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Acquisition de compétences

Albrecht, N., & Upadhyay, B. (2019). **Two Somali Fathers' Views of Science: What Should My Children Learn in Science?** *Education and Urban Society*, *52*(7), 1133-1154. https://doi.org/10.1177/0013124519894975
This exploratory qualitative study examines the views of two Somali fathers on science, nature, and content of science that Somali students should be taught, and how science intersects with Somali sociocultural practices. The fathers were interviewed for over a year. We analyzed data inductively using a systematic qualitative process. The findings of the study show that the Somali fathers desired their children to learn science that was useful in Somali lives and connected to their sociocultural experiences. Learning evolution science created resistance and challenges to Somali fathers' views of scientific evolution and future careers in science-related fields. Because of their deep-rooted Islamic faith, the fathers' views of scientific evolution created internal resistance and challenges for themselves and for their children. In addition, Somali fathers expressed a greater sense of responsibility to resist the labels that science assigns in the "name of disease diagnosis." A larger implication of this study might call upon urban school teachers to seek out Somali adults and parents as resources to make science teaching and learning socioculturally more relevant and respectful.

Anthonysamy, L., Koo, A. C., & Hew, S. H. (2020). **Self-regulated learning strategies in higher education: Fostering digital literacy for sustainable lifelong learning**. *Education and Information Technologies*, *25*(4), 2393-2414. https://doi.org/10.1007/s10639-020-10201-8
This paper aims to examine how self-regulated learning strategies (SRLS) can foster the enhancement of digital literacy in digital learning to increase efficiencies in human capital for sustainable development in lifelong learning. Digital disruption in the education sector is unavoidable. The results of this study will be useful for educators and students to establish guidelines on how to utilize SRLS to enhance digital literacy competence and hence lifelong learning as developing human capital for the future workplace is crucial. Since research supports the fact that digital natives lack digital literacy, this paper look at how SRLS can foster digital literacy because it assists students to manage their learning independently online. Furthermore, there is a dearth of evidence on the effects of SRLS on digital literacy. How SRLS can elevate digital literacy is still rudimentary. To fulfill the purpose of the study, four hypotheses were formulated. A cross sectional survey of full-time undergraduates from IT or Multimedia programs to examine the relationships between the use of self-regulated learning strategies towards digital literacy in digital learning within from selected private universities with blended learning environments in the central region of Malaysia.A total of 563 respondents were analyzed via Structured Equation Modelling using Partial least Squares (PLS) to obtain the final results. The results of the hypotheses revealed three out of four hypotheses were supported corroborating that three domains of SRLS (metacognitive knowledge, resource management, and motivational beliefs) showed a significant positive influence on digital literacy.

Bret, A., Durand de Monestrol, H., Ndiaye, M., & Philippe, C. (2020). **Test de positionnement de début de seconde 2019 : des écarts de performances selon la voie de formation, le profil des élèves et les académies**. *Note d'information*, (20.24). Consulté à l'adresse https://www.education.gouv.fr/media/69601/download

À la rentrée 2019, plus de 720 000 élèves de seconde ont effectué un test de positionnement visant à évaluer leurs acquis et leurs besoins de façon à leur proposer un accompagnement personnalisé adapté et à remédier à leurs difficultés éventuelles. En français, huit élèves sur dix ont une maîtrise satisfaisante ou très bonne des domaines évalués en début de seconde. En mathématiques, ils sont un peu plus de sept sur dix. Les écarts entre les voies sont très marqués : les élèves de seconde générale et technologique présentent des niveaux de maîtrise nettement supérieurs à ceux de seconde professionnelle. Toutes formations confondues, les écarts entre académies sont importants. Si la tonalité sociale des académies est susceptible d'expliquer une partie de ces écarts, certaines se distinguent toujours par de meilleurs résultats que ceux attendus compte tenu des profils sociaux de leurs élèves.

COLE, T., FILIPPOVA, A., LIEBE, J., HARK, V., SCHWARZ, M., & AQUILIN, L. (2020). ***Bridging innovation and learning in TVET : thematic workshop : greening TVET***. Consulté à l'adresse https://liseo.ciep.fr/doc_num.php?explnum_id=12691
Les effets néfastes du changement climatique et la gestion de ressources naturelles limitées nécessitent des changements à tous les niveaux de la société. L'enseignement et la formation techniques et professionnelles (EFTP) joue un rôle crucial dans la sensibilisation et l'offre de compétences liées à cette question, les compétences vertes devenant de plus en plus importantes. Réalisé dans le cadre du projet BILT, ce rapport présente les conclusions de l'atelier sur l'écologisation de l'EFTP qui s'est tenu à Malte les 23 et 24 octobre 2019. Il montre comment les parties prenantes se sont engagées pour relever les défis et garantir que l'EFTP reste non seulement pertinent aujourd'hui, mais se positionne pour l'avenir.

Danilov, I. V. (2020). **Social Interaction in Knowledge Acquisition: Advanced Curriculum Critical Review of Studies Relevant to Social Behavior of Infants**. *Computationorld 2020. The Conference COGNITIVE 2020*. Présenté à Nice, France. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-02881624
The question of the acquisition of the first social phenomena by newborns is a crucial issue both in understanding the mental development and the ontogenesis of social interaction. The review attempts to investigate other researches that observe social behavior in studies with no communication between subjects. This current analysis reviews several studies on social phenomena-categorization of words, preference of faces and even race-in newborns and 3-to 4-months-old infants and complements their findings. The review states that newborns and young infants are not able to independently classify phenomena from social reality and perceptually interact with adults effectively enough to understand the meanings of social phenomena on their own. The review concludes that the social behavior of infants is driven by adult social learning through non-perceptual social interaction between them. This thesis is supported by the recent review on social behavior of infants and the experiments on language acquisition of adults, where it is also shown the increase of group performance provided by such unconscious mental collaboration. The long-term study of non-perceptual social interaction could form the basis of the advanced curriculum that can efficiently introduce new knowledge into the long-term memory domain of students to facilitate and accelerate their learning.

Danilov, I. V., & Mihailova, S. (2020). **Emotions in e-Learning: The Review Promotes Advanced Curriculum by Studying Social Interaction**. *The 6 Th International Conference*

on Lifelong Education and Leadership for ALL. Présenté à Sakarya, Turkey. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-02902339
This study presents, for the first time, (a) the analysis of the modern literature on the reciprocal impact of emotional arousal and interactional synchrony that creates the synergy of this tandem increasing group productivity; (b) the empirical results of 10 online experiments with 41 dyads. These online experiments in different languages found a 54% increase in group productivity (41% above chance, the p-value < 0.001). The research question of the study is to understand why individuals look for synchrony. A highlight of the article is the hypothesis about the emergence of coherence of emotional arousal and interactional synchrony, the outcome of which enhances group performance. This Model of Coherent Intelligence is supported by laws of Physics and arguments of Social Sciences which are strictly based on experimental data in the modern literature. The study proposes directions for improving e-learning, using Coherent Intelligence. .

Demetriou, A. (2020). **Bridging the Twenty-first Century Gap in Education – History, Causation, and Solutions**. *European Review*, *28*(S1), S7-S27. https://doi.org/10.1017/S1062798720000873
This article discusses the gaps in the cognitive demands of education as higher levels of education became socially and culturally necessary. These gaps are related to major transitions between education levels, such as the transition from preschool to primary school, from primary to secondary, or from secondary to tertiary education. Gaps reflect deviations between the concepts and skills prescribed for learning by a specific population and the readiness of this population to cope with the demands of the task within the time frame prescribed. The history and the cognitive developmental profile of the gaps is outlined. This article focuses on the gap between secondary and tertiary education. It is explained that a major reason for the gap is the vast expansion in the population of youth attending university studies. We outline a programme for bridging this gap, which extends from primary to university education. We emphasize changes in principle-based and critical thought that are needed by many students if they are be able to grasp science as intended by universities.

Fagioli, L. P., Baker, R., & Orona, G. A. (2020). **The Role of Non-cognitive Variables in Identifying Community College Students in Need of Targeted Supports**. *Research in Higher Education*, *61*(6), 725-763. https://doi.org/10.1007/s11162-020-09588-7
Non-academic characteristics and traits, such as academic self-efficacy and conscientiousness, have maintained the interest of higher education researchers for decades. A considerable amount of research has found that these non-cognitive variables (NCVs) are generally predictive of undergraduate success. However, most prior studies have focused on the use of NCVs in 4-year colleges, and understanding if and how these measures predict the academic trajectories of community college students has received less attention. As past work has indicated that NCVs are differentially predictive for students from different backgrounds, such an examination is needed. Drawing on data from two diverse community colleges, our study addresses this need by exploring if seven popular NCVs predict both short and longer-term student outcomes, how these measures are related to help-seeking behaviors, and their utility in identifying students at risk of serious academic failures. We find statistically significant relationships between NCVs and GPA outcomes but conclude that their practical utility appears trivial.

Folgueiras, P., Aramburuzabala, P., Opazo, H., Mugarra, A., & Ruiz, A. (2018). **Service-learning: A survey of experiences in Spain**. *Education, Citizenship and Social Justice*, *15*(2), 162-180. https://doi.org/10.1177/1746197918803857
Service-learning is a teaching methodology that promotes students' learning through active participation in experiences of community service. This methodology allows students to engage directly with those to whom it offers a needs- and context-adapted service, very often outside the classroom. While there are numerous projects that follow the service-learning methodology, surveys of experiences carried out at higher education level remain scarce. We performed a survey study with 424 undergraduate students participating in service-learning projects in order to identify the type and level of student participation, the skills and competences acquired; the characteristics of services provided; and the levels of satisfaction of students taking part. We found that the students had a positive perception of the effects of their participation; that the skills and competences developed were primarily teamwork, ethical commitment, adapting to new situations and problem-solving; and that the usefulness of the service was mainly in moral development and commitment.

Garriott, P. O., Chao, H., Jessen, M., Jordan, R. A., Galluzzo, J., Hadjeasgari, C., … Allan, B. A. (2019). **Development and Validation of the College Social–Emotional Crossroads Inventory**. *Journal of Career Assessment*, *28*(3), 496-511. https://doi.org/10.1177/1069072719894271
The purpose of this study was to develop and provide initial validity evidence for the College Social–Emotional Crossroads Inventory (C-SECI). A sample (N = 751) of undergraduate students was randomly split into two samples for exploratory and confirmatory factor analysis. Results of exploratory factor analysis indicated that three factors should be extracted from the data and that the items comprised three subscales: Campus Cultural Fit, Academic Capital, and School–Family Integration. A confirmatory factor analysis suggested a bifactor structure was the best representation of the C-SECI items. Furthermore, scores on the C-SECI subscales correlated in expected directions with measures of institutional classism, academic self-efficacy, academic progress, global stress, first-generation college student status, subjective social status, and family income. The C-SECI is a brief measure that can be used to capture tensions students may experience between their postsecondary institutions and families and communities of origin.

Hull, M., & Norris, J. (2018). ***The Skill Development of Children of Immigrants*** (SSRN Scholarly Paper N° ID 3238549). Consulté à l'adresse Social Science Research Network website: https://papers.ssrn.com/abstract=3238549
In this paper, we study the evolution of cognitive and noncognitive skills gaps for children of immigrants between kindergarten and 5th grade. We find some evidence that children of immigrants begin school with lower math scores than children of natives, but this gap disappears in later elementary school. For noncognitive skills, children of immigrants and children of natives score similarly in early elementary school, but a positive gap opens up in 3rd grade. We find that the growth in noncognitive skills is driven by disadvantaged (e.g., low-SES) immigrant students. We discuss potential explanations for the observed patterns of skill development as well as the implications of our results for the labor market prospects of children of immigrants.

Ibarra-Sáiz, M. S., Rodríguez-Gómez, G., & Boud, D. (2020). **Developing student competence through peer assessment: the role of feedback, self-regulation and evaluative judgement**. *Higher Education*, *80*(1), 137-156. https://doi.org/10.1007/s10734-019-00469-2
How can students' competence be developed through peer assessment? This paper focuses on how relevant variables such as participation, evaluative judgement and the quality of the assessment interact and influence peer assessment. From an analysis of 4 years of data from undergraduate classes in project management, it develops a model of causal relationships validated using the PLS-SEM method. It demonstrates relationships between these variables and considerers the influence of students' competence and the mediating nature of feedback and self-regulation on the process. It points to how peer assessment practices can be improved whilst highlighting how evaluative judgement and feedback are two key elements that can be addressed to deliver the effective development of students' competence.

Karakoyun, F., & Lindberg, O. J. (2020). **Preservice teachers' views about the twenty-first century skills: A qualitative survey study in Turkey and Sweden**. *Education and Information Technologies*, *25*(4), 2353-2369. https://doi.org/10.1007/s10639-020-10148-w
The purpose of this study was to investigate the views of preservice teachers from Turkey and Sweden about twenty-first century skills. The participants of the study were 197 preservice teachers from universities in Turkey and Sweden. In the study, the views of preservice teachers about twenty-first century skills were investigated with an open-ended questionnaire, and the collected qualitative data were analysed using a content analysis method. The findings indicate that within the context of daily life, the preservice teachers from both countries associated twenty-first century skills mostly with technology, digital citizenship, communication, and information literacy. Within the context of education, a great majority of the preservice teachers from Turkey associated twenty-first century skills with information literacy and technology, while those from Sweden associated twenty-first century skills mostly with technology, distance learning and communication. In addition, it was seen that among the skills considered by the preservice teachers from both countries to be necessary for their careers and for their future students, they all put most emphasis on digital literacy. However, as the second most frequent skills, the preservice teachers from Turkey emphasized critical thinking and problem solving skills, while the preservice teachers from Sweden mentioned communication skills and information literacy.

Le Jeu, ses effets sur le développement psychologique et les apprentissages de l'enfant. Regards multiples (Dossier). (2020). *ANAE Approche neuropsychologique des apprentissages chez l'enfant*, (165). Consulté à l'adresse https://www.anae-revue.com/
Liu, X., Zou, Y., Ma, Y., & Gao, W. (2020). **What affects PhD student creativity in China? A case study from the Joint Training Pilot Project**. *Higher Education*, *80*(1), 37-56. https://doi.org/10.1007/s10734-019-00463-8
To understand the factors and their influencing mechanisms on PhD students' creativity, we propose an extended scientific and technical human capital (STHC) model to examine the structural relationships among different sources of social capital, psychological capital, and PhD students' creativity and to test the moderating role of gender, industry experience, and interdisciplinary experience on the structural model. Data are collected from 201 respondents enrolled in the Joint Training Pilot Project (JTPP) in 2010 and 2011. The results show that (1) university social capital has a

significant direct influence on PhD students' creativity, while industry social capital has no significant direct effect; (2) psychological capital partially mediates the relationship between university social capital and creativity and fully mediates the industry social capital and creativity linkage; and (3) gender, industry experience, and interdisciplinary experience moderate several paths. Theoretical and practical implications are discussed, and recommended directions for future research are suggested.

Mahmoudi, K. (2020). **" Former l'esprit critique des élèves "**. *Education & Formation*. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-02913449
Notre étude se situe dans la sphère discursive de la communication institutionnelle. L'analyse de productions discursives et scripturales amène à comprendre les enjeux et les finalités de la formation de l'esprit critique face au développement des usages et mésusages du numérique. L'étude de procédés discursifs invite le lecteur à saisir le contexte d'émergence du discours qui institue cette formation en présupposé d'urgence suite aux attentats. Observée sous l'angle du dispositif de médiation, la formation de l'esprit critique diffuse les prescriptions d'usages du numérique ainsi que leur légitimation. Une forme synoptique décrit les composants de la formation de l'esprit critique. Elle révèle que l'acquisition de compétences et savoirs translittéraciques devient le gage d'une posture critique face à l'information et aux médias numériques.

Menzi Çetin, N., & Akkoyunlu, B. (2020). **Integrating scientific communication into middle school lessons: A curriculum design research**. *Education and Information Technologies*, *25*(4), 2371-2391. https://doi.org/10.1007/s10639-020-10208-1
In this study, a Scientific Communication Curriculum (SCC) was designed for middle school students and teachers to equip them with scientific communication (SC) skills, and the skills included in the SCC were integrated into the middle school lessons. Within the framework of the Curriculum Design Research (CDR), designing the Scientific Communication Curriculum (SCC) and integrating into the lessons were conducted by two cycles and each cycle consisted of four stages; analysis, design, implementation, and evaluation. In the first cycle, SCC was developed and implemented for the evaluating the effectiveness of the SCC in terms of teaching scientific communication skills to the students with the help of Information Technology (IT) course teacher. In the second cycle, the scientific communication skills were integrated into the lessons in collaboration with the teachers and the School Librarian (SL). As a part of the design process, the Teacher Training Program (TTP) was organized to equip all middle school teachers with scientific communication skills and to help them how to teach and how to integrate the SC skills. Furthermore the TTP served as a professional development component of the CDR framework. Based on the quasi-experimental study results and also opinions of the students and the IT teacher towards the first implementation stage, it was concluded that the SCC was effective in equipping students with scientific communication skills. Regarding the findings from the second cycle, the integration process was satisfying for the teachers and the SL. Teachers found the TTP helpful for their professional development. According to views of the teachers and the SL on the integration process was a positive and useful step for them. The results of this study were addressed and discussed under the headings of design principles, curriculum components, and professional development that are components of the CDR model.

Raynault, A. (2020). ***Apprendre à collaborer en équipe interprofessionnelle et à développer les compétences de la pratique collaborative et de partenariat patient en santé et services sociaux dans un cours universitaire hybride à l'ère du numérique***. Consulté à l'adresse https://papyrus.bib.umontreal.ca/xmlui/handle/1866/23562

La collaboration entre les professionnels de la santé s'avère être nécessaire pour faire face au vieillissement de la population, à la prévalence des maladies chroniques et à la pénurie de personnel chez certaines professions de la santé (OMS, 2010). De plus, pour favoriser une collaboration optimale et offrir des soins de qualité, des équipes choisissent désormais d'adopter une approche de soins en partenariat patient où la collaboration interprofessionnelle se déroule en valorisant les savoirs expérientiels du patient à l'égard de la vie avec la maladie et en l'intégrant dans l'équipe de soins. L'Université de Montréal (UdeM) offre une formation à l'éducation à la collaboration interprofessionnelle (EIP) visant à enseigner des compétences de la pratique collaborative en sciences de la santé et en sciences psychosociales en partenariat avec le patient. L'EIP est confrontée à divers défis, entre autres, de logistique, de communication et de cloisonnement des professions. Pour surmonter ces obstacles, l'UdeM s'est donc tournée vers le numérique afin de permettre à des équipes interprofessionnelles d'étudiants de collaborer en ligne et en présentiel. Cette étude s'intéresse donc à décrire comment les étudiants réunis en équipe interprofessionnelle collaborent dans le contexte du cours hybride de Collaboration en sciences de la santé (CSS) en partenariat avec le patient offert par l'UdeM. Nous décrivons comment les étudiants collaborent en ligne et en présentiel et nous identifions les compétences du référentiel de compétences mobilisées. Notre étude propose un cadre conceptuel basé sur l'apprentissage collaboratif en mode hybride (en ligne et en présentiel) de l'EIP composé 1) du modèle de Chiocchio, Grenier, O'Neill, Savaria et Willms (2012) permettant de décrire comment les équipes d'étudiants mobilisent les dimensions de la collaboration (communication, synchronisation, coordination implicite et explicite); 2) du référentiel de compétences de la pratique collaborative et de partenariat patient en santé et services sociaux (Direction collaboration partenariat patient [DCPP] et Comité interfacultaire opérationnel l'Université de Montréal [CIO-UdeM], 2016) et 3) de la typologie du travail interprofessionnel de Xyrichis, Reeves, Zwarenstein (2018). 18 Notre étude emploie une méthodologie mixte convergente. Nous avons mené cette étude auprès d'une cohorte de 1435 étudiants de deuxième année de baccalauréat dans le cadre du cours CSS2900 provenant de treize programmes à l'UdeM. Ce cours se divise en trois volets: 1) formation en ligne 2) activité intraprogramme, 3) atelier interprofessionnel en présentiel coanimé par un professionnel de la santé et un patient formateur. Premièrement, nous avons analysé le Journal de bord collaboratif (JBC) de douze équipes interprofessionnelles d'étudiants (n=60), soit un corpus de cette cohorte. Deuxièmement, nous avons partagé un questionnaire La collaboration en équipes interprofessionnelles à la cohorte à la fin du cours et celui-ci a été répondu par 321 participants. Les résultats indiquent que les participants de l'étude ont majoritairement et similairement mobilisé les dimensions de la collaboration. La communication et la coordination seraient tributaires de la synchronisation lorsque la collaboration se déroule en ligne. L'usage des médias sociaux et d'un outil d'écriture collaborative en ligne auraient favorisé la collaboration en mode hybride. En présentiel, le patient partenaire coanimateur a soutenu des équipes pour faire le point sur leurs apprentissages et ainsi développer des compétences du référentiel du cours CSS2900. Le contexte de l'étude en mode hybride permet aux équipes de collaborer sur une longue période, à la manière d'une classe inversée (figure 29). Ceci favoriserait le

développement des compétences du référentiel (DCPP et ClO-UdeM) et le décloisonnement des professions. Les contextes d'apprentissage où les pratiques des compétences effectives ont été mobilisées semblent se rapprocher du réseautage interprofessionnel et de la collaboration consultative de la typologie de Xyrichis et coll. (2018).

Skiba, R. (2020a). **Characteristics of Effective Health and Safety Training Environments and Trainers in Australian Vocational Education and Training**. *International Journal of Vocational Education and Training Research*, *6*(2), 22-28. https://doi.org/10.11648/j.ijvetr.20200602.11
Effective health and safety training can contribute to a reduction of workplace accidents and assist employers to meet their health and safety legal obligations as prescribed by health and safety legislation. This paper considers the competency requirements for trainers of health and safety within the Australian Vocational Education and Training (VET) context from a standards perspective. Currently, there are not specific specified requirements for these trainers, but rather generic requirements that apply to all trainers in the VET sector. An interpretive qualitative method utilizing observations based on a review of a range of sources, including published research, standards documents, general internet sources and industry publications is applied such that the health and safety training practices and environments in the VET sector are explored and described. Health and safety training, in order to be effective, warrants careful attention to the training environment, the training practices implemented and the skills and knowledge of the trainer. The role of standards for health and safety training, with ANSI/ASSE Z490.1-2016 and CAN/CSA Z1001-18b provided as examples, is considered and a these standards provide a basis for a proposed standardization for health and safety training practitioners in the Australian VET system. The findings offer inclusion of a specific training and assessment unit of competency in the TAE Training and Education Training Package to address the specific requirements for safety trainers, which then be used as a benchmark in the VET sector and by employers and industry. The paper, in conclusion, posits that inconsistent training practices and trainer qualifications could be minimized by utilizing a national, consensus-based standard on the training practices in health and safety training, which can be achieved through a competency specification.

Skiba, R. (2020b). **Effective Means of Teaching and Developing Emotional Intelligence in the Corrections Industry**. *Advances in Applied Sociology*, *10*(06), 187-199. https://doi.org/10.4236/aasoci.2020.106012
In a recent skills forecast undertaken by Australian Industry Standards (Aus-tralian Industry Standards, 2019) related to the Corrections Industry, the Industry Reference Committee, through its consultations, determined that Correctional Officers need to interact with a diverse and varied range of people at any given time and they may also encounter high-tension situations. Given the nature of the Corrections industry, soft skills gain more prominence in this space. One of the primary soft skills identified is emotional intelligence. This paper firstly contextualises the need for development of emotional intelligence in Correctional Officers such that this skill can be effectively utilised in a rehabilitative environment. The paper recognises that an ability to read, interpret, comprehend, and react to inmate emotions as well as to manage their own emotions can impact on the Correctional Officer's work environment and well-being, as well as their safety, and also positively impacts on the inmates. Increased emotional

intelligence may contribute to the prevention of security incidents in a corrections facility. The CSC Correc-tional Services Training Package does not include units of competency specific to defining a competency standard for utilisation of emotional intelligence in a corrections setting. The majority of the training in this area is conducted internally by institutions, rather than by Registered Training Organisations , and as such, a range of performance criteria that can be used for program definition is outlined such that adult learning principles can be integrated into the delivered programs. Likewise, a suitable delivery model, using Learning Conferences, is specified as a potential delivery model.

Vincent-Lancrini, S., González-Sancho, C., Bouckaerti, M., de Lucai, Federico, Fernández-Barrerrai, M., Jacotini, G., … OCDE. (2020). ***Développer la créativité et l'esprit critique des élèves: Des actions concrètes pour l'école*** (p. 420). Consulté à l'adresse OCDE website: https://www.oecd-ilibrary.org/education/developper-la-creativite-et-l-esprit-critique-des-eleves_8ec65f18-fr
La créativité et l'esprit critique sont des compétences essentielles dans des sociétés et des économies complexes, mondialisées et de plus en plus numériques. Si les enseignants et les dirigeants politiques considèrent la créativité et l'esprit critique comme des objectifs importants de l'enseignements, beaucoup éprouvent des difficultés à concevoir comment développer ces compétences dans le cadre scolaire. Afin de rendre les choses plus visibles et tangibles pour les professionnels, l'OCDE a travaillé avec des réseaux d'écoles et d'enseignants dans 11 pays pour développer et tester un ensemble de ressources pédagogiques qui illustrent l'enseignement, l'apprentissage et la progression de la créativité et de l'esprit critique dans l'enseignement primaire et secondaire. Grâce à un portfolio de référentiels de compétences et d'exemples de plans de cours, les enseignants sur le terrain ont fait part de leur retour d'expérience, mis en place les stratégies d'enseignement proposées et rendu compte de leur travail. Des instruments de suivi de l'efficacité de l'expérience pour une étude de validation ont aussi été testés, y compris un retour qualitatif sur le terrain fourni par les coordinateurs d'équipe. Quels sont les composantes principales de la créativité et de l'esprit critique ? Quelles stratégies et approches pédagogiques peuvent adopter les enseignants pour les développer ? Comment les chefs d'établissement peuvent-ils soutenir la formation professionnelle des enseignants ? Dans quelle mesure les enseignants ayant participé au projet ont-ils changé leurs méthodes d'enseignement ? Comment peut-on savoir si cela fonctionne et pour qui ? Ce sont certaines des questions abordées dans cet ouvrage, qui présente les résultats et les leçons de ce projet international.

Warner, L. H. (2020). **Developing Interpersonal Skills of Evaluators: A Service-Learning Approach**. *American Journal of Evaluation*, *41*(3), 432-451. https://doi.org/10.1177/1098214019886064
The challenge and opportunity for the field of evaluation is to prepare evaluators with sophisticated interpersonal competence alongside technical research skills. This article shows that service-learning, a "real-world" pedagogical model, holds promise as a way to educate students in evaluation while developing their interpersonal skills. While other community-based approaches offer experiential applications of evaluation methods, service-learning adds the important element of reflection to deepen student learning. A course that employed the "client-based" service-learning approach, individual-to-group student assignments, practice with interpersonal skills, and ongoing reflection

activities is presented as a pedagogical approach to expand the range of interpersonal skills that can be developed among students. Student surveys showed that the course conveyed many benefits beyond technical knowledge of evaluation: use and awareness of important interpersonal skills, growing insight into their community and its people, growth of professional self-confidence, and kindling an interest in the field of evaluation.

Zhu, A. Y. F. (2020). **Impact of Financial Education on Adolescent Financial Capability: Evidence from a Pilot Randomized Experiment**. *Child Indicators Research*, *13*(4), 1371-1386. https://doi.org/10.1007/s12187-019-09704-9
Financial capability is an important competence for adolescents, and secondary school is a natural setting in which to deliver financial education courses. Currently, however, little empirical evidence has been published on the effects of in-school financial education on financial capability in adolescents. This pilot study brought together a randomized experimental design, a combination of local and non-local financial education courses, comprehensive measurements, and multi-level structural equation modeling for data analysis to evaluate the outcomes of a financial education project in a representative sample of Hong Kong adolescents. Results demonstrated that our financial intervention made a positive impact on objective financial knowledge and financial self-efficacy but a negative one on financial behaviors. Positive effects on financial self-efficacy were stronger in male adolescents than in females. Our findings represent an important contribution to the literature regarding financial education at the secondary school level.

Aspects économiques de l'éducation

Anders, J., Dickerson, A., Gregg, P., & Macmillan, L. (2020). **Unemployment: The Coming Storm, Who Gets Hit, Who Gets Hurt, and Policy Remedies**. In *CEPEO Working Paper Series* (N° 20-12). Consulté à l'adresse Centre for Education Policy and Equalising Opportunities, UCL Institute of Education website: https://ideas.repec.org/p/ucl/cepeow/20-12.html
While recent forecasts have pointed to an employment shock of a similar magnitude to that seen in the previous Great Recession, many of the circumstances this time round suggest we may be facing a more severe experience. This is likely to disproportionately affect young people, those from deprived families both in adulthood and in childhood, ethnic minorities, and those with low levels of education. Evidence shows that there are long-term costs to spells out of work, including reduced employment opportunities and wages, alongside lower job satisfaction, health and happiness. A combined response of macro-level interventions, alongside individually-targeted education, skills and active labour market policy responses are required. Targeted cuts to National Insurance, changing the incentives of the Coronavirus Job Retention Scheme (CJRS), increasing access courses to higher education, funding further education routes, and combined interventions including targeted job support schemes and high quality work placements are all policies that can aid recovery and minimise the costs of scarring.

Anders, J., Dilnot, C., Macmillan, L., & Wyness, G. (2020). ***Grade Expectations: How well can we predict future grades based on past performance?*** Consulté à l'adresse Centre for Education Policy and Equalising Opportunities, UCL Institute of Education website: https://EconPapers.repec.org/RePEc:ucl:cepeow:20-14

The Covid-19 pandemic has led to unprecedented disruption of England's education system, including the cancellation of all formal examination. Instead of sitting exams, the class of 2020 will be assigned « calculated grades » based on predictions by their teachers. However, teacher predictions of pupil grades are a common feature of the English education system, with such predictions forming the basis of university applications in normal years. But previous research has shown these predictions are highly inaccurate, creating concern for teachers, pupils and parents. In this paper, we ask whether it is possible to improve on teachers' predictions, using detailed measures of pupils' past performance and non-linear and machine learning approaches. Despite lacking their informal knowledge, we can make modest improvements on the accuracy of teacher predictions with our models, with around 1 in 4 pupils being correctly predicted. We show that predictions are improved where we have information on "related" GCSEs. We also find heterogeneity in the ability to predict successfully, according to student achievement, school type and subject of study. Notably, high achieving non-selective state school pupils are more likely to be under-predicted compared to their selective state and private school counterparts. Overall, the low rates of prediction, regardless of the approach taken, raises the question as to why predicted grades form such a crucial part of our education system.

Asim, S., & Riaz, A. (2020). ***Community Engagement in Schools: Evidence from a Field Experiment in Pakistan*** (Policy Research Working Paper Series N° 9280). Consulté à l'adresse The World Bank website: https://econpapers.repec.org/paper/wbkwbrwps/9280.htm
This paper presents the results of a field experiment in rural Sindh, Pakistan, where half of the school-age children (ages 6-10 years) are out of school. The study tests simple and low-intensity approaches to strengthen engagement of communities with schools: face-to-face dialogue at externally facilitated community meetings, and ongoing, anonymous dialogue via text messages. The interventions increased communities'interest in education as measured through an improvement in the number of functioning schools and, in the case of the text message treatment, substantial gains in retention of students in grades 2, 3, and 4. On the supply side, the schools significantly increased staffing and the share of one-teacher schools was reduced; however, teacher absenteeism increased, and there was no substantial impact on basic school infrastructure. Elections and capacity building for school committees were implemented in a cross-over experimental design. The intervention undermined the participation of communities in meetings and reduced impacts on all indicators except new admissions and availability of toilets in schools. No evidence is found of impact on measured test scores for any intervention.

Aucejo, E., & James, J. (2019). ***The Path to College Education: The Role of Math and Verbal Skills*** (N° 1901). Consulté à l'adresse California Polytechnic State University, Department of Economics website: https://ideas.repec.org/p/cpl/wpaper/1901.html
This paper studies the formation of math and verbal skills during compulsory education and their impact on adult outcomes. We introduce a novel method to estimate dynamic, nested CES production functions. Using a rich panel database that follows a cohort of students in England from elementary school to university, we find that the production functions of math and verbal skills are inherently different, where cross-effects are only present in the production of math skills. Results on long-term outcomes indicate that verbal skills play a substantially greater role in explaining university

enrollment than math skills. This finding, combined with the large female advantage in verbal skills, has key implications for gender gaps in college enrollment and field of study. Finally, we show that students stuck in low quality schools have lower skill levels at the end of compulsory education compared to students attending high quality schools, with these skill deficits leading to a 30 percentage point gap in college enrollment among these students. Simulation results show that about 15% of this gap is due to di erences in skill levels at the beginning of compulsory education while about 20% of this gap is attributable to the differences in school quality, which indicates that policies aiming to improve school quality could help to overcome initial skill disadvantages.

Aucejo, E. M., French, J. F., Araya, M. P. U., & Zafar, B. (2020). **The Impact of COVID-19 on Student Experiences and Expectations: Evidence from a Survey**. In *NBER Working Papers* (N° 27392). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://ideas.repec.org/p/nbr/nberwo/27392.html
In order to understand the impact of the COVID-19 pandemic on higher education, we surveyed approximately 1,500 students at one of the largest public institutions in the United States using an instrument designed to recover the causal impact of the pandemic on students' current and expected outcomes. Results show large negative effects across many dimensions. Due to COVID-19: 13% of students have delayed graduation, 40% lost a job, internship, or a job offer, and 29% expect to earn less at age 35. Moreover, these effects have been highly heterogeneous. One quarter of students increased their study time by more than 4 hours per week due to COVID-19, while another quarter decreased their study time by more than 5 hours per week. This heterogeneity often followed existing socioeconomic divides; lower-income students are 55% more likely to have delayed graduation due to COVID-19 than their higher-income peers. Finally, we show that the economic and health related shocks induced by COVID-19 vary systematically by socioeconomic factors and constitute key mediators in explaining the large (and heterogeneous) effects of the pandemic.

Aue, R., Klein, T., & Ortega, J. (2020). **What happens when separate and unequal school districts merge?** In *ZEW Discussion Papers* (N° 20-032). Consulté à l'adresse ZEW - Leibniz Centre for European Economic Research website: https://ideas.repec.org/p/zbw/zewdip/20032.html
We study the welfare effects of school district consolidation, i.e. the integration of disjoint school districts into a centralised clearinghouse. We show theoretically that, in the worst-case scenario, district consolidation may unambiguously reduce students' welfare, even if the student-optimal stable matching is consistently chosen. However, on average all students experience expected welfare gains from district consolidation, particularly those who belong to smaller and over-demanded districts. Using data from the Hungarian secondary school assignment mechanism, we compute the actual welfare gains from district consolidation in Budapest and compare these to our theoretical predictions. We empirically document substantial welfare gains from district consolidation for students, equivalent to attending a school five kilometres closer to the students' home addresses. As an important building block of our empirical strategy, we describe a method to consistently estimate students' preferences over schools and vice versa that does not fully assume that students report their preferences truthfully in the student-proposing deferred acceptance algorithm.

Azevedo, J. P. W. D., Hasan, A., Goldemberg, D., Iqbal, S. A., & Geven, K. M. (2020). **Simulating the Potential Impacts of COVID-19 School Closures on Schooling and Learning Outcomes : A Set of Global Estimates**. In *Policy Research Working Paper Series* (N° 9284). Consulté à l'adresse The World Bank website: https://ideas.repec.org/p/wbk/wbrwps/9284.html
School closures due to COVID-19 have left more than a billion students out of school. This paper presents the results of simulations considering three, five and seven months of school closure and different levels of mitigation effectiveness resulting in optimistic, intermediate and pessimistic global scenarios. Using data on 157 countries, the analysis finds that the global level of schooling and learning will fall. COVID-19 could result in a loss of between 0.3 and 0.9 years of schooling adjusted for quality, bringing down the effective years of basic schooling that students achieve during their lifetime from 7.9 years to between 7.0 and 7.6 years. Close to 7 million students from primary up to secondary education could drop out due to the income shock of the pandemic alone. Students from the current cohort could, on average, face a reduction of $355, $872, or $1,408 in yearly earnings. In present value terms, this amounts to between $6,472 and $25,680 dollars in lost earnings over a typical student's lifetime. Exclusion and inequality will likely be exacerbated if already marginalized and vulnerable groups, like girls, ethnic minorities, and persons with disabilities, are more adversely affected by the school closures. Globally, a school shutdown of 5 months could generate learning losses that have a present value of $10 trillion. By this measure, the world could stand to lose as much as 16 percent of the investments that governments make in the basic education of this cohort of students. The world could thus face a substantial setback in achieving the goal of halving the percentage of learning poor and be unable to meet the goal by 2030 unless drastic remedial action is taken.

Bazzi, S., Hilmy, M., & Marx, B. (2020). **Islam and the State: Religious Education in the Age of Mass Schoolingâˆ—**. In *Boston University - Department of Economics - The Institute for Economic Development Working Papers Series* (N° dp-349). Consulté à l'adresse Boston University - Department of Economics website: https://ideas.repec.org/p/bos/iedwpr/dp-349.html
Public schooling systems are an essential feature of modern states. These systems often developed at the expense of religious schools, which undertook the bulk of education historically and still cater to large student populations worldwide. This paper examines how Indonesiaâ€™s long-standing Islamic school system responded to the construction of 61,000 public elementary schools in the mid-1970s. The policy was designed in part to foster nation building and to curb religious influence in society. We are the first to study the market response to these ideological objectives. Using novel data on Islamic school construction and curriculum, we identify both short-run effects on exposed cohorts as well as dynamic, long-run effects on education markets. While primary enrollment shifted towards state schools, religious education increased on net as Islamic secondary schools absorbed the increased demand for continued education. The Islamic sector not only entered new markets to compete with the state but also increased religious curriculum at newly created schools. Our results suggest that the Islamic sector response increased religiosity at the expense of a secular national identity. Overall, this ideological competition in education undermined the nation-building impacts of mass schooling.

Belzil, C., & Hansen, J. (2020). ***Reconciling Changes in Wage Inequality With Changes in College Selectivity Using a Behavioral Model***. Consulté à l'adresse CIRANO website: https://EconPapers.repec.org/RePEc:cir:cirwor:2020s-36
We estimate a structural dynamic Roy model of education, labor supply and earnings on the 1979 and 1997 cohorts of males taken from the National Longitudinal Survey of Youth (NLSY) and evaluate to what extent changes in education and labor supply decisions across cohorts have been explained by changes in i) the college premium, ii) the utility of attending higher education, iii) grade progression standards, and iv) the value of non-market time. We quantify the evolution of the relative and absolute qualities of both college graduates and college attendants (associates). We find that it is impossible to rationalize changes in observed schooling decisions without appealing to a large increase in intrinsic taste for education, despite a doubling of the cost of college and its impact on debt-load. The population distribution of the college premium has shifted to the right, going from 50% to 58%, while the premium of actual college graduates has shifted to the left, going from 72% to 54%, thereby pointing toward a reduction of the relative quality of college graduates. The absolute quality (human capital) of college graduates has however remained stable. For college attendants (associates), both relative and absolute quality dropped. One implication of the relative attening of age earnings profiles is the removal of the negative effect of late college graduation on early life-cycle wages. Our estimates indicate it moved from a 4% penalty per year of delay to an insignificant quantity by the early 2000's.

Bensnes, S. S. (2020). **Scheduled to Gain: Short- and Longer-Run Educational Effects of Examination Scheduling***. *The Scandinavian Journal of Economics*, *122*(3), 879-910. https://doi.org/10.1111/sjoe.12363
In this paper, I present findings concerning the effect of examination scheduling on high-stakes exam scores and longer-run outcomes. I show that random variations in examination schedules, which increase the time students have to prepare, have positive effects on exam scores. The effect is highly concave, and stronger for females and in quantitative subjects. I trace the effects of preparation time into tertiary education outcomes, finding significant effects for female students on the extensive and intensive margins. I show how easily exam scores and, consequently, longer-run outcomes are affected by a random institutional factor unrelated to student ability.

Bonneau, C. (2020). **The Concentration of investment in education in the US (1970-2018)**. In *Working Papers* (N° halshs-02875965). Consulté à l'adresse HAL website: https://ideas.repec.org/p/hal/wpaper/halshs-02875965.html
This study aims to analyse the concentration of investment in education in the US from 1970 to 2017. I study both the distribution of spending for K-12 and Higher Education and then present different scenarios to combine both inequalities. Even if the distribution of education spending is less unequal than the one of income or even wages, these spending are still very unequally distributed and, as for income and wages, inequalities have significantly increased over the past four decades, due to spending in higher education. Indeed, the top 10% of students for whom the most is spent used to have 28% of the overall amount of instructional expenditure in 1970 and now have more than 36%. Inequalities in educational investments are coming from two sources: unequal length of studies and unequal spending per grade, the latter being the main driver of the concentration observed. As a matter of fact, if everyone were to have the same educational attainment, the level of inequalities would almost be the

same. The only way to reduce significantly the concentration in educational spending would be to equalize spending within each grade across districts and universities.

Bose, S., Ghosh, P., & Sardana, A. (2020). **Exit at the Bottom of the Pyramid: Empirical Explorations in the Context of Elementary Schooling in Delhi**. In *Working Papers* (N° 20/306). Consulté à l'adresse National Institute of Public Finance and Policy website: https://ideas.repec.org/p/npf/wpaper/20-306.html
The framework of exit and voice, a la Hirschman, is applied to understand the social phenomenon of exit at the bottom of the pyramid. As the dominant groups vote with their feet, the low fee private school (LFPS) is perceived to be offering parents from disadvantaged groups "school choice". We attempt to establish the size of the LFPS sector, information about which is central to educational planning, regulation and implementation, but invisible in the official database. A methodology based on macro-survey data is formulated and then applied to Delhi that has a substantial underbelly of LFPSs. We find that the estimated size of the LFPS sector accounts for nearly half the share of the overall children attending private schools at the elementary level. Policy recommendation suggests concrete steps toward expansion of public schools through public investment estimated at 0.3-0.4% of GSDP of Delhi, and upgradation of the existing facilities towards well functional benchmarks as per the RTE design so as to provide a credible alternative to the LFPS sector.

Breda, T., Grenet, J., Monnet, M., & Effenterre, C. van. (2019). **Female Role Models: are they effective at encouraging girls to study science?** In *Institut des Politiques Publiques* (N° halshs-02539853). Consulté à l'adresse HAL website: https://ideas.repec.org/p/hal/ipppap/halshs-02539853.html
In France, as in most developed nations, the under-representation of women in the sciences is a major obstacle to achieving equality in the workplace. Since 2014, the For Girls in Science awareness programme run by Fondation L'Oréal has offered one-hour classroom talks by young women with a science background (women working for the L'Oréal group and young researchers). These talks aim to combat the stereotypes associated with science-related careers and with women's role in the sciences, in order to make science more attractive to young women. Using a random assignment evaluation protocol on nearly 20,000 pupils in seconde (Year 11) and terminale scientifique (Year 13) year groups at French high schools in 2015-2016, we show that these one-hour talks lead to a significant reduction in pupils' stereotypical representations of science-related careers and gender differences in scientific ability, among both girls and boys. Although the talks have no discernible impact on choice of educational track for all pupils in seconde and for boys in terminale S, they have significant effects on the post-baccalauréat track choices of girls in terminale S, for whom the proportion choosing a preparatory class for the most prestigious universities (CPGE) in a STEM subject rose from 11 to 14.5% (a 30% increase). One of the lessons learned from the study is that the ability to influence young girls' career choices depends not only on how effectively the female role models bust the stereotypes associated with science-related careers and gender roles in science, but also on the type of identification engendered by exposure to the role model.

Buser, T., Niederle, M., & Oosterbeek, H. (2020). **Can competitiveness predict education and labor market outcomes? Evidence from incentivized choice and survey measures**.

In *Tinbergen Institute Discussion Papers* (N° 20-048/I). Consulté à l'adresse Tinbergen Institute website: https://ideas.repec.org/p/tin/wpaper/20200048.html
We assess the predictive power of two measures of competitiveness for education and labor market outcomes using a large, representative survey panel. The first is incentivized and is an online adaptation of the laboratory-based Niederle-Vesterlund measure. The second is an unincentivized survey question eliciting general competitiveness on an 11-point scale. Both measures are strong and consistent predictors of income, occupation, completed level of education and field of study. The predictive power of the new unincentivized measure for these outcomes is robust to controlling for other traits, including risk attitudes, confidence and the Big Five personality traits. For most outcomes, the predictive power of competitiveness exceeds that of the other traits. Gender differences in competitiveness can explain 5-10 percent of the observed gender differences in education and labor market outcomes.

Cahuc, P., & Hervelin, J. (2020). ***Apprenticeship and Youth Unemployment***. Consulté à l'adresse Sciences Po website: https://EconPapers.repec.org/RePEc:spo:wpmain:info:hdl:2441/6e2orh3r9o8dup1p101dilv74g
In France, two years after school completion and getting the same diploma, the employment rate of apprentices is about 15 percentage points higher than that of vocational students. Despite this difference, this paper shows that there is almost no difference between the probability of getting a callback from employers for unemployed youth formerly either apprentices or vocational students. This result indicates that the higher employment rate of apprentices does not rely, in the French context, on better job access of those who do not remain in their training firms. The estimation of a job search and matching model shows that the expansion of apprenticeship has very limited effects on youth unemployment if this is not accompanied by an increase in the retention of apprentices in their training firm.

Card, D., & Solis, A. (2020). ***Measuring the Effect of Student Loans on College Persistence*** (NBER Working Paper N° 27269). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:nbr:nberwo:27269;terms=Measuring%20the%20Effect%20of%20Student%20Loans%20on%20College%20Persistence
Governments around the world use grant and loan programs to ease the financial constraints that contribute to socioeconomic gaps in college completion. A growing body of research assesses the impact of grants; less is known about how loan programs affect persistence and degree completion. We use detailed administrative data from Chile to provide rigorous regression-discontinuity-based evidence on the impacts of loan eligibility for university students who retake the national admission test after their first year of studies. Those who score above a certain threshold become eligible for loans covering around 85% of tuition costs for the duration of their program. We find that access to loans increases the fraction who return to university for a second year by 20 percentage points, with two-thirds of the effect arising from a reduction in transfers to vocational colleges and one-third from a decline in the share who stop post-secondary schooling altogether. The longer-run impacts are smaller but remain highly significant, with a 12 percentage point impact on the fraction of marginally eligible retakers who complete a bachelor's degree.

Chatterjee, C., Hanushek, E. A., & Mahendiran, S. (2020). **Can Greater Access to Education Be Inequitable? New Evidence from India's Right to Education Act**. In *NBER Working Papers* (N° 27377). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://ideas.repec.org/p/nbr/nberwo/27377.html
India took a decisive step towards universal basic education by proclaiming a constitutionally-guaranteed Right to Education (RTE) Act in 2009 that called for full access of children aged 6-14 to free schooling. This paper considers the offsetting effects to RTE from induced expansion of private tutoring in the educationally competitive districts of India. We develop a unique database of registrations of new private educational institutions offering tutorial services by local district between 2001-2015. We estimate the causal impact of RTE on private supplemental education by comparing the growth of these private tutorial institutions in districts identified a priori as having very competitive educational markets to those that had less competitive educational markets. We find a strong impact of RTE on the private tutoring market and show that this holds across alternative definitions of highly competitive districts and a variety of robustness checks, sensitivity analyses, and controls. Finally, we provide descriptive evidence that these private tutoring schools do increase the achievement (and competitiveness) of students able to afford them.

Clark, A. E., Nong, H., Zhu, H., & Zhu, R. (2020a). **Compensating for Academic Loss: Online Learning and Student Performance during the COVID-19 Pandemic**. In *Working Papers* (N° halshs-02901505). Consulté à l'adresse HAL website: https://ideas.repec.org/p/hal/wpaper/halshs-02901505.html
The outbreak of the COVID-19 pandemic has led to widespread school shutdowns, and many schools have opted for education using online learning platforms. Using administrative data from three middle schools in China, this paper estimates the causal effects of online learning on student performance. Using the difference-in-differences approach, we show that online education improves students' academic achievement by 0.22 of a standard deviation, relative to those who stopped receiving learning support from their school during the COVID-19 lockdown. All else equal, students from a school having access to recorded online lessons delivered by external higher-quality teachers have achieved more progress in academic outcomes than those accessing lessons recorded by teachers in their own school. We find no evidence that the educational benefits of distance learning differ for rural and urban students. However, there is more progress in the academic achievement of students using a computer for online education than that of those using a smartphone. Last, low achievers benefit the most from online learning while there is no significant impact for top students. Our findings have important policy implications for educational practices when lockdown measures are implemented during a pandemic.

Clark, A. E., Nong, H., Zhu, H., & Zhu, R. (2020b). **Compensating for Academic Loss: Online Learning and Student Performance during the COVID-19 Pandemic**. In *Working Papers* (N° halshs-02901505). Consulté à l'adresse HAL website: https://ideas.repec.org/p/hal/wpaper/halshs-02901505.html
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by 0.22 of a standard deviation, relative to those who stopped receiving learning support from their school during the COVID-19 lockdown. All else equal, students from a school having access to recorded online lessons delivered by external higher-quality teachers have achieved more progress in academic outcomes than those accessing lessons recorded by teachers in their own school. We find no evidence that the educational benefits of distance learning differ for rural and urban students. However, there is more progress in the academic achievement of students using a computer for online education than that of those using a smartphone. Last, low achievers benefit the most from online learning while there is no significant impact for top students. Our findings have important policy implications for educational practices when lockdown measures are implemented during a pandemic.

Contini, D., & Cugnata, F. (2020). **Does Early Tracking Affect Learning Inequalities? Revisiting Difference-in-difference Modeling Strategies with International Assessments**. In *Department of Economics and Statistics Cognetti de Martiis. Working Papers* (N° 202018). Consulté à l'adresse University of Turin website: https://ideas.repec.org/p/uto/dipeco/202018.html
The development of international surveys on childrenâ€™s learning like PISA, PIRLS and TIMSS â€“ delivering comparable achievement measures across educational systems â€“ has revealed large crosscountry variability in average performance and in the degree of inequality across social groups. A key question is whether and how institutional differences affect the level and distribution of educational outcomes. In this contribution, we discuss the difference-in-difference strategies employed in the existing literature to evaluate the effect of early tracking on learning inequalities exploiting international assessments administered at different age/grades. In their seminal paper, Hanushek and Woessmann (2006) analyze with two-step estimation the effect of early tracking on overall inequalities, measured by test scoresâ€™ variability indexes. Later work of other scholars in the economics and sociology of education focuses instead on inequalities among children of different family background, using individual-level models on pooled data from different countries and assessments. In this contribution, we show that individual pooled difference in difference models are quite restrictive and that in essence they estimate the effect of tracking by double differentiating the estimated cross-sectional family background regression coefficients between tracking regimes and learning assessments. Starting from a simple learning growth model, we show that if test scores at different surveys are not measured on the same scale, as occurs for international learning assessments, pooled individual models may deliver severely biased results. Instead, the scaling problem does not affect the two-step approach. For this reason, we suggest using two-step estimation also to analyze family-background achievement inequalities. Against this background, using PIRLS-2006 and PISA- 2012 we conduct two-step difference-in-difference analyses, finding new evidence that early tracking fosters both overall inequalities and family background differentials in reading literacy.

Corazzini, L., D'Arrigo, S., Millemaci, E., & Navarra, P. (2020). **The Influence of Personality Traits on University Performance: Evidence from Italian Freshmen Students**. In *Working Papers* (N° 2020:19). Consulté à l'adresse Department of Economics, University of Venice « Ca' Foscari » website: https://ideas.repec.org/p/ven/wpaper/202019.html
Despite several attempts to provide a definite pattern regarding the effects of personality traits on performance in higher education, the debate over the nature of

the relationship is far from being conclusive. The use of different subject pools and sample sizes, as well as the use of identification strategies that either do not adequately account for selection bias or are unable to establish causality between measures of academic performance and noncognitive skills, are possible sources of heterogeneity. This paper investigates the impact of the Big Five traits, as measured before the beginning of the academic year, on the grade point average achieved in the first year after the enrolment, taking advantage of a unique and large dataset from a cohort of Italian students in all undergraduate programs containing detailed information on student and parental characteristics. Relying on a robust strategy to credibly satisfy the conditional independence assumption, we find that higher levels of conscientiousness and openness to experience positively affect student score.

Dahl, G. B., Rooth, D.-O., & Stenberg, A. (2020). **Long-Run Returns to Field Study in Secondary School**. In *CESifo Working Paper Series* (N° 8462). Consulté à l'adresse CESifo website: https://ideas.repec.org/p/ces/ceswps/_8462.html
This paper studies whether specialized academic fields of study in secondary school, which are common in many countries, affect earnings as an adult. Identification is challenging, because it requires not just quasi-random variation into fields of study, but also an accounting of individuals' next-best alternatives. Our setting is Sweden, where at the end of ninth grade students rank fields of study and admissions to oversubscribed fields is determined based on a student's GPA. We use a regression discontinuity design which allows for different labor market returns for each combination of preferred versus next-best choice, together with nationwide register data for school cohorts from 1977-1991 linked to their earnings as adults. Our analysis yields four main findings. First, Engineering, Natural Science, and Business yield higher earnings relative to most second-best choices, while Social Science and Humanities result in sizable drops, even relative to non-academic vocational programs. Second, the return to completing a field varies substantially as a function of a student's next-best alternative. The magnitudes are often as large as estimates of the return to two years of additional education. Third, the pattern of returns for individuals with different first and second best choices is consistent with comparative advantage for many field choice combinations, while others exhibit either random sorting or comparative disadvantage. Fourth, most of the differences in adult earnings can be attributed to differences in college major and occupation. Taken together, these results highlight that the field choices students make at age 16, when they may have limited information about their skills and the labor market, have effects which last into adulthood.

Dasgupta, U., Mani, S., Sharma, S., & Singhal, S. (2020). **Effects of Peers and Rank on Cognition, Preferences, and Personality**. In *GLO Discussion Paper Series* (N° 591). Consulté à l'adresse Global Labor Organization (GLO) website: https://ideas.repec.org/p/zbw/glodps/591.html
We exploit the variation in admission cutoffs across colleges at a leading Indian university to estimate the causal effects of enrolling in a selective college on cognitive attainment, economic preferences, and Big Five personality traits. Using a regression discontinuity design, we find that enrolling in a selective college improves university exam scores of the marginally admitted females, and makes them less overconfident and less risk averse, while males in selective colleges experience a decline in extraversion and conscientiousness. We find differences in peer quality and rank concerns to be driving our findings.

Delaney, J., & Devereux, P. J. (2019). **The Effect of High School Rank in English and Math on College Major Choice**. In *IZA Discussion Papers* (N° 12846). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://ideas.repec.org/p/iza/izadps/dp12846.html
Using unique data on preference rankings for all high school students who apply for college in Ireland, we investigate whether, conditional on absolute achievement, within school-cohort rank in English and math affects choice of college major. We find that higher rank in math increases the likelihood of choosing STEM and decreases the likelihood of choosing Arts and Social Sciences. Similarly, a higher rank in English leads to an increase in the probability of choosing Arts and Social Sciences and decreases the probability of choosing STEM. The rank effects are substantial, being about one third as large as the effects of absolute performance in math and English. We identify subject choice in school as an important mediator – students who rank high in math are more likely to choose STEM subjects in school and this can partly explain their subsequent higher likelihood of choosing STEM for college. We also find that English and math rank have significant explanatory power for the gender gap in the choice of STEM as a college major – they can explain about 36% as much as absolute performance in English and math. Overall, the tendency for girls to be higher ranked in English and lower ranked in math within school-cohorts can explain about 6% of the STEM gender gap in mixed-sex schools and about 16% of the difference in the STEM gender gap between mixed-sex schools and same-sex schools. Notably, these effects occur even though within-school rank plays no role whatsoever in college admissions decisions.

Di Tommaso, M. L., Contini, D., De Rosa, D., & Piazzalunga, D. (2020). **Tackling the Gender Gap in Math with Active Learning Teaching Practices**. In *Department of Economics and Statistics Cognetti de Martiis. Working Papers* (N° 202016). Consulté à l'adresse University of Turin website: https://ideas.repec.org/p/uto/dipeco/202016.html
We design an innovative teaching method that aims to narrow the Gender Gap in Mathematics (GGM) in primary school and we evaluate its impact in grade 3 in Italy. The teaching methodology consists of 15 hours of math laboratories, which focus on peer interaction, sharing of ideas, studentsâ€™ engagement, problem solving, and problem posing. The causal effect is evaluated using a randomized controlled trial, conducted in the province of Torino, involving 50 third grade classes in 25 schools, and 1044 students. The treatment significantly improves math performance for girls (0.15 s.d.), with no impact on boys, contributing to reduce the gender gap in math by 39.5-46.2%. The results indicate that properly designed innovative methodologies have the potential to reduce the gender gap in math and call for further research on the role of teaching methodologies on math learning.

Díaz Serrano, L. (2020). **The Duration of Compulsory Education and the Transition to Secondary Education: Panel Data Evidence from Low-Income Countries**. In *Working Papers* (N° 2072/376037). Consulté à l'adresse Universitat Rovira i Virgili, Department of Economics website: https://ideas.repec.org/p/urv/wpaper/2072-376037.html
A straightforward way of keeping children in school is increasing the duration of compulsory education. Evidence of the impact of this type of policy in Western countries is abundant. However, its effectiveness has been rarely tested in low-income countries. Using panel data of low-income and lower-middle-income countries covering the period 1996-2017, this paper analyzes the impact of lengthening the

duration of compulsory education on the transition of children from primary to secondary education. The empirical results show that in those countries where this policy is implemented, there is a significant increase in the share of children transiting from primary to secondary education but only in those countries where the reform implies that the duration of compulsory education becomes longer than the duration of primary education. JEL Classification: I21, I25, I28. Keywords: compulsory education, educational achievement, educational transitions, low-income countries, panel data, education policy

Doepke, M., & Gaetani, R. (2020). **Why Didn't the College Premium Rise Everywhere? Employment Protection and On-the-Job Investment in Skills**. In *IZA Discussion Papers* (N° 13325). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://ideas.repec.org/p/iza/izadps/dp13325.html
Why has the college wage premium risen rapidly in the United States since the 1980s, but not in European economies such as Germany? We argue that differences in employment protection can account for much of the gap. We develop a model in which firms and workers make relationship-specific investments in skill accumulation. The incentive to invest is stronger when employment protection creates an expectation of long-lasting matches. We argue that changes in the economic environment have reduced relationship-specific investment for less-educated workers in the United States, but not for better-protected workers in Germany.

Doulgass, J. A. (2019). ***BERKELEY VERSUS THE SATA Regent, a Chancellor and a Debate on the Value ofStandardized Testing in Admissions***. Consulté à l'adresse Center for Studies in Higher Education, UC Berkeley website: https://EconPapers.repec.org/RePEc:cdl:cshedu:qt5ww6836t
The following essay details a debate between UC Berkeley and a Regent who made charges of discrimination against Asian-American students that are similar to the current legal challenges facing Harvard University. The crux of such charges: onaverage, that one racial or ethnic group is more "qualified" than other groups, often underrepresented minorities, yet they havelower admissions rates. In 2004, Regent John Moores, convinced of discriminatory practices toward Asian-American students inthe admissions process at Berkeley, did his own analysis of UC admissions data focused on SAT scores and that he publicizedin the LA Times and other venues. Moores claimed his investigation provided clear evidence of discrimination. In the aftermath of California's Proposition 209 barring the use of race in admissions, Moores complained that Berkeley's adoption of a "holistic" review of applications reduced the importance of test scores by elevating subjective « measurements » that served as possiblyillegal proxies for race and ethnicity. Conjuring memories of charges of discrimination in the 1980s by the Asian-American community regarding Berkeley's admissions processes, Moores asked, "How did the university get away with discriminating soblatantly against Asians?" For anti-affirmative action advocates, like Moores, standardized test scores were, and are, seen as the gold standard of academic ability since it is a "universal" measure unlike grades that are local assessments of abilities andsubject to grade inflation. However, when compared to grades in high school, test scores have proven weak indicators ofsubsequent academic success at highly selective universities that must choose among a large pool of highly qualified students.Test scores also are not necessarily good measures for predicting the future engagement of students in the wide range of experiences and opportunities offered by major universities – including

public service, undergraduate research, and co-curricularactivities. Anti-affirmative action advocates largely see admissions as a reward based on test scores and are not terriblyconcerned with the predictive validity of other admissions criteria. This essay concludes with a brief discussion of the similarities of Moores' analysis and charge of discrimination in admissions with that at Harvard, and the probable legal path toward a new Supreme Court decision on affirmative action.

Dubow, T., Marchand, K., & Siegel, M. (2020). **International student mobility decision-making in a European context**. In *MERIT Working Papers* (N° 2020-031). Consulté à l'adresse United Nations University - Maastricht Economic and Social Research Institute on Innovation and Technology (MERIT) website: https://ideas.repec.org/p/unm/unumer/2020031.html
This paper contributes to existing theoretical and empirical understandings of international student mobility (ISM) decision-making. Drawing on interview and focus group data from 115 current and former « student migrants » in the EU (from both EU and non-EU countries of origin), it provides an in-depth, international comparative analysis of ISM decision-making. It addresses three questions: 1) What motivates the decision to study abroad in the EU, and how do these motivations vary across different countries of origin?; 2) How does the decision to study abroad relate to the student's initial aspirations (i.e. formed prior to starting their foreign study programme) regarding their post-study (im)mobility?; and 3) How are post-study (im)mobility aspirations (re)shaped over the course of the student's foreign study programme? The relevance of existing theorisations of ISM decision-making is tested in relation to student inflows from different countries of origin. The results highlight the ways in which individual decisions to study abroad do not necessarily align with a single decision-making model but are rather often determined by multiple and interacting considerations. The findings further existing knowledge on: 1) the ways in which international student decision-making relate to the social, cultural, economic and political environments in which these decisions are made; and 2) how international student decision-making relates to the student's broader and evolving life aspirations.

Ducanes, G., & Ocampo, D. J. (2020). **The Impact of the new Senior High School Program on the School Participation of 16 and 17-year old learners in the Philippines**. In *Department of Economics, Ateneo de Manila University, Working Paper Series* (N° 202012). Consulté à l'adresse Department of Economics, Ateneo de Manila University website: https://ideas.repec.org/p/agy/dpaper/202012.html
The study measures the impact on the school participation of 16 to 17-year-old learners in the Philippines of the implementation of the Senior High School program (SHS), which came into full effect in school year 2017â€“2018. The SHS program, which extended secondary education in the country from four to six years, was the most ambitious education reform action in the country in recent memory. The study found that the SHS program resulted in an increase in overall school participation rate of at least 13 percentage points among 16 to 17-year-olds. Perhaps more importantly, the increase in school participation rate was found to be highly progressive with those 16 to 17-year-olds in the two bottom income quintiles experiencing the highest increase in school participation rates by a wide margin. The study also found that both male and female students benefited from the program, although the gains appear to be higher for female students. Most of the gains in school participation were also found to occur outside Metro Manila.

Duflo, A., Kiessel, J., & Lucas, A. (2020). ***External Validity: Four Models of Improving Student Achievement*** (N° 27298). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://ideas.repec.org/p/nbr/nberwo/27298.html
Randomized controlled trials in lower-income countries have demonstrated ways to increase learning, in specific settings. This study uses a large-scale, nationwide RCT in Ghana to show the external validity of four school-based interventions inspired by other RCTs. Even though the government implemented the programs within existing systems, student learning increased across all four models, more so for female than male students, and many gains persisted one year after the program ended. Three of the four interventions had a similar cost effectiveness. The intervention that directly targeted classroom teachers increased the likelihood that teachers were engaged with students.

Duque, V., & Gilraine, M. (2020). **Coal Use and Student Performance**. In *Working Papers* (N° 2020-07). Consulté à l'adresse University of Sydney, School of Economics website: https://ideas.repec.org/p/syd/wpaper/2020-07.html
This paper examines the effect of air pollution from power production on students' cognitive outcomes. To do so, we leverage variation in power production over time, wind patterns, and plant closures. We find that each one million megawatt hours of coal-fired power production decreases student performance in schools within ten kilometers by 0.02 SD and 0.01 SD in math and English, respectively. We find no such relationship for gas-fired plants. Extrapolating our results nationwide indicates that the decline in coal use in the United States from 2007 through 2018 increased student performance by 0.003 SD and reduced the black-white test score gap by 0.002 SD.

Elsayed, A., & Marie, O. (2020). **Less School (Costs), More (Female) Education? Lessons from Egypt Reducing Years of Compulsory Schooling**. In *Tinbergen Institute Discussion Papers* (N° 20-037/V). Consulté à l'adresse Tinbergen Institute website: https://ideas.repec.org/p/tin/wpaper/20200037.html
Exploiting a unique policy reform in Egypt that reduced the number of years of compulsory schooling, we show how it unexpectedly increased education attainment as more students chose to complete the next school stage. This impact is almost entirely driven by girls from more disadvantaged households. Treated women later experienced important positive improvements in labor market opportunity and marriage quality, as measured by bride price received and household bargaining power. We attribute the increased investment in daughtersâ€™ human capital to changes in the behavior of credit-constrained families facing reduced school costs combined with strongly non-linear returns to female education.

Emran, M. S., Ferreira, F. H. G., Jiang, Y., & Sun, Y. (2020a). **Occupational Dualism and Intergenerational Educational Mobility in the Rural Economy: Evidence from China and India**. In *IZA Discussion Papers* (N° 13550). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://ideas.repec.org/p/iza/izadps/dp13550.html
This paper extends the Becker-Tomes model of intergenerational educational mobility to a rural economy characterized by farm-nonfarm occupational dualism and provides a comparative analysis of rural China and rural India. The model builds a micro-foundation for the widely used linear-in-levels estimating equation. Returns to education for parents and productivity of financial investment in children's education determine relative mobility, as measured by the slope, while the intercept depends, among other

factors, on the degree of persistence in nonfarm occupations. Unlike many existing studies based on coresident samples, our estimates of intergenerational mobility do not suffer from truncation bias. The sons in rural India faced lower educational mobility compared with the sons in rural China in the 1970s to 1990s. To understand the role of genetic inheritance, Altonji et al. (2005) biprobit sensitivity analysis is combined with the evidence on intergenerational correlation in cognitive ability in economics and behavioral genetics literature. The observed persistence can be due solely to genetic correlations in China, but not in India. Father's nonfarm occupation was complementary to his education in determining a sons' schooling in India, but separable in China. There is evidence of emerging complementarity for the younger cohorts in rural China. Structural change in favor of the nonfarm sector contributed to educational inequality in rural India. Evidence from supplementary data on economic mechanisms suggests that the model provides plausible explanations for the contrasting roles of occupational dualism in intergenerational educational mobility in rural India and rural China.

Emran, M. S., Ferreira, F. H. G., Jiang, Y., & Sun, Y. (2020b). **Occupational Dualism and Intergenerational Educational Mobility in the Rural Economy: Evidence from China and India**. In *IZA Discussion Papers* (N° 13550). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://ideas.repec.org/p/iza/izadps/dp13550.html
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Erwin, C., Binder, M., Miller, C., & Krause, K. (2020). **Performance-based aid, enhanced advising, and the income gap in college graduation: Evidence from a randomized controlled trial**. In *Working Papers* (N° 2020-06). Consulté à l'adresse Auckland University of Technology, Department of Economics website: https://ideas.repec.org/p/aut/wpaper/202006.html
Income gaps in college enrollment, persistence, and graduation raise concerns for those interested in equal opportunity in higher education. We present findings from a

randomly assigned scholarship for low-income students at a medium-sized public four-year university. The program focused solely on the first four semesters of enrollment and tied aid disbursements to modest academic benchmarks and enhanced academic advising. Meaningful decreases in time to degree appear to be driven by students with the lowest academic preparation and family income. Treated students took out approximately 20 percent less in student loans during the duration of the program. Participants also indicated high satisfaction with the program's model of enhanced academic advising.

Falk, A., Kosse, F., & Pinger, P. (2020a). ***Mentoring and Schooling Decisions: Causal Evidence*** [CRC TR 224 Discussion Paper Series]. Consulté à l'adresse University of Bonn and University of Mannheim, Germany website: https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:bon:boncrc:crctr224_2020_186;terms=Mentoring%20and%20Schooling%20Decisions%3A%20Causal%20Evidence
Inequality of opportunity strikes when two children with the same academic performance are sent to different quality schools because their parents differ in socio-economic status. Based on a novel dataset for Germany, we demonstrate that children are significantly less likely to enter the academic track if they come from low socio-economic status (SES) families, even after conditioning on prior measures of school performance. We then provide causal evidence that a low-intensity mentoring program can improve long-run education outcomes of low SES children and reduce inequality of opportunity. Low SES children, who were randomly assigned to a mentor for one year are 20 percent more likely to enter a high track program. The mentoring relationship affects both parents and children and has positive long-term implications for children's educational trajectories.

Falk, A., Kosse, F., & Pinger, P. (2020b). **Mentoring and Schooling Decisions: Causal Evidence**. In *CRC TR 224 Discussion Paper Series* (N° crctr224_2020_186). Consulté à l'adresse University of Bonn and University of Mannheim, Germany website: https://ideas.repec.org/p/bon/boncrc/crctr224_2020_186.html
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Favrat, A., Lignon, V., & Pucci, M. (2020). **Le soutien financier aux jeunes par les transferts sociaux et fiscaux – Scénarios de défamilialisation**. *Economie et Statistique*, (514-515-516), 49-70. https://doi.org/10.24187/ecostat.2020.514t.2012
Fournier, C., Lambert, M., & Marion-Vernoux, I. (2020). **À quoi rêvent les jeunes salariés ? Qualité du travail, aspirations professionnelles et souhaits de mobilité des moins de 30 ans**. *Economie et Statistique / Economics and Statistics*, (514-515-516), 113-131. https://doi.org/10.24187/ecostat.2020.514t.2007

Galland, O. (2020). **Introduction - En transition vers l'âge adulte**. *Economie et Statistique / Economics and Statistics*, (514-515-516), 5-8. https://doi.org/10.24187/ecostat.2020.514t.2005

Getik, D. (2020). **Peer Gender Composition and Mental Health: Evidence from Administrative Data**. In *Working Papers* (N° 2020:13). Consulté à l'adresse Lund University, Department of Economics website: https://ideas.repec.org/p/hhs/lunewp/2020_013.html
Adolescent mental health is key for later well-being. Yet, causal evidence on environmental drivers of adolescent mental health is scant. I study how an important classroom feature - gender composition in compulsory-school - affects mental health. I exploit Swedish register data (N = 576,285) to link variation in gender composition across classrooms within cohorts to mental health diagnoses. The results indicate that a higher share of female peers in one's class reduces mental health, particularly among boys. The effects persist after students' transition to a different high-school class. Peer composition can thus be an important and persistent driver of early mental health.

Goulas, S., Griselda, S., & Megalokonomou, R. (2020). ***Comparative Advantage and Gender Gap in STEM*** (IZA Discussion Paper N° 13313). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:iza:izadps:dp13313;terms=Comparative%20Advantage%20and%20Gender%20Gap%20in%20STEM
Why are females compared to males both more likely to have strong STEM-related performance and less likely to study STEM later on? We exploit random assignment of students to classrooms in Greece to identify the impact of comparative advantage in STEM relative to non-STEM subjects on STEM specialization decisions. We approximate comparative STEM advantage using the within-classroom ranking of the ratio of early-high school performance in STEM over non-STEM subjects. We find that females who are assigned to classroom peers among which they have a higher comparative STEM advantage are more likely to choose a STEM school track and apply to a STEM degree. Comparative STEM advantage appears irrelevant for males. Our results suggest that comparative STEM advantage explains at least 12% of the under-representation of qualified females in the earliest instance of STEM specialization. We discuss the mechanisms that amplify the role of comparative STEM advantage in STEM study.

Gradín, C., Mambo, F., Paris, Y., & Santos, R. (2020). **Unequal expectations: Gender inequality in salary expectations of university students**. In *WIDER Working Paper Series* (N° wp-2020-78). Consulté à l'adresse World Institute for Development Economic Research (UNU-WIDER) website: https://ideas.repec.org/p/unu/wpaper/wp-2020-78.html
Students' expectations about their future wages are established in the literature as relevant determinants of the choices made for education progression and, at the university level, for the area and course to be studied. In this paper, the first comparable analysis in sub-Saharan Africa, we examine the evidence and causes of unequal wage expectations of Mozambican university students prior to their transition to the labour market. The measurements of segmentation, stratification, and inequality decomposition are applied to better understand the underlying causes of these.

Graetz, G., Öckert, B., & Nordström Skans, O. (2020). ***Family Background and the Responses to Higher SAT Scores*** (IZA Discussion Paper N° 13343). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp13343.htm
Using discontinuities within the Swedish SAT system, we show that additional admission opportunities causally affect college choices. Students with high-educated parents change timing, colleges, and fields in ways that appear consistent with basic economic theory. In contrast, very talented students with low-educated parents react to higher scores by increasing overall enrolment and graduation rates. Remarkably, most of this effect arises from increased participation in college programs and institutions that they could have attended even with a lower score. This suggests that students with low-educated parents face behavioral barriers even in a setting where colleges are tuition-free, student grants are universal and application systems are simple.

Green, C. P., & Vaag Iversen, J. M. (2020). **Refugees and the Educational Attainment of Natives**. In *IZA Discussion Papers* (N° 13433). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://ideas.repec.org/p/iza/izadps/dp13433.html
There has been a recent rapid increase in immigration into Europe, specifically in the form of refugees and asylum seekers. This raises a range of social challenges and a particular focus is education and school systems. A growing body of research investigates the impact of immigrants on native test score performance. In practice this reports very mixed results and a difficulty is that immigrant groups are often pooled together due to data restrictions. We return to this issue using Norwegian register data that allows us to distinguish refugees from other immigrants. Using narrow within-school, within-family comparisons combined with the Norwegian refugee settlement system we demonstrate marked negative effects of refugee children on the test score performance of their native school children classmates. These effects are simply not present for other immigrants, and stem primarily from refugee children who themselves are most at risk of low performance. These negative effects are concentrated on students at most risk of underperformance, boys and children from lower educated backgrounds, and may reflect a lack of compensatory inputs at schools.

Hanushek, E. A., Kinne, L., Lergetporer, P., & Woessmann, L. (2020). **Culture and Student Achievement: The Intertwined Roles of Patience and Risk-Taking**. In *CESifo Working Paper Series* (N° 8407). Consulté à l'adresse CESifo website: https://ideas.repec.org/p/ces/ceswps/_8407.html
Patience and risk-taking – two cultural traits that steer intertemporal decision-making – are fundamental to human capital investment decisions. To understand how they contribute to international differences in student achievement, we combine PISA tests with the Global Preference Survey. We find that opposing effects of patience (positive) and risk-taking (negative) together account for two-thirds of the cross-country variation in student achievement. In an identification strategy addressing unobserved residence-country features, we find similar results when assigning migrant students their country-of-origin cultural traits in models with residence-country fixed effects. Associations of culture with family and school inputs suggest that both may act as channels.

Himaz, R., & Aturupane, H. (2019). **Why are boys falling behind? Explaining gender gaps in school attainment in Sri Lanka**. In *CSAE Working Paper Series* (N° 2019-14). Consulté à

l'adresse Centre for the Study of African Economies, University of Oxford website: https://ideas.repec.org/p/csa/wpaper/2019-14.html
A trend that is increasingly common in developed countries and middle income countries such as Thailand, South Africa, Malaysia, Indonesia and Sri Lanka is that females outperform males in terms of attainment at school and enrolment in higher education, on average. Alarmingly in countries such as Sri Lanka and Thailand, households also seem to allocate significantly higher resources towards girls' education rather than boys' (Himaz, 2010, Wongmonta and Glewwe, 2017). This paper looks at attainment in mathematics among a sample of 12 year olds in Sri Lanka to see to what extent parental aspirations, teacher attitudes as well as school-based management programs, inter alia, can explain gender differentials disfavouring boys. The paper finds that although teacher attitudes and parental aspirations are significantly lower for boys, these factors -as we measure them- do not sufficiently explain the attainment gap. Much of the gap remains 'unexplained' and is due to differences in returns to endowments. The paper argues that positive discrimination of men in the labour market and bottle necks in higher-education may be important in understanding the unexplained component.

Jerrim, J., Shure, N., & Wyness, G. (2020a). **Driven to Succeed? Teenagers' Drive, Ambition and Performance on High-Stakes Examinations**. In *IZA Discussion Papers* (N° 13525). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://ideas.repec.org/p/iza/izadps/dp13525.html
There has been much interest across the social sciences in the link between young people's socioemotional (non-cognitive) skills and their educational achievement. But much of this research has focused upon the role of the Big Five personality traits. This paper contributes new evidence by examining two inter-related non-cognitive factors that are rarely studied in the literature: ambition and drive. We use unique survey-administrative linked data from England, gathered in the lead-up to high-stakes compulsory school exams, which allow us to control for a rich set of background characteristics, prior educational attainment and, unusually, school fixed effects. Our results illustrate substantial gender and immigrant gaps in young people's ambitiousness, while the evidence for socio-economic differences is more mixed. Conversely, we find a strong socioeconomic gradient in drive, but no gender gap. Both academically ambitious and driven teenagers achieve grades around 0.37 standard deviations above their peers, even controlling for prior academic attainment and school attended.

Jerrim, J., Shure, N., & Wyness, G. (2020b). **Driven to Succeed? Teenagers' Drive, Ambition and Performance on High-Stakes Examinations**. In *IZA Discussion Papers* (N° 13525). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://ideas.repec.org/p/iza/izadps/dp13525.html
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Jin, H., Jirasavetakul, L.-B. F., & Shang, B. (2019). **Improving the Efficiency and Equity of Public Education Spending: The Case of Moldova**. In *IMF Working Papers* (N° 2019/042). Consulté à l'adresse International Monetary Fund website: https://ideas.repec.org/p/imf/imfwpa/2019-042.html
This paper, using Moldova as an example, presents a systematic approach to assess the efficiency and equity of public education spending, identify sources of inefficiencies and inequality, and formulate potential reform options. The analytical framework combines international benchmarking with country-specific analysis—such as microeconomic analysis based on household survey data—and can provide important insights into diagnosing and reforming education systems. The analysis finds significant scope to improve both efficiency and equity of the education sector in Moldova. Potential reform measures include further consolidating the oversized school network, reducing overstaffing, and better targeting government subsidies. The current remuneration policy could also be improved to attract high quality teachers and incentivize performance.

Johnson, A. (2019). **Summer Credit Recovery Impact on Newcomer English Learners**. *American Educational Research Journal*, *57*(4), 1757-1790. https://doi.org/10.3102/0002831219883237
Prior research shows that English learners (ELs) lag behind their peers in academic achievement and education attainment. The persisting gap is partly attributed to ELs' limited exposure to academic content. This article investigates the efficacy of a summer credit recovery program aimed at expanding high school newcomer ELs' access to academic subjects. Leveraging student-level data from a large urban district in California, I use a difference-in-differences-in-differences approach to estimate the program's impact on high school course taking, English proficiency, and graduation. Credit recovery increased the number of math, English Language Arts, science, and social science classes taken by newcomer EL students. Effects on 4- and 5-year graduation rates are imprecisely estimated. I also find suggestive evidence for positive effects on English proficiency.

Knutsen, T. K., Modalsli, J., & Rønning, M. (2020). **Distance and choice of field. Evidence from a Norwegian college expansion reform**. In *Discussion Papers* (N° 932). Consulté à l'adresse Statistics Norway, Research Department website: https://ideas.repec.org/p/ssb/dispap/932.html
How can geographical proximity to college explain field of study choices? We empirically address this question using the major expansion of university colleges in Norway in the second half of the twentieth century, when 33 new education institutions were established in areas that did not previously have any institutions for higher education. Our findings indicate that take-up of the relevant educations (nursing, engineering and business administration) increased substantially with the establishment of new colleges. However, we do not find evidence of an increase in education on

earnings capacity overall, suggesting that the new colleges shifted individuals on the intensive rather than extensive margin, between education tracks of similar length. We discuss challenges related to the estimation of education choices in a population that often started higher education late, well into their twenties, and also document substantial gender differences in the take-up of different higher education opportunities.

Kutche Tamghe, C. de D. (2020). ***Social Performance Management in Public Secondary Schools in Cameroon: Role of Continuous Training and Career Management***. Consulté à l'adresse HAL website: https://EconPapers.repec.org/RePEc:hal:journl:hal-02821672
The teacher occupies a prominent place in the training, development and socio-professional integration of the individual. The success of its mission strongly depends on its social performance, of which satisfaction and commitment to work are among the dimensions most used in the literature (Kutche, 2019). This article aims to analyze the effects of human resource development practices on the social performance of public secondary teachers in Cameroon. To achieve this, a quantitative approach conducted using a questionnaire submitted to a simple random sample of 426 teachers was used. Two dimensions of human resource development are operationalized, namely continuous trainingand career management. Descriptive analysis of the data shows that the level of relevance of these practices is quite low in the Cameroonian education system. Furthermore, the simple linear regression under SPSS 23 reveals that continuous training and career management have a significant influence on the social performance of teachers. These results discussed from the perspective of Arcand et al. (2004), Aït Razouk and Bayad (2011), Grensing-Pophal (2003) and Noah (2017), suggest that a better continuous training policy as well as a more equitable and objective management of teachers' careers are essential for their satisfaction and commitment to work. To this end, a structuring of career management based on continuous training is proposed.

Kutscher, M., Nath, S., & Urzua, S. (2020). **Centralized Admission Systems and School Segregation: Evidence from a National Reform**. In *IZA Discussion Papers* (N° 13305). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://ideas.repec.org/p/iza/izadps/dp13305.html
This paper investigates whether centralized admissions systems can alter school segregation. We take advantage of the largest school-admission reform implemented to date: Chile's SAS, which in 2016 replaced the country's decentralized system with a Deferred Acceptance algorithm. We exploit its incremental implementation and employ a Difference-in-Difference design. Using rich administrative student-level records, we find the effect of SAS critically depends on pre-existing levels of residential segregation and local school supply. For instance, districts with prominent provision of private education experience an uptick in school segregation due to SAS. Migration of high-SES students to private schools emerges as a key driver.

Le Pape, M.-C., Portela, M., & Tenret, É. (2020). **Argent et sentiments. Une interprétation des déterminants de l'aide financière des parents aux jeunes adultes**. *Economie et Statistique / Economics and Statistics*, (514-515-516), 71-92. https://doi.org/10.24187/ecostat.2020.514t.2008

Leaver, C., Lemos, R., & Scur, D. (2019). **Measuring and Explaining Management in Schools: New Approaches Using Public Data**. In *CEP Discussion Papers* (N° dp1656). Consulté à l'adresse Centre for Economic Performance, LSE website: https://ideas.repec.org/p/cep/cepdps/dp1656.html
Why do some students learn more in some schools than others? One consideration receiving growing attention is school management. To study this, researchers need to be able to measure school management accurately and cheaply at scale, and also explain any observed relationship between school management and student learning. This paper introduces a new approach to measurement using existing public data, and applies it to build a management index covering 15,000 schools across 65 countries, and another index covering nearly all public schools in Brazil. Both indices show a strong, positive relationship between school management and student learning. The paper then develops a simple model that formalizes the intuition that strong management practices might be driving learning gains via incentive and selection effects among teachers, students and parents. The paper shows that the predictions of this model hold in public data for Latin America, and draws out implications for policy.

Lilenstein, A. (2020). **Better measures of progress: Developing reliable estimates of educational access and quality in Francophone sub-Saharan Africa**. In *Working Papers* (N° 13/2020). Consulté à l'adresse Stellenbosch University, Department of Economics website: https://ideas.repec.org/p/sza/wpaper/wpapers348.html
When it comes to development goals, an estimate is only as good as its measurement. There is a long history of developmental goal setting by national governments and international organisations, but far less emphasis on how those goals are measured accurately, especially over time. The measurement of new goals, such as learning, needs to be carefully thought-through and published estimates should reflect this process. This research tackles one prominent source of measurement error in large-scale cross-national cognitive assessment data: sample selection bias. Sample selection bias is a problem in assessment data wherever assessments are conducted within schools and there is below universal access to schooling. Francophone sub-Saharan Africa has some of the lowest schooling rates worldwide and therefore some of the largest bias in its regional assessment data. This paper follows and updates a methodology first conceptualized by Spaull and Taylor in 2015. The new aspects of the methodology allow estimates adjusted for sample selection to be calculated immediately on the release of assessment data, rather than many years hence. After adjusting for sample selection, this paper finds that published learning estimates in Francophone sub-Saharan Africa are vast overestimates of the true rates of literacy and numeracy in the region.

Lleras-Muney, A., Price, J., & Yue, D. (2020). **The Association Between Educational Attainment and Longevity using Individual Level Data from the 1940 Census**. In *NBER Working Papers* (N° 27514). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://ideas.repec.org/p/nbr/nberwo/27514.html
We combine newly released individual data from the 1940 full-count census with death records and other information available in family trees to create the largest individual data to date to study the association between years of schooling and age at death. Conditional on surviving to age 35, one additional year of education is associated with roughly 0.4 more years of life for both men and women for cohorts born 1906-1915. This association is close to linear but exhibits strong credentialing effects, particularly for

men, and is substantially smaller for cohorts born earlier. This association varies substantially by state of birth, but it is not smaller in states with higher levels of education or longevity. For men the association is stronger in places with greater incomes, higher quality of school, and larger investments in public health. Women also exhibit great heterogeneity in the association, but our measures of the childhood environment do not explain it.

Mare, D., Fabling, R., & Stillman, S. (2011). **Immigration and Innovation**. In *CReAM Discussion Paper Series* (N° 1110). Consulté à l'adresse Centre for Research and Analysis of Migration (CReAM), Department of Economics, University College London website: https://ideas.repec.org/p/crm/wpaper/1110.html
We combine firm-level innovation data with area-level Census data to examine the relationship between local workforce characteristics, especially the presence of immigrants and local skills, and the likelihood of innovation by firms. We examine a range of innovation outcomes, and test the relationship for selected subgroups of firms. We find a positive relationship between local workforce characteristics and average innovation outcomes in labour market areas, but this is accounted for by variation in firm characteristics such as firm size, industry, and research and development expenditure. Controlling for these influences, we find no systematic evidence of an independent link between local workforce characteristics and innovation.

Martínez-Correa, J., Andersen, S., d'Astous, P., & H. Shore, S. (2020). **Cross-Program Differences in Returns to Education and the Gender Earnings Gap**. In *Working papers* (N° 48). Consulté à l'adresse Red Investigadores de Economía website: https://ideas.repec.org/p/rie/riecdt/48.html
University programs differ in their gender earnings gaps, the difference between the subsequent earnings of the program's male and female enrollees. A program could have a positive gender earnings gap because the program attracts higher-ability men than women (a selection effect), or because the program increases the earnings of male enrollees more than female enrollees (a causal effect). To understand the source of cross-program differences in gender earnings gaps, we exploit a discontinuity built into the Danish national university admissions system, which provides a quasi-random assignment of similar applicants to different programs. Enrolling in a program with a $1 larger gender earnings gap, holding average earnings constant, does not affect male earnings but reduces female earnings by $0.45. This effect is small as women enter the labor market but increase over time, and cannot be explained by channels related to marriage or childbirth. Our results show that programs that appear worse for women – in the sense of having economically significant gender earnings gaps – are worse for women because they reduce female earnings more than programs with smaller gaps.

Mazza, J., & Ophem, H. van. (2020). ***Educational Choice, Initial Wage and Wage Growth*** (N° 20-030/III). Consulté à l'adresse Tinbergen Institute website: https://ideas.repec.org/p/tin/wpaper/20200030.html
We investigate the major choice of college graduates where we make choice dependent on expected initial wages and expected wage growth per major. We build a model that allows us to estimate these factors semiparametrically and that corrects for selection bias. We estimate the model on the combined NLSY79 and NLSY97 samples. We find markedly different results in expected real wage growth and

expected initial wages across majors. Furthermore, the dierences in these expectations appear to be relevant for major choice.

Menard, A. R., & Vergnat, V. (2020). **Les décisions des jeunes dans la transition vers la vie adulte en France : l'influence de facteurs familiaux**. *Economie et Statistique / Economics and Statistics*, (514-515-516), 93-111. https://doi.org/10.24187/ecostat.2020.514t.2011

Miaari, S., & Lee, I. (2020). **Obstacles on the Road to School: The Impacts of Mobility Restrictions on Educational Performance**. In *Cambridge Working Papers in Economics* (N° 2074). Consulté à l'adresse Faculty of Economics, University of Cambridge website: https://ideas.repec.org/p/cam/camdae/2074.html
This paper examines the impact of mobility restrictions on educational performance in the West Bank over 2000–2006 during the Israeli-Palestinian conflict. This conflict is characterized by a system of mobility restrictions enforced through physical barriers such as checkpoints. Using novel data on the location of barriers, we find that exposure to one or more checkpoints reduces the probability of passing the final high school exam by 1–3 percentage points and the overall score by 0.04–0.07 standard deviations. We find evidence of three mechanisms at play: school resources deteriorate, students' psychological wellbeing worsens, and students lose time due to delays at checkpoints.

Mignon, D., & Jusot, F. (2020). **Inégalités des chances dans le recours aux soins des jeunes adultes en France**. *Economie et Statistique / Economics and Statistics*, (514-515-516), 155-173. https://doi.org/10.24187/ecostat.2020.514t.2014
Mouganie, P. (2020). **Conscription and the Returns to Education: Evidence from a Regression Discontinuity***. *The Scandinavian Journal of Economics*, *122*(3), 1112-1139. https://doi.org/10.1111/sjoe.12361
In 1997, the French government put into effect a law that permanently exempted young French men born after 1 January 1979 from mandatory military service. This paper uses a regression discontinuity design to identify the effect of peacetime conscription policies on education and labor market outcomes. Results indicate that conscription eligibility induces a significant increase in years of education but has no effect on employment and wages at the ages of 30–36. Further analysis shows that the interpretation most consistent with findings is that the average marginal return to the additional schooling induced by conscription is low.

Nitsche, N., Trimarchi, A., & Jalovaara, M. (2020). **Couples' educational pairings, selection into parenthood, and second birth progressions**. In *MPIDR Working Papers* (N° WP-2020-029). Consulté à l'adresse Max Planck Institute for Demographic Research, Rostock, Germany website: https://ideas.repec.org/p/dem/wpaper/wp-2020-029.html
Educational pairings, in other words the combination of educational levels of both partners, have been shown to have meaningful implications for couples' childbearing behavior. Specifically, in a variety of developed countries, second birth transition rates appear to be higher among homogamous highly educated couples than among heterogamous couples consisting of one highly educated partner and one lower educated partner. However, the mechanisms that underlie these findings are not well-understood. We extend this literature by proposing and testing three potential mechanisms. We investigate whether differentials in second birth rates by educational pairing are, first, an artefact created by overly broad education categories, which

mask that these differentials are driven by 'low pooled resources' or 'large distance' couples; or, second, driven by the educational upgrading processes of the partners; or, third, due to unobserved heterogeneity among couples. Using data from Finnish registers, we indeed find that second birth rates are higher as the pooled resources of couples increase. However, we also find that differentials among the higher educated couples hinge upon 'low pooled resources' couples; meaning that the partner's education matters in predicting the risk of a second birth transition mainly if the partner has low tertiary education. Furthermore, we show that adding a common term across birth episodes to address unobserved heterogeneity renders most pairing differentials among the higher educated groups insignificant, while pairing differentials remain large and significant among the lower educated groups.

Oskorouchi, H. R., Sousa-Poza, A., & Bloom, D. E. (2020). ***The Long-Term Cognitive and Schooling Effects of Childhood Vaccinations in China*** (N° 27217). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://ideas.repec.org/p/nbr/nberwo/27217.html
By exploiting rich retrospective data on childhood immunization, socioeconomics, and health status in China (the China Health and Retirement Longitudinal Study), we assess the long-term effects of childhood vaccination on cognitive and educational outcomes in that country. To do so, we apply various techniques (e.g., propensity score and coarsened exact matching and correlated random effects) to different sets of conditioning variables and subsamples to estimate the average treatment on the treated effect of childhood vaccination. Our results confirm that vaccinations before the age of 15 have long-term positive and economically meaningful effects on nonhealth outcomes such as education and cognitive skills. These effects are relatively strong, with vaccinated individuals enjoying about one more year of schooling and performing substantially better later in life on several cognitive tests.

Papuchon, A. (2020). **Les opinions des jeunes adultes sur le rôle social de l'État ont-elles changé depuis la crise de 2008 ?** *Economie et Statistique / Economics and Statistics*, (514-515-516), 175-198. https://doi.org/10.24187/ecostat.2020.514t.2013

Pastore, F., Quintano, C., & Rocca, A. (2020). **Stuck at a Crossroads? The Duration of the Italian School-To-Work Transition**. In *IZA Discussion Papers* (N° 13462). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://ideas.repec.org/p/iza/izadps/dp13462.html
There is a long period from completing studies to finding a permanent or temporary (but at least satisfactory) job in all European countries, especially in Mediterranean countries, including Italy. This paper aims to study the determinants of this duration and measure them, for the first time in a systematic way, in the case of Italy. This paper provides several measures of duration, including education level and other criteria. Furthermore, it attempts to identify the main determinants of the long Italian transition, both at a macroeconomic and an individual level. It tests for omitted heterogeneity of those who are stuck at this important crossroads in their life within the context of parametric survival models. The average duration of the school-to-work transition for young people aged 18–34 years was 2.88 years (or 34.56 months) in 2017. A shorter duration was found for the highly educated; they found a job on average 46 months earlier than those with compulsory education. At a macroeconomic level, the duration over the years 2004–2017 was inversely related to spending in the labour market policy

and in education, GDP growth, and the degree of trade-union density; however, it was directly related to the proportion of temporary contracts. At the individual level, being a woman, a migrant, or living in a densely populated area in the South are the risk factors for remaining stuck in the transition. After correcting for omitted heterogeneity, there is clear evidence of positive duration dependence. Positive duration dependence suggests that focusing on education and labour policy, rather than labour flexibility, is the best way to smooth the transition. This study develops our understanding of the Italian STWT regime by providing new and detailed evidence of its duration and by studying its determinants.

Pietro, G. D., Biagi, F., Costa, P., Karpinski, Z., & Mazza, J. (2020). **The likely impact of COVID-19 on education: Reflections based on the existing literature and recent international datasets**. In *JRC Working Papers* (N° JRC121071). Consulté à l'adresse Joint Research Centre (Seville site) website: https://ideas.repec.org/p/ipt/iptwpa/jrc121071.html

In order to reduce the spread of COVID-19, most countries around the world have decided to temporarily close educational institutions. However, learning has not stopped but is now fully taking place online as schools and universities provide remote schooling. Using existing literature and evidence from recent international data (Eurostat, PISA, ICILS, PIRLS, TALIS), this report attempts to gain a better understanding of how the COVID-19 crisis may affect studentsâ€™ learning. It looks at the different direct and indirect ways through which the virus and the measures adopted to contain it may impact childrenâ€™s achievement. â€˜Very conservativeâ€™ estimates for a few selected EU countries consistently indicate that, on average, students will suffer a learning loss. It is also suggested that COVID-19 will not affect students equally, will influence negatively both cognitive and non-cognitive skills acquisition, and may have important long-term consequences in addition to the short-term ones.

Psacharopoulos, G., Collis, V., Patrinos, H., & Vegas, E. (2020). ***Lost Wages: The COVID-19 Cost of School Closures*** (GLO Discussion Paper Series N° 548). Consulté à l'adresse Global Labor Organization (GLO) website: https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:zbw:glodps:548;terms=Lost%20Wages%3A%20The%20COVID-19%20Cost%20of%20School%20Closures

Social distancing requirements associated with COVID-19 (coronavirus) have led to school closures. In mid-April, the United Nations Educational, Scientific and Cultural Organization reported that 192 countries had closed all schools and universities, affecting more than 90 percent of the world's learners: 1.5 billion children and young people. The closures are expected to reduce learning and will lead to future losses in earnings and labor productivity. Schooling attainment leads to increased earnings. What is not known is how much earnings will decline due to the school closures. Starting with the fact that every year of schooling equates to 8-9 percent in additional future earnings, this paper uses the number of months of education closures to estimate the loss in marginal future earnings. The findings show that the school closures reduce future earnings, and this loss is equivalent to 15 percent of future gross domestic product. The school closures will have a large and long-lasting impact on the earnings of future workers. It is also likely that students from low-income countries will be affected most. These estimates are conservative, assuming that the closures will end after four months and school quality will not suffer.

Purnomo, M. R. A., Anugerah, A. R., & Dewipramesti, B. T. (2020). **Sustainable Supply Chain Management Framework in a Higher Education Laboratory using Intuitionistic Fuzzy Cognitive Map**. In *Post-Print* (N° cirad-02907401). Consulté à l'adresse HAL website: https://ideas.repec.org/p/hal/journl/cirad-02907401.html
Purpose: This research aims to develop framework in the sustainable supply chain management (SCM) and to provide causal model of service industry specifically in higher education laboratory. Design/methodology/approach: The concepts of sustainable SCM in higher education laboratory were obtained by in-depth interviews and organized using Delphi method. While to identify the relationship between concepts, intuitionistic fuzzy cognitive map was utilized. Findings: As many as 15 concepts were identified to assess sustainability in the higher education laboratory SCM. These 15 concepts were classified into four categories according to its importance level, and there are two most important concepts: legal requirement and social responsibility. It is recommended for higher education laboratories to constantly obey national and regional government regulations and to satisfy current and prospective employers by providing work-ready graduates. This suggestion is expected to make higher education achieving its sustainability goals. Originality/value: this research has identified factors that can help university laboratories achieve their sustainability by using combined methods. Greater and more accurate insight in determining the most important factor in the sustainable education can be identified.

Rangel, M. A., & Shi, Y. (2020). ***First Impressions: The Case of Teacher Racial Bias*** (IZA Discussion Paper N° 13347). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:iza:izadps:dp13347;terms=First%20Impressions%3A%20The%20Case%20of%20Teacher%20Racial%20Bias
We study racial bias and the persistence of first impressions in the context of education. Teachers who begin their careers in classrooms with large black-white score gaps carry negative views into evaluations of future cohorts of black students. Our evidence is based on novel data on blind evaluations and non-blind public school teacher assessments of fourth and fifth graders in North Carolina. Negative first impressions lead teachers to be significantly less likely to over-rate but not more likely to under-rate black students' math and reading skills relative to their white classmates. Teachers' perceptions are sensitive to the lowest-performing black students in early classrooms, but non-responsive to highest-performing ones. This is consistent with the operation of confirmatory biases. Since teacher expectations can shape grading patterns and sorting into academic tracks as well as students' own beliefs and behaviors, these findings suggest that novice teacher initial experiences may contribute to the persistence of racial gaps in educational achievement and attainment.

Robette, N. (2020). **Les itinéraires biographiques des jeunes adultes en France : évolutions des différenciations sociale et sexuée sur longue période**. *Economie et Statistique / Economics and Statistics*, (514-515-516), 9-28. https://doi.org/10.24187/ecostat.2020.514t.2006

Sankaran, C., Sorrentino, O., & Hernandez, E. (2020). **"I'll See You in School": A Multiple Proxy Analysis of the Role of Parental Involvement in K-12 Education and Improved Student Outcomes**. In *Boston College Working Papers in Economics* (N° 1016). Consulté

à l'adresse Boston College Department of Economics website: https://ideas.repec.org/p/boc/bocoec/1016.html
We analyze the role of parental involvement on a child's academic performance by employing multiple proxies for direct and indirect parental involvement in his/her child's schooling using a large dataset of 11,913 observations from the 2016 National Household Education Survey (NHES (2016)). Our estimations of ordered logit grade models show that children of parents who volunteer in the school or classroom, serve on a school committee, or attend PTO meetings are significantly more likely to receive higher grades; these children are 2.4% to 11% more likely to be making grades of mostly As compared to children of parents who do not engage in these activities. Elementary aged children who are told by their parents to read are also significantly more likely to receive higher grades in school. However, we find that homework help is a noisy proxy for parental involvement. Finally, our analysis uncovers some stark racial and gender disparities in K-12 student performance as well as racial differences in the parental involvement measures.

Sinha, A., Sen, A., & Jaiswal, R. K. (2019). **Enrolment of girl children in secondary schools in Rajasthan- A district level analysis**. In *NCAER Working Papers* (N° 117). Consulté à l'adresse National Council of Applied Economic Research website: https://ideas.repec.org/p/nca/ncaerw/117.html
In comparison to the rest of India, Rajasthan continues to suffer from disturbingly low female literacy rate, poor enrolment and retention rates of girls in schools mostly the in rural areas, but also in the small urban towns. This research informs the design of a cash transfer policy intended to improve enrolment levels of 13-15-year-old girls in secondary schools in Dhaulpur, a district of Rajasthan. Secondly, it statistically identifies non-monetary factors contributing towards parents' decision of enrolling their daughters in secondary education, in the presence of a large enough cash grant. Furthermore, the study statistically investigates attributes that influence the size of the cash grant chosen by parents for enroling their daughters in secondary school. Caste, level of education acquired by parent/s and concerns regarding the safety of girls' determine the choice of a cash grant.

Sutter, M., Weyland, M., Untertrifaller, A., & Froitzheim, M. (2020). **Financial literacy, risk and time preferences - Results from a randomized educational intervention**. In *Working Papers* (N° 2020-27). Consulté à l'adresse Faculty of Economics and Statistics, University of Innsbruck website: https://ideas.repec.org/p/inn/wpaper/2020-27.html
We present the results of a randomized intervention in schools to study how teaching financial literacy affects risk and time preferences of adolescents. Following ore than 600 adolescents, aged 16 years on average, over about half a year, we provide causal evidence that teaching financial literacy has significant short-term and longer-term effects on risk and time preferences. Compared to two different control treatments, we find that teaching financial literacy makes subjects more patient, less present-biased, and slightly more risk-averse. Our finding that the intervention changes economic preferences contributes to a better understanding of why financial literacy has been shown to correlate systematically with financial behavior in previous studies. We argue that the link between financial literacy and field behavior works through economic preferences. In our study, the latter are also related in a meaningful way to students' field behavior.

Tchatoka, F. D., & Varvaris, V. (2020). **Neighbourhood, school zoning and the housing market: Evidence from New South Wales**. In *School of Economics Working Papers* (N° 2020-07). Consulté à l'adresse University of Adelaide, School of Economics website: https://ideas.repec.org/p/adl/wpaper/2020-07.html
This paper investigates the impact of primary school zoning on housing prices in Australia. Using comprehensive data on both schools and housing transactions in New South Wales along with the combination of boundary and regression discontinuity design techniques, we find that the price of houses located in high-performing side of primary school zone boundaries is, on average, about 2.7% to 3.3% higher than that of similar houses located in low-performing side of these boundaries. This finding provides not only an insight into the price elasticity of demand for high quality education, but also has important policy implications as it highlights the need to address the potential educational inequalities associated with school zoning in Australia.

Vaz, N. F. M. (2017). **Mobile Health Literacy to Improve Health Outcomes in Low-Middle Income Countries**. *International Journal of Reliable and Quality E-Healthcare (IJRQEH)*, 6(4), 4-16. https://ideas.repec.org/a/igg/jrqeh0/v6y2017i4p4-16.html
Despite improvements in health indicators over time, such as decreased mortality and morbidity, significant challenges remain with regard to the quality in the delivery of healthcare in low and middle-income countries (LMIC's), especially in rural and remote regions of developing countries.In the effort to find feasible solutions to these issues, a lot of importance is given to the information and communication technologies (ICTs) The author reviews the evidence of the role mobile phones facilitating health literacy to contribute to improved health outcomes in the LMIC's. This was done by exploring the results of ten projects. The author examines the extent to which the use of mobile phones could help improve health outcomes in two specific ways: in improving health literacy and promoting health and well-being, thus increasing life expectancy in LMIC's. Analysis of the papers indicates that there is important evidence of mobile phones boosting increased access, promoting education and increased health literacy leads to the better health status of the population.

Vu, T. M., & Yamada, H. (2020a). **Persistent legacy of the 1075–1919 Vietnamese imperial examinations in contemporary quantity and quality of education**. In *AGI Working Paper Series* (N° 2020-12). Consulté à l'adresse Asian Growth Research Institute website: https://ideas.repec.org/p/agi/wpaper/00000176.html
We investigated the impact of individuals who passed the Vietnamese imperial examinations (1075–1919) on the present-day quantity and quality of education in their home districts. We layered the 2009 Population and Housing Census and the 2009 National Entrance Exams to University (NEEU) test scores on the geographical distribution of imperial test takers' home districts. We constructed a novel instrumental variable representing the average distance between the examinees' home districts and the corresponding imperial examination venues.We found a persistent legacy in the average years of schooling, literacy rate, school attendance rate, NEEU test scores, and primary school dropout rate.

Vu, T. M., & Yamada, H. (2020b). ***Persistent legacy of the 1075-1919 Vietnamese imperial examinations in contemporary quantity and quality of education*** (N° 2020-012). Consulté à l'adresse Institute for Economics Studies, Keio University website: https://ideas.repec.org/p/keo/dpaper/2020-012.html

We investigated the impact of individuals who passed the Vietnamese imperial examinations (1075-1919) on the present-day quantity and quality of education in their home districts. We layered the 2009 Population and Housing Census and the 2009 National Entrance Exams to University (NEEU) test scores on the geographical distribution of imperial test takers' home districts. We constructed a novel instrumental variable representing the average distance between the examinees' home districts and the corresponding imperial examination venues. We found a persistent legacy in the average years of schooling, literacy rate, school attendance rate, NEEU test scores, and primary school dropout rate.

Westphal, M., Kamhöfer, D. A., & Schmitz, H. (2020a). ***Marginal college wage premiums under selection into employment***. Consulté à l'adresse University of Düsseldorf, Düsseldorf Institute for Competition Economics (DICE) website: https://EconPapers.repec.org/RePEc:zbw:dicedp:341
In this paper, we identify female long-term wage returns to college education using the educational expansion between 1960-1990 inWest Germany as exogenous variation for college enrollment. We estimate marginal treatment effects to learn about the underlying behavioral structure of women who decide for or against going to college (e.g., whether there is selection into gains). We propose a simple partial identification technique using an adjusted version of the Lee bounds to account for women who select into employment due to having a college education, which we call college-induced selection into employment (CISE). We find that women are, on average, more than 17 percentage points more likely to be employed due to having a college education than without. Taking this CISE into account, we find wage returns of 6-12 percent per year of education completed (average treatment effects on the treated).

Westphal, M., Kamhöfer, D. A., & Schmitz, H. (2020b). **Marginal College Wage Premiums under Selection into Employment**. In *IZA Discussion Papers* (N° 13382). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://ideas.repec.org/p/iza/izadps/dp13382.html
In this paper, we identify female long-term wage returns to college education using the educational expansion between 1960â€“1990 in West Germany as exogenous variation for college enrollment. We estimate marginal treatment effects to learn about the underlying behavioral structure of women who decide for or against going to college (e.g., whether there is selection into gains). We propose a simple partial identification technique using an adjusted version of the Lee bounds to account for women who select into employment due to having a college education, which we call college-induced selection into employment (CISE). We find that women are, on average, more than 17 percentage points more likely to be employed due to having a college education than without. Taking this CISE into account, we find wage returns of 6â€“12 percent per year of education completed (average treatment effects on the treated).

Aspects psychologiques de l'éducation

Avolio, B., Chávez, J., & Vílchez-Román, C. (2020). **Factors that contribute to the underrepresentation of women in science careers worldwide: a literature review**. *Social Psychology of Education*, *23*(3), 773-794. https://doi.org/10.1007/s11218-020-09558-y

The paper analyses the literature related to the underrepresentation of women in the scientific field to identify the factors that affect this underrepresentation worldwide. This literature review covers 470 papers—published in journals with the highest impact factor from 1985 to 2018—that address the factors that influence the access, participation, and progress of women in scientific careers. This literature review was based on the complete readings of the papers using thematic analysis. The factors that influence women's access, participation and progress in careers related to science and technology are a complex problem with multiple interdependent factors. In addition, these vary according to the stages of women's lives and cultural contexts. This paper proposes, based on the literature review, a comprehensive framework to explain the factors that influence the access, participation, and progress of women in science careers. The factors are grouped as follows: (a) individual, (b) family, (c) social, (d) educational, and (e) labor-economic. The proposed research is useful for researchers and policy makers because it introduces this phenomenon schematically and orderly identifies the gaps in past research studies, and evidences the need to conduct further research on this topic.

Bedyńska, S., Krejtz, I., Rycielski, P., & Sedek, G. (2020). **Stereotype threat as an antecedent to domain identification and achievement in language arts in boys: a cross-sectional study**. *Social Psychology of Education*, *23*(3), 755-771. https://doi.org/10.1007/s11218-020-09557-z
A substantial number of experimental studies on stereotype threat explores performance of girls in mathematics. Only few concentrated on gender differences favoring girls in language performance. However, gender differences in a reading test in the Program for International Student Assessment are three times larger than in mathematics. Considerable research indicates that gender differences in achievement and academic attitudes are partly explained by stereotype threat. In this study, using structural equation modeling on representative data from a sample of schoolboys in three age cohorts, we examined the associations of repeated experiences of stereotype threat and two outcome variables: language achievement and domain identification with language arts. We demonstrated that working memory and intellectual helplessness were predicted by the level of stereotype threat. Moving beyond past work, we showed that the indirect effect explaining domain identification through intellectual helplessness was significant in older cohorts. Additionally, the indirect effect linking stereotype threat and language achievement through working memory was not significant in the oldest cohort. In this group, language identification significantly predicted language achievement. These results offer a tentative support of our prediction about a cumulative effect of stereotype threat on domain identification. The present study enriches a small but growing body of literature examining stereotype threat in male samples. Moreover, it identifies a new mediational path by which stereotype threat may be translated into lower domain identification and in turn lower language achievement.

Begrich, L., Fauth, B., & Kunter, M. (2020). **Who sees the most? Differences in students' and educational research experts' first impressions of classroom instruction**. *Social Psychology of Education*, *23*(3), 673-699. https://doi.org/10.1007/s11218-020-09554-2
In recent decades, the assessment of instructional quality has grown into a popular and well-funded arm of educational research. The present study contributes to this field by exploring first impressions of untrained raters as an innovative approach of assessment.

We apply the thin slice procedure to obtain ratings of instructional quality along the dimensions of cognitive activation, classroom management, and constructive support based on only 30 s of classroom observations. Ratings were compared to the longitudinal data of students taught in the videos to investigate the connections between the brief glimpses into instructional quality and student learning. In addition, we included samples of raters with different backgrounds (university students, middle school students and educational research experts) to understand the differences in thin slice ratings with respect to their predictive power regarding student learning. Results suggest that each group provides reliable ratings, as measured by a high degree of agreement between raters, as well predictive ratings with respect to students' learning. Furthermore, we find experts' and middle school students' ratings of classroom management and constructive support, respectively, explain unique components of variance in student test scores. This incremental validity can be explained with the amount of implicit knowledge (experts) and an attunement to assess specific cues that is attributable to an emotional involvement (students).

Day, E., & Dotterer, A. M. (2020). **Does school choice have implications for parents' social capital and adolescents' academic outcomes?** *Social Psychology of Education*, *23*(3), 815-836. https://doi.org/10.1007/s11218-020-09560-4
School choice has received national attention in the United States from policymakers and professionals as a way to improve parents' social capital and subsequent academic outcomes for adolescents. However, limited work has empirically tested the links among school choice, social capital, and academic outcomes, particularly for high school students. Guided by theories of social capital and Bronfenbrenner's Bioecological Model of Human Development, this study used multi-year data from the National Education Longitudinal Study of 1988 (N = 9350) to examine the associations among school choice, social capital (intergenerational closure and perceived inclusion in school decision-making), and academic outcomes (cognitive test scores and educational attainment) for a diverse population of adolescents. Consistent with previous work, findings revealed positive associations between social capital and academic outcomes, along with differences based on family socioeconomic status. However, contrary to hypotheses, findings revealed no evidence of links between school choice, parental social capital, and subsequent adolescent academic outcomes. Implications for research, practice, and policy are discussed.

Johnson, K. N., Thompson, K. L., & Farmer, R. L. (2020). **Determining Growth Sensitivity of Star Math With a Latent Growth Curve Model**. *Canadian Journal of School Psychology*, *35*(3), 197-209. https://doi.org/10.1177/0829573520922678
Repeated measurements of student ability (i.e., progressing monitoring) is an essential element of informed decision-making when adjusting instruction. An important characteristic of progress monitoring measures is frequent administration to identify areas of concern and to evaluate academic growth. The purpose of this study was to determine if STAR Math is sensitive to small incremental growth across a semester. Within two southern school districts, 114 fifth grade students' progress monitoring data were collected weekly, and a latent growth curve was used to estimate students' change in math ability. Results indicated STAR Math is sensitive to small incremental growth, with a statistically significant and positive slope, suggesting students using STAR Math showed improvement in ability over the semester.

Kessels, U., & Heyder, A. (2020). **Not stupid, but lazy? Psychological benefits of disruptive classroom behavior from an attributional perspective**. *Social Psychology of Education*, *23*(3), 583-613. https://doi.org/10.1007/s11218-020-09550-6
Disruptive student behavior is a frequent part of school life, most often shown by male students and related to many negative academic outcomes. In this study, we examined the psychological benefits of engaging in disruptive behavior for low-achieving students from an attributional perspective. In an experimental vignette study of 178 ninth graders from Germany, we tested whether the students' ratings of a target student who displayed disruptive behavior (instead of unobtrusive behavior) in a vignette would evoke lack-of-effort attributions for academic failure through students' expectations of teachers' reprimands. In order to account for the nested data structure (vignettes nested in participants), we applied multilevel analysis while testing for mediation effects. Results showed that the disruptive behavior of a target student triggered lack-of-effort attributions in students instead of lack-of-ability attributions for low academic achievement. This effect was mediated by students' expectations of teachers' reprimands. In addition, low-achieving students showing disruptive behavior were perceived as more popular but less liked personally and as more masculine and less feminine. The study adds to the understanding of disruptive behavior in class as an attempt of poor-performing students to elicit face-saving attributions for academic failure and enhance their peer status.

King, R. B., & Mendoza, N. B. (2020). **Achievement goal contagion: mastery and performance goals spread among classmates**. *Social Psychology of Education*, *23*(3), 795-814. https://doi.org/10.1007/s11218-020-09559-x
Past studies that explored the antecedents of achievement goals have mostly focused on the role of personal characteristics and parental/teacher influences. However, the role of one's classmates has not been given much attention. Drawing on the concept of goal contagion, the present study aimed to examine whether classmates' achievement goals influence one's achievement goals. We recruited 848 secondary school students nested within 30 classes and asked them to answer relevant questionnaires at Time 1 and Time 2. Multilevel analysis was used to examine whether classmates' achievement goals at Time 1 predicted one's achievement goals at Time 2 thereby demonstrating achievement goal contagion. To rule out alternative explanations, we controlled for baseline achievement goals at Time 1, social desirability bias, and other relevant demographic factors. Results indicated that mastery-approach, performance-approach, and performance-avoidance goals were contagious, but mastery-avoidance goals were not. Our study highlights the importance of understanding achievement goal contagion among classmates.

Pappa, S., Elomaa, M., & Perälä-Littunen, S. (2020). **Sources of stress and scholarly identity: the case of international doctoral students of education in Finland**. *Higher Education*, *80*(1), 173-192. https://doi.org/10.1007/s10734-019-00473-6
Although stressors and coping strategies have been examined in managing stress associated with doctoral education, stress continues to have a permeating and pernicious effect on doctoral students' experience of their training and, by extension, their future participation in the academic community. International doctoral students have to not only effectively cope with tensions during their training and their socialization in their discipline but also address the values and expectations of higher education institutions in a foreign country. Considering the increase of international

doctoral students in Finland, this study focuses on perceived sources of stress in their doctoral training and how their scholarly identity is involved when responding to them. The study draws on thematically analyzed interviews with eleven international doctoral students of educational sciences. The participants, one man and ten women, came from nine countries and conducted research in six Finnish universities. The principal sources of stress identified were intrapersonal regulation, challenges pertaining to doing research, funding and career prospects, and lack of a supportive network. Despite the negative presence of stress, most participants saw stress as a motivating element. However, in order for stress to become a positive and motivational force, participants had to mediate its presence and effects by means of personal resources, ascribing meaning and purpose to their research, and positioning themselves within their academic and social environment. The study argues for stress as a catalyst for scholarly identity negotiation and professional development when perceived positively.

Salmela-Aro, K. (2020). **The Role of Motivation and Academic Wellbeing – the Transition from Secondary to Further Education in STEM in Finland**. *European Review*, *28*(S1), S121-S134. https://doi.org/10.1017/S1062798720000952
The transition from secondary education to tertiary education is challenging in Finland. Some of the key challenges are related to the competition rates in upper secondary education, gap years, low motivation towards STEM fields and a highly selective admission system to tertiary education; many opt out of STEM fields. In the current article, I approach these challenges in the context of expectancy-value-cost theory taking both a variable and person-oriented approach. Taking a variable-oriented approach we have identified that students' interest in STEM subjects decreases during secondary education. Taking a person-oriented approach, we can identify three different subgroups. The person-oriented approach reveals that 50% of the students show a decreasing interest in all subjects during secondary education. Additionally, we can identify two gendered pathways. One trajectory is more typical among males; for this group the interest in mathematics increases during secondary education. The other trajectory is more typical for females; with them, interest in mathematics decreases during secondary education while at the same time their interest in languages increases. When these groups are followed later on we can identify that those in the group in which interest in mathematics increases are more likely to pursue studies and to find employment in STEM fields compared with those in the group in which interest towards languages increased. In addition, we could identify four gendered motivational orientations towards work and education after the transition from secondary education: those interested in income (more males), those looking for future prospects, those combining work and family (more females), and those interested in society (more females). Recently, we have developed an intervention programme to promote interest and pathways towards STEM, which I will present as a way to bridge the transition from secondary to further education in STEM.

Schroeder, M., Drefs, M. A., & Zwiers, M. (2020). **Comparing Math LD Diagnostic Rates Obtained Using LDAC and DSM-5 Criteria: Implications for the Field**. *Canadian Journal of School Psychology*, *35*(3), 175-196. https://doi.org/10.1177/0829573520915366
Within the Canadian context, the two major learning disability classification systems are arguably the American Psychiatric Association's (APA) Diagnostic and Statistical Manual of Mental Disorders and the Learning Disabilities Association (LDAC) of Canada's Official Definition of Learning Disabilities. Several of the more recent changes

to the fifth edition of the DSM contrast with the LDAC definition, which establishes them as competing diagnostic frameworks. We investigated the frequency of math learning disability identification when both the LDAC and DSM-5 criteria were modelled and applied to an archived data set (2011–2016). Results support generally similar percentages of math learning disability cases identified when employing LDAC or DSM-5 criteria; however, the two methods identified a different set of cases. Implications for using DSM-5 versus LDAC criteria in diagnosing learning disabilities are discussed, including the need to consider adopting a national diagnostic standard.

Šimunović, M., & Babarović, T. (2020). **The role of parents' beliefs in students' motivation, achievement, and choices in the STEM domain: a review and directions for future research**. *Social Psychology of Education*, *23*(3), 701-719. https://doi.org/10.1007/s11218-020-09555-1
In the domain of science, technology, engineering, and mathematics (STEM) education, the family still presents an untapped resource for promoting students' motivation and achievement. Based on the premises of the Eccles' model of parental socialization and the expectancy-value theory, this paper provides a comprehensive review of the literature on the socializing influence of parental beliefs in the STEM educational domain. More specifically, we discuss the role of parents' values and self-efficacy in STEM, parents' perception of children's ability in STEM, and parents' expectations for children's STEM achievement. Reviewed studies show that all of these beliefs have a potential in explaining variations in students' achievement motivation, performance, and career choices related to STEM. Parents' child-specific beliefs and messages have shown to be the crucial socializing factors in this area. We further integrate and discuss the research findings on the gender differentiation in parents' child-specific beliefs in STEM, possible explanations of this differentiation, and its importance for students' gender-role socialization in STEM. The review also points out that the behavioral mechanisms through which parents may convey their STEM-related beliefs to their children are still unclear, presumably since the quality of parent–child interaction in STEM is often overlooked by researchers. Lastly, we present parent-oriented interventions aimed at fostering parents' self-efficacy and utility value in STEM and at changing stereotypical images of STEM careers and STEM professionals. Based on this comprehensive review, methodological and conceptual implications for future research are discussed and improvements for parental intervention programs are proposed.

Thomas, E. F., Clark, A. J., & Pedersen, A. (2020). **Teaching bystander action: forming identities that promote opposition to prejudice towards Muslim people**. *Social Psychology of Education*, *23*(3), 653-672. https://doi.org/10.1007/s11218-020-09553-3
Prejudice towards Muslim people in Western countries is common and increasing. This paper describes an educational intervention aimed at increasing positive attitudes and actions to support Muslim Australians. University students participated in a 12-week educational programme that drew on prejudice reduction principles and a pedagogical approach that emphasised active discussion. Results (N = 94) showed an increase in positivity towards Muslim people, increased intention to take bystander action to confront prejudice, and social identification (as a supporter of positive relations between Muslim and non-Muslim Australians). Boosts in positivity towards Muslim people and intention to confront prejudice were mediated by increases in social identity, although changes in social identification only explained increased

commitment to confront prejudice in a low risk scenario. Results suggest that educational interventions such as these can foster new, inclusive identities that provide a basis for action to support Muslim people.

Thornberg, R., Wänström, L., Elmelid, R., Johansson, A., & Mellander, E. (2020). **Standing up for the victim or supporting the bully? Bystander responses and their associations with moral disengagement, defender self-efficacy, and collective efficacy**. *Social Psychology of Education*, *23*(3), 563-581. https://doi.org/10.1007/s11218-020-09549-z
The aim of the current study was to examine whether moral disengagement and defender self-efficacy at individual level and collective efficacy to stop peer aggression at classroom level were associated with defending and reinforcing in school bullying situations in late childhood. Self-reported survey data were collected from 1060 Swedish students from 70 classrooms in 29 schools. Multilevel analysis found that greater defender self-efficacy at individual level and collective efficacy to stop peer aggression at classroom level were associated with greater defending. We also found that greater moral disengagement and less (but very weakly) defender self-efficacy at individual level and less collective efficacy to stop peer aggression at classroom level were associated with greater reinforcing. The positive relationship between moral disengagement and reinforcing and the negative relationship between defender self-efficacy and reinforcing were less strong in classroom high in collective efficacy to stop aggression.

Trusz, S. (2020). **Why do females choose to study humanities or social sciences, while males prefer technology or science? Some intrapersonal and interpersonal predictors**. *Social Psychology of Education*, *23*(3), 615-639. https://doi.org/10.1007/s11218-020-09551-5
The article attempts to answer the question why females prefer humanities/social studies, whereas males opt for technology/science. For this purpose, the study majors selected by 445 females and 431 males were linked by logit functions with: (1) parents' and (2) teachers' expectancies, (3) students' self-expectancies, (4) their self-concepts of abilities and (5) time spent on learning mathematics and (6) literacy, (7) test results in mathematics and (8) literacy, (9) gender of mathematics, and (10) literacy teacher in the 12th grade. Interaction effects of the mathematics and literacy teacher's gender with the abovementioned predictors were also quantified. Females' selections were mostly influenced by teachers' expectancies, while for males, by their self-concepts. The teacher's gender modified tested relations in five (females) and nine (males) cases. The results were discussed on the grounds of the theory of intra- and interpersonal expectancies as learning regulators.

Viljaranta, J., Aunola, K., Mullola, S., Luonua, M., Tuomas, A., & Nurmi, J.-E. (2020). **Temperamentally inhibited children are at risk for poorer maths performance: self-concept as mediator**. *Social Psychology of Education*, *23*(3), 641-651. https://doi.org/10.1007/s11218-020-09552-4
It has repeatedly been found that temperamental inhibition and low academic achievement are associated with each other: children with cautious and wary or shy behaviour are at risk for low academic achievement. Several suggestions about the mechanism behind this association have been made, these highlighting for example, the fewer learning opportunities of cautious and wary children and more negative interaction between teachers and inhibited children. However, the empirical studies

about these mechanisms are rare and, thus, they have remained unclear. This study examined whether children's maths-related self-concept of ability acts as a mediator between their temperamental inhibition and maths performance. 156 children (Mage 7.25 years) were followed during the first grade of primary school. Children's temperamental inhibition was assessed in the beginning of Grade 1. Their maths performance was tested twice, in the beginning and at the end of Grade 1, and their self-concept of ability was measured at the end of Grade 1. The research question was analysed using structural equation modelling. The results showed that children's self-concept of ability did mediate the association between temperamental inhibition and maths performance at Grade 1: that more inhibited children feel they are less capable and competent in maths than less inhibited children, and this contributes to their poorer maths performance. The findings highlight that it is important for teachers and other practitioners to be aware of this effect of temperamental inhibition on self-concept and put effort on promoting positive views of children's competencies and abilities.

Wenzel, K., & Reinhard, M.-A. (2020). **Tests and academic cheating: do learning tasks influence cheating by way of negative evaluations?** *Social Psychology of Education*, *23*(3), 721-753. https://doi.org/10.1007/s11218-020-09556-0
Desirable difficulties like tests were often shown to increase long-term learning. However, due to the complexity and difficulty of such tasks, they are also argued to result in negative consequences like stress, anxiety, pressure, frustration, or negative evaluations. In other studies, such consequences were, in turn, often found to increase dishonest behaviour. Hence, the present work tests the assumptions that tests as difficult learning tasks, contrary to reading, lead to more negative evaluations of the learning situations, to more stress, and—directly and indirectly—to higher self-reported likelihoods of hypothetical cheating and to higher justifications for cheating. Thus, the learning situation itself, as well as negative consequences caused by the learning situation, is supposed to be linked to cheating. We conducted an online study in which participants read and imagined one of three hypothetical learning scenarios, either regarding one of two learning tests or a reading control task. Participants then rated negative consequences due to these scenarios, as well as likelihoods of cheating, and justifications for it, in a hypothetical examination. Our results showed no direct effects of the learning scenarios on likelihoods of hypothetical cheating or justifications. However, test scenarios were evaluated more negatively than the reading control scenario and these higher negative evaluations were in turn linked to higher likelihoods of own hypothetical cheating and to higher justifications. These findings indicate that tests as difficult learning tasks can indirectly influence cheating, at least in hypothetical scenarios. Future work should try to replicate and expand these results.

Aspects sociaux de l'éducation

Abraham, J. (2020). ***L'école haïtienne: Entre ségrégation et rapports sociaux d'inégalité***. Consulté à l'adresse https://www.editions-harmattan.fr/index.asp?navig=catalogue&obj=livre&no=66186
Par une recherche empirique menée dans le département de l'Ouest, à partir d'une enquête et d'entretiens, cette étude montre que la ségrégation scolaire est un construit social indissociable des rapports sociaux d'inégalité dans le contexte scolaire haïtien : elle est l'image superficielle qui reproduit fidèlement les rapports sociaux

d'inégalité dans les salles de classe -même s'il existe des cas où la réussite scolaire semble être le fruit de la méritocratie. L'école haïtienne semble ainsi socialiser les enfants en fonction de leurs catégories socio-économiques et ignorer les effets des trajectoires intergénérationnelles descendantes.

Albritton, K., Cureton, J. L., Byrd, J. A., & Storlie, C. A. (2020). **Exploring Perceptions of the Path to Work/Life Success Among Middle School Students of Color**. *Journal of Career Development*, *47*(4), 440-453. https://doi.org/10.1177/0894845319832667
There are limited empirical studies examining career-related activities for Black and Latino/a students during the middle school years. Using a constant comparison method, this study examined the narrative data of 63 Black and Latino/a middle school students regarding their perceptions of work and life success. The results of this analysis revealed five overarching themes: exposure, support, attainment, family, and effort/persistence. Implications for career and school professionals, as well as the significance of school–family–community partnerships, are discussed.

Álvarez-Álvarez, C. (2019). **Parental involvement in Spanish schools: The role of Parents' Associations (AMPAs)**. *Improving Schools*, *23*(2), 125-139. https://doi.org/10.1177/1365480219886145
The involvement of families in Spanish schools is a legally recognised right, a social demand, an educational need and a permanent challenge. However, there are limited opportunities for families to become engaged with schools in Spain. Their primary avenues for involvement are Parents' Associations (Asociaciones de Madres y Padres de Alumnos, known as AMPAs), but there has been little research on them to date. This article describes a qualitative study carried out in collaboration with 36 AMPAs from Spanish state schools, aimed at understanding how their members describe, interpret and assess their current situation. The findings showed that AMPAs foster activities to galvanise schools, but that they demanded increased decision-making powers, additional training and support in managing the association. It can be concluded that AMPAs are a means of promoting significant parental involvement, which merits further study and a wider social dissemination.

Amokrane, R., & Guérin, E. (2020). **À propos de l'identité des « jeunes » français ayant la culture magrébine en héritage**. *Le francais aujourd'hui*, *N° 209*(2), 77-87.
L'étude aborde la situation de ceux que les discours médiatico-politiques envisagent sous l'étiquette « jeunes (de banlieue, de cités, de quartiers…) » et, plus particulièrement, ceux ayant la culture maghrébine en héritage. Le propos vise à mettre en évidence la difficulté de se construire une identité française lorsque, même après plusieurs générations passées sur le territoire national, on continue à être « issu de l'immigration » ; autrement dit, être français sans être français. De fait, ce n'est pas sans conséquence sur l'intégration au milieu scolaire : comment lesdits jeunes envisagent-ils leur place à l'école de la République ? Quelle place est faite à ces dits jeunes ? Nous tentons d'apporter des éléments de compréhension à partir d'entretiens menés auprès de trois « jeunes » issus de milieux différents.

Autor, D. H., Figlio, D., Karbownik, K., Roth, J., & Wasserman, M. (2020). ***Males at the Tails: How Socioeconomic Status Shapes the Gender Gap*** (SSRN Scholarly Paper N° ID 3609648). Consulté à l'adresse Social Science Research Network website: https://papers.ssrn.com/abstract=3609648

Analyzing Florida birth certificates matched to school records, we document that the female advantage in childhood behavioral and academic outcomes is driven by gender gaps at the extremes of the outcome distribution. Using unconditional quantile regression, we investigate whether family socioeconomic status (SES) differentially affects the lower tail outcomes of boys. We find that the differential effects of family SES on boys' outcomes are concentrated in the parts of the distribution where the gender gaps are most pronounced. Accounting for the disproportionate effects of family environment on boys at the tails substantially narrows the gender gap in high school dropout.Institutional subscribers to the NBER working paper series, and residents of developing countries may download this paper without additional charge at www.nber.org.

Aymans, S. C., Kortsch, T., & Kauffeld, S. (2020). **Gender and career optimism—The effects of gender-specific perceptions of lecturer support, career barriers and self-efficacy on career optimism**. *Higher Education Quarterly*, *74*(3), 273-289. https://doi.org/10.1111/hequ.12238
Female university graduates tend to have less career success than their male counterparts. Career optimism is considered a crucial predictor of future career success, but little is known about predictors of career optimism. Based on Social Cognitive Career Theory (SCCT), we hypothesised that both perceived lecturer support and perceived career barriers impact career optimism via students' self-efficacy, and differentiated the model along gender lines using a subgroup path analysis. Two hundred and thirty-two undergraduate psychology students from German universities answered an online questionnaire. Results revealed that the expected indirect effect of perceived lecturer support and perceived career barriers on career optimism via self-efficacy was only identifiable in women. For men, we found a direct connection between perceived lecturer support and career optimism, as well as that an increase in perceived career barriers reduced males' self-efficacy. We were unable to identify any sex differences in career optimism.

Bass, L. R. (2019). **Black Male Leaders Care Too: An Introduction to Black Masculine Caring in Educational Leadership**. *Educational Administration Quarterly*, *56*(3), 353-395. https://doi.org/10.1177/0013161X19840402
Background: This study addresses the leadership of African American male leaders and their operationalization of the ethic of care in their practice by analyzing the educational leadership of African American men through an ethic of care lens. Purpose: The purpose of this article is to simultaneously remind readers of the importance of caring in schools, while discussing the caring styles of Black males in leadership. Research Design: This study examined the lived experiences of 10 African American male administrators to understand their perceptions of caring leadership. The phenomenon of interest was investigated using qualitative, exploratory study methodology to facilitate the collection of rich data that tells the stories of the participants. The themes discovered during the focus group were used during the one-on-one interviews to probe deeper into the issues and evaluate the consistency of the themes. Striking similarities that fit logically into themes emerged in the data from the focus group and the individual interviews. Findings: The themes that emerged from this study did not support the stereotype so often set forth regarding Black male leadership. The major emergent themes were: Black male leaders cared and liked being associated with caring, they felt they had to mask their caring nature because of

societal expectations, they view themselves as father figures, they strongly identify and connect with a sense of spirituality, they believe that action must follow caring, and they practice "rough love" as care. Conclusion: The core foundational principles of Black Masculine Caring include a framework that acknowledges Black men have the capacity to care, and often care deeply. Black men's capacity to care depends on their prior experience as Black men. The caring exhibited by Black men is influenced by their culture, and caring demonstrated by Black men is often misunderstood or misinterpreted.

Bauder, H. (2020). **International Mobility and Social Capital in the Academic Field**. *Minerva*, *58*(3), 367-387. https://doi.org/10.1007/s11024-020-09401-w
The relationship between the international mobility of academic researchers and social capital is complex. On the one hand, the literature suggests that social capital facilitates the international mobility of academics which, in turn, promotes the accumulation of international social capital, enhances research productivity, and advances careers. On the other hand, international mobility can isolate researchers from the national social capital in their origin countries. In this paper, I present the results of 42 interviews in Canada and Germany to examine how academics in both countries have experienced the connection between international mobility and social capital. In addition to revealing the complexity of this connection, the results show that social capital facilitates international mobility and that mobility sometimes creates social capital. However, mobility can also lead to the loss of national social capital that negatively affects early-career researchers in particular.

Baujeu, G. G. (2020). **« Ce n'est pas de la discrimination, c'est l'expérience du recrutement ! »**. *Agora debats/jeunesses*, *N° 85*(2), 122-136. http://www.cairn.info/revue-agora-debats-jeunesses-2020-2-page-122.htm
Cet article propose d'aborder la question de l'accès à l'emploi des jeunes, en privilégiant l'angle d'analyse sur les discours et les pratiques d'acteurs du recrutement, intermédiaires de l'emploi publics et privés. La relation entre jeunes et recruteurs est appréhendée ici en tant que relation de service, permettant de dresser une typologie à travers trois modèles d'action : celui de la solidarité, de la démission et de la fermeture. Si les processus d'insertion professionnelle peuvent être accompagnés par le travail des recruteurs, des processus discriminatoires tendent à les ralentir, voire à les bloquer en excluant certains jeunes des marchés du travail et de l'emploi.

Bausell, S. B., Staton, T. A., & Hughes, S. (2019). **Out of Site, Out of Mind: The Evolving Significance of Race in the Story of an Early Quaker-Freedmen School**. *American Educational Research Journal*, *57*(4), 1730-1756. https://doi.org/10.3102/0002831219883871
This article documents collective memories of the founding, curriculum, and attendees of one of the first (1866) Reconstruction Era Quaker-Freedmen School sites in the Southeastern United States. It applies critical oral history methodology including the collection of primary documents, previous investigations into the school, and interviews of community elders. Through the close study of the school's history, including the present quest for official historical memorialization, this investigation accentuates how Whiteness as property remains across generations and contexts. What began as a historical investigation of the school necessarily evolved as an analysis of the complications in race relations in the observed college town.

Belza, H., Herrán, E., & Anguera, M. T. (2020). **Early childhood, breakfast, and related tools: analysis of adults' function as mediators**. *European Journal of Psychology of Education*, *35*(3), 495-527. https://doi.org/10.1007/s10212-019-00438-4
This study presents the results of a systematic, 3-month-long observation of the verbal and gestural interactions which took place between a preschool teacher and six children aged between 23 and 34 months during breakfast at Emmi Pikler preschool in Budapest. The aim was to analyze access to the conventional use of everyday tools during this activity. The complementary nature of the lag sequential analysis and polar coordinate analysis techniques enabled an in-depth exploration of how the adult–object–child triad evolved and varied in each case. The results revealed that the gradual introduction of tools and adaptation to each child's individual differences, in accordance with their specific level of autonomy, helped children regulate their conduct toward increasingly socialized mealtime behaviors.

Berg, G. A., & Venis, L. (2020). ***Accessibility and diversity in the 21st century university***. Consulté à l'adresse https://www.igi-global.com/book/accessibility-diversity-21st-century-university/237845
« This book examines current trends in higher education in relationship to the issues of accessibility and diversity »--

Blaabæk, E. H., Jæger, M. M., & Molitoris, J. (2020). **Family Size and Educational Attainment: Cousins, Contexts, and Compensation**. *European Journal of Population*, *36*(3), 575-600. https://doi.org/10.1007/s10680-019-09543-y
This paper analyses the effect of family size on children's educational attainment using a new research design that combines fixed effects and instrumental variable (IV) approaches. We use (a) data on first cousins who belong to the same extended family but to different nuclear families to control for extended family fixed effects and (b) variation in in-married spouses' number of siblings (a proxy for their fecundity and preferences) as an IV for variation in family size within extended families. We find that family size has a negative causal effect on educational attainment and, moreover, that the negative effect is smaller in families with stronger social ties. Our results suggest that contextual characteristics outside the nuclear family moderate the negative effect of family size on children's educational attainment.

Blanchard, M., Chauvel, S., & Harari-Kermadec, H. (2020). **La concurrence par la sélectivité entre masters franciliens**. *L'Annee sociologique*, *Vol. 70*(2), 423-442. http://www.cairn.info/revue-l-annee-sociologique-2020-2-page-423.htm
Cet article propose d'analyser les phénomènes de différenciation des Masters universitaires franciliens au prisme de leurs modalités de recrutement, en partant de l'hypothèse selon laquelle les hiérarchies observées reflètent autant qu'elles contribuent à produire les positions relatives de ces formations dans l'espace de l'enseignement supérieur. Deux perspectives sont envisagées. La première, à partir de données issues de la base SISE (Système d'information sur le suivi des étudiants), vise à affiner le constat statistique d'une sélection sociale dans l'accès à ces formations, notamment en montrant que celle-ci diffère fortement d'un établissement à l'autre. La seconde, à partir de données qualitatives – entretiens et observations –, vise à montrer comment les pratiques effectives de recrutement des responsables de Masters

universitaires franciliens sont affectées par les ressorts organisationnels et la compétition entre les formations.

Bodin, R., Mengneau, J., & Orange, S. (2020). **Adhésion enchantée et aléas universitaires : les effets ambivalents de la sélection à l'Université**. *L'Annee sociologique*, *Vol. 70*(2), 443-467. http://www.cairn.info/revue-l-annee-sociologique-2020-2-page-443.htm
L'analyse conjointe des représentations et des pratiques des étudiants à l'entrée en première année de deux filières universitaires aux modes de recrutement différents (droit et économie-gestion) montre que l'opération de sélection ne constitue pas de manière mécanique un rite d'institution. La croyance des étudiants en leur juste place à l'Université semble en effet tenir autant, sinon davantage, à l'organisation pédagogique des enseignements, aux modalités de la relation enseignants-étudiants et à la trajectoire scolaire comme sociale dans laquelle s'inscrit l'accès au premier cycle universitaire. L'instauration d'une barrière ne décrète pas le sentiment de consécration et n'induit pas, par le simple fait qu'elle permet aux étudiants d'« y être » (à l'Université), qu'ils ont la sensation d'« en être ». En outre, le temps long de l'Université et la rareté des jugements explicites peuvent contribuer au développement d'un sentiment d'injustice.

Bonnard, C., Giret, J.-F., & Kossi, Y. (2020). **Risque d'exclusion sociale et ressources des jeunes NEET**. *Economie et Statistique / Economics and Statistics*, (514-515-516), 133-154. https://doi.org/10.24187/ecostat.2020.514t.2010

Bracho, C. A., & Hayes, C. (2020). **Gay voices without intersectionality is White supremacy: narratives of gay and lesbian teachers of color on teaching and learning**. *International Journal of Qualitative Studies in Education*, *33*(6), 583-592. https://doi.org/10.1080/09518398.2020.1751897
The primary objective of this collection is to document the lived experiences of queer teachers of color who work in P-20 education, as a means of identifying and analyzing how the intersections of race, gender, and sexuality impact teaching dispositions and lived struggles. Similar to Anzaldua, Tate, and Valadez and Elsbree call for 'queer border crossings', working across epistemological boundaries and frameworks; the articles presented here cross many disciplinary borders by connecting with individuals across different cultural contexts, in effect breaking pervasive silences of LGB people of color in educational research.

Breton, H. L., & Sabin, G. (2020). **Comment les pratiques pédagogiques hors les murs interrogent-elles les protocoles de l'intervention sociale ?** *Agora debats/jeunesses*, *N° 85*(2), 23-38. http://www.cairn.info/revue-agora-debats-jeunesses-2020-2-page-23.htm
Depuis le début des années 1980, le réseau des Groupes de pédagogie et d'animation sociale (GPAS) développe en France une pédagogie sociale. Celle-ci s'adresse à des petits groupes de trois ou quatre enfants ou adolescents et déploie ses actions dans l'espace public. Cette pratique hors les murs la distingue de formes d'intervention sociale plus traditionnelles : les pédagogues de rue sont amenés à assumer une grande proximité avec les enfants, les adolescents, leur famille et les relations de réciprocité sont valorisées ; les lieux fréquentés et la diversité des personnes rencontrées dans le territoire de vie et à proximité offrent ainsi une variété de situations qui leur permet de sortir d'un rôle central et normatif.

Brinker, V. (2020). **Dépasser les frontières discriminatoires du corpus à enseigner**. *Le francais aujourd'hui*, *N° 209*(2), 63-75. http://www.cairn.info/revue-le-francais-aujourd-hui-2020-2-page-63.htm
Et si la question des discriminations xénophobes commençait, pour les enseignants de lettres, par la question du corpus à enseigner ? Ce corpus, en tant qu'il maintient une distinction problématique entre littérature française, nationale, d'une part, et littératures francophones, étrangères, d'autre part, soulève, quand on l'analyse de près, des points de complexité liés à l'héritage de la colonisation dans notre société contemporaine, aux mécanismes de domination impliqués par la racialisation et à la difficulté de penser sereinement la différence au sein du discours universaliste républicain régissant notre société et son école. Or n'est-il pas possible de penser dans le paradoxe ? N'est-il pas possible d'envisager une pensée de la différence qui ne conduise pas aux replis communautaires, mais au contraire, soit l'élément premier qui permette d'envisager la construction d'un vouloir vivre collectif, et même (tant pis si l'expression peut paraitre galvaudée) celle d'un monde meilleur ? L'étude prend l'exemple de trois poètes, slameurs et rappeurs contemporains, aux origines diverses, Marc Alexandre Oho Bambe, Kalimat et Houssein Rohân, aisément abordables dans le secondaire comme à l'université, et dont les parcours individuels montrent l'inanité des partitions « littérature française » / « littérature francophone », tant ils ont une conception du monde et de la poésie en partage. Tous trois proposent, à travers une pensée de l'identité en mouvement, élaborée à partir d'une vision de la différence non figée, l'utopie réalisée d'un monde pleinement humaniste.

Bruno, P. (2020). **Les ambivalences de l'antiracisme**. *Le francais aujourd'hui*, *N° 209*(2), 39-48. http://www.cairn.info/revue-le-francais-aujourd-hui-2020-2-page-39.htm
La question de l'évaluation du degré de racisme d'une œuvre recoupe trois problématiques. La première porte sur la définition même du racisme que l'on ne peut réduire aux expressions haineuses ou aux stéréotypes. La seconde s'attache au biais du regard critique qui a pu aboutir à sous-estimer longtemps le racisme au sein des classes diplômées. La troisième, liée aux questions de théorie littéraire, pointe les limites de la recherche d'un consensus sur le sens de l'œuvre. L'étude conduit à s'interroger sur une possible appropriation de l'antiracisme par une partie des classes diplômées, ainsi que sur les implications politiques de cette représentation du monde tant pour les « petits blancs », accablés de bien des péchés, que pour les « racisés » dont la représentation, bien plus bienveillante, n'est guère plus valorisante.

Campbell, A. C., & Lavallee, C. A. (2019). **A Community of Practice for Social Justice: Examining the Case of an International Scholarship Alumni Association in Ghana**. *Journal of Studies in International Education*, *24*(4), 409-423. https://doi.org/10.1177/1028315319842343
International higher education student mobility can lead to social change in the students' home countries. This article examines the case of the Ford Foundation's International Fellowship Program Alumni Association in Ghana and how it has organized to affect change. Findings show that this association has assimilated many of the attributes of Wenger's community of practice (CoP) model. These characteristics include building strong communication systems, learning together in workshops, and solving problems through regular communication: activities that have improved their "practice" of social justice advocacy. The study also challenges the CoP model in three

key ways relevant to international higher education, including highlighting how graduates incorporate their overseas education in their social justice practice and the limitations of diaspora engagement. Findings aim to inform administrators and participants of international higher education schemes, with a particular focus on international scholarship programs and those seeking to promote social justice.

Carey, R. L. (2020). **Making Black boys and young men matter: radical relationships, future oriented imaginaries and other evolving insights for educational research and practice**. *International Journal of Qualitative Studies in Education*, *33*(7), 729-744. https://doi.org/10.1080/09518398.2020.1753255
How have Black boys and young men mattered within society and schools, and how can educational stakeholders formulate contexts for them to do so more fully, robustly or comprehensively? Drawing from social-psychological conceptualizations and the author's own prior theorizing, this essay investigates how Black boys and young men matter to those within society and schools by summoning historical antecedents, empirical research and present-day examples. Three types of mattering emerge from this investigation. Marginal mattering is realized through societal and educational practices that criminalize, dismiss and propel Black boys and young men into school and social failure. Partial mattering signals the valuation of some of their skills and abilities (e.g. often athletic, artistic and heroic in nature) and those which leave racist systems unchallenged. In activating both Afropessimism and Afrofuturism, the author imagines through and beyond their present binds and instead advocates that stakeholders must develop a creative, radical and future-oriented imaginary for the robust, aspirational and comprehensive mattering of Black boys and young men.

Castell, L., & Grobon, S. (2020). **Inégalités de niveau de vie entre jeunes adultes – Une approche individualisée**. *Economie et Statistique / Economics and Statistics*, (514-515-516), 29-48. https://doi.org/10.24187/ecostat.2020.514t.2009
Charles, N., & Delès, R. (2020a). **Les conceptions de la justice sociale en Europe. Le cas de l'accès aux études supérieures**. *L'Annee sociologique*, *70*(2), 313-336.
Les systèmes d'enseignement supérieur des pays développés font face à une injonction contradictoire : sélectionner mais maintenir une relative ouverture des opportunités. Pour répondre simultanément à ces deux objectifs a priori opposés, les quatre pays étudiés dans cet article (Allemagne, Angleterre, France, Suède) aménagent des solutions de justice sociale variées. Par l'analyse des dispositifs d'action publique d'accès à l'enseignement supérieur, nous montrons que les pays se répartissent selon deux dimensions : leur conception du mérite – sur quel(s) critère(s) sélectionne-t-on ? – et les mécanismes de compensation de la sélection – comment est maintenue une relative ouverture des opportunités malgré la sélection ? L'article aboutit à une typologie des conceptions implicites de la justice sociale des différents systèmes d'enseignement supérieur et invite à s'interroger sur leurs dynamiques récentes.

Charles, N., & Delès, R. (2020). **Les conceptions de la justice sociale en Europe. Le cas de l'accès aux études supérieures**. *L'Annee sociologique*, *Vol. 70*(2), 313-336. http://www.cairn.info/revue-l-annee-sociologique-2020-2-page-313.htm?ref=doi
Les systèmes d'enseignement supérieur des pays développés font face à une injonction contradictoire : sélectionner mais maintenir une relative ouverture des opportunités. Pour répondre simultanément à ces deux objectifs a priori opposés, les quatre pays étudiés dans cet article (Allemagne, Angleterre, France, Suède) aménagent des

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Chen, O., & Kalyuga, S. (2020). **Exploring factors influencing the effectiveness of explicit instruction first and problem-solving first approaches**. *European Journal of Psychology of Education*, *35*(3), 607-624. https://doi.org/10.1007/s10212-019-00445-5
Problem solving followed by explicit instruction, as suggested by productive failure and several other instructional theories, indicates long-term learning benefits, whereas explicit instruction followed by problem solving has been consistently demonstrated as superior within the framework of cognitive load theory. However, the effectiveness of these instructional approaches may be moderated by several factors such as levels of element interactivity of learning materials, types of knowledge involved, and levels of learner prior knowledge (expertise). This review systematically searched studies comparing these alternative sequences, computed the observed effect sizes, and explored the effects of element interactivity, types of knowledge, and levels of expertise on the effectiveness of two instructional approaches.

Condette, J.-F., Castagnet, V., Castagnet, V., Carlier, B., & Christen, C. (2020). ***Histoire des élèves en France. Volume 1***. Consulté à l'adresse http://www.septentrion.com/fr/livre/?GCOI=27574100998860

Cordonier, L., Bronner, G., & Walzer, N. (2020). **Du capital de (micro)notoriété au capital économique : le cas du marché de la conférence**. *L'Annee sociologique*, *Vol. 70*(2), 497-526. http://www.cairn.info/revue-l-annee-sociologique-2020-2-page-497.htm
Cet article aborde la question de la conversion de la visibilité sociale en capital économique par l'étude de certaines caractéristiques du marché de la conférence rémunérée. Pour ce faire, nous proposons une méthode innovante permettant de quantifier la notoriété individuelle, y compris chez des personnes modestement connues. Nous examinons alors le rôle joué par la (micro)notoriété dans la fixation des prix sur ce marché. Nos analyses des registres d'une importante agence de conférenciers font apparaître qu'un tiers de la variance du prix de vente des conférences s'explique par la notoriété de ceux qui les donnent. Le marché de la conférence rémunérée constitue ainsi un sas de conversion du capital de (micro)notoriété en capital économique.

Croguennec-Galland, N., & Paroux, S. (2020a). ***La classe à venir: Scolarité des élèves migrants non francophones dans l'Académie de Paris 1. Accueilir et scolariser***. Consulté à l'adresse https://www.editions-harmattan.fr/index.asp?navig=catalogue&obj=livre&no=66305
Accueillir et scolariser explore les réponses que l'éducation propose : dans une perspective historique, synchronique puis en fonction de la spécificité de certains enfants (mineurs non accompagnés, enfants des familles itinérantes et de voyageurs) ; enfin, par les outils et moyens actuels, comme l'accès au numérique et l'apport du

fonds social européen. Le chemin vers l'école des élèves allophones arrivants représente aujourd'hui un enjeu majeur dans les politiques académiques et nationales.

Croguennec-Galland, N., & Paroux, S. (2020b). ***La classe à venir: Scolarité des élèves migrants non francophones dans l'Académie de Paris 2. Apprendre***. Consulté à l'adresse https://www.editions-harmattan.fr/index.asp?navig=catalogue&obj=livre&no=66306&razSqlClone=1
Apprendrese situe à hauteur de classe. Il regroupe des exemples et réflexions sur les parcours d'élèves, en tenant compte de leurs différents profils, qu'ils aient été scolarisés antérieurement ou non : orientation, transmission des valeurs de la République, certifications, actions et dispositifs pédagogiques innovants. Le chemin vers l'école des élèves allophones arrivants représente aujourd'hui un enjeu majeur dans les politiques académiques et nationales. À Paris, 2500 enfants et adolescents arrivent chaque année de l'étranger et sont scolarisés dans les écoles et établissements parisiens.

Croguennec-Galland, N., & Paroux, S. (2020c). ***La classe à venir: Scolarité des élèves migrants non francophones dans l'Académie de Paris 3. S'ouvrir à un nouvel environnement***. Consulté à l'adresse https://www.editions-harmattan.fr/index.asp?navig=catalogue&obj=livre&no=66307&razSqlClone=1
S'ouvrir à un nouvel environnement met en valeur les pratiques inhérentes à l'enseignement aux élèves allophones : apports du plurilinguisme, prise en compte de la situation mentale, projets artistiques, actions spécifiques en direction des parents. Le chemin vers l'école des élèves allophones arrivants représente aujourd'hui un enjeu majeur dans les politiques académiques et nationales. À Paris, 2500 enfants et adolescents arrivent chaque année de l'étranger et sont scolarisés dans les écoles et établissements parisiens.

Cummings, M. I., & Olson, J. D. (2019). **The importance and potential of community partnerships in urban schools in an era of high-stakes accountability**. *Improving Schools*, *23*(2), 109-124. https://doi.org/10.1177/1365480219880129
In today's era of increased accountability and standards-based reforms within the United States educational system, Community Partner Organizations (CPOs) can offer essential support to teachers, schools, and districts. CPOs have the potential to have a positive impact in urban schools in particular, where high-stakes testing and accountability policies are often more demanding and the threat of school closure or turnaround is the everyday reality for teachers who are under enormous pressure to improve student outcomes. Collaborative social relationships between schools and community organizations can facilitate school improvement, combat social and economic barriers, and meet the increasing demands of local, state, and federal accountability policies.

Darlington, E., & Masson, J. (2019). **Introduction**. *Éducation, Santé, Sociétés*. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-02879331
Ce numéro de la revue Éducation, Santé, Sociétés vise à proposer une réflexion critique sur l'articulation de l'éducation à la santé et de la prévention, dans une perspective promo-trice de santé fondée sur l'équité, la citoyenneté et la solidarité. À travers une collection d'expériences de terrain, de réflexions éthiques, et d'exercices critiques, ce numéro en-tend questionner les fondements théoriques et conceptuels de la conception des stratégies d'éducation à la santé et de prévention, jusqu'à leur

articulation dans la mise en oeuvre des actions et dispositifs de terrain. Notre perspective se positionne dans la lignée des approches multi-référentielles et d'analyse plurielle (Ardoino, 1990) répondant à la com-plexité des phénomènes étudiés par la recherche en promotion de la santé. Une telle complexité nécessite la croisée des regards de différentes disciplines, l'articulation de dif-férents types de savoirs pour espérer acquérir une compréhension fine et cohérente du caractère holistique de ces phénomènes complexes (Koelen et al., 2001). Ce numéro ou-vert à l'ensemble de la communauté scientifique assume donc la diversité des points de vue, la complémentarité des disciplines et la singularité des territoires dans le choix des articles présentés, dans le prolongement de réflexions largement mises en débats lors de la 7 e édition du colloque international du réseau Unirés à Paris, en octobre 2018.

Darlington, E., & Masson, J. (2020). ***Challenges and perspectives on how to articulate social inequalities, equity, citizenship and solidarity in health promotion***. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-02879325

Deshayes, M. (2019). ***Influence des stéréotypes sexués et des stéréotypes liés à l'âge sur la performance d'endurance non-technique : un effet positif de l'induction d'un stéréotype négatif ?*** (Phdthesis, COMUE Université Côte d'Azur (2015 - 2019)). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-02885253
La théorie de la menace du stéréotype (Steele, 1997) suggère que lorsqu'un stéréotype négatif à l'encontre d'un groupe social est induit, dans un contexte où ce stéréotype est susceptible de s'appliquer, une baisse de la performance du groupe menacé serait observée. Après avoir été répliqué dans de nombreux domaines comme le domaine cognitif, cet effet négatif sur la performance a été généralisé au domaine physique et sportif. La majorité des études ont investigué cet effet au travers de tâches techniques comme des tâches de dribbles en football par exemple (pour une méta-analyse, voir Gentile, Boca, & Giammusso, 2018). Bien que les capacités techniques représentent des facteurs majeurs de la performance physique, d'autres facteurs régulent également cette dernière, comme les capacités physiques avec en leur centre l'endurance (voir le modèle de Weineck, 1983). L'objectif de ce travail doctoral est d'examiner l'influence de l'induction de stéréotypes sexués et de stéréotypes liés à l'âge sur la performance d'endurance non-technique des femmes et des seniors. Le modèle des processus intégrés (Schmader, Johns, & Forbes, 2008), très largement utilisé dans la littérature, explique les modifications de performance à la suite de l'induction d'un stéréotype négatif lors de tâches techniques. Toutefois, ce modèle n'apporte aucune hypothèse quant à son effet lors de tâches non-techniques. En revanche, le modèle du simple effort (Jamieson & Harkins, 2007), récemment appliqué au domaine physique et sportif, pourrait s'appliquer à ce type de tâche. Il suggère que l'induction d'un stéréotype négatif pourrait entrainer une amélioration de la performance des participant.e.s menacé.e.s lors de tâches d'endurance non-techniques. En accord avec ces prédictions, les études 1, 2, 3 et 4 de cette thèse ont montré une amélioration de la performance d'endurance des femmes, après l'induction d'un stéréotype négatif à leur égard, au travers de tâches à intensité maximale et sous-maximale et sur différents groupes musculaires. Ces études ont notamment observé que les femmes menacées étaient davantage motivées à surpasser les hommes (étude 4) et s'engageaient dans davantage d'effort. Cette amélioration de la performance pourrait également être due à une plus faible fatigue centrale (étude 3) et à une planification plus importante de la commande motrice au niveau du cortex préfrontal

(étude 4). Ces quatre études renforcent l'hypothèse selon laquelle les effets des stéréotypes négatifs sexués seraient tâche-dépendants et le modèle du simple effort apparaît alors comme relativement robuste pour expliquer les effets des stéréotypes sexués sur des tâches d'endurance non-techniques. De manière intéressante, ces effets positifs n'ont pas été totalement répliqués chez les seniors. L'induction d'un stéréotype négatif lié à l'âge n'a entrainé aucune modification de la performance maximale des participantes (études 5 et 6) mais une augmentation de la performance lorsque l'intensité de la tâche était réduite (étude 6). Chez les seniors, le modèle du simple effort apparaît comme imparfait et nécessite d'être complété pour expliquer les effets des stéréotypes liés à l'âge dans le domaine physique et sportif. Les résultats de ce travail enrichissent la littérature sur la menace du stéréotype en montrant que l'induction d'un stéréotype peut, contrairement aux prédictions du modèle initial (Steele, 1997), entrainer une amélioration de la performance physique et sportive chez les femmes, et sous certaines conditions chez les seniors.

Dhume, F., & Cognet, M. (2020). **Racisme et discriminations raciales à l'école et à l'université : où en est la recherche ?** *Le francais aujourd'hui*, *N° 209*(2), 17-27. http://www.cairn.info/revue-le-francais-aujourd-hui-2020-2-page-17.htm
En raison des principes universalistes qu'elles affichent, l'école et l'université en France seraient, entend-on souvent, protégées de la discrimination raciale et du racisme structurel. Cette croyance ne tient guère à l'épreuve des sciences sociales, comme le montre une revue de la littérature en France. Bien qu'elles soient encore trop peu développées, une belle série d'enquêtes montre en effet la prégnance des catégorisations ethno-raciales dans de nombreuses dimensions du système d'enseignement. Ces travaux soulignent tant leur influence sur l'expérience de la scolarité et des études supérieures, pour les élèves et les étudiants, que le poids du racisme au travail, vécu par les personnels. Malgré la faible légitimité de ces questions et les polémiques régulièrement soulevées à leur propos, la recherche en sciences sociales progresse sur ce front. Une vaste enquête en cours sur l'expérience des discriminations dans l'enseignement supérieur et la recherche permettra de nourrir la mesure et la compréhension précises du problème et, peut-on espérer, de faire progresser une politique publique afin qu'elle soit à la hauteur de ces enjeux.

Dillard (Nana Mansa II of Mpeasem, G., Cynthia B. (2020). **(Re)membering blackness, (re)membering home: lessons for teachers from a primary school in Ghana, West Africa**. *International Journal of Qualitative Studies in Education*, *33*(7), 698-708. https://doi.org/10.1080/09518398.2020.1751893
As teachers in the US context, we have spent precious little time considering what it would mean to be prepared and ready for Black children. In such readiness, (re)cognition of the spirit and spirituality of Black people would be central in understanding and preparing for our children and families. This article asks the question: What would it mean for teachers to be ready for the spirit of Black children in schools in the way that is witnessed every day in a primary school in Ghana? Starting with an understanding of Black people and spirituality, this autobiographical account explores the extraordinary knowledge and resources – material, spiritual, cultural, pedagogical -- that are fundamental to teaching Black children, regardless of their place on the globe.

Doytcheva, M. (2020). **Âge et ethnicité dans les politiques de diversité : quelle intersectionnalité ?** *Agora debats/jeunesses*, *N° 85*(2), 105-121. http://www.cairn.info/revue-agora-debats-jeunesses-2020-2-page-105.htm
Revenant sur les tensions normatives qui entourent la reconnaissance du jeune âge comme partie intégrante des processus discriminatoires dans l'emploi, l'article montre le détournement des logiques intersectionnelles entre âge et ethnicité dans les pratiques des professionnels de la diversité. Alors que les identités racisées sont « juvénilisées », la séniorité est « blanchie », selon une logique de double contrainte qui contribue en définitive à réinstaller les hiérarchies tant âgistes que racistes de la discrimination au travail.

Dubet, F., & Duru-Bellat, M. (2020). ***L'école peut-elle sauver la démocratie ?*** Consulté à l'adresse https://www.seuil.com/ouvrage/l-ecole-peut-elle-sauver-la-democratie-francois-dubet/9782021459708
La massification des systèmes scolaires depuis les années 1960 a été portée par trois promesses. L'école démocratique de masse devait être plus juste et moins inégalitaire que la vieille école républicaine. Cette école devait aussi développer les compétences, favoriser la croissance et être utile à tous les élèves. Enfin, elle devait favoriser la confiance et l'adhésion aux valeurs de la démocratie. Ce livre se propose de tirer les leçons du long processus de massification, et le bilan est pour le moins nuancé. L'école démocratique de masse a sans doute réduit les inégalités scolaires, mais elle a surtout transformé le mode de production de ces inégalités en accentuant la compétition dégageant les vainqueurs et les vaincus de la massification. La multiplication des diplômes a également creusé les écarts, depuis les plus rentables jusqu'à ceux qui n'apportent plus grand chose. Enfin, avec la massification, les plus diplômés adhèrent aux valeurs démocratiques et libérales, pendant que ceux qui le sont moins perdent confiance, s'abstiennent ou choisissent les forces populistes et autoritaires. En définitive, la massification scolaire a été très favorable aux vainqueurs, beaucoup moins aux vaincus. Or les inégalités scolaires ne sont pas seulement une injustice ; leurs effets menacent la cohésion sociale et la démocratie elles-mêmes. L'égalité des chances ne peut pas être notre seul idéal de justice. François Dubet est professeur émérite à l'Université de Bordeaux et directeur d'études à l'EHESS. Il a notamment publié au Seuil Le Tempsdes passions tristes (2019). Marie Duru-Bellat est professeure émérite à Sciences Po-Paris. Son dernier ouvrage publié est Le Mérite contre la Justice, Presses de Science Po (2019).

Duru-Bellat, M. (2020, août 18). **Quand le virus s'attaque aux hiérarchies sociales**. Consulté 4 septembre 2020, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/marie-duru-bellat/virus-sattaque-aux-hierarchies-sociales/00093565
La période du confinement a mis en lumière le caractère irremplaçable de certains métiers exposés, qui contrastait avec la valeur sociale bien plus floue de certaines professions télétravaillables.

Duteil Deyries, S. (2020). ***Transgression scolaire au prisme du genre : de l'invisibilité des filles à la survisibilité des garçons***. Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&isbn=9782343202341&utm_source=phplist&utm_campaign=message_29596&utm_medium=email&utm_content=lienTitre

Sait-on que, selon de nombreuses études, les enseignantes et les enseignants consacrent sensiblement plus de temps d'échanges aux garçons qu'aux filles ? Ce n'est pas leur choix, mais ce n'est pas non plus le fait du hasard. Dans la sphère scolaire, les garçons représentent plus de 80 % des élèves punis et sanctionnés. Ils sont les principales victimes des transgressions mais aussi les principaux agresseurs. Un traitement différencié existe-t-il entre élèves filles et élèves garçons à chaque étape du mécanisme de la transgression scolaire ? Nos représentations sociales ne sont-elles pas à l'œuvre ?

Erikson, R. (2020). **Inequality of Educational Opportunity – The Role of Performance and Choice**. *European Review*, *28*(S1), S44-S55. https://doi.org/10.1017/S1062798720000897
Equality of opportunity is a central aim in the political agenda of many nations, and political leaders consequently speak about the importance of reducing differences in educational attainment between young persons from differing social origins. Such differences are apparent at two educational steps – the transition from compulsory school to upper secondary and at the transition from upper secondary school to tertiary institutions. Both steps have to be considered if the interest lies in attainment of university degrees, since the outcome at the first transition affects that at the second. Differences in educational attainment by parental origin appear through two separate mechanisms. Children from higher origins tend to perform better at school than other children, and consequently they more than others continue to higher educational levels. However, also among children who did perform equally well, children from more advantaged origins more often than other children choose to continue to higher and more academically oriented tracks. Children of immigrants tend to perform less well at school than native-born children, but given performance, they tend more than the native-born to choose to continue in academically oriented school tracks.

Espinosa, G. (2020). **Des collégiens dans une recherche participative**. *Agora debats/jeunesses*, *N° 85*(2), 7-21. http://www.cairn.info/revue-agora-debats-jeunesses-2020-2-page-7.htm
Cet article a pour objectif de présenter une démarche de recherche participative et une analyse d'entretiens semi-directifs de recherche menés avec ses participants afin de mieux comprendre, selon eux et pour eux, l'utilité sociale d'une telle démarche. Celle-ci, réalisée dans le cadre du programme Nouveaux commanditaires-sciences (NC-S), financé par la Fondation de France et mis en œuvre par L'Atelier des jours à venir, une coopérative d'enseignement et de recherche, est coconstruite avec des collégiens et des enseignants et fondée sur une question formulée par les collégiens : comment se forment les groupes d'amis au collège ?

Faison, M. Z., & McArthur, S. A. (2020). **Building Black worlds: revisioning cultural justice for Black teacher education students at PWIs**. *International Journal of Qualitative Studies in Education*, *33*(7), 745-758. https://doi.org/10.1080/09518398.2020.1754489
This article presents the reflections of the authors, two Black women teacher educators, in ongoing dialogue with Black teacher education students at a PWI. The dialogues generated from several gatherings in which students' concerns and feedback about their teacher education experiences were solicited. Ultimately, students continued to request a space where they could be candid about their experiences. We contextualize these dialogues with Black students in the literature elevating White supremacy culture and anti-Blackness in teacher education, as well as larger critiques

about the complicit role of teacher education faculty in meeting the needs of Black teacher education students. The authors share wonderings about revisioning teacher education as a site for cultural justice and for the professional thriving of Black teacher education students, and offer suggestions about how abolitionist teaching and agitation literacies can be employed by teacher educators in ways that meet these students' needs.

Felouzis, G. (2020). ***Les inégalités scolaires*** (2ème). Consulté à l'adresse https://www.puf.com/content/Les_in%C3%A9galit%C3%A9s_scolaires
Toutes les enquêtes le confirment : notre système scolaire ne parvient pas à atténuer les inégalités sociales, économiques, ethniques ou genrées. Il les construit même tout au long de la scolarité des jeunes. Bien sûr, les travaux des sociologues ont depuis longtemps mis en relief les conséquences des stratégies scolaires des familles mais aussi le poids du capital culturel dans la réussite à l'école.

Fiset, J., & Saffie-Robertson, M. C. (2020). **The impact of gender and perceived academic supervisory support on new faculty negotiation success**. *Higher Education Quarterly*, *74*(3), 240-256. https://doi.org/10.1111/hequ.12234
The successful negotiation of one's first academic appointment contract can have lasting implications for academics and institutions alike. The present study investigated the impact of gender and perceived academic supervisor support (PASS) on negotiation outcomes using a sample of recently appointed assistant professors of management from internationally accredited business schools. Overall, women were less likely to engage in negotiations and were less effective than their male counterparts when bargaining for elements that revolved around direct compensation (e.g., salary, research funding). Further, it was observed that PASS moderated the relationship between gender and negotiation effectiveness such that highly supportive academic supervisors improved negotiation effectiveness for women, but had little impact for men. We conclude by outlining important practical implications of the current study and outline how interventions aimed at improving supervisor support in doctoral programmes may attenuate some of the observed negotiation discrepancies.

Fouad, N. A., Kozlowski, M. B., Singh, R., Linneman, N. G., Schams, S. S., & Weber, K. N. (2019). **Exploring the Odds: Gender Differences in Departing the Engineering Profession**. *Journal of Career Assessment*, *28*(3), 446-461. https://doi.org/10.1177/1069072719876892
Women's departure or nonentrance into science, technology, engineering, and mathematics professions, particularly engineering, has been a lively source of scholarly inquiry for the past three decades. Much of the literature in this area has been with solely female samples of participants, begging the question as to whether or not men and women either choose to leave the profession or not enter for the same or similar reasons. This present study collected a large sample of men (n = 1,273) who had either left or never entered the engineering profession and compared their responses to a large sample of women (n = 1,235) on a set of categorical response variables. Using the perspective of the Theory of Work Adjustment, our results suggest that there are gender differences in reasons for departure, raising the possibility that engineering climates differentially reinforce needs for men and women. Implications of this research are discussed.

Frouillou, L., Pin, C., & Zanten, A. van. (2020). **Les plateformes APB et Parcoursup au service de l'égalité des chances ?** *L'Annee sociologique*, *Vol. 70*(2), 337-363. http://www.cairn.info/revue-l-annee-sociologique-2020-2-page-337.htm
Cet article s'intéresse à l'évolution des modes de régulation de l'accès des jeunes à l'enseignement supérieur en France en partant du postulat que ces modes relaient des conceptions spécifiques de l'ordre social (conservatrices ou progressistes) et de l'égalité (libérales ou sociales). L'analyse porte sur les procédures et les normes associées aux deux plateformes numériques de gestion des candidatures qui se sont succédé ces dix dernières années, Admission Post-Bac (APB) et Parcoursup, en soulignant les éléments de continuité et de changement. Il en ressort que ces plateformes ont en commun d'entretenir la stratification de l'enseignement supérieur français et son rôle dans la reproduction des inégalités tout en introduisant de nouvelles dimensions à tonalité plus marchande. Ces dimensions sont plus présentes dans la plateforme Parcoursup qui encourage explicitement les bacheliers à se comporter en sujets marchands et les universités à adopter les modes de recrutement des filières sélectives.

Garcia-Reid, P., Lardier, D. T., Reid, R. J., & Opara, I. (2018). **Understanding the Influence of Sexual Risk Taking, Ethnic Identity, and Family and Peer Support on School Importance Among Hispanic Adolescents**. *Education and Urban Society*, *52*(7), 1011-1038. https://doi.org/10.1177/0013124518787827
Despite the broader academic gains experienced by Hispanic students, who represent the largest minority group in the United States, they remain the least educated of all major ethnic groups, and our understanding of their academic needs and strengths remains woefully inadequate. Therefore, this study examined the risk (e.g., sexual risk taking) and protective factors (e.g., family support, supportive peer networks, and ethnic identity) associated with school importance among Hispanic teens (N = 587) residing in a high-risk, resource poor urban community and the ways in which these relationships vary between adolescent males (46.5%) and adolescent females (53.5%). Schools that are able to harness the numerous assets embedded within the Hispanic community are well positioned to create learning environments that are encouraging, are culturally responsive, and can potentially reduce risk involvement that may interfere with valuing the role of school importance. Implications for school-based personnel are discussed.

Glaymann, D. (2020). **L'épreuve de l'accès à l'emploi**. *Agora debats/jeunesses*, *N° 85*(2), 74-88. http://www.cairn.info/revue-agora-debats-jeunesses-2020-2-page-74.htm
Depuis quarante-cinq ans, l'accès à l'emploi des jeunes, même diplômés, est difficile dans un contexte de sous-emploi massif. De nombreux obstacles compliquent la stabilisation professionnelle des débutants, avec des différences notamment liées à leur niveau de diplôme. L'inefficacité des politiques publiques renvoie aux limites du diagnostic qui retient le surcoût lié au manque d'expérience des jeunes et au déficit de professionnalisation des formations en négligeant les mutations du système d'emploi. Loin de régler le problème, les dispositifs publics et les modalités de recrutement et de gestion de la main-d'œuvre ont conduit à ériger l'emploi des jeunes en question à part et à faire des jeunes la cible de mesures spécifiques, en alimentant une stigmatisation quand recruter un jeune devient un « risque ».

Goastellec, G. (2020). **Le sens de la justice dans l'accès à l'université : les apports de la longue durée**. *L'Annee sociologique*, *Vol. 70*(2), 283-312. http://www.cairn.info/revue-l-annee-sociologique-2020-2-page-283.htm
Parce que l'histoire des universités est celle de l'instrumentation de leur accès à des fins d'administration des territoires et d'ordonnancement social, les modalités de cet accès traduisent la conception, variable dans le temps et l'espace, de ce qui est perçu et négocié comme socialement juste. Les critères de sélection des étudiants et leur évolution rendent compte de cela. Cet article de synthèse, en documentant dans la longue durée la permanence de certaines fonctions de l'accès, puis en contextualisant les exceptions et discontinuités dans les usages des appartenances sociales, saisit les transformations du sens de la justice et les mécanismes par lesquels le changement advient.

González-Forte, J. M., Fernández, C., Van Hoof, J., & Van Dooren, W. (2020). **Various ways to determine rational number size: an exploration across primary and secondary education**. *European Journal of Psychology of Education*, *35*(3), 549-565. https://doi.org/10.1007/s10212-019-00440-w
Understanding rational numbers is a complex task for primary and secondary school students. Previous research has shown that a possible reason is students' tendency to apply the properties of natural numbers (inappropriately) when they are working with rational numbers (a phenomenon called natural number bias). Focusing on rational number comparison tasks, recent research has shown that other incorrect strategies such as gap thinking or reverse bias can also explain these difficulties. The present study aims to investigate students' different ways of thinking when working on fraction and decimal comparison tasks. The participants were 1,262 primary and secondary school students. A TwoStep Cluster Analysis revealed six different student profiles according to their way of thinking. Results showed that while students' reasoning based on the properties of natural numbers decreased along primary and secondary school, almost disappearing at the end of secondary school, students' reasoning based on gap thinking increased along these grades. This result seems to indicate that when students overcome their reliance on natural numbers, they enter a stage of qualitatively different errors before finally reaching the stage of correct understanding.

Groux, D., Fontanini, C., & Paivandi, S. (2020). ***Genre et manuels scolaires dans une perspective comparative internationale***. Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&isbn=9782343201788&utm_source=phplist&utm_campaign=message_29492&utm_medium=email&utm_content=lienTitre
Les contributions de ce numéro portent essentiellement sur des pays du Sud. Tous les textes abordent une situation nationale et analysent des manuels scolaires de différents niveaux. Ils montrent que le chemin est encore long pour que les manuels de ces pays proposent une représentation paritaire des filles et des garçons, des hommes et des femmes, avec des rôles sociaux qui tendent vers l'égalité.

Hilbold, M. (2020). **Féminité, maternité et compétences éducatives des éducatrices de jeunes enfants (EJE)**. *Le Telemaque*, *N° 57*(1), 151-164. http://www.cairn.info/revue-le-telemaque-2020-1-page-151.htm
Le secteur de l'accueil de la petite enfance est marqué par une volonté de professionnalisation des professionnelles, ainsi que par une féminisation de la profession

encore massive. Tiraillées entre des enjeux de reconnaissance sociale redoublés par cette féminisation et une référence à la psychologie de l'enfant mettant au cœur de la relation éducative le modèle de la maternité et la nécessité de protéger le lien entre la mère et son enfant, les éducatrices de jeunes enfants – l'une des professions des travailleuses de la petite enfance – se trouvent confrontées dans leurs pratiques quotidiennes auprès des enfants à des contradictions et un déni de leur affectivité les plaçant dans l'impasse. Leur formation les inscrivant dans une logique d'identification à leur groupe professionnel censée produire une « identité professionnelle », l'article cherche à mettre en évidence les liens entre processus identitaires au travail, compétences des éducatrices et la problématique du genre féminin dans ce contexte, à l'aide de la méthode foucaldienne d'analyse des discours, des théories post-foucaldiennes et queer de l'identité.

Jarraud, F. (2020a, juillet 10). **Etats-Unis : La crise sanitaire a creusé les inégalités dans le système éducatif**. Consulté 13 juillet 2020, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2020/07/10072020Article637299629078047085.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=503717
Paradoxe : 71% des parents américains déclarent que leur enfant a moins appris durant le confinement. Mis 72% sont satisfaits de ce qu'a fait leur école. Un sondage de la revue Education Next auprès de plus d'un millier de parents et d'environ 500 enseignants montre que la crise n'a pas été vécue de la même façon entre les écoles publiques de quartier et les écoles privées ou les Charter Schools. Si 74% des écoles ont introduit de nouveaux contenus durant le confinement ce n'est le cas que pour 67% des écoles scolarisant des « Noirs » contre 77% des écoles scolarisant des « Blancs ». 80% des écoles scolarisant des catégories sociales favorisées l'ont fait contre 64% des écoles accueillant des CSP-. 88% des écoles privées contre 72% des écoles publiques. Le même sondage montre que les parents défavorisés ont consacré plus de temps au suivi scolaire de leur enfant (2h par jour) que les plus favorisés. Si 40% des enfants n'ont eu aucun contact avec leur enseignant, les interactions ont été plus fréquentes dans les écoles privées ou les Charter schools (écoles publiques gérées comme des écoles privées)..

Jarraud, F. (2020b, août 25). **Philippe Meirieu : Ce que l'Ecole peut encore pour la démocratie**. Consulté 4 septembre 2020, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/LEXPRESSO/Pages/2020/08/25082020Article637339375513667991.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=504229
« Il faut parier que l'éducation peut encore quelque chose pour nous aider à avancer vers la démocratie ». C'est bien à un parcours que nous invite le dernier livre de Philippe Meirieu. Dans ce livre, qui est probablement le plus personnel, Philippe Meirieu n'assène pas de leçons de pédagogie. Il partage son propre parcours, jalonné de rencontres avec les grands pédagogues actuels ou anciens. Il évoque ses doutes. Mais l'ouvrage porte aussi ses convictions, toujours interrogées, et son espoir de voir l'Ecole aider à faire naitre un monde moins inégalitaire et moins dominé. Philippe Meirieu évoque ce parcours dans cet entretien donné au Café pédagogique.

Kabbanji, L., & Toma, S. (2020). **Politiques migratoires et sélectivité des migrations étudiantes en France : une approche sociodémographique**. *Migrations Société*, *32*(180), 37-64. https://doi.org/10.3917/migra.180.0037
Depuis l'annonce de la nouvelle « stratégie d'attractivité pour les étudiants internationaux », dénommée « Bienvenue en France », le thème des migrations étudiantes est revenu avec force sur le devant de la scène politique et médiatique en France. Les mesures préconisées s'inscrivent dans le prolongement d'une politique sélective de l'immigration mise en place depuis 2003. Dans cet article, nous nous proposons d'examiner la façon dont les politiques visant les étudiants étrangers depuis les années 1970 ont impacté les migrations étudiantes. Les données administratives mobilisées nous permettent de montrer que les politiques d'immigration sélectives contribuent non seulement au ralentissement des migrations étudiantes vers la France, mais ont également pour effet de reconfigurer les caractéristiques de ces migrations au détriment des étudiants les plus modestes, issus des pays à faible pouvoir d'achat, et de certaines disciplines. Une récente enquête que nous avons menée en 2016-2017 nous permet également d'anticiper le fait que la hausse drastique des frais de scolarité instaurée en 2019 pour les étudiants extracommunautaires risque d'accélérer ces dynamiques.

Keengwe, J. (2020). ***Handbook of research on diversity and social justice in higher education***. Consulté à l'adresse https://www.igi-global.com/book/handbook-research-diversity-social-justice/246316

Lacárcel, A. C., Sola Martinez, T., & Lopez Núñez, J. A. (2019). **Research NGOs About Minors at Risk of Exclusion From the Educational Field**. *Education and Urban Society*, *52*(7), 1096-1111. https://doi.org/10.1177/0013124519894961
The following article presents part of the final results of an investigation carried out in the city of Granada, Spain, referring to the knowledge of the dynamics of work in the field of nonformal education with groups at risk of social exclusion and the promotion of communities and groups. More specifically, children at risk of exclusion participate in educational and training activities of local nongovernmental organizations (NGOs), with ages between 6 and 17 years. Its objectives have been to "recognize and describe the main methodological strategies in the teaching of social values and community development," and evaluate the effectiveness of this type of educational organizations. We have used a mixed research design such as questionnaires, interviews, and indirect observation of professionals, volunteers, and users of small and very small NGOs and nonprofit organizations. Key findings include the use of alternative methodologies focused on comprehensive development and community partners; and greater efficiency for its users.

Lagerie, P. B. de, & Tenret, É. (2020). **Sélection à l'université : orchestration et arrangements du Boléro de Dauphine**. *L'Annee sociologique, Vol. 70*(2), 365-394. http://www.cairn.info/revue-l-annee-sociologique-2020-2-page-365.htm
À partir d'entretiens qualitatifs et de données statistiques, cet article met au jour les principes de justice mobilisés par les concepteurs et les utilisateurs de l'algorithme Boléro, mis en place à l'université Paris-Dauphine au début des années 1990. Deux principes de justice semblent ainsi orienter les décisions autour de l'algorithme, répondant à des considérations tant organisationnelles qu'historiques : une logique d'efficacité adossée à un principe méritocratique, d'une part, qui se fonde sur

l'appréciation du niveau individuel des étudiants et leur capacité supposée à réussir à Dauphine ; un principe d'« équilibre juste », d'autre part, outillé par la mise en place de quotas souples visant à obtenir une variété de profils autour de certains paramètres. Les impensés de la sélection sont alors abordés, avec une attention particulière portée aux taux d'admission différenciés selon le profil des candidats et aux effets d'éviction et de concentration de lycées parmi les pourvoyeurs d'étudiants dauphinois.

Laroque, L. (2020). **Le racisme dans les manuels de CM2 : quelle place, quels textes, quelle exploitation didactique depuis 2002 ?** *Le francais aujourd'hui*, *N° 209*(2), 49-61. http://www.cairn.info/revue-le-francais-aujourd-hui-2020-2-page-49.htm
La notion de « valeurs civiques » et notamment celle concernant les discriminations raciales ou genrées est au cœur des nouveaux programmes de français de l'école de 2015. Toutefois, on peut se demander si la place qui leur est dévolue au sein des manuels a changé au cours du temps et si la sélection des textes retenus reste la même. Les programmes de 2015 présentent de nouvelles entrées qui comportent le risque d'une lecture privilégiant la valeur référentielle des textes au détriment d'une approche explicitement attentive au fonctionnement des œuvres littéraires. Ainsi, l'exploitation didactique du racisme dans les manuels actuels s'inscrit-elle dans la mise en sourdine plus générale du littéraire ? Pour répondre à ces questions, l'article étudie, à partir d'une méthodologie diachronique, dix manuels de CM2 depuis 2002, date qui marque l'entrée de la littérature dans les programmes officiels de cycle 3. Ils ont été analysés selon quatre axes : la sélection, l'assemblage (mise en relation du texte ou de l'extrait retenu avec d'autres), la mise en scène (focalisation sur certaines scènes) et l'exploitation didactique

Leproux, O. (2020). **La « réussite éducative » : un instrument de réforme de la politique éducative**. *Agora debats/jeunesses*, *N° 85*(2), 39-54. http://www.cairn.info/revue-agora-debats-jeunesses-2020-2-page-39.htm
La « réussite éducative » est une action publique impulsée en 2005 par le ministre de la ville Jean-Louis Borloo. Elle est déclinée localement dans les programmes de réussite éducative (PRE). Alors qu'elle est régulièrement présentée comme un dispositif d'aide aux enfants en « fragilité », cet article montre qu'elle est aussi un instrument de réforme de la politique éducative. Ainsi, les PRE ont également pour effet et objectif d'ouvrir l'école. Le focus sur la genèse de la réussite éducative permet de confirmer qu'elle a été pensée au niveau national comme un instrument de réforme de la politique éducative.

Li, S. (2020). **La méritocratie « à la chinoise » : le Gaokao, concours d'entrée dans l'enseignement supérieur**. *L'Annee sociologique*, *Vol. 70*(2), 469-494. http://www.cairn.info/revue-l-annee-sociologique-2020-2-page-469.htm
En 2019, plus de dix millions de lycéens ont participé au Gaokao, le « Concours national et unifié d'entrée dans l'enseignement supérieur » en Chine. À l'issue de ce concours, en fonction de leur classement, les jeunes Chinois sont répartis dans des universités de prestige très différent. On dit de ce concours qu'il « décide de la vie de chacun ». Comment les paramètres du concours fondent-ils la justice sociale qu'il est censé assurer ? À partir d'enquêtes ethnographiques et d'entretiens au sein de deux lycées à Pékin, cet article défend la thèse selon laquelle le Gaokao incarne une idéologie méritocratique qui veut que chacun formule des attentes en proportion des efforts qu'il est prêt à fournir. Les inégalités du système scolaire, qu'elles relèvent des conditions

matérielles ou symboliques offertes par chaque établissement secondaire, selon son statut, exercent un impact direct sur la motivation et la capacité de travail des élèves, et in fine sur leurs performances au concours. Elles délimitent les contours imaginaires du futur possible pour les élèves et reproduisent les inégalités sociales.

LONGÉPÉ, C., MARICHALAR, O., TÉTARD, G., & ZUSSLIN, H. (2020). ***Observatoire de l'accueil des étudiants internationaux en France***. Consulté à l'adresse https://liseo.ciep.fr/doc_num.php?explnum_id=12676
L'accueil des étudiants étrangers en France est essentiel pour le rayonnement académique, économique et culturel du pays. Face à la concurrence de nombreux établissements d'enseignement supérieur dans le monde, la France cherche à développer une véritable culture de l'accueil des étudiants internationaux. Le présent observatoire tente d'établir un état des lieux des pratiques liées à cet accueil. Il détaille, à chaque étape de la mobilité, les dispositifs proposés : préparation au départ, démarches administratives à l'arrivée, recherche de logement, intégration dans l'établissement, et accompagnement à l'issue du séjour en France. [d'après résumé éditeur]

Lopez-Agudo, L. A., & Ropero-García, M. Á. (2020). **Out-of-School Use of Time and Its Association with Gender Differences in Educational Outcomes**. *Child Indicators Research*, *13*(4), 1335-1369. https://doi.org/10.1007/s12187-019-09701-y
Recent gender literature has highlighted that boys and girls devote their out-of-school time in dissimilar ways, which may differentially influence their academic achievement. Furthermore, this literature indicates that these gender differences may be rooted in society's gender stereotypes when using this time. To analyse this issue we employ longitudinal and census data for the Spanish region of Andalusia, making use of recent methodological innovations in the Oaxaca-Blinder gender decomposition technique. Our results have shown that girls outperform boys in reading, whereas boys get better grades in mathematics. We also found that there are no significant gender differences in the educational returns on time devoted to homework and that the gender differences in the time devoted to watching television and in the time devoted to playing video games and computer games narrow the female advantage in reading and widen the male advantage in mathematics.

Love, B. L., & Muhammad, G. E. (2020). **What do we have to lose: toward disruption, agitation, and abolition in Black education**. *International Journal of Qualitative Studies in Education*, *33*(7), 695-697. https://doi.org/10.1080/09518398.2020.1753257
This issue is filled with moving articles that give us a road map as educators serve to disrupt, agitate, and abolish systems, policies, and instruction, taking up Love's Abolitionist Teaching and Muhammad's notion of Agitation Literacies. Abolitionist Teaching is built on the creativity, imagination, boldness, ingenuity, and rebellious spirit and methods of abolitionists to demand and fight for an educational system where all students are thriving, not simply surviving. Agitation Literacies are practices of reading, writing, thinking, and speaking and being that is connected to the intention and action to upset, disturb, disquiet, and unhinge multiple types of systemic oppressions.

Manly, C. A., Wells, R. S., & Kommers, S. (2020). **Who are Rural Students? How Definitions of Rurality Affect Research on College Completion**. *Research in Higher Education*, *61*(6), 764-779. https://doi.org/10.1007/s11162-019-09556-w

Given a revived national discourse about rural populations, more educational research on rural students is necessary, including ways that rural students transition to college and the success (or lack thereof) that they experience once there. However, the National Center for Education Statistics (NCES) has changed the definition of rurality used in each iterative dataset over the last few decades, casting doubt on the consistency of what is meant by the term rural. The purpose of this study is to: (a) communicate to the educational research audience various ways of defining rural students, and specifically how NCES has changed their definition of rurality over their last three major data collections; (b) demonstrate how conclusions about rural students' and their college degree completion may differ based on these alternate NCES definitions; and (c) discuss how this specific example using NCES data relates to the wider landscape of research on rural students. Results show that conclusions about college degree completion change depending on the definition of rurality used for analysis. Therefore, the education research community should consider the options for defining rural students, report transparently about the choices made, consider the sensitivity of results to the definition of rurality, and ultimately build a more robust body of literature concerning rural students' college success. Gaining definitional clarity will be beneficial, particularly for those who wish to translate their research into practical action for the benefit of rural students.

Meer, S. (2019). ***Œuvrer pour mettre un terme à la violence liée au genre en milieu scolaire : écrits de représentantes et représentants de syndicats de l'enseignement en Afrique de l'Est, Afrique de l'Ouet et Afrique Australe***. Consulté à l'adresse https://issuu.com/educationinternational/docs/workingtoendsrgbv_french_hires/1
En 2016, l'IE s'est associé à l'Initiative des Nations Unies pour l'éducation des filles (UNGEI) pour lancer le programme de quatre ans intitulé « Les syndicats de l'éducation agissent pour mettre fin à la violence liée au genre en milieu scolaire ». Avec le soutien financier de Global Affairs Canada, le programme a été mis en œuvre à l'aide de méthodes d'action apprentissage, facilitées par Gender at Work. Neuf organisations membres de l'IE dans sept pays africains ont été soutenues pour tester différentes stratégies visant à responsabiliser et à mobiliser les enseignant·e·s et le personnel éducatif en tant qu'agents actifs du changement pour lutter contre la violence liée au genre en milieu scolaire dans leurs contextes respectifs. Leurs histoires ont été publiées dans ce recueil.

Meziani, Y., & Mélo, D. (2020). **Recruteurs dans l'incertitude face au jeune âge**. *Agora debats/jeunesses*, *N° 85*(2), 89-104. http://www.cairn.info/revue-agora-debats-jeunesses-2020-2-page-89.htm
La prise en compte du « jeune âge » dans le processus de recrutement ne va pas de soi, notamment parce qu'elle se heurte a priori à l'impératif juridique de non-discrimination. Pour autant, le rapport des recruteurs au jeune âge obéit-il à une logique de gestion du risque juridique ? Le jeune âge est-il absent du travail de recrutement ? C'est à ces questions que cet article entend répondre, en prenant essentiellement appui sur les discours de recruteurs d'entreprises et de diverses collectivités locales sur leur travail de sélection. Il met en lumière la dualité de temporalités et de logiques professionnelles qui organise la prise en compte du jeune âge dans le quotidien des recruteurs. Tout se passe comme si le jeune âge réactivait les difficultés de ces derniers.

Moses, M. S., & Wiley, K. E. (2019). **Social Context Matters: Bridging Philosophy and Sociology to Strengthen Conceptual Foundations for College Access Research**. *American Educational Research Journal*, *57*(4), 1665-1687. https://doi.org/10.3102/0002831219883587
Scholars in distinct academic disciplines may examine the same or similar phenomena, often relying on concepts that are well known within each discipline. In this article, we examine two related sociological concepts—capital and adaptive preferences—each used to explain young people's choices and aspirations. We make the case that integrating the philosophical concept of the "social context of choice" into analyses using "capital" or "adaptive preferences" provides an interdisciplinary approach to analyses of underrepresented students' educational choices and aspirations in higher education, beyond what each concept provides alone. We ground our philosophical examination in data from a 2-year empirical study of an educational access and outreach program for low-income students.

Moussavou, G. (2020). ***Organisation et système universaire au Gabon: sociologie des processus et systèmes institutionnels au Gabon***. Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782343203492?utm_source=phplist&utm_campaign=message_29488&utm_medium=email&utm_content=lienTitre
Quels sont les processus et mécanismes qui ont prévalu à la création de l'université nationale du Gabon (UNG), université mère devenue université Omar Bongo (UOB) en 1978 ? Quelles sont les origines des déstructurations et restructurations qui ont donné naissance aux deux autres universités : l'université des sciences et techniques de Masuku (USTM) et l'université des sciences de la santé (USS) ? L'analyse sociologique révèle le caractère impromptu et contingent de ce système universitaire, y compris celui de la recherche scientifique nationale construit à travers le Centre national de recherche scientifique et technologique (CENAREST).

Neys, O. H., & Macé, É. (2020). **Introduction**. *Agora debats/jeunesses*, *N° 85*(2), 55-73. http://www.cairn.info/revue-agora-debats-jeunesses-2020-2-page-55.htm

Oberti, M., & Pavie, A. (2020). **Les paradoxes d'un programme d'ouverture sociale : les Conventions Éducation prioritaire à Sciences Po**. *L'Annee sociologique*, *Vol. 70*(2), 395-422. http://www.cairn.info/revue-l-annee-sociologique-2020-2-page-395.htm
Cet article vise à interroger les fondements et les effets du modèle de justice sociale promu par le concours Convention Éducation prioritaire (CEP) de Sciences Po Paris. Il s'appuie sur les bases de données du service de la scolarité de Sciences Po, des entretiens avec des candidats et jurés et une analyse lexicale des grilles d'évaluation des entretiens d'admission. Dispositif de discrimination positive « à la française », ce modèle se révèle paradoxal. Il propose une vision renouvelée du mérite comme reconnaissance des talents singuliers, censée relativiser sa dimension strictement académique et rompre avec le principe de standardisation des évaluations. Pourtant, loin de disparaître, cette dimension académique se recompose dans les modalités de sélection et continue de favoriser les meilleurs élèves sur le plan scolaire, dont une partie est issue des classes supérieures, et parmi eux les garçons. Loin d'être homogène, le recrutement du CEP repose sur deux viviers de candidats scolairement, socialement et territorialement contrastés.

Observatoire de la vie étudiante (France), Belghith, F., Morvan, Y., Régnier-Loilier, A., & Rosenbacher-Berlemont, M. (2020). ***La santé des étudiants***. Consulté à l'adresse http://www.ove-national.education.fr/publication/la-sante-des-etudiants/
La santé constitue un thème majeur pour appréhender les conditions de vie des étudiants mais cette population a encore peu fait l'objet d'enquêtes à ce sujet. Cela peut s'expliquer par le fait qu'elle pourrait sembler, de par sa jeunesse et sa situation relativement favorisée d'un point de vue socio-économique, davantage prémunie que le reste de la population en matière de santé ou de renoncement aux soins. Néanmoins, ces représentations sont battues en brèche par les recherches sur cette population, qui contribuent à en souligner son hétérogénéité et sa vulnérabilité intrinsèque. Cet ouvrage propose de mieux comprendre les spécificités de la population étudiante en matière de santé, que ce soit en termes de pratiques ou de recours aux soins. Il rassemble les résultats de la première enquête nationale sur la santé des étudiants menée au cours de l'année universitaire 2015-2016, en parallèle de l'enquête Conditions de vie des étudiants 2016, auprès d'étudiants inscrits à l'université en France métropolitaine et outre-mer. Il s'inscrit également dans une démarche comparative avec les données disponibles sur la santé en population générale (Baromètre santé des Français et EuroBarometer).

Observatoire des inégalités. (2020, août 28). **La pauvreté augmente chez les plus jeunes, mais n'épargne pas les plus âgés**. Consulté 7 septembre 2020, à l'adresse Observatoire des inégalités website: https://www.inegalites.fr/La-pauvrete-augmente-chez-les-plus-jeunes-mais-n-epargne-pas-les-plus-ages?id_theme=21
Le nombre d'enfants de pauvres et de jeunes adultes modestes a augmenté de 775 000 depuis 2002, soit + 43 %. La pauvreté n'épargne pas pour autant les plus âgés. Extrait du Centre d'observation de la société.

Perronnet, C., & Détrez, C. (2020). **New Avenues to Investigate Childhood from the Perspective of the Sociology of Culture A Conversation between Christine Détrez and Clémence Perronnet**. *Youth and Globalization*, *2*(1), 101-110. https://doi.org/10.1163/25895745-bja10004
In this article, Christine Détrez and Clémence Perronnet discuss the contributions of the sociology of culture to the study of childhood. They trace back the emergence of this approach in France and the theoretical and methodological challenges faced by a field of study that mobilizes concepts from both a bourdieusian theoretical framework and international cultural studies-with a particular focus on the concept of agency. The conversation also touches on the opportunities for future research, particularly on the learning of feeling rules and new digital practices and the early construction of inequalities in science during childhood.

Petersen, S., Pearson, B. Z., & Moriarty, M. A. (2020). **Amplifying Voices: Investigating a Cross-Institutional, Mutual Mentoring Program for URM Women in STEM**. *Innovative Higher Education*, *45*(4), 317-332. https://doi.org/10.1007/s10755-020-09506-w
Underrepresented minority women in STEM comprise the faculty group most likely to leave academia. To address this issue we instituted a program called "Amplifying Voices," a virtual, mutual mentoring program linking four groups of six women across 20 institutions. We facilitated bi-weekly Zoom meetings for two years and evaluated the effectiveness of the program. Participants reported reduced isolation, increased confidence, and enhanced self-efficacy. The groups were considered most successful

when comprised of women who had similar career goals, but different perspectives, experiences, academic ranks and institutional affiliations. To inform future mentoring efforts, we identified issues and strategies frequently discussed in meetings.

Pit-ten Cate, I. M., Hörstermann, T., Krolak-Schwerdt, S., Gräsel, C., Böhmer, I., & Glock, S. (2020). **Teachers' information processing and judgement accuracy: effects of information consistency and accountability**. *European Journal of Psychology of Education*, *35*(3), 675-702. https://doi.org/10.1007/s10212-019-00436-6
Research has shown that teachers are able to adapt their processing strategy of student information to situational demands, whereby they flexibly use either an automatic and category-based strategy or a controlled and information-integrating strategy. However, the effect of teachers' accountability for task and the consistency of student information on strategy use is less clear. In two experimental studies, teachers were presented with consistent and inconsistent student profiles, whereby accountability levels were systematically varied. In the first study, the attention to and memory of information were investigated as indicators of changes in information processing strategy. In the second study, resulting changes in judgement accuracy were investigated. Results of study 1 provided support for the theoretical assumption that people apply the category-based strategy when confronted with consistent information under low accountability conditions, while inconsistent information and high accountability conditions led to the use of information-integration strategy. Results of study 2 showed that teachers' judgement accuracy generally increased in relation to high accountability conditions and to lesser extent profile consistency, whereby inaccuracy reflected both under- and overestimation of student ability. The combined results suggest that the use of differential information processing strategies not only leads to differences in the attention to and processing of information, but also results in differences in the quality of judgements and decision making, especially under high accountability conditions.

Ploner, J., & Nada, C. (2020). **International student migration and the postcolonial heritage of European higher education: perspectives from Portugal and the UK**. *Higher Education*, *80*(2), 373-389. https://doi.org/10.1007/s10734-019-00485-2
Whilst the presence of international students from so-called 'developing' or 'newly industrialised' countries has become a ubiquitous phenomenon in European higher education, few scholars have explored the underlying postcolonial trajectories that facilitate student migration to many European countries today. In this article, we seek to narrow this gap by critically engaging with the postcolonial heritage of European higher education and the ways in which it informs much student migration in today's era of neoliberal globalisation. We propose a three-fold approach to reading this postcolonial heritage of higher education which comprises its historical, epistemic, and experiential (or 'lived') dimensions. Whilst such an approach requires a close examination of existing postcolonial theory in higher education studies, we also draw on qualitative research with student migrants in Portugal and the UK to show how the postcolonial heritage of European higher education is negotiated in everyday contexts and may become constitutive of students' identity formations.

Putarek, V., & Pavlin-Bernardić, N. (2020). **The role of self-efficacy for self-regulated learning, achievement goals, and engagement in academic cheating**. *European*

Journal of Psychology of Education, *35*(3), 647-671. https://doi.org/10.1007/s10212-019-00443-7
This study examined the relationships between motivational beliefs, defined as self-efficacy for self-regulated learning and achievement goals, engagement and academic cheating in the context of learning biology. Gender differences across these variables were also examined and both active and second-party types of cheating were included. Based on the hierarchical model of achievement motivation, we hypothesized that achievement goals and engagement would play a mediating role between self-efficacy for self-regulated learning and academic cheating. Participants were 283 high school students from Croatia. Data were collected using (1) the Self-Efficacy for Self-Regulated Learning Scale, (2) the Achievement Goals Scale (subscales: mastery-approach, mastery-avoidance, performance-approach, performance-avoidance, work-avoidance), (3) the Engagement in Learning Biology Scale (subscales: behavioural, cognitive, and emotional engagement), and (4) the Academic Cheating Scale (subscales: active and second-party cheating). The results demonstrated that girls exhibited higher self-efficacy for self-regulated learning, mastery achievement goals, and engagement, while boys exhibited higher work-avoidance goals. No gender differences were found in academic cheating. Mediational analysis revealed that behavioral engagement was a mediator between self-efficacy for self-regulated learning and active cheating. The findings of the present study demonstrate the importance of motivation and engagement in understanding academic cheating and in preventing this unethical behavior.

Qiu, K. M. (2020). ***Exploring Discourses on Prison Education. A comparative analysis of prison education policies of the UK, Norway and Ireland***. Consulté à l'adresse http://urn.kb.se/resolve?urn=urn:nbn:se:su:diva-182454
Prisoners constitute one of the most marginalized groups of society and prison education as a field remains under-researched and under-theorized (Szifris et al., 2018). Regarding European policy do ...

Sáinz, M., Fàbregues, S., Rodó-de-Zárate, M., Martínez-Cantos, J.-L., Arroyo, L., & Romano, M.-J. (2020). **Gendered Motivations to Pursue Male-Dominated STEM Careers Among Spanish Young People: A Qualitative Study**. *Journal of Career Development*, *47*(4), 408-423. https://doi.org/10.1177/0894845318801101
The present study examined gender differences in the motivations leading young people to pursue highly male-dominated Science, Technology and Mathematics (STEM) degrees and careers. Seventeen young people, either enrolled in university studies or working in the private STEM sector, were interviewed. Drawing on the factors influencing teaching–choice theory, the results suggest certain similarities and differences between male and female participants. Male participants' intrinsic values associated the decision to follow STEM studies with specific objects that had attracted them since childhood, while women's interests revolved around the techniques and processes associated with their specific STEM field. Whereas women emphasized the extent to which their career decisions were based on teachers' encouragement, men emphasized the role of family tradition and mass media. Social utility values associated with the STEM field were important for women, whereas men stressed attainment of personal values. There were no gender differences in the task return–related values associated with choosing an STEM career.

Sosa, T. (2019). **"That Sure is Racist": Classroom Race Talk as Resistance**. *Education and Urban Society*, *52*(7), 1039-1065. https://doi.org/10.1177/0013124519894983
This work analyzed three grade 9 English Language Arts classroom discussions and contributions by Black youth as resistance acts. Using a framework of resistance based on an indigenous understanding of progress provided insight into how student resistance emerged in language as metaphor and stories. Thematic analysis of the three classroom discussions indicate student resistance is captured in the naming of what is often left silent or often silenced. Through transgressing evasion and silence, students' counter stories and experiences shared in the classroom named social realities inscribed in their day-to-day experiences, as well as how schools are complicit in silencing the lives and history of Black and indigenous people. This work demonstrates the importance of situating resistance as counter narratives that work to reconfigure interpretations of personal and social identities situated more completely within embodied experiences.

Tosolt, B. (2020). **Dear white teacher: this black history month, take a knee**. *International Journal of Qualitative Studies in Education*, *33*(7), 773-789. https://doi.org/10.1080/09518398.2019.1706198
U.S. education is built upon a system of Whiteness, entrenched in White supremacy culture, and defended by White fragility. Within this framework, even a publicly-recognizable event intended to center Blackness, the celebration of Black History Month, reinscribes White supremacy. Through the decontextualized presentation of select Black heroes and the use of pedagogies that position White teachers as authority figures who regulate the presence of Blackness, and without drawing attention to the White supremacist cultural norms that are the foundation for U.S. society, students can walk away from Black History Month with a reinforced belief in White supremacy. In order to disrupt White supremacy, White teachers must be grounded in the principles of critical race theory. White teachers must take a knee against normative Whiteness and develop as 'abolitionist teachers'. Those teachers who choose to persist with pedagogical approaches that devalue Blackness and support White supremacy cannot claim good intentions; choosing to center and celebrate Blackness is the path to racial justice.

Vanluydt, E., Degrande, T., Verschaffel, L., & Van Dooren, W. (2020). **Early stages of proportional reasoning: a cross-sectional study with 5- to 9-year-olds**. *European Journal of Psychology of Education*, *35*(3), 529-547. https://doi.org/10.1007/s10212-019-00434-8
The present study cross-sectionally investigated proportional reasoning abilities in 5- to 9-year-old children (n = 185) before they received instruction in proportional reasoning. This study addressed two important aspects of the development of proportional reasoning that remain unclear in the current literature: (1) the age range in which it develops and (2) the influence of the nature of the quantities (discrete or continuous) on children's performance. Three proportional reasoning tasks (i.e., one with two discrete quantities, one with a discrete and a continuous quantity, and one with two continuous quantities) were used. A two-step cluster analysis was conducted on the groups of children based on qualitative differences in understanding. Six different early stages of proportional reasoning were revealed, showing differences in understanding depending on the nature of the quantities involved and which quantity was unknown. The development of proportional reasoning starts at a very early age but it is not yet fully mastered at the age of 9.

Vasalampi, K., Pakarinen, E., Torppa, M., Viljaranta, J., Lerkkanen, M.-K., & Poikkeus, A.-M. (2020). **Classroom effect on primary school students' self-concept in literacy and mathematics**. *European Journal of Psychology of Education*, *35*(3), 625-646. https://doi.org/10.1007/s10212-019-00439-3
According to the big-fish-little-pond effect (BFLP) model, high individual academic performance in a particular subject is related to high self-concept in that subject, whereas high average classroom performance has a negative effect on self-concept. In the present study, data from Finnish primary school students in grade 3 (504 students), grade 4 (487 students), and grade 6 (365 students) are used to examine whether the assumptions of the BFLP effect model hold already in primary school. Furthermore, we examined gender differences in BFLP effect. The results showed that as expected students' high performance in literacy and in mathematics was related to high self-concept in the same subject. Support for the negative classroom effect was small and it depended on the school subject and student's gender. That is, a high average classroom performance already in grade 3 had a negative but small effect on boys' self-concept in mathematics. In literacy and among girls, only little support was found for the negative classroom effect.

Völlinger, V. A., & Supanc, M. (2020). **Student teachers' attitudes towards cooperative learning in inclusive education**. *European Journal of Psychology of Education*, *35*(3), 727-749. https://doi.org/10.1007/s10212-019-00435-7
Past research points to cooperative learning as a potentially effective means of fostering the academic and social development of students in inclusive education. This study examined the attitudes of student teachers towards the use of cooperative learning in inclusive education as well as correlating variables. In addition, potential differences between future teachers' attitudes towards the use of cooperative learning methods in inclusive classrooms were investigated according to the teaching programme they were enrolled in and the students' type of impairment. In two consecutive studies, we collected data from a total of 544 student teachers. Analyses revealed relationships between student teachers' knowledge, self-efficacy, attitudes, and subjective norms regarding the use of cooperative learning in inclusive education. Results also showed differences in attitudes towards the use of cooperative learning in inclusive education depending on the students' type of impairment, with the least positive attitudes held towards students with impaired social-emotional development.

Wang, C., Fan, X., & Pugalee, D. K. (2019). **Impacts of School Racial Composition on the Mathematics and Reading Achievement Gap in Post Unitary Charlotte-Mecklenburg Schools**. *Education and Urban Society*, *52*(7), 1112-1132. https://doi.org/10.1177/0013124519894970
This is a longitudinal study of the change in the academic achievement gap between African American and European American students from elementary to high schools with large administrative data from a school district in the United States. Analysis of variance between eight tracks of students defined by the school environment of isolated schools or diverse schools indicated that middle school is a critical period for closing the achievement gap and that students who stayed in diverse schools from elementary to high schools benefited the most in both reading and mathematics standardized test scores. Multilevel linear growth models show that staying in isolated elementary and middle schools has a negative impact on the students' reading

achievement and their annual growth rate in mathematics for all students regardless of race.

Wei, D., Zhang, D., He, J., & Bobis, J. (2020). **The impact of perceived teachers' autonomy support on students' mathematics achievement: evidences based on latent growth curve modelling**. *European Journal of Psychology of Education*, *35*(3), 703-725. https://doi.org/10.1007/s10212-019-00437-5
According to the self-determination theory, autonomy-supportive teaching is considered an effective approach to motivate students to learn. The present study investigates the effect of students' perceived autonomy support on math achievement over time, i.e. from grades 4 to 6, using a longitudinal survey administered in Chinese elementary schools. A total of 1624 participants were assessed over four waves. Autonomy need satisfaction and classroom engagement were included as predictors of achievement growth. Latent growth curve modelling (LGCM) indicated that perceived autonomy support accounted for more variance in mathematics achievement among 4th- and 5th-grade students than it did for 6th-grade students. Furthermore, student autonomy need satisfaction positively predicted the growth rate of their achievement, while behavioural engagement significantly and positively predicted both the growth rate and the average initial level of mathematics achievement.

Weis, W. C. (2019). **Hispanic, English Learner, and Low-Income Parental Magnet Middle School Choice in a Majority Hispanic California Community**. *Education and Urban Society*, *52*(7), 1066-1095. https://doi.org/10.1177/0013124519895007
Prior research suggests that parents of Hispanics, English learners, and students living in poverty exercise school choice less frequently than other parents, which may be a factor in the resegregation of public schools. This quasi-experimental, causal–comparative design tests whether ethnicity, language dominance, or socioeconomic status of the student are related to the exercise of parental choice of magnet middle school programs in a majority, minority community. The primary finding was that in this Hispanic, English learner, low-income majority California community, none of the independent variables studied predicted the exercise of parental magnet school choice. The discussion compares these findings with prior studies and suggests some possible explanations.

Xie, A., & Reay, D. (2020). **Successful rural students in China's elite universities: habitus transformation and inevitable hidden injuries?** *Higher Education*, *80*(1), 21-36. https://doi.org/10.1007/s10734-019-00462-9
Current literature suggests two kinds of congruence that come into play when students from lower socioeconomic backgrounds enter elite universities: academic fit and social fit. Yet, in most of the studies on habitus transformation, the differences between the two are seldom mentioned. This may imply that the transformation of one aspect guarantees success in the transformation of the other aspect. In this article, we present the data from an ongoing longitudinal study on a group of academically successful rural students at four Chinese elite universities. We will show how they start with a compartmentalized fit between their original habitus and the elite milieu they enter, and how this pattern tends to produce two different types of outcomes: "habitus transformation" and "habitus hysteresis." Importantly, with either of these outcomes,

these students do not have to experience "hidden injuries of the class," alienating themselves from families and former peer groups.

Xu, B., & Kan, Y. (2020). **Higher education challenges for migrant and refugee students in a globalized world**. *Higher Education*, *80*(1), 193-195. https://doi.org/10.1007/s10734-019-00465-6

Yan, K., & Wu, L. (2020). **The adjustment concerns of rural students enrolled through special admission policy in elite universities in China**. *Higher Education*, *80*(2), 215-235. https://doi.org/10.1007/s10734-019-00475-4
To date, little research has focused solely on rural students' adjustment and integration on campus after admittance into elite universities through special admission policies. This qualitative inquiry aims to uncover the adjustment concerns faced by rural students enrolled through special admission policies in elite universities in China. The study findings are discussed and analyzed in Bernstein's conceptual framework. The study revealed that students were mainly faced with two kinds of concerns, academic and social-cultural. The findings of this study have important implications for faculty and administrators at prestigious universities in China. As the elite universities commit themselves to recruiting more rural students, attention must be paid on how to best support and incorporate rural students into the lives of these campuses. It is important to develop a friendlier and more inclusive ethos in elite universities in China.

ZANFINI, L. (2020). ***État des lieux des inégalités multi-dimensionnelles au Burkina Faso***. Consulté à l'adresse https://liseo.ciep.fr/doc_num.php?explnum_id=12625
Les défis en matière de réduction des inégalités sociales et économiques subsistent au Burkina Faso. Ce rapport de diagnostic analyse ces inégalités multidimensionnelles via les trajectoires des sortants du système éducatif. Malgré les progrès des décennies 2000, les inégalités (de genre, liées au statut économique et au lieu de résidence) demeurent en matière d'éducation, de santé, d'eau potable, d'électricité, d'emploi et de biens durables.

Climat de l'école

Cuesta Medina, L., Hennig Manzuoli, C., Duque, L. A., & Malfasi, S. (2020). **Cyberbullying: tackling the silent enemy**. *International Journal of Inclusive Education*, *24*(9), 936-947. https://doi.org/10.1080/13603116.2018.1500648
Access to online information and communication and the use of social networks have all increased considerably among pre-adolescents over the last decade. These trends are directly related to the similarly growing phenomenon of cyberbullying: as pre-adolescents' exposure to online social interaction increases, so does their potential involvement in harmful online interactions. Thus, there is a need to design and implement cyberbullying prevention programmes that prepare pre-adolescents for both the risks and opportunities of a technology-driven world. This qualitative study analyzed the effects of a cyberbullying prevention programme supported by the use of technologies for the safe use of social media in pre-adolescents. Data were collected from 151 participants (aged 9–11), at five schools in Bogotá, Colombia. Results indicate that pre-adolescents increased their understanding about cyberbullying as they came to appreciate how building confidence and self-efficacy could prepare them to better face cyberbullying threats. Thus, the study advocates for the early teaching of self-

regulatory skills to help youngsters develop conflict resolution skills and ease their gradual empowerment to face cyberbullying. The study suggests specific considerations that will help communities to shape future prevention plans and policies, supporting the development of more inclusive school learning environments framed upon collaboration, equity, and social justice principles.

Daddow, A., Cronshaw, D., Daddow, N., & Sandy, R. (2019). **Hopeful Cross-Cultural Encounters to Support Student Well-Being and Graduate Attributes in Higher Education**. *Journal of Studies in International Education*, *24*(4), 474-490. https://doi.org/10.1177/1028315319861362
The impetus to ensure Australian students, once enrolled, complete their university qualification has become more pressing. Student retention impacts funding in a tight fiscal environment and is used as a benchmark for quality performance. Evidence of increased levels of psychological distress in university students threatens this retention. Risks to student well-being can be compounded for diverse and international students with vulnerabilities that include social isolation, negotiating cultural difference, and marginalization. This article reports on the evaluation of an extracurricular program available to all students in an Australian university that enabled respectful interfaith and cross-cultural dialogue, called Finding Common Ground. The program sought to reduce social isolation, support mature religious expression, counter marginalization, and strengthen graduate attributes. The research highlighted hopeful and surprising cross-cultural encounters, impacted positively on student well-being, enhanced cross-cultural learning, and disrupted the propensity for polarization or "silence" in university (and social) discourse on religious beliefs.

Edwards, E. B. (2020). **Toward being nobody's darling: a womanist reframing of school climate**. *International Journal of Qualitative Studies in Education*, *33*(7), 759-772. https://doi.org/10.1080/09518398.2020.1753254
This article demonstrates how (bad) girl performances rupture the inherently violent logic undergirding exclusionary discipline through the schooling experiences of five Black girls on probation. In so doing, it reveals a clear need for the abolition of suspension, expulsion and school-based arrest and relays a new focus on freedom dreaming for harmonious, womanist, healing-informed school climates. In so doing, it calls educators to nurture the liberatory promise in Black girls who experience school conflict by affirming their resistance, rejection, or indifference to white femininity and Black respectability. Such a move takes us away from perceptions, policies, and practices reinscribing Black girlhood as problematic and brings us toward schooling experiences that invite and honor the fullness of their being.

Joing, I., Vors, O., & Potdevin, F. (2020). **The Subjective Well-Being of Students in Different Parts of the School Premises in French Middle Schools**. *Child Indicators Research*, *13*(4), 1469-1487. https://doi.org/10.1007/s12187-019-09714-7
The aim of this study was to explore the spatial approach to well-being in French middle schools, drawing on an ecological model of child development to explore how student well-being varies through the day according to the part of the school premises they are in. 2028 (from 11 to 15 years old) students took part in the survey. The results confirm that a spatial approach is interesting because it reveals different levels of subjective well-being according to place. The results also show that the decrease in student well-being between the first and the fourth year is more about learning spaces; other spaces do

not result in this decrease. Our study highlights the usefulness of this ecological framework and the importance of complementary qualitative approaches and studies in different cultural contexts for a better understanding of variations in student well-being.

Llena, C. (2019). ***Enseigner ce que l'on est : quand la concordance de valeurs rime avec bien-être au travail. Le cas des enseignants d'EPS de l'académie de Lille*** (Phdthesis, Université de Bordeaux). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-02882259

L'enseignant est, dans son exercice professionnel, guidé par des motivations personnelles qui se nourrissent de ses propres valeurs. Celles-ci se traduisent par des comportements, des discours et des attitudes et in fine, caractérisent un style pédagogique. Leur importance est relative et crée une hiérarchie pouvant être différente d'un enseignant à l'autre. Dès lors, se pose la question de savoir si certaines valeurs permettraient d'être davantage en bien-être au travail. Plus encore, le fait d'agir en cohérence par rapport à ses valeurs dans son enseignement serait-il un facteur propice à ce bien-être ? L'objectif de la thèse consiste à étudier les relations entre le bien-être au travail et les valeurs des enseignants d'Éducation Physique et Sportive (EPS). En s'inscrivant dans le cadre théorique des valeurs de base de la personne (Schwartz, 1992), un outil de mesure a été conçu pour examiner les valeurs des enseignants d'EPS dans le contexte particulier de l'enseignement de l'EPS avec 599 enseignants d'EPS. Ensuite, le travail a été mené en deux temps. En premier lieu, 396 enseignants d'EPS de l'académie de Lille ont complété un questionnaire permettant d'identifier leur système de valeurs général, leur système de valeurs opérationnalisé en EPS et leur niveau de bien-être subjectif au travail. Les résultats issus des analyses statistiques multifactorielles montrent que les valeurs sont déterminantes pour expliquer le bien-être au travail. Ainsi, ils révèlent que les valeurs d'ouverture au changement et de dépassement de soi sont plus vertueuses que les valeurs de continuité pour le bien-être des enseignants d'EPS. Si la nature des valeurs permet, en partie, d'expliquer le bien-être au travail, le fait d'agir en accord avec son système général de valeurs est un facteur plus déterminant. Ainsi, la concordance entre ses valeurs et ses pratiques professionnelles apparaît comme un objectif prioritaire pour améliorer le bien-être au travail. De plus, les résultats permettent d'identifier quatre profils caractéristiques d'enseignants selon leurs systèmes de valeurs et leur niveau de bien-être : les harmonieux, les compositeurs, les désaccordés et les sans-partitions. Parallèlement à ces enquêtes, douze entretiens semi-directifs ont été menés auprès d'enseignants d'EPS typiques des profils identifiés (trois par profil). Les résultats issus de l'analyse des entretiens permettent non seulement d'affiner la compréhension des profils d'enseignants d'EPS mais également de mieux comprendre le lien entre leurs systèmes de valeurs et leur niveau de bien-être au travail. Par ailleurs, les résultats révèlent que le partage de valeurs avec ses pairs est un facteur médiateur du bien-être au travail des enseignants d'EPS. En conclusion, ce travail de recherche basé sur une méthodologie mixte permet d'amorcer une réflexion pédagogique et didactique autour de l'importance des valeurs et de leur concordance dans l'enseignement. Il soulève également l'importance de clarifier collectivement les valeurs au sein des équipes pédagogiques. Une réflexion et un travail sur ces deux aspects devraient permettre d'améliorer le bien-être au travail des enseignants.

Loureiro, K. S., Grecu, A., de Moll, F., & Hadjar, A. (2020). **Analyzing Drawings to Explore children's Concepts of an Ideal School: Implications for the Improvement of children's Well-Being at School**. *Child Indicators Research*, *13*(4), 1387-1411. https://doi.org/10.1007/s12187-019-09705-8
Because not much is known about children's subjective well-being (SWB) in educational spaces, our objective was to analyze children's drawings of their ideal school environment, emphasizing the importance of obtaining the children's perspective. To do so, we analyzed Luxembourgish primary school children's drawings (n = 150; age 10) using visual grounded theory methodology. The results were centered on 10 main underlying themes that indicated children's conceptualizations of their dream school in which particular attention was paid to the design of the school buildings, playgrounds, and classrooms. Children's written inputs showed the boundaries of visual expression, as they mentioned different desires beyond those conveyed by the drawings. In addition to fancy aesthetics of the school environment, material conditions such as playground facilities were found to be a significant part of the children's dream schools. Our analyses offer meaningful insights into children's perceptions of an educational environment that fosters well-being, thereby functioning as a blueprint for adults' efforts to improve schools in a more child-friendly manner.

Neto, F. (2019). **Subjective Well-Being of Angolan Students in Portugal**. *Journal of Studies in International Education*, *24*(4), 456-473. https://doi.org/10.1177/1028315319861353
This study examined the subjective well-being (SWB) of international students. International students represent one of the biggest and most relevant sojourners groups. The sample included 204 Angolan international students who attended Portuguese universities and a control group of native-born Portuguese students. Using quantitative survey research methods, the relative strengths of demographic, acculturation, and sociocultural adaptation factors in predicting two indicators of SWB (overall well-being and academic satisfaction) were explored. Angolan students revealed lower levels of well-being and higher levels of academic satisfaction than Portuguese students. As expected, language proficiency, interaction with conationals, ethnic identity, and sociocultural adaptation were significantly correlated with SWB. In addition, results indicated that acculturation and sociocultural adaptation variables accounted for a larger proportion of explained variance in SWB than demographic variables. Academic satisfaction predicted well-being beyond demographic, acculturation, and sociocultural factors. Some implications of the findings for improving SWB of international students and future research are discussed.

The Healthy Minds Network, & American College Health Association. (2020). ***he Healthy Minds Network (2020). The Impact of Covid-19 on College Student Well-Being*** (p. 11). Consulté à l'adresse The Healthy Minds Network website: https://www.crifpe.ca/publications/view/24891
Financial stress, a known predictor of student mental health, has been significantly affected by thepandemic: two-thirds of students report their financial situation has become more stressful. Roughly one-third of students report that their living situation changed as a result of the pandemic. Fifteen percent report a probable case of COVID-19, though less than 1% were confirmed by a test. Sixty percent perceive themselves to be susceptible to contracting the virus. Students are concerned about their personal safety and security, but even more so about people they care about contracting the virus. Students also express high levels of concern about how long the

pandemic will last. The majority of students report following public health guidelines for handwashing (60%) and physical distancing (70%). Eighty-four percent of students report public health agencies are among their most trusted sources of information about the pandemic. Forty percent of students report witnessing race-based discrimination either in person or online. Students report that their campuses have generally been supportive, especially professors. Sixty percent of students indicate that the pandemic has made it more difficult to access mental health care. Symptoms of mental health conditions remain high in college student populations, both before and after the start of the pandemic. Relative to fall 2019, the prevalence of depression increased and substance use decreased in spring 2020. In March through May 2020, a higher proportion of students report that their mental health negatively impacted their academic performance. While students report lower levels of psychological wellbeing post-pandemic relative to Fall 2019, they also reported higher levels of resiliency.

Évaluation des dispositifs d'éducation-formation

Estrada, P., Wang, H., & Farkas, T. (2019). **Elementary English Learner Classroom Composition and Academic Achievement: The Role of Classroom-Level Segregation, Number of English Proficiency Levels, and Opportunity to Learn**. *American Educational Research Journal*, *57*(4), 1791-1836. https://doi.org/10.3102/0002831219887137
Using mixed methods, we investigated (a) the association of the extent of English learner (EL) classroom-level segregation (proportion EL) and number of EL English proficiency levels with elementary EL academic achievement, using 2 years of administrative data, and (b) school staff–reported opportunity to learn–related advantages and disadvantages in segregated versus integrated compositions, using 3 years of interviews. Findings were corroborative across methods. After accounting for student-, classroom-, and school-level covariates, we found that ELs in more segregated classrooms exhibited lower performance, on average, on state tests of English language arts, mathematics, and English proficiency, and little evidence that classroom number of EL English proficiency levels was related to achievement. School staff consistently detailed the instructional, academic, and socio-emotional opportunities to learn afforded by the diversity/heterogeneity of integrated classrooms.

Garcia, Eicke, McNaughtan, & Harwood. (2020). **Understanding Dual Credit Programs: Perspectives from Faculty, Staff, and Administrators**. *Community College Journal of Research and Practice*, *44*(8), 584-594. https://doi.org/10.1080/10668926.2019.1626301
Research on dual credit (DC) programs highlights the benefits including enhanced post-secondary access, higher GPAs, lower remediation, increased persistence, and higher graduation rates. Most of this work focuses on students, analyzing local, state, and federal data. The purpose of this study is to present the perspectives of high school support staff, faculty, and administrators regarding student access to and utilization of DC programs. Findings indicate that despite programs to support low SES students, cost is still perceived as a significant barrier for low-SES students. In addition, there is an existing conflict between advanced placement (AP) and DC courses, and respondents discuss perceived issues of the academic and social development of students.

Giret, J.-F. (2020, juillet 10). ***Quelle satisfaction pour les étudiants à distance et en présentiel dans les universités françaises ?*** Consulté à l'adresse https://halshs.archives-ouvertes.fr/halshs-02895959
L'enseignement à distance est souvent critiqué pour ses taux de réussite souvent plus faibles et ses durées d'études plus longues, même si ses défenseurs plaident pour son rôle dans l'ouverture sociale de l'enseignement supérieur. Cette recherche se propose d'étudier les effets de l'enseignement à distance sur la satisfaction des étudiants. Elle repose sur l'exploitation statistique d'une enquête sur les conditions des vies des étudiants de l'OVE en 2013, qui permet d'identifier un sous-échantillon d'étudiants à distance. Par rapport aux étudiants en présentiel, ces étudiants à distance sont en général plus âgés, travaillent plus fréquemment durant les études et ont des parents qui ont moins souvent accédé à l'enseignement supérieur. Les différents résultats soulignent néanmoins une moindre satisfaction de ces étudiants, notamment par rapport à un manque d'accompagnement alors qu'ils semblent en général plus motivés par l'intérêt des leurs études.

Hahs-Vaughn, Swan, & Clark. (2020). **Information Technology Career Preparation for Rural Areas**. *Community College Journal of Research and Practice*, *44*(8), 595-607. https://doi.org/10.1080/10668926.2019.1626302
One component of postsecondary education needed for economic recovery and development relates to blue-collar industries, jobs requiring some postsecondary training but less than a four-year degree. The U.S. Department of Labor Trade Adjustment Assistance Community College and Career Training (TAACCCT) program provides funding for community colleges to partner with industry to deliver to unemployed/underemployed adults the education and training needed for high-demand blue-collar jobs, with stackable credentials and certificates as the framework. This study evaluated the impact of a Round 3 TAACCCT grant funded to a seven-institution community college consortium in Florida (XCEL-IT). Using a quasi-experimental design with matched samples, XCEL-IT students were nearly eight times as likely to complete training and over five times as likely to continue enrollment in other education relative to comparison students. Non-incumbent XCEL-IT completers were more than six times as likely to enter employment. Additional findings, conclusions, and implications for practice are provided.

Markle, G., & Stelzriede, D. D. (2020). **Comparing First-Generation Students to Continuing-Generation Students and the Impact of a First-Generation Learning Community**. *Innovative Higher Education*, *45*(4), 285-298. https://doi.org/10.1007/s10755-020-09502-0
This study examined how factors associated with student development and persistence differ between first-generation and continuing-generation students and how participation in a learning community influences development and persistence. The findings show that first-generation students were less involved in academics and had lower gains in intellectual development and engagement with diverse perspectives than did continuing-generation students. There was no significant difference between the two groups on first-to-second year persistence rates. First-generation students who participated in the learning community outperformed continuing-generation students in gains in intellectual development, interpersonal development, and engagement with diverse perspectives. There was no significant difference in persistence between first-generation students who were in the learning community and those who were not.

Parks, A. N. (2019). **Centering Children in Mathematics Education Classroom Research**. *American Educational Research Journal*, *57*(4), 1443-1484. https://doi.org/10.3102/0002831219873853
Drawing on a 3-year interpretive study that followed a cohort of children from prekindergarten to Grade 1, this article presents results of a multiple case study, which demonstrated that although two children had the same teachers, classmates, and curricula over 3 years, their experiences in the three successive mathematics classrooms were quite different from each other (although consistent for each child). The two focal children did not have equitable access to their teachers' pedagogical moves, and this lack of access was easy to overlook in transcripts of whole-class discussions. The study suggests that more research needs to represent mathematics lessons from the perspectives of children and youth, particularly those students who engage with teachers infrequently or in atypical ways.

Pellas, N., Kazanidis, I., & Palaigeorgiou, G. (2020). **A systematic literature review of mixed reality environments in K-12 education**. *Education and Information Technologies*, *25*(4), 2481-2520. https://doi.org/10.1007/s10639-019-10076-4
Various studies have widely utilized mixed reality (MR) in primary and secondary (K-12) education. Nevertheless, there has been relatively no explicit focus on a substantial amount of studies that are reviewed systematically in order to present and suggest the educational benefits of MR technology for the development of learning environments. The present systematic literature review describes the current state of knowledge and practices using MR in K-12 education and provides guidance for educators and scholars focusing on instructional design contexts by critically appraising and summarizing the existing research. It also outlines a wide range of results yielded by quantitative, qualitative and mixed-method studies to investigate potential benefits, difficulties, and effectiveness of MR environments across various learning subjects. Overall, 21 studies published from 2002 until 2018 in 18 international peer-reviewed journals were analysed, with 11 and 10 studies regarding primary and secondary education, respectively. This review informs educators and scholars about insights and evidence gained by prior findings on the current state-of-the-art research so that provide a contribution of scientific knowledge and innovation using MR environments in different learning subjects. Implications for practice and research are discussed in detail, as MR has the potential to influence students' engagement, participation, skill acquisition, and embodied learning experience for knowledge transfer within well-structured instructional design contexts.

Polo, C., & Chaker, R. (2020). **Accompagner la réussite. Promesses et limites du dispositif mixte CLEFS pour l'Université**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (30). https://doi.org/10.4000/dms.4962
De nombreux leviers institutionnels engagent les universités aujourd'hui à expérimenter des dispositifs innovants pour faire face à l'échec dans l'enseignement supérieur. Notre article se propose de dresser un premier bilan du dispositif mixte « Créer, Lire, Écrire et Faire de la Science pour l'université » (CLEFS) mis en place à l'intention d'étudiants fragiles de première année de licence (L1) pour qu'ils bénéficient d'un accompagnement renforcé. Celui-ci passe par des cours en présentiel ainsi qu'un suivi à distance. Nous regardons les effets du volet distanciel sur le maintien dans les études,

confrontons objectifs pédagogiques et pratiques effectives et cherchons des pistes explicatives dans sa perception par les étudiants.

Rodriguez Ott, Staklis, & Boyette. (2020). **The Effectiveness of Student Coaching in Community Colleges**. *Community College Journal of Research and Practice*, *44*(8), 549-562. https://doi.org/10.1080/10668926.2019.1621786
Many community colleges consider non-academic supports as a way to improve student retention and achievement. Past studies on the effects of coaching, mentoring, advising, and other non-academic supports yielded evidence for the effectiveness of these interventions to promote student outcomes. In addition, some suggested that the effects were stronger for more intense programs, as measured by meeting frequency. However, less was known about the effectiveness of these programs at community colleges or in cases where the intervention only lasts one semester. Our evaluation added to the body of rigorous research on the effects of academic coaching by applying a quasi-experimental design to analyze the outcomes of a short-term coaching intervention – the InsideTrack Coaching program – at two Montana community colleges. Using propensity score matching, the results showed positive impacts of short-term coaching, particularly for more intense coaching (two or more meetings in a semester), on student retention and achievement measures. These findings had implications for the types of short-term, high impact student support programming that community colleges might implement.

Troester-Trate. (2020). **Food Insecurity, Inadequate Childcare, & Transportation Disadvantage: Student Retention and Persistence of Community College Students**. *Community College Journal of Research and Practice*, *44*(8), 608-622. https://doi.org/10.1080/10668926.2019.1627956
As higher education enrollment patterns have changed, so too has the focus for institutional administrators. College students have been shown to be retained at higher rates when they are engaged in supportive services on campus. The Jefferson Community School program was designed to meet the non-academic needs of the community college student population of a rural campus in Northern New York. This program included food pantry, transportation, and childcare services at no cost to enrolled students. The purpose of this study was to determine the relationship between use of non-academic services and retention and persistence rates of community college students (n = 90). A quantitative, quasi-experimental research method approach was used to compare matched samples of students who participated in the Jefferson Community Schools program and students who did not participate in the Jefferson Community Schools program. Each sample consisted of 45 students who were matched on enrolled credit hours, age, gender and Pell status. An ANOVA statistical test was conducted to compare the matched sample groups. Results showed that 30 out of 45 students in the Jefferson Community Schools program were retained and 41 out of 45 persisted. This was compared to retention of 30 out of 45 and persistence of 42 out of 45 of the matched non participatory sample. The results of this study suggest that providing non-academic resources to low-income students may serve to equalize the chances of being retained or persisting when compared to peers that have more resources of their own ($p < .05$).

Formation continue

Alexandre, B. (2020). **Dynamiques de reconversion professionnelle dans les Métiers d'Art : le cas des publics en formation continue au Centre International de Formation aux métiers de la Céramique (EMA CNIFOP)**. *Colloque du Rumef 2020, Amiens Université de Picardie*. Présenté à AMIENS, France. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-02881360
La question " de l'objectif de l'autonomie des formés individuels ou collectifs, du projet, de l'émancipation dans un contexte de chômage ou de reconversion professionnelle " impacte non seulement les pratiques de formation dans la reconversion des individus mais aussi les individus eux-mêmes en travaillant sur le savoirêtre et le comportement. Deux critères qui semblent conditionner la réussite d'intégration dans un nouveau groupe professionnel. Il semblerait que les individus ayant suivi une même formation n'investissent pas tous le métier visé de la même manière et adoptent des comportements différents qui influence non seulement la réussite de leur intégration mais aussi leur position sociale. Nous proposons dans cette communication de faire partager nos premiers résultats de thèse [1]visantà comprendre l'influence des kairos (Galvani, 2016) dans un processus de socialisa-tion intégratif. Que peuvent nous dire de singulier des individus,à partir de leur expérience, de la problématique de la construction de leur identité professionnelleà travers la conscienti-sation des kairos et de leurs effets ? Comment la reconversion professionnelle choisie est-elle vécue, et quels sont les impacts sur la construction de l'identité axiologique ? Ce processus permet-il de faireémerger des compétences comportementales? C'està travers ce processus de socialisation intégratif visantà l'accomplissement d'un Soi Professionnel que nous questionnons la place des kairos et desémotions qui pourraient influ-encer de manière consciente ou non les actes de l'individu dans le cadre de la construction d'une identité axiologique et l'amenerà développer les compétences comportementales (soft skills) adaptées au groupe professionnel visé. Nos premiers résultats ferontémerger des kairos fondateurs (ou pas), influençant (ou non) la manière dont l'individu développe ses compétences comportementales afin de se construire « une identité axiologique » pour une meilleure insertion dans le groupe professionnel.Ce tra-vail est susceptible de développer des connaissances utiles dans le domaine de la formation professionnelle et d'apporter unéclairage intéressant sur la manière de se positionner en situation d'apprentissage d'un nouveau métier. Thèse effectuée dans le cadre d'une convention CIFRE. Doctorante en deuxième annéeà l'université de Rennes 2 et salariéeà l'EMA CNIFOP Mots-Clés: Recherche, Kairos, Posture, Ethos, Identité axiologique, Accomplissement d'un soi professionnel, formation d'adultes, compétence comportementale sciencesconf.org:rumef2020:300545

Laot, F. F. (2020). **Discovering Pioneering Women in the Field of Adult Education**. *Pedagogika Spoleczna / Social Pedagogy, 1 (2020)*, 11-23. https://doi.org/10.35464/1642-672X.PS.2020.1.02
The lack of visibility of women in history has long been noted, and notably, the field of adult education remains particularly understudied from a gender perspective However, in recent years, a number of researchers studying various kinds of adult or popular education have become increasingly interested in women as audiences or initiators of adult classes or the professionalisation of women. In this article we will argue that "discovering" does not necessarily mean revealing unknown personalities. Various

meanings of the word "pioneering" will also be discussed. Finally, we will question the term "the field of adult education". Discovering pioneering women may mean that the field needs to be reshaped and its borders reconsidered or connected with other social fields.

Las Vergnas, O., & BURY, P. (2020). **Identification of PhD theses of interest to the sciences of adult education: identification of a hard core and a second circle of theses to be consulted**. *Savoirs : Revue internationale de recherches en éducation et formation des adultes*, *N° 53*(2), 89-110. https://doi.org/10.3917/savo.053.0089

Smail, D. (2020a). ***L'enseignement individualisé à la formation générale des adultes***. Consulté à l'adresse https://papyrus.bib.umontreal.ca/xmlui/handle/1866/23575
Au Québec, plusieurs jeunes-adultes et adultes décident à un moment donné de leur vie de s'inscrire à la formation générale des adultes (FGA) afin d'obtenir leur diplôme d'études secondaires (DES) ou de poursuivre leur parcours scolaire. L'objectif général de cette recherche est de comprendre la pratique d'enseignement la plus employée dans ce secteur -l'enseignement individualisé- et de permettre aux personnes qui la vivent au quotidien de pouvoir s'exprimer sur ses dimensions. Cette pédagogie particulière n'a pas fait l'objet d'une attention de la part de la recherche en formation générale des adultes. Dans le cadre de cette étude qualitative ethnographique, vingt informateurs ont été interviewés (dix apprenants et dix enseignants) et deux questionnaires, composés de quatre blocs chacun, leur ont été destinés. Pour atteindre le premier objectif spécifique de cette recherche, à savoir identifier les acteurs (enseignant-apprenant) du triangle pédagogique et décrire comment ils vivent leur relation dans l'enseignement individualisé, à la FGA, les composantes du triangle pédagogique de Houssaye ont été, dans un premier temps, utilisées et cela dans le but de connaitre les caractéristiques intrinsèques des formateurs et des apprenants ainsi que toutes les relations existantes entre eux. Ensuite, pour atteindre le deuxième objectif spécifique de cette recherche, à savoir mettre en lien les « perceptions » des acteurs du triangle pédagogique, en FGA, de l'enseignement individualisé au regard de l'autoformation, toutes les composantes de la théorie de l'autoformation de Carré ont été visées dans les questionnaires destinés aux informateurs. Les résultats révèlent que l'enseignement individualisé joint énormément la définition de l'autoformation éducative.

Smail, D. (2020b). ***L'enseignement individualisé à la formation générale des adultes***. Consulté à l'adresse https://papyrus.bib.umontreal.ca/xmlui/handle/1866/23575
Au Québec, plusieurs jeunes-adultes et adultes décident à un moment donné de leur vie de s'inscrire à la formation générale des adultes (FGA) afin d'obtenir leur diplôme d'études secondaires (DES) ou de poursuivre leur parcours scolaire. L'objectif général de cette recherche est de comprendre la pratique d'enseignement la plus employée dans ce secteur -l'enseignement individualisé- et de permettre aux personnes qui la vivent au quotidien de pouvoir s'exprimer sur ses dimensions. Cette pédagogie particulière n'a pas fait l'objet d'une attention de la part de la recherche en formation générale des adultes. Dans le cadre de cette étude qualitative ethnographique, vingt informateurs ont été interviewés (dix apprenants et dix enseignants) et deux questionnaires, composés de quatre blocs chacun, leur ont été destinés. Pour atteindre le premier objectif spécifique de cette recherche, à savoir identifier les acteurs (enseignant-apprenant) du triangle pédagogique et décrire comment ils vivent

leur relation dans l'enseignement individualisé, à la FGA, les composantes du triangle pédagogique de Houssaye ont été, dans un premier temps, utilisées et cela dans le but de connaitre les caractéristiques intrinsèques des formateurs et des apprenants ainsi que toutes les relations existantes entre eux. Ensuite, pour atteindre le deuxième objectif spécifique de cette recherche, à savoir mettre en lien les « perceptions » des acteurs du triangle pédagogique, en FGA, de l'enseignement individualisé au regard de l'autoformation, toutes les composantes de la théorie de l'autoformation de Carré ont été visées dans les questionnaires destinés aux informateurs. Les résultats révèlent que l'enseignement individualisé joint énormément la définition de l'autoformation éducative.

Unesco. (2019). ***Quatrième rapport mondial sur l'apprentissage et l'éducation des adultes***. Consulté à l'adresse Unesco website: https://uil.unesco.org/fr/education-adultes/rapport-mondial/quatrieme-rapport-mondial-lapprentissage-leducation-adultes
Selon le quatrième rapport mondial de l'UNESCO sur l'apprentissage et l'éducation des adultes (GRALE 4), moins de 5% des adultes âgés de 15 ans et plus participent à des programmes d'éducation et d'apprentissage dans près d'un tiers des pays. Les adultes en situation de handicap, les séniors, les réfugiés et les migrants, les groupes minoritaires et d'autres franges défavorisées de la société sont particulièrement sous-représentés dans les programmes d'éducation des adultes et se voient privés d'un accès crucial à des possibilités d'apprentissage tout au long de la vie.

Marché du travail

Alexandre, B. (2020). **Dynamiques de reconversion professionnelle dans les Métiers d'Art : le cas des publics en formation continue au Centre International de Formation aux métiers de la Céramique (EMA CNIFOP)**. *Colloque du Rumef 2020, Amiens Université de Picardie*. Présenté à AMIENS, France. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-02881360
La question " de l'objectif de l'autonomie des formés individuels ou collectifs, du projet, de l'émancipation dans un contexte de chômage ou de reconversion professionnelle " impacte non seulement les pratiques de formation dans la reconversion des individus mais aussi les individus eux-mêmes en travaillant sur le savoirêtre et le comportement. Deux critères qui semblent conditionner la réussite d'intégration dans un nouveau groupe professionnel. Il semblerait que les individus ayant suivi une même formation n'investissent pas tous le métier visé de la même manière et adoptent des comportements différents qui influence non seulement la réussite de leur intégration mais aussi leur position sociale. Nous proposons dans cette communication de faire partager nos premiers résultats de thèse [1]visantà comprendre l'influence des kairos (Galvani, 2016) dans un processus de socialisa-tion intégratif. Que peuvent nous dire de singulier des individus,à partir de leur expérience, de la problématique de la construction de leur identité professionnelleà travers la conscienti-sation des kairos et de leurs effets ? Comment la reconversion professionnelle choisie est-elle vécue, et quels sont les impacts sur la construction de l'identité axiologique ? Ce processus permet-il de faireémerger des compétences comportementales? C'està travers ce processus de socialisation intégratif visantà l'accomplissement d'un Soi Professionnel que nous questionnons la place des kairos et desémotions qui pourraient influ-encer de

manière consciente ou non les actes de l'individu dans le cadre de la construction d'une identité axiologique et l'amenerà développer les compétences comportementales (soft skills) adaptées au groupe professionnel visé. Nos premiers résultats feront émerger des kairos fondateurs (ou pas), influençant (ou non) la manière dont l'individu développe ses compétences comportementales afin de se construire « une identité axiologique » pour une meilleure insertion dans le groupe professionnel.Ce tra-vail est susceptible de développer des connaissances utiles dans le domaine de la formation professionnelle et d'apporter unéclairage intéressant sur la manière de se positionner en situation d'apprentissage d'un nouveau métier. Thèse effectuée dans le cadre d'une convention CIFRE. Doctorante en deuxième annéeà l'université de Rennes 2 et salariéeà l'EMA CNIFOP Mots-Clés: Recherche, Kairos, Posture, Ethos, Identité axiologique, Accomplissement d'un soi professionnel, formation d'adultes, compétence comportementale sciencesconf.org:rumef2020:300545

Bekker, S., & Pop, I. (2020). **Instantanés de la situation des jeunes générations sur le marché du travail aux Pays-Bas**. *Revue Internationale Du Travail*, *159*(2), 213-235. https://doi.org/10.1111/ilrf.12158
Résumé La relation de travail Ștypiqueș perd du terrain aujourd'hui. Les jeunes sont particulièrement touchés par cette évolution. Dans ce contexte, les auteures examinent dans le détail le parcours d'insertion des générations arrivées sur le marché du travail des Pays-Bas entre 1985 et 2014, en procédant sur le modèle de l'analyse séquentielle des parcours de vie. Avec deux indicateurs spécifiques (niveau d'entropie et de turbulence), elles montrent que la trajectoire des cohortes qui s'insèrent après 2000, notamment en 2008, est effectivement plus accidentée, et ce malgré la politique de flexisécurité à l'honneur dans le pays. Les transitions vers l'emploi stable sont l'exception plutôt que la règle.

Bernard, S. (2020). **De l'indépendance des chauffeurs « haut de gamme » à la dépendance des chauffeurs « des applis »**. *Connaissance de l'emploi*, (162). Consulté à l'adresse http://ceet.cnam.fr/publications/connaissance-de-l-emploi/de-l-independance-des-chauffeurs-haut-de-gamme-a-la-dependance-des-chauffeurs-des-applis--1190178.kjsp
Les promoteurs de l'« ubérisation » aiment à vanter les vertus prétendument émancipatrices du travail indépendant favorisé par le déploiement des plateformes numériques. Cependant, l'enquête menée auprès de chauffeurs de VTC démontre qu'il s'accompagne au contraire d'un accroissement de leur dépendance. Initialement majoritaires, les chauffeurs « haut-de-gamme » tendent ainsi à être marginalisés au profit de l'expansion des chauffeurs « des applis ». Alors que les premiers parviennent à échapper à l'emprise des plateformes pour se ménager des conditions de travail et de rémunération favorables, les seconds se caractérisent à l'inverse par leur forte dépendance aux plateformes qui se solde par des conditions de travail et de rémunération dégradées. La position quasi-monopolistique d'Uber sur le marché du VTC renforce en outre cette dépendance en faisant émerger la figure du chauffeur « Uber » pour lequel la plateforme fait office d'employeur.

Bour, R. (2020). **Les salaires dans la fonction publique de l'État**. *Insee Première*, *1810*(1810). Consulté à l'adresse https://www.insee.fr/fr/statistiques/4634885?pk_campaign=avis-parution

En 2018, un salarié de la fonction publique de l'État (FPE) perçoit en moyenne 2 573 euros nets par mois en équivalent temps plein ; cette moyenne prend en compte tous les agents civils des ministères et des établissements publics, fonctionnaires ou non. En euros courants, le salaire net augmente de 0,6 %. Avec le regain de l'inflation, le salaire net moyen en euros constants se replie nettement (– 1,2 % en 2018 après + 1,0 % en 2017). Le salaire net moyen des fonctionnaires de la FPE baisse en euros constants de 1,4 % en 2018, tandis que celui des non-fonctionnaires diminue plus modérément (– 0,6 % en euros constants) principalement en raison de la baisse du nombre de contrats aidés, qui sont en moyenne moins rémunérés que les autres non-fonctionnaires. Les salaires baissent en euros constants à tous les niveaux de l'échelle salariale. Le salaire net des femmes reste inférieur de 13,5 % en moyenne à celui des hommes. L'écart à âge, grade, catégorie et statut égaux est de 3,0 %. Pour les salariés présents toute l'année en 2017 et en 2018 chez le même employeur et avec la même quotité de travail, soit près de deux salariés sur trois dans la FPE, le salaire net moyen est quasi stable en euros constants.

Bouvart, C., & Donne, V. (2020). **Taux de chômage et zones d'emploi : vers une nouvelle approche de la performance territoriale ?** *Document de travail de France stratégie*, (83). Consulté à l'adresse https://www.strategie.gouv.fr/sites/strategie.gouv.fr/files/atoms/files/fs-2019-na83-gains-monetaires-decembre.pdf
Appréhender la performance territoriale à l'aune du taux de chômage permet de mettre en lumière des spécificités propres aux territoires qui s'éloignent d'une approche purement économique: le chômage est aussi le catalyseur d'autres phénomènes sociaux, d'où son importance pour l'opinion publique mais aussi pour les autorités locales.À la différence de la plupart de ses partenaires européens, la France affiche depuis près de trente ans un taux de chômage relativement stable, à un niveau élevé, constamment supérieur à 8%. Cette inertie au niveau national recouvre cependant des situations territoriales très hétérogènes.Une étude des cartes du chômage localisé à la maille de la zone d'emploi, en 2018 mais également en 2006, permet de formuler plusieurs constats.

Bouvart, C., Donne, V., & Gaston. (2019). **Chômage et territoires : quels modèles de performance ?** *La note d'analyse de France stratégie*, (83), Décembre 2019. https://www.strategie.gouv.fr/sites/strategie.gouv.fr/files/atoms/files/fs-2019-na83-gains-monetaires-decembre.pdf
Avec la création du RMI en 1988, la France s'est dotée d'un dispositif universel de solidarité visant à protéger ses bénéficiaires des formes extrêmes de pauvreté. À cet objectif initial s'est ajouté le souci de ne pas décourager les ménages sans emploi de reprendre une activité : plusieurs disposi-tifs pérennes d'intéressement leur ont permis de cumuler prestations sociales et revenus d'activité. Où en est-on aujourd'hui de ces deux objectifs ? Une analyse sur cas-types depuis les années 2000 hors aides sociales locales fournit des éléments de réponse.

Dimova, R., & Stephan, K. (2020). **Emploi des jeunes et inégalité des chances: en quoi le monde arabe est-il différent?** *Revue Internationale Du Travail*, *159*(2), 237-264. https://doi.org/10.1111/ilrf.12157
Résumé Le marché du travail du Moyen-Orient et de l'Afrique du Nord se caractérise par un chômage des jeunes généralisé et par un nombre disproportionné de chômeurs

parmi les nouveaux diplômés. À partir des enquêtes du BIT sur le passage de l'école à la vie active menées en Égypte, Jordanie et Tunisie, les auteurs regardent si cela tient à l'inégalité des chances ou à des caractéristiques structurelles induisant des discordances entre offre et demande de travail. Les principales explications seraient le faible nombre d'emplois qualifiés disponibles et le peu de valeur accordée aux qualifications acquises dans le système de formation professionnelle.

Douglass, R. P., Autin, K. L., Buyukgoze-Kavas, A., & Gensmer, N. P. (2019). **Proactive Personality and Decent Work Among Racially and Ethnically Diverse Working Adults**. *Journal of Career Assessment*, *28*(3), 512-528. https://doi.org/10.1177/1069072719894571
Building from the psychology of working framework, we examined the moderating role of proactive personality in the attainment of decent work among a sample of racially and ethnically diverse employed adults in the United States (N = 238). We tested our hypotheses using structural equation modeling and found experiences of marginalization and economic constraints to have indirect associations with decent work via work volition. We also found marginalization, work volition, and career adaptability to have direct associations with decent work but found no support for proactive personality as a moderating mechanism. Our findings contribute to the growing literature examining how contextual variables are associated with securing decent work among diverse groups. We discuss practical implications along with future directions for research related to the psychology of working.

INSEE. (2020, juillet 2). **Emploi, chômage, revenus du travail - Emploi, chômage, revenus du travail. Edition 2020**. Consulté 29 août 2019, à l'adresse INSEE website: https://www.insee.fr/fr/statistiques/fichier/4504425/ECRT2020.pdf
L'Insee et la Dares présentent dans cette cinquième édition de l'Insee Références Emploi, chômage, revenus du travail un ensemble d'analyses et d'indicateurs portant sur le marché du travail.

Jabbar, H., Cannata, M., Germain, E., & Castro, A. (2019). **It's Who You Know: The Role of Social Networks in a Changing Labor Market**. *American Educational Research Journal*, *57*(4), 1485-1524. https://doi.org/10.3102/0002831219879092
Teacher labor markets are evolving across the United States. The rise of charter schools, alternative teacher certification, and portfolio districts are transforming teachers' access to employment, changing the way they search for and apply for jobs, and may also change the role that social networks play in the job search. However, we know little about how teachers use their networks to find jobs, particularly in increasingly fragmented local labor markets. We draw on interviews with 127 teachers in three districts chosen to reflect an increasing presence of charter schools: New Orleans, Detroit, and San Antonio. We find that the extent of fragmentation in a city's labor market drives the use of networks, with important implications for job access and equity.

Jan, M. (2020). ***L'égalité professionnelle dans la fonction publique territoriale: L'exemple de la Région Nouvelle-Aquitaine***. Consulté à l'adresse https://www.editions-harmattan.fr/index.asp?navig=catalogue&obj=livre&no=66267
Les collectivités territoriales s'engagent de plus en plus pour offrir à leurs agents une égalité professionnelle réelle entre les femmes et les hommes. Au-delà des dispositions légales contraignantes, les employeurs publics, conscients que cette égalité est un des leviers de transformation de l'action publique, ont décidé de s'engager plus largement

et de se soumettre à de nouvelles obligations. La Région Nouvelle-Aquitaine s'est pleinement engagée dans cette dynamique : elle a notamment signé la Charte européenne pour l'égalité entre les femmes et les hommes dans la vie locale (2017). Elle utilise le rapport sur la situation d'égalité entre les femmes et les hommes pour déployer sa stratégie et proposer un plan d'action pluriannuel, outil de connaissance des inégalités et de planification indispensable à une politique volontariste.

Kerbourc'h, J.-Y. (2020). **Les cadres et l'emploi Aspects légaux, conventionnels et statistiques**. *Document de travail France Stratégie*, (2020-07). Consulté à l'adresse https://www.strategie.gouv.fr/sites/strategie.gouv.fr/files/atoms/files/fs-2020-dt-cadres-emploi-aspects-legaux-02-juillet.pdf
Les cadres — toujours plus nombreux — représentent-ils une catégorie spécifique avec des caractéristiques communes, distinctes de celles des autres salariés ? Ou s'agit-il d'un agrégat hétérogène de salariés aux positionnements et aux responsabilités de plus en plus divers, et qui finalement se fondent progressivement dans l'ensemble des travailleurs ? France Stratégie apporte des éléments de réponse à ces questions dans une note de synthèse mobilisant notamment deux approches : l'une analyse les marqueurs entre cadres et non cadres en termes de catégories socio-professionnelles depuis les années 2000, l'autre examine la place des cadres dans le droit et les conventions collectives. Ce double regard permet de mieux cerner ce que sont les caractéristiques des cadres en termes de profil socio-économique et de conditions d'emploi.

Maggio, & Attewell. (2020). **The Surprising Labor Market Success of Part-Time Community College Students**. *Community College Journal of Research and Practice*, *44*(7), 528-543. https://doi.org/10.1080/10668926.2019.1616634
Considerable research has focused on the academic outcomes of part-time undergraduates, but few studies have addressed their post-college labor market outcomes. This study compares the post-college earnings of community college students based on different full-time, part-time, and stop-out trajectories during their first four semesters. Community college students who enroll part-time with no stop-outs during their first four semesters earn significantly more after college than full-timers. Part-timers who did stop out are earning at least as much as their full-time counterparts. These effects are evident both among those who graduate/earn 60 credits and among those who do not. Compared to consistent full-time enrollees, two groups of community college undergraduates have significantly lower post-college earnings in the full sample: full-timers who interrupt their studies with a stop-out and persons who mix full-time with part-time and stopping-out.

Naboulet, A., & Rouault, J. (2020). **Quelle évolution des cadres depuis vingt ans ? Analyse portant sur la catégorie des cadres et professions intellectuelles supérieures**. *Document de travail France Stratégie*, (2020-06). Consulté à l'adresse https://www.strategie.gouv.fr/sites/strategie.gouv.fr/files/atoms/files/fs-2020-dt-evolution-cadres-02-juillet.pdf
Les cadres — toujours plus nombreux — représentent-ils une catégorie spécifique avec des caractéristiques communes, distinctes de celles des autres salariés ? Ou s'agit-il d'un agrégat hétérogène de salariés aux positionnements et aux responsabilités de plus en plus divers, et qui finalement se fondent progressivement dans l'ensemble des travailleurs ? France Stratégie apporte des éléments de réponse à ces questions dans

une note de synthèse mobilisant notamment deux approches : l'une analyse les marqueurs entre cadres et non cadres en termes de catégories socio-professionnelles depuis les années 2000, l'autre examine la place des cadres dans le droit et les conventions collectives. Ce double regard permet de mieux cerner ce que sont les caractéristiques des cadres en termes de profil socio-économique et de conditions d'emploi.

Observatoire des inégalités. (2020, juillet 15). **Qui sont les chômeurs de longue durée ?** Consulté 7 septembre 2020, à l'adresse Observatoire des inégalités website: https://www.inegalites.fr/Qui-sont-les-chomeurs-de-longue-duree
Les plus âgés sont les plus touchés par le chômage de longue durée. Parmi les personnes au chômage depuis plus d'un an, 90 % sont ouvriers ou employés. 83 % sont peu diplômés et titulaires, au mieux, du baccalauréat. Extrait du Centre d'observation de la société.

Procaccia, C. ***Proposition de loi tendant à dynamiser l'emploi des jeunes à travers la création d'un statut de junior-entrepreneur***. , Pub. L. No. Texte n°662 (2020).
Prouet, E., & Naboulet, A. (2020). **Les cadres aujourd'hui : quelles spécificités ?** *Note de synthèse France stratégie*. Consulté à l'adresse https://www.strategie.gouv.fr/sites/strategie.gouv.fr/files/atoms/files/fs-2020-ns-cadres-02-juillet.pdf
Les cadres — toujours plus nombreux — représentent-ils une catégorie spécifique avec des caractéristiques communes, distinctes de celles des autres salariés ? Ou s'agit-il d'un agrégat hétérogène de salariés aux positionnements et aux responsabilités de plus en plus divers, et qui finalement se fondent progressivement dans l'ensemble des travailleurs ? France Stratégie apporte des éléments de réponse à ces questions dans une note de synthèse mobilisant notamment deux approches : l'une analyse les marqueurs entre cadres et non cadres en termes de catégories socio-professionnelles depuis les années 2000, l'autre examine la place des cadres dans le droit et les conventions collectives. Ce double regard permet de mieux cerner ce que sont les caractéristiques des cadres en termes de profil socio-économique et de conditions d'emploi.

Stennek, J. (2020). **Why Unions Reduce Wage Inequality: A Theory of Domino Effects***. *The Scandinavian Journal of Economics*, *122*(3), 1045-1072. https://doi.org/10.1111/sjoe.12357
Numerous empirical studies show that unions reduce wage differences. I demonstrate that their motive might be a mix of fairness and strategy, maximizing the use of union bargaining power in the presence of efficiency wages. Unions can push primarily for raising the lowest wages, and still not sacrifice higher wages much, if the employers themselves increase higher wages to protect efficiency-enhancing wage differences. If these "domino effects" are strong enough, then an egalitarian wage policy might even increase the median wage.

Tokar, D. M., Savickas, M. L., & Kaut, K. P. (2019). **A Test of the Career Construction Theory Model of Adaptation in Adult Workers With Chiari Malformation**. *Journal of Career Assessment*, *28*(3), 381-401. https://doi.org/10.1177/1069072719867733
The present study examined the career construction theory (CCT) model of adaptation using a sample of working adults diagnosed with Chiari malformation. Specifically, we

tested a mediation model in which adaptivity (i.e., proactivity, openness, and conscientiousness) fosters adaptability, which conditions adapting (i.e., competence need satisfaction at work), which leads to adaptation (i.e., work well-being and subjective well-being). Results of structural equation modeling supported all of the hypothesized direct and indirect relations between CCT constructs, thus providing strong support for the applicability of the model of adaptation among workers with Chiari malformation. Prior to testing the model of adaptation, we examined and found support for the hypothesized hierarchical structure of the Career Adapt-Abilities Scale–Short Form, a recently developed operationalization of career adaptability.

Métiers de l'éducation

Alazmi, M. S., & Al-Kubaisi, H. S. (2020). **School principals' perceptions on the diversification of school financing sources: A study using Delphi method**. *Management in Education*, *34*(3), 94-106. https://doi.org/10.1177/0892020619897372
The study aims to identify the perceptions of the principals of public schools in Kuwait regarding the importance of diversifying the sources of school financing, the actual measures taken to increase the sources of school financing and the obstacles in the way of increasing the sources of school financing. The study uses the futures studies' methodology through implementing Delphi method to achieve the objectives of the study. The implementation of Delphi technique is conducted in four consecutive rounds on a sample of experts in the study area consisting of 25 distinguished school principals in the educational areas, during the second semester of the academic year 2017/2018. The study concluded a number of results, the most important of which are: (1) school principals are convinced of the need to diversify school financing sources and increase its sources in light of the high prices and limited budget granted by the government for this purpose; (2) there are specific measures for increasing the support for school financing, the most important of which is to urge parents and society institutions to donate to schools in order to help fill the budget shortfall; (3) there are obstacles which face the attempts to increase the sources of school financing which are legal, regulatory and community partnership-based obstacles. The study came up with several recommendations that would contribute to diversifying school financing sources.

Boucher, C. L. (2020). **Se risquer à se forger comme jeune chercheur, un défi dans les écritures de la thèse**. *Interpares*, (8), 17-24. https://halshs.archives-ouvertes.fr/halshs-02901104
L'écriture scientifique, centrale dans la recherche et la production de la thèse, est paradoxalement peu réfléchie et questionnée. Appuyé sur la littérature scientifique et l'expérience personnelle de l'auteur, cet article expose plusieurs finalités et dimensions de l'écriture. Les difficultés d'écriture sont aussi causées par la multiplicité et les contradictions entre les enjeux de cette écriture scientifique. La reconnaissance en est un enjeu crucial. Il en est de même pour la portée heuristique et la réflexivité scientifique de l'écriture comme instrument de pensée.

Brodin, E. M., & Avery, H. (2020). **Cross-Disciplinary Collaboration and Scholarly Independence in Multidisciplinary Learning Environments at Doctoral Level and Beyond**. *Minerva*, *58*(3), 409-433. https://doi.org/10.1007/s11024-020-09397-3

The aim of this study is to investigate how patterns of collaboration and scholarly independence are related to early stage researchers' development in two multidisciplinary learning environments at a Swedish university. Based on interviews with leaders, supervisors, doctoral students, and post docs, results show how early stage researchers' development is conditioned by their relative positions in time (career stage) and space (geographical and epistemic position). Through the theoretical notions of 'epistemic living space' and 'developmental networks', four ways of experiencing the multidisciplinary learning environment were distinguished. Overall, the environments provided a world of opportunities, where the epistemic living space entailed many possibilities for cross-disciplinary collaboration and development of scholarly independence among peers. However, depending on the members' relative positions in time and space, this world became an alien world for the post docs who had been forced to become "over-independent" and find collaborators elsewhere. Moreover, it became an avoided world for absent mono-disciplinary supervisors and students who embodied "non-collective independence", away from the environments' community. By contrast, a joint world emerged for doctoral students located in the environment, which promoted their "independent positioning" and collaborative ambitions. Thus, early stage researchers' collaboration and development of scholarly independence were optimised in a converged learning space, where the temporal and spatial conditions were integrated and equally conducive for learning. Based on these results, the authors provide suggestions for how to improve the integration of scholars who tend to develop away from the community because of their temporal and spatial positions.

Bruno, P., Rabovsky, S. J., & Strunk, K. O. (2019). **Taking Their First Steps: The Distribution of New Teachers in School and Classroom Contexts and Implications for Teacher Effectiveness**. *American Educational Research Journal*, *57*(4), 1688-1729. https://doi.org/10.3102/0002831219882008

Novice teachers' professional contexts may have important implications for their effectiveness, development, and retention. However, due to data limitations, descriptions of these contexts are often unidimensional or vague. Using 10 years of administrative data from the Los Angeles Unified School District, we describe patterns of new teacher sorting using 24 context measures organized along three dimensions—intensity of instructional responsibilities, homophily, and colleagues' qualifications—and use school-level survey data to measure a fourth dimension. professional culture. Relative to more experienced teachers, novice teachers have placements that are more challenging along the first three dimensions, and composite measures of the dimensions are differentially predictive of teachers' outcomes. This suggests that policymakers should carefully consider placements to better support novice teachers.

Chu, M.-W., Craig, H. L., Yeworiew, L. B., & Xu, Y. (2020). **Teachers' Unpreparedness to Accommodate Student Needs**. *Canadian Journal of School Psychology*, *35*(3), 210-224. https://doi.org/10.1177/0829573520916610

Many students require special education and programming to succeed in the classroom. This study analyzed international and national assessment teacher survey data regarding inclusive education to better characterize student classroom needs and teacher preparedness to support them. Most teachers indicated that they relied on teacher-based accommodations and some teachers did not have access to external resources. While many teachers did not indicate receiving adequate teacher

training courses and professional development (PD) on inclusive education, results indicate students from classrooms in which teachers took inclusive education PD statistically significantly outperform their peers (F[1, 5.2] = 526.60, p < .05). As school psychologists support teachers in their classrooms to meet the needs of all their students, it is important for school psychologists to consider the minimal training and lack of PD attended by these teachers coupled with their relaxed attitude toward attending PD on teaching students with special needs.

Coloma, R. S. (2020). **Unresolved feelings: notes on pleasure and pain from an accidental educator**. *International Journal of Qualitative Studies in Education*, *33*(6), 649-662. https://doi.org/10.1080/09518398.2020.1720853
This essay – written autobiographically as a confession – charts uncomfortably and reflexively salient experiences and emotions of a queer educator of color. It unveils and analyzes unresolved feelings as messy examples in his journey as an urban school teacher, as a graduate student, and eventually as a university academic and administrator. In particular, it foregrounds the pleasure-pain dynamic that will be addressed, although often intertwined, separately for fuller exposition and examination. Drawing interpretive and methodological insights from women of color feminism, the essay enacts a theorizing from the personal to work against facile understanding of the cultural politics of identity and emotion. Rather, it marks a queer of color critique that is grounded in feminist theorizing as a framework and language for a more livable and humane world.

Coste, S., & Priou, N. (Éd.). (2010). **Profs : exécutants ou concepteurs ? (Dossier)**. *Cahiers pédagogiques*, (562). Consulté à l'adresse https://www.cahiers-pedagogiques.com/No-562-Profs-executants-ou-concepteurs
Comment les enseignants, individuellement et collectivement, interprètent-ils des textes officiels apparemment intrusifs de manière à stimuler leur créativité ? Comment s'approprient-ils des situations matérielles, organisationnelles, sociales fortement contraignantes ?

Crick, K. A., Larson, L. M., & Seipel, M. T. (2019). **Non-Tenure Track Faculty Satisfaction: A Self-Determination Model**. *Journal of Career Assessment*, *28*(3), 425-445. https://doi.org/10.1177/1069072719870681
Full-time non-tenure track faculty, commonly referred to as NTT faculty, are increasingly utilized in higher education and shoulder much of the teaching load within academic institutions. Self-determination theory (SDT) has shown promise as a conceptual frame for characterizing the relationship between environmental support factors and NTT faculty satisfaction. Full-time NTT faculty were sampled nationwide (N = 3,527) to investigate an SDT-based model positing basic psychological needs (i.e., volitional autonomy and relatedness) as mediators between six environmental support indices and NTT faculty satisfaction (i.e., teaching/service and global satisfaction). Structural equation model results showed volitional autonomy and relatedness fully mediated the relationships between the six environmental supports and both indices of faculty satisfaction. Results highlight the utility of basic psychological needs in understanding the relationships between the environment and NTT faculty satisfaction. Implications, future directions, and limitations are also presented.

Culver, K. C., Young, R. L., & Barnhardt, C. L. (2020). **Communicating Support: Examining Perceived Organizational Support among Faculty Members with Differing Appointment Types**. *Innovative Higher Education*, *45*(4), 299-315. https://doi.org/10.1007/s10755-020-09503-z
Given the changing landscape of postsecondary faculty employment, institutions benefit from understanding how organizational policies and behaviors affects the faculty's perception of organizational support. Using data from faculty members, including those with contingent and part-time appointments, at a single institution in the western United States, this study examined how the faculty's perceptions of structures and behaviors at the departmental, college, and campus levels affect their perception of organizational support. Results suggest that part-time faculty members are significantly less likely to feel supported; however, as their perceptions of being valued by college and senior administrators increase, so do their perceptions of support. Findings suggest avenues for organizational leaders to promote commitment among all faculty members.

Cutts, Q. M. (2020). **More than casual concern: critical Black pedagogical excellence and the Asa G. Hilliard, III teacher preparation framework**. *International Journal of Qualitative Studies in Education*, *33*(7), 709-728. https://doi.org/10.1080/09518398.2020.1753258
With a tenure in education of more than 30 years prior to his physical transition in 2007 and experience working in various school settings throughout the United States and on the African continent, Dr. Asa Grant Hilliard, III (Nana Baffour Amankwatia) is recognized as an eminent historian, psychologist, researcher, critical Black pedagogue, and teacher educator. Using his work on cross-cultural teaching, inter/multicultural imperatives, leading in teacher education, and African American perspectives of teacher education, I propose the Hilliard Teacher Preparation Framework (HTPF) and model emphasizing the importance of the teacher preparation context, content, and clinical experiences. I outline the impetus for incorporating critical Black pedagogues in teacher preparation and describe my positionality as influenced by Hilliard's work and mentoring. I conclude with suggestions for applying the HTPF to teacher preparation to transform, restructure, or construct rigorous programs that adopt and encapsulate Hilliard's critical Black pedagogical excellence.

Daniels, K., Bower, K., Burnett, C., Escott, H., Hatton, A., Ehiyazaryan-White, E., & Monkhouse, J. (2020). **Early years teachers and digital literacies: Navigating a kaleidoscope of discourses**. *Education and Information Technologies*, *25*(4), 2415-2426. https://doi.org/10.1007/s10639-019-10047-9
For many young children in developed countries, family and community life is mediated by digital technology. Despite this, for early years educators, the process of integrating digital technologies into classroom practice raises a number of issues and tensions. In an attempt to gain insights from early years teachers, we draw from semi-structured interview data from ten practising teachers which explored their perspectives on digital technologies within their personal and professional lives, and of children's use of digital technologies within and outside educational settings. Our analysis builds on previous work that suggests that teachers draw on multiple discourses related to conceptualisations of childhood when thinking about digital technology and young children. In this paper we contribute to these discussions, drawing specifically on examples from the data where teachers articulate their understandings of children's

use of digital technology where this relates directly to children's literacy practices. We assert that narrow conceptualized notions of literacy, compounded by national imperatives to raise print literacy standards, add another layer of discursive complexity that comes to the fore when teachers are asked to provide a rationale for the promotion of digital literacies in early years classrooms. A broader framing of literacy therefore, is needed if the potential of digital technologies in the early years is to be realized.

Dupeyron, J.-F. (2020). **L'exemplarité des enseignants et des éducateurs**. *Le Telemaque*, *N° 57*(1), 75-91. http://www.cairn.info/revue-le-telemaque-2020-1-page-75.htm
Parmi les différents aspects des « crises » touchant l'éducation scolaire contemporaine, la question de l'exemplarité de l'enseignant et de l'éducateur nous semble occuper une place non négligeable : les professionnels se trouvent chargés de la responsabilité d'incarner ou d'illustrer de façon irréprochable un modèle de comportement que l'institution scolaire, en raison de sa crise permanente, ne soutient guère par sa propre légitimité. Cet article étudie donc la question de l'éthique de l'exemplarité comme modèle possible d'action éducative : que signifie ce modèle ? Est-il pertinent et légitime ? L'argumentation se nourrit du retour aux Anciens (Plutarque, les Stoïciens, Montaigne) mais pose également de façon plus actuelle la question de la nature du savoir éthique construit ou transmis par les postures d'exemplarité.

Durand-Paute, R. (2019). ***L'apport des Groupes de Formation à l'Analyse de Pratiques Professionnelles((GFAPP) dans le développement d'un capital émotionnel ad hoc : études de cas des perceptions des enseignants stagiaires du second degré en formation initiale et professionnalisante.*** (Phdthesis, Université Paul Valéry - Montpellier III). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-02921406
Bien des professeurs stagiaires de lycées/collèges (PLC) dont les formateurs ont la charge en période de formation initiale et professionnalisante rencontrent de nombreux écueils dans la relation pédagogique qui les lie à leurs apprenants. Ces enseignants, pour la plupart novices, attendent alors une réponse des centres qui se doivent de leur donner des outils pour pallier leurs difficultés relationnelles diverses et éviter ainsi un mal-être, des attitudes défensives, un épuisement professionnel voire même une forme de désespoir quant à la poursuite de leur carrière. Cependant, on observe encore aujourd'hui que la formation n'accorde que peu d'importance au savoir-être du pédagogue, hormis la mise en place de Groupes de Formation à l'Analyse de Pratiques Professionnelles (GFAPP). Pourtant, l'activité enseignante faite de la dimension émotionnelle au travail suppose des compétences émotionnelles. (Gendron) telles que la confiance, en soi, la maîtrise de soi, l'empathie, savoir gérer des conflits, l'adaptation et le leadership…Aussi, dans cette thèse, nous nous demanderons si les GFAPP contribuent au développement d'un capital émotionnel ad hoc, ce dernier étant constitué d'une accumulation de compétences émotionnelles utiles en pédagogie.

Earley, P. (2020). **Surviving, thriving and reviving in leadership: The personal and professional development needs of educational leaders**. *Management in Education*, *34*(3), 117-121. https://doi.org/10.1177/0892020620919763

Farges, G. (2020). **Note critique de Robert, A. D. et Carraud, F. (2018). Professeurs des écoles au XXIe siècle : portraits socioprofessionnels**. *Recherche et formation*. Consulté à l'adresse https://journals.openedition.org/rechercheformation/4630

Fuller, K., Moorosi, P., Shah, S., & Showunmi, V. (2020). **Coming full circle: The Gender and Leadership Research Interest Group**. *Management in Education*, *34*(3), 115-116. https://doi.org/10.1177/0892020620910099

Garcia, L. E. R. (2019). ***Teacher training in Cuba at the Pedagogical and Linguistic Sciences interface (phono traits - prosodic in FLE)*** (Phdthesis, Université Montpellier ; Universidad de Sancti Spíritus « José Martí Pérez » (Sancti Spíritus, Cuba)). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-02900662
The in-service training of teachers in Cuba has become a field of study and, at the same time, a concern of the government and the entire university community, as it constitutes a strategic framework for improving and transforming the educational processes developed at this level.This accelerated development of science in the world requires university graduates, and in particular teachers, to adopt an attitude of continuous improvement that allows them to update their knowledge in the sciences with which they work.At present, current professional development remains insufficient and the university increasingly requires a change in educational objectives to become a true development organization. This implies that professional development must be a priority, which provides and promotes the preparation that teachers lack in some areas. In accordance with the diagnosis of each person, in such a way as to allow the mastery of the subject, the solidity of his scientific and pedagogical knowledge, the development of the capacities necessary for the planning and successful orientation of the teaching-education process.In the context of the transformations of higher education in Cuba and more particularly the training of foreign language teachers, the teaching of French as a foreign language (FLE) is a priority.The purpose of this research is to study the process of training university teachers and its objective is to build an in-service training program that contributes to the preparation of FLE teachers for the treatment of the phono-prosodic characteristics of French. The theoretical contribution lies in the philosophical, sociological, psychological and pedagogical support of the training programme and in the pedagogical requirements that guide the training of teachers, as well as in the definition of the phono-prosodic traits of French, which will enrich the teaching of French as a foreign language in this sense. The practical contribution lies in the programme, which consists of five areas and a set of actions that are integral and logical in nature. The actions are part of the professional development of the Faculty of Pedagogical Sciences of the University of Sancti Spiritus in Cuba. The proposed programme is evaluated using an expert criterion, an experiment and an interview survey.

Guidetti, G., Viotti, S., & Converso, D. (2020). **The interplay between work engagement, workaholism, emotional exhaustion and job satisfaction in academics: A person-centred approach to the study of occupational well-being and its relations with job hindrances and job challenges in an Italian university**. *Higher Education Quarterly*, *74*(3), 224-239. https://doi.org/10.1111/hequ.12239
The aim of this study was to analyse the occupational well-being of academics by using a person-centred approach. Data was collected by an online self-report questionnaire involving the academic population of a large Italian university. Cluster analysis showed

the presence of four significantly different clusters, that were labelled engaged-satisfied, engaged-workaholic, exhausted-workaholic and detached. Multivariate analysis of variances showed significant differences between clusters regarding well-being dimensions, and the perception of work demand on academics as sources of hindrance or challenge. The findings of this study suggested, for the first time, the existence of a well-being typology within the academic context, considering aspects, such as workaholism, that have been rarely taken into account. Moreover, it has been shown that the well-being profile can influence the way in which academics perceived academic work demands, highlighting the potentialities of analysing well-being profile in order to identify employees who are more or less at risk.

Haeruddin, M. I. M., Pick, D., & Thein, H. H. (2020). **Resistance and compliance in women's academic identity work in the Global South**. *Higher Education Quarterly*, *74*(3), 257-272. https://doi.org/10.1111/hequ.12204
The aim of this study is to explore women academic's identity work in the context of the Global South (Indonesia). This is done by examining how the interplay between macro-level social, cultural and political influences and micro-processes produce moments of compliance and resistance. To this end, the following research question is posed: What is the nature of identity work among women academics in higher education institutions of the Global South where there are shifting and conflicting social and cultural conditions? This study contributes by illuminating the ways in which women comply with or resist traditional and contemporary organisational and occupational structures that produce gender inequality. It also contributes to understanding how the interplay of power and resistance influences women's academic identity work in developing nations.

Jarraud, F. (2020a, juillet 18). **La médiatrice s'attaque au harcèlement dans l'Education nationale**. Consulté 1 septembre 2020, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2020/07/18072020Article637306645391617882.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=503810
Déni, sous-estimation du risque, suppression à venir de la principale instance qui puissent aider les victimes, le rapport de la médiatrice de l'Education nationale, Catherine Becchetti Bizot ose soulever un sujet d'importance : le harcèlement des personnels dans l'Education nationale. Son rapport invite l'institution à clarifier le rôle des différents intervenants..

Jarraud, F. (2020b, juillet 24). **Les salaires des enseignants anglais augmentés de 3.1%**. Consulté 1 septembre 2020, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2020/07/24072020Article637311809088163779.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=503888
Le gouvernement britannique vient de décider une hausse des salaires des enseignants anglais de 3.1% en 2021. De tous les agents publics, les enseignants reçoivent la plus forte augmentation et elle est motivée par leur suivi des élèves durant la crise sanitaire. Elle est de 2.8% pour les docteurs et de 2.5% pour les policiers. Cette augmentation est décidée alors que les écoles ne rouvriront qu'à la rentrée. Cette revalorisation a aussi ses limites. D'une part elle survient après 7 années de gel salarial et au moment où l'inflation augmente. D'autre part les employeurs locaux des enseignants vont avoir à

financer cette hausse dans des budgets non extensibles. L'augmentation des uns pourrait être compensée par des réductions d'effectifs.

Jarraud, F. (2020c, juillet 24). **Les salaires enseignants en baisse accélérée en 2018**. Consulté 1 septembre 2020, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2020/07/24072020Article637311809161762116.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=503888
Selon l'Insee, les salaires des enseignants ont baissé deux fois plus vite que ceux des autres fonctionnaires en 2018. La baisse est de -1.5% pour les enseignants contre -0.9% pour les autres fonctionnaires sur la période 2017-2018. « Ce ralentissement provient notamment de l'absence de revalorisation du point d'indice, après deux augmentations successives de 0,6 %, en juillet 2016 puis en février 2017. Il s'explique également par le report à 2019 de la poursuite de l'application du protocole relatif aux parcours professionnels, aux carrières et aux rémunérations de la fonction publique (PPCR) pour les fonctionnaires et, dans une moindre mesure, par le rétablissement du jour de carence ». Si cette publication de l'Insee est annuelle, cette évolution ne s'est pas retrouvée tous les ans. En 2016, les salaires des enseignants, selon l'Insee, ont augmenté 4 fois plus vite que ceux des autres fonctionnaires…

Jarraud, F. (2020d, juillet 24). **Sandrine Garcia : Contre le prof bashing, les connaissances**. Consulté 1 septembre 2020, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2020/07/24072020Article637311809182545095.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=503888
« Aucun élément n'accrédite que les effets délétères du confinement sur les acquisitions scolaires des enfants sont principalement imputables aux enseignants, ni même à une fraction d'entre eux. Ce sont bien plus les caractéristiques mêmes de l'enseignement numérique qui peuvent l'expliquer ». Sandrine Garcia (IREDU) réagit à la campagne de prof-bashing ens e basant sur les résultats de l'enquête ELFE et annonce une enquête sur les effets du confinement en CM1. Elle souligne les limites de la « continuité pédagogique ».

Johnson, L. P. (2020). **Professor in residence model for queering the edges of school: a project in humanizing methodology and love**. *International Journal of Qualitative Studies in Education*, *33*(6), 634-648. https://doi.org/10.1080/09518398.2020.1735562
Through my work with Black youth, in the form of writing and literacy research, I have engaged with them on the edges of school. I joined students in hallways, offices, libraries, and lunch rooms to engage in dialogue with them about being and becoming. At the intersection of my conducting literacy research and being (queer, Black, female, mother, teacher, and scholar) on the edge of school is that literacy is crucial in subverting oppressive racial, body, beauty, and gender politics as well as in restoring spaces for individual and communal change, growth, and love. Using Black Feminist Thought and an Endarkened Feminist Epistemology, this study examined my teaching, researching, and being (queer) on the edge of West High School and illuminated my experiences with three youths, Ava, Nilah, and Jabir, in order to provide insight into how a Professor in Residence model might be used to queer educational spaces, beginning with those of the edges of school.

Korom, P. (2020). **How Do Academic Elites March Through Departments? A Comparison of the Most Eminent Economists and Sociologists' Career Trajectories**. *Minerva*, *58*(3), 343-365. https://doi.org/10.1007/s11024-020-09399-1
This article compares the career trajectories and mobility patterns of Nobel Laureates in economics with those of highly cited sociologists to evaluate a theory advanced by Richard Whitley that postulates a nexus between the overall intellectual structure of a discipline and the composition of its elite. The theory predicts that the most eminent scholars in internally fragmented disciplines such as sociology will vary in their departmental affiliations and academic career paths, while disciplines such as economics with strong linkages between specialties and shared standards of excellence will be dominated by a more homogeneous elite. The comparison provides strong empirical evidence in favor of Whitley's theory. The careers of the most eminent economists are closely tied to the top five departments of the discipline, whereas the career pathways to eminence in sociology are largely unpredictable.

Labelle, A. (2020). ***Le travail d'éducation au sein des lieux de vie de la protection de l'enfance et de la jeunesse : comparaison entre France et Québec.*** (Phdthesis, Université de Lille). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-02904426
Notre recherche s'attache à comprendre de quelle manière s'inscrit la cognition des acteurs du travail d'éducation spécialisée dans les variables culturelles et d'interaction sociale, en proposant une méthodologie issue des travaux de la didactique professionnelle et de la théorie des champs conceptuels. Notre travail lie analyse de l'activité des éducateurs (niveau micro), et étude des contextes culturels d'échanges (niveau macro) dans lesquels se déroule celle-ci, dans une démarche compréhensive et qualitative. La comparaison entre France et Québec permet de faire apparaître des éléments particulièrement saillants concernant le travail d'éducation au sein de ces deux contextes. Nous les lierons avec l'évolution libérale transversale aux deux nations, pour penser les échanges possibles, notamment en termes d'outils et de pratiques, mais aussi en termes de formation professionnelle et de ses liens avec la recherche.

LAPIERRE, L. (2020). ***La place et les fonctions des membres de l'équipe technique dans un projet de design pédagogique: Spécialité, rôle et contribution***. Consulté à l'adresse https://liseo.ciep.fr/doc_num.php?explnum_id=12623
Dans l'évolution récente les cours en ligne ont pris beaucoup d'ampleur. Ce type de cours prend des formes variées allant du cours synchrone offert par visioconférence au cours asynchrone autoporté conçu et diffusé dans un environnement numérique (plateforme ou site Web) en passant par les cours hybrides. Ce guide aide les établissements à comprendre la place essentielle qu'occupe l'équipe technique dans l'implantation d'un cours à distance. Plusieurs facteurs déterminent le nombre de membres dans l'équipe et leur fonction dont, en particulier, les ressources financières, les besoins pédagogiques et les choix d'outils techniques permis ou imposés par l'établissement.

Lee, J. J., & Haupt, J. P. (2020). **Winners and losers in US-China scientific research collaborations**. *Higher Education*, *80*(1), 57-74. https://doi.org/10.1007/s10734-019-00464-7
This study examined the patterns and nature of science co-publications between the USA and China. Based on a scientometric study of Scopus co-publications over the past 5 years, the results demonstrated a continuous rise of bilateral collaboration

between the two countries. Challenging the US political rhetoric and attempts to curb international research engagement with China, the findings demonstrated ways that China plays a leading role in US-China research collaboration, based on first authorship and governmental funding patterns. Findings also showed that over the past 5 years, US research article publications would have declined without co-authorship with China, whereas China's publication rate would have risen without the USA. Using zero-sum and positive-sum frameworks, this study shows the benefits of US collaboration with China for both the US nation-state and global science.

Li, M., & Yang, R. (2020). **Enduring hardships in global knowledge asymmetries: a national scenario of China's English-language academic journals in the humanities and social sciences**. *Higher Education*, *80*(2), 237-254. https://doi.org/10.1007/s10734-019-00476-3
Since the 2000s, China has been fast establishing English-language academic journals to further internationalize research. This article delineates a national scenario of such journals in the humanities and social sciences (HSS) and explores their efforts and predicaments in bringing China's HSS research to the world. Based on first-hand data collected empirically through interviews and documents, it shows that HSS English-language journals in China attempt to challenge yet are conditioned at the same time by the imbalanced international knowledge structure. While still at a preliminary stage of development in terms of quantity and quality, the journals have already been confronted with major challenges including English language hurdles, unfavorable position in research evaluation systems, unfamiliarity with standards of international academic writing and publishing, and tensions between international ambition and local commitment. This article argues that HSS journals in non-Western societies including China need to strike a balance between their contemporary bid for international visibility and long-term contribution to multiple perspectives in global HSS research.

Lindacher, T. (2020). **Perceptions of regular and special education teachers of their own and their co-teacher's instructional responsibilities in inclusive education: A case study**. *Improving Schools*, *23*(2), 140-158. https://doi.org/10.1177/1365480220906697
Co-teaching is fundamental to inclusive education. However, the way co-teaching is implemented, varies considerably, and establishing and allocating instructional responsibilities does not follow a standardized pattern. This study is based on four cases – two located at traditional secondary schools and two at newly created community schools – and includes semi-structured in-depth interviews with four regular teachers and four special education teachers. It aims at providing insight into how co-teaching partners in Germany perceive their own and their partner's instructional responsibilities. Data are analyzed with a structuring technique of qualitative content analysis. It becomes evident that the partners in each case do not always follow identical instructional intents. Nonetheless, different types of teacher knowledge seem to complement each other effectively in co-teaching relationships. Although, of course provided primarily for pupils with special needs, special education expertise also seems to support pupils without such needs. The results indicate a need to secure and integrate co-teaching relationships structurally into a school's development process. The article concludes with some options for development in practice.

Mansouri Nejad, A., Qaracholloo, M., & Rezaei, S. (2020). **Iranian doctoral students' shared experience of English-medium publication: the case of humanities and social sciences**. *Higher Education*, *80*(2), 255-271. https://doi.org/10.1007/s10734-019-00478-1
The present study was an attempt to explore international English-medium publication in humanities and social sciences in Iran. In so doing, 50 PhD students from 8 humanities and social sciences disciplines, who had already published or attempted to publish in English-medium journals, were requested to write reflection guide accounts and to take part in follow-up semi-structured interviews. The reflection guide and interview data were analyzed based on the principles of grounded theory research yielding the four major themes of motivations, hurdles, strategies, and call for support. The results indicated that the Iranian PhD students in the fields of humanities and social sciences are strongly motivated to publish in English-medium journals though they face considerable discursive and non-discursive challenges too. Moreover, although they pursue some strategies to rise to these challenges, they could not fight them off on their own and claim support by other more competent academics and officials. The authors also call for a firm action plan to improve the status of English-medium publication in humanities and social sciences. The action plan could count on support from more experienced doctoral students, professors and other university level officials, editors, reviewers, and high-level national policymakers.

Martinez, M. A., Rivera, M., & Marquez, J. (2019). **Learning From the Experiences and Development of Latina School Leaders**. *Educational Administration Quarterly*, *56*(3), 472-498. https://doi.org/10.1177/0013161X19866491
Purpose: With the rise of the Latinx student population in the United States and the urgency to meet the needs of this diverse community, there has been an increased concern and interest in preparing more Latinx educators and school leaders. This study contributes to this knowledge base by centering the voices and experiences of four Latina school leaders in the United States. All of the school leaders were current or former school principals and/or assistant principals at the time of the study, with three being from Texas and one from California. Research Approach: Drawing on the methodological tenets of testimonio, this study asked: What are Latina school leaders' professional experiences like, both positive and negative, given the intersectionality of their social identities? Utilizing intersectionality as a theoretical framework provided the means to analyze and understand Latina school leaders' multiple social identities and the role that such identities played in their professional roles and career trajectories as school leaders within the larger context of educational politics and systemic inequities. Findings: Testimonios of participants centered on four themes related to how they confronted gender roles and expectations of motherhood, the criticality of mentorship, how they confronted and addressed racism and sexism, and harnessed bilingualism to empower self and others. Implications: Findings help inform those seeking to meet the needs of our growing Latinx student population, including school district administrators, current and upcoming school leaders, and those working to prepare a more diverse school leadership pipeline.

Merchant, W., Read, S., D'Evelyn, S., Miles, C., & Williams, V. (2020). **The insider view: tackling disabling practices in higher education institutions**. *Higher Education*, *80*(2), 273-287. https://doi.org/10.1007/s10734-019-00479-0
This paper reports on research about the experiences of disabled staff members in UK universities, drawing on eleven semi-structured interviews with disabled staff in one

university, alongside a group auto ethnography conducted by the first four authors, all of whom identified as disabled academics. Disability is generally considered to be predominantly an issue for students, both in practice and in the literature. By contrast, taking a social practice approach, we focused on the barriers faced by disabled employees, both overt and hidden. We found that disability was still viewed as a medical problem, and that disabled members of staff faced considerable extra labour in organising their own supports. We were often made to feel that we were unwanted and that we were 'misfits' in the institution. This paper contributes to theory by showing how social practices can become exclusionary, and how interconnections between practices matter. We discuss ways in which ableism, based on the ideal of 'individual' excellence, creates barriers for disabled staff. In the global context of Higher Education, the increasing marketization of universities in higher income countries creates a difficult climate for the values of inclusion.

Michael, V. (2020). ***Media Education in Finnish Teacher Education: A Case Study of Pre-Service Teacher Education Students***. Consulté à l'adresse https://trepo.tuni.fi/handle/10024/122073

The highly digitalized and media saturated lives of people around the world has engendered the need for media education across every stratum of society. This media landscape has created some unique opportunities as well as challenges, thereby warranting the implementation and integration of media education. Arguably, the best place to begin introducing comprehensive and systematic media education is in the classroom, at the school level, and within the curricular scaffolding of the compulsory education system. Towards this end, The Finnish National Core Curriculum for Basic Education was designed to include media education elements in the form of the transversal competencies of 'ICT Competence' and 'Multiliteracy'. The curriculum requirement for the inclusion and assimilation of media education in comprehensive schools, combined with the aforementioned media landscape which children and youth inhabit, logically entail that teachers in Finland be prepared and equipped to teach about the media as well as with the media. Contrary to this, recent studies have shown that pre-service teachers in Finland do not receive adequate training and education in media education. This study seeks to elucidate this conundrum by investigating the presence of media education in the class teacher education programme at a local university in Finland from the perspective of pre-service teacher students. It will shed light on the understanding of media education among these pre-service teachers, their experiences and challenges with media education, their perceptions regarding their own media education competencies, as well as their needs and opinions relating to media education. In doing so, this study will also explore their willingness and preparedness to incorporate the transversal curricular components of ICT Competence and Multiliteracy into their future classrooms. This thesis is positioned within the theoretical framework of media education theory and conceptualized within the Nordic approach to media education. It will also provide a conceptual model for media education which is based on the Nordic perspective. This is a collective case study employing in-depth qualitative interviews, and is approached through the lens of the interpretivist research paradigm. The findings of the study show that from the perspectives of teacher students, the presence of media education in the curriculum of teacher education is limited, undervalued, invisible, outdated, and shallow, among other things. This study reveals the need for the integration of media education into the teacher education curriculum as well as the need for further research in this area.

Mobley, S. D., Taylor, L. D., & Haynes, C. (2020). **(Un)seen work: the pedagogical experiences of black queer men in faculty roles**. *International Journal of Qualitative Studies in Education*, *33*(6), 604-620. https://doi.org/10.1080/09518398.2020.1747659
While the body of literature that deliberately underscores the experiences of Black faculty is growing in volume and complexity, the intersectional experiences of Black faculty members have seldom been a focus of inquiry. To address this gap, this study explores how Black queer men reconcile and engage their Blackness and queerness while occupying roles within the academy. Insights from this collaborative autoethnographic study, informed by a quare conceptual lens, illuminated the pedagogical experiences of Black queer men faculty at historically White institutions (HWIs). Using these insights as a point of departure, we close with a message for Black queer men who are currently in or aspiring to faculty roles.

Powell, S. N. (2020). **Toward a BlackQueerEducator politic and praxis**. *International Journal of Qualitative Studies in Education*, *33*(6), 593-603. https://doi.org/10.1080/09518398.2020.1747663
In this paper, the author argues that Black queer educators have a unique opportunity to point out ways they have been caught in the crosshairs of structural oppression. In light of this, the author offers a BlackQueerEducator politic and praxis. The author argues that a BlackQueerEducator politic is fundamentally guided by intersectional analysis and a Black feminist sensibility and offers ways to challenge oppressive hierarchies.

SAGAYAR, M. M. (2019). **Les transformations actuelles de la profession enseignante en Afrique : le cas du Niger**. *Eduform Afrique Magazine : plateforme panafricaine d'information en éducation*, (40), 41-49. https://liseo.ciep.fr/doc_num.php?explnum_id=12733

Sénat. ***Proposition de loi créant la fonction de directeur d'école***. , Pub. L. No. Texte n° 2951. http://www.senat.fr/dossier-legislatif/ppl19-566.html

Shaked, H., & Schechter, C. (2020). **Systems thinking leadership: New explorations for school improvement**. *Management in Education*, *34*(3), 107-114. https://doi.org/10.1177/0892020620907327
Systems thinking can be explained as the ability to see the whole beyond its parts and to see the parts in the context of the whole. As a holistic management approach, systems thinking enables managers to cope with increasing complexity and change. Given the inherent complexity of school organizations within dynamic educational environments, systems thinking can significantly benefit the realm of school leadership. Despite its potential contribution, the available knowledge on systems thinking in school leadership is meagre. This article seeks to identify possible avenues for research regarding systems thinking in school leadership, suggesting aspects of this leadership approach that are worthy of further academic exploration.

Skiba, R. (2020). **Managing Risks and Exposures to Silica in Training and Assessment Activities in Vocational Education and Training**. *International Journal of Learning and Development*, *10*. https://doi.org/10.5296/ijld.v10i2.16989

A number of activities in workplaces, such as such as those including cutting, grinding, sanding, drilling, loading or demolishing products that contain silica, can produce respirable particles of crystalline silica dust that are small enough to inhale. Inhalation of crystalline silica can cause silicosis which is incurable. Work practices are critical to prevent the condition from occurring and safe work practices are as relevant to workplaces as they are to training environments. This study considers methods of risk control and training practices such that silicosis is prevented. Training requirements are profiled in a vocational education and training setting and must include: crystalline silica hazards and health risks, including silicosis; effective use controls; use and maintenance of personal protective equipment, including Respiratory Protective Equipment; safe waste disposal; and, practices for personal decontamination. The training environment must be designed in a manner to allow for engineering controls, such as on-tool water suppression or on-tool dust extraction, to be utilised.

Strickland-Davis, Kosloski, & Reed. (2020). **The Impact of Professional Development Grounded in Social Learning on Community College Faculty Efficacy**. *Community College Journal of Research and Practice*, *44*(7), 492-507. https://doi.org/10.1080/10668926.2019.1616006
The purpose of this study was to determine the effect of professional development modeled upon social learning theory on community college teacher efficacy. A pre-experimental, one-group pre- and post-test research design using the Teacher's Sense of Efficacy Scale was used to measure the effectiveness of a faculty development treatment on teacher efficacy beliefs in the constructs of classroom management, student engagement, and instructional strategies. This method enabled a comparison of efficacy levels prior to and after participation in faculty professional development to determine any potential influence. Data were analyzed by employing dependent and independent sample t-tests to determine differences in teacher efficacy mean scores over time. Findings indicated no significant differences in pre- and post-test scores for overall teacher efficacy and efficacy in the constructs of classroom management, student engagement, and instructional strategies. However, there was a significant difference in overall teacher efficacy scores after participating in the faculty development treatment between new and experienced faculty. From these findings, three themes were drawn that provide specific recommendations for community college faculty development program design.

TARDIF, M., BORGES, C., AUBIN, A.-S., TREMBLAY-GAGNON, D., CASAVANT, G., MOSCOSO, J. N., … MUKAMURERA, J. (2020). **Devenir enseignante ou enseignant aujourd'hui**. *Apprendre et enseigner aujourd'hui*, 9(2), 4-61. https://conseil-cpiq.qc.ca/wp-content/uploads/REVUE-PRINTEMPS-2020_WEB.pdf
Depuis quelques années déjà, le Québec découvre, comme bien d'autres sociétés, qu'il souffre d'une pénurie d'enseignants qualifiés. Il est donc essentiel de mieux comprendre la situation et la trajectoire des personnes qui embrassent la carrière enseignante aujourd'hui. Pourquoi ont-elles choisi l'enseignement comme profession ? Comment ont-elles été formées et de quelle manière cette formation les soutient-elle, en début de carrière ? Comment se déroule leur insertion professionnelle ? Quelle expérience vivent-elles au travail ? Quel sens donnent-elles à leur engagement professionnel ? Ce numéro, qui porte sur le Québec, mais également la Belgique, la France et la Suisse, vise à mieux comprendre ce que signifie devenir enseignant.e aujourd'hui.

Trinh, E. (2020). **"Still you resist": an autohistoria-teoria of a Vietnamese queer teacher to meditate, teach, and love in the Coatlicue state**. *International Journal of Qualitative Studies in Education*, *33*(6), 621-633. https://doi.org/10.1080/09518398.2020.1747662
This piece will be walking, writing, meditating in in-between spaces with me. I call this act queer walking meditation, which blended autohistoria, the Coatlicue State, and meditation to examine my own queer self. This queer walking meditation helps me move between stories, initiates dialogues with a self, recognizes my self's confusion, and leads to a series of actions to fight against the struggles and complicatedness in my identities. As a result, I learned how to mediate and take actions for myself and with my students from the standpoint of a Vietnamese queer, accented, Teaching English to Speakers of Other Languages (TESOL) teacher and Chicana-feminist writer. This walk witnesses the cathartic process through which I came to understand intersectional identities and how I used them into teaching, researching, and writing in a white gay world. I came up with another question, Is that the feeling of intersectionality?, at the end of this walk in order to open another walk in the future.

WORTH, J. (2020). ***Teacher labour market in England: annual report 2020***. Consulté à l'adresse https://liseo.ciep.fr/doc_num.php?explnum_id=12675
S'appuyant sur des données antérieures à la pandémie de COVID-19, ce rapport annuel du NFER (National Foundation For Educational Research) porte sur le marché du travail enseignant en Angleterre. En 2018/19, les établissements d'enseignement ont été confrontés à des défis importants pour recruter et retenir un nombre suffisant d'enseignants, un problème qui perdurera probablement au cours des 3 ou 5 prochaines années. Il souligne l'augmentation du nombre des élèves, le nombre insuffisant d'enseignants stagiaires et la proportion croissante d'enseignants quittant la profession. Le recrutement est notamment une source de préoccupation pour certaines matières de l'enseignement secondaire.

Xu, X. (2020). **China 'goes out' in a centre–periphery world: Incentivizing international publications in the humanities and social sciences**. *Higher Education*, *80*(1), 157-172. https://doi.org/10.1007/s10734-019-00470-9
The current expansion of English language publishing by scholars from China is supported by national and university policies, including monetary and career incentives to publish in English. These incentives, which extend to work in the humanities and social sciences (HSS, the focus of this paper) as well as the sciences and technologies, are situated in evolving strategies of internationalization. China has moved from an internationalization strategy simply based on learning from the West, to a 'going out' strategy designed to both lift domestic research capacity and advance China's influence in the world. However, the 'going out' strategy nonetheless embodies ambiguities and dilemmas. The world of academic knowledge is not a level playing field but more closely approximates the centre–periphery dynamic described in world systems theory. This study explores the influence of publication incentives in the context of a centre–periphery world. It draws on analysis of 172 institutional incentive documents and interviews with 75 HSS academics, university senior administrators, and journal editors. The study identifies practices within China's HSS that reproduce centre–periphery relationships. By focusing on international publications, Chinese universities run the risk of downplaying Chinese-language publications and adopting standards and norms from global centres to assess domestic knowledge production. These could

result in creating knowledge from and about China primarily in Western terms without adding a distinctive Chinese strand to the global conversation. Nonetheless, the study also identifies alternative dynamics that challenge the existing power hierarchies in global HSS, highlighting indigenous knowledge and the need to pluralize global knowledge production.

Zou, T. X. P., Chu, B. C. B., Law, L. Y. N., Lin, V., Ko, T., Yu, M., & Mok, P. Y. C. (2020). **University teachers' conceptions of internationalisation of the curriculum: a phenomenographic study**. *Higher Education*, *80*(1), 1-20. https://doi.org/10.1007/s10734-019-00461-w
Internationalisation of the curriculum (IoC) is on the agenda of many higher education (HE) institutions worldwide. Typically seen as associated with a top-down strategy, IoC often meets resistance from university teachers, many of whom struggle to understand its relevance to teaching practice. This phenomenographic study investigates university teachers' conceptions of IoC. Five conceptions ranging in sophistication have been identified. The least sophisticated focuses on making the curriculum content internationally relevant, whereas the most sophisticated centres around developing self-awareness, awareness of others, and a change in mindset in students. The latter is realised by embracing reflexivity and criticality and, more importantly, utilising societal and political issues as learning opportunities for identity development. Situated in the Hong Kong context, the findings not only suggest the need for teachers to shift their focus from curriculum content to value-based development but also for educators to reflect on their role in helping students to reconcile their identity in relation to their counterparts regionally and globally.

Numérique et éducation

Al-Imamy, S. Y. (2020). **Blending printed texts with digital resources through augmented reality interaction**. *Education and Information Technologies*, *25*(4), 2561-2576. https://doi.org/10.1007/s10639-019-10070-w
Traditional printed textbooks represented a static medium of knowledge transfer for many years. The advent of technology introduced several digital material encouraged the educational institution to plan for the transfer to e-book and other related digital media. Both printed and digital materials have their own advantages and disadvantages as explained in the literature review. This work introduces a way to blend both through the augmentation of printed textbook with interactive entries to the digital media. The well planned entries guide the learners into the digital world that is recommended by the expert educators. The learners, however, still have the freedom to select and repeat the material they like to study according to their own learning style. An application was developed and used by a group of students to evaluate the print/digital blending concept. The quantitative measurements proved an increase in the interest, confidence and perceived performance of the learners using proved easy to use useful application. Making the application available to the learners of different disciplines through simple user interface was also recommended as one of the possible future works.

Bouchereau, A., & Roxin, I. (2020). **Objets connectés : catalyseurs dans la médiation des savoirs scientifiques**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (30). https://doi.org/10.4000/dms.5028
L'évolution des technologies de l'information et de la communication conduit à l'essor d'un Internet des Objets qui transforme nos interactions avec les objets et change nos façons de s'informer et d'apprendre. Permettant d'étendre la perception humaine des phénomènes physiques et de faciliter l'expérimentation, les objets connectés peuvent jouer un rôle de catalyseurs dans la médiation scientifique. Leur utilisation dans la formation aux sciences introduit deux activités combinant l'apprentissage en présentiel et à distance : l'expérimentation in situ et le laboratoire à distance. Nous avons réalisé quatre dispositifs d'apprentissage pour la compréhension des grandeurs photométriques et conduit une expérimentation afin d'étudier les effets et les enjeux de l'utilisation d'objets connectés. Les résultats montrent qu'ils favorisent le rapprochement de la théorie avec la pratique et qu'ils impliquent l'adaptation des savoirs scientifiques.

Burgos, D., Dumas, P., & Remond, É. (2020). **Interview with Professor Belinda Tynan: A journey through distance education. Interview done by Daniel BURGOS, Philippe DUMAS, Émilie REMOND, on May 19th, 2020, through videoconference**. *Distances et Médiations Des Savoirs. Distance and Mediation of Knowledge*, (30). https://doi.org/10.4000/dms.5248
For this special issue, we have had the privilege to speak to Professor Belinda Tynan. She is the vice-President of the Royal Melbourne Institute of Technology (RMIT), has held the post of Vice-Chancellor at the Open University of the United Kingdom and represents Australia at the Commonwealth of Learning (COL) Board of Governors. She has been the Executive Committee President of the European Distance Education Network (EDEN) and in FutureLearn, the MOOC platform at the Open University as wel...

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

Dias-Chiaruttini, A., Tali, F., Brunel, M., & Moussi, D. (2020). ***Rapport GTnum 10, Approche systémique des ressources et pratiques numériques dans l'éducation : quels freins et leviers pour un passage à l'échelle ?*** (p. 52 pages) [Research Report]. Consulté à l'adresse UCA - INSPE Académie de Nice website: https://hal.archives-ouvertes.fr/hal-02911560

Drotner, K. (2020). **Minimizing Knowledge Scepticism – Resourcing Students through Media and Information Literacy**. *European Review*, *28*(S1), S56-S66. https://doi.org/10.1017/S1062798720000903
Globally connected and commodified digital means of communication offer a wealth of information across age-bands and across formal and informal sites of learning, yet few students obtain systematic training in transforming this information to knowledge that is tailored to their level of understanding and to the settings of learning. This gap between access to unsorted and often unsolicited information across boundaries of space, learning and generation and training in the formation of valid knowledge poses a threat to democratic societies that are based on informed citizens' joint debate and decision-making. This article addresses the gap between students' information access and their knowledge formation and discusses the challenges and possible solutions with

empirical focus on the transition between upper-secondary and tertiary education. Globally connected social network sites ('social media') are key information sources for many students. Owing to their commodified, algorithmic and non-transparent character, these sites offer little guidance in terms of validation and verification of claims. I propose Media and Information Literacy (MIL) as an important means of minimizing the gap between information access and sound knowledge formation. This is because MIL goes beyond training of access to digital technologies and information search and retrieval. It also trains skills in applying communication technologies for validation, critique and knowledge production. I discuss the challenges posed to education to apply (MIL) as a key pathway to minimizing the gap in order to advance public value and societal resilience and suggest that educational systems shift their focus from teaching to learning in tandem with more inclusive approaches to where learning takes place.

Eksail, F. A. A., & Afari, E. (2020). **Factors affecting trainee teachers' intention to use technology: A structural equation modeling approach**. *Education and Information Technologies*, *25*(4), 2681-2697. https://doi.org/10.1007/s10639-019-10086-2
It is becoming necessary for trainee teachers to willingly accept technology as a tool for learning, effective teaching and assessment. The aim of this study is to measure trainee teachers' perceived usefulness, perceived ease of use, subjective norm, facilitating conditions, attitude towards technology use and behavioural intention to use technology. Data was collected from 203 trainee teachers in Bahrain. We employed structural equation approach to analyse the relationships among the factors affecting trainee teachers' intention to use technology. Results from structural equation modeling analyses suggested that perceived ease of use was a moderate predictor of perceived usefulness and attitude towards use and perceived usefulness was a strong predictor of behavioural intention to use technology. However, subjective norm and attitude towards technology use were not found significantly associated with behavioural intention to use technology. This study has contributed to the growing body of studies on the technology acceptance model and it is the first study in the Kingdom of Bahrain that has explored trainee teachers' intention to use technology.

Ezz, M., & Elshenawy, A. (2020). **Adaptive recommendation system using machine learning algorithms for predicting student's best academic program**. *Education and Information Technologies*, *25*(4), 2733-2746. https://doi.org/10.1007/s10639-019-10049-7
Some of the educational organizations have multi-education paths such as engineering and medicine collages. In such colleges, the behavior of the student in the preparatory year determines which education path the student will join in the future. In this paper, an adaptive recommendation system is proposed for predicting a suitable education path(s) for a student in college preparatory year. The adaptability is achieved by automatically applying different data mining techniques for extracting relevant features and building a tailor-made model for each education path. The problem formulated as a multi-label multi-class binary classification problem and the dataset automatically translated into one-versus-all (for binary classification). As a case study, the proposed model is applied to predict student's academic performance in the faculty of engineering at AL-Azhar University. It recommends a suitable engineering department among seven engineering departments for each student based on his academic performance. The data of each department (i.e. educational program) is fed to the recommendation system. Then, the relevant set of features for each

department is selected and a machine learning algorithm with the best performance is selected for the recommendation process of each department. The obtained results showed that the proposed model recommends the best machine learning algorithm (i.e. model) for each faculty department, find the relevant data that are important in the recommendation process and recommend the student with the suitable engineering department(s) with high accuracy.

Giraldo, D. F. B., & Báquiro, J. C. A. (2020). **Appropriation of ICT in the educational field: approach to public policy in Colombia years 2000-2019**. *Digital Education Review*, (37), 109-129. https://doi.org/10.1344/der.2020.37.109-129

Glick, D., Cohen, A., Chang, C., & IGI Global. (2020). ***Early warning systems and targeted interventions for student success in online courses***. Consulté à l'adresse https://www.igi-global.com/book/early-warning-systems-targeted-interventions/244668
« This book examines current theoretical frameworks, research projects, and empirical studies related to the design, implementation, and evaluation of early warning systems and targeted interventions and discusses their implications for policy and practice. Moreover, this book will review common challenges of early warning systems and dashboard design and will explore design principles and data visualization tools to make data more understandable and, therefore, more actionable »--

Goodwin, A. P., Cho, S.-J., Reynolds, D., Brady, K., & Salas, J. (2019). **Digital Versus Paper Reading Processes and Links to Comprehension for Middle School Students**. *American Educational Research Journal*, *57*(4), 1837-1867. https://doi.org/10.3102/0002831219890300
This study explores digital and paper reading processes and outcomes for 371 fifth to eighth graders completing a reading task similar to standardized testing. Results showed students highlighted and annotated more when reading the paper versus digital text. Also, reading on paper versus digitally was slightly supportive of reading comprehension for the longer section of text. For behaviors, digital highlighting and looking back at the paper text were supportive of reading comprehension, whereas paper highlighting was negatively related, likely because paper highlighting tended to occur often outside of important areas of the text. Paper and digital annotating, online dictionary use, and digital look-back did not link to comprehension, when controlling for other covariates. Links to theory, research, and practice are discussed.

Kalelioglu, F., & Sentance, S. (2020). **Teaching with physical computing in school: the case of the micro:bit**. *Education and Information Technologies*, *25*(4), 2577-2603. https://doi.org/10.1007/s10639-019-10080-8
Many physical devices supporting the learning of programming and digital making are now available which have the potential to make learning fun, accessible and creative for children and young adults. The advent of this new technology necessitates research to inform pedagogical approaches that work in the classroom. We carried out a study which explored the pedagogy around the use of the physical devices for programming, drawing on teachers' experiences of teaching and assessment. The device used was the micro:bit, but the findings are applicable to use with any similar device in school. A mixed-methods study was designed including a survey of 50 Computing teachers, followed by interviews with ten teachers about their use of the micro:bit. The study revealed that the most commonly used teaching methods with this

physical computing device were live coding demonstrations, pair programming, discussion, collaborative work and tinkering. Strategies teachers used did not always align to what they felt was effective, with design and code tracing being seen as effective methods, although not the most popular strategies to use. Perceptions and experiences of the teachers participating in the research may be useful to teachers elsewhere who want to use the micro:bit and other physical computing devices to teach programming to children.

Khanal, S. S., Prasad, P. W. C., Alsadoon, A., & Maag, A. (2020). **A systematic review: machine learning based recommendation systems for e-learning**. *Education and Information Technologies*, *25*(4), 2635-2664. https://doi.org/10.1007/s10639-019-10063-9
The constantly growing offering of online learning materials to students is making it more difficult to locate specific information from data pools. Personalization systems attempt to reduce this complexity through adaptive e-learning and recommendation systems. The latter are, generally, based on machine learning techniques and algorithms and there has been progress. However, challenges remain in the form of data-scarcity, cold-start, scalability, time consumption and accuracy. In this article, we provide an overview of recommendation systems in the e-learning context following four strands: Content-Based, Collaborative Filtering, Knowledge-Based and Hybrid Systems. We developed a taxonomy that accounts for components required to develop an effective recommendation system. It was found that machine learning techniques, algorithms, datasets, evaluation, valuation and output are necessary components. This paper makes a significant contribution to the field by providing a much-needed overview of the current state of research and remaining challenges.

Khoza, S. B., & Biyela, A. T. (2020). **Decolonising technological pedagogical content knowledge of first year mathematics students**. *Education and Information Technologies*, *25*(4), 2665-2679. https://doi.org/10.1007/s10639-019-10084-4
Decolonising students' knowledge of technology, pedagogy, and mathematics content is important because it helps students understand their learning needs. Decolonisation is a process of critiquing and renewing the curriculum. Learning needs are circumstances that demand individuals' actions in order to address professional, personal, and/or social needs. The purpose of this article is to explore and decolonise students' knowledge of technology, pedagogy, and content in the learning of first year Bachelor of Education mathematics. Ten students learned a mathematics module at a South African university and were purposively selected to participate in this study. Semi-structured interviews, observation, and reflective activities/questionnaires, framed by critical action research, were used for data generation. The students' knowledge revealed that the technological pedagogical content knowledge (TPACK) was useful when used as the learning framework, which generated curriculum concepts for the module to support the student knowledge of technology, pedagogy, and content. The concepts were learning needs, content, goals, activities, time, environment, community, assessment, and GeoGebra resources. GeoGebra was the main learning resource that helped the students to integrate other resources into the module. The study concluded that, although the technological and content knowledge dominated the learning in other cases of the module, the pedagogical knowledge which was a result of their self-reflection to understand their identities, drove the module all the time. This study, consequently, recommends that students should use their knowledge of

technology, pedagogy, and content as taxonomies of learning, in order to address mathematics, individual, and societal needs through the integration of technology.

Lavidas, K., Achriani, A., Athanassopoulos, S., Messinis, I., & Kotsiantis, S. (2020). **University students' intention to use search engines for research purposes: A structural equation modeling approach**. *Education and Information Technologies*, *25*(4), 2463-2479. https://doi.org/10.1007/s10639-019-10071-9
Teaching empirical educational research in higher education involves implementing a very useful web tool for bibliography/scientific literature research, a search engine specifically employed for scientific papers, such as "Google Scholar". The aim of this study is to examine undergraduate students' acceptance of technology, through their intention to adopt and use a specific search engine for research purposes. To accomplish this goal, a questionnaire was administered to 225 students from two Universities in Greece. The study was based on TAM (Technology Acceptance Model), reinforced by four external determinants (perceived self-efficacy, subjective norms, facilitating conditions and technological complexity), that contributed to the indirect prediction of the behavioral intention to use the particular search engine. The results of the survey confirm that the main factors of TAM, perceived ease of use and perceived usefulness are significant determinants of students' behavioral intention to use Google Scholar. Moreover, perceived self-efficacy, subjective norms, facilitating conditions and technological complexity have an indirect significant effect on behavioral intention. All these factors explain almost 60% of students' behavioral intention to use this search engine. The results of this survey could be beneficial to the enrichment of good educational practices for the additional training of teachers, as well as to the improvement of the students' skills in the implementation of this specific research tool. Besides, more stakeholders, such as librarians, or even human resources of big companies that construct and support similar systems, such as search engines, could also benefit from the present research.

Lee, Y., & Martin, K. I. (2020). **The flipped classroom in ESL teacher education: An example from CALL**. *Education and Information Technologies*, *25*(4), 2605-2633. https://doi.org/10.1007/s10639-019-10082-6
Abstract

Lim, C. P., Ra, S., Chin, B., & Wang, T. (2020). **Information and communication technologies (ICT) for access to quality education in the global south: A case study of Sri Lanka**. *Education and Information Technologies*, *25*(4), 2447-2462. https://doi.org/10.1007/s10639-019-10069-3
Based on a case study of Sri Lanka's ICT in education experiences, this paper discusses how countries in the Global South (developing and emerging countries) could take up the opportunities of ICT for access to quality education. Sri Lanka is used as a case study because it is at the emerging state of using ICT in education with a relatively high access to education and ranked high on achievements in education. The paper starts with an overview on the potential and current challenges of harnessing ICT for access to quality education in the Global South. By conducting a case study of Sri Lanka, we identify and analyse the key factors that facilitate or hinder the realisation of the opportunities. With the promising practices and lessons learnt, a total of six strategies that can help policymakers and education leaders of Global South countries are

generalised; we believe that when these strategies are considered, ICT for access to quality education will be enhanced.

Mahdiuon, R., Salimi, G., & Raeisy, L. (2020). **Effect of social media on academic engagement and performance: Perspective of graduate students**. *Education and Information Technologies*, *25*(4), 2427-2446. https://doi.org/10.1007/s10639-019-10032-2
In the past two decades, researchers and educators have always tried to explore the effects of social media on academic engagement and performance in higher education settings. The present study examines the effect of the adoption of Telegram on academic engagement and performance of graduate students in two Iranian universities. The structural equation model was used to examine the hypothesis. The sample consisted of 409 respondents who were students at universities in southern and northwestern Iran. The results showed that the adoption of Telegram among students is a positive and significant predictor of its educational use. There was a positive and significant relationship between educational use of Telegram and student engagement. Educational use of Telegram affected academic performance in a mediating role of student engagement. Student engagement in the process of education and learning has been significantly related to their academic performance. Implications of the study and the findings were also discussed.

Mahmoudi, K. (2020). **“ Former l’esprit critique des élèves ”**. *Education & Formation*. Consulté à l’adresse https://hal.archives-ouvertes.fr/hal-02913449
Notre étude se situe dans la sphère discursive de la communication institutionnelle. L’analyse de productions discursives et scripturales amène à comprendre les enjeux et les finalités de la formation de l’esprit critique face au développement des usages et mésusages du numérique. L’étude de procédés discursifs invite le lecteur à saisir le contexte d’émergence du discours qui institue cette formation en présupposé d’urgence suite aux attentats. Observée sous l’angle du dispositif de médiation, la formation de l’esprit critique diffuse les prescriptions d’usages du numérique ainsi que leur légitimation. Une forme synoptique décrit les composants de la formation de l’esprit critique. Elle révèle que l’acquisition de compétences et savoirs translittéraciques devient le gage d’une posture critique face à l’information et aux médias numériques.

Mershad, K., Damaj, A., Wakim, P., & Hamieh, A. (2020). **LearnSmart: A framework for integrating internet of things functionalities in learning management systems**. *Education and Information Technologies*, *25*(4), 2699-2732. https://doi.org/10.1007/s10639-019-10090-6
A breakthrough in the development of online learning occurred with the utilization of Learning Management Systems (LMS) as a tool for creating, distributing, tracking, and managing various types of educational and training material. In recent years, major technological enhancements transformed the LMS into powerful software for providing rich-content courseware, assessment, and dynamic collaboration. The most important technology that is expected to transform many future aspects is the Internet of Things (IoT). In a previous paper, the authors proposed a framework for a future LMS enhanced by IoT capabilities. The authors outlined several elements of the LMS that will be affected by IoT services and the expected enrichments and changes that IoT will bring to the LMS functionalities. In this paper, the authors explain the detailed implementation of two LMS applications that exploit IoT tools and devices in order to

bring new experiences and opportunities to the educational system. For each application, the authors explain the software, hardware, and IoT devices and sensors that were used to realize the application's objectives and the methods used to connect the LMS to the IoT equipment. In addition, the authors describe the experiments that were made to test the feasibility and efficiency of the applications, and the study that was conducted to identify the benefits of the new LMS applications to the students. Findings confirmed that integrating IoT services within the LMS has significant merits and brings new experiences to students when performing lab experiments, both remotely and physically.

Nipa, T. J., & Kermanshachi, S. (2020). **Assessment of open educational resources (OER) developed in interactive learning environments**. *Education and Information Technologies*, *25*(4), 2521-2547. https://doi.org/10.1007/s10639-019-10081-7
When students are unable to purchase a textbook because of rising prices and/or are unwilling to carry heavy textbooks, their education is compromised. Open educational resources (OERs) are gaining in popularity because they solve these problems by providing free study materials in electronic formats, but students from different backgrounds and situations are impacted by OER in different ways. The aim of this paper is to analyze the usefulness of OER materials for students who are majoring in engineering, as well as those whose majors are in another (non-engineering) field. The impact of OER materials on students of different financial statuses, is also investigated. For this purpose, two classes of a graduate-level risk management course taught by the same instructor were selected. One class followed a web-based interactive OER system, and the other class followed the traditional textbook method. A survey was developed and distributed to measure 19 aspects of students' perceptions towards the web-based interactive OER system, and multiple statistical methods were used to analyze the collected survey data. Students' grades were also collected to analyze their academic performance. It was concluded that students majoring in engineering and students with financial constraints had a significantly more positive attitude towards the implementation of electronic OER materials. Furthermore, it was concluded that up-to-date OER materials with integrated advances in the field attract engineering students; whereas, free and/or low-cost educational resources are very appealing for students with higher education loans. The findings of this study will enable universities and colleges to effectively allocate financial resources towards the development and implementation of the OER materials.

Nissen, E. (2020). **Mise à l'épreuve de paramètres pour une articulation réussie du distanciel et du présentiel aux yeux des étudiants**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (30). https://doi.org/10.4000/dms.5007
Combiner le présentiel et le distanciel de manière à aboutir à une hybridation réussie, aux yeux des apprenants, reste un défi pour beaucoup de concepteurs et enseignants de formations hybrides, à l'heure où ce type de dispositif se répand de plus en plus largement. Notre étude interroge des paramètres préalablement identifiés et qui semblent déterminants dans le fait que les étudiants voient – ou non – cette articulation entre présentiel et distanciel comme étant cohérente. Nos analyses se basent avant tout sur des questionnaires (N=176) renseignés par des étudiants de 16 cours hybrides mis en place au fil de trois années universitaires, au sein d'un même cursus universitaire, mais également sur les retours des enseignants, par le biais de comptes-rendus oraux (N=11) et de fiches (N=7). Des questionnaires renseignés par des étudiants de 5 cours

hybrides supplémentaires, issus d'autres cursus universitaires, portent le nombre total de réponses au questionnaire à 265 et celui des cours concernés par l'analyse à 21 ; ils confirment la quasi-totalité des résultats obtenus. Ces résultats valident largement les paramètres identifiés pour la perception d'une articulation cohérente des modes, et dont la présence – ou au contraire l'absence – influe, en parallèle, également sur l'appréciation globale du cours. Il s'agit, pour ces paramètres, du scénario de communication, de l'unité de l'ensemble du dispositif et des activités pédagogiques proposées, de l'évaluation, ainsi que du facteur temporel.

Plantard, P., & Boucher, C. L. (2020a). **Des pratiques numériques juvéniles différentes selon le genre. un reflet des inégalités hommes-femmes?** *Bulletin de veille*, (2). Consulté à l'adresse https://halshs.archives-ouvertes.fr/halshs-02901075

Plantard, P., & Boucher, C. L. (2020b). **Inégalités d'usages entre les jeunes - Les déterminants socio-économiques et culturels**. *Bulletin de veille*, (3). Consulté à l'adresse https://halshs.archives-ouvertes.fr/halshs-02901065

Plantard, P., & Boucher, C. L. (2020c). **Les cultures numériques des jeunes ont-elles une place dans l'institution scolaire ?** *Bulletin de veille*, (4), https://www.reseau-canope.fr/agence-des-usages/dossiers-thematiques_pratiques-et-usages-juveniles.html#bandeauPtf.

Plantard, P., & Boucher, C. L. (2020d). **Les Digital Natives...Ils sont encore là?!** *Bulletin de veille*, (1). Consulté à l'adresse https://halshs.archives-ouvertes.fr/halshs-02901060

Publications Office of the European Union. (2020). ***Rethinking education in the digital age*** (p. 64). Consulté à l'adresse European Union website: http://op.europa.eu/fr/publication-detail/-/publication/cc12125f-88f6-11ea-812f-01aa75ed71a1
The digital transformation is changing the European economy and European society. New technical and « soft » skills are gaining in importance both in the labour market and as a means for fully participating in society. As a result, traditional roles, content and methods of education are being challenged –education today needs to prepare students for changing tasks and roles both in the labour market and as European citizens. Simultaneously, today's adults need reskilling and upskilling opportunities to enable them to tackle tomorrow's challenges. Rethinking education in the digital age should become a central matter for today's policy-makers for two reasons. First, only education can form a skilled workforce that is prepared for future jobs and a changing labour market. Rethinking education in the digital age therefore constitutes a prerequisite for Europe's future global competitiveness. Second, only education can provide the preconditions for the social inclusion and equal participation of European citizens in a digitalised democracy. Rethinking education in the digital age therefore matters for safeguarding European values such as equality, democracy and the rule of law. This study presents policy options on the basis of a thorough analysis of current strengths and weaknesses, as well as future opportunities and threats, for education in the digital age.

Rahman, S., Ramakrishnan, T., & Ngamassi, L. (2020). **Impact of social media use on student satisfaction in Higher Education**. *Higher Education Quarterly*, *74*(3), 304-319. https://doi.org/10.1111/hequ.12228
Social media has transformed the communication landscape for institutions of Higher Education by providing improved teaching and learning experience. However, very little is known as to whether the use of social media by Higher Education students improves their satisfaction. Grounded in social media, risk and technology acceptance literature, this paper examines Higher Education students' perceptions of social media use (SMU) and the impact of SMU on their satisfaction. Data collected from the students were analysed using Structural Equation Modelling. The study finds that: (1) perceived usefulness of social media has positive effect on the use of social media in student learning; (2) perceived risk of using social media discourages the use of the tool, and (3) SMU has positive effect on student satisfaction. The study further discusses the theoretical and practical implications of these findings.

Rançon, J. (2020). **Digital education policy speech. What is the enunciative management of school principals?** *Colloque PRUNE Perspectives de Recherches Sur Les Usages Du Numérique Dans l'Éducation*. Présenté à Poitiers, France. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-02904702

Raynault, A. (2020). ***Apprendre à collaborer en équipe interprofessionnelle et à développer les compétences de la pratique collaborative et de partenariat patient en santé et services sociaux dans un cours universitaire hybride à l'ère du numérique***. Consulté à l'adresse https://papyrus.bib.umontreal.ca/xmlui/handle/1866/23562
La collaboration entre les professionnels de la santé s'avère être nécessaire pour faire face au vieillissement de la population, à la prévalence des maladies chroniques et à la pénurie de personnel chez certaines professions de la santé (OMS, 2010). De plus, pour favoriser une collaboration optimale et offrir des soins de qualité, des équipes choisissent désormais d'adopter une approche de soins en partenariat patient où la collaboration interprofessionnelle se déroule en valorisant les savoirs expérientiels du patient à l'égard de la vie avec la maladie et en l'intégrant dans l'équipe de soins. L'Université de Montréal (UdeM) offre une formation à l'éducation à la collaboration interprofessionnelle (EIP) visant à enseigner des compétences de la pratique collaborative en sciences de la santé et en sciences psychosociales en partenariat avec le patient. L'EIP est confrontée à divers défis, entre autres, de logistique, de communication et de cloisonnement des professions. Pour surmonter ces obstacles, l'UdeM s'est donc tournée vers le numérique afin de permettre à des équipes interprofessionnelles d'étudiants de collaborer en ligne et en présentiel. Cette étude s'intéresse donc à décrire comment les étudiants réunis en équipe interprofessionnelle collaborent dans le contexte du cours hybride de Collaboration en sciences de la santé (CSS) en partenariat avec le patient offert par l'UdeM. Nous décrivons comment les étudiants collaborent en ligne et en présentiel et nous identifions les compétences du référentiel de compétences mobilisées. Notre étude propose un cadre conceptuel basé sur l'apprentissage collaboratif en mode hybride (en ligne et en présentiel) de l'EIP composé 1) du modèle de Chiocchio, Grenier, O'Neill, Savaria et Willms (2012) permettant de décrire comment les équipes d'étudiants mobilisent les dimensions de la collaboration (communication, synchronisation, coordination implicite et explicite); 2) du référentiel de compétences de la pratique collaborative et de partenariat patient en santé et services sociaux (Direction collaboration partenariat patient [DCPP] et

Comité interfacultaire opérationnel l'Université de Montréal [CIO-UdeM], 2016) et 3) de la typologie du travail interprofessionnel de Xyrichis, Reeves, Zwarenstein (2018). 18 Notre étude emploie une méthodologie mixte convergente. Nous avons mené cette étude auprès d'une cohorte de 1435 étudiants de deuxième année de baccalauréat dans le cadre du cours CSS2900 provenant de treize programmes à l'UdeM. Ce cours se divise en trois volets: 1) formation en ligne 2) activité intraprogramme, 3) atelier interprofessionnel en présentiel coanimé par un professionnel de la santé et un patient formateur. Premièrement, nous avons analysé le Journal de bord collaboratif (JBC) de douze équipes interprofessionnelles d'étudiants (n=60), soit un corpus de cette cohorte. Deuxièmement, nous avons partagé un questionnaire La collaboration en équipes interprofessionnelles à la cohorte à la fin du cours et celui-ci a été répondu par 321 participants. Les résultats indiquent que les participants de l'étude ont majoritairement et similairement mobilisé les dimensions de la collaboration. La communication et la coordination seraient tributaires de la synchronisation lorsque la collaboration se déroule en ligne. L'usage des médias sociaux et d'un outil d'écriture collaborative en ligne auraient favorisé la collaboration en mode hybride. En présentiel, le patient partenaire coanimateur a soutenu des équipes pour faire le point sur leurs apprentissages et ainsi développer des compétences du référentiel du cours CSS2900. Le contexte de l'étude en mode hybride permet aux équipes de collaborer sur une longue période, à la manière d'une classe inversée (figure 29). Ceci favoriserait le développement des compétences du référentiel (DCPP et CIO-UdeM) et le décloisonnement des professions. Les contextes d'apprentissage où les pratiques des compétences effectives ont été mobilisées semblent se rapprocher du réseautage interprofessionnel et de la collaboration consultative de la typologie de Xyrichis et coll. (2018).

Romero, M., & Giraudon, G. (2020). **Le numérique va révolutionner l'éducation … vraiment ?** *Binaire*. Consulté à l'adresse https://hal.inria.fr/hal-02895694
Nous entendons ou lisons très souvent-notamment dans binaire-que le numérique bouleverse à peu près toutes les facettes de nos vies. Que ce soit la médecine, le transport, l'industrie, le divertissement, quasiment tous les secteurs d'activité connaissent de profondes évolutions dues à l'informatique et ses applications. A première vue, l'éducation ne semble pas échapper à la règle si l'on croit les analyses les plus répandues. Gérard Giraudon et Margarida Romero, deux experts du numérique pour l'éducation, décryptent pour nous une vidéo de Derek Muller expliquant pourquoi ce n'est pas si simple. Pascal Guitton & Thierry Viéville. Depuis le début du 20ième siècle, nos sociétés ont connu nombre de révolutions technologiques (thermodynamique, nucléaire, informatique...) qui ont impacté la plupart des domaines (industrie, transports, commerce, agriculture, média...). Mises à part quelques exceptions, l'éducation n'en fait pas partie et les cours sont toujours donnés par un·e seul·e enseignant·e à des groupes d'élèves réunis dans une salle de classe. Certains pourraient reprocher cet état … à l'inertie de l'institution. Mais l'une des raisons pour laquelle la technologie n'a pas révolutionné l'éducation est au coeur même de ce qui est son rôle spécifique : créer un contexte social et relationnel adapté pour accompagner dans l'apprentissage des savoirs scolaires et des compétences nécessaires. Les apprentissages scolaires ne se produisent pas spontanément par la simple socialisation de l'enfant (Tricot, 2014) : il est nécessaire d'organiser les situations d'apprentissage. A l'école, ces savoirs se développent dans un contexte scolaire et social avec d'autres apprenant·e·s et des enseignant·e·s attentionné·e·s. Dans une

vidéo publiée en 2014, Derek Muller de Veritasium démystifie ces « révolutions » technologiques et place l'enseignant·e au coeur d'une relation éducative essentielle pour engager les élèves dans les activités d'apprentissage. Au delà de l'engagement et l'autonomisation de l'apprenant·e soulignés par Muller, nous devons également considérer le rôle des enseignant·e·s au niveau de l'ingénierie des activités d'apprentissage et de leur orchestration, sans oublier les précieuses rétroactions qui contribuent, plus généralement, aux apprentissages. https://youtu.be/GEmuEWjHr5c Au delà de la vidéo Oui « le rôle fondamental d'un enseignant n'est pas de fournir des informations, mais de guider le processus social d'apprentissage ; le travail d'un enseignant est d'inspirer, de mettre au défi, de motiver ses élèves à vouloir apprendre ». Et l'enseignant n'est pas qu'un animateur charismatique, il doit aussi avoir un rôle d'ingénieur pédagogique et de régulateur externe des processus d'apprentissage pendant l'activité et apporter des rétroactions permettant l'évaluation formative. Comme l'explique très bien André Tricot en partageant les études sur les innovations pédagogiques et apprendre avec le numérique (voir par exemple cette présentation vidéo), le numérique est souvent un outil de plus, qui n'apporte pas en soi, d'innovation pédagogique. L'innovation technologique apportée par des technologies comme la réalité augmentée (RA), réalité virtuelle (RV) ou encore la robotique pédagogique et les approches de fabrication numérique (maker) changent la médiation des échanges.

Wicks, Greenhow, & Tyler. (2020). **Adjunct Faculty Onboarding: Is Social Media a Solution?** *Community College Journal of Research and Practice*, *44*(7), 544-548. https://doi.org/10.1080/10668926.2019.1616007
In a pilot study of an affordable and low-maintenance social media solution for adjunct faculty socialization or onboarding at the community college, interested adjuncts were offered the opportunity to participate in a socialmedia-like experience made possible by the Moodle Social wall format plugin. Though qualitative data did not suggest this opportunity supported three socialization constructs (information, ownership, and connectedness), a small subset of adjunct faculty participants expressed excitement about its poten-tial, describing it as a tool facilitating connectedness and information shar-ing in related comments. Practical suggestions are noted related to the design and research of social media interventions.

Wook, M., Razali, N. A. M., Ramli, S., Wahab, N. A., Hasbullah, N. A., Zainudin, N. M., & Talib, M. L. (2020). **Opinion mining technique for developing student feedback analysis system using lexicon-based approach (OMFeedback)**. *Education and Information Technologies*, *25*(4), 2549-2560. https://doi.org/10.1007/s10639-019-10073-7
Online assessment systems are increasingly utilised as an evaluation tool for measuring the performance of lecturers in Institutions of Higher Learning (IHLs). These systems commonly have a set of questionnaires comprised of quantitative and qualitative questions. Most online lecturer teaching assessment systems are focused on the quantitative part of the questionnaire since it is easy to analyse. On the contrary, the qualitative part, which requires students' opinions, is often omitted and neglected, and the level of opinion results are excluded. This is because students' opinions are usually in the form of unstructured texts, which makes it hard to manually analyse all the feedback. To address this problem, a system that could automatically analyse students' feedback (known as OMFeedback) was developed. This system applies an opinion mining technique to reveal the teaching assessment results, which are underpinned by

a lexicon-based approach. Lexicon-based is a common textual data quantification method that can analyse the sentiment tendency of a student's feedback. A database of English sentiment words, known as the Vader Lexicon, was utilised as a lexical source to determine the polarity of words. By analysing these sentiment words, which included intensifier words extracted from students' feedback, this system was able to determine the results for the lecturer teaching assessment by describing the level of positive, negative, or neutral opinions. This system was also able to process new features, such as capitalised words and emoji characters to enhance the opinion results. Ultimately, this newly developed system will provide useful information to IHLs for improving lecturers' teaching skills and course materials.

Orientation scolaire et professionnelle

Bayet, B. (2020). ***Récits de jeunes en situation de handicap : comment devenir auteur de son parcours de formation vers l'insertion professionnelle ?*** (Phdthesis, Université de Nanterre - Paris X). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-02877937/document
L'évolution de l'approche conceptuelle du handicap, les directives des organisations internationales et leur déclinaison européenne au niveau des droits et de la participation sociale des personnes handicapées ont entraîné progressivement la mise en place d'une société inclusive avec des impacts concernant les accès à l'éducation, la formation professionnelle ousupérieure et à l'insertion professionnelle de jeunes en situation de handicap. L'objet de cette thèse en sciences de l'éducation s'inscrit dans une enquête qualitative interprétative et compréhensive avec une sensibilité phénoménologique, et porte sur le parcours de formation vers l'insertion professionnelle de jeunes en situation de handicap. Elle propose, à partir de leurs récits, de comprendre le sens personnel subjectif que chacun peut donner à son parcours et à sa propre vie, d'appréhender comment ces jeunes élaborent leur projet d'orientation professionnelle, comment ils peuvent devenir auteurs de leur formation et de leur insertion à travers l'expérience du handicap, pour certains dans les entraves du corps. La démarche choisie a été de donner la priorité à la narration avec une ouverture à l'altérité, l'écoute sensible aux fragments de parcours livrés par ces jeunes, et à une analyse dans une multiréférentialitéapportant de l'intelligibilité à l'objet de recherche et aux phénomènes émergents. Un premier travail d'analyse-synthèse pour chacun des portraits avec une lecture s'appuyant sur des notions clefs comme celles de sujet-acteur, d'empowerment psychologique, d'évènements, de bifurcations et de transitions biographiques, induit des perspectives de généralisation sous forme de typologies de parcours.

Green, Z. A., Noor, U., & Hashemi, M. N. (2019). **Furthering Proactivity and Career Adaptability Among University Students: Test of Intervention**. *Journal of Career Assessment*, *28*(3), 402-424. https://doi.org/10.1177/1069072719870739
This study was based on a theory-driven training course, Staying Relevant. It aimed at developing university students' proactive personality and career adaptability resources (concern, control, curiosity, and confidence) with the assumption that 6 months later, they would demonstrate appropriate adapting responses (career planning, career decision-making self-efficacy, career exploration, and occupational self-efficacy). A randomized control trial, the study used the pretest–posttest–posttest one control group

(n = 49) and one experimental group (n = 49) design. Compared to the control group, results indicated that the training group had higher proactivity and career adaptability resources immediately after the training and 6 months later as well as showed higher adapting responses 6 months later. Theoretical contributions and practical implications of these results are also discussed. The study concluded that the Staying Relevant course embodying an eclectic mix of intervention best practices could be successful in facilitating a smooth university-to-work transition.

Hlad'o, P., Kvasková, L., Ježek, S., Hirschi, A., & Macek, P. (2019). **Career Adaptability and Social Support of Vocational Students Leaving Upper Secondary School**. *Journal of Career Assessment*, *28*(3), 478-495. https://doi.org/10.1177/1069072719884299
This study used a sample of 3,028 vocational upper secondary Czech students to validate the measurement model of the Career Adapt-Abilities Scale—Czech Form, assessing concern, control, curiosity, and confidence as the psychosocial resources for managing occupational transitions, developmental tasks, and work traumas. We moreover examined the associations of parental psychosocial support, parental instrumental support (action), teacher support, and peer support with the four components of career adaptability. As expected, social support provided by significant others was positively associated with career adaptability. Diverse sources of social support related differently to various career adaptability components. Career concern and confidence were associated simultaneously with parental psychosocial support, teacher support, and peer support while control was associated only with the parental and friend support and curiosity was associated with the social support from teachers and friends. Moreover, parental instrumental support did not show any significant link to career adaptability components.

Iribarnegaray, L. (2020a, juillet 6). **Etudier moins loin, viser un secteur qui embauche, se sentir utile : la crise bouleverse les projets d'orientation**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2020/07/06/etudier-moins-loin-viser-un-secteur-qui-embauche-se-sentir-utile-la-crise-sanitaire-bouleverse-les-projets-d-orientation_6045334_4401467.html
Le contexte incertain, les difficultés économiques, les moments d'introspection suscités par la période de confinement ont fait évoluer les choix et les préférences des lycéens et étudiants.

Iribarnegaray, L. (2020b, juillet 6). **Etudier moins loin, viser un secteur qui embauche, se sentir utile : la crise bouleverse les projets d'orientation**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2020/07/06/etudier-moins-loin-viser-un-secteur-qui-embauche-se-sentir-utile-la-crise-sanitaire-bouleverse-les-projets-d-orientation_6045334_4401467.html
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Iribarnegaray, L. (2020c, juillet 6). **Etudier moins loin, viser un secteur qui embauche, se sentir utile : la crise bouleverse les projets d'orientation**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2020/07/06/etudier-moins-loin-viser-un-secteur-qui-embauche-se-sentir-utile-la-crise-sanitaire-bouleverse-les-projets-d-orientation_6045334_4401467.html

Le contexte incertain, les difficultés économiques, les moments d'introspection suscités par la période de confinement ont fait évoluer les choix et les préférences des lycéens et étudiants.

Jacques, M.-H. (2020). ***Les transitions identitaires dans les parcours d'éducation***. Consulté à l'adresse http://www.pur-editions.fr/detail.php?idOuv=5006
Cet ouvrage s'inscrit dans le contexte actuel d'individualisation des parcours scolaro-professionnels marqués par les mutations de l'éducation et du travail. Dans les charnières de ces parcours, comment s'opère le processus transitionnel qui affecte le sujet ? Comment gère-t-il l'instabilité qui oblige un repérage et des réorientations permanents, comment garde-t-il une cohérence identitaire face à ces contraintes ? La démarche conduite explore les transitions identitaires en train de se produire, au fil de dispositifs d'éducation formelle ; elle en explique le processus par l'analyse de ses déterminants sociaux et de ses produits.

Jarraud, F. (2020, juillet 24). **Un rapport critique sur l'accès au supérieur et l'orientation**. Consulté 1 septembre 2020, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2020/07/24072020Article637311809195202398.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=503888
« Insuffisante prise en compte des aspirations des jeunes, information déficiente sur les débouchés professionnels des études, méconnaissance des outils et des lieux d'information disponibles, méconnaissance par les jeunes et par les professionnels de l'éducation du monde du travail, des métiers et des voies de formation à emprunter pour y postuler, insuffisance du nombre, de la formation et de la reconnaissance des personnels chargés de conseiller les jeunes, insuffisante coordination des acteurs de l'orientation », le rapport réalisé par les députés Régis Juanico (Génération.s) et Nathalie Sarles (LREM) sur « l'évaluation de l'accès à l'enseignement supérieur » souligne les faiblesses de l'éducation à l'orientation en France. Il montre aussi les limites de Parcoursup aussi bien en termes de résultats globaux que d'équité. Le rapport préconise une réforme de l'éducation à l'orientation et des places supplémentaires en STS.

Klonek, F., Will, T., Ianiro-Dahm, P., & Kauffeld, S. (2019). **Opening the Career Counseling Black Box: Behavioral Mechanisms of Empathy and Working Alliance**. *Journal of Career Assessment*, *28*(3), 363-380. https://doi.org/10.1177/1069072719865159
Many individuals who struggle with career decisions seek professional guidance from career counselors. However, little is known about how to ensure that career guidance sessions are of high quality. Vital factors for a successful counseling process include a positive working alliance and empathy of the counselor. This study investigates how counselors' behaviors, measured with a behavioral coding instrument, related to positive working alliances and empathy. We introduce a video-based instrument that measures microbehaviors and skills during career counseling sessions. Psychometric analyses were conducted on the basis of 53 video recordings. Double-coded sessions (N = 18) showed excellent interrater reliabilities for the coded microbehaviors. By using a multitrait-multimethod approach, we established construct validity with another coding instrument, whereas criterion validity was established with respect to counselors' empathy and working alliance ratings. We discuss theoretical implications of using

video-based methods in career sessions to advance process research and present practical applications in terms of assessing quality assurance in career interventions.

Martin, J. (2020). ***La naissance de l'orientation professionnelle en France***. Consulté à l'adresse https://www.editions-harmattan.fr/index.asp?navig=catalogue&obj=livre&no=66398
L'ouvrage explore les origines du mouvement d'orientation professionnelle en France, des années 1900 aux années 1940. Croisant l'histoire sociale, l'histoire de l'éducation et celle de la psychologie, il met en valeur les conditions d'apparition de la question de l'orientation, la diversité des acteurs ainsi que ses bases idéologiques et scientifiques. L'après Première Guerre mondiale et les années 1930 constituent deux périodes fondamentales dans l'histoire de l'orientation professionnelle.

Politique de l'éducation et système éducatif

Abraham, J. (2020). ***L'école haïtienne: Entre ségrégation et rapports sociaux d'inégalité***. Consulté à l'adresse https://www.editions-harmattan.fr/index.asp?navig=catalogue&obj=livre&no=66186
Par une recherche empirique menée dans le département de l'Ouest, à partir d'une enquête et d'entretiens, cette étude montre que la ségrégation scolaire est un construit social indissociable des rapports sociaux d'inégalité dans le contexte scolaire haïtien : elle est l'image superficielle qui reproduit fidèlement les rapports sociaux d'inégalité dans les salles de classe -même s'il existe des cas où la réussite scolaire semble être le fruit de la méritocratie. L'école haïtienne semble ainsi socialiser les enfants en fonction de leurs catégories socio-économiques et ignorer les effets des trajectoires intergénérationnelles descendantes.

Abraham, J., & Toussaint, P. (2020). ***L'école haïtienne: entre ségrégation et rapports sociaux inégalité***. Consulté à l'adresse https://www.editions-harmattan.fr/index.asp?navig=catalogue&obj=livre&no=66186
Par une recherche empirique menée dans le département de l'Ouest, à partir d'une enquête et d'entretiens, cette étude montre que la ségrégation scolaire est un construit social indissociable des rapports sociaux d'inégalité dans le contexte scolaire haïtien : elle est l'image superficielle qui reproduit fidèlement les rapports sociaux d'inégalité dans les salles de classe -même s'il existe des cas où la réussite scolaire semble être le fruit de la méritocratie. L'école haïtienne semble ainsi socialiser les enfants en fonction de leurs catégories socio-économiques et ignorer les effets des trajectoires intergénérationnelles descendantes.

Almond, D. (2020). **Everyday Characteristics of American College Towns: Identification and Discussion**. *Innovative Higher Education*, *45*(4), 267-284. https://doi.org/10.1007/s10755-020-09504-y
American college towns represent a unique but understudied feature of the global educational landscape. With hundreds of college towns dotting the American geographical landscape, this uniqueness is particularly relevant for rural higher education. This article identifies a taxonomy of characteristics found commonly in the everyday environments of American college towns. The taxonomy, which represents a

research-based model to embed higher education into the everyday cultural ecosystems of small towns where there are few, if any, place-based higher education institutions, is a result of a study encompassing 100 American college towns across 34 states. Although the study considered only the surface structures observed through first encounters in college towns, the drive-by nature of the study and its conclusions offer a unique contribution to the body of higher education research. I close with discussion and offer some implications for rural communities.

Alrasheedi, G., & Almutawa, F. (2019). **Weekend Islamic schools in Europe: Challenges and means of development**. *Improving Schools*, *23*(2), 190-203. https://doi.org/10.1177/1365480219869425
Many educational centers for instructing Muslim children in the principles of Islam and the Arabic language have been established in Europe. These centers are called weekend schools; students attend these schools on the weekend to learn the Holy Qur'an in addition to Arabic language skills. The current study aimed to examine the nature of these schools and their instructional focuses. The study used a qualitative method for data collection and conducted interviews based on semi-open questions. A total of 26 participants were interviewed during the Annual Conference of the Islamic Organization Union in France in 2012. The results indicate that there is no detailed database that shows the total number or overall percentage of Muslim students who attend weekend schools in Europe. The results also show that the rate of enrollment is increasing. The results of the study confirm that most of the students are primary school students who attend these schools for only 3 to 4 hours every week. The findings show that these weekend schools face several challenges. The most important of these challenges are the weak qualifications of the teachers, inadequate curriculum, an inconvenient instructional environment, and other challenges that will be covered in this research. The researcher argues that the efforts exerted by mosques and Islamic centers to maintain the identity represented in the supplementary schools and classes called weekend schools are insufficient due to the numerous challenges that these schools are facing.

Andersen, N. A. (2020). **The constitutive effects of evaluation systems: Lessons from the policymaking process of Danish Active Labour Market Policies**. *Evaluation*, *26*(3), 257-274. https://doi.org/10.1177/1356389019876661
In recent years, evaluation research has taken an increasing interest in the proliferation of evaluation systems. One of the main assumptions being that such evaluation systems can enhance the use of evaluations and their findings. The current article analyses this assumption by empirically studying the workings of a specific evaluation system within the Danish Ministry of Employment. By applying the concept of constitutive effects, the article analyses how the evaluation system affects processes of policymaking within the central government. It is shown how the institutionalisation of an evidence-based evaluation system, at the ministerial level, structures the process of policymaking around a specific understanding of policy content, timeframes and expertise. Based on these findings, it is argued that evaluation systems can both enhance the instrumental use of evaluations and significantly alter policymaking processes.

Anderson, K. P. (2019). **Academic, Attendance, and Behavioral Outcomes of a Suspension Reduction Policy: Lessons for School Leaders and Policy Makers**.

Educational Administration Quarterly, *56*(3), 435-471. https://doi.org/10.1177/0013161X19861138
Background: Exclusionary discipline (e.g. suspension and expulsion) is associated with lower student achievement, drop-out, and involvement in the juvenile justice system. Recently, states and school districts have begun to restrict exclusionary discipline, but there remains much to be learned about the potential impact on students. Research Design: I use a comparative interrupted time series to estimate whether a state policy prohibiting out-of-school suspension as a consequence for truancy affected student achievement, attendance, truancy, or disciplinary referrals. Findings: After testing a variety of specifications checks, I find evidence of slight increases in attendance, particularly for disadvantaged students, with suggestive evidence of improvements in test scores and reductions in disciplinary referrals for some students. Conclusions: These improvements were quite modest relative to what we might expect from an intuitively appealing policy and were likely influenced by incomplete compliance, particularly in areas serving more students from traditionally disadvantaged backgrounds. Implications for policy design and school leadership are discussed.

Armagnague, M., & Rigoni, I. (2020). **Un diplôme d'université (DU). Éducation, migrations et minorités (EDUMIM). Quelques enjeux et l'histoire d'une démarche**. *Administration Education*, *N° 166*(2), 207-210. https://www-cairn-info.proxy-scd.u-bourgogne.fr/revue-administration-et-education-2020-2-page-207.htm

Armstrong, Stahl, & Lampi. (2020). **All the Best-Laid Plans: A Content Analysis of Textbooks Driving Integrated Reading and Writing Courses in Community College Contexts**. *Community College Journal of Research and Practice*, *44*(7), 508-527. https://doi.org/10.1080/10668926.2019.1616633
Recent calls for coursework acceleration, reforms efforts, and promising pedagogical practices have resulted in the reemergence of integrated reading and writing (IRW) courses in community colleges nationwide. To answer such calls, a number of IRW textbooks have been published and implemented rapidly, perhaps out of convenience. This study was a content analysis of the most current and popular textbooks on the market for integrated reading and writing (IRW) courses at the postsecondary level from 2002–2017. Findings suggest that there are tensions across theory and curricula as embodied in these textbooks. As a result of the findings of this study, we offer a set of specific principles that we posit should drive curriculum and instruction for postsecondary developmental integrated reading and writing in community college contexts. These principles are not intended to be interpreted as prescriptive, but rather as descriptive of the wealth of a great deal of existing scholarship regarding integrated reading and writing that is too often overlooked in curriculum-development, particularly with textbook curricula.

Auger, N. (2020). **Un modèle en sept étapes pour enseigner le FLS à des publics allophones**. *Administration Education*, *N° 166*(2), 99-105. http://www.cairn.info/revue-administration-et-education-2020-2-page-99.htm

Ayada, S. (2020). ***Rapport d'activité 2016-2019 du Conseil supérieur des programmes (CSP)***. Consulté à l'adresse https://www.education.gouv.fr/sites/default/files/2020-06/csp-rapport-activite-2016-2019-69005_0.pdf

Ce rapport couvre quatre années (de 2016 à 2019), au cours desquelles le Conseil supérieur des programmes a mené des travaux qui s'inscrivaient dans le nouveau cadre d'enseignement établi pour l'école primaire et le collège. Mais il a aussi émis des avis et formulé des propositions sur les enseignements dispensés au lycée. Il revient également de manière détaillée sur l'élaboration des contenus des enseignements des lycées généraux, technologiques et professionnels.

Bah-Lalya, I. (2020). ***Réformes éducatives en Guinée sous Sékou Touré: à la recherche d'une troisième voie entre orthodoxie et révolution***. Consulté à l'adresse https://www.editions-harmattan.fr/index.asp?navig=catalogue&obj=livre&no=66030

Barkaï, B. H. (2020). **L'accueil et la scolarisation des élèves migrants ou issus de familles ayant connu la migration**. *Administration Education*, *N° 166*(2), 75-76.

Barringer, S. N., Leahey, E., & Salazar, K. (2020). **What Catalyzes Research Universities to Commit to Interdisciplinary Research?** *Research in Higher Education*, *61*(6), 679-705. https://doi.org/10.1007/s11162-020-09603-x
For decades, science policy has been promoting interdisciplinary research (IDR), but universities have not responded uniformly. To explain this variation, we integrate insights from the organizational literature, especially research on microfoundations, and highlight the role of both administrators and faculty. We collect and, with the help of machine learning, code vast amounts of textual data from 156 universities nationwide to measure universities' structural commitment to IDR as well as key explanatory variables, including top-down administrative support for, and bottom-up faculty engagement with, IDR. We integrate these measures with extant data from the Survey of Earned Doctorates, Higher Education R&D Expenditures Survey, NIH, NSF, and IPEDS to analyze how internal university dynamics influence the degree to which a university commits to IDR. Our results reveal that the level of structural commitment to IDR differs at universities with and without medical schools, as do the precursors to this commitment. At universities with medical schools, we find that bottom-up engagement is positively associated with structural commitment to IDR, and that status moderates the relationship between top-down administrative support and structural commitment to IDR. For universities with low levels of supportive administrative discourse status significantly impacted their structural commitment to IDR. At universities without medical schools, top-down support and bottom-up engagement are interrelated and mutually reinforcing such that universities with high levels of both administrative support and interdisciplinary research grants have higher levels of structural commitment to IDR. We discuss the implications of these findings for university administrators, policy makers, and researchers.

Barthou, É. (2020). **L'incidence des dispositifs et choix organisationnels d'établissements scolaires sur les trajectoires scolaires d'élèves migrants et descendants de migrants**. *Administration Education*, *N° 166*(2), 77-83. http://www.cairn.info/revue-administration-et-education-2020-2-page-77.htm

BEADLE, S., HANNAH, A., ZAIDI, A., & VALE, P. (2020). ***Graduate tracking: a « how to do it well » guide***. Consulté à l'adresse https://liseo.ciep.fr/doc_num.php?explnum_id=12663
La recommandation du Conseil sur le suivi des diplômés reconnaît que les initiatives et les systèmes de collecte d'informations sur les sortants de l'enseignement supérieur et

de la formation professionnelle pourraient bénéficier d'une amélioration et d'une normalisation. La capacité de suivi les diplômés est considérée comme une composante essentielle des systèmes efficaces d'assurance qualité. Ce guide vise à aider les responsables nationaux à renforcer les mesures de suivi de leurs diplômés ainsi qu'à mettre en œuvre la recommandation du Conseil. De la préparation et la conception à la mise en œuvre et la diffusion des données, il fournit des informations et des conseils pratiques pour chaque étape.

BEADLE, S., VALE, P., MANNSBERGER-NINDL, S., HANNAH, A., ZAIDI, A., ABDALLAH, C., & KOTTMANN, A. (2020). ***Mapping the state of graduate tracking policies and practices in the EU Member States and EEA countries : Final report***. Consulté à l'adresse https://liseo.ciep.fr/doc_num.php?explnum_id=12655
S'appuyant sur les résultats de l'enquête pilote Eurograduate visant à identifier ce qui devrait être renforcé dans les études pour renforcer le lien avec la réussite professionnelle, le rapport présente une cartographie des pratiques de suivi des diplômés en Europe, ainsi que des progrès accomplis vers la réalisation des exigences de la recommandation du Conseil sur le suivi des diplômés. Si environ deux tiers des pays disposent d'un système de suivi, des efforts importants sont encore nécessaires pour parvenir à un système comparable de suivi des diplômés au niveau européen.

Bernabeu, L. (2020). **L'École laïque du Chemin des Dunes, une école dans le camp de Calais**. *Administration Education*, *N° 166*(2), 145-150. http://www.cairn.info/revue-administration-et-education-2020-2-page-145.htm

Berne, O. (2020). ***What does the Shanghai Ranking really measure ?*** Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-02918290
The notion of higher education as a global market is pervasive among policymakers. Attached to it is the generalization of national and international rankings, supposed to give an "objective" measure of the performances of Higher Education Institutions (HEI), including universities, and justified as necessary to provide guidelines to families and students when making their choices. The deep influence of rankings on the organization of higher edu- cation worldwide, and more generally on how knowledge is created and distributed, has been established. Rankings have however been criticized in academic studies which have pointed out their methodological limitations. In addition, social science analyses suggest that rankings favor the reproduction of elites at a global scale. This paper aims at demonstrating that these later conclusions can be supported empirically. Gathering financial data available publicly for universities, this paper shows that performance as measured by the Academic Ranking of World Universities (ARWU, a.k.a. the Shanghai Ranking, the oldest international ranking of HEIs) correlates with wealth of the institutions (expressed in terms of annual budget per student) and with the amount of tuition paid by students. For US institutions, better ranking also correlates with higher income of students parents. Hence, the ARWU ranks economic capital of HEIs and of the families attending these HEIs, in summary, the ARWU ranks "the economic eliteness" HEIs. This supports theoretical analyses which suggest that international rankings of universities consolidate the domination of economic elites at a global scale, and favor social exclusion. In addition, by promoting a model of higher education with high tuition fees, the ARWU likely contributes to the expansion of the student debt.

Bisson-Vaivre, C., & Klépal, I. (2020). **Ruptures 2 : École et migrations. L'école de la République est-elle accueillante ?** *Administration Education*, *N° 166*(2), 7-9. http://www.cairn.info/revue-administration-et-education-2020-2-page-7.htm

Bleiberg, J., & Harbatkin, E. (2018). **Teacher Evaluation Reform: A Convergence of Federal and Local Forces**. *Educational Policy*, *34*(6), 918-952. https://doi.org/10.1177/0895904818802105
This article employs event history analysis to explore the factors that were associated with the rapid uptake of teacher evaluation reform. We investigate three hypotheses for this rapid adoption: (a) downward diffusion from the federal government through Race to the Top (RTTT), (b) upward diffusion from large school district policies, and (c) the influence of intermediary organizations. Although RTTT clearly played a role in state adoption, our analysis suggests that having a large district implement teacher evaluation reform is the most consistent predictor of state adoption. Intermediary organizations appeared to play a role in the process as well.

Blissett, R. S. L. (2018). **Proving I'm Right: Charter School Policy and Selective Exposure to Information**. *Educational Policy*, *34*(6), 894-917. https://doi.org/10.1177/0895904818802102
Research suggests that individuals may make choices about the information they consume that are influenced by what they already believe. In this study, I investigate this process in a particularly contentious policy arena: charter schools. What kinds of information are important to people as they evaluate charter school policy? Are their choices shaped by their prior beliefs? Overall, I find that indeed people tend to seek out information that aligns with their prior beliefs. Altogether, the results of this study suggest that the dynamics of selective exposure present in the political arena more broadly also exist within education policy.

Braun, G., Kumm, S., Brown, C., Walte, S., Hughes, M. T., & Maggin, D. M. (2020). **Living in Tier 2: educators' perceptions of MTSS in urban schools**. *International Journal of Inclusive Education*, *24*(10), 1114-1128. https://doi.org/10.1080/13603116.2018.1511758
Despite multi-tiered systems of support (MTSS) being implemented for over a decade in the United States, practitioners are continuously challenged with implementing the framework to meet the needs of their students. This qualitative study aimed to examine the perspectives of educators in high-need urban schools regarding the implementation of academic MTSS. Nineteen educators were interviewed. The interviews were analyzed to identify teachers' understanding of the MTSS process, tiered interventions, and their experiences with MTSS. Two major themes emerged: (a) due to frequent changes in school-wide MTSS, educators felt confused about the process and (b) educators thought Tier 2 interventions were effective for students needing limited assistance, but schools struggle to intensify interventions for non-responders. Further research is needed regarding the use of evidence-based practices in high-need urban settings.

BRAY, M., KOBAKHIDZE, M. N., & KWO, O. (2020). ***Shadow education in Myanmar: private supplementary tutoring and its policy implications***. Consulté à l'adresse https://liseo.ciep.fr/doc_num.php?explnum_id=12678
Ce rapport présente la première enquête d'envergure menée au Myanmar d'un phénomène de plus en plus visible et important dans les pays du monde entier : le

soutien scolaire privé, appelé « l'éducation de l'ombre » car il se développe en parallèle de la scolarité formelle et en est la copie conforme. Au Myanmar, plus de 80 % des élèves reçoivent des cours de soutien scolaire privé et presque la moitié des enseignants du système scolaire classique dispensent des cours particuliers, les autres prestataires étant des entreprises ou des prestataires informels. Les auteurs exposent les raisons de cette expansion rapide et montrent son importance et ses conséquences, tant pour les élèves que pour le travail des enseignants et la société en général.

Brighenti, M. (2020). **La formation des enseignants la nécessité de la reconnaissance de l'altérité mais pas que….** *Administration Education*, *N° 166*(2), 199-206.
Bunbury, S. (2020). **Disability in higher education – do reasonable adjustments contribute to an inclusive curriculum?** *International Journal of Inclusive Education*, *24*(9), 964-979. https://doi.org/10.1080/13603116.2018.1503347
The study focuses on the importance of inclusive curriculum design in Higher Education (HE) and the impact of reasonable adjustments in ensuring inclusive practices. Although making reasonable adjustments attempts to ensure inclusivity, the data gathered suggests that some staff struggle to accommodate disabled students, due to a lack of knowledge, training and awareness of disability. The findings are drawn from qualitative data collected from five participants by way of in-depth interviews. The study explored the perceptions of staff members in a Law School, and attempts to offer practical recommendations to ensure HE institutions adopt inclusive practices in their curriculum design. The findings suggest that having an inclusive curriculum can in some cases minimise or obviate the need to make reasonable adjustments. It is suggested that HE institutions should now switch their focus to the social model of disability which focuses on attitudes, so as to transform the perception of staff towards disabled students. Additionally, practical solutions are provided in an attempt to recognise that disabled students may need to be treated differently, in order to achieve their full potential, which ultimately ensures inclusion within the curriculum.

CARDIEL, H. C., & CASANOVA CARDIEL, H. (2020). ***Educación y pandemia : un visión académica***. Consulté à l'adresse https://liseo.ciep.fr/doc_num.php?explnum_id=12712
Cet ouvrage comprend trente-quatre communications de chercheurs de l'UNAM (Universidad Nacional Autónoma de México) qui abordent le thème très vaste de l'éducation et de l'université. Ces réflexions sont étroitement liées aux projets de grande envergure du corps académique de l'IISUE et sont, en même temps, des exercices analytiques qui ont émergé dans le contexte de la pandémie. Des interprétations académiques qui, en se concentrant sur six domaines thématiques (continuité pédagogique, enseignement supérieur, technologie et connectivité, inégalité et genre, éducation et culture, éducation et avenir), offrent un regard général - et non exhaustif - sur les principales questions éducatives pendant la pandémie.

CEDEFOP : Centre européen pour le développement de la formation professionnelle, & ETF : Fondation européenne pour la formation. (2020). ***Enhancing European cooperation in VET : outcomes of the Riga cycle progress in common priorities for 2015-20***. Consulté à l'adresse https://www.cedefop.europa.eu/files/3084_en.pdf
Le Cedefop et l'ETF ont supervisé l'analyse de la manière dont les politiques nationales d'enseignement et de formation professionnels (EFP) ont incorporé les recommandations de Riga. Le rapport vise à soutenir la coopération vers une ambition

commune pour l'EFP. Il analyse les progrès réalisés en matière de priorités communes entre 2015 et 2020 dans les Etats membres et les pays candidats à l'Union européenne en abordant 5 domaines prioritaires : l'apprentissage par le travail, l'assurance qualité, l'accès à l'EFP et aux certifications, les compétences clés et le développement professionnel des enseignants. Malgré les différences entre les pays, les systèmes d'EFP ont progressé de sorte que l'EFP peut être un premier choix crédible.

Cha, J. H., Lee, J., Kim, T., & Chang, K. (2020). **Value of college athletic programmes in the Korean Higher Education: A contingent valuation study**. *Higher Education Quarterly*, *74*(3), 320-333. https://doi.org/10.1111/hequ.12223
Higher Education institutions in Korea are undergoing restructuring in response to the government reform policy. As one aspect of the restructuring, many colleges are reducing or abolishing the athletic programmes. This study investigated the value of athletic programmes for college students by using the contingent valuation method. The results of a multivariate survival analysis with a convenience sample of 372 undergraduate students indicate that the monetary value of the willingness of a student to pay for athletic programmes was about KRW 116,000 per semester. Students' level of involvement with and knowledge about intercollegiate athletics, as well as monthly allowance and year in college have positive effects on willingness to pay for athletic programmes.

Chapellon, S., & Qribi, A. (2020). **Incidences de la scolarisation de l'enfant sur le lien à ses parents**. *Administration Education*, *N° 166*(2), 127-133.
Ching, C. D., Felix, E. R., Fernandez Castro, M., & Trinidad, A. (2018). **Achieving Racial Equity From the Bottom-Up? The Student Equity Policy in the California Community Colleges**. *Educational Policy*, *34*(6), 819-863. https://doi.org/10.1177/0895904818802092
Can equity policies foster success and close the outcome gaps experienced by racially minoritized students in community colleges? Using a critical policy analysis and equity-mindedness framework, we examine whether and how the design and early implementation of one such policy—the California Community Colleges' Student Equity Policy—addresses racial equity. Findings show that attention to race and racial equity diminished over time in state policy documents, and varied widely in colleges' response to the policy, suggesting that its potential to tackle racial inequities is so far unexploited. Implications are discussed and recommendations for policy, practice, and research are proposed.

Clavé-Mercier, A. (2020). **Des dynamiques migratoires contraignant la scolarisation ? L'accueil d'enfants roms bulgares en question**. *Administration Education*, *N° 166*(2), 159-163. http://www.cairn.info/revue-administration-et-education-2020-2-page-159.htm

Coalition Education. (2020). ***Aide française à l'éducation des avancées en demi-teinte - Observatoire de l'aide française à l'éducation édition 2020***. Consulté à l'adresse https://liseo.ciep.fr/doc_num.php?explnum_id=12658

Connac, S., Léon, J.-C., & Zakhartchouk, J.-M. (2020). ***CONSTRUIRE ENSEMBLE L'ECOLE D'APRES***. Consulté à l'adresse https://www.leslibraires.fr/livre/17237694-construire-ensemble-l-ecole-d-apres-connac-sylvain-leon-editions-sociales-francaises-esf
Mars 2020, à la surprise générale, les établissements scolaires doivent fermer pour faire face à la crise sanitaire. Un événement hors norme qui a nécessité de la créativité, de

la coopération et de l'humain malgré la distanciation. À travers des témoignages d'enseignants et autres acteurs de l'éducation, de parents, d'élèves et des analyses de chercheurs, ce livre ouvre une réflexion collective féconde pour que «l'école d'après» ne soit pas un vain slogan. Il fait émerger de nombreuses propositions pour envisager un après qui ne soit pas un simple retour à un système qui a montré ses limites, ses failles immenses. Cet ouvrage participe d'un débat urgent et fondamental qui appelle à la refondation d'une école et d'une société de la justice, de la démocratie, de la solidarité.

Crispi, V. (2020). **Les dispositifs d'intégration des élèves étrangers : en Italie et en Suisse, des options significativement différentes de celles de la tradition républicaine française**. *Administration Education*, *N° 166*(2), 185-190. http://www.cairn.info/revue-administration-et-education-2020-2-page-185.htm

Denny, J.-L. (2020). **Le confinement pédagogique : de la pandémie à l'expérience d'apprentissage des étudiants**. *Recherches & éducations*, (Hors-série). Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-02908173
La mise en œuvre de la continuité pédagogique en situation de crise interroge la capacité de l'université à relever le défi technopédagogique avec un recours exclusif au numérique. Notre article s'intéresse aux apprenants et à la manière dont leur vécu fait expérience par le prisme des normes et valeurs. Tenant de la démarche ergologique, nous analysons l'activité d'un groupe d'étudiantes en combinant des focus group avec des entretiens individuels. Les résultats traduisent une dimension psychoaffective davantage éprouvée dans les relations, un changement dans le processus d'apprentissage et la nécessité de prendre des initiatives dans les contraintes. Si les étudiantes font l'expérience de l'autonomie, elles documentent aussi le pouvoir mobilisateur d'un projet professionnel solide pour soutenir leur engagement. Nous postulons un effet de décrochage à retardement pour les étudiants indéterminés.

DEPP. (2020). ***Repères et références statistiques sur les enseignements, la formation et la recherche 2020***. Consulté à l'adresse https://www.education.gouv.fr/media/70728/download
Publication annuelle de la DEPP et de la SD-SIES, Repères et références statistiques réunit en un seul volume toute l'information statistique disponible sur le système éducatif et de recherche français. Organisé en 10 chapitres et 179 thématiques pour l'édition 2020, RERS apporte des éclairages nouveaux en fonction de l'actualité et des derniers résultats d'études.

Dhouib, B. (2020a). ***Le suivi de l'apprentissage en famille de type unschooling : le point de vue de parents unschoolers et le droit de l'enfant à l'éducation*** (Mémoire présenté en vue de l'obtention du grade de Maître ès arts (M.A.) en administration scolaire, Université de Montréal). Consulté à l'adresse https://papyrus.bib.umontreal.ca/xmlui/handle/1866/23571
L'unschooling (ou la «non-scolarisation») est une option éducative marginale, mais en constante évolution au Canada et ailleurs dans le monde. Au vu du développement de ce mouvement en éducation, des enjeux concernant le suivi des apprentissages réalisés par les enfants unschoolers prennent de l'importance. La rareté des écrits portant spécifiquement sur le suivi des apprentissages informels et les risques associés à une absence de suivi, particulièrement auprès des enfants plus vulnérables, nous

amènent à poser cette question générale de recherche: Quel suivi de l'apprentissage en famille serait souhaitable dans un contexte d'unschooling, en prenant en compte le point de vue des parents unschoolers et le droit de l'enfant à l'éducation ? Pour répondre à cette question, 25 parents unschoolers répartis en quatre groupes, ont réfléchi au type de suivi qu'ils jugent le mieux adapté à leur réalité éducative. L'analyse thématique du contenu de leurs échanges a fait ressortir une proposition globale de suivi constituée de trois approches différentes : 1- l'approche « aucune interaction », visant le respect de l'autonomie des familles; 2- l'approche « offre de soutien », visant la réponse aux besoins exprimés par les familles; et 3- l'approche « appréciation de l'expérience éducative » pouvant viser le dépistage de l'expérience éducative ou l'accompagnement des familles. Cette proposition de suivi a ensuite été analysée à l'aide d'un cadre conceptuel relatif au droit de l'enfant à l'éducation, composé de cinq conditions du respect de ce droit et de leurs indicateurs. Cette analyse a permis d'évaluer le potentiel de chacune des trois approches à protéger le droit à l'éducation des enfants évoluant dans un cadre éducatif de type unschooling. La troisième approche, soit l'appréciation de l'expérience éducative, apparaît à la fois acceptable du point de vue des parents unschoolers et du point de vue du droit de l'enfant à l'éducation. Selon la proposition des parents, elle peut s'effectuer au moyen de l'appréciation d'un portfolio, d'une discussion informelle ou de la visite du domicile, permettant d'apprécier l'expérience éducative de l'enfant par la voie de l'environnement éducatif qui lui est offert ou de son parcours éducatif.

Dhouib, B. (2020b). ***Le suivi de l'apprentissage en famille de type unschooling : le point de vue de parents unschoolers et le droit de l'enfant à l'éducation***. Consulté à l'adresse https://papyrus.bib.umontreal.ca/xmlui/handle/1866/23571

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l'appréciation d'un portfolio, d'une discussion informelle ou de la visite du domicile, permettant d'apprécier l'expérience éducative de l'enfant par la voie de l'environnement éducatif qui lui est offert ou de son parcours éducatif.

Dimitrellou, E., Hurry, J., & Male, D. (2020). **Assessing the inclusivity of three mainstream secondary schools in England: challenges and dilemmas**. *International Journal of Inclusive Education*, *24*(10), 1097-1113. https://doi.org/10.1080/13603116.2018.1511757
The notion of inclusion has gained momentum worldwide, with most countries around the world embracing inclusive policies in their educational systems. However, there is still an ongoing debate as to what is inclusion and hence, the consequent challenge of coming up with an agreed definition, which could then be used to plan for and subsequently, evaluate, inclusion. This study adds to our understanding of inclusion by contrasting objective (i.e. School Census Statistics) and subjective (i.e. self-report questionnaire) measures of inclusivity in three mainstream secondary schools in England and by comparing the perceptions of school inclusivity of different groups of educational practitioners and pupils. The results of this study indicate that inclusion is a 'slippery' construct as the perception of inclusion of educational practitioners was found to be affected by their role at school while pupil perception on this matter depended upon their SEND category. However, despite these subjective differences in the way inclusion is perceived, there was also substantial agreement across the different categories of participants with regard to the relative ranking of inclusivity across the three schools suggesting that coming up with overarching themes on what is inclusion is achievable. The article ends with explaining the benefits of reaching an agreed definition at a national level.

DREIC. (2020). **L'inclusion scolaire des élèves migrants au sein de l'Union européenne**. *Administration Education*, *N° 166*(2), 165-175. http://www.cairn.info/revue-administration-et-education-2020-2-page-165.htm

DUBE, F., OUELLET, C., MOLDOVEANU, M., DUFOUR, F., ROUSSEAU, N., GRENIER, N., … al, et. (2020). **Formation et accompagnement du personnel scolaire pour favoriser la réussite des élèves ayant des besoins particuliers : dossier**. *Formation et profession*, *28*(1), 3-93. https://liseo.ciep.fr/doc_num.php?explnum_id=12651
Dans un contexte où l'inclusion des populations scolaires traditionnellement vulnérables et l'atteinte du plein potentiel de chaque élève constituent des objectifs de société prioritaires, le personnel enseignant se voit appeler à apporter des changements parfois majeurs à ses pratiques. Quels modèles d'organisation des services pourraient favoriser l'implantation systématique d'approches inclusives dans les établissements scolaires ? Quels outils les enseignants pourraient-ils privilégier pour mieux répondre aux besoins d'apprentissage de tous leurs élèves ? Ce numéro propose d'explorer des pistes de solution, axées notamment sur la formation continue et l'accompagnement du développement professionnel.

Dubet, F. (2020). **Après le virus, l'école sera-t-elle comme avant ?** *Les Cahiers Pédagogiques*. Consulté à l'adresse https://halshs.archives-ouvertes.fr/halshs-02904654
Pendant la « continuité pédagogique », l'école n'est plus ce qu'elle était. Qu'en restera-t-il « après », quand le déconfinement aura permis que les élèves se retrouvent en présence de leurs enseignants ? L'école reprendra-t-elle « comme avant » ?

Dusdal, J., Powell, J. J. W., Baker, D. P., Fu, Y. C., Shamekhi, Y., & Stock, M. (2020). **University vs. Research Institute? The Dual Pillars of German Science Production, 1950–2010**. *Minerva*, *58*(3), 319-342. https://doi.org/10.1007/s11024-019-09393-2
The world's third largest producer of scientific research, Germany, is the origin of the research university and the independent, extra-university research institute. Its dual-pillar research policy differentiates these organizational forms functionally: universities specialize in advanced research-based teaching; institutes specialize intensely on research. Over the past decades this policy affected each sector differently: while universities suffered a lingering "legitimation crisis," institutes enjoyed deepening "favored sponsorship"—financial and reputational advantages. Universities led the nation's reestablishment of scientific prominence among the highly competitive European and global science systems after WWII. But sectoral analysis of contributions to science, technology, engineering, mathematics, and medical and health journal publications (1950–2010) finds that Germany's small to medium-sized independent research institutes have made significant, growing contributions, particularly in publishing in higher impact journals proportionally more than their size. Simultaneously—despite dual-pillar policy implications—the university sector continues to be absolutely and relatively successful; not eclipsed by the institutes. Universities have consistently produced two-thirds of the nation's publications in the highest quality journals since at least 1980 and have increased publications at a logarithmic rate; higher than the international mean. Indeed, they led Germany into the global mega-science style of production. Contrary to assumed benefits of functional differentiation, our results indicate that relative to their size, each sector has produced approximately similar publication records. While institutes have succeeded, the larger university sector, despite much less funding growth, has remained fundamental to German science production. Considering these findings, we discuss the future utility of the dual-pillar policy.

Edgerton, A. K. (2019). **Learning From Standards Deviations: Three Dimensions for Building Education Policies That Last**. *American Educational Research Journal*, *57*(4), 1525-1566. https://doi.org/10.3102/0002831219876566
Cynthia Coburn, in her 2016 article in the American Journal of Education—"What's Policy Got to Do With It?"—states that the field of policy implementation suffers from the propensity to learn the same lessons over and over again. This repetition of mistakes, I argue, stems from a failure to account for predictable patterns in how policies become unpopular. Through an analysis of 52 interviews with state, regional, and district officials in California, Texas, Ohio, Pennsylvania, and Massachusetts, I investigate the decline in the popularity of K–12 standards-based reform. I consolidate existing policy implementation theories and describe three important dimensions—detail, drive, and durability—for understanding how standards and associated policies "succeed" or "fail." Using these dimensions, I reveal how policy design and implementation choices can strengthen or weaken standards-based education policies.

Elbeheri, G., Everatt, J., Theofanides, F., Mahfoudhi, A., & Al Muhareb, K. (2020). **Attitudes of academics to special needs accommodations in Kuwait**. *International Journal of Inclusive Education*, *24*(10), 1035-1049. https://doi.org/10.1080/13603116.2018.1508517
The purpose of this study was to identify factors associated with the perceptions of academics working in Kuwait towards potential accommodations for university students

with disabilities. A focus on students with disabilities is relatively new in Kuwait, but this study considered staff within a university with the stated aim to support students with disabilities. An independent, anonymous online questionnaire was distributed to staff (76 respondents). The 13 items were reduced to four factors that related to increasing levels of providing accommodations: (i) Basic, (ii) Alternative, (iii) Individualised/flexible, and (iv) Changes in course materials. Findings indicated that the staff were willing to implement accommodations for students with disabilities. In terms of characteristics influencing perceptions, there were no differences across gender or academic discipline. However, staff with more teaching experience indicated that they were more likely to allow alternative and flexible accommodations. Staff who had taught students with a disability previously were more variable in their views about allowing more flexible accommodations, possibly due to positive/negative prior experiences. These data argue for generally positive attitudes within this relatively inexperienced context, but argue for the need for additional training to support less experienced staff and to ensure previous experiences can enhance positive staff development.

ETF : European training foundation. (52020). ***Coping with COVID-19 – Mapping education and training responses to the health crisis in ETF partner countries***. Consulté à l'adresse https://liseo.ciep.fr/doc_num.php?explnum_id=12668
Le document vise à recenser les réponses à la crise sanitaire en matière d'éducation et de formation dans les pays partenaires d'ETF. Le dernier recensement montre une image plus homogène étant donné que plusieurs pays sont passés par des étapes similaires depuis l'épidémie de COVID. Dans tous les pays, les préoccupations ont trait à la préparation et au soutien des enseignants et des formateurs, la qualité et l'accès à l'offre, l'aide aux plus vulnérables, le soutien des actions et des mesures adoptées, et les besoins spécifiques de l'apprentissage basé sur la pratique.

ETF : European training foundation. (2020). ***Developments in vocational education policy in Turkey: progress towards the medium-term deliverables of the Riga conclusions in the period 2015-19***. Consulté à l'adresse https://liseo.ciep.fr/doc_num.php?explnum_id=12697
Ce rapport dresse un bilan des actions entreprises par la Turquie dans le domaine de l'enseignement et de la formation professionnels (EFP) depuis l'adoption des Conclusions de Riga en 2015. Il porte notamment sur l'apprentissage en milieu professionnel, les mécanismes d'assurance de la qualité, les compétences clés et le développement professionnel initial et continu des enseignants, des formateurs et des tuteurs. Il recommande les actions suivantes : améliorer les liens entre l'EFP initial et l'EFP continu /l'apprentissage des adultes ; faire de la lutte contre l'inadéquation des compétences dans l'EFP une priorité ; développer les possibilités d'apprentissage des adultes ; et mettre en place un système d'orientation professionnelle.

FLISI, S. (2020). ***Building up evidence on work-based learning in VET: A reflection on sources for possible indicators or benchmarks on work-based learning***. Consulté à l'adresse https://op.europa.eu/fr/publication-detail/-/publication/86d398bb-a3df-11ea-bb7a-01aa75ed71a1/language-en/format-PDF/source-132176850
L'apprentissage en situation de travail figure en bonne place dans l'agenda politique de la Commission européenne depuis de nombreuses années. Compte tenu de cette priorité pour l'enseignement et la formation professionnels (EFP), elle étudie actuellement différentes options pour soutenir son développement et suivre les progrès

dans ce domaine. L'une des options est l'élaboration d'indicateurs ou de benchmarks pour suivre l'apprentissage en situation de travail dans l'EFP formel. Ce rapport fournit des preuves à l'appui de ce processus. Il présente et évalue les principales sources de données actuellement disponibles pour suivre les performances des pays européens

Fraj, H. (2019). ***La formation initiale à l'enseignement de l'ÉPS en Tunisie après l'implantation du modèle LMD : point de vue des acteurs sur l'ancien et le nouveau curriculum ainsi que sur la professionnalisation***. http://hdl.handle.net/11143/16384
Dans cette thèse de doctorat, nous avons posé un regard sur la réforme de la formation à l'enseignement de l'ÉPS réalisée dans les Instituts supérieurs de sport et de l'éducation physique (ISSEP) tunisiens depuis l'adoption du modèle Licence-Master-Doctorat (LMD) en 2006. Ce travail de recherche s'inscrit donc dans le cadre général de l'analyse des réformes de l'enseignement supérieur. Il vise à étudier les circonstances d'implantation du nouveau modèle de formation, à identifier les intentions de la réforme et à comprendre les fondements ainsi que les processus de développement et de mise en œuvre du nouveau curriculum de formation à l'enseignement de l'ÉPS en Tunisie. La présente recherche s'inscrit dans le champ de l'analyse des politiques éducatives (Lessard, Desjardins, Schwimmer et Ann, 2008; Green, Camili et Elmore, 2006). Elle repose sur un devis de recherche qualitatif à visée descriptive. La démarche méthodologique adoptée a mené à la cueillette des données par l'entremise d'entrevues semi-structurées individuelles (21) et d'entrevues de groupe (2) auprès de 29 informateurs (5 responsables ministériels, 10 responsables institutionnels, 6 enseignants chercheurs et 8 superviseurs pédagogiques) sélectionnés selon une stratégie d'échantillonnage non-probabiliste mixte. Les entrevues préalablement transcrites ont fait l'objet d'une analyse de contenu selon le modèle des catégories mixtes de l'Écuyer (1990). Une analyse fréquentielle comparative a aussi été réalisée afin de mieux comprendre les changements opérés depuis la mise en œuvre du LMD dans formation des enseignants d'ÉPS tunisiens. Les résultats montrent les intentions liées à la réforme sont majoritairement d'ordre organisationnel et structurel et qu'elles se résument à une volonté d'harmonisation par rapport aux standards de formation universitaire à l'échelle internationale. Les résultats permettent d'identifier une approche d'implantation verticale où les décisions stratégiques ont principalement émanées du plus haut niveau de l'État sans une véritable implication des institutions de formation. Plus explicitement, l'implantation du LMD n'a pas reposé ni sur une analyse préalable de la réalité et des conditions dans lesquelles se déroulent les formations universitaires au sein des ISSEP, ni sur une étude des besoins en apprentissage des publics scolaires dans les établissements primaires et secondaires tunisiens. Outre cela, aucune consultation n'a été faite auprès des spécialistes, des experts et des formateurs des ISSEP. Cette approche d'implantation a été à l'origine d'un écart entre les intentions de la réforme et les besoins réels de la formation à l'enseignement de l'ÉPS en Tunisie. Par ailleurs, l'insuffisance des délais fixés par les autorités politiques pour la mise en œuvre du LMD a donné lieu à une certaine précipitation dans les prises des décisions liées à la conception à l'implantation du nouveau curriculum de formation pour l'obtention de la LFÉP. Celui-ci a, dans un premier temps, été conçu en vase clos par les administrateurs de la DFR du ministère de la Jeunesse et des sports. Après quelques années de sa mise en œuvre, il a été révisé dans le cadre des réunions de Borj Essedria suite aux nombreuses critiques qu'il a reçues. Toutes ces considérations nous amènent à déduire que le processus de conception et d'implantation des premières versions du curriculum de LFÉP s'est caractérisé par une certaine

improvisation dans la prise de décisions. En clair, la réforme LMD n'a pas été préparée dans le terrain des ISSEP tunisiens. Pour preuve, les obstacles auxquels la réforme pouvait faire face y compris la résistance n'ont même pas été anticipés. De même, les seuls fondements que nous avons pu identifier se résumaient à l'inspiration de curricula implantés dans des pays voisins et sous l'influence de l'ancien curriculum de formation qui, lui aussi, a été inspiré de l'ancien modèle de formation français. En d'autres termes, le curriculum de formation pour l'obtention de la LFÉP a été conçu sans la moindre référence à des orientations de valeurs ou à des modèles curriculaires en ÉPS ni à l'analyse des pratiques et du travail réel d'un enseignant d'ÉPS dans les milieux scolaires tunisiens. L'élaboration du nouveau curriculum de formation ne s'est pas non plus appuyée sur des documents d'orientations comme les référentiels de compétences ou des profils de sorties détaillant les compétences à développer et la vision du futur enseignant d'ÉPS que l'on souhaite former. L'analyse comparative de l'ancien et du nouveau modèle de formation a aussi permis de constater une réduction considérable de la proportion du volet consacré à l'intervention éducative par rapport à la totalité du curriculum. En dehors du réaménagement curriculaire résultant depuis la mise en place du LMD, il semblerait que rien n'a changé dans les approches et les pratiques effectives de formation. C'est, par exemple, l'approche par les objectifs pédagogiques qui prévaut même si, originalement, le modèle LMD est construit en France, par exemple, autour d'une approche par compétences. Tout ce qui en résulte nous amène à penser que l'actuelle formation à l'enseignement de l'ÉPS en Tunisie est déprofessionnalisante et, par voie de conséquences, à parler d'une réforme manquée qui s'apparente plus à une opération de condensation de l'ancien curricula plutôt qu'à une refonte curriculaire reposant sur une conception renouvelée de la formation.

Fumasoli, T., Barbato, G., & Turri, M. (2020). **The determinants of university strategic positioning: a reappraisal of the organisation**. *Higher Education*, *80*(2), 305-334. https://doi.org/10.1007/s10734-019-00481-6
This paper makes a contribution to the debate on university organisational actorhood by theorising the determinants of institutional strategic positioning. It argues that besides environmental forces and managerial rationality, the organisational dimension needs to be accounted for. Addressing the mixed empirical evidence in the relevant literature, we conceptualise the organisational dimension as a meso-level intervening variable mediating both external influences (outside-inside) and organisational action (inside-outside). We operationalise the organisational dimension along three components: organisational structure, identity and centrality, which are further elaborated in sub-components and indicators. A set of hypotheses to be tested in empirical research is provided. The paper offers new perspectives on the dynamics of change in higher education and on strategic agency of organisational actors.

Gianiodis, P. T., & Meek, W. R. (2020). **Entrepreneurial education for the entrepreneurial university: a stakeholder perspective**. *The Journal of Technology Transfer*, *45*(4), 1167-1195. https://doi.org/10.1007/s10961-019-09742-z
Entrepreneurial universities have gained increasing prominence across the globe and are now engines for regional economic development. While a few, elite universities are successful at developing and exploiting entrepreneurial capital, most universities have achieved only modest results, even after changing organizational structures, incentive systems and strategic priorities. Given this dichotomy, it is time for universities to examine how entrepreneurial education can play a greater role in shaping the entrepreneurial

university model to exploit its benefits. We argue that the two institutionalized metrics—number of new firms formed and the amount of licensing revenue—used to evaluate performance of entrepreneurial universities are not easily applicable to science and technology entrepreneurship education. We integrate logic from stakeholder theory to provide a framework for explaining the relationship between entrepreneurship education and the formal and informal processes of technology commercialization within the entrepreneurial university. In addition, we advance a set of questions and performance metrics to evaluate entrepreneurial education initiatives inside of the entrepreneurial university. Thus, our paper includes educational assessment metrics reflecting the needs of a wider variety of stakeholders, including administrators, students, and technology commercialization offices. We conclude with a discussion on the implications for this framework including future research directions.

GOUSSOUS, S. (2020). ***Extracurricular activities within the Jordanian Ministry of Education: rapid review of needs, gaps and opportunities***. Consulté à l'adresse https://liseo.ciep.fr/doc_num.php?explnum_id=12705
Ce rapport a été élaboré dans le but d'aider le ministère de l'éducation jordanien à concevoir un cadre stratégique pour les activités extrascolaires. Il vise à identifier les lacunes, les besoins et les opportunités dans ce domaine, notamment tout ce qui touche aux normes de mise en œuvre ; il s'agit de tirer parti des projets d'activités extrascolaires qui ont été couronnés de succès et d'utiliser les ressources et les capacités disponibles. Par ailleurs, cette étude de terrain entend permettre au cadre stratégique d'adapter son développement aux besoins socio-économiques et culturels des élèves ; afin d'assurer une pérennité, il convient d'harmoniser les normes et les méthodes de mise en œuvre adoptées au niveau des établissements.

Groux, D., Fontanini, C., & Paivandi, S. (2020). ***Genre et manuels scolaires dans une perspective comparative internationale***. Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&isbn=9782343201788&utm_source=phplist&utm_campaign=message_29492&utm_medium=email&utm_content=lienTitre
Les contributions de ce numéro portent essentiellement sur des pays du Sud. Tous les textes abordent une situation nationale et analysent des manuels scolaires de différents niveaux. Ils montrent que le chemin est encore long pour que les manuels de ces pays proposent une représentation paritaire des filles et des garçons, des hommes et des femmes, avec des rôles sociaux qui tendent vers l'égalité.

IDMC : Observatoire des situations de déplacement interne. (2020). ***Les impacts du déplacement interne sur l'éducation en Afrique subsaharienne - Document d'information préparé pour le Rapport mondial de suivi sur l'éducation Inclusion et éducation***. Consulté à l'adresse https://liseo.ciep.fr/doc_num.php?explnum_id=12692
En Afrique subsaharienne, plus de 4,4 millions d'enfants en âge d'aller à l'école primaire et au premier cycle du secondaire risquent de voir leur éducation affectée par les déplacements internes. Le document qui étudie l'impact de ces déplacements dans quatre pays (Éthiopie, Somalie, Kenya, Swaziland) montre que la plupart d'entre eux sont exclus des politiques éducatives et émet des recommandations en faveur d'une éducation inclusive.

Jarraud, F. (2020, août 14). **Un rapport critique sur les évaluations nationales dans le second degré**. Consulté 4 septembre 2020, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2020/08/14082020Article637330008796513029.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=504078
«Si les enseignants de collège espèrent que ces évaluations leur seront utiles, ceux de lycée semblent dans leur grande majorité convaincus, dès les passations, de l'inutilité du dispositif». Le rapport de l'Inspection générale sur les évaluations nationales du second degré montre leur inutilité. Celle-ci provient à la fois d'erreurs de conception et d'un décalage total avec les pratiques enseignantes. Le rapport propose d'abandonner les tests de 2de au profit d'une réforme du brevet.

Jellab, A. (2020a). **L'école de la République et les élèves venus d'ailleurs**. *Administration Education*, *N° 166*(2), 29-34.
Jellab, A. (2020b). ***L'éducation prioritaire en France : Bilan et devenir d'une politique emblématique***. Consulté à l'adresse https://www.editions-harmattan.fr/index.asp?navig=catalogue&obj=livre&no=66394
En France, l'une des politiques scolaires les plus emblématiques durant ces quarante dernières années a été la mise en place de l'éducation prioritaire. Si cette politique a cherché à articuler le principe d'égalité des chances avec l'équité, et si le bilan que la recherche et les observations de terrain ont pu en dresser reste mitigé, la refondation de l'éducation prioritaire et les récentes orientations institutionnelles ouvrent de nouvelles perspectives.

Jellab, A. (2020c). **L'orientation des élèves issus de l'immigration**. *Administration Education*, *N° 166*(2), 67-73.
Jigyel, K., Miller, J. A., Mavropoulou, S., & Berman, J. (2020). **Benefits and concerns: parents' perceptions of inclusive schooling for children with special educational needs (SEN) in Bhutan**. *International Journal of Inclusive Education*, *24*(10), 1064-1080. https://doi.org/10.1080/13603116.2018.1511761
This qualitative study explored Bhutanese parents' perceptions of the benefits and their concerns in relation to the inclusive education of their children with special educational needs (SEN). Twenty-six parents (13 fathers and 13 mothers) of children with SEN, either fully or partially included in three pilot schools with SEN programmes located in urban, semi-urban, and rural regions in Bhutan were individually interviewed. The thematic analysis of the interview transcripts revealed that inclusion was associated with social benefits for parents of children with developmental disabilities, while parents of children with physical disabilities perceived the caring and supportive environment as the major gain from inclusion. For a few parents, the inclusion of their child in the school alleviated some of the burden of daily care. Most parents were satisfied with their children in the school, despite limited school resources, although their concerns for behavioural problems, bullying and lack of academic learning persisted. Implications for parent advocacy in the school and the need for counselling both for parents and their children, and training for teachers are discussed.

Johnstone, C., & Edwards, P. (2019). **Accommodations, Accessibility, and Culture: Increasing Access to Study Abroad for Students With Disabilities**. *Journal of Studies in International Education*, *24*(4), 424-439. https://doi.org/10.1177/1028315319842344

Student mobility is a key aspect of internationalization of higher education. Within the broad population of students who have the opportunity to study abroad, however, there are particular groups who are under-represented. In the United States, for example, approximately 11% of undergraduate students in postsecondary degree-granting institutions have disclosed that they have a disability, yet only 8.8% of those who study abroad disclosed to having a disability to their home institutions. To better understand why under-representation may be occurring, this article examined study abroad through Schwanke, Smith, and Edyburn's "A3" model of inclusive education, which highlights efforts of institutions related to advocacy, accommodations, and accessibility. Findings indicate that institutions—even those with strong reputations in study abroad for students with disabilities—are heavily focused on ensuring appropriate accommodations for students and only beginning to explore the design of programs through the lens of accessibility. Implications for international education units, such as the role of partnership building and commitment to Universal Design principles, are discussed.

Keon, D. M. (2020). **'Soft barriers' – The impact of school ethos and culture on the inclusion of students with special educational needs in mainstream schools in Ireland**. *Improving Schools*, *23*(2), 159-174. https://doi.org/10.1177/1365480219898897
The use of 'soft barriers' to deter students with special educational needs (SEN) from accessing some schools has been reported in the Irish media. This article investigates the influence of ethos and culture on access to and inclusive practice in mainstream schools in Ireland. Ethos and culture are nebulous concepts yet are integral to how schools operate, how they present themselves and how they are perceived by the public. Findings from a small-scale, qualitative research study are used to illustrate this. In the study, the understandings and attitudes of principals, special education teachers and guidance counsellors in mainstream schools in relation to students with Social, Emotional and Behavioural Difficulties (SEBD) are investigated through the use of questionnaires and semi-structured interviews. In line with international experiences, an argument is presented suggesting that many sections of the education system in Ireland, while seemingly having been irrevocably transformed in response to national policy on inclusion, preserve very traditional structures, organisation and attitudes due to issues of ethos and culture remaining largely unchallenged in the inclusion debate. This phenomenon appears to have greater impact at post-primary level. Cosmetic, surface-level changes impede meaningful, systemic change in terms of access and inclusive practice.

Kesler, S. (2020). **La Guyane, une nouvelle frontière éducative : comment l'ampleur des migrations conduit à repenser l'école**. *Administration Education*, *N° 166*(2), 151-157.
Kezar, A. J., & Holcombe, E. M. (2018). **Challenges of Implementing Integrated Programs for Underrepresented Students in STEM: A Study of the CSU STEM Collaboratives**. *Educational Policy*, *34*(6), 864-893. https://doi.org/10.1177/0895904818802091
With emerging evidence about the efficacy of integrated support programs for college students and increasing attention nationally to creating such programs, it is important to understand implementation barriers that might affect program success. This study is one of the first to examine implementation of integrated programs, with a particular focus on the challenges related to connecting or aligning programmatic elements across departmental and divisional boundaries. The authors conducted a case study of eight institutions that implemented integrated programs that supported the transition to

college for underrepresented students in science, technology, engineering, or math (STEM) and identified several implementation challenges that are unique to integrated programs.

Khalil, D., & Brown, E. (2019). **Diversity Dissonance as an Implication of One School's Relocation and Reintegration Initiative**. *Educational Administration Quarterly*, *56*(3), 499-529. https://doi.org/10.1177/0013161X19868511
Purpose: This article describes one charter school's 'diversity' initiative—a relocation to a racially and socioeconomically diverse site—intended to reintegrate minoritized students displaced by gentrification. Research Design: We employ Critical Race Quantitative Intersectionality to frame the descriptive analyses of student enrollment, city census, and parent survey data that narrates the resulting student demographics after a school's relocation. Our goal in utilizing an anti-racist framework rooted in Critical Race Theory is to a) quantify the racist material impact of "race-neutral" reform through intersectional data mining, b) disrupt the notion of letting "numbers speak for themselves" without critical analysis, and c) taking a transdisciplinary perspective to reveal the hidden patterns of whiteness under the guise of diversity. Findings: Our findings highlight the limits of a school's agency to implement 'diversity' policies aimed at reintegrating minoritized students displaced from opportunity. While the relocation racially diversified the student population, the policy failed to reintegrate the district's historically minoritized population. This exclusion both limited who had the right to use and enjoy the school and reinforced the school's status and reputation, thus cementing its whiteness as property. Implications: We conceptualize diversity dissonance as a framework that challenges the unary ahistorical criteria that describe current school demographics, and calls for leaders and policymakers to problematize how the construct of diversity is interpreted when considering minoritized students' access to programs and schools. Diversity dissonance situates diversity from solely an inclusive rhetoric to an exclusionary one, where limited access reinforces status—mimicking rather than juxtaposing whiteness.

Klépal, S. (2020). **Accueil d'un élève primo-arrivant en CM2**. *Administration Education*, *N° 166*(2), 141-143.

Kouba, K. (2019). **Balancing Study Abroad Student Inflows and Outflows: An Institutionalist Perspective**. *Journal of Studies in International Education*, *24*(4), 391-408. https://doi.org/10.1177/1028315319842342
The determinants of study abroad student inflows and outflows are analyzed by comparing the faculties of all Czech public universities. The article develops an institutionalist theoretical perspective that views higher education institutions not only as passive senders and receivers of students but also as active gatekeepers that regulate student flows by balancing the inflows with outflows and vice versa. The theoretical argument is developed against the backdrop of existing theories that emphasize the "push–pull" factors as key determinants of student flows. The argument is tested by regression modeling using an original data set. Inflows are associated with past outflows and vice versa, whereas the importance of push–pull factors is surprisingly small. Important policy implications of these findings as well as implications for theory development are discussed.

Labelle, A. (2020). ***Le travail d'éducation au sein des lieux de vie de la protection de l'enfance et de la jeunesse : comparaison entre France et Québec.*** (Phdthesis, Université de Lille). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-02904426
Notre recherche s'attache à comprendre de quelle manière s'inscrit la cognition des acteurs du travail d'éducation spécialisée dans les variables culturelles et d'interaction sociale, en proposant une méthodologie issue des travaux de la didactique professionnelle et de la théorie des champs conceptuels. Notre travail lie analyse de l'activité des éducateurs (niveau micro), et étude des contextes culturels d'échanges (niveau macro) dans lesquels se déroule celle-ci, dans une démarche compréhensive et qualitative. La comparaison entre France et Québec permet de faire apparaître des éléments particulièrement saillants concernant le travail d'éducation au sein de ces deux contextes. Nous les lierons avec l'évolution libérale transversale aux deux nations, pour penser les échanges possibles, notamment en termes d'outils et de pratiques, mais aussi en termes de formation professionnelle et de ses liens avec la recherche.

Larsen, S. E. (2020). **Educational Transitions – A Challenge to Research, Practice and Policy**. *European Review*, *28*(S1), S1-S5. https://doi.org/10.1017/S1062798720000861
//static.cambridge.org/content/id/urn%3Acambridge.org%3Aid%3Aarticle%3AS1062798720000861/resource/name/firstPage-S1062798720000861a.jpg

Learning, U. U. I. for L., & UIL: UNESCO Institute for Lifelong Learning. (2020). ***Tendances de l'apprentissage et de l'éducation des adultes en Afrique : résultats du 4e rapport mondial sur l'apprentissage et l'éducation des adultes :*** Consulté à l'adresse https://liseo.ciep.fr/doc_num.php?explnum_id=12585
Le rapport relève que les progrès de la participation à l'apprentissage et à l'éducation des adultes sont insuffisants et qu'en conséquence, les États membres africains et la communauté internationale doivent renforcer la participation et investir des ressources supplémentaires. Il est question de politique, de gouvernance, de qualité de l'éducation, de financement, de participation, d'équité et d'inclusion.

Lecocq, B. (2020). **La scolarisation des élèves allophones nouvellement arrivants dans l'académie de Lille**. *Administration Education*, *N° 166*(2), 51-58.
Lefébure, A. (2020a). **Covid-19 : une redistribution des cartes dans l'enseignement supérieur mondial ?** *The Conversation*. Consulté à l'adresse https://hal.ehesp.fr/hal-02869503
Pour enrayer la diffusion de la pandémie Covd-19, de nombreux pays ont opté pour le confinement. La plupart des universités ont fermé et suspendu leurs enseignements présentiels. En France, les pouvoirs publics ont demandé aux établissements d'assurer une « continuité pédagogique », mots prononcés par la ministre de l'Enseignement supérieur le 13 mars. Mais s'agissait-il d'une continuité ?

Lefébure, A. (2020b). **Les universités de Hongkong : chronique d'une mort annoncée**. *The Conversation*. Consulté à l'adresse https://hal.ehesp.fr/hal-02918983
« Les universités de Hongkong multiplient en ce moment les offres destinées à retenir les jeunes hongkongais qui se désisteraient de leur admission dans une université étrangère pour des raisons sanitaires, de visa, ou simplement pour l'incertitude liée au contexte international. » Extrait

Lefébure, A. (2020c). **Spécial Chine. L'enseignement supérieur va-t-il réussir le pari de la modernisation ?** *La Recherche : l'actualité des sciences*, (557), 42-45. https://hal.ehesp.fr/hal-02505059
Depuis quarante ans, et surtout depuis l'arrivée au pouvoir de Xi Jinping en 2013, la Chine déploie une stratégie de développement par l'innovation et l'éducation. L'ambition : faire du pays une superpuissance scientifique. Les réformes ont conduit à la mise en place d'un système universitaire à deux vitesses, dont la qualité et l'attractivité posent encore question. (R.A.)

Lena, M., & Goursolas, A. (2020). **Enfants migrants : un accueil dégradé, quels impacts sur leurs conditions de vie ?** *Administration Education*, *N° 166*(2), 135-140. http://www.cairn.info/revue-administration-et-education-2020-2-page-135.htm

Leo, A. (2019). **Success and Failure in the "Land of Opportunities": How Social Class Informs Educational Attitudes Among Newcomer Immigrants and Refugees**. *American Educational Research Journal*, *57*(4), 1567-1591. https://doi.org/10.3102/0002831219876596
Despite the wide-ranging scholarship on the educational attitudes held by native-born members of the middle and working class, few researchers have examined the impact of class on the attitudes of new arrivals. This article addresses this gap using data gathered through an ethnographic study conducted among 30 newly arrived refugee and immigrant youth from varying class backgrounds. Although all the students expressed high aspirations, those from a middle-class background were more likely to view academic performance in individualistic terms than their working- and lower-class peers, who were more critical of meritocracy. Optimistic views of opportunity may motivate students to overcome barriers, yet they may also obscure the significance of class disparities in education and foster a sense of self-blame among failing students.

López-Azuaga, R., & Suárez Riveiro, J. M. (2020). **Perceptions of inclusive education in schools delivering teaching through learning communities and service-learning**. *International Journal of Inclusive Education*, *24*(9), 1019-1033. https://doi.org/10.1080/13603116.2018.1507049
Schools need to rethink their educational approach in order to cater for increasing student diversity in the classroom. The inclusive education model has emerged in response to this need, which encompasses practices such as learning communities and service-learning projects. In this study, we examined the perceptions of different education stakeholders regarding inclusive education in schools that have adopted these practices, with a view to identifying areas for improvement. We administered seven adapted questionnaires to the four main education stakeholders. The sample consisted of 757 participants (215 families, 446 students, 81 teachers and 15 management team members), and we performed descriptive and inferential analyses of the data they provided. The areas for improvement perceived by them concerned overcoming architectural barriers, promoting student participation in the organisation and planning of school activities and training for the educational community in specific educational measures targeting particular groups, such as immigrant students and students with motor and sensory disabilities. However, stakeholders appreciated positively some aspects like the new ways of collaborative working and the increase of family participation. Our results also indicated that teaching staff's perceptions were

more critical for all the variables except relations between students, where families were the most critical.

MARTINE, B. (2020). ***SOS École Université: Pour un système éducatif démocratique***. Consulté à l'adresse https://editions-croquant.org/hors-collection/609-sos-ecole-universite-pour-un-systeme-educatif-democratique.html
Depuis une décennie, enseignant·es, publics, citoyen·nes, sont confronté·es à une avalanche de réformes à base économiste et technocratique, qui, à défaut de légitimité, sont souvent imposées par la force. Il devient urgent de résister à cette "? culture de la violence " instituée sous différentes formes, ainsi qu'à la sélection sociale qui en est la motivation et qui conduit au sacrifice des nouvelles générations. A l'heure de la mondialisation, l'émergence d'un " capitalisme cognitif " discrimine les savoirs en fonction de leur degré de rentabilité,. La progression d'un nationalisme xénophobe entrave l'élaboration d'une culture commune. Cet ouvrage a été rédigé par une équipe interdisciplinaire et intersyndicale. Ses membres exercent dans diverses villes, Lille, Marseille, Nantes, Paris, Rennes, Toulouse. Ils sont universitaires, ou responsables dans l'enseignement, l'inspection, la protection des personnels

McKenna, M. (2020). **Improving Educational Outcomes through Getting It Right for Every Child in Glasgow**. *European Review*, *28*(S1), S86-S92. https://doi.org/10.1017/S1062798720000927
This article sketches the context of education in Glasgow, which is Scotland's largest local authority, serving some of the most deprived communities in Scotland and the UK. It considers the ways in which we work with our schools to raise aspirations and extend young people's horizons, and explores some of the successes and some of the challenges we have faced and continue to face in bridging the gap between school and higher education. In Scotland, higher education can be delivered through colleges as well as universities. This is an important dimension for our young people, as colleges offer a different learning experience for them and, for some, this can be a more successful learning pathway. There are also other pathways to higher education, for example through work-based learning, such as apprenticeships. Our partnerships with universities and colleges is very strong. Through this partnership there is a range of programmes which support young people across the city to learn about life in university. This is especially important for young people from deprived communities as, often, their families do not have prior experience of higher education. The means of funding and planning these programmes can be viewed as both an enabler and a barrier in certain contexts.

Meester, J. D., Pauw, J. B., Buyse, M.-P., Ceuppens, S., Cock, M. D., Loof, H. D., … Dehaene, W. (2020). **Bridging the Gap between Secondary and Higher STEM Education – the Case of STEM@school**. *European Review*, *28*(S1), S135-S157. https://doi.org/10.1017/S1062798720000964
Our rapidly changing society needs highly-qualified STEM professionals (experts in science, technology, engineering, and mathematics) to develop solutions to the problems it is facing. Many of the students who graduate from a STEM programme in secondary education, however, opt out of STEM when enrolling in higher education, often due to a loss of interest. To ensure sufficiently high and qualified enrolment in higher STEM education, we need to bridge this gap between secondary and higher STEM education by showing our youngsters the relevance of science and technology to

their personal life and environment. To this end, the project STEM@school promoted and studied the idea of integrated STEM in secondary education in Flanders, Belgium. In integrated STEM education, learning contents from the separate STEM courses are linked in an authentic way, as they often are in our environmental challenges. This approach encourages students as well as their teachers to acquire a robust understanding of STEM concepts, and a creative, inquisitive, and collaborative mindset. For the design of integrated STEM curricula, STEM@school united secondary-school STEM teachers and university researchers. This article elaborates on the principles, opportunities and challenges of the design and implementation of these curricula and discusses their promising effects on students' conceptual understanding and attitudes towards STEM subjects. The article concludes with tips and tricks to get started with integrated STEM education in secondary schools.

MENG, C., WESSLING, K., MUHLECK, K., & UNGER, M. (2020). ***Eurograduate pilot survey : design and implementation of a pilot European graduate survey***. Consulté à l'adresse https://liseo.ciep.fr/doc_num.php?explnum_id=12661
Expérience à l'étranger pendant les études, cours complétés par un apprentissage par problèmes… Savoir quels types d'apprentissage et de qualifications favorisent la réussite professionnelle et l'épanouissement personnel peut contribuer à améliorer l'efficacité et la pertinence des systèmes d'enseignement supérieur européens, à permettre d'anticiper et de prévoir les futurs métiers et de les préparer. Le rapport présente les résultats d'une étude pilote auprès de diplômés de huit pays (Autriche, Croatie, Tchéquie, Allemagne, Grèce, Malte, Lituanie et Norvège) pour identifier ce qui devrait être renforcé dans les études pour renforcer le lien avec la réussite professionnelle.

Messeni Petruzzelli, A., & Murgia, G. (2020). **University–Industry collaborations and international knowledge spillovers: a joint-patent investigation**. *The Journal of Technology Transfer*, *45*(4), 958-983. https://doi.org/10.1007/s10961-019-09723-2
The present work aims at investigating under which circumstances University–Industry (UI) collaborations develop innovations whose spillovers are largely reused by other foreign firms in the development of subsequent and related innovations. In order to answer to this research question, we carried out several analyses from a sample of 772 joint patents in the pharmaceuticals, biotechnology, and medical technology sectors, developed by German and Italian universities in collaboration with a firm. Our results show a positive effect of UI collaborations involving local partners, which encourage knowledge sharing and the adoption and combination of foreign knowledge by the same partners, which may complement knowledge and resources available at national level. Finally, we pointed out a positive moderating effect of university specialization, which may increase partners' absorptive capacity, hence favoring a more effective use of foreign knowledge. Our paper enables a better understanding of the determinants of the innovative impact of UI collaborations, by shedding new light on the mechanisms of global innovations systems that characterize the industries under analysis. Moreover, our work shows how innovation processes in these industries may be favored by adequate search strategies and the choice of effective university partners.

Mignot, E. (2020, août 25). **La crise sanitaire fait chanceler les universités anglo-saxonnes**. Consulté 4 septembre 2020, à l'adresse Alternatives Economiques website:

https://www.alternatives-economiques.fr/crise-sanitaire-chanceler-universites-anglo-saxonnes/00093611
Parfois aussi onéreuses que prestigieuses, les universités américaines, britanniques ou encore australiennes subissent de plein fouet une pandémie qui fait fuir les candidats.

Ministère de l'éducation nationale et de la jeunesse. (2020). ***L'éducation nationale en chiffres 2020***. Consulté à l'adresse https://www.education.gouv.fr/l-education-nationale-en-chiffres-2020-305457
Cette synthèse des caractéristiques et des tendances du système éducatif français présente les principaux chiffres clés pour l'année scolaire en cours : population scolaire, effectifs d'enseignants, coût de l'éducation, part des secteurs public et privé, diplômes délivrés, insertion professionnelle des jeunes.

Ministère du travail. (2020). ***France compétences - rapport d'activité 2019*** (p. 33). Consulté à l'adresse Ministère du travail website: https://www.vie-publique.fr/rapport/274913-france-competences-rapport-dactivite-2019#xtor=EPR-526
France compétences a été créée le 1er janvier 2019, par la loi du 5 septembre 2018 pour la liberté de choisir son avenir professionnel. Cette loi réforme le système de la formation professionnelle et de l'apprentissage. Ce premier rapport d'activité détaille les actions de France compétences menées dans le cadre de ses missions de financement, de régulation et d'amélioration du système de la formation professionnelle et de l'apprentissage.

Misra, D. (2020). **A path-dependent analysis of the effect of location on the development of new universities**. *Higher Education*, *80*(2), 289-304. https://doi.org/10.1007/s10734-019-00480-7
This article examines the effect of location on the development of new universities. The study was conducted in seven new higher education institutions (HEIs) established in India during 1996–2008. I collected the data by conducting semi-structured interviews with 73 faculty members in the HEIs and from official documents, media reports and opinion pieces about the HEIs. Using the conceptual framework of path dependency, I investigated the tensions and challenges faced by the HEIs in their initial years. I find the placement of the HEIs in their respective locations to be a contingent event that can make the development of HEIs path dependent. I find that the initial conditions and decisions of the HEIs were influenced by the location and led to reactive sequential events in their initial years with effects that were hard to shake off, making their development path dependent. I show that having to develop their infrastructure and constrained by resources, the HEIs started their academic programmes first, followed by their research activities, and outreach and regional engagement.

Morin, V. (2020, juillet 11). **A la rentrée scolaire, la réduction des écarts de niveau entre élèves sera la priorité**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/societe/article/2020/07/11/a-la-rentree-la-reduction-des-ecarts-entre-eleves-sera-la-priorite_6045947_3224.html
Le ministère de l'éducation a mis en ligne sa traditionnelle circulaire de rentrée. Elle insiste sur la « priorité absolue » de la consolidation des apprentissages, alors que certains élèves sont sortis fragilisés de la période du confinement.

Moussavou, G. (2020). ***Organisation et système universaire au Gabon: sociologie des processus et systèmes institutionnels au Gabon***. Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782343203492?utm_source=phplist&utm_campaign=message_29488&utm_medium=email&utm_content=lienTitre
Quels sont les processus et mécanismes qui ont prévalu à la création de l'université nationale du Gabon (UNG), université mère devenue université Omar Bongo (UOB) en 1978 ? Quelles sont les origines des déstructurations et restructurations qui ont donné naissance aux deux autres universités : l'université des sciences et techniques de Masuku (USTM) et l'université des sciences de la santé (USS) ? L'analyse sociologique révèle le caractère impromptu et contingent de ce système universitaire, y compris celui de la recherche scientifique nationale construit à travers le Centre national de recherche scientifique et technologique (CENAREST).

Nahapétian, N. (2020, septembre 1). **Rentrée sous tension à l'université**. Consulté 4 septembre 2020, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/rentree-tension-a-luniversite/00093653
L'incertitude sur les modalités de la rentrée se double, chez les enseignants, d'une inquiétude vis-à-vis du projet de loi de programmation pluriannuelle de la recherche et de ses effets sur la précarité de leur statut.

Nahapétian, N. (2020, juillet 7.). **Eté sous tension à l'université**. Consulté 13 juillet 2020, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/ete-tension-a-luniversite/00093323
L'incertitude sur les modalités de la rentrée se double d'une inquiétude vis-à-vis du projet de loi de programmation pluriannuelle de la recherche (LPPR) qui doit être présentée en conseil des ministres mercredi en cours de semaine prochaine.

Nilsen, S. (2020). **Inside but still on the outside? Teachers' experiences with the inclusion of pupils with special educational needs in general education**. *International Journal of Inclusive Education*, *24*(9), 980-996. https://doi.org/10.1080/13603116.2018.1503348
The central issue of this article is teachers' experiences with the inclusion of pupils with special educational needs (SEN) in primary and lower secondary schools, both in terms of the teachers' own challenges and the situation of the pupils. The study is based on semi-structured interviews with general and special education teachers in four local schools in Norway. The results indicate a limited degree of cooperation and coordination between general and special education. This in turn means a lack of adequate adaptation and an academic standardisation of the general education, which reduces the potential to meet the needs of pupils with SEN. Teachers find that pupils with SEN have a greater tendency than other pupils to fall by the wayside and be left to their own devices when participating in general education. It particularly seems to affect pupils who are quiet and withdrawn. Teachers point out their challenging work situation with a large number of pupils to follow up, which can lead to them not having enough time for and not giving enough attention to those pupils who need additional support.

Noiriel, G., & Claus, P. (2020). **Cinquante ans d'histoire de l'immigration en France**. *Administration Education*, *N° 166*(2), 11-18. http://www.cairn.info/revue-administration-et-education-2020-2-page-11.htm

O Shea, S., & O Hara, J. (2020). **The impact of Ireland's new higher education system performance framework on institutional planning towards the related policy objectives**. *Higher Education*, *80*(2), 335-351. https://doi.org/10.1007/s10734-019-00482-5
This research examines the implementation of Ireland's higher education system performance framework (HESPF), through its first 3-year cycle 2014–2017, in a sample of Higher Education Institutions (HEIs). In particular, it examines the extent to which the HESPF aids or inhibits HEI planning towards the related national policy objectives. Integral to the HESPF are performance agreements (PAs) that specify how HEI strategies contribute to national priorities. An exploratory case study design frame is used to address the research question, with cases drawn from small, medium-sized and large institutions. A concurrent triangulation design strategy is deployed with qualitative data drawn from 24 key informants and PAs, and quantitative data elicited from 92 questionnaires. Oliver's strategic response framework was adapted for deployment in the study. The design of the PAs associated with the HESPF is generally consistent with the core building blocks of PAs internationally. The HESPF is generally considered a good concept that has resulted in constructive relationship building between the Higher Education Authority (HEA) and HEIs.' Strategic planning capacity building, self-reflection and institutional learning are regarded as strengths of the process. However, it appears that the levers being used by the HEA to bring about performance improvements are having very little behavioural influence. Reputation and a desire to respond to regional and national needs along with global expectations appear to be driving performance. The process is not operating at a sufficiently strategic level and lack of enabling/incentive funding is regarded as a major weakness.

OCDE. (2020). **How prepared are teachers and schools to face the changes to learning caused by the coronavirus pandemic?** *Teachning in Focus*, (32). https://doi.org/10.1787/2fe27ad7-en
Insights from TALIS 2018 shed light on the level of preparedness of teachers and schools to adjust to new ways of working in the face of the COVID-19 crisis. This will allow education systems to learn from the crisis and be better prepared for the challenges of teaching and learning in this new environment.

OCDE : Organisation de coopération et de développement économiques, & OCDE : Organisation de coopération et de développement économiques. (2020). ***Resourcing higher education : challenges, choices and consequences***. Consulté à l'adresse https://www.oecd-ilibrary.org/education/resourcing-higher-education_735e1f44-en;jsessionid=DuC_wMXzyeWai29Xc8h-mqbw.ip-10-240-5-48
Les investissements dans l'enseignement supérieur ont considérablement augmenté au cours des 20 dernières années dans les pays de l'OCDE. Face aux défis économiques et budgétaires, les pouvoirs publics doivent plus que jamais prendre des décisions réfléchies en matière de mobilisation, et de gestion des ressources financières et humaines dans l'enseignement supérieur. Des chocs importants - comme la pandémie de COVID-19 - rendent ces besoins encore plus pressants. Premier volet du projet de l'OCDE, Higher education resources, ce rapport vise à guider les prises de décision des pays en se fondant sur les données de la recherche et en identifiant les politiques prometteuses.

OECD. (2020). ***Education in Saudi Arabia***. https://doi.org/10.1787/76df15a2-en

Saudi Arabia has embarked upon an unprecedented reform agenda known as Vision 2030, which aims to create a dynamic, diverse and sustainable economy. To meet the demands of a 21st century, knowledge-based labour market, Saudi Arabia must develop a highly-skilled population, which puts education at the centre of Vision 2030. Saudi Arabia has made tremendous progress in expanding access to education and has achieved universal enrolment rates at primary and lower secondary levels. Nevertheless, most young Saudi Arabians leave school without having mastered the basic competences needed for success in future academic and professional endeavours. There are also widening disparities between students in terms of their access to high quality education and their subsequent learning outcomes. This review, developed in co-operation with the Ministry of Education of Saudi Arabia, analyses the strengths and challenges of the country's education system and makes recommendations to help improve student learning. It will be of interest to policy makers in Saudi Arabia and international audiences who wish to learn about the country's ambitious reform efforts.

Pazey, B. L. (2019). **¡Ya Basta! Countering the Effects of Neoliberal Reform on an Urban Turnaround High School**. *American Educational Research Journal*, *57*(4), 1868-1906. https://doi.org/10.3102/0002831219886530
This article provides an account of the ways in which students and adult supporters of an urban turnaround high school mobilized to defy the rhetoric of neoliberal reforms and the subsequent deficit narrative imposed on them and on their school. Their counternarratives refute the master narratives advanced by federal and state educational reforms. The current rationale of neoliberal reforms and the disabling terminology used to construct the identity of a school and the individuals associated with the school are interrogated through the theoretical framework of Dis/ability Critical Race Theory. An alternative approach and philosophy of thought regarding school reform and the ways in which we define the worth and value of a school, its students, and the larger community is offered.

Pellerin, C. (2020). **Un exemple de dispositif innovant : un CAP en 3 ans pour apprendre le français et un métier**. *Administration Education*, *N° 166*(2), 85-87. http://www.cairn.info/revue-administration-et-education-2020-2-page-85.htm

Périer, P. (2020a). **Les parents migrants et l'école : un défi pour la coéducation**. *Administration Education*, *N° 166*(2), 115-123. http://www.cairn.info/revue-administration-et-education-2020-2-page-115.htm

Périer, P. (2020b). **Ouvrir l'école aux parents pour la réussite des enfants (OEPRE)**. *Administration Education*, *N° 166*(2), 125-126. http://www.cairn.info/revue-administration-et-education-2020-2-page-125.htm

PERUSSE, D., VIDAL, J.-P., & CORBO, C. (2020). ***L'université du XXIe siècle : enjeux, défis et prospectives***. Consulté à l'adresse https://liseo.ciep.fr/doc_num.php?explnum_id=12631
Le monde de la recherche de pointe fait de plus en plus appel à l'interdisciplinarité et, parallèlement, de nouvelles modalités de recherche apparaissent, faisant appel à des collaboratrices et des collaborateurs actifs non universitaires et à des membres de la société civile. Comment adapter l'université à ce contexte changeant ? Comment

donner à ses structures et à ses modes de fonctionnement l'indispensable souplesse, sans renoncer à sa mission fondamentale de formation disciplinaire et de développement des connaissances scientifiques fondamentales ? L'ouvrage réunit les actes du 87e Congrès de Association francophone pour le savoir (Acfas).

Peyroux, O. (2020). **Adolescents en migration ou les multiples facettes de la mondialisation**. *Administration Education*, *N° 166*(2), 25-28. http://www.cairn.info/revue-administration-et-education-2020-2-page-25.htm

Pietrzyk-Reeves, D. (2018). **Political (self-)education and the neo-republican perspective**. *Education, Citizenship and Social Justice*, *15*(2), 136-150. https://doi.org/10.1177/1746197918800663
In recent years, political theory has benefited from a neo-republican perspective that brought to the fore the conception of a 'republican democracy' which assumes a robust public sphere, civic involvement, and vigilance, as well as a neo-Roman conception of liberty understood as the absence of arbitrary power. Neo-republicanism, however, has not engaged much in a wider consideration of the importance of political education in democratic societies. This article presents an approach to political education that can be inspiring for both substantive and instrumental neo-republican political theories as well as democratic theory and practice. It considers political education as primarily self-education, a process of learning that aims at greater political awareness, empowerment, and better judgment on political issues. As such, political (self-)education can be seen as liberating and as a necessary condition of active political involvement, community service, citizenship, civic intelligence and political liberty.

Pilard, P. (2020). **Élèves allophones et cadre ordinaire de la classe : des compétences professionnelles à développer**. *Administration Education*, *N° 166*(2), 191-198. http://www.cairn.info/revue-administration-et-education-2020-2-page-191.htm

PME : Partenariat mondial pour l'éducation, & PME : Partenariat mondial pour l'éducation. (2020). ***Evaluation of GPE's support to sector plan development : including through education sector plan development grants (ESPDG) in the context of GPE 2020 : phase 2 : final report***. Consulté à l'adresse https://liseo.ciep.fr/doc_num.php?explnum_id=12682
Cette évaluation des travaux du Partenariat mondial pour l'éducation (PME) révèle les forces et faiblesses de son soutien à la planification du secteur de l'éducation et présente des perspectives pour l'avenir. La qualité des plans sectoriels s'est améliorée depuis 2016. Différentes modalités de soutien sont stratégiquement pertinentes. Le soutien du PME à la planification n'est pas pleinement pertinent sur le plan opérationnel lorsqu'il s'agit d'aider les autorités nationales à mettre en œuvre leurs plans. Le PME utilise les bonnes pratiques de gestion pour son soutien à la planification sectorielle, mais il doit se concentrer davantage sur les enseignements à tirer des processus de planification.

Pôle de Dakar. (2020). ***Le défi du suivi de la qualité dans un enseignement à distance. Note 1 : programme regional d'appui au pilotage de la qualité à l'enseignement de base***. Consulté à l'adresse

https://poledakar.iiep.unesco.org/sites/default/files/fields/publication_files/note_1_-_0306_-_le_defi_du_suivi_de_la_qualite_dans_un_enseignement_a_distance.pdf
Les systèmes éducatifs, particulièrement ceux d'Afrique subsaharienne, sont confrontés à une situation d'une ampleur inédite avec la crise de la Covid-19. Cette note dresse un état des lieux des modèles de délivrance des cours à distance les plus utilisés, des nouveaux acteurs en la matière et des conditions de réussite de chaque modèle. Elle insiste sur les mesures d'accompagnement nécessaires pour garantir la qualité de l'enseignement à distance.

Quintana, R., & Correnti, R. (2019). **The Concept of Academic Mobility: Normative and Methodological Considerations**. *American Educational Research Journal*, *57*(4), 1625-1664. https://doi.org/10.3102/0002831219876935
Most of the literature on the development of educational inequality has operated under the achievement gaps paradigm, often assuming that the underlying normative and methodological foundations related to equality and justice in education are a settled matter. In this article, we argue that important normative dimensions are overlooked with traditional mean-based measures, and that metrics that capture students' academic mobility as they progress through school can provide the informational base needed to describe and evaluate these policy and socially relevant aspects. We discuss some key normative principles and methodological dimensions related to academic mobility and provide an empirical example of the mobility metrics presented using a nationally representative data set.

Rateau, G., Marlat, D., & Perraud-Ussel, C. (2020). **Licence générale : crédits E.C.T.S. et loi ORE**. *Note d'information du SIES*, (20.08). Consulté à l'adresse https://cache.media.enseignementsup-recherche.gouv.fr/file/2020/90/3/Gouv_Note_91_07_1278903.pdf
Cette note montre qu'à la rentrée 2017 51% des bacheliers 2014 sont diplômés de l'enseignement supérieur : 22 % sont titulaires d'une licence générale ou professionnelle, 16 % d'un brevet de technicien supérieur (BTS) et 5 % d'un diplôme universitaire de technologie (DUT). 63% sont encore dans l'enseignement supérieur, 20 % l'ont quitté après l'obtention d'un diplôme et 17 % en sont sortis sans diplôme. C'est en licence que les parcours sont les moins linéaires : 21 % des inscrits se sont finalement réorientés et 17 % sont sortis sans diplôme. Ces étudiants n'ayant pas obtenu leur licence ont un moins bon profil scolaire, sont d'origine sociale plus modeste et ont moins souvent obtenu leur premier choix d'orientation. Une majorité d'étudiants de DUT (57%) et un peu plus d'un quart des diplômés de BTS (27%) poursuivent des études au-delà de bac +2 à la rentrée 2017. Ces poursuites d'études sont d'autant plus fréquentes que les étudiants sont issus de milieux favorisés.

Ravenscroft, A., Dellow, J., Brites, M. J., Jorge, A., & Catalão, D. (2020). **RadioActive101-Learning through radio, learning for life: an international approach to the inclusion and non-formal learning of socially excluded young people**. *International Journal of Inclusive Education*, *24*(9), 997-1018. https://doi.org/10.1080/13603116.2018.1503739
This article describes an original international approach to inclusion and non-formal learning of socially excluded young people, through participatory internet radio - RadioActive101. First, we critically discuss the social and digital exclusion of young people. We then describe our approach - that includes participatory action research methods that are influenced by the work of Dewey and Freire, and operate as a

process of complex intervention. This supports the inclusive co-production of radio content in ways that support non-formal learning in two EU contexts – the UK and Portugal. We then summarise and compare a qualitative investigation of RadioActive101. This showed positive results, with important similarities and differences between the two contexts. Participants reported that RadioActive101 was motivating and contributed to the development of contemporary skills, and also stimulated improvements in psychosocial dimensions such as confidence (self-efficacy) and self-esteem. This investigation informed the development of an original recognition system for non-formal learning that maps EU Key Competences for Lifelong Learning to radio practices and activities that are recognised through electronic badges. Our reflections emphasise that in order to support the non-formal learning of socially excluded young people we must foreground our attention to fostering psychosocial dimensions alongside developing contemporary competences.

Razafindratsima, N. (2020). **Parcours et réussite en Master à l'université : les résultats de la session 2018**. *Note flash du SIES*, (4). Consulté à l'adresse https://cache.media.enseignementsup-recherche.gouv.fr/file/2020/19/7/NF_2020_03_sts_1241197.pdf
Cette note analyse les parcours et les taux de réussite des étudiants inscrits pour la première fois en première année de master en 2015. Elle montre que plus de la moitié des étudiants en master à l'université obtient son diplôme en 2 ans et près des deux tiers en 3 ans. Le taux de réussite en master en 2 ou 3 ans de cette cohorte s''élève ainsi à 65 %. Ce niveau de réussite n'a pratiquement pas changé depuis 5 ans. Elle précise également que la réussite est plus élevée pour les étudiants les plus jeunes et que les Masters professionnel sont ceux où le taux de succès est le plus fort. La réussite est aussi plus fréquente en sciences-santé et en économie-sciences de gestion-administration économique et sociale (AES) que dans les autres groupes disciplinaires.

Rigoni, I. (2020). **Évolution des politiques scolaires pour les élèves allophones**. *Administration Education*, *N° 166*(2), 35-44. http://www.cairn.info/revue-administration-et-education-2020-2-page-35.htm

Schoenfeld, A. H. (2020). **Addressing Horizontal and Vertical Gaps in Educational Systems**. *European Review*, *28*(S1), S104-S120. https://doi.org/10.1017/S1062798720000940
Students are often ill-prepared for the leap in expectations within disciplines when they make the transition from secondary to university-level instruction. Moreover, another equally large challenge exacerbates these vertical disciplinary gaps. At all levels, instruction takes place largely in disciplinary silos – in language and literature, history, mathematics, science, and so on. Learning goals in these silos are often phrased in very different language, e.g. 'becoming a reader' (or writer) in language arts, 'inquiry' in science, and 'problem solving' in mathematics. Such horizontal gaps result in instruction being far less coherent from the student's perspective than it might be. The Teaching for Robust Understanding framework, known as TRU, may provide a means of addressing both kinds of gap. TRU focuses on the nature of learning environments that support the development of students as powerful learners. Through the lens of the TRU framework one can see commonalities across disciplines and across grade levels, and shape instructional practices accordingly. Within any particular discipline, treating students as active sense makers and arranging learning environments to provide

opportunities for active sense making may help to bridge the gap between secondary and higher education.

Schudde, & Yonah Meiselman. (2020). **The Importance of Institutional Data Reporting Quality for Understanding Dev-Ed Math Enrollment and Outcomes**. *Community College Journal of Research and Practice*, *44*(8), 623-628. https://doi.org/10.1080/10668926.2019.1616635
Student placement test records, course enrollments, and other student-level data collected by community colleges are vital for evaluating the outcomes of students in developmental education (dev-ed) courses. Researchers and policymakers rely on this information to examine the impact of existing programs and assess ongoing reforms to dev-ed – the accuracy of state administrative data is critical to those tasks. In this study, we examine math placement records in a statewide administrative data set to understand how test records provided by colleges in the state aligned with student course enrollment patterns. We highlight systematic data reporting problems, where many students lacked test scores and test exemption records necessary for policymakers and researchers to determine if they enrolled in the appropriate coursework for their needs. We also found that a non-negligible proportion of students enrolled in dev-ed math – 10% – did not require remediation due to exemption status or passing placement test scores. We conclude with a discussion of the pressing need for accuracy in data reporting, as up-to-date, high-quality student-level data are essential to evaluate ongoing reforms to developmental education.

Sigahi, T. F. A. C., & Saltorato, P. (2020). **Academic capitalism: distinguishing without disjoining through classification schemes**. *Higher Education*, *80*(1), 95-117. https://doi.org/10.1007/s10734-019-00467-4
Academic capitalism (AC) has become one of the most influential lines of research into markets in higher education (HE). However, researchers often use AC only as an umbrella term while key concepts remain superficially explored and intertwined topics treated disjointed. By means of a systematic literature review, our main contribution is the proposal of two classification schemes based on (a) analytical levels (macrostructural, organizational, and individual) and actors, and (b) themes and contributions (Exploration and reflection; Creation of theoretical framework; Research topics and applications; New trends). The idea that underlies both proposals is distinguishing without disjoining. Distinguishing is an operation that researchers can benefit from, while disjoining risks leading to blindness by not capturing the complexity of AC. Distinguishing analytical levels and actors provides a clearer view of how actors position themselves in the field, how they interconnect, and how their actions resonate at other levels. Distinguishing themes and contributions allows categorizing the wealth of research into smaller units for deeper analysis. Both contribute to researchers in positioning their theoretical contributions in the literature. This study may advance research not only on AC, but also in understanding the several ways the neoliberal restructure has been playing out in HE.

Simon, A., Perego, C., & Moro, M. R. (2020). **Mieux accueillir les enfants plurilingues à l'école. Pour bien parler et pour bien parler le français, il faut bien parler sa langue maternelle**. *Administration Education*, *N° 166*(2), 89-97. http://www.cairn.info/revue-administration-et-education-2020-2-page-89.htm

Sims, M. (2020). ***Bullshit Towers : Neoliberalism and Managerialism in Universities***. https://doi.org/10.3726/b16811
This book explores the impact of neoliberal managerialism, framed by the language of bullshit, on higher education in Australia. The book explores the figured world of management, leadership and followership in seeking to understand the changes that have shaped a sector characterised by unacceptably high rates of bullying, disrespect, lack of trust, micromanagement and poor health and wellbeing. In a world context where post-truth rules, the role of the higher education sector in creating citizens unable (or unwilling) to deconstruct the post-truths to which they are exposed is foregrounded. Quality education, increasingly defined as that which transmits the values and 'truths' of the privileged, has become a tool designed to create a compliant neoliberal citizenship willing to accept their allocated status in life. Critical thinking is discouraged despite bullshit words that parody its importance. University staff are de-professionalised, disrespected and disregarded and managers increasingly define themselves as 'the university.' Democracy is dead. Do we join the chorus shouting « long live the autocracy » or do we fight?

Snipstad, Ø. I. M. (2020). **Framing inclusion: intellectual disability, interactive kinds and imaginary companions**. *International Journal of Inclusive Education*, *24*(10), 1050-1063. https://doi.org/10.1080/13603116.2018.1511759
A central aspect of inclusion is to grant all children opportunities to participate and gain from a fellowship in school. However, some categorised groups of children are more prone to segregation and exclusion than others. Drawing on philosopher Ian Hacking's theories of the interactive relationship between how categories influence the categorised, the structures children are subjected to in schools affect how a child constructs her or his identity. The empirical data of this article are based upon a child (Will) labelled as intellectually disabled who spends most of his time in school segregated from his peers. In this segregated context, he has constructed a universe of imaginary companions and pretended identities (roles) that he frequently interacts with and enters. In relation to the attitudes, approaches and organisational practices that educational institutions subject groups of children to, the discussion questions whether the ascribed roles and function of Will's imaginary universe is a result of and/or a response to the institutional structures in which he finds himself. If this is the case, the educational system, from policy to practice, has to ask itself what kinds of people do they wish to construct.

Su, X., Guo, J., & Wang, X. (2020). **Different stakeholders' perspectives on inclusive education in China: parents of children with ASD, parents of typically developing children, and classroom teachers**. *International Journal of Inclusive Education*, *24*(9), 948-963. https://doi.org/10.1080/13603116.2018.1502367
A main purpose of the present study was to examine and compare attitudes toward inclusive education between parents of children with ASD, parents of typically developing children, and classroom teachers in China. The investigators also sought to explore factors influencing different stakeholders' perspectives. An attitude survey was distributed to 14 institutions in Shanghai and Anhui Province in China, including four kindergartens, two elementary schools, four special schools, and four private training agencies. Seven hundred and twelve responses were received, including 170 from parents of children with ASD, 337 from parents of typically developing children, and 197 from classroom teachers. Both multivariate and univariate analyses were conducted to

compare differences in attitudes between groups. The results indicate that parents of children with ASD held the most positive attitudes toward inclusion, whereas classroom teachers held the least positive attitudes toward the inclusion of children with ASD. Further analyses revealed that not only were adults' attitudes influenced by their identities as parents or teachers, but their background may also influence how they perceive inclusive education. The findings of the study provided a comprehensive view on how different parties perceive inclusive education of ASD. It also provided empirical evidence that inclusion generally has a positive impact on people's attitudes toward ASD. Implications and suggestions for future research and practices were further discussed in the paper.

Tan, S. C., & Chen, S.-H. A. (2020). ***Transforming Teaching and Learning in Higher Education: A Chronicle of Research and Development in a Singaporean Context***. Consulté à l'adresse https://doi.org/10.1007/978-981-15-4980-9

Tanure Alves, M. L., Grenier, M., Haegele, J. A., & Duarte, E. (2020). **'I didn't do anything, I just watched': perspectives of Brazilian students with physical disabilities toward physical education**. *International Journal of Inclusive Education*, *24*(10), 1129-1142. https://doi.org/10.1080/13603116.2018.1511760
Teachers in physical education (PE) classes continue to face problems promoting effective participation of students with disabilities. To better comprehend these issues, we need to advance discussions on PE programming and curricula, as well as the values about ability and performance that are communicated through these mediums. Difficulties with inclusion in this specific educational context are associated with more than simply a lack of adaptations in activities, but with values embedded in practices associated with disability. The purpose of this study was to analyse the inclusion of students with physical disabilities in PE classes through a cultural analysis of curriculum, disability and PE. Data were collected through semi-structured face-to-face interviews and reflective field notes. Seven students with physical disabilities enrolled in different schools in urban regions of a Brazilian city participated in this study. The interviews were examined through content analysis technique by two researchers, with categorisation into thematic categories. Findings include enacted values of sports practices where performance and ability are prioritised. A lack of participation was associated with curricular choices and values presented by PE teachers. The effectiveness of the inclusion process in PE class is discussed.

Tardy, S. (2020). **Des ELCO aux EILE : genèse et enjeux d'une transformation**. *Administration Education*, *N° 166*(2), 107-113. http://www.cairn.info/revue-administration-et-education-2020-2-page-107.htm

Thomas, F. (2020). **Le baccalauréat 2020 - Session de juin**. *Note d'information*, (20.25). Consulté à l'adresse https://www.education.gouv.fr/media/69791/download
À la session du baccalauréat de juin 2020, avec 95,7 % d'admis en France entière, le taux de réussite global est nettement supérieur à celui de 2019 (88,1 %). Le taux de réussite au baccalauréat général de 98,4 % augmente de 7,2 points par rapport à celui de 2019. Celui du baccalauréat technologique gagne 7,6 points avec 95,7 %. Dans la voie professionnelle, avec 90,7 %, le taux de réussite est en hausse de 8,4 points. En données provisoires, la part des bacheliers dans une génération atteint 86,6 % en 2020. Presque deux tiers des candidats obtiennent leur diplôme avec mention.

Tirol-Carmody, Kardash, Chang, & Ecker-Lyster. (2020). **Adopting an Activity-Based Cost Management Model at A Community College: A Case Study**. *Community College Journal of Research and Practice*, *44*(7), 482-491. https://doi.org/10.1080/10668926.2019.1616005
This paper discusses the key findings from a qualitative case study examining the implementation of an activity-based cost management model (ABC model) at a large community college. In a climate of fiscal uncertainty, the college adopted this model with the goal of improving budgetary decision-making. The paper examines faculty and administrators' perceptions about the model, specifically surrounding the model's potential to improve institutional functioning. We also examine stakeholder perceptions of potential barriers to successful campus-wide implementation, as well as its potential impact on the college's culture surrounding cost management. Findings indicate that key stakeholders believe the ABC model has potential to increase efficiency by providing more holistic cost allocation data that better capture granular organizational cost drivers. However, stakeholders also believe that full implementation will hinge on a common, campus-wide understanding of the model's benefits, as well as campus-wide shift in cost management culture.

Tobaty, A., & Claus, P. (2020). **L'accueil des enfants migrants en Franche-Comté**. *Administration Education*, *N° 166*(2), 59-66. http://www.cairn.info/revue-administration-et-education-2020-2-page-59.htm

Todoran, C., & Peterson, C. (2019). **Should They Stay or Should They Go? How the 2017 U.S. Travel Ban Affects International Doctoral Students**. *Journal of Studies in International Education*, *24*(4), 440-455. https://doi.org/10.1177/1028315319861344
In the wake of the U.S. government's executive orders restricting travel from six Muslim-majority countries (Iran, Libya, Somalia, Sudan, Syria, and Yemen) in January 2017, we collected data from four focus groups consisting of international doctoral students aiming to provide insight on the following research question: How do international doctoral students make sense of the U.S. political climate on their lived experiences? This article contributes to the literature by discussing a timely issue concerning international students in the United States and points out that the 2017 travel ban has affected not only international doctoral students from those banned countries but has also alarmed students from other countries, who described the climate as stressful, confusing, and hostile. Several students changed their travel plans for conferences or family visits being worried that they might not be able to reenter the United States. Other students feared the immigration rules might suddenly change and affect their visa status. Students also expressed their concerns in regard to job prospects after graduation. This article derives from a larger qualitative study exploring the experiences of international doctoral students in the U.S. academic and cultural settings.

UNESCO. (2020). ***Global education monitoring report, 2020: Inclusion and education: all means all*** (p. 439). Consulté à l'adresse Unesco website: https://unesdoc.unesco.org/ark:/48223/pf0000373718
The current crisis will further perpetuate these different forms of exclusion. With more than 90 per cent of the global student population affected by Covid-19 related school closures, the world is in the throes of the most unprecedented disruption in the history of education. Social and digital divides have put the most disadvantaged at risk of

learning losses and dropping out. Lessons from the past – such as with Ebola – have shown that health crises can leave many behind, in particular the poorest girls, many of whom may never return to school. This Report's core recommendation for all education actors to widen their understanding of inclusive education to include all learners, no matter their identity, background or ability comes at an opportune time as the world seeks to rebuild back more inclusive education systems. This Report identifies different forms of exclusion, how they are caused and what we can do about them. As such, it is a call to action we should heed as we seek to pave the way for more resilient and equal societies in the future. A call to collect better data, without which we cannot understand or measure the true scope of the problem. A call to make public policies far more inclusive, based on examples of effective policies currently in force, and by working together to address intersecting disadvantages, just as we saw Ministries and government departments are capable of when addressing Covid-19. Only by learning from this Report can we understand the path we must take in the future. UNESCO stands ready to help States and the education community so that, together, we can develop the education the world so desperately needs and to ensure that learning never stops. To rise to the challenges of our time, a move towards more inclusive education is non-negotiable – failure to act is not an option.

Unesco. (2020). ***Global education monitoring report, 2020: Inclusion and education: all means all***. Consulté à l'adresse Unesco website: https://unesdoc.unesco.org/ark:/48223/pf0000373718

UNESCO. Fonds Malala. (2020). ***Girls' education and COVID-19: what past shocks can teach us about mitigating the impact of pandemics***. Consulté à l'adresse https://liseo.ciep.fr/doc_num.php?explnum_id=12592
Selon le Fonds Malala, la pandémie pourrait entraîner la déscolarisation de 10 millions de filles en âge de fréquenter l'école secondaire. Fondé sur les enseignements de l'épidémie d'Ebola 2014-15 et de la crise financière mondiale de 2008, le rapport cherche à comprendre l'impact de la crise pour les filles, à court et à long terme. Il appelle les gouvernements à garantir leur retour à l'école une fois la crise passée, à leur assurer un apprentissage pendant la pandémie et à faire en sorte que les systèmes éducatifs disposent d'un financement adéquat dans les mois et les années à venir.

UNESCO : Organisation des Nations unies pour l'éducation, la science et la culture. (2020). **Crise du COVID-19 et programmes scolaires : maintenir des résultats de qualité dans le contexte de l'apprentissage à distance**. *Notes thématiques du secteur de l'éducation*, (4.2). Consulté à l'adresse https://liseo.ciep.fr/doc_num.php?explnum_id=12698
La pandémie du COVID-19 a changé la vie d'un grand nombre d'apprenants, d'enseignants et de parents partout dans le monde. S'il s'agit avant tout d'une crise sanitaire, elle risque d'avoir des effets à long terme majeurs sur l'éducation, notamment les programmes scolaires et l'apprentissage. Mais cette situation pourrait aussi être l'occasion de repenser les programmes scolaires, les processus d'évaluation de l'enseignement/apprentissage et le développement des compétences des apprenants, en particulier dans le but de renforcer leurs aptitudes à apprendre et d'entretenir leur motivation. Cette note délivre des messages clés et conseils pratiques pour élaborer des interventions stratégiques.

UNESCO : Organisation des Nations unies pour l'éducation la science et la culture. (2020). ***Impact anticipé du COVID-19 sur les dépenses publiques d'éducation et implications pour le travail de l'UNESCO***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000373276_fre
Pour faire face à l'impact de la pandémie de COVID-19 sur l'éducation, de nombreux pays prennent des mesures exceptionnelles. Les ressources supplémentaires peuvent être substantielles quel que soit le pays, mais plus particulièrement dans les économies fragiles. Par ailleurs, l'impact économique du COVID-19 devrait excéder celui de la crise financière mondiale de 2008. Celui-ci se répercutera sur les recettes publiques de nombreux pays, donc sur les ressources disponibles pour l'éducation. Cette fiche thématique donne un aperçu du travail de l'UNESCO sur le financement de l'éducation pendant et après les situations d'urgence, ainsi que de ses principaux messages pour concevoir des interventions au niveau des pays.

Valette, M.-F. (2020). **Le droit à l'éducation des enfants migrants**. *Administration Education*, *N° 166*(2), 45-50.
Veck, W., & Hall, M. (2020). **Inclusive research in education: dialogue, relations and methods**. *International Journal of Inclusive Education*, *24*(10), 1081-1096. https://doi.org/10.1080/13603116.2018.1512659
Who is to be included in educational research? How might the researched be included within educational research practices? Why does it matter that educational research practices should be inclusive and not exclusionary? This article draws on Martin Buber's philosophy of dialogue to critique reductive and specialist answers to these questions and, more positively, to advance a conception of inclusive research as educative practice. In Buber's thinking there are ideas that might guide educational researchers beyond the lure of both research that is conducted on individuals, held at an exclusionary distance, and measured in accordance with established methods, and research that is for individuals identified as political allies, so their research might be conducted with the researched. Inclusive educational research should itself be educative, the article concludes, but this education provides researchers with neither easy nor definitive answers to questions relating to who their research should include, how they might be included and why their inclusion matters, since this is an education that must be lived.

Vosniadou, S. (2020). **Bridging Secondary and Higher Education. The Importance of Self-regulated Learning**. *European Review*, *28*(S1), S94-S103. https://doi.org/10.1017/S1062798720000939
It is proposed that the transition from secondary to higher education can be facilitated by improving secondary school students' capabilities for independent, self-directed, and self-regulated learning (SRL). University learning places high demands on students for complex and independent learning, namely learning that requires the ability to plan, monitor and evaluate one's work and to control one's motivation and emotion. A major stream of educational research has shown the beneficial impact of self-regulated learning on student motivation and has concluded that self-regulation is a significant source of achievement differences among students. However, many secondary school students lack the skills of an independent and self-regulated learner when they enter higher education, something that contributes to considerable student attrition during the first year of university study. In this article I argue that more attention should be paid to the promotion of self-regulated learning in secondary schools. This

can be achieved by helping teachers understand how to enrich students' knowledge about learning and strategies to manage it. Some exemplary practices developed at secondary schools are discussed as a means of providing examples of effective learning environments for SRL.

Wieviorka, M. (2020). **Comment la crise pourrait modifier les débats antérieurs sur les questions d'identité**. *Administration Education*, *N° 166*(2), 19-24. http://www.cairn.info/revue-administration-et-education-2020-2-page-19.htm

Will, G., Homuth, C., & Gaillard, G. (2020). **L'accueil des nouveaux immigrants dans le système scolaire – l'exemple de l'Allemagne**. *Administration Education*, *N° 166*(2), 177-183. http://www.cairn.info/revue-administration-et-education-2020-2-page-177.htm

Wolf, A. (2020). **'One Size Fits All' – A Default Policy that is Serving No One Well**. *European Review*, *28*(S1), S28-S43. https://doi.org/10.1017/S1062798720000885
This article will analyse the rather uniform ways in which developed countries, and notably those of Europe, have moved from systems in which tiny numbers of young people attended university to systems of mass and still expanding higher education. Although there are some surface differences between countries in organisation and levels of participation, these have actually decreased in recent decades, and convergence is continuing. This convergence reflects a general move towards a dominant model of tertiary education which gives priority and prestige to academic certification. The economic and policy drivers have been very similar. In the first instance, a changing labour market and growing middle class expanded demand for tertiary provision. Governments then became convinced that expanding higher education was an effective supply-side policy to promote growth and productivity, and an effective way to promote social mobility and equality; and so educational expansion and spending were privileged. However, in recent years, there has been a growing mismatch between the labour market and tertiary provision, which it is very hard to correct, partly because of politicians' beliefs but also because the 'signalling' function of academic education has become paramount, and families quite rationally pursue high-prestige (but zero-sum) options for their children. Although there may be some degree of self-correction in the system, this is by no means assured and governments need to consider, actively, how to promote attractive alternatives to university study.

Woloshyn, V., & Savage, M. (2020). **Increasing teacher candidates' mental health literacy and stress coping skills through an elective mental health and wellness course**. *International Journal of Inclusive Education*, *24*(9), 921-935. https://doi.org/10.1080/13603116.2018.1497097
An upper-year elective undergraduate course on mental health and wellness is explored as a method of increasing concurrent teacher education students' mental health literacy and strategies for coping with stress. This paper describes the experiences of seven concurrent education undergraduate students in the semester-long mental health and wellness course. Data were collected from semi-structured interviews conducted at the end of the course with each participant. Participants identified sharing and personal reflection as critical elements of the course which helped them acquire a deeper understanding of mental health and wellness and strategies for coping with stressful situations. Participants also discussed their future roles

in promoting and sustaining mental health and wellness in themselves, their students and their colleagues. The findings are discussed in terms of increasing teacher candidates' mental health literacy.

Xia, J., Shen, J., & Sun, J. (2019). **Tight, Loose, or Decoupling? A National Study of the Decision-Making Power Relationship Between District Central Offices and School Principals**. *Educational Administration Quarterly*, *56*(3), 396-434. https://doi.org/10.1177/0013161X19851174
Do school district central offices and school principals have the same level of influence on school decisions? What does the district–principal power relationship look like? These two questions are discussed but are rarely examined in the literature. Based on a nationally representative sample from the 2007-2008 Schools and Staffing Survey data, we explored these two questions. Specifically, we applied the paired samples t test to compare the district central offices' and school principals' influences and applied the multilevel modeling method to estimate the power relationship. We found that (a) on average, districts and principals had the same level of influence on establishing curriculum, whereas school principals had higher influence on the other six decision areas examined (performance standards, teachers' professional development programs, evaluating teachers, hiring teachers, discipline policies, and school budget), and (b) a tight coupling power relationship between district central offices and school principals was identified for the three areas related to the technical core of schools (performance standards, establishing curriculum, and teachers' professional development programs), a loose coupling power relationship was revealed for the personnel (hiring and evaluating teachers) and budget areas, while a decoupling power relationship was found for discipline policy decisions. Discussions and implications for school leadership and policy were included in this study.

Xie, C., & Teo, P. (2020). **Institutional self-promotion: a comparative study of appraisal resources used by top- and second-tier universities in China and America**. *Higher Education*, *80*(2), 353-371. https://doi.org/10.1007/s10734-019-00483-4

Ye, Y., De Moortel, K., & Crispeels, T. (2020). **Network dynamics of Chinese university knowledge transfer**. *The Journal of Technology Transfer*, *45*(4), 1228-1254. https://doi.org/10.1007/s10961-019-09748-7
Social networks are increasingly considered to be influential in explaining the knowledge transfer process. Despite scholarly efforts to integrate knowledge transfer and social network research, we lack understanding on how knowledge transfer networks emerge and evolve. We draw upon resource dependency theory and inter-organizational networks and collect patent data of 42 Double-First Class (DFC) universities to study structural properties of the Chinese university knowledge transfer network over time. Our results point to the existence of an increasingly complex yet remarkably efficient network. Universities and co-patent collaborations emerge in the network and act as knowledge bridges between other universities. The network moves from an early-stage single-centered network to a mature multi-centered network through a power-law pattern. Such movement allows for an aggregation phenomenon to appear as oligopolistic communities emerge and rule the network. While knowledge is more easily shared and accessible within communities, their existence also brings along control over knowledge bases embedded in those communities. Key universities take central positions within the expanding network, which allows them to gain control

and easier access to knowledge. It also hints that it might be difficult for other DFC universities to become key players in the network. On an inter-regional level, our findings point to steadily increasing knowledge transfer activity, which is key to overcome the underdevelopment of some Chinese regions. Overall, this paper contributes to our understanding on the theoretical connection between knowledge transfer and social network dynamics, on how universities evolve through knowledge transfer networks, and on how their embeddedness translates into knowledge control, knowledge access, and knowledge bridges.

Yu, Y. (2020). **From universities to Christian churches: agency in the intercultural engagement of non-Christian Chinese students in the UK**. *Higher Education*, *80*(2), 197-213. https://doi.org/10.1007/s10734-019-00474-5
This study links the agency lens with the intercultural engagement of international students and examines how agency is affecting and is affected by the church participation (rather than other social engagement within universities) of non-Christian Chinese students in the UK. Adopting agency and adaptation theories, this research analyses quantitative data from questionnaires answered by 501 Chinese students and qualitative data from interviews with 15 students. The result shows that agency offers a critical perspective in terms of cross-cultural engagement for international students, and it complements a broader approach to understanding adaptation and self-formation in cross-border educational experiences. The research proposes a new theory, Theory of Agentive Cross-cultural Adaptation, and highlights the changes in agency and reflexivity modes throughout students' international educational journeys whereby they actively respond to their own individual needs, address their problematic situations, and construct their personal intercultural spaces both within and beyond the university campus. In particular, Chinese students managed the different modes of relationships based on church experience and negotiated the identity paradox between "cultural interpreters" and "believers" in terms of their understanding of Christianity. The study encourages universities to facilitate spaces of intercultural engagement for international students to exercise their agency within the university and wider social contexts.

Zlatkin-Troitschanskaia, O., & Schlax, J. (2020). **Entry Assessment of Student Learning Preconditions in Higher Education: Implications for the Transition from Secondary to Tertiary Education in Germany**. *European Review*, *28*(S1), S67-S84. https://doi.org/10.1017/S1062798720000915
The acquisition of domain-specific knowledge and interdisciplinary skills such as critical thinking is increasingly gaining significance as key learning outcomes in higher education that are crucial for all professionals and engaged citizens and that enable lifelong learning. Despite this socio-political consensus, up until the last decade there have only been a few evidence-based insights into the competencies of higher education students. Therefore, the Germany-wide research program Modelling and Measuring Competencies in Higher Education (KoKoHs) was established in 2011 by the Federal Ministry of Education and Research. In the 85 projects, theoretical-conceptual competence models and corresponding assessments were developed for selected large study domains (e.g. economics) to reliably measure the students' competencies in different phases of higher education (entering, undergraduate, graduate). More than 100 technology-based assessments of both discipline-specific competencies and generic skills were validated across Germany at over 350 universities with over 75,000

students. This article presents findings from the Germany-wide entry diagnostics in the one KoKoHs project (WiWiKom II) with beginning students in business, economic and social sciences that provide evidence-based insights into students' learning preconditions and their impact on domain-specific knowledge acquisition in bachelor's degree courses. The results lead to far-reaching practical implications for successful transitions between secondary and tertiary education, including recommendations for the development of mechanisms to support access to tertiary education and to prevent high dropout rates.

Pratiques enseignantes

Académie de Créteil, & Observatoire des pratiques en éducation prioritaire. (2020). ***Les pratiques de l'oral en éducation prioritaire*** (p. 186). Consulté à l'adresse Académie de Créteil website: http://carep.ac-creteil.fr/IMG/pdf/obs_educprio20_rapport_ok.pdf
Le rapport annuel 2019-2020 de l'Observatoire analyse la place et le rôle de l'oral à l'école et au collège à partir des représentations des acteurs de l'éducation nationale (enseignants, élèves, parents d'élèves, personnels de vie scolaire, psychologues de l'éducation nationale et pilotes) et des pratiques en classe. L'Observatoire constate que l'oral représente une part importante d'une séance de classe (entre 30 et 75 %). Il relève aussi certains paradoxes : malgré des incitations fortes, les élèves s'expriment parfois très peu. C'est souvent la pratique des enseignants qui fait la différence. Il est par ailleurs rarement objet d'apprentissage en cours. Pour l'Observatoire, penser l'oral est un impératif dans la lutte contre les inégalités scolaires.

Aguilar-Hernández, J. M. (2020). **Queering critical race pedagogy: reflections of disrupting erasure while centering intersectionality**. *International Journal of Qualitative Studies in Education*, *33*(6), 679-694. https://doi.org/10.1080/09518398.2020.1747660
This article argues that intersectional pedagogies are one way to capture the experiences of Queers of Color, specifically in higher education classrooms. Using critical pedagogies and critical race theory in education, the author makes the case for the need to intentionally center race and sexuality within pedagogical approaches and curriculum, what they call "Queer Critical Race Pedagogy." Using autoethnography, the author reflects on three pedagogical practices that center race and sexuality and finds that employing a QCRP is critical because the representation of Queers of Color in the classroom, course materials, and as historical actors are significant to disrupt erasure and silence in curriculum. The author concludes that QCRP can lead students of diverse backgrounds to commit to social change.

Charpentier, P., & Stoica, G. (2020). **L'école : un lieu où tout est fait pour qu'on se comprenne ? Quelques réflexions sur des pratiques de classe observées en école primaire à Mayotte**. *Carnets de Recherches de l'océan Indien*, (05). Consulté à l'adresse https://hal.univ-reunion.fr/hal-02921388
Cet article a pour objectif de rendre compte de dispositifs que mettent en place des professeurs-étudiants-stagiaires en classe pour permettre à leurs élèves d'entrer dans les apprentissages et d'améliorer leur maîtrise de la langue française sur le territoire de Mayotte où le français est langue de scolarisation. Ces dispositifs pédagogiques seront interrogés par deux chercheurs, l'un en Sciences de l'éducation, l'autre en Anthropologie. Le croisement de ces deux regards permettra de dégager l'idée que dans toute situation pédagogique, une meilleure prise en compte de ce qui entoure les

élèves sur le plan linguistique, social, économique, culturel et l'instauration d'un dialogue entre le maître et les élèves semblent primordiaux pour permettre à ces derniers d'expliquer ce qu'ils font ou ne font pas. Ce dialogue peut passer ou s'appuyer sur les langues vernaculaires pour permettre aux élèves d'entrer dans les apprentissages mais aussi dans un processus d'enrichissement et d'amélioration de leurmaîtrise de la langue française.

Chernikova, O., Heitzmann, N., Stadler, M., Holzberger, D., Seidel, T., & Fischer, F. (2020). **Simulation-Based Learning in Higher Education: A Meta-Analysis**. *Review of Educational Research*, *90*(4), 499-541. https://doi.org/10.3102/0034654320933544
Simulation-based learning offers a wide range of opportunities to practice complex skills in higher education and to implement different types of scaffolding to facilitate effective learning. This meta-analysis includes 145 empirical studies and investigates the effectiveness of different scaffolding types and technology in simulation-based learning environments to facilitate complex skills. The simulations had a large positive overall effect: g = 0.85, SE = 0.08; CIs [0.69, 1.02]. Technology use and scaffolding had positive effects on learning. Learners with high prior knowledge benefited more from reflection phases; learners with low prior knowledge learned better when supported by examples. Findings were robust across different higher education domains (e.g., medical and teacher education, management). We conclude that (1) simulations are among the most effective means to facilitate learning of complex skills across domains and (2) different scaffolding types can facilitate simulation-based learning during different phases of the development of knowledge and skills.

Coste, S., & Priou, N. (Éd.). (2010). **Profs : exécutants ou concepteurs ? (Dossier)**. *Cahiers pédagogiques*, (562). Consulté à l'adresse https://www.cahiers-pedagogiques.com/No-562-Profs-executants-ou-concepteurs
Comment les enseignants, individuellement et collectivement, interprètent-ils des textes officiels apparemment intrusifs de manière à stimuler leur créativité ? Comment s'approprient-ils des situations matérielles, organisationnelles, sociales fortement contraignantes ?

He, J. (2020). **Research and practice of flipped classroom teaching mode based on guidance case**. *Education and Information Technologies*, *25*(4), 2337-2352. https://doi.org/10.1007/s10639-020-10137-z
This paper chooses 144 students as subjects to conduct a flipped classroom experiment teaching. The results show that before the experiment students from the experimental class and control class universally lack English learning interest, have no habit of preparing lessons before class and are short of consciousness of autonomous learning. However, after the experiment, it is found that score of the experimental class is significantly higher than that of the control class. Furthermore, students' learning attitude, interest and habit, autonomous learning ability, cooperative learning consciousness and degree of satisfaction for learning English in the experimental class are higher than those of the control class. Therefore, it suggests that the flipped classroom teaching mode can effectively stimulate students' interest in learning English, develop their autonomous and cooperative learning abilities, enhance their English learning proficiency and influence the development of English learning attitude and habit actively.

Jarraud, F. (2020, juillet 2). **Profs de collège : Quelles pratiques pédagogiques ?** Consulté 9 juillet 2020, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2020/07/02072020Article637292710406439333.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=503579
Les enseignants des collèges se soucient-ils vraiment de la réussite de leurs élèves ? Quelles sont leurs pratiques pédagogiques ? Quels profils d'enseignants peut-on distinguer ? Une nouvelle étude de la Depp apporte des réponses intéressantes à ces questions. Alors que certains opposent les « pédagogistes » aux autres, l'étude montre que les professeurs partagent beaucoup de points communs dans leurs pratiques pédagogiques. Les différences tiennent souvent au contexte dans lequel ils enseignent. Les enseignants font corps.

Khalfaoui, Y., Vinatier, I., Hadji, S., & Munoz, G. (2020). **Quels enjeux interactionnels au sein des réunions de conseil des maîtres ? Premiers résultats**. *Notes du Cren*, (30). Consulté à l'adresse http://cren.univ-nantes.fr/wp-content/uploads/2020/06/Khalfaoui-et-al-note-30.pdf

Knauf, A., & Falgas, J. (2020). **Les enjeux de l'hybridation pour l'apprentissage coactif. Retours d'expériences dans l'enseignement supérieur**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (30). https://doi.org/10.4000/dms.5073
Travail collaboratif, curation de contenu ou gestion personnelle de l'information, veille numérique collaborative, toutes ces pratiques qui résultent de l'usage actuel des outils numériques, ont été investies dans le cadre d'expériences d'apprentissage coactifs orientées par problème et menées avec des étudiants en information et communication. Nous tentons de comprendre en quoi le partage des ressources numériques entre les apprenants et enseignants et la contribution à l'enrichissement des enseignements par les étudiants, peuvent favoriser le renforcement des compétences numériques des apprenants, ainsi que le développement de leur esprit critique, en situation d'apprentissage par problème et plus largement d'apprentissage coactif en mode hybride. Nous interrogeons également l'intérêt du recours à des dispositifs numériques innovants issus du monde académique – voire portés par des enseignants-chercheurs en charge des enseignements eux-mêmes – par rapport à l'appui sur les dispositifs grand public tels que ceux proposés par les GAFA, aujourd'hui sous le feu de la critique pour l'opacité de leurs algorithmes autant que pour les effets pervers de leurs modèles économiques. Les dimensions sociales et ubiquitaires qui résultent de ces expériences d'apprentissage et qui allient numérique, espaces augmentés et repensés, nous font aussi envisager autrement l'enseignement. Ainsi, en tant qu'acteur de ces dispositifs, l'apprenant participe à co-construire des savoirs, à l'aide notamment, d'appareils mobiles et connectés.

Labelle, A. (2020). ***Le travail d'éducation au sein des lieux de vie de la protection de l'enfance et de la jeunesse : comparaison entre France et Québec.*** (Phdthesis, Université de Lille). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-02904426
Notre recherche s'attache à comprendre de quelle manière s'inscrit la cognition des acteurs du travail d'éducation spécialisée dans les variables culturelles et d'interaction sociale, en proposant une méthodologie issue des travaux de la didactique professionnelle et de la théorie des champs conceptuels. Notre travail lie analyse de l'activité des éducateurs (niveau micro), et étude des contextes culturels d'échanges

(niveau macro) dans lesquels se déroule celle-ci, dans une démarche compréhensive et qualitative. La comparaison entre France et Québec permet de faire apparaître des éléments particulièrement saillants concernant le travail d'éducation au sein de ces deux contextes. Nous les lierons avec l'évolution libérale transversale aux deux nations, pour penser les échanges possibles, notamment en termes d'outils et de pratiques, mais aussi en termes de formation professionnelle et de ses liens avec la recherche.

Le Boucher, C., pentecouteau, hugues, & Lameul, G. (2019). **L'INTRODUCTION DU EPORTFOLIO DANS L'ENSEIGNEMENT SUPÉRIEUR : UNE OPPORTUNITÉ DE DIVERSIFIER LES DÉMARCHES ÉVALUATIVES**. *TransFormations : Recherches en éducation et formation des adultes*, (19). Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-02172163
Cet article vise à identifier des démarches évaluatives accompagnant la mise en place d'ePortfolio dans l'enseignement supérieur à partir d'un état des lieux concernant quatre établissements et onze enseignements. La revue de littérature sur l'évaluation dans l'usage des ePortfolios met en avant une distinction marquée entre des objectifs de développement personnel et professionnel de formation et des objectifs de contrôle et de valorisation des acquis. Cette distinction est attachée à une opposition entre les pratiques formatives et certificatives. Notre étude exploratoire, à partir d'entretiens semi-directifs, apporte des éléments qui vont dans le même sens. Elle montre que, dans le champ des possibles et des attentes, il y a matière à agencer ces formes d'évaluation. Cette étude propose de distinguer sept usages de l'évaluation dans l'ePortfolio, organisés selon deux axes : 1) de l'évaluation contrôlante et ponctuelle à l'évaluation structurante et régulière ; 2) de l'évaluation d'une production à l'évaluation d'un processus.

Major, C. (2020). **Innovations in Teaching and Learning during a Time of Crisis**. *Innovative Higher Education*, *45*(4), 265-266. https://doi.org/10.1007/s10755-020-09514-w

Matias-Gómez, V. (2020b). ***Interculturalité et éducation : la pratique pédagogique des formateurs d'enseignants dans le cadre de la formation initiale autochtone de l'État de Michoacán au Mexique***. Consulté à l'adresse https://papyrus.bib.umontreal.ca/xmlui/handle/1866/23561
Cette recherche doctorale porte sur les pratiques des formateurs d'enseignants dans le cadre de la formation initiale autochtone de l'État de Michoacán, au Mexique. Elle entend décrire, analyser et faire comprendre comment les écoles normales indigènes, par l'entremise de leurs programmes et pratiques pédagogiques, préparent actuellement les futurs enseignants autochtones à faire face à la diversité culturelle de la population scolaire. En étudiant plus particulièrement le cas de l'École Normale Indigène de l'État de Michoacán, au Mexique, nous avons centré notre attention sur la pratique des formateurs des enseignants autochtones. Nous avons émis l'hypothèse que la pratique enseignante autochtone se réalise dans un contexte de tensions non résolues, de dilemmes et de difficultés, non seulement en raison de la formation des enseignants autochtones et des ressources méthodologiques et matérielles sur lesquelles ils s'appuient, mais aussi en raison de leur rôle d'intermédiaires culturels entre les besoins et les aspirations des communautés autochtones et les politiques officielles des programmes d'études fédéraux et étatiques. Notre recherche s'appuie sur la méthodologie qualitative ainsi que sur l'analyse de la diversité culturelle tout en tenant compte de l'approche théorique de l'interculturalité critique et décolonisatrice. Les résultats auxquels cette recherche est parvenue confirment que, même si les

formateurs d'enseignants autochtones ont conscience du rôle d'intermédiaire culturel qu'on leur fait jouer, ils ne disposent pas de moyens tant théoriques que pratiques et pédagogiques pour surmonter cette mission. Les données recueillies nous ont permis de faire apparaître comment ces contradictions provoquent en eux une sorte de scission intérieure difficile à franchir entre leurs valeurs et traditions provenant de leurs communautés; comme si en étant des formateurs d'enseignants et en se pliant au rôle que l'école leur fait jouer, ils tendaient à devenir « autres », partagés entre deux cultures aux valeurs et références différentes, voire antagoniques, en trouvant pour s'en sortir dans leurs pratiques d'enseignement des stratégies pédagogiques individuelles ou des solutions empiriques et ponctuelles. Sur la base de tels constats, cette recherche s'emploie à contre-proposer, en guise d'esquisses de pistes de solutions pratiques, une nouvelle définition du formateur enseignant, c'est-à-dire d'un formateur qui soit capable de retrouver le sens profond de ce que peut être « un enseignant » dans son appréhension la plus large et la plus noble : plus qu'un technicien de la pédagogie, plus qu'un spécialiste de compétences didactiques données, plus qu'un opérateur de prescriptions institutionnelles, il devrait d'abord et avant tout être considéré comme un « passeur de savoirs » : des savoirs théoriques et pratiques complexes; des savoirs enracinés dans le passé, mais aussi en lien avec les savoirs contemporains.

Nabb, & Murawska. (2020). **Mathematical Knowledge for Teaching Developmental Courses at the Community College: An Unexplored Terrain**. *Community College Journal of Research and Practice*, *44*(8), 563-583. https://doi.org/10.1080/10668926.2019.1626300
The domain of Mathematical Knowledge for Teaching (MKT) has provided theoretical and empirical advancements to teacher education scholarship. Today, MKT is widely recognized as a critical component of teachers' preparation, professional development, and experience. Early studies at the elementary level set the stage for defining, measuring, assessing, and augmenting this knowledge in pre-service and in-service teachers. Subsequent studies are demonstrating MKT's significance in university and secondary teaching. Despite MKT's growing influence in education, one institution that has been largely ignored is the community college. Given the community college's role of remediation alongside the diverse and often underprepared student body it serves, we urge the mathematics education community to examine MKT in the context of community college developmental mathematics. Based on preliminary interviews with experienced faculty at two-year institutions (n = 12), we propose a provisional amendment to the domains of MKT – the Caring Map. We speculate that in order to make sense of developmental mathematics teaching at the community college, research is needed to determine the extent to which teacher caring supports mathematics teaching, student learning, and student achievement.

Nadeau, A. (2020). ***Conceptions d'enseignants du primaire sur leur rôle de passeur culturel : effets de dispositifs d'intégration de la dimension culturelle à l'école québécoise*** (Thèse ou essai doctoral accepté, Université du Québec à Montréal). Consulté à l'adresse https://archipel.uqam.ca/13363/
Depuis l'implantation, en 2001, du curriculum scolaire toujours en vigueur, le Ministère de l'Éducation du Québec affirme vouloir développer chez tous les enseignants une approche culturelle de l'enseignement (Gouvernement du Québec, 2001a, 2001 b,2003b, 2007a). Le document L'Intégration de la dimension culturelle à l'école (Gouvernement du Québec, 2003a) propose même des pistes concrètes pour intégrer

la culture aux pratiques pédagogiques et plusieurs dispositifs et projets incluant de la médiation culturelle sont offerts aux groupes scolaires pour faciliter l'intégration de repères culturels en classe et la rencontre avec l'art. Au début des années 2000, des chercheurs (Chené et Saint-Jacques, 2000, 2005; Côté, 2007, 2008; Falardeau et Simard, 2007a, 2007b; Gohier, 2002, 2005; Simard, 2001, 2002) se sont penchés sur les obstacles à franchir pour encourager et outiller les enseignants à agir comme passeur culturel pour leurs élèves. Ils ont aussi révélé que le rehaussement culturel des apprentissages souhaité ne se concrétisait pas dans les salles de classe. Les écrits confirment que pour inciter les enseignants à modifier leurs pratiques pédagogiques, par exemple, pour les amener à mettre en oeuvre une approche culturelle de l'enseignement, il faut d'abord s'intéresser à leurs conceptions de l'enseignement (Crahay et al., 2010). La manière la plus efficace de provoquer un changement conceptuel consiste à inscrire la démarche dans l'action, donc en lien avec des pratiques quotidiennes, et d'encourager les enseignants à adopter une approche réflexive (Chaubet et al., 2016; Lafortune et Daudelin, 2001; Lafortune et Lepage, 2006; Richardson, 1996). Pour répondre aux questions : 1) Quelles sont les conceptions que se font les enseignants du primaire de leur rôle de passeur culturel ? et 2) De quelle(s) façon(s) des dispositifs d'intégration de la dimension culturelle à l'école modifient-ils les conceptions que se font les enseignants de leur rôle de passeur culturel auprès de leurs élèves?, huit enseignantes titulaires du primaire ont pris part à cette étude se déroulant au cours de l'année scolaire 2017-2018. Chacune était engagée dans un dispositif d'intégration de la dimension culturelle à l'école avec ses élèves pendant plusieurs mois, c'est-à-dire un programme impliquant des sorties culturelles, des rencontres avec des artistes ou des médiateurs culturels et de la formation pour les enseignants. Les deux dispositifs expérimentés étaient le projet Les allumeurs d'étoiles d'Une École montréalaise pour tous et le projet pilote Hémisphères mené par Culture pour tous. Les enseignantes participantes ont tenu un journal de bord au fil des expériences culturelles vécues. Elles ont aussi participé à deux entretiens individuels et à un groupe de discussion. Il s'agit d'une recherche qualitative/interprétative (Savoie-Zajc et Karsenti, 2018) qui vise à décrire les conceptions que se font les enseignants titulaires du primaire de leur rôle de passeur culturel et de comprendre les effets de la participation de ces enseignants à un dispositif d'intégration de la dimension culturelle à l'école sur l'évolution de leurs conceptions face à leur rôle de passeur culturel. L'analyse thématique des résultats (Paillé et Mucchielli, 2016) révèle que le passeur culturel représente, pour les enseignantes rencontrées, une version bonifiée de l'enseignant traditionnel qui, dans une démarche consciente, dépasse son mandat de transmission des savoirs prescrits. La recherche démontre également que plusieurs facteurs influencent la capacité des enseignants à jouer leur rôle de passeur culturel en classe, dont l'expérience professionnelle, les choix pédagogiques et didactiques ainsi que les expériences culturelles positives vécues avec les élèves, mais c'est surtout le contexte sociodémographique de l'école et le rapport à la culture de chaque enseignant (Falardeau et Simard, 2007a, 2007b) qui sont déterminants. Les dispositifs d'intégration de la dimension culturelle expérimentés par les participantes contribuent à l'évolution de leurs conceptions lorsqu'ils favorisent leurs initiatives pédagogiques et leur engagement. C'est toutefois la réflexion engendrée par le processus de recherche chez les participantes qui a le plus contribué à transformer leurs conceptions sur l'intégration de la dimension culturelle en classe. Cette étude offre finalement des propositions de changements de la structure scolaire, de la formation des enseignants

et des dispositifs d'intégration de la dimension culturelle proposés aux groupes scolaires pour favoriser le développement du rôle de passeur culturel chez l'enseignant.

Nkwanui, B. (2019). ***Différenciation pédagogique en apprentissage mobile : Effet sur la motivation et la performance des apprenants*** (Phdthesis, Université de Cergy Pontoise). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-02525702
L'apprentissage mobile favorise l'implémentation de la différenciation pédagogique et facilite l'individualisation de la formation. Mais, il faudrait aussi compter avec la motivation des apprenants placés en contexte des technologies mobiles pour voir si un tel scénario pédagogique induit de meilleures performances. Dans notre étude, nous avons analysé l'activité des apprenants techno-différenciés et questionné le construit de leur motivation a partir de l'analyse des situations de classe vidéographiées, et des posts WhatsApp effectués. Les apprenants manifestent une attitude globale satisfaisante de contrôlabilité du dispositif et d'engagement dans son utilisation, une performance du groupe expérimental meilleure par rapport à celle du du groupe-témoin, une efficacité personnelle faible, de même que la persévérance dans la réalisation des activités. L'influence du contexte est insignifiante sur la manière d'utiliser le dispositif et les communications émergent de manière assez satisfaisante grâce aux feedbacks réalisés par les apprenants, malgré l'absence de manifestation des situations de conversation. Les résultats suggèrent par ailleurs des liens de causalité entre les variables de l'activité et celles du construit de la motivation.Mots et expressions-clés : Apprentissage Mobile, différenciation pédagogique, scénario pédagogique, construit de la motivation, performances, WhatsApp

OECD. (2020). ***Foreign language teachers as ambassadors of multilingualism and international exchange: Evidence from TALIS 2018*** (Teaching in Focus N° 33). Consulté à l'adresse https://www.oecd-ilibrary.org/education/foreign-language-teachers-as-ambassadors-of-multilingualism-and-international-exchange_808f11a4-en
Insights from TALIS 2018 shed light on the level of preparedness of teachers and schools to adjust to new ways of working in the face of the COVID-19 crisis. This will allow education systems to learn from the crisis and be better prepared for the challenges of teaching and learning in this new environment.

Perrin, A.-L., Jury, M., & Desombre, C. (2020a). **Teacher's Personal Values and their Attitudes Toward Inclusive Education**. *EARLI SIG15 Virtual Conference*. Présenté à Londres, United Kingdom. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-02914003

Perrin, A.-L., Jury, M., & Desombre, C. (2020b). ***Valeurs personnelles et attitudes des enseignants à l'égard de l'école inclusive***. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-02914005
L'école inclusive a pour objectif d'assurer à tous les élèves – quels qu'ils soient - un enseignement de qualité. De nombreux obstacles dans sa mise en œuvre subsistent parmi lesquels figurent notamment les attitudes des enseignant·e·s à l'égard de celle-ci. Dans la littérature, il apparaît que ces attitudes, majoritairement neutres ou négatives, peuvent être influencées par divers facteurs (par ex., le sentiment d'efficacité personnelle des enseignant·e·s, le type de besoins éducatifs particuliers des élèves). Or, compte tenu d'une part des proximités conceptuelles entre les valeurs véhiculées par l'école inclusive (par ex., bienveillance et universalisme) et certaines des

valeurs personnelles définies par Schwartz (1992), et d'autre part, du rôle connu de ces dernières dans la variation (Ajzen & Fishbein, 2005) et la justification des attitudes (Kristiansen & Zanna, 1994), nous avons choisi d'examiner l'influence des valeurs personnelles des enseignant·e·s sur leurs attitudes. Plus précisément, nous faisons l'hypothèse que plus les enseignant·e·s donnent d'importance aux valeurs de Transcendance de soi et d'Ouverture au changement, plus leurs attitudes envers l'inclusion devraient être positives et, inversement, plus les valeurs d'Affirmation de soi et de Conservation sont centrales pour eux·elles, plus leurs attitudes devraient être négatives. Ces hypothèses ont été testées dans deux études corrélationnelles pré-enregistrées. Ainsi, 353 (étude 1), puis 540 enseignant·e·s (étude 2) ont complété des échelles d'attitudes et de valeurs personnelles (études 1 et 2) ainsi qu'une échelle de mesure de désirabilité sociale (étude 2). Les analyses de régression, complétées d'analyses de poids relatifs, confirment partiellement nos hypothèses. Ainsi, il apparaît que les valeurs de Transcendance de soi et d'Ouverture au changement sont positivement (et de manière consistante) liées aux attitudes. Concernant les valeurs d'Affirmation de soi, les résultats sont mixtes (c.-à-d., liées négativement dans l'étude 1, non reliées dans l'étude 2). Enfin, les valeurs de Conservation ne sont pas liées aux attitudes des enseignant·e·s (études 1 et 2). Ces résultats demandent des développements supplémentaires notamment dans la recherche de la causalité et dans l'explication des variations observées pour les valeurs d'Affirmation de soi mais ils fournissent de nouvelles grilles de compréhension des attitudes des enseignant·e·s et ouvrent des réflexions sur de possibles leviers pour la mise en place d'une école pleinement inclusive.

Rodriguez, & Rima. (2020). **The Perceptions of Community-College Faculty Teaching in Learning Communities**. *Community College Journal of Research and Practice*, *44*(7), 469-481. https://doi.org/10.1080/10668926.2019.1615014
The objective of this study was to describe community-college faculty's experiences teaching in learning communities. Quantitative survey data were collected from 34 faculty who had taught in at least one learning community during fall 2012–spring 2018, at an urban community college in the Northeast. Survey questions examined faculty's evaluation of the college's learning community program as well as their perceptions of their experiences teaching in learning communities, including how teaching in a learning community related to their social connections with students and colleagues, engagement with the larger college community, and job satisfaction. Overall, participants reported positive perceptions of their participation in the program. Most reported having developed meaningful relationships with both students and colleagues, becoming more engaged with the larger college community, and enhanced their job satisfaction through teaching in learning communities. These findings build upon limited understanding of the experiences of community-college faculty teaching in learning communities.

Skiba, R. (2020). **Applications of Trauma Informed Approaches in Vocational Education and Training**. *Créative Education*, *11*(04), 488-499. https://doi.org/10.4236/ce.2020.114036
This paper utilises a qualitative literature review to highlight the shift to learner-centred methodologies in vocational education and training and profile the applications of trauma informed approaches to address learner needs and increase learner inclusion and chances of success. The discussion begins by identifying the need for trauma

informed approaches in delivery related to technical and further education and workplace settings. The characteristics of trauma informed training environments are then considered such that the professional development needs of trainers can be established. The paper presents a model competency statement that can be used to develop training programs for trainers working in vocational education and training. The model competency statement, entitled « Utilise trauma informed training practices », can be used as a basis for development of accredited programs, nationally recognised units of competence, professional development programs or any other program related to implementation of trauma informed approaches in an adult training setting.

Terrail, J.-P. (2020). ***Pédagogies de l'exigence : Récits de pratiques enseignantes en milieux populaires***. Consulté à l'adresse https://ladispute.atheles.org/
L'avenir démocratique de nos sociétés apparaît suspendu à la généralisation de l'accès aux savoirs élaborés de la culture écrite, laquelle supposerait un changement profond des missions de l'institution scolaire, ainsi qu'une confiance du monde enseignant dans l'éducabilité de tous les élèves. Si la première de ces deux conditions est au prix d'une conquête politique et d'une décision d'Etat, la réalisation de la seconde se joue sur le terrain des pratiques quotidiennes. Bien des enseignants s'investiraient volontiers au service d'une réussite ambitieuse pour tous car il en va de leur bonheur professionnel si l'expérience pouvait les convaincre que l'entreprise avait quelque chance d'aboutir. Ils trouveront dans cet ouvrage collectif de quoi nourrir leur réflexion à cet égard. Ses auteurs, qui enseignent du CP à l'université, y évoquent en effet comment, au fil de leur expérience professionnelle, ils ont cherché à se doter des moyens de maintenir une véritable exigence intellectuelle vis-à-vis de publics réputés difficiles. De disciplines très diverses, les treize enseignants qui ont accepté de livrer ici leur témoignage n'ont d'autre point commun qu'un respect exigeant de leurs élèves, et la défense de l'intérêt et de la dignité de leur métier.

Vannereau, J., & Lemaître, D. (2020). **La problématisation dans l'apprentissage du management en filière d'ingénieur**. *Revue internationale de pédagogie de l'enseignement supérieur*, *36*(1). Consulté à l'adresse https://hal-ensta-bretagne.archives-ouvertes.fr/hal-02639583
Dans les cursus d'ingénieur en France, les étudiants sont formés aux activités managériales propres à leur futur métier. Ces formations passent le plus souvent par l'analyse de situations vécues en entreprise ou dans la vie étudiante. Les enseignants visent ainsi à développer chez leurs étudiants une capacité à problématiser le réel psychosociologique, qu'il n'est pas facile de traduire en objectifs pédagogiques et d'évaluer. Dans les travaux d'étudiants, on constate des écarts importants dans la manière d'analyser les situations managériales, d'identifier les problèmes et de proposer des solutions. Cet article vise donc à caractériser l'activité de problématisation chez les étudiants, à travers l'étude de leurs productions. Il définit tout d'abord ce que l'on entend par situations managériales et problématisation. Il présente ensuite l'étude menée sur trois dossiers d'analyse de situations managériales produits par des étudiants en vue de leur évaluation de fin de cours. Il met en évidence les différences dans la manière dont les étudiants cadrent les problèmes étudiés. Sur cette base, il propose de relier le cadrage des problèmes à la posture intellectuelle et sociale adoptée par les étudiants, définie par le concept d'ethos. La problématisation

du réel psychosociologique est donc montrée comme résultat d'un travail sur soi autant que d'un travail sur les faits observés.

Vu, K. (2020). ***Reconstruire les manières de faire agir autrui : un apprentissage des managers à partir de leur expérience*** (Phdthesis, HESAM Université). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-02884894
Si « manager », c'est faire agir d'autres, l'expérience peut influer sur la manière de faire agir. Le point de départ et l'objet de cette thèse reposent sur l'hypothèse selon laquelle à travers leurs expériences, les managers peuvent modifier leurs manières de faire agir les autres. Ils apprennent cette occasion des compétences humaines en jeu dans leur travail de manager.La thèse s'appuie sur cinq types de matériaux, issus de témoignages d'acteurs, et met en évidence ce processus d'apprentissage et distinguant notamment :- La manière d'agir ancienne ou initiale ;- La manière d'agir nouvelle ou reconstruite ;- Le vécu d'une expérience d'influence ;- La (les) leçon(s) tiré(s) de cette expérience significative.L'apprentissage par l'expérience de la vie quotidienne ne se limite pas aux managers ; on le retrouve plus généralement dans les autres métiers de l'interaction humaine. Notre objectif est de rendre visible cette forme particulière d'apprentissage présente dans la vie quotidienne professionnelle des managers, dans la perspective notamment d'aider les recruteurs et les chercheurs en sciences humaines et sociales à mener des travaux professionnels à dimension épistémologique.

Winks, L., Green, N., & Dyer, S. (2020). **Nurturing innovation and creativity in educational practice: principles for supporting faculty peer learning through campus design**. *Higher Education*, *80*(1), 119-135. https://doi.org/10.1007/s10734-019-00468-3
While much work has focused on pedagogical innovation processes within universities, less has been said of the processes and cultures which foster and give rise to creativity within higher education and the ways in which faculty members are encouraged to develop their pedagogy across disciplines and within their departments. This paper examines the ways campus spaces at a UK university are utilised by staff for peer learning and the barriers and affordances for innovation and creativity in educational practice. Utilising an interdisciplinary design, this paper suggests that the various spaces available to university teaching staff are able to be further utilised to support creative practice and peer learning, presented as four design principles: innovation happens in everyday spaces, communal spaces need social functions, forums have different scales, and collaborative spaces require a collective culture. The normalising of a culture of innovation requires both physical and behavioural adjustments to the use of space, suggesting that both faculty and institutions need to work together to reimagine spaces for faculty peer learning.

Relation formation-emploi

Giffard, A. (2020, juillet 10). ***Territoire, formation et relation formation-emploi : éléments d'analyse à partir de deux études de cas***. Consulté à l'adresse https://halshs.archives-ouvertes.fr/halshs-02895945
A partir de deux études de cas, nous proposons de discuter la problématique selon laquelle le territoire est en mesure de contribuer à l'amélioration de la connaissance de la relation formation-emploi. Ce dernier, à certaines conditions, peut jouer le rôle

d'espace catalyseur soit par exemple en améliorant l'usage des informations disponibles, soit en permettant d'en approfondir la quantité et/ou la qualité.

Jobert, G. (2019). **La formation professionnelle comme éducation du regard au travail**. *Ergologia*, (n° 22), 23-50. https://hal-cnam.archives-ouvertes.fr/hal-02903116

Skiba, R. (2020). **Water Industry Cyber Security Human Resources and Training Needs**. *International Journal of Engineering Management*, *4*(1), 11-16. https://doi.org/10.11648/j.ijem.20200401.12
Cyber-attacks are a growing and persistent threat to water infrastructure, including drinking water and wastewater systems. Water infrastructure uses a number of technical control systems to manage and track infrastructure properties, including hardware and software, such as monitoring and data acquisition systems, process control systems, and other devices, such as programmable logic controllers, that control data gathering equipment and information technology. As these systems become more connected to corporate systems and the internet, security approaches are needed equally across both the control system and the corporate network infrastructure, as there are many potential entry points for cyber attackers to exploit to these systems. These cyber-attacks occur on water infrastructure worldwide and water providers, in order to reduce the risks, need to identify control system asset security vulnerabilities and design, build and maintain a security architecture proportionate to the risk. Human resources are fundamental to these cybersecurity systems and the required emerging job roles require industry specific definition. This paper provides definition on the roles and responsibilities for control system security governance, particularly from the perspective of skills and knowledge and training requirements with a view to addressing leading industry security standards for control systems and practices.

Réussite scolaire

Barhoumi, M., Blouet, L., Charpentier, A., Cristofoli, S., Fréchou, H., Hubert, T., … Wuillamier, P. (2020). **Crise sanitaire de 2020 et continuité pédagogique : les élèves ont appris de manière satisfaisante**. *Note d'information*, (20.26). Consulté à l'adresse https://www.education.gouv.fr/media/69791/download
Près de huit parents sur dix considèrent que les activités proposées à leur enfant pendant la période de confinement de mars à mai 2020 étaient profitables et sept professeurs sur dix se déclarent globalement satisfaits de la façon dont leurs élèves ont appris. Les collégiens et lycéens, quant à eux, déclarent très majoritairement avoir rencontré peu de difficultés matérielles ou d'organisation, pour conduire le travail scolaire attendu. En revanche, un tiers d'entre eux disent avoir manqué de motivation pour le réaliser. Interrogés sur l'impact éventuel de l'enseignement à distance, les enseignants soulignent les progrès des élèves en termes d'autonomie et de maîtrise des outils numériques. Les parents confirment ce gain en autonomie et estiment aux deux tiers que leur enfant a maintenu son niveau d'apprentissage. Ils sont six sur dix à considérer qu'il a découvert de nouvelles méthodes.

Eckard, E. W. (2020). **The NCAA's Graduation Success Rate: How Successful Is It?** *Research in Higher Education*, *61*(6), 780-793. https://doi.org/10.1007/s11162-020-09589-6

The Graduation Success Rate (GSR) plays a critical role supporting the NCAA's Collegiate Model of amateur college athletics. The NCAA created the GSR to correct a statistical bias in the legally mandated Federal Graduation Rate (FGR) that causes it to underestimate rates. But the GSR's attempted correction causes it to overestimate rates. This paper reports the first estimate of the size of this statistical bias. The focus is on the big revenue sport of men's basketball in the so-called Power Conferences. The small size of basketball squads allows a reasonably accurate estimate of GSR cohort sizes based on publically available data. This in turn enables the calculation of a "corrected" GSR. The results indicate that the GSR exaggeration is large, perhaps as much as 20 percentage points. This raises fundamental questions about the success of the GSR as a useful graduation rate metric.

Estrada, P., Wang, H., & Farkas, T. (2019). **Elementary English Learner Classroom Composition and Academic Achievement: The Role of Classroom-Level Segregation, Number of English Proficiency Levels, and Opportunity to Learn**. *American Educational Research Journal*, *57*(4), 1791-1836. https://doi.org/10.3102/0002831219887137
Using mixed methods, we investigated (a) the association of the extent of English learner (EL) classroom-level segregation (proportion EL) and number of EL English proficiency levels with elementary EL academic achievement, using 2 years of administrative data, and (b) school staff–reported opportunity to learn–related advantages and disadvantages in segregated versus integrated compositions, using 3 years of interviews. Findings were corroborative across methods. After accounting for student-, classroom-, and school-level covariates, we found that ELs in more segregated classrooms exhibited lower performance, on average, on state tests of English language arts, mathematics, and English proficiency, and little evidence that classroom number of EL English proficiency levels was related to achievement. School staff consistently detailed the instructional, academic, and socio-emotional opportunities to learn afforded by the diversity/heterogeneity of integrated classrooms.

French, R., Imms, W., & Mahat, M. (2019). **Case studies on the transition from traditional classrooms to innovative learning environments: Emerging strategies for success**. *Improving Schools*, *23*(2), 175-189. https://doi.org/10.1177/1365480219894408
This article explores the characteristics of a successful transition of a school from traditional classrooms to an innovative learning environment. Many schools today are converting traditional classrooms into spaces which are flexible, supporting a wide array of teaching and learning possibilities (i.e. an 'innovative learning environment'). These schools envision a future in which teaching, culture and space align to result in engaged students achieving deep learning. Many of these schools, however, fail to align teaching practices, organisational structures and leadership with their design's intended vision. This results in a misalignment between the pedagogical goals of the building and its subsequent use. Through case studies of four schools in Australia and New Zealand, this study identifies the commonalities between the schools' independent transitions resulting in four shared characteristics of a successful transition from traditional to innovative learning environments – Culture, Nudges, Structure and Expectations. Within each characteristic, specific strategies are provided to enable alignment between the design and use of a school building.

Goodwin, A. P., Cho, S.-J., Reynolds, D., Brady, K., & Salas, J. (2019). **Digital Versus Paper Reading Processes and Links to Comprehension for Middle School Students**. *American*

Educational Research Journal, *57*(4), 1837-1867. https://doi.org/10.3102/0002831219890300
This study explores digital and paper reading processes and outcomes for 371 fifth to eighth graders completing a reading task similar to standardized testing. Results showed students highlighted and annotated more when reading the paper versus digital text. Also, reading on paper versus digitally was slightly supportive of reading comprehension for the longer section of text. For behaviors, digital highlighting and looking back at the paper text were supportive of reading comprehension, whereas paper highlighting was negatively related, likely because paper highlighting tended to occur often outside of important areas of the text. Paper and digital annotating, online dictionary use, and digital look-back did not link to comprehension, when controlling for other covariates. Links to theory, research, and practice are discussed.

Hanushek, E. A., Kinne, L., Lergetporer, P., & Woessmann, L. (2020). ***Culture and Student Achievement: The Intertwined Roles of Patience and Risk-Taking*** (Working Paper N° 27484). https://doi.org/10.3386/w27484
Patience and risk-taking – two cultural traits that steer intertemporal decision-making – are fundamental to human capital investment decisions. To understand how they contribute to international differences in student achievement, we combine PISA tests with the Global Preference Survey. We find that opposing effects of patience (positive) and risk-taking (negative) together account for two-thirds of the cross-country variation in student achievement. In an identification strategy addressing unobserved residence-country features, we find similar results when assigning migrant students their country-of-origin cultural traits in models with residence-country fixed effects. Associations of culture with family and school inputs suggest that both may act as channels.

Le Nevé, S. (2020, juillet 6). **Des taux de réussite exceptionnels lors des partiels dans les universités**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/societe/article/2020/07/06/des-taux-de-reussite-exceptionnels-lors-des-partiels-dans-les-universites_6045289_3224.html
Une large majorité d'étudiants ont passé avec succès leurs examens, ce qui n'empêche pas les universités d'anticiper de probables remises à niveau à la rentrée.

Simonsmeier, B. A., Peiffer, H., Flaig, M., & Schneider, M. (2020). **Peer Feedback Improves Students' Academic Self-Concept in Higher Education**. *Research in Higher Education*, *61*(6), 706-724. https://doi.org/10.1007/s11162-020-09591-y
Peer feedback has been shown to be an effective strategy to improve academic achievement. However, little evidence is available about the effects of peer feedback on academic outcomes other than achievement, such as academic self-concept (ASC). ASC and achievement are reciprocally related and thus mutual reinforce themselves. The present study focuses on the effect of a four week long structured web-based peer feedback intervention on ASC in the domain of academic writing as a part of a seminar assignment in a sample of undergraduate psychology students. The study investigated the effectiveness with 49 students in a randomized-controlled trial with a pre-and post-test. Each student acted as an author and a reviewer. Results indicated significant improvements in ASC for the domain of academic writing over time as compared to a control group. Furthermore, the causal effect of peer feedback compared to no feedback on ASC for academic writing was strong with d = 0.72. The effect was domain specific, as the ASCs for the sub-domains statistics and language

remained unchanged by the intervention. Overall, the results revealed that participation in a peer feedback system is an effective method to enhance ASC in the context of higher education.

Stinespring, J. R., Kench, B. T., & Borja, K. (2020). **Using peer effects to explain retention rates in a private university**. *Higher Education Quarterly*, *74*(3), 334-346. https://doi.org/10.1111/hequ.12208
This study identifies factors associated with freshmen retention rates at a mid-size private university. A key finding from our analysis is that roommates' academic efforts, residing on an honours floor and membership in co-curricular groups increase retention. We also confirm many standard results in the literature regarding the impact on retention rates, such as student motivation and ability, and financial aid. We show that a timely housing application, closer proximity to home, a higher number of schools on a student's Free Application for Federal Student Aid and peer effects impact freshman retention. Our results suggest that a more sophisticated dormroom assignment algorithm matching students' abilities and interests could be considered to increase freshman retention rates among private institutions.

Tevis, T., & Britton, K. (2020). **First-Year Student Experiences: Uncovering the Hidden Expectations of Frontline Faculty Members and Student Services Administrators**. *Innovative Higher Education*, *45*(4), 333-349. https://doi.org/10.1007/s10755-020-09511-z
Research that explores the experiences of college students consistently finds that the first year is the most daunting to navigate. While a well-established but far from exhaustive list of factors has been found to impact a student's transition to and retention in college, very little research has focused on frontline faculty and student services administrators' hidden expectations of first-year students. Therefore, we explored what we call the integration information gap – the gap between what is expected of first-year students and what they actually know – how this gap is formed and how it can be narrowed. As a contribution to the literature on transition to college and retention, we discuss ways to prevent the gap, strategies to assist faculty members and administrators in an effort to narrow the gap, and suggestions for future research.

Thomas, F. (2020). **Le baccalauréat 2020 - Session de juin**. *Note d'information*, (20.25). Consulté à l'adresse https://www.education.gouv.fr/media/69791/download
À la session du baccalauréat de juin 2020, avec 95,7 % d'admis en France entière, le taux de réussite global est nettement supérieur à celui de 2019 (88,1 %). Le taux de réussite au baccalauréat général de 98,4 % augmente de 7,2 points par rapport à celui de 2019. Celui du baccalauréat technologique gagne 7,6 points avec 95,7 %. Dans la voie professionnelle, avec 90,7 %, le taux de réussite est en hausse de 8,4 points. En données provisoires, la part des bacheliers dans une génération atteint 86,6 % en 2020. Presque deux tiers des candidats obtiennent leur diplôme avec mention.

Thomas, L. (2020). **'I am happy just doing the work …' Commuter student engagement in the wider higher education experience**. *Higher Education Quarterly*, *74*(3), 290-303. https://doi.org/10.1111/hequ.12243
This paper reports on a large qualitative study with commuter students in England. Research on student success identifies the importance of engagement in academic and non-academic aspects of the student experience; in this paper student engagement is segmented into academic, enhancement and social spheres.

Commuter students, who often incorporate a range of equity characteristics, aim to achieve good degree and employment outcomes, and prioritise academic engagement. But commuting tempers their face-to-face academic engagement as they make trade-offs between the costs of travelling and the value of the academic encounter. Engagement in enhancement and social activities is limited and is seen by many as an extraneous aspect of the higher education experience. This lack of engagement can be understood through the employment of notions of economic, cultural and social capital, and these insights inform the recommendations for higher education providers to improve the engagement and outcomes of non-traditional students in higher education.

Valeurs

Alejo, A. (2019). **Global citizenship education: The case of Equipo Pueblo's Citizen Diplomacy Program in Mexico**. *Education, Citizenship and Social Justice*, *15*(2), 181-193. https://doi.org/10.1177/1746197919833381
Globalization processes create the need to rethink how citizens participate in complex and interdependent societies. The purpose of this article is to understand how education-related non-governmental organizations in Americas are becoming increasingly transnational in a globalized world through the experience of Mexican non-governmental organization Equipo Pueblo. Following this purpose, I seek to contribute to the study of international education facing non-governmental organizations through activism involved in citizenship education. I argue that non-governmental organizations are potential agents for ordinary citizens to promote non-formal education by participation on global public arenas becoming an important non-formal learning experience beyond schools, which allows those citizens to acquire the necessary skills for effective participation in globalized policy processes. To give empirical evidence to my research, I analyze Equipo Pueblo's Citizen Diplomacy Program and its influence repertoire that enable citizens' participation in public spaces, as example of non-formal citizenship education in the context of global politics.

Allan, J., & Persson, E. (2018). **Social capital and trust for inclusion in school and society**. *Education, Citizenship and Social Justice*, *15*(2), 151-161. https://doi.org/10.1177/1746197918801001
This article reports on the outcomes for students who experienced a strongly inclusive learning environment as a means for all to succeed. This Swedish lower secondary school dramatically improved its results, and the article reports the outcomes from the students' perspectives. Social capital, with its emphasis on relationships, was used to structure interviews with students who had since moved on to high schools across Sweden and was also used to analyse the interview data. Two elements of social capital that appeared to be strongly associated with the students' success – trust and confidence – are discussed in depth. The article concludes with a consideration of the significance of the role of schools in cultivating trust and the risks associated with schools ignoring this obligation.

Carvalho, A. D. de. (2020). **Éthique et formation pour une citoyenneté contemporaine**. *Le Telemaque*, *N° 57*(1), 109-118.

La formation aux droits de l'homme, en étant de moins en moins une tâche de la politique, est de plus en plus un projet éthique pour l'éducation politique car le profil dominant de ces droits, devant les exigences de nos sociétés, est devenu plutôt celui de l'implication et de la participation et non celui des droits-créance. La solidarité d'un côté et la dignité de l'autre exigent ainsi, dans la perspective d'une société des individus cohérente et conséquente, une nouvelle éthique pour l'éducation.

Curtis, C. A. (2018). **Facilitating youth development through service-learning: Social justice implications for underserved youth**. *Education, Citizenship and Social Justice*, *15*(2), 93-103. https://doi.org/10.1177/1746197918789404
The implications of how service-learning participation can enhance civic knowledge and engagement among young people are discussed at length in the existing literature. However, research that explores the utility of formalizing service-learning as a means of enriching civic education for underserved and minority youth is lacking, particularly within the context of secondary education. The purpose of this article is to contribute to the discourse around increasing the use of service-learning programs as a means of supplementing existing methods that facilitate well-rounded youth development (e.g. school curricula, afterschool programs, mentorship) and enhance well-being among underserved youth within a social justice framework. The aims of this article are met by first illuminating the risk factors facing minority and underserved youth. The social justice implications of service-learning participation for youth are then discussed. Finally, the feasibility of utilizing service-learning as a protective factor for marginalized youth is explored.

Gohier, C. (2020). **Les fondements de l'agir éthique : une hiérarchisation axiologique est-elle possible sans exclusion d'agent ?** *Le Telemaque*, *N° 57*(1), 47-59.
Comme le soulignent Canto-Sperber et Ogien, plusieurs auteurs en philosophie morale soutiennent que les sources de la valeur morale, celles qui sous-tendent nos choix axiologiques et orientent notre agir éthique, sont irréductibles et ne peuvent être hiérarchisées dans une théorie qui aurait des prétentions universalistes. Si la critique du caractère absolu et universaliste de certaines théories morales est fondée, cela exclut-il que l'on s'interroge sur le bien-fondé du partage de valeurs qui pourraient à la fois refléter et nourrir la commune humanité entre les personnes, tous horizons culturels confondus ? C'est cette question qui sera examinée ici dans le discours de la philosophie morale, notamment chez Nussbaum et Honneth, et dans le discours d'enseignants sur les valeurs. Reconnaissance de l'autre et empathie sont requises pour mettre en œuvre un socle de valeurs communes.

Hall, J. N., Freeman, M., & Colomer, S. E. (2020). **Being Culturally Responsive in a Formative Evaluation of a Professional Development School: Successes and Missed Opportunities of an Educative, Values-Engaged Evaluation**. *American Journal of Evaluation*, *41*(3), 384-403. https://doi.org/10.1177/1098214019885632
While evaluators have explored the implementation of culturally responsive evaluation (CRE), the failures of applying CRE are less often told. In this article, we use a reflective case narrative to explore our successes and failures in implementing our CRE approach, including an educative stance. We draw on a formative evaluation of a district–university partnership during its first year. Our analysis of the reflective case narrative makes transparent how our culturally responsive, educative approach was sufficient to employ culturally responsive methods. Yet, our culturally responsive, educative stance

failed to provide critical midcourse feedback, which worked against the development of the district–university partnership. The lessons learned from the formative evaluation are important to draw attention to the intersections between the cultural characteristics of the evaluand and how the evaluation contributes to educative insights.

Jerome, L., & Lalor, J. (2018). **Revisiting subject knowledge in citizenship education: Understanding power and agency**. *Education, Citizenship and Social Justice*, *15*(2), 104-118. https://doi.org/10.1177/1746197918800662
Citizenship educators have not yet developed a satisfactory framework for describing the conceptual knowledge at the heart of their subject and the complex ways in which students develop understanding. By focusing on how young people (10–18 years of age) use the core citizenship concepts of power and agency, this research provides an insight into how students learn. Our analysis of young people's work reveals that many of them are operating with a pre-political or politically naïve understanding of the world which limits their ability to understand power and agency. Some students have gone on to develop a greater sense of their own agency within complex chains of influence, which demonstrates a more nuanced understanding of power and agency, rooted in a more political reading of world. We conclude that our findings may help citizenship teachers to plan more consciously to tackle this area of conceptual understanding.

Kristjánsson, K. (2020). **Learning from Friends and Terminating Friendships: Retrieving Friendship as a Moral Educational Concept**. *Educational Theory*, *70*(2), 129-149. https://doi.org/10.1111/edth.12412
In contrast to ancient times, friendship is rarely discussed nowadays as a resource in moral education. Even within Aristotle-inspired character education, where it could naturally claim pride of place, its coverage is miniscule compared, say, to that of the emulation of moral exemplars. The aim of the present article is to retrieve friendship as a moral educational concept: to explain how moral educational goals define and sustain deep friendships, and how the thorny issue of when friendships should be terminated is best understood in terms of considerations as to whether they have exhausted their educational potential. By arguing that education is the raison d'être of deep friendship, Kristján Kristjánsson shows how friendship is developmentally constituted and, in its most complete form as "character friendship," educationally executed. There is no such thing as friendship per se, but rather friendship at a certain developmental niveau (or level), with its specific developmental assets and liabilities: qualitatively differentiated according to its educational affordances. While operating within a broad Aristotelian framework, Kristjánsson devotes two sections to charting the moral educational liabilities that may dissipate even the most complete friendships, a topic mostly overlooked by Aristotle himself.

La xénophobie à l'école : une discrimination oubliée ? (Dossier). (2020). *Le Français Aujourd'hui*, (209). Consulté à l'adresse http://www.cairn.info/revue-le-francais-aujourd-hui-2020-2.htm

Lo, Y. L. (2018). **Hong Kong pre-service teachers' attitudes towards and knowledge of children's rights**. *Education, Citizenship and Social Justice*, *15*(2), 119-135. https://doi.org/10.1177/1746197918800670

The Convention on the Rights of the Child emphasizes that the education of the child should be directed to the development of respect for human rights and fundamental freedoms. However, though Hong Kong is a one of the States Parties to the Convention on the Rights of the Child, the government does not put much emphasis on promoting Convention on the Rights of the Child. Children's rights education is not compulsory in schools or in teacher training institutions in Hong Kong. It is detrimental if teachers do not possess adequate knowledge and positive attitudes towards children's rights as they hold a crucial role in educating children about their rights and nurturing rights-respecting students. Through modifying Rogers and Wrightsman's Children's Rights Attitudes Scale, the present research examined pre-service teachers' attitudes towards children's self-determination rights, nurturance rights, and the conflict between self-determination and nurturance rights, and also their knowledge of children's rights, in order to uncover the areas of improvements.

Mompoint-Gaillard, P., & Audran, J. (2020). **Quelles relations entre culture démocratique éducative et modèles de l'évaluation ?** *Revue LEeE.Online*. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-02903444

Moreau, D. (2020). **Pratiques éthiques et politique de soi dans l'éducation : l'éducation éthique comme remède à la « vie nue » ? L'exemple de la lutte contre le racisme à l'école**. *Le Telemaque*, *N° 57*(1), 61-74. http://www.cairn.info/revue-le-telemaque-2020-1-page-61.htm
Reprenant l'expression de Walter Benjamin, Giorgio Agamben analyse la « vie nue » comme l'existence humaine exposée à la souveraineté du biopouvoir thématisé par Foucault. Parmi les manifestations de la constitution du corps biopolitique, le racisme peut être analysé comme une technologie par laquelle les techniques de soi sont mises au service des techniques de domination. C'est pourquoi la lutte contre le racisme à l'école ne peut pas être engagée sur le seul terrain d'un changement des mentalités, mais doit inclure la mise en œuvre de pratiques éthiques collectives par lesquelles les élèves seraient engagés dans la reconstitution d'une « vie politique », au sens de Hannah Arendt, dans la Condition de l'homme moderne. Cette mise en œuvre suppose le découplage des « techniques de soi et des techniques de domination » selon Foucault, pour aboutir au projet d'une politique de soi. Lutter contre le racisme à l'école, c'est aussi lutter contre la résignation et le consentement à la subalternité.

Quintin, J. (2020). **Quand enseigner l'éthique devient un geste politique. Peut-il en être autrement ?** *Le Telemaque*, *N° 57*(1), 93-107. http://www.cairn.info/revue-le-telemaque-2020-1-page-93.htm
Le professionnel de la santé ne peut pas soigner le mal-être sans développer un sentiment de révolte contre les injustices que subissent les personnes malades et rendues vulnérables. Dans ce contexte, l'enseignement de l'éthique, pour un étudiant, c'est beaucoup plus que d'apprendre à se conformer aux bonnes pratiques, aux normes légales et déontologiques en vigueur. Pour le professeur, cela implique un questionnement éthique : est-il permis d'induire chez les étudiants une prise de conscience qui peut générer son lot de souffrances ? Nous proposons alors une éthique faible qui met en conflit différentes interprétations possibles et qui montre le caractère contingent des valeurs.

Schultz, A. (2020). **Sitting Still and Reading: Rethinking the Role of Literary Fiction in Civics Education**. *Educational Theory*, *70*(2), 187-198. https://doi.org/10.1111/edth.12415
In this article Annie Schultz argues that engaging with narratives of resistance and empowerment in literary fiction makes for an important addition to the practice of political education. She is interested, in particular, in what can be gained from the thoughtful contemplation modeled by the inner monologues of literary narrators. Many writers of fiction have turned the inner lives of oppressed characters outward in order for readers to glimpse depictions of moral injustices that mirror those of the real world. Using Ralph Ellison's novel Invisible Man as an example of a literary representation of an existential journey to political consciousness, Schultz explores the imaginative implementation of literature in politically engaged pedagogy that, she argues, results in the development of conscious, articulate citizens.

Théodoropoulou, E. K. (2020a). **Présentation. De l'éthique en formation : le geste dialogique**. *Le Telemaque*, *N° 57*(1), 35-46. http://www.cairn.info/revue-le-telemaque-2020-1-page-35.htm

Théodoropoulou, E. K. (2020b). **« Qui est là ? » ou « donnez-moi un corps ». Du détail. Une remarque pour la formation éthique**. *Le Telemaque*, *N° 57*(1), 119-131. http://www.cairn.info/revue-le-telemaque-2020-1-page-119.htm
L'histoire du détail nous révèle un concept paradoxal à l'égard duquel on doit développer une certaine vigilance et attention. Il s'agit de la reconnaissance du moindre différent pouvant être associée au moment délicat de la formation éthique où ce qui rend la question éthique d'une certaine manière apparente émerge, au fur et à mesure qu'une fois le détail perçu, il devient un geste en déclenchant une interrogation sur le sens (de l'éthique)