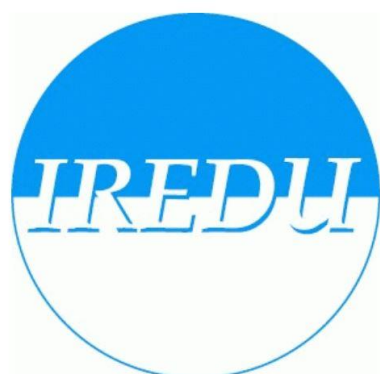


Veille de l'IREDU



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Acquisition de compétences

Chatoney, M., & Antonietta Impedovo, M. (2020). *Le processus d'enseignement-apprentissage*. L'harmattan.

http://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&no=65395

Le processus d'enseignement-apprentissage vise à faciliter la prise de conscience de la complexité des interactions qui se produisent au cours du processus. Etudiants, tuteurs, enseignants, corps d'inspection, et tous ceux qui s'intéressent au processus d'enseignement-apprentissage y trouveront un éclairage sur les interactions explicites et implicites qui siègent dans les processus d'enseignement-apprentissage. L'ambition est de faire le lien entre recherche, formation et pratique en éducation scientifique, technologique et professionnelle.

Gabriel, P., Salam, P. L., & Vogüé, A.-S. de. (2020, mars 5). *Inégalité des compétences rédactionnelles des initiatives dans les universités au projet écrit*. Égalité des chances ou égalité des réussites dans l'enseignement supérieur? <https://hal.umontpellier.fr/hal-02514552>

Lyashevsky, I., Cesarano, M., & Black, J. (2019). **To Understand Is to Forgive : Learning a Simple Model of Appraisal Leads to Emotion Knowledge Transfer and Enhances Emotional Acceptance and Empathy**. *American Educational Research Journal*, 57(2), 906-940. <https://doi.org/10.3102/0002831219865220>

Social emotional learning (SEL) is an increasingly important area of study that aims to develop skills critical for healthy social functioning. Despite SEL's growing ubiquity, little attention has been paid to how to achieve SEL knowledge transfer. One promising approach is to teach a model of the emotion system. A randomized control study was conducted with a sample of U.S. high school graduates (n = 303) to test this SEL methodology. The impact of a 1-hour online intervention involving learning a simple model of appraisal was tested. As predicted, the experimental groups rated their own and others' emotional reactions as significantly less blameworthy than the control group did, signaling emotion knowledge transfer and greater empathy and emotion acceptance. These results are discussed.

Marengo, N., Labbé, S., Hille, F., & Vidaller, V. (2019). **Skills representations : Analysis of the media and the views of professionals**. *Journal of Counsellogy*. <https://doi.org/10.34862/sp.2019.6>

The authors' contribution aims at putting into perspective two types of skills representations: the social representations gleaned from a body of French national press material and the representations of guidance professionals. An analysis of this press corpus was carried out using the IRaMuTeQ software (Ratinaud, 2014), which provided a window onto ideology-marked semantic organisations and themes for the two sub-objects "transversal skills" and "transferable skills". After ascertaining that the notions of "transversal" and "transferable" are actually representational elements of the skill concept for the guidance professionals surveyed, the authors attempted to apprehend their professional representations. Put into perspective, the results show that the social representations disseminated in the media do indeed inform professional representations of the skill object, thereby confirming Feyel's postulate that "the media reflect society. They mirror its cultural, political, social and economic development" (2007, p. 186). Certain ideologically marked elements, however, appear not to be present in guidance professionals

MARTINON, J.-C., & Alì, M. (2020, avril). **Les compétences émotionnelles et le bien-être des conseillers principaux d'éducation. Une enquête dans les établissements scolaires de la Martinique**. *Journées de la Recherche en Éducation - JRE2020*. <https://hal.archives-ouvertes.fr/hal-02495255>

La relation affective positive peine parfois à trouver sa place à l'école, bien que de nombreuses études suggèrent qu'elle puisse avoir un impact bénéfique sur la vie scolaire. Cette résistance au changement est particulièrement visible dans les périphéries de la nation, les outre-mers : là où le contexte colonial et post colonial a légitimé pendant des décades cette éducation dite « à l'ancienne », qui limitait le rôle de l'éducateur à l'instruction et à la discipline. Le cas des conseillers principaux d'éducation (CPE) est cependant particulier au vu de leur rôle multifacétique (d'éducateurs, d'animateurs de la vie scolaire et de conseillers de la direction) au sein de la communauté scolaire et des multiples sollicitations auxquelles ils sont exposés, notamment dans les contextes les plus défavorisés (comme dans les outre-mers). Notre hypothèse est que, exactement dans ces contextes, caractérisés par des conditions de travail parfois pénibles, les CPE ont la tendance à utiliser des stratégies basées sur le développement de relations affectives positives pour prévenir les tensions, gérer les conflits et accompagner les élèves. Pour confirmer notre hypothèse nous avons mené une enquête auprès des 105 conseillers principaux d'éducation de la Martinique et nous avons étudié leurs compétences émotionnelles (les niveaux d'empathie et d'amour compassionnel, évalués à partir du Interpersonal Reactivity Index et de la Compassionate love scale), les indicateurs de bien-être (les niveaux de résilience et de fatigue professionnelle) et leur vécu du contexte local. Les résultats obtenus nous confirment la corrélation entre attitudes empathiques et bien-être sur le lieu de travail.

OCDE. (2020). *Money matters: Ensuring financial well-being*. OCDE. https://www.oecd-ilibrary.org/fr/education/money-matters_e163b50e-en

Strong basic literacy and numeracy skills are important foundations for making sound financial decisions. Curriculum design, pedagogical methods and stakeholder involvement can all be harnessed to build student financial knowledge and well-being.

Sincovich, A., Gregory, T., Harman-Smith, Y., & Brinkman, S. A. (2019). **Exploring Associations Between Playgroup Attendance and Early Childhood Development at School Entry in Australia: A Cross-Sectional Population-Level Study**. *American Educational Research Journal*, 57(2), 475-503. <https://doi.org/10.3102/0002831219854369>

Despite widespread utilization, research exploring associations between playgroup and child development is scarce. We analyzed a national data set measuring the holistic development of children aged 4 to 6 years who commenced school in Australia in 2015 (n = 104,767), the Australian Early Development Census, to explore developmental differences between children who did and did not attend playgroup before school. Children who attended playgroup had better development at school entry relative to those who had not attended playgroup, after adjustment for a range of confounding factors. These differences were observed across all five developmental domains and were universal to children from a range of backgrounds. Results support the need for future research to explore the causal effects of playgroup on children's development.

Sorrenti, G., Zölitz, U., Ribeaud, D., & Eisner, M. (2020). **The causal impact of socio-emotional skills training on educational success** (ECON - Working Paper N° 343). Department of Economics - University of Zurich.

<https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:zur:econwp:343;terms=The%20causal%20impact%20of%20socio-emotional%20skills%20training%20on%20educational%20success>

We study the long-term effects of a randomized intervention targeting children's socio-emotional skills. The classroom-based intervention for primary school children has positive impacts that persist for over a decade. Treated children become more likely to complete academic high school and enroll in university. Two mechanisms drive these results. Treated children show fewer ADHD symptoms: they are less impulsive and less disruptive. They also attain higher grades, but they do not score higher on standardized tests. The long-term effects on educational attainment thus appear to be driven by changes in socio-emotional skills rather than cognitive skills.

Aspects économiques de l'éducation

Armour, P., & Zaber, M. A. (2020). ***Does Student Loan Forgiveness Drive Disability Application?*** (Numéro 26787). National Bureau of Economic Research, Inc. <https://EconPapers.repec.org/RePEc:nbr:wp:26787>

Student loan debt in the US exceeds \$1.3 trillion, and unlike credit card and medical debt, typically cannot be discharged through bankruptcy. Moreover, this debt has been increasing: the share of borrowers leaving school with more than \$50,000 of federal student debt increased from 2 percent in 1992 to 17 percent in 2014. However, federal student loan debt discharge is available for disabled individuals through the Department of Education's Total and Permanent Disability Discharge (TPDD) mechanism through certification of a total and permanent disability. In July 2013, the TPDD expanded to include receipt of Social Security Disability Insurance (SSDI) or Supplemental Security Income (SSI) as an eligible category for discharge, provided medical improvement was not expected. Using data from the Survey of Income and Program Participation (SIPP) matched to SSI and SSDI applications, we find that SSDI and SSI application rates increased among respondents with student loans relative to rates among those without student loans. Our estimates suggest the policy change raised the probability of applying for SSDI or SSI in a given quarter among student loan-holders by 50% (baseline rate per quarter is approximately 0.3%), generally increasing SSI and SSDI awards. However, these induced award recipients were unlikely to receive the disability designation necessary to obtain student loan discharge. Given that the geographic distributions of student loan indebtedness and historical SSDI/SSI program participation differ, there are strong implications for both the size and location of SSDI and SSI beneficiaries. Furthermore, these findings highlight the importance of learning from policy changes in programs that interact with SSDI and SSI to better understand the drivers of disability program participation.

Belmonte, A., Bove, V., D'Inverno, G., & Modica, M. (2020). ***School infrastructure spending and educational outcomes: Evidence from the 2012 earthquake in Northern Italy.*** *Economics of Education Review*, 75, 101951. <https://doi.org/10.1016/j.econedurev.2019.101951>

We explore whether investment in school infrastructure affects students' achievement. We use data on extra funding to state high schools after the 2012 Northern Italy earthquake and apply a quasi-experimental design and an instrumental variable strategy. We find that spending on school infrastructure increases standardized test scores in Mathematics and Italian language, and the effect is stronger for lower-achieving students and in Mathematics. These results provide evidence in favor of a positive impact of capital spending in improving the learning environment and performances of high school students.

Bharati, T., Chin, S., & Jung, D. (2020). ***Recovery from an Early-Life Shock through Improved Access to Schools*** (Economics Discussion / Working Paper N° 20-04). The University of Western Australia, Department of Economics. [https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:uwa:wpaper:20-04;terms=Recovery%20from%20an%20Early-](https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:uwa:wpaper:20-04;terms=Recovery%20from%20an%20Early-Life%20Shock%20through%20Improved%20Access%20to%20Schools)

[Life%20Shock%20through%20Improved%20Access%20to%20Schools](https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:uwa:wpaper:20-04;terms=Recovery%20from%20an%20Early-Life%20Shock%20through%20Improved%20Access%20to%20Schools)

We examine the extent to which a supply-side intervention aimed at improving access to schools helped individuals recover from an early-life shock. Using variation in an Indonesian primary

school construction program, we show that individuals who experienced low rainfall in the first year of life but were later exposed to the school construction program recovered completely from the educational deficit caused by the early-life shock. For individuals who did not experience the adverse rainfall shock, the school construction had no impact. This was, in part, a result of deteriorating school quality and increased competition to get into middle schools that affected the high-rainfall individuals disproportionately.

Black, S., Denning, J., & Rothstein, J. (2020). **Winners and Losers? The Effect of Gaining and Losing Access to Selective Colleges on Education and Labor Market Outcomes (Numéro 26821).** National Bureau of Economic Research, Inc. <https://EconPapers.repec.org/RePEc:nbr:wo:26821>

Selective college admissions are fundamentally a question of tradeoffs: Given capacity, admitting one student means rejecting another. Research to date has generally estimated average effects of college selectivity, and has been unable to distinguish between the effects on students gaining access and on those losing access under alternative admissions policies. We use the introduction of the Top Ten Percent rule and administrative data from the State of Texas to estimate the effect of access to a selective college on student graduation and earnings outcomes. We estimate separate effects on two groups of students. The first--highly ranked students at schools which previously sent few students to the flagship university--gain access due to the policy; the second--students outside the top tier at traditional "feeder" high schools--tend to lose access. We find that students in the first group see increases in college enrollment and graduation with some evidence of positive earnings gains 7-9 years after college. In contrast, students in the second group attend less selective colleges but do not see declines in overall college enrollment, graduation, or earnings. The Top Ten Percent rule, introduced for equity reasons, thus also seems to have improved efficiency.

Boggio, C., Coda Moscarola, F., & Gallice, A. (2020). **What is good for the goose is good for the gander? : How gender-specific conceptual frames affect financial participation and decision-making.** *Economics of Education Review*, 75, 101952. <https://doi.org/10.1016/j.econedurev.2019.101952>

We conduct a field experiment with elementary school children to go to the roots of the gender gap in financial participation and decision-making. We study the combined effects of two treatments designed to boost the attention span of participants in completing a basic financial task. We find that the use of gender-specific conceptual frames (competitiveness vs. cooperation) in the description of the task: a) raises girls' interest and thus increases their number of coherent answers; b) makes the transmission of information on the utility of savings more effective in boosting the coherence of girls' answers; c) does not increase girls' level of impatience. This evidence supports our underlying hypothesis that the use of more gender-specific conceptual frames in presenting financial information to women may play a role in narrowing the gender gap in financial market participation and decision-making.

Bonilla, S. (2020). **The dropout effects of career pathways: Evidence from California.** *Economics of Education Review*, 75, 101972. <https://doi.org/10.1016/j.econedurev.2020.101972>

Contemporary Career and Technical Education (CTE) models have shifted from isolated courses to sequences of study that integrate academics and skills in high-demand sectors. Providing career pathways to high school students may reduce asymmetries about the available careers and

strategies for attaining them but they may also catalyze students' intrinsic motivation by shifting their understanding of their social role and capacity for success. In this study, I estimate the effects of an ambitious \$500 million effort to encourage the formation of career pathways in California. Funding supported the formation of tripartite partnerships between K-12 school districts, employers and community colleges to develop career pathway curricula (i.e., articulated course sequences) in high-demand occupations and sectors. I provide causal estimates of implementing this multifaceted intervention by leveraging a natural experiment that occurs at the margin of grant receipt. Using Regression Discontinuity (RD) designs, I provide evidence on the most proximate mechanism, increased CTE spending. Per pupil CTE expenditures increased by 21.7 percent for grant recipients at the assignment threshold relative to the CTE spending of unsuccessful applicants. Furthermore, dropout rates declined by 23 percent in treatment districts but were more pronounced for females than males.

Borghans, B. L., Diris, R., Smits, W., & de Vries, J. (2020). **Should we sort it out later? The effect of tracking age on long-run outcomes.** *Economics of Education Review*, 75, 101973. <https://doi.org/10.1016/j.econedurev.2020.101973>

This study estimates the long-run effect of the school tracking age on educational attainment and labour market outcomes. We exploit within-country variation in tracking ages for students in the highest two tracks in the Netherlands, using the supply of early tracking schools at the municipal level as an instrument for early tracking (tracking at age 12–13 vs. age 14). Combining several data sources, we find that early tracking leads to a decrease in higher education completion, and that it lowers earnings for both low-ability and medium-ability students in the sample. Estimates for high-ability students are positive but imprecisely estimated. The negative effects appear largely driven by higher misallocation of students to tracks when they are sorted early. Robustness analyses strongly suggest that the results are not driven by sorting between municipalities.

Chang, F., Wang, H., Qu, Y., Zheng, Q., Loyalka, P., Sylvia, S., Shi, Y., Dill, S.-E., & Rozelle, S. (2020). **The impact of pay-for-percentile incentive on low-achieving students in rural China.** *Economics of Education Review*, 75, 101954. <https://doi.org/10.1016/j.econedurev.2020.101954>

In some accountability regimes, teachers pay more attention to higher achieving students at the expense of lower achieving students. The overall goal of this study is to examine, in this type of accountability regime, the impacts of a pay-for-percentile type scheme in which incentives exist for all students but which are larger for improving the achievement of lower achieving students. Analyzing data from a large-scale randomized experiment in rural China, we find that incentives improve average achievement by 0.10 SDs and the achievement of low-achieving students by 0.15 SDs. We find parallel changes in teacher behavior and curricular coverage. Taken together, the results demonstrate that incentive schemes can effectively address teacher neglect of low-achieving students.

Czibor, E., Onderstal, S., Sloof, R., & van Praag, C. M. (2020). **Does relative grading help male students? Evidence from a field experiment in the classroom.** *Economics of Education Review*, 75, 101953. <https://doi.org/10.1016/j.econedurev.2019.101953>

We conduct a framed field experiment at a Dutch university to compare student effort provision and exam performance under the two most prevalent evaluation practices: absolute (criterion-referenced) and relative (norm-referenced) grading. We hypothesize that the rank-order

tournament created by relative grading will increase effort provision and performance among students with competitive preferences. We use student gender and survey measures (self-reported as well as incentivized) as proxies for competitiveness. Contrary to our expectations, we find no significant impact of relative grading on preparation behavior or exam scores, neither among men nor among students with higher measures of competitiveness. We discuss several potential explanations for this finding, and argue that it is likely attributable to the low value that students in our sample attach to academic excellence.

De Paola, M., Lombardo, R., Pupo, V., & Scoppa, V. (2020). *Do women shy away from public speaking? A field experiment* (Numéros 202001 Classification-JEL, J56, D91, C93, M50). Università della Calabria, Dipartimento di Economia, Statistica e Finanza « Giovanni Anania » - DESF. <https://EconPapers.repec.org/RePEc:clb:wpaper:202001>

Public speaking is an important skill for career prospects and for leadership positions, but many people tend to avoid it because it generates anxiety. We run a field experiment to analyze whether in an incentivized setting men and women show differences in their willingness to speak in public. The experiment involved more than 500 undergraduate students who could gain two points to add to the final grade of their exam by orally presenting solutions to a problem set. Students were randomly assigned to present only to the instructor or in front of a large audience (a class of 100 or more). We find that while women are more willing to present face-to-face, they are considerably less likely to give a public presentation. Female aversion to public speaking does not depend on differences in ability, risk aversion, self-confidence and self-esteem. The aversion to public speaking greatly reduces for daughters of working women. From data obtained through an on-line Survey we also show that neither increasing the gains deriving from public speaking nor allowing participants more time to prepare enable to close the gender gap.

Deshpande, A., Ksoll, C., Maertens, A., & Varghese, V. R. (2020). *The Impact of an Adult Literacy Program on the Next Generation: Evidence from India* (Numéro 26). Ashoka University, Department of Economics. <https://EconPapers.repec.org/RePEc:ash:wpaper:26>

We use a randomized controlled trial to evaluate the impacts of an adult literacy program, targeting women in rural India, on a broad range of outcomes one year later. We show that the program had significant impacts on multiple aspects of the women's lives, such as improvements in the women's health and hygiene practices, as well as increased involvement in their children's education (but noted no differences in terms of health and educational outcomes of the children). In terms of mechanisms, we find that the program not only increased the women's literacy and numeracy, but also made the women more knowledgeable, and confident in dealing with people outside their family. We document positive effects on women's mobility, and some measures of bargaining power, but overall decision-making power appears not to have been affected.

Doruk, Ö. T., Pastore, F., & Yavuz, H. B. (2020). *Intergenerational Occupational Mobility in Latin American Economies: An Empirical Approach* (Numéro 13050). Institute of Labor Economics (IZA). <https://EconPapers.repec.org/RePEc:iza:izadps:dp13050>

Identifying the determinants of intergenerational mobility is an important aim in the development literature. In this article, intergenerational transmission is examined for 6 neglected Latin American Economies (Brazil, Costa Rica, Ecuador, Mexico, Panama and Puerto Rico). We use a multinomial logit model of the determinants of choosing a white-collar job for a child of a father working in

farming as compared to a child whose father had a blue- or a white-collar job. Our findings show that, in the studied countries, intergenerational occupation transmission is mainly linked to low skilled jobs. Our analysis confirms the low degree of social mobility typical of Latin America, contributing, in turn, to explain their low growth rate. Our findings help identifying specific target groups – talented young women coming from the agricultural sector – to develop in them soft skills while at primary or low secondary school and work-related skills while at the high secondary school or at the university.

Duchini, E. (2017). **Is college remedial education a worthy investment? New evidence from a sharp regression discontinuity design.** *Economics of Education Review*, 60(C), 36-53. <https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:eee:ecoedu:v:60:y:2017:i:c:p:36-53;terms=Duchini%2C%20Emma>

To enhance college completion, many institutions have introduced college remedial programs. Yet, till now there is little evidence that this policy helps raise students' persistence and performance in college. To better understand how to design cost-effective remedial education, this paper studies the impact of an intervention implemented in an undergraduate economics program in Italy. This remedial policy aims at raising students' effort and performance by combining a short remedial course with the threat of re-enrolling them in the first year in case of a failure in the remedial exam. To estimate causal effects, I implement a sharp regression discontinuity design that exploits the cutoff rule used to assign students to remediation. Results indicate that this nudge-type policy fails to obtain any positive and significant effect on either persistence or performance in college.

Evans, D., & Yuan, F. (2019). **Equivalent Years of Schooling : A Metric to Communicate Learning Gains in Concrete Terms** (Numéro 8752). The World Bank. <https://EconPapers.repec.org/RePEc:wbk:wbrwps:8752>

In the past decade, hundreds of impact evaluation studies have measured the learning outcomes of education interventions in developing countries. The impact magnitudes are often reported in terms of "standard deviations," making them difficult to communicate to policy makers beyond education specialists. This paper proposes two approaches to demonstrate the effectiveness of learning interventions, one in "equivalent years of schooling" and another in the net present value of potential increased lifetime earnings. The results show that in a sample of low- and middle-income countries, one standard deviation gain in literacy skill is associated with between 4.7 and 6.8 additional years of schooling, depending on the estimation method. In other words, over the course of a business-as-usual school year, students learn between 0.15 and 0.21 standard deviation of literacy ability. Using that metric to translate the impact of interventions, a median structured pedagogy intervention increases learning by the equivalent of between 0.6 and 0.9 year of business-as-usual schooling. The results further show that even modest gains in standard deviations of learning -- if sustained over time -- may have sizeable impacts on individual earnings and poverty reduction, and that conversion into a non-education metric should help policy makers and non-specialists better understand the potential benefits of increased learning.

Gallegos, S., & Celhay, P. (2020). **Early Skill Effects on Types of Parental Investments and Long-Run Outcomes** (Numéros 2020-014). Human Capital and Economic Opportunity Working Group. <https://EconPapers.repec.org/RePEc:hka:wpaper:2020-014>

This paper examines the effects of skill advantages at age six on different types of parental investments, and long-run outcomes up to age 27. We exploit exogenous variation in skills due to school entry rules, combining 20 years of Chilean administrative records with a regression discontinuity design. Our results show higher in-school performance and college entrance scores, and sizable effects on college attendance and enrollment at selective institutions, particularly for low-income children. We find that parental time investments are neutral to early skills gaps, while monetary investments are reinforcing and likely to be mediating the long-run effects.

Garcia, J. L., & Heckman, J. J. (2020). *Early Childhood Education and Life-cycle Health* (Numéros 2020-011). Human Capital and Economic Opportunity Working Group. <https://EconPapers.repec.org/RePEc:hka:wpaper:2020-011>

This paper forecasts the life-cycle treatment effects on health of a high-quality early childhood program. Our predictions combine microsimulation using non-experimental data with experimental data from a midlife long-term follow-up. The follow-up incorporated a full epidemiological exam. The program mainly benefits males and significantly reduces the prevalence of heart disease, stroke, cancer, and mortality across the life-cycle. For men, we estimate an average reduction of 3.8 disability-adjusted years (DALYs). The reduction in DALYs is relatively small for women. The gain in quality-adjusted life years (QALYs) is almost enough to offset all of the costs associated with program implementation for males and half of program costs for women.

Gurantz, O., Pender, M., Mabel, Z., Larson, C., & Bettinger, E. (2020). **Virtual advising for high-achieving high school students.** *Economics of Education Review*, 75, 101974. <https://doi.org/10.1016/j.econedurev.2020.101974>

We examine whether virtual advising – college counseling using technology to communicate remotely – increases postsecondary enrollment in selective colleges. We test this approach using a sample of approximately 16,000 high-achieving, low- and middle-income students identified by the College Board and randomly assigned to receive virtual advising from the College Advising Corps. The offer of virtual advising had no impact on overall college enrollment, but increased enrollment in high graduation rate colleges by 2.7 percentage points (5%), with instrumental variable impacts on treated students of 6.1 percentage points.

Kaestner, R., Schiman, C., & Ward, J. M. (2020). *Education and Health Over the Life Cycle* (Numéro 26836). National Bureau of Economic Research, Inc. <https://EconPapers.repec.org/RePEc:nbr:nberwo:26836>

There is little theoretical and empirical research on the effects of education on health over the life cycle. In this article, we extend the Grossman (1972) model of the demand for health and use the extended model to analyze the effect of education on health at different ages. The main conclusion from our model is that it is unlikely that the relationship between education and health will be constant over the life cycle and that education is likely to have little effect on health at younger ages when there is little depreciation of the health stock. We also present an extensive empirical analysis documenting the association between education and health over the life cycle. Results of our analysis suggest that in terms of mortality, education has little effect until age 60, but then lowers the hazard rate of death. For measures of morbidity, education has an effect at most ages between 45 to 60, but after age 60 has apparently little effect most likely due to selective mortality. In addition, most of the apparent beneficial effect of education stems from obtaining a high school

degree or more. It is the health and mortality of lowest education group—those with less than a high school degree—that diverges from the health and mortality of other education groups. Finally, we find that the educational differences in health have become larger for more recent birth cohorts.

Karbownik, K. (2020). **The effects of student composition on teacher turnover : Evidence from an admission reform.** *Economics of Education Review*, 75, 101960. <https://doi.org/10.1016/j.econedurev.2020.101960>

This paper examines the effects of student ability on teacher turnover using data from Stockholm high schools and an admission reform that led to the exogenous reshuffling of pupils. The results indicate that a 10-percentile-point increase in student credentials decreases the probability of a job separation by up to 10 percentage points. These effects vary somewhat across different groups of teachers and are found mainly for mobility between schools rather than out of the profession. Teachers react most strongly to direct measures of student ability, grades from compulsory school, rather than to other correlated characteristics such as immigrant origin or parental income.

Lasram, H., & Laussel, D. (2019). **The determination of public tuition fees in a mixed education system: A majority voting model.** *Journal of Public Economic Theory*, 21(6), 1056-1073. <https://EconPapers.repec.org/RePEc:bla:jpbect:v:21:y:2019:i:6:p:1056-1073>

We study the determination of public tuition fees through majority voting in a vertical differentiation model where agents' returns on educational investment differ and public and private universities coexist and compete in tuition fees. The private university offers higher educational quality than its competitor, incurring higher unit cost per trained student. The tuition fee for the state university is fixed by majority voting while that for the private follows from profit maximization. Then agents choose to train at the public university or the private one or to remain uneducated. The tax per head adjusts in order to balance the state budget. Because there is a private alternative, preferences for education are not single-peaked and no single-crossing condition holds. An equilibrium is shown to exist, which is one of three types: high tuition fee (the "ends" are a majority), low tuition fee (the "middle" is a majority), or mixed (votes tie). The cost structure determines which equilibrium obtains. The equilibrium tuition is either greater (majority at the ends) or smaller (majority at the middle) than the optimal one.

Lau, C. V. (2020). **Are federal student loan accountability regulations effective?** *Economics of Education Review*, 75, 101957. <https://doi.org/10.1016/j.econedurev.2020.101957>

Within the education sector, accountability regulations have been used with the intended purpose of improving student outcomes. In higher education, one such regulation aims to improve the ability of borrowers to repay their student loans by placing sanctions on institutions with excessive student loan defaults. This paper examines whether student loan accountability regulations were able to (1) lower student loan defaults, and (2) address the broader objective of improving repayment ability, by exploiting a change to the period in which the regulation's performance measure was monitored. I find that the change to the regulation resulted in less student loan defaults at for-profit colleges. I also find that this reduction in student loan defaults resulted in a short-term improvement in repayment ability at for-profit, but not nonprofit, institutions.

Mabel, Z., Libassi, C. J., & Hurwitz, M. (2020). **The value of using early-career earnings data in the College Scorecard to guide college choices.** *Economics of Education Review*, 75, 101958. <https://doi.org/10.1016/j.econedurev.2020.101958>

Policymakers are increasingly including early-career earnings data in consumer-facing college search tools to help students and families make more informed postsecondary education decisions. We offer new evidence on the degree to which existing college-specific earnings data equip consumers with useful information by documenting the level of selection bias in the earnings metrics reported in the U.S. Department of Education's College Scorecard. Given growing interest in reporting earnings by college and major, we focus on the degree to which earnings differences across four-year colleges and universities can be explained by differences in major composition across institutions. We estimate that more than 70% of the variation in median earnings across institutions is explained by observable factors, and accounting for differences in major composition explains 20–30% of the variation in earnings over and above institutional selectivity and student composition. We also identify large variations in the distribution of earnings within colleges; as a result, comparisons of early-career earnings can be extremely sensitive to whether the median, 25th, or 75th percentiles are presented. Taken together, our findings indicate that consumers can easily draw misleading conclusions about institutional quality when using publicly available earnings data to compare institutions.

Mukhopadhyay, S. (2020). **Language assimilation and performance in achievement tests among Hispanic children in the U.S. : Evidence from a field experiment.** *Economics of Education Review*, 75, 101970. <https://doi.org/10.1016/j.econedurev.2020.101970>

We provide new evidence about the effect of testing language on test scores using data from two rounds (conducted approximately six years apart) of the New Immigrants Survey. In each round, U.S.-born and foreign-born children of Hispanic origin were randomly assigned to take the Woodcock-Johnson achievement (two reading and two math) tests, either in Spanish or in English. U.S.-born children of Hispanic immigrants perform better in reading tests (but not in math tests) when they are assigned to take tests in English. The size of the testing-language effect remains stable across rounds. Foreign-born children of Hispanic immigrants perform better in both reading and math tests when they are assigned to take tests in Spanish in the first round. However, the size of the testing-language effect declines in reading tests and completely disappears in math tests by the second round. Our results suggest that the depreciation of Spanish skills is an essential factor (and, in some cases, more important than the accumulation of English skills) in explaining the decline in the testing-language effect among foreign-born children. We also explore how age at immigration and years spent in the U.S. affect language assimilation.

Mundra, K., & Rios-Avila, F. (2020). **Education-Occupation Mismatch and Social Networks for Hispanics in the US: Role of Citizenship** (Numéro 12975). Institute of Labor Economics (IZA). <https://EconPapers.repec.org/RePEc:iza:izadps:dp12975>

In this paper we examine the education and occupation mismatch for Hispanics in the US using a novel objective continuous mismatch index and explore the role of immigrants' social networks on this mismatch. We explore whether having a larger social network helps Hispanics in finding jobs that better match with their skill and education levels or whether living in areas with larger concentration of Hispanics leads to more competition for the same jobs in the labor market. Given that the legal status of immigrants influence how the social networks are leveraged and their

impact on labor market outcomes, we focus on the citizenship status for Hispanics. The quality of match between Hispanic's college degree major and occupation is measured using one of the continuous indices proposed in Rios-Avila and Saavedra-Caballero (2019) and calculated using pooled data for all college graduates in the US from 2010 to 2017. The Hispanic networks measures are constructed as the share of Hispanic population who are 25 years or older with respect to the total population of the same age and the second measure only includes Hispanics with at least a bachelor's degree using the weighted pooled data from 2010 to 2015. We find that networks have a positive impact on the job-match quality, but mostly for Hispanic citizens and this effect is stronger when the networks constitutes of at least a college degree. This shows that Hispanic citizens living in higher concentration of Hispanic college graduates are better able to leverage their networks or their networks are better able to match them with jobs closer to their field of specialization and skill set.

Narayan, A. (2020). **Does simplifying the college financial aid process matter?** *Economics of Education Review*, 75, 101959. <https://doi.org/10.1016/j.econedurev.2020.101959>

The IRS Data Retrieval Tool, a financial aid simplification tool accessed by 7 million students (nearly 40% of FAFSA filers) a year, was suddenly removed during the middle of the 2017 application cycle. Exploiting variation in 1,600 institutional deadlines influencing the amount of time students lacked access to the tool, I find a null effect of its paperwork reduction properties on college access outcomes. Form simplification alone seems unlikely to have the same beneficial impacts as personal assistance in the college financial aid setting, calling into question the notion that small hassle costs by themselves meaningfully deter program take-up.

Obergruber, N., & Zierow, L. (2020). **Students' behavioural responses to a fallback option—Evidence from introducing interim degrees in german schools.** *Economics of Education Review*, 75, 101956. <https://doi.org/10.1016/j.econedurev.2020.101956>

Without a school degree, students can have difficulty in the labour market. To improve the lives of upper-secondary school dropouts, German states instituted a school reform that awarded an interim degree to high-track students upon completion of Grade 9. Using retrospective spell data on school careers from the National Educational Panel Study (NEPS), our difference-in-differences approach exploits the staggered implementation of this reform between 1965 and 1996. As intended, the reform reduced downgrading to lower school tracks. Surprisingly, it also increased successful high-track completion, arguably by reducing the perceived risk of trying longer to succeed in the high-track school.

Patrinos, H., Psacharopoulos, G., & Tansel, A. (2019). **Returns to Investment in Education : The Case of Turkey** [MPRA Paper]. University Library of Munich, Germany. <https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:pra:mprapa:92933;terms>Returns%20to%20Investment%20in%20Education%20%3A%20The%20Case%20of%20Turkey>

This paper estimates private and social returns to investment in education in Turkey, using the 2017 Household Labor Force Survey and alternative methodologies. The analysis uses the 1997 education reform of increasing compulsory education by three years as an instrument. This results in a private rate of return on the order of 16 percent for higher education and a social return of 10 percent. Using the number of children younger than age 15 in the household as an exclusion restriction, the analysis finds that returns to education for females are higher than those for males.

Contrary to many findings in other countries, private returns to those working in the public sector are higher than those in the private sector, and private returns to those who followed the vocational track in secondary education are higher than those in the general academic track. The paper discusses the policy implications of the findings.

Sandsør, A. M. J. (2020). **Jack-of-all-subjects? The association between individual grade variance and educational attainment.** *Economics of Education Review*, 75, 101969. <https://doi.org/10.1016/j.econedurev.2020.101969>

This paper uses detailed register information on students in lower secondary school in Norway to study the importance of the second moment of individual grade distribution: grade variance. Students receive discrete-value grades from 1 to 6 in the same 13 subjects, and the grade point average (GPA) is used to determine entrance into upper secondary school. This leads to a limited number of possible GPA values and the within-GPA-value variation in grades is used to investigate the association between grade variance and educational attainment. Grade variance is found to be negatively associated with educational attainment across the grade distribution and for both genders. US data confirm this finding. Results suggests that being a generalist with similar skills across subjects predicts educational attainment and that educational institutions may benefit from considering more than just grade point average when making admission decisions.

Schlegel, T., Pfister, C., & Backes-Gellner, U. (2020). **Tertiary Education Expansion and Regional Firm Development** (Numéro 0166). University of Zurich, Department of Business Administration (IBW). <https://EconPapers.repec.org/RePEc:iso:educat:0166>

Previous economic research shows that tertiary education expansions lead to various positive first order effects, such as more patents, higher productivity or newly founded firms. However, less is known on the second order effects of tertiary education expansions, for example, the impact on regional firm development. We evaluate the impact of a tertiary education expansion on regional firm development as measured by average profits per firm by using administrative tax data at a geographically disaggregated level (i.e. municipalities). A policy change in Switzerland, leading to a quasi-random establishment of universities of applied sciences (UAS)-bachelor-granting three year-colleges teaching and conducting applied research-thereby serves as our case study. Depending on our regression model, we find that average profits per firm in treated municipalities, i.e., near a UAS, are between 15% to 24% higher than in non-treated municipalities after the establishment of UASs. Analyzing the dynamics of this second order effects shows that profits start to increase significantly three years after the UAS establishment and persist even in the long run.

Van Belle, E., Caers, R., Cuypers, L., De Couck, M., Neyt, B., Van Borm, H., & Baert, S. (2020). **What do student jobs on graduate CVs signal to employers?** *Economics of Education Review*, 75, 101979. <https://doi.org/10.1016/j.econedurev.2020.101979>

Due to the prevalence and important consequences of student work, the topic has seen an increased interest in the literature. However, to date the focus has been solely on measuring the effect of student employment on later labour market outcomes, relying on signalling theory to explain the observed effects. In the current study, we go beyond measuring the effect of student work and we examine for the first time what exactly is being signalled by student employment. We do this by means of a vignette experiment in which we ask 242 employers to evaluate a set of five fictitious

profiles. Whereas all types of student work signal a better work attitude, a larger social network, a greater sense of responsibility, an increased motivation, and more maturity, only student employment in line with a job candidate's field of study is a signal of increased human capital and increased trainability.

Aspects psychologiques de l'éducation

Alternatives économiques. (2020). « *L'enseignement à distance risque d'aggraver les inégalités* ». Alternatives Economiques. Consulté 30 mars 2020, à l'adresse <https://www.alternatives-economiques.fr/lenseignement-a-distance-risque-daggraver-inegalites/00092266>

Pendant le confinement, l'enseignement à distance prend le relais de l'école mais les digital natives ne sont pas tous égaux devant le numérique, explique le chercheur Pascal Plantard

Berlioux, S. (2020). *Mission orientation et égalité des chances dans la France des zones rurales et des petites villes : « restaurer la promesse républicaine »* (p. 109). Ministère de l'Éducation nationale. <https://www.education.gouv.fr/sites/default/files/2020-03/rapport-de-la-mission-orientation-et-galit-des-chances-dans-la-france-des-zones-rurales-et-des-petites-villes-restaurer-la-promesse-r-publicaine-51680.pdf>

À partir d'un état des lieux de la situation des jeunes habitant en zones rurales et dans les petites villes, ainsi que des politiques de lutte contre les inégalités territoriales, la « Mission pour l'orientation et l'égalité des chances dans la France des zones rurales et des petites villes » propose un scénario ayant pour objectif de diversifier et d'accentuer les dispositifs adressés à la jeunesse éloignée des grandes métropoles. Organisé en quatre axes, ce scénario se décline en 25 mesures. En matière de choix d'orientation comme en matière de résultats scolaires, les jeunes Français sont largement déterminés par leurs origines sociales et géographiques. Ce n'est pas un phénomène nouveau. Mais la fracture s'approfondit entre les jeunes qui peuvent s'adapter aux standards du XXI^{ème} siècle et ceux qui, marqués par leurs origines, rencontrent d'autant plus de difficultés à « cocher toutes les cases » que celles-ci se multiplient. Dans ce contexte, les jeunes des zones rurales et des petites villes ne sont pas dans la même situation de départ face à leur avenir que les jeunes des grandes métropoles. Ils ont accès à trop peu d'informations, trop peu de moyens de transport, trop peu de réseaux, trop peu d'opportunités. Pour leur formation, leur futur métier : le champ des possibles est réduit. D'autant plus que de puissants mécanismes d'autocensure limitent leurs aspirations. Et que leurs territoires sont souvent fragiles, économiquement et socialement. Si grandir dans une zone de montagne ou dans une petite commune présente évidemment des avantages, notamment à l'heure des enjeux liés au réchauffement climatique, les choix d'orientation représentent souvent un tournant. Les jeunes de ces territoires font alors face à une addition d'obstacles, qui portent atteinte à l'égalité des chances entre les jeunes Français. Les indicateurs pris dans leur ensemble montrent à quel point les collégiens, lycéens et étudiants des territoires isolés sont entravés à l'heure de construire leur avenir. A catégorie socio-professionnelle équivalente, à résultats scolaires équivalents, les défis qu'ils doivent affronter les placent dans une situation de départ nettement moins favorable que les jeunes parisiens, lyonnais ou bordelais. Avec des conséquences individuelles et collectives, notamment en matière de cohésion nationale. Cette fracture est longtemps restée sous les radars des pouvoirs publics, la ruralité demeurant la grande absente des statistiques de l'Éducation nationale et les contraintes territoriales effacées au profit de contraintes sociales ou de critères de réussite scolaire – à l'exception du cadre de la politique de la

ville. Si la transformation de l'orientation engagée par le Gouvernement tient compte des déterminismes sociaux, elle peut aller beaucoup plus loin en termes de reconnaissance symbolique et de solutions concrètes pour les jeunes des territoires éloignés des grandes métropoles. Ces obstacles appellent la mise en place de mesures dédiées, structurées ici en 4 axes et 25 préconisations.

Bongrand, P., & Glasman, D. (2018). **Instruction(s) en famille. Explorations sociologiques d'un phénomène émergent.** *Revue française de pédagogie*, n° 205(4), 5-19.
<https://www.cairn.info/revue-francaise-de-pedagogie-2018-4-page-5.htm>

Breda, T., Grenet, J., Monnet, M., & Van Effenterre, C. (2019). **Female Role Models : Are they Effective at Encouraging Girls to Study Science?** HAL. <https://EconPapers.repec.org/RePEc:hal:journl:hal-02443152>

In France, as in most developed nations, the under-representation of women in the sciences is a major obstacle to achieving equality in the workplace. Since 2014, the For Girls in Science awareness programme run by Fondation L'Oréal has offered onehour classroom talks by young women with a science background (women working for the L'Oréal group and young researchers). These talks aim to combat the stereotypes associated with science-related careers and with women's role in the sciences, in order to make science more attractive to young women. Using a random assignment evaluation protocol on nearly 20,000 pupils in seconde (Year 11) and terminale scientifique (Year 13) year groups at French high schools in 2015-2016, we show that these one-off talks lead to a significant reduction in pupils' stereotypical representations of science-related careers and gender differences in scientific ability, among both girls and boys. Although the talks have no discernible impact on choice of educational track for all pupils in seconde and for boys in terminale S, they have significant effects on the post-baccalauréat track choices of girls in terminale S, for whom the proportion choosing a preparatory class for the most prestigious universities (CPGE) in a STEM subject rose from 11 to 14.5% (a 30% increase). One of the lessons learned from the study is that the ability to influence young girls' career choices depends not only on how effectively the female role models bust the stereotypes associated with science-related careers and gender roles in science, but also on the type of identification engendered by exposure to the role model.

Castéra, J., Clément, P., Munoz, F., & Bogner, F. (2018). **How teachers' attitudes on GMO relate to their environmental values.** *Journal of Environmental Psychology*, 57, 1-9.
<https://doi.org/10.1016/j.jenvp.2018.04.002>

We investigated how teachers' attitudes on GMO in 30 countries relate to two Major Environmental values of Preservation and Utilization. Participating teachers (N = 10651) filled in a questionnaire including items on Preservation-and Utilization-related values (Major Environmental Values, 2-MEV model), and on attitudes to GMO. We analyzed the responses using Exploratory Factor Analysis, and investigated the structure of attitudes based on the multivariate structure. The study confirmed the bi-dimensional nature of the 2-MEV model. The GMO items formed an independent third dimension, although several Pro-GMO attitudes were related to Utilization values. We also found variation of attitudes among countries, plausibly reflecting the influence of different socioeconomic and cultural contexts. The results indicate that attitudes and reasoning on sensitive

socio-scientific issues such as GMO relate partly to the basic Environmental values of Preservation and Utilization, and partly to pro or anti-GMO attitudes. 2

Dee, T. S., & Murphy, M. (2019). **Vanished Classmates: The Effects of Local Immigration Enforcement on School Enrollment.** *American Educational Research Journal*, 57(2), 694-727. <https://doi.org/10.3102/0002831219860816>

For over a decade, Immigration and Customs Enforcement (ICE) has formed partnerships allowing local police to enforce immigration law by identifying and arresting undocumented residents. Prior studies, using survey data with self-reported immigrant and citizenship status, provide mixed evidence on their demographic impact. This study presents new evidence based on Hispanic public school enrollment. We find local ICE partnerships reduce the number of Hispanic students by 10% within 2 years. We estimate partnerships enacted before 2012 displaced more than 300,000 Hispanic students. These effects are concentrated among elementary school students. We find no corresponding effects on the enrollment of non-Hispanic students and no evidence that ICE partnerships reduced pupil-teacher ratios or the percentage of students eligible for the National School Lunch Program.

Dumont, H., & Ready, D. D. (2019). **Do Schools Reduce or Exacerbate Inequality? How the Associations Between Student Achievement and Achievement Growth Influence Our Understanding of the Role of Schooling.** *American Educational Research Journal*, 57(2), 728-774. <https://doi.org/10.3102/0002831219868182>

This article explores how the associations between student achievement and achievement growth influence our understanding of the role schools play in academic inequality. Using nationally representative data from the Early Childhood Longitudinal Study, Kindergarten Class of 2010–2011 (ECLS-K:2011), we constructed parallel growth and lagged score models within both seasonal learning and school effects frameworks to study how student- and school-level socioeconomic and racial/ethnic backgrounds relate to student learning. Our findings suggest that seasonal comparative scholars, who generally argue that schools play an equalizing role, and scholars focused on school compositional effects, who typically report that schools exacerbate inequality, come to these contrasting findings not only because they ask different questions but also because they treat student initial achievement differently when modeling student learning.

Ee, J., & Gándara, P. (2019). **The Impact of Immigration Enforcement on the Nation's Schools.** *American Educational Research Journal*, 57(2), 840-871. <https://doi.org/10.3102/0002831219862998>

In response to growing concerns about the impact of harsh immigration enforcement policy since the 2016 presidential campaign, we examined its overall impact on the nation's schools, using survey data completed by over 3,600 educators across the country. Our study results show that immigration enforcement is affecting all students—both those from immigrant homes and those that are not. In particular, Title I schools are the most affected by immigration enforcement. Our results also show that the higher the percentage of White students, the more educators reported immigrant students being exposed to a hostile, anti-immigrant environment. We conclude that the current policy of immigration enforcement significantly dismantles an equitable education for all students and creates a critical threat to their futures.

Emran, M. S., Jiang, H., & Shilpi, F. (2020). *Gender Bias and Intergenerational Educational Mobility : Theory and Evidence from China and India* [MPRA Paper]. University Library of Munich, Germany. <https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:pra:mprapa:99131;terms=Gender%20Bias%20and%20Intergenerational%20Educational%20Mobility%3A%20Theory%20and%20Evidence%20from%20China%20and%20India%20By%20Emran%2C%20M.%20Shahe%3B%20Jiang%2C%20Hanchen%3B%20Shilpi%2C%20Forhad>

We incorporate gender bias against girls in the family, the school and the labor market in a model of intergenerational persistence in schooling where parents self-finance children's education because of credit market imperfections. Parents may underestimate a girl's ability, expect lower returns, and assign lower weights to their welfare ("pure son preference"). The model delivers the widely-used linear conditional expectation function (CEF) under constant returns and separability, but generates an irrelevance theorem: parental bias does not affect relative mobility. With diminishing returns and complementarity, the CEF can be concave or convex, and gender bias affects both relative and absolute mobility. We test these predictions in India and China using data not subject to coresidency bias. The evidence rejects the linear CEF, both in rural and urban India, in favor of a concave relation. The girls face lower mobility irrespective of location in India when born to fathers with low schooling, but the gender gap closes when the fathers are college educated. In China, the CEF is convex for sons in urban areas, but linear in all other cases. The convexity for urban sons supports the complementarity hypothesis of Becker et al. (2018), and leads to gender divergence in relative mobility for the children of highly educated fathers. In urban China, and urban and rural India, the mechanisms are underestimation of ability of girls and unfavorable school environment. There is some evidence of pure son preference in rural India. The girls in rural China do not face bias in financial investment by parents, but they still face lower mobility when born to uneducated parents. Gender barriers in rural schools seem to be the primary mechanism, with no convincing evidence of parental bias.

Freidus, A. (2019). **Modes of Belonging : Debating School Demographics in Gentrifying New York.** *American Educational Research Journal*, 57(2), 808-839. <https://doi.org/10.3102/0002831219863372>

This article examines the frameworks that stakeholders bring to debates about diversifying schools in gentrifying areas of New York City. Using critical ethnographic methods, I explore stakeholders' hopes and fears about the effects of shifting school demographics and the relationships between student demographics and school quality. I find that stakeholders use racialized discourses of belonging to discuss whether, why, and how student demographics matter. These discourses of belonging overlap with perceptions of demographic change as opportunities for integration, fears of gentrification, and threats to individual property. Complicating celebrations of "diversity," I explore the ways in which race is implicated in considerations of who belongs in a school and to whom a school belongs.

Graham, E. J. (2019). "In Real Life, You Have to Speak Up" : Civic Implications of No-Excuses Classroom Management Practices. *American Educational Research Journal*, 57(2), 653-693. <https://doi.org/10.3102/0002831219861549>

Conceptualizing educational inequality as equivalent to the "achievement gap" has fueled the expansion of no-excuses charters, which purport to raise test scores and thereby equalize opportunities for low-income students of color. In contrast, I argue that the individual provision of

opportunity is inadequate to address the structural inequalities that create differential achievement, and thus that no-excuses schools cannot be assessed using test scores alone. This ethnographic study examines how no-excuses classroom management shapes students' development as citizens. My findings suggest that no-excuses classroom management is not a supportive structure that enables academic achievement, but a restrictive and often unfair system that reinforces compliance to institutional authority. I contend that the consequences of this system are more likely to perpetuate than to ameliorate inequality.

Gresy, B., Pierre-Brossolette, S., & Oderda, M. (2020). *Rapport annuel sur l'état des lieux du sexisme en France en 2019* (p. 146). Haut conseil à l'Égalité entre les femmes et les hommes. <https://www.vie-publique.fr/sites/default/files/rapport/pdf/273643.pdf>

Ce rapport présente le deuxième état des lieux du sexisme en France, élaboré annuellement par le Haut Conseil à l'Égalité, depuis son inscription dans la loi du 27 janvier 2017 relative à l'égalité et la citoyenneté. Dans ce deuxième état des lieux, le Haut Conseil à l'Égalité a investigué plus particulièrement trois domaines de la vie publique : le milieu de l'entreprise, les médias et la vie politique, afin d'identifier les manifestations de sexisme, d'examiner la tolérance sociale à leur égard et de faire des préconisations.

Hanushek, E. A., Peterson, P. E., Talpey, L. M., & Woessmann, L. (2020). *Long-Run Trends in the U.S. SES-Achievement Gap* (IZA Discussion Paper N° 12971). Institute of Labor Economics (IZA). <https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:iza:izadps:dp12971;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.

Jarraud, F. (2020). *Pierre Périer : Dans le silence de l'École, la montée des inégalités*. Consulté 30 mars 2020, à l'adresse http://www.cafepedagogique.net/lexpresso/Pages/2020/03/30032020Article637211503666747207.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmf&actCampaignType=CAMPAIGN_MAIL&actSource=501877

Lei, Z., & Lundberg, S. (2020). *Vulnerable Boys : Short-term and Long-term Gender Differences in the Impacts of Adolescent Disadvantage*. In *Working Papers* (N° 2020-008; Working Papers). Human Capital and Economic Opportunity Working Group. <https://ideas.repec.org/p/hka/wpaper/2019-008.html>

The growing gender gap in educational attainment between men and women has raised concerns that the skill development of boys may be more sensitive to family disadvantage than that of girls. Using the National Longitudinal Study of Adolescent to Adult Health (Add Health) data we find, as do previous studies, that boys are more likely to experience increased problems in school relative to girls, including suspensions and reduced educational aspirations, when they are in poor quality schools, less-educated neighborhoods, and father-absent households. Following these cohorts into

young adulthood, however, we find no evidence that adolescent disadvantage has stronger negative impacts on long-run economic outcomes such as college graduation, employment, or income for men, relative to women. We do find that father absence is more strongly associated with men's marriage and childbearing and weak support for greater male vulnerability to disadvantage in rates of high school graduation. An investigation of adult outcomes for another recent cohort from the National Longitudinal Survey of Youth, 1997 produces a similar pattern of results. We conclude that focusing on gender differences in behavior in school may not lead to valid inferences about the effects of disadvantage on adult skills.

Li, C., & Zafar, B. (2020). *Ask and You Shall Receive? Gender Differences in Regrades in College* (IZA Discussion Paper N° 12983). Institute of Labor Economics (IZA). <https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:iza:izadps:dp12983;terms=Ask%20and%20You%20Shall%20Receive%3F%20Gender%20Differences%20in%20Regrades%20in%20College>

Using administrative data from a large 4-year public university, we show that male students are 18.6 percent more likely than female students to receive favorable grade changes. These gender differences cannot be explained by observable characteristics of the students, instructors, and the classes. Surveys of students and instructors reveal that regrade requests are prevalent, and that male students are more likely than female students to ask for regrades on the intensive margin. We corroborate the gender differences in regrade requests in an incentivized controlled experiment where participants receive noisy grade signals, and where they can ask for regrades: we find that males have a higher willingness to pay (WTP) for regrades. Almost half of the gender difference in the WTP is due to gender differences in confidence, uncertainty in beliefs, and the Big Five personality traits.

Meunier, B. (2019). *Contextes territoriaux et trajectoires scolaires : Le cas des filles issues des milieux ruraux*. L'harmattan. <http://www.editions-harmattan.fr/index.asp?navig=catalogue&obj=livre&no=64210>

Cette recherche vise à étudier l'influence du contexte et du territoire et plus spécifiquement celle de la ruralité sur la trajectoire scolaire des filles issues des milieux ruraux. Elle a été conceptualisée grâce aux théories de la Reproduction, des recherches sur le genre et sur une étude longitudinale d'une cohorte de 2400 élèves depuis 1999 effectuée par l'Observatoire de l'Ecole Rurale.

Wenz, S. E., & Hoenig, K. (2019). *Ethnic and Social Class Discrimination in Education : Experimental Evidence from Germany* (Numéro 3g4hb). Center for Open Science. <https://EconPapers.repec.org/RePEc:osf:socarx:3g4hb>

Even though social class is at least as predictive of educational achievement as ethnicity in virtually all developed countries, experimental research on discrimination in education has overwhelmingly focused on the latter. We investigate both ethnic discrimination and social class discrimination by elementary school teachers in Germany. We conceptualize discrimination as causal effects of signals and use directed acyclic graphs (DAGs) to disentangle ethnic from social class discrimination. In our experiment, we asked randomly sampled elementary school teachers who teach immigrants to evaluate an essay written by a fourth-grader. Employing a 2x2x3 factorial design, we varied essay quality, child's gender, and ethnic and socioeconomic background using names as stimuli. We do not find evidence for discrimination in grading. However, our findings for

teachers' expectations of children's future performance suggest a discriminatory bias along the lines of both ethnicity and social class. The effect is conditional on essay quality---it only holds true for the better essay. We interpret our findings as evidence for models that highlight situational moderators such as the richness of information and ambiguity---e.g., statistical discrimination---but as evidence against simpler models of ingroup-favoritism or outgroup derogation, e.g., social identity theory or taste discrimination.

Wrigley, T. (2020). **Working towards inclusion and social justice : Multiple perspectives.** *Improving Schools*, 23(1), 3-4. <https://doi.org/10.1177/1365480220909631>

Aspects sociaux de l'éducation

Alternatives économiques. (2020). « *L'enseignement à distance risque d'aggraver les inégalités* ». Alternatives Economiques. Consulté 30 mars 2020, à l'adresse <https://www.alternatives-economiques.fr/lenseignement-a-distance-risque-daggraver-inegalites/00092266>

Pendant le confinement, l'enseignement à distance prend le relais de l'école mais les digital natives ne sont pas tous égaux devant le numérique, explique le chercheur Pascal Plantard

Berlioux, S. (2020). *Mission orientation et égalité des chances dans la France des zones rurales et des petites villes : « restaurer la promesse républicaine »* (p. 109). Ministère de l'Éducation nationale. <https://www.education.gouv.fr/sites/default/files/2020-03/rapport-de-la-mission-orientation-et-galit-des-chances-dans-la-france-des-zones-rurales-et-des-petites-villes-restaurer-la-promesse-r-publicaine-51680.pdf>

À partir d'un état des lieux de la situation des jeunes habitant en zones rurales et dans les petites villes, ainsi que des politiques de lutte contre les inégalités territoriales, la « Mission pour l'orientation et l'égalité des chances dans la France des zones rurales et des petites villes » propose un scénario ayant pour objectif de diversifier et d'accentuer les dispositifs adressés à la jeunesse éloignée des grandes métropoles. Organisé en quatre axes, ce scénario se décline en 25 mesures. En matière de choix d'orientation comme en matière de résultats scolaires, les jeunes Français sont largement déterminés par leurs origines sociales et géographiques. Ce n'est pas un phénomène nouveau. Mais la fracture s'approfondit entre les jeunes qui peuvent s'adapter aux standards du XXI^{ème} siècle et ceux qui, marqués par leurs origines, rencontrent d'autant plus de difficultés à « cocher toutes les cases » que celles-ci se multiplient. Dans ce contexte, les jeunes des zones rurales et des petites villes ne sont pas dans la même situation de départ face à leur avenir que les jeunes des grandes métropoles. Ils ont accès à trop peu d'informations, trop peu de moyens de transport, trop peu de réseaux, trop peu d'opportunités. Pour leur formation, leur futur métier : le champ des possibles est réduit. D'autant plus que de puissants mécanismes d'autocensure limitent leurs aspirations. Et que leurs territoires sont souvent fragiles, économiquement et socialement. Si grandir dans une zone de montagne ou dans une petite commune présente évidemment des avantages, notamment à l'heure des enjeux liés au réchauffement climatique, les choix d'orientation représentent souvent un tournant. Les jeunes de ces territoires font alors face à une addition d'obstacles, qui portent atteinte à l'égalité des chances entre les jeunes Français. Les indicateurs pris dans leur ensemble montrent à quel point les collégiens, lycéens et étudiants des territoires

isolés sont entravés à l'heure de construire leur avenir. A catégorie socio-professionnelle équivalente, à résultats scolaires équivalents, les défis qu'ils doivent affronter les placent dans une situation de départ nettement moins favorable que les jeunes parisiens, lyonnais ou bordelais. Avec des conséquences individuelles et collectives, notamment en matière de cohésion nationale. Cette fracture est longtemps restée sous les radars des pouvoirs publics, la ruralité demeurant la grande absente des statistiques de l'Education nationale et les contraintes territoriales effacées au profit de contraintes sociales ou de critères de réussite scolaire – à l'exception du cadre de la politique de la ville. Si la transformation de l'orientation engagée par le Gouvernement tient compte des déterminismes sociaux, elle peut aller beaucoup plus loin en termes de reconnaissance symbolique et de solutions concrètes pour les jeunes des territoires éloignés des grandes métropoles. Ces obstacles appellent la mise en place de mesures dédiées, structurées ici en 4 axes et 25 préconisations.

Bongrand, P., & Glasman, D. (2018). **Instruction(s) en famille. Explorations sociologiques d'un phénomène émergent.** *Revue française de pédagogie*, n° 205(4), 5-19.
<https://www.cairn.info/revue-francaise-de-pedagogie-2018-4-page-5.htm>

Breda, T., Grenet, J., Monnet, M., & Van Effenterre, C. (2019). **Female Role Models: Are they Effective at Encouraging Girls to Study Science?** HAL.
<https://EconPapers.repec.org/RePEc:hal:journl:hal-02443152>

In France, as in most developed nations, the under-representation of women in the sciences is a major obstacle to achieving equality in the workplace. Since 2014, the For Girls in Science awareness programme run by Fondation L'Oréal has offered onehour classroom talks by young women with a science background (women working for the L'Oréal group and young researchers). These talks aim to combat the stereotypes associated with science-related careers and with women's role in the sciences, in order to make science more attractive to young women. Using a random assignment evaluation protocol on nearly 20,000 pupils in seconde (Year 11) and terminale scientifique (Year 13) year groups at French high schools in 2015-2016, we show that these one-off talks lead to a significant reduction in pupils' stereotypical representations of science-related careers and gender differences in scientific ability, among both girls and boys. Although the talks have no discernible impact on choice of educational track for all pupils in seconde and for boys in terminale S, they have significant effects on the post-baccalauréat track choices of girls in terminale S, for whom the proportion choosing a preparatory class for the most prestigious universities (CPGE) in a STEM subject rose from 11 to 14.5% (a 30% increase). One of the lessons learned from the study is that the ability to influence young girls' career choices depends not only on how effectively the female role models bust the stereotypes associated with science-related careers and gender roles in science, but also on the type of identification engendered by exposure to the role model.

Castéra, J., Clément, P., Munoz, F., & Bogner, F. (2018). **How teachers' attitudes on GMO relate to their environmental values.** *Journal of Environmental Psychology*, 57, 1-9.
<https://doi.org/10.1016/j.jenvp.2018.04.002>

We investigated how teachers' attitudes on GMO in 30 countries relate to two Major Environmental values of Preservation and Utilization. Participating teachers (N = 10651) filled in a questionnaire including items on Preservation-and Utilization-related values (Major Environmental Values, 2-

MEV model), and on attitudes to GMO. We analyzed the responses using Exploratory Factor Analysis, and investigated the structure of attitudes based on the multivariate structure. The study confirmed the bi-dimensional nature of the 2-MEV model. The GMO items formed an independent third dimension, although several Pro-GMO attitudes were related to Utilization values. We also found variation of attitudes among countries, plausibly reflecting the influence of different socioeconomic and cultural contexts. The results indicate that attitudes and reasoning on sensitive socio-scientific issues such as GMO relate partly to the basic Environmental values of Preservation and Utilization, and partly to pro or anti-GMO attitudes. 2

Dee, T. S., & Murphy, M. (2019). **Vanished Classmates: The Effects of Local Immigration Enforcement on School Enrollment.** *American Educational Research Journal*, 57(2), 694-727. <https://doi.org/10.3102/0002831219860816>

For over a decade, Immigration and Customs Enforcement (ICE) has formed partnerships allowing local police to enforce immigration law by identifying and arresting undocumented residents. Prior studies, using survey data with self-reported immigrant and citizenship status, provide mixed evidence on their demographic impact. This study presents new evidence based on Hispanic public school enrollment. We find local ICE partnerships reduce the number of Hispanic students by 10% within 2 years. We estimate partnerships enacted before 2012 displaced more than 300,000 Hispanic students. These effects are concentrated among elementary school students. We find no corresponding effects on the enrollment of non-Hispanic students and no evidence that ICE partnerships reduced pupil-teacher ratios or the percentage of students eligible for the National School Lunch Program.

Dumont, H., & Ready, D. D. (2019). **Do Schools Reduce or Exacerbate Inequality? How the Associations Between Student Achievement and Achievement Growth Influence Our Understanding of the Role of Schooling.** *American Educational Research Journal*, 57(2), 728-774. <https://doi.org/10.3102/0002831219868182>

This article explores how the associations between student achievement and achievement growth influence our understanding of the role schools play in academic inequality. Using nationally representative data from the Early Childhood Longitudinal Study, Kindergarten Class of 2010–2011 (ECLS-K:2011), we constructed parallel growth and lagged score models within both seasonal learning and school effects frameworks to study how student- and school-level socioeconomic and racial/ethnic backgrounds relate to student learning. Our findings suggest that seasonal comparative scholars, who generally argue that schools play an equalizing role, and scholars focused on school compositional effects, who typically report that schools exacerbate inequality, come to these contrasting findings not only because they ask different questions but also because they treat student initial achievement differently when modeling student learning.

Ee, J., & Gándara, P. (2019). **The Impact of Immigration Enforcement on the Nation's Schools.** *American Educational Research Journal*, 57(2), 840-871. <https://doi.org/10.3102/0002831219862998>

In response to growing concerns about the impact of harsh immigration enforcement policy since the 2016 presidential campaign, we examined its overall impact on the nation's schools, using survey data completed by over 3,600 educators across the country. Our study results show that immigration enforcement is affecting all students—both those from immigrant homes and those

that are not. In particular, Title I schools are the most affected by immigration enforcement. Our results also show that the higher the percentage of White students, the more educators reported immigrant students being exposed to a hostile, anti-immigrant environment. We conclude that the current policy of immigration enforcement significantly dismantles an equitable education for all students and creates a critical threat to their futures.

Emran, M. S., Jiang, H., & Shilpi, F. (2020). *Gender Bias and Intergenerational Educational Mobility: Theory and Evidence from China and India* [MPRA Paper]. University Library of Munich, Germany.
<https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:pra:mprapa:99131;terms=Gender%20Bias%20and%20Intergenerational%20Educational%20Mobility%3A%20Theory%20and%20Evidence%20from%20China%20and%20India%20By%20Emran%2C%20M.%20Shahe%3B%20Jiang%2C%20Hanchen%3B%20Shilpi%2C%20Forhad>

We incorporate gender bias against girls in the family, the school and the labor market in a model of intergenerational persistence in schooling where parents self-finance children's education because of credit market imperfections. Parents may underestimate a girl's ability, expect lower returns, and assign lower weights to their welfare ("pure son preference"). The model delivers the widely-used linear conditional expectation function (CEF) under constant returns and separability, but generates an irrelevance theorem: parental bias does not affect relative mobility. With diminishing returns and complementarity, the CEF can be concave or convex, and gender bias affects both relative and absolute mobility. We test these predictions in India and China using data not subject to coresidency bias. The evidence rejects the linear CEF, both in rural and urban India, in favor of a concave relation. The girls face lower mobility irrespective of location in India when born to fathers with low schooling, but the gender gap closes when the fathers are college educated. In China, the CEF is convex for sons in urban areas, but linear in all other cases. The convexity for urban sons supports the complementarity hypothesis of Becker et al. (2018), and leads to gender divergence in relative mobility for the children of highly educated fathers. In urban China, and urban and rural India, the mechanisms are underestimation of ability of girls and unfavorable school environment. There is some evidence of pure son preference in rural India. The girls in rural China do not face bias in financial investment by parents, but they still face lower mobility when born to uneducated parents. Gender barriers in rural schools seem to be the primary mechanism, with no convincing evidence of parental bias.

Freidus, A. (2019). **Modes of Belonging: Debating School Demographics in Gentrifying New York.** *American Educational Research Journal*, 57(2), 808-839.
<https://doi.org/10.3102/0002831219863372>

This article examines the frameworks that stakeholders bring to debates about diversifying schools in gentrifying areas of New York City. Using critical ethnographic methods, I explore stakeholders' hopes and fears about the effects of shifting school demographics and the relationships between student demographics and school quality. I find that stakeholders use racialized discourses of belonging to discuss whether, why, and how student demographics matter. These discourses of belonging overlap with perceptions of demographic change as opportunities for integration, fears of gentrification, and threats to individual property. Complicating celebrations of "diversity," I explore the ways in which race is implicated in considerations of who belongs in a school and to whom a school belongs.

Graham, E. J. (2019). "In Real Life, You Have to Speak Up" : Civic Implications of No-Excuses Classroom Management Practices. *American Educational Research Journal*, 57(2), 653-693. <https://doi.org/10.3102/0002831219861549>

Conceptualizing educational inequality as equivalent to the "achievement gap" has fueled the expansion of no-excuses charters, which purport to raise test scores and thereby equalize opportunities for low-income students of color. In contrast, I argue that the individual provision of opportunity is inadequate to address the structural inequalities that create differential achievement, and thus that no-excuses schools cannot be assessed using test scores alone. This ethnographic study examines how no-excuses classroom management shapes students' development as citizens. My findings suggest that no-excuses classroom management is not a supportive structure that enables academic achievement, but a restrictive and often unfair system that reinforces compliance to institutional authority. I contend that the consequences of this system are more likely to perpetuate than to ameliorate inequality.

Gresy, B., Pierre-Brossolette, S., & Oderda, M. (2020). *Rapport annuel sur l'état des lieux du sexisme en France en 2019* (p. 146). Haut conseil à l'Égalité entre les femmes et les hommes. <https://www.vie-publique.fr/sites/default/files/rapport/pdf/273643.pdf>

Ce rapport présente le deuxième état des lieux du sexisme en France, élaboré annuellement par le Haut Conseil à l'Égalité, depuis son inscription dans la loi du 27 janvier 2017 relative à l'égalité et la citoyenneté. Dans ce deuxième état des lieux, le Haut Conseil à l'Égalité a investigué plus particulièrement trois domaines de la vie publique : le milieu de l'entreprise, les médias et la vie politique, afin d'identifier les manifestations de sexisme, d'examiner la tolérance sociale à leur égard et de faire des préconisations.

Hanushek, E. A., Peterson, P. E., Talpey, L. M., & Woessmann, L. (2020). *Long-Run Trends in the U.S. SES-Achievement Gap* (IZA Discussion Paper N° 12971). Institute of Labor Economics (IZA). <https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:iza:izadps:dp12971;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.

Jarraud, F. (2020). *Pierre Périet : Dans le silence de l'École, la montée des inégalités*. Consulté 30 mars 2020, à l'adresse http://www.cafepedagogique.net/lexpresso/Pages/2020/03/30032020Article637211503666747207.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmf&actCampaignType=CAMPAIGN_MAIL&actSource=501877

Lei, Z., & Lundberg, S. (2020). *Vulnerable Boys : Short-term and Long-term Gender Differences in the Impacts of Adolescent Disadvantage*. In *Working Papers* (N° 2020-008; Working Papers).

Human Capital and Economic Opportunity Working Group.
<https://ideas.repec.org/p/hka/wpaper/2019-008.html>

The growing gender gap in educational attainment between men and women has raised concerns that the skill development of boys may be more sensitive to family disadvantage than that of girls. Using the National Longitudinal Study of Adolescent to Adult Health (Add Health) data we find, as do previous studies, that boys are more likely to experience increased problems in school relative to girls, including suspensions and reduced educational aspirations, when they are in poor quality schools, less-educated neighborhoods, and father-absent households. Following these cohorts into young adulthood, however, we find no evidence that adolescent disadvantage has stronger negative impacts on long-run economic outcomes such as college graduation, employment, or income for men, relative to women. We do find that father absence is more strongly associated with men's marriage and childbearing and weak support for greater male vulnerability to disadvantage in rates of high school graduation. An investigation of adult outcomes for another recent cohort from the National Longitudinal Survey of Youth, 1997 produces a similar pattern of results. We conclude that focusing on gender differences in behavior in school may not lead to valid inferences about the effects of disadvantage on adult skills.

Li, C., & Zafar, B. (2020). *Ask and You Shall Receive? Gender Differences in Regrades in College* (IZA Discussion Paper N° 12983). Institute of Labor Economics (IZA).
<https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:iza:izadps:dp12983;terms=Ask%20and%20You%20Shall%20Receive%3F%20Gender%20Differences%20in%20Regrades%20in%20College>

Using administrative data from a large 4-year public university, we show that male students are 18.6 percent more likely than female students to receive favorable grade changes. These gender differences cannot be explained by observable characteristics of the students, instructors, and the classes. Surveys of students and instructors reveal that regrade requests are prevalent, and that male students are more likely than female students to ask for regrades on the intensive margin. We corroborate the gender differences in regrade requests in an incentivized controlled experiment where participants receive noisy grade signals, and where they can ask for regrades: we find that males have a higher willingness to pay (WTP) for regrades. Almost half of the gender difference in the WTP is due to gender differences in confidence, uncertainty in beliefs, and the Big Five personality traits.

Meunier, B. (2019). *Contextes territoriaux et trajectoires scolaires : Le cas des filles issues des milieux ruraux*. L'harmattan.
<http://www.editions-harmattan.fr/index.asp?navig=catalogue&obj=livre&no=64210>

Cette recherche vise à étudier l'influence du contexte et du territoire et plus spécifiquement celle de la ruralité sur la trajectoire scolaire des filles issues des milieux ruraux. Elle a été conceptualisée grâce aux théories de la Reproduction, des recherches sur le genre et sur une étude longitudinale d'une cohorte de 2400 élèves depuis 1999 effectuée par l'Observatoire de l'Ecole Rurale.

Wenz, S. E., & Hoenig, K. (2019). *Ethnic and Social Class Discrimination in Education : Experimental Evidence from Germany* (Numéro 3g4hb). Center for Open Science.
<https://EconPapers.repec.org/RePEc:osf:socarx:3g4hb>

Even though social class is at least as predictive of educational achievement as ethnicity in virtually all developed countries, experimental research on discrimination in education has overwhelmingly focused on the latter. We investigate both ethnic discrimination and social class discrimination by elementary school teachers in Germany. We conceptualize discrimination as causal effects of signals and use directed acyclic graphs (DAGs) to disentangle ethnic from social class discrimination. In our experiment, we asked randomly sampled elementary school teachers who teach immigrants to evaluate an essay written by a fourth-grader. Employing a 2x2x3 factorial design, we varied essay quality, child's gender, and ethnic and socioeconomic background using names as stimuli. We do not find evidence for discrimination in grading. However, our findings for teachers' expectations of children's future performance suggest a discriminatory bias along the lines of both ethnicity and social class. The effect is conditional on essay quality---it only holds true for the better essay. We interpret our findings as evidence for models that highlight situational moderators such as the richness of information and ambiguity---e.g., statistical discrimination---but as evidence against simpler models of ingroup-favoritism or outgroup derogation, e.g., social identity theory or taste discrimination.

Wrigley, T. (2020). **Working towards inclusion and social justice : Multiple perspectives.** *Improving Schools*, 23(1), 3-4. <https://doi.org/10.1177/1365480220909631>

Climat de l'école

Cahu, P. M. M., & Quota, M. B. N. (2019). **Does School Safety and Classroom Disciplinary Climate Hinder Learning? Evidence from the MENA Region** (Policy Research Working Paper Series N° WSP8822). The World Bank. <https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:wbk:wbrwps:wsp8822;terms=Does%20School%20Safety%20and%20Classroom%20Disciplinary%20Climate%20Hinder%20Learnin%20%3F>

School safety and classroom disciplinary climate have a direct impact on teachers'ability to teach and students'ability to learn. School safety and classroom disciplinary climates have been declining in the Middle East and North Africa region, as is demonstrated in this paper using data from the Trends in Mathematics and Science Study and the Progress in International Reading Literacy Study. The paper then moves on to untangle how disruptive learning environments can have negative impacts on student learning outcomes. Thus, the objective of the paper is to analyze the determinants associated with disrupted learning environments, at the school and classroom levels, in the Middle East and North Africa region and to uncover the impacts these environments have on student learning outcomes. This information will provide policy makers with evidence on disrupted learning environments while offering some recommendations on how these conditions can be improved.

Garnett, B., Moore, M., Kidde, J., Ballysingh, T. A., Kervick, C. T., Bedinger, L., Smith, L. C., & Sparks, H. (2019). **Needs and readiness assessments for implementing school-wide restorative practices.** *Improving Schools*, 23(1), 21-32. <https://doi.org/10.1177/1365480219836529>

Persistent disparities in exclusionary discipline procedures continue to portend negative educational outcomes for students from specific racial, income, and ability categories. Restorative practices (RP) has emerged as a promising approach to mitigate these disparities and improve

school climate. This study describes the utility of field-initiated implementation readiness assessments that might guide school districts by targeting the needs of faculty and staff. This study is a part of a mixed-methods Community-Based Participatory Research (CBPR) project made possible by a university and school-district partnership. The results reveal potential challenges and opportunities related to RP implementation and hold implications for professional development trainings for school districts that aim to implement RP as a foundation to employ more just and effective disciplinary mechanisms.

OCDE. (2020). *Early Learning and Child Well-being: A Study of Five-year-Olds in England, Estonia, and the United States* [Text]. Consulté 1 avril 2020, à l'adresse https://www.oecd-ilibrary.org/education/early-learning-and-child-well-being_3990407f-en?utm_source=Adestra&utm_medium=email&utm_content=Find%20out%20more&utm_campaign=OECD%20Education%20%26%20Skills%20Newsletter%3A%20March%202020&utm_term=demo

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. The International Early Learning and Child Well-Being Study was designed to help countries assess their children's skills and development, to understand how these relate to children's early learning experiences and well-being. The study provides countries with comparative data on children's early skills to assist countries to better identify factors that promote or hinder children's early learning. Three countries participated in this study in 2018: England (United Kingdom), Estonia and the United States. The study directly assessed the emergent literacy and numeracy, self-regulation and social-emotional skills of a representative sample of five-year-old children in registered school and ECEC settings in each participating country. It also collected contextual and assessment information from the children's parents and teachers. This report sets out the findings from the study as a whole.

Sebhatu, A., Wennberg, K., Lakomaa, E., & Brandén, M. (2020). *Work Environment and Competition in Swedish Schools, 1999-2011* (Ratio Working Paper N° 330). The Ratio Institute. <https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:hhs:ratioi:0330;terms=Work%20Environment%20and%20Competition%20in%20Swedish%20Schools%2C%201999-2011>

Research on schools' work environment highlights socioeconomic conditions (SES) as primary drivers of work environment, but evidence to date is primarily limited to cross-sectional samples. Research on school competition has revealed important effects on educational outcomes, but effects on work environment are largely unknown. We bridge these literatures by studying the work environment in all Swedish junior high schools and high schools using detailed data on complaints and incidences of disorder, including violence. Comparing educational levels to gauge differences in degree of choice made possible by competition, we overall find more adverse work environment in junior high schools facing stronger school competition and with many low-SES students in either the school or the region. Conversely, we find better work environment in high schools facing stronger school competition, and in high schools with a large share of students with foreign background. To assess causal effects of competition on work environment we compare regions that introduced competition versus those that have not in a difference-in-difference framework. In such regions only complaints in high schools decrease after competition is introduced. We highlight the importance of including multiple measures of both competition and work environment.

Évaluation des dispositifs d'éducation-formation

Maro, V. D., Leeffer, S., Serra, D., & Vicente, P. C. (2020). **Mobilizing parents at home and at school : An experiment on primary education in Angola.** In NOVAFRICA Working Paper Series (No wp2002; NOVAFRICA Working Paper Series). Universidade Nova de Lisboa, Faculdade de Economia, NOVAFRICA. <https://ideas.repec.org/p/unl/novafr/wp2002.html>

In this paper we test ways to mobilize parents for education. We implemented a field experiment in 126 Angolan primary schools, including three treatments: an information campaign at home, simple parents' meetings at school, and the combination of both. Our measures of parental mobilization include beneficial practices at home, contacts with teachers, and participation in school institutions. We find that the information increased parents' involvement at home but had no impact on engagement at school, while the meetings had the opposite effects. After mobilizing parents, the combined treatment improved management practices and facilities in schools, teachers' attitudes, and parents' satisfaction.

Formation continue

Alhadeff-Jones, M. (2020). **Explorer l'inconscient rythmique dans les pratiques d'histoires de vie en formation.** *Education permanente*, 222. http://www.education-permanente.fr/public/articles/articles.php?id_revue=1763

Reconnaissant la valeur formative d'une démarche biographique portant sur la ré-interprétation des événements marquants de l'existence, cette réflexion propose de se centrer sur l'analyse des continuités vécues, et plus spécifiquement des patterns et des répétitions à travers lesquels individus et collectifs se développent. Dans une perspective rythmanalytique, la notion d'inconscient rythmique est introduite de manière à concevoir l'explicitation et la remise en question des motifs de dualités autour desquels s'organisent l'existence et la formation.

Augé, A. (2020). **Identité militaire vs identité professionnelle. Les stratégies de reconnaissance dans l'armée.** *Education permanente*, 222. http://www.education-permanente.fr/public/articles/articles.php?id_revue=1763

Cet article étudie les stratégies de reconnaissance professionnelle des officiers diplômés des universités. Il montre que le doctorat délivré à l'université façonne des identités professionnelles antagoniques et alimente des stratégies de reconnaissance. Celles-ci résultent d'une socialisation traditionnelle basée sur des normes proches du « cœur de métier » alors qu'autres incarnent des valeurs en dehors de ce professionnalisme. L'article examine également les luttes de pouvoir et de statut corrélées à l'existence de socialisations différenciées à l'intérieur d'un groupe professionnel : les officiers de l'armée de terre (rubrique « Regard »).

Baeza, C. (2020). **Formes d'expression du sensible et savoirs narratifs dans un récit de formation en santé.** *Education permanente*, 222. http://www.education-permanente.fr/public/articles/articles.php?id_revue=1763

Cet article explore le statut épistémologique et ontologique du sensible à partir du carnet de route d'un ancien alcoolomane. Durant une année, Serge a mené un projet d'écriture créatif et esthétique dans lequel il raconte son chemin pacifié avec le toxique. Cette expérience de recherche collaborative montre qu'écrire un récit de formation développe une pensée oscillant entre un mode de pensée logique et un mode de pensée sensible, et que l'alliance de ces deux modes de pensée contribue à constituer une unité cognitive du sujet dans la narration.

Baudouin, J.-M. (2020). **Quelles sont les spécificités de la recherche biographique ?** *Education permanente*, 222. http://www.education-permanente.fr/public/articles/articles.php?id_revue=1763

Quels sont les enjeux de la recherche biographique en formation des adultes et les spécificités de la méthodologie mise en œuvre ? Au plan des enjeux de recherche, l'article privilégie plusieurs dimensions : le pouvoir d'agir de l'adulte en formation, la pluralité interprétative au plan des référentiels d'analyse, le primat des dimensions empiriques, la prise en compte des temporalités. Au plan méthodologique, un soin particulier est conféré au témoignage biographique et à ses formes de recueil, ainsi qu'à la problématique de la dévolution et des procédures d'objectivation du travail discursif.

Breton, H. (2020). **L'enquête narrative, entre durée et détails.** *Education permanente*, 222. http://www.education-permanente.fr/public/articles/articles.php?id_revue=1763

En sciences humaines et sociales, l'enquête narrative a pour spécificité de chercher à comprendre le vécu des personnes enquêtées en mobilisant les récits d'expérience. Une manière de différencier les régimes narratifs de cette enquête est d'en interroger les effets sur les modes d'appréhension des phénomènes expérientiels selon les échelles temporelles qui sont ciblées. Ainsi, entre l'enquête biographique qui s'intéresse à l'expérience vécue dans la durée (parcours de vie, périodes de transition, moments apprenants) et l'enquête micro-phénoménologique qui procède par exploration et creusement d'instantanés très courts, les procédés de guidance et les modes d'appréhension des phénomènes varient. L'auteur entend caractériser ces régimes narratifs, en formaliser les procédés, spécifier les types d'effets éprouvés par les acteurs de l'enquête et sur la production des connaissances scientifiques.

Cadei, L. (2020). **Discours professionnels et sens du travail des éducateurs.** *Education permanente*, 222. http://www.education-permanente.fr/public/articles/articles.php?id_revue=1763

Le récit oral ou écrit est une activité professionnelle étroitement liée au sens. Autoriser les éducateurs à produire leurs propres discours, c'est solliciter la transmission du savoir mais également la construction des connaissances, de confrontation entre expériences et connaissances. Cet article s'intéresse aux procédés d'écriture des biographies professionnelles des éducateurs, à partir de deux recherches conduites par l'auteure.

Cavaco, C. (2020). **Biographisation et reconnaissance des acquis de l'expérience.** *Education permanente*, 222. http://www.education-permanente.fr/public/articles/articles.php?id_revue=1763

Le texte analyse le rôle et les effets de l'usage des histoires de vie dans le processus de reconnaissance et de validation des acquis de l'expérience, au Portugal. L'analyse est soutenue dans

une recherche qualitative, auprès d'adultes certifiés par ce processus. Les adultes interviewés ont confirmé que le (ré)élaboration de leur expérience a des effets formateurs déclenchés par le processus de biographisation et de socialisation.

Delory-Momberger, C. (2020). **Ecrire l'expérience professionnelle. Quels effets? Quels savoirs ?** *Education permanente*, 222. http://www.education-permanente.fr/public/articles/articles.php?id_revue=1763

L'auteure interroge les types et les formes de savoir auxquels on prétend atteindre, que l'on mobilise et sur lesquels on vise à agir lorsqu'on invite des professionnels en formation à écrire leur expérience. Pour ce faire, elle tente d'examiner le rôle donné à l'écriture, et spécialement à l'écriture narrative, dans la manifestation/production de cette expérience et dans les formes de savoirs qu'elle donne à connaître.

Depraz, N. (2020). **De la narration dans l'entretien micro-phénoménologique.** *Education permanente*, 222. http://www.education-permanente.fr/public/articles/articles.php?id_revue=1763

Cette contribution présente certaines hypothèses qui ont émergé dans le projet de recherche Adochroniq. Celui-ci s'attache à restituer le vécu chronique pathologique dont témoignent certaines adolescentes. Un tel vécu se donnant dans une durée au long cours d'où émergent certains moments saillants, l'auteur montre combien la différence des méthodes en jeu dans la narration et dans l'entretien micro-phénoménologique est loin d'être aussi tranchée qu'on le croit. En effet, avec le vécu chronique, le fait de raconter son histoire s'entrelace souvent avec la description d'un de ses moments saillants.

Jouet, E. (2020). **Récits de soi des personnes en rétablissement.** *Education permanente*, 222. http://www.education-permanente.fr/public/articles/articles.php?id_revue=1763

En médecine, le récit du patient, relève classiquement de l'« interrogatoire médical », dispositif dyadique dont l'axe principal est la maladie et les symptômes. Plus récemment, le récit individuel commence à être pris en considération en ce qu'il permet d'accéder à la personne dans les dimensions plurielles qui constituent son humanité. Les personnes malades ou en voie de rétablissement ont recours à des dispositifs de récits groupaux et collectifs, en lien avec le déploiement de réseaux en ligne. Dans quelle mesure la nature et l'objectif de ces dispositifs dyadiques ou collectifs, en autorisant la prise en compte les savoirs issus de l'expérience, ouvrent-ils les pratiques de santé et de soins à des dimensions nouvelles dans l'autosoin ou dans l'accompagnement, mais également à une dimension politique et émancipatrice pour les personnes concernées ?

Lago, D., & Surian, A. (2020). **Autobiographie et dynamique d'apprentissage en éducation des adultes.** *Education permanente*, 222. http://www.education-permanente.fr/public/articles/articles.php?id_revue=1763

Ce texte explicite l'impact éducationnel de l'autobiographie raisonnée. Outil d'orientation et d'autoformation en même temps, l'autobiographie raisonnée engendre des retombées remarquables auprès d'adultes qui commencent une formation, même à l'université. Par le biais de la reconnaissance des acquis personnels, cette pratique favorise notamment l'engagement et facilite la personnalisation de l'apprentissage visé.

Lainé, A. (2020). **Les processus de reconnaissance dans les récits de vie en groupe : De soi à l'autre, avec retour.** *Education permanente*, 222. http://www.education-permanente.fr/public/articles/articles.php?id_revue=1763

Cet article met en évidence le processus de reconnaissance du sujet narrateur à l'œuvre dans le récit de soi énoncé dans les contextes de sessions « histoires de vie » et d'accompagnements de candidats à la validation des acquis de l'expérience. A cette fin, il prend appui sur des exemples de pratiques réalisées dans les deux contextes. Il définit le processus de reconnaissance concerné comme procédant à la fois du dialogue et du don symbolique. Il précise en quoi consistent les conditions éthiques et méthodo-logiques que requiert sa réalisation.

Moreira Cunha, D. (2020). **Narration de l'expérience, dialogue et apprentissages mutuels.** *Education permanente*, 222. http://www.education-permanente.fr/public/articles/articles.php?id_revue=1763

L'article discute un dispositif de recherche-action avec des travailleurs du secteur minier et des chercheurs de l'Université fédérale du Minas Gerais. Il répond à la demande des acteurs sociaux et des chercheurs de créer un lieu de collaboration interinstitutionnelle et une coopération dans les recherches pour la formation de nouveaux cadres orientés vers les questions actuelles du travail. Les activités y sont nourries par le dialogue et la confrontation de points de vue, vers un autre régime de production de savoirs sur le travail qui procède d'une élaboration collective à partir des récits d'expérience dans des espaces d'échanges qui associent des travailleurs, gestionnaires, consultants du secteur minier et chercheurs.

Morisse, M. (2020). **La narration de l'expérience : Partage du sensible et circulation des savoirs au travail.** *Education permanente*, 222. http://www.education-permanente.fr/public/articles/articles.php?id_revue=1763

Pour surmonter les transformations sociales, continuer à trouver du sens à ce que l'on fait, repenser et réinventer ce qui est fait au sein des collectifs de travail, ce texte interroge les conditions permettant d'aller vers une plus grande visibilité de ce qui anime les professionnels, par la mise en mots de l'expérience, la narration et le partage du sensible.

Osty, F. (2020). **Former : Un étayage d'acteur et de sujet.** *Education permanente*, 222. http://www.education-permanente.fr/public/articles/articles.php?id_revue=1763

L'auteure réagit après la journée qui s'est tenue le 26 septembre 2019 pour célébrer le 50e anniversaire d'Education permanente, sur le thème « Former demain », Elle propose non pas une synthèse mais quelques fils d'analyse à partir des propos tenus lors de cette rencontre et des articles du numéro spécial (220-221) que la revue a publié à cette occasion (rubrique « Former demain »).

Pineau, G. (2020). **Dialogue, dialectique, dialogie en formation avec les histoires de vie.** *Education permanente*, 222. http://www.education-permanente.fr/public/articles/articles.php?id_revue=1763

Narrer l'expérience vécue pour former son histoire de vie mobilise un ternaire éprouvant : dialogue, dialectique, dialogie. La première partie revient sur une histoire de dialogues qui a initié la configuration d'un champ dialectique pour construire un modèle dialogique d'auto- et de co-

formation historique. La seconde survole la façon dont l'histoire culturelle complexe et mouvementée de ce ternaire permet, à côté des courants (auto)biographiques plus classiques, la montée d'un modèle dialogique des histoires de vie qui actualise et démocratise la dialectique comme art de dialogues, formateurs de devenirs.

Marché du travail

Bourhis, E. L. (2020). **Des carrières sous le plafond de verre.** *Travail, genre et sociétés*, n° 43(1), 125-143. https://www.cairn.info/revue-travail-genre-et-societes-2020-1-page-125.htm?WT.tsrc=cairnEmailAlert&WT.mc_id=TGS_043

La Lettonie se distingue par la rapidité et l'ampleur de la féminisation de la profession d'architecte au cours du xxe siècle, aussi bien en Europe qu'au sein de l'Union soviétique qui l'a annexée au cours de la Seconde Guerre mondiale. Cet article se penche sur les facteurs et les limites de la féminisation de ce petit groupe professionnel après 1945. Il interroge les ressorts soviétiques et locaux de la féminisation de cette profession et les transformations internationales du métier pour mettre en valeur les décalages entre la formation et l'embauche, favorables aux femmes, et un monde du travail régi jusque dans les années 1980 par des mécanismes d'exclusion sexiste tout aussi puissants. Ces mécanismes sont interprétés comme des arrangements aux termes desquels la progression des femmes dans la profession sert à absorber les contraintes imposées au métier.

Lanciano, E., Lima, L., & Rodet, D. (2020). **Des candidat.es sans illusion : Les nouveaux.elles diplômé.es de l'ESS face au marché du travail.** *Connaissance de l'emploi*, 157. http://ceet.cnam.fr/medias/fichier/157-des-candidat-es-sans-illusion-les-nouveaux-elles-diplome-es-de-l-ess-face-au-marche-du-travail_1585553927561-pdf?ID_FICHE=1064840&INLINE=FALSE

L'« Économie sociale et solidaire » (ESS) est un secteur attractif pour les étudiantes et étudiants. Cependant, selon nombre d'employeurs de ce secteur, ces dernier.es s'illusionneraient quant aux conditions d'emploi qui les attendent. L'enquête menée auprès de sortant.es de formations de l'enseignement supérieur spécialisées dans l'ESS montre pourtant qu'il n'en est rien ; plutôt conscient.es des conditions d'emploi et du risque de déclassement salarial auxquels ils et elles s'exposent, les enquêté.es peuvent néanmoins les relativiser au regard d'autres secteurs ou de ce qui se pratique dans leur bassin d'emploi. L'acceptation de ces conditions passe en outre par un fort attachement à un travail riche de sens et par la mise en avant de principes de justice salariale alternatifs à celui du mérite : l'égalité et le besoin.

Métiers de l'éducation

Bjørndal, C. R. P. (2020). **Student teachers' responses to critical mentor feedback : A study of face-saving strategies in teaching placements.** *Teaching and Teacher Education*, 91, 103047. <https://doi.org/10.1016/j.tate.2020.103047>

Despite much research on feedback in teaching placement, there is a limited number of interaction studies. Moreover, how student teachers respond to critical mentor feedback remains quite

unmapped. This article aims to explore this interactional aspect through the analysis of 12 post-observation sessions. Critical feedback sequences are analysed by face-work theory (Goffman, 1967). Findings suggest that student teachers are deeply concerned about saving face when receiving critical feedback. Their strategies include “contradicting”, “withdrawing”, and “repairing” face, in addition to “emphasising a self-reflective and progressive face”. This article offers insights that may be helpful for communicating critical mentor feedback

Cheng, S.-L., Lu, L., Xie, K., & Vongkulluksn, V. W. (2020). **Understanding teacher technology integration from expectancy-value perspectives.** *Teaching and Teacher Education, 91*, 103062. <https://doi.org/10.1016/j.tate.2020.103062>

The purpose of this study is to examine the relationships between teachers' ability beliefs, expectancy beliefs, value beliefs, and technology integration based upon expectancy-value theory of motivation. The results of confirmatory factor analysis and structural equation modelling show that teachers' value and competence beliefs about technology integration are multidimensional constructs. Ability beliefs strongly predict expectancy and value beliefs. Most importantly, expectancy beliefs and value beliefs play differential roles in relation to teachers' technology use in classrooms. The ways in which different aspects of teacher beliefs can be fostered are discussed.

Grönqvist, E., Hensvik, L., & Thoresson, A. (2020). **Teacher career opportunities and school quality** (Working Paper Series 2020:2). IFAU - Institute for Evaluation of Labour Market and Education Policy. https://econpapers.repec.org/paper/hhsifauwp/2020_5f002.htm

We study the effects of introducing a performance-based promotion program for teachers in Sweden. The program intended to make the teaching profession more attractive by raising wages for skilled teachers and taking advantage of teachers' professional competence. Our results show that: (i) high-wage, high ability teachers are more likely to be promoted; (ii) the stipulated wage increase has full pass-through onto wages for promoted teachers; (iii) schools with promotions have lower teacher separations and an improved pool of teachers; (iv) the promotion program improved student performance. These results suggest that performance-based promotions could be an important tool for raising school quality.

Jarraud, F. (2020, mars 24). **Talis : Les profs français, les plus méprisés du monde ?** Le café pédagogique.

http://www.cafepedagogique.net/lexpresso/Pages/2020/03/24032020Article637206330563256317.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmf&actCampaignType=CAMPAIGN_MAIL&actSource=501747

Si les professeurs français sont parmi ceux qui se sentent les moins estimés parmi les pays de l'OCDE cela a peut-être à voir aussi avec la façon dont leur propre institution les traite. C'est la leçon qu'on peut retenir de la publication par l'OCDE d'un nouveau volume de Talis, une enquête touchant 260 000 professeurs de 48 pays. En 2013 l'OCDE estimait qu'il y avait urgence à valoriser les enseignants français. En 2018, Talis démontre que les enseignants français ne sont pas seulement isolés, sous payés mais aussi méprisés par leur institution.

Kelley, T. L. (2020). **Examining pre-service elementary mathematics teacher perceptions of parent engagement through a funds of knowledge lens.** *Teaching and Teacher Education, 91*, 103057. <https://doi.org/10.1016/j.tate.2020.103057>

Missing from the research focusing on preparation of culturally responsive elementary mathematics teachers is an explicit explanation of pre-service teachers' (PSTs) conceptions of parent engagement. Several authors attest to the importance of teacher preparation programs facilitating change in preconceptions about families and communities in order to build positive relationships. This study uses concept mapping to measure if a one-semester course taught through a funds of knowledge perspective will help pre-service teachers to shift conceptions of parent engagement to reflect a more asset-based orientation towards families. Funds of knowledge is used as both a theoretical and methodological lens for this study.

Lavy, S., & Naama-Ghanayim, E. (2020). **Why care about caring? Linking teachers' caring and sense of meaning at work with students' self-esteem, well-being, and school engagement.** *Teaching and Teacher Education, 91*, 103046. <https://doi.org/10.1016/j.tate.2020.103046>

Research on teacher-student relationships shows their impact on students. However, it typically focuses on teachers' interactions and instruction, with less attention to motivations/feelings. Specifically, almost no quantitative research has focused on teachers' caring for students, despite its potential importance. The present multilevel study, comprising 675 students in ages 15–17 and their 33 homeroom teachers, linked students' feelings that their teacher cares for them with their self-esteem, well-being, and school engagement and indicated that teacher-student relationships quality mediates these links. Furthermore, students' reports on teachers' caring were associated with teachers' sense of meaning at work, suggesting its role in enhancing caring.

Litke, E. (2020). **Instructional practice in algebra : Building from existing practices to inform an incremental improvement approach.** *Teaching and Teacher Education, 91*, 103030. <https://doi.org/10.1016/j.tate.2020.103030>

Algebra is considered key to success in secondary mathematics, yet instruction remains mostly teacher-centered and procedurally oriented, with limited opportunities for students to develop algebraic understanding. This study draws on a large sample of video-recorded ninth grade U.S. algebra lessons to explore the nature of learning opportunities that may help deepen students' algebraic understanding. I highlight aspects of opportunities to learn algebraic procedures and describe instruction that can enrich these opportunities. I posit that this holds promise as an incremental improvement approach—relatively small adjustments in teachers' current practices that can serve as a bridge to more ambitious teaching.

Loibl, K., Leuders, T., & Dörfler, T. (2020). **A Framework for Explaining Teachers' Diagnostic Judgements by Cognitive Modeling (DiaCoM).** *Teaching and Teacher Education, 91*, 103059. <https://doi.org/10.1016/j.tate.2020.103059>

Research on diagnostic competencies of teachers nowadays raises the question which person or situational characteristics moderate judgement accuracy. Beside this correlational approach, a stronger interest in understanding the cognitive processes involved in the genesis of diagnostic judgements has emerged. To address the theoretical gap regarding cognitive processes underlying diagnostic judgements, we propose a framework, called DiaCoM (Explaining Teachers' Diagnostic Judgements by Cognitive Modeling). It aims at supporting (existing or envisioned) research that strives to test cognitively oriented explanations for processes and products of diagnostic judgements of teachers.

Lund, L. (2018). **When school-based, in-service teacher training sharpens pedagogical awareness.** *Improving Schools*, 23(1), 5-20. <https://doi.org/10.1177/1365480218772638>

Research in the field of professional development (PD) stresses the importance of the development of professional learning communities (PLCs) designed to promote the process of inquiry in teaching. PLCs are of great importance with regard to both school improvement and in-service teacher training. This article shows that it is possible to teach teachers to reflect on their beliefs and actions, making them visible to teachers and their colleagues during a cooperative process of inquiry in the classroom. The empirical data stem from a 2-year, school-based, in-service teacher-training program involving 16 teachers at two Danish high schools. The research question is 'how can teachers' reflections, pedagogical awareness, and perspectives on their beliefs be sharpened by in-service teacher training?' With regard to school improvement, two conclusions are drawn: (1) teachers' pedagogical awareness is sharpened and their classroom behavior and educational thinking change when their routine actions and thinking are questioned and scrutinized; (2) teachers who experiment systematically with their own teaching alongside their colleagues find the process and product rewarding.

Macías Villegas, D. F., Hernández Varona, W., & Gutiérrez Sánchez, A. (2020). **Student teachers' identity construction: A socially-constructed narrative in a second language teacher education program.** *Teaching and Teacher Education*, 91, 103055. <https://doi.org/10.1016/j.tate.2020.103055>

Resumen A pesar de que es ampliamente aceptado que la identidad del docente se transforma como resultado de su participación en una comunidad docente, poca investigación se ha llevado a cabo con docentes en formación (Clarke, 2008). Esta investigación narrativa tuvo como objetivo comprender cómo los estudiantes-practicantes construyeron su identidad docente en un programa de licenciatura en inglés. Al analizar las narrativas escritas por los estudiantes-practicantes, sus narrativas orales y sus diarios de prácticas, encontramos que la construcción de identidad de los docentes implica un proceso continuo y su desarrollo está en constante cambio debido a las experiencias de enseñanza e interacciones sociales. Adicionalmente, los resultados mostraron que la construcción de la identidad docente comenzó con algunos conflictos respecto a la vocación docente, al dominio del idioma objeto de estudio, y a una idea equivocada sobre el programa de formación docente, que los estudiantes-practicantes enfrentaron al momento de aprender a enseñar. Consecuentemente, esos conflictos empezaron a resolverse cuando interactuaron con la comunidad de docentes y experimentaron el acto de enseñar. Finalmente, los estudiantes-practicantes evidenciaron cómo sus conflictos fueron temporalmente resueltos, construyendo una nueva comprensión de su identidad docente y reconociendo nuevas oportunidades para su subsecuente desarrollo profesional.

Martínez-Álvarez, P., Son, M., & Arana, B. (2020). **Pre-service teachers' decision-making: Efforts to mediate learning with bilingual children with disabilities.** *Teaching and Teacher Education*, 91, 103044. <https://doi.org/10.1016/j.tate.2020.103044>

Using Cultural Historical Activity Theory, this study explores how seven teacher candidates described the learning difficulties that bilingual children with disabilities experienced while learning in a bilingual afterschool program. This study also analyzes the volitional actions the candidates took as they aimed to achieve the fine balance between affording opportunities for compensation within "desirable difficulty" and ensuring there were no remaining barriers. We

found that the candidates' decision-making process, guided compensation, was highly complex and collective, and identified three forms of guided compensation: Cultivated, Renegotiated, and Pursued. We offer implications of these findings for researchers, teacher educators, and pre-service teachers.

MARTINON, J.-C., & Ali, M. (2020, avril). **Les compétences émotionnelles et le bien-être des conseillers principaux d'éducation. Une enquête dans les établissements scolaires de la Martinique.** *Journées de la Recherche en Éducation - JRE2020*. <https://hal.archives-ouvertes.fr/hal-02495255>

La relation affective positive peine parfois à trouver sa place à l'école, bien que de nombreuses études suggèrent qu'elle puisse avoir un impact bénéfique sur la vie scolaire. Cette résistance au changement est particulièrement visible dans les périphéries de la nation, les outre-mers : là où le contexte colonial et post colonial a légitimé pendant des décades cette éducation dite « à l'ancienne », qui limitait le rôle de l'éducateur à l'instruction et à la discipline. Le cas des conseillers principaux d'éducation (CPE) est cependant particulier au vu de leur rôle multifacétique (d'éducateurs, d'animateurs de la vie scolaire et de conseillers de la direction) au sein de la communauté scolaire et des multiples sollicitations auxquelles ils sont exposés, notamment dans les contextes les plus défavorisés (comme dans les outre-mers). Notre hypothèse est que, exactement dans ces contextes, caractérisés par des conditions de travail parfois pénibles, les CPE ont la tendance à utiliser des stratégies basées sur le développement de relations affectives positives pour prévenir les tensions, gérer les conflits et accompagner les élèves. Pour confirmer notre hypothèse nous avons mené une enquête auprès des 105 conseillers principaux d'éducation de la Martinique et nous avons étudié leurs compétences émotionnelles (les niveaux d'empathie et d'amour compassionnel, évalués à partir du Interpersonal Reactivity Index et de la Compassionate love scale), les indicateurs de bien-être (les niveaux de résilience et de fatigue professionnelle) et leur vécu du contexte local. Les résultats obtenus nous confirment la corrélation entre attitudes empathiques et bien-être sur le lieu de travail.

Merk, S., Poindl, S., Wurster, S., & Bohl, T. (2020). **Fostering aspects of pre-service teachers' data literacy: Results of a randomized controlled trial.** *Teaching and Teacher Education, 91*, 103043. <https://doi.org/10.1016/j.tate.2020.103043>

The present study reports the results of a randomized controlled trial aimed at fostering specific aspects of pre-service teachers' data literacy. The 6-h intervention focused on data types, reference norms, scale transformations, graphic displays of the properties of frequency distributions, and judgments about the magnitude of mean differences. Pretest-posttest comparisons of a data literacy test showed a large and significant effect of the intervention. Furthermore, main effects but no significant interaction effects with pretest scores were found for personal and motivational covariates (academic self-concept, value beliefs, study interest) on posttest data literacy.

Mintz, J., Hick, P., Solomon, Y., Matziari, A., Ó'Murchú, F., Hall, K., Cahill, K., Curtin, C., Anders, J., & Margariti, D. (2020). **The reality of reality shock for inclusion: How does teacher attitude, perceived knowledge and self-efficacy in relation to effective inclusion in the classroom change from the pre-service to novice teacher year?** *Teaching and Teacher Education, 91*, 103042. <https://doi.org/10.1016/j.tate.2020.103042>

There is little empirical attention in the literature to how beginning teacher perceptions in relation to inclusion change as they progress from the pre-service to novice teacher year. This paper reports on a panel study of a cohort of pre-service teachers in the Republic of Ireland, which tracks their transition to the novice teacher year using a new scale. Analysis of the data indicates that this transition results in a significant drop in attitude, perceived knowledge and self-efficacy in relation to inclusion.

Munoz-Najar Galvez, S., Heiberger, R., & McFarland, D. (2019). **Paradigm Wars Revisited: A Cartography of Graduate Research in the Field of Education (1980–2010)**. *American Educational Research Journal*, 57(2), 612-652. <https://doi.org/10.3102/0002831219860511>

Education entails conflicting perspectives about its subject matter. In the late 1980s, the conflict developed into a war between interpretive and causal paradigms. Did the confrontation result in a balance between these warring sides? We use text analysis to identify research trends in 137,024 dissertation abstracts from 1980 to 2010 and relate these to students' academic employment outcomes. Topics associated with the interpretive approach rose in popularity, while the outcomes-oriented paradigm declined. Academic employment remained stably associated with topics in the interpretive approach, but their effect is moderated by the prestige of the students' institutions. The relation between topic popularity and employability provides insight into field change and how the benefits of cultural shifts fall along the lines of institutional power.

OCDE. (2020). **TALIS 2018 Results (Volume II): Teachers and School Leaders as Valued Professionals** (p. 250). OCDE. https://www.oecd-ilibrary.org/education/talis-2018-results-volume-ii_19cf08df-

[en?utm_source=Adestra&utm_medium=email&utm_content=Teachers%20and%20School%20Leaders%20as%20Valued%20Professionals&utm_campaign=OECD%20Education%20%26%20Skills%20Newsletter%3A%20March%202020&utm_term=demo](https://www.oecd-ilibrary.org/education/talis-2018-results-volume-ii_19cf08df-en?utm_source=Adestra&utm_medium=email&utm_content=Teachers%20and%20School%20Leaders%20as%20Valued%20Professionals&utm_campaign=OECD%20Education%20%26%20Skills%20Newsletter%3A%20March%202020&utm_term=demo)

Understanding teachers and school leaders as “professionals” means having high expectations of them as advanced knowledge workers. It means they should not only conduct their work in an effective manner, but also strive to improve their skills throughout their career, collaborate with colleagues and parents to work towards school improvement, and think creatively about the challenges they face. However, if we expect teachers and schools leaders to act as professionals, we should treat them as such. This report aims to provide an in-depth analysis of teachers' and school leaders' perceptions of the value of their profession, their work-related well-being and stress, and their satisfaction with their working conditions. It also offers a description of teachers' and school leaders' contractual arrangements, opportunities to engage in professional tasks such as collaborative teamwork, autonomous decision making, and leadership practices. Based on the voice of teachers and school leaders, the report offers a series of policy recommendations to help strengthen the professionalisation of teaching careers. The OECD Teaching and Learning International Survey (TALIS) is the largest international survey asking teachers and school leaders about their working conditions and learning environments, and provides a barometer of the profession every five years. Results from the 2018 cycle explore and examine the various dimensions of teacher and school leader professionalism across education systems.

Ro, J. (2020). **Curriculum, standards and professionalisation : The policy discourse on teacher professionalism in Singapore.** *Teaching and Teacher Education*, 91, 103056. <https://doi.org/10.1016/j.tate.2020.103056>

In this article the author explores the policy discourse on teacher professionalism (TP) in Singapore. Various types of relevant policy texts are collected and analysed, considering the three different perspectives of TP discussed in the existing literature – the managerial view, the professional view and the transformative view. The author argues that the current discourse presents a hybrid notion of TP that integrates managerial and professional views to serve policymakers' intentions, but this is a constrained view that may de-professionalise the teaching profession by narrowing TP to faithful alignment and effective implementation of the national curriculum.

Schleicher, A. (2020). *TALIS 2018 Insights and Interpretations* (p. 250). OCDE. http://www.oecd.org/education/talis/TALIS2018_insights_and_interpretations.pdf?utm_source=Adestra&utm_medium=email&utm_content=TALIS%202018%3A%20Insights%20and%20Interpretations%20by%20Andreas%20Schleicher&utm_campaign=OECD%20Education%20%26%20Skills%20Newsletter%3A%20March%202020&utm_term=demo

Yi, M., Flores, R., & Wang, J. (2020). **Examining the influence of van Hiele theory-based instructional activities on elementary preservice teachers' geometry knowledge for teaching 2-D shapes.** *Teaching and Teacher Education*, 91, 103038. <https://doi.org/10.1016/j.tate.2020.103038>

Teaching geometry at the elementary level is challenging. This study examines the impact of van Hiele theory-based instructional activities embedded into an elementary mathematics methods course on preservice teachers' geometry knowledge for teaching. Pre- and post-assessment data from 111 elementary preservice teachers revealed that van Hiele theory-based instruction can be effective in improving three strands of participants' geometry knowledge for teaching: geometry content knowledge, knowledge of students' van Hiele levels, and knowledge of geometry instructional activities. As a result, this paper offers implications for teacher educators and policy makers to better prepare elementary preservice teachers with geometry knowledge for teaching.

Numérique et éducation

Azaoui, B., Celik, C. C., & Cappellini, M. (2019). **Usages et représentations des tablettes dans les foyers et à l'école : Quelle continuité?** *Nouveaux cahiers de la recherche en éducation*, 21(3), 75-97. <https://hal.umontpellier.fr/hal-02375234>

Dans notre étude, nous nous intéressons aux représentations et aux usages rapportés des tablettes numériques dans les sphères privées et pédagogiques de la part de trois groupes d'acteurs d'un collège français : les parents d'élèves, les élèves/enfants et les enseignants de langues. Dans une approche systémique, que nous comparons à l'approche sociocritique, nous analysons ces représentations et ces usages et cherchons à comprendre quelles dynamiques traversent les deux sphères afin de comprendre quelles sont les continuités et les discontinuités de la perception des groupes d'acteurs. Nos analyses montrent entre autres des continuités concernant la perception de l'intégration des tablettes comme facteur de motivation ou encore des questionnements quant à la

formation nécessaire pour une utilisation efficace de ces outils. Nous discutons ces résultats et développons des réflexions des continuités et discontinuités observées.

Boidou, B. N. (2019). *Facteurs d'influence de l'impact d'un usage partagé du tableau blanc interactif sur la performance scolaire dans un établissement d'enseignement secondaire général de Côte-d'Ivoire* [Phdthesis, Université de Cergy Pontoise]. <https://tel.archives-ouvertes.fr/tel-02524668>

Grâce au numérique, de nombreux dispositifs ont fait leur apparition dans les salles de classe et offrent ainsi la possibilité de multiplier les supports pédagogiques dans le processus d'enseignement/apprentissage. Le Tableau Blanc Interactif ou Tableau Numérique Interactif (TBI/TNI) en fait partie. Aussi, semble-t-il judicieux d'interroger les facteurs qui influencent l'effet d'un tel dispositif sur la performance scolaire, au regard des résultats contradictoires des études scientifiques sur la question. Ce travail de recherche doctorale est une recherche mixte, alliant à la fois des données quantitatives et qualitatives. A la suite de la revue de littérature, elle tente donc de répondre à la problématique suivante : Quels sont les facteurs qui influencent l'impact de l'usage du Tableau Blanc Interactif (TBI) sur la performance des élèves ? Avant la mise en œuvre de la recherche expérimentale, les hypothèses de départ présumaient que dans un processus d'enseignement/apprentissage médié par le TBI, la performance scolaire des élèves est influencée par le style d'apprentissage de l'élève d'une part, et d'autre part, qu'elle est fonction du type de motivation à l'égard du TBI. En vue de confronter ces hypothèses susmentionnées à la réalité du terrain, une procédure expérimentale de type pré-test/post-test, exécutée en deux phases, consistant à une situation d'enseignement/apprentissage sans le TBI et ensuite avec le TBI, a été menée, afin de mesurer la performance scolaire des élèves. Pour recueillir les données, les outils que sont le questionnaire, un test d'identification du style d'apprentissage selon le modèle VAK (Visuel, Auditif, Kinesthésique), les entretiens individuels semi-dirigés, une échelle de motivation et des observations in situ ont été utilisés. Suite à l'analyse des résultats obtenus à partir des alternatives non paramétriques du test de Khi2 et du test t de Student pour des échantillons appariés, des différences significatives sont observées au niveau de la performance des élèves de style d'apprentissage visuel, contrairement aux élèves ayant d'autres styles d'apprentissage majeur. L'impact de l'intervention du TBI dans le processus d'enseignement-apprentissage serait également fonction du genre et de la motivation de l'élève vis-à-vis du TBI. En effet, on constate que les élèves de sexe masculin et les élèves ayant une motivation autodéterminée à l'égard de l'outil technologique ont vu leurs performances augmenter significativement.

Bond, M. (2020). **Facilitating student engagement through the flipped learning approach in K-12: A systematic review.** *Computers & Education*, 151, 103819. <https://doi.org/10.1016/j.compedu.2020.103819>

The flipped learning approach has been growing in popularity in both higher education and K-12, especially for its potential to increase active learning and student engagement. However, further research is needed to understand exactly how the flipped approach enhances student engagement. This narrative systematic review synthesises literature published between 2012 and 2018, focused on the flipped learning approach in K-12 contexts, and indexed in 7 international databases. 107 articles, book chapters, dissertations, conference papers and grey literature were included for review, and the results are discussed against a bioecological model of student engagement. The results indicate that the majority of research has been undertaken in North American and Asian

high schools, heavily focused on student perceptions of flipped learning and achievement within STEM subjects, especially Mathematics, with a slight preference for quantitative methods. Studies in this review found the approach to overwhelmingly support student engagement, with 93% of studies citing at least one dimension of behavioural, affective or cognitive engagement, whereas 50% of studies reported facets of disengagement. Collaborative technologies such as Google Docs, Google Classroom and Edmodo were particularly linked to engagement, with videos not created by teachers more likely to lead to disengagement. Only 12% included a definition of student engagement, and less than half used a theoretical framework. Future empirical research should ensure that all contextual information is included, including year level of student participants, that multiple methods of both quantitative and qualitative data collection are included, and close attention is paid to grounding research in theory. Further research is needed on parent, teacher and school leader perceptions, as well as longitudinal and multiple-class studies.

Bonneton-Botté, N., Fleury, S., Girard, N., Le Magadou, M., Cherbonnier, A., Renault, M., Anquetil, E., & Jamet, E. (2020). **Can tablet apps support the learning of handwriting?** An investigation of learning outcomes in kindergarten classroom. *Computers & Education*, 151, 103831. <https://doi.org/10.1016/j.compedu.2020.103831>

Digital technologies are increasingly being used to support school learning, but few studies have assessed the effectiveness of these new teaching methods for very young students. The aim of the present study was to assess the impact of implementing a digital notebook application designed for a stylus-oriented tablet in kindergarten classrooms. This digital notebook was dedicated to the acquisition of handwriting skills by beginning writers. Using artificial intelligence to finely analyze the spatiotemporal characteristics of handwriting (i.e., shape, order and direction of the segments), the exercises were personalized, and extrinsic feedback was delivered at the end of each trial to inform learners of their results. A total of 22 kindergarten classes participated in a 12-week teacher-implemented program, half working exclusively with paper and pencil, and half partially undertaking their handwriting training with the digital notebook. A paper-and-pen writing task was administered as a pre-test and post-test to assess the progress of all the children. Data analysis showed that learning outcomes with the digital notebook were contingent upon the students' initial handwriting level, as the benefits of training with the app were only demonstrated for children with a medium level at the start of the study. The results are discussed in the light of the literature on the impact of extrinsic feedback and learners' initial levels.

Chen, X., Zou, D., Cheng, G., & Xie, H. (2020). **Detecting latent topics and trends in educational technologies over four decades using structural topic modeling: A retrospective of all volumes of Computers & Education.** *Computers & Education*, 151, 103855. <https://doi.org/10.1016/j.compedu.2020.103855>

Computers & Education has been leading the field of computers in education for over 40 years, during which time it has developed into a well-known journal with significant influences on the educational technology research community. Questions such as "in what research topics were the academic community of Computers & Education interested?" "how did such research topics evolve over time?" and "what were the main research concerns of its major contributors?" are important to both the editorial board and readership of Computers & Education. To address these issues, this paper conducted a structural topic modeling analysis of 3963 articles published in Computers & Education between 1976 and 2018 bibliometrically. A structural topic model was used to profile

the research hotspots. By further exploring annual topic proportion trends and topic correlations, potential future research directions and inter-topic research areas were identified. The major research concerns of the publications in Computers & Education by prolific countries/regions were shown and compared. Thus, this work provided useful insights and implications, and it could be used as a guide for contributors to Computers & Education.

Gadille, M., & Impedovo, M. A. (2020). **The Embodiment Dimension while Learning and Teaching in a Virtual World**. In N. Callaos, L. Robertson, B. Sanchez, & A. Tremante (Éds.), *The 11th International Conference on Society and Information Technologies. March 10-13, Orlando, Florida, USA. Proceedings*. International Institute of Informatics and Systemics. <https://hal.archives-ouvertes.fr/hal-02508280>

The paper focuses on the features of embodiment configurations when using the virtual world in the classroom. The context is a secondary school (students aged 11-15) adopting an educational immersive 3D virtual world. We conducted participant observation, collecting video-audio records supported by a student focus group and teachers' interviews. The analytical framework of this paper draws on the iterative interaction of the complex arrangement of bodies and objects in physical and virtual settings. Our results highlight the dynamic ways in which the arrangement of bodies and material acted as a mediational means between real and virtual settings.

Galand, B. (2020). **Le numérique va-t-il révolutionner l'éducation ?** *Les Cahiers de recherche du Girsef*, 120, 1-21. https://cdn.uclouvain.be/groups/cms-editors-girsef/cahier_120%20corr.pdf

Quelle place donner au numérique et à l'informatique en éducation ? Le débat est vif entre ceux qui affirment qu'il s'agit d'une priorité incontournable pour répondre aux défis éducatifs d'aujourd'hui et aux besoins de notre économie, et ceux qui pensent qu'il s'agit d'une menace pour le développement intellectuel et la santé de nos enfants. L'objectif de ce texte est de faire une synthèse des études concernant les effets du numérique sur les élèves. Plus précisément, sept idées courantes autour du numérique en éducation sont discutées : l'interactivité et le caractère multimédia du numérique boostent l'apprentissage ; le numérique favorise l'autonomie des apprenants ; le numérique est plus motivant ; jeux vidéo et programmation permettent de développer des compétences transversales ; les savoirs sont disponibles en ligne, donc plus besoin de les enseigner et de les apprendre ; les apprenants d'aujourd'hui sont fondamentalement différents de ceux qui les ont précédés ; le numérique permet de faire baisser les coûts de l'éducation. Les résultats indiquent que ces idées sont largement erronées. Au regard des apprentissages, le numérique n'apparaît ni meilleur ni pire qu'un autre outil ou support, mais présente des coûts cachés souvent peu évoqués.

Jarraud, F. (2020, mars 31). **Pas de révolution numérique pour Benoit Galand**. Le café pédagogique.

http://www.cafepedagogique.net/lexpresso/Pages/2020/03/31032020Article637212379478337839.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmf&actCampaignType=CAMPAIGN_MAIL&actSource=501911

«Le numérique n'apparaît en soi ni meilleur ni pire qu'un autre outil ou support pour l'apprentissage, et former davantage les enseignants à son usage n'y changera rien », écrit Benoit Galand dans un nouveau Cahier du Girsef (Université catholique de Louvain). « Une étude comparative réalisée par de l'OCDE en 2015 sur la base des résultats aux tests PISA montre

d'ailleurs que les systèmes scolaires qui ont le plus investi dans le numérique sont ceux où les élèves progressent le moins», rappelle-t-il. «Certains employeurs disent avoir besoin de programmeurs, mais est-ce pour cela que l'on doit enseigner le codage à l'école? Des besoins existent aussi dans de nombreux autres secteurs, comme par exemple les soins de santé ou l'enseignement. Est-ce pour cela que l'on réclame de former les élèves au secourisme ou à la pédagogie dès la maternelle?» Pour lui, «si le numérique n'a pas plus qu'un autre média le potentiel de révolutionner les apprentissages, sa promotion intense – voire son imposition – dans les écoles pourraient avoir des effets disruptifs importants sur l'éducation en général: (a) en aggravant la crise climatique et environnementale...; (b) en renforçant la croyance que l'effort d'apprendre les savoirs n'est plus nécessaire puisqu'ils sont disponibles partout et tout le temps via Internet, ce qui risque d'entraîner un appauvrissement culturel et un renforcement des inégalités (les enfants issus de familles défavorisées ont davantage besoin de l'école pour développer leurs savoirs; et (c) en véhiculant le mythe que les enseignants pourraient être remplacés par des machines, ce qui pourrait avoir pour effet une dévalorisation de la profession enseignante ».

Kong, S.-C., Lai, M., & Sun, D. (2020). **Teacher development in computational thinking : Design and learning outcomes of programming concepts, practices and pedagogy.** *Computers & Education*, 151, 103872. <https://doi.org/10.1016/j.compedu.2020.103872>

The implementation of effective professional development courses for K-12 teachers on computational thinking (CT) in relation to programming remains a challenge. There is a lack of high-quality empirical research on teacher development in CT in relation to programming. This study addressed that situation by providing empirical evidence of the design and evaluation of such a teacher development program in primary schools. Seventy-six in-service teachers participated in a program comprising two 39-h courses. One course focused on the fundamental subject knowledge of programming for CT development together with pedagogy. The other focused on the development of advanced knowledge while providing opportunities to practice teaching in the classroom and to reflect on the practice. The results indicate that the participants developed a better understanding of CT concepts and practices and improved in three of the four content knowledge related dimensions of technological pedagogical content knowledge (TPACK) across the two courses. The three dimensions were content knowledge of programming for CT development, technological content knowledge of the use of block-based programming environments for programming for CT development, and use of the environment to teach programming for CT development with the appropriate pedagogy in context. Analysis of the participants' self-reported reflections suggested that the two courses and the teaching experience acquired during the prolonged second course were the two main sources of improvement. This study demonstrates the importance of providing an effective teacher development program with a focus on CT concepts and practices. The program offers teachers a sustained period in which to practice in the classroom and reflect on their teaching while developing their capacity to implement CT in relation to programming.

Lin, Y.-R., Fan, B., & Xie, K. (2020). **The influence of a web-based learning environment on low achievers' science argumentation.** *Computers & Education*, 151, 103860. <https://doi.org/10.1016/j.compedu.2020.103860>

The present study developed a web-based argumentation program (WAP) to support the science concept and argumentation learning of low achievers (LAS) in socio-scientific issue (SSI) contexts. A

quasi-experimental design was applied in the present study. A total of 63 eighth-grade LAs were defined as the experimental group, while 62 of their peers who were medium achievers (MAs) were defined as the control group. The WAP was developed based on three principles to address the specific needs of the LAs: visualizability, interactivity, and multiplicity. The statistical results showed that both the MAs and LAs exhibited significant improvements in both conceptual learning and argumentation learning. However, the LAs acquired better and more balanced improvement in their science argumentation learning. They even outperformed their peers in the MA group in terms of using level 1 claims and qualifiers in the WAP. Meanwhile, the qualitative analysis showed that both the LAs and MAs had no problems with using claims, warrants, or rebuttals. Most of the LAs basically saw the SSI argumentation as a competition and understood that they could potentially strengthen their arguments by citing evidence. However, they found it difficult to construct higher level qualifiers because they had difficulty perceiving the limitations of their own arguments. The co-constructions in the WAP were a main factor influencing the degree and sequence of the LAs' improvements in using claims, warrants, and rebuttals. We subdivided their co-constructions into two types: opposed and supportive. The two types of co-constructions provided the students with various paths through which they can reflect on and evaluate their knowledge. This indicates that there is much potential for the further development of web-based scaffolding in order to facilitate argumentation learning for LAs.

Liu, Q., Geertshuis, S., & Grainger, R. (2020). **Understanding academics' adoption of learning technologies : A systematic review.** *Computers & Education*, 151, 103857. <https://doi.org/10.1016/j.compedu.2020.103857>

Learning technologies are implemented in higher education institutions to enhance teaching and meet external challenges and demands. The adoption of the technologies by academics, however, frequently falls short of organisational aspirations. Academics respond in different and sometimes unpredictable ways. To advance understanding of factors influencing adoption, we systematically reviewed literature regarding academics' adoption of learning technologies. One hundred and thirty-one articles met the inclusion criteria and were analysed. The findings suggest that adoption is a complex process that is influenced by the learning technology, academics, context and strategies. To advance our understanding of learning technology adoption, we call for studies that challenge the current research assumption and address methodological issues. To facilitate staff adoption, we identify a list of effective strategies derived from the literature.

Lu, X., Liu, X. W., & Zhang, W. (2020). **Diversities of learners' interactions in different MOOC courses : How these diversities affects communication in learning.** *Computers & Education*, 151, 103873. <https://doi.org/10.1016/j.compedu.2020.103873>

In this paper, social network analysis (SNA) and inductive qualitative analysis are used to explore the structure, vulnerability and information diffusion potential of four courses' network. Using text classifier based on machine learning, more than 100,000 posts from these courses were categorized as either related to the course content or not and furthermore studying these posts' role in different types of courses. Results show that (1) the network structure of different courses is determined by the learners' behaviour which is closely related to the background of the learners, the characteristics of the course and the teacher's guidance, (2) roles of content and non-content posts showing heterogeneity in different courses, non-content posts can promote global communication in science and engineering courses, but there is no such phenomenon observed in humanities

courses. These results indicate that it is crucial to analyse learners' social behaviour in different courses and establish different guiding mechanisms. At the end of this paper, we point out the possible directions for future research.

Ruthotto, I., Kreth, Q., Stevens, J., Trively, C., & Melkers, J. (2020). **Lurking and participation in the virtual classroom : The effects of gender, race, and age among graduate students in computer science.** *Computers & Education*, 151, 103854. <https://doi.org/10.1016/j.compedu.2020.103854>

Fully-online graduate degree programs are on the rise, generating new questions about how we conceptualize and measure student participation in the virtual classroom. To date, most studies examine participation patterns in single online and/or hybrid courses and do not take into account the demographic characteristics of online students. We develop and test hypotheses that address demographic differences in the nature and intensity of graduate student participation in online-only classrooms for a large degree program in computer science. This work is distinctive because it addresses participation across several classes and across multiple semesters. We select the Piazza forum because it is the required communication mechanism in the program that is the subject of our study. We extract Piazza discussion board activity logs from a sample of 1914 online computer science graduate students, specifically the numerical data indicating the type of access to Piazza students used. We distinguish between active (contributions), passive (viewership) participation and lurking behavior. Given the nature of the dependent variables of interest, we employ different forms of regression analysis. We use logistic regression to address the likelihood of non-participation in the online forum. We then use negative binomial regression to examine the intensity of passive and active engagement, and ordinary least squares regression to examine lurking behavior. We find that the intensity of participation varies by different demographic characteristics, including by age and by race/ethnicity, but not by gender. Our study also shows a notable impact of class size, where increasing class size is associated with decreasing levels of active participation and increasing lurking behavior.

Santamaría-Bonfil, G., Ibáñez, M. B., Pérez-Ramírez, M., Arroyo-Figueroa, G., & Martínez-Álvarez, F. (2020). **Learning analytics for student modeling in virtual reality training systems : Lineworkers case.** *Computers & Education*, 151, 103871. <https://doi.org/10.1016/j.compedu.2020.103871>

Live-line maintenance is a high risk activity. Hence, lineworkers require effective and safe training. Virtual Reality Training Systems (VRTS) provide an affordable and safe alternative for training in such high risk environments. However, their effectiveness relies mainly on having meaningful activities for supporting learning and on their ability to detect untrained students. This study builds a student model based on Learning Analytics (LA), using data collected from 1399 students that used a VRTS for the maintenance training of lineworkers in 329 courses carried out from 2008 to 2016. By employing several classifiers, the model allows discriminating between trained and untrained students in different maneuvers using three minimum evaluation proficiency scores. Using the best classifier, a Feature Importance Analysis is carried out to understand the impact of the variables regarding the trainees' final performances. The model also involves the exploration of the trainees' trace data through a visualization tool to pose non-observable behavioral variables related to displayed errors. The results show that the model can discriminate between trained and untrained students, the Random Forest algorithm standing out. The feature importance analysis revealed that the most relevant features regarding the trainees' final performance were profile and

course variables along with specific maneuver steps. Finally, using the visual tool, and with human expert aid, several error patterns in trace data associated with misconceptions and confusion were identified. In the light of these, LA enables disassembling the data jigsaw quandary from VRTS to enhance the human-in-the-loop evaluation.

Sia, B. (2019). *Analyse du rapport au temps des apprenants dans un dispositif d'apprentissage collaboratif à distance* [Phdthesis, Université de Cergy Pontoise]. <https://tel.archives-ouvertes.fr/tel-02524662>

Le temps est au cœur des dispositifs de formation à distance et interagit avec toutes ses dimensions. En dépit de l'importance accordée à cette variable dans la conception et la mise en œuvre des dispositifs de formation à distance, elle est rarement abordée dans la littérature scientifique. En outre, la désynchronisation des temps de présence et d'action rendue possible par le recours aux outils numériques a modifié le statut du temps d'enseignement/apprentissage. Les apprenants des dispositifs de formation à distance assument plus de responsabilité dans la définition et la répartition de l'empan du temps académique affecté aux activités d'apprentissage. L'étude actuelle aborde la problématique de la gestion de ce temps par des apprenants impliqués dans des activités d'apprentissage collaboratif mises en œuvre dans un dispositif numérique de formation à distance. Elle interroge la nature de la relation qui existe entre le rapport au temps de l'apprenant dans le dispositif numérique de formation et la réussite de l'apprentissage collaboratif à distance. Prenant en compte à la fois les dimensions provisionnelle et culturelle du temps, la présente recherche repose sur une approche méthodologique mixte. Considérant la dimension provisionnelle du temps, les résultats de l'étude révèlent que le temps de séjours de l'apprenant dans l'espace virtuelle de mise en œuvre de la formation, apparaît comme un temps qualitatif d'engagement dans les activités d'apprentissage. En outre, il ressort que les apprenants les plus âgés ayant une forte expérience en FOAD et au moins un niveau académique de deuxième cycle rationalisent davantage leur temps de présence dans la plateforme de formation. Selon la dimension culturelle du temps, les apprenant à tendance de rapport au temps monochrome semblent se différencier de ceux ayant un mode de gestion du temps polychrone par un plus grand respect du calendrier de remise des travaux individuels d'une part et d'autre part par un sens d'anticipation des activités d'apprentissage plus élevé. Par contre, les caractéristiques socio-relationnelles spécifiques aux deux tendances n'influent pas sur le déroulement des activités de groupe. Pour la réussite de l'apprentissage collaboratif à distance, les variables âges, niveau d'étude statut matrimonial et expérience en FOAD sont à prendre en compte dans la constitution des équipes pour une bonne gestion du temps d'apprentissage collaboratif.

Smutny, P., & Schreiberova, P. (2020). **Chatbots for learning : A review of educational chatbots for the Facebook Messenger.** *Computers & Education*, 151, 103862. <https://doi.org/10.1016/j.compedu.2020.103862>

With the exponential growth in the mobile device market over the last decade, chatbots are becoming an increasingly popular option to interact with users, and their popularity and adoption are rapidly spreading. These mobile devices change the way we communicate and allow ever-present learning in various environments. This study examined educational chatbots for Facebook Messenger to support learning. The independent web directory was screened to assess chatbots for this study resulting in the identification of 89 unique chatbots. Each chatbot was classified by language, subject matter and developer's platform. Finally, we evaluated 47 educational chatbots

using the Facebook Messenger platform based on the analytic hierarchy process against the quality attributes of teaching, humanity, affect, and accessibility. We found that educational chatbots on the Facebook Messenger platform vary from the basic level of sending personalized messages to recommending learning content. Results show that chatbots which are part of the instant messaging application are still in its early stages to become artificial intelligence teaching assistants. The findings provide tips for teachers to integrate chatbots into classroom practice and advice what types of chatbots they can try out.

Støle, H., Mangen, A., & Schwippert, K. (2020). **Assessing children's reading comprehension on paper and screen: A mode-effect study.** *Computers & Education*, 151, 103861. <https://doi.org/10.1016/j.compedu.2020.103861>

Recent meta-analyses (Delgado et al., 2018; Kong et al., 2018; Clinton, 2019) show that reading comprehension on paper is better than on screen among (young) adults. Children's screen reading comprehension, however, is underexplored. This article presents an experiment measuring the effect of reading medium on younger (10-year old) readers' comprehension, carried out in Norway in 2015. In a within-subjects design, students (n = 1139) took two comparable versions of a reading comprehension test – one on paper, and another digitally, with test version and order of medium counterbalanced. Probabilistic test theory models (two-parameter logistic (2 PL) and partial credit models) were employed for both versions of the test, allowing direct comparisons of student achievement across media. Results showed that the students in average achieved lower scores on the digital test than on the paper version. Almost a third of the students performed better on the paper test than they did on the computer test, and the negative effect of screen reading was most pronounced among high-performing girls. Scrolling and/or misplaced digital reading habits may be salient factors behind this difference, which sheds further light on children's reading performance and how this may be affected by screen technologies. Implications of these findings for education and for reading assessment are discussed.

Tchinkap, J.-Y. N. (2019). **L'Usage des TICs dans la formation des langues vivantes : Cas du centre pilote de formation linguistique bilingue de Yaoundé-Cameroun** [Phdthesis, Université de Cergy Pontoise]. <https://tel.archives-ouvertes.fr/tel-02524643>

L'usage des technologies de l'information et de la communication (TICs) dans la formation en langue vivante au Cameroun apporte des solutions observables pour l'atteinte des objectifs de communication. Ainsi dans le processus d'enseignement/apprentissage de la langue seconde (anglais pour les francophones et français pour les anglophones), les enseignants du centre pilote de formation linguistique bilingue de Yaoundé (Cameroun) mobilisent des artefacts tels que les supports audio, vidéo et les ressources en ligne pour présenter l'information, adoptant des modalités d'encadrement et de soutien pour réduire la surcharge cognitive liée à l'activité de décryptage. Ces outils techno pédagogiques à potentiel cognitif (Karsenti et al, 2007) jouent le rôle de médiatisation (Peraya, 1999). Dans ce contexte les apprenants doivent mobiliser leur sens (auditif, visuel) et développer des stratégies, pour décrypter, transcrire, transformer l'information en savoir opérationnel qui pourrait leur apporter des habiletés langagières (écrire et parler la seconde langue). Pour comprendre les mécanismes qui faciliteraient l'acquisition des habiletés langagières des apprenants du centre de formation linguistique bilingue, notre travail consiste à analyser l'activité enseignante (didactique et cognitive) et l'activité des apprenants dans l'optique de déceler les processus cognitifs et psychoaffectifs mis en œuvre pour atteindre une compétence

de communication dans un contexte d'utilisation d'outils multimédias. Notre méthodologie de recueil des données s'adosse sur l'observation des pratiques de classes et deux questionnaires pour apprenants et enseignants. Ces outils nous ont permis de recueillir des données à la fois qualitatives et quantitatives. Ces travaux nous ont permis de mettre en évidence certaines approches didactiques qui permettent aux apprenants de mobiliser des schèmes actions (processus cognitifs) pour transformer l'information en vue d'acquérir certaines aptitudes langagières (telles que écouter, parler et/ou écrire). De plus nous avons vérifié l'impact des artefacts mobilisés dans le processus d'enseignement/apprentissage.

Wang, J.-S., Gamble, J. H., & Yang, Y.-T. C. (2020). **Mobile sensor-based community gaming for improving vocational students' sleep and academic outcomes.** *Computers & Education*, 151, 103812. <https://doi.org/10.1016/j.compedu.2020.103812>

Quality sleep is critical for teenagers' physical and mental health and, consequently, learning achievement. Technology, particularly the use of mobile sensors and digital game-based learning, has the potential to enhance students' sleep hygiene, reducing insomnia and daytime sleepiness and improving students' academic performance. Therefore, this study implemented and evaluated a sleep hygiene instruction intervention in terms of three elements: a) mobile sleep sensor data feedback for sleep self-evaluation; b) a collaborative-competitive mobile community game (MCG) for sleep promotion based on social-interdependence; and c) an instructional intervention adopting a social cognitive approach. To validate the efficacy of the instructional design, a pretest-posttest quasi-experiment was conducted with 114 10th grade students from three classes of an urban vocational high school in Taiwan. The three intact classes were randomly assigned to one of three sleep hygiene courses: a comparison group (37 students receiving sleep sensor feedback), experimental group one (E1; 38 students receiving sleep sensor feedback and adopting MCG), and experimental group two (E2; 39 students receiving sleep sensor feedback, adopting MCG, and taking a social cognitive-based course). The empirical results suggest that the use of sleep sensor feedback and the MCG (E1 and E2) effectively improved the sleep behaviors of vocational students. In fact, inclusion of the mobile sensor with feedback on sleep quality was sufficient to provide improvement in both sleep and academic outcomes for all students. These results demonstrate the promising potential of mobile community-based technological interventions for improving sleep hygiene, relieving insomnia daytime sleepiness, when integrated with either traditional or social cognitive-based sleep courses. Specific implications and recommendations for the development of technology-enhanced sleep-related or health promotion courses are provided.

Politique de l'éducation et système éducatif

Aja, S. N. (2020). **Educational leadership for social change : Positioning school administrators as agents of social change in Nigeria.** *Management in Education*, 34(2), 84-87. <https://doi.org/10.1177/0892020620909966>

Boissier, P., Kerenflec'h, C., Stroeymeyt, L., Vennin, A., Dulbecco, P., & Picq, J.-F. (2019). **Le pilotage et la maîtrise de la masse salariale des universités** (N° 2019-016; p. 46 p.). Ministère de l'action et des comptes publics ; ministère de l'enseignement supérieur, de la recherche et de l'innovation. https://cache.media.enseignementsup-recherche.gouv.fr/file/2019/58/6/IGAENR-IGF_Pilotage_maitrise_masse_salariale_universitespdf_1245586.pdf

Le présent rapport :

- analyse l'évolution des moyens budgétaires des universités ;
- précise les prérequis nécessaires à la maîtrise de leur masse salariale par les universités ;
- énumère les différentes modalités auxquelles elles peuvent recourir pour assurer cette maîtrise ;
- analyse le processus national de fixation et de répartition des enveloppes de subventions aux universités.

Bongrand, P. (2018). **Nommer et classer les familles qui instruisent hors établissement : Des discours en concurrence pour l'émergence d'un « choix » légitime.** *Revue française de pédagogie*, n° 205(4), 21-34.

Si nombre de témoignages illustrent la grande diversité sociologique des parents qui, en France, n'inscrivent pas leurs enfants soumis à l'instruction obligatoire dans un établissement d'enseignement, il n'existe pas de sociographie ordonnant cette diversité suivant des termes et critères systématiques. L'espace public est cependant riche de productions symboliques qui, pour décrire tout ou partie de cette population, en proposent des dénominations, catégories ou figures typiques. L'article rassemble, explore et met en perspective critique un corpus composite de discours politico-administratifs, parentaux, associatifs, journalistiques ou artistiques. Ces discours mettent en circulation des termes, exemples ou typologies partiels, qui reflètent les préoccupations d'acteurs en concurrence pour peser, parfois volontairement, sur les représentations légitimes de l'instruction hors École. L'examen de ces discours montre que leur concurrence concourt à constituer la non-scolarisation comme objet d'un « choix », dont le principe, les termes et les formes publiques prêtent à discussion.

Bonnisseau, C. M. (2019). **The Standing International Conference of Inspectorates : What we do and what we feel to be the key challenges for inspection.** *Management in Education*, 34(2), 76-78. <https://doi.org/10.1177/0892020619895733>

Brabant, C., & Caneva, C. (2018). L'acceptabilité éthique de l'apprentissage en famille au sein des communautés juives haredies au Québec : Une étude de cas. *Revue française de pédagogie*, n° 205(4), 81-94.

Cet article présente l'étude d'un cas particulier du phénomène de l'apprentissage en famille : celui de communautés religieuses juives orthodoxes du Québec (Canada), les Haredim, ayant récemment opté pour cette forme d'éducation dans le cadre d'une entente avec le Procureur général du Québec. Cette étude de cas s'inscrit dans le champ de la gouvernance de l'éducation et son analyse sera réalisée dans une perspective d'éthique appliquée. Elle vise à apprécier les forces et les faiblesses de cette décision à l'aune de critères d'évaluation éthique tirés d'un cadre de référence pertinent au problème. À partir de cette analyse, il appert que cette pratique éducative pourrait rejoindre l'objectif d'assurer aux enfants l'accès à une éducation de base plus acceptable, tout en protégeant leur droit à une éducation adaptée à leur culture et à leur communauté.

Brown, M., McNamara, G., O'Brien, S., Skerritt, C., O'Hara, J., Faddar, J., Cinqir, S., Vanhoof, J., Figueiredo, M., & Kurum, G. (2019). **Parent and student voice in evaluation and planning in schools.** *Improving Schools*, 23(1), 85-102. <https://doi.org/10.1177/1365480219895167>

Current approaches to the regulation of schools in most jurisdictions tend to combine elements of external inspection with systems of internal self-evaluation. An increasingly important aspect of the theory and practice of both, but particularly the latter, revolves around the role of other actors,

primarily parents and students, in the process. Using literature review and documentary analysis as the research method, this article explores the research literature from many countries around the concerns of schools and teachers about giving a more powerful voice to parents and pupils. Then, focusing on Ireland, this article tries to clarify three things, official policy concerning stakeholder voice in school self-evaluation and decision making, the efforts by schools to implement this policy and the response to date of school leaders and teachers to this rather changed environment. Using Hart's ladder of genuine, as opposed to token, participation, it is argued that policy mandating parental and student involvement has evolved significantly, that schools have responded positively and that there is little evidence, as yet, of teacher concern or resistance. This response is explained by the low stakes and improvement-focused education environment; the controlled, structured and simplified nature of the self-evaluation process; and the limited extent of parental and student participation in decision making.

Cavan, N. (2020). **Prévisions d'effectifs d'élèves du premier degré : La baisse des effectifs devrait se poursuivre jusqu'en 2024.** *Note d'information*, 20.08. https://www.education.gouv.fr/sites/default/files/2020-03/t-l-charger-la-version-imprimable-de-la-note-20-08-51933_1.pdf

Le nombre d'élèves dans le premier degré devrait s'établir à 6 653 200 à la rentrée 2020, à 6 588 200 à celle de 2021 et à 6 388 000 à la rentrée 2024 ; il était de 6 703 800 à la rentrée 2019, en forte baisse par rapport à 2018 (- 46 500 élèves).

Dhillon, J. K., Howard, C., & Holt, J. (2019). **Outstanding leadership in primary education : Perceptions of school leaders in English primary schools.** *Management in Education*, 34(2), 61-68. <https://doi.org/10.1177/0892020619885942>

The nature of leadership and management in a school are key to achieving high-quality education for all pupils. Leadership theories and empirical research have sought to identify characteristics of leaders, aspects of the context in which they work and their relationships with others to identify features of successful school leadership. This article reports on findings from a study into outstanding leadership in primary education using Q-methodology. The perceptions of head teachers, deputy head teachers, governors and academics with personal experience of leadership in English primary schools were gathered using Q-sort and analysed with PQ software. Overall, the analysis identified very strong agreement over six statements from a Q-set of 23 statements of outstanding leadership. There were subtle differences between urban and rural school settings.

Everitt, W. (2019). **Non-Peruvian teacher attrition in Lima's international school sector : Power, agency and identity.** *Management in Education*, 34(2), 50-60. <https://doi.org/10.1177/0892020619885939>

This research is an enquiry into non-Peruvian teacher turnover in Lima's international school sector. The findings are based on interviews conducted in November 2017 with educators employed in this field. Drawing its theoretical basis from phenomenology, the investigation adopts a case-study methodology. Through the lenses of power and agency, interview analysis focuses on schools' leadership policies and styles together with teachers' ideas regarding their own identities and professional status. In terms of teachers' experiences, agency and school administrations, the findings testify to a wide variety of conditions in this sector. The outcomes support claims made within existing published research for the interdependency of teacher agency, professional identity

and organisational structures. While highlighting the link between teacher agency and job satisfaction, this research supports the view that leadership is a major factor influencing teacher turnover rates.

Farges, G., & Tenret, É. (2018). **Les inspecteurs et les « fondamentaux » de l'éducation à l'épreuve des contrôles de l'instruction dans la famille.** *Revue française de pédagogie*, n° 205(4), 51-64.

Cet article s'intéresse à la manière dont l'instruction dans la famille, dans le contexte français, met à l'épreuve la définition des « fondamentaux » de l'éducation, compris notamment au sens du « socle commun », à travers les pratiques et les représentations des acteurs chargés de les contrôler. À partir d'une série de trente et un entretiens réalisés avec ces derniers, trois types de contrôleurs ont pu être identifiés, correspondant à des trajectoires scolaires ou professionnelles spécifiques. Un premier type, « les contrôleurs républicains », tente de se situer au plus près de la définition institutionnelle des fondamentaux ; un second type, « les contrôleurs inclusifs », redéfinit ces derniers autour du lien social ; un dernier type, « les contrôleurs puérocentrés », valorise plus souvent l'expertise familiale et souligne la spécificité de chaque enfant.

Galey-Horn, S., Reckhow, S., Ferrare, J. J., & Jasny, L. (2019). **Building Consensus : Idea Brokerage in Teacher Policy Networks.** *American Educational Research Journal*, 57(2), 872-905. <https://doi.org/10.3102/0002831219872738>

We show how policy makers converged to support similar reforms on a major educational issue: teacher effectiveness. Our study demonstrates the importance of idea brokers—actors that facilitate connections between preferences in policy networks and promote consensus around new policy ideas. Our study is based on analysis of testimony from 200 Congressional hearings from 2001 to 2015. We use discourse network analysis to examine network ties based on policy preferences expressed in hearings. We visualize policy networks, identify brokers, and estimate exponential random graph models to examine policy changes between the Bush and Obama administrations. We show how idea brokerage is associated with a convergence of policy preferences around teacher effectiveness among a coalition of political actors.

Glasman, D. (2018). **La « non-sco » comme carrière.** *Revue française de pédagogie*, n° 205(4), 65-79. <https://www.cairn.info/revue-francaise-de-pedagogie-2018-4-page-65.htm>

Se lancer dans la non-scolarisation d'un ou plusieurs de ses enfants suppose de fait un travail sur soi, pour adapter son mode de vie aux exigences liées à ce choix, pour apprendre à se vivre comme parent « non-sco », et pour participer au monde « non-sco ». Ce processus, qui a pu être préparé par des options antérieures relatives entre autres à l'éducation, dessine une véritable « carrière » de non-sco, au fil de laquelle les parents – plus spécifiquement les mères – intériorisent des dispositions spécifiques permettant de vivre ce choix hors-norme. Cet article, basé sur plus de trente entretiens longs avec des mères non-scolarisantes, examine les conditions d'entrée dans une « carrière » de non-sco, et ce que ces mères sont amenées à remettre en cause et à reconsidérer tant dans leur manière de penser l'éducation et l'instruction que dans leur façon de vivre au quotidien.

Glasman, D., & Bongrand, P. (2018). **Dénombrer les enfants et adolescents instruits hors établissement : Pratiques, enjeux et problèmes.** *Revue française de pédagogie*, n° 205(4), 35-49. <https://www.cairn.info/revue-francaise-de-pedagogie-2018-4-page-35.htm>

Envisagé à l'échelle nationale, en France, le nombre d'enfants et de jeunes qui, soumis à l'instruction obligatoire, sont instruits hors établissement fait l'objet d'évaluations variées. L'article examine comment l'administration du ministère de l'Éducation nationale, en particulier à l'échelon central, définit et quantifie cette population. La catégorie des individus « instruits dans la famille », évaluée à 0,36 % de la population d'« âge scolaire » en 2016-2017, présente différentes limites techniques et conceptuelles. L'article rappelle quelles autres catégories connexes peuvent également être prises en compte pour apprécier la portée sociologique du développement de l'instruction en famille ; il s'interroge sur ce que la fabrication et la (non-)communication de ces statistiques reflètent de l'appréhension étatique du phénomène.

Guiberteau, V., & Marlat, D. (2020). **Les étudiants inscrits dans les universités françaises en 2018-2019**. *Note d'information du SIES, 20.03*. https://cache.media.enseignementsup-recherche.gouv.fr/file/2020/39/6/NI_2020-03_Effectifs_universitaires_1235396.pdf

En 2018-2019, 1 614 900 étudiants sont inscrits dans les universités de France métropolitaine et des DOM, effectif en hausse de 1,9 % par rapport à la rentrée précédente. La croissance est plus dynamique en cursus licence (+2,7 %), le nombre d'étudiants est également en hausse en cursus master (+1 %) mais diminue à nouveau en doctorat (-1,8 %). La progression des effectifs en cursus licence est essentiellement due à l'arrivée à l'université des bacheliers du boom démographique de l'an 2000, dont le nombre d'inscrits progresse de 7,1 % à la rentrée 2018. En cursus master, après la mise en place de la réforme d'entrée l'an dernier, les effectifs de première année continuent à diminuer légèrement (- 1,1 %) les effectifs en deuxième année se stabilisent (+ 0,8 %) et les étudiants sont toujours de plus en plus nombreux à suivre une formation d'ingénieurs universitaires (+ 4,8 %). Les universités françaises accueillent plus de 202 000 étudiants étrangers en mobilité internationale, qui représentent 12,5 % des étudiants de ces établissements.

Hepburn, L., & Beamish, W. (2019). **Influences on proactive classroom management : Views of teachers in government secondary schools, Queensland**. *Improving Schools, 23*(1), 33-46. <https://doi.org/10.1177/1365480219886148>

Proactive classroom management is associated with increased teacher wellbeing and improved student learning outcomes. Yet research indicates that many teachers over-report and underuse practices associated with this approach. The research findings reported here were drawn from semi-structured interviews conducted with 26 government secondary school teachers in Queensland, Australia. These teachers favoured a classroom management approach based on establishing positive relationships with students, but they raised challenges related to cultivating student engagement, meeting the diverse needs of learners and adherence to school disciplinary procedures. Although they felt generally confident with classroom management and were relatively satisfied with student behaviour, they identified a need for better initial teacher preparation, improved induction support and opportunities for ongoing professional development for classroom management.

Huang, B., & Zhu, Y. (2020). **Higher Education Expansion, the Hukou System, and Returns to Education in China** (IZA Discussion Paper N° 12954). Institute of Labor Economics (IZA). <https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:iza:izadps:dp12954;terms=Higher%20Education%20Expansion%2C%20the%20Hukou%20System%2C%20and%20Returns%20to%20Education>

China experienced a near 5-fold increase in annual Higher Education (HE) enrolment in the decade starting in 1999. Using the China Household Finance Survey, we show that the expansion has exacerbated the large pre-existing urban-rural gap in educational attainment underpinned by the hukou (household registration) system. We then instrument years of schooling using the interaction of childhood urban hukou status and the timing of the expansion, which is analogous to a Difference-in-Differences estimator which uses rural students to control for any common time trend. The 2SLS estimates of 17% and 12% for men and women respectively are substantially larger than their OLS counterparts of 5% and 6%, both allowing for county fixed-effects. Our 2SLS results can be interpreted as a Local Average Treatment Effect (LATE), i.e. the average treatment effect of HE attendance on earnings for urban students who enrolled in HE as a result of the higher education expansion.

Huilla, H. (2019). **A circle of research on disadvantaged schools, improvement and test-based accountability.** *Improving Schools*, 23(1), 68-84. <https://doi.org/10.1177/1365480219884474>

This study analyses how studies on disadvantaged schools, improvement and test-based accountability relate to each other. The analysis covers 69 studies on disadvantaged schools reported in prestigious educational journals and conducted in 1995–2015. Educational policies related to evaluation and accountability define the official goals of schooling, and the aim in this article is to analyse how the chosen studies discuss these educational policies and understand school success and failure. The following questions were asked: What typologies related to test-based accountability can be constructed in research on disadvantaged schools? What understandings of good schools are embedded in the identified typologies? Disadvantaged schools are at the centre of improvement and therefore also the target of evaluative policy practices. The results show that research supports test-based accountability practices, and that critical studies on school improvement are in the minority.

Hurwitz, S., Perry, B., Cohen, E. D., & Skiba, R. (2019). **Special Education and Individualized Academic Growth : A Longitudinal Assessment of Outcomes for Students With Disabilities.** *American Educational Research Journal*, 57(2), 576-611. <https://doi.org/10.3102/0002831219857054>

This study examined the effectiveness of participating in special education on the academic outcomes of students with disabilities. A sample of 575 students from a large, urban school district were followed longitudinally as they transitioned between general and special education to evaluate whether receiving special education services was associated with improvements in academic trajectories. Using student fixed effects models of within-person change over time, individuals' performance on standardized tests were compared before, during, and/or after special education placement. Results indicate that test scores of students with disabilities improved after being enrolled in special education. Additionally, students exiting special education exhibited a sustained trajectory of academic growth, suggesting that participation in special education in this district was associated with enduring improvements over time.

Jarraud, F. (2020a, mars 18). **Qu'est-ce qui fait la valeur d'un lycée ?** Le café pédagogique. http://www.cafepedagogique.net/lexpresso/Pages/2020/03/18032020Article637201140265158487.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAm af&actCampaignType=CAMPAIGN_MAIL&actSource=501620

Qu'est-ce qui rend un lycée plus efficace qu'un autre ? En 2015, le rapport des inspecteurs généraux Brigitte Bajou, Fabienne Paulin-Moulard et Thierry Bossard vérifie la validité des indicateurs mis au point par la Depp. Mais il est surtout l'occasion d'une étude plus générale sur les valeurs du lycée où entrent l'architecture, les relations entre les adultes, les travaux donnés par les enseignants et un peu, quand même, les moyens. « La valeur ajoutée, positive ou négative, ne peut jamais être imputée à un seul élément déterminant », préviennent d'emblée les inspecteurs. Mais les facteurs sont les mêmes d'un lycée à l'autre, qu'il soit général ou professionnel.

Jarraud, F. (2020b, mars 30). **Bac : Des écarts régionaux importants** [Le café pédagogique]. http://www.cafepedagogique.net/lexpresso/Pages/2020/03/30032020Article637211503613776084.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmf&actCampaignType=CAMPAIGN_MAIL&actSource=501877

« Avec 759 100 candidats et 668 300 bacheliers, le taux de réussite atteint 88,0 % à la session 2019 : 91,1 % en général, 88,0 % en technologique et 82,4 % en professionnel. Il est stable dans la voie générale et diminue dans les voies technologique et professionnelle... Avec 80,0 %, la proportion de bacheliers dans une génération diminue de 0,9 point à la session 2019 », note la Depp dans une Note qui publie, sans surprise, les résultats définitifs du bac 2019. La Note apporte par contre deux éclairages. D'abord sur les mentions en enseignement professionnel en montrant le poids de l'épreuve pratique professionnelle. Au contraire l'épreuve de français – histoire-géo joue en défaveur des candidats. Mais on retiendra surtout les écarts régionaux dans l'accès au bac. « L'espérance d'obtenir le baccalauréat pour un élève de sixième sous statut scolaire est la plus forte dans les académies d'Ile-de-France, de Guadeloupe, de Martinique, de Rennes et de Toulouse », note la Depp. Inversement elle est faible en Picardie, Bourgogne, Franche Comté et Poitou Charentes. On sait depuis la publication de « Refus et refusés d'école » que cette inégalité peut être construite par le système éducatif lui-même.

Jarvis, A. P., & Mishra, P. K. (2019). **Leadership and higher education fundraising : Perspectives from Malaysia.** *Management in Education*, 34(2), 69-75. <https://doi.org/10.1177/0892020619887186>

Funds raised from philanthropic giving have become a key element in the long-term finances of higher education institutions around the world, presenting leaders, primarily principals, with a range of novel challenges that have not, hitherto, been key drivers of leadership. This article explores the problem by reporting on qualitative research that looked at how fundraising is carried out in the Malaysian higher education system, which has recently experienced profound changes to its financial landscape. Data were generated by semi-structured interviews with fundraisers from a range of higher education settings. It was found that for fundraising efforts to succeed, they must be spearheaded by an active principal who adopts the stance of transformational leader towards potential donors, forming a long-term relationship based on a shared vision. He or she is likely to be supported by a fundraising team that will be more transactional in approach and style.

Kapor, A., Neilson, C., & Zimmerman, S. (2017). **Heterogeneous Beliefs and School Choice Mechanisms** [Working Paper]. Princeton University, Department of Economics, Industrial Relations Section. <https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:pri:indrel:612;terms=Adam%20Kap%20or>

This paper studies how welfare outcomes in centralized school choice depend on the assignment mechanism when participants are not fully informed. Using a survey of school choice participants in a strategic setting, we show that beliefs about admissions chances differ from rational expectations values and predict choice behavior. To quantify the welfare costs of belief errors, we estimate a model of school choice that incorporates subjective beliefs. We evaluate the equilibrium effects of switching to a strategy-proof deferred acceptance algorithm, and of improving households' belief accuracy. Allowing for belief errors reverses the welfare comparison to favor the deferred acceptance algorithm.

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.

Longhi, L., Charpentier, A., & Raffaëlli, C. (2020). *Les apports de l'enquête TALIS 2018*. *Note d'information*, 20.11. <https://www.education.gouv.fr/sites/default/files/2020-03/ni-20-11-66213.pdf>

L'enquête Talis 2018 témoigne d'une satisfaction professionnelle contrastée pour les enseignants du collège en France. Ainsi, moins d'un enseignant sur 10 considère que son métier est valorisé dans la société. Ils expriment certains regrets quant à leur choix de carrière. En revanche, ils font état d'une grande satisfaction liée à leur environnement de travail : 9 enseignants sur 10 déclarent aimer travailler dans leur établissement. Les enseignants s'estiment les plus satisfaits à cet égard décrivent un mode de fonctionnement des établissements marqué par une plus grande implication, autonomie et collaboration des personnels. Ils affirment également user plus fortement de leur liberté pédagogique et travailler davantage avec leurs collègues. Les enseignants les moins satisfaits signalent quant à eux un niveau de stress supérieur et citent principalement le maintien de la discipline comme étant à l'origine de celui-ci. Les enseignants français s'estiment peu préparés par leur formation initiale à cet aspect-là de leur métier, mais seul 1 sur 10 exprime un besoin élevé de formation dans ce domaine.

Miconnet, N. (2020). **Prévision des effectifs du second degré pour les années 2020 à 2024**. *Note d'information*, 20.09. <https://www.education.gouv.fr/prevision-des-effectifs-du-second-degre-pour-les-annees-2020-2024-289581>

En 2020, 22 500 élèves supplémentaires sont attendus. L'augmentation des effectifs devrait être un peu plus marquée en 2021 avec environ 28 000 élèves supplémentaires. La hausse des effectifs se prolongerait en 2022 et 2023 mais à un rythme moins soutenu puisqu'il est attendu environ 19 000 puis 16 000 élèves supplémentaires. En revanche, à partir de 2024 une diminution est attendue, de l'ordre de 7 000 élèves en 2024. Ces évolutions sont liées à la démographie, les générations nées entre 2009 et 2012 qui entreront dans le second degré entre les rentrées 2020 et 2023 sont plus importantes que celles qui les quitteront, alors qu'en 2024, la génération 2006 sera remplacée par la génération 2013 nettement moins nombreuse. L'augmentation prévue en 2020 ne devrait concerner que les collèges où 19 700 élèves supplémentaires sont attendus, alors que les effectifs des lycées seraient pratiquement stables. En 2021, la moitié de la hausse prévue concernerait les lycéens généraux et technologiques, un quart les lycéens professionnels et le quart restant les collégiens. À partir de 2022, le nombre de collégiens connaîtra des baisses.

Ministère de l'Education Nationale et de la Jeunesse. (2020, mars). **Les indicateurs de résultats des lycées**. Ministère de l'Education Nationale et de la Jeunesse. <https://www.education.gouv.fr/les-indicateurs-de-resultats-des-lycees-1118>

Les indicateurs de résultats des lycées relatifs à la session 2019 du baccalauréat sont consultables en ligne. Ils permettent d'évaluer l'action propre de chaque lycée en prenant en compte la réussite des élèves au baccalauréat et leur parcours scolaire dans l'établissement. Ils concernent l'ensemble des lycées d'enseignement général et technologique et des lycées professionnels, publics et privés sous contrat.

Ndao, G. (2020). **Les effectifs d'étudiants dans le supérieur en 2018-2019 en progression constante**. *Note d'information du SIES*, 20.02. https://cache.media.enseignementsup-recherche.gouv.fr/file/2020/39/4/NI_2020-02_Effectifs_synthese_1235394.pdf

En 2018-2019, 2,7 millions d'inscriptions ont été enregistrées dans l'enseignement supérieur en France métropolitaine et dans les départements d'outre-mer, hors inscriptions simultanées en licence et en C.P.G.E.. Leur nombre a fortement augmenté par rapport à l'année précédente (+ 2,1 %, soit + 56 300 étudiants). Cette vive progression est en particulier due à l'afflux des bacheliers de 2018, lié au boom démographique de l'an 2000. En cinq ans, à dispositif équivalent, l'enseignement supérieur a accueilli 219800 étudiants supplémentaires. L'augmentation des effectifs par rapport à l'année 2017-2018 concerne toutes les formations à l'exception des classes préparatoires aux grandes écoles (- 1,6 %). En 2018-2019, les effectifs augmentent par rapport à 2017-2018 dans toutes les académies sauf à Poitiers. Les femmes représentent 55 % des étudiants. L'enseignement privé rassemble 540 900 étudiants en 2018-2019, soit 20% des effectifs du supérieur.

Nilsen, T., Slot, P., Cigler, H., & Chen, M. (2020). **Measuring process quality in early childhood education and care through Situational Judgement Questions : Findings from TALIS Starting Strong 2018 Field Trial**. *Documents de Travail de l'OCDE Sur l'éducation*, 217. <https://doi.org/10.1787/852602c5-en>

Situational Judgement Questions (SJQs) measuring process quality were included in the OECD Starting Strong Teaching and Learning International Survey 2018 (TALIS Starting Strong 2018) to

address concerns of self-report bias in large-scale international surveys. These SJQs provide the staff in early childhood education and care with situations taken from a real-life professional context and offer several options on how to address these given situations. Using TALIS Starting Strong 2018 field trial data, this paper evaluates the reliability and validity of the SJQs as measures of process quality in a large-scale international survey. The results showed that the SJQs were reliable, valid and worked well in evaluating process quality. High process quality was characterised by: 1) supporting child-directed play; 2) managing conflicts through behavioural management; and 3) supporting pro-social behaviour by encouraging sharing and collaboration among children. Staff self efficacy and formal education were positively related to these practices. The paper further makes recommendations regarding the formats, type of analysis and interpretation of the SJQs in the Main Survey.

Oates, C. (2019). **Rehana Shanks : A learner for life.** *Management in Education*, 34(2), 79-81. <https://doi.org/10.1177/0892020619892541>

OCDE. (2019). *Les grandes mutations qui transforment l'éducation 2019*. OCDE. https://www.oecd-ilibrary.org/fr/education/les-grandes-mutations-qui-transforment-l-education-2019_trends_edu-2019-fr

Vous êtes-vous déjà demandé si l'éducation avait un rôle à jouer dans la préparation de nos sociétés à l'ère de l'intelligence artificielle ? Ou quel peut être l'impact du réchauffement climatique sur nos établissements scolaires, nos familles et collectivités ? La publication *Les grandes mutations qui transforment l'éducation 2019* donne un aperçu des principales tendances économiques, politiques, sociales et technologiques qui affectent l'éducation. Si les mesures sont robustes, les questions soulevées dans ce recueil sont suggestives et ont pour objet d'informer la pensée stratégique et de stimuler une réflexion sur les défis de l'éducation – et montrer si et comment l'éducation peut influencer ces tendances. L'ouvrage couvre une riche variété de sujets liés à la mondialisation, la démocratie, la sécurité, le vieillissement et les cultures modernes. Le contenu pour l'édition 2019 a été révisé et étendu avec une large sélection d'indicateurs. En plus des différentes tendances et de leur interaction avec l'éducation, la publication inclut également une nouvelle section dédiée à la réflexion sur le futur, inspirée par des méthodologies de la prospective stratégique. Cet ouvrage a pour objet de fournir aux décideurs politiques, aux chercheurs, aux chefs d'établissements, aux administrateurs scolaires et aux enseignants, une source non spécialisée de tendances qui affectent l'éducation comparables à l'échelle internationale, dans les écoles, les universités ou encore dans les programmes de formation pour adultes. Cet ouvrage s'adresse également aux élèves/étudiants et à la société dans son ensemble, notamment aux parents.

OCDE. (2020). *Strengthening the Governance of Skills Systems : Lessons from Six OECD Countries* (p. 178). OCDE. https://www.oecd-ilibrary.org/fr/education/strengthening-the-governance-of-skills-systems_3a4bb6ea-en

The governance of skills systems has always raised a number of challenges for governments. Being at the intersection of education, labour market, industrial and other policy domains, managing skills policies is inherently complex. Addressing these challenges is more than ever crucial as globalisation, technological progress and demographic change are putting daunting pressures on skills systems to ensure that all members of society are equipped with the skills necessary to thrive in a rapidly changing world. *Strengthening the Governance of Skills Systems: Lessons from Six*

OECD Countries provides advice on how to make the governance of skills systems effective. Building on the OECD Skills Strategy 2019, which identified four main challenges of skills systems governance, the report presents examples of how six different countries (Estonia, Germany, Korea, Norway, Portugal and the United States) have responded to one or several of these challenges. It also outlines concrete policy recommendations together with a self-assessment tool which provides guidance to policy makers and stakeholders for designing better skills systems that deliver better skills outcomes.

Sabol, T. J., Ross, E. C., & Frost, A. (2019). **Are All Head Start Classrooms Created Equal? Variation in Classroom Quality Within Head Start Centers and Implications for Accountability Systems.** *American Educational Research Journal*, 57(2), 504-534. <https://doi.org/10.3102/0002831219858920>

Most accountability policies monitor Head Start quality at the center level by selecting a subset of classrooms within a center to represent quality. This study explores variation in classroom quality in Head Start and implications for accountability systems and children's well-being. We find that one third to one half of the variation in quality was due to differences between classrooms within center and that 37% of centers would receive different accountability decisions depending on which classrooms were selected. Average center-level quality was not related to children's development. However, differences in within-center classroom instructional quality were related to children's academic and social skills. Findings suggest that accountability systems miss important variation in classroom quality within centers, which may lead to inaccurate high-stakes decisions.

Stelitano, L., Russell, J. L., & Bray, L. E. (2019). **Organizing for Meaningful Inclusion : Exploring the Routines That Shape Student Supports in Secondary Schools.** *American Educational Research Journal*, 57(2), 535-575. <https://doi.org/10.3102/0002831219859307>

School organization is a key driver for meaningful inclusion for students with disabilities. While there are promising examples of how schools organize for inclusion with intensive technical assistance, little is known about how high schools organize without such supports. In a case study of two high schools, we compare school organization by looking at their formal design and teachers' daily routines. While both schools incorporated models for supporting students into their formal design, their daily routines revealed practices that were at odds with the spirit of inclusion. Routines involved special educators helping students pass their classes, though often not through meaningful learning opportunities. We offer insight into the affordances and constraints of school organization, revealing implications for meaningful inclusion.

Taysum, A. (2019). **BELMAS Student Research Network Annual Report.** *Management in Education*, 34(2), 82-83. <https://doi.org/10.1177/0892020619881298>

Thomas, F. (2020). **Résultats définitifs de la session 2019 du baccalauréat : Les candidats de la voie professionnelle obtiennent plus souvent une mention qu'à la session 2018.** *Note d'information*, 20.10. <https://www.education.gouv.fr/sites/default/files/2020-03/t-l-charger-la-version-imprimable-de-la-note-20-10-66054.pdf>

Avec 759 100 candidats et 668 300 bacheliers, le taux de réussite atteint 88,0 % à la session 2019 : 91,1 % en général, 88,0 % en technologique et 82,4 % en professionnel. Il est stable dans la voie générale et diminue dans les voies technologique et professionnelle. La part de candidats de la voie

professionnelle admis avec mention augmente et dépasse celle de la voie technologique pour la première fois depuis 2013. Les effectifs de candidats de la voie générale diminuent pour la première fois depuis 2011. Ceux de la voie technologique continuent de progresser mais plus modérément, et ceux de la voie professionnelle poursuivent leur baisse. Avec 80,0 %, la proportion de bacheliers dans une génération diminue de 0,9 point à la session 2019, les voies générale et technologique ne progressant pas cette année. En 2019, l'espérance d'obtenir le baccalauréat pour un élève de sixième sous statut scolaire est la plus forte dans les académies d'Ile-de-France, de Guadeloupe, de Martinique, de Rennes et de Toulouse. Dans toutes les académies, les voies générale et technologique sont prépondérantes dans l'accès au baccalauréat pour les élèves de sixième.

Pratiques enseignantes

André, B. (2018). **Autorité et pouvoir dans la classe**. *Revue française de pédagogie*, n° 205(4), 95-102. <https://www.cairn.info/revue-francaise-de-pedagogie-2018-4-page-95.htm>

S'il n'y a pas de situations sociales, fussent-elles pédagogiques, sans rapport de pouvoir, l'utilisation du mot pouvoir pour décrire l'action de l'enseignant fait controverse. Cependant, le refus de penser le pouvoir dans la classe peut contribuer à créer des situations propices aux abus de pouvoir de l'enseignant ou à des prises de pouvoir par des élèves, engendrant des affrontements stériles en termes d'apprentissage. Aborder les situations scolaires sous l'angle du pouvoir offre un intérêt particulier, celui de ne pas se centrer uniquement sur l'enseignant (l'autorité de l'enseignant, l'influence de l'enseignant), mais aussi d'analyser le pouvoir de l'élève sur le déroulement de la leçon ou de manière plus générale sur l'enseignant. Cette approche offre donc un surplus d'intelligibilité sur les situations scolaires qui nous paraît important.

Cros, F., & Broussal, D. (2020). **Changement et innovation en éducation : Deux notions en résonance**. *Éducation et socialisation. Les Cahiers du CERFEE*, 55, Article 55. <https://doi.org/10.4000/edso.8911>

Changement et innovation sont des termes souvent pris l'un pour l'autre. Or il n'en est rien et cette distinction est importante en éducation et en formation, car elle détermine la manière de comprendre l'évolution des systèmes d'éducation et de formation. Cette présentation s'attache à en montrer les différences, aussi bien sur le plan historique que sociétal. Le changement est plus volontiers associé à l'accompagnement, tandis que l'innovation porte sur les contenus de la transformation et ses impacts. La notion de nouveau est toutefois commune et c'est dans le traitement de cette nouveauté et de sa réalisation que se niche une possible comparaison entre les deux termes. Ces deux termes, très employés dans la formation, sont tous deux porteurs de transformations : si le changement se focalise sur l'accompagnement de trajectoires de vies professionnelles, l'innovation comme aventure met plus l'accent sur les effets de changement qu'elle peut produire de manière éphémère ou durablement aussi bien sur les personnes que sur les organisations voire les institutions. Cette contribution est une ouverture à la réflexion mise en œuvre dans les articles de ce numéro thématique de revue.

Jimenez, R. M. (2019). **Community Cultural Wealth Pedagogies : Cultivating Autoethnographic Counternarratives and Migration Capital**. *American Educational Research Journal*, 57(2), 775-807. <https://doi.org/10.3102/0002831219866148>

Pedagogies employing critical traditions have increasingly been used to ameliorate achievement disparities and centralize issues of power in the education of Students of Color. In this study, I trace a teacher's journey—new to critical pedagogies—as she learned about community cultural wealth and incorporated family histories as counterstorytelling curricula with her sixth-grade class of immigrant students in California's Central Valley. I examine the pedagogical implementation with examples of students' meaning making. The teacher and students demonstrated what I am advancing as migration capital—or knowledges, sensibilities, and skills cultivated through the array of migration/immigration experiences to the United States or its borderlands. This study highlights the potential of community cultural wealth pedagogies and as pedagogical tools to counter deficit narratives with Latina/o immigrant youth.

Nkwanui, B. (2019). *Différenciation pédagogique en apprentissage mobile: Effet sur la motivation et la performance des apprenants* [Phdthesis, Université de Cergy Pontoise]. <https://tel.archives-ouvertes.fr/tel-02525702>

L'apprentissage mobile favorise l'implémentation de la différenciation pédagogique et facilite l'individualisation de la formation. Mais, il faudrait aussi compter avec la motivation des apprenants placés en contexte des technologies mobiles pour voir si un tel scénario pédagogique induit de meilleures performances. Dans notre étude, nous avons analysé l'activité des apprenants techno-différenciés et questionné le construit de leur motivation à partir de l'analyse des situations de classe vidéographiées, et des posts WhatsApp effectués. Les apprenants manifestent une attitude globale satisfaisante de contrôlabilité du dispositif et d'engagement dans son utilisation, une performance du groupe expérimental meilleure par rapport à celle du du groupe-témoin, une efficacité personnelle faible, de même que la persévérance dans la réalisation des activités. L'influence du contexte est insignifiante sur la manière d'utiliser le dispositif et les communications émergent de manière assez satisfaisante grâce aux feedbacks réalisés par les apprenants, malgré l'absence de manifestation des situations de conversation. Les résultats suggèrent par ailleurs des liens de causalité entre les variables de l'activité et celles du construit de la motivation. Mots et expressions-clés : Apprentissage Mobile, différenciation pédagogique, scénario pédagogique, construit de la motivation, performances, WhatsApp

Sztajn, P., Heck, D. J., Malzahn, K. A., & Dick, L. K. (2020). **Decomposing practice in teacher professional development : Examining sequences of learning activities.** *Teaching and Teacher Education*, 91, 103039. <https://doi.org/10.1016/j.tate.2020.103039>

Toullec-Théry, M. (2020). **Quelles sont les conséquences dans les pratiques d'une planification effectuée par des enseignants lorsqu'ils coenseignent ? Une étude de cas dans le cadre du dispositif " plus de maîtres que de classes "**. In *Planifier son enseignement au secondaire*. JFD Editions. <https://hal.archives-ouvertes.fr/hal-02513902>

À la suite de la création, en France, en 2012, du dispositif « Plus de maîtres que de classes » (PDMQDC), le ministère de l'Éducation nationale (2013) a précisé ses intentions dans un document nommé « dix repères » . Ce document insiste sur la nécessaire articulation du PDMQDC avec d'autres dispositifs d'aide déjà existants et sur le fait que « la coopération entre enseignants est primordiale » (Ibid., p. 7). Il précise aussi qu'il s'agit de « travailler autrement » au plus près de la classe (Ibid., p. 7) et que « la recherche de nouvelles organisations pédagogiques au sein de l'école est recherchée » (Ibid., p. 7). Cette incitation au coenseignement engendre des modifications dans

les pratiques des enseignants : ils ont besoin de planifier ensemble leur travail pour anticiper les actions et ainsi faire progresser tous les élèves. Nous proposons, dans ce chapitre, d'étudier cette planification de l'enseignement opérée par deux co-enseignants à travers leurs discours, mais aussi son incidence sur leurs pratiques effectives.

Relation formation-emploi

Miningou, E. (2020). *Matching the Education System to the Needs of the Economy : Evidence from Burkina Faso* [Cahiers de recherche]. Département d'Économie de l'École de gestion à l'Université de Sherbrooke.

<https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:shr:wpaper:20-04;terms=Matching%20the%20Education%20System%20to%20the%20Needs%20of%20the%20Economy%3A%20Evidence%20from%20Burkina%20Faso>

In spite of recent advances, in terms of access to, and quality of, education recorded in Burkina Faso, data show a mismatch between the provisions of the education system and the needs of the economic sectors, in terms of skilled labor. In this paper, we investigate how to match the supply of skilled labor provided by the education system to the needs of the economic activities. We identify the branches of economic activity for which an increase in the quantity and/or in the quality of relevant labor supply could lead to productivity gains. We apply a non-parametric technique (̂ returns to scale) in order to measure the returns to scale associated with labor in the economic sectors. We also estimate a multinomial logistic model in order to investigate the determinants of these returns to scale. Overall, results show that productivity gains are feasible in the majority of economic sectors. More specifically, improving the education level of farmers and artisans is particularly important for productivity gains. We also find that the education system must focus on ongoing training programs, especially in the area of agriculture and crafts.

Réussite scolaire

Anton, A., & Blaya, C. (2018). **Sentiment d'affiliation et accrochage scolaire en famille d'accueil : Une approche par les facteurs de protection.** *Revue française de pédagogie*, n° 205(4), 103-115. <https://www.cairn.info/revue-francaise-de-pedagogie-2018-4-page-103.htm>

Les rares recherches qui se sont intéressées à la scolarité des enfants confiés à une famille d'accueil se sont focalisées sur les difficultés, le décrochage et l'échec scolaire. Or, certains jeunes placés réussissent leur scolarité. Nous avons rencontré trente jeunes ayant été confiés à une famille d'accueil et ayant obtenu un diplôme de niveau baccalauréat afin d'identifier les facteurs de protection potentiels qui leur ont permis de s'accrocher à l'école malgré la présence de facteurs de risque dans leur parcours de vie. Le lien affectif tissé avec une famille d'accueil aux yeux de qui la scolarité est importante apparaît alors comme l'un des principaux facteurs de protection entrant en jeu dans l'accrochage scolaire des enfants.

Buechele, S. (2020). *Evaluating the link between attendance and performance in higher education—The role of classroom engagement dimensions.* Philipps-Universität Marburg, Faculty of Business Administration and Economics, Department of Economics (Volkswirtschaftliche Abteilung). <https://EconPapers.repec.org/RePEc:mar:magkse:202010>

Does attendance matter? This question is not only the title of several research papers on this topic but has still not been answered conclusively yet. In general, studies find positive but mostly weak correlations between attendance and performance. However, due to technological changes in learning, attendance in higher education seems to lose its importance since students do not have to attend class to get access to course material. The question that arises is whether information on purely descriptive attendance is sufficient to prove positive effects of attendance on performance. This study takes a closer look at the link between attendance and performance, examining classroom engagement dimensions as mediating factors. The results suggest that it does not matter if but rather how students attend class.

Espinoza, O., González, L. E., McGinn, N., & Castillo, D. (2019). **What factors predict the engagement of dropouts in alternative secondary schools in Chile?** *Improving Schools*, 23(1), 47-67. <https://doi.org/10.1177/1365480219864835>

Improvement in education has been one of the strategies of the government of Chile to reduce economic inequality. To that end, it recently established a system of Second Opportunity Centers that enroll out-of-school youth who have not completed high school. The system is modeled on so-called alternative schools operating in Europe and the United States. This study reports results on the first survey of students. Questionnaires were completed by a representative sample of 1112 students, drawn from 18 of the Ministry of Education's 134 Centers. Most of the respondents expressed satisfaction with their program, but there were significant differences between boys and girls, and across centers. Differences are explained by program activities in which students are engaged. Male students were more likely to have dropped out of regular high school because of academic difficulties; they are more likely to be engaged in the centers' sports activities. Girls were more likely to have left their school because of a family situation. They are more engaged in the centers' academic activities. The findings suggest how the centers' program could be made more effective in retaining students to graduation.