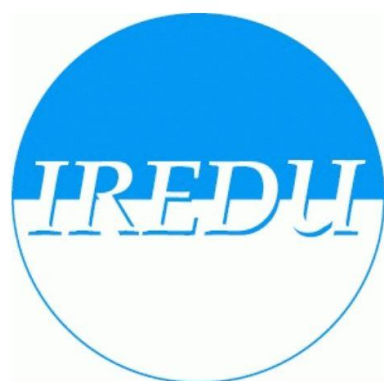


# Veille de l'IREDU



## Sommaire :

|  |    |
|--|----|
| Acquisition de compétences .....                   | 2  |
| Aspects économiques de l'éducation .....           | 2  |
| Aspects psychologiques de l'éducation.....         | 19 |
| Aspects sociaux de l'éducation .....               | 22 |
| Climat de l'école.....                             | 31 |
| Formation continue .....                           | 34 |
| Marché du travail .....                            | 38 |
| Métiers de l'éducation .....                       | 39 |
| Numérique et éducation.....                        | 45 |
| Orientation scolaire et professionnelle .....      | 48 |
| Politique de l'éducation et système éducatif ..... | 51 |
| Pratiques enseignantes.....                        | 70 |
| Relation formation-emploi.....                     | 79 |
| Réussite scolaire .....                            | 79 |



[Accédez au groupe Zotéro qui recense toutes les références citées depuis la veille n°121](#)

## Acquisition de compétences

Béchaux, S. (2020, septembre 3). **Plan compétences : les plus précaires passeront-ils leur tour ?** Consulté 9 septembre 2020, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/plan-competences-plus-precaires-passeront-tour/00093748>

Le gouvernement devrait abonder les 15 milliards d'euros du plan d'investissement dans les compétences, initialement réservé aux jeunes et chômeurs les plus éloignés de l'emploi.

Kuhfeld, M., Soland, J., Pitts, C., & Burchinal, M. (2020). **Trends in Children's Academic Skills at School Entry: 2010 to 2017**. *Educational Researcher*, 49(6), 403-414. <https://doi.org/10.3102/0013189X20931078>

Students' level of academic skills at school entry are a strong predictor of later academic success, and focusing on improving these skills during the preschool years has been a priority during the past 10 years. Evidence from two prior nationally representative studies indicated that incoming kindergarteners' math and literacy skills were higher in 2010 than 1998, but no national studies have examined trends since 2010. This study examines academic skills at kindergarten entry from 2010 and 2017 using data from over 2 million kindergarten students. Results indicate that kindergarteners in 2017 had moderately lower math and reading skills than in 2010, but that inequalities at school entry by race/ethnicity and school poverty level have decreased during this period.

Leroy, G. (2019). **Le travail des émotions enfantines à l'école maternelle. Contribution à l'étude des primes socialisations**. *Les Sciences de l'éducation - Pour l'ère nouvelle*, 53(3), 53-72. <http://www.cairn.info/revue-les-sciences-de-l-education-pour-l-ere-nouvelle-2019-3-page-53.htm>

Dans l'école maternelle contemporaine, l'objectif de mise en ordre scolaire des enfants va de pair avec un travail socialisateur des émotions enfantines. Si certaines sont valorisées (par exemple, le plaisir de travailler), celles qui menacent l'ordre scolaire s'avèrent disqualifiées. Deux idéaux-types d'enseignant.e.s ont été distingués. Un premier groupe instaure ce régime émotionnel scolaire avec douceur et une certaine tolérance, passagère, pour les comportements émotionnels déviants des enfants. Ce groupe se retrouve plutôt chez les enseignant.e.s issu.e.s des catégories moyennes et supérieures, et chez celles et ceux qui exercent en milieu populaire. Un autre groupe d'enseignant.e.s met en œuvre une autorité scolaire plus franche. Leur rapport à l'enfant s'avère moins mâtiné de valeurs psycho-affectives. Dans notre échantillon, il s'agit plutôt des enseignant.e.s issu.e.s de milieu populaire, ou d'enseignant.e.s exerçant en milieu privilégié.

## Aspects économiques de l'éducation

Akhtari, M., Bau, N., & Laliberté, J.-W. P. (2020). **Affirmative Action and Pre-College Human Capital**. *National Bureau of Economic Research Working Paper Series*. Consulté à l'adresse <https://www.nber.org/papers/w27779.pdf>

Arvanitis, S., Seliger, F., & Woerter, M. (2020). **Knowledge Spillovers, Competition and Innovation Success**. *Oxford Bulletin of Economics and Statistics*, 82(5), 1017-1041. <https://doi.org/10.1111/obes.12365>

We study the relationship between a patent-based measure of knowledge spillovers that calculates technological proximity based on technologically relevant firms and innovation success. We find – for a representative sample of Swiss firms – that knowledge spillovers have a positive and significant association with the commercial success of innovative products. The paper shows the importance of market conditions for the relationship of spillovers with innovation performance: It is only positive and significant in markets with a medium number of competitors in the main product market, but not in monopolistic or polypolistic market structures.

Balasubramanian, P. (2020). **Subjective returns to education: Rational expectations of disadvantaged groups in India**. Consulté à l'adresse World Institute for Development Economic Research (UNU-WIDER) website: <https://EconPapers.repec.org/RePEc:unu:wpaper:wp-2020-107>

This study uses data collected from school students in Mumbai to investigate how they perceive subjective expected returns for different levels of education in an environment that includes labour market discrimination. We are particularly keen to observe subjective returns to education for different social identity groups, such as gender, religion, and caste. Despite lower actual returns to education in the labour market, students from Other Backward Castes and Scheduled Castes and Tribes do not have significantly different beliefs relative to their advantaged peers.

Barrera-Osorio, F., Kugler, A. D., & Silliman, M. I. (2020). **Hard and Soft Skills in Vocational Training: Experimental Evidence from Colombia**. In *NBER Working Papers* (N° 27548). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://ideas.repec.org/p/nbr/nberwo/27548.html>

We randomly assign applicants to over-subscribed programs to study the effects of teaching hard and soft skills in vocational training and examine their impacts on skills acquisition and labor market outcomes using both survey and administrative data. We find that providing vocational training that either emphasizes social or technical skills increases formal employment for both men and women. We also find that admission to a vocational program that emphasizes technical relative to social skills increases overall employment and also days and hours worked in the short term. Yet, emphasis on soft-skills training helps applicants increase employment and monthly wages over the longer term and allows them to catch up with those learning hard skills. Further, through a second round of randomization, we find that offering financial support for transportation and food increases the effectiveness of the program, indicating that resource constraints may be an obstacle for individuals considering vocational training.

Bennett, P., Blundell, R., & Salvanes, K. (2020a). **A Second Chance? Labor Market Returns to Adult Education Using School Reforms**. In *Working Papers* (N° 2020-058). Consulté à l'adresse Human Capital and Economic Opportunity Working Group website: <https://ideas.repec.org/p/hka/wpaper/2020-058.html>

Roughly one third of a cohort drop out of high school across OECD countries, and developing effective tools to address prime-aged high school dropouts is a key policy question. We leverage high quality Norwegian register data, and for identification we exploit reforms enabling access to high school for adults above the age of 25. The

paper finds that considerable increases in high school completion and beyond among women lead to higher earnings, increased employment, and decreased fertility. As male education remains unchanged by the reforms, later life education reduces the pre-existing gender earnings gap by a considerable fraction.

Bennett, P., Blundell, R., & Salvanes, K. G. (2020b). **A Second Chance? Labor Market Returns to Adult Education Using School Reforms**. In *IZA Discussion Papers* (N° 13592). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://ideas.repec.org/p/iza/izadps/dp13592.html>

Roughly one third of a cohort drop out of high school across OECD countries, and developing effective tools to address prime-aged high school dropouts is a key policy question. We leverage high quality Norwegian register data, and for identification we exploit reforms enabling access to high school for adults above the age of 25. The paper finds that considerable increases in high school completion and beyond among women lead to higher earnings, increased employment, and decreased fertility. As male education remains unchanged by the reforms, later life education reduces the pre-existing gender earnings gap by a considerable fraction.

Black, N., & New, S. C. de. (2020). **Short, Heavy and Underrated? Teacher Assessment Biases by Children's Body Size**. *Oxford Bulletin of Economics and Statistics*, 82(5), 961-987. <https://doi.org/10.1111/obes.12370>

We compare non-blind teacher assessments with blind national test scores in maths to examine teacher-test score disparities by children's height and weight. Relative to test scores, shorter and heavier children are rated less favourably by teachers. This teacher-test score discrepancy cannot be explained by the child's behaviours, motivation to learn or cognitive ability. Unobserved student fixed effects across subjects explain the teacher-test score discrepancy by height, but not weight. Our analysis points to biased teacher assessments as the most plausible explanation for the remaining teacher-test score gap by weight. We find harsher teacher assessments are associated with a reduction in both the child's future test performance and liking for maths 4 years later.

Black, S. E., Denning, J. T., Dettling, L. J., Goodman, S., & Turner, L. J. (2020). **Taking It to the Limit: Effects of Increased Student Loan Availability on Attainment, Earnings, and Financial Well-Being**. In *NBER Working Papers* (N° 27658). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://ideas.repec.org/p/nbr/nberwo/27658.html>

Growing reliance on student loans and repayment difficulties have raised concerns of a student debt crisis in the United States. However, little is known about the effects of student borrowing on human capital and long-run financial well-being. We use variation induced by recent expansions in federal loan limits, together with administrative schooling, earnings, and credit records, to identify the effects of increased student borrowing on credit-constrained students' educational attainment, earnings, debt, and loan repayment. Increased student loan availability raises student debt and improves degree completion, later-life earnings, and student loan repayment while having no effect on homeownership or other types of debt.

Blimpo, Moussa P., & Pugatch, T. (2020). **Entrepreneurship Education and Teacher Training in Rwanda**. In *GLO Discussion Paper Series* (N° 642). Consulté à l'adresse Global Labor Organization (GLO) website: <https://ideas.repec.org/p/zbw/glodps/642.html>

We assess, via an experiment across 207 secondary schools, how a comprehensive teacher training program affects the delivery of a major entrepreneurship curriculum reform in Rwanda. The reform introduced interactive pedagogy and a focus on business skills in the country's required upper secondary entrepreneurship course. In addition to the government's standard training, a random sample of schools received intensive training organized by an NGO for two years. The training consisted of (i) six training sessions during school breaks, ii) exchange visits each term where teachers provided feedback to their peers, and (iii) outreach and support from NGO staff at least twice per year. The program increased teachers' use of active instruction, consistent with the reform's features. These effects on pedagogy did not translate into improvements in student academic outcomes or skills. Treated students increased their participation in businesses by 5 percentage points, or 17% of the control mean, with a commensurate decrease in wage employment, and no effect on overall income. These results suggest substitution between entrepreneurship and employment among students in treated schools.

Blimpo, Moussa Pouguintimpo, Gajigo, O., Owusu, S., Tomita, R., & Xu, Y. (2020). **Technology in the Classroom and Learning in Secondary Schools**. In *Policy Research Working Paper Series* (N° 9288). Consulté à l'adresse The World Bank website: <https://ideas.repec.org/p/wbk/wbrwps/9288.html>

This paper studies the impact of a computer-assisted learning program on learning outcomes among high school students in The Gambia. The program uses innovative technologies and teaching approach to facilitate the teaching of mathematics and science. Since the pilot schools were not randomly chosen, the study first used administrative and survey data, including a written test, to build a credible counterfactual of comparable groups of control students. It used these data to conduct a pre-analysis plan prior to students taking the high-stakes certification exam. The study later used the certification exam data on the same students to replicate the results. The findings show that the program led to a 0.59 standard deviation gains in mathematics scores and an increase of 15 percentage points (a threefold increase) in the share of students who obtained credit in mathematics and English, a criterion for college admission in The Gambia. The impact is concentrated among high-achieving students at the baseline, irrespective of their gender or socioeconomic background.

Boahen, E. A., Opoku, K., & Schotte, S. (2020). **Duration of pre-university education and labour market outcomes: Evidence from a quasi-experiment in Ghana**. In *WIDER Working Paper Series* (N° wp-2020-106). Consulté à l'adresse World Institute for Development Economic Research (UNU-WIDER) website: <https://ideas.repec.org/p/unu/wpaper/wp-2020-106.html>

This paper provides new evidence on the causal effect of shortening the duration of pre-university education on long-term labour market outcomes in Ghana. We use the education reform of 1987 as a natural experiment, which reduced the years of education prior to university from 17 to 12 years. Our identification strategy uses a regression discontinuity design, taking advantage of the situation that pre- and post-reform birth cohorts entered the labour market around the same time, thus facing similar conditions.

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.

Bruhn, J. M., Imberman, S. A., & Winters, M. A. (2020). **Regulatory Arbitrage in Teacher Hiring and Retention: Evidence from Massachusetts Charter Schools**. In *NBER Working Papers* (N° 27607). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://ideas.repec.org/p/nbr/nberwo/27607.html>

We study personnel flexibility in charter schools by exploring how teacher retention varies with teacher and school quality in Massachusetts. Charters are more likely to lose their highest and lowest value-added teachers. Low performers tend to exit public education, while high performers tend to switch to traditional public schools. To rationalize these findings, we propose a model in which educators with high fixed-costs use charter schools to explore teaching careers before obtaining licenses required for higher paying public sector jobs. The model suggests charter schools create positive externalities for traditional public schools by increasing the average quality of available teachers.

Calsamiglia, C., Martínez-Mora, F., & Miralles, A. (2020). **School Choice Design, Risk Aversion, and Cardinal Segregation**. In *IZA Discussion Papers* (N° 13464). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://ideas.repec.org/p/iza/izadps/dp13464.html>

We embed the problem of public school choice design in a model of local provision of education. We define cardinal (student) segregation as that emerging when families with identical ordinal preferences submit different rankings of schools in a centralised school choice procedure. With the Boston Mechanism (BM), when higher types are less risk-averse, and there is sufficient vertical differentiation of schools, any equilibrium presents cardinal segregation. Transportation costs facilitate the emergence of cardinal segregation as does competition from private schools. Furthermore, the latter renders the best public schools more elitist. The Deferred Acceptance mechanism is resilient to cardinal segregation.

Carlsson, M., Fumarco, L., & Gibbs, B. G. (2020). **Erasmus Exchange Program - A Matter of (Relatively) Older Students**. In *GLO Discussion Paper Series* (N° 617). Consulté à

l'adresse Global Labor Organization (GLO) website:  
<https://ideas.repec.org/p/zbw/glodps/617.html>

This study contributes to the literature on long-term effects of relative age (i.e. age differences between classmates in compulsory school) by examining tertiary education outcomes. We investigate whether there is evidence of relative age effects on university students enrolled in the Erasmus exchange program. We use administrative data on all exchange students who visited the Linnaeus University, in Sweden, in the four years since its founding. We find long-term evidence of RAEs—the youngest cohort students participate less often to the Erasmus exchange program than older cohort members.

Cavaglia, C., McNally, S., & Ventura, G. (2020). **Do Apprenticeships Pay? Evidence for England.** *Oxford Bulletin of Economics and Statistics*, 82(5), 1094-1134.  
<https://doi.org/10.1111/obes.12363>

The importance of apprenticeships for early labour market transitions varies across countries and over time. In recent times, there has been a policy drive to increase the number of people undertaking apprenticeships in England. This is regarded as important for addressing poor productivity. We investigate whether there is a positive return to undertaking an apprenticeship for young people. We use detailed administrative data to track recent cohorts of young school leavers as they transition to the labour market. Our results suggest that apprenticeships lead to a positive average earnings return (at least in the short run), although there is stark variation between sectors. This is an important driver of the gender gap in earnings.

Comi, S., Origo, F., Pagani, L., & Tonello, M. (2020). **Last and Furious: Relative Position and School Violence.** In *IZA Discussion Papers* (N° 13554). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://ideas.repec.org/p/iza/izadps/dp13554.html>

This paper examines the effect of a high school student's relative position in the class achievement distribution on school violence. We identify this effect by exploiting idiosyncratic differences in the distribution of earlier academic achievement across classes. Such differences generate quasi-random variation in rank for students with the same initial achievement. We consider distinct types of school violence, namely, verbal, relational and physical violence. We find that rank has a negative effect on both the probability and frequency of perpetrating school violence for all the specific types of violence considered. The effect size is economically significant, especially in the case of physical violence. We find that rank is less or not effective in reducing physical violence for low-background students, migrants, in lower-quality schools and in high-crime areas, consistent with the lower perceived opportunity costs associated with misbehavior for disadvantaged students in low quality schools and located in violent local contexts.

Dahl, G. B., Rooth, D.-O., & Stenberg, A. (2020a). **Family Spillovers in Field of Study.** In *NBER Working Papers* (N° 27618). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://ideas.repec.org/p/nbr/nberwo/27618.html>

This paper estimates peer effects both from older to younger siblings and from parents to children in academic fields of study. Our setting is secondary school in Sweden, where admissions to oversubscribed fields is determined based on a student's GPA. Using an RD design, we find strong spillovers in field choices that depend on the gender mix of siblings and whether the field is gender conforming. There are also large intergenerational effects from fathers and mothers to sons, except in female-

dominated fields, but little effect for daughters. These spillovers have long-term consequences for occupational segregation and wage gaps by gender.

Dahl, G. B., Rooth, D.-O., & Stenberg, A. (2020b). **Long-Run Returns to Field of Study in Secondary School**. In *IZA Discussion Papers* (N° 13508). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://ideas.repec.org/p/iza/izadps/dp13508.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.

Delaney, J., & Devereux, P. (2020a). **Choosing differently? College application behaviour and the persistence of educational advantage**. In *Papers* (N° WP666). Consulté à l'adresse Economic and Social Research Institute (ESRI) website: <https://ideas.repec.org/p/esr/wpaper/wp666.html>

No abstract is available for this item.

Delaney, J., & Devereux, P. (2020b). **How gender and prior disadvantage predict performance in college**. In *Papers* (N° WP667). Consulté à l'adresse Economic and Social Research Institute (ESRI) website: <https://ideas.repec.org/p/esr/wpaper/wp667.html>

No abstract is available for this item.

Denning, J. T., Murphy, R., & Weinhardt, F. (2018). **Class Rank and Long-Run Outcomes**. In *Discussion Papers of DIW Berlin* (N° 1761). Consulté à l'adresse DIW Berlin, German Institute for Economic Research website: <https://ideas.repec.org/p/diw/diwwpp/dp1761.html>

This paper considers a fundamental question about the school environment – what are the long run effects of a student's ordinal rank in elementary school? Using administrative data from all public school students in Texas, we show that students with a higher third grade academic rank, conditional on ability and classroom effects, have higher subsequent test scores, are more likely to take AP classes, graduate high school,



enroll in college, and ultimately have higher earnings 19 years later. Given these findings, the paper concludes by exploring the tradeoff between higher quality schools and higher rank.

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 daughters' 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. (2020). **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) bivariate 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.

Fan, S., Pang, Y., & Pestieau, P. (2020). **Nature versus Nurture in Social Mobility under Private and Public Education Systems.** In *CESifo Working Paper Series* (N° 8472). Consulté à l'adresse CESifo website: <https://ideas.repec.org/p/ces/ceswps/8472.html>

This paper analyzes the roles of innate talent versus family background in shaping intergenerational mobility and social welfare under different education systems. We

establish an overlapping-generations model in which the allocation of workforce between a high-paying skilled labor sector and a low-paying unskilled labor sector depends on talent, parental human capital, and educational resources, and the wage rate of skilled workers is governed by their average talent. Our model suggests that under the private education system, income inequality is inversely associated with social mobility, and the steady-state average talent of skilled workers declines as people make greater educational investments on their children. Under the public school system, the allocation of workforce depends more on talent and less on family background. Consequently, both intergenerational mobility and income inequality increase, and social welfare may improve under reasonable conditions. Moreover, if some parents are myopic, public education may yield the highest welfare.

Fontep, R., & Sen, K. (2020). **Is there a gender bias in intergenerational mobility?: Evidence from Cameroon.** In *WIDER Working Paper Series* (N° wp-2020-111). Consulté à l'adresse World Institute for Development Economic Research (UNU-WIDER) website: <https://ideas.repec.org/p/unu/wpaper/wp-2020-111.html>

We examine the intergenerational mobility of women relative to men, using paired mother-daughter and father-son data on occupation and education for Cameroon. We find that both in occupation and education, intergenerational mobility is higher for sons than for daughters. The intergenerational transmission of occupation is particularly strong for women in low-paid occupations as compared with men. In the case of educational mobility, the effect of the mother's education on the daughter's education is strongest at the post-primary levels.

Gilraine, M., Macartney, H., & McMillan, R. (2020). **Estimating the Direct and Indirect Effects of Major Education Reforms.** In *Working Papers* (N° tecipa-673). Consulté à l'adresse University of Toronto, Department of Economics website: <https://ideas.repec.org/p/tor/tecipa/tecipa-673.html>

We propose an approach for credibly estimating indirect sorting effects of major education reforms and placing them alongside the reforms' direct and persistent effects for the first time. Applying our approach to California's state-wide class size reduction program, we estimate a large positive direct effect of smaller classes on test scores and an even larger indirect effect due to demographic changes as private school students switch into public schools; both effects also persist. Accounting for sorting using these estimates raises the program's benefit-cost ratio significantly. Further, our analysis indicates that indirect sorting is likely relevant in policy evaluations more generally.

Grover, S., & Sharma, A. (2020). **Education-occupation mismatch and dispersion in returns to education: Evidence from India.** In *GLO Discussion Paper Series* (N° 651). Consulté à l'adresse Global Labor Organization (GLO) website: <https://ideas.repec.org/p/zbw/glodps/651.html>

Using a national level sample survey on labour market in India, we analyze the role of education-occupation (mis-)match (EOM) in explaining within-group dispersion in returns to education. Applying a double sample selection bias correction and Mincerian quantile wage regression estimation, the analysis reveals interesting findings. First, on average, overeducated workers suffer a wage penalty of seven percent and undereducated workers do not receive a wage reward as compared to their adequately educated counterparts. Second, the inclusion of match status reduces

within-education group dispersion in returns. The finding highlights that ignoring EOM and thus, adopting a restrictive view of similarity across workers may lead to overestimation of the within-education group dispersion in returns. This study argues for focusing on EOM to increase both pecuniary and social benefits of education in terms of productivity gains and wages as well as to reduce wage dispersion.

Guryan, J., Christenson, S., Cureton, A., Lai, I., Ludwig, J., Schwarz, C., ... Turner, M. C. (2020). **The Effect of Mentoring on School Attendance and Academic Outcomes: A Randomized Evaluation of the Check & Connect Program.** In *NBER Working Papers* (N° 27661). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://ideas.repec.org/p/nbr/nberwo/27661.html>

In response to budget problems, many urban school systems reduced resources for getting students to come to school, like truancy officers. Chicago, for instance, went from 150 truancy officers down to, in 1991, a total of zero. Is that a good idea? We explore here the effects of increased support by a pro-social adult, or "social capital," delivered through a structured student monitoring and mentoring program called Check & Connect (C&C). We carried out a large-scale randomized controlled trial with C&C in partnership with the Chicago Public Schools (CPS) to students in grades 1-8. Program participation decreased absences in grades 5-7 by 4.2 days, or 22.9 percent, but with no detectable effects on students in grades 1-4. We also did not find statistically significant effects on learning outcomes such as test scores or GPA, or any detectable spillovers to other students within the schools where the program was administered. The modest impacts per dollar spent, compared to previous evidence on either low-cost « nudges » or relatively intensive, higher-cost interventions, raise the possibility that, for very disadvantaged students, there may be decreasing but then increasing returns to program intensity for the problem of student disengagement.

Hallaq, S. (2020). **First Palestinian Intifada and Intergenerational Transmission of Human Capital.** Consulté à l'adresse Levy Economics Institute website: [https://EconPapers.repec.org/RePEc:lev:wrkpap:wp\\_965](https://EconPapers.repec.org/RePEc:lev:wrkpap:wp_965)

This paper attempts to estimate the intergenerational transmission of human capital in Palestine. The main question is whether formal parental education improves their offspring's cognitive skills and school achievements. I use the instrumental variable (IV) method in the estimations to overcome the potential endogeneity of parental education. The main source of variation in parental educational attainment is parents' exposure to the First Palestinian Intifada (1988-93) during their middle- and high school ages. During the First Palestinian Intifada, many school days were lost due to frequent school closures and other restrictions. Furthermore, many young people preferred to search for low-skill employment in Israel, since it provided them with better wages than the local labor market and hardly required any level of educational attainment. This study employs two outcomes, namely the standardized cognitive test scores and school achievements during the academic year 2012/13 for students between grade 5 and grade 9 in West Bank schools. Overall, the results support the hypothesis of a human capital spillover but more so for girls than for boys, where the IV results are often insignificant because of their large standard errors.

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.

Höckel, L. (2019). **Speaking the same language - The effect of foreign origin teachers on students' language skills**. In *Annual Conference 2019 (Leipzig): 30 Years after the Fall of the Berlin Wall - Democracy and Market Economy* (N° 203638). Consulté à l'adresse Verein für Socialpolitik / German Economic Association website: <https://ideas.repec.org/p/zbw/vfsc19/203638.html>

No abstract is available for this item.

Hoshino, T., Shimamoto, D., & Todo, Y. (2020). **Accounting for Heterogeneity in Network Formation Behaviour: An Application to Vietnamese SMEs**. *Oxford Bulletin of Economics and Statistics*, 82(5), 1042-1067. <https://doi.org/10.1111/obes.12360>

Network formation is often characterized by homophily, i.e. the tendency of agents to connect with others who have similar attributes. However, while most agents are homophilous, others could be heterophilous; they aim to create ties with dissimilar agents. This study provides empirical evidence supporting this hypothesis by applying a random coefficient approach to data on the information-sharing networks of small- and medium-sized Vietnamese enterprises. In particular, we find that firms tend to form heterophilous links with respect to business type and gender ratio. One possible reason for the heterophily is that firms can obtain useful and performance-improving information from such dissimilar partners.

Kweon, H., Burik, C. A. P., Linner, R. K., Vlaming, R. de, Okbary, A., Martschenko, D., ... Koellinger, P. D. (2020). **Genetic Fortune: Winning or Losing Education, Income, and Health**. In *Tinbergen Institute Discussion Papers* (N° 20-053/V). Consulté à l'adresse Tinbergen Institute website: <https://ideas.repec.org/p/tin/wpaper/20200053.html>

We study the effects of genetic endowments on inequalities in education, income, and health. Specifically, we conduct the first genome-wide association study (GWAS) of individual income, using data from individuals of European ancestries. We find that  $\hat{\sigma} \sim 10\%$  of the variance in occupational wages can be attributed to genetic similarities between individuals who are only very distantly related to each other. Our GWAS (N = 282,963) identifies 45 approximately independent genetic loci for occupational wages, each with a tiny effect size ( $R^2$  smaller than 0.04%). An aggregated genetic score constructed from these GWAS results accounts for  $\hat{\sigma} \sim 1\%$  of the variance in self-reported income in two independent samples (N = 29,440) and improves upon the variance captured by a genetic score obtained from previous GWAS results for educational attainment. A one-standard-deviation increase in our genetic score for occupational wages is associated with a  $\hat{\sigma} \sim 8\%$  increase in self-reported hourly wages. We exploit random genetic differences between  $\sim 35,000$

biological siblings to show that (i) roughly half of the covariance between our genetic score and socioeconomic outcomes is causal, (ii) genetic luck for higher income is linked with better health outcomes in late adulthood, and (iii) having a college degree partly mediates this relationship. We also demonstrate that the returns to schooling remain substantial even after controlling for genetic confounds, with an average of 8% higher hourly wages for each additional year of education obtained in a US sample. Thus, the implications of genetic endowments are malleable, for example, via policies targeting education.

Mangiavacchi, L., Piccoli, L., & Pieroni, L. (2020). **Fathers Matter: Intra-Household Responsibilities and Children's Wellbeing during the COVID-19 Lockdown in Italy**. In *IZA Discussion Papers* (N° 13519). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://ideas.repec.org/p/iza/izadps/dp13519.html>

The lockdown declared during the Spring 2020 because of the COVID-19 outbreak caused a reallocation of market and household work. At the same time school closures in many countries impacted on children's lives and their learning process. In Italy, schools and nurseries have been closed during three months and the incidence and quality of distant learning activities has been hetero-geneous over education levels and among schools. Using a real time survey data collected in April 2020 on children's wellbeing, and parents' market and household work, we estimate how the reallocation of intra-household responsibilities during the lock-down has affected children's use of time, their emotional status and their home learning. We find that changes in the parental division of household tasks and childcare are mostly due to the labor market restrictions imposed during the lockdown and that this reallocation increases fathers involvement in childcare and homeschooling. This positive variation in fathers involvement is accompanied by an increase in children's emotional wellbeing while the quality of children's home learning is mostly determined by distant learning activities proposed by their teachers.

Martínez Matute, M., & Villanueva, E. (2020). **Task Specialization and Cognitive Skills: Evidence from PIAAC and IALS**. In *IZA Discussion Papers* (N° 13555). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://ideas.repec.org/p/iza/izadps/dp13555.html>

We study how the tasks conducted on the job relate to measures of cognitive skills using data from 18 countries participating in the Programme for the International Assessment of Adult Competences (PIAAC) and from 13 countries that also participate in the International Adult Literacy Study (IALS). We document two main findings. Firstly, individual- fixed effect models suggest that low-educated workers in jobs involving a particular set of basic tasks -say, in numeric rather than reading or ICT tasks- obtain 10% of one standard deviation higher scores in the domain of the PIAAC assessment most related to those tasks than in the rest -say, numeracy relative to literacy or problem-solving scores. The estimates are weaker for workers with a high school or college degree, those with more than 10 years of experience or who are males. Secondly, a synthetic cohort analysis using repeated literacy assessments in IALS and PIAAC indicates that, among the low-educated, long-run increases in the reading task component of jobs correlate positively with increases in cohort-level literacy scores. An interpretation of our findings is that tasks conducted on the job help in building human capital. Under that interpretation, our back-of-the envelope estimates suggest that the

contribution of one year of on-the-job learning to skill formation is between a half and a fourth of an extra year of compulsory schooling.

Morozumi, A., & Tanaka, R. (2020). **Should School-Level Results of National Assessments Be Made Public?** In *IZA Discussion Papers* (N° 13450). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://ideas.repec.org/p/iza/izadps/dp13450.html>

Many countries conduct national standardized assessments of educational performance, the results of which may be published at the school level or at a higher level of aggregation. Publication at the school level potentially improves student achievements by holding schools accountable, whereas such accountability pressure may have distributional consequences and/or compromise outcomes beyond education achievements (labeled as non-cognitive skills). Using a Japanese policy reform that created variation in the disclosure system of national assessment results across municipalities, we show that publishing school-level results increases students' test scores across the entire score distribution, with no evidence of adverse impacts on noncognitive skills.

Nielsen, E. H., & Nielsen, S. (2020). **Preparing students for careers using business analytics and data-driven decision making.** In *Economics Working Papers* (N° 2020-08). Consulté à l'adresse Department of Economics and Business Economics, Aarhus University website: <https://ideas.repec.org/p/aah/aarhec/2020-08.html>

Data analytics and performance measurement and management (PM&M) now seem to be deeply rooted disciplines for both professional decision makers and in the business environments. Research articles and consulting companies (e.g., AACSB, 2014) stress the importance of recruiting students with a proficiency in business analytics and of preparing students with knowledge, skills, and ability in the area of business analytics (BA) and machine learning, as these skills will help businesses process data, find patterns and relations, and make decisions and predictions. However, several ideas from BA actually go back to Anthony and Harvard Business School in 1965 and to Tukey and Princeton University in 1962, respectively. The purpose of this paper is first to discuss and show the use of BA for performance management models and decisions. Second, we discuss the content of PM&M and all the uncertainty that surrounds it. Third, we show how to combine BA and PM&M in a bachelor course, and finally we discuss the assumptions and skills necessary for students in relation to completing such a course. In this sense, the nature of our paper is inspirational. Finally, the paper reports the result from a survey made among the students who have taken the course, that is, that students' interest in data-driven performance is best activated through a combination of hands-on learning and inspirational datasets.

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.

Piza, C., Zwager, A. M. T., Ruzzante, M., Santos Dantas, R., & Loureiro, A. (2020). **Supporting Teacher Autonomy to Improve Education Outcomes: Experimental Evidence from Brazil**. In *Policy Research Working Paper Series* (N° 9371). Consulté à l'adresse The World Bank website: <https://ideas.repec.org/p/wbk/wbrwps/9371.html>

What is the impact of greater teacher autonomy on student learning? This paper provides experimental evidence from a program in Brazil. The program supported teachers, through a combination of technical assistance and a small grant, to autonomously develop and implement an innovative project aimed at engaging their students. The findings show that the program improved student learning by 0.15 standard deviation and grade passing by 13 percent in sixth grade, a critical year of transition from primary to lower-secondary education. The paper explores two mechanisms: teacher turnover and student socio-emotional skills. Teacher turnover is reduced by 20.7 percent, and the impacts on student outcomes are concentrated in the schools with the largest reductions. The findings also indicate positive impacts on conscientiousness and extroversion among the students. The results suggest that increasing the autonomy of public servants can improve service delivery, even in a low-capacity context.

Reymert, I., & Thune, T. (2020). **Complementarity and trade-off between academic work tasks**. In *Working Papers on Innovation Studies* (N° 20200825). Consulté à l'adresse Centre for Technology, Innovation and Culture, University of Oslo website: <https://ideas.repec.org/p/tik/inowpp/20200825.html>

Professors have multiple responsibilities, and contribute to research, education and third mission activities. These tasks are expected to be complementary, in such a way that synergies between tasks can lead to positive outcomes. But are academic tasks really complementary or are they characterised by trade-offs? This study of Norwegian university professors, predictably observe a trade-off between student supervision—a key part of professors' educational responsibilities—and research performance, but also detect important synergies between supervision and third mission activities.

Rizk, R., & Hawash, R. (2020). **Education Gap and Youth: A Growing Challenge in the MENA Region**. In *LIS Working papers* (N° 790). Consulté à l'adresse LIS Cross-National Data Center in Luxembourg website: <https://ideas.repec.org/p/lis/liswps/790.html>

Education inequality has always been a concern for policy makers due to its long-term and intergenerational impacts. This paper examines the determinants and the sources of education inequality among the youth in the MENA region using harmonized income and expenditure surveys. More attention is given to income and regional disparities as source of education inequality. The paper makes use of the Recentered Influence Functions (RIF) unconditional regression techniques to examine youth education inequality measured by years of schooling and to identify the determinants of Gini index of education across countries. The findings show that higher household income reduces education inequality among youth in Iraq and higher education expenditure reduces education inequality for youth in both Egypt and Iraq. Health expenditure is found to be having insignificant impact on education inequality for youth in all countries. Moreover, increasing the number of earners in the household reduce education inequality in both Jordan and Palestine and increases youth education inequality in Iraq and Egypt. It has been also deduced that rural regions are at a disadvantage in terms of educational attainment and educational inequality in comparison to urban regions across all countries and all income quartiles. The decomposition of rich-poor education inequality, reveals that the education gap among youth appear to increase for the poor compared to the rich. Finally, there is a declining trend in youth educational inequality over time for Egypt and Iraq. However, the gap seems to be widening for Jordan and Palestine.

Ronda, V., Agerbo, E., Bleses, D., Mortensen, P. B., Børghlum, A., Hougaard, D. M., ... Rosholm, M. (2020). **Family Disadvantage, Gender and the Returns to Genetic Human Capital**. In *IZA Discussion Papers* (N° 13441). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://ideas.repec.org/p/iza/izadps/dp13441.html>

This paper relies on a large-scale sample of genotyped individuals linked with detailed register data in Denmark to investigate the context-dependence of genetic influences on human capital formation. We show that the returns to genetic endowments, measured by a polygenic score for educational attainment, are significantly attenuated by childhood disadvantage. We replicate the findings in a within-family analysis, where we exploit exogenous genetic variation across siblings to control for unobserved family influences. We also explore gender differences in the context-dependence of genetic influences and find the attenuation effect of childhood disadvantage on educational attainment to be significantly stronger for males than for females. We show our findings extend to a representative sample of the Danish population. Our results highlight an important mechanism driving the persistence of disadvantage across generations. We show that children who experience childhood disadvantage are not able to fully realize their educational potential, even in the context of the generous Danish welfare-state.

Sabarwal, S., Sununtnasuk, C., & Ramachandran, D. (2020). **Low-Cost Private Schools in Tanzania: A Descriptive Analysis**. In *Policy Research Working Paper Series* (N° 9360). Consulté à l'adresse The World Bank website: <https://ideas.repec.org/p/wbk/wbrwps/9360.html>

This paper discusses the potential role of low-cost private secondary schools in Tanzania. The share of private enrollment has been negatively correlated with the



availability of public schools. With the 2016 Fee-Free Basic Education Policy, the public secondary education system is experiencing significant demand pressures. The government has limited resources to address these pressures. Using micro-data from the Morogoro region, the paper finds that private schools have excess capacity that can allow for absorption of additional students at relatively low cost through potential public-private partnerships. The paper finds no evidence that service delivery or student performance is worse in private schools relative to their public counterparts. These findings provide empirical evidence on some key enabling conditions for potential public-private partnerships for secondary education in Tanzania.

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 more 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.

Tani, M. (2020a). **The labour market for native and international PhD students: similarities, differences, and the role of (university) employers.** In *GLO Discussion Paper Series* (N° 621). Consulté à l'adresse Global Labor Organization (GLO) website: <https://ideas.repec.org/p/zbw/glodps/621.html>

This paper studies the labour market outcomes of native and foreign PhD graduates staying as migrants in Australia, using data on career destinations over the period 1999-2015. Natives with an English-speaking background emerge as benefiting from positive employer discrimination, especially if graduating in Science, Technology, Engineering and Mathematics (STEM), for which they receive a premium that is unrelated to observed characteristics such as gender, age, and previous work experience. In contrast, foreign PhD graduates with a non-English speaking background experience worse labour market outcomes, especially if they work in the university sector. Acquiring education in the host country does not appear to eliminate uneven labour market outcomes between natives and foreigners.

Tani, M. (2020b). **The labour market for native and international PhD students: similarities, differences, and the role of (university) employers.** In *GLO Discussion Paper Series* (N° 621). Consulté à l'adresse Global Labor Organization (GLO) website: <https://ideas.repec.org/p/zbw/glodps/621.html>

This paper studies the labour market outcomes of native and foreign PhD graduates staying as migrants in Australia, using data on career destinations over the period 1999-2015. Natives with an English-speaking background emerge as benefiting from positive

employer discrimination, especially if graduating in Science, Technology, Engineering and Mathematics (STEM), for which they receive a premium that is unrelated to observed characteristics such as gender, age, and previous work experience. In contrast, foreign PhD graduates with a non-English speaking background experience worse labour market outcomes, especially if they work in the university sector. Acquiring education in the host country does not appear to eliminate uneven labour market outcomes between natives and foreigners.

Vicente, P. N., Lucas, M., & Carlos, V. (2020). **Digital innovation in higher education: A questionnaire to Portuguese universities and polytechnic institutes.** In *GEE Papers* (N° 0143). Consulté à l'adresse Gabinete de Estratégia e Estudos, Ministério da Economia website: <https://ideas.repec.org/p/mde/wpaper/0143.html>

Over the past decade, the societal impact of digital transformation, with the prospects of a Fourth Industrial revolution, has led to an innovation imperative in European policymaking regarding Higher Education Institutions (HEIs). This article examines Portuguese universities and polytechnic institutes, the two components of the national higher education system, in order to (1) characterize digital infrastructure, networks and equipment availability (hardware and software), (2) describe the self-reported digital practices among Portuguese HEIs' faculty members, and (3) verify the alignment between faculty members' digital practices, teaching environment and European recommendations for digital education. The study, descriptive in nature, conducts the most comprehensive online questionnaire available to date on digital innovation in Portuguese HEIs (N=547). The main constraints to digital innovation in Portuguese higher education teaching are the limited infrastructure and resources, a conservative academic culture, a lack of funding opportunities, insufficient technological resources and technical support.

Westphal, M., Kamhöfer, D. A., & Schmitz, H. (2020). **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 1960 and 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 6%–12 percent per year of education completed (average treatment effects on the treated).

Zeeuw, M. de, Fazili, S., & Hotchkiss, J. L. (2020). **Decomposing Outcome Differences between HBCU and Non-HBCU Institutions.** In *FRB Atlanta Working Paper* (N° 2020-10). Consulté à l'adresse Federal Reserve Bank of Atlanta website: <https://ideas.repec.org/p/fip/fedawp/88475.html>

This paper investigates differences in outcomes between historically black colleges and universities (HBCU) and traditional college and universities (non-HBCUs) using a

standard Oaxaca/Blinder decomposition. This method decomposes differences in observed educational and labor market outcomes between HBCU and non-HBCU students into differences in characteristics (both student and institutional) and differences in how those characteristics translate into differential outcomes. Efforts to control for differences in unobservables between the two types of students are undertaken through inverse-probability weighting and propensity score matching methodologies. We find that differences in student characteristics make the largest contributions to each outcome difference. However, some hope in identifying policy levers comes in the form of how characteristics translate into outcomes. For example, whereas HBCUs appear to be doing a better job helping female graduates parlay their education into higher earnings, non-HBCUs are doing a better job in helping graduates in science, technology, engineering, and mathematics translate their training into higher earnings. Patterns and importance of regressors are similar at different points of the distributions of outcomes.

Zöllitz, U., & Feld, J. (2018). **The effect of peer gender on major choice**. In *ECON - Working Papers* (N° 270). Consulté à l'adresse Department of Economics - University of Zurich website: <https://ideas.repec.org/p/zur/econwp/270.html>

This paper investigates how the peer gender composition in university affects students' major choices and labor market outcomes. Women who are randomly assigned to more female peers become less likely to choose male-dominated majors, and they end up in jobs in which they work fewer hours and earn less. Men become more likely to choose male-dominated majors after having had more female peers, although their labor market outcomes are not affected. Our results suggest that the increasing female university enrollment over recent decades has paradoxically contributed to the occupational segregation among university graduates that persists in today's labor market.

## Aspects psychologiques de l'éducation

Ginevra, M. C., Santilli, S., Camussi, E., Magnano, P., Capozza, D., & Nota, L. (2020). **The Italian adaptation of courage measure**. *International Journal for Educational and Vocational Guidance*, 20(3), 457-475. <https://doi.org/10.1007/s10775-019-09412-4>

This project developed and examined the psychometric properties of an Italian version of the Courage Measure, the reduced version composed of six items as suggested by Howard and Alipour (*J Posit Psychol* 9:449-459, 2014). Two studies were conducted with independent samples of Italian adults, providing psychometric support for the Italian adaptation of the inventory. This short scale is proposed as a useful tool in the fields of mental health and career counselling for assessing the propensity of individuals to behave courageously and to persist despite perceived risks. Scores may indicate potential to overcome personal challenges related to everyday life as well as career-related problems.

Jarraud, F. (2020, septembre 2). **Sébastien Goudeau : Comment l'école reproduit-elle les inégalités ?** Consulté 9 septembre 2020, à l'adresse Le café pédagogique website: [http://www.cafepedagogique.net/lexpresso/Pages/2020/09/02092020Article637346282939019137.aspx?actId=ebwp0YMB8s1\\_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN\\_MAIL&actSource=504319](http://www.cafepedagogique.net/lexpresso/Pages/2020/09/02092020Article637346282939019137.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=504319)

S'il est un défi pour les enseignants cette année, avec celui de durer, c'est de diminuer les écarts scolaires entre les élèves qui sont aussi des écarts sociaux. Or, malgré la prise de conscience des inégalités sociales à l'école et la mobilisation de nombreux enseignants, l'Ecole continue à reproduire les inégalités sociales. Comment comprendre cela ? Sébastien Goudeau, maître de conférences à l'Université Paris Descartes, aborde cette question sous un angle original, celui de la psychologie sociale. Un angle qui l'amène à remettre en question les explications données traditionnellement à la construction des inégalités et à proposer aux enseignants des situations pédagogiques à même de diminuer les écarts.

Magendie, É. (2019). **L'expérience d'élèves non engagés dans les tâches proposées en EPS : études de cas en volley-ball.** *Les Sciences de l'éducation - Pour l'ère nouvelle*, 53(3), 73-94. <http://www.cairn.info/revue-les-sciences-de-l-education-pour-l-ere-nouvelle-2019-3-page-73.htm>

L'étude présentée dans cet article est conduite à partir d'analyses approfondies de cas singuliers. Elle s'attache à comprendre l'expérience de trois élèves qui ne sont pas engagés dans les tâches proposées en EPS, afin d'élucider ce qui fait obstacle à leur engagement et les empêche de s'installer dans une posture d'élève apprenant. Elle se réfère à la clinique de l'activité et à l'approche socio-anthropologique du rapport au savoir pour appréhender l'expérience des élèves à deux niveaux : celui de l'activité en cours ; et celui plus global de l'arrière-plan de l'activité en cours. Les analyses ont permis de dresser trois portraits d'expérience vécue en volley-ball. Ces différents portraits rendent compte de processus généraux qui les dépassent. Nous discutons ce qu'ils apportent à la compréhension : des obstacles à l'engagement des élèves ; et du rôle que peuvent jouer les enseignants pour aider les élèves à les surmonter.

Manger, T., Hetland, J., Jones, L. Ø., Eikeland, O. J., & Asbjørnsen, A. E. (2020). **Prisoners' academic motivation, viewed from the perspective of self-determination theory: Evidence from a population of Norwegian prisoners.** *International Review of Education*, 66(4), 551-574. <https://doi.org/10.1007/s11159-020-09855-w>

The study presented in this article explores prisoners' academic motivation structure from the theoretical perspective of self-determination theory, using the Academic Motivation Scale (AMS). Analysing survey responses from 529 (29 female, 500 male) prisoners with Norwegian citizenship who participated in education while being incarcerated, the authors investigate how prison students' motivation might be "reduced" or summarised using a smaller set of factors or components than extant studies. A confirmatory factor analysis suggested that a five-factor model, including intrinsic motivation, three types of extrinsic motivation (namely identified regulation, introjected regulation, and external regulation) and amotivation, yielded the best fit with the data provided by the prisoners. An alternative three-factor model created by collapsing the three extrinsic dimensions into a single dimension was found to fit the data poorly. The structural model revealed that younger prisoners displayed more controlled academic motivations than older ones, who displayed more autonomous motivations. Contrary to the authors' expectations, prisoners with a higher level of education did not display more autonomous academic motivations than those with a lower level.

Perrin, A.-L. (2019). **Sensibiliser les enseignants aux apports des sciences cognitives et de la neuroéducation : quels effets sur leurs représentations et gestes professionnels ?** *Recherche et formation*, (91), 89-104. <https://doi.org/10.4000/rechercheformation.5532>

L'incursion récente des neurosciences cognitives de l'éducation dans les prescriptions officielles suscite encore des réticences chez certains enseignants. Cette recherche se propose d'étudier les effets d'une formation articulée autour de ces savoirs scientifiques, sur les gestes et représentations des enseignants. Elle fait principalement émerger une acculturation à la « cognition », des redéfinitions de tâches et une modification des jugements d'éducabilité notamment à l'égard des élèves en difficulté. Ce travail ouvre ainsi des pistes pour la formation initiale et continue.

Vignoli, E., Nils, F., Parmentier, M., Mallet, P., & Rimé, B. (2020). **The emotions aroused by a vocational transition in adolescents: why, when and how are they socially shared with significant others?** *International Journal for Educational and Vocational Guidance*, 20(3), 567-589. <https://doi.org/10.1007/s10775-019-09417-z>

Adolescents (N = 359) completed a self-report questionnaire assessing the emotional impact of an anticipated transition, their social-sharing modes, the motives and benefits of sharing, and their relationship intimacy with significant others. Partners and motives of vocational sharing depended on the transition's valence. The intensity of negative emotions and perceived intimacy were positively related to frequency and depth of vocational sharing; intensity of positive emotions and intrapersonal and interpersonal benefits only with the depth of sharing. The links between the quality of relationships with significant others, emotions, social sharing, the management of vocational transitions and career development are discussed.

Zhou, J., Jiang, S., Zhu, X., Huebner, E. S., & Tian, L. (2020). **Profiles and Transitions of Dual-Factor Mental Health among Chinese Early Adolescents: The Predictive Roles of Perceived Psychological Need Satisfaction and Stress in School.** *Journal of Youth and Adolescence*, 49(10), 2090-2108. <https://doi.org/10.1007/s10964-020-01253-7>

Increasing evidence has supported the dual-factor model of mental health which propose that both negative (i.e., psychological symptoms) and positive (e.g., well-being) indicators should be included in comprehensive assessments of youth's mental health. However, the nature of the profiles and transitions of dual-factor mental health and their predictors remain unclear during early adolescence, thus precluding a meaningful understanding of the development in comprehensive mental health status. This study included measures of negative (i.e., depressive symptoms and anxiety symptoms) as well as positive (i.e., life satisfaction and self-esteem) mental health to identify heterogeneous profiles, transition patterns, and key school-related predictors of dual-factor mental health statuses among Chinese early adolescents. A total of 1009 participants with a range of 10 to 15 years old (Mage = 12.97, SD = 0.67, 50.7% female) completed assessments on three occasions, every six months. The results revealed three distinctive groups: Flourishing youth (i.e., low depressive and anxiety symptoms, high self-esteem and life satisfaction), Vulnerable youth (i.e., low depressive and anxiety symptoms, low self-esteem and life satisfaction), and Troubled youth (i.e., high depressive and anxiety symptoms, low self-esteem and life satisfaction). The findings also indicated differential stability and unique transition patterns among the three groups. The results also revealed that higher levels of autonomy, relatedness and competence need satisfaction in school operated as protective factors whereas higher levels of academic and peer relationship stress operated as risk factors for the profiles

and transition patterns. The identification of three groups with unique transition patterns highlights the importance of subgroup differences and possible cultural considerations in understanding the progression of mental health and the need for universally screening and dynamically monitor changes in youth's dual-factor mental health to develop more sophisticated intervention programs tailored to the unique characteristics of the relevant groups. Furthermore, the identification of important school-related predictors of mental health, specifically experiences surrounding the satisfaction of psychological needs in school (especially relatedness needs) and school stress (especially peer relationship stress), should inform prevention and intervention programs.

## Aspects sociaux de l'éducation

Alvarez, A. (2020). **Seeing Race in the Research on Youth Trauma and Education: A Critical Review.** *Review of Educational Research*, 90(5), 583-626. <https://doi.org/10.3102/0034654320938131>

The growing body of scholarship on youth trauma in educational contexts has yielded promising discoveries about resources, programs, and practices that may improve success outcomes for trauma-exposed youth in U.S. schools. However, there is a lack of systematic review of this research from a race-conscious perspective. This article uses a racialization framework to examine how trauma is discussed in the literature with respect to youth in preK–12 educational contexts. This review sheds light on the potential ways a structurally racist and White supremacist system can shape students' experiences with trauma and the dominant explanatory frames for discussing and addressing trauma. Finally, this article contributes ideas for conducting race-conscious trauma research, shifting trauma discourses, and building race-conscious pathways for supporting trauma-exposed youth.

Baumann, A. (2020). **Les contenus scolaires, sources d'inégalités?: Une nouvelle piste pour les sciences de l'éducation.** Paris: L'Harmattan. <https://www.editions-harmattan.fr/index.asp?navig=catalogue&obj=livre&no=66464>

On sait depuis les années 60 que l'école n'est pas juste : elle avantage énormément les élèves issus de classes aisées par rapport à ceux issus de milieux populaires. Malgré les moyens mis en œuvre et les recherches menées, ces inégalités scolaires persistent et semblent même aussi fortes qu'avant. C'est le signe qu'il faut prendre du recul. Le problème est que les analyses restent ancrées dans les théories de l'école reproductrice (ex : Bourdieu) et de l'acteur stratège (ex : Boudon). Il faudrait une nouvelle façon de penser l'expérience scolaire et son rôle dans la pérennité des inégalités scolaires.

Benhenda, A. (2020). **Education policy, inequalities and student achievement** (These de doctorat, Paris, EHESS). Consulté à l'adresse <http://www.theses.fr/2020EHES0044>

Cette thèse analyse l'efficacité des dispositifs mis en place par la puissance publique pour atteindre leurs trois principaux objectifs : attirer et retenir des enseignants de qualité, aider les enseignants à s'améliorer, et appareiller les enseignants à leurs élèves de façon à réduire les inégalités éducatives. Par rapport à l'essentiel de la littérature académique existante consacrée aux politiques éducatives à destination des enseignants, cette thèse élargit le champ d'analyse au rôle d'acteurs peu étudiés dans

la littérature : les jurys des concours de recrutement, les inspecteurs d'académie et les chefs d'établissement, mais aussi les enseignants remplaçants, qu'ils soient titulaires ou contractuels .Elle étend enfin la discussion au système éducatif dans son ensemble à travers l'analyse d'un mécanisme d'incitations non-monétaires mis en place pour attirer et retenir les enseignants dans les établissements défavorisés.

Bennett, M., Roche, K. M., Huebner, D. M., & Lambert, S. F. (2020). **School Discrimination and Changes in Latinx Adolescents' Internalizing and Externalizing Symptoms.** *Journal of Youth and Adolescence*, 49(10), 2020-2033. <https://doi.org/10.1007/s10964-020-01256-4>

U.S. Latinx youth are growing up in an environment characterized by increased anti-immigrant policy and rhetoric, including experiences of discrimination. Given the salience of the school setting for youth's development, it is important to understand how experiences of discrimination by teachers and other adults at school, or school discrimination, relate to the emotional and behavioral adjustment of today's Latinx adolescents. Study participants include 547 Latinx adolescents selected at random from a large, suburban school district in Atlanta, Georgia (55.4% female; age M = 12.8, range = 11–16). Youth provided two time points of survey data spaced roughly 6 months apart during 2018 and 2019. Structural equation models (SEM) were used to test the main and interaction effects of school discrimination and parental support on later internalizing and externalizing symptoms. Multiple group SEM was used to investigate gender differences in pathways to adolescent adjustment. More school discrimination was related to more internalizing and externalizing symptoms at a later time point. Greater parental support was associated with fewer internalizing symptoms, but did not moderate associations between school discrimination and adolescent outcomes. Pathways to adolescent outcomes were similar for males and females. Study results suggest that discrimination by teachers and other adults at school is an important source of adversity potentially jeopardizing Latinx youth's emotional and behavioral adjustment. Future research is needed to identify factors that mitigate potentially harmful consequences of discrimination for Latinx adolescents.

Bunn, M., Threadgold, S., & Burke, P. J. (2020). **Class in Australian higher education: The university as a site of social reproduction.** *Journal of Sociology*, 56(3), 422-438. <https://doi.org/10.1177/1440783319851188>

Explanations of inequality in higher education primarily use the dominant language of institutional equity discourses, such as low socio-economic status (LSES), 'under-represented' or 'non-traditional' backgrounds. We argue that analysis that relies on a static series of objective categories regularly fails to account for the symbolic-historical conditions that have produced class boundaries. In acknowledging this, one of the challenges in higher education research is to illuminate how working-class understanding of education systems is brought into universities, and how it relates to, and is contested by, the dominant middle-class culture of the university. We propose a Bourdieusian-inspired class analysis be adopted for Australian higher education that focuses more closely on the way in which symbolic power is distributed through the misrecognition of species of capital as symbolic capital. Using this approach we argue that universities, rather than ameliorating class difference, are a poorly understood site of its generation.

Calabrese Barton, A., & Tan, E. (2020). **Beyond Equity as Inclusion: A Framework of "Rightful Presence" for Guiding Justice-Oriented Studies in Teaching and Learning.** *Educational Researcher*, 49(6), 433-440. <https://doi.org/10.3102/0013189X20927363>

Current discourses of equity in teaching and learning are framed around calls for inclusion, grounded in the extension of a set of static rights for high-quality learning opportunities for all students. This essay presents a rightful presence framework to guide the study of teaching and learning in justice-oriented ways. This framework highlights the limitations of equity as inclusion, which does not adequately address the ways in which systemic injustices manifest in local classroom practice. Rightful presence orients the field towards the importance of political struggles to make present the lives of those made missing by schooling and discipline-specific norms. Three tenets for guiding the use of this framework in teaching and learning are offered. Two contrasting vignettes from STEM classrooms illustrate tenets and emergent tensions.

Delaney, J., & Devereux, P. (2020). **How gender and prior disadvantage predict performance in college.** In *Papers* (N° WP667). Consulté à l'adresse Economic and Social Research Institute (ESRI) website: <https://ideas.repec.org/p/esr/wpaper/wp667.html>

No abstract is available for this item.

Deyries, S. D. (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/livre-9782343202341?utm\\_source=phplist&utm\\_campaign=message\\_29720&utm\\_medium=email&utm\\_content=lienTitre](https://www.editions-harmattan.fr/livre-9782343202341?utm_source=phplist&utm_campaign=message_29720&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 ?

Dubet, F. (2020). **L'égalité des chances n'est pas toute la justice.** AOC [Analyse Opinion Critique]. Consulté à l'adresse <https://aoc.media/analyse/2020/08/30/legalite-des-chances-nest-pas-toute-la-justice/>

Au cours des trois dernières décennies, l'égalité des chances s'est imposée comme notre principal modèle de justice, et c'est à l'école que l'on a confié la charge de la réaliser. Les performances et les parcours scolaires, libérés de toutes les pesanteurs culturelles et sociales, devant enfin révéler le pur mérite des individus... Mais s'il peut sembler juste que les vainqueurs bénéficient de leur succès, il s'avère injuste et dangereux que les vaincus ne puissent attribuer leurs échecs qu'à eux-mêmes.

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 daughters' human capital to changes in the behavior of credit-constrained families facing reduced school costs combined with strongly non-linear returns to female education.

Gourdon, J., & Raybaud, A. (2020, août 27). **A Normale-Sup, les concours sans oraux ont fait bondir la part de femmes admises.** *Le Monde.fr*. Consulté à l'adresse [https://www.lemonde.fr/campus/article/2020/08/27/a-normale-sup-les-concours-sans-oraux-ont-fait-bondir-la-part-de-femmes-admises\\_6050040\\_4401467.html](https://www.lemonde.fr/campus/article/2020/08/27/a-normale-sup-les-concours-sans-oraux-ont-fait-bondir-la-part-de-femmes-admises_6050040_4401467.html)

C'est dans la voie littéraire que la hausse du nombre de femmes est particulièrement marquée. Les épreuves orales ont été annulées en raison de la crise liée au Covid-19.

Hampton, R. (2020). **Black Racialization and Resistance at an Elite University.** Consulté à l'adresse <https://utorontopress.com/us/black-racialization-and-resistance-at-an-elite-university-4>

The presence and experiences of Black people at elite universities have been largely underrepresented and erased from institutional histories. This book engages with a collection of these experiences that span half a century and reflect differences in class, gender, and national identifications among Black scholars. By mapping Black people's experiences of studying and teaching at McGill University, this book reveals how the «whiteness» of the university both includes and exceeds the racial identities of students and professors. It highlights the specific functions of Blackness and of anti-Blackness within society in general and within the institution of higher education in particular, demonstrating how structures and practices of the university reproduce interlocking systems of oppression that uphold racial capitalism, reproduce colonial relations, and promote settler nationalism. Critically engaging the work of Black learners, academics, organizers, and activists within this dynamic political context, this book underscores the importance of Black Studies across North America.

Houssaye, J. (2019). **Pédagogie et sciences de l'éducation : pas facile !** *Les Sciences de l'éducation - Pour l'ère nouvelle*, 52(2), 11-27. <http://www.cairn.info/revue-les-sciences-de-l-education-pour-l-ere-nouvelle-2019-2-page-11.htm>

Quels rapports la pédagogie entretient-elle avec les sciences de l'éducation ? Nous examinerons cette question sous trois angles : Historiquement, quels ont été les statuts de la pédagogie au long des siècles ? Comment les sciences de l'éducation et les didactiques ont-elles tenté de faire disparaître la pédagogie ? Pourquoi la pédagogie résiste-t-elle et ne cesse-t-elle de resurgir ? Ce qui nous amènera, pour terminer, à préciser la nature et la spécificité de la formation pédagogique.

Isambert-Jamati, V. (2020a). **Approches sociologiques des contenus d'enseignement.** *Revue française de pédagogie*, (206), 81-91. <http://www.cairn.info/revue-francaise-de-pedagogie-2020-1-page-81.htm>

Dans cette intervention, prononcée lors d'un colloque donné en son honneur à Aix-en-Provence en 2003, l'auteure opère un retour réflexif sur les évolutions de la sociologie

de l'éducation et sur son propre travail, sur ce qu'elle y a fait mais aussi sur ce qu'elle n'y a pas fait. Elle interroge la « division du travail » entre psychologie et sociologie qui a longtemps conduit cette dernière à laisser la prise en considération du point de vue et de l'activité des élèves ou, plus largement, des enfants aux psychologues, et à ne guère se préoccuper de l'étude et de l'interrogation des contenus d'enseignement. Elle questionne le relativisme culturel en sociologie de l'éducation et l'idée selon laquelle les transformations et les acquisitions opérées par les élèves à l'école, pour être socialement inégales, seraient pure illusion ou pur arbitraire. Elle évoque différents travaux contribuant à une sociologie des contenus et des acquisitions scolaires dont le développement lui semble souhaitable.

Isambert-Jamati, V. (2020b). **Des Sciences de l'éducation : un pluriel important lorsqu'il s'agit de recherche.** *Revue française de pédagogie*, (206), 103-105.  
<http://www.cairn.info/revue-francaise-de-pedagogie-2020-1-page-103.htm>

Dans cette intervention faite lors d'une journée d'études consacrée aux Sciences de l'éducation, qui a eu lieu en janvier 1982 à Sèvres, l'auteure prend position, concernant plus particulièrement le travail de recherche, pour le pluriel du syntagme « Sciences de l'éducation ». Elle affirme son attachement à la manière spécifique dont chaque discipline scientifique construit ses objets, ses questionnements, ses démarches et son cadre théorique, et sa méfiance à l'égard d'emprunts conceptuels d'une discipline à l'autre qui risquent de faire illusion pour les chercheurs eux-mêmes en venant boucher un trou de la connaissance et empêcher qu'un questionnement soit mené à terme, en ayant donc peu de chance de faire progresser la pensée. Cela n'implique pas le refus de tout travail inter-disciplinaire, pourvu qu'il se garde du syncrétisme ; ni qu'il ne soit pas utile et profitable que les formations de Sciences de l'éducation permettent aux étudiants et enseignants de pouvoir éclairer les réalités et les pratiques éducatives par leur familiarité avec plusieurs corps de connaissance. Mais cette réflexion met en cause l'idée selon laquelle les Sciences de l'éducation pourraient être, au sens scientifique et épistémologique de ce terme, une discipline unique et intégrée.

Isambert-Jamati, V. (2020c). **Les « handicaps socio-culturels » et leurs remèdes pédagogiques.** *Revue française de pédagogie*, (206), 37-47.  
<http://www.cairn.info/revue-francaise-de-pedagogie-2020-1-page-37.htm>

Dans cet article, publié en 1973, l'auteure étudie, d'après de nombreuses lectures, le mouvement d'éducation compensatoire aux États-Unis. Elle dégage et met en relation les constats sur les échecs des enfants appartenant à la couche sociale « pauvre », les éléments d'explication donnés et les remèdes expérimentés. Elle montre que la ligne d'interprétation et d'intervention qui privilégie les aspects directement cognitifs des échecs, et qui préconise une adaptation et une intensification des pratiques pédagogiques habituelles a été très vite débordée par une tendance plus globale et offensive, œuvrant en termes de « handicap culturel » qu'il faudrait combler et parfois même redresser. L'auteure interprète ces formes d'action en les rattachant à toute une ligne socialement orthopédiste et intégratrice chez les travailleurs sociaux américains et chez ceux qui les mandatent. Elle montre enfin que dans quelques cas la prise en charge par « la communauté » retourne la situation et fait de l'école, au moins pour un temps, un lieu d'éducation à la révolte, qui pose à toute action pédagogique une question fondamentale.

Isambert-Jamati, V. (2020d). **Les sciences sociales de l'éducation et « le Ministère » en France.** *Revue française de pédagogie*, (206), 93-101. <http://www.cairn.info/revue-francaise-de-pedagogie-2020-1-page-93.htm>

Lors d'un colloque consacré en 1983 à un bilan de la sociologie de l'éducation, l'auteure a centré son propos sur les rapports entre les sciences sociales de l'éducation et le ministère en charge de l'Éducation nationale. Elle rappelle que les premiers travaux de l'INED mettant en relation les parcours et performances scolaires et une série de caractéristiques sociales des élèves se fondent sur une enquête menée sous le gouvernement de Vichy en 1944, mais préfigurée par les travaux d'une commission créée à l'initiative d'Henri Sellier, ministre de la Santé du Front populaire, et présidée par Henri Wallon. Si ce type de travaux est, depuis les années 1970, repris par les services statistiques du Ministère, les travaux visant à aborder et étudier plus globalement les phénomènes éducatifs, en relation avec d'autres phénomènes sociaux, ont le plus souvent été encouragés et financés, non par ce Ministère, mais par des instances ou organismes « extérieurs » tels que la DGRST ou le CNRS. Interrogeant les équilibres, les pratiques et les idéologies propres aux différents états et segments du système éducatif, ainsi que les rapports entre structure scolaire et structure sociale, ces recherches sont souvent regardées avec réticence tant par les responsables des différents échelons hiérarchiques du Ministère que par les enseignants et leurs responsables syndicaux ou associatifs.

Isambert-Jamati, V. (2020e). **Que devient la sociologie de l'éducation en France ?** *Revue française de pédagogie*, (206), 69-79. <http://www.cairn.info/revue-francaise-de-pedagogie-2020-1-page-69.htm>

Lors de cette intervention faite à l'Université pontificale catholique (PUC) de Rio de Janeiro en 1984, l'auteure décrit les tendances et les évolutions de la sociologie de l'éducation française. Après avoir évoqué l'héritage durkheimien, elle rappelle que la renaissance de la sociologie de l'éducation en France dans les années 1960-1970 a été dominée par les approches structurelles et les théories globalisantes (théories de la Reproduction, de l'école de classe...), au risque d'un certain schématisme fonctionnaliste. Elle montre ensuite, en évoquant différents travaux et orientations de recherche, que ce type d'approche s'est trouvé infléchi, voire contesté, lors du tournant des années 1980, et que l'on peut alors observer un double changement de perspective : d'une part, une plus grande prise en considération et une analyse de l'action des « acteurs » sociaux, en particulier des enseignants et de leurs pratiques ; de l'autre part, une attention aux savoirs, compétences et qualifications que transmet l'école, qui ne sauraient être réduits à leur seule analyse en termes d'arbitraire culturel.

Isambert-Jamati, V. (2020f). **Quelques rappels de l'émergence de l'échec scolaire comme « problème social » dans les milieux pédagogiques français.** *Revue française de pédagogie*, (206), 49-55. <http://www.cairn.info/revue-francaise-de-pedagogie-2020-1-page-49.htm>

Dans ce texte, publié en 1985, l'auteure se distancie de l'usage commun du terme ou de la notion d'échec scolaire pour en faire l'archéologie, en étudiant la genèse, la présence ou l'absence, et la signification dans les milieux pédagogiques français. Sont pour cela étudiés différents ouvrages ou rapports et différentes revues. L'auteure montre que, jusqu'aux années 1960 dans lesquelles se produisent l'unification et la généralisation du premier cycle secondaire, le terme échec scolaire concernait presque exclusivement les échecs paradoxaux rencontrés par certains enfants de

milieux aisés et cultivés que l'on s'attendait à voir réussir leur scolarité secondaire, et non les scolarités courtes des jeunes d'origine populaire. C'est la généralisation de l'entrée au collège et les difficultés qu'y rencontre son nouveau public qui, dans les années 1960-1970, va faire de l'échec scolaire un « problème social », dont on parle de plus en plus, et de manière paradoxale puisque progresse régulièrement la proportion de jeunes obtenant des diplômes généraux ou professionnels.

Isambert-Jamati, V. (2020g). **Travail, rapports sociaux, éducation en Europe. Esquisse historique de la chute de l'Empire à l'entre-deux-guerres.** *Revue Française de Pédagogie*, (206), 27-35. <http://www.cairn.info/revue-francaise-de-pedagogie-2020-1-page-27.htm>

Selon l'auteure de ce texte publié en 1980, les transformations passées du système scolaire sont trop souvent ignorées des sociologues. Se basant sur des recherches récentes d'histoire de l'éducation, l'auteure nous présente d'abord la situation de l'éducation au début du XIX<sup>e</sup> siècle (surtout en France). Par la suite, elle analyse les changements dans l'éducation, jusqu'à l'entre-deux-guerres, en tenant compte des transformations des divers pôles de l'activité économique, activité qui, avec l'industrialisation, requiert un personnel de plus en plus instruit, cependant pas « trop », sinon il pourrait mettre en question le système. Bien que l'auteure constate une amélioration du niveau d'instruction, elle remarque que chaque classe sociale a son propre réseau et qu'il y a peu de communication de l'un à l'autre. Enfin l'auteure analyse la situation de l'éducation dans les colonies où se révèle tout particulièrement le rapport étroit entre le fait éducatif, l'économie et la politique. Très diversifiées, les politiques scolaires coloniales n'ont peut-être eu en commun que de dénier toute valeur aux coutumes et croyances locales.

Jarraud, F. (2020a, septembre 2). **Sébastien Goudeau : Comment l'école reproduit-elle les inégalités ?** Consulté 9 septembre 2020, à l'adresse Le café pédagogique website: [http://www.cafepedagogique.net/lexpresso/Pages/2020/09/02092020Article637346282939019137.aspx?actId=ebwp0YMB8s1\\_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN\\_MAIL&actSource=504319](http://www.cafepedagogique.net/lexpresso/Pages/2020/09/02092020Article637346282939019137.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=504319)

S'il est un défi pour les enseignants cette année, avec celui de durer, c'est de diminuer les écarts scolaires entre les élèves qui sont aussi des écarts sociaux. Or, malgré la prise de conscience des inégalités sociales à l'école et la mobilisation de nombreux enseignants, l'École continue à reproduire les inégalités sociales. Comment comprendre cela ? Sébastien Goudeau, maître de conférences à l'Université Paris Descartes, aborde cette question sous un angle original, celui de la psychologie sociale. Un angle qui l'amène à remettre en question les explications données traditionnellement à la construction des inégalités et à proposer aux enseignants des situations pédagogiques à même de diminuer les écarts.

Jarraud, F. (2020b, septembre 4). **Agnès van Zanten : Parcoursup au service de l'égalité des chances ?** Consulté 9 septembre 2020, à l'adresse Le café pédagogique website: [http://www.cafepedagogique.net/lexpresso/Pages/2020/09/04092020Article637348016326815432.aspx?actId=ebwp0YMB8s1\\_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN\\_MAIL&actSource=504360](http://www.cafepedagogique.net/lexpresso/Pages/2020/09/04092020Article637348016326815432.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=504360)

Le système éducatif français connaît-il une révolution libérale depuis 2017 ? L'étude publiée par Leïla Frouillou, Clément Pin et Agnès van Zanten, dans « L'Année sociologique » N°2020/2, montre la montée de la « logique marchande » dans

l'orientation des lycéens. Dans libéral il y a « liberté ». Comme l'explique A van Zanten dans cet entretien, Parcoursup fait miroiter aux jeunes la possibilité d'une grande ouverture des possibles et la prise en compte de leurs personnalité. En apparence avec Parcoursup et ses lettres de motivation, tout est possible pour tous. En fait la plateforme introduit une logique marchande dans le système éducatif. Les meilleures filières vont aux meilleurs candidats, c'est à dire ceux qui entrent dans les algorithmes d'un tri qui n'a rien de social. Depuis 2017, le « Vae Victis » des mal partis dans la vie est la règle.

Jarraud, F. (2020c, septembre 8). **Belgique : L'école inégalitaire**. Consulté 9 septembre 2020, à l'adresse La café pédagogique website: [http://www.cafepedagogique.net/lexpresso/Pages/2020/09/08092020Article637351466462781253.aspx?actId=ebwp0YMB8s1\\_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN\\_MAIL&actSource=504423](http://www.cafepedagogique.net/lexpresso/Pages/2020/09/08092020Article637351466462781253.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=504423)

Mieux vaut être d'origine belge pour trouver une place à la rentrée. Selon une étude menée dans les écoles flamandes de Belgique, « les familles d'origine belge ont 70% de chances de pouvoir inscrire leurs enfants. Elles ne sont plus que 40% pour celles d'origine subsaharienne et 38% pour celles d'origine maghrébine. Lorsque les chercheurs associent l'origine ethnique au niveau socio-économique, les parents belges de la classe moyenne ont 76% de chance d'être invités, contre 36 % pour les Belges les moins nantis. Ce dernier chiffre baisse à 18 % et à 22% pour les parents originaires d'Afrique subsaharienne et les parents originaires du Maghreb issus d'un milieu vulnérable », explique Le Vif. Les statistiques confirment ces inégalités : les taux de redoublement sont directement corrélés à l'origine des élèves...

Jarraud, F. (2020d, septembre 11). **Nette progression des inégalités en 2018 selon l'Insee**. Consulté 15 septembre 2020, à l'adresse Le café pédagogique website: [http://www.cafepedagogique.net/lexpresso/Pages/2020/09/11092020Article637354060789836864.aspx?actId=ebwp0YMB8s1\\_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN\\_MAIL&actSource=504489](http://www.cafepedagogique.net/lexpresso/Pages/2020/09/11092020Article637354060789836864.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=504489)

« En 2018, les niveaux de vie évoluent de façon contrastée. Celui des ménages les plus aisés augmente nettement. Il bénéficie de la progression des revenus du patrimoine, liée à la forte hausse des dividendes dans un contexte de fiscalité plus incitative à leur distribution plutôt qu'à leur capitalisation et d'une hausse des revenus d'activité. Celui des ménages les plus modestes se replie, principalement en raison d'une baisse des allocations logement. Les inégalités de niveau de vie augmentent nettement en 2018 », écrit l'Insee. « En 2018, 9,3 millions de personnes vivent au-dessous du seuil de pauvreté monétaire, soit 1 063 euros par mois. Le taux de pauvreté s'établit à 14,8 % en 2018. Il s'accroît de 0,7 point sur un an. »

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.

Morton, K., & Riegler-Crumb, C. (2020). **Is School Racial/Ethnic Composition Associated With Content Coverage in Algebra?** *Educational Researcher*, 49(6), 441-447. <https://doi.org/10.3102/0013189X20931123>

This brief utilizes data from the U.S. Trends in International Mathematics and Science Study of 2011 (TIMSS) to investigate the extent to which teacher reports of content coverage in eighth grade algebra classes vary according to school racial/ethnic composition. The analytic sample is comprised of eighth grade algebra classrooms in 111 schools across the country, with 9 schools that are predominantly Black, 20 schools that are predominantly Latinx, and 82 schools that are not predominantly minority. Results of regression analyses reveal that, net of school, teacher, and student characteristics, the time that teachers report spending on algebra and more advanced content in eighth grade algebra classes is significantly lower in schools that are predominantly Black compared to those that are not predominantly minority. Implications for future research are discussed.

Pyne, J. (2020). **Gender Test Score Gaps Under Equal Behavioral Engagement.** *Educational Researcher*, 49(6), 459-464. <https://doi.org/10.3102/0013189X20930203>

Girls tend to do better than boys academically, in part because they are more engaged in school. What if they weren't? Using nationally representative data, I examine how equal starting points and trajectories of behavioral engagement in elementary school could change gender test score gaps. I find that equal engagement patterns could entirely reverse girls' average leads over boys in fifth-grade reading test score achievement and could more than triple the average math test score gender gap currently favoring boys. These findings call into question narratives about favoritism towards girls in schools, instead highlighting educational advantages boys may enjoy despite being typically far less engaged in school than girls.

Rizk, R., & Hawash, R. (2020). **Education Gap and Youth: A Growing Challenge in the MENA Region.** In *LIS Working papers* (N° 790). Consulté à l'adresse LIS Cross-National Data Center in Luxembourg website: <https://ideas.repec.org/p/lis/liswps/790.html>

Education inequality has always been a concern for policy makers due to its long-term and intergenerational impacts. This paper examines the determinants and the sources of education inequality among the youth in the MENA region using harmonized income and expenditure surveys. More attention is given to income and regional disparities as source of education inequality. The paper makes use of the Recentered Influence Functions (RIF) unconditional regression techniques to examine youth education inequality measured by years of schooling and to identify the determinants of Gini index of education across countries. The findings show that higher household income reduces education inequality among youth in Iraq and higher education expenditure reduces education inequality for youth in both Egypt and Iraq. Health expenditure is found to be having insignificant impact on education inequality for youth in all countries. Moreover, increasing the number of earners in the household reduce education inequality in both Jordan and Palestine and increases youth education

inequality in Iraq and Egypt. It has been also deduced that rural regions are at a disadvantage in terms of educational attainment and educational inequality in comparison to urban regions across all countries and all income quartiles. The decomposition of rich-poor education inequality, reveals that the education gap among youth appear to increase for the poor compared to the rich. Finally, there is a declining trend in youth educational inequality over time for Egypt and Iraq. However, the gap seems to be widening for Jordan and Palestine.

Rochex, J.-Y. (2020). **Hommage à Viviane Isambert-Jamati. Une sociologue de l'éducation soucieuse de son objet.** *Revue française de pédagogie*, (206), 5-25.  
<http://www.cairn.info/revue-francaise-de-pedagogie-2020-1-page-5.htm>

Cet article vise à présenter et analyser la carrière et l'œuvre de Viviane Isambert-Jamati, figure majeure de la sociologie de l'éducation en France de la seconde moitié du xxe siècle, disparue le 19 novembre 2019. Venue de la sociologie du travail, celle-ci a occupé pendant plus de trente ans une position très originale dans le paysage de la sociologie de l'éducation. Elle affirme, dès 1969, que « la détermination des liens entre l'état d'une structure sociale et l'état du système scolaire qui lui correspond est sans doute le problème central de la sociologie de l'enseignement, mais le moins avancé. Affirmer globalement que l'école est à la fois le reflet de la société et le moyen de consolider son ordre est facile. Mais il est beaucoup plus ardu d'aller au-delà des correspondances approximatives et de mettre au jour les médiations ». Tout son travail s'est dès lors déployé selon trois grandes orientations, toujours croisées avec la question des inégalités sociales : l'étude des transformations des systèmes scolaires dans leurs rapports avec les structures sociales et leurs évolutions ; celle des principaux acteurs de ces systèmes scolaires, de leurs pratiques et représentations et des variations de celles-ci selon les contextes ; la prise au sérieux de la spécificité des institutions scolaires et de celle des contenus de connaissance qu'elles transmettent à leurs élèves. Cet article vise donc à souligner l'originalité et la fécondité de son travail, puis à présenter neuf de ses textes publiés entre 1973 et 2005, devenus depuis lors peu accessibles, et qui figurent dans ce dossier spécial par lequel la Revue française de pédagogie a souhaité lui rendre hommage.

Zöllitz, U., & Feld, J. (2018). **The effect of peer gender on major choice.** In *ECON - Working Papers* (N° 270). Consulté à l'adresse Department of Economics - University of Zurich website: <https://ideas.repec.org/p/zur/econwp/270.html>

This paper investigates how the peer gender composition in university affects students' major choices and labor market outcomes. Women who are randomly assigned to more female peers become less likely to choose male-dominated majors, and they end up in jobs in which they work fewer hours and earn less. Men become more likely to choose male-dominated majors after having had more female peers, although their labor market outcomes are not affected. Our results suggest that the increasing female university enrollment over recent decades has paradoxically contributed to the occupational segregation among university graduates that persists in today's labor market.

## Climat de l'école

De Looze, M. E., Cosma, A. P., Vollebergh, W. A. M., Duinhof, E. L., de Roos, S. A., van Dorselaer, S., ... Stevens, G. W. J. M. (2020). **Trends over Time in Adolescent Emotional**

**Wellbeing in the Netherlands, 2005-2017: Links with Perceived Schoolwork Pressure, Parent-Adolescent Communication and Bullying Victimization.** *Journal of Youth and Adolescence*, 49(10), 2124-2135. <https://doi.org/10.1007/s10964-020-01280-4>

In some Scandinavian countries, the United Kingdom and the United States, there is evidence of a dramatic decline in adolescent emotional wellbeing, particularly among girls. It is not clear to what extent this decline can be generalised to other high-income countries. This study examines trends over time (2005-2009-2013-2017) in adolescent wellbeing in the Netherlands, a country where young people have consistently reported one of the highest levels of wellbeing across Europe. It also assesses parallel changes over time in perceived schoolwork pressure, parent-adolescent communication, and bullying victimization. Data were derived from four waves of the nationally representative, cross-sectional Dutch Health Behaviour in School-aged Children study (N = 21,901; 49% girls; Mage = 13.78, SD = 1.25). Trends in emotional wellbeing (i.e., emotional symptoms, psychosomatic complaints, life satisfaction) were assessed by means of multiple regression analyses with survey year as a predictor, controlling for background variables. Emotional wellbeing slightly declined among adolescent boys and girls between 2009 and 2013. A substantial increase in perceived schoolwork pressure was associated with this decline in emotional wellbeing. Improved parent-adolescent communication and a decline in bullying victimization may explain why emotional wellbeing remained stable between 2013 and 2017, in spite of a further increase in schoolwork pressure. Associations between emotional wellbeing on the one hand and perceived schoolwork pressure, parent-adolescent communication, and bullying victimization on the other were stronger for girls than for boys. Overall, although increasing schoolwork pressure may be one of the drivers of declining emotional wellbeing in adolescents, in the Netherlands this negative trend was buffered by increasing support by parents and peers. Cross-national research into this topic is warranted to examine the extent to which these findings can be generalised to other high-income countries.

Kincade, L., Cook, C., & Goerdt, A. (2020). **Meta-Analysis and Common Practice Elements of Universal Approaches to Improving Student-Teacher Relationships.** *Review of Educational Research*, 90(5), 710-748. <https://doi.org/10.3102/0034654320946836>

Past research has shown student-teacher relationships (STRs) are associated with student outcomes, including improvements in academic achievement and engagement and reductions in disruptive behaviors, suspension, and risk of dropping out. Schools can support STRs universally and systematically by implementing universal, school-wide, and class-wide programs and practices that aim to facilitate high-quality STRs. This study applied meta-analytic and common element procedures to determine effect sizes and specific practices of universal approaches to improving STRs. The universal programs with the largest effects were Establish-Maintain-Restore and BRIDGE. Other programs demonstrated moderate effects in one study, with combined effect sizes revealing smaller effects. The common elements procedure identified 44 practices teachers can implement to promote positive STRs, with 14 proactive and direct practices. Programs with the largest effects, in general, contained the most proactive and direct practices for improving STRs. Implications of these findings and future research recommendations are discussed.

Tejada-Gallardo, C., Blasco-Belled, A., Torrelles-Nadal, C., & Alsinet, C. (2020). **Effects of School-based Multicomponent Positive Psychology Interventions on Well-being and**



**Distress in Adolescents: A Systematic Review and Meta-analysis.** *Journal of Youth and Adolescence*, 49(10), 1943-1960. <https://doi.org/10.1007/s10964-020-01289-9>

Multicomponent positive psychology interventions are increasing in the general population but the study of its effectiveness in adolescents is still scarce, especially in the school context. Previous meta-analyses have reported that multicomponent positive psychology interventions increase well-being and reduce distress outcomes. However, the results on these outcomes limit their samples to adult populations. The aim of the current systematic review and meta-analysis is to evaluate and compare the immediate but also long-lasting effects of school-based multicomponent positive psychology interventions aimed at increasing well-being indicators of mental health (i.e., subjective and psychological well-being) and reducing the most common psychological distress indicators (i.e., depression, anxiety, and stress) in adolescents. A total of 9 randomized and non-randomized controlled trials from the searched literature met inclusion criteria for the meta-analysis. The results showed small effects for subjective well-being ( $g = 0.24$ ), psychological well-being ( $g = 0.25$ ), and depression symptoms ( $g = 0.28$ ). Removing low-quality studies led to a slight decrease in the effect sizes for subjective well-being and a considerable increase for psychological well-being and depression symptoms. The relevant moderation analyses had an effect on subjective well-being and depression symptoms. The present systematic review and meta-analysis found evidence for the efficacy of school-based multicomponent positive psychology interventions in improving mental health in the short and long-term. Small effects for subjective well-being, psychological well-being, and depression symptoms were identified. Effects for psychological well-being and depression symptoms remained significant over time. In light of our results, education policy-makers and practitioners are encouraged to include positive practices within the schools' curriculum as effective and easily implemented tools that help to enhance adolescents' mental health. Further research is needed in order to strengthen the findings about school-based multicomponent positive psychology interventions in adolescents.

## Évaluation des dispositifs d'éducation-formation

Schueler, B. E., Armstrong Asher, A., Larned, K. E., Mehrotra, S., & Pollard, C. (2020). **Improving Low-Performing Schools: A Meta-Analysis of Impact Evaluation Studies** (p. 65). Consulté à l'adresse Annenberg Institute at Brown University website: <https://www.crifpe.ca/publications/view/24902>

The public narrative surrounding efforts to improve low-performing K-12 schools in the U.S. has been notably gloomy. Observers argue that either nothing works or we don't know what works. At the same time, the federal government is asking localities to implement evidence-based interventions. But what is known empirically about whether school improvement works, how long it takes, which policies are most effective, and which contexts respond best to intervention? We meta-analyze 141 estimates from 67 studies of turnaround policies implemented post-NCLB. On average, these policies have had a moderate positive effect on math but no effect on ELA achievement as measured by high-stakes exams. We find evidence of positive impacts on low-stakes exams in STEM and humanities subjects and no evidence of harm on non-test outcomes. Some elements of reform, namely extended learning time and teacher replacements, predict greater effects. Contexts serving majority-Latinx populations have seen the largest improvements.

## Formation continue

Amponsah, S. (2020). **Exploring the dominant learning styles of adult learners in higher education.** *International Review of Education*, 66(4), 531-550. <https://doi.org/10.1007/s11159-020-09845-y>

In today's complex and knowledge-driven world, the quest to pursue and acquire information and skills to enable one to be useful in society is not limited to young learners; many older adults also actively seek to acquire new knowledge and skills. The study presented in this article aims to establish the characteristics and dominant learning styles of adults enrolled in a diploma programme at an institution of higher education in Ghana. In a qualitative case study approach using a homogenous sampling technique, 21 students (aged 27–54, 10 female, 11 male) were asked to fill in a learning styles questionnaire and to participate in focus group interviews. Based on these participants' responses, the study found three learning styles to be dominant: pragmatist, reflector and theorist. An interesting finding was the absence of a fourth type among participants, the activist learning style. Since it is clear that not all adult learners engage well with the typical theoretical and conceptual content that is taught in higher education institutions, understanding these four adult learning styles should inform higher education policies in order to make learning equally enjoyable and maximise effective learning for all four types of adult learners. Other significant findings of this study open up avenues for further research on how an understanding of learning styles can be used to enhance learning by adults.

Béchaux, S. (2020, septembre 3). **Plan compétences : les plus précaires passeront-ils leur tour ?** Consulté 9 septembre 2020, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/plan-competences-plus-precaires-passeront-tour/00093748>

Le gouvernement devrait abonder les 15 milliards d'euros du plan d'investissement dans les compétences, initialement réservé aux jeunes et chômeurs les plus éloignés de l'emploi.

Bryson, J. (2020). **The role of trade union collective voice in the access to training for workers in New Zealand.** *International Journal of Training and Development*, 24(3), 231-244. <https://doi.org/10.1111/ijtd.12194>

This paper explores trade union collective voice as a mechanism for worker participation in training decision making. New Zealand is an example of a liberal market economy (LME) with relatively weak regulatory pressure on employers to engage in training. Consequently, drivers such as trade union collective voice could fill an important role in workers securing support for training from their employers. The paper argues that given the reduced power of unions in many LMEs workers potentially face a twofold challenge: the first to secure an entitlement to training and the second to have any further participation in training decision making. Using the example of New Zealand, the paper examines whether collective bargaining secures entitlement to training. Then, employing the categorization of approaches to workforce development as either expansive or restrictive, it investigates the nature of that entitlement. Following this, the paper reports on dialogue with trade unions through which a more nuanced picture emerges of collective voice and the challenges to worker participation in

training decision making. Finally, it reflects on the role collective voice could play in worker access to training.

Bryson, J., & Zimmermann, B. (2020). **Workers' participation in continuing training decision-making**. *International Journal of Training and Development*, 24(3), 167-172. <https://doi.org/10.1111/ijtd.12191>

Fredriksen, B. (2020). **The skills balancing act in sub-Saharan Africa: Investing in skills for productivity, inclusivity and adaptability**. *International Review of Education*, 66(4), 617-621. <https://doi.org/10.1007/s11159-020-09852-z>

Kambayashi, R., & Kato, T. (2020). **Do collective bargaining institutions crowd out discussion and implementation of firm-related training programs? Evidence from Japan**. *International Journal of Training and Development*, 24(3), 204-230. <https://doi.org/10.1111/ijtd.12193>

The paper empirically examines labor-management communication concerning in-house training programs and its relation to the actual on- and off-the-job training policy and wage structure. Using governmental datasets from Japan, we study how different labor-management communication institutions may affect the training interests of employers and employees differently. We classify these institutions in terms of whether they have a legal (i.e. statutory) foundation ('de jure') or not ('de facto'). We find that collective bargaining, with legal grounds, may crowd out employees' willingness to communicate about training. However, the existence of 'de facto' communication channels such as joint labor-management councils or shop floor committees is positively correlated with both on- and off-the-job of training. At the same time, the existence of unions is positively correlated with the steepness of wage profiles for mid-career workers, which is consistent with the fact that employers and employees assume a long-term relationship. Thus, we show that a multi-tiered structure of labor-management communication, together with a long-term orientation toward the employment relationship, contributes to strengthen employees' voice in training matters.

Laot, F. F. (2020). **Discovering Pioneering Women in the Field of Adult Education**. *Pedagogika Społeczna / 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.

Lopes, H., & McKay, V. (2020). **Adult learning and education as a tool to contain pandemics: The COVID-19 experience**. *International Review of Education*, 66(4), 575-602. <https://doi.org/10.1007/s11159-020-09843-0>

In combating pandemics, more can be gained by changing citizens' behaviours than by relying solely on the medical route. In the current COVID-19 pandemic, the struggle to contain the outbreak and push back new infection figures will ultimately be won by training citizens how to avoid creating secondary transmission chains. The COVID-19 pandemic highlights the relationship between individual behaviour and group risk. Mass training of all social strata of a country's entire population is therefore critical in mitigating the pandemic. The authors of this article argue that adult learning and education (ALE) can play a pivotal role particularly in countries where average literacy levels are low, as these are usually the same countries in which healthcare systems are more fragile. This article explains why ALE, especially the promotion of health literacy as part of ALE (which is itself part of lifelong learning), is necessary to enable individuals to make informed health-related decisions. Research has shown that low- or non-literate individuals are less responsive to health education, less likely to use disease prevention services, and less likely to successfully manage chronic disease than literate citizens. The authors refer to the evaluation of the health literacy aspect of a large-scale adult literacy campaign launched in South Africa in 2008 which has yielded measurable outcomes and proved that the intervention had enabled adults to better understand health messages. They stress the importance of populations having at least a basic level of literacy and numeracy skills to enable them to receive and act on vital information during a pandemic or disaster. They argue that ALE should in fact be understood as an inherent element of every national emergency strategy, both in terms of prior preparation for possible future emergencies (such as pandemics, earthquakes, tornados, flooding, bushfires etc.), and in terms of reaction to a given emergency such as the current COVID-19 pandemic.

Maugis, M.-P. (2019). **Engagement et apprenance en formation professionnelle continue obligatoire.** *Recherche et formation*, (91), 71-87.  
<https://doi.org/10.4000/rechercheformation.5502>

Les salariés sont souvent obligés de participer à des actions de formation professionnelle. Cela pose la question de leur autonomie de choix, donc de leur motivation et de leur engagement, et celle de l'éventuel rôle joué par leurs dispositions à apprendre. Cet article relate une recherche menée auprès de salariés participant par obligation à une formation. Cette recherche, inscrite dans le cadre théorique de la psychologie sociocognitive, s'appuie sur la diffusion d'un questionnaire auprès d'un échantillon aléatoire (n = 581) de salariés des secteurs public et privé. Il apparaît que le statut obligatoire et les dispositions à apprendre ne sont pas déterminants dans l'orientation globale du processus d'engagement. En revanche, la valeur perçue de la formation est centrale.

Sigot, J.-C., & Vero, J. (2020). **Subcontracting chain and workers' participation in continuing vocational training: findings from the French, quantitative, linked employer–employee survey of training and career paths.** *International Journal of Training and Development*, 24(3), 283-299. <https://doi.org/10.1111/ijtd.12197>

This article discusses the correlation between cascading subcontracting and employees' participation in continuing vocational training. Based on a capability approach, it uses the French quantitative linked employer–employee survey on training and career paths (DEFIS) to question to what degree inter-firm relations influence their employees' training opportunities and processes. The results suggest cascading effects in training participation, considered from the angle of taking part both in training and

training decision making. It addresses public policy issues arising from inequalities in employee participation with respect to the subcontracting relationship and thereby questions the liability of pure principal contractors.

Sonntag, M. (2019). **La formation continue des adultes en France : des repères.** *Les Sciences de l'éducation - Pour l'ère nouvelle*, 52(2), 101-122. <http://www.cairn.info/revue-les-sciences-de-l-education-pour-l-ere-nouvelle-2019-2-page-101.htm>

L'éducation et formation continue des adultes renvoient à des pratiques, des recherches et des débats multiples : formation professionnelle, éducation permanente, acquisition de compétences, validation des acquis de l'expérience et aussi construction de liens sociaux, et développement de soi. Elles constituent un secteur d'activité économique non négligeable avec des emplois et des qualifications reconnus. Nous aborderons ces questions en nous intéressant d'abord à l'andragogie et à la didactique professionnelle puis à la logique de compétence dans laquelle s'inscrit la formation professionnelle aujourd'hui et à la question de la professionnalisation, de la construction identitaire et de la validation des acquis de l'expérience. Enfin, les réseaux d'éducation populaire ou des universités du temps libre nous rappelleront que la formation des adultes ne se résume pas à la seule formation professionnelle

Stanistreet, P. (2020). **Thinking differently, together: Towards a lifelong learning society.** *International Review of Education*, 66(4), 449-455. <https://doi.org/10.1007/s11159-020-09858-7>

Tett, L. (2020). **The Wiley handbook of adult literacy.** *International Review of Education*, 66(4), 613-615. <https://doi.org/10.1007/s11159-020-09847-w>

Wotschack, P. (2020). **Drivers of training participation in low skilled jobs: the role of 'voice', technology, innovation and labor shortages in German companies.** *International Journal of Training and Development*, 24(3), 245-264. <https://doi.org/10.1111/ijtd.12195>

This article investigates the role of 'voice', technology, innovation (of products, services, or processes) and labor shortages in the training participation of low skilled workers in German companies. By building on the key findings of previous research, hypotheses on drivers of training participation are derived from filter theory and the concept of social embeddedness. Regression and cluster analysis based on the German IAB Establishment Panel (wave 2011) show evidence that training participation is shaped by 'voice'-related institutional company characteristics such as employee representation or formalized HR practices. Both characteristics often cluster together. Regression analyses confirm that companies in this cluster train a higher share of their low-skilled workforce. The share is particularly high when companies in this cluster face labor shortages. Apart from that, advanced technology and recent innovations at the company level are not related to higher rates of training participation among low skilled workers.

Zimmermann, B. (2020). **Employee voice and lifelong education capabilities in France and Germany: two models of responsibility.** *International Journal of Training and Development*, 24(3), 265-282. <https://doi.org/10.1111/ijtd.12196>

This paper discusses the scope of the employee's voice in lifelong education decisions, with a focus on qualified assembly-line workers and professional development schemes allowing their upward mobility out of the assembly line. Using a capability approach, it investigates voice as part of people's agency. Beyond examining the channels that allow employees to have a say in training matters – weak definition of voice – it addresses voice as a process that participates in the conversion of the available training resources and opportunities into lifelong education achievements – strong definition of voice. Comparing two subsidiaries of a multinational firm, one located in Germany and the other in France, we ask under what institutional and organizational conditions employees are able to express and then achieve what they value. In adopting a multi-level perspective which integrates qualitative data of an institutional, organizational and individual nature, we show how in France and Germany the worker's voice in training matters pertains to two different models of responsibility sharing. In Germany the worker's voice is associated with self-determination and self-care as a consequence of the externalization of lifelong education outside the confines of the firm; this results in a weak voice that requires personal or family resources in order to get converted into a strong voice. In France, where national legislation obliges firms to devote a percentage of the gross wage bill to training, companies have historically played an important role in the lifelong education of workers, so that until the country's last training reforms introducing a personal training account in 2014, the worker's voice was strongly shaped by organizational factors. Whether this voice is weak or strong depends upon the organizational strategy, processes and involvement in lifelong training.

## Marché du travail

Alaref, J., Samira, S., Gustavo Nicolas, G. N., & Audah, M. (2020). ***The Impact of Employer Discrimination on Female Labor Market Outcomes: Experimental Evidence from Tunisia***. <https://doi.org/10.1596/1813-9450-9361>

Bour, R., & Massis, D. (2020). **Les salaires dans la fonction publique territoriale**. *Insee Première*, 2(1812). Consulté à l'adresse [https://www.insee.fr/fr/statistiques/4647813?pk\\_campaign=avis-parution](https://www.insee.fr/fr/statistiques/4647813?pk_campaign=avis-parution)

En 2018, un salarié de la fonction publique territoriale (FPT) perçoit en moyenne 1 963 euros nets par mois en équivalent temps plein ; cette moyenne prend en compte tous les agents civils des collectivités territoriales, tous emplois et catégories confondus, qu'ils soient fonctionnaires ou non. Ce salaire net moyen augmente de 1,0 % sur un an en euros courants. Avec le regain de l'inflation, il se replie de 0,9 % en euros constants, après quatre années consécutives de hausse. Les fonctionnaires représentent 80 % des effectifs en équivalent temps plein de la FPT. Leur salaire net moyen baisse de 1,1 % en euros constants. Pour les non-fonctionnaires, il baisse plus modérément (– 0,2 %), principalement en raison du fort recul du nombre de contrats aidés, en moyenne moins rémunérés. Le salaire net moyen s'élève à 1 858 euros par mois dans les communes, à 2 044 euros dans les établissements publics de coopération intercommunale (EPCI) à fiscalité propre, à 2 119 euros dans les régions et à 2 177 euros dans les départements. Le salaire net des femmes est inférieur de 9,2 % en moyenne à celui des hommes, après 9,1 % en 2017. À caractéristiques identiques, l'écart est de 5,0 %. 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 FPT, le salaire net moyen baisse de 0,4 % en euros constants.

Essilfie, J., & Science, U. of L. F. of A. and. (2020). **Grades and labour market earnings in Canada: new evidence from the 2018 national graduates survey** (Thesis, Lethbridge, Alta.: University of Lethbridge, Dept. of Economics). Consulté à l'adresse [https://opus.uleth.ca/bitstream/handle/10133/5733/ESSILFIE\\_JOSEPHINE\\_MA\\_2020.pdf?sequence=3&isAllowed=y](https://opus.uleth.ca/bitstream/handle/10133/5733/ESSILFIE_JOSEPHINE_MA_2020.pdf?sequence=3&isAllowed=y)

This study examines how postsecondary education grades influence the labour market earnings of workers in Canada, and the moderating effects of field of study, level of study, gender, work experience while schooling, and other postsecondary educational qualification acquired since graduation. This study analyses cross-sectional data from the Public Use Microdata File of the 2018 National Graduates Survey (NGS) which follows the 2015 cohort of graduates three years after graduation. Unlike previous waves of the NGS, the 2018 data contain explicit information on the final grades obtained in postsecondary education programs. Using a two stage least square regression method, findings indicate that the overall grade point average is positively related to earnings, and this result is robust to model specification. This suggests that higher grades are important as they do translate into higher labour market earnings.

OCDE. (2020). **How are young graduates settling into the labour market?** *Education Indicators in Focus*, (76). <https://doi.org/10.1787/0cae6ba1-en>

The transition from tertiary education to work involves substantial uncertainty and changes between education programmes, jobs and industries. The current major disruption in the labour market is only going to increase this uncertainty, making it essential for graduates to be prepared for it. Graduates with more dynamic career trajectories are more likely to include interpersonal skills in their professional profiles. This confirms the need for higher education institutions to pursue their efforts to develop a comprehensive skill set for their graduates, including technical skills and also interpersonal skills.

Tani, M. (2020). **The labour market for native and international PhD students: similarities, differences, and the role of (university) employers.** In *GLO Discussion Paper Series* (N° 621). Consulté à l'adresse Global Labor Organization (GLO) website: <https://ideas.repec.org/p/zbw/glodps/621.html>

This paper studies the labour market outcomes of native and foreign PhD graduates staying as migrants in Australia, using data on career destinations over the period 1999-2015. Natives with an English-speaking background emerge as benefiting from positive employer discrimination, especially if graduating in Science, Technology, Engineering and Mathematics (STEM), for which they receive a premium that is unrelated to observed characteristics such as gender, age, and previous work experience. In contrast, foreign PhD graduates with a non-English speaking background experience worse labour market outcomes, especially if they work in the university sector. Acquiring education in the host country does not appear to eliminate uneven labour market outcomes between natives and foreigners.

Altet, M., & Marcel, J.-F. (2019). **Introduction. La vitalité d'une quinquagénaire : évolutions et perspectives des recherches en sciences de l'éducation.** *Les Sciences de l'éducation - Pour l'ère nouvelle*, 52(2), 7-9. <http://www.cairn.info/revue-les-sciences-de-l-education-pour-l-ere-nouvelle-2019-2-page-7.htm>

Couronné, J. (2020). **«Porte-parole» ou «copains, copines»? Les surveillant.es de collège, un groupe professionnel segmenté.** *Revue française de pédagogie*, (206), 135-147. <http://www.cairn.info/revue-francaise-de-pedagogie-2020-1-page-135.htm>

D'après une enquête ethnographique menée au sein de deux collèges relevant de l'éducation prioritaire, cet article analyse l'hétérogénéité d'un groupe professionnel peu étudié, celui des surveillant.es. En effet, il rassemble des femmes et des hommes ayant des niveaux de diplôme, des origines sociales et des aspirations professionnelles contrastés. Cette hétérogénéité implique des variations de pratiques et de postures qui donnent à voir une logique interne de différenciation entre ces femmes et ces hommes. Nous avons distingué deux segments professionnels. Le premier regroupe des surveillant.es, qui tel.les des «porte-parole» de l'institution scolaire, cherchent à éduquer et faire autorité auprès des élèves. Quant au second, il rassemble des surveillant.es qui interagissent avec les élèves comme des «copains, copines». Ces dernier.ères mobilisent alors le feeling et l'échange de «vannes» pour repérer ainsi que protéger les élèves les plus en difficulté, déstabilisant ainsi la norme sociale de la «bonne distance».

David K., D. K., Yuan, F., & Filmer, D. (2020). **Are Teachers in Africa Poorly Paid?: Evidence from 15 Countries.** <https://doi.org/10.1596/1813-9450-9358>

DeMatthews, D., Knight, D., Reyes, P., Benedict, A., & Callahan, R. (2020). **From the Field: Education Research During a Pandemic.** *Educational Researcher*, 49(6), 398-402. <https://doi.org/10.3102/0013189X20938761>

Education researchers have been impacted by COVID-19 as school closures interrupted ongoing education research, including clinical trials, case study and ethnographic inquiry in schools, and longitudinal studies using federal, state, or district administrative data. The recommendations we present here focus on immediate and future actions education researchers can take to support public health and educational institutions dealing with a pandemic. Clearly not exhaustive, our recommendations are intended to prompt the education research community to collectively consider how the field's efforts can both inform the knowledge base and support frontline educators and health care researchers dealing with COVID-19.

Firestone, A. R., Cruz, R. A., & Rodl, J. E. (2020). **Teacher Study Groups: An Integrative Literature Synthesis.** *Review of Educational Research*, 90(5), 675-709. <https://doi.org/10.3102/0034654320938128>

Until recently, existing research on teacher professional development (PD) has largely relied on teacher perceptions and self-reports to evaluate effectiveness. Though more current research has used a diverse array of designs and methodologies to examine impact on teacher knowledge, practice, and student learning, uncertainty regarding the effectiveness of various PD models remains, particularly for these nonperceptive variables. There has been a call in the field to apply a consistent conceptual framework in order to identify critical mechanisms underlying effective models and to support improved theorizing about teaching and learning. Thus, we present an integrated



literature synthesis of one collaborative model of PD, teacher study groups (TSGs), in an effort to make sense of the relatively rich body of research that has been performed on this model. We identified 32 studies that examined TSGs' impact on teacher and student outcomes and synthesized this research using Desimone's five-factor conceptual framework, which is being increasingly applied across the field. Findings suggest that TSGs are an effective PD model and that there are components of the model not accounted for in the five-factor framework that affect teacher outcomes and student learning. We conclude with a discussion of implications, including limitations of the five-factor framework and ideas for further refinement that situate PD in a vast empirical landscape.

Isambert-Jamati, V. (2020). **Les enseignants et la division sociale à l'école aujourd'hui**. *Revue française de pédagogie*, (206), 57-67. <http://www.cairn.info/revue-francaise-de-pedagogie-2020-1-page-57.htm>

Dans ce texte publié en 1976, l'auteure s'intéresse aux propriétés sociales des enseignants et à leur position dans la structure des classes. Elle montre que les évolutions propres à leur recrutement n'ont en rien conduit à une démocratisation de ce recrutement, et interroge les divers aspects de la politique scolaire en se demandant en quoi ils incitent les enseignants à des comportements, des pratiques ou des représentations différenciateurs et s'exerçant au détriment ou, au contraire, en faveur des enfants de la classe ouvrière. Critiquant, dès cette époque, le mythe de l'unicité de l'école publique, elle montre déjà l'existence chez les enseignants de stratégies d'évitement des écoles et établissements des quartiers ouvriers. Elle analyse ensuite comment une certaine idéologie de la neutralité scolaire peut conduire en fait à des types de comportement et des modes d'action pédagogique qui favorisent les enfants déjà les plus favorisés, et conclut sa réflexion sur la nécessité d'une analyse critique des contenus d'enseignement.

Jarraud, F. (2020a, septembre 7). **Asma Benhenda : Tous des bons profs**. Consulté 9 septembre 2020, à l'adresse La café pédagogique website: [http://www.cafepedagogique.net/LEXPRESSO/Pages/2020/09/07092020Article637350611063610865.aspx?actId=ebwp0YMB8s1\\_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN\\_MAIL&actSource=504404](http://www.cafepedagogique.net/LEXPRESSO/Pages/2020/09/07092020Article637350611063610865.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=504404)

Peut-on prétendre améliorer l'École sans s'intéresser au sort des enseignants ? En principe, non. En réalité les réformes qui se succèdent ne s'intéressent aux professeurs que pour accroître les injonctions et pressions de toutes sortes. Pour Asma Benhenda, chercheuse à l'École d'économie de Paris puis à l'University College London, « les politiques éducatives à destination des enseignants témoignent d'un dramatique rendez-vous manqué ». Dans "Tous des bons profs (Fayard) elle réunit les résultats de recherches peu connues du grand public pour montrer comment des politiques éducatives tournées vers les enseignants peuvent réduire les inégalités du système éducatif pour le plus grand bien de tous.

Jarraud, F. (2020b, septembre 9). **Le confinement et l'isolement des professeurs**. Consulté 14 septembre 2020, à l'adresse Le café pédagogique website: [http://www.cafepedagogique.net/lexpresso/Pages/2020/09/09092020Article637352340225672711.aspx?actId=ebwp0YMB8s1\\_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN\\_MAIL&actSource=504437](http://www.cafepedagogique.net/lexpresso/Pages/2020/09/09092020Article637352340225672711.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=504437)

« Quels ont été les effets du confinement sur les activités et les métiers des professionnels de l'enseignement ? Comment ont-ils vécu cette période sur le plan professionnel, comment s'y sont-ils adaptés et que restera-t-il sur la durée de cette période "extraordinaire" ? » L'IFé publie les premiers résultats d'une enquête portant sur 4000 professionnels dont 3000 enseignants et 500 personnels de direction et inspection. L'enquête montre une diminution des évaluations durant le confinement et « des appuis plus souvent trouvés dans les compétences personnelles que dans la collaboration avec les collègues ». « Les points forts les plus cités par l'ensemble des répondants pour parvenir à faire son travail pendant le confinement sont les compétences d'organisation et de communication/médiation. Elles ont largement constitué un appui pour les enseignants (68% et 64%), pour les formateurs (73% et 75%), pour les coordinateurs (76% et 72%) et encore plus pour les personnels de direction et inspecteurs (79% et 81%). Le second appui majeur correspond à la maîtrise des outils informatiques pour deux tiers des enseignants (66%), des formateurs (70%) et des coordinateurs (70%). Les échanges avec les pairs ont constitué une aide pour les personnels de direction et inspecteurs (74%) et pour les coordinateurs (68%). En revanche, la collaboration avec les collègues est moins souvent déclarée comme un appui par les formateurs (64%) et nettement moins par les enseignants (38%). »

Jarraud, F. (s. d.-a). **Anne-Claudine Oller : L'heure du coaching scolaire ?** Consulté 15 septembre 2020, à l'adresse Le café pédagogique website: [http://www.cafepedagogique.net/lexpresso/Pages/2020/09/15092020Article637357524\\_169890627.aspx?actId=ebwp0YMB8s1\\_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN\\_MAIL&actSource=504528](http://www.cafepedagogique.net/lexpresso/Pages/2020/09/15092020Article637357524_169890627.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=504528)

Qu'est-ce que le « coaching scolaire » ? Pourquoi cette pratique émerge-t-elle et qui sont ceux qui y ont recours ? Venu du monde de l'entreprise, le coaching scolaire entend permettre aux élèves de mieux vivre leur scolarité et de développer un certain nombre de compétences attendues dans l'école et dans le monde du travail. Anne Claudine Ollier interroge le discours des coachs. Elle montre aussi comment l'Etat, y compris l'éducation nationale, soutient une pratique qui ne profite qu'aux plus favorisés.

Jarraud, F. (s. d.-b). **Profs : La crise du recrutement s'approfondit.** Consulté 9 septembre 2020, à l'adresse [http://www.cafepedagogique.net/lexpresso/Pages/2020/09/01092020Article637345426\\_326460235.aspx?actId=ebwp0YMB8s1\\_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN\\_MAIL&actSource=504304](http://www.cafepedagogique.net/lexpresso/Pages/2020/09/01092020Article637345426_326460235.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=504304)

Knight, D. S. (2020). **Accounting for Teacher Labor Markets and Student Segregation in Analyses of Teacher Quality Gaps.** *Educational Researcher*, 49(6), 454-458. <https://doi.org/10.3102/0013189X20925805>

Studies show that historically underserved students are disproportionately assigned to less qualified and effective teachers, leading to a "teacher quality gap." Past analyses decompose this gap to determine whether inequitable access is driven by teacher and student sorting across and within schools. These sorting mechanisms have divergent policy implications related to school finance, student desegregation, teacher recruitment, and classroom assignment. I argue that analyses of the teacher quality gap that consider how teachers and students are sorted across labor markets offer additional policy guidance. Using statewide data from Texas, I show that teacher

quality gaps are driven by sorting across school districts within the same labor market, but this finding differs depending on how "teacher quality" is defined.

Lee, O., & Stephens, A. (2020). **English Learners in STEM Subjects: Contemporary Views on STEM Subjects and Language With English Learners**. *Educational Researcher*, 49(6), 426-432. <https://doi.org/10.3102/0013189X20923708>

With the release of the consensus report *English Learners in STEM Subjects: Transforming Classrooms, Schools, and Lives*, we highlight foundational constructs and perspectives associated with STEM subjects and language with English learners (ELs) that frame the report. The purpose here is to elevate these constructs and perspectives for discussion among the broader education research community. First, we provide an overview of the unique contributions of the report to move the ELs and STEM fields forward. Second, we describe ELs in terms of their heterogeneity and the inconsistency of educational policies that affect their learning opportunities in STEM subjects. Third, we describe contemporary views on STEM subjects and language with ELs that indicate that instructional shifts across STEM subjects and language are mutually supportive. Fourth, we describe promising instructional strategies to promote STEM learning and language development with ELs. Lastly, we close the article by reimagining STEM education with ELs and offer potential next steps. These foundational constructs and perspectives on STEM subjects and language with ELs are critical because they provide the conceptual grounding for the design of the education system for ELs. The report could contribute to building a knowledge base for ELs in STEM subjects and language as education research, policy, and practice converge to reimagine what is possible to both support and challenge ELs to learn academically rigorous content standards that are expected of all students.

Magendie, É. (2019). **Dynamique de transformation de la compétence de supervision des enseignants débutants : le cas de deux stagiaires EPS en formation par alternance**. *Recherche et formation*, (91), 55-69. <https://doi.org/10.4000/rechercheformation.5482>

Cette recherche est centrée sur la dynamique de transformation de la compétence de supervision de deux stagiaires en EPS. Elle s'attache à décrire l'organisation de leur activité, c'est-à-dire les schèmes qu'ils mobilisent en situation à travers l'identification des buts qu'ils visent et des principes tenus pour vrais qui orientent et guident leurs actions. Elle vise à apporter aux formateurs des ressources susceptibles de les aider à accompagner la dynamique de construction des apprentissages professionnels. Les résultats mettent en évidence les principales transformations observées et les difficultés persistantes. La discussion des traits saillants de ces transformations nous conduit à proposer des pistes pour la formation des stagiaires.

Marcel, J.-F. (2019). **D'aujourd'hui à demain : une discipline sous l'égide de Janus**. *Les Sciences de l'éducation - Pour l'ère nouvelle*, 52(2), 123-140. <http://www.cairn.info/revue-les-sciences-de-l-education-pour-l-ere-nouvelle-2019-2-page-123.htm>

Ce texte livre une réflexion à la fois actuelle et prospective sur la discipline des Sciences de l'éducation. L'auteur défend qu'elle se trouve aujourd'hui positionnée au cœur de cinq carrefours stratégiques aux enjeux majeurs pour son avenir : le changement de nom, la formation des enseignants, les liens avec ses disciplines contributives, la diversification de ses objets, la refondation de son rapport aux attentes sociales. En examinant les deux issues possibles chaque fois, quasiment antinomiques (d'où la

référence à Janus), l'une étant plutôt « optimiste » et l'autre plutôt « pessimiste », l'auteur propose une feuille de route pour la discipline.

Marsicano, C. R., & Brooks, C. (2020). **Professor Smith Goes to Washington: Educational Interest Group Lobbying, 1998–2017**. *Educational Researcher*, 49(6), 448-453. <https://doi.org/10.3102/0013189X20921845>

Congressional lobbying by education-related interest groups is an understudied subject in education research. This brief uses congressional lobbying expenditure data from 1998 to 2017 to examine trends in lobbying behavior by labor unions; K–12 education providers; and public, private nonprofit, and for-profit higher education institutions. Education interest groups have spent in excess of \$2 billion lobbying Congress since 1998. Higher education institutions represent a disproportionate share of lobbying activity and expenditures, accounting for almost 70% of education-focused interest groups and around 80% of education-related lobbying expenditures. Lobbying expenditures steadily rose until 2011 before rapidly declining. The brief speculates as to the possible reasons for these trends and concludes with a call for greater research on lobbying for education.

Mignot, E. (2020, septembre 1). **Rentrée : le ras-le-bol des chefs d'établissement**. Consulté 9 septembre 2020, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/rentree-ras-bol-chefs-detablissement/00093752>

En première ligne pour gérer une rentrée chaotique, les directeurs, de l'école au lycée, expriment incompréhension et déception à l'égard des évolutions de leur métier.

Peyronie, H. (2019). **Être sociologue de l'éducation et militant pour une pédagogie nouvelle et populaire : une impossibilité théorique pour la sociologie française de l'éducation dominante dans les années 1980 et 1990 ?** *Les Sciences de l'éducation - Pour l'Ere nouvelle*, Vol. 52(2), 61-100. <http://www.cairn.info/revue-les-sciences-de-l-education-pour-l-ere-nouvelle-2019-2-page-61.htm>

Cet article opère un retour critique sur le courant de la sociologie française de l'éducation centré sur l'évaluation socialement différentielle de pratiques scolaires induites par des « innovations », dans les années 1980-1990. Au-delà du socio-linguiste britannique B. Bernstein, que l'on peut considérer comme le pionnier de cette orientation de recherche, l'auteur distingue trois générations d'universitaires français qui ont fait exister ce courant. Si deux figures de la première génération des chercheurs de la discipline des Sciences de l'éducation (V. Isambert-Jamati et G. Snyders) ont nourri l'émergence de cette orientation de recherche, c'est avec le Suffit-il d'innover ? de G. Langouët (1985) et avec une « deuxième génération » de chercheurs que ce modèle de référence s'impose. Celui-ci est souvent durci lors de la réception des publications de recherche qu'il oriente. Il se rigidifie dans les travaux d'une « troisième génération », en même temps qu'il s'affaiblit comme modèle de référence. En reconstituant le contexte théorique, idéologique et politique de cette époque, l'auteur identifie une « faille » principale dans ce rejet indifférencié des innovations pédagogiques : l'absence de travail en vue d'une identification de différences parmi les innovations quant à leurs visées sociales et quant à leurs effets sociaux escomptés. Il analyse ensuite les raisons probables de cette faille. Trente années plus tard, le contexte théorique et idéologique s'étant modifié, l'auteur évoque « un renouvellement épistémologique » caractérisé par des travaux pluri-disciplinaires en équipe ou en

réseau, qui intègrent la variable des intentions pédagogiques et des pratiques professionnelles de l'enseignant dans son rapport à la division sociale, s'attardent sur les processus d'appropriation des contenus de savoir par les élèves, et qui restaurent la question de la construction des inégalités éducatives, en conjuguant entre eux des cadres épistémologiques multiples.

Thompson Dorsey, D. N., Domina, T., Ahn, J., McEachin, A., & Woulfin, S. L. (2020). **A Letter From the Editors: Reflections on Generative, Cross-Cutting, Transformative, and Timely Education Research.** *Educational Researcher*, 49(6), 395-397. <https://doi.org/10.3102/0013189X20949196>

## Numérique et éducation

Collin, S. (2020). **Effets de l'utilisation des médias numériques à la maison par les élèves de l'éducation préscolaire sur leurs premiers apprentissages en lecture selon la médiation parentale, le milieu socioéconomique, la langue parlée à la maison et le sexe.** Consulté à l'adresse FRQSC website: <https://www.crifpe.ca/publications/view/24911>

L'éducation préscolaire constitue une étape-clé pour la compétence à lire. Il s'agit d'une période où se développent plusieurs habiletés langagières et cognitives, regroupées sous le vocable des « premiers apprentissages en lecture ». Ces derniers sont fortement prédictifs de la réussite en lecture ultérieure des élèves et sont influencés par des facteurs tels que la médiation parentale en lecture, le niveau socioéconomique, la ou les langue(s) parlée(s) à la maison et le sexe. Étant donné l'augmentation constante des médias numériques dans la vie quotidienne des élèves de l'éducation préscolaire et l'exposition riche à l'écrit qu'ils offrent, il est possible de penser qu'ils pourraient constituer un facteur supplémentaire contribuant à prédire les premiers apprentissages en lecture. Aussi, ce projet a poursuivi la question de recherche suivante: quels sont les effets de l'utilisation des médias numériques à la maison sur le développement des premiers apprentissages en lecture selon la médiation parentale en lecture, le niveau socioéconomique, la ou les langue(s) parlée(s) à la maison, et le sexe? La collecte de données a été menée auprès de 133 familles de la région de Montréal et de Sherbrooke. Les résultats indiquent que l'utilisation des médias numériques est peu associée aux premiers apprentissages en lecture. Quand elle l'est, elle influence ces derniers négativement, sauf en ce qui concerne le nombre de livres numériques présents à domicile, qui est le seul prédicteur des médias numériques positivement associé aux 1ers apprentissages en lecture. Il est donc possible de penser que l'utilisation des médias numériques est davantage défavorable aux premiers apprentissages en lecture dans la mesure où les médias numériques sont peu utilisés pour des activités de lecture et que le temps passé à les utiliser serait du temps en moins qui pourrait être investi dans des pratiques de lecture. En outre, le milieu socioéconomique est constamment associé aux premiers apprentissages en lecture, alors que le sexe et la langue parlée n'interviennent pas significativement.

Darling-Aduana, J., & Heinrich, C. (2020). **The Potential of Telepresence for Increasing Advanced Course Access in High Schools.** *Educational Researcher*, 49(6), 415-425. <https://doi.org/10.3102/0013189X20932461>

The adoption of telepresence technology in K–12 schools potentially expands students' access to course offerings and new ways of learning, but little is known about its implementation and promise for improving student outcomes. We employ a mixed-methods analysis to examine the experiences of students and teachers in telepresence courses in a large, urban school district as well as student learning outcomes and access to advanced placement courses. Findings from fixed effects models indicate improved access to advanced courses and higher ACT scores among students enrolled in telepresence courses. In surveys, students and teachers reported generally favorable perceptions about the enhanced opportunities for advanced course-taking and collaboration across schools afforded by the telepresence technology.

Lesage, M. (2019). **Mise à l'essai fonctionnelle d'une application Internet pour l'implantation d'un processus d'évaluation hiérarchique des apprentissages** (Phd, Université du Québec à Montréal). Consulté à l'adresse <http://semaphore.uqar.ca/id/eprint/1622/>

La problématique de l'évaluation des équipes dans le domaine de l'éducation a été, jusqu'à maintenant, partiellement résolue. Beaucoup de recherches ont été faites dans ce champ d'études en ce qui concerne l'évaluation des équipes à un seul niveau de hiérarchisation dans les cas où un membre d'équipe évalue son chef d'équipe, et, inversement, lorsqu'un chef d'équipe évalue les membres de son équipe. Cependant, l'évaluation des équipes dans ce contexte ne prend pas en considération le cas de l'évaluation des équipes à plusieurs niveaux de hiérarchisation contrairement au domaine de la gestion, où l'on résout ce problème grâce aux systèmes de gestion et aux systèmes d'information qui évaluent des équipes à structure arborescente. Cette thèse veut résoudre cette problématique et proposer des méthodes d'évaluation des équipes à plusieurs niveaux de hiérarchisation en plus de réaliser une application informatique accessible par Internet, application qui planterait ce processus d'évaluation dans le domaine de l'éducation. L'actuel projet doctoral propose donc une solution pour permettre l'évaluation des équipes à plusieurs niveaux de hiérarchisation dans le domaine de l'éducation. Généralement, lorsqu'un enseignant évalue le travail de plusieurs étudiants, l'évaluation est la même pour tous. Cela permet à l'enseignant de porter un jugement sur l'atteinte des objectifs d'apprentissage par les étudiants ainsi que de classer ceux-ci selon les résultats obtenus. Cependant, dans certains cas, il se peut que des cours, des examens ou des tâches d'évaluation complexes puissent être exécutés en équipe et que ces équipes puissent compter plusieurs niveaux de hiérarchisation. Dans ce cas, l'objet d'évaluation n'est plus forcément le même pour tous les étudiants et peut ainsi varier en fonction de leur position hiérarchique au sein de l'équipe. Certains étudiants seront simplement membres d'une équipe, tandis que d'autres seront chefs d'équipe ou même administrateurs de groupe. De plus, dans un but pédagogique, les équipes peuvent être formées ou reconfigurées durant un même semestre afin que leurs membres puissent occuper différentes positions hiérarchiques au cours d'une même tâche d'évaluation. Ce projet de recherche s'intéresse particulièrement à de telles situations d'évaluation. Cette recherche porte plus spécifiquement sur le développement et la mise en œuvre d'une application Internet pour l'implantation d'un processus d'évaluation hiérarchique des apprentissages. L'application comporte des grilles d'évaluation dont les critères varient en fonction de la position hiérarchique des membres d'une équipe. Pour ce faire, l'application développée doit comprendre des processus d'agrégation qui permettent la formation et la dissolution des équipes à

plusieurs niveaux de hiérarchisation, des processus d'évaluation formative et sommative qui varient en fonction de la position hiérarchique des membres de l'équipe ainsi que des fonctionnalités de présentation de tâches d'évaluation complexes à plusieurs niveaux de hiérarchisation. À la suite des considérations en lien avec le cadre théorique, il est apparu nécessaire de proposer deux objectifs spécifiques, soit (1) le développement d'une application informatique répondant à la liste des critères définissant l'évaluation hiérarchique ainsi que (2) la mise à l'essai de l'application afin de vérifier ses fonctionnalités et la satisfaction des utilisateurs en ce qui concerne son utilisation. L'application Cluster a ensuite été développée en langage PHP par le centre Cdame; elle est supportée par une base de données MySQL selon une méthodologie de recherche-développement. La première mise à l'essai fonctionnelle a été effectuée par les chercheurs du Centre Cdame. Durant cette étape, les chercheurs ont testé le bon fonctionnement du logiciel, le processus d'agrégation, les grilles d'évaluation ainsi que la présentation de tâches d'évaluation d'équipes à plusieurs niveaux de hiérarchisation. Le fonctionnement de l'application et les fonctionnalités de l'interface utilisateur ont été testés lors des itérations subséquentes. La deuxième mise à l'essai fonctionnelle a été effectuée par des chercheurs du Cdame ainsi que par d'autres professeurs et étudiants de l'UQÀM. Cette deuxième mise à l'essai fonctionnelle avait pour but de tester l'application en laboratoire informatique par la présentation d'une tâche d'évaluation complexe pour des équipes à plusieurs niveaux de hiérarchisation dans laquelle les chercheurs jouaient le rôle de membres d'une équipe et occupaient différentes positions hiérarchiques. L'application a ensuite fait l'objet de deux mises à l'essai empiriques. La première a été effectuée dans le cadre d'un stage en éducation et a donné lieu à plusieurs modifications de l'application. La seconde s'est déroulée au sein de l'organisation des Cadets de l'armée dans le cadre de l'entraînement sur la cartographie. Les mises à l'essai de l'application auprès d'experts, d'enseignants et d'élèves ont permis d'observer que l'application Cluster permet effectivement de gérer le travail en équipe. Cela dit, le développement lié à l'évaluation en fonction de la position hiérarchique exigera malheureusement une nouvelle mise à l'essai auprès d'autres élèves dans le futur afin de vérifier s'ils réussissent à utiliser le processus d'évaluation hiérarchique des apprentissages et à tirer profit de toutes ses possibilités. Il a aussi été observé que certains utilisateurs ont eu de la difficulté à utiliser l'application et à en comprendre le fonctionnement. L'une des phases de mise à l'essai a permis d'observer que le curriculum des stages en enseignement n'était pas suffisamment adapté pour y inclure l'utilisation de l'application Cluster. De plus, le temps que les utilisateurs ont consacré à se familiariser avec le fonctionnement de l'application a été jugé trop important dans le cas des expérimentations avec les étudiants du secondaire ainsi qu'avec les Cadets de l'armée. Des améliorations seront à apporter pour usage futur, principalement en ce qui concerne les normes XML, SCORM et IMS QTI. Dans le même esprit, il serait pertinent de penser à développer un module compatible avec Moodle de façon à ce que l'application soit facilement utilisable dans l'environnement qui a déjà été adopté par plusieurs institutions de formation. Enfin, des contraintes autant en ce qui concerne les programmes de formation que les pratiques pédagogiques actuelles font en sorte que la mise en oeuvre d'un processus d'évaluation des apprentissages hiérarchiques est assez difficile. Éventuellement, il faudrait associer l'expérimentation d'un processus d'évaluation des apprentissages hiérarchiques à une scénarisation pédagogique appropriée. Cette dernière pourrait d'ailleurs faire l'objet d'un projet de recherche en soi.

Sacré, M., Lafontaine, D., & Toczek, M.-C. (2020). **Identification de facteurs de succès pour les étudiants dans un dispositif hybride**. 32e colloque international de l'Admee-Europe. Présenté à Casablanca, Morocco. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-02923280>

La mise en place de dispositifs d'enseignement hybride connaît un essor sans précédent dans l'enseignement supérieur à l'international. Aussi, les questions relatives à leur efficacité font l'objet de nombreux questionnements scientifiques puisque les déterminants du succès de l'implantation de tels dispositifs ne sont pas encore définis clairement. Cette étude, réalisée dans le cadre d'un cours d'introduction à la démarche de recherche, a pour objectif l'identification des facteurs exerçant un effet sur les performances des étudiants, une semaine après l'enseignement. Notre échantillon est composé de 124 étudiants (101 femmes, 23 hommes, X=26,2 ans) en 2e année en soins infirmiers. Dans un premier temps, les variables analysées sont (1) la participation à un quiz et (2) la lecture d'un feedback. Des ANOVA montrent que les performances des étudiants sont plus élevées s'ils ont à la fois participé au quiz et lu leur feedback. Ces résultats varient selon que la tâche de performances vise la rétention ou la compréhension. Dans un second temps, l'effet du timing du feedback est analysé et est proposé aux étudiants un feedback immédiat (groupe expérimental 1, n=41) ou différé (groupe expérimental 2, n=40). Le groupe contrôle est constitué des étudiants qui n'ont pas participé au quiz (n=43). Un test t montre qu'il n'y a pas de différence de performances selon que le feedback soit rendu immédiatement après le quiz ou 24h après. D'après ces résultats, dans un dispositif hybride, il serait intéressant de proposer un quiz aux étudiants pour améliorer le transfert de leurs connaissances et de l'accompagner d'un feedback pour optimiser la mémorisation des connaissances. Une réplication de cette étude au sein d'autres disciplines de l'enseignement supérieur est recommandée.

Trainoir, M. (2019). **Les pratiques numériques des personnes à la rue : un support au maintien biographique de soi**. *Les Sciences de l'éducation - Pour l'ère nouvelle*, 53(3), 13-34. <http://www.cairn.info/revue-les-sciences-de-l-education-pour-l-ere-nouvelle-2019-3-page-13.htm>

La vie entre rue et assistance impose aux personnes à la rue un certain nombre d'épreuves spécifiques qui les oblige à lutter contre la dégradation de leurs situations d'existence et la menace identitaire qu'elles comportent. Ainsi, l'errance exacerbe les questions de l'identité, de la mémoire et de la projection. Dans cette perspective, nous interrogeons la manière dont les pratiques numériques interviennent comme supports pratiques et symboliques dans la lutte pour le maintien de soi. Cette lutte s'inscrit à la fois dans le quotidien de l'errance et dans le temps plus long de la biographie sur lequel nous nous centrons dans le cadre de cet article. Ainsi, nous montrons comment les pratiques numériques peuvent soutenir la recherche de continuité et de cohérence biographiques dans les temporalités passée, présente et future en permettant de conserver la mémoire et de faire lien avec le passé, de déposer des traces de son existence, de se raconter et d'expérimenter ses identités plurielles. Dans ce cadre, nous interrogeons également le rôle des institutions éducatives et sociales.



Barry, M., Gomez, R., Kaufman, B. E., Wilkinson, A., & Zhang, T. (2020). **Is it 'you' or 'your workplace'? Predictors of job-related training in the Anglo-American world.** *International Journal of Training and Development*, 24(3), 173-203. <https://doi.org/10.1111/ijtd.12192>

A group of collaborative approaches to education research sits uneasily within the existing infrastructure for research and development in the United States. The researchers in this group hold themselves to account to ways of working with schools, families, and communities that are different from the ways envisioned by models for education research promoted in U.S. policies and endorsed by U.S. federal agencies. Those models, widely supported by funders, privilege the research priorities of individual investigators and regularly yield products and findings with little relevance to educational practice. In this article, we review four collaborative approaches: Community-based Design Research, Design-based Implementation Research, Improvement Science in Networked Improvement Communities, and the Strategic Education Research Partnership. Through a participatory process involving developers and advocates for these approaches, we identified a set of interconnected principles related to collaboration, problem solving, and research. Further, we reviewed evidence of these principles in projects belonging to these four approaches. We contend it is worth attempting to understand, build upon, and support enactments of these principles in research proposals and projects, because there is evidence these approaches can promote agency and equity in education. To do so would require the field to develop criteria for judging quality, which peers can use to evaluate individual studies or sets of research; new outcomes by which to measure progress; new venues for developing and giving accounts of research; and an appreciation for the value of developing and cultivating relationships with educators, families, and communities as an integral part of research.

da Silva, C. S. C., Teixeira, M. A. P., Cardoso, P., Fernández-Navarro, P., Gonçalves, M. M., & Duarte, M. E. (2020). **Innovative moments and narrative change in career counselling: a case study.** *International Journal for Educational and Vocational Guidance*, 20(3), 635-652. <https://doi.org/10.1007/s10775-020-09422-7>

This case study of an undecided university student has two aims: to assess the effect of life design career counselling on autobiographical reasoning and career variables, and to analyse the client's narrative transformation using the innovative moments coding system. Results show improvement in career development and organization of autobiographical narrative. The client's narrative evolved from basic to complex levels of elaboration. The spontaneous emergence of re-conceptualization innovative moments differs from previous studies and suggests that counselling length and tasks can facilitate re-conceptualization. Among the implications, the use of narrative change markers to fit counselling tasks to clients' level of development is discussed.

Kim, N., & Baek, P. (2020). **A critical incident study: Exploring Korean workers' experiences with career chance events.** *International Journal for Educational and Vocational Guidance*, 20(3), 613-634. <https://doi.org/10.1007/s10775-020-09421-8>

We investigated South Korean workers' reflections on career chance events in terms of types of chance occurrences and factors that influence how these are reacted to. A critical incident technique was used to collect data from 85 participants using an open-ended questionnaire. Various types of events that happened unexpectedly were identified through a two-dimensional framework: whether an event was relationship

based or experienced based, and whether it occurred in personal areas or work areas. Influencing factors that affected the participants' reactions were also categorized using a two-dimensional framework: internal or external, and facilitating or discouraging dimensions.

Lee, Y., & Cho, D. (2020). **The effects of job demands, job resources, and personal resources on the psychological well-being of middle-aged workers in the United States: assessing latent profile differences.** *International Journal for Educational and Vocational Guidance*, 20(3), 501-521. <https://doi.org/10.1007/s10775-019-09414-2>

The purpose of this study is to better understand the psychological well-being of aged workers in the job demands-resources model. We conducted a latent profile analysis on job demands, job resources, and personal resources using responses of 1018 middle-aged adults from the National Survey of Midlife Development in the United States (MIDUS 3) dataset. Results suggested four latent profiles. Differences in the research variables between the profiles were examined using analysis of variance. Multiple regression analyses were conducted to compare the effects of the antecedents on well-being between the latent profiles. Implications for both HRD researchers and professionals are discussed.

Marinica, B. V., & Negru-Subtirica, O. (2020). **Relationships between volunteering functions and vocational identity in emerging adult volunteers.** *International Journal for Educational and Vocational Guidance*, 20(3), 591-611. <https://doi.org/10.1007/s10775-020-09418-3>

Volunteering can be a means of identity development in emerging adulthood and it can provide a protective environment for vocational identity formation. The aims of our study were two-fold: (1) to investigate vocational identity statuses of student emerging adult volunteers (N = 385, 75.1% females) and (2) to analyze how these statuses are linked to volunteering functions. First, we classified volunteers into six vocational identity statuses. Second, we found that volunteers in achievement and moratorium statuses scored highest on most of the volunteering functions as they are actively exploring their vocational alternatives. Implications for research and practice are discussed.

Martončík, M., Kačmárová, M., Hruščová, E., Magáčová Žilková, I., & Kravcová, M. (2020). **Validity of Holland's theory in adolescence: evidence from a Slovak sample.** *International Journal for Educational and Vocational Guidance*, 20(3), 543-565. <https://doi.org/10.1007/s10775-019-09416-0>

The underlying calculus assumption of Holland's theory was tested in two samples of primary school students (N1 = 400 and N2 = 250) with an average age of 13.86 and 14.14 years, respectively. Both exploratory and confirmatory multidimensional scaling and Hubert and Arabie's randomization test of hypothesized order relations were calculated. The circular spatial arrangement of RIASEC types was not confirmed in either of the two samples. The study discusses possible causes of the inappropriateness of using Holland's model in an adolescent sample.

McMahon, M., Bimrose, J., Watson, M., & Abkhezr, P. (2020). **Integrating storytelling and quantitative career assessment.** *International Journal for Educational and Vocational Guidance*, 20(3), 523-542. <https://doi.org/10.1007/s10775-019-09415-1>

Combining quantitative career assessment with narrative career counselling is a career counselling challenge. The Integrative Structured Interview (ISI) facilitates this integration

through the narration of career stories based on quantitative scores, such as those of the Self-Directed Search. The aims of this single case research were to: (a) examine the process of an Integrative Structured Interview with a participant, and (b) explore it from the participant and interviewer perspectives using an interpersonal process recall interview. The results suggest the benefits of the ISI process and a need for further research with a range of client groups.

Međugorac, V., Šverko, I., & Babarović, T. (2020). **Careers in sustainability: an application of Social Cognitive Career Theory**. *International Journal for Educational and Vocational Guidance*, 20(3), 477-499. <https://doi.org/10.1007/s10775-019-09413-3>

Adolescents' interests and goals for pursuing a career in the environmental, social and economic sustainability domains were explored within the Social Cognitive Career Theory (SCCT) framework. Respondents were secondary school graduates from Croatia who participated in an online study (N = 582). Using SEM, the SCCT model was confirmed as an adequate framework for conceptualizing the origins of career interests and goals in the three sustainability domains, especially with contextual supports and barriers included as both direct and indirect effects (via learning experiences, self-efficacy, and outcome expectations) on goals. Implications of results for career guidance practice and policies are discussed.

## Politique de l'éducation et système éducatif

Addi-Racah, A. (2019). **Resources and Influences: Parents in Leadership Positions in Low-/Mid-SES and High-SES Schools in Israel**. *Educational Administration Quarterly*, 56(4), 600-640. <https://doi.org/10.1177/0013161X19883693>

Purpose: This study focused on parents' involvement in their children's schools through participation in collective leadership roles. Based on Bourdieu's approach the current analysis examined the link between parents' types of resources, types of involvement in schools, and their influences over different school domains while comparing parents from two socioeconomic status (SES) levels (low/mid and high). Research Design: Participants comprised 624 parents from 21 randomly selected elementary schools, of which 10 were of low-/mid-SES and 11 high-SES schools. Data were collected by a questionnaire and analyzed based on multivariate analysis of variance and multi-group structural equation modeling approach. Findings: It was found that for holding leadership roles in schools, parents activate diverse education-related resources. Once gaining a formal leadership role parents may feel a legitimate right to influence schools, mainly on issues related to school management domains such as fundraising. Although, some differences occurred between high-SES and low-/mid-SES schools, there was a similarity regarding parents' leadership roles that may benefit schools by bridging between the schools and their environment. Conclusions: As schools become more heterarchical, parent leadership may be able to play an increasingly significant role in facilitating the school principal's work and fostering school improvement. Accordingly, school principals need to support and encourage parent leadership, particularly in low-SES schools. For that purpose, educators must be more attentive, accepting and value the resources of parents of low-SES schools.

Arbuthnot, K. (2020). **Reimagining Assessments in the Postpandemic Era: Creating a Blueprint for the Future**. *Educational Measurement: Issues and Practice*, 39(3), 97-99. <https://doi.org/10.1111/emip.12376>

Aroles, J., Vallat, D., & De Vaujany, F.-X. (2020). **Higher education in a post-covid world: propositions for an open university** [Research Report]. Consulté à l'adresse Dauphine recherche en Management; PSL Research University website: <https://hal.archives-ouvertes.fr/hal-02925628>

Benhenda, A. (2020). **Education policy, inequalities and student achievement** (These de doctorat, Paris, EHESS). Consulté à l'adresse <http://www.theses.fr/2020EHES0044>  
Cette thèse analyse l'efficacité des dispositifs mis en place par la puissance publique pour atteindre leurs trois principaux objectifs : attirer et retenir des enseignants de qualité, aider les enseignants à s'améliorer, et appareiller les enseignants à leurs élèves de façon à réduire les inégalités éducatives. Par rapport à l'essentiel de la littérature académique existante consacrée aux politiques éducatives à destination des enseignants, cette thèse élargit le champ d'analyse au rôle d'acteurs peu étudiés dans la littérature : les jurys des concours de recrutement, les inspecteurs d'académie et les chefs d'établissement, mais aussi les enseignants remplaçants, qu'ils soient titulaires ou contractuels .Elle étend enfin la discussion au système éducatif dans son ensemble à travers l'analyse d'un mécanisme d'incitations non-monétaires mis en place pour attirer et retenir les enseignants dans les établissements défavorisés.

Bennett, P. W. (2020). **The state of the system: a reality check on Canada's schools**. Québec: McGill-Queen's University Press. <https://www.mqup.ca/state-of-the-system--the-products-9780228000846.php>

« Over the last fifty years, Canada's public schools have been absorbed into a modern education system that functions much like Max Weber's infamous iron cage. Crying out for democratic school-level reform, the system has become a centralized, bureaucratic fortress that, every year, becomes softer on standards for students, less accessible to parents, further out of touch with communities, and surprisingly unresponsive to classroom teachers. Exploring the nature of the Canadian education order in all its dimensions, *The State of the System* explains how public schools came to be so bureaucratic, confronts the critical issues facing kindergarten to grade 12 public schools in all ten provinces, and addresses the need for systemic reform. Going beyond a diagnosis of the stresses, strains, and ills present in the system, Paul W. Bennett proposes a bold plan to re-engineer schools on a more human scale as the first step in truly reforming public education. In place of school consolidation and managerialism, one-size-fits-all uniformity, limited school choice, and the "success-for-all" curriculum, Bennett advocates for a new set of priorities: decentralize school governance, deprogram education ministries and school districts, listen to parents and teachers, and revitalize local education democracy. Tackling the thorny issues besetting contemporary school systems in Canada, *The State of the System* issues a clarion call for more responsive, engaged, and accountable public schools. »--

Bonnéry, S., & Douat, E. (2020). **L'éducation aux temps du coronavirus**. Consulté à l'adresse <https://ladispute.atheles.org/index.html>

Le 12 mars 2020, face à la pandémie, le Président de la République annonce la fermeture de tous les établissements d'enseignement. Le ministre de l'Éducation

nationale exhorte à assurer la « continuité pédagogique » à distance. Comment, dans l'urgence et l'impréparation, confinés, enseignants et élèves, familles et étudiants font-ils dans les semaines qui suivent ? Que révèle cette « crise » de l'état du système d'enseignement ? Comment ce confinement sert-il à l'accélération des réformes gouvernementales en cours ? Treize spécialistes de l'éducation, de la maternelle à l'université, coopèrent et tentent de répondre à ces questions et d'ouvrir les chantiers de recherche que cette séquence inédite impose.

Buard, K. (2020a). **L'évaluation et la qualité au service de l'école inclusive** (Phdthesis, Université de Nanterre - Paris X). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-02929409>

Le système éducatif français est désormais tenu de répondre à une triple exigence : 1) un paradigme de l'inclusion qui se substitue à celui de l'intégration, 2) une école de qualité pour tous qui constitue un surcroît d'exigence par rapport à l'objectif de réussite pour tous, 3) une redéfinition des responsabilités à chaque niveau du système. Dans ces conditions, les dispositifs pour élèves à besoins éducatifs particuliers (BEP) constituent un instrument privilégié au service d'une école inclusive et de qualité. Cette thèse se situe à l'échelle des établissements secondaires, à qui les responsables nationaux ont délégué de relever ce défi. Leurs acteurs doivent encore pour cela adapter leurs pratiques. Il s'agit d'interroger les leviers dont ils disposent pour répondre aux impératifs de qualité, d'inclusion et d'empowerment et d'envisager, face à ce faisceau d'exigences, l'inscription des établissements dans un processus d'amélioration continue de la qualité. La thèse, organisée en quatre articles, est construite autour d'une enquête sur les dispositifs proposés par des collèges publics aux élèves à haut potentiel intellectuel (HPI). Les trois premiers articles analysent différentes composantes de ces dispositifs pour élèves à BEP : l'appréciation des besoins des élèves à HPI par les principaux de collège pour le premier, l'accompagnement individuel de ces collégiens par un adulte dans le second, les facteurs à l'origine de leur satisfaction scolaire pour le troisième. Cette analyse conduit à produire un outil d'autoévaluation des établissements, i.e. un modèle d'évaluation de la qualité des dispositifs pour élèves à BEP qui est présenté dans le dernier article.

Buard, K. (2020b). **L'évaluation et la qualité au service de l'école inclusive** (Phdthesis, Université de Nanterre - Paris X). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-02929409>

Le système éducatif français est désormais tenu de répondre à une triple exigence : 1) un paradigme de l'inclusion qui se substitue à celui de l'intégration, 2) une école de qualité pour tous qui constitue un surcroît d'exigence par rapport à l'objectif de réussite pour tous, 3) une redéfinition des responsabilités à chaque niveau du système. Dans ces conditions, les dispositifs pour élèves à besoins éducatifs particuliers (BEP) constituent un instrument privilégié au service d'une école inclusive et de qualité. Cette thèse se situe à l'échelle des établissements secondaires, à qui les responsables nationaux ont délégué de relever ce défi. Leurs acteurs doivent encore pour cela adapter leurs pratiques. Il s'agit d'interroger les leviers dont ils disposent pour répondre aux impératifs de qualité, d'inclusion et d'empowerment et d'envisager, face à ce faisceau d'exigences, l'inscription des établissements dans un processus d'amélioration continue de la qualité. La thèse, organisée en quatre articles, est construite autour d'une enquête sur les dispositifs proposés par des collèges publics aux élèves à haut potentiel intellectuel (HPI). Les trois premiers articles analysent différentes composantes de ces

dispositifs pour élèves à BEP : l'appréciation des besoins des élèves à HPI par les principaux de collège pour le premier, l'accompagnement individuel de ces collégiens par un adulte dans le second, les facteurs à l'origine de leur satisfaction scolaire pour le troisième. Cette analyse conduit à produire un outil d'autoévaluation des établissements, i.e. un modèle d'évaluation de la qualité des dispositifs pour élèves à BEP qui est présenté dans le dernier article.

Calmand, J., Chevaillier, T., & Giret, J.-F. (2020). **Between Change and Continuity: The Transformation of Doctoral Education in France**. Consulté à l'adresse <https://halshs.archives-ouvertes.fr/halshs-02926367>

de Guzman, A. B., & Adamos, J. L. (2020). **Like the layers of an onion: curricular noticing as a lens to understand the epistemological features of the Philippine K to 12 secondary mathematics curriculum materials**. *Educational Research for Policy and Practice*, 19(3), 389-409. <https://doi.org/10.1007/s10671-020-09264-8>

As major sources of information, curriculum materials (CMs) have generally served teachers and students by providing instructional and learning support. The impact of CMs on teachers' pedagogical practice and learners' engagement and success had been fairly documented. However, just as the use of CMs is influenced by teachers' orientations and learners' identity with the subject matter, the same can be said for textbook writers who attend, interpret and respond to curriculum content and standards. Guided by Dietiker, Males, Amador and Earnest (2018)'s curriculum noticing construct, this study examined the epistemological features of Philippine secondary school mathematics textbooks of the Department of Education. Four textbooks, one from each grade level, were analyzed via a directed qualitative content analysis. Following the inductive approach, significant statements from the texts were culled and organized through coding, categorizing and abstraction using a repertory grid. Member checking was done to validate the findings of the study. Interestingly, the study afforded the development of the Onion Model of Curricular Noticing Dynamics in Mathematics Textbooks. The model reveals how CM writers frame the mathematics curriculum in the design and development of textbooks. Specifically, the encountering frame lays emphasis on their interaction with the mandated curriculum through an examination of curricular elements. In the sense-making frame, writers reflect on four curricular questions leading to an understanding of the curriculum and the context in which it operates. Finally, the operationalizing frame captures the unique moves observed by textbook writers in developing the materials. The emerged model can serve as a valuable means in achieving heightened consciousness among textbook writers as they develop materials that promote teacher learning and respond to learners' needs, interests and orientations.

Forestier, Y. (2020). **L'École en perspective : Brève synthèse des apports récents de la recherche sur les questions éducatives**. Consulté à l'adresse <https://www.editions-harmattan.fr/index.asp?navig=catalogue&obj=livre&no=66657>

Nous avons tous une expérience directe de l'école. Pourtant, si fort soit-il, ce vécu d'ancien élève, de parent ou d'enseignant ne peut suffire pour apprécier les enjeux complexes qui bousculent cette institution, des choix politiques aux options pédagogiques, en passant par les débats médiatiques ou le quotidien des classes. Professionnels de l'éducation comme simples citoyens, nous avons tous besoin de prendre du recul. C'est là l'objectif de ce livre, qui entend mettre l'école en

perspective en proposant une synthèse brève et accessible des apports récents de la recherche sur les questions éducatives.

Goldan, J., & Schwab, S. (2020). **Measuring students' and teachers' perceptions of resources in inclusive education – validation of a newly developed instrument.** *International Journal of Inclusive Education*, 24(12), 1326-1339. <https://doi.org/10.1080/13603116.2018.1515270>

Previous research suggests that the perception of available resources has a major influence on teachers' attitudes towards inclusive education (Avramidis, E., and B. Norwich. 2002. "Teacher's Attitudes Towards Integration/Inclusion: A Review of the Literature." *European Journal of Special Needs Education* 17 (2): 129–47; Schwab, S. 2018 (in press). *Attitudes Towards Inclusive Schooling. A Study on Students', Teachers' and Parents' Attitudes.* Münster: Waxmann). On the side of the students, no similar studies exist that examine the impact of insufficiently perceived resources on inclusive education. To assess the extent to which students – and their teachers – perceive that the resources at their school are adequate or meet their needs, the 'Perception of Resources Questionnaire' (PRQ) was developed. To analyse the psychometric quality (factor structure, reliability, validity) of the instrument, data were collected from 42 inclusive classes (n=701 students, n=27 teachers) of lower secondary level in North Rhine-Westphalia, Germany. The main component analysis showed a single factor structure. The reliability of the scale (Cronbach's alpha .67) can nevertheless be considered acceptable, since it is a short scale which comprises heterogeneous items in terms of content. For the purpose of validation, multilevel regression analyses were conducted. The findings show that only the teachers' perception of resources – and not the resources actually available – is a significant predictor for students' perception. Finally, the findings are discussed.

Goodall, C. (2020). **Inclusion is a feeling, not a place: a qualitative study exploring autistic young people's conceptualisations of inclusion.** *International Journal of Inclusive Education*, 24(12), 1285-1310. <https://doi.org/10.1080/13603116.2018.1523475>

This study investigates from their perspectives, the educational experiences of twelve autistic young people (aged 11–17 years) for whom mainstream was, or is, challenging. This paper focuses on one theme from this study and presents how these young people experience, define and conceptualise inclusion. A flexible qualitative participatory approach was used incorporating a range of methods, including: one-to-one semi-structured interviews; draw and write activities; a beans and pots activity; and, diamond ranking activities. These methods, and the topics discussed, were developed by an advisory group of three young people. Outcomes of this study suggest that mainstream school is not suitable for all autistic young people. Inclusion, for them, is not synonymous with mainstream and can occur in any school. They defined inclusion as belonging, being valued and wanted as a person by teachers, of fairness and of being afforded the necessary support to access and thrive in education. In short, inclusion is a feeling (a sense of belonging), not a place (mainstream or otherwise).

Grace, K., & Eng, S. (2020). **A capabilities approach to female graduates' post-secondary academic and career-related goal pursuit in Siem Reap Cambodia.** *Educational Research for Policy and Practice*, 19(3), 281-299. <https://doi.org/10.1007/s10671-020-09259-5>

This research uses Sen's capabilities approach to examine two central questions: "how do female graduates, in Siem Reap, Cambodia, achieve their academic and career-related post-secondary goals?" and "how do personal, social and environmental factors contribute to or inhibit their post-secondary goal achievement?" Individual interviews with fifteen female secondary school graduates around Siem Reap, Cambodia revealed that interactions of environmental, social and personal factors are powerful forces in goal attainment, and that creative navigation of these factors, which supports Sen's concept of instrumental agency, forms the foundation of academic and career-related post-secondary goal achievement for female graduates. Of particular importance is female graduates' engagement of a number of external supporting factors, guiding the identification of multiple paths to their post-secondary career and academic pursuits. The findings contribute to the body of literature in girls' resilience, education and well-being, which supports national development in Cambodia and indicates a need for a holistic approach to supporting post-secondary pursuits.

Guinamard, I., Colin, S., Amar, E., Addad, S., Shayikova, A., & Poizat, D. (2019). **Espérance de Vie Scolaire et Handicap, premiers résultats de l'enquête EVS-H menée auprès d'enfants nés vivants porteurs de malformations congénitales.** *Les Sciences de l'éducation - Pour l'ère nouvelle*, 53(3), 95-120. <http://www.cairn.info/revue-les-sciences-de-l-education-pour-l-ere-nouvelle-2019-3-page-95.htm>

La présente étude révèle les résultats du programme de recherche financé «Espérance de vie scolaire et handicap – EVS-H». La visée de ce programme est d'évaluer l'espérance de vie scolaire et les trajectoires de scolarisation d'une population de 197 enfants nés vivants porteurs de malformations congénitales susceptibles de générer des problèmes de santé ou pouvant les mettre en situation fonctionnelle de handicap (tels que troubles moteurs, cognitifs, sensoriels ou encore neuro-développementaux). Ces enfants étaient en âge d'inscription en école primaire quand la loi de février 2005 pour l'égalité des droits et des chances, la participation et la citoyenneté des personnes handicapées a été promulguée. Cette étude amène au constat que L'EVS mesurée en milieu ordinaire et en milieu médico-hospitalier est similaire aux résultats nationaux mais elle est nettement plus basse pour l'EVS calculée dans le milieu ordinaire uniquement. L'article discute les différents résultats permettant ce constat dans la perspective de l'éducation inclusive.

Hamlin, D., & Cheng, A. (2019). **Parental Empowerment, Involvement, and Satisfaction: A Comparison of Choosers of Charter, Catholic, Christian, and District-Run Public Schools.** *Educational Administration Quarterly*, 56(4), 641-670. <https://doi.org/10.1177/0013161X19888013>

Purpose: This study investigates parental empowerment, involvement, and satisfaction in charter, Catholic, Christian, and district-run public schools. The analyses of these indicators across school types also differentiate parents who chose district-run public schools through residential selection from those who did not. Research Design: A survey of 1,699 parents residing in Indiana was linked to school-level administrative data for the analyses. Parents in schools of choice were first compared with parents in district-run public schools using controls for demographic, school, and geographic characteristics. Parents in schools of choice were then compared with parents who chose district-run public schools through residential selection. Findings: Patterns were largely consistent with charter, Christian, and Catholic schools exhibiting greater parental empowerment, involvement, and satisfaction relative to district-run public schools. However, when



parents in these schools of choice were compared with parents who chose district-run public schools through residential selection, these differences decreased. Strong negative relationships with parental empowerment, involvement, and satisfaction were observed for parents who did not choose district-run public schools through residential selection. Conclusions: This study highlights the importance of parental selection into district-run public schools through choice of residence—a typically unobserved form of school selection in the literature. In district-run public schools, results suggest that deliberate strategies may be needed to support nonchoosers. Findings also indicate a need for future research on possible approaches that leaders use in different school types that contribute to greater parental empowerment, involvement, and satisfaction.

Hoang, A.-D., Pham, H.-H., Nguyen, Y.-C., Nguyen, L.-K.-N., Vuong, Q.-H., Dam, M. Q., ... Nguyen, T.-T. (2020). **Introducing a tool to gauge curriculum quality under Sustainable Development Goal 4: The case of primary schools in Vietnam.** *International Review of Education*, 66(4), 457-485. <https://doi.org/10.1007/s11159-020-09850-1>

The purposes of the study presented in this article were twofold. One was to respond to the question: what makes a quality curriculum? within the framework of the fourth United Nations Sustainable Development Goal (SDG 4). The other was to develop and pilot an appropriate instrument to evaluate the quality of curricula in a sample of private schools in Vietnam. While public schools are still preparing for implementation of Vietnam's New General Educational Curriculum, small adjustments are already being made to the curriculum in some private and international schools in Vietnam, which have been issued a curriculum customisation licence. Therefore, the pilot schools which participated in this study can serve as case studies for the upcoming major policy improvement in Vietnam's public schools, thus providing guidance for Vietnamese policymakers, school principals and teachers. While there is no "one-size-fits-all" curriculum assessment formula, since each country exhibits distinctive features in its teaching and learning programme, the indicators developed by the authors for their study can be adjusted to suit the needs of other countries.

Houssaye, J. (2019). **Pédagogie et sciences de l'éducation : pas facile !** *Les Sciences de l'éducation - Pour l'ère nouvelle*, 52(2), 11-27. <http://www.cairn.info/revue-les-sciences-de-l-education-pour-l-ere-nouvelle-2019-2-page-11.htm>

Quels rapports la pédagogie entretient-elle avec les sciences de l'éducation ? Nous examinerons cette question sous trois angles : Historiquement, quels ont été les statuts de la pédagogie au long des siècles ? Comment les sciences de l'éducation et les didactiques ont-elles tenté de faire disparaître la pédagogie ? Pourquoi la pédagogie résiste-t-elle et ne cesse-t-elle de resurgir ? Ce qui nous amènera, pour terminer, à préciser la nature et la spécificité de la formation pédagogique.

Isambert-Jamati, V. (2020a). **Fonctionnement du système éducatif.** *Revue française de pédagogie*, (206), 107-130. <http://www.cairn.info/revue-francaise-de-pedagogie-2020-1-page-107.htm>

Ce texte est celui du rapport d'une commission de travail composée, pour l'essentiel, de chercheurs émanant de plusieurs disciplines et chargée de réfléchir aux apports et au rôle de la recherche pour mieux comprendre « non pas comment l'école est censée fonctionner mais comment elle fonctionne effectivement ». Il constitue un des chapitres du rapport Recherche en éducation et en socialisation de l'enfant, remis en 1983 par le député Roland Carraz au ministre de l'Industrie et de la Recherche. Il fait le

bilan des différents axes de recherche existant alors, de leurs résultats et des approches qui y sont développées. Il dessine les axes que la commission juge alors nécessaire de développer, et – affirmant que « les recherches en éducation perdent largement de leur intérêt si elles restent des produits académiques » – réfléchit en conséquence sur les différents types de revues (scientifiques, de vulgarisation, militantes...) propres à diffuser les travaux et apports de la recherche en éducation, et sur les possibles voies de médiation entre la communauté scientifique et les responsables politiques et les professionnels et acteurs sociaux. Un tel rapport, de par la qualité de la réflexion menée et la diversité des thématiques abordées, conserve une grande pertinence, plus de trente ans plus tard.

Isambert-Jamati, V. (2020b). **Les sciences sociales de l'éducation et « le Ministère » en France**. *Revue française de pédagogie*, (206), 93-101. <http://www.cairn.info/revue-francaise-de-pedagogie-2020-1-page-93.htm>

Lors d'un colloque consacré en 1983 à un bilan de la sociologie de l'éducation, l'auteure a centré son propos sur les rapports entre les sciences sociales de l'éducation et le ministère en charge de l'Éducation nationale. Elle rappelle que les premiers travaux de l'INED mettant en relation les parcours et performances scolaires et une série de caractéristiques sociales des élèves se fondent sur une enquête menée sous le gouvernement de Vichy en 1944, mais préfigurée par les travaux d'une commission créée à l'initiative d'Henri Sellier, ministre de la Santé du Front populaire, et présidée par Henri Wallon. Si ce type de travaux est, depuis les années 1970, repris par les services statistiques du Ministère, les travaux visant à aborder et étudier plus globalement les phénomènes éducatifs, en relation avec d'autres phénomènes sociaux, ont le plus souvent été encouragés et financés, non par ce Ministère, mais par des instances ou organismes « extérieurs » tels que la DGRST ou le CNRS. Interrogeant les équilibres, les pratiques et les idéologies propres aux différents états et segments du système éducatif, ainsi que les rapports entre structure scolaire et structure sociale, ces recherches sont souvent regardées avec réticence tant par les responsables des différents échelons hiérarchiques du Ministère que par les enseignants et leurs responsables syndicaux ou associatifs.

Isambert-Jamati, V. (2020c). **Travail, rapports sociaux, éducation en Europe. Esquisse historique de la chute de l'Empire à l'entre-deux-guerres**. *Revue Française de Pédagogie*, (206), 27-35. <http://www.cairn.info/revue-francaise-de-pedagogie-2020-1-page-27.htm>

Selon l'auteure de ce texte publié en 1980, les transformations passées du système scolaire sont trop souvent ignorées des sociologues. Se basant sur des recherches récentes d'histoire de l'éducation, l'auteure nous présente d'abord la situation de l'éducation au début du XIX<sup>e</sup> siècle (surtout en France). Par la suite, elle analyse les changements dans l'éducation, jusqu'à l'entre-deux-guerres, en tenant compte des transformations des divers pôles de l'activité économique, activité qui, avec l'industrialisation, requiert un personnel de plus en plus instruit, cependant pas « trop », sinon il pourrait mettre en question le système. Bien que l'auteure constate une amélioration du niveau d'instruction, elle remarque que chaque classe sociale a son propre réseau et qu'il y a peu de communication de l'un à l'autre. Enfin l'auteure analyse la situation de l'éducation dans les colonies où se révèle tout particulièrement le rapport étroit entre le fait éducatif, l'économie et la politique. Très diversifiées, les

politiques scolaires coloniales n'ont peut-être eu en commun que de dénier toute valeur aux coutumes et croyances locales.

Jarraud, F. (2020a, avril 8). **Regards sur l'éducation : La France investit-elle assez dans l'Ecole ?** Consulté 9 septembre 2020, à l'adresse Le café pédagogique website: [http://www.cafepedagogique.net/lexpresso/Pages/2020/09/08092020Article637351594361359305.aspx?actId=ebwp0YMB8s1\\_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN\\_MAIL&actSource=504430](http://www.cafepedagogique.net/lexpresso/Pages/2020/09/08092020Article637351594361359305.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=504430)

Alors que la crise économique qui suit la crise sanitaire menace de réduire la dépense d'éducation, la France semble ne pas investir assez. La part de l'éducation dans la dépense publique est plus faible que la moyenne OCDE. Et la confirmation est donnée par le niveau des salaires des enseignants, qui constituent le premier poste de dépense et restent inférieurs à la moyenne de l'OCDE...

Jarraud, F. (2020b, septembre 7). **L'éducation nationale et ses inégalités sous le regard de l'OCDE.** Consulté 9 septembre 2020, à l'adresse Le café pédagogique website: [http://www.cafepedagogique.net/lexpresso/Pages/2020/09/07092020Article637350611001735865.aspx?actId=ebwp0YMB8s1\\_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN\\_MAIL&actSource=504404](http://www.cafepedagogique.net/lexpresso/Pages/2020/09/07092020Article637350611001735865.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=504404)

Alors que l'OCDE doit publier une nouvelle édition des « Regards sur l'éducation », que dit-elle de l'Ecole française ? Chaque année la sortie des « Regards sur l'éducation » est un moment fort amenant le gouvernement français à prendre en compte les remarques de l'organisation internationale. On ne sait pas encore sur quels points l'OCDE mettra l'accent cette année. Mais l'organisation ne fait pas mystère de son regard sur le système éducatif français. Elle a publié cet été ses « Perspectives des politiques de l'éducation », avec une analyse précise de l'Ecole française. Et à coup sur la question des réponses à apporter aux inégalités scolaires sera sur la table...

Jarraud, F. (2020c, septembre 8). **Belgique : L'école inégalitaire.** Consulté 9 septembre 2020, à l'adresse La café pédagogique website: [http://www.cafepedagogique.net/lexpresso/Pages/2020/09/08092020Article637351466462781253.aspx?actId=ebwp0YMB8s1\\_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN\\_MAIL&actSource=504423](http://www.cafepedagogique.net/lexpresso/Pages/2020/09/08092020Article637351466462781253.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=504423)

Mieux vaut être d'origine belge pour trouver une place à la rentrée. Selon une étude menée dans les écoles flamandes de Belgique, « les familles d'origine belge ont 70% de chances de pouvoir inscrire leurs enfants. Elles ne sont plus que 40% pour celles d'origine subsaharienne et 38% pour celles d'origine maghrébine. Lorsque les chercheurs associent l'origine ethnique au niveau socio-économique, les parents belges de la classe moyenne ont 76% de chance d'être invités, contre 36 % pour les Belges les moins nantis. Ce dernier chiffre baisse à 18 % et à 22% pour les parents originaires d'Afrique subsaharienne et les parents originaires du Maghreb issus d'un milieu vulnérable », explique Le Vif. Les statistiques confirment ces inégalités : les taux de redoublement sont directement corrélés à l'origine des élèves...

Jarraud, F. (2020d, septembre 8). **Face à la crise, l'OCDE invite à développer l'enseignement professionnel par l'apprentissage.** Consulté 9 septembre 2020, à l'adresse Le café pédagogique website: <http://www.cafepedagogique.net/lexpresso/Pages/2020/09/08092020Article637351594>

[368546851.aspx?actId=ebwp0YMB8s1\\_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN\\_MAIL&actSource=504430](http://www.cafepedagogique.net/lexpresso/Pages/2020/09/08092020Article637351594377453158.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=504430)

Face au chômage et à la récession, développer l'enseignement professionnel est une urgence, estime l'OCDE dans l'édition 2020 de « Regards sur l'éducation ». Pour l'OCDE, encourager l'enseignement professionnel c'est développer l'apprentissage, un domaine où la France est en retard. Pour l'organisation ouvrir l'Ecole aux entreprises semble une bonne chose mais sans délaissier les compétences générales...

Jarraud, F. (2020e, septembre 8). **Pour l'OCDE, la France mal préparée face à la crise sanitaire**. Consulté 9 septembre 2020, à l'adresse Le café pédagogique website: [http://www.cafepedagogique.net/lexpresso/Pages/2020/09/08092020Article637351594377453158.aspx?actId=ebwp0YMB8s1\\_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN\\_MAIL&actSource=504430](http://www.cafepedagogique.net/lexpresso/Pages/2020/09/08092020Article637351594377453158.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=504430)

Qu'est ce qui est le pire pour l'Ecole française : le confinement ou le déconfinement ? Regards sur l'éducation 2020 pointe les nombreux points faibles qui font que l'Ecole française était mal préparée à faire face au confinement. Mais pour l'OCDE la France est aussi en difficulté avec le déconfinement. L'organisation souligne aussi l'impact économique de la crise sanitaire et ses conséquences pour l'Ecole qui pourraient être plus graves qu'ailleurs...

Jarraud, F. (2020f, septembre 9). **Regards sur l'éducation: L'OCDE inquiète pour les budgets éducation**. Consulté 14 septembre 2020, à l'adresse Le café pédagogique website:

[http://www.cafepedagogique.net/lexpresso/Pages/2020/09/09092020Article637352340752394939.aspx?actId=ebwp0YMB8s1\\_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN\\_MAIL&actSource=504437](http://www.cafepedagogique.net/lexpresso/Pages/2020/09/09092020Article637352340752394939.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=504437)

« Ce ne sont pas les politiques publiques qui contrôlent la situation mais le virus ». Présentant le 8 septembre l'édition 2020 de Regards sur l'éducation, Angel Gurría, secrétaire général de l'OCDE, a insisté sur l'importance de la crise économique qui accompagne la crise sanitaire et la nécessité de maintenir la dépense d'éducation. L'OCDE apporte son soutien aux réformes engagées par JM Blanquer tout en poussant ses recommandations.

Jarraud, F. (2020g, septembre 11). **Le coût économique des fermetures d'écoles évalué par l'OCDE**. Consulté 15 septembre 2020, à l'adresse Le café pédagogique website: [http://www.cafepedagogique.net/lexpresso/Pages/2020/09/11092020Article637354060806555721.aspx?actId=ebwp0YMB8s1\\_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN\\_MAIL&actSource=504489](http://www.cafepedagogique.net/lexpresso/Pages/2020/09/11092020Article637354060806555721.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=504489)

lors que la question des fermetures d'école redevient d'actualité avec la montée de la seconde vague, Eric A. Hanushek et Ludger Woessmann publient pour l'OCDE une étude sur le coût économique des fermetures d'écoles durant la crise du Covid 19. Selon eux, chaque année d'école supplémentaire augmente le revenu d'une personne de 7 à 10%. Par suite la perte d'un tiers de l'année devrait coûter à chaque élève 3% de son revenu dans le futur. Pour le pays où la fermeture a lieu, ces fermetures fournissent une main d'oeuvre moins bien formée. A terme cela se traduirait par un recul de 1.5% du PIB pour un tiers d'année en moins. L'étude se base sur des cas réels. Ainsi l'expérience des années scolaires courtes en Allemagne dans les années 1960 montre que même quand elle est pensée en avance la réduction du temps scolaire a un impact économique évalué à une perte de revenu de 5% dans cet exemple. Pour

l'OCDE « il faut prendre des mesures concrètes pour assurer l'éducation de tous... Il est important de s'assurer que les écoles deviennent meilleures qu'avant la crise sanitaire ».

Kinsella, W. (2020). **Organising inclusive schools**. *International Journal of Inclusive Education*, 24(12), 1340-1356. <https://doi.org/10.1080/13603116.2018.1516820>

The focus of this paper is on the organisation of inclusive educational provision for pupils with disabilities and special educational needs in mainstream schools. In relation to theoretical context, it outlines the challenges of defining inclusive education, it explores the ideological tensions that characterise the area, including those evident between the Psychology and Sociology paradigms, often reflected in tensions between special education and inclusive education. The paper proposes Organisational Psychology as the obvious meeting point between these conflicting, but also possibly complementary, paradigms. It thus reports the core findings of a study that was informed by the Organisational Psychology paradigm. A combined action research, case study methodology was employed, involving four second-level schools in the Republic of Ireland. The aim of the study was to explore, with school personnel, the issues, opportunities and challenges involved in developing more inclusive policies and practices in schools. A conceptual model of inclusion was developed which was informed by systems thinking, which is at the core of Organisational Psychology, and which emphasises core processes that are essential for the development of inclusive schools.

Lancaster, J., & Bain, A. (2020). **Teacher preparation and the inclusive practice of pre-service teachers: a comparative follow-up study**. *International Journal of Inclusive Education*, 24(12), 1311-1325. <https://doi.org/10.1080/13603116.2018.1523954>

The successful inclusion of students with additional learning needs in regular classrooms represents a challenge for all teachers and especially those at the beginning of their careers. Despite the importance of successful inclusive practice, no studies have used objective measures to determine whether teacher preparation for inclusion covaries with the quality of lesson design, classroom practice, and self-evaluation by pre-service teachers. This study sought to determine the impact of two course design approaches on the the design, delivery and self-evaluation of lessons by pre-service teachers during a professional learning experience. The study found that differences in the design, delivery and self-evaluation of lessons covaried with the type of course design experienced by the pre-service teachers. N.B. The term 'Course' is used throughout to indicate a single unit of study within an undergraduate programme of study completed by pre-service teachers.

Lasater, K., Albiladi, W. S., Davis, W. S., & Bengtson, E. (2019). **The Data Culture Continuum: An Examination of School Data Cultures**. *Educational Administration Quarterly*, 56(4), 533-569. <https://doi.org/10.1177/0013161X19873034>

Purpose: The purpose of this study was to examine teachers and school leaders' experiences using data in the state of Arkansas. Research Design: Initially, an exploratory pilot study was conducted to examine educators' experiences using data within one Arkansas district. This involved focus groups with 24 participants from 10 schools. Data were analyzed and used to design the second phase of inquiry. The second phase involved an examination of teachers and leaders' experiences using data throughout Arkansas. Data were collected using focus groups with teachers and in-depth interviews with building-level leaders (52 participants representing eights

schools, seven districts). Data were analyzed using multiple cycles of coding, ongoing dialogic engagement, and constant comparative analysis. Findings: Analysis led to the identification of six “data factors” (i.e., trust and collaboration, purpose of data use, leader expectations and teacher agency, data ownership, leader competency, and data as a tool) which we believed influenced schools' data cultures. Data factors were used to develop the data culture continuum framework, which suggests that schools create data cultures which exist on a continuum—from positive to negative—and a school's placement on the continuum is fluid and dependent on its unique combination of positive and negative data factors. Implications for Research and Practice: The data culture continuum provides a framework that can assist school leaders in understanding and implementing data factors that support their schools in developing positive data cultures. It also provides a springboard into future quantitative and qualitative studies related to the framework.

Lee, J., Liu, K., & Wu, Y. (2020). **Does the Asian catch-up model of world-class universities work? Revisiting the zero-sum game of global university rankings and government policies.** *Educational Research for Policy and Practice*, 19(3), 319-343. <https://doi.org/10.1007/s10671-020-09261-x>

This study examines international brain race for world-class universities as measured by the QS World University Rankings (QS) and the Academic Ranking of World Universities, particularly in the context of Asian nations' institutional competition and benchmarking against American counterparts. Applying mixed methods with statistical analysis of time-series data from 59 nations and case study of four selected nations, the study examines the cross-national trends of global university rankings and the roles of government policies during the era of performance-driven accountability in higher education. Tracking the zero-sum game of global university rankings over the past decade, the study accounts for key driving factors that produced divergent trajectories among the nations: how and why the USA as established leader and Japan as early catch-up leader become losers, whereas China and Korea as fast followers become winners? Although the Asian catch-up model of world-class university development, high-stakes institutional competitions and targeted funding with STEM priorities contributed to their rapid growth of research productivity and rankings, it reveals major limitations and problems. Drawing cross-national lessons and implications, we discuss new directions of higher education policies and global university ranking measures.

Leithwood, K., Sun, J., & Schumacker, R. (2019). **How School Leadership Influences Student Learning: A Test of “The Four Paths Model”.** *Educational Administration Quarterly*, 56(4), 570-599. <https://doi.org/10.1177/0013161X19878772>

Purpose: This study tested a set of variables mediating school leadership's influence on students referred to as “The four paths model.” Each path in the model includes variables with significant direct effects on student learning and which are malleable to practices included in an integrated model of effective school leadership. Research Design: Evidence for the study were responses to a survey by 1,779 teachers in 81 Texas elementary schools about the status of school leadership and all 13 variables on the four paths. Student achievement data were provided by results of state tests combining all subjects and all grades, while the count and percentage of students eligible for free or reduced-price lunch was used to estimate socioeconomic status. Confirmatory factor analysis, regression analysis, and structural equation modeling were used to analyze the data. Findings: Results uncovered a more nuanced and complex set of

relationships among the four paths and their component variables than was specified in the original version of the model. School leadership significantly influenced student learning only through variables on one path, while variables on the other three paths influenced student learning only through their contribution to variables on that one path. Conclusions: Results point to the value of future research about the relationships among variables on the four paths, as well as efforts to identify latent variables among the observed variables in the study. Results of the study can be used by school leaders to more productively focus their school improvement efforts.

Lima, L., Bressoux, P., & Dessus, P. (2020). **Réduction de la taille des classes : évaluer les effets au-delà des modifications de performances.** 32e Colloque de l'ADMEE Europe. Présenté à Casablanca, Morocco. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-02927037>

Une politique de réduction du nombre d'élèves en classe de CP dans l'éducation prioritaire (REP+) a débuté en 2017 en France. Cette réduction a fait l'objet d'une évaluation de son efficacité en termes d'amélioration des performances des élèves (Ben Ali et al., 2019). Cependant, contrairement à la plupart des évaluations de réduction d'effectif scolaire, un questionnaire et un dispositif d'observation ont aussi été mis en œuvre pour mieux comprendre comment le fonctionnement des classes était influencé par cette réduction. En effet, comme le rappelle Blatchford et Russell (2019), si les recherches sur les effets de la réduction de la taille des classes sont anciennes, elles se sont focalisées sur la modification des performances des élèves sans chercher à identifier ce qui pouvait provoquer cette modification. Ces observations concernaient 87 classes de REP+ à effectif réduit, 33 classes équivalentes de REP à effectif habituel, et 24 classes hors éducation prioritaire pour lesquelles la qualité des interactions a été évaluée à l'aide du CLASS (Pianta, La Paro & Hamre, 2008). Les interactions langagières concernant 853 élèves ont été observées pour mesurer leurs nombres, leurs contenus et identifier les acteurs de l'interaction. Enfin, l'implication dans les tâches scolaires (Bressoux et al., 1999) de 849 élèves a été mesurée. Les résultats indiquent de faibles modifications à la fois de la qualité des interactions et du type d'interactions langagières mais pas de variation de l'implication des élèves. Le résultat le plus notable est l'augmentation significative des interactions individuelles enseignant – élève et élève-enseignant en lien avec les contenus scolaires dans les classes à effectif réduit. Il semble donc que les modifications observées découlent directement de la baisse du nombre d'élèves mais pas d'une modification du fonctionnement pédagogique des classes.

Madsen, S. S. (2020). **Understandings and attitudes regarding skill-based and competency-based cultures for learning: a comparative study of Norwegian and New Zealand teacher educators.** *Educational Research for Policy and Practice*, 19(3), 301-317. <https://doi.org/10.1007/s10671-020-09260-y>

This is a study of Norwegian and New Zealand teacher educators' attitudes and understandings of what constitutes learning in schools. Excerpts of curriculum differences between the countries were used as catalysts to gain insight into teacher educators' espoused theories regarding their understanding of learning, using examples of skill-based and competency-based perspectives on learning. This article describes reactions from Norwegian and New Zealand teacher educators when presented with examples of these two different educational cultures. The majority of both the Norwegian and the New Zealand teacher educators express a critical stance

towards a skill-based perspective when asked about the matter. A concern regarding political pressure as an agent of change in educational systems was explicit in both countries. Norway appears to be politically governed top down to a greater degree than New Zealand, and this article examines whether the top-down governing of education can lead to discrepancies between formal curriculum, perceived curriculum, and operationalised curriculum. The findings indicate that such discrepancies exist among Norwegian teacher educators. The results show that inconsistencies of this nature could affect teacher educators' motivation for their profession and can be perceived to undermine the trust that practitioners have in their professional and pedagogical competencies. This article contributes to broadening the understanding of how the governing of education could affect practitioners at a time of political pressure and requirements for measurable results.

Maier, M., Hsueh, J., & McCormick, M. (2020). **Rethinking Classroom Quality: What We Know and What We Are Learning** [Report]. Consulté à l'adresse MDRC website: [https://www.mdrc.org/sites/default/files/Conceptualization\\_Classroom\\_Quality.pdf](https://www.mdrc.org/sites/default/files/Conceptualization_Classroom_Quality.pdf)

Public support for and government investments in early childhood education (ECE) are at an all-time high. Research has identified early childhood as a critical period for brain development, work that has spurred interest in expanding ECE programs across the United States. But not all programs produce positive effects at the end of the preschool year. For those that do improve children's outcomes, impacts tend to diminish as children enter kindergarten and elementary school. To maximize these significant investments in ECE, programming must be high quality, brought to scale, and generate substantial impacts on children's early learning that can be sustained through elementary school and into adulthood. Experts in the ECE field agree that the quality of classroom learning experiences is critical to promoting children's development. However, there is a lack of consensus both on the aspects of quality that matter most for advancing children's developmental gains and how to define and measure the quality of ECE programs. Unfortunately, current conceptions and measurement approaches demonstrate small and inconsistent associations between quality and children's outcomes. Identifying and measuring the dimensions of quality that are most strongly linked to children's outcomes can provide needed information on how to target interventions to ensure that children, particularly those from low-income minority families, receive and benefit from high-quality ECE programming at scale. As the federal and state governments increasingly invest in ECE programs to improve their quality, MDRC is leading several studies that conceive and measure the quality of ECE classrooms in new and innovative ways. In particular, MDRC is focusing on instructional quality by examining promising instructional practices, such as the use of rich content and individualized activity settings and the promotion of higher-order skills within a broad range of learning domains. In doing so, MDRC aims to improve the understanding of the critical aspects of instructional quality that promote school readiness among low-income children and their sustained academic success as they move through elementary school and beyond.

Nkhoma, N. M. (2020). **Functions of an institutional culture of access: Student choices and transitions to university in South Africa.** *International Review of Education*, 66(4), 509-530. <https://doi.org/10.1007/s11159-020-09832-3>

When students choose their university, this is determined by academic entry requirements, acceptance into a programme, sufficient funding and tips from their



family and friends. They are also targeted by universities' marketing departments. In the context of higher education, the concept of institutional culture comprises a university's practices and values which are collectively shared by its staff and students. This institutional culture is communicated to potential students, who in turn match the information against their own aspirations before making their choice. This article presents a case study investigating the role of institutional culture in promoting access to the state-funded university system in South Africa. It draws on empirical data gathered from staff and first-year students at a South African university. The author's analysis reveals that students' university choice and aspirations are mainly influenced by three functions of culture, namely serving as a basis of (1) communication; (2) motivation; and (3) identity. Arguing that it would be useful for universities to also consider the other four functions of culture, which are: serving as a basis of (4) judgement; (5) stratification; (6) productivity; and (7) perception, the author concludes that South African students' access to higher education can be enhanced through a more nuanced inclusion of all cultural functions in institutional culture.

OECD. (2020). **Education at a Glance 2020: OECD Indicators**. <https://doi.org/10.1787/69096873-en>

Penuel, W. R., Riedy, R., Barber, M. S., Peurach, D. J., LeBouef, W. A., & Clark, T. (2020). **Principles of Collaborative Education Research With Stakeholders: Toward Requirements for a New Research and Development Infrastructure**. *Review of Educational Research*, 90(5), 627-674. <https://doi.org/10.3102/0034654320938126>

A group of collaborative approaches to education research sits uneasily within the existing infrastructure for research and development in the United States. The researchers in this group hold themselves to account to ways of working with schools, families, and communities that are different from the ways envisioned by models for education research promoted in U.S. policies and endorsed by U.S. federal agencies. Those models, widely supported by funders, privilege the research priorities of individual investigators and regularly yield products and findings with little relevance to educational practice. In this article, we review four collaborative approaches: Community-based Design Research, Design-based Implementation Research, Improvement Science in Networked Improvement Communities, and the Strategic Education Research Partnership. Through a participatory process involving developers and advocates for these approaches, we identified a set of interconnected principles related to collaboration, problem solving, and research. Further, we reviewed evidence of these principles in projects belonging to these four approaches. We contend it is worth attempting to understand, build upon, and support enactments of these principles in research proposals and projects, because there is evidence these approaches can promote agency and equity in education. To do so would require the field to develop criteria for judging quality, which peers can use to evaluate individual studies or sets of research; new outcomes by which to measure progress; new venues for developing and giving accounts of research; and an appreciation for the value of developing and cultivating relationships with educators, families, and communities as an integral part of research.

Petrovskaya, I., & Shaposhnikov, S. (2020). **Enhancing intercultural effectiveness in international virtual student teams: an exploratory study**. *Educational Research for Policy and Practice*, 19(3), 345-361. <https://doi.org/10.1007/s10671-020-09262-w>

Internationalisation of higher education implies the need to prepare students to work in a globalized and culturally diverse environment by developing adequate intercultural competences. The present study focused on the behavioural dimension of intercultural communication competence and investigated whether the short-term experience of working on a project assignment in a virtual multicultural team could produce an increase in students' intercultural effectiveness. The study employed a single-group pre-test-post-test research design. The sample included 73 students representing 16 nationalities studying in Russian and Japanese universities majoring in business or economics. Students' responses on the Intercultural Effectiveness Scale (Portalla and Chen in *Intercult Commun Stud* 19(3):21–37, 2010) were collected before and after the project, and paired difference tests (t test and Wilcoxon signed-rank test) were used for data analysis. Results indicate that that overall intercultural effectiveness of the students by the end of the project increased as compared to pre-test scores. Significant shifts were registered for five of the six dimensions of intercultural effectiveness: Behavioural Flexibility, Interaction Relaxation, Interactant Respect, Message Skills and Identity Maintenance. Findings suggest that virtual multicultural team assignments can contribute to the development of intercultural competence as a meaningful internationalisation outcome, and therefore may be an appropriate and cost-effective tool for enhancing internationalisation at home. Other implications for educators are discussed.

Rhein, D., & Jones, W. (2020). **The impact of ethnicity on the sociocultural adjustment of international students in Thai higher education.** *Educational Research for Policy and Practice*, 19(3), 363-388. <https://doi.org/10.1007/s10671-020-09263-9>

International tertiary student mobility will continue to rise as governments and universities support diversity in education and prioritize international experience. With this mind, it should be a priority to study the impacts and impediments of student adjustment in their chosen countries. The authors advance a line of inquiry, which seeks to explore personal experiences of four distinct groups of tertiary students and identify the positives, and in particular the negative aspects of their study abroad experience. The central argument which heretofore has been understudied is that student ethnicity and incompatibility of ethnic group identities and their expressions mark the central feature inhibiting student adjustment within the Thai context.

Richter, M. (2019). **« Now he's a secondary school student » : successful transition from primary to secondary school for students with autism spectrum disorder** (Phdthesis, Université de Strasbourg). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-02926715>

This thesis investigated the transition from primary to secondary school of students with Autism Spectrum Disorder (ASD) in France. Study 1 provided criteria for a successful transition. It showed that the transition is complex and affects several stakeholders. Study 2 captured the social representations of lay people on a successful transition. These are largely congruent between lay people considering or not a student with ASD. Nevertheless, differences remain and were further investigated in study 3. This study delivered results concerning the experiences and perceptions of concerned stakeholders. Moreover, it identified strategies for a successful transition, as well as barriers. The results of these studies were combined to develop recommendations for a successful primary-secondary transition for students with ASD. Due to the complexity of the transition, every recommendation has to be adapted to each case and

stakeholder. Existing measures as well as the new recommendations are discussed in the context of the ambition to achieve an inclusive school system.

Sabarwal, S., Sununtnasuk, C., & Ramachandran, D. (2020). **Low-Cost Private Schools in Tanzania: A Descriptive Analysis**. <https://doi.org/10.1596/1813-9450-9360>

Safari, S., Abedi, A., & Faramarzi, S. (2020). **Implementing an RTI approach: a qualitative study of prerequisites and obstacles**. *Educational Research for Policy and Practice*, 19(3), 261-279. <https://doi.org/10.1007/s10671-020-09258-6>

Response to Intervention (RTI) is a preventive approach which is broadly implemented in the West, particularly in the USA for early identification and intervention of students with learning difficulties (LD). However, in the East, especially in the developing countries, neither has this kind of program been used extensively, nor is it even a prerequisite in any educational environment. The challenges of implementing this approach in real-life situations have been investigated in the present article, and the prerequisites, obstacles and outcomes of such a program have been taken into consideration. In this qualitative research, information was gathered by various means including semi-structured one-on-one interviews with six school staff members, three parents, informal conversations with a number of students with LD, and monitoring (with note taking) of the conditions and interactions of these students in the school environment. The findings helped shed light on the causal conditions that underlie the bases of Iran's present educational system; the current situations with which LD students are faced in schools; the necessary strategies and actions for successful implementation of RTI in the country; the factors that can facilitate the needed strategies and actions; and the consequences of the implementation of those strategies. The implications of the findings in educational policy and practice have also been discussed.

Smith, E. C., Starratt, G. K., McCrink, C. L., & Whitford, H. (2019). **Teacher Evaluation Feedback and Instructional Practice Self-Efficacy in Secondary School Teachers**. *Educational Administration Quarterly*, 56(4), 671-701. <https://doi.org/10.1177/0013161X19888568>

Purpose: This study, which investigated the relationship between veteran secondary school teacher perceptions of evaluation feedback and self-efficacy of instructional practice, was driven by the research question: What is the relationship among evaluation processes, teacher perceptions of evaluation feedback, and veteran secondary education teacher self-efficacy toward personal instructional practice? Method: Participants were recruited from two school districts in west central Florida. The study tested two hypotheses. Hypothesis 1: Veteran secondary teachers self-efficacy of instructional practice will be related to both evaluation system type (standard vs. nonstandard) and specificity of feedback (high vs. low specificity). Hypothesis 2: Veteran secondary school teacher perceptions of the characteristics of evaluation feedback will predict teacher self-efficacy toward personal instructional practice. The study instrument included the Teachers' Sense of Efficacy Scale (TSES; Tschannen-Moran & Hoy, 2001) and additional feedback-related questions. Teachers were recruited through gatekeepers at the two districts and invited to take the online survey. Results: In a test of Hypothesis 1, analysis of variance revealed that teachers who reported receiving specific evaluation feedback also reported higher teacher self-efficacy compared with teachers who reported receiving nonspecific evaluation

feedback, although there were no differences related to standard versus nonstandard evaluation systems. To test Hypothesis 2, multiple regression analysis showed the perceived value of feedback to be the strongest predictor of teacher self-efficacy. Conclusions: These findings, which link teacher perceptions of evaluation feedback to teacher self-efficacy of instructional practice, have the potential to inform the creation of improved professional development practices.

Stanforth, A., & Rose, J. (2020). **'You kind of don't want them in the room': tensions in the discourse of inclusion and exclusion for students displaying challenging behaviour in an English secondary school.** *International Journal of Inclusive Education*, 24(12), 1253-1267. <https://doi.org/10.1080/13603116.2018.1516821>

Internationally and within England, there has been increasing focus upon perceived behaviour problems within schools. This study, which took place within a mainstream English secondary school, considered the interplay of the competing notions of exclusion and inclusion for children displaying challenging behaviour. The study used a mixed-methods approach combining quantitative data gathered on school referrals (temporary exclusions from lessons) and interviews with staff and students. This approach allowed both a consideration of trends within referrals and an analysis of how students displaying challenging behaviour are constructed within the discourse of the school. Findings showed that some groups were disproportionately affected by referrals. Within interviews, students and staff oscillated between individualising and contextualising the cause of challenging behaviour both blaming the student and seeing them as a victim of circumstance at the same time. Teachers indicated a greater willingness to change their practice and use a contextual approach to understanding pupils' behaviour when they felt they had been given a reason from the student's home life or background to do so. Recommendations are made for future research in the previously under-researched area of referrals and implications for practice are discussed to make schools more inclusive of students with challenging behaviour.

Taole, M. J. (2020). **Diversity and inclusion in rural South African multigrade classrooms.** *International Journal of Inclusive Education*, 24(12), 1268-1284. <https://doi.org/10.1080/13603116.2018.1520310>

Inclusion and diversity are the important factors to consider in teaching contexts which aim to provide quality and relevant education to all learners. Teachers need to ensure that they design learning experiences that are responsive to learners' individual differences and learning styles. This is particularly true in the multigrade context, where learners are at various age and ability levels. The study on which this article is based, aimed to explore the practices which teachers in multigrade classrooms employ and how effective they are in ensuring inclusivity and diversity. A qualitative multi-case study design was employed, with observations and semi-structured interviews serving as data collection instruments. Multigrade primary schools from two districts in the North West province in South Africa participated in the study. Data were analysed using themes. The findings reveal that while the participants used differentiation of assessment and same-grade grouping, class size seemed to be an inhibiting factor in the provision of inclusive classroom activities. Furthermore, the study found that teachers relied heavily on teacher-centred methods, while insufficient resources for effective teaching in a multigrade teaching context compounded this problem. The author recommends that inclusive pedagogies take centre stage in teacher training programmes. In addition,

initial teacher training needs to be reviewed to include diversity management and inclusive classrooms. Teachers must possess a repertoire of instructional strategies if they are to meet the needs of the diverse learners in their classrooms.

Tian, R. (2020). **Shadow Education in Myanmar: Private Supplementary Tutoring and its Policy Implications.** *International Review of Education*, 66(4), 609-612. <https://doi.org/10.1007/s11159-020-09849-8>

Truong, F. (2020, septembre 11). **Discontinuités pédagogiques.** Consulté 15 septembre 2020, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/fabien-truong/discontinuites-pedagogiques/00093767>

Durant le confinement, il a toujours été question pour l'éducation nationale d'assurer la « continuité pédagogique » – à savoir d'assurer les moyens d'un enseignement efficace à distance ...

Tshondo, M. L. (2020). **L'université de Kinshasa : quelle gouvernance pour une meilleure compétitivité ?** Consulté à l'adresse [https://www.editions-harmattan.fr/livre-9782343203737?utm\\_source=phplist&utm\\_campaign=message\\_29755&utm\\_medium=email&utm\\_content=lienTitre](https://www.editions-harmattan.fr/livre-9782343203737?utm_source=phplist&utm_campaign=message_29755&utm_medium=email&utm_content=lienTitre)

L'université de Kinshasa est confrontée à une crise de gouvernance sur le plan académique, financier, de la recherche et sur le plan administratif. Cette crise se justifie par l'inadéquation entre les objectifs éducationnels et les réalités du pays, l'explosion des effectifs, l'inefficacité de l'encadrement pédagogique et la sousqualification de certains enseignants, le délabrement des infrastructures, la loi du moindre effort chez les apprenants. Cette étude met en évidence les questions prioritaires de la gouvernance universitaire congolaise : la question financière et celle de la gestion qui apostrophent le management universitaire. Il s'agit aussi de proposer des solutions originales, à la portée des dirigeants animés d'une bonne volonté.

Weiland, C., Unterman, R., Shapiro, A., Staszak, S., Rochester, S., & Martin, E. (2020). **The Effects of Enrolling in Oversubscribed Prekindergarten Programs Through Third Grade.** *Child Development*, 91(5), 1401-1422. <https://doi.org/10.1111/cdev.13308>

This study leverages naturally occurring lotteries for oversubscribed Boston Public Schools prekindergarten program sites between 2007 and 2011, for 3,182 children (M = 4.5 years old) to estimate the impacts of winning a first choice lottery and enrolling in Boston prekindergarten versus losing a first choice lottery and not enrolling on children's enrollment and persistence in district schools, grade retention, special education placement, and third-grade test scores. There are large effects on enrollment and persistence, but no effects on other examined outcomes for this subsample. Importantly, children who competed for oversubscribed seats were not representative of all appliers and almost all control-group children attended center-based preschool. Findings contribute to the larger evidence base and raise important considerations for future prekindergarten lottery-based studies.

Yuen, M., Chung, Y. B., Lee, Q. A. Y., Lau, P. S. Y., Chan, R. M. C., Gysbers, N. C., & Shea, P. M. K. (2020). **Meaning in life and school guidance programs: Adolescents' voices from Hong Kong.** *International Journal for Educational and Vocational Guidance*, 20(3), 653-676. <https://doi.org/10.1007/s10775-020-09423-6>

This study provides insights into how Chinese adolescents in Hong Kong interpret the concept of "meaning in life." Data were collected from nine focus groups involving 57 junior secondary school students (age range: 13 to 16 years). It was found that students tended to interpret meaning in life as equivalent to "having a plan for a career" and "setting life goals." Information collected suggests that a reciprocal relationship exists between possession of meaning in life, connectedness, and life skills development. Students also indicated how guidance activities in school supported development of meaning in life.

## Pratiques enseignantes

Altet, M. (2019). **Conjuguer des recherches sur les pratiques enseignantes et sur la formation des enseignants : une double fonction scientifique et sociale des Sciences de l'éducation.** *Les Sciences de l'éducation - Pour l'ère nouvelle*, 52(2), 29-60. <http://www.cairn.info/revue-les-sciences-de-l-education-pour-l-ere-nouvelle-2019-2-page-29.htm>

L'article vise à rendre compte de l'évolution des travaux sur un objet emblématique des Sciences de l'éducation «les pratiques enseignantes» durant ces cinquante dernières années en France, en montrant ce qui a permis de larges avancées sur l'intelligibilité de ces pratiques, comment un certain nombre de travaux dans le champ ont déplacé, élargi les cadres conceptuels, les objets de recherche et les modélisations afin d'en comprendre le fonctionnement dans leur totalité, qu'il s'agisse de pratiques d'enseignement-apprentissage en classe et pratiques de travail «hors la classe», au sein de collectifs «en travail partagé», collaboratifs et de leurs interrelations. Le deuxième objectif du texte vise à mettre en évidence comment la conjugaison des apports de ces recherches a contribué au processus de professionnalisation des enseignants, transformé leur formation, réorienté des recherches, et vice et versa, comment le processus de professionnalisation a amené à développer des travaux complémentaires et à réinterroger certaines facettes des pratiques enseignantes. Il s'agit par là-même d'illustrer comment tous ces travaux mettent en œuvre la double fonction des Sciences de l'éducation, fonction scientifique de production de modèles d'intelligibilité et fonction transformative d'utilité sociale avec les apports à la formation centrée sur le développement professionnel et la professionnalisation des enseignants.

Bond, L. (2020). **Assessment in the Service of Student Learning: Three Cases in Point.** *Educational Measurement: Issues and Practice*, 39(3), 86-89. <https://doi.org/10.1111/emip.12373>

Three examples of extant testing practices (i.e., a classroom instructor's use of a simple pre-post design, the practice of teaching to the test, and the think aloud verbal protocol) are discussed to illustrate the contention that assessment in the service of testing and learning does not necessarily involve radically different assessment practices. It is demonstrated that activities already familiar to teachers and assessment specialists can powerfully inform student learning and teaching practice.

Cai, L. (2020). **Standardized Testing in College Admissions: Observations and Reflections.** *Educational Measurement: Issues and Practice*, 39(3), 34-36. <https://doi.org/10.1111/emip.12389>

Reflecting upon the experience serving on the University of California's Standardized Testing Task Force, and drawing lessons learned, I argue that the COVID-19 pandemic

has merely served to accelerate the trend of US higher education institutions moving away from current standardized tests. New educational assessments will continue to be produced. There will be strong calls for the making of completely different assessments than currently available. Educational measurement as field has much to offer and to learn.

Camara, W. (2020). **Never Let a Crisis Go to Waste: Large-Scale Assessment and the Response to COVID-19.** *Educational Measurement: Issues and Practice*, 39(3), 10-18. <https://doi.org/10.1111/emip.12358>

In early spring 2020 the vast majority of US colleges and schools closed for the year due to COVID-19 with no clear direction on when or how these institutions will reopen for in-person instruction. School closures and the associated health concerns halted large scale admissions testing and required alternative models such as remote proctoring at home, additional flexibility in test sites and administrative conditions, and additional testing dates for the fall. It is clear that access to admissions testing has been greatly reduced despite these efforts resulting in extended deadlines in graduate admissions and the wide-scale adoption of test-optional policies in undergraduate admissions. This paper traces the efforts undertaken by admissions testing programs to adapt to COVID-19 and the measurement issues which emerge from these efforts.

Candy, L. (2019). **Les stratégies d'observation des enseignants d'éducation physique et sportive stagiaires : constats et perspectives pour la formation initiale.** *Recherche et formation*, (91), 9-27. <https://doi.org/10.4000/rechercheformation.5367>

L'article soulève l'intérêt de documenter la facette subjective de l'activité d'observation des élèves par les enseignants d'EPS stagiaires pour en comprendre les processus sous-jacents et en tirer des conséquences pour le développement des compétences professionnelles. Une méthodologie composite, centrée sur la technique d'entretien d'explicitation, a été retenue. Les résultats montrent que la capacité de l'enseignant à observer la motricité des élèves dépend du contexte de la classe et du niveau de spécialisation de l'enseignant dans l'APSA.

Cui, Z. (2020). **Working with Atypical Samples.** *Educational Measurement: Issues and Practice*, 39(3), 19-21. <https://doi.org/10.1111/emip.12360>

Thanks to COVID-19, schools were closed and tests were canceled. The result is that we may not see test-taking data typically seen before. For some analyses, sample sizes may not meet the minimum requirement. For others, the sample of test-takers may be different from previous years. In some situation, there may be no data at all. What do we do in these and other similar situations? Several ideas are presented in this article. Directions are suggested for not only dealing with challenges like this but also preparing for them.

Demonet, P. (2019). **Le rapport au décrochage scolaire de futur e s enseignant e s français e s de lycée professionnel : quelles convergences à partir de quelles expériences en formation initiale ?** *Recherche et formation*, (91), 29-41. <https://doi.org/10.4000/rechercheformation.5422>

En France, le décrochage scolaire affecte d'abord les lycéens professionnels et par contrecoup leurs professeurs. Le rapport au décrochage scolaire des enseignants est constitutif de leur professionnalité. À partir d'une recherche par théorisation ancrée, s'appuyant sur une sociologie des dispositions et interrogeant huit professeurs

débutants de lycée professionnel à trois reprises au cours de leur formation initiale, cet article présente les expériences liées à leurs études qui font converger leurs perceptions, jugements et actions préconisées et rapportées vis-à-vis des décrocheurs, de leurs familles et du phénomène de décrochage.

DiCerbo, K. (2020). **Assessment for Learning with Diverse Learners in a Digital World.** *Educational Measurement: Issues and Practice*, 39(3), 90-93. <https://doi.org/10.1111/emip.12374>

We have the ability to capture data from students' interactions with digital environments as they engage in learning activity. This provides the potential for a reimagining of assessment to one in which assessment become part of our natural education activity and can be used to support learning. These new data allow us to more closely examine the processes learners use to solve problems, not just their final solutions, so educators can be more targeted in their intervention. New capabilities may address some of the consistent criticisms of assessment, but they also present new dangers, particularly for diverse learners. Systems are in danger of replicating the biases from our non-digital world in our digital tasks and in the creation of the scoring tools that accompany them.

Dixon-Román, E. (2020). **A Haunting Logic of Psychometrics: Toward the Speculative and Indeterminacy of Blackness in Measurement.** *Educational Measurement: Issues and Practice*, 39(3), 94-96. <https://doi.org/10.1111/emip.12375>

Durán, R. P. (2020). **Orienting Assessment toward Serving Students Reaction to Contributions of Edmund Gordon: We Need to Change Educational Practice and Assessment Together.** *Educational Measurement: Issues and Practice*, 39(3), 79-80. <https://doi.org/10.1111/emip.12371>

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.



Evans, J., & Knezevich, L. (2020). **Impacts of COVID-19 on the Law School Admission Test.** *Educational Measurement: Issues and Practice*, 39(3), 22-23. <https://doi.org/10.1111/emip.12367>

Feuilladiou, S., & Dunand, C. (2019). **Gestes d'aide à l'étude en école élémentaire : comparaison entre des classes scolarisant des élèves désignés en situation de handicap et des classes scolarisant des élèves désignés avec des difficultés.** *Les Sciences de l'éducation - Pour l'ère nouvelle*, 53(3), 35-52.

L'enquête présentée porte sur l'observation directe de gestes pédagogiques d'aide à la compréhension des consignes et à la réalisation des exercices, répertoriés au cours de 192 séances de travail (96 en français et 96 en mathématiques, dans 18 classes d'école élémentaire). 15 314 gestes ont ainsi été comptabilisés et comparés selon le type de classe (scolarisant des élèves désignés «en situation de handicap» vs scolarisant des élèves désignés «rencontrant des difficultés importantes») et selon le type d'élève auxquels ils s'adressent (l'élève désigné vs un autre élève vs le groupe classe). Il s'agit de considérer dans une visée heuristique la pertinence de la notion de degré de généralité-spécificité, qui permet de penser les gestes pédagogiques d'aide non pas de manière décrochée des pratiques ordinaires, mais dans la continuité et l'articulation avec celles-ci, comme orchestration spécifique de dispositions génériques.

Gordon, E. W. (2020). **Toward Assessment in the Service of Learning.** *Educational Measurement: Issues and Practice*, 39(3), 72-78. <https://doi.org/10.1111/emip.12370>

Drawing upon his experience, more than 60 years ago, as a psychometric support person to a very special teacher of brain damaged children, the author of this article reflects on the productive use of educational assessments and data from them to educate - assessment in the service of learning. Findings from the Gordon Commission on the Future of Assessment are referenced to advocate for the position that educational assessments can and should be used to inform and improve teaching and learning processes and outcomes. The author argues for this counter intuitive claim, educational assessments and the data that are produced by them can be used in the service of teaching and learning. The argument draws on logic and emerging existence proofs. The second part of this article is devoted to brief descriptions of those existence proofs, half dozen emerging and established models of educational assessment transactions that are embedded in teaching and learning programs with the intention to improve both the teaching and the learning. This article does not include empirical evidence that either of these ends is achieved.

Harris, D. J. (2020). **Introduction to the Special Section Impact of COVID19 on Educational Measurement.** *Educational Measurement: Issues and Practice*, 39(3), 7-7. <https://doi.org/10.1111/emip.12392>

Jiao, H., & Lissitz, R. W. (2020). **What Hath the Coronavirus Brought to Assessment? Unprecedented Challenges in Educational Assessment in 2020 and Years to Come.** *Educational Measurement: Issues and Practice*, 39(3), 45-48. <https://doi.org/10.1111/emip.12363>

This paper discusses the unprecedented challenges and possible directions in which the field of educational assessment is going after the outbreak of COVID-19. Though the pandemic leads to a lot of pressure related to instruction, learning, and assessment, it

also provides opportunities that are likely to require changes to the current theories and practices as well as the assumptions that are no longer justified. It is hoped that the challenges will motivate our field and the instructional experts to work closely together with the learning and instruction process so that assessment will be better integrated and can provide data-driven insights related to the sequence and content of instruction based on the diagnosis of students' strengths and weaknesses from assessment data. We expect that the integration of assessment in learning and instruction will definitely exert significant positive impact on learning outcomes. We believe the field will become aware of the assessment issues that teaching at a distance presents and will come up with innovative solutions to the many emerging problems when the world of instruction and learning undergoes significant changes from social distancing. This paper provides comments, and predictions about what the challenges and directions in educational assessment will be.

Jodoin, M. G., & Rubright, J. D. (2020). **When Examinees Cannot Test: The Pandemic's Assault on Certification and Licensure.** *Educational Measurement: Issues and Practice*, 39(3), 31-33. <https://doi.org/10.1111/emip.12361>

Keng, L., Boyer, M., & Marion, S. (2020). **Into the Unknown: Assessments in Spring 2021.** *Educational Measurement: Issues and Practice*, 39(3), 53-59. <https://doi.org/10.1111/emip.12362>

Klugman, E. M., & Ho, A. D. (2020). **How Can Released State Test Items Support Interim Assessment Purposes in an Educational Crisis?** *Educational Measurement: Issues and Practice*, 39(3), 65-69. <https://doi.org/10.1111/emip.12390>

AbstractState testing programs regularly release previously administered test items to the public. We provide an open-source recipe for state, district, and school assessment coordinators to combine these items flexibly to produce scores linked to established state score scales. These would enable estimation of student score distributions and achievement levels. We discuss how educators can use resulting scores to estimate achievement distributions at the classroom and school level. We emphasize that any use of such tests should be tertiary, with no stakes for students, educators, and schools, particularly in the context of a crisis like the COVID-19 pandemic. These tests and their results should also be lower in priority than assessments of physical, mental, and social-emotional health, and lower in priority than classroom and district assessments that may already be in place. We encourage state testing programs to release all the ingredients for this recipe to support low-stakes, aggregate-level assessments. This is particularly urgent during a crisis where scores may be declining and gaps increasing at unknown rates.

Langenfeld, T. (2020). **Internet-Based Proctored Assessment: Security and Fairness Issues.** *Educational Measurement: Issues and Practice*, 39(3), 24-27. <https://doi.org/10.1111/emip.12359>

The COVID-19 pandemic has accelerated the shift toward online learning solutions necessitating the need for developing online assessment solutions. Vendors offer online assessment delivery systems with varying security levels designed to minimize unauthorized behaviors. Combating cheating and securing assessment content, however, is not solely the responsibility of the delivery system. Assessment design practices also effectively minimize cheating and protect content. In developing online

assessment solutions, organizations also must strive to ensure that all students have the opportunity to test.

Larré, F., & La Morena, F. de. (2019). **Quel modèle éducatif pour l'apprentissage de la neutralité ?** *Recherche et formation*, (91), 43-54.  
<https://doi.org/10.4000/rechercheformation.5447>

Dans l'exercice de leurs fonctions, les enseignants du primaire et du secondaire public sont tenus à une obligation de neutralité. L'article porte sur l'apprentissage de cette obligation par les jeunes enseignants. Comment s'opère cet apprentissage ? Comment les jeunes enseignants assimilent-ils cette obligation ? Comment l'éprouvent-ils dans leur pratique ? Une enquête réalisée auprès de futurs enseignants permet de mettre en perspective les apprentissages académique et expérientiel de cette compétence particulière. Nos résultats viennent appuyer la valeur de l'expérience dans cet apprentissage.

Michel, R. S. (2020). **Remotely Proctored K-12 High Stakes Standardized Testing During COVID-19: Will it Last?** *Educational Measurement: Issues and Practice*, 39(3), 28-30.  
<https://doi.org/10.1111/emip.12364>

Middleton, K. V. (2020). **The Longer-Term Impact of COVID-19 on K-12 Student Learning and Assessment.** *Educational Measurement: Issues and Practice*, 39(3), 41-44.  
<https://doi.org/10.1111/emip.12368>

Due to the precipitous onset of the coronavirus disease, teachers and students across the nation were thrust into a new environment, and the impact of this new experience will be felt both shorter and longer term. This academic year saw "test pollution" with the switch to online instruction, and student learning was significantly impacted by stress, anxiety, illness, being forced to learn in a vastly different method than previously experienced, and the increased potential to fall behind due to lack of access to materials. Classroom assessment, teaching and learning, and measurement and interpretation of student growth are among the numerous areas that have been affected by the sudden switch of schools to online instruction that will require much thought in order to examine the impact of the significant deviation from the classroom norms on which much of previous research has been based. Educators, educational researchers, and policymakers have been presented with a challenge that does not have a definitive answer. There are many unknowns that remain as schools plan to move forward with instruction. However, through collaboration, the knowledge that each of these professionals can contribute ensures that adequate decisions will be made that will benefit all students equitably.

Pellegrino, J. W. (2020). **Important Considerations for Assessment to Function in the Service of Education.** *Educational Measurement: Issues and Practice*, 39(3), 81-85.  
<https://doi.org/10.1111/emip.12372>

Professor Gordon argues for a significant reorientation in the focus and impact of assessment in education. For the types of assessment activities that he advocates to prosper and positively impact education, serious attention must be paid to two important topics: (1) the conceptual underpinnings of the assessment practices we develop and use to support learning and instruction, and (2) the arguments and evidence we establish for their validity given the intended interpretive use. Such a focus highlights fundamental concepts that have long existed in the broader assessment

literature – carefully defining and operationalizing our constructs and then validating the assessments of those constructs. What differs now are the conceptual frameworks, briefly outlined here, that can and must be used to guide both aspects of such work.

Saillot, E. (2020). **(S')ajuster au cœur de l'activité d'enseignement-apprentissage: Construire une posture d'ajustement**. Paris: L'Harmattan. <https://www.editions-harmattan.fr/index.asp?navig=catalogue&obj=livre&no=66571>

Que signifie la notion d'ajustement dans l'activité d'enseignement-apprentissage ? Essayer de mieux comprendre les gestes professionnels qui sous-tendent les ajustements pédagogiques et didactiques conduit à s'intéresser à des notions telles que la médiation, l'évaluation formative, la différenciation, ou l'observation. L'ouvrage présente une approche interdisciplinaire fidèle à l'épistémologie des sciences de l'éducation (et de la formation, aujourd'hui), et revendique les héritages de grands chercheurs et d'auteurs de référence.

Secheppet, M. (2020). **Apprendre dans un environnement de formation réel et simulé : articulations d'expérience dans l'activité des cochers-meneurs d'attelage** (Phdthesis, Université Montpellier). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-02926471>

L'activité attelage est en plein essor. Actuellement, l'expertise de cette discipline reste aux mains de quelques meneurs. Or le regain pour cette activité nécessite de former un nombre plus important de meneurs en veillant à proposer une offre de formation moderne et de qualité. De plus, il s'avère que le menage est une activité complexe et difficile à enseigner. C'est dans un environnement rénové de formation que s'inscrit cette recherche. Les meneurs-formateurs aux côtés de chercheurs revoient leurs méthodes d'enseignement, testent de nouveaux outils, cherchent à établir une cohésion dans la progression entre les deux écoles en charge des formations longues. Ils ont besoin de connaître les effets de ce nouvel environnement d'apprentissage sur les meneurs-stagiaires. L'objectif de la recherche est de quantifier l'efficacité d'une méthode innovante d'apprentissage dans le domaine de l'attelage afin de pouvoir la généraliser dans d'autres domaines. Les objectifs de cette thèse sont d'ordre à la fois épistémique et transformatif. Il s'agira de mieux comprendre les processus de développement des compétences au menage afin que les différents outils et situations de formations créés y correspondent. Cette recherche à visées compréhensives et transformatives s'appuiera sur une enquête ethnographique, un recueil de traces d'activité in situ, des entretiens d'explicitation, des entretiens d'auto-confrontation. Sur la base de l'ensemble de ces données, l'analyse en « cours d'action » (Theureau, 2004) des meneurs débutants en situation de simulation et d'entraînement sur le terrain sera menée afin de reconstruire et de modéliser les dimensions typiques de leur activité d'apprentissage-développement. Cette recherche s'inscrit dans un équilibre entre trois champs : l'utilisation du visionnage vidéo en formation professionnelle, l'exploitation des environnements simulateurs et les situations pratiques. L'analyse des « cours de vie relatif au projet de se former à la conduite des chevaux attelés » a permis de pister les processus d'appropriation et de transformations silencieuses influençant les trajectoires des cocher-meneurs stagiaires. Premièrement, cette recherche a permis de confirmer la thèse selon laquelle les transferts d'apprentissages émergent au sein de l'activité des stagiaires. Deuxièmement, cette recherche a montré que l'ensemble de l'environnement de formation à la conduite attelée gagnait à être conçu comme une organisation au sein de laquelle ce qui transforme l'activité des stagiaires c'est le sens qui circule entre les contextes. Nos résultats invitent à poursuivre les recherches sur

l'activité des stagiaires en interaction avec des contextes réels et simulés afin de préciser les phénomènes qui participent de l'enrichissement des créations de sens.

Sireci, S. G. (2020a). **Educating the Measurement Community: Introduction to the Special Issue "Using Educational Assessments to Educate"**. *Educational Measurement: Issues and Practice*, 39(3), 70-71. <https://doi.org/10.1111/emip.12383>

Sireci, S. G. (2020b). **Standardization and UNDERSTANDARDIZATION in Educational Assessment**. *Educational Measurement: Issues and Practice*, 39(3), 100-105. <https://doi.org/10.1111/emip.12377>

Educational tests are standardized so that all examinees are tested on the same material, under the same testing conditions, and with the same scoring protocols. This uniformity is designed to provide a level "playing field" for all examinees so that the test is "the same" for everyone. Thus, standardization is designed to promote fairness in testing. In practice, the material tested, the conditions under which a test is administered, and the scoring processes, are often too rigid to provide the intended level playing field. For example, standardized testing conditions may interact with personal characteristics of examinees that affect test performance, but are not construct-relevant. Thus, more flexibility in standardization is needed to account for the diversity of experiences, talents, and handicaps of the incredibly heterogeneous populations of examinees we currently assess. Traditional standardization procedures grew out of experimental psychology and psychophysics laboratories where keeping all conditions constant was crucial. Today, accounting for and measuring what is not constant across examinees is crucial to valid construct interpretations. To meet this need I introduce the concept of understandardization, which refers to ensuring sufficient flexibility in standardized testing conditions to yield the most accurate measurement of proficiency for each examinee.

Su, H. (2020). **Educational Assessment of the Post-Pandemic Age: Chinese Experiences and Trends Based on Large-Scale Online Learning**. *Educational Measurement: Issues and Practice*, 39(3), 37-40. <https://doi.org/10.1111/emip.12369>

Owing to the break-out of the COVID-19 pandemic, students have to take more online learning than offline, and large-scale education assessment programs have to be suspended or postponed. How could education assessment adapt to large-scale online learning? How could the effect and safety of online assessment be improved? What role should formative assessment play in student admissions? How could different assessment results be linked? Reflections on and trends of the Chinese experiences are presented in this article. Based on cross-cultural comparison research, measures to be recommended are as follows: reviewing previous theories, improving existing methods continuously, and developing assessment techniques innovatively according to new application scenarios.

Wang, H., Hall, N. C., Chiu, M. M., Goetz, T., & Gogol, K. (2020). **Exploring the Structure of Teachers' Emotional Labor in the Classroom: A Multitrait–Multimethod Analysis**. *Educational Measurement: Issues and Practice*, 39(3), 122-134. <https://doi.org/10.1111/emip.12353>

This study tests whether teachers' emotional labor in classroom settings is optimally conceptualized according to the type of emotional labor strategy involved (genuinely expressing, hiding, and faking emotions), the specific type of emotion being performed

in class (e.g., enjoyment vs. pride vs. anxiety), or both strategy type and emotion type. Multitrait–multimethod analyses of 1,086 Canadian teachers' survey responses showed teachers' responses to emotional labor items to be most reliably differentiated according to both specific types of emotional labor strategies as well as the valence of the emotion being performed. Findings were largely consistent with common “display rules” encouraging expression of positive emotions and hiding of negative emotions by teachers in classroom settings. Results further showed teachers' emotional labor strategies for negative emotions to be particularly contingent on the specific discrete emotion involved, highlighting the complexity of expressing negative emotions as a behavior management strategy.

Wiley, A., & Buckendahl, C. W. (2020). **Your Guess is as Good as Ours.** *Educational Measurement: Issues and Practice*, 39(3), 49-52. <https://doi.org/10.1111/emip.12366>

Wyse, A. E., Stickney, E. M., Butz, D., Beckler, A., & Close, C. N. (2020). **The Potential Impact of COVID-19 on Student Learning and How Schools Can Respond.** *Educational Measurement: Issues and Practice*, 39(3), 60-64. <https://doi.org/10.1111/emip.12357>

There is no denying the impact that the coronavirus disease (COVID-19) outbreak has had on many aspects of our lives. This article looks at the potential impact of COVID-19 on student learning as schools abruptly morphed into virtual learning environments using data from several instructional, practice, and assessment solutions offered by Renaissance. First, three hypothetical learning scenarios are considered using normative data from Star assessments to explore the potential impact on reading and math test performance. Next, data on Focus Skills are used to highlight which grades may have missed the most foundational math and reading content if instruction was stopped or reduced. Last, data from two of Renaissance's practice tools are used to evaluate whether students were practicing key skills following school closures. The article concludes that academic decline will likely occur but may be tempered by the increased use of practice tools; effects may look different for math and reading; and may impact grades and schools differently. As such, schools may need to leverage decision-making frameworks, such as the Multi-tiered Systems of Support/Response-to-Intervention (MTSS/RTI) framework, more than ever to identify needs and target instruction where it matters most when school begins in fall 2020.

Zhang, C., & Kuncel, N. R. (2020). **Moving Beyond the Brag Sheet: A Meta-Analysis of Biodata Measures Predicting Student Outcomes.** *Educational Measurement: Issues and Practice*, 39(3), 106-121. <https://doi.org/10.1111/emip.12313>

Measures of biographical data, or biodata, provide indicators of one's life history and past experiences. Biodata information is often available in various forms during processes of academic admissions to higher education. Such information can be used, in combination with other factors, to predict students' future academic and extracurricular accomplishments. There is a scattered body of literature investigating relationships between standardized biodata measures and a number of student criteria in college. The current study uses meta-analysis methods to summarize findings on how various biodata measures—overall scores or scale scores—predict student accomplishments, including grades, self- and other-rated performances, persistence, and extracurricular accomplishments. Data from 46 independent samples, consisting of 38,478 students and resulting in 74 individual predictor–criterion relationships were analyzed. Results indicate, generally, that biodata measures predict substantially

students' academic and extra-curricular accomplishments. Overall biodata scores correlate with grades at .39, persistence at .25, and point-hour ratios at .35. Students' accomplishments in leadership, visual and performing arts, music, and science were predicted best by biodata measures developed specifically to target those outcomes. This meta-analytic study provides support for the predictive validity of biographical data inventories with respect to student outcomes and adds justification to the use of biodata in academic selection.

## Relation formation-emploi

Jarraud, F. (2020, septembre 4). **Professionnel : L'adéquation formation emploi étudiée par le Céreq**. Consulté 9 septembre 2020, à l'adresse Le café pédagogique website: [http://www.cafepedagogique.net/lexpresso/Pages/2020/09/04092020Article637348015998998138.aspx?actId=ebwp0YMB8s1\\_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN\\_MAIL&actSource=504360](http://www.cafepedagogique.net/lexpresso/Pages/2020/09/04092020Article637348015998998138.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=504360)

« La recherche d'une meilleure adéquation des diplômes professionnels aux besoins du monde économique constitue un défi lancé aux politiques publiques depuis des décennies en France », écrit le Céreq dans un nouveau Bref. Alors que le plan relance prévoit le développement de nouvelles formations locales sous forme de « formations complémentaires d'initiative locale » ou de coloration des diplômes, alors que l'éducation nationale veut réorienter des Cap et BTS vers des « métiers d'avenir », le Céreq analyse les conséquences de ces formations. « Cette question de l'adéquation entre formation et emploi, autrefois qualifiée « d'introuvable » par des chercheurs du champ, est soumise à débat. Cette forme d'adaptation locale des diplômes, en particulier les « colorations », suscite en effet quelques interrogations. Comment articuler en effet « coloration » et diplôme national, de façon à ne pas mettre en cause la valeur et la reconnaissance de ces derniers par les conventions collectives ? Les pratiques pédagogiques mises en oeuvre pour ces formations ne risquent-elles pas de rendre les autres formations moins attractives, voire même faire naître un sentiment d'inégalité chez les élèves n'y ayant pas accès ? Quelle sera l'insertion professionnelle directe à l'issue de ces formations et quelle implication les entreprises et les professionnels auront-ils dans ces recrutements ? Enfin, comment faire en sorte que cette adaptation locale puisse par ailleurs garantir le développement de la mobilité professionnelle souhaitée par les branches et les entreprises, qui repose sur une meilleure prise en compte des compétences transversales ? »

## Réussite scolaire

Abizada, A., Gurbanova, U., Iskandarova, A., & Nadirzada, N. (2020). **The effect of extracurricular activities on academic performance in secondary school: The case of Azerbaijan**. *International Review of Education*, 66(4), 487-507. <https://doi.org/10.1007/s11159-020-09833-2>

Extracurricular activities play an important role in the school lives of students. To understand this effect, the authors of this article consider public schools in Azerbaijan and analyse the effect of extracurricular activities on students' academic performance. They conducted a study investigating three groups of extracurricular activities: sports, fine arts and student clubs. For data on academic performance, they used results of a centralised state school examination which assesses students in two

subjects: language of instruction (either Azerbaijani or Russian) and mathematics. The results of this study show that some extracurricular activities have a positive effect on students' academic performance, while others show no effect. Moreover, the authors consider the number of different extracurricular activities a student takes part in and analyse the significance of this number in predicting student success.

Benhenda, A. (2020). **Education policy, inequalities and student achievement** (These de doctorat, Paris, EHESS). Consulté à l'adresse <http://www.theses.fr/2020EHES0044>  
Cette thèse analyse l'efficacité des dispositifs mis en place par la puissance publique pour atteindre leurs trois principaux objectifs : attirer et retenir des enseignants de qualité, aider les enseignants à s'améliorer, et appareiller les enseignants à leurs élèves de façon à réduire les inégalités éducatives. Par rapport à l'essentiel de la littérature académique existante consacrée aux politiques éducatives à destination des enseignants, cette thèse élargit le champ d'analyse au rôle d'acteurs peu étudiés dans la littérature : les jurys des concours de recrutement, les inspecteurs d'académie et les chefs d'établissement, mais aussi les enseignants remplaçants, qu'ils soient titulaires ou contractuels .Elle étend enfin la discussion au système éducatif dans son ensemble à travers l'analyse d'un mécanisme d'incitations non-monétaires mis en place pour attirer et retenir les enseignants dans les établissements défavorisés.

Guay, R., Michaud, P., Paquet, F., & Poirier, S. (2020). **La réussite scolaire dans l'enseignement collégial québécois**. Consulté à l'adresse <https://www.pulaval.com/produit/la-reussite-scolaire-dans-l-enseignement-collegial-quebecois>

S'appuyant sur une importante base de données anonymisées livrée par le ministère de l'Éducation et de l'Enseignement supérieur du Québec concernant plus de 86 000 étudiants et sur près de deux millions de résultats scolaires au secondaire

Hasan, A., Nakajima, N., & Marcos A., M. A. (2020). **Mama Knows (and Does) Best: Maternal Schooling Opportunities and Child Development in Indonesia**. <https://doi.org/10.1596/1813-9450-9355>

Marcel, J.-F., & Broussal, D. (Éd.). (2020). **Je pars en thèse. Conseils épistolaires aux doctorants**. Consulté à l'adresse <https://www.cepadues.com/livres/je-pars-these-conseils-epistolaires-aux-doctorants-9782364938564.html>

Destiné aux doctorants et jeunes docteurs, cet ouvrage propose des conseils qui couvrent l'ensemble du processus d'élaboration de la thèse. Ses rédacteurs, enseignants-chercheurs reconnus, mobilisent leurs expériences pour dévoiler les stratégies efficaces et alerter sur les pièges potentiels. Loin de la logique d'un manuel, il adopte la forme d'échanges de courriels, ce qui offre une tonalité originale à son propos. Il comporte trois parties : « Choisir de s'engager en thèse », « Vivre et éprouver sa thèse » et « Se confronter à la communauté et à la société ». L'ouvrage peut se lire en picorant parmi les 28 thèmes, par plaisir ou par besoin de conseils ciblés. Il peut aussi se lire chronologiquement, pour suivre le processus de thèse depuis sa construction jusqu'à ses différents prolongements. En fait, il propose de vous accompagner dans la découverte et l'exploration du contexte doctoral : « Alors, tu pars en thèse ? ».

Sacré, M., Lafontaine, D., & Toczek, M.-C. (2020a). **Exploring achievement goals and online formative assessment effect on students' performance in a blended-learning**



**course in higher education.** Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-02923275>

The development of blended-learning is experiencing unprecedented growth in higher education. Questions relating to their effectiveness are the subject of much scientific questioning since the factors of its success are not yet clearly defined. This study, carried out in a course of mathematics applied to computer graphics, aims to explore factors exerting an effect on student performance: online formative assessment participation and achievement goals. Our sample is composed of 46 1st-year computer science students (15 females, 31 males,  $X=19.5$  years). In line with Roediger and Karpicke (2006) work, results from multiple linear regression show a significant and positive relation between the number of quizzes taken and performance. Significant relations between performance-approach and mastery-avoidance goals towards students' performance are highlighted. Further analyses will test the mediation role of these achievement goals on online quiz participation. A limitation of our study lies in the small sample size.

Sacré, M., Lafontaine, D., & Toczec, M.-C. (2020b). **Identification de facteurs de succès pour les étudiants dans un dispositif hybride.** 32e colloque international de l'Admee-Europe. Présenté à Casablanca, Morocco. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-02923280>

La mise en place de dispositifs d'enseignement hybride connaît un essor sans précédent dans l'enseignement supérieur à l'international. Aussi, les questions relatives à leur efficacité font l'objet de nombreux questionnements scientifiques puisque les déterminants du succès de l'implantation de tels dispositifs ne sont pas encore définis clairement. Cette étude, réalisée dans le cadre d'un cours d'introduction à la démarche de recherche, a pour objectif l'identification des facteurs exerçant un effet sur les performances des étudiants, une semaine après l'enseignement. Notre échantillon est composé de 124 étudiants (101 femmes, 23 hommes,  $X=26,2$  ans) en 2e année en soins infirmiers. Dans un premier temps, les variables analysées sont (1) la participation à un quiz et (2) la lecture d'un feedback. Des ANOVA montrent que les performances des étudiants sont plus élevées s'ils ont à la fois participé au quiz et lu leur feedback. Ces résultats varient selon que la tâche de performances vise la rétention ou la compréhension. Dans un second temps, l'effet du timing du feedback est analysé et est proposé aux étudiants un feedback immédiat (groupe expérimental 1,  $n=41$ ) ou différé (groupe expérimental 2,  $n=40$ ). Le groupe contrôle est constitué des étudiants qui n'ont pas participé au quiz ( $n=43$ ). Un test t montre qu'il n'y a pas de différence de performances selon que le feedback soit rendu immédiatement après le quiz ou 24h après. D'après ces résultats, dans un dispositif hybride, il serait intéressant de proposer un quiz aux étudiants pour améliorer le transfert de leurs connaissances et de l'accompagner d'un feedback pour optimiser la mémorisation des connaissances. Une réplification de cette étude au sein d'autres disciplines de l'enseignement supérieur est recommandée.

Wang, M.-T., Hofkens, T., & Ye, F. (2020). **Classroom Quality and Adolescent Student Engagement and Performance in Mathematics: A Multi-Method and Multi-Informant Approach.** *Journal of Youth and Adolescence*, 49(10), 1987-2002. <https://doi.org/10.1007/s10964-020-01195-0>

Mathematics learning, engagement, and performance are facilitated by quality interactions within the classroom environment. Researchers studying high-quality interactions in mathematics classrooms must consider adopting multiple methods of

data collection so as to capture classroom quality from all perspectives. As such, this longitudinal study examined student, teacher, and observer perspectives of interaction quality in mathematics classrooms and their predictive associations with mathematics outcomes. Data were collected during the fall and spring semesters of the 2015–2016 school year from 1501 students in 150 mathematics classes (n = 499 fifth graders, 523 seventh graders, 479 ninth graders; 51% female; 51% European American, 30% African American, and 19% other ethnic background; 52% qualifying for free/reduced price lunch). Observer and aggregated student reports of interaction quality at the classroom level were moderately correlated with one another, and these reports predicted student mathematics engagement and performance. Individual student reports of interaction quality also predicted math engagement and performance; yet, teacher reports of interaction quality did not align with student or observer perspectives. Furthermore, teacher reports did not predict student mathematics outcomes. Implications for research, practice, and policy are discussed.

## Valeurs

Pelizzari, E. (2020). **Education scolaire, droits humains, laïcité: quelle place pour la jeunesse en Afrique de l'Ouest?** Consulté à l'adresse [https://www.editions-harmattan.fr/livre-9782336318851?utm\\_source=phplist&utm\\_campaign=message\\_29755&utm\\_medium=email&utm\\_content=lienTitre](https://www.editions-harmattan.fr/livre-9782336318851?utm_source=phplist&utm_campaign=message_29755&utm_medium=email&utm_content=lienTitre)

Avril 1941. Les notables du Consistoire israélite proposent au Commissariat général aux questions juives de fournir une main-d'oeuvre immigrée pour le « Retour à la terre ». Les nazis vont s'intéresser vivement à ce projet. Quelques centaines de « petits tailleurs » juifs polonais seront expédiés dans les Ardennes dès novembre 1941. On leur a promis en échange de leur engagement, la liberté, un travail libre et la sauvegarde de leur famille. Tous seront soumis à l'état de forçat avant d'être raflés dans les exploitations agricoles en janvier 1944, ramenés à Drancy et déportés à Auschwitz. en 1941, les Ardennes avaient été présentées comme une terre promise à une population immigrée affolée. Cette aventure se terminera comme un drame ordinaire, comparable à celui vécu par l'ensemble des Juifs immigrés de Paris.

Walters, S. (2020). **Critical human rights, citizenship, and democracy education: Entanglements and regenerations.** *International Review of Education*, 66(4), 623-625. <https://doi.org/10.1007/s11159-020-09851-0>