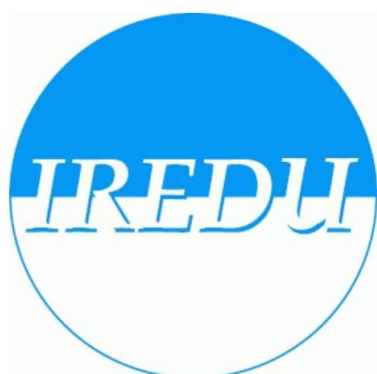


Veille de l'IREDU



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Acquisition de compétences

Bodily. (2021). **Playing in the Sandbox: A Narrative Approach to Faculty Development.** *Community College Journal of Research and Practice*, 45(5), 309-323. <https://doi.org/10.1080/10668926.2019.1706665>

This narrative inquiry captures the stories of three newly-hired professors struggling to assimilate into Metro Community College's social environment. My work first presents Samantha's metaphor: a sandbox campus wherein employees work in isolation, building individual sandcastles. This metaphor evokes an imaginative way to interpret and communicate social isolation which leads to understanding how new faculty negotiate personal and workplace conflicts. I then weave ideas stemming from the literature on faculty development into a discussion centered on dissonance between faculty and administrators. From this point, I show how storytelling is a viable way to help socialize new faculty into the college community and offer the reader a few possibilities for implementing narrative inquiry into faculty development programs.

Guryan, J., Ludwig, J., Bhatt, M. P., Cook, P. J., Davis, J. M. V., Dodge, K., ... Steinberg, L. (2021). **Not Too Late: Improving Academic Outcomes Among Adolescents.** In *NBER Working Papers* (N° 28531). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://ideas.repec.org/p/nbr/nberwo/28531.html>

There is growing concern that it is too difficult or costly to substantially improve the academic skills of children who are behind in school once they reach adolescence. But perhaps what we have tried in the past relies on the wrong interventions, failing to account for challenges like the increased variability in academic needs during adolescence, or heightened difficulty of classroom management. This study tests the effects of one intervention that tries to solve both problems by simplifying the teaching task: individualized, intensive, in-school tutoring. A key innovation by the non-profit we study (Saga Education) is to identify how to deliver "high-impact tutoring" at relatively low cost (\$3,500 to \$4,300 per participant per year). Our first randomized controlled trial (RCT) of Saga's tutoring model with 2,633 9th and 10th grade students in Chicago public schools found participation increased math test scores by 0.16 standard deviations (SDs) and increased grades in math and non-math courses. We replicated these results in a separate RCT with 2,710 students and found even larger math test score impacts—0.37 SD—and similar grade impacts. These effects persist into future years, although estimates for high school graduation are imprecise. The treatment effects do not appear to be the result of a generic "mentoring effect" or of changes in social-emotional skills, but instead seem to be caused by changes in the instructional "technology" that students received. The estimated benefit-cost ratio is comparable to many successful model early-childhood programs.

Hernandez, L., Giret, J.-F., Souhait, M., & Baude, A. (2020). **Évaluer les compétences sociales : référentiel et analyse de questionnaires existants.** *Evaluer. Journal international de recherche en éducation et formation*, 6(3), 53. Consulté à l'adresse <http://journal.admee.org/index.php/ejiref/article/view/270>

L'évaluation des compétences sociales est un enjeu important dans le monde professionnel, de la formation ou de l'éducation. Cet enjeu se situe à différents niveaux : il est nécessaire d'évaluer à la fois pour « diagnostiquer », pour sélectionner un dispositif ou une formation adapté(e) aux besoins des personnes ciblées et/ou pour attester de l'efficacité et de l'efficience d'un programme ou d'une formation. Pour cela, il est

important pour les chercheurs et professionnels de disposer d'instruments d'évaluation de ces compétences, présentant de bonnes qualités psychométriques. Ce travail propose un référentiel et une analyse de questionnaires existants, évaluant les compétences sociales chez les adultes. À partir d'une méthodologie permettant de cibler les questionnaires selon plusieurs critères d'inclusion et d'exclusion prédéfinis, nous avons répertorié 14 questionnaires. L'analyse comparative réalisée sur ces derniers permet de discuter des spécificités de leur contenu au niveau théorique et méthodologique et de souligner les apports et les limites de chacun. Le regard transversal sur ces outils permet également d'obtenir une vision globale de la notion de compétences sociales, sur un plan définitoire et opérationnel. Ce travail offre ainsi aux chercheurs, psychologues et autres professionnels de la formation, de la santé ou du social, une grille d'analyse de différents outils d'évaluation des compétences sociales existants et/ou des pistes de réflexion pour la conception d'outils similaires.

Lin, X. (2020). **Stratégies et compétences des étudiants chinois en situation de mobilité en France et conception d'une formation pour leur intégration universitaire** (Phdthesis, Institut National des Langues et Civilisations Orientales- INALCO PARIS - LANGUES O'). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03176381>

Ce travail de recherche s'inscrit dans le domaine de la didactique des langues et des cultures en empruntant les notions et les méthodes des autres champs de recherche : la sociologie et les sciences de l'éducation. Elle est basée sur une enquête par entretiens semi-directifs auprès des étudiants chinois de cinq établissements supérieurs à Paris (Paris III, Paris V, Paris VII, Inalco, Sciences Po). Le traitement des données recueillies par les entretiens est réalisé par une double analyse : l'analyse biographique et l'analyse thématique. D'après les interviews effectuées avec les étudiants chinois, quatre types de parcours d'études ressortent des quarante entretiens, et des liens entre les stratégies, les compétences et l'habitus académique des étudiants chinois ont été trouvés. Une formation adaptée aux profils des étudiants chinois a été conçue pour leur intégration universitaire en France.

Matsuo, M. (2021). **Promoting employee's self-change skills: The role of job characteristics, goal clarity and learning goals.** *International Journal of Training and Development*, 25(1), 60-76. <https://doi.org/10.1111/ijtd.12207>

Personal growth initiative (PGI), i.e., self-change skills, is necessary for employees to adapt to changing environments, but research examining the antecedents of PGI in an organizational context is limited. The present research investigated the antecedents of PGI in the workplace. Using a two-wave questionnaire survey, data were collected from 204 employees, including nurses, medical technicians and administrative staff, at six healthcare organizations in Japan. The results of hierarchical regression analyses showed that goal clarity and learning goal orientation were positively related to PGI, whereas autonomy, skill variety and job complexity were not significantly related to PGI. The results also showed that goal clarity positively moderated the effect of skill variety on PGI, yet, negatively moderated the effect of job complexity on PGI. This study contributes to the existing literature by demonstrating how personal and situational factors influence employees' self-change skills in the workplace.

MULLIS, I. V. S., MARTIN, M. O., FOY, P., FISHBEIN, B., & MULLIS, I. V. S. (2020). **TIMSS 2019 International results in mathematics and science.** Consulté à l'adresse

<https://timss2019.org/reports/wp-content/themes/timssandpirls/download-center/TIMSS-2019-International-Results-in-Mathematics-and-Science.pdf>

Organisée par l'IEA (International Association for the Evaluation of Educational Achievement), TIMSS (Trends in Mathematics and Science Study) est une étude comparative qui mesure le niveau des connaissances scolaires des élèves en mathématiques et en sciences à la fin de la quatrième année de scolarité obligatoire (CM1 pour la France) et en huitième année (quatrième pour la France). 58 pays participent à l'étude qui concerne les CM1 et 39 à celle qui concerne les collégiens de 4e. Ce rapport présente les résultats de l'enquête 2019.

Olivier, J. (2020). **Self-directed multimodal learning in higher education**. <https://doi.org/10.4102/aosis.2020.BK210>

Paydon, M. E., & Ensminger, D. C. (2021). **The engine of evaluative inquiry: Social learning processes**. *International Journal of Training and Development*, 25(1), 77-94. <https://doi.org/10.1111/ijtd.12208>

Although originated in the 1990s, few empirical studies exist that examine the Evaluative Inquiry model, particularly, the social learning processes within the model. This study examined the social learning processes that represent the forms of communication that drive learning within the Evaluative Inquiry model: dialog, reflection, asking questions and identifying and challenging values, beliefs, assumptions and knowledge. Results indicated that social learning processes promoted individual and team learning, as well as provided the beginnings of organizational learning. In addition, results confirmed that dialog served as the central process through which all other social learning processes occur. Our findings present a new conceptualization of the social learning processes at the center of the Evaluative Inquiry model.

Raybaud, A. (2021, mars 16). **Dans les universités, la « baisse de niveau » se voit de plus en plus**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2021/03/16/lacunes-copies-bancales-dans-les-universites-la-baisse-de-niveau-se-voit-de-plus-en-plus-depuis-un-an_6073248_4401467.html

En une année, la pandémie a bouleversé les apprentissages et généré un éloignement vis-à-vis de l'institution universitaire. Si la présence aux examens se maintient, beaucoup d'enseignants s'inquiètent des dégâts du distanciel.

Aspects économiques de l'éducation

Abdulkadiroglu, A., Dur, U., & Grigoryan, A. (2021). **School Assignment by Match Quality** (NBER Working Paper N° 28512). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/28512.htm>

Proponents of school choice argue that it improves educational outcomes by allowing parents to self-select into schools that are most effective for their children. Contrary to these arguments, empirical evidence suggests that parents may not incorporate school effectiveness or match quality when choosing schools. The findings potentially impugn proponents' effectiveness arguments of choice-based assignment. We develop novel solutions that restore effectiveness by maximizing match quality subject to stability constraints. Maximization algorithms are provided for both small and large school districts.

Simulations reveal substantial match quality gains from our solutions compared to the celebrated Deferred Acceptance mechanism with a random tie-breaker. Our methodology can be used to optimize for other policy objectives in school choice or other priority-based matching problems.

Adejumo, O., Asongu, S., & Adejumo, A. (2021). **Education Enrollment Rate vs Employment Rate: Implications for Sustainable Human Capital Development in Nigeria** (Working Papers of the African Governance and Development Institute. N° 21/013). Consulté à l'adresse African Governance and Development Institute. website: https://econpapers.repec.org/paper/agdwpaper/21_2f013.htm

The study examines the dynamic interrelationships among the school enrolment rates and the rate of employment (via unemployment rates) in Nigeria. The study employed Autoregressive estimates and an unrestricted VAR approach to analyze these relationships. The study lends credence to the new-growth theory (i.e. endogenous models) that more investments in human capital, through education especially at higher levels, will allow human capital to evolve dynamically and increase long-run growth in Nigeria. This tendency engenders multiplier effects in stimulating sustainable development given that education-driven growth facilitates employment. The growth literature has been definitive on the role of human capital in achieving long-run economic growth. Therefore, investments in education have been identified as a vital channel for building human capital and achieving long run development objectives. Thus, in the nascent quest for sustainable development, this study takes the new growth theory a step higher by examining the modulating effects of educational-driven growth (i.e. via school enrolments rates) in setting the pace for employment patterns in Nigeria.

Adejumo, O. O., Asongu, S. A., & Adejumo, A. V. (2021). **Education Enrollment Rate vs Employment Rate: Implications for Sustainable Human Capital Development in Nigeria**. In *Working Papers* (N° 21/013). Consulté à l'adresse European Xtramile Centre of African Studies (EXCAS) website: <https://ideas.repec.org/p/exs/wpaper/21-013.html>

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Alessandrini, D., & Milla, J. (2021). **Minimum Wage Effects on Human Capital Accumulation: Evidence from Canadian Data**. In *IZA Discussion Papers* (N° 14178). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://ideas.repec.org/p/iza/izadps/dp14178.html>

This paper investigates the impact of the minimum wage on individuals' schooling decisions and the type of human capital acquired by students. Using Canadian longitudinal data, we explore 136 minimum wage amendments across provincial jurisdictions, and find three novel results. First, the minimum wage affects both the quantity and the type of human capital acquired by individuals. High minimum wages stimulate the accumulation of occupation-specific human capital at community colleges but discourage enrollment in academic programs offered by universities. Quantitatively, a 10% increase in the minimum wage increases community-college enrollment by 6% and reduces university enrollment by 5%. Second, high minimum wages strengthen the link between parental background and children educational attainment, worsening the university participation gap between individuals with high and low parental education. Finally, minimum wages also affect whether students dropout of post-secondary education or return to school later in life as mature students.

Aucejo, E. M., French, J. F., & Zafar, B. (2021). **Estimating Students' Valuation for College Experiences**. In *NBER Working Papers* (N° 28511). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://ideas.repec.org/p/nbr/nberwo/28511.html>

The college experience involves much more than credit hours and degrees. Students likely derive utility from in-person instruction and on-campus social activities. Quantitative measures of the value of these individual components have been hard to come by. Leveraging the COVID-19 shock, we elicit students' intended likelihood of enrolling in higher education under different costs and possible states of the world. These states, which would have been unimaginable in the absence of the pandemic, vary in terms of class formats and restrictions to campus social life. We show how such data can be used to recover college student's willingness-to-pay (WTP) for college-related activities in the absence of COVID-19, without parametric assumptions on the underlying heterogeneity in WTP. We find that the WTP for in-person instruction (relative to a remote format) represents around 4.2% of the average annual net cost of attending university, while the WTP for on-campus social activities is 8.1% of the average annual net costs. We also find large heterogeneity in WTP, which varies systematically across socioeconomic groups. Our analysis shows that economically-disadvantaged students derive substantially lower value from university social life, but this is primarily due to time and resource constraints.

Banfield, M. (2021). **A Shared-Cost-Profit Model of Teaching Materials for Higher Education**. *American Journal of Economics and Sociology*, 80(1), 231-252. <https://doi.org/10.1111/ajes.12374>

In this article, I assess the cost-value crisis facing institutions of higher education; as the cost of higher education grows, students grow increasingly skeptical of the value of their degrees. The COVID-19 pandemic has accelerated this crisis as institutions across the country have been forced to move to a fully or partially online model of instruction. In an effort to reduce costs, institutions have increased the number of low-paid, part-time adjunct faculty teaching introductory courses and have promoted the use of free and open online educational resources (OER). Both solutions lack sustainability and do little to solve the "value" question of higher education. I demonstrate how a shared-cost-profit model could address both issues of sustainability and value.

Barra, C., Maietta, O. W., & Zotti, R. (2021). **The effects of university academic research on firm's propensity to innovate at local level: evidence from Europe**. *The Journal of Technology Transfer*, 46(2), 483-530. <https://doi.org/10.1007/s10961-020-09791-9>

Universities have become key elements in building regional innovation systems. However, even though academic research is important when firms choose universities as collaboration partners, a still open question in the literature is whether only top-tier universities are relevant for firm innovativeness. This paper investigates the effect of the volume of scientific publications on firm's propensity to develop new product and processes and to what extent academic research has to be excellent in order to enhance local industrial innovation, taking into account that education may act as a channel of local university-based knowledge spillovers. Using data on manufacturing firms in seven European countries covering the period 2007–2009, a multivariate probit model is estimated to relate firm's propensity to develop innovation to the level of provincial academic research and education. Results show that academic research has a direct impact on the firm's propensity to develop innovation. Research at the second-tier university impacts product innovation more than that at first-tier one. Furthermore, the research output of the first-tier university exerts a detrimental effect on the development of process innovation whereas the research output of third- and lower-tier universities is beneficial. Research excellence, although very important, is not sufficient to explain university-based knowledge spillovers. It may be the case that academic research may enhance radical innovation of relatively few firms working on cutting-edge research, whereas less advanced academic research may be directly useful to incremental innovation of most local firms.

Beatton, T., Kidd, M., Niu, A., & Vella, F. (2021). **Age of Starting School, Academic Performance, and the Impact of Non-Compliance: An Experiment within an Experiment, Evidence from Australia.** In *IZA Discussion Papers* (N° 14168). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://ideas.repec.org/p/iza/izadps/dp14168.html>
This paper estimates the difference in academic performance of the oldest and youngest students in a given grade. We employ Queensland Department of Education school administration panel data for the population of state school students for the years 2008-2016. Academic performance is measured by National standard test scores (NAPLAN) and teacher assessed measures of performance and effort for individuals in grades 3, 5 and 7. The empirical analysis employs a regression discontinuity design (RDD) based on administrative rules on age of school enrolment. The class assigning mechanism operates via a known cut-off date and results in the oldest child in the grade being almost a year older than the youngest. However, as parents may anticipate a disadvantage in their child being the youngest in grade they may choose to delay the timing of initial enrolment. This lack of compliance potentially creates difficulties for the RDD identification strategy, in particular the assumption of exchangeability around the cut-off. We exploit a change in the cut-off rule from a 2008 reform which postponed the school starting age by 6 months and produced a large increase in the compliance rate. This enables one to gauge the importance of non-compliance in estimating the treatment effect of being older versus younger in cohort. We find that the pre-reform treatment effect is small and generally statistically insignificant. Post-reform there is a sizeable and statistically significant treatment effect which diminishes as the sample proceeds through school grades, 3, 5 and 7.

Bertola, G. (2021). **University Dropout Problems and Solutions.** In *CESifo Working Paper Series* (N° 8880). Consulté à l'adresse CESifo website: <https://ideas.repec.org/p/ces/ceswps/8880.html>

Frequent non-completion in optional education can be efficient if dropouts optimally exercise an option rationally foreseen by previous enrollment choices. This paper shows that in educational opportunities and groups of students where enrollment resolves more pronounced individual uncertainty both enrollment and dropout are higher, with ambiguous degree completion effects, and educational outcomes are unambiguously better in expectation and on average.

Biasi, B., Deming, D. J., & Moser, P. (2020). **Education and Innovation**. In *NBER Chapters*. Consulté à l'adresse <https://ideas.repec.org/h/nbr/nberch/14380.html>

This chapter summarizes existing evidence on the link between education and innovation and presents open questions for future research. After a brief review of theoretical frameworks on the link between education, innovation, and economic growth, we explore three alternative policies to encourage innovation through education: expanding access to basic skills, improving the quality of education, and investing in universities. We also review the literature on the role of innovation for education. We conclude by outlining possible avenues for future research.
(This abstract was borrowed from another version of this item.)

Biasi, B., Fu, C., & Stromme, J. (2021). **Equilibrium in the Market for Public School Teachers: District Wage Strategies and Teacher Comparative Advantage**. In *NBER Working Papers* (N° 28530). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://ideas.repec.org/p/nbr/nberwo/28530.html>

We study the equity-efficiency implication of giving school districts control over teacher pay using an equilibrium model of the market for public-school teachers. Teachers differ in their comparative advantages in teaching low- or high-achieving students. School districts, which serve different student bodies, use both wage and hiring strategies to compete for their preferred teachers. We estimate the model using data from Wisconsin, where districts gained control over teacher pay in 2011. We find that, all else equal, giving districts control over teacher pay would lead to more efficient teacher-district sorting but larger educational inequality. Teacher bonus programs that incentivize comparative advantage-based sorting, combined with bonus rates favoring districts with more low-achieving students, could improve both efficiency and equity.

Bolzani, D., Munari, F., Rasmussen, E., & Toschi, L. (2021). **Technology transfer offices as providers of science and technology entrepreneurship education**. *The Journal of Technology Transfer*, 46(2), 335-365. <https://doi.org/10.1007/s10961-020-09788-4>

Universities show an increasing commitment to stimulate science- and technology-based entrepreneurship with the aim of contributing to societal and economic development. The provision of science and technology entrepreneurship education (STEE) and the operation of technology transfer offices (TTOs) share the objective of improving university capabilities and output in science-based entrepreneurship. The literature has addressed STEE initiatives and TTOs separately. This paper reports the first comprehensive study of TTO involvement in STEE. From a sample of 176 university TTOs across 28 European countries, we found that 71 percent of TTOs were involved in the provision of STEE. The extensive involvement in STEE indicates that TTOs play an active role in stimulating universities' entrepreneurial capabilities beyond specific licensing and spin-off cases. We analyze how the characteristics of TTOs and universities potentially influence the scope of STEE involvement in terms of breadth of contents, target audiences and duration. We find that older, strategically autonomous TTOs that are located in universities attributing

strong relevance to technology transfer activities are particularly active in STEE. The active role of TTOs in STEE has implications for understanding the entrepreneurship education ecosystem of universities and offers interesting opportunities for further research.

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.

Borges, B., & Estevan, F. (2021). **Does exposure to more women in male-dominated fields render female students more career-oriented?** Consulté à l'adresse University of São Paulo (FEA-USP) website: <https://EconPapers.repec.org/RePEc:spa:wpaper:2021wpecon02>

The underrepresentation of women in male-dominated fields of study can generate a lack of role models for female students, which may influence their career choices. This paper sheds light on this question, investigating the existence of impacts of the gender composition of instructors and peers in the Department of Economics from a selective Brazilian university. Specifically, we analyze whether having higher shares of female professors and classmates throughout undergraduate studies in Economics affects female students' labor market outcomes. We use comprehensive administrative data from the University of Sao Paulo, containing information on students' academic results and students, instructors, and course sections' characteristics. We merge these data with Brazilian labor market and firm ownership data to obtain a broad range of career outcomes, including labor force participation, occupational choices, career progression, and wages. To overcome endogeneity issues arising from students' self-selection into professors and peers, we exploit the random assignment of students in the first-semester classes and focus on mandatory courses. A higher representation of women in a male-dominated field, such as Economics, increases female students' labor force participation. Moreover, larger female faculty shares increase the probability that a female student becomes a top manager. These results suggest ways to counteract the highly discussed glass ceiling in high-earning occupations. We show that students' academic performance and elective course choice are not driving the effects. Instead, we find suggestive evidence that higher shares of female classmates may increase the likelihood of working during undergraduate studies, leading to stronger labor market attachment.

Cellini, S. R., & Grueso, H. (2021). **Student Learning in Online College Programs**. In *NBER Working Papers* (N° 28552). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://ideas.repec.org/p/nbr/nberwo/28552.html>

We draw on administrative data from the country of Colombia to assess differences in student learning in online and traditional on-campus college programs. The Colombian context is uniquely suited to study this topic, as students take a compulsory exit examination at the end of their studies. We can therefore directly compare performance on the exit exam for students in online and on-campus programs both across and within institutions, degrees, and majors. Using inverse probability weighting methods based on a rich set of background characteristics coupled with institution-degree-major fixed effects, our results suggest that bachelor's degree students in online programs perform worse on nearly all test score measures (including math, reading, writing, and English) relative to their counterparts in on-campus programs. Results for shorter technical certificates are more mixed. While online students perform significantly worse than on-campus students on exit exams in private institutions, they perform better in SENA—the main public vocational institution in the country.

Charemza, W., Lewandowski, M., & Wozny, L. (2021). **Efficiency in rewarding academic journal publications. The case of Poland**. In *Working Papers* (N° 2021-062). Consulté à l'adresse Warsaw School of Economics, Collegium of Economic Analysis website: <https://ideas.repec.org/p/sgh/kaewps/2021062.html>

We consider the efficiency of a mechanism for incentivising publication in academic journals where a research supervisory body awards points for papers that appear in quality publications. Building on the principal-agent literature with hidden types, we assume that such a body wants to maximise the expected prestige of academic disciplines. It sets up a reward system so that researchers who are aiming to maximise their own rewards also maximise the objective function of the research supervisory body, through their submission decisions. The model is calibrated to the reward scheme introduced within the Polish higher education reform in 2018, for which a series of policy recommendations is given

Cheah, S., Bellavitis, C., & Muscio, A. (2021). **The impact of technology complexity on the financial performance of R&D projects: evidence from Singapore**. *The Journal of Technology Transfer*, 46(2), 431-458. <https://doi.org/10.1007/s10961-020-09777-7>

Prior empirical research is inconclusive in determining whether technology complexity influences the financial performance of research commercialization projects and how various types of organizational resources contribute to performance. We analyse research commercialization projects involving the collaboration between public research institutes and private firms in Singapore. We examine how the technology complexity of these collaborative projects impacts their financial performance, measured by the licensing fees generated. In addition, we determine how human, financial, network and senior management resources moderate the relationship between technology complexity and financial performance of the projects. Our results indicate that the relationship is inverted U-shaped and moderated by project resources. We find that PRI-firm projects with higher human, network and senior management resources are better positioned to cope with complex technologies. However, investing abundant resources in low complexity technologies reduces the financial performance of projects. Surprisingly, financial resources do not have any significant moderating

effect. Our findings are relevant to scholars investigating research commercialization and academic entrepreneurship.

Cohodes, S. R., & Parham, K. S. (2021). **Charter Schools' Effectiveness, Mechanisms, and Competitive Influence**. In *NBER Working Papers* (N° 28477). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://ideas.repec.org/p/nbr/nberwo/28477.html>

This paper reviews the research on the impacts of charter school attendance on students' academic and other outcomes, the mechanisms behind those effects, and the influence of charter schools on nearby traditional public schools, almost three decades after the first charter school was established. Across the United States, charter schools appear to perform, on average, at about the same level as their district counterparts. Underlying the similarity in performance across sectors is a consistent finding: charters located in urban areas boost student test scores, particularly for Black, Latinx, and low-income students. Attending some urban charter schools also increases college enrollment and voting and reduces risky behavior, but evidence on such longer-term outcomes has been found in only a few sites and has a limited time horizon. No Excuses charter schools generate test score gains, but their controversial disciplinary practices are not a necessary condition for academic success. Charter school teachers tend to be less qualified and more likely to leave the profession than traditional public school teachers, though the labor market implications are understudied. The influence of charter authorizers and related accountability structures is also limited and would benefit from more rigorous examination. The competitive impact of charter schools on traditional public schools suggests a small, beneficial influence on neighboring schools' student achievement, though there is variation across contexts. Charters also appear to induce a negative financial impact for districts, at least in the short term. Finally, there is competing evidence on charters' contribution to school racial segregation, and little evidence on the impact of newer, intentionally diverse school models. While we know much about charter schools, more research, in more contexts, is needed to further understand where, for whom, and why charters are most effective.

Corsini, A., Pezzoni, M., & Visentin, F. (2021). **What Makes a Productive Ph.D. Student?** In *GREDEG Working Papers* (N° 2021-11). Consulté à l'adresse Groupe de REcherche en Droit, Economie, Gestion (GREDEG CNRS), Université Côte d'Azur, France website: <https://ideas.repec.org/p/gre/wpaper/2021-11.html>

This paper investigates the impact of the social environment to which a Ph.D. student is exposed on her scientific productivity during the training period. Vertical and horizontal relationships depict the social environment. Vertical relationships are those supervisor-student, while horizontal relationships are those student-peers. We characterize these relationships by assessing how the supervisor's and peers' biographic and academic characteristics relate to the student's productivity as measured by the publication quantity, quality, and scientific network size. Unique to our study, we cover the entire student population of a European country for all the STEM fields. Specifically, we analyze the productivity of 77,143 students who graduated in France between 2000 and 2014. We find that having a female supervisor is associated with a higher student's productivity as well as being supervised by a mid-career scientist and having a supervisor with a high academic reputation. The supervisor's fundraising ability benefits only one specific dimension of the student's productivity, i.e., the student's work quality. Interestingly, the supervisor's mentorship experience negatively associates with student's productivity.

Having many peers negatively associates with the student's productivity, especially if peers are senior students. Having female peers positively correlates with the student's productivity, while peers' academic status shows mixed effects according to the productivity dimension considered. We find results heterogeneity when breaking down our sample by field of research.

Courtioux, P., Maury, T.-P., & Seux, J. (2021). **Ségrégation sociale à l'Université: des disparités académiques sur la période 2006-2016**. In *Documents de travail du Centre d'Economie de la Sorbonne* (N° 21003). Consulté à l'adresse Université Panthéon-Sorbonne (Paris 1), Centre d'Economie de la Sorbonne website: <https://ideas.repec.org/p/mse/cesdoc/21003.html>

This article is the first quantitative and exhaustive analysis of social segregation in French universities. Over the period 2006-2016, we calculate the Normalized Exposure index of very advantaged and disadvantaged students for each « académies » and levels of education (one-year degree, two-year degree, Bachelor and Master). At the national level, values of Normalized Exposure index reveal the existence of social segregation in French universities, although at lower levels than those highlighted by other articles on secondary education. The geographical analysis of segregation shows that the levels of segregation are not systematically higher in the Île-de-France's « académies » or in those linked to a large agglomeration (Lyon, Aix-Marseille, Lille) as it is the case for secondary school: the overall level of segregation depends little on the size of the académie. However, the level of social segregation proper to advantaged students is positively related to the share of students that come from other « académies ». Eventually, we study the levels of segregation by education level: there is a decrease in segregation between the one-year and two-year tertiary degrees, as well as between Bachelor and Master degrees at the national level. However, this overall trend does not seem to be carried by all « académies », but only by a limited number. In addition, there is an important variability of segregation across education levels as far as one « académie » can be characterized by low level of segregation for certain education levels and important ones for others

Czarnitzki, D., Joosten, W., & Toivanen, O. (2021). **International student exchange and academic performance**. In *ZEW Discussion Papers* (N° 21-011). Consulté à l'adresse ZEW - Leibniz Centre for European Economic Research website: <https://ideas.repec.org/p/zbw/zewdip/21011.html>

International student exchange has become an important part of university-level studies and the EU plans to increase it significantly. We analyze how international student exchange affects students' academic human capital. Using detailed student-level data from four faculties (Economics and Business, Law, Engineering and Science) of a large Belgian public university we find that, on average, exchange students lose 7% in terms of grades relative to their non-mobile peers, but less so in Erasmus-facilitated exchange. Since students' academic performance is an important factor in companies' hiring decisions, participation in international exchange seems to have a non-negligible impact on labor market outcomes.

Datta, S., & Gandhi Kingdon, G. (2021a). **Class size and learning: Has India spent too much on reducing class size?** (DoQSS Working Paper N° 21-07). Consulté à l'adresse Quantitative Social Science - UCL Social Research Institute, University College London website: <https://econpapers.repec.org/paper/assdasswp/2107.htm>

This paper examines the efficacy of class-size reductions as a strategy to improve pupils' learning outcomes in India. It uses a credible identification strategy to address the endogeneity of class-size, by relating the difference in a student's achievement score across subjects to the difference in his/her class size across subjects. Pupil fixed effects estimation shows a relationship between class size and student achievement which is roughly flat or non-decreasing for a large range of class sizes from 27 to 51, with a negative effect on learning outcomes occurring only after class size increases beyond 51 pupils. The class-size effect varies by gender and by subject-stream. The fact that up to a class-size of roughly 40 in science subjects and roughly 50 in non-science subjects, there is no reduction in pupil learning as class size increases, implies that there is no learning gain from reducing class size below 40 in science and below 50 in non-science. This has important policy implications for pupil teacher ratios (PTRs) and thus for teacher appointments in India, based on considerations of cost-effectiveness. When generalised, our findings suggest that India experienced a value-subtraction from spending on reducing class-sizes, and that the US\$3.6 billion it spent in 2017-18 on the salaries of 0.4 million new teachers appointed between 2010 and 2017 was wasteful spending rather than an investment in improving learning. We show that India could save US\$ 19.4 billion (Rupees 1,45,000 crore in Indian currency) per annum by increasing PTR from its current 22.8 to 40, without any reduction in pupil learning.

Datta, S., & Gandhi Kingdon, G. (2021b). **Gender Bias in Intra-Household Allocation of Education in India: Has it fallen over time?** (DoQSS Working Paper N° 21-06). Consulté à l'adresse Quantitative Social Science - UCL Social Research Institute, University College London website: <https://econpapers.repec.org/paper/qssdqsswp/2106.htm>

This paper employs a hurdle model approach to ask whether the extent of gender bias in education expenditure within rural households in India changed over time from 1995 to 2014. Our most striking finding is that there has been a change over time in the way that gender bias is practiced within the household. In 1995, gender bias occurred through a significantly higher probability of school-enrolment of boys than girls, but by 2014, gender bias was practiced via significantly higher conditional education expenditure on boys than girls, and this was largely achieved via pro-male private school enrolment decisions. Households practicing gender equality in school enrolment by 2014 is a positive trend. However, girls' significant disadvantage vis a vis boys in terms of lower education expenditure, achieved via their lower private school enrolment rate by 2014, is problematic if lower expenditure is associated with lower levels of cognitive skills (literacy, numeracy, etc.) since both individual economic returns and national economic growth accrue to cognitive skills and not independently to completing a given number of years in school. Household fixed effects analysis shows that the observed gender biases are a within-household phenomenon rather than an artefact of differences in unobservables across households.

Deole, S. S., & Zeydanli, T. (2021). **Does education predict gender role attitudes?: Evidence from European datasets.** In *GLO Discussion Paper Series* (N° 793). Consulté à l'adresse Global Labor Organization (GLO) website: <https://ideas.repec.org/p/zbw/glodps/793.html>

This paper presents the first empirical evidence of the causal impact of individuals' education on their attitudes towards traditional gender roles. We employ two national panel datasets from the UK and Switzerland and a repeated cross-sectional dataset with information from 13 Western European countries for the analysis. The causal impact of

education on gender role attitudes is estimated by exploiting the exogenous variation in individuals' education induced by the compulsory school reforms undertaken in European countries in the second half of the 20th century. We find evidence that an additional year of education instigates egalitarian gender role attitudes equivalent of 0.1-0.3 of a standard deviation. While education's moderating effect is particularly prominent among women, no evidence of effect heterogeneity is found concerning the individuals' religiosity. Our findings are robust to numerous checks performed and are briefly discussed for their policy relevance.

Doon, R. (2021). **The Effects of Overeducation on Wages in Trinidad and Tobago: An Unconditional Quantile Regression Analysis**. In *GLO Discussion Paper Series (N° 797)*. Consulté à l'adresse Global Labor Organization (GLO) website: <https://ideas.repec.org/p/zbw/glodps/797.html>

The main aim of this study is to analyse the wage returns of Overeducated workers employed in Trinidad and Tobago. To undertake such a study, data from the Continuous Sample Survey of Population (CSSP) for the period 1991-2015 is used to estimate an initial OLS and Quantile regression version of the Mincerian Earnings equations, which is commonly used in the education mismatch literature. To observe the unconditional partial effects of small changes in wage returns of overeducated workers at the mean, the Recentered Influence Function is estimated. The results reveal that if the earnings of overeducated workers who receive low wages, was replaced with that of high wages, then this would lead to a rise, or shift in the returns of overeducated workers, if only their biographical information is considered. The inclusion of their skill and geographic location would cause their earnings to shift further. The shift in the earnings of overeducated workers, when examined across the wage distribution, would tend to favor those who were married, younger, i.e., in the 25-35 age group, who were highly skilled at their jobs. These groups of overeducated workers would experience the lowest wage penalties in comparison to their single, mature, and semi-skilled colleagues.

Duval-Couetil, N., Ladisch, M., & Yi, S. (2021). **Addressing academic researcher priorities through science and technology entrepreneurship education**. *The Journal of Technology Transfer*, 46(2), 288-318. <https://doi.org/10.1007/s10961-020-09787-5>

A key feature of the movement to create more entrepreneurial universities is incentivizing researchers to move discoveries beyond the laboratory and into society. This places additional expectations on Ph.D. students and faculty in science and engineering disciplines, who are encouraged to explore the commercialization of their research to promote the role of universities in innovation and job creation. A major barrier to this movement is that traditional Ph.D. training does not prepare researchers to participate in entrepreneurial activity, and as such its relevance to scientific work may not be evident. In this paper, we propose a course model for science and technology entrepreneurship education that has been designed to enable academic researchers to play a more active and informed role in the commercialization of their discovery. Its curricular foundation is a set of 14 factors that address the following four priorities: (1) technology readiness and timing, (2) intellectual property pathway decisions, (3) engagement with the entrepreneurial ecosystem, and (4) personal career choices. We describe the rationale for the course, its content and outcomes.

Fayolle, A., Lamine, W., Mian, S., & Phan, P. (2021). **Effective models of science, technology and engineering entrepreneurship education: current and future research**.

The Journal of Technology Transfer, 46(2), 277-287. <https://doi.org/10.1007/s10961-020-09789-3>

Science, Technology and Engineering Entrepreneurship Education (STEE) might raise student awareness towards the opportunities seeking challenges of entrepreneurship to promote technology transfer. However, despite the face validity of teaching technology entrepreneurship, there has traditionally been a weak link between the fields of research entrepreneurship education, and technology management and commercialization literature. In this introductory article, we ask whether entrepreneurship could be taught to students in engineering, science and technology majors via the use of dedicated teaching models. We highlight the prevailing approaches in STEE and identify two main research streams. We discuss promising research avenues for extending research on STEE focusing on the background and profile of target audiences, and assessing their impact on students' learning outcomes. Finally, we provided summaries of the papers in the special issue and how they contribute to wider understanding of the effective models of STEE.

Figlio, D. N., Giuliano, P., Marchingiglio, R., Ozek, U., & Sapienza, P. (2021). **Diversity in Schools: Immigrants and the Educational Performance of U.S. Born Students**. In *IZA Discussion Papers* (N° 14196). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://ideas.repec.org/p/iza/izadps/dp14196.html>

We study the effect of exposure to immigrants on the educational outcomes of US-born students, using a unique dataset combining population-level birth and school records from Florida. This research question is complicated by substantial school selection of US-born students, especially among White and comparatively affluent students, in response to the presence of immigrant students in the school. We propose a new identification strategy to partial out the unobserved non-random selection into schools, and find that the presence of immigrant students has a positive effect on the academic achievement of US-born students, especially for students from disadvantaged backgrounds. Moreover, the presence of immigrants does not affect negatively the performance of affluent US-born students, who typically show a higher academic achievement compared to immigrant students. We provide suggestive evidence on potential channels.

García-Brazales, J. (2020). **Caste in Class: Evidence from Peers and Teachers**. In *Working Papers* (N° wp2020_2018). Consulté à l'adresse CEMFI website: https://ideas.repec.org/p/cmfi/wpaper/wp2020_2018.html

Differences in academic achievement across Indian castes are both large and persistent. I make use of rich individual data to explore how class caste composition affects academic progress as well as the mechanisms in place. Benefiting from exogenous assignment of students to classes and teachers, I find that a one-percentage point increase in the proportion of low-caste class-mates leads to a fall of around 2% of a standard deviation in the mathematics score and to much smaller effects in English. This phenomenon is mediated through lower effort exerted by the students, which itself emanates from the students' worsened perception about the extent to which their teachers value them. This non-cognitive channel, which has not been previously identified in the peer effects literature, suggests that the use of a fairly malleable input such as more open and receptive teachers among low-caste students would be an appropriate policy response.

Goel, R. K., & Nelson, M. A. (2021). **How do firms use innovations to hedge against economic and political uncertainty? Evidence from a large sample of nations.** *The Journal of Technology Transfer*, 46(2), 407-430. <https://doi.org/10.1007/s10961-019-09773-6>

Using data on 135 countries, this paper studies the determinants of process innovation introduction, focusing on the impacts of economic and political uncertainties. Greater uncertainty, on the one hand, can lower potential benefits from innovation introductions, while on the other hand, the introduction of innovations might enable firms to hedge against uncertainty. The empirical literature has mostly considered uncertainty-investment nexus, and this study uniquely considers uncertainty-innovation introductions. Employing two different measures of economic and political uncertainty across different time lags, results are consistent with the hedging story—greater economic and political uncertainties induce firms to introduce process innovations to the market. With regard to firms' attributes, sole proprietorships and R&D-performing firms were more likely to introduce innovations, while firms located in island nations were less likely to do so. Firms' size and vintage did not have an appreciable influence on the incentives to introduce innovations. Some policy implications of these findings are discussed.

Guryan, J., Ludwig, J., Bhatt, M. P., Cook, P. J., Davis, J. M. V., Dodge, K., ... Steinberg, L. (2021). **Not Too Late: Improving Academic Outcomes Among Adolescents.** In *NBER Working Papers* (N° 28531). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://ideas.repec.org/p/nbr/nberwo/28531.html>

There is growing concern that it is too difficult or costly to substantially improve the academic skills of children who are behind in school once they reach adolescence. But perhaps what we have tried in the past relies on the wrong interventions, failing to account for challenges like the increased variability in academic needs during adolescence, or heightened difficulty of classroom management. This study tests the effects of one intervention that tries to solve both problems by simplifying the teaching task: individualized, intensive, in-school tutoring. A key innovation by the non-profit we study (Saga Education) is to identify how to deliver “high-impact tutoring” at relatively low cost (\$3,500 to \$4,300 per participant per year). Our first randomized controlled trial (RCT) of Saga's tutoring model with 2,633 9th and 10th grade students in Chicago public schools found participation increased math test scores by 0.16 standard deviations (SDs) and increased grades in math and non-math courses. We replicated these results in a separate RCT with 2,710 students and found even larger math test score impacts—0.37 SD—and similar grade impacts. These effects persist into future years, although estimates for high school graduation are imprecise. The treatment effects do not appear to be the result of a generic “mentoring effect” or of changes in social-emotional skills, but instead seem to be caused by changes in the instructional “technology” that students received. The estimated benefit-cost ratio is comparable to many successful model early-childhood programs.

Hansen, A. T., Hvidman, U., & Sievertsen, H. H. (2021). **Grades and Employer Learning.** In *IZA Discussion Papers* (N° 14200). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://ideas.repec.org/p/iza/izadps/dp14200.html>

This study examines the labor-market returns of skill signals. We identify the labor-market effect of grade point averages (GPA) by leveraging a nationwide change in the scaling of grades in Danish universities. Results show that a reform-induced increase in GPA that is unrelated to ability causes higher earnings immediately after graduation, but the effect

fades in subsequent years. The effect at labor-market entry is largest for individuals with fewer alternative signals and the earnings adjustment occurs both within and across firms. Although employers initially screen candidates based on skill signals, our findings suggest that they rapidly learn about worker productivity.

Huang, W., Li, T., Pan, Y., & Ren, J. (2021). **Teacher Characteristics and Student Performance: Evidence from Random Teacher-Student Assignments in China**. In *IZA Discussion Papers* (N° 14184). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://ideas.repec.org/p/iza/izadps/dp14184.html>

This paper investigates the impacts of teacher characteristics on student performance using a nationally representative and randomly assigned teacher-student sample in China. We find that having a more experienced or female homeroom teacher (HRT) with additional classroom management duties significantly improves students' test scores and cognitive and noncognitive abilities. In contrast, these effects are not observed for subject teachers who are responsible only for teaching. More experienced or female HRTs are also associated with a better classroom environment, more self-motivated students, more parental involvement, and higher parental expectations. These mechanisms explain 10-25 percent of HRT effects on test scores and cognitive ability and 50-60 percent of HRT effects on noncognitive ability. Our findings highlight the importance of teacher management skills in education production.

Humlum, M. K., & Thorsager, M. (2021). **The Importance of Peer Quality for Completion of Higher Education**. In *IZA Discussion Papers* (N° 14136). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://ideas.repec.org/p/iza/izadps/dp14136.html>

Using detailed Danish administrative data covering the entire population of students entering higher education in the period 1985 to 2010, we investigate the importance of a student's peers in higher education for the decision to drop out. We use high school GPA as a predetermined measure of student ability and idiosyncratic variation in peer composition across cohorts within the same education and institution. Our findings suggest that peer ability is an important determinant of students' drop out decisions as well as later labor market outcomes. Overall, we find that a one standard deviation increase in peers' high school GPA reduces the probability of dropping out by 4.6 percentage points. This number masks considerable heterogeneity by level and field of study. Allowing for a more flexible specification, we find that low quality peers have adverse effects on the probability of dropping out while high quality peers have beneficial effects. These effects are more pronounced for lower ability students.

Iribarnegaray, L. (2021, mars 16). **La disparition des jobs étudiants aggrave la précarité d'une partie de la jeunesse**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2021/03/16/la-disparition-des-jobs-etudiants-aggrave-la-precarite-d-une-partie-de-la-jeunesse_6073278_4401467.html

Une dizaine d'organisations étudiantes appellent à la mobilisation, mardi 16 mars, pour demander une augmentation « immédiate » des bourses et des aides au logement.

Jackson, C. K., & Mackevicius, C. (2021). **The Distribution of School Spending Impacts**. In *NBER Working Papers* (N° 28517). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://ideas.repec.org/p/nbr/nberwo/28517.html>

We use estimates across all known "credibly causal" studies to examine the distributions of the causal effects of public K12 school spending on test scores and educational

attainment in the United States. Under reasonable assumptions, for each of the 31 included studies, we compute the same parameter estimate. Method of moments estimates indicate that, on average, a \$1000 increase in per-pupil public school spending (for four years) increases test scores by 0.044, high-school graduation by 2.1 percentage points, and college-going by 3.9 percentage points. The pooled averages are significant at the 0.0001 level. When benchmarked against other interventions, test score impacts are much smaller than those on educational attainment—suggesting that test-score impacts understate the value of school spending. The benefits to marginal capital spending increases take about five-to-six years to materialize, but after this, are similar to those of non-capital spending increases. The marginal spending impacts are much less pronounced for economically advantaged populations. Consistent with a cumulative effect, the educational attainment impacts are larger with more years of exposure to the spending increase. Average impacts are similar across a wide range of baseline spending levels—providing little evidence of diminishing marginal returns at current spending levels. To speak to generalizability, we estimate the variability across studies attributable to effect heterogeneity (as opposed to sampling variability). This heterogeneity explains about 40 and 70 percent of the variation across studies for educational attainment and test scores, respectively, which allows us to provide a range of likely policy impacts. A policy that increases per-pupil spending for four years will improve test scores 92 percent of the time, and educational attainment even more often. We find suggestive evidence consistent with small possible publication bias, but demonstrate that any effects on our estimates are minimal.

JULIUS, J., HILLARY, J., & VERUETE-McKAY, L. (2021). **Free schools: the formative first ten years: an analysis of the impact of free schools since 2010**. Consulté à l'adresse https://www.nfer.ac.uk/media/4347/free_schools_the_formative_first_ten_years_an_analysis_of_the_impact_of_free_schools_since_2010.pdf

Dix ans après l'introduction du programme des «Free schools» au Royaume-Uni, ce rapport examine l'impact de ces établissements scolaires. Il donne un aperçu de la performance des élèves, du choix des parents, de la démographie et du personnel enseignant. La proportion de «Free schools» jugées exceptionnelles par l'Ofsted (Office for Standards in Education) est beaucoup plus élevée que celle des autres écoles. Les élèves ne sont pas représentatifs de l'ensemble de la population scolaire. Les «Free schools» continuent de susciter l'intérêt des parents.

Karger, E. (2021). **The Long-Run Effect of Public Libraries on Children: Evidence from the Early 1900s**. In SocArXiv (N° e8k7p). Consulté à l'adresse Center for Open Science website: <https://ideas.repec.org/p/osf/socarx/e8k7p.html>

Between 1890 and 1921, Andrew Carnegie funded the construction of 1,618 public libraries in cities and towns across the United States. I link these library construction grants to census data and measure the effect of childhood public library access on adult outcomes. Library construction grants increased children's educational attainment by 0.10 years, did not affect wage income, and increased non-wage income by 4%. These income effects are driven by occupational choice. Access to a public library caused children to shift away from occupations like manual labor, factory-work, and mining into safer and more prestigious occupations like farm-ownership, clerical, and technical jobs. I show that compulsory schooling laws had parallel effects on children, increasing educational attainment, non-wage income and occupational prestige without affecting wage income. Economists often rely solely on wage income to measure the returns to

education. But public libraries and compulsory schooling laws in the early 1900s increased educational attainment and had positive effects on children's adult labor market outcomes without affecting wage income.

Karlson, K. B., & Landerso, R. (2021). **The Making and Unmaking of Opportunity: Educational Mobility in 20th Century-Denmark.** In *IZA Discussion Papers* (N° 14135). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://ideas.repec.org/p/iza/izadps/dp14135.html>

We study intergenerational educational mobility in Denmark over the 20th century during which the comprehensive Danish welfare state was rolled out. While mobility initially was low, schooling reforms benefiting children from disadvantaged backgrounds led to dramatic increases in mobility for cohorts born between 1940 and 1960. However, the college expansion affecting cohorts born from 1970 onward has mainly benefited children from affluent backgrounds, resulting in rapidly declining mobility. Comparisons to educational mobility trends in the U.S. reveal that the two countries converge in mobility levels for the most recent cohorts despite the dramatically different welfare policies in place.

Kipchumba, E. K., Porter, C., Serra, D., & Sulaiman, M. (2021). **Influencing youths' aspirations and gender attitudes through role models: Evidence from Somali schools.** In *Working Papers* (N° 20210224-002). Consulté à l'adresse Texas A&M University, Department of Economics website: <https://ideas.repec.org/p/txm/wpaper/20210224-001.html>

We conducted a field experiment in Somali elementary schools, aimed at changing the education aspirations and gender attitudes of male and female students. We randomly selected schools to receive a role model treatment, consisting of a college student visiting the target classrooms. Within each treatment school, we randomly selected some grades to receive a visit from a female role model and some grades to receive a visit from a male role model. The college students talked about their study journeys, their challenges and their strategies to overcome such challenges. Data collected six months after the intervention show a significant and large impact of (only) female role models on boys' and girls' attitudes toward gender equality but no impact on students' aspirations to attend college. Data collected two years after the intervention only for the oldest, graduating cohort of students, who were grade 6 at the time of the intervention, produce comparable though imprecisely estimated treatment effect sizes.

Klofsten, M., Jones-Evans, D., & Pereira, L. (2021). **Teaching science and technology PhD students in entrepreneurship-potential learning opportunities and outcomes.** *The Journal of Technology Transfer*, 46(2), 319-334. <https://doi.org/10.1007/s10961-020-09784-8>

Whilst doctoral students comprise a large group of researchers at a university and will potentially play important roles in the utilization and transfer of research results, prior research studies have paid little attention to the effect of entrepreneurship education on PhD students with a science and technology orientation. This paper seeks to address this gap in knowledge and examines four key elements in the design and evolution of good practice in entrepreneurship education for this group of students: (1) learning tools, (2) inspiration, (3) interdisciplinarity, and (4) boundary spanning networks. The paper illustrates the importance of identifying the balance between theory and practice that will attract students from across the spectrum of science and technology fields. It also

shows that a hands-on experimental methodology is an effective pedagogical strategy that uses learning by doing as an essential tool in problem solving.

Kundu, A., & Sen, K. (2021). **Multigenerational mobility in India**. In *WIDER Working Paper Series* (N° wp-2021-32). Consulté à l'adresse World Institute for Development Economic Research (UNU-WIDER) website: <https://ideas.repec.org/p/unu/wpaper/wp-2021-32.html>

Most studies of intergenerational mobility focus on adjacent generations, and there is limited knowledge about multigenerational mobility—that is, status transmission across three generations. We examine multigenerational educational and occupational mobility in India, using a nationally representative data set, the Indian Human Development Survey, which contains information about education and occupation for three generations. We find that mobility has increased over generations for education, but not for occupation.

Lapointe, S. (2021). **Impact of the Model Schools Literacy Project on Literacy and Fiscal Outcomes in First Nations in Canada**. In *CSLS Research Reports* (N° 2021-01). Consulté à l'adresse Centre for the Study of Living Standards website: <https://ideas.repec.org/p/sls/resrep/1916.html>

The report examines the results of the Martin Family Initiative's Model Schools Literacy Program (MSLP). The program aims at increasing the literacy of First Nations Children in Canada. The first part of the report reviews the literature on the relationship between literacy and socio-economic outcomes. The second part of the report contains an estimation of the impact of the MSLP or similar programs, if they were expanded to more on-reserve schools in Canada. The report concludes that given the youthfulness of the Indigenous population, and the increasing share of that group in Canada, investing in the education and skills of Indigenous youth, and of First Nations children in particular, is a win-win proposition for all Canadians. The MSLP has shown considerable promise in improving the literacy skills of the participating students.

Leschnig, L., Schwerdt, G., & Zigova, K. (2021). **Central Exams and Adult Skills: Evidence from PIAAC**. In *IZA Discussion Papers* (N° 14107). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://ideas.repec.org/p/iza/izadps/dp14107.html>

Central exams are often hypothesized to favorably affect incentive structures in schools. Indeed, previous research provides vast evidence on the positive effects of central exams on student test scores. But critics warn that these effects may arise through the strategic behavior of students and teachers, which may not affect human capital accumulation in the long run. Exploiting variation in examination types across school systems and over time, we provide the first evidence that central exams positively affect adult skills. However, our estimates are small compared to the existing estimates for students, which may indicate some fade-out in the effect on skills over time.

Linton, J. D., & Xu, W. (2021). **Research on science and technological entrepreneurship education: What needs to happen next?** *The Journal of Technology Transfer*, 46(2), 393-406. <https://doi.org/10.1007/s10961-020-09786-6>

This paper discusses the challenges of technological entrepreneurship education in the current education system and the questions that need to be answered to improve the efficacy and efficiency of technological entrepreneurship education. The nature of technological entrepreneurship requires a diversified set of skills for success; however, the

traditional education system focuses on single discipline. Consequently, it is difficult for either engineers and scientists who are lacking managerial skills or management students who are lacking of engineer or science oriented knowledge to be successful. A further concern is that different communities have entirely different perceptions of how entrepreneurship is defined often causing both confusion and disagreement in communications between researchers and educators with each other. The paper considers the existing literature and develops a series of comprehensive questions that still need to be addressed. By answering these questions, the traditional education methods can be transformed to be more appropriate and useful for technological entrepreneurship education.

Lorenz, T., & Schneebaum, A. (2021). **Does early educational tracking contribute to gender gaps in test achievement? A cross-country assessment.** In *Department of Economics Working Paper Series* (N° 309). Consulté à l'adresse WU Vienna University of Economics and Business website: <https://ideas.repec.org/p/wiw/wus005/8031.html>

On average, boys score higher than girls on math achievement tests and girls score higher than boys in reading. A worrying fact is that these gaps increase between primary and secondary school. This paper investigates the role of early educational tracking (sorting students into different types of secondary schools at an early age) on gender gaps in test achievement. We analyze PISA, PIRLS, and TIMSS data to study how cross-country variation in the age of first tracking affects the country-specific widening gender gap in a difference-in-differences framework. We find strong evidence that early tracking increases gender differences in reading. Early tracking also increases the gender gap in math scores, but the results for math are sensitive to the year of the dataset analyzed and to the inclusion of particular countries in the analysis. For both subjects, every year for which the age of first tracking is postponed weakens the effect of early tracking on the gender gap in achievement.

Megalokonomou, R., Vidal-Fernández, M., & Yengin, D. (2021). **Underrepresentation of Women in Undergraduate Economics Degrees in Europe: A Comparison with STEM and Business.** In *IZA Policy Papers* (N° 175). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://ideas.repec.org/p/iza/izapps/pp175.html>

In the last decade, the proportion and academic performance of women who pursue university degrees has increased relative to men in a range of developing countries (OECD, 2015). Nonetheless, the percentage of undergraduate economics degrees awarded to women has remained between 30% and 35% during 2001-2018 in the U.S. (Siegfried, 2019). In a recent work by Lundberg and Stearns (2019), they show that the gender gap worsens as women economists progress in their professional careers in the U.S., where they end up representing only 10% of university professors. European countries seem to have less of a « leaky pipeline, » where the same figure sits at 22% (Auriol, Friebel, and Wilhelm, 2020). To put this figure into perspective, our paper describes the cross-country underrepresentation of women graduating in economics degrees in Europe relative to their country-specific women/men university graduation rates. Second, we compare the underrepresentation of women in economics to its closest alternative namely business, as well as its gender underrepresented counterpart, STEM (Science, Technology, Engineering, and Mathematics). Finally, we lean on recent evidence to suggest policies to increase the relative share of women pursuing undergraduate economics degrees in Europe with a strong focus on policies aimed at high schools. Overall, we find that, over the period 2013-2018, the underrepresentation of women in

economics graduates has worsened in Europe and that on average two of every five students are women. While the gender representation of university graduates in STEM is worse than in economics, it has experienced a mild increase over the period of study. Unlike Economics, its closest alternative, business, has a slight women overrepresentation, with 1.1 women graduating for every man.

Mintz, B. (2021). **Neoliberalism and the Crisis in Higher Education: The Cost of Ideology.** *American Journal of Economics and Sociology*, 80(1), 79-112. <https://doi.org/10.1111/ajes.12370>

A number of factors have contributed to the crisis in higher education, including the long-term transformation in funding. In this article, I argue that neoliberalism can explain many of the processes leading to our changing commitment to colleges and universities and the cost increases that this change has produced. A number of neoliberal assumptions firmly rooted in conventional wisdom have contributed to a "student-as-customer" phenomenon, which is, itself, a cost driver. I look at the development of the student as customer as a vehicle for exploring tuition increases. I also examine the tension between education as a public and a private good and the marketization of higher education as crucial drivers of these transformations. In doing so, I emphasize that the student as customer has been created by the changes in the way we think about, organize, and fund education, rather than any fundamental change in young people.

Moiteaux, E., Bosquet, C., & Maarek, P. (2021). **Routine-biased technological change and wages by education level: Occupational downgrading and displacement effects.** In *THEMA Working Papers* (N° 2021-05). Consulté à l'adresse THEMA (Théorie Economique, Modélisation et Applications), Université de Cergy-Pontoise website: <https://ideas.repec.org/p/ema/worpaper/2021-05.html>

Taking advantage of geographic (and time) variation in the proportion of routine occupations in the US, we study the impact of this variation on the wage rate of workers by educational group. Using individual data and a Bartik-type IV strategy, we show that not only non-college-educated workers but also, in the same proportion, workers with fewer than four years of college are negatively impacted by this routine-biased technological change. The latter skill group currently represents 30% of the US population. We show that only 10% to 20% of the impact on both educational groups is related to occupational and industrial downgrading (the composition effect) and that most of the wage impact occurs within industries and occupations, including manual service occupations. This is consistent with the displacement effect described in the theoretical literature on task-biased technological change and automation.

Neidhoefer, G., Lustig, N., & Tommasi, M. (2021). **Intergenerational transmission of lockdown consequences: Prognosis of the longer-run persistence of COVID-19 in Latin America.** In *Working Papers* (N° 571). Consulté à l'adresse ECINEQ, Society for the Study of Economic Inequality website: <https://ideas.repec.org/p/inq/inqwps/ecineq2021-571.html>

The shock on human capital caused by COVID-19 is likely to have long lasting consequences, especially for children of low-educated families. Applying a counterfactual exercise we project the effects of school closures and other lockdown policies on the intergenerational persistence of education in 17 Latin American countries. First, we retrieve detailed information on school lockdowns and on the policies enacted to support education from home in each country. Then, we use this information to

estimate the potential impact of the pandemic on schooling, high school completion, and intergenerational associations. In addition, we account for educational disruptions related to household income shocks. Our findings show that, despite that mitigation policies were able to partly reduce instructional losses in some countries, the educational attainment of the most vulnerable could be seriously affected. In particular, the likelihood of children from low educated families to attain a secondary schooling degree could fall substantially.

Osikominu, A., Pfeifer, G., Strohmaier, K., & Pfeifer, G.-G. (2021). **The Effects of Free Secondary School Track Choice: A Disaggregated Synthetic Control Approach**. In *CESifo Working Paper Series* (N° 8879). Consulté à l'adresse CESifo website: <https://ideas.repec.org/p/ces/ceswps/8879.html>

We exploit a recent state-level reform in Germany that granted parents the right to decide on the highest secondary school track suitable for their child, changing the purpose of the primary teacher's recommendation from mandatory to informational. Applying a disaggregated synthetic control approach to administrative district-level data, we find that transition rates to the higher school tracks increased substantially, with stronger responses among children from richer districts. Simultaneously, grade repetition in the first grades of secondary school increased dramatically, suggesting that parents choose school tracks also to align with their own aspirations – resulting in greater misallocation of students.

Qureshi, S., & Mian, S. (2021a). **Transfer of entrepreneurship education best practices from business schools to engineering and technology institutions: evidence from Pakistan**. *The Journal of Technology Transfer*, 46(2), 366-392. <https://doi.org/10.1007/s10961-020-09793-7>

This paper examines the transfer of entrepreneurship education best practices from business schools to engineering and technology institutions. Nations like Pakistan need to educate their youth enrolled in large numbers in engineering and technology disciplines, to unleash their entrepreneurial potential to address the challenge of unemployment and hence economic development. Like rest of the world most entrepreneurship education programs in the country are generally offered by business and management schools. The article provides a cost effective approach of transferring the entrepreneurship education best practices developed at the Institute of Business Administration Karachi to five regional engineering and technology institutions. This paper employs the knowledge-transfer theoretical lens using the action research methodology to understand the application of various interventions to transfer entrepreneurship education practices. The results show that the success of these transfer efforts depends on several factors, including quality of the program, quality of the transfer team, absorptive capacity of the receiver and various contextual and motivational factors. Other developing countries with similar challenges can also benefit from the model.

Qureshi, S., & Mian, S. (2021b). **Transfer of entrepreneurship education best practices from business schools to engineering and technology institutions: evidence from Pakistan**. *The Journal of Technology Transfer*, 46(2), 366-392. <https://doi.org/10.1007/s10961-020-09793-7>

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Resnjanskij, S., Ruhose, J., Wiederhold, S., & Woessmann, L. (2021a). **Can Mentoring Alleviate Family Disadvantage in Adolescence? A Field Experiment to Improve Labor-Market Prospects.** In *CESifo Working Paper Series* (N° 8870). Consulté à l'adresse CESifo website: <https://ideas.repec.org/p/ces/ceswps/8870.html>

We study a mentoring program that aims to improve the labor-market prospects of school-attending adolescents from disadvantaged families by offering them a university-student mentor. Our RCT investigates program effectiveness on three outcome dimensions that are highly predictive of adolescents' later labor-market success: math grades, patience/social skills, and labor-market orientation. For low-SES adolescents, the one-to-one mentoring increases a combined index of the outcomes by half a standard deviation after one year, with significant increases in each dimension. Part of the treatment effect is mediated by establishing mentors as attachment figures who provide guidance for the future. The mentoring is not effective for higher-SES adolescents. The results show that substituting lacking family support by other adults can help disadvantaged children at adolescent age.

Resnjanskij, S., Ruhose, J., Wiederhold, S., & Woessmann, L. (2021b). **Can Mentoring Alleviate Family Disadvantage in Adolescence? A Field Experiment to Improve Labor-Market Prospects.** In *CESifo Working Paper Series* (N° 8870). Consulté à l'adresse CESifo website: <https://ideas.repec.org/p/ces/ceswps/8870.html>

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Stark, O., & Berlinschi, R. (2020). **Community Influence as an Explanatory Factor Why Roma Children Get Little Schooling.** In *IZA Discussion Papers* (N° 14002). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://ideas.repec.org/p/iza/izadps/dp14002.html>

Parents who experience poverty and who want to provide their children with an escape route can be expected to encourage and support their progeny's education. The evidence that Roma parents behave differently is unsettling. In this paper we test empirically an explanation for that behavior. The explanation is based on a theory (Stark et al. 2018) that can be « borrowed » to rationalize the enforcement of norms of little formal education in underprivileged communities. An analysis of survey data collected in Roma communities in four Central and Eastern European countries lends support to the explanation. The analysis reveals a strong negative correlation between the influence of the Roma community on an individual member's life and the importance accorded by the individual to formal schooling for children. The correlation is robust to controlling for standard determinants of attitudes towards schooling, such as poverty, unemployment, labor market discrimination, and parents' educational attainment. The analysis suggests that policy interventions aiming to increase the formal education of Roma children need to reckon with the influence of Roma community norms on individual choices.

Stojčić, N. (2021). **Collaborative innovation in emerging innovation systems: Evidence from Central and Eastern Europe.** *The Journal of Technology Transfer*, 46(2), 531-562. <https://doi.org/10.1007/s10961-020-09792-8>

Firms often lack competences and capabilities for creation and commercialization of innovations. The solution to this problem lies in sharing or acquisition of relevant resources through collaboration. The success of collaborative relationships depends on the type and the quality of partners involved and proximity between them. This is particularly true in emerging innovation systems of countries in transition from middle to high income levels. The objective of this paper is to explore whether collaboration with suppliers, customers, universities and research institutes and intra-group collaboration with partners of different origin in nine emerging innovation systems of Central and Eastern Europe facilitates commercialization of existing marginally modified, incrementally novel and radically novel products. Results of treatment analysis on a sample of over 10.000 firms from the Eurostat's Community Innovation Survey reveal that domestic innovation competences and capabilities mostly fuel commercialization of existing products and that firms rely on a diverse network of collaborators. We find evidence of positive impact of collaboration on commercialization of existing products and to a lesser extent on incremental and radical innovations. Relevance of individual collaboration channels differs over countries. Among foreign partners, collaboration with entities from other European Union member states facilitates commercialization of existing products while partners from United States, China and India have positive effects on commercialization of incremental and radical innovations suggesting that cognitive proximity is more important than geographical, social, organizational and institutional proximities. Recommendations for formulation of innovation policies in emerging innovation systems are provided.

UNGEI : United nations girl's education initiative. (2021). **De meilleurs financements pour faire progresser l'égalité des genres dans l'éducation: en quoi la qualité des financements a-t-elle un impact sur l'éducation des filles et quelles actions mettre en place ?** Note d'orientation. Consulté à l'adresse <https://www.ungei.org/sites/default/files/2021-02/Spending-Better-for-Gender-Equality-in-Education-policy-note-2021-fre.pdf>

La gestion des dépenses publiques tenant compte des questions de genre et l'analyse coût-efficacité sont de plus en plus utilisées dans de nombreux pays. Elles contribuent à

assurer l'optimisation du financement destiné à favoriser l'égalité entre sexes. Le document montre comment ces processus ont porté leurs fruits en Ouganda et émet des recommandations quant aux meilleures pratiques de mise en œuvre.

Wang, N., Xiao, M., & Savin, I. (2021). **Complementarity effect in the innovation strategy: internal R&D and acquisition of capital with embodied technology.** *The Journal of Technology Transfer*, 46(2), 459-482. <https://doi.org/10.1007/s10961-020-09780-y>

For scale-intensive industries and science-based industries in Germany, we investigate the question whether firms combining internal R&D and acquisition of capital with embodied technology demonstrate better product and process innovation performance than companies using only one of those innovation strategies. Our approach comprises both indirect and direct complementarity tests between those two innovation activities. The empirical results suggest that the combination strategy provides a distinct advantage to companies both in producing product and process innovations. In particular, in product innovations, firms demonstrate a higher novelty degree of their goods, while in process innovations they provide a higher quality improvement (in the science-based industries only) and a significant cost reduction (in the science-based and scale-intensive industries).

Aspects psychologiques de l'éducation

Anselmo, G. A., Yarbrough, J. L., & Tran, V. V. N. (2021). **To Screen or not to Screen: Criterion-Related Validity of Math and Reading Curriculum-Based Measurement in Relation to High-Stakes Math Scores.** *Journal of Psychoeducational Assessment*, 39(2), 153-165. <https://doi.org/10.1177/0734282920950141>

This study analyzed the relationship between benchmark scores from the newly published Dynamic Indicators of Basic Early Literacy Skills Math (i.e., Acadience™) math probes and student performance on math and reading sections of a state-mandated high-stakes test. Participants were 420 students enrolled in third, fourth, and fifth grades in a rural southeastern school district. Specific to this study was the calculation of the predictive validity of benchmark scores obtained in the spring from curriculum-based measurement probes measuring math computation, math application skills, and reading ability. Results of the study suggest that math application probes have strong predictive validity. The study also provides evidence that even at early grades the skill of reading is associated with performance on a high-stakes math test. The study provides some evidence that calculation skills are needed, but do not account for as much of the variance as reading ability does in grades as low as third grade. Implications for practice are discussed as it relates to multiple gating screening procedures at the elementary level.

Anthony, C. J., Elliott, S. N., DiPerna, J. C., & Lei, P. (2021). **Initial Development and Validation of the Social Skills Improvement System—Social and Emotional Learning Brief Scales-Teacher Form.** *Journal of Psychoeducational Assessment*, 39(2), 166-181. <https://doi.org/10.1177/0734282920953240>

Despite the need for assessments targeting social and emotional learning (SEL) skills within multitiered systems of support, there are few brief SEL measures available. To address this need, this article describes the development of the Social Skills Improvement System—Social and Emotional Learning Brief Scales-Teacher Form (SSIS SELb-T), a significantly shorter version of the Social Skills Improvement System—Social and Emotional Learning

Edition Rating Form-Teacher (SSIS SEL RF-T). Using the SSIS SEL standardization sample and item response theory, we identified efficient sets of items for each SSIS SEL RF-T scale and examined psychometric evidence for resulting scores. In general, SSIS SELb-T scales functioned well and very similarly to scores from corresponding SSIS SEL RF-T scales. One exception was the Self-Awareness scale which, similar to its long-form counterpart, exhibited several content and psychometric limitations. Results provide initial psychometric evidence for a time-efficient teacher-informant measure of SEL competencies with promise for use within multitiered systems of support.

Bisson-Vaivre, C. (2021). **Nouveau ?! Les élèves sont sensibles. Ils ont des émotions.** *Administration & Éducation*, N° 169(1), 147-150. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-1-page-147.htm>

Brann, K. L., Boone, W. J., Splett, J. W., Clemons, C., & Bidwell, S. L. (2021). **Development of the School Mental Health Self-Efficacy Teacher Survey Using Rasch Analysis.** *Journal of Psychoeducational Assessment*, 39(2), 197-211. <https://doi.org/10.1177/0734282920947504>

Given the important role that teachers play in supporting student mental health, it is critical teachers feel confident in their ability to fill such roles. To inform strategies intended to improve teacher confidence in supporting student mental health, a psychometrically sound tool assessing teacher school mental health self-efficacy is needed. The current article details the initial development and psychometric functioning of the school mental health self-efficacy teacher survey (SMH-SETS). A component of the development included Rasch analysis of pilot data to provide a psychometric appraisal of the SMH-SETS functioning and initial psychometric evidence. Results suggest the SMH-SETS exhibits strong psychometric properties and can be used to measure school mental health self-efficacy, track self-efficacy over time, and inform training and professional development.

Goldberg, P., Sümer, Ö., Stürmer, K., Wagner, W., Göllner, R., Gerjets, P., ... Trautwein, U. (2021). **Attentive or Not? Toward a Machine Learning Approach to Assessing Students' Visible Engagement in Classroom Instruction.** *Educational Psychology Review*, 33(1), 27-49. <https://doi.org/10.1007/s10648-019-09514-z>

Teachers must be able to monitor students' behavior and identify valid cues in order to draw conclusions about students' actual engagement in learning activities. Teacher training can support (inexperienced) teachers in developing these skills by using videotaped teaching to highlight which indicators should be considered. However, this supposes that (a) valid indicators of students' engagement in learning are known and (b) work with videos is designed as effectively as possible to reduce the effort involved in manual coding procedures and in examining videos. One avenue for addressing these issues is to utilize the technological advances made in recent years in fields such as machine learning to improve the analysis of classroom videos. Assessing students' attention-related processes through visible indicators of (dis)engagement in learning might become more effective if automated analyses can be employed. Thus, in the present study, we validated a new manual rating approach and provided a proof of concept for a machine vision-based approach evaluated on pilot classroom recordings of three lessons with university students. The manual rating system was significantly correlated with self-reported cognitive engagement, involvement, and situational interest and predicted performance on a subsequent knowledge test. The machine vision-based approach, which was based on gaze, head pose, and facial expressions,

provided good estimations of the manual ratings. Adding a synchrony feature to the automated analysis improved correlations with the manual ratings as well as the prediction of posttest variables. The discussion focuses on challenges and important next steps in bringing the automated analysis of engagement to the classroom.

Haataja, E., Salonen, V., Laine, A., Toivanen, M., & Hannula, M. S. (2021). **The Relation Between Teacher-Student Eye Contact and Teachers' Interpersonal Behavior During Group Work: a Multiple-Person Gaze-Tracking Case Study in Secondary Mathematics Education.** *Educational Psychology Review*, 33(1), 51-67. <https://doi.org/10.1007/s10648-020-09538-w>

Reciprocal eye contact is a significant part of human interaction, but its role in classroom interaction has remained unexplored, mostly due to methodological issues. A novel approach in educational science, multiple-person mobile gaze-tracking, allows us to gather data on these momentary processes of nonverbal interaction. The current mixed-method case study investigates the role of teacher-student eye contact in interpersonal classroom interaction using this methodological approach from three mathematics lessons. We combined gaze-tracking data with classroom videos, which we analyzed with continuous coding of teachers' interpersonal behavior. Our results show that teacher communion and agency affect the frequency and durations of teachers and students' gazes at each other. Students tend to gaze their teachers more during high teacher communion and low agency, but qualitative and quantitative differences between the teachers and their classes emerged as well. To conclude, the formation of eye contacts is situational and affected by momentary interpersonal changes as well as the qualities of teacher-student interactions.

Hinton, T., Dowdy, E., Furlong, M. J., Nylund-Gibson, K., Carter, D., & Wagle, R. (2021). **Examining the Social Emotional Health Survey-Secondary for Use with Latinx Youth.** *Journal of Psychoeducational Assessment*, 39(2), 242-246. <https://doi.org/10.1177/0734282920953236>

Culturally responsive assessment practices include validated measures appropriate for use with diverse populations. Considering the increasing population of Latinx students in US schools, measures need co-validated English and Spanish (Social and Emotional Health Survey (SEHS)) language forms. This study examined the SEHS-Secondary with Latinx students who completed a form in either Spanish or English. With a matched sample of 1404 Latinx students across 113 California schools, the analyses examined the factor structure, measurement invariance, and latent trait factor means of students who completed the SEHS in either Spanish or English. The factor structure was invariant across groups with some latent mean differences observed. Educational practice implications are considered.

Lean, D. (2021). **Consultation and mental health interventions in school settings: A scientist-practitioner's guide.** *Journal of Psychoeducational Assessment*, 39(2), 264-266. <https://doi.org/10.1177/0734282920987325>

Lee, J., & Durksen, T. L. (2021). **Global Academic Interest Scale for Undergraduate and Graduate Students.** *Journal of Psychoeducational Assessment*, 39(2), 182-196. <https://doi.org/10.1177/0734282920946144>

Using an established global academic interest scale, academic interest dimensions of undergraduate (n = 326) and graduate (n = 401) students were compared. The four-

factor structure, consisting of passion for learning, confidence in the future, career aspiration, and self-expression, held for both student groups. However, the item scores and mean factor scores as well as the pattern of factor correlations differed between the two groups. While the sample of graduate students exhibited greater levels of passion for learning, the undergraduate students showed higher levels of confidence in the future. Overall, a broad range of correlates of academic interest employed in this study provided construct validity evidence of academic interest, supporting the main tenants of the motivational theory of life-span development. Limitations and directions for future work are discussed.

Lowe, P. A. (2021). **The Test Anxiety Measure for College Students-Short Form: Development and Examination of Its Psychometric Properties.** *Journal of Psychoeducational Assessment*, 39(2), 139-152.
<https://doi.org/10.1177/0734282920962947>

A short form of the 43-item Test Anxiety Measure for College Students (TAM-C) was developed in the present study. The TAM-C consists of six (social concerns, cognitive interference, worry, physiological hyperarousal, task irrelevant behaviors, and facilitating anxiety) scales. Twenty-four items from the TAM-C were selected for the short form. Single-group confirmatory factor analyses (CFAs) and correlational analyses were conducted with the responses of 728 U.S. college students to the TAM-C Short Form. Results of the single-group CFAs supported a six-factor model for the TAM-C Short Form. Concurrent and convergent validity evidence was found for the TAM-C Short Form scores. Overall, the findings suggest the TAM-C Short Form is an economical measure with unique features to assess test and facilitating anxiety in the college student population.

Lu, M.-H., Pang, F.-F., Chen, X.-M., Zou, Y.-Q., Chen, J.-W., & Liang, D.-C. (2021). **Psychometric Properties of the Teachers' Sense of Efficacy Scale for Chinese Special Education Teachers.** *Journal of Psychoeducational Assessment*, 39(2), 212-226.
<https://doi.org/10.1177/0734282920946143>

Teacher self-efficacy plays an important role in special education; yet, the literature on the measurement of teacher self-efficacy in this field is limited. This study investigated the psychometric properties of the Teachers' Sense of Efficacy Scale with a sample of Chinese special education teachers (N = 401, 24.19% male). Confirmatory factor analysis indicated that the Chinese special educational version of the Teacher's Sense of Efficacy Scale (CS-TSES), modified from the Asian model by Ruan, J., Nie, Y., Hong, J., Monobe, G., Zheng, G., Kambara, H., & You, S. (2015). Cross-cultural validation of teachers' sense of efficacy scale in three Asian countries. *Journal of Psychoeducational Assessment*, 33(8), 769-779, showed an excellent fit. Additionally, correlations were observed between the results of the CS-TSES and both the Multidimensional Scale of Perceived Social Support and the Satisfaction with Life Scale, providing criterion-related validity. In sum, the findings indicated that the TSES is applicable to special education teachers in the Chinese context.

McClain, M. B., Harris, B., Schwartz, S. E., & Golson, M. E. (2021). **Differential Item and Test Functioning of the Autism Spectrum Rating Scales: A Follow-Up Evaluation in a Diverse, Nonclinical Sample.** *Journal of Psychoeducational Assessment*, 39(2), 247-257.
<https://doi.org/10.1177/0734282920945529>

Although the racial/ethnic demographics in the United States are changing, few studies evaluate the cultural and linguistic responsiveness of commonly used autism spectrum

disorder screening and diagnostic assessment measures. The purpose of this study is to evaluate item and test functioning of the Autism Spectrum Rating Scales (ASRS) in a sample of racially/ethnically diverse parents of children (nonclinical) between the ages of 6–18 (N = 806). This study is a follow-up to a prior publication examining the factor structure of the ASRS among a similar sample. The present study furthers the examination of measurement invariance of the ASRS in racially/ethnically diverse populations by conducting differential item functioning and differential test functioning with a larger sample. Results indicate test-level invariance; however, five items are noninvariant across parent reporters from different racial/ethnic groups. Implications for practice and directions for future research are discussed.

Nerona, R. R. (2021). **Parenting, Major Choice Motivation, and Academic Major Satisfaction Among Filipino College Students: A Self-Determination Theory Perspective.** *Journal of Career Assessment*, 29(2), 205-220. <https://doi.org/10.1177/1069072720941269>
Guided by Self-Determination Theory (SDT), this study examined the relationships among parenting (autonomy-supportive and controlling), major choice motivations (autonomous and controlled), and academic major satisfaction with a sample of 525 Filipino college students. Consistent with the hypotheses, the results of structural equation modeling indicated that perceived autonomy-supportive and controlling parenting were positively associated with autonomous and controlled major choice motivations, respectively. In addition, autonomous and controlled major choice motivations differentially predicted academic major satisfaction. Findings also revealed that while autonomous major choice motivation mediated the relation between autonomy-supportive parenting and academic major satisfaction, controlled major choice motivation mediated the association between controlling parenting and academic major satisfaction. Practical implications and directions for future research are discussed.

Rosengrant, D., Herrington, D., & O'Brien, J. (2021). **Investigating Student Sustained Attention in a Guided Inquiry Lecture Course Using an Eye Tracker.** *Educational Psychology Review*, 33(1), 11-26. <https://doi.org/10.1007/s10648-020-09540-2>

This study investigated the belief that student attention declines after the first 10 to 15 min of class by analyzing vigilance decrement in a guided inquiry physical science course. We used Tobii Glasses, a portable eye tracker, to record student gaze during class sessions. Undergraduate students (n = 17) representative of course demographics (14 female, 3 male) wore the eye tracker during 70-min classes (n = 84) or 50-min classes (n = 26). From the gaze point and fixation data, we coded participant attention as either on-task or off-task for every second of data. This analysis resulted in a percentage of vigilance time on task for each minute as well as the amount of time that participants spent looking in various locations during the class sessions. Participants exhibited on-task vigilance percentages starting with 67% at the start of class and rising to an average of above 90% on-task vigilance at the 7 to 9-min mark with minor fluctuation. Contrary to the belief that attention declines rapidly during a class, the participants on-task spans were larger and more numerous than their off-task spans. These results seem to support the conclusion that well-structured classes punctuated by student-student and instructor-student interactions can be an effective method of maintaining student attention vigilance for entire class sessions, not just the first 10 min.

Seidel, T., Schnitzler, K., Kosel, C., Stürmer, K., & Holzberger, D. (2021). **Student Characteristics in the Eyes of Teachers: Differences Between Novice and Expert Teachers**

in Judgment Accuracy, Observed Behavioral Cues, and Gaze. *Educational Psychology Review*, 33(1), 69-89. <https://doi.org/10.1007/s10648-020-09532-2>

The present study investigates teacher diagnostic skills when observing student engagement and inferring to underlying student characteristic profiles. Five student profiles as empirically determined in previous studies are selected: three incoherent (overestimating, uninterested, and underestimating) and two coherent (strong and struggling) profiles. Teacher professional vision and underlying assumptions about processes of noticing and reasoning about the chosen diagnostic situation serve as a conceptual basis. In the empirical study (N = 41 participants), it is investigated to what extent expert and novice teachers differ with regard to judgment accuracy of underlying student profiles, observed student cues used for judgment, and teacher gaze as perceptual indicator. The study task involved observing a video clip and diagnosing five marked students based on their underlying profiles. First, findings of the study suggest that expert teachers are more accurate in judging incoherent profiles compared to novices. Second, both novices as well as experts state valid behavioral cues when inferring from student engagement to underlying student profile. Third, experts spend more teacher gaze on student profiles which might need adaptive pedagogical action (struggling, underestimating, uninterested student). The study provides first evidence on teacher gaze during the professional task of diagnosing individual students in the process of teaching. Regarding the conceptual model of teacher professional vision teacher gaze can serve as an additional operationalization of the noticing component of teacher professional vision.

Tang, H., Huo, Z., Liu, C., Liu, Z., & Wong, Y. J. (2021). **Psychometric Properties of the Academic Encouragement Scale in Chinese University Students.** *Journal of Psychoeducational Assessment*, 39(2), 258-263. <https://doi.org/10.1177/0734282920966821>

This study tested the factor structure, reliability, and criterion validity of the Academic Encouragement Scale (AES) in 690 university students in China. The AES displayed good internal consistency and test-retest reliability. The data provided evidence supporting a two-factor structure: challenge focused encouragement (CFE) and potential focused encouragement (PFE). The two factors were independent predictors of academic engagement. Hope was positively linked with PFE but not with CFE. By contrast, gratitude was positively correlated with CFE but not with PFE. The findings provide preliminary evidence to support the validity and reliability of the AES in an academic context in China.

Wang, J., Liu, J., DiStefano, C., Pan, G., Gao, R., & Tang, J. (2021). **Utilizing Deep Learning and Oversampling Methods to Identify Children's Emotional and Behavioral Risk.** *Journal of Psychoeducational Assessment*, 39(2), 227-241. <https://doi.org/10.1177/0734282920951727>

Deep neural network (DNN) has been widely used in various artificial intelligence applications and is, unsurprisingly, penetrating the field of school psychology. In the school environment, universal screening is used by teachers to identify children's emotional and behavioral risk (EBR) within a screener. EBR can be used to predict possible emotional and behavioral disorders, which impact children's educational and social outcomes. Using the BASC-2 Behavioral and Emotional Screening System Teacher Rating Scale (BASC-2 BESS TRS; Reynolds & Kamphaus (2004). Behavior Assessment System for Children (2nd ed.). Circle Pines, MN: American Guidance Service) norm data, we

classified children's EBR status from normal to at-risk using DNN. Data oversampling was used to overcome the imbalanced sample feature (i.e., few cases with emotional and behavioral disorder). Traditional machine learning methods, such as Naïve Bayes and logistic regression, were included for comparison. The results indicated that the DNN with oversampling achieved the highest performance levels with accuracy (ACC) of .957, precision (PPV) of .545, true positive rate (TPR or sensitivity) of 1.000, and true negative rate (TNR or specificity) of .942 compared with the other methods. This novel method is helpful to provide accurate screening results for early identification of children's EBR. The current study provides a useful guide for researchers to apply the DNN and oversampling to classification in assessment-related research.

Wyss, C., Rosenberger, K., & Bühner, W. (2021). **Student Teachers' and Teacher Educators' Professional Vision: Findings from an Eye Tracking Study**. *Educational Psychology Review*, 33(1), 91-107. <https://doi.org/10.1007/s10648-020-09535-z>

Teaching is a complex and demanding endeavour. Teachers must deal with numerous forces, often face dilemma-ridden and ambiguous situations and have to act under time pressure. In order to accomplish these tasks, teachers must apply professional knowledge differentially (Fairbanks et al. 2009). In recent decades, various studies have focused on defining and investigating the domains of teachers' professional knowledge. In this respect, much attention has been paid of late to the concept of professional vision.

Aspects sociaux de l'éducation

Abou-Chadi, T., & Hix, S. (2021). **Brahmin Left versus Merchant Right? Education, class, multiparty competition, and redistribution in Western Europe**. *The British Journal of Sociology*, 72(1), 79-92. <https://doi.org/10.1111/1468-4446.12834>

In this article, we revisit the main claims of Part Four of Thomas Piketty's *Capital and Ideology* and especially the changing support coalitions for parties of the left. Piketty's core argument in this part of the book is that the left now represents the highly educated and that, as a result, the redistributive preferences of the working class do not find representation in today's party systems. We address these claims building on existing political science research that has investigated the transformation of politics in advanced capitalist societies. We argue, first, that the educational divide cannot be adequately analyzed by looking at a left and a right bloc, but crucially needs to pay attention to the rise of green/left-libertarian and radical right parties. Second, we contend that the new middle classes that support parties of the left are largely in favor of economic redistribution. Analyzing data from the European Social Survey in 11 West European countries from 2002 to 2018, we show that the effect of education on voting left or right is indeed largely driven by green/left-libertarian and radical right parties, while there is little empirical evidence that social democratic parties represent the educational elite. We also find that redistributive preferences remain at the heart of voting behavior and that, especially for educated voters, these preferences determine whether someone votes for a party of the left rather than the right.

Ballerini, V., & Feldblum, M. (2021). **Immigration Status and Postsecondary Opportunity: Barriers to Affordability, Access, and Success for Undocumented Students, and Policy**

Solutions. *American Journal of Economics and Sociology*, 80(1), 161-186.
<https://doi.org/10.1111/ajes.12380>

Immigrant and undocumented students face significant barriers in accessing and obtaining a postsecondary degree. The anti-immigration agenda of the Trump administration and its impact on higher education made this issue of paramount concern. In this article, we review issues at the intersection of immigration and postsecondary education. First, we define the population of interest, with special attention to the differentiated rights of different groups. We argue for the policy significance of immigration for postsecondary education. Second, we provide an overview of the main identified barriers facing undocumented students in accessing postsecondary education. We then examine policies that have been adopted by states and by institutions of higher education to address some of those barriers. We conclude with policy recommendations to improve affordability, access, and success for undocumented students and argue for the inclusion of immigration status as a variable in research on equity in postsecondary education.

Barrère, A., & Noûs, C. (2021). **École, travail, loisir. Quand l'éducation scolaire rencontre l'éducation buissonnière.** *Éducation et sociétés*, 45(1), 161-176. Consulté à l'adresse <https://www.cairn.info/revue-education-et-societes-2021-1-page-161.htm>

Cet article explore la dualité de l'expérience adolescente contemporaine pour en cerner les conséquences sur l'éducation. L'école et le travail scolaire, obligatoires et porteurs d'enjeux décisifs en termes d'avenir social et professionnel, rencontrent aujourd'hui de manière constante d'autres activités choisies et pratiquées dans les loisirs, dans une sphère hétérogène aimantée et densifiée par le numérique. Cette réflexion est portée par une interrogation sur la spécificité de l'éducation scolaire et la nature de l'écart qu'elle peut avoir face à des évolutions sociétales susceptibles à certains égards d'en affaiblir la légitimité.

Borges, B., & Estevan, F. (2021). **Does exposure to more women in male-dominated fields render female students more career-oriented?** Consulté à l'adresse University of São Paulo (FEA-USP) website: <https://EconPapers.repec.org/RePEc:spa:wpaper:2021wpecon02>

The underrepresentation of women in male-dominated fields of study can generate a lack of role models for female students, which may influence their career choices. This paper sheds light on this question, investigating the existence of impacts of the gender composition of instructors and peers in the Department of Economics from a selective Brazilian university. Specifically, we analyze whether having higher shares of female professors and classmates throughout undergraduate studies in Economics affects female students' labor market outcomes. We use comprehensive administrative data from the University of Sao Paulo, containing information on students' academic results and students', instructors', and course sections' characteristics. We merge these data with Brazilian labor market and firm ownership data to obtain a broad range of career outcomes, including labor force participation, occupational choices, career progression, and wages. To overcome endogeneity issues arising from students' self-selection into professors and peers, we exploit the random assignment of students in the first-semester classes and focus on mandatory courses. A higher representation of women in a male-dominated field, such as Economics, increases female students' labor force participation. Moreover, larger female faculty shares increase the probability that a female student becomes a top manager. These results suggest ways to counteract the

highly discussed glass ceiling in high-earning occupations. We show that students' academic performance and elective course choice are not driving the effects. Instead, we find suggestive evidence that higher shares of female classmates may increase the likelihood of working during undergraduate studies, leading to stronger labor market attachment.

Boucenna, S. (2021). **La différenciation, une réponse individuelle et locale à une institution scolaire traversée de tensions.** *Éducation et socialisation. Les Cahiers du CERFEE*, (59). <https://doi.org/10.4000/edso.13886>

L'école est fortement décriée par de nombreux acteurs, faisant apparaître sa vulnérabilité d'institution au caractère fragmenté. Pour y faire face et assurer leur fonction de pédagogues, certains enseignants déploient des trésors de ressources. Parmi celles-ci, la différenciation occupe une place prépondérante, même si chaque acteur l'investit de manière singulière. Concept mobilisateur de l'action ou concept d'intelligibilité ? Nous avons pris le parti de ne pas traiter la « différenciation » comme un concept de recherche, mais comme une notion qui mobilise les acteurs dans des tâches et des manières d'agir qu'ils ne mettraient pas en œuvre s'ils ne rencontraient pas des obstacles non négligeables dans leur quotidien d'enseignants. A cet effet, nous avons interviewé dix-sept enseignants exerçant dans l'enseignement fondamental (3 à 12 ans), secondaire (12 à 18 ans) et supérieur non universitaire et universitaire. Ils ont été recrutés selon une logique d'opportunité, afin d'explorer, dans une approche subjective, les éléments de leur pratique révélant les indices des tensions larvées ou explicites qui traversent l'institution scolaire et qui font de l'école un espace stressant, inconfortable, voire générant de la souffrance.

Brabant, C., & Dumond, M. (2021). **La gouvernance de l'apprentissage en famille : outils de régulation et approches types.** *Éducation et sociétés*, 45(1), 143-160. <https://doi.org/10.3917/es.045.0143>

Avec le développement du mouvement de l'apprentissage en famille (AEF) dans les pays largement scolarisés, plusieurs États révisent leur cadre normatif pour mieux tenir compte de cette pratique. Le manque de classification satisfaisante des approches de l'AEF a suscité une recension d'écrits scientifiques et juridiques sur sa régulation dans plus de trente pays sur tous les continents. L'article présente les outils de régulation de l'AEF identifiés, la classification pragmatique et opérationnelle créée en six approches types : –absence d'interaction, –soutien, –interview, –contrôle, –interdiction et –tiers pouvoirs. Il y associe les recommandations formulées par la recherche.

Brougère, G. (2021). **Apprendre sur soi : le voyage touristique auto-organisé au long cours comme espace-temps d'apprentissage.** *Éducation et sociétés*, 45(1), 177-192. Consulté à l'adresse <https://www.cairn.info/revue-education-et-societes-2021-1-page-177.htm>

À partir d'un travail d'observation ethnographique et d'entretiens in situ, l'article décrit et analyse les apprentissages, essentiellement sur soi, effectués dans l'espace-temps de voyages auto-organisés d'une longueur supérieure à deux mois par des personnes déjà engagées dans la vie active. Il s'agit d'un espace vécu comme autre, ce qui en fait l'intérêt touristique, mais qui peut être porteur d'épreuve pendant un temps suffisamment long pour permettre de prendre son temps, de se "relâcher", autre condition essentielle de la situation informelle d'apprentissage, qu'elle soit tacite, fortuite ou marquée par une logique d'autoformation. Enfin, c'est à travers le discours lié aux

échanges avec d'autres touristes ou avec le chercheur-touriste que peuvent se révéler voire s'effectuer ces apprentissages.

Charlier, J.-É., & Croché, S. (2021). **Forme scolaire ou dispositif de production de l'homme.** *Éducation et sociétés*, 45(1), 15-35. <https://doi.org/10.3917/es.045.0015>

L'article revient sur le concept de forme scolaire élaboré par Vincent. Il met d'abord en évidence que les multiples réappropriations dont il a été l'objet ont contribué à brouiller le sens de cette notion qui désigne à la fois un mode de socialisation et les caractéristiques des appareils techniques qui lui donnent sa consistance concrète. Il souligne que ceux-ci sont en évolution constante et suggère que l'effacement des frontières entre les enseignements formels, informels et non formels par l'action d'organismes internationaux tend à invalider la définition de la forme scolaire par les caractéristiques techniques des appareils de socialisation. Il conclut en suggérant de recourir au syntagme de "dispositif de production de l'homme".

Cheng, A., & Peterson, P. E. (2021). **Experimentally Estimated Impacts of School Vouchers on Educational Attainments of Moderately and Severely Disadvantaged Students.** *Sociology of Education*, 94(2), 159-174. <https://doi.org/10.1177/0038040721990365>

For decades, social theorists have posited—and descriptive accounts have shown—that students isolated by both social class and ethnicity suffer extreme deprivations that limit the effectiveness of equal-opportunity interventions. Even educational programs that yield positive results for moderately disadvantaged students may not prove beneficial for those who possess less of the economic, social, and cultural capital that play a critical role in improving educational outcomes. Yet evaluations of school choice and other educational interventions seldom estimate programmatic effects on severely disadvantaged students who are isolated by both ethnicity and social class. We experimentally estimate differential effects of a 1997 New York City school voucher intervention on college attainment for minority students by household income and mother's education. Postsecondary outcomes as of 2017 come from the National Student Clearinghouse. The severely deprived did not benefit from the intervention despite substantial positive effects on college enrollments and degree attainment for the moderately disadvantaged. School choice programs and other interventions or public policies may need to pay greater attention to ensuring that families possess the requisite forms of capital—human, economic, social, and cultural—to realize their intended benefits.

Connac, S. (2021). **Pour différencier: individualiser ou personnaliser?** *Éducation et socialisation. Les Cahiers du CERFEE*, (59). <https://doi.org/10.4000/edso.13683>

La prise en compte de la diversité des élèves pose toujours des problèmes à l'école. La plupart des pratiques de différenciation employées dans les écoles a montré des limites importantes. Les constitutions en groupes de niveau, les organisations de remédiations, les aides en dehors de la classe, l'adaptation des activités aux caractéristiques des élèves sont des modalités qui semblent décourager les élèves les plus vulnérables. Cette revue de littérature propose de faire un état des lieux de ces recherches, puis d'explorer deux options de différenciation: l'individualisation et la personnalisation des apprentissages. Nous montrerons pourquoi une pédagogie systématiquement individualisante serait préjudiciable aux élèves et comment peut se structurer une pédagogie personnalisante, par une articulation entre des situations d'étayage, une part d'individualisation et de la coopération entre élèves.

Conwell, J. A. (2021). **Diverging Disparities: Race, Parental Income, and Children's Math Scores, 1960 to 2009.** *Sociology of Education*, 94(2), 124-142.
<https://doi.org/10.1177/0038040720963279>

In recent decades, the black–white test score disparity has decreased, and the test score disparity between children of high- versus low-income parents has increased. This study focuses on a comparison that has, to date, fallen between the separate literatures on these diverging trends: black and white students whose parents have similarly low, middle, or high incomes (i.e., same income or race within income). To do so, I draw on three nationally representative data sets on 9th or 10th graders, covering 1960 to 2009, that contain information on students' math test scores. I find that math test score disparities between black and white students with same-income parents are to black students' disadvantage. Although these disparities have decreased since 1960, in 2009 they remained substantively large, statistically significant, and largest between children of the highest-income parents. Furthermore, family and school characteristics that scholars commonly use to explain test score disparities by race or income account for markedly decreasing shares of race-within-income disparities over time. The study integrates the literatures on test score disparities by race and income with attention to the historical and continued structural influence of race, net of parental income, on students' educational experiences and test score outcomes.

Couppié, T., & Épiphanie, D. (2021). **Emploi, enfant et aspirateur : quelles évolutions chez les jeunes couples depuis 2005 ?** *Céreq Bref*, (403). Consulté à l'adresse https://www.cereq.fr/sites/default/files/2021-03/Bref403-web_0.pdf

Comment les premières années de vie active s'articulent-elles avec les débuts de la vie conjugale et familiale ? Les enquêtes Génération du Céreq documentent ce double processus de construction familiale et professionnelle sur les sept premières années qui suivent la sortie de formation initiale, et permettent d'offrir un panorama des évolutions. Pour les jeunes en couple en 2005, ces deux « carrières » s'agençaient différemment pour les femmes et pour les hommes : ceux de 2017 ont-ils pu dépoussiérer les stéréotypes et balayer les clivages encore à l'œuvre parmi leurs aînés ?

Courtioux, P., Maury, T.-P., & Seux, J. (2021). **Ségrégation sociale à l'Université : des disparités académiques sur la période 2006-2016.** In *Documents de travail du Centre d'Economie de la Sorbonne* (N° 21003). Consulté à l'adresse Université Panthéon-Sorbonne (Paris 1), Centre d'Economie de la Sorbonne website: <https://ideas.repec.org/p/mse/cesdoc/21003.html>

This article is the first quantitative and exhaustive analysis of social segregation in French universities. Over the period 2006-2016, we calculate the Normalized Exposure index of very advantaged and disadvantaged students for each « académies » and levels of education (one-year degree, two-year degree, Bachelor and Master). At the national level, values of Normalized Exposure index reveal the existence of social segregation in French universities, although at lower levels than those highlighted by other articles on secondary education. The geographical analysis of segregation shows that the levels of segregation are not systematically higher in the Île-de-France's « académies » or in those linked to a large agglomeration (Lyon, Aix-Marseille, Lille) as it is the case for secondary school: the overall level of segregation depends little on the size of the académie. However, the level of social segregation proper to advantaged students is positively related to the share of students that come from other « académies ». Eventually, we study

the levels of segregation by education level: there is a decrease in segregation between the one-year and two-year tertiary degrees, as well as between Bachelor and Master degrees at the national level. However, this overall trend does not seem to be carried by all « académies », but only by a limited number. In addition, there is an important variability of segregation across education levels as far as one « académie » can be characterized by low level of segregation for certain education levels and important ones for others

D'Amico, Chapman, & Robertson. (2021). **Associate in Applied Science Transfer and Articulation: An Issue of Access and Equity**. *Community College Journal of Research and Practice*, 45(5), 378-383. <https://doi.org/10.1080/10668926.2020.1741477>

Associate in Applied Science (AAS) degrees are designed to prepare individuals for career opportunities, but they are increasingly prevalent among students transferring to universities. Still, transfer experiences for AAS holders are fraught with barriers such as credit loss and credit applicability toward baccalaureate degrees. Using statewide data from North Carolina, we show increases in those transferring with AAS and degrees other than the more traditional Associate in Arts (AA) and Associate in Science (AS) degrees, along with lower baccalaureate completion rates for AAS transfers. Additionally, AA Sholders represented a greater percentage of transfer students among those coming from economically distressed counties, thus making AAS transfer an issue of equity and social and economic mobility. Remedies include embracing an access outlook among stakeholders when developing articulation agreements, communicating existing AAS transfer pathways, and letting increasing student demand drive innovation.

Datta, S., & Gandhi Kingdon, G. (2021). **Gender Bias in Intra-Household Allocation of Education in India: Has it fallen over time?** (DoQSS Working Paper N° 21-06). Consulté à l'adresse Quantitative Social Science - UCL Social Research Institute, University College London website: <https://econpapers.repec.org/paper/qssdqsswp/2106.htm>

This paper employs a hurdle model approach to ask whether the extent of gender bias in education expenditure within rural households in India changed over time from 1995 to 2014. Our most striking finding is that there has been a change over time in the way that gender bias is practiced within the household. In 1995, gender bias occurred through a significantly higher probability of school-enrolment of boys than girls, but by 2014, gender bias was practiced via significantly higher conditional education expenditure on boys than girls, and this was largely achieved via pro-male private school enrolment decisions. Households practicing gender equality in school enrolment by 2014 is a positive trend. However, girls' significant disadvantage vis a vis boys in terms of lower education expenditure, achieved via their lower private school enrolment rate by 2014, is problematic if lower expenditure is associated with lower levels of cognitive skills (literacy, numeracy, etc.) since both individual economic returns and national economic growth accrue to cognitive skills and not independently to completing a given number of years in school. Household fixed effects analysis shows that the observed gender biases are a within-household phenomenon rather than an artefact of differences in unobservables across households.

Deole, S. S., & Zeydanli, T. (2021). **Does education predict gender role attitudes?: Evidence from European datasets**. In *GLO Discussion Paper Series* (N° 793). Consulté à l'adresse Global Labor Organization (GLO) website: <https://ideas.repec.org/p/zbw/glodps/793.html>

This paper presents the first empirical evidence of the causal impact of individuals' education on their attitudes towards traditional gender roles. We employ two national panel datasets from the UK and Switzerland and a repeated cross-sectional dataset with information from 13 Western European countries for the analysis. The causal impact of education on gender role attitudes is estimated by exploiting the exogenous variation in individuals' education induced by the compulsory school reforms undertaken in European countries in the second half of the 20th century. We find evidence that an additional year of education instigates egalitarian gender role attitudes equivalent of 0.1-0.3 of a standard deviation. While education's moderating effect is particularly prominent among women, no evidence of effect heterogeneity is found concerning the individuals' religiosity. Our findings are robust to numerous checks performed and are briefly discussed for their policy relevance.

Derouet, J.-L. (2021). **Une sociologie élargie de l'éducation : les espaces temps de l'éducation.** *Éducation et sociétés*, 45(1), 5-13. Consulté à l'adresse https://www.cairn.info/revue-education-et-societes-2021-1-page-5.htm?WT.tsrc=cairnEmailAlert&WT.mc_id=ES_045

Doelrasad, A. (2021). **La place de la différenciation dans la préparation de cours d'enseignants de cycle 3.** *Éducation et socialisation. Les Cahiers du CERFEE*, (59). <https://doi.org/10.4000/edso.13750>

Cet article s'inscrit dans la continuité de la recherche sur le travail enseignant. En adoptant une approche par l'expérience subjective du travail, nous mettons au jour la place occupée par la différenciation pédagogique dans l'enseignement de l'écriture lors de la préparation de cours d'enseignants de cycle 3. L'étude révèle que, malgré des différences nettes entre le premier et le second degré dans le travail réalisé en classe, la différenciation est bien présente dans la préparation de cours de tous les enseignants et est unanimement reconnue comme une façon de bien faire son travail. Un paradoxe est alors mis en évidence et interrogé : chez les enseignants du secondaire, la différenciation pédagogique est présente dans la préparation, mais pas dans les pratiques de classe.

Doon, R. (2021). **The Effects of Overeducation on Wages in Trinidad and Tobago: An Unconditional Quantile Regression Analysis.** In *GLO Discussion Paper Series (N° 797)*. Consulté à l'adresse Global Labor Organization (GLO) website: <https://ideas.repec.org/p/zbw/glodps/797.html>

The main aim of this study is to analyse the wage returns of Overeducated workers employed in Trinidad and Tobago. To undertake such a study, data from the Continuous Sample Survey of Population (CSSP) for the period 1991-2015 is used to estimate an initial OLS and Quantile regression version of the Mincerian Earnings equations, which is commonly used in the education mismatch literature. To observe the unconditional partial effects of small changes in wage returns of overeducated workers at the mean, the Recentered Influence Function is estimated. The results reveal that if the earnings of overeducated workers who receive low wages, was replaced with that of high wages, then this would lead to a rise, or shift in the returns of overeducated workers, if only their biographical information is considered. The inclusion of their skill and geographic location would cause their earnings to shift further. The shift in the earnings of overeducated workers, when examined across the wage distribution, would tend to favor those who were married, younger, i.e., in the 25-35 age group, who were highly skilled at their jobs.

These groups of overeducated workers would experience the lowest wage penalties in comparison to their single, mature, and semi-skilled colleagues.

Figlio, D. N., Giuliano, P., Marchingiglio, R., Ozek, U., & Sapienza, P. (2021). **Diversity in Schools: Immigrants and the Educational Performance of U.S. Born Students**. In *IZA Discussion Papers* (N° 14196). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://ideas.repec.org/p/iza/izadps/dp14196.html>

We study the effect of exposure to immigrants on the educational outcomes of US-born students, using a unique dataset combining population-level birth and school records from Florida. This research question is complicated by substantial school selection of US-born students, especially among White and comparatively affluent students, in response to the presence of immigrant students in the school. We propose a new identification strategy to partial out the unobserved non-random selection into schools, and find that the presence of immigrant students has a positive effect on the academic achievement of US-born students, especially for students from disadvantaged backgrounds. Moreover, the presence of immigrants does not affect negatively the performance of affluent US-born students, who typically show a higher academic achievement compared to immigrant students. We provide suggestive evidence on potential channels.

François, G., & Lise, G. (2021). **Visions et obstacles de la différenciation pédagogique pour des enseignants secondaires débutants**. *Éducation et socialisation. Les Cahiers du CERFEE*, (59). <https://doi.org/10.4000/edso.13775>

Entre idéal pédagogique et les contraintes situées, de jeunes enseignants secondaires débutants dans le métier évoquent, dans le cadre d'un focus group, ce que représente pour eux la différenciation pédagogique. Leurs définitions sont enracinées dans leur quotidien scolaire. Elles ne font pas référence à un modèle univoque, mais répondent à un prolongement de leur vécu en situation, ainsi qu'aux obstacles déjà rencontrés dans leur pratique, qu'il s'agisse de la surcharge des débuts dans le métier, de la nécessité de s'assimiler aux habitudes des collègues ou de l'économie de l'effort des élèves. Cette réalité s'actualise ici dans la singularité de chaque collègue.

Garcia, S. (2021). **Différenciations adaptatives, palliatives et différenciations égalisatrices : l'exemple de l'apprentissage de la lecture**. *Éducation et socialisation. Les Cahiers du CERFEE*, (59). <https://doi.org/10.4000/edso.13911>

L'article s'interroge sur le flou et l'imprécision qui caractérisent les définitions institutionnelles de la différenciation comme adaptation à une différence individuelle. En s'appuyant sur plusieurs enquêtes, il montre que les contraintes pratiques auxquelles les enseignants sont confrontés conduisent, en l'absence d'une définition plus claire des enjeux de la différenciation, à un ajustement des enseignants au niveau initial des élèves. L'article distingue une différenciation adaptative et une différenciation palliative, qui dans les deux cas, soulèvent des questions. Il défend une conception de la différenciation égalisatrice expérimentée dans le domaine de l'apprentissage de la lecture qui a pour enjeu la réduction des inégalités.

García-Brazales, J. (2020). **Caste in Class: Evidence from Peers and Teachers**. In *Working Papers* (N° wp2020_2018). Consulté à l'adresse CEMFI website: https://ideas.repec.org/p/cmfi/wpaper/wp2020_2018.html

Differences in academic achievement across Indian castes are both large and persistent. I make use of rich individual data to explore how class caste composition

affects academic progress as well as the mechanisms in place. Benefiting from exogenous assignment of students to classes and teachers, I find that a one-percentage point increase in the proportion of low-caste class-mates leads to a fall of around 2% of a standard deviation in the mathematics score and to much smaller effects in English. This phenomenon is mediated through lower effort exerted by the students, which itself emanates from the students' worsened perception about the extent to which their teachers value them. This non-cognitive channel, which has not been previously identified in the peer effects literature, suggests that the use of a fairly malleable input such as more open and receptive teachers among low-caste students would be an appropriate policy response.

Hamel, J. (2021). **Les étudiants et étudiantes à la lumière de ce que nous savons sur les jeunes d'aujourd'hui.** *Éducation et sociétés*, 45(1), 193-206.
<https://doi.org/10.3917/es.045.0193>

Cet article découle d'une série d'exposés oraux faits à la demande de diverses instances gouvernementales et institutionnelles désireuses de connaître la population étudiante associée, à tort ou à raison, à la génération Z (1997-2010). Après avoir envisagé ses membres en tant que génération, comme jeunes et comme étudiants et étudiantes, à la lumière des caractéristiques qui leur sont accolées, l'auteur s'emploie à considérer les défis que soulève cette génération dans les murs des institutions universitaires et collégiales sous l'angle de la relation pédagogique investie par les médias et réseaux sociaux susceptibles notamment de modifier les modes d'acquisition des connaissances.

HARLE, H. (2021). **Penser le curriculum scolaire: Le regard croisé de la sociologie, des didactiques et de l'histoire.** Consulté à l'adresse
<https://www.pug.fr/produit/1902/9782706149719/penser-le-curriculum-scolaire>

L'auteur rend compte d'une position singulière dans le champ de la recherche en sciences de l'éducation mais encore trop peu visible : celle qui vise à croiser les approches sociologiques, didactiques et historiques des contenus d'enseignement. Dans ce contexte, elle analyse les contenus enseignés principalement au collège et au lycée, en faisant le lien avec le parcours de l'élève. C'est ce que l'on appelle le «curriculum scolaire». Pour étayer son propos, elle s'appuie sur de nombreux exemples sortant des programmes scolaires classiques comme l'enseignement moral et civique ou les programmes interdisciplinaires, offrant ainsi une ouverture vers l'innovation scolaire et les outils pour y parvenir.

HENRY, O. (2020). **Enseignement supérieur et inégalités sociales en Inde.** Consulté à l'adresse
https://www.afd.fr/sites/afd/files/2020-11-12-22-39/Enseignement%20sup_in%C3%A9galit%C3%A9s%20sociales_Inde%20.pdf

Ces trois dernières décennies, l'enseignement supérieur indien a connu une importante mutation qui combine expansion numérique des établissements et augmentation de la proportion d'établissements privés. Cette très forte augmentation de l'offre privée a des effets contrastés sur les inégalités sociales. Si le taux de scolarisation a globalement augmenté, les inégalités entre les groupes (castes, sexes, religions) subsistent et augmentent continuellement.

Hu & Blanco. (2021). **Recognized to Serve: Do (Emerging) Hispanic-Serving Community Colleges Expand Access?** *Community College Journal of Research and Practice*, 45(5), 334-350. <https://doi.org/10.1080/10668926.2020.1718033>

Over the years, more colleges and universities have gained the designation of Hispanic-serving institutions (HSIs) and emerging Hispanic-serving institutions (EHSIs). The Hispanic-serving community colleges (HSCCs) have a dual mission of authentically serving both Latinx students and other marginalized student population. This study aims to examine if community colleges have effectively served this dual mission by expanding access for Latinx students, low-income students, and other students of color upon being designated with the EHSI/HSI status. To answer the research question, we used a national dataset which was drawn from multiple sources between 2010 and 2017 and a generalized difference-in-differences approach. Our findings show that the EHSI/HSI designation increased the proportion of Latinx students and low-income students, but this expansion can be at a cost of access for other students of color. Practical implications are provided, including continuous federal funding, strategic enrollment management, and constant consideration of the dual mission of HSCCs.

Humlum, M. K., & Thorsager, M. (2021). **The Importance of Peer Quality for Completion of Higher Education**. In *IZA Discussion Papers* (N° 14136). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://ideas.repec.org/p/iza/izadps/dp14136.html>

Using detailed Danish administrative data covering the entire population of students entering higher education in the period 1985 to 2010, we investigate the importance of a student's peers in higher education for the decision to drop out. We use high school GPA as a predetermined measure of student ability and idiosyncratic variation in peer composition across cohorts within the same education and institution. Our findings suggest that peer ability is an important determinant of students' drop out decisions as well as later labor market outcomes. Overall, we find that a one standard deviation increase in peers' high school GPA reduces the probability of dropping out by 4.6 percentage points. This number masks considerable heterogeneity by level and field of study. Allowing for a more flexible specification, we find that low quality peers have adverse effects on the probability of dropping out while high quality peers have beneficial effects. These effects are more pronounced for lower ability students.

Jarraud, F. (2021, mars 19). **Une année à Henri IV**. Consulté 24 mars 2021, à l'adresse Le café pédagogique website:

http://www.cafepedagogique.net/lexpresso/Pages/2021/03/19032021Article637517348935498134.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=508086

Que se passe-t-il quand la sociologue se consacre aux élèves les plus favorisés, et non aux défavorisés ? Et quand elle borde cette question avec le regard d'un anthropologue. C'est ce que fait Sarah Pochon (Université d'Artois) quand elle pousse la porte du lycée Henri IV de Paris. Dans un récit touchant, qui n'est pas une thèse mais relève plutôt du récit d'explorateur, elle nous fait découvrir les élèves et les professeurs de Henri IV et tente d'expliquer le secret de leur excellence.

Jarraud, F. (s. d.). **L'école et les mères de familles populaires ethnicisées**. Consulté 31 mars 2021, à l'adresse

http://www.cafepedagogique.net/lexpresso/Pages/2021/03/30032021Article637526858167936558.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=508316

« C'est une « plongée » dans un quartier populaire et ses écoles, dans la vie de familles et de femmes, que nous proposons dans ce travail. Ce sont les rythmes, les croyances,

les doutes et les espoirs d'une quarantaine de mères, ainsi que les représentations et les attentes de presque autant de membres de la communauté éducative qui s'expriment dans ces pages ». La thèse de Chloé Riban invite à découvrir l'univers des mères de familles pauvres et d'origine étrangère pour comprendre leur rapport à l'École et leurs réactions face à une institution qui sait aussi se montrer moralisatrice et dominatrice. Un regard ethnographique et total.

Kahn, S., & Roland, E. (2021). **De l'enseignement mutuel à la pédagogie différenciée : la place de l'enseignement simultané.** *Éducation et socialisation. Les Cahiers du CERFEE*, (59). <https://doi.org/10.4000/edso.13800>

L'histoire récente de l'École est semée d'élans, d'innovations, de prescriptions afin de pallier les pathologies et inégalités scolaires, violences symboliques et effectives et multiples échecs de nos systèmes scolaires. La pédagogie différenciée fait-elle partie de ces tentatives ? Quelles dimensions viciées de l'École vise-t-elle à compenser, voire à masquer ? Peut-elle échapper à cette malédiction et effectivement contribuer à l'émancipation de tous les élèves ? L'objet de cet article est d'interroger le concept de « pédagogie différenciée » et de le mettre en relation avec l'organisation structurelle de l'école, telle que nous la connaissons aujourd'hui, et les effets pervers engendrés. Un détour par le passé sera nécessaire afin d'historiciser l'enseignement simultané dans lequel s'inscrit la pédagogie différenciée en France, en Belgique et dans de nombreux pays dans le monde. L'enseignement simultané n'a pourtant pas toujours existé pour penser l'apprentissage et/ou la transmission des savoirs. Il était, jusqu'au début du XIXe siècle, en concurrence avec de nombreuses autres formes d'enseignement – dont l'école mutuelle qui connut un grand succès à la fin du XVIIIe en France, en Belgique et en Angleterre, mais qui fut pourtant disqualifiée, au nom de son « efficacité » selon Anne Querrien. L'école mutuelle sera présentée dans cet article afin de problématiser certaines des manières de penser la différenciation en sciences de l'éducation ces 50 dernières années.

Karlson, K. B., & Landerso, R. (2021). **The Making and Unmaking of Opportunity: Educational Mobility in 20th Century-Denmark.** In *IZA Discussion Papers* (N° 14135). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://ideas.repec.org/p/iza/izadps/dp14135.html>

We study intergenerational educational mobility in Denmark over the 20th century during which the comprehensive Danish welfare state was rolled out. While mobility initially was low, schooling reforms benefiting children from disadvantaged backgrounds led to dramatic increases in mobility for cohorts born between 1940 and 1960. However, the college expansion affecting cohorts born from 1970 onward has mainly benefited children from affluent backgrounds, resulting in rapidly declining mobility. Comparisons to educational mobility trends in the U.S. reveal that the two countries converge in mobility levels for the most recent cohorts despite the dramatically different welfare policies in place.

Kipchumba, E. K., Porter, C., Serra, D., & Sulaiman, M. (2021). **Influencing youths' aspirations and gender attitudes through role models: Evidence from Somali schools.** In *Working Papers* (N° 20210224-002). Consulté à l'adresse Texas A&M University, Department of Economics website: <https://ideas.repec.org/p/txm/wpaper/20210224-001.html>

We conducted a field experiment in Somali elementary schools, aimed at changing the education aspirations and gender attitudes of male and female students. We randomly selected schools to receive a role model treatment, consisting of a college student visiting the target classrooms. Within each treatment school, we randomly selected some grades to receive a visit from a female role model and some grades to receive a visit from a male role model. The college students talked about their study journeys, their challenges and their strategies to overcome such challenges. Data collected six months after the intervention show a significant and large impact of (only) female role models on boys' and girls' attitudes toward gender equality but no impact on students' aspirations to attend college. Data collected two years after the intervention only for the oldest, graduating cohort of students, who were grade 6 at the time of the intervention, produce comparable though imprecisely estimated treatment effect sizes.

Kundu, A., & Sen, K. (2021). **Multigenerational mobility in India**. In *WIDER Working Paper Series* (N° wp-2021-32). Consulté à l'adresse World Institute for Development Economic Research (UNU-WIDER) website: <https://ideas.repec.org/p/unu/wpaper/wp-2021-32.html>

Most studies of intergenerational mobility focus on adjacent generations, and there is limited knowledge about multigenerational mobility—that is, status transmission across three generations. We examine multigenerational educational and occupational mobility in India, using a nationally representative data set, the Indian Human Development Survey, which contains information about education and occupation for three generations. We find that mobility has increased over generations for education, but not for occupation.

Lehmans, A. (2021). **Éduquer à l'incertitude : culture de l'information et esprit critique, une approche comparée**. *Éducation et sociétés*, 45(1), 57-77. <https://doi.org/10.3917/es.045.0057>

L'incertitude est une question centrale pour les sciences de l'information et de la communication et pour les sciences de l'éducation, particulièrement dans l'analyse du rapport entre information, apprentissage et connaissance. Du point de vue de l'éducation, elle interroge le rapport à la vérité et est liée à la formation de l'esprit critique. Incertitude et esprit critique sont examinés au regard des normes sociales et scolaires, des représentations et des pratiques des enseignants autour de l'information, dans une perspective comparative et synthétique des politiques d'éducation à l'information. L'approche des cultures de l'information, centrée sur les dimensions stratégique et communicationnelle, permet de mettre l'incertitude au cœur de l'apprentissage de la démarche d'enquête et de controverse.

Leroux, M., Bergeron, L., Turcotte, S., Deschênes, G., Smith, J., Malboeuf-Hurtubise, C., ... Berrigan, F. (2021). **L'aménagement flexible de la classe : le point de vue d'enseignantes du primaire au Québec**. *Éducation et socialisation. Les Cahiers du CERFEE*, (59). <https://doi.org/10.4000/edso.13585>

Bien que l'aménagement flexible de la classe ait connu un regain d'intérêt dans le milieu scolaire au cours de la dernière décennie, encore relativement peu de recherches se sont intéressées à cette pratique. Cette étude exploratoire trace un portrait des perceptions d'enseignantes quant à leurs motivations et inspirations à opter pour cette pratique, à leurs intentions et à leur manière de la mettre en œuvre, aux défis rencontrés, aux bénéfices perçus, ainsi qu'aux ressources et au soutien sur lesquelles elles ont pu

compter. Pour ce faire, 27 enseignantes du primaire ont été interrogées en lien avec ces dimensions et 6 d'entre elles ont également participé à des entretiens semi-dirigés individuels. Les résultats indiquent que l'aménagement flexible de la classe pourrait favoriser la différenciation en permettant de mieux répondre aux besoins des élèves, ainsi qu'à ceux des enseignantes.

Lescouarch, L. (2021). **Classes coopératives multi-âges : une approche alternative des différenciations pédagogiques.** *Éducation et socialisation. Les Cahiers du CERFEE*, (59). <https://doi.org/10.4000/edso.13738>

Dans le cadre d'une recherche collaborative en observation participative dans quatre classes multi-âges en élémentaire, cette contribution étudie une approche de la différenciation pédagogique encore peu diffusée dans les pratiques enseignantes en France : l'entrée par la construction d'un environnement personnalisé et étayant dans des classes coopératives. L'enquête met en perspective la modélisation systémique de l'organisation du travail dans ces classes (inspirées des pédagogies Freinet et Institutionnelles) et les différentes pratiques porteuses de différenciation pédagogique identifiées dans l'activité des enseignants afin d'en envisager l'intérêt et les limites pour une meilleure prise en compte des besoins d'apprentissage des élèves.

Lorenz, T., & Schneebaum, A. (2021). **Does early educational tracking contribute to gender gaps in test achievement? A cross-country assessment.** In *Department of Economics Working Paper Series* (N° 309). Consulté à l'adresse WU Vienna University of Economics and Business website: <https://ideas.repec.org/p/wiw/wus005/8031.html>

On average, boys score higher than girls on math achievement tests and girls score higher than boys in reading. A worrying fact is that these gaps increase between primary and secondary school. This paper investigates the role of early educational tracking (sorting students into different types of secondary schools at an early age) on gender gaps in test achievement. We analyze PISA, PIRLS, and TIMSS data to study how cross-country variation in the age of first tracking affects the country-specific widening gender gap in a difference-in-differences framework. We find strong evidence that early tracking increases gender differences in reading. Early tracking also increases the gender gap in math scores, but the results for math are sensitive to the year of the dataset analyzed and to the inclusion of particular countries in the analysis. For both subjects, every year for which the age of first tracking is postponed weakens the effect of early tracking on the gender gap in achievement.

Megalokonomou, R., Vidal-Fernández, M., & Yengin, D. (2021). **Underrepresentation of Women in Undergraduate Economics Degrees in Europe: A Comparison with STEM and Business.** In *IZA Policy Papers* (N° 175). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://ideas.repec.org/p/iza/izapps/pp175.html>

In the last decade, the proportion and academic performance of women who pursue university degrees has increased relative to men in a range of developing countries (OECD, 2015). Nonetheless, the percentage of undergraduate economics degrees awarded to women has remained between 30% and 35% during 2001-2018 in the U.S. (Siegfried, 2019). In a recent work by Lundberg and Stearns (2019), they show that the gender gap worsens as women economists progress in their professional careers in the U.S., where they end up representing only 10% of university professors. European countries seem to have less of a « leaky pipeline, » where the same figure sits at 22% (Auriol, Friebel, and Wilhelm, 2020). To put this figure into perspective, our paper describes the cross-

country underrepresentation of women graduating in economics degrees in Europe relative to their country-specific women/men university graduation rates. Second, we compare the underrepresentation of women in economics to its closest alternative namely business, as well as its gender underrepresented counterpart, STEM (Science, Technology, Engineering, and Mathematics). Finally, we lean on recent evidence to suggest policies to increase the relative share of women pursuing undergraduate economics degrees in Europe with a strong focus on policies aimed at high schools. Overall, we find that, over the period 2013-2018, the underrepresentation of women in economics graduates has worsened in Europe and that on average two of every five students are women. While the gender representation of university graduates in STEM is worse than in economics, it has experienced a mild increase over the period of study. Unlike Economics, its closest alternative, business, has a slight women overrepresentation, with 1.1 women graduating for every man.

Millet, M., & Beaud, S. (2021). **L'université pour quoi faire?** PUF.
https://www.puf.com/content/Luniversit%C3%A9_pour_quoi_faire

L'Université est un thème peu présent dans le débat d'idées en France. Les médias peuvent consacrer des pages entières ou des longs reportages TV à la réforme de l'ENA ou aux conventions ZEP de Sciences-Po Paris. Mais dès qu'on parle « université » en France aujourd'hui, les mêmes mots dépréciatifs reviennent : « échec » en premier cycle, « fac parking », « usine à chômeurs », etc. Pourtant, les universités, aujourd'hui presque millénaires, jouent un rôle décisif en cette période de généralisation du baccalauréat et des scolarités supérieures. Elles promeuvent nombre d'enfants des classes populaires, présentent d'excellents taux d'insertion et surtout occupent une place irremplaçable dans le paysage français de la recherche et dans la formation au savoir critique. Elles mériteraient d'être remise au centre du système d'enseignement supérieur. Ce livre sur et pour l'université, habituellement si décriée ou déniée, cherche justement à souligner combien les procès qui lui sont faits ratent l'essentiel.

Mintz, B. (2021). **Neoliberalism and the Crisis in Higher Education: The Cost of Ideology.** *American Journal of Economics and Sociology*, 80(1), 79-112.
<https://doi.org/10.1111/ajes.12370>

A number of factors have contributed to the crisis in higher education, including the long-term transformation in funding. In this article, I argue that neoliberalism can explain many of the processes leading to our changing commitment to colleges and universities and the cost increases that this change has produced. A number of neoliberal assumptions firmly rooted in conventional wisdom have contributed to a "student-as-customer" phenomenon, which is, itself, a cost driver. I look at the development of the student as customer as a vehicle for exploring tuition increases. I also examine the tension between education as a public and a private good and the marketization of higher education as crucial drivers of these transformations. In doing so, I emphasize that the student as customer has been created by the changes in the way we think about, organize, and fund education, rather than any fundamental change in young people.

Moss-Pech, C., Lopez, S. H., & Michaels, L. (2021). **Educational Downgrading: Adult Education and Downward Mobility.** *Sociology of Education*, 94(2), 143-158.
<https://doi.org/10.1177/0038040720982890>

Scholarship on adult education throughout the life course focuses on the relationship between education and upward mobility. Scholars rarely examine how adults'

educational aspirations or trajectories are affected by downward mobility or an increasingly precarious labor market. Drawing on in-depth qualitative interviews with 21 job seekers in the post–Great Recession labor market in the United States, this article advances the concept of educational downgrading: returning to school in pursuit of a credential lower than the highest level of education one previously sought or attained. We explore three pathways to downgrading connected to downward mobility: occupational dead ends, career reversals, and educational inflation. In the process, we highlight how individuals adjust their practical educational aspirations as they navigate a contemporary economy in which careers are unstable and credentials are needed for many kinds of jobs across the occupational hierarchy.

Mottet, G. (2021). **Les enseignants et la diversité ethnoculturelle : entre différenciation et homogénéisation dans les discours et les pratiques pédagogiques.** *Éducation et socialisation. Les Cahiers du CERFEE*, (59). <https://doi.org/10.4000/edso.13718>

L'objectif de cet article est de présenter le rapport ambivalent qu'entretiennent les enseignants avec la diversité ethnoculturelle de leurs élèves. Nous verrons qu'ils mobilisent deux schèmes de discours et de pratiques qui s'entremêlent et s'opposent. D'une part, les professionnels cherchent à promouvoir la différenciation pédagogique et à prendre en compte la diversité des publics scolaires. D'autre part, ils développent paradoxalement des pratiques et produisent des discours qui entendent l'effacer, dans une visée d'homogénéisation, cherchant à ajuster les publics aux normes scolaires et sociétales ; soit à induire les bons comportements et à promouvoir la culture commune.

Observatoire des inégalités. (2021, mars 18). **20 % de la population a un diplôme supérieur à bac + 2.** Consulté 31 mars 2021, à l'adresse Observatoire des inégalités website: <https://www.inegalites.fr/niveau-de-diplome-de-la-population>

20 % de la population dispose d'un diplôme supérieur à bac + 2 et 23 % détient au mieux le certificat d'études primaires. On est loin de la vision d'une société où le diplôme du supérieur serait la norme.

OECD. (2021). **Can a growth mindset help disadvantaged students close the gap?** (PISA in Focus N° 112). <https://doi.org/10.1787/20922f0d-en>

OIF : Organisation internationale de la Francophonie, IFEF : Institut de la Francophonie pour l'éducation et la formation, AUF : Agence universitaire de la Francophonie, CONFEMEN : Conférence des ministres de l'éducation des pays ayant le français en partage, & OIF : Organisation internationale de la Francophonie. (2021). **RELIEFH : ressources éducatives libres pour l'égalité femmes-hommes.** Consulté à l'adresse <https://reliefh.francophonie.org/>

Destinée aux enseignants et aux personnels d'encadrement désireux d'intégrer l'égalité femmes-hommes (EFH) dans leur pratique et aux institutions intéressées, cette plateforme entend permettre la recherche, l'échange et le partage des ressources et des bonnes pratiques entre les pays de la Francophonie.

Pezeu, G. (2020). **Des filles chez les garçons : L'apprentissage de la mixité.** Consulté à l'adresse <https://www.editions-vendemiaire.com/catalogue/collection-chroniques/des-filles-chez-les-garcons-genevieve-pezeu/>

Si la mixité à l'école nous semble aujourd'hui aller de soi, l'éducation, privée ou publique, s'est pourtant longtemps fondée sur la séparation des sexes, n'offrant aux filles qu'une

instruction restreinte. Ce n'est qu'à la fin du XIXe siècle que l'État leur ouvre des collèges et lycées qui leur sont réservés, visant d'abord à en faire de bonnes mères de famille. Et il faut attendre l'entre-deux-guerres pour que ces institutions les préparent au baccalauréat. Aussi les Françaises désireuses d'accéder aux études supérieures ont-elles, dès la veille de la Grande Guerre, forcé la porte des établissements de garçons. À tel point qu'à la fin des années 1930, près de 60% de ceux-ci accueillent déjà des jeunes filles dans leurs classes – bien avant que la loi de 1975 ne permette d'instaurer la mixité à tous les échelons scolaires... S'appuyant sur des archives inédites et de nombreux témoignages, Geneviève Pezeu retrace l'histoire de ces pionnières méconnues de la démocratisation de l'enseignement, actrices d'une révolution silencieuse qui éclaire d'une lumière nouvelle les débats actuels sur l'égalité des sexes. Agrégée d'histoire et docteure en sciences de l'éducation, Geneviève Pezeu mène depuis plusieurs années des recherches sur l'histoire de la mixité à l'école. Présidente de l'association nationale des études féministes (ANEF), elle est consultante et formatrice pour la prise de conscience des inégalités entre les femmes et les hommes.

Plaud, C. (2021). **Dispositifs de formation au numérique en primaire : usages des rôles modèles et redistribution des rôles. Retours d'expérience des acteurs et actrices.** *Éducation et sociétés*, 45(1), 79-95. <https://doi.org/10.3917/es.045.0079>

Des dispositifs de formation tentent de contrer les stéréotypes. À l'appui d'une démarche compréhensive, l'article montre comment les acteurs et actrices s'emparent d'un dispositif œuvrant à l'égalité entre les femmes et les hommes dans le domaine du numérique. Le terrain de recherche, "Les filles qui", est celui d'ateliers de médiation numérique créés dans des écoles primaires de Bretagne. L'expérience redéfinit le rôle de l'identité professionnelle et la fait évoluer. Les étudiantes expérimentent une place entre la grande sœur et la sachante scientifique. Le corps enseignant identifie chez les élèves des potentialités non mobilisées par l'école traditionnelle. Son identité professionnelle évolue d'une logique de qualification vers une logique de compétence, sans que l'une annihile l'autre. Les participants dessinent une alternative : un partenariat sur des dispositifs qui viennent combler des manques en leur apportant des bénéfices en termes d'image et de représentations du métier.

Pochon, S. (2021). **Derrière la grande porte : une année à Henri-IV.** Consulté à l'adresse <http://editionsdudetour.com/index.php/les-livres/derriere-la-grande-porte-une-annee-a-henri-iv/>

Resnjanskij, S., Ruhose, J., Wiederhold, S., & Woessmann, L. (2021). **Can Mentoring Alleviate Family Disadvantage in Adolescence? A Field Experiment to Improve Labor-Market Prospects.** In *CESifo Working Paper Series* (N° 8870). Consulté à l'adresse CESifo website: https://ideas.repec.org/p/ces/ceswps/_8870.html

We study a mentoring program that aims to improve the labor-market prospects of school-attending adolescents from disadvantaged families by offering them a university-student mentor. Our RCT investigates program effectiveness on three outcome dimensions that are highly predictive of adolescents' later labor-market success: math grades, patience/social skills, and labor-market orientation. For low-SES adolescents, the one-to-one mentoring increases a combined index of the outcomes by half a standard deviation after one year, with significant increases in each dimension. Part of the treatment effect is mediated by establishing mentors as attachment figures who provide guidance for the future. The mentoring is not effective for higher-SES adolescents. The

results show that substituting lacking family support by other adults can help disadvantaged children at adolescent age.

Riban, C. (2020). **L'école dans le quotidien de mères de familles populaires ethnicisées : interdépendance des sphères d'expérience et enjeux de subjectivation** (Theses, Université Rennes 2). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03181518>

Salane, F., & Brito, O. (2021). “ **Lui, c'est un « grand »** ” / “ **Eux, c'est nos « p'tits »** ” : **dynamique de catégorisation et ordre social chez les jeunes des quartiers populaires.** *Sociétés et jeunesses en difficulté*. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03182809>

Štech, S., & Smetáčková, I. (2021). **L'enseignement distanciel en République tchèque – le miroir familial des inégalités scolaires.** *Administration Education*, N° 169(1), 135-140. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-1-page-135.htm>

Tilman, A., & Mangez, É. (2021). **L'instruction à domicile comme phénomène global.** *Éducation et sociétés*, 45(1), 123-141. <https://doi.org/10.3917/es.045.0123>

L'objet est le développement actuel de l'instruction à domicile dont la pratique, encore marginale, s'étend dans la plupart des pays ayant un système scolaire massifié. Cette expansion quantitative dans de nombreux pays industrialisés amène à considérer qu'il s'agit d'un phénomène de plus en plus global qui appelle une explication globale. La littérature identifie des types de familles instruisant à domicile, mais s'interroge peu sur ce phénomène ailleurs qu'en Amérique du Nord et encore moins sur le caractère global de son expansion. L'article s'appuie sur une enquête en Belgique et aux États-Unis pour décrire l'auto-organisation de l'instruction à domicile et tenter d'expliquer son expansion. Il souligne les rapports de renforcement mutuel entre expansion et auto-organisation. Situer ce phénomène dans une perspective sociologique plus large est susceptible d'aider à mieux comprendre son caractère global et à suggérer des voies de recherche.

Tong, Y., Li, J. X., & Shu, B. (2021). **Is Children's Academic Performance Valuable to Parents? Linking Children's Effort Vs. Results and Fathers' Vs. Mothers' Subjective Well-Being.** *Child Indicators Research*, 14(2), 583-605. <https://doi.org/10.1007/s12187-020-09763-3>

In today's modern society, the economic value of children to parents has generally decreased. Instead, given the expansion of education and emphasis on educational success, the cost of raising children has increased considerably. To increase their children's chances for upward social mobility, parents are investing much more in children's education than before. However, although it is widely known that having school-aged children increases parental anxiety, little is known about how children's academic performance is associated with parental psychological well-being. Using data from the 2010 and 2012 China Family Panel Studies (CFPS), we examine how children's academic performance is linked to parental subjective well-being, which is measured by life satisfaction and depression symptoms. We find that both children's learning effort and academic results are significantly associated with parental well-being when examining them separately, but the statistical significance of effort disappears when we put both in the depression model, despite that such offset effect is not obvious in the life satisfaction

model. This indicates that Chinese parents tend to value the results more than the effort. The analysis by parental gender further shows that both effort and academic results are associated with mothers' well-being, but for fathers, only results matter. Our study adds to the literature on how school-aged children's academic performance may be associated with middle-aged parents' well-being, extending the understanding of the value of children to parents.

Tricot, A. (2021). **Le numérique permet-il des apprentissages scolaires moins contraints ? Une revue de la littérature.** *Éducation et sociétés*, 45(1), 37-56. <https://doi.org/10.3917/es.045.0037>

Si une situation d'enseignement met en œuvre des contraintes de lieu, de temps, de savoir enseigné et de manière d'apprendre, le numérique peut-il réduire ces contraintes ? Pour répondre à la question, une revue de la littérature empirique sur le numérique éducatif est proposée. Elle met en évidence le peu d'effet du numérique sur la contrainte du savoir enseigné. Elle montre aussi que si les contraintes de temps, de lieu et de manière sont parfois soulagées, elles sont surtout déplacées : gérées par l'enseignant ou l'enseignante dans la situation de classe, elles sont souvent autogérées par les élèves dans les environnements numériques éducatifs, notamment à distance. En réalité, un accroissement des exigences est souvent observé, au détriment des élèves les plus fragiles ou les moins compétents dans l'autorégulation de leurs apprentissages.

UNGEI : United nations girl's education initiative. (2021). **De meilleurs financements pour faire progresser l'égalité des genres dans l'éducation : en quoi la qualité des financements a-t-elle un impact sur l'éducation des filles et quelles actions mettre en place ? Note d'orientation.** Consulté à l'adresse <https://www.ungei.org/sites/default/files/2021-02/Spending-Better-for-Gender-Equality-in-Education-policy-note-2021-fre.pdf>

La gestion des dépenses publiques tenant compte des questions de genre et l'analyse coût-efficacité sont de plus en plus utilisées dans de nombreux pays. Elles contribuent à assurer l'optimisation du financement destiné à favoriser l'égalité entre sexes. Le document montre comment ces processus ont porté leurs fruits en Ouganda et émet des recommandations quant aux meilleures pratiques de mise en œuvre.

University of Cambridge-REAL : Research for Equitable Access and Learning Centre. (2021). **Transformative political leadership to promote report 12 years of quality education for all girls.** Consulté à l'adresse https://www.educ.cam.ac.uk/centres/real/publications/PoliticalLeadershipPaper_FINAL_With%20Forward_Website.pdf

Comment le leadership politique peut-il promouvoir un cycle de douze années d'éducation de qualité pour toutes les filles ? A partir de l'analyse des données mondiales et d'entretiens de chercheurs avec des dirigeants politiques, le rapport émet sept recommandations sur la manière dont le leadership politique peut permettre à toutes les filles de bénéficier d'une éducation de qualité, notamment dans les pays à revenu faible ou intermédiaire.

Witteveen, D. (2021). **Encouraged or Discouraged? The Effect of Adverse Macroeconomic Conditions on School Leaving and Reentry.** *Sociology of Education*, 94(2), 103-123. <https://doi.org/10.1177/0038040720960718>

Existing research generally confirms a countercyclical education enrollment, whereby youths seek shelter in the educational system to avoid hardships in the labor market: the “discouraged worker” thesis. Alternatively, the “encouraged worker” thesis predicts that economic downturns steer individuals away from education because of higher opportunity costs. This study provides a formal test of these opposing theories using data from the United States compared with similar sources from the United Kingdom, Germany, and Sweden. I investigate whether macroeconomic stimuli—including recessions and youth unemployment fluctuations—matter for enrollment decisions. Analyses rely on 10 years of detailed individual-level panel data, consisting of birth cohorts across several decades. Across data sources, results show enrollment persistence in secondary education is stronger in response to economic downturns. These patterns differ sharply for tertiary-enrolled students and those who recently left higher education. Surprisingly, U.S. youths display an increased hazard of school leaving and a decreased hazard of educational reenrollment in response to adverse conditions. In contrast, European youths tend to make enrollment decisions supportive of discouraged-worker mechanisms or insensitivity to adverse conditions. The U.S.-specific encouraged-worker mechanism might be explained by the relative importance of market forces in one's early career and the high costs of university attendance, which induces risk aversion with regard to educational investment. The discussion addresses the consequences for educational inequality.

Climat de l'école

ADEA : Association pour le développement de l'éducation en Afrique, UA-CIEFFA : UA/CIEFFA, Union africaine/Centre international pour l'éducation des filles et des femmes en Afrique, & ADEA : Association pour le développement de l'éducation en Afrique. (2021). **Enseignement et bien-être des apprenants pendant la pandémie de covid-19 : première note d'information observatoire KIX sur les réponses à la covid-19.** Consulté à l'adresse <https://www.adeanet.org/sites/default/files/kixobservatory-premiere-note-information.pdf>

Dans le cadre des réponses à la pandémie de COVID-19, cette note sur l'enseignement, les enseignants et le bien-être des apprenants pendant la COVID-19 entend encourager et promouvoir, au niveau des politiques et des pratiques, une culture du partage de données probantes en éducation. Elle formule également des recommandations ciblées.

OECD. (2020). **Early Learning and Child Well-being: A Study of Five-year Olds in England, Estonia, and the United States.** <https://doi.org/10.1787/3990407f-en>

PHAIR, R. (2021). **International early learning and child well-being study assessment framework.** Consulté à l'adresse https://www.oecd-ilibrary.org/education/international-early-learning-and-child-well-being-study-assessment-framework_af403e1e-en;jsessionid=dEcu25-t7mdalyHQ9K3rKGeW.ip-10-240-5-90

L'étude internationale sur l'apprentissage précoce et le bien-être des enfants met en lumière la situation des enfants à l'âge de cinq ans. Le bien-être et l'apprentissage des enfants en bas âge sont des déterminants essentiels de leurs résultats ultérieurs à l'école et à l'âge adulte. Pourtant, le développement des jeunes enfants reste l'un des domaines les plus négligés de la recherche internationale en matière d'éducation. Ce cadre d'évaluation présente les résultats d'une série d'études longitudinales sur la façon dont les compétences précoces des enfants se développent et les domaines

d'apprentissage précoce qui sont les plus prédictifs de la réussite scolaire ultérieure, du bien-être et d'autres résultats positifs.

Évaluation des dispositifs d'éducation-formation

Jarraud, F. (2021, mars 17). **Séparatisme : Les politiques d'ouverture des grandes écoles en total échec**. Consulté 24 mars 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/03/17032021Article637515612876272815.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=508036

« Cordées de la réussite », programmes de parrainage, admissions parallèles : tous ces dispositifs largement promus par le gouvernement sont inefficaces. C'est ce que montre la récente étude, implacable, de Cécile Bonneau, Georgia Thébaud, Pauline Charoussat et Julien Grenet. Invitées au séminaire Liepp de Carlo Barone à Sciences Po, Cécile Bonneau et Georgia Thébaud ont pu exposer leur thèse le 16 mars. Les dispositifs d'ouverture n'ont pas atteint leurs objectifs, loin s'en faut. Les grandes écoles accumulent les ségrégations : scolaire, sociale, géographique et de genre. Les écarts de niveau scolaire n'expliquent pas le séparatisme des grandes écoles. Il faut une autre stratégie pour lutter contre un séparatisme social indécent.

Jarraud, F. (2021, mars 23). **L'enseignement intégré des sciences est moins efficace**. Consulté 24 mars 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/LEXPRESSO/Pages/2021/03/23032021Article637520809485334801.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=508138

« L'enseignement intégré de science et technologie (EIST) en sixième et cinquième favorise le décrochage entre disciplines. Il offre aussi un cadre propice à la mise en œuvre de la démarche d'investigation, caractéristique des pratiques scientifiques et technologiques », écrit Eduscol. On savait, depuis Pisa et aussi une évaluation des démarches de La main à la pâte que la démarche d'investigation ne donne pas les résultats attendus. Une nouvelle étude allemande démontre que l'EIST donne de moins bons résultats qu'un enseignement fragmenté des sciences.

Formation continue

Commission européenne. (2020). **Innovation and digitalisation: a report of the ET 2020 working group on vocational education and training (VET) : eight insights for pioneering new approaches**. Consulté à l'adresse <https://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=8365&furtherPubs=yes>

L'innovation et la transition numérique dans l'enseignement et la formation professionnels (EFP) jouent un rôle clé dans les transitions écologiques et numériques globales, ainsi que dans la reprise de l'Europe. À partir d'ateliers, de séminaires web et d'activités d'apprentissage entre pairs, le groupe de travail « Éducation et formation 2020 » sur l'EFP (2018-2020) s'est penché sur la question suivante : comment l'innovation et la transition numérique peuvent-elles renforcer la qualité de l'EFP ? Le rapport fournit : une vision, trois points de vue et huit éclairages, ainsi que de nombreuses bonnes pratiques venant de toute l'Europe, notamment douze projets phares.

Poellhuber, B., & michelot, florent. (2019). **L'engagement et les stratégies d'autorégulation des apprenants adultes en e-Formation**. In A. Jézégou (Éd.), *Traité de l'e-Formation des adultes: état de la recherche* (p. 233-262). Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-02969926>

Considérant les évolutions technologiques et le mythe tenace de la « société du savoir », le besoin de développer ses compétences est de plus en plus appréhendé comme un investissement pour les travailleurs, cela leur vie durant. En plus des formations à distance, des ressources en ligne et des MOOC (Massive Open Online Courses) sont maintenant disponibles pour permettre aux adultes de développer leurs compétences. Avec le numérique, ces moyens d'autoformation deviennent plus accessibles et le développement professionnel peut se faire dans des contextes informels ou non formels. En effet, des ressources éducatives libres apparaissent sous diverses formes : sites, baladodiffusions, blogues, vidéos, etc. L'offre de formation sous forme de MOOC, devient maintenant significative. Ces dispositifs de formation étant plus largement et facilement accessibles, ils attirent des apprenants adultes dotés de profils plus variés que ceux que l'on retrouve dans les formations créditées offertes par les établissements d'enseignement. Or, à peine 10 % des inscrits terminent avec succès le MOOC auquel ils participent (Jordan, 2014). Ainsi, les préoccupations historiques envers l'abandon en e-Formation indiquent l'importance de s'intéresser aux mécanismes qui soutiennent l'engagement et la persévérance des apprenants. Pour mieux comprendre les déterminants de l'engagement des apprenants dans ces dispositifs, la perspective sociocognitive s'avère particulièrement heuristique. Le présent chapitre traite des relations entre motivation et engagement en e-Formation, en prenant assise sur un modèle d'autorégulation. Le processus d'autorégulation est vu dans le contexte des influences mutuelles formalisées dans le modèle de causalité réciproque de Bandura (1986). Les liens entre motivation, engagement cognitif, stratégies cognitives et stratégies métacognitives sont abordés dans la perspective du modèle intégrateur de l'autorégulation. Chacun des concepts est soigneusement présenté avec le souci de rapporter les principaux résultats de recherche dans le domaine de l'e-Formation. Le modèle intégrateur proposé peut notamment servir d'assise pour alimenter une réflexion conceptuelle à mobiliser dans une démarche de recherche (particulièrement pour des étudiants en master ou des doctorants) ou encore pour inspirer la conception des environnements d'e-Formation.

Marché du travail

Briard, K. (2020). **Temps partiel et ségrégation professionnelle femmes-hommes : une affaire individuelle ou de contexte professionnel ?** *Travail et emploi*, 161(1), 31-60. Consulté à l'adresse <https://www.cairn.info/revue-travail-et-emploi-2020-1-page-31.htm>

Les femmes privilégient-elles des métiers où le temps partiel est répandu ou est-ce l'exercice de certains métiers par les femmes qui y favorise le temps partiel ? L'article propose un éclairage de cette question en rappelant les thèses liant ségrégation et temps de travail et en exploitant les enquêtes Emploi de l'Insee de 2013 à 2016. L'analyse rend compte de l'importance de la ségrégation professionnelle sexuée en France et de la fréquence du temps partiel dans les métiers mixtes et féminisés, que le temps partiel soit attaché au poste ou demandé par les salarié·es. Le temps partiel « contraint » est l'attribut d'une main-d'œuvre employée et ouvrière surreprésentée dans les métiers

féminisés, aussi bien féminine que masculine. Le temps partiel « choisi » concerne davantage les femmes, plutôt les non-cadres des métiers mixtes et féminisés, et répond à des motivations différentes pour chacun des sexes : familiales pour les femmes, professionnelles pour les hommes. Pour eux, le recours au temps partiel semble lié à l'organisation du travail, ce qui est moins évident pour les femmes.

Keyhani, B. (2020). **L'intégration par l'économique. La déqualification des réfugiés afghans.** *Travail et emploi*, 161(1), 93-118. Consulté à l'adresse <https://www.cairn.info/revue-travail-et-emploi-2020-1-page-93.htm>

L'article analyse le processus de déclassement d'hommes afghans ayant obtenu en France le statut de réfugié. Il s'appuie sur des entretiens biographiques et des observations réalisées dans les salles de formation d'un centre de l'Agence nationale pour la formation professionnelle des adultes (Afp) de la région parisienne aux côtés d'un groupe recruté par McDonald's dans le cadre d'un dispositif public-privé d'insertion professionnelle spécifique aux réfugiés. Il montre comment les injonctions à l'adaptation culturelle s'imbriquent dans une socialisation à des « normes d'entreprise » spécifique à une main-d'œuvre subalterne. Si les itinéraires d'émigration de ces réfugiés s'inscrivent dans des rapports sociaux de classe et de race, le caractère différencié des trajectoires au sein de ce groupe fait émerger des aspirations scolaires et professionnelles contrastées et donne sens aux luttes qu'ils mènent contre leur mise au travail déqualifié, processus éminemment conflictuel.

Métiers de l'éducation

Biasi, B., Fu, C., & Stromme, J. (2021). **Equilibrium in the Market for Public School Teachers: District Wage Strategies and Teacher Comparative Advantage.** In *NBER Working Papers* (N° 28530). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://ideas.repec.org/p/nbr/nberwo/28530.html>

We study the equity-efficiency implication of giving school districts control over teacher pay using an equilibrium model of the market for public-school teachers. Teachers differ in their comparative advantages in teaching low- or high-achieving students. School districts, which serve different student bodies, use both wage and hiring strategies to compete for their preferred teachers. We estimate the model using data from Wisconsin, where districts gained control over teacher pay in 2011. We find that, all else equal, giving districts control over teacher pay would lead to more efficient teacher-district sorting but larger educational inequality. Teacher bonus programs that incentivize comparative advantage-based sorting, combined with bonus rates favoring districts with more low-achieving students, could improve both efficiency and equity.

Bisson-Vaivre, C., & Tobaty, A. (2021). **Enquête : ce que disent les adhérents de l'AFAE (Association française des acteurs de l'Éducation).** *Administration & Éducation*, N° 169(1), 33-34. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-1-page-33.htm>

Filippi, P. A. (2020). **Les ressources psychosociales comme instruments de reprise du pouvoir d'agir : le cas de formateurs d'enseignants en ESPE confrontés à un nouveau dispositif de formation** (Theses, Aix-Marseille Université (AMU)). Consulté à l'adresse <https://hal.archives-ouvertes.fr/tel-03169313>

Jarraud, F. (2021, mars 18). **Quitter l'éducation : Les ruptures conventionnelles inférieures aux demandes.** Consulté 24 mars 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/LEXPRESSO/Pages/2021/03/18032021Article637516497751696679.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=508062

De nombreux personnels souhaitent quitter l'Education nationale avec une indemnité. Introduites par la loi de transformation de la fonction publique, les ruptures conventionnelles permettent de quitter son emploi dans la fonction publique d'un commun accord avec l'administration. D'un premier bilan présenté en Comité technique ministériel (CTM) le 17 mars, il ressort que près de 300 ruptures ont été signées en 2020, soit un peu plus que les départs volontaires de l'année précédente. Ce sont des enseignants du second degré qui en ont davantage bénéficié.

Maire, A.-M. (2021). **Une IA-DASEN au cœur de la crise sanitaire et de la continuité du service public.** *Administration & Éducation*, N° 169(1), 49-55. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-1-page-49.htm>

Rouet, G., Attarça, M., Chomienne, H., & Côme, T. (2021). **Crise de la Covid-19 et résilience des enseignants.** *Administration & Éducation*, N° 169(1), 57-62. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-1-page-57.htm>

Numérique et éducation

Cour des comptes. (2021). **La Grande École du numérique.** In <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3302> (p. 7) [Rapport]. Consulté à l'adresse Cour des comptes (France) website: <https://www.ccomptes.fr/sites/default/files/2021-03/20210308-refere-S2020-2114-grande-ecole-numerique.pdf>

Groupe d'intérêt public (GIP) constitué en 2016 entre l'Etat, Pôle emploi, l'association Régions de France, divers acteurs de l'emploi et de la formation professionnelle, ainsi que des entreprises privées, la Grande École du numérique, dont la mission principale est de labelliser et de financer des formations, doit permettre à des publics éloignés de l'emploi d'accéder à une formation aux métiers du numérique. Cet objectif correspond à un vrai besoin, tant pour l'économie qu'en matière de soutien à l'emploi. En trois ans, le GIP a ainsi financé la formation de près de 28 000 stagiaires, en majorité peu ou pas diplômés, pour un montant total d'environ 48 M€. La mise en oeuvre des missions de la Grande École du numérique souffre toutefois de lacunes et d'irrégularités, notamment d'un système de conventionnement critiquable. Sa gouvernance est à réformer et son suivi par l'État à renforcer. La Cour formule dix recommandations au total.

Diakhaté, D. (2020). **Intégration des TIC dans l'enseignement des sciences de l'information et de la communication : motivations, contraintes et perspectives.** *ReSciLaC revue des sciences du langage et de la communication*, 2(12). Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03175067>

Gariel, M.-P. (2021). **L'école à l'ère du numérique.** *Avis du Conseil économique, social et environnemental*, 106. Consulté à l'adresse

https://www.lecese.fr/sites/default/files/pdf/Avis/2021/2021_13_ecole_ere_numerique.pdf

Jézégou, A. (2021, mars). **Créer de la présence à distance : un modèle théorique au service de la pratique en e-Formation**. Présenté à Cycle d'ateliers de « dialogue avec la recherche ». Consulté à l'adresse <https://halshs.archives-ouvertes.fr/halshs-03170628>

Lors de cette conférence webinaire, Annie Jézégou présente un modèle théorique (2012, 2019, 2020) qui fonde les bases nécessaires pour « créer une présence à distance » en contexte de e-Formation. Cette présence est qualifiée de « sociale », car elle porte sur la dynamique relationnelle existante entre les apprenants, ainsi qu'entre le formateur et les apprenants lorsque ces derniers réalisent une activité en groupe. La présence sociale se décline en trois dimensions : la présence socio-cognitive, la présence socio-affective et la présence pédagogique. Ensemble, elles permettent de réduire la distance qui sépare et de générer une proximité entre les interlocuteurs, au sein d'un espace numérique de communication. De plus, elles contribuent à l'émergence et au développement d'une communauté d'apprentissage en ligne. Le modèle de la présence sociale en e-Formation, élaboré par Annie Jézégou, est une construction théorique qui peut être mise au service de la pratique en e-Formation.

Ronkowitz, K., & Ronkowitz, L. C. (2021). **Choosing Transformation Over Tradition: The Changing Perception of Online Education**. *American Journal of Economics and Sociology*, 80(1), 205-229. <https://doi.org/10.1111/ajes.12378>

Despite advancements in online education, misperceptions persist that create obstacles to the integration of online classes in higher education. This essay refutes misconceptions about online education and highlights key components of a strong online course. As a result of the pandemic, it became apparent that there is a conflation between "school" and "education" that has prompted contradistinction. This discussion provides insight into some of the social and economic implications of the culture of our education system.

Ronkowitz, K., & Ronkowitz, L. C. (2021). **Online Education in a Pandemic: Stress Test or Fortuitous Disruption?** *American Journal of Economics and Sociology*, 80(1), 187-203. <https://doi.org/10.1111/ajes.12377>

This study explores higher education and the ways in which the shutdown caused by the COVID-19 pandemic have accelerated the evolution of online education. This movement from face-to-face (F2F) education to a virtual environment was forced and unplanned. It can be viewed as a stress test for digital teaching and learning in the higher education system. The study addresses course conversions and the progress of online education in response to the current crisis.

WASIK, Unit, E. : E. I., & WASIK. (2020). **Bridging the digital divide to engage students in higher education**. Consulté à l'adresse <https://edudownloads.azureedge.net/msdownloads/EIU-Microsoft-Education-Bridging-the-Digital-Divide-2020.pdf>

Sponsorisé par Microsoft, ce rapport explore l'impact du nouveau paradigme de l'enseignement supérieur engendré par la COVID-19 sur les expériences d'enseignement et d'apprentissage, l'engagement, la performance et la valeur. Alors que les applications de vidéoconférence et d'autres plates-formes sociales se sont multipliées, les recherches montrent que de nombreux enseignants ont du mal à maintenir le même niveau d'engagement de étudiants qu'auparavant. Comment faire participer (et retenir) les étudiants dans ce nouvel environnement d'apprentissage ? Ce rapport

examine la manière dont la pandémie a accéléré la révolution de l'enseignement à distance, ainsi que son impact sur l'enseignement et l'apprentissage.

Politique de l'éducation et système éducatif

Abdulkadiroglu, A., Dur, U., & Grigoryan, A. (2021). **School Assignment by Match Quality** (NBER Working Paper N° 28512). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/28512.htm>
Proponents of school choice argue that it improves educational outcomes by allowing parents to self-select into schools that are most effective for their children. Contrary to these arguments, empirical evidence suggests that parents may not incorporate school effectiveness or match quality when choosing schools. The findings potentially impugn proponents' effectiveness arguments of choice-based assignment. We develop novel solutions that restore effectiveness by maximizing match quality subject to stability constraints. Maximization algorithms are provided for both small and large school districts. Simulations reveal substantial match quality gains from our solutions compared to the celebrated Deferred Acceptance mechanism with a random tie-breaker. Our methodology can be used to optimize for other policy objectives in school choice or other priority-based matching problems.

Adejumo, O., Asongu, S., & Adejumo, A. (2021). **Education Enrollment Rate vs Employment Rate: Implications for Sustainable Human Capital Development in Nigeria** (Working Papers of the African Governance and Development Institute. N° 21/013). Consulté à l'adresse African Governance and Development Institute. website: https://econpapers.repec.org/paper/agdwpaper/21_2f013.htm
The study examines the dynamic interrelationships among the school enrolment rates and the rate of employment (via unemployment rates) in Nigeria. The study employed Autoregressive estimates and an unrestricted VAR approach to analyze these relationships. The study lends credence to the new-growth theory (i.e. endogenous models) that more investments in human capital, through education especially at higher levels, will allow human capital to evolve dynamically and increase long-run growth in Nigeria. This tendency engenders multiplier effects in stimulating sustainable development given that education-driven growth facilitates employment. The growth literature has been definitive on the role of human capital in achieving long-run economic growth. Therefore, investments in education have been identified as a vital channel for building human capital and achieving long run development objectives. Thus, in the nascent quest for sustainable development, this study takes the new growth theory a step higher by examining the modulating effects of educational-driven growth (i.e. via school enrolments rates) in setting the pace for employment patterns in Nigeria.

Adejumo, O. O., Asongu, S. A., & Adejumo, A. V. (2021). **Education Enrollment Rate vs Employment Rate: Implications for Sustainable Human Capital Development in Nigeria**. In *Working Papers* (N° 21/013). Consulté à l'adresse European Xtramile Centre of African Studies (EXCAS) website: <https://ideas.repec.org/p/exs/wpaper/21-013.html>
The study examines the dynamic interrelationships among the school enrolment rates and the rate of employment (via unemployment rates) in Nigeria. The study employed Autoregressive estimates and an unrestricted VAR approach to analyze these relationships. The study lends credence to the new-growth theory (i.e. endogenous models) that more investments in human capital, through education especially at higher

levels, will allow human capital to evolve dynamically and increase long-run growth in Nigeria. This tendency engenders multiplier effects in stimulating sustainable development given that education-driven growth facilitates employment. The growth literature has been definitive on the role of human capital in achieving long-run economic growth. Therefore, investments in education have been identified as a vital channel for building human capital and achieving long run development objectives. Thus, in the nascent quest for sustainable development, this study takes the new growth theory a step higher by examining the modulating effects of educational-driven growth (i.e. via school enrolments rates) in setting the pace for employment patterns in Nigeria.

Akresh, R., Halim, D., & Kleemans, M. (2021). **Long-Term and Intergenerational Effects of Education: Evidence from School Construction in Indonesia**. <https://doi.org/10.1596/1813-9450-9559>

Andreu, S., Bret, A., Chabanon, L., Santos, R. D., Durand de Monestrol, H., Heidmann, L., ... Vourc'h, R. (2021). **Test de positionnement de début de seconde 2020: des performances en hausse en français, mais des résultats toujours contrastés selon les caractéristiques des élèves et des établissements**. *Note d'information*, (21.16). Consulté à l'adresse <https://www.education.gouv.fr/test-de-positionnement-de-debut-de-seconde-2020-des-performances-en-hausse-en-francais-mais-des-322828>

Les effectifs d'élèves du second degré devraient augmenter jusqu'en 2023 puis diminuer à partir de 2024. En 2021, 43 400 élèves supplémentaires sont attendus. L'augmentation des effectifs devrait être de moins en moins soutenue en 2022 et 2023. En revanche, à partir de 2024 une diminution est attendue, de l'ordre de 17 000 élèves en 2024 puis 22 000 en 2025. Ces évolutions sont liées à la démographie, les générations nées entre 2010 et 2012 qui entreront dans le second degré entre les rentrées 2021 et 2023 sont plus importantes que celles qui les quitteront, alors qu'en 2024 et 2025, les générations 2006 et 2007 seront remplacées respectivement par les générations 2013 et 2014 nettement moins nombreuses.

Apple, M. W. (2021). **Test Scores, Identities, and Cultural Possibilities**. *Educational Policy*, 35(3), 522-531. <https://doi.org/10.1177/0895904820904948>

In my Reviewing Policy section of this journal I have often analyzed a number of significant books that focus on other nations. Such an international agenda is important. Analytically such a wider perspective provides fresh insights into the lenses we employ to understand crucial sets of social relations that are created by and create educational and larger dynamics. This international view has now taken a very interesting turn with the publication of Paul Willis's newest book, *Being Modern in China: A Western Cultural Analysis of Modernity, Tradition and Schooling in China Today*. At the center of his analysis is the public school and especially the power of the national examinations in China as both structures that divide populations but also as powerful devices that embody identities both now and in the future. But it is much more than this. With its primary focus on both commodified and lived youth cultures, the book constitutes a substantive contribution to the questioning of the orthodox view of economic determinism within the political economy of education. Given this, it is definitely worth reading the book, but it is important to remember that this is indeed a "western" analysis.

Armstrong, P. (2021). **'You never stop learning on the job': Informal professional development among school business leaders in England.** *Management in Education*, 35(2), 94-100. <https://doi.org/10.1177/0892020620969897>

Drawing on empirical data from case study research exploring the working lives and practices of school business leaders in the English school system, this article explores the notion of professional development among this relatively under acknowledged cohort of the school workforce. I adopt the position that professional development must be understood as a multi-dimensional concept constituting both formal and informal processes. It is the latter of these two with which the article is concerned, to illuminate aspects of professional development among school business leaders in England that are often concealed within the everyday interactions and routines of working life and therefore potentially unrecognised and unappreciated as developmental. This article contributes to a burgeoning knowledge base surrounding what seems to be an under-acknowledged constituency of the school workforce, by highlighting the informal ways in which school business leaders enhance their professional development.

Armstrong, P. W., & Rayner, S. (2021). **School business leadership: Current issues and future prospects.** *Management in Education*, 35(2), 81-82. <https://doi.org/10.1177/0892020620981947>

Aupaix, R. (2021). **Quelle gestion de la Covid-19 dans les écoles fondamentales en Belgique francophone ?** *Administration Education*, N° 169(1), 71-75. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-1-page-71.htm>

Bablet, M., Claus, P., & Tobaty, A. (2021). **École et crise sanitaire : déstabilisation et opportunités.** *Administration Education*, N° 169(1), 7-11. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-1-page-7.htm>

Baldwin, P., Yaneva, V., Mee, J., Clauser, B. E., & Ha, L. A. (2021). **Using Natural Language Processing to Predict Item Response Times and Improve Test Construction.** *Journal of Educational Measurement*, 58(1), 4-30. <https://doi.org/10.1111/jedm.12264>

In this article, it is shown how item text can be represented by (a) 113 features quantifying the text's linguistic characteristics, (b) 16 measures of the extent to which an information-retrieval-based automatic question-answering system finds an item challenging, and (c) through dense word representations (word embeddings). Using a random forests algorithm, these data then are used to train a prediction model for item response times and predicted response times then are used to assemble test forms. Using empirical data from the United States Medical Licensing Examination, we show that timing demands are more consistent across these specially assembled forms than across forms comprising randomly-selected items. Because an exam's timing conditions affect examinee performance, this result has implications for exam fairness whenever examinees are compared with each other or against a common standard.

Ballerini, V., & Feldblum, M. (2021). **Immigration Status and Postsecondary Opportunity: Barriers to Affordability, Access, and Success for Undocumented Students, and Policy Solutions.** *American Journal of Economics and Sociology*, 80(1), 161-186. <https://doi.org/10.1111/ajes.12380>

Immigrant and undocumented students face significant barriers in accessing and obtaining a postsecondary degree. The anti-immigration agenda of the Trump

administration and its impact on higher education made this issue of paramount concern. In this article, we review issues at the intersection of immigration and postsecondary education. First, we define the population of interest, with special attention to the differentiated rights of different groups. We argue for the policy significance of immigration for postsecondary education. Second, we provide an overview of the main identified barriers facing undocumented students in accessing postsecondary education. We then examine policies that have been adopted by states and by institutions of higher education to address some of those barriers. We conclude with policy recommendations to improve affordability, access, and success for undocumented students and argue for the inclusion of immigration status as a variable in research on equity in postsecondary education.

Beatton, T., Kidd, M., Niu, A., & Vella, F. (2021). **Age of Starting School, Academic Performance, and the Impact of Non-Compliance: An Experiment within an Experiment, Evidence from Australia.** In *IZA Discussion Papers* (N° 14168). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://ideas.repec.org/p/iza/izadps/dp14168.html>

This paper estimates the difference in academic performance of the oldest and youngest students in a given grade. We employ Queensland Department of Education school administration panel data for the population of state school students for the years 2008-2016. Academic performance is measured by National standard test scores (NAPLAN) and teacher assessed measures of performance and effort for individuals in grades 3, 5 and 7. The empirical analysis employs a regression discontinuity design (RDD) based on administrative rules on age of school enrolment. The class assigning mechanism operates via a known cut-off date and results in the oldest child in the grade being almost a year older than the youngest. However, as parents may anticipate a disadvantage in their child being the youngest in grade they may choose to delay the timing of initial enrolment. This lack of compliance potentially creates difficulties for the RDD identification strategy, in particular the assumption of exchangeability around the cut-off. We exploit a change in the cut-off rule from a 2008 reform which postponed the school starting age by 6 months and produced a large increase in the compliance rate. This enables one to gauge the importance of non-compliance in estimating the treatment effect of being older versus younger in cohort. We find that the pre-reform treatment effect is small and generally statistically insignificant. Post-reform there is a sizeable and statistically significant treatment effect which diminishes as the sample proceeds through school grades, 3, 5 and 7.

Bejjaj-Ardouni, B. (2020). **Pilotage et dispositifs d'évaluation de l'assurance qualité éducative : Etude des systèmes de management de la qualité des centres universitaires de français langue étrangère non labellisés et labellisés Qualité FLE** (Phdthesis, Université Côte d'Azur). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03176068>

Notre travail de recherche porte sur le pilotage et les dispositifs d'évaluation des systèmes de management dans les centres universitaires de français langue étrangère en France, membres de l'ADCUEFE. Plus précisément, il s'agit d'un travail comparatif sur la démarche qualité éducative, selon qu'elle s'exerce ou non dans les exigences d'une labellisation. A ce titre, la comparaison a lieu entre ces centres de langue qui sont certifiés en France par le label « Qualité Français Langue Etrangère » et ceux qui ne sont pas inscrits dans ce processus de labellisation, mais affichent leurs pratiques professionnelles dans une culture qualité. La problématique centrale de notre thèse repose sur un questionnement multiple : la maîtrise de la qualité, de sa planification à son

amélioration, doit-elle nécessairement passer par l'étape ultime de la labellisation ? Cette dernière est une vérification de l'efficacité du cadre normatif et institutionnel opérée par un audit externe, un type de mesure de la qualité s'appuyant sur un référentiel. L'institution universitaire a-t-elle besoin de baser sa démarche qualité sur un référentiel imposé et qu'elle doit s'approprier ? Et si ce dernier fait partie intégrante de l'approche qualité de l'organisme, est-il adapté aux attentes des clients, qu'ils soient internes ou externes ? Quel autre type de preuve de la qualité apporte de fait un organisme qui n'inscrirait pas son système de management dans une perspective de labellisation ? Au final, la démarche qualité peut-elle se passer d'une culture qualité ? Par le biais d'une étude hypothético-déductive, des questionnaires et des entretiens semi-directifs sont réalisés auprès de directeurs des institutions universitaires à l'étude, dont les protocoles et les guides portent non seulement sur la perception et la gestion de l'assurance qualité, mais aussi sur l'appréciation du label Qualité FLE et du référentiel. La recherche empirique permet de prendre conscience des enjeux de la reconnaissance officielle de la labellisation et des difficultés auxquelles la direction est confrontée dans ses actions entreprises pour réussir l'instauration d'une amélioration continue de la qualité et de la garantir dans le respect, ou pas, de normes standardisées.

Bertola, G. (2021). **University Dropout Problems and Solutions**. In *CESifo Working Paper Series* (N° 8880). Consulté à l'adresse CESifo website: https://ideas.repec.org/p/ces/ceswps/_8880.html

Frequent non-completion in optional education can be efficient if dropouts optimally exercise an option rationally foreseen by previous enrollment choices. This paper shows that in educational opportunities and groups of students where enrollment resolves more pronounced individual uncertainty both enrollment and dropout are higher, with ambiguous degree completion expectations, and educational outcomes are unambiguously better in expectation and on average.

Biasi, B., Fu, C., & Stromme, J. (2021). **Equilibrium in the Market for Public School Teachers: District Wage Strategies and Teacher Comparative Advantage**. In *NBER Working Papers* (N° 28530). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://ideas.repec.org/p/nbr/nberwo/28530.html>

We study the equity-efficiency implication of giving school districts control over teacher pay using an equilibrium model of the market for public-school teachers. Teachers differ in their comparative advantages in teaching low- or high-achieving students. School districts, which serve different student bodies, use both wage and hiring strategies to compete for their preferred teachers. We estimate the model using data from Wisconsin, where districts gained control over teacher pay in 2011. We find that, all else equal, giving districts control over teacher pay would lead to more efficient teacher-district sorting but larger educational inequality. Teacher bonus programs that incentivize comparative advantage-based sorting, combined with bonus rates favoring districts with more low-achieving students, could improve both efficiency and equity.

Bisson-Vaivre, C. (2021). **Nouveau ?! Les élèves sont sensibles. Ils ont des émotions**. *Administration & Éducation*, N° 169(1), 147-150. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-1-page-147.htm>

Bisson-Vaivre, C., & Tobaty, A. (2021a). **Des métiers et des missions bousculés.** *Administration & Éducation*, N° 169(1), 93-100. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-1-page-93.htm>

Bisson-Vaivre, C., & Tobaty, A. (2021b). **Du Radeau de La Méduse au porte-avions Charles de Gaulle.** *Administration & Éducation*, N° 169(1), 35-42. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-1-page-35.htm>

Bisson-Vaivre, C., & Tobaty, A. (2021c). **Enquête : ce que disent les adhérents de l'AFAE (Association française des acteurs de l'Éducation).** *Administration & Éducation*, N° 169(1), 33-34. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-1-page-33.htm>

Bisson-Vaivre, C., & Tobaty, A. (2021d). **Le pilotage de proximité : tenir la barre dans un univers incertain.** *Administration & Éducation*, N° 169(1), 77-82. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-1-page-77.htm>

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.

Bouvier, A., Boissinot, A., Tricot, A., & Houdé, O. (2021). **Conclusion : et après ?** *Administration & Éducation*, N° 169(1), 169-184. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-1-page-169.htm>

Brabant, C. (2021). **Éduquer sans l'école : qui ? pourquoi ? comment ? Résultats d'enquêtes en territoires francophones.** *Éducation et sociétés*, 45(1), 97-122. <https://doi.org/10.3917/es.045.0097>

L'apprentissage en famille (AEF) est en croissance dans le monde comme le corpus international de recherche sur ce thème, mais il est peu étudié en francophonie. Ce travail, appuyé sur des données d'enquêtes au Québec, en Suisse romande et en France, rapporte et compare les profils des familles, les motivations parentales et leurs pratiques pédagogiques. Leurs caractéristiques sociodémographiques les distinguent peu de la population générale, sauf une surreprésentation de diplômés universitaires et de détenteurs d'une formation ou expérience de travail en éducation. Ces parents choisissent l'AEF pour vivre un projet éducatif en famille, par souci du bien-être de leurs

enfants, pour améliorer l'expérience d'apprentissage et parce qu'ils critiquent le système d'éducation. Leurs pratiques éducatives sont diversifiées, ces familles trouvant dans l'AEF des réponses à leurs attentes et à des besoins éducationnels, souvent particuliers, mettent au jour des défis sur l'évolution et la gouvernance démocratique des systèmes éducatifs.

Bray, M. (2021). **L'éducation de l'ombre en Afrique: Implications politiques du soutien scolaire privé** (Centre de recherche en éducation comparée (CERC); Centre pour la recherche internationale sur le soutien complémentaire (CIRIST); Université normale de la Chine de l'Est). Consulté à l'adresse https://cerc.edu.hku.hk/wp-content/uploads/M14F-French-v5pdf_Optimized.pdf

Cahon, J., & Poucet, B. (2021). **Réformer le système éducatif: Pour une école nouvelle, mars 1968**. Consulté à l'adresse <http://www.pur-editions.fr/detail.php?idOuv=5116>

Cattet, M.-P., & Claus, P. (2021). **Les associations d'éducation populaire et l'école pendant la crise sanitaire**. *Administration & Éducation*, N° 169(1), 163-168. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-1-page-163.htm>

Cebula, R. J., & Koch, J. V. (2021). **The Crisis in Public Higher Education: A New Perspective**. *American Journal of Economics and Sociology*, 80(1), 113-131. <https://doi.org/10.1111/ajes.12373>

Public higher education in the United States is being challenged, as never before, by numerous conditions that need to be addressed if the public college and university systems are to survive and fulfill their responsibilities to the American public. Student enrollment at these institutions has been on a significant downward trend for a full decade. There has been a discernible decline in the esteem with which the American public holds higher education. There are numerous dimensions to this phenomenon. In this brief article, we focus on only three dimensions of the problem: escalating college costs; mounting student debt; and the failures of boards of trustees to act as fiduciaries representing the interests of students, parents, and citizens. Once we address these issues broadly, we offer feasible solutions that could improve the circumstances surrounding public higher education and enable it to chart a new course.

Chatri, A., Chahbi, O., & Snihji, M. (2021). **The multilevel analysis of students' achievement: Evidence from Morocco**. *African Development Review*, 33(1), 117-129. <https://doi.org/10.1111/1467-8268.12497>

This paper, using multi-level modelling, sought to highlight student-level and school-level characteristics that differentiate the academic performance in mathematics from a sample of 6080 Moroccan secondary students who participated in the 2011 Trends in International Mathematics and Science Study (TIMSS) test. The results indicated little evidence to support the Heyneman–Loxley effect, as they showed that individual and family characteristics were the strongest determinants of achievement compared to the schools' factors. Students scored higher when they were boys, were younger, were more self-confident, were more ambitious, and felt secure in school. They also scored higher when they came from families with a higher socioeconomic status, particularly when their parents were able to ensure the availability of learning resources, and were of a higher level of education. Finally, schools were matter for their pupil achievement mainly

through the location channel, as urban pupils outperformed rural ones. However, the other school characteristics, including those related to teachers, played a negative, or at best neutral, role in pupil outcomes. These findings have important public policy implications. Redesigning education policy towards improving the school's environment and fostering inclusivity would be needed to enhance learning performance of Moroccan students.

Cohodes, S. R., & Parham, K. S. (2021). **Charter Schools' Effectiveness, Mechanisms, and Competitive Influence**. In *NBER Working Papers* (N° 28477). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://ideas.repec.org/p/nbr/nberwo/28477.html>

This paper reviews the research on the impacts of charter school attendance on students' academic and other outcomes, the mechanisms behind those effects, and the influence of charter schools on nearby traditional public schools, almost three decades after the first charter school was established. Across the United States, charter schools appear to perform, on average, at about the same level as their district counterparts. Underlying the similarity in performance across sectors is a consistent finding: charters located in urban areas boost student test scores, particularly for Black, Latinx, and low-income students. Attending some urban charter schools also increases college enrollment and voting and reduces risky behavior, but evidence on such longer-term outcomes has been found in only a few sites and has a limited time horizon. No Excuses charter schools generate test score gains, but their controversial disciplinary practices are not a necessary condition for academic success. Charter school teachers tend to be less qualified and more likely to leave the profession than traditional public school teachers, though the labor market implications are understudied. The influence of charter authorizers and related accountability structures is also limited and would benefit from more rigorous examination. The competitive impact of charter schools on traditional public schools suggests a small, beneficial influence on neighboring schools' student achievement, though there is variation across contexts. Charters also appear to induce a negative financial impact for districts, at least in the short term. Finally, there is competing evidence on charters' contribution to school racial segregation, and little evidence on the impact of newer, intentionally diverse school models. While we know much about charter schools, more research, in more contexts, is needed to further understand where, for whom, and why charters are most effective.

Cook, P. (2021). **The University of Crisis**. *American Journal of Economics and Sociology*, 80(1), 23-51. <https://doi.org/10.1111/ajes.12371>

This article explores the history of the university as a modern social institution through the epistemological framework of crisis. Starting from the historical understanding that the university has always-already been in the throes of crisis, and that such crisis (or crises) are cemented into the conceptual architecture of both the university itself and the inherently promiscuous nature of knowledge in society, this exploration of the university in crisis endeavors to show how crisis is as old as knowledge itself. Building on the insights of such social theorists and historians of the university as Samuel Weber, Bill Readings, Jean-Francois Lyotard, and Gregg Lambert, my hope is to draw out from these writers the intellectual sustenance that is sorely needed (and largely lacking) in today's discourse on the "university of crisis."

Creaby, F. (2021). **Positioning school business practitioners in the English school system.** *Management in Education*, 35(2), 83-93. <https://doi.org/10.1177/0892020621994301>

This article explores the increasing professionalisation of school business practitioners in the state school system in England. Often referred to as 'school business managers' or 'school business leaders', this cohort of the school workforce have been increasingly tasked with leading crucial site-based management functions in schools, such as finance and budgeting, human resources and school operations. As this area of practitioner activity has grown over the last two decades, 'school business leadership' has increasingly been positioned by education policy makers and professional bodies as a distinct field of practice within the school system. However, despite increasing recognition of the value of school business leadership within the school system, there is evidence of continued tensions around the inclusion of such practitioners in matters of leadership. Further, there is a paucity of scholarly research exploring school business activity and the increasing professionalisation of its practitioners. Therefore, this article serves to contribute to this gap by exploring the evolution of school business practitioners and their positioning within the wider field of education in England. It argues for further research in England and for knowledge exchange with other education contexts to share insight and explore future potential.

Cristofoli, S. (2021). **En janvier 2020, l'absentéisme touche en moyenne 6,8 % des élèves du second degré public.** *Note d'information*, (21.14). Consulté à l'adresse <https://www.education.gouv.fr/en-janvier-2020-l-absenteisme-touche-en-moyenne-68-des-eleves-du-second-degre-public-322778>

Du fait de leurs absences, les élèves des établissements publics du second degré perdent 7,4 % de temps d'enseignement en janvier 2020, comme en janvier 2019. Lorsque seules les absences non justifiées sont prises en compte, ce temps d'enseignement perdu est de 1,6 %.

Croguennec, Y. (2021). **Prévision d'effectifs d'élèves du premier degré : la baisse des effectifs devrait se poursuivre jusqu'en 2025.** *Note d'information*, (21.15). Consulté à l'adresse <https://www.education.gouv.fr/prevision-d-effectifs-d-eleves-du-premier-degre-la-baisse-des-effectifs-devrait-se-poursuivre-jusqu-322799>

Le nombre d'élèves dans le premier degré devrait s'établir à 6 528 000 à la rentrée 2021, à 6 447 100 à celle de 2022 et à 6 180 500 à la rentrée 2025 ; il était de 6 616 900 à la rentrée 2020, en forte baisse par rapport à 2019 (- 86 900 élèves).

Czarnitzki, D., Joosten, W., & Toivanen, O. (2021). **International student exchange and academic performance.** In *ZEW Discussion Papers* (N° 21-011). Consulté à l'adresse ZEW - Leibniz Centre for European Economic Research website: <https://ideas.repec.org/p/zbw/zewdip/21011.html>

International student exchange has become an important part of university-level studies and the EU plans to increase it significantly. We analyze how international student exchange affects students' academic human capital. Using detailed student-level data from four faculties (Economics and Business, Law, Engineering and Science) of a large Belgian public university we find that, on average, exchange students lose 7% in terms of grades relative to their non-mobile peers, but less so in Erasmus-facilitated exchange. Since students' academic performance is an important factor in companies' hiring decisions, participation in international exchange seems to have a non-negligible impact on labor market outcomes.

D'Amico, Chapman, & Robertson. (2021). **Associate in Applied Science Transfer and Articulation: An Issue of Access and Equity**. *Community College Journal of Research and Practice*, 45(5), 378-383. <https://doi.org/10.1080/10668926.2020.1741477>

Associate in Applied Science (AAS) degrees are designed to prepare individuals for career opportunities, but they are increasingly prevalent among students transferring to universities. Still, transfer experiences for AAS holders are fraught with barriers such as credit loss and credit applicability toward baccalaureate degrees. Using statewide data from North Carolina, we show increases in those transferring with AAS and degrees other than the more traditional Associate in Arts (AA) and Associate in Science (AS) degrees, along with lower baccalaureate completion rates for AAS transfers. Additionally, AA Sholders represented a greater percentage of transfer students among those coming from economically distressed counties, thus making AAS transfer an issue of equity and social and economic mobility. Remedies include embracing an access outlook among stakeholders when developing articulation agreements, communicating existing AAS transfer pathways, and letting increasing student demand drive innovation.

Daniëls, E., Muyters, G., & Hondeghem, A. (2021). **Leadership training and organizational learning climate: Measuring influences based on a field experiment in education**. *International Journal of Training and Development*, 25(1), 43-59. <https://doi.org/10.1111/ijtd.12206>

Research considering the effects of leadership training and development is underresearched. However, leadership behaviour can generate greater levels of performance and satisfaction. In this study, the effect of a group reflective learning programme for school leaders is examined. The study questions whether leadership development, using a group reflective learning programme that focuses on coaching skills, can influence teacher perceptions of the organizational learning climate. Gaining a deeper insight in factors influencing organizational learning climate is important because organizational learning climate is associated with job motivation, job satisfaction, positive working conditions and the optimizing of training outcomes. Hence, a positive organizational learning climate can contribute to organizational performance, in the case of primary education delivering quality education to pupils. Based on a sample of 289 teachers, it turned out that school leaders' participation in the group reflective learning programme resulted in a significant increase of teachers' perceptions of the organizational learning climate. The results are inspiring for scholars, policy makers and practitioners.

Datta, S., & Gandhi Kingdon, G. (2021). **Class size and learning: Has India spent too much on reducing class size?** (DoQSS Working Paper N° 21-07). Consulté à l'adresse Quantitative Social Science - UCL Social Research Institute, University College London website: <https://econpapers.repec.org/paper/qssdqsswp/2107.htm>

This paper examines the efficacy of class-size reductions as a strategy to improve pupils' learning outcomes in India. It uses a credible identification strategy to address the endogeneity of class-size, by relating the difference in a student's achievement score across subjects to the difference in his/her class size across subjects. Pupil fixed effects estimation shows a relationship between class size and student achievement which is roughly flat or non-decreasing for a large range of class sizes from 27 to 51, with a negative effect on learning outcomes occurring only after class size increases beyond 51 pupils. The class-size effect varies by gender and by subject-stream. The fact that up to

a class-size of roughly 40 in science subjects and roughly 50 in non-science subjects, there is no reduction in pupil learning as class size increases, implies that there is no learning gain from reducing class size below 40 in science and below 50 in non-science. This has important policy implications for pupil teacher ratios (PTRs) and thus for teacher appointments in India, based on considerations of cost-effectiveness. When generalised, our findings suggest that India experienced a value-subtraction from spending on reducing class-sizes, and that the US\$3.6 billion it spent in 2017-18 on the salaries of 0.4 million new teachers appointed between 2010 and 2017 was wasteful spending rather than an investment in improving learning. We show that India could save US\$ 19.4 billion (Rupees 1,45,000 crore in Indian currency) per annum by increasing PTR from its current 22.8 to 40, without any reduction in pupil learning.

Douniès, T. (2021). **Réformer l'éducation civique ? : Enquête du ministère à la salle de classe** (1^{er} édition). Consulté à l'adresse https://www.puf.com/content/R%C3%A9former_l%C3%A9ducation_civique

En 2015, l'officialisation de l'Enseignement moral et civique (EMC) marque une nouvelle réforme de l'éducation civique qui vise à atteindre le terrain de la salle de classe en changeant les visions et les pratiques des enseignants qui en ont la charge. Comment une telle réforme émerge-t-elle ? Et comment les professeurs s'approprient-ils ces normes issues du ministère ? Du sommet de l'État à l'intimité du cours, en passant par les acteurs intermédiaires, cet ouvrage donne à voir les dynamiques relationnelles qui participent à la fabrique de l'éducation civique. Cette dernière se façonne dans les rapports de pouvoir à distance qui structurent l'institution scolaire, les différents protagonistes disposant de ressources symboliques et de pratiques contrastées pour déterminer la réalité de leur enseignement. En mettant en lumière les ambivalences de la performativité de la réforme, l'étude de l'EMC contribue ainsi à la compréhension des modalités du changement dans l'Éducation nationale.

Eckert, F., & Kleineberg, T. (2021). **Saving the American Dream? Education Policies in Spatial General Equilibrium**. <https://doi.org/10.1596/1813-9450-9574>

ETF : European training foundation. (2021). **Youth in transition in the Southern and Eastern Mediterranean: identifying profiles and characteristics to tap into young people's potential: with case studies on Egypt and Jordan**. Consulté à l'adresse https://www.etf.europa.eu/sites/default/files/2021-03/youth_in_semed.pdf

L'étude fait le point sur les perspectives des jeunes dans le sud et l'est de la Méditerranée et propose des réflexions sur les orientations politiques à adopter pour les améliorer ; des études de cas sont proposées pour l'Égypte et la Jordanie. Les jeunes représentent entre 22 % et 34 % de la population active dans les pays analysés. Le secteur privé est sous-développé dans la région. Les établissements eux-mêmes ont du mal à suivre l'évolution toujours plus rapide du marché du travail, ce qui entraîne des inadéquations professionnelles. Néanmoins, les nouvelles technologies et les formes d'emploi innovantes gagnent rapidement du terrain, domaines dans lesquels les jeunes sont généralement avantagés. Synthèse en anglais. [D'après résumé éditeur]

FARNELL, T., SKLEDAR, M., & SCHMIDT, N. Š. (2021). **The impact of COVID-19 on higher education: a review of emerging evidence: analytical report**. Consulté à l'adresse https://nesetweb.eu/wp-content/uploads/2021/03/NESET-AR4-2020_Full-Report.pdf

Ce rapport analytique présente une synthèse des données émergentes concernant l'impact de la COVID-19 sur l'enseignement supérieur en Europe, en axant la réflexion sur trois thématiques: l'enseignement et l'apprentissage, la dimension sociale de l'enseignement supérieur (c'est-à-dire l'effet sur les apprenants sous-représentés, vulnérables et défavorisés), et la mobilité des étudiants. En se basant sur 14 enquêtes menées en 2020 par des réseaux universitaires, des organisations étudiantes et des chercheurs, ainsi que sur plus de 50 articles de journaux, rapports et publications, ce rapport synthétise les données émergentes selon trois niveaux d'impact de la COVID-19: impact immédiat, impact à court terme et impact à moyen terme. Résumé en français

Félix, C., Filippi, P.-A., Gebeil, S., & Martin, P. (2021). « **Si on avait pu se préparer...** » ou les **effets d'un enseignement à distance non anticipé**. *Administration & Éducation*, N° 169(1), 101-105. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-1-page-101.htm>

Friedman, H. H. (2021). **Is Higher Education Making Students Dumb and Dumber?** *American Journal of Economics and Sociology*, 80(1), 53-77. <https://doi.org/10.1111/ajes.12372>

This article examines what colleges and universities have to do if they wish to remain relevant. Many students graduating college today lack critical thinking skills. One reason for this is that academic faculty themselves lack some important skills, which include: 1) an appreciation of uncertainty; 2) respect for other disciplines; and 3) an understanding of what true diversity is all about. All of these require humility, which is not valued enough in academe.

HARLE, H. (2021). **Penser le curriculum scolaire: Le regard croisé de la sociologie, des didactiques et de l'histoire**. Consulté à l'adresse <https://www.pug.fr/produit/1902/9782706149719/penser-le-curriculum-scolaire>

L'auteur rend compte d'une position singulière dans le champ de la recherche en sciences de l'éducation mais encore trop peu visible: celle qui vise à croiser les approches sociologiques, didactiques et historiques des contenus d'enseignement. Dans ce contexte, elle analyse les contenus enseignés principalement au collège et au lycée, en faisant le lien avec le parcours de l'élève. C'est ce que l'on appelle le «curriculum scolaire». Pour étayer son propos, elle s'appuie sur de nombreux exemples sortant des programmes scolaires classiques comme l'enseignement moral et civique ou les programmes interdisciplinaires, offrant ainsi une ouverture vers l'innovation scolaire et les outils pour y parvenir.

Inspection générale de l'Éducation, du Sport et de la Recherche - IGÉSR. (2021). **Rapport d'activité de l'inspection générale de l'éducation du sport et de la recherche 2019-2020** (p. 85). Consulté à l'adresse Inspection générale de l'Éducation, du Sport et de la Recherche - IGÉSR website: <https://www.vie-publique.fr/sites/default/files/rapport/pdf/278986.pdf>

Créée le 1er octobre 2019, l'inspection générale de l'éducation du sport et de la recherche intervient dans les domaines de l'éducation nationale, de l'enseignement supérieur, de la recherche, de la jeunesse, des sports, des bibliothèques et de la lecture publique. Le rapport d'activité de l'IGÉSR, calé sur l'année scolaire et universitaire à l'image de son programme de travail, retrace la première année d'existence de la nouvelle inspection générale. Il présente l'organisation de l'IGÉSR, la richesse des

compétences de ses membres et la diversité des missions qui ont été les siennes, en particulier dans le contexte de la crise sanitaire.

ISU : Institut de statistique de l'UNESCO. (2021). **Vue d'ensemble continentale : passerelles entre CESA et l'ODD 4 en Afrique.** Consulté à l'adresse http://uis.unesco.org/sites/default/files/documents/f_unesco_uis_africa_report_french_web.pdf

Ce rapport régional offre une vue d'ensemble des progrès accomplis par les pays africains en relation avec l'objectif de développement durable 4 sur l'éducation (ODD 4) et la Stratégie continentale de l'éducation pour l'Afrique (CESA). Il s'inscrit dans le cadre de l'initiative de l'ISU visant à conjuguer les efforts nationaux, régionaux et mondiaux en vue du suivi de l'Agenda 2030.

Jarraud, F. (2021a, mars 10). **Public - Privé : L'absurdité des comparaisons pour Claude Lelièvre.** Consulté 24 mars 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/03/19032021Article637517348757680514.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=508086

« Les deux tiers des élèves de terminale se présentant au baccalauréat dans un établissement privé ont fréquenté auparavant (peu ou prou) le public ; et un tiers des élèves de terminales se présentant au baccalauréat dans un établissement public ont fréquenté auparavant (peu ou prou) le privé. Que dire alors de rigoureux quant aux comparaisons, surtout lorsque les écarts sont faibles en raison des taux très élevés de réussite ? Rien de sérieux ! Et pourtant, certains n'hésitent pas à faire des comparaisons (généralement très "orientées"), avec parfois un luxe de "« détails »" tout à fait risible », écrit Claude Lelièvre. Il relève aussi le très fort taux de réussite au bac 2020 qui rend plus ridicule l'analyse des différences.

Jarraud, F. (2021b, mars 26). **Sylviane Corbion : L'école inclusive entre idéalisme et réalité.** Consulté 31 mars 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/03/26032021Article637523382593406730.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=508198

Les nobles idées ne suffisent pas. Professeure des écoles et enseignante spécialisée, docteure en sociologie, Sylviane Corbion témoigne des réalités de l'école inclusive au regard des prescriptions officielles. Son ouvrage (éditions Erès) fait la part belle aux témoignages d'acteurs de terrain. Elle souligne « l'écart abyssal » entre le prescrit et le réel, la souffrance des enfants et des enseignants piégés dans une relation scolaire inadaptée et pas préparée. Un témoignage qui rétablit la vérité et une analyse qui appelle à une autre politique.

Jarraud, F. (s. d.). **Bernard Charlot : Les Rep et l'échec scolaire.** Consulté 24 mars 2021, à l'adresse http://www.cafepedagogique.net/lexpresso/Pages/2021/03/24032021Article637521660022734465.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=508157

Professeur émérite à Paris 8, Bernard Charlot réagit à la disparition programmée des Rep dans le dernier numéro de Fenêtres sur cours, la revue du Snuipp Fsu. « Tel qu'il nous est décrit, l'échec scolaire serait une maladie tapie au fond de la classe qui attend

d'engloutir des élèves des familles populaires ! », dit-il. « La réalité, ce sont des enfants qui se heurtent à des difficultés, des histoires singulières sur fond social. Le questionnement se situe sur le sens que cela a d'aller à l'école, d'apprendre ou de refuser d'apprendre... Les politiques scolaires constituent seulement un volet d'une politique sociale, économique et culturelle. Elles ne peuvent fonctionner que si elles s'intègrent dans un projet global où la question de l'emploi, par exemple, est fondamentale. Ce qui ne signifie pas que l'on ne peut rien à notre niveau. Il me semble que l'on ne pose pas assez la question de ce qu'il faudrait enseigner aujourd'hui ».

Jellab, A. (2021). **Le confinement et l'école d'après**. *Administration Education*, N° 169(1), 23-31. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-1-page-23.htm>

Klépal, I. (2021). **Accompagnement des décrocheurs**. *Administration & Éducation*, N° 169(1), 151-153. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-1-page-151.htm>

Krishnamoorthy, R., & Keating, K. (2021). **Education Crisis, Workforce Preparedness, and COVID-19: Reflections and Recommendations**. *American Journal of Economics and Sociology*, 80(1), 253-274. <https://doi.org/10.1111/ajes.12376>

This article explores the impact of COVID-19 on the higher education crisis and its implications for workforce preparedness and the future of work. It takes an integrative look at the evolving role of three primary actors involved in higher education: traditional universities, corporate universities, and educational technology companies, before, during, and after the pandemic. We conclude with recommendations for reframing discussions about higher education and workforce preparation to achieve a better balance between the workforce needs of the corporate world and those of society.

Kubiszewski, V., Boudokhane-Lima, F., Lasne, A., Lheureux, F., & Saunier, É. (2021). **Confinement et continuité pédagogique du printemps 2020**. *Administration & Éducation*, N° 169(1), 113-118. Consulté à l'adresse <https://www-cairn-info.proxy-scd.u-bourgogne.fr/revue-administration-et-education-2021-1-page-113.htm>

Lagueux, M. (2021). **Lieux de savoir: les campus universitaires et collégiaux**. Consulté à l'adresse https://www.pum.umontreal.ca/catalogue/lieux_de_savoir

« Cet ouvrage porte sur les campus universitaires ou collégiaux conçus comme lieux structurés pour favoriser le développement de l'éducation supérieure et de la recherche. Il met l'accent sur la complexité des questions soulevées par l'organisation matérielle d'un campus et l'étonnante diversité des solutions retenues pour créer ces lieux. Plutôt que d'examiner successivement plusieurs campus, cet ouvrage examine une à une leurs nombreuses composantes, en vue de cerner la façon dont chacune de celles-ci contribue à l'atteinte des objectifs d'une institution académique. À cette fin, environ 300 parmi ces institutions ont été visitées par l'auteur et l'information recueillie in situ a été complétée par un examen de la littérature spécialisée concernant les campus. Cette façon de procéder a permis d'illustrer par de nombreux rapprochements les multiples façons de concevoir chacun des éléments constitutifs d'un campus. Sont ainsi examinés et comparés, entre autres, les plans de ces campus ainsi que leurs immeubles, depuis ceux consacrés strictement aux activités académiques (auditoriums, laboratoires) jusqu'aux structures utilitaires (parkings, centrales énergétiques) en passant par les

équipements culturels ou sportifs. Cet examen d'autant d'éléments associés aux campus devait être basé sur une réflexion portant sur la nature des campus, sur leurs rapports à la ville, sur les relations entre universités et collèges et sur les questions éthiques associées à la conception et au développement de ces campus. À ces questions sont consacrés le premier et le dernier chapitre qui encadrent les trois chapitres où sont examinées et discutées les composantes évoquées ci-dessus. »--

Lapointe, S. (2021). **Impact of the Model Schools Literacy Project on Literacy and Fiscal Outcomes in First Nations in Canada**. In *CSLS Research Reports* (N° 2021-01). Consulté à l'adresse Centre for the Study of Living Standards website: <https://ideas.repec.org/p/sls/resrep/1916.html>

The report examines the results of the Martin Family Initiative's Model Schools Literacy Program (MSLP). The program aims at increasing the literacy of First Nations Children in Canada. The first part of the report reviews the literature on the relationship between literacy and socio-economic outcomes. The second part of the report contains an estimation of the impact of the MSLP or similar programs, if they were expanded to more on-reserve schools in Canada. The report concludes that given the youthfulness of the Indigenous population, and the increasing share of that group in Canada, investing in the education and skills of Indigenous youth, and of First Nations children in particular, is a win-win proposition for all Canadians. The MSLP has shown considerable promise in improving the literacy skills of the participating students.

Lentz, C. (2021). **Réflexions et leçons autour d'un confinement**. *Administration & Éducation*, N° 169(1), 107-111. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-1-page-107.htm>

Lin, X. (2020). **Stratégies et compétences des étudiants chinois en situation de mobilité en France et conception d'une formation pour leur intégration universitaire** (Phdthesis, Institut National des Langues et Civilisations Orientales- INALCO PARIS - LANGUES O'). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03176381>

Ce travail de recherche s'inscrit dans le domaine de la didactique des langues et des cultures en empruntant les notions et les méthodes des autres champs de recherche : la sociologie et les sciences de l'éducation. Elle est basée sur une enquête par entretiens semi-directifs auprès des étudiants chinois de cinq établissements supérieurs à Paris (Paris III, Paris V, Paris VII, Inalco, Sciences Po). Le traitement des données recueillies par les entretiens est réalisé par une double analyse : l'analyse biographique et l'analyse thématique. D'après les interviews effectuées avec les étudiants chinois, quatre types de parcours d'études ressortent des quarante entretiens, et des liens entre les stratégies, les compétences et l'habitus académique des étudiants chinois ont été trouvés. Une formation adaptée aux profils des étudiants chinois a été conçue pour leur intégration universitaire en France.

Mahajan, P., & Patil, V. (2021). **Making it normal for 'new' enrolments: Effect of institutional and pandemic influence on selecting an Engineering Institution under Covid-19 pandemic situation**. <https://doi.org/10.21203/rs.3.rs-328945/v1>

The COVID-19 pandemic has forced Indian engineering institutions (EIs) to bring their previous half-shut shades completely down. Fetching new admissions to EI campuses during the pandemic has become a 'now or never' situation for EIs. During crisis situations, institutions have struggled to return to the normal track. The pandemic has drastically

changed students' behavior and family preferences due to mental stress and the emotional life attached to it. Consequently, it becomes a prerequisite, and emergencies need to examine the choice characteristics influencing the selection of EI during the COVID-19 pandemic. The purpose of this study is to critically examine institutional influence and pandemic influence due to COVID-19 that affects students' choice about an engineering institution (EI) and consequently to explore relationships between institutional and pandemic influence. The findings of this quantitative research, conducted through a self-reported survey, have revealed that institutional and pandemic influence have governed EI choice under the COVID-19 pandemic. Second, pandemic influence is positively affected by institutional influence. The study demonstrated that EIs will have to reposition themselves to normalize pandemic influence by tuning institutional characteristics that regulate situational influence and new enrollments. It can be yardstick for policy makers to attract new enrollments under pandemic situations.

Maire, A.-M. (2021). **Une IA-DASEN au cœur de la crise sanitaire et de la continuité du service public.** *Administration & Éducation*, N° 169(1), 49-55. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-1-page-49.htm>

Marchant, J. (2021). **An exploration into the opportunities and constraints for career progression into leadership roles for School Business Managers in the state sector in England.** *Management in Education*, 35(2), 101-107. <https://doi.org/10.1177/0892020621999679>

Drawing on data from 116 survey responses by School Business Managers, and 7 semi-structured interviews with education professionals carried out between October 2017 and February 2018, this article reports on findings from a research project focussing on the opportunities and constraints for career progression into leadership roles for School Business Managers (SBMs) in the state sector in England. The article considers the differing roles and responsibilities of SBMs, how leadership is perceived in schools, the visibility of the SBM role, career aspirations of the SBMs who were surveyed, and the perceived constraints to progression to leadership roles. Analysis of the data was carried out using an inductive research approach using mixed methods. Snowballing was used to obtain a meaningful sample size for survey responses. Interviewees were chosen on the basis of judgement sampling. The sampling design for the survey and the interviews was one of non-probability. Findings suggest that leadership roles for SBMs do exist but that there are considerable constraints to these being achieved, not least the lack of appetite amongst SBMs to do so.

Marin, P. (2021). **Les défis du système de santé face à la crise de la Covid-19.** *Administration & Éducation*, N° 169(1), 63-69. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-1-page-63.htm>

Marois, W. (2021). **Le système éducatif dans la pandémie.** *Administration & Éducation*, N° 169(1), 43-48. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-1-page-43.htm>

Miconnet, N. (2021). **Prévision des effectifs du second degré pour les années 2021 à 2025.** *Note d'information*, (21.16). Consulté à l'adresse <https://www.education.gouv.fr/prevision-des-effectifs-du-second-degre-pour-les-annees-2021-2025-322800>

Les effectifs d'élèves du second degré devraient augmenter jusqu'en 2023 puis diminuer à partir de 2024. En 2021, 43 400 élèves supplémentaires sont attendus. L'augmentation des effectifs devrait être de moins en moins soutenue en 2022 et 2023. En revanche, à partir de 2024 une diminution est attendue, de l'ordre de 17 000 élèves en 2024 puis 22 000 en 2025. Ces évolutions sont liées à la démographie, les générations nées entre 2010 et 2012 qui entreront dans le second degré entre les rentrées 2021 et 2023 sont plus importantes que celles qui les quitteront, alors qu'en 2024 et 2025, les générations 2006 et 2007 seront remplacées respectivement par les générations 2013 et 2014 nettement moins nombreuses.

Ministère de l'Éducation Nationale de la Jeunesse et des Sports. (s. d.). **Les indicateurs de résultats des lycées**. Consulté 24 mars 2021, à l'adresse Ministère de l'Éducation Nationale de la Jeunesse et des Sports website: <https://www.education.gouv.fr/les-indicateurs-de-resultats-des-lycees-1118>

Les indicateurs de résultats des lycées relatifs à la session 2020 du baccalauréat sont consultables en ligne. Ils permettent d'évaluer l'action propre de chaque lycée en prenant en compte la réussite des élèves au baccalauréat et leur parcours scolaire dans l'établissement. Ils concernent l'ensemble des lycées d'enseignement général et technologique et des lycées professionnels, publics et privés sous contrat.

Mokher, C. G., & Jacobson, L. (2021). **A Partnership Model Approach to Understanding Challenges in Collaboration Around College Readiness**. *Educational Policy*, 35(3), 450-480. <https://doi.org/10.1177/0895904818823742>

This article explores challenges in starting, developing, and incorporating partnerships between the secondary and postsecondary education sectors. We use qualitative data from site visits at high schools, district offices, and state colleges across six Florida counties to identify the types of challenges educators faced in various phases of partnership around college readiness. Then we provide empirical evidence to support a conceptual framework based on a partnership model, which demonstrates that social capital and organizational capital are needed to create "partnership capital" to initiate and sustain cross-sector partnerships. We find that whereas considerable collaborative resources are available to help higher performing students prepare for selective universities, there is much less collaboration around improving college readiness among students who lack the requisite skills.

Morales, S. (2021). **Barriers to joined-up school leadership in times of austerity in England**. *Management in Education*, 35(2), 117-118. <https://doi.org/10.1177/0892020620969488>

MULLIS, I. V. S., MARTIN, M. O., FOY, P., FISHBEIN, B., & MULLIS, I. V. S. (2020). **TIMSS 2019 International results in mathematics and science**. Consulté à l'adresse <https://timss2019.org/reports/wp-content/themes/timssandpirs/download-center/TIMSS-2019-International-Results-in-Mathematics-and-Science.pdf>

Organisée par l'IEA (International Association for the Evaluation of Educational Achievement), TIMSS (Trends in Mathematics and Science Study) est une étude comparative qui mesure le niveau des connaissances scolaires des élèves en mathématiques et en sciences à la fin de la quatrième année de scolarité obligatoire (CM1 pour la France) et en huitième année (quatrième pour la France). 58 pays participent à l'étude qui concerne les CM1 et 39 à celle qui concerne les collégiens de 4e. Ce rapport présente les résultats de l'enquête 2019.

Neidhoefer, G., Lustig, N., & Tommasi, M. (2021). **Intergenerational transmission of lockdown consequences: Prognosis of the longer-run persistence of COVID-19 in Latin America**. In *Working Papers* (N° 571). Consulté à l'adresse ECINEQ, Society for the Study of Economic Inequality website: <https://ideas.repec.org/p/inq/inawps/ecineq2021-571.html>

The shock on human capital caused by COVID-19 is likely to have long lasting consequences, especially for children of low-educated families. Applying a counterfactual exercise we project the effects of school closures and other lockdown policies on the intergenerational persistence of education in 17 Latin American countries. First, we retrieve detailed information on school lockdowns and on the policies enacted to support education from home in each country. Then, we use this information to estimate the potential impact of the pandemic on schooling, high school completion, and intergenerational associations. In addition, we account for educational disruptions related to household income shocks. Our findings show that, despite that mitigation policies were able to partly reduce instructional losses in some countries, the educational attainment of the most vulnerable could be seriously affected. In particular, the likelihood of children from low educated families to attain a secondary schooling degree could fall substantially.

OCDE. (2020). **What role might the social outcomes of education play during the COVID-19 lockdown?** (Education Indicators in Focus N° 75). <https://doi.org/10.1787/8aa53421-en>

Ohkubo, Bower, Martin, & Chinn. (2021). **Guided Pathways in California Community Colleges: Lessons from a Pre-Allied Health Program**. *Community College Journal of Research and Practice*, 45(5), 370-373. <https://doi.org/10.1080/10668926.2020.1718032>
Student success has been a prevalent topic among the nation's community colleges. Guided pathways and its four pillars are part of the community college effort to enhance student success. The California community college system is host to many preparatory athletic training programs which also serve as Sports Medicine Preparation Pathways (SMPPs). The SMPPs prepare students for successful transfer and completion of professional athletic training education programs. These pre-allied health programs were examined, and prove to be fundamental guided pathways by nature. The SMPPs can serve as examples of how other community college pre-allied health programs may improve student success using guided pathways.

OPERTTI, R. (2021). **Dix clés pour repenser le curriculum**. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000375453_fre

Ce document souligne l'urgence de repenser les curricula au regard de la réaffirmation des engagements de l'Agenda 2030, sur l'apprentissage, des bouleversements et des changements sociétaux systémiques partout dans le monde, et surtout de la transformation profonde de l'éducation ainsi que des systèmes éducatifs à l'ère post-COVID-19. Le curriculum est toujours au cœur de la mise en œuvre des aspirations sociales et des idéaux sur le « pourquoi », le « quoi », le « comment », le « quand » et le « où » de l'enseignement, de l'apprentissage et de l'évaluation. L'auteur propose une série de 10 clés interconnectées pour approfondir la compréhension systémique et holistique du curriculum comme contribuant à poser les bases d'un avenir meilleur, durable et juste.

Parekh, G., Brown, R. S., & Zheng, S. (2021). **Learning Skills, System Equity, and Implicit Bias Within Ontario, Canada.** *Educational Policy*, 35(3), 395-421. <https://doi.org/10.1177/0895904818813303>

The reporting of students' Learning Skills on the Ontario provincial report card provides educators and families with insight into students' work habits. However, the evaluation process is highly subjective. This study explores teachers' perceptions around student learning across demographic and institutional factors. This exploratory study is the first of its kind in Canada and draws data from the Toronto District School Board (TDSB), the nation's largest public board of education, serving approximately 246,000 students (2017-2018 data). Holding achievement as an independent variable, results indicate widespread differences in teachers' perceptions across student demographic identities and reveals significant implications on postsecondary access.

Plantard, P. (2021). **Le grand confinement de 2020.** *Administration & Éducation*, N° 169(1), 125-130. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-1-page-125.htm>

Prentice & Guillaume. (2021). **Job Perceptions of Community College and University Department Chairs.** *Community College Journal of Research and Practice*, 45(5), 351-365. <https://doi.org/10.1080/10668926.2020.1719236>

Much has been written about the university department chair, but little is known about whether the community college chair position is different. The profile and job perceptions of community college department chairs, and how the job of the community college chair compare to the university chair profile illustrated in the literature remains unclear. Knowing what differences exist would have implications for the selection and training of community college chairs. To investigate this question, survey research was used to gather information about the community college department chair position. Replicating previous survey research on university chairs, the 39-question survey was administered to 178 randomly selected math, science, and social sciences department chairs from community colleges in each state in the United States. Nineteen percent of surveys were completed. Community college chairs differed from university chairs in perceptions of skills, challenges, and tasks. Communication was ranked the most necessary skill, stress was ranked the greatest challenge, faculty tasks were ranked the most pleasant, and the need to justify the viability of the department was ranked the least pleasant. Results indicate that the position of community college chair does differ from the university chair. While similar in demographic profile, satisfaction rates, and reasons for taking the job, findings demonstrate community college chairs face the challenge of higher stress levels and concerns about their department's viability. These findings suggest the need for specialized training to prepare incoming and current community college chairs to be successful in this unique position.

Publications Office of the European Union. (2021). **Public-private partnerships for skills development: a governance perspective. Volume I, Thematic overview.** Consulté à l'adresse Publications Office of the EU website: <http://op.europa.eu/fr/publication-detail/-/publication/65c6c79e-7a45-11eb-9ac9-01aa75ed71a1>

To ensure that young people and adults acquire the skills they need to render them employable, systems of vocational education and training (VET) around the world construct various forms of collaboration between the public and private sectors. Public–private partnerships (PPPs) that focus on skills development are one form

of collaboration found in a country's VET system. This report provides an overview of these PPPs; it clarifies what they are and how they function, and examines the conditions necessary for their formation and sustainability, as well as the risks they entail and their potential for success. In the European Skills Agenda, actor cooperation and public and private investments are important factors to support lifelong, accessible up-skilling and re-skilling for all. These factors also frame this publication, which is the result of the European Training Foundation's (ETF) study on PPPs for skills development. The study concentrated on the progress of government and social partner cooperation in VET in the countries and territories surrounding the European Union (EU). Ministries, state authorities at the sub-national level, VET providers, employer and employee organisations, chambers of commerce and individual enterprises have intensified their cooperation due to the reforms that have promoted learning outcome-driven approaches in VET. However, the collaborative process has not always led to mechanisms capable of general application in the VET systems of these countries and territories. It appears that the idea of VET social partnership has taken root, but achieving sustainability will require more time. PPPs for skills development form part of the tools that can innovate social partnership in VET and make it sustainable. Evidence from 23 case studies shows that PPPs in the field of skills are meaningful if they focus on outcomes – bringing benefits to the learners – and address the potential risks that are inherent to any form of public–private cooperation on a public policy. The ETF analysis also offers policy lessons on VET systems governance, based on country comparison. Policy learning on governance should consider the adaptation and differentiation of institutional arrangements depending on the country context. A policy-learning approach in VET governance implies mapping and comparing strengths and weaknesses rather than identifying prescriptive blueprints. This analysis of PPPs elaborates on these issues as a contribution to the international debate on the means of developing human capital. For the ETF, human capital development has strong links with the creation of lifelong learning systems that provide opportunities and incentives for people to develop their skills, competences, knowledge and attitudes throughout their lives, with a view to improving their employment prospects and realising their potential, as well as contributing to the creation of prosperous, innovative and inclusive societies.

Quirion, R. (2021). ***L'Université québécoise du futur : tendances, enjeux, pistes d'action et recommandations : document regroupant le rapport des journées de délibération et le document de réflexion et de consultation.*** Consulté à l'adresse Fonds de recherche du Québec website: <https://cdn-contenu.quebec.ca/cdn-contenu/adm/min/education/publications-adm/rapport-reflexion-consultation/Rapport-universite-quebecoise-futur.pdf?1613746721>

RAUDONYTE, I., & FOIMAPAFISI, T. (2021). ***Utilisation des données d'évaluation des apprentissages en Guinée : étude de cas.*** Consulté à l'adresse <https://unesdoc.unesco.org/ark:/48223/pf0000375769/PDF/375769fre.pdf.multi>

Malgré des développements positifs, le système éducatif guinéen fait face à des défis considérables. Si le pays a connu des progrès conséquents en termes d'accès à l'éducation, il fait face à de faibles résultats d'apprentissage, à des conditions d'enseignement difficiles (manque de manuels, affectation déséquilibrée des enseignants) et à une faible efficacité interne de son système éducatif. Au vu de la faible qualité de l'éducation, faut-il réformer le programme scolaire, modifier la formation des enseignants, augmenter le nombre de manuels scolaires ? L'analyse des données sur les

apprentissages peut apporter des éléments de réponse importants à ces questions. [d'après résumé éditeur]

Rayner, S. (2021). **Interview with Matthew Clements-Wheeler**. *Management in Education*, 35(2), 119-122. <https://doi.org/10.1177/0892020620980177>

Ribaucourt, A. C. de, & Dubes, N. (2021). **Comprendre l'enseignement au temps du confinement pour accompagner et former en circonscription**. *Administration & Éducation*, N° 169(1), 89-91. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-1-page-89.htm>

Ro, H. K., Fernandez, F., & Alcott, B. (2021). **Social Class, Human Capital, and Enrollment in STEM Subjects at Prestigious Universities: The Case of England**. *Educational Policy*, 35(3), 422-449. <https://doi.org/10.1177/0895904818813305>

Scholars have shown that low socioeconomic status (SES) students are less likely to study science, technology, engineering, and mathematics (STEM) subjects and to attend prestigious universities. However, they have overlooked the intersection between subject choice (STEM or non-STEM) and institutional prestige. Analyzing data from the Longitudinal Study of Young People in England, we found that when students from poorer neighborhoods or whose parents did not have a university degree studied STEM, they were more likely to attend nonprestigious institutions. Even when students from poorer neighborhoods were able to enroll prestigious universities, they were less likely to study STEM subjects than their peers. We discussed policy implications.

Roaux, C. (2021). **La direction d'école : crise sanitaire et crise de sens**. *Administration & Éducation*, N° 169(1), 83-87. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-1-page-83.htm>

Ronkowitz, K., & Ronkowitz, L. C. (2021a). **Choosing Transformation Over Tradition: The Changing Perception of Online Education**. *American Journal of Economics and Sociology*, 80(1), 205-229. <https://doi.org/10.1111/ajes.12378>

Despite advancements in online education, misperceptions persist that create obstacles to the integration of online classes in higher education. This essay refutes misconceptions about online education and highlights key components of a strong online course. As a result of the pandemic, it became apparent that there is a conflation between "school" and "education" that has prompted contradistinction. This discussion provides insight into some of the social and economic implications of the culture of our education system.

Ronkowitz, K., & Ronkowitz, L. C. (2021b). **Online Education in a Pandemic: Stress Test or Fortuitous Disruption?** *American Journal of Economics and Sociology*, 80(1), 187-203. <https://doi.org/10.1111/ajes.12377>

This study explores higher education and the ways in which the shutdown caused by the COVID-19 pandemic have accelerated the evolution of online education. This movement from face-to-face (F2F) education to a virtual environment was forced and unplanned. It can be viewed as a stress test for digital teaching and learning in the higher education system. The study addresses course conversions and the progress of online education in response to the current crisis.

Rouet, G., Attarça, M., Chomienne, H., & Côme, T. (2021). **Crise de la Covid-19 et résilience des enseignants.** *Administration & Éducation*, N° 169(1), 57-62. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-1-page-57.htm>

Rowe-Johnson, M. K., Rice, A., & Ali, S. R. (2021). **The Development and Validation of a Scale Measuring Postgraduate School Application Self-Efficacy.** *Journal of Career Assessment*, 29(2), 319-337. <https://doi.org/10.1177/1069072720974408>

This study introduces a new construct to the literature that may impact students' entrance into postgraduate programs: postgraduate school application self-efficacy. Although previous scholars have explored the admissions processes for a variety of disciplines and have developed a measure for graduate education self-efficacy, no measure has been developed to assess postgraduate school application self-efficacy (PSASE). Therefore, the purpose of this study was to develop and validate a measure of 423 undergraduate students' PSASE. Parallel analyses, exploratory factor analyses, and confirmatory factor analyses were conducted to determine the underlying factor structure of the PSASE scale. Reliability and correlational analyses were also conducted to assess convergent and discriminant validity. Results revealed a conceptually interpretable, 16-item, four-factor solution that accounted for 80.88% of the total variance. Correlational analyses with graduate education self-efficacy and self-esteem provided evidence of convergent and discriminant validity for the PSASE subscales. Implications and future directions were explored.

Saint-Fuscien, E., & Tobaty, A. (2021). **L'école face à l'épreuve: quelle histoire?** *Administration & Éducation*, N° 169(1), 13-22. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-1-page-13.htm>

Starr, K. (2021). **What future for school business leadership? Recent change and looming possibilities.** *Management in Education*, 35(2), 108-116. <https://doi.org/10.1177/0892020620969855>

Fundamental widespread changes affecting education's purposes, policies and practices have had transformational repercussions for school business across the developed world. Subsequently, school business demands and accountabilities continue to escalate in scope and complexity and governments, education authorities and school communities are acknowledging the primacy and imperative of proficient school business leadership. International research chronicling the subsequent rapid professionalisation of school business leaders demonstrates pervasive policy moves that have re-focused school business priorities. Drawing on research conducted in Australia, USA, UK, Canada and New Zealand this article describes recent widespread changes before discussing issues and trends portending future professional adaptation for school business leaders whose work lies at the cross hairs of macro pressures and micro necessities.

Štech, S., & Smetáčková, I. (2021). **L'enseignement distanciel en République tchèque – le miroir familial des inégalités scolaires.** *Administration Education*, N° 169(1), 135-140. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-1-page-135.htm>

Tobaty, A. (2021). **École à la maison, continuité pédagogique et numérique éducatif.** *Administration & Éducation*, N° 169(1), 131-134. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-1-page-131.htm>

Toutkoushian, R. K., May-Trifiletti, J. A., & Clayton, A. B. (2021). **From “First in Family” to “First to Finish”: Does College Graduation Vary by How First-Generation College Status Is Defined?** *Educational Policy*, 35(3), 481-521. <https://doi.org/10.1177/0895904818823753>
The purpose of our study was to examine the relationship between alternative definitions of first-generation college students (FGCSs) and graduation from 2- and 4-year colleges. Using Education Longitudinal Study of 2002 data, we constructed eight definitions of FGCSs based on parents' highest level of education and the number of parents at that level. We identified a series of regression models to explain whether the student earned a 2- or 4-year degree, and focused on the association between different definitions of FGCSs and student success. We estimated both unconditional models for all 10th graders in the sample as well as conditional models for only those who enrolled in college, to see if FGCS status mattered even for those who overcame the access hurdle. Furthermore, we examined the relationship between FGCSs and the pathways to college completion for students who have initially enrolled in a 2- versus 4-year colleges.

UNGEI : United nations girl's education initiative. (2021). **De meilleurs financements pour faire progresser l'égalité des genres dans l'éducation: en quoi la qualité des financements a-t-elle un impact sur l'éducation des filles et quelles actions mettre en place ?** *Note d'orientation.* Consulté à l'adresse <https://www.ungei.org/sites/default/files/2021-02/Spending-Better-for-Gender-Equality-in-Education-policy-note-2021-fre.pdf>

La gestion des dépenses publiques tenant compte des questions de genre et l'analyse coût-efficacité sont de plus en plus utilisées dans de nombreux pays. Elles contribuent à assurer l'optimisation du financement destiné à favoriser l'égalité entre sexes. Le document montre comment ces processus ont porté leurs fruits en Ouganda et émet des recommandations quant aux meilleures pratiques de mise en œuvre.

UNICEF : Fonds des Nations unies pour l'enfance. (2021). **COVID-19 and school closures: one year of education disruption.** Consulté à l'adresse https://www.oecd-ilibrary.org/education/international-early-learning-and-child-well-being-study-assessment-framework_af403e1e-en;jsessionid=dEcu25-t7mdalyHQ9K3rKGeW.ip-10-240-5-90

Pour plus de 168 millions d'enfants dans le monde, les écoles sont entièrement fermées depuis presque une année entière à cause des confinements dus à la COVID-19, d'après de nouvelles données publiées par UNICEF. En outre, environ 214 millions d'enfants dans le monde – soit 1 sur 7 – ont manqué plus des trois quarts de leur scolarité en présentiel. Il ressort de l'analyse des fermetures d'écoles que 14 pays ont gardé leurs écoles en grande partie fermées entre mars 2020 et février 2021. Deux tiers de ces pays sont situés en Amérique latine et dans les Caraïbes, où près de 98 millions d'élèves sont concernés. Les fermetures d'écoles ont des effets dévastateurs sur l'apprentissage et le bien-être des enfants.

University of Cambridge-REAL : Research for Equitable Access and Learning Centre. (2021). **Transformative political leadership to promote report 12 years of quality education for all girls.** Consulté à l'adresse

https://www.educ.cam.ac.uk/centres/real/publications/PoliticalLeadershipPaper_FINAL_With%20Forward_Website.pdf

Comment le leadership politique peut-il promouvoir un cycle de douze années d'éducation de qualité pour toutes les filles? A partir de l'analyse des données mondiales et d'entretiens de chercheurs avec des dirigeants politiques, le rapport émet sept recommandations sur la manière dont le leadership politique peut permettre à toutes les filles de bénéficier d'une éducation de qualité, notamment dans les pays à revenu faible ou intermédiaire.

Vanden Broeck, P. (2021). **Au-delà de l'école : quand l'expansion éducative rompt avec la forme scolaire.** (125). Consulté à l'adresse https://cdn.uclouvain.be/groups/cms-editors-girsef/cahier_125%20Final.pdf

En 2014, la Commission européenne a introduit une réforme de ses programmes de financement dans le domaine de l'éducation, en les regroupant sous une seule bannière, baptisée «Erasmus+». Avec ce nouvel instrument, elle finance un large éventail d'activités éducatives qui vont bien au-delà des limites de ce que Guy Vincent appelait autrefois la «forme scolaire». Le programme exprime ainsi clairement le credo de l'Europe selon lequel «aucune institution, école ou entreprise ne peut prétendre, à elle seule, être en mesure de développer les compétences nécessaires» dans la nouvelle «société de la connaissance». Cet article interroge la curieuse coïncidence entre la création d'un espace éducatif européen et la corrosion des contours institutionnels de l'école. Il montre comment le développement de cette éducation transnationale reflète et s'écarte à la fois de la morphogenèse du système scolaire national. En prenant appui sur le cadre théorique de Niklas Luhmann, il interprète l'eupéanisation de l'éducation comme un processus d'expansion de l'éducation qui permet de dépasser les limites des systèmes nationaux et d'élargir considérablement les limites de ce qui est habituellement considéré comme éducation.

Weigold, A., Weigold, I. K., Gregor, M. A., & Thornton, E. M. (2021). **Factor Structure of the Vocational Identity Status Assessment (VISA) in University, Liberal Arts, and Community College Students.** *Journal of Career Assessment*, 29(2), 355-373. <https://doi.org/10.1177/1069072720975278>

The Vocational Identity Status Assessment (VISA) measures vocational identity development in adolescents and emerging adults. Although the initial six-factor structure has been confirmed, there have not yet been studies assessing other plausible factor structures. Additionally, the VISA has not previously been examined in some major types of institutions of higher education in the United States. The current study assessed five potential factor structures for the VISA in three college student samples: 857 from a large public university, 196 from a small, private, minority-majority liberal arts college, and 320 from a community college. The six-factor structure was the best-fitting model of the ones examined and showed evidence of multigroup invariance up to the strict level. There were notable latent mean differences across samples, as well as frequency differences for vocational identity statuses. These findings have implications for the appropriate modeling of the VISA and its use within diverse college student samples.

Weiss, B. (2021). **Rester lycéenne ou lycéen en temps de confinement chez soi?** *Administration & Éducation*, N° 169(1), 141-145. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-1-page-141.htm>

Young, K. R., Schaffer, H. E., James, J. B., & Gallardo-Williams, M. T. (2021). **Tired of Failing Students? Improving Student Learning Using Detailed and Automated Individualized Feedback in a Large Introductory Science Course.** *Innovative Higher Education*, 46(2), 133-151. <https://doi.org/10.1007/s10755-020-09527-5>

Providing students with timely, targeted, and useful feedback regarding their understanding of course topics is generally accepted as a good educational practice. However, when classes are very large there are challenges that prevent many instructors from accomplishing this goal. This study explores the perceived helpfulness to students and the instructor of implementing a relatively new method of automated scoring and feedback in a large section of an organic chemistry course. Prior research has shown this method to be helpful in other STEM classes. In the current study, students in two different offerings of a stand-alone organic chemistry course completed an anonymous survey in which they were asked to provide feedback about their perceptions of the new methodology. The faculty member who taught the course was also asked to respond to a series of questions regarding the feedback system. Both students and the instructor provided favorable comments about the helpfulness of the methodology and the feedback provided by it. The instructor found it helpful for providing individual feedback to students, which had previously not been possible due to the number of students enrolled in the course. Students reported that the feedback helped them to identify course topic strengths and challenge areas and that they planned to study the material differently going forward. The results indicate that this intervention can help improve student understanding of course topics and necessary actions for improving future performance in the course.

Zhu, A. Y. F., Yu, C. W. M., & Chou, K. L. (2021). **Improving Financial Literacy in Secondary School Students: An Randomized Experiment.** *Youth & Society*, 53(4), 539-562. <https://doi.org/10.1177/0044118X19851311>

Financial literacy is a multicomponent construct comprising financial knowledge, attitude, behaviors, and well-being. Financial literacy in young people helps them to achieve financial independence and escape from intergenerational poverty. Recent assessments, however, reveal that youth financial literacy is unsatisfactory. Financial education should be provided for students during secondary school as a natural context in which to establish young people's financial literacy. Empirical evidence from randomized experiments studying the impact of financial education on secondary school students, however, is limited. To address this research gap, we performed a randomized experiment with 270 Form-3 (U.S. equivalent Grade 9) secondary school students in Hong Kong. Structural equation modeling (SEM) results demonstrated that objective financial knowledge, financial attitudinal variables, and financial well-being variables could converge into the latent construct of financial literacy, while all financial behavioral variables converged into another latent construct of financial behavior; of note, the two latent constructs were not significantly correlated. SEM results also revealed that our financial education program significantly improved financial literacy, but did not have a significant effect on financial behavior in the short term. These findings contribute to existing financial literacy research by facilitating more accurate measurement and detailing the near-term effects of financial interventions at the adolescent stage in young people.

Barbeau, N., Frenette, E., & Hébert, M.-H. (2021). **Et si les stratégies d'apprentissage des étudiants et leurs perceptions envers l'évaluation des apprentissages avaient un lien avec l'ajustement académique dans un contexte de persévérance aux études universitaires?** *Revue internationale de pédagogie de l'enseignement supérieur*, 37(37(2)). <https://doi.org/10.4000/ripes.2807>

L'objectif de cette revue de littérature systématique consiste à vérifier les liens qui unissent les caractéristiques individuelles des étudiants (stratégies d'apprentissage, perceptions envers l'évaluation des apprentissages [attirait et croyances]) et l'ajustement académique dans un contexte de persévérance aux études universitaires. Sur la base de la démarche de revue de littérature systématique de Gough (2007), 21 articles scientifiques publiés entre 2006 et 2017 et présentant des études effectuées auprès d'étudiants en enseignement supérieur ont été retenus. Les résultats obtenus confirment l'existence de liens entre les stratégies d'apprentissage et les perceptions des étudiants envers l'évaluation, entre les stratégies et l'ajustement académique, mais aucun lien entre les perceptions des étudiants envers l'évaluation et l'ajustement académique. Il appert aussi une absence d'étude pouvant confirmer ou infirmer les liens entre les trois concepts.

Benetti, A. C., Leroux, M., & Connac, S. (2021). **Éditorial : L'organisation du travail dans les coulisses de la différenciation.** *Éducation et socialisation. Les Cahiers du CERFEE*, (59). Consulté à l'adresse <http://journals.openedition.org/edso/13961>

« Différencier, c'est possible et ça peut rapporter gros » L'organisation du travail scolaire se définit par une structure héritée de l'école qui prédétermine ce travail (Gather Thurler et Maulini, 2007). C'est sur cette structure que l'enseignant peut ou non agir, en se laissant aussi une marge d'intervention et de manœuvre, pour mieux tenir compte des différences entre les élèves. Cette organisation varie selon les systèmes éducatifs, des plus centralisés aux moins centralisés. De même, el...

Bergeron, G., Houde, G. B., Prud'homme, L., & Abat-Roy, V. (2021). **Le sens accordé à la différenciation pédagogique par des enseignants du secondaire : quels constats pour le projet inclusif ?** *Éducation et socialisation. Les Cahiers du CERFEE*, (59). <https://doi.org/10.4000/edso.13814>

Au Québec, où le projet inclusif est fortement associé à la mise en œuvre de la différenciation pédagogique (DP) dans les documents ministériels (Ministère de l'Éducation et de l'Enseignement supérieur [MEES], 2017), force est de constater que les enseignants se sentent peu outillés pour passer à l'action (Ducharme, 2018). Plus encore, il semble que les défis s'accroissent à l'ordre d'enseignement secondaire, d'autant plus lorsque des élèves manifestant des difficultés comportementales sont intégrés en classe (Bergeron, 2014). C'est dans ce contexte que cette étude interroge le sens qu'attribuent des enseignants du secondaire à la DP. L'article présente certains des résultats d'une recherche qualitative menée auprès de douze enseignants québécois. Les données recueillies à l'aide d'un questionnaire et d'une entrevue semi-dirigée mettent notamment en évidence que la DP relève d'une logique réactive et déficitaire consistant à corriger des difficultés par des interventions individualisées auprès des élèves considérés comme ayant des besoins particuliers.

Bergeron, L. (2021). **Le temps scolaire et sa place dans la dynamique décisionnelle d'enseignantes pour prendre en compte la diversité des besoins des élèves.** *Éducation et socialisation. Les Cahiers du CERFEE*, (59). <https://doi.org/10.4000/edso.13801>

Une voie commune pour tenir compte de la diversité des besoins consiste à constater les difficultés dans le feu de l'action et de s'y ajuster. À l'inverse, une voie d'intervention plus proactive consiste à inscrire son enseignement dans une démarche intentionnelle d'anticipation des besoins des élèves afin d'en tenir compte a priori. Cette voie place la planification de l'enseignement comme levier important dans le projet de soutien à la réussite de tous les élèves. Les résultats de la recherche collaborative présentée dans cet article permettent de mieux comprendre le cheminement intellectuel (façon de mener sa pensée) et les ressources structurantes mobilisées par des enseignantes lorsqu'elles planifient leur enseignement dans un contexte de diversité. Plus particulièrement, l'accent est mis sur les résultats entourant le temps scolaire : son rôle dans les pensées planificatrices, la dynamique qui se joue au moment de différencier son enseignement, et les enjeux qui en résultent.

Bidal-Loton, M.-P. (2020). **La bientraitance pédagogique – Une relation de confiance partagée une attention ajustée.** *Notes du CREN*, (32). Consulté à l'adresse http://cren.univ-nantes.fr/wp-content/uploads/2020/09/Bidal_Note-du-CREN-32.pdf

Bournaud, I., & Pamphile, P. (2021). **Un dispositif d'accompagnement dans la transition lycée-université (IUT): enjeux et effets.** *Revue internationale de pédagogie de l'enseignement supérieur*, 37(37(2)). <https://doi.org/10.4000/ripes.3156>

Accompagner les primo-entrants dans la transition lycée-université est aujourd'hui une préoccupation importante des universités. Cet article présente un dispositif d'accompagnement de primo-entrants dans une formation universitaire. Ce dispositif repose, d'une part sur des ateliers visant à faire réfléchir les primo-entrants sur leurs méthodes de travail au regard des exigences universitaires, d'autre part sur diverses activités pédagogiques qui sont déployées dans les enseignements disciplinaires. Le dispositif a été évalué au regard des résultats académiques au semestre 1 (validation/échec, abandon) et de l'évolution de la perception de maîtrise des étudiants sur les thèmes abordés dans les ateliers. Si les résultats ne permettent pas de dire que le dispositif a eu un impact sur les résultats académiques au semestre 1, en revanche le taux d'abandon a été significativement réduit. Par ailleurs, les ateliers ont permis de réduire l'hétérogénéité entre les étudiants concernant leur perception de maîtrise de méthodes de travail adaptées au contexte universitaire.

Brower, R. L., Nix, A. N., Daniels, H., Hu, X., Jones, T. B., & Hu, S. (2021). **A Pedagogy of Preparation: Helping Underprepared Students Succeed in College-Level Coursework in Community Colleges.** *Innovative Higher Education*, 46(2), 153-170. <https://doi.org/10.1007/s10755-020-09531-9>

This paper presents an overall educational philosophy of working with students underprepared for college-level work, which we term "a pedagogy of preparation." We consider how instructors scaffolded instruction to foster college readiness in students who were now able to enroll in college-level work regardless of academic preparation after state-level legislation (SB 1720) that dramatically altered the delivery of developmental education in the Florida College System (FCS). We also consider how collaboration increased among campus personnel after the legislation to foster college readiness in students underprepared for college-level work.

Carasquilla, A. P. (2020). **Transformation de pratiques et de projets pédagogiques en territoires sensibles : vers une éducation à l'environnement «sostenible» et intégrale en**

Colombie (Phdthesis, Université de Nanterre - Paris X). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03175909>

La problématique environnementale est un enjeu majeur qui concerne la situation préoccupante de la planète. En France, on parle de développement durable tandis que dans les pays latino-américains, ce concept conserve la dénomination de sostenible. Cette notion, en référence à la satisfaction de besoins et à la qualité d'une vie digne pour les populations de certains territoires sensibles, contribue au développement local. Cette thèse, fondée sur une démarche de recherche-action coopérative, menée en Colombie, s'inscrit dans un double objectif. D'une part, il s'agit de contribuer à la réflexion sur les politiques d'éducation à l'environnement et à la formation humaine intégrale. D'autre part, la recherche souhaite aider à la transformation des pratiques et des projets incluant la participation des communautés éducatives. Un travail de co-formation sur la récupération des savoirs concernant les plantes, a été mené dans le cadre d'un projet de classe. Cette thèse présente des éléments d'analyses et de pratiques sur l'accompagnement d'un projet pédagogique sostenible dans l'établissement scolaire Gimnasio del Campo Juan de la Cruz Varela dans la Zone du Haut Sumapaz

Chauvel, S., Delès, R., & Pirone, F. (2021). **Enseigner pendant le confinement en Réseau d'Éducation Prioritaire (REP et REP+)**. *Administration & Éducation*, N° 169(1), 119-124. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-1-page-119.htm>

Copridge, K. W., Uttamchandani, S., & Birdwell, T. (2021). **Faculty Reflections of Pedagogical Transformation in Active Learning Classrooms**. *Innovative Higher Education*, 46(2), 205-221. <https://doi.org/10.1007/s10755-021-09544-y>

Increasingly, Active Learning Classrooms (ALCs) are being designed and built by higher education institutions to support instructors in adopting and implementing active learning pedagogies. In this study, we explore how instructors perceive changes in their teaching after teaching in ALCs. Our study focuses on the perceptions of faculty members who have completed a year-long professional development around teaching in ALCs. We conduct place-based interviews with nine such faculty members to examine their perceptions of their changing pedagogies of specific ALCs. Using thematic analysis, we categorized faculty's perceptions of the affordances of ALCs for their teaching and student learning into three major themes: (1) ALCs afford visibility and instructor presence, (2) ALCs afford better feedback and apprenticeship, and (3) ALCs afford intimate conversations and student dialogue. Finally, we draw on data from the interviews to explicate each theme in turn before discussing commonalities and tensions among the themes. These three themes present an entry point for professional development designers, instructors, and other institutional stakeholders to understand how instructors orient active learning pedagogues to learning spaces.

Cozma, A.-M. (2021). **L'examen collaboratif: étude de cas en contexte universitaire finlandais**. *Revue internationale de pédagogie de l'enseignement supérieur*, 37(37(2)). <https://doi.org/10.4000/ripes.3116>

Après avoir participé à un examen collaboratif, les étudiants d'un cours de 3^e année du département de français de l'Université de Turku (Finlande) ont été invités à donner leur avis et exprimer leur ressenti sur l'examen. Nous commencerons par fournir une vue d'ensemble des formes que peut prendre l'examen collaboratif de manière générale.

Ensuite, nous présenterons cette situation collaborative particulière et nous l'analyserons sur la base des réponses des étudiants à un questionnaire. Nous nous intéresserons particulièrement à la posture adoptée par les étudiants durant l'examen collaboratif, ainsi qu'à leurs représentations de cette modalité d'évaluation peu répandue. En réponse aux difficultés rencontrées par les étudiants, nous proposerons des solutions pour améliorer le processus d'évaluation collaborative.

Deprit, A., & Van Nieuwenhoven, C. (2021). **Quand le stagiaire planifie... une question d'équilibre dans ses décisions.** *Revue internationale de pédagogie de l'enseignement supérieur*, 37(37(2)). <https://doi.org/10.4000/ripes.3266>

La planification est une activité du métier de l'enseignant (Coppé, 2007) qui peut être préactive, interactive ou postactive selon le moment où elle se situe par rapport aux interactions de classe (Tochon, 1989). Le présent article se focalise sur la planification préactive qui consiste à programmer (organiser les contenus à enseigner dans le temps) (Durand, 1996) et à préparer (piloter didactiquement à court terme) les séquences d'apprentissage (Hamel et Viau-Guay, 2017). Ce que fait le stagiaire au moment de planifier son stage est une question peu étudiée (Coppé, 2007) et d'autant plus difficile à appréhender qu'elle s'organise dans des espaces d'apprentissage informels (De Vos, Beusaert, De Wilde et Lecot, 2018). Dans le contexte de la formation initiale des instituteurs primaires en Belgique francophone, cette recherche a pour objectif de comprendre, à partir du principe de viabilité (Pépin, 1994; Malo, 2005), les décisions que prend le stagiaire qui prépare ses activités. Pour ce faire, sept étudiants en dernière année de formation ont été invités à compléter quotidiennement un carnet de bord et à participer à deux entretiens semi-directifs (Merriam, 2009). L'analyse qualitative des données a permis, d'une part, d'identifier les indicateurs activés dans les décisions préactives et ce, pour chaque critère du principe de viabilité (efficacité, certitude, confort); d'autre part, d'observer que le critère de certitude semble, au moment de la planification, avoir un poids prioritaire dans l'équilibre des décisions des étudiants.

Hardouin, M. (2021). **Construction et mise en œuvre d'un doctorat international: des enjeux aux problèmes. Le cas des doctorats Erasmus Mundus.** *Revue internationale de pédagogie de l'enseignement supérieur*, 37(37(2)). <https://doi.org/10.4000/ripes.3183>

L'article apporte une contribution à l'analyse des formations construites de manière conjointe entre des établissements d'enseignement supérieurs de pays différents par l'analyse du doctorat Erasmus Mundus (2009-2013). Ce programme visait, grâce à des cursus construits par des consortia d'établissements d'enseignement supérieur situés en Europe et dans le monde, à attirer de très bons doctorants des pays tiers dans l'Union européenne. Il cherchait à contrebalancer l'influence nord-américaine dans le domaine de la formation et de la recherche. Il illustre aussi la volonté de la Communauté Européenne (CE) de diffuser son modèle d'enseignement supérieur, jugé excellent, à travers le monde. À partir d'une méthodologie reposant sur une double approche (exploitation de bases de données, consolidée par des données recueillies au moyen de questionnaires et d'entretiens), l'article s'attache à montrer que ce programme, proposé par la CE, à fortes connotations politiques et économiques, rencontre l'adhésion de nombreux acteurs qui en voient un intérêt indéniable. Cependant, force est aussi de constater que de nombreuses questions, fautes d'avoir été pensées et résolues en amont, au niveau européen, rendent bien difficile la structuration et la gestion de cette formation originale au niveau local et ne permettent pas finalement de répondre de manière satisfaisante aux objectifs prédéfinis.

Hengesteg, P. S., Doran, E., & Squire, D. (2021). **Developing Racial Justice Allies in an Online Graduate Workshop Centering Latinx Students.** *Innovative Higher Education*, 46(2), 171-188. <https://doi.org/10.1007/s10755-020-09525-7>

This study presents data from an online course on Latinx Students in Higher Education taught at a Predominantly White Institution in the Midwest. This case study examines how students engage with content on Latinx issues across the P-20 educational pipeline to better understand and ultimately serve this population in their professional context using perspectives on allyship development and racial justice allyship. Students in the course demonstrated a commitment to social justice, but their journey to build allyship was not a straightforward process.

Hernandez, L., Giret, J.-F., Souhait, M., & Baude, A. (2020). **Évaluer les compétences sociales : référentiel et analyse de questionnaires existants.** *Evaluer. Journal international de recherche en éducation et formation*, 6(3), 53. Consulté à l'adresse <http://journal.admee.org/index.php/ejiref/article/view/270>

L'évaluation des compétences sociales est un enjeu important dans le monde professionnel, de la formation ou de l'éducation. Cet enjeu se situe à différents niveaux : il est nécessaire d'évaluer à la fois pour « diagnostiquer », pour sélectionner un dispositif ou une formation adapté(e) aux besoins des personnes ciblées et/ou pour attester de l'efficacité et de l'efficacité d'un programme ou d'une formation. Pour cela, il est important pour les chercheurs et professionnels de disposer d'instruments d'évaluation de ces compétences, présentant de bonnes qualités psychométriques. Ce travail propose un référentiel et une analyse de questionnaires existants, évaluant les compétences sociales chez les adultes. À partir d'une méthodologie permettant de cibler les questionnaires selon plusieurs critères d'inclusion et d'exclusion prédéfinis, nous avons répertorié 14 questionnaires. L'analyse comparative réalisée sur ces derniers permet de discuter des spécificités de leur contenu au niveau théorique et méthodologique et de souligner les apports et les limites de chacun. Le regard transversal sur ces outils permet également d'obtenir une vision globale de la notion de compétences sociales, sur un plan définitoire et opérationnel. Ce travail offre ainsi aux chercheurs, psychologues et autres professionnels de la formation, de la santé ou du social, une grille d'analyse de différents outils d'évaluation des compétences sociales existants et/ou des pistes de réflexion pour la conception d'outils similaires.

Howlett, M. A., McWilliams, M. A., Rademacher, K., O'Neill, J. C., Maitland, T. L., Abels, K., ... Panter, A. T. (2021). **Investigating the Effects of Academic Coaching on College Students' Metacognition.** *Innovative Higher Education*, 46(2), 189-204. <https://doi.org/10.1007/s10755-020-09533-7>

Academic coaching is an increasingly prevalent form of student support in higher education, although empirical research on the intervention is relatively limited (Robinson, 2015). Academic coaching is intended to advance student learning, well-being, and success in a context external but complementary to the classroom (Richman, Rademacher, & Maitland, 2014; Robinson, 2015). This exploratory study used a randomized control trial design to investigate the effects of academic coaching on college students' metacognition, a primary component of self-regulated learning. We recruited undergraduates who had not previously participated in academic coaching and randomly assigned them to three groups: in-person academic coaching, online academic coaching, and control. All participants completed a pre- and post-test

instrument that included the Metacognitive Awareness Inventory (MAI; Schraw & Dennison, 1994). Results showed that students who received academic coaching had increased metacognition as measured by MAI subscales. Increases in metacognitive awareness occurred in both the in-person and online academic coaching conditions. However, repeated measures ANOVAs did not reveal differences between the three conditions. Overall preliminary results suggest that academic coaching may be a promising student support intervention for helping develop college students' metacognition outside of the classroom environment.

Huang, W., Li, T., Pan, Y., & Ren, J. (2021). **Teacher Characteristics and Student Performance: Evidence from Random Teacher-Student Assignments in China**. In *IZA Discussion Papers* (N° 14184). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://ideas.repec.org/p/iza/izadps/dp14184.html>

This paper investigates the impacts of teacher characteristics on student performance using a nationally representative and randomly assigned teacher-student sample in China. We find that having a more experienced or female homeroom teacher (HRT) with additional classroom management duties significantly improves students' test scores and cognitive and noncognitive abilities. In contrast, these effects are not observed for subject teachers who are responsible only for teaching. More experienced or female HRTs are also associated with a better classroom environment, more self-motivated students, more parental involvement, and higher parental expectations. These mechanisms explain 10-25 percent of HRT effects on test scores and cognitive ability and 50-60 percent of HRT effects on noncognitive ability. Our findings highlight the importance of teacher management skills in education production.

Jarraud, F. (2021, mars 16). **Roland Goigoux : L'enseignement en éducation prioritaire n'est pas de moindre qualité**. Consulté 24 mars 2021, à l'adresse Le café pédagogique website:

http://www.cafepedagogique.net/lexpresso/Pages/2021/03/16032021Article637514760763138780.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=508015

« L'enseignement de la lecture et de l'écriture au cours préparatoire n'est pas de moins bonne qualité en éducation prioritaire », écrit Roland Goigoux dans un article publié par la revue de l'IREA (n°2). En se basant sur ses observations auprès de plus de 2000 élèves, R Goigoux met en doute les affirmations d'autres chercheurs qui montrent un enseignement moins exigeant en éducation prioritaire. Pour lui les pratiques pédagogiques sont identiques en éducation prioritaire et dans les autres classes.

Kukulska-Hulme, A., Bossu, C., Coughlan, T., Ferguson, R., FitzGerald, E., Gaved, M., ... Zhang, S. (2021). **Innovating Pedagogy 2021** (p. 55). Institute of Educational Technology, The Open University. <https://iet.open.ac.uk/file/innovating-pedagogy-2021.pdf>

Mottet, G. (2021). **Les enseignants et la diversité ethnoculturelle : entre différenciation et homogénéisation dans les discours et les pratiques pédagogiques**. *Éducation et socialisation. Les Cahiers du CERFEE*, (59). <https://doi.org/10.4000/edso.13718>

L'objectif de cet article est de présenter le rapport ambivalent qu'entretiennent les enseignants avec la diversité ethnoculturelle de leurs élèves. Nous verrons qu'ils mobilisent deux schèmes de discours et de pratiques qui s'entremêlent et s'opposent. D'une part, les professionnels cherchent à promouvoir la différenciation pédagogique

et à prendre en compte la diversité des publics scolaires. D'autre part, ils développent paradoxalement des pratiques et produisent des discours qui entendent l'effacer, dans une visée d'homogénéisation, cherchant à ajuster les publics aux normes scolaires et sociétales ; soit à induire les bons comportements et à promouvoir la culture commune.

Odacre, E., Issaieva, E., & Delcroix, A. (2021). **Les représentations des étudiants de la formation BTS en Guadeloupe à l'épreuve des stages professionnels.** *Revue internationale de pédagogie de l'enseignement supérieur*, 37(37(2)). <https://doi.org/10.4000/ripes.3219>

Notre étude porte sur le fonctionnement en Guadeloupe du Brevet de Technicien Supérieur (BTS), diplôme professionnel français se préparant en deux ans après le baccalauréat, dont les programmes et critères d'évaluation sont nationaux. Les lauréats sont supposés être immédiatement employables, en particulier dans leur environnement géographique local, ce qui peut conduire à des tensions faute d'adaptation possible des prescrits aux différents contextes. Le stage professionnel joue un rôle important dans ce diplôme. Nous étudions comment les représentations des étudiants de BTS évoluent, en relation avec la tension susmentionnée, avant et après le stage professionnel. Une enquête longitudinale par questionnaires a été menée auprès d'étudiants de BTS tourisme et assistant de manager. Les analyses montrent que les étudiants du BTS tourisme restent attachés au secteur d'activité visé, en se questionnant sur la possibilité de travailler en Guadeloupe alors qu'en BTS assistant de manager, une dégradation de la représentation du métier visé est constatée. Le stage conduit à une meilleure connaissance de la situation socioéconomique locale, ce qui modifie les représentations des étudiants.

OECD. (2021). **Positive, High-achieving Students?: What Schools and Teachers Can Do.** <https://doi.org/10.1787/3b9551db-en>

Orona, G. A. (2021). **Broken Promises? Examining the Effectiveness of Promising Practices in STEM Lectures by Student Subgroups.** *Innovative Higher Education*, 46(2), 223-239. <https://doi.org/10.1007/s10755-020-09536-4>

Traditional approaches to teaching and learning in large undergraduate STEM lectures has not kept pace with the massification and diversification of higher education. Efforts to alleviate learning obstacles call for improved instruction, stipulating the utility of specific pedagogical techniques delineated as "promising practices"; however, little evidence supports their effectiveness. In this study, a quasi-experimental method is applied to a large panel dataset containing course observations and institutional records to investigate the effect of promising practices on student learning. Additionally, differential effects are examined across several important nontraditional and historically under-served populations, such as Hispanic, first-generation, low-income and lower prior ability students. Results suggest that two information relaying techniques—the use of prior content and reviewing exam content—were positively and significantly associated with student outcomes, and estimates were found to be stable across subgroups. Implications for higher education teaching and learning, as well as empirical research in these areas, are discussed.

Pochet, B., Durieux, N., Collette, C., Decoster, S., Dieudonné, M., & Vandemput, S. (2021). **Le référentiel « cinq piliers de la maîtrise de l'information scientifique » : élaboration et**

construction de l'outil. *Revue internationale de pédagogie de l'enseignement supérieur*, 37(37(2)). <https://doi.org/10.4000/ripes.2850>

La maîtrise de l'information scientifique est une préoccupation majeure des bibliothécaires impliqués dans la formation des usagers. À l'Université de Liège (Belgique), un référentiel a été créé afin de cartographier les savoirs, savoir-faire et attitudes nécessaires à la recherche, à l'évaluation et à l'utilisation des publications issues de la recherche scientifique. Il a pour finalité de contribuer à l'élaboration, l'amélioration voire l'évaluation, de cours et formations ayant pour objectif la maîtrise de l'information scientifique. Ce référentiel, appelé les « cinq piliers de la maîtrise de l'information scientifique » (5PMIS), a été développé à partir de la consultation d'autres référentiels, de l'avis de 32 enseignants et chercheurs ainsi que de l'analyse des cours dispensés à l'Université de Liège. Après relecture par des membres internes ou externes à l'Université de Liège, le référentiel a été mis en ligne en septembre 2017. Outil de cohérence et de collaboration entre les bibliothécaires-enseignants de l'ULiège Library, le 5PMIS couvre les trois secteurs de connaissance représentés à l'Université, à savoir les sciences humaines, les sciences et techniques et les sciences de la santé. Il se concentre sur le contexte académique et prend en compte différents niveaux de développement dans le parcours universitaire. L'objectif de cet article est de décrire la création de ce référentiel, conçu pour que tout formateur puisse se l'approprier en fonction du type de public visé. Il n'est pas uniquement destiné aux professionnels de l'information et aux bibliothécaires. L'intérêt est qu'il puisse aussi être mobilisé dans des approches transversales, par des enseignants d'horizons divers. Bien que développé pour l'Université de Liège, le 5PMIS peut ainsi être utilisé et adapté par d'autres établissements de l'enseignement supérieur, universitaire ou non universitaire.

Posiadol, T. (2020). **Étude de l'activité d'enseignants et d'élèves lors d'une expérimentation de classe sans note. Une analyse à partir des cours de vie.** (Phdthesis, Normandie Université). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03167448>

Cette recherche analyse l'activité d'enseignants et de collégiens au cours d'une année d'expérimentation d'évaluation sans note. Elle a été conduite dans le cadre du programme de recherche scientifique et technologique du Cours d'action (Theureau, 2006). A partir de données d'expérience, les cours de vie de 4 enseignants et de 4 élèves ont été reconstruits. L'analyse et la comparaison de ces cours de vie ont permis d'identifier chez les enseignants et chez les élèves (1) des préoccupations typiques, (2) une dynamique de ces préoccupations typiques au cours de l'année scolaire et (3) la validation d'éléments de connaissance type. Ces résultats ont été enrichis par une analyse textuelle comparative des appréciations de bulletins scolaires issues de contextes évaluatifs notés et non notés. Les résultats permettent de qualifier le processus d'appropriation par les acteurs du nouvel environnement évaluatif à travers des formes d'activité similaires : une activité d'investigation, une activité transformative et une activité de recherche d'efficacité. Sur cette base sont envisagés les contours d'une conception enactive de l'évaluation scolaire.

Soussi, S., Naceur, A., Berger, D., Ghérissi, A., Belgacem, A., & Zairi, I. (2021). **Impact de l'apprentissage systémique sur la motivation à apprendre des étudiants dans un contexte d'apprentissage en milieu clinique.** *Revue internationale de pédagogie de l'enseignement supérieur*, 37(37(2)). <https://doi.org/10.4000/ripes.2900>

L'environnement, les approches et les méthodes pédagogiques sont des facteurs déterminants pour la motivation à apprendre des étudiants. Dans l'enseignement

supérieur des sciences de la santé, l'investigation de la dynamique motivationnelle demeure un sujet peu documenté surtout dans un contexte d'apprentissage en milieu clinique. En réponse à ce manque, une étude mixte a été menée auprès des étudiants de troisième année d'études inscrits à l'école supérieure des sciences et techniques de la santé de Tunis dans le but de comparer les effets de l'apprentissage par objectif et de l'apprentissage systémique sur leur motivation. La collecte des données a concerné 172 étudiants en pré-test et 165 étudiants en post-test, réalisée à l'aide du « Motivated Strategies Learning Questionnaire » dans sa version traduite et validée selon la méthode de Vallerand (1989). Douze étudiants ont fait l'objet d'un entretien de groupe. Les scores moyens des six échelles de la motivation ont enregistré une nette amélioration en faveur du modèle d'apprentissage systémique à l'exception de l'échelle de l'anxiété aux tests. Le score moyen global a été de 3,93 (é-t = 0,81) pour l'approche par objectif et de 4,94 (é-t = 0,53) pour l'apprentissage systémique. Ces résultats ont révélé une différence statistique significative, montrant un avantage appréciable au profit de l'apprentissage systémique. Les propos des étudiants ont confirmé les résultats statistiques donnant beaucoup plus d'arguments.

Stanczak, A. (2020). **La méthode de la « classe puzzle » est-elle efficace pour améliorer l'apprentissage ?** (Phdthesis, Université Clermont Auvergne). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03170791>

Ce travail de recherche a pour objectif de tester les effets de la classe puzzle, ou « Jigsaw classroom », sur les apprentissages. La méthode Jigsaw est une pédagogie coopérative créée par Aronson et collaborateurs dans les années 1970, afin de favoriser l'inclusion des minorités ethniques (e.g, Mexicain·es et Afro-Américain·es) dans les écoles nouvellement déségrégues. Selon la théorie de l'interdépendance sociale les effets positifs de l'apprentissage coopératif dépendent de la structuration des interactions entre individus (Deutsch, 1949 ; Johnson & Johnson, 1989). Dans Jigsaw, la structuration de cette interdépendance provient essentiellement de la distribution de ressources complémentaires : chaque individu dispose d'une « pièce du puzzle » à reconstituer à l'aide des autres membres du groupe. La coordination des efforts entre membres devrait amener ces dernier·es à mettre en place des interactions facilitatrices (e.g., comportements d'entraide, explications et questionnements) et aboutir à un meilleur apprentissage. Toutefois, bien que cette méthode soit présentée par ses concepteur·rices comme un outil efficace pour améliorer l'apprentissage des élèves, les preuves empiriques tendent à manquer. Dans cette thèse, l'efficacité de Jigsaw sera questionnée à travers une analyse de la littérature scientifique, ainsi qu'une méta-analyse sur les travaux récents et un ensemble d'études expérimentales menées auprès d'élèves de sixième. À notre connaissance, bien que certaines recherches testant les effets de Jigsaw soient compilées dans des méta-analyses (Kyndt et al., 2013), il n'existe pas à ce jour de méta-analyses testant spécifiquement les effets de Jigsaw sur les apprentissages. À travers six chapitres, nous tenterons d'apporter des éléments permettant d'évaluer l'efficacité de la méthode Jigsaw sur les apprentissages. Dans le chapitre 1, nous présentons la théorie de l'interdépendance sociale, plusieurs définitions et manières de structurer de la coopération entre élèves ainsi qu'une revue des leurs effets sur les apprentissages. Nous développons l'idée qu'il existe des différences d'efficacité entre les pédagogies coopératives créées entre les années 1960 et 2000 (Newmann & Thompson, 1987 ; Johnson et al., 2000), et que certaines d'entre elles n'ont pas encore fait l'objet d'une validation empirique solide. Le chapitre 2 examine l'une d'elle en détail : Jigsaw (Aronson et al., 1978 ; Aronson & Patnoe, 2011). Nous y décrivons

l'évolution des études empiriques menées depuis sa création jusqu'à ce jour. Le chapitre 3 pointe certaines limites de cette littérature, notamment par rapport à la puissance statistique et les procédures méthodologiques, ainsi que les impacts qu'elles peuvent avoir sur l'estimation de l'efficacité de Jigsaw sur les apprentissages. Nous y développons aussi notre hypothèse de recherche, son opérationnalisation ainsi que les outils et procédures statistiques que nous utilisons dans les chapitres empiriques : tests d'équivalence (Lakens, 2017), plus petite taille d'effet d'intérêt (Hattie, 2009) et méta-analyses (Borenstein et al., 2010 ; Goh et al., 2016). Le chapitre 4 présente les résultats d'une méta-analyse des effets de Jigsaw sur les apprentissages, à travers des articles empiriques publiés entre les années 2000 et 2020. Nous testons plusieurs modérateurs (e.g., niveau scolaire, discipline étudiée, type de Jigsaw, localisation des recherches) afin de quantifier la dispersion des effets de Jigsaw et de mieux comprendre l'hétérogénéité entre les études. Le chapitre 5 synthétise cinq études menées auprès de populations de collégien·nes français·es dans lesquelles nous testons l'efficacité de Jigsaw sur les apprentissages comparativement à des conditions de travail individuelles (études 1 et 2), ou d'enseignement habituel avec des enseignant·es volontaires (études 3A, 3B et 3C). [...]

Trolian, T. L., Jach, E. A., & Archibald, G. C. (2021). **Shaping Students' Career Attitudes toward Professional Success: Examining the Role of Student-Faculty Interactions.** *Innovative Higher Education*, 46(2), 111-131. <https://doi.org/10.1007/s10755-020-09529-3>

This study examined the relationship between student-faculty interaction in college and students' fourth-year career attitudes toward professional success. Results suggest that some interactions with faculty, such as frequency of student-faculty interaction, are positively associated with students' fourth-year career attitudes toward professional success. Other interactions, such as personal discussions with faculty and research with a faculty member, are negatively associated with certain attitudes about professional success such as students' desire to make a lot of money. These mixed findings suggest that faculty may have a role to play in shaping students' career attitudes, but that interactions with faculty, depending on the type and context of the interaction, may encourage or discourage students' attitudes regarding professional success.

Réussite scolaire

Andreu, S., Bret, A., Chabanon, L., Santos, R. D., Durand de Monestrol, H., Heidmann, L., ... Vourc'h, R. (2021). **Test de positionnement de début de seconde 2020 : des performances en hausse en français, mais des résultats toujours contrastés selon les caractéristiques des élèves et des établissements.** *Note d'information*, (21.16). Consulté à l'adresse <https://www.education.gouv.fr/test-de-positionnement-de-debut-de-seconde-2020-des-performances-en-hausse-en-francais-mais-des-322828>

Les effectifs d'élèves du second degré devraient augmenter jusqu'en 2023 puis diminuer à partir de 2024. En 2021, 43 400 élèves supplémentaires sont attendus. L'augmentation des effectifs devrait être de moins en moins soutenue en 2022 et 2023. En revanche, à partir de 2024 une diminution est attendue, de l'ordre de 17 000 élèves en 2024 puis 22 000 en 2025. Ces évolutions sont liées à la démographie, les générations nées entre 2010 et 2012 qui entreront dans le second degré entre les rentrées 2021 et 2023 sont plus importantes que celles qui les quitteront, alors qu'en 2024 et 2025, les générations 2006 et 2007 seront remplacées respectivement par les générations 2013 et 2014 nettement moins nombreuses.

Eggenberger. (2021). **Active Listening Skills as Predictors of Success in Community College Students.** *Community College Journal of Research and Practice*, 45(5), 324-333. <https://doi.org/10.1080/10668926.2019.1706667>

Current research on employability skills in higher education tends to focus on communication and critical thinking as being key to that success in the classroom and the workforce. The research on active listening, another employability skill, tends to focus on specific college majors. The goal of the present mixed-methods study is to look at how crucial active listening as an employability skill is to academic achievement in a community college classroom and to explore students' perspectives on active listening. A sample of 19 students took the AELS, and four students volunteered for semi-structured interviews. The author conducted a multiple regression and correlation analysis on the AELS scores, sex, and grades. Results indicated that active listening appears to be a significant predictor of academic achievement in the community college class, and community college students perceive listening to be an essential factor in their success. Future studies can expand upon these results by looking at different community college classes and majors as well as other predictor variables.

Jarraud, F. (s. d.). **Bernard Charlot : Les Rep et l'échec scolaire.** Consulté 24 mars 2021, à l'adresse

http://www.cafepedagogique.net/lexpresso/Pages/2021/03/24032021Article63752166022734465.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=508157

Professeur émérite à Paris 8, Bernard Charlot réagit à la disparition programmée des Rep dans le dernier numéro de Fenêtres sur cours, la revue du Snuipp Fsu. « Tel qu'il nous est décrit, l'échec scolaire serait une maladie tapie au fond de la classe qui attend d'engloutir des élèves des familles populaires ! », dit-il. « La réalité, ce sont des enfants qui se heurtent à des difficultés, des histoires singulières sur fond social. Le questionnement se situe sur le sens que cela a d'aller à l'école, d'apprendre ou de refuser d'apprendre... Les politiques scolaires constituent seulement un volet d'une politique sociale, économique et culturelle. Elles ne peuvent fonctionner que si elles s'intègrent dans un projet global où la question de l'emploi, par exemple, est fondamentale. Ce qui ne signifie pas que l'on ne peut rien à notre niveau. Il me semble que l'on ne pose pas assez la question de ce qu'il faudrait enseigner aujourd'hui ».

Klépal, I. (2021). **Accompagnement des décrocheurs.** *Administration & Éducation*, N° 169(1), 151-153. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-1-page-151.htm>

Ziegler & Lehner. (2021). **Blackboard Microengagement, Formative Assessment, and Writing Achievement in First-Year College Composition: A Case Study.** *Community College Journal of Research and Practice*, 45(5), 366-369. <https://doi.org/10.1080/10668926.2020.1716873>

Set in a freshman composition course using Blackboard for all assessments, this study considered aggregate data to investigate associations among formative assessment variables with the development of college writing skills. The study population was linguistically diverse students enrolled in a metropolitan community college in the Northeast United States. The research design employed a multivariate data analytic framework to examine associations among final class average, total user activity, total

user activity in hours, and final quiz average as measures of formative assessment and college writing achievement. Results of Pearson correlation analysis indicated six significant associations among microengagement, formative assessment, and college writing achievement. The results suggest that repeatable online formative assessments are an effective way to increase student writing achievement, particularly in populations with widely varying abilities and inclined to struggle with college-level composition. Future research is needed to determine predictive relationships among these significant correlated pairs.

Valeurs

Douniès, T. (2021). **Réformer l'éducation civique ? : Enquête du ministère à la salle de classe** (1^{er} édition). Consulté à l'adresse https://www.puf.com/content/R%C3%A9former_l%C3%A9ducation_civique

En 2015, l'officialisation de l'Enseignement moral et civique (EMC) marque une nouvelle réforme de l'éducation civique qui vise à atteindre le terrain de la salle de classe en changeant les visions et les pratiques des enseignants qui en ont la charge. Comment une telle réforme émerge-t-elle ? Et comment les professeurs s'approprient-ils ces normes issues du ministère ? Du sommet de l'État à l'intimité du cours, en passant par les acteurs intermédiaires, cet ouvrage donne à voir les dynamiques relationnelles qui participent à la fabrique de l'éducation civique. Cette dernière se façonne dans les rapports de pouvoir à distance qui structurent l'institution scolaire, les différents protagonistes disposant de ressources symboliques et de pratiques contrastées pour déterminer la réalité de leur enseignement. En mettant en lumière les ambivalences de la performativité de la réforme, l'étude de l'EMC contribue ainsi à la compréhension des modalités du changement dans l'Éducation nationale.

Hudler, K., Dennis, L., DiNella, M., Ford, N., Mendez, J., & Long, J. (2021). **Intersectional sustainability and student activism: A framework for achieving social sustainability on university campuses**. *Education, Citizenship and Social Justice*, 16(1), 78-96. <https://doi.org/10.1177/1746197919886860>

In recent decades, universities have made significant progress toward environmental sustainability and have likewise tightened their budgets and restructured economic models in the name of financial sustainability. However, institutions of higher education have failed to address issues of social sustainability and social injustice, many of which are increasing in number and severity on college campuses. This article takes a student activist perspective on these issues, suggesting that a comprehensive and intersectional approach toward university sustainability (with particular re-affirmation of the social sustainability pillar) can empower students and their allies, raise awareness about the causes of these issues, and allow a more constructive environment for collaborative approaches and policy formation on college campuses.

Idrissi, H., Engel, L. C., & Benabderrazik, Y. (2021). **New visions for citizen formation: An analysis of citizenship education policy in Morocco**. *Education, Citizenship and Social Justice*, 16(1), 31-48. <https://doi.org/10.1177/1746197919886279>

This article offers perspectives on the framing of citizenship education in recent education policy reform in Morocco. Against a background of shifting conceptions of citizenship and citizenship education occurring both globally and regionally in the Middle East and North Africa, the article focuses on Morocco's Strategic Vision for Reform 2015–

2030, offering an analysis of the main section of the policy targeting citizenship education, referred to in the document as chapter 3 ('For a school that develops the individual and society'), lever 18 ('Enact a society of citizenship, democracy and equality'). Drawing on policy analysis of these sections of the reform documentation, we examine the various recommendations that reference national Moroccan citizenship education, concluding that the discourse surrounding citizenship education tends to emphasize a disciplined conception of citizen formation, framing the student as apathetic and passive. Moreover, the article analyzes these recommendations within the social, cultural, economic, and political context of Morocco, offering insights on potential challenges in its implementation.

Jónsson, Ó. P., & Garces Rodriguez, A. (2021). **Educating democracy: Competences for a democratic culture.** *Education, Citizenship and Social Justice*, 16(1), 62-77. <https://doi.org/10.1177/1746197919886873>

The focus within the European tradition of democratic education has increasingly been on personal traits or character traits, values, and skills, rather than on broad structural features or systemic issues. This is reflected in a recent publication by the Council of Europe titled *Competences for Democratic Culture: Living Together as Equals in Culturally Diverse Democratic Societies*. In that publication relevant character traits are grouped under the heading 'competences for democratic culture'. We scrutinize the notion of 'democratic competences' which is developed in the publication and suggest a different one. The Council of Europe presents a model with 20 competences, each of which falls into one of four categories: (1) a value, (2) an attitude, (3) a skill, or (4) knowledge and understanding. We suggest a notion of competences where a competence is conceived of as a complex construct composed of elements from all these categories. We then describe seven democratic competences, grounded in a Deweyan conception of democracy, which we think are both central to a democratic culture while also educationally relevant and manageable.

Kuang, X., & Kennedy, K. J. (2021). **Alienated and disaffected students: Exploring the civic capacity of 'Outsiders' in Latin America.** *Education, Citizenship and Social Justice*, 16(1), 49-61. <https://doi.org/10.1177/1746197919886877>

The aim of the study is to explore alienated and disaffected students in Latin America and investigate the development of their civic attitudes. The study has focused on a context that is assuming growing importance globally and about which more needs to be known, especially in terms of its potential for democratic development. The focus is on students from Chile, Colombia, Dominican Republic, Guatemala, and Mexico. Three distinct groups of students were identified labeled 'Outsiders', 'Moderates', and 'Active Participators'. The 'Outsiders' had lowest scores on all civic values. Gender, parents' political and social interest, students' expected education level and home literacy were the four most important predictors for membership in the 'Outsider' group. Implications and future directions for research on Latin American 'Outsiders' are discussed.

Lardeux, L., & Tiberj, V. (2021). **Génération désenchantée? Jeunes et démocratie.** Consulté à l'adresse <https://www.vie-publique.fr/catalogue/278992-generations-desenchantees>

Hausse de l'abstention, affaiblissement des allégeances partisans, défiance à l'égard du personnel politique, intérêt supposé pour des régimes non démocratiques : les symptômes d'une fragilisation des relations des jeunes citoyens français vis-à-vis des

institutions de la vie démocratique se multiplient. Doit-on prendre au sérieux ces discours alarmistes sur la « déconsolidation » ou l'« érosion » démocratique ? À partir des résultats de la dernière enquête européenne Valeurs (European Values Survey) conduite en 2018, les chercheurs et chercheuses réunis dans cet ouvrage nous invitent à poser un regard plus nuancé sur cette question. Les dix chapitres du livre attestent plutôt d'aspirations nouvelles chez les plus jeunes pour une démocratie plus directe et davantage tournée vers des valeurs d'égalité et de justice globale. Du point de vue des jeunes citoyens, la démocratie contemporaine est inadaptée pour faire face à l'accroissement des inégalités, l'insécurité sociale croissante ou le dérèglement climatique. La défiance observée n'a en effet pas grand-chose à voir avec un sentiment de dépossession politique. Ils et elles semblent davantage prêts à expérimenter de nouveaux régimes de citoyenneté hors des institutions politiques traditionnelles. Avec le renouvellement générationnel en cours et la généralisation des formes d'expression politique alternatives se pose la question des modalités d'inclusion à initier pour impliquer les citoyens, notamment les plus jeunes, dans le débat démocratique. Voter et suivre un parti ou un président ne suffit plus. Abordant à la fois la question des inégalités entre jeunes et leurs effets sur la polarisation des valeurs politiques, économiques et sociales (partie 1), la participation politique et le rapport aux institutions (partie 2), ou encore le sentiment d'appartenance locale, nationale, européenne et supranationale (partie 3), ce livre montre combien les nouvelles générations (et celles qui les ont précédées) oscillent entre désenchantement politique et réenchantement démocratique. Nombre de citoyens qui émergent témoignent ainsi d'aspirations nouvelles vers plus d'horizontalité, en réaffirmant avec vigueur un désir de participer plus directement au débat public. Acheter l'ouvrage sur le site de la Documentation Française

Leeman, Y., & Volman, M. (2021). **Citizenship in prevocational education: Professional pride as a source.** *Education, Citizenship and Social Justice*, 16(1), 17-30. <https://doi.org/10.1177/1746197919883252>

The practice of citizenship education has predominantly been studied in general education. This article details an interview study of citizenship education of teachers in prevocational education in the Netherlands. We investigated whether and how vocational teachers reflected on their goals and teaching practices in citizenship education. Teachers did not perceive their teaching to be working on citizenship. However, they aimed at developing professional attitudes in their students, emphasising participation and 'doing their work well' in order to become respected and personally responsible workers/employees. In technical education, the development of pride in and shared responsibility for the quality of the students' craftwork was emphasised. These findings are discussed in relation to Sennett's views on the development of craftsmanship as citizenship. We see these views as strategic openings for an alternative to the dominant verbal, individualising and adaptation oriented approach of citizenship education.

Wahrman, H., & Hartaf, H. (2021). **Are schools educating toward active citizenship? The internal school struggle between contradictory citizenship models.** *Education, Citizenship and Social Justice*, 16(1), 3-16. <https://doi.org/10.1177/1746197919859993>

This article investigates the phenomenology of Social Education Coordinators in Israeli high schools regarding school's civic education. Twenty-one semi-structured interviews were conducted, followed by a two-stage coding process. The Social Education Coordinators indicate that their schools seem to be unified behind the goal of maximal

citizenship. However, their unique position as agents of non-formal pedagogies gains them insight into the role of pedagogy in advancing various citizenship models and the struggle in schools between opposing pedagogies and citizenship models. Formal pedagogies are understood to be incoherent; they speak of maximal citizenship, however, habituate minimal citizenship. Informal pedagogies are understood to be coherent, to both speak and habituate maximal citizenship. From the Social Education Coordinators' perspective, their attempt to insert meaningful informal pedagogies and true maximal citizenship is subversive and a show of agency. They perceive themselves as still weak but significant players in providing students with 'voice' in the public sphere. This analysis may advance our understanding of schools as arenas of incoherency and contradictions, of simultaneously pushing toward contradictory civic education ideals; it may highlight the civic significance of pedagogy choice and raise the issue of cultivating informal civic education pedagogies as a basic student right, a democratic right to cultivate 'voice'.