

# Veille de l'IREDU



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## Acquisition de compétences

Archambault, H. L., & Dumouchel, G. (2021). **Compétences professionnelles et transfert des apprentissages des directions d'établissement en formation universitaire : une exploration franco-manitobaine.** *Canadian Journal of Education/Revue canadienne de l'éducation*, 44(1), 1-27. Consulté à l'adresse <https://journals.sfu.ca/cje/index.php/cje-rce/article/view/3573>

This research aims to identify the professional skills developed by students having completed the Master of Education program specializing in educational administration at Université de Saint-Boniface and to determine the conditions that facilitate or inhibit the transfer of learning. The research was conducted through a qualitative methodology centred on reflective journals and semi-structured interviews. The results indicate that the professional skill set developed by students within the educational administration program promotes change in their daily practices. Various conditions facilitating the transfer of learning are then identified to better explain this transformation. Keywords: educational administration training, professional skills, transfer of learning, educational administration, student academic success

France stratégie. (2021). **Quelle place pour les compétences dans l'entreprise ?** (p. 156). Consulté à l'adresse France stratégie website: <https://www.strategie.gouv.fr/sites/strategie.gouv.fr/files/atoms/files/fs-2021-rapport-rec-place-competences-avril.pdf>

France Stratégie, le Commissariat général à la stratégie et à la prospective, est un organisme de réflexion, d'expertise et de concertation placé auprès du Premier ministre. 4 missions orchestrent son action : Évaluer, Anticiper, Débattre, Proposer

Westerberg, C., & McBride, T. (1<sup>apr.</sup> J.-C.). **Acquiring Learning Skills With Digital Technology.** In <http://services.igi-global.com/resolvedoi/resolve.aspx?doi=10.4018/978-1-7998-4426-6>. Consulté à l'adresse [www.igi-global.com/book/acquiring-learning-skills-digital-technology/244453](http://www.igi-global.com/book/acquiring-learning-skills-digital-technology/244453)

A common idea within modern education is that digital technologies and traditional learning cannot coexist successfully, that essentially technologies can be distracting and disrupting for students. It is believed that current implementations of technology in educational settings create an environme...

## Aspects économiques de l'éducation

Adrogué, C., & Eugenia, M. (2020). **How much are students aware of environmental issues? Is this awareness related to their socioeconomic status? A look from PISA 2006 and 2015.** In *Asociación Argentina de Economía Política: Working Papers* (N° 4300). Consulté à l'adresse Asociación Argentina de Economía Política website: <https://ideas.repec.org/p/aep/anales/4300.html>

Contemporary global environmental problems have highlighted the importance of acting responsibly towards natural resources and the environment. The role of science education in shaping how people interact with the environment, therefore, has gained importance. In line with this concern, in 2005, UNESCO launched its Decade of Education for Sustainable Development (DESD) (2005-2014), by which educational institutes around the world would focus on educating individuals for a more sustainable future. The main

purpose of this study is to present the results of the changes in environmental literacy of students before and after the implementation of this policy, as well as to analyze which are the main features that affect the probability of being environmentally aware. For this aim, we estimate a probit model with data provided by the Programme for International Student Assessment (PISA) 2006 and 2015. The estimation suggests that in 2015 students are more aware of the increase of greenhouse gases in the atmosphere than in 2006, and that those from more disadvantaged socio-economic classes are less aware of the three environmental awareness analyzed; this difference is deeper in the case of upper-middle and lower-middle income countries.

Agostinelli, F., Avitabile, C., & Bobba, M. (2021). **Enhancing Human Capital at Scale**. Consulté à l'adresse Toulouse School of Economics (TSE) website: <https://EconPapers.repec.org/RePEc:tse:wpaper:125427>

A two-year randomized evaluation shows that the effectiveness of multi-tasking mentors on schooling outcomes crucially depends on their training. While a standard training modality in highly marginalized communities in Mexico generates null results, enhanced training yields sizable treatment effects on primary school children's cognitive, behavioral, and educational achievements. This difference cannot be explained by remedial educational activities or pedagogical support, but it can be reconciled with higher parental aspirations and investments. Evidence gathered on the subsequent national roll out of the intervention with enhanced training substantiates the external validity of our findings.

Anghel, B., Cuadrado, P., & Tagliati, F. (2020). **Why cognitive test scores of spanish adults are so low? the role of schooling and socioeconomic background**. In *Working Papers* (N° 2038). Consulté à l'adresse Banco de España & Working Papers Homepage website: <https://ideas.repec.org/p/bde/wpaper/2038.html>

We explore the cognitive skill gap between the adult population in Spain and in the rest of European Union countries using the Programme for the International Assessment of Adult Competencies. We find that differences in schooling account for about a third of the average difference in cognitive test scores, whereas differences in socio-economic background explain about one fourth of the average score gap. While cognitive skill gaps are increasing along the distribution of test scores, differences in educational stocks and socio-economic factors explain a larger fraction of the gap at the bottom than at the top of the skill distribution.

Berlinski, S., Busso, M., Dinkelman, T., & A., C. M. (2021). **Reducing Parent-School Information Gaps and Improving Education Outcomes: Evidence from High-Frequency Text Messages**. Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:28581>

Grade retention and early dropout are two of the biggest challenges facing education systems in middle-income countries today, representing waste in school resources. We investigate whether reducing parent-school information gaps can improve outcomes that are early-warning signals for grade retention and dropout. We conducted an experiment in low-income schools in Chile to test the effects and behavioral changes triggered by a program that sends attendance, grade, and classroom behavior information to parents via weekly and monthly text messages. Our 18-month intervention raised average math GPA by 0.09 of a standard deviation and increased the share of students satisfying attendance requirements for grade promotion by 4.5 percentage

points. Treatment effects were larger for students at higher risk of later grade retention and dropout. We find some evidence of positive classroom spillovers. Leveraging existing school inputs to implement a light-touch, cost-effective information intervention can improve education outcomes in lower-income settings.

Brun, J.-F., & Compaore, C. T. (2021). **Public Expenditures Efficiency On Education Distribution in Developing Countries**. In *Working Papers* (N° hal-03116615). Consulté à l'adresse HAL website: <https://ideas.repec.org/p/hal/wpaper/hal-03116615.html>

The paper assesses the efficiency of public expenditures in decreasing the unequal distribution of education in developing countries over the period 1980–2010. For this purpose, we use partial frontier estimator to compute output and input efficiency scores. Moreover, we analyze the determinants of education output efficiency by using Exponential Fractional Regression Models (EFRM). The results show that on average, developing countries can reduce their education inequality by 30% without changing their public expenditures on education. Developing countries improved their output efficiency over the study period. However, their input efficiency has decreased relatively slightly since 2005. The results also show that logarithm of GDP and its square, urbanization, government stability and democracy are the main determinants of education output efficiency for both logit and Cloglog specifications.

Carvalho, C. C., & Raphael Corbi, R. D.-L. (2021). **Estimating the Employment and Educational Effects of Vocational Training: the Role of School Quality**. In *Working Papers, Department of Economics* (N° 2021\_10). Consulté à l'adresse University of São Paulo (FEA-USP) website: <https://ideas.repec.org/p/spa/wpaper/2021wpecon10.html>

This paper provides new evidence of the short and long-run effects of vocational training (VT) on labor market and educational outcomes, with a particular interest in how school quality may confound estimates. VT schools may differ from regular schools not only in terms of type of training, but also in the availability of resources. We take advantage of a particular institutional arrangement in the state of Paraná, Brazil, where a single private institution named FIEP provides both VT and regular education under two separate but closely related entities, while non-FIEP institutions provide regular education. As both VT and regular schools within FIEP have more resources and better inputs than non-FIEP schools, simply comparing outcomes of VT and regular students can be misleading even if students were assigned randomly to schools. Using a unique survey applied to different cohorts of high school graduates, we show that quality plays an important but nuanced role when comparing the effects of general and VT in the short and long run. In particular, our propensity score estimates indicate that FIEP VT graduates have higher short-run employability than both FIEP and non-FIEP non-VT students. However, non-VT graduates from the better-funded FIEP system are more likely to continue to higher education, so that the short-run employment effect all but dissipates as they enter the labor force in the long-run.

Courtioux, P., Maury, T.-P., & Seux, J. (2021). **Social segregation at French University: some geographical disparities during the 2006-2016 period** [Ségrégation sociale à l'Université : des disparités académiques sur la période 2006-2016]. In *Université Paris1 Panthéon-Sorbonne (Post-Print and Working Papers)* (N° halshs-03167787). Consulté à l'adresse HAL website: <https://ideas.repec.org/p/hal/cesptp/halshs-03167787.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 French « 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 *Working Papers of Department of Management, Strategy and Innovation, Leuven* (N° 671958). Consulté à l'adresse KU Leuven, Faculty of Economics and Business (FEB), Department of Management, Strategy and Innovation, Leuven website: <https://ideas.repec.org/p/ete/msiper/671958.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.

de Souza, L. R., de Xavier Pinto, C. C., Queiroz, B. L., & de Oliveira e Silva, D. (2021). **Peer effects in college: how peers' performance can influence students' academic outcomes**. In *SocArXiv* (N° 7n6ks). Consulté à l'adresse Center for Open Science website: <https://ideas.repec.org/p/osf/socarx/7n6ks.html>

This paper investigates the existence of peer effects in academic outcomes by exploring specificities in the student's admission process of a Brazilian federal university, which works as a natural experiment. Individuals who are comparable in terms of previous academic achievement end up having classmates with better or worse performance in college because of the assignment rule of students to classrooms. Thus, our identification strategy for estimating peer effects on academic outcomes eliminates the endogenous self-selection into groups that would otherwise undermine the causal inference of peer effects. Overall, our findings showed that joining a class with high-ability students damages academic achievements of the lowest-ability students at UFMG. Although male and female students are both negatively affected by being in the first (better) class, we found gender differences. Specifically, being at the bottom of the better class makes females take less radical decisions compared to male students in the sense that female



students continue to study even though with lower performance (reduced GPA and credits earned) while male students seem to be more prone towards dropping out (increased number of subjects – or even University registration – cancelled and reduced attendance in classroom). We have also found other heterogeneities in peer effects in college in terms of class shift, period of admission, area of study and parents' education. This study is a necessary step before investigating the impact of peer quality on after-graduating decisions using the same natural experiment. This will allow us to deepen our understanding of how peer effects can also have long-lasting impacts.

Edwards, R., Gibson, R., Harmon, C. P., & Schurer, S. (2020). **First in Their Families at University: Can Non-cognitive Skills Compensate for Social Origin?** In *IZA Discussion Papers* (N° 13721). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://ideas.repec.org/p/iza/izadps/dp13721.html>

We study the role of non-cognitive skills in academic performance of students who are the first in their family to attend university. We collected survey data on an incoming student cohort from a leading Australian university and linked the survey with students' administrative entry and performance records. First-in-family students have lower grade point averages by about a quarter of a standard deviation than the average student. This performance penalty is larger for young men. The penalty is strongest in the first semester but disappears over time. Some non-cognitive skills (Conscientiousness, Extraversion) predict academic performance almost as strongly as standardised university admissions test scores. High levels of Conscientiousness over-compensate for the performance penalty experienced by first-in-family students, while very low levels exacerbate it. However, adjusting for extreme responses in self-assessed Conscientiousness with anchoring vignettes eliminates the performance advantage of disadvantaged, but highly conscientious students. Overall, our findings accentuate the importance of non-cognitive skills as key indicators of university readiness, and their potential for closing the socioeconomic gap in academic performance.

Emran, M. S., Jiang, H., & Shilpi, F. (2021). **Is Gender Destiny? Gender Bias and Intergenerational Educational Mobility in India.** In *MPRA Paper* (N° 106793). Consulté à l'adresse University Library of Munich, Germany website: <https://ideas.repec.org/p/pramprapa/106793.html>

Many recent studies provide evidence of gender bias against girls in India, for example, in health, education expenditure, breast feeding, and sex selection. In contrast, the gender gap in schooling has narrowed substantially over the decades. Does gender convergence in schooling attainment imply that the girls in the younger generation in India enjoy equal educational opportunities as the boys? To analyze this question, we study intergenerational schooling persistence addressing both empirical and theoretical challenges. We incorporate gender bias against girls in the family, school and labor market in a Becker-Tomes model and derive mobility and investment equations that can be taken to data. Parents may underestimate a girl's ability, expect lower returns, and assign lower welfare weights ("pure son preference"). The model delivers the widely used linear conditional expectation function (CEF) for mobility under constant returns but generates strong predictions: parental bias cannot cause gender gap in relative mobility. With diminishing returns, the CEF is concave, and parental bias affects both relative and absolute mobility. Since coresidency causes severe underestimation of the gender gap, we use data from India Human Development Survey that includes nonresident children and parents. Evidence rejects the linear mobility CEF in favor of a concave relation (both

rural and urban). The daughters of uneducated fathers face lower relative and absolute mobility irrespective of rural/urban location. We find gender equality in absolute mobility for the children of college educated fathers in urban areas, but not in villages. Theoretical insights help understand the mechanisms, suggesting underestimation of academic ability and unfavorable school environment for girls. Rural parents exhibit pure son preference. Differences in the incidence of unwanted girls and the impact of parental nonfinancial inputs explain the rural-urban differences. The standard linear model misses important heterogeneity and yields misleading conclusions such as no son preference in rural India.

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.

Ford, N., Ranestad, K., & Sharp, P. (2021). **Leaving Their Mark: Using Danish Student Grade Lists to Construct a More Detailed Measure of Historical Human Capital**. In *Working Papers* (N° 0207). Consulté à l'adresse European Historical Economics Society (EHES) website: <https://ideas.repec.org/p/hes/wpaper/0207.html>

We provide a brief overview of the educational history of Denmark and document archival and printed sources covering the development of primary, secondary, and tertiary education. In particular, we focus on student grade lists, which are available for individuals at all levels of education from the early nineteenth century until well into the twentieth century. We suggest that these can be used to construct more detailed measures of human capital than those usually employed, making it possible to deconstruct aggregate education into e.g. knowledge of science or humanities, as well as to measure the extent to which this was actually learned, as captured by the grades achieved. Given the role usually attributed to human capital for development, and perhaps particularly with regards the Nordic countries, such data has the potential to greatly increase our understanding of how Denmark became the rich and successful country it is today.

Hansen, P., Struth, L., Thon, M., & Umbach, T. (2021). **The Impact of the COVID-19 Pandemic on Teaching Outcomes in Higher Education**. In *ECONtribute Discussion Papers Series* (N° 073). Consulté à l'adresse University of Bonn and University of Cologne, Germany website: <https://ideas.repec.org/p/ajk/ajkdps/073.html>

The COVID-19 pandemic forced much of the world to adapt suddenly to severe restrictions. In this study, we attempt to quantify the impact of the pandemic on student

performance in higher education. To collect data on important covariates, we conducted a survey among first-year students of Microeconomics at the University of Cologne. In contrast to other studies, we are able to consider a particularly suitable performance measure that was not affected by the COVID-19 restrictions implemented shortly before the start of the summer term 2020. While the average performance improves in the first term affected by the restrictions, this does not apply to students with a low socioeconomic background. Trying to identify more specific channels explaining this finding, interestingly, our data yield no evidence that the average improvement results from the altered teaching formats, suggesting instead that the enhanced performance stems from an increase in available study time.

Jaik, K. (2020). **Brain Drain from Vocational to Academic Education at Upper-Secondary Level? An Empirical Analysis for Switzerland.** In *Economics of Education Working Paper Series* (N° 0178). Consulté à l'adresse University of Zurich, Department of Business Administration (IBW) website: <https://ideas.repec.org/p/iso/educat/0178.html>

Despite the ongoing debate about how much academic versus vocational upper-secondary education is favorable for a country and large differences across countries of those two types of education exist, the interplay of vocational and academic education on upper-secondary level and its consequences for the entire education system remain under-researched. Although difficult to analyze directly, we first construct a measure to capture companies' reactions to changes in academic education rates and second analyze whether academic education rates are associated with success rates in vocational education over time and with control variables. To measure companies' reactions, we use a cantonal average requirements profile consisting of the academic requirements profile of an occupation and the number of apprenticeships started in this occupation per year and canton. Although results of the first part of the analysis are ambiguous, combined with the second part, they suggest a non-reaction of companies (i.e., they keep offering the same occupations but have to fill their positions with lower-ability candidates). Results of the second part show that more opportunities for academic education appear to draw highly-able students away from vocational education, with negative consequences for the success rates in vocational education. Our findings have important implications for countries with vocational and academic tracks in their education systems, but also for those who plan to introduce or strengthen (dual) vocational education.

Jia, R., & Li, H. (2021). **Just Above the Exam Cutoff Score: Elite College Admission and Wages in China.** In *NBER Working Papers* (N° 28450). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://ideas.repec.org/p/nbr/nberwo/28450.html>

A burgeoning literature has documented the importance of elite colleges. Yet, little is known about access to elite education and its labor market implications in China, a country that produces one in every five college graduates in the world. College admission in China is governed by a single exam—the national college entrance exam, and the government sets admission cutoff scores for elite colleges. We examine the impacts of scoring above the elite-tier cutoff on a student's access to elite colleges and wage outcomes after graduation, using the discontinuity around the cutoff score. By employing hand-collected survey data, we find that scoring above the cutoff not only increases the chance of entering an elite college but also raises a young person's first-job wages after graduation. We also find that those just above the cutoff have peers with



higher scores and better social networks than those below the cutoff, but it is less clear whether the two groups use their time differently in college.

Michelman, V., Price, J., & Zimmerman, S. (2021). **Old Boys' Clubs and Upward Mobility Among the Educational Elite**. Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:28583>

This paper studies how exclusive social groups shape upward mobility, and whether interactions between low- and high-status peers can integrate the top rungs of the economic and social ladder. Our setting is Harvard in the 1920s and 1930s, where new groups of students arriving on campus encountered a social system centered on exclusive old boys' clubs. We combine archival and Census records of students' college lives and long-run careers with a room-randomization design based on a scaled residential integration policy. We first show that high-status students from prestigious private high schools perform worse academically than other students, but are much more likely to join exclusive campus clubs. The club membership premium is large: members earn 32% more than other students, and are more likely to work in finance and join country clubs, both characteristic of the era's elite. The membership premium persists after conditioning on high school, legacy status, and even family. Random assignment to high-status peers raises the rates at which students join exclusive social groups on campus, but overall effects are driven entirely by large gains for private school students. In the long run, a shift from the 25th percentile of residential peer group status to the 75th percentile raises the rate at which private school students work in finance by 41% and their membership in adult social clubs by 26%. We conclude that social interactions among the educational elite mediate access to top positions in the economy and society, but may not provide a path to these positions for underrepresented groups. Differences in academic and career outcomes by high school type persist through at least the class of 1990, suggesting that this causal channel remains relevant at contemporary elite universities.

Muñoz, P., & Prem, M. (2021). **Managers' Productivity and Recruitment in the Public Sector: The Case of School Principals**. In SocArXiv (N° 7zn2b). Consulté à l'adresse Center for Open Science website: <https://ideas.repec.org/p/osf/socarx/7zn2b.html>

We study whether differences in management can explain variation in productivity and how more effective managers can be recruited in absence of high-powered incentives. To investigate this, we first extend the canonical teacher value-added model to account for school principals, and we document substantial variation in their ability to improve students' learning. Teachers' survey responses and quasi-experimental designs based on changes in school management validate our measure of principal effectiveness. Then, we leverage the timing of adoption of a civil service reform and show that despite having relatively rigid wages, public schools were able to attract more effective managers after increasing the competitiveness and transparency of their personnel selection process.

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.

Sorensen, L., & Holt, S. B. (2021). **Sorting it Out: The Effects of Charter Expansion on Teacher and Student Composition at Traditional Public Schools**. In SocArXiv (N° y6wh4). Consulté à l'adresse Center for Open Science website: <https://ideas.repec.org/p/osf/socarx/y6wh4.html>

Since their introduction in the 1990s, charter schools have grown from a small-scale experiment to a ubiquitous feature of the public education landscape. The current study uses the legislative removal of a cap on the maximum number of charters in North Carolina as a natural experiment to assess the impacts of charter school growth on teacher quality and student composition in traditional public schools (TPS) at different levels of local market penetration. Using an instrumental variable difference-in-differences approach to account for endogenous charter demand, we find that intensive local charter entry reduces the inflow of new teachers at nearby TPS, leading to a more experienced and credentialed teaching workforce on average. However, we find that the entry of charters serving predominantly White students leads to reductions in average teacher experience, effectiveness, and credentials at nearby TPS. Overall these findings suggest that the composition of the teacher workforce in TPS will continue to change as charter schools further expand, and that the spillover effects of future charter expansion will vary by the types of students served by charters.

Yalcintas, M., Iyigun, O., & Karabulut, G. (2021). **Personal Characteristics and Intention for Entrepreneurship**. In GLO Discussion Paper Series (N° 808). Consulté à l'adresse Global Labor Organization (GLO) website: <https://ideas.repec.org/p/zbw/glodps/808.html>

This study analyzes the relationship between entrepreneurship intention and personal characteristics and skills by using the surveys we conducted in Turkey on 1465 senior university students. We use a modified version of the Entrepreneurial Orientation (EO) scale and the Political Skills Inventory to measure some personal characteristics and skills. We also use the nine sub-dimensions of these two scales. Probit model and wavelet coherence analysis results show that proactivity, entrepreneurship, and networking sub-dimensions of the scales are related to entrepreneurship intention. We also find that gender, the number of siblings, the grade point average (GPA) of the students, their family's education level, the parent' ownership of an enterprise, and the number of non-governmental organizations (NGO) that they are a member of are also related to entrepreneurship intention. Results may be useful to understand and enhance entrepreneurship potential.

## Aspects psychologiques de l'éducation

Danthon, S., mascret, nicolas, & Cury, F. (2021). **The relationships between the 3 x 2 achievement goal model and test anxiety in Physical Education.** *European Physical Education Review.* <https://doi.org/10.1177/1356336X20971325>

The aim of the present study was to investigate the predictive role of the 3 x 2 achievement goal model on test anxiety in the specific context of PE. Four hundred and eightysix French students (Mage = 15.83, SD = 1.20) voluntarily and anonymously filled out the Revised Test Anxiety and Regulatory Dimension of Anxiety in Physical Education scale (RTAR-PE) assessing test anxiety in PE and the Achievement Goal Questionnaire for Sport (AGQ-S) assessing the six achievement goals. The results showed that task-avoidance and selfavoidance goals positively predicted the four negative factors of test anxiety (worry, self-focus, bodily symptoms, somatic tension), while task-approach and self-approach goals negatively predicted them. It was the opposite for perceived control, which is the positive factor of test anxiety. Contrarily to academic general test anxiety, other-avoidance goals did not positively predict the negative factors of test anxiety in the PE context, but they negatively predicted perceived control. The previous pattern of results was reversed for task-approach, selfapproach, and other-approach goals. Finally, a significant interaction was found between otheravoidance goals and gender in predicting bodily symptoms, but simple slope analysis did not reveal significant findings. Taking students' psychological characteristics into account, such as achievement goals, may contribute to a better understanding of test anxiety in PE.

Prokofieva, V., & Hérold, J.-F. (2020). **Facteurs émotionnels et motivationnels dans les processus d'enseignement-apprentissage.** In *Regards sur le processus d'enseignement-apprentissage.* Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03188643>

De nombreux travaux de recherche mettent en évidence le rôle des émotions présentes dans les situations d'apprentissage et leur influence sur l'activation des processus cognitifs. Ces facteurs émotionnels et motivationnels susceptibles d'interférer dans les apprentissages sont importants à repérer et à en prendre en compte pour appréhender le processus enseignement-apprentissage. Certains phénomènes émotionnels les plus fréquemment rencontrés dans le contexte scolaire, tels que le stress scolaire, l'anxiété de la performance et le stress d'évaluation, seront étudiés plus en détail dans ce chapitre. L'importance des facteurs liés à la motivation des élèves, comme le sentiment de l'efficacité personnelle et académique, le but d'accomplissement, seront soulignés.

Reyssier, S., & Simonian, S. (2021). **Effet d'un environnement informatique pour l'apprentissage humain sur la motivation des élèves à faire des mathématiques: caractéristiques des élèves et style de l'enseignant.** *Canadian Journal of Education/Revue canadienne de l'éducation*, 44(1), 116-149. Consulté à l'adresse <https://journals.sfu.ca/cje/index.php/cje-rce/article/view/4431>

This research deals with the effect of a computer-based learning environment (CBLE), co-designed with teachers, on the variation of students' motivation to do mathematics, according to their gender, socioeconomic background, initial motivation level, and the teacher's motivational style, while using this CBLE in the classroom. The main results, obtained from 163 students by using the Vallerand academic motivation scale (Vallerand et al., 1989) pre-test and post-test, highlight the positive effect of the CBLE, according to certain student characteristics, especially for those students who were

initially the least motivated to do mathematics and vice versa. This effect is particularly true when the teacher promotes students' autonomy. Keywords: CBLE, mathematics, autonomous motivation, teaching methods

## Aspects sociaux de l'éducation

Adrogué, C., & Eugenia, M. (2020). **How much are students aware of environmental issues? Is this awareness related to their socioeconomic status? A look from PISA 2006 and 2015.** In *Asociación Argentina de Economía Política: Working Papers* (N° 4300). Consulté à l'adresse Asociación Argentina de Economía Política website: <https://ideas.repec.org/p/aep/anales/4300.html>

Contemporary global environmental problems have highlighted the importance of acting responsibly towards natural resources and the environment. The role of science education in shaping how people interact with the environment, therefore, has gained importance. In line with this concern, in 2005, UNESCO launched its Decade of Education for Sustainable Development (DESD) (2005-2014), by which educational institutes around the world would focus on educating individuals for a more sustainable future. The main purpose of this study is to present the results of the changes in environmental literacy of students before and after the implementation of this policy, as well as to analyze which are the main features that affect the probability of being environmentally aware. For this aim, we estimate a probit model with data provided by the Programme for International Student Assessment (PISA) 2006 and 2015. The estimation suggests that in 2015 students are more aware of the increase of greenhouse gases in the atmosphere than in 2006, and that those from more disadvantaged socio-economic classes are less aware of the three environmental awareness analyzed; this difference is deeper in the case of upper-middle and lower-middle income countries.

Berlinski, S., Busso, M., Dinkelman, T., & A., C. M. (2021). **Reducing Parent-School Information Gaps and Improving Education Outcomes: Evidence from High-Frequency Text Messages.** Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:28581>

Grade retention and early dropout are two of the biggest challenges facing education systems in middle-income countries today, representing waste in school resources. We investigate whether reducing parent-school information gaps can improve outcomes that are early-warning signals for grade retention and dropout. We conducted an experiment in low-income schools in Chile to test the effects and behavioral changes triggered by a program that sends attendance, grade, and classroom behavior information to parents via weekly and monthly text messages. Our 18-month intervention raised average math GPA by 0.09 of a standard deviation and increased the share of students satisfying attendance requirements for grade promotion by 4.5 percentage points. Treatment effects were larger for students at higher risk of later grade retention and dropout. We find some evidence of positive classroom spillovers. Leveraging existing school inputs to implement a light-touch, cost-effective information intervention can improve education outcomes in lower-income settings.

Busey, C. L., & Silva, C. (2021). **Troubling the Essentialist Discourse of Brown in Education: The Anti-Black Sociopolitical and Sociohistorical Etymology of Latinxs as a Brown Monolith.** *Educational Researcher*, 50(3), 176-186. <https://doi.org/10.3102/0013189X20963582>



US-based scholars often colloquially employ Brown as a monolithic reference to Latinidad in education research without attention to its racialized and anti-Black underpinnings. In this conceptual essay, we apprehend the currents of hemispheric racial formation within a South–North orientation to problematize the essentialist ethos of US Latinxs as monolithically Brown. To do so, we briefly trace the anti-Black sociohistorical and sociopolitical etymology of a uniform Brown Latinx identity as a byproduct of colonial logics and homogenizing political philosophies in Latin America such as mestizaje and racial democracy. In conclusion, we offer implications for theorizing Latinidades in educational research that moves beyond mestizaje and colonial logics to consider Afro-Latinx, Afro-Latin American, and Indigenous Latinx subjectivities.

Butler, A. (2021). **Low-Income Black Parents Supporting Their Children's Success through Mentoring Circles.** *Canadian Journal of Education/Revue Canadienne de l'éducation*, 44(1), C193-C1117. Consulté à l'adresse <https://journals.sfu.ca/cje/index.php/cje-rce/article/view/4979>

This article presents the results of a parent engagement project called “Mentoring Circles.” The project focused on the needs of low-income Black parents who have children enrolled in the Toronto District School Board. Two focus groups, with seven to eight Black parents in each group, were conducted during the summer of 2018. The study drew on theories of community wealth and funds of knowledge (González et al., 2005; Yosso, 2005), Black feminist theory (Collins, 2000; Crenshaw, 1991), and critical race theory (Delgado & Stefancic, 2012). The Black parent narratives served as counter-stories to stereotypes about Black parent disengagement in low-income communities. The low-income Black parents in the study were very engaged in their children's education and were invested in their academic success. The Black parents strategized to support their children's education by forming supportive peer mentoring networks and advocating for their children through relationship-building. The findings suggest that mentoring circles could serve as a model for engaging Black parents in the support of their children's academic success. Keywords: Black Canadian children and youth, anti-Black racism, Black parents and students, low socio-economic status, race and ethnicity, social class

Cadenas, G. A., & Nienhusser, H. K. (2021). **Immigration Status and College Students' Psychosocial Well-Being.** *Educational Researcher*, 50(3), 197-200. <https://doi.org/10.3102/0013189X20962470>

Differences in psychosocial well-being were examined between college students with abject immigration status (i.e., undocumented, other temporary documentation), students with permanent status (i.e., U.S. citizenship, permanent residency), and students with visas using a set of one-way analyses of variance (ANOVAs). The data were collected from 76 institutions participating in the Healthy Minds Study during the 2018–2019 academic year. Measures of psychosocial well-being included positive mental health, anxiety, depression, discrimination, campus inclusion, and ethnic identity. Results revealed that on all measures, except ethnic identity, students with abject immigration status experienced worse well-being than other students, and these differences were statistically significant. Findings have implications for strengthening campus supports for immigrant students in response to their psychosocial well-being needs.

Courtioux, P., Maury, T.-P., & Seux, J. (2021). **Social segregation at French University: some geographical disparities during the 2006-2016 period** [Ségrégation sociale à l'Université : des disparités académiques sur la période 2006-2016]. In *Université Paris 1*

Panthéon-Sorbonne (*Post-Print and Working Papers*) (N° halshs-03167787). Consulté à l'adresse HAL website: <https://ideas.repec.org/p/hal/cesptp/halshs-03167787.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 French « 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.

Edwards, R., Gibson, R., Harmon, C. P., & Schurer, S. (2020). **First in Their Families at University: Can Non-cognitive Skills Compensate for Social Origin?** In *IZA Discussion Papers* (N° 13721). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://ideas.repec.org/p/iza/izadps/dp13721.html>

We study the role of non-cognitive skills in academic performance of students who are the first in their family to attend university. We collected survey data on an incoming student cohort from a leading Australian university and linked the survey with students' administrative entry and performance records. First-in-family students have lower grade point averages by about a quarter of a standard deviation than the average student. This performance penalty is larger for young men. The penalty is strongest in the first semester but disappears over time. Some non-cognitive skills (Conscientiousness, Extraversion) predict academic performance almost as strongly as standardised university admissions test scores. High levels of Conscientiousness over-compensate for the performance penalty experienced by first-in-family students, while very low levels exacerbate it. However, adjusting for extreme responses in self-assessed Conscientiousness with anchoring vignettes eliminates the performance advantage of disadvantaged, but highly conscientious students. Overall, our findings accentuate the importance of non-cognitive skills as key indicators of university readiness, and their potential for closing the socioeconomic gap in academic performance.

Emran, M. S., Jiang, H., & Shilpi, F. (2021). **Is Gender Destiny? Gender Bias and Intergenerational Educational Mobility in India.** In *MPRA Paper* (N° 106793). Consulté à l'adresse University Library of Munich, Germany website: <https://ideas.repec.org/p/pramprapa/106793.html>

Many recent studies provide evidence of gender bias against girls in India, for example, in health, education expenditure, breast feeding, and sex selection. In contrast, the gender gap in schooling has narrowed substantially over the decades. Does gender

convergence in schooling attainment imply that the girls in the younger generation in India enjoy equal educational opportunities as the boys? To analyze this question, we study intergenerational schooling persistence addressing both empirical and theoretical challenges. We incorporate gender bias against girls in the family, school and labor market in a Becker-Tomes model and derive mobility and investment equations that can be taken to data. Parents may underestimate a girl's ability, expect lower returns, and assign lower welfare weights ("pure son preference"). The model delivers the widely used linear conditional expectation function (CEF) for mobility under constant returns but generates strong predictions: parental bias cannot cause gender gap in relative mobility. With diminishing returns, the CEF is concave, and parental bias affects both relative and absolute mobility. Since coresidency causes severe underestimation of the gender gap, we use data from India Human Development Survey that includes nonresident children and parents. Evidence rejects the linear mobility CEF in favor of a concave relation (both rural and urban). The daughters of uneducated fathers face lower relative and absolute mobility irrespective of rural/urban location. We find gender equality in absolute mobility for the children of college educated fathers in urban areas, but not in villages. Theoretical insights help understand the mechanisms, suggesting underestimation of academic ability and unfavorable school environment for girls. Rural parents exhibit pure son preference. Differences in the incidence of unwanted girls and the impact of parental nonfinancial inputs explain the rural-urban differences. The standard linear model misses important heterogeneity and yields misleading conclusions such as no son preference in rural India.

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.

Friant, N., & Baillet, D. (2021). **Le sens de la justice chez les étudiants du master en sciences psychologiques en Belgique francophone : quelle influence de l'expérience de la sélection ?** (p. 111). Consulté à l'adresse <https://halshs.archives-ouvertes.fr/halshs-03192692>

Glinel, C., & Zanten, A. van. (2021). **Renouveler les élites : les commissions de recrutement des étudiants par la voie « conventions éducation prioritaire » de Sciences Po et la transformation des modes de sélection dans l'enseignement supérieur** (p. 151). Consulté à l'adresse <https://halshs.archives-ouvertes.fr/halshs-03193913>

Groux, D. (2021). **Quelles pratiques innovantes pour rapprocher l'école des familles ?** Consulté à l'adresse [https://www.editions-harmattan.fr/livre-9782343228532?utm\\_source=phplist&utm\\_campaign=message\\_31324&utm\\_medium=email&utm\\_content=lienTitre](https://www.editions-harmattan.fr/livre-9782343228532?utm_source=phplist&utm_campaign=message_31324&utm_medium=email&utm_content=lienTitre)

"[...] Et si l'école parvenait enfin à fournir aux familles les ressources dont certaines manquent pour apprendre ensemble, parents et enfant, pour sortir du conflit, pour redonner de la valeur au parent-éducateur et à l'enfant-acteur de ses apprentissages ? » J.-P. Payet. Ce numéro présente des pratiques innovantes pour rapprocher l'école des familles dans des contextes différents (Chili, Belgique, Canada, Brésil, Cameroun, Italie, France...).

Heiskala, L., Erola, J., & Kilpi-Jakonen, E. (2021). **Compensatory and Multiplicative Advantages: Social Origin, School Performance, and Stratified Higher Education Enrolment in Finland.** *European Sociological Review*, 37(2), 171-185. <https://doi.org/10.1093/esr/jcaa046>

The rules of intake, which determine how educational institutions are accessed, play a significant part in generating intergenerational educational inequalities. Different rules may allow parental advantages to compensate for students' lack of advantages (such as academic performance) or to multiply and help only those students who are in a position to use such additional advantages. In this article, we study compensation and the multiplication of advantages in the context of the Finnish higher education system. Entrance exams and a dual model (universities and polytechnics) make this system stand out among many other Western countries and hence suitable for this study. Using high-quality Finnish register data, we study the associations between parental education and stratified higher education enrolment across the school performance distribution. Our results show that polytechnics provide access for poorly performing students from higher social origins (compensatory advantage). Polytechnic education also attracts well-performing students from lower social origins, which leads to a situation in which well-performing students with higher social origins have a substantially larger probability of enrolling in university compared to well-performing students with lower social origins (multiplicative advantage).

Hofmeyr, A. S. (2021). **Taking Advantage of a Multicultural Campus: Impact of At-Home Intercultural Initiatives on Japanese Students' Skills and Future Goals.** *Journal of Studies in International Education*, 25(2), 182-202. <https://doi.org/10.1177/1028315320906159>

In 2014, 24 Type B universities were selected as part of the Top Global University Project to act as institutional role models of internationalization in Japan and as gateways for the development of global human resources, that is, globally competent human resources. The increasing pressure to internationalize, perceived as a major solution to Japan's aging population, declining birthrate, and economic slump, is set against broader concerns regarding the emphasis placed by policy makers on quantitative goals. This research study aimed to explore the impact of six at-home initiatives developed to promote intercultural interaction at a highly diverse Japanese university and, ultimately, foster the development of global human resources. Online survey results of 355 Japanese students of English as a foreign language were used as data to analyze participation and interaction rates, as well as skill development and pertinence to postgraduation goals. Results show that despite the emphasis placed by the university on intercultural exchange, participation in noncompulsory activities that support language and cross-cultural competence acquisition is still relatively low. In addition, a significant number of



students who participated in the initiatives admitted to only interacting with Japanese peers or perceived little impact on their skills. Suggestions are made to improve the discussed initiatives so as to maximize the impact of the multicultural campus on domestic students' skills.

Holtmann, A. C., Ehlert, M., Menze, L., & Solga, H. (2021). **Improving Formal Qualifications or Firm Linkages-What Supports Successful School-to-Work Transitions among Low-Achieving School Leavers in Germany?** *European Sociological Review*, 37(2), 218-237. <https://doi.org/10.1093/esr/jcaa047>

Many countries have implemented youth (un)employment programmes for low-achieving young people to improve their employment prospects. In Germany, these youths are often channelled into prevocational programmes to prevent them from long-term 'scars' by providing a 'second chance' to enter apprenticeships (serving as entry into the labour market in Germany). However, the usefulness of these programmes is contested. It remains unclear whether it is (more) useful for young people to invest in education and improve formal qualifications (to send a positive 'signal') or to spend more time in firms (e.g. to counteract possible discrimination processes or to generate new network ties). It is also unclear who benefits most depending on previous school-leaving certificates. We address these questions by using rich data from the German National Educational Panel Study and apply entropy balancing as a matching approach to control for selection. We find that both attaining a higher school certificate and spending time in firms improve low-achieving youth's chances to enter apprenticeships. However, only those who attained a higher-level school certificate are able to enter higher-status training occupations afterwards. Moreover, prevocational programmes are most beneficial for the most disadvantaged.

Jarraud, F. (2020, avril 2). **Chloé Riban : L'école et le quotidien des mères de familles populaires ethnicisées.** Consulté 14 avril 2021, à l'adresse Le café pédagogique website: [http://www.cafepedagogique.net/lexpresso/Pages/2021/04/02042021Article637529433755053579.aspx?actId=ebwp0YMB8s1\\_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN\\_MAIL&actSource=508393](http://www.cafepedagogique.net/lexpresso/Pages/2021/04/02042021Article637529433755053579.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=508393)

Alors que le Sénat vient de creuser le fossé entre l'école et les mamans des quartiers, Chloé Riban, docteure et ATER à Rennes 2, publie une thèse qu'on a envie de faire découvrir aux sénateurs mais aussi aux enseignants des quartiers. Chloé Riban nous invite à découvrir la réalité de leur vie et de leur rapport à l'école. Elle nous montre leurs stratégies de femmes dans un quotidien très encadrant. Leur rapport à l'école est fait d'espoirs pour leurs enfants, de soumission aux injonctions scolaires, de ruses aussi, et surtout de malentendus. Mais il est aussi pris dans la toile d'araignée des relations familiale et conjugale, des solidarités, des brisures de vie et des blessures qui pèsent sur la vie quotidienne.

Jarraud, F. (2021, avril 8). **La ségrégation sociale à l'université moins forte que dans le second degré.** Consulté 14 avril 2021, à l'adresse Le café pédagogique website: [http://www.cafepedagogique.net/lexpresso/Pages/2021/04/08042021Article637534629387701194.aspx?actId=ebwp0YMB8s1\\_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN\\_MAIL&actSource=508482](http://www.cafepedagogique.net/lexpresso/Pages/2021/04/08042021Article637534629387701194.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=508482)

« Nous montrons qu'au niveau national, la ségrégation se fixe à des niveaux plus faibles que ceux mis en évidence par d'autres travaux pour l'enseignement secondaire et que contrairement à ce dernier les niveaux de ségrégation ne sont pas systématiquement

plus élevés dans les académies d'Île-de-France ou dans celles liées à une grande agglomération (Lyon, Aix-Marseille, Lille). Nous montrons également que le niveau de ségrégation à l'Université baisse avec le niveau de diplôme au niveau national. Toutefois, cette tendance globale ne semble pas portée par l'ensemble des académies, mais plutôt par un nombre limité de grandes académies. Par ailleurs, nous montrons une très grande variabilité de la ségrégation au cours du cursus par académie ». L'étude de Pierre Courtioux (PSB), Tristan-Pierre Maury (EDHEC) et Johan Six (Centre Economie Sorbonne) porte sur un champ peu étudié. Certes les étudiants très favorisés sont plus nombreux en université que dans le secondaire et davantage en master qu'en licence. Mais l'étude montre de fortes disparités selon les filières universitaires. Ainsi 57% de très favorisés en odontologie contre 15% en licence droit- sciences éco - aes. L'indice d'exposition aux très favorisés et aux défavorisés est stable sur la période 2006 - 2016.

Kretschmer, D., & Roth, T. (2021). **Why Do Friends Have Similar Educational Expectations? Separating Influence and Selection Effects.** *European Sociological Review*, 37(2), 201-217. <https://doi.org/10.1093/esr/jcaa042>

The influence of friends in shaping students' educational expectations has received considerable theoretical and empirical attention in past research. However, few studies have directly tackled the methodological problems associated with estimating such influence effects. In particular, the separation of selection effects—with students selecting friends with similar educational expectations—from influence effects has remained elusive. In this study, we therefore investigate whether friend influence persists once we account for selection effects and other confounding network-related processes. In addition, we quantify the contribution of selection and influence to the similarity of educational expectations among friends. We rely on two-wave longitudinal data on 1,821 German secondary school students in 77 classrooms and multilevel random-coefficients stochastic actor-oriented models for the coevolution of networks and behaviour. Our results demonstrate that both selection and influence contribute to expectation-based similarity and that selection effects are substantial. This shows that without explicitly accounting for selection, estimates of friend influence effects are likely to be biased.

MacPhee, M. (2021). **The Differentiated Parent Support Model: Enhancing the Involvement of Parents Who Do Not Speak the School Language.** *Canadian Journal of Education/Revue Canadienne de l'éducation*, 44(1), 28-56. Consulté à l'adresse <https://journals.sfu.ca/cje/index.php/cje-rce/article/view/4509>

Despite 40 years of research indicating that parent involvement is important for student achievement, schools have done little to engage parents across Canada. This study and model recommend strategies to enhance the probability of educational involvement for parents who do not speak the school language. The mixed methods research with surveys (N = 86) and interviews (N = 38) identified the successes and challenges of non-francophone parents with children in French minority-language schools. Parents wanted to help but struggled with French schoolwork and school-community involvement. Parents' low French proficiency and low school effort to facilitate parent communication and comprehension were some of the barriers that led to a decreased sense of parent autonomy and competency. Policy and practices by educators and parent-groups can encourage involvement and support parents in a French minority-language population as they overcome language and insecurity barriers at home or school. The findings can be generalized to support parent involvement in other multilingual contexts. Keywords:

parent involvement, minority-language education, French minority language, differentiated parent support model, enhancing parent engagement

Michelman, V., Price, J., & Zimmerman, S. (2021). **Old Boys' Clubs and Upward Mobility Among the Educational Elite**. Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:28583>

This paper studies how exclusive social groups shape upward mobility, and whether interactions between low- and high-status peers can integrate the top rungs of the economic and social ladder. Our setting is Harvard in the 1920s and 1930s, where new groups of students arriving on campus encountered a social system centered on exclusive old boys' clubs. We combine archival and Census records of students' college lives and long-run careers with a room-randomization design based on a scaled residential integration policy. We first show that high-status students from prestigious private high schools perform worse academically than other students, but are much more likely to join exclusive campus clubs. The club membership premium is large: members earn 32% more than other students, and are more likely to work in finance and join country clubs, both characteristic of the era's elite. The membership premium persists after conditioning on high school, legacy status, and even family. Random assignment to high-status peers raises the rates at which students join exclusive social groups on campus, but overall effects are driven entirely by large gains for private school students. In the long run, a shift from the 25th percentile of residential peer group status to the 75th percentile raises the rate at which private school students work in finance by 41% and their membership in adult social clubs by 26%. We conclude that social interactions among the educational elite mediate access to top positions in the economy and society, but may not provide a path to these positions for underrepresented groups. Differences in academic and career outcomes by high school type persist through at least the class of 1990, suggesting that this causal channel remains relevant at contemporary elite universities.

Mostafa, T. (2021). **Do girls and boys engage with global and intercultural issues differently?** <https://doi.org/10.1787/9a52e7dd-en>

In recent years, more attention has been paid to the way gender interacts with intercultural and global learning opportunities. While evidence shows that schools are shaping a gendered citizenry, the notions of citizenship in this research has been notably local with limited focus on global conceptions of citizenship. PISA 2018 asked students a series of questions about their global and intercultural attitudes and dispositions. Those questions focused on the four dimensions of global competence: students' ability to examine local and global issues, their capacity to understand and appreciate the perspectives of others, their ability to engage in effective communication across cultures, and their willingness to take action for collective well-being and sustainable development. Findings show some important gender differences discussed in this paper.

Picart, A.-G. (2020). **La parentalité pendant les années d'école maternelle (éducation des enfants, fonctionnement familial et vécu subjectif des parents) : le point de vue de mères et de pères de CSP+ dans un quartier parisien à forte mixité sociale** (Phdthesis, Université de Nanterre - Paris X). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03194859>

Cette thèse porte sur la parentalité pendant les années d'école maternelle, en termes d'éducation des enfants, de fonctionnement familial et de vécu subjectif des mères et

des pères. Le recueil de données s'est effectué auprès de parents, majoritairement de CSP+, dont au moins un enfant fréquente une école maternelle publique d'un quartier parisien situé en zone d'éducation prioritaire. Des outils méthodologiques de types quantitatif et qualitatif ont été mobilisés : une enquête par questionnaire (n=173) et 34 entretiens semi-directifs (24 mères et 10 pères), avec une double analyse, thématique et textuelle, la dernière par logiciel. Ainsi, ont pu être saisies les façons dont cette population, relativement peu étudiée, se positionne vis-à-vis des normes éducatives actuelles et de la diversité des influences socialisatrices, au tout début du parcours scolaire de l'enfant. Les résultats révèlent que, dans l'ensemble, mères et pères aspirent à être de «super-parents» et exercent une parentalité «de contrôle» pour une optimisation du développement de l'enfant : contrôle de l'enfant - par des méthodes relevant de la parentalité positive et des pratiques de stimulation renvoyant à une éducation «concertée» (Lareau, 2003) -, gestion de soi - pour être un «meilleur» parent -, maîtrise de l'environnement - au travers d'acteurs tels que le coparent, à la maison, et les professionnels et les pairs de l'enfant, à l'école -, organisation «au cordeau» de la vie familiale... Des différences apparaissent néanmoins selon le sexe du parent ainsi que le sexe de l'enfant, son âge et son niveau à l'école.

Stienstra, K., Maas, I., Knigge, A., & Schulz, W. (2021). **Resource Compensation or Multiplication? The Interplay between Cognitive Ability and Social Origin in Explaining Educational Attainment.** *European Sociological Review*, 37(2), 186-200. <https://doi.org/10.1093/esr/jcaa054>

While previous research has conclusively established that children with higher cognitive ability and those originating from advantaged socioeconomic status (SES) backgrounds have better educational outcomes, the interplay between the influences of cognitive ability and social origin has been largely overlooked. The influence of cognitive ability might be weaker in high-SES families as a result of resource compensation, and stronger in high-SES families owing to resource multiplication. We investigate these mechanisms while taking into account the possibility that the association between cognitive ability and educational attainment might be partly spurious due to unobserved genetic and environmental influences. We do so by analysing a large sample of twins from the German TwinLife study (Npairs = 2,190). Our results show that the association between cognitive ability and educational attainment is to a large extent confounded by genetic and shared environmental factors. If this is not considered, and this is the case in most previous studies, high-SES parents seem to compensate for the lower cognitive ability of their children. However, when we consider the genetic and shared environmental confounding, the resource compensation effect becomes non-significant.

Ulferts, H. (2020). **Why parenting matters for children in the 21st century: An evidence-based framework for understanding parenting and its impact on child development** (OECD Education Working Papers N° 222). <https://doi.org/10.1787/129a1a59-en>

Valarcher, M. (2021). « **Ça veut dire quoi « non-sélectif » ? Ils prennent tout le monde ?!** » **La socialisation des lycéens à la sélection** (p. 121). Consulté à l'adresse <https://halshs.archives-ouvertes.fr/halshs-03192704>

Winn, M. T., & Winn, L. T. (Éd.). (2021). **Restorative Justice in Education: Transforming Teaching and Learning Through the Disciplines.** Consulté à l'adresse <https://www.hepg.org/hep-home/books/restorative-justice-in-education>



Restorative Justice in Education makes the case for restorative justice as a practice as much as it is a paradigm. Through essays, case studies, and interviews, the book outlines for educators and teacher educators how restorative justice can be leveraged to teach across disciplines. Building on the success of *Justice on Both Sides*, this book consists of four sections that explore instructional practices in history, race, justice, and language. The contributors examine a variety of educational issues and questions for teachers to explore through a transformative justice lens. Topics include how access to history and histories can promote agency for and among marginalized students; how science and mathematics education can be reimagined to catalyze the creativity and capacity of Black math learners; and how restorative justice practices can foster healthy student identities. The book includes the voices of leading practitioners and scholars, who address the need for both restorative and transformative justice work within, across, and beyond the core disciplines. Particular attention is given to areas of education often omitted from these conversations: early childhood, special education, and ethnic studies. Restorative Justice in Education offers educators the pedagogical tools they need to transform their classrooms into just, inclusive, and uplifting spaces.

## Climat de l'école

Cadenas, G. A., & Nienhusser, H. K. (2021). **Immigration Status and College Students' Psychosocial Well-Being.** *Educational Researcher*, 50(3), 197-200. <https://doi.org/10.3102/0013189X20962470>

Differences in psychosocial well-being were examined between college students with abject immigration status (i.e., undocumented, other temporary documentation), students with permanent status (i.e., U.S. citizenship, permanent residency), and students with visas using a set of one-way analyses of variance (ANOVAs). The data were collected from 76 institutions participating in the Healthy Minds Study during the 2018–2019 academic year. Measures of psychosocial well-being included positive mental health, anxiety, depression, discrimination, campus inclusion, and ethnic identity. Results revealed that on all measures, except ethnic identity, students with abject immigration status experienced worse well-being than other students, and these differences were statistically significant. Findings have implications for strengthening campus supports for immigrant students in response to their psychosocial well-being needs.

## Évaluation des dispositifs d'éducation-formation

Didier, C., & Dubois, C. (2020). **Regards croisés sur deux expérimentations de VAB à Lille 3 (2014-19).** Consulté à l'adresse <https://halshs.archives-ouvertes.fr/halshs-03195924>  
Le chapitre 9 (Christelle Didier, Carine Dubois) propose une réflexion à partir de la mise en place de plusieurs expériences faisant écho à la notion de « Validation des acquis de l'expérience » (VAB) au sein de l'ex- Université de Lille 3. Elles proposent un « regard croisé » entre deux acteurs éducatifs de statut différent au sein de l'université, puisque l'une est maîtresse de conférences au sein d'un département d'enseignement (en sciences de l'éducation) et l'autre est ingénieure d'études, responsable de projet au sein du Bureau d'aide à l'insertion professionnelle (BAIP).

Flamant, A. (2020). **Regard sur une démarche évaluative « partenariale » municipale : recompositions et résistances des professionnels dans l'école.** *Les Sciences de l'éducation - Pour l'Ère nouvelle*, 53(2), 21-43. Consulté à l'adresse <https://www.cairn.info/revue-les-sciences-de-l-education-pour-l-ere-nouvelle-2020-2-page-21.htm>

Cet article s'intéresse à une démarche évaluative entreprise par l'observatoire POLOC de deux projets éducatifs de territoire (PEDT) dans deux grandes villes. L'enquête interroge la manière dont les acteurs de terrain, en particulier les équipes d'enseignants et d'animateurs, répondent aux demandes de développement et de renforcement des partenariats pour favoriser la réussite éducative des enfants. Notre article analyse tout d'abord comment les équipes vont résister initialement à de nouvelles missions, en particulier la manière dont les différents directeurs d'école et d'animation s'emparent du « sale boulot » pour protéger leurs équipes. Ensuite, notre travail démontre que cette démarche évaluative est mobilisée certes pour limiter le partenariat entre les deux professions, mais aussi pour affirmer leur légitimité dans l'école et porter certaines de leurs revendications professionnelles à leur hiérarchie. Cette démarche partenariale permet enfin d'affirmer le registre scolaire comme le registre dominant des échanges entre les acteurs.

## Formation continue

INSEE. (s. d.). **Bilan Formation-Emploi 2020.** Consulté 14 avril 2021, à l'adresse INSEE résultats website: [https://www.insee.fr/fr/statistiques/5351753?pk\\_campaign=avis-parution](https://www.insee.fr/fr/statistiques/5351753?pk_campaign=avis-parution)

Principaux chiffres sur les sortants du système éducatif, leur insertion professionnelle et la formation tout au long de la vie.

Jennings, C. L. B. (1<sup>er</sup> apr. J.-C.). **Ensuring Adult and Non-Traditional Learners' Success With Technology, Design, and Structure.** In <http://services.igi-global.com/resolvedoi/resolve.aspx?doi=10.4018/978-1-7998-6762-3>. Consulté à l'adresse [www.igi-global.com/book/ensuring-adult-non-traditional-learners/256917](http://www.igi-global.com/book/ensuring-adult-non-traditional-learners/256917)

With the increasing share of adult and non-traditional students in the higher education student body, higher education faculty and administrators must ensure that the design of programs, courses, and student services support the success of all students. The needs and wants of these adult and non-tra...

Papadopoulou, M. (2021). **Pragmatism in Online Education. A Case Study Based on the E-learning Practices of Three Adult Trainers.** *Journal of Systemics, Cybernetics and Informatics: JSCI*, 19(1). Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03195083>

Flipped classroom is a pedagogical method of blended learning. It alternates distant and face-to-face classes. The idea is simple: students learn the theoretical content of the course in distance via the numerical platform; they then apply it during class exercises and group work. The research question is: which model of flipped classroom would permit appropriate use of digital tools in adults' education? Our qualitative research is based on the analysis of three semidirective interviews of blended learning adult trainers.

## Marché du travail

INSEE. (2021, avril 7). **Les salaires dans le secteur privé et les entreprises publiques en 2018 - Insee Résultats**. Consulté 14 avril 2021, à l'adresse INSEE résultats website: [https://www.insee.fr/fr/statistiques/5055801?pk\\_campaign=avis-parution](https://www.insee.fr/fr/statistiques/5055801?pk_campaign=avis-parution)

## Métiers de l'éducation

Borges, C., Lenzen, B., & Loizon, D. (2021). **Entre l'université et l'école: La temporalité dans l'alternance en formation professionnelle en enseignement d'éducation physique**. Consulté à l'adresse <https://www.pulaval.com/produit/entre-l-universite-et-l-ecole-la-temporalite-dans-l-alternance-en-formation-professionnelle-en-enseignement-d-education-physique>

Avec la professionnalisation de l'enseignement, l'alternance entre l'université et le milieu scolaire est devenue un impératif dans la formation initiale à l'enseignement en éducation physique. Dès lors, les stages ont vu leur durée s'allonger, tout en devenant incontournables pour le développement des compétences professionnelles. Grâce à des allers-retours entre le milieu scolaire et l'université, il s'agit de rapprocher deux espaces de formation ancrés dans des cultures et des organisations distinctes. Cet écart que l'on cherche à combler par l'alternance est à l'origine de plusieurs programmes de formation continue, qui cherchent à articuler les expériences et les savoirs pratiques avec les connaissances issues de la recherche aux fins d'accompagnement et d'amélioration de l'enseignement et de l'apprentissage des élèves. La temporalité en alternance en formation initiale en éducation physique est donc au cœur de cet ouvrage. Dans ce domaine, les formations de terrain sont depuis longtemps caractérisées par le compagnonnage. Néanmoins, les chapitres de cet ouvrage montrent que les dispositifs de formation en alternance ont pris de l'ampleur aujourd'hui, tout en épousant des approches variées.

Boutin, G., & Dufour, F. (2021). **Aider le nouvel enseignant à réussir son insertion professionnelle: Pour une approche réflexive et partenariale de l'accompagnement**. Consulté à l'adresse <https://www.puq.ca/catalogue/livres/aider-nouvel-enseignant-reussir-son-insertion-3932.html>

L'insertion professionnelle des nouveaux enseignants s'accompagne de divers obstacles dont les débutants font souvent état: manque de soutien, classes trop nombreuses, élèves en difficulté, violence scolaire et isolement. Ce livre établit un état des lieux du processus d'insertion professionnelle et clarifie la notion d'accompagnement, en accordant une attention particulière à la relation qui se tisse entre l'accompagnateur et le nouvel enseignant. À travers cet ouvrage, les auteurs proposent à l'accompagnateur ainsi qu'au nouvel enseignant, à la direction d'école, aux membres de l'équipe-école ou aux conseillers pédagogiques un ensemble de techniques susceptibles de faciliter l'accompagnement des nouveaux enseignants.

Crain-Dorough, M., & Elder, A. C. (2021). **Absorptive Capacity as a Means of Understanding and Addressing the Disconnects Between Research and Practice**. *Review of Research in Education*, 45(1), 67-100. <https://doi.org/10.3102/0091732X21990614>

The research community focuses on conducting research with the purported goal of improving educational practice, yet the two communities largely remain disjointed. This chapter explores the major disconnects between research and practice from the perspectives of both the practice and the research communities, and we present strategies for establishing stronger connections based on the results of our literature analysis. We argue that examining the research–practice gap through the lens of absorptive capacity provides elucidations about the disconnects, and it facilitates the organization of research-based strategies. As a result, both communities are able to jointly determine what constitutes quality research evidence and attenuate the gap between research and practice.

Delalande, J., & Dupont, N. (2020). **Rencontre entre chercheuses et professionnels d'un Programme de Réussite Éducative: le partage d'une altérité professionnelle, un engagement dans la confiance.** *Les Sciences de l'éducation - Pour l'Ere nouvelle*, 53(2), 131-150. Consulté à l'adresse <https://www.cairn.info/revue-les-sciences-de-l-education-pour-l-ere-nouvelle-2020-2-page-131.htm>

Nous sommes deux chercheuses du CIRNEF (Centre Interdisciplinaire de Recherches Normand en Éducation et Formation) de l'Université de Caen Normandie qui avons travaillé pendant cinq ans avec des professionnels d'un Programme de Réussite Éducative. À partir d'un ensemble d'actions partagées, initiées par une demande de formation, nous avons tissé des relations qui nous ont amenées à partager notre altérité professionnelle et à rapprocher nos deux mondes professionnels. C'est le récit de cette implication que nous proposons, qui par son analyse vise à contribuer aux réflexions qui animent les chercheurs sur leurs relations avec les personnes qu'ils côtoient, dans le cadre d'une recherche ou d'une formation. Ni recherche, ni formation, ni recherche-action, l'investissement d'expert ici défend le statut de chercheurs de proximité qui s'inscrivent dans la tradition anthropologique de la rencontre et aussi dans une forme hybride entre intervention, accompagnement, partenariat et recherche.

Dion, É. (2021). **Perception de la profession et articulation avec la vie familiale chez les enseignants.** *Note d'Information*, (21.18). Consulté à l'adresse <https://www.education.gouv.fr/media/88269/download>

Quel regard portent les enseignants sur leur vie professionnelle ? Si, en 2016, les enseignants se déclarent autant satisfaits de leur vie professionnelle que les autres cadres et professions intermédiaires, certaines particularités demeurent. Les enseignants ont moins de craintes pour leur emploi, mais se sentent plus souvent mal payés, surtout dans le premier degré et les plus âgés. Les horaires, bien qu'adaptés à leur vie familiale selon leur déclaration, leur paraissent moins flexibles, en particulier dans le premier degré, où 36 % des enseignants déclarent ne pas pouvoir s'absenter, même quelques heures, en cas d'imprévu personnel. En contrepartie, ils déclarent un emploi du temps davantage connu à l'avance, et moins de déplacements professionnels. Les enseignants semblent également plus souvent exposés à la charge mentale et au présentisme, mais perçoivent leur travail comme plus intéressant et plus utile.



Goldhaber, D., Krieg, J., Naito, N., & Theobald, R. (2021). **Student Teaching and the Geography of Teacher Shortages.** *Educational Researcher*, 50(3), 165-175. <https://doi.org/10.3102/0013189X20962099>

We use a unique dataset of student teaching placements in the State of Washington and a proxy for teacher shortages, the proportion of new teacher hires in a school or district with emergency teaching credentials, to provide the first empirical evidence of a relationship between student teaching placements and teacher shortages. We find that schools and districts that host fewer student teachers or are nearby to districts that host fewer student teachers tend to hire significantly more new teachers with emergency credentials the following year. These relationships are robust to district fixed-effects specifications that make comparisons across schools within the same district. This descriptive evidence suggests exploring efforts to place student teachers in schools and districts that struggle to staff their classrooms.

Gough, D. (2021). **Appraising Evidence Claims.** *Review of Research in Education*, 45(1), 1-26. <https://doi.org/10.3102/0091732X20985072>

For research evidence to inform decision making, an appraisal needs to be made of whether the claims are justified and whether they are useful to the decisions being made. This chapter provides a high level framework of core issues relevant to appraising the "fitness for purpose" of evidence claims. The framework includes (I) the variation in the nature of research, the evidence claims it produces, and in the values, perspectives, and ethical issues that underlie it; (II) the main components of the bases of evidence claims in terms of (i) how relevant evidence has been identified and synthesized to make a claim, (ii) the technical quality and relevance of the included evidence, and (iii) the totality of evidence to justify the warrant of the evidence claim (including the potential for there to be alternative explanations); (III) evidence standards to appraise evidence claims and examples of guides and tools to assist with aspects of such appraisal; and (IV) engagement with evidence: (i) the communication of evidence claims, (ii) the fitness for purpose of these evidence claims for decision makers, and (iii) and the interpretation of such claims to provide recommendations and guidance.

LeBeau, B., Ellison, S., & Aloe, A. M. (2021). **Reproducible Analyses in Education Research.** *Review of Research in Education*, 45(1), 195-222. <https://doi.org/10.3102/0091732X20985076>

A reproducible analysis is one in which an independent entity, using the same data and the same statistical code, would obtain the exact same result as the previous analyst. Reproducible analyses utilize script-based analyses and open data to aid in the reproduction of the analysis. A reproducible analysis does not ensure the same results are obtained if another sample of data is obtained, often referred to as replicability. Reproduction and replication of studies are discussed as well as the overwhelming benefits of creating a reproducible analysis workflow. A tool is proposed to aid in the evaluation of studies to describe which element in a study has a strong reproducible workflow and areas that could be improved. This tool is meant to serve as a discussion tool, not to rank studies or devalue studies that are unable to share data or statistical code. Finally, discussion surrounding reproducibility for qualitative studies are discussed along with unique challenges for adopting a reproducible analysis framework.

Mabilon-Bonfils, B., & Jaillet, A. (2021). **Introduction au dossier Faut-il repenser la formation des enseignants?** *Formation et profession*, 29(1), 1. <https://doi.org/10.18162/fp.2021.710>

Mottet, G., & Sanchez-Mazas, M. (2021). **La formation initiale et continue des enseignants à l'interculturel : discontinuités et injonctions paradoxales.** *Formation et profession*, 29(1), 1. <https://doi.org/10.18162/fp.2021.576>

Muñoz, P., & Prem, M. (2021). **Managers' Productivity and Recruitment in the Public Sector: The Case of School Principals.** In SocArXiv (N° 7zn2b). Consulté à l'adresse Center for Open Science website: <https://ideas.repec.org/p/osf/socarx/7zn2b.html>

We study whether differences in management can explain variation in productivity and how more effective managers can be recruited in absence of high-powered incentives. To investigate this, we first extend the canonical teacher value-added model to account for school principals, and we document substantial variation in their ability to improve students' learning. Teachers' survey responses and quasi-experimental designs based on changes in school management validate our measure of principal effectiveness. Then, we leverage the timing of adoption of a civil service reform and show that despite having relatively rigid wages, public schools were able to attract more effective managers after increasing the competitiveness and transparency of their personnel selection process.

Paradis, P. (2020). **Analyse descriptive de la formation initiale des enseignants d'éducation physique en Finlande.** Consulté à l'adresse <https://papyrus.bib.umontreal.ca/xmlui/handle/1866/24557>

L'excellence et l'innovation du système d'éducation en Finlande soulèvent la curiosité et la fascination à l'international. Ce système scolaire se démarque notamment en éducation physique et à la santé (ÉPS), où les pratiques et programmes novateurs ont contribué dans les dernières années à diminuer la prévalence de sédentarité et augmenter la proportion de jeunes actifs au sein de leur population. Un rapport de la Active Healthy Kids Global Alliance (2018) place ce pays nordique au premier rang mondial pour l'influence du milieu scolaire à favoriser l'activité physique (AP) chez les jeunes de 5 à 17 ans. Une cause soulevée pour expliquer leurs succès est la qualité de la formation des enseignants. Notre recherche qualitative descriptive a permis de mieux comprendre comment les enseignants d'ÉPS sont préparés à promouvoir l'AP chez les élèves dans deux universités-cas, soit l'Université Jyväskylä et l'Université Oulu. Nous nous sommes intéressés au modèle des approches de formation tel que conceptualisé par Paquay (1994), que nous avons adapté à la formation des enseignants d'éducation physique (FEEP). Le modèle écologique explicatif de la promotion de l'AP a également servi de grille d'analyse secondaire à notre recherche. Notre analyse documentaire s'est penchée sur des documents légaux, politiques, sur les programmes de formation des enseignants, sur des mémoires de recherche d'étudiants, sur des documents de promotion de l'AP ainsi que sur les curriculums en ÉPS. Notre recherche a également permis de comprendre le contexte sociologique dans lequel la FEEP prend forme grâce à un séjour d'études en Finlande et une collecte dans un journal de bord de nos réflexions personnelles sur le contexte social et l'expérience de FEEP finlandaise. Nous concluons qu'il existe une forte culture du développement de la personne, de la criticité, de la recherche et de la psychologie positive dans la FEEP en Finlande. Nous avons constaté qu'il existe une culture de l'AP à l'école en Finlande, développée notamment par une vision globale de la promotion de l'AP dans les programmes de formation des enseignants de classe et en FEEP. Notre recherche a également cherché à dégager des avenues de promotion de l'AP pour les programmes de FEEP du Québec. Bien qu'en apparence les deux contextes présentent des similitudes qui permettent d'espérer faire

le transfert d'éléments de FEED, les distinctions propres aux contextes socio-historico-culturel et à la valeur de l'éducation dans les deux contextes posent d'importantes limites aux possibilités de transfert.

Pigott, T. D., Tocci, C., Ryan, A. M., & Galliher, A. (2021). **Quality of Research Evidence in Education: How Do We Know?** *Review of Research in Education*, 45(1), vii-xii. <https://doi.org/10.3102/0091732X211001824>

Ponthieu, G., Mikailoff, N., & Enea-Drapeau, C. (2020). **Les parcours éducatifs de l'élève en formation initiale des enseignants et conseillers principaux d'éducation. Etude d'un dispositif de formation autour du projet pédagogique.** *Les Cahiers d'Education & Devenir*. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03191906>

Les parcours éducatifs de l'élève en formation initiale des enseignants et conseillers principaux d'éducation. Étude d'un dispositif de formation autour du projet pédagogique. D'un parcours à l'autre Bref historique Le mot parcours est la francisation du latin percursus, participe passé de percurrere, correspondant à l'action de parcourir (Rey, Tomi, Hordé & Tanet, 2012). D'un point de vue chronologique, il comprend tout d'abord une dimension féodale, permettant à un vassal de passer d'une seigneurie à l'autre sans crainte d'être asservi (Littré, 1879). Il correspond ensuite

Printy, S., & Liu, Y. (2021). **Distributed Leadership Globally: The Interactive Nature of Principal and Teacher Leadership in 32 Countries.** *Educational Administration Quarterly*, 57(2), 290-325. <https://doi.org/10.1177/0013161X20926548>

Purpose: This study provides cross-country evidence regarding the extent to which distributed leadership operates in schools globally and offers preliminary insights about country education policies that explain the reported distributed leadership results. The researchers also investigate the relationship between principals' reports of distributed leadership and teachers' reports of the school culture, demonstrating the alignment of principal and teacher perspectives of distributed leadership. The conceptual framework highlights the interaction between leaders in varied situations characterized by leadership functions and country contexts. Research Design: Researchers use both principal and teacher surveys from the 2013 TALIS. In the first analytical stage, latent measures using confirmative factor analysis capture the extent to which principals and teachers were responsible for each of the three leadership functions; scatterplots explore distribution of interactive leadership, and further explanation is offered by document analysis of country policy profiles. In the second stage, the research uses hierarchical linear models for the effect of distributed leadership, specifically principal leadership, teacher leadership, and interactive leadership, on school culture for each country, synthesizing country results with meta-analysis. Findings: Distributed leadership varies by leadership function and appears to be influenced by country education policy. Teachers report that their school culture is conducive to distributed leadership when, in fact, they have the opportunity to lead. Conclusions: Findings add global evidence that country context is an important part of the situation for distributed leadership. The patterns of distributed leadership by function invite further research within each country, particularly to examine the influence of educational policy.

Salingré, B., & MacMath, S. (2021). **Using Multiple-Mini-Interviews for Admission into Teacher Education.** *Canadian Journal of Education/Revue Canadienne de l'éducation*,

44(1), 150-173. Consulté à l'adresse <https://journals.sfu.ca/cje/index.php/cje-rc/article/view/4401>

This article reports on the validity of the Multiple-Mini-Interview (MMI) method as it was used by a post-degree teacher education program as part of their admissions process to select candidates for entry into the program. The MMI, primarily used for medical school admittance, involves several stations with different interviewers. Comparisons were made between the MMI, other intake variables, and outcome measures. Quantitative analyses also examined possible interviewer, station, gender, and heritage effects. Results support the claim that the MMI can be used to measure dispositions not measured by other intake variables; however, some concerns did emerge. Keywords: multiple-mini-interview, teacher education, admission processes, higher education

Tardif, M., Borges, C., & Tremblay-Gagnon, D. (Éd.). (2021). **Enseigner aujourd'hui: du choix de la carrière aux premières années dans le métier**. Consulté à l'adresse [https://www.pum.umontreal.ca/catalogue/enseigner\\_aujourd'hui#achat\\_en\\_ligne](https://www.pum.umontreal.ca/catalogue/enseigner_aujourd'hui#achat_en_ligne)  
Pourquoi une personne choisit-elle aujourd'hui d'enseigner ? Comment est-elle formée à l'université et dans quelle mesure cette formation la prépare-t-elle...

## Numérique et éducation

Bauchet, C., Hubert, B., & Dinet, J. (2020). **Entre acceptabilité et appropriation des outils numériques intégrés dans le système éducatif: Le modèle des 4A**. *13ème colloque international RIPSYDEVE " La psychologie du développement et de l'éducation pour le 21ème siècle : nouveaux objets, espaces et temporalités "*, 158-161. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03107250>

L'enjeu numérique du XXIème siècle est tel qu'il est qualifié de « troisième révolution » (Serres, 2012, p.35). Cependant, les profils et les besoins sont multiples face aux usages numériques, et une forte variabilité interindividuelle existe. L'un des principaux risques liés à la numérisation et à l'introduction des technologies de l'information et de la communication est l'augmentation des inégalités entre les individus, étroitement liées aux inégalités sociales déjà existantes (Granjon, 2009). L'illectronisme (i.e. le manque de compétences et de connaissances liées aux outils numériques rendant leur utilisation complexe, voire impossible) concerne aussi les jeunes (12-17 ans). Pour diminuer les inégalités numériques et pour favoriser l'insertion professionnelle des élèves, la France appuie alors, depuis les années 2000, une politique nationale favorisant l'apprentissage et l'accompagnement des usages numériques dans les écoles primaires et secondaires. En effet, plusieurs programmes et réformes ont été mis en place pour développer une culture numérique chez les élèves (promouvoir des usages raisonnés des technologies numériques et former leur esprit critique face aux fausses informations), et créer des conditions de travail modernes. Dans cette dynamique, l'Académie Nancy-Metz met en place divers projets numériques, au niveau départemental, régional et même européen. Le travail de recherche présenté s'inscrit dans le cadre de la mise en place du dispositif Lycée 4.0 par la Région Grand Est. Ce projet, qui a démarré depuis la rentrée scolaire 2017, consiste à remplacer les livres scolaires par des manuels numériques dans les lycées. Les élèves et les enseignants bénéficient alors d'un ensemble d'outils et de ressources numériques utilisables à la fois dans l'établissement scolaire et à domicile. L'étude vise l'analyse des enjeux de la mise en place du dispositif Lycée 4.0. L'objectif est alors d'étudier le processus d'acceptation des outils numériques, à travers les perceptions



mais aussi les usages à la fois des lycéens, des enseignants et des parents d'élèves. Pour cela, nous avons créé le «Modèle des 4A» (Bauchet et al., 2019), qui propose un processus d'acceptation global, dynamique et temporel, composé de quatre phases pouvant être itératives : l'acceptabilité, l'acceptation, l'adoption et enfin l'appropriation. Si les deux premières étapes correspondent à des attitudes et à des représentations mentales (d'abord a priori, puis suite à l'intégration de l'outil numérique), les deux autres se rapportent à des comportements d'usages. L'appropriation renvoie plus particulièrement à l'élargissement des pratiques numériques ou encore à la diffusion des usages dans de nouveaux milieux (avec notamment le transfert entre sphères scolaire et privée). Enfin, il s'agira d'évaluer les conséquences que pourraient avoir une intégration réussie du Lycée 4.0, en s'intéressant aux pratiques des parents d'élèves et aux relations école-familles. En considérant les différents systèmes avec lesquels les individus interagissent (famille, école, pairs, institutions), ce travail s'inscrit également dans l'approche écosystémique de Bronfenbrenner (1979, 1994). Cette recherche, centrée sur les usagers, est construite sur un plan longitudinal en trois ans, et combine des données quantitatives et qualitatives issues d'entretiens, de questionnaires et d'analyses de cas.

Cour des comptes. (2021). **La contribution du service public du numérique éducatif à la continuité scolaire pendant la crise sanitaire** (p. 42). Consulté à l'adresse Cour des comptes website: <https://www.ih2ef.gouv.fr/la-contribution-du-service-public-du-numerique-educatif-la-continuite-scolaire-pendant-la-crise>

Ce rapport thématique de la Cour des Comptes s'appuie sur un questionnaire déployé auprès de toutes les académies et sur des investigations dans 4 académies à la rentrée 2020.

Ifenthaler, D., Sampson, D., & Isaias, P. (Éd.). (2021). **Balancing the Tension between Digital Technologies and Learning Sciences**. <https://doi.org/10.1007/978-3-030-65657-7>

This volume focuses on the implications of digital technologies for educators and educational decision makers that is not widely represented in the literature. While there are many volumes on how one might integrate a particular technology, there are no volumes on how digital technologies can or should be exploited to address the needs and propel the benefits of large-scale teaching, learning and assessment.

IGÉSR. (s. d.). **Les usages pédagogiques du numérique en situation pandémique**. Consulté 15 avril 2021, à l'adresse IH2EF website: <https://www.ih2ef.gouv.fr/les-usages-pedagogiques-du-numerique-en-situation-pandemique>

Ce rapport de l'IGÉSR identifie les difficultés que les enseignants ont rencontrées pendant la période de confinement de mars à juin 2020 et analyse les stratégies adoptées pour y faire face.

OCDE. (2020). **Education in the Digital Age**. <https://doi.org/10.1787/1209166a-en>

Papadopoulou, M. (2021). **Pragmatism in Online Education. A Case Study Based on the E-learning Practices of Three Adult Trainers**. *Journal of Systemics, Cybernetics and Informatics: JSCI*, 19(1). Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03195083>

Flipped classroom is a pedagogical method of blended learning. It alternates distant and face-to-face classes. The idea is simple: students learn the theoretical content of the course in distance via the numerical platform; they then apply it during class exercises

and group work. The research question is: which model of flipped classroom would permit appropriate use of digital tools in adults' education? Our qualitative research is based on the analysis of three semidirective interviews of blended learning adult trainers.

Reyssier, S., & Simonian, S. (2021). **Effet d'un environnement informatique pour l'apprentissage humain sur la motivation des élèves à faire des mathématiques: caractéristiques des élèves et style de l'enseignant.** *Canadian Journal of Education/Revue canadienne de l'éducation*, 44(1), 116-149. Consulté à l'adresse <https://journals.sfu.ca/cje/index.php/cje-rce/article/view/4431>

This research deals with the effect of a computer-based learning environment (CBLE), co-designed with teachers, on the variation of students' motivation to do mathematics, according to their gender, socioeconomic background, initial motivation level, and the teacher's motivational style, while using this CBLE in the classroom. The main results, obtained from 163 students by using the Vallerand academic motivation scale (Vallerand et al., 1989) pre-test and post-test, highlight the positive effect of the CBLE, according to certain student characteristics, especially for those students who were initially the least motivated to do mathematics and vice versa. This effect is particularly true when the teacher promotes students' autonomy. Keywords: CBLE, mathematics, autonomous motivation, teaching methods

## Orientation scolaire et professionnelle

Cupillard, E., Durrier, S., & Louvet, A. (2021). **Les conditions d'accès à l'apprentissage dans le secondaire en 2018 à la sortie de la classe de troisième. Premiers résultats de l'enquête Oripa** (p. 69). Consulté à l'adresse <https://halshs.archives-ouvertes.fr/halshs-03191978>

Déroche, J., & Leguy, I. (2021). **L'offre de formation dans l'enseignement supérieur pour les bacheliers technologiques** (N° 2020-124; p. 94). Consulté à l'adresse IGÉSR website: [https://cache.media.enseignementsup-recherche.gouv.fr/file/2021/16/9/Offre\\_formation\\_enseignement\\_superieur\\_bacheliers\\_t\\_echnologiques\\_1396169.pdf](https://cache.media.enseignementsup-recherche.gouv.fr/file/2021/16/9/Offre_formation_enseignement_superieur_bacheliers_t_echnologiques_1396169.pdf)

Frouillou, L. (2021). **Parcoursup : quelles sélections à l'entrée dans le supérieur ?** (26), 43. Consulté à l'adresse <https://halshs.archives-ouvertes.fr/halshs-03190273>

Jaspar, M.-L. (2021). **L'orientation vers l'apprentissage à la fin de la troisième : que nous apprend Affelnet sur l'inscription des jeunes en CFA au 31/12/2018 ?** (p. 53). Consulté à l'adresse <https://halshs.archives-ouvertes.fr/halshs-03191916>

Kamanzi, P. C. (2021). **La résilience dans le parcours scolaire des jeunes noirs d'origine africaine et caribéenne au Québec.** *Canadian Journal of Education/Revue Canadienne de l'éducation*, 44(1), C132-C163. Consulté à l'adresse <https://journals.sfu.ca/cje/index.php/cje-rce/article/view/5027>

Cet article analyse les parcours scolaires d'étudiants québécois noirs d'origine immigrée de l'Afrique subsaharienne et des Caraïbes, ayant en commun de faire partie de

groupes racisés, d'être la cible de discrimination et de marginalisation, et d'être à risque de parcours scolaires fragiles. Les résultats obtenus à partir des données longitudinales (N = 8 415) révèlent cependant que ces élèves sont à même de contourner ces obstacles. Bien qu'ils soient plus à risque de difficultés scolaires majeures, de retards dus au redoublement, moins susceptibles de fréquenter un établissement privé ou d'être admis aux programmes enrichis, ces élèves accèdent aux études postsecondaires (collège et université) dans une proportion plutôt comparable à celle de leurs pairs dont les parents sont de souche eurocanadienne. Bien que la situation soit quelque peu inversée en ce qui a trait à l'obtention du diplôme, cet article appuie l'hypothèse de résilience avancée par certains auteurs, comme Krahn et Taylor (2005), à propos de ces étudiants. Mots-clés : discrimination et marginalisation, élèves noirs, immigration et immigrés, parcours scolaire et postsecondaire, race et racisme, résilience

Lecherbonnier, S. (2021, avril 7). **Reprendre des études après quelques années de vie active, une tendance en plein essor.** *Le Monde.fr*. Consulté à l'adresse [https://www.lemonde.fr/campus/article/2021/04/07/reprendre-des-etudes-apres-quelques-annees-de-vie-active-une-tendance-en-plein-essor\\_6075817\\_4401467.html](https://www.lemonde.fr/campus/article/2021/04/07/reprendre-des-etudes-apres-quelques-annees-de-vie-active-une-tendance-en-plein-essor_6075817_4401467.html)

De plus en plus de jeunes de moins de 30 ans reprennent des études après avoir travaillé quelques années, indique une étude du Cereq. Beaucoup utilisent le levier offert par l'alternance.

Yalcintas, M., Iyigun, O., & Karabulut, G. (2021). **Personal Characteristics and Intention for Entrepreneurship.** In *GLO Discussion Paper Series* (N° 808). Consulté à l'adresse Global Labor Organization (GLO) website: <https://ideas.repec.org/p/zbw/glodps/808.html>

This study analyzes the relationship between entrepreneurship intention and personal characteristics and skills by using the surveys we conducted in Turkey on 1465 senior university students. We use a modified version of the Entrepreneurial Orientation (EO) scale and the Political Skills Inventory to measure some personal characteristics and skills. We also use the nine sub-dimensions of these two scales. Probit model and wavelet coherence analysis results show that proactivity, entrepreneurship, and networking sub-dimensions of the scales are related to entrepreneurship intention. We also find that gender, the number of siblings, the grade point average (GPA) of the students, their family's education level, the parent' ownership of an enterprise, and the number of non-governmental organizations (NGO) that they are a member of are also related to entrepreneurship intention. Results may be useful to understand and enhance entrepreneurship potential.

## Politique de l'éducation et système éducatif

Ahram, R., Kramarczuk Voulgarides, C., & Cruz, R. A. (2021). **Understanding Disability: High-Quality Evidence in Research on Special Education Disproportionality.** *Review of Research in Education*, 45(1), 311-345. <https://doi.org/10.3102/0091732X20985069>

This chapter examines how studies focused on the same topic—disproportionality in special education—can generate vastly different conclusions about its sources and causes. By analyzing existing disagreements in the field, we explore essential questions about what constitutes high-quality and relevant evidence when seeking to understand how, when, for whom, and why disproportionality occurs. Using a holistic review of the empirical literature on disproportionality, we illustrate how differing epistemological and

ontological views inform research around the topic of disability in schools and argue that to develop high-quality evidence around disproportionality, researchers need a shared framework that describes how school-based disabilities and classification processes intersect. A shared framework will enable researchers to evaluate whether their findings are expected or unexpected, connect to other related research, and build and rebuild paradigms around issues of equity in special education, rather than disregard one set of findings over another.

Azevedo, J. P., Hasan, A., Goldemberg, D., Geven, K., & Iqbal, S. A. (2021). **Simulating the Potential Impacts of COVID-19 School Closures on Schooling and Learning Outcomes: A Set of Global Estimates.** *The World Bank Research Observer*, 36(1), 1-40. <https://doi.org/10.1093/wbro/lkab003>

This paper presents simulations of the potential effect of COVID-19-related school closures on schooling and learning outcomes. It considers four scenarios—varying in both the duration of school closures and the effectiveness of any mitigation strategies being deployed by governments. Using data on 174 countries, the analysis finds that the global level of schooling and learning will fall substantially. School closures could result in a loss of between 0.3 and 1.1 years of schooling adjusted for quality, bringing down the effective years of basic schooling that students achieve during their lifetime from 7.8 years to between 6.7 and 7.5 years. Close to 11 million students from primary up to secondary education could drop out due to the income shock of the pandemic alone. Exclusion and inequality will likely be exacerbated if already marginalized and vulnerable groups, such as girls, ethnic minorities, and persons with disabilities, are more adversely affected by school closures. Students from the current cohort could, on average, face a reduction of \$366 to \$1,776 in yearly earnings. In present value terms, this amounts to between \$6,680 and \$32,397 dollars in lost earnings over a typical student's lifetime. Globally, a school shutdown of 5 months could generate learning losses that have a present value of \$10 trillion. By this measure, the world could stand to lose as much as 16 percent of the investments that governments make in the basic education of this cohort of students. In the pessimistic and very pessimistic scenarios, cumulative losses could add up to between \$16 and \$20 trillion in present value terms. Unless drastic remedial action is taken, the world could face a substantial setback in achieving the goal of halving the percentage of learning poor by 2030.

Bao, T. (2020). **Les conditions de réussite et d'adaptation des étudiants chinois en France** (Phdthesis, Université de Strasbourg). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03182569>

Alors que les établissements supérieurs français ne connaissent que peu d'étudiants chinois jusqu'au début du 21<sup>e</sup> siècle, ils constituent aujourd'hui la plus importante communauté étudiante étrangère issue d'un pays non-francophone. Cette arrivée soudaine s'inscrit dans un choix stratégique lié à un contexte national particulier. Quarante ans de réforme d'ouverture ont bouleversé le paysage sociétal et ont poussé la Chine dans un système de libéralisme économique. La massification et la marchandisation de l'éducation ont accentué la concurrence féroce dans le marché de l'emploi où les étudiants sont inégaux selon leur milieu d'origine, leur lieu d'habitation, leur sexe, etc. Aujourd'hui, les études supérieures apparaissent ainsi comme un moyen d'orienter leur trajectoire sociale (un diplôme renommé ouvrant les portes de l'emploi). C'est sous cette pression que les étudiants chinois partent étudier dans le monde entier pour renforcer leur compétitivité. La France présente en ce sens l'atout de disposer de



diplômes à la fois reconnus et relativement « bon marché ». La réussite n'est toutefois pas garantie une fois quitté le pays d'origine. C'est le début d'un voyage fait de contraintes et de libertés, à la fois rempli de défis et de difficultés, constituant une expérience enrichissante, mais parfois aussi douloureuse. Si les recherches sur les conditions de réussite et d'adaptation sont plus fréquentes sur les étudiants natifs ou sur certains étudiants étrangers, celles concernant les étudiants chinois restent peu nombreuses. Cette recherche vise à compléter nos connaissances sur les conditions de réussite et d'adaptation des étudiants chinois en France. Les résultats de ces travaux sont issus de l'exploitation de sources d'enquêtes quantitatives (nationales et locales) et qualitatives avec la réalisation de 41 entretiens sur trois terrains différents (France, Chine et États-Unis). Les résultats montrent que les étudiants chinois ont un taux de réussite plus faible que les étudiants français, mais également plus faible que les autres étudiants étrangers. Ce phénomène se traduit par plusieurs aspects : leurs motivations venant faire des études en France sont souvent liées à une insatisfaction du parcours d'études antérieur ; le faible niveau de français pénalise la réussite dans les études supérieures et renforce les difficultés d'adaptation. La majorité des étudiants chinois en France sont issus de catégories sociales moyennes et doivent compléter leurs ressources par un emploi salarié. De plus, si les étudiantes bénéficient plus souvent des soutiens financiers de la famille, elles ne sont pas nécessairement encouragées à faire des études aussi longues que les étudiants. Dans un contexte sociétal très patriarcales, les filles réduisent leur ambition professionnelle pour ne pas menacer le rôle dominant du futur mari. Enfin de compte, les étudiants ayant de fort bagage d'entrée (bon résultat antérieur, issu du milieu favorisé, etc) cumulent leurs avantages tout au long de la trajectoire. Ce phénomène incite à réfléchir sur le rôle de l'établissements supérieur dans la correction des inégalités sociales. Ceci est autant plus intéressant que dans le marché du travail, les diplômés de France sont souvent discriminés par les employeurs chinois vis-à-vis des candidats issus des établissements prestigieux américains dont les inscrits sont très sélectionnés selon leur capital financier.

Bezeau, D., Musard, M., & Deriaz, D. (2021). **Analyse didactique des curriculums officiels d'éducation physique en France, en Suisse romande et au Québec.** *eJRIEPS. Ejournal de la recherche sur l'intervention en éducation physique et sport*, (49). <https://doi.org/10.4000/ejrieps.5931>

Dans le contexte du virage curriculaire pris par les politiques éducatives, cette étude ancrée dans une approche didactique curriculaire a pour but de documenter les composantes des curriculums officiels de la France, du Québec et de la Suisse romande dans le cas de l'éducation physique (EP) pour la scolarité obligatoire, depuis les finalités éducatives générales jusqu'à la discipline de l'EP (finalités et visées, contenus, modalités d'enseignement, de progression et d'évaluation). Il s'agit aussi d'étudier l'articulation entre ces différentes composantes (Lenoir, 2014) et de repérer des éléments de convergence et de divergence entre ces trois curriculums. Les résultats montrent que les finalités éducatives sont sur-prescrites, alors que les composantes disciplinaires relatives aux contenus de l'EP, aux modalités d'enseignement, de progression et d'évaluation sont peu, voire pas documentées. Au-delà de ces convergences, nous avons pointé des spécificités dans les trois curriculums d'EP, en particulier dans les relations entre les composantes des curriculums. Cette étude ouvre des perspectives pour les recherches didactiques. Elle invite notamment à discuter de la cohérence d'ensemble du curriculum, de la pertinence des contenus prescrits ainsi que des conditions d'acquisition

de ce qui est indispensable à tous les élèves à l'issue de la scolarité obligatoire (Lebeaume, 2019b).

Brandenburg, U., & Willcock, B. (2021). **The Impact of an International Component in Educating the Public Using an Experimental Design.** *Journal of Studies in International Education*, 25(2), 152-166. <https://doi.org/10.1177/1028315319889892>

This study focuses on the effect of internationalization on the wider society. The study analyses the results of a session on terrorism and media, where participants were the wider public in the United Kingdom. An experimental design with random group assignment was conducted where internationalization was operationalized by the training either being international, where a U.S. trainer co-conducted the intervention group session, or national, where a U.K. trainer co-conducted the control group session. Both groups were matched for age, education, and gender. While both groups did not significantly differ regarding a core personality trait—that is, openness—as well as the learning outcomes prior to the training, they differed significantly post training. Training on terrorism showed consistent learning effects for both groups, but was far greater in the presence of the U.S. co-teacher and these effects were long-term. Consistent with predictions, the presence of an international trainer produced significantly larger effects when compared with when the trainer was not international.

Catelli, L. A. (2001). **Change and Improvement in School-University Partnership Settings: Emerging Research and Opportunities.** In <http://services.igi-global.com/resolvedoi/resolve.aspx?doi=10.4018/978-1-7998-7860-5>. Consulté à l'adresse [www.igi-global.com/book/change-improvement-school-university-partnership/266360](http://www.igi-global.com/book/change-improvement-school-university-partnership/266360)

Now more than ever, the collaboration of researchers and practitioners from both PreK-12 and higher education in partnership and in research is imperative for solving problems in teaching and learning and for instituting fundamental change in education. There is growing empirical work on educational...

Chang-Bacon, C. K. (2021). **Generation Interrupted: Rethinking “Students with Interrupted Formal Education” (SIFE) in the Wake of a Pandemic.** *Educational Researcher*, 50(3), 187-196. <https://doi.org/10.3102/0013189X21992368>

The COVID-19 pandemic disrupted schooling worldwide, compelling educators, researchers, and policymakers to grapple with the implications of these interruptions. However, while the scale of these disruptions may be unprecedented, for many students, interrupted schooling is not a new phenomenon. In this article, I draw insights from the field of Students with Interrupted Formal Education (SIFE) for supporting students who experience schooling interruption. In addition, I argue that the extensive accommodations offered to students in the midst of the pandemic must be preserved for future generations of SIFE students—a population for whom similar accommodations have been historically denied. Through this analysis, I demonstrate the need to interrogate traditional notions of interrupted schooling and the students who experience it. This article offers implications for rethinking interrupted schooling, as well as formal education writ large, toward more equitable and socially just ends.

Cian, H. (2021). **Sashaying Across Party Lines: Evidence of and Arguments for the Use of Validity Evidence in Qualitative Education Research.** *Review of Research in Education*, 45(1), 253-290. <https://doi.org/10.3102/0091732X20985079>

Though the concept of validity is rooted in positivism, recent scholars have expanded the definition of validity to reflect more progressive paradigms, opening the door to consideration of validity in qualitative education research. Despite this evolution, to date a review of validity evidence in qualitative research has yet to be undertaken even though products offering recommendations for using validity or validity analogs (e.g., trustworthiness) in qualitative work has accelerated. In this chapter, I provide an overview of the history of validity in qualitative research and give an assessment of the use of validity evidence as presented in qualitative articles published in a high-impact journal. I use the results of this assessment to highlight validity practices that are well-represented in the research as well as those that are underrepresented, offering recommendations for how researchers can support the presentation of their work through reflection on these underrepresented elements. Additionally, I forward suggestions as to how qualitative researchers may approach using validity frameworks in planning their studies. Implications for qualitative and quantitative researchers are also discussed, along with suggestions for future work in exploring the use of validity in qualitative education research.

Clarke, M., & Hui Yang, L. (2021). **Internationalization: Perspectives From University Faculty in the Republic of Ireland.** *Journal of Studies in International Education*, 25(2), 136-151. <https://doi.org/10.1177/1028315319888469>

This article, emerging from a wider study on internationalization in the Republic of Ireland, explores internationalization through the everyday lived experience of faculty and its impact on their professional contexts. It highlights issues that faculty members face in a national context, where internationalization is viewed as an economic goal rather than an academic goal. This aspect, which has been under-researched in higher education literature, addresses the complexities and contradictions that internationalization can create for faculty. A social realist approach using Archer's morphogenetic framework was employed to facilitate an exploration of the variegated responses that internationalization produced. The performative response to internationalization was captured, which revealed different agential responses: from an acceptance of the instrumentalist discourse to feeling demoralized by the lack of recognition for professional commitment, the impact of non-engagement by colleagues and engagement with the process to advance other career objectives.

Curran, F. C., & Finch, M. A. (2021). **Reforming School Discipline: Responses by School District Leadership to Revised State Guidelines for Student Codes of Conduct.** *Educational Administration Quarterly*, 57(2), 179-220. <https://doi.org/10.1177/0013161X20925893>

Purpose: Over the past decade, increasing attention to the negative impacts of exclusionary discipline and disparities therein has led many state educational leaders to enact school discipline reforms. This study examined the response by school district leadership to a state's revision of guidelines for student codes of conduct. Data: This study leveraged longitudinal data on school district codes of conduct from the 2013–2014 to 2015–2016 school years across the state of Maryland. Codes of conduct were coded in an iterative fashion according to a common set of infraction–response combinations. Research Design: Using a pre–post analytic design, this study examined changes in districts' codified infractions, responses to infractions, and the overall tier of response. Furthermore, the study compared alignment between state guidelines and district codes of conduct while exploring variation in codified discipline across districts. Findings: Findings suggest that leaders in districts increased the number of response options

available for most types of infractions, with the largest increases occurring for more serious infractions. While these increases tended to be driven by increases in the codification of less exclusionary responses, there were nevertheless sizeable increases in the availability of in-school suspension and removal/intervention. In almost all cases, school districts reported distributions of response options that were at a higher tier level than that recommended by the state. Conclusions: Findings are discussed in the context of current efforts to reform school discipline and the implications of such reform for implementation by district and school leadership.

Daruwala, I., Bretas, S., & Ready, D. D. (2021). **When Logics Collide: Implementing Technology-Enabled Personalization in the Age of Accountability.** *Educational Researcher*, 50(3), 157-164. <https://doi.org/10.3102/0013189X20960674>

In this article, we situate the relatively new wave of technology-enabled personalized learning platforms within the broader policy context of institutional accountability. Although many education technology innovations were developed in response to heightened accountability pressures, technology-enabled personalization introduces new institutional rules, cultures, and norms that may be at odds with the goals of accountability. Using the adoption of a personalized, blended learning mathematics program at five U.S. schools as a case study, we describe how teachers, school leaders, and program staff navigated institutional pressures to improve state grade-level standardized test scores while implementing tasks and technologies designed to personalize student learning.

de la Garza, A. (2021). **Internationalizing the Curriculum for STEAM (STEM + Arts and Humanities): From Intercultural Competence to Cultural Humility.** *Journal of Studies in International Education*, 25(2), 123-135. <https://doi.org/10.1177/1028315319888468>

Internationalization of the Curriculum (IoC) has proved essential to realize the potential of internationalization as a driver of quality in Higher Education. The broadening of topics, bibliographic materials and other resources that result from it improve the breadth and depth of the content, making it more comprehensive, updated, and relevant. Moreover, the Internationalization at Home (IaH) strand that seeks to mobilize the informal and the hidden curriculum to bring stay-at-home students an international experience similar to that of those going abroad widens access. However, both IoC and its IaH subset have centered mostly around individual disciplines. This article proposes an alternative view of IoC that focuses on interdisciplinary and transdisciplinary approaches to reviewing the curriculum, in particular STEAM, including indigenous knowledge as it does not separate the arts and humanities from science (STEM). Using case studies and quoting instances of best practice, the article demonstrates that the interdisciplinary and transdisciplinary approaches advocated are better suited to pursue the learning outcomes sought by IoC.

Farland-Smith, D. (1 apr. J.-C.). **Enhancing Learning Opportunities Through Student, Scientist, and Teacher Partnerships.** In <http://services.igi-global.com/resolvedoi/resolve.aspx?doi=10.4018/978-1-7998-4966-7>. Consulté à l'adresse [www.igi-global.com/book/enhancing-learning-opportunities-through-student/244633](http://www.igi-global.com/book/enhancing-learning-opportunities-through-student/244633)

Student-scientist-teacher interactions provide students with several advantages. They provide opportunities to interact with experts and professionals in the field, give students



a chance at meeting a role model that may impact students' career choices, and increase awareness of available career opt...

Garvis, S., Phillipson, S., & Phillipson, S. N. (2021). **Australian Research in Early Childhood Education and Care: Insights Into the Actual; Imagining the Possible**. *Review of Research in Education*, 45(1), 291-310. <https://doi.org/10.3102/0091732X20985075>

Early childhood education and care (ECEC) remains a priority area for public policy, internationally and in Australia. However, an analysis of empirical research published internationally up to 2008 has identified a bias toward positivist methodologies within a "scientific/psychological" rather than educational perspective and with a focus on the interactions between preschoolers, family, and child care variables. For some researchers, this bias raises concerns that public policy in ECEC is based on limited research perspectives. This chapter examines research focusing on the Australian context and published between 2010 and 2014 to determine whether this bias exists in Australian research. We explore the quality of ECEC research to develop an overall understanding of the current situation of ECEC research in Australia. Our findings suggest that Australian research in ECEC is very dissimilar to research published internationally, especially in its reliance on qualitative paradigms and a focus on the educators (principals, teachers, and teacher aides). The strong qualitative focus may allow a diverse range of voices within the ECEC sector to be heard and identified, moving beyond traditional notions of historically marginalized individuals and communities that dominate other education research areas.

Goldan, J. (2021). **Demand-oriented and fair allocation of special needs teacher resources for inclusive education – Assessment of a newly implemented funding model in North Rhine-Westphalia, Germany**. *International Journal of Inclusive Education*, 25(6), 705-719. <https://doi.org/10.1080/13603116.2019.1568598>

For the 2014/15 school year, the state of North Rhine-Westphalia has changed its funding model for the provision of special needs teacher resources from an input-based to a throughput-based model. The rationale was that the previous input-funded system was assumed to be the cause for the increasing number of students diagnosed with special educational needs (SEN). Due to a persistent shortage of qualified teachers, a transitional regulation was put into force. In this study, the impact of the new funding model is assessed with regard to two interrelated criteria: demand-orientation and fairness. Data is based on the official school statistics of North Rhine-Westphalia and corresponding data on the proportion of special needs teacher positions allocated to each school for the 2014/15 school year. The results show that the new model does not satisfy the necessary criteria as there is a notable lack in the provision indicating a low level of demand-orientation. A total of 339 schools (1.9%) that are attended by students with SEN have not been provided with special needs teacher resources. Regarding matters of procedural and horizontal fairness, the distribution measures show that the special needs teacher resources are not equally available to all students with SEN.

Granjon, Y. (2021). **La perception de l'enseignement à distance par les étudiants en situation de confinement: premières données**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (33). <https://doi.org/10.4000/dms.6166>

Cette étude propose une analyse du vécu des étudiants face à un enseignement à distance imposé en période de confinement et principalement constitué d'une simple transposition numérique de l'enseignement classique. Plus de 7000 étudiant(e)s de

L'Université de Lorraine ont répondu à une enquête sur l'enseignement à distance dispensé depuis mars 2020. Cette étude a vocation à étudier leur perception de cette forme d'études imposée. Après avoir exploré leur ressenti en termes d'avantages et inconvénients, nous analysons les outils qui leur sont proposés en cours, en travaux dirigés et en travaux pratiques. Une attention est portée sur les examens et sur les éléments de fracture numérique. Les résultats sont pratiquement indépendants des secteurs disciplinaires, du genre, du niveau d'études et mettent en évidence une perception globalement peu enthousiaste. Si cela était prévisible, cette étude permet de mettre au jour des données quantitatives sur cette perception. Pour n'extraire que quelques chiffres, mentionnons que la perte de motivation et les problèmes de concentration touchent les deux tiers des étudiant(e)s, que le caractère injuste des examens à distance est mentionné par la moitié d'entre eux et que seulement un tiers de la population interrogée considère l'expérience imposée comme positive ou très positive. Si le gain de temps dans les transports et la possibilité d'étudier à son rythme sont cités comme des avantages, la simple transposition à distance d'un enseignement classique est loin d'être plébiscitée.

Hamilton-Hinch, B.-A., McIsaac, J.-L. D., Harkins, M.-J., Jarvis, S., & LeBlanc, J. C. (2021). **A Call for Change in the Public Education System in Nova Scotia.** *Canadian Journal of Education/Revue Canadienne de l'éducation*, 44(1), C164-C192. Consulté à l'adresse <https://journals.sfu.ca/cje/index.php/cje-rce/article/view/5025>

The United Nation's International Decade for People of African Descent and Nova Scotia's Ministry of African Nova Scotian Affairs recognize that students of African descent continue to experience inequities. As previous studies indicate, parents of Black learners identified that many educators lack knowledge and experience in understanding students of African descent. This study explored student achievement from the perspective of parents of children of African descent attending public schools in Nova Scotia. Participants included individual interviews and focus groups with parents from rural and urban areas. Based on Bronfenbrenner's ecological theory framework, a thematic analysis of the data was conducted, a dominant storyline related to the families' experiences in school and subsequent themes emerged: we are treated differently; we don't feel connected; we know there are challenges: the resistance of parents; and we deal with injustices but persevere. These findings provide recommendations to improve the educational success for Black learners. Keywords: African Canadian, academic achievement and success, Black students, education, schooling challenges, students of African descent

Hansen, P., Struth, L., Thon, M., & Umbach, T. (2021). **The Impact of the COVID-19 Pandemic on Teaching Outcomes in Higher Education.** In *ECONtribute Discussion Papers Series* (N° 073). Consulté à l'adresse University of Bonn and University of Cologne, Germany website: <https://ideas.repec.org/p/ajk/ajkdps/073.html>

The COVID-19 pandemic forced much of the world to adapt suddenly to severe restrictions. In this study, we attempt to quantify the impact of the pandemic on student performance in higher education. To collect data on important covariates, we conducted a survey among first-year students of Microeconomics at the University of Cologne. In contrast to other studies, we are able to consider a particularly suitable performance measure that was not affected by the COVID-19 restrictions implemented shortly before the start of the summer term 2020. While the average performance improves in the first term affected by the restrictions, this does not apply to students with

a low socioeconomic background. Trying to identify more specific channels explaining this finding, interestingly, our data yield no evidence that the average improvement results from the altered teaching formats, suggesting instead that the enhanced performance stems from an increase in available study time.

Köster, F., Shewbridge, C., & Krämer, C. (2020). **Promoting Education Decision Makers' Use of Evidence in Austria**. <https://doi.org/10.1787/0ac0181e-en>

Laufer, M. (2021). **Spinning Stories: Communicating Internationalization Through Organizational Storytelling**. *Journal of Studies in International Education*, 25(2), 167-181. <https://doi.org/10.1177/1028315319893652>

Despite the positive outcomes often associated with internationalization, internal stakeholders do not always welcome the changes it brings. This reaction is echoed in the numerous studies highlighting the problematic relationships between international and local students and the critical to resistant reactions among faculty members. In response to these challenges, this study explores organizational storytelling as a method for communicating internationalization within universities. Organizational storytelling has been found to be a powerful tool for sensemaking, reducing resistance, and generating support during organizational change processes. This study follows how a university taskforce employed three story templates—the Principle Story, the Approval Story, and the Unexceptional Story—to communicate about and implement a large-scale internationalization project in a diverse and change resistant university environment. Although sharing similarities, these storylines were given different “spins” by storytellers depending on their position and the intended audience as well as influenced by the university culture.

Management Association, I. R. (1 apr. J.-C.). **Research Anthology on Navigating School Counseling in the 21st Century**. In <http://services.igi-global.com/resolvedoi/resolve.aspx?doi=10.4018/978-1-7998-8963-2>. Consulté à l'adresse [www.igi-global.com/book/research-anthology-navigating-school-counseling/274991](http://www.igi-global.com/book/research-anthology-navigating-school-counseling/274991)

School counseling in the 21st century requires a new set of skills and practices than seen in past decades. With a sharper focus on social justice, the experiences and challenges for marginalized groups, and more open discussions as to issues students face, school counselors must be best equipped to...

Matthews, J. (2021). **Maligned mobilities, absences and emergencies: refugee education in Australia**. *International Journal of Inclusive Education*, 25(6), 720-734. <https://doi.org/10.1080/13603116.2019.1569168>

Refugees are seldom admired or applauded for their resolve and resilience, and their post and pre-migration experience rarely serves as the basis for the development of educational practice or policy solutions. Using a postcolonial theoretical framework this paper argues that while the maligned mobility and disparaged figure of the 'refugee' serves to establish and reconstruct exclusionary national identities, the same identities can be re-presented to offer new possibilities for inclusive education. Informed by southern epistemology and the sociology of absences and emergence (Boaventura de Sousa Santos, 2012. "Public Sphere and Epistemologies of the South", *Africa Development*. 37(1) 43–67; Boaventura de Sousa Santos, 1997 "Toward a Multicultural Conception of Human Rights", *Zeitschrift für Rechtssoziologie*, (10) 1-5), this paper discusses the anticipatory and emergent dimensions of refugee education. A focus on

the pre- and post-settlement experience of refugees brings to light both their determination and strength as well as the complex and sometimes contradictory effect of racism and racialisation. Consideration of absences in relation to the anticipatory and emergent dimensions of education illuminate how inclusive education can serve as an instrument of resistance, transformation, and reconstruction. It shows how refugee mobility can open up possibilities for new forms of intelligibility, community and humanity.

Michel, D., Abraham, B., & Desprez, J.-M. (2021). **La qualité de la formation durant les périodes de formation en milieu professionnel**. Consulté à l'adresse IGÉSR website: <https://www.ih2ef.gouv.fr/la-qualite-de-la-formation-durant-les-periodes-de-formation-en-milieu-professionnel>

Faisant suite à une enquête menée auprès des directeurs délégués aux formations professionnelles et technologiques (DDFPT), ce rapport de l'IGÉSR dresse un état des lieux de la mise en œuvre des PFMP dans le système éducatif.

Ming, N. C., & Goldenberg, L. B. (2021). **Research Worth Using: (Re)Framing Research Evidence Quality for Educational Policymaking and Practice**. *Review of Research in Education*, 45(1), 129-169. <https://doi.org/10.3102/0091732X21990620>

This chapter calls for researchers to reconceptualize research quality from the perspective of its expected use, attending to power dynamics that influence how knowledge is defined, constructed, and validated through the research enterprise. Addressing these concerns when designing and conducting education research can yield more useful research evidence for building more equitable education systems. Anchored in scholarship on research utilization and methodological critiques, the chapter introduces a research quality framework that integrates relevance and rigor through five key dimensions of Research Worth Using: (1) relevance of question: alignment of research topics to practical priorities; (2) theoretical credibility: explanatory strength and coherence of principles investigated; (3) methodological credibility: internal and external credibility of study design and execution; (4) evidentiary credibility: robustness and consistency of cumulative evidence; and (5) relevance of answers: justification for practical application. This framework simultaneously uplifts the voices and needs of policymakers, practitioners, and community members, while elevating standards for excellence in education research. We call attention to the myriad ways in which the quality of evidence generated can be strengthened, before describing implications for curating and using research. We conclude by offering suggestions for applying and further developing the framework.

Morel, S. (2020). **Individualiser dans un cadre partenarial: la cohérence interne des politiques socio-éducatives en question**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, 53(2), 45-67. Consulté à l'adresse <https://www.cairn.info/revue-les-sciences-de-l-education-pour-l-ere-nouvelle-2020-2-page-45.htm>

L'individualisation et le partenariat constituent deux des orientations les plus caractéristiques des politiques éducatives contemporaines. S'appuyant sur une enquête ethnographique de deux programmes de recherche éducatif, principal dispositif du volet éducatif de la politique de la ville, visant la prise en charge individuelle et partenariale d'enfants ou d'adolescents en situation de fragilité, cet article se fixe pour objectif de comprendre les modalités pratiques de l'articulation de ces deux



orientations et d'explorer ainsi la cohésion interne des politiques socio-éducatives. Loin de se compléter harmonieusement, les injonctions d'individualisation et au partenariat ne peuvent en effet manquer d'entrer, lors de la mise en œuvre du dispositif, en tension, tant du fait de questions éthiques, que de considérations organisationnelles ou de logiques concurrentielles. Cette recherche montre que ceux qui mettent en œuvre ce dispositif, confrontés à ces tensions, sont conduits à prendre leur distance par rapport au cadre officiellement défini, et à mettre en œuvre des adaptations qui, si elles les exposent à des critiques, leur permettent néanmoins de faire fonctionner le dispositif.

Pesle, M. (2020). **Analyse d'un partenariat fragmenté : enjeux municipaux et centralité gestionnaire dans la politique éducative métropolitaine.** *Les Sciences de l'éducation - Pour l'Ère nouvelle*, 53(2), 69-87. Consulté à l'adresse <https://www.cairn.info/revue-les-sciences-de-l-education-pour-l-ere-nouvelle-2020-2-page-69.htm>

Depuis les lois de décentralisation de 1982-1983, la politique de la ville prend un modèle administratif décentralisé et partenarial qui se décline par des dispositifs et projets. Ces dispositifs ont permis de financer des actions socio-éducatives dans les quartiers défavorisés, sous condition d'une mise en lien entre les acteurs du champ scolaire, du travail social, de la santé, de l'éducation populaire et des collectivités territoriales. Depuis la loi de 1999 instaurant une démarche intercommunale et la politique de la ville, les structures intercommunales et métropolitaines se sont affirmées comme les gestionnaires et les pilotes de la politique de la ville. En organisant la politique de cohésion sociale et territoriale sur leur territoire, elles se sont ainsi intéressées aux politiques éducatives locales. Cet article analyse particulièrement le principe partenarial qui sous-tend les programmes et dispositifs éducatifs de la politique de la ville et un schéma métropolitain. L'article s'appuie sur une recherche ethnographique menée au sein de la métropole de Grenoble pendant trois années et met en lumière la manière dont les contenus éducatifs reposent, et l'échelon métropolitain, sur des enjeux organisationnels et gestionnaires. Ce traitement bureaucratique de l'éducation est structuré par des rapports de force entre la métropole et les villes, et apparaît comme le plus petit dénominateur commun entre tous les acteurs.

Raybaud, A. (2021, avril 6). **Surcharge de travail, désorganisation... La réforme de la première année de médecine épuise les étudiants.** *Le Monde.fr*. Consulté à l'adresse [https://www.lemonde.fr/campus/article/2021/04/06/surcharge-de-travail-des-organisations-la-reforme-de-la-premiere-annee-de-medecine-epuise-les-etudiants\\_6075686\\_4401467.html](https://www.lemonde.fr/campus/article/2021/04/06/surcharge-de-travail-des-organisations-la-reforme-de-la-premiere-annee-de-medecine-epuise-les-etudiants_6075686_4401467.html)

Censée réduire l'impact négatif du concours couperet de fin de première année, la réforme multiplie les difficultés liées à des problèmes d'organisation, renforcés par la crise sanitaire.

Resve, C. (2021). **Les classes préparatoires technologiques aux grandes écoles : voies de sélection d'une élite technocrate** (p. 165). Consulté à l'adresse <https://halshs.archives-ouvertes.fr/halshs-03193925>



Rivera-McCutchen, R. L. (2021). **“We Don’t Got Time for Grumbling”**: Toward an Ethic of Radical Care in Urban School Leadership. *Educational Administration Quarterly*, 57(2), 257-289. <https://doi.org/10.1177/0013161X20925892>

Purpose: This article presents a case study of a successful Black male public urban school principal, offering a counterstory to discourses of failure in urban schools. I build on scholars' work in critical caring, the Black principalship, and radical hope to call for an expansion of narrow frameworks of effective school leadership to include an ethic of radical care within urban school leadership. Method: This study represents a counterstory in the tradition of critical race theory, centering the voice and perspectives of a Black male urban school principal. Using ethnographic research methods, this case study was based on prolonged and embedded engagement in the field including observations, informal and formal interviews, and document review. Data were collected and analyzed over a 2-year period. Findings: Five components of effective school leadership emerged from analysis of the data that, taken together, can be described as a radical care framework. These components include the following: (a) adopting an antiracist, social just stance; (b) cultivating authentic relationships; (c) believing in students' and teachers' capacity for growth and excellence; (d) strategically navigating the sociopolitical and policy climate; and (e) embracing a spirit of radical hope. Conclusion: In addition to highlighting the power of counterstories in educational leadership research, this study reinforces the critical need for leadership preparation that is grounded in antiracism and social justice, and comprises all aspects of an ethic of radical care. Furthermore, the study points to the need for targeted recruitment of Black and Latinx school leaders, particularly in urban contexts.

Rufin, D. (2020). **Entre le transnational et le local Transversalités et spécificités du partenariat éducatif à Genève**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, 53(2), 89-109. Consulté à l'adresse <https://www.cairn.info/revue-les-sciences-de-l-education-pour-l-ere-nouvelle-2020-2-page-89.htm>

À partir du cas genevois, cet article vise à étudier la coloration singulière du partenariat éducatif qui prend place entre des transversalités transnationales et des spécificités locales. Dans un premier temps, la présentation du contexte, de la genèse et de l'évolution du partenariat éducatif montre que des éléments politiques, culturels ou historiques teintent son développement. Dans un second temps, le partenariat éducatif est décliné à trois niveaux de l'action éducative pour l'enseignement primaire (politico-institutionnel, établissements, enseignants). Le cas genevois apparaît au final singulier : la collaboration entre l'école et les services médico-pédagogiques y est ancienne, tandis que l'injonction récente au partenariat déstabilise les contours professionnels. Une constante demeure toutefois, autour d'une conception psycho-médicale des difficultés de l'élève et de leurs modes de résolution, interrogeant plus fondamentalement la spécificité de l'acte d'enseigner.

Singh, A., Yeh, C. J., Blanchard, S., & Anunciação, L. (1 apr. J.-C.). **Handbook of Research on Critical Issues in Special Education for School Rehabilitation Practices**. In <http://services.igi-global.com/resolvedoi/resolve.aspx?doi=10.4018/978-1-7998-7630-4>. Consulté à l'adresse [www.igi-global.com/book/handbook-research-critical-issues-special/264886](http://www.igi-global.com/book/handbook-research-critical-issues-special/264886)

Rehabilitation professionals working with students with disabilities and the families of those students face unique challenges in providing inclusive services to special education

student populations. There needs to be a focus on adaptive teaching methods that provide quality experience for students...

Sorensen, L., & Holt, S. B. (2021). **Sorting it Out: The Effects of Charter Expansion on Teacher and Student Composition at Traditional Public Schools.** In SocArXiv (N° y6wh4). Consulté à l'adresse Center for Open Science website: <https://ideas.repec.org/p/osf/socarx/y6wh4.html>

Since their introduction in the 1990s, charter schools have grown from a small-scale experiment to a ubiquitous feature of the public education landscape. The current study uses the legislative removal of a cap on the maximum number of charters in North Carolina as a natural experiment to assess the impacts of charter school growth on teacher quality and student composition in traditional public schools (TPS) at different levels of local market penetration. Using an instrumental variable difference-in-differences approach to account for endogenous charter demand, we find that intensive local charter entry reduces the inflow of new teachers at nearby TPS, leading to a more experienced and credentialed teaching workforce on average. However, we find that the entry of charters serving predominantly White students leads to reductions in average teacher experience, effectiveness, and credentials at nearby TPS. Overall these findings suggest that the composition of the teacher workforce in TPS will continue to change as charter schools further expand, and that the spillover effects of future charter expansion will vary by the types of students served by charters.

Steele, J. L., Steiner, E. D., & Hamilton, L. S. (2021). **Priming the Leadership Pipeline: School Performance and Climate Under an Urban School Leadership Residency Program.** *Educational Administration Quarterly*, 57(2), 221-256. <https://doi.org/10.1177/0013161X20914720>

Purpose: This study examines school climate and student achievement trends under an ambitious school leadership residency program in an urban school district. The 2-year leadership residencies were intensive, combining at least 370 hours of professional development with on-the-job training, in which aspiring school principals held either assistant-level administrative or teacher leadership roles. Research Design: Using a difference-in-differences framework with school fixed effects, we estimate the relationship between schools' cumulative exposure to program residents and measures of school climate and student performance. We measure school climate using school-by-semester teacher survey composites. Student performance is captured using school-by-year data on language arts and math scale scores, chronic absence rates, suspension rates, and graduation rates. Findings: In models that allow average time trends to vary between the state and the treatment city, an additional resident-by-year in an administrative role in high schools is linked to an additional 15% of a school-level standard deviation in math scale scores and an additional 3.6 percentage points in graduation rates, but also to an additional 10 percentage points in suspension rates. Results are sensitive to model specification, school level, and to residents' placement in administrative or teacher leader roles. Implications: Due to the contracting nature of the district, only one of 30 entering residents became a school principal within 3 years of program inception. In some models, the estimates suggest potential for aspiring leaders to effect change from nonprincipal administrative roles. Potential for teacher leadership roles is less clear.

Stein, M. L., Burdick-Will, J., & Grigg, J. (2021). **A Choice Too Far: Transit Difficulty and Early High School Transfer.** *Educational Researcher*, 50(3), 137-144.  
<https://doi.org/10.3102/0013189X20949504>

The challenge of a long and difficult commute to school each day is likely to wear on students, leading some to change schools. We used administrative data from approximately 3,900 students in the Baltimore City Public School System in 2014–2015 to estimate the relationship between travel time on public transportation and school transfer during the ninth grade. We show that students who have relatively more difficult commutes are more likely to transfer than peers in the same school with less difficult commutes. Moreover, we found that when these students change schools, their newly enrolled school is substantially closer to home, requires fewer vehicle transfers, and is less likely to have been included among their initial set of school choices.

Strekalova-Hughes, E., Nash, K. T., Schmer, B., & Caldwell, K. (2021). **Meeting the Needs of All Cultureless Learners: Culture Discourse and Quality Assumptions in Personalized Learning Research.** *Review of Research in Education*, 45(1), 372-407.  
<https://doi.org/10.3102/0091732X20985081>

This chapter reviews recent qualitative studies on personalized learning in middle/secondary school settings to analyze the role of culture in how this concept is enacted and researched. Personalized learning is posited as a pedagogical approach that aims to revolutionize schooling and challenge educational inequity by foregrounding learners' agency in what and how they learn, tailoring pedagogy and its purpose to learners' unique interests, needs, and abilities. Given the strong emphasis of the approach on the uniquenesses of the persons who are learning, our analysis interrogates the discourse on culture in studies on personalized learning and extrapolates how this discourse informs problem formulation, design and logic, sources of evidence, analysis and interpretation, and implications for practice. This review reveals a disconnect between the relevant literature on culture in learning and omissions of researchers and research participants' cultural positionalities and identities. This appears to affect the quality of educational evidence, inhibiting a deep understanding of the implementation of the personalized learning approach for different communities of learners. We assert that research into practices that intend to meet the needs of diverse learners should center learner and researcher cultures and positionalities as part of a theory of change that permeates the entire research process.

Sylla, S. (2021). **L'école guinéenne. Aperçu monographique, législatif et pédagogique.** Consulté à l'adresse [https://www.editions-harmattan.fr/livre-9782343221564?utm\\_source=phplist&utm\\_campaign=message\\_31324&utm\\_medium=email&utm\\_content=lienTitre](https://www.editions-harmattan.fr/livre-9782343221564?utm_source=phplist&utm_campaign=message_31324&utm_medium=email&utm_content=lienTitre)

Cet ouvrage propose une rétrospective claire et précise de l'histoire de l'École guinéenne avant et après l'indépendance. Il s'agit d'un aperçu monographique, législatif et pédagogique, qui pourra servir de phare à toute perspective de développement tendant à améliorer la qualité du système éducatif. L'ouvrage, véritable vade-mecum sur le chemin de l'École guinéenne, sera un guide pour tous ceux qui souhaitent se renseigner et se diriger dans un projet ou un programme relatif à l'éducation en Guinée.

Taylor, J. A., Davis, E., & Michaelson, L. E. (2021). **Considerations for Evidence Frameworks in Education Research.** *Review of Research in Education*, 45(1), 101-128. <https://doi.org/10.3102/0091732X20985077>

In this chapter, we describe and compare the standards for evidence used by three entities that review studies of education interventions: Blueprints for Healthy Youth Development, Social Programs that Work, and the What Works Clearinghouse. Based on direct comparisons of the evidence frameworks, we identify key differences in the level at which effectiveness ratings are granted (i.e., intervention vs. outcome domain), as well as in how each entity prioritizes intervention documentation, researcher independence, and sustained versus immediate effects. Because such differences in priorities may result in contradictory intervention ratings between entities, we offer a number of recommendations for a common set of standards that would harmonize effectiveness ratings across the three entities while preserving differences that allow for variation in user priorities. These include disentangling study rigor from intervention effectiveness, ceasing vote counting procedures, adding replication criteria, adding fidelity criteria, assessing baseline equivalence for randomized studies, making quasi-experiments eligible for review, adding criteria for researcher independence, and providing effectiveness ratings at the level of the outcome domain rather than the intervention.

Tegtmejer, T., Hjørne, E., & Säljö, R. (2021). **'The ADHD diagnosis has been thrown out': exploring the Dilemmas of diagnosing children in a school for all.** *International Journal of Inclusive Education*, 25(6), 671-685. <https://doi.org/10.1080/13603116.2019.1569733>

This study of institutional categorisation analyses how municipalities, psychiatric clinics and schools conceive of and act on school difficulties in the Danish school system. The research analyses the responses of municipalities and schools following changes in institutional practices for the allocation of special educational support. The main data consist of documents and of interviews with professionals involved in processing students' cases and making decisions regarding provision of special educational support. The main results show that ways of understanding and handling school difficulties at the different levels of decision-making change when incentives to use psychiatric diagnoses (ADHD and other) are reduced. When school problems occur in the system launched during recent years, institutional actors increasingly look to the school context to locate the core of the problem and to search for its solutions in organisational structures and pedagogical practices. The consequences of these shifts in institutional practices and accountabilities are discussed.

Tipton, E., Spybrook, J., Fitzgerald, K. G., Wang, Q., & Davidson, C. (2021). **Toward a System of Evidence for All: Current Practices and Future Opportunities in 37 Randomized Trials.** *Educational Researcher*, 50(3), 145-156. <https://doi.org/10.3102/0013189X20960686>

As a result of the evidence-based decision-making movement, the number of randomized trials evaluating educational programs and curricula has increased dramatically over the past 20 years. Policy makers and practitioners are encouraged to use the results of these trials to inform their decision making in schools and school districts. At the same time, however, little is known about the schools taking part in these randomized trials, both regarding how and why they were recruited and how they compare to populations in need of research. In this article, we report on a study of 37 cluster randomized trials funded by the Institute of Education Sciences between 2011 and 2015. Principal investigators of these grants were interviewed regarding the recruitment process and practices. Additionally, data on the schools included in 34 of these studies

were analyzed to determine the general demographics of schools included in funded research, as well as how these samples compare to important policy relevant populations. We show that the types of schools included in research differ in a variety of ways from these populations. Large schools from large school districts in urban areas were overrepresented, whereas schools from small school districts in rural areas and towns are underrepresented. The article concludes with a discussion of how recruitment practices might be improved in order to meet the goals of the evidence-based decision-making movement.

WatreLOT, P. (2021, avril 7). **Education : la grande déconnexion**. Consulté 14 avril 2021, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/philippe-watreLOT/education-grande-deconnexion/00098641>

Initialement, je voulais rédiger une chronique qui aurait eu pour titre : « Les écoles sont fermées mais l'Ecole reste ouverte ».

Weiss, P. O., Alì, M., Ramassamy, C., & Alì, G. (2021). **Quelle continuité pédagogique en Martinique en période de confinement? Des injonctions ministérielles aux conditions d'étude et de travail dans l'Outre-mer**. *Esprit Critique : Revue Internationale de Sociologie et de Sciences sociales*, 31(1). Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03191230>

Welsh, R. O. (2021). **Assessing the Quality of Education Research Through Its Relevance to Practice: An Integrative Review of Research-Practice Partnerships**. *Review of Research in Education*, 45(1), 170-194. <https://doi.org/10.3102/0091732X20985082>

The contemporary social, economic, and cultural conditions within and outside the academy prompt important questions about the role of research in education policy and practice. Scholars have framed research-practice partnerships (RPPs) as a strategy to promote evidence-based decision-making in education. In this chapter, I interrogate the notion that RPPs offer an insightful framework to consider how the quality of research can be measured through its use. The findings suggest that using RPPs to assess the quality of education research enhances the relevance to policy and practice as well as attention to the quality of reporting, and pivots from the preeminence of methodological quality. RPPs increase local education leaders' access to research and bolster the use of research. RPPs may also strengthen the alignment between education research and the public good. Notwithstanding, employing RPPs as a vehicle to assess research quality has its challenges. Valuing the work of RPPs in academia is a work in progress. Building and sustaining an RPP is challenging, and there is still much to learn about the ways in which RPPs work and overcome obstacles. Assessing the impact of RPPs is also difficult. Future considerations are discussed.

Wong, C. P. (2021). **The Wretched of the Research: Disenchanted Man-as-Educational Researcher and Entering the 36th Chamber of Education Research**. *Review of Research in Education*, 45(1), 27-66. <https://doi.org/10.3102/0091732X21990609>

Compulsory state-sanctioned schooling continues to be constructed as the "great equalizer," and accordingly education research as a benevolent contributor to this material and ideological project of education. Following a Fanonian-Wynterian theoretical approach and cosmogonical-constellatory citation politics, I narrowed over 2,500 educational studies and reviewed approximately 150 articles and chapters that questioned the ways of knowing, being, and valuing which have naturalized these assumptions. Consequently, I theorize the cosmogony and development of the



overrepresented genre-specific figure of educational researcher emerging from Man2-as-human, who has come to control the ways of knowing “education” and being an “educational researcher”: Man2-as-educational researcher. I examine how overlapping and interconnected African/Black, Asian, Latinx, Pacific Islander and Indigenous communities have engaged in modes of resistance, survivance, fugitivity/marronage, refusal and abolition to challenge this regime, and enact and imagine genres of being an educational researcher outside of the dominant order of Man2-as-educational researcher. In turn, I consider how these communities have affirmed, honored, fostered, sustained and revitalized ways of gathering, interpreting, and sharing educational knowledge for collective liberation, which have centered the wretched of the research and gaze from below. In so doing, I conceptualize and call forth the need to move toward what I am referring to as the 36th chamber of education research.

## Pratiques enseignantes

Brière, F. (2020). **Les gestes didactiques de métier d'enseignants stagiaires en éducation physique et sportive : une (re)configuration en contexte.** *Contextes et Didactiques*, 16. <https://doi.org/10.4000/ced.2246>

Cet article s'intéresse aux «gestes didactiques de métier» d'enseignants stagiaires d'éducation physique et sportive dans différents contextes d'enseignement liés aux activités physiques sportives et artistiques, à l'établissement scolaire ainsi qu'aux profils des élèves et du professeur. La mobilisation conjointe d'une approche comparatiste et anthropologique du didactique et de la clinique de l'activité permet d'étudier ces gestes selon trois strates imbriquées : a) les actions didactiques qui se manifestent par des techniques corporelles, gestuelles, proxémiques et langagières spécifiques ; b) l'épistémologie pratique du professeur en lien avec ses modalités d'analyse dans et sur l'action ; et c) les déterminants subjectifs, institutionnels et culturels. Les principaux résultats révèlent les modes d'agir singuliers de chacun des enseignants stagiaires en termes de conduite des apprentissages dans la classe et d'analyse de son activité. Les gestes didactiques de métier des stagiaires se particularisent par la théorie personnelle qu'ils mettent en actes à propos des savoirs mis à l'étude et de leur enseignement. Ils dépendent du contexte d'intervention, des référents culturels, des prescriptions officielles, de la formation initiale, mais également de facteurs d'ordre subjectif, comme l'histoire personnelle, l'expérience professionnelle ou le système de valeurs. Ainsi les gestes didactiques de métier s'actualisent en contexte, contexte qui en retour agit sur leur stabilisation ou leur renouvellement.

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 soutenable dans l'établissement scolaire Gimnasio del Campo Juan de la Cruz Varela dans la Zone du Haut Sumapaz

Cawthon, S. W., & Garberoglio, C. L. (2021). **Evidence-Based Practices in Deaf Education: A Call to Center Research and Evaluation on the Experiences of Deaf People.** *Review of Research in Education*, 45(1), 346-371. <https://doi.org/10.3102/0091732X20985070>

The evidence base for educational interventions for deaf students has been, and continues to be, called into question due to a lack of "gold standard" research available to support it. Yet the paucity of research in deaf education is not only in the volume of research that meets rigorous standards but also in its lack of attention to and inclusion of a deaf-centered perspective on the inferences made about the strength of study findings in the field. This chapter uses a deaf-centered lens to examine what constitutes evidence, how it is gained, and how this information supports academic outcomes for this population. We include examples from the literature to examine implications for research personnel, study design, and accessible dissemination, with specific attention to both study sampling and measurement considerations. Considerations for deaf-centered research criteria include (a) integrating deaf researchers and epistemologies, (b) attending to the characteristics of deaf students, and (c) acknowledgment of root causes and systems factors. The recommendations in this chapter supplement the larger ongoing dialogue regarding the cultural responsiveness and representation of marginalized populations within the education research endeavor.

Couturier, C., Carreras, O., Boutin, V., Heulot-Petit, F., & Boussemart, F. (2021, avril 8). **Les étudiants de l'université d'Artois, les pratiques enseignantes et le confinement Résumé des résultats de l'enquête de juillet 2020.** Consulté à l'adresse <https://hal-univ-artois.archives-ouvertes.fr/hal-03192749>

Finkelstein, S., Sharma, U., & Furlonger, B. (2021). **The inclusive practices of classroom teachers: a scoping review and thematic analysis.** *International Journal of Inclusive Education*, 25(6), 735-762. <https://doi.org/10.1080/13603116.2019.1572232>

There is a consensus that what teachers do in the classroom directly impacts student's learning. Currently, however there is a paucity of data identifying which teaching practices actually support learning within an inclusive classroom, especially data derived from direct observations of teachers. Thus, research-based guidance regarding how best to target observations of inclusive teachers warrants further investigation. The purpose of this scoping review, therefore, was to determine which teacher practices are related to high-quality inclusion, when conducting classroom observations. Extracted data from the tools that relied on direct observation methods included concepts and definitions of inclusion, as well as all indicators of inclusive practice. Thematic Analysis of observable inclusive teacher practices were concentrated into five themes: 'Collaboration and Teamwork', 'Determining Progress', 'Instructional Support', 'Organisational Practices', 'Social/Emotional/Behavioural Support'. These themes were used to create a 'guide' for

conducting in-class observation of inclusive teachers. Implications for the use of this 'guide' and teacher education are discussed.

Gaborieau, I. (2020). **La fiction pédagogique, un instrument de formation-accompagnement.** *Travail et Apprentissages*, 20(1), 93-109. Consulté à l'adresse <https://www.cairn.info/revue-travail-et-apprentissages-2020-1-page-93.htm>

L'enseignement agricole français décline le projet agroécologique pour la France via un plan stratégique nommé «enseigner à produire autrement». Accompagnatrice d'enseignants et d'équipes en établissement et confrontée à leurs difficultés face à cette prescription, l'une de mes préoccupations a été d'imaginer un(des) dispositif(s) de formation le(s) plus adéquat(s) possible(s) pour favoriser le développement professionnel des enseignants dans la perspective de l'accompagnement de cette transition agroécologique. Le présent article porte sur la conception d'un instrument de formation : la fiction pédagogique, une simulation qui utilise les situations de travail pour servir le développement des professionnels. Il se propose de préciser ce qu'est une fiction pédagogique, les principes et les raisons de telles fictions ainsi que la manière dont trois d'entre-elles ont été conçues à partir de deux dispositifs ayant permis une analyse du travail.

Gillet, G., & Asloum, N. (2020). **La dimension affective comme moyen de l'activité et de son apprentissage. Le cas de la formation des professeurs techniques de l'enseignement agricole.** *Travail et Apprentissages*, N° 20(1), 54-76. Consulté à l'adresse <https://www.cairn.info/revue-travail-et-apprentissages-2020-1-page-54.htm>

Inhérente à toute forme d'activité humaine, la dimension affective occupe une place très importante dans les activités complexes au centre des métiers impossibles. Parmi ces métiers, le métier enseignant est particulièrement concerné car il nécessite de fait un engagement affectif considérable pour dépasser les difficultés liées aux activités d'apprentissage. En Didactique Professionnelle (DP), le rôle de la dimension affective en tant que dimension structurante ou organisatrice de l'activité pose une question au cœur des problématiques actuelles de recherche : en DP, les affects sont-ils des organisateurs de l'activité ? Et si oui, comment ? Dans cet article nous montrons qu'en formation des maîtres, la prise en compte de la dimension affective des enseignants participe activement au développement de leur(s) compétence(s) professionnelle(s). Mobilisant les contributions complémentaires de Vinatier, Rabardel et prenant appui sur le concept de «sujet affecté» défini par Pastré, nous proposons une conception renouvelée du «sujet capable» de la DP. La dimension affective y est présentée comme moyen de l'activité enseignante et de son apprentissage.

Gil-Madrone, P. (1<sup>er</sup> apr. J.-C.). **Physical Education Initiatives for Early Childhood Learners.** In <http://services.igi-global.com/resolvedoi/resolve.aspx?doi=10.4018/978-1-7998-7585-7>. Consulté à l'adresse [www.igi-global.com/book/physical-education-initiatives-early-childhood/264873](http://www.igi-global.com/book/physical-education-initiatives-early-childhood/264873)

In early childhood education, children find in their own body and movement the main way to get in touch with the reality that surrounds them and, therefore, acquire knowledge about the environment in which they grow and develop. Undoubtedly, the progressive discovery of the body itself as a source o...

Gréhaigne, J.-F., Wallian, N., Godbout, P., & Poggi, M.-P. (2021). **Modèle d'apprentissage des décisions tactiques : une approche centrée sur les élèves.** *eJRIEPS. Ejournal de la*

recherche sur l'intervention en éducation physique et sport, (49).  
<https://doi.org/10.4000/ejrieps.5999>

En éducation physique et sportive, on trouve encore une utilisation de séances d'entraînement type club complètement inadaptées au temps effectif dont on dispose à l'école. Ce constat nous conduit à proposer une autre approche de l'apprentissage des sports collectifs. L'utilisation de l'approche tactique comme cadre de référence, ainsi que la contribution d'une perspective constructiviste et cognitiviste en relation avec les travaux sur les connaissances et compétences motrices dans les sports d'équipe nous ont amenés, dans le cadre de l'éducation physique à l'école, à mettre en avant le « modèle d'apprentissage des décisions tactiques ». Ce modèle est basé sur l'exploration, par les élèves, des diverses possibilités dans des jeux réduits, en vue de la construction de réponses nouvelles.

Groux, D. (2021). **Quelles pratiques innovantes pour rapprocher l'école des familles ?** Consulté à l'adresse [https://www.editions-harmattan.fr/livre-9782343228532?utm\\_source=phplist&utm\\_campaign=message\\_31324&utm\\_medium=email&utm\\_content=lienTitre](https://www.editions-harmattan.fr/livre-9782343228532?utm_source=phplist&utm_campaign=message_31324&utm_medium=email&utm_content=lienTitre)

"[...] Et si l'école parvenait enfin à fournir aux familles les ressources dont certaines manquent pour apprendre ensemble, parents et enfant, pour sortir du conflit, pour redonner de la valeur au parent-éducateur et à l'enfant-acteur de ses apprentissages ? » J.-P. Payet. Ce numéro présente des pratiques innovantes pour rapprocher l'école des familles dans des contextes différents (Chili, Belgique, Canada, Brésil, Cameroun, Italie, France...).

Jarraud, F. (2021, avril 8). **A quoi sert l'aménagement « flexible » de la classe.** Consulté 14 avril 2021, à l'adresse Le café pédagogique website: [http://www.cafepedagogique.net/lexpresso/Pages/2021/04/08042021Article637534629404889134.aspx?actId=ebwp0YMB8s1\\_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN\\_MAIL&actSource=508482](http://www.cafepedagogique.net/lexpresso/Pages/2021/04/08042021Article637534629404889134.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=508482)

« 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... 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 ». L'étude menée au Québec montre surtout que cet aménagement améliore le bien être des enseignants et de certains élèves. A noter le port de casques antibruit par des élèves en conséquence de l'aménagement flexible... .

Lecefel, P. (2020). **L'analyse de l'activité en situation professionnelle comme ressource dans la formation au CFA.** *Travail et Apprentissages*, 20(1), 77-92. Consulté à l'adresse <https://www.cairn.info/revue-travail-et-apprentissages-2020-1-page-77.htm>

Le présent article est le fruit d'une réflexion portée sur le développement de l'intelligence au travail et en formation professionnelle. Il s'intéresse au premier chef au système de l'apprentissage en France et plus particulièrement à l'utilisation du retour d'expérience comme moyen d'intégration et de développement des connaissances et des compétences des apprentis. Autrement dit à l'utilisation du vécu subjectif en situation de travail comme ressource dans la formation dispensée au centre de formation d'apprentis (CFA). Cet article souligne comment la didactique professionnelle permet

de repenser les enjeux des apprentissages au travail et le rôle de l'analyse de l'activité dans le développement de l'expérience des travailleurs. Il s'agit ainsi de contribuer à l'amélioration de la formation des apprentis en prenant comme point de départ la question du développement de leurs compétences au travers d'une meilleure articulation entre la formation et le monde professionnel. C'est également une invitation à l'expérimentation de dispositifs qui améliorent la qualité des formations professionnelles. La réflexion ici engagée répond à des questions vives pour les CFA, les entreprises accueillant les apprentis, les décideurs éducationnels et plus largement les sciences de l'éducation et leur influence sociale.

Madden-Dent, T., & Oliver, D. (1<sup>er</sup> apr. J.-C.). **Leading Schools With Social, Emotional, and Academic Development (SEAD)**. In <http://services.igi-global.com/resolvedoi/resolve.aspx?doi=10.4018/978-1-7998-6728-9>. Consulté à l'adresse [www.igi-global.com/book/leading-schools-social-emotional-academic/256645](http://www.igi-global.com/book/leading-schools-social-emotional-academic/256645)

There is a growing need for social, emotional, and academic development (SEAD) in classrooms, schools, districts, and state offices of public education, but educators struggle to find a resource that guides them on these specific challenges. Educators need valid resources as a means to better prepar...

Massé, L. (2021). **Attitudes et pratiques des enseignants quant à l'inclusion scolaire des élèves doués, conditions de réussite et validation d'une démarche d'accompagnement des enseignants pour favoriser leur inclusion scolaire**. Consulté à l'adresse Fonds de recherche Société et culture website: [http://www.frgsc.gouv.qc.ca/documents/11326/3897244/Line+Masse\\_rapport\\_2016-2017\\_inclusion-scolaire.pdf/f57e3591-229c-406c-8c06-49a774265c2b](http://www.frgsc.gouv.qc.ca/documents/11326/3897244/Line+Masse_rapport_2016-2017_inclusion-scolaire.pdf/f57e3591-229c-406c-8c06-49a774265c2b)

Montagne, Y.-F. (2021). **Un corps d'élève décerné par un professeur ; une étude de cas sur le « stade du miroir » en EPS**. *eJRIEPS. Ejournal de la recherche sur l'intervention en éducation physique et sport*, (49). <https://doi.org/10.4000/ejrieps.6006>

Cette étude de cas montre, depuis le champ conceptuel et méthodologique de la clinique psychanalytique, que, en EPS, la parole d'un élève n'est pas que verbalisation ou communication. Elle montre aussi que des gestes professoraux permettant aux élèves d'améliorer l'accès à leur corps peuvent s'incarner par de simples hochements de tête et par le fait de « répondre pas vraiment » aux demandes d'une élève. Le savoir-y-faire langagier de Mme D, enseignante d'EPS, fait ainsi écho aux demandes surprenantes d'Assia, élève de 4<sup>e</sup> dans l'APSA combat : « Madame, comment je peux savoir comment je suis ? Dites-moi si je suis bien ! ». Une observation clinique et l'analyse interprétative d'entretiens individuels non directifs permettent de penser que la relation langagière et visuelle, qui unit enseignante et élève dans le cas présenté, renvoie au transfert freudien et à quelque chose du « Stade du Miroir », moment du développement humain que la psychanalyse définit comme celui où regard et parole de l'adulte décernent à l'enfant l'accès à son corps. Ce postulat permet d'envisager un rôle autre pour l'EPS et pour l'action professorale en EPS et engage à se demander comment transmettre cela en formation.

Nir, M. L., & Lefevre, S. (2021). **Quand équipe pédagogique et partenaires professionnels participent de concert au recrutement d'étudiants en alternance** (p. 85). Consulté à l'adresse <https://halshs.archives-ouvertes.fr/halshs-03191928>



Papadopoulou, M. (2021). **Approche ingénierique de la formation ouverte et à distance (FOAD) : une étude empirique réalisée auprès de six formations universitaires à distance en contexte de COVID-19.** *Revue Internationale des Technologies en Pédagogie Universitaire*, 18(1), 48-61. <https://doi.org/10.18162/ritpu-2021-v18n1-06>

Simmons, B. (2021). **From living to lived and being-with: exploring the interaction styles of children and staff towards a child with profound and multiple learning disabilities.** *International Journal of Inclusive Education*, 25(6), 657-670. <https://doi.org/10.1080/13603116.2019.1569732>

'Profound and multiple learning disabilities' ('PMLD') is a term used in the UK to refer to children with extensive impairments to cognitive development. The majority of children with PMLD are taught in special schools where specialist interventions are deployed to help PMLD children progress through the preverbal stages of development. Despite international calls for 'inclusive education' there has been very little research examining how mainstream schools provide 'naturalistic' opportunities for PMLD children to develop early communication skills. This paper addresses the situation by presenting a project that investigated how special school staff and mainstream school peers embodied different interaction styles towards a child with PMLD. The research utilised ethnographic methods including participant observation, vignette-writing, and on-going dialogue with teaching staff to develop interpretations of the child's interactions in context. A novel phenomenological lens was applied to the findings to illuminate how differences in social engagement were contingent upon the framing of the body as living or lived, whether interactions were normatively symbolic or intercorporeal, and how different modes of 'Being-with' the participant shaped interactions. The paper concludes by discussing how models of interaction found in the PMLD field overlook the situated nature of sociality.

Truelove, S., Bruijns, B. A., Johnson, A. M., Burke, S. M., & Tucker, P. (2021). **Factors that Influence Canadian Generalist and Physical Education Specialist Elementary School Teachers' Practices in Physical Education: A Qualitative Study.** *Canadian Journal of Education/Revue Canadienne de l'éducation*, 44(1), 202-231. Consulté à l'adresse <https://journals.sfu.ca/cje/index.php/cje-rce/article/view/4425>

Interviews were conducted with 16 elementary school teachers across Canada (eight generalists and eight physical education [PE] specialists) to explore their experiences when instructing PE. Questions were phrased to encourage exploration of the perspectives of generalists and specialists, with a particular focus on teaching philosophy, barriers faced while instructing PE, facilitators and resources that enhance PE instruction, and the teachers' self-efficacy when teaching PE. Generalists noted perceived lack of time, inadequate facilities and equipment, insufficient training, lack of knowledge, and low self-efficacy as barriers. Conversely, specialists noted that their advanced training, professional development opportunities, high self-efficacy, and technology use positively supported their teaching practices. Keywords: physical education, elementary school, generalist, specialist, physical activity

Yan, T., Deng, M., & Ma, Y. (2021). **Chinese regular education teachers' perceptions of the holistic development of students with special educational needs in inclusive schools.** *International Journal of Inclusive Education*, 25(6), 686-704. <https://doi.org/10.1080/13603116.2019.1572233>

This study reports the development and validation of a questionnaire to assess the holistic development of students with special educational needs (SEN) as a reliable instrument for measuring their overall performance in inclusive education. The survey was administered to 981 regular education teachers in Beijing. The identified factor structure contained six dimensions: Academic Performance (AP), School Adaptive Skills (SAS), Social Rules (SR), Motor Ability (MA), Interpersonal Relationships (IR), and Behaviour Management (BM). The data showed that students with SEN gained in the IR, SAS, SR and BM domains. These domains are more closely related to social and life skills than AP, which received the lowest scores. Student development in different domains varied depending on demographic variables, including student characteristics, learning environment and regular education teachers. The findings suggest that teachers prioritise the abilities of students with SEN to adapt to 'learning' and 'life' in inclusive schools. The presence of students with SEN in inclusive schools is a longstanding challenge facing Chinese inclusive education. There remains a long way to go to realise the goal of equitable and appropriate education for all. Continuous reform should be strengthened to support a more equitable education system with increased training and support for inclusive schools in China.

## Relation formation-emploi

INSEE. (s. d.). **Bilan Formation-Emploi 2020**. Consulté 14 avril 2021, à l'adresse INSEE résultats website: [https://www.insee.fr/fr/statistiques/5351753?pk\\_campaign=avis-parution](https://www.insee.fr/fr/statistiques/5351753?pk_campaign=avis-parution)

Principaux chiffres sur les sortants du système éducatif, leur insertion professionnelle et la formation tout au long de la vie.

## Réussite scolaire

Allen-Platt, C., Gerstner, C.-C., Boruch, R., & Ruby, A. (2021). **Toward a Science of Failure Analysis: A Narrative Review**. *Review of Research in Education*, 45(1), 223-252. <https://doi.org/10.3102/0091732X20985074>

When a researcher tests an educational program, product, or policy in a randomized controlled trial and detects a significant effect on an outcome, the intervention is usually classified as something that "works." When expected effects are not found, there is seldom an orderly and transparent analysis of plausible reasons why. Accumulating and learning from possible failure mechanisms is not standard practice in education research, and it is not common to design interventions with causes of failure in mind. This chapter develops Boruch and Ruby's proposition that the education sciences would benefit from a systematic approach to the study of failure. We review and taxonomize recent reports of large-scale randomized controlled trials in K-12 schooling that yielded at least one null or negative major outcome, including the nature of the event and reasons (if provided) for why it occurred. Our purpose is to introduce a broad framework for thinking about educational interventions that do not produce expected effects and seed a cumulative knowledge base on when, how, and why interventions do not reach expectations. The reasons why an individual intervention fails to elicit an outcome are not straightforward, but themes emerge when researchers' reports are synthesized.

Bao, T. (2020). **Les conditions de réussite et d'adaptation des étudiants chinois en France** (Phdthesis, Université de Strasbourg). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03182569>

Alors que les établissements supérieurs français ne connaissent que peu d'étudiants chinois jusqu'au début du 21<sup>e</sup> siècle, ils constituent aujourd'hui la plus importante communauté étudiante étrangère issue d'un pays non-francophone. Cette arrivée soudaine s'inscrit dans un choix stratégique lié à un contexte national particulier. Quarante ans de réforme d'ouverture ont bouleversé le paysage sociétal et ont poussé la Chine dans un système de libéralisme économique. La massification et la marchandisation de l'éducation ont accentué la concurrence féroce dans le marché de l'emploi où les étudiants sont inégaux selon leur milieu d'origine, leur lieu d'habitation, leur sexe, etc. Aujourd'hui, les études supérieures apparaissent ainsi comme un moyen d'orienter leur trajectoire sociale (un diplôme renommé ouvrant les portes de l'emploi). C'est sous cette pression que les étudiants chinois partent étudier dans le monde entier pour renforcer leur compétitivité. La France présente en ce sens l'atout de disposer de diplômes à la fois reconnus et relativement « bon marché ». La réussite n'est toutefois pas garantie une fois quitter le pays d'origine. C'est le début d'un voyage fait de contraintes et de libertés, à la fois rempli de défis et de difficultés, constituant une expérience enrichissante, mais parfois aussi douloureuse. Si les recherches sur les conditions de réussite et d'adaptation sont plus fréquentes sur les étudiants natifs ou sur certains étudiants étrangers, celles concernant les étudiants chinois restent peu nombreuses. Cette recherche vise à compléter nos connaissances sur les conditions de réussite et d'adaptation des étudiants chinois en France. Les résultats de ces travaux sont issus de l'exploitation de sources d'enquêtes quantitatives (nationales et locales) et qualitatives avec la réalisation de 41 entretiens sur trois terrains différents (France, Chine et États-Unis). Les résultats montrent que les étudiants chinois ont un taux de réussite plus faible que les étudiants français, mais également plus faible que les autres étudiants étrangers. Ce phénomène se traduit par plusieurs aspects : leurs motivations venant faire des études en France sont souvent liées à une insatisfaction du parcours d'études antérieur ; le faible niveau de français pénalise la réussite dans les études supérieures et renforce les difficultés d'adaptation. La majorité des étudiants chinois en France sont issus de catégories sociales moyennes et doivent compléter leurs ressources par un emploi salarié. De plus, si les étudiantes bénéficient plus souvent des soutiens financiers de la famille, elles ne sont pas nécessairement encouragées à faire des études aussi longues que les étudiants. Dans un contexte sociétal très patriarcales, les filles réduisent leur ambition professionnelle pour ne pas menacer le rôle dominant du futur mari. Enfin de compte, les étudiants ayant de fort bagage d'entrée (bon résultat antérieur, issu du milieu favorisé, etc) cumulent leurs avantages tout au long de la trajectoire. Ce phénomène incite à réfléchir sur le rôle de l'établissements supérieur dans la correction des inégalités sociales. Ceci est autant plus intéressant que dans le marché du travail, les diplômés de France sont souvent discriminés par les employeurs chinois vis-à-vis des candidats issus des établissements prestigieux américains dont les inscrits sont très sélectionnés selon leur capital financier.

Czarnitzki, D., Joosten, W., & Toivanen, O. (2021). **International student exchange and academic performance**. In *Working Papers of Department of Management, Strategy and Innovation, Leuven* (N° 671958). Consulté à l'adresse KU Leuven, Faculty of Economics and Business (FEB), Department of Management, Strategy and Innovation, Leuven website: <https://ideas.repec.org/p/ete/msiper/671958.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.

Gagnon, F., Bourque, D., & Marion, É. (2020). **Réussite scolaire et communauté éducative au Québec: enjeux du partenariat pour la réussite éducative.** *Les Sciences de l'éducation - Pour l'Ère nouvelle*, Vol. 53(2), 111-129. Consulté à l'adresse <https://www.cairn.info/revue-les-sciences-de-l-education-pour-l-ere-nouvelle-2020-2-page-111.htm>

Au Québec, les politiques publiques en éducation ciblent la mobilisation et la concertation des différents acteurs et partenaires des milieux éducatifs d'un même territoire géographique autour du thème de la réussite éducative. La présente étude s'intéresse ainsi aux formes de collaboration d'un groupe d'acteurs locaux provenant de divers champs d'intervention, ayant pour objet de structurer une action intersectorielle concertée autour de la réussite éducative. Elle montre que l'action structurée par la communauté éducative se retrouve paramétrée par différentes représentations de la réussite éducative. Également, bien que la collaboration dans la communauté éducative pour agir sur la réussite scolaire engage une diversité d'acteurs dans des relations multiples et complexes, elle ne parvient pas à rejoindre les acteurs de l'établissement scolaire. Un soutien et un accompagnement semblent ainsi nécessaires pour produire des changements et déplacer les normes existantes.

Morel, S., & Pesle, M. (2020). **Introduction – Approches territoriales et partenariales de la réussite éducative.** *Les Sciences de l'éducation - Pour l'Ère nouvelle*, 53(2), 9-20. Consulté à l'adresse [https://www.cairn.info/revue-les-sciences-de-l-education-pour-l-ere-nouvelle-2020-2-page-9.htm?WT.tsrc=cairnEmailAlert&WT.mc\\_id=LSDLE\\_532](https://www.cairn.info/revue-les-sciences-de-l-education-pour-l-ere-nouvelle-2020-2-page-9.htm?WT.tsrc=cairnEmailAlert&WT.mc_id=LSDLE_532)