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Veille de l'IREDU

Sommaire :

Acquisition de compétences 2
Aspects économiques de l'éducation 6
Aspects psychologiques de l'éducation 14
Aspects sociaux de l'éducation 18
Climat de l'école 33
Évaluation des dispositifs d'éducation-formation 36
Formation continue 38
Marché du travail 42
Métiers de l'éducation 44
Numérique et éducation 51
Orientation scolaire et professionnelle 53
Politique de l'éducation et système éducatif 55
Pratiques enseignantes 77
Relation formation-emploi 84
Réussite scolaire 85
Valeurs 89

Accédez au groupe Zotéro qui recense toutes les références citées depuis la veille n°121

Acquisition de compétences

Battaglia, M., & Hidalgo-Hidalgo, M. (2020). **Non-Cognitive Skills and Remedial Education: Good News for Girls**. In *Working Papers* (N° 20.10). Consulté à l'adresse Universidad Pablo de Olavide, Department of Economics website: https://ideas.repec.org/p/pab/wpaper/20.10.html
Growing evidence shows that non-cognitive skills are crucial for labor market and other outcomes in life. However, little is known about the role of education in improving these abilities, especially for disadvantaged teenagers in developed countries. We address two questions: can remedial educational interventions improve their non-cognitive skills? and, can we expect heterogeneous effects by gender? We take advantage of a remedial program for under-performing students implemented in Spain and we consider testing behaviors as measures of non-cognitive skills. The impact of remedial programs on these abilities, especially malleable for teenagers, has been overlooked in the literature. We find that the program had a substantial positive effect on girls' non-cognitive skills but not on boys'.

Baysu, G., Hillekens, J., Phalet, K., & Deaux, K. (2021). **How Diversity Approaches Affect Ethnic Minority and Majority Adolescents: Teacher–Student Relationship Trajectories and School Outcomes**. *Child Development*, *92*(1), 367-387. https://doi.org/10.1111/cdev.13417
This study aimed to relate school diversity approaches to continuity and change in teacher–student relationships, comparing Belgian-majority (N = 1,875, Mage = 14.56) and Turkish and Moroccan-minority adolescents (N = 1,445, Mage = 15.07). Latent-Growth-Mixture-Models of student-reported teacher support and rejection over 3 years revealed three trajectories per group: normative-positive (high support, low rejection) and decreasing-negative (moderate support, high-decreasing rejection) for both groups, increasing-negative (moderate support, low-increasing rejection) for minority, moderate-positive (moderate support, low rejection) for majority youth. Trajectories differed between age groups. Student and teacher perceptions of equality and multiculturalism afforded, and assimilationism threatened, normative-positive trajectories for minority youth. Diversity approaches had less impact on majority trajectories. Normative-positive trajectories were related to improved school outcomes; they were less likely, but more beneficial for minority than majority youth.

Bhattacharya, S., Dasgupta, A., Mandal, K., & Mukherjee, A. (2020). **Identity and Learning: a study on the effect of student-teacher gender matching on learning outcomes**. In *GLO Discussion Paper Series* (N° 737). Consulté à l'adresse Global Labor Organization (GLO) website: https://ideas.repec.org/p/zbw/glodps/737.html
In this paper we examine whether students' and teachers' identity play any role in the learning outcome of students. Specifically, we ask if a student benefits by learning from a teacher of her same gender. Unlike the existing literature which explains such interaction through role model effect or Pygmalion effect, we explain such interaction in terms of gender based sorting behaviour across private and public schools. Our results are driven by two critical differences between male and female individuals. For male and female teachers, the difference comes from their differential transaction costs of traveling to schools at remote locations. For students, the difference between male and female members comes from the differential returns to education accrued to their parents; for girl students, a lower fraction of the return comes to their parental families as

they start living with their husband's family after their marriages. These factors create a sorting pattern which makes the female teachers and students of the highest quality attend private schools in urban location. This creates a positive gender matching effect only for urban, private schools. We find support for our theoretical predictions when we test them using Young Lives Survey (YLS) data collected from Andhra Pradesh.

Bower, C. A., & Liben, L. S. (2021). **Can a Domain-General Spatial Intervention Facilitate Children's Science Learning? A Lesson From Astronomy**. *Child Development*, *92*(1), 76-100. https://doi.org/10.1111/cdev.13439
Correlational studies link spatial-test scores and science, technology, engineering, and mathematics achievement. Here we asked whether children's understanding of astronomical phenomena would benefit from a prior intervention targeting a core component of children's projective spatial concepts—understanding that viewers' visual experiences are affected by vantage point. Children (8–9 years; N = 66) received outdoor and indoor experiences that did (Experimental) or did not (Control) focus on how scene appearance is affected by viewers' positions and movements. All then received an astronomy lesson about celestial motions (e.g., Sun apparent motion). Experimental-group children scored higher on immediate and 1-week perspective-taking tests and explained celestial phenomena more accurately than did control-group children. Data demonstrate that general spatial training—divorced from specific science content—can aid children's subsequent learning of scientific phenomena.

Chang, G., Favara, M., & Novella, R. (2020). **The Origins of Cognitive Skills and Non-cognitive Skills: The Long-Term Effect of in-Utero Rainfall Shocks in India**. In *IZA Discussion Papers* (N° 13960). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://ideas.repec.org/p/iza/izadps/dp13960.html
Skills are an important predictor of labour, education, and wellbeing outcomes. Understanding the origins of skills formation is important for reducing future inequalities. This paper analyses the effect of shocks in-utero on human capital outcomes in childhood and adolescence in India. Combining historical rainfall data and longitudinal data from Young Lives, we estimate the effect of rainfall shocks in-utero on cognitive and non-cognitive skills development over the first 15 years of life. We find negative effects of rainfall shocks on receptive vocabulary at age 5, and on mathematics and non-cognitive skills at age 15. Also, shocks occurred after the first trimester are more detrimental for skills development. Our findings support the implementation of policies aiming at reducing inequalities at very early stages in life.

Devauchelle, B. (2021, janvier 22). **Les compétences numériques sont-elles des fondamentaux comme les autres ?** Consulté 25 janvier 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/01/22012021Article637468955776715758.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=506877
Peut-on apprendre des savoirs et développer des compétences si on n'a pas l'occasion de les réinvestir, de les recontextualiser rapidement ? Aujourd'hui, chacun de nous est confronté à des usages variés et quasi quotidiens des moyens numériques. C'est pourquoi nous construisons progressivement une connaissance de notre environnement et développons les moyens de « faire avec ». Pour le dire d'une autre manière, notre maîtrise des moyens numériques dépend essentiellement des tâches que nous

accomplissons avec ces moyens. L'expertise professionnelle ou amateure est dépendante des situations que nous vivons comme l'avait bien montré il y a de nombreuses années Claude Bastien (les connaissances de l'enfant à l'adulte, Armand Colin 1997). On peut alors s'interroger sur les compétences que chacun de nous développe autour du numérique. Bruno Latour signalait il y a quelques années que les technologies existent bien davantage lorsqu'elles sont en panne que lorsqu'elles fonctionnent. Les personnels des services informatiques le savent bien et souvent le déplorent : on vient les voir quand ça ne marche pas et on les oublie quand tout fonctionne.

Dupray, A., Gasquet, C., & Lesfresne, F. (Éd.). (2020). ***L'entreprise rend-elle compétent.e ?*** Consulté à l'adresse https://www.cereq.fr/sites/default/files/2021-01/ESSENTIELS2_WEB_0.pdf
Cet ouvrage rassemble l'ensemble des études et travaux présentés par les différents expert.e.s du Céreq dans le cadre de la Biennale 2020

Evren, B. (2020). **Books beyond bars: The transformative potential of prison libraries**. *International Review of Education*, *66*(5), 885-887. https://doi.org/10.1007/s11159-020-09867-6

Gladstone, B., Exenberger, S., Weimand, B., Lui, V., Haid-Stecher, N., & Geretsegger, M. (2021). **The Capability Approach in Research about Children and Childhood: a Scoping Review**. *Child Indicators Research*, *14*(1), 453-475. https://doi.org/10.1007/s12187-020-09766-0
Although the Capability Approach (CA) has been applied in research about children, the extent of this is unclear. Developing knowledge about the CA applied to childhood is important to facilitate support that may benefit children's well-being. To identify and synthesise the literature on this topic, we used a scoping review methodology with the guiding questions: How has the CA been used in research with children and their social contexts? Which data generating strategies have been used in this research? Searches conducted in June 2018 yielded 6773 records. Seventy-one studies met our inclusion criteria. While the CA was initially described in 1979, most studies were published from 2011 onwards. The CA was used most often in education research, with few studies in health research. The majority of studies used qualitative and/or participatory approaches. Children's perspectives were included in the majority of studies, but only a fifth were with young children (<7 years). Researchers used the CA as a theoretical framework, and to generate and interpret data. Two knowledge gaps should be considered in developing future research: applying the CA to the field of children's health, especially mental health; meaningfully engaging children of all ages in research processes, to promote children's agency.

Jarraud, F. (2021, janvier 20). **Les compétences socio émotionnelles et activités locomotrices et les apprentissages**. Consulté 21 janvier 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/01/20012021Article637467227445644678.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=506813
« De nombreuses études montrent qu'être émotionnellement compétent est essentiel au succès académique », rappelle Edouard Gentaz, dans le numéro 169 de l'ANAE. « La

connaissance que les élèves possèdent de leurs émotions à 5 ans... facilite les interactions sociales positives et prédit leurs performances académiques en lecture ». Selon E Gentaz, ces enfants gèreraient mieux l'anxiété, l'ennui ou la déception en classe et finalement « le monde social qui les entoure », spécialement les adultes. Selon une étude qu'il a réalisé , E Gentaz montre que les compétences en maths sont aussi liées aux compétences émotionnelles et au comportement social. Pour lui la résistance à la prise en charge de cette réalité tient à des conceptions fixistes du cerveau. On peut aussi s'interroger sur le poids de l'environnement social des enfants dans la construction de ces compétences dès le plus jeune âge. Quelle assurance peut avoir un enfant pauvre par exemple.

Laheyne, C. (2021). **Sens de l'expérience scolaire dans l'apprentissage des cadres juridiques de la formation professionnelle : l'exemple de la filière éducateur spécialisé**. *Recherches en éducation*, (43). https://doi.org/10.4000/ree.3167
À partir d'une enquête par entretiens biographiques visant à identifier les différents mobiles de l'apprentissage des cadres juridiques en formation d'éducateur spécialisé, cet article se propose, d'une part, de montrer ce que le rapport au savoir juridique doit à la socialisation scolaire et comment cette dernière en lien avec la série du baccalauréat joue de manière distinctive à l'avantage des élèves déjà initiés au droit. D'autre part, il tentera d'éclairer ce que le rapport au savoir doit aux diverses socialisations constitutives de l'expérience du monde social, démarche particulièrement féconde pour comprendre les ressorts de l'investissement d'une discipline spécifique, au faible volume horaire, dans le cursus considéré.

Pakarinen, E., Lerkkanen, M.-K., Viljaranta, J., & Suchodoletz, A. von. (2021). **Investigating Bidirectional Links Between the Quality of Teacher–Child Relationships and Children's Interest and Pre-Academic Skills in Literacy and Math**. *Child Development*, 92(1), 388-407. https://doi.org/10.1111/cdev.13431
This study investigated bidirectional links between the quality of teacher–child relationships and children's interest and pre-academic skills in literacy and math. Furthermore, differences in the patterns of bidirectionality between boys and girls were explored. Participants were 461 Finnish kindergarteners (6-year-olds) and their teachers (n = 48). Teachers reported their closeness and conflict with each child twice throughout the kindergarten year. Children rated their interest in literacy and math, and were tested on their pre-academic skills. Cross-lagged path models indicated that teacher-perceived conflict predicted lower interest and pre-academic skills in both literacy and math. Results were similar for boys and girls. Implications for reducing conflictual patterns of relationships, together with promoting other factors, are discussed.

Simar, C., Pironom, J., Tessier, D., Nsambu, C., & Masson, J. (2020). **Validation transculturelle d'une échelle de mesure des compétences sociales chez les élèves des 8 à 12 ans**. *Éducation, Santé, Sociétés*, *7*(1), 125-139. https://doi.org/10.17184/eac.3865
La notion de compétences psychosociale (CPS) a été introduite par l'OMS en 1993 et définie comme « la capacité d'une personne à répondre avec efficacité aux exigences et aux épreuves de la vie quotidienne. C'est la capacité d'une personne à maintenir un état de bien-être subjectif qui lui permet d'adopter un comportement approprié et positif à l'occasion d'interactions avec les autres, sa culture, son environnement. ». Aujourd'hui, les compétences psychosociales bénéficient de plus en plus de recherches et sont reconnues comme un déterminant solide du bien-être et donc plus largement de

la santé des élèves. Si des programmes scolaires permettant de les développer voient le jour, il semblerait qu'il n'existe pas d'échelle psychométrique permettant de les mesurer. Cet article propose donc la validation d'une échelle de mesure de la compétence « sociale » des CPS, en langue française, pour un public âgé d'au moins 8 ans. Pour ce faire, un recueil auprès de 614 élèves de cycle 3 (CM1-CM2-6ème), âgés de 8 à 12 ans (moyenne = 9,71 ans et écart-type = 0,81) a été mené lors de l'année scolaire 2017-2018 dans le cadre d'un projet de recherche-intervention sur le développement des CPS. Les élèves ont complété un questionnaire auto-administré en classe créé à partir d'outils connexes existants. Après un traitement statistique (validité, fiabilité), il ressort que les propriétés psychométriques de l'échelle de mesure CPS relatives à la compétence « sociale » sont bonnes et permettent de la valider.

Aspects économiques de l'éducation

Ágnes, S.-M., & Kiss, H. J. (2020). **Locus of control and Human Capital Investment Decisions: The Role of Effort, Parental Preferences and Financial Constraints**. In *CERS-IE WORKING PAPERS* (N° 2055). Consulté à l'adresse Institute of Economics, Centre for Economic and Regional Studies website: https://ideas.repec.org/p/has/discpr/2055.html
We study the relationship between locus of control (LoC) and human capital investment decisions in the adolescence, using PDS lasso to exploit high-dimensional data. While LoC is not significantly associated with graduation from high school once we use exogenous controls, it correlates strongly with dropout age and college attendance even if we take into account predetermined variables and cognitive abilities, and it exhibits a significant positive relationship with plans to apply to college even if we control for potentially endogenous variables. We find that effort is an important conduit through which LoC operates and it is different from the expectation channel that has been already documented in the literature. The associations are heterogenous: LoC has a significant association with dropout age, high school graduation and college application plans in low-SES families, and with college attendance in mid-SES families. These heterogenous relations are in a large part determined by parental preferences and financial constraints.

Araya, F., Le Barbanchon, T., & Ubfal, D. (2019). **The Effects of Working while in School: Evidence from Uruguayan Lotteries**. In *CEPR Discussion Papers* (N° 13826). Consulté à l'adresse C.E.P.R. Discussion Papers website: https://ideas.repec.org/p/cpr/ceprdp/13826.html
We provide the first estimates of the effects of working while in school that use controlled random variation in job offers. We leverage a Uruguayan program offering 9-to-12-month part-time employment in state-owned companies by lottery to enrolled students. Using social security data matched to the universe of over 120,000 applicants, we estimate a 9% increase in earnings over the four post-program years for youth completing a program job. We find large positive effects on school enrollment during the program year, consistent with the conditionality of the program and smaller effects in the post-program years. Our time-use survey indicates that students substitute leisure and household chores with work, without significant reductions in studying time. Finally, a decomposition of the earnings effect shows that accumulation of work experience can explain the majority of the increase in earnings.

Balestra, S., Sallin, A., & Wolter, S. C. (2020). **High-Ability Influencers? The Heterogeneous Effects of Gifted Classmates**. In *Economics of Education Working Paper Series* (N° 0170). Consulté à l'adresse University of Zurich, Department of Business Administration (IBW) website: https://ideas.repec.org/p/iso/educat/0170.html
This paper examines how exposure to students identified as gifted (IQ≥130) affects achievement in secondary school and enrollment in post-compulsory education. By using unique student-level administrative data on achievement combined with psychological examination records, we are able to study the causal impact of gifted students on their classmates in unprecedented detail. We find a positive and significant effect of the exposure to gifted students on school achievement in both math and language. The impact of gifted students is, however, highly heterogeneous along three dimensions. First, we observe the strongest effects among male students and high achievers. Second, we show that male students benefit from the presence of gifted peers in all subjects regardless of their gender, whereas female students seem to benefit exclusively from the presence of female gifted students. Third, we find that gifted students diagnosed with emotional or behavioral disorders have zero-to-negative effects on their classmates' performance, a detrimental effect more pronounced for female students. After compulsory schooling, the results show that exposure to gifted classmates increases the likelihood of choosing a selective academic track. This effect, however, is entirely driven by male students.

Bhan, P. C. (2020). ***Do role models increase student hope and effort? Evidence from India***. Consulté à l'adresse Business School - Economics, University of Glasgow website: https://EconPapers.repec.org/RePEc:gla:glaewp:2021_01
This paper offers experimental evidence on the significance of role-models on fostering hope, increasing effort and improving the academic performance of primary school students in India. Students from private schools were individually randomised to a treatment or a placebo group. Treated students watch a short film produced as a part of the experiment in Jaipur, Rajasthan - the study location. The placebo group students watch a television show for kids, « Malgudi Days ». I find a 0.17 standard deviation (s.d.) increase in student hope and 0.25 s.d increase in their effort, immediately after the intervention. The one-off treatment leads to a 0.16 s.d. increase on standardised test scores in English, six-weeks after the intervention. Along with hope, I find significant improvements in students' self-efficacy or optimism and happiness. A cost-effectiveness analysis highlights role-models as a promising treatment intervention tool that can have an effect on student motivation and their learning outcomes.

Bianchi, N., Lu, Y., & Song, H. (2020). **The Effect of Computer-Assisted Learning on Students' Long-Term Development**. In *NBER Working Papers* (N° 28180). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://ideas.repec.org/p/nbr/nberwo/28180.html
In this paper, we examine the effect of computer-assisted learning on students' long-term development. We explore the implementation of the "largest ed-tech intervention in the world to date," which connected China's best teachers to more than 100 million rural students through satellite internet. We find evidence that exposure to the program improved students' academic achievement, labor performance, and computer usage. We observe these effects up to ten years after program implementation. These findings indicate that education technology can have long-lasting positive effects on a variety of outcomes and can be effective in reducing the rural–urban education gap.

Bömmel, N., & Heineck, G. (2020). **Revisiting the Causal Effect of Education on Political Participation and Interest**. In *IZA Discussion Papers* (N° 13954). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://ideas.repec.org/p/iza/izadps/dp13954.html
A substantial number of studies suggests a strong relationship between education and aspects of political participation and interest. Only a small body of literature, however, addresses whether these patterns represent causal effects. We add to this research and re-examine the question in the German context. For identification, we exploit an exogenous increase in lower secondary compulsory schooling between 1949 and 1969 in former West Germany, and use data from the National Educational Panel Study (NEPS) to identify individuals' educational biographies more precisely than prior research. Our results reinforce findings from Siedler (2010): multiple regression analyses first indicate a positive, statistically significant correlation between schooling and our measures of political activities. IV estimates, however, are all trivial, for both compliers and the full sample, indicating that the reform did not stimulate long-term changes in political participation and interest.

Cabral, M., Kim, B., Rossin-Slater, M., Schnell, M., & Schwandt, H. (2020). **Trauma at School: The Impacts of Shootings on Students' Human Capital and Economic Outcomes**. In *IZA Discussion Papers* (N° 13998). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://ideas.repec.org/p/iza/izadps/dp13998.html
A growing number of American children are exposed to gun violence at their schools, but little is known about the impacts of this exposure on their human capital attainment and economic well-being. This paper studies the causal effects of exposure to shootings at schools on children's educational and economic outcomes, using individual-level longitudinal administrative data from Texas. We analyze the universe of shootings at Texas public schools that occurred between 1995 and 2016, and match schools that experienced shootings with observationally similar control schools in other districts. We use difference-in-differences models that leverage within-individual and across-cohort variation in shooting exposure within matched school groups to estimate the short- and long-run impacts of shootings on students attending these schools at the time of the shooting. We find that shooting-exposed students have an increased absence rate and are more likely to be chronically absent and repeat a grade in the two years following the event. We also find adverse long-term impacts on the likelihood of high school graduation, college enrollment and graduation, as well as employment and earnings at ages 24-26. Heterogeneity analyses by student and school characteristics indicate that the detrimental impacts of shootings are universal, with most sub-groups being affected.

Chang, G., Favara, M., & Novella, R. (2020). **The Origins of Cognitive Skills and Non-cognitive Skills: The Long-Term Effect of in-Utero Rainfall Shocks in India**. In *IZA Discussion Papers* (N° 13960). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://ideas.repec.org/p/iza/izadps/dp13960.html
Skills are an important predictor of labour, education, and wellbeing outcomes. Understanding the origins of skills formation is important for reducing future inequalities. This paper analyses the effect of shocks in-utero on human capital outcomes in childhood and adolescence in India. Combining historical rainfall data and longitudinal data from Young Lives, we estimate the effect of rainfall shocks in-utero on cognitive and non-cognitive skills development over the first 15 years of life. We find negative effects of

rainfall shocks on receptive vocabulary at age 5, and on mathematics and non-cognitive skills at age 15. Also, shocks occurred after the first trimester are more detrimental for skills development. Our findings support the implementation of policies aiming at reducing inequalities at very early stages in life.

de Gendre, A., & Salamanca, N. (2020). **On the Mechanisms of Ability Peer Effects**. In *IZA Discussion Papers* (N° 13938). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://ideas.repec.org/p/iza/izadps/dp13938.html
Studying with higher ability peers increases student performance, yet we have little idea why. We exploit random assignment of students to classrooms and find positive peer effects on test scores. With rich data on nineteen potential mechanisms, we then estimate how effects on attitudes, parents, and teachers could drive these results. Higher-achieving peers reduce student effort, increase student university aspirations, increase parental time investments and parental strictness, and have precise null effects elsewhere. None of these mechanisms, however, explain our peer effect on test scores. Our results highlight promising avenues for understanding ability peer effects.

Egert, B., Botev, J., & Turner, D. (2020). **The Contribution of Human Capital and Its Policies to Per Capita Income in Europe and the OECD**. In *CESifo Working Paper Series* (N° 8776). Consulté à l'adresse CESifo website: https://ideas.repec.org/p/ces/ceswps/_8776.html
This paper studies empirically the effect of education policies on human capital and per capita income. The results suggest for European and OECD countries that higher attendance at pre-primary education, greater autonomy of schools and universities, a lower student-to-teacher ratio, higher age of first tracking in secondary education and lower barriers to funding to students in tertiary education all tend to boost human capital through amplifying the positive effects of greater public spending on education. Benefits from pre-primary education are particularly high for countries with an above-average share of disadvantaged students. School autonomy yields high benefits especially in countries where schools are subject to external accountability. From a policy perspective, improving the quality of the labour force and value-for-money of education policies are of utmost importance in the future, especially in European countries facing population ageing and ever increasing fiscal constraints. Prompt policy action is needed given the very long delay with which the full effect of reforms in education policy materialises on human capital and per capita income.

Emediegwu, L. E. (2020). **Does educational investment enhance capacity development for Nigerian youths? An autoregressive distributed lag approach**. *African Development Review*, *32*(S1), S45-S53. https://doi.org/10.1111/1467-8268.12481
This paper employs the autoregressive distributed lag bound test and Nigerian time series data spanning 1980–2016 to provide empirical evidence on the educational financing—(youths) capacity development nexus via secondary school enrollment channel. The greatest factor that is pivotal to developing the capacity of Nigerian youths is investment in the quantity of education, and more significantly in its quality. The paper's main results show that budgetary allocation to education positively and significantly impacts secondary school enrollment, both in the long and short runs. Thererfore, the study recommends a substantial investment in the educational sector even if there has to be a trade-off with other types of unproductive investment.

Erwin, C., Binder, M., Miller, C., & Krause, K. (2021). **Performance-Based Aid, Enhanced Advising, and the Income Gap in College Graduation: Evidence From a Randomized Controlled Trial**. *Educational Evaluation and Policy Analysis*, *43*(1), 134-153. https://doi.org/10.3102/0162373720979180
Income gaps in college enrollment, persistence, and graduation raise concerns for those interested in equal opportunity in higher education. We present findings from a randomly assigned scholarship for low-income students at a medium-sized public 4-year university. The program focused solely on the first four semesters of enrollment and tied aid disbursements to modest academic benchmarks and enhanced academic advising. Meaningful decreases in time to degree appear to be driven by students with the lowest academic preparation and family income. Treated students took out approximately 20% less in student loans during the duration of the program. Participants also indicated high satisfaction with the program's model of enhanced academic advising.

Ferreira Sequeda, M. (2020). **The effect of grade retention on secondary school dropout: Evidence from a natural experiment**. In *ROA Research Memorandum* (N° 014). Consulté à l'adresse Maastricht University, Research Centre for Education and the Labour Market (ROA) website: https://ideas.repec.org/p/unm/umaror/2020014.html
This paper analyses the effects of grade retention on secondary school dropout by evaluating a retention policy reform introduced in 2010 in Colombia. The reform ended the restriction that the annual number of retained students at a school could not exceed 5 percent of the total school population. Using administrative data at the school level, we estimate a difference-in-differences model that exploits variation in schools' retention rates before and after the reform. We distinguish dropout rates by grade (grade 6 to 11). Moreover, we distinguish between retained students who dropped out of school by the end of the year of their retention and the dropout effect on all students enrolled in school the year after retention. Our robust estimates reveal that higher retention increases the rate of students dropping out of school the same year of their retention, that means not enrolling to repeat the failed grade. However, there is little, if any, causal effect of grade retention on the dropout rates of all other students enrolled in the school one year after retention. We find that the latter effect is stronger when retention takes place at the earlier grades whereas the effect for retained students is strongest when retention occurs at grade 9 and grade 11, when students would be entitled to receive the lower secondary school certicate and the high-school diploma respectively.

Hunt, S. A., & Boliver, V. (2021). **Private providers and market exit in UK higher education**. *Higher Education*, *81*(2), 385-401. https://doi.org/10.1007/s10734-020-00546-x
The sudden closure of higher education providers is virtually unknown among publicly funded higher education institutions in the UK, but "market exit" is commonplace among private higher education providers. The UK government is actively championing the expansion of private higher education providers despite a dearth of research on the factors associated with a heightened risk of market exit within this part of the UK higher education sector. We set out to fill this gap in knowledge by utilizing existing data on private higher education providers active in the UK in 2014 supplemented by newly collected data on the status of these providers in 2019. The likelihood of market exit was higher for more recently founded providers, those operating for profit, those specializing in Business or IT or else having no particular specialization, and those located in London—all features that represent areas of greatest competition in the private higher education sector. Further risk factors associated with an increased likelihood of market exit were no

external quality assessment, no access to publicly backed tuition fee loans, and the removal of the legal right to recruit international students. This second set of risk factors suggest that it is not just denial of revenue streams that increases the likelihood of market exit but estrangement from an officially regulated higher education system.

Kobayashi, Y. (2021). **Non-globalized ties between Japanese higher education and industry: crafting publicity-driven calls for domestic and foreign students with global qualities**. *Higher Education*, *81*(2), 241-253. https://doi.org/10.1007/s10734-020-00539-w
Addressing the root cause of Japanese higher education problems, the present literature-based study explores Japanese higher education's power relationship with one of the most influential stakeholders, the business world. It first draws attention to the incongruity between the business enterprises' proclaimed struggle with the securement of human resources capable of advancing overseas business and their rejection of international students deficient in Japanese(ness) qualities and employment of monolingual Japanese students. It is then argued that these conflicting discourses and practices have granted Japan's higher education leeway to be rhetorically global but practically non-global on Japanese-dominant campuses. Moreover, their reproduction of Japanese students' inward-looking mentality discourse is in synchronization with the implementation of internationalization programs that minimize interaction between Japanese and international students, with the former taking English as a foreign language classes and the latter placed in English-medium ones specifically designed for them. Suggestions are provided for future research that should explore how the Japanese business world's changing performance impinges on Japanese higher education's (non-) globalization policies, practices, and discourses centering around Japanese and international students.

Modena, F., Tanzi, G. M., & Fernandez, S. P. (2020). **On the design of grant assignment rules**. In *Temi di discussione (Economic working papers)* (N° 1307). Consulté à l'adresse Bank of Italy, Economic Research and International Relations Area website: https://ideas.repec.org/p/bdi/wptemi/td_1307_20.html
One of the main goals of grants is to reduce dropout rates. In this paper, we assess how different assignment rules target different students and how they affect dropout rates in the first year of enrollment. The analysis uses administrative data from all Italian universities for the period 2003-13. We find that awarding the grant to all eligible students would significantly increase public expenses, with only a slight reduction in the dropout rate. Since we find that the grants have a heterogeneous effect according to students' characteristics, assignment rules keeping the number of grants constant have an impact on dropout rates. In particular, targeting high-performing students would minimize dropout rates amongst grant recipients, but it would slightly increase the overall dropout rate. On the other hand, targeting those who benefit the most achieves the maximum reduction in dropout rates at the cost of increasing the number of grant recipient dropouts.

Morales, L. F., Posso, C., & Flórez, L. A. (2021). **Heterogeneity in the Returns to Tertiary Education for the Disadvantage Youth: Quality vs. Quantity Analysis**. In *Borradores de Economia* (N° 1150). Consulté à l'adresse Banco de la Republica de Colombia website: https://ideas.repec.org/p/bdr/borrec/1150.html
This paper usesadministrative records from different sources to construct a unique data set of low-income students in Colombia born from 1980 to 1990. This data includes

cognitive test results, socio-economic information at their high school final year, and information on their labor market results, many years after high school graduation. We evaluate the returns by estimating the Marginal Treatment Effect (MTE) of the tertiary investment decision. The MTE allows estimating a random parameter for tertiary education return, which varies with unobserved heterogeneity across workers. We find sizeable heterogeneity in returns, as recent literature has also identified, to the extent that for a considerable mass of the population, the return is negligible. Using the estimated models, we simulate two types of policies: one that increases the supply of tertiary education and another that enhances secondary education quality. We find thata less costly policy that improvessecondary education qualitygives similar returns than a more ambitious policy that increases tertiary education supply. **** RESUMEN: Este artículo utiliza registros administrativos de diferentes fuentes para construir un base datos de estudiantes de bajos ingresos en Colombia nacidos entre 1980 y 1990. Estos datos incluyen resultados de pruebas cognitivas, información socioeconómica en su último año de secundaria, e información sobre su trabajo, años después de la graduación de la secundaria. Evaluamos los rendimientos de la educación terciaria estimando el "efecto marginal de tratamiento"(MTE) de la inversión en educación terciaria. ElMTE permite estimar un parámetro aleatorio para el rendimiento de la educación, que varía con la heterogeneidad no observada de los trabajadores. Encontramos una heterogeneidad considerable en los retornos, al punto de que, para una masa de la población, el retorno es cercano a cero. Utilizando los modelos estimados, simulamos dos tipos de políticas: una que aumenta la oferta de educación terciaria y otra que mejora la calidad de la educación secundaria. Se encuentra que una política que mejora la calidad de la educación secundaria da rendimientos similares a una política ambiciosa de incrementos en la oferta de educación terciaria.

Morton, E. (2021). **Effects of Four-Day School Weeks on School Finance and Achievement: Evidence From Oklahoma**. *Educational Researcher*, *50*(1), 30-40. https://doi.org/10.3102/0013189X20948023
Motivated by potential financial savings, 4-day school weeks have proliferated across the United States in recent years, reaching public schools in 24 states as of 2019. The consequences of the 4-day school week for students, schools, and communities are largely unknown. This article uses district-level panel data from Oklahoma and a difference-in-differences research design to examine the causal effect of the 4-day schedule on school district finance and academic achievement. Results indicate that 4-day weeks decrease districts' federal revenues and their noninstructional and support services expenditures. Decreases are concentrated specifically in operations, transportation, and food services expenditures and amount to approximately 2.03% of the average 4-day district's budget. There is no detectable effect of the 4-day week on academic achievement.

Narita, Y. (2020). **A Theory of Quasi-Experimental Evaluation of School Quality**. In *Working Papers* (No 2020-085). Consulté à l'adresse Human Capital and Economic Opportunity Working Group website: https://ideas.repec.org/p/hka/wpaper/2020-085.html
Many centralized school admissions systems use lotteries to ration limited seats at oversubscribed schools. The resulting random assignment is used by empirical researchers to identify the effects of schools on outcomes like test scores. I first find that the two most popular empirical research designs may not successfully extract a random assignment of applicants to schools. When do the research designs overcome this problem? I show the

following main results for a class of data-generating mechanisms containing those used in practice: The "first-choice" research design extracts a random assignment under a mechanism if the mechanism is strategy-proof for schools. In contrast, the other "qualification instrument" research design does not necessarily extract a random assignment under any mechanism. The former research design is therefore more compelling than the latter. Many applications of the two research designs need some implicit assumption, such as large-sample approximately random assignment, to justify their empirical strategy.

Pavese, C., & Rubolino, E. (2021). **Do Fiscal Restraints Harm Test Scores? Evidence from Italy**. In *Working Papers* (N° 2021:02). Consulté à l'adresse Department of Economics, University of Venice « Ca' Foscari » website: https://ideas.repec.org/p/ven/wpaper/202102.html
Most countries discipline their public budget through a set of fiscal rules aiming at limiting public debt accumulation. Yet, apart from the direct effect on public finance outcomes, there is limited evidence on whether these policies affect broader socio-economic outcomes. This paper provides regression discontinuity estimates of fiscal rules-induced school spending drops on test scores of Italian students. We show that school spending per-pupil is around 102 euros lower in municipalities subject to fiscal restraints. Using longitudinal data on pupils' attainment in national test at the beginning and the end of primary school, we find that spending differences lead to a gap in standardized test score gains of nearly 12 percent of a standard deviation. The impact is particularly strong for lower socio-economic groups. We find that both the lack of several basic instructional tools and limited investments in school facilities explain most of the observed achievement gap. Our results reveal how fiscal restraints can create "unintended" consequences for younger generations and exacerbate cross-generation inequalities when governments need to reduce public spending.

Peiron, D. (2021, janvier 19). **Les études supérieures, investissement rentable ?** *La Croix*. Consulté à l'adresse https://www.la-croix.com/Famille/etudes-superieures-investissement-rentable-2021-01-19-1201135800
Les inscriptions sur Parcoursup débutent mercredi 20 janvier. Avec des frais d'inscription très variables, difficile de savoir si le diplôme vaut les sommes engagées.

Taylor-Rosner, N. (2021, janvier 19). **États-Unis, ces parents qui s'endettent pour les études de leurs enfants**. *La Croix*. Consulté à l'adresse https://www.la-croix.com/Famille/Etats-Unis-parents-sendettent-etudes-enfants-2021-01-19-1201135801
Avec la hausse des frais universitaires, les Américains empruntent pour leurs enfants, pas toujours avec un retour sur investissement.

Walter, T. F. (2020). **Misallocation in the Public Sector? Cross-Country Evidence from Two Million Primary Schools**. In *STICERD - Economic Organisation and Public Policy Discussion Papers Series* (N° 70). Consulté à l'adresse Suntory and Toyota International Centres for Economics and Related Disciplines, LSE website: https://ideas.repec.org/p/cep/stieop/70.html
This paper examines how the allocation of teachers across public primary schools differs between countries and the extent to which this can explain differences in educational outcomes. First, I build a new global school-level data set that comprises nearly two million schools representing public primary education in 91 countries. I document that

pupil-teacher ratios (PTRs) in developed countries are low on aggregate and vary little between schools. In contrast, in developing countries aggregate PTRs are high and differences in PTRs between schools are large. Even at the local level, within second-tier administrative units, differences in PTRs between schools are substantial. While PTRs are higher in rural areas, PTR differences between schools within both urban and rural areas are much larger than differences in average PTRs between urban and rural areas. High PTRs are typically found in areas with low levels of wealth and adult literacy, and poor school infrastructure. Second, I build a model of education production to assess if complementarities between teachers, school infrastructure and household inputs can rationalize the prevailing inequalities in the relative number of teachers within developing countries. Simulations suggest that more equal teacher allocations could in fact increase, rather than decrease, aggregate learning in many poor countries. Obtaining equivalent gains through reductions in aggregate PTRs, while holding relative PTRs between schools fixed, on the other hand, would require large teacher workforce increases.

Aspects psychologiques de l'éducation

Bhan, P. C. (2020). ***Do role models increase student hope and effort? Evidence from India***. Consulté à l'adresse Business School - Economics, University of Glasgow website: https://EconPapers.repec.org/RePEc:gla:glaewp:2021_01
This paper offers experimental evidence on the significance of role-models on fostering hope, increasing effort and improving the academic performance of primary school students in India. Students from private schools were individually randomised to a treatment or a placebo group. Treated students watch a short film produced as a part of the experiment in Jaipur, Rajasthan - the study location. The placebo group students watch a television show for kids, « Malgudi Days ». I find a 0.17 standard deviation (s.d.) increase in student hope and 0.25 s.d increase in their effort, immediately after the intervention. The one-off treatment leads to a 0.16 s.d. increase on standardised test scores in English, six-weeks after the intervention. Along with hope, I find significant improvements in students' self-efficacy or optimism and happiness. A cost-effectiveness analysis highlights role-models as a promising treatment intervention tool that can have an effect on student motivation and their learning outcomes.

Breitwieser, J., & Brod, G. (2021). **Cognitive Prerequisites for Generative Learning: Why Some Learning Strategies Are More Effective Than Others**. *Child Development*, *92*(1), 258-272. https://doi.org/10.1111/cdev.13393
This study examined age-related differences in the effectiveness of two generative learning strategies (GLSs). Twenty-five children aged 9–11 and 25 university students aged 17–29 performed a facts learning task in which they had to generate either a prediction or an example before seeing the correct result. We found a significant Age × Learning Strategy interaction, with children remembering more facts after generating predictions rather than examples, whereas both strategies were similarly effective in adults. Pupillary data indicated that predictions stimulated surprise, whereas the effectiveness of example-based learning correlated with children's analogical reasoning abilities. These findings suggest that there are different cognitive prerequisites for different GLSs, which results in varying degrees of strategy effectiveness by age.

Cabral, M., Kim, B., Rossin-Slater, M., Schnell, M., & Schwandt, H. (2020). **Trauma at School: The Impacts of Shootings on Students' Human Capital and Economic Outcomes**. In *IZA Discussion Papers* (N° 13998). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://ideas.repec.org/p/iza/izadps/dp13998.html
A growing number of American children are exposed to gun violence at their schools, but little is known about the impacts of this exposure on their human capital attainment and economic well-being. This paper studies the causal effects of exposure to shootings at schools on children's educational and economic outcomes, using individual-level longitudinal administrative data from Texas. We analyze the universe of shootings at Texas public schools that occurred between 1995 and 2016, and match schools that experienced shootings with observationally similar control schools in other districts. We use difference-in-differences models that leverage within-individual and across-cohort variation in shooting exposure within matched school groups to estimate the short- and long-run impacts of shootings on students attending these schools at the time of the shooting. We find that shooting-exposed students have an increased absence rate and are more likely to be chronically absent and repeat a grade in the two years following the event. We also find adverse long-term impacts on the likelihood of high school graduation, college enrollment and graduation, as well as employment and earnings at ages 24-26. Heterogeneity analyses by student and school characteristics indicate that the detrimental impacts of shootings are universal, with most sub-groups being affected.

Davis, C. R., Grooms, J., Ortega, A., Rubalcaba, J. A.-A., & Vargas, E. (2021). **Distance Learning and Parental Mental Health During COVID-19**. *Educational Researcher*, *50*(1), 61-64. https://doi.org/10.3102/0013189X20978806
As COVID-19 cases continue to increase across the country, there is a concern about the extent to which this pandemic will affect students. Since March 2020, schools transitioned to a distance-learning format, which unintentionally forced parents into new teaching roles as proxy educators. In this brief, we explore the association between distance learning and the mental health of proxy educators. We find that parents with children who struggled with distance learning experienced elevated mental distress. Given the relationship between teacher burnout and student outcomes, we argue the importance of supporting parents during this time to improve students' schooling.

Heutte, J. (2020). **Psychologie positive et formation des adultes : le flow ou le plaisir de comprendre tout au long de la vie**. *Savoirs*, *N° 54*(3), 17-61. Consulté à l'adresse https://www.cairn.info/revue-savoirs-2020-3-page-17.htm
Sous l'impulsion initiale de Seligman et Csíkszentmihályi, la psychologie positive qui a émergé il y a maintenant un peu plus d'une vingtaine d'années peut être définie comme l'étude des conditions et processus qui contribuent à l'épanouissement ou au fonctionnement optimal des individus, des groupes et des institutions. Cette quatrième vague de la psychologie scientifique contemporaine s'intéresse plus particulièrement à l'étude empirique du développement humain optimal. Elle marque aussi la mise en lumière de la théorie de l'expérience optimale ou autotélique (du « flow ») élaborée dans les années 1970 par Csíkszentmihályi. Cependant, peu de travaux en langue française sont consacrés aux apports de la psychologie positive dans le champ spécifique de l'éducation et de la formation des adultes. Aussi, après un focus sur l'émergence de la préoccupation du développement humain optimal, puis un examen critique de la psychologie positive, l'essentiel de cette note de synthèse concernera l'expérience

autotélique, plus particulièrement dans son éclairage original de la dimension sociale de l'apprenance, ainsi que de la persistance à vouloir comprendre tout au long de la vie.

Käpplinger, B., & Lichte, N. (2020). **"The lockdown of physical co-operation touches the heart of adult education": A Delphi study on immediate and expected effects of COVID-19**. *International Review of Education*, 66(5), 777-795. https://doi.org/10.1007/s11159-020-09871-w
This article is based on the first wave of an ongoing worldwide Delphi study which is currently analysing the immediate and expected effects of the COVID-19 pandemic on adult education and adult learning. While the methodology of Delphi studies varies a lot, in a nutshell, the core idea of a Delphi study is that it explores the future of a particular field in a collaborative way. The authors contacted more than 50 international experts in the field of adult education for a qualitative online survey between April and May 2020, asking them to provide information, observations, expectations and advice. While the findings show many cross-national similarities, there are also many differences. Clearly, adult educators are still trying to understand the implications of the crisis, which they perceive as unprecedented.

Longis, K. (2019). ***Effets des facteurs affectivo-motivationnels et métacognitifs sur l'engagement cognitif en cours d'anglais LV1 chez les BTS industriels : approches transversale et longitudinale*** (Phdthesis, Université Toulouse le Mirail - Toulouse II). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-03123182
L'anglais apparaît souvent pour les étudiants en BTS TP et BTS MAV par alternance comme une matière difficile à apprendre. L'étudiant a déjà choisi de continuer ses études. Cependant, suivre une formation dans les travaux publics, suppose aussi de s'investir dans des matières autres que celles en lien direct avec les travaux publics comme l'anglais. La recherche présentée ici a deux points d'origine: la formation professionnelle et la littérature scientifique autour de l'engagement cognitif et l'apprentissage des langues. Ceux-ci ont amenés les questions suivantes: quels facteurs expliquent ce désengagement cognitif en anglais dans un contexte académique? Y-a-t-il une différence entre des 1ères et des 2èmes années du point de vue de l'engagement cognitif et des performances? Est-ce que les facteurs affectant l'engagement cognitif sont les mêmes pour les 1ères et les 2èmes années? Quelle évolution y-a-t-il de la 1ères à la 2èmes année au sein d'un même groupe? Dans ce cadre, cette thèse présente quatre études menées soit sur 95 ou sur 46 apprenants de BTS. Celles-ci ont pour objectif d'étudier l'effet de facteurs affectivo-motivationnels sur l'engagement cognitif et la performance lors d'un BTS Blanc en anglais selon l'année d'étude de deux groupes distincts d'élèves de BTS et d'une année à l'autre chez un même groupe d'élèves en BTS. Les résultats obtenus lors de ces études n'ont néanmoins pas confirmé toutes nos hypothèses. La discussion de ces résultats est organisée autour de six points principaux. Une première partie parle de la mesure de l'engagement cognitif des étudiants. Une seconde partie traite de la limitation qui apparait car l'étude n'est faite que dans une seule école. Une troisième partie se centre sur la traduction des questionnaires et donc de la formulation des items. Une quatrième partie considère la similarité des items représentant les connaissances métacognitives et les stratégies métacognitives de l'engagement cognitif. Une cinquième partie aborde la possibilité d'auto-influence entre les facteurs. Finalement, le fait que les apprenants pourraient répondre aux questionnaires en fonction des attentes ou de ce qui est socialement acceptable sera aussi abordé comme une piste de travail pertinente.

Petscher, Y., Al Otaiba, S., & Wanzek, J. (2021). **Study of the Factor Structure, Profiles, and Concurrent Validity of the Mindset Assessment Profile Tool for Elementary Students**. *Journal of Psychoeducational Assessment*, *39*(1), 74-88. https://doi.org/10.1177/0734282920943456
This study explored the underlying latent structure of items on the Mindset Assessment Profile (MAP) tool, explored whether subgroups of students exist based on the latent structure of MAP items, and tested whether subgroups were differentiated on standardized measures of reading comprehension, vocabulary, and word reading. Participants included 431 fourth-grade students. Confirmatory factor analysis revealed that a three-factor model provided the most parsimonious fit to the data. Results of exploratory finite mixture model analysis with auxiliary regression suggested five classes of students, with the students categorized as growth mindset—high effort profile having the highest observed reading comprehension (M = 451.98 and SD = 38.88) and vocabulary (M = 454.37 and SD = 34.74) scores. By contrast, students categorized as fixed mindset—higher effort had the lowest observed reading comprehension and vocabulary scores. Limitations and directions for future research, and implications for using MAP assessment to inform intervention are discussed.

Samuel & Warner. (2021). **"I Can Math!": Reducing Math Anxiety and Increasing Math Self-Efficacy Using a Mindfulness and Growth Mindset-Based Intervention in First-Year Students**. *Community College Journal of Research and Practice*, *45*(3), 205-222. https://doi.org/10.1080/10668926.2019.1666063
Math anxiety is a debilitating problem that affects many community college students. Neuropsychological research suggests that negative rumination when anticipating math situations substantially exhausts working memory load, contributes to execution anxiety, which interferes with learning and performance. Studies have shown that improving the psychological experience in the classroom could have a positive impact on students' academic achievement. However, there is little to no research employing interventions designed to specifically address anticipation and execution math anxiety in community college students. The current research investigated the effect of embedding a combined mindfulness and growth mindset intervention within a required first-year, two-semester developmental statistics course. Results from this mixed methods pilot study indicate that this new combined approach not only reduced math anxiety, but had also increased math self-efficacy in a sample of college students. Replication of the research is warranted in order to substantiate the preliminary results.

Schleihauf, H., Hoehl, S., Tsvetkova, N., König, A., Mombaur, K., & Pauen, S. (2021). **Preschoolers' Motivation to Over-Imitate Humans and Robots**. *Child Development*, *92*(1), 222-238. https://doi.org/10.1111/cdev.13403
From preschool age, humans tend to imitate causally irrelevant actions—they over-imitate. This study investigated whether children over-imitate even when they know a more efficient task solution and whether they imitate irrelevant actions equally from a human compared to a robot model. Five-to-six-year-olds (N = 107) watched either a robot or human retrieve a reward from a puzzle box. First a model demonstrated an inefficient (Trial 1), then an efficient (Trial 2), then again the inefficient strategy (Trial 3). Subsequent to each demonstration, children copied whichever strategy had been demonstrated regardless of whether the model was a human or a robot. Results indicate

that over-imitation can be socially motivated, and that humanoid robots and humans are equally likely to elicit this behavior.

Xerxa, Y., Rescorla, L. A., Ende, J. van der, Hillegers, M. H. J., Verhulst, F. C., & Tiemeier, H. (2021). **From Parent to Child to Parent: Associations Between Parent and Offspring Psychopathology**. *Child Development*, 92(1), 291-307. https://doi.org/10.1111/cdev.13402
Parental psychopathology can affect child functioning, and vice versa. We examined bidirectional associations between parent and offspring psychopathology in 5,536 children and their parents. We asked three questions: (a) are parent-to-child associations stronger than child-to-parent associations? (b) are mother-to-child associations stronger than father-to-child associations? and (c) do within- and between-person effects contribute to bidirectional associations between parent and offspring psychopathology? Our findings suggest that only within-rater bidirectional associations of parent and offspring psychopathology can be consistently detected, with no difference between mothers and fathers. Child psychopathology was hardly associated with parental psychopathology. No evidence for cross-rater child-to-parent associations was found suggesting that the within-rater child-to-parent associations reflect shared method variance. Moreover, within-person change accounted for a part of the variance observed.

Aspects sociaux de l'éducation

Akyol, P., & Mocan, N. (2020). **Education and Consanguineous Marriage**. In *IZA Discussion Papers* (N° 13985). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://ideas.repec.org/p/iza/izadps/dp13985.html
At least one of every five marriages is consanguineous (between couples who are second cousins or closer) in the Middle East and North Africa, and the rate is higher than 50 percent in some parts of the world. Consanguineous marriage generates serious health problems for the offspring and constitutes an economic problem with its associated medical costs and the impact on human capital. The prevalence of consanguineous marriage and the resultant kinship networks can shape various dimensions of the society ranging from institutional structure to attitudes such as trust, individualism, and nepotism. Using data from Turkey and leveraging an education reform which increased mandatory schooling by three years, we find that the reform made women less likely to find consanguineous marriage as an acceptable practice, and that the reform reduced women's propensity to marry a first cousin or a blood relative. Exposure to the reform altered women's preferences in favor of personal autonomy. Women who are exposed to the reform are more likely to have met their husbands outside of family networks, they are less likely to get forced into marriage against their consent, and they are less likely to agree that only a son can ensure the continuation of the family blood line. These results indicate that educational attainment can alter behaviors and attitudes which may be rooted in culture.

Annamma, S. A., & Handy, T. (2021). **Sharpening Justice Through DisCrit: A Contrapuntal Analysis of Education**. *Educational Researcher*, *50*(1), 41-50. https://doi.org/10.3102/0013189X20953838
Calls for justice-centered education approaches have gained traction over the years. Yet given the entrenched inequities that disproportionately harm multiply-marginalized

students of color, it is evident that they remain incomplete. Using a specific incident as our launching point, we explore current conceptualizations of justice through a disability critical race theory (DisCrit) contrapuntal reading of four prolific intellectuals whose work is often not in conversation: Nancy Fraser, Iris Marion Young, Mia Mingus, and Talia Lewis. We query, (a) How does the author conceptualize justice? (b) How does the author consider difference in relationships to justice? and (c) How does the author (re)imagine potential ways to remedy injustice? By recognizing connectedness and maintaining tensions framed within DisCrit, this article enumerates expansive conceptualizations of justice through centering multiply-marginalized communities of color.

Armagnague, M., & Tersigni, S. (2020). **Vivre son enfance migrante à l'école française**. *Revue des Sciences sociales*, (64), 46. https://doi.org/10.4000/revss.5738
Les enfants et jeunes migrants à l'école sont souvent les dépositaires d'approches sociologiques décontextualisées : invisibilisation de la « classe » du migrant ou parfois au contraire, invisibilisation du processus de minorisation ethnique ou raciale de l'élève de milieu populaire. À partir de ce constat, cet article propose une réflexion articulant sociologie et anthropologie de l'enfance, de l'éducation, de l'immigration et de la ville. En effet, entre le travail de l'institution et l'expérience de la migration, il reste peu de place pour la fabrication de l'enfance dans des contextes de forte normativité institutionnelle – le contexte scolaire – et de fortes pressions socio-politiques – le contexte actuel des migrations internationales. Pourtant, dans des ensembles pluriels et complexes d'injonctions et d'assignations normatives, l'expression enfantine se donne à voir dans des pratiques liées aux configurations institutionnelles induites par l'éducation nationale.

Bayram Özdemir, S., Özdemir, M., & Boersma, K. (2021). **How Does Adolescents' Openness to Diversity Change Over Time? The Role of Majority-Minority Friendship, Friends' Views, and Classroom Social Context**. *Journal of Youth and Adolescence*, *50*(1), 75-88. https://doi.org/10.1007/s10964-020-01329-4
Young people are growing up in increasingly "super-diverse" societies, and show variations in how they approach diversity and embrace differences. Developing a good understanding of why some youth appreciate and value diversity whereas others do not is crucial in identifying ways to promote social interactions among different groups in broader society. The current study examined whether adolescents follow different trajectories in their views on diversity, and identified possible factors behind how they change over time. The sample included 1362 adolescents residing in Sweden (Mage = 13.18, SD = 0.43, 48% girls). Adolescents reported on their openness to diversity and classroom social climate. The peer nominations method was used to measure majority-minority friendship, and friends' views on diversity. Latent growth analysis showed that adolescents, on average, became more open to diversity over time, but with clear heterogeneity. Three distinct trajectories were identified as: high-increasing, average-increasing, and average-declining. Relative to the high-increasing group, the other two were more likely to be male and immigrant. Relative to the high-increasing group, adolescents on the average-increasing trajectory perceived their classroom climate as less cooperative, while the adolescents on the average-declining trajectory were less likely to have friends with positive views on diversity. The findings suggest that schools may serve as a shared ground for promoting openness to diversity.

Baysu, G., Hillekens, J., Phalet, K., & Deaux, K. (2021). **How Diversity Approaches Affect Ethnic Minority and Majority Adolescents: Teacher–Student Relationship Trajectories and**

School Outcomes. *Child Development*, 92(1), 367-387. https://doi.org/10.1111/cdev.13417
This study aimed to relate school diversity approaches to continuity and change in teacher–student relationships, comparing Belgian-majority (N = 1,875, Mage = 14.56) and Turkish and Moroccan-minority adolescents (N = 1,445, Mage = 15.07). Latent-Growth-Mixture-Models of student-reported teacher support and rejection over 3 years revealed three trajectories per group: normative-positive (high support, low rejection) and decreasing-negative (moderate support, high-decreasing rejection) for both groups, increasing-negative (moderate support, low-increasing rejection) for minority, moderate-positive (moderate support, low rejection) for majority youth. Trajectories differed between age groups. Student and teacher perceptions of equality and multiculturalism afforded, and assimilationism threatened, normative-positive trajectories for minority youth. Diversity approaches had less impact on majority trajectories. Normative-positive trajectories were related to improved school outcomes; they were less likely, but more beneficial for minority than majority youth.

Berthet, T., Bidart, C., Alfonsi, J., Longo, M. E., & Noël, M. (2020, novembre 9). ***Les rapports au travail des jeunes en situation de vulnérabilité : Dynamiques sociales, action publique et expériences individuelles en France et au Québec***. Présenté à Séminaire général LEST. Consulté à l'adresse https://halshs.archives-ouvertes.fr/halshs-03040567

Cassely, J.-L., Dagnaud, M., & Gourdon, J. (2021, janvier 25). **« Le diplôme détermine le destin des jeunes, et engendre de multiples clivages sociaux »**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2021/01/25/il-existe-une-divergence-des-imaginaires-au-sein-de-la-jeunesse-francaise_6067478_4401467.html
Les modes de vie et les aspirations des diplômés de l'enseignement supérieur, bien plus nombreux qu'il y a vingt ans, ont évolué.

da Motta, C., Carvalho, C. B., Pato, M. T., & Castilho, P. (2021). **Rasch Measurement of the Brief Situational Test of Emotional Management in a Large Portuguese Sample**. *Journal of Psychoeducational Assessment*, *39*(1), 112-127. https://doi.org/10.1177/0734282920936936
Emotional management (EM) is a crucial skill for achieving relevant biopsychosocial goals, and there has been an increased demand for the effective measurement of EM ability. The current study aimed to explore the psychometric properties of the Portuguese version of the brief Situational Test of Emotional Management (STEM-B) using the item response theory in a sample of 899 participants. The global fit indicated the model had a good adjustment, with most items aligning vertically across the logit scale and presenting an adequate range of item difficulty and fit. Differential item functioning analysis showed no differences in difficulty between genders, but some items differed according to the education level and age-groups. Overall, findings suggest the STEM-B is a psychometrically sound measure for specific testing of EM skills that has the potential to be used across cultures and fields.

Decker, S. L. (2021). **Don't Use a Bifactor Model Unless You Believe the True Structure Is Bifactor**. *Journal of Psychoeducational Assessment*, *39*(1), 39-49. https://doi.org/10.1177/0734282920977718
The current article provides a response to concerns raised by Dombrowski, McGill, Canivez, Watkins, & Beaujean (2020) regarding the methodological confounds identified

by Decker, Bridges, Luedke, and Eason (2020) for using a bifactor (BF) model and Schmid–Leiman (SL) procedure in previous studies supporting a general factor of intelligence (i.e., "g"). While Dombrowski et al. (2020) raised important theoretical and practical issues, the theoretical justification for using a BF model and SL procedure to identify cognitive dimensions remain unaddressed, as well as significant concerns for using these statistical methods as the basis for informing the use of cognitive tests in clinical applications.

Decker, S. L., Bridges, R. M., Luedke, J. C., & Eason, M. J. (2021). **Dimensional Evaluation of Cognitive Measures: Methodological Confounds and Theoretical Concerns**. *Journal of Psychoeducational Assessment*, *39*(1), 3-27. https://doi.org/10.1177/0734282920940879
The current study provides a methodological review of studies supporting a general factor of intelligence as the primary model for contemporary measures of cognitive abilities. A further evaluation is provided by an empirical evaluation that compares statistical estimates using different approaches in a large sample of children (ages 9–13 years, N = 780) administered a comprehensive battery of cognitive measures. Results from this study demonstrate the ramifications of using the bifactor and Schmid–Leiman (BF/SL) technique and suggest that using BF/SL methods limit interpretation of cognitive abilities to only a general factor. The inadvertent use of BF/SL methods is demonstrated to impact both model dimensionality and variance estimates for specific measures. As demonstrated in this study, conclusions from both exploratory and confirmatory studies using BF/SL methods are significantly questioned, especially for studies with a questionable theoretical basis. Guidelines for the interpretation of cognitive test scores in applied practice are discussed.

Dever, B. V., & Gaier, K. (2021). **Psychometric Properties of the Behavior Assessment System for Children-3 Behavioral and Emotional Screening System Student-Report Form among a Predominantly Latinx Elementary School Sample**. *Journal of Psychoeducational Assessment*, *39*(1), 128-133. https://doi.org/10.1177/0734282920951065
School-based universal screening for behavioral/emotional risk is a necessary first step in the identification of students who might need services within a behavioral response to intervention model. When choosing among the available screening measures, psychometric information such as reliability and validity of the scores is critical to inform such decisions. The purpose of the present study was to examine the reliability and validity of the Behavior Assessment System for Children (BASC)-3 Behavioral and Emotional Screening System (BESS) Student-report screening measure within a predominantly Latinx sample of 210 elementary school students. The proposed three-factor structure was generally upheld. The results supported adequate to strong test–retest reliability and internal consistency of both the overall score and the subscales (self-regulation, internalizing, and personal adjustment). Finally, the BASC-3 BESS Student also correlated to concurrent and future academic and behavioral outcomes, although the strength varied by domain.

Dombrowski, S. C., McGill, R. J., Canivez, G. L., Watkins, M. W., & Beaujean, A. A. (2021). **Factor Analysis and Variance Partitioning in Intelligence Test Research: Clarifying Misconceptions**. *Journal of Psychoeducational Assessment*, *39*(1), 28-38. https://doi.org/10.1177/0734282920961952
This article addresses conceptual and methodological shortcomings regarding conducting and interpreting intelligence test factor analytic research that appeared in the Decker, S. L., Bridges, R. M., Luedke, J. C., & Eason, M. J. (2020). Dimensional

evaluation of cognitive measures: Methodological confounds and theoretical concerns. Journal of Psychoeducational Assessment. Advance online publication article.

Dombrowski, S. C., Watkins, M. W., McGill, R. J., Canivez, G. L., Holingue, C., Pritchard, A. E., & Jacobson, L. A. (2021). **Measurement Invariance of the Wechsler Intelligence Scale for Children, Fifth Edition 10-Subtest Primary Battery: Can Index Scores be Compared across Age, Sex, and Diagnostic Groups?** *Journal of Psychoeducational Assessment*, *39*(1), 89-99. https://doi.org/10.1177/0734282920954583
Measurement invariance of the Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V) 10 subtest primary battery was evaluated across sex, age (6–8, 9–11, 12–14, and 15–16 year-olds), and three diagnostic (attention-deficit/hyperactivity disorder, anxiety, and encephalopathy) groups within a large clinical sample (N = 5359) referred to a children's specialty hospital. Competing models were tested using confirmatory factor analysis (CFA), and a five-factor oblique model corresponding to the publisher's hypothesized first-order measurement model (e.g., verbal comprehension, fluid reasoning, visual-spatial, working memory, and processing speed) was found to have the best model fit. Multigroup CFA was subsequently used to evaluate progressively more restrictive constraints on the measurement model. Results indicated that full metric invariance was attained across the three groups studied. Full scalar invariance was attained for sex and diagnostic groups. Partial scalar invariance was attained for age-group. The results of this study provide support for the first-order scoring structure of the five WISC-V factors in the 10 subtest primary battery with this large clinical sample.

Fan, W., & Han, S. (2020). **Explaining Cross-National Variation in the Health Benefits of Tertiary Education: What Are the Roles of the Skills Gap and the Earnings Gap?** *European Sociological Review*, *36*(6), 957-975. https://doi.org/10.1093/esr/jcaa033
Recent studies have shown that the relationship between educational attainment and health varies across countries. To better understand the cross-national variation in the health benefits of higher education, we theorize and empirically examine two country-level factors—the skills gap and the earnings gap between adults with tertiary and intermediate education. We expect the skills gap and the earnings gap to moderate educational gradients in health through shaping information transparency and thus affecting labour market and marriage market opportunities, even though men and women may be affected in distinct ways. To test our hypotheses, we analyse a sample of 75,642 women and 68,004 men in 25 countries from the Programme for the International Assessment of Adult Competencies data. Multilevel linear regression models show that, for women but not men, the relationship between tertiary education and self-reported health is magnified in countries with a greater skills gap; for men but not women, the relationship between tertiary education and self-reported health is magnified in countries with a greater earnings gap. Combined, these results indicate that the educational system, the labour market, and the partner selection process cross-cut and amplify one another to shape the (re)production of health inequalities in gendered ways.

Fematt, Grimm, Nylund-Gibson, Gerber, Brenner, & Solórzano. (2021). **Identifying Transfer Student Subgroups by Academic and Social Adjustment: A Latent Class Analysis**. *Community College Journal of Research and Practice*, *45*(3), 167-183. https://doi.org/10.1080/10668926.2019.1657516
A dearth of literature exists on first-year transfer student interventions, which makes it difficult to determine whether there are transfer student subgroups that struggle more

than others. This study used a latent class analysis to examine whether meaningful subgroups of transfer students emerged based on their response patterns to measures of academic and social adjustment. Results identified four subgroups and showed participants in a first-year transfer student course more likely to be report positive adjustment and had the smallest drop in GPA. Furthermore, STEM majors were most likely to belong to the subgroup with lower adjustment. This study is one of the first to use a latent class analysis to identify transfer student subgroups and provide empirical support for first-year transfer student program interventions at a selective research-intensive public university.

Frammery, C. (2021, janvier 19). **L'enseignement en ligne aggrave les inégalités**. *Le Temps*. Consulté à l'adresse https://www.letemps.ch/societe/lenseignement-ligne-aggrave-inegalites
Une étude de l'Université de Genève réalisée bien avant la crise sanitaire montre que les cours à distance favorisent les étudiants les plus forts et pénalisent les moyens. Décryptage

González, C., Varela, J., Sánchez, P. A., Venegas, F., & De Tezanos-Pinto, P. (2021). **Students' Participation in School and its Relationship with Antisocial Behavior, Academic Performance and Adolescent Well-Being**. *Child Indicators Research*, *14*(1), 269-282. https://doi.org/10.1007/s12187-020-09761-5
Student participation has been associated with positive student outcomes, such as civic development, an active public life, and prosocial behaviors. However, the impact of student participation in other areas of student development remains unexplored. Here, we hypothesized that students' participation in the functioning of schools might also improve academic performance, prevent antisocial behaviors, and improve the subjective well-being of adolescents. We used structural equation modeling to test these ideas with data from a cross-sectional questionnaire study (N = 791) in Santiago, Chile. Student participation –which we further separated into the perception of being listened to by school authorities and having some power to define norms of co-existence in school– was predictive of higher academic achievement and lower levels of antisocial behavior, which in turn predicted higher student life satisfaction. These results are particularly relevant to the design and evaluation of interventions and education policies, providing a compelling argument for the necessity of promoting student engagement and real participation in the school community.

Huguley, J. P., Delale-O'Connor, L., Wang, M.-T., & Parr, A. K. (2021). **African American Parents' Educational Involvement in Urban Schools: Contextualized Strategies for Student Success in Adolescence**. *Educational Researcher*, *50*(1), 6-16. https://doi.org/10.3102/0013189X20943199
Research on parental educational involvement has been organized into three overarching domains—home-based involvement, school-based involvement, and academic socialization. Conventional empirical work in these domains typically centers involvement strategies around White, middle-class experiences rather than examining how optimal parenting approaches vary by race and context. Even fewer studies have explored the manifestations of involvement across these categories in underresourced urban educational settings. In response, the current study draws on the voices of African American parents and their children attending urban public schools to describe the distinct approaches to home-based involvement, school-based involvement, and

academic socialization that parents use to ensure a quality education for their children. Findings demonstrate how African American parents engage in racially infused and contextually tailored navigational involvement approaches as they seek to offset the effects of inhibiting educational contexts. Results add ecological nuance and new typologies to how parental involvement in education is conceptualized across the settings.

Jarraud, F. (2020, janvier 28). **Les parents, l'Ecole et les malentendus...** Consulté 28 janvier 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/01/28012021Article637474149253677803.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=507015
« L'institution scolaire, en s'ouvrant progressivement aux parents, a contribué à fabriquer une image du parent d'élève idéal, allié de l'école. Cependant, cette image du parent compétent, coopérant avec l'école et en maîtrisant les codes, fait courir le risque d'un jugement négatif sur les parents qui s'écartent de cette norme ». Dans une nouvelle Note du conseil scientifique de la FCPE, Pierre Périer, auteur de « Des parents invisibles » (PUF), fait un point clair et utile sur les relations compliquées entre les parents et l'école. Et sur les malentendus qui peuvent déboucher sur des drames.

Jarraud, F. (2021, janvier 20). **Grandes écoles : Aucun progrès dans l'ouverture sociale**. Consulté 21 janvier 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/01/20012021Article637467227569243715.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=506813
Les grandes écoles sont-elles réservées aux riches ? La réponse est clairement oui si l'on en croit une nouvelle étude de l'Institut des politiques publiques. Les élèves de ces écoles viennent des milieux favorisés et aucun progrès n'a été réalisé en 20 ans. Les hommes y sont aussi toujours nettement surreprésentés. L'étude interroge l'utilité des dispositifs, comme les Cordées de la réussite, tant vantés par le ministère. Elle se demande aussi s'il faut maintenir le dualisme dans l'enseignement supérieur...

Khalil, D., & Kier, M. (2021). **Equity-Centered Design Thinking in STEM Instructional Leadership**. *Journal of Cases in Educational Leadership*, *24*(1), 69-85. https://doi.org/10.1177/1555458920975452
In the past decade, STEM (science, technology, engineering, and mathematics) instructional leaders have struggled with how to interpret and implement K–12 standards-based education so that minoritized learners have equal opportunity to be college and career ready. An equity-centered design thinking approach can support leaders to interrogate the often-time divergent values of stakeholders so they may collaboratively identify and address the problems of practice in STEM education. By considering the ethos and strategies necessary to intentionally center equity by design, this case presents prospective leaders the opportunity to practice converging divergent needs and beliefs about STEM education while they ideate solutions grounded in the experiences of minoritized learners.

Koedel, C., & Parsons, E. (2021). **The Effect of the Community Eligibility Provision on the Ability of Free and Reduced-Price Meal Data to Identify Disadvantaged Students**.

Educational Evaluation and Policy Analysis, *43*(1), 3-31. https://doi.org/10.3102/0162373720968550
The Community Eligibility Provision (CEP) is a policy change to the federally administered National School Lunch Program that allows schools serving low-income populations to classify all students as eligible for free meals, regardless of individual circumstances. This has implications for the use of free and reduced-price meal (FRM) data to proxy for student disadvantage in education research and policy applications, which is a common practice. We document empirically how the CEP has affected the value of FRM eligibility as a proxy for student disadvantage. At the individual student level, we show that there is essentially no effect of the CEP. However, the CEP does meaningfully change the information conveyed by the share of FRM-eligible students in a school. It is this latter measure that is most relevant for policy uses of FRM data.

Kopycka, K. (2021). **Higher education expansion, system transformation, and social inequality. Social origin effects on tertiary education attainment in Poland for birth cohorts 1960 to 1988**. *Higher Education*, *81*(3), 643-664. https://doi.org/10.1007/s10734-020-00562-x
This paper analyzes the development of social inequality in the Polish higher education system during its expansion after 1990 using data from the Polish General Social Survey. Focusing on the special case of a former socialist society, where higher education expansion has been very rapid and achieved mainly through marketization, this paper highlights the micro-level mechanisms that underlie the inequality dynamic. It shows how actor preferences embedded in the specific historical context shape educational behavior, producing moments of equalization and de-equalization. Class inequality regarding access to tertiary education decreased in the early 1990s and then increased again, as participation in the working classes stagnated at a low level in the later phases of the expansion. In contrast, no equalization has been observed between children of different educational origins. The analysis shows a persistent intergenerational reproduction of educational disadvantage in spite of the expansion. Lastly, consistent with the Effectively Maintained Inequality thesis, this paper provides evidence for underprivileged strata being diverted into second-tier, lower-prestige educational opportunities in the private sector.

Kotera, Y., Ting, S.-H., & Neary, S. (2021). **Mental health of Malaysian university students: UK comparison, and relationship between negative mental health attitudes, self-compassion, and resilience**. *Higher Education*, *81*(2), 403-419. https://doi.org/10.1007/s10734-020-00547-w
Poor mental health of university students is becoming a serious issue in many countries. Malaysia - a leading country for Asia-Pacific education - is one of them. Despite the government's effort to raise awareness, Malaysian students' mental health remains challenging, exacerbated by the students' negative attitudes towards mental health (mental health attitudes). Relatedly, self-compassion and resilience have been reported to improve mental health and mental health attitudes. Malaysian students (n = 153) responded to paper-based measures about mental health problems, negative mental health attitudes, self-compassion, and resilience. Scores were compared with 105 UK students, who also suffered from poor mental health and negative mental health attitudes, to make a cross-cultural comparison, to contextualise Malaysian students' mental health status, using t tests (aim 1). Correlation, path, and moderation analyses were conducted, to evaluate the relationships among these mental health constructs

(aim 2). Malaysian students scored higher on mental health problems and negative mental health attitudes, and lower on self-compassion and resilience than UK students. Mental health problems were positively associated with negative mental health attitudes, and negatively associated with self-compassion and resilience. While self-compassion mediated the relationship between negative mental health attitudes and mental health problems (high self-compassion weakened the impacts of negative mental health attitudes on mental health problems), resilience did not moderate the same relationship (the level of resilience did not influence the impact of negative mental health attitudes on mental health problems). Self-compassion training was suggested to counter the challenging mental health in Malaysian university students.

Krach, S. K., Paskiewicz, T. L., Ballard, S. C., Howell, J. E., & Botana, S. M. (2021). **Meeting the COVID-19 Deadlines: Choosing Assessments to Determine Eligibility**. *Journal of Psychoeducational Assessment*, *39*(1), 50-73. https://doi.org/10.1177/0734282920969993
Timely identification of children with disabilities is required by federal special education law (Individuals with Disabilities Education Improvement Act, 20 U.S.C.
1400, 2004). During COVID-19, school psychologists have been faced with the challenge of completing valid, comprehensive, and diagnostic assessments when traditional methods are not an option. Traditional methods of testing have become nearly impossible due to social distancing requirements; therefore, alternate methods need to be considered. These alternate methods may be unfamiliar to the practitioner and/or lack validation to use with confidence. This study offers a prospective guide to help practitioners make safe and valid test selection and interpretation decisions during a pandemic. Examples of assessments analyzed using this guide are provided for the reader. In addition, a case study is provided as an example.

Loft, L., & Waldfogel, J. (2021). **Socioeconomic Status Gradients in Young Children's Well-Being at School**. *Child Development*, 92(1), e91-e105. https://doi.org/10.1111/cdev.13453
This study examines the socioeconomic status gradients in children's well-being at school using data on the total population of Danish public school children age 6–11 (N = 147,994). Children completed the national well-being at school survey, an environment-specific self-report of satisfaction with school, social well-being at school, and psychological well-being at school. Data were linked with administrative register data on family characteristics. Regression analysis was used to estimate gradients by parental education and income for each of the three dimensions of well-being at school. Findings indicated that even in the relatively equal Danish context, children from more educated and higher-income families experienced greater satisfaction with school and higher social and psychological well-being at school than their less advantaged peers.

Lombardi, C. M., & Dearing, E. (2021). **Maternal Support of Children's Math Learning in Associations Between Family Income and Math School Readiness**. *Child Development*, 92(1), e39-e55. https://doi.org/10.1111/cdev.13436
This study examined maternal support of children's math learning at 36 months (n = 140) as a mediator of the association between early childhood family income and children's counting and calculation skills at 4½ and 6–7 years. Family income was associated with this measure of children's math school readiness, but the association was almost entirely indirect and mediated by observed maternal support of children's numerical skills at 36 months. Maternal support of children's spatial concept and general learning (cognitive stimulation and sensitivity) were not significant mediators of this association. Results

suggest that income-based gaps in counting and calculation skills at school entry may be due in part to the constraints that low family income places on early numerical learning support.

Lúcio, P. S., Vandekerckhove, J., Polanczyk, G. V., & Cogo-Moreira, H. (2021). **Is It Worthy to Take Account of the "Guessing" in the Performance of the Raven Test? Calling for the Principle of Parsimony for Test Validation**. *Journal of Psychoeducational Assessment*, *39*(1), 100-111. https://doi.org/10.1177/0734282920930923
The present study compares the fit of two- and three-parameter logistic (2PL and 3PL) models of item response theory in the performance of preschool children on the Raven's Colored Progressive Matrices. The test of Raven is widely used for evaluating nonverbal intelligence of factor g. Studies comparing models with real data are scarce on the literature and this is the first to compare models of two and three parameters for the test of Raven, evaluating the informational gain of considering guessing probability. Participants were 582 Brazilian's preschool children (Mage = 57 months; SD = 7 months; 46% female) who responded individually to the instrument. The model fit indices suggested that the 2PL fit better to the data. The difficulty and ability parameters were similar between the models, with almost perfect correlations. Differences were observed in terms of discrimination and test information. The principle of parsimony must be called for comparing models.

McKinney de Royston, M., Madkins, T. C., Givens, J. R., & Nasir, N. S. (2021). **"I'm a Teacher, I'm Gonna Always Protect You": Understanding Black Educators' Protection of Black Children**. *American Educational Research Journal*, *58*(1), 68-106. https://doi.org/10.3102/0002831220921119
Many Black educators in the United States demonstrate a political clarity about white supremacy and the racialized harm it cultivates in and out of schools. We highlight the perspectives of some of these educators and ask, (1) How do they articulate the need to protect Black children? and (2) What mechanisms of protection do they enact in their classrooms and schools? Through further elaborating the politicized caring framework, our analyses show how Black educators disrupt the racialized harm produced within schools to instead (re)position Black students as children worthy of protection via caring relationships, alternative discipline policies, and other interpersonal and institutional mechanisms. This study has implications for teaching, teacher education, and how the "work" of teachers is conceptualized and researched.

Montoro, J. P., Kilday, J. E., Rivas-Drake, D., Ryan, A. M., & Umaña-Taylor, A. J. (2021). **Coping with Discrimination from Peers and Adults: Implications for Adolescents' School Belonging**. *Journal of Youth and Adolescence*, *50*(1), 126-143. https://doi.org/10.1007/s10964-020-01360-5
School belonging is a key indicator of students' academic well-being that is threatened by adults' and peers' transgressions of discrimination. Moreover, the hierarchical power structure at school enables adults and peers to enact ethnic-racial discrimination differently, which is also more or less salient among Black, Asian American, and Latinx youth. Therefore, this study aimed to disentangle the links between adult and peer-perpetrated racial discrimination at school, five distinct coping strategies, and school belonging across ethnic-racial groups. Participants were 1686 students in grades 9–12. These results indicated that adolescents who reported peer discrimination also reported greater proactive and aggressive coping. Black youth who reported more adult

discrimination also reported more proactive coping, whereas Asian and Latinx youth who reported more peer discrimination reported more proactive coping. Peer discrimination was indirectly associated with greater school belonging via proactive coping, whereas adult discrimination was directly and negatively related to belonging. These findings suggest that adolescents may be selecting to proactively cope when faced with the discrimination source they most often navigate.

Moulton, V., Goodman, A., Nasim, B., Ploubidis, G. B., & Gambaro, L. (2021). **Parental Wealth and Children's Cognitive Ability, Mental, and Physical Health: Evidence From the UK Millennium Cohort Study**. *Child Development*, *92*(1), 115-123. https://doi.org/10.1111/cdev.13413
This article investigates the influence of wealth, a frequently neglected aspect of the economic circumstances of families, on children's development. Using the UK Millennium Cohort Study, it explores whether parental wealth (net total wealth, net housing wealth, net financial wealth, and house value) is associated with children's cognitive ability, mental, and physical health at age 11 (N = 8,645), over and above parental socioeconomic status and economic resources, in particular permanent income. Housing wealth was associated with fewer emotional and behavioral problems, independent of the full set of controls. Children's verbal cognition and general health were more strongly associated with family permanent income and socioeconomic characteristics than with wealth.

Muntoni, F., Wagner, J., & Retelsdorf, J. (2021). **Beware of Stereotypes: Are Classmates' Stereotypes Associated With Students' Reading Outcomes?** *Child Development*, *92*(1), 189-204. https://doi.org/10.1111/cdev.13359
This study examined the associations between classmates' reading-related gender stereotypes and students' reading self-efficacy, self-concept, motivation, and achievement. Our sample consisted of 1,508 fifth-grade students (49% girls; age: 10.89 years); data were collected at two time points. Multilevel analyses yielded two main results: First, there was a relation between students' individual reading-related gender stereotypes and their reading self-concept, self-efficacy, and motivation with boys experiencing negative and girls experiencing positive effects. Second, a contextual effect was found: after controlling for students' individual reading-related gender stereotypes, classmates' gender stereotypes were negatively related to all of the boys' reading outcomes. The results provide evidence for the assumption that classmates are important communicators of gender stereotypes and that they reinforce conforming behaviors.

Park, E. S., & Ngo, F. (2021). **The Effect of Developmental Math on STEM Participation in Community College: Variation by Race, Gender, Achievement, and Aspiration**. *Educational Evaluation and Policy Analysis*, *43*(1), 108-133. https://doi.org/10.3102/0162373720973727
We use regression discontinuity design to examine the impact of placing into developmental math on science, technology, engineering, and mathematics (STEM) participation in community colleges and whether these relationships differ for underrepresented racially minoritized (URM), women, STEM-oriented, and STEM-aspiring students. Results show that lower math placement was a deterrent to both math progression and STEM participation, especially for those at the margin of placement in transfer-level math. Subgroup analyses suggest that lower math placement may have

supported women, and to a lesser extent URM students, in completing transferable STEM credits. For STEM-oriented students, we find suggestive evidence that lower placement deterred them from accumulating transferable credits. We discuss how community colleges can support these students and bolster the community college STEM pathway.

Périer, P. (2021). **Entre les parents et l'école : une relation paradoxale et inégalitaire**. *Les notes du conseil scientifique de la FCPE*, (24), 6. Consulté à l'adresse https://www.fcpe.asso.fr/sites/default/files/ressources/NoteCS_no24_parents_e%CC%81cole.pdf
L'institution scolaire, en s'ouvrant progressivement aux parents, a contribué à fabriquer une image du parent d'élève idéal, allié de l'école. Cependant, cette image du parent compétent, coopérant avec l'école et en maîtrisant les codes, fait courir le risque d'un jugement négatif sur les parents qui s'écartent de cette norme, au risque de les disqualifier à leurs propres yeux et aux yeux de l'institution. À ce titre, la formation des acteurs de l'école à la diversité des familles et à la relation à construire avec elles est une priorité, afin de ne pas redoubler les inégalités, en ajoutant aux difficultés de certains enfants celles de leurs parents face à l'école.

Plenty, S. M., & Jonsson, J. O. (2021). **Students' Occupational Aspirations: Can Family Relationships Account for Differences Between Immigrant and Socioeconomic Groups?** *Child Development*, *92*(1), 157-173. https://doi.org/10.1111/cdev.13378
Immigrant background and disadvantaged socioeconomic background are two key predictors of poorer school achievement in Europe. However, the former is associated with higher while the latter is associated with lower aspirations. This study asks whether family relationships account for this difference. Data come from 5,926 students in Germany and Sweden, eliciting indicators of family background and relationships at age 14–15 years (2011) and occupational aspirations 1 year later. High aspirations were found among students of non-European background and students with higher parental occupational status. Structural equation models showed that while immigrant families had greater parental aspirations and encouragement, family cohesion, and parental monitoring, only parental aspirations mediated the effects of family background.

Pommiers, E. (2021a, janvier 19). **Dans les grandes écoles, la diversité sociale n'a pas progressé en dix ans**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2021/01/19/dans-les-grandes-ecoles-la-diversite-sociale-n-a-pas-progresse-en-dix-ans_6066752_4401467.html
Des élèves issus des couches les plus favorisées de la société et résidant en Ile-de-France : le vivier de recrutement de ces établissements n'a pas bougé, indique une vaste étude menée par un laboratoire de l'Ecole d'économie de Paris.

Pommiers, E. (2021b, janvier 19). **Les filles, toujours minoritaires dans les écoles d'ingénieurs**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2021/01/19/les-filles-toujours-minoritaires-dans-les-ecoles-d-ingenieurs_6066754_4401467.html
Les étudiantes représentent un quart des inscrits. Une proportion qui n'a pas bougé entre 2006 et 2016, selon une étude menée par des chercheurs de l'Institut des politiques publiques.

Roorda, D. L., & Koomen, H. M. Y. (2021). **Student–Teacher Relationships and Students' Externalizing and Internalizing Behaviors: A Cross-Lagged Study in Secondary Education**. *Child Development*, 92(1), 174-188. https://doi.org/10.1111/cdev.13394
The present study examined reciprocal influences between student–teacher relationship quality and students' externalizing and internalizing behaviors in secondary education. Our sample included 1,219 secondary school students (49.1% boys; Mage = 13.53, SD = 1.77) from seventh, eighth, tenth, and eleventh grade. Students reported about their externalizing and internalizing behaviors and the quality of the relationships (closeness, conflict) with their Dutch and math teachers at three occasions within one school year. Cross-lagged path models showed positive reciprocal associations between conflict with the math teacher and externalizing behavior over time. For the Dutch teacher, externalizing behavior positively predicted conflict over time, but not the other way around. Externalizing behavior also negatively predicted closeness with both teachers over time.

Selponi, Y. (2020). **Reproduire l'ordre social en se l'appropriant**. *Actes de la recherche en sciences sociales*, (235), 48-63. Consulté à l'adresse https://www.cairn.info/revue-actes-de-la-recherche-en-sciences-sociales-2020-5-page-48.htm?WT.tsrc=cairnEmailAlert&WT.mc_id=ARSS_235
En quoi les appropriations des actions publiques préventives par les élèves qui en sont les destinataires contribuent-elles à l'expérience doxique du monde social à travers la production et la reproduction des hiérarchies sociales associées ? L'étude des interactions entre intervenant·e·s et élèves permet d'analyser conjointement différents niveaux de domination tout en articulant imposition et effets. Elle aide par ailleurs à comprendre comment les hiérarchies sociales se reproduisent, en particulier par l'adaptation des dispositifs préventifs aux appropriations dont ils font l'objet. La démonstration procède en trois parties traitant chacune d'un type d'appropriation différent et particulièrement fréquent des actions préventives : la contestation masculine sur la base d'une expérience, la bonne volonté scolaire et le volontariat dans des actions dites « coconstruites ». Centrer la démonstration autour des appropriations permet de souligner comment les divisions sociales ne sont pas uniquement naturalisées par les actions publiques mais également par les tentatives de subversion dont elles font l'objet.

Seuring, J., Rjosk, C., & Stanat, P. (2020). **Ethnic Classroom Composition and Minority Language Use among Classmates: Do Peers Matter for Students' Language Achievement?** *European Sociological Review*, 36(6), 920-936. https://doi.org/10.1093/esr/jcaa022
This article examines the relationship between ethnic classroom composition and students' language-related achievement. We investigate whether minority language use among classmates accounts for effects of ethnic composition on minority students' German reading comprehension and their proficiency in the minority languages Russian and Turkish. We employ multilevel models using cross-sectional data from a sample of ninth-grade students participating in the German National Educational Panel Study. Our findings indicate that students' minority language background rather than their ethnic origin accounts for ethnic composition effects. We find a negative relationship between the ethno-lingual classroom composition and students' German reading comprehension, but the association is small and limited to minority students. Moreover, the ethno-lingual classroom composition is positively correlated with minority language proficiency, specifically among Turkish-speaking students. These associations are substantially

reduced after controlling for students' minority language use with their classmates, indicating that a higher proportion of minority language students in a classroom provides additional opportunities for acquiring or maintaining higher levels of proficiency in the minority language. Overall, the ethnic classroom composition does not appear to substantially reinforce existing inequalities between minority and majority students.

Teague Tsopgny, A. V. (2021). **L'enseignant(e) de mathématiques, un modèle de rôle social bénéfique à l'orientation asexuée des élèves ?** *Recherches en éducation*, (43). https://doi.org/10.4000/ree.3231
Alors que les recherches soulignent l'effet bénéfique d'une femme, modèle de rôle social pour la réussite des filles en mathématiques, les disparités de genre persistent en ce domaine malgré la présence des enseignantes de mathématiques dans les salles de classe. Inscrit dans le cadre du modèle de la menace du stéréotype et du modèle de l'apprentissage social cognitif, ce travail se propose d'étudier à partir des enseignants et enseignantes de mathématiques, l'effet de la présence du modèle de rôle social en mathématiques sur l'adhésion aux stéréotypes de genre, le sentiment de compétence et le choix d'orientation des élèves vers cette discipline selon le sexe. 64 filles et 79 garçons des classes de secondes scientifiques d'un lycée ont participé à l'étude par questionnaire. Les résultats révèlent que comme les garçons, les filles adhèrent plus aux stéréotypes de genre pro-masculin et ont un niveau de sentiment de compétence équivalent qu'elles soient en présence de l'enseignant ou de l'enseignante de mathématiques. De plus, les filles et les garçons sont moins enclin(e)s à choisir la voie des mathématiques en présence de l'enseignante qu'en présence de l'enseignant de mathématiques. Ces résultats sont discutés à la lumière des données sur les pratiques pédagogiques des enseignants et enseignantes de mathématiques selon le sexe de l'élève.

Tellier, M. (2020). **Socialisation du groupe-classe au temps de la distanciation sociale**. *Formation et profession : revue scientifique internationale en éducation*, *28*(4 hors-série), 1. https://doi.org/10.18162/fp.2020.681

Thomas, T., Ahmed, Y., Tan, M., & Grigorenko, E. L. (2021). **Cognitive and Educational Interventions for Orphans and Vulnerable Children Affected by HIV/AIDS: A Meta-Analysis**. *Child Development*, *92*(1), 7-20. https://doi.org/10.1111/cdev.13438
Orphans and vulnerable children affected by HIV/AIDS (HIV OVC) are at risk for cognitive difficulties and lack of access to education. Interventions addressing cognitive or educational outcomes for HIV OVC worldwide were examined through systematic searches conducted from October 2016 to 2019. We examined the summative effectiveness of interventions and the specific effects of participant age and intervention length. Interventions targeting cognitive outcomes had a small, significant effect, with no effect of moderating variables. Interventions targeting educational outcomes had significant effects. Educational interventions over 1 year were effective, but effects of intervention length were not significant. Overall, this review provides support for the effectiveness of interventions targeting cognitive and educational outcomes for OVC and highlights the need for more research on such interventions.

Utomo, A., McDonald, P., Utomo, I., & Hull, T. (2021). **Do Individuals with Higher Education Prefer Smaller Families? Education, Fertility Preference and the Value of Children in**

Greater Jakarta. *Child Indicators Research*, *14*(1), 139-161. https://doi.org/10.1007/s12187-020-09752-6
An emerging scholarship indicates that the negative educational gradient in fertility preference has reversed in some low-fertility societies in the West. This paper explores the association between education and fertility preference in Greater Jakarta. We use longitudinal data from 962 young adults surveyed in 2010 and 2014. We look at two complementary measures of fertility preference: desired number of children, and a series of attitudinal questions around the value of children, supplemented by insights from in-depth interviews. We find a slight negative educational gradient in the desired number of children, but the means are not significantly different across education categories (average of 2.43). While desired family size may not vary much by educational groupings, education continues to shape other underlying facets of fertility motivations and regulation. Multivariate analysis suggests a positive and significant association between education and the likelihood of wanting more than two children in 2010.Tertiary-educated young adults, however, have the lowest likelihood of having achieved their desired family size by 2014. Tertiary-educated respondents demonstrate higher levels of agency in governing their fertility choices. Qualitative insights suggest little socio-economic difference in how young adults articulate the psychological benefits associated with children, but less well-off respondents express higher anxiety about the costs of raising children. As the first birth occurs at a relatively early stage in their childbearing years for most women, especially those with a lower education level, there is considerable scope for lived experience to influence values, preferences and outcomes.

van der Star, A., Pachankis, J. E., & Bränström, R. (2021). **Country-Level Structural Stigma, School-Based and Adulthood Victimization, and Life Satisfaction Among Sexual Minority Adults: A Life Course Approach**. *Journal of Youth and Adolescence*, *50*(1), 189-201. https://doi.org/10.1007/s10964-020-01340-9
Country-level structural stigma, defined as prejudiced population attitudes and discriminatory legislation and policies, has been suggested to compromise the wellbeing of sexual minority adults. This study explores whether and how structural stigma might be associated with sexual minorities' school-based and adulthood experiences of victimization and adulthood life satisfaction. Using a sample of 55,263 sexual minority individuals (22% female; 53% 18–29 years old; 85% lesbian/gay, 15% bisexual) living across 28 European countries and a country-level index of structural stigma, results show that sexual minorities, especially men, reported school bullying in both higher- and lower-stigma countries. Higher rates of school bullying were found among sexual minorities living in higher-stigma countries when open about their identity at school. Past exposure to school bullying was associated with lower adulthood life satisfaction, an association partially explained by an increased risk of adulthood victimization. These findings suggest that sexual minorities living in higher-stigma countries might benefit from not being open about their sexual identity at school, despite previously established mental health costs of identity concealment, because of the reduced risk of school bullying and adverse adulthood experiences. These results provide one of the first indications that structural stigma is associated with sexual minority adults' wellbeing through both contemporaneous and historical experiences of victimization.

Xiao, Y., Romanelli, M., Vélez-Grau, C., & Lindsey, M. A. (2021). **Unpacking Racial/Ethnic Differences in the Associations between Neighborhood Disadvantage and Academic**

Achievement: Mediation of Future Orientation and Moderation of Parental Support. *Journal of Youth and Adolescence*, *50*(1), 103-125. https://doi.org/10.1007/s10964-020-01319-6

Despite the extensive literature on the deleterious effects of perceived neighborhood disadvantage on academic achievement, there is a dearth of information on racial/ethnic differences in the underlying roles of future orientation and parental support that may mediate or moderate this association. Using data from 3618 students in grades 6–9 (50% female, Meanage = 12.9 [1.3], 6.99% Black, 10.39% Hispanic/Latino, 82.61% White) in two communities in North Carolina during 2009-2014 who completed the School Success Profile, a self-report social environmental assessment, this study conducted multiple group analyses across three racial/ethnic groups (Black, Hispanic/Latino, White), revealing that perceived neighborhood disadvantage was associated with lower future orientation, which in turn was related to poorer academic achievement. The mediating effects were stronger among Black youth compared to White and Hispanic/Latino adolescents. Adolescents with high parental support were minimally affected by perceived neighborhood disadvantage. The findings identify nuanced racial/ethnic disparities in perceived neighborhood influences on academic achievement and raise important intervention targets to promote academic achievement among disadvantaged subgroups.

Climat de l'école

Flèche, S., & Perona, M. (2021). **Ces enseignants qui nous marquent**. *Notes de l'Observatoire du Bien-être*, (2021-02), 7. Consulté à l'adresse https://www.cepremap.fr/depot/2021/01/2021-02-Ces_enseignants_qui_nous_marquent.pdf

Le suivi d'une cohorte d'enfants permet de mettre en évidence l'influence sur le long terme que peuvent avoir les enseignants sur leurs élèves. Les travaux de Sarah Flèche à partir d'une cohorte britannique montrent que les enseignantes et enseignants du primaire ont un effet non seulement sur les notes de leurs élèves, mais aussi sur leurs compétences non-cognitives (par exemple l'estime de soi, la persévérance, ou encore les relations interpersonnelles). Cet effet s'observe à court terme sur les notes, mais s'estompe avec les années. Cependant, si l'effet sur les notes diminue au fil du temps, on continue à observer une influence des enseignants sur la réussite de leurs élèves à long terme, que ce soit à travers l'accès à l'université, l'insertion sur le marché du travail, leur santé mentale ou leurs comportements. La capacité des enseignants à améliorer les performances cognitives de leurs élèves ne va pas nécessairement de pair avec leur capacité à améliorer la dimension non-cognitives. Les capacités à faire progresser les élèves dans l'un ou l'autre constituent deux compétences séparées. Ces compétences ne semblent pas s'acquérir principalement avec l'expérience, puisque l'âge, le nombre d'années d'exercice ou la confiance que les enseignants ont dans leurs pratiques ne semblent pas liées à la valeur ajoutée mesurée. En revanche, les pratiques pédagogiques mises en place par l'enseignant contribuent significativement à expliquer les différences de progressions entre élèves.

González, C., Varela, J., Sánchez, P. A., Venegas, F., & De Tezanos-Pinto, P. (2021). **Students' Participation in School and its Relationship with Antisocial Behavior, Academic**

Performance and Adolescent Well-Being. *Child Indicators Research*, *14*(1), 269-282. https://doi.org/10.1007/s12187-020-09761-5
Student participation has been associated with positive student outcomes, such as civic development, an active public life, and prosocial behaviors. However, the impact of student participation in other areas of student development remains unexplored. Here, we hypothesized that students' participation in the functioning of schools might also improve academic performance, prevent antisocial behaviors, and improve the subjective well-being of adolescents. We used structural equation modeling to test these ideas with data from a cross-sectional questionnaire study (N = 791) in Santiago, Chile. Student participation –which we further separated into the perception of being listened to by school authorities and having some power to define norms of co-existence in school– was predictive of higher academic achievement and lower levels of antisocial behavior, which in turn predicted higher student life satisfaction. These results are particularly relevant to the design and evaluation of interventions and education policies, providing a compelling argument for the necessity of promoting student engagement and real participation in the school community.

Gregory, T., Dal Grande, E., Brushe, M., Engelhardt, D., Luddy, S., Guhn, M., … Brinkman, S. (2021). **Associations between School Readiness and Student Wellbeing: A Six-Year Follow Up Study**. *Child Indicators Research*, *14*(1), 369-390. https://doi.org/10.1007/s12187-020-09760-6
It is well established that children's school readiness is associated with their later academic achievement, but less is known about whether school readiness is also associated with other measures of school success, such as students' social and emotional wellbeing. While some previous research has shown a link between early social and emotional development and student wellbeing, results are mixed and the strength of these relationships vary depending on whether data is based on child, teachers or parents ratings and which specific student wellbeing outcomes are measured. The present study explored the association between teacher-rated school readiness (Mage = 5.6 years) across five developmental domains (physical, social, emotional, language and cognitive, and communication and general knowledge) and four aspects of student wellbeing (life satisfaction, optimism, sadness and worries) in Grade 6 (Mage = 11.9 years) in a sample of 3906 Australian children. After adjustment for background child and family-level factors, children's early physical, social and emotional development were associated with all four wellbeing outcomes in Grade 6, but early language and cognitive skills and communication and general knowledge skills were only associated with internalising behaviours (sadness and worries). Mechanisms through which these different aspects of development might influence later wellbeing are discussed, as well as ways that schools and governments can support students' social and emotional wellbeing.

Jarraud, F. (2020, janvier 28). **J-L Durpaire et J-P Véran : Le bonheur, une révolution pour l'école**. Consulté 28 janvier 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/01/28012021Article637474149233833545.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=507015
« Parler de curriculum et pas seulement de programmes, de savoir-relation et pas seulement de savoirs, de tiers lieux et pas seulement de salles de cours, d'éducation aux médias et à l'information et pas seulement de « savoirs fondamentaux », questionner la

forme scolaire, cela est sans doute nécessaire si on veut échapper à un débat mort-né, confiné dans une forme scolaire inchangée ». Jean-Louis Durpaire, inspecteur général honoraire, et Jean-Pierre Véran, formateur, publient un livre qui veut changer l'école en mettant en avant une valeur : le bonheur. Une idée neuve ?

Llena, C., Joing, I., & Mikulovic, J. (2020a). **Le bien-être psychologique au travail des enseignants stagiaires en Éducation Physique et Sportive : une histoire de valeur**. *Recherches & éducations*. https://doi.org/10.4000/recherchеseducations.8032
L'objet de cet article est d'examiner le lien entre les systèmes de valeurs des enseignants stagiaires en Éducation Physique et Sportive (EPS) et leur niveau de bien-être psychologique au travail (BEPT). L'hypothèse principale postule que les enseignants qui valorisent les valeurs d'ouverture au changement et de dépassement de soi ont un niveau de BEPT plus élevé. Au contraire, les enseignants qui sont tournés vers des valeurs de continuité ressentent comparativement un bien-être au travail moins élevé. Une enquête empirique a été menée auprès de 184 enseignants stagiaires en EPS (58 femmes et 126 hommes) issus de 28 universités différentes en France. Les résultats valident l'hypothèse principale. Des implications pratiques pour la formation initiale des enseignants d'EPS sont évoquées.

Llena, C., Joing, I., & Mikulovic, J. (2020b). **Systèmes de valeurs et bien-être psychologique au travail des enseignants d'Éducation Physique et Sportive**. *eJRIEPS*, (Numéro spécial 3). https://doi.org/10.4000/ejrieps.4292
Le bien-être au travail est un nouveau défi social et il n'échappe pas à l'enseignement notamment en Éducation Physique et Sportive (EPS). En effet, des stratégies d'intervention, parfois inconscientes, favorisent le bien-être psychologique au travail des acteurs. L'objet de cette recherche est d'examiner le lien entre le système de valeurs des enseignants d'EPS et leur bien-être psychologique au travail. Leur système de valeurs a été étudié dans différents contextes. 396 enseignants d'EPS de l'Académie de Lille ont participé à cette étude. Les résultats révèlent que les valeurs d'ouverture au changement, de dépassement de soi (dans le sens « pour aller vers les autres ») et d'affirmation de soi sont positivement corrélées au bien-être psychologique au travail. À l'inverse, les valeurs de continuité lui sont négativement corrélées. En fonction des priorités de valeurs de l'enseignant, de ses stratégies d'intervention et mises en œuvre pédagogiques et didactiques (valeurs opérationnalisées en EPS), l'enseignant est donc plus ou moins en bien-être psychologique au travail. Des perspectives s'ouvrent pour la formation initiale et continue des enseignants d'EPS afin de répondre à ces nouveaux enjeux.

Loft, L., & Waldfogel, J. (2021). **Socioeconomic Status Gradients in Young Children's Well-Being at School**. *Child Development*, 92(1), e91-e105. https://doi.org/10.1111/cdev.13453
This study examines the socioeconomic status gradients in children's well-being at school using data on the total population of Danish public school children age 6–11 (N = 147,994). Children completed the national well-being at school survey, an environment-specific self-report of satisfaction with school, social well-being at school, and psychological well-being at school. Data were linked with administrative register data on family characteristics. Regression analysis was used to estimate gradients by parental education and income for each of the three dimensions of well-being at school. Findings indicated that even in the relatively equal Danish context, children from more educated

and higher-income families experienced greater satisfaction with school and higher social and psychological well-being at school than their less advantaged peers.

Lu, H., Nie, P., & Sousa-Poza, A. (2021). **The Effect of Parental Educational Expectations on Adolescent Subjective Well-Being and the Moderating Role of Perceived Academic Pressure: Longitudinal Evidence for China**. *Child Indicators Research*, *14*(1), 117-137. https://doi.org/10.1007/s12187-020-09750-8
Although the strong positive correlation between parental educational expectations (PEE) and child academic achievement is widely documented, little is known about PEE's effects on child psychological outcomes and the mechanisms through which it may work. Hence, in this paper, using nationally representative data from the 2013–2014 and 2014–2015 waves of the China Education Panel Survey, we investigated PEE's causal impact on adolescent subjective well-being (SWB) and the moderating role of the academic pressures that these adolescents perceive. While we provided robust evidence for a positive causal relation between PEE and adolescent SWB, we also found that this relationship is negatively moderated by adolescent-perceived academic pressure, indicating that academic pressure is likely to attenuate the beneficial impact of PEE on adolescent SWB. In addition, the facts that the benefits of PEE are greater for female adolescents and those from migrant, one-child, and non-poor families suggested that it may operate on adolescent SWB through increased family resources, improved family relationships, and higher adolescent aspirations linked to higher PEE.

Marquez, J., & Main, G. (2021). **Can Schools and Education Policy Make Children Happier? A Comparative Study in 33 Countries**. *Child Indicators Research*, *14*(1), 283-339. https://doi.org/10.1007/s12187-020-09758-0
Our understanding of child subjective well-being and how to promote it has improved substantially over the last decade. In relation to the role of education policy in shaping subjective well-being, although valuable research has been conducted, many questions remain unanswered. This paper aims to fill this gap by studying the links between education policy and students' life satisfaction. We use linear and multilevel regression to analyse PISA 2015 data on 15-year-old students in 33 countries. Our interest is in within society differences and how these vary across societies. We find that (1) there is an association between multiple education policy-relevant factors and students' life satisfaction, which is particularly prominent –and observed in a larger number of countries- in the domains of family relationships, schoolwork-related anxiety and bullying. Our models explain between one-fifth and one-third of the variation in students' life satisfaction. Results also indicate that (2) schools may play an important role in shaping students' life satisfaction. This is supported by evidence that these associations tend to vary by school; by evidence on the existence of school effects in all countries but two; and by the finding that a proportion - substantial in some countries- of the variation in students' life satisfaction is explained by differences between schools. Finally, we find that (3) in relation to both questions, there are important differences across societies. Overall, these results provide evidence that an association between education policy and children's subjective well-being seems to exist but is of a complex nature.

Évaluation des dispositifs d'éducation-formation

Asséré, F. (2020). ***Une déscolarisation de la rescolarisation. Comment l'accompagnement des décrocheurs au sein du dispositif MLDS s'inspire-t-il de celui des***

chômeurs ? (Thèse pour le Doctorat en Sciences de l'Education, Université de Paris VIII). Consulté à l'adresse https://pmb.cereq.fr/doc_num.php?explnum_id=7664
Cette thèse montre comment le modèle d'accompagnement des décrocheurs au sein du dispositif de remobilisation MLDS (Mission de lutte contre le décrochage scolaire) s'apparente à celui des bénéficiaires d'aides sociales (notamment des chômeurs) qui tend à s'individualiser, se « psychologiser » et se conditionnaliser. Cette proximité tient à la mise à l'écart de la forme scolaire au profit d'objectifs relatifs aux compétences sociales (confiance en soi, ouverture d'esprit, volonté, esprit d'entreprendre.) Les enseignements sont moins axés sur l'élève que sur la personne avec sa psychologie, ses désirs et son corps. La qualité de cette rescolarisation, notamment à travers les orientations auxquelles auront ensuite accès les élèves, est « conditionnalisée » à l'engagement supposé du jeune dans le dispositif plus qu'à des attentes d'ordre scolaire. Cette imprégnation des évolutions des politiques sociales tient à une synergie de facteurs à la fois liés à l'histoire du et des dispositifs, aux manières contemporaines de traiter les difficultés scolaires, aux partenariats extérieurs noués par la MLDS, ainsi que du rapport critique envers l'institution scolaire des acteurs de terrain qui coordonnent les classes de remobilisation. Pas toujours efficaces du point de vue des effets annoncés, de la présence et de l'adhésion des élèves, les modalités d'action sont susceptibles de reporter sur le décrocheur la responsabilité de sa situation. En généralisant, la multiplication des dispositifs pourrait constituer un nouveau « réseau de scolarisation » fait d'accompagnement social personnalisé, de mise à l'écart, d'attente et de périodes creuses préparant à la précarité.

Bittencourt, T., Johnstone, C., Adjei, M., & Seithers, L. (2021). **"We See the World Different Now": Remapping Assumptions About International Student Adaptation**. *Journal of Studies in International Education*, *25*(1), 35-50. https://doi.org/10.1177/1028315319861366
Student mobility has become a key feature in the drive toward internationalization of higher education in the United States. International students contribute to the academic culture of universities, yet, often face isolation, discrimination, and experience difficulties transitioning to new environments. As a result, conational networks have formed to provide support to international students in foreign institutions. This article examines the different ways membership in a conational support group mediated international students' experiences in a university campus. Contrary to theories that suggest insularity such as fortressing and cultural enclaves, our findings suggest that conational groups are sites of creative potential where group members are consistently forging complex assemblages between norms that are familiar and experiences that are new. Although significant personal transformations ensue as a result of these assemblages, they are occurring in a setting and a pace that is determined by group members and perceived to be safe. We argue that conational groups should not be conceived as static spaces that reproduce cultural norms, but rather as sites of contestation and cultural negotiation. Based on these findings, we question whether "integration" should be a guiding institutional logic for international student engagement, suggesting instead an approach based on the concept of "inclusion."

DeLoach, S. B., Kurt, M. R., & Olitsky, N. H. (2021). **Duration Matters: Separating the Impact of Depth and Duration in Study Abroad Programs**. *Journal of Studies in International Education*, *25*(1), 100-118. https://doi.org/10.1177/1028315319887389

Study abroad participation has increased dramatically over the past two decades, primarily through the growth of short-term study abroad experiences. Given this, it is logical to ask whether short-term experiences are capable of delivering student learning outcomes equivalent to those of long-term experiences. The research presented in this article addresses this question by asking if program duration (i.e., temporal length of the academic program) or depth (i.e., focused and reflective interaction with the destination culture) has a greater impact on changes in students' global awareness. A longitudinal study across 80 study abroad programs from a single institution, measured global awareness pre- and post-abroad experience. This design controlled for preexisting differences (self-selection) and allowed us to rigorously estimate the relative effects of depth and duration across four dimensions of global awareness. Results show that a longer duration was associated with significant changes in three out of the four global awareness dimensions measured. The only depth measure that positively and significantly impacted global awareness was when the study abroad destination was a non-English speaking country. Even in this instance, the impact non-English speaking destination was increased further for longer durations.

Duke, N. K., Halvorsen, A.-L., Strachan, S. L., Kim, J., & Konstantopoulos, S. (2021). **Putting PjBL to the Test: The Impact of Project-Based Learning on Second Graders' Social Studies and Literacy Learning and Motivation in Low-SES School Settings**. *American Educational Research Journal*, *58*(1), 160-200. https://doi.org/10.3102/0002831220929638
This cluster randomized controlled trial investigated the impact of project-based learning with professional development supports on social studies and literacy achievement and motivation of second-grade students from low–socioeconomic status school districts. At random in within-school pairs, 48 teachers were assigned to the experimental or comparison group. Experimental group teachers were asked to teach four project-based learning units designed to address nearly all social studies and some literacy standards. Comparison group teachers were asked to teach social studies as they normally would except to teach a target number of lessons. The experimental group showed higher growth in social studies and informational reading but not writing or motivation. Greater consistency with project-based learning session plans was associated with higher growth in writing, motivation, and reading.

Kane, A., Ndoye, M. L., & Seck, A. (2020). **Efficacité du dispositif d'accompagnement à l'insertion professionnelle des jeunes au sénégal**. *African Development Review*, *32*(S1), S106-S118. https://doi.org/10.1111/1467-8268.12486
Résumé Cet article évalue à partir de données primaires portant sur 2755 individus, l'impact des programmes d'emploi sur l'insertion professionnelle des jeunes au Sénégal. L'évaluation d'impact est faite par la méthode d'appariement sur les scores de propension. Les résultats révèlent que la participation aux programmes de promotion de l'emploi augmente les chances de trouver un emploi régulier et stable; l'impact étant plus élevé chez les hommes que chez les femmes. L'État, en collaboration avec les employeurs du secteur privé devrait encourager et pérenniser ces programmes afin de réduire l'éloignement au marché du travail des jeunes, perçu comme un signal de faible productivité par les employeurs, mais aussi, et surtout, prendre en compte les spécificités des femmes afin d'améliorer leur situation après leur exposition aux programmes.

Formation continue

Bjursell, C. (2020). **The COVID-19 pandemic as disjuncture: Lifelong learning in a context of fear**. *International Review of Education*, *66*(5), 673-689. https://doi.org/10.1007/s11159-020-09863-w
The COVID-19 pandemic has caused a number of fundamental changes in different societies, and can therefore be understood as creating "disjuncture" in our lives. Disjuncture is a concept proposed by adult educator Peter Jarvis to describe the phenomenon of what happens when an individual is confronted with an experience that conflicts with her/his previous understanding of the world. Faced with a situation that creates disjuncture, the person is compelled to find new knowledge and new ways of doing things; i.e., he/she must embark on a learning process. The recent introduction of social distancing as a measure aiming to reduce transmission of the COVID-19 virus has dramatically changed people's behaviour, but this measure does not only have preventive and desirable effects. There is an associated risk for increased isolation among the older generations of the population, as well as a change in intergenerational relationships. Although the current pandemic (as disjuncture) may potentially initiate major learning processes in the human collective, we should remember that disjuncture is often theorised within neutral, or even positive, contexts. In a context of fear, however, learning may result in a narrowing of mindsets and a rejection of collective efforts and solidarity between generations. In terms of the types of learning triggered by the current pandemic (as disjuncture), one problem is non-reflective learning, which primarily occurs on a behavioural level. We need to recognise this and engage in reflective learning if we are to make the choices that will lead to a society that is worth living in for all generations. Our goal must be to learn to be a person in a post-pandemic society.

Dépret, C., & Vadcard, L. (2021). **Une caractérisation des indicateurs élaborés dans l'activité. Perspectives sémiotiques sur la formation professionnelle**. *Recherches en éducation*, (43). https://doi.org/10.4000/ree.3152
Nous nous intéressons ici à la notion d'indicateur dans le cadre de l'analyse de l'activité pour la formation. Cette notion permet, en échappant au piège dualiste, de concevoir un individu qui n'a pas un réel objectif sous les yeux, mais plutôt des éléments concrets potentiellement signifiants (signes ou indicateurs potentiels). Cette lecture sémiotique n'est pas exclusive, et doit être articulée avec les approches théoriques qui occupent le champ de la didactique professionnelle (l'articulation au constructivisme est en particulier défendue). Nous présenterons trois catégories d'indicateurs, et les questions inhérentes à leur validité. Nous développerons une « méthode des indicateurs » à travers la caractérisation des indicateurs en cinq dimensions : la relativité, la subjectivité, la sûreté, la responsabilité et la convertibilité. Chacune de ces dimensions relie les modalités du processus interprétatif aux aspects de l'activité qu'ils risquent d'influencer (par exemple, si la sûreté de la chaine indicielle doit toujours être suspectée, elle ne l'est, dans les faits, que pour certaines valeurs de l'indice). Nous mettons en évidence ces rapports par des exemples dans le domaine de la maïeutique (par exemple, les étudiantes sages-femmes sont rassurées par la technicité d'une chaîne indicielle longue – imagerie ou tracé – alors que les sages-femmes expérimentées cherchent à vérifier par accès direct – palpation ou toucher vaginal – la sûreté d'une imagerie ou d'un tracé).

Eschenbacher, S., & Fleming, T. (2020). **Transformative dimensions of lifelong learning: Mezirow, Rorty and COVID-19**. *International Review of Education*, *66*(5), 657-672. https://doi.org/10.1007/s11159-020-09859-6

COVID-19 has done significant damage to individuals, families, workers and the economy. What is not known about the virus is part of the problem, and the knowledge gap drives an unprecedented and urgent search for knowledge. This article explores the challenges for lifelong learning and the relevance of transformative learning. Disorientation, disorienting dilemmas and critical reflection are the ingredients of such learning, since we can only learn our way out of this situation. The authors present American adult educator Jack Mezirow's theory of transformative learning (TL) as an appropriate learning framework for lifelong learning. They draw on the work of American philosopher Richard Rorty and German philosopher and sociologist Jürgen Habermas to re-shape TL so that it supports the kind of learning that is sufficiently complex and nuanced to enable us to deal with contradictions, ambivalence and meaning-making in a world where not-knowing is the new normal.

Goomas & Czupryn. (2021). **Using a Learning Management System Common Template in Teaching Adult Basic Education: Opportunities and Challenges**. *Community College Journal of Research and Practice*, *45*(3), 227-230. https://doi.org/10.1080/10668926.2019.1669229
Since the Texas Legislature has mandated, via the Texas Higher Education Coordinating Board, to provide best practices for using technology for developmental education, we report on a solution used at College of the Mainland (Texas City, Texas) for satisfying that mandate. The solution was to use a common 'master' template in a learning management system (LMS). By placing worksheets, assessments, subject matter, a common grading scale and deployment of an 'early alert' system into a common master template in the LMS, the master template was then deployed to all ABE (Adult Basic Education) sections (all ABE students meet face-to-face with the instructor). This method was instrumental in better course management electronically available to instructors and students. One week prior to each semester, instructors (current and new hires) are given training on how to use the LMS ABE pre-built template, navigating throughout the weekly coursework, scoring assignments and the common grading scale. Training lasted about an hour. Results show that using the LMS common pre-built template for ABE requires very little training, and now that it is assembled, requires little instructional design maintenance. Due to the satisfaction of the faculty, the LMS common template continues to be in effect with 100% instructor usage and student participation. The advantages of using a common template are examined.

Guan, S., & Blair, E. (2021). **Chinese adult higher education as a heterotopia**. *Higher Education*, *81*(3), 471-489. https://doi.org/10.1007/s10734-020-00552-z
Certain environments are 'outside of all places, even though it may be possible to indicate their location in reality' (Foucault, Diacritics 16, 22-27, 1986, p. 24). Foucault calls such places 'heterotopias' and offers six principles to help define them. Here, we propose that Chinese adult higher education is a heterotopic space. Chinese adult higher education exists alongside regular higher education and has been used by the Chinese government to fulfil various social and political roles during different historical phases but different policy problematisation over time has shaped AHE into a crisis heterotopia. Thus, as a Foucauldian heterotopia, Chinese adult higher education exists as a space in the interstices of power relations and dominant social structures—a position that, in the Chinese credential society, leaves those who enter this space feeling marginalised. Further, we propose that as nations expand their higher education systems, this

diversification needs purposeful follow-up; otherwise, certain branches of higher education will fall to the whim of socio-cultural change.

Heutte, J. (2020). **Psychologie positive et formation des adultes : le flow ou le plaisir de comprendre tout au long de la vie**. *Savoirs*, *N° 54*(3), 17-61. Consulté à l'adresse https://www.cairn.info/revue-savoirs-2020-3-page-17.htm
Sous l'impulsion initiale de Seligman et Csíkszentmihályi, la psychologie positive qui a émergé il y a maintenant un peu plus d'une vingtaine d'années peut être définie comme l'étude des conditions et processus qui contribuent à l'épanouissement ou au fonctionnement optimal des individus, des groupes et des institutions. Cette quatrième vague de la psychologie scientifique contemporaine s'intéresse plus particulièrement à l'étude empirique du développement humain optimal. Elle marque aussi la mise en lumière de la théorie de l'expérience optimale ou autotélique (du « flow ») élaborée dans les années 1970 par Csíkszentmihályi. Cependant, peu de travaux en langue française sont consacrés aux apports de la psychologie positive dans le champ spécifique de l'éducation et de la formation des adultes. Aussi, après un focus sur l'émergence de la préoccupation du développement humain optimal, puis un examen critique de la psychologie positive, l'essentiel de cette note de synthèse concernera l'expérience autotélique, plus particulièrement dans son éclairage original de la dimension sociale de l'apprenance, ainsi que de la persistance à vouloir comprendre tout au long de la vie.

Lelièvre, V. (2020). ***L'obsolescence de l'éducation permanente ?*** https://crf.hypotheses.org/779. Consulté à l'adresse https://hal-cnam.archives-ouvertes.fr/hal-03040431
Cet article présente les premiers résultats d'une recherche effectuée dans le cadre d'une thèse en Sciences de l'éducation, dont le projet est d'étudier les évolutions idéologiques qui caractérisent les conceptions de la formation professionnelle en France. Ces premiers résultats découlent d'un travail réalisé sur l'analyse du discours de cinq textes de loi sur la formation professionnelle et tout particulièrement sur l'analyse de l'évolution du lexique de la formation. [premières lignes]

OECD. (2021). ***Career Guidance for Adults in a Changing World of Work***. https://doi.org/10.1787/9a94bfad-en

Tuckett, A. (2020). **Europe's lifelong learning markets, governance and policy: Using an instruments approach**. *International Review of Education*, *66*(5), 893-896. https://doi.org/10.1007/s11159-020-09875-6

Vergnas, O. L., & Bury, P. (2020). **Analyse du corpus de référence des thèses françaises concernant la recherche sur la formation des adultes soutenues depuis 2010 : thématiques, rattachements et spécificités**. *Savoirs*, *N° 54*(3), 83-107. Consulté à l'adresse https://www.cairn.info/revue-savoirs-2020-3-page-83.htm?WT.tsrc=cairnEmailAlert&WT.mc_id=SAVO_054
Ce travail analyse le corpus de référence des thèses françaises concernant la recherche sur la formation des adultes soutenues depuis 2010 publié dans le précédent article (VdR6) de cette rubrique. Celui-ci est composé de deux groupes de thèses, le « noyau dur » et le « second cercle ». Le premier regroupe les 175 thèses explicitement centrées sur cette thématique et repérables par une simple requête bibliographique ; le second y ajoute 444 autres contenant des sous-parties éclairantes pour ce champ identifiées

grâce à la composition de leurs jurys et une analyse automatique des termes employés de leurs résumés. L'analyse de ce double corpus confirme que les thèses du noyau sont aux trois quarts soutenues en sciences de l'éducation tandis que celles du second cercle ne le sont plus qu'aux deux tiers ; sur l'ensemble des deux listes, on constate aussi que l'âge médian des doctorants est largement plus élevé que dans les autres disciplines (10 ans d'écart avec la sociologie). Enfin, les analyses lexicales montrent que ce corpus peut se découper en quatre classes de thématiques (analyse de l'activité des enseignants, politiques de formation, apprentissages linguistiques des adultes, approches biographiques et identitaires) qui peuvent s'affiner en six (avec apparition d'une sous-classe liée à l'apprenance et aux soignants et d'une autre liée à l'autoconfrontation, l'analyse de l'activité).

Marché du travail

Akrong, R., Mbogoh, S. G., & Irungu, P. (2020). **Youth agripreneurship in the horticultural value-chain: The case of small-scale mango farmers in Southern Ghana**. *African Development Review*, *32*(S1), S68-S77. https://doi.org/10.1111/1467-8268.12483
Development partners are promoting youth entrepreneurship in agriculture (agripreneurship) in sub-Saharan Africa. While youth engagement in food crop production and marketing has received a lot of attention on both policy and academic fronts, the low level of involvement of youth in the horticultural value-chain has received little attention. To this end, this study assessed the factors that influence participation of youth in the horticultural value-chain. Using the multistage sampling technique, data were collected from 224 mango-producing households in southern Ghana. The data were analyzed using descriptive statistics and the binary logit model. The study found that there exist differences between the youth and older farmers in terms of socioeconomic factors including education, household size, and income, and institutional support services including certification, credit, extension services and group membership. The results of the econometric model revealed that age, education, and access to credit and extension services motivate youth participation in agriculture. Access to credit and ownership of motorized transport encouraged participation of older farmers in high value markets. The study recommends that development partners provide credit facilities and capacity development through agricultural training and extension services to enhance youth participation in high value markets.

Béduwé, C., & Giret, J. F. (2021). **Student employment in France: Hindrance rather than help for higher educational success?** *Journal of Education and Work*, 1-15. https://doi.org/10.1080/13639080.2021.1875127
In this study, we examine how student employment impacts higher educational trajectories in France. Focussing on undergraduates' educational outcomes, we show the consequences of different intensities and levels of recurrence of student employment on perseverance in higher education. We use data from a nationally representative four-year longitudinal survey, descriptive analysis and logistic regression are performed to control for student characteristics. Our results suggest that student employment, especially when intensive and during periods of exams, increases exam failure. When it is recurrent over time, student employment often leads to university dropout. Furthermore, even for those who do manage to reconcile work and study, it lengthens the time spent

in higher education. This consequence is particularly costly in France, where success in higher education is often judged by time-to-completion, encouraging strategies that lead to finishing degree requirements as quickly as possible. This approach is difficult to follow for students who must combine work and study, leading to particularly pronounced costs.

Berthet, T., Bidart, C., Alfonsi, J., Longo, M. E., & Noël, M. (2020, novembre 9). ***Les rapports au travail des jeunes en situation de vulnérabilité : Dynamiques sociales, action publique et expériences individuelles en France et au Québec***. Présenté à Séminaire général LEST. Consulté à l'adresse https://halshs.archives-ouvertes.fr/halshs-03040567

INSEE. (2021, janvier 22). **Portrait des professions - Insee Résultats**. Consulté 25 janvier 2021, à l'adresse https://www.insee.fr/fr/statistiques/5014835?pk_campaign=avis-parution

Kpognon, K., Ondoa, H. A., Bah, M., & Messe, M. F. (2020). **Ouverture commerciale, institutions du marché du travail et emploi des jeunes en Afrique**. *African Development Review*, *32*(S1), S91-S105. https://doi.org/10.1111/1467-8268.12485

Résumé L'objectif de ce travail est de mesurer l'effet de l'ouverture commerciale et des institutions du marché du travail sur l'emploi des jeunes en Afrique. Pour ce faire, nous avons considéré un ensemble de 38 pays sur la période 2000–2018. Les méthodes d'estimation utilisées portent sur les moindres carrés ordinaires (MCO), la méthode instrumentale (doubles moindres carrés-2SLS) et la méthode des moments généralisés en système (MMG-système). Les résultats révèlent que l'ouverture commerciale et la rigidité des institutions du marché du travail ont un effet positif et significatif sur l'emploi des jeunes en Afrique. Par contre, l'ouverture commerciale affecte négativement et significativement l'emploi des jeunes sur les marchés du travail rigides. Ces résultats sont valides face à plusieurs tests de robustesse.

Metu, A. G., Ajudua, E., Eboh, I., Ukeje, C., & Madichie, C. (2020). **Ending youth unemployment in sub-saharan Africa: Does ICT development have any role?** *African Development Review*, *32*(S1), S20-S31. https://doi.org/10.1111/1467-8268.12479

This study investigates the role of information and communication technology (ICT) development towards ending youth unemployment in the 48 sub-Saharan Africa (SSA) countries from 1991 to 2018. Using a dynamic panel modelling technique, the study employed the instrumental variable (IV) regression, within the framework of the system generalized method of moment (GMM-SYS) estimator. The results show that the low level of mobile phone subscriptions, broadband internet subscriptions, Wi-Fi internet subscriptions and internet bandwidth exert a significant negative effect on youth unemployment. This means that ICT development reduces youth unemployment in SSA. Also, it was found that the number of households with access to computers has a negative but insignificant effect on youth unemployment; this shows the ineffective role of household computers in reducing youth unemployment in SSA. Based on these findings, we recommend among other things that, for government to optimize the expanding youth population, there is the need for further telecommunication reforms to reduce the cost of mobile phone technologies and improved ultra-modern internet facilities in the region.

Observatoire des inégalités. (2021, janvier 7). **Quels sont les métiers qui paient le plus ?** Consulté 1 février 2021, à l'adresse Observatoire des inégalités website: https://www.inegalites.fr/Quels-sont-les-metiers-qui-paient-le-plus

Directeur d'hôpital, pilote, avocat : combien gagnent les professions les mieux payées ? L'Observatoire des inégalités présente son palmarès des métiers aux plus hautes rémunérations, du secteur privé ou du public, pour les salariés ou les indépendants.

Okolo-Obasi, E. N., Uduji, J. I., & Asongu, S. A. (2020). **Strengthening women's participation in the traditional enterprises of sub-saharan Africa: The role of corporate social responsibility initiatives in Niger delta, Nigeria**. *African Development Review*, *32*(S1), S78-S90. https://doi.org/10.1111/1467-8268.12484
The purpose of this paper is to critically examine the multinational oil companies (MOCs) corporate social responsibility (CSR) initiatives in Nigeria. Its special focus is to investigate the impact of the global memorandum of understanding (GMoU) on development of rural women's traditional enterprises in the Niger Delta region. A total of 2,400 women were sampled across the region. Results from the use of a combined propensity score matching and logit model indicate that the GMoU model of the CSR has recorded significant success in supporting farming and fishing transformation generally, but has also undermined those initiatives that focused on empowering rural women in traditional enterprises, due to the cultural and traditional context in the region. This causes both direct harm to women and their children, and wider costs to African economies. It implies that if the GMoU interventions are not targeted to raise women's economic status and to deter aggression, invariably they may contribute towards reducing the participation of women in economic, political and social development and, by extension, dampen efforts in deterring poverty and achieving the sustainable development goals in sub-Saharan Africa.

Salami, A. O., & Mukasa, A. N. (2020). **Fostering jobs, entrepreneurship and capacity development for African youths: An introduction**. *African Development Review*, *32*(S1), S1-S4. https://doi.org/10.1111/1467-8268.12492

Métiers de l'éducation

Algan, Y. (2020). ***Rapport de synthèse - Colloque scientifique « Quels professeurs au XXIème siècle »***. Consulté à l'adresse https://www.reseau-canope.fr/fileadmin/user_upload/Projets/conseil_scientifique_education_nationale/Rapport_scientifique_Grenelle_de_l_education.pdf
Le colloque scientifique « Quels professeurs au 21ème siècle ? » s'est tenu à distance le 1er décembre 2020 dans le cadre du Grenelle de l'éducation. Il a offert un regard croisé de la recherche et des retours d'expériences à l'international autour de cinq thématiques : Pourquoi l'éducation et les professeurs sont-ils l'investissement du 21ème siècle ? Quelles nouvelles connaissances et compétences pour les élèves, et quelles pratiques pédagogiques pour les professeurs ? Quelles formations ? Quelles nouvelles conditions de travail et d'enseignement ? Et enfin, quels nouveaux modes de gouvernance ?

Allouche, E. (2020). **Les humanités numériques, pour un dialogue interdisciplinaire entre recherche et éducation**. *Frantice.net*. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03080381

Bainbridge, A. (2020). **Digging our own grave: A Marxian consideration of formal education as a destructive enterprise**. *International Review of Education*, *66*(5), 737-753. https://doi.org/10.1007/s11159-020-09866-7
The negative impact of human activity has been known throughout history. The epic tale of Gilgamesh, Koranic and biblical texts all make clear the potential that humans have to destroy the world in which they live. Climate breakdown, biodiversity collapse and zoonotic diseases such as COVID-19 have also been predicted well in advance. The "wicked problem" (dilemma) to address is: "Why do humans still persist in 'digging their own graves' by damaging the environments they inhabit?" The author of this article argues that the motive to engage in education can be understood as an ancient human response to ecological change. This has led to a range of behaviours, including teaching and learning that serve only to further disrupt the relationship between the human and the "more-than-human" world. When formal education structures are viewed through a Marxian lens, it soon becomes clear that the unsustainable impact of humans on the more-than-human is the result of capitalist entrapment. Karl Marx's proposition of a metabolic rift helps make sense of the nonsensical, while a discussion of use and exchange value shows how formal education has become ensnared in the mire of capitalist productivity, concealing from view the educationally-induced destruction of planetary systems that support human flourishing. Fortunately, a more sustainable and sustaining education is possible – this is an education for a "long-life" that is no longer influenced by the machinery of neoliberalism.

Bassok, D., Markowitz, A. J., Bellows, L., & Sadowski, K. (2021). **New Evidence on Teacher Turnover in Early Childhood**. *Educational Evaluation and Policy Analysis*, *43*(1), 172-180. https://doi.org/10.3102/0162373720985340
This brief provides a systemwide look at early childhood teacher turnover using data from all publicly funded, center-based early childhood programs in Louisiana, including subsidized child care, Head Start, and pre-kindergarten. It provides new evidence on the prevalence of turnover and explores whether teachers who leave differ from those who stay on a widely used measure of teacher–child interaction quality. Results show that more than one third of teachers leave their program from one year to the next, and the vast majority of teachers who leave are not teaching in another program the following year. Turnover rates are higher among teachers working in child care and with younger children. Compared with teachers who stay, those who leave are rated lower on interaction quality.

Boeskens, L., & Nusche, D. (2021). ***Not enough hours in the day: Policies that shape teachers' use of time***. Consulté à l'adresse OECD Publishing website: https://EconPapers.repec.org/RePEc:oec:eduaab:245-en
Teachers' time is a critical resource for education systems and a key input for student learning. Like any type of resource, teachers' time can be used more or less effectively to promote a range of outcomes such as student learning, equity and well-being. Whether teachers are given an additional hour in the classroom, an hour to prepare their lessons or an hour to engage in professional learning can affect both the cost and the quality of education. Based on OECD survey data and indicators, this paper provides a systematic overview of how teachers across the OECD report using their time and how their time use is regulated in national policy frameworks. Building on the findings from the OECD School Resources Review series, the paper then explores human resource policies

that can support education stakeholders in rethinking priorities, roles and responsibilities in school education and promote an effective use of teachers' time.

Cahon, J. (2020). **Les syndicats enseignants et la laïcité scolaire en France (1948-1989)**. *Les Sciences de l'éducation - Pour l'ère nouvelle*, *53*(1), 11-29. https://www.cairn.info/revue-les-sciences-de-l-education-pour-l-ere-nouvelle.htm

Castelló, M., McAlpine, L., Sala-Bubaré, A., Inouye, K., & Skakni, I. (2021). **What perspectives underlie 'researcher identity'? A review of two decades of empirical studies**. *Higher Education*, *81*(3), 567-590. https://doi.org/10.1007/s10734-020-00557-8
Over the past two decades, identity has emerged as a concept framing studies of early career researcher experience. Yet, identity is an amorphous concept, understood and used in a range of ways. This systematic review aimed to unpack the underpinnings of the notion of researcher identity. The final sample consisted of 38 empirical articles published in peer-reviewed journals in the last 20 years. Analyses focused on (a) identifying the dimensions used to define researcher identity, and (b) characterising the meta-theories—the underlying assumptions of the research—in relation to these dimensions. We identified four different stances towards researcher identity (clusters), based on variation on the identity dimensions in relation to the meta-theories. We characterised these as (1) transitioning among identities, (2) balancing identity continuity and change, (3) personal identity development through time and (4) personal and stable identity. These stances incorporate thought-provoking nuances and complex conceptualisations of the notion of researcher identity, for instance, that meta-theory was insufficient to characterise researcher identity stance. The contribution of the study is first to be able to differentiate four characterizations of researcher identity—important given that many studies had not clearly expressed a stance. The second is the potential of the four dimensions to help characterise identity, in past as well as future research—thus a useful tool for those working in this area. Many questions remain, but perhaps the biggest is to what extent and under what conditions is identity a productive notion for understanding early career researcher experience?

Cormier, D. R. (2021). **Assessing Preservice Teachers' Cultural Competence With the Cultural Proficiency Continuum Q-Sort**. *Educational Researcher*, *50*(1), 17-29. https://doi.org/10.3102/0013189X20936670
This article describes an educational design research program situated within a professional development school that led to the development of the Cultural Proficiency Continuum Q-Sort (CPCQ). The CPCQ is a tool that enables teacher educators to systematically examine preservice teachers' cultural competence concerning students who are minoritized, marginalized, and otherized within PreK–12 schools. The author provides background and rationales for the need of the CPCQ together with a discussion of the educational design research program that facilitated the design of the CPCQ. Findings for this study are discussed discursively addressing the following question: (a) What are the rationales and chain of decisions that warranted advancing the development of the CPCQ through each phase of an educational design research program? and (b) What are participants' perceptions of the emerging tool's effectiveness for facilitating critical self-reflection, inquiry, and dialogue concerning students who are minoritized, marginalized, and othered within PreK–12 schools? This study demonstrated that educational design research together with professional development schools are an ideal context to develop tools in a real-world setting aimed

to address issues around racial and social justice and cultural competence within teacher education programs and PreK–12 schools and classrooms.

Eckes, S. E. (2021). **Pronouns and Preferred Names: When Public School Teachers' Religious Beliefs Conflict With School Directives**. *Educational Researcher*, *50*(1), 65-68. https://doi.org/10.3102/0013189X20943198
A 2020 lawsuit involves a public school teacher who refused to address transgender students by their preferred names because of his religious beliefs. This case is particularly significant because it is the first K–12 decision that analyzes this matter. This issue has important policy implications for schools and students.

Filippi, P.-A. (2020). **L'activité d'une formatrice ESPE à l'épreuve de la mise en oeuvre de l'alternance intégrative**. *Les Sciences de l'éducation - Pour l'ère nouvelle*, *53*(1), 75-94.
Graveleau, S. (2021, janvier 18). **Les conseillers d'orientation, pompiers de la crise sanitaire et de la réforme du lycée**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2021/01/18/les-conseillers-d-orientation-pompiers-de-la-crise-sanitaire-et-de-la-reforme-du-lycee_6066699_4401467.html
Les psychologues de l'éducation nationale reçoivent dans leurs bureaux de nombreux jeunes déboussolés par la réforme du lycée et l'impact de la crise sanitaire.

Jarraud, F. (2021, janvier 29). **Les enseignants toujours engagés selon Animation & éducation**. Consulté 1 février 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/01/29012021Article637475012814291333.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=507034
Les enseignants sont-ils toujours engagés ou se sont-ils repliés dans un relatif confort personnel ? La revue de l'Occe, Animation & éducation, apporte une réponse avec un dossier assez copieux, ouvert aussi au ministère et aux associations qui lui sont proches. Mais on retiendra l'analyse de Laurent Frajerman qui montre l'échec du ministère dans sa tentative de redéfinir les valeurs des enseignants et le maintien d'un engagement des enseignants « moins institutionnel, tout en ocnservant un ancrage politique à gauche et centre gauche ». « L'envie de bien faire son métier est toujours présente et peut favoriser un engagement pédagogique renouvelé à condition que l'offre associative corresponde à ce besoin de pragmatisme », note-il. Laurent Lardeux montre que l'engagement démocratique des jeunes se renforce mais dans des formes nouvelles.

Karadag, E. (2021). **Academic (dis)qualifications of Turkish rectors: their career paths, H-index, and the number of articles and citations**. *Higher Education*, *81*(2), 301-323. https://doi.org/10.1007/s10734-020-00542-1
In this study, the current rectors of 197 universities (127 public and 70 non-profit foundation universities) in Turkey were examined in terms of their sociodemographic characteristics, career development, and academic qualifications (the number of published articles and citations and H-index). The data were collected via a prosopograhical approach from the official websites of the universities and the presidents, as well as the Web of Science and Scopus databases. The findings suggest that the presidents may be classified into two groups based on their sociodemographic characteristics, career development, and academic qualifications. In the first group are those rectors who are dominantly male, are graduates of Turkish universities, and have lower academic

qualifications in terms of the number of published articles, citations of their published works, and their H-index. The social media posts of the members of this group show intense loyalty and support to Turkey's governing ideology, and the academic performance of the universities managed by these rectors is poor. The second group of rectors is also male-dominant and is comprised of graduates of foreign universities. These individuals generally have backgrounds in engineering, medicine or administrative science, and higher academic qualifications in terms of the number of published articles, citations of their published works and their H-index. Their social media posts often include news related to students and their academic and scientific achievements. The academic performance of the universities managed by these rectors was also found to be high.

Kwiek, M. (2021). **The prestige economy of higher education journals: a quantitative approach**. *Higher Education*, *81*(3), 493-519. https://doi.org/10.1007/s10734-020-00553-y
This study addresses stratification in the global higher education research community and the changing geography of country affiliations in six elite journals. The distribution of country affiliations is analyzed from a longitudinal perspective (1996–2018), and full-time and part-time authors in the field are contrasted. The prestige maximization model and principal-agent theory provide the theoretical framework for the study, which examines 6334 articles published in six elite journals in the context of 21,442 articles in 41 core journals. The findings indicate that about 3.3% of academics have authored at least five articles (full-timers). These authors constitute the publishing core of the research community, while the 80% who have authored one article (part-timers) constitute its periphery. Higher Education (HE) and Studies in Higher Education (SHE) emerge as elite global journals, with an increasing share of non-Anglo-Saxon authors. Previously globally invisible countries became visible almost exclusively through HE and SHE. Global trends include the diminishing role of American researchers and the increasing role of researchers from Continental Europe, East Asia, and the cluster of 66 "other" countries. The single biggest affiliation loser is the United States, which had 42.5% of country affiliations in 1996–2003 but only 26.9% in 2012–2018. This reflects both the increasing share of non-American affiliations and the increasing yearly volume of HE and SHE publications, in which US academics tend not to publish massively.

Lavigne, E., & Sá, C. M. (2021). **The changing roles and qualifications of Canadian university presidents and provosts**. *Higher Education*, *81*(3), 537-550. https://doi.org/10.1007/s10734-020-00555-w
This paper examines how the stated roles and qualifications of Canadian university presidents and provosts have evolved over the past thirty years and the growing presence of recruiting firms. The study analysed 153 job advertisements published by 22 universities between 1987 and 2017. Roles were categorized according to aspects of organizational life: human resource, political, structural, and symbolic, while we distinguished qualifications as involving traits as well as cultural, human, and social "capitals." Overall, the expected qualifications for presidential and provostial candidates have increased consistently and their roles have expanded in scope. Trait qualifications and symbolic roles, while mostly absent in 1987, became prevalent by 2017, suggesting a slow but clear shift towards managerialist and charismatic depictions of leadership. This increase took place concurrently with universities' increasing reliance on recruiting firms.

Llena, C., Joing, I., & Mikulovic, J. (2020a). **Le bien-être psychologique au travail des enseignants stagiaires en Éducation Physique et Sportive : une histoire de valeur**. *Recherches & éducations*. https://doi.org/10.4000/recherchеseducations.8032
L'objet de cet article est d'examiner le lien entre les systèmes de valeurs des enseignants stagiaires en Éducation Physique et Sportive (EPS) et leur niveau de bien-être psychologique au travail (BEPT). L'hypothèse principale postule que les enseignants qui valorisent les valeurs d'ouverture au changement et de dépassement de soi ont un niveau de BEPT plus élevé. Au contraire, les enseignants qui sont tournés vers des valeurs de continuité ressentent comparativement un bien-être au travail moins élevé. Une enquête empirique a été menée auprès de 184 enseignants stagiaires en EPS (58 femmes et 126 hommes) issus de 28 universités différentes en France. Les résultats valident l'hypothèse principale. Des implications pratiques pour la formation initiale des enseignants d'EPS sont évoquées.

Llena, C., Joing, I., & Mikulovic, J. (2020b). **Systèmes de valeurs et bien-être psychologique au travail des enseignants d'Éducation Physique et Sportive**. *eJRIEPS*, (Numéro spécial 3). https://doi.org/10.4000/ejrieps.4292
Le bien-être au travail est un nouveau défi social et il n'échappe pas à l'enseignement notamment en Éducation Physique et Sportive (EPS). En effet, des stratégies d'intervention, parfois inconscientes, favorisent le bien-être psychologique au travail des acteurs. L'objet de cette recherche est d'examiner le lien entre le système de valeurs des enseignants d'EPS et leur bien-être psychologique au travail. Leur système de valeurs a été étudié dans différents contextes. 396 enseignants d'EPS de l'Académie de Lille ont participé à cette étude. Les résultats révèlent que les valeurs d'ouverture au changement, de dépassement de soi (dans le sens « pour aller vers les autres ») et d'affirmation de soi sont positivement corrélées au bien-être psychologique au travail. À l'inverse, les valeurs de continuité lui sont négativement corrélées. En fonction des priorités de valeurs de l'enseignant, de ses stratégies d'intervention et mises en œuvre pédagogiques et didactiques (valeurs opérationnalisées en EPS), l'enseignant est donc plus ou moins en bien-être psychologique au travail. Des perspectives s'ouvrent pour la formation initiale et continue des enseignants d'EPS afin de répondre à ces nouveaux enjeux.

Lovakov, A., & Yudkevich, M. (2021). **The post-Soviet publication landscape for higher education research**. *Higher Education*, *81*(2), 273-299. https://doi.org/10.1007/s10734-020-00541-2
We studied the population of articles on higher education published in academic journals by researchers from post-Soviet countries in the last three decades. We found that post-Soviet countries contribute differently to the overall publication output, with only Russia, Lithuania, and Estonia having more than 100 articles in journals indexed in Scopus. Countries also have different publication profiles in terms of articles' language, topics, methodology, and the balance between articles in local and international journals. In comparison with a sample of international articles, post-Soviet authors publish a substantially smaller share of research articles, and articles about teaching and learning issues, student experience and outcomes, and academic work, but a larger share of policy-related articles and articles about system policy and history. Researchers from one post-Soviet country collaborate much less within their country compared with authors from the international sample, where people collaborate more actively between institutions within a country. At the same time, scholars from different post-Soviet countries

do not collaborate with each other. Our analysis demonstrates the disunity of the community of post-Soviet scholars disconnected by national borders.

Mohib, N., Urrego, V., & Yagoubi, C. (2020). **Collaborations chercheurs-praticiens pour soutenir la transformation pédagogique de l'enseignement supérieur : à quelles conditions ?** *Journées d'étude AIPU, Toulouse, France*. Présenté à Toulouse, France. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03115894
L'institutionnalisation de la pédagogie de l'enseignement supérieur ravive d'anciens débats sur le rôle et de la place des sciences de l'éducation et de la formation dans le champ des pratiques sociales. En s'appuyant sur l'expérience d'un projet « Nouveaux Cursus à l'Université », cet atelier vise à repérer les conditions d'une collaboration optimale entre chercheurs et praticiens. Il s'adresse, dans la limite des places disponibles (20 max.), à toutes les personnes qui sont impliquées, ou qui le souhaiteraient, dans des projets de transformation pédagogique de l'enseignement supérieur. Les pistes co-construites seront partagées avec l'ensemble des participants qui pourront les mettre en œuvre dans leur contexte professionnel.

Morel, S. (2020). ***L'épreuve de l'autre: Collaborations, cohabitations et disputes interprofessionnelles en éducation***. Louvain-la-neuve: Academia. https://www.editions-harmattan.fr/index.asp?navig=catalogue&obj=livre&no=66748
Le processus en cours de diversification des métiers éducatifs soulève une question : ne comporte-t-il pas un risque d'éclatement et de cloisonnement de l'activité éducative?? Cette crainte liée à l'accroissement de la division du travail, déjà formulée par des pères fondateurs de la sociologie comme Auguste Comte ou Émile Durkheim, est à l'origine, surtout depuis les années 1980, de politiques éducatives encourageant les «?partenariats?» entre les professions éducatives.

Schwengler, B. (2021). ***Salaires des enseignants: La chute***. Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782343216928?utm_source=phplist&utm_campaign=message_30772&utm_medium=email&utm_content=lienTitre
Cet ouvrage analyse l'évolution des salaires des enseignants des années 1980 à nos jours. Il montre que malgré les revalorisations successives dont ils ont fait l'objet ces dernières décennies, les salaires des enseignants ont baissé. L'ampleur de la baisse varie selon les catégories d'enseignants. Mais toutes les catégories ont été touchées, les universitaires, les enseignants du secondaire et depuis les années 2000 également les enseignants du primaire. Alors qu'une nouvelle revalorisation des salaires des enseignants est annoncée, il s'agit de faire le point sur l'évolution des salaires des différentes catégories d'enseignants - professeur des universités, maître de conférences, professeur agrégé, professeur certifié, professeur des lycées professionnels et professeur des écoles - des années 1980 à nos jours.

Viano, S., Pham, L. D., Henry, G. T., Kho, A., & Zimmer, R. (2021). **What Teachers Want: School Factors Predicting Teachers' Decisions to Work in Low-Performing Schools**. *American Educational Research Journal*, *58*(1), 201-233. https://doi.org/10.3102/0002831220930199
Attracting and retaining teachers can be an important ingredient in improving low-performing schools. In this study, we estimate the expressed preferences for teachers who have worked in low-performing schools in Tennessee. Using adaptive conjoint analysis

survey design, we examine three types of school attributes that may influence teachers' employment decisions: fixed school characteristics, structural features of employment, and malleable school processes. We find that teachers express a strong preference for two malleable school processes, administrative support and discipline enforcement, along with a higher salary, a structural feature. Estimates indicate these attributes are 2 to 3 times more important to teachers than fixed school characteristics like prior achievement. We validate our results using administrative data on teachers' revealed preferences.

Numérique et éducation

Bianchi, N., Lu, Y., & Song, H. (2020). **The Effect of Computer-Assisted Learning on Students' Long-Term Development**. In *NBER Working Papers* (N° 28180). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://ideas.repec.org/p/nbr/nberwo/28180.html
In this paper, we examine the effect of computer-assisted learning on students' long-term development. We explore the implementation of the "largest ed-tech intervention in the world to date," which connected China's best teachers to more than 100 million rural students through satellite internet. We find evidence that exposure to the program improved students' academic achievement, labor performance, and computer usage. We observe these effects up to ten years after program implementation. These findings indicate that education technology can have long-lasting positive effects on a variety of outcomes and can be effective in reducing the rural–urban education gap.

Cacault, M. P., Hildebrand, C., Laurent-Lucchetti, J., & Pellizzari, M. (2021). **Distance Learning in Higher Education: Evidence from a Randomized Experiment**. *Journal of the European Economic Association*, (jvaa060). https://doi.org/10.1093/jeea/jvaa060
Using a randomized experiment in a public Swiss university, we study the impact of online live streaming of lectures on student achievement and attendance. We find that (i) attending lectures via live streaming lowers achievement for low-ability students and increases achievement for high-ability ones; (ii) students use the live streaming technology only occasionally, apparently when random events make attending in class too costly, and (iii) offering live streaming reduces in-class attendance only mildly. These findings have important implications for the effective design of education policies.

Devauchelle, B. (2021, janvier 22). **Les compétences numériques sont-elles des fondamentaux comme les autres ?** Consulté 25 janvier 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/01/22012021Article637468955776715758.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=506877
Peut-on apprendre des savoirs et développer des compétences si on n'a pas l'occasion de les réinvestir, de les recontextualiser rapidement ? Aujourd'hui, chacun de nous est confronté à des usages variés et quasi quotidiens des moyens numériques. C'est pourquoi nous construisons progressivement une connaissance de notre environnement et développons les moyens de « faire avec ». Pour le dire d'une autre manière, notre maîtrise des moyens numériques dépend essentiellement des tâches que nous accomplissons avec ces moyens. L'expertise professionnelle ou amateure est dépendante des situations que nous vivons comme l'avait bien montré il y a de

nombreuses années Claude Bastien (les connaissances de l'enfant à l'adulte, Armand Colin 1997). On peut alors s'interroger sur les compétences que chacun de nous développe autour du numérique. Bruno Latour signalait il y a quelques années que les technologies existent bien davantage lorsqu'elles sont en panne que lorsqu'elles fonctionnent. Les personnels des services informatiques le savent bien et souvent le déplorent : on vient les voir quand ça ne marche pas et on les oublie quand tout fonctionne.

GAEBEL, M., ZHANG, T., STOBER, H., & MORRISROE, A. (2021). ***Digitally enhanced learning and teaching in European higher education institutions***. Consulté à l'adresse https://www.eua.eu/downloads/publications/digi-he%20survey%20report.pdf
S'appuyant sur les résultats d'une enquête menée entre avril et juin 2020, ce rapport, rédigé dans le cadre du projet Erasmus+ DIGI-HE, dresse un état des lieux de l'apprentissage et de l'enseignement numérique dans les établissements d'enseignement supérieur européens. Il a pour but d'aider les établissements à développer et à améliorer leurs approches stratégiques de numérisation. Les auteurs abordent tour à tour les questions de stratégie institutionnelle et de gouvernance, des programmes d'études et des modes de prestation, de l'évaluation et de la reconnaissance, des MOOC et de l'apprentissage ouvert, du soutien au personnel et du développement professionnel, ainsi que des. infrastructures et ressources. L'impact de la pandémie est également évoqué.

Hazard, B., Cavaillès, J.-A., Carroué, L., Gaubert-Macon, C., Loeffel, L., Mathias, P., & Schmitt, J.-M. (2020). ***Les usages pédagogiques du numérique au service de la réussite des élèves - Les usages pédagogiques du numérique en situation pandémique durant la période de mars à juin 2020***. Consulté à l'adresse Inspection générale de l'Éducation, du Sport et de la Recherche website: https://www.vie-publique.fr/rapport/278126-usages-pedagogiques-du-numerique-reussite-eleves-pendant-la-pandemie#xtor=EPR-526
S'appuyant sur de nombreux entretiens, sur une enquête réalisée auprès d'environ 400 professeurs et sur des observations directes, la mission d'inspection générale identifie les difficultés que les enseignants ont rencontrées et analyse les stratégies adoptées pour y faire face. Le rapport énonce des recommandations visant à éviter les nombreux écueils rencontrés, à pérenniser certains des usages numériques adoptés en dehors d'une situation de crise, et à aider l'ensemble de la communauté pédagogique à se tenir prête au cas où il serait à nouveau nécessaire de recourir à un enseignement à distance. Les situations des écoles maternelles, des lycées professionnels et des réseaux d'éducation prioritaire REP et REP+ font l'objet d'approfondissements particuliers.

Lachand-Pascal, V. (2020). ***Approche centrée activité pour la conception et l'orchestration d'activités numériques en classe*** (Phdthesis, Université de Lyon). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-03125759
La quantité et la variété des dispositifs numériques disponibles dans les établissements scolaires ne cessent d'augmenter. Cependant, les usages pédagogiques n'ont pas suivi cette évolution. La faible utilisation du numérique peut s'expliquer par la difficulté à créer des activités pédagogiques numériques. Nous proposons de combiner des concepts issus de travaux de recherche liés à la création et la conduite d'activités pédagogiques en classe, ainsi que des travaux liés à la conduite d'activités numériques d'une manière plus générale. Nous présentons les apports et les limites de ces deux cadres conceptuels pour la gestion d'activités pédagogiques numériques. Nous avons mené des entretiens

avec des enseignants afin de comprendre comment ils créent leurs activités numériques et comment ils les mettent en œuvre. Lors de la mise en œuvre en classe, les enseignants rencontrent principalement des problèmes techniques (réseau instable, limitations matérielles) et doivent adapter leurs plans pour faire face à ces problèmes. Nous proposons une architecture adaptable afin de résoudre les problèmes techniques. Notre architecture permet la mise en œuvre d'activités numériques en prenant en compte les différentes contraintes : les activités fonctionnent avec ou sans connexion, sur les différents dispositifs présents en classe, et l'architecture s'adapte aux infrastructures des établissements. Cette architecture se matérialise dans Toccata, un système d'orchestration permettant la création et la mise en œuvre d'activités numériques en classe. Toccata implémente les recommandations de conception que nous avons identifiés. Enfin, nous avons cherché à identifier les stratégies d'interaction permettant aux enseignants de gérer au mieux les dispositifs numériques en classe. Au moyen d'observations de classes de collège, nous avons identifié deux classes de tâches principales : le partage de contenu et le contrôle à distance des dispositifs. A l'aide d'une étude d'élicitation, nous avons trouvé que les les tâches de contrôle sont plus faciles à réaliser que celles de partage de contenus, notamment à l'aide de dispositif porté comme une montre connectée. Nous avons constaté que la sélection des dispositifs de partage de contenu restait particulièrement complexe en termes d'interaction. Nos résultats ouvrent de nouvelles pistes pour la gestion de dispositifs numériques en classe. Cependant, des travaux sont encore nécessaires quant au partage, à la réutilisation, et à la reconception d'activités numériques.

Romero, M., & Chevré, A.-M. (2020). ***Rapport intermédiaire du projet ANR CreaMaker*** [Research Report]. Consulté à l'adresse Université Côte d'Azur, Nice, France website: https://hal.archives-ouvertes.fr/hal-03040437

Orientation scolaire et professionnelle

Jarraud, F. (2021, janvier 21). **Ouverture des inscriptions sur Parcoursup**. Consulté 21 janvier 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/01/21012021Article637468096120376317.aspx
Les inscriptions sont ouvertes sur le site Parcoursup. « Les candidats ont jusqu'au jeudi 11 mars 2021 inclus pour formuler 10 voeux maximum, non hiérarchisés et motivés, et jusqu'au jeudi 8 avril 2021 inclus pour finaliser leurs dossiers et confirmer leurs voeux. Les réponses des formations seront envoyées à partir du 27 mai 2021 et la phase principale d'admission se prolongera jusqu'au 16 juillet 2021 », annonce le ministère. Selon A Van Zanten, Parcoursup a rendu l'accès au supérieur plus sélectif et plus difficile pour les jeunes de milieu populaire

Kallenbach, S., Dubourg-Lavroff, S., Gillard, C., & Rolland, D. (2021). ***Le doctorat en France : du choix à la poursuite de carrière***. Consulté à l'adresse IGÉSR website: https://cache.media.enseignementsup-recherche.gouv.fr/file/2020/30/3/Rapport_2020_Doctorat_France_choix_poursuite_carriere_1374303.pdf
Les conditions dans lesquelles sont préparées les thèses ont connu de nombreuses évolutions au cours des vingt dernières années. Un accompagnement plus collectif des doctorants au sein des écoles doctorales et collèges doctoraux s'est notamment ajouté

à l'encadrement par le directeur de thèse.Parallèlement les aspirations professionnelles des doctorants ont également changé, si la majorité d'entre eux se destine toujours à des carrières de recherche dans le secteur public ou privé, ils sont de plus en plus nombreux à vouloir mettre à profit la formation par la recherche dans d'autres domaines d'activité. Ce rapport dresse un état des lieux du doctorat et identifie de bonnes pratiques et des communautés d'acteurs particulièrement dynamiques. Il formule des recommandations sur des améliorations à apporter déclinées en six axes : l'orientation vers le doctorat, la qualité de l'information, les modalités de recrutement et de financement, les conditions de déroulement de la thèse, la préparation de l'insertion professionnelle et enfin les actions à conduire pour accroitre l'attractivité du doctorat.

Piozin, É., Kretchner, A., Picaronny, C., & Rey, O. (2021). ***La mission d'insertion professionnelle de l'université - Bilan dix ans après la loi relative aux libertés et responsabilités des universités***. Consulté à l'adresse IGÉSR website: https://cache.media.enseignementsup-recherche.gouv.fr/file/2020/31/3/IGESR_Mission_insertion_professionnelle_universite_Bilan_loi_LRU_1374313.pdf
Le rapport fait le constat d'une progression de l'insertion professionnelle des étudiants issus de toutes les disciplines entre 2007 et 2016 avec cependant un retard marqué des disciplines de sciences humaines et sociales. Il convient désormais que les universités passent de manière généralisée du simple suivi quantitatif de l'insertion professionnelle à un suivi plus qualitatif des conditions de cette insertion.

Steinhauer & Lovell. (2021). **Non-Traditional Community College Students' Academic Pursuits: Time, Connectedness, Support, Wages and Research**. *Community College Journal of Research and Practice*, *45*(3), 223-226. https://doi.org/10.1080/10668926.2019.1666066
"I want to understand how they do this, and how can I?!" exclaimed a non-traditional aged student attempting to navigate a balance of her roles as a full-time employee and college student. Her exasperation was poignant. As her psychology instructor, I suggested that she may find some answers by conducting research with non-traditional students. This associate of science student conducted a qualitative study and identified four themes about non-traditional students: limited time available, a more comfortable connection with other non-traditional aged students on campus, established support system mostly off campus, and the pursuit of a degree is primarily to earn a higher wage. Insight from this study contributed to furthering her academic credentialing to become an education counselor helping others to navigate their academics while maintaining life balance. Additionally, there appeared to be an association between conducting undergraduate research which provided clarification for both academic pursuits and career path.

Teague Tsopgny, A. V. (2021). **L'enseignant(e) de mathématiques, un modèle de rôle social bénéfique à l'orientation asexuée des élèves ?** *Recherches en éducation*, (43). https://doi.org/10.4000/ree.3231
Alors que les recherches soulignent l'effet bénéfique d'une femme, modèle de rôle social pour la réussite des filles en mathématiques, les disparités de genre persistent en ce domaine malgré la présence des enseignantes de mathématiques dans les salles de classe. Inscrit dans le cadre du modèle de la menace du stéréotype et du modèle de l'apprentissage social cognitif, ce travail se propose d'étudier à partir des enseignants et

enseignantes de mathématiques, l'effet de la présence du modèle de rôle social en mathématiques sur l'adhésion aux stéréotypes de genre, le sentiment de compétence et le choix d'orientation des élèves vers cette discipline selon le sexe. 64 filles et 79 garçons des classes de secondes scientifiques d'un lycée ont participé à l'étude par questionnaire. Les résultats révèlent que comme les garçons, les filles adhèrent plus aux stéréotypes de genre pro-masculin et ont un niveau de sentiment de compétence équivalent qu'elles soient en présence de l'enseignant ou de l'enseignante de mathématiques. De plus, les filles et les garçons sont moins enclin(e)s à choisir la voie des mathématiques en présence de l'enseignante qu'en présence de l'enseignant de mathématiques. Ces résultats sont discutés à la lumière des données sur les pratiques pédagogiques des enseignants et enseignantes de mathématiques selon le sexe de l'élève.

Politique de l'éducation et système éducatif

Agostinelli, F., Doepke, M., Sorrenti, G., & Zilibotti, F. (2020). **When the Great Equalizer Shuts Down: Schools, Peers, and Parents in Pandemic Times**. In *Working Papers* (N° 2020-084). Consulté à l'adresse Human Capital and Economic Opportunity Working Group website: https://ideas.repec.org/p/hka/wpaper/2020-084.html
What are the effects of school closures during the COVID-19 pandemic on children's education? Online education is an imperfect substitute for in-person learning, particularly for children from low-income families. Peer effects also change: schools allow children from different socio-economic backgrounds to mix together, and this effect is lost when schools are closed. Another factor is the response of parents, some of whom compensate for the changed environment through their own efforts, while others are unable to do so. We examine the interaction of these factors with the aid of a structural model of skill formation. We find that school closures have a large and persistent effect on educational outcomes that is highly unequal. High school students from poor neighborhoods suffer a learning loss of 0.4 standard deviations, whereas children from rich neighborhoods remain unscathed. The channels operating through schools, peers, and parents all contribute to growing educational inequality during the pandemic.

Agüero, J. M., Galarza, F., & Yamada, G. (2020). **Do Inclusive Education Policies Improve Employment Opportunities? Evidence from a Field Experiment**. In *IZA Discussion Papers* (N° 13972). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://ideas.repec.org/p/iza/izadps/dp13972.html
In labor markets where disadvantaged students are discriminated against, meritbased college scholarships targeting these students could convey two opposing signals to employers. There is a positive signal reflecting the candidate's cognitive ability (talented in high-school and able to maintain a high GPA in college) as well as her soft skills (overcoming poverty). There is also a possible negative signal as the targeting of the scholarship indicates that the beneficiary comes from a disadvantaged household. We conduct a correspondence study to analyze the labor market impact of an inclusive education program. Beca 18 provides merit-based scholarships to talented poor students admitted to 3-year and 5-year colleges in Peru. We find that the positive signal dominates. Including information of being a scholarship recipient increases the likelihood of getting a callback for a job interview by 20%. However, the effect is much smaller in

jobs and careers where the poor are under-represented, suggesting that the negative signal of the scholarship is not zero.

Anderson, K. P. (2021). **The Relationship Between Inclusion, Absenteeism, and Disciplinary Outcomes for Students With Disabilities**. *Educational Evaluation and Policy Analysis*, *43*(1), 32-59. https://doi.org/10.3102/0162373720968558
Students with disabilities (SWDs) are more likely to be suspended or expelled than their general education peers and more likely to be chronically absent. This study uses 5 years of student-level data for all Michigan special education students to examine the relationship between educational setting, absenteeism, and disciplinary outcomes. Using within-student variation in an educational setting, I find that the degree of inclusion is associated with fewer disciplinary incidents and better attendance. However, the relationship between inclusion and disciplinary outcomes only exists for certain subgroups, and primarily for students who transitioned from more to less inclusive settings experiencing more disciplinary referrals and suspensions after these moves.

Andreu, S., Cioldi, I., Conceicao, P., Étève, Y., Fabre, M., Le Breton, S., … Wuillamier, P. (2021). **Évaluations repères 2020 de début de CP et de CE1 : baisse des performances par rapport à 2019, notamment en français en CE1, et hausse des écarts selon les secteurs de scolarisation**. *Note d'Information*, (21.02). Consulté à l'adresse https://www.education.gouv.fr/media/74130/download

Ash, J., Swanson, E., & Ritter, G. (2021). **A Promise Kept? The Impact of the El Dorado Promise Scholarship on Student Achievement**. *Educational Evaluation and Policy Analysis*, *43*(1), 83-107. https://doi.org/10.3102/0162373720970512
We examine whether the El Dorado Promise, a guaranteed college scholarship program for students in the El Dorado School District (EDSD), affected elementary and middle school achievement using a quasi-experimental matching design. We first match the EDSD with similar districts to create a pool of potential comparison students then match students on prior achievement and demographics. The Promise leads to an estimated 0.11 standard deviation gain in math achievement; this effect is statistically significant and practically meaningful. Results are similar from district-level synthetic control and difference-in-differences analyses. We find larger effects on students with above-average prior achievement. We are unable to construct an appropriate comparison group to estimate the impact of the Promise on literacy achievement.

Asséré, F. (2020). ***Une déscolarisation de la rescolarisation. Comment l'accompagnement des décrocheurs au sein du dispositif MLDS s'inspire-t-il de celui des chômeurs ?*** (Thèse pour le Doctorat en Sciences de l'Education, Université de Paris VIII). Consulté à l'adresse https://pmb.cereq.fr/doc_num.php?explnum_id=7664
Cette thèse montre comment le modèle d'accompagnement des décrocheurs au sein du dispositif de remobilisation MLDS (Mission de lutte contre le décrochage scolaire) s'apparente à celui des bénéficiaires d'aides sociales (notamment des chômeurs) qui tend à s'individualiser, se « psychologiser » et se conditionnaliser. Cette proximité tient à la mise à l'écart de la forme scolaire au profit d'objectifs relatifs aux compétences sociales (confiance en soi, ouverture d'esprit, volonté, esprit d'entreprendre.) Les enseignements sont moins axés sur l'élève que sur la personne avec sa psychologie, ses désirs et son corps. La qualité de cette rescolarisation, notamment à travers les orientations auxquelles auront ensuite accès les élèves, est « conditionnalisée » à

l'engagement supposé du jeune dans le dispositif plus qu'à des attentes d'ordre scolaire. Cette imprégnation des évolutions des politiques sociales tient à une synergie de facteurs à la fois liés à l'histoire du et des dispositifs, aux manières contemporaines de traiter les difficultés scolaires, aux partenariats extérieurs noués par la MLDS, ainsi que du rapport critique envers l'institution scolaire des acteurs de terrain qui coordonnent les classes de remobilisation. Pas toujours efficaces du point de vue des effets annoncés, de la présence et de l'adhésion des élèves, les modalités d'action sont susceptibles de reporter sur le décrocheur la responsabilité de sa situation. En généralisant, la multiplication des dispositifs pourrait constituer un nouveau « réseau de scolarisation » fait d'accompagnement social personnalisé, de mise à l'écart, d'attente et de périodes creuses préparant à la précarité.

Bassok, D., Markowitz, A. J., Bellows, L., & Sadowski, K. (2021). **New Evidence on Teacher Turnover in Early Childhood**. *Educational Evaluation and Policy Analysis*, *43*(1), 172-180. https://doi.org/10.3102/0162373720985340
This brief provides a systemwide look at early childhood teacher turnover using data from all publicly funded, center-based early childhood programs in Louisiana, including subsidized child care, Head Start, and pre-kindergarten. It provides new evidence on the prevalence of turnover and explores whether teachers who leave differ from those who stay on a widely used measure of teacher–child interaction quality. Results show that more than one third of teachers leave their program from one year to the next, and the vast majority of teachers who leave are not teaching in another program the following year. Turnover rates are higher among teachers working in child care and with younger children. Compared with teachers who stay, those who leave are rated lower on interaction quality.

Béché, E. (2020). **Cameroonian responses to COVID-19 in the education sector: Exposing an inadequate education system**. *International Review of Education*, *66*(5), 755-775. https://doi.org/10.1007/s11159-020-09870-x
This article presents and interprets Cameroonian responses to COVID-19 in the education sector. The four main challenges the Cameroonian educational authorities found themselves facing at the onset of the pandemic were (1) how to ensure continuity of formal education; (2) how to minimise exacerbation of already existing educational inequalities; (3) which tools to choose for ensuring continuity; and (4) how to enable pupils and students at exam stage to progress to the next level of their academic career. To collect relevant data for his analysis of how these challenges have been addressed, the author used three tools: documentary analysis, interviews, and digital observation of distance learning platforms. His findings form a detailed panorama of educational responses to COVID-19 in Cameroon. These include institutional, community and individual initiatives, ranging from paper-based materials to distance learning platforms, TV and radio communication tools. The implementation of these approaches, however, has revealed that the Cameroonian education system is plagued by disorganisation, educational inequalities and exclusion – problems which affect learners' daily lives on a personal level. The structural and pedagogical deficits revealed by the findings of this study demonstrate that Cameroon must insist on two things if it wants to guarantee educational normality in the event of other similar crises, namely (1) integrating distance-learning technologies; and (2) improving access to essential socio-educational services.

Blanchard, C. (2021, janvier 19). **Passe ton bac et tais-toi !** Consulté 20 janvier 2021, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/cecile-blanchard/passe-bac-tais-toi/00095213
Début novembre, les lycées français ont été invités à organiser les cours de leurs élèves pour la moitié du temps en classe et pour l'autre moitié chez eux.

Bömmel, N., & Heineck, G. (2020). **Revisiting the Causal Effect of Education on Political Participation and Interest**. In *IZA Discussion Papers* (N° 13954). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://ideas.repec.org/p/iza/izadps/dp13954.html
A substantial number of studies suggests a strong relationship between education and aspects of political participation and interest. Only a small body of literature, however, addresses whether these patterns represent causal effects. We add to this research and re-examine the question in the German context. For identification, we exploit an exogenous increase in lower secondary compulsory schooling between 1949 and 1969 in former West Germany, and use data from the National Educational Panel Study (NEPS) to identify individuals' educational biographies more precisely than prior research. Our results reinforce findings from Siedler (2010): multiple regression analyses first indicate a positive, statistically significant correlation between schooling and our measures of political activities. IV estimates, however, are all trivial, for both compliers and the full sample, indicating that the reform did not stimulate long-term changes in political participation and interest.

Bonal, X., & González, S. (2020). **The impact of lockdown on the learning gap: family and school divisions in times of crisis**. *International Review of Education*, *66*(5), 635-655. https://doi.org/10.1007/s11159-020-09860-z
The lockdown of schools in Spain to confront the effects of COVID-19 caused an enormous impact at both societal and educational levels. Schools and families had to react rapidly to a new teaching and learning scenario without the benefit of previous planning or government guidelines. In this context, some schools were better able to adapt to the new circumstances than others. Likewise, the structure and size of families' economic, social and cultural capital produced significant differences in the learning opportunities for children from different backgrounds. This article assesses the impact of the school lockdown on the learning gap between children from different social backgrounds in Catalonia. Based on 35,419 responses to an online survey administered between 26 and 30 March 2020 to families with children aged between 3 and 18, the authors' analysis shows that learning opportunities varied significantly. Middle-class families were able to maintain higher standards of education quality in a critical context, while children from socially disadvantaged families had few learning opportunities both in terms of time and learning experiences (schoolwork and maintenance of after-school activities). Results differed by type of school (public/private) where students were enrolled, family economic, social and cultural capital, and family living conditions. In the final part of the article, the authors highlight the importance of the role of the school in ensuring learning opportunities for children from low socioeconomic backgrounds, and they discuss some policy implications of their findings.

BRAY, M. (2021). ***Shadow education in Africa private supplementary tutoring and its policy implications***. Consulté à l'adresse https://cerc.edu.hku.hk/books/shadow-education-in-africa-private-supplementary-tutoring-and-its-policy-implications-the-

book-can-be-downloaded-for-free/?utm_content=bufferb6fc4&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer
En Afrique, les ménages consacrent de plus en plus de dépenses au soutien scolaire privé. Ce tutorat est en grande partie dispensé par des enseignants des écoles publiques et des entreprises. Si selon l'auteur il peut contribuer à la réussite des élèves, il exacerbe aussi les inégalités sociales, détourne les ressources d'autres usages et peut contribuer à l'inefficacité des systèmes éducatifs. S'appuyant sur une analyse comparative, cette étude examine les implications politiques de l'éducation parallèle

Cacault, M. P., Hildebrand, C., Laurent-Lucchetti, J., & Pellizzari, M. (2021). **Distance Learning in Higher Education: Evidence from a Randomized Experiment**. *Journal of the European Economic Association*, (jvaa060). https://doi.org/10.1093/jeea/jvaa060
Using a randomized experiment in a public Swiss university, we study the impact of online live streaming of lectures on student achievement and attendance. We find that (i) attending lectures via live streaming lowers achievement for low-ability students and increases achievement for high-ability ones; (ii) students use the live streaming technology only occasionally, apparently when random events make attending in class too costly, and (iii) offering live streaming reduces in-class attendance only mildly. These findings have important implications for the effective design of education policies.

Campbell-Montalvo, R. (2021). **Linguistic Re-Formation in Florida Heartland Schools: School Erasures of Indigenous Latino Languages**. *American Educational Research Journal*, *58*(1), 32-67. https://doi.org/10.3102/0002831220924353
By law, language information of students in U.S. schools must be identified during enrollment. This information affects language screening, federal reporting, provision of services, and so on. In the Florida Heartland, analyses of observations, records, a language inventory (survey), and interviews show that some students and parents' languages identified during registration are not recorded accurately. Raciolinguistic enregisterment played a role in registrars recording languages as others and in their differential questioning practices; employee training, policy, and the records system design also affected this linguistic re-formation. In the end, Indigenous Mexican languages were under measured by a factor of 19—for every 19 students whose parent spoke an Indigenous language, only one was recorded. Suggestions for improvement are provided.

Chatterjee, S., & Barber, K. (2021). **Between 'here-now' and 'there-then': the West and Asia's colonial entanglements in international higher education**. *Higher Education*, *81*(2), 221-239. https://doi.org/10.1007/s10734-020-00538-x
Drawing on a review of international higher education (IHE) policies, priorities, and literature from the USA, Canada, Australia, and the UK over the course of a 16-year period (2000–2016), this article identifies a strong scholarly and policy preoccupation with the urgency of the global knowledge economy and cognate discourses of 'Asia Pacific century', an emerging economic and geopolitical configuration that is considered threatening to the historic and ideological Western superiority in IHE relations. As such, the export commodification and transnationalization of higher education of the last decade is conceptualized as Western responses to an increasingly Asia-driven global economic order. This, we suggest, is an analytical lens which approaches time—as in knowledge economic time—and space—as in the West and Asia—in rather absolute,

contained, and hierarchized terms, overlooking how both the West's coming to terms with postcolonial Asia, and the postcolonial Asian states' desire for Western knowledge and modernity re-cast broader transnational inequities established by colonial practices. In contrast, the concept of 'spacetime entanglement' is proposed to develop a necessary analysis as well as a critique of the transnationalization of capitalist colonial relations via discourses and practices of contemporary IHE.

Chinn, C. A., Barzilai, S., & Duncan, R. G. (2021). **Education for a "Post-Truth" World: New Directions for Research and Practice**. *Educational Researcher*, *50*(1), 51-60. https://doi.org/10.3102/0013189X20940683
In the so-called "post-truth" world, there exists widespread confusion and disagreement over what is known, how to know, and who to trust. Current education has largely failed to meet the challenges of this world. Grounded in a new analysis of the goals of epistemic education, we argue for new directions in instruction. Our analysis specifies three components of epistemic cognition that education should address: epistemic aims, ideals, and reliable processes. Apt epistemic performance of these components has five interwoven aspects: cognitive engagement in epistemic performance, adapting performance to diverse contexts, metacognitive regulation and understanding of performance, caring and enjoyment, and participation in performance with others. Using this framework, we show how three emblematic "post-truth" problems stem from specific breakdowns in these five aspects. We then use this analysis to argue for new directions in curriculum, instruction, and research that are needed to promote successful epistemic performance in the "post-truth" landscape.

Choi, M., Tessler, H., & Kao, G. (2020). **Arts and crafts as an educational strategy and coping mechanism for Republic of Korea and United States parents during the COVID-19 pandemic**. *International Review of Education*, *66*(5), 715-735. https://doi.org/10.1007/s11159-020-09865-8
The COVID-19 pandemic and ensuing stay-at-home orders have shifted family lives worldwide. Government regulations about social distancing and isolation have resulted in parents/carers and children spending most of their time together in private spaces. During the northern hemisphere spring 2020 semester, most childcare and school systems closed and parents had to dramatically modify their balance between work and home life. Using data from consumer reports, online parenting forums and blog posts, and Google Trends, the authors of this article explored how some parents have shifted towards cultural and creative enrichment as a resource to occupy their children during governmental stay-at-home directives in both the United States and the Republic of Korea. The authors found that arts and crafts and educational toy sales have increased, parents are sharing advice and resources for at-home creative activities, and arts and cultural institutions have expanded their free online content. Finally, this article discusses whether the short-term stressors from COVID-19 might lead to long-term changes in parenting and sustained interest in these resources. The authors' findings provide additional support for the importance of arts and humanities in the educational experience of children.

Clark, G., & Cummins, N. (2020). **Does education matter? Tests from extensions of compulsory schooling in England and Wales 1919-21, 1947 and 1972**. In *LSE Research Online Documents on Economics* (N° 107910). Consulté à l'adresse London School of

Economics and Political Science, LSE Library website: https://ideas.repec.org/p/ehl/lserod/107910.html
Schooling and social outcomes correlate strongly. But are these connections causal? Previous papers for England using compulsory schooling to identify causal effects have produced conflicting results. Some found significant effects of schooling on adult longevity and on earnings, others found no effects. Here we measure the consequence of extending compulsory schooling in England to ages 14, 15 and 16 in the years 1919-22, 1947 and 1972. From administrative data these increases in compulsory schooling added 0.43, 0.60 and 0.43 years of education to the affected cohorts. We estimate the effects of these increases in schooling for each cohort on measures of adult longevity, on dwelling values in 1999 (an index of lifetime incomes), and on the the social characteristics of the places where the affected cohorts died. Since we have access to all the vital registration records, and a nearly complete sample of the 1999 electoral register, we find with high precision that all the schooling extensions failed to increase adult longevity (as had been found previously for the 1947 and 1972 extensions), dwelling values, or the social status of the communities people die in. Compulsory schooling ages 14-16 had no effect, at the cohort level, on social outcomes in England.

Egert, B., Botev, J., & Turner, D. (2020). **The Contribution of Human Capital and Its Policies to Per Capita Income in Europe and the OECD**. In *CESifo Working Paper Series* (N° 8776). Consulté à l'adresse CESifo website: https://ideas.repec.org/p/ces/ceswps/_8776.html
This paper studies empirically the effect of education policies on human capital and per capita income. The results suggest for European and OECD countries that higher attendance at pre-primary education, greater autonomy of schools and universities, a lower student-to-teacher ratio, higher age of first tracking in secondary education and lower barriers to funding to students in tertiary education all tend to boost human capital through amplifying the positive effects of greater public spending on education. Benefits from pre-primary education are particularly high for countries with an above-average share of disadvantaged students. School autonomy yields high benefits especially in countries where schools are subject to external accountability. From a policy perspective, improving the quality of the labour force and value-for-money of education policies are of utmost importance in the future, especially in European countries facing population ageing and ever increasing fiscal constraints. Prompt policy action is needed given the very long delay with which the full effect of reforms in education policy materialises on human capital and per capita income.

Evain, F. (2021). **Dans le premier degré, la diminution de la taille des classes se poursuit à la rentrée 2020**. *Note d'information*, (21.01). Consulté à l'adresse https://www.education.gouv.fr/media/74041/download
À la rentrée 2020, la taille des classes du premier degré continue de diminuer, que ce soit dans les écoles publiques ou privées sous contrat, et dans les classes de niveau préélémentaire ou élémentaire. Cette tendance est particulièrement marquée depuis 2017 dans les écoles publiques, suite à la mise en œuvre des dédoublements de classes en éducation prioritaire.Ces mesures, qui ont d'abord concerné les classes de CP-CE1, et depuis la rentrée 2020 les grandes sections de maternelle, n'ont pas retiré de moyens aux autres niveaux. Elles n'ont pas non plus été réalisées aux dépens des écoles rurales ou urbaines hors éducation prioritaire, dont le nombre d'élèves par classe diminue égalemen

Evans, C., Rees, G., Taylor, C., & Fox, S. (2021). **A liberal higher education for all? The massification of higher education and its implications for graduates' participation in civil society**. *Higher Education*, *81*(3), 521-535. https://doi.org/10.1007/s10734-020-00554-x
In recent years, questions about the purpose of higher education (HE) have come to the fore as HE tuition fees have escalated both in the UK and internationally. The extent to which universities provide students with opportunities for developing skills needed not only for future employment but participation in civic life has become an important contemporary issue. Drawing on interviews with 29 graduates from three distinct types of UK higher education institutions (HEIs) ('elite,' 'old' and 'new'), the paper explores the extent to which the pedagogical experiences provided by these different institutions offer students the sorts of experiences and skills needed for later civic participation. Our analyses suggest that the pedagogical arrangements in these institutions are highly differentiated and provide varying opportunities for developing civic skills. Whilst this potentially has significant implications for the cultivation of students' civic skills and participation in civil society, we argue that civic participation is not so much determined by pedagogic or disciplinary cultures but is located on the intersection of ranging personal and social circumstances and pedagogic experiences.

Falk, M. T., & Hagsten, E. (2021). **Potential of European universities as Marie Curie grantee hosts**. *Higher Education*, *81*(2), 255-272. https://doi.org/10.1007/s10734-020-00540-3
This study investigates the potential of European universities as hosts for Marie Skłodowska-Curie Actions (MSCA) grantees. Factors explaining both the probability of a university hosting an MSCA grantee and its extent are estimated using a zero-inflated negative binomial regression model. Results reveal that the probability of hosting MSCA grantees increases significantly with excellence (research performance), size and country group of the university. In addition, a deepening of excellence (citations), international orientation and the teaching burden (student-staff ratio) are significant predictors for the extent of grantees. Based on the estimates, the relative performance of a university is identified by use of a frontier production function. This reveals that some universities in the Northwest of Europe host more MSCA grantees than would have been expected given their attributes, and certain top universities host fewer. These results could be related to marketing and support activities that partially offset the importance of research performance or alternative models for financing.

Ferreira Sequeda, M. (2020). **The effect of grade retention on secondary school dropout: Evidence from a natural experiment**. In *ROA Research Memorandum* (N° 014). Consulté à l'adresse Maastricht University, Research Centre for Education and the Labour Market (ROA) website: https://ideas.repec.org/p/unm/umaror/2020014.html
This paper analyses the effects of grade retention on secondary school dropout by evaluating a retention policy reform introduced in 2010 in Colombia. The reform ended the restriction that the annual number of retained students at a school could not exceed 5 percent of the total school population. Using administrative data at the school level, we estimate a difference-in-differences model that exploits variation in schools' retention rates before and after the reform. We distinguish dropout rates by grade (grade 6 to 11). Moreover, we distinguish between retained students who dropped out of school by the end of the year of their retention and the dropout effect on all students enrolled in school the year after retention. Our robust estimates reveal that higher retention increases the rate of students dropping out of school the same year of their retention, that means not enrolling to repeat the failed grade. However, there is little, if any, causal effect of grade

retention on the dropout rates of all other students enrolled in the school one year after retention. We find that the latter effect is stronger when retention takes place at the earlier grades whereas the effect for retained students is strongest when retention occurs at grade 9 and grade 11, when students would be entitled to receive the lower secondary school certicate and the high-school diploma respectively.

Fukui, F. (2021). **Do government appropriations and tax policies impact donations to public research universities in Japan and the USA?** *Higher Education*, *81*(2), 325-344. https://doi.org/10.1007/s10734-020-00543-0
As constraints on government funding to public universities become a trend in higher education internationally, clarifying the impact of government policies on donor behavior from a comparative perspective is an issue of higher education research. This paper aims to explore the impact of government appropriations and tax policies on macro trends in donations to public research universities in Japan and USA. Panel data of donation revenue to public research universities in both countries is used to answer the following two research questions: (1) whether the trends in capital markets affect the donation revenue of public research universities operating under different tax systems in Japan and USA, and (2) how the level of government support to higher education affects donations to American and Japanese public research universities. The primary finding is that stock prices are positively associated with donations in USA; however, there is no evidence that stock prices have a positive impact on donations to Japanese public research universities. These contrasting results imply that higher stock prices do not always induce donations to universities and that it is important to consider each country's tax structure when looking for possible links between stock prices and donations to universities. Also, donor behavior is independent of the amount of government appropriations received by universities in both Japan and USA; therefore, the recent decreasing trends in government appropriations in both countries do not necessarily attract donors.

Galloway, T., Bowra, A., Butsang, T., & Mashford-Pringle, A. (2020). **Education in uncertainty: Academic life as Indigenous health scholars during COVID-19**. *International Review of Education*, *66*(5), 817-832. https://doi.org/10.1007/s11159-020-09876-5
As the COVID-19 crisis continues to develop, communities around the world find themselves living in new and uncertain times. School and university closures are significantly disrupting the lives of students, educators and researchers alike. With the sudden shift to online learning platforms, the limitations on research projects and the lack of standardised policies and procedures, many concerns arise surrounding the unequal impacts of this crisis. This article brings together diverse perspectives on the effects of COVID-19 on post-secondary life for students and scholars engaged in the field of Indigenous health research. The authors reflect on how this time has impacted them as a graduating student, incoming PhD student, junior faculty member and mid-career faculty member respectively. Their experiences of teaching and learning at a large, research-intensive university in Toronto, Canada have been profoundly transformed, and will continue to change the way they work, research and interact at the graduate level. Working with Indigenous communities and organisations requires relationship building, collaboration and ceremony. In these unprecedented times, scholars cannot simply continue "business as usual". They must adapt everything, including how they teach, learn and work with Indigenous peoples, who are particularly vulnerable to this pandemic. Reflecting on the impacts that have already occurred and those that are still

likely to come, the authors discuss what changes may need to be made in academia to support diverse actors within their scholarly community. They suggest changes to their scholarship with Indigenous communities in Canada to help them continue to work in a respectful, reciprocal and culturally appropriate way.

Gitomer, D. H., Martínez, J. F., Battey, D., & Hyland, N. E. (2021). **Assessing the Assessment: Evidence of Reliability and Validity in the edTPA**. *American Educational Research Journal*, *58*(1), 3-31. https://doi.org/10.3102/0002831219890608
The Educative Teacher Performance Assessment (edTPA) is a system of standardized portfolio assessments of teaching performance mandated for use by educator preparation programs in 18 states, and approved in 21 others, as part of initial certification for preservice teachers. Because of the high stakes involved for examinees, it is critical that the scores produced and resulting decisions are meaningful and meet robust standards of validity and technical quality for educational measurements. We examined the technical documentation of edTPA and raise serious concerns about scoring design, the reliability of the assessments, and the consequential impact on decisions about edTPA candidates. In light of these findings, we argue that the proposed and actual uses of the edTPA are currently unwarranted on technical grounds.

Goebel, J., Manion, C., Millei, Z., Read, R., & Silova, I. (2020). **Academic conferencing in the age of COVID-19 and climate crisis: The case of the Comparative and International Education Society (CIES)**. *International Review of Education*, *66*(5), 797-816. https://doi.org/10.1007/s11159-020-09873-8
In this article, organisers of the annual conference of the Comparative and International Education Society (CIES), held during March and April 2020, share their story of moving the planned on-site conference to a virtual space, as necessitated by the COVID-19 pandemic. Their analysis of the vCIES (the name given to the virtual conference) process not only provides an example of a disruption to the status quo of the institution of conferencing as a result of a global pandemic, but also extends it by addressing the multiplying concerns, urgent considerations and actions needed within academic communities for more equal and accessible conferencing in the unfolding climate catastrophe. The authors begin by discussing the challenge of academic conferencing in the age of COVID-19 and climate crisis. They highlight how their decolonial political stance (which critiques accepting Western knowledge and Western culture as the norm) and their climate-conscious approach informed their preparation of a virtual conference pilot already intended as an experimental extension to this year's on-site event. They suggest the development of this pilot provided the necessary platform for transforming the vCIES into an effective and engaging virtual experience for participants. The vCIES process, including considerations concerning its structure and format and the necessary technology, is detailed in the subsequent sections. In the final part of their article, the authors briefly identify and discuss some of the opportunities, challenges and implications emerging from their vCIES experiences. Ultimately, they suggest that in a time of instability, insecurity and uncertainty, there need to be alternatives to large on-site conferences which require excessive and extensive academic mobility. The vCIES was a step in that direction as an accessible, environmentally responsive, more equal, and intergenerational and multispecies event that welcomed families, children and pets, while opening the space for new interdisciplinary encounters.

Greek, M., & Jonsmoen, K. M. (2021). **Transnational academic mobility in universities: the impact on a departmental and an interpersonal level**. *Higher Education*, *81*(3), 591-606. https://doi.org/10.1007/s10734-020-00558-7
This article deals with internationalization in the field of higher education, focusing on the impact of transnational academic mobility on the university communities. Drawing on the results of a qualitative research study at different departments in a Norwegian university, this article explores the interaction between transnational academics and their Norwegian counterparts in an academic professional community. The key questions are the impact of internationalization on the working day at the departmental level, and how academics themselves experience working together with colleagues from all over the world. The topics are presented in the following four themes: informal interaction, cooperation, language practices, and internationalization. In the light of data gained through observation and informal dialogs in two departments that collectively consisted of 108 academic staff members, and formal interviews with 34 of them, both transnational and national, the paper concludes that the academics regard internationalization as a great source of professional knowledge. However, considerable institutional and personal adjustment is required to fully exploit the professional potential of diversity among the academic staff.

Green, C., Mynhier, L., Banfill, J., Edwards, P., Kim, J., & Desjardins, R. (2020). **Preparing education for the crises of tomorrow: A framework for adaptability**. *International Review of Education*, 66(5), 857-879. https://doi.org/10.1007/s11159-020-09878-3
The COVID-19 crisis has disrupted learning globally, exacerbating regional and global disparities that predated the pandemic. This rupture presents a unique opportunity to reimagine our educational system in times of both calm and crisis. Drawing on the work of political scientist Kathleen Thelen and economist and philosopher Amartya Sen, this article introduces a Framework for adaptability that outlines examples of flexible and equitable adaptation to change. The authors define adaptability as the ability of educational systems to respond to rapidly changing circumstances while maintaining stability, promoting equality, and expanding substantive freedoms and well-being. The key components of educational adaptability are: (1) cooperation, (2) inclusion, and (3) flexibility. This article describes how adaptability in education might be facilitated at individual, community, state and global levels. The authors call attention to a critical need to collectivise our approach to risk at the level of national governance. They suggest that this can be achieved by coordinating various professional, scientific, corporate, community and governmental stakeholders in order to ensure continuity in educational service provision, promoting lifelong learning and overall workforce participation.

Hunt, S. A., & Boliver, V. (2021). **Private providers and market exit in UK higher education**. *Higher Education*, *81*(2), 385-401. https://doi.org/10.1007/s10734-020-00546-x
The sudden closure of higher education providers is virtually unknown among publicly funded higher education institutions in the UK, but "market exit" is commonplace among private higher education providers. The UK government is actively championing the expansion of private higher education providers despite a dearth of research on the factors associated with a heightened risk of market exit within this part of the UK higher education sector. We set out to fill this gap in knowledge by utilizing existing data on private higher education providers active in the UK in 2014 supplemented by newly collected data on the status of these providers in 2019. The likelihood of market exit was

higher for more recently founded providers, those operating for profit, those specializing in Business or IT or else having no particular specialization, and those located in London—all features that represent areas of greatest competition in the private higher education sector. Further risk factors associated with an increased likelihood of market exit were no external quality assessment, no access to publicly backed tuition fee loans, and the removal of the legal right to recruit international students. This second set of risk factors suggest that it is not just denial of revenue streams that increases the likelihood of market exit but estrangement from an officially regulated higher education system.

Kaiper-Marquez, A., Wolfe, E., Clymer, C., Lee, J., McLean, E. G., Prins, E., & Stickel, T. (2020). **On the fly: Adapting quickly to emergency remote instruction in a family literacy programme**. *International Review of Education*, 66(5), 691-713. https://doi.org/10.1007/s11159-020-09861-y
The COVID-19 pandemic has led to extraordinary changes in family literacy instruction, forcing face-to-face programmes to shift rapidly (or "on the fly") to online, remote instruction. This study is one of the few on online teaching and learning in family literacy and, to the knowledge of the authors, the first on emergency remote instruction in a family literacy programme during the COVID-19 pandemic. This article examines how the Goodling Institute for Research in Family Literacy at The Pennsylvania State University in the United States has responded to the pandemic by converting its face-to-face family literacy classes into emergency remote instruction using online platforms. Serving eight immigrant families in 2019–2020 who live in the State College area in central Pennsylvania, the Family Pathways programme includes adult education, parent education and interactive parent–child literacy activities. The article discusses how teachers created online learning opportunities for parents and children to learn together, the strategies and resources instructors used to teach remotely, how challenges such as discomfort with technology were addressed, and what has been learned from the experience. Although COVID-19 presents unprecedented challenges for educators and learners in family literacy programmes more broadly, it has also compelled instructors in this particular programme to use remote instruction creatively and has revealed the critical importance of family literacy programmes as an educational support system for low-income and immigrant families.

Kheroufi-Andriot, O. (2020). ***Analyse de l'activité d'accompagnement dans le contexte de l'inclusion scolaire française. Perspectives pour l'organisation d'un collectif inclusif et la formation des enseignants.*** (Phdthesis, Université Charles de Gaulle - Lille III). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-03118523
L'objectif de notre recherche doctorale est de questionner la construction d'un travail collectif entre acteurs scolaires et non scolaires en vue de mieux comprendre la forme d'organisation que peut prendre un collectif dans un contexte, celui de l'inclusion scolaire française. Un travail collectif est prescrit par l'institution scolaire, mais l'activité n'est jamais simple exécution. L'intérêt est ainsi d'interroger la forme d'organisation du collectif à partir de l'analyse de l'activité de travail d'accompagnement d'enseignants et d'accompagnants, appelée activité d'accompagnement. Un espace de construction épistémologique qui combine l'analyse pluridisciplinaire des situations de travail, la clinique de l'activité et l'ergonomie est construit pour cela, et il prend appui sur le concept de normativité. Cinq situations d'inclusion d'enfants et d'adolescents en situation de handicap qui se réalisent aux différents degrés de l'enseignement français sont analysées, et nous considérons chacune de ces cinq situations d'inclusion comme

une étude de cas. Nous investiguons au cours de notre enquête de terrain, par la construction d'un cadre méthodologique original, leur manière de construire collectivement une inclusion dans un contexte toujours singulier, celui de la classe et de l'établissement scolaire. L'enjeu est d'identifier un possible organisateur de leur activité d'accompagnement qui leur permet de faire du collectif une ressource pour construire une inclusion efficace de leur point de vue. Les résultats de notre recherche contribuent à mieux appréhender l'activité d'accompagnement des enseignants et des accompagnants, et en particulier les dimensions cachées de leur activité. Cette connaissance produite est ensuite utilisée pour (re)penser l'organisation d'un collectif inclusif et la formation des enseignants en matière d'inclusion.

Koedel, C., & Parsons, E. (2021). **The Effect of the Community Eligibility Provision on the Ability of Free and Reduced-Price Meal Data to Identify Disadvantaged Students**. *Educational Evaluation and Policy Analysis*, *43*(1), 3-31. https://doi.org/10.3102/0162373720968550
The Community Eligibility Provision (CEP) is a policy change to the federally administered National School Lunch Program that allows schools serving low-income populations to classify all students as eligible for free meals, regardless of individual circumstances. This has implications for the use of free and reduced-price meal (FRM) data to proxy for student disadvantage in education research and policy applications, which is a common practice. We document empirically how the CEP has affected the value of FRM eligibility as a proxy for student disadvantage. At the individual student level, we show that there is essentially no effect of the CEP. However, the CEP does meaningfully change the information conveyed by the share of FRM-eligible students in a school. It is this latter measure that is most relevant for policy uses of FRM data.

Liang, J. "Grace", Mitchell, T., & Scott, J. (2021). **Statewide School Redesign: Integrating Design Thinking and the Four Disciplines of Execution as a Continuous School Improvement Process**. *Journal of Cases in Educational Leadership*, *24*(1), 15-27. https://doi.org/10.1177/1555458920975462
Sixty-six school districts and more than 150 schools in the state of Kansas are participating in the Kansans Can Redesign Project. In this article, we present a case study of using Design Thinking as a systemic process to structure continuous school improvement. The collage of real-life scenarios presented in our case shows the integration of Design Thinking and the Four Disciplines of Execution and highlights the nuances and delicacies involved in the process as the major change agents work together and engage theory-to-practice applications of design thinking for change. Also illustrated in the case are the struggles and successes experienced by schools as they venture into the unfamiliar terrains of the design thinking process and enact on the integrated principles to school redesign.

Ma, J., & Montgomery, C. (2021). **Constructing Sustainable International Partnerships in Higher Education: Linking the Strategic and Contingent Through Interpersonal Relationships in the United Kingdom and China**. *Journal of Studies in International Education*, *25*(1), 19-34. https://doi.org/10.1177/1028315319865784
This article explores how sustainable international partnerships in higher education might be constructed by linking the strategic and contingent through interpersonal relationships. It aims to foreground the role of individuals in developing and sustaining international partnerships amid an increasingly strategic landscape of higher education

internationalization. To present how individuals themselves make sense of their efforts in building sustainable international partnerships in higher education across different contexts, 31 semi-structured interviews were conducted with different administrative and disciplinary staff in two universities in the United Kingdom and China. Findings suggest that interpersonal relationships provide a strong basis for sustainable partnerships and it is through contingent networking between individual academics that interpersonal relationships are developed. However, it is through strategic planning by senior academics that interpersonal relationships are embedded in the institution. Hence, an approach to linking the strategic and contingent through interpersonal relationships is thus proposed to build sustainable international partnerships.

Mace, M. K., & Pearl, D. (2021). **Rubric Development and Validation for Assessing Comprehensive Internationalization in Higher Education**. *Journal of Studies in International Education*, *25*(1), 51-65. https://doi.org/10.1177/1028315319865790
The purpose of this study was to determine if the Institutional Assessment Rubric on Comprehensive Internationalization in Higher Education could be developed and validated following Gehlbach and Brinkworth's recommended steps for rubric development and validation. Utilizing a mixed-methods research design, 13 research participants evaluated and scored rubric cell descriptors over three survey rounds resulting in a rubric with a scale-level content validity index score (S-CVI/Ave) of 0.920, well above the 0.80 acceptable minimum score. This mixed-methods rubric validation research study explains the process and results of a rubric developed for institutions interested in the comprehensive internationalization of their campuses and provides a scale to (a) conduct a baseline assessment; (b) develop a plan, establish goals, and align resources; and (c) track progress toward those goals over time.

Marquez, J., & Main, G. (2021). **Can Schools and Education Policy Make Children Happier? A Comparative Study in 33 Countries**. *Child Indicators Research*, *14*(1), 283-339. https://doi.org/10.1007/s12187-020-09758-0
Our understanding of child subjective well-being and how to promote it has improved substantially over the last decade. In relation to the role of education policy in shaping subjective well-being, although valuable research has been conducted, many questions remain unanswered. This paper aims to fill this gap by studying the links between education policy and students' life satisfaction. We use linear and multilevel regression to analyse PISA 2015 data on 15-year-old students in 33 countries. Our interest is in within society differences and how these vary across societies. We find that (1) there is an association between multiple education policy-relevant factors and students' life satisfaction, which is particularly prominent –and observed in a larger number of countries- in the domains of family relationships, schoolwork-related anxiety and bullying. Our models explain between one-fifth and one-third of the variation in students' life satisfaction. Results also indicate that (2) schools may play an important role in shaping students' life satisfaction. This is supported by evidence that these associations tend to vary by school; by evidence on the existence of school effects in all countries but two; and by the finding that a proportion - substantial in some countries- of the variation in students' life satisfaction is explained by differences between schools. Finally, we find that (3) in relation to both questions, there are important differences across societies. Overall, these results provide evidence that an association between education policy and children's subjective well-being seems to exist but is of a complex nature.

Marsh, J. A., Allbright, T. N., Brown, D. R., Bulkley, K. E., Strunk, K. O., & Harris, D. N. (2021). **The Process and Politics of Educational Governance Change in New Orleans, Los Angeles, and Denver**. *American Educational Research Journal*, *58*(1), 107-159. https://doi.org/10.3102/0002831220921475

In recent years, some U.S. school districts have shifted away from direct management of schools, toward systems in which some or all schools operate under enhanced autonomy, accountability, and parental choice. Yet dynamics driving these changes are understudied, and there are few comparative studies of system-level governance shifts. To address these gaps, we use extensive qualitative data to analyze change in Los Angeles, Denver, and New Orleans. Drawing on evolutionary theories, we find that external crises, state policy, and new actors triggered change, yet distinct contexts and change processes resulted in markedly different systems. Finally, in all three cities, concerns that emerging systems exacerbated long-standing inequities indicate that governance change is both an organizational and highly contentious political process.

Morton, E. (2021). **Effects of Four-Day School Weeks on School Finance and Achievement: Evidence From Oklahoma**. *Educational Researcher*, *50*(1), 30-40. https://doi.org/10.3102/0013189X20948023

Motivated by potential financial savings, 4-day school weeks have proliferated across the United States in recent years, reaching public schools in 24 states as of 2019. The consequences of the 4-day school week for students, schools, and communities are largely unknown. This article uses district-level panel data from Oklahoma and a difference-in-differences research design to examine the causal effect of the 4-day schedule on school district finance and academic achievement. Results indicate that 4-day weeks decrease districts' federal revenues and their noninstructional and support services expenditures. Decreases are concentrated specifically in operations, transportation, and food services expenditures and amount to approximately 2.03% of the average 4-day district's budget. There is no detectable effect of the 4-day week on academic achievement.

Mulvey, B. (2021). **Conceptualizing the discourse of student mobility between "periphery" and "semi-periphery": the case of Africa and China**. *Higher Education*, *81*(3), 437-451. https://doi.org/10.1007/s10734-020-00549-8

China is now the second most popular destination country for African international students. This paper investigates the discourse surrounding this emergent flow of students, and the main aim is to offer a new means to conceptualize mobility between non-Western nations. The article highlights weaknesses in current postcolonial conceptualizations of student mobility. A key contribution to the literature on international student mobility is that it extends and adapts existing work on the unequal and asymmetrical nature of international student mobility by drawing on the concept of semi-peripheral (post)coloniality, to examine how specific modes of integration into the "world-system" result in particular discursive formations around international student mobility. The main argument is that relative structural positions between the sending region and receiving country are mirrored in discourse around international student mobility, which contains examples of civilizational paternalism and pursuit of pragmatic foreign policy goals.

Narita, Y. (2020). **A Theory of Quasi-Experimental Evaluation of School Quality**. In *Working Papers* (N° 2020-085). Consulté à l'adresse Human Capital and Economic Opportunity Working Group website: https://ideas.repec.org/p/hka/wpaper/2020-085.html
Many centralized school admissions systems use lotteries to ration limited seats at oversubscribed schools. The resulting random assignment is used by empirical researchers to identify the effects of schools on outcomes like test scores. I first find that the two most popular empirical research designs may not successfully extract a random assignment of applicants to schools. When do the research designs overcome this problem? I show the following main results for a class of data-generating mechanisms containing those used in practice: The "first-choice" research design extracts a random assignment under a mechanism if the mechanism is strategy-proof for schools. In contrast, the other "qualification instrument" research design does not necessarily extract a random assignment under any mechanism. The former research design is therefore more compelling than the latter. Many applications of the two research designs need some implicit assumption, such as large-sample approximately random assignment, to justify their empirical strategy.

Ndiaye, L. (2021). ***Pour l'émergence d'une université performante au service du développement durable: De quelques éléments de réponse aux défis de l'UCAD***. Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782343221045?utm_source=phplist&utm_campaign=message_30743&utm_medium=email&utm_content=lienTitre
« Servir résolument l'institution » : telle est la vocation première de cet essai. Le professeur Lamine Ndiaye y présente quelques sérieuses pistes de réflexion, envisage, tour à tour, les différents problèmes de l'université. Tous les acteurs sont pris en compte par l'auteur qui connaît parfaitement le système et qui veut répondre, le plus efficacement possible, aux besoins du moment et à ceux de demain.

OCDE : Organisation de coopération et de développement économiques & CEDEFOP : Centre européen pour le développement de la formation professionnelle. (2021). ***The next steps for apprenticeship***. Consulté à l'adresse https://www.cedefop.europa.eu/files/3087_en.pdf
Dans un contexte d'intérêt considérable pour la formation en apprentissage, le rapport explore son avenir sous l'angle d'un certain nombre de mégatendances, notamment les changements sociodémographiques, l'adoption accélérée des technologies et de nouvelles formes d'organisation du travail. Il examine également comment ces tendances ont influencé et continueront d'influencer la conception et la mise en œuvre de l'apprentissage dans les pays européens et de l'OCDE. La combinaison de la crise économique émergente et des tendances structurelles à long terme entraînera une profonde transformation du monde du travail et nécessitera des réponses politiques efficaces. Le rapport présente les conclusions de 16 articles rédigés par des chercheurs d'Europe, d'Australie et des États-Unis.

OECD. (2021). ***Making the most of teachers' time*** (OECD Education Policy Perspectives N° 29). https://doi.org/10.1787/d005c027-en

Ortagus, J. C., Tanner, M., & McFarlin, I. (2021). **Can Re-Enrollment Campaigns Help Dropouts Return to College? Evidence From Florida Community Colleges**. *Educational Evaluation and Policy Analysis*, *43*(1), 154-171. https://doi.org/10.3102/0162373720979177

In this study, we develop and implement a text messaging re-enrollment campaign to encourage former community college students to return to college. Former students are randomly assigned to one of two treatment groups that either receives information to simplify the re-enrollment process or receives both information and a one-course tuition waiver. We find that providing information and a one-course tuition waiver to former students increases their likelihood of re-enrollment by 1.5 percentage points (21.1%), enrolling in multiple courses by 0.9 percentage points (16.4%), full-time enrollment by 0.5 percentage points (21.7%), and persistence by 0.6 percentage points (23.1%). This study highlights the importance of targeted interventions that address informational and financial barriers facing former students.

Ouedraogo, I., Tabi, H. N., & Ondoa, H. A. (2020). **Effets de la qualité des institutions sur l'éducation en Afrique**. *African Development Review*, *32*(S1), S32-S44. https://doi.org/10.1111/1467-8268.12480
Résumé Cette étude analyse le rôle de la qualité des institutions sur l'éducation en Afrique. Pour ce faire, des indicateurs de la qualité des institutions sont intégrés dans une fonction de production éducative. Cette fonction est estimée en panel dynamique à l'aide de la méthode des moments généralisés en système sur un panel de 47 pays sur la période 1996–2019. L'estimation a permis de relever que l'amélioration de la qualité globale des institutions contribue significativement à améliorer l'accès à l'éducation primaire, secondaire et supérieure en Afrique. Cette contribution se fait à travers notamment l'efficacité des pouvoirs publics et la maitrise de la corruption. Ces résultats invitent les gouvernements africains à améliorer particulièrement ces dimensions pour permettre aux citoyens africains d'acquérir et d'accroître leur niveau d'éducation.

Park, E. S., & Ngo, F. (2021). **The Effect of Developmental Math on STEM Participation in Community College: Variation by Race, Gender, Achievement, and Aspiration**. *Educational Evaluation and Policy Analysis*, *43*(1), 108-133. https://doi.org/10.3102/0162373720973727
We use regression discontinuity design to examine the impact of placing into developmental math on science, technology, engineering, and mathematics (STEM) participation in community colleges and whether these relationships differ for underrepresented racially minoritized (URM), women, STEM-oriented, and STEM-aspiring students. Results show that lower math placement was a deterrent to both math progression and STEM participation, especially for those at the margin of placement in transfer-level math. Subgroup analyses suggest that lower math placement may have supported women, and to a lesser extent URM students, in completing transferable STEM credits. For STEM-oriented students, we find suggestive evidence that lower placement deterred them from accumulating transferable credits. We discuss how community colleges can support these students and bolster the community college STEM pathway.

Parker, M., Cruz, L., Gachago, D., & Morkel, J. (2021). **Design Thinking for Challenges and Change in K–12 and Teacher Education**. *Journal of Cases in Educational Leadership*, *24*(1), 3-14. https://doi.org/10.1177/1555458920975467
Common to all the cases included in this special issue, we observed a degree of collaborative decision-making that is human-centered and shows empathy. Through it, multiple voices are acknowledged and heard. These cases demonstrate the beginning of a process of contextualization of Design Thinking in K–12 and teacher education. We

hope that this special issue will prompt conversations to explore and critique the possibilities and imagine the real change that it might bring.

Perez-Roux, T. (2020). **Représentations et formes d'appropriation de la réforme des études en masso-kinésithérapie par les formateurs : regards croisés entre échelles nationale et locale**. *Les Sciences de l'éducation - Pour l'ère nouvelle*, *53*(1), 31-54. https://www.cairn.info/revue-les-sciences-de-l-education-pour-l-ere-nouvelle.htm

Pirson, J. (2021). **L'enseignement de promotion sociale au croisement des chemins**. *Les Cahiers de recherche du Girsef*, (123). Consulté à l'adresse https://ojs.uclouvain.be/index.php/cahiersgirsef/issue/view/4983
L'enseignement de promotion sociale est étroitement lié à l'histoire de la formation et de l'éducation des adultes depuis plus d'un siècle. Toutefois, peu d'études scientifiques sont disponibles à propos de cet enseignement, en comparaison de celles dédiées à l'enseignement secondaire obligatoire ou supérieur ordinaire. Dans une perspective sociohistorique, ce cahier vise à combler ce déficit de connaissances et à rendre compte de l'évolution de l'enseignement de promotion sociale en Belgique francophone. Il décrit d'abord les circonstances d'élaboration du décret fondateur de 1991, puis montre en quoi sa mise en oeuvre a contribué à façonner la réalité actuelle d'un enseignement modulaire, extrêmement diversifié et entretenant des relations de coopération conflictuelle complexes et évolutives avec d'autres opérateurs d'enseignement et de formation. Documentant de manière précise les décisions, les débats et les pratiques, ce cahier met le doigt sur plusieurs tensions dynamiques récurrentes qui jalonnent l'histoire de ce type d'enseignement, et notamment les tensions entre le droit individuel à se former et l'obligation de s'adapter tout au long de l'existence, ainsi qu'entre des objectifs de démocratisation de l'enseignement et des options plus technocratiques.

Rangel Torrijo, H. (2020). **Education in prison: Studying through distance learning**. *International Review of Education*, *66*(5), 881-883. https://doi.org/10.1007/s11159-020-09868-5

Raybaud, A. (2021, janvier 27). **Masters à l'université, embouteillages à l'entrée**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2021/01/27/masters-a-l-universite-avis-d-embouteillages-a-l-entree_6067737_4401467.html
Le nombre de places offertes n'a pas augmenté en proportion du nombre de réussites en licence. Certains masters sont devenus très sélectifs et d'autres, moins attractifs, n'attirent plus.

Renfors, S.-M. (2021). **Internationalization of the Curriculum in Finnish Higher Education: Understanding Lecturers' Experiences**. *Journal of Studies in International Education*, *25*(1), 66-82. https://doi.org/10.1177/1028315319888464
This qualitative study presents an example of the internationalization of the curriculum (IoC) in a non-English speaking country, Finland, by including the lecturers in the debate. The topic is highly relevant, as IoC is becoming a focus area in Europe, and internationalization has been identified as an area in need of improvement in the Finnish system of higher education. The findings demonstrate that many lecturers are familiar with the meaning of IoC, but its implementation is highly dependent on the priorities at

the institutional level. The lecturers can incorporate inclusive curriculum content and perspectives of the future profession in their teaching, but they do not have competencies, resources, and tools to adapt their teaching styles to an international, culturally diverse teaching and learning environment. Thus, IoC in Finland calls for the establishment of a new program design culture supported by the institution with the focus on international and intercultural learning outcomes and assessment practices.

Roaux, C. (2020). **Le « bureau du directeur » : contribution à une approche ethnographique du pouvoir en école primaire**. *Les Sciences de l'éducation - Pour l'ère nouvelle*, *53*(1), 97-116. https://www.cairn.info/revue-les-sciences-de-l-education-pour-l-ere-nouvelle.htm

Rotem, N., Yair, G., & Shustak, E. (2021). **Open the gates wider: affirmative action and dropping out**. *Higher Education*, *81*(3), 551-566. https://doi.org/10.1007/s10734-020-00556-9
Affirmative action policies are oftentimes pitted against the need of universities to maintain meritocratic standards in enrollment. The current study tackles this institutional dilemma against the standard of student attrition. It does so by analyzing records of 41,483 undergraduate students who attended the Hebrew University of Jerusalem (2003–2015). Approximately 5% of the students were marked eligible by an affirmative action policy that is unique to Israel. Specifically, a non-governmental organization oversees the Israeli indirect affirmative action policy and grants applicants with the status largely based on class. Descriptive statistics reveal no significant differences in dropout rates between affirmative action students and their normative peers. To verify those patterns, we test hierarchical logistic models alongside advanced decision tree models. The findings show the superiority of first-year grade point average and other academic indicators in predicting dropouts. They also confirm that students who are eligible for affirmative action depart at virtually the same rates as normative students and other risk groups. We conclude by suggesting that under certain conditions, universities do not pay any price by admitting students through the backdoor of affirmative action. Therefore, universities can and should open their gates wider.

Stanistreet, P., Elfert, M., & Atchoarena, D. (2020). **Education in the age of COVID-19: Understanding the consequences**. *International Review of Education*, *66*(5), 627-633. https://doi.org/10.1007/s11159-020-09880-9

Steinberg, M. P., & Sartain, L. (2021). **What Explains the Race Gap in Teacher Performance Ratings? Evidence From Chicago Public Schools**. *Educational Evaluation and Policy Analysis*, *43*(1), 60-82. https://doi.org/10.3102/0162373720970204
Racial gaps in teacher performance ratings have emerged nationwide across newly implemented educator evaluation systems. Using Chicago Public Schools data, we quantify the magnitude of the race gap in teachers' classroom observation scores, examine its determinants, and describe the potential implications for teacher diversity. Between-school differences explain most of the race gap and within-school classroom-level differences—poverty, incoming achievement, and prior-year misconduct of a teacher's students—explain the remainder of the race gap. Teachers' value-added scores explain none of the race gap. Leveraging within-teacher variation in the teacher–evaluator race match, we find that racial mismatch does not influence observation scores. Adjusting observation scores for classroom and school context will generate more

equitable ratings of teacher performance and mitigate potential adverse consequences for teacher diversity.

Sterrett, W. L., Hill-Black, S., & Nash, J. B. (2021). **Imagination Into Action: A School–University Collaboration With a Design Thinking Imperative**. *Journal of Cases in Educational Leadership*, *24*(1), 28-41. https://doi.org/10.1177/1555458920975442
An urban middle school goes through the transformation of becoming a university-supported lab school. Drawing upon design thinking principles, the planning team cultivates a sense of shared empathy, creative problem-solving, and an ethos of curiosity and learning in a collaborative environment.

Tann, K., & Scott, A. (2021). **Bridging disciplinary knowledge: the challenge of integrating EAP in business education**. *Higher Education*, *81*(3), 453-470. https://doi.org/10.1007/s10734-020-00551-0
The growing market of international students puts increasing pressure on higher education providers to also provide language support, as students from non-English speaking background face the dual challenge of developing their English language proficiency alongside their subject content. However, there is little research on how knowledge about language is actually integrated with content knowledge in practice or how such an integration can be supported by curriculum design. Using a case study of a popular academic language support program implemented in an Australian university, this paper examines the relationship between academic literacy and business ethics as two distinct forms of disciplinary knowledge, to investigate how the complexity of their integration is managed dynamically in the classroom. In this study, we draw on Legitimation Code Theory to analyze the role of language in constructing discipline-specific knowledge. Our findings suggest that students do not automatically understand the relevance of language support and that shifting knowledge practices during classroom interaction can enhance students' motivation as well as help students to relate their knowledge about language to the discipline.

Thierry, X., Geay, B., Pailhé, A., Berthomier, N., Camus, J., Cauchi-Duval, N., … Équipe SAPRIS. (2021). **Les enfants à l'épreuve du premier confinement**. *Population et sociétés*, (585).
https://www.ined.fr/fichier/s_rubrique/31037/585.enfants.confinement.population.societes.janvier.2021_1.fr.pdf
Le premier confinement du printemps 2020 a conduit à la fermeture des écoles et à la suspension des activités hors domicile. Assignés à résidence, les enfants d'école primaire se sont plutôt bien adaptés en continuant à faire leur travail scolaire et, profitant d'un temps libéré, ont pu pratiquer leurs activités quotidiennes plus qu'en temps « normal ». Mais pour les parents de statut socioéconomique modeste, le confinement a dégradé les relations familiales, largement accru le temps passé par les enfants sur les écrans, altéré leur sommeil et leur bien-être psychologique, et rendu plus complexes les apprentissages scolaires. Pour les enfants comme pour les adultes, le confinement a accru des inégalités susceptibles de se creuser à moyen terme.

Tian, L., & Liu, N. C. (2021). **Inward international students in China and their contributions to global common goods**. *Higher Education*, *81*(2), 197-217. https://doi.org/10.1007/s10734-020-00522-5

This study identifies the (global) common goods produced and augmented by inward student mobility and its relevance to national policies and strategies in China by interviewing 27 policy-makers, university leaders, and academics, as well as international students. Most importantly, it develops a new framework for interpreting inward student mobility through the lens of (global) common goods, with benefit, influence, and balance as the three key elements. The findings of this study indicate that inward international students contribute to global common goods in the aspects of cultural diversity, global talents, improved policies, and practices, etc. (benefit). Key policies related to inward international students are generally supportive, and meanwhile compatible with these global common goods to a large extent (influence). Though some problems and tensions are observed in this study, constructive solutions have already been proposed by both the Chinese government and HEIs (balance).

Tran, H., & Smith, D. (2021). **Talent-Centered Education Leadership: Using the Employee Experience to Improve Teacher-School Relations**. *Journal of Cases in Educational Leadership*, *24*(1), 42-54. https://doi.org/10.1177/1555458920976724
Low teacher engagement and retention are challenges faced by many schools, especially in high poverty contexts. In this case study, readers will draw on feedback and reflections provided by teachers that reflect realistic concerns current and aspiring school and districts leaders are faced with today in an endeavor to respond to these challenges. To aid with this, authors introduce the employee experience approach, a new employee management process that originates out of design thinking and Talent-Centered Education Leadership. Readers are walked through the process of adopting the approach and presented with important considerations to make while doing so.

Tuckett, A. (2020). **Europe's lifelong learning markets, governance and policy: Using an instruments approach**. *International Review of Education*, *66*(5), 893-896. https://doi.org/10.1007/s11159-020-09875-6

Warren, S., Starnawski, M., Tsatsaroni, A., Vogopoulou, A., & Zgaga, P. (2021). **How does research performativity and selectivity impact on the non-core regions of Europe? The case for a new research agenda**. *Higher Education*, *81*(3), 607-622. https://doi.org/10.1007/s10734-020-00559-6
Higher education systems are caught between two dynamic processes, one referring to economic value and the other to status value. Although these political rationalities are presented as part of a coherent programme of reform and 'modernization', they pull higher education systems and the actors within them in contradictory directions. Their impact can collectively be referred to as research selectivity, since these rationalities encompass both research performativity and institutional practices of recognition and reward and subjective strategies. In this paper, we first aim to map the dominant orientations of higher education studies research and how they reflect the relationship between neoliberalism and the restructuring of higher education systems and research infrastructure. Our reading shows that this is a significant context for inquiring into research selectivity as it is enacted and, at the same time, suggests that we need to pay attention to the privileging of existing centres of higher education research and the relative absence of sustained focus on research selectivity in the non-core regions of Europe. Secondly, the paper puts forward the case for a sustained research agenda that focuses specifically on the identification of the differential impact of processes of research selectivity in non-core regions of Europe, organized around three intersecting themes –

linguistic, epistemological, and disciplinary impact. Arguing for the importance and relevance of this research agenda for empirical research in Europe and globally, the paper emphasizes that its main objective is to create a critical space within which we can, collectively, think higher education otherwise.

Watermeyer, R., Crick, T., Knight, C., & Goodall, J. (2021). **COVID-19 and digital disruption in UK universities: afflictions and affordances of emergency online migration**. *Higher Education*, *81*(3), 623-641. https://doi.org/10.1007/s10734-020-00561-y
COVID-19 has caused the closure of university campuses around the world and migration of all learning, teaching, and assessment into online domains. The impacts of this on the academic community as frontline providers of higher education are profound. In this article, we report the findings from a survey of n = 1148 academics working in universities in the United Kingdom (UK) and representing all the major disciplines and career hierarchy. Respondents report an abundance of what we call 'afflictions' exacted upon their role as educators and in far fewer yet no less visible ways 'affordances' derived from their rapid transition to online provision and early 'entry-level' use of digital pedagogies. Overall, they suggest that online migration is engendering significant dysfunctionality and disturbance to their pedagogical roles and their personal lives. They also signpost online migration as a major challenge for student recruitment, market sustainability, an academic labour-market, and local economies.

Wyatt, L. G., Scragg, B. S., Stein, J. Y. G., & Mishra, P. (2021). **Educational Change by Design: Creating a School of the Future**. *Journal of Cases in Educational Leadership*, *24*(1), 55-68. https://doi.org/10.1177/1555458920979838
This case study, framed within a school–university partnership, highlights the tensions inherent to employing design-based approaches for educational change. The case illustrates core tensions between an abductive, open-ended, design-based approach to change versus more traditional (deductive/inductive) approaches to managing change in schools. The design process serves as a way to break away from the traditional "grammar of schooling" (Tyack & Tobin) in a system unaccustomed to radical change. The case highlights the challenges of maintaining fidelity to the design process within a range of logistical and resources constraints, such as the time available to participants to engage in the process, and the difficulty of rapidly prototyping a new school model within an existing educational ecosystem. In the teaching notes, we recommend a theoretical lens and set of questions for educational leaders to reflect on as they consider approaches to educational change in their own settings.

Yemini, M. (2021). **International Research Collaborations as Perceived by Top-Performing Scholars**. *Journal of Studies in International Education*, *25*(1), 3-18. https://doi.org/10.1177/1028315319887392
This study combines two rapidly growing bodies of literature; one addresses the reasons behind the success of highly productive academics and the second investigates collaborations (international coauthorships in particular). The growing literatures on these two topics mainly involve quantitative bibliometric explanatory studies, denoting the demographic, institutional, and national factors as influential parameters that shape these trends. In this study, in contrast, I employ the notion of agency to analyze 20 in-depth interviews with top-producing academics from Denmark, Israel, and Australia in the fields of education and nanoscience, seeking to better understand the motivations, nature, perceived benefits, and drawbacks of such collaborations. I argue that these

highly productive scholars involve themselves in international collaborations for a variety of reasons, but mainly due to the potential of such collaborations to advance their research. However, while scholars in nanoscience align with the disciplinary norms of collaborations and see such partnerships as a mundane part of their scientific work, scholars in education (where international collaborations are less common) perceive these activities as agentic, whereby participants often counteract social norms to pursue joint research. In the context of increasing pressures for accountability, commercialization, and internationalization of and in higher education, this study suggests a nuanced understanding of international research collaborations practiced by highly productive scholars.

Zheng, J., & Kapoor, D. (2021). **State formation and higher education (HE) policy: An analytical review of policy shifts and the internationalization of higher education (IHE) in China between 1949 and 2019**. *Higher Education*, *81*(2), 179-195. https://doi.org/10.1007/s10734-020-00517-2
State policies regarding the internationalization of higher education (IHE) in China have undergone significant shifts between 1949 and 2019. This paper advances the proposition that these shifts in policies pertaining to IHE can be understood as part of a process of ongoing Chinese state formation in relation to national and global developments and does so by examining the history of IHE policy and policy changes between 1949 and 2019 to demonstrate this possibility. We consider three specific periods to make this case, including (1) the period of Marxist-Leninist socialist nationalism, patriotism and proletarian internationalism and the early engagements of IHE (1949–1976); (2) neoliberal globalization and opening-up: a return to the international stage and further IHE (1977–2002); and finally, (3) state developmentalism and the era of globally engaged higher education (HE) (2003–2019). In conclusion, the current implications of a neoliberal (capitalist) globalization are discussed in terms of real and potential implications for Chinese state formation, Chinese HE and society. The paper aims to investigate the historical underpinnings and formation of international HE in China and contribute to the significant gap in our current literature regarding IHE in China as a socio-historical phenomenon. It not only offers a detailed documentation of how policy on IHE has evolved and shifted in the context of significant changes in political and economic directions in China but also teases out influences of national concerns such as ideological and cultural considerations as well as neoliberal globalization.

Pratiques enseignantes

Aguilar-Smith & Gonzales. (2021). **A Study of Community College Faculty Work Expectations: Generous Educators and Their Managed Generosity**. *Community College Journal of Research and Practice*, *45*(3), 184-204. https://doi.org/10.1080/10668926.2019.1666062
In this multi-method qualitative study, which included faculty and administrator interviews as well as a systematic analysis of organizational documents, we sought to understand the expectations placed upon and taken up by community college faculty. Our analysis suggests that the overarching expectation of community college faculty is to serve as generous educators. However, despite seeming consensus across data sources, we found that faculty and administrators often held discrepant views as to how faculty should carry out this role. Whereas most community college faculty relationally and holistically conceived of their work, administrators generally favored instrumental and

bureaucratic techniques, leading us to argue that the generosity of these educators is highly managed. Similar to earlier writing on managed professionals, we found that administrators expected faculty to entrust their efforts to care for students to bureaucratic devices, although faculty often considered such systems ineffective. Ultimately, we assert that the instrumental framing of community college faculty work expectations adversely affects not just faculty but students, and we offer recommendations for community college leaders and faculty development offices.

Ailleres, M. (2020). ***« Faire son cours » à l'université : approche anthropo-didactique des pratiques des enseignant·e·s du supérieur en France*** (Phdthesis, Université de Bordeaux). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-03123142
La marchandisation de l'enseignement supérieur rendue efficiente par le processus de Bologne et les réformes successives en France, participe depuis une vingtaine d'années à la transformation du modèle universitaire. Dans ce contexte inédit où l'université est entrée dans un processus d'uniformisation des pratiques et des formations, les processus de diffusion des savoirs sont peu étudiées du côté de celles et ceux qui les mettent en œuvre: les enseignant·e·s du supérieur. La thèse propose de s'y consacrer, dans le contexte français. Il s'agit de décrire (pour tout à la fois comprendre et expliquer) ce que font les universitaires lorsqu'elles et ils « font leur cours », de la question de la répartition de leurs enseignements au sein d'une équipe pédagogique à celle de la préparation et de la mise en œuvre de leurs cours, en tenant compte de leur inscription dans un ensemble de mutations structurelles mais aussi axiologiques et praxéologiques de l'université.

Bridoux, S., De Hosson, C., & Nihoul, C. (2020). **Pratiques in situ d'enseignants universitaires et confrontation avec le vécu des étudiants : une étude de cas**. *INDRUM 2020*. Présenté à Cyberspace (virtually from Bizerte), Tunisia. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03113849
Dans cette contribution, nous étudions quelles dimensions de l'identité professionnelle du métier d'enseignant-chercheur (EC) sont perceptibles dans les pratiques de deux EC, l'un en mathématiques et l'autre en physique, et quelles en sont les conséquences sur le vécu des étudiants à l'issue d'un cours donné par chaque EC. Nos analyses montrent que les pratiques de chaque EC s'organisent en fonction des représentations qu'ils ont de leur discipline et de la compréhension attendue des étudiants. L'analyse de questionnaires proposés aux étudiants met en évidence des régularités mais aussi des écarts entre les objectifs des EC et la manière dont les étudiants ont vécu chaque cours.

Cacault, M. P., Hildebrand, C., Laurent-Lucchetti, J., & Pellizzari, M. (2021). **Distance Learning in Higher Education: Evidence from a Randomized Experiment**. *Journal of the European Economic Association*, (jvaa060). https://doi.org/10.1093/jeea/jvaa060
Using a randomized experiment in a public Swiss university, we study the impact of online live streaming of lectures on student achievement and attendance. We find that (i) attending lectures via live streaming lowers achievement for low-ability students and increases achievement for high-ability ones; (ii) students use the live streaming technology only occasionally, apparently when random events make attending in class too costly, and (iii) offering live streaming reduces in-class attendance only mildly. These findings have important implications for the effective design of education policies.

Clegg, J. M., Wen, N. J., DeBaylo, P. H., Alcott, A., Keltner, E. C., & Legare, C. H. (2021). **Teaching Through Collaboration: Flexibility and Diversity in Caregiver–Child Interaction Across Cultures**. *Child Development*, *92*(1), e56-e75. https://doi.org/10.1111/cdev.13443
Teaching supports the high-fidelity transmission of knowledge and skills. This study examined similarities and differences in caregiver teaching practices in the United States and Vanuatu (N = 125 caregiver and 3- to 8-year-old child pairs) during a collaborative problem-solving task. Caregivers used diverse verbal and nonverbal teaching practices and adjusted their behaviors in response to task difficulty and child age in both populations. U.S. caregivers used practices consistent with a direct active teaching style typical of formal education, including guiding children's participation, frequent praise, and facilitation. In contrast, Ni-Vanuatu caregivers used practices associated with informal education and divided tasks with children based on difficulty. The implications of these findings for claims about the universality and diversity of caregiver teaching are discussed.

Duroisin, N., & Beauset, R. (2021). ***Ecole & Covid : Pratiques enseignantes en temps de pandémie - Résultats de la deuxième enquête menée auprès des enseignants de la Fédération Wallonie-Bruxelles***. https://www.capte.be/wp-content/uploads/2020/11/Enqu%C3%AAte-en-FWB-sur-les-pratiques-des-enseignants-en-temps-de-pand%C3%A9mie-et-sur-la-rentr%C3%A9e-scolaire-2020_ND_____.pdf
Ce rapport de recherche présente les principaux résultats de l'enquête « Et cette rentrée scolaire, alors ? », réalisée entre la fin du mois septembre et le début du mois de novembre 2020. 911 enseignants ont répondu, complètement ou en partie, à cette enquête qui s'inscrit dans la continuité d'une précédente enquête intitulée « Enquête en FWB sur les pratiques des enseignants en temps de pandémie et sur la rentrée scolaire 2020-2021 », dont les résultats ont été publiés en septembre 2020. Proposées par une équipe de recherche de l'Université de Mons (Belgique), les deux enquêtes sont réalisées sur fonds propres. En plus de donner la parole aux enseignants, ces enquêtes ont pour principal objectif de fournir un état des lieux de la situation d'enseignement-apprentissage en temps de pandémie. En questionnant les enseignants de l'enseignement maternel, primaire et secondaire de la Fédération Wallonie-Bruxelles, les chercheurs explorent différentes thématiques telles que les inégalités scolaires, les apprentissages scolaires, l'usage du numérique, les actions d'enseignement, les difficultés rencontrées, le positionnement des enseignants par rapport aux prescriptions légales (circulaires), la gestion de classe, le bien-être, etc. Ces enquêtes poursuivent également d'autres objectifs. En proposant plusieurs enquêtes à différents moments, un des objectifs est de percevoir comment les perceptions et pratiques enseignantes évoluent aux étapes clés de cette période de crise sanitaire. Etant donné la situation sanitaire, une troisième enquête pourrait être proposée et faire l'objet d'une nouvelle publication. Toutes les informations concernant ces enquêtes sont disponibles sur le site www.capte.be. Par ailleurs, un autre objectif poursuivi par l'équipe de recherche est de s'intéresser aux différences de situations pouvant exister entre les pays en comparant ces résultats avec les données provenant d'autres pays, situés en Europe et hors de l'Europe, qui ont aussi fait le choix d'interroger les enseignants durant la pandémie. Tous ces travaux de recherche permettront de relever des pistes et des recommandations pour tirer parti de la crise sanitaire et repenser une école post-Covid. Mots-clés : pratiques enseignantes ; enseignants ; enseignement ; apprentissages scolaires ; numérique ; inégalités scolaires ; gestion de classe ; bien-être ; élèves ; maternel ; primaire ;

secondaire ; enseignement obligatoire ; pandémie ; Covid-19 ; crise sanitaire ; Fédération Wallonie-Bruxelles ; Belgique.

Gilken & Johnson. (2021). **Implementing a Peer Feedback Intervention within a Community of Practice Framework**. *Community College Journal of Research and Practice*, *45*(3), 155-166. https://doi.org/10.1080/10668926.2019.1655502
The study reported used a Community of Practice (CoP) framework to implement a content-based peer feedback intervention. The goal of this work was to investigate the contribution of the peer feedback intervention influence on improving the writing skills of forty-six community college students in four classes; three classes received the peer feedback intervention and one class received a business as usual revision workshop. Specifically, this work investigated the impact of revision from students' drafts to final writing piece, the types of revisions that students made as result of giving and receiving feedback, and the perceptions reported by students around the helpfulness of the peer feedback. The study utilized assignment rubrics, a student reflective questionnaire, and a peer feedback comment form to evaluate the impact of the peer feedback intervention. To examine change in the students' final draft scores compared to their first draft scores, two individual raters were trained and scored each paper. A t-test was conducted to compare the pre-test and post-test drafts. In all three sections of the peer feedback treatment group, the post-test scores were higher than pre-test scores. In the control group, there was no significant difference between the pre-test and post-test scores. In addition, students reported both giving and receiving peer feedback as helpful and providing feed for a peer influenced the revision process.

Harent, R. (2020). **Développement professionnel et construction de l'expérience de professeurs du secondaire en coenseignement. Gestion de l'imprévu en classe de mathématiques**. *Savoirs*, *N° 54*(3), 65-80. Consulté à l'adresse https://www.cairn.info/revue-savoirs-2020-3-page-65.htm
Le coenseignement est présenté comme un moyen de faire évoluer les pratiques enseignantes et comme une source de développement professionnel. Dans cet article, nous étudierons l'activité (Albero, Guerin et Watteau, 2019) de deux coenseignantes en collège. Pour ce faire, nous mobilisons le concept d'étonnement (Thievenaz, 2017) pour documenter un processus de construction de l'expérience (Zeitler, Guérin et Barbier, 2012) chez ces deux professeures de mathématiques confrontées à une succession d'imprévus didactiques (Perrenoud, 1999). En conclusion, nous questionnerons la place du coenseignement dans ce processus.

KUKULSKA-HULME, A., BOSSU, C., COUGHLAN, T., FERGUSON, R., FITZGERALD, E., GAVED, M., … al, et. (2021). ***Innovating pedagogy 2021: Open University Innovation report 9***. Consulté à l'adresse https://liseo.france-education-international.fr/doc_num.php?explnum_id=13197
Ce rapport est le neuvième d'une série sur les innovations dans l'enseignement, l'apprentissage et l'évaluation. Il présente dix innovations déjà existantes et prometteuses, mais n'ayant pas encore une influence profonde sur l'éducation : l'utilisation des meilleurs moments d'apprentissage, la réalité augmentée, la gratitude comme pédagogie, l'utilisation d'agents conversationnels dans l'apprentissage, la pédagogie axée sur l'équité, l'éducation basée sur le hip-hop, l'enseignement et l'appprentissage co-créés avec les élèves, la télécollaboration pour l'apprentissage des langues, l'enseignement fondé sur les preuves, et la pédagogie basée sur les corpus.

Le Paven, M., & Nillès, M. (2021). **Le corps au cœur de la sémiose dans l'action didactique conjointe. Illustration en éducation musicale à l'école primaire au sein du dispositif DEMOS**. *Recherches en éducation*, (43). https://doi.org/10.4000/ree.3187
Cette étude s'intéresse à la sémiose (production et déchiffrement de signes) dans l'action conjointe professeur/élèves et élèves/élèves en classe de cours moyen première année, lors de cours d'éducation musicale suivis au sein du dispositif DEMOS (Dispositif d'éducation musicale et orchestrale à vocation sociale). Ce dispositif vise à ouvrir l'accès à l'apprentissage musical et à la pratique en orchestre symphonique à des élèves issus de quartiers relevant de la politique de la ville ou de zones rurales peu dotées en institutions culturelles. Ce travail s'appuie sur une étude de cas portant sur des leçons de trompette menées par une enseignante d'un conservatoire à rayonnement régional. Il s'inscrit dans le cadre de la théorie de l'action conjointe en didactique. À partir d'extraits filmés d'une séquence d'enseignement et d'entretiens menés avec l'enseignante, nous montrons comment l'ingéniosité qu'elle développe, afin d'enseigner la pratique instrumentale à un groupe de cinq élèves, sans passer par un travail écrit préalable, conduit ce groupe à co-construire un système de signes qui lui permet de s'approprier les savoirs nécessaires à la production d'une œuvre commune. Nous analysons la façon dont ces signes, qui positionnent le corps au cœur des stratégies d'enseignement-apprentissage, favorisent les ajustements individuels et collectifs nécessaires au développement de compétences qui, dépassant les seuls apprentissages « musicaux », et s'inscrivent en phase avec les enjeux de socialisation du projet DEMOS.

Lyu, K., Xu, Y., Cheng, H., & Li, J. (2020). **The implementation and effectiveness of intergenerational learning during the COVID-19 pandemic: Evidence from China**. *International Review of Education*, *66*(5), 833-855. https://doi.org/10.1007/s11159-020-09877-4
During the COVID-19 pandemic, many grandparents in China have spent more time with their grandchildren than they used to. When their adult children returned to work after a period of lockdown, many grandparents extended their roles from taking care of household tasks and looking after their grandchildren's basic needs to supervising their online learning and providing academic support. It has been a precious opportunity for both the children and their grandparents to get to know each other better and to learn from each other. During this challenging period of home learning, a Chinese initiative called the "Shaping Students' Vacation Life Project" (SSVLP), which is led by the Shanghai Municipal Institute for Lifelong Education (SMILE) of East China Normal University (ECNU), conducted a two-month project that investigated intergenerational learning between grandparents and grandchildren (IL-GP&GC) across seven primary schools located in six areas of China. They explored topics such as pandemic prevention, health and fitness, traditional culture and information literacy. Following this, the co-authors of this article conducted an interpretive inquiry to explore how the participating primary schools implemented the IL-GP&GC project, and to understand its impact. Based on in-depth interviews with 11 teachers and 7 families (including 7 grandchildren aged 7–13, and their 7 grandparents aged 60–68), four main findings emerged: (1) both generations gained more health knowledge, life skills and values; (2) the older generation changed their learning perspective and behaviours; (3) the younger generation understood their grandparents more and cultivated the concept of lifelong learning; and (4) the relationships between grandparents and grandchildren became closer.

McKinney de Royston, M., Madkins, T. C., Givens, J. R., & Nasir, N. S. (2021). **"I'm a Teacher, I'm Gonna Always Protect You": Understanding Black Educators' Protection of Black Children**. *American Educational Research Journal*, *58*(1), 68-106. https://doi.org/10.3102/0002831220921119
Many Black educators in the United States demonstrate a political clarity about white supremacy and the racialized harm it cultivates in and out of schools. We highlight the perspectives of some of these educators and ask, (1) How do they articulate the need to protect Black children? and (2) What mechanisms of protection do they enact in their classrooms and schools? Through further elaborating the politicized caring framework, our analyses show how Black educators disrupt the racialized harm produced within schools to instead (re)position Black students as children worthy of protection via caring relationships, alternative discipline policies, and other interpersonal and institutional mechanisms. This study has implications for teaching, teacher education, and how the "work" of teachers is conceptualized and researched.

Mohib, N., Urrego, V., & Yagoubi, C. (2020). **Collaborations chercheurs-praticiens pour soutenir la transformation pédagogique de l'enseignement supérieur : à quelles conditions ?** *Journées d'étude AIPU, Toulouse, France*. Présenté à Toulouse, France. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03115894
L'institutionnalisation de la pédagogie de l'enseignement supérieur ravive d'anciens débats sur le rôle et de la place des sciences de l'éducation et de la formation dans le champ des pratiques sociales. En s'appuyant sur l'expérience d'un projet « Nouveaux Cursus à l'Université », cet atelier vise à repérer les conditions d'une collaboration optimale entre chercheurs et praticiens. Il s'adresse, dans la limite des places disponibles (20 max.), à toutes les personnes qui sont impliquées, ou qui le souhaiteraient, dans des projets de transformation pédagogique de l'enseignement supérieur. Les pistes co-construites seront partagées avec l'ensemble des participants qui pourront les mettre en œuvre dans leur contexte professionnel.

Mojab, S. (2020). **Reinventing Pedagogy of the Oppressed: Contemporary critical perspectives**. *International Review of Education*, *66*(5), 889-891. https://doi.org/10.1007/s11159-020-09872-9

Muller, L. (2020). ***La sanction est-elle éducative ?*** (Phdthesis, Université de Lorraine). Consulté à l'adresse https://hal.univ-lorraine.fr/tel-03116319
Si la sanction en éducation est un fait, est-elle pour autant légitime ? Partant du principe que le fait ne fait pas droit, même lorsqu'il est soutenu par une longue histoire, notre travail consiste à sonder les raisons qui ont fait de la sanction ce prétendu incontournable pédagogique.Le destin de l'éducateur est-il de sanctionner ? Que l'éducateur entende élever (par expiation ou la responsabilisation), dresser ou contrôler la conduite (par intimidation), sanctionner par principe (par référence à une loi source de toute valeur), l'effet est le même et le cercle logique patent : la sanction est une contrainte tout extérieure qui ne saurait motiver durablement et efficacement le sujet, et qui ne peut convertir qu'à la condition que le sujet sanctionné soit déjà converti. L'appel à une sanction responsabilisante apparaît ainsi incantatoire.Il faut convenir, toutefois, que la sanction discipline la conduite. Mais c'est par une fabrique du sujet qui n'a rien d'innocent ni d'inoffensif : fabrique des corps et des esprits, invention de l'agent d'imputation, de la faute, de la culpabilité, de la volonté libre qui fait de tout être un être-pour-la-sanction, et qui finit, paradoxe, par la rendre indispensable. Le sujet fait par

la sanction finit par être fait pour la sanction : la sanction, qui sanctifie la loi et en exhibe l'essence, ne peut qu'être hantée par l'idée d'expiation.Une autre approche éducative, pourtant, est possible : celle qui renonce à l'agent, à la faute, à la culpabilité, et qui prône la transformation discrète et en amont de l'agir. Cette éducation sceptique, qui prend acte de l'incertitude foncière de l'action éducative, propose de faire du tact l'outil préventif du conflit, et du geste restauratif l'instrument de la réparation du lien et de la construction de l'avenir. La véritable autonomie ne s'épuise pas dans le règne figé de la loi, mais appelle son dépassement anomique (au sens de Guyau) dans la création d'un ordre-cosmos pensé comme émergence.Loin, donc, d'être cet incontournable, la sanction pourrait bien apparaître, en éducation, comme un remède pire que le mal qu'elle prétend soigner, en tant qu'elle produit cette homéostasie qu'elle seule peut ensuite entretenir.

OECD. (2021). ***A deep look into teaching: Findings from the Global Teaching InSights video study*** (Teaching in Focus N° 37). https://doi.org/10.1787/67dd4ed7-en

Petiot, O., & Saury, J. (2021). **Favoriser l'engagement moteur des élèves en éducation sportive et physique : les effets des usages du temps mesurés en première et en troisième personne**. *Recherches en éducation*, (43). https://doi.org/10.4000/ree.3261
L'objet de cette étude était d'analyser les effets des « usages du temps » (Chopin, 2010) de l'enseignant sur l'engagement moteur d'élèves en éducation sportive et physique (EPS). Nous avons tout d'abord adopté une approche « en première personne », en filmant un enseignant d'EPS expert durant la première séquence d'enseignement de l'année (sept leçons de volley-ball) face à une classe de lycéens, puis en réalisant avec lui un entretien d'autoconfrontation après chaque leçon. Nous avons alors mis à l'épreuve le point de vue de l'enseignant en adoptant une approche « en troisième personne », consistant à mesurer l'engagement quantitatif et qualitatif des élèves d'un point de vue observable. L'approche « en première personne » a révélé quatre catégories d'usages du temps par l'enseignant, dont les deux principales étaient « Presser les élèves pour limiter les pertes de temps » et « Dynamiser l'engagement des élèves en volley-ball ». L'enseignant a perçu tantôt des effets positifs de ses usages du temps sur l'engagement moteur des élèves, tantôt une absence d'effets, notamment quand leur engagement restait peu dynamique. Selon l'approche « en troisième personne », le temps d'engagement moteur des élèves a augmenté sensiblement au fil des leçons. Ces effets positifs des usages du temps de l'enseignant restaient cependant erratiques et variables selon les élèves. Des convergences et des divergences entre effets perçus par l'enseignant et effets observés étaient à noter. Ces résultats sont discutés au regard de leurs intérêts théoriques et de leurs apports transformatifs pour l'enseignement.

Poymiro, R., & Vannereau, J. (2021). **Agir enseignant et dynamique du groupe dans la classe : vers une mise en complémentarité au service d'un climat propice aux apprentissages**. *Recherches en éducation*, (43). https://doi.org/10.4000/ree.3216
Cet article se centre sur la compréhension des difficultés que rencontrent les professeurs débutants dans la régulation du climat de classe. Il circonscrit tout d'abord le contexte dans lequel s'effectue l'accompagnement en formation des professeurs-stagiaires du second degré. Il construit ensuite une mise en complémentarité des concepts de gestes professionnels et posture des enseignants et du champ de la dynamique des groupes dans le but de mieux observer et comprendre les processus de l'agir enseignant dans le domaine de la régulation du climat de classe.

Steinberg, M. P., & Sartain, L. (2021). **What Explains the Race Gap in Teacher Performance Ratings? Evidence From Chicago Public Schools**. *Educational Evaluation and Policy Analysis*, *43*(1), 60-82. https://doi.org/10.3102/0162373720970204
Racial gaps in teacher performance ratings have emerged nationwide across newly implemented educator evaluation systems. Using Chicago Public Schools data, we quantify the magnitude of the race gap in teachers' classroom observation scores, examine its determinants, and describe the potential implications for teacher diversity. Between-school differences explain most of the race gap and within-school classroom-level differences—poverty, incoming achievement, and prior-year misconduct of a teacher's students—explain the remainder of the race gap. Teachers' value-added scores explain none of the race gap. Leveraging within-teacher variation in the teacher–evaluator race match, we find that racial mismatch does not influence observation scores. Adjusting observation scores for classroom and school context will generate more equitable ratings of teacher performance and mitigate potential adverse consequences for teacher diversity.

Teague Tsopgny, A. V. (2021). **L'enseignant(e) de mathématiques, un modèle de rôle social bénéfique à l'orientation asexuée des élèves ?** *Recherches en éducation*, (43). https://doi.org/10.4000/ree.3231
Alors que les recherches soulignent l'effet bénéfique d'une femme, modèle de rôle social pour la réussite des filles en mathématiques, les disparités de genre persistent en ce domaine malgré la présence des enseignantes de mathématiques dans les salles de classe. Inscrit dans le cadre du modèle de la menace du stéréotype et du modèle de l'apprentissage social cognitif, ce travail se propose d'étudier à partir des enseignants et enseignantes de mathématiques, l'effet de la présence du modèle de rôle social en mathématiques sur l'adhésion aux stéréotypes de genre, le sentiment de compétence et le choix d'orientation des élèves vers cette discipline selon le sexe. 64 filles et 79 garçons des classes de secondes scientifiques d'un lycée ont participé à l'étude par questionnaire. Les résultats révèlent que comme les garçons, les filles adhèrent plus aux stéréotypes de genre pro-masculin et ont un niveau de sentiment de compétence équivalent qu'elles soient en présence de l'enseignant ou de l'enseignante de mathématiques. De plus, les filles et les garçons sont moins enclin(e)s à choisir la voie des mathématiques en présence de l'enseignante qu'en présence de l'enseignant de mathématiques. Ces résultats sont discutés à la lumière des données sur les pratiques pédagogiques des enseignants et enseignantes de mathématiques selon le sexe de l'élève.

Tenailleau, N. (2020). **Les stratégies d'enrôlement pour le maintien d'un projet pédagogique**. *Les Sciences de l'éducation - Pour l'ère nouvelle*, *53*(1), 57-72. https://www.cairn.info/revue-les-sciences-de-l-education-pour-l-ere-nouvelle.htm

Relation formation-emploi

Morsy, H., & Mukasa, A. N. (2020). **'Mind the mismatch?' Incidence, drivers, and persistence of African youths' skill and educational mismatches**. *African Development Review*, *32*(S1), S5-S19. https://doi.org/10.1111/1467-8268.12478
This paper examines the incidence, drivers, and persistence of skill and educational mismatches among employed youths from 10 African countries surveyed between 2012

and 2015. Results indicate that, unlike most findings from developed countries, underskilling and undereducation are more prevalent among the youth than overskilling and overeducation. The levels of education of the youth and their parents, the field of study, the quality of job and the firm size are found to be key predictors of job mismatches. Our results also show that the perspective of unemployment has a scarring effect for underskilled youths but a stepping-stone effect for overskilled and overeducated. Using a pseudo-panel approach, skill and educational mismatches of youths are found to be persistent over time and the likelihood of transitioning into education matching jobs is significantly increasing with the levels of education.

Réussite scolaire

Andreu, S., Cioldi, I., Conceicao, P., Étève, Y., Fabre, M., Le Breton, S., … Wuillamier, P. (2021). **Évaluations repères 2020 de début de CP et de CE1 : baisse des performances par rapport à 2019, notamment en français en CE1, et hausse des écarts selon les secteurs de scolarisation**. *Note d'Information*, (21.02). Consulté à l'adresse https://www.education.gouv.fr/media/74130/download

Béduwé, C., & Giret, J. F. (2021). **Student employment in France: Hindrance rather than help for higher educational success?** *Journal of Education and Work*, 1-15. https://doi.org/10.1080/13639080.2021.1875127
In this study, we examine how student employment impacts higher educational trajectories in France. Focussing on undergraduates' educational outcomes, we show the consequences of different intensities and levels of recurrence of student employment on perseverance in higher education. We use data from a nationally representative four-year longitudinal survey, descriptive analysis and logistic regression are performed to control for student characteristics. Our results suggest that student employment, especially when intensive and during periods of exams, increases exam failure. When it is recurrent over time, student employment often leads to university dropout. Furthermore, even for those who do manage to reconcile work and study, it lengthens the time spent in higher education. This consequence is particularly costly in France, where success in higher education is often judged by time-to-completion, encouraging strategies that lead to finishing degree requirements as quickly as possible. This approach is difficult to follow for students who must combine work and study, leading to particularly pronounced costs.

Clère, F. L. (2020). **On dirait en vrai qu'on parle de riad : une expérience de construction d'un réseau de réussite éducative**. *La Lettre de l'Enfance et de l'Adolescence*. Consulté à l'adresse https://hal-univ-paris8.archives-ouvertes.fr/hal-03047821
Le travail en partenariat est devenu non seulement une des compétences dans la validation des cursus de formation des travailleurs sociaux, mais aussi une apparente évidence dans leurs pratiques d'accompagnement. À partir d'une expérience de prévention et d'accueil d'adolescents dits « décrocheurs scolaires », ce texte présente l'évolution des collaborations d'une équipe d'éducateurs de rue et les effets de ces différentes configurations partenariales sur la clinique éducative aux côtés des adolescents. Cette expérience interroge la possible rencontre des professionnels dans ce type d'équipes pluridisciplinaires. De fait, ce qui se propose comme un « travailler ensemble » autour de situations d'enfants ou d'adolescents, dans leur intérêt, celui de leur famille, peut rapidement devenir un espace virtuel et « disciplinaire ». Il devient

difficile pour les éducateurs de dire et de partager ce qui se donne à vivre et à entendre dans l'accompagnement d'adolescents en situation de mésinscription scolaire. Réinterrogeant la parole entre deux d'adolescents en grande difficulté et la manière singulière dont se noue la rencontre avec les éducateurs, l'auteur propose de laisser place à l'incertitude et de prendre le temps d'une analyse des effets de ces maillages éducatifs.

Ferréol, G. (2020). ***La persévérance scolaire: Expérimentations et dynamiques éducatives***. Consulté à l'adresse https://www.editions-academia.be/livre-9782806637291?utm_source=phplist&utm_campaign=message_30512&utm_medium=email&utm_content=lienTitreUne
Cet ouvrage, fruit d'une étroite collaboration entre enseignants-chercheurs et praticiens appartenant à diverses institutions, prolonge une réflexion précédemment menée autour du décrochage et de la persévérance scolaire.

González, C., Varela, J., Sánchez, P. A., Venegas, F., & De Tezanos-Pinto, P. (2021). **Students' Participation in School and its Relationship with Antisocial Behavior, Academic Performance and Adolescent Well-Being**. *Child Indicators Research*, *14*(1), 269-282. https://doi.org/10.1007/s12187-020-09761-5
Student participation has been associated with positive student outcomes, such as civic development, an active public life, and prosocial behaviors. However, the impact of student participation in other areas of student development remains unexplored. Here, we hypothesized that students' participation in the functioning of schools might also improve academic performance, prevent antisocial behaviors, and improve the subjective well-being of adolescents. We used structural equation modeling to test these ideas with data from a cross-sectional questionnaire study (N = 791) in Santiago, Chile. Student participation –which we further separated into the perception of being listened to by school authorities and having some power to define norms of co-existence in school– was predictive of higher academic achievement and lower levels of antisocial behavior, which in turn predicted higher student life satisfaction. These results are particularly relevant to the design and evaluation of interventions and education policies, providing a compelling argument for the necessity of promoting student engagement and real participation in the school community.

Huguley, J. P., Delale-O'Connor, L., Wang, M.-T., & Parr, A. K. (2021). **African American Parents' Educational Involvement in Urban Schools: Contextualized Strategies for Student Success in Adolescence**. *Educational Researcher*, *50*(1), 6-16. https://doi.org/10.3102/0013189X20943199
Research on parental educational involvement has been organized into three overarching domains—home-based involvement, school-based involvement, and academic socialization. Conventional empirical work in these domains typically centers involvement strategies around White, middle-class experiences rather than examining how optimal parenting approaches vary by race and context. Even fewer studies have explored the manifestations of involvement across these categories in underresourced urban educational settings. In response, the current study draws on the voices of African American parents and their children attending urban public schools to describe the distinct approaches to home-based involvement, school-based involvement, and academic socialization that parents use to ensure a quality education for their children. Findings demonstrate how African American parents engage in racially infused and

contextually tailored navigational involvement approaches as they seek to offset the effects of inhibiting educational contexts. Results add ecological nuance and new typologies to how parental involvement in education is conceptualized across the settings.

Jarraud, F. (2021, janvier 25). **Du coté des perdants de l'école : Les recalés du supérieur**. Consulté 25 janvier 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/01/25012021Article637471555988511406.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=506921

« L'enquête Génération du Céreq montre que les jeunes empêchés de poursuivre des études après le baccalauréat connaissent un début de carrière plus difficile que les autres bacheliers », écrit le Céreq. Cela concerne dejà 6% des candidats au bac, 3% des candidats au bac général, 8% pour le technologique et 14% pour le professionnel. Mais sont aussi dans les recalés ceux dont les ambitions sont diminuées par la famille ou la sélection : « en 2018, six bacheliers professionnels sur dix ont arrêté leurs études après leur bac: outre le fait que le baccalauréat professionnel soit initialement dédié à l'entrée sur le marché du travail, ces sorties du système éducatif relèvent à la fois de la sélection informelle – les choix et les ambitions scolaires, les freins socioéconomiques à la poursuite d'études – et de la sélection formelle – les autorisations d'inscription dans l'enseignement supérieur », écrit le Céreq. « L'épreuve de la sélection (est) une marque qui se retrouve sur le marché du travail » estime le Céreq. « Trois ans après avoir été refusés dans l'enseignement supérieur, les « recalés » sont plus éloignés de l'emploi que les autres jeunes titulaires du baccalauréat comme plus haut diplôme. Leur taux de chômage, à 24 %, est le plus élevé des différents groupes étudiés (17 % parmi les bacheliers n'ayant pas souhaité poursuivre, 21 % parmi les bacheliers non-diplômés du supérieur)... Leurs trajectoires au cours des trois premières années de vie active sont également plus difficiles que celles des autres groupes de bacheliers ». Pour le Céreq ils sont victimes d'une « double peine ».

Lo Prete, F., Macrì, E., & Rania, F. (2021). **Team production in a field experiment: study of aggregative vs. individual cultural activities**. *Higher Education*, *81*(2), 345-365. https://doi.org/10.1007/s10734-020-00544-z

This study aims to determine whether team production among peer groups culturally aggregated can affect the individual student performance in an Italian university. Two further hypotheses were tested in order to verify whether students perform better in team than individually and if students culturally aggregated in team perform better than students differently aggregated. By means of a field experiment, 162 students were involved in the study. The participants had the opportunity to sit a new examination model after responding to a self-reported questionnaire. The new model contemplated that the students performed in team for the first part of the program and carried out the remaining part of examination individually. The groups were composed of individuals linked by homogeneous preferences about cultural activities. The results show that team performance affects positively the final score of exam and the students culturally aggregated pass the exam more than students not culturally aggregated. The aggregative cultural activities influenced the test score more than individual effort or other personal characteristics. We therefore recommend the implementation of a new examination models based on cooperation among students supporting the aggregative cultural activities where sharing action prevails as predictors.

Morton, E. (2021). **Effects of Four-Day School Weeks on School Finance and Achievement: Evidence From Oklahoma**. *Educational Researcher*, *50*(1), 30-40. https://doi.org/10.3102/0013189X20948023
Motivated by potential financial savings, 4-day school weeks have proliferated across the United States in recent years, reaching public schools in 24 states as of 2019. The consequences of the 4-day school week for students, schools, and communities are largely unknown. This article uses district-level panel data from Oklahoma and a difference-in-differences research design to examine the causal effect of the 4-day schedule on school district finance and academic achievement. Results indicate that 4-day weeks decrease districts' federal revenues and their noninstructional and support services expenditures. Decreases are concentrated specifically in operations, transportation, and food services expenditures and amount to approximately 2.03% of the average 4-day district's budget. There is no detectable effect of the 4-day week on academic achievement.

Ravenstein, J., Ladage, C., & Hache, C. (2021). ***L'échec scolaire***. Retz. https://www.editions-retz.com/pedagogie/domaines-transversaux/l-echec-scolaire-9782725640280.html
Une collection pour décrypter les idées reçues qui alimentent les débats en matière d'éducation. En France, 100.000 jeunes quittent chaque année le système scolaire sans aucun diplôme. Derrière ce chiffre choc, souvent repris dans les médias pour dénoncer la prétendue faillite d'un système se cachent des réalités fort différentes. L'échec scolaire est une notion relative que l'on applique trop rapidement à ceux qui se détourneraient de la voie royale du baccalauréat général : l'élève qui réussit un CAP effectué dans le cadre d'un véritable projet professionnel n'est pas en échec. S'il voulait réussir un bac général et poursuivre à l'université, il l'est. Depuis les années 1960, toutes les recherches sur les trajectoires scolaires convergent vers l'idée que réussite ou échec sont les fruits de multiples facteurs, le plus souvent indépendants des projets ou des qualités intrinsèques des élèves. Les auteurs passent en revue 1 0 des mythes et réalités les plus répandus, tels que : " L'échec scolaire est un phénomène récent ", " Les élèves en échec manquent de capacités ", " L'échec scolaire, c'est la faute du ministère ", " L'éducation prioritaire : une politique inefficace de lutte contre l'échec scolaire ", " Les bons établissements font les bons élèves ", " L'effet maitre : les professeurs fabriquent les bons et les mauvais élèves ", " La famille au cœur du succès ou de l'échec ? " ...

You, J. W. (2021). **Investigating the effects of achievement goals on team creativity and team achievement in learning communities at a South Korean university**. *Higher Education*, *81*(2), 367-383. https://doi.org/10.1007/s10734-020-00545-y
Pursuing creativity through collaboration with others is an important learning goal in education. The purpose of this study is to investigate how team goal orientations are related to team creativity and team achievement in collaborative learning contexts with the aim of providing a supportive environment for creative learning. Learning communities were chosen for the study because they provide a context for collaborative learning, which is considered a high-impact educational practice. A path model was proposed to test the direct and indirect relationships between team goal orientations (mastery, performance-approach, and performance-avoidance), team interaction, and team learning outcomes (team creativity and team achievement). In particular, based on the literature review, the interactive relationship between the team mastery

and team performance-approach goal orientations was included in the model. Data were collected from 589 college students divided into 175 teams who participated in learning communities at a South Korean university; these data were aggregated and analyzed at the team level. The path analysis results indicated that team mastery goal orientation was positively related to increased team interaction and team creativity, and the team performance-approach goal orientation was positively related to team creativity and team achievement. Interestingly, a significant interaction effect between the team mastery and team performance-approach goal orientations on team interaction was revealed. Team interaction was significantly related to team creativity but not to team achievement.

Valeurs

Cahon, J. (2020). **Les syndicats enseignants et la laïcité scolaire en France (1948-1989)**. *Les Sciences de l'éducation - Pour l'ère nouvelle*, *53*(1), 11-29. https://www.cairn.info/revue-les-sciences-de-l-education-pour-l-ere-nouvelle.htm

King de Ramirez, C. (2021). **Global Citizenship Education Through Collaborative Online International Learning in the Borderlands: A Case of the Arizona–Sonora Megaregion**. *Journal of Studies in International Education*, *25*(1), 83-99. https://doi.org/10.1177/1028315319888886
Scholars have argued that 21st century educators have the responsibility to incorporate global citizenship activities into academic curricula to meet the demands of an increasingly diverse world. Approaches to global citizenship education that have rendered positive results include service-learning, critical thinking activities, second language acquisition, and international exchanges. The current study explores a Collaborative Online International Learning (COIL) project carried out between university students enrolled in universities located in the Arizona-Sonora Megaregión. The study found that before students participated in COIL they demonstrated a limited understanding of their neighboring country. At the conclusion of the COIL project students demonstrated global citizenship skills such as the ability to analyze international relationships, critically consume media, and make identify points of global interconnectedness.

Liu, Y., & Shen, W. (2021). **Perching birds or scattered streams: a study of how trust affects civic engagement among university students in contemporary China**. *Higher Education*, *81*(3), 421-436. https://doi.org/10.1007/s10734-020-00548-9
This article explores how trust affects the nature and characteristics of civic engagement among university students in contemporary China. We draw upon empirical evidence from in-depth individual interviews involving 68 students born between 1993 and 1999. Four different types of civic activities, including associational membership with the Chinese Communist Party as well as self-organised town-fellowship associations, volunteering and digital activism, are analysed in relation to bridging, bonding and/or obligatory relationships. Generalised trust amongst university students seems to be low, but they do exhibit unquestioned trust in the State. The organisations with which they associate either are top-down through the Communist Party, which is ideologically narrow and socially distant among the members, or promote geographical origin-based bonding rather than bridging relationships. Our findings add new depth to our

understanding of the relationships between the dominant modalities of trust and the typical form of civic participation in Chinese universities. We also highlight the effects of increasing meritocratic competition and stress on performativity on the civic attitudes and behaviour of students. We argue that the hybrid of neoliberal individualism and Confucianism seems to be a perfect match to reconcile the absence of civic traditions and to validate civic consciousness among university youth.