficaces et des cours de langue afin de garantir la réussite de leur intégration au sein des économies d'accueil.

OCDE. (2020b). **Les écarts de niveau de compétences entre les sexes en compréhension de l'écrit et en mathématiques évoluent-ils entre l'enfance et l'âge adulte ?** *Les compétences des adultes à la loupe*, 13. [https://www.oecd-ilibrary.org/education/les-ecarts-de-niveau-de-competences-entre-les-sexes-en-comprehension-de-l-ecrit-et-en-mathematiques-evoluent-ils-entre-l-enfance-et-l-age-adulte\\_49321c55-fr](https://www.oecd-ilibrary.org/education/les-ecarts-de-niveau-de-competences-entre-les-sexes-en-comprehension-de-l-ecrit-et-en-mathematiques-evoluent-ils-entre-l-enfance-et-l-age-adulte_49321c55-fr)

Ce document relève : 1) l'avantage des filles en compréhension écrite pendant l'adolescence ; 2) celui des garçons en mathématiques, en augmentation constante entre 9 et 27 ans ; 3) le fait que les garçons se dirigent davantage vers des professions sollicitant les compétences en mathématiques ; 4) le rattrapage du retard des hommes en compréhension écrite. Comment expliquer ces écarts de niveau de compétences en compréhension écrite et en numératie entre sexes et leur évolution ? Plusieurs explications sont envisageables et des recherches supplémentaires nécessaires.

OCDE. (2020c). ***Are students' career expectations aligned with their skills?*** <https://doi.org/10.1787/ed790c76-en>

Adolescence is a period when young people start to prepare for adult life. Teenagers have to make important decisions relevant to their working lives later on, such as what field of study or type of education they will pursue. But young people often lack sufficient knowledge about the breadth of job opportunities and careers open to them; their career

and education aspirations are often shaped more by their personal background. In addition to perpetuating existing inequalities in the labour market, this may lead to expectations that are not aligned with the needs of the job market these students will soon enter, particularly in the context of rapid technological advances. While the mismatch between labour market needs and prospective employees' skills sets is growing, countries need to adapt the supply of skills in order to fuel economic prosperity and ensure that no one is left behind. Education systems can play a crucial role in channelling skills and talent into the labour market and helping young people develop a fair assessment of the opportunities available to them.

Oreopoulos, P., Petronijevic, U., Logel, C., & Beattie, G. (2020). **Improving non-academic student outcomes using online and text-message coaching.** *Journal of Economic Behavior & Organization*, 171, 342-360. <https://doi.org/10.1016/j.jebo.2020.01.009>

We design and experimentally evaluate two low-cost, scalable interventions – an online preparatory module to help students reflect on and overcome barriers and a text-message coaching program – in a sample of over 3000 undergraduate students at a large Canadian university. Supplementing administrative data on academic outcomes with a unique follow-up survey on student well-being, we estimate positive program effects on non-academic outcomes such as feelings of satisfaction and belonging, despite estimating null effects on course grades and credit accumulation. Given the low costs associated with administering these programs, our results suggest that the positive impacts on student well-being may warrant program expansion even in the absence of impacts on academic outcomes.

Rios, J. A., Ling, G., Pugh, R., Becker, D., & Bacall, A. (2020). **Identifying Critical 21st-Century Skills for Workplace Success: A Content Analysis of Job Advertisements.** *Educational Researcher*, 49(2), 80-89. <https://doi.org/10.3102/0013189X19890600>

This article extends the literature on 21st-century learning skills needed for workplace success by providing an empirical examination of employers' direct communication to potential employees via job advertisements. Our descriptive analysis of 142,000 job advertisements provides two contributions. First, this is one of the first studies to empirically rank-order skill demand. In doing so, it is clear that oral and written communication, collaboration, and problem-solving skills are in high demand by employers, with particular emphasis on the pairing of oral and written communication. Furthermore, it is apparent that many of the skills suggested in the literature as being critical for workplace success are in very low demand by employers, and some were not found to be mentioned at all (e.g., social responsibility). Second, this study explicitly examined whether 21st-century skill demand varied by job characteristics, which was found to be the case, with differences being noted for both education level and degree field requirements. Results were replicated with a sample of roughly 120,000 job advertisements collected 1 year from the initial data collection. Implications for developing educational standards around 21st-century skill development are discussed.

Sgarzi, M. (2020). **Renforcer les compétences des personnes peu qualifiées.** *Céreq études*, 29. <https://www.cereq.fr/renforcer-les-competences-des-personnes-peu-qualifiees>

Le projet Replay-VET vise à identifier les stratégies et les moyens mis en oeuvre dans différentes régions d'Europe pour adapter les compétences des personnes peu qualifiées aux nouvelles exigences du marché de l'emploi. Ce rapport rend compte des travaux menés par l'équipe française, portant sur les secteurs de la métallurgie et de la logistique en région



PACA, ainsi que des recommandations qui en sont issues. Par ailleurs, deux guides pratiques (How-To-Guides) présentant les bonnes pratiques à mettre en oeuvre pour couvrir les besoins futurs des entreprises et répondre efficacement aux nécessités de renouvellement et de qualification/requalification de la main-d'oeuvre ont été rédigés.

Zakariya, Y. F., Bjørkestøl, K., Nilsen, H. K., Goodchild, S., & Lorås, M. (2020). **University students' learning approaches : An adaptation of the revised two-factor study process questionnaire to Norwegian.** *Studies in Educational Evaluation*, 64, 100816. <https://doi.org/10.1016/j.stueduc.2019.100816>

This paper reports a Norwegian validation study of a widely used instrument to measure students' approaches to learning, namely, Bigg's revised two-factor study process questionnaire (R-SPQ-2F). Its cultural sensitivity and psychometry evaluations have provoked rigorous discussion among educators in different languages. A survey design was adopted involving 253 undergraduate engineering students across two universities. Confirmatory factor analyses were used to test six models hypothesized to reflect the factor structures of R-SPQ-2F and unidimensionality of its subscales. The results showed appropriate fits of a two-factor first-order model with 10 items measuring deep approach and 9 items measuring surface approach subscales. The reliability was found to be high with coefficients of .81, .72 and .63 on deep subscale, surface subscale and the whole instrument respectively. Findings may be interpreted as evidence of cultural sensitivity of the instrument and more validation studies were recommended.

## Aspects économiques de l'éducation

Abott, C., Kogan, V., Lavertu, S., & Peskowitz, Z. (2020). **School district operational spending and student outcomes : Evidence from tax elections in seven states.** *Journal of Public Economics*, 183, 104142. <https://doi.org/10.1016/j.jpubeco.2020.104142>

We use close tax elections to estimate the impact of school district funding increases on operational spending and student outcomes across seven states. Districts with passing levies directed new revenue toward support services and instructor salaries but did not increase teacher staffing levels. These districts eventually realized gains in student achievement and attainment. Our preferred estimates imply that increasing operational spending by \$1000 per pupil increased test scores by approximately 0.15 of a standard deviation and graduation rates by approximately 9 percentage points. There is some evidence of diminishing returns, as these effects are driven by districts below the median in spending per pupil. Based on research linking academic outcomes to earnings, we conclude that these spending increases were likely cost-effective.

Abraham, K. G., Filiz-Ozbay, E., Ozbay, E. Y., & Turner, L. J. (2020). **Framing effects, earnings expectations, and the design of student loan repayment schemes.** *Journal of Public Economics*, 183, 104067. <https://doi.org/10.1016/j.jpubeco.2019.104067>

Income-driven student loan repayment (IDR) plans provide protection against unaffordable loan payments and default by linking loan payments to borrower's earnings. Despite the advantages IDR would offer to many borrowers, take-up remains low. We use a survey experiment investigate how framing affects University of Maryland undergraduates' take-up of IDR in a set of hypothetical scenarios. Students are significantly more likely to choose IDR when the insurance aspects of IDR are emphasized and significantly less likely to do so

when costs are emphasized. IDR framing interacts with expected labor market outcomes. Emphasizing the insurance aspects of IDR has larger effects on students who anticipate a higher probability of nonemployment and/or low earnings at graduation. In contrast, when costs are emphasized, the choice of IRDR is uncorrelated with students' expected labor market outcomes. Simulation results suggest that a simple change in the framing of IDR could generate substantial reductions in loan defaults with only small decreases in long-run federal revenue.

Altindag, D. T., Baek, D., Lee, H., & Merkle, J. (2020). **Free lunch for all? The impact of universal school lunch on student misbehavior.** *Economics of Education Review*, 74, 101945. <https://doi.org/10.1016/j.econedurev.2019.101945>

South Korean primary and secondary schools have been providing free lunches only to low-income students since the 1980s. In the early 2010s, the Free School Meal Program (FSMP) expanded the provision of free lunches to all students, without altering the nutritional content of the school meals or the school meal take-up rate, which has always been very high. We investigate the impact of this universal school lunch program on the incidence of misbehavior in schools. We find that FSMP reduces the number of behavioral incidents, particularly physical fights between students, by about 35%.

Andrews, R. J., Imberman, S. A., & Lovenheim, M. F. (2020). **Recruiting and supporting low-income, high-achieving students at flagship universities.** *Economics of Education Review*, 74, 101923. <https://doi.org/10.1016/j.econedurev.2019.101923>

We study an intervention designed to overcome multiple hurdles faced by low-income, high-ability college students to determine if and how it affects students' long-term outcomes. UT-Austin's Longhorn Opportunity Scholars (LOS) program recruited at impoverished high schools and provided scholarships and enhanced support services to students who enrolled. We use administrative records for Texas public college students and find that LOS had large, positive effects on enrollment in and graduation from UT-Austin, masters' degree enrollment, and earnings. In particular, our results suggest that high achieving college attendees who went to a targeted high school saw UT-Austin enrollment increase by 71% and earnings 12 years after high school increase by 4.6% (an 82% increase among attendees). A somewhat similar program at Texas A&M called the Century Scholars Program had no effect on enrollment, but other contemporaneous enrollment shifts limit our analysis of other outcomes. The LOS results suggest that well designed, targeted recruitment programs with adequate supports can improve long-run outcomes for low-income students.

Aryal, G., Bhuller, M., & Lange, F. (2019). **Signaling and Employer Learning with Instruments** (NBER Working Paper N° 25885). National Bureau of Economic Research, Inc. <https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:nbr:nberwo:25885;terms=Signaling%20and%20Employer%20Learning%20with%20Instruments>

The social and the private returns to education differ when education can increase productivity, and also be used to signal productivity. We show how instrumental variables can be used to separately identify and estimate the social and private returns to education within the employer learning framework of Farber and Gibbons [1996] and Altonji and Pierret [2001]. What an instrumental variable identifies depends crucially on whether the

instrument is hidden from, or observed by, the employers. If the instrument is hidden then it identifies the private returns to education, but if the instrument is observed by employers then it identifies the social returns to education. Interestingly, however, among experienced workers the instrument identifies the social returns to education, regardless of whether or not it is hidden. We operationalize this approach using local variation in compulsory schooling laws across multiple cohorts in Norway. Our preferred estimates indicate that the social return to an additional year of education is 5%, and the private internal rate of return, aggregating the returns over the life-cycle, is 7.2%. Thus, 70% of the private returns to education can be attributed to education raising productivity and 30% to education signaling workers' ability.

Askarov, Z., & Doucouliagos, H. (2020). **A meta-analysis of the effects of remittances on household education expenditure.** *World Development*, 129, 104860. <https://doi.org/10.1016/j.worlddev.2019.104860>

As a source of income, remittances can be spent on consumption and investment. The aim of this study is to quantify the effect of remittances on investment in education: Do remittances increase household education expenditure? To answer this question we apply meta-regression analysis to 1343 estimates of this effect drawn from 73 studies, covering 30 countries. Our findings confirm the importance of economic resources to educational choices. When the evidence base is corrected for sample selection, reverse causality, and research design differences, the incidence of international remittances increases education expenditure by about 35% in most countries, and by about 53% in Latin America, though remittances have no effect in Eastern Europe and East Asia. Remittances from domestic migration have smaller effects on education expenditure than international remittances. We find no differences in the effect between males and females.

Audretsch, D. B., & Belitski, M. (2020). **The role of R&D and knowledge spillovers in innovation and productivity.** *European Economic Review*, 123, 103391. <https://doi.org/10.1016/j.euroecorev.2020.103391>

The use of both research and development (R&D) and knowledge spillovers has been identified as the source of relative innovation underperformance in Europe vis-à-vis the United States. In this paper, we investigate R&D and knowledge spillovers at the firm level to evaluate the extent to which they complement innovation and firm productivity. We use data on a large unbalanced panel of 9213 UK firms constructed from six consecutive waves of a community innovation survey, an annual business registry survey and a business enterprise research and development survey during 2002–2014. We estimate the knowledge spillover-augmented version of the CDM model of R&D, innovation, and productivity to find that complementarities between R&D and knowledge spillovers are strongly associated with firm productivity rather than firm innovation. R&D is important for both innovation and productivity, while knowledge spillovers are more important than R&D for firm productivity. We also explore the differences between returns to R&D and knowledge spillovers across three distinctive innovation strategies.

Barrow, L., Rouse, C. E., & McFarland, A. (2020). **Who Has the Time? Community College Students' Time-Use Response to Financial Incentives** (Working Paper Series WP 2020-03). Federal Reserve Bank of Chicago. <https://econpapers.repec.org/scripts/a/abstract.pfh=RePEc:fi:fedhwp:87507;terms=Who%20Has%20the%20Time%3F%20Community%20College%20Students%E2%80%99%20Time-Use%20Response%20to%20Financial%20Incentives>



We evaluate the effect of performance-based scholarship programs for postsecondary students on student time use and effort and whether these effects are different for students we hypothesize may be more or less responsive to incentives. To do so, we administered a time-use survey as part of a randomized experiment in which community college students in New York City were randomly assigned to be eligible for a performance-based scholarship or to a control group that was only eligible for the standard financial aid. This paper contributes to the literature by attempting to get inside the “black box” of how students respond to a monetary incentive to improve their educational attainment. We find that students eligible for a scholarship devoted more time to educational activities, increased the quality of effort toward and engagement with their studies, and allocated less time to leisure. Additional analyses suggest that students who were plausibly more myopic—place less weight on future benefits—were more responsive to the incentives, but we find no evidence that students who are arguably more time constrained were less responsive to the incentives.

Belfield, C., Boneva, T., Rauh, C., & Shaw, J. (2020). **What Drives Enrolment Gaps in Further Education? The Role of Beliefs in Sequential Schooling Decisions.** *Economica*, 87(346), 490-529. <https://doi.org/10.1111/ecca.12307>

We study students' motives to obtain sixth form and university education in a sample of 885 secondary school students in the UK. At each educational stage, perceptions about the consumption value of education explain a substantial share of the variation in students' intentions to obtain further education, while beliefs about the monetary benefits and costs are not found to play an important role. Beliefs about the consumption value of university predict not only students' intentions to go to university but also their intentions to go to sixth form, highlighting the importance of dynamic considerations in the choice. We further document that students' beliefs about the consumption value of further schooling strongly predict students' perceptions about how likely it is that they will obtain the necessary grades to proceed to the next educational stage. Differences in the perceived consumption value across gender and socioeconomic groups can account for a sizeable proportion of the gender and socioeconomic gaps in students' intentions to pursue further education as well as in their perceptions about their own performance.

Braunerhjelm, P., Ding, D., & Thulin, P. (2020). **Labour market mobility, knowledge diffusion and innovation.** *European Economic Review*, 123, 103386. <https://doi.org/10.1016/j.eurocorev.2020.103386>

Utilising a unique Swedish matched employer–employee dataset, which has been pooled with firm-level patent application data, we provide new evidence that knowledge workers' mobility has a positive and strongly significant impact on firm innovation output, as measured by firm patent applications. The effect is statistically and economically highly significant for knowledge workers who have previously worked in a patenting firm (the learning-by-hiring effect), whereas only limited impact could be detected for firms losing knowledge workers (the learning-by-diaspora effect). No effects were detected for inexperienced university graduates. Finally, the effect is more pronounced when the joining worker originates from within the same region.

Chellaraj, G. (2019). **The Economics of International Student and Scholar Mobility: Directions for Research** (Policy Research Working Paper Series N° 8848). The World Bank.

<https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:wbk:wbrwps:8848;terms=The%20Economics%20of%20International%20Student%20and%20Scholar%20Mobility%20%3A%20Directions%20for%20Research>

International trade in higher education services in the form of international student mobility has increased sharply since the 1960s and especially from Eastern Europe and Central Asia since the fall of the Soviet Union. Many international students, especially those with graduate degrees, stay on in the host country after graduation. Although their impact on labor markets has been investigated by economists, geographers, and regional scientists in recent years, most studies on international students focus on education and spatial issues, with very little economic analysis. Furthermore, the application of a trade in services framework to international student mobility is virtually nonexistent. Four areas of research have emerged that need further investigation, particularly for the Europe and Central Asia region. First is the research gap on host and source country pull and push factors affecting the demand and supply of international students. Second, there is little or no understanding of the impact of foreign direct investment in higher education services, both through the establishment of branch campuses as well as direct investment by multinationals in universities. Third, there is virtually no study on the impact of international student and scholar mobility on global collaborative patents. Fourth, there are very few field experiments in international student migration research. These issues need to be understood for the development of appropriate policies in industrialized, emerging and developing economies, on the global mobility of students as well as establishment of branch campuses abroad.

Civera, A., Meoli, M., & Vismara, S. (2020). **Engagement of academics in university technology transfer: Opportunity and necessity academic entrepreneurship.** *European Economic Review*, 123, 103376. <https://doi.org/10.1016/j.euroecorev.2020.103376>

Academic spinoffs are growingly considered a successful channel in transferring knowledge generated by the university and in fostering economic growth. Coherently, a wide range of policies has been implemented to encourage their formation in hopes of spurring innovation and local economic development. To be effective, however, policies need to consider the motivation leading to the establishment of academic spinoffs. In this paper, we link for the first time the literature on academic entrepreneurship to the debate on opportunity vs necessity entrepreneurship. By relying on a sample of 613 Italian academic spinoffs established over the period 2006–2012, we find that necessity-oriented academic spinoffs are associated with higher survival profiles, while opportunity-oriented spinoffs exhibit higher post-entry growth rates.

Dabbs, C. M. (2020). **Restricting seniority as a factor in public school district layoffs: Analyzing the impact of state legislation on graduation rates.** *Economics of Education Review*, 74, 101926. <https://doi.org/10.1016/j.econedurev.2019.101926>

Following the Great Recession, employment in the U.S. local education sector fell by about 364,000. I analyze whether state legislation that prohibits or limits the use of seniority in layoff decisions has an impact on public high school graduation rates. I find that over a ten-year time span, all else held constant, such legislation on average increases the yearly growth of district graduation rates by about 0.3percentage points. This is economically significant, as the average yearly increase in the national graduation rate from 2010–11 to

2015–16 was 1 percentage point. When states prohibit or limit using seniority to determine a layoff order, districts must utilize other considerations such as teacher quality. In states with this legislation, teachers remaining following layoffs may be more effective than when states use seniority to determine the layoff order.

Friedman-Sokuler, N., & Justman, M. (2020). **Gender, culture and STEM: Counter-intuitive patterns in Arab society.** *Economics of Education Review*, 74, 101947. <https://doi.org/10.1016/j.econedurev.2019.101947>

Using longitudinal administrative data to track student achievement and choice, we show how social conditioning shapes gender differences in the choice of STEM study fields, after controlling for prior achievement and socio-economic background. The male majority in advanced matriculation electives in mathematics, physics, and computer science, observed among students in Hebrew-language schools in Israel as in other Western societies, is reversed among Arab students, a society with markedly less gender equality. This greater representation of Arab female students in STEM study fields is only partially explained by the large gender gap favoring girls in eighth-grade mathematics and science achievement in Arabic-language schools. Much of the remaining difference in gender gaps can be traced to differences in the relationship between prior circumstance and choice between the two groups. This belies the notion of a congenital female aversion to traditionally male STEM subjects, and accords with previous findings that gender differences in preferences are greater in societies with greater gender equality. Following a cohort of eight-grade students to matriculation eliminates the selection bias that attenuates estimates of gender gaps in studies that analyze choices of college-bound students.

Galor, O., Özak, Ö., & Sarid, A. (2020). **Linguistic Traits and Human Capital Formation** (SSRN Scholarly Paper ID 3516313). Social Science Research Network. <https://papers.ssrn.com/abstract=3516313>

This research establishes the influence of linguistic traits on human behavior. Exploiting variations in the languages spoken by children of migrants with identical ancestral countries of origin, the analysis indicates that the presence of periphrastic future tense, and its association with long-term orientation has a significant positive impact on educational attainment, whereas the presence of sex-based grammatical gender, and its association with gender bias, has a significant adverse impact on female educational attainment.

García-Vega, M., & Vicente-Chirivella, Ó. (2020). **Do university technology transfers increase firms' innovation?** *European Economic Review*, 123, 103388. <https://doi.org/10.1016/j.euroecorev.2020.103388>

We investigate how technology transfers from universities to private firms influence firm innovativeness. Using data on R&D acquisitions from universities of more than 10,000 Spanish firms for the period 2005–2013 and applying propensity score matching techniques, we find that technology transfers from universities strongly increase firm innovativeness. We next explore heterogeneous effects in order to analyze whether these gains are mediated by firm size and the business cycle. Our results suggest that the contribution of universities to firm innovation is particularly important for small firms and during the whole business cycle. The contribution of universities goes beyond its direct effect on innovation: We find that technology transfers from universities generate positive spillovers and enhance firms' internal R&D capabilities. Our results suggest that the knowledge generated by universities makes an important contribution to economic growth

through technology transfers, which makes firms more innovative. Hence, knowledge creation by universities provides an important public good.

Gonzalez, K. E. (2020). **Within-family differences in Head Start participation and parent investment.** *Economics of Education Review*, 74, 101950. <https://doi.org/10.1016/j.econedurev.2019.101950>

There is limited understanding of how parents' allocation of investments across their children are affected by differences in their children's participation in programs that promote early development. I use data from the National Longitudinal Survey of Youth to examine whether parents reinforce or compensate for differences in their children's access to an early education program, Head Start. I use a family fixed effects approach to contrast measures of parental investment, when children were age 5 through 14, for children who attended Head Start relative to their siblings who did not attend preschool. I find that parents provided lower levels of cognitive stimulation and emotional support to children who attended Head Start relative to their siblings who did not attend preschool. Although impacts are relatively small in magnitude (0.05 SD), results suggest that parents compensate for differences in access to early childhood educational opportunities.

Hemelt, S. W., & Lenard, M. A. (2020). **Math acceleration in elementary school: Access and effects on student outcomes.** *Economics of Education Review*, 74, 101921. <https://doi.org/10.1016/j.econedurev.2019.101921>

This paper examines curricular acceleration in mathematics during elementary school using administrative data from a large, diverse school district that recently implemented a targeted, test-based acceleration policy. We first characterize access to advanced math and then estimate effects of acceleration in math on measures of short-run academic achievement as well as non-test-score measures of grit, engagement with schoolwork, future plans, and continued participation in the accelerated track. Experiences and effects of math acceleration differ markedly for girls and boys. Girls are less likely to be nominated for math acceleration and perform worse on the qualifying test, relative to boys with equivalent baseline performance. We find negative effects of acceleration on short-run retention of math knowledge for girls, but no such performance decay for boys. After initial exposure to accelerated math, girls are less likely than boys to appear in the accelerated track during late elementary school and at the start of middle school.

Herranz-Zarzoso, N., & Sabater-Grande, G. (2020). **Monetary incentives and overconfidence in academic performance: An experimental study** (Working Paper 2020/14). Economics Department, Universitat Jaume I, Castellón (Spain). <https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:jau:wpaper:2020/14;terms=Monetary%20incentives%20and%20overconfidence%20in%20academic%20performance%3A%20An%20experimental%20study>

<https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:jau:wpaper:2020/14;terms=Monetary%20incentives%20and%20overconfidence%20in%20academic%20performance%3A%20An%20experimental%20study>

In this paper, we analyze students' overconfidence bias regarding potential and actual academic performance under both hypothetical and real monetary incentives. Students enrolled in a Microeconomics course were offered the possibility to set their own goal before performing different types of exams and, immediately after completing them, to postdict their own grade. Controlling for potential driving factors of students' overconfidence such as their cognitive abilities, academic record, risk preferences, and self-reported academic confidence, we find that real monetary incentives mitigate overestimation of potential achievements and eliminate overestimation of actual



achievements. This finding is compelling, given the common interpretation of overconfidence as a conscious bias: if monetary incentives can eliminate subjects' overconfidence, as our results indicate, it might suggest that overconfidence is not a psychological bias at all. Moreover, the use of real money does not reduce but instead enhances the presence of the Dunning-Kruger bias when we use students' academic records to measure their actual skill.

Hofflinger, A., Gelber, D., & Tellez Cañas, S. (2020). **School choice and parents' preferences for school attributes in Chile.** *Economics of Education Review*, 74, 101946. <https://doi.org/10.1016/j.econedurev.2019.101946>

A key assumption of school choice and competition policies is that parents' most important (if not only) priority when choosing a school is its quality. However, evidence about which of a school's attributes really drives parental choice is still scarce. We use census data from a parent questionnaire in Chile, a country with a national school choice and competition system, to describe the attributes most commonly considered by parents when choosing a school, and to assess how the probability of prioritizing those attributes varies with the parents' socioeconomic characteristics, while controlling for other characteristics of the family. We find that parents choosing a school prioritize its proximity, its quality, and whether it provides religious education. Furthermore, the probability of parents prioritizing proximity is higher for parents of low socioeconomic status, while the probability of them prioritizing quality and religious education is higher for parents of high socioeconomic status. These findings show that only advantaged families choose schools based on their quality, and therefore school choice and competition policies may offer a limited benefit for disadvantaged pupils, possibly maintaining or reinforcing socioeconomic segregation in the education system.

Hollard, G., & Sene, O. (2020). **What drives the quality of schools in Africa? Disentangling social capital and ethnic divisions.** *Economics of Education Review*, 74, 101929. <https://doi.org/10.1016/j.econedurev.2019.101929>

Two important lines of research have shaped our understanding of the ability of communities to engage in collective action. The first proposes ethnic division as a key determinant, with more ethnically-heterogeneous countries having worse economic performance and fewer public goods. The second focuses on social capital as a major determinant of the ability to engage in collective action. We expect trust among community members, a widely-used measure of social capital, to be an important and positive determinant of school quality. Our work here aims to disentangle the relative effects of ethnic fractionalization and social capital on school quality. We instrument both social capital and ethnic fractionalization by using historical information on the settlement patterns of ethnic groups in Sub-Saharan Africa. Our empirical strategy is implemented by combining four datasets, including district-level Afrobarometer data, covering 16 Sub-Saharan countries. We find a large positive effect of trust on practical aspects of schooling, such as maintaining buildings or providing textbooks. In sharp contrast, ethnic fractionalization is found to have a very limited effect, if any. We propose a simple model of public-good provision that explores a channel by which social capital and ethnic division may (or may not) affect the provision of local public goods such as schools.

Mountjoy, J., & Hickman, B. (2020). *The Returns to College(s) : Estimating Value-Added and Match Effects in Higher Education* (Working Paper N° 2020-08). Becker Friedman Institute for Research In Economics. <https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:bfi:wpaper:2020-08;terms=The%20Returns%20to%20College%28s%29%3A%20Estimating%20Value-Added%20and%20Match%20Effects%20in%20Higher%20Education>

Students who attend different colleges in the United States end up with vastly different educational and labor market outcomes. We estimate value-added of individual postsecondary institutions to disentangle causal impacts of colleges from student sorting in producing these disparate outcomes. Linking administrative registries of high school records, college applications, admissions decisions, enrollment spells, degree completions, and quarterly earnings spanning the Texas population, we identify college value-added across the diverse distribution of thirty Texas public universities by comparing the outcomes of students who apply to and are admitted by the same set of institutions, as this approach strikingly balances student ability measures across college treatments and delivers value-added estimates impervious to additional controls. We find that differences in causal value-added play a much smaller role, relative to student sorting, in producing observed outcome differences across colleges. The distribution of value-added is not degenerate, however, and while it has little relationship with selectivity, we find that non-peer college inputs like instructional spending and the faculty-student ratio do covary positively with value-added, especially conditional on selectivity. Examining potential mechanisms, colleges that ultimately boost earnings also tend to boost persistence, BA completion, and STEM degrees along the way. Finally, we probe the potential for (mis)match effects by allowing value-added to vary flexibly by student characteristics, including race, gender, family income, and pre-college measures of cognitive and non-cognitive skills. At first glance, black students appear to face small negative returns to attending more selective colleges, but this pattern of modest mismatch is driven by two large historically black universities in Texas that have low selectivity but above-average value-added. Across the non-HBCUs, black students face similar returns to selectivity as their peers from other backgrounds.

Piopiunik, M., Schwerdt, G., Simon, L., & Woessmann, L. (2020). **Skills, signals, and employability : An experimental investigation.** *European Economic Review*, 123, 103374. <https://doi.org/10.1016/j.euroecorev.2020.103374>

Because most skills of labor-market entrants are not directly observed by employers, individuals acquire skill signals. To study which signals are valued by employers, we randomize several skill signals on resumes of fictitious applicants among which we ask a large representative sample of German human-resource managers to choose. We find that signals in both studied domains – cognitive and social skills – have significant effects on being invited for a job interview. Consistent with their relevance, expectedness, and credibility, different signals are effective for apprenticeship applicants and college graduates. While GPAs and social skills are significant for both genders, females are particularly rewarded for IT and language skills. Older HR managers value school grades less and other signals more. HR managers in larger firms value college grades more.

Shi, Y. (2020). **Who benefits from selective education? Evidence from elite boarding school admissions.** *Economics of Education Review*, 74, 101907. <https://doi.org/10.1016/j.econedurev.2019.07.001>

Existing research finds minimal gains from attending elite US secondary schools. This paper estimates the causal effect of attending a selective public boarding school, an institutional model increasingly used by states to serve academically gifted students. Regression discontinuity estimates using multiple admissions thresholds show math score gains and college application and enrollment patterns that shift away from less competitive colleges. Effects are concentrated among minorities, students with lower prior individual achievement, from rural neighborhoods, or lower-achieving sending schools. The opportunity to attend selective boarding schools reduces the tendency of disadvantaged or under-represented students to attend a less selective college by at least one-quarter.

Steingrimsdottir, H. (2020). **The decreased popularity of the teaching sector in the 1970s.** *Economics of Education Review*, 74, 101948. <https://doi.org/10.1016/j.econedurev.2019.101948>

In the 1970s, the proportion of male college freshmen who planned to become teachers dropped from 15% to 3%, and that of female freshman from 45% to 12%. In this paper, I use nationally representative survey data on the career plans of college freshmen to look at the roles played by increased access to fertility controls and the unionization of the teaching sector, in the decline in the popularity of the teaching sector during this period. I find that the overall impact of these factors on men was small and insignificant, whereas early legal access to contraceptives increased women's likelihood of planning to become teachers. Looking at the actual career outcomes of the same cohorts in the census data, I find that access to the pill had a negative impact on the share of men in teaching and positive impact on the share of women. I use information on high school grades and college selectivity in the freshmen surveys to separate students by academic ability in the analysis. I find that unionization had a negative impact on plans to become teachers among high-ability men and low-ability women. Increased access to the pill had a negative impact on the share of low-ability men who planned to teach and a positive impact on the share among low- and medium-ability women.

Swart, L., Van den Berge, W., & van der Wiel, K. (2019). **Do Parents Work More When Children Start School? Evidence from the Netherlands** (IZA Discussion Paper N° 12207). Institute of Labor Economics (IZA). <https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:iza:izadps:dp12207;terms=Do%20parents%20work%20more%20when%20children%20start%20school%3F%20Evidence%20from%20the%20Netherlands>

When children start school, parents save time and/or money. In this paper, we empirically examine the impact of these changes to the family's budget constraint on parents' working hours. Labor supply is theoretically expected to increase for parents who used to spend time taking care of their children, but to decrease for fulltime working parents because of an income effect: child care expenses drop. We show that the effect of additional time dominates the income effect in the Netherlands, where children start school (kindergarten) for approximately 20 hours a week in the month that they turn 4. Using detailed administrative data on all parents, we find that the average mother's hours worked increases by 3% when her youngest child starts going to school. For their partners, who

experience a much smaller shock in terms of time, the increase in hours worked is also much smaller at 0.4%.

## Aspects psychologiques de l'éducation

Chien, C.-L., Chen, P.-L., Chu, P.-J., Wu, H.-Y., Chen, Y.-C., & Hsu, S.-C. (2019). **The Chinese Version of the Subjective Happiness Scale: Validation and Convergence With Multidimensional Measures.** *Journal of Psychoeducational Assessment*, 38(2), 222-235. <https://doi.org/10.1177/0734282919837403>

This article aimed to establish the psychometric properties of the Chinese version of the Subjective Happiness Scale (SHS-C) and to investigate the convergence between SHS-C and multidimensional subjective well-being (MSWB). A total of 543 college students completed the following measures: the SHS-C, the MSWB scale, Rosenberg's self-esteem scale, and the interpersonal harmony scale. The SHS-C showed adequate internal consistent reliability and test-retest reliability. Confirmatory factor analysis (CFA) showed a one-factor structure of the SHS-C, and multigroup CFA showed factor invariance between gender groups. Subjective happiness, as measured by the SHS-C, and MSWB, as measured by life satisfaction, positive affect, and negative affect, were highly correlated (above .90), suggesting convergent validity. The SHS-C was also correlated with two theoretically different but related constructs, self-esteem and interpersonal harmony, providing evidence of criterion-related validity. The results provide preliminary evidence that the SHS-C is valid with a Chinese-speaking population and that the SHS-C and MSWB may be interchangeable.

Dinarte Diaz, L. I., & Egana-delSol, P. (2019). **Preventing Violence in the Most Violent Contexts: Behavioral and Neurophysiological Evidence** (Policy Research Working Paper Series N° 8862). The World Bank. <https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:wbrwps:8862;terms=Preventing%20Violence%20in%20the%20Most%20Violent%20Contexts%20%3A%20Behavioral%20and%20Neurophysiological%20Evidence>

This paper provides experimental evidence of the impact of an after-school program on vulnerable public-school students in El Salvador. The program combined a behavioral intervention with ludic activities for students aged 10-16 years old. The authors hypothesize that it affects violence, misbehaviors, and academic outcomes by modulating emotional regulation or automatic reactions to external stimuli. Results indicate the program reduced reports of bad behavior and school absenteeism while increasing students' grades. Neurophysiological results suggest that the impacts on behavior and academic performance are driven by the positive effects of the program on emotional regulation. Finally, the study finds positive spillover effects for untreated children.

Dupont, S., & Bouchat, P. (2020). Lorsque la psychologie cognitive s'intéresse au décret missions : Constats et recommandations. *Cahier de recherche du Girsef*, 118, 23.

La Communauté française de Belgique a posé, lors du vote du décret « Missions », des choix pédagogiques en faveur de l'approche par compétence, de la pédagogie de la découverte et de la différenciation. Ceux-ci visaient à répondre à des problématiques bien réelles, par exemple celles des savoirs morts ou encore des inégalités. De récentes synthèses en psychologie cognitive viennent cependant questionner ces approches pédagogiques. L'objectif de cet article est de proposer une revue de la littérature qui a examiné les effets de différentes approches sur l'apprentissage de compétences ainsi que sur les performances



des élèves originaires de milieux défavorisés. Notre constat est que (1) rien ne prouve la plus-value des approches promues par le décret « Missions » ; (2) leur application naïve risque d'abaisser le niveau général des élèves et (3) d'augmenter les écarts de performance entre les élèves issus de milieux favorisés et défavorisés. Dans la discussion, nous analysons, au regard des recherches mentionnées, les résultats de la dernière étude PIRLS et nous examinons certaines propositions présentes dans l'avis central n° 3 du Pacte pour un enseignement d'excellence.

Eisen, S., & Lillard, A. S. (2020). **Learning from Apps and Objects: The Human Touch.** *Mind, Brain, and Education*, 14(1), 16-23. <https://doi.org/10.1111/mbe.12224>

In three studies, we examined children's geography learning from a physical puzzle and an app designed to mimic the puzzle. In Study 1, 5- and 6-year-olds were taught Australia's states by an experimenter using a puzzle or were taught by an app. Children learned significantly more states from instruction with the puzzle than when they used the app independently. When children were allowed to bring home the puzzle or app for 1 week in Study 2, total learning between conditions was comparable. Length and frequency of use were related to learning only for puzzle users. In Study 3, children were taught the geography lesson by an experimenter using the app. Children's learning from this social app condition was equal to the social puzzle condition but higher than the solo app condition of the earlier studies, suggesting that learning from digital devices is most successful when supplemented with in-person social interaction.

Gardner, H. (2020). **"Neuromyths" : A Critical Consideration.** *Mind, Brain, and Education*, 14(1), 2-4. <https://doi.org/10.1111/mbe.12229>

The term "neuromyth" is becoming part of discourse in the field of mind, brain, and education. In this article, I review some problematic aspects of the practice, critique specific examples, and propose an alternative way of communicating with the public about findings in psychology and neuroscience.

Han, F., & Ellis, R. A. (2019). **Initial Development and Validation of the Perceptions of the Blended Learning Environment Questionnaire.** *Journal of Psychoeducational Assessment*, 38(2), 168-181. <https://doi.org/10.1177/0734282919834091>

Learning in blended environments has become a ubiquitous part of student experience in tertiary education worldwide. Although students' perceptions of learning environments are a key element in the learning process, there is a dearth of valid instruments to assess students' perceptions in blended contexts. This study described the initial development and validation of a Perceptions of the Blended Learning Environment Questionnaire (PBLEQ). The analyses, involving two cohorts of students enrolled in courses either from humanities/social sciences disciplines or from sciences/engineering disciplines, consistently supported the bifactor model over a correlated first-order model and a second-order model. The bifactor model had a single perceptions factor that underlined each of the items. Separately, there were three specific factors: the perceptions of integration between face-to-face and online learning, the perceptions of online contributions, and the perceptions of the online workload, each having its own separate set of items. The invariance tests among the two cohorts validated that the PBLEQ had invariant factor structure, factor loadings, and intercepts. The PBLEQ has potential to help unravel students' perceptions of the blended learning environment in diverse academic disciplines.

Hawes, Z., Cain, M., Jones, S., Thomson, N., Bailey, C., Seo, J., Caswell, B., & Moss, J. (2020). **Effects of a Teacher-Designed and Teacher-Led Numerical Board Game Intervention : A Randomized Controlled Study with 4- to 6-Year-Olds.** *Mind, Brain, and Education*, 14(1), 71-80. <https://doi.org/10.1111/mbe.12215>

The purpose of the current pilot study was to examine the effects of a teacher-designed and teacher-led numerical board game intervention. Fifty-four 4- to 6-year-olds were randomly assigned to either the number board game intervention or an active control group. Relative to the control group, children who received the number game intervention demonstrated significant improvements on a numeral identification task. This finding is significant in so far as numeral identification skills play a critical role in more advanced numerical and mathematical reasoning. There was no evidence of training-related improvements on any of the other tasks. In addition to the intervention effects, the present study provides an example of a successful teacher-researcher collaboration, providing new insights into the making of bidirectional relations between research and practice.

Hermida, M. J., Segretin, M. S., Shalom, D. E., Lopez-Rosenfeld, M., Abril, M. C., Lipina, S. J., & Sigman, M. (2020). **Temperament Predicts Processing Speed in Low Socioeconomic Status Rural Preschoolers.** *Mind, Brain, and Education*, 14(1), 61-70. <https://doi.org/10.1111/mbe.12216>

Extreme poverty all over the world is concentrated in rural settings. However, studies about cognition in low socioeconomic status (SES) children are for the most part conducted in urban populations. This paper investigates, in a poor rural sample, what are the individual and socioenvironmental variables that make the difference in performance in a processing speed task. Forty four 5-year-old children were evaluated with a processing speed task; individual and socioenvironmental information was obtained from parents' interviews. Higher scores in the effortful control dimension of temperament were associated with higher performance in the processing speed task. No other individual or socioenvironmental variable predicted the performance. These results showed that effortful control is important in processing speed and suggest that in low SES rural contexts, low effortful control children would require stronger interventions.

Lim, L. (2019). **Development and Initial Validation of the Computer-Delivered Test Acceptance Questionnaire for Secondary and High School Students.** *Journal of Psychoeducational Assessment*, 38(2), 182-194. <https://doi.org/10.1177/0734282919828464>

This article outlines the development and validation of the Computer-Delivered Test (CDT) Acceptance Questionnaire (CTAQ). The CTAQ was designed to be a practical measure of CDT acceptance of Singapore secondary and high school students (Grades 7-12) toward taking tests within an e-assessment system. The stages of test (questionnaire item) content, response processes, and internal structure under Messick's unified concept of validity suggested that the CTAQ had sound psychometric properties. Exploratory factor analysis (EFA; n = 485) and confirmatory factor analysis (CFA; n = 484) yielded a three-factor model (ease of use, involvement and experience) with a reduction of 21 to 13 items for CDT acceptance. Practical applications and limitations of the CTAQ are discussed.

Miller, M. (2020, février 11). *L'anxiété de performance, souffrance psychique des premiers de la classe.* <https://www.lemonde.fr/campus/article/2020/02/11/l-anxiete-de-performance->

[souffrance-psychique-des-premiers-de-la-classe\\_6029131\\_4401467.html?xtor=EPR-33280894-\[campus\]-20200219-\[zone edito 1 titre 3\]](https://doi.org/10.1177/0734282919831103)

Mingo, M. A., Bell, S. M., McCallum, R. S., & Walpitage, D. L. (2019). **Relative Efficacy of Teacher Rankings and Curriculum-Based Measures as Predictors of Performance on High-Stakes Tests.** *Journal of Psychoeducational Assessment*, 38(2), 147-167. <https://doi.org/10.1177/0734282919831103>

Data from 403 third graders were analyzed to determine relative and combined efficacy of group-administered Curriculum-Based Measures (CBMs) and Teacher Rankings of student reading and math performance taken early in the school year to predict end-of-year achievement scores. Teacher Rankings added to the power of CBMs to predict reading ( $R^2$  change = .18) and math ( $R^2$  change = .22). Combined CBMs and Teacher Rankings predicted at-risk status in reading (82%) and math (86%), based on logistic regression, and yielded strong area under the curve (AUC) statistics, defining risk status .88 (reading) and .82 (math). Surprisingly, Teacher Rankings yielded higher correlations with end-of-year scores than CBMs. Findings support using rankings as a simple, efficient strategy to add to the predictive power of CBMs readily available within a response to intervention (RTI) context and depicts a methodology school personnel can use to determine the relative/combined predictive power of CBMs and rankings. Of note, predictions based on Teacher Rankings vary across end-of-year performance levels.

Mota, N. B., Callipo, R., Leite, L., Torres, A. R., Weissheimer, J., Bunge, S. A., Copelli, M., & Ribeiro, S. (2020). **Verbal Short-Term Memory Underlies Typical Development of "Thought Organization" Measured as Speech Connectedness.** *Mind, Brain, and Education*, 14(1), 51-60. <https://doi.org/10.1111/mbe.12208>

Formal thought organization obtained from free speech, a key feature for psychiatric evaluations, has been poorly investigated during typical development. Computational tools such as speech graph connectedness (LSC) currently allow for an accurate quantification in naturalistic settings. LSC's typical development is better predicted by years of education than by age. Among beginning readers, the LSC of stories composed of short-term memory predicted reading independently from IQ. Here we set out to test a longitudinal sample (6–8 years old,  $n = 45$ , followed for 2 years) to verify whether the LSC is predictive of various memory measures, and whether such relations can explain the correlation with reading. The LSC was specifically correlated with verbal short-term memory performance. The results support the notion that the short-term storage of verbal information is necessary to plan a story. Given the limited sample size, the relationship of this interaction with reading remains inconclusive.

Naser, S. C., & Dever, B. V. (2019). **A Preliminary Investigation of the Reliability and Validity of the BESS-3 Teacher and Student Forms.** *Journal of Psychoeducational Assessment*, 38(2), 263-269. <https://doi.org/10.1177/0734282919837825>

Universal screening for behavioral and emotional risk is an important part of implementing multi-tiered behavioral supports in schools. The current study adds to our understanding of universal screening by examining teacher and student reports of behavioral and emotional risk. Participants included 73 fourth-grade students and 4 teachers in an urban school in the Midwestern United States. Correlations between the two informants ranged from moderate to large for the overall T-score, internalizing problems, and externalizing/self-regulation problems, but were not significant for personal adjustment/adaptive skills.

Furthermore, the Behavioral and Emotional Screening System (BESS) Teacher Form (TF) showed concurrent and predictive validity with academic scores, whereas the BESS Student Form (SF) showed concurrent and predictive validity with measures of school climate. Results of this study indicate that teachers and students may provide unique information regarding student functioning.

Outes-Leon, I., Sanchez, A., & Vakis, R. (2020). *The Power of Believing You Can Get Smarter: The Impact of a Growth-Mindset Intervention on Academic Achievement in Peru* (N° WPS9141; p. 1-38). The World Bank. <http://documents.worldbank.org/curated/en/212351580740956027/The-Power-of-Believing-You-Can-Get-Smarter-The-Impact-of-a-Growth-Mindset-Intervention-on-Academic-Achievement-in-Peru>

This paper evaluates the academic impact of a growth-mindset intervention on students starting the secondary level in public schools in urban Peru. ¡Expande tu Mente! is a 90-minute school session aimed at instilling the notion that a person's own intelligence is malleable. Students in schools randomly assigned to treatment showed a small improvement in math test scores and educational expectations, with a large and sustained impact in test scores among students outside the capital city. At a cost of \$0.20 per pupil, ¡Expande tu Mente! was highly cost-effective. The results show the potential that brief growth-mindset interventions have for developing countries.

Ruan-Iu, L., Pendergast, L. L., Rasheed, M., Tofail, F., Svensen, E., Maphula, A., Roshan, R., Nahar, B., Shrestha, R., Williams, B., Schaefer, B. A., Scharf, R., Caulfield, L. E., Seidman, J., & Murray-Kolb, L. E. (2019). **Assessing Early Childhood Fluid Reasoning in Low- and Middle-Income Nations: Validity of the Wechsler Preschool and Primary Scale of Intelligence Across Seven MAL-ED Sites.** *Journal of Psychoeducational Assessment*, 38(2), 256-262. <https://doi.org/10.1177/0734282919850040>

An adapted version of the Wechsler Preschool and Primary Scale of Intelligence—Third Edition (WPPSI-III) was administered to assess cognitive functioning among 1,253 5-year-old children from the Malnutrition and Enteric Disease (MAL-ED) study—an international, multisite study investigating multiple aspects of child development. In this study, the factor structure and invariance of the WPPSI-III were examined across seven international research sites located in Bangladesh, Brazil, India, Nepal, Pakistan, South Africa, and Tanzania. Using a multiple indicator multiple cause (MIMIC) modeling approach, the findings supported the validity of a fluid reasoning dimension (comprised of block design, matrix reasoning, and picture completion subscales) across each of the seven sites, although the scores were noninvariant. Accordingly, these scores are recommended for research purposes and understanding relationships between variables but not for mean comparisons or clinical purposes.

Sawitri, D. R., Creed, P. A., Nurtjahjanti, H., & Prasetyo, A. R. (2019). **Development and Initial Validation of Perceived Research Environment Scale for Higher Education Academics.** *Journal of Psychoeducational Assessment*, 38(2), 195-208. <https://doi.org/10.1177/0734282919828892>

There is a growing interest in the perceived research environment for higher education academics. As there is no existing, psychometrically sound scale that directly measures perceived research environment for higher education academics, we designed and validated



the Perceived Research Environment Scale for use with this population. In Phase 1, items were developed based on a review of literature, six focus groups, and expert judgment. In Phase 2, the items were then administered to a sample of Indonesian academics (N = 306, M age = 42.29 years). Item analysis and exploratory factor analysis were used to reduce the number of items and determine the factor structure. In Phase 3, confirmatory factor analyses were used on a hold-out sample (N = 292, M age = 43.39) to confirm this structure. In Phase 4, we provided evidence for construct validity. The practical uses of this newly developed scale are discussed.

Shankar, S., Marshall, S. K., & Zumbo, B. D. (2019). **A Systematic Review of Validation Practices for the Goal Attainment Scaling Measure.** *Journal of Psychoeducational Assessment*, 38(2), 236-255. <https://doi.org/10.1177/0734282919840948>

Goal attainment scaling (GAS) is an internationally recognized measure that is widely used in educational, counseling, and clinical settings to identify and evaluate relevant goals for an individual. The GAS is an unusual measure because its content, which consists of goals, is formed by the respondent and/or users in the process of completing the GAS. Using the unified view of validity as a guiding framework, this systematic review examines validation practices and how goals are represented in this measure. This review demonstrates that validation practices tend to focus on aspects that do not support the overall construct validity of the measure, as well as reference to the GAS measure or GAS scores as a property. Several gaps in validity evidence and the various ways goals are conceptualized are described and discussed. The varying ways goals are considered suggest clarity is needed to enhance explanations and score meaning. This review urges researchers to consider ways validity and validation evidence can help verify the many claims that are made about this measure. Future validity research needs to consider application of a theoretical framework and response processes as key aspects of substantiating the construct measured by the GAS.

Tabullo, Á. J., Shalom, D., Sevilla, Y., Gattei, C. A., París, L., & Wainseboim, A. (2020). **Reading Comprehension and Predictability Effects on Sentence Processing: An Event-Related Potential Study.** *Mind, Brain, and Education*, 14(1), 32-50. <https://doi.org/10.1111/mbe.12205>

Electrophysiology studies have identified two event-related potentials that are modulated by predictive processes during language comprehension: the N400 and a frontal positivity. The N400 is smaller when words are presented within highly restrictive sentences, indicating reduced lexical retrieval costs. Violations of strong predictions generate larger frontal positivities, possibly reflecting inhibitory processes. More skilled comprehenders may exhibit enhanced predictive processing, but this possibility has seldom been investigated with event-related potentials (ERPs). We analyzed the association between predictability ERP modulations and reading comprehension abilities. Twenty-four undergraduate students were exposed to strongly and weakly constraining sentences, ending with an expected or unexpected final word. Their comprehension skills were assessed with a cloze task. Better comprehenders showed smaller N400s for expected words, and larger posterior positivities for unexpected endings, in strongly constraining contexts. These effects correlated with reading comprehension scores. The results suggest that better comprehenders take more advantage of predictions to reduce retrieval costs, and allocate more resources to postlexical integration processes.

Tilp, M., Scharf, C., Payer, G., Presker, M., & Fink, A. (2020). **Physical Exercise During the Morning School-Break Improves Basic Cognitive Functions.** *Mind, Brain, and Education*, 14(1), 24-31. <https://doi.org/10.1111/mbe.12228>

Physical activity has not only been associated with increased physical and mental health, but also with beneficial effects on various cognitive and brain functions. This study investigated the effects of a motor and coordination oriented exercise intervention on academic achievements, attention/concentration ability, and on different facets of creative potential in a sample of school-aged children between 11 and 14 years. The intervention was conducted during the morning school-break over a time period of 4 weeks (5 units per week). The intervention was associated with beneficial effects on attention/concentration ability, basic arithmetic competence, and the fluency facet of creative potential. The finding that regular physical exercise during the morning break improves some basic academic and cognitive functions may motivate efforts to implement physical activity programs as promising and effective tools in the everyday school-routine of the children to stimulate basic neurocognitive functions.

Wimmer, S., Paechter, M., Lackner, H. K., & Papousek, I. (2020). **Effects of Self-Concept on Restoring a Positive Motivational State After an Exam-Like Situation.** *Mind, Brain, and Education*, 14(1), 5-15. <https://doi.org/10.1111/mbe.12222>

Exams often trigger avoidance motivation and a tendency to withdraw; instead, an approach-oriented motivational state would be more desirable, since this encourages an invigorated and persistent approach to tasks. This study investigated the role of academic self-concept on the activation of relative approach versus avoidance motivation during the course of an exam-like situation. In 62 university students (50 women), academic self-concept was assessed using self-ratings, and activation of approach versus avoidance motivation was assessed by using the electroencephalogram alpha asymmetry response. Academic self-concept proved to be an important moderator of motivational responses during the challenging situation. A more negative self-concept was related to sustained decrease in approach motivation, to rumination, and to worsened mood. In contrast, a positive self-concept was related to more positive mood and activation of approach motivation even beyond task completion. The findings have educational implications, for instance, for the design of exams and performance feedback.

Yoon, S. Y., & Sorby, S. A. (2019). **Rescaling the Longitudinal Assessment of Engineering Self-Efficacy V3.0 for Undergraduate Engineering Students.** *Journal of Psychoeducational Assessment*, 38(2), 209-221. <https://doi.org/10.1177/0734282919830564>

Since its development in 2006, the Longitudinal Assessment of Engineering Self-Efficacy (LAESE) V3.0 instrument with six constructs indicated by 31 items has been a popular tool used in engineering education research in the United States. However, there has been lack of validity and reliability evidence in the literature beyond its initial development, with an indication of multicollinearity between its two engineering self-efficacy constructs. This study aimed to rescale the LAESE V3.0 through factor analyses after a modification of items, providing construct validity evidence for the revised instrument. With data from 997 engineering students at three institutions, exploratory and confirmatory factor analyses resulted in the Revised LAESE V3.0, consisting of 16 items loading across four factors in a good model fit range: Engineering Self-Efficacy, Engineering Career Expectations, Sense of Belonging, and Coping Self-Efficacy. The nonlinear SEM (structural equation modeling)

reliability coefficients for individual factors ranged from .76 to .84, with the overall Omega for the ordinal data of .92, demonstrating acceptable internal consistency reliability.

## Aspects sociaux de l'éducation

Anand, P., Behrman, J., Dang, H.-A., & Jones, S. (2019). *Does sorting matter for learning inequality? Evidence from East Africa* [PIER Working Paper Archive]. Penn Institute for Economic Research, Department of Economics, University of Pennsylvania. <https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:pen:papers:20-006;terms=Does%20sorting%20matter%20for%20learning%20inequality%3F%3A%20Evidence%20from%20East%20Africa>

Inequalities in children's learning are widely recognized to arise from variations in both household and school-related factors. While few studies have considered the role of sorting between schools and households, even fewer have quantified how much sorting contributes to educational inequalities in low- and middle-income countries. We fill this gap using data on over 1 million children from three East African countries. Applying a novel variance decomposition procedure, our results indicate that sorting of pupils across schools accounts for at least 8 percent of the total test-score variance, equivalent to half a year of schooling or more. This contribution tends to be largest for children from families at the ends of the socio-economic spectrum. Empirical simulations of steady-state educational inequalities reveal that policies to mitigate the consequences of sorting could substantially reduce inequalities in education.

Anderson, J., Goodall, H., & Trahar, S. (2020). **Women in powerful conversation: Collaborative autoethnography and academia.** *International Journal of Qualitative Studies in Education*, 33(4), 393-403. <https://www.ingentaconnect.com/content/routledg/tqse/2020/00000033/00000004/art00001>

Working as women in academia may still be regarded as 'complex and fraught with myths, gross generalisations and mixed emotions' (Barakat, 2014, p. 1). In this paper, we articulate the collaborative autoethnographic process in which we have been engaged over some time and through which we have challenged generalisations, explored emotions and illuminated further our complex identities as women in academia. Sharing and making visible our collaborative autoethnographic conversations and writing to other readers is risky and exposes us to possible censure. We realise that we are susceptible to being disparaged for being self-indulgent – a common criticism of autoethnography – yet we contend that our conversations and writing are both self and socially luminous as we connect our 'selves' with the UK higher education context. The paper's main focus is the collaborative autoethnographic process in which we have been engaged. Examples from our conversations and writing are included in order to demonstrate the power of this process and its potential and wider relevance for research.

Anderson, K. M., & Connors, A. W. (2020). **The pursuit and completion of postsecondary education for adult daughters of abused women.** *International Journal of Qualitative Studies in Education*, 33(3), 327-342. <https://www.ingentaconnect.com/content/routledg/tqse/2020/00000033/00000003/art00003>

This article reports on a qualitative study that examined why adult daughters of abused mothers (N=38) pursue and complete postsecondary education. Through the use of purposive sampling and the grounded theory method, participants' motivation to complete an undergraduate (N=24) or graduate (N=14) degree involved distancing from their childhood trauma, discovering meaning in their suffering, and finding a life purpose. Implications include adult educators facilitating transformational learning opportunities that may assist students to recognize their abilities to learn and grow from negative life events. Additionally, university counseling staff may support students to find meaning in their struggles with adversity.

Barclay, K. J. (2018). *The birth order paradox: Sibling differences in educational attainment* [LSE Research Online Documents on Economics]. London School of Economics and Political Science, LSE Library. <https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:ehl:lserod:87310;terms=The%20birth%20order%20paradox%3A%20sibling%20differences%20in%20educational%20attainment>

This study uses population register data to examine the relationship between birth order and educational attainment in Sweden, and demonstrates that while the net effect of birth order on educational attainment is negative, later-born children often spend longer in education. The explanation for this finding is due to educational expansion in Sweden in the 20th century, which outweighs the negative causal effect of birth order for the affected cohorts. This is particularly true for women due to the fact that the rate of increasing educational enrolment has been greater for women than for men. These results also show that later-borns in large families particularly benefit from educational expansion due to the longer average birth interval between the first and last child in large families, meaning that the supply of educational opportunities increased to a greater extent in the intervening period. However, in periods where education is not expanding, later-born siblings continue to fare worse than first-borns.

Bethhäuser, B. A., Bourne, M., & Bukodi, E. (2020). **Understanding the mobility chances of children from working-class backgrounds in Britain: How important are cognitive ability and locus of control?** *The British Journal of Sociology*, 71(2), 349-365. <https://doi.org/10.1111/1468-4446.12732>

Research in social stratification has shown that children from working-class backgrounds tend to obtain substantially lower levels of educational attainment and lower labor market positions than children from higher social class backgrounds. However, we still know relatively little about the micro-level processes that account for this empirical regularity. Our study examines the roles of two individual-level characteristics—cognitive ability and locus of control—in mediating the effect of individuals' parental class background on their educational attainment and social class position in Britain. We find that cognitive ability mediates only about 35% of the total parental class effect on educational attainment and only about 20% of the total parental class effect on respondents' social class position, net of their educational attainment. These findings contradict existing claims that differences in the life chances of children from different social class backgrounds are largely due to differences in cognitive ability. Moreover, we find that although individuals' locus of control plays some role in mediating the parental class effect, its role is substantially smaller than the mediating role of cognitive ability. We measure individuals' social class positions at different points in their careers—at labor market entry and at occupational maturity—and



find that the mediating roles of cognitive ability and locus of control are remarkably stable across individuals' working lives.

Campbell, S., Macmillan, L., Murphy, R., & Wyness, G. (2020). ***Matching in the Dark? Inequalities in student to degree match.*** Centre for Education Policy and Equalising Opportunities, UCL Institute of Education.  
<https://EconPapers.repec.org/RePEc:ucl:cepeow:20-01>

This paper examines inequalities in the match between student quality and university quality using linked administrative data from schools, universities and tax authorities. We analyse two measures of match at the university-subject (degree) level, based on student academic achievement, and graduate earnings. We find that students from lower socio-economic groups systematically undermatch for both measures across the entire distribution of achievement, with particularly stark socio-economic gaps for the most undermatched. This is in a setting with no up-front tuition fees and a generous financial aid system. We show that distance is not a driving factor, but that secondary schools play a key role in generating these gaps. While there are negligible gender gaps in academic match, high-attaining women systematically undermatch in terms of expected earnings, largely driven by subject choice.

Cascella, C., Giberti, C., & Bolondi, G. (2020). ***An analysis of Differential Item Functioning on INVALSI tests, designed to explore gender gap in mathematical tasks.*** *Studies in Educational Evaluation*, 64, 100819. <https://doi.org/10.1016/j.stueduc.2019.100819>

This study presents a quantitative approach based on Differential Item Functioning analysis within the Item Response Theory framework, to quantify gender differences in tackling specific mathematical items. We use this approach to explore two crucial topics in mathematics education (misconceptions in decimal numbers, and estimation) by analysing answers given by Italian students to specific mathematical items taken from a sample of 1400 items administered in INVALSI tests since 2008. For each item, we have a sample of 30,000 students per year, statistically representative of the entire Italian student population. The results section presents a didactic interpretation of the statistical evidence and shows how interdisciplinarity between statistics and mathematics education, with a mixed-method approach (Johnson & Onwuegbuzie, 2004), represents a good approach to exploring the gender gap in relation to specific constructs of math education. This approach, common in many disciplines, can also make an interesting contribution to mathematics education research.

Chetty, R., Friedman, J. N., Saez, E., Turner, N., & Yagan, D. (2020). ***The Determinants of Income Segregation and Intergenerational Mobility: Using Test Scores to Measure Undermatching*** (NBER Working Paper N° 26748). National Bureau of Economic Research, Inc.  
<https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:nbr:nberwo:26748;terms=The%20Determinants%20of%20Income%20Segregation%20and%20Intergenerational%20Mobility%3A%20Using%20Test%20Scores%20to%20Measure%20Undermatching>

We analyze how changes in the allocation of students to colleges would affect segregation by parental income across colleges and intergenerational mobility in the United States. We do so by linking data from tax records on parents' incomes and students' earnings outcomes for each college to data on students' SAT and ACT scores. We find that equalizing

application, admission, and matriculation rates across parental income groups conditional on test scores would reduce segregation substantially, primarily by increasing the representation of middle-class students at more selective colleges. However, it would have little impact on the fraction of low-income students at elite private colleges because there are relatively few students from low-income families with sufficiently high SAT/ACT scores. Differences in parental income distributions across colleges could be eliminated by giving low and middle-income students a sliding-scale preference in the application and admissions process similar to that implicitly given to legacy students at elite private colleges. Assuming that 80% of observational differences in students' earnings conditional on test scores, race, and parental income are due to colleges' causal effects — a strong assumption, but one consistent with prior work — such changes could reduce intergenerational income persistence among college students by about 25%. We conclude that changing how students are allocated to colleges could substantially reduce segregation and increase intergenerational mobility, even without changing colleges' educational programs.

Chung, E. (2020). **Affective reflexivity: Encounters of affects in the material labor of fieldwork.** *International Journal of Qualitative Studies in Education*, 33(3), 372-391. <https://www.ingentaconnect.com/content/routledg/tqse/2020/00000033/00000003/art00006>

This article is a reflective endeavor on the affective dimensions of my fieldwork, which explores Asian migrant women's desires for educational success in the United States and South Korea. My encounter with affective and material forces pervasive in the field triggers affective reflexivity that supports my own struggle against the (human) tendency to separate between my epistemology and ontology as well as other dualisms I confronted during the fieldwork. Unlike posthumanists' suspicion around authentic ways of knowing using the method of reflexivity in traditional qualitative inquiry, I contend that affective reflexivity is an inevitable process that allows me to discern affective, active, or vibrant data and helps with understanding reflexivity as a "material" labor to augment ethical accountability and methodological rigor.

Cimentada, J. (2020). **A new perspective on the international achievement gap: Is academic autonomy good for everyone?** (MPIDR Working Paper WP-2020-005). Max Planck Institute for Demographic Research, Rostock, Germany. <https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:dem:wpaper:wp-2020-005;terms=Jorge%20Cimentada>

There is a growing literature and interest on the study of the cognitive achievement gap between the top and bottom SES groups. Amidst public concern for this distancing between social classes, researchers have been unable to find an adequate explanation for the increasing cross-country inequality. In this paper, I argue that we need to refocus our efforts towards understanding better what correlates with the academic performance of both SES groups separately. By shifting attention to the amount of school autonomy that different schools have, I show that school autonomy over academic content, courses and text books is associated with a decrease of test scores of nearly .4 standard deviations for the bottom 10% performers in mathematics and literacy – a whole grade's worth of knowledge. I show that this relationship holds under several specifications, including fixed effect models. In contrast, the same relationship turns positive when relating to the top 10% of students but it's much weaker than for the bottom performers. These results point

out that perhaps an explanation to the changing gaps is not symmetrical between groups but rather group specific. The importance of understanding what affects separate SES groups is paramount to understanding the achievement gap and these preliminary results can have important implications in policy making as they speak directly to education policy makers trying to fine tune the autonomy measures of their country.

de la Croix, D., & Goni, M. (2020). *Lineages of Scholars in pre-industrial Europe: Nepotism vs Intergenerational Human Capital Transmission* (Discussion Papers (IRES - Institut de Recherches Economiques et Sociales) N° 2020006). Université catholique de Louvain, Institut de Recherches Economiques et Sociales (IRES).  
<https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:ctl:louvir:2020006;terms=Lineages%20of%20Scholars%20in%20pre-industrial%20Europe%3A%20Nepotism%20vs%20Intergenerational%20Human%20Capital%20Transmission>

We propose a new methodology to disentangle two determinants of intergenerational persistence: inherited human capital vs. nepotism. This requires jointly addressing measurement error in human-capital proxies and the selection bias inherent to nepotism. We do so by exploiting standard multi-generation correlations together with distributional differences across generations in the same occupation. These two moments identify the structural parameters of a first-order Markov process of human-capital endowments' transmission, extended to account for nepotism. We apply our method to a newly built database of more than one thousand scholar lineages in higher education institutions over the period 1000-1800. Our results show that 14 percent of scholar's sons were nepotic scholars. Nepotism declined during the Scientific Revolution and the Enlightenment, was more prominent in Catholic than in Protestant institutions, and was higher in law than in sciences. Human-capital endowments were inherited with an intergenerational elasticity of 0.59, higher than suggested by parent-child elasticities in observed outcomes (publications), yet lower than recent estimates in the literature (0.75) which do not account for nepotism.

Duru-Bellat, M. (2020). **Les inégalités sociales à l'école, une mesure évidente ?** *Les notes du conseil scientifique*, 22, 4.  
[https://www.fcpe.asso.fr/sites/default/files/ressources/NoteCS\\_no22\\_Marie\\_Duru\\_Bellat.pdf](https://www.fcpe.asso.fr/sites/default/files/ressources/NoteCS_no22_Marie_Duru_Bellat.pdf)

Alors que l'institution scolaire est censée former tous les petits Français, la mesure du degré de justice avec lequel elle s'acquitte de ce travail est cruciale et les sociologues s'y attellent depuis de longues années. Mais l'évaluation des inégalités, dans le domaine de l'éducation comme dans tous les autres, n'est jamais une question de pure technique. Et ce, non seulement parce que les choix les plus techniques incorporent des prises de positions quant au fond, mais aussi parce qu'en filigrane, ce qui importe est l'appréhension de l'inégalité des chances, un horizon encore plus difficile à mettre en mesure et à évaluer.

Egelandsdal, K., & Riese, H. (2020). **Never mind the gap: Formative assessment confronted with Dewey's and Gadamer's concept of experience.** *European Journal of Education*, 55(1), 91-104. <https://doi.org/10.1111/ejed.12378>

The notion of "closing the learning gap" is widely used in the conceptualisation of formative assessment. It builds on an unarticulated assumption that students' learning can and should

be controlled towards predefined outcomes. This article discusses this control assumption in the light of the concept of the American philosopher John Dewey and the German philosopher Hans-Georg Gadamer. Their conceptualisation challenges the idea of learning as a linear and controllable process that results in stable and predictable outcomes. Using the concept of experience, we argue that learning follows a continuous circular movement where previous experiences condition future interpretations and that every experience changes the subject. This process of change is both unpredictable and diverse and requires that attention is paid to the uniqueness of each situation and to students as subjects. Following the discussion, we propose a model for considering the extensiveness and rigidity of formative assessment practices and that authors pay attention to whether they conceptualise formative assessment in a way that promotes student and teacher “gap closing” and control.

Evans, D., Akmal, M., & Jakiela, P. (2020). *Gender Gaps in Education: The Long View* (Working Paper N° 523). Center for Global Development. <https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:cgd:wpaper:523;terms=Gender%20Gaps%20in%20Education%3A%20The%20Long%20View>

Many countries remain far from achieving gender equality in the classroom. Using data from 126 countries between 1960 and 2010, we document four facts. First, women are more educated today than fifty years ago in every country in the world. Second, they remain less educated than men in the vast majority of countries. Third, in many countries with low levels of education for both men and women in 1960, gender gaps widened as more boys went to school, then narrowed as girls enrolled; thus, gender gaps got worse before they got better. Fourth, gender gaps rarely persist in countries where boys are attaining high levels of education. Most countries with large, current gender gaps have low levels of male educational attainment. Many also perform poorly on other measures of development such as life expectancy and GDP per capita. Improving girls' education is an important goal in its own right, but closing gender gaps in education will not be sufficient to close critical gaps in adult life outcomes. The order of author names was randomly assigned using the American Economic Association's author randomization tool.

Evans, D., & Yuan, F. (2019). *What We Learn about Girls' Education from Interventions that Do Not Focus on Girls* (Policy Research Working Paper Series N° 8944). The World Bank. <https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:wbk:wbrwps:8944;terms=What%20We%20Learn%20about%20Girls%27Education%20from%20Interventions%20that%20Do%20Not%20Focus%20on%20Girls>

Despite dramatic global gains in access to education, 130 million girls of school age remain out of school. Among those who do enter, too many do not gain the essential skills to succeed after they complete their schooling. Previous efforts to synthesize evidence on how to improve educational outcomes for girls have tended to focus on interventions that are principally targeted to girls, such as girls' latrines or girls' scholarships. But if general, non-targeted interventions -- those that benefit both girls and boys -- significantly improve girls' education, then focusing only on girl-targeted interventions may miss some of the best investments for improving educational opportunities for girls in absolute terms. This review brings together evidence from 270 educational interventions from 177 studies in 54



low- and middle-income countries and identifies their impacts on girls, regardless of whether the interventions specifically target girls. The review finds that to improve access and learning, general interventions deliver gains for girls that are comparable to girl-targeted interventions. At the same time, many more general interventions have been tested, providing a broader menu of options for policy makers. General interventions have similar impacts for girls as for boys. Many of the most effective interventions to improve access for girls are household-based (such as cash transfer programs), and many of the most effective interventions to improve learning for girls involve improving the pedagogy of teachers. Girl-targeted interventions may make the most sense when addressing constraints that are unique to girls.

Garcia-Andreu, H., Fernandez, A. A., & Aledo, A. (2020). **Higher education segregation in Spain : Gender constructs and social background**. *European Journal of Education*, 55(1), 76-90. <https://doi.org/10.1111/ejed.12377>

The waning influence of ascriptive factors on occupational status has been related to the expansion of higher education systems and economic modernisation. The theory of Effectively Maintained Inequality observes that the horizontal stratification of university degrees is a strategy of social differentiation used mainly by the most advantaged social class to access the occupations that are better valued in the labour market. This article verifies the effectively maintained inequality theory by means of a statistical analysis of selected degrees, differentiated by gender and social class, carried out in a Spanish university during the period of expansion and consolidation of the higher education system. The results confirm the theory, but they are partially conditioned by the vertical stratification that alters the composition by gender of the contingent of students of less advantaged social class, in which women present a greater tendency to choose degrees that are less valued by the market.

Gibbons, M. M., Taylor, A. L., Brown, E., Daniels, S. K., Hardin, E. E., & Manring, S. (2019). **Assessing Postsecondary Barriers for Rural Appalachian High School Students**. *Journal of Career Assessment*, 28(1), 165-181. <https://doi.org/10.1177/1069072719845329>

Social cognitive career theory indicates that perceived barriers negatively affect career and educational self-efficacy beliefs and may also impact interests, goals, and actions. However, measurement of barriers has produced mixed results, and few quantitative studies explore the perceived barriers of rural Appalachian students. In this series of studies, we explored the perceived educational and career barriers of rural Appalachian high school students. Our goal was to identify perceived barriers, but as initial results were analyzed, we then shifted to how best to measure barriers and how culture impacted the reporting of barriers by rural Appalachian students. The results of our mixed-method series of studies offer ideas on how cultural values and beliefs may skew reporting of contextual influences on career and education.

Givord, P., & Castillo, M. S. (2019). **Excellence for all? Heterogeneity in high-schools' value-added** (N° g2019-14; Documents de Travail de l'Insee - INSEE Working Papers). Institut National de la Statistique et des Etudes Economiques. <https://ideas.repec.org/p/nse/doctra/g2019-14.html>

This paper presents a new method that goes beyond the measurement of average value-added of schools by measuring whether schools mitigate or intensify grades dispersion

among initially similar students. In practice, school value-added is estimated at different levels of final achievements' distribution by quantile regressions with school specific fixed effects. This method is applied using exhaustive data of the 2015 French high-school diploma and controlling for initial achievements and socio-economic background. Results suggest that almost one-sixth of the high schools significantly reduce, or on the contrary increase, the dispersion in final grades which were expected given the initial characteristics of their intake.

Gorski, K. J. (2020). **"My Voice Matters" : High School Debaters' Acquisition of Dominant and Adaptive Cultural Capital.** *American Journal of Education*, 126(2), 293-321.  
<https://doi.org/10.1086/706924>

Low-income, racial/ethnic minority youth in under-resourced schools have certain opportunities to acquire cultural capital that is valued in dominant institutional contexts. I use observational data from 6 months of debate practices and competitions with two teams in the Chicago Debate League, as well as interviews with 12 debaters and 2 coaches, to show that debate participation can contribute to participants' acquisition of two forms of cultural capital. I argue that debaters demonstrate dominant cultural capital through demanding critical feedback and analyzing complex ideas. I further document how debaters develop "adaptive cultural capital," or cultural capital that dominant institutions demand of them but that is not required of members of dominant social groups. Here, adaptive cultural capital is illustrated through debaters' ability to face failure with resilience. These findings contribute to sociological understandings of how schools influence students' acquisition of diverse forms of cultural capital.

Hanushek, E. A., Peterson, P. E., Talpey, L. M., & Woessmann, L. (2020). **Long-Run Trends in the U.S. SES-Achievement Gap** (CESifo Working Paper Series N° 8111). CESifo Group Munich.  
<https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:ces:ceswps:8111;terms=Long-run%20Trends%20in%20the%20U.S.%20SES-Achievement%20Gap>

Rising inequality in the United States has raised concerns about potentially widening gaps in educational achievement by socio-economic status (SES). Using assessments from LTT-NAEP, Main-NAEP, TIMSS, and PISA that are psychometrically linked over time, we trace trends in achievement for U.S. student cohorts born between 1954 and 2001. Achievement gaps between the top and bottom quartiles of the SES distribution have been large and remarkably constant for a near half century. These unwavering gaps have not been offset by improved achievement levels, which have risen at age 14 but have remained unchanged at age 17 for the past quarter century.

Hayes, D., Talbot, D., & Mayes, E. (2020). **Diffraction accounts of inequality in education : Making the effects of differences evident.** *International Journal of Qualitative Studies in Education*, 33(3), 357-371.

Inequitable outcomes from schooling are an enduring and global concern. Large scale data sets of achievement in the form of international and national standardised tests provide geographies of the effects of schooling. Our interests as educational researchers have focused on mapping the local contours of schooling through the use of ethnographically informed approaches to research. In this paper, we consider the implications for ethnographers of schooling of setting aside standard measurements of space and time, for

example, to examine how these phenomena are made meaningful and made to matter in particular ways through practices of knowing. We investigate what changes when processes intended to reflect what is 'real' are replaced by performative understandings of knowledge-making. We ground this discussion in three ethnographic studies that provide starting points for reconceptualizing the meaning making of ethnographic practices.

Henrique, M., & Rodrigo, O. (2020). *The effect of class assignment on academic performance and the labour market: Evidence from a public federal university in Brazil* (N° wp2020-8; WIDER Working Paper Series). World Institute for Development Economic Research (UNU-WIDER). <https://ideas.repec.org/p/unu/wpaper/wp2020-8.html>  
Can students rank in the ability distribution of their class impact their academic achievement? We aim to answer this question using a discontinuity generated by a rule for the distribution of students between classes at a prestigious Brazilian university. The rule means that in almost 30 per cent of its courses, the Federal University of Bahia allocates 50 per cent of the best students in the university entrance exam to the group that starts in the first semester, and the other 50 per cent to the group that starts in the second semester. We also explore the fact that the Federal University of Bahia was the first federal university in Brazil to adopt affirmative action for low-income individuals. In general, the results indicate that coming last among the best students of the first class negatively impacts student performance, and this effect is greater when considering students from affirmative action programmes and for courses in the field of technology. But the results in the labour market are not unique. Being in the first class could have positive or negative effects in terms of the labour market, depending on whether the students are part of the affirmative action quota or not.

Hindriks, J., & Godin, M. (2020). **Quelles sont les écoles qui combinent excellence et mobilité sociale? Une analyse empirique internationale.** *Les Cahiers de recherche du Girsef*, 119, 32-. <https://ojs.uclouvain.be/index.php/cahiersgirsef/issue/view/4553>  
Dans cet article nous introduisons le concept de l'« école de la chance ». Il s'agit d'une école qui réussit le double test d'efficacité et de mobilité sociale. A partir des données PISA rassemblées au niveau des écoles dans 34 pays, le test d'efficacité d'une école consiste à faire réussir ses élèves (au test PISA) au-delà des performances attendues au niveau national compte tenu des origines socio-économiques de ses élèves. La performance attendue au niveau national est déterminée par le rang scolaire attendu d'un élève en fonction de son rang social. Cette performance attendue conditionnelle au rang social de l'élève varie d'un pays à l'autre. Le test de la mobilité d'une école compare la mobilité sociale de ses élèves à la mobilité sociale des élèves dans les autres écoles. La mobilité sociale d'un élève est définie comme le rapport entre son rang scolaire et son rang social. Dans chaque pays des écoles sont ainsi identifiées comme « école de la chance » sur base de la réussite de ce double test. Nous cherchons ensuite à déterminer sur base d'une analyse empirique les traits communs de ces écoles de la chance. Parmi ceux-ci, on retrouve la composition sociale, la mixité sociale, la politique de sélection des élèves, l'attitude des enseignants et l'approche pédagogique. En particulier, les écoles de la chance semblent recourir plus souvent à une pédagogie différenciée et sont caractérisées par une mixité sociale élevée

Holmqvist, M. (2020). **Medical diagnosis of dyslexia in a Swedish elite school : A case of “consecrating medicalization”**. *The British Journal of Sociology*, 71(2), 366-381. <https://doi.org/10.1111/1468-4446.12737>

Based on qualitative data of an upper-secondary school in Sweden's primary elite community, Djursholm, I propose how medical diagnosis of students as dyslexics contributes to consecrating them by offering a short cut to successful performance, while at the same time reproducing differences between social classes. The study suggests how students that do not score top can be labeled dyslexic and the social and moral consequences of that. I introduce the concept of “consecrating medicalization” in order to discriminate between the effects of medical diagnosis of members of different social classes. In this way, this paper contributes to further examining some key problems in medical sociology and the sociology of elites, by offering a framework of synthesis and integration.

Jakob, M., & Combet, B. (2020). **Educational aspirations and decision-making in a context of poverty. A test of rational choice models in El Salvador** (University of Bern Social Sciences Working Paper N° 33). University of Bern, Department of Social Sciences. <https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:bss:wpaper:33;terms=Educational%20aspirations%20and%20decision-making%20in%20a%20context%20of%20poverty.%20A%20test%20of%20rational%20choice%20models%20in%20El%20Salvador>

[h=RePEc:bss:wpaper:33;terms=Educational%20aspirations%20and%20decision-making%20in%20a%20context%20of%20poverty.%20A%20test%20of%20rational%20choice%20models%20in%20El%20Salvador](https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:bss:wpaper:33;terms=Educational%20aspirations%20and%20decision-making%20in%20a%20context%20of%20poverty.%20A%20test%20of%20rational%20choice%20models%20in%20El%20Salvador)

Previous research on educational aspirations and educational decision-making has mostly focused on high-income countries and thus on a relatively homogeneous socio-economic context. However, educational decision-making may be sensitive to contextual factors such as economic deprivation, a dysfunctional welfare state or poor access to credit markets - characteristics shared by most low- and middle-income countries. To better understand how economically disadvantaged individuals in developing countries make their educational choices, we conducted a survey based on a random sample with high school students in the rural department Morazán in El Salvador, a lower middle-income country in Latin America. Our results show that regardless of the social background, almost all students aspire to pursue tertiary education, probably due to the high tertiary degree premium in earnings and the high social benefits. However, the lack of possibilities to finance their studies generally prevents the realisation of these aspirations for lower social background students. While in high-income countries, cost factors are not very important in the decision-making process, the burden of costs explains around 45 percent of the social background effect in El Salvador. Other factors such as academic confidence, expected future economic benefits, parental status maintenance wish, individual risk aversion and time discounting preferences play only a minor role.

Jarraud, F. (2020a, mars 10). **Inégalités sociales : Deux notes de la Fcpe**. Le café pédagogique.

[http://www.cafepedagogique.net/lexpresso/Pages/2020/03/10032020Article637194223672398172.aspx?](http://www.cafepedagogique.net/lexpresso/Pages/2020/03/10032020Article637194223672398172.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=501475)

[actId=ebwp0YMB8s1\\_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN\\_MAIL&actSource=501475](http://www.cafepedagogique.net/lexpresso/Pages/2020/03/10032020Article637194223672398172.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=501475)

Comment traiter des inégalités sociales à l'école de façon succincte mais problématisée ? La FCPE publie deux Notes de Pierre Merle et Marie Duru-Bellat qui relèvent ce défi et offrent, aux parents et aux acteurs de l'Ecole, deux textes courts mais riches.



Jarraud, F. (2020, mars 13). **Ségrégation : A Issy-les-Moulineaux les riches grugent la carte scolaire.** Le café pédagogique.

<http://www.cafepedagogique.net/lexpresso/Pages/2020/03/13032020Article637196845020461930.aspx?>

[actId=ebwp0YMB8s1\\_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN\\_MAIL&actSource=501508](http://www.cafepedagogique.net/lexpresso/Pages/2020/03/13032020Article637196845020461930.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=501508)

« Non content de résider dans une commune qui ne compte aucun établissement REP+ (Réseau d'éducation prioritaire), certains ménages jouent la carte de la maximisation scolaire. Un bon établissement ne suffit pas, c'est un sésame vers l'élite qu'il faut débusquer pour sa descendance !« Le contournement de la carte scolaire est beaucoup plus répandu à mesure que l'on s'élève dans l'échelle sociale », pointe Quentin Ramond, doctorant à Sciences Po et auteur d'une enquête sur le sujet dans les Hauts-de-Seine ». Dans cette commune aisée, Le Mouv montre comment les plus riches contournent la carte scolaire.

Kim, S. won, Zhang, C., Chung, H., Kim, Y., & Choi, S. Y. (2020). **Why do women value credentials? Perceptions of gender inequality and credentialism in South Korea.** *International Journal of Educational Development*, 73, 102158. <https://doi.org/10.1016/j.ijedudev.2020.102158>

This mixed methods study investigates how perceptions of gender inequality can positively predict credentialist attitudes and beliefs for women based on a survey of 488 college students from six universities with an approximately equal proportion of men and women, and follow-up interviews with 18 of these respondents in 2018-19. 11 men and 7 women were interviewed. The findings suggest that women are more likely to value credentials in the face of discrimination at work because they believed credentials could help them overcome their gender disadvantage, catch up with men, and minimize their risk of failure, as education was perceived to provide equal opportunities for men and women.

Lardier, D. T., Herr, K. G., Bergeson, C., Garcia-Reid, P., & Reid, R. J. (2020). **Locating disconnected minoritized youth within urban community-based educational programs in an Era of Neoliberalism.** *International Journal of Qualitative Studies in Education*, 33(4), 404-420.

We explore the experiences of youth who disconnected from their local high schools and resumed their educations in community-based education (CBE) programs offering high school equivalency instruction. Drawing on focus-group interview narratives (N=59) where youth describe the 'second chances' offered to them, we document supportive, encouraging relationships with adults in the CBEs that stand in contrast to their experiences in school. Simultaneously, we suggest that in the face of program narratives that emphasized individual responsibility and success, any critical read of their world articulated earlier by the youth was no longer evident. In essence, they moved from one institution framed by neoliberal tenets to another but in the process, they traded the resistance they exhibited in their public high schools to accommodation in the CBEs. We problematize the discourse of 'second chances' if and when it remains uncoupled to analyses of societal and institutional inequity and injustices.

Lim, S. S. (2020). **Parental chronic illness and child education : Evidence from children in Indonesia.** *International Journal of Educational Development*, 73, 102099. <https://doi.org/10.1016/j.ijedudev.2019.102099>

Using two waves (2007, 2014) of Indonesian Family Life Survey data, this paper investigates effects of parental chronic illness on educational attainment of children in Indonesia. Studies on this nonpecuniary cost of adult morbidity are rare in the literature despite its significance in future wellbeing of people in developing countries. This paper is distinguished from existing related studies in that it accounts for the duration of illness in the estimation of the effects. The results show that girls whose father suffers from chronic illness for a longer duration achieve significantly lower educational levels between 2007 and 2014, compared to children of their same age cohort with healthy parents. In contrast, boys are unaffected by the father's duration of chronic illness. Furthermore, this paper finds no evidence that mother's duration of chronic illness affects educational attainment of children in Indonesia.

Ludwikowski, W. M. A., Schechinger, H. A., & Armstrong, P. I. (2019). **Are Interest Assessments Propagating Gender Differences in Occupations?** *Journal of Career Assessment*, 28(1), 14-27. <https://doi.org/10.1177/1069072718821600>

The current study focused on the effect of assessment methods on estimates of gender differences in interests across Holland's themes. College students (121 women, 76 men) rated their interests in Holland-based activities and occupations using Likert-type scales, and they also completed a card sorting assessment of Holland interests using occupation-based items. Gender differences were consistently observed for realistic and social interests with the magnitude of the observed gender differences varying by measure type. A Gender  $\times$  Measure interaction accounted for 33% of the variance observed in interest scores: Occupation-based scales produced larger differences than activity-based scales, and the card sorting assessment produced larger gender differences than the Likert-type rating scales. Therefore, the choice of interest measure used in career counseling may influence the extent to which gender affects the career decision-making process, which may be particularly important when exploring nontraditional career choices for women and men.

Merle, P. (2020). La démocratisation de l'école et l'évolution des inégalités scolaires. *Les notes du conseil scientifique*, 21, 6.

Dans les discours de Jean-Michel Blanquer, ses réformes ont pour objet, tout comme celles de Najat Vallaud-Belkacem avant 2017, de favoriser l'égalité des chances. Dans les discours politiques, cette recherche d'une plus grande égalité se traduit fréquemment par le slogan consensuel d'une école « plus juste ». Au-delà des mots, quelles sont les réalités de l'école française ? La difficulté des analyses relatives à la démocratisation de l'école est de concilier à la fois des transformations historiques générales et des analyses plus fines, indispensables à la compréhension de l'évolution des inégalités scolaires de l'école française.

Min, W. (2019). **Mapping and Remapping the Sociology of Chinese Education : A Review of Bourdieu and Chinese Education: Inequality, Competition, and Change.** *Educational Researcher*, 49(2), 138-140. <https://doi.org/10.3102/0013189X19890330>

Ministère de l'éducation nationale et de la jeunesse. (2020). *Filles et garçons sur le chemin de l'égalité, de l'école à l'enseignement supérieur, édition 2020*. Enseignement supérieur, de la recherche et de l'innovation. <https://www.enseignementsup-recherche.gouv.fr/reperes/telechar/shs/parite2019.pdf>

À l'occasion du 8 mars, journée internationale des droits des femmes, « Filles et garçons sur le chemin de l'égalité, de l'école à l'enseignement supérieur » réunit une série de données statistiques sur la réussite comparée des filles et des garçons depuis l'école jusqu'à l'entrée

dans la vie active. La publication met en évidence des différences selon les sexes en matière de parcours et de réussite des jeunes, de choix d'orientation et de poursuite d'études entre filles et garçons, qui auront des incidences ultérieures sur l'insertion dans l'emploi ainsi que sur les inégalités professionnelles et salariales entre les femmes et les hommes.

Ministère de l'enseignement supérieur, de la recherche et de l'innovation. (2020). *Vers l'égalité Femmes-Hommes ? Chiffres clés*. Enseignement supérieur, de la recherche et de l'innovation.

<https://www.enseignementsup-recherche.gouv.fr/reperes/telechar/shs/parite2019.pdf>

Nunès, E. (2020, février 18). **Les écoles d'agronomie, bastion de femmes dans le monde des ingénieurs**. *Le Monde.fr*. [https://www.lemonde.fr/campus/article/2020/02/18/les-ecoles-d-agronomie-bastion-de-femmes-dans-le-monde-des-ingenieurs\\_6029931\\_4401467.html](https://www.lemonde.fr/campus/article/2020/02/18/les-ecoles-d-agronomie-bastion-de-femmes-dans-le-monde-des-ingenieurs_6029931_4401467.html)

Avec près de deux tiers d'étudiantes, ces établissements font figure d'exception dans le paysage des grandes écoles d'ingénieurs. Le secteur est aussi celui où les salaires d'embauche sont les moins élevés.

Observatoire des inégalités. (2020, février 27). **Orientation scolaire : « Les lycéens ont intégré leur position dans la hiérarchie »**. *Entretien avec Bernard Lahire*. Observatoire des inégalités. <https://www.inegalites.fr/Orientation-scolaire-Les-lyceens-ont-integre-leur-position-dans-la-hierarchie>

La confiance des lycéens dans leur choix d'orientation et leur réussite dans l'enseignement supérieur est le résultat d'un long processus, qui prend racine dès l'école primaire. Entretien avec Bernard Lahire, sociologue à l'École normale supérieure de Lyon. Extrait du quotidien Le Monde.

OCDE. (2020). **Do boys and girls have similar attitudes towards competition and failure?** <https://doi.org/10.1787/a8898906-en>

While in most countries today women attain higher levels of education than men, on average, they are less likely than men to be employed and they earn less. There are many reasons why these gender gaps open; some are apparent in secondary school. For example, even when they outperform boys academically, girls are less likely than their male peers to choose the pathways through education and fields of study, such as science, mathematics or computing, that lead to the highest-paid professions. On average across OECD countries, only 14% of girls who were top performers in science or mathematics reported that they expect to work as professionals in science or engineering while 26% of top-performing boys so reported. That decision can have negative consequences for women's labour market prospects. Self-efficacy and self-esteem may affect the choices teenagers make for their future education and career. Fear of failure may lead students to be self-protective and thus avoid challenging situations and opportunities that are essential for learning and development. By contrast, a willingness to compete may influence the decision to take calculated risks, such as applying for admission to prestigious universities or for a higher position in a company.

OCDE. (2020). **How have women's participation and fields of study choice in higher education evolved over time?** <https://doi.org/10.1787/731d5f4a-en>

Women's participation in higher education has overtaken men's. However, women have been historically under-represented in some fields and continue to be so: they predominate

in education, and health and welfare as their main fields of study, while men predominate in science, technology, engineering and mathematics. Whatever field of study they choose, however, women's earnings still lag behind men's in all fields and in all OECD and partner countries.

Okello, W. K. (2020). **Toward an ethical Black men's feminism.** *International Journal of Qualitative Studies in Education*, 33(3), 343-356. <https://www.ingentaconnect.com/content/routledg/tqse/2020/00000033/00000003/art00004>

Rejecting the objectivity that is privileged in contemporary education and social science research, analyses of subjectivity and the self are central to Black feminist research. I take up this attention to subjectivity in an effort to consider men's engagement with feminisms. Specifically, I am interested in how Black men responsibly and ethically participate in the work of Black feminisms. To do so, I interrogate readings of Black masculinity through Black feminist auto/ethnography. I expound on a methodological intervention that I term *limbos* in the wake with respect to the gendered privileges inherited by Black cisgender men.

Patrón, O. E. (2020). « **The revolution begins at home** »: **Exploring educational aspirations between Latino male collegians and their families through a reciprocity of relationships.** *International Journal of Qualitative Studies in Education*, 33(4), 446-464. <https://www.ingentaconnect.com/content/routledg/tqse/2020/00000033/00000004/art00004>

This article takes an assets-based approach to study the educational aspirations of Latino males and their families, including extended family. While research has underscored the influence that Latina/o families have on their children's educational trajectories, this investigation demonstrates the reciprocity in relationships through the perspective of Latino males. Through funds of knowledge and *familismo* as guiding frameworks, the author highlights an optimistic and encouraging portrayal of Latinos and their families as rich information sources. Using a set of three in-depth interviews with each participant from a sample of 24 Latino collegians, the author presents four themes in the form of pairs to illuminate a two-sided transaction. The author offers a visual representation based on the findings to illustrate the cyclical and reciprocal relationship between Latino male college students and their families.

Poissonnier, G. (2020). **Thomas Piketty: « Les inégalités sont un choix politique ».** *Sciences Humaines*, 321. [https://www.scienceshumaines.com/thomas-piketty-les-inegalites-sont-un-choix-politique\\_fr\\_41817.html](https://www.scienceshumaines.com/thomas-piketty-les-inegalites-sont-un-choix-politique_fr_41817.html)

Thomas Piketty offre, avec *Capital et idéologie* (Seuil, 2019), une ample analyse des fondements idéologiques des systèmes inégalitaires, depuis les sociétés esclavagistes jusqu'au monde capitaliste d'aujourd'hui.

Salisbury, J. (2020). **A Tale of Racial Fortuity: Interrogating the Silent Covenants of a High School's Definition of Success for Youth of Color.** *American Journal of Education*, 126(2), 265-291. <https://doi.org/10.1086/706923>

This qualitative case study employing a critical race theory methodology uses Derrick Bell's conceptualization of racial fortuity to examine the ways leaders at Carver High School responded to accountability pressures related to supporting students of color. Findings



highlight how school leaders' espoused racially just improvement initiatives and definitions of success were actually instantiations of racial fortuity where students of color were forced to involuntarily sacrifice their educational opportunities while leaders were positioned as the primary beneficiaries of this equity-minded work. The implications highlight the need for leaders to bring communities and students of color into school improvement efforts intended to advance racially just educational opportunities for youth of color.

Tanaka, T., Takahashi, K., & Otsuka, K. (2020). *Increasing female education, stagnating female labor force participation, and gains from marriage: The case of rural Bangladesh* (GRIPS Discussion Paper N° 19-34). National Graduate Institute for Policy Studies. <https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:ngi:dpaper:19-34;terms=Increasing%20female%20education%2C%20stagnating%20female%20labor%20force%20participation%2C%20and%20gains%20from%20marriage%3A%20The%20case%20of%20rural%20Bangladesh>

Despite progress toward gender equality in education in Bangladesh, its female labor force participation (FLFP) rate has been stagnant relative to that of men, especially in marginal rural areas. To identify the overall benefit of schooling investment in women in rural Bangladesh, we examine the impact of female educational attainment on not only FLFP but also gains from marriage and household welfare. Applying a fuzzy regression discontinuity design where plausibly exogenous variation in school enrollment is created by the nationwide stipend program for women, we find moderate impacts of female education on FLFP, while it has positive and significant effects on the husband's schooling and household income, particularly from non-farm activities. The results also show the significantly positive impacts of women's education on sanitation control and children's health. These findings indicate that female schooling enhances women's role and well-being through marriage and household activities rather than their labor market activities.

Varughese, A. R., & Bairagya, I. (2020). **Group-based educational inequalities in India : Have major education policy interventions been effective?** *International Journal of Educational Development*, 73, 102159. <https://doi.org/10.1016/j.ijedudev.2020.102159>

Despite seven decades of policy thrust, group-based educational inequalities persist in India. The tenacious social group-based stratification often proves to be a hurdle for educational participation policies to be effectively rolled out. Given these realities, this study reviews all major national education policy interventions since the 1950s. Using four rounds of National Sample Survey (NSS) data, we analysed the pattern of educational attainments in terms of Average Years of Schooling (AYS) and educational inequalities in India for the period 1994-2012. Three indices of inequality - Gini, Theil's entropy and Atkinson - have been constructed to study inequality by gender, place of residence and social groups. We also empirically estimated the determinants of educational attainments in India by using OLS and Tobit Models. Further using the Oaxaca-Blinder Decomposition technique, we analysed the educational attainment gaps between groups. The study concludes that policy interventions have done little to reduce the group-based educational attainment gap and it's time to place improved focus on secondary and higher education while continuing the efforts in primary education.

Welsh, R. O., & Swain, W. A. (2020). **(Re)Defining Urban Education : A Conceptual Review and Empirical Exploration of the Definition of Urban Education.** *Educational Researcher*, 49(2), 90-100. <https://doi.org/10.3102/0013189X20902822>

Generally, educational studies do not problematize the definition of urban education or examine the positionality of sites along a spectrum of urban districts and schools. This study addresses the definitional gap by (a) examining the conceptualization of urban education through an integrative review of prior definitional research and (b) exploring how an urban district may be defined in empirical terms. Our findings indicate six categories are typically used to define urban education: (a) population/location/geography, (b) enrollment, (c) demographic composition of students, (d) resources in schools, (e) disparities and educational inequality, and (f) social and economic context. The results indicate that deficit-oriented language permeates prevailing definitions of urban education and that large-city-centered conceptualizations of urban education may overlook a substantial number of smaller districts with similar levels of educational inequality and diversity.

## Climat de l'école

Albandea, H. (2020). **Climat scolaire : Copie à revoir.** *Sciences Humaines*, 323, 10. [https://www.scienceshumaines.com/climat-scolaire-copie-a-revoir\\_fr\\_41949.html](https://www.scienceshumaines.com/climat-scolaire-copie-a-revoir_fr_41949.html)

Les derniers résultats de l'enquête Pisa (Programme international pour le suivi des acquis des élèves) sont tombés. Ils concernent les élèves âgés de 15 ans, donc entre la fin du collège et le début du lycée. Peu de changements pour la France : les performances en maths, français et sciences sont stables depuis 2006.

Elhaddadi, M. (2019). **Victimation et perception du climat scolaire : L'influence du degré de conformisme des élèves de l'enseignement secondaire public aux normes et valeurs de la société marocaine** [Phdthesis, Université de Bordeaux]. <https://tel.archives-ouvertes.fr/tel-02507102>

L'objectif de cette thèse est de vérifier l'impact du degré de conformisme sur la victimation et la perception du climat scolaire chez les élèves de l'enseignement secondaire au Maroc en s'appuyant sur quatre variables : l'âge, le sexe, l'appartenance sociale et le degré de conformisme auto-déclaré des élèves, ce dernier étant mesuré par le degré de pratique et de l'engagement religieux. Une première partie de la thèse est consacrée à la présentation du terrain d'étude (la région de Souss-Massa au Maroc), aux concepts-clés abordés, notamment ceux de violence et de climat scolaires, au modèle explicatif basé sur le degré de conformisme et aux choix méthodologiques. La seconde partie expose les résultats et l'analyse des données. L'enquête de terrain fait l'objet d'une méthodologie croisée avec, d'un côté, un questionnaire consacré à l'expérience victimaire des adolescents et à la perception des diverses composantes du climat scolaire, et de l'autre, en complément des données issues de l'enquête par questionnaire, des entretiens semi-directifs. Une discussion finale permet de revenir sur les hypothèses, de porter un regard critique sur les investigations réalisées et d'ouvrir d'éventuelles pistes de recherche.

Gopalan, M., & Brady, S. T. (2019). **College Students' Sense of Belonging : A National Perspective.** *Educational Researcher*, 49(2), 134-137. <https://doi.org/10.3102/0013189X19897622>

In a nationally representative sample, first-year U.S. college students “somewhat agree,” on average, that they feel like they belong at their school. However, belonging varies by key institutional and student characteristics; of note, racial-ethnic minority and first-generation students report lower belonging than peers at 4-year schools, while the opposite is true at 2-year schools. Further, at 4-year schools, belonging predicts better persistence, engagement, and mental health even after extensive covariate adjustment. Although descriptive, these patterns highlight the need to better measure and understand belonging and related psychological factors that may promote college students’ success and well-being.

Gorman, E., Harmon, C., Mendolia, S., Staneva, A., & Walker, I. (2020). *Adolescent School Bullying Victimization and Later Life Outcomes* (CEPEO Working Paper Series N° 20-05). Centre for Education Policy and Equalising Opportunities, UCL Institute of Education. <https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:ucl:cepeow:20-05;terms=Adolescent%20School%20Bullying%20Victimization%20and%20Later%20Life%20Outcomes>

We analyse the long-term effects of experiencing bullying victimisation in junior high school, using rich data on a large cohort of English adolescents. The data contain self-reports of five types of bullying and their frequency, for three waves, when the pupils were aged 13 to 16 years. We assess the effects of bullying victimisation on short- and long-term outcomes, including educational achievements, earnings, and mental ill-health at age 25 years using a variety of estimation strategies -- least squares, matching, and inverse probability weighting. We also consider attenuation associated with relying on self-reports. The detailed longitudinal data, linked to administrative data, allows us to control for many of the determinants of child outcomes that have been explored in previous literature, together with comprehensive sensitivity analyses, to assess the potential role of unobserved variables. The pattern of results strongly suggests that there are quantitatively important long run effects on victims -- stronger than correlation analysis would otherwise suggest. In particular, we find that both type of bullying and its intensity matters for long run outcomes such as obtaining a degree, income, and mental health.

Jarraud, F. (2020, mars 5). *Bien-être : Bernard Charlot : Oui, il faudrait penser le bonheur d'apprendre* ... Le café pédagogique. [http://www.cafepedagogique.net/lexpresso/Pages/2020/03/05032020Article637189897511940434.aspx?actId=ebwp0YMB8s1\\_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN\\_MAIL&actSource=501421](http://www.cafepedagogique.net/lexpresso/Pages/2020/03/05032020Article637189897511940434.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=501421)

« Les enseignants sont-ils “heureux”? Certains le sont vraiment, car ils vivent leur travail comme une vocation, un défi, un combat quasi personnel contre l’ignorance, la superstition etc. Mais c’est une minorité. Tous, du moins je l’espère, vivent ces moments intenses, d’émotion et de plaisir, où, soudain, une lumière s’allume dans les yeux d’un élève qui vient de comprendre ». Professeur émérite de sciences de l’éducation, Bernard Charlot est internationalement reconnu pour ses recherches et publications sur le rapport des jeunes à l’école et au savoir. Il vient de publier « Éducation ou barbarie » chez Economica. Dans cet entretien, il réfléchit à ce que pourrait être un « bonheur d’apprendre » et un « bonheur d’enseigner ».

Lee, H.-S., Lee, E. S., & Shin, Y.-J. (2019). **The Role of Calling in a Social Cognitive Model of Well-Being.** *Journal of Career Assessment*, 28(1), 59-75. <https://doi.org/10.1177/1069072719825777>

The present study examined the role of calling in a social cognitive model of well-being using a sample of 328 South Korean teachers. The model incorporating calling into the social cognitive model of well-being demonstrated an excellent fit, and our variables accounted for significant variance in job satisfaction (47%) and life satisfaction (38%). Among the 12 direct paths of the proposed model, 10 hypothesized paths were significant. The direct paths from positive affect to calling, self-efficacy, job satisfaction, and life satisfaction; from calling to self-efficacy, outcome expectations, and life satisfaction; from self-efficacy to outcome expectations; from outcome expectations to job satisfaction; and from job satisfaction to life satisfaction were significant. Additionally, the mediating paths between positive affect and life satisfaction via calling, self-efficacy, outcome expectations, and job satisfaction were significant. The practical implications for enhancing teachers' job and life satisfaction and future directions of research were discussed.

OECD. (2020a). **Early Learning and Child Well-being in England.** OCDE. [https://www.oecd-ilibrary.org/fr/education/early-learning-and-child-well-being-in-england\\_c235abf9-en](https://www.oecd-ilibrary.org/fr/education/early-learning-and-child-well-being-in-england_c235abf9-en)

The first five years of a child's life is a period of great opportunity, and risk. The cognitive and social-emotional skills that children develop in these early years have long-lasting impacts on their later outcomes throughout schooling and adulthood. This report sets out the findings from the International Early Learning and Child Well-being Study in England. The study assesses children's skills across both cognitive and social-emotional development, and how these relate to children's early learning experiences at home and in early childhood education and care. It is enriched by contextual and assessment information from the children's parents and educators. It provides comparative data on children's early skills with children from Estonia and the United States, who also participated in the study, to better identify factors that promote or hinder children's early learning.

OECD. (2020b). **Early Learning and Child Well-being in the United States.** OCDE. [https://www.oecd-ilibrary.org/fr/education/early-learning-and-child-well-being-in-the-united-states\\_198d8c99-en](https://www.oecd-ilibrary.org/fr/education/early-learning-and-child-well-being-in-the-united-states_198d8c99-en)

The first five years of a child's life is a period of great opportunity, and risk. The cognitive and social-emotional skills that children develop in these early years have long-lasting impacts on their later outcomes throughout schooling and adulthood. This report sets out the findings from the International Early Learning and Child Well-being Study in the United States. The study assesses children's skills across both cognitive and social-emotional development, and how these relate to children's early learning experiences at home and in early childhood education and care. It is enriched by contextual and assessment information from the children's parents and educators. It provides comparative data on children's early skills with children from England and Estonia, who also participated in the study, to better identify factors that promote or hinder children's early learning.

Olano, M. (2020). **Muriel Salmona : Violences éducatives, de quoi parle-t-on ?** *Sciences Humaines*, 323, 8-9. [https://www.scienceshumaines.com/violences-educatives-de-quoi-parle-t-on-rencontre-avec-muriel-salmona\\_fr\\_41948.html](https://www.scienceshumaines.com/violences-educatives-de-quoi-parle-t-on-rencontre-avec-muriel-salmona_fr_41948.html)



En juillet dernier, l'Assemblée nationale a adopté une loi interdisant le recours aux « violences éducatives ordinaires ». Mais de quoi s'agit-il ? Quels impacts ont-elles sur les enfants ?

## Évaluation des dispositifs d'éducation-formation

Levitan, J., & Johnson, K. M. (2020). **Salir Adelante: Collaboratively Developing Culturally Grounded Curriculum with Marginalized Communities**. *American Journal of Education*, 126(2), 195-230. <https://doi.org/10.1086/706921>

In this article we discuss a collaborative research project meant to ground community members' voices in curriculum design. We argue that performing collaborative research with students and parents can better inform curriculum design decisions, particularly for communities whose identities, knowledge(s), and ways of being have been historically marginalized. Building from the culturally responsive curriculum literature, we have developed a culturally grounded curriculum development approach. We illustrate the approach through discussing a case of its development and implementation with an educational nongovernmental organization (NGO) that provides access to secondary school for Quechua (Indigenous) young women in Peru. This article reflexively reports the process of the NGO's collaborative inquiry project to cocreate meaningful educational opportunities with the students and parents. We then discuss dilemmas of interpretation that arose when incorporating community voices into curricular decisions, and how the collaborative curriculum approach can apply to formal and nonformal learning spaces in other contexts.

## Formation continue

Beaupère, N., Kogut-Kubiak, F., Quintero, N., Urasadettan, J., & Galli, C. (2020). **L'accès et l'accompagnement des salariés du BTP vers la VAE**. *Céreq études*, 30. <https://www.cereq.fr/laces-et-laccompagnement-des-salaries-du-btp-vers-la-vae>

Partant du constat du faible recours à la validation des acquis de l'expérience (VAE) dans son secteur, l'OPCO Constructys s'interroge sur les leviers à mettre en oeuvre pour en favoriser le développement. Pour ce faire, il a confié une étude au Céreq portant sur l'analyse de l'accès et de l'accompagnement des salariés du Bâtiment et des Travaux publics (BTP) vers la VAE, et la formulation de recommandations opérationnelles.

Beaupère, N., Koguy-Kubiak, F., Quintero, N., & Urasadettan, J. (2020). **Valoriser les acquis de l'expérience, pour un usage renouvelé de la VAE**. *Bref du Céreq*, 386. <https://www.cereq.fr/valoriser-les-acquis-de-l'experience-pour-un-usage-renouvele-de-la-vae>

Créé au début des années 2000, le dispositif de validation des acquis de l'expérience (VAE) n'a pas connu le succès attendu. Les évolutions législatives récentes, conjuguées à la généralisation des blocs de compétences pourraient néanmoins lui ouvrir de nouvelles possibilités de développement. Une étude du Céreq centrée sur le secteur du BTP incite ainsi les entreprises et les OPCO à s'en saisir comme d'un outil RH, et préconise plus généralement un changement de représentation de la VAE.

Canals, V., & Landrier, S. (2020). **Reprise d'études à l'université : Quels publics, quelles finalités ?** *Céreq échanges*, 14. <https://www.cereq.fr/reprise-detudes-luniversite-quels-publics-queles-finalites>

Le groupe de travail sur l'enseignement supérieur (GTES ) est un réseau d'échanges et de production sur les parcours de formation et d'insertion des étudiant·e·s de l'enseignement supérieur. Il réunit des chargé·e·s d'études du Céreq, des chercheur·e·s et enseignant·e·s chercheur·e·s, des représentant·e·s de l'Observatoire national de la vie étudiante (OVE), des observatoires universitaires et régionaux, des membres de services du MESRI (DGESIP et SIES ), de l'agence ERASMUS + France et de l'Institut national de la jeunesse et de l'éducation populaire (INJEP).

CEDEFOP: Centre européen pour le développement de la formation professionnelle. (2020). **On the way to 2020: Data for vocational education and training policies: indicator overviews: 2019 update.** Office des publications de l'Union européenne. [https://www.cedefop.europa.eu/files/5576\\_en.pdf](https://www.cedefop.europa.eu/files/5576_en.pdf)

Cette publication présente une synthèse statistique de l'enseignement et de la formation professionnels (EFP), et de l'éducation et de la formation tout au long de la vie dans les pays européens. Elle comprend 36 indicateurs clés, choisis pour la pertinence politique et leur contribution aux objectifs de la stratégie Europe 2020. Les principaux domaines de la politique d'éducation et de formation en Europe sont couverts: l'accès à la formation professionnelle - initiale et continue - et son attractivité, son financement, la flexibilité, l'adéquation entre le développement des compétences et le marché du travail, les transitions sur le marché du travail et les tendances de l'emploi.

Gegenfurtner, A., Schmidt-Hertha, B., & Lewis, P. (2020). **Digital technologies in training and adult education.** *International Journal of Training and Development*, 24(1), 1-4. <https://doi.org/10.1111/ijtd.12172>

Kraiger, K., Cavanagh, T. M., & Willis, C. M. G. (2020). **Why do cognitive prompts hurt learning in older adults?** *International Journal of Training and Development*, 24(1), 40-56. <https://doi.org/10.1111/ijtd.12169>

The purposes of the present investigation were to attempt to replicate the negative effects for learning prompts in older adults reported by Cavanagh, Kraiger and Peters (2016), determine if the impact of learning prompts depends on type of prompt, and investigate the two possible explanations of the negative impact of prompts – increased cognitive load and higher negative affect. Learning prompts refer to short text inserted into training content to encourage trainees to rehearse new content or engage in meta-cognitive activity. Although learning prompts generally lead to greater learning in training, Cavanagh et al. reported a negative impact for prompts on measures of recall and transfer. Using similar training materials and learning outcome measures, we conducted two studies using both elaboration and meta-cognitive prompts in online training. In the first, older adults (N = 194) between 55 and 70 years and younger adults (N = 218) were randomly assigned to either a meta-cognitive, elaboration or no prompts (control) condition. Older adults learned less and reported greater mental effort than younger learners, but these effects were not moderated by prompt condition. In the second, N = 57 older adults were randomly assigned to the same three prompts conditions listed above. Older adults learned less with prompts than without, but there were no differences between conditions in mental effort or negative affect. In sum, we found negative effects for learning prompts in older adults in two studies,

but found no evidence to suggest that these effects were due to either increased cognitive load or greater negative affect.

Létroublon, C. (2020). **La formation continue dans l'enseignement supérieur public en 2018**. *Note d'information du SIES, 20.04*. Consulté 17 mars 2020, à l'adresse [https://cache.media.enseignementsup-recherche.gouv.fr/file/2020/59/6/NI\\_2020-04\\_Formation\\_continue\\_2018\\_1244596.pdf](https://cache.media.enseignementsup-recherche.gouv.fr/file/2020/59/6/NI_2020-04_Formation_continue_2018_1244596.pdf)

En 2018, la formation continue dans l'enseignement supérieur public sous tutelle du MESRI (universités, Cnam et écoles) génère un chiffre d'affaires de 480 millions d'euros et accueille 452 000 stagiaires. La durée moyenne des formations dispensées dans ce cadre s'élève à 150 heures, dont 124 heures de nature pédagogique. Un tiers des stagiaires préparent des diplômes nationaux, principalement dans trois spécialités : « services aux personnes », « sciences humaines et droit » et « échange et gestion ». Les diplômes nationaux représentent deux tiers des 103 000 diplômes délivrés, au sein desquels quatre sur dix sont des licences ou masters professionnels.

Rohs, M., Bolten, R., & Kohl, J. (2020). **Between adoption and rejection : Attitudes of adult educators toward digitization in Germany**. *International Journal of Training and Development, 24*(1), 57-73. <https://doi.org/10.1111/ijtd.12170>

The use of digital media in adult education is very heterogeneous. To date, there are no empirical studies that have examined the possibility that media-related differences in media usage of adult educators could be in part due to differential media pedagogical attitudes of adult educators. Moreover, there is a lack of empirical evidence to support the understanding of what factors modulate differences in media pedagogical competencies of adult educators. In order to examine different theoretical potentialities, in the present study, an online survey of adult educators (n = 626) was conducted to investigate the attitudes of adult educators in Germany toward their use of digital media. The results of the study indicate that there are influencing factors such as educational level or employment context on attitudes toward digital media.

## Insertion professionnelle

Kim, T., & Allan, B. A. (2019). **Underemployment and Meaningful Work : The Role of Psychological Needs**. *Journal of Career Assessment, 28*(1), 76-90. <https://doi.org/10.1177/1069072718824004>

Underemployment is a global problem that is increasing in the context of recovering economic recessions and insecure job markets. In this context, vocational psychologists can play a unique role by determining the processes by which underemployment relates to aspects of work well-being, such as meaningful work. Therefore, the goal of this study was to examine the relation between underemployment and meaningful work as well as to investigate potential mediators of this relation. Specifically, with a sample of 351 working adults in the United States, we investigated how underemployment related to the meaningful work via the self-determination needs of autonomy, competence, and relatedness. Partially supporting hypotheses, underemployment was negatively related to autonomy and relatedness but positively related to competence. In turn, autonomy and competence were positively related to meaningful work, whereas relatedness was unrelated to meaningful work. These results offer insights into how underemployment

might affect the meaningfulness of work and how employers and practitioners can help underemployed workers.

Reist, C. (2020). **Les jeunes ni en études, ni en emploi, ni en formation (NEET) : Quels profils et quels parcours ?** *Dares analyses*, 6. [https://dares.travail-emploi.gouv.fr/IMG/pdf/2020-006\\_da\\_les\\_neet\\_profils\\_parcours.pdf](https://dares.travail-emploi.gouv.fr/IMG/pdf/2020-006_da_les_neet_profils_parcours.pdf)

Cette enquête analyse les profils et les parcours des jeunes NEET (not in education, employment or training). Ils sont 963 000 âgés de 16 à 25 ans en 2018 et représentent 11,1 % de la population française. Les NEET sont moins diplômés, vivent plus souvent chez leurs parents et ont plus fréquemment un handicap reconnu que les autres jeunes. 53 % des jeunes NEET sont chômeurs au sens du bureau international du travail, c'est-à-dire qu'ils souhaitent et recherchent activement un travail et sont prêts à l'occuper dans un court délai. Les autres sont inactifs. Parmi les jeunes NEET inactifs, deux tiers ne souhaitent pas travailler, pour une partie d'entre eux pour des raisons de garde d'enfant ou d'aide auprès d'une personne dépendante, ou d'un état de santé dégradé.

Song, L., Shi, J., Luo, P., Wei, W., Fang, Y., & Wang, Y. (2019). **More Time Spent, More Job Search Success? : The Moderating Roles of Metacognitive Activities and Perceived Job Search Progress.** *Journal of Career Assessment*, 28(1), 147-164. <https://doi.org/10.1177/1069072719841575>

Taking a self-regulatory perspective, we examined the within-person relationships between time spent in job search and search outcomes (i.e., the number of job interviews/offers received), focusing especially on the moderating roles of metacognitive activities and perceived job search progress. Data collection was conducted with 12 semiweekly surveys among a sample of 132 job seekers from a university in Southern China. Our results showed that time spent in job search does not necessarily lead to more interviews, and metacognitive activities moderated this relationship. Specifically, the positive effect of time spent in job search on the number of job interviews was stronger among job seekers with low levels rather than high levels of metacognitive activities. Nevertheless, after including perceived job search progress, the moderating role of metacognitive activities was stronger among seekers with low rather than high-perceived job search progress. We found that when individuals engaged in low levels of metacognitive activities and perceived low levels of job progress, they relied on time spent in job search to obtain job interviews and offers. The theoretical and practical implications of these findings are discussed.

## Marché du travail

Allan, B. A., Rolniak, J. R., & Bouchard, L. (2018). **Underemployment and Well-Being : Exploring the Dark Side of Meaningful Work.** *Journal of Career Development*, 47(1), 111-125. <https://doi.org/10.1177/0894845318819861>

The goals of this study were to examine the relations between underemployment, meaningful work, and well-being and evaluate whether the relation between underemployment and well-being was moderated by meaningful work. In a diverse sample of working adults, meaningful work significantly moderated the relation between underemployment and positive affect, negative affect, depression, and stress. However, contrary to expectations, having meaningful work did not protect against the negative relation between underemployment and well-being. Rather, having meaningful work was



associated with a positive relation between underemployment and negative affect, stress, and depression. Additionally, people low in meaningful work had a positive relation between underemployment and positive affect. This unexpected finding may point to a potential “dark side” of meaningful work. Specifically, people with meaningful work who are unable to fully employ their skills and abilities may be at particular risk for poorer well-being.

Biancucci, F. (2020). **84 100 jeunes chômeurs ou inactifs en Bourgogne-Franche-Comté : Pas ou peu diplômés, souvent au domicile familial.** *Insee Analyses Bourgogne-Franche-Comté*, 67. [https://www.insee.fr/fr/statistiques/fichier/version-html/4307424/bf\\_ina\\_67.pdf](https://www.insee.fr/fr/statistiques/fichier/version-html/4307424/bf_ina_67.pdf)

En Bourgogne-Franche-Comté, 84 100 jeunes, soit 20 % de 16 à 29 ans, sont en situation de chômage ou d'inactivité. Ils sont en grande majorité pas ou peu diplômés. Certains jeunes chômeurs cumulent des difficultés rendant leur parcours vers l'emploi plus difficile : 2 200 sont en recherche d'emploi depuis plus d'un an, sans expérience professionnelle, ni diplôme. Même si le diplôme augmente les chances d'obtenir rapidement un travail, il ne protège toutefois pas complètement du non-emploi. Les jeunes chômeurs ou inactifs habitent plus souvent chez leurs parents que ceux ayant un emploi. Lorsqu'ils vivent en couple, leur conjoint est une fois sur trois sans emploi. Dans l'Yonne, la Nièvre et le Territoire de Belfort, la part de jeunes au chômage ou en inactivité est la plus forte. Ce sont aussi les départements de la région dont les contextes socio-économiques sont les plus dégradés.

Collectif de chercheur.e.s du Cnam. (2020). **Un système de retraite « universel » ? Les inégalités, du travail à la retraite.** *Connaissance de l'emploi*, 156, 4-.

Le projet de réforme des retraites, présenté le 24 janvier 2020 en Conseil des ministres, propose de remplacer le système de protection sociale actuel, jugé trop complexe et inégalitaire, par un système dit « universel », présenté comme plus juste où chacun.e contribuerait désormais de manière identique, quelle que soit la nature de son travail et son statut d'emploi. À partir d'une lecture du projet de réforme et de son étude d'impact par des chercheur.e.s spécialistes du travail et de l'emploi, ce numéro spécial de *Connaissance de l'emploi* montre que cette réforme poursuit une logique d'individualisation des politiques sociales, dans laquelle les pensions sont davantage fonction des carrières individuelles, au risque de reproduire, voire de renforcer, les inégalités de carrière à l'âge de la retraite.

Collischon, M. (2020). **The Returns to Personality Traits Across the Wage Distribution.** *LABOUR*, 34(1), 48-79. <https://doi.org/10.1111/labr.12165>

This paper investigates variation in the wage effects of personality traits across the wage distribution. I expect increasing magnitudes of the effects of personality traits on wages for high- compared to low-wage employees and test this hypothesis using unconditional quantile regressions with data from Germany, the UK, and Australia. The findings show increasing magnitudes of the effects of especially agreeableness, neuroticism and risk taking across the wage distribution and provide further evidence for the importance of non-cognitive skills for wages.

Dang, T. (2020). **Intergenerational Earnings and Income Mobility in Vietnam.** *LABOUR*, 34(1), 113-136. <https://doi.org/10.1111/labr.12164>

This paper empirically examines the intergenerational mobility of earnings and income in Vietnam using the two-sample two-stage least squares estimation. The baseline intergenerational elasticity estimates show that Vietnam occupies the intermediate degrees of intergenerational mobility of earnings and income for both sons and daughters. In particular, a rise of 10 per cent in fathers' earnings is on average associated with an increase of 3.61 per cent and 3.94 per cent for sons' earnings and income, respectively. The corresponding figures for daughters' earnings and income are 2.84 per cent and 3.33 per cent, respectively.

INSEE. (2020). **Le coût de la main-d'œuvre en 2016. Enquête européenne sur le coût de la main-d'oeuvre.** Insee Résultats, 1793.  
<https://www.insee.fr/fr/statistiques/fichier/version-html/4314980/ip1793.pdf>

INSEE. (2020). *Tableaux de l'économie française, édition 2020.* INSEE.  
<https://www.insee.fr/fr/statistiques/fichier/version-html/4314980/ip1793.pdf>  
Les Tableaux de l'économie française s'adressent à tous ceux qui souhaitent disposer d'un aperçu rapide et actuel sur la situation économique, démographique et sociale de la France.

Jauneau, Y., & Vidalenc, J. (2020). **Une photographie du marché du travail en 2019.** Insee Première, 1793. <https://www.insee.fr/fr/statistiques/fichier/version-html/4314980/ip1793.pdf>

En 2019, en France, 71,7 % des personnes âgées de 15 à 64 ans sont actives au sens du Bureau international du travail (BIT), qu'elles aient un emploi ou soient au chômage. Cette proportion diminue légèrement par rapport à 2018 (- 0,2 point), après avoir augmenté continûment de 2012 à 2018 (+ 2,0 points). Pourtant, la part des personnes en emploi continue de progresser (+ 0,2 point) et atteint 65,5 %, son plus haut niveau depuis 1980. L'augmentation du taux d'emploi est, en 2019, plus marquée pour les femmes et les seniors. Parmi les personnes en emploi, la part des indépendants progresse, à 12,1 %, atteignant son plus haut niveau depuis vingt ans. En 2019, la part de personnes en emploi à durée limitée ou à temps partiel recule. En moyenne sur l'année, 2,5 millions de personnes sont au chômage au sens du BIT, soit 8,4 % de la population active. C'est 0,6 point de moins qu'en 2018 et 1,9 point de moins qu'en 2015. Cette baisse est plus marquée pour les jeunes. Le chômage de longue durée concerne 3,4 % des actifs en 2019, soit - 0,3 point sur un an. En 2019, 1,6 million d'inactifs relèvent du halo autour du chômage. Au total, 9,9 % des 15-64 ans sont sans emploi et souhaitent travailler, qu'ils soient au chômage ou appartiennent au halo autour du chômage. Cette proportion recule de 0,4 point sur un an et de 1,2 point depuis 2015.

Kampelmann, S., Mahy, B., Rycx, F., & Vermeylen, G. (2020). **Over-, Required, and Undereducation : Consequences on the Bottom Lines of Firms.** *LABOUR*, 34(1), 80-112.  
<https://doi.org/10.1111/labr.12152>

We provide first evidence regarding the direct effect of over-, required, and undereducation on the bottom lines of firms across work environments. We use detailed Belgian linked employer-employee panel data, rely on the methodological approach pioneered by Hellerstein et al. (1999), and estimate dynamic panel data models at the firm level. Our findings show an 'inverted L' profitability profile: undereducation is associated with lower profits, whereas higher levels of required and overeducation are correlated with positive

economic rents of roughly the same magnitude. The size of these effects is amplified in firms experiencing economic uncertainty or operating in high-tech/knowledge sectors.

Kölling, A. (2020). **Long-run Asymmetries in Labor Demand: Estimating Wage Elasticities of Labor Demand Using a Fractional Panel Probit Model.** *LABOUR*, 34(1), 26-47. <https://doi.org/10.1111/labr.12163>

Models of labor demand usually use cost or production functions to derive profit-maximizing firm performance. These models often rely on the assumption of symmetrical behavior, i.e., the response to a positive or negative wage shock of the same relative size is identical to the shock, and the estimated labor demand elasticities are the same for increasing and decreasing employment. However, behavioral economics models like loss aversion and endowment effects question the assumption of symmetry in labor demand. In addition, the influence of a labor shortage should be reflected in the investigations. Estimations of Fractional Panel Probit models for three different skill levels are applied to evaluate these findings with a large panel of German establishments. The results indicate asymmetrical structures for long-run own-wage elasticities and for some cross-wage elasticities, putting some doubt on the assumption of strict rationality in labor demand and indicating the influence of labor shortages.

Molinet, X. (2020, mars 7). **Inégalités de salaire femme/homme : Le mystère des 10 %.** Alternatives Economiques. <https://www.alternatives-economiques.fr/inegalites-de-salaire-femhomme-le-mystere-des-10>

Temps de travail, ségrégation professionnelle, plafond de verre, discriminations : décryptage de la mécanique des inégalités salariales

Töpfer, M. (2020). **The Age Pay Gap and Labour Market Heterogeneity: A New Empirical Approach Using Data for Italy.** *LABOUR*, 34(1), 1-25. <https://doi.org/10.1111/labr.12161>

Using Italian microdata over the period 2005–2016, this paper studies the difference in pay between elderly (55–64) and adult (34–54) workers in Italy along the wage distribution. The estimation strategy consists in using a three-way fixed effects wage model and adjusting the wage gap for (observed and unobserved) labour market heterogeneity. The estimation relies on OLS as well as on unconditional quantile regressions. The analysis beyond the mean shows substantial differences in the age pay gap along the wage distribution and finds particularly pronounced gaps at the top. The fixed effects of interest (individual, job, and industry) are estimated via a partitioned procedure. Adjusting the gap for labour market heterogeneity reduces the gap almost to zero. The results suggest that individual differences between the cohorts both observed and unobserved are the main driver of the gap.

Urbanaviciute, I., Udayar, S., Maggiori, C., & Rossier, J. (2018). **Precariousness Profile and Career Adaptability as Determinants of Job Insecurity: A Three-Wave Study.** *Journal of Career Development*, 47(2), 146-161. <https://doi.org/10.1177/0894845318791777>

The present study compares the mean levels and growth in job insecurity across employees' precariousness profiles as defined by a combination of perceived employability and financial difficulties. Drawing on the labor market precariousness and workplace stress literature, we hypothesized that employees with the most precarious profile would report elevated levels of job insecurity followed by a growth trend. Moreover, career adaptability

was expected to act as a resource for counteracting job insecurity. The study was based on three waves of a longitudinal “Professional Paths” survey (National Centre of Competence in Research LIVES) conducted in Switzerland. The data of 799 professionally active adults were analyzed using latent growth modeling. In line with our hypothesis, the findings showed the highest levels of job insecurity and the most pronounced growth trend among employees with the precarious profile. Interestingly, different career adaptability facets played differing roles in predicting job insecurity, potentially revealing some of its under-researched aspects.

## Métiers de l'éducation

Albandea, H. (2020). **La désillusion des jeunes enseignants.** *Sciences Humaines*, 323, 10. En France, la majorité des enseignants en formation ont embrassé les idéaux républicains de l'école : permettre à tous les enfants d'accéder aux savoirs et de progresser. S'ils se sentent très souvent submergés par leurs premières expériences de terrain, ces jeunes enseignants restent focalisés sur ce qui leur semble

Atmaca, Ç., Rızaoğlu, F., Türkdöğän, T., & Yaylı, D. (2020). **An emotion focused approach in predicting teacher burnout and job satisfaction.** *Teaching and Teacher Education*, 90, 103025. <https://doi.org/10.1016/j.tate.2020.103025>

This study aimed to find out the correlations between in-service teachers' emotional, burnout and job satisfaction in Turkey. To this end, the Teacher Emotion Inventory (TEI), Job Satisfaction Questionnaire and Maslach Burnout Inventory were administered to 564 in-service teachers in a wide range of disciplines. According to confirmatory factor analysis, the five-factor model of TEI was successfully confirmed within the current study. In addition, joy and love dimensions exhibited positive correlations with job satisfaction. The love and fear dimensions significantly predicted job satisfaction with a medium effect. Love, sadness, and fear dimensions significantly predicted teachers' burnout with a medium effect.

Bartanen, B. (2020). **Principal Quality and Student Attendance.** *Educational Researcher*, 49(2), 101-113. <https://doi.org/10.3102/0013189X19898702>

Student attendance is increasingly recognized as an important measure of educational success, which has spurred a body of research examining the extent to which schools can affect this outcome. However, prior work almost exclusively focuses on teachers, and no studies have explicitly examined the importance of school leaders. This study begins to fill this gap by estimating principal value-added to student absences. Drawing on statewide data from Tennessee over a decade, I find that principal effects on student absences are comparable in magnitude to effects on student achievement. Moving from the 25th to 75th percentile in principal value-added decreases student absences by 1.4 instructional days and lowers the probability of chronic absenteeism by 4 percentage points. Principals have larger effects in urban and high-poverty schools, which also have the highest baseline absenteeism rates. Finally, principals who excel at decreasing student absences may not be those who excel at increasing student test scores, and high-stakes accountability measures, such as supervisor ratings, fail to identify principals who decrease student absenteeism.



Benhenda, A., & Grenet, J. (2020). ***Stay a Little Longer ? Teacher Turnover, Retention and Quality in Disadvantaged Schools.*** Centre for Education Policy and Equalising Opportunities, UCL Institute of Education.  
<https://EconPapers.repec.org/RePEc:ucl:cepeow:20-03>

Using French administrative data on secondary school teachers, we analyze a non-pecuniary, « career-path oriented » centralized incentive scheme designed to attract and retain teachers in French disadvantaged schools. We rely on a major reform of the structure of this incentive scheme to identify its effect on teacher turnover, retention, and quality in disadvantaged schools. We find this incentive scheme has a statistically significant positive effect on the number of consecutive years teachers stay in disadvantaged schools and decreases the probability of in- experienced teachers in disadvantaged schools to leave the profession. However, we find no statistically significant effect on the teacher experience gap nor the student achievement gap between disadvantaged and non disadvantaged schools.

Brown, C. P., Ku, D. H., & Barry, D. P. (2020). **“Kindergarten isn’t fun anymore. Isn’t that so sad?” : Examining how kindergarten teachers in the US made sense of the changed kindergarten.** *Teaching and Teacher Education*, 90, 103029.  
<https://doi.org/10.1016/j.tate.2020.103029>

This article investigates how kindergarten teachers made sense of the purpose and processes of the changed kindergarten, and how they would like to alter kindergarten if it did not reflect their understandings of schooling. These findings reveal these teachers’ concerns, provide insight into how they would like to reform kindergarten further to improve their and their students’ experiences and highlights their worries about whether such change is even possible. This work also illuminates ways in which teacher educators can work with practicing teachers and their teacher education students so that they can thrive as professionals in these changed teaching contexts.

Cheon, S. H., Reeve, J., & Vansteenkiste, M. (2020). **When teachers learn how to provide classroom structure in an autonomy-supportive way : Benefits to teachers and their students.** *Teaching and Teacher Education*, 90, 103004.  
<https://doi.org/10.1016/j.tate.2019.103004>

In two experimentally-based and longitudinally-designed studies, secondary-level PE teachers were randomly assigned to participate or not in a new intervention to help them learn all of the following: support autonomy, provide structure, and provide structure in an autonomy-supportive way. In Study 1, teachers who participated in the intervention showed longitudinal gains in all five hypothesized teacher benefits (e.g., teaching efficacy, job satisfaction). In Study 2, students of teachers who participated in the intervention showed longitudinal gains in all four hypothesized student benefits (e.g., classroom engagement, skill development). Overall, teachers and students benefited after teachers provided structure in an autonomy-supportive way.

Cho, V., Mansfield, K. C., & Claughton, J. (2020). **The past and future technology in classroom management and school discipline : A systematic review.** *Teaching and Teacher Education*, 90, 103037. <https://doi.org/10.1016/j.tate.2020.103037>

Schools have marched into the digital age—but have classroom management and school discipline followed suit? Analyzing the content and methodologies of over two decades of empirical research in ERIC, this systematic literature review describes how the field has conceived of technology’s roles in classroom management and school discipline. These roles

include training teachers, supporting educators' day-to-day practices, and promoting self-discipline or self-regulation among students. A variety of tools were applied, including but not limited to videos, 3D simulations, and web-based apps. Strengths and limitations of this body of scholarship are discussed, including suggestions for keeping pace with emerging practices.

Clarke, A., Fan, X., Webb, A., & Zou, W. (2020). **Becoming, belonging, and between : Unexpected outcomes and curricular implications for study abroad.** *Teaching and Teacher Education*, 90, 103031. <https://doi.org/10.1016/j.tate.2020.103031>

Increasingly pre-service teacher education programs throughout the world are including study abroad experiences as part of their curriculum. In an attempt to understand the longer-term impact of these experiences, this study explores the significant memories of four successive cohorts of Chinese students (approximately 32 students/cohort) who undertook an intensive study abroad program in Canada between 2014 and 2017. In 2018, the students completed an online questionnaire about their experience. Using the constant comparative method to analyse the data, three unexpected themes emerged: Becoming, Belonging, and Between. These themes lead to a discussion of curricular implications (e.g., expedient versus educative) for study abroad.

Clarke, A., & Mena, J. (2020). **An international comparative study of practicum mentors : Learning about ourselves by learning about others.** *Teaching and Teacher Education*, 90, 103026. <https://doi.org/10.1016/j.tate.2020.103026>

Teachers who mentor student teachers on practicum play a critical role in teacher education. However, it is widely reported that these teachers are poorly prepared and lack sufficient knowledge for mentoring. And what is known about mentoring is largely drawn from idiosyncratic single-context studies. In an attempt to extend the scope of this knowledge, this study draws on the Mentoring Profile Inventory ([www.mentoringprofile.com](http://www.mentoringprofile.com)) to chart how mentors conceive of their work within and across six international contexts. The outcome is a comparative analysis that highlights what is 'particular' versus what is 'general' across contexts that has not been previously reported.

Coiduras, J. L., Blanch, À., & Barbero, I. (2020). **Initial teacher education in a dual-system : Addressing the observation of teaching performance.** *Studies in Educational Evaluation*, 64, 100834. <https://doi.org/10.1016/j.stueduc.2019.100834>

Cour des comptes. (2020). **Rapport public annuel 2020—Le système d'information des ressources humaines de l'Éducation nationale : Une modernisation dans l'impasse.** Cour des comptes. <https://www.ccomptes.fr/system/files/2020-02/20200225-08-TomeII-Sirhen.pdf>

De Coninck, K., Walker, J., Dotger, B., & Vanderlinde, R. (2020). **Measuring student teachers' self-efficacy beliefs about family-teacher communication : Scale construction and validation.** *Studies in Educational Evaluation*, 64, 100820. <https://doi.org/10.1016/j.stueduc.2019.100820>

This article describes the development of a self-report survey measure of student teachers' self-efficacy beliefs about family-teacher communication. Consistent with a guiding conceptual framework (Walker & Dotger, 2012), an exploratory factor analysis (n = 266)

suggested a two-factor structure: (1) structuring the conversation ( $\alpha = .92$ ) and (2) responsiveness to parents ( $\alpha = .87$ ). Confirmatory factor analysis with a second sample ( $n = 315$ ) also indicated a good fit between the hypothesized two-factor model and the observed data. Despite their lack of experience, student teachers' self-efficacy ratings were relatively high. Efficacy for structuring conversations ( $M = 6.7$ ,  $SD = 1.02$ ; range = 0–10) was lower than efficacy for responsiveness ( $M = 7.57$ ,  $SD = 1.04$ ; difference,  $-0.83$ ,  $t(581) = -21.32$ ,  $p < .01$ ). Development of this measure is important because it underscores the complexity of family-teacher conference communication and the need for teacher competence at separate but related facets of communication. Implications for research and teacher education practices are discussed.

Glazer, J. (2020). **Tales out of school : Tracing perspective change through the stories of former teachers.** *Teaching and Teacher Education*, 90, 103032. <https://doi.org/10.1016/j.tate.2020.103032>

Most public school teachers in the United States now leave the classroom before reaching retirement. This study examined the accounts of certified, experienced teachers who left teaching after making significant investments in the career in order to better understand their exit decisions. Anecdotes told by these invested leavers as they described their career were examined through a narrative lens. The analysis indicated a shift in perspective: as the teachers moved through their career, the primary sources of frustration for these former teachers switched from students to adults.

Guilfoyle, L., McCormack, O., & Erduran, S. (2020). **The « tipping point » for educational research : The role of pre-service science teachers' epistemic beliefs in evaluating the professional utility of educational research.** *Teaching and Teacher Education*, 90, 103033. <https://doi.org/10.1016/j.tate.2020.103033>

Teachers' engagement with and in educational research has become an aspiration in many countries. However, this has been counterbalanced with decades of research on the perennial theory-practice divide. This study provides new perspectives by considering the role of epistemic beliefs in pre-service science teachers' (PSSTs') acceptance or rejection of "Education Studies" from their Initial Teacher Education (ITE). Individual case profiles demonstrate how PSSTs compare knowledge in science with knowledge in education. Certain belief profiles can be seen to present barriers to evaluating education research as valuable. Thus, we argue for epistemic development and support with boundary crossing in ITE.

Hanna, F., Oostdam, R., Severiens, S. E., & Zijlstra, B. J. H. (2020). **Assessing the professional identity of primary student teachers: Design and validation of the Teacher Identity Measurement Scale.** *Studies in Educational Evaluation*, 64, 100822. <https://doi.org/10.1016/j.stueduc.2019.100822>

This study aimed to design and validate the Teacher Identity Measurement Scale (TIMS) for assessing primary student teachers' professional identity. Based on identity theory and a systematic review into quantitative instruments of teacher identity, teacher identity was decomposed in four first-order constructs: motivation, self-image, self-efficacy, and task perception. This resulted in a measurement scale consisting of 46 items. The factorial design was examined by administering the TIMS to first- and second-year primary student teachers. In phase 1, involving 17 students, qualitative scale development methods were used to assess the construct validity. In phase 2, its second-order factor structure was

tested and confirmed among a sample of 211 students. In phase 3, this structure was cross-validated among a new sample of 419 students. The instrument may contribute to understanding primary student teacher's professional development and can be used as a tool to support the process of developing a professional teacher identity.

Hickling-Hudson, A., & Hepple, E. (2020). **Crossing the boundaries of imagination : The role of a public library exhibition in global learning for student teachers and teacher educators.** *Teaching and Teacher Education*, 90, 102916. <https://doi.org/10.1016/j.tate.2019.102916>

In this paper, we utilise the theoretical concept of 'boundary crossing' to explore how, as Australian university teacher educators, we worked with library curators and a class of student teachers to mount a public exhibition of their group work. We consider how the students crossed 'boundaries of imagination' in symbolic representation and critical analysis by creating artistic installations to express global education themes. We reflect on what we, the university educators, learned about crossing institutional and pedagogical boundaries to mutually facilitate new learning. We argue for the importance of shared public pedagogy as offering new avenues for teacher education and of connecting with local communities.

Ibrahim, A., Clark, K., Reese, M. J., & Shingles, R. (2020). **The effects of a teaching development institute for early career researchers on their intended teaching strategies, course design, beliefs about instructors' and students' knowledge, and instructional self-efficacy: The case of the Teaching Institute at Johns Hopkins University.** *Studies in Educational Evaluation*, 64, 100836. <https://doi.org/10.1016/j.stueduc.2020.100836>

Despite the importance of both research and teaching, doctoral and postdoctoral programs tend to focus on research. One approach to address the lack of teaching development for early career researchers (ECRs) is to train them on instruction. The purpose of this two-year study was to examine the effects of a Teaching Development Institute (TDI) on ECRs' intended teaching strategies, course planning, beliefs about instructors' and students' knowledge, and instructional self-efficacy. We used the Approaches to Teaching (ATI) and the College Teaching Self-Efficacy (CTSE) instruments in a one-group pretest-posttest design. The sample was 109 and 140 ECRs who participated at the Teaching Institute at Johns Hopkins University in 2018 and 2019, respectively. The results of the Wilcoxon signed-ranks test indicated that the TDI intervention was effective. The theoretical implications of the paper include (a) reinterpreting the ATI according to the interactive, constructive, active, and passive (ICAP) cognitive engagement framework, and (b) proposing the professional development to student achievement (PDSA) model.

Klima Ronen, I. (2020). **Action research as a methodology for professional development in leading an educational process.** *Studies in Educational Evaluation*, 64, 100826. <https://doi.org/10.1016/j.stueduc.2019.100826>

The need to resolve a researcher's discomfort, resulting from the inherent gap between values and beliefs and their practical implementation, led to using action research methodology during an academy-field partnership. Two teacher educators, 24 pre-service teachers specializing in science, and six teachers participated in the study. Throughout the two years of the partnership this study describes a reflective perspective process that focuses on actions, events, thoughts, dilemmas and feelings of the participants that emerged



from the researcher's reflective journal. Cycles of reflection on thinking and doing helped monitoring the complex process of the partnership that bridges the gap between the academic and field cultures. The collected data underwent three stages of interpretative content analysis that point to the role of reflection cycles on thinking and doing, resulting in the interweaving of cognitive, affective, theoretical and practical features during the academy-field practice model.

Labelle, J., Leclerc, M., & Jacquin, P. (2020). **La communauté d'apprentissage professionnelle : Une approche pertinente de formation des enseignants favorisant l'inclusion et la différenciation ?** *Spirale : revue de recherches en éducation*, 65, 155-170.

Si un consensus se forme autour des valeurs inhérentes à l'inclusion scolaire et à la différenciation pédagogique, il semble qu'il soit plus difficile de les actualiser. Cet article vise à comprendre en quoi le travail en communauté d'apprentissage professionnelle constitue une approche de développement professionnel pour les enseignants désireux de participer à l'inclusion et la différenciation. L'article fait état d'une recherche menée dans une école primaire du Québec.

Loisy, C. (2019, septembre). **Le développement professionnel des enseignants en situation de travail.** *Séminaire SAPIENS Pédagogie dans l'enseignement supérieur de la CoMUE*. <https://hal.archives-ouvertes.fr/hal-02480909>

Marnet, M. (2019). **La construction territoriale des enseignant.e.s : La socialisation des professeur.e.s des écoles dans un territoire rural et populaire** [Phdthesis, Université de Bordeaux]. <https://tel.archives-ouvertes.fr/tel-02496838>

Cette thèse vise à montrer en quoi la socialisation des enseignant.e.s du premier degré est territoriale. Le territoire est ici appréhendé dans ses dimensions géographique, sociodémographique et politico-administrative. Mobilisé pour enquêter, entre 2015 et 2019, dans une zone enclavée, rurale et populaire, ce mode d'appréhension est propice à la compréhension des liens entre les engagements comme enseignant.e et le territoire comme générateur de pratiques professionnelles et extra-professionnelles. Comme le montre une première partie, l'analyse de ces processus nécessite de construire une enquête qui retrace les parcours des enseignant.e.s et dévoile les conditions, les formes et les effets de leur socialisation par le territoire. Ces dynamiques sont examinées au prisme des outils des sciences de l'éducation et de la sociologie les plus opératoires pour interroger cette socialisation. Une deuxième partie peut alors s'atteler à restituer les conditions de celle-ci, à montrer comment les inscriptions enseignantes dans un territoire se situent au croisement de logiques individuelles et collectives et de logiques sociales et politico-administratives. Etant donné que cette socialisation par le territoire est fondée sur l'engagement comme enseignant.e, une troisième partie reconstitue ensuite sa « matrice scolaire » : les formes de ces processus sont fondées sur l'inscription dans des collectifs pédagogiques, sur les modalités locales de l'action publique éducative ainsi que sur les caractéristiques des publics scolaires. Les effets de cette socialisation ne sont pas cloisonnés à l'univers scolaire. Par conséquent, une quatrième et dernière partie identifie ces derniers en replaçant les pratiques et les représentations du territoire liés à l'engagement scolaire dans la vie à côté et dans la temporalité des enseignant.e.s – les carrières professionnelles mais aussi les trajectoires dans leur ensemble. Ces analyses révèlent la multidétermination territoriale des socialisations et leurs variations selon les caractéristiques des lieux et des acteurs. Cela étant, l'enquête effectuée est éclairante sur la réalité plus vaste des socialisations

territoriales des enseignant.e.s et sur la manière dont, en retour, ils interviennent dans les existences des publics scolaires et des habitants : pendant que les territoires construisent les enseignant.e.s, ces dernier.ère.s construisent les territoires.

OCDE. (2020). *The teachers' well-being conceptual framework: Contributions from TALIS 2018*. <https://doi.org/10.1787/86d1635c-en>

The OECD teachers' occupational well-being framework contributes to understanding and measuring the occupational well-being of teachers between and within systems. It provides a pathway to explore the association between the quality of working environments and teachers' levels of occupational well-being. It also covers the association of teachers' occupational well-being with the quality of learning environments (measured by classroom quality processes and association with students' well-being) and teachers' stress levels and motivation to continue teaching.

Perry-Hazan, L., & Tal-Weibel, E. (2020). **On legal literacy and mobilization of students' rights from a disempowered professional status: The case of Israeli teachers.** *Teaching and Teacher Education*, 90, 103016. <https://doi.org/10.1016/j.tate.2020.103016>

The study examined Israeli teachers' knowledge and perceptions of student's rights, and their reports on their actions in rights-related cases. Semi-structured interviews with teachers revealed that although teachers encounter frequent legal questions, most of them were only minimally knowledgeable, expressed reluctance to seek out information, and perceived themselves as lacking the capacity to do so. Moreover, due to legal myths that purportedly limit teachers' autonomy, teachers reported feeling helpless and acknowledged violating rules that in actuality do not exist. The conclusions discuss the interface of legal literacy, Israeli teachers' low social status, and their perceptions of teachers' professionalism.

Phelan, A. M., Pinar, W. F., & Ng-A-Fook, N. (2020). *Reconceptualizing Teacher Education.* Les Presses de l'Université d'Ottawa. <https://press.uottawa.ca/reconceptualizing-teacher-education.html>

This book counters the cultural homogenization of global policy. It examines the integrity of teacher education in particular places, serving particular communities, at particular historical moments.

Ponte Barbosa, M., & Oliveira Costa, L. (2019). *Requirements to Be a Teacher in Brazil: Effective or Not?* The World Bank. <https://EconPapers.repec.org/RePEc:wbk:wbrwps:9006>

Policy makers in Brazil attempted to improve human capital through changes in the legislated requirements for teacher education in 1996. They passed a national Law of Guidelines and Standards of Education that established 2007 as the deadline for all Brazilian basic education teachers to have tertiary education-level qualifications. This implied a significant change in the profile of teachers in basic education and in the provision of pre-service training. The objective of this study is to investigate the effects of the increase in the share of public upper secondary school teachers with higher education on students' performance in math and Portuguese and analyze the role of the pre-service training framework in the quality of teachers in recent years. The study carried out an empirical analysis to estimate the average treatment effect on the treated on public upper secondary students through the combination of difference-in-difference and propensity score

matching methods. The analysis found no evidence of positive effects on Portuguese scores, and despite the statistically significant positive effect of the rise in teachers with higher education on math scores, there was no effect from specific math training. Finally, the paper discusses the possible reason for the ineffectiveness of teacher pre-service training, such as the quality of the training delivered by distance learning modalities and the low performance of the secondary students who enter the teacher schools.

Rodríguez-Izquierdo, R. M., Falcón, I. G., & Permisán, C. G. (2020). **Teacher beliefs and approaches to linguistic diversity. Spanish as a second language in the inclusion of immigrant students.** *Teaching and Teacher Education*, 90, 103035. <https://doi.org/10.1016/j.tate.2020.103035>

This study examines teachers' beliefs regarding linguistic diversity and their approaches to teaching Spanish as a second language (SSL) in the inclusion of immigrant students whose first language is not Spanish. Grounded in a qualitative study in multicultural schools in Andalusia (Spain), we compared the voices of two groups of teachers: regular teachers and specialist language teachers. Teachers reflected monolingual beliefs -from assimilationist to deficit approaches- and attached great importance to the role that SSL has for immigrant students. Results indicated the need for professional development for teachers to promote multilingualism based on beliefs of language-as-resource or language-as-right.

Romanowski, M. H., & Alkhateeb, H. (2020). **The McDonaldization of CAEP accreditation and teacher education programs abroad.** *Teaching and Teacher Education*, 90, 103028. <https://doi.org/10.1016/j.tate.2020.103028>

McDonaldization is the processes of the fast-food industry that dominate segments of societies worldwide. Few studies address how McDonaldization applies to the accreditation of teacher education programs. This article demonstrates how the Council for the Accreditation of Education Programs (CAEP) could be perceived as a McDonaldized organization that propagates American understandings of teacher education in non-US universities. The article applies the five principles of McDonaldization to CAEP Accreditation and addresses possible influences on non-US universities seeking CAEP accreditation outside the US borders. Specifically, the article discusses the cultural challenges, language concerns, and issues regarding indigenous knowledge that non-US universities face.

Steins, G., Behravan, B., & Behnke, K. (2020). **Is resistance futile? Teachers' viewpoints about school inspection—Taking practioners' perspectives into account.** *Studies in Educational Evaluation*, 64, 100825. <https://doi.org/10.1016/j.stueduc.2019.100825>

Torre Gibney, D., & Henry, G. (2020). **Who teaches English learners? A study of the quality, experience, and credentials of teachers of English learners in a new immigrant destination.** *Teaching and Teacher Education*, 90, 102967. <https://doi.org/10.1016/j.tate.2019.102967>

Using data from North Carolina, a new immigrant destination, we estimate differences in the quality, experience, and credentials of teachers of English learners (ELs) and teachers of native English speakers. We find that ELs are systematically assigned teachers who are more likely to have a related credential, experience teaching ELs, and experience teaching overall but who are less likely to have earned accomplished or distinguished principal ratings and who have lower value-added scores. Results suggest that school leaders assign

ELs to teachers whose experience or training suggest they are prepared to support this population, but who are less effective.

Trowler, P. (2020). *Accomplishing Change in Teaching and Learning Regimes*. Oxford University Press. <https://global.oup.com/academic/product/accomplishing-change-in-teaching-and-learning-regimes-9780198851714?lang=en&cc=ca#>

Van den Broeck, L., Demanet, J., & Van Houtte, M. (2020). **The forgotten role of teachers in students' educational aspirations. School composition effects and the buffering capacity of teachers' expectations culture.** *Teaching and Teacher Education*, 90, 103015. <https://doi.org/10.1016/j.tate.2020.103015>

Research on students' aspirations, an important predictor of educational attainment, is mostly focused on individual-level determinants, reflecting the classical status attainment model. Studies have suggested a school composition effect, but ignore school processes. Inspired by new insights in school effects research looking at teachers' expectations at the school level, we investigate the mediating and moderating role of teachability culture in the relationship between SES composition and aspirations. Multilevel analyses of data (2013–2014) from 2.354 students and 502 teachers across 30 Flemish secondary schools show that teachers' shared expectations can compensate for the detrimental effects of low SES composition on aspirations.

Van Der Steen, S., Geveke, C. H., Steenbakkens, A. T., & Steenbeek, H. W. (2020). **Teaching students with Autism Spectrum Disorders: What are the needs of educational professionals?** *Teaching and Teacher Education*, 90, 103036. <https://doi.org/10.1016/j.tate.2020.103036>

The academic achievements of students with Autism Spectrum Disorder (ASD) are usually lower than those of their peers. It is therefore important to know what educational professionals need to provide these students with optimal support. To identify these needs, we applied Q methodology, a qualitative method using quantitative techniques. We found four groups of professionals with different needs. The first group emphasized a need for collaboration within school; the second valued practical suggestions to guide their teaching, the third emphasized gaining more confidence to teach students with ASD, and the fourth group focused on enhancing students' social and communication skills.

Viens, C. (2019). *Accompagner le développement professionnel d'accompagnateurs pédagogiques qui soutiennent la mise en oeuvre d'une éducation inclusive: Une recherche-action-éducation en milieu minoritaire francophone de l'Alberta* [Thèse ou essai doctoral accepté, Université du Québec à Montréal]. <https://archipel.uqam.ca/12973/>  
L'accompagnement pédagogique ou coaching serait considéré comme un levier fondamental du développement professionnel du personnel scolaire. Toutefois, la littérature scientifique soulève des enjeux entourant les objets, les finalités et les modalités du développement professionnel des accompagnateurs pédagogiques (AP) ou coaches. La recherche précise, entre autres, que ces derniers doivent s'adapter à la culture unique et au caractère changeant de chaque milieu scolaire. Comment alors appuyer les AP afin qu'ils puissent accompagner les enseignants en fonction des besoins spécifiques de leurs milieux scolaires ? La présente recherche découle d'une situation réelle vécue par un groupe de cinq AP oeuvrant en contexte minoritaire francophone de l'Alberta, au Canada. En partenariat avec une AP/chercheuse, elles désiraient porter un regard sur les modalités entourant leur



propre développement professionnel afin de parfaire leurs compétences d'accompagnement pédagogique et ainsi mieux appuyer la mise en oeuvre de l'éducation inclusive préconisée dans cette province. Les objectifs spécifiques poursuivis étaient d'accompagner le développement professionnel de ces AP afin qu'elles s'ajustent aux caractéristiques des situations pédagogiques dans lesquelles elles sont impliquées. Cette recherche avait également pour but de dégager, de cet accompagnement, des savoirs afin d'appuyer le développement professionnel d'autres accompagnateurs pédagogiques soucieux de répondre aux besoins et de soutenir la mise en oeuvre d'une éducation inclusive. Adoptant une méthodologie de recherche-action-éducation, une AP/chercheuse a accompagné individuellement le développement professionnel de ces AP en fonction d'un objectif d'accompagnement en littératie ou en numératie, spécifique aux besoins de leur contexte éducatif. Les données recueillies ont fait l'objet d'une analyse par catégories conceptualisantes qui a mené à la théorisation d'un modèle d'accompagnement précisant des conditions favorables au développement professionnel des AP ainsi que des savoirs professionnels qu'ils gagnent à développer. Les conditions favorables comprennent la création d'un espace temporel qui permet aux AP de porter un regard sur leurs actions d'accompagnement. La mise en oeuvre d'un processus d'accompagnement en cinq étapes facilite et guide les échanges en fonction d'un objectif de développement professionnel lié aux caractéristiques de situations pédagogiques spécifiques. Les savoirs inhérents au développement professionnel des AP sont regroupés en trois catégories : les savoirs relationnels, les savoirs procéduraux et les savoirs théoriques. Les responsables de la supervision, de la formation ou de l'accompagnement des accompagnateurs/conseil les pédagogiques ont ainsi accès à une réflexion et à des outils pour optimiser leur contribution au développement de ces praticiens en éducation.

## Numérique et éducation

Abe, J. A. A. (2020). **Big five, linguistic styles, and successful online learning.** *The Internet and Higher Education*, 45, 100724. <https://doi.org/10.1016/j.iheduc.2019.100724>  
With the tremendous growth in online classes and programs at institutions of higher education, conflicting claims are increasingly being made on media and blog sites about the personality types that are compatible with this new learning format. The relations between the Five Factor Model of Personality (FFM) and linguistic styles with measures of academic performance in fully online asynchronous classes were examined. Consistent with findings based on research in face-to-face classes, Conscientiousness, Openness to Experience, and Analytic Thinking were associated with academic success. There was no support for the views propagated on the internet that extraversion, introversion, or anxiety hinder or foster online learning. The most robust predictor of academic performance throughout the semester, independent of the personality variables, was the number of words students contributed to the online discussions. These findings are interpreted within the Community of Inquiry framework (CoI; Garrison, 2003) and future lines of research are suggested.

Amez, S., Vujic, S., De Marez, L., & Baert, S. (2019). **Smartphone Use and Academic Performance : First Evidence from Longitudinal Data** [Working Papers of Faculty of Economics and Business Administration, Ghent University, Belgium]. Ghent University, Faculty of Economics and Business Administration. <https://econpapers.repec.org/scripts/a/abstract.pf?>

[h=RePEc:rug:rugwps:19/986;terms=Smartphone%20Use%20and%20Academic%20Performance%3A%20First%20Evidence%20from%20Longitudinal%20Data](https://doi.org/10.1016/j.stueduc.2019.100813)

To study the causal impact of smartphone use on academic performance, we collected—for the first time worldwide—longitudinal data on students' smartphone use and educational performance. For three consecutive years we surveyed all students attending classes in eleven different study programmes at two Belgian universities on general smartphone use and other drivers of academic achievement. These survey data were merged with the exam scores of these students. We analysed the resulting data by means of panel data random effects estimation controlling for unobserved individual characteristics. A one standard deviation increase in overall smartphone use results in a decrease of 0.349 points (out of 20) and a decrease of 2.616 percentage points in the fraction of exams passed.

Aryadoust, V. (2020). **Measurement invariance across information and communication technology development index and gender : The case of the Pearson Test of English Academic reading.** *Studies in Educational Evaluation*, 64, 100813. <https://doi.org/10.1016/j.stueduc.2019.100813>

The computerization of reading assessments has presented a set of new challenges to test designers. From the vantage point of measurement invariance, test designers must investigate whether the traditionally recognized causes for violating invariance are still a concern in computer-mediated assessments. In addition, it is necessary to understand the technology-related causes of measurement invariance among test-taking populations. In this study, we used the available data (n = 800) from the previous administrations of the Pearson Test of English Academic (PTE Academic) reading, an international test of English comprising 10 test items, to investigate measurement invariance across gender and the Information and Communication Technology Development index (IDI). We conducted a multi-group confirmatory factor analysis (CFA) to assess invariance at four levels: configural, metric, scalar, and structural. Overall, we were able to confirm structural invariance for the PTE Academic, which is a necessary condition for conducting fair assessments. Implications for computer-based education and the assessment of reading are discussed.

Autor, D., Goldin, C., & Katz, L. (2020). **Extending the Race between Education and Technology** (NBER Working Paper N° 26705). National Bureau of Economic Research, Inc. <https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:nbr:nberwo:26705;terms=Extending%20the%20Race%20between%20Education%20and%20Technology>

The race between education and technology provides a canonical framework that does an excellent job of explaining U.S. wage structure changes across the twentieth century. The framework involves secular increases in the demand for more-educated workers from skill-biased technological change, combined with variations in the supply of skills from changes in educational access. We expand the analysis backwards and forwards. The framework helps explain rising skill differentials in the nineteenth and twenty-first centuries, but needs to be augmented to illuminate the recent convexification of education returns and implied slowdown in the growth of the relative demand for college workers. Increased educational wage differentials explain 75 percent of the rise of U.S. wage inequality from 1980 to 2000 as compared to 38 percent for 2000 to 2017.

Barzman, M., Gerphagnon, M., Mora, O., Aubin-Houzelstein, G., Benard, A., Martin, C., Baron, G.-L., Bouchet, F., Dibie, J., Gibrat, J.-F., Hodson, S., Lhoste, E., Moulier-Boutang, Y., Perrot, S., Phung, F., Pichot, C., Siné, M., & Venin, T. (2020). *La transition numérique dans la recherche et l'enseignement supérieur à l'horizon 2040*. éditions Quae. <https://www.quae-open.com/extract/479>

Plateformes, réseaux sociaux, ressources en ligne, simulations, apprentissage à distance, données d'apprentissage, données massives, intelligence artificielle... la transition numérique bouleverse l'enseignement supérieur et la recherche publics. Elle modifie les contenus, les outils et méthodes pédagogiques, ainsi que le rôle des enseignants et des apprenants. Elle remodèle la recherche, ses pratiques, ses métiers et son écosystème. Pour anticiper les changements induits par la transition numérique à l'horizon 2040, INRAE et Agreenium ont commandité cette prospective. S'appuyant sur un groupe d'experts et sur une synthèse des tendances actuelles dans les sciences agronomiques, de l'environnement, de l'alimentation et vétérinaires, elle a abouti à la construction de quatre scénarios dont les enseignements sont pertinents bien au-delà de ces domaines scientifiques pour les chercheurs, enseignants, décideurs et prospectivistes. Ces scénarios éclairent les enjeux des évolutions de l'apprentissage, du partage des savoirs et des transformations des pratiques scientifiques. Ils ouvrent de nouvelles perspectives sur les relations entre la science et la société, et sur le rôle de la recherche publique face aux géants du numérique.

Benvenuti, M., & Mazzoni, E. (2020). **Enhancing wayfinding in pre-school children through robot and socio-cognitive conflict**. *British Journal of Educational Technology*, 51(2), 436-458. <https://doi.org/10.1111/bjet.12848>

Wayfinding is one of the most important skills that children have to learn in order to safely move in the environment. One problem that 5-year-old children encounter with wayfinding is changing their point of view to that of another person in different position in the same environment, such as that of a person opposite them whose perspective is turned 180° with respect to their own. Robots could help children in learning this skill, since children can instruct them to move in the environment, in predetermined paths, by starting from a rotated perspective. This study compares classic socio-cognitive conflict with a human partner, but in this case with a robot partner, in order to evaluate how a specific activity (instructing a robot to perform a given route) enhances the wayfinding skills of 156 5-year-old children. Using two different robots (humanoid and non-humanoid) and two different conditions (a child and the robot and two children and the robot), the study shows that children who performed the task with the humanoid robot improved their performance significantly better compared with those who used the non-humanoid robot. Furthermore, children engaged in the Socio-Cognitive Conflict situation with another child-outperformed children in the Socio-Cognitive Conflict with robots. Finally, children with low-level performance in the pretest made the greatest improvement both in terms of moves made and time taken to complete the task in comparison with children in the High-Level Group and of the Control Group.

Blau, I., Shamir-Inbal, T., & Avdiel, O. (2020). **How does the pedagogical design of a technology-enhanced collaborative academic course promote digital literacies, self-regulation, and perceived learning of students?** *The Internet and Higher Education*, 45, 100722. <https://doi.org/10.1016/j.iheduc.2019.100722>

The wide expansion of digital technologies in higher education has introduced the need for an examination of the added value of various technological tools for quality teaching and

active individual and collaborative learning. The current study explored whether and how the pedagogical design of an academic course, which developed a variety of digital literacy competencies, supported students in regulating collaborative technology-enhanced learning and helped them cope with the sense of psychological ownership over collaborative learning outcomes. In addition, we examined how these issues were expressed in cognitive, emotional and social aspects of students' perceived learning (Caspi & Blau, 2011). During four semesters, we conducted a qualitative analysis on reflective learning diaries, written by 78 graduate students studying education (N = 1870 codes). The bottom-up analysis focused on learning processes that enabled the development of various digital literacies conceptualized by the Digital Literacy Framework (DLF; Eshet-Alkalai, 2012): photo-visual, information, reproduction, branching, social-emotional, and real-time thinking skills. Furthermore, findings highlighted the importance of self-regulation and learning new technologies as an integral part of digital literacies. In addition, social-emotional statements expressed the development of effective communication and collaboration that enable students to cope with a sense of ownership over learning outcomes, and present different levels of teamwork: sharing, cooperation, and collaboration. Qualitative coding provided a more granulated perspective on perceived learning by differentiating between positive and negative aspects of emotional and social retrospection during the learning process. The findings contribute to educational theory by extending DLF and by providing new insights to the literature on students' perceived learning. We discuss the implications for instructional design and adoption of innovative pedagogy in higher education.

Caron, P.-A., Fluckiger, C., Marquet, P., Peter, Y., & Secq, Y. (2020). *L'informatique, objets d'enseignements enjeux épistémologiques, didactiques et de formation* (U. de Lille, Éd.). Pierre-André Caron and Cedric Fluckiger and Philippe Marquet and Yvan Peter and Yann Secq. <https://hal.archives-ouvertes.fr/hal-02474983>

Depuis 1988, les colloques de didactique de l'informatique, puis le colloque Didapro – DidaSTIC explorent les thèmes autour de l'enseignement et l'apprentissage de l'informatique. La huitième édition du colloque a eu lieu à l'Université de Lille, en France, du 5 au 7 février 2020. Pour l'occasion, les thématiques principales suivantes ont servi de lignes directrices: • Pratiques d'enseignement, activités d'apprentissage • Ressources, dispositifs, scénarios et environnements pour l'enseignement de l'informatique • Politiques publiques, curricula, institutions, formation des enseignants

Céci, J.-F. (2019). **The digital learner profile, from college to university : Case of Pau.** *Formation et Profession: Revue Scientifique Internationale En Éducation*, 27(3), 91. <https://doi.org/10.18162/fp.2019.485>

Céci, J.-F. (2019). **Toward a school of digital risks?** *Annales Des Mines - Enjeux Numériques*, N°8. <https://hal.archives-ouvertes.fr/hal-02497301>

Chen, H., Park, H. W., & Breazeal, C. (2020). **Teaching and learning with children : Impact of reciprocal peer learning with a social robot on children's learning and emotive engagement.** *Computers & Education*, 150, 103836. <https://doi.org/10.1016/j.compedu.2020.103836>

Pedagogical agents are typically designed to take on a single role: either as a tutor who guides and instructs the student, or as a tutee that learns from the student to reinforce what



he/she knows. While both agent-role paradigms have been shown to promote student learning, we hypothesize that there will be heightened benefit with respect to students' learning and emotional engagement if the agent engages children in a more peer-like way — adaptively switching between tutor/tutee roles. In this work, we present a novel active role-switching (ARS) policy trained using reinforcement learning, in which the agent is rewarded for adapting its tutor or tutee behavior to the child's knowledge mastery level. To investigate how the three different child-agent interaction paradigms (tutee, tutor, and peer agents) impact children's learning and affective engagement, we designed a randomized controlled between-subject experiment. Fifty-nine children aged 5–7 years old from a local public school participated in a collaborative word-learning activity with one of the three agent-role paradigms. Our analysis revealed that children's vocabulary acquisition benefited from the robot tutor's instruction and knowledge demonstration, whereas children exhibited slightly greater affect on their faces when the robot behaves as a tutee of the child. This synergistic effect between tutor and tutee roles suggests why our adaptive peer-like agent brought the most benefit to children's vocabulary learning and affective engagement, as compared to an agent that interacts only as a tutor or tutee for the child. This work sheds light on how fixed role (tutor/tutee) and adaptive role (peer) agents support children's cognitive and emotional needs as they play and learn. It also contributes to an important new dimension of designing educational agents — actively adapting roles based on the student's engagement and learning needs.

Chen, I.-H., Gamble, J. H., Lee, Z.-H., & Fu, Q.-L. (2020). **Formative assessment with interactive whiteboards: A one-year longitudinal study of primary students' mathematical performance.** *Computers & Education*, 150, 103833. <https://doi.org/10.1016/j.compedu.2020.103833>

The popularity of interactive whiteboards (IWBs) has grown and, in many countries, are nearly ubiquitous. Nevertheless, a lack of training, among other factors, has led to teachers misusing, or even abandoning this technology. While IWBs should improve learning outcomes, few studies have evaluated the impact of long-term IWB-based instruction. The purpose of this study is to track changes in the mathematical performance through formative assessment (FA) for primary school students participating in an IWB Formative Assessment (FA) system, characterized by elements including feedback, social learning through discussions, agentive learning through personalized options, and game-based learning featuring among-group competition and within-group collaboration. A convenience sample of 178 s-grade students from the same grade (four classes) participated in the study, which lasted one school year. Hierarchical linear modeling (HLM) was utilized to analyze data from the IWB system, revealing the following: (1) a significant correlation between students' involvement in formative IWB activities and mathematics achievement ( $t = 6.52$ ;  $p = 0.00$ ); (2) no effect of gender on initial mathematics performance; (3) a significant role of student motivational goals on initial mathematics performance, with higher mastery-avoidance associated with better initial assessments ( $t = 2.02$ ,  $p = 0.04$ ) and higher performance-avoidance associated with lower initial assessments ( $t = -2.60$ ,  $p = 0.03$ ); (4) interaction between gender and linear change, with girls outperforming boys ( $t = -2.57$ ,  $p = 0.01$ ) in FA performance over time (although boys made advances on summative assessments); and (5) a negative interaction of mastery-avoidance with linear change, where higher levels of mastery-avoidance were associated with a greater decline in FA performance over time ( $t = -2.57$ ,  $p = 0.01$ ). In short, the research findings suggest that if

teachers use IWB-based FA over a relatively long time, they must pay special attention to boys and those who hold high mastery-avoidance goals.

Cranmer, S. (2020). **Disabled children's evolving digital use practices to support formal learning. A missed opportunity for inclusion.** *British Journal of Educational Technology*, 51(2), 315-330. <https://doi.org/10.1111/bjet.12827>

This paper takes an interdisciplinary approach combining digital education with disability theory to investigate disabled children's digital use practices for formal learning. Evidence suggests that children's lives have been transformed through engagement with digital technologies, eg, computers, laptops and mobile devices. Even so, empirical studies about disabled children's uses of technology remain limited, particularly studies that engage with disabled children's own views in context. In response, an exploratory, participatory research study was designed to gain up-to-date insights into how visually impaired children, as an illustrative case, experienced digital technologies for learning within the context of inclusive education policy. Disabled children and teachers were interviewed in mainstream schools in England; results were analysed using social practice theory to identify digital use practices characterised as digital learning and digital accessibility practices alongside children's experiences. Outcomes were mixed. Youngsters saw benefits to using digital technologies, particularly tablets, for learning. Nevertheless, digital accessibility practices were potentially stigmatising and carried an extra task load to overcome barriers that occurred when teachers had not developed inclusive digital pedagogy. The paper discusses the implications of these findings and calls for further research to guide schools to use digital technologies to support inclusion.

DAYO, Y. (2019). **USE OF ICT IN THE CONTEXT OF UNIVERSITY LEARNING IN TOGO. Exploratory study among undergraduate students and master's degree students at the Catholic University of West Africa- Technological University Unit (UCAO-UUT) in Lomé** [Theses, Université Lumière Lyon 2]. <https://hal.archives-ouvertes.fr/tel-02485605>

**Digital Distance Education : A Longitudinal Exploration of Video Technology** - University of Gothenburg, Sweden. (2020). Göteborgs Universitet. Consulté 17 mars 2020, à l'adresse [http://itufak.gu.se/english/current/calendar/Event\\_detail/?siteNodeId=488528&languageId=100001&contentId=-1&eventId=70137030055](http://itufak.gu.se/english/current/calendar/Event_detail/?siteNodeId=488528&languageId=100001&contentId=-1&eventId=70137030055)

Dowling-Hetherington, L., Glowatz, M., McDonald, E., & Dempsey, A. (2020). **Business students' experiences of technology tools and applications in higher education.** *International Journal of Training and Development*, 24(1), 22-39. <https://doi.org/10.1111/ijtd.12168>

There has been much debate about the increasing use of technology in all learning, training and development contexts. In the case of higher education, although technology may not have fundamentally changed teaching practices, students report how several technologies and applications help with their learning, research and collaborative activities. Through a survey of business students at an Irish university, this paper examines their expectations and experiences of faculty usage of technology tools and applications. Although, on the surface, the findings provide some degree of confidence that students' expectations of technology usage are being met, students would, nonetheless, like to see faculty make even greater, and more effective, use of technology in the classroom. The study provides faculty with examples from students of technology usage that supports their learning and these

examples may be useful for faculty when designing and delivering their courses. Beyond the higher education context, the research highlights some broader practical implications for training and development in a corporate setting.

Eaton, P. W., & Pasquini, L. A. (2020). **Networked practices in higher education: A netnography of the #AcAdv chat community.** *The Internet and Higher Education*, 45, 100723. <https://doi.org/10.1016/j.iheduc.2019.100723>

This study of the #acadv chat community details a longitudinal study about a digital learning network comprised of academic advising professionals who work in higher education. We discuss how networked communities of practice (CoP) scaffold professional learning and development of post-secondary educators, while also contributing to their daily practice. Utilizing Twitter chat transcripts, digital documents, social media platforms, and interviews with 17 participants of this community, we report 22 topics discussed with the top five themes focused on student needs, orientation support, advising approaches and structures, workload, and individual career development. Using a netnographic approach, we explore and offer insights about the origins, management, and sustainability of this networked practice over a seven-year period. Important findings center the organic, participatory nature of the community, the shared leadership structure, and the bidirectional nature of online and offline relationships as impacted in an online, occupational CoP. We suggest further research into networked practice to understand more about self-directed learning, participant motivation, digital archiving, and digital knowledge sharing in these types of networked occupational CoPs.

ElShaer, A., Casanova, D., Freestone, N. S., & Calabrese, G. (2020). **Students' perceptions of the value of electronic feedback—Does disciplinary background really matter?** *British Journal of Educational Technology*, 51(2), 590-606. <https://doi.org/10.1111/bjet.12881>

Feedback on student work is a key mechanism for improving learning in higher education (HE) and can be provided in a variety of forms. Recently, many institutions have moved to the provision of electronic feedback, although evidence for the effectiveness of this is mixed. While many studies evaluating the students' perception of feedback are now available, there is little evidence of contrasting perceptions of its value according to different disciplines. This work aims to evaluate the relationship between students' expectations and perception of feedback, especially electronic, and the disciplinary area of study in HE. Students (n = 1017) across different courses from a post-1992 university in the UK were surveyed and categorised into five disciplinary clusters: Science, Technology, Engineering and Mathematics; Business and Accounting; Art and Design; Media and Languages; and Psychology and Social Care. Perceived relevance as well as the most pertinent features and expectations of the quality of electronic feedback for students varies according to disciplinary cluster and thus closely aligns with a specific cluster's learning and teaching practices. The findings of this study may help institutions to reflect on the role of electronic feedback as part of their ongoing assessment practice and how teaching in the different disciplines may result in different understandings of the value of electronic feedback.

Fanfarelli, J. R. (2020). **Impact of narrative and badging on learning and engagement in a psychology learning game.** *British Journal of Educational Technology*, 51(2), 387-419. <https://doi.org/10.1111/bjet.12838>

The literature reflects a shortage of empirical research on educational game design. This paper presents the results from a randomized controlled study on the impact of narrative

and digital badging on learning and engagement in an educational game that teaches basic brain structure and function to undergraduate psychology students. Participants were randomly assigned to one of four conditions, and correspondingly played a base version of the game, the base version plus fantasy-based narrative, the base version plus digital badges or the base version and both fantasy-based narrative and digital badges. Eighty students completed a subject matter pretest, played the game in its entirety and then completed a posttest. Quantitative analyses revealed that the manipulations did not significantly impact learning or engagement. While the manipulations were ineffective in this study, future research should examine how professional writing affects narrative impact and how difficulty level can be better assessed in digital badging in order to see if the results remain consistent.

Fischer, C., Xu, D., Rodriguez, F., Denaro, K., & Warschauer, M. (2020). **Effects of course modality in summer session : Enrollment patterns and student performance in face-to-face and online classes.** *The Internet and Higher Education*, 45, 100710. <https://doi.org/10.1016/j.iheduc.2019.100710>

Online summer courses offer opportunities to catch-up or stay on-track with course credits for students who cannot otherwise attend face-to-face summer courses. While online courses may have certain advantages, participation patterns and student success in summer terms are not yet well understood. This quantitative study analyzed four years of institutional data cumulating in 72,441 course enrollments of 23,610 students in 433 courses during summer terms at a large public research university. Multi-level logistic regression models indicated that characteristics including gender, in-state residency, admission test scores, previous online course enrollment, and course size, among others, can influence student enrollment by course modality. Multi-way fixed effects linear regression models indicated that student grades were slightly lower in online courses compared to face-to-face courses. However, at-risk college student populations (low-income students, first-generation students, low-performing students) were not found to suffer additional course performance penalties of online course participation.

Gegenfurtner, A., Schmidt-Hertha, B., & Lewis, P. (2020). **Digital technologies in training and adult education.** *International Journal of Training and Development*, 24(1), 1-4. <https://doi.org/10.1111/ijtd.12172>

Gegenfurtner, A., Zitt, A., & Ebner, C. (2020). **Evaluating webinar-based training : A mixed methods study of trainee reactions toward digital web conferencing.** *International Journal of Training and Development*, 24(1), 5-21. <https://doi.org/10.1111/ijtd.12167>

What are the reactions of training participants toward digital webinar-based training programs? Webinars are digital tools to deliver training and education through synchronous audiovisual communication among remotely located training instructors and participants. A webinar is a special case of web conferencing that serves the educational function of learning and teaching. Because the previous literature underemphasized the webinar process and qualitative learner experiences, the present study aimed to explore the reactions of 419 trainees toward 48 webinars in the four content areas supply chain management, industrial management, early childhood education and mathematics, the present study used a sequential mixed methods research design. The quantitative part of the study employed a multi-item online questionnaire to measure satisfaction and reactions toward the webinar trainer; survey responses were analyzed to estimate mean differences



across webinars. The qualitative part of the study employed narrative interviews with 23 trainees; interview transcripts were analyzed with qualitative content analysis to identify how the instructional design, webinar content and implementation can be improved for future web conferences. The findings indicate that early childhood education trainees had the highest satisfaction levels. Trainees preferred greater levels of learner-teacher interaction, less time spent on discussing task solutions collaboratively and digital webinar recordings as a follow-up possibility at home or in the workplace. Trainees also liked the fact that webinars afforded the possibility to deepen the content, to prepare for upcoming exams and to have virtual consultation hours with the facilitator. Furthermore, trainees preferred webinars no longer than 90 min and webinars on weekdays after work rather than at weekends. Optimal internet/broadband connections were perceived as a requirement across web conferencing and virtual classroom programs for effective digital education. Implications of the findings for educational technology, human resource development and professional learning are discussed.

Görge, R., Huemer, S., Schulte-Körne, G., & Moll, K. (2020). **Evaluation of a digital game-based reading training for German children with reading disorder.** *Computers & Education*, 150, 103834. <https://doi.org/10.1016/j.compedu.2020.103834>

Technological tools have the potential to efficiently support learning performance in children and are therefore recognized as being beneficial for children with special needs, such as reading disorders. The present study investigated the effectivity of a novel digital game-based reading training in second- and third-grade children with reading disorder (N = 50) carried out in home environment over a short training period of eight to eleven weeks. Children were randomly assigned to either a training group (N = 25) receiving the digital game-based reading training or a control group performing digitalized mind games (N = 25). Results showed significant improvement of reading performance for trained word material and a trend for transfer effects to untrained words. The digital game-based reading training was also found to be highly motivating and feasible for use in home environment. This study extends existing knowledge about digital game-based reading support and underlines that using a multi-component reading approach combined with flow principles is beneficial for children with reading disorder. Furthermore, the evaluated program seems to be a promising addition for children who do not have access to individual reading support.

Han, I. (2020). **Immersive virtual field trips in education : A mixed-methods study on elementary students' presence and perceived learning.** *British Journal of Educational Technology*, 51(2), 420-435. <https://doi.org/10.1111/bjet.12842>

The purpose of this study was to investigate the influence of immersive virtual field trips (VFTs) with head-mounted displays (HMDs) on the presence and perceived learning. A mixed-method approach was used to obtain an overall understanding of students' experiences with this immersive technology in an elementary classroom. Both quantitative and qualitative data were collected from 27 elementary-school students through presence surveys and reflection papers. Statistical analyses were performed to compare immersive VFTs with traditional VFTs regarding students' virtual presence. Further, an inductive content analysis was performed to analyze reflection papers. The results showed an overall enhancement in virtual presence with the use of immersive VFTs. However, students felt that learning was not favorable with HMDs. The result of this study provides practical implications for the use of immersive VFTs in classroom settings.

Hanna, D., Charalampopoulou, C., Alava, S., & Piombo, C. (2019). *Formation et accompagnement des enseignants des collèges dans un contexte d'intégration du numérique*. <https://halshs.archives-ouvertes.fr/halshs-02495126>

Heinrich, C. J., Darling-Aduana, J., & Martin, C. (2020). **The potential and prerequisites of effective tablet integration in rural Kenya**. *British Journal of Educational Technology*, 51(2), 498-514. <https://doi.org/10.1111/bjet.12870>

This study investigates how pedagogical, cultural and institutional factors interact with technical knowledge in educational technology integration and how they relate to equitable and effective technology use in low-resource settings. In the context of a one-to-one tablet initiative in rural Kenya, we explore how these factors constrain or support access to technology, instructor capacity, student engagement and student learning, as well as their implications for reducing educational and digital divides. We employ a mixed methods, such as a quasi-experimental (prepost, nonequivalent control group) research design that draws on data from classroom observations, teacher interviews, student surveys and focus groups, and assessments of student academic performance to generate evidence on classroom practices and student learning in schools with access to tablets, while also highlighting core challenges to successful technology integration. Our findings contribute to the identification of prerequisites and supporting factors for successful educational technology integration, as well as policy levers and school-based strategies that are likely to increase equitable access to quality learning experiences in schools in low-resource contexts. Practitioner Notes What is already known about this topic A lack of funding, planning and infrastructure hinder information and communication technology (ICT) integration. Procurement of educational technology and infrastructure improvement efforts has reduced digital divides, but learning divides persist in implementation. Insufficient teacher technology expertise and professional development constrain teacher's effective use of educational technology in classrooms. What this paper adds We employ mixed methods—triangulating the student assessment data with data from student surveys and focus groups, teacher interviews and classroom observations—to identify how pedagogical, cultural and institutional factors interact with technical knowledge in ICT integration in ways that support or constrain student learning in low-resource contexts. We find that more attention is needed for cultural factors that interact with pedagogical and technical skills to ensure that the classroom instructors' attention is equitably distributed in ways that discourage in-class "tracking" and differential access to quality learning experiences, such as some teachers' disregard of "slow learners" in the classroom. In low-resource contexts, providing even basic levels of infrastructure (eg, a consistent power source) and access to general technical knowledge requires more creative and concerted efforts from school leadership and instructors, such as the offer of tutorials and reading clubs outside of the class to expand access and improve the use of devices. Implications for practice and/or policy We find that device sharing can have positive effects on peer-to-peer learning, which suggests that policymakers in Kenya should weigh the benefits of achieving one-to-one device access against the potential advantages of alternative investments, such as expanding professional development on the integration and use of currently available devices. Increasing opportunities for peer-to-peer learning and exchange (among teachers and students) and building shared capacities for ICT integration can help reduce technical issues and lost instructional time.

Herodotou, C., Rienties, B., Hlosta, M., Boroowa, A., Mangafa, C., & Zdrahal, Z. (2020). **The scalable implementation of predictive learning analytics at a distance learning university: Insights from a longitudinal case study.** *The Internet and Higher Education*, 45, 100725. <https://doi.org/10.1016/j.iheduc.2020.100725>

A vast number of studies reported exciting innovations and practices in the field of Learning Analytics (LA). Whilst they provided substantial insights, most of these studies have been implemented in single-course or small-scale settings. There are only a few studies that are large-scale and institutional-wide adaptations of LA and have explored the stakeholders' perspectives (i.e., teachers, students, researchers, management) and involvement with LA. This study reports on one such large-scale and long-term implementation of Predictive Learning Analytics (PLA) spanning a period of 4 years at a distance learning university. OU Analyse (OUA) is the PLA system used in this study, providing predictive insights to teachers about students and their chance of passing a course. Over the last 4 years, OUA has been accessed by 1159 unique teachers and reached 23,180 students in 231 undergraduate online courses. The aim of this study is twofold: (a) to reflect on the macro-level of adoption by detailing usage, challenges, and factors facilitating adoption at an organisational level, and (b) to detail the micro-level of adoption, that is the teachers' perspectives about OUA. Amongst the factors shown to be critical to the scalable PLA implementation were: Faculty's engagement with OUA, teachers as "champions", evidence generation and dissemination, digital literacy, and conceptions about teaching online.

Hilliger, I., Ortiz-Rojas, M., Pesántez-Cabrera, P., Scheihing, E., Tsai, Y.-S., Muñoz-Merino, P. J., Broos, T., Whitelock-Wainwright, A., & Pérez-Sanagustín, M. (2020). **Identifying needs for learning analytics adoption in Latin American universities: A mixed-methods approach.** *The Internet and Higher Education*, 45, 100726. <https://doi.org/10.1016/j.iheduc.2020.100726>

Learning Analytics (LA) is perceived to be a promising strategy to tackle persisting educational challenges in Latin America, such as quality disparities and high dropout rates. However, Latin American universities have fallen behind in LA adoption compared to institutions in other regions. To understand stakeholders' needs for LA services, this study used mixed methods to collect data in four Latin American Universities. Qualitative data was obtained from 37 interviews with managers and 16 focus groups with 51 teaching staff and 45 students, whereas quantitative data was obtained from surveys answered by 1884 students and 368 teaching staff. According to the triangulation of both types of evidence, we found that (1) students need quality feedback and timely support, (2) teaching staff need timely alerts and meaningful performance evaluations, and (3) managers need quality information to implement support interventions. Thus, LA offers an opportunity to integrate data-driven decision-making in existing tasks.

Hu, C.-C., Yeh, H.-C., & Chen, N.-S. (2020). **Enhancing STEM competence by making electronic musical pencil for non-engineering students.** *Computers & Education*, 150, 103840. <https://doi.org/10.1016/j.compedu.2020.103840>

STEM education has received increasing attention in recent years. Researchers have indicated that STEM learning activities should be closely connected to real-world problems to facilitate students' learning and foster positive STEM attitudes. In response to this recommendation, this study aims to investigate the effectiveness of non-engineering students' making electronic musical pencil on their STEM competence. An instructional design based on knowledge, skills, and attitudes (KSA) enhancement framework was

proposed. Data were collected from 22 non-engineering students, the experimental results show that the effect of making electronic musical pencil by adopting the KSA enhancement framework on non-engineering students not only produces positive STEM competence learning outcomes according to Bloom's taxonomy but also enhances learners' attitude changes towards STEM.

Jiang, D., & Zhang, L. J. (2020). **Collaborating with 'familiar' strangers in mobile-assisted environments : The effect of socializing activities on learning EFL writing.** *Computers & Education*, 150, 103841. <https://doi.org/10.1016/j.compedu.2020.103841>

Learners in computer- or mobile-assisted collaborative learning environments could remain anonymous or unfamiliar, as educators might not provide explicit socializing activities with the assumption that effective interactions could happen naturally in these situations. However, from the perspectives of social presence, it was hypothesized that for learners who were unfamiliar to their peers in online collaborative learning environments, performing explicit socializing activities prior to learning phases would help them have better learning performance, experience lower levels of working memory load, and experience higher levels of social presence than performing implicit socializing activities. This research was conducted to test the hypotheses with 60 participants. The results showed that providing explicit socializing activities to unfamiliar learners in mobile-assisted collaborative learning environments increased the level of social presence, facilitated their acquisition of complex cognitive skills such as EFL argument essay writing skills, and reduced the level of cognitive load in learning. These results are discussed in light of human cognitive architecture and the social presence theory.

Jung, J., & Ottenbreit-Leftwich, A. (2020). **Course-level modeling of preservice teacher learning of technology integration.** *British Journal of Educational Technology*, 51(2), 555-571. <https://doi.org/10.1111/bjet.12840>

We introduce an analytic approach to examine preservice teachers' technology integration learning as a process mapped against their technology-related course experience in a technology integration course. The approach assumes that (1) the preservice teachers have common course learning experience; (2) their data are collected pre- and post-course and paired; (3) the sample size is large enough to generate a structural covariance model; (4) the measurement is contextualized to the course characteristics around the types of technology tasks/tools used in the course and whether or not they were explicitly taught. The approach was applied to 368 preservice teachers' paired data to illustrate how the approach addresses the methodological issue of construct validity in TPACK measures, highlights the importance of technology integration course experience, and provides useful insights into a particular technology integration learning to its stakeholders.

Kajamaa, A., Kumpulainen, K., & Olkinuora, H.-R. (2020). **Teacher interventions in students' collaborative work in a technology-rich educational makerspace.** *British Journal of Educational Technology*, 51(2), 371-386. <https://doi.org/10.1111/bjet.12837>

This study reports on an investigation of teacher interventions in students' collaborative work in an educational makerspace. We draw on a qualitative analysis of video data on teacher-student interaction derived from 94 students (aged 9-12) and their teachers in a Finnish school. The results show that the teacher interventions were both student- and teacher-initiated. Three leading teacher intervention strategies were identified, namely authoritative, orchestrating and unleashing which emerged in teacher-student interactions



dealing with conceptual, procedural, technological, behavioural and motivational issues. The study demonstrates the demands makerspaces pose for teacher–student interaction, and how moving from authoritative to collaborative interaction requires collective efforts and cultural change.

Knight, S., Gibson, A., & Shibani, A. (2020). **Implementing learning analytics for learning impact: Taking tools to task.** *The Internet and Higher Education*, 45, 100729. <https://doi.org/10.1016/j.iheduc.2020.100729>

Learning analytics has the potential to impact student learning, at scale. Embedded in that claim are a set of assumptions and tensions around the nature of scale, impact on student learning, and the scope of infrastructure encompassed by 'learning analytics' as a socio-technical field. Drawing on our design experience of developing learning analytics and inducting others into its use, we present a model that we have used to address five key challenges we have encountered. In developing this model, we recommend: A focus on impact on learning through augmentation of existing practice; the centrality of tasks in implementing learning analytics for impact on learning; the commensurate centrality of learning in evaluating learning analytics; inclusion of co-design approaches in implementing learning analytics across sites; and an attention to both social and technical infrastructure.

Knoop-van Campen, C. A. N., Segers, E., & Verhoeven, L. (2020). **Effects of audio support on multimedia learning processes and outcomes in students with dyslexia.** *Computers & Education*, 150, 103858. <https://doi.org/10.1016/j.compedu.2020.103858>

Adding audio to written text may cause redundancy effects, but could be beneficial for students with dyslexia for whom it supports their reading. Studying both learning process and learning outcomes in students with and without dyslexia can shed light on this issue and helps to find out whether there are constraints to the redundancy effect as proposed in the Cognitive Theory of Multimedia Learning. We examined to what extent adding -redundant- audio affects multimedia learning in 42 university students with dyslexia and 44 typically developing students. Participants studied two user-paced multimedia lessons (text-picture, text-audio-picture) with retention and transfer post-tests. An SMI RED-500 eye-tracker captured eye-movements during learning. Regarding process measures, students had longer study times, with more focus on pictures, and more transitions between text and pictures in the text-audio-picture condition. Regarding learning outcomes, negative redundancy effects on transfer knowledge (deep learning), but not on (factual) retention knowledge were found across both groups. When relating learning processes to learning outcomes, longer study time predicted higher transfer knowledge in both groups in the text-audio-picture condition, whereas in the text-picture condition, more study time predicted lower transfer knowledge in typically developing students only. To conclude, adding audio seems to have a negative effect on the quality of knowledge and leads to less efficient learning across the two groups. Reading ability does not impact the universality of the redundancy effect, but students with dyslexia should only use audio support when aiming to learn factual knowledge and should be aware that it increases study time.

Le Cam, M. (2020). **ICILS 2018 : Enquête internationale auprès des enseignants de quatrième sur l'utilisation des technologies de l'information et de la communication.** *Note d'information*, 20.04. <https://www.education.gouv.fr/icils-2018-enquete-internationale-aupres-des-enseignants-de-quatrieme-sur-l-utilisation-des-89582>

En 2018, la France a participé aux côtés de onze pays et deux provinces à l'enquête internationale ICILS de l'IEA (Association internationale pour l'évaluation du rendement scolaire).

Leung, S. K. Y., Choi, K. W. Y., & Yuen, M. (2020). **Video art as digital play for young children.** *British Journal of Educational Technology*, 51(2), 531-554. <https://doi.org/10.1111/bjet.12877>

In the 21st century, along with fine arts, media art has become an important genre for young children. Undoubtedly, early visual arts give children a powerful language with which to express themselves aesthetically, cognitively and creatively through the use of symbolic representations. However, digital play remains a controversial issue in early childhood education, causing many schools to delay implementing digital arts. Recently, a number of international scholars have studied how digital technologies relate to children's learning experiences at school, arguing that open-ended digital devices (eg, tablet computers, cameras and video recorders) may allow children to produce more creative content, such as drawings, photos and films. This study explored the role of video art in early visual arts education by using digital devices in a summer workshop in Hong Kong on video making, applying the digital play framework to the data collected. The findings revealed that the children who participated were able to explore the professional device through epistemic play. Meanwhile, they were able to use film language to share their toy-playing stories and make their own 1-minute video through ludic play. In this study, the children engaged in concurrent exploratory activities, using a digital video recorder and toys to create innovative and imaginative play. The findings of this study increase practitioners' and leaders' awareness of the role of digital play in early childhood education. Practitioner Notes What is already known about this topic? Digital arts initiatives in early childhood education have been discussed around the world; however, the implementation of digital arts learning projects has been a challenging undertaking in schools. The digital play framework has been introduced in the previous literature. This framework helps teachers observe, plan for and integrate the use of still-camera technologies in play-based learning. What this paper adds This study aims to offer practical advice on the integration of video art in children's digital play activities. It adopts a theoretical lens related to video making to examine techniques and engagement among children in the Asia-Pacific region. It supplements the existing digital play framework with additional indicators associated with learning to use video cameras through play. Implications for practice and policy This study sheds new light on the application of open-ended digital devices in children's play and learning. The results highlight the value of children's play in digital arts and the possibility of integrating digital arts into the early childhood curriculum in schools.

Ley, T. (2020). **Knowledge structures for integrating working and learning: A reflection on a decade of learning technology research for workplace learning.** *British Journal of Educational Technology*, 51(2), 331-346. <https://doi.org/10.1111/bjet.12835>

Designing intelligent services for workplace learning presents a special challenge for researchers and developers of learning technology. One of the reasons is that considering learning as a situated and social practice is nowhere so important than in the case where learning is tightly integrated with workplace practices. The current paper analyses the experience of more than 10 years of research intending to offer intelligent services through capturing and leveraging knowledge structures in workplace learning. The reflection looks at results of several European research projects that have promoted this view. From this

analysis, I arrive at a dichotomy of guidance versus emergence that describes how the technologies foregrounded one or the other, and what the effects of these design choices have been. I derive conclusions for dealing with this design trade-off in terms of conceptual, technological and empirical research.

Li, Q., Baker, R., & Warschauer, M. (2020). **Using clickstream data to measure, understand, and support self-regulated learning in online courses.** *The Internet and Higher Education*, 45, 100727. <https://doi.org/10.1016/j.iheduc.2020.100727>

The ability to regulate one's own learning is essential for success in online courses. Recent efforts have used clickstream data to create timely, fine-grained, and comprehensive measures of self-regulated learning (SRL) in online courses in an attempt to shed light on the process of SRL and to improve the identification of students who lack SRL skills and are at risk of low achievement. However, key questions remain: to what extent do these clickstream measures correspond to traditional self-reported measures about specific SRL constructs? Do these clickstream measures provide more information than existing self-reported measures in predicting course performance? This study used the clickstream data collected from a learning management system to measure two aspects of SRL: time management and effort regulation. We found that the clickstream measures were significantly associated with students' self-reported time management and effort regulation after the course. In addition, these clickstream measures significantly improved predictions of students' performance in the current and subsequent courses over predictions based on self-reported measures alone. These results provide evidence for the validity of the clickstream measures and guide the use of clickstream data to understand the process of SRL and identify students who might not be well served by taking classes online.

McFaul, H., & FitzGerald, E. (2020). **A realist evaluation of student use of a virtual reality smartphone application in undergraduate legal education.** *British Journal of Educational Technology*, 51(2), 572-589. <https://doi.org/10.1111/bjet.12850>

This paper provides a realist evaluation of the Open Justice virtual reality (VR) smartphone app, designed to develop presentation skills for students on an undergraduate legal education module. This work addresses two research questions: what proportion of students engaged with the Open Justice app, and what worked for whom in what circumstances and why? Questionnaire and interviews were conducted and analysed using a realist evaluation approach. This approach is particularly pertinent to the evaluation of how emerging educational technologies are used, as it can point to the potential affordances of a technological intervention, in addition to assessing its current use. In keeping with the realist evaluation approach, data analysis was completed using the context-mechanism-outcome framework. The findings suggest that more than half of students did not engage with the app during their studies, but this was not surprising as it was a pilot project into using VR with our students and such innovations can be difficult to manage in distance education contexts. Those who did engage with it recognised the potential of immersive VR to contribute to legal skills development, but they found the application of the technology, in this context, to be of limited use. By utilising a realist evaluation framework, this study contributes to the emerging field of programme theory-based evaluations of educational technology, which might form the basis of further research. Practitioner Notes What is already known about this topic Smartphone-based virtual reality technology has developed exponentially and is now widely and cheaply available. Smartphone-based virtual reality technology has the potential to develop professional skills, and thereby provide a useful

addition to experiential learning pedagogies. This is of particular relevance to the development of professional legal skills in the context of clinical legal education. Realist evaluation methodology is increasingly common in health literature to evaluate the impact of education programmes. What this paper adds This is the first empirical study of the use of VR technology to develop professional skills in a distance learning setting. This is the first paper to use realist methodology to evaluate virtual reality technology in legal education. It provides a granular analysis of particular contexts and user responses that can facilitate or inhibit learner engagement with VR technology. Implications for practice and/or policy It provides an analysis of VR used to support teaching and learning, where the students are distance learners—this highlights issues and challenges to be overcome. It provides an evidence base to inform the development of, and further research into, smartphone-based virtual reality for legal education settings. It provides a detailed example of how realist methodology can be utilised to evaluate educational technology in real-world settings.

Meij, H. van der, Veldkamp, S., & Leemkuil, H. (2020). **Effects of scripting on dialogues, motivation and learning outcomes in serious games.** *British Journal of Educational Technology*, 51(2), 459-472. <https://doi.org/10.1111/bjet.12851>

Research on serious games shows that complementary design measures are often needed to increase effectiveness. The present study investigated the role of scripted collaboration. In such a collaboration, players are assigned roles or given specific tasks to stimulate them to communicate more about essential game aspects (eg, arguing why a move should be made versus merely suggesting a move), and thereby raise learning. A risk of scripted collaboration is that it can constrain communication so much that motivation drops. An experiment with eighth-grade students is reported in which a scripted and non-scripted condition were compared for their effects on the level of dialogic acts, motivation and learning outcomes. In the scripted condition, players were assigned opposing roles in a game that revolved around making smart choices by considering each perspective. The findings supported the prediction that scripting would raise the level of the dialogues. Scripting led to significantly more dialogic acts about deeper level game features. In addition, players in the scripted condition achieved a significantly higher mean score on a knowledge posttest. An exploratory analysis showed that higher level dialogic acts correlated with higher posttest scores. Motivation was the same in both conditions. Practitioner Notes What is already known about this topic Without complementary support, serious games may yield low learning effects. Collaborative game-play helps raise the effectiveness only moderately. What this paper adds The effectiveness of learning from a serious game was investigated for a conflict script that stimulated players to adopt opposing roles. The conflict script did not affect the amount of talking. Gaming-the-game expressions predominantly coincided with relevant observations about game content. Scripted collaboration increased the level of the dialogic acts, and raised learning. Higher levels of dialogic acts were also positively related with higher learning outcomes. Implications for practice and/or policy Collaboration scripts can contribute substantially to game-based learning. They have the advantage that they can be constructed by educators. The design of a collaboration script requires careful balancing the need to stimulate certain kinds of game communications and avoiding imposing too much constraints on these communications.

Morlaix, S., Duguet, A., Cartierre, N., Finez, L., Lacassagne, M.-F., Mangin, F., Corbin, L., & Millotte, S. (2020). **Le numérique à l'école primaire : Analyse des effets conjoints sur les**



*élèves et les enseignants*. L'harmattan. <https://www.editions-harmattan.fr/index.asp?navig=catalogue&obj=livre&no=65405>

Les technologies numériques sont investies en France depuis plusieurs années par les pouvoirs politiques comme un instrument de lutte contre l'échec scolaire. L'hypothèse est parfois faite que les technologies de l'information et de la communication en éducation (TICE) améliorent sensiblement la qualité de l'éducation en modifiant et facilitant les conditions d'apprentissage des élèves. Cependant, les travaux de recherche montrent des effets relativement ambigus de l'utilisation des nouvelles technologies sur les acquis des élèves.

Ouattara, B. (2019). *Quels effets pour les scénarios pédagogiques s'appuyant sur les technologies de l'information et de la communication ? : Cas de la formation à distance pour l'obtention du certificat de compétences en informatique et Internet de l'Université Ouaga II (Burkina Faso)* [Phdthesis, Université de Cergy Pontoise]. <https://tel.archives-ouvertes.fr/tel-02501539>

Dans le but de mesurer l'apport du scénario pédagogique au cours de la formation à distance pour l'obtention du certificat de compétences en informatique et Internet de l'Université Ouaga II, nous avons choisi d'observer les effets des modalités d'intervention tutorale proactive ou réactive et l'influence de la taille des équipes restreintes ou étendues sur la performance et la participation des apprenants. Les résultats de l'analyse des données nous permettent de constater un effet significatif de la modalité réactive sur la performance mesurée par le gain relatif d'apprentissage et conduit. Cela signifie que dans les circonstances de notre étude, la modalité réactive conduit à des résultats supérieurs à ceux associés à la modalité proactive. Par ailleurs, cette recherche révèle que la taille étendue de l'équipe a un effet significatif sur la participation mesurée par le nombre de messages au forum. Ainsi, nos résultats montrent que les apprenants évoluant dans les équipes étendues produisent en moyenne plus de messages que leurs pairs des équipes réduites.

Radecki, A., Bujacz, M., Skulimowski, P., & Strumiłło, P. (2020). **Interactive sonification of images in serious games as an education aid for visually impaired children**. *British Journal of Educational Technology*, 51(2), 473-497. <https://doi.org/10.1111/bjet.12852>

The paper presents an application for interactive sonification of images intended for use on mobile devices in education of blind children at elementary school level. The paper proposes novel sonification algorithms for converting colour and grayscale images into sound. The blind user can interactively explore image content through multi-touch gestures and select image sub-regions for sonification with real-time control of the synthesized sound parameters such as amplitude, frequency and timbre. Additionally, images may contain text fields read by text-to-speech synthesizer. The usability of one of the proposed sonification schemes is tested by collecting data on the tracking accuracy and recognition speed of basic shapes, such as lines, curves, as well as figures and simple functions. In order to facilitate the learning process for blind children, a number of games were proposed that use the devised sonification schemes. The first game—"Hear the Invisible"—is intended for two players—one child draws a shape and the task of the other one is to guess the displayed shape by means of the available sonification methods. The second proposed game is "Follow the Rabbit" and is intended for a single player who tracks a colourful "Rabbit" that runs along a path representing a given geometric shape. The obtained results show that the proposed sonification methods allow to reach previously unattainable levels of flexibility in

exploration of shapes and colours. The main application of the described interactive tool is to teach geometry and mathematics in schools for blind children. The developed games are meant to enhance the learning process and motivate the children. Practitioner Notes What is known about the topic Sonification is a generic term for data-based non-speech sound generation. Interactive sonification is a relatively fresh area of study, where the listener heavily influences the process of sound synthesis. Earlier studies on sonification and educational computer games have shown that it is possible to demonstrate shapes such as plots and geometry using only non-verbal sounds. What the paper adds The paper proposes an interactive sonification algorithm that can be used on greyscale or colour images using additive synthesis and the HSV colour representation. The presented software also allows to record and analyse user interaction with the images, making it a good research tool for current and future sonification algorithms. The paper presents a pilot study with blind children using two games that improve the learning process of the proposed algorithms. Implications for practice and/or policy Once the software is openly released it can be easily installed on any Android OS device to allow blind users to analyse images by touch. The proposed games train the users the basics of the sonification algorithm in a competitive context. The software can be especially useful in education of blind children, eg, in teaching geometry, math and in training visual and spatial imagination.

REFAD. (2020). *Gestion des établissements d'enseignement à l'ère de l'implantation du numérique*. Consulté 17 mars 2020, à l'adresse <http://www.refad.ca/publications-et-rapports-de-recherche/rapports-de-recherche/rapports-2019/gestion-des-etablissements-denseignement-a-lere-de-limplantation-du-numerique/>

Depuis 1988, le REFAD réunit les personnes et les organisations intéressées à promouvoir et développer l'éducation en français par le biais de l'éducation à distance. Le REFAD fournit information, perfectionnement, visibilité et lieux de contacts à ses membres répartis sur l'ensemble du territoire canadien. Peuvent être membres les écoles, collèges, cégeps, universités, associations, ministères, entreprises et chaînes de télévision qui oeuvrent ou s'intéressent à la formation à distance.

Rohs, M., Bolten, R., & Kohl, J. (2020). **Between adoption and rejection: Attitudes of adult educators toward digitization in Germany**. *International Journal of Training and Development*, 24(1), 57-73. <https://doi.org/10.1111/ijtd.12170>

The use of digital media in adult education is very heterogeneous. To date, there are no empirical studies that have examined the possibility that media-related differences in media usage of adult educators could be in part due to differential media pedagogical attitudes of adult educators. Moreover, there is a lack of empirical evidence to support the understanding of what factors modulate differences in media pedagogical competencies of adult educators. In order to examine different theoretical potentialities, in the present study, an online survey of adult educators (n = 626) was conducted to investigate the attitudes of adult educators in Germany toward their use of digital media. The results of the study indicate that there are influencing factors such as educational level or employment context on attitudes toward digital media.

Šerić, M. (2020). **The influence of technology-mediated and in-person communication on student satisfaction: The moderating role of national culture**. *European Journal of Education*, 55(1), 118-133. <https://doi.org/10.1111/ejed.12375>

This article analyses the effects of technology-mediated (i.e., social media) and in-person communication (i.e., non-verbal cues) on student satisfaction in a higher education context. Data were collected among 221 college students from the University of Valencia (UVEG) in Spain and analysed from the perspective of the respondents' national culture. Contrary to expectations, the results show that neither one of the social media aspects drives student satisfaction, thus providing support for the technology paradox literature. Instead, three non-verbal communication cues are found to influence student satisfaction, i.e., paralanguage, kinesics, and chronemics. The moderating role of national culture on the examined relationships is also considered. The results reveal that national culture seems to only affect the relationship between chronemics and satisfaction.

SHIOHIRA, K., & KEEVY, J. (2020). *Virtual conference on artificial intelligence in education and training: Virtual conference report*. UNESCO. UNEVOC: International centre for technical and vocational education and training. [https://unevoc.unesco.org/pub/vc\\_synthesis\\_27.pdf](https://unevoc.unesco.org/pub/vc_synthesis_27.pdf)

La majorité des pays d'Afrique ont, ces dernières années, manifesté leur volonté de rénover leurs dispositifs de formation professionnelle et d'enseignement supérieur. L'Agence française du développement (AFD) a souhaité engager une étude sur ce sujet avec le Céréq afin d'approfondir les problématiques rencontrées dans les pays. Pour chacune des thématiques (observation du marché du travail, gouvernance, professionnalisation, stratégies territoriales), la note propose une analyse structurée autour des points suivants : éléments de problématiques rencontrées dans les pays partenaires de l'AFD, exemples de projets, analyse de pratiques en France, recommandations opérationnelles.

Tchamyou, V., Asongu, S., & Odhiambo, N. (2019). *The role of ICT in modulating the effect of education and lifelong learning on income inequality and economic growth in Africa* (Research Africa Network Working Paper 19/054). Research Africa Network (RAN). <https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:abh:wpaper:19/054;terms=The%20role%20of%20ICT%20in%20modulating%20the%20effect%20of%20education%20and%20lifelong%20learning%20on%20income%20inequality%20and%20economic%20growth%20in%20Africa>

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

Vigentini, L., Liu, D. Y. T., Arthars, N., & Dollinger, M. (2020). *Evaluating the scaling of a LA tool through the lens of the SHEILA framework: A comparison of two cases from tinkerers to institutional adoption*. *The Internet and Higher Education*, 45, 100728. <https://doi.org/10.1016/j.iheduc.2020.100728>

The SHEILA framework provides a policy and strategy framework informing the strategic implementation and use of learning analytics. However, as evidenced in several 'ground-up' implementations of tools, the institutional preparedness and the governance around use often comes secondary to the policy. In this paper we depart from familiar approaches and evaluate one such example of a tool's development (SRES – Student Relationship Engagement System). SRES' adoption and scaling across two institutions are evaluated using an auto-ethnographic approach scaffolded through the dimensions of the SHEILA framework, focusing on the individual perspectives of the institutional champions who have been central to this journey. This practical approach and the emerging insights may enable other institutions to identify areas of potential improvement and inform senior academic managers about the strategic requirements to scale the approach, accounting for aspects not considered in the initial 'organic growth' of the implementation.

Wakelam, E., Jefferies, A., Davey, N., & Sun, Y. (2020). **The potential for student performance prediction in small cohorts with minimal available attributes.** *British Journal of Educational Technology*, 51(2), 347-370. <https://doi.org/10.1111/bjet.12836>

The measurement of student performance during their progress through university study provides academic leadership with critical information on each student's likelihood of success. Academics have traditionally used their interactions with individual students through class activities and interim assessments to identify those "at risk" of failure/withdrawal. However, modern university environments, offering easy on-line availability of course material, may see reduced lecture/tutorial attendance, making such identification more challenging. Modern data mining and machine learning techniques provide increasingly accurate predictions of student examination assessment marks, although these approaches have focussed upon large student populations and wide ranges of data attributes per student. However, many university modules comprise relatively small student cohorts, with institutional protocols limiting the student attributes available for analysis. It appears that very little research attention has been devoted to this area of analysis and prediction. We describe an experiment conducted on a final-year university module student cohort of 23, where individual student data are limited to lecture/tutorial attendance, virtual learning environment accesses and intermediate assessments. We found potential for predicting individual student interim and final assessment marks in small student cohorts with very limited attributes and that these predictions could be useful to support module leaders in identifying students potentially "at risk."

Xiangming, L., Liu, M., & Zhang, C. (2020). **Technological impact on language anxiety dynamic.** *Computers & Education*, 150, 103839. <https://doi.org/10.1016/j.compedu.2020.103839>

Insufficient information was generated from the existing literature of cross-sectional studies about the changes of language learning anxiety, especially in technology-assisted language settings. This paper filled the gap by designing a longitudinal study of 10 weeks in which the mobile learning apps of Rain Classroom was administered to 158 postgraduate students in language class. Quantitative results were generated, using paired samples T-test and one-way repeated measures ANOVA, from the 5-point Likert scale of English Language Class Anxiety Scale, 7-point scale recall of anxiety changes across 4 weeks, pre- and post-test language performance, combined with the qualitative interview transcripts administered before and after the learning process. In consistency with prior findings, the study results produced a significant decrease in anxiety in general, corroborating the



interview and the self-recalling measure results. Further, the self-recalled scale revealed a more complex pattern of anxiety with the general decreasing tendency mixed with the increasing trend between the last two weeks. This study implied that the binary approach of anxiety reduction was not sufficient for the big picture of fluctuations and variations of language anxiety. The combination of language outcome data reinforced the explanatory forces than a single-dimensional dataset.

Zhang, Y., & Lin, C.-H. (2020). **Motivational profiles and their correlates among students in virtual school foreign language courses.** *British Journal of Educational Technology*, 51(2), 515-530. <https://doi.org/10.1111/bjet.12871>

Motivation is a key factor in predicting K-12 students' online learning success. Drawing on self-determination theory, this study used a person-centered approach to identify the motivational profiles of students taking online high school language courses, and to examine such profiles' relationships to their learning outcomes, genders and reasons for enrollment. Cluster analysis of 466 students revealed the existence of four profiles: high and low quantity, and good and poor quality. Students in the high-quantity profile demonstrated comparable learning outcomes to those in the good quality profile; and there was significant gender and enrollment reason differences across the four motivational profiles. Practitioner Notes What is already known about this topic Motivation is of considerable importance to the success of online learning. Autonomous motivation is more adaptive than controlled motivation. Most studies have used a variable-centered approach to investigating the unique and independent roles of motivation types in online learning. What this paper adds This study is believed to be the first to use a person-centered approach to identify motivational profiles (ie, good quality, high quantity, low quantity and poor quality) among virtual-school students taking foreign-language courses. It confirms the positive effect of autonomous motivation on learning, and extends exploration of this effect to online learning. Students in the high-quantity profile achieved comparable learning outcomes to those in the good quality profile. Females were overrepresented in the good quality profile (ie, more females than would be expected by chance). Motivational profiles differed significantly across enrollment reasons (ie, credit recovery, elective or requirement). Implications for practice and/or policy Teachers should not simply place each student in a box as having either autonomous or controlled motivation. Online learning content and activities should be designed in ways that promote autonomous motivation. Online educators need to be aware of potential gender and enrollment reason effects on students' motivations.

Zheng, B., Lin, C.-H., & Kwon, J. B. (2020). **The impact of learner-, instructor-, and course-level factors on online learning.** *Computers & Education*, 150, 103851. <https://doi.org/10.1016/j.compedu.2020.103851>

The number of K-12 students taking online courses has been increasing tremendously over the past few years. However, most research on online learning either compares its overall effectiveness to that of traditional learning, or examines perceptions or interactions using self-reported data; and very few studies have looked into the relationships between the elements of K-12 online courses and their students' learning outcomes. Based on student-, instructor-, and course-level data from 919 students enrolled in eight online high-school English language and literature courses, the results of hierarchical linear modeling and content analysis found that project-based assignments and high-level knowledge activities were beneficial to learning outcomes – though not necessarily among students who took

these courses for credit-recovery purposes. The paper also discusses implications for both online course-design practices and future research on predictors of online-learning success.

## Orientation scolaire et professionnelle

Cour des comptes. (2020). **Accès à l'enseignement supérieur : Premier bilan de la loi orientation et réussite des étudiants** (p. 200-). Cour des comptes. <https://www.ccomptes.fr/system/files/2020-03/20200227-rapport-premier-bilan-loi-ORE-3.pdf>

La loi relative à l'orientation et à la réussite des étudiants de 2018 vise à améliorer les trois étapes fondamentales du parcours des jeunes gens se destinant à l'enseignement supérieur : accompagnement et orientation au lycée, affectation dans une formation, réussite dans les premières années d'études. Ses deux premières années de mise en oeuvre ont permis de franchir une première marche dans la transformation de l'accès à l'enseignement supérieur. La création de la plateforme Parcoursup en particulier, qui a dû composer avec de nombreux impératifs, s'est faite sans heurts notables, mais sa sécurité et sa pérennité doivent être assurées, et ses données pourraient faire l'objet d'une valorisation à la hauteur des enjeux. De manière générale, la politique d'orientation doit être revalorisée et mieux structurée. L'efficacité et l'équité de l'accès à l'enseignement supérieur nécessitent une transparence accrue. L'amélioration de la réussite étudiante reste conditionnée à une meilleure utilisation des moyens et des dispositifs de remédiation. La Cour formule 15 recommandations dans cette optique.

Deemer, E. D., Navarro, R. L., Byars-Winston, A. M., Jensen, L. E., & Chen, C. P. (2019). **Investigating Graduate Education and Undergraduate Research Intentions of College Science Students**. *Journal of Career Assessment*, 28(1), 43-58. <https://doi.org/10.1177/1069072718823777>

The current study examined predictors of undergraduate science students' intentions to attend graduate school and participate in undergraduate research. We used social cognitive career theory to test our hypothesized model using a sample (N = 411) of life science and physical science majors and examined basic interests in these disciplines as mediating variables. Among life science majors, results of structural equation modeling indicated that microbiology interest mediated the relationship between scientific self-efficacy (SSE) and graduate education intentions (GEIs) and the latter variable also mediated the relationship between microbiology interest and undergraduate research intentions (URIs). The model for physical science majors did not provide a good fit to the data, therefore path coefficients associated with this model were not interpreted. Implications for counseling interventions based on patterns of career intention formation in the life and physical sciences are discussed.

NOËLÉ, A., & Ali, M. (2020, avril). **Orientation scolaire et construction du projet professionnel : Le rôle de l'estime de soi**. *JRE 2020 - Polynésie*. <https://hal.archives-ouvertes.fr/hal-02500515>

Observatoire des inégalités. (2020, février 27). **Orientation scolaire : « Les lycéens ont intégré leur position dans la hiérarchie »**. *Entretien avec Bernard Lahire*.

Observatoire des inégalités. <https://www.inegalites.fr/Orientation-scolaire-Les-lyceens-ont-integre-leur-position-dans-la-hierarchie>

La confiance des lycéens dans leur choix d'orientation et leur réussite dans l'enseignement supérieur est le résultat d'un long processus, qui prend racine dès l'école primaire. Entretien avec Bernard Lahire, sociologue à l'École normale supérieure de Lyon. Extrait du quotidien Le Monde.

Sheldon, K. M., Holliday, G., Titova, L., & Benson, C. (2019). **Comparing Holland and Self-Determination Theory Measures of Career Preference as Predictors of Career Choice.** *Journal of Career Assessment*, 28(1), 28-42. <https://doi.org/10.1177/1069072718823003>

John Holland's theory of career orientations advises people to select careers that are congruent with their personalities. Similarly, self-concordance theory, based in self-determination theory, advises people to select personal goals that match their autonomous interests and identifications. We compared the predictive efficacy of the two theories in two studies of undergraduates, using the six career areas of Holland theory (RIASEC: realistic, investigative, artistic, social, enterprising, and conventional) as a common base. Multilevel logit modeling in Study 1 showed that both the Holland score and an aggregate self-concordance score predicted independent variance in the outcome variable, current career choices. These effects were replicated in Study 2. Supplementary analyses showed that the identified motivation subscale was the primary source of these effects. Thus, career counselors may want to consider assessing students' self-concordance for the six RIASEC domains, in particular their levels of identified motivation for those domains, in addition to assessing their Holland codes.

Vieux-Fort, K. (2019). **Les parcours de jeunes francophones qui choisissent d'étudier dans un cégep anglophone: Une étude rétrospective.** <https://corpus.ulaval.ca/jspui/handle/20.500.11794/34475>

Cette thèse porte sur les parcours scolaires, professionnels et personnels de jeunes francophones qui ont choisi d'étudier dans un cégep anglophone au Québec. La thèse s'inscrit dans un contexte social où les langues française et anglaise n'ont pas le même poids démographique, économique, politique et culturel et une liberté de choix quant à la langue de scolarisation à l'enseignement supérieur s'opère. Nous nous intéressons plus particulièrement à comprendre les raisons de poursuivre des études collégiales en anglais, les expériences d'études collégiales en anglais et les impacts sur les parcours scolaires, professionnels et personnels chez de jeunes francophones du Québec. Nous nous inscrivons dans une perspective constructiviste de la sociologie de l'éducation, en adoptant deux cadres théoriques qui permettent de rendre compte de la capacité interprétative de l'acteur et du rôle des structures sociales. En ce sens, nous mobilisons la sociologie de l'expérience sociale (Dubet, 1994b, 2017) pour comprendre les expériences de choix du cégep anglophone et des études collégiales en anglais, et l'approche processuelle (Bidart, Longo, & Mendez, 2013; Mendez, 2010), pour comprendre les processus de socialisation à l'anglais dans la suite du parcours scolaire, professionnel et personnel. Pour rendre compte de ces parcours, 37 entrevues de type récit de vie ont été menées auprès de francophones qui ont réalisé des études collégiales en anglais et qui, au moment de l'entrevue, sont sur le marché du travail. C'est donc à travers un regard rétrospectif sur les parcours que nous avons cherché à comprendre le sens que donnent les acteurs à leurs actions. Les résultats de la thèse

concernent, en premier lieu, une typologie des expériences de choix du cégep anglophone. Trois types d'expérience de choix ont émergé de nos données : le choix stratégique, le choix de développement personnel et le choix par défaut. Ces résultats montrent que le cégep anglophone est choisi essentiellement pour des raisons stratégiques liées au marché du travail et pour des raisons liées à l'accomplissement personnel. De manière plus marginale au sein de notre corpus, le choix du cégep anglophone s'explique aussi par des raisons extérieures à la langue anglaise. Dans un deuxième temps, nous présentons des résultats concernant les expériences d'études collégiales en anglais. Cinq types d'expérience d'études collégiales en anglais se dégagent des données : l'expérience d'intégration facilitée, l'expérience d'intégration sélective, l'expérience d'intégration stratégique, l'expérience d'intégration sous tensions et l'expérience de rupture. Cette typologie montre que l'expérience d'études collégiales en anglais s'articule au regard de logiques de l'action sociale et d'une adhésion différenciée sur le plan scolaire et sur le plan social. Nos résultats mettent en exergue que différentes expériences sont vécues au regard de cette articulation. Enfin, dans un troisième temps, une typologie des processus de socialisation à l'anglais dans la suite du parcours montre l'entrecroisement des pratiques linguistiques dans la sphère scolaire, professionnelle et personnelle. Sept types ont émergé de nos données : le parcours d'anglicisation, le parcours de continuation dans des sphères anglophones, le parcours de navigation entre l'anglais et le français, le parcours de retour à des sphères francophones, le parcours de maintien de l'anglais dans la sphère personnelle, le parcours de détachement face à l'anglais et le parcours de déplacement vers l'espagnol. Malgré la diversité de parcours, il s'avère que la majorité des francophones qui ont réalisé des études dans un cégep anglophone naviguent, dans la suite de leur parcours de vie, entre l'anglais et le français dans la sphère scolaire, professionnelle et personnelle. De plus, nous montrons que l'identité linguistique francophone se maintient en dépit d'études collégiales en anglais et de la suite du parcours, que celle-ci soit marquée ou non par la langue anglaise dans les diverses sphères de vie. Les identités civiques se maintiennent elles aussi, bien qu'une minorité de participants s'ouvrent à une identité canadienne. La thèse se conclut par un retour sur les lignes directrices qui ont structuré et guidé la thèse. Une discussion de nos résultats de thèse au regard de recherches antérieures est également réalisée. Finalement, les retombées sociales de la thèse ainsi que des pistes de recherche sont proposées. Sur le plan scientifique, notre thèse contribue à l'avancement des connaissances dans le champ de recherche sur les parcours étudiants à l'enseignement supérieur en considérant la langue d'études au prisme des analyses. Sur le plan social, elle génère des connaissances au débat sociopolitique sur l'accès aux cégeps anglophones, sur les rapports aux langues anglaise et française chez de jeunes Québécois francophones, pour les établissements d'enseignement collégial anglophones et pour les acteurs de l'orientation scolaire et professionnelle

## Politique de l'éducation et système éducatif

Abdel-Moneim, M. A. (2020). **Between global and national prescriptions for education administration : The rocky road of neoliberal education reform in Qatar.** *International Journal of Educational Development*, 74, 102160.  
<https://doi.org/10.1016/j.ijedudev.2020.102160>



Utilizing a framework derived from institutional analysis, this paper examines the implementation of Qatar's education reform initiative dubbed "Education for a New Era – ENE," This initiative transferred all public schools in Qatar into Charter Schools, called "Independent Schools," starting 2004, and granted them broad decision-making authorities in pedagogical, managerial, and financial matters. By 2016, however, education administration reverted to centralized control. This study argues that the ENE initiative included contradictions that impeded the achievement of its main goals. Furthermore, the initiative was caught between global and national prescriptions for education and its role in society, which raised bureaucratic as well as popular resentment against it.

Aderet-German, T., & Ben-Peretz, M. (2020). **Using data on school strengths and weaknesses for school improvement.** *Studies in Educational Evaluation*, 64, 100831. <https://doi.org/10.1016/j.stueduc.2019.100831>

This paper examines evaluation data use practices of a network of schools implementing an internal, independent, school self-evaluation process for more than a decade. This network currently uses data on its strengths alongside data indicative of its weaknesses, collecting and utilizing both positive and negative data for improvement and accountability purposes. We conducted multiple formal and informal interviews with 24 school management members and teachers, and gathered and analyzed 50 school documents in order to understand how the network used evaluation findings for school improvement. We identified types of data use described in the literature (instrumental, conceptual, and symbolic), and propose a complementary type of use we termed "reinforcement data use". Our findings suggest that identifying strengths is one of the valid goals and outcomes of evaluation, shedding light on its potential to enhance school ethos, and to promote a positive attitude toward evaluation processes and their subsequent effects.

Albertini Früh, E., Liden, H., Gravdal Kvarme, L., & Arneton, M. (2020). **Participation sociale de mères immigrées avec des enfants ayant des besoins spéciaux et politiques éducatives. Une étude qualitative norvégienne auprès de parents immigrés.** *Education comparée nouvelle série*, 22, 111-131. <http://web.mediateam.fr/afec/revue-education-comparee/>

Armagnague-Roucher, M., Clavé-Mercier, A., Lièvre, M., & Oller, A.-C. (2019). **Les dispositifs de scolarisation des enfants et jeunes migrants en France : Des producteurs de « scolarités contraintes ».** *Cahiers de la recherche sur l'éducation et les savoirs*, 18, 147-172. <https://hal-inshea.archives-ouvertes.fr/hal-02492535>

En France, la scolarisation des enfants et jeunes migrants s'organise souvent de façon parallèle au droit commun, suite à la mise en place au sein de l'Éducation nationale de dispositifs spécifiques, dédiés à l'accompagnement de la scolarisation des élèves dits à « besoins éducatifs particuliers ». À partir d'une enquête portant sur six établissements scolaires (du primaire et du secondaire) dans trois académies du territoire français, cet article entend questionner les formes scolaires spécifiques actuelles que sont les Unités Pédagogiques pour Élèves Allophones Arrivants (UPE2A), en analysant la manière dont elles structurent les scolarités de ces élèves. À travers l'étude du fonctionnement et de l'organisation de ces dispositifs, puis l'exploration de l'expérience scolaire des élèves qui y sont scolarisés, cet article met en évidence les raisons pour lesquelles les UPE2A peuvent être considérées comme des dispositifs éducatifs spécifiques contraints et contraignants, pour les divers acteurs impliqués.

Arneton, M., & Rachedi, Z. (2020). Handicap et diversité, des notions insuffisamment reliées ? Ce que peut-nous apprendre une analyse des discours politiques et scientifiques dans l'espace francophone. *Education comparée nouvelle série*, 22, 17-33.

Ball, S. J., & Youdell, D. (2020). ***Hidden privatisation in public education***. Consulté 17 mars 2020, à l'adresse [https://pages.ei-ie.org/quadrennialreport/2007/upload/content\\_trsl\\_images/630/Hidden\\_privatisation-EN.pdf](https://pages.ei-ie.org/quadrennialreport/2007/upload/content_trsl_images/630/Hidden_privatisation-EN.pdf)

« ... La tendance à la privatisation de l'enseignement public est voilée. Elle est camouflée sous l'expression 'réforme de l'éducation' ou est présentée en douce comme une 'modernisation'. Dans le secteur de l'éducation, tout au long de l'histoire, les gouvernements ont largement eu recours à la sous-traitance de services éducatifs non fondamentaux, comme le transport scolaire, les cantines et le nettoyage. Ces dernières années, la portée de la sous-traitance s'est toutefois élargie dans le secteur de l'éducation. Dans bon nombre de pays, cette pratique est devenue tellement courante qu'elle ne suscite pas ou peu de commentaires publics. Les syndicats ont un rôle important à jouer dans le contrôle et l'analyse de l'évolution et des tendances de la privatisation. La collecte d'informations, la création de bases de données et la diffusion d'informations sur ces tendances constituent un service et une ressource essentiels tant pour leurs membres que pour le grand public. »

Barhoumi, M., & Caille, J.-P. (2020). **Les élèves sortent de l'enseignement secondaire de plus en plus diplômés mais au terme de parcours scolaires encore socialement différenciés.** *Note d'information*, 20.07. <https://www.education.gouv.fr/sites/default/files/2020-03/t-l-charger-la-version-imprimable-de-la-note-20-07-51789.pdf>

Au cours des douze dernières années, les parcours des élèves dans l'enseignement secondaire se sont profondément transformés. Les sorties sans diplômes ont décliné de moitié et plus des trois quarts des élèves deviennent aujourd'hui bacheliers. Sous l'effet de la baisse des redoublements et de la réforme du baccalauréat professionnel de 2009, ces améliorations se sont accompagnées d'un raccourcissement de la durée de scolarité dans toutes les voies d'enseignement. Ces évolutions ont permis aux élèves entrés en sixième avec les acquis les plus fragiles de sortir plus souvent qualifiés du système éducatif. Dans ce contexte général d'amélioration, les disparités sociales de parcours scolaires et d'accès au diplôme se réduisent mais restent prononcées. Elles recouvrent d'abord des différences de capital culturel, les chances de réussite restant très liées au diplôme de la mère, notamment au cours de la scolarité primaire.

Bennell, P. (2020). **The internationalisation of higher education provision in the United Kingdom: Patterns and relationships between onshore and offshore overseas student enrolment.** *International Journal of Educational Development*, 74, 102162. <https://doi.org/10.1016/j.ijedudev.2020.102162>

This is the third of three articles which review recent developments concerning the internationalisation of higher education provision in the United Kingdom. The first two articles focused exclusively on offshore provision (i.e. transnational education) (see Bennell, 2019a; Bennell, 2019b). In this article, key patterns and possible inter-relationships between the numbers of onshore and offshore overseas students studying at British universities are examined. The three main conclusions are (i) the most dominant pattern is the inverse relationship between the status and ranking of a university and the relative

importance of offshore enrolments; (ii) direct substitution effects between the two forms of provision are generally quite limited; and (iii) articulation and progression offshore enrolment is likely to be the only significant complementary relationship with onshore provision.

Benoliel, P. (2018). **Principals' boundary activities and school violence : The mediating role of school management teams.** *Educational Management Administration & Leadership*, 48(2), 286-304. <https://doi.org/10.1177/1741143218802592>

The call for a more holistic approach to cope with school violence motivated the present study. The present model postulates that effective teamwork at the school management team level can have a positive impact on the level of school violence. Specifically, the model examined the mediating role of school management team effectiveness (in-role performance and innovation) in the relationship between the organizational-level factors of principals' internal and external boundary activities and school violence. Data was collected from a survey of 692 school members and 92 principals in Israel. The structural equation model confirmed the main hypotheses and indicated that school management team effectiveness fully mediated the relationship of principals' internal boundary activities to school violence. These results carry important practical implications for policymakers to help schools manage school violence issues. Understanding how the principals' boundary activities can enhance school management team effectiveness by facilitating improved knowledge exchange and social relationships is important and may provide a mechanism to decrease school violence. The implications of these findings for both theory and practice are discussed.

Berkovich, I., & Eyal, O. (2018). **Ethics education in leadership development : Adopting multiple ethical paradigms.** *Educational Management Administration & Leadership*, 48(2), 270-285. <https://doi.org/10.1177/1741143218792914>

Attitude development and identity formation in educational leadership are the goals of non-traditional, and in the 21st century also of neo-traditional, development initiatives. Ethics education emerges as one of the linchpins in neo-traditional and non-traditional development initiatives. Yet, despite considerable interest in ethics education in educational leadership development, ethics education has not been examined systematically, and empirical research on its effects is scarce. The present paper aims to address this lacuna by exploring the effects of ethics education based on extended multiple ethical paradigms in the context of an educational leadership programme. Moreover, the study follows a systematic longitudinal design, based on pre- and post-course measurements that used the Ethical Perspectives Instrument in six Israeli cohorts of educational administration graduate students (n = 73). The findings indicate that ethics education has a limited effect on the student body as a whole, but when students were separated into those who did and did not change their dominant ethics, differences emerged. The results suggest that school leadership development focusing on attitude development and identity formation in general and on ethics education in particular lead to different outcomes.

Bešić, E., Paleczek, L., Rossmann, P., Krammer, M., & Gasteiger-Klicpera, B. (2020). **Attitudes towards inclusion of refugee girls with and without disabilities in Austrian primary schools.** *International Journal of Inclusive Education*, 24(5). <https://www.ingentaconnect.com/content/routledg/tied/2020/00000024/00000005/art00001>

This study addressed the concept of 'intersectionality' relating to refugee status and disability. It examined whether differences in attitudes depending on disability type (physical disability vs. behavioural disorders) are present and how the refugee status and disability in girls interact to influence attitudes. The attitudes of 1377 participants towards the inclusion of Austrian girls with disabilities as well as of refugee girls with and without disabilities into a mainstream primary school were assessed. The respondents read a short description of a particular girl before answering a short questionnaire. In general, the respondents showed more positive attitudes towards the inclusion of Austrian girls into a mainstream primary school than towards the inclusion of refugee girls. Furthermore, attitudes were more positive towards the inclusion of girls with a physical disability than towards the inclusion of girls with behavioural disorders, regardless of the refugee status. Due to the entanglements of the disability type and refugee status demonstrated in this research, it seems clear that no pure 'disability effect' or 'refugee effect' is evidenced when examining attitudes about inclusive education. Rather, both aspects should be considered simultaneously. Furthermore, respondents' gender, educational level and cultural capital also influenced the attitudes.

Borri-Anadon, C., & Lami, V. (2020). **Articulations du couple handicap-culture et écarts de représentation des élèves provenant de minorités racisées au sein des effectifs de l'adaptation scolaire.** *Education comparée nouvelle série*, 22, 71-89. <http://web.mediateam.fr/afec/revue-education-comparee/>

Boutchenik, B., Givord, P., & Monso, O. (2020). **How do restrictive zoning and parental choices impact social diversity in schools?: A methodological contribution to the decomposition of segregation indices applied to France** (N° 105; Sciences Po Publications). Sciences Po. <https://ideas.repec.org/p/spo/wpmain/infohdl2441-42b5qgghoam9ciavp5c1ajog86n.html>

Ce document propose une nouvelle méthode de décomposition des indices de ségrégation, lorsque les unités sont réparties suivant deux partitions non disjointes. Cette méthode est appliquée pour étudier comment la sectorisation et les choix parentaux contribuent à la ségrégation sociale dans les collèges français. A partir des données géolocalisées exhaustives sur trois zones urbaines, nous décomposons les indices de ségrégation entre collèges en fonction de la contribution de la ségrégation résidentielle et du contournement de la carte scolaire. Le choix d'une partie des parents de ne pas scolariser leur enfant dans le collège de secteur, contribue pour moitié à la ségrégation sociale à Paris, et pour plus de deux tiers dans les agglomérations de Bordeaux et de Clermond-Ferrand. Cet effet est surtout attribuable à la réduction de la diversité des origines sociales dans certains collèges publics, les familles évitant le collège de quartier pour un collège privé étant souvent les plus favorisées localement.

Breznik, K., & Skrbinjek, V. (2020). **Erasmus student mobility flows.** *European Journal of Education*, 55(1), 105-117. <https://doi.org/10.1111/ejed.12379>

This article identifies student mobility flows using Erasmus data from 2007–2008 to 2013–2014. We used the software programmes "R" for statistical analysis and "Pajek" for analysis of networks. Findings provide an overview of student mobility from three perspectives. We find the most balanced relative outbound and inbound mobility in Spain, Switzerland, Austria and Poland. Moreover, Spain and Italy exchange the most students between each



other. Overall, the core centres for student mobility are Spain, France, Germany and Italy. Smaller countries, such as Luxemburg, Malta and Liechtenstein, have large numbers of mobile students considering the size of the country's student population. The network analysis revealed three groups of countries: (1) good receivers and senders (Spain, Italy, and Germany), (2) good receivers only (Finland, Sweden, the United Kingdom and Portugal) and (3) good senders only (Belgium and the Czech Republic).

Bush, T. (2020). **Knowledge production in educational leadership and management : Broadening the base.** *Educational Management Administration & Leadership*, 48(2), 207-208. <https://doi.org/10.1177/1741143219894118>

Cardona, G. (2020). **Achievement Gap : Changing the educational system into a business model to improve accountability and student success** [Thesis, California State University, Northridge]. <http://dspace.calstate.edu/handle/10211.3/214828>

This research aims to examine the widening of the achievement gap through school choice. The public education system is a complex multi-tiered system whereby each state adheres to federal law, yet the state is the primary entity responsible for the maintenance and operation of public schools in each city and school district. Each state creates its own educational curricula. Some educational reform structures such as accountability standards, behavior modifications, incentives, and performance rubric implementation within new and expanding school districts may be adding to the widening achievement gap. School leadership, or more particularly school principals, are accountable for implementing and overseeing effective student support systems. Ultimately, principals, as chief officers of their schools bear the responsibility of ensuring educational administration evolves with the times. Effective principals support student and teacher needs, while also providing school choice to parents.

Cartagena Farias, J., & McIntosh, S. (2018). **Does the increase in competition between schools improve the quality of the service? The role of educational reform in Chile.** London School of Economics and Political Science, LSE Library. <https://EconPapers.repec.org/RePEc:ehl:lserod:90244>

We analyse the effect of geographic competition between schools on academic performance in Chile. The analysis controls for prior pupil performance, and a range of school and municipality characteristics. We allow for the endogeneity of voucher school location, using the number of local Catholic churches as an instrument. We find that a larger number of public schools positively affects the quality of education of other schools located in the same area, particularly amongst middle-class families and in middle-ranking schools. However, the number of voucher schools is associated with lower performance in neighbouring schools, which we attribute to pupil sorting.

Castellano, K. E., & McCaffrey, D. F. (2020a). **Comparing the Accuracy of Student Growth Measures.** *Journal of Educational Measurement*, 57(1), 71-91. <https://doi.org/10.1111/jedm.12242>

Testing programs are often interested in using a student growth measure. This article presents analytic derivations of the accuracy of common student growth measures on both the raw scale of the test and the percentile rank scale in terms of the proportional reduction in mean squared error and the squared correlation between the estimator and target. The study contrasts the accuracy of the growth measures against that of current status

measures—current test scores and their percentile ranks. Key findings include the extent that status measures are more accurate than any of the growth measures and that alternative methods to estimate growth could be more accurate than the currently used methods. Our findings highlight the importance for evaluating the statistical properties of growth measures along with other concerns for states that are debating the reporting of growth. Our results also point out that assessing the accuracy of growth measures requires the specification of quantities of interest in terms of latent achievement rather than observed test scores, which is common practice for developing status measures but essentially never done by testing programs for growth measures.

Castellano, K. E., & McCaffrey, D. F. (2020b). **Estimating the Accuracy of Relative Growth Measures Using Empirical Data.** *Journal of Educational Measurement*, 57(1), 92-123. <https://doi.org/10.1111/jedm.12243>

The residual gain score has been of historical interest, and its percentile rank has been of interest more recently given its close correspondence to the popular Student Growth Percentile. However, these estimators suffer from low accuracy and systematic bias (bias conditional on prior latent achievement). This article explores three alternatives—using the expected a posteriori (EAP), conditioning on an additional lagged score, and correcting for measurement error bias from the prior score (Corrected-Observed)—evaluated in terms of their systematic bias, squared correlation with their target ( $R^2$ ), and proportional reduction in mean squared error (PRMSE). Both analytic results (under model assumptions) and empirical results (found using item response data to calculate the growth estimators) reveal that the EAP estimators are the most accurate, whereas the Corrected-Observed removes systematic bias, but reduces overall accuracy. Adding another prior year often decreases accuracy but only slightly reduces systematic bias at realistic test reliabilities. For all estimators,  $R^2$  and PRMSE are substantially below levels that are considered necessary for reporting educational measurements with moderate to high stakes. For all but the EAP, the raw residual gain estimators have negative PRMSE, indicating that inferences about a student's latent growth would be more accurate if students were assigned the average residual rather than estimating their residual.

Contreras, D., Brante, M., Espinoza, S., & Zuñiga, I. (2020). **The effect of the integration of students with special educational needs : Evidence from Chile.** *International Journal of Educational Development*, 74, 102163. <https://doi.org/10.1016/j.ijedudev.2020.102163>

This paper studies the effect of the integration of students with Special Educational Needs (SEN) on the academic achievement of their peers without SEN. This achievement is measured using performance in standardized reading and mathematics tests. The study also evaluates the effect of a policy that recognizes and increases resources for special educational needs that had not yet been considered and improves education provision protocols for students with SEN. Using administrative data and standardized test scores, we constructed a panel that follows a cohort of students before and after the reform, determining for each individual and year whether the class to which he/she belongs has any students with SEN. Our identification strategy employs panel data with fixed effects at the school, individual, and time levels. Estimates show that, on average, having a peer with SEN in the classroom has a negative effect on the academic performance of students without SEN. However, these effects are small and decrease, or even vanish, once better inclusion policies are in place. These results suggest that the effect on peers is almost totally canceled

when more resources are provided and when adequate treatment and support protocols are implemented.

Croucher, G., Wen, W., Coates, H., & Goedegebuure, L. (2019). **Framing research into university governance and leadership: Formative insights from a case study of Australian higher education.** *Educational Management Administration & Leadership*, 48(2), 248-269. <https://doi.org/10.1177/1741143219893101>

Ensuring effective university governance and leadership is more important than ever before given contemporary transformations of higher education functions, institutions and social roles. This paper reports contributions which seek to stimulate research in this field. Drawing from the formative case study of Australian universities, it discusses prevailing insights and gaps in leadership research, and articulates theoretical dimensions of good governance, an analytical framework for studying the empirical nature and work of university senior leaders, and the characteristics of contemporary arrangements. The paper contributes methodological approaches, analytical frameworks and empirical insights which are designed to generalize and replicate in broader research.

Delavallade, C. A., Griffith, A., & Thornton, R. (2019). **Effects of a Multi-Faceted Education Program on Enrollment, Equity, Learning, and School Management: Evidence from India** (Policy Research Working Paper Series N° 9081). The World Bank. <https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:wbrwps:9081;terms=Effects%20of%20a%20Multi-Faceted%20Education%20Program%20on%20Enrollment%2C%20Equity%2C%20Learning%2C%20and%20School%20Management>

The Sustainable Development Goals set a triple educational objective: improve access to, quality of, and gender equity in education. This paper documents the effectiveness of a multifaceted educational program, pursuing these three objectives simultaneously, in rural India. Using an experiment in 230 schools, the paper measures the effects of the program on students' school participation and academic performance over two years, while also examining heterogeneous impacts and sustainability. The findings show that the program increased enrollment, especially among girls (8.1 percent in the first year, 11.7 percent in the second), reducing gender gaps in school retention. The findings show large learning gains of 0.323 standard deviation due to the program in the first year and 0.156 standard deviation at the end of the second year, which did not vary by gender. There were also large effects on school management outcomes, increasing the number of meetings by 16 percent and the number of improvement plans completed by 25 percent.

Felix, E. R., & Trinidad, A. (2020). **The decentralization of race: Tracing the dilution of racial equity in educational policy.** *International Journal of Qualitative Studies in Education*, 33(4), 465-490.

This article examines California's Student Equity Policy crafted by policymakers to "avoid an underclass of ethnic minorities" in higher education. We combine tenets from critical race theory, interest convergence, and color-evasiveness to qualitatively interrogate 17 policy documents including chaptered bills, legislative mandates, and implementation guidelines related to the reform effort. We highlight how revisions to the reform deliberately inoculated a race-conscious policy into an effort targeting all students. Over the policy's 25-year history, we found that policymakers continuously diluted the role of race

and opportunities to address racial disparities in legislative mandates. Implications for this research emphasize the significant role of policymakers in crafting legislation that explicitly draws attention to inequities faced by racially minoritized students in higher education. It considers practitioners' ability to implement these policies in ways that can improve racial equity. We conclude by sharing recommendations for scholars seeking critical approaches to understand how racially minoritized students benefit, or not, from equity initiatives crafted by policymakers.

Figlio, D., Hart, C. M. D., & Karbownik, K. (2020). *Effects of Scaling Up Private School Choice Programs on Public School Students*. National Bureau of Economic Research, Inc. <https://EconPapers.repec.org/RePEc:nbr:nberwo:26758>

Using a rich dataset that merges student-level school records with birth records, and a student fixed effect design, we explore how the massive scale-up of a Florida private school choice program affected public school students' outcomes. Expansion of the program produced modestly larger benefits for students attending public schools that had a larger initial degree of private school options, measured prior to the introduction of the voucher program. These benefits include higher standardized test scores and lower absenteeism and suspension rates. Effects are particularly pronounced for lower-income students, but results are positive for more affluent students as well.

Florencia, T. (2019). *Educational mobility in developing countries (WIDER Working Paper Series wp-2019-88)*. World Institute for Development Economic Research (UNU-WIDER). <https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:unu:wpaper:wp-2019-88;terms=Educational%20mobility%20in%20developing%20countries%20By%20Torche%20Florencia>

This paper reviews the small but growing literature on intergenerational educational mobility in the developing world. Education is a critical determinant of economic well-being, and it predicts a range of non-pecuniary outcomes such as marriage, fertility, health, crime, and political attitudes. We show that developing nations feature stronger intergenerational educational persistence than high-income countries, in spite of substantial educational expansion in the last decades. We consider variations in mobility across gender and region, and discuss the macro-level correlates of educational mobility in developing countries. The paper also discusses the literatures on (i) concepts and measures of educational mobility, (ii) theoretical perspectives to understand educational persistence across generations, (iii) the role that education plays in the economic mobility process, and (iv) differences in the type and quality of education as vehicles for intergenerational persistence, and it applies these literatures to understand educational mobility in the developing world.

Gonzales, L. D., & Saldivar, G. (2019). *A Systematic Review of Select Social Science and Humanities Literature : The Presence and Positioning of Latina Professors*. *Journal of Hispanic Higher Education*, 19(2), 118-133. <https://doi.org/10.1177/1538192719896332>

To understand the presence and positioning of Latina faculty in humanities and social science scholarship, the authors analyzed articles published between 2000 and 2016 and developed three findings. First, few papers centered Latina professors. Second, when Latina faculty were featured in scholarship, it was often in the context of research concerning other minoritized and underrepresented faculty, more generally. Third, Latina faculty were frequently elevated as intellectuals when Latina-identifying scholars conducted the work.



Gulfi, A., Piérart, G., Scozzari, E., Desmarais, C., Tréteault, S., & Lindsay, S. (2020). Les professionnels du champ du handicap dans leur travail auprès des familles migrantes. Une étude en Suisse romande. *Education comparée nouvelle série*, 22, 91-109.

Gulfi, A., Piérart, G., Scozzari, E., Desmarais, C., Tréteault, S., & Lindsay, S. (2020). **Trajectoires de vie, ressources et soutiens de familles migrantes ayant un enfant en situation de handicap. Une recherche action dans un canton suisse.** *Education comparée nouvelle série*, 22, 133-148.

Hallinger, P. (2019). **Science mapping the knowledge base on educational leadership and management from the emerging regions of Asia, Africa and Latin America, 1965–2018.** *Educational Management Administration & Leadership*, 48(2), 209-230. <https://doi.org/10.1177/1741143218822772>

This bibliometric review of research sought to document and compare trends in educational leadership and management (EDLM) knowledge production from the emerging regions of Asia, Africa and Latin America. Using a science mapping methodology, the review identified 1171 articles published in nine “core” EDLM journals between 1965 and August 2018. This represented 22% of the full corpus of articles published in these EDLM journals during this period of time. Despite representing a relatively small portion of the overall corpus, these studies from emerging regions grew to comprise 42.5% of the corpus published between 2015 and 2018. Despite this broad pattern of growth, there was also significant geographical variation in the volume of articles published in these journals both between and within the regions. The review also identified “canonical scholars and documents” that have demonstrated lasting influence on this knowledge base. Co-citation analyses also revealed several schools of thought within this literature. The review concludes that the global literature in EDLM is undergoing a significant change in composition. The findings will inform scholarly efforts to develop a more diverse, representative, and globally relevant knowledge base. Recommendations are offered for strengthening the quality and scope of research from emerging regions of the world.

Hasan, T. (2020). **Building on Indigenous capacity : Opportunities for self-determination through post-secondary education in Wasagamack First Nation.** 159. <https://mspace.lib.umanitoba.ca/xmlui/handle/1993/34507>

This research compares the post-secondary education programs from seven public universities and colleges in Manitoba to determine whether they meet the needs of Indigenous peoples, particularly for remote Indigenous communities. In this thesis, post-secondary education needs for employments and community economic development for the youth of Wasagamack First Nation (WFN) are explored as a case study. This thesis analyzes the available options for educational attainment related to self-determination in Indigenous communities. I apply semi-structured interviews and document review methods to review the numerous programs of post-secondary education institutions in Manitoba. Data shows that off-reserve education programs are not currently able to meet the cultural and self-determination needs of Indigenous youth from remote communities and that post-secondary education program is rare on-reserve. Post-secondary universities or colleges offer cost-recovery pre-employment programs in remote communities, but these are cost-prohibitive without any government subsidy. Most of these courses are off-the-shelf rather than community-led with little consideration of community needs. However, a private Aboriginal post-secondary program is piloting a program in WFN that provides a

community-led education using local natural, social and economic capitals to build capacity and housing. The government funding and supports provided are minimal and short-term. In conclusion, the thesis discusses the importance of Truth and Reconciliation Commission recommendations for post-secondary institutions to enable self-determination for Indigenous communities through consultation and partnership.

Hausmann, R., Nedelkoska, L., & Noor, S. (2020). ***You Get What You Pay For : Sources and Consequences of the Public Sector Premium in Albania and Sri Lanka***. Center for International Development at Harvard University. <https://EconPapers.repec.org/RePEc:cid:wpfacu:376>

We study the factors behind the public sector premium in Albania and Sri Lanka, the group heterogeneity in the premium, the sources of public sector wage compression, and the impact of this compression on the way individuals self-select between the public and the private sector. Similar to other countries, the public sectors in Albania and Sri Lanka pay higher wages than the private sector, for all but the most valued employees. While half of the premium of Sri Lanka and two-thirds of it in Albania are explained by differences in the occupation-education-experience mix between the sectors, and the level of private sector informality, the unexplained part of the premium is significant enough to affect the preferences of working in the public sector for different groups. We show that the compressed distributions of public sector wages and benefits create incentives for positive sorting into the public sector among most employees, and negative sorting among the most productive ones.

Haynes, P. (2020). **The impact of home-based educational multi-correlates on academic achievement : An analysis of gender discrepancies in Rwanda**. *International Journal of Inclusive Education*, 24(5), 561-577.

The purpose of this study was to investigate the effect of home-based 'educational multi-correlates', an inter-related group of factors relating to a child's home environment, on academic achievement in a primary school in Rwanda. The specific educational multi-correlates considered in this study were parental education level, parental involvement in the child's education, and family socio-economic status. The students enrolled in the study were 334 children – 167 boys and 167 girls – at a private primary school in post-genocide Rwanda. The primary instrument used to gather data was a Likert scale survey. This, along with the students' academic records and test scores, was used to answer the following research question: To what extent do specific home-based educational multi-correlates impact academic achievement based on gender within a Rwandan primary school context? The relationships between the independent home-based variables and the dependent variable of academic achievement were measured using descriptive statistics, correlations, multiple regressions, and t-tests. The results confirmed the hypothesis that gender was a relevant factor in explaining differences in the educational correlates and the students' test scores. Student gender was also found to have a significant effect on parental involvement and family socio-economic status as measured against test scores.

Huang, T., Hochbein, C., & Simons, J. (2018). **The relationship among school contexts, principal time use, school climate, and student achievement**. *Educational Management Administration & Leadership*, 48(2), 305-323. <https://doi.org/10.1177/1741143218802595> While the significance of principals' roles is widely recognized, and the impactful behaviors of principals are empirically delineated, little is known about whether principals spend time

in an impactful way, whether principals' time use varies across different school contexts, or whether principals' time use is related to critical school conditions and outcomes such as school climate and student outcomes. We made an attempt to respond to these questions by conducting a secondary analysis of Trends in International Mathematics and Science Study data. We found that American middle school principals' job continues to be administration-bound, spontaneous and fragmented. In general, American principals could be classified into two major clusters: Eclectic Principals versus Balanced Principals. Higher school poverty, higher concentration of English language learners and more urbanity were associated with a higher incidence of Eclectic Principals. Nevertheless, except for teacher engagement, schools led by different clusters of principals did not differ in terms of parent/student engagement or student behavior. Although schools led by Balanced Principals tend to outperform those led by Eclectic Principals, this achievement difference was not statistically significant at .05 level. With a large national representative sample, the study fills knowledge gaps associated with small samples and limited attention to situational determinants of principal leadership activity.

Jarraud, F. (2020a, février 28). *Serge Pouts-Lajus : Qu'est-ce qui fait preuve en éducation ?* [Le café pédagogique]. [http://www.cafepedagogique.net/lexpresso/Pages/2020/02/28022020Article637184715041426218.aspx?actId=ebwp0YMB8s1\\_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN\\_MAIL&actSource=501341](http://www.cafepedagogique.net/lexpresso/Pages/2020/02/28022020Article637184715041426218.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=501341)

« Le quantifiable est actuellement en vogue dans le monde de l'éducation. Mais d'où vient ce goût, comment s'explique cette préférence ? D'où vient qu'une preuve fondée sur des nombres, sur une mesure, paraisse « supérieure », plus convaincante, qu'une preuve basée sur un argumentaire qualitatif ? » Serge Pouts-Lajus réagit à un échange entre P Meirieu et F Ramus en donnant raison au premier. « Donner au nombre, à la quantité et aux méthodes qui lui sont associées, un pouvoir de preuve supérieur est tout sauf scientifique... Face à cette avalanche d'expériences probantes, celles sur lesquelles Franck Ramus attire mon attention, celles sous lesquelles les partisans de la pédagogie explicite nous ensevelissent ou celles dont regorgent les travaux de John Hattie, quel autre choix qu'applaudir ou se taire ? Car c'est bien là l'objectif inavoué des producteurs de « données probantes » : mettre un terme à toute controverse, clouer définitivement le bec des contradicteurs, camper sur une position que Philippe Champy qualifie très justement d'impériale. Il n'est pourtant rien de plus contraire à l'esprit de la science que de fuir les controverses ».

Jarraud, F. (2020b, mars 4). *L'école maternelle plus performante que les jardins d'enfants.* [Le café pédagogique]. [http://www.cafepedagogique.net/lexpresso/Pages/2020/03/04032020Article637189045986918258.aspx?actId=ebwp0YMB8s1\\_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN\\_MAIL&actSource=501379](http://www.cafepedagogique.net/lexpresso/Pages/2020/03/04032020Article637189045986918258.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=501379)

Après une étude qualitative très favorable aux jardins d'enfants de la Ville de Paris réalisée par l'Observatoire sociologique du changement de Sciences Po, une nouvelle enquête, quantitative cette fois, apporte un éclairage contraire. Surtout elle montre le travail réalisé par les enseignant(e)s de maternelle entre moyenne et grande section (MS et GS). Présentée le 3 mars au séminaire du Liepp de Sciences Po, sous la direction de Marco Oberti, l'étude de Lucile Piedfer-Quénéry évalue l'impact des jardins d'enfants et des maternelles sur les

compétences cognitives et non cognitives des enfants âgés de 4 ou 5 ans. Le résultat est sans appel. Bien que les jardins d'enfants disposent de trois fois plus de personnels, ils obtiennent de moins bons résultats que les écoles maternelles.

Johnson, D. R., & Zhang, L. (2020). **Intrastate and Interstate Influences on the Introduction and Enactment of Campus Carry Legislation, 2004–2016.** *Educational Researcher*, 49(2), 114-124. <https://doi.org/10.3102/0013189X20902121>

Using a data set that captures the introduction and enactment of “campus carry” bills between 2004 and 2016, we examined how the state policy adoption and diffusion framework explains the policy process related to allowing concealed weapons on the campuses of U.S. colleges and universities. Panel data logistic regression analyses revealed that active shooter incidents, the percentage of Republicans in state government, citizen political ideology, and policy diffusion influence the introduction of campus carry legislation. In addition, survival analysis showed that conservative citizen political ideology and anti-gun-control interests are positively related to the enactment of campus carry laws. To our knowledge, this is the first empirical analysis of the policy process related to campus carry legislation. It expands the empirical scope of higher education policy research by considering a social problem that, like free speech and transgender “bathroom bills,” is only indirectly related to student achievement but nevertheless a high priority for some state legislators. Importantly, the results underscore the importance of examining how the influences of state characteristics and interstate dynamics vary across stages of the policy process.

Kara, E., Tonin, M., & Vlassopoulos, M. (2020). **Class Size Effects in Higher Education: Differences across STEM and Non-STEM Fields** (CESifo Working Paper Series N° 8135). CESifo Group Munich. <https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:ces:ceswps:8135;terms=Class%20Size%20Effects%20in%20Higher%20Education%3A%20Differences%20Across%20STEM%20and%20Non-STEM%20Fields>

In recent years, many countries have experienced a significant expansion of higher education enrolment. There is a particular interest among policy makers for further growth in STEM subjects, which could lead to larger classes in these fields. This study estimates the effect of class size on academic performance of university students, distinguishing between STEM and non-STEM fields. Using administrative data from a large UK higher education institution, we consider a sample of 25,000 students and a total of more than 190,000 observations, spanning six cohorts of first-year undergraduate students across all disciplines. Our identification of the class size effects rests on within student-across course variation. Overall, we find that larger classes are associated with significantly lower grades (effect size of -0.04) and the effect varies across academic fields, with no effect in non-STEM fields, and a large effect in STEM fields (-0.08). We further explore the heterogeneity of the effect along the dimensions of students' socio-economic status, ability, and gender, finding that in STEM disciplines smaller classes appear to be particularly beneficial for students from a low socio-economic background, with higher attainment in A-levels and to male students.

Kerboul, L., & Roussel, P. (2020). **Dépenses de recherche et développement en France : Résultats détaillés pour 2017 et premières estimations pour 2018.** *Note d'information*



du SIES, 20.01. [https://cache.media.enseignementsup-recherche.gouv.fr/file/2020/37/1/NI\\_2020\\_01\\_RetD\\_agregats\\_1235371.pdf](https://cache.media.enseignementsup-recherche.gouv.fr/file/2020/37/1/NI_2020_01_RetD_agregats_1235371.pdf)

En 2017, la dépense intérieure de recherche et développement expérimental (DIRD) s'établit à 50,6 milliards d'euros (Md€), en hausse de 1,5 % en volume par rapport à 2016. L'augmentation de la DIRD résulte principalement de la progression des dépenses de recherche et développement expérimental (R&D) des entreprises (+ 1,7 %). Celles des administrations ont aussi progressé (+ 1,0 %), mais plus légèrement. Les activités de R&D dans les entreprises et les administrations mobilisent 441 500 personnes en équivalent temps plein. L'effort de recherche de la nation, mesuré en rapportant la DIRD au produit intérieur brut (PIB), s'élève à 2,21 % en 2017. Il pourrait légèrement diminuer en 2018 pour atteindre 2,20 %. En effet, la DIRD devrait augmenter (+ 1,5 % en volume, estimation), mais moins rapidement que le PIB (+ 1,7 %)

Kim, T. (2018). **Becoming skillful leaders : American school principals' transformative learning.** *Educational Management Administration & Leadership*, 48(2), 353-378. <https://doi.org/10.1177/1741143218802596>

In this study, I explore how school principals experience transformative learning in relation to leadership development and how these experiences influence their leadership practices and perceptions. Transformative learning is critical for school leaders because it can lead to meaningful learning that qualitatively changes their leadership practices. Assuming that personally significant incidents are important for transformative learning, I analyzed qualitative data collected from 12 school principals in the United States. Analysis revealed that with these transformative learning experiences, school principals established strong foundations of leadership assumptions and strategies by changing and expanding their views of themselves and others. My findings suggest that education for principal leadership development should provide opportunities to explore multiple dimensions of learning, how relationships and school contexts influence leadership decision making, and how principals perceive themselves as leaders. This study contributes to a more dynamic understanding of how school leaders make actual change in their leadership practices.

Knight, B., & Schiff, N. (2019). **Reducing Frictions in College Admissions : Evidence from the Common Application.** National Bureau of Economic Research, Inc. <https://EconPapers.repec.org/RePEc:nbr:nberwo:26151>

College admissions in the U.S. is decentralized, with students applying separately to each school. This creates frictions in the college admissions process and, if substantial, might ultimately limit student choice. In this paper, we study the introduction of the Common Application (CA) platform, under which students submit a single application to all member schools, potentially reducing frictions and increasing student choice. We first document that joining the CA increases the number of applications received by schools, consistent with reduced frictions. Joining the CA also reduces the yield on accepted students, consistent with increased student choice, and institutions respond to the reduced yield by admitting more students. In line with these findings, we document that the CA has accelerated geographic integration: upon joining, schools attract more foreign students and more out-of-state students, especially from other states with significant CA membership, consistent with network effects. Finally, we find some evidence that joining the CA increases freshmen SAT scores. If so, and given that CA members tend to be more selective institutions, the CA has contributed to stratification, the widening gap between more selective and less selective schools.

Kools, M., George, B., & Steijn, B. (2020). **Developing schools as learning organisations —“Why” and “how”?** *European Journal of Education*, 55(1), 3-8. <https://doi.org/10.1111/ejed.12384>

Kools, M., Stoll, L., George, B., Steijn, B., Bekkers, V., & Gouëdard, P. (2020). **The school as a learning organisation: The concept and its measurement.** *European Journal of Education*, 55(1), 24-42. <https://doi.org/10.1111/ejed.12383>

A growing body of scholars, educators and policy makers has argued for reconceptualising schools as “learning organisations” in the last 25 years as. However, a lack of clarity on the concept has hindered its advance in theory and practice. This study responds to this problem by developing a schools as learning organisations scale that expands and clarifies the concept on several points. Drawing on survey data (nschool staff = 1,703) from Wales (UK), it examines the key characteristics of a school as a learning organisation through a principal component analysis and reliability analysis. The results showed that such a school is associated with eight dimensions: (a) a shared vision centred on the learning of all students, (b) partners contributing to school vision, (c) continuous learning opportunities, (d) team learning and collaboration, (e) a culture of enquiry, innovation and exploration, (f) systems for collecting and exchanging knowledge and learning, (g) learning with and from the external environment, and (h) modelling learning leadership. The resulting 65-item scale demonstrated good psychometric qualities. A reliable and valid schools as learning organisations scale can help enhance our understanding of the concept. The scale can also be used by school leaders, teachers and all others wanting to develop a thriving learning culture in their schools.

Korsgaard, M. T., Larsen, V., & Wiberg, M. (2020). **Thinking and researching inclusive education without a banister – visiting, listening and tact as a foundation for collective research on inclusive education.** *International Journal of Inclusive Education*, 24(5), 496-512.

Kwan, P. (2019). **Is Transformational Leadership Theory Passé? Revisiting the Integrative Effect of Instructional Leadership and Transformational Leadership on Student Outcomes.** *Educational Administration Quarterly*, 56(2), 321-349. <https://doi.org/10.1177/0013161X19861137>

Purpose: Despite occasional claims for the coexistence of transformational leadership and instructional leadership in schools, the literature is dominated by views supporting an “either/or” orientation. This is especially true in the wake of recent findings that instructional leadership has a greater impact on student learning. This study, going beyond simply evaluating whether these two modes of leadership complement or contradict each other, explores how they may intersect in complex and nuanced ways. Specifically, I examine the moderating effect of transformational leadership on the impact of instructional leadership on student outcomes. Research Design: A questionnaire, composed of items to measure instructional and transformational leadership, student outcomes, school background factors, and informant’s demographic variables, was sent to the vice-principals in Hong Kong schools. Hierarchical regression analysis was used to factor out the effect of informants’ personal and school factors on leadership perception and student outcomes in the testing of the moderating effect. Findings: With evidence drawn from 177 aided schools, this study confirms the moderating effect of transformational leadership through the identification of a disparity in the effect of instructional leadership on student outcomes

corresponding to disparate levels of transformational leadership enactment in schools. Implications: The effect of instructional behaviors on student outcomes is considered to be situationally contingent on the extent of transformational behavior enactment. Despite its lack of a direct impact on student outcomes, transformational leadership serves as a necessary, although insufficient, condition for the effective implementation of instructional monitoring measures. Limitations of the study are also discussed.

**Proposition de loi relative à la gouvernance universitaire, n° 269 (2019-2020)** (2020). <http://www.senat.fr/dossier-legislatif/ppl19-269.html>

Lavigne, A. L. (2018). **Examining individual- and school-level predictors of principal adaptation to teacher evaluation reform in the United States : A two-year perspective.** *Educational Management Administration & Leadership*, 48(2), 379-395. <https://doi.org/10.1177/1741143218807491>

New teacher evaluation reform efforts in the United States hold principals accountable for improving teaching and learning. Yet little is known about how effective principals are at these instructional leadership tasks or how principals experience and adapt to the demands of teacher evaluation reform over time. In the current study, principals (n = 78) in a Race to the Top state—Illinois—completed an online survey after the first and second year of implementation of a new teacher evaluation system. Principals felt significantly more confident in how to conduct formal classroom observations, placed more value on student achievement data, and placed less value on additional artifacts over time. Individual- and school-level factors were related to some aspects of principals' adaptations over time. Implications are discussed.

Leaver, C., Lemos, R., & Scur, D. (2019). **Measuring and explaining management in schools: New approaches using public data** [LSE Research Online Documents on Economics]. London School of Economics and Political Science, LSE Library. <https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:ehl:lserod:103431;terms=%22Measuring%20and%20Explaining%20Management%20in%20Schools%22>

Why do some students learn more in some schools than others? One consideration receiving growing attention is school management. To study this, researchers need to be able to measure school management accurately and cheaply at scale, and also explain any observed relationship between school management and student learning. This paper introduces a new approach to measurement using existing public data, and applies it to build a management index covering 15,000 schools across 65 countries, and another index covering nearly all public schools in Brazil. Both indices show a strong, positive relationship between school management and student learning. The paper then develops a simple model that formalizes the intuition that strong management practices might be driving learning gains via incentive and selection effects among teachers, students and parents. The paper shows that the predictions of this model hold in public data for Latin America, and draws out implications for policy.

LEPORI, B., BONACCORSI, A., DARAIIO, C., DARAIIO, A., TODOROVIC, N., BRUNI, R., CATALANO, G., MATTEUCCI, G., & al, et. (2020). **Implementation and further development of the European tertiary education register (ETER).** Office des publications de l'Union

européenne. <https://op.europa.eu/en/publication-detail/-/publication/ea149784-4bc5-11ea-8aa5-01aa75ed71a1/language-en/format-PDF/source-search>

Levesque, A., Sgarzi, M., Marion-Vernoux, I., & Kogut-Kubiak, F. (2020). **Repères pour l'amélioration de la qualité en formation professionnelle**. #MondeEnCommun ; CEREQ ; AFD. <https://www.cereq.fr/reperes-pour-lamelioration-de-la-qualite-en-formation-professionnelle>

La majorité des pays d'Afrique ont, ces dernières années, manifesté leur volonté de rénover leurs dispositifs de formation professionnelle et d'enseignement supérieur afin de tendre vers un pilotage de l'offre de formation par la demande économique et une meilleure insertion des jeunes sur le marché du travail. L'Agence française du développement a souhaité engager une étude sur ce sujet avec le concours du Centre d'études et de recherches sur les qualifications (Céreq) afin d'approfondir les problématiques rencontrées dans les pays et d'identifier des pistes d'action.

Liu, J., & Steiner-Khamsi, G. (2020). **Human Capital Index and the hidden penalty for non-participation in ILSAs**. *International Journal of Educational Development*, 73, 102149. <https://doi.org/10.1016/j.ijedudev.2019.102149>

The World Bank's Human Capital Index (HCI) aims to provide new information regarding future productivity of each country's workforce, by synchronizing available International Large-Scale Assessment (ILSA) and regional test program results. Linking the literature on ILSA participation, this study questions the problematic nature of this approach and revisits the comparability issue of ILSA results. We find that education systems are imposed upon a score penalty depending on which ILSA or regional test program they choose to partake in. In particular, our results show that (i) test-overlap systems used in the score synchronization procedure are systematically different from systems that only choose to participate in one ILSA or exclusively in regional tests, (ii) inter-test score exchange rate is volatile due to sampling design and cohort effects, (iii) test participation type alone accounts for about 57.8 percent of the variation in synchronized scores, and the score penalty is especially salient for systems that exclusively participate in regional test programs; the majority of which are low-income and lower-middle income countries. Findings in this study show how various intra- and extrapolations to compensate for missing data in effect introduce large score penalties for systems that either did not participate or only partially participated in ILSAs. Finally, this study contributes to research on reasons for participation in ILSAs and the global rise of test-based accountability reform, under which the World Bank's new HCI may be seen as a tool to incentivize participation in ILSAs by penalizing those governments that have chosen alternative, non-standardized paths for measuring learning outcomes of students.

Lovett, B. J. (2020). **Disability Identification and Educational Accommodations: Lessons From the 2019 Admissions Scandal**. *Educational Researcher*, 49(2), 125-129. <https://doi.org/10.3102/0013189X20902100>

A recent, widely publicized scandal involved students who obtained fraudulent diagnoses of learning disabilities in an effort to get accommodations on college admissions tests. Although the exact circumstances of the scandal are unusual, the methods used to obtain diagnoses and accommodations illustrate widespread problems with current policies. These problems include certain disability identification methods that overemphasize performance on diagnostic tests, a lack of attention to the unfair advantages that unwarranted



accommodations can provide, and a lack of commonly used guidelines for making accommodations decisions based on credible, objective data. The scandal was a rare consequence of these problems, but far more frequent consequences involve unequal treatment of students from different backgrounds and test scores that fail to reflect actual student skill levels.

Magumise, J., & Sefotho, M. M. (2020, avril 15). *Parent and teacher perceptions of inclusive education in Zimbabwe* [Text]. <https://www.ingentaconnect.com/content/routledg/tied/2020/00000024/00000005/art00006>

Malcolm, A. (2020). **Heads of alternative provision: Committed to realising young peoples' potential in an unregulated market.** *International Journal of Inclusive Education*, 24(5), 513-526. <https://www.ingentaconnect.com/content/routledg/tied/2020/00000024/00000005/art00004>

Alternative provision (AP) caters for pupils marginalised and excluded from mainstream schooling. In England, it is conceptualised in policy as providing education to support behavioural improvements (pupils are directed off-site to improve behaviour). There is limited research on the experiences of those who work in AP settings. That which does exist tends to report the commitment of these professionals to the young people with whom they work. Young people who attend these schools frequently talk positively about the relationships they experience there. As such, there is a need to better understand the motivations of those working with these young people if we are to understand the key relationships that make AP work. This article fills a gap by focusing on the experiences of those managing AP settings across a geographical area. The findings are based on 3 interviews and 20 surveys and develop significantly our understanding of the motivations of those working in and managing AP settings. Interesting divergences in practice are highlighted and findings show managers both see and work to realise the potential of young people in AP. These findings suggest staff commitment should be conceptualised as belief in the potential of the young people who attend AP.

Malinga, C. B., & Jita, L. C. (2018). **Step children of the science department? The neglect of the Grade 8 and 9 natural sciences teachers in South African secondary schools.** *Educational Management Administration & Leadership*, 48(2), 231-247. <https://doi.org/10.1177/1741143218788576>

To date, little research has been conducted on subject leadership by primary and/or junior secondary school heads of department (HODs). Unlike their senior secondary school counterparts, South African science HODs have the more complex task of leading in the multidisciplinary context of natural sciences (NS1). Such leadership comes in addition to the complications of role ambiguity, limited time and authority that are inherent in the HOD position. Using interviews and 360° multi-rater by four teachers and subject meeting observations, data were transcribed and categorised into themes that describe the instructional leadership practices of three NS HODs in South Africa. This paper is part of a more comprehensive PhD study. It suggests that providing leadership for NS teaching is more complex in practice than has been reported to date. In the context of increasing focus on accountability and national testing, the unintended consequence has been the neglect of the junior secondary NS teachers by the HODs. Furthermore, the data suggest that the HODs

tend to limit their attention to areas of their own specialisation. The paper concludes with a conceptual framework that provides guidance for improving instructional leadership by the HODs in such multidisciplinary contexts, especially for the junior secondary school levels. It also recommends the restructuring of the conglomerate departments to make them more effective.

MALLOW, S., TOMAN, I., & LAND, H. V. (2020). *Higher education and the 2030 agenda : Moving into the « Decade of action and delivery for the SDGs »: IAU 2nd global survey report on higher education and research for sustainable development*. IAU : International association of universities. [https://liseo.ciep.fr/doc\\_num.php?explnum\\_id=12452](https://liseo.ciep.fr/doc_num.php?explnum_id=12452)

Mamari, C. (2020). **Les étudiants en classes préparatoires aux grandes écoles en 2019-2020**. *Note flash du SIES, 02*. [//www.enseignementsup-recherche.gouv.fr/cid149265/les-etudiants-en-classes-preparatoires-aux-grandes-ecoles-en-2019-2020.html](http://www.enseignementsup-recherche.gouv.fr/cid149265/les-etudiants-en-classes-preparatoires-aux-grandes-ecoles-en-2019-2020.html)

À la rentrée 2019, 85 100 étudiants sont inscrits en classes préparatoires aux grandes écoles (CPGE), effectif stable par rapport à 2018 (-0,1 %). Néanmoins le nombre d'étudiants diminue en première année (-0,9 %), comme celui des femmes (-0,6 %) et les filières littéraires perdent 2,2 % de leurs effectifs

Mamari, C. (2020b). **Les étudiants en sections de technicien supérieur en 2019-2020**. *Note flash du SIES, 03*. [https://cache.media.enseignementsup-recherche.gouv.fr/file/2020/19/7/NF\\_2020\\_03\\_sts\\_1241197.pdf](https://cache.media.enseignementsup-recherche.gouv.fr/file/2020/19/7/NF_2020_03_sts_1241197.pdf)

À la rentrée 2019, les sections de technicien supérieur (STS) et assimilés accueillent plus de 262 000 étudiants. Après une forte hausse à la rentrée 2018, en lien avec le boom démographique de l'an 2000, le nombre de nouveaux entrants de ces formations diminue de 2,3 %

Mangin, M. M. (2019). **Transgender Students in Elementary Schools : How Supportive Principals Lead**. *Educational Administration Quarterly*, 56(2), 255-288. <https://doi.org/10.1177/0013161X19843579>

Purpose: Increased awareness and acceptance of transgender people in the United States is reflected in our nation's schools. Unfortunately, educational leaders do not typically receive training related to transgender youth and educators express fear about working with transgender students. The purpose of this study is to examine the experiences of school leaders whom parents characterize as supporting their transgender children. Method: Qualitative interviews were conducted with supportive principals from 20 elementary schools across six states. Findings: The findings indicate that supportive principals (a) employed a child-centered approach to decision making, (b) leveraged learning and knowledge to create a positive elementary school experience for transgender children, and (c) characterized their experience as professionally and personally beneficial. Implications: These findings indicate that, in the context of a supportive principal, both the school community and the transgender student can have positive experiences. At the same time, the findings demonstrate that disrupting binary gender norms and shifting the larger school culture to be more gender inclusive is a formidable task. Results from this study may be helpful to elementary principals who hope to create accepting school environments for transgender students or for preparation programs that want to develop supportive principals.

Maradan, I. (2020, mars 9). « *Pour ceux qui ne savent pas quoi faire* » : À l'université, l'essor de diplômes pour étudiants indécis. Le Monde.fr. [https://www.lemonde.fr/campus/article/2020/03/08/tester-des-filieres-murir-son-orientation-a-l-universite-l-essor-de-diplomes-pour-etudiants-indecis\\_6032259\\_4401467.html?xtor=EPR-33280894-\[campus\]-20200311-\[zone edito 1 titre 1\]](https://www.lemonde.fr/campus/article/2020/03/08/tester-des-filieres-murir-son-orientation-a-l-universite-l-essor-de-diplomes-pour-etudiants-indecis_6032259_4401467.html?xtor=EPR-33280894-[campus]-20200311-[zone edito 1 titre 1])

Ni licence, ni master : de nouvelles formations universitaires atypiques d'un an, comme le diplôme PaRéO de l'université de Paris, veulent aider des jeunes à trouver leur voie. Ils rassemblent de plus en plus d'étudiants.

Mazereau, P. (2020). *The contribution of socio-history towards the understanding of the treatment of learning difficulties and of disabled pupils within French school system (1904-2013)*. <https://hal.archives-ouvertes.fr/hal-02491156>

The idea that there exists a link between the discussions on the educational future for disabled children within the bourgeois commission of 1904 and the adoption of inclusive education as a guiding principle for the public education service in 2013, may seem incongruous. Indeed, what common point remains between the dual school system of the early twentieth and of that of 2013, massified and formally unified until the end of secondary schools? Is there still a connection between the ways of assessing abnormality and that of the special educational needs of the pupils? If so, do they have any other interest than documentary's? In other words, can their analysis enrich our understanding of the current situation of treating pupil's academic difficulties and the situation of those recognized as being handicapped? We wish in this case to document answers to the first two questions in order to indicate lines of thought to answer the third.

Miningou, E. (2019). *Quality Education and the Efficiency of Public Expenditure : A Cross-Country Comparative Analysis* (Policy Research Working Paper Series N° 9077). The World Bank. <https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:wbk:wbrwps:9077;terms=Miningou%2CEliseWendlassida>

Improving access to quality education has been the backbone of several development strategies around the world and considerable public resources have been dedicated to achieving this goal. However, one could wonder whether increasing public education expenditure would drive better access to quality education despite the inefficiencies plaguing public sectors in general. The purpose of this study is to investigate the efficiency with which public education spending is translated into increased access to quality education in the light of the learning-adjusted years of schooling. The results show that education expenditure per school-age individual is positively associated with an increased number of years of quality schooling. However, it is estimated that, on average, 16 percent of the public financial resources dedicated to education in developing countries are wasted because of inefficiencies. Although efficiency greatly varies across countries, low-income countries are overall facing a double issue of low levels of education expenditure and weak efficiency of public expenditure on education. Factors related to governance, labor market conditions, and the type of education aid seem to matter for efficiency.

Modeste, M. E., Hornskov, S. B., Bjerg, H., & Kelley, C. J. (2018). *School leadership practice across international policy contexts : Organizational roles and distributed leadership*

**in Denmark and the United States.** *Educational Management Administration & Leadership*, 48(2), 324-352. <https://doi.org/10.1177/1741143218807489>

This comparative analysis applies a distributed leadership framework to data from teachers and leaders taking the Comprehensive Assessment of Leadership for Learning (CALL). Because the policies educators in Denmark and the United States respond to in their daily practice are related through the transnational policy borrowing process, we are better able to understand how these policies impact educators in their respective countries by comparing their leadership practice through a shared lens: the CALL framework. In this exploratory analysis, we take a comparative perspective by asking: How does distributed leadership practice compare in the US and the Danish contexts of schooling? And: How do views on leadership practice vary according to professional roles in specific national and local (school) contexts? Our conceptual framework has three components: neoinstitutional theory, translation theory, and distributed leadership. We use multilevel confirmatory factor analysis and t-tests with SY2015–2016 CALL data to compare and contrast the pattern of leadership practices teachers and school leaders take-up in Danish and US schools. We found that the leadership practices aligned to a school-wide focus on learning are closely associated with the work of monitoring teaching and learning and building nested learning communities, particularly in the US context of schooling.

Mónico, P., Mensah, A. K., Grünke, M., Garcia, T., Fernández, E., & Rodríguez, C. (2020). **Teacher knowledge and attitudes towards inclusion : A cross-cultural study in Ghana, Germany and Spain.** *International Journal of Inclusive Education*, 24(5), 527-543.

Mainstream-school teachers are the most important assets for students with special educational needs (or diverse conditions) who hope to achieve real inclusion. However, teaching experience, attitudes, and knowledge can either promote or hinder efforts towards inclusion. A cross-cultural study was conducted to examine perceptions, knowledge, and attitudes towards inclusion in teachers from Ghana, Germany, and Spain, about intervention with special-education students enrolled in their classrooms. The participants comprised 363 teachers – 156 men (43%) and 207 women (57%) – from three countries (Ghana, Germany, and Spain). Of the teachers, 150 (41.3%) were from Ghana, 62 (17.1%) were from Germany, and 151 (41.6%) were from Spain. The results showed that there were significant differences in teachers' self-confidence and in the amount of personal and material resources they received from administrators and schools. In general, the Spanish teachers reported lower levels for these variables. All the teachers showed adequate levels of knowledge about instructional strategies and students' characteristics, although those from Ghana demonstrated significantly more knowledge than the others about students' characteristics. Finally, the teachers differed by country in terms of their attitudes towards inclusion, with the teachers from Spain and Germany demonstrating slightly better attitudes. They all agreed on the need for additional training as a key aspect in this regard.

Neilson, C., Altmejd, A., Barrios-Fernandez, A., Drlje, M., & Kovac, D. (2020). **Siblings' Effects on College and Major Choices : Evidence from Chile, Croatia and Sweden** [Working Paper]. Princeton University, Department of Economics, Industrial Relations Section. <https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:pri:indrel:633a;terms=Siblings%27%20Effects%20on%20College%20and%20Major%20Choices%3A%20Evidence%20from%20Chile%2C%20Croatia%20and%20Sweden>



While it is a widely held belief that family and social networks can influence important life decisions, identifying causal effects is notoriously difficult. This paper presents causal evidence from three countries at different stages of economic development that the educational trajectories of older siblings can significantly influence the college and major choice of younger siblings. We exploit institutional features of centralized college assignment systems in Chile, Croatia, and Sweden to generate quasi-random variation in the educational paths taken by older siblings. Using a regression discontinuity design, we show that younger siblings in each country are significantly more likely to apply and enroll in the same college and major that their older sibling was assigned to. These results persist for siblings far apart in age who are unlikely to attend higher education at the same time. We propose three broad classes of mechanisms that can explain why the trajectory of an older sibling can causally affect the college and major choice of a younger sibling. We find that spillovers are stronger when older siblings enroll and are successful in majors that on average have higher scoring peers, lower dropout rates and higher earnings from graduates. The evidence presented shows that the decisions, and even random luck, of your close family members and peer network, can have significant effects on important life decisions such as the choice of specialization in higher education. The results also suggest that college access programs such as affirmative action, may have important spillover effects through family and social networks.

Ngo Melha, E. A. (2020). **L'éducation inclusive en Afrique subsaharienne : De la préconisation internationale à la mise en œuvre.** *Education comparée nouvelle série*, 22, 35-51. <http://web.mediateam.fr/afec/revue-education-comparee/>

OECD. (2020). **Education in Lithuania.** OCDE. [https://www.oecd-ilibrary.org/fr/education/education-in-lithuania\\_9789264281486-en](https://www.oecd-ilibrary.org/fr/education/education-in-lithuania_9789264281486-en)

Lithuania has achieved steady expansion of participation in education, substantially widening access to early childhood education and care and tertiary education, coupling this with nearly universal participation in secondary education. However, if Lithuania's education system is to help the nation respond effectively to economic opportunities and demographic challenges, improvements in the performance of its schools and its higher education institutions are needed. Improved performance requires that Lithuania clarify and raise expectations of performance, align resources in support of raised performance expectations, strengthen performance monitoring and the assurance of quality, and build institutional capacity to achieve high performance. This orientation to improvement should be carried across each sector of its education system

Okoko, J. M. (2018). **Framing school leadership preparation and development for Kenya: Context matters.** *Educational Management Administration & Leadership*, 48(2), 396-413. <https://doi.org/10.1177/1741143218792913>

This article uses interview data gathered from school leaders to recommend a framework for school leadership preparation and development (SLP&D) in Kenya. Data were gathered from head teachers and principals about the experiences that prepared them for leadership, the gaps in the existing SLP&D initiatives in Kenya, and how current initiatives could be improved. The findings revealed a lack of clarity with regard to SLP&D expectations among school leaders. However, the personal realities and needs of school leaders influenced decisions about when they took leadership positions, what they considered to be meaningful SLP&D, and the modes they preferred and engaged in. The need for a holistic

approach to SLP&D was evident in the interconnectedness of: (a) their subjective realities, such as motivations and life commitments; (b) activities they engaged in for meaningful SLP&D, such as taking courses, gaining experience as they moved through the ranks, and mentorship; (c) what they considered to be the requisite competencies for school leadership; and (d) the systemic policies and practices they thought were essential, such as recruitment for SLP&D, standards, accreditation, funding, and partnerships. The article argues for a formalized SLP&D framework that embraces both the personal and contextual realities of the school leaders, the communities they serve, and the systems within which they work.

Papazoglou, A., & Koutouzis, M. (2020). **Schools as learning organisations in Greece : Measurement and first indications.** *European Journal of Education*, 55(1), 43-57. <https://doi.org/10.1111/ejed.12380>

School context—institutional, community, national socio-cultural, economic and political—plays an important role in developing the characteristics of a learning organisation. In the last decade, the discussion on the school as a learning organisation (SLO) has emerged in Greece which is characterised by a centralised and highly bureaucratised educational system. However, there is a gap in studying SLOs nationwide in Greece and more importantly in using a valid and tested instrument related specifically to schools. The aim of this study was to examine the validity of the School as Learning Organisations Survey, based on Integrated Model of the School as Learning Organisation, used in a large scale nationwide SLO study in the Greek context and investigate whether two key antecedents, school size and school geographic location, are related to the level of schools' operating as learning organisations (LOs). A quantitative research was conducted in 418 primary schools throughout Greece. Findings showed that the Schools as Learning Organisations scale in the Greek context consisted of six dimensions and 65 items that loaded on these dimensions. Furthermore, "school size" is related to the transformation of schools into LOs. On the contrary, there seems to be no association between school geographic location and the operation of Greek schools as Los.

Razafindratsima, N. (2020). **Parcours et réussite en master à l'université : Les résultats de la session 2018.** *Note flash du SIES, 04.* [https://cache.media.enseignementsup-recherche.gouv.fr/file/2020/59/1/NF\\_2020-04\\_parcours\\_et\\_reussite\\_master\\_num\\_1246591.pdf](https://cache.media.enseignementsup-recherche.gouv.fr/file/2020/59/1/NF_2020-04_parcours_et_reussite_master_num_1246591.pdf)

À la rentrée 2019, les sections de technicien supérieur (STS) et assimilés accueillent plus de 262 000 étudiants. Après une forte hausse à la rentrée 2018, en lien avec le boom démographique de l'an 2000, le nombre de nouveaux entrants de ces formations diminue de 2,3 %

Regnault, E., Arneton, M., & Piérart, G. (Éd.). (2020). **Handicap, diversité et inclusion : Enjeux, débats, expériences (Dossier).** *Education comparée nouvelle série*, 22, 9-148.

Reimer, K., & Pangrazio, L. (2020). Educating on the margins : Young people's insights into effective alternative education. *International Journal of Inclusive Education*, 24(5). <https://www.ingentaconnect.com/content/routledg/tied/2020/00000024/00000005/art00002>

Like many countries, Australia has persistent rates of school exclusion, juvenile offending and recidivism. In response, there has been a growth of 'alternative education' provision – interventions that support young people to engage with learning opportunities outside the

conventional education system. While alternative education programs educate more than 70,000 students each year across Australia, evidence of their effectiveness is lacking. There is a need to expand understandings of how alternative education provision works in practice, and what models best fit the complex needs of different groups of young people. This paper reports on Out Teach Mobile Education – an individualised alternative education program run by Save the Children, Tasmania. This unique program, operating out of a van, aims to engage young people, who have been involved with the criminal justice system, in further education and employment opportunities. In the paper, the young people involved identify how and why they believe the program works. The young people's perspectives provide valuable understandings of how 'meaningful education' in one specific program looks to the individuals involved. The article concludes by arguing that an authentic assessment of alternative education

Rodela, K. C., & Rodriguez-Mojica, C. (2019). **Equity Leadership Informed by Community Cultural Wealth: Counterstories of Latinx School Administrators.** *Educational Administration Quarterly*, 56(2), 289-320. <https://doi.org/10.1177/0013161X19847513>

Purpose: The purpose of this article is (a) to analyze how Latinx school administrators draw on their Community Cultural Wealth to inform their leadership for educational equity and (b) to examine how they navigate varying equity initiatives and beliefs in rapidly diversifying districts. Research Method: This study employs Latina/o Critical Race Theory counterstorytelling methodology to explore four Latinx school administrators' experiences across three districts in the Pacific Northwest. Data sources include semistructured interviews, observations, and local demographic data. Findings: Latinx administrators' counterstories revealed complex ways their childhoods, educational histories, and current equity leadership were informed by their Community Cultural Wealth as bilingual people of color. They also faced White dominant administrative spaces, where their equity visions often conflicted with district equity initiatives. Sometimes these differences led to tensions with district officials or constrained their advocacy. Conclusion and Implications: Our findings affirm existing research on the potential equity and culturally responsive leadership contributions of Latinx educational leaders. Our article also raises questions to the field about how we understand social justice leadership, and support current and aspiring leaders of color who seek to promote equity in their work. Our analysis brought forth a particular geographical region as a key in influencing our research participants' experiences. More research is needed to understand how to support and sustain leaders of color in diverse regional contexts, as they seek to combat educational inequities for children and young adults facing similar injustices they faced themselves as students of color.

Rodi, A., & Lami, V. (2020). **Albanie : Une école inclusive ? Quelques initiatives pour y parvenir.** *Education comparée nouvelle série*, 22, 53-69. <http://web.mediateam.fr/afec/revue-education-comparee/>

Rosenberg, A. (2019). **Supports and obstacles to school reform in the 21st century: Strategies for educational change** [McGill University]. <http://oatd.org/oatd/record?record=oai%5C%3Adigitool.library.mcgill.ca%5C%3A169652>

Supports and obstacles to school reform in the 21st century: strategies for educational change, Rosenberg, Aron, 2019, McGill University. Copyright by the author unless stated otherwise.

Sáenz, R. (2020). **Latino Continual Demographic Growth : Implications for Educational Practices and Policy.** *Journal of Hispanic Higher Education*, 19(2), 134-148. <https://doi.org/10.1177/1538192719900383>

Demographic shifts have transformed the racial and ethnic composition of the U.S. undergraduate population. Data from the American Community Survey are used to analyze Latino undergraduate enrollment as well as factors that contribute to the matriculation of undocumented Latino young adults. The article concludes with an overview of the implications of the growth of the Latino population and the experience of undocumented students on educational practices and policies.

Sáenz, V. B., García-Louis, C., De Las Mercédez, C., & Rodriguez, S. L. (2018). **Mujeres Supporting: How Female Family Members Influence the Educational Success of Latino Males in Postsecondary Education.** *Journal of Hispanic Higher Education*, 19(2), 169-194. <https://doi.org/10.1177/1538192718787291>

The purpose of this multi-institutional qualitative study was to understand the educational pathways of Latino males by underscoring the unique role female family members play in their academic pursuits—through the voice of these young men. Findings demonstrate female family members were identified as being primary supporters of their educational pursuits, and actively leveraged different sources of cultural capital to help Latino males enroll and persist through postsecondary education. This study reinforces extant literature on the importance of family in the educational pathways of Latina/o students. Furthermore, it makes a unique contribution by highlighting the important role female family members hold in the Latino family as educational advocates.

Salinas, C. (2020). **The Complexity of the “x” in Latinx : How Latinx/a/o Students Relate to, Identify With, and Understand the Term Latinx.** *Journal of Hispanic Higher Education*, 19(2), 149-168. <https://doi.org/10.1177/1538192719900382>

The usage of term Latinx has gained popularity in higher education settings. This study documents how 34 Latinx/a/o students relate to, identify with, and understand the term Latinx. Participants perceive higher education as a privileged space where they use the term Latinx. Once they return to their communities, they do not use the term. Due to the variations in understandings of the term, the author contends that one should consider using the term Latin\*.

Santamaria, A. (2020). **Seven women in The Bath of Remembrance : One narrator and three surrealist indigenous women in the Amazon.** *International Journal of Qualitative Studies in Education*, 33(3), 311-326.

This study analyses the relationships between intercultural education, women's painful memories, and collective leadership using an art installation, The Bath. Some of the processes and materials generated during the creation of the installation are presented. This experience of intercultural education in an Amazonian territory is part of a collective process involving a group of indigenous women as well as a team of students and professors, in which I work as a researcher. This experience enabled the generation of a reflection on the conditions for the creation of a collective indigenous female leadership, which is currently very incipient in the country.



Sekhri, S., & Li, T. (2020). *The Spillovers of Employment Guarantee Programs on Child Labor and Education* (SSRN Scholarly Paper ID 3515710). Social Science Research Network. <https://papers.ssrn.com/abstract=3515710>

Many developing countries use employment guarantee programs to combat poverty. This paper examines the consequences of such employment guarantee programs for the human capital accumulation of children. It exploits the phased roll-out of India's flagship Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGA) to study the effects on enrollment in schools and child labor. Introduction of MGNREGA results in lower relative school enrollment in treated districts. The authors find that the drop in enrollment is driven by primary school children. Children in higher grades are just as likely to attend school under MGNREGA, but their school performance deteriorates. Using nationally representative employment data, they find evidence indicating an increase in child labor highlighting the unintentional perverse effects of the employment guarantee schemes for Human capital.

Shin, J. C., Li, X., Byun, B.-K., & Nam, I. (2020). **Building a coordination system of HRD, research and industry for knowledge and technology-driven economic development in South Asia.** *International Journal of Educational Development*, 74, 102161. <https://doi.org/10.1016/j.ijedudev.2020.102161>

Using a tripartite framework, this study examines the current level of coordination among human resource development (HRD), research, and industry in four South Asian countries—Bangladesh, India, Nepal, and Sri Lanka. Drawing on prior literature, statistical data, and opinions from local experts, this study found that university education oft lacked labor market relevance, and that collaboration efforts between universities, research institutes, and industries had much room for improvement. To promote coordination among HRD, research, and industry for knowledge and technology-driven economic development in South Asia, this study recommends that inclusive coordination should be given higher priority over bilateral university-industry linkages. This study also argues in favor of a government-led approach in the short term, to complement the current laissez-faire approach. This study ends with policy recommendations to enhance coordination and governance based on the above-mentioned findings.

Shirazi, R. (2020). **Being late, going with the flow, always doing more: The cruel optimism of higher education in Jordan.** *International Journal of Qualitative Studies in Education*, 33(3), 293-310. <http://web.mediateam.fr/afec/revue-education-comparee/>

Silva, N. T. da. (2019). *Étude des pratiques d'alphabétisation face à l'hétérogénéité des connaissances sur l'écriture alphabétique dans les premières années de l'École Élémentaire au Brésil et en France: Relation entre pratiques d'enseignement et progression des apprentissages des élèves* [Phdthesis, Université de Lyon ; Universidade federal de Pernambuco (Recife, Brésil)]. <https://tel.archives-ouvertes.fr/tel-02503064/document>

Cette étude visait à analyser la relation entre les pratiques d'alphabétisation en ce qui concerne le traitement de l'hétérogénéité des connaissances sur l'écriture alphabétique dans des classes initiales d'une Ecole Primaire de Recife et de Lyon et la progression des apprentissages des élèves. Pour cela, on a considéré les apports théoriques de différents auteurs pour parler des pratiques d'alphabétisation et de l'hétérogénéité des connaissances des élèves, de la proposition du cycle de base d'alphabétisation et des propositions

officielles pour les axes de la Langue Portugaise et Française pendant des trois premières années de l'Education Primaire et des connaissances des enseignants. Sur le plan méthodologique, nous avons utilisé l'approche qualitative, sans pour autant négliger les aspects quantitatifs, en ayant comme domaine empirique deux écoles, une située dans la ville de Recife, Brésil et l'autre dans la ville de Lyon, France, ainsi que quatre professeurs, trois de l'école brésilienne (1<sup>o</sup>, 2<sup>o</sup> et 3<sup>o</sup> classes) et une de l'établissement français (CP) et leurs élèves respectifs. En ce qui concerne les procédés, on a réalisé l'observation des pratiques d'enseignement (15 jours d'école dans chaque classe de l'école de Recife et de 5 jours dans la classe de Lyon), des entretiens semi-structurés, des diagnostics de l'écriture des mots et des textes avec les élèves brésiliens ainsi que l'analyse du cahier d'activités des élèves français. Le traitement des informations a été soutenu lors de l'analyse du contenu thématique catégoriel et dans les résultats, nous avons identifié la mobilisation des schèmes professionnels, les postures, les gestes didactiques et professionnels qui cherchaient à répondre à l'hétérogénéité des connaissances sur l'écriture alphabétique des élèves. Dans le cas de P1, qui développait des actions dirigées vers le collectif de la salle, l'attention à l'hétérogénéité était faite au sein de ces situations collectives. De cette façon, les schèmes professionnels manquaient d'ajustements, puisque la plupart des élèves de 1<sup>ère</sup> année ont terminé l'année scolaire sans avoir fait la consolidation des relations graphème-phonème et avait des difficultés à produire des textes. En ce qui concerne les pratiques de P2, P3 et PF, les schèmes étaient utilisés de forme plus consciente, en cherchant à répondre aux différentes connaissances de lecture et d'écriture de la classe. Cela a permis aux élèves de progresser dans leurs apprentissages de l'écriture. La classe P2, qui au début de l'année avait présenté des enfants ayant toutes les hypothèses de notation alphabétique et des difficultés à réaliser pendant les productions de texte, la majorité des catégories énumérées, a terminé l'année avec l'évolution des niveaux d'écriture des mots et des textes. Certaines difficultés relationnées à la pertinence, la cohérence et la structure persistaient. Les classes de P3 et de PF, dans lesquelles l'hétérogénéité au début de l'année se concentrait principalement sur les hypothèses alphabétiques, ont également présenté des progressions. Lors de la production de texte des élèves de la troisième année, un grand nombre des élèves a répondu complètement à la plupart des catégories énumérées dans le diagnostic initial, en ayant quelques difficultés de cohérence, de structuration des périodes de texte et de l'utilisation de l'écrit avec la correction orthographique, qui a persisté à la fin de l'année, en nombre moins élevé, pour certains élèves.

Sinnema, C., & Stoll, L. (2020). **Learning for and realising curriculum aspirations through schools as learning organisations.** *European Journal of Education*, 55(1), 9-23. <https://doi.org/10.1111/ejed.12381>

How can schools as learning organisations support the realisation of a new curriculum's aspirations? This article describes four common and interrelated challenges—depth, spread, reach, and pace—associated with enacting a new curriculum. It then argues that curriculum capital represented by schools and practitioners that address these challenges and meet associated learning demands—commitment, knowledge, understanding and capability—is essential to ensure that curriculum aspirations are realised. We propose that schools that are learning organisations create the kinds of conditions necessary for responding to the challenges and learning demands. In such schools the considerable individual, collaborative and collective learning needed at many levels is recognised. We highlight how each of the four challenges might be addressed by seven dimensions and four

transversals of schools as learning organisations, while recognising that task will be more feasible in systems that are also learning and providing supportive conditions.

Smith, A. K., Watkins, K. E., & Han, S.-H. (2020). **From silos to solutions : How one district is building a culture of collaboration and learning between school principals and central office leaders.** *European Journal of Education*, 55(1), 58-75. <https://doi.org/10.1111/ejed.12382>

Large urban school districts often struggle with hierarchy, fragmented processes and cultures whereby organisational silos between school and central office staff serve as a major barrier for reaching the desired strategic goals of improving student achievement. In addition, school district staff are undergoing change requiring leaders and staff in these organisations to adapt and build their capacity to support changing demands. However, little attention is paid to how to build the necessary systems and learning environments to support capacity building and leader development. This article reports on an action research study using mixed methods that reveal how central office leaders and school principals break down organisational silos to build a culture of learning using learning organisation principles. Using the Dimensions of the Learning Organization Questionnaire (DLOQ) short form, participants completed questions related to the school district's capacity for learning. Data from the survey and interviews outline key findings that illustrate how the learning organisation framework served as a model to create the organisational conditions and culture to enable support and cooperation for learning, capacity, change and improvement to occur. This action research case study is a look at one organisation's approach to addressing a gap in learning organisation research in the area of learning organisation interventions. In addition, it extends current research on schools as learning organisations with an example of data-informed change in one large school district in the southern United States.

Stromboni, C. (2020, février 25). **La Cour des comptes s'en prend à l'École polytechnique.** *Le Monde.fr*. [https://www.lemonde.fr/societe/article/2020/02/25/gestion-a-redresser-strategie-incertaine-la-cour-des-comptes-s-en-prend-a-l-ecole-polytechnique\\_6030732\\_3224.html](https://www.lemonde.fr/societe/article/2020/02/25/gestion-a-redresser-strategie-incertaine-la-cour-des-comptes-s-en-prend-a-l-ecole-polytechnique_6030732_3224.html)

La prestigieuse école d'ingénieurs a enchaîné cinq exercices déficitaires entre 2014 et 2018, malgré un soutien financier accru de l'Etat à partir de 2016.

Sukriti, V., BAKELANTS, H., VANDEVOORT, L., & NICAISE, I. (2020). **The governance of equity funding schemes for disadvantaged schools : Lessons from national case studies: NESET report.** Office des publications de l'Union européenne. [https://nesetweb.eu/wp-content/uploads/2020/02/NESET\\_analytical\\_report\\_3-2019.pdf](https://nesetweb.eu/wp-content/uploads/2020/02/NESET_analytical_report_3-2019.pdf)

Le financement de l'équité désigne le financement supplémentaire accordé aux établissements scolaires dans lesquelles le nombre d'élèves défavorisés est supérieur à la moyenne. Plus de la moitié des pays de l'Union européenne accordent actuellement ce type de financement. Toutefois, des doutes subsistent quant à l'efficacité de ces programmes et politiques. S'appuyant sur 7 études cas (Angleterre, Belgique néerlandophone, France, Finlande, Irlande, Pays-Bas, Slovaquie), le rapport examine dans quelle mesure l'amélioration de la gouvernance des programmes de financement de l'équité pourrait contribuer à de meilleurs résultats.

Swen, C. P. (2019). **Talk of Calling : Novice School Principals Narrating Destiny, Duty, and Fulfillment in Work.** *Educational Administration Quarterly*, 56(2), 177-219. <https://doi.org/10.1177/0013161X19840387>

Purpose: School principals' commitment and motivation have not been systematically investigated, but concerted research is needed as 25% of principals leave their jobs each year. This article investigates how new school principals make sense of their motivation to challenging work in a high pressure, high turnover field. Understanding principal motivation is important for recruiting and retaining talented educators. How principals understand their motivation may significantly affect their actions, practices, and persistence. Therefore, insight into principals' motivation is important. Research Methods: Data come from interviews with 35 new principals in Chicago Public Schools. As initial phases of inductive analyses around principal's career narratives were completed, this grounded theory inquiry focused on how principals use discourses of calling to make sense of their motivation. Data were analyzed through three iterations of coding: open, focused, and closed. Findings: School principals used themes of calling to make sense of their motivation in challenging contexts. Specifically, they described their destiny to work in education, duty to serve students, and fulfillment in work. Calling narratives explain past action and elevate the importance of the work, likely fueling continued motivation. Implications: This work adds a narrative component to research on principals' motivation and transition, focusing on principals' efforts to manage challenges. The results provide novel empirical data on principals' sense-making, efforts to manage multiplying work demands, and on how professionals use calling to make sense of and bolster work motivation. Future work should determine whether calling narratives predict retention among principals.

Taylor, Z. W. (2018). **¿Comprenderán Mis Amigos y La Familia? Analyzing Spanish Translations of Admission Materials for Latina/o Students Applying to 4-Year Institutions in the United States.** *Journal of Hispanic Higher Education*, 19(2), 195-209. <https://doi.org/10.1177/1538192718775478>

This study examines first-year undergraduate admissions materials from 325 bachelor-degree granting U.S. institutions, closely analyzing the English-language readability and Spanish-language readability and translation of these materials. Via Yosso's linguistic capital, the results reveal 4.9% of first-year undergraduate admissions materials had been translated into Spanish, 4% of institutional admissions websites embed translation widgets, and the average readability of English-language content is above the 13th-grade reading level. Implications for research and practice are discussed.

Tuma, A. P. (2020). **The Organizational Landscape of Schools : School Employees' Conceptualizations of Organizations in Their Environment.** *American Journal of Education*, 126(2), 231-263. <https://doi.org/10.1086/706922>

A growing body of evidence suggests that schools' partnerships with neighborhood organizations can improve educational outcomes, but less is known about how educators, who play a crucial role in procuring, carrying out, and maintaining such partnerships, conceptualize the different organizations in their environment. This study uses data from 52 qualitative interviews to systematically examine how educators working in different types of urban schools and neighborhoods make sense of their interactions with external organizations. The findings contribute to scholarship on school-community partnerships by demonstrating that neighborhood organizations provide unique benefits to educators,



brokering relationships between the school and the community and generating opportunities for the co-creation of resources by educators and community members. Furthermore, the study shows that educators' sense-making about the local organizational landscape is related both to the availability of geographically proximate organizations and to where students and families reside.

Wu, M. J. (2019). **School Resources and Subgroup Performance Gains : What Works for Whom?** *Educational Administration Quarterly*, 56(2), 220-254.  
<https://doi.org/10.1177/0013161X19840400>

Using a fixed effects model, a balanced panel data set of 6,922 schools in California from 2004 to 2011 was analyzed to see whether changes in resources would affect subgroup performance at intraschool level. Seven school resources variables previously demonstrated influential to school or subgroup achievement at interschool level were tested for their effects on Academic Performance Index (API) gains of eight subgroups. Teachers' in-district experience had the strongest positive impacts on API gains for all subgroups, ranging from 3.367 to 8.958 points, and teachers' total experience had the largest negative impacts on subgroup API, varying between -1.120 and -5.495 points. Increases in teachers' in-district experience, shares of highly educated and full-time equivalent teachers all offered promising outcomes for improving APIs of disadvantaged subgroups.

## Pratiques enseignantes

Baldwin, P., Margolis, M. J., Clauser, B. E., Mee, J., & Winward, M. (2020). **The Choice of Response Probability in Bookmark Standard Setting: An Experimental Study.** *Educational Measurement: Issues and Practice*, 39(1), 37-44.  
<https://doi.org/10.1111/emip.12230>

Evidence of the internal consistency of standard-setting judgments is a critical part of the validity argument for tests used to make classification decisions. The bookmark standard-setting procedure is a popular approach to establishing performance standards, but there is relatively little research that reflects on the internal consistency of the resulting judgments. This article presents the results of an experiment in which content experts were randomly assigned to one of two response probability conditions: .67 and .80. If the standard-setting judgments collected with the bookmark procedure are internally consistent, both conditions should produce highly similar cut scores. The results showed substantially different cut scores for the two conditions; this calls into question whether content experts can produce the type of internally consistent judgments that are required using the bookmark procedure.

Buurman, M., Delfgaauw, J., Dur, R., & Zoutenbier, R. (2020). **When Do Teachers Respond to Student Feedback? Evidence from a Field Experiment** (SSRN Scholarly Paper ID 3525235). Social Science Research Network. <https://papers.ssrn.com/abstract=3525235>

We ran a field experiment at a large Dutch school for intermediate vocational education to examine whether the response of teachers to student feedback depends on the content of the feedback. Students evaluated all teachers, but only a randomly selected group of teachers received feedback. Additionally, we asked all teachers before as well as a year after the experiment to assess their own performance on the same items. We find a precisely

estimated zero average treatment effect of receiving student feedback on student evaluation scores a year later. However, teachers whose self-assessment before the experiment is much more positive than their students' evaluations do improve significantly in response to receiving feedback. We also find that provision of feedback reduces the gap between teachers' self-assessment and students' assessment, but only to a limited extent. All of these results are driven by the female teachers in our sample; male teachers appear to be unresponsive to student feedback.

Caron, J. (2019). *Utilisation de connaissances issues de la recherche par des enseignantes associées d'un groupe de codéveloppement professionnel dans leur encadrement réflexif de stagiaires* [Phd, Université du Québec à Montréal Université du Québec à Trois-Rivières]. <http://depot-e.uqtr.ca/id/eprint/8806/>

Delgado, L., Galvez, D., Hassan, A., Palominos, P., & Morel, L. (2019). **Innovation Spaces in Universities: Support for Collaborative Learning.** *Journal of Innovation Economics & Management*, 31, 123-153. <https://doi.org/10.3917/jie.pr1.0064>

Innovation spaces are rapidly increasing in number around the world. Many universities are currently opting for the construction of a space of this kind on their premises. Innovation spaces offer an opportunity for the development of competences. In this work we study how innovation spaces can support collaborative learning. Several common factors between innovation spaces and collaborative learning are studied and identified. Based on these factors, a design and an action plan are defined for an innovation space within a public university. The proposed design and action plan are tested in a case study featuring the entrepreneurship and innovation laboratory of the Industrial Engineering Department of the University of Santiago (LEIND). The results are evaluated based on interviews with students, and these interviews validate the positive impact of LEIND in the development of their innovation and entrepreneurship projects. Work in collaboration with other actors at LEIND is highlighted as a positive outcome.

Everson, H. T., & Forte, E. (2020). **Introduction to Special Section : Issues and Advances in Standard Setting Methods.** *Educational Measurement: Issues and Practice*, 39(1), 7-7. <https://doi.org/10.1111/emip.12324>

Gaussel, M. (2020). **Les pratiques enseignantes face aux recherches.** *Dossier de veille de l'IFÉ*, 132. <http://veille-et-analyses.ens-lyon.fr/DA-Veille/132-fevrier-2020.pdf>

La volonté d'adosser les politiques et les pratiques éducatives aux résultats de la recherche s'amplifie depuis plusieurs années, en France, comme à l'international. Si cette idée, ou cette injonction selon les cas, semble pertinente, elle ne va pourtant pas de soi dans sa mise en œuvre. Tout d'abord, de quelles recherches parle-t-on? En effet, plusieurs courants de recherches portant sur l'apprentissage et l'enseignement coexistent sans forcément partager les mêmes façons d'appréhender ce qu'il se passe à l'école. La rencontre entre les recherches portant sur l'éducation (psychologie, sociologie, philosophie, économie et histoire de l'éducation, mais aussi sciences cognitives, sciences du langage, ...) et les pratiques enseignantes est loin d'être évidente et génère depuis plus de 50 ans des tensions et incompréhensions dans un climat de méfiance réciproque. De vastes controverses quant aux enjeux éducatifs traversent régulièrement les médias et l'opinion publique suscitant de nombreuses confusions sur l'éducation en tant qu'objet de recherche. Les recherches en éducation peuvent-elles expliquer ce qu'il se passe dans la classe? Peuvent-elles guider

l'action pédagogique? Des pratiques efficaces validées par la recherche sont-elles répliquables d'un contexte à un autre? Le Dossier de Veille 132, en se plaçant du point de vue des enseignant.e.s, se penche sur ces problématiques au cœur des disputes entre les différentes parties prenantes en éducation que sont les acteurs et actrices politiques, éducatif.ve.s et scientifiques. À partir d'une sélection de ressources portant sur les liens entre recherches et pratiques, et afin de mieux prendre la mesure des enjeux concernant l'utilisation des recherches par les enseignant.e.s, ce Dossier porte d'abord sur la nature des recherches concernées et leur vocation à guider les décisions politiques ou éclairer les faits éducatifs. Le deuxième chapitre questionne le principe d'adossement à la recherche (affiché dans le référentiel de compétences professionnelles des métiers du professorat et de l'éducation) dans le cadre de la formation initiale et sa validité face aux savoirs d'expérience développés ensuite par les enseignant.e.s. Et en dernier lieu, ce Dossier pose la question des conditions de mobilisation et d'appropriation des résultats de recherches par les enseignant.e.s de manière à mieux les outiller et à faire réussir les élèves.

Gouttenoire, L., Fiorelli, C., Trognon, L., & Roux, C. (2019). **Enhancing reflective capacities to foster professional development: A grid to design pedagogical devices.** *Revue Phronesis*, 8(3-4), 48-61.

Jarraud, F. (2020a, février 28). **André Tricot: Précis d'ingénierie pédagogique.** Le café pédagogique.

[http://www.cafepedagogique.net/lexpresso/Pages/2020/02/28022020Article637184715107832043.aspx?actId=ebwp0YMB8s1\\_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN\\_MAIL&actSource=501341](http://www.cafepedagogique.net/lexpresso/Pages/2020/02/28022020Article637184715107832043.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=501341)

« Le métier d'enseignant est un métier de concepteur. Notre travail n'est pas de dire aux professeurs comment enseigner mais leur donner des connaissances à utiliser quand ils conçoivent une situation d'enseignement ». Les connaissances ne manquent pas dans le "Précis d'ingénierie pédagogique " que publient André Tricot et Manuel Musial (De Boeck Supérieur). Les enseignants y trouveront des synthèses sur une multitude de questions d'enseignement allant de la réalisation d'une trace écrite efficace à la compréhension de ce que c'est qu'apprendre à l'École. Impossible de détailler cette somme. Mais ce « précis » file la métaphore de l'ingénieur pour faire comprendre ce qu'est, pour les auteurs, le métier d'enseignant. André Tricot, dans cet entretien fixe les grandes lignes de l'ouvrage.

Jarraud, F. (2020b, mars 6). **Bruno Robbes: L'autorité éducative dans la classe.** Le café pédagogique.

[http://www.cafepedagogique.net/lexpresso/Pages/2020/03/06032020Article637190772829864063.aspx?actId=ebwp0YMB8s1\\_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN\\_MAIL&actSource=501432](http://www.cafepedagogique.net/lexpresso/Pages/2020/03/06032020Article637190772829864063.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=501432)

« L'autorité ne va plus de soi. La relation d'autorité chez les enseignants est un poste d'observation privilégié de cette remise en cause... Pour nous l'exercice de l'autorité enseignante relève de la mise en oeuvre de savoirs dans l'action et notre travail vise à mettre au jour ces savoirs ». Dans une édition renouvelée de « L'autorité éducative dans la classe » (ESF Sciences humaines), Bruno Robbes (CY Cergy Paris Université) attaque le mythe de « l'autorité naturelle ». Il critique aussi l'abandon de l'autorité par certains enseignants. Et il dessine, à travers 12 situations concrètes, les outils d'une autorité

s'exerçant dans la classe. Dans cet entretien, il présente sa conception de l'autorité éducative.

Johnson, E. S., Zheng, Y., Crawford, A. R., & Moylan, L. A. (2020). **Examining rater accuracy and consistency with a special education observation protocol.** *Studies in Educational Evaluation*, 64, 100827. <https://doi.org/10.1016/j.stueduc.2019.100827>

Research indicates that instructional aspects of teacher performance are the most difficult to reach consensus on, significantly limiting teacher observation as a way to systematically improve instructional practice. Understanding the rationales that raters provide as they evaluate teacher performance with an observation protocol offers one way to better understand the training efforts required to improve rater accuracy. The purpose of this study was to examine the accuracy of raters evaluating special education teachers' implementation of evidence-based math instruction. A mixed-methods approach was used to investigate: 1) the consistency of the raters' application of the scoring criteria to evaluate teachers' lessons, 2) raters' accuracy on two lessons with those given by expert-raters, and 3) the raters' understanding and application of the scoring criteria through a think-aloud process. The results show that raters had difficulty understanding some of the high inference items in the rubric and applying them accurately and consistently across the lessons. Implications for rater training are discussed.

Kyriakides, L., Anthimou, M., & Panayiotou, A. (2020). **Searching for the impact of teacher behavior on promoting students' cognitive and metacognitive skills.** *Studies in Educational Evaluation*, 64, 100810. <https://doi.org/10.1016/j.stueduc.2019.100810>

This study investigates the impact of teaching factors on students' cognitive and metacognitive achievement in mathematics. Written tests and the "Metacognitive Skills and Knowledge Assessment" tool were administered to grade 4 and 5 students (n = 924) at the beginning and end of the school year 2013-2014. A student questionnaire was used for measuring teaching factors. Multilevel SEM analyses revealed a reciprocal relationship between students' cognitive and metacognitive skills. All teaching factors of the dynamic model of educational effectiveness were found to be associated with mathematics achievement but only four factors (modeling, assessment, questioning, and dealing with misbehavior) were associated with two aspects of metacognition (i.e. prediction and evaluation). Implications of findings are drawn.

Leighton, J. P., & Lehman, B. (2020). **Digital Module 12 : Think-aloud Interviews and Cognitive Labs** <https://ncme.elevate.commpartners.com>. *Educational Measurement: Issues and Practice*, 39(1), 96-97. <https://doi.org/10.1111/emip.12321>

In this digital ITEMS module, Dr. Jacqueline Leighton and Dr. Blair Lehman review differences between think-aloud interviews to measure problem-solving processes and cognitive labs to measure comprehension processes. Learners are introduced to historical, theoretical, and procedural differences between these methods and how to use and analyze distinct types of verbal reports in the collection of evidence of test-taker response processes. The module includes details on (a) the different types of cognition that are tapped by different interviewer probes, (b) traditional interviewing methods and new automated tools for collecting verbal reports, and (c) options for analyses of verbal reports. This includes a discussion of reliability and validity issues such as potential bias in the collection of verbal reports, ways to mitigate bias, and inter-rater agreement to enhance credibility of analysis. A novel digital tool for data collection called the ABC tool is presented



via illustrative videos. As always, the module contains audio-narrated slides, quiz questions with feedback, a glossary, and curated resources.

Lesesvre, D. (2020). **Pour un enseignement par la recherche : Compte rendu d'un groupe de travail.** *Repères IREM*. <https://hal.archives-ouvertes.fr/hal-02496400>

Leventhal, B. C., & Grabovsky, I. (2020). Adding Objectivity to Standard Setting : Evaluating Consequence Using the Conscious and Subconscious Weight Methods. *Educational Measurement: Issues and Practice*, 39(1), 30-36. <https://doi.org/10.1111/emip.12316>  
Standard setting is arguably one of the most subjective techniques in test development and psychometrics. The decisions when scores are compared to standards, however, are arguably the most consequential outcomes of testing. Providing licensure to practice in a profession has high stake consequences for the public. Denying graduation or forcing remediation has high-impact consequences for students. Unfortunately, tests that classify individuals are subjected to false positive and false negative misclassifications. When determining a standard, standard setting panelists implicitly consider the negative consequences of the decisions made from test use. We propose the conscious weight method and subconscious weight method to bring more objectivity to the standard setting process. To do this, these methods quantify the relative harm of the negative consequences of false positive and false negative misclassification.

Levy, R. (2020). **Digital Module 11: Bayesian Psychometric Modeling** <https://ncme.elevate.commpartners.com>. *Educational Measurement: Issues and Practice*, 39(1), 94-95. <https://doi.org/10.1111/emip.12320>

In this digital ITEMS module, Dr. Roy Levy describes Bayesian approaches to psychometric modeling. He discusses how Bayesian inference is a mechanism for reasoning in a probability-modeling framework and is well-suited to core problems in educational measurement: reasoning from student performances on an assessment to make inferences about their capabilities more broadly conceived, as well as fitting models to characterize the psychometric properties of tasks. The approach is first developed in the context of estimating a mean and variance of a normal distribution before turning to the context of unidimensional item response theory (IRT) models for dichotomously scored data. Dr. Levy illustrates the process of fitting Bayesian models using the JAGS software facilitated through the R statistical environment. The module is designed to be relevant for students, researchers, and data scientists in various disciplines such as education, psychology, sociology, political science, business, health, and other social sciences. It contains audio-narrated slides, diagnostic quiz questions, and data-based activities with video solutions as well as curated resources and a glossary.

Lewis, D., & Cook, R. (2020). **Embedded Standard Setting : Aligning Standard-Setting Methodology with Contemporary Assessment Design Principles.** *Educational Measurement: Issues and Practice*, 39(1), 8-21. <https://doi.org/10.1111/emip.12318>

In this paper we assert that the practice of principled assessment design renders traditional standard-setting methodology redundant at best and contradictory at worst. We describe the rationale for, and methodological details of, Embedded Standard Setting (ESS; previously, Engineered Cut Scores. Lewis, 2016), an approach to establish performance standards that augments and is embedded within existing principled assessment design practices. Under ESS, achievement level descriptor writing and the targeting of items to

specified achievement levels are viewed as the fundamental standard-setting activities and cut scores are estimated by optimizing the relationship between the item targets and the empirically based grouping of items. If the relationship between item targets and empirical data are sufficiently strong, then the traditional standard-setting workshop is either unnecessary or altered in nature and significantly reduced in scope. We provide empirical evidence supporting the efficacy of ESS and describe how ESS is embedded throughout the assessment lifecycle.

Loisy, C. (2019). **Comment les enseignants peuvent s'emparer de l'orientation dans leur discipline. Journée d'étude " Comment s'orienter au XXIème siècle ", organisée pour le PACTE pour un enseignement d'excellence.** Mons, Université de Mons, 11 février 2019. <https://hal.archives-ouvertes.fr/hal-02480665>

Malva, L., Leijen, Ä., & Baucal, A. (2020). **Towards measuring teachers' general pedagogical knowledge - A mixed method investigation of a pilot test.** *Studies in Educational Evaluation*, 64, 100815. <https://doi.org/10.1016/j.stueduc.2019.100815>

This paper aims to investigate a test instrument measuring teachers' general pedagogical knowledge. Pre-service teachers, in-service teachers, and teacher educators from Estonia participated in a pilot study (N = 393). Item response theory analysis showed that the items fit to a unidimensional instrument assumption. Three levels of difficulty were identified: questions based on a situation description (easiest), questions connecting situations with theoretical concepts (moderate), and questions requiring theoretical knowledge (difficult). When comparing the sample groups, pre-service teachers struggled with topics that had not been part of their curriculum yet. Interestingly, in-service teachers had more difficulty with questions requiring specific theoretical knowledge while teacher educators struggled more with practical situations in a school context. An overall suggestion for future research is to review the conceptual framework in terms of linking theory and practice to connect rather than to distinguish these characteristics of teachers' general pedagogical knowledge. The results of the study also contribute to further improvement of the instrument.

Man, D., Xu, Y., Chau, M. H., O'Toole, J. M., & Shunmugam, K. (2020). **Assessment feedback in examiner reports on master's dissertations in translation studies.** *Studies in Educational Evaluation*, 64, 100823. <https://doi.org/10.1016/j.stueduc.2019.100823>

Assessment is a crucial part of degree programmes in higher education. While previous research has been primarily concerned with PhD thesis assessment practice in western countries, this article considers the focus and assessment criteria of 40 examiner reports on master's dissertations in translation studies at a Chinese university. The results indicate that these examiners structured their reports in four rhetorical moves: 'preparing the candidate for a decision', 'expressing an evaluation', 'conveying the decision', and 'making recommendations'. These examiners appeared to place more emphasis on the expression of ideas, rather than on the accuracy and originality of those ideas. They apparently adopted flexible working criteria, assessing the dissertations based on institutional requirements and on their own experience. This article concludes with a discussion of implications for dissertation writing.

McFadden, A., & Williams, K. E. (2020). **Teachers as evaluators: Results from a systematic literature review.** *Studies in Educational Evaluation*, 64, 100830. <https://doi.org/10.1016/j.stueduc.2019.100830>

Teacher professional standards globally now include a stronger emphasis on teacher research and evaluation skills. Yet, little is known about how to build these capacities through teacher education. This paper reports on a systematic literature review conducted to synthesize the literature about approaches to improving research and evaluative skills and attitudes in teachers. A total of 19 studies were included. The field is largely dominated by small qualitative studies that focus on teacher action research as a facilitator of professional development. There is a substantial and highly problematic gap in the research specifically in relation to building evaluation skills in teachers. Recommendations include a stronger investment in teacher education focussed on evaluation and evaluative thinking, which holds significant potential to positively impact the professional practice of teachers and student learning outcomes.

Min, S., & He, L. (2020). **Test fairness : Examining differential functioning of the reading comprehension section of the GSEEE in China.** *Studies in Educational Evaluation*, 64, 100811. <https://doi.org/10.1016/j.stueduc.2019.100811>

This study investigated differential item functioning (DIF), differential bundle functioning (DBF), and differential test functioning (DTF) across gender of the reading comprehension section of the Graduate School Entrance English Exam in China. The datasets included 10,000 test-takers' item-level responses to 6 five-item testlets. Both DIF and DBF were examined by using poly-simultaneous item bias test and item-response-theory-likelihood-ratio test, and DTF was investigated with multi-group confirmatory factor analyses (MG-CFA). The results indicated that although none of the 30 items exhibited statistically and practically significant DIF across gender at the item level, 2 testlets were consistently identified as having significant DBF at the testlet level by the two procedures. Nonetheless, DBF does not manifest itself at the overall test score level to produce DTF based on MG-CFA. This suggests that the relationship between item-level DIF and test-level DTF is a complicated issue with the mediating effect of testlets in testlet-based language assessment.

Mirzaei, A., Heidari Vinchek, M., & Hashemian, M. (2020). **Retrofitting the IELTS reading section with a general cognitive diagnostic model in an Iranian EAP context.** *Studies in Educational Evaluation*, 64, 100817. <https://doi.org/10.1016/j.stueduc.2019.100817>

Cognitive diagnostic assessment (CDA) allows for diagnosing second language (L2) learners' strengths and weaknesses of attributes in a specific domain. Exploring the little-known territory of CDA, the current study retrofitted the reading section of the International English Language Testing System (IELTS) with a cognitive diagnostic model (CDM). It aimed to identify the attributes involved in successfully implementing IELTS reading, analyze the overall and individual test-takers' reading performance, and, finally, explore the IELTS reading differences of Iranian students in engineering and veterinary domains. Based on think-aloud protocols and expert judgement, an initial Q-matrix was developed. Using R package CDM, the generalized deterministic inputs, noisy "and" gate (G-DINA) model was applied to IELTS reading data to refine and validate the initial Q-matrix and estimate the mastery probabilities of 1025 test-takers on each attribute. The final Q-matrix consisted of 6 attributes assumed to be involved in IELTS reading. Moreover, the overall test-takers and the individuals demonstrated different mastery/non-mastery across the 6 IELTS reading attributes on both macro and micro levels. Further, significant differences were found between IELTS reading performances of Iranian engineering and veterinary students. The findings supported the assumption that CDA can provide

instructors and IELTS candidates with detailed diagnostic feedback to promote test-takers' IELTS reading performance.

Newton, P. E. (2020). **Deficiency, Contamination, and the Signal Processing Metaphor.** *Educational Measurement: Issues and Practice*, 39(1), 82-91.  
<https://doi.org/10.1111/emip.12276>

Educational assessment involves eliciting, transmitting, and receiving information concerning the level of proficiency of a learner in a specified domain. With that in mind, it is perhaps surprising that the literature seems to make very little use of the signal processing metaphor. The present article begins by making a general case for greater use of this metaphor, as a simple and intuitive thinking tool for helping to explain how educational assessment works. The main body of the article extends this argument by demonstrating the utility of the metaphor in helping to explain how educational assessment can go wrong. During the 1980s and 1990s, Samuel Messick extensively discussed two major ways in which educational assessment can go wrong via construct-irrelevant variance and construct underrepresentation, respectively. Despite their importance, these concepts have had only a limited impact on the literature. Part of the reason for this may be a lack of clarity and comprehensiveness in their articulation. The present article aims to articulate these concepts more clearly and comprehensively, within a framework provided by the signal processing metaphor, reconfiguring them as signal contamination and signal deficiency, respectively.

Newton, X. A., & Tonelli, E. P. (2020). **Building undergraduate STEM majors' capacity for delivering inquiry-based mathematics and science lessons: An exploratory evaluation study.** *Studies in Educational Evaluation*, 64, 100833.  
<https://doi.org/10.1016/j.stueduc.2019.100833>

Recruiting and preparing STEM majors for teaching has become one of the major efforts at improving mathematics and science teacher quality at secondary level. One question is whether STEM majors who have not had the chance to experience active learning in mathematics and science classes as secondary students themselves know what inquiry pedagogy is. Secondly, it is unclear whether those who experienced inquiry in their college introductory discipline courses will be able to utilize the pedagogy in teaching secondary content. We address these questions through studying an undergraduate research methods course designed to improve STEM majors' capacity for delivering inquiry-based mathematics and science lesson. Analysis of data from pre-and-post course surveys and students' written research reports including students' reflection on their inquiry projects suggests that offering future STEM teachers opportunities to conduct inquiry and reflect explicitly on how inquiry can be used to teach secondary content is important and beneficial.

Nicholes, J., & Reimer, C. (2020). **Evaluating the impact of first-year writing course grades on college-student persistence.** *Studies in Educational Evaluation*, 64, 100841.  
<https://doi.org/10.1016/j.stueduc.2020.100841>

Informed by Tinto's model of persistence, this large-scale evaluation study (N = 8916) centers on intersections of first-year composition (FYC), grades, and persistence at a career-focused, polytechnic university in a midwestern U.S. state. It presents a replicable design exploring a pathway through Composition 1 and Composition 2 to graduation and suggests theoretical and practical implications for early-alert, student-support intervention. Results



of binary logistic regression indicate that, accounting for demographic and enrollment factors, grades significantly predict whether students take Composition 2 immediately after Composition 1, whether they persist to Composition 2 at all, and whether they graduate. We propose that the linked sequence of writing courses may allow students to build skills over a year-long sequence, enhancing self-efficacy and grade-reinforced senses of belonging, while factors related to ethnic identity and first-generation status pose barriers at critical points along the first-year sequence. We conclude with suggested points of student-support intervention and future research on grades, first-year writing coursework, and college-student persistence related to writing self-efficacy and senses of belonging.

**Paufler, N. A., & Sloat, E. F. (2020). Using standards to evaluate accountability policy in context: School administrator and teacher perceptions of a teacher evaluation system.** *Studies in Educational Evaluation*, 64, 100806.  
<https://doi.org/10.1016/j.stueduc.2019.07.007>

Accountability policy in the United States requiring school districts to design and implement state policy-directed teacher evaluation systems that utilize multiple measures, most often observations of professional practice and student achievement data, has been reflective of shifting international public discourse surrounding educational accountability, specifically related to teacher quality. Although the most recent wave of policy change provides states some flexibility in determining how teachers are evaluated, many are still mired in debate on how to improve teacher professional practice and increase student learning. This study examined the perceptions of school administrators and teachers in a large, suburban, public school district regarding their district's new teacher evaluation system. Understanding the convergent and divergent views of participant groups regarding how (i.e., the standards by which) they defined and measured the effectiveness of the evaluation system is necessary to not only better understand their lived experiences but also to potentially inform policy change.

**Primi, C., Bacherini, A., Beccari, C., & Donati, M. A. (2020). Assessing math attitude through the Attitude Toward Mathematics Inventory - Short form in introductory statistics course students.** *Studies in Educational Evaluation*, 64, 100838.  
<https://doi.org/10.1016/j.stueduc.2020.100838>

Math attitude refers to emotional responses, beliefs, and behaviors towards mathematics. Several studies measured the relation with math learning and related variables, but very few with statistics learning. To better investigate this relation has become increasingly relevant to have a measure that ensuring multidimensionality and shortness. The aim of the present paper was to confirm the factor structure of the Lin and Huang (2014)'s ATMI - Short Form (ATMI - SF) when administered to Italian college students attending introductory statistics course, and to test its measurement invariance applying a multigroup confirmatory analysis. We also assessed the reliability and the incremental validity of the ATMI - SF by verifying whether it predicted statistics achievement over and above the effect of math knowledge. The overall findings provide that ATMI - SF is a reliable and valid measure to assess math attitude among college students who attend introductory statistics courses in non-mathematical courses.

**Rios, J. A., Ihlenfeldt, S. D., Dosedel, M., & Riegelman, A. (2020). A Topical and Methodological Systematic Review of Meta-Analyses Published in the Educational**

**Measurement Literature.** *Educational Measurement: Issues and Practice*, 39(1), 71-81.  
<https://doi.org/10.1111/emip.12282>

This systematic review investigated the topics studied and reporting practices of published meta-analyses in educational measurement. Our findings indicated that meta-analysis is not a highly utilized methodological tool in educational measurement; on average, less than one meta-analysis has been published per year over the past 30 years (28 meta-analyses were published between 1986 and 2016). Within the field, researchers have utilized meta-analysis to study three primary subject areas: test format effects, test accommodations, and predictive validity of operational testing programs. In regard to reporting practices, authors often failed to provide descriptive details of both their search strategy and sample characteristics limiting reproducibility and generalizability of findings, respectively. Furthermore, diagnostic analyses of outliers, publication bias, and statistical power were not provided for the majority of studies, putting into question the validity of inferences made from the meta-analyses sampled. The lack of transparent and replicable practices of meta-analyses in educational measurement is a concern for generating credible research syntheses that can assist the field in improving evidence-based practices. Recommendations are provided for improving training and editorial standards of meta-analytic research.

Rupp, A. A. (2020). **ITEMS Corner ITEMS Portal Development Update** <https://ncme.elevate.commpartners.com>. *Educational Measurement: Issues and Practice*, 39(1), 92-93. <https://doi.org/10.1111/emip.12319>

Şad, S. N. (2020). **Does difficulty-based item order matter in multiple-choice exams? (Empirical evidence from university students)**. *Studies in Educational Evaluation*, 64, 100812. <https://doi.org/10.1016/j.stueduc.2019.100812>

This empirical study aimed to investigate the impact of easy first vs. hard first ordering of the same items in a paper and-pencil multiple-choice exam on the performances of low, moderate, and high achiever examinees, as well as on the item statistics. Data were collected from 554 Turkish university students using two test forms, which included the same multiple-choice items ordered reversely, i.e. easy first vs. hard first. Tests included 26 multiple-choice items about the introductory unit of "Measurement and Assessment" course. The results suggested that sequencing the multiple-choice items in either direction from easy to hard or vice versa did not affect the test performances of the examinees no matter whether they are low, moderate or high achiever examinees. Finally, no statistically significant difference was observed between item statistics of both forms, i.e. the difficulty (p), discrimination (d), point biserial (r), and adjusted point biserial (adj. r) coefficients.

Shen, B., Bai, B., & Xue, W. (2020). **The effects of peer assessment on learner autonomy : An empirical study in a Chinese college English writing class**. *Studies in Educational Evaluation*, 64, 100821. <https://doi.org/10.1016/j.stueduc.2019.100821>

The study reports on a one-semester-long intervention study of peer assessment in a college English writing class. The purpose of the study was to investigate the effects of peer assessment on learner autonomy (LA). Seventy English major sophomores from an independent college in China participated in the study, who were randomly divided into two groups of 35 students each. Traditional teacher feedback was used in the control group while peer assessment was adopted for the experimental group. A questionnaire on LA was administered to both groups as the pre-test and the post-test. A number of ANCOVA

analyses were run to measure the effects of peer assessment on students' LA. The results indicate that peer assessment enhanced the students' learner autonomy. Peer assessment significantly reduced learners' dependence on the teacher and boosted the students' confidence in learning ability, while failing to make noticeable improvement in the other aspects of LA.

Skaggs, G., Hein, S. F., & Wilkins, J. L. M. (2020). **Using Diagnostic Profiles to Describe Borderline Performance in Standard Setting.** *Educational Measurement: Issues and Practice*, 39(1), 45-51. <https://doi.org/10.1111/emip.12228>

In test-centered standard-setting methods, borderline performance can be represented by many different profiles of strengths and weaknesses. As a result, asking panelists to estimate item or test performance for a hypothetical group study of borderline examinees, or a typical borderline examinee, may be an extremely difficult task and one that can lead to questionable results in setting cut scores. In this study, data collected from a previous standard-setting study are used to deduce panelists' conceptions of profiles of borderline performance. These profiles are then used to predict cut scores on a test of algebra readiness. The results indicate that these profiles can predict a very wide range of cut scores both within and between panelists. Modifications are proposed to existing training procedures for test-centered methods that can account for the variation in borderline profiles.

Smits, T. F. H., & Janssenswillen, P. (2020). **Multicultural teacher education : A cross-case exploration of pre-service language teachers' approach to ethnic diversity.** *International Journal of Qualitative Studies in Education*, 33(4), 421-445.

Socio-political and demographic developments in Western Europe make diversity and multiculturalism a relevant line of research and emerging topic in education sciences. This paper discusses a case study that investigates Belgian pre-service teachers' attitudes towards ethnic diversity in their classrooms, how their teaching caters to student heterogeneity and how they develop as diversity-conscious professionals. This qualitative study draws on multiple data sources (questionnaires, interview transcripts, logs, peer feedback after lesson observations and lesson plans) from three parallel cases that involve foreign and second language teaching set in significantly different contexts, resulting in three distinct intercultural cases: adult education and immigrant education in Belgium and secondary education in Morocco. Although the participants demonstrated high diversity awareness, their shared multicultural knowledge and attitudes did not prevent them from adopting strikingly divergent approaches to address cultural diversity, ranging from deliberate avoidance during lesson planning to breaching official policy in order to address identity and interculturality. The paper concludes that ideally diversity awareness in professionals is generated in proper teaching practice, which is shown to be characterized by the challenge of transferring theoretical principles to varying classroom settings through sound lesson planning.

Steinberger, P. (2020). **Assessing the Statistical Anxiety Rating Scale as applied to prospective teachers in an Israeli Teacher-Training College.** *Studies in Educational Evaluation*, 64, 100829. <https://doi.org/10.1016/j.stueduc.2019.100829>

Statistics literacy is a growing part of our lives. However, around 75% of social science undergraduate students experience moderate to high levels of statistics anxiety, characterized by troubling thoughts, stress and an aversion to statistical content or to

learning situations using statistics. The aims of the study were to examine the psychometric properties of the Hebrew version of the Statistical Anxiety Rating Scale, and to unfold the underlying structure of the construct as perceived by 163 pre-service teachers in an Israeli college of education. Multidimensional scaling analysis (MDS) confirms the confirmatory factor analysis (CFA) findings but highlights the importance of identifying the context of anxiety (statistics course vs. statistics as a distinct discipline) and the locus of anxiety (internal vs. external). The findings can help teacher educators better monitor their students' statistics anxiety and assist them in implementing appropriate ways of reducing it.

Torres, J. T., Higheagle Strong, Z., & Adesope, O. O. (2020). **Reflection through assessment: A systematic narrative review of teacher feedback and student self-perception.** *Studies in Educational Evaluation*, 64, 100814. <https://doi.org/10.1016/j.stueduc.2019.100814>

Beginning with two important meta-analyses by Hattie and Timperley (2007) and Shute (2008), the relationship between teacher feedback and student self-perception has received more attention. One way students enact a self-perception is by reflectively writing about their participation within a particular field of study. The current review analyzes how teacher feedback facilitates and supports the formation of self-perception made visible in students' reflective writing. The following electronic databases were searched up to February 2018: CINAHL, Academic Search Complete, PsycINFO, ERIC, ProQuest Dissertations and Theses, and Google Scholar. Five themes in total were constructed. These themes indicate contexts when feedback might lead to students reflecting through writing on a self-perception. Features of feedback that most likely promote this kind of reflection can be described as: content situated, dialogic, and empathic. As a secondary category of themes, feedback should position students as: fluid and/or vulnerable.

Vattøy, K.-D. (2020). **Teachers' beliefs about feedback practice as related to student self-regulation, self-efficacy, and language skills in teaching English as a foreign language.** *Studies in Educational Evaluation*, 64, 100828. <https://doi.org/10.1016/j.stueduc.2019.100828>

This study examines lower-secondary teachers' beliefs about feedback practice as related to beliefs about student self-regulation, self-efficacy, and language skills while teaching English as a foreign language. Data analysis of ten individual interviews was carried out using the constant comparative method. Most of the teachers connected own feedback practice to an awareness of assessment for learning through the teaching of language skills. However, a hidden accountability system seemed to overshadow the full potential of assessment for learning for the teachers with its emphasis on testing. Aspects of marking, student involvement, and dialogic feedback were considered challenging to the feedback practice of half of the teachers. The teachers were further divided as to the relevance of feedback for self-regulation and strategy training. Although most teachers discussed feedback as important for students' self-efficacy, unrealistic expectations and marks were considered impediments to student learning. Implications for teaching and professional learning are discussed.

Wetherell, E. M. (2020). **Educational Measurement: Issues and Practice 2019 Survey Results.** *Educational Measurement: Issues and Practice*, 39(1), 68-70. <https://doi.org/10.1111/emip.12325>



Wong, K., Thomas, C., & Boben, M. (2020). **Providence talks : A citywide partnership to address early childhood language development.** *Studies in Educational Evaluation, 64*, 100818. <https://doi.org/10.1016/j.stueduc.2019.100818>

Early research has shown that there may be inconsistencies in how parents in different socioeconomic classes prepare their children to learn to read. Previous research has highlighted a “word gap” between children from low-income families and high-income families. Effects of this “word gap” are evident at the start of kindergarten and contribute to the current nationwide achievement gap in educational outcomes for low-income children. Providence Talks (PT) is a city-wide initiative launched in 2014 in an effort to close this gap. PT helps caretakers learn about the importance of speaking with their children at an early age and supports them in their ability to improve the language environments within their home. We uncover positive results for the efficacy of a citywide intervention dedicated to improving outcomes for vulnerable children across the urban landscape.

Wyse, A. E. (2020). **A Critical Look into the Beuk Standard-Setting Method.** *Educational Measurement: Issues and Practice, 39*(1), 52-60. <https://doi.org/10.1111/emip.12317>

One commonly used compromise standard-setting method is the Beuk (1984) method. A key assumption of the Beuk method is that the emphasis given to the pass rate and the percent correct ratings should be proportional to the extent that the panelists agree on their ratings. However, whether the slope of Beuk line reflects the emphasis that panelists believe should be assigned to the pass rate and the percentage correct ratings has not been fully tested. In this article, I evaluate this critical assumption of the Beuk method by asking panelists to assign importance weights to their percentage correct and pass rate judgments. I show that in several cases that the emphasis suggested by the Beuk slope is noticeably different from what one would expect and is inconsistent with importance weight ratings. I also suggest two ways that the importance weights can be used to calculate alternate cut scores, and I show that one of the ways of calculating cut scores using the importance weights leads to larger potential differences in cut score estimates. I suggest that practitioners should consider collecting importance weights when the Beuk method is used for determining cut scores.

Wyse, A. E., & Anderson, D. (2020). **What Do We Mean When We Say “Pass Rate”?** *Educational Measurement: Issues and Practice, 39*(1), 61-67. <https://doi.org/10.1111/emip.12297>

Pass rates are key assessment statistics which are calculated for nearly all high-stakes examinations. In this article, we define the terminal, first attempt, total attempts, and repeat attempts pass rates, and discuss the uses of each statistic. We also explain why in many situations one should expect the terminal pass rate to be the highest, first attempt pass rate to be the second highest, total attempts pass rate to be the third highest, and repeat attempts pass rate to be the lowest when repeat attempts are allowed. Analyses of data from 14 credentialing programs showed that the expected relationship held for 13 out of 14 of the programs. Additional analyses of pass rates for educational programs in radiography in one state showed that the general relationship held at the state level, but only held for 6 out of 34 educational programs. It is suggested that credentialing programs need to clearly state their pass rate definitions and carefully consider how repeat examinees may influence pass rate statistics. It is also suggested that credentialing programs need to think carefully about the meaning and uses of different pass rate statistics when choosing which pass rates to report to stakeholders.

Wyse, A. E., & Babcock, B. (2020). **It's Not Just Angoff: Misperceptions of Hard and Easy Items in Bookmark-Type Ratings.** *Educational Measurement: Issues and Practice*, 39(1), 22-29. <https://doi.org/10.1111/emip.12315>

A common belief is that the Bookmark method is a cognitively simpler standard-setting method than the modified Angoff method. However, a limited amount of research has investigated panelist's ability to perform well the Bookmark method, and whether some of the challenges panelists face with the Angoff method may also be present in the Bookmark method. This article presents results from three experiments where panelists were asked to give Bookmark-type ratings to separate items into groups based on item difficulty data. Results of the experiments showed, consistent with results often observed with the Angoff method, that panelists typically and paradoxically perceived hard items to be too easy and easy items to be too hard. These perceptions were reflected in panelists often placing their Bookmarks too early for hard items and often placing their Bookmarks too late for easy items. The article concludes with a discussion of what these results imply for educators and policymakers using the Bookmark standard-setting method.

## Relation formation-emploi

Benoit, A., Knobe, S., & Pichot, L. (2019). **Types de qualification et parcours professionnels des diplômé·e·s en sciences du sport. L'exemple des diplômé·e·s (2010-2014) de la faculté des sciences du sport de Strasbourg.** In *CEREQ Echanges*. <https://hal.archives-ouvertes.fr/hal-02486409>

Les facultés des sciences du sport ont progressivement diversifié leur offre de formations, notamment en introduisant des formations professionnelles. Cette professionnalisation de l'offre de formation facilite-t-elle l'insertion professionnelle dans le secteur des activités physiques et sportives ? Suffit-elle à pourvoir les diplômé·e·s des compétences requises par les employeurs dans ces secteurs d'activité ? Cette dernière question se pose particulièrement dans le domaine d'emploi de l'intervention en activités physiques et/ou sportives où des qualifications spécifiques – brevets fédéraux ou d'état – constituent parfois des prérequis indispensables. À l'inverse, certain·e·s étudiant·e·s cherchent à consolider leur formation spécifique en activités physiques et sportives avec des qualifications hors du domaine strictement sportif (en management, ressources humaines, commerce de gros et de détail, nutrition, kinésithérapie, etc.). Les parcours de formation dans l'enseignement supérieur – comme les doubles diplômes ou les parcours combinant plusieurs types de qualification – facilitent l'accès à l'emploi dans une forme d'adéquation formation-emploi qu'il convient de questionner. Les niveaux et types de diplômes pèsent-ils sur l'insertion professionnelle ? Existe-t-il d'autres facteurs, extra-scolaires, déterminant une insertion professionnelle satisfaisante ? L'engagement bénévole dans l'encadrement des activités sportives au sein d'associations par exemple constitue-t-il un facteur favorisant l'insertion professionnelle voire à plus long terme les évolutions de carrière ? C'est à ces questions que nous prétendons répondre à travers une recherche locale menée en 2016 qui s'appuie sur des enquêtes quantitatives et qualitatives. Les diplômé·e·s de la faculté des sciences du sport de 2010 à 2014, titulaires de diplôme de niveau bac+2 (DEUST) à bac+5 (master) ont en effet été interrogé·e·s. Au final, les résultats reposent sur le traitement statistique de 448 questionnaires diplômé·e·s et sur 103 questionnaires renseignés par les employeurs de ces étudiant·e·s diplômé·e·s. Les résultats s'appuient aussi sur l'analyse de contenu thématique

des entretiens semi-directifs téléphoniques réalisés auprès de 60 diplômé·e·s. Un complément d'enquête qualitative sera mené au cours du 1er trimestre 2019 pour étoffer les données empiriques concernant les parcours dans l'emploi de ces diplômé·e·s. En combinant des techniques de recueil de données quantitatives et qualitatives (Mahlaoui, 2015), nous nous attachons non seulement à relever les propriétés objectives des diplômé·e·s (caractéristiques des diplômes, situation d'emploi), mais aussi à prendre en compte les subjectivités des acteurs·rices, qui permettent d'éclairer les choix – ou les non choix – des orientations de formation et les chemins individuels d'accès aux emplois.

Flamand, J. (2020). **Quelle influence du diplôme sur la participation au marché du travail ?** *La note d'analyse de France stratégie*, 85. <https://www.strategie.gouv.fr/sites/strategie.gouv.fr/files/atoms/files/fs-na-85-influence-diplome-marche-travail-fevrier-2020.pdf>

En trente-cinq ans, le taux d'activité des 25-64 ans a augmenté de 7,2 points en France pour atteindre 80,1 % en 2018. L'évolution de la participation au marché du travail s'accompagne d'une forte réduction des inégalités entre les femmes et les hommes, d'un creusement des inégalités entre les hommes diplômés du supérieur et les autres, et d'une forte augmentation du taux d'activité des seniors, quel que soit le niveau de diplôme, depuis la fin des années 1990.

Flamand, J. (2020). **Séries longues et projections de population active par niveau de diplôme.** *Document de travail de France stratégie*. <https://www.strategie.gouv.fr/sites/strategie.gouv.fr/files/atoms/files/fs-dt-projections-population-active-fevrier-2020.pdf>

En trente-cinq ans, le taux d'activité des 25-64 ans a augmenté de 7,2 points en France pour atteindre 80,1 % en 2018. L'évolution de la participation au marché du travail s'accompagne d'une forte réduction des inégalités entre les femmes et les hommes, d'un creusement des inégalités entre les hommes diplômés du supérieur et les autres, et d'une forte augmentation du taux d'activité des seniors, quel que soit le niveau de diplôme, depuis la fin des années 1990.

## Réussite scolaire

Gershenson, S. (2020). **Great Expectations. The Impact of Rigorous Grading Practices on Student Achievement.** (p. 48). Thomas B. Fordham Institute. <https://fordhaminstitute.org/sites/default/files/publication/pdfs/20200204-great-expectationsthe-impact-rigorous-grading-practices-student-achievement0.pdf>

Dr. Gershenson's existing work on teacher expectations, as well as his prior study for us on grade inflation in high school, made him an ideal partner to tackle this neglected area of research. Like him, we were interested in whether a teacher's approach to grading students' work affected their outcomes in the short and long terms, and whether those standards differed by teacher, student, and school characteristics. Specifically, Gershenson investigated the following questions: • How do the grading standards of an Algebra I teacher affect students' content mastery, as measured by their performance on the end-of-course exam (a short-term outcome)? • Do the grading standards of an Algebra I teacher impact students' performance in subsequent math courses like geometry and Algebra II and their likelihood of graduating from high school (longer-term outcomes)? • Does the impact

of an Algebra I teacher's grading standards vary by pupil, school, or teacher characteristics? And what school and teacher characteristics predict teachers' grading standards? His data come from the grading standards of eighth and ninth grade Algebra I math teachers in North Carolina public schools. Algebra I is ideal for this purpose, as it was a state graduation requirement for the eleven-year period that the study covers (2006–2016), and it also had an end-of-course (EOC) test in those years. Having both course grades and EOC scores allowed Gershenson to define teachers' grading standards in a straightforward manner: Teachers who inflate grades—meaning they assign good grades to students who perform relatively poorly on the EOC—exhibit low standards, while teachers who assign lower grades than we might expect given students' scores exhibit high standards. Gershenson compared students of teachers with higher grading standards to their peers who have teachers with lower grading standards but still take the same course (Algebra I), in the same school, in the same grade, in the same year.

Henrique, M., & Rodrigo, O. (2020). *The effect of class assignment on academic performance and the labour market: Evidence from a public federal university in Brazil* (N° wp2020-8; WIDER Working Paper Series). World Institute for Development Economic Research (UNU-WIDER). <https://ideas.repec.org/p/unu/wpaper/wp2020-8.html>  
Can students rank in the ability distribution of their class impact their academic achievement? We aim to answer this question using a discontinuity generated by a rule for the distribution of students between classes at a prestigious Brazilian university. The rule means that in almost 30 per cent of its courses, the Federal University of Bahia allocates 50 per cent of the best students in the university entrance exam to the group that starts in the first semester, and the other 50 per cent to the group that starts in the second semester. We also explore the fact that the Federal University of Bahia was the first federal university in Brazil to adopt affirmative action for low-income individuals. In general, the results indicate that coming last among the best students of the first class negatively impacts student performance, and this effect is greater when considering students from affirmative action programmes and for courses in the field of technology. But the results in the labour market are not unique. Being in the first class could have positive or negative effects in terms of the labour market, depending on whether the students are part of the affirmative action quota or not.

Kammerer, B. (2020). **Le point sur le décrochage scolaire.** *Sciences Humaines*, 322, 27. [https://www.scienceshumaines.com/le-decrochage-scolaire\\_fr\\_41877.html](https://www.scienceshumaines.com/le-decrochage-scolaire_fr_41877.html)

Depuis vingt ans, la France fait de la lutte contre le décrochage scolaire une priorité de sa politique éducative. Cependant, environ 80 000 élèves sortent encore de l'école chaque année sans diplôme, ce qui limite leurs possibilités d'insertion professionnelle. Pourquoi ? Peut-on remédier à cette situation

Melguizo, T., & Ngo, F. (2020). **Mis/Alignment Between High School and Community College Standards.** *Educational Researcher*, 49(2), 130-133. <https://doi.org/10.3102/0013189X19898697>

This study explores the extent to which “college-ready” students, by high school standards, are assigned to remedial courses in college. We used a unique longitudinal data set that links high school and community college transcript data. Focusing on math, we developed a naming device—inter-sector math misalignment (ISMM)—to measure mis/alignment



between high school and college-level math standards. The results confirm that ISMM was prevalent and substantial with respect to high school grades, moderate to substantial based on different measures of math course-taking, and minor to moderate based on standardized test results. We see each of these cases as problematic—for equity, for efficiency, and for educational opportunity.

Salisbury, J. (2020). **A Tale of Racial Fortuity : Interrogating the Silent Covenants of a High School's Definition of Success for Youth of Color.** *American Journal of Education*, 126(2), 265-291. <https://doi.org/10.1086/706923>

This qualitative case study employing a critical race theory methodology uses Derrick Bell's conceptualization of racial fortuity to examine the ways leaders at Carver High School responded to accountability pressures related to supporting students of color. Findings highlight how school leaders' espoused racially just improvement initiatives and definitions of success were actually instantiations of racial fortuity where students of color were forced to involuntarily sacrifice their educational opportunities while leaders were positioned as the primary beneficiaries of this equity-minded work. The implications highlight the need for leaders to bring communities and students of color into school improvement efforts intended to advance racially just educational opportunities for youth of color.

Zibanejad-Belin, M. (2019). **Réussir sa première année à l'université : Les enjeux de la transition entre secondaire et supérieur** [Phdthesis, Université de Lorraine]. <https://hal.univ-lorraine.fr/tel-02503781>

Il existe de multiples raisons au taux élevé d'abandon en première année. Ce phénomène d'« évaporation » des nouveaux étudiants est étudié dans de nombreux pays comme un moment crucial dans la transition entre le secondaire et le supérieur. Il n'est pas toujours facile pour un lycéen de décider de son avenir en très peu de temps, après son baccalauréat et d'assumer de nouvelles responsabilités d'adulte sans la surveillance de ses parents et/ou de ses enseignants. Les études universitaires exigent la mise en actions d'un certain nombre d'habiletés qui ne sont pas toujours maîtrisées au sortir du lycée. Il ne s'agit pas seulement d'habiletés cognitive-informationnelles. Ce travail se focalise aux éléments macrosociologiques et microsociologiques dans la relation que les étudiants établissent avec l'acte d'apprendre. Nous cherchions à savoir pour quelles raisons les étudiants décident de décrocher ou de persévérer malgré les difficultés? Quel est le rôle de l'environnement d'études dans cette transition? En quoi l'image de l'université et de l'apprentissage peuvent exercer un impact sur ce passage? Afin de mieux cerner les enjeux de ce passage nous avons procédé à une étude qualitative fondée sur les entretiens compréhensifs. Nous avons interviewé les étudiants de première année en six filières et dans quatre universités en région parisienne. Nous avons approché les étudiants qui avaient des difficultés. Ils nous en ont parlé ainsi des raisons de leur déception. À travers leur point de vue sur l'acte d'apprendre, leur perspective et leur image des études à l'université nous avons pu mettre en évidence certaines causes qui peuvent expliquer le décrochage ou la persévérance en première année universitaire. Quatre types de difficultés sont distingués : cognitives, métacognitives, d'intégration et motivationnelles. Une analyse plus avancée de nos données nous a révélé que ces difficultés n'ont pas eu le même poids sur la transition de ces étudiants. Les analyses des entretiens ont révélé l'importance de la microsocialisation au sein de petits groupes d'étudiants notamment entre les amis. Nous avons constaté que les micro-intégrations pouvaient combler l'absence des macro-intégrations et sont même parfois plus importantes. Nos analyses ont montré que certains

facteurs d'intégration sociale peuvent modifier l'influence des facteurs prédictifs de décrochage. Nous avons également appréhendé certains facteurs capables de renforcer ou d'appauvrir le sens de l'apprendre de l'étudiant et sa persévérance.

## Valeurs

CNESCO. (2020). *Laïcité et religion au sein de l'école et dans la société*. CNESCO. <http://www.cnesco.fr/fr/laicite-a-lecole-et-dans-la-societe/>

L'enquête menée sur l'ensemble du pays auprès de plus de 16 000 élèves de 3e et de terminale, de 500 enseignants et de 350 chefs d'établissement montre qu'au sein de l'école, les élèves, et encore plus les personnels d'éducation (enseignants et chefs d'établissement), adhèrent très largement aux principes de laïcité. La tolérance et le respect des convictions de chacun suscitent une très forte adhésion. La très grande majorité des élèves adhèrent également à la neutralité religieuse des enseignants. Lorsqu'il s'agit de la place concrète accordée à la religion au sein de l'école, les élèves sont moins unanimes. De façon générale, les chefs d'établissement et les enseignants en charge de l'enseignement moral et civique (EMC) adhèrent plus encore à ces principes de laïcité au sein de l'école, qui sont largement enseignés dans le cadre des activités scolaires. Très peu de chefs d'établissement déclarent rencontrer des problèmes importants de remise en cause des enseignements pour des motifs religieux. Ces problèmes sont néanmoins plus importants dans les collèges relevant de l'éducation prioritaire. Au-delà de l'enceinte scolaire marquée par un très fort respect de la laïcité, la très grande majorité des élèves adhèrent également au principe de la séparation des institutions publiques et des organisations religieuses dans le cadre plus global de la société. L'enquête montre enfin que le niveau des connaissances civiques des élèves joue un rôle primordial positif sur le regard qu'ils portent sur la laïcité et la place de la religion dans l'enceinte scolaire.

Day Good, K. (2020). *Bring the World to the Child*. The MIT Press. <https://mitpress.mit.edu/books/bring-world-child>

How, long before the advent of computers and the internet, educators used technology to help students become media-literate, future-ready, and world-minded citizens. Today, educators, technology leaders, and policy makers promote the importance of "global," "wired," and "multimodal" learning; efforts to teach young people to become engaged global citizens and skilled users of media often go hand in hand. But the use of technology to bring students into closer contact with the outside world did not begin with the first computer in a classroom. In this book, Katie Day Good traces the roots of the digital era's "connected learning" and "global classrooms" to the first half of the twentieth century, when educators adopted a range of media and materials—including lantern slides, bulletin boards, radios, and film projectors—as what she terms "technologies of global citizenship." Good describes how progressive reformers in the early twentieth century made a case for deploying diverse media technologies in the classroom to promote cosmopolitanism and civic-minded learning. To "bring the world to the child," these reformers praised not only new mechanical media—including stereoscopes, photography, and educational films—but also humbler forms of media, created by teachers and children, including scrapbooks, peace pageants, and pen pal correspondence. The goal was a "mediated cosmopolitanism," teaching children to look outward onto a fast-changing world—and inward, at their own national greatness. Good argues that the public school system became a fraught site of global media reception,

production, and exchange in American life, teaching children to engage with cultural differences while reinforcing hegemonic ideas about race, citizenship, and US-world relations.

Menard, C. (2019). *La laïcité au collège : Les pratiques enseignantes de renormalisation du curriculum prescrit : déplacements et hybridation des conceptions de la laïcité* [Phdthesis, Université de Lyon]. <https://tel.archives-ouvertes.fr/tel-02493341>

Depuis la fin des années 1980, la laïcité a été placée au coeur des valeurs à transmettre à l'école, jusqu'à devenir un enjeu fondamental dans la formation des élèves. Cependant, l'institution, des responsables politiques, des médias évoquent encore des entorses à la laïcité dans certains établissements scolaires. Les injonctions politiques et les dispositifs institutionnels visant la défense de la laïcité ne semblent donc pas apaiser les tensions. L'école de la République serait toujours en difficulté face à la « menace du communautarisme » et aux « atteintes à la laïcité ». Comment comprendre la réalité du travail enseignant dans ce contexte ? Quelles peuvent être les tensions, les difficultés, dans la mise en œuvre des prescriptions ? Dans le cadre d'une approche socio-historique et d'analyse du travail, une enquête ethnographique a été menée pendant une année scolaire dans trois collèges publics. Ses résultats permettent d'avancer que les stratégies des enseignants pour surmonter les épreuves associées à la laïcité engagent des actions qu'ils justifient en référence à une diversité de modèles de justification. Les injonctions sont reconfigurées selon des logiques locales et individuelles, avec comme objectif le maintien de la paix scolaire et la réussite scolaire des élèves. La laïcité scolaire en situation apparaît sous une forme hybride qui s'inscrit dans une conception locale et situationnelle de la justice scolaire, en référence à différents principes de justice. Cela permet de défendre la thèse d'une hybridation située des principes de justice, ressources pour résoudre des difficultés mais aussi sources d'instabilité quand la renormalisation n'est pas fondée sur un débat professionnel permettant de stabiliser au moins temporairement des règles d'action communes.

Sabic-El-Rayess, A. (2020). **Epistemological shifts in knowledge and education in Islam : A new perspective on the emergence of radicalization amongst Muslims.** *International Journal of Educational Development*, 73, 102148. <https://doi.org/10.1016/j.ijedudev.2019.102148>

I theorize that the idea of knowledge and education has shifted in Islam from an inclusive and rational search for all knowledge to a narrowed focus on religious knowledge, void of rationality. By synthesizing literature on education and knowledge in Islam, this study identifies three shifts in the cultural history of Islamic education. I argue that those shifts in what was deemed valuable knowledge have played a significant role in the emergence of radicalization today. The study shows that once the social world of Islam destabilized, the sense of belonging and sense making became inward and less reflexive as compared to that of early Muslims. Belief became privileged over the rationality mechanisms that had previously formed Islamic endeavors. I demonstrate that a decline in intellectual and scientific production followed, allowing extremists to skew Islam's narrative by putting forward an idealized version of the Islamic caliphate divorced from rationality.