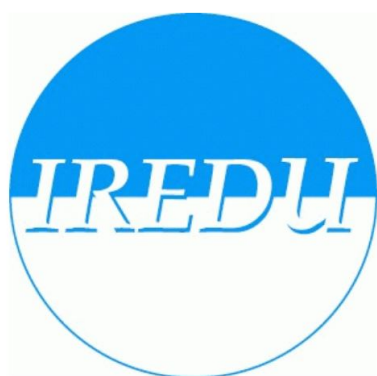


Veille de l'IREDU



Sommaire :

Acquisition de compétences	2
Aspects économiques de l'éducation	5
Aspects psychologiques de l'éducation	13
Aspects sociaux de l'éducation	19
Climat de l'école.....	35
Formation continue	38
Marché du travail	40
Métiers de l'éducation	41
Numérique et éducation	47
Orientation scolaire et professionnelle	49
Politique de l'éducation et système éducatif	50
Pratiques enseignantes.....	66
Relation formation-emploi.....	75
Réussite scolaire	75



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

Acquisition de compétences

Arnaud-Bestieu, A. (2021). **Mieux comprendre le développement de la créativité de l'élève : apports d'une analyse micro-didactique du couple milieu-contrat en danse.** *Revue française de pédagogie*, 212(3), 5-18. Consulté à l'adresse <http://www.cairn.info/revue-francaise-de-pedagogie-2021-3-page-5.htm>

Dans cet article, nous montrerons comment, dans une approche *clinique du didactique* de l'ordinaire des classes, le croisement entre l'analyse extrinsèque du jeu didactique et l'analyse intrinsèque de l'activité de l'élève peut éclairer ce qui se joue dans les jeux d'apprentissage créatifs en danse (improvisation). L'article traite la question de la créativité comme impensé et contrainte du couple milieu-contrat dans les enseignements artistiques de danse et contribue à la compréhension des dimensions environnementales dans les modèles de la créativité.

Bjørkvold, T., & Ryen, E. (2021). **Exploring the perceived learning of 'students as researchers' through two theoretical lenses.** *Journal of Curriculum Studies*, 53(6), 784-801. <https://doi.org/10.1080/00220272.2021.1881168>

This study investigates how students and teachers perceive learning outcomes when employing an inquiry-based learning approach, and how this relates to two conflicting perspectives on teaching and learning in the Norwegian curriculum. The informants are strategically chosen from among Norwegian elementary schools that use the 'students as researchers' approach, whereby the students develop research questions, form hypotheses, decide which research methods to use, and conduct the research. The conceptualization of learning outcome is connected to the traditions of Didaktik, whereby matter and meaning are separated and the outcome cannot be predicted in advance, and outcome-based education, where the learning outcome is defined in advance as the first element of instructional planning. Twelve semi-structured interviews were conducted, and the data was analysed qualitatively using the NVivo 12 software. Although the students engage with the same subject matter, the results show a considerable variation in what they report having learned. Additionally, the teachers are often unable to plan for the outcomes of the lessons. Our findings therefore emphasize why an awareness of different understandings of teaching and learning is decisive in capturing perceived learning when applying methods such as 'students as researchers'.

Bonleu, A. (2021). **Transition écologique et compétences : Analyse des offres d'emploi en ligne : Annexes.** Consulté à l'adresse <https://www.cereq.fr/transition-ecologique-et-competences-analyse-des-offres-demploi-en-ligne>

Chaparro, E. A., Massar, M. M., & Blakely, A. W. (2021). **Exploring the Knowledge and Skills of Systems-Level Coaches within Elementary Schools Implementing Multitiered Systems of Support.** *The Elementary School Journal*, 122(2), 191-207. <https://doi.org/10.1086/716909>

This article describes the professional development initiative called Effective Behavioral and Instructional Support Systems (EBISS). The initiative focuses on an integrated, multitiered framework that provides literacy and behavioral supports based on students' needs. Systems coaching can be an implementation driver, but little is known related to the most effective methods of training and supporting systems-level coaches. The present study examines coaches' (n = 30) responses on the EBISS Coach Self-Assessment, measuring the extent to which coaches agreed that they were (a) fluent with the

knowledge of the core features of the EBISS framework and (b) skilled to coach others in each of the core features. Results indicate significant differences between self-reported levels of knowledge of the core features of EBISS and the extent to which coaches felt skilled to coach others. Implications are that professional development of coaches should focus on how to coach and not just what to coach.

Dominique, L., Coudeville, G. R., & Robin, N. (2021). **Effet d'une routine centrée sur l'imagerie mentale et sur l'efficacité du service chez des joueurs de tennis experts.** *Staps*, 134(4), 75-91. Consulté à l'adresse <http://www.cairn.info/revue-staps-2021-4-page-75.htm>

Cette étude expérimentale porte sur les effets d'une routine de préparation au service composée principalement d'imagerie mentale (IM) selon une modalité visuelle externe centrée sur la trajectoire de la balle et la zone cible à atteindre. Quarante joueurs experts étaient aléatoirement séparés en deux groupes expérimentaux : contrôle et imagerie. Ils ont réalisé un pré-test (i.e., 25 premières balles de service en condition de match), 20 séances d'acquisition (i.e., pratique physique + IM ou pratique physique seule) et un post-test similaire au pré-test, en condition écologique. Le pourcentage des premières balles de service, la vitesse de ces dernières et un score d'efficacité de celles-ci, évalué par des experts observant les retours de services en condition de match, servaient d'indicateurs de performance et de variables dépendantes. Les résultats de cette expérience montrent notamment une amélioration du pourcentage de première balle chez les participants du groupe imagerie uniquement. Il semble donc bénéfique pour des joueurs de tennis experts d'avoir recours à des routines basées sur la respiration, le rebond de balle et l'imagerie mentale de la trajectoire de la balle et de la cible à atteindre avant de servir des premières balles en condition de match.

Dyson, B., Howley, D., & Shen, Y. (2021). **"It's Not Just about Listening to the Teacher": Unpacking Experiences of Interactional Strategies to Develop Social and Emotional Learning in Aotearoa New Zealand.** *The Elementary School Journal*, 122(2), 257-277. <https://doi.org/10.1086/716713>

Adopting an interpretivist perspective grounded in symbolic interactionism, this article explores the types of interactional strategies used by K-5 teachers to develop social and emotional learning (SEL) with their students in Aotearoa New Zealand. A case study design was followed using interviews, audio from lesson video recordings, field notes, and qualitative data analysis techniques. Three major themes demonstrated teachers' cultivation of SEL through the following interactional strategies: dialogic interaction, modeling behavior, and role-playing. Through interpreting teachers' experiences of implementing interactional SEL strategies, we can see that such teaching and learning requires deliberate attention to the social processes involved in every part of the overt and hidden curriculum of schools. We call on researchers to further examine the subjective nature of elementary teachers and students' SEL development through these intricate interactions to help students learn and apply SEL.

Guérin, L. (2021). **Analyse des techniques d'étude personnelles hors classe en mathématiques au collège.** *Education didactique*, 16(3), 27-45. Consulté à l'adresse <http://www.cairn.info/revue-education-et-didactique-2021-3-page-27.htm>

Cet article porte sur les techniques d'étude personnelles hors la classe de deux élèves de sixième en mathématiques. L'analyse, qui s'appuie sur des concepts issus de la Théorie Anthropologique du Didactique, est conduite à partir de deux entretiens, ante

et post contrôle, sur le secteur des aires et périmètres, et montre l'impact de l'organisation mathématique mise en place en classe. L'article montre aussi comment, bien que travaillant toutes deux, les techniques d'étude de ces élèves et le milieu d'étude qu'elles construisent pour cela sont fortement différenciés, conduisant à l'échec ou la réussite et au jugement d'évaluation : avancé ou moins avancé en mathématiques.

Guilfoyle, L., & Erduran, S. (2021). **Recalibrating the evolution versus creationism debate for student learning: towards students' evaluation of evidence in an argumentation task.** *International Journal of Science Education*, 43(18), 2974-2995. <https://doi.org/10.1080/09500693.2021.2004330>

There is substantial body of literature in science education focusing on students' understanding of the theory of evolution by natural selection. However, despite decades of research on the evolution versus creationism debate there is still widespread concern that particular misconceptions about evolution persist. The study aimed to recalibrate the evolution versus creationism debate by engaging students in an argumentation task where students can interpret evidence and reasons for why either position is justified or not, and on what basis. A card sort activity used to investigate the students' use of evidence and reasons. A sample of 77 students with an average age of 13 participated in the study in England in the context of a funded research project. The findings pointed to challenges and opportunities in teaching and learning of evolution through an argumentation task where alternative perspectives are drawn from both science and religious education. Furthermore, they illustrated how argumentation tasks can potentially provide a context for students to explore cross-subject topics. Research about the immersion of students in tasks that support their argumentation can generate understanding of students' reasoning, and ultimately such research may lead to the design of lesson resources to support students' engagement in science.

Langevin, R., & Laurent, A. (2021). **Développer les compétences émotionnelles des futur.e.s enseignant.e.s en stage et diminuer leur stress perçu grâce à un programme d'intervention: une étude exploratoire.** *Revue hybride de l'éducation*, 5(1), 56-83. <https://doi.org/10.1522/rhe.v5i1.1258>

L'objectif de cette étude exploratoire est d'observer les effets d'un programme portant sur les compétences émotionnelles (CE) offert à de futur.e.s enseignant.e.s durant leur stage, l'amélioration de leurs CE et de leur niveau de stress perçu. Les cinq composantes de base des CE et le stress perçu ont été évalués avant et après l'intervention. Malgré un nombre restreint de participant.e.s, les résultats suggèrent une diminution du niveau de stress et une augmentation de la plupart des CE des participant.e.s du groupe expérimental en cours de stage. Ces résultats appuient ceux mis en lumière dans certaines études antérieures qui traitent de questions similaires.

Musa Alokpo, D. (2021). **Efficacité de la formation professionnelle non formelle dans la construction des compétences des apprenants: environnement de formation et stratégies des formateurs.** *Education didactique*, 16(3), 9-26. Consulté à l'adresse <http://www.cairn.info/revue-education-et-didactique-2021-3-page-9.htm>

Le présent article analyse le processus d'apprentissage non formel, pour identifier et discuter des déterminants de son efficacité dans la construction à court terme des compétences professionnelles. Il en ressort l'effet déterminant de six facteurs favorisant les interactions formatives. Il s'agit du rôle actif des apprenants, du style participatif du

formateur, de travail en équipe, de l'utilisation de la langue locale, de la nature pratique des apprentissages et de la disponibilité de l'équipement matériel. Ces éléments créent un cadre propice au travail collaboratif et à un apprentissage interdépendant, occasionnant le développement à court terme des compétences professionnelles.

Punksungka, W., Yamashita, T., & Eckert, J. K. (2022). **Examining Civic Outcomes Between 2- and 4-Year Colleges: A Case Study of Two Postsecondary Institutions**. *Education and Urban Society*, 54(1), 99-120. <https://doi.org/10.1177/0013124520986961>

While postsecondary education appears to promote civic mindedness and engagement, relatively little is known about the association between civic outcomes and types of postsecondary education, as well as across different academic programs. Using a convenience sample from two postsecondary education institutions in the Mid-Atlantic U.S., this research examines the differences in civic mindedness and civic engagement between 2-year community college and 4-year university students, as well as students in different majors. Despite no significant difference between 2- and 4-year institutions, social science majors have greater civic outcomes in the specific areas compared to other majors.

Aspects économiques de l'éducation

Amez, S., Baert, S., Heydencamp, E., & Wuyts, J. (2021). **Does Multitasking Affect Students' Academic Performance? Evidence From a Longitudinal Study** (GLO Discussion Paper Series N° 982). Consulté à l'adresse Global Labor Organization (GLO) website: <https://econpapers.repec.org/paper/zbwglodps/982.htm>

Multitasking - alternating between two different tasks at the same time - has become a daily habit for many university students. However, this may come at a cost since the existing literature emphasises the negative association between multitasking and academic performance. Nonetheless, this literature is based on cross-sectional observational data so that that estimates cannot be given a causal interpretation. To complement these studies, we opted for a longitudinal design in this study. Specifically, for three consecutive years, students at two Belgian universities, in more than ten different study programmes, were surveyed on their multitasking preferences and academic performance. Then, these results were merged with the students' exam scores. We exploited the longitudinal character of the data by running random and fixed effect models. Our results indicate that the positive and negative aspects of multitasking with respect to academic performance cancel each other out.

Batista, C., Sequeira, S., & Vicente, P. C. (2021). **Closing the Gender Profit Gap?** (IZA Discussion Paper N° 14781). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp14781.htm>

We examine the impact of providing access to mobile savings accounts and improving financial management skills on the performance of female-led microenterprises in Mozambique. We find evidence that both interventions can improve business performance but the effects are highly heterogeneous. Combining both types of support is associated with a large increase in both short and long-term firm profits and in financial security for the microentrepreneur. This allowed female-headed microenterprises, particularly those with a higher baseline level of profits, to close the gender profit gap in performance and skills relative to their male counterparts. The main drivers of improved

business performance are improved financial management practices (bookkeeping), an increase in accessible savings, and reduced transfers to friends and relatives. For female entrepreneurs with intermediate levels of profits at baseline, even just providing access to mobile money accounts can increase long-term profits and for the most disadvantaged microentrepreneurs it can at least increase levels of financial security. Uncovering this heterogeneity in impact within different types of female-led microenterprises can help improve the targeting of these interventions in the future.

Bethmann, D., & Cho, J. I. (2021). **How Long Does It Last? The Relative Age Effect in Korean Elementary Education** (Discussion Paper Series N° 2106). Consulté à l'adresse Institute of Economic Research, Korea University website: <https://econpapers.repec.org/paper/iekwpaper/2106.htm>

An elementary school student's relative age is defined as the child's age relative to the age of its classmates. To what extent relative age gaps influence academic outcomes is an ongoing debate in educational economics and related fields. Our study analyzes the existence, magnitude, and duration of relative age effects in South Korea for various school subjects. Our results show that relative age effects are stronger for science related subjects and that they disappear after students graduate from elementary school and start their secondary school education.

Boero, G., Nathwani, T., Naylor, R., & Smith, J. (2021). **Graduate Earnings Premia in the UK: Decline and Fall?** [The Warwick Economics Research Paper Series (TWERPS)]. Consulté à l'adresse University of Warwick, Department of Economics website: <https://econpapers.repec.org/paper/wrkwarwec/1387.htm>

A long-standing puzzle in the economics of education concerns the observed constancy of the average earnings premium for a degree despite a prolonged period of substantial growth in the share of graduates in the working population in the UK. Focusing on birth cohorts between 1970 and 1990, we produce evidence of a recent decline in the earnings premium for graduates over non-graduates by age 26. For those born in 1990, we estimate an average graduate earnings premium of 10%, contrasting with an estimate of 17% for the 1970 birth cohort. We also find a substantial increase in dispersion around the average premium according to class of degree awarded. Combined with a falling average, this has left the earnings of 1990-born graduates awarded lower degree classes only 3% above that of non-graduates. Among the 1970-born cohort, the equivalent earnings premium was 14%. We suggest that this precipitous fall is consistent with a 'double-scarring' effect associated with the combination of increased higher education participation and a rise in the proportion of graduates awarded an upper honours degree over the span of the two cohorts.

Boneva, T., Buser, T., Falk, A., & Kosse, F. (2021). **The Origins of Gender Differences in Competitiveness and Earnings Expectations: Causal Evidence from a Mentoring Intervention** (IZA Discussion Paper N° 14800). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp14800.htm>

We present evidence on the role of the social environment for the development of gender differences in competitiveness and earnings expectations. First, we document that the gender gap in competitiveness and earnings expectations is more pronounced among adolescents with low socioeconomic status (SES). We further document that there is a positive association between the competitiveness of mothers and their daughters, but not between the competitiveness of mothers and their sons. Second, we

show that a randomized mentoring intervention that exposes low-SES children to predominantly female role models causally affects girls' willingness to compete and narrows both the gender gap in competitiveness as well as the gender gap in earnings expectations. Together, the results highlight the importance of the social environment in shaping willingness to compete and earnings expectations at a young age.

Boucher, V., Del Bello, C. L., Panebianco, F., Verdier, T., & Zenou, Y. (2021). **Education Transmission and Network Formation** (IZA Discussion Paper N° 14802). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp14802.htm>

We propose a model of intergenerational transmission of education wherein children belong to either highly educated or low-educated families. Children choose the intensity of their social activities while parents decide how much educational effort to exert. Using data on adolescents in the United States, we structurally estimate this model and find that, on average, children's homophily acts as a complement to the educational effort of highly educated parents but as a substitute for the educational effort of low-educated parents. We also perform some counterfactual policy simulations. We find that policies that subsidize kids' socialization efforts can backfire for low-educated students because they tend to increase their interactions with other low-educated students (i.e., homophily), which reduces the education effort of their parents and, thus, their chance of becoming educated. On the contrary, policies that increase heterophily by favoring friendship links between kids from different education backgrounds can be effective in reducing the education gap between them.

Buhl-Wiggers, J., Kerwin, J., Munoz-Morales, J., Smith, J., & Thornton, R. (2021). **Some Children Left Behind: Variation in the Effects of an Educational Intervention** (NBER Working Paper N° 29459). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/29459.htm>

We document substantial variation in the effects of a highly-effective literacy program in northern Uganda. The program increases test scores by 1.40 SDs on average, but standard statistical bounds show that the impact standard deviation exceeds 1.0SD. This implies that the variation in effects across our students is wider than the spread of mean effects across all randomized evaluations of developing country education interventions in the literature. This very effective program does indeed leave some students behind. At the same time, we do not learn much from our analyses that attempt to determine which students benefit more or less from the program. We reject rank preservation, and the weaker assumption of stochastic increasingness leaves wide bounds on quantile-specific average treatment effects. Neither conventional nor machine-learning approaches to estimating systematic heterogeneity capture more than a small fraction of the variation in impacts given our available candidate moderators.

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** (IZA Discussion Paper N° 14785). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp14785.htm>

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.).

Dai, F., Xu, L., & Zhu, Y. (2021). **Higher Education Expansion and Supply of Teachers in China** (IZA Discussion Paper N° 14825). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp14825.htm>

We examine the teacher labour market in China using the 2005 mini-Census, in the context of the transformation of the world's largest education system. We first document a significant increase not only in quantity, but also in quality of teachers during 1990-2005. Instrumental Variables results based on the natural experiment of a substantial expansion of higher education in 1992/93 indicate a large positive causal effect of the expansion on supply of teachers. Consistent with differential opportunity costs across graduate occupations, the supply effect is more pronounced for women and those living in less developed regions. Further analyses of differential college premiums in earnings and non-pecuniary benefits between teaching and non-teaching occupations suggest that teacher recruitment has become more market-oriented and flexible, in attracting low to lower-middle ability college graduates into teaching in an increasingly decentralized and competitive graduate labour market.

de la Fuente, Á., & Doménech, R. (2021). **Cross-country data on skills and the quality of schooling: a selective survey** (Working Paper N° 2021-15). Consulté à l'adresse FEDEA website: <https://econpapers.repec.org/paper/fdafdaddt/2021-15.htm>

Scores in standardized international student achievement tests and some recent adult literacy studies provide interesting data on the quality of educational outputs and on the skill level of the population that can be a useful complement to the data on the quantity of schooling which have been most commonly used in the growth literature. This paper describes the most recent available primary data on the subject, reviews different attempts to organize, standardize and summarize them, and discusses the strengths and weaknesses of the existing indicators and their potential usefulness as explanatory variables in empirical analyses of the determinants of income and welfare levels and growth rates. A final section investigates the distribution of these indicators across a sample of 21 core OECD countries.

Garcia-Brazales, J. (2021). **Couples are Made of Four: Intergenerational Transmission of Within-household Allocations** [EconStor Preprints]. Consulté à l'adresse ZBW - Leibniz Information Centre for Economics website: <https://econpapers.repec.org/paper/zbwesp/246592.htm>

There is increasing evidence in favor of non-unitary models of the household. Moreover, gender norms and values have been shown to be transmitted across generations and to affect intra-household allocations. I lever a unique opportunity to observe each spouse's contributions to income, market, and home hours of parents and children (after forming their own household) in China and Australia to uncover a strong positive correlation between the female spouse's relative contributions across two generations in the absence of reverse causality. This is robust to the inclusion of a rich vector of controls and provincial fixed effects. Exploiting large exogenous changes in education brought along

by the Chinese 1986 Compulsory Education Law, I find that the degree of intergenerational transmission was disrupted by the reform, and that this happened heterogeneously across groups with different parental relative contributions. I further show that this was driven by a change in the attitudes towards gender norms, which suggests that transmission occurs at least partly through socialization and that policies can have a multiplier effect both within and across generations.

Hanushek, E., Jacobs, B., Schwerdt, G., Van der Velden, R., Vermeulen, S., & Wiederhold, S. (2021). **The Intergenerational Transmission of Cognitive Skills: An Investigation of the Causal Impact of Families on Student Outcomes** (NBER Working Paper N° 29450). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/29450.htm>

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.

Hartinger, K., Resnjanskij, S., Ruhose, J., & Wiederhold, S. (2021). **Individualism, Human Capital Formation, and Labor Market Success** (CESifo Working Paper Series N° 9391). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cesceswps/5f9391.htm>

There is an ongoing debate about the economic effects of individualism. We establish that individualism leads to better educational and labor market outcomes. Using data from the largest international adult skill assessment, we identify the effects of individualism by exploiting variation between migrants at the origin country, origin language, and person level. Migrants from more individualistic cultures have higher cognitive skills and larger skill gains over time. They also invest more in their skills over the life-cycle, as they acquire more years of schooling and are more likely to participate in adult education activities. In fact, individualism is more important in explaining adult skill formation than any other cultural trait that has been emphasized in previous literature. In the labor market, more individualistic migrants earn higher wages and are less often unemployed. We show that our results cannot be explained by selective migration or omitted origin-country variables.

Hornung, E., Schwerdt, G., & Strazzeri, M. (2021). **Religious Practice and Student Performance: Evidence from Ramadan Fasting** (IZA Discussion Paper N° 14769). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp14769.htm>

We investigate how the intensity of Ramadan affects educational outcomes by exploiting spatio-temporal variation in annual fasting hours. Longer fasting hours are related to increases in student performance in a panel of TIMSS test scores (1995–2019) across Muslim countries but not other countries. Results are confirmed in a panel of PISA test scores (2003–2018) allowing within country-wave comparisons of Muslim to non-

Muslim students across Europe. We provide evidence consistent with the hypothesis that a demanding Ramadan during adolescence affects educational performance by facilitating formation of social capital and social identity via increased religious participation and shared experiences among students.

Ispohrding, I. E., Diederichs, M., Van Ewijk, R., & Pestel, N. (2021). **Schools under mandatory testing can mitigate the spread of SARS-CoV-2** (Working Paper N° 2116). Consulté à l'adresse Gutenberg School of Management and Economics, Johannes Gutenberg-Universität Mainz website: <https://econpapers.repec.org/paper/jguwpaper/2116.htm>

We use event-study models based on staggered summer vacations in Germany to estimate the effect of school re-openings after the summer of 2021 on the spread of SARS-CoV-2. Estimations are based on daily counts of confirmed coronavirus infections across all 401 German counties. Our results are consistent with mandatory testing contributing to containment of cases by uncovering otherwise undetected (asymptomatic) cases. Case numbers in school-aged children spike in the first week after the summer breaks but then turn not significantly different from zero. Case numbers in prime-aged age groups gradually decrease after school re-openings, arguably as a result of detected clusters through the school testing. The age group 60+ remains unaffected by the school re-openings. We conclude that the combination of mandatory testing and compulsory school attendance can provide an unbiased and near-complete surveillance of the pandemic. Thus, under certain conditions open schools can play a role in containing the spread of the virus. The trade-off between reducing contacts and losing an important monitoring device has to be taken seriously when re-considering school closures as a nonpharmaceutical intervention under the current circumstances.

Kirdar, M., Koc, I., & Dayioglu, M. (2021). **School Integration of Refugee Children: Evidence from the Largest Refugee Group in Any Country** (IZA Discussion Paper N° 14716). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp14716.htm>

Although school integration of the children of economic migrants in developed countries is well-studied in the literature, little evidence based on large scale representative data exists on the school integration of refugee children—many of whom live in low- or middle-income countries. This study focuses on Syrian refugee children in Turkey and examines the underlying causes of the native-refugee differences in school enrollment. We also analyze employment and marriage outcomes, as they are potentially jointly determined with schooling. For this purpose, we use the 2018 Turkish Demographic and Health Survey, which includes a representative sample of Syrian refugee households. We find that once a rich set of socioeconomic variables are accounted for, the native-refugee gap in school enrollment drops by half for boys and two-thirds for girls, but the gap persists for both genders. However, once we restrict the sample to refugees who arrive in Turkey at or before age 8 and account for the socioeconomic differences, the native-refugee gap completely vanishes both for boys and girls. In one outcome—in never attending school—the native-refugee gap persists even for children who arrive before age 8. Data for Syrians from the pre-war period suggest that this might be an « ethnic capital » that they bring with them from Syria. Finally, we find that the timing of boys' school drop-out coincides with their entry into the labor market, whereas girls' drop-out mostly takes place earlier than their marriage.

Liss, E., & Wennberg, K. (2021). **Can mentorship improve students' study skills and academic performance?** (Working Paper N° 21/2). Consulté à l'adresse Stockholm School of Economics, Center for Educational Leadership and Excellence website: https://econpapers.repec.org/paper/hhbhastel/2021_5f002.htm

Research suggest that tutoring initiatives sometimes, but not always, improve academic performance and help induce interest in the pursuit of higher education. We investigate whether mentorship can improve academic performance and aspirations among lower secondary school students from underprivileged backgrounds by evaluating a collaborative project where three cohorts of ninth graders engaged in weekly meetings with university students during a one-year period. The purpose of the Mentorship Project was to offer study support and to inspire students to pursue higher education. The results indicate that participation in the project led to higher grades in the subjects English, social studies, science, and 'Swedish as a second language' relative to a control group of ninth-graders who did not participate in the project. The participants also accumulated higher grade point averages and were more likely to choose university prep high school programs. Our statistical analysis combined with survey data and interviews with project participants and organizers indicate that clear expectations, which encourage students to commit to regular attendance, coupled with a direct connection to the school, seem to have contributed to the Mentorship Project's success.

Lo, C., & Mendy, P. (2021). **Pauvreté multidimensionnelle et enfants hors du système scolaire au Sénégal : une étude empirique.** *Revue française de pédagogie*, 212(3), 57-71. Consulté à l'adresse <http://www.cairn.info/revue-francaise-de-pedagogie-2021-3-page-57.htm>

Au cours des dernières décennies, le Sénégal a réalisé des progrès constants pour améliorer l'accès à l'éducation à tous les niveaux. Toutefois, la réalisation de l'objectif d'une éducation de qualité pour tous les enfants fait face à de multiples menaces. Le grand nombre d'enfants hors du système scolaire (EHSS) est un lourd fardeau pour le système éducatif. L'objectif de cet article est d'explorer les interactions entre la pauvreté et la non-scolarisation des enfants au moyen du modèle logistique binaire. Que ce soit chez les enfants jamais scolarisés ou chez ceux ayant abandonné l'école, la pauvreté des familles est apparue comme un obstacle majeur à la scolarisation des enfants. D'autres facteurs comme la fréquentation de l'école coranique, l'absence d'une école de proximité, le travail des enfants, le désintérêt pour l'école et les faibles résultats scolaires constituent un frein à la fréquentation scolaire.

Modena, F., Rettore, E., & Tanzi, G. (2021). **Does Gender Matter? The Effect of High Performing Peers on Academic Performances** (IZA Discussion Paper N° 14806). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp14806.htm>

This paper exploits student-level administrative data on the population of Italian university students from 2006 to 2014 to analyze the effects of high performing (HP) male or female peers on individual academic performance, according to the gender of the student. The identification strategy is based on quasi-random variation in the exposure to HP peers across cohorts, within the same university and the same degree program. The impact of HP students, proxied by their high school final grade, is heterogeneous. We found that female HP peers have stronger positive effects than HP males, in particular with peers of the same gender. Moreover, there is evidence that the exposure to HP males can be

even negative, especially for female students in competitive environments, such as the STEM fields, and for low ability students of both genders.

Nordstrom, A. (2021). **Can Interventions Targeting Community Attitudes Improve Education for Marginalized Students? Evidence from a Mixed-Methods Experimental Design in Zimbabwe** (Working Paper N° 1472). Consulté à l'adresse Economics Department, Queen's University website: <https://econpapers.repec.org/paper/qedwpaper/1472.htm>

This paper uses a quasi-randomized field experiment in Zimbabwe to understand the impact of a large-scale intervention targeting community attitudes. I measure the impact that the program has had on attitudes, the behaviour of teachers and caregivers, and the learning and progression outcomes of at-risk youth. The quantitative survey and learning assessment data I use for this is complemented by transcripts from focus groups and interviews, which I analyze using innovative text mining methods to measure changes in community sentiment towards marginalized groups. I find that the program improved community attitudes toward girls' education by 0.403 SD over the three and a half year project. This contributed to a 20.9 percentage point increase in the likelihood that students in the treatment group reported receiving enough support from their community to continue learning during COVID-19 school closures, along with other changes in the behaviours of community members and families. The program facilitated better learning and progression outcomes, with marginalized students performing 0.28 SD better on learning assessments after the project. These findings lead to two important conclusions about the efficacy of interventions designed to reshape community attitudes. The first is that community attitudes can be influenced in a relatively short time to become more supportive towards marginalized groups. The second is that these interventions can support education outcomes. This paper also demonstrates the usefulness of qualitative methods and natural language processing techniques for future experimental work.

Pastore, F., Quintano, C., & Rocca, A. (2021). **The Duration of the School-To-Work Transition in Italy and in Other European Countries: A Flexible Baseline Hazard Interpretation** (IZA Discussion Paper N° 14832). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp14832.htm>

Purpose: The Italian school-to-work transition (STWT) is astonishingly slow and long in comparison to the other EU countries. The aim of this paper is to analyze its determinants comparing the Italian case with Austria, Poland and the UK in a gender perspective. Design/methodology/ approach: The analysis is based on a Cox survival model with proportional hazard. The smoothed hazard estimates allow us to identify the non-linear path of the hazard function. Findings: We reckon that the actual length of the transition to a stable job is around 30 months. Conversely, it is less than one year in the other countries. Women are particularly penalized, despite being on average more educated than men. Attaining a tertiary degree or a vocational path of education at high secondary school strongly increases the hazard rate. The smoothed hazard estimates support the hypothesis of positive duration dependence at the beginning of the transition and slightly negative thereafter. Practical implications: Stimulating economic growth and investing in education and training are important pre-conditions for shortening the transition. Originality: Despite the duration of the STWT is one of the most important indicators to measure the efficiency of the STWT, it is not easy to measure. The authors build on their previous research work on this topic, but relaxing the assumption of a

monotonic hazard rate and using the flexible baseline hazard approach to test for the existence of non-linear duration dependence. Furthermore, they extend the analysis by including student-workers who attended a vocational path of education, in order to detect its effectiveness in allowing young people finding a job sooner.

Raybaud, A. (2021, décembre 7). **La précarité étudiante, reflet d'un modèle d'aides à bout de souffle.** *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2021/12/07/la-precarite-etudiante-reflet-d-un-modele-d-aides-a-bout-de-souffle_6104971_4401467.html

Les images des longues files d'étudiants ou de jeunes actifs dans les distributions alimentaires ont rendu visible la paupérisation d'une partie de cette population, phénomène grandissant depuis plus de quinze ans.

Schultheiss, T., & Backes-Gellner, U. (2021). **Differing roles of lifelong learning: Hedging against unemployment risks from skill obsolescence or boosting upward career mobility?** (Economics of Education Working Paper Series N° 0188). Consulté à l'adresse University of Zurich, Department of Business Administration (IBW) website: <https://econpapers.repec.org/paper/isoeducat/0188.htm>

This paper examines the role of lifelong learning in counteracting skill depreciation and obsolescence. We build on findings showing that different skill types have structurally different depreciation rates. We differentiate between hard and soft skills and measure the relative importance of these two skill types at the occupational level. As data source we draw on a large sample of job advertisements and a categorization of their skill requirements through a machine-learning algorithm. We analyze lifelong learning effects for «harder» occupations (with relatively more hard than soft skills) versus «softer» occupations. Our results reveal important patterns of skill depreciation and counteracting lifelong learning effects: In harder occupations, the role of lifelong learning is primarily as a hedge against unemployment risks caused by fast-depreciating hard skills; in softer occupations, this role instead lies mostly in acting as a boost to wage gains and upward career mobility as workers build on a value-stable skill foundation.

Aspects psychologiques de l'éducation

Beißert, H., Staat, M., & Bonefeld, M. (2021). **The role of ethnic origin and situational information in teachers' reactions to social exclusion among students.** *Social Psychology of Education*, 24(6), 1511-1533. <https://doi.org/10.1007/s11218-021-09656-5>

The current study investigated pre- and in-service teachers' reactions to interethnic exclusion in Germany. Using hypothetical scenarios, we examined a sample of 482 teachers (84 males, 398 females; 59% pre-service teachers, 41% in-service teachers) as observers of exclusion among students. In these scenarios, we varied the ethnic origin of the excluded student (German vs. Turkish) and the background information, providing participants either with no additional background information or with information specifying that the excluded student had shown prior norm-violating behavior (insult of another student). We assessed the teachers' evaluations of the scenarios and their anticipated reactions. The aim of the study was to replicate and extend previous research on teachers' reactions to social exclusion. As expected, the analyses revealed a strong effect of the background information on teachers' evaluations and reactions. The teachers evaluated exclusion as much more acceptable and were less likely to

intervene in the scenarios with negative background information compared to those without additional information. Teachers seem to view exclusion in these situations as an understandable consequence of norm-violating behavior. However, in contrast to our expectations, the ethnic origin of the excluded student in the scenarios had no impact on teachers' reactions. That is, situational information seems to be much more important for teachers' reactions to social exclusion than the ethnic origin of an excluded student.

Carmignola, M., Martinek, D., & Hagenauer, G. (2021). **'At first I was overwhelmed, but then—I have to say—I did almost enjoy it'. Psychological needs satisfaction and vitality of student teachers during the first Covid-19 lockdown.** *Social Psychology of Education*, 24(6), 1607-1641. <https://doi.org/10.1007/s11218-021-09667-2>

According to Self-Determination Theory, the satisfaction of the three basic psychological needs (BPN) is crucial for optimal personal and academic development, as well as well-being, which is associated with the perceived vitality. These dimensions can be fostered or hindered by contextual factors within the work, study and personal environment. During the first COVID-19 lockdown, most social contexts for student teachers were substantially altered, for which we hypothesised negative outcomes with regards to perceived basic needs satisfaction and vitality. To investigate changes in needs satisfaction and subjective vitality during distance learning, this research applied an explanatory sequential mixed-methods design combining a quantitative and qualitative study. For the quantitative study, two surveys were conducted; the first before the lockdown (N = 161) and the second after the lockdown (N = 146). The purpose of these surveys was to test the interrelations between need satisfaction, frustration and vitality before and during the distance learning by implementing a SEM-based mediation analysis. In addition, we elaborated on significant and unexpected findings of the quantitative study by interviewing 14 other student teachers, allowing for an in-depth and contextualised understanding of the psychological changes in and the triggering factors of the 'corona-lockdown'. Results stress the relevance of physical activity and time spent outdoors for the perception of vitality which was supported by a more flexible time structure during distance learning. For the context of distance learning, this research emphasises the relevance of BPN also in the context of online-based learning where higher levels of interaction with fellow students and lecturers, a clear course structure and formative feedback proved to be essential for motivational and achievement-related outcomes.

Davidesco, I., Matuk, C., Bevilacqua, D., Poeppel, D., & Dikker, S. (2021). **Neuroscience Research in the Classroom: Portable Brain Technologies in Education Research.** *Educational Researcher*, 50(9), 649-656. <https://doi.org/10.3102/0013189X211031563>

Cognitive neuroscience research is typically conducted in controlled laboratory environments and therefore its contribution to our understanding of learning in real-world environments is limited. In recent years, however, portable and wearable brain devices have become more readily available for classroom-based research. Complementing existing education research methods, these emerging technologies could provide information about learning processes that might not be reflected in classroom observations or learners' self-reports. This essay critically evaluates the value added by portable brain technologies in education research and outlines a proposed research agenda, centered around questions related to student engagement, cognitive load, and self-regulation. We also address ethical concerns regarding student privacy and the potential misuse of students' brain data.

Dekeyser, L., Van Houtte, M., Maene, C., & A.J.Stevens, P. (2021). **One does not simply track students: the relationship between teachers' perceived public track regard and their job satisfaction in a context of rigid tracking.** *Social Psychology of Education, 24*(6), 1433-1459. <https://doi.org/10.1007/s11218-021-09652-9>

Although there is a wealth of research on the educational and broader outcomes of tracking in education, there is virtually no research that investigates teachers' track identities on such outcomes. Building on research that focuses on the determinants of teachers' job satisfaction, tracking outcomes and social categorization theory, this study tests the relationship between the perceived public regard of a teachers' track and their job satisfaction, in a Belgian context of within- (vocational, technical and general education tracks) and between-school tracking (multilateral versus categorical schools). Data of the Belgian SIS (School, Identity and Society)-survey, a large-scale dataset gathered in 2017, containing the self-reports of 324 teachers, clustered in 43 secondary schools is used to test particular hypotheses regarding this relationship. The results of a multilevel analysis show that the relationship between teachers' public track regard and their job satisfaction varies according to the track they teach and whether they work in a categorical or multilateral school. The findings highlight the importance of carrying out further research on tracked identities in education.

Dings, A., & Spinath, F. M. (2021). **Motivational and personality variables distinguish academic underachievers from high achievers, low achievers, and overachievers.** *Social Psychology of Education, 24*(6), 1461-1485. <https://doi.org/10.1007/s11218-021-09659-2>

Previous studies have associated several variables concerning motivation and other domains with underachievement, i. e. a student's academic achievement falling short of what their cognitive abilities, as the best predictor of academic performance, would indicate. The present study extends these findings using a more rigorous approach in defining underachievers and suitable control groups. Using discriminant analysis, underachievers identified in a German twin family study were compared not only to achievers with comparable IQ scores, but also with students of lower aptitude, but comparably low grades, as well as overachieving students. Results confirm previous findings that compared to successful students, underachievers report lower levels of motivation and parental support; beyond this comparison, underachievers also differed from other low achievers, mostly in terms of their personality. In total, 40% of the variance between the groups were explained. Additionally, the data shed doubt on the common assumption that underachievers are an unusually heterogenous group of students.

Gebauer, M. M., McElvany, N., Köller, O., & Schöber, C. (2021). **Cross-cultural differences in academic self-efficacy and its sources across socialization contexts.** *Social Psychology of Education, 24*(6), 1407-1432. <https://doi.org/10.1007/s11218-021-09658-3>

This study investigated how as reported by Bandura (Self-efficacy: The exercise of control Freeman, 1997) sources of self-efficacy differ across socialization contexts for German students with diverse immigrant backgrounds. We measured all four sources of academic self-efficacy in three socialization contexts for students of former Soviet Union and Turkish descent as well as without an immigrant background, assuming that we would find differences between these groups. Participants were 1217 seventh-grade students in Germany. Multigroup structural equation analyses with latent variables revealed the differential importance of socialization contexts for the relation between academic self-efficacy and its sources across groups. For students of former Soviet Union and Turkish

descent, verbal or social persuasion is the strongest contributing factor for academic self-efficacy, whereas for students without an immigrant background, it is mastery experience. In the school context, significant relationships between sources of self-efficacy and academic self-efficacy could only be observed for students without an immigrant background. The results both support and refine Bandura's social cognitive theory by showing that self-related constructs function differently in students with culturally diverse immigrant backgrounds.

Johnston, O., Wildy, H., & Shand, J. (2021). **'Believe in me, and I will too': a study of how teachers' expectations instilled confidence in Grade 10 students.** *Social Psychology of Education*, 24(6), 1535-1556. <https://doi.org/10.1007/s11218-021-09668-1>

Teacher expectation research has continued to establish an association between what teachers expect of their students and what students accomplish academically. These expectations affect students when they are communicated by teachers through differential treatment in the class, but no qualitative research has sought adolescent students' points of view about how they experience teacher expectation effects. This paper presents new research findings that explain how Grade 10 students experienced their teachers' expectations in ways that they reflected impacted their academic outcomes. Classic grounded theory methods were used to develop this new knowledge, which has implications for how teachers are educated for, and practice, interacting with secondary school students. The findings are grounded in data from more than 100 interviews with students and 175 classroom observations in three Western Australian metropolitan public secondary schools. Students' voices are projected, explaining how their teachers convey high academic expectations through classroom interactions that instil confidence in students. The discussion invokes a connection to Bandura's Social Cognitive Theory and its enduring tenants of self-efficacy beliefs and mastery learning experiences.

Liu, S.-C. (2021). **Using drawings to examine undergraduate students' mental models of the greenhouse effect: a factor analysis approach.** *International Journal of Science Education*, 43(18), 2996-3017. <https://doi.org/10.1080/09500693.2021.2004466>

Research on students' understanding of the greenhouse effect and global warming has been focused on identifying and overcoming misconceptions. However, to date, very few studies have looked into the ways in which student conceptions are organised and interrelated from a model-based perspective. In this study, we investigated student-generated drawings (N = 130) of the greenhouse effect from two universities in Taiwan. The goals were to explore student mental models, which underlie and organise their visual representations, and further examine whether and how these mental models are associated with other important climate-related knowledge. For our purposes, computer-based grouping was used instead of the common practice of human expert-based inspection. Four mental models emerged in the process of factor analysing salient characteristics of student drawings, and showed some commonalities and differences compared with previous findings. Further correlation analysis revealed significant, positive relationships between the Textbook-like model and climate system knowledge, and between the Sources (of greenhouse gases) model and climate action knowledge. These results provided some fresh insight into existing knowledge about student mental models of the greenhouse effect. The relationships of students' conceptualisation of the greenhouse effect and global warming can serve as a basis for instructional considerations in climate change education.

Nalipay, Ma. J. N., King, R. B., Mordeno, I. G., Chai, C.-S., & Jong, M. S. (2021). **Teachers with a growth mindset are motivated and engaged: the relationships among mindsets, motivation, and engagement in teaching.** *Social Psychology of Education*, 24(6), 1663-1684. <https://doi.org/10.1007/s11218-021-09661-8>

Past research on mindsets has mostly focused on studying students' beliefs about the malleability of their intelligence or teachers' beliefs about the malleability of their students' intelligence. However, teachers' mindsets about the malleability of their own teaching ability and how these teaching mindsets shape their motivation and engagement have been seldom explored. In this study, we examined whether teachers' mindsets about their teaching ability, which can be either growth (belief that teaching ability can be learned and improved) or fixed (belief that teaching ability is innate), would predict teachers' work engagement through their motivation towards teaching (autonomous and controlled motivation, and amotivation). The participants were 547 in-service Filipino teachers. Variables were assessed using self-report measures and the data were analysed using structural equation modelling. Results showed that a growth teaching mindset positively predicted autonomous motivation, which in turn, predicted higher work engagement. Results held despite controlling for teachers' mindset about intelligence and demographic covariates. Our work reveals the importance of growth teaching mindset in promoting teachers' motivation and engagement.

Palmgren, M., Pyhältö, K., Pietarinen, J., Sullanmaa, J., & Soini, T. (2021). **Emotionally engaged or feeling anxious and cynical? School experiences and links to school achievement among Finland-Swedish general and special education students.** *Social Psychology of Education*, 24(6), 1487-1509. <https://doi.org/10.1007/s11218-021-09664-5>

The aim of the study was to enhance understanding of how seventh graders vary in emotional engagement and experienced well-being at school in terms of anxiety and cynicism. The two profiles were explored, and comparisons were made between students in general education and those in special education. The study participants comprised 119 Finland-Swedish students from five secondary schools. Four emotional-engagement and well-being profiles were identified based on cluster analysis. The students with the most typical profile were moderately engaged in teacher-student interaction and emotionally highly engaged in peer interaction, combined with a low risk of anxiety and cynicism. The profiles showed no statistically significant differences regarding gender and school achievement. However, there were differences between students in special education and those in general education. In Finland, Swedish – speaking Finns are a language minority group. Swedish has official language status in Finland. Compared to many other language minority groups they can be considered somewhat exceptional, since according to many welfare indicators they tend to do better than the general population. There are a few studies on differences between Swedish and Finnish– speaking students' school experiences in Finland, however, so far studies exploring Swedish- speaking general and special education students' emotional engagement and study well-being in terms of anxiety and cynicism have been scarce.

Sacré, M. (2021). **Dispositifs d'enseignement hybride : Étude des liens entre composantes pédagogiques, facteurs motivationnels et performances des étudiants** (Theses, Université Clermont Auvergne (UCA), Clermont-Ferrand, FRA.; Université de Liège (Belgique)). Consulté à l'adresse https://orbi.uliege.be/request-copy/2268/266016/465138/th%c3%a8se_MS_20211214-2_pourOrbi.pdf

Skaalvik, E. M., & Skaalvik, S. (2021). **Collective teacher culture: exploring an elusive construct and its relations with teacher autonomy, belonging, and job satisfaction.** *Social Psychology of Education*, 24(6), 1389-1406. <https://doi.org/10.1007/s11218-021-09673-4>

One purpose of this study was to analyze relations between four possible indicators of a collective teacher culture by means of confirmatory factor analyses. The indicators were termed "shared goals values", "value consonance", "collective teacher efficacy", and "supportive colleagues". A second purpose was to explore relations between collective teacher culture and teachers' experiences of autonomy, belonging, and job satisfaction. Participants were 760 Norwegian teachers in elementary school and middle school. The data were analyzed by means of confirmatory factor analyses and SEM analyses. The correlations between the four indicators of a collective culture ranged from .44 to .63 and both a model with first order factors and a model with a second order collective culture variable had good fit to the data. The analysis showed that a second order collective teacher culture variable was strongly and positively associated with the teachers' experiences of autonomy, belonging, and job satisfaction.

St-Pierre, É., & Pouliot, E. (2021). **Poursuivre des études universitaires : l'expérience d'étudiants ayant un diagnostic de trouble d'anxiété généralisée (TAG).** *Revue hybride de l'éducation*, 5(1), 84-104. <https://doi.org/10.1522/rhe.v5i1.1178>

Cet article présente les résultats d'une recherche qualitative visant à documenter le parcours universitaire de 10 étudiants universitaires ayant reçu un diagnostic de TAG. Les résultats, mettent en évidence que l'interaction entre divers facteurs, tels que l'état de santé des participants, leurs habitudes de consommation, leur rendement académique et la qualité de leurs relations avec leur famille et leurs pairs, sont des éléments qui ont pu faciliter le déroulement de leurs études universitaires ou faire obstacle à leur bon déroulement. Ainsi, les résultats obtenus démontrent l'importance de s'intéresser au vécu de ces étudiants, tout en proposant des pistes d'intervention.

Wang, Y. (2021). **Adding the culturally specific ingredients: the Chinese and American models of learning persistence, including learning beliefs, choice and the internalization of learning motivation.** *Social Psychology of Education*, 24(6), 1557-1583. <https://doi.org/10.1007/s11218-021-09672-5>

This study challenged the widely spread assumption that East Asian students are more persistent than their American counterparts because they are more likely to believe that success results from efforts rather than innate ability. The examination was conducted through comparing the impact of three factors— internalization of learning motivation, learning beliefs, and preference of choice—on learning persistence between 888 Chinese and 361 American college students represent East Asian and Western students respectively. Structural equation modeling was conducted to testify the culturally specific pathways towards persistence. The findings suggested that American and Chinese students were sharing two common factors (integrated internalization and belief in effort) that predict their persistence significantly. Moreover, there are also differences between Chinese and American students. Guilty and having choice are significant factors for Chinese students' learning persistence, while ego is a significant factor for American students' persistence. Such results suggested that the East Asian students are not more persistence and their education model should not be imported by other countries even though they perform better in international large-scale assessments.

Zhao, Q., Gong, L., & Chen, T. (2021). **Impacts of growth mindset and concern with performance on resilience to self-doubt in American and Chinese students.** *Social Psychology of Education*, 24(6), 1585-1606. <https://doi.org/10.1007/s11218-021-09671-6>

The current study examined how growth mindset of intelligence and concern with performance impact resilience to chronic self-doubt in American and Chinese students. The results showed that, for American participants, growth mindset (but not concern with performance) moderated the effects of self-doubt on both numerical and visual reasoning performance. Specifically, for American participants with strong growth mindset, self-doubt was positively correlated with performance, whereas for those with weak growth mindset, self-doubt was negatively correlated with performance. For Chinese participants, both growth mindset and concern with performance moderated the self-doubt effect on numerical (not visual) reasoning performance. But the effect size of concern with performance was larger than that of growth mindset. Overall, the findings are in line with the idea that the Western preoccupation with ability may make Americans more susceptible to the effect of mindset of intelligence, whereas the Chinese culture's focus on performance itself may make them more susceptible to the effect of concern with performance. The findings also illuminate the importance of taking into account cultural differences when developing ways of counteracting the negative self-doubt effects on performance. Future research directions were discussed.

Zhou, J., & Yu, H. (2021). **Contribution of social support to home-quarantined Chinese college students' well-being during the COVID-19 pandemic: the mediating role of online learning self-efficacy and moderating role of anxiety.** *Social Psychology of Education*, 24(6), 1643-1662. <https://doi.org/10.1007/s11218-021-09665-4>

Due to the outbreak of the COVID-19 pandemic, the implementation of quarantine policy led to an unprecedented home-quarantined living and online learning context for Chinese college students. This study aimed to investigate whether and how social support contributed to home-quarantined Chinese college students' well-being during the COVID-19 pandemic. In particular, this study examined the mediating role of online learning self-efficacy in explaining how social support contributed to home-quarantined Chinese college students' well-being. The study also examined the moderating effect of anxiety, which may buffer the effectiveness of social support and online learning self-efficacy in home-quarantined online learning contexts. Data include 2481 responses to an online questionnaire survey from home-quarantined Chinese college undergraduates. Data were analyzed by performing Partial Least Squares regression. Results showed that social support associated positively with home-quarantined Chinese college students' online learning self-efficacy and well-being. The results revealed a partial mediating effect of online-learning self-efficacy on the positive effect of social support on well-being. The moderating effect analysis found that the positive association of online learning self-efficacy with social support and well-being was stronger in home-quarantined Chinese college students who perceived no anxiety.

Aspects sociaux de l'éducation

Addi-Racah, A. (2022). **School Credentials: A Matter of Educational Sector, School and Urban Locality's Socio-Economic Contexts.** *Education and Urban Society*, 54(1), 3-28. <https://doi.org/10.1177/00131245211004548>

Based on an ecological approach, the study examines the types of matriculation credentials that students achieved in four social contexts defined by the socio-economic

status (SES) of the schools and the urban localities in which they are situated while comparing between Jewish and Arab educational sectors in Israel. About 23,726, 12th grade students from 453 schools located in 66 large urban localities were analyzed using hierarchical multilevel models. In the Jewish education, students obtained higher credentials in high-SES schools located in high-SES localities (congruent schools); whereas in the Israeli-Arab education, students obtained the highest credentials in high-SES schools located in low-SES localities (enclave schools). The findings are discussed in view of the exposure to "context vulnerability" and Israeli-Arab segregation.

Andersen, D., Kessing, M. L., & Østergaard, J. (2021). **'We Have Equal Opportunities – in Theory': Lay Perceptions of Privilege, Meritocracy and Inequality in Denmark: *Sociology***. <https://doi.org/10.1177/0038038521999203>

This article reports on the findings from a qualitative, longitudinal study on lay perceptions of opportunity structures among young adults in Denmark. Previous...

Audren, G., & Baby-Collin, V. (2021). **Mobilités intersectorielles entre public et privé à l'aune des inégalités et des territoires scolaires à Marseille : ce que cache le « zapping »**. *Formation emploi. Revue française de sciences sociales*, (155), 117-140. <https://doi.org/10.4000/formationemploi.9849>

Cet article questionne la mobilité intersectorielle entre enseignement public et privé des élèves du secondaire dans la ville de Marseille, et le terme de « zapping » est utilisé pour qualifier ces pratiques. À partir du traitement inédit d'une base de données – le suivi d'une cohorte d'élèves entrés en 6ème en 2009, jusqu'en 2014 –, il analyse la diversité des formes (du secteur public vers le privé ou inversement) et des pratiques sociales et spatiales de mobilité intersectorielle, en lien avec l'origine sociale, les résultats scolaires, l'orientation, les changements de cycle, et les territoires géographiques (localisation et type d'établissement). L'hétérogénéité du « zapping » scolaire dans le second degré révèle des formes de reproduction des inégalités socio-territoriales dans l'espace scolaire, renvoyant moins à des pratiques choisies qu'à des contraintes tant sociales que dépendantes d'une offre scolaire spécifique, discutant par la même la notion de « zapping » scolaire.

August, A. (2021). **Indirect Socialization in Preschool: How Teachers Harness Children's Ability to Shape Peer Behavior**. *Qualitative Sociology*, 44(4), 529-564. <https://doi.org/10.1007/s11133-021-09484-1>

How do teachers use children to shape the behaviors of their peers, and which students benefit? In this qualitative case study of a half-day preschool classroom, I find that teachers encourage children to shape one another's behavior in ways they regard as classroom-appropriate in order to prepare them for the student role in kindergarten and beyond. At the beginning of the school year, children use varying techniques to shape peer behavior, with some employing rudimentary strategies which may be effective but regarded as inappropriate for the classroom. To encourage preschoolers to influence their peers to behave in more appropriate ways, the teachers sequentially introduce three sets of strategies—simple communication, situational exclusion, and rewarding inclusion strategies—which prescribe increasingly nuanced rules for the children's provision or denial of attention and inclusion as a means of influencing their peers to comply with classroom expectations. When, in their own peer interactions, the children interpretively reproduce the strategies learned in creative and occasionally excessive ways, the teachers intervene to provide coaching or more effective classroom-

appropriate strategies. I show that this manner of teaching and learning school norms and rules advantages children who begin the year demonstrating classroom-appropriate behaviors and disadvantages those whose behaviors are initially less appropriate. These differential advantages have implications for students' future interactions with the school disciplinary system.

Bechichi, N., Grenet, J., & Thebault, G. (2021). **Ségrégation à l'entrée des études supérieures en France et en région parisienne: quels effets du passage à Parcoursup?** In <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3449> [Report]. Consulté à l'adresse Institut national de la statistique et des études économiques (France) website: <https://www.insee.fr/fr/statistiques/5893203>

Cet article étudie l'impact de l'introduction de la plateforme Parcoursup en 2018 sur la ségrégation à l'entrée des études supérieures en France en fonction du niveau scolaire, de l'origine sociale et du genre des étudiants. À l'aide des données administratives de pré-inscription du supérieur de 2013 à 2019, ces phénomènes sont mesurés au moyen d'indices d'exposition normalisés. 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 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. 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 recevant en premier une proposition d'admission. Cependant, les niveaux de ségrégation mesurés selon les trois dimensions étudiées sont globalement stables. Dans les licences en tension, les nouvelles règles de classement des candidats ont eu un impact substantiel, celles-ci ne disposant pas d'une capacité d'accueil suffisante pour admettre tous ceux souhaitant s'y inscrire. La dernière partie de l'étude montre que la mise en place de Parcoursup a modifié de manière plus nette la répartition des étudiants entre les formations d'Île-de-France, territoire où se concentrent de nombreuses licences en tension et où la ségrégation sociale et scolaire est historiquement élevée.

- 1 Données et statistiques descriptives
- 1.1 Sources mobilisées
- 1.2 Profil des candidats et des formations
- 2 Mesurer la ségrégation à l'entrée dans l'enseignement supérieur
- 2.1 L'indice d'exposition normalisé
- 2.2 Interprétation et propriétés
- 3 La ségrégation des formations au terme de la session 2017 d'APB
- 3.1 Niveaux de ségrégation à l'entrée dans l'enseignement supérieur
- 3.2 Influence des vœux et du classement des candidats par les formations sur les niveaux de ségrégation
- 3.3 Décomposition de l'indice
- 4 Impact du passage à Parcoursup sur la ségrégation à l'entrée du supérieur
- 4.1 Parcoursup : des changements importants dans les modalités de pré-inscription dans le supérieur
- 4.2 Candidats, classements et admissions
- 4.3 Dans les licences en tension, une nette amélioration du niveau scolaire moyen des admis
- 5 Parcoursup : des effets plus marqués en Île-de-France
- 5.1 Évolution de la ségrégation des formations franciliennes
- 5.2 Mobilité géographique en Île-de-France depuis 2018
- 5.3 Illustration : la ségrégation des formations de droit en Île-de-France

Berry, R. R., & Reardon, R. M. (2022). **Leadership Preparation and the Career Paths of Black Principals.** *Education and Urban Society*, 54(1), 29-53.
<https://doi.org/10.1177/00131245211001905>

Leadership training and administrative experience are key components of sponsored mobility as the candidate's participation in district- or school-sponsored training for aspiring school principals combined with the opportunity to avail of administrative experiences effectively constitute a pipeline to the principalship. The literature reveals that principals are the primary sponsor of teachers entering into the principalship pipeline. We conceptualize two of the above key areas (leadership training & administrative experience) as components of contest mobility and the other two (participation & opportunity) as components of sponsored mobility. Contest mobility encompasses academic credentialing and management experience and assumes every candidate has an equal chance and the same opportunity as any other candidate to contest for a school leadership position. These actions are not sponsored by the candidate's district or school. In contrast, sponsored mobility encompasses the informal process used to facilitate transition to leadership for some teachers, but not for others. We use restricted data from the 2011 to 2012 Schools and Staffing Survey (SASS) to discern whether there were differences between Black and White principals' exogenous contest mobility and endogenous sponsored mobility prior to the attainment of their principalships.

Blanchard, M. (2021). **Genre et cursus scientifiques : un état des lieux.** *Revue française de pédagogie*, 212(3), 109-143. Consulté à l'adresse <http://www.cairn.info/revue-francaise-de-pedagogie-2021-3-page-109.htm>

Cette note de synthèse présente les recherches, conduites au cours des trente dernières années, relatives à la place respective des filles/femmes et des garçons/hommes dans les cursus scientifiques. Le corpus intègre 140 publications, en sociologie, sciences de l'éducation, psychologie sociale, histoire et économie. La première partie interroge les enjeux – scientifiques et sociaux – associés à cette thématique. La partie suivante analyse les attitudes des élèves/étudiant.es face aux sciences. La troisième partie présente la façon dont se façonnent ces attitudes différenciées face aux sciences. Elle analyse également les travaux qui considèrent les sciences comme une construction sociale fondamentalement genrée. Enfin, un dernier temps expose des pistes de recherches moins explorées.

Brent Edwards Jr., D., Caravaca, A., & C. Moschetti, M. (2021). **Network governance and new philanthropy in Latin America and the Caribbean: reconfiguration of the State.** *British Journal of Sociology of Education*, 42(8), 1210-1226.
<https://doi.org/10.1080/01425692.2021.1990014>

This paper draws on the literature on network governance and new philanthropy to characterize and explain the increased involvement of non-State actors in education policymaking in the Dominican Republic. The study reveals, first, how network governance has intensified since 2010 through hybrid public-private spaces of agenda setting, second, how these hybrid spaces have given way to the emergence of new philanthropy, which engages directly with the State as part of its efforts to influence policymaking, and, third, that new philanthropy is evolving to include, as well, the generation of profits, both within and beyond the Dominican Republic, through the creation of an affiliated profit-seeking consulting entity. The paper concludes by arguing that future studies should bring the concepts of network governance and new

philanthropy into conversation with theoretical approaches that emphasize the underlying political-economic structures within which non-State actors operate.

Burger, K. (2021). **Human Agency in Educational Trajectories: Evidence from a Stratified System.** *European Sociological Review*, 37(6), 952-971.
<https://doi.org/10.1093/esr/jcab021>

In the research on life-course outcomes, there is a long-standing debate on the relative importance of institutional structure and human agency. This study examines how structure and agency influence educational trajectories in Switzerland. The Swiss education system is hierarchically differentiated but permeable, providing both standard and non-standard pathways to higher education. Using data from a 15-year panel survey, the study assesses, first, the extent to which lower-secondary-school track attendance is associated with individuals' probability of moving into an academic or vocational programme at upper-secondary level and, second, how this predicts the probability of subsequently entering a university. The study also examines how human agency influences these probabilities. Results of a structural equation model show that lower-secondary track attendance significantly predicts individuals' probability of transitioning into academic education, whereas human agency plays a minor, albeit non-negligible, role in this regard. In turn, pursuing an academic rather than a vocational programme is associated with a 47-percentage point (or 16-fold) higher probability of subsequently attending university. Individuals comparatively rarely follow non-standard pathways to university, irrespective of their level of agency. The education system channels educational trajectories, but the power of the channelling effect varies across the different junctures of the system.

Chevalère, J., Cazenave, L., Berthon, M., Martinez, R., Mazenod, V., Borion, M.-C., ... Huguet, P. (2021). **Compensating the socioeconomic achievement gap with computer-assisted instruction.** *Journal of Computer Assisted Learning*.
<https://doi.org/10.1111/jcal.12616>

Background As educational digital technologies are increasingly being used in schools, past research left unanswered the question of these technologies' impact on the socioeconomic achievement gap even when equal access is guaranteed. **Objectives** The objectives of the present study are to examine whether and how the socioeconomic achievement gap can be reduced through the use of computer-assisted instruction (CAI). **Methods** We addressed this issue experimentally by comparing CAI to conventional teacher-led classroom instruction with more than 800 middle and high school students from disadvantaged and highly privileged socioeconomic backgrounds in a range of topics. **Results and Conclusions** Both disadvantaged and highly privileged students taught with CAI outperformed those taught with conventional instruction, thus maintaining the socioeconomic achievement gap constant. However, we also found that disadvantaged students receiving CAI performed as well as highly privileged students receiving conventional teacher-led instruction. **Takeaways** The positive effects associated with CAI may therefore help compensate the difficulties of students with a disadvantaged background, a still neglected possibility.

Claude, M.-S., & Rayou, P. (2021). **Fictions d'enfants, fictions d'élèves. Rencontres avec des sculptures contemporaines en 6e.** *Revue française de pédagogie*, 212(3), 19-30. Consulté à l'adresse <http://www.cairn.info/revue-francaise-de-pedagogie-2021-3-page-19.htm>

Si tous les enfants sont capables d'exprimer, à l'écrit comme à l'oral, des ressentis et des jugements qui témoignent de compétences esthétiques, ils se révèlent, comme élèves à profils socialement contrastés, inégalement compétents à leur donner la forme qu'attend l'école dans sa façon de traiter les objets du monde. Cet article le montre en s'appuyant sur une enquête auprès d'enfants de deux classes de sixième découvrant des sculptures modernes et contemporaines au jardin des Tuileries. L'étude de ce qu'ils disent des œuvres, à la lumière de deux appuis théoriques croisés, l'un issu de la didactique et l'autre de la sociologie des apprentissages, permet de mieux comprendre ce qui peut faire difficulté, pour une partie d'entre eux, quand ils sont élèves, plus précisément dans le cadre du cours de français.

Delès, R. (2021). « **On n'y comprend rien !** » **Dispositifs pédagogiques en ligne et inégalités d'accompagnement parental pendant le confinement.** *Revue française de pédagogie*, 212(3), 31-41. Consulté à l'adresse <http://www.cairn.info/revue-francaise-de-pedagogie-2021-3-page-31.htm>

Les plateformes pédagogiques en ligne ont été largement mobilisées par les enseignants pendant le confinement du printemps 2020. Le confinement a aussi été une période exceptionnelle du point de vue de l'accompagnement parental : les parents sont intervenus au quotidien, presque en remplacement des enseignants, pour transmettre le savoir scolaire. Sur la base de l'analyse de contenus en ligne et d'entretiens semi-directifs avec des parents d'élèves, cet article tente de mettre en avant les « malentendus », mais aussi les techniques de « décryptage » mises en place par les parents face à des contenus en ligne « composites ». L'article montre que, sous certaines conditions, l'enseignement à distance intermédié par des outils numériques peut contribuer à renforcer les inégalités d'accompagnement parental et donc les inégalités scolaires.

Devif, J. (2021). **La formation initiale des professeur.es des écoles : discours et pratiques sur les stéréotypes et contre-stéréotypes de sexe** (Phdthesis, Université de Lyon). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03403720>

En se situant au croisement des sphères scientifique, politique et sociale, la formation initiale des professeur.es des écoles (PE) à l'égalité des sexes est un objet de recherche prolifique. Pour notre discipline, cet espace recouvre d'autant plus d'intérêt que la déconstruction des stéréotypes figure désormais comme cheval de bataille (Morin-Messabel et al., 2018). En parallèle, la psychologie sociale accorde une attention particulière aux contre-stéréotypes : construits en miroir des stéréotypes, ils incarneraient leur antidote (Blair et al., 2001). Bien que le contre-stéréotype ne jouisse pas de la renommée du stéréotype dans la pensée sociale, il a su s'immiscer de façon anonyme dans le champ de l'éducation. L'objectif de notre thèse est de saisir la manière dont ces concepts psychosociaux, ainsi que la notion d'égalité, sont représentés dans la formation des futur.es PE, notamment par les formé.es. Dans cette perspective, notre protocole de recherche s'inscrit dans une stratégie de triangulation (Kalampalikis & Apostolidis, 2021). En premier lieu, nous avons mené des entretiens individuels semi-directifs auprès de futur.es PE (n=43), de manière sérielle (i.e. pendant le M1, le M2, et la 1ère année de stage). Puis, nous avons appréhendé les savoirs collectifs des formé.es en conduisant 3 focus groups (i.e. M1, M2, mixte). L'observation des séances de formation à l'égalité des sexes (n=4) constitue notre troisième étape de recherche. Celle-ci nous invitait à interroger les interactions formateur.trice.s-masterant.es, en nous focalisant plus particulièrement sur les connaissances dispensées par les enseignant.es-chercheur.es en charge de ces enseignements. En dernier lieu, l'analyse des textes officiels produits par

les politiques éducatives, de 1984 à 2019, sur les questions d'égalité filles-garçons (n=7) nous permettait d'approcher un langage politique. Les résultats obtenus révèlent la prépondérance des notions d'égalité et de stéréotype, les deux fonctionnant ensemble dans les différents discours recueillis. Nous notons des définitions consensuelles à leur égard. Néanmoins, le concept de différence vient flouter les deux termes et fait dissensus. Le contre-stéréotype, quant à lui, n'est que peu nommé en tant que tel, et demeure marginal. C'est la liaison qu'il entretient avec le stéréotype qui lui permet d'être reconnu et conceptualisé. Enfin, lorsque les stéréotypes et contre-stéréotypes sont théorisés, les discours portent l'empreinte d'un vocabulaire psychosocial.

Grinshtain, Y., & Harpaz, G. (2021). **Whose Homework Is It?: Different Types of Parents' Dependent Help-Giving in Homework.** *The Elementary School Journal*, 122(2), 233-256. <https://doi.org/10.1086/716639>

Homework is considered a major means for connecting learning processes at school with the home/family sphere. This qualitative study illuminates parents' engagement in their children's homework by exploring (1) parents' and teachers' perceptions of homework goals and characteristics and (2) the types of parental help-giving with homework. Using a snowballing sample, 24 participants, 13 parents and 11 teachers from Jewish and Arab elementary schools, were interviewed. Grounded theory was used based on identification and coding of relevant categories. Three main themes were identified regarding homework goals and characteristics: homework as (1) establishing partnership; (2) raising doubts about teachers' professionalism; and (3) increasing tension and conflict between teachers, parents, and children. In addition, three themes of dependent help-giving were found: parent as reminder, parent as partner, and parent as student. The meaning and implications of the extensive use of dependent help-giving will be further discussed.

Hu, A., & Wu, X. (2021). **Cultural capital and elite university attendance in China.** *British Journal of Sociology of Education*, 42(8), 1265-1293. <https://doi.org/10.1080/01425692.2021.1993788>

This article investigates the association between cultural capital and the likelihood of attending an elite university within the Chinese socio-educational context. Drawing on data from the Beijing College Students Panel Survey, we show that (1) objectified cultural capital is negatively correlated with the likelihood of attending an elite university whereas embodied cultural capital shows a positive effect; (2) both types of cultural capital enhance the proficiencies of extracurricular activities, which, however, are negatively associated with different quantiles of the National College Entrance Examination (NCEE) score; (3) learning capabilities can be strengthened by both types of cultural capital, but they cannot guarantee the attendance of an elite university since they only raise the middle and lower quantiles of the NCEE score; (4) only embodied cultural capital helps one attend an elite university by virtue of the channel of the NCEE exemption.

Hutchinson, J., & Reader, M. (2021). **The educational outcomes of refugee and asylum-seeking children in England.** In <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3469> [Report]. Consulté à l'adresse https://epi.org.uk/wp-content/uploads/2021/11/Refugee_asylum_working_paper_-EPI.pdf

New research from the Education Policy Institute, supported by Unbound Philanthropy, finds that asylum-seeking children who enter the UK separated from their parents are on

average over three years behind non-migrant children at school by the time they take their GCSEs. The new EPI working paper, which is the first study to examine the educational outcomes of the majority of asylum-seeking and refugee pupils in England, estimates their school attainment and considers absence and exclusion rates. To date, little has been known about the outcomes of unaccompanied asylum-seeking children, resettled refugees or asylum support children who enter the English school system, as the government does not record the progress of these pupils. To estimate the educational outcomes of this highly vulnerable pupil group, many of whom have experienced acute trauma, researchers at EPI developed a methodology that combines administrative datasets with national statistics and data obtained through freedom of information requests to the Home Office. The considerable gap in attainment between unaccompanied asylum-seeking pupils and non-migrant children of 37.4 months is estimated by researchers to be similar in size to the gap for pupils with special needs and disabilities who have the most severe needs. The new report also reveals that unaccompanied asylum-seeking children experience higher rates of fixed period school exclusions (7.1%) than non-migrant children (5.2%), as well as slightly higher school absence rates of 6.8% compared to 6.6% for non-migrant children. In contrast to unaccompanied children, resettled refugee children and asylum-seeking children living with family members in receipt of financial support from the government, are estimated to experience a much smaller school attainment gap on average, but one that is still substantial – trailing their non-migrant peers by around a year and a half (17.3 months) at GCSE. Resettled refugee and asylum support recipient children are however estimated to have higher school attendance rates than non-migrant children, with 5% school absence rates compared to the 6.6% for non-migrant children. Such pupils also have a lower-than-average fixed period exclusion rate, at 4.4% compared to the non-migrant average of 5.2%. Initial Findings Attainment Absence Exclusions Working paper aims Data scope and structure Data sources Cohorts Matching Children Looked After (CLA) Census data structure Working method Part A: Unaccompanied asylum-seeking children Step 1: Flag unaccompanied asylum-seeking children Part B: Refugees and accompanied asylum-seeking children Step 1: Flag possible migrant children (late entrants into the English state school system who have English as an Additional Language) Step 2: Exclude children who are UASC, White British, or have English as their first language in the latest year Step 3: Using pupils' first language, calculate for each possible nationality the probability of being an asylum-seeker, resettled refugee, or an asylum-seeker on asylum support Step 4: Condition asylum support probabilities on being eligible for free school meals (FSM) Step 5: Calculate overall probability of being a resettled refugee or a child on asylum support Step 6: Apply LA-level multipliers from FOI Home Office data Step 7: Calculate the combined probability of being a resettled refugee or a child on asylum support Step 8: Analyse characteristics and outcomes of refugee and asylum-seeking pupils Test results Attainment Absence Exclusions Summary of Estimated Outcomes

Jarraud, F. (2021a, décembre 2). **L'inégal accès aux études supérieures en France**. Consulté 11 décembre 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/12/02122021Article637740248539499149.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFz1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=513399

« L'accès aux études est près de trois fois plus fréquent chez les jeunes de milieu aisé que chez ceux dont les parents sont les plus modestes », écrivent C Bonneau et S Grobon

dans un Focus du Conseil d'analyse économique. « La proportion de jeunes dans l'enseignement supérieur croît fortement avec le revenu des parents, particulièrement dans la seconde moitié de la distribution des revenus. Elle est sensiblement plus élevée au sein du dernier décile de revenu. Environ 35 % des jeunes de 18 à 24 ans dont les parents appartiennent aux 20 % les moins aisés (premier et deuxième déciles de revenu) sont en études, diplômés du supérieur, ou ont atteint un niveau d'enseignement supérieur, contre près du triple parmi les 10 % les plus aisés : près de 90 % des jeunes dont les parents appartiennent au dernier décile (P90-P100) ont accès à l'enseignement supérieur entre 18 et 24 ans ». Un écart qui augmente quand on regarde la nature des études. Ces différences s'expliquent par la différence de soutien financier parental et par des aspirations différentes. Finalement les inégalités d'accès sont similaires en France à celles observées aux Etats Unis. Quand à savoir quoi faire, on renvoie à cet excellent travail d'Estelle Herbaut et Koen Geven.

Jarraud, F. (2021b, décembre 3). **Clémence Perronnet : Rétablir l'égalité des chances dans les sciences**. Consulté 11 décembre 2021, à l'adresse Le café pédagogique website:

http://www.cafepedagogique.net/lexpresso/Pages/2021/12/03122021Article637741127966502967.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=513418

Pourquoi les filles sont-elles moins bonnes en maths ? Pourquoi les enfants des milieux populaires réussissent moins bien en sciences que les plus favorisés ? Clémence Perronnet, sociologue, maitresse de conférences, ne s'est pas bornée à lire les statistiques. Elle a interrogé des enfants de milieu populaire et leurs familles pour comprendre comment les inégalités en sciences se créent. Elle montre aussi quand elles apparaissent à travers un malentendu sur les sciences entretenu entre le primaire et le second degré. Un livre qui concerne toute l'Ecole.

Jarraud, F. (2021c, décembre 9). **Lycée : La réforme n'a pas fait disparaître les inégalités de genre et sociales**. Consulté 11 décembre 2021, à l'adresse Le café pédagogique website:

http://www.cafepedagogique.net/lexpresso/Pages/2021/12/09122021Article637746296842025325.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=513542

« Les six enseignements de spécialité les plus choisis sont les mathématiques, les SES, la physique-chimie, l'histoire-géographie, géopolitique et sciences politiques (HGGSP), les sciences de la vie et de la Terre (SVT) et langues. La doublette la plus fréquemment choisie est « mathématiques, physique-chimie », suivie de « HGGSP, SES » et « physique chimie, SVT », annonce une nouvelle Note de la Depp. « La sous-représentation des filles dans toutes les matières scientifiques, hors SVT, se confirme ». « Les élèves d'origine sociale très favorisée (39 % des élèves de terminale générale) sont surreprésentés dans les doublettes « mathématiques, physique-chimie » (54 %) et « HGGSP, mathématiques » (56 %) Inversement, les élèves d'origine sociale défavorisée (21 % des élèves de terminale) sont surreprésentés dans les doublettes « HLP, SES » (29 %), « humanités littérature et philosophie, LLCER » (27 %), « SVT, SES » (27 %) ». Alors que la réforme du lycée devait, selon ses concepteurs, mettre fin aux anciennes filières, force est de constater qu'elles sont toujours là et que les inégalités qui les portent également.

Jarraud, F. (2021d, décembre 10). **Le capital ethnique : Atout ou faiblesse pour les élèves ?** Consulté 11 décembre 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/12/10122021Article637747152410216587.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=513569

Peut-on retourner le stigmatisme ? Comment expliquer la réussite scolaire d'élèves d'origine étrangère prédestinés à l'échec ? Béatrice Mabilon-Bonfils, directrice du laboratoire Bonheurs, université de Cergy, et Massouma Sylla, du même laboratoire, introduisent la notion de « capital ethnique » pour expliquer ces parcours de vie atypiques dans un ouvrage (*Le capital ethnique*, L'Harmattan) qui donne la parole à ces jeunes. L'origine ethnique peut être une force qui motive et qui aide à déjouer les déterminismes, nous disent-elles.

Jean-Pierre, J. (2021). **How African Nova Scotians envision culturally relevant and sustaining pedagogy as civic repair.** *British Journal of Sociology of Education*, 42(8), 1153-1171. <https://doi.org/10.1080/01425692.2021.1981247>

African Nova Scotians constitute the largest multigenerational Black Canadian community, with 400 years of presence in Atlantic Canada. Despite the end of de jure school segregation in 1954, African Nova Scotians' social and cultural capital were not incorporated in curricular and pedagogical practices. Using the theoretical framework of cultural trauma, this article draws from a qualitative study conducted using semi-structured interviews and focus groups with sixty participants. A cultural trauma process takes place after a traumatic event and involves a cycle of meaning-making and interpretation that can result in demands for reparation or civic repair. This study illustrates how through the cultural trauma process grounded in their collective memory, African Nova Scotians articulate an aspiration for culturally relevant and sustaining pedagogy as a form of civic repair. This transformative pedagogy would facilitate a reconnection with their heritage and a fulfilment of the democratic goals of public education.

Jedlicki, F. (2021). **Aller plus loin : La fabrique familiale de la mobilité socio-spatiale.** *Formation emploi. Revue française de sciences sociales*, (155), 53-73. <https://doi.org/10.4000/formationemploi.9539>

Pour les fractions stables des classes populaires rurales, la double distance, sociale et spatiale, à l'enseignement supérieur entraîne la reproduction des inégalités d'une génération à l'autre. L'article vise à comprendre les ressorts des mécanismes permettant le franchissement de ces distances, à partir d'une étude de cas, exceptionnel, qui, par une enquête qualitative procédant par analyse généalogique intergénérationnelle, révèle de manière exemplaire des dynamiques sociales repérées dans quatre familles du Grand Ouest de la France. Un mandat familial d'ascension sociale par la voie scolaire, rendue possible par les politiques de démocratisation scolaire, se transmet sur trois générations et est accompli par l'un des descendants. Cet article se propose d'en examiner les conditions objectives et subjectives de réalisation, à travers l'analyse du cas de Margot.

Kisfalusi, D., Janky, B., & Takács, K. (2021). **Grading in Hungarian Primary Schools: Mechanisms of Ethnic Discrimination against Roma Students.** *European Sociological Review*, 37(6), 899-917. <https://doi.org/10.1093/esr/jcab023>

The present study aims to shed light on the mechanisms of ethnic discrimination in teacher assessments in Hungarian primary schools. For this purpose, we use data

collected among Roma minority and non-Roma majority students. First, we identify a considerable ethnic difference in non-blind school grades, which is beyond the ethnic difference in blind standardized test scores. Then, we derive and empirically test predictions from different theories of discrimination that might explain the ethnic difference in grades. We find that stereotype-based theories of discrimination do not explain why minority students receive lower grades than majority students. We do not exclude the possibility that taste-based discrimination exists among teachers against Roma students. A considerable part of ethnic discrimination, however, is explained by teachers' indirectly discriminatory grading practices: Roma students' school behaviour is evaluated more negatively by teachers than that of non-Roma students and school behaviour seems to be taken into account in grading without legitimate justification. This practice does not only disadvantage Roma students, but boys and low status students as well.

Kirdar, M., Koc, I., & Dayioglu, M. (2021). **School Integration of Refugee Children: Evidence from the Largest Refugee Group in Any Country** (IZA Discussion Paper N° 14716). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp14716.htm>

Although school integration of the children of economic migrants in developed countries is well-studied in the literature, little evidence based on large scale representative data exists on the school integration of refugee children—many of whom live in low- or middle-income countries. This study focuses on Syrian refugee children in Turkey and examines the underlying causes of the native-refugee differences in school enrollment. We also analyze employment and marriage outcomes, as they are potentially jointly determined with schooling. For this purpose, we use the 2018 Turkish Demographic and Health Survey, which includes a representative sample of Syrian refugee households. We find that once a rich set of socioeconomic variables are accounted for, the native-refugee gap in school enrollment drops by half for boys and two-thirds for girls, but the gap persists for both genders. However, once we restrict the sample to refugees who arrive in Turkey at or before age 8 and account for the socioeconomic differences, the native-refugee gap completely vanishes both for boys and girls. In one outcome—in never attending school—the native-refugee gap persists even for children who arrive before age 8. Data for Syrians from the pre-war period suggest that this might be an « ethnic capital » that they bring with them from Syria. Finally, we find that the timing of boys' school drop-out coincides with their entry into the labor market, whereas girls' drop-out mostly takes place earlier than their marriage.

Kjer, M., Bengtsson, T., & Nielsen, C. (2021). **Young pupils' articulations of time spent in school in the wake of a policy reform**. *British Journal of Sociology of Education*, 42(8), 1139-1152. <https://doi.org/10.1080/01425692.2021.1977611>

Advancing the 'temporal turn' in the sociology of education, this article explores how a strong national discourse on the length of the school day influences pupils' articulations of their temporal experiences. The discourse of 'the long school day' emerged as part of a fierce debate on the implications of a Danish school reform passed in 2014. We use a discourse-analytical framework to examine focus group data from pupils aged 8–12 to show how the discursive context of the reform influences the pupils' articulations of their temporal experiences. The pupils' reproduction of the adult discourse of 'the long school day' conceals a diversity in temporal experiences and reduces them to being a concern about the number of clock hours spent in school. To understand the broader impact of

pupils' temporal experiences of their school day, we need to rethink the linearity between clock hours and articulations of time.

Kratz, F. (2021). **Do Concerns about Immigration Change after Adolescence? How Education and Critical Life Events Affect Concerns about Immigration.** *European Sociological Review*, 37(6), 987-1003. <https://doi.org/10.1093/esr/jcab019>

This study investigates whether critical life events that typically occur during early adulthood (i.e., labor market entry, unemployment, parenthood) impact concerns about immigration. Two mechanisms suggest that these critical life events lead to a widening of education-specific differences: First, the amplification of ethnic competition following critical life events may be more pronounced for individuals with low educational attainment. Second, psychological adaptation processes of individuals with low levels of education may more frequently result in scapegoating. These mechanisms provide a rationale for the education-as-buffer hypothesis, according to which individuals with lower educational attainment are more prone to exhibit increasing concerns about immigration following critical life events. Estimations of distributed fixed effects models relying on data from the German Socio-Economic Panel Study (1999–2017) show that labor market entry, unemployment, and parenthood increase concerns about immigration more strongly for individuals with low educational attainment. Replicating significant impact differences between educational groups for the three critical life events makes a strong case for the education-as-buffer hypothesis. Overall, this study demonstrates that concerns about immigration are responsive to critical life events and calls for further theorizing as to how educational attainment may shape attitudes towards immigration over the life course.

Kroneberg, C., Kruse, H., & Wimmer, A. (2021). **When Ethnicity and Gender Align: Classroom Composition, Friendship Segregation, and Collective Identities in European Schools.** *European Sociological Review*, 37(6), 918-934. <https://doi.org/10.1093/esr/jcab013>

Using survey data on school classes in four European countries, we study how the social relations and identities of adolescents develop depending on the degree to which ethnic and gender boundaries align with each other. Minority students will have mostly same-ethnic friends, we find, when classmates of different ethnic origins tend to be of the opposite sex as well. Within such local topographies of boundaries, minority students will also end up identifying less as members of the nation. In contrast, majority students are not affected by the alignment of ethnic and gender boundaries, and gender identities of both minorities and majorities are less malleable as well: Neither friendship segregation along gender divides nor the development of gender role attitudes depend on the degree to which gender and ethnic origin align. We argue that gender boundaries and feelings of national belonging among majority students are widely taken for granted and thus less sensitive to attribute alignment at the local level. The article builds a bridge between the literatures on ethnic segregation of friendship networks, adolescent ethnic identities, and gender role attitudes by integrating them into a structuralist framework that identifies the conditions under which the local configuration of boundaries affects social life.

Latham, S., Corcoran, S. P., Sattin-Bajaj, C., & Jennings, J. L. (2021). **Racial Disparities in Pre-K Quality: Evidence From New York City's Universal Pre-K Program.** *Educational Researcher*, 50(9), 607-617. <https://doi.org/10.3102/0013189X211028214>

New York City's universal prekindergarten (pre-K) program, which increased full-day enrollment from 19,000 to almost 70,000 children, is ambitious in both scale and implementation speed. We provide new evidence on the distribution of pre-K quality in New York City by student race/ethnicity, and investigate the extent to which observed differences are associated with the spatial distribution of higher quality providers. Relative to other jurisdictions, we find the average quality of public pre-K providers is high. However, we identify large disparities in the average quality of providers experienced by Black and White students, which is partially explained by differential proximity to higher quality providers. Taken together, current racial disparities in the quality of pre-K providers may limit the program's ability to reduce racial achievement gaps.

Michaut, C., Lanéelle, X., & Dutercaq, Y. (2021). **Les stratégies socio-spatiales des candidats aux classes préparatoires aux grandes écoles.** *Formation emploi. Revue française de sciences sociales*, (155), 97-116.
<https://doi.org/10.4000/formationemploi.9464>

Cet article propose d'explorer les candidatures aux classes préparatoires scientifiques en se focalisant sur le type d'établissement privilégié par les élèves en fonction de leur territoire d'origine et de leurs caractéristiques sociales. À partir de l'exploitation d'une base de données originale (APB'Stat) et d'entretiens auprès des élèves, les analyses multivariées montrent que les élèves des catégories supérieures visent principalement les établissements comptant davantage de reçus aux concours des très grandes écoles, grâce à la mobilité spatiale permise par leurs ressources ; alors que les élèves de même niveau scolaire, aux ressources financières réduites, choisissent la proximité.

Modena, F., Rettore, E., & Tanzi, G. (2021). **Does Gender Matter? The Effect of High Performing Peers on Academic Performances** (IZA Discussion Paper N° 14806). Consulté à l'adresse Institute of Labor Economics (IZA) website:
<https://econpapers.repec.org/paper/izaizadps/dp14806.htm>

This paper exploits student-level administrative data on the population of Italian university students from 2006 to 2014 to analyze the effects of high performing (HP) male or female peers on individual academic performance, according to the gender of the student. The identification strategy is based on quasi-random variation in the exposure to HP peers across cohorts, within the same university and the same degree program. The impact of HP students, proxied by their high school final grade, is heterogeneous. We found that female HP peers have stronger positive effects than HP males, in particular with peers of the same gender. Moreover, there is evidence that the exposure to HP males can be even negative, especially for female students in competitive environments, such as the STEM fields, and for low ability students of both genders.

Nieminen, J. H. (2021). **Beyond empowerment: student self-assessment as a form of resistance.** *British Journal of Sociology of Education*, 42(8), 1246-1264.
<https://doi.org/10.1080/01425692.2021.1993787>

Student self-assessment is commonly promoted as a formative assessment practice that boosts learning and self-regulation. On the other hand, it is suggested that self-assessment fosters students' reflexivity and empowerment. Despite both arguments, student self-assessment plays a rather minor role in modern educational systems that value test results over critical reflection. amidst the neoliberal context of education, self-assessment might even discipline rather than 'empower': the high achieving, self-regulated learner reflects the values of individualisation, competition and marketisation.

How could self-assessment be used to resist the prevalent structures of power? In this study, self-assessment, is reconceptualised as a form of resistance. This endeavour is guided by four frameworks for power and resistance: sovereign, epistemological, disciplinary, and biopower. The concept of transformative self-assessment is formulated in order to reframe self-assessment as a socio-political practice. This study considers the role of self-assessment not as a tool to foster performance, but as a disruptive practice that promises to reveal and resist the structures of power in assessment.

Porcher-Ancelle, P. (2021). **Mobilité des élèves et hiérarchie des établissements scolaires. L'académie de Paris sous la IIIe République.** *Formation emploi. Revue française de sciences sociales*, (155), 25-52. <https://doi.org/10.4000/formationemploi.9604>

Dans les neuf départements qui composent l'académie de Paris sous la Troisième République, les mobilités d'élèves révèlent la place des établissements scolaires, en particulier des lycées, dans la hiérarchie conditionnée par le déploiement de l'offre de formation et les demandes des familles. Les mobilités scolaires donnent un aperçu sur les modalités de la concurrence ou de la complémentarité entre établissements primaires, secondaires et privés, mais aussi entre lycées et collèges de garçons et de jeunes filles qui, malgré leur position privilégiée dans la hiérarchie scolaire, sont eux-mêmes en concurrence les uns avec les autres.

Pratt, N., & Shaughnessy, J. (2021). **The effects of managerialism in higher education on doctoral theorising: time to think?** *British Journal of Sociology of Education*, 42(8), 1123-1138. <https://doi.org/10.1080/01425692.2021.1971064>

Over the last 30 years higher education has seen a rise in new managerialism across all its activity, driven by neoliberal economic policy. Professional doctorates (PDs) have been part of this rise, increasing in number considerably and spawning a related interest in researching doctoral work. However, there have been few studies focused on how students develop an understanding of theory/theorisation and how supervision supports it. This paper reports on a research project involving interviews with supervisors from professional doctorate in education programmes in the UK, as a particular example of PDs in general, to explore the process of theorisation. Drawing on Bernstein, it shows how supervision, and wider programme design, are mediated by the increasingly managerial context of doctoral study. The study raises questions about the ways in which students and supervisors engage with both methodology and theory/theorisation in working together and subsequent implications for the quality of doctoral work.

Rapport annuel sur l'égalité professionnelle entre les femmes et les hommes dans la fonction publique - Edition 2021. (2021). In <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3462> [Report]. Consulté à l'adresse <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3462>

Cette septième édition du Rapport annuel sur l'égalité professionnelle entre les femmes et les hommes dans la fonction publique présente l'actualité de la politique d'égalité en 2020 et le début de l'année 2021. Des retours d'expérience issus des trois versants de la fonction publique mettent en perspective ces politiques et notamment au travers de pratiques innovantes. De nombreuses données statistiques sexuées portant sur les effectifs, les recrutements, les rémunérations, les conditions de travail et l'action sociale entre autres, offrent un panorama complet et comparé de la situation des agents publics. Sont également présentés, en troisième partie de ce rapport, le Bilan de la mise

en œuvre du dispositif des nominations équilibrées au cours de l'année 2019 et les chiffres clés 2020 du dispositif des nominations équilibrées pour la fonction publique de l'État. Dans cette édition, l'impact de la crise sanitaire 2020 sur l'égalité professionnelle entre les femmes et les hommes a particulièrement été développé. Sont ainsi présentées les mesures du Gouvernement pour protéger les femmes victimes de violences conjugales, ainsi que celles portant sur les conditions de travail dans la fonction publique en matière de télétravail et d'articulation des temps de vie. Parmi les retours d'expérience issus des trois versants de la fonction publique, cinq d'entre eux portent sur des actions spécifiques menées au cours de la crise sanitaire en vue d'analyser ses impacts sur les conditions de travail des femmes et des hommes.

Raybaud, A. (2021, décembre 7). **La précarité étudiante, reflet d'un modèle d'aides à bout de souffle.** *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2021/12/07/la-precarite-etudiante-reflet-d-un-modele-d-aides-a-bout-de-souffle_6104971_4401467.html

Les images des longues files d'étudiants ou de jeunes actifs dans les distributions alimentaires ont rendu visible la paupérisation d'une partie de cette population, phénomène grandissant depuis plus de quinze ans.

Salinas, D. (2021). **The socio-economic gap in foreign-language learning.** <https://doi.org/10.1787/953199e1-en>

Teaching foreign languages has become a major goal for many education systems around the world. In today's increasingly interconnected world, speaking multiple languages improves employability, fosters respect for people from other cultures, and gives young people direct access to content that would otherwise be inaccessible, including literature, music, theatre and cinema. For the first time in 2018, PISA asked students whether they studied foreign languages at school and how much class time they had on foreign languages per week. Results show that learning foreign languages is widely available to 15-year-olds in today's education systems. However, these opportunities are not evenly distributed among students of different socio-economic status: students in advantaged schools have more opportunities to learn foreign languages than students in disadvantaged schools.

Saw, G. K., & Agger, C. A. (2021). **STEM Pathways of Rural and Small-Town Students: Opportunities to Learn, Aspirations, Preparation, and College Enrollment.** *Educational Researcher*, 50(9), 595-606. <https://doi.org/10.3102/0013189X211027528>

Using the nationally representative High School Longitudinal Study of 2009 (HSLs:09), this study documents that rural and small-town students were significantly less likely to enroll in postsecondary STEM (science, technology, engineering, and mathematics) degree programs, compared with their suburban peers. This study also shows that schools attended by rural and small-town students offered limited access to advanced coursework and extracurricular programs in STEM and had lower STEM teaching capacity. Those opportunities to learn in STEM were linked to the widening geographic gaps in STEM academic preparation. Overall, our findings suggest that during high school rural and small-town students shifted away from STEM fields and that geographic disparities in postsecondary STEM participation were largely explained by students' demographics and precollege STEM career aspirations and academic preparation.

Schindler, S., & Bittmann, F. (2021). **Diversion or Inclusion? Alternative Routes to Higher Education Eligibility and Inequality in Educational Attainment in Germany.** *European Sociological Review*, 37(6), 972-986. <https://doi.org/10.1093/esr/jcab025>

In the 1960s, educational reforms have been initiated in Germany to make the rigid stratified school system more permeable. While maintaining between-school tracking in secondary education, several second-chance options have been introduced that established alternative routes to higher education. This study aims to evaluate whether these alternative routes were successful in reducing the levels of social inequality in both higher education eligibility and higher education attainment. We draw on life-course data from the German National Educational Panel Study and conduct simulation analyses. We conclude that it is very unlikely that the reforms had any substantive influence on the level of inequality in both outcome variables.

Scholes, L., & Asplund, S.-B. (2021). **The making of male reader identities across generations: assemblages of rural places in shaping life as a male reader in Australia and Sweden.** *British Journal of Sociology of Education*, 42(8), 1192-1209. <https://doi.org/10.1080/01425692.2021.1990016>

Drawing on interviews we explore the centrality of belonging to rural places, embedded within time, in shaping life as a male reader, regardless of country of origin, or generation. Place theory explored the assemblages of spaces important for 6 boys (10–11 year-olds) from Australia and 6 men (25 year-olds and 60 year-olds) from Sweden in their reader identities. Findings illustrate how assemblages of geography, resourcing, relationships with the land, and desires to connect to broader cultural affinity spaces become ingrained for males in rural places and distinguish them from working class males in metropolitan contexts. Classroom experiences related to 'academic reading' became embodied in non-reader identities and shaped life as a reader through the lifespan, while peer group cultures and connections to place offered alternative spaces to engage with reading a range of texts related to cultural life worlds with a shared sense of meaning, purpose, and value.

Schulz, S., Baak, M., Stahl, G., & Adams, B. (2021). **Restorative practices for preventing/countering violent extremism: an affective-discursive examination of extreme emotional incidents.** *British Journal of Sociology of Education*, 42(8), 1227-1245. <https://doi.org/10.1080/01425692.2021.1993789>

Schools worldwide are increasingly enmeshed in discourses of securitisation. Efforts to prevent or counter violent extremism (P/CVE) are a manifestation of this. P/CVE in education takes various forms; the pilot explored here is considered super-soft in that no mention was made of violent extremism. Attention was given to schools' capacities to enhance social cohesion through Restorative Practices (RP) – a method for building social capital. We use an affective-discursive lens to explore how affects/emotions are caught in a dispositif of governance fundamental to efforts to regulate youth through this method. Specifically, we focus on extreme emotional incidents that highlight norms and practices in which violence and emotions are entangled, which expose limits and implications of RPs. While holding promise for transcending punitive disciplinary methods, we argue that RPs rely on logics that limit how violence is understood, locating violent problems within the problem bodies of marginalised youth.

Starnawski, M., & Gawlicz, K. (2021). **Parental choice, collective identity and neoliberalism in alternative education: new free democratic schools in Poland.** *British Journal of Sociology of Education*, 42(8), 1172-1191. <https://doi.org/10.1080/01425692.2021.1986669>

The article analyses a new educational development in Poland, that is, free democratic schools, which are grassroots initiatives of parents seeking an alternative to the traditional pedagogies of the public schooling. These schools form a broader network. Based on ethnographic research carried out at eight such schools over five years, the authors discuss the formation of schools, parents' motivations, collective identity constructions, and internal tensions of inclusion and belonging. Regarding the potential impact of the schools on a broader educational sphere, the authors argue that the alternative schooling as an option for parental choice parallel to the expansion of neoliberal policies and new inequalities creates tensions between the notions of democracy and the consumer logic. However, as observed practices suggest, democratic school communities face internal political dynamics intertwined with societal issues and may seek involvement outside their circles. While these communities are constantly being reformulated, the question of exit and voice becomes their permanent feature.

Winzler, T. (2021). **On reductions – examining a British-Bourdiesian sociology of education.** *British Journal of Sociology of Education*, 42(8), 1107-1122. <https://doi.org/10.1080/01425692.2021.1990015>

In this article I explore a disposition towards a critique of 'reductionism' and 'determinism' that seems to me to be very much prevalent within British sociology. I take a qualitative educational sociology that uses Bourdieusian concepts as one body of research where this disposition is expressed with particular fervour. A close examination of this work reveals its tacit acceptance of the limits of specific, and mostly statistical, classifications. It also reveals a distorted approach to reflexivity and the view of rival approaches and critiques. This points towards a specific and systematic disposition that, through the abundant warnings of 'reductionism' and 'determinism', itself reduces the development of a particular theory to a specific epistemology, thereby endangering the potential of rupture and epistemological break advocated by Bourdieu. This prompts us to pose fresh Bourdieusian questions about the state and practice of Bourdieusian reflexivity.

Climat de l'école

Eyllon, M., Salhi, C., Griffith, J. L., & Lincoln, A. K. (2022). **Exclusionary School Discipline Policies and Mental Health in a National Sample of Adolescents without Histories of Suspension or Expulsion.** *Youth & Society*, 54(1), 84-103. <https://doi.org/10.1177/0044118X20959591>

We apply the theory of collateral consequences and a social stress process framework to school discipline to examine whether exclusionary school discipline policies are associated with the mental health and wellbeing of adolescents who have never been suspended or expelled and whether this association varies across race/ethnicity. Data are from 8,878 adolescents in the National Longitudinal Study of Adolescent to Adult Health. Hierarchical linear models examined associations between discipline policies and adolescent depressive symptoms and school-connectedness, and modification by race/ethnicity. Schools had high levels of exclusionary discipline for both violent and non-violent infractions. More exclusionary policies were associated with higher levels of depressive symptoms ($b = 1.03$, 95% CI: 0.15, 1.91, $p < .05$). Sense of school-connectedness

was not associated with disciplinary policies. Neither association was modified by race/ethnicity.

Hoch, R. (2021, décembre 1). **Comment des situations de harcèlement scolaire peuvent-elles échapper si longtemps à la vigilance des adultes ?** Consulté 11 décembre 2021, à l'adresse The Conversation website: <http://theconversation.com/comment-des-situations-de-harcelement-scolaire-peuvent-elles-echapper-si-longtemps-a-la-vigilance-des-adultes-170389>

Peur des représailles de la part des témoins, habileté de l'élève harceleur ou encore complexité du cadre scolaire : retour sur ces facteurs qui freinent la révélation de ces violences scolaires.

Jarraud, F. (2021, décembre 9). **Les relations entre élèves, parents et professeurs après le Covid.** Consulté 11 décembre 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/12/09122021Article637746296832650205.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=513542

Comment ont évolué les relations au sein de la communauté éducative avec la crise sanitaire ? Mickaël Roy (Université de Strasbourg) livre les conclusions de ses observations dans un collège de la Meuse. « Le développement de la communication numérique et téléphonique ne constitue qu'une tendance modérée depuis la reprise des cours en présentiel. Nous montrons ensuite que depuis la reprise des cours au collège, la communication entre professeurs, élèves et parents porte globalement sur des aspects plus positifs de la scolarité des élèves ». Les enseignants échangent plus positivement sur le travail des élèves. « Les bons résultats des élèves et/ou sur leurs progrès scolaires sont davantage cités par les enseignants depuis la reprise des cours en présentiel ». Mais « la plupart des répondants ne se sentent ni plus proches ni moins proches des autres membres de la communauté éducative » même si une partie des élèves soulignent une communication plus informelle avec les professeurs depuis le confinement. Globalement, « après avoir fortement augmenté pendant les cours à distance, la fréquence des échanges entre les professeurs et les parents sur le contenu des cours et le travail à faire par les élèves semblent être revenue à son niveau d'avant la crise sanitaire ».

Kirk, D. (2021). **Precarity, the health and wellbeing of children and young people, and pedagogies of affect in physical education-as-health promotion.** *Education Didactique*, 16(3), 165-178. Consulté à l'adresse <http://www.caim.info/revue-education-et-didactique-2021-3-page-165.htm>

Kolluri, S., & Young, K. (2021). **Police as “Helpers”: Social Studies Content Standards and Dominant Narratives of Law Enforcement.** *Educational Researcher*, 50(9), 628-636. <https://doi.org/10.3102/0013189X211045073>

Curricular standards have the potential to elevate dominant ideology at the expense of marginalized perspectives. Recently, dominant narratives of police as a community benefit have been passionately challenged in the public sphere. Through a critical discourse analysis of social studies content standards of 50 states, we evaluate which narratives about law enforcement are reinforced in K–12 curricula. While police in marginalized communities are widely viewed as illegitimate, implicated in a long history of violence, and embedded in structures of oppression, we find that in social studies

standards, they are conveyed as the opposite. The police are legitimate, only momentarily violent, and a functional institution abstracted from oppressive systems. We discuss the implications of this curricular dissonance for marginalized communities.

Stassin, B. (2021, décembre 14). « **Revenge porn** », **comptes « fisha »**: les ados face aux nouvelles cyberviolences. Consulté 15 décembre 2021, à l'adresse The Conversation website: <http://theconversation.com/revenge-porn-comptes-fisha-les-ados-face-aux-nouvelles-cyberviolences-173460>

La pornodivulgateur est une violence sexiste et sexuelle qui peut toucher des hommes, mais cible principalement des jeunes filles et des femmes. Retour sur une enquête auprès d'élèves de lycée.

Évaluation des dispositifs d'éducation-formation

Gobert, J., Guille-Biel Winder, C., Assude, T., & Millon-Fauré, K. (2021). **Statut des objets de savoir et essai de modélisation du dispositif « devoirs-faits »**. *Education didactique*, 16(3), 47-63. Consulté à l'adresse <http://www.cairn.info/revue-education-et-didactique-2021-3-page-47.htm>

Cet article propose des résultats d'une recherche qui suit la mise en place du dispositif « devoirs-faits » dans un collège REP+ de Marseille, et qui associe des chercheurs avec des acteurs de terrain. Il tente de comprendre et de décrire les liens (explicites et / ou implicites) qui se tissent entre les séances de « devoirs-faits » proposées au sein du dispositif et les séances en classes entières. À travers l'analyse d'études de cas de séances relativement différentes, nous cherchons à modéliser les structures et les fonctions de ces systèmes didactiques auxiliaires (SDA) ainsi que les articulations qu'ils entretiennent ou non avec le travail en classe entière que nous nommons système didactique principal (SDP). Dans cet article, l'analyse mésogénétique menée (Sensevy et al., 2000 ; Chevallard, 1992) aboutit à une proposition de trois modèles d'articulation possible entre SDA et SDP. Cette étude permet en outre de faire évoluer la catégorisation des objets de savoirs initialement proposée par Mercier (1995, 1996, 1999).

Hall, C., Zucker, T. A., Montroy, J. J., & Dahl-Leonard, K. (2021). **Pilot Study of Unlocking Understanding Professional Development to Support Grade 3 Reading Comprehension**. *The Elementary School Journal*, 122(2), 278-313. <https://doi.org/10.1086/716638>

This study piloted a reading comprehension instruction professional development intervention for teachers of upper elementary grade students (Unlocking Understanding), exploring the relative effects of two versions of the intervention that varied the degree of lesson scripting. Results indicated a statistically significant difference between the fully scripted and partially scripted (i.e., increasingly teacher-planned) groups on one of three student outcome measures. Specifically, students in classrooms with partially scripted lessons performed better on a statewide reading test (ES = 0.42) than did students in classrooms where teachers used fully scripted lessons. However, there were no significant group differences on two other reading comprehension measures. Teachers reported a high degree of satisfaction with the training, although they stated a preference for fully scripted lessons compared with partially scripted ones. Teachers in both conditions were able to deliver the lessons with acceptable fidelity. Implications for professional development are discussed.

Silverman, R. D., Proctor, C. P., Haring, J. R., Taylor, K. S., Johnson, E. M., Jones, R. L., & Lee, Y. (2021). **The Effect of a Language and Literacy Intervention on Upper Elementary Bilingual Students' Argument Writing**. *The Elementary School Journal*, 122(2), 208-232. <https://doi.org/10.1086/716897>

Writing is a critical dimension of literacy that is grounded in language and intimately connected to reading. However, instruction to support writing remains understudied, particularly among bilingual students. The purpose of this study was to examine the effects of the CLAVES intervention specifically on argument writing. The CLAVES intervention is a multicomponent, small-group intervention focused on language and literacy that was designed with bilingual learners in mind. CLAVES is an acronym for comprehension, linguistic awareness, and vocabulary in English and Spanish and means keys or clues in Spanish. It includes text-based discussions, explicit language instruction, and support for argument writing. The study was conducted with 239 Spanish-English or Portuguese-English students in grades 4 and 5. There were 120 students in the intervention and 119 students in the business as usual control group. Findings showed positive effects of the intervention on two identified aspects of argument writing: argument and counterargument.

Formation continue

CEDEFOP. (2021). **More perceptions, opinion survey on adult learning and continuing vocational education and training in Europe . Volume 2, Views of adults in Europe**. In <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3454> [Report]. Consulté à l'adresse European Centre for the Development of Vocational Training (Transnational) website: <https://op.europa.eu/fr/publication-detail/-/publication/ae400162-42a5-11ec-89db-01aa75ed71a1>

Based on a survey comprising more than 40 000 interviews of people aged over 25 in the European Union, Iceland and Norway, this second volume of adults' perceptions about adult learning and continuing vocational education and training (CVET) examines the views of different groups in the European adult working population. It shows that adults strongly support adult learning and CVET and have a firm belief in the benefits they bring. However, participation in adult learning and CVET is not determined so much by the positive image and attractiveness, but by the unique circumstances that individuals face in their working lives. To help people better, aspects of vocational education and training policy need a rethink. Voir aussi le Volume 1 : Member States (publié en octobre 2020) (pdf, 164 p.)

Cinira Magali Fortuna & Adriana Barbieri Feliciano. (2021). **L'analyse institutionnelle et l'éducation permanente en santé au Brésil**. *Éducation permanente*, (229). Consulté à l'adresse http://www.education-permanente.fr/public/articles/articles.php?id_revue=1775

Claire de Saint Martin, Corinne Rougerie, & Gilles Monceau. (221 apr. J.-C.). **Des dispositifs en socio-clinique institutionnelle pour penser l'inclusion**. *Éducation permanente*, (229). Consulté à l'adresse http://www.education-permanente.fr/public/articles/articles.php?id_revue=1775

Dominique Samson. (2021). **L'analyse institutionnelle et la formation continue à Paris 8. Retour sur une histoire.** *Éducation permanente*, (229). Consulté à l'adresse http://www.education-permanente.fr/public/articles/articles.php?id_revue=1775

Mama Chandini. (2021). **Nouvelles médiations technopédagogiques en contexte de pandémie. Résilience et initiatives endogènes au Cameroun.** *Éducation permanente*, (229). Consulté à l'adresse http://www.education-permanente.fr/public/articles/articles.php?id_revue=1775

Marek Lawinski. (2021). **Se transformer en faisant. L'émergence des communautés d'apprentissage transnationales Erasmus+.** *Éducation permanente*, (229). Consulté à l'adresse http://www.education-permanente.fr/public/articles/articles.php?id_revue=1775

Marguerite Soulière. (2021). **Rester critique et « faire avec »? Un usage de l'analyse institutionnelle dans la formation en travail social à l'université.** *Éducation permanente*, (229). Consulté à l'adresse http://www.education-permanente.fr/public/articles/articles.php?id_revue=1775

Maria Jose Garcia Oramas. (2021). **Formation des psychologues et mouvements étudiants au Mexique.** *Éducation permanente*, (229). Consulté à l'adresse http://www.education-permanente.fr/public/articles/articles.php?id_revue=1775

Maria-Livia do Nascimento & Roberta Romagnoli. (2021). **L'analyse institutionnelle et l'usage du journal de terrain dans la formation de psychologues au Brésil.** *Éducation permanente*, (229). Consulté à l'adresse http://www.education-permanente.fr/public/articles/articles.php?id_revue=1775

Marsac, A. (2021). **La formation des éducateurs sportifs « nautisme » des collectivités territoriales.** *Formation emploi. Revue française de sciences sociales*, (155), 181-199. <https://doi.org/10.4000/formationemploi.9620>

Cet article interroge le rôle de la formation dans la « fabrique » de professionnels des collectivités territoriales, les éducateurs sportifs du nautisme. Il s'appuie sur l'analyse d'un corpus historique et de 24 entretiens semi-directifs. Trois portraits sociologiques restituent l'importance de la formation sportive antérieure et du statut. Si ce façonnage des identités s'exerce via des dispositions acquises par expérience auprès de publics variés, le tourisme, enjeu de développement local, apparaît central dans la politique de territoire. Nous formulons l'hypothèse d'une mutation des missions de ces éducateurs sportifs, qui participerait d'une recomposition identitaire.

Patricia Bessaoud-Alonso. (2021). **Mise en œuvre des concepts de l'analyse institutionnelle dans les recherches collaboratives.** *Éducation permanente*, (229). Consulté à l'adresse http://www.education-permanente.fr/public/articles/articles.php?id_revue=1775

Paul Santelmann. (2021). **Retour sur les déconvenues d'une loi.** *Éducation permanente*, (229). Consulté à l'adresse http://www.education-permanente.fr/public/articles/articles.php?id_revue=1775

Schultheiss, T., & Backes-Gellner, U. (2021). **Differing roles of lifelong learning: Hedging against unemployment risks from skill obsolescence or boosting upward career mobility?** (Economics of Education Working Paper Series N° 0188). Consulté à l'adresse University of Zurich, Department of Business Administration (IBW) website: <https://econpapers.repec.org/paper/isoeducat/0188.htm>

This paper examines the role of lifelong learning in counteracting skill depreciation and obsolescence. We build on findings showing that different skill types have structurally different depreciation rates. We differentiate between hard and soft skills and measure the relative importance of these two skill types at the occupational level. As data source we draw on a large sample of job advertisements and a categorization of their skill requirements through a machine-learning algorithm. We analyze lifelong learning effects for «harder» occupations (with relatively more hard than soft skills) versus «softer» occupations. Our results reveal important patterns of skill depreciation and counteracting lifelong learning effects: In harder occupations, the role of lifelong learning is primarily as a hedge against unemployment risks caused by fast-depreciating hard skills; in softer occupations, this role instead lies mostly in acting as a boost to wage gains and upward career mobility as workers build on a value-stable skill foundation.

Simone Santana Da Silva, Cinira Magali Fortuna, & Gilles Monceau. (2021). **De la recherche à la formation des professionnels de santé. L'institutionnalisation de la naissance par césarienne au Brésil et en France.** *Éducation permanente*, (229). Consulté à l'adresse http://www.education-permanente.fr/public/articles/articles.php?id_revue=1775

Véronique Haberey-Knuessi. (2021). **Complexité des temporalités multiples. Le cas de la formation alternée en soins infirmiers.** *Éducation permanente*, (229). Consulté à l'adresse http://www.education-permanente.fr/public/articles/articles.php?id_revue=1775

Vincent Enrico. (2021). **L'analyse institutionnelle dans la recherche collaborative en travail social.** *Éducation permanente*, (229). Consulté à l'adresse http://www.education-permanente.fr/public/articles/articles.php?id_revue=1775

Marché du travail

Culié, J.-D., Garcia, J.-F., Sorreda, T., & Meyer, V. (2021, décembre 13). **Le mystère de la « Grande démission » : comment expliquer les difficultés actuelles de recrutement en France ?** Consulté 15 décembre 2021, à l'adresse The Conversation website: <http://theconversation.com/le-mystere-de-la-grande-demission-comment-expliquer-les-difficultes-actuelles-de-recrutement-en-france-173454>

Outre le taux de chômage au plus bas, la pénurie de main-d'œuvre actuelle s'explique aussi par les politiques des entreprises et les nouvelles attentes des salariés.

Direction générale de l'Administration et de la Fonction publique. (2021). **Rapport annuel sur l'égalité professionnelle entre les femmes et les hommes dans la fonction publique - Edition 2021** (p. 470). Consulté à l'adresse Direction générale de l'Administration et de la Fonction publique website: <https://www.vie-publique.fr/sites/default/files/rapport/pdf/282543.pdf>

Cette septième édition du Rapport annuel sur l'égalité professionnelle entre les femmes et les hommes dans la fonction publique présente l'actualité de la politique d'égalité en 2020 et le début de l'année 2021. Des retours d'expérience issus des trois versants de la fonction publique mettent en perspective ces politiques et notamment au travers de pratiques innovantes. De nombreuses données statistiques sexuées portant sur les effectifs, les recrutements, les rémunérations, les conditions de travail et l'action sociale entre autres, offrent un panorama complet et comparé de la situation des agents publics. Sont également présentés, en troisième partie de ce rapport, le Bilan de la mise en œuvre du dispositif des nominations équilibrées au cours de l'année 2019 et les chiffres clés 2020 du dispositif des nominations équilibrées pour la fonction publique de l'État. Dans cette édition, l'impact de la crise sanitaire 2020 sur l'égalité professionnelle entre les femmes et les hommes a particulièrement été développé. Sont ainsi présentées les mesures du Gouvernement pour protéger les femmes victimes de violences conjugales, ainsi que celles portant sur les conditions de travail dans la fonction publique en matière de télétravail et d'articulation des temps de vie. Parmi les retours d'expérience issus des trois versants de la fonction publique, cinq d'entre eux portent sur des actions spécifiques menées au cours de la crise sanitaire en vue d'analyser ses impacts sur les conditions de travail des femmes et des hommes.

INSEE. (2021a). **Les entreprises en France : édition 2021**. INSEE Références. Consulté à l'adresse https://www.insee.fr/fr/statistiques/5759063?pk_campaign=avis-parution

INSEE. (2021b, décembre 3). **Estimations d'emploi - Insee Résultats**. Consulté 13 décembre 2021, à l'adresse INSEE website: https://www.insee.fr/fr/statistiques/4981513?pk_campaign=avis-parution

Iribarnegaray, L. (2021, novembre 29). **Ces diplômés qui choisissent de travailler moins pour « vivre mieux »**. Le Monde.fr. Consulté à l'adresse https://www.lemonde.fr/campus/article/2021/11/29/ces-diplomes-qui-choisissent-de-travailler-moins-pour-vivre-mieux_6103960_4401467.html

Réduire son temps de travail, trouver des alternatives au salariat, réduire son niveau de vie... Bien insérés et engagés dans des carrières stables, certains jeunes diplômés s'interrogent sur le sens de la « valeur travail ». Reportage à Nantes.

Métiers de l'éducation

Ben Hamouda, L. (2021, décembre 8). **Des professeur.e.s des écoles épuisé.e.s**. Consulté 11 décembre 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/12/08122021Article637745419456565249.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=513516

Épuisés, oui les profs sont épuisés. En cette fin d'année, à dix jours des vacances scolaires, les enseignants et enseignantes n'en peuvent plus. Pas de cette fatigue habituelle liée à l'excitation des enfants avant Noël. Non une fatigue plus profonde. Pourtant, ils et elles tiennent le cap, « pas pour l'institution, vraiment car si cela ne tenait qu'à cela, cela fait des semaines que je serais arrêtée. Mais pour les enfants, nos élèves. Eux on y tient alors on essaie malgré tout... » explique Lilou, directrice d'une école maternelle de Seine-Saint-Denis qui témoigne sous pseudonyme par crainte de sa hiérarchie. Un ras-le-bol qui

cache surtout un mal-être dont témoignent aussi Mme Mais, Sandrine et Christelle. Toutes sous pseudo par volonté de garder l'anonymat.

Berry, R. R., & Reardon, R. M. (2022). **Leadership Preparation and the Career Paths of Black Principals.** *Education and Urban Society*, 54(1), 29-53. <https://doi.org/10.1177/00131245211001905>

Leadership training and administrative experience are key components of sponsored mobility as the candidate's participation in district- or school-sponsored training for aspiring school principals combined with the opportunity to avail of administrative experiences effectively constitute a pipeline to the principalship. The literature reveals that principals are the primary sponsor of teachers entering into the principalship pipeline. We conceptualize two of the above key areas (leadership training & administrative experience) as components of contest mobility and the other two (participation & opportunity) as components of sponsored mobility. Contest mobility encompasses academic credentialing and management experience and assumes every candidate has an equal chance and the same opportunity as any other candidate to contest for a school leadership position. These actions are not sponsored by the candidate's district or school. In contrast, sponsored mobility encompasses the informal process used to facilitate transition to leadership for some teachers, but not for others. We use restricted data from the 2011 to 2012 Schools and Staffing Survey (SASS) to discern whether there were differences between Black and White principals' exogenous contest mobility and endogenous sponsored mobility prior to the attainment of their principalships.

Bertron, C., Buisson-Fenet, H., Dumay, X., Pons, X., & Velu, A.-É. (2021). **Les enseignants contractuels de l'Éducation nationale : vers l'institutionnalisation d'une gestion coutumière de la pénurie ?** *Revue Française de Socio-Economie*, 27(2), 121-140. Consulté à l'adresse <http://www.cairn.info/revue-francaise-de-socio-economie-2021-2-page-121.htm>

Cet article interroge les modes d'institutionnalisation de la gestion des enseignants contractuels en France en réponse à l'émergence de la « pénurie » d'enseignants comme nouvelle problématisation de l'action publique. Fondé sur une enquête qualitative menée à la fois au niveau national et dans trois académies (Créteil, Dijon et Lyon), il met en évidence comment la contractualisation, dont les modalités concrètes de mise en œuvre sont grandement laissées aux rectorats, a progressivement été conçue comme une solution politique à cette pénurie, puis comment elle s'institutionnalise selon les configurations académiques – avant d'interroger son lien avec la gestion des enseignants titulaires. Si cette institutionnalisation décalque le schéma de gestion des enseignants contractuels sur celui des titulaires, elle se caractérise aussi par des « errements inventifs » des gestionnaires académiques, notamment en situation de tension. Ces errements impliquent parfois des sauts qualitatifs importants mais localisés, dont les effets sur la gestion des enseignants dans son ensemble restent encore incertains.

Bodin, D., Jarthon, J.-M., & Robène, L. (2021). **Les Professeurs Étudiants Fonctionnaires Stagiaires. Du décrochage à la démission.** *Formation emploi. Revue française de sciences sociales*, (155), 201-226. <https://doi.org/10.4000/formationemploi.9577>

Cet article s'intéresse au décrochage et à la démission des Professeurs Étudiants Fonctionnaires Stagiaires (PEFS), inscrits en Écoles Supérieures du Professorat et de l'Éducation, aujourd'hui Instituts Nationaux Supérieurs du Professorat et de l'Éducation

(ESPE/INSPE). Décrochage et démission demeurent des processus rarement étudiés et peu pris en compte. Cet article tente de comprendre ce processus à travers une méthodologie qualitative, des entretiens semi-directifs auprès de PEFS. L'analyse de ces discours permet ainsi d'aborder la démission et le décrochage de ces publics dans leur ensemble. En effet, si le décrochage et la démission des PEFS doivent être interrogés à l'aune de caractéristiques personnelles et individuelles, ces écueils questionnent aussi l'accompagnement, la formation et le soutien au sein des ESPE/INSPE, l'accueil qui leur est réservé et l'aide apportée dans les établissements qui les reçoivent, ainsi que les évaluations qu'ils subissent.

Cour des comptes. (2021). **La gestion des absences des enseignants**. In <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3453> [Report]. Consulté à l'adresse Cour des comptes (France) website: <https://www.ccomptes.fr/fr/documents/57962>

Avec plus d'un million d'agents – soit près de la moitié des effectifs de la fonction publique d'État –, dont 900 000 enseignants, le ministère de l'éducation nationale, de la jeunesse et des sports consacre une large part de ses activités à la gestion de ses ressources humaines, et doit, dans ce cadre, gérer les absences des professeurs. Le rapport publié ce jour souligne que ces absences, loin de constituer un phénomène global, recouvrent en réalité deux catégories bien distinctes : les absences pour motifs personnels (liées notamment à la santé), et celles relevant de l'organisation scolaire elle-même (formation continue, examens, sorties scolaires...). Alors que la crise sanitaire a mis en lumière l'importance de la continuité du face-à-face pédagogique, la Cour des comptes formule six recommandations visant à mieux appréhender le phénomène, à améliorer la prévention en matière de santé, et à limiter et compenser les absences de courte durée. Lire la synthèse du rapport.

Danechi, S. & Robert Long. (2021). **Teacher recruitment and retention in England**. In <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3467> [Report]. Consulté à l'adresse <https://researchbriefings.files.parliament.uk/documents/CBP-7222/CBP-7222.pdf>

Since 2011 the overall number of teachers has in general not kept pace with increasing pupil numbers. This means the ratio of qualified teachers to pupils has increased from 17.8 in 2011 to 18.5 in 2020. In addition, the number of teacher vacancies have risen over this period. More recently there has been an increase in initial teacher trainees, likely due to the wider economic impacts of Covid-19. In 2020-21 overall recruitment of initial teacher trainees was 15% above target (6% above target for secondaries and 30% above for primaries). This was the first time the overall target was achieved since 2011-12 and so is not likely to have reversed shortages which have built up over several years, particularly in certain secondary subjects such as maths and physics which remained below target. Overall pupil numbers are expected to decrease slightly by 2026, driven by a 7% decrease in nursery and primary pupils which is only expected to be partially offset by a 7% increase in secondaries and increases in other school types. This should alleviate pressure on primary teacher recruitment, however pressures are likely to continue for secondaries and non-mainstream schools. In addition, other factors such as the ambition for more pupils to take the English Baccalaureate combination of GCSE subjects, and the impact of exiting the EU means that overall pressure on teacher recruitment could continue.

1. Supply and retention of teachers
- 1.1 The Teacher Supply Model
- 1.2 Changes to ITT allocations process
- 1.3 Initial teacher training census 2020-21
- 1.4

Retention of existing teachers 1.5 Teachers' pay 2019-20 award 2020-21 award 2021-22 award Higher starting salaries for teachers 1.6 Department for Education analyses of teacher supply and retention 2. Initiatives to encourage teacher recruitment and retention 2.1 Bursaries and scholarships Early-career payments Payments for early career maths, science and computing teachers 2.2 Advertising teacher vacancies 2.3 Student loan reimbursement pilot scheme 2.4 Tailored support programme 2.5 Encouraging career changes 2.6 Conservative party manifesto 2019 3. Teacher workload 3.1 The Workload Challenge and response 3.2 Workload advisory group 3.3 Workload Reduction Toolkit 3.4 Workload surveys The Teaching & Learning International Survey (TALIS) 2018 Teacher Workload Survey 2019 4. Teacher recruitment and retention strategy 4.1 Announcement and publication 4.2 Proposals 4.3 Reaction Commons debate on the strategy 4.4 Implementation Early Career Framework Accountability system Professional qualifications for teachers Teacher workload and wellbeing charter 5. Reports on teacher supply and retention

Descoeudres, M. (2021). **L'effet des interactions sur le développement de l'activité d'enseignants novices en EPS lors de situations émotionnellement marquantes.** *Staps*, 134(4), 57-73. Consulté à l'adresse <http://www.cairn.info/revue-staps-2021-4-page-57.htm>

Cette recherche vise à comprendre l'effet des interactions sur le développement de l'activité d'enseignants novices (EN) d'éducation physique et sportive (EPS) à partir de situations émotionnellement marquantes. La littérature met en avant que l'activité des EN se développe lorsqu'ils partagent leurs expériences lors de communautés de pratiques. Cette étude clinique auprès de cinq EN durant une année, vise à comprendre l'effet des interactions avec les élèves, les collègues et la chercheuse sur le développement de leur activité, à l'épreuve de situations émotionnellement marquantes. Le cadre théorique utilisé est celui de la clinique de l'activité (Clot, 1999). La méthode a consisté à suivre de manière longitudinale cinq EN en EPS durant une année scolaire. Trente-deux leçons d'EPS ont été filmées et les acteurs ont ensuite été confrontés aux traces de ces situations émotionnellement marquantes lors d'entretiens d'auto-confrontation simple et croisée. Les données ont été traitées grâce à la méthode de traitement de Bruno et Méard (2018). Les résultats montrent que les EN en EPS vivent de nombreuses situations émotionnellement marquantes qui se trouvent à la source de conflits intrapsychiques et mettent en avant l'importance de la dimension interactionnelle dans le processus de développement.

Douat, É., & Michoux, C. (2021). **Les conseillers principaux d'éducation saisis par la « crise ». Enquête sur des agents scolaires dans l'ombre de la « continuité pédagogique ».** *Revue française de pédagogie*, 212(3), 43-55. Consulté à l'adresse <http://www.cairn.info/revue-francaise-de-pedagogie-2021-3-page-43.htm>

Prenant principalement appui sur une enquête auprès de Conseillers principaux d'éducation (CPE) réalisée au cours de l'épidémie de coronavirus au printemps 2020, cet article analyse la manière dont cette séquence a reconfiguré les pratiques professionnelles de ces agents scolaires à l'heure de la « continuité pédagogique ». Oubliés dans les discours publics et n'ayant pas reçu de consignes officielles sur le rôle qu'ils devaient jouer lors de la fermeture des établissements, les CPE se sont pourtant retrouvés en première ligne pour faire face aux élèves mis le plus en difficulté par « l'école à la maison ». Le travail relationnel qu'ils ont accompli (l'écoute, le soin et la prise en compte renforcée des conditions matérielles d'existence d'une partie des familles) a

produit une confrontation exacerbée avec des situations déstabilisatrices et parfois éprouvantes. Sa montée en puissance a néanmoins permis de renouer avec ce que les CPE considèrent comme leur « cœur de métier », ce dont témoigne une certaine satisfaction professionnelle qu'ils ont pu exprimer pendant la période.

Drot-Delange, B., Parriaux, G., & Reffay, C. (2021). **Futurs enseignants de l'école primaire : connaissances des stratégies d'enseignement, curriculaires et disciplinaires pour l'enseignement de la programmation.** *RDST - Recherches en didactique des sciences et des technologies*, (23), 55-76. <https://doi.org/10.4000/rdst.3685>

Fortier, B. (2021). **Innovations en rémunération pour le personnel enseignant du secteur public québécois.** Consulté à l'adresse <https://corpus.ulaval.ca/jspui/handle/20.500.11794/70928>

Ce mémoire a pour objectif d'étudier les perceptions de la rémunération globale de la partie syndicale du secteur de l'enseignement des centres de services scolaires francophones en regard à l'évolution de la tâche et des conditions d'exercice de la profession depuis les deux dernières décennies. En ce sens, une série d'outils de collecte de données ont été empruntés : entretiens semi-dirigés individuels et de groupe, analyse des conventions collectives, analyse de documents gouvernementaux, journalistiques et d'avis sur des enjeux spécifiques à la profession et son secteur d'activité. Les résultats démontrent que le personnel enseignant du secteur public francophone et leurs organisations syndicales sont d'avis que, dans les vingt dernières années, la tâche enseignante s'est complexifiée et s'est intensifiée alors que les conditions d'exercice se sont dégradées. De plus, ces même acteur.rice.s sont d'avis que la rémunération extrinsèque (salaires, avantages sociaux, etc.) et la rémunération intrinsèque (reconnaissance, autonomie professionnelle, etc.) n'ont pas suivi l'évolution de la profession ce qui accentue, entre autres, les problèmes d'attraction et de rétention auprès des enseignant.e.s.

Hamm, J. V., Lambert, K., Little, T. D., Farmer, T. W., & Harris, M. V. (2021). **A Longitudinal Study of Interdisciplinary Team Relational Supports of Sixth-Grade Teachers' Sense of Efficacy and Perceived Collective Efficacy of Team Members.** *The Elementary School Journal*, 122(2), 141-164. <https://doi.org/10.1086/716898>

This study examines the ties of sixth-grade teachers to their interdisciplinary team colleagues and explores the dimensions of their efficacy beliefs for their own and their colleagues' teaching. Teachers (n = 238; 83% female, 88% White) from 26 middle schools completed surveys about the relational aspects of ties to team colleagues, the dimensions of their sense of efficacy for teaching, and their perceptions of team members' collective efficacy at fall, winter, and spring of one school year. Greater tie strength in fall predicted greater relational trust at winter and spring. Tie strength to teammates in fall predicted greater efficacy beliefs for classroom management and collective efficacy across the year, through greater relational trust midway through the year. The findings expand theorizing and reveal organizational processes that may be used to leverage teacher efficacy beliefs.

Jarraud, F. (2021, décembre 9). **Xavier Pons : Ce que la contractualisation fait aux enseignants.** Consulté 11 décembre 2021, à l'adresse <http://www.cafepedagogique.net/lexpresso/Pages/2021/12/09122021Article637746296>

[934370257.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=513542](https://doi.org/10.3917/agora.089.0113)

C'est un bel exemple de la « politique du puzzle ». Xavier Pons (Université Paris Est) revient dans la revue *Mouvements des idées et des luttes* (n°107) sur le développement de la contractualisation dans l'enseignement. Apparemment anodin, simple ajustement technique, il montre qu'en fait la croissance rapide de la contractualisation a un impact sur le métier enseignant. « La contractualisation enseignante a un potentiel de transformation structurelle important de la gestion des carrières enseignantes mais aussi du système scolaire dans son ensemble ».

Longo, M. E., Berthet, T., & Alfonsi, J. (2021). **Faire face aux injonctions paradoxales par la pratique.** *Agora débats/jeunesses*, 3(89), 113. <https://doi.org/10.3917/agora.089.0113>

Des phénomènes sociaux intriqués touchant l'action publique et les difficultés de parcours transforment le travail de professionnels intervenant auprès des jeunes en situation de vulnérabilité. L'article analyse les manières dont ces intervenants jonglent quotidiennement avec de nouvelles prescriptions et leurs conceptions de leur métier. Les résultats, issus d'entretiens auprès d'intervenants français et québécois, mettent en lumière des injonctions paradoxales qui concernent à la fois les objectifs, les référentiels de leur intervention, leurs principes de professionnalité, et leurs marges de manœuvre dans des cadres gestionnaires contraints.

Mork, S. M., Henriksen, E. K., Haug, B. S., Jorde, D., & Frøyland, M. (2021). **Defining knowledge domains for science teacher educators.** *International Journal of Science Education*, 43(18), 3018-3034. <https://doi.org/10.1080/09500693.2021.2006819>

Science teacher educators (STEs) have key roles in the educational system through their preparation of pre- and in-service science teachers and in implementing future-oriented policy reforms. Given the complexity and importance of their role, what types of knowledge do STEs need? STEs come from a range of backgrounds and there are few systematic routes for their ongoing learning. Hence, there is a need for tools that can help define and assess STEs' competence. The purpose of this theoretical paper is to highlight central knowledge domains for STEs. We draw on previous work and add perspectives from current trends in science education and teacher education to describe four knowledge domains for STEs: natural science, science education in school, science teacher education and science education research. The main contribution of the paper is an updated conceptualisation of the nature of STEs' knowledge and qualifications, taking into account current requirements for future-oriented science education and teacher education including deeper learning and critical thinking skills, cross-curricular work, education for sustainable development, and research-based teacher education. The four knowledge domains can serve as a tool for identifying needs, recruiting staff with desired expertise, and tailoring interventions to support professional development for STEs from various backgrounds.

Vriesema, C. C., & Gehlbach, H. (2021). **Assessing Survey Satisficing: The Impact of Unmotivated Questionnaire Responding on Data Quality.** *Educational Researcher*, 50(9), 618-627. <https://doi.org/10.3102/0013189X211040054>

Education researchers use surveys widely. Yet, critics question respondents' ability to provide high-quality responses. As schools increasingly use student surveys to drive local policy making, respondents' (lack of) motivation to provide quality responses may threaten the wisdom of using questionnaires for data-based decision making. To better

understand student satisficing—the practice of suboptimal responding on surveys—and its impact on data quality, we examined its pervasiveness and impact on a large-scale social-emotional learning survey administered to 409,721 elementary and secondary students. Findings indicated that despite the prevalence of satisficing, its impact on data quality appeared more modest than anticipated. We conclude by outlining an accessible approach for defining and calculating satisficing for researchers, practitioners, and policymakers.

Numérique et éducation

Adinda, D. (2021). **A Competency-Based Approach to Support e-Learning During the Covid-19 Situation.** *20th European Conference on E-Learning*. Présenté à Berlin, Germany. <https://doi.org/10.34190/EEL.21.043>

The Faculty of Education and Lifelong Learning of the University of Strasbourg implemented a competency-based approach during the academic year of 2020-2021. This study presents empirical research on students' perspectives of their self-regulation and self-direction in learning as one of the first feedbacks on this project. This research was conducted in an online course organised during the Covid-19 pandemic. It was hypothesised that the competency-based approach positively impacted students' self-direction within the course and their self-regulation in an online learning context. Anonymous pre and post-surveys were conducted. The results confirmed the research hypothesis. The design of the course presented could serve as a valuable input to define appropriate learning scenario to increase students' self-regulation and self-direction in elearning.

Blanvillain, O. (2021). **The perceived effectiveness of an online course: a comparison between two types of student audience.** In E. Chaika (Éd.), *Second Language Teaching in the Digital Era: Perspectives and Practices (provisional title)*. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03436413>

This chapter presents a course of FFL (French as a Foreign Language) didactics, designed by the author, and given online—from September to December 2020—for two different types of second-year university students from Université de Caen Normandie (France): distance learning students due to COVID-19, and distance learning students by choice. It aims at identifying the levers and obstacles to the success of an online course through the observation of these two cases and the feedback received from the students. A comparative analysis shows the differences in the perceived effectiveness of this course according to its student audiences and highlights a difference in the way these two audiences were able to engage with the proposed communication scenario which was integrated in the pedagogical scenario.

Chevalère, J., Cazenave, L., Berthon, M., Martinez, R., Mazenod, V., Borion, M.-C., ... Huguet, P. (2021). **Compensating the socioeconomic achievement gap with computer-assisted instruction.** *Journal of Computer Assisted Learning*. <https://doi.org/10.1111/jcal.12616>

Background As educational digital technologies are increasingly being used in schools, past research left unanswered the question of these technologies' impact on the socioeconomic achievement gap even when equal access is guaranteed. Objectives The objectives of the present study are to examine whether and how the socioeconomic

achievement gap can be reduced through the use of computer-assisted instruction (CAI). Methods We addressed this issue experimentally by comparing CAI to conventional teacher-led classroom instruction with more than 800 middle and high school students from disadvantaged and highly privileged socioeconomic backgrounds in a range of topics. Results and Conclusions Both disadvantaged and highly privileged students taught with CAI outperformed those taught with conventional instruction, thus maintaining the socioeconomic achievement gap constant. However, we also found that disadvantaged students receiving CAI performed as well as highly privileged students receiving conventional teacher-led instruction. Takeaways The positive effects associated with CAI may therefore help compensate the difficulties of students with a disadvantaged background, a still neglected possibility.

European Centre for the Development of Vocational Training (CEDEFOP). (2021). **Digital transitions in lifelong guidance. Rethinking careers practitioner professionalism.** In <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3460> [Report]. Consulté à l'adresse European Centre for the Development of Vocational Training (Transnational) website: <https://op.europa.eu/fr/publication-detail/-/publication/5d0c8f46-4b4a-11ec-91ac-01aa75ed71a1>

This collection is a step towards updating Cedefop's work on professionalising career guidance since the publication of Professionalising career guidance: practitioner competences and qualification routes in Europe over 10 years ago. The current papers consist of diverse authored contributions from independent CareersNet guidance experts and contributors to Cedefop's 2020 CareersNet meeting. Changing career guidance delivery and career learning contexts, responding to widespread labour market changes and digital transformation of services, lead to new challenges, developments, and opportunities. Papers focus on the broad theme of professionalising the career guidance workforce and the particular competences fit for the digital and wider societal context. Not all authors place direct focus on technology-related themes. Attention is also paid to developments prior to, surrounding, or triggered by, the pandemic crisis. Theoretical/conceptual and overview papers are included, while several present illustrations of standards in national/regional guidance systems or particular training or service developments. (pdf, 218 pages).

Pépin, A., & Imbeau, K. (2021). **L'emploi de ressources technologiques complémentaires auprès d'élèves de la maternelle 5 ans pour contrer la distance et s'adapter au contexte de la pandémie.** *Revue hybride de l'éducation*, 5(1), 151-161. <https://doi.org/10.1522/rhe.v5i1.1277>

Cet article présente différentes plateformes éducatives ainsi qu'une application et un réseau social qu'une enseignante en éducation préscolaire (maternelle 5 ans) a utilisés pour soutenir l'apprentissage de ses élèves et favoriser la communication entre les différentes actrices et acteurs du milieu scolaire en temps de COVID-19, où les manières conventionnelles d'enseigner et d'entrer en contact avec les actrices et les acteurs du milieu ont été bouleversées. L'article décrit la façon innovante dont ces ressources technologiques ont été combinées de manière à se compléter et la façon dont elles ont été intégrées dans la classe. L'article présente également les leviers à la réussite et les défis à relever lors de l'intégration de ces ressources ainsi que des conseils pour toutes celles et ceux qui voudraient les intégrer dans leur classe.

Sacré, M. (2021). **Dispositifs d'enseignement hybride : Étude des liens entre composantes pédagogiques, facteurs motivationnels et performances des étudiants** (Theses, Université Clermont Auvergne (UCA), Clermont-Ferrand, FRA.; Université de Liège (Belgique)). Consulté à l'adresse https://orbi.uliege.be/request-copy/2268/266016/465138/th%c3%a8se_MS_20211214-2_pourOrbi.pdf

Orientation scolaire et professionnelle

Dauphin, L. (2021). **À la rentrée 2021, des choix d'enseignements de spécialité en première et en terminale générales proches de ceux de 2020**. Note d'information, (21.41). Consulté à l'adresse <https://www.education.gouv.fr/la-rentree-2021-des-choix-d-enseignements-de-specialite-en-premiere-et-en-terminale-generales-326509>

À la rentrée 2021, pour la deuxième rentrée consécutive après la réforme du baccalauréat général, les élèves de terminale générale choisissent de poursuivre deux des trois enseignements de spécialité suivis en première générale l'année précédente.

European Centre for the Development of Vocational Training (CEDEFOP). (2021). **Digital transitions in lifelong guidance. Rethinking careers practitioner professionalism**. In <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3460> [Report]. Consulté à l'adresse European Centre for the Development of Vocational Training (Transnational) website: <https://op.europa.eu/fr/publication-detail/-/publication/5d0c8f46-4b4a-11ec-91ac-01aa75ed71a1>

This collection is a step towards updating Cedefop's work on professionalising career guidance since the publication of Professionalising career guidance: practitioner competences and qualification routes in Europe over 10 years ago. The current papers consist of diverse authored contributions from independent CareersNet guidance experts and contributors to Cedefop's 2020 CareersNet meeting. Changing career guidance delivery and career learning contexts, responding to widespread labour market changes and digital transformation of services, lead to new challenges, developments, and opportunities. Papers focus on the broad theme of professionalising the career guidance workforce and the particular competences fit for the digital and wider societal context. Not all authors place direct focus on technology-related themes. Attention is also paid to developments prior to, surrounding, or triggered by, the pandemic crisis. Theoretical/conceptual and overview papers are included, while several present illustrations of standards in national/regional guidance systems or particular training or service developments. (pdf, 218 pages).

Grandazzi, A., Gaillard, H., Cloarec, J., & Senn, J. (2021, décembre 13). **Doctorat : les grandes transformations de la thèse en management ?** Consulté 14 décembre 2021, à l'adresse The Conversation website: <http://theconversation.com/doctorat-les-grandes-transformations-de-la-these-en-management-172922>

Après une thèse en management, le choix d'une carrière universitaire reste majoritaire. Mais l'accès aux postes devenant de plus en plus compétitif, certains docteurs envisagent d'autres horizons.

Jarraud, F. (2021, décembre 2). **L'inégal accès aux études supérieures en France**. Consulté 11 décembre 2021, à l'adresse Le café pédagogique website: <http://www.cafepedagogique.net/lexpresso/Pages/2021/12/02122021Article637740248>

[539499149.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=513399](https://www.iredu.org/539499149.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=513399)

« L'accès aux études est près de trois fois plus fréquent chez les jeunes de milieu aisé que chez ceux dont les parents sont les plus modestes », écrivent C Bonneau et S Grobon dans un Focus du Conseil d'analyse économique. « La proportion de jeunes dans l'enseignement supérieur croît fortement avec le revenu des parents, particulièrement dans la seconde moitié de la distribution des revenus. Elle est sensiblement plus élevée au sein du dernier décile de revenu. Environ 35 % des jeunes de 18 à 24 ans dont les parents appartiennent aux 20 % les moins aisés (premier et deuxième déciles de revenu) sont en études, diplômés du supérieur, ou ont atteint un niveau d'enseignement supérieur, contre près du triple parmi les 10 % les plus aisés : près de 90 % des jeunes dont les parents appartiennent au dernier décile (P90-P100) ont accès à l'enseignement supérieur entre 18 et 24 ans ». Un écart qui augmente quand on regarde la nature des études. Ces différences s'expliquent par la différence de soutien financier parental et par des aspirations différentes. Finalement les inégalités d'accès sont similaires en France à celles observées aux Etats Unis. Quand à savoir quoi faire, on renvoie à cet excellent travail d'Estelle Herbaut et Koen Geven.

Oller, A.-C., Pothet, J., & Zanten, A. van. (2021). **Le cadrage « enchanté » des choix étudiants dans les salons de l'enseignement supérieur.** *Formation emploi. Revue française de sciences sociales*, (155), 75-95.
<https://doi.org/10.4000/formationemploi.9632>

Cet article analyse les processus de cadrage des choix étudiants dans les salons de l'enseignement supérieur, en se fondant sur une enquête ethnographique dans dix-neuf salons franciliens. L'article aborde les salons comme une réponse marchande au problème public de la transition réussie des jeunes du secondaire au supérieur où s'entrecroisent les visées d'organismes et d'établissements d'enseignement supérieur privés. Il examine les discours et les dispositifs déployés pour présenter aux futurs étudiants un avenir radieux et la façon dont ils sont reçus par les jeunes et les parents en fonction de leur position sociale.

St-Pierre, É., & Pouliot, E. (2021). **Poursuivre des études universitaires : l'expérience d'étudiants ayant un diagnostic de trouble d'anxiété généralisée (TAG).** *Revue hybride de l'éducation*, 5(1), 84-104. <https://doi.org/10.1522/rhe.v5i1.1178>

Cet article présente les résultats d'une recherche qualitative visant à documenter le parcours universitaire de 10 étudiants universitaires ayant reçu un diagnostic de TAG. Les résultats, mettent en évidence que l'interaction entre divers facteurs, tels que l'état de santé des participants, leurs habitudes de consommation, leur rendement académique et la qualité de leurs relations avec leur famille et leurs pairs, sont des éléments qui ont pu faciliter le déroulement de leurs études universitaires ou faire obstacle à leur bon déroulement. Ainsi, les résultats obtenus démontrent l'importance de s'intéresser au vécu de ces étudiants, tout en proposant des pistes d'intervention.

Politique de l'éducation et système éducatif

AL GHAWIEL, S. (2021). **L'application de la démarche qualité dans l'enseignement supérieur et la recherche et son impact sur la performance. Etude comparative entre les**

universités de Gharyan, Zantan et Nalut en Libye (Theses, Université de Lille). Consulté à l'adresse <https://hal.archives-ouvertes.fr/tel-03457102>

Antoine, R., Collin, C., Marchal, N., & Fauchon, A. (2021a). **Insertion professionnelle des apprentis du niveau CAP à BTS 6 mois après leur sortie du système éducatif en 2020 - 61 % sont en emploi salarié en janvier 2021**. *Note d'information*, (21.43). Consulté à l'adresse <https://www.education.gouv.fr/insertion-professionnelle-des-apprentis-du-niveau-cap-bts-6-mois-apres-leur-sortie-du-systeme-326554>

Parmi les apprentis de niveau CAP à BTS en dernière année d'un cycle d'études professionnelles en 2019-2020, 38 % sont toujours en formation l'année scolaire suivante. Cette proportion est en hausse de 4 points par rapport à la génération précédente inscrite en 2018-2019. Parmi ceux qui ne poursuivent pas d'études, 61 % sont en emploi salarié en France en janvier 2021, soit six mois après leur sortie (- 1 point par rapport à la génération sortie un an avant). Les effets de la situation sanitaire sur le marché du travail et les aides exceptionnelles pour le recrutement d'apprentis ont pu favoriser la poursuite d'études en apprentissage au détriment d'une sortie du système éducatif et d'une insertion par l'emploi. L'obtention du diplôme préparé continue de favoriser l'insertion professionnelle. L'entrée dans la vie active est plus difficile dans les secteurs les plus touchés par les restrictions sanitaires (restauration, hôtellerie, etc.).

Antoine, R., Collin, C., Marchal, N., & Fauchon, A. (2021b). **Insertion professionnelle des lycéens du niveau CAP à BTS 6 mois après leur sortie du système éducatif en 2020 36 % sont en emploi salarié en janvier 2021**. *Note d'information*, (21.42). Consulté à l'adresse <https://www.education.gouv.fr/insertion-professionnelle-des-lyceens-du-niveau-cap-bts-6-mois-apres-leur-sortie-du-systeme-educatif-326551>

Parmi les lycéens du public et du privé sous contrat, inscrits en dernière année d'un cycle d'études professionnelles en 2019-2020, de niveau CAP à BTS, un sur deux (49 %) est toujours en formation l'année suivante, soit 3 points de plus que la génération précédente inscrite en 2018-2019.

Bakken, J., & Andersson-Bakken, E. (2021). **The textbook task as a genre**. *Journal of Curriculum Studies*, 53(6), 729-748. <https://doi.org/10.1080/00220272.2021.1929499>

Schools today face the challenge of preparing students to live, work, and prosper in a rapidly changing world. As a response to this global challenge, Norway has adopted a national curriculum focusing on the development of 21st-century skills. In this study, we investigate if and how the tasks in science and language arts textbooks in upper-secondary school have changed after the curriculum reform. We conduct a content analysis of 5,067 tasks in science and language arts textbooks and compare them to tasks in textbooks published before the reform, which we analysed in two previous studies. The results show only a marginal change in tasks in each subject, indicating that the tasks do not present the students with sufficient opportunities to practice the competences highlighted in the new curriculum. As a possible explanation regarding why textbook tasks in Norway—as well as a number of other countries—appear to change so little over time, we advance the hypothesis that the formulation of tasks in textbooks is influenced and constrained by culturally specific genre norms. These norms may represent a challenge to curriculum implementation and school change, and it is therefore important to raise awareness of textbook tasks.

Belgith, F., Couto, M.-P., Ferry, O., Morvan, Y., & Patros, T. (2021). **Une année seuls ensemble. Enquête sur les effets de la crise sanitaire sur l'année universitaire 2020-2021.** In <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3458> [Report]. Consulté à l'adresse Observatoire de la vie étudiante (France) website: <http://www.ove-national.education.fr/wp-content/uploads/2021/11/OVE-INFOS-45-Une-annee-seuls-ensemble-.pdf>

lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3458 [Report]. Consulté à l'adresse Observatoire de la vie étudiante (France) website: <http://www.ove-national.education.fr/wp-content/uploads/2021/11/OVE-INFOS-45-Une-annee-seuls-ensemble-.pdf>

Au printemps 2020, le confinement, mis en œuvre par les autorités pour faire face à la pandémie de Covid-19, a profondément bouleversé les habitudes et conditions de vie de la population française. La fermeture de l'ensemble des établissements scolaires (primaires, secondaires et d'enseignement supérieur) a largement contribué à modifier les modes de vie des familles. La pandémie a par ailleurs accentué certaines inégalités en dégradant en premier lieu la situation des jeunes et des travailleurs précaires¹. Elle a ainsi aggravé la précarité étudiante et a fait de ce sujet un enjeu central du débat public. L'enquête La vie d'étudiant confiné administrée en juin et juillet 2020 par l'Observatoire national de la vie étudiante, montrait en effet la fragilisation de certaines catégories d'étudiants en raison de la diminution de l'activité salariée et pointait les effets psychologiques du confinement (voir OVE Infos n°42). Au confinement strict du printemps 2020 ont succédé des mesures plus souples autorisant la reprise de certaines activités dans les administrations publiques et dans les secteurs où le télétravail était impossible. Si l'année scolaire 2020-2021 a été marquée par l'application de couvre-feu et deux périodes de confinement, les écoles élémentaires, collèges et lycées ont été maintenus ouverts. La situation des étudiants a, elle, connu des évolutions différentes selon les modalités du stop and go sanitaire. L'état de la pandémie à la rentrée permettait d'envisager des enseignements sur site, mais la hausse du taux de circulation du virus a conduit à la mise en place de nouveaux confinements, avec une fermeture des établissements d'enseignement supérieur et une généralisation de l'enseignement à distance. Quand d'autres secteurs connaissaient un retour relatif à « la normale », ces transformations des manières d'étudier (et l'isolement associé) ont suscité de nouvelles interrogations quant aux incidences de la pandémie sur la santé mentale et les modes de vie des étudiants. L'enquête La vie d'étudiant en temps de pandémie, administrée en juin et juillet 2021, permet d'interroger la situation des étudiants dans ce contexte renouvelé. Quelles ont été les conséquences de la crise sanitaire sur les conditions de logement, d'emploi et d'études au-delà de la période du premier confinement et comment les étudiants ont-ils vécu cette année ?

Benyagoub, S. A., & Cheyrou, É. (2021). **La Fête de la science de 2018 à 2020 : évolutions et réflexions.** Note d'information du SIES, (8). Consulté à l'adresse [https://www.enseignementsup-](https://www.enseignementsup-recherche.gouv.fr/sites/default/files/imported_files/documents/NI.2021_08-Fdls_2018-2020_1416683.pdf)

[recherche.gouv.fr/sites/default/files/imported_files/documents/NI.2021_08-Fdls_2018-2020_1416683.pdf](https://www.enseignementsup-recherche.gouv.fr/sites/default/files/imported_files/documents/NI.2021_08-Fdls_2018-2020_1416683.pdf)

Les éditions 2018, 2019 et 2020 ont chacune fait l'objet d'un bilan annuel. Cette note en précise les grandes évolutions. L'enquête annuelle de suivi de la Fête de la science connaît un taux de réponse de plus en plus élevé (87 % pour l'édition 2020) et

Bouw, E., Zitter, I., & de Bruijn, E. (2021). **Multilevel design considerations for vocational curricula at the boundary of school and work.** *Journal of Curriculum Studies*, 53(6), 765-783. <https://doi.org/10.1080/00220272.2021.1899290>

This study focuses on the school–work connection from the perspective of curriculum design. The aim was to uncover considerations underpinning the design of learning environments in vocational education. The research took place in the Netherlands. A focus group methodology was chosen to elicit designers' considerations, which generally remain largely implicit. These considerations concern the designable elements of learning environments: epistemic, spatial, temporal, and social elements. Design considerations were uncovered at each of the aggregation levels of a curriculum. At the macro-level, considerations referred to the connectivity between the contexts of school and work. Based on these considerations, different designs were chosen along the school–work continuum. At the meso-level, another continuum was found: the complexity in terms of practices involved in the learning environment. At the micro-level, concrete design considerations were revealed that designers take into account to strengthen the school–work connection. Thus, design considerations at three levels were made explicit. Moreover, the need for alignment between the designable elements and the curriculum levels became more apparent, leading to a deeper understanding of curriculum design for vocational education. This paper adds understanding of ways to strengthen the school–work connection and design future-proof vocational curricula.

Cachia, R., Vuorikari, R., Velicu, A., Di Gioia, R., & Chaudron, S. (2021). **Emergency remote schooling during COVID-19. A closer look at European families.** In <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3459> [Report]. Consulté à l'adresse Joint Research Centre (Transnational) website: <https://op.europa.eu/fr/publication-detail/-/publication/f7776bf6-4b48-11ec-91ac-01aa75ed71a1>

This report maps the digital engagement of children aged between 6 and 12 years and the perceptions and practices of their parents, related to emergency remote schooling during and after the spring 2020 lockdown during the COVID-19 pandemic. It relies on the rich accounts of 105 children and their parents interviewed by researchers across ten countries between April and December 2020. The aim of this report is to: get a better understanding of remote schooling in European households during the COVID-19, so that policymakers and education stakeholders may be informed of the current trends and possible impacts of the COVID-19 crisis on schooling and future models of online/ blended learning/ hybrid education ; provide recommendations to ensure that future policy actions are aligned with the needs reported by European families, that future risks are mitigated and positive developments are further supported. (pdf, 80 pages)

Cazebonne, S. **Gouvernance de l'AEFE et création des instituts régionaux de formation.** , Pub. L. No. Texte n° 234 (2021-2022) (2021). <http://www.senat.fr/dossier-legislatif/pp21-234.html>

CEDEFOP. (2021). **More perceptions, opinion survey on adult learning and continuing vocational education and training in Europe . Volume 2, Views of adults in Europe.** In <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3454> [Report]. Consulté à l'adresse European Centre for the Development of Vocational Training (Transnational) website: <https://op.europa.eu/fr/publication-detail/-/publication/ae400162-42a5-11ec-89db-01aa75ed71a1>

Based on a survey comprising more than 40 000 interviews of people aged over 25 in the European Union, Iceland and Norway, this second volume of adults' perceptions about adult learning and continuing vocational education and training (CVET) examines the

views of different groups in the European adult working population. It shows that adults strongly support adult learning and CVET and have a firm belief in the benefits they bring. However, participation in adult learning and CVET is not determined so much by the positive image and attractiveness, but by the unique circumstances that individuals face in their working lives. To help people better, aspects of vocational education and training policy need a rethink. Voir aussi le Volume 1 : Member States (publié en octobre 2020) (pdf, 164 p.)

Chappell, S. (2022). **Student Voice in School Improvement: A Principal in the Nuevo South Reflects on a Student-Centered Practitioner Inquiry**. *Educational Policy*, 36(1), 208-219. <https://doi.org/10.1177/08959048211059473>

The purpose of this brief is to share my reflections as a practitioner-scholar conducting a student-centered inquiry. My dissertation sought to provide a channel for accessing Latinx students' voices regarding their experiences in credit recovery programs. I share what I learned from students and how the power harnessed by the input of authentic student voice is now driving instructional change throughout the building and the district. I conclude with recommendations for other practitioners on ways they may begin to include students in school improvement efforts as co-leaders, co-researchers, and co-policy actors.

Dauphin, L. (2021). **À la rentrée 2021, des choix d'enseignements de spécialité en première et en terminale générales proches de ceux de 2020**. *Note d'information*, (21.41). Consulté à l'adresse <https://www.education.gouv.fr/la-rentree-2021-des-choix-d-enseignements-de-specialite-en-premiere-et-en-terminale-generales-326509>

À la rentrée 2021, pour la deuxième rentrée consécutive après la réforme du baccalauréat général, les élèves de terminale générale choisissent de poursuivre deux des trois enseignements de spécialité suivis en première générale l'année précédente.

Domínguez, A. D., Clement, V., & Bertrand, M. (2022). **The Bind of Unilateral Power Dynamics and Youth Voice in School Politics**. *Educational Policy*, 36(1), 169-198. <https://doi.org/10.1177/08959048211059196>

Research has shown the value of including youth, especially minoritized students, in school- and district-level educational decision-making. However, power dynamics, as related to adultism, along with other inequities, are barriers to youth's political influence. We elucidate these barriers by exploring the possible relationship between adult-adult power dynamics, on one hand, and levels of student voice in schools, on the other. Interviews with teachers and administrators about youth voice initiatives indicated that bounded rationality illuminates how limiting access to knowledge, a form of power, can impact educator decision-making. In addition, bounded rationality bolsters unilateral power structures and therefore curtails youth voice. However, we also found that building relational power between teachers and students and maneuvering beyond bounded rationality increases opportunities for youth voice.

Dubet, F. (2021, 12). **Les candidats à l'élection présidentielle parlent-ils vraiment d'école ? | Alternatives Économiques**. Consulté 11 décembre 2021, à l'adresse Alternatives économiques website: https://www.alternatives-economiques.fr/francois-dubet/candidats-a-lelection-presidentielle-parlent-vraiment-decole/00101210?utm_source=emailing&utm_medium=email&utm_campaign=NL_Quotidienne&utm_content=06122021

European Centre for the Development of Vocational Training (CEDEFOP). (2021). **National qualifications frameworks developments in Europe 2019. Qualifications frameworks: transparency and added value for end users.** In <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3457> [Report]. Consulté à l'adresse European Centre for the Development of Vocational Training (Transnational) website: <https://op.europa.eu/fr/publication-detail/-/publication/30549fd9-4c11-11ec-91ac-01aa75ed71a1>

The European qualifications framework (EQF) for lifelong learning has existed for more than a decade and is considered the most advanced regional qualifications framework in the world. Entering into force in 2008 and revised in 2017, the EQF has become a common reference point for comparing qualifications across institutional and national borders, aiming to increase the overall transparency, comparability, quality and portability of qualifications throughout Europe. Voir aussi : Précédente édition publiée en 2018 (pdf, 150 pages)

European Commission (EC). (2021). **Erasmus+ virtual exchange Intercultural learning experiences: 2020 impact report.** In <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3455> [Report]. Consulté à l'adresse European Commission (Transnational) website: <https://op.europa.eu/fr/publication-detail/-/publication/34293a1f-45ca-11ec-89db-01aa75ed71a1>

Erasmus+ Virtual Exchange (EVE) was a pilot project, run by the European Commission from 2018 to 2020. EVE provided an accessible, ground-breaking way for young people to engage in intercultural learning experiences online through a range of activities. EVE expanded the scope of the Erasmus+ programme through online collaborative learning activities known as Virtual Exchanges (VE) and training programmes. Virtual Exchange is defined as technology-enabled people-to-people educational programming, facilitated and sustained over a period of time. Working with youth organisations and universities, the project was open to any young person aged 18-30 residing in Europe and the Southern Mediterranean, with a target of 25,000 participants engaged by December 2020. Les rapports 2019 et 2018 sont également disponibles. (pdf, 188 pages)

Finn, R. (2021). **How pedagogical diversity can afford parallaxes of competence: towards more inherently inclusive school.** *International Journal of Inclusive Education*, 25(14), 1559-1576. <https://doi.org/10.1080/13603116.2019.1642400>

An historical commitment to child-centred pedagogy notwithstanding, classrooms for an increasing diversity of young people are constituted by their constrained affordances for learning; a single teacher, configurations of tables and chairs, and digital resources. The remit of teaching in such confines perpetuates passivity, a one size fits all approach, and variations of twenty 'somethings', complimenting testing as evidence of learning. This article draws from a critical ethnographic case study in a mainstream primary school of an appropriated space, one of detournement (Lefebvre, H. 1974. *The Production of Space*. Oxford, UK: Blackwell.) from classroom to Studio – a maker-space, and contemplates how the pedagogical diversity afforded by the altered space and its operations, contributed to inclusivity at the site. Ecological psychology, a theoretical tool to better understand the mutuality of person and place, is utilised to analyse and explain how this repurposed classroom and its altered pedagogy flipped notions of success, causing parallaxes of competence. The implications of these findings include not only evidence of the need to pursue the diversification of pedagogical approaches that

support learning in schools, but also the need for further consideration to how success might benefit from locally agreed outcomes that consider place-resonance. This research particularly contributes to a research gap that exists to specify exactly how child-centred pedagogy supports a more inherently inclusive school.

Forest, F., Moret, J., Carluer, F., Chesneaux, J.-M., Mayet, L., Ott, M.-O., & Inspection générale de l'Éducation, du Sport et de la Recherche. (2021). **La place de la recherche dans les grandes écoles et les écoles d'ingénieurs** (p. 85). Consulté à l'adresse Inspection générale de l'Éducation, du Sport et de la Recherche website: <https://www.vie-publique.fr/sites/default/files/rapport/pdf/282448.pdf>

La place de la recherche dans les grandes écoles et les écoles d'ingénieurs est régulièrement interrogée. La montée en puissance de la coopération et de la compétition internationales, celle concomitante des classements internationaux et des appels à projet recherche, ont conduit de nombreuses écoles, qui étaient avant tout orientées vers la formation, à faire de la recherche et à la valoriser. La mission a plus particulièrement analysé la position des écoles d'ingénieurs qui sont habilitées à délivrer un diplôme d'ingénieur et les écoles de commerce qui délivrent une formation octroyant le grade de master. Elle a également conduit des entretiens et porté une attention particulière au rôle de la recherche au sein des politiques de site. En premier lieu, la mission fait le constat que l'adossement des formations à la recherche s'est clairement accentué depuis ces dix dernières années sous le double mouvement des évaluations nationales et internationales. Des écoles qui pouvaient être tournées principalement vers l'enseignement ont investi le champ de la recherche. Non seulement, certaines écoles forment avec et par la recherche, mais elles forment aussi maintenant pour la recherche. Ce tournant « recherche » est clairement perceptible via le changement de composition du corps enseignant, très largement constitué de titulaires d'un doctorat (ou parfois d'un PhD en ce qui concerne les écoles de commerce). L'accentuation de la compétition internationale pour recruter les meilleurs étudiants et enseignants a incité les établissements à investir dans la recherche, qui constitue le critère différenciant dans une logique de « concurrence positionnelle ». Des éléments font toutefois encore obstacle à ce mouvement que ce soit des logiques de réseau, de réputation au niveau national fondée sur d'autres critères, de poursuite encore faible des ingénieurs en doctorat ou encore l'organisation même de l'architecture des formations avec une très faible présence de la recherche dans les classes préparatoires aux grandes écoles. Si certaines écoles fonctionnent comme des opérateurs de recherche ou sont intégrées dans des politiques de site dynamiques, d'autres suivent sans être motrices, voire ont une faible production scientifique, ce qui est problématique au regard de leur statut et du devenir de leurs étudiants. La mission présente dans ce rapport 9 recommandations.

Fowler, B., Hansen, M., & Vegas, E. (2021). **Building skills for life. How to expand and improve computer science education around the world**. In <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3466> [Report]. Consulté à l'adresse Brookings Institution (États-Unis) website: https://www.brookings.edu/wp-content/uploads/2021/10/Building_skills_for_life.pdf

This report makes the case for expanding computer science education in primary and secondary schools around the world, and outlines the key challenges standing in the way. Through analysis of regional and national education systems at various stages of progress in implementing computer science education programs, the report offers transferable lessons learned across a wide range of settings with the aim that all

students—regardless of income level, race, or sex—can one day build foundational skills necessary for thriving in the 21st century. Why expand CS education? The economic argument The inequality argument Beyond economics 2. Global advances in expanding CS education Progress in expanding CS education across the globe Key barriers and challenges to expand CS education globally1. Providing access to ICT infrastructure to students and educators 2. Ensuring qualified teachers through teacher preparation and professional development 3. Fostering student engagement and interest in CS education4. Generating and using evidence on curriculum and core competencies, instructional methods, and assessment 3. Lessons from education systems that have introduced CS education Expanding tech-based jobs is a powerful lever for expanding CS education ICT in schools provides the foundation to expand CS education Developing qualified teachers for CS education should be a top priority Exposing students to CS education early helps foster demand, especially among underserved populations Engaging key stakeholders can help address bottlenecks When taught in an interactive, hands-on way, CS education builds skills for life

Gallagher-Mackay, K., Brown, R. S., Tam, G., & Corso, C. (2021). **Les retombées de la fermeture des écoles et du téléapprentissage en situation d'urgence sur la transition au niveau postsecondaire en 2020-2021: constatations préliminaires de Toronto.** In <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3468> [Report]. Consulté à l'adresse Conseil ontarien de la qualité de l'enseignement supérieur (Canada) website: <https://heqco.ca/fr/pub/les-retombees-de-la-fermeture-des-ecoles-et-du-teleapprentissage-en-situation-durgence-sur-la-transition-au-niveau-postsecondaire-en-2020-2021-constatations-preliminaires-de-toronto/>

La pandémie de COVID-19 a considérablement perturbé l'éducation, ce qui a soulevé des préoccupations au sujet des lacunes en matière d'apprentissage et des parcours des étudiants vers l'enseignement postsecondaire et par la suite. Des données américaines de l'automne 2020 ont montré une baisse sans précédent en un an des inscriptions d'étudiants à l'université et au collège, surtout dans le secteur des collèges communautaires. Toutefois, on en sait moins au sujet de l'incidence de la pandémie sur l'accès aux études postsecondaires au Canada, en particulier au sujet de la façon dont différents sous-groupes démographiques ont été touchés. Cette question est importante puisque la plupart des estimations donnent à croire que plus des deux tiers des emplois futurs — et les trois quarts de ceux des secteurs en expansion — nécessiteront une forme quelconque d'études postsecondaires (Système de projection des professions au Canada, 2019). Augmentation d'une année à l'autre des demandes et acceptations au niveau postsecondaire Les tendances varient selon le sous-groupe démographique Sexe Statut socioéconomique Race Besoins spéciaux en éducation et incapacité Les facteurs au niveau de l'école influent sur les demandes et les acceptations au niveau postsecondaire Prédicteurs traditionnels de l'accès aux études postsecondaires: Quelques changements pour les élèves ayant un rendement moyen Analyse Bibliographie

Grossmann, M., Reckhow, S., Strunk, K. O., & Turner, M. (2021). **All States Close but Red Districts Reopen: The Politics of In-Person Schooling During the COVID-19 Pandemic.** *Educational Researcher*, 50(9), 637-648. <https://doi.org/10.3102/0013189X211048840>

How did political factors and public health affect state and local education decisions during the COVID-19 pandemic, especially the continuation of in-person schooling? Using an original data set of state policies, we find that governors ordered school closures

in spring 2020 but left decisions to districts in the fall, regardless of partisanship. Analyzing local district reopening plans, however, we find that decisions were more tied to local political partisanship and union strength than to COVID-19 severity. Republicans in the public were also more favorable than Democrats toward in-person learning. States' decisions to leave reopening plans to their districts opened the way for the influence of local partisanship.

Hansen, P., & Puustinen, M. (2021). **Rethinking society and knowledge in Finnish social studies textbooks.** *Journal of Curriculum Studies*, 53(6), 857-873. <https://doi.org/10.1080/00220272.2021.1881169>

This paper discusses the relationship between knowledge and society in social studies by analysing how society is presented in four Finnish social studies textbooks currently in use in comprehensive education. Besides its empirical contribution, the paper examines the possibilities of applying Michael Young's understanding of powerful knowledge in social studies by complementing it with two additional theoretical approaches to society. Firstly, by applying Basil Bernstein's concept of recontextualisation, it is possible to elaborate on the way in which social studies textbooks reproduce societal power relations. Secondly, by observing the society of social studies textbooks in the light of Niklas Luhmann's social systems theory, it is possible to examine how social reproduction in social studies is related to temporal forms of knowledge in a functionally differentiated, multifaceted society. The findings indicate that due to the present-focused and institutional approach to society, the textbooks offer few tools for critical understanding and for changing society.

Hübner, N., Savage, C., Gräsel, C., & Wacker, A. (2021). **Who buys into curricular reforms and why? Investigating predictors of reform ratings from teachers in Germany.** *Journal of Curriculum Studies*, 53(6), 802-820. <https://doi.org/10.1080/00220272.2020.1870714>

Prior research suggests that teachers' positive perceptions of a reform are key when it comes to its successful implementation. The importance of teachers as enactors of change efforts results from their close tie to what is happening in the classroom. This suggests that without persuaded change agents, innovations are unlikely to be implemented coherently, and in turn, likely to fail. In this study, we investigated the relationships between different sets of predictors (specific to the teacher, the school, the reform, or support structures) and teachers' overall rating of a curricular reform. We found that teachers' perceived added value and their perceptions of specific reform aspects predicted overall reform ratings. Furthermore, we identified heterogeneity regarding the importance of specific predictors between different school tracks, which calls for increased attention to school context when considering teachers' perceptions of reforms.

Jarraud, F. (2021a, décembre 3). **Ce que la réforme du lycée a fait aux professeurs de SES.** Consulté 11 décembre 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/12/03122021Article637741116883145786.aspx?actId=ebwp0YMB8s1_OGEGsSDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=513418

L'Apes, association qui réunit la moitié des professeurs de SES, publie une intéressante étude sur les effets de la réforme du lycée sur les sciences économiques et sociales. D'un côté la réforme a rendu l'enseignement de SES obligatoire en seconde ce qui se traduit par une hausse du nombre d'élèves aussi en cycle terminal. Au total il y a 18% d'élèves en plus qui font des SES. D'autre part le nombre de postes a été réduit avec 223 postes

supprimés (-4%). « Cette baisse du nombre d'enseignant·e·s, alors même que le nombre d'élèves suivant un enseignement de SES a augmenté de 20%, se traduit par une dégradation des conditions de travail des élèves et des enseignant·e·s », écrit l'Apsep. « Alors qu'en 2018-2019, un·e enseignant·e de SES du public avait en charge en moyenne 125 élèves suivant un enseignement de SES, en 2020-2021 il ou elle doit assurer le suivi d'en moyenne 158 élèves, soit une augmentation de 26,4%. Chaque enseignant·e de SES a ainsi, depuis la réforme, pris en charge en moyenne une classe en plus ». Sauf que comme les divisions ont été revues, en fait les professeurs de SES suivent en moyenne 12 classes, un record.

Jarraud, F. (2021b, décembre 9). **Lycée : La réforme n'a pas fait disparaître les inégalités de genre et sociales**. Consulté 11 décembre 2021, à l'adresse Le café pédagogique website:

http://www.cafepedagogique.net/lexpresso/Pages/2021/12/09122021Article637746296842025325.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=513542

« Les six enseignements de spécialité les plus choisis sont les mathématiques, les SES, la physique-chimie, l'histoire-géographie, géopolitique et sciences politiques (HGGSP), les sciences de la vie et de la Terre (SVT) et langues. La doublette la plus fréquemment choisie est « mathématiques, physique-chimie », suivie de « HGGSP, SES » et « physique chimie, SVT », annonce une nouvelle Note de la Depp. « La sous-représentation des filles dans toutes les matières scientifiques, hors SVT, se confirme ». « Les élèves d'origine sociale très favorisée (39 % des élèves de terminale générale) sont surreprésentés dans les doublettes « mathématiques, physique-chimie » (54 %) et « HGGSP, mathématiques » (56 %) Inversement, les élèves d'origine sociale défavorisée (21 % des élèves de terminale) sont surreprésentés dans les doublettes « HLP, SES » (29 %), « humanités littérature et philosophie, LLCER » (27 %), « SVT, SES » (27 %) ». Alors que la réforme du lycée devait, selon ses concepteurs, mettre fin aux anciennes filières, force est de constater qu'elles sont toujours là et que les inégalités qui les portent également.

Jarraud, F. (2021c, décembre 10). **L'Unesco appelle à mieux contrôler l'enseignement privé**. Consulté 11 décembre 2021, à l'adresse Le café pédagogique website:

http://www.cafepedagogique.net/lexpresso/Pages/2021/12/10122021Article637747152027396737.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=513569

Dans le nouveau rapport mondial de suivi de l'éducation, l'Unesco révèle que seuls 27 % des pays interdisent explicitement aux écoles primaires et secondaires de poursuivre un but lucratif, ce qui va à l'encontre de la vision d'une scolarisation gratuite pour tous d'une durée de 12 ans. Seulement un peu plus de la moitié des pays interdisent les processus de sélection des élèves dans les écoles. Seuls 7 % des pays disposent de quotas permettant d'améliorer l'accès aux écoles pour les élèves défavorisés par le biais de mesures diverses. « En conséquence, les ménages des pays les moins développés consacrent une part disproportionnée de leurs revenus à l'éducation de leurs enfants. Ils assument 39 % des dépenses d'éducation dans les pays à revenu faible et intermédiaire inférieur, contre 16 % dans les pays à revenu élevé », souligne l'Unesco. Le rapport fait plusieurs recommandations : redoubler d'efforts pour garantir l'accès gratuit et financé par des fonds publics à 1 an d'enseignement préscolaire et 12 ans d'enseignement primaire et secondaire pour tous les enfants et les jeunes; établir des normes de qualité qui s'appliquent à tous les établissements d'enseignement étatiques et non étatiques;

renforcer la capacité des gouvernements à contrôler et à appliquer les réglementations et protéger l'éducation des intérêts particuliers qui la restreignent.

Jarraud, F. (2021d, décembre 14). **La crise sanitaire et les jeunes**. Consulté 15 décembre 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/12/14122021Article637750622375406230.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=513614

Quel impact a eu la crise sanitaire sur les jeunes ? La Depp (division des études du ministère de l'éducation nationale) publie une Note reprenant des données OCDE sur les études et l'emploi. D'une toute autre nature, une autre étude, du ministère de la Santé, fait le point sur les effets du confinement chez les jeunes.

Jarraud, F. (2021e, décembre 14). **Vincent Troger : L'invisible diversité des lycées professionnels**. Consulté 15 décembre 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/12/14122021Article637750619841422395.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=513614

« Le public des LP paraît à la fois beaucoup moins homogène que le discours dominant tend à le faire apparaître, et plus proche des autres publics de l'enseignement secondaire par les tensions internes et les modes de relations interpersonnelles qui le caractérisent. Cette tendance a logiquement été renforcée par la baisse des redoublements et la réforme du baccalauréat professionnel en trois ans (2008) qui ont rapproché les parcours des élèves de LP de ceux des élèves de lycées généraux et technologiques », explique Vincent Troger dans le numéro 23 de Carnets rouges , consacré au lycée professionnel. V Troger montre l'écart entre les LP des vieilles régions industrielles et les établissements de l'ouest. « Pour autant, les publics de LP présentent aussi un caractère propre que toutes les enquêtes à leur sujet ont relevé : l'importance qu'ils accordent à la qualité de l'encadrement. Toutes les enquête citées ici font le constat de la blessure narcissique dont une part majoritaire de ces publics témoigne à propos de leur scolarité au collège. L'écoute et l'empathie des enseignants de LP sont dans leurs discours fréquemment opposées à la distance manifestée par ceux des collèges, dont ils disent avoir souffert ».

Jézégou, A. (2021). **La « présence à distance » en e-Formation : comment la créer et à quelles conditions ? Plusieurs éléments essentiels de réponse**. *Portail de la fonction publique, carrière et parcours professionnel, rubrique « paroles d'experts »*. Consulté à l'adresse <https://www.fonction-publique.gouv.fr/la-presence-a-distance-e-formation-comment-la-cree-et-a-quelles-conditions-plusieurs-elements>

Lac, V. T., Antunes, A. C., Daniel, J., & Mackey, J. (2022). **What is the Role of Adult Facilitators in Critical Participatory Action Research? Employing Affective Labor While Navigating the Politics and the Perils Alongside Minoritized Youth Researchers**. *Educational Policy*, 36(1), 142-168. <https://doi.org/10.1177/08959048211059200>

Critical Participatory Action Research (CPAR) represents a tool for minoritized youth in shaping educational policies. Despite its promise, the politics of engaging in CPAR within structures ensnared in hegemonic ideologies can negate, devalue, and deny the contributions of youth voice. This study highlights how adult facilitators supporting youth researchers negotiate methodological tensions when the politics nested within

oppressive structures converge with the ideals of CPAR. Using LatCrit methodology and employing affective labor theory, this qualitative study offers four counterstories interrogating the role of adult allies in CPAR, navigating the politics and perils of engaging in this work alongside minoritized students.

Laurence, D. (2021). **La transformation inachevée de la formation dans la fonction publique territoriale.** *Formation emploi. Revue française de sciences sociales*, (155), 155-179. <https://doi.org/10.4000/formationemploi.9564>

Prise entre des injonctions globales de mutation de la formation et les besoins exprimés par les territoires au niveau microéconomique, la formation territoriale dispensée par le Centre national de la fonction publique territoriale (CNFPT) est en forte tension. Une mutation technologique est en cours, introduisant des innovations dans ses dispositifs de formation et augmentant l'interactivité. Nous nous interrogeons donc quant à la traduction de ces orientations dans les dispositifs, les contenus et les méthodes pédagogiques proposées. Pour cela, nous appliquerons une analyse statistique et textuelle à une partie de son offre de formation afin de faire ressortir les figures structurantes du champ actuel de la formation.

Lee, S. Y. (2021). **Rethinking teacher agency: cybernetics, action research, and the process-oriented rationality.** *Journal of Curriculum Studies*, 53(6), 821-840. <https://doi.org/10.1080/00220272.2020.1858451>

Teacher agency is often depicted in terms of autonomy, empowerment, and participation. This article examines how those democratic visions of teacher agency are (re)constructed during the post-World War Two period when social scientists were eager to find organized procedural reasons. To explain this, I historicize the shifted teachers' role from a 'participant' to a 'participant observer' in action research. The analysis focuses on this shift of teachers' positionality as embodying cybernetics rationales, which conceptualized the role of the observer as the agency for systemic change and knowledge production. The findings show that teachers, who participate in action research as teacher-researchers, follow mechanically applicable rules (e.g., action-oriented methodological principles) while having freedom to select the targets of the inquiry. Whereas it has empowered teachers to have an autonomous sense of agency, the empirical, methodological, and procedural orientation in action research leaves teachers' agential roles to be bounded with the self-referencing process to believe what is seen, rather than to consider the empirical representations in relation to cultural, historical, and social conditions. The study provides alternative ways to critically examine an individual's participation in organizational systems and reforms, methodocentrism in education research, and the role of observation for knowledge production.

Lee, T. T. (2022). **Reform at the Intersection of Loose Coupling and Pedagogic Modalities: The Case of Hong Kong.** *Education and Urban Society*, 54(1), 54-76. <https://doi.org/10.1177/00131245211001911>

This paper contributes to our understanding of the micro-policy experience of an implemented curriculum from the perspective of students, in addition to teachers, as the key coupling agents in the schools of a Chinese global city. Although the phenomenon of decoupling in educational policy is widely recognized, much less attention has been paid to the micro-dynamics involved in implementing education reform policy from the perspective of students and teachers. It is argued that these local actors' experiences are best captured by the bi-dimensional framework of loose coupling and pedagogic

modalities. This argument is illustrated through a case study of the implementation of the Liberal Studies reform under Senior Secondary Curriculum in Hong Kong since 2009. The study demonstrates how students and teachers interpret and make sense of policy, strategic, and practical needs manifested in the microprocesses of policy coupling and decoupling.

Mansfield, K. C., & Lambrinou, M. (2022). **"This is Not Who We Are": Students Leading for Anti-Racist Policy Changes in Alexandria City Public Schools, Virginia.** *Educational Policy*, 36(1), 19-56. <https://doi.org/10.1177/08959048211059214>

This paper centers the voices of students who successfully struggled alongside justice-minded school board members and other concerned citizens to create anti-racist policy changes in Alexandria City Public Schools, Virginia. Specifically, we examine the history behind, and political processes involved with, changing the names of two local schools due to the racist political commitments of their namesakes. Lessons learned include the need to carefully structure the policy change process to include students, families, and other community members in critical dialog and amplify the voices of those most impacted by the structural racism that needs to be dismantled: The students.

Marlat, D., & Perraud-Ussel, C. (2021). **Les étudiants inscrits dans les universités françaises en 2020-2021.** *Note d'information du SIES*, (12). Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/les-etudiants-inscrits-dans-les-universites-francaises-en-2020-2021-82342>

En 2020-2021, 1,65 million d'étudiants sont inscrits dans les universités françaises, effectif en hausse de 0,9 % en un an. Le nombre d'étudiants augmente en cursus licence (+1,7 %), est stable en cursus master et continue à diminuer en cursus doctorat (-2,3 %).

Mathou, C. (2021). **Vers un curriculum global ? Une perspective comparative sur les transformations curriculaires en France et au Québec.** *Revue française de pédagogie*, 212(3), 73-92. Consulté à l'adresse <http://www.cairn.info/revue-francaise-de-pedagogie-2021-3-page-73.htm>

Alors que la diffusion de formes basées sur une approche par compétences soulève la question de la standardisation des curricula et de l'efficacité globale, on sait peu de choses sur la façon dont ces tendances communes sont recontextualisées dans les contextes éducatifs nationaux. Cet article propose de retracer les transformations curriculaires en France et au Québec sur la période 2000-2015, à partir d'une analyse des textes qui constituent le curriculum formel. À la lumière de la sociologie du curriculum, la comparaison à la fois diachronique et synchronique permet de complexifier la vision de tendances mondiales uniformisantes, de souligner des recontextualisations nationales contrastées et de poser la question du pourquoi des différences observées.

Molle, D., & Wilfrid, J. (2021). **Promoting Multilingual Students' Disciplinary and Language Learning Through the WIDA Framework for Equitable Instruction.** *Educational Researcher*, 50(9), 585-594. <https://doi.org/10.3102/0013189X211024592>

This article explores the development of a guidance document titled the "Framework for Equitable Instruction" (Framework), which aims to support multilingual students' content-area learning and language development. The Framework was developed by WIDA, a national consortium of states, as part of its system of language standards, assessments,

and professional learning. The article discusses the Framework using a protocol originally created for the alignment of content-area and language standards. The protocol highlights the rigorous theoretical foundations of the Framework, the research-based rationale behind its conceptualization of language trajectories, and the tight linkages between the Framework, content-area standards, and classroom instruction. The systematic exploration of the Framework's features in this article can inform the future design of language standards and related documents and serve as a foundation for the constructive critique of existing ones.

OECD. (2021a). **Resourcing Higher Education in the Flemish Community of Belgium**. Consulté à l'adresse https://www.oecd-ilibrary.org/fr/education/resourcing-higher-education-in-the-flemish-community-of-belgium_3f0248ad-en

The report on Resourcing Higher Education in the Flemish Community of Belgium is the first in a series of publications produced by the OECD's Resourcing Higher Education Project. This project aims to develop a shared knowledge base for OECD member...

OECD. (2021b). **Strengthening Early Childhood Education and Care in Ireland: Review on Sector Quality**. Consulté à l'adresse https://www.oecd-ilibrary.org/fr/education/strengthening-early-childhood-education-and-care-in-ireland_72fab7d1-en

In supporting children's development, countries invest in the future successes of economies and societies. Awareness of the critical role early childhood education and care (ECEC) plays in setting a strong foundation for children's learning,...

Passaro, V., Venant, F., Boucher, M., & Verret, C. (2021). **Passage à distance de l'enseignement en mathématiques au secondaire dans le contexte de la pandémie de COVID-19: entrevue avec deux conseillères pédagogiques**. *Revue hybride de l'éducation*, 5(1), 136-150. <https://doi.org/10.1522/rhe.v5i1.1223>

Face à la situation hors du commun provoquée par la pandémie de 2020, les milieux scolaires se sont adaptés rapidement pour offrir l'enseignement à distance au primaire et au secondaire. Comment cette situation a-t-elle été vécue par les enseignants ? Quels ont été les impacts sur leur enseignement ? Cet article propose de partager quelques réflexions autour de ces questions, issues d'une entrevue menée avec deux conseillères pédagogiques en mathématiques. Nous constatons notamment que le changement brusque des modalités d'enseignement lève le voile sur des problèmes plus profonds, ne nous laissant pas d'autre choix que « de déterrer de vieux squelettes ».

Poulet-Coulibando, P., & Masson, L. (2021). **Effets de la crise sanitaire sur les études et l'emploi des jeunes de 18 à 24 ans en 2020, en France et dans les pays de l'OCDE**. *Note d'information*, (21.44). Consulté à l'adresse <https://www.education.gouv.fr/effets-de-la-crise-sanitaire-sur-les-etudes-et-l-emploi-des-jeunes-de-18-24-ans-en-2020-en-france-et-326563>

En 2020, la part des jeunes de 18 à 24 ans qui ne sont pas en études et n'occupent pas d'emploi est stable par rapport à 2019 en France et dans plusieurs pays européens. En revanche, cette part augmente fortement en Amérique du Nord. Les pays où la part de jeunes ni en études ni en emploi sont en forte hausse sont ceux où les taux d'emploi de l'ensemble des 20-64 ans chutent. Les mesures de maintien dans l'emploi, telles que l'activité partielle pratiquée par de nombreux pays européens, dont la France, ainsi que

des mesures spécifiques aux jeunes semblent avoir atténué, en 2020, le choc de la crise sanitaire sur le marché du travail. En France, les jeunes de 18-24 ans ont moins souvent été en emploi en 2020 qu'en 2019 mais ont été plus nombreux en études. Ces derniers ont eu moins de possibilités de financer leurs études au moyen de « petits boulots » ou d'accomplir le stage de fin d'études et la mobilité internationale prévus. En 2020, un à quatre ans après la fin des études, 28 % des peu diplômés occupaient un emploi (29 % en 2019) contre 82 % des diplômés de l'enseignement supérieur long, souvent à domicile, et 68 % des jeunes en moyenne.

Rodrigues, J. (2021). **Get More Eyes on Your Work: Visual Approaches for Dissemination and Translation of Education Research.** *Educational Researcher*, 50(9), 657-663. <https://doi.org/10.3102/0013189X211035351>

This article suggests two approaches for sharing education research based on a model of research dissemination for Twitter pioneered by the medical community. The first approach is the visual abstract that reflects a visual summary of a study's textual abstract. Evidence demonstrates that compared with a text-alone approach, the visual abstract yields eight times as many shares on Twitter and three times as many people clicking to access the full article. The second strategy is the translational visual abstract that is designed for sharing education research with nonscientific audiences. I provide a general overview of using Twitter for research dissemination, describe each visual approach and share step-by-step design guidelines, offer recommendations for using these visuals for dissemination purposes, and conclude with future directions for investigating the effectiveness of visual abstracts and translational visual abstracts for communicating education research.

Rodriguez, L. A., & Hunter, S. B. (2021). **Making Do: Why Do Administrators Retain Low-Performing Teachers?** *Educational Researcher*, 50(9), 673-676. <https://doi.org/10.3102/0013189X211039450>

Previous reports suggest that administrators rarely dismiss low-performing teachers despite the changing policy landscape allowing them to do so. This brief uses survey data from Tennessee to investigate the underlying reasons explaining administrators' decisions to retain low-performing teachers. The presented analysis suggests that administrators largely retain low-performing teachers due to a persistent belief that these teachers will improve with time; further analysis presents some evidence regarding observable improvement among low-performing teachers. The brief concludes with a brief discussion of implications for policy and practice.

Säily, L., Huttunen, R., Heikkinen, H. L. T., Kiilakoski, T., & Kujala, T. (2021). **Designing education democratically through deliberative crowdsourcing: the case of the Finnish curriculum for basic education.** *Journal of Curriculum Studies*, 53(6), 841-856. <https://doi.org/10.1080/00220272.2020.1857846>

In Finland, curriculum design is allegedly carried out through a deliberative process that involves various stakeholders, interest groups, experts and ordinary citizens. To facilitate participation in curriculum design, online crowdsourcing has been applied. The objective of this study is to explore to what extent the design process of the latest Finnish national curriculum for mathematics was open, democratic and deliberative. The theoretical framework of the study is the theory of democratic will-formation of the German philosopher Jürgen Habermas. The comments given on the early version of the core curriculum of mathematics were analysed using directed content analysis, in which the

above theory was applied. In the empirical analysis, the comments on the core curriculum were divided into three categories based on the quantity and quality of the arguments: strong, medium and weak modifications. Based on this empirical analysis, it is argued that majority of modifications suggested by commenters did not play a significant role in the curriculum design. Thus, in terms of the theory of democratic will-formation, there are legitimate reasons to suspect that the process was not as democratic as it was intended to be. To conclude, limits and opportunities for deliberative democracy in curriculum design are reflected upon.

Sheth, M. J., & Salisbury, J. D. (2022). **“School’s a Lie”**: Toward Critical Race Intersectional Pedagogy for Youth Intellectual Activism in Policy Partnerships. *Educational Policy*, 36(1), 100-141. <https://doi.org/10.1177/08959048211059478>

Equity-oriented school improvement driven by neoliberal policies focuses attention on a narrow range of inequities. Such policies fail to achieve substantive transformations that address educational constraints experienced by multiply-marginalized youth of color. We engage a critical race and intersectional feminist examination of our pedagogy in a youth voice initiative designed to facilitate multiply-marginalized youth of color participation in district policy partnership. Our analysis presents practices that were consequential for supporting youth intellectual activism in policy conversations. We propose a model for critical race intersectional pedagogy that relates these practices and underlying ideological principles to supporting expansive transformative policy partnerships.

Vélez, Á. L. (2022). **Puerto Rican Student Activism and Enacting Consciousness in Chicago: Learned Lessons and Implications for Practice**. *Educational Policy*, 36(1), 199-207. <https://doi.org/10.1177/08959048211059535>

This research study focuses on how the racialized experiences of second-generation Puerto Rican student activists in Chicago during the social movement era increased their political identity to demand structural changes in secondary and college contexts. Drawing from over a dozen interviews and 100 source materials, this research uncovers the relationship between racialization, political consciousness, and community-engaged student activism. The study concludes by highlighting lessons learned and implications for practice.

Welton, A. D., & Harris, T. O. (2022). **Youth of Color Social Movements for Racial Justice: The Politics of Interrogating the School-to-Prison Pipeline**. *Educational Policy*, 36(1), 57-99. <https://doi.org/10.1177/08959048211059728>

Youth social movements for racial justice, especially against police violence, are on the rise. And this broader policy landscape is reflective of how youth are addressing racism in policing in their local context. Therefore, by drawing upon scholarship related to Black Radicalism, activism, and social movements, this study examines how youth of color activists are fighting against the overpolicing of their schools and communities in two specific contexts: Wake County, North Carolina and Chicago, Illinois. This study demonstrates how context shapes youth of color social movement building, that youth are strategic in how they employ activism, and ultimately adults can either impede or help advance youth's demands for justice.

Welton, A. D., Mansfield, K. C., & Salisbury, J. D. (2022). **The Politics of Student Voice: The Power and Potential of Students as Policy Actors.** *Educational Policy*, 36(1), 3-18. <https://doi.org/10.1177/08959048211059718>

Historically and contemporarily students have been critical to bringing issues of justice in education policy to the fore. Yet, there have been limited formal spaces that elevate student voice scholarship in educational policy. In response, this Politics of Education Association (PEA) Yearbook Issue of Educational Policy aims to serve as a platform for opening up new areas for investigation, especially connections between theory to practice specific to student voice in educational policy and the politics of education. This collection of feature articles and research briefs offer diverse examples of how students are influencing change in education policy and practice, while also presenting the political realities and tensions that emerge when students participate in policy leadership activities.

Xu, S. (2021). **The legitimization of textbook reform: Strategies and challenges in China.** *Journal of Curriculum Studies*, 53(6), 749-764. <https://doi.org/10.1080/00220272.2021.1925745>

This study employs textbooks and legitimacy theories to examine the complexity of legitimizing China's textbook reform, planned since 2012, for three ideologically-laden subjects (Chinese language, History, and Morality and Law). Specifically, it explores why, to whom, and how China's Ministry of Education legitimized this textbook reform, which conflicted with previous textbook policy and official knowledge but echoed changes of governance during President Xi Jinping's terms. These questions were answered with a documentary analysis drawing on public primary and secondary resources. The study argues that the textbook reform was more for political than educational purposes. Specifically, to justify these changes, the Ministry addressed concerns about textbook quality to gain public acceptance and showed political correctness to seek Xi's endorsement. However, the Ministry used coercion to subordinate the former to the latter when promoting and implementing new textbooks highlighting Xi's vision for and views on China's development. This suggests that displaying political loyalty and correctness trumps public accountability in China's governance and education.

Pratiques enseignantes

Athias, F. (2021). **Une ingénierie coopérative pour partager des connaissances.** *Education didactique*, 16(3), 85-101. Consulté à l'adresse <http://www.cairn.info/revue-education-et-didactique-2021-3-page-85.htm>

Dans le cadre d'une ingénierie coopérative, avec des professeurs, nous envisageons de réfléchir aux enjeux de l'enseignement de la géométrie plane. Les professeurs concernés sont des spécialistes de l'enseignement à des élèves rencontrant des difficultés durables d'apprentissage. Nous nous intéressons aux problèmes de la pratique, partagés à partir de ce qui se passe en classe de géométrie lorsqu'un logiciel de géométrie dynamique est introduit : les habitudes des élèves ayant des difficultés d'apprentissage et des professeurs en sont modifiées. Dans le même temps, les rencontres entre professeurs et chercheurs ont également pour effet de modifier leurs habitudes respectives. Nous faisons l'hypothèse que ces changements sont favorables aux échanges d'une part dans la classe, et d'autre part dans le collectif professeurs-chercheurs. Les résultats portent sur une meilleure compréhension de la pratique en géométrie et sur une transformation (locale) des pratiques.

Barry, S., Ouellet, K., & Perron, É. (2021). **Perspectives croisées sur des pratiques effectives d'enseignement observées dans des classes de mathématiques au secondaire : de la classe traditionnelle à la classe intégrant le TNI.** *Revue hybride de l'éducation*, 5(1), 31-55. <https://doi.org/10.1522/rhe.v5i1.750>

Nous revisitons la question de la valeur ajoutée des TIC en contrastant ce qui se passe dans la classe traditionnelle avec la réalité de la classe intégrant les TIC. Les données collectées et analysées sont issues d'une recherche collaborative faite avec des enseignants de mathématiques au secondaire. Nous avons mis en évidence un risque de régressions de l'activité mathématique en classe TIC en dépit des nombreux avantages liés à l'intégration des TIC. Nous proposons de mieux accompagner les enseignants utilisant les TIC afin de bien les outiller à faire face aux phénomènes d'appauvrissement ou d'enrichissement de l'activité et de l'outil.

Buthmann, V., Ziegler, A., & Janin, M. (2021). **Les effets du coenseignement sur l'apprentissage d'élèves de collège : étude comparative.** *Revue hybride de l'éducation*, 5(1), 121-135. <https://doi.org/10.1522/rhe.v5i1.1172>

Une Professeure de collège (PLC) et une Professeure spécialisée (PES) voulant mesurer l'efficacité de leur action pédagogique conjointe ont mené une étude sur deux groupes d'élèves de 6e, l'un bénéficiant de coenseignement PLC-PES, l'autre bénéficiant d'un enseignement classique (uniquement PLC). Toutes choses étant égales par ailleurs, elles ont montré que les résultats scolaires après une séquence d'enseignement-apprentissage étaient meilleurs pour les élèves ayant bénéficié du coenseignement. L'analyse des séances révèle que le coenseignement favorise l'engagement des élèves et leur maintien dans l'activité en apportant une aide plus ciblée aux difficultés qu'ils rencontrent et en renforçant leur sentiment de compétence.

Carpentier, G., Sauvageau, C., & Roy, N. (2021). **Enjeux autour de la pratique enseignante en contexte d'enseignement distancié.** *Revue hybride de l'éducation*, 5(1), 1-30. <https://doi.org/10.1522/rhe.v5i1.1219>

Au primaire, le retour en classe à l'automne 2020, marqué par une distanciation physique entre les élèves et les enseignants, pose certains enjeux. Cet enseignement distancié influence notamment la pratique enseignante par l'ajustement des gestes professionnels au regard des diverses préoccupations éducatives, soit le pilotage, l'atmosphère, le tissage, l'étayage et les savoirs visés. Cet article présente les résultats issus d'une recherche descriptive, dont la collecte de données a permis d'interroger dix enseignantes du primaire à propos de l'ajustement de leurs pratiques en contexte d'enseignement distancié. Les résultats révèlent des adaptations prédominantes des pratiques relativement à l'atmosphère et aux savoirs visés.

Duclos, M., Le Hebel, F., Tiberghien, A., Montpied, P., & Fontanieu, V. (2021). **Élaboration d'un modèle de difficulté de questions évaluant la culture scientifique des élèves.** *Education didactique*, 16(3), 103-131. Consulté à l'adresse <http://www.cairn.info/revue-education-et-didactique-2021-3-page-103.htm>

Les difficultés des questions posées dans le cadre des évaluations ne sont pas toujours faciles à anticiper par des enseignants ou des concepteurs de tests même si cette expertise est pourtant cruciale. Cet article se concentre sur l'établissement a priori des caractéristiques des questions qui expliqueraient les difficultés des élèves, difficultés dont certaines possiblement spécifiques du milieu socio-économico-culturel et du niveau de

performance des élèves. Notre étude a donc consisté à élaborer un modèle prédictif des difficultés de questions relevant de la culture scientifique. Pour cela, nous prenons l'exemple des tâches de culture scientifique de l'enquête internationale PISA 2015. Cela nous permet de discuter la construction de notre modèle, les attentes de résultats qu'il peut induire et l'implication de ce type d'études pour l'enseignement et la conception d'évaluations en sciences.

El M'hamedi, Z. (2021). **Difficultés de compréhension du concept de niveau de signification.** *Education didactique*, 16(3), 133-164. Consulté à l'adresse <http://www.cairn.info/revue-education-et-didactique-2021-3-page-133.htm>

Bien que le concept de niveau de signification semble être simple tel que le suggère sa définition qui l'introduit comme la probabilité de données sachant la véracité de l'hypothèse statistique nulle, il demeure la source essentielle et la cause majeure de la plupart des difficultés que rencontrent les apprenants et même les professionnels en termes d'appréhension des tests statistiques. L'objectif de cet article est de présenter un ensemble d'aspects d'incompréhensions éventuelles des apprenants, relatifs à ce concept fondamental dans les procédures sous-jacentes aux tests d'hypothèse. Afin de mener à bien ce projet, nous avons choisi un échantillon constitué de 150 individus, auquel nous avons administré un questionnaire composé de neuf questions, impliquant tels aspects. Les résultats auxquels nous sommes arrivés ont mis en évidence plusieurs anomalies, dont la prise en compte ne peut, d'une manière générale, qu'améliorer l'apprentissage des tests statistiques.

Erduran, S., Ioannidou, O., & Baird, J.-A. (2021). **The impact of epistemic framing of teaching videos and summative assessments on students' learning of scientific methods.** *International Journal of Science Education*, 43(18), 2885-2910. <https://doi.org/10.1080/09500693.2021.1998717>

The incorporation of epistemic aspects of science in science education continues to be a challenge for researchers and practitioners. The paper presents an empirical study investigating how epistemic framing of scientific methods can be incorporated in science teaching, learning and summative assessment, and what impact such framing has on student learning outcomes. The study was conducted with 969 secondary students taught by 152 teachers from a national sample in England. Teaching videos and summative assessments were framed by Brandon's Matrix, a theoretical framework derived from the work of a philosopher of science and focusing on the diversity of scientific methods ranging from hypothesis testing to non-manipulative parameter measurement. The findings are discussed, including (a) the students' views on the teaching videos and summative assessments, (b) the impact of the teaching videos on students' understanding of the epistemic aspects of scientific methods and (c) students' performance on summative assessments in the context of science topics covered in high-stakes examinations in England. The findings suggest that the students' understanding of scientific methods significantly improved after watching the videos. Furthermore, the students' performance on the summative assessment items indicated a high level of accuracy in responses.

Finn, R. (2021). **How pedagogical diversity can afford parallaxes of competence: towards more inherently inclusive school.** *International Journal of Inclusive Education*, 25(14), 1559-1576. <https://doi.org/10.1080/13603116.2019.1642400>

An historical commitment to child-centred pedagogy notwithstanding, classrooms for an increasing diversity of young people are constituted by their constrained affordances for learning; a single teacher, configurations of tables and chairs, and digital resources. The remit of teaching in such confines perpetuates passivity, a one size fits all approach, and variations of twenty 'somethings', complimenting testing as evidence of learning. This article draws from a critical ethnographic case study in a mainstream primary school of an appropriated space, one of detournement (Lefebvre, H. 1974. *The Production of Space*. Oxford, UK: Blackwell.) from classroom to Studio – a maker-space, and contemplates how the pedagogical diversity afforded by the altered space and its operations, contributed to inclusivity at the site. Ecological psychology, a theoretical tool to better understand the mutuality of person and place, is utilised to analyse and explain how this repurposed classroom and its altered pedagogy flipped notions of success, causing parallaxes of competence. The implications of these findings include not only evidence of the need to pursue the diversification of pedagogical approaches that support learning in schools, but also the need for further consideration to how success might benefit from locally agreed outcomes that consider place-resonance. This research particularly contributes to a research gap that exists to specify exactly how child-centred pedagogy supports a more inherently inclusive school.

Gaillard, V. M. (2021). ***Etude de l'acculturation scientifique d'enfants de maternelle pour une éducation à l'environnement et au développement durable. Conceptions d'enfants de cinq ans sur le cycle de la matière organique, et modalités de transmission lors de pratiques familiales de compostage.*** (Phdthesis, Université de Bretagne Occidentale). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03454224>

Cette thèse s'intéresse à l'entrée des jeunes enfants dans une première culture scientifique, visant la construction de savoirs dans le contexte de pratiques quotidiennes dans les familles. La recherche porte sur les pratiques de compostage domestique des déchets organiques. L'enjeu est de croiser une étude didactique des conceptions enfantines sur le compostage, et une étude sociologique des modalités de construction de ces conceptions au travers de la transmission familiale. L'analyse repose sur une enquête empirique par entretiens avec 48 enfants âgés de cinq ans, ainsi qu'avec leurs parents. Après avoir catégorisé les conceptions en trois niveaux selon leur distance aux savoirs visés, la thèse croise les niveaux de compréhension des enfants aux caractéristiques familiales et aux pratiques de gestion des déchets.

Galand, B., & Janosz, M. (2020). ***Améliorer les pratiques en éducation: qu'en dit la recherche ?*** <https://pul.uclouvain.be/book/?gcoi=29303100499330>

L'amélioration des pratiques constitue un enjeu majeur pour renforcer l'efficacité de nos systèmes éducatifs et réduire les inégalités qui y sont liées. Le but de l'ouvrage est de présenter aux lecteurs francophones les apports de la recherche en éducation par rapport à cet enjeu. Comment expliquer le peu d'impact des connaissances scientifiques sur les pratiques éducatives ? Quels sont les obstacles à l'utilisation de l'apprentissage coopératif – qui a largement montré son efficacité – par les enseignants ? Quels sont les facteurs qui contribuent à l'implantation de pratiques fondées sur la recherche ? Quel rôle le leadership pédagogique des directions d'établissement peut-il jouer dans l'amélioration des pratiques ? À quelles conditions la formation continue des enseignants peut-elle favoriser les apprentissages des élèves ? Comment concevoir des outils didactiques qui stimulent ces apprentissages ? Comment rendre plus accessibles les connaissances issues de la recherche en éducation ?

Comment soutenir la recherche collaborative en éducation ? Voilà les questions auxquelles les auteurs – tous experts reconnus dans leur domaine – tentent de répondre au fil des chapitres de cet ouvrage, en s'appuyant sur les éclairages issus des études scientifiques récentes. Loin d'une vision unidirectionnelle du rapport entre recherche et pratique, cet ouvrage vise à nourrir la réflexion et l'échange. Cet ouvrage s'adresse aux formateurs, aux conseillers pédagogiques, aux chefs d'établissement, aux gestionnaires, aux étudiants en éducation aussi bien qu'aux chercheurs et à toute personne intéressée par l'amélioration des pratiques en éducation.

Garzón Díaz, K. D. R., & Goodley, D. (2021). **Teaching disability: strategies for the reconstitution of disability knowledge**. *International Journal of Inclusive Education*, 25(14), 1577-1596. <https://doi.org/10.1080/13603116.2019.1640292>

As teachers of disability studies, working with students from the health and psychological sciences, we tackle some of our pedagogical challenges and offer productive possibilities. We begin by introducing the offerings of disability studies and then consider our first question: how might we invite disability into our teaching? We introduce a Spanish tale – Por cuatro esquinitas de nada – that, while aimed at children and not explicitly engaged with a disability, permits us to engage in inter-textual analyses of disability. We find that students move through different stages of what we term distinction, idealisation and invisibility/concealment. We then address our second question – what does it mean to teach disability? We answer this with reference to the generative practices of two teaching methodologies: disposal and disavowal. We conclude the paper by considering the importance of generating critical theories of disability.

Jarraud, F. (2021a, décembre 3). **Ce que la réforme du lycée a fait aux professeurs de SES**. Consulté 11 décembre 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/12/03122021Article637741116883145786.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=513418

L'ApSES, association qui réunit la moitié des professeurs de SES, publie une intéressante étude sur les effets de la réforme du lycée sur les sciences économiques et sociales. D'un côté la réforme a rendu l'enseignement de SES obligatoire en seconde ce qui se traduit par une hausse du nombre d'élèves aussi en cycle terminal. Au total il y a 18% d'élèves en plus qui font des SES. D'autre part le nombre de postes a été réduit avec 223 postes supprimés (-4%). « Cette baisse du nombre d'enseignant·e·s, alors même que le nombre d'élèves suivant un enseignement de SES a augmenté de 20%, se traduit par une dégradation des conditions de travail des élèves et des enseignant·e·s », écrit l'ApSES. « Alors qu'en 2018-2019, un·e enseignant·e de SES du public avait en charge en moyenne 125 élèves suivant un enseignement de SES, en 2020-2021 il ou elle doit assurer le suivi d'en moyenne 158 élèves, soit une augmentation de 26,4%. Chaque enseignant·e de SES a ainsi, depuis la réforme, pris en charge en moyenne une classe en plus ». Sauf que comme les divisions ont été revues, en fait les professeurs de SES suivent en moyenne 12 classes, un record.

Jarraud, F. (2021b, décembre 6). **AFAE : Débattre à l'école ?** Consulté 11 décembre 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/12/06122021Article637743668195975679.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=513456

Quelle est la place du débat dans l'Ecole française ? Pour traiter cette question, la revue de l'AFAE (Administration & éducation n°172) convoque à la fois Alain Boissinot, ancien Dgesc, ancien directeur de cabinet et Jean-Michel Le Baut, professeur de lettres que les lecteurs du Café connaissent bien. Cela nous vaut un numéro davantage tourné vers le terrain. Dans ce numéro des professeurs de plusieurs disciplines montrent comment le débat peut trouver place en classe en lien avec la formation disciplinaire et l'EMI. La question du débat est ainsi posée au plus près des pratiques alors qu'elle a bien du mal à émerger, malgré le grand oral, dans une institution où la transmission et les fondamentaux sont à l'honneur. A Boissinot et les enseignants montrent pourtant que le débat peut servir l'un et l'autre. Alors si le débat a du mal à trouver sa place dans l'Ecole, c'est peut-être une question de valeurs. L'Ecole prépare t-elle vraiment à une société démocratique ?

Jarraud, F. (2021c, décembre 8). **Un Mooc sur les 5 focales de R Goigoux**. Consulté 11 décembre 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/12/08122021Article637745419372658999.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=513516

Roland Goigoux a synthétisé les principaux résultats des recherches en éducation et identifié 19 critères permettant de décrire les caractéristiques des pratiques pédagogiques les plus efficaces. Il a groupé ces critères en cinq rubriques, cinq points de vue à partir desquels observer et analyser une pratique d'enseignement : Planification, Régulation, Explicitation, Motivation et Différenciation. Il propose un mini MOOC qui vise une double amélioration : celle des apprentissages professionnels des enseignants dans le but de favoriser les apprentissages des élèves.

Kalali, F. (2021, décembre 13). **L'enseignement des sciences aujourd'hui**. Consulté 13 décembre 2021, à l'adresse The Conversation website: <http://theconversation.com/lenseignement-des-sciences-aujourd'hui-164799>

De nouveaux contenus et compétences ont été introduits dans les programmes, redessinant les contours d'une éducation scientifique qui s'empare de questions débattues dans l'espace public.

Kulgemeyer, C., Kempin, M., Weißbach, A., Borowski, A., Buschhüter, D., Enkrott, P., ... Vogelsang, C. (2021). **Exploring the impact of pre-service science teachers' reflection skills on the development of professional knowledge during a field experience**. *International Journal of Science Education*, 43(18), 3035-3057. <https://doi.org/10.1080/09500693.2021.2006820>

The process of reflection is assumed to be important for developing professional knowledge through practical experience in science teaching. However, this claim requires more evidence, based on a clear definition of reflection. The main goal of the present study is to explore how reflection skills influence the development of professional knowledge gained through teaching experience. Before and after a five-month field experience, we have measured pre-service physics teachers' professional knowledge and reflection skills (N = 94; 133 cases pre and post from four German universities). We also collected data for learning opportunities during the field experience (e.g. the number of taught lessons). The present study uses a novel standardized digital simulation of collaborative oral reflections to measure reflection skills (performance assessment), as a way of increasing validity compared to self-reports. The data have been analyzed

using path analysis. The main results show that reflection skills before a field experience impact the development of content knowledge ($\beta = 0.231^*$) and pedagogical knowledge ($\beta = 0.354^{**}$) during the field experience. Regarding the learning opportunities during the field experiences, we develop the following evidence-based post-hoc hypothesis: the more pre-service science teachers are enculturated into a community of practical teachers, the less (academic) content knowledge and pedagogical content knowledge they acquire during a field experience. Consequences for science teacher education will be discussed.

Lee, V. R., Wilkerson, M. H., & Lanouette, K. (2021). **A Call for a Humanistic Stance Toward K–12 Data Science Education.** *Educational Researcher*, 50(9), 664-672. <https://doi.org/10.3102/0013189X211048810>

There is growing interest in how to better prepare K–12 students to work with data. In this article, we assert that these discussions of teaching and learning must attend to the human dimensions of data work. Specifically, we draw from several established lines of research to argue that practices involving the creation and manipulation of data are shaped by a combination of personal experiences, cultural tools and practices, and political concerns. We demonstrate through two examples how our proposed humanistic stance highlights ways that efforts to make data personally relevant for youth also necessarily implicate cultural and sociopolitical dimensions that affect the design and learning opportunities in data-rich learning environments. We offer an interdisciplinary framework based on literature from multiple bodies of educational research to inform design, teaching and research for more effective, responsible, and inclusive student learning experiences with and about data.

Mazenod, A. (2021). **Classes de niveau: variations internationales dans les regroupements d'élèves et la constitution de classes au collège.** *Revue française de pédagogie*, 212(3), 93-108. Consulté à l'adresse <http://www.cairn.info/revue-francaise-de-pedagogie-2021-3-page-93.htm>

Cet article synthétise les apports récents de la recherche internationale sur les pratiques liées à la constitution de classes de niveau au collège. L'article explicite les usages terminologiques anglo-saxons courants dans ce domaine et défend la pertinence de ces recherches pour les politiques éducatives en France. L'article s'appuie en particulier sur les résultats d'une importante étude, menée récemment en Angleterre, sur la mixité sociale, les expériences scolaires et la pédagogie dans les classes de niveau. L'article explore également les raisons expliquant la prédominance de ces pratiques dans le contexte anglais et les difficultés rencontrées pour les faire évoluer.

Merle, P. (2021). **Les classes sans note: quel bilan?** *Les Cahiers Pédagogiques*, (568), 46-48. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03463206>

Mouton-Légrand, B. (2020). **Éducation technologique et dispositifs au collège: investigation didactique et curriculaire** (Phdthesis, Université de Paris). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03464686>

Dans le contexte de la reconfiguration curriculaire contemporaine, qui tend à dédiscipliniser les enseignements scolaires, les textes officiels concernant le collège prescrivent des moments et des contenus inscrits dans l'enseignement de « technologie » et d'autres inscrits dans des dispositifs non disciplinaires ou interdisciplinaires tels que les parcours Avenir, d'éducation artistique et culturelle, citoyen ou éducatif de santé,

l'éducation aux médias et à l'information, l'enseignement moral et civique ou les enseignements pratiques interdisciplinaires. Ces prescriptions définissent ainsi un curriculum composite dont la mise en œuvre suppose le repérage par les enseignants et les élèves des liaisons intracurriculaires entre les éléments divers et hétérogènes qui le composent. La recherche investigate l'identification de ces liaisons intracurriculaires par les enseignants et les élèves et vise la mise au jour des déterminants de ce repérage. Les analyses des discours des enseignants de technologie et de leurs élèves, recueillis par questionnaires d'enquête (auxquels répondent 83 enseignants et 313 collégiens) et par entretiens semi-directifs (auprès de 18 professeurs et 20 collégiens) durant l'année scolaire 2016-2017, mettent en évidence les difficultés des enseignants à intégrer ces dispositifs à l'enseignement disciplinaire qu'ils dispensent. Par ailleurs, les données et les analyses mettent en lumière, d'une part, la plus ou moins grande réussite des élèves à identifier ces liaisons intracurriculaires et à se représenter la figure d'ensemble de ce curriculum composite ; d'autre part que ce qui facilite ou empêche cette élaboration n'est pas corrélé au niveau de réussite scolaire des élèves. Différents déterminants de cette élaboration sont identifiés : la porosité des frontières disciplinaires, les pratiques d'enseignement et la culture de l'établissement ainsi que les caractéristiques socio-scolaires des élèves. La mise en évidence des difficultés d'appropriation et de mise en œuvre de ce curriculum composite et de ces liaisons intracurriculaires ouvre la discussion des contenus de formation initiale et continue des enseignants pour qu'ils puissent en construire une figure d'ensemble.

Oh, M. H., & Mancilla-Martinez, J. (2021). **Elementary Schoolteachers' Bilingual Development Beliefs and English Learners' English Reading Comprehension Achievement.** *The Elementary School Journal*, 122(2), 165-190.
<https://doi.org/10.1086/716899>

Research on elementary schoolteachers' beliefs about dual language development and its relation to English learners' (ELs) achievement is scant, despite the increasing representation of ELs in US classrooms. To address this gap, this study investigates: (1) teacher beliefs about ELs' dual language development and (2) associations between teacher beliefs about ELs' dual language development and ELs' English reading comprehension achievement. Principal component analyses revealed six teacher belief factors about dual language learning, and multilevel analyses suggested that teachers' asset view and bilingual development understanding of dual language learning and development positively predicted English reading comprehension, whereas lenient expectations and English-only achievement showed an opposite relation.

Park, M., & Flores, R. (2021). **Developing a questionnaire to measure preservice elementary teachers' emotions for teaching science and mathematics.** *International Journal of Science Education*, 43(18), 2911-2935.
<https://doi.org/10.1080/09500693.2021.2001072>

The purpose of this study was to develop a questionnaire to measure elementary preservice teachers' emotions about teaching science and mathematics. To achieve this goal, a questionnaire, Teacher Emotion for teaching Science and Mathematics (TESaM), was designed and pilot and field tested with a sample of preservice elementary teachers in the United States. Using the rating scale Rasch model, results showed that the TESaM can produce reliable and valid measures of preservice teachers' emotions concerning teaching science and mathematics. Based on measures from the TESaM, we found that elementary preservice teachers had more positive emotions about teaching

science than about teaching mathematics. Additionally, when comparing emotions overall, preservice elementary teachers experienced greater Anxiety than Anger and Joy over teaching both content areas. Implications for teacher educators and future research are discussed.

Redondo, C., & Ladage, C. (2021). **L'hétérogénéité des fondements épistémologiques dans l'éducation au développement durable : Conditions et contraintes à l'évolution des modèles pédagogiques.** In *Expériences pédagogiques depuis l'Anthropocène*. <https://doi.org/10.17184/eac.9782813004239>

Ce chapitre s'intéresse aux pratiques pédagogiques des acteurs de l'éducation au développement durable (EDD) en France en les interrogeant du point de vue de leur déploiement déclaré et de leurs fondements épistémologiques (plus ou moins appropriés par les acteurs). Dans l'idée de l'entrée en Anthropocène, qui nécessite un changement de paradigme dans notre rapport au monde, se pose alors la question du renouveau-à penser et à construire-dans notre rapport à l'éducation. Qu'est-ce qu'éduquer et comment éduquer à l'époque de l'Anthropocène ? Comment les enseignants, éducateurs, formateurs s'approprient-ils ce qui peut être considéré comme un cadre éducatif et pédagogique inédit et certainement déjà émergent ? En réponse à ces questions, l'exploitation des données d'une enquête par questionnaire qui a reçu plus de 1 000 réponses a permis d'identifier une évolution des choix pédagogiques des acteurs (depuis les débuts de l'EDD en 2004) ainsi qu'un besoin de formation centré sur les fondements épistémologiques des pédagogies permettant d'améliorer leur mobilisation dans des contextes éducatifs de plus en plus hétérogènes et complexes.

Rose, J., Polesny, Z., Ballini, E., Tixier, M.-S., & This, D. (2021). **Innovative teaching approaches in applied plant sciences: experiences from European universities within the ESCAPAdE network.** Consulté à l'adresse <https://hal.inrae.fr/hal-03462401>

St-Jean, C., Dupuis Brouillette, M., & April, J. (2021). **Activités en mathématiques d'enseignantes novices à l'éducation préscolaire : conceptions de la planification.** *Revue hybride de l'éducation*, 5(1), 105-120. <https://doi.org/10.1522/rhe.v5i1.1187>

La planification d'activités d'apprentissage constitue une compétence professionnelle de la profession d'un enseignant considérant le rôle spécifique qui s'inscrit dans les fondements à l'éducation préscolaire. Cet article se distingue puisqu'il documente les conceptions des nouvelles enseignantes à l'éducation préscolaire en ce qui concerne des activités d'éveil aux mathématiques, et ce, par rapport à leur expérience en enseignement au primaire. Les résultats décrivent le lexique utilisé par ces enseignantes et les changements qu'il est possible d'inférer en cours de formation continue, ce qui permet de dégager des implications pour la formation initiale et continue ainsi que pour la recherche en enseignement.

St-Pierre, É., & Julien, G. (2021). **L'enseignement de l'éducation physique en formule hybride : l'expérience d'un enseignant au secondaire.** *Revue hybride de l'éducation*, 5(1), 162-171. <https://doi.org/10.1522/rhe.v5i1.1331>

La pandémie de Covid-19 a forcé plusieurs professionnels à revoir leur pratique. Le monde de l'éducation ne s'est pas vu épargné par cette crise alors que des milliers d'écoles à travers le monde ont été fermées (OCDE, 2020), forçant ainsi les enseignants à adapter leur enseignement afin de dispenser leur cours à distance. Cet article présente le point de vue de monsieur Gabriel Julien, enseignant en éducation physique et à la

santé, relativement à sa pratique enseignante en temps de pandémie et à l'intégration d'outils et d'applications technologiques diversifiées dans sa pratique.

Relation formation-emploi

Couppié, T., Gasquet, C., & Brochier, D. (2021). **Actes des 2èmes Rencontres DGEFP - Céreq**. Consulté à l'adresse CEREQ website: <https://www.cereq.fr/actes-des-2emes-rencontres-dgefp-cereq>

Cet ouvrage rend compte des travaux du Céreq présentés lors des 2èmes Rencontres DGEFP-Céreq qui a eu lieu en Juin 2021. Les Rencontres DGEFP-Céreq ont pour objectif d'éclairer de façon renouvelée les questions relatives à l'impact des politiques de formation sur le comportement des entreprises et de leurs salariés. Ces rencontres sont un espace privilégié pour la diffusion des travaux de recherche et leur mise en débat.

European Centre for the Development of Vocational Training (CEDEFOP). (2021). **Apprenticeship governance and in-company training. Where labour market and education meet.** In <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3461> [Report]. Consulté à l'adresse European Centre for the Development of Vocational Training (Transnational) website: <https://op.europa.eu/fr/publication-detail/-/publication/aa2acc22-4b49-11ec-91ac-01aa75ed71a1>

There is an increasing shift of attention from expanding apprenticeships to improving their quality and effectiveness. This brings into focus how apprenticeship is governed for greater relevance and matching to labour market needs, and how the content of what is taught at the workplace is designed and delivered. This publication comprises papers drafted by members of Cedefop's community of apprenticeship experts on these two topics. To complement the country-specific angle, Cedefop developed a comparative, cross-scheme and cross-country analysis and shared its reflections. The publication further documents Cedefop's understanding that approaches to each topic may vary significantly between individual EU Member States. It also highlights that, even in cases of relative convergence, the fine details of how an apprenticeship scheme is designed and governed can make a significant difference to its relevance and quality, at least in stakeholders' perceptions. Policy-making should take note of such details and their interconnections to understand how reforms can be better targeted and more effective and efficient. (pdf, 186 pages).

Réussite scolaire

Day, C. (2021). **An empirical case study of young adult carers' engagement and success in higher education.** *International Journal of Inclusive Education*, 25(14), 1597-1615. <https://doi.org/10.1080/13603116.2019.1624843>

This article presents findings from an empirical case study examining the educational experiences of 18–25-year-old carers. Known as young adult carers (YACs), these individuals provide ongoing support and assistance to family members experiencing disability or chronic illness while also studying at university. Guided by a new, purposefully developed, theoretical model termed the Young Adult Carers at University-Student Experience Framework (YACU-SEF), the article examines YACs' patterned actions of engagement and overall outcomes of success in higher education. The YACU-SEF draws

upon ten student development themes designed to target the quality and quantity of effort YACs' invest in (a) academically challenging activities, (b) within- and beyond-class activities, (c) learning and teaching-based interactions with staff, (d) broadening educational activities, (e) relationships with peers, teachers and support services, and (f) work-integrated learning experiences. The article points to YACs' experiencing significant challenges due to the competing demands of their student and carer roles. The findings raise implications for YACs' engagement, retention and success in higher education.

Jarraud, F. (2021, décembre 3). **Clémence Perronnet : Rétablir l'égalité des chances dans les sciences.** Consulté 11 décembre 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/12/03122021Article637741127966502967.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=513418

Pourquoi les filles sont-elles moins bonnes en maths ? Pourquoi les enfants des milieux populaires réussissent moins bien en sciences que les plus favorisés ? Clémence Perronnet, sociologue, maitresse de conférences, ne s'est pas bornée à lire les statistiques. Elle a interrogé des enfants de milieu populaire et leurs familles pour comprendre comment les inégalités en sciences se créent. Elle montre aussi quand elles apparaissent à travers un malentendu sur les sciences entretenu entre le primaire et le second degré. Un livre qui concerne toute l'Ecole.

Reversé, C. (2021, décembre 7). **L'invisible décrochage scolaire des jeunes ruraux.** Consulté 11 décembre 2021, à l'adresse The Conversation website: <http://theconversation.com/linvisible-decrochage-scolaire-des-jeunes-ruraux-172811>

Le décrochage dans les espaces ruraux n'est pas l'aboutissement d'un crescendo de l'absentéisme comme en ville et se produit souvent après des vacances. Comment l'expliquer et le repérer ?

Sacré, M. (2021). **Dispositifs d'enseignement hybride : Étude des liens entre composantes pédagogiques, facteurs motivationnels et performances des étudiants** (Theses, Université Clermont Auvergne (UCA), Clermont-Ferrand, FRA.; Université de Liège (Belgique)). Consulté à l'adresse https://orbi.uliege.be/request-copy/2268/266016/465138/th%c3%a8se_MS_20211214-2_pourOrbi.pdf

Valeurs

Desai, S. R. (2022). **From Being System-Involved to Changing the System: Infiltrating the System.** *Education and Urban Society*, 54(1), 77-98. <https://doi.org/10.1177/00131245211004559>

One model for engaging young people to be more civically minded and to help them develop a critically conscious sociopolitical identity is through youth organizing and participatory action research. Over the last 3 years, I have worked with Leaders Organizing 2 Unite and Decriminalize (LOUD) members—a majority of which we system-involved—who have worked toward creating a more socially just and humanizing juvenile justice system through youth activism and youth participatory action research (YPAR). Through this process, youth have developed their sociopolitical identity by finding their voice, speaking out against injustices, and raising awareness on critical issues that are needed to reform the juvenile justice system, where minoritized youth are overrepresented, sentenced longer, and face more severe punishments. Thus, this paper

seeks to address the processes of YPAR that empower system-involved youth to advocate against racist policies and challenge the oppression found in the juvenile justice system.

Dohn, N. B. (2021). **Predictors of students' interest in a citizen science programme.** *International Journal of Science Education*, 43(18), 2956-2973. <https://doi.org/10.1080/09500693.2021.2003469>

This study investigates upper secondary students' situational interest in a collaborative citizen science programme that involves genetic monitoring of freshwater fauna by analysing environmental DNA (eDNA) extracted from local pond water. The programme was attended by a sample that comprised 1879 students (Mage = 18.15, SD = 1.94) from 105 classes. The results indicate that students were excited by the highly sophisticated laboratory procedure. However, the most important finding was that students' own contributions in terms of collecting and analysing samples had only a small predictive effect on their interest. I hypothesise that this is because students participating in citizen science programmes as part of their science classes are governed by curricular requirements, and thus by extrinsic goals (i.e. 'mandatory volunteerism'). Thus, they may not be convinced that they are actually contributing to research, but instead may feel that they are participating in a curricular learning design. Furthermore, such educational programmes generally offer a low level of ownership, as the student has little or no involvement in the personalising tasks based on individual interests. This raises the question of whether citizen science educational programmes actually support the internalisation of values and thus interest.

Fernandez, F. (2021). **Turnout for What? Do Colleges Prepare Informed Voters?** *Educational Researcher*, 50(9), 677-678. <https://doi.org/10.3102/0013189X211045982>

One of the traditional aims of higher education is to prepare informed citizens who are civically engaged. Although many voters are underinformed, there are multiple social benefits to having an informed electorate. Therefore, colleges should aspire to not only increase student voter turnout but to prepare informed voters. In this article, I use matching procedures to account for precollege civic engagement and estimate treatment effects of taking at least one community college course. I find that taking political science influences college student voter registration, voter turnout, and ability to correctly answer questions about the roles of U.S. political institutions.

Punksungka, W., Yamashita, T., & Eckert, J. K. (2022). **Examining Civic Outcomes Between 2- and 4-Year Colleges: A Case Study of Two Postsecondary Institutions.** *Education and Urban Society*, 54(1), 99-120. <https://doi.org/10.1177/0013124520986961>

While postsecondary education appears to promote civic mindedness and engagement, relatively little is known about the association between civic outcomes and types of postsecondary education, as well as across different academic programs. Using a convenience sample from two postsecondary education institutions in the Mid-Atlantic U.S., this research examines the differences in civic mindedness and civic engagement between 2-year community college and 4-year university students, as well as students in different majors. Despite no significant difference between 2- and 4-year institutions, social science majors have greater civic outcomes in the specific areas compared to other majors.

Willems, J. (2021). **Learning Civil Courage: A Citizens' Perspective**. *Educational Researcher*, 50(9), 679-681. <https://doi.org/10.3102/0013189X211044159>

Civil courage refers to the behavior where people actively intervene to protect a victim in a concrete situation of injustice despite the risk of becoming a victim themselves. To act with civil courage, one requires competencies that relate to prosocial values as well as the physical and social ability to act. In this context, this brief reports the opinions of 2,046 respondents—representatives of Germany with respect to age, gender, and region—on what, according to them, are the best contexts for learning civil courage. “At home and/or from family” as well as “through volunteering” are considered the most suitable contexts to learn civil courage. In contrast, television, social media, and the internet are considered the least supportive contexts.