15 AVRIL 2020 NUMÉRO 136

Veille de l'IREDU

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Acquisition de compétences

Alsina, I. (2019). ***Apprentissage transformationnel et compétences émotionnelles : Études de cas auprès de Francs-maçons de la Grande Loge de France*** [Phdthesis, Université Paul Valéry - Montpellier III]. https://tel.archives-ouvertes.fr/tel-02528045
La Franc-maçonnerie est un ordre initiatique et traditionnel dont les constitutions invitent chaque Franc-maçons à accéder à une éthique et un humanisme universel par un cheminement. Ce cheminement doit permettre une transformation, une émancipation. Existe t-il une pédagogie dans la pratique de la Maçonnerie spéculative permettant une « transformation ». Cette transformation vécue entre elle dans le cadre de la « Transformative Learning Theory ». Cette transformation a t-elle une incidence sur le capital émotionnel?

BUSSON, S. (2020). ***Skills development & youth employability In West Africa. Observations on the state of TVET and good practices from Senegal, Ghana, Ivory Coast and Nigeria***. ADEA : Association pour le développement de l'éducation en Afrique. http://www.adeanet.org/sites/default/files/resources/report_africavf_compressed.pdf
De nombreux pays d'Afrique subsaharienne doivent relever des défis considérables pour créer des opportunités d'éducation et d'emploi pour leur population, jeune et en croissance rapide. Centré sur le Sénégal, le Nigéria, le Ghana et la Côte d'Ivoire, ce rapport donne un aperçu de l'état de l'enseignement et de la formation professionnels en Afrique de l'Ouest et met en avant des initiatives réussies et des bonnes pratiques sur le terrain.

Carrey Siu, T.-S., & Connie Ho, S.-H. (2020). **A longitudinal investigation of syntactic awareness and reading comprehension in Chinese-English bilingual children**. *Learning and Instruction*, *67*, 101327. https://doi.org/10.1016/j.learninstruc.2020.101327
In a two-year longitudinal study we examined if and how syntactic awareness in L1 Chinese influenced reading comprehension in L2 English, a typologically different script. Participants were 401 Chinese-English bilingual children from Hong Kong. We assessed their word order, morphosyntactic, and reading comprehension skills in L1 Chinese and L2 English, and retested them after one year. Results showed that L1 syntactic awareness cross-linguistically predicted L2 reading comprehension over time; this prospective relationship was mediated by L2 syntactic awareness but not L1 reading comprehension. Moreover, similarity in syntactic structure was important in determining the degree of transfer. The comparable word-order structure between L1 and L2, thus less syntactic distance, rendered word order awareness more transferable than morphosyntactic awareness. Our findings suggest that teachers may evoke L1 syntactic features and map them onto L2 corresponding structures to facilitate reading comprehension in L2.

Chan, K. Y., Lyons, C., Kon, L. L., Stine, K., Manley, M., & Crossley, A. (2020). **Effect of on-screen text on multimedia learning with native and foreign-accented narration**. *Learning and Instruction*, *67*, 101305. https://doi.org/10.1016/j.learninstruc.2020.101305
This study examined the impact of redundant on-screen text on learning from an animated PowerPoint presentation, narrated either by a native or a foreign-accented narrator, with no text, summary text, or full text. Participants completed retention and transfer tests and rated the cognitive load induced by the narration and the PowerPoint materials. With a native narrator, participants performed better on transfer with no text than summary text (redundancy effect). The

foreign-accented narration was perceived to be more difficult to understand. Transfer performance was worse for accented than native narration with no text, replicating a voice effect. With a foreign-accented narrator, participants performed better on retention with full text than summary text. Full text facilitated decoding of the accented narration at the word level, but it did not facilitate deep processing for knowledge transfer. The results are discussed in the context of cognitive load and the cognitive theory of multimedia learning.

de Hei, M., Tabacaru, C., Sjoer, E., Rippe, R., & Walenkamp, J. (2019). **Developing Intercultural Competence Through Collaborative Learning in International Higher Education**. *Journal of Studies in International Education*, *24*(2), 190-211. https://doi.org/10.1177/1028315319826226
In this study, it was hypothesized that collaborative learning in international higher education contributes to the development of intercultural competence. Two hundred fifty-two students of an International Business and Management Study program of a Dutch university participated in two surveys on collaboration in a group-learning activity and one survey on their development of intercultural competence. In addition, three groups of four to six students took part in focus group interviews. The results indicated that when students perceive that the group process improves, the quality of the collaboration in terms of verbal interaction and equal contribution will also improve. Furthermore, the results revealed that a higher perceived quality of the collaboration relates to an increasing development of intercultural competence. The findings are discussed and related to implications for the use of group-learning activities in international higher education.

Gaye, A. (2019). ***Entre éducation non formelle et informelle, l'apprentissage professionnel « traditionnel » au Sénégal : Analyse des pratiques des maîtres d'apprentissage et de leurs impacts sur les apprentis*** [Phdthesis, Université Charles de Gaulle - Lille III]. https://tel.archives-ouvertes.fr/tel-02533715
La thèse porte sur les modalités de développement des compétences professionnelles de jeunes apprentis non ou peu scolarisés en situation d'apprentissage traditionnel au sein d'Unités de Production Informelle au Sénégal : ateliers de Mécanique automobile, de Menuiserie Métallique et de Froid dans trois villes. La recherche est basée sur des temps d'observation in situ de ce milieu d'apprentissage par le travail, sur des entretiens avec les « patrons » maîtres d'apprentissage et avec les apprentis. La thèse décrit le contexte de ces situations de formation très différentes de celles du lycée professionnel et donne à voir le quotidien de ces ateliers en tant que lieux de transmission de compétences professionnelles. Elle analyse les modes d'intervention des maîtres d'apprentissage, leurs conceptions de l'apprentissage et le sens attribué à leurs actions. Elle interroge aussi l'impact de ces situations de formation sur les apprentis.

Graham, S., Kiuhara, S. A., & MacKay, M. (2020). **The Effects of Writing on Learning in Science, Social Studies, and Mathematics : A Meta-Analysis.** *Review of Educational Research*, *90*(2), 179-226. https://doi.org/10.3102/0034654320914744
This meta-analysis examined if students writing about content material in science, social studies, and mathematics facilitated learning (k = 56 experiments). Studies in this review were true or quasi-experiments (with pretests), written in English, and conducted with students in Grades 1 to 12 in which the writing-to-learn activity was part of instruction. Studies were not included if the control condition used writing to support learning (except when treatment students spent more time engaging in writing-to-learn activities), study attrition exceeded 20%, instructional time and

content coverage differed between treatment and control conditions, pretest scores approached ceiling levels, letter grades were the learning outcome, and students attended a special school for students with disabilities. As predicted, writing about content reliably enhanced learning (effect size = 0.30). It was equally effective at improving learning in science, social studies, and mathematics as well as the learning of elementary, middle, and high school students. Writing-to-learn effects were not moderated by the features of writing activities, instruction, or assessment. Furthermore, variability in obtained effects were not related to features of study quality. Directions for future research and implications for practice are provided.

Hickendorff, M. (2020). **Fourth graders' adaptive strategy use in solving multidigit subtraction problems.** *Learning and Instruction*, *67*, 101311. https://doi.org/10.1016/j.learninstruc.2020.101311
Using the choice/no-choice methodology we investigated Dutch fourth graders' (N = 124) adaptive use of the indirect addition strategy to solve subtraction problems. Children solved multidigit subtraction problems in one choice condition, in which they were free to choose between direct subtraction and indirect addition, and in two no-choice conditions, in which they had to use either direct subtraction or indirect addition. Furthermore, children were randomly assigned to mental computation, written computation, or free choice between mental and written computation. One third of the children adaptively switched their strategy according to the number characteristics of the problems, whereas the remaining children consistently used the same strategy. The likelihood to adaptively switch strategies decreased when written computation was allowed or required, compared to mandatory mental computation. On average, children were adaptive to their own speed differences but not to the accuracy differences between the strategies.

Ives, J., & Castillo-Montoya, M. (2020). **First-Generation College Students as Academic Learners : A Systematic Review**. *Review of Educational Research*, *90*(2), 139-178. https://doi.org/10.3102/0034654319899707
The literature on first-generation college students largely focuses on the challenges and barriers they may experience in college. Yet, we do not have a clear understanding of who these students are as learners. To address this gap, this systematic review examines how scholars study and conceptualize first-generation college students as learners. We found the majority of the literature we reviewed conceptualized them as learners based on their academic performance and the influence of cultures on their learning. These two conceptualizations positioned first-generation college students against normative ways of learning, and in doing so promulgate an assimilation approach in higher education. We found a smaller body of literature that conceptualized first-generation college students as learners whose lived experiences, when connected to academic content, can contribute to their academic learning, advancement of disciplines, self-growth, and community development. We use this alternative view to provide recommendations for studying and working with first-generation college students.

Jamain, L., Bouffard, T., & Pansu, P. (2020). **Le lien entre le biais d'auto-évaluation de compétence et la performance scolaire : Rôle de l'autorégulation et de la compréhension des attentes de l'enseignant par l'élève.** *Canadian Journal of Education/Revue canadienne de l'éducation*, *43*(1), 197-228.

Some students perceive themselves as performing less well or better in school than they actually do. In these cases, we talk about a bias in the self-evaluation of their academic competence. Several studies have shown that bias in self-evaluation of school competence is linked to student adaptation and academic success. However, little attention has been paid to the processes that explain these relationships. The purpose of this study is to examine whether students' motivation and understanding of teacher expectations mediate the links between the self-evaluation of competence bias, selfregulation, and future performance in French language arts. The participants were 501 students aged 8–9 years (278 girls) who met three times (at the middle and at the end of the third year, and in the middle of the fourth year of elementary school). A structural equation modelling with latent and manifest variables revealed that while student understanding of teacher expectations and motivation both mediate the link between self-evaluation of competence bias and self-regulation, only student understanding of teacher expectations mediates the link between students' bias and performance. Keywords: self-regulation learning, motivation, self-evaluation of school competence, school achievement, understanding teacher expectations

Machts, N., Zitzmann, S., & Möller, J. (2020). **Dimensionality of teacher judgments on a competency-based report card in elementary school**. *Learning and Instruction*, *67*, 101328. https://doi.org/10.1016/j.learninstruc.2020.101328
Developments concerning report cards have led to a potential shift from reporting traditional grades to reporting multiple competencies within and across subjects. In this study, we analyzed the dimensional structure of the teacher judgments on a competency-based report card on fourth-grade elementary school students (N = 469). With a methodologically innovative approach of combining exploratory structural equation modeling (ESEM) and confirmatory factor analysis (CFA), we found one learning-oriented and one social-oriented generic subject-unspecific factor of competency judgments and single factors for each included subject. All subject factors showed relatively high correlations with the respective traditional grades. Second-order commonalities further indicated a general factor represented almost perfectly by the learning-oriented generic judgments. Our analyses generally justified the use of competency-based report cards in terms of the dimensional structure and the association with traditional grades. Further, generic subject-unspecific competency judgments contribute to disentangling the multidimensionality of teacher judgments.

Murano, D., Sawyer, J. E., & Lipnevich, A. A. (2020). **A Meta-Analytic Review of Preschool Social and Emotional Learning Interventions.** *Review of Educational Research*, *90*(2), 227-263. https://doi.org/10.3102/0034654320914743
This meta-analysis summarized the effects of universal and targeted social and emotional learning (SEL) interventions in 48 studies on the development of social and emotional skills and the reduction of problem behaviors in 15,498 preschool students. For universal SEL interventions delivered to all students, a random-effects model with 33 primary studies showed small to medium effects for the overall development of social and emotional skills (Hedges's g = .34) and for the reduction of problem behaviors (g = .32), with an overall grand mean of g = .35. For targeted interventions, delivered to at-risk students identified as being in need of additional supports, a random-effects model with 15 primary studies showed medium effects for the overall development of social and emotional skills (Hedges's g = .44) and for the reduction of problem behaviors (g = .50), with an overall grand mean of g = .48. A meta-regression model showed that intervention

program accounted for 83% of heterogeneity in the overall effect size for universal interventions. Overall, this meta-analysis demonstrated that preschool children benefit from SEL interventions in different contexts, particularly those who were identified as being in need of early intervention. Moreover, best practices for preschool SEL interventions may differ from best practices for K–12 students, given the developmental uniqueness of the preschool years.

Roberts, S. A., Kirksey, J. J., & Gottfried, M. (2020). **Practices more likely to occur in kindergarten mathematics teachers' instruction when English learners are present**. *Learning and Instruction*, *67*, 101329. https://doi.org/10.1016/j.learninstruc.2020.101329
Considering the rising proportion of English learners (ELs) in general education, little is known about how this change in classroom composition relates to the frequency of instructional activities and skills. This study uses a multimodal perspective on learning mathematics in a multilingual context, which recognizes the diverse modes of communication that students draw on in mathematics classrooms. We examined national data using quantitative analyses and investigated the mathematics practices that were more likely to occur in kindergarten classrooms that did and did not have ELs. We found teachers reported greater frequency of manipulatives and count/calendar activities in mathematics instruction when there were EL students in the classroom. Teachers in classrooms with ELs also reported a greater frequency of mathematics content that involved teaching shapes and practical skills. The findings indicate that teachers tended towards a supportive multimodal approach to instruction when ELs were present.

Sorrenti, G., Zölitz, U., Ribeaud, D., & Eisner, M. (2020). ***The Causal Impact of Socio-Emotional Skills Training on Educational Success*** (SSRN Scholarly Paper ID 3562877). Social Science Research Network. https://papers.ssrn.com/abstract=3562877
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.

Veldman, M. A., Doolaard, S., Bosker, R. J., & Snijders, T. A. B. (2020). **Young children working together. Cooperative learning effects on group work of children in Grade 1 of primary education**. *Learning and Instruction*, *67*, 101308.
https://doi.org/10.1016/j.learninstruc.2020.101308
It was examined whether cooperative learning within the Success for All (SfA) program led to improved group work behaviour of Grade 1 pupils. 168 pupils of six SfA schools and 144 pupils of four control schools participated. Positive and negative group work behaviour was observed during a group task, taking into account socioemotional ethos, group participation, and type of dialogue. Longitudinal multilevel analysis was used for the sequence of observed 20-s time intervals. SfA groups showed more positive and less negative group work behaviour compared to control groups, whilst controlling for several group characteristics. Results suggest that negative group work behaviour increased gradually during the whole task in control groups, while in SfA groups it

increased only towards the end of the task. The findings indicate that cooperative learning may lead to improved group work behaviour of young pupils (6–7 years old).

Aspects économiques de l'éducation

Chang, S., Cobb-Clark, D., & Salamanca, N. (2020). ***Parents' Responses to Teacher Qualifications*** (Numéro 13065). Institute of Labor Economics (IZA). https://EconPapers.repec.org/RePEc:iza:izadps:dp13065
We identify the causal effect of teacher qualifications on parents' investments in their children. Exploiting a unique, high-stakes educational setting in which teachers are randomly assigned to classes, we show that parents react to more qualified teachers by increasing their financial investments in their children. The key mechanism is an increase in parents' belief that academic achievement is driven by student effort—for which financial investment is instrumental. However, higher teacher qualifications do not improve student test scores. This is likely due to a negative effect of teacher qualifications on students' belief in the importance of effort for academic achievement. Our findings uncover various family-wide behavioral reactions to teacher qualifications and highlight the intricacies in educational production within households.

Corrado, C., O'Mahony, M., & Samek, L. (2020). ***Measuring education services using lifetime incomes*** (Numéro ESCoE DP-2020-02). Economic Statistics Centre of Excellence (ESCoE). https://EconPapers.repec.org/RePEc:nsr:escoed:escoe-dp-2020-02
This paper estimates the nominal value of education output by adapting the Jorgenson Fraumeni lifetime income approach, such that enrollments by education type are multiplied by the amount by which lifetime earnings change with additional qualifications, taking account of the impact of experience on earnings. The model is estimated using data for the UK covering the time period 1993 to 2018 under a range of assumptions. Next, the treatment of education services in national accounts is reviewed, and the paper argues that education services could be treated as an intangible asset and the acquisition of schooling knowledge assets included in saving and net investment. Finally, the paper discusses modifications required to adjust for international students who pay for the cost of their tuition.

Garcia, J. L., & Heckman, J. J. (2020). ***Early Childhood Education and Life-cycle Health*** (NBER Working Paper Nº 26880). National Bureau of Economic Research, Inc. https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:nbr:nberwo:26880;terms=Early%20Childhood%20Education%20and%20Life-cycle%20Health%20By%20Jorge%20Luis%20Garcia%3B%20James%20J.%20Heckman
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.

Valero, A., & van Reenen, J. (2016). ***The Economic Impact of Universities : Evidence from Across the Globe*** [CEP Discussion Paper]. Centre for Economic Performance, LSE. https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:cep:cepdps:dp1444;terms=The%20economic%20impact%20of%20universities%3A%20evidence%20from%20across%20the%20globe

We develop a new dataset using UNESCO source materials on the location of nearly 15,000 universities in about 1,500 regions across 78 countries, some dating back to the 11th Century. We estimate fixed effects models at the sub-national level between 1950 and 2010 and find that increases in the number of universities are positively associated with future growth of GDP per capita (and this relationship is robust to controlling for a host of observables, as well as unobserved regional trends). Our estimates imply that a 10% increase in a region's number of universities per capita is associated with 0.4% higher future GDP per capita in that region. Furthermore, there appear to be positive spillover effects from universities to geographically close neighbouring regions. We show that the relationship between GDP per capital and universities is not simply driven by the direct expenditures of the university, its staff and students. Part of the effect of universities on growth is mediated through an increased supply of human capital and greater innovation. Furthermore, we find that within countries, higher historical university presence is associated with stronger pro-democratic attitudes.

Aspects psychologiques de l'éducation

Ford, T. G., Lavigne, A. L., Fiegener, A. M., & Si, S. (2020). **Understanding District Support for Leader Development and Success in the Accountability Era : A Review of the Literature Using Social-Cognitive Theories of Motivation**. *Review of Educational Research*, *90*(2), 264-307. https://doi.org/10.3102/0034654319899723

As an intermediary between U.S. state and federal policy and the school, the school district, many scholars maintain, remains a key player in meeting the needs of school-level leadership. Moreover, the job of the principal is difficult and has become increasingly complex as a result of increased pressure, accountability, and oversight under the No Child Left Behind Act (now the Every Student Succeeds Act) in the United States. These two propositions raise important questions about what we know (and do not yet know) about how to support school leaders' learning and development in their quest to effectively lead a school. In this review, we use extant social-cognitive theories of motivation to organize the research on district effectiveness in pursuit of the following question: How does the district as a key player in school/instructional improvement facilitate conditions under which school principals' learning, development, and success are enhanced? In pursuing this question, we hoped to strengthen two particular weaknesses in this strand of scholarship: (1) the concern that research in this particular area is relatively atheoretical and (2) concerns about the applicability of this research to practice.

Jarraud, F. (2020, avril 2). ***Bien-être : Jérôme Dinet : Les rapports Cognition/émotion***. Le café pédagogique.
http://www.cafepedagogique.net/lexpresso/Pages/2020/04/02042020Article637214102502833424.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=501952

« La prise en compte et le respect des aspirations individuelles et des différences inter-individuelles et inter-culturelles sont des facteurs qu'il convient d'introduire massivement dans nos recherches-actions. » Evoquant ses recherches au Laboratoire Lorrain de Psychologie et Neurosciences de la Dynamique des Comportements, Jérôme Dinet revient sur la notion de bonheur et son évolution sous l'influence des philosophies orientales.

Aspects sociaux de l'éducation

Archambault, I. (2020). ***L'impact du climat interculturel des établissements sur la réussite éducative des élèves issus de l'immigration*** (Rapport de recherche programme actions concertées Nº 2017-PO-202761; p. 87). Fonds de recherche Société et culture. http://www.frqsc.gouv.qc.ca/partenariat/nos-projets-de-recherche/projet?id=eewe8ni514708523283428&
Le climat d'une école est une facette importante de l'expérience scolaire des élèves qui contribue également à leur réussite éducative (Janosz, et al., 1998). Il s'agit d'une résultante des interactions constantes entre les normes, les valeurs et les croyances qui caractérisent une école (Cohen et al., 2009; Kuperminc et al., 1997) et les caractéristiques de l'environnement éducatif, social et interpersonnel du milieu (Janosz et al., 1998; White et al., 2014). En contexte de diversité, les rapports entre les acteurs scolaires de divers groupes ethnoculturels, définis par leur origine, leur religion ou leur langue, par exemple, participent directement à la construction du climat. Ainsi, le climat scolaire interculturel se définit comme la résultante des interactions et des pratiques qui s'instaurent au sein de l'école entre les individus issus de cette diversité ethnoculturelle, dont les élèves issus de l'immigration de 1re (nés à l'étranger de parents nés à l'étranger) ou de 2e génération (nés au pays de parents nés à l'étranger), leurs familles et les acteurs scolaires et extra scolaires appartenant à des groupes minorisés ou non, en interaction avec les caractéristiques physiques et organisationnelles du milieu. Ce climat comporterait cinq grandes dimensions identifiées sur la base d'une récente méta-analyse des travaux québécois sur la réussite éducative des élèves issus de l'immigration (ÉII) et décrites ci-dessous (Mc Andrew et al., 2015). et selon le degré de marginalisation et de stigmatisation de leur communauté, 4) identifier des pistes d'action à l'intention des établissements participants et examiner de manière critique leur transférabilité à d'autres contextes et 5) élaborer un outil diagnostique permettant aux directions d'évaluer le climat interculturel de leurs établissements, qui pourrait être généralisé à l'ensemble des écoles du réseau.

Barou, J. (2020). **La peur de la délinquance**. *L'école des parents*, *n° 634*(1), 54-57.
Beaucoup de primo-arrivants vivent dans la hantise que leurs enfants « tournent mal » et se montrent très exigeants avec eux. Au risque d'être mal compris.

Bergman, P., Chan, E. W., & Kapor, A. (2020). ***Housing Search Frictions : Evidence from Detailed Search Data and a Field Experiment*** (SSRN Scholarly Paper ID 3535290). Social Science Research Network. https://papers.ssrn.com/abstract=3535290
This paper shows that imperfect information about school quality causes low-income families to live in neighborhoods with lower-performing, more segregated schools. We randomized the addition of school quality information onto a nationwide website of housing listings for families with housing vouchers. We find that this information causes families to choose neighborhoods with

schools that have 1.5 percentage point higher proficiency rate on state exams. We use data from the experiment to estimate a dynamic model of families' search for housing on and off the website, as well as their location decisions. The model incorporates imperfect information about school quality and characterizes the bias that would arise from estimating neighborhood preferences ignoring this information problem. Having data from both the treatment and control groups allows us to estimate families' prior beliefs about school quality and each group's apparent valuation of school quality. Families tend to underestimate school quality conditional on neighborhood characteristics. If we had ignored imperfect information, we would have estimated that the control group valued school quality relative to their commute downtown by less than half that of the treatment group.

Brotcorne, P. (2019). **Pour une approche systémique des inégalités numériques parmi les jeunes en âge scolaire**. *Nouveaux cahiers de la recherche en éducation*, *21*(3), 135-154. https://doi.org/10.7202/1067712ar
Cet article vise à effectuer un examen critique des travaux empiriques portant sur les inégalités numériques chez les apprenants au prisme d'un cadre conceptuel fondé sur une approche systémique des inégalités sociales. L'analyse révèle l'apport incontestable de ces travaux empiriques au débat sur l'intégration du numérique en éducation dans une perspective sociocritique. Pour autant, elle souligne la persistance de zones d'ombres relatives aux incidences des pratiques numériques personnelles contrastées des apprenants sur leur parcours éducatif. Le texte formule quelques pistes d'investigations empiriques en vue de combler les lacunes identifiées.

BUNESCU, L., DAVIES, H., & GAEBEL, M. (2020**). *Erasmus+ international credit mobility : A study of the mobility of disadvantaged students from partner countries***. SPHERE : Support and promotion of higher education reform experts. https://supporthere.org/sites/default/files/sphere_icm_report_final.pdf
Lancée en 2015, la mobilité internationale de crédits soutient les échanges d'étudiants et de personnel entre le programme Erasmus+ et les pays partenaires. L'étude, qui porte sur la mobilité sortante des étudiants de 20 pays partenaires, conclut que dans le cadre de la mobilité internationale de crédits, l'accent mis sur les étudiants issus de milieux défavorisés est beaucoup plus faible que prévu. La diversité des définitions juridiques nationales du « désavantage » explique en partie ce constat ; s'il est un critère de sélection supplémentaire sur la base de l'égalité des mérites académiques, le « désavantage » est rarement utilisé. L'étude propose des recommandations pour renforcer l'inclusion dans la mobilité internationale de crédits.

De Benedictis, L., & Leoni, S. (2020). ***Gender bias in the Erasmus students network*** [Paper]. arXiv.org.
https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:arx:papers:2003.09167;terms=Gender%20bias%20in%20the%20Erasmus%20students%20network
The Erasmus Program (EuRopean community Action Scheme for the Mobility of University Students), the most important student exchange program in the world, financed by the European Union and started in 1987, is characterized by a strong gender bias. Girls participate to the program more than boys. This work quantifies the gender bias in the Erasmus program between 2008 and 2013, using novel data at the university level. It describes the structure of the program in great details, carrying out the analysis across fields of study, and identifies key universities as senders and receivers. In addition, it tests the difference in the degree distribution of the Erasmus network

along time and between genders, giving evidence of a greater density in the female Erasmus network with respect to the one of the male Erasmus network.

Dossier : **Hyperparentalité. Du risque d'en faire trop.** (2020). *L'école des parents*, *634*. https://www-cairn-info.proxy-scd.u-bourgogne.fr/revue-l-ecole-des-parents-2020-1.htm#

Duru-Bellat, M. (2020, avril 8). ***Pendant le confinement, les inégalités scolaires continuent***. *Alternatives Economiques*. Alternatives économiques. https://www.alternatives-economiques.fr//marie-duru-bellat/pendant-confinement-inegalites-scolaires-continuent/00092415?utm_source=emailing&utm_medium=email&utm_campaign=NL_Quotidienne&utm_content=08042020
Nul besoin d'être grand sociologue pour faire l'hypothèse que fermer les écoles et organiser « l'école à la maison » est susceptible d'accroître encore les inégalités de réussite scolaire entre les enfants selon leur milieu social. Déjà, en temps normal, l'aide apportée par les parents est très diversifiée selon leur niveau de diplôme et leur situation professionnelle.

Emran, M. S., Jiang, H., & Shilpi, F. (2020). ***Gender Bias and Intergenerational Educational Mobility : Theory and Evidence from China and India*** (Numéro 497). Global Labor Organization (GLO). https://EconPapers.repec.org/RePEc:zbw:glodps:497
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 result: parental bias does not affect relative mobility. With diminishing returns and complementarity, the CEF can be concave or convex, and parental 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 father is college educated. In China, the CEF is convex for sons in urban areas, but linear in all other cases. The convexity supports the complementarity hypothesis of Becker et al. (2018) for the urban sons, 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.

Etesse, M. (2019). ***Transitions postscolaires et inégalité sociale à Lima : Poursuite éducative et insertion professionnelle des jeunes de la génération*** *«Ochentas»* [Phdthesis, Université Sorbonne Paris Cité ; Pontificia universidad católica del Perú]. https://tel.archives-ouvertes.fr/tel-02538842
Depuis les années 1990, le Pérou connaît une stabilité économique et sociale prolongée, qui est la toile de fond d'une génération née pendant une des pires crises de l'histoire du pays. Cette

génération « Ochentas » (années 1980) a grandi au cours de la relance néolibérale, sous laquelle l'expansion de l'enseignement privé a été fulgurant et l'emploi s'est fortement accru mais aussi flexibilisé. Par ailleurs, le modèle familial patriarcal péruvien tend à évoluer vers des formes nouvelles, notamment l'érosion des rôles de genre traditionnels et de l'autorité parentale. Dans ce contexte, où perdurent des inégalités sociales historiques, les jeunes de la génération étudiée ont vécu leur sortie du collège et ont fait face aux premiers choix décisifs pour leur avenir, choix encadrés par des possibilités et des significations spécifiques selon le milieu social dont ils sont issus. La thèse traite des transitions postscolaires au niveau des trajectoires éducative (dans l'enseignement supérieur) et professionnelle dans la ville de Lima. Elle offre un regard approfondi de la dimension chronologique et sur les mécanismes sociaux qui l'influencent. D'une part, elle examine l'hétérogénéité sociale des transitions, notamment l'influence du contexte familial dans la poursuite d'études et l'insertion professionnelle en prenant en compte ses caractéristiques éducatives, socioéconomiques, démographiques et migratoires. D'autre part, elle identifie des spécificités des itinéraires masculins et féminins à la sortie de l'enseignement secondaire. Finalement, elle analyse l'influence spécifique de l'accès à l'enseignement supérieur dans l'entourage du jeune, dans le ménage et le quartier de résidence. Pour retracer les trajectoires et la socialisation des jeunes de la génération Ochentas, le travail articule une approche quantitative inédite (analyses descriptives et multivariées) des données censitaires de 2007 avec une approche qualitative basée sur des entretiens approfondis réalisés en 2017. Les résultats montrent des écarts considérables dans les transitions éducatives et professionnelles à la sortie du collège, notamment en termes d'inégalités d'accès à l'enseignement supérieur et à travers le type de filière d'études intégrée. Si plusieurs facteurs sont déterminants, le capital culturel parental en est de premier ordre, ce qui n'est que vaguement étudié dans la littérature concernant les dynamiques sociales au Pérou. De même, les rapports sociaux de genre donnent forme à ces transitions, en particulier concernant l'insertion professionnelle. Par ailleurs, le travail de recherche montre que la ségrégation sociale dans la métropole, observée à l'échelle du quartier, est associée à des transitions postscolaires offrant moins d'autonomie et d'indépendance individuelle. Enfin, les résultats obtenus illustrent tout le potentiel d'analyse des données censitaires -en dépit de leurs limites- par rapport aux données d'enquêtes.

EVANS, D. K., AKMAL, M., & JAKIELA, P. (2020). ***Gender gaps in education : The long view*. Center for Global Development**. https://www.cgdev.org/sites/default/files/gender-gaps-education-long-view-revised-march-2020.pdf

De nombreux pays sont encore loin d'atteindre l'égalité des sexes en éducation. A partir des données de 126 pays, l'article documente 4 faits, entre 1960 et 2010 : les femmes sont plus instruites aujourd'hui dans tous les pays du monde ; elles sont moins instruites que les hommes dans une grande majorité de pays ; les écarts entre les sexes se sont aggravés avant de se réduire ; ces écarts persistent rarement dans les pays où les garçons atteignent des niveaux d'éducation élevés.

Firmino, J., Nunes, L. C., de Almeida, S., & Batista, S. (2020). ***Student segregation across and within schools. The case of the Portuguese public school system***. Universidade Nova de Lisboa, Faculdade de Economia. https://EconPapers.repec.org/RePEc:unl:unlfep:wp633

We provide the most comprehensive description of student segregation in the Portuguese public school system to date, a system that exhibits interesting institutional features potentially linked

with the student segregation issue (e.g. school catchment areas, course tracking, and almost no central regulations regarding class composition). The analysis uses the entire regular student population enrolled in all public schools of continental Portugal (grades 1 to 12, from 2006/07 to 2016/17). Looking at three segregation dimensions – economic, academic, and immigrant – at both between and within-school levels, and using a novel dissimilarity index recently proposed in the literature aimed at better capturing systematic segregation, we find that segregation, on median, is mild, across time, grades, and regions. The most important exception is the case of within-school academic segregation. During upper-secondary schooling, in particular, when students are divided across classes according to own course-tracking decisions, it doubles. Moreover, within-school academic segregation estimates have the largest interquartile ranges, within a given year, grade, or region, pointing to heterogeneity in the way different schools set up classes internally in terms of students' academic characteristics. Academic and economic segregation are positively associated, at both between and within school levels. The Portuguese segregation insights are also compared to those from other geographies.

French, K. R. (2019). **Student Teaching and Urban Educator Aptness : The Significance of Similar Sociocultural Scenarios**. *Education and Urban Society*, *52*(4), 511-533. https://doi.org/10.1177/0013124519877162
Drawing from the experiences and reflections of new urban educators, this study examines how teachers undergo their first year of teaching on account of their student teaching. Using Situated Learning Theory—with an emphasis on legitimate peripheral participation—this study explores how sociocultural and contextual elements of schools contribute to teacher development. Findings suggest that teachers who complete student teaching in environments that mirror their first-year school placements feel more confident and competent in their ability to teach and serve students than teachers who complete student teaching in environments that do not match their first-year school placements. Implications for urban teacher preparation and student teaching placement are discussed.

George, R. C. (2020). **Holding It Down? The Silencing of Black Female Students in the Educational Discourses of the Greater** Toronto Area. *Canadian Journal of Education/Revue Canadienne de l'éducation*, *43*(1), 32-58.
This article grapples with the ways in which Black female students tend to be obscured from the discourses around the educational experiences and outcomes of Black students in the Greater Toronto Area (GTA). I employ intersectionality as a theoretical frame, using content analysis and case study approaches to elucidate the mechanics of how these absences and silences persist in the national, provincial, and local contexts in which they occur. Despite the necessity and validity of research on the various educational experiences of Black GTA students, I find that the research tends to focus primarily on Black males, often using their narratives to define the experiences of all Black students in the region. I also find that it is in the very methodological questions and applications of those methodological approaches, that this exclusion of Black female students takes place, creating and maintaining gaps and silences in the scholarship, resulting in the absence of vital sociological knowledge. The implications and potential negative effects of the normalization and perpetuation of this exclusion on Black female students and their mental and physical well-being is also explored. I conclude by calling for reflexivity and a rethinking of current methodological approaches in this context in order incite more inclusive and fulsome engagement with the

educational experiences of Black female students. Keywords: intersectionality, race, education, Black female students, Greater Toronto Area, sociology of education, research methodology

Goudeau, S. (2020). ***Comment l'école reproduit-elle les inégalités ?*** - *Égalité des chances, réussite, psychologie sociale*. PUG. https://www.pug.fr/produit/1760/9782706146367/comment-l-ecole-reproduit-elle-les-inegalites
Comment l'école reproduit-elle les inégalités ? - Égalité des chances, réussite, psychologie sociale - Sébastien Goudeau (EAN13 : 9782706146411)

Gravillon, I. (2020). **Le mieux est souvent l'ennemi du bien**. *L'école des parents*, *634*, 32-38. https://www-cairn-info.proxy-scd.u-bourgogne.fr/revue-l-ecole-des-parents-2020-1-page-32.htm
Hélicoptères, drones, curling… Les métaphores pour désigner ces parents surinvestis dans l'éducation de leurs enfants ne manquent pas. Bien que nourrie par le sincère désir de bien faire, cette parentalité hypertrophiée crée des effets délétères. Pour ceux qui l'exercent et pour ceux qui la subissent.

Honoré, C., & Khenouna, P. (2020). **Essayer la lenteur**. *L'école des parents*, *n° 634*(1), 58-59. http://www.cairn.info/revue-l-ecole-des-parents-2020-1-page-58.htm

Kammerer, B. (2020). **Éducation positive : Une injonction contemporaine ?** *L'école des parents*, *634*, 39-41. https://www-cairn-info.proxy-scd.u-bourgogne.fr/revue-l-ecole-des-parents-2020-1-page-39.htm
Écouter les besoins de son enfant et l'éduquer à la frustration, garantir sa sécurité et l'encourager à aller vers la nouveauté, accompagner ses apprentissages sans lui mettre la pression… La société ne pousserait-elle pas les parents à s'épuiser dans la quête d'une perfection illusoire ?

Lamy, A. (2020). **Burn out parental : Et après ?** *L'école des parents*, *n° 634*(1), 60-62. http://www.cairn.info/revue-l-ecole-des-parents-2020-1-page-60.htm
Certains parents paient leur investissement éducatif par un épuisement extrême. Comment les aider à construire un autre rapport à eux-mêmes, à leurs enfants et aux exigences éducatives pour faire de cette crise douloureuse une période féconde ?

Masuda, K., & Yudhistira, M. H. (2020). **Does education secularize the Islamic population? The effect of years of schooling on religiosity, voting, and pluralism in Indonesia**. *World Development*, *130*, 104915. https://doi.org/10.1016/j.worlddev.2020.104915
The association between schooling and religious beliefs has been widely documented in the social science literature. Evidence of a causal relationship is, however, limited, particularly in developing countries where religion still plays a significant role in politics and legislation. To bridge this gap in the literature, the present study uses the across cohort variations in the exposure to 1978 education reform in Indonesia to examine the impact of completed years of education on individual religiosity in later life. The results suggest that attaining another year of schooling reduces self-reported religiousness by four percentage points. Consistent with this finding, it also changes solitary religious acts by reducing the number of times individuals pray and the likelihood that they eat only halal food. Educational attainment, however, has little effect on participation in social religious activities or attitude toward other faiths, although it does reduce the religious influence on

voting behavior. These results suggest that a program promoting educational attainment in Islamic countries may have an important impact on individual's religiosity and country's political economy in the long run.

Rosenbaum, J. (2020). **Educational and Criminal Justice Outcomes 12 Years After School Suspension**. *Youth & Society*, *52*(4), 515-547. https://doi.org/10.1177/0044118X17752208
A third of U.S. students are suspended over a K-12 school career. Suspended youth have worse adult outcomes than nonsuspended students, but these outcomes could be due to selection bias: that is, suspended youth may have had worse outcomes even without suspension. This study compares the educational and criminal justice outcomes of 480 youth suspended for the first time with those of 1,193 matched nonsuspended youth from a nationally representative sample. Prior to suspension, the suspended and nonsuspended youth did not differ on 60 pre-suspension variables including students' self-reported delinquency and risk behaviors, parents' reports of socioeconomic status, and administrators' reports of school disciplinary policies. Twelve years after suspension (ages 25-32), suspended youth were less likely than matched nonsuspended youth to have earned bachelor's degrees or high school diplomas, and were more likely to have been arrested and on probation, suggesting that suspension rather than selection bias explains negative outcomes.
Scolarisation : Un choix différent pour son enfant. (2020). *L'école des parents*, *634*, 50-53.
En France, certains parents décident de ne pas envoyer leurs enfants à l'école, d'autres les inscrivent dans un établissement dit « alternatif ». L'étude de leurs valeurs et croyances permet d'éclairer cette remise en cause du partenariat parents-école.

van Zanten, A., & Catheline, N. (2020). **Ces parents obnubilés par la réussite**. *L'école des parents*, *634*, 42-43. https://www-cairn-info.proxy-scd.u-bourgogne.fr/revue-l-ecole-des-parents-2020-1-page-42.htm
Toujours plus nombreux à être angoissés par les études de leurs enfants, ils contrôlent les devoirs, épluchent le classement des écoles, vivent chaque mauvaise note comme un drame… Comment expliquer un tel phénomène ? Quelles en sont les conséquences ?

Viollaz, M., & Winkler, H. (2020). ***Does the Internet Reduce Gender Gaps? : The Case of Jordan***. The World Bank. https://doi.org/10.1596/1813-9450-9183
This article investigates the link between digital technologies and female labor market outcomes in a country with one of the largest gender disparities. It exploits the massive roll-out of mobile broadband technology in Jordan between 2010 and 2016 to identify the effect of internet adoption on labor force participation. Using panel data at the individual level with rich information on labor market outcomes, internet use and gender-biased social norms, the article finds that internet adoption increases female labor force participation but has no effect on male labor force participation. The increase in online job search explains some — but not all — of the total increase in female labor force participation. Only older and skilled women experience an increase in employment in response to having internet access. The internet also reduces the prevalence of gender-biased social norms, early marriage and fertility.

Archambault, I. (2020). ***L'impact du climat interculturel des établissements sur la réussite éducative des élèves issus de l'immigration*** (Rapport de recherche programme actions concertées Nº 2017-PO-202761; p. 87). Fonds de recherche Société et culture. http://www.frqsc.gouv.qc.ca/partenariat/nos-projets-de-recherche/projet?id=eewe8ni51470852328342&

Le climat d'une école est une facette importante de l'expérience scolaire des élèves qui contribue également à leur réussite éducative (Janosz, et al., 1998). Il s'agit d'une résultante des interactions constantes entre les normes, les valeurs et les croyances qui caractérisent une école (Cohen et al., 2009; Kuperminc et al., 1997) et les caractéristiques de l'environnement éducatif, social et interpersonnel du milieu (Janosz et al., 1998; White et al., 2014). En contexte de diversité, les rapports entre les acteurs scolaires de divers groupes ethnoculturels, définis par leur origine, leur religion ou leur langue, par exemple, participent directement à la construction du climat. Ainsi, le climat scolaire interculturel se définit comme la résultante des interactions et des pratiques qui s'instaurent au sein de l'école entre les individus issus de cette diversité ethnoculturelle, dont les élèves issus de l'immigration de 1re (nés à l'étranger de parents nés à l'étranger) ou de 2e génération (nés au pays de parents nés à l'étranger), leurs familles et les acteurs scolaires et extra scolaires appartenant à des groupes minorisés ou non, en interaction avec les caractéristiques physiques et organisationnelles du milieu. Ce climat comporterait cinq grandes dimensions identifiées sur la base d'une récente méta-analyse des travaux québécois sur la réussite éducative des élèves issus de l'immigration (ÉII) et décrites ci-dessous (Mc Andrew et al., 2015). et selon le degré de marginalisation et de stigmatisation de leur communauté, 4) identifier des pistes d'action à l'intention des établissements participants et examiner de manière critique leur transférabilité à d'autres contextes et 5) élaborer un outil diagnostique permettant aux directions d'évaluer le climat interculturel de leurs établissements, qui pourrait être généralisé à l'ensemble des écoles du réseau.

Calitz, A. P., Cullen, M. D. M., & Jooste, C. (2019). **The Influence of Safety and Security on Students' Choice of University in South Africa**. *Journal of Studies in International Education*, *24*(2), 269-285. https://doi.org/10.1177/1028315319865395

Higher education institutions (HEIs) are experiencing increased interest and enrolments in study programs by international students. For recruitment and retention purposes it is important that HEI managers understand the factors that influence a student's choice of HEI. Prior studies have found that these factors may differ from country to country and may include culture, educational needs, campus activities, safety, and security, and socio-economic issues (such as an economic downturn and political or social instability). This article reports specifically on research into the influence of safety and security issues on national and international students' choice of public university in South Africa. Two surveys conducted at different times were used to collect data from local and international students. The results indicate that safety and security, played a deciding role in both local students' and international students' choice of university in South Africa, and that the disruption to campus life associated with the #FeesMustFall student protests in South Africa in 2016 may have made international students more aware of safety and security issues on South African university campuses.

GONZALEZ, G. C., CERULLY, J. L., WANG, E. L., SCHWEIG, J., TODD, I., JOHNSON, W. R., & SCHNITTKA, J. (2020). ***Four lessons learned from implementing a social and emotional learning program to***

***enhance school safety*. Rand corporation**. https://www.rand.org/pubs/research_briefs/RB10101.html
De nombreux élèves aux Etats-Unis sont aujourd'hui victimes de harcèlement et de violences à l'école, ce qui a un impact sur leurs performances scolaires. Des programmes universels d'apprentissages social et émotionnel (SEL) ont été élaborés pour améliorer le climat scolaire et favoriser ainsi la réussite et le bien-être des élèves. Ce rapport se penche sur l'un de ces programmes, le « Tools for life : Relationship-Building Solutions », adapté pour des enfants à partir de 3 ans et jusqu'à leur 8e année d'école, et qui a notamment été expérimenté dans des écoles primaires et secondaires au Mississipi. Les chercheurs nous offrent ici les résultats de cette étude

HELLIWELL, J., LAYARD, R., SACHS, J., & NEVE, J. E. D. (2020). ***World happiness report 2020*.** Sustainable development solutions network. https://happiness-report.s3.amazonaws.com/2020/WHR20.pdf
Le premier rapport mondial sur le bonheur a été publié en avril 2012, en appui à une première réunion de haut niveau de l'ONU sur le bonheur et le bien-être. Publication annuelle, cette 8e édition classe 156 pays selon le degré de bonheur que les citoyens de chaque pays perçoivent comme tel (enquête Gallup). Pour la première fois, ce rapport classe les villes du monde entier en fonction de leur bien-être subjectif et examine plus en détail la manière dont les environnements social, urbain et naturel se combinent pour influer sur notre bonheur. Les facteurs clés incluent les variables économiques (revenus, emploi), les facteurs sociaux (éducation, vie familiale) et la santé (mentale et physique). La Finlande est en tête de classement.

Jarraud, F. (2020, avril 2). ***Bien-être : Jérôme Dinet : Les rapports Cognition/émotion*.** Le café pédagogique.
http://www.cafepedagogique.net/lexpresso/Pages/2020/04/02042020Article637214102502833424.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=501952
« La prise en compte et le respect des aspirations individuelles et des différences inter-individuelles et inter-culturelles sont des facteurs qu'il convient d'introduire massivement dans nos recherches-actions. » Evoquant ses recherches au Laboratoire Lorrain de Psychologie et Neurosciences de la Dynamique des Comportements, Jérôme Dinet revient sur la notion de bonheur et son évolution sous l'influence des philosophies orientales.

Piyapong, J. (2019). **Factors Affecting Environmental Activism, Nonactivist Behaviors, and the Private Sphere Green Behaviors of Thai University Students**. *Education and Urban Society*, *52*(4), 619-648. https://doi.org/10.1177/0013124519877149
University students are expected by the general public to be active in pro-environmental behaviors due to their environmental knowledge and relevant education. However, it is still unclear whether students only educated in environmental knowledge will decide to engage in green behaviors. This study investigates factors that determine university students' pro-environmental behaviors, which include environmental activism, nonactivism, and private sphere environmental activities. A proposed model for investigating such factors, which include environmental knowledge and attitudes, self-efficacy, self-obligation, behavioral control, and sociodemographic characteristics, was developed. Questionnaire surveys with 337 students enrolled at King Mongkut's University of Technology Thonburi in the city of Bangkok, Thailand, were carried out. Multiple regression

analyses were performed to test the effect of these potential factors on each type of behavior. The results showed that providing only environmental knowledge at a university may not contribute to any kind of pro-environmental behavior. It was found that environmental knowledge and attitudes had a significant effect on students' nonactivist behaviors. Without positive environmental attitudes, but with environmental knowledge and self-efficacy, students decided to engage in environmental activism. In addition, male students were more likely to engage in environmental activism than female students. Finally, students' engagement in private sphere green behaviors was attributed to self-obligation, environmental knowledge, and environmental attitudes, as well as grade point average (GPA). Students with a higher GPA were more likely to act environmentally. Therefore, to promote each type of environmental behavior, different environmental education strategies should be developed.

Formation continue

Okito, P. (2020). ***Analyse de besoins de la formation continue et des conditions socioprofessionnelles des enseignants en situation après-guerre en République démocratique du Congo : Cas des enseignants du niveau secondaire de la ville de Goma*** [Université Laval]. https://corpus.ulaval.ca/jspui/bitstream/20.500.11794/38299/1/35851.pdf

La formation du personnel enseignant de la ville de Goma au Nord-Kivu, en République démocratique du Congo (RDC), a évolué négativement depuis la période coloniale. D'une formation initiale essentiellement religieuse, elle a été orientée vers des contenus universitaires, puis transformée en une formation continue sous forme de journées pédagogiques. Cette visée de formation n'a malheureusement pas été maintenue en raison du désengagement du gouvernement, des guerres et des conditions de vie. Conséquemment, l'un des problèmes majeurs qui caractérisent actuellement le système scolaire de Goma est l'absence de formation continue des enseignants. Afin d'aider ces enseignants à s'autoformer professionnellement pendant leur carrière, l'identification préalable de leurs besoins en formation continue et socioprofessionnels s'est avérée pertinente. Le but de cette étude est d'identifier et d'analyser ces besoins. Pour ce faire, un questionnaire de 91 énoncées a d'abord été rempli par 151 enseignants du secondaire à Goma, chef-lieu de la Province du Nord-Kivu (RDC). Par la suite, des entrevues ont été réalisées auprès de 20 d'entre eux. Les énoncés du questionnaire et ceux du canevas d'entretien ont été regroupés selon trois thèmes : les besoins en compétences professionnelles, les besoins socioprofessionnels et les renseignements généraux. La détermination des besoins en formation continue et leur classement selon l'ordre de priorité ont été réalisés au moyen des approches analytiques et graphiques de l'analyse de besoin. Les résultats de cette étude révèlent que des 73 besoins concernent la formation continue, cinq sont jugés extrêmement prioritaires. Ces besoins extrêmement prioritaires sont : la formation pédagogique; des ateliers de formation; des séminaires; l'emploi correct des TIC dans les buts de se constituer des réseaux d'échange et de formation continue dans son domaine d'enseignement et dans sa pratique pédagogique ; la connaissance et l'utilisation des TIC en enseignement et apprentissage. Pour ce qui est des besoins socioprofessionnels, les résultats indiquent qu'ils sont au nombre de 30. Parmi ceux-ci, la rémunération salariale, la sécurité sociale, le transport et le logement sont les plus cités par les participants.

Insertion professionnelle

UNESCO IIPE Pôle de Dakar, OIF IFEF : Institut de la Francophonie pour l'éducation et la formation, & Agence luxembourgeoise pour la coopération en éducation. (2020). ***Des systèmes d'EFTP de***

qualité pour une transition formation-emploi réussie des jeunes en Afrique. UNESCO. IIPE Pôle de Dakar. https://unesdoc.unesco.org/ark:/48223/pf0000373007/PDF/373007fre.pdf.multi
Ce rapport est la synthèse du 2e atelier régional de partage et de renforcement mutuel des acteurs de la formation professionnelle en Afrique (Nairobi, juin 2019) sur le thème : « Améliorer la gestion de la qualité des systèmes d'EFTP pour une transition formation-emploi des jeunes d'Afrique réussie ». Il porte sur les dispositifs de certification, les stratégies et les outils pour la formation des centres de formation professionnelle, le suivi de l'insertion professionnelle et la régulation de l'offre de formation professionnelle.

Marché du travail

Amuedo-Dorantes, C., Arenas-Arroyo, E., & Sevilla, A. (2020). **Labor market impacts of states issuing of driver's licenses to undocumented immigrants.** *Labour Economics*, *63*, 101805. https://doi.org/10.1016/j.labeco.2020.101805
Over the last years several states have enacted policies granting undocumented immigrants access to driver's licenses. We exploit the state and temporal variation in the issuing of state driver's licenses to undocumented immigrants to estimate their impact on labor market outcomes. Using 2005 through 2017 data from the American Community Survey, we show that likely undocumented men increase their weekly hours of work in response to the availability of driver's licenses. Perhaps due to their already high labor force participation, the impact is somewhat moderate. We also find no similar impacts among similarly skilled foreign-born Hispanic men who have naturalized. The policy slightly raises commuting time, suggesting changes in work patterns, as well as likely undocumented immigrants' propensity to have an occupation that requires driving. At a time when anti-immigrant sentiments are at an all-time high, understanding how these policies impact targeted groups and similarly skilled citizens is crucial for maintaining an informed immigration policy debate.

Autin, K. L., & Allan, B. A. (2019). **Socioeconomic Privilege and Meaningful Work : A Psychology of Working Perspective**. *Journal of Career Assessment*, *28*(2), 241-256. https://doi.org/10.1177/1069072719856307
Surveying a diverse sample of working adults, the current study examined the role of socioeconomic privilege in workers' desire for and experience of meaningful work. First, we tested for differences across social status groups in desire for and experience of meaningful work, finding that, although desire for meaningful work was consistent across groups, experience of meaningful work was more likely to be endorsed by those who identified with higher social status. Building off this finding, we examined the moderating role of basic need satisfaction in the link between desire for and experience of meaningful work, finding survival and self-determination need satisfaction to be significant moderators. Results suggested that meaningful work is desired consistently across social status groups and that socioeconomic privilege may play a significant role in one's experience of meaningful work via satisfaction of basic needs.

Azlor, L., Damm, A. P., & Schultz-Nielsen, M. L. (2020). **Local labour demand and immigrant employment**. *Labour Economics*, *63*, 101808. https://doi.org/10.1016/j.labeco.2020.101808

This study investigates the effect of local labour demand on employment of immigrant workers. We address the challenge of location sorting by estimating the effects of initial local labour demand for refugees who were subject to the Danish Spatial Dispersal Policy from 1999–2010. After location assignment, refugees participate in a 3-year introduction programme; eligibility to means-tested welfare benefits during programme participation is conditional on residing in the assigned municipality. We use full population Danish administrative registers that contain information on admission class of immigrants and identify refugee status without any measurement error. Our findings show that four years after assignment, 83% of refugees still live in the assigned municipality. Moreover, assignment to a municipality with a one percentage point higher employment rate increases the employment probability of refugees by 0.5–0.6 percentage points (elasticities 1.1–1.8) two to four years after arrival in Denmark. We also find consistent significant effects of alternative measures of local labour demand on employment chances of refugees. Our results provide quasi-experimental evidence that immigrant employment is sensitive to labour market conditions in the initial location and highlight the importance of carefully designing refugee allocation policies.

Ballance, J., Clifford, R., & Shoag, D. (2020). **"No more credit score" : Employer credit check bans and signal substitution**. *Labour Economics*, *63*, 101769. https://doi.org/10.1016/j.labeco.2019.101769

In the past decade, most states have banned or considered banning the use of credit checks in hiring decisions, a screening tool that is widely used by employers. Using new Equifax data on employer credit checks, the Federal Reserve Bank of New York Consumer Credit Panel/Equifax data, and the LEHD Origin-Destination Employment data, we show that these bans shifted employment to people residing in census tracts with the lowest average risk score. We do this using both employment outcomes and changes in worker commuting patterns, which allow us to control for business cycle effects at very refined geographies. The largest shifts occurred in higher paying jobs and in the government sector. At the same time, using a large database of online job postings, we show that employers in low-credit municipalities subject to the ban differentially increased their demand for other signals of applicants' job performance, like education and experience. On net, the changes induced by these bans generate relatively worse outcomes for those with mediocre risk scores, for those under 22 years of age, and for blacks—groups commonly thought to benefit from such legislation, but which may suffer from statistical discrimination.

Braun, C., Engelhardt, B., Griffy, B., & Rupert, P. (2020). **Testing the independence of job arrival rates and wage offers**. *Labour Economics*, *63*, 101804. https://doi.org/10.1016/j.labeco.2020.101804

Is the arrival rate of a job independent of the wage that it pays? We answer this question by testing whether unemployment insurance alters the job finding rate differentially across the wage distribution. To do this, we use a Mixed Proportional Hazard Competing Risk Model in which we classify quantiles of the wage distribution as competing risks faced by searching unemployed workers. Allowing for flexible unobserved heterogeneity across spells, we find that unemployment insurance increases the likelihood that a searcher matches to higher paying jobs relative to low or medium paying jobs, rejecting the notion that wage offers and job arrival rates are independent. We show that dependence between wages and job offer arrival rates explains 9% of the increase in the duration of unemployment associated with unemployment insurance.

Brébion, C. (2020). **L'Allemagne : Un modèle de relations professionnelles vraiment coopératif ?** *Connaissance de l'emploi*, *158*. http://ceet.cnam.fr/medias/fichier/158-l-allemagne-un-modele-de-relations-professionnelles-vraiment-cooperatif_1586354579050-pdf?ID_FICHE=1066065&INLINE=FALSE
Les représentants du personnel (RP) au sein des entreprises ne sont pas des représentants des salariés comme les autres. Ils négocient directement avec leur propre employeur, contrairement aux RP de branche ou au niveau interprofessionnel. Cette relation de subordination est susceptible de rendre leur trajectoire salariale dépendante de l'appréciation, par l'employeur, du bénéfice que les négociations peuvent apporter à l'entreprise. Ce numéro de Connaissance de l'emploi repose sur un travail de recherche qui estime, au moyen de régressions statistiques, l'impact du mandat de RP d'entreprise sur les trajectoires salariales en Allemagne. Le pays est généralement décrit comme l'un des plus coopératifs d'Europe en termes de relations professionnelles. À l'encontre de cette représentation, notre recherche révèle l'existence de stratégies d'entreprises discriminant les RP en fonction de leurs revendications et de leur adhésion supposée aux intérêts de l'entreprise

Brunello, G., Lodigiani, E., & Rocco, L. (2020). **Does low skilled immigration increase the education of natives? Evidence from Italian provinces**. *Labour Economics*, *63*, 101794. https://doi.org/10.1016/j.labeco.2019.101794
While there is a vast literature considering the labour market effects of immigration, less has been done to investigate how immigration affects the educational choices of young natives. Using Italian provincial data and an instrumental variables strategy, we show that the recent rise of low skilled immigrants has increased both the probability that young native high school graduates (males in the whole country and females in the industrialized North) enrol in or attain higher education and the probability that young natives (males and females) with less than high school education stay out of further education or training. We show that our results can be explained by a standard model of educational choices if some conditions are satisfied.

Donzeau, N., Ba, A., & Pons, Y. (2020). **En 2018, les contrats aidés chutent, les autres emplois publics augmentent**. *Insee Première*, *1797*. https://www.insee.fr/fr/statistiques/4477497?pk_campaign=avis-parution
Fin 2018, 5,6 millions de salariés travaillent dans la fonction publique en France. Après une quasi-stabilité en 2017, les effectifs baissent de 21 800 en 2018 (soit − 0,4 %) principalement en raison d'une nouvelle chute du nombre des contrats aidés. Bien que l'ampleur diffère selon les versants de la fonction publique, tous sont concernés. Hors emplois aidés, les effectifs augmentent de 38 200 (soit + 0,7 %). De fait, les contrats aidés sont en grande partie remplacés par des emplois de contractuels et les agents employés sous ce statut sont de plus en plus nombreux (+ 52 800 soit + 5,2 %). En particulier, 33 100 bénéficiaires d'un contrat aidé fin 2017 ont été recrutés comme contractuels en 2018. Les mouvements d'entrées-sorties sont principalement le fait des contractuels qui ont des contrats courts. Le solde, déjà négatif en 2017, entre les entrées et les sorties se creuse. Cette évolution est principalement imputable aux fonctionnaires et bénéficiaires de contrats aidés. À l'inverse, le solde positif des contractuels s'accroît entre 2017 et 2018. Les interruptions temporaires d'activité augmentent légèrement et les postes de courte durée sont stables depuis 2017.

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.

Fernandes, A., Huber, M., & Vaccaro, G. (2020). ***Gender Differences in Wage Expectations*** [Paper]. arXiv.org.
https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:arx:papers:2003.11496;terms=Gender%20Differences%20in%20Wage%20Expectations
Using a survey on wage expectations among students at two Swiss institutions of higher education, we examine the wage expectations of our respondents along two main lines. First, we investigate the rationality of wage expectations by comparing average expected wages from our sample with those of similar graduates; we further examine how our respondents revise their expectations when provided information about actual wages. Second, using causal mediation analysis, we test whether the consideration of a rich set of personal and professional controls, namely concerning family formation and children in addition to professional preferences, accounts for the difference in wage expectations across genders. We find that males and females overestimate their wages compared to actual ones, and that males respond in an overconfident manner to information about outside wages. Despite the attenuation of the gender difference in wage expectations brought about by the comprehensive set of controls, gender generally retains a significant direct, unexplained effect on wage expectations.

Frederiksen, A., & Kadenic, M. D. (2020). **Mining the North : Local impacts**. *Labour Economics*, *63*, 101790. https://doi.org/10.1016/j.labeco.2019.101790
In this paper, we study how mine openings change local societies in the Nordic countries. Our study is based on register data at the municipality level from Norway, Sweden, and Finland. We document that a mine opening increases employment in the municipality where the mine is located and that the demand shock has a direct effect on the mining sector and propagates to other industries. Our results also reveal that mine openings increase the population, both in the municipality where the mine is located and in the surrounding region. Finally, we document that a mine opening increases the male share of the population of the municipalities, gives it a more pronounced U-shaped age profile, and that all education groups increase in size; the numbers, however, are larger for people with lower-level educations.

Ginther, D. K., Currie, J., Blau, F., & Croson, R. (2020). ***Can Mentoring Help Female Assistant Professors in Economics ? An Evaluation by Randomized Trial*** (Numéro 26864). National Bureau of Economic Research, Inc. https://EconPapers.repec.org/RePEc:nbr:nberwo:26864
Women continue to be underrepresented in academic ranks in the economics profession. The Committee on the Status of Women in the Economics Profession of the American Economics Association established the CeMENT mentoring workshop to support women in research careers. The program was designed as a randomized controlled trial. This study evaluates differences between the treatment and control groups in career outcomes. Results indicate that relative to women in the control group, treated women are more likely to stay in academia and more likely to have received tenure in an institution ranked in the top 30 or 50 in economics in the world.

Goldhaber, D., Krieg, J., & Theobald, R. (2020). **Effective like me? Does having a more productive mentor improve the productivity of mentees?** *Labour Economics*, *63*, 101792. https://doi.org/10.1016/j.labeco.2019.101792
We use a novel database of the preservice apprenticeships ("student teaching placements") of teachers in Washington State to investigate the relationship between mentor effectiveness (as measured by value added) and the future effectiveness of their mentees. We find a strong, positive relationship between the effectiveness of a teacher's mentor and their own effectiveness in math and a more modest relationship in English Language Arts. The relationship in math is strongest early in a teacher's career, and would be positive and statistically significant even in the presence of non-random sorting on unobservables of the same magnitude as the sorting on observables. This suggests that at least some of this relationship reflects a causal relationship between mentor effectiveness and the future effectiveness of their mentees in math.

Gorry, A., Munro, D., & vom Lehn, C. (2020). **Experience, skill composition, and the persistence of unemployment fluctuations**. *Labour Economics*, *63*, 101793. https://doi.org/10.1016/j.labeco.2019.101793
There is little internal propagation of unemployment in standard search and matching models. When calibrated to the high levels of worker flows observed empirically, unemployment in these models rapidly converges back to its steady state level. We illustrate that even with high worker flows between employment and unemployment, slow movements in the composition of workers across groups with different baseline unemployment rates can generate substantial persistence. To quantitatively assess the importance of these compositional changes, we develop a search model with worker experience and skill loss. When the model is calibrated to match empirical evidence on labor market outcomes that vary with tenure and worker displacement, the model endogenously generates substantial persistence in unemployment.

Gunes, P. M., & Ural Marchand, B. (2020). **Macroeconomic conditions and child schooling in Turkey**. *Labour Economics*, *63*, 101809. https://doi.org/10.1016/j.labeco.2020.101809
This paper examines the effects of macroeconomic shocks on child schooling in Turkey using household labor force surveys from 2005–2013. We use variation in local labor demand as an instrumental variable, particularly regional industry composition and national industry employment growth rates. The results demonstrate that child schooling is pro-cyclical in Turkey, with the most acute effects among children with less educated parents and living in rural areas. Finally, as hypothesized, we find asymmetric effects on child schooling based on skill composition

of employment growth–higher unemployment among unskilled workers increases schooling, whereas higher unemployment among skilled workers decreases schooling.

Holford, A. (2020). **Youth employment, academic performance and labour market outcomes : Production functions and policy effects**. *Labour Economics*, *63*, 101806. https://doi.org/10.1016/j.labeco.2020.101806
We use instrumental variables for teenage employment opportunities to identify the causal effects of part-time work during compulsory education in England on educational performance at age 16 and labour market outcomes to age 25. We identify the total 'policy effect', partly driven by resulting changes in other inputs, and the direct effect or 'production function parameter', which holds these constant. The total effects of an additional hour of part-time work per week at age 15 include reducing educational performance in school-leaving qualifications by males by 2.5% and females by 6.7% of a standard deviation, and increasing duration of unemployment experience before age 25 by two months. Direct effects on long-run outcomes are generally beneficial for women and less so for men. What human capital or signalling benefits there are to teenage part-time work are substantially offset by the effects of reduced educational investments.

Ma, J. (2020). **High skilled immigration and the market for skilled labor : The role of occupational choice**. *Labour Economics*, *63*, 101791. https://doi.org/10.1016/j.labeco.2019.101791
In recent years, immigration rates have increased dramatically among the most highly skilled workers. How does this inflow affect labor market outcomes among highly skilled native-born workers? I estimate a labor market equilibrium model in which individuals adjust to skilled immigration by changing occupations and investing in human capital differently. I also estimate the demand functions for native and immigrant workers and find that skilled immigrants and natives are imperfect substitutes in some occupations but are complements in others. Counterfactual exercises indicate that even large inflows of foreign skilled workers have limited impacts on domestic workers. In particular, the skill rental rates for native science and engineering workers would have been approximately 2% higher if firms were not able to hire more foreigners than they did in 1994. On the other hand, had the U.S. workers been constrained to remain in their original occupations, the adverse impacts of foreign labor competition would be more severe. When natives' occupational choices respond to immigration, the negative effects are diffused.

Michael, M., & Christofides, L. N. (2020). **The impact of austerity measures on the public—Private sector wage gap in Europe**. *Labour Economics*, *63*, 101796. https://doi.org/10.1016/j.labeco.2020.101796
Considering the year prior to the international and sovereign crises (2007) as a benchmark and studying all years until the crises receded (2013) in most of the 31 countries available in the European Union Survey of Income and Living Conditions (EU SILC), we examine the impact of public sector pay reforms on the public-private sector wage gap. We do so at the mean and along quantiles of the wage distributions, using decomposition methods to identify the explained and unexplained components of the gap. We code the pay reforms in the 31 countries into the categorical variables Freeze and Cut and consider their impact on quantile features of the wage gap using static and dynamic panel methods. Robust estimates suggest that public sector freezes and/or cuts had negative and statistically significant effects on the unexplained public-private sector gap,

particularly evident at the median and the 90th quantile. At the 10th quantile, the impact of the measures was positive but statistically weaker. The 90th minus 10th quantile effects are negative, reflecting attempts by many countries to protect the low-paid, regardless of the initial public-private pay gap for this group. Countries which received external financial assistance had high pay gaps before the crises and displayed a variety of adjustments during the crises.

Pora, P., & Wilner, L. (2020). **A decomposition of labor earnings growth : Recovering Gaussianity?** *Labour Economics*, *63*, 101807. https://doi.org/10.1016/j.labeco.2020.101807
Recent works have concluded that labor earnings dynamics exhibit non-Gaussian and nonlinear features. We argue in this paper that this finding is mainly due to volatility in working time. Using a non-parametric approach, we find from French data that changes in labor earnings exhibit strong asymmetry and high peakedness. However, after decomposing labor earnings growth into growth in wages and working time, deviations from Gaussianity stem from changes in working time. The nonlinearity of earnings dynamics is also mostly driven by working time dynamics at the extensive margin.

Presbitero, A., & Teng-Calleja, M. (2019**). Employee Intention to Stay in an Organization : Examining the Role of Calling and Perceived Supervisor Support Through the Theoretical Lens of Work as Calling**. *Journal of Career Assessment*, *28*(2), 320-336. https://doi.org/10.1177/1069072719858389
This study offers new perspectives on employees' intention to stay in organizations by examining the role of calling and perceived supervisor support (PSS). Drawing from work as calling theory (WCT) and utilizing survey data collected in the Philippines (Study 1; n = 338), we found that perceiving a calling is positively and significantly related to intention to stay and that PSS serves as a moderating variable. To further assess the mechanism that links perceiving a calling with intention to stay, we conducted a second study, after 6 months, focusing on the employee's state of living out the calling. Using another survey data set collected in the Philippines (Study 2; n = 379), we found that living a calling serves as a mediating variable that influences the relationship between perceiving a calling and intention to stay, which is further strengthened by PSS. Theoretical and practical implications are fully discussed.

Sánchez-Cardona, I., Vera, M., Martínez-Lugo, M., Rodríguez-Montalbán, R., & Marrero-Centeno, J. (2019). **When the Job Does Not Fit : The Moderating Role of Job Crafting and Meaningful Work in the Relation Between Employees' Perceived Overqualification and Job Boredom**. *Journal of Career Assessment*, *28*(2), 257-276. https://doi.org/10.1177/1069072719857174
Job boredom is a common experience at work; however, it has been neglected in research and practice compared to other well-being states. Based on the person-job fit theory, this article aims to examine the association between employees' perceived overqualification and job boredom, analyzing potential moderators. In Study 1, we analyzed job crafting as a moderator using a sample of 832 employees from different organizations in Puerto Rico. Results supported the relation between employees' perceived overqualification and job boredom but did not support the moderating effect of job crafting since only two dimensions (i.e., increasing structural resources and increasing challenging demands) significantly moderate this association in an opposite direction. In Study 2, we analyzed the moderating role of meaningful work with a sample of 394 employees. Results supported the moderating effect of meaningful work on the relation between

employees' perceived overqualification and job boredom. While job crafting dimensions of increasing structural resources and increasing challenging demands strengthen or have little effect on reducing the association between employees' perceived overqualification and job boredom, meaningful work buffers this effect. These findings suggest that organizations must provide opportunities for employees to find meaning in their jobs. Additional research is needed to understand the role of job crafting to reduce job boredom.

Sawhney, G., Britt, T. W., & Wilson, C. (2019). **Perceiving a Calling as a Predictor of Future Work Attitudes : The Moderating Role of Meaningful Work**. *Journal of Career Assessment*, *28*(2), 187-201. https://doi.org/10.1177/1069072719848981
The goal of the current study was to examine the interactive effect of perceiving a calling and meaningful work on employee attitudes. Specifically, we explored the multiplicative effect of perceiving a calling and meaningful work on work engagement, affective, and normative occupational commitment using a prospective design. Results indicated that meaningful work moderated the relation between perceiving a calling and affective occupational commitment. Specifically, the effects of perceiving a calling on affective occupational commitment were stronger for those who perceived less, but not more, meaning in their work. The interactive effect of perceiving a calling and meaningful work did not predict work engagement or normative occupational commitment. Implications and future research directions are discussed.

Sterling, H. M., & Allan, B. A. (2019). **Construction and Validation of the Quality of Maternity Leave Scales (QMLS)**. *Journal of Career Assessment*, *28*(2), 337-359. https://doi.org/10.1177/1069072719865163
Maternity leave is not federally guaranteed or paid in the United States. Although there has been an increase of women in the workforce, federal maternity leave policy has not changed since the adoption of the Family and Medical Leave Act in 1993. The subjective quality of this maternity leave is likely an important component of what mothers perceive to be decent work. However, no scholars have developed measurements examining mothers' subjective experiences of the quality of their maternity leave. Therefore, the goal of the current research was to develop scales measuring six domains of quality of maternity leave: time off, flexibility, coworker support, discrimination, microaggressions, and benefits (e.g., pay, health care, disability insurance). In two studies with diverse samples of working, adult mothers, we provide evidence for the factor structure, validity, and internal consistency of the Quality of Maternity Leave Scales.

van den Berg, G. J., Paul, A., & Reinhold, S. (2020). **Economic conditions and the health of newborns : Evidence from comprehensive register data**. *Labour Economics*, *63*, 101795. https://doi.org/10.1016/j.labeco.2020.101795
We examine whether economic downturns are beneficial to health outcomes of newborn infants in developed countries. For this we use merged population-wide registers on health and economic and demographic variables, including the national medical birth register and intergenerational link registers from Sweden covering 1992–2004. We take a rigorous econometric approach that exploits regional variation in unemployment and compares babies born to the same parents so as to deal with possible selective fertility based on labour market conditions. We find that downturns are beneficial; an increase in the unemployment rate during pregnancy reduces the probability of having a birth weight less than 1500 grams or of dying within 28 days of birth. Effects are larger in

low socio-economic status households. Health improvements cannot be attributed to the parents' own employment status. Instead, the results suggest other pathways triggered by the economic cycle.

Witte, N. (2020). **Have Changes in Gender Segregation and Occupational Closure Contributed to Increasing Wage Inequality in Germany, 1992–2012?** *European Sociological Review*, *36*(2), 236-249. https://doi.org/10.1093/esr/jcz055

Abstract Wage inequality continued to increase through the 1990s and 2000s in post-industrial economies. This article contributes to the debate on occupations and inequality by assessing the role of occupational segregation and occupational closure for understanding the increase in inequality. Using employee data for West Germany in 1992 and 2012 and based on decompositions of unconditional quantile regressions the article investigates the contribution of changes in both occupational characteristics to changes in the wage structure. Our findings suggest that both the employment increase in more closed occupations and increased rewards in these occupations have contributed to wage increases across the distribution, especially in the lower half of the wage distribution. Our results further suggest disproportional wage increases in female-dominated occupations at the bottom of the distribution and disproportional wage decreases in male-dominated occupations at the top. If these occupational characteristics had remained at 1992 levels, then 90/10 wage inequality would have been 25 per cent higher in 2012. Thus, changes in occupational characteristics have contributed to wage compression in the observation period.

Wolff, H.-G., & Spurk, D. (2019). **Developing and Validating a Short Networking Behavior Scale (SNBS) From Wolff and Moser's (2006) Measure**. *Journal of Career Assessment*, *28*(2), 277-302. https://doi.org/10.1177/1069072719844924

Networking refers to building, maintaining, and using informal contacts to attain work or career resources. Although several measures exist, we are not aware of any short measure that reaches conventional standards and captures the breadth and multiple dimensions of the construct. To enable a brief and at the same time broad assessment of networking behaviors, this study reports the development and validation of a short version (the Short Networking Behavior Scale) of Wolff and Moser's (2006) 44-item networking behavior scale. We examine the measurement properties of the derived 18-item version in two studies using three samples. Confirmatory factor analyses show that a correlated six-factor model with two higher order factors of internal and external networking fits the data well. We provide evidence for construct and criterion-oriented validity, showing that the internal and external networking scales exhibit meaningful correlational patterns with personality, career, and social network variables but only small and mostly nonsignificant correlations with measures of job or task characteristics.

Xu, H. (2019). **Development and Initial Validation of the Constructivist Beliefs in the Career Decision-Making Scale**. *Journal of Career Assessment*, *28*(2), 303-319. https://doi.org/10.1177/1069072719845668

Although career adaptability and constructivist beliefs both capture important aspects of career construction, previous research has predominantly focused on career adaptability and ignored the importance of constructivist beliefs. Drawing on career construction theory and decision-making science, the current study proposes two factors (i.e., satisficing decision and agentic creation) of constructivist beliefs in career decision-making (CBCD) and develops and initially validates a scale

measuring the two factors. Study 1 develops the CBCD Scale and supports the two-factor structure of the CBCD through exploratory factor analysis. Study 2 supports the internal consistency reliability of the CBCD and cross-validates the two-factor structure of the CBCD through confirmatory factor analysis. Additionally, Study 2 finds support for the incremental predictions of the CBCD for career indecision and career decision ambiguity management over and beyond career adaptability. The theoretical and practical implications of the CBCD are discussed, as are the limitations and suggestions for future research.

Yu, H., Dai, Y., Guan, X., & Wang, W. (2019). **Career Adapt-Abilities Scale–Short Form (CAAS-SF) : Validation Across Three Different Samples in the Chinese Context**. *Journal of Career Assessment*, *28*(2), 219-240. https://doi.org/10.1177/1069072719850575
Based on career construction theory, we conducted a cross-cultural validation study of the Career Adapt-Abilities Scale–Short Form (CAAS-SF) proposed by Maggiori, Rossier, and Savickas across three sample groups (college students, civil servants, and enterprise employees) in the Chinese context. Results of the principal component analyses and confirmatory factor analyses suggested a four-factor solution and confirmed the hierarchical structure of the Chinese version of the CAAS-SF. In addition, this short form achieved satisfactory configural invariance, full metric invariance, and scalar invariance. These findings support the use of the CAAS-SF as a valid and reliable measure to assess career adaptability in China. Limitations and suggestions for future research are discussed.

Métiers de l'éducation

Brunetti, A., Buechel, K., Jakob, M., Jann, B., Kuehnhanss, C., & Steffen, D. (2020). ***Teacher Content Knowledge in Developing Countries : Evidence from a Math Assessment in El Salvador***. Universitaet Bern, Departement Volkswirtschaft. https://EconPapers.repec.org/RePEc:ube:dpvwib:dp2005
Education is one of the key resources in the fight against poverty. While substantial progress has been made in terms of school enrollment, evidence suggests that educational quality is still alarmingly low in many developing countries. Various explanations have been suggested, but one very obvious factor in the educational production function has received surprisingly little attention: the content knowledge of teachers. For this study, we administered an exam-type assessment to a representative sample of 224 primary school teachers in Morazan, El Salvador. The average teacher scored 47% correct answers on 50 questions covering the offcial math curriculum for second to sixth graders. Overall, our results point to an even more worrying situation than suggested by previous findings based on indirect measures of content-related teacher skills in several African countries.

DESCHAMPS, P., REVILLARD, A., SAUTIER, M., & ARBOGAST, M. (2020). **Les quotas de genre dans le monde académique**. *Les débat du LIEPP*, *5*. https://spire.sciencespo.fr/hdl:/2441/6lvb2cer9r8ucaco1v3kh2ukva/resources/debat-du-liepp-n-5.pdf
Quel peut être l'effet de l'introduction de quotas face aux inégalités de genre dans l'enseignement supérieur et la recherche ? Dans une étude, Pierre Deschamps a analysé l'impact de la mise en place depuis 2015 d'un quota de 40 % de femmes dans les comités de sélection à l'université. Les

résultats de cette étude interrogent la conception et les effets des politiques d'égalité dans l'enseignement supérieur et la recherche. En effet, si le quota est effectivement respecté, la progression de la proportion de femmes dans les comités semble s'être accompagnée d'une diminution des chances de recrutement des femmes candidates. Ces conclusions ont fait l'objet d'une discussion interdisciplinaire avec Anne Revillard, Marie Sautier et Mathieu Arbogast qui, respectivement : sont revenus sur l'origine et les objectifs des réformes instituant ce quota ; ont mis en perspective les résultats de l'étude de Pierre Deschamps à partir d'une analyse sociologique des mécanismes de production des inégalités de genre ; ont pointé les obstacles spécifiques à la mise en œuvre des quotas dans le monde de la recherche.

Dozolme, S., & Ria, L. (2019). **Bifurcation professionnelle du monde de l'entreprise au monde scolaire : Phénomène d'hystérésis ou de rejet de l'ancien métier ?** *Recherche et formation*, *90*, 57-71. https://doi.org/10.4000/rechercheformation.4992
En France, chaque année entre 10 et 25 % des lauréats de concours du second degré proviennent d'une reconversion professionnelle. Ces nouveaux enseignants intègrent une institution qu'ils n'ont appréhendée qu'au cours de leur propre scolarité. Notre article présente un travail de recherche conduit auprès d'enseignants stagiaires débutants du second degré, seconde carrière. Par le biais de récits de vie, d'observation in situ, cette étude qualitative s'attache à comprendre comment les vécus professionnels antérieurs véhiculés par ces enseignants constituent des atouts ou des handicaps dans leur nouveau métier.

Farges, G. (2019). **Enseigner après une expérience professionnelle : Contribution à une analyse des mobilités et des représentations du métier**. *Recherche et formation*, *90*, 43-55. https://doi.org/10.4000/rechercheformation.4977
En France, les cheminements vers l'enseignement primaire et secondaire public des enseignants ayant exercé une profession auparavant sont peu connus, alors que leurs proportions ont augmenté ces dernières années. Mobilisant une enquête conduite auprès d'un échantillon d'enseignants travaillant dans le secteur public, parmi lesquels certains ont exercé une autre activité antérieurement, cet article propose un éclairage sur les parcours de ces personnes, leurs motivations, leurs projets professionnels ainsi que sur leurs représentations de la valeur du métier d'enseignant, qui ne sont pas indépendantes des caractéristiques de leurs trajectoires passées.

Frajerman, L. (2020). **Des profs déclassés ?** *Sciences Humaines*, *324*. https://www.scienceshumaines.com/des-profs-declasses_fr_42125.html
Le déclassement des profs n'est pas un mythe. Plusieurs enquêtes mettent en lumière l'érosion de leur salaire et de leur influence sociale.

Kaddouri, M. (2019). **Reconversions professionnelles, dynamiques identitaires et rapport à la formation.** *Recherche et Formation*, *90*, 103-115. http://journals.openedition.org/rechercheformation/5127
Recherche et formation : Pourriez-vous présenter les notions d'engagement dans la formation et de dynamiques identitaires, que vous mobilisez régulièrement dans vos travaux ? Il y a plusieurs façons de présenter la question des dynamiques identitaires et d'engagement en formation... Je le ferai en revenant ici sur ce qu'on peut appeler la trajectoire de ces deux concepts dans ma propre

trajectoire. Avant de rencontrer la question de l'engagement en formation en tant que chercheur, je l'ai ren...

KUTCHE TAMGHE, C. de D. (2020). **Organizational Justice and Organizational Commitment of Public Secondary School Teachers in Cameroon.** *Journal of Education and Practice*, *10*(36), 157-166. https://doi.org/10.7176/JEP/10-36-18

Morrissette, J., Demazière, D., Larose, M., Diédhiou, S., & Arcand, S. (2019). **La confrontation de conventions professionnelles au coeur de la socialisation d'enseignant·e·s formé·e·s à l'étranger travaillant dans l'école montréalaise.** *Revue des sciences de l'éducation*, *45*(2), 100-128. https://doi.org/10.7202/1067535ar
Cet article a pour but de présenter les résultats d'une recherche portant sur la socialisation professionnelle d'enseignant·e·s formé·e·s à l'étranger s'intégrant dans les écoles montréalaises. Une série d'entretiens collectifs a été proposée à certain·e·s d'entre elles·eux et à des pairs mentors afin de co-analyser des évènements concrets ayant marqué leur intégration et de débattre de leurs significations. Les résultats mettent en lumière deux dimensions majeures de leur socialisation : le rapport aux élèves et la régulation des conduites dans les classes, et la participation à la communauté de pairs et la définition de la compétence professionnelle.

National Association for the Education of Young Children. (2020). ***Unifying Framework for the Early Childhood Education Profession*** (p. 50). National Association for the Education of Young Children. http://powertotheprofession.org/wp-content/uploads/2020/03/Power-to-Profession-Framework-03062020-web.pdf
In January 2017, a broad-based Task Force of leaders from 15 national organizations that represent members of the early childhood education field convened to help answer the question of how to drive increased public investment. Selected to have a seat on the Task Force because they represented a segment of the early childhood education field itself, these organizations systematically and sequentially worked to establish unity and clarity around the career pathways, knowledge and competencies, qualifications, standards, accountability, supports, and compensation to define the early childhood education profession.

Négroni, C. (2019). **Reconversions féminines vers l'enseignement, entre choix contraint et sécurisation de son parcours**. *Recherche et formation*, *90*, 15-26. https://doi.org/10.4000/rechercheformation.4917
Cet article s'intéresse aux femmes qui se reconvertissent vers l'enseignement. Nous montrons que la reconversion professionnelle volontaire n'est pas un simple changement d'emploi, elle a aussi des incidences sur le parcours de vie et elle peut être une bifurcation biographique. Les reconversions professionnelles des femmes vers l'enseignement comme les carrières féminines sont tiraillées entre vie professionnelle et vie familiale ; cette tension amène à des réorientations qui tiennent aux conditions de travail et aux relations qu'entretiennent les femmes avec l'entreprise, actant ainsi des formes de sécurisation des parcours de vie.

Négroni, C., & Mazade, O. (2019). **Entre contrainte et choix, regards sur les reconversions professionnelles subies et les reconversions professionnelles volontaires**. *Recherche et formation*, *90*, 87-102.

Le propos de cet article est de réfléchir sur le mot de reconversion. Il conviendra d'en définir le sens dans un contexte qui a connu d'importants changements et mutations économiques et des bouleversements de la structure sociale française lors de ces quarante dernières années. Nous tentons de distinguer les reconversions industrielles des reconversions professionnelles volontaires. Nous montrons que si la formation s'inscrit différemment dans les deux situations, elle tient néanmoins une place prépondérante dans les changements professionnels.

Ntebutse, J., Lopez, A., Baril, D., & Bourgeois, C. (2019). **Les croyances des futurs enseignants du secondaire au sujet de la compétence numérique des élèves**. *Nouveaux cahiers de la recherche en éducation*, *21*(3), 98-115. https://doi.org/10.7202/1067710ar
Partant d'une controverse dans les écrits sur la compétence numérique des natifs du numérique, cette étude qualitative exploratoire examine les croyances des futurs enseignants du secondaire à l'égard de la compétence numérique des élèves. Des entrevues ont été menées auprès de 36 participants provenant de trois universités québécoises et traitées à partir d'une analyse thématique. Les résultats révèlent que ces futurs enseignants considèrent ladite compétence numérique en général faiblement développée par les élèves du secondaire dans sa triple dimension technologique, cognitive et éthique. Cette étude contribue, à l'instar d'autres recherches empiriques, à nuancer le discours d'évidence sur la compétence numérique des élèves et à enrichir la structuration d'une approche sociocritique du numérique en éducation.

Pépin, C. (2020). **L'avancement de grade des enseignants - chercheurs : Promotions nationales et locales. Bilan de la campagne 2019 (hors avancement spécifique et enseignants hospitalo-universitaires).** *Note de la DGRH Enseignement supérieur*, *3*. https://cache.media.enseignementsup-recherche.gouv.fr/file/statistiques/83/6/Note_DGRH_n3_Mars_2020_Campagne_2019_1269836.pdf
En 2019, un tiers des enseignants - chercheurs promouvables à un avancement de grade a été candidat avec des différences selon le grade d'accès. Parmi eux, près de la moitié a été promue. Le taux de promus est le plus élevé pour l'accès à l'échelon exceptionnel de la hors classe des maîtres de conférences (77%). Ce taux varie sensiblement selon le groupe CNU. Les femmes sont autant candidates que les hommes et sont plus fréquemment promues.

Perez-Roux, T. (2019). **Devenir enseignant en seconde carrière : Des reconversions désirées à l'épreuve du réel.** *Recherche et formation*, *90*, 27-41. https://doi.org/10.4000/rechercheformation.4962
La contribution s'intéresse à des professionnels en reconversion qui ont choisi de devenir enseignants. Le processus de transition professionnelle dans lequel ils sont engagés est abordé dans le temps de professionnalisation-formation en alternance qui suit l'obtention du diplôme (CAPES). La reconversion « choisie » est appréhendée à partir des dynamiques identitaires et des épreuves professionnelles vécues par les acteurs. Deux portraits sont issus des vingt entretiens semi-directifs réalisés dans l'étude. Les résultats mettent en lumière la mobilisation de ressources plurielles (professionnelles, sociales, personnelles) pour faire face à la complexité du métier ; ils attestent par ailleurs d'un regard décalé sur la dimension collective du métier et sur la formation. Le sens donné par ces enseignants en reconversion à leur activité professionnelle témoigne de forts enjeux identitaires.

Rakoto-Raharimanana, H., & Monin, N. (2019). **Reconversion, bifurcation ou réorientation professionnelle ? Le cas des professeurs des écoles**. *Recherche et formation*, *90*, 73-86. https://doi.org/10.4000/rechercheformation.5012
La reconversion professionnelle est rarement perçue comme une phase de transition qui interroge la place et le sens donnés au travail aujourd'hui. Cet article se donne pour objectif d'examiner le processus de reconversion des professeur.e.s des écoles à l'aune de l'expérience de travail vécue et des situations d'inconfort qu'il révèle. À partir des résultats d'une enquête qualitative, nous analyserons les ressorts d'une « reconversion compensatoire » au travers d'une recomposition des attentes qui s'élabore dans le croisement entre vie personnelle et vie professionnelle.

Raymond-West, T., & Rangel, V. S. (2019). **Teacher Preparation and Novice Teacher Self-Efficacy in Literacy Instruction**. *Education and Urban Society*, *52*(4), 534-560. https://doi.org/10.1177/0013124519879425
The purpose of this study was to examine the extent to which traditional and alternative preparation programs differ in terms of their program components, as well as whether program type was related to different levels of self-efficacy in novice reading teachers. This exploratory study collected data from 83 novice elementary reading teachers in a large urban district in Texas. We answered the research questions using t tests and correlation analysis. The results indicated that traditionally prepared teachers reported significantly higher levels of exposure to literacy teaching skills across their coursework and field work as well as higher levels of self-efficacy. We also found a significant but weak relationship between teachers' level of self-efficacy and the level of literacy exposure they had in their coursework, and a significant and moderate relationship between teachers' self-efficacy and the level of literacy exposure they had through their field experiences.

Santos, J. M., Horta, H., & Zhang, L. (2020). **The association of thinking styles with research agendas among academics in the social sciences**. *Higher Education Quarterly*, *74*(2), 193-210. https://doi.org/10.1111/hequ.12240
Research agendas are understudied, despite being key to academic knowledge creation. The literature suggests that the ways that academics determine their research agendas are conditioned by individual, organisational and environmental characteristics. This study explores the cognitive aspects of academics' research agendas in the social sciences by using a theory on thinking styles as an analytical framework. The results suggest that the research agendas of academics in the social sciences are significantly associated with their thinking styles. These findings aid understanding of how academics set their research agendas. This study also represents an important landmark in research on thinking styles, focusing on academic research work as a potential venue for further studies. The findings are relevant for policymakers, research funding agencies, university administrators and academics because they have implications for academic research development processes, outcomes, and for research and academic identity socialisation during doctoral studies.

Torres-Olave, B., & Lee, J. J. (2020). **Shifting positionalities across international locations : Embodied knowledge, time-geography, and the polyvalence of privilege**. *Higher Education Quarterly*, *74*(2), 136-148. https://doi.org/10.1111/hequ.12216
Despite a robust body of scholarship on positionality, the practice of international Higher Education research often neglects engagement with the varied, fluid and complex positionalities of

researchers across national boundaries. Through a series of vignettes, the authors argue for reflexivity that extends beyond rigid social identities and towards embodied knowledge, or self-understanding that is mutable and context responsive. For international mobile researchers especially, new affinities can evolve through propinquity and social custom, and gradually become incorporated into self-knowledge with the passing of time. Beyond mere cultural competency, this article raises the importance of symbolic competency that simultaneously negotiates the multiple dimensions of language, various forms of capital, as well as evolving social identities in conducting research in different contexts.

Trilokekar, R., & El-Masri, A. (2020). **Internationalizing Teachers' Preparedness : The Missing Link in Ontario's Strategy for K–12 International Education?** *Canadian Journal of Education/Revue Canadienne de l'éducation*, *43*(1), 170-196.
While the need to internationalize teacher education is recognized by scholars and practitioners, little attention is paid to the role of policies and policy makers in supporting this endeavour. This study focuses on the enactment of Ontario's K–12 international education strategy by examining four key policy actors—the Ontario Ministry of Education, the Ontario College of Teachers, school boards, and Faculties of Education—and their role in realizing (or not) the internationalization of teachers' preparedness. A siloed approach, conflict in policy messaging, overlooked policy alignments, and weak policy framing result in weakening the relevance and importance of the internationalization of teachers' preparedness to meet Ontario's objectives of inclusivity, diversity, and equity in its public education. Keywords: internationalization, teacher education, K–12 international education, policy enactment

Wanlin, P., Laflotte, L., & Crahay, M. (2019). **Enseignants en formation : Croyances épistémiques et conceptions de l'apprentissage et de l'enseignemen**t. *Recherche et formation*, *90*, 119-134. https://doi.org/10.4000/rechercheformation.5142
La littérature postule un lien entre croyances épistémiques et conceptions sur l'apprentissage et l'enseignement avec une structure interne en opposition. Par le sondage de 189 enseignants en formation, nous montrons que cette hypothèse n'est pas viable. Elle devrait être remplacée par une hypothèse de conceptions multiples et complémentaires. Nous montrons, par une analyse en classes latentes, l'existence de profils de croyances. Ces résultats sont discutés en termes d'implication pour la recherche et la formation des enseignants.

Numérique et éducation

Azaoui, B., Combe, 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://doi.org/10.7202/1067709ar
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.

Carrupt, R., & Barras, H. (2019). **Dynamique des régulations en classe virtuelle ou en présentiel**. *e-JIREF*, *5*(3), 57-83.
http://journal.admee.org/index.php/ejiref/article/view/208

Cisel, M. (2019, juin). **Analyser la disparition de la gratuité dans les MOOC au prisme des buts d'accomplissement.** *Environnements Informatiques pour l'Apprentissage Humain 2019*. https://hal.archives-ouvertes.fr/hal-02523387

Collin, S., Saffari, H., & Seck, D. (2019). **Traitement médiatique des MOOC en tant qu'innovation numérique en éducation : Analyse du positionnement des chercheurs, des administrations universitaires et des directions des plateformes de MOOC**. *Nouveaux cahiers de la recherche en éducation*, *21*(3), 116-134. https://doi.org/10.7202/1067711ar
Entre 2012 et 2014, les MOOC (Massive Open Online Courses), en tant qu'innovation numérique en pédagogie universitaire, ont fait l'objet d'un fort traitement médiatique. Loin d'être une simple courroie de transmission, ce traitement médiatique peut être compris comme une mise en scène de différents acteurs (politiques, administratifs, scientifiques, éducatifs) articulés autour d'un imaginaire des MOOC en tant qu'innovation. Certains aspects de cet imaginaire ont déjà pu être identifiés lors d'une précédente étude (Collin et Saffari, 2015), ainsi que trois types d'intervenants principalement cités ou interviewés par les médias au regard des MOOC : les administrations universitaires, les directions des plateformes de MOOC et les chercheurs étudiant les technologies en éducation. En revanche, la manière dont le traitement médiatique des MOOC a mis en scène ces trois types d'acteurs n'a pas fait l'objet d'analyse. C'est ce que nous nous proposons d'approfondir dans le cadre du présent article, dont l'objectif est de mieux comprendre comment le traitement médiatique des MOOC positionne les chercheurs, les administrations universitaires et les directions de plateformes MOOC au sein de l'imaginaire qu'ils véhiculent. Pour ce faire, nous avons mené une analyse secondaire du même corpus d'articles journalistiques qui a servi à la première étude (voir Collin et Saffari, 2015), en nous focalisant cette fois-ci sur les différents intervenants cités ou interviewés dans les articles journalistiques (p. ex., chercheurs, directions des plateformes MOOC, administrations universitaires). Les résultats de l'analyse de contenu permettent d'identifier, pour chaque type d'intervenant, des positionnements complémentaires au sein du traitement médiatique des MOOC.

David, M., & Droyer, N. (2019). **Évaluation de la co-conception d'un environnement virtuel éducatif forestier Pré-enquête à l'entrée par le critère de pertinence**. *e-JIREF*, *5*(3), 109-130.
Eurydice : réseau d'information sur l'éducation en Europe. (2019). *L'éducation numérique à l'école en Europe*. Eurydice. https://op.europa.eu/fr/publication-detail/-/publication/d7834ad0-ddac-11e9-9c4e-01aa75ed71a1/language-fr/format-PDF/source-search
Le rapport porte sur l'éducation numérique en Europe (Union européenne, Albanie, Bosnie-Herzégovine, Suisse, Islande, Liechtenstein, Monténégro, Macédoine du Nord, Norvège, Serbie, Turquie), au primaire et au secondaire général, pour l'année 2018/2019. Il s'intéresse au

développement des compétences numériques utiles aux apprenants et aux enseignants et à l'utilisation du numérique pour soutenir, améliorer et transformer l'apprentissage et l'enseignement. Il est question des programmes scolaires et des résultats d'apprentissage se rapportant à la compétence numérique, du développement de compétences numériques spécifiques aux enseignants, de l'évaluation de celles des élèves, des stratégies et des politiques en la matière. Les annexes donnent des informations par pays.

Gardies, C., Faure, L., & Marcel, J.-F. (2019). **L'usage d'un dispositif numérique synchrone pour l'évaluation de pratiques d'enseignement.** *e-JIREF*, *5*(3), 35-55.

Grassin, J.-F., & Guichon, N. (2019**). Étude des enjeux symboliques liés aux objets nomades connectés : Vers une analyse critique du discours**. *Nouveaux cahiers de la recherche en éducation*, *21*(3), 29-51. https://doi.org/10.7202/1067707ar
L'étude cherche à déterminer quelles incidences les usages d'outils numériques nomades introduits par les étudiants lors de cours de langue française peuvent avoir sur les contours d'une forme académique définie comme une forme d'organisation de l'enseignement/apprentissage en contexte universitaire. Une enquête par entretiens collectifs auprès d'étudiants et d'enseignants a été menée dans un centre d'apprentissage du français dont le public est constitué d'étudiants internationaux afin de recueillir les discours des acteurs et en proposer une analyse critique attentive à l'expression des rapports de pouvoir. Notre étude atteste qu'une forme académique perdure au travers d'une dialectique de la docilité et du contrôle dans un entre-deux où les règles vis-à-vis de l'usage des objets connectés sont rarement édictées.

HAMDY, A. (2019). ***The impact of artificial intelligence (AI) on curriculum systems : Towards an orbit-shifting dialogue.*** UNESCO. BIE : Bureau international d'éducation. https://unesdoc.unesco.org/ark:/48223/pf0000371258?posInSet=18&queryId=N-f4834af4-2dca-4ed6-8112-89706daa5ec6
L'intelligence artificielle (IA) fait référence à la théorie et au développement de systèmes informatiques capables de réaliser des tâches nécessitant normalement l'intelligence humaine. Il s'agit d'une véritable révolution industrielle qui implique un réel changement dans notre façon de concevoir nos systèmes curriculaires et nos environnements d'apprentissage. Ce rapport souligne l'importance pour les systèmes éducatifs de s'adapter à cette innovation technologique, afin de répondre plus efficacement aux besoins d'évolution rapide pour les jeunes, la société, l'économie et l'environnement au cours de la troisième décennie du XXIe siècle

INSEE. (2020, janvier 1). ***L'usage des technologies de l'information et de la communication par les ménages entre 2009 et 2019 – L'usage des technologies de l'information et de la communication par les ménages entre 2009 et 2019.*** INSEE résultats. https://www.insee.fr/fr/statistiques/4466247?sommaire=4466268#titre-bloc-2
Enquêtes sur les TIC auprès des ménages

Jarraud, F. (2020, avril 6). ***Dominique Pasquier : Les familles populaires, le numérique et l'Ecole***. Le café pédagogique. http://www.cafepedagogique.net/lexpresso/Pages/2020/04/06042020Article637217552583306

336.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=502053
« La situation actuelle d'école à distance ne changera peut-être pas les pratiques des familles ni même le regard positif qu'elles ont sur l'utilisation précoce des outils numériques, en revanche cela risque d'exacerber le sentiment que l'école n'est pas pour eux ». Sociologue, Dominique Pasquier travaille sur la sociologie de la culture et du numérique. En 2018, elle a publié les résultats d'une enquête sur l'usage d'Internet dans des familles populaires de la France rurale. Aujourd'hui avec le confinement et la classe à la maison, ses travaux permettent d'éclairer les enjeux de cette forme de « scolarisation » dans les rapports familles et école.

Karakara, A., & Osabuohien, E. (2019). ***Households' ICT Access and Educational Vulnerability of Children in Ghana*** (Numéro 19/088). European Xtramile Centre of African Studies (EXCAS). https://EconPapers.repec.org/RePEc:exs:wpaper:19/088
Education is said to be a basic human right, and central to unlocking human capabilities. However, Sub-Sahara Africa (SSA) has the highest number of children out of school and learning disadvantages. Most studies on child vulnerability concentrate on disaster, disability and HIV effects on children. Thus, this study investigates the likelihood of a child being educationally disadvantaged or risk school dropout. Ghana Demographic and Health Survey (GDHS) data for 2014 with binary and multinomial logistic regressions are used to determine the likelihood of a child being educationally disadvantaged. The findings reveal disparity in wealth distribution in Ghana. Wealth of family is a determinant of child success in education and urban household children are less likely to be disadvantaged in learning outcomes. Householdsâ€™ access to ICTs enhances child learning at home and; hence, reduces the risk of a child being educationally disadvantaged. Policy implications and suggestions for further studies are discussed in the paper.

Lepage, I., Leduc, D., & Stockless, A. (2019). **E-évaluation dynamique et engagement cognitif en contexte de grand groupe à l'université**. *e-JIREF*, *5*(3), 9-33.
Leroux, J. L., Desrochers, M.-È., & Myre-Bourgault, M. (2019). L'évaluation des apprentissages à l'ère du numérique en enseignement supérieur : Quels besoins et quels défis ? *e-JIREF*, *5*(3), 85-108.
Nouvelles technologies : Ados Sous haute surveillance. (2020). *L'école des parents*, *634*, 44-45.
Pouvoir appeler son fils dès qu'il s'éloigne pour savoir s'il va bien, utiliser un traceur GPS pour localiser sa fille… Le Smartphone est l'auxiliaire de l'hyperparent par excellence, mais certaines de ses fonctions risquent de freiner le processus d'autonomisation de l'enfant.

Ntebutse, J., & Collin, S. (2019). **Une approche sociocritique : Quels apports à l'étude du numérique en éducation?** *Nouveaux cahiers de la recherche en éducation*, *21*(3), 1-7. https://doi.org/10.7202/1067705ar
Un article de la revue Nouveaux cahiers de la recherche en éducation, diffusée par la plateforme Érudit.

Ollivier, C. (2019). **Pouvoir de l'enseignant dans les interactions en ligne et approche sociocritique en didactique des langues**. *Nouveaux cahiers de la recherche en éducation*, *21*(3), 8-28. https://doi.org/10.7202/1067706ar
Cet article entend contribuer à la structuration d'une approche sociocritique des usages du numérique en éducation. Il s'intéresse spécifiquement à l'étude des questions de pouvoir au sein de

l'interaction éducative. À travers une étude située dans le domaine de l'enseignement-apprentissage des langues, nous montrons qu'en dépit des discours sur le potentiel démocratisant du numérique, son usage peut contribuer à renforcer les positions de pouvoir existantes malgré des efforts déployés par l'enseignant pour les réduire. Des actions didactiques visant une ouverture et une communication plus symétrique et horizontale peuvent ainsi avoir un effet inverse à celui attendu du fait que les étudiants restent fortement influencés dans leur discours par le pouvoir qu'ils reconnaissent à l'enseignant dans le système éducatif.

Perez-Roux, T. (2020). **Le rapport au numérique des enseignants : Controverses au sein d'un lycée et enjeux identitaires.** In B. M. et D. Berger (dir.) (Éd.), *Recherche en éducation : Des enjeux partagés*. Le réseau des INSPE. https://hal.archives-ouvertes.fr/hal-02520909

Pierre-François, C., Detroz, P., & Younès, N. (2019). **Évaluation et numérique : Des pratiques éclectiques qui explorent des espaces à déchiffrer**. *e-JIREF*, *5*(3), 1-8. http://journal.admee.org/index.php/ejiref/article/view/203

Romero, M. (2019). **Computers in Secondary Schools : Educational Games**. In A. Tatnall (Éd.), *Encyclopedia of Education and Information Technologies* (p. 1-4). https://doi.org/10.1007/978-3-319-60013-0_31-1
This entry introduces educational games in secondary schools. Educational games include three main types of educational activities with a playful learning intention supported by digital technologies: educational serious games, educational gamification, and learning through game creation. Educational serious games are digital games that support learning objectives. Gamification is defined as the use of "game design elements and game thinking in a non-gaming context" (Deterding et al. 2011, p. 13). Educational gamification is not developed through a digital game but includes game elements for supporting the learning objectives. Learning through game creation is focused on the process of designing and creating a prototype of a game to support a learning process related to the game creation process or the knowledge mobilized through the game creation process. Four modalities of educational games in secondary education are introduced in this entry to describe educational games in secondary education: educational purpose of entertainment games, serious games, gamification, and game design.

Spencer, R., Comeau, E., Matchett, B., Biderman, M., Joy, P., Doria, N., & Numer, M. (2020**). Interactive E-Texts and Students : A Scoping Review**. *Canadian Journal of Education/Revue Canadienne de l'éducation*, *43*(1), 258-287.
The purpose of this article is to explore the scope of available evidence regarding the use of interactive e-texts and their relationship to student learning experiences in post-secondary education. Following the framework of Arksey and O'Malley, this scoping review identified and reported on 33 articles. Study characteristics are presented alongside four themes that were found across the included articles: (1) the effect of interactive e-texts on student learning experiences; (2) the relationship between interactive e-texts and academic performance; (3) factors influencing student adoption and experience of interactive e-texts; and (4) roles, responsibilities, and recommendations. While the adoption of interactive e-texts is becoming increasingly common in post-secondary education, their effect on student learning experiences remains complex. This review emphasizes the importance of user-friendliness, affordability, accessibility, portability, and

the role of educators. Using interactive e-texts shows promise, though future research should explore how barriers might be minimized and benefits might be maximized to have the strongest impact on student learning experiences. Keywords: interactive e-text, student experience, scoping review, post-secondary education

Tchamyou, V. S., Asongu, S. A., & Odhiambo, N. M. (2019). **The role of ICT in modulating the effect of education and lifelong learning on income inequality and economic growth in Africa**. In *Working Papers of the African Governance and Development Institute.* (19/054; Working Papers of the African Governance and Development Institute.). African Governance and Development Institute. https://ideas.repec.org/p/agd/wpaper/19-054.html
This study assesses the role of ICT in modulating the impact of education and lifelong learning on income inequality and economic growth. It focuses on a sample of 48 African countries from 2004 to 2014. The empirical evidence is based on the generalised method of moments (GMM). The following findings are established. First, mobile phone and internet each interact with primary school education to decrease income inequality. Second, all ICT indicators interact with secondary school education to exert a negative impact on the Gini index. Third, fixed broadband distinctly interacts with primary school education and lifelong learning to have a positive effect on economic growth. Fourth, ICT indicators do not significantly influence inequality and economic growth through tertiary school education and lifelong learning. These main findings are further substantiated. Policy implications are discussed.

Orientation scolaire et professionnelle

Gregor, M. A., Pino, H. V. G. D., Gonzalez, A., Soto, S., & Dunn, M. G. (2019). **Understanding the Career Aspirations of Diverse Community College Students**. *Journal of Career Assessment*, *28*(2), 202-218. https://doi.org/10.1177/1069072719849872
The purpose of the study was to examine the relative contributions of career predictors (self-efficacy, career barriers, and coping-efficacy for overcoming barriers) in predicting educational and achievement aspirations in a diverse sample of community college students. Data from 236 community college students were utilized. Results from hierarchical regressions suggested that career-decision self-efficacy, college self-efficacy, compromising career for partner, perceptions of barriers, and coping efficacy in overcoming barriers were unique predictors of achievement and educational aspirations. As hypothesized, coping efficacy accounted for variance above and beyond the contributions of self-efficacy and barriers in predicting aspirations. Implications of these findings for research and practice are discussed.

Politique de l'éducation et système éducatif

ABDOUS, K. (2020). ***Privatisation de l'éducation au Maroc : Un système éducatif à plusieurs vitesses et une société polarisée***. Internationale de l'éducation. https://issuu.com/educationinternational/docs/2020_eiresearch_morocco_final_fr?fr=sYzA4Zjc0MzU5Nw

Cette étude examine l'offre d'enseignement privé au Maroc qui s'est fortement développée face aux écoles publiques. Alors qu'en 1990, 3,6% des élèves du primaire étaient inscrits dans des écoles privées, la proportion est de 16% en 2016. L'étude est basée sur une revue de la littérature et des recherches sur Internet ainsi que sur des entretiens avec les parties prenantes : dirigeants de syndicats d'enseignants, représentants de partis politiques et responsables de l'éducation au Ministère de l'éducation. L'auteure évalue les différentes réformes de l'éducation mises en œuvre au Maroc et réfléchit aux raisons pour lesquelles elles n'ont pas généré de résultats positifs.

Abrassart, A., & Wolter, S. C. (2019). **Investigating the image deficit of VET : Occupational prestige ranking depending on the educational requirements and the skill content of occupations**. In *Economics of Education Working Paper Series* (N° 0168; Economics of Education Working Paper Series). University of Zurich, Department of Business Administration (IBW). https://ideas.repec.org/p/iso/educat/0168.html
Vocational education and training (VET) often suffers from a lack of social standing among students and their families. Parents have been shown to discard vocational education because of social status maintenance considerations. How adults perceive the social prestige of occupations might therefore be key in understanding the reasons of the image deficit of VET. While the existing literature on occupational prestige ranking stresses the role of the salience in science or the training intensiveness of occupations for the perception of their social prestige, it fails at accounting for the distinct types of knowledge involved and the variety of the skill content of occupations. More precisely, differences in the salience of physical tasks and cognitive skills should be particularly relevant. We contribute to the literature by analyzing a unique data set in Switzerland, a country characterized by a well-established and -functioning vocational education and system, based on a survey of adults' perception of the social prestige of occupations requiring academic or vocational education. Using several dimensions of the skill content of occupations, we find that the sophistication of skills performed within occupations, whether manual or intellectual, clearly improve the social prestige of the occupations investigated. However, the negative or positive effect of the previous dimensions of the skill content of occupations is small to inexistent at lower levels of educational requirements and becomes stronger as occupations become more training intensive. The desirability of occupations requiring vocational education depends therefore less on the skill content of occupations than on the level of education that is required.

ADEA : Association pour le développement de l'éducation en Afrique. (2019). ***Evaluation report. Innovations for monitoring teacher and learner attendances : Namibia pilot project***. ADEA. TFEMPS : Task Force on Education Management and Policy Support. http://www.adeanet.org/sites/default/files/final_evaluation_report_innovations_for_monitoring_teacher_and_learner_attendances_namibia.pdf
Le rapport évalue l'efficacité d'un projet pilote mené en Namibie, concernant 103 écoles dont une école mobile de plus de 3.000 élèves, visant à établir la corrélation entre l'assiduité et les résultats scolaires et à contribuer au développement d'un modèle de gestion des données reproductible. Le rapport présente les étapes du projet (mise en œuvre, activités, durabilité, reproductibilité...) et montre la corrélation entre l'absentéisme et les résultats d'apprentissage. Il formule aussi des recommandations sur le développement des capacités, la sensibilisation et l'amélioration de la politique d'assiduité scolaire dans le pays.

Apple, M. W. (2019). **Culture, Identity, and Power**. *Educational Policy*, *34*(3), 548-554. https://doi.org/10.1177/0895904819857828
In an earlier essay in the Reviewing Policy section of this journal, I documented the importance of the work of Stuart Hall in the development of critical theories in education, in our understanding of "race," and in the development of much more nuanced analyses of cultural politics. I focused on two books: Familiar Stranger, Hall's personal memoir of political and cultural commitment; and Cultural Studies 1983, his lectures that provided the conceptual and political basis for a good deal of critical and nonreductive social and cultural analyses of the relationship between economic dynamics and structures and the rest of society. The two new books I discuss in the current essay provide us with a selection of many of the core reasons why he has been so influential in an entire range of critically oriented work in sociology, cultural studies, theories of race, "multiculturalism," and identity, and increasingly in education.

ARZTMANN, D., BARON, G., MARKULA, A., BONNEFOND, P., LITTLE, A., & VARENNE, C. (2019). ***Créer des alliances et de partenariats durables pour le développement professionnel : LINKS: Learning from Innovation and Networking in STEM***. La fondation la main à la pâte. https://www.fondation-lamap.org/sites/default/files/upload/media/minisites/international/Building%20comprehensive%20partnerships%20and%20alliances%20for%20sustained%20CPD_FRA-web.pdf
Le projet européen LINKS (Learning from Innovation and Networking in STEM, 2016-2019) visait l'amélioration des savoir-faire des acteurs du développement professionnel dans l'enseignement des STIM (Science, Technologie, Ingénierie et Mathématiques). Ce rapport explique quand et comment exploiter le potentiel des réseaux dans les contextes éducatifs. En effet, faire le lien entre les différents acteurs du système éducatif est essentiel pour aboutir à des objectifs pédagogiques définis et une plus grande inclusion. En se basant sur des expériences de réseau du projet LINKS, le rapport décrit les difficultés rencontrées et les solutions potentielles pour les surmonter

Asadullah, N., Perera, L. D., & Xiao, S. (2020**). *Vietnam's Extraordinary Performance in the PISA Assessment : A Cultural Explanation of an Education Paradox*** (IZA Discussion Paper N° 13066). Institute of Labor Economics (IZA). https://econpapers.repec.org/paper/izaizadps/dp13066.htm
This paper examines the nature and drivers of Vietnam's paradoxical performance in the Program for International Student Assessment (PISA) – consistently high student achievement despite being the poorest of all participating countries and a centralized education system. We first document « Vietnam advantage » in a wide-range of supply and demand-related indicators such as school participation rate, educational inequality, inputs and expenditure in cross-country regression models. We then estimate an augmented educational production function to show that these supply and demand-side advantages don't explain away Vietnam's positive deviance in PISA when compared to other participating developing and developed countries. We then conduct student-level analysis to examine Vietnam's performance in PISA 2012 in a regional context, vis-a-vis three high-spending but low-performing ASEAN member countries (Malaysia, Indonesia and Thailand) and two high performing Asian countries (South Korea and Singapore). Pooled regression estimates show that, holding differences in various indices of socioeconomic background, the gap in average student test scores between Vietnam and South Korea in Reading and Science becomes statistically insignificant. Moreover, once school-specific differences are also accounted for, Vietnamese students do just as well as Singaporean across all subjects — equalizing for existing socioeconomic

differences between countries would give Vietnam an even better advantage in the PISA. A similar gain in PISA scores is absent in the case of Malaysia, Indonesia and Thailand. The paper concludes by offering a cultural explanation for the significant variation in educational performance among high-spending East Asian countries.

Buckner, E., & Stein, S. (2019). **What Counts as Internationalization? Deconstructing the Internationalization Imperative.** *Journal of Studies in International Education*, *24*(2), 151-166. https://doi.org/10.1177/1028315319829878
This article examines how internationalization is defined by three leading higher education professional associations: NAFSA, the International Association of Universities, and the European Association of International Education. We examine key publications to understand which activities, topics, and constituencies are included in conceptualizations of internationalization and, conversely, which are absent. We find that all three rely on similar definitions that emphasize international students, student and scholarly mobility, and curricular change. We argue that current definitions are largely de-politicized and de-historicized, while internationalization is often assumed to mean more and better coverage of the globe. Little attention is given to the ethics of international engagement, particularly across unequal relations of power. We conclude with numerous questions for administrators and faculty engaged in internationalization that seek to deepen conversations about this work. In particular, we emphasize the importance of identifying enduring patterns of global inequality, recognizing ethical responsibilities, and enabling alternative possibilities.

Cantwell, B. (2020). **Explanatory accounts in international and comparative higher education research.** *Higher Education Quarterly*, *74*(2), 149-161. https://doi.org/10.1111/hequ.12246
Developing plausible explanations rooted in theory and supported by evidence is a challenge for comparative higher education studies. The purpose of this article is to consider how comparative studies in higher education might develop accounts that allow the research community to enhance explanatory power. Higher education studies can advance explanations about what is happening and why, as well as interpret the meaning of occurrences by drawing broadly on realist scholarly traditions. Rather than prioritising a methodology, the field should prioritise essential questions and address them with all appropriate empirical tools. Avenues for explanatory research include bounded case studies, multi-method investigations into specific phenomena, mechanism-based approaches and macro-social analysis.

CAPASSO, M., & MARK, M. S. (2020). ***Visualizing the evolving fit of education and economy : The case of ICT education in Norway*.** NIFU : Nordisk institutt for studier av innovation. https://nifu.brage.unit.no/nifu-xmlui/bitstream/handle/11250/2640005/NIFUWorkingPaper2020-1.pdf?sequence=1&isAllowed=y

Cosnefroy, L., De Ketele, J.-M., Hugonnier, B., Parmentier, P., Palomba, D., & Uvalic-Trumbic, S. (2020). ***L'internationalisation de l'enseignement supérieur : Le meilleur des mondes ?*** . De Boeck Supérieur. https://www.deboecksuperieur.com/ouvrage/9782807329034-l-internationalisation-de-l-enseignement-superieur

L'enseignement supérieur s'est massivement internationalisé ces dernières années. Dans tous les pays les plus développés économiquement, les universités cherchent à capter un public d'étudiants étrangers, à envoyer elles-mêmes leurs étudiants à l'étranger et à recruter des enseignants-chercheurs étrangers. Les finalités assignées sont multiples, parmi lesquelles mieux préparer les étudiants à travailler dans un monde multiculturel et globalisé, obtenir une meilleure visibilité à l'international en accédant au statut « d'université de classe mondiale », se manifestant entre autres par un classement en bonne place dans les palmarès les plus réputés (Shanghai, Times Higher Education). L'objectif de ce livre est de proposer une analyse globale du processus d'internationalisation de l'enseignement supérieur en examinant les aspects politique, économique, institutionnel et pédagogique et en clarifiant plusieurs concepts utilisés dans ce domaine tels que globalisation, éducation transnationale, citoyenneté globale, compétence interculturelle, mobilité internationale et internationalisation chez soi. L'ouvrage développe en outre différents scénarios d'évolution de l'internationalisation de l'enseignement supérieur et avance des propositions pour qu'elle soit plus équitable et plus sociale.

Curran, F. C., Little, M. H., Cohen-Vogel, L., & Domina, T. (2018). **School Readiness Assessments for Class Placements and Academic Sorting in Kindergarten**. *Educational Policy*, *34*(3), 518-547. https://doi.org/10.1177/0895904818802109
Kindergarten readiness assessments are commonly used in schools nationwide. Prior work shows that the use of such assessments for class placement decisions has increased in recent years. This article uses the Early Childhood Longitudinal Study of 2011 to explore whether the use of readiness assessments for such purpose predicts differential sorting of students across classrooms by prior academic ability. Results from multilevel models as well as other sensitivity analyses suggest that the use of readiness assessments for classroom placements is predictive of slightly higher cross-class ability sorting, particularly in English/language arts. The implications for policy and practice are discussed.

Davidson, A., Lucas, J., & McGregor, M. (2020). **Politics and Religion : Identifying the Correlates of Support for Merging the Public and Separate School Systems in Ontario**. *Canadian Journal of Education/Revue Canadienne de l'éducation*, *43*(1), 229-257.
This article explores the factors associated with support for a merger of Ontario's two publicly funded school systems (secular and Catholic). Drawing upon survey data from over 2,000 Ontarians, it investigates the sociodemographic and attitudinal correlates of opinions toward school system reform. We find evidence that both political attitudes and religious identities are associated with school system attitudes, but that religious identity—specifically Catholicism—has a much more powerful impact. Our findings suggest that coalitions of support and opposition to a school system merger in Ontario are complex and not driven by a single obvious cleavage. Keywords: religious education, public opinion, Ontario

de Sandes-Guimaraes, L. V., Ribeiro, A. T. V. B., Axel-Berg, J. H., de Rosso Manços, G., & Plonski, G. A. (2019). **The Impact of International Student Mobility Programs on Brazilian Students' Perceptions of Entrepreneurialism**. *Journal of Studies in International Education*, *24*(2), 249-268. https://doi.org/10.1177/1028315319842345
This article assesses whether or not students with international exchange experience return to their home countries with qualitatively different perspectives on the way universities can play a

role in fostering innovation and entrepreneurship ecosystems. It includes survey data collected from 516 Brazilian undergraduates asked to rank characteristics of an entrepreneurial university on a scale from 1 to 5. The findings of this study suggest that those with international experience tended to emphasize connections between university and nonacademic partners, compared with nontraveling counterparts, who emphasized the importance of infrastructure in the university. Therefore, use of such programs may have an impact upon the structure of ST&I (Science Technology and Innovation) systems.

Espinoza, O., González, L., McGinn, N., & Castillo, D. (2019). **Alternative Education Programs for High School Age Students in Chile**. *Education and Urban Society*, *52*(4), 561-589. https://doi.org/10.1177/0013124519879428
The provision of "alternative" education is increasingly common in the countries of the world, but highly varied in its forms and coverage. In its commitment to provide education for all to age 18, Chile recently expanded its system of schools for teenage dropouts and has funded research on how best to educate these youth. This article, based on data from a national sample of 18 recently established Second Opportunity Centers, describes student characteristics, their ambitions for their education and future, and their evaluation of their experience to date. Using a review of principally North American research findings as a guide, the study analyzes factors linked with grade repetition and withdrawal from school to suggest strategies that may be effective in increasing retention of students. This article concludes that, given multiple causes of school failure, reintegration into the education system requires multiple strategies.

ETF : European training foundation. (2020). ***Vocational education and training in Libya : Facts and figures***. ETF. https://www.etf.europa.eu/sites/default/files/2020-03/vet_in_libya.pdf

Gao, Y. (2019). **International Collaborations in the VET Sector : Motivations and Challenges**. *Journal of Studies in International Education*, *24*(2), 232-248. https://doi.org/10.1177/1028315319835531
This study identified the motives for vocational education and training (VET) providers in different countries to collaborate internationally and the challenges they encounter by interviewing 16 teachers, program coordinators, and managers from four VET providers in China and Canada. The findings of this study highlight the difference in primary motives driving VET providers in developed and developing economies to pursue international collaborations. For the former, a commercial approach is prominent, while for the latter, international engagement is more instrumental and developmental in nature. This study also sheds light on the specific barriers such as curricula incompatibility and staff readiness created by the national focus of VET to engage internationally. These findings contribute to a fuller understanding of international collaborations in different national contexts across educational sectors. Furthermore, the employment of the interorganizational relations theory in guiding the investigation enriches the theory by extending its application into educational organizations and exploring how different motives could be interpreted in the educational setting.

HAMMOND, S., & SANGSTER, M. (2019). ***Perspectives on educational practice around the world*.** Bloomsbury Publishing. https://unesdoc.unesco.org/ark:/48223/pf0000372424

Ce livre explore les philosophies, les barrières et les opportunités qui façonnent les environnements éducatifs des enfants, des enseignants et des futurs enseignants en formation dans divers pays du monde (Australie, Canada, Chine, Finlande, Inde, Népal, Palestine, Qatar, Afrique du Sud, Royaume-Uni, Venezuela). Les différents contributeurs offrent des analyses sur l'éducation formelle, de l'enseignement préscolaire à l'enseignement supérieur. Elles s'inscrivent dans un contexte de comparaisons internationales, d'économies et de communications mondiales ainsi que de changements environnementaux et sociaux.

Horn, C. L., Marin, P., Garces, L. M., Miksch, K., & Yun, J. T. (2018). **Shaping Educational Policy Through the Courts : The Use of Social Science Research in Amicus Briefs in Fisher I**. *Educational Policy*, *34*(3), 449-476. https://doi.org/10.1177/0895904818773902
Different from more traditional policy-making avenues, the courts provide an antipolitical arena that does not require broad agreement from various constituents for policy enactment. Seeking to guide court decisions on these policy issues, individuals and organizations have filed amicus briefs that increasingly include social science to support their arguments. The Fisher v. University of Texas at Austin Supreme Court case presents an ideal example to study the use of social science evidence in amicus briefs to shape educational policy. Findings from this study identify differences in the use of social science research that suggest many ways in which our current understanding of the efforts of actors to shape educational policy via the highest court in the nation is incomplete. This study also highlights why developing this understanding could be extremely useful to both the creation of educational policy and the use of antipolitical approaches to change such policy.

Hotta, T. (2019). **The Development of "Asian Academic Credits" as an Aligned Credit Transfer System in Asian Higher Education**. *Journal of Studies in International Education*, *24*(2), 167-189. https://doi.org/10.1177/1028315318822797
During the last two decades, Asian countries have attempted to establish several aligned academic credit systems as part of the harmonization process of their higher education systems. However, these systems have not been widely used among universities in the Asian region. This article analyzes the current trends in credit-related governmental regulations and university systems in 24 Asian countries and territories. Moreover, it asserts the concept of "Asian Academic Credits," (hereafter, AACs) as a new widely effective aligned system of academic credit transfer within Asia and also with other regionally aligned credit systems in the world. AACs can serve as one of the vital components for a new era of Asian higher education that provides a regionally aligned, flexible, and innovative learning environment for students throughout the entire Asian region.

Jarraud, F. (2020, avril 9). ***Continuité ou choc scolaire ?*** Le café pédagogique. http://www.cafepedagogique.net/lexpresso/Pages/2020/04/09042020Article637220160213994169.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=502118
L'Ecole demande t-elle trop aux parents ? La FCPE des Pyrénées orientales a consulté ses adhérents sur l'impact de la fermeture des écoles et établissements sur la vie familiale. Le sondage montre l'importance du travail demandé surtout dans le second degré. Seulement la moitié des parents d'écoliers et un quart des parents de lycéens se sentent capables de suivre leur enfant.

Kirschner, P. A., & Stoyanov, S. (2018). **Educating Youth for Nonexistent/Not Yet Existing** Professions. *Educational Policy*, *34*(3), 477-517. https://doi.org/10.1177/0895904818802086
In today's and tomorrow's world, people will be required to work longer. At the same time, their employment future will become increasingly insecure due to technological advances and obsolescence of acquired knowledge and skills. This means that something needs to happen in the education and training of our youth. Using a group concept mapping (GCM) procedure, experts in different fields (educators, educational researchers, human resource professionals, etc.) from primarily Europe and North America generated 239 ideas with regard to the trigger statement: "One specific way to prepare youth to make effective and efficient use of information skills to optimally function in tomorrow's labour market is . . . ." The generated ideas were sorted into 15 thematic clusters (i.e., Critical Thinking, Skills Transfer, High-Level Thinking, Competences, Metacognition and Reflection, Efficacy [Self-Image] Building, Learn in Authentic Situations, Integrate School and Profession, Collaboration, Teacher Professionalization, Information Literacy, Redesign the School, Literacy, and Numeracy, Information Skills, and Learn for the Future) and then rated with respect to their importance and ease/difficulty of implementation. The results showed a disconnect between what was important and ease of implementation with highly important clusters judged to be difficult to implement and vice versa. This led to the definition of a 3-stage approach to adapting education to prepare youth for shortly nonexistent/not yet existing professions.

Kosmützky, A., & Nokkala, T. (2020). **Towards a methodology discourse in comparative higher education**. *Higher Education Quarterly*, *74*(2), 117-123. https://doi.org/10.1111/hequ.12257

Kosmützky, A., Nokkala, T., & Diogo, S. (2020). **Between context and comparability : Exploring new solutions for a familiar methodological challenge in qualitative comparative research**. *Higher Education Quarterly*, *74*(2), 176-192. https://doi.org/10.1111/hequ.12255
Finding the balance between adequately describing the uniqueness of the context of studied phenomena and maintaining sufficient common ground for comparability and analytical generalisation has widely been recognised as a key challenge in international comparative research. Methodological reflections on how to adequately cover context and comparability have extensively been discussed for quantitative survey or secondary data research. In addition, most recently, promising methodological considerations for qualitative comparative research have been suggested in comparative fields related to higher education. The article's aim is to connect this discussion to comparative higher education research. Thus, the article discusses recent advancements in the methodology of qualitative international comparative research, connects them to older analytical methods that have been used within the field in the 1960s and 1970s, and demonstrates their analytical value based on their application to a qualitative small-N case study on research groups in diverse organisational contexts in three country contexts.

Letscher, S., Jolicoeur, E., Point, M., Milot, É., Beaupré, P., & Julien-Gauthier, F. (2019). **Obstacles et facilitateurs à l'inclusion et à la participation sociale des personnes ayant des incapacités intellectuelles**. *Revue des sciences de l'éducation*, *45*(2), 1-26. https://doi.org/10.7202/1067531ar
Cette recherche a pour objectif d'explorer des obstacles et des facilitateurs reliés à l'inclusion et à la participation sociale de personnes ayant des incapacités intellectuelles issues des services d'intégration en emploi d'un Centre intégré de santé et des services sociaux. Au total, 27

participants ont été rejoints par cette étude au moyen de groupes de discussion et d'entrevues individuelles auprès de personnes ayant des incapacités intellectuelles, de parents, de professionnels enseignants, d'intervenants du réseau de la santé et des services sociaux, d'employés d'un organisme de soutien à la personne et sa famille, ainsi que d'employeurs. Les résultats mettent en évidence 1) des facteurs personnels (compétences sociales, capacité d'adaptation, autonomie), 2) des facteurs environnementaux liés au microenvironnement personnel (style parental, pratiques parentales), au mésoenvironnement communautaire (contextes scolaire, professionnel et communautaire inclusifs et pratiques des professionnels) et au macroenvironnement sociétal (orientations politiques et des services) en lien avec l'inclusion et la participation sociale de personnes ayant des incapacités intellectuelles.

Liou, Y.-H., & Daly, A. J. (2018). **Investigating Leader Self-Efficacy Through Policy Engagement and Social Network Position**. *Educational Policy*, *34*(3), 411-448. https://doi.org/10.1177/0895904818773904
Leaders' self-efficacy has recently been identified as a critical component in the success of educational reform. In educational policy and leadership, little attention has been paid to leaders' self-efficacy beliefs as they go about the implementation of Common Core State Standards (CCSS). This study seeks to understand leaders' CCSS self-efficacy by examining the level of CCSS-focused engagement and the degree of leaders' network connectedness from a social learning perspective. Findings suggest leaders who report higher levels of CCSS-focused engagement tend to be more efficacious about implementing CCSS. Such a relationship is mediated by leaders' social network position in providing CCSS advice and work effort recognition to their fellow administrators.

Matteï-Mieusset, C., Emprin, F., Promonet, A., & Philippot, T. (2020). ***Rapport de recherche du projet CCC*** *(Canopé Grand Est/CNESCO/Cérep, 2017-2019)* [Report]. Université de Reims Champagne-Ardenne (URCA) ; Centre d'études et de recherches sur les emplois et les professionnalisations (Cérep). https://halshs.archives-ouvertes.fr/halshs-02496386
Ce rapport de final sur le projet est un point d'étape pour la recherche qui se poursuivra et donnera lieu à des publications et communications. Il s'appuie sur deux années de formation–action (2017-2019) et se nourrit des analyses poursuivies jusqu'en février 2020. Il précise la genèse du projet et son contexte (partie I), les cadres théoriques et conceptuels mobilisés (partie II), les méthodes utilisées (partie III), les analyses effectuées et les résultats obtenus (partie IV) et une conclusion (partie V) qui présente une discussion des résultats, des propositions et des perspectives.

Nikula, P.-T., & Kivistö, J. (2019). **Monitoring of Education Agents Engaged in International Student Recruitment : Perspectives from Agency Theory**. *Journal of Studies in International Education*, *24*(2), 212-231. https://doi.org/10.1177/1028315318825338
This article examines the monitoring of third-party education agents employed in international student recruitment. Agency theory identifies comprehensive monitoring as one way to ensure that agents work in the principal's best interest. By analyzing best practice guidelines, this article investigates the monitoring mechanisms proposed for education providers to mitigate information asymmetry in their education agent relationships. The findings from the analysis suggest that following the existing guidelines would only allow client institutions to partially observe the behavior of their agents. Hence, education providers should be not only guided toward more

intensive use of the existing techniques but also encouraged to adopt new techniques, such as mystery shopping, to better determine education agents' true behavior.

Oliveri, M. E., & Wendler, C. (2020). ***Higher education admissions practices international perspective***. Cambridge University Press. https://www.cambridge.org/ca/academic/subjects/psychology/educational-psychology/higher-education-admissions-practices-international-perspective, https://www.cambridge.org/ca/academic/subjects/psychology/educational-psychology
This book provides a path for resolving challenges related to access, diversity, equity, and other issues facing higher education admissions. It illuminates current higher education admissions practices in a global context, highlighting common obstacles. The chapters outline decision-making models used in college admissions, details those assessments commonly employed in admissions, and provides innovative perspectives on the future of admissions. The book's multidisciplinary approach defines much-needed changes in admissions brought about by shifts in the makeup of student populations and in higher education itself. Rationales for moving away from traditional assessments used in admissions and expanding the criteria used to ensure a student's academic success are discussed. Readers will come away with an understanding of the current issues, philosophies, and historical circumstances facing higher education admissions across the globe and will be equipped to contemplate and react to future possibilities and opportunities.

ROSE, P., GORDON, R., MARSTON, L., ZUBAIRI, A., & DOWNING, P. (2020). ***Transformative political leadership to promote 12 years of quality education for all girls*.** University of Cambridge - REAL Centre : Research for equitable access and learning. https://lngb.ungei.org/sites/default/files/2020-02/26-EN-REPORT-Political-leadership-LNGB-Feb-2020-SINGLE-PAGES.pdf
Alors que la communauté internationale s'est engagée en faveur de l'éducation des filles, il est urgent d'identifier les moyens de mobiliser le leadership politique pour générer des actions concrètes, durables et efficaces. Le rapport examine comment ce leadership peut permettre d'assurer douze années d'éducation de qualité à toutes les filles. Il se penche sur la situation d'éducation des filles dans les pays du Commonwealth et fait des recommandations sur la manière de lever les obstacles qui empêchent un trop grand nombre d'entre elles d'achever un cycle de qualité.

Seeber, M. (2020). **Framework and operationalisation challenges for quantitative comparative research in higher education**. *Higher Education Quarterly*, *74*(2), 162-175. https://doi.org/10.1111/hequ.12245
The increasing availability of data on higher education systems, institutions and their members creates new opportunities for comparative research adopting a quantitative approach. The value of future studies crucially depends on the capability to recognise and address some major methodological challenges existing in quantitative comparative research in higher education. The higher education context presents in fact specific features that can hinder comparisons, and political and social processes occurred in recent decades further enhanced complexity. This article aims to discuss key challenges that are currently met in quantitative comparative research in higher education while developing the conceptual framework and in research operationalisation, to discuss possible solutions and the value of configurational and multilevel analytical approaches in

identifying meaningful objects of comparisons, to take into account the complexity of the higher education context and in identifying causal relationships.

Sherer, D., Norman, J., Bryk, A. S., Peurach, D. J., Vasudeva, A., & McMahon, K. (2020). ***Evidence for Improvement : An Integrated Analytic Approach for Supporting Networks in Education***. Carnegie Foundation. https://www.carnegiefoundation.org/wp-content/uploads/2020/02/Carnegie_EFI_Report_2020.pdf
The Evidence for Improvement approach described in this paper is designed to enhance a network's internal learning processes and, in turn, lead to more positive

Suspitsyna, T. (2020). **Comparative and international education research in a post-truth era**. *Higher Education Quarterly*, *74*(2), 124-135. https://doi.org/10.1111/hequ.12214
The paper offers a postcolonial critique of comparative and international education (CIE) research in the United States (US) by tracing the Euro-centrism of its agendas, methodologies and publications to their colonial entanglements in the past and examining the current predicament of CIE in the context of the rising nationalist and anti-science discourses in the US. Viewed through the prism of actor-network theory, CIE represents a circulatory network of scholars and students, methods and surveys, national and supranational funding agencies and the public opinion that shapes education policymaking. As they seek to garner public support, create new allies among politicians and donors and infuse their network with international knowledge and scholars, CIE researchers revisit the ontological and epistemological assumptions of their field, address the dominance of Western perspectives in CIE in the context of the White House rhetoric of hostility toward non-Western nations and justify the veracity of their science to policymakers.

Thomas, J.-E. (2020). **Les différences d'expérience, d'ancienneté dans l'établissement, d'âge et de statut des enseignants du second degré par niveau de formation**. *Note d'information*, *20.12*. https://www.education.gouv.fr/sites/default/files/2020-04/ni-20-12-66591.pdf
À la rentrée 2018, 2 enseignants du second degré sur 3 assurent des cours sur plus de 3 niveaux de formation différents. Près de la moitié des enseignants exercent dans un contexte nouveau par rapport à la rentrée 2017, soit dans un nouvel établissement pour tout ou partie de leur service, soit dans le même établissement mais avec au moins un cours dans un nouveau niveau de formation. À l'intérieur d'un même établissement, des professeurs plus expérimentés avec plus d'ancienneté en tant qu'enseignant titulaire ou plus anciens dans l'établissement assurent davantage les formations dans les classes dont les élèves passent un examen à la fin de l'année. Cependant, les différences d'expérience entre enseignants sont davantage marquées entre différents types de collèges qu'entre les niveaux à l'intérieur d'un même collège. Ainsi, une heure de cours dans un collège appartenant au groupe des 20 % des collèges les plus défavorisés (de par leur composition sociale) est assurée en moyenne par un enseignant avec 12 ans d'expérience en tant qu'enseignant titulaire, soit 2 ans de moins que pour la moyenne de toutes les heures de cours en collège.

UNICEF : Fonds des Nations unies pour l'enfance, & UNESCO. IIPE Pôle de Dakar. (2019). ***Analyse du secteur de l'éducation de la République togolaise : Des défis pour un enseignement de qualité pour tous.*** UNESCO. IIPE Pôle de Dakar. https://unesdoc.unesco.org/ark:/48223/pf0000372909

Trois ans après la mise en œuvre de la première phase du Plan sectoriel de l'éducation 2014–2025, le gouvernement togolais a réalisé ce diagnostic sectoriel afin d'identifier les défis à relever pour rendre le système éducatif plus performant. Il présente des éléments du contexte éducatif, les performances et les défis en matière de scolarisation, d'efficacité interne et d'équité, de qualité, de gestion et d'efficacité externe du système éducatif.

Volante, L., Lara, C., Klinger, D., & Siegel, M. (2020). **The Use of a Multidimensional Support Model to Examine Policies and Practices for Immigrant Students across Canada**. *Canadian Journal of Education/Revue Canadienne de l'éducation*, *43*(1), 121-169. http://journals.sfu.ca/cje/index.php/cje-rce/article/view/3999
In the larger context of migration, the education and integration of immigrant children within Canadian school systems has become a pressing concern for education policy makers. Through a systematic content analysis, this study developed a Multidimensional Support Model to examine education policies and support measures that have been articulated by Ministries and Departments of Education across Canada to facilitate the integration and success of immigrant students in K–12 public education systems. The discussion underscores the timeliness and rationale for Ministries and Departments of Education to develop a stand-alone policy document to address all of the unique needs of immigrant students comprehensively and devote greater attention to the socio-economic challenges immigrant students disproportionately face. Developing this document would also address the importance of greater policy coherence and collaboration among ministry sectors. The utility of the proposed support model, which drew on the existing literature, is also discussed in relation to future research studies. Keywords: immigrant children, integration policies, inclusive education

Watrelot, P. (2020, avril 2). ***Le bac, un rituel dépassé***. Alternatives Economiques. https://www.alternatives-economiques.fr/philippe-watrelot/bac-un-rituel-depasse/00092326
Pendant que le ministre tergiverse et promet des réponses imminentes sur le déroulemnet du bac 2020, le débat sur le contrôle continu se poursuit.

Pratiques enseignantes

Arora, A. (2019). ***Usability in blended learning programs within health professions education : A scoping review*** [McGill University]. https://escholarship.mcgill.ca/concern/theses/8c97kv67d
L'apprentissage mixte, pédagogie combinant à la fois des méthodes d'enseignement traditionnelles en personne et des innovations technologiques, est actuellement mis en œuvre dans le cadre de programmes de formation dans le domaine de formation aux professions de la santé. Les recherches indiquent que la facilité d'utilisation, un concept multidimensionnel utilisé pour évaluer les produits et services, peut revêtir une importance primordiale pour évaluer l'efficacité, l'efficience et la satisfaction liées à l'utilisation de programmes d'apprentissage mixte (BLP). Malgré son importance, les connaissances sur le concept de convivialité et sa prise en compte dans les BLP dans le domaine de la formation des professionnels de la santé font encore défaut.Objectif: Le but de cette étude est de développer une compréhension fondamentale de la façon dont les BLP ont été et sont actuellement évalués dans le domaine de formation des professionnels de la santé en relation avec le concept de convivialité et ses composantes principales.Méthodes: Une étude de cadrage a été réalisée, guidée par le cadre défini par Arksey & O'Malley, 2005. La liste de contrôle

PRISMA-ScR illustrée par Tricco et al., 2018, a également été corroborée lors de la réalisation de cette étude. Les bases de données consultées étaient Scopus et ERIC. Les recherches ont été effectuées de manière itérative. De nouveaux termes ont été identifiés et ajoutés à la recherche entre le 17-21 sept 2018. Ils ont été effectués à l'aide d'un guide et en collaboration étroite avec des bibliothécaires. Les données cartographiées ont été validées par un co-auteur. Une analyse thématique a ensuite été menée par deux examinateurs indépendants.Résultats: La stratégie de recherche a identifié 8626 études potentiellement pertinentes pour l'examen de la portée. Après sélection du titre et du résumé, 508 études ont été identifiées comme faisant l'objet d'une révision en texte intégral. L'examen en texte intégral a permis d'inclure 53 études dans cet examen. Aucune étude n'a évalué le concept général de convivialité. 47/53 études ont utilisé une questionnaire ou un outil de feedback pour évaluer leur BLP. 33/47 études n'ont pas indiqué si leur outil avait été testé, normalisé ou validé en termes de fiabilité. L'analyse qualitative du contenu a montré que les spécialistes évaluent l'efficacité, l'efficience et la satisfaction des composants liés à la convivialité. L'analyse thématique a permis de dégager trois thèmes: (1) éviter l'étiquette utilisabilité et utiliser des termes associés non définis, tels qu'utilité; (2) conceptualisation déroutante des composantes de la convivialité; et (3) le manque d'approche consensuelle en matière d'évaluation. Ces thèmes ont permis d'établir que le concept de convivialité fait l'objet d'une discussion entre les études répondant aux critères d'éligibilité, même implicitement. On a constaté que les auteurs utilisaient plusieurs termes différents pour décrire les mêmes concepts. Lorsque les mêmes termes sont appliqués à travers les études, différentes connotations s'y appliquent. Cependant, 31 concepts clés ont été identifiés comme étant associés à des composants de convivialité et à deux concepts connexes (accessibilité et expériences utilisateur). Sept idées clés que les évaluations du BLP devraient inclure ont également été identifiées à travers une analyse thématique.Conclusion: La compréhension conceptuelle de la convivialité et de ses termes associés fait défaut dans la littérature. Les résultats suggèrent qu'il n'y a pas de consensus parmi les chercheurs concernant la terminologie ou la méthodologie d'évaluation dans ce contexte. Les conclusions de cette étude revêtiront une importance capitale pour les partis prenants qui prévoient de mener des évaluations des points de vente blancs ou de développer de nouveaux outils pour évaluer ces points de vue en utilisant le concept de convivialité

Béchard, J.-P. (2020). ***Conversations pédagogiques en management***. Les presses de l'université de Montréal.
https://www.pum.umontreal.ca/catalogue/conversations_pedagogiques_en_management
Existe-t-il une culture pédagogique partagée par les enseignants en management au-delà des particularités des contenus à enseigner, des formations disciplinaires et des contextes institutionnels ? L'auteur de ce livre croit que oui, et il en retrace les fondements épistémologiques par une synthèse interprétative critique des livres et des articles les plus cités du domaine. Il propose des « conversations pédagogiques » novatrices et riches de possibilités en ce qui concerne l'enseignement et l'apprentissage de la gestion. De la nature des savoirs en passant par les modèles éducatifs de référence et les transformations des écoles de gestion, il met méthodiquement au jour une expertise particulière au management. Sa rigueur intellectuelle et la capacité qu'il a d'offrir une vision d'ensemble apportent à ce livre très bien documenté un éclairage nuancé sur une question somme toute assez peu analysée. Ces conversations s'adressent aux étudiants, aux enseignants et aux chercheurs en sciences de la gestion et de l'éducation, mais aussi aux conseillers et aux

ingénieurs pédagogiques, directeurs de départements et de programmes et, enfin, aux gestionnaires universitaires ou en entreprise.

Berry, E. (2019). ***Paraprofessional—Physical and health education teacher collaboration for inclusion*** [McGill University]. https://escholarship.mcgill.ca/concern/theses/r781wm568
Inclusive Physical and Health Education (PHE) suggests that students with disabilities be educated alongside their non-disabled peers so that all students receive similar educational experiences. Over the years, schools began hiring paraprofessionals in an attempt to improve inclusive classroom environments. Previous research has examined paraprofessional roles and responsibilities, training needs and teacher-paraprofessional collaboration. The purpose of this study was to explore the working relationship between paraprofessionals and PHE teachers to determine the various factors that may impact inclusive PHE. The overarching research question was: How do paraprofessionals and PHE teachers experience working as a team in the context of PHE? This interpretative phenomenological study interviewed two dyads, each consisting of one PHE teacher and one paraprofessional. The semi-structured interviews were audio recorded and transcribed verbatim for an interpretative phenomenological analysis. Five themes emerged as findings: (1) School environment, (2) Views on inclusion, (3) Student goals/modifications, (4) Communication, and (5) Collaboration. The participants spoke about various factors that helped them achieve effective inclusive PHE programs, such as a supportive principal, setting goals for their students, and utilizing modifications to include all students. This study expanded upon past research by uncovering various methods of communication used, especially non-verbal methods used in class. Additionally, this study found that each dyad had a unique way of collaborating that best suited the needs of the individuals within that dyad. Recommendations for future research are provided in the discussion

Blais, D., Girard, S., & Lemoyne, J. (2020). **Contribution des buts d'accomplissement en éducation physique sur la pratique d'activités physiques : Comparaison entre classes spécialisées et classes ordinaires**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *43*(1), 87-120.
This study examines the contribution of the goals pursued in physical education to the practice of leisure-time physical activity (LTPA) among high school students (N = 277) according to class type (regular or special education). Path analysis revealed positive relationships between LTPA and the students' attitudes and their perceived competence (PC). Their attitudes were positively associated with mastery climate, PC, and mastery goals, and negatively associated with performance-avoidance goals. Invariance analyses revealed that the model was statistically invariant for both types of classes. This research supports the importance of motivational climate as a determinant of students' predispositions to be active outside of physical education classes. Keywords: motivational climate, achievement goals, perceived competence, special education, invariance
Blouin, M., Joly, J., & Nootens, P. (2020). Description des pratiques pédagogiques différenciées mises en place par les enseignants de musique à l'égard des élèves du primaire présentant un trouble d'anxiété. *Canadian Journal of Education/Revue canadienne de l'éducation*, *43*(1), 1-31.
Inclusion of students with anxiety issues in music classes is a challenge for teachers. To ensure the success of all students, the school must look into the means available in educational environments. Differentiated instruction appears as a preferred measure. However, the studies reported mention that teachers seldom use them systematically. In this context, this article aims to describe the

differentiated pedagogical practices implemented within music classes. To achieve this, self-reported data from 101 respondents were analyzed. Keywords: differentiated instruction, teaching practices, music teaching, anxiety disorders, elementary students

Demers, C., Moreau, A. C., & Lefebvre, P. (2020**). Élaboration et premiers pas de validation de questionnaires pour évaluer la fidélité du modèle de réponse à l'intervention en littératie dans les écoles primaires francophones québécoises**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *43*(1), 59-86.
Many French-speaking elementary schools in Quebec implementing the Response to Intervention (RTI) model in literacy need to evaluate the accuracy (or fidelity) of its implementation. In collaboration with schools, this study is aimed at developing and validating instruments to evaluate the fidelity of RTI and its implementation strategies. Self-evaluation questionnaires were developed, including the completion of group meetings with 50 participants to adapt the content to the context and cognitive interviews with 35 participants to pretest the questionnaires. These questionnaires will help inform feedback on the implementation of RTI, and are essential to evaluate the efficacy of RTI. Keywords: response to intervention, fidelity, implementation, reading, writing, literacy, questionnaires, validity

Dumouchel, M., & Lanaris, C. (2020**). Processus de changement vers une nécessaire cohérence entre la gestion de la classe et la didactique des mathématiques dans un paradigme constructiviste**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *43*(1), 288-312.
This article presents, based on an analysis of the data collected as part of the first author's doctoral research (Dumouchel, 2017), a description of the paths of three teachers engaged in a process of change (Collerette et al., 2013) towards appropriating a coherent link between the constructivist approach in the teaching of mathematics and classroom management. The article ends by examining the role of accompaniment as a condition facilitating the appropriation of this change towards a coherent relationship. Keywords: classroom management, didactics of mathematics, constructivist, change, coherence

Emplit, P., & Zhang, T. (2020). ***Evidence-based approaches to learning and teaching : Thematic peer group report.*** European University Association asbl. https://eua.eu/downloads/publications/eua%20report%20evidence-based%20approaches_web.pdf
Ce rapport est le résultat de travaux menés par un groupe de chercheurs autour du concept anglo saxon « Evidence-based approaches to learning and teaching », ou « Approches de l'apprentissage et de l'enseignement par la preuve ». L'objectif est de chercher comment améliorer l'apprentissage et l'enseignement à partir d'une méthodologie qui repose sur des données probantes, concrètes, et expérimentées en cours. Les auteurs montrent comment cette approche pourrait être adoptée à grande échelle et développée plus avant dans les établissements d'enseignement supérieur à travers l'Europe

Gibert, A.-F. (2020). **Éduquer à l'urgence climatique**. *Dossier de veille de l'IFÉ*, *133*. http://veille-et-analyses.ens-lyon.fr/DA-Veille/133-mars-2020.pdf
La volonté d'adosser les politiques et les pratiques éducatives aux résultats de la recherche s'amplifie depuis plusieurs années, en France, comme à l'international. Si cette idée, ou cette

injonction selon les cas, semble pertinente, elle ne va pourtant pas de soi dans sa mise en œuvre. Tout d'abord, de quelles recherches parle-t-on ? En effet, plusieurs courants de recherches portant sur l'apprentissage et l'enseignement coexistent sans forcément partager les mêmes façons d'appréhender ce qu'il se passe à l'école. La rencontre entre les recherches portant sur l'éducation (psychologie, sociologie, philosophie, économie et histoire de l'éducation, mais aussi sciences cognitives, sciences du langage, ...) et les pratiques enseignantes est loin d'être évidente et génère depuis plus de 50 ans des tensions et incompréhensions dans un climat de méfiance réciproque. De vastes controverses quant aux enjeux éducatifs traversent régulièrement les médias et l'opinion publique suscitant de nombreuses confusions sur l'éducation en tant qu'objet de recherche. Les recherches en éducation peuvent-elles expliquer ce qu'il se passe dans la classe ? Peuvent-elles guider l'action pédagogique ? Des pratiques efficaces validées par la recherche sont-elles réplicables d'un contexte à un autre ? Le Dossier de Veille 132, en se plaçant du point de vue des enseignant.e.s, se penche sur ces problématiques au cœur des disputes entre les différentes parties prenantes en éducation que sont les acteurs et actrices politiques, éducatif.ve.s et scientifiques. À partir d'une sélection de ressources portant sur les liens entre recherches et pratiques, et afin de mieux prendre la mesure des enjeux concernant l'utilisation des recherches par les enseignant.e.s, ce Dossier porte d'abord sur la nature des recherches concernées et leur vocation à guider les décisions politiques ou éclairer les faits éducatifs. Le deuxième chapitre questionne le principe d'adossement à la recherche (affiché dans le référentiel de compétences professionnelles des métiers du professorat et de l'éducation) dans le cadre de la formation initiale et sa validité face aux savoirs d'expérience développés ensuite par les enseignant.e.s. Et en dernier lieu, ce Dossier pose la question des conditions de mobilisation et d'appropriation des résultats de recherches par les enseignant.e.s de manière à mieux les outiller et à faire réussir les élèves.

Guicherd-Callin, L., & Desbiens, J.-F. (2019). **Les activités de combat comme moyens d'action pour l'éducation physique au Québec**. *Revue des sciences de l'éducation*, *45*(2), 27-49. https://doi.org/10.7202/1067532ar

Les programmes d'études québécois autorisent les enseignant·e·s d'éducation physique et à la santé à enseigner les activités de combat. L'objectif du texte est de fournir un cadre conceptuel et des recommandations pour encadrer cet enseignement. Les activités de combat regroupent un grand nombre de pratiques sociales de référence qui font l'objet de plusieurs dénominations et classifications. En nous appuyant sur la praxéologie motrice, nous élaborons un cadre conceptuel spécifique aux activités de combat pour mieux caractériser les situations motrices de combat. Ces éléments permettent de formuler des recommandations sur l'utilisation des activités de combat et la création de situations motrices de combat en accord avec les programmes.

Hétier, R. (2020). ***Cultiver l'attention et le care en éducation***. Presses universitaires de Rouen et du Havre. http://www.lcdpu.fr/livre/?GCOI=27000100892910

À partir de l'analyse de contes merveilleux, ce livre propose une réflexion sur l'attention et le care. L'attention est sollicitée par le merveilleux, et participe de la construction de la pensée et de la mémoire. Des repères éducatifs sont ainsi proposés : faire de la place, passer par la médiation de la fiction, faire l'expérience de la solitude.

Liu, T., Holmes, K., & Albright, J. (2019). **Teachers' Perceptions of Educational Inclusion for Migrant Children in Chinese Urban Schools : A Cohort Study**. *Education and Urban Society*, *52*(4), 649-672. https://doi.org/10.1177/0013124519868291
In recent decades, China has observed increasing numbers of rural–urban migrant children seeking education in Chinese cities, resulting in pressure on urban schools to accommodate these children. Drawing on pre- and post-survey and interview data with 215 primary school teachers in a metropolitan city in East China, the objectives of this article are to describe teachers' perceptions of educational inclusion in both migrant and public schools, and to investigate changes in their beliefs from 2013 to 2016. Urban public school teachers indicated significant differences in perceptions compared with their first test, whereas no salient differences in perceptions was found among migrant school teachers. The qualitative analysis echoed the quantitative findings and provided further explanation for the complexity and particularity of these changes. Our study revealed that public schools have made great reforms in relation to educational inclusion for migrant students and that these initiatives in turn have produced changes on teachers' perceptions and practices with migrant children. It should be noted, however, that teachers attribute the changes in their perceptions to external factors rather than the internal ones. In the light of these findings, the article discusses implications for further professional development programs for teachers in Chinese migrant schools.

Olitsky, S. (2019). **Teaching as Emotional Practice or Exercise in Measurement? School Structures, Identity Conflict, and the Retention of Black Women Science** Teachers. *Education and Urban Society*, *52*(4), 590-618. https://doi.org/10.1177/0013124519873676
To effectively teach historically marginalized groups of students, educators have argued for increasing recruitment and retention of teachers of color. This qualitative study draws on identity theory, exploring the relationship between school structures, self-talk, identity development, and retention of an African American woman science teacher. In this study, the teacher experienced identity conflicts because structures in her school conflicted with her professional identity, shaped by race and gender, as warm and connected. Results from this study indicate that policies that prioritize measurement over relationships can cause contradictions with culturally responsive approaches and the emotional practice of teaching.

Reverdy, C. (2019). **Jusqu'où peut-on apprendre sans les autres ?** *Edubref*. https://f.hypotheses.org/wp-content/blogs.dir/464/files/2020/03/Edubref-mars-2020.pdf
Notre 7e Edubref, ces condensés de recherches en éducation de 4 pages portant sur une thématique éducative, porte sur la coopération des élèves en classe. Il aborde la question de savoir si les élèves apprennent mieux à plusieurs. Les recherches en éducation, à travers plusieurs disciplines scientifiques, apportent un éclairage de quelques-uns des aspects du travail coopératif entre les élèves, mais le plus gros du travail reste à faire par l'enseignant.e. Comment prendre en compte ce qui influence les relations entre les élèves ? Comment les entrainer à coopérer ? Comment faire en sorte que les élèves, pour les activités coopératives, apprennent davantage en groupe que seul.e.s ? Grâce à l'expérience de leurs classes, des manières d'apprendre de leurs élèves et en fonction de leurs objectifs pédagogiques, nous verrons comment les enseignant.e.s trouvent des pistes de réponses à ces questions, et ce dans des contextes toujours changeants.

Relation formation-emploi

BIAGI, F., MUNOZ, J. C., & PIETRO, G. D. (2020**).** ***Mismatch between demand and supply among higher education graduates in the EU***. Publications office of the European Union. https://publications.jrc.ec.europa.eu/repository/bitstream/JRC120022/jrc120022_jrc120022_demand_and_supply_of_tertiary_graduates.pdf
Le déséquilibre entre l'offre et la demande contribue aux problèmes du marché du travail que connaissent de nombreux jeunes diplômés en Europe. Pour tenter de déterminer si l'Union européenne devrait produire le nombre et le type de diplômés appropriés, cette étude compare les projections sur les tendances prévues en matière de développement du marché du travail des diplômés faites par le Cedefop entre 2016 et 2030 avec les tendances estimées de l'offre de diplômés de l'enseignement supérieur au cours de la même période.

Gicheva, D., & Anand, P. (2020). ***The Impact of the ACA Medicaid Expansions on the Employment and Academic Progress of College Students*** (UNCG Economics Working Paper N° 20-3). University of North Carolina at Greensboro, Department of Economics. https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:ris:uncgec:2020_003;terms=The%20Impact%20of%20the%20ACA%20Medicaid%20Expansions%20on%20the%20Employment%20and%20Academic%20Progress%20of%20College%20Students
This paper examines whether expanding Medicaid eligibility affects the employment patterns and academic progress of college students. To estimate causal relationships, we use the variation in eligibility due to the Affordable Care Act Medicaid expansions that occurred in a subset of U.S. states. We use data from the National Postsecondary Student Aid Study to show that expanding Medicaid resulted in a decrease in employment intensity by students at community colleges, an increase in the number of transfers to four-year colleges, and higher graduation rates in four-year institutions, suggesting that expanding Medicaid led to an improvement in academic progress.

Réussite scolaire

Archambault, I. (2020). ***L'impact du climat interculturel des établissements sur la réussite éducative des élèves issus de l'immigration*** (Rapport de recherche programme actions concertées N° 2017-PO-202761; p. 87). Fonds de recherche Société et culture. http://www.frqsc.gouv.qc.ca/partenariat/nos-projets-de-recherche/projet?id=eewe8ni51470852328342&
Le climat d'une école est une facette importante de l'expérience scolaire des élèves qui contribue également à leur réussite éducative (Janosz, et al., 1998). Il s'agit d'une résultante des interactions constantes entre les normes, les valeurs et les croyances qui caractérisent une école (Cohen et al., 2009; Kuperminc et al., 1997) et les caractéristiques de l'environnement éducatif, social et interpersonnel du milieu (Janosz et al., 1998; White et al., 2014). En contexte de diversité, les rapports entre les acteurs scolaires de divers groupes ethnoculturels, définis par leur origine, leur religion ou leur langue, par exemple, participent directement à la construction du climat. Ainsi, le climat scolaire interculturel se définit comme la résultante des interactions et des pratiques qui s'instaurent au sein de l'école entre les individus issus de cette diversité ethnoculturelle, dont les élèves issus de l'immigration de 1re (nés à l'étranger de parents nés à l'étranger) ou de 2e

génération (nés au pays de parents nés à l'étranger), leurs familles et les acteurs scolaires et extra scolaires appartenant à des groupes minorisés ou non, en interaction avec les caractéristiques physiques et organisationnelles du milieu. Ce climat comporterait cinq grandes dimensions identifiées sur la base d'une récente méta-analyse des travaux québécois sur la réussite éducative des élèves issus de l'immigration (ÉII) et décrites ci-dessous (Mc Andrew et al., 2015). et selon le degré de marginalisation et de stigmatisation de leur communauté, 4) identifier des pistes d'action à l'intention des établissements participants et examiner de manière critique leur transférabilité à d'autres contextes et 5) élaborer un outil diagnostique permettant aux directions d'évaluer le climat interculturel de leurs établissements, qui pourrait être généralisé à l'ensemble des écoles du réseau.

Valeurs

Obone Nguema, L. (2020). ***Apprentissage de l'histoire et éducation à la citoyenneté : Comprendre le rapport au savoir historique des élèves gabonais du cycle secondaire à l'aide d'une approche socio-historique*** [Université Laval]. https://corpus.ulaval.ca/jspui/handle/20.500.11794/38293

La question du sens des savoirs historiques, posée du point de vue des élèves telle que nous l'avons expérimentée dans cette thèse, met en évidence leur rapport au savoir. Pour cerner cette problématique du rapport au savoir, nous l'avons construite suivant une double démarche dont l'une, significative, vise à faire émerger la pertinence sociologique des savoirs scolaires, l'autre, compréhensive, tente de mieux appréhender ce qu'est l'éducation aux sciences historiques. Le regard critique que nous avons posé sur l'acte d'apprendre dans le contexte actuel de l'éducation a permis d'apprécier l'apprentissage de l'histoire comme une réalité bien plus complexe que ne le laissent croire les seules méthodes didactiques. D'abord, parce qu'apprendre est une question multiforme renvoyant à diverses manifestations du sens des savoirs, et qu'en l'occurrence, le processus d'apprentissage interpelle, entre autres, la subjectivité de l'élève pour la relier aux enjeux de l'éducation à la citoyenneté. Sur la base des réflexions construites autour du rapport au savoir (Charlot, 1997 ; Lahire & Johsua, 1999 ; Joigneaux & Rochex, 2008 ; Demba, 2010 ; Lésogho, 2014), un cadre conceptuel élaboré au croisement de la didactique et de la sociologie, a permis d'éclairer les relations des élèves aux savoirs. Ce cadre de pensée hybride a suscité l'ouverture d'un nouvel espace d'analyse et d'accès à d'autres possibles pour penser, aborder et comprendre l'apprentissage historique. La combinaison d'enjeux conceptuels, qui au final a orienté notre propos de recherche vers des enjeux sociodidactiques du rapport au savoir historiques, est l'une des principales contributions de cette thèse. Sur le plan méthodologique, le paradigme compréhensif s'est révélé être un choix intéressant pour se démarquer d'une lecture en négatif des situations d'apprentissage au profit d'une lecture en positif qui rend compte de l'expérience subjective de l'élève. À la lumière des apports théoriques et conceptuels, des angles de réflexion novateurs formulés ont permis de mettre en lumière des sujets singuliers situés dans une historicité, mais capables de s'en distancier de manière réflexive grâce à une lecture plurielle de l'histoire. L'étude confirme des situations et des conditions agissant sur la construction du rapport au savoir et à l'école des élèves.