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Veille de l'IREDU

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Acquisition de compétences

Chachkine, E., Jorro, A., Merhan, F., Frenay, M., & Chachkine, E. (2021). **Les apprentissages en parcours doctoral ou les transformations vécues dans les différents lieux de savoir**. In *Les formations professionnelles : s'engager entre différents contextes d'apprentissage* (p. 119-135). Consulté à l'adresse https://hal-cnam.archives-ouvertes.fr/hal-03434460

Foo, S. Y. (2021). **Using EASY framework to facilitate economics students' critical thinking in asynchronous online discussions**. *Asia Pacific Education Review*, *22*(4), 637-654. https://doi.org/10.1007/s12564-021-09695-9
Critical thinking (CT) is a 21st century skill that is essential for students to develop for the future workforce. One way that has found success in facilitating CT in students is asynchronous online discussions (AODs); however, the research does not reflect the impact of this medium specifically in the context of Economics education. This study therefore aims to investigate whether incorporating AODs in an Economics classroom using the Expressing, Asking, Summarising and Yielding (EASY) framework is effective at fostering CT in high school students. A case study approach was adopted in the current study. The findings reveal that the improvement in the students' CT abilities could be a result of the use of the EASY framework (as a scaffold) to shift students' thinking from lower to higher levels. Nevertheless, the improvement in students' thinking levels as shown in AODs may not be representative of all participants' ability to consistently think at a high level across the four AODs. Based on the findings of this study, implications and suggestions for future research have been discussed.

LEJOT, E., & MOLOSTOFF, L. (2021). **Une méthodologie adaptée pour mesurer l'évolution des compétences transversales des étudiants lors de mobilités internationales**. *Synergies pays germanophones*, (n° 14), 13-29, bibliogr. http://gerflint.fr/Base/Paysgermanophones14/lejot_molostoff.pdf
Avec la Covid 19, l'acquisition des compétences transversales par les étudiants en mobilité est-elle toujours possible ? Remodelées, les mobilités universitaires deviennent pour la plupart partiellement virtuelles. À partir des résultats du projet RECTEC+ (reconnaître les compétences transversales en lien avec l'employabilité et les certifications), l'article propose une méthodologie afin d'identifier les compétences transversales développées malgré la crise par les étudiants en mobilité à l'Université du Luxembourg

Li, Y., & Broido, E. M. (2021). **Self-authorship development in Chinese college students: a grounded theory approach**. *Asia Pacific Education Review*, *22*(4), 729-742. https://doi.org/10.1007/s12564-021-09713-w
Chinese higher education institutions would be more effective in assisting college graduates to meet the requirements of an increasingly complex society if they had a better understanding of Chinese college student development. Self-authorship theory, which was initially developed for use in the USA, is relevant to contemporary Chinese society's college graduate expectations. However, due to possible limitations on the application of this theory to different cultures, it is necessary to examine Chinese college students' self-authorship development rather than presuming there is a similarity to US students. In this study, we used a grounded theory approach to explore the self-authorship development in Chinese college students. Using purposeful and theoretical

sampling, we asked 13 junior and senior college students to share their significant college experiences, after which we conducted a constant comparative analysis. We found that while Chinese college students developed self-authorship during their undergraduate college years, they did not achieve full self-authorship by graduation. While the overall patterns of development in the epistemological, interpersonal, and intrapersonal domains were similar to those found in US students, there were distinctive aspects in each domain that were specific to Chinese higher education. We used the students' narratives on their college experiences to illustrate their journeys toward self-authorship.

Martinot, P., Dehaene, S., Bressoux, P., Huguet, P., Potier-Watkins, C., Sprenger-Charolles, L., & Ziegler, J. C. (2021). **Qu'apprend-on des évaluations de CP-CE1 ?** *Note du CSEN*, (2021-03), 12. Consulté à l'adresse https://www.reseau-canope.fr/fileadmin/user_upload/Projets/conseil_scientifique_education_nationale/Note_CSEN_2021_03.pdf

Depuis 2018, tous les élèves de CP bénéficient d'évaluations nationales qui mesurent leurs compétences en langage, en mathématiques et leur évolution jusqu'au début du CE1 : c'est le programme EvalAide, « Évaluer pour mieux aider ». L'objectif est d'identifier les besoins précis de chaque élève afin d'intervenir le plus tôt possible pour compenser une éventuelle difficulté ou un retard, et ainsi prévenir l'installation d'un déficit ou d'un découragement. Nous partageons ici les résultats d'analyses réalisées à partir de ces données. Ces résultats confirment que les évaluations sont à la fois sensibles et utiles : sensibles, parce qu'elles détectent des effets extrêmement fins, comme l'augmentation systématique des performances avec l'âge des élèves, mois après mois ; utiles, parce toutes les mesures effectuées en début de CP permettent d'anticiper sur le développement ultérieur du langage et des mathématiques de l'élève, et suggèrent ainsi à l'enseignant des priorités d'intervention. L'école joue son rôle en réduisant l'écart entre les établissements et les catégories sociales à mi-CP, avec un effet renforcé pour ceux qui bénéficient des réseaux d'éducation prioritaires (REP ou REP+). En revanche, ces écarts réapparaissent en partie en début de CE1 : les élèves de milieu favorisé consolident leurs acquis à travers l'été, ce qui n'est pas le cas des élèves de milieu défavorisé. Enfin, en mathématiques, aucune différence entre filles et garçons n'existe en début de CP. Cependant, quelques mois de scolarisation suffisent pour qu'un avantage apparaisse en faveur des garçons et croisse au cours de l'année. L'analyse montre que c'est bien la scolarisation, et non l'âge, qui cause cet écart. Nous proposons des pistes pour contrecarrer ce biais de genre.

Nunes Velho, A. (2020). ***Les émotions et les compétences socioémotionnelles mobilisées par un enseignant d'éducation physique débutant lors de la gestion de classe***. Consulté à l'adresse https://papyrus.bib.umontreal.ca/xmlui/handle/1866/25757

La gestion des situations difficiles par les enseignants en classe est l'un des grands défis de l'enseignement. Les situations de conflit peuvent mobiliser des émotions fortes chez eux. Par conséquent, ils sont susceptibles de développer des maladies physiques ou mentales (Carlotto, 2010; Lineback, McCarthy et Reiser, 2015). Certains en viennent à abandonner la profession. En raison du manque d'expérience des enseignants débutants, ils sont plus facilement sujets à l'épuisement professionnel, car leurs premières années d'expériences sont marquées par une phase de choc de la réalité, d'insécurité et de surcharges émotionnelles (Huberman, 1989; Pelletier, 2015). Certains chercheurs

ont étudié cette situation en quête de solutions pour aider les enseignants à gérer leurs émotions : les compétences socioémotionnelles (Collaborative for academic social and emotional learning, 2003; Yoder, 2014). Néanmoins, la majorité de ces recherches concernent les enseignants en salle de classe (Corcoran et Tormey, 2012; Zinsser, Deham, Curby et Shewark, 2015) et très peu présentent la situation des enseignants d'éducation physique débutants. Cette étude s'est penchée sur les émotions et les compétences socioémotionnelles d'un enseignant d'éducation physique débutant lors de la gestion de classe où il était interpellé par une situation difficile. Dans le cadre de notre recherche, nous avons choisi l'étude de cas. Cette recherche vise à cerner et décrire les émotions et identifier et comprendre les compétences socioémotionnelles mobilisées par le participant. Notre recherche est donc basée sur le paradigme interprétatif, car elle nous incite à comprendre la perspective du participant (Godoy, 1995). Nous avons constaté qu'il est possible d'acquérir ces compétences, malgré le manque de connaissances théoriques de l'enseignant à ce sujet. En fait, le participant a mobilisé toutes les cinq compétences socioémotionnelles à l'aide de cinq différentes ressources, qui sont : des expériences précédentes, des disciplines universitaires, des formations continues, des échanges avec les collègues de profession et, surtout de la psychothérapie personnelle.

Thomas, J. (2021, novembre 22). **L'argot de bureau : les « soft skills », ou le goût des bonnes manières**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/emploi/article/2021/11/22/l-argot-de-bureau-les-soft-skills-ou-le-gout-des-bonnes-manieres_6103106_1698637.html
Opposées aux « hard skills », compétences strictement professionnelles, les « soft skills » désignent les qualités attendues d'un salarié dans le monde du travail moderne.

Tuchszirer, M.-C. B. & C. (2021). **Open badges et reconnaissance professionnelle**. *La Vie des idées*. Consulté à l'adresse https://laviedesidees.fr/Open-badges-et-reconnaissance-professionnelle.html
Remplaçant les diplômes par la reconnaissance numérique d'une compétence, les "open badges" prennent aujourd'hui place dans les politiques de formations professionnelles. Quels en sont les avantages, les limites et les risques ? « Adieu diplômes, voici les badges ! » titre un article du Figaro Étudiant en 2012. De quoi s'agit-il et quel est donc le nouveau prétendant au remplacement de ces diplômes qui, depuis des décennies, suscitent en France tant de réactions ambivalentes, de la révérence à la (...)

Wedekind, V., Russon, J.-A., Ramsarup, P., Monk, D., Metelerkamp, L., & McGrath, S. (2021). **Conceptualising regional skills ecosystems: Reflections on four African cases**. *International Journal of Training and Development*, *25*(4), 347-362. https://doi.org/10.1111/ijtd.12251
In this article we address the debate on regional skills formation systems in Africa. We draw on the social ecosystems model (SEM) developed by Hodgson and Spours to analyse data from four case studies that reflect the complexities of African economies, rural and urban, formal and informal. The SEM model helps us focus on the three dimensions of a strong skills ecosystem: collaboration between a range of actors, key institutions and system leaders within the region (the horizontal); top-down policies, regulations, and funding streams that enable or constrain the regional skills ecosystem (the vertical); and the points where these two interact, often through mediation activities. In the case of the last of these three, our cases point to the importance of nurturing organisations which can provide SEM leadership, particularly in more fragile ecosystems.

Yet, in none of the cases, are public vocational institutions playing the strong anchor role envisaged in the model. The significance of the paper lies in three ways it develops the SEM in relation to regional skills ecosystems. First, we problematise the notion of a facilitatory state and place it within wider national and global webs of power. Second, we insist that the local or regional is always embedded in and networked into myriad national and international levels. This requires a more complex understanding of how social skills ecosystems operate. Third, the notion of an anchor institution requires further elaboration. In most social ecosystems these institutions need to be built or strengthened and a clearer understanding is required of the processes of institutionalisation and what mechanisms make it possible to build this capacity and sustain it over time.

WYSS, M. C., ROBINSON, J. P., & CURTISS WYSS, M. (2021). *Renforcer les capacités en lecture et calcul des enfants en Côte d'Ivoire : l'histoire de la mise à l'échelle du PEC*. Washington: Brookings institution. https://www.brookings.edu/wp-content/uploads/2021/10/BRO_CDI-Report-layout_FRE_WEB.1.pdf
La COVID-19 a entraîné une crise de l'apprentissage sans précédent privant plus d'un milliard d'enfants d'une éducation de qualité. Le rapport porte sur un laboratoire de mise à l'échelle en Côte d'Ivoire lancé par Brookings en 2019 avec le ministère de l'éducation nationale et de l'alphabétisation. Il s'articule autour du processus de mise en œuvre, d'adaptation et de mise à l'échelle du Programme d'enseignement ciblé (PEC), dirigé par le gouvernement, dans une approche de rattrapage scolaire visant à améliorer la lecture et le calcul en début de scolarité.

Aspects économiques de l'éducation

Agurto, M., Bazan, M., Hari, S., & Sarangi, S. (2021). **Women in Engineering: The Role of Role Models**. In *GLO Discussion Paper Series* (N° 975). Consulté à l'adresse Global Labor Organization (GLO) website: https://ideas.repec.org/p/zbw/glodps/975.html
Gender disparities in STEM fields participation are a major cause of concern for policymakers around the world. In addition to talent misallocation, low female enrollment rates in STEM careers contribute to gender-based inequalities in earnings and wealth, given the higher average level of earnings in these fields. This paper studies the effects of exposure to role models on female preferences for STEM majors. We conduct a randomized control trial where female senior students currently enrolled in engineering programs at an elite private university in Peru give talks about their experiences at randomly selected high schools. We find that exposure to this treatment increases high ability female students' preferences for engineering programs by 14 percentage points. The effect is only statistically significant for the subgroup of female students with baseline math scores in the top 25 percentile, and who reside close to the city where the role models' university is located. We also find positive but smaller effects on « low ability » male students. In a context where females are discouraged from enrolling in STEM fields, our results have important policy implications.

Behrman, J., Parker, S., Todd, P., & Zhang, W. (2021). **Prospering through Prospera: CCT Impacts on Educational Attainment and Achievement in Mexico**. In *Cambridge Working Papers in Economics* (N° 2178). Consulté à l'adresse Faculty of Economics, University of Cambridge website: https://ideas.repec.org/p/cam/camdae/2178.html
This paper develops and estimates a dynamic model of student enrollment, school choice, academic achievement and grade progression to evaluate the impacts of

Mexico's conditional cash transfer program Prospera on educational outcomes over grades 4-9. Academic achievement is measured by nationwide standardized test scores in mathematics and Spanish. Enrollment decisions are the outcomes of sequential decisions at each age from individualsâ€™ feasible choice sets, determined by the types of schools locally available and local-labor-market opportunities. The achievement production function has a value-added structure. Model parameters are estimated by maximum likelihood using nationwide administrative test-score data (the ENCEL data) combined with survey data from students and parents, census labor-market data, and geo-coded school-location data. The estimation approach controls for selective school enrollment in different types of schools, grade retention and unobserved heterogeneity. The results show that the Prospera program increases school enrollment and academic achievement for program beneficiaries in lower-secondary school grades (grades 7-9). The average test-score impacts are 0.09-0.13 standard deviations in mathematics and 0.03-0.05 standard deviations in Spanish. Students from the most disadvantaged backgrounds experience the largest impacts. The availability of telesecondary distance-learning schools is shown to be an important determinant of the Prospera programâ€™s impacts on educational outcomes.

Beretti, P.-A., & Drégoir, M. (2021). **161 milliards d'euros consacrés à l'éducation en 2020 : 7,0 % du PIB**. *Note d'information*, (21.38). Consulté à l'adresse https://www.education.gouv.fr/161-milliards-d-euros-consacres-l-education-en-2020-70-du-pib-325936
En 2020, la France a consacré 160,6 milliards d'euros à son système éducatif, soit 7,0 % du PIB. La crise sanitaire, qui fait de 2020 une année particulière, a des répercussions importantes sur le financement des dépenses d'éducation et en modifie la structure. Le rôle de l'État ainsi que celui des autres administrations publiques sont renforcés par différents dispositifs de soutien mis en place pour affronter la crise. En revanche, les ménages ont supporté de moindres dépenses d'éducation, notamment de cantine et d'internat à la suite de la fermeture des établissements pendant le premier confinement. De même, la contribution des collectivités territoriales a reculé en 2020, année de l'entrée en vigueur de la réforme du financement de l'apprentissage et des élections municipales. La dépense moyenne pour un élève ou un étudiant s'établit à 8 900 euros. Elle croît avec le niveau d'enseignement allant de 6 980 euros pour un écolier, 9 850 euros pour un élève du second degré et 11 580 euros pour un étudiant

Campbell, T., & Obolenskaya, P. (2021). **No such thing as a free lunch? Exploring the consistency, validity, and uses of the 'Free School Meals' (FSM) measure in the National Pupil Database**. In *CASE Papers* (N° /225). Consulté à l'adresse Centre for Analysis of Social Exclusion, LSE website: https://ideas.repec.org/p/cep/sticas/-225.html
This paper examines the existing literature on what the Free School Meals ('FSM') measure in the National Pupil Database (NPD) can proxy, and on ways in which the measure is used and understood. Through new empirical analyses of data for Reception-aged children in the NPD, and of the DWP's Household Below Average Income (HBAI) data, it then highlights inconsistencies and change in the characteristics of Reception pupils recorded as « FSM, » over time, place, and family background. It also suggests increased under-ascription of young children from low-income families / families living in poverty over the recent decade. Implications for research, interpretation, policy-making, and practice are critically discussed.

Chaisemartin, C., Daviot, Q., Gurgand, M., & Kern, S. (2021). **Lutter contre les inégalités dès la petite enfance: évaluation à grande échelle du programme Parler Bambin**. In *http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3447* [Report]. Consulté à l'adresse Institut des politiques publiques (France) website: http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3447
Quand un enfant issu d'un milieu défavorisé entre à l'école, il maitrise en moyenne moins bien le langage qu'un enfant issu d'un milieu favorisé. Ce désavantage le pénalisera dans ses apprentissages pendant sa scolarité, augmentera ses risques de décrochage et aura des conséquences sur ses conditions de vie futures. De nombreux travaux de recherche soutiennent que l'on peut cependant corriger cette situation dès la petite enfance, par exemple en introduisant des programmes de haute qualité éducative en crèche. Le programme Parler Bambin vise à former les professionnelles de crèche pour renforcer leurs connaissances et leurs pratiques quotidiennes dans le domaine du langage et de l'interaction langagière, et ainsi améliorer le développement langagier des jeunes enfants. Le programme a pour vocation de réduire ces inégalités précoces de développement langagier, dans l'espoir, à terme, de réduire les inégalités scolaires et socio-économiques. Cette étude évalue les effets du programme Parler Bambin sur les pratiques des professionnelles et sur le développement des enfants. Pour ce faire, nous avons mené une évaluation randomisée à grande échelle auprès de 94 crèches réparties sur le territoire de la France métropolitaine, en suivant des enfants issus de familles défavorisées.Nous avons travaillé avec ces crèches pendant trois années dans le but d'estimer des effets de court et de plus long termes.

Chu, S., & Wu, M. (2021). *Does the geographic clustering of universities promote their scientific research performance? Evidence from China* (GLO Discussion Paper Series N° 963). Consulté à l'adresse Global Labor Organization (GLO) website: https://econpapers.repec.org/paper/zbwglodps/963.htm
The fundamental purpose of university geographic clustering is to gather resources through « agglomeration » to improve the performance of higher education and scientific research. However, it has been debated whether university clusters can achieve the latter goal. With the help of the "quasi-experiment" of Chinese « University Towns » project in the 1990s, this study determines the impact of university clusters on scientific research performance. Panel data of 2000 colleges and universities from 1993 to 2017 in the compilation of scientific and technical statistics of Chinese higher education and time-varying difference in differences method are used. The results show that the cluster of colleges and universities have a significant negative impact on the scientific research performance due to technological dis-proximity and rising commuting costs. And the clustering effect is related to the number of participating schools and the level of the university. Therefore, university clustering cannot effectively promote the performance of scientific research and unable to bring agglomeration economies.

Chuan, A., & Zhang, W. (2021). *Non-College Occupations, Workplace Routinization, and the Gender Gap in College Enrollment* [Cambridge Working Papers in Economics]. Consulté à l'adresse Faculty of Economics, University of Cambridge website: https://econpapers.repec.org/paper/camcamdae/2177.htm
Women used to lag behind men in college enrollment but now exceed them. We argue that changes in non-college job prospects contributed to these trends. We first document that routine-biased technical change disproportionately displaced non-college occupations held by women. We next employ a shift-share instrument for the

impact of routinization to show that declining non-college job prospects for women increased female enrollment. Results show that a one percentage point decline in the share of routine task intensive jobs leads to a 0.6 percentage point rise in female college enrollment, while the effect for male enrollment is directionally smaller and insignificant. We next embed this instrumental variation into a dynamic model that links education and occupation choices. The model finds that routinization decreased returns to non-college occupations for women, leading them to shift to cognitive work and increasing their college premium. In contrast, non-college occupations for men were less susceptible to routinization. Altogether, our model estimates that workplace routinization accounted for 63% of the growth in female enrollment and 23% of the change in male enrollment between 1980 to 2000.

Cnossen, F., Piracha, M., & Tchuente, G. (2021). ***Learning the Right Skill: The Returns to Social, Technical and Basic Skills for Middle-Educated Graduates*** (GLO Discussion Paper Series № 979). Consulté à l'adresse Global Labor Organization (GLO) website: https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:zbw:glodps:979;terms=Learning%20the%20Right%20Skill%3A%20The%20Returns%20to%20Social%2C%20Technical%20and%20Basic%20Skills%20for%20Middle-Educated%20Graduates
Technological change and globalization have sparked debates on the changing demand for skills in western labour markets, especially for middle skilled workers who have seen their tasks replaced. This paper provides a new data set, which is based on text data from curricula of the entire Dutch vocational education system. We extract verbs and nouns to measure social, technical and basic skills in a novel way. This method allows us to uncover the skills middle-skilled students learn in school. Using this data, we show that skill returns vary across students specialized in STEM, economics or health, as well as across sectors of employment.

Contini, D., Di Tommaso, M. L., Muratori, C., Piazzalunga, D., & Schiavon, L. (2021). **The COVID-19 Pandemic and School Closure: Learning Loss in Mathematics in Primary Education**. In *IZA Discussion Papers* (№ 14785). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://ideas.repec.org/p/iza/izadps/dp14785.html
Italy was the first Western country hit by Covid-19 in February 2020, responding with a tight lockdown and full school closure until the end of the school year. This paper estimates the effect of the pandemic and school closure on the math skills of primary school pupils in Italy. We compare the learning achievements of two cohorts of pupils, the pre-Covid and the Covid cohort. For both cohorts, we match scores on the national standardised assessment in grade 2 with scores on a standardised test delivered by the researchers at the end of grade 3. The pandemic had a large negative impact on the pupils' performance in mathematics (-0.19 standard deviations). Among children of low-educated parents, the learning loss was larger for the best-performing ones (up to -0.51 s.d.) and for girls (-0.29 s.d.).

Cour des comptes. (2021). **La formation à la citoyenneté**. In *http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3441* [Report]. Consulté à l'adresse Cour des comptes (France) website: http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3441
La formation à la citoyenneté regroupe l'ensemble des actions publiques qui contribuent à apporter aux jeunes des connaissances relatives à la citoyenneté, promeuvent les comportements citoyens – comme le civisme et l'engagement social –, et leur offrent les

cadres pour les exercer. Alors qu'elle s'appuyait traditionnellement sur l'instruction civique dispensée à l'école et, pour les jeunes hommes, sur le service militaire, cette formation a connu une profonde transformation. Au cours de ces deux dernières décennies, les pouvoirs publics ont multiplié les initiatives, jusqu'à provoquer un empilement de dispositifs. Pour renforcer l'éducation à la citoyenneté, la Cour formule huit recommandations, qui visent également à conforter et à coordonner les dispositifs d'engagement des jeunes, ainsi qu'à en organiser le pilotage.

Dasgupta, A., & Karandikar, A. (2021). *Gender-Gap in Learning Outcomes under Rainfall Shocks: The Role of Gender Norms* (Working Paper N° 70). Consulté à l'adresse Ashoka University, Department of Economics website: https://econpapers.repec.org/paper/ashwpaper/70.htm

There is mixed evidence in the literature on the effect of rainfall shocks on educational outcomes for children in rural areas, with a limited understanding of how the gender-gap in education evolves in the face of such a shock. We posit that the vulnerability to climatic shocks can vary by the gender institutions of the setting which can have a bearing on the gender-gap in educational outcomes. On one hand, a negative productivity shock can lead to a disproportionate reduction in human capital outcomes for girls, as investments for girls may be more sensitive to income constraints. On the other hand, as the opportunity cost of schooling goes down in the face of a negative shock, it can translate into gains in educational outcomes, which are higher for female children in areas that favour female labour force participation. Leveraging the variation in cropping patterns that guide norms around female labor force participation (FLFP) in rural India, we examine how exposure to contemporaneous and past rainfall shocks aâ€‚effects learning outcomes for girls and boys. We find the widest gaps in outcomes in positive versus negative rainfall shock years for female children in regions that favour FLFP. We provide suggestive evidence that this is driven by increased participation in paid employment and full time domestic work during a positive rainfall shock.

Declercq, K., & Ooghe, E. (2021). **Should Higher Education Be Subsidized More?** In *CESifo Working Paper Series* (N° 9377). Consulté à l'adresse CESifo website: https://ideas.repec.org/p/ces/ceswps/_9377.html

Fiscal externalities arise if subsidies to higher education raise future net fiscal revenues. We investigate in which countries fiscal externalities provide a justification for increasing subsidies to higher education. First, we show that the marginal fiscal recovery rate, i.e. the ratio of the change in total net fiscal revenues and the change in total subsidy costs caused by a small change in tuition subsidies, is the key statistic: if larger than one, then a small increase in subsidies is unambiguously desirable. We also show that the marginal fiscal recovery rate depends on three sufficient statistics: the elasticity of participation with respect to subsidies, the success probability of the marginal student, and the ratio of the net fiscal revenue gain and the subsidy cost of a degree in tertiary education. Second, we use the sufficient statistics formula to approximate the marginal fiscal recovery rate in twenty OECD countries. The average marginal fiscal recovery rate is equal to 0.89, meaning that, on average, 0.89 euro is recovered of an increase in subsidies with one euro. This average hides substantial heterogeneity between countries. In six countries (Australia, Israel, the Netherlands, Ireland, the United Kingdom, and the United States), the marginal fiscal recovery rate is larger than one, implying that an increase in subsidies to higher education is unambiguously desirable in these countries. Third, to check the quality of our approximation, we also simulate the marginal fiscal

recovery rate for one country (Belgium) on the basis of a more detailed model that allows for heterogeneity between students. Reassuringly, this simulation provides a roughly similar result than the approximation for this country. Moreover, the more detailed model allows for additional simulations (e.g., to compute a maximal tuition level) that are not feasible with the sufficient statistics formula.

Getik, D., & Meier, A. N. (2021). **Early Socialization and the Gender Wage Gap**. In *Working Papers* (N° 2021:13). Consulté à l'adresse Lund University, Department of Economics website: https://ideas.repec.org/p/hhs/lunewp/2021_013.html
We study the impact of early socialization on gender inequality in the labor market. To this end, we link the gender environment in the primary-school cohort to later occupations and wages. We find that women exposed to more girls at this critical age earn more later on, leading to a reduction in the gender wage gap. We explore mechanisms and find that women exposed to a more female-dominated environment select into less gender-stereotypical occupations with higher wage potential. The gender environment at an early age, therefore, shapes career trajectories and lifetime earnings.

Gurantz, O., Sakoda, R., & Sarkar, S. (2021). *How Does the Elimination of State Aid to For-Profit Colleges Affect Enrollment? Evidence from California's Reforms* (Upjohn Working Papers and Journal Articles N° 21-356). Consulté à l'adresse W.E. Upjohn Institute for Employment Research website: https://econpapers.repec.org/scripts/a/abstract.pf?h=RePEc:upj:weupjo:21-356;terms=How%20Does%20the%20Elimination%20of%20State%20Aid%20to%20For-Profit%20Colleges%20Affect%20Enrollment%3F%20Evidence%20from%20California%E2%80%99s%20Reforms
This paper examines how financial aid reform based on postsecondary institutional performance impacts student choice. Federal and state regulations often reflect concerns about the private, for-profit sector's poor employment outcomes and high loan defaults, despite the sector's possible theoretical advantages. We use student-level data to examine how eliminating public subsidies to attend low-performing for-profit institutions impacts students' college enrollment and completion behavior. Beginning in 2011, California tightened eligibility standards for their state aid program, effectively eliminating most for-profit eligibility. Linking data on aid application to administrative payment and postsecondary enrollment records, this paper utilizes a difference-in-differences strategy to investigate students' enrollment and degree completion responses to changes in subsidies. We find that restricting the use of the Cal Grant at for-profit institutions resulted in significant state savings but led to relatively small changes in students' postsecondary trajectories. For older, nontraditional students we find no impact on enrollment or degree completion outcomes. Similarly, for high school graduates, we find that for-profit enrollment remains strong. Unlike the older, nontraditional students, however, there is some evidence of declines in for-profit degree completion and increased enrollment at community colleges among the high school graduates, but these results are fairly small and sensitive to empirical specification. Overall, our results suggest that both traditional and nontraditional students have relatively inelastic preferences for for-profit colleges under aid-restricting policies.

Hanushek, E. A., Jacobs, B., Schwerdt, G., Velden, R. van der, Vermeulen, S., & Wiederhold, S. (2021). **The Intergenerational Transmission of Cognitive Skills: An Investigation of the Causal Impact of Families on Student Outcomes**. In *CESifo Working*

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Paper   Series   (N°   9388).   Consulté   à   l'adresse   CESifo   website: https://ideas.repec.org/p/ces/ceswps/_9388.html
The extensive literature on intergenerational mobility highlights the importance of family linkages but fails to provide credible evidence about the underlying family factors that drive the pervasive correlations. We employ a unique combination of Dutch survey and registry data that links math and language skills across generations. We identify a causal connection between cognitive skills of parents and their children by exploiting within-family between-subject variation in these skills. The data also permit novel IV estimation that isolates variation in parental cognitive skills due to school and peer quality. The between-subject and IV estimates of the key intergenerational persistence parameter are strikingly similar and close at about 0.1. Finally, we show the strong influence of family skill transmission on children's choices of STEM fields.

Jacobs, B., & van der Velden, R. (2021). ***Exploring the uncharted waters of educational mobility: The role of key skills*** (ROA Research Memorandum N° 006). Consulté à l'adresse Maastricht University, Research Centre for Education and the Labour Market (ROA) website: https://econpapers.repec.org/paper/unmumaror/2021006.htm
For decades, researchers tried to get a deeper understanding of the intergenerational transmission of education to shed light on inequality of educational opportunities (IEO) that determine social mobility. The underlying drivers of IEO can stem from three types of parental resources: parent's key skills (i.e., proficiency in important domains like math and language), parent's soft skills (i.e., the skills needed to navigate successfully in education), and parent's financial resources. Previous research was not able to accurately distinguish between the contributions of these different resources, mainly because adequate data on the intergenerational transmission of key skills was missing. This study aims to fill this gap. We developed a unique and unparalleled dataset, the Intergenerational Transmission of Skills (ITS) dataset, combining key skills of more than 25,000 Dutch parents and their children measured with the same test at age 12 with detailed information on the educational pathways and household income. We demonstrate that parent's key skills is the most important mechanism driving IEO. One standard deviation increase in parent's key skills is associated with almost one-third of a standard deviation increase in the key skills of their offspring. The intergenerational transmission of key skills accounts for 50-60% of the effect of all measured resources available in the family. The role of financial resources available to the family is a bit stronger than the role of parent's soft skills, accounting for some 25-30% of the total effect of family resources, with parent's soft skills taking up some 20-25%.

Jacobs, V., Rycx, F., & Volral, M. (2021). **Wage Effects of Educational Mismatch According to Workers' Origin: The Role of Demographics and Firm Characteristics**. In *Working Papers CEB* (N° 21-018). Consulté à l'adresse ULB -- Universite Libre de Bruxelles website: https://ideas.repec.org/p/sol/wpaper/2013-333938.html
This paper examines the influence of educational mismatch on wages according to workers' region of birth, taking advantage of our access to rich matched employer-employee data for the Belgian private sector for the period 1999-2010. Using a fine-grained approach to measuring educational mismatch and controlling for a large set of covariates, we first find that workers born in developed countries benefit from positive wage returns to their years of attained-, required and over-education, and that these returns are significantly higher for them than for their peers born in developing countries. Second, our results show that the wage return to a year of over-education is positive but

lower than that to a year of required education. This suggests that over-educated workers suffer a wage penalty compared to their well-matched former classmates (i.e. workers with the same level of education in jobs that match their education). However, the magnitude of this wage penalty is found to vary considerably depending on the origin of the workers. Indeed, all else being equal, our estimates show that it is much greater for workers from developing countries – especially for those born in Africa and the Middle and Near East – than for those from developed countries. Regardless of workers' origin, our estimates further indicate that the wage penalty associated with over-education is higher for workers who: i) have attained tertiary education, ii) are male, iii) have more seniority in employment, iv) are employed in smaller firms, and v) are covered by a collective agreement at the firm level. Yet, whatever the moderating variable under consideration, the estimates also show that the wage penalty associated with over-education remains higher for workers born in developing countries.

Jarraud, F. (2021, novembre 23). **La dépense d'éducation en baisse en 2020**. Consulté 24 novembre 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/11/23112021Article637732477 004493817.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0o RbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=513244
En 2020 la France a consacré 160 milliards à son système éducatif en recul de 3% par rapport à 2019 (165 milliards). Si la crise sanitaire explique en partie ce recul, il n'en reste pas moins que la dépense par élève recule nettement alors même que la France dépense nettement moins que les autres pays développés.

Kaiser, T., & Oberrauch, L. (2021). **Economic education at the expense of indoctrination? Evidence from Germany**. In *EconStor Preprints* (N° 245801). Consulté à l'adresse ZBW - Leibniz Information Centre for Economics website: https://ideas.repec.org/p/zbw/esprep/245801.html
We study the impact of a recent curriculum reform introducing mandatory economic education in higher-track secondary schools in Southwest Germany. The curriculum reform provides the opportunity to leverage the exogenous variation in exposure to economic education relative to the previous cohort not affected by the reform. One year after exposure to the mandate, we observe positive treatment effects on test scores measuring cognitive elements of economic competence only for students with high test scores at baseline. Two years after exposure to the mandate, we find positive treatment effects on test scores across the entire distribution, as well as socio-emotional skills relevant to financial decision making while we do not observe effects on self-reported financial behaviors. At the same time, we find no changes in social preferences and normative attitudes that could give rise to concerns of indoctrination effects regarding students' views on profit maximization and the market mechanism.

Koji, I., Hirotake, I. T. O., Makiko, N., & Shintaro, Y. (2021). **Is Entering a Selective School the Ultimate Goal or Just a Start? The Effect of Ordinal Rank on Academic Achievement and College Quality in a Selective Secondary School**. In *Discussion papers* (N° 21086). Consulté à l'adresse Research Institute of Economy, Trade and Industry (RIETI) website: https://ideas.repec.org/p/eti/dpaper/21086.html
Using administrative data from one of the most selective secondary schools in Japan, this paper shows that students' ordinal rank in their first exam at the school has a significant positive effect not only on their subsequent test scores but also on the quality

of the college by which they are accepted after school. This may explain why students with a lower rank based on the exams in their early days of school life remain low achievers in later school years, which is referred to as the « deep-sea-fish » phenomenon. The results imply that attending a selective school should not be the ultimate goal because achieving a good grade in the first exam after enrollment is important for subsequent accomplishment.

Mackenzie, L. (2022). **A Case of Capability Expansion or Capability Reduction? An Exploration of Loan Recipients' Views of ICETEX: Colombia's Higher Education Student Loans Institute**. *Journal of Hispanic Higher Education*, *21*(1), 82-111. https://doi.org/10.1177/1538192720920071
A government-established student loans institute known as Instituto Colombiano de Credito Educativo y Estudios Tecnicos en el Exterior (ICETEX) has been instrumental in improving access to higher education in Colombia. This article uses the capability approach to analyze the ways in which ICETEX has contributed to loan recipients' well-being and identify which capabilities loan recipients have reason to value. Evidence from qualitative interviews with eight participants reveals that, due to an intersecting set of conversion factors and capabilities, ICETEX both enables and constrains participants' capabilities.

Mazur, K. (2021). **A note on pessimism in education and its economic consequences**. *The Journal of Economic Inequality*, *19*(4), 773-783. https://doi.org/10.1007/s10888-021-09486-7
Investigating interaction of the lumpy nature of educational investments and informational frictions on returns to and costs of education, I show that pessimistic beliefs can be self-confirmed in equilibrium. Among some of its consequences, I argue that the commonly pursued research methods may not always identify the true underlying skill distributions.

Nursamsu, S., Adiwijoyo, W. H., & Rahmawati, A. (2021). **Education for All? Assessing the Impact of Socio-economic Disparity on Learning Engagement During the COVID-19 Pandemic in Indonesia**. In *Working Papers* (N° DP-2021-41). Consulté à l'adresse Economic Research Institute for ASEAN and East Asia (ERIA) website: https://ideas.repec.org/p/era/wpaper/dp-2021-41.html
This paper attempts to shed light on the impact of socio-economic disparity on learning engagement during the COVID-19 pandemic in Indonesia. Utilising search intensity data from Google Trends, school data from Dapodik (Education Core Database), and socio-economic data from the National Socioeconomic Survey, we conduct descriptive analysis, an event study, and difference-in-difference estimations. First, school quality differs in terms of the regions' development level, especially between western and eastern Indonesia. However, densely populated and well-developed areas generally have lower offline classroom availability. In addition, the quality of public schools is generally lower than private schools. Second, our estimation results show that only online-classroom related search intensity that increased significantly after school closures on 16 March 2020, not in self-learning related search intensity. Further the analysis shows that socio-economic disparity within provinces widens the gap in online learning engagement, albeit with weak evidence from per capita expenditure. Interestingly, provinces with a higher inequality and rural population tend to have higher self-learning related search intensity due to students' necessity to compensate for low learning quality

from schools. In addition, technology adoption does not seem to give much of an increase to online-classroom related search intensity but contributes to lower self-learning related search intensity due to increased academic distraction. Our study provides evidence for the Indonesian government to make more precise policy in improving learning quality during the pandemic.

Ouedraogo, R., & Syrichas, N. (2021). **Intergenerational Social Mobility in Africa Since 1920**. In *IMF Working Papers* (N° 2021/215). Consulté à l'adresse International Monetary Fund website: https://ideas.repec.org/p/imf/imfwpa/2021-215.html
The COVID-19 crisis has a severe impact on education and employment and exposed the many social inequities that make some populations more vulnerable to shocks. Despite a vast literature on social mobility in advanced economies, little is known about it in African countries, mainly due to data limitations. Using a large harmonized dataset of more than 72 million individuals, we fill this gap and examine socioeconomic status mobility across generations, measured by educational and occupational attainment. We uncover the substantial geographical variations in the degree of upward/downward educational and occupational mobility across and within African countries, and the gender and rural/urban divide. Additionally, we explore the determinants of social mobility in the African region. We find that social mobility on the continent could be partly explained by observable individual characteristics (gender, marital status, age, etc.), and that educational mobility is a driver of occupational mobility. Lastly, we show that the quality of institutions, the level of public spending on education, social protection coverage, natural resource endowments, and countries' fragility are strong predictors of social mobility in Africa.

Stockhausen, M. (2021). **Like father, like son? A comparison of absolute and relative intergenerational labour income mobility in Germany and the US**. *The Journal of Economic Inequality, 19*(4), 667-683. https://doi.org/10.1007/s10888-021-09483-w
Are children better off than their parents? This highly debated question in politics and economics is investigated by analysing the trends in absolute and relative intergenerational labour income mobility for Germany and the US. High quality panel data is used for this purpose; the SOEP for Germany and the PSID for the US. In Germany, 67% of sons born between 1955 and 1975 earned a significantly higher real long-run labour income than their fathers. Those with fathers from the lowest earnings bracket were particularly mobile in absolute terms. In contrast, the fraction of US sons earning more than their fathers is 60% on average for the same cohorts. Their share decreased from 66% in the 1956–60 birth cohort to 48% in the 1971–75 birth cohort, while it changed very little in Germany. Overall, absolute as well as relative labour income mobility is larger in Germany than in the US. This indicates that economic growth has been distributed more broadly in Germany than in the US. While the majority of German males has been able to share in the country's rising prosperity and are better off than their fathers, US males continue to lose ground. Hence, Chetty et al. (Science 356:398–406, 2017) seem to be right when they say that the American Dream is slowly fading away.

Aspects psychologiques de l'éducation

Acosta, A. A., & Guthrie, K. L. (2022). **Haciendose un Líder: Leadership Identity Development of Latino Men at a Predominantly White Institution**. *Journal of Hispanic Higher Education*, *21*(1), 112-125. https://doi.org/10.1177/1538192720932472
There is limited literature on how race influences leadership identity development. Using a case study methodology, this research explores the influence of race on the leadership identity development of Latino men at a Predominately White Institution. This study revealed that the leadership identity development model was applicable to participants, with Yosso's (2005) cultural wealth and cultural heritage identified as missing components in the developmental influences and developing self categories, respectively.

Agarwal, P. K., Nunes, L. D., & Blunt, J. R. (2021). **Retrieval Practice Consistently Benefits Student Learning: a Systematic Review of Applied Research in Schools and Classrooms**. *Educational Psychology Review*, *33*(4), 1409-1453. https://doi.org/10.1007/s10648-021-09595-9
Given the growing interest in retrieval practice among educators, it is valuable to know when retrieval practice does and does not improve student learning—particularly for educators who have limited classroom time and resources. In this literature review, we developed a narrow operational definition for "classroom research" compared to previous reviews of the literature. We screened nearly 2000 abstracts and systematically coded 50 experiments to establish a clearer picture of benefits from retrieval practice in real world educational settings. Our review yielded 49 effect sizes and a total n = 5374, the majority of which (57%) revealed medium or large benefits from retrieval practice. We found that retrieval practice improved learning for a variety of education levels, content areas, experimental designs, final test delays, retrieval and final test formats, and timing of retrieval practice and feedback; however, only 6% of experiments were conducted in non-WEIRD countries. Based on our review of the literature, we make eight recommendations for future research and provide educators with a better understanding of the robust benefits of retrieval practice across a range of school and classroom settings.

Bernacki, M. L., Greene, M. J., & Lobczowski, N. G. (2021). **A Systematic Review of Research on Personalized Learning: Personalized by Whom, to What, How, and for What Purpose(s)?** *Educational Psychology Review*, *33*(4), 1675-1715. https://doi.org/10.1007/s10648-021-09615-8
Teachers, schools, districts, states, and technology developers endeavor to personalize learning experiences for students, but definitions of personalized learning (PL) vary and designs often span multiple components. Variability in definition and implementation complicate the study of PL and the ways that designs can leverage student characteristics to reliably achieve targeted learning outcomes. We document the diversity of definitions of PL that guide implementation in educational settings and review relevant educational theories that could inform design and implementation. We then report on a systematic review of empirical studies of personalized learning using PRISMA guidelines. We identified 376 unique studies that investigated one or more PL design

features and appraised this corpus to determine (1) who studies personalized learning; (2) with whom, and in what contexts; and (3) with focus on what learner characteristics, instructional design approaches, and learning outcomes. Results suggest that PL research is led by researchers in education, computer science, engineering, and other disciplines, and that the focus of their PL designs differs by the learner characteristics and targeted outcomes they prioritize. We further observed that research tends to proceed without a priori theoretical conceptualization, but also that designs often implicitly align to assumptions posed by extant theories of learning. We propose that a theoretically guided approach to the design and study of PL can organize efforts to evaluate the practice, and forming an explicit theory of change can improve the likelihood that efforts to personalize learning achieve their aims. We propose a theory-guided method for the design of PL and recommend research methods that can parse the effects obtained by individual design features within the "many-to-many-to-many" designs that characterize PL in practice.

Bowers, J. S. (2021). **Yes Children Need to Learn Their GPCs but There Really Is Little or No Evidence that Systematic or Explicit Phonics Is Effective: a response to Fletcher, Savage, and Sharon (2020)**. *Educational Psychology Review*, *33*(4), 1965-1979. https://doi.org/10.1007/s10648-021-09602-z
Fletcher, Savage, and Sharon (Educational Psychology Review, 2020) have raised a number of conceptual and empirical challenges to my claim that there is little or no evidence for systematic phonics (Bowers, Educational Psychology Review, 32, 681–705, 2020). But there are many mistakes, mischaracterizations, and omissions in the Fletcher et al. response that not only obscure the important similarities and differences in our views but also perpetuate common mischaracterizations of the evidence. In this response, I attempt to clarify a number of conceptual confusions, perhaps most importantly, the conflation of phonics with teaching GPCs. I do agree that children need to learn their GPCs, but that does not entail a commitment to systematic or any other form of phonics. With regard to the evidence, I respond to Fletcher et al.'s analysis of 12 meta-analyses and briefly review the reading outcomes in England following over a decade of legally mandated phonics. I detail why their response does not identify any flaws in my critique nor alter my conclusion that there is little or no support for the claim that phonics by itself or in a richer literacy curriculum is effective. We both agree that future research needs to explore how to combine various forms of instruction most effectively, including an earlier emphasis of morphological instruction, but we disagree that phonics must be part of the mix. I illustrate this by describing an alternative approach that rejects phonics, namely, Structured Word Inquiry.

Brod, G. (2021). **Generative Learning: Which Strategies for What Age?** *Educational Psychology Review*, *33*(4), 1295-1318. https://doi.org/10.1007/s10648-020-09571-9
Generative learning strategies are intended to improve students' learning by prompting them to actively make sense of the material to be learned. But are they effective for all students? This review provides an overview of six popular generative learning strategies: concept mapping, explaining, predicting, questioning, testing, and drawing. Its main purpose is to review for what ages the effectiveness of these strategies has been demonstrated and whether there are indications of age-related differences in their effectiveness. The description of each strategy covers (1) how it is supposed to work, (2) the evidence on its effectiveness in different age groups, and (3) if there are age-related differences in its effectiveness. It is found that while all six generative learning strategies

reviewed have proven effective for university students, evidence is mixed for younger students. Whereas some strategies (practice testing, predicting) seem to be effective already in lower-elementary-school children, others (drawing, questioning) seem to be largely ineffective until secondary school. The review closes with a call for research on the cognitive and metacognitive prerequisites of generative learning that can explain these differences.

Butterfuss, R., & Kendeou, P. (2021). **KReC-MD: Knowledge Revision with Multiple Documents**. *Educational Psychology Review*, *33*(4), 1475-1497. https://doi.org/10.1007/s10648-021-09603-y
The aim of this paper is two-fold. The first aim is to review the core representational and processing aspects of influential accounts of single-document and multiple-document comprehension with a particular emphasis on how readers negotiate conflicting information during reading. This review provides the groundwork for the second aim—to expand our current account of knowledge revision during reading of single documents to multiple documents. The product of this expansion is an initial conceptualization of the Knowledge Revision Components Framework–Multiple Documents (KReC-MD). This initial conceptualization presents the theoretical foundation necessary for future empirical work and further refinement.

Castro-Alonso, J. C., de Koning, B. B., Fiorella, L., & Paas, F. (2021). **Five Strategies for Optimizing Instructional Materials: Instructor- and Learner-Managed Cognitive Load**. *Educational Psychology Review*, *33*(4), 1379-1407. https://doi.org/10.1007/s10648-021-09606-9
Researchers of cognitive load theory and the cognitive theory of multimedia learning have identified several strategies to optimize instructional materials. In this review article we focus on five of these strategies or solutions to problematic instructional designs in multimedia learning: (a) the multimedia principle (use visualizations and drawings to complement texts); (b) the split-attention effect or spatial contiguity principle (show texts contiguously or integrated with visualizations); (c) the redundancy effect, alike the coherence principle (remove nonessential learning information); (d) the signaling principle (cue or signal essential learning information); and (e) the transient information effect or segmenting principle (segment or control the pace of animations and videos). Usually, both cognitive theories have investigated solutions that instructors, teachers, and designers should pursue to optimize students' learning. Here, in a novel approach, we show that these strategies can also be used by learners who want to self-manage their cognitive load and learning process. We provide several examples of both instructor- and learner-managed solutions aligned with these strategies. When assessing which agent, either the instructor or the learner, was most effective, we observed mixed results in the literature. However, the expertise reversal effect may help predict the direction of these effects: novice students may learn better under instructor-managed conditions, whereas more expert students may learn more under learner-managed conditions.

Chen, O., Paas, F., & Sweller, J. (2021). **Spacing and Interleaving Effects Require Distinct Theoretical Bases: a Systematic Review Testing the Cognitive Load and Discriminative-Contrast Hypotheses**. *Educational Psychology Review*, *33*(4), 1499-1522. https://doi.org/10.1007/s10648-021-09613-w
Spaced and interleaved practices have been identified as effective learning strategies which sometimes are conflated as a single strategy and at other times treated as distinct.

Learning sessions in which studying information or practicing problems are spaced in time with rest-from-deliberate-learning periods between sessions generally result in better learning outcomes than massed practice without rest-from-deliberate-learning periods. Interleaved practice also consists of spaced sessions, but by interleaving topics rather than having rest-from-deliberate-learning periods. Interleaving is usually contrasted with blocking in which each learning topic is taught in a single block that provides an example of massed practice. The general finding that interleaved practice is more effective for learning than blocked practice is sometimes attributed to spacing. In the current paper, the presence of rest-from-deliberate-learning periods is used to distinguish between spaced and interleaved practice. We suggest that spaced practice is a cognitive load effect that can be explained by working memory resource depletion during cognitive effort with recovery during rest-from-deliberate-learning, while interleaved practice can be explained by the discriminative-contrast hypothesis positing that interleaving assists learners to discriminate between topic areas. A systematic review of the literature provides evidence for this suggestion.

Dose, É., Desrumaux, P., & Garcia, G. M. (2021). **L'alternance travail-études : impacts de l'estime de soi et de l'auto-efficacité sur la santé psychologique via le sens du travail**. *L'orientation scolaire et professionnelle*, *50*(3), 389-415. https://doi.org/10.4000/osp.14453
La nécessité pour les alternant·e·s de concilier deux mondes, académique et du travail, a des effets sur le bien-être et l'engagement au travail. Cet article teste les effets de l'estime de soi (ES), du sentiment d'efficacité personnelle (SEP) sur le bien-être et l'engagement, et le rôle médiateur du sens du travail. Cette étude a été réalisée au moyen de questionnaires auto-administrés auprès d'alternant·e·s (N = 126). Les résultats indiquent que le sens du travail médiatise les liens entre l'ES, le SEP, le bien-être psychologique et l'engagement dans le travail. Ils soulignent l'importance de ces processus et leur impact sur le bien-être et l'engagement au travail des alternant·e·s.

Espinosa, G. (2021). *De l'affectivité et des émotions de l'élève dans son expérience scolaire. Perspective de développement global de l'enfant pour son bien-être et sa réussite* (Thesis, Université Paris 8 Vincennes Saint-Denis). Consulté à l'adresse https://hal.univ-lorraine.fr/tel-03438872
Ma note de synthèse d'HDR vise à rendre explicites des liens existants, mais implicites, entre divers objets de recherche que j'étudie et sur lesquelles je publie de façon séparée : l'affectivité et les émotions de l'élève dans l'apprentissage, dans son expérience scolaire, dans ses rapports au savoir et à l'enseignant ; la relation enseignant-élève et l'affectivité dans cette relation ; le rôle des pairs dans l'expérience scolaire de l'élève ; le bien-être de l'élève à l'école ; sa réussite. Elle vise également à rendre compte des lignes de force – globales ou spécifiques – et des apports que je propose aux champs des sciences de l'éducation, à partir de travaux menés sur ces objets. Elle indique enfin des questions vives et des limites, points d'ancrage de mes perspectives de recherche. Mes objets sus-cités me permettent de délimiter un champ de recherche dans lequel j'inscris ces objets. Si c'est au prisme des sciences de l'éducation que je les investis d'abord – notamment dans le cadre de mon travail doctoral (Espinosa, 2001, 2003) –, c'est également au prisme de la psychologie culturelle (Barth, 1995 ; Bruner, 1991 ; Trifanescu, 2019) et de la psychologie positive (Gable & Haidt, 2011 ; Lecomte, 2011 ; Seligman & Csikszentmihalyi, 2000, 2011) que je les investis aujourd'hui. J'opère ainsi une ouverture théorique, me permettant, plus clairement, de saisir la portée scientifique de mes objets de recherche – ainsi que les pistes d'intervention qu'ils ouvrent – et de définir

mes perspectives de recherche. Trois grandes parties structurent ma note de synthèse. Dans une première partie, je présente mes délimitations et problématisations théoriques, expliquant la progression de mes ancrages théoriques, de la question de l'affectivité dans l'expérience scolaire de l'élève en général et dans ses rapports à l'école, au savoir et à l'enseignant en particulier aux questions du développement global de l'enfant et de l'adolescent et du bien-être et de la réussite de ces derniers. Dans une deuxième partie, j'explique mes positionnements, épistémologiques et méthodologiques. Au centre de mes positionnements, je développe ma posture épistémologique et méthodologique, à l'écoute de la voix de l'enfant et de l'adolescent d'une part, pluri-instrumentée d'autre part. Dans une troisième partie, je présente mes contributions – rendues possibles par la présentation de mes délimitations et problématisations théoriques d'abord et de mes positionnements épistémologiques et méthodologiques ensuite – et perspectives de recherche. Ces présentations successives me permettent de souligner et de mieux comprendre le rôle et la place d'importance de l'affectivité et des émotions de l'élève à l'école dans son expérience scolaire, tant dans sa dimension relationnelle et sociale que dans sa dimension intellectuelle et cognitive. Ces présentations me permettent également de mieux cerner les limites ou manques de ces contributions de recherche et, ainsi, de rédiger mes perspectives de recherche. Ma note de synthèse se termine par une conclusion générale dans laquelle j'esquisse un projet éducatif de société dont les trois clefs de voûte sont la régulation émotionnelle, la maturité relationnelle et la disponibilité intellectuelle.

Feldon, D. F., & Litson, K. (2021). **Modeling Theories and Theorizing Models: an Attempted Replication of Miller-Cotto & Byrnes' (2019) Comparison of Working Memory Models Using ECLS-K Data**. *Educational Psychology Review*, *33*(4), 1907-1934. https://doi.org/10.1007/s10648-021-09596-8
Working memory is an essential mechanism in the cognitive learning process. However, its definitions and mechanisms remain a topic of debate. Miller-Cotto and Byrnes (Journal of Educational Psychology, 112(5), 1074–1084, 2020) reported a comparison of three models of working memory to determine which best accounted for data obtained from a national US dataset of young children over time (Early Childhood Longitudinal Study of Kindergarten). In comparing these models, which they derived from competing theories of working memory, they found that (1) one of the tested models best fit the available data and (2) the model parameters were similar across content domains, concluding that one specific theory of working memory was best supported. The study reported here is an attempted replication of this work. We implemented a multi-phase effort at replication, first undertaking a review of the literature surrounding competing theories of working memory to aid interpretation of results, then attempting a direct replication, and lastly applying an alternative modeling technique to appropriately differentiate between between- and within-person variance. Neither effort succeeded in fully replicating the original findings. Instead, we found that parsing between- and within-person variance is an essential strategy for appropriately interpreting the relationships between working memory and domain learning. Doing so led to support for different models across domains, and interpretation of aspects of these models through the lens of relevant theory suggested alternative strategies for examining these issues in future research.

Ferreira, J. M. (2021). **What If We Look at the Body? An Embodied Perspective of Collaborative Learning**. *Educational Psychology Review*, *33*(4), 1455-1473. https://doi.org/10.1007/s10648-021-09607-8

The bodily experiences and implications of understanding the functioning of the human brain–body mechanism has been a center of attention in the field of cognitive neurosciences for over two decades. Research in this field has enlarged the theories of learning and development, and contributed to changes in educational practices involving language processing, mathematics, and spatial thinking; however, these changes have not yet been applied to the analysis of transversal competencies such as collaborative learning. The aim of this paper is to bridge the theoretical and applied advances in the field of embodied cognition, specifically collaborative learning. The definitions, theoretical frameworks, and current methodological approaches in the field of collaborative learning are reviewed, with a particular focus on those studies that have investigated interactive dynamics in collaborative situations. The need to take the field further by exploring the theoretical perspective of embodied cognition as a possibility that can open the field is also presented. The relevance of investigating learning in groups by analyzing bodily engagements and intersubjectivity is demonstrated and methodological considerations are raised.

Gill, A., Trask-Kerr, K., & Vella-Brodrick, D. (2021). **Systematic Review of Adolescent Conceptions of Success: Implications for Wellbeing and Positive Education**. *Educational Psychology Review*, *33*(4), 1553-1582. https://doi.org/10.1007/s10648-021-09605-w
Identifying different conceptions of success and how these relate to wellbeing is an important area of research. These insights would be especially beneficial for young people who can be guided through school education to reflect on core values, life goals, and indices of success to promote aspirations that will be conducive to wellbeing. Through a systematic review of the empirical and grey literature, we identify and review 17 studies investigating secondary-school students' (12–18 years) success conceptions and their association with various components of wellbeing. Results indicate that this area of research has received scant attention in the literature. Nevertheless, there is preliminary evidence to suggest that adolescents value intrinsic success such as self-actualisation, personal satisfaction, and connection and that particular patterns of success beliefs associated with personal development and goal striving relate positively to wellbeing. This is consistent with fulfilling the basic psychological needs of autonomy, relatedness, and competency that are associated with internalised motivation and enhanced wellbeing. These insights can guide the content of education programmes focused on identifying life values and aspirations whilst concurrently fostering wellbeing. In addition, gender and developmental stage should be taken into consideration when developing success and wellbeing educational initiatives.

Grugan, M. C., Hill, A. P., Madigan, D. J., Donachie, T. C., Olsson, L. F., & Etherson, M. E. (2021). **Perfectionism in Academically Gifted Students: A Systematic Review**. *Educational Psychology Review*, *33*(4), 1631-1673. https://doi.org/10.1007/s10648-021-09597-7
Perfectionism has long been recognised as a psychological factor that can enhance or interfere with the healthy adjustment of young students who are academically gifted. However, it is apparent from existing research that a wide range of methods have been adopted to study perfectionism in this population. To identify what is currently known about perfectionism among these students and what future work needs to be undertaken, a systematic review of existing research is required. The aim of our study was to provide a first such review. In doing so, we utilised the two-factor perfectionism model which differentiates between perfectionistic strivings (PS) and perfectionistic concerns (PC). A systematic literature search returned 36 studies examining perfectionism in young

students identified as academically gifted that varied in study characteristics, methodological quality, and findings. Of these studies, 24 adopted a variable-based approach to examining perfectionism (i.e., examined PS and PC) and 12 adopted a group-based approach to examining perfectionism (i.e., examined groups with varying levels of PS and PC). The findings show that the distinction between PS and PC is extremely important. Specifically, while PC are likely to be uniformly debilitating for students who are academically gifted, PS are associated with more mixed outcomes. This is also the case when the two dimensions of perfectionism are considered in combination, with levels of PC being the key factor in determining the outcomes associated with perfectionism. Future research needs to build on the existing evidence base in a systematic fashion and prioritise longitudinal research and intervention studies.

Hu, L., Chen, G., Li, P., & Huang, J. (2021). **Multimedia Effect in Problem Solving: A Meta-Analysis**. *Educational Psychology Review*, *33*(4), 1717-1747. https://doi.org/10.1007/s10648-021-09610-z
Pictures are commonly used to represent problems. However, it is unclear how the addition of pictures affects students' problem-solving performance. The multimedia effect in problem solving describes the phenomenon whereby an individual's problem-solving performance is enhanced when equivalent pictures are added to illustrate or replace part of the problem text. Using meta-analytic techniques, this study sought to determine the overall size of the multimedia effect in problem solving and the possible boundary conditions (k = 51; N = 38,987; Range n = 10 – 31,842; Median n = 63). The results showed a significant small-to-medium multimedia effect size on response accuracy (Hedges's g = 0.32) and a significant medium-to-large multimedia effect size on students' response certainty (Hedges's g = 0.74), but no significant multimedia effect on response time. The results for the effects of decorative pictures were not sufficient for a reliable interpretation. Representational (Hedges's g = 0.24) and organizational (Hedges's g = 0.52) pictures had a significant and positive impact on response accuracy, but informational or multiple pictures across studies did not have a significant aggregate effect on an individual's response accuracy. These findings suggest that the multimedia effect in problem solving is diverse and limited by multiple boundary conditions. Further primary studies are needed to further investigate the multimedia effect in problem solving.

Hui, L., de Bruin, A. B. H., Donkers, J., & van Merriënboer, J. J. G. (2021). **Does Individual Performance Feedback Increase the Use of Retrieval Practice?** *Educational Psychology Review*, *33*(4), 1835-1857. https://doi.org/10.1007/s10648-021-09604-x
The testing effect—the power of retrieval practice to enhance long-term knowledge retention more than restudying does—is a well-known phenomenon in learning. However, retrieval practice is hardly appreciated by students and underutilized when studying. One of the reasons is that learners usually do not experience immediate benefits of such practice which often present only after a delay. We therefore conducted 2 experiments to examine whether students choose retrieval practice more often as their learning strategy after having experienced its benefits. In Experiment 1, students received individual feedback about the extent to which their 7-day delayed test scores after retrieval practice differed from their test scores after restudy. Those students who had actually experienced the benefits of retrieval practice appreciated the strategy more and used it more often after receiving feedback. In Experiment 2, we compared the short-term and long-term effects on retrieval practice use of individual

performance feedback and general instruction about the testing effect. Although both interventions enhanced its use in the short term, only the individual feedback led to enhanced use in the long term by those who had actually experienced its benefits, demonstrating the superiority of the individual feedback in terms of its ability to promote retrieval practice use.

Kiewra, K. A., Luo, L., & Flanigan, A. E. (2021). **Educational Psychology Early Career Award Winners: How Did They Do It?** *Educational Psychology Review*, *33*(4), 1981-2018. https://doi.org/10.1007/s10648-021-09619-4

Kim, J. S., Relyea, J. E., Burkhauser, M. A., Scherer, E., & Rich, P. (2021). **Improving Elementary Grade Students' Science and Social Studies Vocabulary Knowledge Depth, Reading Comprehension, and Argumentative Writing: a Conceptual Replication**. *Educational Psychology Review*, *33*(4), 1935-1964. https://doi.org/10.1007/s10648-021-09609-6
This experimental study aimed to replicate and extend a previous efficacy study of an elementary grade content literacy intervention that demonstrated positive effects on students' vocabulary knowledge depth, argumentative writing, and reading comprehension. Using a cluster (school) randomized trial design, this replication experiment was conducted with 5,494 first- and second-grade students in 30 elementary schools in an urban school district located in the southeastern USA. Teachers implemented thematic lessons (20 lessons) that provided an intellectual framework for helping students who acquire networks of related vocabulary knowledge while learning science and social studies content. Teachers integrated thematic lessons, concept mapping, and interactive read-alouds of conceptually related informational texts to enable their students to build networks of vocabulary knowledge and to transfer this knowledge to argumentative writing and collaborative research activities. Confirmatory analyses replicated positive findings on science vocabulary knowledge depth (ES = 0.50) and argumentative writing (ES = 0.24) and also extended positive findings to social studies vocabulary knowledge depth (ES = 0.56) and argumentative writing (ES = 0.44). Positive and statistically significant findings were not replicated on domain-general reading comprehension. Exploratory analyses indicated that students' vocabulary knowledge depth partially mediated the impact of content literacy instruction on domain-specific argumentative writing outcomes.

Lawson, A. P., & Mayer, R. E. (2021). **Benefits of Writing an Explanation During Pauses in Multimedia Lessons**. *Educational Psychology Review*, *33*(4), 1859-1885. https://doi.org/10.1007/s10648-021-09594-w
Generative learning theory posits that learners engage more deeply and produce better learning outcomes when they engage in selecting, organizing, and integrating processes during learning. The present experiments examine whether the generative learning activity of generating explanations can be extended to online multimedia lessons and whether prompts to engage in this generative learning activity work better than more passive instruction. Across three experiments, college students learned about greenhouse gasses from a 4-part online lesson involving captioned animations and subsequently took a posttest. After each part, learners were asked to generate an explanation (write-an-explanation), write an explanation using provided terms (write-a-focused-explanation), rewrite a provided explanation (rewrite-an-explanation), read a provided explanation (read-an-explanation), or simply move on to the next part (no-

activity). Overall, students in the write-an-explanation group (Experiments 2 and 3), write-a-focused-explanation group (Experiment 2), and rewrite-an-explanation group (Experiment 3) performed significantly better on a delayed posttest than the no-activity group, but the groups did not differ significantly on an immediate posttest (Experiment 1). These results are consistent with generative learning theory and help identify generative learning strategies that improve online multimedia learning, thereby priming active learning with passive media.

Marsh, H. W., Xu, K. M., Parker, P. D., Hau, K.-T., Pekrun, R., Elliot, A., … Basarkod, G. (2021). **Moderation of the Big-Fish-Little-Pond Effect: Juxtaposition of Evolutionary (Darwinian-Economic) and Achievement Motivation Theory Predictions Based on a Delphi Approach**. *Educational Psychology Review*, *33*(4), 1353-1378. https://doi.org/10.1007/s10648-020-09583-5
The big-fish-little-pond effect (BFLPE), the negative effect of school-/class-average achievement on academic self-concept, is one of educational psychology's most universal findings. However, critiques of this research have proposed moderators based on achievement motivation theories. Nevertheless, because these motivational theories are not sufficiently well-developed to provide unambiguous predictions concerning moderation of the BFLPE and underlying social comparison processes, we developed a Theory-Integrating Approach; bringing together a panel of experts, independently making theoretical predictions, revising the predictions over several rounds based on independent feedback from the other experts, and a summary of results. We pit a priori hypotheses derived from achievement motivation theories against the more parsimonious a priori prediction that there is no moderation based on previous BFLPE empirical research and Darwinian-economic theory (N = 1,925 Hong Kong students, 47 classes, M age = 12 years). Consistent with both BFLPE research and Darwinian perspectives, but in contrast to achievement motivation theory predictions, the highly significant BFLPE was not moderated by any of the following: prior achievement, expectancy-value theory variables, achievement goals, implicit theories of ability, self-regulated learning strategies, and social interdependence theory measures. Although we cannot "prove" that there are no student-level moderators of the BFLPE, our synthesis of social comparison posited in the BFLPE theory and an evolutionary perspective support BFLPE's generalizability. We propose further integration of our Theory-Integrating Approach with traditional Delphi methods, combining quantitative and qualitative approaches to develop a priori theoretical predictions and identify limitations in existing theory as an alternative form of systematic review.

Muñoz, J. A., & Villanueva, I. (2022). **Latino STEM Scholars, Barriers, and Mental Health: A Review of the Literature**. *Journal of Hispanic Higher Education*, *21*(1), 3-16. https://doi.org/10.1177/1538192719892148
Research exploring the participation and retention of Latino/as in STEM (science, technology, engineering, and math) is still in its early stages, but it is shedding light on the lack of representation, why they occur, and what are the outcomes for those that remain in STEM. This review of the literature explores the barriers, stressors, and health issues that emerge for Latino/a STEM faculty. The review includes work on the comprehensive stress, discrimination, and other burdens that contribute to Latino/a faculty stress. Discrimination and socioeconomic status (SES) can operate in synergistic ways to diminish health and coping mechanisms. We address the professional and organizational contexts that

Latino/a faculty face in the university environment and the health outcomes that potentially emerge as a result of their experiences within universities in the United States.

Núñez-Regueiro, F., Juhel, J., Bressoux, P., & Nurra, C. (2021). **Identifying Reciprocities in School Motivation Research: A Review of Issues and Solutions Associated With Cross-Lagged Effects Models**. *Journal of Educational Psychology*. https://doi.org/10.1037/edu0000700
Part of the evidence used to corroborate school motivation theories relies on modeling methods that estimate cross-lagged effects between constructs, that is, reciprocal effects from one occasion to another. Yet, the reliability of cross-lagged models rests on the assumption that students do not differ in their trajectories of growth over time (e.g., no high- or low-achievers). The present review explains why deviations from this assumption produce unreliable findings by confounding between- and within-person processes of change. To relax this assumption, next-generation cross-lagged models are presented and illustrated using panel data on high school students (N = 944). These issues and solutions are discussed using, as a case study, the pervading theory that motivation develops as a function of reciprocal effects between beliefs about the self (e.g., academic self-concept) and school achievement. Implications regarding the use of cross-lagged models and knowledge building in school motivation research are discussed. Online supplementary materials containing technical notes on cross-lagged models, as well as open-source data and scripts for R and Mplus, are provided to aid educational researchers use and compare these alternative models.

Oliveira, S., Roberto, M. S., Veiga-Simão, A. M., & Marques-Pinto, A. (2021). **A Meta-analysis of the Impact of Social and Emotional Learning Interventions on Teachers' Burnout Symptoms**. *Educational Psychology Review*, *33*(4), 1779-1808. https://doi.org/10.1007/s10648-021-09612-x
Over the last decades, extensive research has given considerable attention to teachers' burnout. Owing to its negative personal, organizational, and social impacts (e.g., mental ill health, decreased work performance, turnover), intervention and prevention efforts have consequently been employed to minimize the effects of this phenomenon/syndrome. As teaching-specific stressors are mainly related to the socio-emotional domain, interventions targeting social and emotional learning (SEL) for teachers have been seen to increase in recent years. A meta-analysis of 13 empirical studies was conducted to investigate the effects of SEL interventions on teachers' burnout. Results showed a statistically significant medium effect size favoring the experimental group regarding the impact of SEL on emotional exhaustion ($g = -0.37$, 95% CI $[-0.70, -0.03]$) and personal accomplishment ($g = 0.45$, 95% CI $[0.12, 0.79]$). Impacts on depersonalization ($g = -0.51$, 95% CI $[-1.13, 0.11]$) were found to be not statistically significant. Meta regression analyses found narrower confidence intervals for interventions carried out over 3 months and tailored to the precise needs of class-level teachers for personal accomplishment. The findings add to the growing empirical evidence of the contribution of SEL interventions to improving teachers' personal accomplishment, identified in prior literature as a mitigating factor of teacher burnout syndrome and diminishing their emotional exhaustion, thus sustaining the importance of promoting SEL within teacher training. As for their practical and methodological implications, the results contribute to understanding the role of the specific features of SEL interventions, and also important features of research design and methodological constraints, which may impact the effectiveness of these interventions.

Pan, S. C., Rickard, T. C., & Bjork, R. A. (2021). **Does Spelling Still Matter—and If So, How Should It Be Taught? Perspectives from Contemporary and Historical Research**. *Educational Psychology Review*, *33*(4), 1523-1552. https://doi.org/10.1007/s10648-021-09611-y
A century ago, spelling skills were highly valued and widely taught in schools using traditional methods, such as weekly lists, drill exercises, and low- and high-stakes spelling tests. That approach was featured in best-selling textbooks such as the Horn-Ashbaugh Speller of 1920. In the early 21st century, however, skepticism as to the importance of spelling has grown, some schools have deemphasized or abandoned spelling instruction altogether, and there has been a proliferation of non-traditional approaches to teaching spelling. These trends invite a reevaluation of the role of spelling in modern English-speaking societies and whether the subject should be explicitly taught (and if so, what are research-supported methods for doing so). In this article, we examine the literature to address whether spelling skills are still important enough to be taught, summarize relevant evidence, and argue that a comparison of common approaches to spelling instruction in the early 20th century versus more recent approaches provides some valuable insights. We also discuss the value of explicit spelling instruction and highlight potentially effective ways to implement such instruction, including the use of spelling tests. Overall, our goals are to better characterize the role of spelling skills in today's society and to identify several pedagogical approaches—some derived from traditional methods and others that are more recent—that hold promise for developing such skills in efficient and effective ways.

Park, S., Wang, J., & Choi, B. (2021). **Measuring affective and cognitive empathy among Korean and Chinese adolescents: translating and validating the empathy scale**. *Asia Pacific Education Review*, *22*(4), 583-593. https://doi.org/10.1007/s12564-021-09681-1
This study translates and validates the empathy scale of the How I Feel in Different Situations Questionnaire. Out of 1010 Korean (n = 558) and Chinese (n = 452) middle school students, 342 (Korean = 191 and Chinese = 151) and 668 students (Korean = 367 and Chinese = 301) participated in Studies 1 and 2, respectively. The exploratory factor analysis for Study 1 showed that the scale consisted of two factors, which included both affective and cognitive empathy in both the Korean and Chinese samples. The confirmatory factor analysis for Study 2 also confirmed the two-factor structure and the metric invariances across nationality (Korean, Chinese), gender (female, male), and grade (7th, 8th, 9th). Both affective and cognitive empathy were positively associated with pro-social behavior and perceived social preferences. The results indicate that the translated empathy scale was valid. Further, the same underlying constructs are being measured across nationality, gender, and grade. The distinguishing framework of the affective and cognitive empathy is applicable to Korean and Chinese samples. Understanding the students' empathy measured by the translated scale will help to understand their pro-social behavior and perceived social preferences.

Quentin, R., Fanuel, L., Kiss, M., Vernet, M., Vékony, T., Janacsek, K., … Nemeth, D. (2021). **Statistical learning occurs during practice while high-order rule learning during rest period**. *Npj Science of Learning*, *6*(1). https://doi.org/10.1038/s41539-021-00093-9
Knowing when the brain learns is crucial for both the comprehension of memory formation and consolidation and for developing new training and neurorehabilitation strategies in healthy and patient populations. Recently, a rapid form of offline learning

developing during short rest periods has been shown to account for most of procedural learning, leading to the hypothesis that the brain mainly learns during rest between practice periods. Nonetheless, procedural learning has several subcomponents not disentangled in previous studies investigating learning dynamics, such as acquiring the statistical regularities of the task, or else the high-order rules that regulate its organization. Here we analyzed 506 behavioral sessions of implicit visuomotor deterministic and probabilistic sequence learning tasks, allowing the distinction between general skill learning, statistical learning, and high-order rule learning. Our results show that the temporal dynamics of apparently simultaneous learning processes differ. While high-order rule learning is acquired offline, statistical learning is evidenced online. These findings open new avenues on the short-scale temporal dynamics of learning and memory consolidation and reveal a fundamental distinction between statistical and high-order rule learning, the former benefiting from online evidence accumulation and the latter requiring short rest periods for rapid consolidation.

Schillinger, F. L., Mosbacher, J. A., Brunner, C., Vogel, S. E., & Grabner, R. H. (2021). **Revisiting the Role of Worries in Explaining the Link Between Test Anxiety and Test Performance**. *Educational Psychology Review*, *33*(4), 1887-1906. https://doi.org/10.1007/s10648-021-09601-0
The inverse relationship between test anxiety and test performance is commonly explained by test-anxious students' tendency to worry about a test and the consequences of failing. However, other cognitive facets of test anxiety have been identified that could account for this link, including interference by test-irrelevant thoughts and lack of confidence. In this study, we compare different facets of test anxiety in predicting test performance. Seven hundred thirty university students filled out the German Test Anxiety Inventory after completing a battery of standardized tests assessing general intelligence and mathematical competencies. Multiple regressions revealed that interference and lack of confidence but not worry or arousal explained unique variance in students' test performance. No evidence was found for a curvilinear relationship between arousal and performance. The present results call for revisiting the role of worries in explaining the test anxiety-performance link and can help educators to identify students who are especially at risk of underperforming on tests.

Silaj, K. M., Schwartz, S. T., Siegel, A. L. M., & Castel, A. D. (2021). **Test Anxiety and Metacognitive Performance in the Classroom**. *Educational Psychology Review*, *33*(4), 1809-1834. https://doi.org/10.1007/s10648-021-09598-6
Test anxiety is a context-specific academic anxiety which can result in poorer academic and metacognitive performance. We assessed how the quantity and relative weight of assessments contribute to the effects of test anxiety on performance and metacognitive accuracy in a smaller seminar-style class on human memory (study 1) and a larger lecture-style class on cognitive psychology (study 2). Students took six low-stakes quizzes each worth 10% of their final grade in study 1 and two high-stakes exams each worth 40% of their final grade in study 2. All students provided their state anxiety and predicted their scores before and after each assessment. Students in both classes also provided their trait (overall) anxiety after the final assessment. In both studies, students' higher post-state anxiety appeared to be associated with worse assessment performance; however, pre- and post-state anxiety decreased across the quarter in study 1 but remained constant in study 2. Additionally, we found that metacognitive accuracy moderated the effect of post-state anxiety on performance in study 1. Students with higher trait anxiety in study 1

were underconfident in their scoring predictions, while in study 2 students with higher trait anxiety performed worse on their assessments. Thus, students' metacognitive accuracy appears to be influenced by trait anxiety when taking low-stakes quizzes, while performance is related to trait anxiety when taking high-stakes exams.

Wenger, M., Sauli, F., & Berger, J.-L. (2021). **Les tensions de rôle chez les apprenti·e·s pour caractériser la qualité perçue de la formation professionnelle en alternance et ses conséquences**. *L'orientation scolaire et professionnelle*, *50*(3), 417-447. https://doi.org/10.4000/osp.14485
Dans le contexte de la formation professionnelle initiale (FPI) en alternance, une étude suisse romande s'est penchée sur les perceptions de qualité d'une telle formation par des apprenti·e·s. Une partie des caractéristiques de la qualité perçue en FPI est notamment liée aux divers rôles que les apprenti·e·s assument à l'école et en entreprise et aux conséquences que ces rôles peuvent avoir sur leur vécu en apprentissage. À partir des réponses d'apprenti·e·s en alternance (N = 336), une analyse factorielle exploratoire a permis de distinguer quatre dimensions faisant référence à des tensions de rôle ; des analyses de cheminement ont montré que la perception de tensions de rôle a un lien négatif avec le sentiment d'auto-efficacité, l'engagement et la satisfaction. Ces résultats illustrent ainsi que différentes tensions de rôle peuvent être associées au vécu des apprenti·e·s en FPI, et que ces tensions ont des effets néfastes sur le bien-être des personnes en formation. La discussion propose des pistes pour clarifier les rôles de ces dernier·ère·s.

Wolters, C. A., & Brady, A. C. (2021). **College Students' Time Management: a Self-Regulated Learning Perspective**. *Educational Psychology Review*, *33*(4), 1319-1351. https://doi.org/10.1007/s10648-020-09519-z
Despite its recognized importance for academic success, much of the research investigating time management has proceeded without regard to a comprehensive theoretical model for understanding its connections to students' engagement, learning, or achievement. Our central argument is that self-regulated learning provides the rich conceptual framework necessary for understanding college students' time management and for guiding research examining its relationship to their academic success. We advance this larger purpose through four major sections. We begin by describing work supporting the significance of time management within post-secondary contexts. Next, we review the limited empirical findings linking time management and the motivational and strategic processes viewed as central to self-regulated learning. We then evaluate conceptual ties between time management and processes critical to the forethought, performance, and post-performance phases of self-regulated learning. Finally, we discuss commonalities in the antecedents and contextual determinants of self-regulated learning and time management. Throughout these sections, we identify avenues of research that would contribute to a greater understanding of time management and its fit within the framework of self-regulated learning. Together, these efforts demonstrate that time management is a significant self-regulatory process through which students actively manage when and for how long they engage in the activities deemed necessary for reaching their academic goals.

Wu, H., Guo, Y., Yang, Y., Zhao, L., & Guo, C. (2021). **A Meta-analysis of the Longitudinal Relationship Between Academic Self-Concept and Academic Achievement.**

Educational Psychology Review, *33*(4), 1749-1778. https://doi.org/10.1007/s10648-021-09600-1

The reciprocal relationship between academic self-concept (ASC) and academic achievement has been documented in multiple studies. However, this relationship has not been investigated fully from a developmental perspective. In the present meta-analysis, 240 effect sizes were aggregated from 68 longitudinal studies to examine the longitudinal relationship between ASC and achievement. The results found that achievement significantly predicted ASC ($\beta = 0.16$, $p < 0.01$) and vice-versa ($\beta = 0.08$, $p < 0.01$) after controlling for the initial level of outcome variables, which provided further evidence for the reciprocal effects model (REM). Moderator analyses found that the effect of achievement on ASC was significantly moderated by student age, whereas the effect of ASC on achievement was significantly moderated by student age, achievement level, and types of achievement measurement. Combining the significant moderating effect of age on the paths leading from ASC to achievement and from achievement to ASC, the relationship between ASC and achievement was found to demonstrate a trend from a strong skill-development effect to a pronounced reciprocal effect with age within the framework of the REM.

Yeung, K. L., Carpenter, S. K., & Corral, D. (2021). **A Comprehensive Review of Educational Technology on Objective Learning Outcomes in Academic Contexts**. *Educational Psychology Review*, *33*(4), 1583-1630. https://doi.org/10.1007/s10648-020-09592-4

Rapid advances in technology during the last few decades have provided a multitude of new options for teaching and learning. Although technology is being widely adopted in education, there is a shortage of research on the effects that this technology might have on student learning, and why those effects occur. We conducted a comprehensive review of the literature on various uses of digital technology in educational settings, and the effects of that technology on students' objective learning outcomes. We interpret these effects within the context of empirical research on effective principles of learning, and the extent to which the affordances of technology permit opportunities for increased engagement with the material, retrieval practice, and spacing. Results revealed that technology is neither beneficial nor harmful for learning when used primarily as a means of presenting information (e.g., information viewed on a computer screen vs. on paper), but can be beneficial when it involves unique affordances that leverage effective learning principles. We discues these findings in light of the ever-increasing availability of technology in education, and the importance of evidence-guided criteria in decisions about adoption and implementation.

Aspects sociaux de l'éducation

Alemán, S. M., Bahena, S., & Alemán, E. (2022). **Remapping the Latina/o and Chicana/o Pipeline: A Critical Race Analysis of Educational Inequity in Texas**. *Journal of Hispanic Higher Education*, *21*(1), 17-32. https://doi.org/10.1177/1538192719892878

This project creates the first educational pipeline for the state of Texas. It incorporates middle school as a key transition point, differentiates between advanced degree achievement among Latinas/os and Chicanas/os, and fashions a secondary pipeline with a narrower age range. Findings indicate that the move from eighth grade to ninth is a critical juncture; that more adult Latinas/os and Chicanas/os lack any academic

credentials among all ethnic groups; and that current generations experience similar inequitable achievement rates as older generations.

Anguiano, J. G., Uriostegui, M., Gussman, M., & Kouyoumdjian, C. (2022). **Sonic Counterspaces: The Role of Music in the Latino College Experience at a Predominantly White Institution**. *Journal of Hispanic Higher Education*, *21*(1), 67-81. https://doi.org/10.1177/1538192720905802
A critical race theory framework was used to examine the role of music listening practices in the academic and social contexts of Latino college students enrolled at a predominantly White institution. An inductive thematic analysis examined themes in participants' open-ended responses. Awareness of their Latino identity in music and the use of digital music players served to construct sonic counterspaces, an affirming auditory realm that is comprised of emotional, psychological, and physical space activated through intentional listening practices. Sonic counterspaces facilitated their academic experience and helped them navigate negative social encounters.

BOHEC, G. L., LEBON, K., & LE BOHEC, G. (2021). *Rapport d'information fait au nom de la délégation aux droits des femmes et à l'égalité des chances entre les hommes et les femmes sur les stéréotypes de genre*. Paris: Assemblée nationale. https://www.assemblee-nationale.fr/dyn/15/rapports/ega/l15b4517_rapport-information#_Toc256000032
Une lutte efficace contre les stéréotypes de genre nécessite un continuum d'actions, se complétant et se renforçant entre elles, tout au long de la construction de la personnalité de l'enfant et de l'adolescent, aux différents niveaux d'interaction que sont la famille, l'école, les activités extrascolaires. Le rapport porte sur les stéréotypes et leurs conséquences au primaire et au secondaire (la refonte des manuels scolaires et l'amélioration de la formation et de la sensibilisation de la communauté éducative). Il traite aussi des effets négatifs des stéréotypes sur l'égalité, proposant de repenser l'orientation scolaire et d'encourager l'expression des enfants et des adolescents.

Coulangeon, P. (2021, novembre 29). **Bonnes feuilles : « Culture de masse et société de classes. Le goût de l'altérité »**. Consulté 1 décembre 2021, à l'adresse The Conversation website: http://theconversation.com/bonnes-feuilles-culture-de-masse-et-societe-de-classes-le-gout-de-lalterite-172438
L'expansion scolaire a-t-elle réduit l'inégalité des chances ? Quelques éléments de réponse dans cet extrait de l'ouvrage de Philippe Coulangeon sur la diffusion de la culture.

Duru-Bellat, M. (2021, novembre 30). **A quoi l'école doit-elle former les jeunes ?** Consulté 30 novembre 2021, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/marie-duru-bellat/a-quoi-lecole-former-jeunes/00101207
La recrudescence actuelle d'emplois vacants a relancé les polémiques récurrentes que suscite le phénomène.

Durygin, M. (2021). **Simone de Beauvoir and a period of transition**. *PROSPECTS, 51*(1), 185-191. https://doi.org/10.1007/s11125-020-09513-x
This article discusses the global intensification of gender inequality during the time of the Covid-19 pandemic. It reflects on the meaning of being a woman in the recent time of

transition and the phenomenon of gender discrimination, which has been a lived experience of women worldwide. The article compares the Covid-19 situation seen through a gender lens with the previous period of transition described by Simone de Beauvoir seventy years ago. It argues that the post-pandemic world should be created from the feminist perspective that calls for social and educational change.

GEAC : Gender equality advisory council. (2021). ***Report of the G7 gender equality advisory council 2021: building back better for women and girls***. Consulté à l'adresse https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachm ent_data/file/1028387/Report_of_the_G7_Gender_Equality_Advisory_Council_2021- _Building_Back_Better_for_Women_and_Girls_.pdf
Comment les femmes et les filles sont-elles affectées par les problèmes soulevés par le Conseil consultatif sur l'égalité des genres (GEAC) du G7 2021 ? Comment la COVID-19 a-t-elle changé la façon dont les femmes, les filles et l'égalité des genres sont affectées par ces problèmes ? Comment les pays du G7 peuvent-ils faire progresser l'égalité des sexes, sur la base de preuves de ce qui fonctionne, des connaissances et de l'expérience du GEAC ? Prenant appui sur les recommandations du transmises au G7 en 2021, le rapport entend répondre à ces questions clés.

Grenet, J., & Souidi, Y. (2021). **Renforcer la mixité sociale au collège: une évaluation des secteurs multi-collège à Paris**. In *http://veille-et-analyses.ens- lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3440* [Report]. Consulté à l'adresse Institut des politiques publiques (France) website: http://veille-et-analyses.ens- lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3440
Depuis la rentrée 2017, la Ville et l'Académie de Paris expérimentent une nouvelle méthode d'affectation des élèves aux collèges publics : les secteurs multi-collèges. Ce dispositif consiste à définir des secteurs communs à plusieurs collèges géographiquement proches de manière à rééquilibrer leur recrutement social. En s'appuyant sur des données très riches mises à disposition par le rectorat de Paris, ce rapport évalue l'impact des secteurs multi-collèges sur la mixité sociale et sur les comportements d'évitement.

INSEE. (2021, novembre 25). **France, portrait social.** Consulté 6 décembre 2021, à l'adresse INSEE website: https://www.insee.fr/fr/statistiques/5435421?pk_campaign=avis- parution
Cet ouvrage apporte un éclairage sur plus d'un an de crise sanitaire, aux conséquences économiques et sociales inédites : Comment ont évolué la mortalité et la santé de la population au cours des différentes vagues ? Quel a été le niveau d'adoption des mesures de prévention ? Comment le système de soin a-t-il été impacté ? Quels territoires ont été les plus touchés par la baisse des naissances observée neuf mois après le premier confinement ? Quelles sont les conséquences de la crise sur les revenus des ménages et sur le marché de l'emploi ? Comment les jeunes ont-ils vécu cette crise ?

Jarraud, F. (2021, novembre 26). **Parcoursup : ségrégation stable selon l'Insee**. Consulté 6 décembre 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/11/26112021Article637735083 770607152.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0o RbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=513295
« En 2017, les néo-bacheliers se répartissent inégalement dans les formations d'enseignement supérieur en fonction de leur niveau scolaire, de leur origine sociale et

de leur genre... La moitié environ de la ségrégation scolaire et de la ségrégation sociale provient de la répartition des étudiants entre les grandes catégories de formations (licence, classes préparatoires, BTS, IUT, etc.), tandis que la ségrégation femmes-hommes s'effectue davantage entre filières d'études au sein de chacune de ces catégories », écrit l'Insee dans la nouvelle livraison de France Portrait social. "Une grande partie de la ségrégation à l'entrée dans l'enseignement supérieur est déjà présente dans les vœux exprimés par les candidats, alors que les classements des candidats opérés par les formations n'y contribuent que faiblement. La mise en place de Parcoursup en 2018 a eu un fort impact sur les pratiques de classement des formations non sélectives (licences universitaires) : la part des mentions bien ou très bien est ainsi passée de 29 % à 59 % parmi les candidats les mieux classés. Cependant, les niveaux de ségrégation mesurés selon les trois dimensions étudiées sont globalement stables. Ce n'est que dans une minorité de licences en tension que les nouvelles règles de classement des candidats ont eu un impact, celles-ci ne disposant pas d'une capacité d'accueil suffisante pour admettre tous ceux souhaitant s'y inscrire.

LISAUSKAITE, E., MCINTOSH, S., SPECKESSER, S., & ESPINOZA, H. (2021). ***Going further: further education, disadvantage and social mobility***. London: The Sutton Trust. https://www.suttontrust.com/wp-content/uploads/2021/10/Going-Further.pdf
Le secteur de la formation professionnelle a un rôle important à jouer dans la mobilité sociale. Les jeunes issus de milieux défavorisés sont beaucoup plus susceptibles d'entreprendre une formation complémentaire dans ce secteur. Ce dernier joue un rôle clé entre l'enseignement obligatoire et l'enseignement supérieur en fournissant d'importantes compétences professionnelles et techniques nécessaires sur le marché du travail, ainsi qu'en offrant une voie potentielle vers des études de niveau supérieur. Ce rapport examine au Royaume-Uni la relation entre la participation à la formation professionnelle et les résultats, tels que l'accès à un emploi bien rémunéré et la progression vers l'enseignement supérieur.

Netz, N., & Grüttner, M. (2021). **Does the effect of studying abroad on labour income vary by graduates' social origin? Evidence from Germany**. *Higher Education*, 82(6), 1195-1217. https://doi.org/10.1007/s10734-020-00579-2
Studying abroad can positively influence students' personality development, transversal skills, and labour market outcomes. At the same time, students from a high social origin are more likely to study abroad than students from a low social origin. Against this background, recent research has suggested that international student mobility (ISM) may foster the reproduction of social inequality. However, this assumption has hardly been tested empirically. Drawing on social stratification theory, we first demonstrate that a scenario in which ISM increases social inequality (cumulative advantage) is as plausible as a scenario in which it decreases social inequality (compensatory levelling). We then address the sketched research gap by testing whether the effect of studying abroad on graduates' labour income varies across social groups in the German labour market. Using data from the 2005 DZHW Graduate Panel, we perform a propensity score matching and calculate random effects growth curve models to examine the role of ISM for the development of social inequality during the first 10 years of graduates' careers. In line with the scenario of cumulative advantage, our results suggest that graduates from a high social origin benefit more from ISM than graduates from a low social origin. Considering that students from a high social origin are also more likely to study abroad in

the first place, we conclude that ISM tends to foster the reproduction of social inequality in the German labour market.

OCDE : Organisation de coopération et de développement économiques. (2021). ***How youth explore, experience and think about their future: a new look at effective career guidance***. Consulté à l'adresse https://issuu.com/oecd.publishing/docs/how-youth-explore-experience-think-about-their-fut
Comment savoir ce qui fonctionne vraiment dans l'orientation professionnelle ? Le projet « Career readiness » de l'OCDE vise à comprendre comment les écoles peuvent réduire le risque de chômage et de mauvaises transitions entre l'école et le travail, en attirant l'attention sur les preuves pertinentes de ce qui fonctionne. Il examine les preuves trouvées dans des études longitudinales nationales qui suivent la même cohorte de personnes de l'école au début de l'âge adulte. Cette analyse de 12 ensembles de données de 10 pays examine les attitudes et les expériences liées à l'orientation professionnelle entre 14 et 16 ans et identifie les relations avec de meilleurs résultats en matière d'emploi 10 à 15 ans plus tard.

Octobre, S., & Sirota, R. (2021). ***Inégalités culturelles: Retour en enfance***. Paris: Presses de Sciences Po. https://www.pressesdesciencespo.fr/fr/book/?gcoi=27246100365150
Alors que la question des inégalités est devenue centrale dans les débats sociaux contemporains, la genèse de ces inégalités dans l'enfance est de plus en plus interrogée, d'autant que la place des inégalités culturelles dans les inégalités globales n'a fait que croître, que l'on fasse une lecture des conflits sociaux en termes de classes sociales ou d'identités. Comment se forment les inégalités dans l'enfance ? Quelles formes spécifiques y prennent-elles ? Telles sont quelques-unes des questions auxquelles cet ouvrage se consacre, en interrogeant à chaque fois le rôle des comportements culturels dans la formation des attitudes, préférences, dispositions qui façonnent toute la socialisation des individus. Rassemblant des contributions originales de chercheurs spécialistes de champs variés et abordant la vie quotidienne des enfants – éducation, loisir, politique, amour et amitié –, cet ouvrage ambitionne de rendre compte du caractère multidimensionnel et imbriqué de la fabrique des inégalités dans l'enfance. Ont contribué à cet ouvrage : Vincent Berry, Stéphane Bonnéry, Jérôme Camus, Kevin Diter, François Dubet, Marie Duru-Bellat, Bertrand Geay, Holly Hargis, Gaële Henri-Panabière, Joël Laillier, Annette Lareau, Christine Mennesson, Sylvie Octobre, Nathalie Oria, Julie Pagis, Dominique Pasquier, Régine Sirota, Olivier Vanhée et Marianne Woollven. Sylvie Octobre est chargée d'études au département des études, de la prospective et des statistiques du ministère de la Culture et membre du Centre Max-Weber ; ses travaux portent sur la sociologie de la culture et la sociologie de l'enfance. Régine Sirota est professeure émérite en sciences de l'éducation, à l'Université de Paris et membre du Centre d'étude et de recherche sur les liens sociaux (Cerlis) ; ses travaux portent sur la sociologie de l'éducation et la sociologie de l'enfance

Taylor, K., & Frankenberg, E. (2021). **Student Assignment Policies and Racial and Income Segregation of Schools, School Attendance Zones, and Neighborhoods**. *Educational Administration Quarterly*, *57*(5), 747-775. https://doi.org/10.1177/0013161X211024720
Purpose: This article examines the relationship between educational and residential segregation in three school districts with differing approaches to student assignment. Racial and income segregation within school districts is often only examined at the school level, even as school patterns are often related to residential and attendance zone

segregation depending on integration policies aimed at decoupling these relationships. Research Method/Approach: Using an innovative data set, the School Attendance Boundary Survey, along with Census and Common Core of Data data, this analysis examines racial and income segregation at the neighborhood, school zone, and school levels in three districts with varied student assignment policies to explore the relationship between districts' diversity policies and school, attendance zone, and residential segregation. Findings: We find that, despite high residential segregation, educational segregation varies in these three districts. In the two districts that sought to increase diversity in their student assignment policies, educational segregation was lower than in the third district that did not consider diversity, despite similar levels of residential segregation. The findings suggest that district leaders' use of diversity-focused student assignment policies may be one way to disrupt the link between residential and school segregation. Conclusions: Understanding the segregation of educational boundaries within school districts, and the relationship between school zone segregation and segregation at other geographic scales, offers insights into how district leaders could utilize student assignment policies to reduce racial and income segregation.

UNESCO. (2021). **Repenser nos futurs ensemble: un nouveau contrat social pour l'éducation**. In *http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3442* [Report]. Consulté à l'adresse Commission internationale sur Les futurs de l'éducation website: http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3442

Le rapport de l'UNESCO sur les futurs de l'éducation nous offre la chance de nous écarter de notre « voie non pérenne » actuelle en matière d'éducation et de construire de nouvelles relations, entre nous, avec les autres, avec la planète et avec la technologie, écrit David Atchoarena, directeur de l'Institut de l'UNESCO pour l'apprentissage tout au long de la vie, dans son dernier article de blog. Le 10 novembre 2021, le rapport très attendu de l'UNESCO, Repenser nos futurs ensemble : un nouveau contrat social pour l'éducation, a été lancé à Paris lors de la Conférence générale de l'organisation. Il a été préparé par la Commission internationale sur les futurs de l'éducation, sous la direction de Son Excellence Madame Sahle-Work Zewde, présidente de la République fédérale démocratique d'Éthiopie. Le rapport s'inscrit dans la tradition du rapport de la Commission Faure de 1972, Apprendre à être : le monde de l'éducation aujourd'hui et demain, et du rapport de la Commission Delors de 1996, Apprendre : un trésor est caché dedans. Compte tenu de l'évolution rapide de notre monde globalisé et de l'importance croissante de l'éducation et de l'apprentissage tout au long de la vie dans ce contexte, le rapport de cette année ne pouvait paraître à un meilleur moment. Les défis mondiaux tels que la crise climatique, les changements technologiques et démographiques, et les inégalités encore exacerbées par la pandémie de COVID-19 nécessitent une action urgente. Les membres de la Commission internationale sur l'avenir de l'éducation estiment que le monde est parvenu à un tournant : nous pouvons continuer sur la « voie non pérenne » actuelle ou changer radicalement de cap. La façon dont nous répondrons à ces défis déterminera l'avenir qui nous attend. (pdf, 210 pages)

Climat de l'école

Fréchou, H. (2021). **Résultats de l'enquête Sivis 2020-2021 auprès des écoles publiques et des collèges et lycées publics et privés sous contrat**. *Note d'information*, (21.39).

Consulté à l'adresse https://www.education.gouv.fr/resultats-de-l-enquete-sivis-2020-2021-aupres-des-ecoles-publiques-et-des-colleges-et-lycees-publics-326311

Au cours de l'année scolaire 2020-2021, les chefs d'établissement du second degré des secteurs public et privé sous contrat ont déclaré en moyenne 10,2 incidents graves pour 1 000 élèves. Dans les écoles publiques, les incidents sont moins fréquents. Au cours de l'année scolaire 2020-2021, les inspecteurs de l'éducation nationale (IEN) ont déclaré 2,8 incidents graves pour 1 000 écoliers. Aucun incident grave n'est déclaré pour huit écoles publiques sur dix contre un établissement du second degré sur trois. La violence en milieu scolaire se manifeste principalement par des atteintes aux personnes. Dans les écoles publiques, les enseignants sont impliqués comme victimes dans la moitié des incidents graves déclarés par les IEN et les élèves dans 27 % des cas. Dans le second degré des secteurs public et privé sous contrat, les enseignants sont victimes dans un quart des incidents graves signalés par les chefs d'établissement. Les élèves et groupes d'élèves le sont dans 41 % des cas. Cette violence envers les enseignants est principalement verbale, surtout dans le second degré.

Galand, B. (2021, novembre 24). **Bonnes feuilles : « Le harcèlement à l'école. Mythes et réalités »**. Consulté 1 décembre 2021, à l'adresse The Conversation website: http://theconversation.com/bonnes-feuilles-le-harcelement-a-lecole-mythes-et-realites-171450

Le harcèlement scolaire augmente-t-il à l'adolescence ? Ne seraient-ce pas plutôt ses formes qui tendent à évoluer au fil de la scolarité ? Retour sur quelques enseignements de la recherche.

Haut conseil de la famille, de l'enfance et de l'âge. (2021). **La traversée adolescente des années collège**. In *http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3443* [Report]. Consulté à l'adresse Conseil de l'enfance et de l'adolescence website: http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3443

La prime adolescence est ce moment délicat et sensible où l'enfant s'engage par un chemin qui peut lui être soit profitable, soit préjudiciable, vers l'adolescent qu'il devient, et aussi l'adulte qu'il sera. Cette phase du développement constitue un carrefour qui doit mobiliser l'attention des pouvoirs publics. C'est pourquoi, le Conseil de l'enfance et de l'adolescence a conduit pendant près d'un an une étude de la situation des préadolescents vivant en France. Il livre ici une expertise et des orientations vers une politique d'ensemble, guidées par le vécu des préadolescents, les mécanismes de maturation à cet âge, les connaissances sur leurs conditions de vie, d'éducation et de santé, et l'écoute de leurs aspirations. En effet, les spécialistes s'accordent à considérer qu'entre 11 et 15 ans, les cartes déterminantes des premières années de la vie peuvent se rebattre et réorienter la trajectoire adolescente selon une dynamique qui peut être vertueuse ou néfaste. Cette étape est surchargée par des transformations physiques, psychologiques, relationnelles, des prises d'autonomie et de risques, un besoin d'affirmation, de repères et de justice, le tout à l'heure des bifurcations de parcours scolaires. C'est dire combien les conditions de cette « traversée » sont un enjeu pour des politiques publiques coordonnées : politiques sociales, familiales, éducatives, de santé et santé mentale, de protection et de sécurité publique.

Jarraud, F. (2021a, novembre 17). **Eric Debarbieux : Le harcèlement est une question politique**. Consulté 18 novembre 2021, à l'adresse Le café pédagogique website:

http://www.cafepedagogique.net/lexpresso/Pages/2021/11/17112021Article637727293
830708852.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0o
RbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=513130

« Aucune méta-analyse ne révèle qu'un programme miracle règlerait 80% des cas de harcèlement ». A la veille de la Journée de lutte contre le harcèlement scolaire, Eric Debarbieux craint des déceptions. Ancien délégué ministériel chargé de la prévention et de la lutte contre les violences en milieu scolaire nommé par Vincent Peillon, Eric Debarbieux a présidé le conseil scientifique des Etats généraux de la sécurité à l'école, nommé par Luc Chatel. Il a aussi été à la tête des 4 premières conférences mondiales sur la violence à l'école. Il rappelle dans cet entretien quelques idées fortes : il n'y a pas de méthode miracle, lutter contre le harcèlement engage toute la communauté éducative et pas seulement les élèves, la violence en milieu scolaire renvoie à celle de la société. La violence des débats de la présidentielle peuvent toucher les cours de récréation...

Jarraud, F. (2021b, novembre 22). **Le rapport du HCFEA sur l'adolescence souligne les apports positifs des collèges**. Consulté 24 novembre 2021, à l'adresse Le café pédagogique   website:
http://www.cafepedagogique.net/lexpresso/Pages/2021/11/22112021Article637731612
490893434.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0o
RbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=513219

Basé sur deux études réalisées auprès des jeunes adolescents des années collège, le rapport du Haut Conseil de la Famille, l'enfance et de l'âge (HCFEA) souligne les apports positifs du collège. Il étudie principalement 5 catégories de jeunes. « Les collégiens en situation de handicap, ceux qui vivent dans une famille défavorisée, ceux dont le collège est en réseau d'éducation prioritaire, ceux scolarisés en zone rurale, enfin les élèves en retard scolaire. Des points saillants de mal-être parmi ces enfants apparaissent. Bien que dénoncée depuis de nombreuses années, la persistance de taux plus importants de harcèlement à l'encontre des collégiens en situation de handicap persiste. Les enfants de familles socialement défavorisées cumulent, plus que d'autres, plusieurs vulnérabilités : leur perception de leur santé et de leur bien-être est moins bonne, ils sont plus souvent touchés par le surpoids, voire l'obésité, et leur activité physique et sportive est insuffisante. On notera cependant que c'est chez ces adolescents que la qualité des relations – relations amicales et amoureuses mais aussi relation à leurs enseignants au collège – est préservée. Ce constat induit qu'il y a, au sein du collège, un véritable levier d'action au profit de ces élèves. Ce qui est confirmé par un autre résultat de l'enquête : les élèves de collège d'éducation prioritaire ressentent un meilleur bien-être mental et un plus fort sentiment de soutien de la part des enseignants. Ce qui peut témoigner d'un effet positif des dispositifs déjà mis place. À l'inverse, les collégiens en retard scolaire ont une perception globale dégradée de leur vie et de leurs perspectives, et sont plus souvent en surpoids Enfin les élèves des collèges ruraux se différencient des autres par un niveau d'expérimentation et de consommation d'alcool qui nécessitent une vigilance, avant que ne s'installent au lycée des comportements à risque ». Le rapport souhait « une offre spécifique de médecine de l'adolescence » et souligne les carences de la médecine scolaire. Il recommande de « retarder l'heure du début des cours le matin » pour augmenter le temps de sommeil des élèves.

Long, E., Zucca, C., & Sweeting, H. (2021). **School Climate, Peer Relationships, and Adolescent Mental Health: A Social Ecological Perspective**. *Youth & Society, 53*(8), 1400-1415. https://doi.org/10.1177/0044118X20970232
The current study investigated peer relationship and school climate factors associated with adolescent mental health. Cross-sectional data from 2,571 fifteen-year old students in 22 Scottish secondary schools was used. Multilevel models tested for school differences in mental health, and nested linear regression models estimated peer and school effects. Results demonstrated no significant between-school variation in mental health. Peer victimization was the only peer effect associated with mental health. School-belonging, student-teacher relationships, and a perceived inclusive school climate were associated with better mental health, whereas a perceived school climate of exam pressure was associated with worse mental health. The findings highlight multiple aspects of school climate that could be targeted in school-based interventions for adolescent mental health.

MACHACKOVA, H., BLAYA, C., BEDROSOVA, M., SMAHEL, D., & STAKSRUD, E. (2020). *Children's experiences with cyberhate*. EU Kids Online. https://www.lse.ac.uk/media-and-communications/assets/documents/research/eu-kids-online/reports/euko-cyberhate-22-4-final.pdf
La cyberhaine, ou haine en ligne, fait référence au discours de haine exprimés sur internet ou via des informations et technologies de la communication. S'appuyant sur des données collectées dans dix pays européens, ce rapport présente les principales conclusions concernant les expériences des enfants âgés de 11 à 17 ans avec la cyberhaine. Entre 21 % et 59 % de ces jeunes Européens déclarent avoir été exposés à la cyberhaine. Il existe de grandes différences entre les pays. 21% des enfants ont été exposés à des contenus haineux en France et 59 % en République tchèque. Dans tous les pays, les enfants plus âgés sont davantage exposés.

Tardif, C. (2021). *Influence des pratiques d'enseignement de la musique sur l'anxiété de performance musicale et le bien-être en classe des élèves du primaire inscrits à un programme en Arts-études*. Consulté à l'adresse https://savoirs.usherbrooke.ca/handle/11143/18820
Le bien-être de l'élève est partie intégrante du Programme de formation de l'école québécoise (PFÉQ) (Gouvernement du Québec, 2006). Toutefois, le contexte particulier des programmes pédagogiques particuliers (PPP) en Arts-études semble exposer les élèves à plusieurs situations de stress et d'anxiété. Or, l'anxiété occasionnée pourrait nuire au bien-être des musiciens (Kenny, 2016). Si certaines pratiques d'enseignement de la musique peuvent contribuer à une expérience positive en classe (Creech et Hallam, 2011; Patston et Waters, 2015; Roberts, 2015), d'autres pourraient cependant favoriser les manifestations d'anxiété de performance musicale (APM) chez les élèves (Kenny, 2016; Patston, 2014; Persson, 1996; Ryan et Andrews, 2009). Ainsi, l'objectif général de ce mémoire est d'analyser les pratiques d'enseignement de la musique et leur influence sur l'APM et le bien-être en classe des élèves du primaire inscrits à un PPP en Arts-études. Les objectifs spécifiques sont de 1) décrire les pratiques d'enseignement observées dans les PPP en Arts-études en musique au primaire; 2) décrire l'APM et le bien-être en classe des élèves et 3) d'examiner l'influence des pratiques observées sur l'APM et le bien-être en classe des élèves. Ce mémoire s'appuie sur la théorie du bien-être de Seligman (2011) et la conception du bien-être de l'enfant à l'école proposée dans l'avis du Conseil Supérieur de l'Éducation (CSÉ, 2020). Afin de répondre à notre objectif général de

recherche, nous avons tout d'abord observé les pratiques d'enseignement de quatre enseignantes spécialistes en musique au primaire dans une école offrant un PPP en Arts-études. Nous avons ensuite mesuré l'APM et le bien-être en classe des 170 élèves de la 3e à la 6e année du primaire présents lors des observations. Les pratiques d'enseignement ont été analysées à l'aide de deux grilles d'observations (MCOF, Madsen et Yarbrough, 1985; MTRA, Moore, 1976). L'analyse a permis de mettre en lumière certaines particularités. Notamment, les enseignantes maintiennent un contact visuel avec les élèves et les accompagnent en jouant un instrument la plupart du temps. Elles rétroagissent plus fréquemment auprès des élèves du deuxième cycle que du 3e cycle et elles privilégient l'utilisation de marques de désapprobation au regard des comportements sociaux, mais utilisent équitablement les marques d'approbation et de désapprobation pour les comportements pédagogiques. L'APM et le bien-être en classe des élèves ont été mesurés par un questionnaire autorapporté constitué d'échelles préexistantes (MPAI-A, Osborne et Kenny, 2002; MLSS, Creech et Hallam, 2011; QESPP, Carpentier et al., sous presse). En ce qui a trait au questionnaire des élèves, la majorité d'entre eux rapportent expérimenter des symptômes d'APM (nervosité, crainte de commettre des erreurs, évitement des performances solos devant public et difficulté de concentration) indépendamment de leur niveau de bien-être en classe. On observe que les filles rapportent significativement plus d'APM, de plaisir et de motivation que les garçons. Dans l'ensemble, l'APM tend à être plus élevé chez les élèves plus âgés. On constate également que les élèves de 6e année indiquent éprouver significativement moins de plaisir, de satisfaction, de motivation, d'estime de soi et d'appartenance à la classe que ceux des élèves de 3e et de 4e année du primaire. L'origine de la participation au programme (suggestion des parents ou demande de l'enfant) semble influencer différemment l'APM et le bien-être des élèves en fonction du genre et du niveau scolaire. Lorsque la demande de participer au programme vient des enfants, les élèves du 3e cycle rapportent une APM plus élevée que ceux du deuxième cycle. De plus, les garçons rapportent plus de plaisir et de motivation que lorsqu'ils répondent à une suggestion de leurs parents; aucune différence n'est observée chez les filles. Or, lorsque la suggestion de participer au PPP est initiée par les parents, l'APM des élèves du deuxième cycle est plus élevée que celle des élèves du 3e cycle. Les niveaux de plaisir, de satisfaction et de motivation des garçons sont aussi significativement plus bas que ceux des filles. En dépit des variations observées chez les élèves, l'analyse n'a révélé aucune influence significative des pratiques d'enseignement de la musique sur l'APM et le bien-être en classe des élèves. Ce mémoire met en lumière certaines considérations méthodologiques et conceptuelles qui mériteraient d'être réinvesties dans le cadre de l'analyse de l'influence des pratiques d'enseignement sur l'APM et le bien-être en classe des élèves. Notamment, il appert pertinent de reconnaître l'influence de plusieurs types de variables afin de reconnaître justement l'influence qui relève des pratiques d'enseignement. Finalement, plusieurs recommandations sont formulées concernant les pratiques d'enseignement constatées en contexte d'enseignement-apprentissage musical. Une attention particulière doit être portée quant à la motivation des élèves et aux différences observées selon le genre et le niveau scolaire. Promouvoir la participation active des élèves et l'utilisation de marques d'approbation pourrait s'avérer des pistes d'actions intéressantes.

Victorino, C., Denson, N., Ing, M., & Nylund-Gibson, K. (2022). **Comparing STEM Majors by Examining the Relationship Between Student Perceptions of Campus Climate and**

Classroom Engagement. *Journal of Hispanic Higher Education*, *21*(1), 33-48. https://doi.org/10.1177/1538192719896343
This study built upon research examining the effects of diversity in STEM (science, technology, engineering, and mathematics) fields and higher education by investigating the relationship between student perceptions of campus diversity and classroom engagement for first- and second-year Latinx and White students at two structurally diverse institutions. Findings suggested that perceptions of campus climate have a positive and significant relationship with classroom engagement—which is an important indicator of overall grade point average.

Formation continue

Baatouche, N., Maricourt, P. de, Arnoux-Nicolas, C., Lhotellier, L., & Bernaud, J.-L. (2021). **Dispositif Sens de la vie, sens de la formation (SVSF) : accompagner des apprenants adultes dans leur élaboration de sens**. *L'orientation scolaire et professionnelle*, *50*(3), CDLXIX-CDXC. https://doi.org/10.4000/osp.14609
L'élaboration des intentions d'avenir est souvent associée à une quête de sens de vie et à un besoin d'être (Gonzales et al., 2013). Elle implique, par un travail réflexif, d'entrevoir ce que l'on est et de déterminer quelle direction choisir. Ceci est notamment vrai à l'heure de s'engager dans une formation diplômante, laquelle peut matérialiser le fait de se déterminer quant à l'avenir professionnel ; l'entrée dans le monde du travail, la transition vers un autre poste, voire un autre métier. Par ailleurs, depuis quelques décennies et plus encore aujourd'hui dans un contexte mondial de crise multidimensionnelle, la tension existentielle (Vilches et al., 2020) de nombre d'apprenants en formation est devenue manifeste, appelant à mettre en place des espaces réflexifs d'élaboration de sens. Le dispositif innovant « Sens de la vie, sens de la formation (SVSF) », héritier des travaux de Bernaud et al. (2020) du point de vue de sa structure, s'inspirant également de la pédagogie prônée par González et al. (2013), propose un tel accompagnement à l'approche réflexive. Constitué de cinq séances hebdomadaires, il réunit un groupe d'adultes de tous âges et de tous statuts, vivant une tension existentielle autour d'une formation passée ou présente, ou d'un projet de formation. Le dispositif SVSF permet d'accueillir et de confronter à un collectif les questions existentielles de l'individu, afin de lui permettre de choisir ou de mieux comprendre ses propres choix de formation.

Barthelemy, V., Feuilladieu, S., & Calmet, M. (2021). *La mise en accessibilité scolaire: situations, discours, paroles*. Paris: l'Harmattan. https://www.editions-harmattan.fr/livre-la_mise_en_accessibilite_scolaire_situations_discours_paroles_veronique_barthelemy_syl viane_feuilladieu_michel_calmet-9782343243085-71514.html
L'ouvrage présente des contributions scientifiques utiles à la compréhension de situations spécifiques de transitions psychosociales professionnelles « tout au long de la vie adulte » : en formation, lors des mobilités, pour l'intégration et le maintien en emploi, à l'égard du chômage, au passage en retraite. Le rapport psychologique au travail y est examiné plus particulièrement au prisme des interactions sociales qui le construisent et participent à son développement. Sur la base de ces éclairages, des préconisations, démarches et outillages sont proposés qui sont autant de pistes pour un accompagnement des personnes ainsi que des institutions et organisations engagées dans ces situations de transitions

Fuchs, M., Westermeyer, J., Finken, L., & Pilz, M. (2021). **Training activities in subsidiaries of foreign multinational companies: Local embeddedness in Germany?** *International Journal of Training and Development*, 25(4), 414-432. https://doi.org/10.1111/ijtd.12244
While labour geography notes that subsidiaries of multinational companies (MNCs) exploit workers, studies in vocational education show that the international subsidiaries perform education and training. Often, the latter strand of literature relates to cases of MNCs from countries with 'dual' apprenticeships that combine comprehensive vocational education and training (VET) of vocational schools/universities and companies. This is how VET is practiced in Germany, Austria and Switzerland. The VET literature also explores how transfer of 'dual' practices from these countries of origin can contribute to skilling employees in the host countries. Starting from these conceptual approaches, this paper takes a different perspective. It asks how training activities of MNCs with headquarters in countries where companies hardly combine their in-house trainings with vocational schools, perform training activities in Germany where 'dual' apprenticeship is the prevalent institutional environment. Besides 'dual' VET, the study also includes MNCs' 'dually' coordinated training activities with universities. The topic of MNCs' training activities in such complex structured institutional environments has hardly been researched until now. Methodologically, the study is based on case studies and uses qualitative research approaches for the evaluation of interviews. The results illustrate a spectrum of different kinds of training by presenting three case studies and show how they relate to the particular institutional context in Germany. The discussion and conclusion integrate the results in further findings of the study and literature.

GUILLON, S. (2021). **Transformer son expérience en diplôme par la démarche VAE : quelle plus-value en matière de trajectoire professionnelle ?** *TransFormations : Recherches en éducation et formation des adultes*, *1*(22), 60-74. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03445357
La démarche VAE a, depuis 2002, préfiguré l'évolution des textes législatifs qui régissent aujourd'hui la formation continue en France, dans la mesure où elle a anticipé ce qui est dorénavant placé au cœur des priorités en matière de développement économique et de lutte contre la précarité économique et le risque chômage, à savoir la démarche compétences. Dans son esprit, la VAE défend intrinsèquement l'idée selon laquelle les contextes d'activité rendent possible, pendant la carrière professionnelle, la construction de savoirs d'action au même titre que la formation initiale et les systèmes de formation scolaire. Nous montrons dans notre proposition comment la recherche en sciences sociales et en économie a questionné les modalités d'accès et de réussite des candidats VAE à l'Université et comment leur expérience peut être étudiée comme vecteur de transformation ultérieure des parcours professionnels. Nous illustrons notre propos par les résultats d'une recherche portant sur les effets de cette procédure chez des candidats ayant pu s'inscrire dans un tel projet, sur la manière dont cette expérience a été en mesure de produire une plus-value dans leur trajectoire en matière de hausse de la qualification des postes occupés et des revenus. Nous baserons notre argumentaire sur une analyse statistique des données tirées d'une enquête longitudinale rétrospective auprès de 278 candidats VAE de l'Université de Strasbourg ayant bénéficié du dispositif entre 2003 et 2015.

Laroye-Carré, F. (2021). *Dynamiques interactionnelles en conseil en évolution professionnelle (CEP) : entre dialogue conjoncturel et délibération de carrière* (Phdthesis,

Université Bourgogne Franche-Comté). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-03238522

Les nombreuses mutations économiques, politiques, technologiques, sociales et démographiques de la société depuis un demi-siècle ont fait évoluer les besoins, les conceptions et les pratiques d'orientation des adultes en France. C'est dans ce contexte que le conseil en évolution professionnelle (CEP) a vu le jour en 2015 permettant à toute personne de bénéficier gratuitement et tout au long de sa vie professionnelle d'un service dont l'ambition est d'accompagner, au niveau local dans le cadre du service public de l'orientation, la sécurisation des parcours professionnels. Ce nouveau conseil vise donc à répondre à un ensemble d'enjeux à la fois collectifs (pour répondre aux besoins socio-économiques des territoires) mais aussi individuels (en aidant les individus à mieux piloter leur vie professionnelle). Les premières études sur le CEP se sont principalement intéressées au travail du conseiller en évolution professionnelle et à sa professionnalisation. C'est pourquoi nous avons entrepris, pour compléter et nourrir le champ de la recherche, d'étudier le CEP par le biais de certains aspects des situations d'interactions sociales vécues en cours d'entretien et de leurs confrontations aux points de vue des bénéficiaires et des conseillers eux-mêmes. La collecte et l'analyse des données a été organisée autour de trois études à partir de 48 observations d'entretiens de CEP et d'interviews auprès de 36 bénéficiaires du service et de 23 conseillers, choisis parmi les acteurs observés antérieurement. Des résultats nous dégageons six critères permettant de comparer les pratiques du CEP selon les différentes institutions impliquées par le service. A partir de ces constats le fonctionnement du CEP semble traversé par deux modèles plus ou moins explicites, eux-mêmes caractérisés par des temporalités et des modes d'intervention différents. Le premier vise l'employabilité à court-terme à partir d'un dialogue conjoncturel selon les circonstances qui s'imposent aux bénéficiaires et le second celui de l'orientation tout au long de la vie mettant en jeu des demandes et des niveaux de réalités socioprofessionnelles différents impliquant une délibération de carrière. L'assimilation versus la différenciation de ces deux conceptions dans les pratiques sont porteuses d'implications différentes pour l'avenir du système CEP.

Marché du travail

Capus, E., & Taillé-Pollian, S. **Projet de loi de finances pour 2022 : Travail et emploi.** , Pub. L. No. 163 (2021-2022) (2021). http://www.senat.fr/rap/l21-163-332/l21-163-332.html

Métiers de l'éducation

Alternatives économiques. (2021, novembre 18). **Les directeurs d'école vont-ils devenir des chefs d'entreprise ?** Consulté 24 novembre 2021, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/directeurs-decole-devenir-chefs-dentreprise/00101130

Une proposition de loi vise à créer la fonction de directeur et directrices des écoles. Une révolution qui divise les syndicats. Les concernés réclament davantage de moyens pour accomplir leurs missions.

Astolfi, J.-P., & Zakhartchouk, J.-M. (2021). *La saveur des savoirs: disciplines et plaisir d'apprendre*. Consulté à l'adresse https://www.esf-scienceshumaines.fr/education/244-saveur-des-savoirs-la.html
Attentive aux statistiques, absorbée par les problèmes de gestion de flux, notre École oublie parfois ce qui la fonde : la transmission des savoirs. Certes, les polémiques font rage sur la baisse du niveau ou l'effondrement de l'autorité des maîtres, mais, paradoxalement, les questions essentielles restent largement absentes : « Qu'est-ce qui fait qu'un élève, à un moment donné, peut se mobiliser sur des savoirs ? Qu'est-ce qui l'aide à se détourner des satisfactions immédiates et des sollicitations marchandes pour se consacrer à des questions savantes et complexes ? Quelles satisfactions peut-il y trouver ? » Et ce n'est pas parce que ces interrogations nous conduisent vers des rivages encore mystérieux qu'il faut, pour autant, s'en remettre à la pensée magique ou se rabattre sur le fatalisme du « je n'y peux rien ! ». L'ouvrage de Jean-Pierre Astolfi apporte, sur ces problèmes cruciaux, des éclairages décisifs. Il montre que, loin de devoir édulcorer les savoirs ou dissoudre les disciplines scolaires, l'École doit ouvrir chaque enfant à une vision experte du monde. Ainsi, en faisant découvrir la jouissance du comprendre, l'enseignant contribue tout autant à la construction des connaissances qu'à celle du sujet et de la socialité.

Battaglia, M. (2021, novembre 22). **Les démissions d'enseignants augmentent et l'éducation nationale n'arrive pas à répondre à ce malaise**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/societe/article/2021/11/22/les-demissions-d-enseignants-un-phenomene-en-expansion_6103110_3224.html
Des stagiaires qui renoncent, des professeurs qui partent…Rapportés au total de 800 000 enseignants, ces départs ne pèsent pas grand-chose. Mais d'année en année, ils se font de moins en moins rares.

Budrow, J. (2021). **Being and becoming internationally minded: Snapshots of novice Canadian teachers in international schools**. *Journal of Research in International Education*, 20(3), 211-225. https://doi.org/10.1177/14752409211060137
This paper examines the experiences of three Canadian teachers beginning their formal careers in international schools. International mindedness is taken up as a sensitivity that international schoolteachers both bring to their international teaching assignments and further develop in the transnational spaces of international schools. As such, the internationally minded teacher is able to respond and learn from the intercultural complexities of teaching and living overseas. Findings suggest some elements of international mindedness are more readily appreciated and practiced by these novice teachers while others require greater awareness and effort to attain. The findings also suggest that 'cosmopolitan learning' (Rizvi, 2009), foregrounding the importance of critically reflecting upon one's 'locatedness' in the world, represents a generative orientation for teachers wanting to deepen their international mindedness.

Bugeja-Bloch, F., & Couto, M.-P. (2021). *Les Méthodes quantitatives* (Nouvelle éd). PARIS: Que sais-je? https://www.puf.com/content/Les_M%C3%A9thodes_quantitatives
Que seraient la sociologie et, plus généralement, les sciences sociales sans l'outil statistique ? Au principe de nombreuses disciplines, les méthodes quantitatives ne vont pourtant pas de soi et méritent d'être expliquées. Comment concevoir une enquête par questionnaire ? Est-elle objective ? Comment exploiter les données obtenues ? Parce que produire et lire des indicateurs statistiques implique d'exercer son sens critique, les

méthodes quantitatives ne se limitent pas seulement à une production de chiffres : le discours qui permet d'en restituer les résultats est aussi une sorte d'exercice littéraire. Exercice périlleux, qui n'est pas sans conduire parfois à des interprétations abusives. L'objectif de cet ouvrage est de présenter toutes les étapes du processus de quantification (construction du questionnaire, exécution sur le terrain, panorama des techniques quantitatives et valorisation et réception des résultats) et d'en fournir des illustrations

Capron Puozzo, I. (2021). *Innovation et stratégie au coeur de la recherche dans la formation enseignante*. Louvain-la-Neuve (Belgique): EME éditions. https://www.editions-harmattan.fr/livre-innovation_et_strategie_au_coeur_de_la_recherche_dans_la_formation_enseignante_q uelques_etudes_de_cas_isabelle_capron_puozzo-9782806637307-70048.html
Ce livre aborde le management de l'innovation au sein d'une institution publique de formation. Soutenu par une démarche de recherche, il donne un exemple concret sur comment refonder une stratégie institutionnelle en se basant sur un management orienté humain et créatif. À partir de techniques de design thinking, il s'agit de non seulement d'avoir des pistes concrètes pour élaborer des axes stratégiques, mais aussi de pouvoir être prospectif en créant le monde de demain

Chachkine, E., & Jorro, A. (2021). *Corporeity in PhD Thesis Writing: Rituals and 'Writing Gestures'* (p. 149-167). https://doi.org/10.1163/9789004468443_009
In this chapter, we explore the role played by the body in thesis writing for professionals involved in doctoral studies at the Conservatoire national des arts et métiers (Cnam). Our hypothesis is that writing a PhD thesis is not just an intellectual engagement, but also an emotional as well as a bodily engagement. Thus, in this research we refer to the "writing gesture" when undertaking the writing of a PhD thesis. The theoretical underpinnings of this research are Mauss's ethnographic works (,), for whom the body is "man's first and most natural technical object, and at the same time technical means". It is also rooted in anthropological studies around "the rites of passage" (), re-explored for the writing activity of adult learners by . The first section of our research tries to understand the role played by the body at the various stages of writing the PhD thesis. The second section identifies five "writing gestures" that PhD supervisors and PhD candidates should be aware of.

Corsi, J.-M., Frances, J., & Le Lay, S. (2021). *Ma thèse en 180 secondes: quand la science devient spectacle*. VULAINES SUR SEINE: Editions du Croquant. https://editions-croquant.org/sociologie/768-ma-these-en-180-secondes.html
Moment d'effervescence dans l'économie mondiale La crise économique induite par la pandémie de COVID-19 s'annonce déjà d'une ampleur considérable. Les mesures de confinement prises pour stopper la propagation du virus ont mis sous cloche l'activité économique et industrielle. Ces mesures inédites dans l'histoire moderne donnent aux processus en cours un caractère indéniablement singulier. Pourtant cette crise n'est pas un simple accident exogène ou conjoncturel mais prolonge de façon sous-jacente une crise structurelle du capitalisme. Cette crise agit tout d'abord comme un révélateur des pratiques de financiarisation qui ont fragilisé les systèmes de santé et accru la vulnérabilité des populations aux cycles financiers. La pandémie a ainsi renforcé des processus financiers que la crise de 2008 avait déjà mis en exergue : endettement généralisé, fragilités bancaires, titrisation, etc. Ensuite, cette crise peut être vue comme

un « moment effervescent » au sens d'Émile Durkheim, c'est-à-dire un moment de flottement et de contestation des schémas de pensées et des pratiques établies. Les faillites d'entreprises et le gonflement spectaculaire de l'endettement public ont ainsi conduit les banques centrales, le Fonds monétaire international et des acteurs du droit international à faire des annonces en profond décalage avec les habitudes de pensées dominantes. Mais sans surprise, et au-delà de ces effets d'annonce, l'évolution des pratiques concrètes suscitent de vives résistances

Guichet, J.-L., & Maillard, A. (2021). *Utopies éducatives*. Arras: Artois Presses Université.

Husain, A. N., Miller, L. C., & Player, D. W. (2021). **Principal Turnover: Using Teacher-Assessments of Principal Quality to Understand who Leaves the Principalship**. *Educational Administration Quarterly*, *57*(5), 683-715. https://doi.org/10.1177/0013161X211011235
Purpose: The purpose of this article is to estimate the relationship between principal quality and turnover. Principals can have potentially large effects on student outcomes. When school leaders leave their roles, they cause disruptive effects to the school's climate. If effective principals are more likely to leave, the negative effects of principal turnover are likely exacerbated. Relatively little, however, is known about the quality of principals who leave the principalship. Research design: We use teachers' perceptions of their principals as a measure of principal quality to understand the quality of principals who leave schools. We address this research question in New York City public schools from 2013 to 2016, and then replicate it at the national level using the Schools and Staffing Survey data from 2008 to 2012. To understand how principal quality relates to principal turnover, we run linear probability regressions of principal exits on (teacher-assessed) principal quality, controlling for a set of teacher, principal, school, district/state, and time characteristics. Findings: We find that higher quality principals are less likely to leave their schools. This finding persists across school contexts and time, lending robustness to our results. Conclusions: Findings suggest that inasmuch as principal turnover is a concern, it is not driven by higher quality principals. Districts should therefore focus on recruiting more higher quality principals as opposed to focusing on reducing overall principal turnover. Moving forward, research should focus on differential attrition patterns so that efforts to retain principals can be better targeted.

Jarraud, F. (2011, novembre 29). **Dégradation des conditions de travail des personnels de direction**. Consulté 6 décembre 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/11/29112021Article637737668 135698747.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0o RbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=513331
Selon un enquête réalisée par la banque Casden et le Snpden Unsa, les conditions de travail des personnels de direction se sont dégradées avec la crise sanitaire. « L'enquête révèle que la crise a eu un effet négatif sur la qualité des relations que les chefs d'établissements entretiennent avec l'ensemble de leurs interlocuteurs », affirme l'enquête, notamment avec les parents et les IPR. Les personnels de direction dénoncent un décrochage scolaire important et une recrudescence de violence (plus de 50% à observer une recrudescence de violence au sein de leurs établissements). Ce dernier point ne se retrouve pas dans la dernière enquête ministérielle Sivis 2020-2021 qui montre plutôt une baisse des violences. Sivis est alimenté par les personnels de direction. Les personnels de direction « ressentent une dégradation en ce qui concerne, tout d'abord, leurs conditions de travail et les tâches professionnelles (9 PERDIR sur 10), leur confiance envers l'institution (8 sur 10) puis leurs missions (7 sur 10) ». Ils « ont le sentiment de vivre

sous le joug des injonctions hiérarchiques (77% d'entre eux mentionnent cet aspect), de devoir s'adapter, si ce n'est au jour le jour, du jour pour le lendemain, étant souvent informés des changements organisationnels liés à la pandémie par les médias la vieille de l'application de ces derniers, voire le jour-même par leur ministre. Ainsi, ils sont 92% à faire part de la dégradation massive de leurs conditions de travail ». 67% se plaignent de stress

Jarraud, F. (2021a, novembre 18). **Alerte santé pour les professeurs**. Consulté 18 novembre 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/11/18112021Article637728154 520619478.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0o RbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=513155
Les professeurs ne vont pas bien. L'enquête réalisée par la MGEN montre que la moitié des enseignants a des idées noires et se plaint d'une mauvaise qualité de vie. Un tiers a vécu une situation de violence dans l'année. Presque tous jugent leur métier dévalorisé dans la société. Et seulement un professeur sur dix pense pouvoir compter sur sa hiérarchie face aux difficultés. C'est bien le métier qui est malade.

Jarraud, F. (2021b, novembre 19). **Les enseignants dans le mauvais tiers des salariés**. Consulté 24 novembre 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/11/19112021Article637729019 299203658.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0o RbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=513186
De quelle autonomie disposent les salariés ? L'Insee se penche dans un Insee Première sur une liberté professionnelle qui compte en terme de qualité de vie. L'Insee distingue 4 groupes d'emplois. Les salariés disposant d'une large autonomie dans l'organisation de leur temps de travail et dont la vie privée est plus ou moins exposée aux aléas professionnels. Cela concerne 43% des salariés, le plus souvent des cadres. Il y a des salariés qui ont des horaires imposés mais qui préservent leur vie privée. cela concerne 23% des salariés, l eplus souvent ouvriers. Enfin il y a ceux qui ont des horaires très contraints et dons la vie professionnelle déborde souvent sur la vie privée. Cela concerne 34% des salariés dont les enseignants et le personnel de santé.

Jarraud, F. (2021c, novembre 22). **Comment la réforme du lycée a aggravé les conditions de travail des enseignants**. Consulté 24 novembre 2021, à l'adresse Le café pédagogique   website: http://www.cafepedagogique.net/lexpresso/Pages/2021/11/22112021Article637731612 604174684.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0o RbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=513219
En cassant les classes avec la mise en place des spécialités, la réforme du lycée a fait gagner plus de 2500 emplois au ministère pour les seuls niveaux de 1ère et terminale. Mais elle a surtout considérablement aggravé les conditions de travail des professeurs et des élèves. C'est ce que révèle une nouvelle Note de la Depp. Ainsi un professeur de SES a maintenant des élèves venant de 12 classes. En maths c'est 8 classes. Certaines disciplines ont été décimées par la réforme : en maths on compte 18% d'heures d'enseignement en moins, en technologie 27%, en SE 14%, en lettres 6%.

Jarraud, F. (2021d, novembre 23). **Le réquisitoire du Sénat sur la dégradation du métier enseignant**. Consulté 24 novembre 2021, à l'adresse Le café pédagogique website:

http://www.cafepedagogique.net/lexpresso/Pages/2021/11/23112021Article637732477012931479.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=513244

« En euros constants, les enseignants français ont perdu entre 15 et 25 % de rémunération au cours des 20 dernières années ». Des salaires en chute de près de 20% en 20 ans, devenus nettement plus faibles que les salaires du privé. Un temps d'enseignement nettement supérieur à celui des pays voisins pour des salaires nettement plus bas. Des conditions de travail parmi les plus dégradées de tous les pays de l'OCDE. Tout cela est connu. Mais ce réquisitoire sans appel ne vient pas d'un syndicat enseignant. Il est tiré du rapport du Sénat sur le budget de l'Education nationale. Budget malgré tout adopté sans modification par la commission des Finances du Sénat...

Jarraud, F. (2021e, novembre 29). **Concours : L'irrésistible montée des nouveaux profils**. Consulté 6 décembre 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/11/29112021Article637737668226950499.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=513331

Les INSPE gardent la main sur les concours du 1er et du 2d degré, annonce la Depp dans une nouvelle Note (21.40). Avec une exception notable : l'agrégation. Il y a une autre bizarrerie dans les concours de recrutement d'enseignants c'est qu'être enseignant ou personnel de surveillance semble être un fardeau pour réussir aux concours. Mais le principal enseignement c'est la montée des secondes carrières dans l'enseignement. Une évolution qui interroge et qui n'est pas sans conséquences.

Lothaire, S. (2021). *Le groupe professionnel enseignant et ses marchés du travail en Fédération Wallonie-Bruxelles. Etude de la construction des modes de régulation et de leur impact sur l'entrée dans la carrière et les parcours professionnels des enseignants débutants* (Theses, Université catholique de Louvain (Louvain-la-Neuve, Belgique)). Consulté à l'adresse https://hal.archives-ouvertes.fr/tel-03429227

Montandon, F., Wagner, B., & Krüger-Potratz, M. (2021). *Les chefs d'établissement face à la mobilité institutionnelle en Allemagne et en France: Enjeux stratégiques et paradoxes*. Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782360851133?utm_source=phplist&utm_campaign=message_31622&utm_medium=email&utm_content=lienTitre

Cet ouvrage est issu d'une recherche binationale franco-allemande inscrite dans un cadre universitaire et dans celui d'une organisation internationale, l'OFAJ. Articuler mobilité institutionnelle, rôles et stratégies des chef.fe.s d'établissement, école inclusive permet d'étudier comment la mobilité peut s'appréhender comme principe éducatif et comme facteur de développement pédagogique. L'institution se présente comme ce qui porte le fonctionnement des établissements scolaires, elle doit s'adapter aux nouvelles conditions politiques et sociales, amenant alors des transformations intrinsèques ; mais elle a également une fonction anthropologique qui permet au sujet de se penser en lien avec autrui, de se référer à du tiers, contribuant ainsi la construction identitaire individuelle et sociale

Muñoz, J. A., & Villanueva, I. (2022). **Latino STEM Scholars, Barriers, and Mental Health: A Review of the Literature**. *Journal of Hispanic Higher Education*, 21(1), 3-16. https://doi.org/10.1177/1538192719892148

Research exploring the participation and retention of Latino/as in STEM (science, technology, engineering, and math) is still in its early stages, but it is shedding light on the lack of representation, why they occur, and what are the outcomes for those that remain in STEM. This review of the literature explores the barriers, stressors, and health issues that emerge for Latino/a STEM faculty. The review includes work on the comprehensive stress, discrimination, and other burdens that contribute to Latino/a faculty stress. Discrimination and socioeconomic status (SES) can operate in synergistic ways to diminish health and coping mechanisms. We address the professional and organizational contexts that Latino/a faculty face in the university environment and the health outcomes that potentially emerge as a result of their experiences within universities in the United States.

PERLAZA, A. M., BUSER, M., WENTZEL, B., MEIA, J.-S., STUMPF, A., GARESSUS, P.-A., … MORALES PERLAZA, A. (2021). **La formation et la profession enseignante : perspectives comparatives en Europe, en Amérique et en Afrique : dossier**. *Formation et profession*, (vol. 29, n°3), https://formation-profession.org/numeros/view/32
Ce numéro analyse le mouvement de professionnalisation des métiers de l'enseignement dans une perspective internationale. Plusieurs articles abordent la professionnalisation sous l'angle d'intentions puis d'impulsions politiques. Toutes les contributions constatent une forme d'étirement dans la durée et peut-être même d'essoufflement malgré le large consensus suscité ces dernières décennies. Plusieurs articles traitent des limites actuelles de ce mouvement, identifiables dans les tensions entre les exigences d'une formation de haut niveau et la réalité de la condition enseignante en emploi. D'autres soulignent que l'insertion puis le développement professionnel constituent des enjeux majeurs de la professionnalisation des individus.

Rilhac, C. *Fonction de directrice ou de directeur d'école*. (2021). http://www.senat.fr/dossier-legislatif/ppl19-566.html
La proposition de loi créant la fonction de directrice ou de directeur d'école, adoptée en première lecture par l'Assemblée nationale le 24 juin 2020, tend à reconnaitre cette fonction et à améliorer ses conditions d'exercice. À cet effet, le texte transmis au Sénat : - précise les missions du directeur d'école tout en confirmant qu'il n'exerce pas d'autorité hiérarchique sur les enseignants ; - établit que directeur d'école dispose d'un emploi de direction, bénéficie d'une indemnité de direction spécifique, d'un avancement accéléré et fixe les conditions dans lesquelles il peut bénéficier d'une décharge totale ou partielle d'enseignement ; - crée un « référent direction d'école » dans chaque direction des services départementaux de l'éducation nationale ; - apporte des précisions sur le rôle du directeur d'école dans l'élaboration d'un plan pour parer aux risques majeurs liés à la sûreté des élèves et des personnels, dans chaque école.

Roelens, C. (2021). **Philippe Raynaud, la philosophie politique de l'école et la formation des enseignants. Un regard à l'aune de l'individualisme démocratique**. *Recherches en éducation*, (45). https://doi.org/10.4000/ree.9533
L'objet de cet article est de proposer un regard sur les contributions au débat public du philosophe Philippe Raynaud s'agissant de la confrontation de l'institution scolaire à l'individualisme démocratique. Penser le modèle éducatif français et ses transformations récentes est le premier souci de Raynaud, et c'est par ce prisme qu'il dessine une philosophie politique de l'école dont nous donnons ici à voir les traits caractéristiques (1.1). La question de la formation des enseignants constituant un point de cristallisation de ses préoccupations et avis sur la politique scolaire, nous y consacrerons ensuite un

temps d'étude spécifique (1.2). Le dispositif analytique et argumentatif de Raynaud paraissant bâti comme une réponse potentielle à certaines inquiétudes face aux effets d'un individualisme démocratique néo-tocquevillien dans l'éducation, c'est dans une élucidation de ce que peut revêtir ce mot d'ordre apparemment impossible de former aujourd'hui l'individu, par l'individu et pour l'individu que ce trouble nous parait pouvoir être partiellement dissipé (2).

Tellier, M. (2021). **Ceci est mon corps : Le corps de l'enseignant dans la classe**. In P. Olympio & P. Terrien, *La réussite scolaire, universitaire et professionnelle : Conditions, contextes, innovations* (p. 173-193). Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03445312

Depuis les années 1970, le corps de l'enseignant dans la classe questionne les chercheurs, notamment en sciences de l'éducation. À la même époque où les recherches sur la place du non verbal dans la communication fleurissent, plusieurs publications ont fait date décrivant l'usage du corps dans la classe de manière souvent descriptive et exhaustive. Des publications plus récentes font le point rétrospectivement sur la place accordée à ce thème dans la recherche en éducation. À l'exception de ces deux dernières références, les recherches consacrées au corps de l'enseignant (au sens large : gestuelle, regard, expressions faciales, postures) questionnent relativement peu sa place dans la formation des enseignants. Et pourtant, chez le novice, le corps peut être vécu comme une enveloppe encombrante lorsqu'il est face à la classe et on constate une certaine difficulté à avoir recours spontanément à la posturo-mimo-gestuelle chez les enseignants novices pour transmettre les connaissances et animer la classe. Faut-il pour autant laisser « l'expérience » faire son travail ? L'usage pédagogiquement optimisé du corps dans la classe vient-il naturellement avec le temps ? Le travail pionnier de Pujade Renaud a mis au jour le malaise que certains enseignants, même expérimentés, connaissent face au regard des élèves portés sur leur corps. L'objectif de cet article est double : réfléchir à ce que pourrait contenir une formation initiale sur le corps pédagogique et observer les changements qu'une telle formation peut induire. Après une exposition de l'état de la question et des connaissances sur la posturo-mimo-gestuelle de l'enseignant, un projet de module de formation pour l'optimisation du corps comme outil pédagogique sera présenté et son effet sera discuté à partir d'analyse de cas.

Thomas, J.-É. (2021). **Les effets des choix des élèves en lycée général et technologique sur les services des enseignants**. *Note d'information*, (21.37). Consulté à l'adresse https://www.education.gouv.fr/les-effets-des-choix-des-eleves-en-lycee-general-et-technologique-sur-les-services-des-enseignants-326200

Cette étude porte sur les services des enseignants et les heures qu'ils dispensent dans le cadre de la réforme du lycée général et technologique.

Valette, C. (2021). **Profil des admis aux concours enseignants 2020 du premier degré et du second degré**. *Note d'information*, (21.40). Consulté à l'adresse https://www.education.gouv.fr/resultats-de-l-enquete-sivis-2020-2021-aupres-des-ecoles-publiques-et-des-colleges-et-lycees-publics-326311

Les conditions particulières d'organisation des concours liées à la crise sanitaire ont favorisé les admissions multiples aux concours externes, particulièrement dans le premier degré public. Les femmes sont largement majoritaires parmi les lauréats des concours enseignants, notamment dans le premier degré et dans l'enseignement privé. Les

lauréats sont en moyenne plus jeunes dans le public que dans le privé, de trois à quatre ans selon le niveau d'enseignement. L'origine des candidats se diversifie, mais les étudiants issus des instituts nationaux supérieurs du professorat et de l'éducation (Inspé) constituent le principal vivier des concours externes. Leur taux de réussite est supérieur à la moyenne pour chaque niveau d'enseignement, une réussite différenciée selon les académies dans le primaire, selon les disciplines dans le secondaire.

Voisin-Girard, B., Talérien, S., & Bertone, S. (2021). **À quelles conditions l'entretien d'inspection des enseignants du second degré peut-il devenir source de développement professionnel ? Rôle de la réflexivité des acteurs**. *Recherches en éducation*, (45). https://doi.org/10.4000/ree.9455
Cette étude vise à éclairer la nature de l'activité de jugement des inspecteurs d'académie, inspecteurs pédagogiques régionaux déployée au sein des entretiens d'inspection individuelle des enseignants expérimentés du second degré pour identifier les conditions de développement des professionnels dans ce contexte. Inscrite dans un programme de recherche technologique anthropoculturel, cette recherche mobilise un cadre théorique pluriel : la philosophie du langage, la théorie de l'énoncé et la clinique de l'activité afin de comprendre et susciter le développement professionnel des acteurs. Les résultats montrent 1) une vue synoptique des jeux de langage des inspecteurs permettant de comprendre les conditions de développement des enseignants en entretien et des inspecteurs par l'accès à leur pratique, et 2) le développement réflexif d'un collectif d'inspecteurs par l'émergence d'alternatives fécondes face à des dilemmes professionnels.

Numérique et éducation

Chevalère, J., Cazenave, L., Berthon, M., Martinez, R., Mazenod, V., Borion, M.-C., … Huguet, P. (2021). **Computer-assisted instruction versus inquiry-based learning: The importance of working memory capacity**. *PLoS ONE*, *16*(11), e0259664. https://doi.org/10.1371/journal.pone.0259664
The Covid-19 pandemic has led millions of students worldwide to intensify their use of digital education. This massive change is not reflected by the scant scientific research on the effectiveness of methods relying on digital learning compared to other innovative and more popular methods involving face-to-face interactions. Here, we tested the effectiveness of computer-assisted instruction (CAI) in Science and Technology compared to inquiry-based learning (IBL), another modern method which, however, requires students to interact with each other in the classroom. Our research also considered socio-cognitive factors–working memory (WM), socioeconomic status (SES), and academic self-concept (ASC)–known to predict academic performance but usually ignored in research on IBL and CAI. Five hundred and nine middle-school students, a fairly high sample size compared with relevant studies, received either IBL or CAI for a period varying from four to ten weeks prior to the Covid-19 events. After controlling for students' prior knowledge and socio-cognitive factors, multilevel modelling showed that CAI was more effective than IBL. Although CAI-related benefits were stable across students' SES and ASC, they were particularly pronounced for those with higher WM capacity. While indicating the need to adapt CAI for students with poorer WM, these findings further justify the use of CAI both in normal times (without excluding other methods) and during pandemic episodes.

Cueille, J. (2021). *La classe à l'épreuve du distanciel: enquête sur le lycée numérique*. Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782343244990?utm_source=phplist&utm_campaign=message_31622&utm_medium=email&utm_content=lienTitre

Les confinements successifs auront été une épreuve de vérité : que serait un enseignement… sans école ? Cette école entièrement ou partiellement à distance nous aura permis de nous interroger sur ce que veut dire « faire classe ». Or a-t-on pris la peine d'écouter les acteurs et actrices de terrain ? Ce livre relate une enquête menée, entre 2020 et 2021, auprès de nombreux professeurs et élèves de lycée. Il réserve bien des surprises : notamment sur leur perception du « distanciel ». Les élèves sont-ils convaincus par le e-learning ? Le numérique améliore-t-il réellement les apprentissages ? L'auteur, en confrontant ces résultats avec des discours d'« experts » nous invite à nous questionner :« révolution numérique » et « révolution pédagogique » vont-elles nécessairement de pair ?

Marhic, P. (2021). *Le défi de l'enseignement à distance: Réflexions et modalités pratiques*. Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782343244181?utm_source=phplist&utm_campaign=message_31622&utm_medium=email&utm_content=lienTitre

Si l'enseignement à distance est depuis longtemps au point dans des pays tels que l'Australie, où l'éloignement de certaines fermes contraint les élèves à ce mode de pratique, c'est par contre une découverte sur le vieux continent à forte densité de population. La pandémie de Covid y a accéléré le processus de mise en place du télé-enseignement. Cet ouvrage propose quelques réflexions et de nombreuses pistes de travail à approfondir puis adapter pour les publics non seulement institutionnels, mais également particuliers tels les enfants isolés. Face à la caméra, on découvre les multiples facettes du professeur, à la fois technicien et performeur dont l'objectif premier devient de remotiver ses élèves et étudiants en perte de leurs repères habituels

OCDE : Organisation de coopération et de développement économiques. (2021). *AI and the future of skills, volume 1: capabilities and assessment*. Consulté à l'adresse https://www.oecd-ilibrary.org/education/ai-and-the-future-of-skills-volume-1_5ee71f34-en;jsessionid=1s0mHpQm-npumyUB-oY-D6Gz.ip-10-240-5-171

Le projet Intelligence artificielle et avenir des compétences de l'OCDE développe un programme pour évaluer les capacités de l'intelligence artificielle (IA) et de la robotique, et leur impact sur l'éducation et le travail. Il s'agit d'une base nécessaire pour comprendre leurs implications pour l'éducation, le travail et la société en général. Cet ouvrage rend compte de la première étape du projet. Les contributions d'experts passent en revue les taxonomies et les tests de compétences dans différents domaines de la psychologie, et les efforts en informatique pour évaluer l'IA et la robotique. Il fournit une discussion approfondie sur les forces et les faiblesses des différentes approches et décrit les orientations du projet.

Papadakis, S., Kalogianakis, M., Sifaki, E., & Monnier, A. (2021). **Editorial: The Impact of Smart Screen Technologies and Accompanied Apps on Young Children Learning and Developmental Outcomes**. *Frontiers in Education*, 6, 790534. https://doi.org/10.3389/feduc.2021.790534

The articles assembled in this volume indicate that well-designed educational apps can improve learning outcomes. It is, therefore, necessary to enhance research on app design and the ways the latter can shape learning environments and outcomes. Longitudinal approaches may be an appropriate approach in this respect.

Rossini, T. S. S., do Amaral, M. M., & Santos, E. (2021). **The viralization of online education: Learning beyond the time of the coronavirus**. *PROSPECTS*, *51*(1), 285-297. https://doi.org/10.1007/s11125-021-09559-5
In response to the global crisis resulted from the spread of the coronavirus in Brazil, many schools and universities suspended face-to-face classes and began to offer remote classes using digital resources. In this unprecedented crisis, educators, managers and families had to deal with unpredictability and look for new ways of learning and teaching. Based on the paradigm of transmission of mass distribution, remotely teaching has gained strength, with the teacher as the protagonist of the education process. Instead of interactivity, content is emphasized to the detriment of more participatory, dialogic, and collaborative methodologies. It is necessary to prepare teachers and students for the online education modality to face this critical moment. Thus, this article suggests online pedagogical actions supported by the multireferential research-formation and everyday school methodologies, which promote the teachers' and students' participation in an interactive and collaborative way.

UNESCO. IIPE : Institut international de planification de l'éducation. (2021). **Guidelines on open and distance learning for youth and adult literacy**. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000379397
773 millions de jeunes et d'adultes dans le monde n'ont pas les compétences de base en alphabétisation et l'impact de la COVID-19 compromet les acquis. Entendant soutenir les prestataires d'alphabétisation dans la planification, la mise en œuvre, le suivi et l'évaluation des programmes basés sur l'apprentissage à distance (ODL), la publication met en avant les étapes de la planification et de l'ODL dans les programmes et présente les technologies utilisées, de la radio et de la télévision à l'apprentissage en ligne. Des idées et des ressources pratiques complètent l'ensemble.

UNESCO : Organisation des Nations unies pour l'éducation, la science et la culture. (2021). **Le tournant de l'apprentissage numérique en Afrique : le rôle des écosystèmes locaux**. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000377725_fre/PDF/377725fre.pdf.multi
Lancée au début de la COVID-19 pour soutenir la continuité de l'apprentissage, la Coalition mondiale pour l'éducation (GEC) a donné la priorité à l'Afrique avec des opérations dans 39 pays (66 projets actifs). La Journée de l'Afrique visait notamment à explorer les possibilités d'investissement dans la technologie en éducation. Comment accélérer les progrès en matière d'apprentissage numérique et combler la fracture numérique (défis et opportunités, action de la GEC, réponses nationales et voies à suivre) ? Comment développer des écosystèmes d'apprentissage numérique florissants ? Quelles solutions et opportunités locales et mondiales prometteuses ?

VEGAS, E., HANSEN, M., & FOWLER, B. (2021). **Building skills for life: how to expand and improve computer science education around the world**. Washington: Brookings institution. https://www.brookings.edu/wp-content/uploads/2021/10/Building_skills_for_life.pdf

Ce rapport plaide en faveur de l'expansion de l'enseignement de l'informatique dans les établissements scolaires du monde entier et aborde les principaux défis en la matière. Grâce à l'analyse des systèmes éducatifs régionaux et nationaux à divers stades d'avancement de la mise en œuvre des programmes d'enseignement de l'informatique, le rapport offre des leçons transférables à un large éventail de contextes. Les pays avec une formation obligatoire en informatique se situent en Europe de l'Est et en Asie de l'Est. Plusieurs pays d'Europe occidentale proposent l'enseignement de l'informatique en tant que sujet transversal intégré à d'autres matières. Les pays d'Afrique et du Moyen-Orient ont moins intégré l'informatique dans les programmes scolaires.

Orientation scolaire et professionnelle

Baatouche, N., Maricourt, P. de, Arnoux-Nicolas, C., Lhotellier, L., & Bernaud, J.-L. (2021). **Dispositif Sens de la vie, sens de la formation (SVSF) : accompagner des apprenants adultes dans leur élaboration de sens**. *L'orientation scolaire et professionnelle*, *50*(3), CDLXIX-CDXC. https://doi.org/10.4000/osp.14609
L'élaboration des intentions d'avenir est souvent associée à une quête de sens de vie et à un besoin d'être (Gonzales et al., 2013). Elle implique, par un travail réflexif, d'entrevoir ce que l'on est et de déterminer quelle direction choisir. Ceci est notamment vrai à l'heure de s'engager dans une formation diplômante, laquelle peut matérialiser le fait de se déterminer quant à l'avenir professionnel ; l'entrée dans le monde du travail, la transition vers un autre poste, voire un autre métier. Par ailleurs, depuis quelques décennies et plus encore aujourd'hui dans un contexte mondial de crise multidimensionnelle, la tension existentielle (Vilches et al., 2020) de nombre d'apprenants en formation est devenue manifeste, appelant à mettre en place des espaces réflexifs d'élaboration de sens. Le dispositif innovant « Sens de la vie, sens de la formation (SVSF) », héritier des travaux de Bernaud et al. (2020) du point de vue de sa structure, s'inspirant également de la pédagogie prônée par González et al. (2013), propose un tel accompagnement à l'approche réflexive. Constitué de cinq séances hebdomadaires, il réunit un groupe d'adultes de tous âges et de tous statuts, vivant une tension existentielle autour d'une formation passée ou présente, ou d'un projet de formation. Le dispositif SVSF permet d'accueillir et de confronter à un collectif les questions existentielles de l'individu, afin de lui permettre de choisir ou de mieux comprendre ses propres choix de formation.

Blanc, J., Murillo, A., & Veyrac, H. (2021). **"J'ai eu très satisfaisant sur Parcoursup et j'ai été refusée"**. *Mondes sociaux*. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03437455
Comment les lycéens perçoivent-ils les avis de leurs enseignants, professeurs principaux, chef d'établissement sur leurs vœux d'orientation formulés sur Parcoursup ? Ces avis sont décisifs, bien davantage que les résultats au baccalauréat, puisqu'ils peuvent être examinés par les formations de l'enseignement supérieur, avant les épreuves de l'examen. En effet, en France, depuis 2018, ces avis s'élaborent dès le conseil de classe du deuxième trimestre de l'année de terminale, et constituent des éléments de sélection par l'enseignement supérieur. Ils sont indiqués sur un document spécifique, nommé « fiche avenir ». L'article décrit comment des lycéens vivent le moment de découverte de leur « fiche avenir », sous l'angle de ce qu'ils pensent du travail des professionnels de

l'éducation. L'article est structuré en trois parties 1. « Des élèves peu familiarisés avec la fiche avenir », 2."Des critères et indicateurs d'évaluation perçus par les élèves comme opaques", 3. « Des élèves qui se perçoivent surévalués », 4. « Un sentiment de déconvenue ».

Giguère, É., Bilodeau, K., & St-Arnaud, L. (2021). **L'orientation scolaire et professionnelle des femmes cadres : des choix scolaires et professionnels aux premières expériences du travail d'encadrement**. *L'orientation scolaire et professionnelle*, *50*(3), 361-388. https://doi.org/10.4000/osp.14423
Cet article vise à dégager et à analyser les expériences et les évènements qui caractérisent les parcours de formation et d'insertion professionnelle des femmes cadres à la lumière des apports d'une théorie des parcours de vie professionnelle et d'une théorie du travail vivant. La recherche mobilise une démarche méthodologique qualitative à partir d'entrevues individuelles effectuées auprès de 51 femmes cadres. Les résultats témoignent notamment de la diversité des domaines d'études initiaux et des entrées indirectes dans l'encadrement. Ils permettent de réexaminer la compréhension des processus d'insertion professionnelle et de les transposer du côté des démarches d'accompagnement en counseling et orientation.

Gille, M., Moulignier, R., & Kövesi, K. (2021). **Understanding the factors influencing students' choice of engineering school**. *European Journal of Engineering Education*, 1. https://doi.org/10.1080/03043797.2021.1993795
Student recruitment is an increasingly important topic and a major challenge for engineering schools all over Europe, which have difficulties in attracting and enrolling gifted students. On the contrary, French graduate engineering schools attract the most talented students of the nation. What are the forces at play? The aim of this paper is to investigate the decision-making processes behind the students' choice of engineering school. We carried out 18 semi-directive interviews with engineering students of three French graduate engineering schools and completed content analysis of our data. Based on the findings, we identified various individual, social, economic and institutional factors influencing the students' choice of engineering school. The findings indicate that the pre-university model (preparatory classes) has a key influence on engineering schools' recruitment process for attracting talented students.

Jarraud, F. (2021a, novembre 19). **Le passage de la 3ème à la 2de en Rep+**. Consulté 24 novembre 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/11/19112021Article637729019244983520.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=513186
à la 2de en Rep+ "Traverser le gué" : un rapport de recherche coordonné par A Richard Bossez et R Cornand (du LAMES Aix Marseille Université) étudie le passage de 3ème à la seconde dans les Rep+ de l'académie. Pour eux c'est « un moment clé dans la différenciation des parcours scolaires des élèves ». Ils montrent de fortes inégalités en lien avec l'origine sociale et le territoire. Ainsi dans l'académie d'Aix Marseille les élèves de Rep+ ont deux fois plus de chances d'aller en 2de professionnelle que les élèves hors éducation prioritaire (43 contre 21%).Le taux de réussite au DNB est lié à l'origine sociale : taux moyen de 87% contre 73% pour les enfants d'inactifs. Dans le processus d'orientation en fin de 3ème, le rapport montre des effets de territoire : notamment des biais de notation amenant à des écarts d eniveau important avec les lycées plus mixtes

socialement. Il relève des effets scolaires : par exemple moins d'autonomie au travail pour les élèves venant de Rep+. Les choix des familles jouent aussi : elles se sentent moins légitimes à lapoursuite d'études longues et sont moins ambitieuses. Le rapport note des effets de genre : les filles vont davantage en lycée général que les garçons. Enfin il relève des effets ethniques : « Si l'on prend comme indicateur le parcours scolaire des élèves, structuré par l'orientation après la troisième, puis après la seconde et l'obtention du baccalauréat, il n'y a pas de différence significative entre les enfants de la population « native » et ceux issus de l'immigration, toutes choses égales par ailleurs. La seule différence globale repérable statistiquement est à l'avantage des filles issues de l'immigration (comparées aux filles « natives ») : elles reçoivent un léger coup de pouce au moment de l'orientation troisième seconde et conservent cet avantage au niveau du baccalauréat. Ce résultat cache cependant des disparités selon l'origine migratoire, mais aussi selon le rang dans la fratrie ».

Jarraud, F. (2021b, novembre 26). **Parcoursup : ségrégation stable selon l'Insee**. Consulté 6 décembre 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/11/26112021Article637735083 770607152.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0o RbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=513295
« En 2017, les néo-bacheliers se répartissent inégalement dans les formations d'enseignement supérieur en fonction de leur niveau scolaire, de leur origine sociale et de leur genre... La moitié environ de la ségrégation scolaire et de la ségrégation sociale provient de la répartition des étudiants entre les grandes catégories de formations (licence, classes préparatoires, BTS, IUT, etc.), tandis que la ségrégation femmes-hommes s'effectue davantage entre filières d'études au sein de chacune de ces catégories », écrit l'Insee dans la nouvelle livraison de France Portrait social. "Une grande partie de la ségrégation à l'entrée dans l'enseignement supérieur est déjà présente dans les vœux exprimés par les candidats, alors que les classements des candidats opérés par les formations n'y contribuent que faiblement. La mise en place de Parcoursup en 2018 a eu un fort impact sur les pratiques de classement des formations non sélectives (licences universitaires) : la part des mentions bien ou très bien est ainsi passée de 29 % à 59 % parmi les candidats les mieux classés. Cependant, les niveaux de ségrégation mesurés selon les trois dimensions étudiées sont globalement stables. Ce n'est que dans une minorité de licences en tension que les nouvelles règles de classement des candidats ont eu un impact, celles-ci ne disposant pas d'une capacité d'accueil suffisante pour admettre tous ceux souhaitant s'y inscrire.

Jing, X., Peng, L., & Dai, K. (2021). **Why Chinese students choose to pursue secondary education in Canada: an empirical investigation based on push–pull model**. *Asia Pacific Education Review*, 22(4), 623-636. https://doi.org/10.1007/s12564-021-09693-x
With the growing trend of globalization, an increasing number of Chinese students choose to study overseas. While researchers have conducted many studies to explore factors motivating these students to undertake higher education overseas, few studies have investigated Chinese students' motivations to pursue secondary education abroad. To fill this research gap, we interviewed 20 Chinese secondary students and four Chinese parents to explore Chinese students' motivations to pursue secondary education abroad by taking Canada as a study destination example. By adopting the push–pull model as the theoretical framework, we identify two macro-level push factors and three micro-level push factors that propel Chinese secondary students to study

outside China. It also reveals five pull factors at the macro-level and two pull factors at the micro-level that attract these students to select Canada as a study abroad destination. On the basis of identifying these push–pull factors, we further discuss the similarities and differences of Chinese students' motivations to pursue secondary education abroad and to undertake higher education overseas.

Ko, H. K., Choi, S., & Kaji, S. (2021). **Who has given up on mathematics? A data analysis**. *Asia Pacific Education Review, 22*(4), 699-714. https://doi.org/10.1007/s12564-021-09709-6

The newly coined term supoza (giving up mathematics, 수포자, 數抛者) describes a critical social issue that needs to be addressed in South Korea's educational policy. Although the term has not received precise definition, it refers to students who have given up on learning mathematics. A precise definition would require detailing the current supoza situation and identifying its characteristics. This study therefore conducted a statistical investigation of commonalities among students who have given up on learning mathematics; the study results revealed that these students can be characterized by their affective domain for mathematics learning. We found that a statistical model could determine the likelihood that a particular student would report having given up mathematics based on responses to questions related to the affective domain of mathematics learning. This aspect suggests the possibility of understanding supoza with the exclusive use of affective factors and emphasizes the significance of the affective domain of mathematics learning. Additionally, this study provides a working example to show how exploratory analysis using big data can be used in relation to mathematical education.

PASCAL, C., FLEGES, A., WEXLER, F., & REY, O. (2021). *L'orientation, de la quatrième au master : rapport thématique annuel de l'inspection générale de l'éducation, du sport et de la recherche 2020*. Consulté à l'adresse https://cache.media.enseignementsup-recherche.gouv.fr/file/2021/15/4/IGESR-Rapport-thematique-annuel-2020-Orientation-quatrieme-master_1421154.pdf
Ce rapport met en lumière, à travers l'organisation de l'enseignement, la part de non-dit qui entoure l'orientation en France au-delà des intentions affichées. Après avoir rappelé la façon dont les décideurs ont appréhendé la question de l'orientation en France, le rapport interroge quatre dimensions généralement associées à l'orientation : les procédures, l'information, le décrochage et l'offre de formation. Il analyse ensuite le ressenti des élèves, des étudiants et des personnels au moment même où le continuum bac- 3, bac + 3 connaît une profonde réorganisation.

Solis, B., & Durán, R. P. (2022). **Latinx Community College Students' Transition to a 4-Year Public Research-Intensive University**. *Journal of Hispanic Higher Education, 21*(1), 49-66. https://doi.org/10.1177/1538192719899628
This ethnographic case study examined how 16 Latinx community college students experienced the transition to a selective 4-year public research-intensive university. Participants encountered challenges with social isolation, adapting to a fast-paced quarter system and to large course sizes, limited access to information on resources, restricted access to majors, and maintaining healthy lifestyles while attending to academic achievement. Participants benefited from involvement with student organizations, family, and professors, and accessing selected university resources for transfer students.

Politique de l'éducation et système éducatif

Agustian, H. Y. (2021). **Investigating inclusive practice in international schooling: a case study of two schools**. *Journal of Research in International Education*, *20*(3), 226-241. https://doi.org/10.1177/14752409211059274
Although the underlying principles and the founding history of international schools supposedly advocate the notions of providing equal opportunities, catering for diversity, and promoting global citizenship, the dimensions of inclusive education might not be self-evident. Findings from this qualitative case study show that the understanding of inclusion in the context of international schools goes beyond disabilities and special education needs. Several approaches to evolving inclusive practice are highlighted. However, there are tensions between different stakeholders of international schools in defining inclusion; between the rhetoric of inclusion found in school documents and the reality, and between the original philosophy of international education and schools' admission policies.

Aktan, S. (2021). **Waking up to the dawn of a new era: Reconceptualization of curriculum post Covid-19**. *PROSPECTS*, *51*(1), 205-217. https://doi.org/10.1007/s11125-020-09529-3
Covid-19, the most severe global pandemic since the Spanish flu that followed World War I, threatens nearly every country, from global powers to developing nations. This threat presents a concurrent challenge for educational systems. With schools closed during the pandemic, students and teachers have had to stay at home worldwide. This shift has required us to move beyond conventional ideas regarding education. From kindergarten to higher education, schools offered web-based and online classes, both synchronous and asynchronous. However, while technology emerged as a savior, it is not possible to achieve thorough learning only by listening or watching content. Instead of championing technologies in which pedagogy is irrelevant, schools must invest in helping students become lifelong learners, enrich their learning processes, and focus on critical self-reflection, problem-solving skills, imagination, ideas, and projects involving social problems. A significant attempt to redefine the concepts that we have traditionally used must be made. The aim of this article is to develop new suggestions on how curriculum as the essence and core of all educational systems can be reconceptualized for the post-Covid-19 era.

Aletheiani, D. R. (2021). **Curricular responsiveness to the Covid-19 crisis: The case of Indonesia**. *PROSPECTS*, *51*(1), 463-472. https://doi.org/10.1007/s11125-020-09537-3
This article focuses on the effect of the Covid-19 crisis on education systems in Indonesia. It describes and illuminates various curricular responses, from nation-based actions to policies by the office of the Ministry of Education and Culture of the Republic of Indonesia. The article asks: How does the Covid-19 crisis affect education systems, activities, policies, and practices in the Indonesia archipelago? How has the central government responded to the Covid-19 crisis within educational institutions? What do these institutions' curricular responses look like? What are some of the guiding curricular principles of schooling, teaching, and learning emerging and circulating during the Covid-19 crisis and within educational institutions' efforts to revive educational life, possibilities, and continuance? It is hoped that this article on the case of Indonesia will promote and contribute to new sharing of the global understanding of curriculum responsiveness, teaching, learning, policy, and practice during the current Covid-19 crisis.

Alternatives économiques. (2021, novembre 18). **Les directeurs d'école vont-ils devenir des chefs d'entreprise ?** Consulté 24 novembre 2021, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/directeurs-decole-devenir-chefs-dentreprise/00101130
Une proposition de loi vise à créer la fonction de directeur et directrices des écoles. Une révolution qui divise les syndicats. Les concernés réclament davantage de moyens pour accomplir leurs missions.

Amin, N., & Mahabeer, P. (2021). **Curriculum tinkering in situations of crises and inequalities: The case of South Africa**. *PROSPECTS*, *51*(1), 489-501. https://doi.org/10.1007/s11125-021-09564-8
This article interrogates a curriculum recovery plan designed to obviate the loss of time due to the national response to the Covid-19 pandemic. In particular, it analyses two strategies, the first to overcome time lost and the second, to reorganize the curriculum. A description of the landscape of inequalities in South Africa serves as a conceptual and analytical framework. The article deploys the curriculum recovery plan as "data". It interrogates two strategies of the recovery plan: namely, curriculum trimming and curriculum reorganization. A major finding is that the strategies recommended in the recovery plan intensify economic stratification. Immediate, short-term, and long-term actions for reducing inequalities include excising irrelevant curricula, upskilling teachers, and reconsidering the criteria for the appointment of school leaders. Furthermore, disease-prevention strategies and social-distancing measures, which lower the teacher-student ratio, are viable solutions to reduce teacher burdens in overcrowded classrooms and to improve student learning.

Andrews, D., Walton, E., & Osman, R. (2021). **Constraints to the implementation of inclusive teaching: a cultural historical activity theory approach**. *International Journal of Inclusive Education*, *25*(13), 1508-1523. https://doi.org/10.1080/13603116.2019.1620880
Learners who experience learning challenges are at risk of not accessing equitable education opportunities in South African schools. This is despite teacher education and system reform initiatives towards more inclusive education. To discover what constrains inclusive teaching, we conducted a qualitative study at four schools in a South African city. At each research site teachers and principals were interviewed and we found teacher, school and system factors implicated in the non-implementation of inclusive teaching practices. In discussing these factors through a Cultural Historical Activity Theory lens, we identify four objects of school activity which are not aligned to inclusive education. These are a competitive ethos, rigid curriculum compliance, bell-curve thinking, and survival in the face of resource limitations. We argue that inclusive teaching will be constrained where it is not aligned with schools' objects-of-activity. To conclude, we suggest strategies that might help to transform objects-of-activity to promote equity and inclusion.

ARNHOLD, N., & BASSETT, R. M. (2021). *Steering tertiary education: toward resilient systems that deliver for all*. Washington: Groupe de la Banque mondiale.
Ce document d'approche politique sur l'enseignement tertiaire réaffirme l'impératif, pour chaque pays, quel que soit son niveau de développement, d'investir de manière réfléchie et stratégique dans des établissements diversifiés et de qualité. Il examine l'impact de la pandémie de COVID-19 sur l'enseignement supérieur mondial et identifie

les politiques susceptibles de favoriser une reprise résiliente. Il propose un cadre pour guider les politiques et les investissements comprenant cinq principes : construire des systèmes diversifiés ; investir intelligemment dans les nouvelles technologies ; garantir l'équité en matière d'accès et de financement ; viser l'efficacité dans l'utilisation des ressources ; acquérir de la résilience dans la prestation de services.

Ayaya, G. I. (2021). **Equipping students for leadership through community engagement**. *Improving Schools*, *24*(3), 277-292. https://doi.org/10.1177/1365480220969296
The contribution of community engagement towards shaping leadership development in students is an area that is not well explored in research. A study was conducted to establish the type of leadership skills and values that were acquired by a group of students from an established private school in Johannesburg, South Africa, while they served an underprivileged community. The private school adheres to both Round Square discoveries framework and the International Boys' School Coalition's character education and practices the leadership development programs that have been developed by the two organisations. This was a qualitative research study within the constructivist paradigm with a phenomenological approach. Reflection sheets were used to collect data from 120 students. The data was analysed through discourse analysis, where all recurrent terms were coded, and the codes grouped into themes which were then matched against existing literature, the Round Square discoveries framework and the International Boys' School Coalition's character education. The study found that community engagement experience helped refine the character of the students, affording them opportunities to develop leadership skills and values that would see them adjust well into the 21st century way of life. The study was, however, not able to determine how other learning areas and developmental fields impacted on the leadership development of the students.

Backes, S., Baumann, I., Harion, D., Sattler, S., & Lenz, T. (2021). **Why flipping the classroom is not enough: Digital curriculum making after the pandemic**. *PROSPECTS*, *51*(1), 347-361. https://doi.org/10.1007/s11125-021-09555-9
To slow down the proliferation of Covid-19, governments virtually shut down public life, temporarily closed schools, and forced teaching to be done exclusively on a remote basis. These measures offer an opportunity to reexamine conventional teaching and learning arrangements, test new digital and analogue concepts, and provide essential inspiration for curriculum making in the twenty-first century. This article addresses the historical development of schooling in the classroom as differentiated from "homeschooling". On one hand, the question of how school closures and digitally supported teaching settings may affect an increase in educational inequalities is investigated using an international comparison. On the other hand, the pedagogical and didactical implications of distance learning and a digital teaching culture, which constitute the foundation for digital curriculum making, are examined.

Batra, P. (2021). **Re-imagining curriculum in India: Charting a path beyond the pandemic**. *PROSPECTS*, *51*(1), 407-424. https://doi.org/10.1007/s11125-020-09518-6
The Covid-19 pandemic has made visible the sharp economic, health, caste-based, gender, and educational inequalities that the disadvantaged face in India. Curriculum is ordinarily viewed as a tool for regulating and adapting modern educational systems to society's needs and trends. But most governments have been unwilling to rethink post-

pandemic education, despite the loss of livelihoods, food, and shelter – accentuated by educational inequality and institutionalised via neoliberal reforms. The current pandemic compels us to examine the meanings and purposes of education from a socio-historical perspective, to understand how questions of equity and justice, rooted in India's Constitution, can be woven into curricula and pedagogic approaches. This article reflects on the role that curriculum can play in enabling an ecologically and socially just and connected world. This curricular response includes cognising the significance of subaltern disciplines and imagining transformative pedagogies that can help reclaim education spaces and sustain epistemic justice.

Bellibaş, M. Ş., Kılınç, A. Ç., & Polatcan, M. (2021). **The Moderation Role of Transformational Leadership in the Effect of Instructional Leadership on Teacher Professional Learning and Instructional Practice: An Integrated Leadership Perspective**. *Educational Administration Quarterly*, *57*(5), 776-814. https://doi.org/10.1177/0013161X211035079
Aim: While integrated leadership has received significant scholarly attention in the past decade, most existing research in this vein has focused on its impact on student achievement and often dismissed how it might be related to instructional practices, which are at the center of many school reforms. In this research, we examined the relationship between integrated leadership and teacher professional learning and teacher practices in Turkey, where educational policy makers have recently introduced several school reform initiatives. More specifically, we aimed to examine the moderating function of transformational leadership in the relationship between instructional leadership and teacher practices, with an emphasis on the mediating role of teacher professional learning. Research Design: We conducted this study with a cross-sectional design and moderated mediation model. Data collected from 616 teachers working in a mix of primary and secondary schools in Turkey were analyzed using structural equation modeling and bootstrapping tests. Findings: We found evidence that transformational leadership acted as a moderator of the indirect effect of principal instructional leadership on teachers' instructional practices through teacher professional learning. Implications: This study adds to the accumulated body of knowledge on the effects of school leadership by concluding that the effect of instructional leadership on teacher learning and practice is contingent upon the extent to which principals enact transformational leadership. School principals who adopt a more comprehensive leadership approach that combines instructional leadership and transformational leadership practices can maximize their effects on student achievement through teacher learning, and better address the ever-growing demands of educational reforms.

BELLONY, A., & POWERS, S. (2021). *Education sector background note : 360° resilience background paper*. Washington: World Bank Group.
Beretti, P.-A., & Drégoir, M. (2021). **161 milliards d'euros consacrés à l'éducation en 2020 : 7,0 % du PIB**. *Note d'information*, (21.38). Consulté à l'adresse https://www.education.gouv.fr/161-milliards-d-euros-consacres-l-education-en-2020-70-du-pib-325936
En 2020, la France a consacré 160,6 milliards d'euros à son système éducatif, soit 7,0 % du PIB. La crise sanitaire, qui fait de 2020 une année particulière, a des répercussions importantes sur le financement des dépenses d'éducation et en modifie la structure. Le rôle de l'État ainsi que celui des autres administrations publiques sont renforcés par différents dispositifs de soutien mis en place pour affronter la crise. En revanche, les ménages ont supporté de moindres dépenses d'éducation, notamment

de cantine et d'internat à la suite de la fermeture des établissements pendant le premier confinement. De même, la contribution des collectivités territoriales a reculé en 2020, année de l'entrée en vigueur de la réforme du financement de l'apprentissage et des élections municipales. La dépense moyenne pour un élève ou un étudiant s'établit à 8 900 euros. Elle croît avec le niveau d'enseignement allant de 6 980 euros pour un écolier, 9 850 euros pour un élève du second degré et 11 580 euros pour un étudiant

Bigloo, F., Scott, S., & Adler, D. (2021). **Understanding curriculum as geo/biospheric text**. *PROSPECTS*, *51*(1), 117-128. https://doi.org/10.1007/s11125-021-09553-x
The world is experiencing crises related to the cascading effects of anthropization. These crises result from imperialist and capitalist practices that categorize and exploit the other (e.g., the land, the water, and their resources and beings) for maximizing profit. Such malpractices have led to climate crises of drought, famine, and extinctions. In the present, things are categorized through detachment, whereby the self-absorbed hyperbolic sees greatness in being and acting in meager ways, in nationalism and populism. In the midst of experiencing such a world of isms, this article suggests an important change for education—a curricular adjustment that not only allows for addressing subject matter (i.e., health and economics) and the subjects of such matters (i.e., the students and the teachers in the classrooms) but also acknowledges the importance of the other (i.e., the non-human world), which has been at the mercy of a singular reliance on the "incomplete" human consciousness. An inclusive curriculum underscores the different forms of concrete conscious beings and is mindful of a togetherness that ensures the continuation of life. "Event-ually", through highlighting each individual with the natural environment, the latent bonds each individual has with the other and another, and with the world itself, will expose themselves in new ways.

Block, A. (2021). **After this, nothing happened**. *PROSPECTS*, *51*(1), 193-203. https://doi.org/10.1007/s11125-020-09484-z
The presence of COVID-19 means that the world will not return to a prior normal, but we cannot yet know into what future we will head. The world will have considerably changed from the one in which our subjectivities were first formed. Though curriculum may be the story we tell our children, the presence of this plague has made a severe break in that story. But curriculum might serve as the source of a radical hope that will lead us to a future we cannot yet imagine. In curriculum, we can attend to the world that has now passed, after which nothing happened, and from the scattered fragments of culture begin to construct new subjectivities and provide the space for the rebirth of culture that we cannot yet know or yet even imagine.

Bouvier, A. (2021). *Sur l'école à la française - propos d'un mockong bird*. Consulté à l'adresse https://www.cultura.com/sur-l-ecole-a-la-francaise-propos-d-un-mocking-bird-9782343243368.html
La crise provoquée par la Covid-19 a affecté tous les systèmes éducatifs qui ont chacun répondu à leur façon. Celle-ci tient à l'histoire du pays, sa culture et ses traditions. Pendant 20 mois, le système éducatif français a connu de multiples changements brutaux. Ce livre observe le système éducatif français. Il n'est à charge ni contre le ministre, ni contre les groupes organisés. Sur la base de données factuelles publiques, il n'épargne personne. Le texte s'emploie à traquer sans concession les bureaucraties ministérielle et syndicale, souvent complices. Il est indéniable que la crise sanitaire nous a légué une école hybride. Pratiquant l'ironie, l'auteur, qui se dépeint comme un

mocking bird, s'adresse à un large public qui trouvera dans ce livre ce qu'il vit au quotidien dans ses rapports à l'école française

Brant-Birioukov, K. (2021). **Covid-19 and In(di)genuity: Lessons from Indigenous resilience, adaptation, and innovation in times of crisis**. *PROSPECTS*, *51*(1), 247-259. https://doi.org/10.1007/s11125-021-09557-7
In the midst of the global Covid-19 pandemic, educators are invited to pause and reconsider the legacies this crisis will leave for future generations. What lessons do we take forward in a post-Covid-19 curriculum? This article contemplates the value of Indigenous resilience, innovation, and adaptation in times of crisis—"In(di)genuity", if you will—and considers its implications on Indigenous knowledge and the curricular discourse more broadly. Despite encouraging developments in Indigenous education since the Truth and Reconciliation Commission, a settler historical consciousness continues to pervade the modern discourse of Indigenous education, insofar as Indigenous knowledge is often perceived as outdated, irrelevant, or inferior to Western knowledge systems. This problematic misconception ignores the resilience, innovation, and adaptation that Indigenous peoples have demonstrated in the face of historical crises. This article offers an Indigenous perspective on crisis, grief, and renewal in the context of Covid-19 and advocates for the renewal of the Canadian curricular landscape.

Braunsteiner, M.-L., & Mariano-Lapidus, S. (2021). **Using the Index for Inclusion to measure attitudes and perceptions of inclusion in teacher and school building leader candidates in the USA and Austria**. *International Journal of Inclusive Education*, *25*(13), 1443-1462. https://doi.org/10.1080/13603116.2017.1396503
The present investigation sought to understand the perceptions of, and attitudes toward, inclusive schooling in teacher and administrative candidates in the USA and Austria using items derived from the Index for Inclusion (Booth, T., and M. Ainscow. 2011. Index for Inclusion: Developing Learning and Participation in Schools. Bristol: CSIE). Responses were analysed in terms of differences between institutions, past experience and certification area. Statistical findings were contextualised with responses to open questions designed to ascertain candidates' understanding of inclusion. Significant differences were found between candidates from different institutions and from different certification areas. Additional results found interesting contradictions between reported attitudes toward inclusion and pervasive notions of a deficit model of inclusion. Finally, this work conducted statistical analysis on items derived from the Index for Inclusion, demonstrating a different application of this work, thus providing a significant contribution to the literature.

Brennan, A., King, F., & Travers, J. (2021). **Supporting the enactment of inclusive pedagogy in a primary school**. *International Journal of Inclusive Education*, *25*(13), 1540-1557. https://doi.org/10.1080/13603116.2019.1625452
While inclusion has generally been accepted as orthodoxy, a knowledge – practice gap remains which indicates a need to focus on inclusive pedagogy. This paper explores how teachers in the Republic of Ireland primary school were supported to develop inclusive pedagogy to meet the needs of learners with special educational needs (SEN). It is underpinned by a conceptual framework which combines an inclusive pedagogical approach and key principles of effective professional development (PD) arising from the literature, which informed the development of a professional learning community (PLC) for inclusive practice in a primary school. The impact of the PD on teachers' professional

practice was explored using an evidence-based evaluation framework. Analysis of interview and observation data evidenced that engagement with inclusive pedagogy in a PLC, underpinned by critical dialogue and public sharing of work, positively impacted teacher attitudes, beliefs, efficacy and inclusive practice. This research offers a model of support for enacting inclusive pedagogy.

Burns, J. P., & Cruz, C. (2021). **The promise of curriculum in the post-Covid world: Eclecticism, deliberation, and a return to the practical and the prophetic**. *PROSPECTS*, *51*(1), 219-231. https://doi.org/10.1007/s11125-020-09539-1
This article focuses on the possibilities through which curriculum on the other side of the Covid-19 pandemic might contribute more proactively to future social and political crises that are multifarious yet interconnected in nature. The Covid-19 pandemic is a global crisis that touches every aspect of social life, including politics, the economy, healthcare systems, poverty, forced human migration, climate change, and importantly, education. To potentially address future crises through curriculum, the article first problematizes the present in education and society—specifically, the 50-year neoliberal project that has transformed society and education. It connects the crisis in education to a transformed social, political, and economic system that has introduced what Gordon Lafer has called a revolution of falling expectations through a hollowing-out of public institutions. The article then returns to the crisis of curriculum, contextualized in Joseph Schwab's The Practical: A Language for Curriculum, which presaged the reconceptualization of the curriculum field. It dialogues with Schwab's advocacy for an eclectic, deliberative, and practical curricular ethic as a form of post-reconceptualization curriculum study to contribute to understanding and managing future disruptions, such as those inevitably associated with the climate crisis. Finally, the article connects to the concept of liquidity in curriculum, through which to embody curricular eclecticism and provoke teachers and students to author a vision for a more just future that will not reinscribe the pathologies of the past.

Cairns, R. (2021). **Exams tested by Covid-19: An opportunity to rethink standardized senior secondary examinations**. *PROSPECTS*, *51*(1), 331-345. https://doi.org/10.1007/s11125-020-09515-9
The global Covid-19 pandemic is testing the responsiveness of school systems. Extensive discourse about disruptions to the standardized examinations students take in their final year of secondary school is symbolic of their high-stakes status worldwide. The interruptions provide an opportune moment to question the efficacy of exams as a measurement of achievement. To explore these issues, this article shares some on-the-ground illustrations from Australian teachers about how high-stakes exams shape their enactment of senior secondary history curriculum. The presence of a discourse of exam alignment, which places a disproportionate emphasis on preparing students for exams, has implications for teachers' curricular practices and wider equity issues. These issues resonate in other international settings, especially during the pandemic. The severity of the Covid-19 economic downturn means it is more important than ever to investigate the relationship between curricular practices and socio-economic structures, to ensure examinations do not compound educational disadvantage.

Charland, P., Deslandes Martineau, M., Gadais, T., Arvisais, O., Turgeon, N., Vinuesa, V., & Cyr, S. (2021). **Curriculum response to the crisis**. *PROSPECTS*, *51*(1), 313-330. https://doi.org/10.1007/s11125-020-09526-6

Education is going through a period of crisis related to the SARS-CoV-2 pandemic that most probably will follow a continuum organized into distinct phases: emergency, recovery, reconstruction, development, and institutionalization. This article analyzes the response of curriculum to an unpredictable, chaotic, and recursive crisis situation. The article also highlights the role of important, but often forgotten, actors in a formal education system—parents—and examines the stresses the pandemic has placed on them. Finally, in the light of the continuum of the educational crisis and the impacts of Covid-19 on certain curricular dimensions, the article concludes with reflections on the need to rethink curricula, even in education systems that considered themselves robust in their institutionalization.

CHARLIER, B., FELDER, J., VILLOT, J., PELTIER, C., SEGUIN, C., AUDRAN, J., … KERN, D. (2021). **Tensions entre présence et distance en éducation : comprendre la complexité : dossier**. *Distances et médiations des savoirs*, (35), n. p. Consulté à l'adresse https://journals-openedition-org.proxy-bu2.u-bourgogne.fr/dms/6403
Face à la situation extraordinaire actuelle, poussant les institutions éducatives à revoir leurs modalités de fonctionnement et certaines de leurs modalités pédagogiques, chacun subit ou construit - c'est selon - des transformations plus ou moins importantes de ses pratiques d'apprentissage, d'enseignement et de travail. Chacun utilise les termes hybride, distance, présence, comodal, accolés à des pratiques diverses et en tire parfois des leçons pour l'avenir. Ce numéro vise à faire le point et à interroger les modèles théoriques et, lorsque c'est possible les résultats de recherche empirique et les méthodes de recherche associées afin de tenter de proposer aux acteurs des systèmes éducatifs des instruments d'intelligibilité des phénomènes actuels.

Clemens, I. (2021). **The emergence of innovations through the encounter of knowledges in "the local". How fresh action emerges in networks**. *International Journal of Training and Development*, 25(4), 402-413. https://doi.org/10.1111/ijtd.12241
In the contribution, first the concept of development and its interrelations with education is critically discussed. This leads to reflexions on the dysfunctionality of these educational concepts in certain so called non-western contexts in the majority world (also called global south). Instead of following the concept of development, the conditions, under which creativity and innovations can emerge in local contexts, are discussed from a network theory or relational perspective. As a basis, the emergence of knowledge in general is explained shortly, including also in line with the interest of the special issue in locality thoughts on indigenous knowledge. This approach is bringing together thoughts on localities, networks, and the emergence of knowledge with perspectives on conditions of possibilities for the emergence of innovations and creativity. I am using tools from the network theory to describe and analyse these relations and processes in detail. For the analysis, I will use an example from a Nigerian classroom.

Creed, B., Jabbar, H., & Scott, M. (2021). **Understanding Charter School Leaders' Perceptions of Competition in Arizona**. *Educational Administration Quarterly*, 57(5), 815-858. https://doi.org/10.1177/0013161X211037337
Purpose: School choice policies are expected to generate competition leading to improvement in school practices. However, little is known about how competition operates in public education—particularly in charter schools. This paper examines charter-school leaders' competitive perception formation and the actions taken in response to competition. Research Methods: Using Arizona charter-school leaders'

responses to an original survey, Arizona Department of Education data, and the Common Core of Data, we examined the factors predicting the labeling of a school as a competitor. We estimated fixed effects logistic regression models which examine factors predicting the labeling of competitor schools and of top competitors. We used logistic regression models to understand charter-school leaders' responses to competition. Findings: We find charter-school leaders in Arizona perceived at least some competition with other schools, and their perceptions vary by urbanicity. While distance between schools mattered generally for labeling a school as a competitor, distance did not factor into labeling "top competitor" schools. Student outcomes did not predict competition between schools, but student demographics were associated with labeling a school a competitor. Charter-school leaders responded to competition through changes in outreach and advertising rather than curriculum and instruction. Competitive responses were related to the respondent school's quality and the level of perceived competition. Implications for Research and Practice: We found charter-school leaders perceive competition and respond by changing school practices. Responses typically focus on marketing activities over productive responses. The novel state-level analysis allows us to test the effects of local market conditions typically absent in the literature.

Dautresme, I. (2021, novembre 15). **De l'école à l'université, le difficile parcours des jeunes en situation de handicap**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/education/article/2021/11/15/de-l-ecole-a-l-universite-le-difficile-parcours-des-jeunes-en-situation-de-handicap_6102092_1473685.html
Malgré quelques avancées, l'accès à la formation est encore loin des objectifs fixés par la loi de 2005 qui pose notamment le principe du droit à l'éducation pour tous les jeunes.

d'Hombres, B., & Schnepf, S. V. (2021). **International mobility of students in Italy and the UK: does it pay off and for whom?** *Higher Education*, *82*(6), 1173-1194. https://doi.org/10.1007/s10734-020-00631-1
More and more European higher education students decide to take part in international student mobility (ISM). However, not much is known about the actual benefits of studying abroad. This paper assesses UK and Italian students' returns from ISM. Three research questions are addressed. First, does international student mobility increase graduates' employment probability and postgraduate study uptake? Second, do the returns to ISM differ according to the socio-economic background of graduates? Third, do the returns to ISM vary between two countries with contrasting labour market and education systems? Results, based on propensity score matching, indicate that mobility is positively associated with a higher employment probability. Mobility abroad is likewise linked with a higher likelihood of enrolling in postgraduate studies in Italy. The benefits of mobility in terms of employment do not differ significantly across socio-economic groups. However, mobility is particularly effective in boosting the uptake of postgraduate studies among mobile Italian graduates with a low socio-economic background. In Italy, ISM returns are substantially higher than in the UK, which could reflect that the skills accumulated and the signals sent to potential employers through ISM are greater in Italy.

DUPAIN, J. (2021). ***Gouvernement ouvert dans l'éducation : les comités de gestion scolaire en Afrique subsaharienne***. Consulté à l'adresse https://etico.iiep.unesco.org/sites/default/files/open_gov_afrique_subsaharienne.pdf
Les comités de gestion des écoles (COGES) constituent une rupture importante dans le fonctionnement du service éducatif en Afrique subsaharienne. Introduisant un nouveau

paradigme selon lequel la gouvernance des écoles est partagée entre l'ensemble des parties prenantes, notamment les parents. Cette revue de la littérature met en évidence la coexistence d'une approche libérale, ouvrant la gouvernance de l'école à la communauté, et d'une approche plus encadrée, organisant l'équilibre entre les acteurs. Elle souligne la difficile articulation des COGES avec les associations de parents d'élèves, le manque d'expertise de leurs membres, l'absence de représentation des plus défavorisés et un défaut de redevabilité des COGES eux-mêmes.

ETF : Fondation européenne pour la formation. (2021). *Le rôle des centres d'excellence professionnelle dans la formation par le travail : premières conclusions d'une étude fondée sur les pratiques de six pays partenaires de l'ETF*. Turin: ETF.

Fahey, M., van Rensburg, H., & Ganguly, R. (2021). **Characteristics that Define an Exceptional International School According to Stakeholder Perspectives. A Thai Case Study**. *Journal of Research in International Education*, *20*(3), 242-262. https://doi.org/10.1177/14752409211060901

Research in international schools has lagged behind the growth of such schools (Lee et al, 2012). This paper offers support to international school leaders by identifying the ten most important characteristics of international schools as reported by three significant stakeholder groups (administrators/teachers, parents and students) in one case study international school. An initial phase utilised a Delphi framework whereby interviews led to the identification of 68 separate items, ranging from school ethos to teachers' credentials, which formed the basis of a follow-up questionnaire which was implemented following piloting. It was found that for 46 of the 68 items the three stakeholder groups were not statistically independent, sharing a common perspective on these items' relative importance. Similarly, four items appeared in all three stakeholder groups' top ten, while six items appeared in two out of three stakeholder groups' top ten.

Fisher, M. E., Dorner, M. A., Maghzi, K. S., Achieng-Evensen, C., Whitaker, L. C., Hansell, F., … Gapinski, S. M. (2021). **Liminality, disruption, and change: A prismatic look at pandemic education**. *PROSPECTS*, *51*(1), 523-540. https://doi.org/10.1007/s11125-021-09563-9

Using prismatic inquiry, a team of researchers documented a variety of personal experiences that spanned elementary through higher education, with the goal of determining what helped and what was needed to improve the adaptability of our educational system during the Covid-19 emergency. Three analytical teams identified that students remained at the heart of the conversation, supported by leadership, teachers, parents, and the students themselves. Furthermore, all four groups needed, in differing ways: (a) connection, (b) voice, (c) social-emotional skills, and (d) academic knowledge.

Foley, W. J. (2021). **Using the pandemic to decolonize nature: Interrogating pragmatic education**. *PROSPECTS*, *51*(1), 261-277. https://doi.org/10.1007/s11125-021-09547-9

This article seeks to use Dewey's interpretation of pragmatism and education as a model for how dominant notions of school exemplify a colonizing theory of nature. The article argues that Dewey sought to commodify nature as a tool for human progress. This aspect of Dewey's beliefs is further demonstrated in the kind of schooling that is being implemented through globalization. The article draws on Indigenous concepts of the nature and the Earth, for decolonizing science instruction in an elementary classroom.

GOLDEN, G., TROY, L., & WEKO, T. (2021). *How are higher education systems in OECD countries resourced? Evidence from an OECD policy survey*. Paris: OCDE.

Goodson, I. F., & Schostak, J. F. (2021). **Curriculum and coronavirus: New approaches to curriculum in the age of uncertainty**. *PROSPECTS*, *51*(1), 29-45. https://doi.org/10.1007/s11125-020-09523-9
The coronavirus crisis has appeared like some vast, cruel sociological experiment. It has confined people to their homes, radically disturbed their taken-for-granted knowledge and beliefs, and forced them to alter behaviors once casually, even unthinkingly, employed in their everyday personal, working, and social lives. What has been learned? How might this experience stimulate a reimagining of the curriculum? More fundamentally, how might it lead to the development of a knowledgeable, intelligent, effective public, able to engage freely and equally in decision-making at all levels of social, cultural, political, and economic life, as a condition for personal freedom? This article explores the implications of "lockdown" or "confinement" to homes, which has suspended freedom of movement, limited the freedom to associate with others, and established rituals of hygiene regarding surfaces. These experiences of physical confinement and limitation of ordinary freedoms raise the central question of how to return to "normal" and, indeed, what will count as normal. In exploring the issues posed by these questions, this article offers an approach to pedagogical and curriculum practice that seeks to embed democratic practice at all levels of organization and interaction between individuals.

Gul, R., & Khilji, G. (2021). **Exploring the need for a responsive school curriculum to cope with the Covid-19 pandemic in Pakistan**. *PROSPECTS*, *51*(1), 503-522. https://doi.org/10.1007/s11125-020-09540-8
The article investigates the response of the Pakistani curriculum to the Covid-19 outbreak. It also looks into the development of a curriculum that addresses the specificities of students' situations, while reminding them of global connectedness. The article is based on semi-structured interviews with 10 curriculum experts, 20 principals, and 35 teachers, as well as content analysis of the 2018 National Curriculum Framework of Pakistan. Its findings reveal participants' disappointment with the top-down, predetermined nature of the curriculum, which makes it inadequate for situations such as the Covid-19 pandemic. The curriculum was perceived as being highly rigid, with little room for alternative modalities. Participants believed the curriculum could not support children's learning in normal times, much less during a pandemic. Therefore, this article suggests a complete revamping of the curriculum and strengthening of teachers' capabilities. It also suggests curricular material be updated to make it context specific, responsive to the needs of learners, and supportive of independent learning.

Hadar, L. L., Alpert, B., & Ariav, T. (2021). **The response of clinical practice curriculum in teacher education to the Covid-19 breakout: A case study from Israel**. *PROSPECTS*, *51*(1), 449-462. https://doi.org/10.1007/s11125-020-09516-8
This case study explores how teacher education curriculum in a college in Israel responded to the Covid-19 outbreak. The article focuses on the clinical component of the preservice curriculum (practice teaching and methods courses). It reveals that curriculum became malleable in two major ways: there was (1) a shift to learner-centered well-being and social emotional learning (SEL); and (2) an adaptation of teaching methods. The Covid-19 shutdown imposed a restructuring of the content, sequence, and scope of the curriculum. While certain topics were omitted or reduced in

scope, others—especially those related to digital instruction—were introduced or expanded. Pedagogy instructors also began to attend to their students' well-being by introducing SEL contents and activities. This response during challenging times revealed teacher educators' adaptability, resilience, and agency. The Covid-19 breakout transformed the curriculum from a traditional pre-planned and structured syllabus to one that is more responsive, dynamic, and malleable.

Hakala, L., & Kujala, T. (2021). **A touchstone of Finnish curriculum thought and core curriculum for basic education: Reviewing the current situation and imagining the future**. *PROSPECTS, 51*(1), 473-487. https://doi.org/10.1007/s11125-020-09533-7
Pandemics, like other global challenges, are unquestionably curricular issues. They are curriculum issues not only because of the disrupting consequences of Covid-19 and the economic and social crisis alike but also because people have, through their own activities, contributed to global catastrophes and perpetuated injustices. This article attempts to answer the question: How does Finnish curricular thought, including the role of the teacher and the core curriculum for basic education, respond to the various global crises? While reviewing the current situation, the article also imagines a post–Covid-19 curriculum. Reactivating what is still powerful in Bildung/Didaktik and emphasizing the importance of education's ethical dimension and the teacher's role as a curriculum theorist offer the means for dealing with the theme. In addition, understanding the structure of the National Core Curriculum document, the political dimension of the Finnish curriculum's design process, and the educative possibilities in subjects and multidisciplinary modules, the teacher is capable of creating opportunities for educational experiences that are (ethically) significant for students, proactively and in terms of crises.

HAUSCHILDT, K., GWOSC, C., SCHIRMER, H., & WARTENBERGH-CRAS, F. (2021). *Social and economic conditions of student life in Europe : Eurostudent VI 2018-2021 : Synopsis of indicators*. Bielefeld: W. Bertelsman Verlag.
Huckle, J. (2021). **Multilingualism and the International Baccalaureate Diploma Programme (IBDP): An Analysis of Language Learning in the IBDP in Light of the 'Multilingual Turn'**. *Journal of Research in International Education*, *20*(3), 263-280. https://doi.org/10.1177/14752409211059267
This article analyses various International Baccalaureate policy documents to establish whether the International Baccalaureate Diploma Programme has undergone what is described as a multilingual turn. After defining multilingualism and the multilingual turn, it outlines three main implications of what might be considered this paradigm shift for educational policies related to curriculum, pedagogy, and assessment. These implications are used as a framework for the policy analysis to follow, which argues that International Baccalaureate Diploma Programme approaches to language learning are underpinned by a monolingual bias that might delegitimate the knowledge and experience of multilingual learners.

Iyengar, R. (2021). **Rethinking community participation in education post Covid-19**. *PROSPECTS, 51*(1), 437-447. https://doi.org/10.1007/s11125-020-09538-2
Covid-19 has put education in a challenging place. With millions of children out of school, education needs to reinvent itself. During the pandemic, communities have used this opportunity to support children's education in various ways, including the launching of new online classes. This article takes the social capital theoretical model as its framework

and applies it to help communities strengthen their education support systems. It also looks at models from the literature as best practices to operationalize social capital. The article highlights various models for community participation that could continue after the Covid-19 pandemic. It urges the school system to be flexible and incorporate community-driven parental engagement with project-based and experiential learning. These community-driven educational programs must be supported to provide much-needed place-based supplementary education opportunities to students.

IYENGAR, R., & KWAUK, C. (2021). *Curriculum and learning for climate action: toward an SDG 4.7 roadmap for systems change*. Leiden: Brill academic publishers. https://liseo.france-education-international.fr/doc_num.php?explnum_id=13948
Rédigé dans une perspective comparative, l'ouvrage documente la crise climatique mondiale et se penche sur les programmes d'études, les systèmes éducatifs et la société civile de manière à atteindre efficacement la cible 4.7 des objectifs de développement durable des Nations Unies, l'éducation universelle au développement durable et l'éducation à la citoyenneté mondiale. Les différentes contributions dessinent une vision dans laquelle l'éducation pour l'action climatique est un élément essentiel de l'éducation, une priorité qui relie et sert de vecteur à l'action climatique. Elles soulignent la nécessité d'une vision plus radicale de l'éducation pour l'action climatique et mettent en lumière l'importance de la qualité de cette éducation.

Jacobs, P., Beamish, W., & McKay, L. (2021). **Please listen to us: Adolescent autistic girls speak about learning and academic success**. *Improving Schools*, 24(3), 196-209. https://doi.org/10.1177/1365480220973112
Limited research is available with a focus on adolescent Autistic girls and their needs during secondary schooling. Consequently, many issues are often not recognised and addressed by educators. The small-scale Australian research reported here explored the experiences of five Autistic girls during their first 2 years of secondary school, with data being gathered via an online survey and semi-structured interviews. Findings are presented from the perspective of the girls themselves and highlight the negative impact of sensory, communication, and social difficulties, as well as the influence of anxiety and executive dysfunction on their learning and academic success. Unique insights into how the girls feel about school and the anxiety they experience there, together with everyday barriers to learning they encounter provide some important messages to schools and teachers.

Jarraud, F. (2021a, novembre 16). **Cnesco : Comment gouverner les politiques éducatives ?** Consulté 18 novembre 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/11/16112021Article637726428949840441.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=513112
Comment faire en sorte que le changement porté ou imposé par les politiques soit mis en oeuvre réellement ? La question posée par la nouvelle conférence de comparaisons internationales, organisée par le Cnesco du 15 au 18 novembre, est en elle même novatrice. Elle révèle la difficulté à faire appliquer sur le terrain les réformes souhaitées par en haut et la complexité du management du changement en matière éducative. En écoutant les experts invités par le Cnesco, on comprend mieux le management de l'éducation à la française ...

Jarraud, F. (2021b, novembre 17). **Cnesco : Gouverner les réformes, les mains dans le cambouis**. Consulté 18 novembre 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/11/17112021Article637727293 822583540.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0o RbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=513130

Pour cette seconde journée de la conférence de comparaisons internationales du Cnesco, le 16 novembre, ce sont 4 exemples concrets de mise en oeuvre de réforme éducative qui sont exposés, toujours par des experts, parfois associés de près aux politiques. Avec une question centrale : comment associer les enseignants à des réformes qui, toutes, ont un impact sur leur métier. Et, disons le dès maintenant, un impensé : réformer ce peut être aussi pour rendre la réforme acceptable…

Jarraud, F. (2021c, novembre 18). **Cnesco : Success stories pour les réformes ?** Consulté 18 novembre 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/11/18112021Article637728154 512025673.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0o RbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=513155

Après deux journées assez sévères sur la difficulté de légitimer les réformes éducatives, la troisième journée de la conférence de comparaisons internationales du Cnesco a été celle des Success Stories. Au Chili, en Belgique des exemples de réformes abouties car acceptées et légitimées ont été donnés. Avec une affirmation : la légitimation est indispensable y compris aux yeux des enseignants. Des expériences transposables ?

Jarraud, F. (2021d, novembre 23). **La dépense d'éducation en baisse en 2020**. Consulté 24 novembre 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/11/23112021Article637732477 004493817.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0o RbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=513244

En 2020 la France a consacré 160 milliards à son système éducatif en recul de 3% par rapport à 2019 (165 milliards). Si la crise sanitaire explique en partie ce recul, il n'en reste pas moins que la dépense par élève recule nettement alors même que la France dépense nettement moins que les autres pays développés.

Jarraud, F. (2021e, novembre 24). **La Cour des Comptes critique la formation citoyenne de l'Education nationale**. Consulté 6 décembre 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/11/24112021Article637733341 692310276.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0o RbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=513258

« Une étape doit être franchie pour donner du sens et de la cohérence aux différents dispositifs. La période est favorable à une action de ce type ». Alors que le ministre vante ses référents « Valeurs de la République », la Cour des Comptes étale la faiblesse du pilotage ministériel et du niveau des élèves. Dans un nouveau rapport, la Cour des comptes appelle à renforcer la formation citoyenne à tous les niveaux et à faire de l'Education nationale son pilote unique. Il invite le Conseil supérieur des programmes à revoir les programmes et les évaluations. Il demande aux inspecteurs d'évaluer les professeurs en EMC. De telle sorte que, de l'école au Service national universel, s'installe un parcours cohérent. Si le bilan est sévère pour JM Blanquer, il apporte des perspectives qui prolongent son discours.

Jones, M.-A., & Bubb, S. (2021). **Student voice to improve schools: Perspectives from students, teachers and leaders in 'perfect' conditions**. *Improving Schools*, *24*(3), 233-244. https://doi.org/10.1177/1365480219901064
This article explores the use of student voice to contribute to improving schools. Through the gathering of perspectives and experiences of staff and students, it considers how the responses to requirements for both student voice and school improvement interrelate and identifies challenges to be addressed. The research was conducted in Norway because, with its long-standing engagement with children's well-being and rights expressed through its comprehensive framework of legislation and allocation of resources, it has arguably created ideal conditions for students to be involved in improving schools. Findings revealed some recognition of the centrality of student voice in the enactment of democracy in schools: students and teachers had positive perceptions of student voice, and school leaders were willing to incorporate student voice in school improvement processes. Current uses of student voice were, however, largely restricted to the operations of the student council for a range of reasons. The absence of alternative structures, time constraints and doubts about competence were reported, leading to student voice having little impact on school improvement, even in what might be considered 'perfect' conditions.

Jorro, A. (2021). **Épreuves, mises en tension, inventivité des étudiants en situation de confinement**. *Le sujet dans la cité*, *11*(1), 13-19. Consulté à l'adresse http://www.cairn.info/revue-le-sujet-dans-la-cite-2021-1-page-13.htm?ref=doi

Jury, M. (2021, novembre 30). **Quel regard les enseignants portent-ils sur l'école inclusive ?** Consulté 1 décembre 2021, à l'adresse The Conversation website: http://theconversation.com/quel-regard-les-enseignants-portent-ils-sur-lecole-inclusive-170418
L'organisation même du système éducatif à travers sa fonction de sélection semble pouvoir créer des barrières à la mise en place de l'éducation inclusive, plaçant les enseignants face à des dilemmes.

Kasamali, Z. (2021). **"Throwing salt on wounds": Covid-19 and a curriculum of embodiment**. *PROSPECTS*, *51*(1), 103-116. https://doi.org/10.1007/s11125-021-09561-x
The Covid-19 pandemic certainly amplifies the extent to which curriculum is adaptable, responsive, and proactive. These vulnerabilities, while daunting, can perhaps be welcomed as an invitation to reposition curricular priorities. Covid-19 reveals that an overreliance on the "curriculum as planned" and a continued absence of "the forgetful curriculum" will no longer suffice. The fragility of life and the sources that make life and living possible are often left out of curricular and policy imaginings. This article seeks guidance from Maulana Rumi's story "The Graduate and the Boatman" and poem "One Task" to guide a possible reframing of a curriculum that remembers embodied knowledge and the ecological sources that unite all life forms. Embodied knowledge and ecological philosophies may offer ways to refocus curricula that can help youth to turn inward, courageously contemplate the difficult questions of life, and understand that unprecedented circumstances can be generative.

Lange, B. (2021). **Framing third places for universities' third mission – Field Configuring Events as collaborative learning and transfer formats**. *International Journal of Training and Development*, 25(4), 433-449. https://doi.org/10.1111/ijtd.12239
The paper uses the heuristics of a spatial perspective of so-called Field Configuring Events (FCE) to investigate the question of how these new educational and project-related transfer and collaboration courses in higher education context can capture the fundamentally changed institutional role – often called "third mission" or transfer competencies – fostering regional development. In doing so, the paper applies the concept FCE to an empirical case and aims at reconsidering the conceptual perspectives of this concept. The conceptual goal is to further refine the heuristic FCE and to align it more appropriately to understand dynamic knowledge production as an expression of new temporary (micro-) geographies.

Le Grange, L. (2021). **Covid-19 pandemic and the prospects of education in South Africa**. *PROSPECTS*, 51(1), 425-436. https://doi.org/10.1007/s11125-020-09514-w
The Covid-19 pandemic has caused havoc in the world, radically changing our lives and raising new and old questions, both existential and educational. This pandemic has revealed the underbelly of South African society in general and its education system more specifically—it has laid bare the gross inequalities that are the legacies of apartheid and the consequences of neoliberal capitalism. Drawing on ideas articulated in the four introductory chapters of the International Handbook of Curriculum Research, edited by William Pinar in 2014, this article discusses Covid-19 and the prospects of education in South Africa. The article shows how understanding the wisdom of indigenous traditions along with the moral dimensions of education, race, and the new technologies of surveillance, neoliberalism, and education can provide a nuanced awareness of the nature of the Covid-19 pandemic. It then explores the implications of such insights for the field of curriculum studies and, where relevant, for the school curriculum. It concludes by showing how these broad themes intersect and gel around the notion of Ubuntu-currere.

Lee, D. D., & Cho, S. (2021). **Predicting the outcomes of the Korean national accreditation system for higher education institutions: a method using disclosure data for outsiders**. *Asia Pacific Education Review*, 22(4), 715-728. https://doi.org/10.1007/s12564-021-09710-z
For outsiders to higher education institutions (HEIs) in South Korea, predicting the outcomes of the International Education Quality Assurance System (IEQAS)—a Korean institutional accreditation system for HEIs—is challenging. The annual IEQAS accreditation has been conducted behind closed doors; the assessment process is confidential, and there is little access to the data for the public and individuals. However, many stakeholders, such as overseas applicants to Korean HEIs, may want to predict whether particular universities will pass the upcoming IEQAS. Hence, we sought an alternative method for the outsiders to predict a binary result of the IEQAS accreditation by utilizing disclosure data that the Korean government has published. To best predict the outcomes, we mapped out a threefold discrete model combining logistic regression, discriminant analysis, and neural network. We collected the information disclosed by the Ministry of Education in 2019 on 138 Korean private HEIs and then analyzed the secondary public dataset in line with the discrete method that ensures generalizability. Results showed (i) three education investment factors, and one school operations factor appeared as key predictors among the tested indices; (ii) education cost per student within education investment proved to be the most crucial element; and (iii) while leveraging the disclosed data turned out to be reliable, neural network's predictive

accuracy was higher than those reported using logistic regression and discriminant analysis. By processing the publicly available disclosure data, our self-study model may effectively assist in predicting IEQAS outcomes, and it can also be used as a diagnostic, prior to accreditation, by local HEIs in other nations to check their preparedness and likelihood of success within similar contexts.

Longuet, G. *Projet de loi de finances pour 2022 : Enseignement scolaire*. , Pub. L. No. 163 (2021-2022) (2021). http://www.senat.fr/rap/l21-163-314/l21-163-314.html

Lopes, A. C. (2021). **Radical investment in the curriculum in times of Covid-19: Can we question the anti-science discourses?** *PROSPECTS*, *51*(1), 95-102. https://doi.org/10.1007/s11125-021-09548-8
This article questions the centrality of knowledge and learning in the curriculum, as well as the restriction of education to learning even when education is thought of as consisting of ways to combat anti-science discourses in the name of combating Covid-19. Based on discourse theory and deconstruction, with a focus on the notions of radical investment, contextualization, interpretation, and fantasy, the article reaffirms a post-foundational notion of curriculum theory and defends the possibility that curriculum and school can be spaces of affective relationships, bonds, and subjectivities willing to invest in life and thereby contribute to fighting the current pandemic.

Luger, R., Geiger, M., & Lyner-Cleophas, M. (2021). **Students' voices: reflections of three young adults with cerebral palsy on factors facilitating their completion of mainstream schooling in South Africa**. *International Journal of Inclusive Education*, 25(13), 1475-1491. https://doi.org/10.1080/13603116.2019.1619850
In South Africa most children with physical disabilities, including cerebral palsy, are still excluded from mainstream education. The purpose of this paper is to focus on a few successes and hear the voices of students themselves in exploring factors that facilitated their successful completion of mainstream schooling in Cape Town. This complements the more frequently documented accounts of barriers to education, from the perspectives of teachers and/or parents and in other countries. Three young adult participants with cerebral palsy were recruited through volunteer sampling. Interpretative Phenomenological Analysis led to the identification of three superordinate themes, 'Treat me the same, but treat me differently', 'Good communication is vital' and 'Ons gee om' [Afrikaans for 'We care']. The International Classification of Functioning, Disability and Health (ICF) was used to frame the discussion. Practical recommendations for specific stakeholder groups were identified, which may be transferable to other contexts despite the unintentionally skewed all female sample in terms of gender and middle socio-economic class.

Macedo, E. (2021). **#Stayathome #Fiqueemcasa: Opportunities for new governances of public education in Brazil**. *PROSPECTS*, *51*(1), 393-405. https://doi.org/10.1007/s11125-020-09534-6
It is not possible to predict how we might re-exist/resist while most of our bodies fail to be hospitable to the virus. For now, what seems possible, and potent, is to make strange the solutions we have been putting into practice, while sharing the world and our bodies with this enemy / companion species. This article focuses on some solutions municipal and state education systems in Brazil have produced, in partnership with philanthropic foundations and educational businesses, to answer the demand for #stayathome

#fiqueemcasa. Throughout the article, they are understood as the replication of proposals that have been circulating for some time, with the aim of affixing particular meanings to education. The article argues that the pandemic constitutes an opportunity for these networks to further redesign education in economized terms. It also addresses the effects of such redesigns and argues for the recognition of alterity, without which there can be no education.

Maubant, P., & Roquet, P. (2021). *L'archipel des temps de la formation : esquisse d'une ingénierie de l'alternance*. Consulté à l'adresse https://www-cairn-info.proxy-bu2.u-bourgogne.fr/l-archipel-des-temps-de-la-formation--9791034606405.html
Penser un parcours de professionnalisation, c'est d'abord penser sa durée, dans ce qu'elle exprime de notre rapport complexe aux différents temps sociaux. Le parcours de professionnalisation révèle différents moments de vie. Il porte en lui l'alternance de différentes situations. Il s'inscrit dans une institution, une organisation et un dispositif. Il est un mouvement alternant des lieux, des temps, des histoires, des objets et des sujets. La question des temporalités est constitutive de cette ingénierie de la professionnalisation que les organisations apprenantes cherchent aujourd'hui à promouvoir. Le projet de cet ouvrage est triple : comprendre l'impact du rapport aux temporalités sur la conception et la mise en œuvre de la professionnalisation du parcours de formation ; comprendre le rôle des dynamiques temporelles dans la réussite des dispositifs de professionnalisation ; comprendre en quoi le concept d'alternance convoqué dans l'ingénierie de professionnalisation exprime les débats sur les liens entre temporalités, travail et formation. [résumé éditeur]

Merhan, F., Frenay, M., & Chachkine, E. (2021). *Les formations professionnelles: s'engager entre les différents contextes d'apprentissage*. Consulté à l'adresse https://pul.uclouvain.be/book/?gcoi=29303100636550
La conception et la mise en œuvre des « formations professionnalisantes » reposent de plus en plus sur un principe d'alternance entre formation académique (scolaire, universitaire) et mise en situation de travail sur le terrain. Affrontant la complexité de la question de l'engagement des apprenants dans ce type de formation, l'ouvrage apporte des analyses précises et éclairantes sur la manière dont sont vécus, reliés, appropriés les apprentissages correspondant aux différents espaces-temps de cette modalité d'alternance et sur les stratégies mobilisées par les apprenants pour faire face aux transitions professionnelles qui y sont engagées. Les auteur·e·s situent leurs études dans des contextes variés et ne se contentent pas d'analyser et de comparer les caractéristiques techniques des espaces d'apprentissage concernés. À partir d'entretiens et de récits de personnes en formation, les contributions montrent comment la pluralité des situations et des expériences d'apprentissage au sein d'une même formation engage les apprenants à développer des capacités de réflexivité formative faisant appel à des ressources techniques, cognitives, épistémiques mais aussi émotionnelles, relationnelles, expérientielles. Elles éclairent en particulier la part des processus biographiques dans la construction d'un soi professionnel en devenir. Les recherches exposées permettent également de mieux situer la teneur et la portée des médiations proposées par les formateurs pour accompagner ces démarches de formation-transformation dont l'apprenant est toujours le premier acteur.

Ministère de l'éducation nationale et de la jeunesse (Éd.). (2021). *L'état de l'École 2021*. Consulté à l'adresse https://www.education.gouv.fr/media/73141/download

Véritable panorama du système éducatif français, L'état de l'École rassemble les indicateurs statistiques les plus pertinents pour analyser les évolutions et les tendances dans l'éducation. Scolarité des élèves, investissements, climat scolaire, formation des personnels, acquis des élèves, parcours, orientation et insertion professionnelle.

Moffatt, A., & Riddle, S. (2021). **Where are they now? Flexi school graduates reflect on their experiences of alternative education**. *International Journal of Inclusive Education*, *25*(13), 1463-1474. https://doi.org/10.1080/13603116.2019.1615564
Young people who graduate from high school are more likely to transition into further study or training, get a job and earn higher wages. However, many young people with the highest needs leave or become excluded from mainstream school settings and some complete their education in alternative education contexts. This paper shares reflections from Flexi School graduates on their experiences of alternative education, demonstrating their commitment to employment and integration into their communities, because their alternative education enabled them to gain a sense of belonging. Graduates assert the significance of their alternative schooling experiences in improving their outcomes and helping them overcome disadvantage and marginalisation. We contend that alternative schooling can help marginalised young people attain the skills and qualifications required for further study or training by giving them proficiencies, confidence and attitudes that help to generate positive opportunities and outcomes.

Montandon, F., Wagner, B., & Krüger-Potratz, M. (2021). *Les chefs d'établissement face à la mobilité institutionnelle en Allemagne et en France: Enjeux stratégiques et paradoxes*. Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782360851133?utm_source=phplist&utm_campaign=message_31622&utm_medium=email&utm_content=lienTitre
Cet ouvrage est issu d'une recherche binationale franco-allemande inscrite dans un cadre universitaire et dans celui d'une organisation internationale, l'OFAJ. Articuler mobilité institutionnelle, rôles et stratégies des chef.fe.s d'établissement, école inclusive permet d'étudier comment la mobilité peut s'appréhender comme principe éducatif et comme facteur de développement pédagogique. L'institution se présente comme ce qui porte le fonctionnement des établissements scolaires, elle doit s'adapter aux nouvelles conditions politiques et sociales, amenant alors des transformations intrinsèques ; mais elle a également une fonction anthropologique qui permet au sujet de se penser en lien avec autrui, de se référer à du tiers, contribuant ainsi la construction identitaire individuelle et sociale

Morelli, S. (2021). **Event, currere, and the ignorant schoolmaster**. *PROSPECTS*, *51*(1), 149-160. https://doi.org/10.1007/s11125-020-09532-8
The Covid-19 pandemic has transformed the higher education systems in ways that make visible problems that already existed but that previously were not fully noticed. The pandemic can be understood as an event that inspired social and subjective reflection aimed at a redefinition of the university curriculum. The closure of universities, which began as a preventive measure, has forced professors to reorganize their work through virtual methods and environments. The teaching methods required during the pandemic have eliminated professors' centrality at the university. However, the change from a face-to-face model to a virtual one is not the core problem; rather, the problem is how professors and students can turn the new forms for their relationship into opportunities for emancipation.

Morrish, D., & Neesam, M. (2021). **Trends in coverage of hygiene and disease prevention topics across national curriculum frameworks for primary science, physical education, and health**. *PROSPECTS*, *51*(1), 363-381. https://doi.org/10.1007/s11125-020-09525-7
The response to the Covid-19 pandemic raises a question about the role of national curriculum frameworks in acquiring and applying knowledge about hygiene and prevention of disease. For curriculum designers, this means determining what children of different ages should learn about these topics and how they should develop and apply this knowledge. Curriculum designers must do so amid trends towards reducing curriculum content and transitioning to competency-based curricula with transversal elements. Arguments can be made for placing health literacy competences, knowledge, and skills across the intended curriculum for science, physical education, and health. These are different disciplines with different models of knowledge, learning, and progression. This exploratory study looks at the placement of public health-related content in a selection of recently reformed, competency-based national curriculum frameworks from Europe, Africa, the Middle East, and Australasia. From these examples, it highlights risks and opportunities for incorporating public health messages into the intended curriculum.

Murillo, F. (2021). **The curriculum of the plague**. *PROSPECTS*, *51*(1), 63-74. https://doi.org/10.1007/s11125-020-09535-5
The Covid-19 pandemic can be read as an eruption of the Real: a traumatic event that overwhelms our capacity for symbolization and exposes the fragility of the imaginary. Albert Camus addresses this traumatic dimension in his 1947 novel The Plague, in which he reserves a rather puzzling statement for the closing paragraph: A plague never disappears, he wrote, but can lie dormant only to reappear once again "for the education of men". What lessons can be learned from the pandemic we are experiencing right now? While Covid-19 is often discussed from a biological perspective, the magnitude of the tragedy raises questions far beyond the confines of the natural/medical sciences, questions about humanity, our limits and possibilities, and the transcendent. This article explores the potential educational aspect of the pandemic by framing the discussion in an exegetical reading of Camus' novel. Through this reading, it claims that even within the tragic reality of its effects, the present pandemic might bring to the fore the notion of an existential kind of learning—one that is deeply personal, that cannot be programmed or learned from direct teaching, and that connects us in relevant ways to the lives of others. At the same time, this reading is not oblivious to the practical needs around decision-making on the part of educational policymakers, administrators, and teachers. As the novel shows, tragic events create a demand for quick action, so a few practical principles for curriculum decision-making are also offered.

Nakamura, Y. (2021). *Programming education in Japanese schools Identification of existing barriers and suggestions for the teacher's online platform* (Research Report N° 0003). Consulté à l'adresse UCA - INSPE Académie de Nice website: https://hal.archives-ouvertes.fr/hal-03410836
Educational system and policy keeps reforming itself reflecting the needs of the society. In 2021, the new educational standard came into effect in Japanese education and « programming education » became compulsory in elementary schools. The « programming education » is to enhance what was explained by the Ministry of

Education as « programming-like education, » which concepts were developed based on those of Computational Thinking. But changes always bring challenges. Even with the attempt led by the government in supporting the educators, many schools and teachers are currently far from prepared to facilitate programming education. This paper tries to point out the factors preventing an effective implementation of programming education in the Japanese context, and suggests as a solution development of an online platform for educators introducing example functions that would reinforce the materialistic, technological and psychological weaknesses identified.

Napoli, J. (2021). **Analyser la mise en œuvre des politiques d'éducation compensatoire au prisme de la sociologie des organisations**. *Recherches en éducation*, (45). https://doi.org/10.4000/ree.9615
L'éducation compensatoire se définit comme une politique ayant pour but de réduire les inégalités scolaires via un principe d'équité. Jusqu'à présent, les recherches sur l'éducation compensatoire ont démontré l'échec de ces politiques et se sont surtout intéressées à leur conception et à leurs effets ou encore aux pratiques enseignantes. Nous avons choisi d'orienter notre travail de recherche vers une analyse de la mise en œuvre des politiques d'éducation compensatoire. Dans cet article, nous essayons de démontrer en quoi l'approche de la sociologie des organisations est pertinente en l'espèce. Le point de vue sociologique choisi permet notamment de comprendre la structure des relations des acteurs et son impact sur la mise en œuvre de l'éducation compensatoire au niveau intermédiaire et local. Nos premiers résultats dans le canton de Genève présentent des structures de relations absentes ou complexes selon les niveaux des acteurs, dues notamment à l'absence de création de sens autour de la politique.

Netz, N. (2021). **Who benefits most from studying abroad? A conceptual and empirical overview**. *Higher Education*, *82*(6), 1049-1069. https://doi.org/10.1007/s10734-021-00760-1
This editorial to the special issue on heterogeneous effects of studying abroad starts with a review of studies on the determinants and individual-level effects of studying abroad. On that basis, it illustrates the necessity to place more emphasis on effect heterogeneity in research on international student mobility. It then develops a typology of heterogeneous effects of studying abroad, which shall function as an agenda for future research in the field. Thereafter, the editorial introduces the contributions to the special issue. It concludes by summarising major findings and directions for future research.

Neufeld, M. (2021). **Dreaming in crisis**. *PROSPECTS*, *51*(1), 175-184. https://doi.org/10.1007/s11125-020-09522-w
This article explores how socio-political crises that implicate teachers and students play out in dreams about the psychical and material realities of schooling. Teacher dreaming during crisis reveals the impossibility of the dream of education – a fantasy of control, protection, and transformation of students. The author analyzes her own teacher fantasies of protecting and transforming students during crisis as they are unfurled in her dreams to be just that, fantasies. The crises of violence and remoteness, as engendered by antisemitism, school fighting, and Covid-19, expose the fissures of this fantasy through the transferential time and ties of teaching. Ultimately, the conflicts that ensue from dreaming during crisis generate possibilities of learning through crisis.

NG, S. B. (2021). *Élaborer un cadre curriculaire relatif à l'apprentissage hybride pour les écoles*. Genève: UNESCO. BIE : Bureau international d'éducation. https://unesdoc.unesco.org/ark:/48223/pf0000377482_fre?126=null&queryId=N-1e81724b-eda9-4c28-b769-91083f25e1eb

L'apprentissage hybride est examiné sous l'angle de quatre dimensions : l'environnement d'apprentissage, l'expérience de l'apprentissage, la gestion de l'apprentissage et le contenu de l'apprentissage. Le cadre curriculaire relatif à l'apprentissage hybride pour les écoles est ici proposé dans le but de favoriser un changement systémique et durable. Ce cadre regroupe le modèle de curriculum linéaire et hiérarchisé et le modèle de curriculum latéral non linéaire ; il définit les connaissances pertinentes et les organise d'une manière adaptée aux écoles. Les évolutions pédagogiques et curriculaires orientées vers l'apprentissage interdisciplinaire offrent toute la flexibilité et la rigueur nécessaires à l'apprentissage hybride.

Niemi, R., & Loukomies, A. (2021). **'Should we ask the students' opinions first?' Practice architectures of student participation from the perspective of teachers**. *Improving Schools*, *24*(3), 261-276. https://doi.org/10.1177/1365480220974225

An in-service training programme was used as an accelerator that scaffolded teachers in four school units in Lappeenranta, Finland, the aim being to find a shared understanding and shared practices, or 'praxis', in terms of promoting student participation. In this study we examine the practices that either supported or prevented participation from the perspective of the teachers. We also examine how the arrangements of the practice architectures – cultural-discursive, material-economic and social-political – appear in the teachers' accounts of student participation. The data consists of 22 diamond-ranking forms made by 86 teachers, and an audio-recorded and videotaped group interview. The teachers in the school units found praxis both in the support of student participation (emphasising the students' role in school councils and giving them a recognised role in everyday practices) and in the challenges (turning participation into pedagogical practice). The arrangements of the practice architectures were identified in the group interview.

OCDE. (2021a). **Career Readiness in the Pandemic: Insights from new international research for secondary schools**. In *http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3438* [Report]. Consulté à l'adresse http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3438

The OECD Career Readiness project makes use of quantitative evidence to investigate how teenage career-related activities and attitudes are associated with better adult employment outcomes. Review of multiple national longitudinal datasets confirms 11 indicators of better outcomes linked to the ways in which teenagers explore, experience and think about their potential futures in work while in secondary education. This Policy Brief summarises findings and draws out implications for secondary schools, including 14 questions for consideration by guidance counsellors and school leaders linked to the indicators.

OCDE. (2021b). *Promoting inclusive education for diverse societies: A conceptual framework* (OECD Education Working Papers N° 260). https://doi.org/10.1787/94ab68c6-en

OCDE : Organisation de coopération et de développement économiques. (2021). ***How schools can help protect young people in a recession***. Consulté à l'adresse https://www.oecd-ilibrary.org/education/how-schools-can-help-protect-young-people-in-a-recession_18f7d6f0-en

L'orientation professionnelle n'a jamais été considérée comme aussi importante, mais qu'est-ce qui fait vraiment la différence pour les perspectives des jeunes ? Ce document fournit des conseils aux écoles sur la façon dont les chefs d'établissement, les enseignants et les professionnels de l'orientation peuvent fournir un soutien utile aux élèves. Il résume les recherches disponibles sur le sujet et partage des exemples sur la façon dont les pays aident les jeunes à se préparer à une carrière, même dans les moments les plus difficiles. Il se concentre sur trois aspects importants : ce que les adolescents pensent de leur avenir professionnel, comment ils explorent cet avenir à l'école et à la maison, leur expérience de lieux de travail.

OECD. (2021). ***Education Policy Outlook 2021: Shaping Responsive and Resilient Education in a Changing World***. https://doi.org/10.1787/75e40a16-en

Pacheco, J. A. (2021). **The "new normal" in education**. *PROSPECTS*, *51*(1), 3-14. https://doi.org/10.1007/s11125-020-09521-x

Effects rippling from the Covid 19 emergency include changes in the personal, social, and economic spheres. Are there continuities as well? Based on a literature review (primarily of UNESCO and OECD publications and their critics), the following question is posed: How can one resist the slide into passive technologization and seize the possibility of achieving a responsive, ethical, humane, and international-transformational approach to education? Technologization, while an ongoing and evidently ever-intensifying tendency, is not without its critics, especially those associated with the humanistic tradition in education. This is more apparent now that curriculum is being conceived as a complicated conversation. In a complex and unequal world, the well-being of students requires diverse and even conflicting visions of the world, its problems, and the forms of knowledge we study to address them.

Paoli-Gagin, V., & Rapin, J.-F. ***Projet de loi de finances pour 2022 : Recherche et enseignement supérieur***. , Pub. L. No. 163 (2021-2022) (2021). http://www.senat.fr/rap/l21-163-324/l21-163-324.html

Parfitt, A. (2021). **Turning around coast-based schools: An interpretive narrative analysis of a report on school reform in English coastal communities**. *Improving Schools*, *24*(3), 245-260. https://doi.org/10.1177/1365480220968744

An interpretive narrative inquiry approach is adopted to shed light on the improvement agendas applied in a specific set of coastal schools. The unifying thread between the focal cases is that they had been designated as failures and made notorious through association with their communities' tainted reputations. These schools feature in a report published by the Future Leaders Trust, which is used as the resource for this paper. The taken for granted deficit discourses implicit in the accounts of how these schools were reformed are relied upon by the school leaders and other stakeholders to justify why they needed to be turned around. These assumptions that come to the fore through analysis, demonstrate that the socioeconomic contexts found in the jaded English coastal communities are not engaged with. Importing approaches that draw on communities' resistance to relegation could, potentially, build positive discourses that lead to

communities reclaiming educational opportunities in such schools, one clear example being that of Countesthorpe in Leicestershire, UK, in the 1970s.

Partenariat mondial pour l'éducation. (2021). ***Alignement de l'aide à l'éducation sur les systèmes nationaux : soutenir la transformation des systèmes et l'amélioration des acquis scolaires. Note d'information***. Consulté à l'adresse https://www.globalpartnership.org/sites/default/files/document/file/2021-10-alignement-aide-education-systemes-nationaux.pdf
La crise de l'équité et de l'apprentissage nécessite de renforcer les systèmes nationaux et implique pour les partenaires du développement d'améliorer leurs pratiques de coopération et d'assurer un meilleur alignement de l'aide sur les systèmes nationaux. L'alignement renforce les systèmes nationaux, améliore l'efficacité et l'efficience des dépenses publiques et encourage un financement de l'éducation plus important et à grande échelle. Plusieurs pays sont pris en exemple pour illustrer le propos (Niger, Mozambique, Sénégal, Burkina Faso Népal).

Pearce, S. (2021). **The role of British Schools Overseas in promoting and upholding British values: using transmission context in policy analysis**. *Journal of Research in International Education*, *20*(3), 191-210. https://doi.org/10.1177/14752409211059272
With their central position in society as facilitators of information, schools and teachers play a key role in the articulation and embedding of government-driven policy targeted at school-age children; under the British government, this key role extends beyond the borders, to British Schools Overseas. In the last decade, this has been especially prevalent in the dissemination of anti-terrorism rhetoric and policy, created to prevent the radicalisation of students; most recently, this has involved the inclusion of 'fundamental British values' (FBV) in policy and curriculum. Using the work of Basil Bernstein and, in particular, the model of transmission context which sits within his theories on pedagogic discourse, this paper analyses the discourse embedded in multiple FBV policies. Through a focus on classification and framing of the discourses embedded in the policies, this paper highlights the transmission of power in these policies, with a focus on language used to convey this power; and conveys an understanding of the positioning, role and 'responsibilisation' of British schools, located outside of the United Kingdom, as central to FBV education as well as the solution to terrorism in Britain.

Phelan, A. M., & Hansen, D. R. (2021). **Toward a "thoughtful lightness": Education in viral times**. *PROSPECTS*, *51*(1), 15-27. https://doi.org/10.1007/s11125-020-09536-4
The Covid-19 pandemic has changed our way of life temporarily and perhaps forever. As such, how educators respond to the contemporary situation is not without consequence. Inspired by the writings of Giorgio Agamben, this article argues that, while the way forward is not unambiguous, the Covid-19 situation offers educators an unanticipated opportunity to pause; to reconsider our aspirations; and, ultimately, to reclaim education as an ethico-political activity. To embrace this opportunity requires the interpretation of our current situation as a real state of exception in which the neoliberal order and its utopian-learning culture can be suspended. In a state of suspension, one can begin thinking afresh about the Covid-19 pandemic and what reactions to and conversations about the event reveal about (more desirable) ways of learning and living together in schools and society.

Piednoir, S. *Projet de loi de finances pour 2022 : Enseignement supérieur*. , Pub. L. No. 168 (2021-2022) (2021). http://www.senat.fr/rap/a21-168-52/a21-168-52.html

Pillon, J.-M., Garcia, S., Mauchaussée, M., & Peyrin, A. (2021). **La Grande transformation des trois fonctions publiques : enjeux quantitatifs et qualitatif. Entretien avec Marion Mauchaussée et Aurélie Peyrin**. *Revue Francaise de Socio-Economie, 27*(2), 141-155. Consulté à l'adresse http://www.cairn.info/revue-francaise-de-socio-economie-2021-2-page-141.htm?ref=doi

Pinar, W. F. (2021). **Curriculum and the Covid-19 crisis**. *PROSPECTS, 51*(1), 299-311. https://doi.org/10.1007/s11125-021-09560-y
The article argues that the Covid-19 crisis is a curriculum crisis, because it is a humanitarian crisis. Survival—physical, psychological, educational—is at stake. As educators have mobilized to meet the emergency, this introductory article to Prospects special issue on Curriculum Responsiveness to Crisis glimpses elements of that effort, both theoretical and practical. It concludes that the student—the individual person—should remain central to any conception of curriculum, to any organization of pedagogical communication, indeed to the very project of education itself.

Poindexter, N. K., Smith, L. G., & Wang, H. (2021). **Heightened consciousness and curriculum in a time of crisis**. *PROSPECTS, 51*(1), 47-61. https://doi.org/10.1007/s11125-021-09542-0
This article discusses heightened curriculum consciousness in a time of crisis due to Covid-19. A teacher, a principal, and a university professor in the United States offer intertwined perspectives on sharpened understandings that call for transforming our daily practice of education and everyday curriculum. The article includes four interrelated threads that underlie everyday curriculum but take on fresh meanings and urgent callings in a time of crisis: life and death, interdependence and collaboration, inequality and equity, and community beyond separation. Throughout discussions, storytelling and examples of how teachers and school leaders have responded to the difficult situation are also provided. Covid-19 is taken as a wake-up call to deepened understandings, heightened awareness, and relational interventions, so that the landscape of curriculum can be reimagined and recreated.

*Darcos, L. **Projet de loi de finances pour 2022 : Recherche**. Pub. L. No. 168 (2021-2022) (2021). http://www.senat.fr/rap/a21-168-51/a21-168-51.html*

Ramrathan, L. (2021). **School curriculum in South Africa in the Covid-19 context: An opportunity for education for relevance**. *PROSPECTS, 51*(1), 383-392. https://doi.org/10.1007/s11125-020-09490-1
The pandemic nature of the Covid-19 virus and the infectious potential that this virus has for the global population demands a radical response. This article focuses on school education within the context of Covid-19 and asks a fundamental curriculum question around what knowledge is most worthwhile for school education in response to this disease. Schools within South Africa have been closed for an extended period and, within the guidelines for dealing with this infectious disease, social distancing has become a key component in determining how and when schools should reopen. This uncertainty has led to speculations, suggestions, proposals and tentative plans for a school recovery plan to save the integrity of the academic year. The article reviews some of the suggestions,

proposals, and plans, which illuminate a technical concern of curriculum coverage rather than a curriculum concern of what learning should be pursued post the lockdown period. It also argues that, going forward, a review of the purpose of school is needed. If learning is the bedrock for determining a school curriculum, it should of necessity be relevant and responsive to the issues and challenges of the country within a global world.

Ranniery, T. (2021). **Curriculum, caring for the Earth, and planetary responsibility**. *PROSPECTS, 51*(1), 233-245. https://doi.org/10.1007/s11125-021-09549-7
This text is a simultaneously personal and political commentary on those who inhabit the border between worlds, such as those now at war in a viral assemblage. Starting from a general intention of shifting curricular responses away from instrumental and technical solutions toward cultivating the ability to act and think in times of uncertainty, the argument developed here is that the need to respond to the Covid-19 crisis involves repositioning curriculum and responsibility as caring for the Earth. The article creates a dialogue between cosmoecological alliances of different onto-epistemological practices and formulations that expand the ethics of care for other-than-humans. The central issue is to defend reimagining the relationship between curriculum and subjectivity within interdependent stories on the planet. We do this in order to develop a sort of vaccine to prevent curricular imagination from becoming captive to the geometric coordinates of the economization of life.

Rasheed, M. A., Siyal, S., Arshad, A., Farid, A. A., Obradović, J., & Yousafzai, A. K. (2021). **Socio-cultural factors influencing preschool enrolment in a rural cohort exposed to early parenting interventions in Pakistan: A qualitative study**. *Improving Schools, 24*(3), 210-232. https://doi.org/10.1177/1365480220934907
Early parenting interventions have shown to be effective for changing parenting behaviours to provide stimulation at home. However, evidence about the effect on decision to timely enrol the child in preschool and the related pathways is scarce. A follow-up study of a rural cohort exposed to early parenting interventions in the first 2 years of life in Pakistan though indicated benefits for children's cognitive skills and learning environment at home but did not improve preschool enrolment rates. The aim of this study was to explore stakeholder knowledge, attitudes and perceptions about preschool education that may influence parent's decision of enrolment. A qualitative study using a phenomenological approach was conducted. Data collection methods included focus group discussion and in-depth interviews with the parents and the teachers and observations of selected preschools. An emergent thematic analysis was followed. Findings showed that community attitudes related to their role in children's preschool education (e.g. lack of parental involvement), and their perceptions of stakeholders' responsibilities and accountability (child being responsible for own motivation and interest to learn) were barriers to preschool enrolment. Facilitators included quality of preschools and older siblings enrolled in the school. Early parenting interventions may be insufficient to change community perceptions of preschool education in disadvantaged contexts with dysfunctional education systems. Targeted strategies addressing socio-cultural barriers for early learning are needed.

REIMERS, F., & OPERTTI, R. (2021). *Learning to build back better futures for education: lessons from educational innovation during the covid-19 pandemic*. Genève: UNESCO. BIE :   Bureau   international   d'éducation.

http://www.ibe.unesco.org/sites/default/files/resources/book_ibe_-_global_education_innovation_initiative.pdf

Cet ouvrage vise à contribuer à l'élaboration de stratégies opérationnelles de changement en éducation afin de préparer les élèves pour l'avenir, tout en abordant l'impact de la pandémie de COVID-19 et à rendre les systèmes éducatifs plus résilients. Il examine 31 innovations éducatives dans le monde ayant ont vu le jour pendant la pandémie et qui sont alignées sur la vision sur les futurs de l'éducation. Ces innovations peuvent être regroupées dans les cinq catégories suivantes : soutenir l'apprentissage centré sur l'élève, soutenir un apprentissage plus approfondi, soutenir le développement socio-émotionnel et le bien-être des élèves, perfectionner le développement professionnel des enseignants et des directeurs d'école, engager la famille.

Roberts, J. M. D. (2021). **How might Covid-19 affect the biology curricula of the future? Two principles for curriculum developers to consider**. *PROSPECTS*, *51*(1), 279-283. https://doi.org/10.1007/s11125-020-09531-9

Understanding the lifestyle changes that authorities have requested or required in response to Covid-19 requires some biological knowledge. Therefore, articulations of intended biology learning at the school level will need to be evaluated, to see if they continue to be fit for purpose in light of the pandemic. This article proposes two principles of curriculum development and applies them to the (re)development of biology curricula in response to Covid-19. Firstly, while Covid-19 provides a vivid contextualisation of many biological concepts, it does not change the underlying concepts themselves. Moreover, it will not take long before it passes from being contemporary experience to a historical case study. Care is, therefore, needed to retain focus on the core concepts of biology, rather than allocating too much time to the particulars of the Covid-19 case. Secondly, biology curricula are often used to educate a population about public health. However, policymakers should be aware that knowledge alone is often insufficient to generate healthy behaviours.

Saboya, F., & Jorro, A. (2021). **Registres de pensée et sphères d'activité des doctorants en situation de confinement**. *Le sujet dans la cité*, *11*(1), 37-52. Consulté à l'adresse http://www.cairn.info/revue-le-sujet-dans-la-cite-2021-1-page-37.htm?ref=doi

Notre recherche tente de comprendre les effets du premier confinement sur les doctorants de SHS du Cnam de Paris. Hybridation des cours puis passage au distanciel ont profondément transformé leur expérience de la formation doctorale en les éloignant de leur communauté de pratique. Les approches sociologiques de la construction de significations et de modes d'action dans une situation d'épreuve (Boltanski, 2009 ; Heinich, 2017), les théorisations de l'activité (Clot, 2000) ont été mobilisées pour comprendre la spécificité de cette expérience inédite du confinement. L'analyse de dix entretiens semi-directifs, menés auprès de doctorants confrontés aux différents types d'épreuves générées par la crise sanitaire, met en évidence des transformations dans leurs manières de penser, de ressentir et d'agir.

Sarmurzin, Y., Amanzhol, N., Toleubayeva, K., Zhunusova, M., & Amanova, A. (2021). **The impact of OECD research on the education system of Kazakhstan**. *Asia Pacific Education Review*, 22(4), 757-766. https://doi.org/10.1007/s12564-021-09715-8

In education, reform and renewal are constant. Policies are continually changing to meet the needs of the times and the society. Political advisors, such as the Organization for Economic Cooperation and Development, play an important role among private

consultants as policy actors. According to Gunter's (in: Howlett and Mukerjee (eds), Handbook of policy formulation, Edward Elgar Publishers, 2017) classification of policy actors, the OECD can be classified as a supra-national organization. This paper examines the impact of OECD research on the education system of Kazakhstan. Based on the literature, the authors address two key issues—what role the OECD is performing in education policy reforms in Kazakhstan and whether this facilitates or undermines the provision of public education. The authors focus on the influence of Programme for International Student Assessment (PISA) as a global phenomenon, how Kazakhstan has embraced this international test, and how, even though PISA has made little or no difference to student outcomes, it is still credited for educational achievements.

Schneider, J., & Gottlieb, D. (2021). **In Praise of Ordinary Measures: The Present Limits and Future Possibilities of Educational Accountability**. *Educational Theory*, *71*(4), 455-473. https://doi.org/10.1111/edth.12488
State and federal policymakers "see" school performance via formal measures — data collected with attendance sheets and standardized tests. Such an approach, though not without its merits, is extremely limited and inherently exposed to the threat of systematic misperception and unintended consequences, especially as policymakers try to use data to leverage on-the-ground change. In this essay, Jack Schneider and Derek Gottlieb discuss the limitations of present accountability systems and advocate for the inclusion of what they call "ordinary measures." Long positioned as inferior to their formal counterparts, such measures offer much to clarify the picture of schools that good governance depends on. According to Schneider and Gottlieb, using ordinary measures, paired with deliberative evaluation processes, will improve the validity and utility of educational accountability systems.

Schulze, M. P., & Kleibert, J. M. (2021). **Transnational education for regional economic development? Understanding Malaysia's and Singapore's strategic coupling in global higher education**. *International Journal of Training and Development*, *25*(4), 363-382. https://doi.org/10.1111/ijtd.12242
Fostering innovation and upskilling labour pools have become key goals in national economic development plans and education and training system reforms since the mid-1990s. For their transformation into knowledge-based economies, countries in Southeast Asia have relied on importing transnational higher education providers and have envisioned themselves as international education hubs. As existing research from transnational education and higher education governance studies as well as economic geography and regional studies has not sufficiently addressed this nexus of transnational education and regional economic development, this paper investigates the role of foreign higher education institutions in economic development strategies in Malaysia and Singapore. It explores why and how states have strategically coupled their higher education systems with transnational education. The comparative case analysis draws on empirical evidence from 42 semi-structured interviews. It finds that despite the two states' ostensibly similar ambitions to attract foreign higher education institutions, policies and outcomes differ strongly. Whereas in Malaysia a structural coupling led foreign subsidiaries to provide foreign degrees to domestic students and generate revenue in the private higher education sector, in Singapore foreign subsidiaries have been deployed strategically to upgrade the talent pool and public higher education system of the city-state via functional coupling. Conceptualizing transnational education

policies as forms of strategic coupling contributes to understanding their embeddedness within states' broader, historically formed economic development strategies.

Shewbridge, C., & Köster, F. (2021). *Promoting Education Decision Makers' Use of Evidence in Flanders*. https://doi.org/10.1787/de604fde-en

Spector, H. (2021). **The significance of sense in the time of plagues: Curricular responsiveness to the Covid-19 crisis**. *PROSPECTS, 51*(1), 77-93. https://doi.org/10.1007/s11125-021-09550-0
The purpose of this article is to interrogate ways that curriculum can respond critically to already existing global emergencies (including pandemics) while also becoming more proactive toward the prevention of world risks. To do this, it calls for the fortification of the traditional course of study that introduces students to the analysis of literary texts. However, a traditional approach to school-based literary analysis that attends exclusively to a text's formal properties in order to determine its meaning is insufficient to get ahead of the world risk curve. Instead, the article turns to the concept of allegory as theorized in curriculum theory and to a theory of preventative foresight to interpret a famous dream (of a world-shattering contagion) in a famous work of literature (Dostoevsky's Crime and Punishment) that provides a novel opportunity to understand the significance of sense in the time of plagues.

Spiteri, J. (2021). **Quality early childhood education for all and the Covid-19 crisis: A viewpoint**. *PROSPECTS, 51*(1), 143-148. https://doi.org/10.1007/s11125-020-09528-4
The purpose of this viewpoint is to consider the impact of the current Covid-19 crisis on the educational prospects of young children attending early childhood education and care (ECEC) settings. Studies show that health pandemics and environmental, political, and socio-economic crises jeopardize children's development and education. It is likely that for the immediate future, young children will continue to experience emotional and psychological stress. A curriculum that does not take into consideration a pandemic of the scale we are witnessing today creates unnecessary pressure and anxiety not just on young children but also on the adults who care for and teach them. This article outlines actions to ensure quality education for all as suggested by the United Nations Sustainable Development Goals. The response of ECEC curricula to the pandemic may potentially act as a catalyst for educational change.

STERNADEL, D. (2021). *The impact of COVID-19 on student learning outcomes across Europe: the challenges of distance education for all*. Luxembourg: Office des publications de l'Union européenne. https://nesetweb.eu/wp-content/uploads/2021/09/NESET_AHQ2_challenges_of_distance_education-2.pdf
Le rapport passe en revue les données disponibles sur l'impact des perturbations scolaires liées à la COVID-19 sur les résultats d'apprentissage des élèves dans les États membres de l'Union européenne et caractérise les différents facteurs identifiés comme ayant eu un impact sur l'apprentissage des élèves. Ces facteurs incluent une réduction du temps d'enseignement et d'apprentissage, de la fréquence des contacts individuels avec les enseignants, et de la capacité des enseignants et des élèves à s'adapter à l'enseignement à distance. Le rapport analyse également le rôle de l'éducation numérique dans le soutien de la réussite scolaire des élèves dans le contexte de l'enseignement à distance.

Szolowicz, M. A., & Aaron Wisman, R. (2021). **Red for Ed Teacher Movements: Exploring Roles and Symbols in the Politics of the Superintendency**. *Educational Administration Quarterly*, *57*(5), 716-746. https://doi.org/10.1177/0013161X211034485
Purpose: In recent years, a new wave of teacher-led political action has erupted resulting in work stoppages in several states across the United States. This study examines how superintendents navigated this Red for Ed movement in two representative states. Methods: Framed as a multisite, embedded case study, we drew from public documents and semistructured interviews with superintendents. We took a deductive approach to data analysis, seeking analytic generalization to the theoretical frameworks adopted herein. Findings: Red for Ed-motivated teacher job actions did create a political dilemma for superintendents. Superintendents addressed the dilemma by utilizing the roles of business manager, instructional leader, and politician as expressed through symbolic politics including assigning responsibility and vaguely supporting the Red for Ed cause. Superintendent responses are consistent with isomorphic tenants of sociological institutionalism. Implications: Considering the modern superintendency's political nature, superintendents might benefit from preparation in political strategy and tactics.

Taylor, K., & Frankenberg, E. (2021). **Student Assignment Policies and Racial and Income Segregation of Schools, School Attendance Zones, and Neighborhoods**. *Educational Administration Quarterly*, *57*(5), 747-775. https://doi.org/10.1177/0013161X211024720
Purpose: This article examines the relationship between educational and residential segregation in three school districts with differing approaches to student assignment. Racial and income segregation within school districts is often only examined at the school level, even as school patterns are often related to residential and attendance zone segregation depending on integration policies aimed at decoupling these relationships. Research Method/Approach: Using an innovative data set, the School Attendance Boundary Survey, along with Census and Common Core of Data data, this analysis examines racial and income segregation at the neighborhood, school zone, and school levels in three districts with varied student assignment policies to explore the relationship between districts' diversity policies and school, attendance zone, and residential segregation. Findings: We find that, despite high residential segregation, educational segregation varies in these three districts. In the two districts that sought to increase diversity in their student assignment policies, educational segregation was lower than in the third district that did not consider diversity, despite similar levels of residential segregation. The findings suggest that district leaders' use of diversity-focused student assignment policies may be one way to disrupt the link between residential and school segregation. Conclusions: Understanding the segregation of educational boundaries within school districts, and the relationship between school zone segregation and segregation at other geographic scales, offers insights into how district leaders could utilize student assignment policies to reduce racial and income segregation.

Tronchet, G., Tilly, H., Laurent, F., & Bigaut, C. (2021). **L'impact de la crise sanitaire sur la mobilité européenne et internationale des publics scolaires, étudiants et apprentis, incluant un bilan du programme des assistants de langues étrangères**. In *http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3446* [Report]. Consulté à l'adresse http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3446
La crise sanitaire due à la diffusion du virus Covid-19 a profondément bouleversé les flux de mobilité des publics scolaires, étudiants et apprentis aux échelles européenne et

internationale. Elle a occasionné de nombreux cas d'interruptions, d'annulations ou de reports de programmes et de projets de mobilité chez les publics en formation initiale dont le parcours incluait, pour les Français, un séjour à l'étranger, et pour les étrangers, un séjour en France. Le rapport d'inspection générale analyse successivement le pilotage de l'écosystème des mobilités dans la crise sanitaire, les effets de la crise sur les flux de mobilité sortante, les échanges d'assistants et les occasions de transformation induites par la crise en termes de stratégies internationales et de pratiques pédagogiques.Il émet un certain nombre de recommandations en vue de permettre dans l'après-crise la poursuite des objectifs fixés par président de la République d'accueillir 500 000 étudiants étrangers en 2027 tout en permettant, d'ici à 2024, à la moitié d'une classe d'âge de Français d'avoir passé six mois dans un autre pays européen avant ses 25 ans.

UNICEF : Fonds des Nations unies pour l'enfance. (2021). ***Ensuring equal access to education in future crises: findings of the new remote learning readiness index***. Consulté à l'adresse https://liseo.france-education-international.fr/index.php?lvl=notice_display&id=48108
L'Indice de préparation à l'enseignement à distance, qui évalue le degré de préparation des pays à dispenser un enseignement à distance en cas de perturbations de l'éducation en présentiel, couvre près de 90 % des élèves des pays à revenu faible ou intermédiaire de la tranche inférieure. L'analyse est axée sur trois grands domaines : l'existence de ressources à domicile et le niveau d'éducation des parents ; le déploiement de politiques et de formations à l'attention des enseignants ; et la préparation du secteur de l'éducation aux situations d'urgence. Au moins 200 millions d'élèves vivent dans les 31 pays à revenu faible ou intermédiaire qui ne sont toujours pas prêts à passer à l'enseignement à distance en cas de fermeture d'urgence des écoles.

Vandervieren, E., & Struyf, E. (2021). **Facing social reality together: investigating a pre-service teacher preparation programme on inclusive education**. *International Journal of Inclusive Education*, 25(13), 1524-1539. https://doi.org/10.1080/13603116.2019.1625451
Inclusive education has been put on the global agenda to appreciate diversity on a broader level and reduce educational inequality. In order to optimally prepare secondary pre-service teachers for inclusive education, a highly innovative cooperation of five different teacher training institutes in and around Antwerp (Belgium) developed a collective Inclusion Pathway embedded in the various teacher education curricula. Through an explorative qualitative research study based on content data and semi-structured interviews, we studied (1) the programme's perceived impact on participating pre-service teachers' competences (attitudes, knowledge and skills) with respect to inclusion, and (2) how the pre-service teachers experience the inclusion programme. The results indicate a positive impact of the programme on the participants' attitudes with respect to inclusion. Participants also mention that the theoretical frameworks provided, the classroom observations and the teacher conversations helped them to enlarge their knowledge base and feel more confident to change their teaching practice. However, the participants also made some critical remarks. The teacher training institutes converted these insights into several organisational improvements and content-related action points.

VIETEL, E., FOUBERT, T., & ROSSO, F. (2021). *Politiques de développement du capital humain en Tunisie*. Turin: ETF. https://www.etf.europa.eu/sites/default/files/2021-11/trp_etf_assessment_2020_tunisia_fr.pdf
Assorti de recommandations, ce rapport propose une analyse externe et prospective des enjeux liés au développement du capital humain et des réponses politiques de la Tunisie en matière d'enseignement et de formation professionnels (EFP). Les taux d'emploi, notamment des femmes et des jeunes, sont faibles. Les jeunes vivent une transition difficile entre l'école et le travail. L'inadéquation des compétences témoigne d'une utilisation inefficace du capital humain. Bien que les niveaux d'éducation s'améliorent, le niveau des compétences de base reste très préoccupant. Le nombre d'inscriptions dans l'EFP est faible en raison du manque d'offres attrayantes et de l'absence de passerelles vers l'enseignement supérieur.

Webb, A. (2021). **Staff perspectives on victimisation in multi-ethnic Chilean elementary schools**. *International Journal of Inclusive Education*, *25*(13), 1492-1507. https://doi.org/10.1080/13603116.2019.1620353
This paper draws on qualitative interviews conducted with school staff in four multi-ethnic urban public schools in Santiago, Chile, to provide a sociological analysis of common-sense constructs surrounding victimisation. The questions guiding the study were to what extent school staff share similar perspectives toward victimisation (as demonstrative of a school culture), and how this impacts the capacity to generate positive school climates in multi-ethnic elementary urban schools in Santiago. Drawing on theories of school culture, I propose that staff members' abilities and willingness to identify and implement preventive measures in schools are collectively defined and legitimated. I demonstrate that this has important repercussions in contexts of higher-than-average ethnic compositions where assimilation is encouraged, and victimisation is denied or attributed to other causes. Symbolic and superficial celebrations of multiculturalism are common, but cultural discourses of difference maintain ethnic youth in marginalised positions and prevent more inclusive educational practices. Some staff perspectives adhere to colour-blind liberal forms of racism in these contexts, and these are most common in school cultures where victimisation is downplayed or thought to be an issue cultivated in the home. Recommendations are made to incorporate culturally-sensitive pedagogies and cultural mediators to confront these narratives among school climate committees.

Wedekind, V., Russon, J.-A., Ramsarup, P., Monk, D., Metelerkamp, L., & McGrath, S. (2021). **Conceptualising regional skills ecosystems: Reflections on four African cases**. *International Journal of Training and Development*, *25*(4), 347-362. https://doi.org/10.1111/ijtd.12251
In this article we address the debate on regional skills formation systems in Africa. We draw on the social ecosystems model (SEM) developed by Hodgson and Spours to analyse data from four case studies that reflect the complexities of African economies, rural and urban, formal and informal. The SEM model helps us focus on the three dimensions of a strong skills ecosystem: collaboration between a range of actors, key institutions and system leaders within the region (the horizontal); top-down policies, regulations, and funding streams that enable or constrain the regional skills ecosystem (the vertical); and the points where these two interact, often through mediation activities. In the case of the last of these three, our cases point to the importance of nurturing organisations which can provide SEM leadership, particularly in more fragile ecosystems. Yet, in none of the cases, are public vocational institutions playing the strong anchor role

envisaged in the model. The significance of the paper lies in three ways it develops the SEM in relation to regional skills ecosystems. First, we problematise the notion of a facilitatory state and place it within wider national and global webs of power. Second, we insist that the local or regional is always embedded in and networked into myriad national and international levels. This requires a more complex understanding of how social skills ecosystems operate. Third, the notion of an anchor institution requires further elaboration. In most social ecosystems these institutions need to be built or strengthened and a clearer understanding is required of the processes of institutionalisation and what mechanisms make it possible to build this capacity and sustain it over time.

Wiemann, J. (2021). **German-style dual apprenticeship training in the Greater Shanghai Area- Spatial Agglomeration Dynamics**. *International Journal of Training and Development*, 25(4), 383-401. https://doi.org/10.1111/ijtd.12245
A considerable number of German multinational enterprises (MNE) are located in the Greater Shanghai Area. German MNE in the industrial sector show an inclination to export German forms of technical training—more specifically German-style dual apprenticeship training—to their worldwide subsidiaries. Within China, this is especially the case for the Greater Shanghai Area, which has established itself as a 'hotspot' for dual apprenticeship training in the last 15 years. This paper explores what makes the Greater Shanghai Area such a 'hotspot' for dual apprenticeship training—in international comparison—by focusing on factors influencing the spatial agglomeration of dual apprenticeship training activities in this region. The paper finds unevenly distributed institutional resources regarding the attraction of German Foreign Direct Investment as well as unevenly distributed resources at the skill formation system level as important influencing factors. Both factors show 'self-reinforcing' dynamics strengthening already existing spatial agglomeration of dual apprenticeship training activities.

Ydo, Y. (2021). **Responding to crisis and building forward better: The relevance of curriculum**. *PROSPECTS*, 51(1), 1-2. https://doi.org/10.1007/s11125-021-09572-8

Zimmermann, J., Greischel, H., & Jonkmann, K. (2021). **The development of multicultural effectiveness in international student mobility**. *Higher Education*, 82(6), 1071-1092. https://doi.org/10.1007/s10734-020-00509-2
International student mobility (ISM) is an important educational means to increase students' multicultural effectiveness and their (international) job market potential. In the present study, we investigated ISM effects by addressing the following three research questions: First, how do future sojourners differ from control students in terms of their pre-departure multicultural effectiveness? Second, how does ISM affect the development of multicultural effectiveness above and beyond effects of students' demographic characteristics, their cultural and educational background, and their previous international mobility experiences? And third, do any of these variables moderate ISM development effects and thus help to explain who benefits most from ISM? We used a sample of N = 3070 students at German higher education institutions who were assigned to three groups (i.e., control students with no mobility plans, present sojourners who participated in ISM during the study period, and a waiting group of future sojourners who participated in ISM in the semester sequencing the study period). The analyses with (moderated) latent change models showed substantially higher pre-departure multicultural effectiveness in present and future sojourners compared with control students as well as positive effects of ISM on the development of multicultural

effectiveness. The strongest effects were observed amongst students without previous international mobility experiences. Theoretical implications for the understanding of adaptive development in a globalized world as well as practical inferences for ISM outreach and recruitment strategies are discussed.

Pratiques enseignantes

Backes, S., Baumann, I., Harion, D., Sattler, S., & Lenz, T. (2021). **Why flipping the classroom is not enough: Digital curriculum making after the pandemic**. *PROSPECTS*, *51*(1), 347-361. https://doi.org/10.1007/s11125-021-09555-9
To slow down the proliferation of Covid-19, governments virtually shut down public life, temporarily closed schools, and forced teaching to be done exclusively on a remote basis. These measures offer an opportunity to reexamine conventional teaching and learning arrangements, test new digital and analogue concepts, and provide essential inspiration for curriculum making in the twenty-first century. This article addresses the historical development of schooling in the classroom as differentiated from "homeschooling". On one hand, the question of how school closures and digitally supported teaching settings may affect an increase in educational inequalities is investigated using an international comparison. On the other hand, the pedagogical and didactical implications of distance learning and a digital teaching culture, which constitute the foundation for digital curriculum making, are examined.

Blond-Rzewuski, O. (2021). **Écrire dans le cadre d'ateliers philosophiques avec des élèves de cycle 3. Le cas de la problématisation**. *Recherches en éducation*, (45). https://doi.org/10.4000/ree.9465
Les pratiques philosophiques avec les élèves, qui possèdent aujourd'hui leur propre didactique, font principalement référence à des pratiques orales. Or, l'écriture est fondamentale pour l'émergence d'une pensée rationnelle et pour l'apprentissage en général. De surcroit, le mode d'enseignement/apprentissage et l'évaluation de la philosophie en classe de terminale passent essentiellement par l'écrit. Si l'on s'inscrit dans cette perspective institutionnelle, alors il faut reconnaitre l'importance de l'émergence d'une didactique de l'écriture philosophique. Cet article se situe dans le cadre d'un doctorat en sciences de l'éducation portant sur les conditions de possibilité d'une telle didactique de l'écriture philosophique au cycle 3 (fin école élémentaire, début collège). Il s'agira ici de rendre compte d'un dispositif mis en place dans une classe de cycle 3, auprès d'élèves de CM1/CM2, qui les amène à écrire des questions à visée philosophique et à interroger ces questions pour les rendre problématiques.

Dongmo Tchiaze, S. (2021). *Conception et validation d'un questionnaire d'enquête permettant de documenter les utilisations à des fins collaboratives des outils numériques de l'infonuagique dans les pratiques d'enseignement au primaire*. Consulté à l'adresse https://savoirs.usherbrooke.ca/handle/11143/18819
L'accessibilité aux technologies de l'information et de la communication (TIC) s'est considérablement accrue dans la société au cours des vingt dernières années (CEFRIO, 2020 ; OCDE, 2015a). Tenant compte de cette réalité, de nombreux gouvernements et organismes internationaux s'accordent sur la nécessité de leur intégration en éducation (Scheuermann et Pedró, 2009 ; UNESCO, 2004). Cependant, malgré la présence des TIC dans les discours gouvernementaux en matière d'éducation, leur utilisation à des fins pédagogiques dans les pratiques d'enseignement reste un défi aussi bien au Québec

que dans le reste du monde (Larose et al., 2004 ; Underwood et Dillon, 2011 ; Villeneuve et al., 2013). L'exploration de la documentation scientifique révèle que les enseignants ne connaissent pas toujours les utilisations technologiques appropriées à leurs pratiques d'enseignement (Fiévez, 2017; Larose et al., 2010). C'est ainsi que le ministère de l'Éducation et de l'Enseignement supérieur (MEES) au Québec publie en 2019 le cadre de référence de la compétence numérique. Ce document ministériel offre des pistes quant aux pratiques d'enseignement intégrant le numérique à valoriser dans le système éducatif québécois (Gouvernement du Québec, 2019), en insistant sur le recours aux outils de collaboration. Par ailleurs, de nombreuses recherches empiriques tendent à montrer que les approches pédagogiques collaboratives dans les environnements numériques de l'infonuagique ont un effet bénéfique sur l'apprentissage des élèves (Pham, 2019; Suwantarathip et Wichadee, 2014; Zioga et Bikos, 2019) et pourraient favoriser l'utilisation des outils numériques en contexte scolaire. À cet égard, l'infonuagique, en raison de ses caractéristiques (centralisation des ressources, large accès au réseau, service à la demande, élasticité et évolutivité du réseau), offre ce type d'environnement numérique adapté aux besoins actuels de l'éducation (Ashtari et Eydgahi, 2017; Masud et Huang, 2012). Ce faisant, l'état actuel de la documentation scientifique ne permet pas de dresser un profil représentatif des utilisations de ces outils dans les pratiques d'enseignement. Ce cheminement nous a amenés à formuler la question de recherche suivante : Quel instrument de recherche permettrait de recueillir des données sur les pratiques d'enseignement utilisant les outils numériques de l'infonuagique à des fins collaboratives au primaire ? N'ayant trouvé, à notre connaissance, aucun instrument de recherche préexistant dans la documentation scientifique permettant de répondre à cette question, nous avons formulé les objectifs spécifiques suivants : 1. Élaborer un questionnaire d'enquête permettant de documenter les utilisations à des fins collaboratives des outils numériques de l'infonuagique dans les pratiques déclarées au primaire. 2. Valider un questionnaire d'enquête permettant de documenter les utilisations à des fins collaboratives des outils numériques de l'infonuagique dans les pratiques déclarées au primaire. Sur le plan méthodologique, nous avons observé les recommandations de plusieurs ouvrages méthodologiques (Bouchard, 2005; Brancato et al., 2006; Cohen et al., 2018) lors de la conception du questionnaire d'enquête. Nous nous sommes notamment assurés de faire la recension d'instruments de recherche préexistants ayant été validés et de prendre en compte la documentation scientifique sur les objets de recherche en lien avec le questionnaire et les avis d'experts du domaine. Nous avons ensuite validé le contenu du questionnaire auprès d'un comité d'experts constitué de professeurs-chercheurs en sciences de l'éducation et de formateurs ayant une expertise technopédagogiques avec les outils de l'infonuagique et nous l'avons testé auprès de quinze enseignants issus de la population cible. Les résultats de recherche obtenus montrent que le niveau minimum de validité pour le questionnaire a été atteint. Celui-ci est constitué de 17 questions réparties en quatre sections à savoir les informations d'ordre générales (section A), la familiarité avec les outils de l'infonuagique et le niveau d'expertise perçu (section B), les utilisations des outils de l'infonuagique en salle de classe (section C), et la collaboration entre les élèves dans les environnements infonuagiques (section D). La validation du contenu du questionnaire par un comité d'experts et le test de celui-ci auprès d'un échantillon de personne issu de la population cible nous aura permis de l'affiner et d'accroitre sa crédibilité. Toutefois, d'autres étapes de validation (révision du questionnaire lors d'une discussion de groupe avec plusieurs experts, test de la nouvelle version du questionnaire auprès d'un groupe de participants différent) que nous

réaliserons dans des recherches ultérieures sont nécessaires afin d'approfondir la démonstration de la validité de l'instrument de recherche. Par ailleurs, nous utiliserons ce questionnaire dans d'autres recherches pour documenter les utilisations à des fins collaboratives des outils de l'infonuagique dans les pratiques d'enseignement.

Durrieu-Gardelle, M. (2021). **Recherche collaborative, analyse de l'activité et évolution des pratiques professionnelles en didactique de la grammaire**. *Recherches en éducation*, (45). https://doi.org/10.4000/ree.9648
Cette contribution s'intéresse au lien potentiel entre la conscience disciplinaire des enseignants et celles de leurs élèves de cycle 3 au regard des communautés discursives qu'ils construisent en grammaire. Nous faisons l'hypothèse que la recherche collaborative contribue à transformer leur conscience disciplinaire et à objectiver les enjeux de l'oral et de sa spécificité en classe. Nous analysons le discours de deux enseignantes lors de l'auto-confrontation à leur séance sur la phrase complexe pour identifier quelques indices d'objectivation et de « déplacements » dans les pratiques déclarées.

Han, J., Zhao, Y., Liu, M., & Zhang, J. (2021). **The development of college English teachers' pedagogical content knowledge (PCK): from General English to English for Academic Purposes**. *Asia Pacific Education Review*, 22(4), 609-621. https://doi.org/10.1007/s12564-021-09689-7
College English teachers' pedagogical content knowledge (PCK) is subject to change in the transition from the teaching of General English (GE) to that of English for Academic Purposes (EAP). Underpinned by Grossman's four-dimensional model of PCK, this study aims to investigate the trajectory of PCK development among college English teachers through the transition from GE to EAP in the Chinese context. Adopting a qualitative case study approach, multiple sources of data about three teachers were collected through semi-structured interviews, class observations, and teaching materials. Results show that teachers' conceptions of the purpose of teaching EAP, as opposed to GE, are fundamental to PCK development. The development of different PCK components was mainly attributed to a variety of informal learning activities, which are insufficient for well-balanced development. Additionally, the development of PCK was hindered by teachers' limited content knowledge. The findings have significant implications for effective college English teacher development in the transition from GE teaching to EAP teaching.

Jarraud, F. (2021, novembre 23). **Comment influencer les pratiques pédagogiques des professeurs ?** Consulté 24 novembre 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/11/23112021Article637732476925896451.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=513244
Le dernier colloque du Cnesco l'a montré : rien de plus dur que de légitimer aux yeux des enseignants une réforme. Alors comment les influencer ? Roland Goigoux, Juliette Renaud, et Isabelle Roux-Baron réfléchissent à cette question dans une publication des Presses universitaires de Louvain. Ils écartent l'idée qu'il suffirait de diffuser des expérimentations « efficaces » ou de transmettre des connaissances. Ilsne croient pas plus en la vertu de « l'accompagnement ». Ils invitent à concevoir des outils avec les enseignants en passant par la co-conception d'un outil à la fois didactique et ergonomique. « En France comme ailleurs, ceux qui pilotent les systèmes éducatifs se

trompent s'ils croient : qu'il suffit de communiquer les connaissances scientifiques aux enseignants pour qu'ils modifient leurs pratiques en conséquence ; qu'on peut imposer aux enseignants (et espérer qu'ils appliquent fidèlement) des dispositifs qui ont fait la preuve d'une certaine efficacité dans des situations expérimentales ; qu'une innovation ne peut être correctement diffusée et utilisée que si elle est soutenue par une formation ad hoc ou un accompagnement individuel. Les solutions que nous préconisons reposent sur d'autres types de collaborations entre décideurs, chercheurs, formateurs et enseignants. Elles supposent : d'accorder confiance et considération au travail des enseignants, de prendre appui sur leurs savoirs d'expérience ; de miser sur la conception et la diffusion d'outils ou scénarios didactiques innovants pour influencer les pratiques des enseignants et leur permettre d'acquérir de nouvelles connaissances sur les apprentissages ; de considérer l'activité de conception d'outils comme une activité scientifique à part entière associant étroitement chercheurs et enseignants dès le début du processus jusqu'aux phases d'essaimage ».

Kennel, S., & GUILLON, S. (2021). **Entre présence et distance sous contrainte, quelle place pour les ressources et les méthodes pédagogiques ?** *Distances et Médiations des Savoirs*. https://doi.org/10.4000/dms.6547
L'étude présentée ici porte sur les usages et l'efficacité perçue par les étudiants des ressources pédagogiques utilisées par les enseignants du supérieur français pendant la période de continuité pédagogique du printemps 2020 pour soutenir leurs apprentissages. Après avoir dressé un état de l'art des recherches et des dynamiques actuelles, nous valorisons une enquête qui a été menée auprès des étudiants de l'Université de Strasbourg dont 3662 réponses ont pu être exploitées. L'objectif était de repérer les types de difficultés et l'apport des ressources pédagogiques proposées aux apprenants ainsi que l'utilité perçue par les bénéficiaires. Nos résultats donnent à voir l'effet favorable, mais différencié du dispositif de continuité pédagogique pour pallier en partie les difficultés évoquées par les étudiants qui jugent les ressources bénéfiques, mais auraient souhaité une relation pédagogique renforcée et davantage explicite. Cette perception est quant à elle moins marquée par la matrice disciplinaire que par le niveau d'études. La confrontation de nos résultats aux travaux antérieurs existants plaide pour une approche intégrée et accompagnée de la ressource pédagogique dans la démarche d'ingénierie pédagogique.

Kotzee, B., & Palermos, S. O. (2021). **The Teacher Bandwidth Problem: MOOCs, Connectivism, and Collaborative Knowledge**. *Educational Theory*, *71*(4), 497-518. https://doi.org/10.1111/edth.12495
Massive Open Online Courses (MOOCs) have, in recent years, become increasingly popular. An important challenge facing MOOCs is the "teacher bandwidth problem": in the MOOC environment, where there are potentially hundreds of thousands of students, it is impossible for a few teachers to interact with individual students — in other words, there is not enough "teacher bandwidth." According to George Siemens and Stephen Downes's theory of "connectivism," one can make up for the lack of teacher bandwidth by relying on collaboration between students. Philosophically speaking, however, this theory is underdeveloped. In this paper, Ben Kotzee and S. Orestis Palermos consider the question of learner collaboration in online courses, and the theory of connectivism, from the perspective of social epistemology. They note the similarities between Siemens and Downes's theory and virtue reliabilist theories of epistemic collaboration more broadly. The paper has two main aims: first, to offer an illustration of how it is possible to

conceptualize learner collaboration in online settings as analogous to collaboration between scientists; and second, to expand on and clarify what Siemens and Downes had in mind when they proposed the theory of connectivism.

Marhic, P. (2021). *Le défi de l'enseignement à distance: Réflexions et modalités pratiques*. Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782343244181?utm_source=phplist&utm_campaign=message_31622&utm_medium=email&utm_content=lienTitre
Si l'enseignement à distance est depuis longtemps au point dans des pays tels que l'Australie, où l'éloignement de certaines fermes contraint les élèves à ce mode de pratique, c'est par contre une découverte sur le vieux continent à forte densité de population. La pandémie de Covid y a accéléré le processus de mise en place du télé-enseignement. Cet ouvrage propose quelques réflexions et de nombreuses pistes de travail à approfondir puis adapter pour les publics non seulement institutionnels, mais également particuliers tels les enfants isolés. Face à la caméra, on découvre les multiples facettes du professeur, à la fois technicien et performeur dont l'objectif premier devient de remotiver ses élèves et étudiants en perte de leurs repères habituels

Nix, J.-M. L. (2021). **Co-teachers' perceptions of collaborative EFL teaching: a case study in Taiwan**. *Asia Pacific Education Review, 22*(4), 595-608. https://doi.org/10.1007/s12564-021-09684-y
Co-teaching studies of native English speaking teachers (NESTs) and local English teachers (LETs) have identified numerous factors debilitative to professional collaboration. The aim of this case study is to identify factors facilitative to co-teaching that may lead to more productive avenues of change than continual re-identification of co-teaching problems. A grounded theoretical approach is used to review document and interview data from one NEST-LET pair teaching English-as-a-foreign-language (EFL) to young learners in Taiwan. Themes derived from grounded theoretical analysis are then re-categorized according to the framework of social interdependence theory (Johnson & Johnson in JAMA 38:365–379, 2009) to describe how the co-teachers established a positive co-teaching relationship. This study found that the participants' situated perspectives of co-teaching were more similar than dissimilar, with several identical themes present in both participants' data. Application of social interdependence theory found negative outcomes in the minority and indications of positive or promotive interdependence in the majority. Although the co-teachers described negative affect and tensions, these phenomena were attributed to external factors or directed at agents outside the partnership. The findings herein suggest that variables pertaining to interpersonal sensitivity can be more critical to co-teaching success than the teaching qualifications of the NEST partner.

Oo, T. Z., Magyar, A., & Habók, A. (2021). **Effectiveness of the reflection-based reciprocal teaching approach for reading comprehension achievement in upper secondary school in Myanmar**. *Asia Pacific Education Review, 22*(4), 675-698. https://doi.org/10.1007/s12564-021-09707-8
This study investigates the effectiveness of the reflection-based reciprocal teaching (RBRT) approach for Myanmar upper secondary school students' reading comprehension in English. In the RBRT approach, the main frame is based on the reflective teaching model for reading comprehension (Oo and Habók in Int Electron J Elementary Educ 13(1):127–138, 2020), in which the reciprocal teaching method

(involving questioning, clarifying, summarizing, and predicting) was applied. This study used cluster randomized trials. Two groups participated in the research: the experimental group, who were taught with the RBRT approach, and the control group, who were taught with traditional methods. Results showed that the RBRT approach has a strong effect on students' English reading comprehension achievement. The experimental group increased its achievement on the posttest significantly, and the students' results showed high effect size. It was also found that teachers' reflection on the instructional context had a considerable impact on raising students' reading comprehension achievement. The RBRT approach can be successfully applied in the classroom environment to develop students' reading comprehension in English in Myanmar.

Pogent, F. (2021). **Construction de l'expérience et formation hybride : transformations de l'activité de professeurs des écoles instrumentée par la plateforme M@gistère**. *Recherches en éducation*, (45). https://doi.org/10.4000/ree.9578
Face à la généralisation du numérique dans toutes les activités humaines, il apparait indispensable d'interroger les transformations de l'activité, en particulier dans les environnements de travail qui concernent le développement humain. Le ministère de l'Éducation nationale (MEN) ayant impulsé depuis 2013 une formation hybride (M@gistère) alternant moments en présentiel et à distance destinée aux professeurs des écoles (PE), il a paru pertinent de chercher à savoir quel en est l'usage effectif et à quelles conditions cette offre de formation produit des apprentissages et modifie éventuellement les pratiques de classe. L'enquête conduite montre que si les PE se connectent peu à la plateforme, certains parcours imposés sont consultés par ceux ou celles qui déclarent ensuite modifier leur pratique de classe. L'objectif consistait à documenter l'activité des PE sur la plateforme à distance. Il s'est agi d'identifier ce qui, dans l'environnement de formation, fait dispositif, pour comprendre ce qui y instrumente la construction de l'expérience et la manière dont celle-ci se produit en formation.

ROY, M. (2021). **Les relations dans la communauté scolaire à l'heure de la Covid 19 : évolution de la communication entre élèves, parents et professeurs**. *Synergies pays germanophones*, (n° 14), 119-137, bibliogr. http://gerflint.fr/Base/Paysgermanophones14/roy.pdf
L'étude porte sur la perception de leurs relations qu'ont les membres de la communauté scolaire, en prenant l'exemple d'un collège français. Elle montre que le développement de la communication numérique et téléphonique est une tendance modérée depuis la reprise des cours en présentiel et que la communication entre professeurs, élèves et parents porte globalement sur des aspects plus positifs de la scolarité des élèves.

Saunier, D. (2021). **Le rapport à l'élève idéal d'enseignants du premier degré : quelles répercussions sur la scolarisation des élèves à besoins éducatifs particuliers ?** *Recherches en éducation*, (45). https://doi.org/10.4000/ree.9643
En posant les fondements de l'école inclusive, la loi de refondation de l'école du 8 juillet 2013 a bouleversé le quotidien des enseignants. Bien que très majoritairement favorables à la scolarisation des élèves à besoins éducatifs particuliers, les professionnels émettent réserves et ambivalences qui s'expliquent notamment par « le poids des modèles pédagogiques traditionnels qui postulent la conformité des élèves à un modèle d'élève idéal, réussissant et... en bonne santé ! » À partir de données issues d'une enquête quantitative et d'entretiens semi-directifs de groupes, cette recherche interroge l'influence des représentations de l'élève idéal sur les pratiques et l'identité

professionnelles d'enseignants du premier degré dans le contexte de scolarisations inclusives. Nos résultats ont permis de dresser un portrait de l'élève idéal et de mettre en évidence des contradictions entre certaines de ses caractéristiques et des profils d'élèves à besoins éducatifs particuliers.

Strong-Wilson, T., & Yoder, A. (2021). **Locked in and locked out: Covid-19 and teaching "remotely"**. *PROSPECTS*, *51*(1), 161-174. https://doi.org/10.1007/s11125-021-09556-8
Covid-19 has rendered education "remote", opening a chasm in space and time between teachers and students, between how teaching and learning was practiced before and how it is practiced now and for the foreseeable, uncertain future. As many educators find themselves both locked in and locked out, this article seeks to sort through the implications of this remoteness. The article builds on the work of William F. Pinar and George Grant, to argue that technology is an ontology shaping how we encounter who we are and the world in which we live. Caught within the tightening circle of a Covid-19 environment predicated on keeping our distance from one another, while we are connecting technologically, at risk is the complicated conversation, as well as attunement, that lie at the heart of teaching, even as teachers know that it is only through improvisational variations on these that one can hope to chart an ethical course forward.

Tardif, C. (2021). *Influence des pratiques d'enseignement de la musique sur l'anxiété de performance musicale et le bien-être en classe des élèves du primaire inscrits à un programme en Arts-études*. Consulté à l'adresse https://savoirs.usherbrooke.ca/handle/11143/18820
Le bien-être de l'élève est partie intégrante du Programme de formation de l'école québécoise (PFÉQ) (Gouvernement du Québec, 2006). Toutefois, le contexte particulier des programmes pédagogiques particuliers (PPP) en Arts-études semble exposer les élèves à plusieurs situations de stress et d'anxiété. Or, l'anxiété occasionnée pourrait nuire au bien-être des musiciens (Kenny, 2016). Si certaines pratiques d'enseignement de la musique peuvent contribuer à une expérience positive en classe (Creech et Hallam, 2011; Patston et Waters, 2015; Roberts, 2015), d'autres pourraient cependant favoriser les manifestations d'anxiété de performance musicale (APM) chez les élèves (Kenny, 2016; Patston, 2014; Persson, 1996; Ryan et Andrews, 2009). Ainsi, l'objectif général de ce mémoire est d'analyser les pratiques d'enseignement de la musique et leur influence sur l'APM et le bien-être en classe des élèves du primaire inscrits à un PPP en Arts-études. Les objectifs spécifiques sont de 1) décrire les pratiques d'enseignement observées dans les PPP en Arts-études en musique au primaire; 2) décrire l'APM et le bien-être en classe des élèves et 3) d'examiner l'influence des pratiques observées sur l'APM et le bien-être en classe des élèves. Ce mémoire s'appuie sur la théorie du bien-être de Seligman (2011) et la conception du bien-être de l'enfant à l'école proposée dans l'avis du Conseil Supérieur de l'Éducation (CSÉ, 2020). Afin de répondre à notre objectif général de recherche, nous avons tout d'abord observé les pratiques d'enseignement de quatre enseignantes spécialistes en musique au primaire dans une école offrant un PPP en Arts-études. Nous avons ensuite mesuré l'APM et le bien-être en classe des 170 élèves de la 3e à la 6e année du primaire présents lors des observations. Les pratiques d'enseignement ont été analysées à l'aide de deux grilles d'observations (MCOF, Madsen et Yarbrough, 1985; MTRA, Moore, 1976). L'analyse a permis de mettre en lumière certaines particularités. Notamment, les enseignantes maintiennent un contact visuel avec les élèves et les accompagnent en jouant un instrument la plupart du temps.

Elles rétroagissent plus fréquemment auprès des élèves du deuxième cycle que du 3e cycle et elles privilégient l'utilisation de marques de désapprobation au regard des comportements sociaux, mais utilisent équitablement les marques d'approbation et de désapprobation pour les comportements pédagogiques. L'APM et le bien-être en classe des élèves ont été mesurés par un questionnaire autorapporté constitué d'échelles préexistantes (MPAI-A, Osborne et Kenny, 2002; MLSS, Creech et Hallam, 2011; QESPP, Carpentier et al., sous presse). En ce qui a trait au questionnaire des élèves, la majorité d'entre eux rapportent expérimenter des symptômes d'APM (nervosité, crainte de commettre des erreurs, évitement des performances solos devant public et difficulté de concentration) indépendamment de leur niveau de bien-être en classe. On observe que les filles rapportent significativement plus d'APM, de plaisir et de motivation que les garçons. Dans l'ensemble, l'APM tend à être plus élevé chez les élèves plus âgés. On constate également que les élèves de 6e année indiquent éprouver significativement moins de plaisir, de satisfaction, de motivation, d'estime de soi et d'appartenance à la classe que ceux des élèves de 3e et de 4e année du primaire. L'origine de la participation au programme (suggestion des parents ou demande de l'enfant) semble influencer différemment l'APM et le bien-être des élèves en fonction du genre et du niveau scolaire. Lorsque la demande de participer au programme vient des enfants, les élèves du 3e cycle rapportent une APM plus élevée que ceux du deuxième cycle. De plus, les garçons rapportent plus de plaisir et de motivation que lorsqu'ils répondent à une suggestion de leurs parents; aucune différence n'est observée chez les filles. Or, lorsque la suggestion de participer au PPP est initiée par les parents, l'APM des élèves du deuxième cycle est plus élevée que celle des élèves du 3e cycle. Les niveaux de plaisir, de satisfaction et de motivation des garçons sont aussi significativement plus bas que ceux des filles. En dépit des variations observées chez les élèves, l'analyse n'a révélé aucune influence significative des pratiques d'enseignement de la musique sur l'APM et le bien-être en classe des élèves. Ce mémoire met en lumière certaines considérations méthodologiques et conceptuelles qui mériteraient d'être réinvesties dans le cadre de l'analyse de l'influence des pratiques d'enseignement sur l'APM et le bien-être en classe des élèves. Notamment, il appert pertinent de reconnaître l'influence de plusieurs types de variables afin de reconnaître justement l'influence qui relève des pratiques d'enseignement. Finalement, plusieurs recommandations sont formulées concernant les pratiques d'enseignement constatées en contexte d'enseignement-apprentissage musical. Une attention particulière doit être portée quant à la motivation des élèves et aux différences observées selon le genre et le niveau scolaire. Promouvoir la participation active des élèves et l'utilisation de marques d'approbation pourrait s'avérer des pistes d'actions intéressantes.

Tutal, Ö., & Yazar, T. (2021). **Flipped classroom improves academic achievement, learning retention and attitude towards course: a meta-analysis**. *Asia Pacific Education Review*, 22(4), 655-673. https://doi.org/10.1007/s12564-021-09706-9
Numerous studies have been conducted to date on the effectiveness of the flipped classroom. However, the results of studies reporting on the model are generally inconsistent. The aim of this research was to evaluate the results of these primary studies in a comprehensive manner, and to obtain general results to document the effectiveness of flipped classroom, also expose the impact of various study characteristics on this effect. To this end, a meta-analysis of primary studies examining the impact of flipped classroom on academic achievement, learning retention and attitude towards course was conducted. 177 studies for the academic achievement, 9 studies for the learning

retention and 17 studies for the attitude towards course variables that meet the inclusion criteria were coded and analyzed. Additionally, moderator analyses were conducted for 8 possible moderator variables. The results of the analysis indicated a moderate main effect size for the effectiveness of flipped classroom on academic achievement (g = 0.764) and learning retention (g = 0.601) also a modest main effect size on attitude towards course (g = 0.406). Through to this meta-analysis we have learned that in terms of academic achievement the flipped classroom phenomenon; (a) has been implemented more effectively in small classes, (b) has been applied most effectively in primary schools, (c) its effectiveness has decreased as the duration of implementation extends, (d) has been implemented effectively in almost all domain subjects, (e) also in terms of attitude towards course and learning retention it has been more effective than traditional lecture-based instruction.

Relation formation-emploi

OCDE. (2021). **Experiencing the workplace: the importance and benefits for teenagers**. In *http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3437* [Report]. Consulté à l'adresse http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3437
The OECD Career Readiness project makes use of quantitative evidence to identify how teenage career-related activities and attitudes are linked with better adult employment outcomes. Review of multiple national longitudinal datasets confirms that teenage experiences of the workplace through part-time working and volunteering are routinely associated with better prospects in work during adulthood. While the evidence base is much weaker, it is also likely that students who undertake workplace placements through their schools can have much to gain. This policy brief draws on evidence from longitudinal studies and beyond to explore the following questions: Why is it important for secondary school students to have first-hand experience of work? What difference does workplace experience make? And how can schools and education systems best optimise its benefits?

Petzold, K. (2021). **Heterogeneous effects of graduates' international mobility on employers' hiring intentions—experimental evidence from Germany**. *Higher Education*, *82*(6), 1093-1118. https://doi.org/10.1007/s10734-020-00524-3
International student mobility (ISM) is considered increasingly important for professional careers. Referring to theories of human capital and job market signalling, we assume that different forms of ISM experience can serve as signals for general, specific and transnational human capital. To test this idea, we use a factorial survey experiment to investigate the weights HR managers of German employers allocate to ISM experience in hiring decisions, both generally and conditionally to other characteristics of the application. A screening situation was simulated by randomly presenting hypothetical applicants, thereby systematically varying ISM experience (no experience, private sojourn, studying abroad, internship abroad) and other graduates' characteristics ascribed and achieved. In contrast to the usual graduate and employer surveys, the experimental approach allows us to investigate employers' evaluations directly while capturing problems of endogeneity. Results show that while an internship abroad is more rewarded by employers than studying abroad or a private sojourn, good grades and occupation-specific professional experience are still the most important. Though the

effects of ISM experience are partly independent of those of other characteristics, graduates with migration background and those with a master's degree benefit less from ISM experience. Moreover, ISM experience is more rewarded by employers who operate in international contexts. Overall, the analysis uncovers a heterogeneous signalling power of ISM experience, conditional to different types of human capital and to characteristics of applicants and employers.

The impact of skills and training on local development. (2021). *International Journal of Training and Development*, *25*(4), 341-346. https://doi.org/10.1111/ijtd.12240

Van Mol, C., Caarls, K., & Souto-Otero, M. (2021). **International student mobility and labour market outcomes: an investigation of the role of level of study, type of mobility, and international prestige hierarchies**. *Higher Education*, *82*(6), 1145-1171. https://doi.org/10.1007/s10734-020-00532-3
Over the last decades, there has been increasing interest in the topic of international student mobility (ISM). However, there is surprisingly little analysis of the ways in which different characteristics and types of short-term ISM or the importance of host education systems and labour markets may affect early career outcomes of formerly mobile graduates. Therefore, in this study we explore, first, the relationship between participation in ISM at the Bachelor and Master level and graduates' wages and the duration of education-to-work transitions. Second, we investigate variations in ISM labour market outcomes according to the type of mobility: study, internships, or combinations of both. Third, we examine the relationship between labour market outcomes of formerly mobile students and the country of destination's position in higher education international prestige hierarchies and labour market competitiveness. We use the Dutch National Alumni Survey 2015, a representative survey of higher education graduates in the Netherlands, conducted 1.5 years after graduation. Before controlling for selection into ISM, the results suggest the existence of labour market returns to ISM and that the heterogeneity of ISM experiences matters as labour market outcomes vary according to the level of study, the type of mobility, and the positioning of the country of destination in international prestige hierarchies. However, after controlling for selection into ISM through propensity score matching, the differences in early career outcomes between formerly mobile and non-mobile graduates disappear, suggesting that they cannot be causally attributed to their ISM experience. We explain these results with reference to the characteristics of the Dutch education system and labour market, where restricted possibilities for upward vertical mobility limit returns to ISM in the local labour market.

Wiers-Jenssen, J., & Støren, L. A. (2021). **International student mobility and the transition from higher education to work in Norway**. *Higher Education*, *82*(6), 1119-1143. https://doi.org/10.1007/s10734-020-00564-9
The purpose of this paper is to investigate whether international student mobility (ISM) has an impact on the transition from higher education to work. Two measures of labour market outcomes are investigated: unemployment and skills mismatch. To go beyond existing research, we analyse whether the effect of ISM on these outcomes vary by fields of study, intake grades, sociodemographic variables and more. Our analyses are based on data from the Norwegian graduate surveys time series from 2007 to 2017. After controlling for several confounding factors, we find very small differences in labour market outcomes between graduates with and without ISM experience. In comparison with field of study, immigrant background, previous labour market experience and

business cycles, the effect of ISM on the examined labour market outcomes is small. Investigating whether graduates with different backgrounds benefit differently from ISM, we find evidence of moderate effect heterogeneities: Graduates with high intake grades and graduates in business and administration seem to benefit somewhat more. Regarding social origin and immigrant background, no heterogeneous effects are found. Contrary to findings from previous studies, we do not find that those least likely to study abroad benefit the most from it. Rather, there is a tendency that groups with the greatest likelihood of studying abroad are those who benefit most.

Réussite scolaire

Yu, C., & Zhao, C. G. (2021). **"I won't try my best": a narrative inquiry of a student's graduation policy appropriation**. *Asia Pacific Education Review*, 22(4), 743-755. https://doi.org/10.1007/s12564-021-09714-9
This narrative inquiry documented a university student's graduation policy appropriation from a sociocultural perspective and explored how various factors may have affected this appropriation process in a particular higher education context. Longitudinal data from various sources, such as semi-structured interviews, informal conversations, and diary entries, were analyzed to reconstruct the student's lived experience of the policy appropriation process. It was found that the student policy appropriation was possibly related to the constant reformation and negotiation of their own personal interests, motivations, beliefs, and experiences, and the dynamic influences of other policy actors and their actions. The student policy appropriation was found to be situated within a local context of power hierarchy. Students, at the lower end of the power hierarchy tended to compromise when their interests, motivations, and beliefs were in conflict with the teachers and program coordinators. This study contributes to an understanding of the complexities involved in educational policy appropriations from a student perspective and reveals the implications for educational policymaking and policy implementation.

Valeurs

Jarraud, F. (2021, novembre 24). **La Cour des Comptes critique la formation citoyenne de l'Education nationale**. Consulté 6 décembre 2021, à l'adresse Le café pédagogique website:
http://www.cafepedagogique.net/lexpresso/Pages/2021/11/24112021Article637733341 692310276.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0o RbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=513258
« Une étape doit être franchie pour donner du sens et de la cohérence aux différents dispositifs. La période est favorable à une action de ce type ». Alors que le ministre vante ses référents « Valeurs de la République », la Cour des Comptes étale la faiblesse du pilotage ministériel et du niveau des élèves. Dans un nouveau rapport, la Cour des comptes appelle à renforcer la formation citoyenne à tous les niveaux et à faire de l'Education nationale son pilote unique. Il invite le Conseil supérieur des programmes à revoir les programmes et les évaluations. Il demande aux inspecteurs d'évaluer les professeurs en EMC. De telle sorte que, de l'école au Service national universel, s'installe un parcours cohérent. Si le bilan est sévère pour JM Blanquer, il apporte des perspectives qui prolongent son discours.

Kim, E.-J. A. (2021). **Global citizenship education through curriculum-as-relations**. *PROSPECTS, 51*(1), 129-141. https://doi.org/10.1007/s11125-021-09554-w
The Covid-19 pandemic was a reminder of the importance of increasing connectivity amidst the accelerated rate of changes and disruptive events of our era. The need and the rationale for global citizenship education (GCED) were ever more emphasized by many educational organizations, including UNESCO. This article reviews the GCED discourses conceptualizing global competence as instrumental action and a binary view of global-local relations. In turn, the article proposes the idea of curriculum-as-relations for GCED. Curriculum-as-relations conceptualizes competence as situated praxis and focuses on providing authentic critical-translocal learning. Authentic critical-translocal learning through the strategy of comparison offers an alternative view of global-local relations as "articulated moments created by situated praxis". This new understanding of global-local relations may help different stakeholders to imagine GCED curricula beyond a Tylerian instrumentalist, ends-means orientation of curriculum.

Pearce, S. (2021). **The role of British Schools Overseas in promoting and upholding British values: using transmission context in policy analysis**. *Journal of Research in International Education, 20*(3), 191-210. https://doi.org/10.1177/14752409211059272
With their central position in society as facilitators of information, schools and teachers play a key role in the articulation and embedding of government-driven policy targeted at school-age children; under the British government, this key role extends beyond the borders, to British Schools Overseas. In the last decade, this has been especially prevalent in the dissemination of anti-terrorism rhetoric and policy, created to prevent the radicalisation of students; most recently, this has involved the inclusion of 'fundamental British values' (FBV) in policy and curriculum. Using the work of Basil Bernstein and, in particular, the model of transmission context which sits within his theories on pedagogic discourse, this paper analyses the discourse embedded in multiple FBV policies. Through a focus on classification and framing of the discourses embedded in the policies, this paper highlights the transmission of power in these policies, with a focus on language used to convey this power; and conveys an understanding of the positioning, role and 'responsibilisation' of British schools, located outside of the United Kingdom, as central to FBV education as well as the solution to terrorism in Britain.