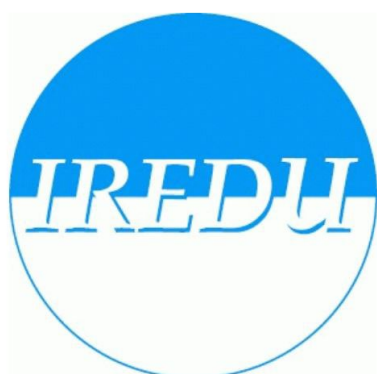


# Veille de l'IREDU



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## Acquisition de compétences

Bratlie, S. S., Brinchmann, E. I., Melby-Lervåg, M., & Torkildsen, J. von K. (2022). **Morphology—A Gateway to Advanced Language: Meta-Analysis of Morphological Knowledge in Language-Minority Children.** *Review of Educational Research*, 92(4), 614-650. <https://doi.org/10.3102/00346543211073186>

Knowledge about the smallest meaningful units of language, morphemes, is crucial for vocabulary and reading comprehension. This meta-analysis of 43 studies examined differences in morphological knowledge in the societal language between language-minority and language-majority children. There was a moderate to large mean group difference in morphological knowledge in favor of the language-majority children. Studies that examined inflectional knowledge (walk–walked, rose–roses) reported larger differences than studies that examined knowledge of derivations (coexist, serious) and compounds (bluebird, highlight). Studies that used oral tests and tests of expressive language reported larger differences than studies that used written tests and tests of receptive language. These findings show that morphology is an area of weakness in language-minority children. Paired with the evidence that morphological instruction improves general language ability and reading comprehension, the results suggest that morphology could be an essential component in language interventions for language-minority children.

Clinton-Lisell, V. (2022). **Listening Ears or Reading Eyes: A Meta-Analysis of Reading and Listening Comprehension Comparisons.** *Review of Educational Research*, 92(4), 543-582. <https://doi.org/10.3102/00346543211060871>

In this study, a meta-analysis of reading and listening comprehension comparisons across age groups was conducted. Based on robust variance estimation (46 studies; N = 4,687), the overall difference between reading and listening comprehension was not reliably different ( $g = 0.07$ ,  $p = .23$ ). Reading was beneficial over listening when the reading condition was self-paced ( $g = 0.13$ ,  $p = .049$ ) rather than experimenter-paced ( $g = -0.32$ ,  $p = .16$ ). Reading also had a benefit when inferential and general comprehension rather than literal comprehension was assessed ( $g = 0.36$ ,  $p = .02$ ;  $g = .15$ ,  $p = .05$ ;  $g = -0.01$ ,  $p = .93$ , respectively). There was some indication that reading and listening were more similar in languages with transparent orthographies than opaque orthographies ( $g = 0.001$ ,  $p = .99$ ;  $g = 0.10$ ,  $p = .19$ , respectively). The findings may be used to inform theories of comprehension about modality influences in that both lower-level skill and affordances vary comparisons of reading and listening comprehension. Moreover, the findings may guide choices of modality; however, both audio and written options are needed for accessible instruction.

Demol, J.-N. (2022). **Produire son savoir : éloge de la variété en soin et formation.** Consulté à l'adresse [https://www.editions-harmattan.fr/livre-9782140264245?utm\\_source=phplist&utm\\_campaign=message\\_34139&utm\\_medium=email&utm\\_content=lienTitre](https://www.editions-harmattan.fr/livre-9782140264245?utm_source=phplist&utm_campaign=message_34139&utm_medium=email&utm_content=lienTitre)

Que recouvre le terme de variété ? Que signifie produire son savoir en contexte professionnel ? Comment des praticiens chercheurs auteurs mettent-ils en œuvre leur production de savoir singulière ? Comment travaillent-ils des thématiques actuelles aussi diverses que variées ? Comment rendent-ils publics leurs investigations et leurs projets ? Les six thématiques de ce livre proposent autant d'approfondissements que d'ouvertures. Il s'agit de : de la pluri à la transdisciplinarité, défi à la complexité ; le sens

au travail, de la direction au construit personnel et collectif ; au-delà des compétences professionnelles, critique et proposition ; accompagner des restructurations, essais de modélisation et tiers inclus ; la reconnaissance au travail, quid de la qualification ? ; le retour de formation et le partage de savoirs.

Lee, S. M.-K., Cui, Y., & Tong, S. X. (2022). **Toward a Model of Statistical Learning and Reading: Evidence From a Meta-Analysis**. *Review of Educational Research*, 92(4), 651-691. <https://doi.org/10.3102/00346543211073188>

A compelling demonstration of implicit learning is the human ability to unconsciously detect and internalize statistical patterns of complex environmental input. This ability, called statistical learning, has been investigated in people with dyslexia using various tasks in different orthographies. However, conclusions regarding impaired or intact statistical learning in dyslexia remain mixed. This study conducted a systematic literature search of published and unpublished studies that compared statistical learning between people with and without dyslexia using different learning paradigms in different orthographies. We identified 49 papers consisting of 59 empirical studies, representing the data from 1,259 participants with dyslexia and 1,459 typically developing controls. The results showed that, on average, individuals with dyslexia performed worse in statistical learning than age-matched controls, regardless of the learning paradigm or orthography (average weighted effect size  $d = 0.47$ , 95% confidence interval [0.36, 0.59],  $p < .001$ ). Meta-regression analyses further revealed that the heterogeneity of effect sizes between studies was significantly explained by one reader characteristic (i.e., verbal IQ) but no task characteristics (i.e., task paradigm, task modality, and stimulus type). These findings suggest domain-general statistical learning weakness in dyslexia across languages, and support the need for a new theoretical model of statistical learning and reading, that is, the SLR model, which elucidates how reader and task characteristics are regulated by a multicomponent memory system when establishing statistically optimal representations for deep learning and reading.

Ollikainen, J.-P., Pekkarinen, T., Uusitalo, R., & Virtanen, H. (2022). **Effect of Secondary Education on Cognitive and Non-cognitive Skills** (IZA Discussion Paper N° 15318). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15318.htm>

We exploit admission cutoffs to secondary schools to study the effects of general academically oriented, versus vocational secondary schooling on cognitive and non-cognitive skills using a regression discontinuity design. We measure these skills using the Finnish Defence Forces Basic Skills Test that due to compulsory military service covers the vast majority of Finnish men and is a strong predictor of later labor market success. We find that large differences in average skills across students that differ in their schooling when entering military service are due to selection rather than causal effects of secondary schooling on either cognitive or non-cognitive skills.

## Aspects économiques de l'éducation

Ahsan, M. N., Emran, M. S., Jiang, H., & Shilpi, F. (2022). **What the Mean Measures of Mobility Miss: Learning About Intergenerational Mobility from Conditional Variance** (GLO Discussion Paper Series N° 1097). Consulté à l'adresse Global Labor Organization (GLO) website: <https://econpapers.repec.org/paper/zbwglodps/1097.htm>

A large literature on intergenerational mobility focuses on the conditional mean of children's economic outcomes to understand the role of family background, but ignores the information contained in conditional variance. Using exceptionally rich data free of coresidency bias, we provide evidence on three large developing countries (China, India, and Indonesia) that suggests a strong influence of father's education on conditional variance of children's schooling. We find substantial heterogeneity across countries, gender, and geography (rural/ urban). Cohort based estimates suggest that the effects of father's education on the conditional variance has changed qualitatively, in some cases a positive effect in the 1950s cohort turning into a substantial negative effect in the 1980s cohort. We develop a methodology to incorporate the effects of family background on the conditional variance along with the standard conditional mean effects. We derive risk adjusted measures of relative and absolute mobility by accounting for an estimate of the risk premium for the conditional variance faced by a child. The estimates of risk adjusted relative and absolute mobility for China, India and Indonesia suggest that the standard measures substantially underestimate the effects of family background on children's educational opportunities, and may give a false impression of high educational mobility. The downward bias is specially large for the children born into the most disadvantaged households where fathers have no schooling, while the bias is negligible for the children of college educated fathers. The standard (but partial) measures may lead to incorrect ranking of regions and groups in terms of relative mobility. Compared to the risk adjusted measures, the standard measures are likely to underestimate gender gap and rural-urban gap in educational opportunities.

Alessandrini, D., & Milla, J. (2022). **School Choice and Higher Education Attainment** (IZA Discussion Paper N° 15330). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15330.htm>

We analyze how school vouchers affect post-secondary attainment by exploiting the universal voucher program implemented in Chile in 1981. The program allowed students to choose which primary and secondary schools to attend. The government covered tuition independently of whether the chosen school was private or public. We find that vouchers increased the probability of attending PSE by 2-4 percentage points and the probability of PSE graduation by 1-3 percentage points. Students from low socio economic backgrounds benefited the most. Further, we study whether the impacts of vouchers depend on when school choice becomes available in a student's educational path. We find that the impacts of vouchers on PSE outcomes are maximized if vouchers are introduced before students start middle school.

Belzil, C., Hansen, J., & Liu, X. (2022). **The Evolution of Inequality in Education Trajectories and Graduation Outcomes in the US** (IZA Discussion Paper N° 15338). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15338.htm>

We model the joint distribution of (i) individual education trajectories, defined by the allocation of time (semesters) between various combinations of school enrollment with different labor supply modalities and periods of school interruption devoted either to employment or home production and (ii) actual graduation outcomes using two cohorts of the National Longitudinal Survey of Youths which we follow from 16 to 28. We discuss the evolution of family income and ability effects where the latter are decomposed into an academic (cognitive) and a practical (technical-mechanical) latent ability factor component correlated with family income and background variables. We find that the

individual cognitive-technical ability differential prevailing at 16 was increasing with income in the early 80's but much less so in the early 2000's. We find no evidence of any income-based « trajectory inequality » in either cohort, after conditioning on abilities. Among all graduation and enrollment outcomes, college graduation is the only for which the effect of income has increased between the 1980's and the early 2000's but it reached a level no more important than the high school graduation income effect. In both cohorts, cognitive and technical abilities were the dominant factors but they affect most dimensions of individual trajectories and all graduation outcomes in opposite directions. However, the cognitive ability factor lost half of its effect on college graduation while the impact of the technical-mechanical factor has been more stable across cohorts.

Berlingieri, F., Diegmann (geb. Nolte), A., & Sprietsma, M. (2022). **Preferred field of study and academic performance** (IWH Discussion Paper N° 16/2022). Consulté à l'adresse Halle Institute for Economic Research (IWH) website: <https://econpapers.repec.org/paper/zbwihdps/162022.htm>

This paper investigates the impact of studying the first-choice university subject on dropout and switching field of study for a cohort of students in Germany. Using detailed survey data, and employing an instrumental variable strategy based on variation in the local field of study availability, we provide evidence that students who are not enrolled in their preferred field of study are more likely to change their field, delay graduation and drop out of university. The estimated impact on dropout is particularly strong among students of low socio-economic status and is driven by lower academic performance and motivation.

Bietenbeck, J., Leibing, A., Marcus, J., & Weinhardt, F. (2022). **Tuition fees and educational attainment** [CEP Discussion Paper]. Consulté à l'adresse Centre for Economic Performance, LSE website: <https://econpapers.repec.org/paper/cepcepdps/dp1839.htm>

Following a landmark court ruling in 2005, more than half of Germany's universities started charging tuition fees, which were subsequently abolished until 2015. We exploit the unusual lack of grandfathering in these policies to show that fees increase study effort and degree completion among incumbent students. However, fees also decrease first-time university enrollment among high school graduates. Combining this enrollment impact with the effect on completion, we find that fees around the zero-price margin have only little effect on overall educational attainment. We conclude by discussing policies targeting the separate effect margins of fees and caution against a general abolition.

Blanden, J., Doepke, M., & Stuhler, J. (2022). **Education inequality** [CEP Discussion Paper]. Consulté à l'adresse Centre for Economic Performance, LSE website: <https://econpapers.repec.org/paper/cepcepdps/dp1849.htm>

This paper provides new evidence on educational inequality and reviews the literature on the causes and consequences of unequal education. We document large achievement gaps between children from different socio-economic backgrounds, show how patterns of educational inequality vary across countries, time, and generations, and establish a link between educational inequality and social mobility. We interpret this evidence from the perspective of economic models of skill acquisition and investment in human capital. The models account for different channels underlying unequal



education and highlight how endogenous responses in parents' and children's educational investments generate a close link between economic inequality and educational inequality. Given concerns over the extended school closures during the Covid-19 pandemic, we also summarize early evidence on the impact of the pandemic on children's education and on possible long-run repercussions for educational inequality.

Borgen, N. T., Kirkebøen, L., Kotsadam, A., & Raaum, O. (2022). **Do funds for more teachers improve student outcomes?** [Discussion Paper]. Consulté à l'adresse Statistics Norway, Research Department website: <https://econpapers.repec.org/paper/ssbdispap/982.htm>

We investigate the effects of a large-scale Norwegian reform that provided extra teachers to 166 lower secondary schools with relatively high student-teacher ratios and low average grades. We exploit these two margins using a regression discontinuity setup and find that the reform reduced the student-teacher ratio by around 10% (from a base level of 22 students per teacher), with no crowding out of other school resources or parental support. However, the reform did not improve test scores and longer-term academic outcomes, and we can reject even small positive effects. We do find that the reform improved the school environment from the students' perspective, but with the largest impact on aspects most weakly associated with better academic outcomes.

Briole, S., Gurgand, M., Maurin, E., McNally, S., Ruiz-Valenzuela, J., & Santín, D. (2022). **The making of civic virtues: a school-based experiment in three countries** [CEP Discussion Paper]. Consulté à l'adresse Centre for Economic Performance, LSE website: <https://econpapers.repec.org/paper/cepcepdps/dp1830.htm>

With the rise of polarization and extremism, the question of how best to transmit civic virtues across generations is more acute than ever. In this paper, we test the hypothesis that schools can be the place for this transmission by empowering students and gathering them around concrete and democratically chosen objectives. We draw on an RCT implemented in a large sample of middle schools in three European countries. The evaluated program leads students to carry out collective citizenship projects in their immediate communities under the supervision of teachers trained in student-centered teaching methods. The program significantly increases student altruism, their political self-efficacy as well as the quality of their relationship with their classmates and their respect for the rules of school life (less sanctions and absenteeism). In all three countries, the benefits are greater for students with the highest level of altruism and interest in politics at baseline. Investments made at an early age appear to be complement to those made during adolescence for the production of civic virtues.

Cáceres-Delpiano, J., & Giolito, E. P. (2022). **Minimum Age Requirements and the role of the School Choice Set** (CEMA Working Papers: Serie Documentos de Trabajo. N° 830). Consulté à l'adresse Universidad del CEMA website: <https://econpapers.repec.org/paper/cemdoctra/830.htm>

Using several data sources from Chile, we study the impact of the size of the school choice set at the time of starting primary school. With that purpose, we exploit multiple cutoffs defining the minimum age at entry, which not only define when a student can start elementary school, but also the set of schools from which she/he can choose. Moreover, differences across municipalities in the composition of the schools according to these cutoffs, allow us not only to account for municipality fixed factors (educational

markets) but also for differences in the characteristics between schools choosing different deadlines. That is, we compare the difference in outcomes for children living in the same municipality around the different cutoffs with those for children in other municipalities that experience a different change in the available set of schools across cutoffs (double difference in RD). We show that a larger set of schools increases the probability of starting in a better school, measured by a non-high-stakes examination. Moreover, this quasi-experimental variation reveals an important reduction in the likelihood of dropping out and a reduction in the probability that a child would switch schools during her/his school life. Secondly, for a subsample of students who have completed high school, we observe that a larger school choice set at the start of primary school increases students' chances of taking the national examination required for higher education and the likelihood of being enrolled in college.

Cappelletti, D., Levati, M. V., & Ploner, M. (2022). **Math ability, gender stereotypes about math ability, and educational choices. Combining experimental and survey data** (Working Paper N° 07/2022). Consulté à l'adresse University of Verona, Department of Economics website: [https://econpapers.repec.org/paper/verwpaper/07\\_2f2022.htm](https://econpapers.repec.org/paper/verwpaper/07_2f2022.htm)

The underrepresentation of females in STEM fields negatively affects productivity growth and contributes to labour market inequalities. In countries where children are tracked in educational trajectories from high school (as in Italy, 8th grade), it is crucial to understand what drives gendered pathways before educational segregation starts. Collecting experimental and survey data from Italian 8th graders, we find that perceived comparisons with peers are predictors of the likelihood that girls choose a math-intensive track during high school. Policy initiatives improving girls' expectations about their relative math performance may thus encourage female students to pursue a STEM track.

Cardon-Quint, C., & Westberg, J. (2022). **Le financement de l'éducation en France et en Suède : éléments d'historiographie.** *Histoire de l'éducation*, 157(1), 11-50. <https://doi.org/10.4000/histoire-education.7159>

Le financement de l'éducation met en jeu un large spectre de questions – économiques, mais aussi politiques, sociales et culturelles – investies par de nombreuses disciplines. Dans le champ de l'histoire de l'éducation, en revanche, il n'a retenu l'attention des chercheurs que par intermittence. Ce dossier, fruit d'une coopération entre le Nordic Journal of Educational History et Histoire de l'éducation, traite des réformes du financement de l'éducation au XIXe et au XXe siècle, période marquée par l'extension de l'accès aux enseignements primaire, secondaire et supérieur. Il vise à combler certaines lacunes des historiographies française et suédoise et à susciter de nouvelles recherches sur ce terrain, en ouvrant la voie à des débats méthodologiques, par-delà les disciplines et les frontières nationales. Les trajectoires de la France et de la Suède – deux exemples d'économies dites « avancées », deux formes d'État-providence, confrontés à des défis très similaires – présentent un jeu complexe de similitudes et de différences qui donne tout son intérêt à l'étude précise des dispositifs de financement mis en place dans les deux pays, en fonction des contextes et pour répondre à des besoins particuliers : essor de l'enseignement technique, rénovation pédagogique, scolarisation dans les lieux reculés, ou encore élargissement de l'accès à l'enseignement supérieur.

Delaney, T., & Marcotte, D. E. (2022). **Public Higher Education Costs and College Enrollment** (IZA Discussion Paper N° 15320). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15320.htm>  
How have changes in the costs of enrolling full-time at public two- and four-year colleges affected student decisions about whether and where to enroll in college? Using local differences in the growth of tuition at community colleges and public four-year colleges we study the impact of public higher education costs on the post-secondary enrollment decisions of high school graduates over three decades. We model prospective students' decisions about whether to attend community college, a public four-year university in their state of residence, other colleges, or no college at all, as relative costs change. We identify enrollment impacts by instrumenting college costs using policy variation imposed by state appropriations and tuition caps. We estimate that in counties where local community college tuition doubled (about average for the study period), the likelihood of post-secondary enrollment fell by about 0.05, on a mean of about 0.80. In addition to reducing college enrollment overall, rising costs at community colleges diverted other students to four-year colleges. Rising relative costs of four-year public colleges similarly diverted some students toward community colleges but did not limit college attendance in the aggregate. We also find evidence of endogeneity in cost-setting at the institution level.

Gilraine, M., & Zheng, A. (2022). **Air Pollution and Student Performance in the U.S** (NBER Working Paper N° 30061). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/30061.htm>  
We combine satellite-based pollution data and test scores from over 10,000 U.S. school districts to estimate the relationship between air pollution and test scores. To deal with potential endogeneity we instrument for air quality using (i) year-to-year coal production variation and (ii) a shift-share instrument that interacts fuel shares used for nearby power production with national growth rates. We find that each one-unit increase in particulate pollution reduces test scores by 0.02 standard deviations. Our findings indicate that declines in particulate pollution exposure raised test scores and reduced the black-white test score gap by 0.06 and 0.01 standard deviations, respectively.

Huang, B., Tani, M., Wei, Y., & Zhu, Y. (2022). **Returns to Education in China: Evidence from the Great Higher Education Expansion** (GLO Discussion Paper Series N° 1092). Consulté à l'adresse Global Labor Organization (GLO) website: <https://econpapers.repec.org/paper/zbwglodps/1092.htm>  
China experienced a near 5-fold increase in annual Higher Education (HE) enrolment in the decade starting in 1999. Using the China Household Finance Survey, we show that the Great HE Expansion has exacerbated a large pre-existing urban-rural gap in educational attainment underpinned by the hukou (household registration) system. We instrument the years of schooling with the interaction between urban hukou status during childhood and the timing of the expansion - in essence a difference-in-differences estimator using rural students to control for common time trends. We find that the Great HE raised earnings by 17% for men and 12% for women respectively, allowing for county fixed-effects. These Two Stage Least Squares (2SLS) estimates, which are robust to additional controls for hukou status at birth fully interacted with birth hukou province, can be interpreted as the Local Average Treatment Effect (LATE) of education on earnings for urban students who enrolled in HE only because of the Great HE Expansion. For the selected subsample of respondents with parental education information, we find that



the 2SLS returns for students from more disadvantaged backgrounds are at least as high as their more advantaged counterparts, for both genders.

Julliard, J.-Y. (2022). **Entre demande populaire d'instruction et contraintes budgétaires : le cas exemplaire de l'organisation des écoles de hameau en Savoie (1860-1880)**. *Histoire de l'éducation*, 157(1), 87-115. <https://doi.org/10.4000/histoire-education.7254>

Le financement de l'éducation met en jeu un large spectre de questions – économiques, mais aussi politiques, sociales et culturelles – investies par de nombreuses disciplines. Dans le champ de l'histoire de l'éducation, en revanche, il n'a retenu l'attention des chercheurs que par intermittence. Ce dossier, fruit d'une coopération entre le Nordic Journal of Educational History et Histoire de l'éducation, traite des réformes du financement de l'éducation au XIXe et au XXe siècle, période marquée par l'extension de l'accès aux enseignements primaire, secondaire et supérieur. Il vise à combler certaines lacunes des historiographies française et suédoise et à susciter de nouvelles recherches sur ce terrain, en ouvrant la voie à des débats méthodologiques, par-delà les disciplines et les frontières nationales. Les trajectoires de la France et de la Suède – deux exemples d'économies dites «avancées», deux formes d'État-providence, confrontés à des défis très similaires – présentent un jeu complexe de similitudes et de différences qui donne tout son intérêt à l'étude précise des dispositifs de financement mis en place dans les deux pays, en fonction des contextes et pour répondre à des besoins particuliers : essor de l'enseignement technique, rénovation pédagogique, scolarisation dans les lieux reculés, ou encore élargissement de l'accès à l'enseignement supérieur.

Larguier, C., Roussat, C., & Rochette, C. (2022, juillet 5). **Faut-il créer le statut d'« étudiant aidant » pour une meilleure reconnaissance ?** Consulté 6 juillet 2022, à l'adresse The Conversation website: <http://theconversation.com/faut-il-creer-le-statut-d-etudiant-aidant-pour-une-meilleure-reconnaissance-185903>

500.000 aidants ont entre 18 à 24 ans et doivent assumer une charge logistique et mentale qui a un impact sur leur formation. Comment les soutenir pour qu'ils ne limitent pas leurs ambitions ?

Lembré, S. (2022). **La naissance de la taxe d'apprentissage (1890-1925) : Une voie française pour le financement de l'enseignement technique**. *Histoire de l'éducation*, 157(1), 151-182. <https://doi.org/10.4000/histoire-education.7354>

Le financement de l'éducation met en jeu un large spectre de questions – économiques, mais aussi politiques, sociales et culturelles – investies par de nombreuses disciplines. Dans le champ de l'histoire de l'éducation, en revanche, il n'a retenu l'attention des chercheurs que par intermittence. Ce dossier, fruit d'une coopération entre le Nordic Journal of Educational History et Histoire de l'éducation, traite des réformes du financement de l'éducation au XIXe et au XXe siècle, période marquée par l'extension de l'accès aux enseignements primaire, secondaire et supérieur. Il vise à combler certaines lacunes des historiographies française et suédoise et à susciter de nouvelles recherches sur ce terrain, en ouvrant la voie à des débats méthodologiques, par-delà les disciplines et les frontières nationales. Les trajectoires de la France et de la Suède – deux exemples d'économies dites «avancées», deux formes d'État-providence, confrontés à des défis très similaires – présentent un jeu complexe de similitudes et de différences qui donne tout son intérêt à l'étude précise des dispositifs de financement mis en place dans les deux pays, en fonction des contextes et pour répondre à des

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Lundh Nilsson, F., & Blomberg, N. (2022). **Transformation et financement de l'enseignement technique de niveau intermédiaire en Suède pendant l'industrialisation de 1850 à 1920**. *Histoire de l'éducation*, 157(1), 117-150. <https://doi.org/10.4000/histoire-education.7314>

Le financement de l'éducation met en jeu un large spectre de questions – économiques, mais aussi politiques, sociales et culturelles – investies par de nombreuses disciplines. Dans le champ de l'histoire de l'éducation, en revanche, il n'a retenu l'attention des chercheurs que par intermittence. Ce dossier, fruit d'une coopération entre le Nordic Journal of Educational History et Histoire de l'éducation, traite des réformes du financement de l'éducation au XIXe et au XXe siècle, période marquée par l'extension de l'accès aux enseignements primaire, secondaire et supérieur. Il vise à combler certaines lacunes des historiographies française et suédoise et à susciter de nouvelles recherches sur ce terrain, en ouvrant la voie à des débats méthodologiques, par-delà les disciplines et les frontières nationales. Les trajectoires de la France et de la Suède – deux exemples d'économies dites « avancées », deux formes d'État-providence, confrontés à des défis très similaires – présentent un jeu complexe de similitudes et de différences qui donne tout son intérêt à l'étude précise des dispositifs de financement mis en place dans les deux pays, en fonction des contextes et pour répondre à des besoins particuliers : essor de l'enseignement technique, rénovation pédagogique, scolarisation dans les lieux reculés, ou encore élargissement de l'accès à l'enseignement supérieur.

Moulin, L. (2022, juin 28). **Les allocations étudiantes au Danemark, un modèle à suivre ?** Consulté 15 juillet 2022, à l'adresse The Conversation website: <http://theconversation.com/les-allocations-etudiantes-au-danemark-un-modele-a-suivre-184497>

Les études sont conçues au Danemark comme un investissement qui bénéficie à la société dans son ensemble, d'où un modèle de financement de l'enseignement supérieur par répartition.

Pathak, P. A., Ren, K., & Terrier, C. (2021). **From immediate acceptance to deferred acceptance: effects on school admissions and achievement in England** [CEP Discussion Paper]. Consulté à l'adresse Centre for Economic Performance, LSE website: <https://econpapers.repec.org/paper/cepcepdps/dp1815.htm>

Countries and cities around the world increasingly rely on centralized systems to assign students to schools. Two algorithms, deferred acceptance (DA) and immediate acceptance (IA), are widespread. The latter is often criticized for harming disadvantaged families who fail to get access to popular schools. This paper investigates the effect of the national ban of the IA mechanism in England in 2008. Before the ban, 49 English local authorities used DA and 16 used IA. All IA local authorities switched to DA afterwards, giving rise to a cross-market difference-in-differences research design. Our results show that the elimination of IA reduces measures of school quality for low-SES students more than high-SES students. After the ban, low-SES students attend schools with lower value-added and more disadvantaged and low-achieving peers. This effect is primarily driven by a decrease in low-SES admissions at selective schools. Our findings

point to an unintended consequence of the IA to DA transition: by encouraging high-SES parents to report their preferences truthfully, DA increases competition for top schools, which crowds out low-SES students.

Piza, C., Souza, A. P., Emerson, P. M., & Amorim, V. (2022). **The Short- And Longer-Term Effects of a Child Labor Ban** (IZA Discussion Paper N° 15324). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15324.htm>

Are bans effective at lowering child labor and increasing school attendance and, if so, do these effects lead to positive outcomes later in life? This paper seeks to answer these questions by examining the effect of a 1998 Brazilian law that increased the minimum employment age from 14 to 16. To examine this question we use two different regression discontinuity designs to analyze Brazilian household data. We find that the ban had no overall impact across affected children in Brazil, but that it led to a significant decrease in the labor market participation of urban boys, whose paid labor dropped 35 percent, driven mainly by a decrease in informal work. We also find a concomitant 10 percent increase in the share of urban boys only attending school. Interestingly, we find that by age 18 this cohort was still almost 20 percent less likely to have a paid job and was less likely to be economically active even when they were legally allowed to work. However, we find no evidence that the impact of the ban lasted over time as reflected in measures of educational attainment, employment rates, and wages. Our results suggest that when enforced, bans on child labor can have significant immediate impacts amongst affected populations, leading to a decrease in work and an increase in school attendance. It remains unclear if these impacts translate to improved adult outcomes.

Rocha, F., & Clara, P. P. (2022). **Gender gaps in low and high-stakes assessments** (Working Papers, Department of Economics N° 2022\_14). Consulté à l'adresse University of São Paulo (FEA-USP) website: <https://econpapers.repec.org/paper/spawpaper/2022wpecon14.htm>

A comprehensive body of literature suggests that women do not perform as well as men in competitive settings. In this paper, we use individual-level administrative data to investigate if women and men respond differently to exam stakes in Brazil. We compare performances of students at the University of São Paulo in undergraduate Economics courses (low stakes) and in the national admission exam to Economics graduate programs (high stakes). We find evidence that women outperform men in undergraduate disciplines but underperform on the graduate admission exam. Our study indicates that there are indeed gender differences in low and high-stakes evaluations.

Samuelsson, J., & Michaëlsson, M. (2022). **Financement de l'éducation progressiste (1891-1954): un cas suédois.** *Histoire de l'éducation*, 157(1), 183-219. <https://doi.org/10.4000/histoire-education.7389>

Le financement de l'éducation met en jeu un large spectre de questions – économiques, mais aussi politiques, sociales et culturelles – investies par de nombreuses disciplines. Dans le champ de l'histoire de l'éducation, en revanche, il n'a retenu l'attention des chercheurs que par intermittence. Ce dossier, fruit d'une coopération entre le Nordic Journal of Educational History et Histoire de l'éducation, traite des réformes du financement de l'éducation au XIXe et au XXe siècle, période marquée par l'extension de l'accès aux enseignements primaire, secondaire et supérieur. Il vise à combler certaines lacunes des historiographies française et suédoise et à susciter de nouvelles

recherches sur ce terrain, en ouvrant la voie à des débats méthodologiques, par-delà les disciplines et les frontières nationales. Les trajectoires de la France et de la Suède – deux exemples d'économies dites «avancées», deux formes d'État-providence, confrontés à des défis très similaires – présentent un jeu complexe de similitudes et de différences qui donne tout son intérêt à l'étude précise des dispositifs de financement mis en place dans les deux pays, en fonction des contextes et pour répondre à des besoins particuliers: essor de l'enseignement technique, rénovation pédagogique, scolarisation dans les lieux reculés, ou encore élargissement de l'accès à l'enseignement supérieur.

Silva, P. L. (2022). **Specialists or All-Rounders: How Best to Select University Students?** (IZA Discussion Paper N° 15271). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15271.htm>

This paper studies whether universities should select their students only using specialised subject-specific tests or based on a broader set of skills and knowledge. I show that even if broader skills are not improving graduates' outcomes in the labour market, the university chooses to use them as a criterion for selection alongside the mastery of more subject-specific tools. Empirically, I exploit the variation between subject-specific and non-specific entrance exam sets on Portuguese students' large administrative dataset. My central finding is that, on average, universities with less specialised admission policies admit a pool of students who obtain a higher final GPA.

Waddell, G. R., & Putz, J. (2022). **What Can We Learn from Student Performance Measures? Identifying Treatment in the Presence of Curves and Letter Grades** (IZA Discussion Paper N° 15321). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15321.htm>

Grade-based performance measures are often relied on when considering the efficacy of education-related policy interventions. Yet, it is common for measures of student performance to be subjected to curves and discretized through letter-grade transformations. We show how transformed grades systematically challenge causal identification. Even without explicit curving, transformations to letter grade are particularly problematic and yield treatment estimates that are weighted combinations of inflated responsiveness around letter thresholds and «zeros» away from these thresholds. Curving practices can also introduce false patterns of treatment heterogeneity, attenuating measured responses to treatment among high-performing students, for example, or inflating measured responses among low-performing students.

## Aspects psychologiques de l'éducation

Bing-Canar, H., Phillips, M. S., Shields, A. N., Ogram Buckley, C. M., Chang, F., Khan, H., ... Soble, J. R. (2022). **Cross-Validation of Multiple WAIS-IV Digit Span Embedded Performance Validity Indices Among a Large Sample of Adult Attention Deficit/Hyperactivity Disorder Clinical Referrals.** *Journal of Psychoeducational Assessment*, 40(5), 678-688. <https://doi.org/10.1177/07342829221081921>

This study investigated the utility of four WAIS-IV Digit Span (DS) indices (traditional Reliable Digit Span [RDS], RDS-Working Memory [RDS-WM], RDS-Revised [RDS-R], and DS Age-Corrected Scaled Score [ACSS]) as embedded performance validity tests (PVTs)

among a sample of 342 consecutive adults referred for neuropsychological evaluation of ADHD. All DS indices had acceptable classification accuracy (areas under the curve: .73–.76) for detecting invalid performance with optimal cut-scores of RDS  $\leq 7$  (35% sensitivity/93% specificity), RDS-WM  $\leq 7$  (56% sensitivity/86% specificity), RDS-R  $\leq 12$  (48% sensitivity/85% specificity), and ACSS  $\leq 7$  (46% sensitivity/87% specificity). Although all indices were able to detect invalid performance, DS indices incorporating the more complex working memory trials of the task yielded the best accuracy for identification of invalid test performance among adults referred for ADHD evaluation.

Brady, J., & Wilson, E. (2022). **Comparing sources of stress for state and private school teachers in England.** *Improving Schools*, 25(2), 205-220. <https://doi.org/10.1177/13654802211024758>

Teaching is understood to be a highly stressful profession. In England, workload, high-stakes accountability policies and pupil behaviour are often cited as stressors that contribute to teachers' decisions to leave posts in the state-funded sector. Many of these teachers leave state teaching to take jobs in private schools, but very little is known about the nature of teachers' work in the private sector. This research addresses this gap in knowledge and compares the sources of stress experienced by 20 teachers in the state sector to those of 20 teachers in the private sector. The paper is based on qualitative data from a larger study. It analyses data collected in interviews and focus groups with classroom teachers and middle leaders working in mainstream primary and secondary phase education in England. The results emphasise state school teachers' acute distress in relation to workloads driven by accountability cultures. In comparison, private school teachers report less intense experiences of work-related stress, but some identify demanding parents as a concern. The research's novelty lies in this comparison between sectors and these sector specific insights may help to focus school leaders' efforts to improve teaching conditions in both sectors.

Đorđić, D., Florić, O. K., & Ninković, S. (2022). **Evaluation of the Metric Properties of the Delaware School Climate Survey – Student: A Study in a Sample of Serbian High School Students.** *Journal of Psychoeducational Assessment*, 40(5), 649-662. <https://doi.org/10.1177/07342829221081644>

The present study examined the metric properties of the Delaware School Climate Survey – Student (DSCS-S) using a sample of 1524 Serbian high school students. Of the total number of participants, 764 were male and 760 were female with age ranging from 16 to 20 years ( $M = 17.67$ ,  $SD = 0.65$ ). Confirmatory factor analysis (CFA) demonstrated that a seven-factor model of school climate has an adequate fit with the data. Furthermore, measurement invariance of the DSCS-S across gender was supported. Results revealed significant latent mean differences between male and female students on most dimensions of the school climate. Convergent validity of the DSCS-S was established by correlations of its dimensions with students' academic achievement and attachment to school. Taken together, the findings of the present study indicate that the DSCS-S has the potential to be applied in measuring school climate in the Serbian educational context.

Essington, J. (2022). **How we learn: why brains learn better than any machine ... for now.** *Educational Review*, 74(4), 899-899. <https://doi.org/10.1080/00131911.2021.1930914>

Frajerman, A., Franck, R., & Morvan, Y. (2022, juillet 3). **Une enquête nationale révèle l'état de santé mentale préoccupant des étudiants en médecine.** Consulté 18 juillet 2022, à l'adresse The Conversation website: <http://theconversation.com/une-enquete->



[nationale-revele-letat-de-sante-mentale-preoccupant-des-etudiants-en-medecine-186007](#)

La question du mal-être étudiant fait l'actualité mais ne prend pas toujours en compte les spécificités du secteur médical. Une étude apporte enfin des données précises. Et elles sont inquiétantes.

Karla Silva Soares, A., Lins de Holanda Coelho, G., Alves Freires, L., & Nunes da Fonseca, P. (2022). **Psychometric Properties of the Academic Procrastination Scale (APS) in Brazil.** *Journal of Psychoeducational Assessment*, 40(5), 634-648. <https://doi.org/10.1177/07342829221079948>

Academic procrastination has a significant influence on students' lives, being related to several relevant variables, such as lower self-esteem, higher levels of academic anxiety, and fear of failure. The development and adaptation of reliable instruments help to assure a more in-depth study of academic procrastination. The present research aimed to adapt and assess evidence of validity and reliability of the scores of the Academic Procrastination Scale (APS) for a Brazilian sample (N = 1241). In Study 1, an exploratory factor analysis supported the unidimensional structure of the APS (25 items). In Study 2, the one-factor structure had an adequate model fit via confirmatory factor analysis. Also, through item response theory, the APS items showed adequate discrimination, difficulty, and level of information. The scores of the APS were also significantly correlated with the scores of the Tuckman Procrastination Scale, providing evidence of convergent validity.

Mahmud, A. (2022). **"Please Miss, Please!": An observational study of young people's social and emotional experiences post-transition to secondary school.** *Improving Schools*, 25(2), 114-128. <https://doi.org/10.1177/13654802211031089>

The secondary school transition is considered a critical life event by practitioners and researchers alike, and the challenges presented by the pupils during this transition continues to be high-profile in educational, social and political contexts. This study focused on Year 7 pupils aged 11 to 12 years old in their first year of secondary school. Classroom observations of around 120 pupils using an open framework recording procedure offered real-time insights into the everyday lived experiences of these adolescents. The paper illustrates the skills and behaviours that children brought to their secondary school transition, and as such reveals how the transition should be perceived as both an event and a social and emotional learning process. The findings of this study highlight the challenges of flexibility and diversity within peer networks after the move to secondary school and the impact the transition can have on the pupils' sense of self. The analysis is discussed in terms of implications for schools, practitioners and researchers with suggestions for further studies with this under-researched and vulnerable group.

Nah, Y.-H., & Chen, M. (2022). **Development and Psychometric Properties of a Culturally Adapted Video Version of Strange Stories as a Measure of Advanced Theory of Mind in Youths.** *Journal of Psychoeducational Assessment*, 40(5), 605-620. <https://doi.org/10.1177/07342829221075981>

This study described the development of a culturally adapted video version of Strange Stories test as a measure of advanced theory of mind for youths in an Asian country (i.e. Singapore), the Y-ToM, and to provide preliminary psychometric properties. Participants were 170 youths (82 male, 88 female) aged from 13 to 16 years old (M = 14.77, SD = 1.16) in Singapore. The youths completed the Y-ToM, an abbreviated IQ test and the Happé's Strange Stories in a counterbalanced order while their parents completed the Child

Behavior Checklist (CBCL). A two-factor structure consisting of social and physical subscales was suggested. Concurrent, convergent, divergent and diagnostic validity of the Y-ToM was examined. Internal consistency of the Y-ToM social subscale was acceptable though it was not satisfactory for the Y-ToM physical subscale. Inter-rater reliability was good while test-retest reliability was lower.

Schmitz, E. A., Salemink, E., Wiers, R. W., & Jansen, B. R. J. (2022). **Test of Measurement Invariance, and Evidence for Reliability and Validity of AMAS Scores in Dutch Secondary School and University Students.** *Journal of Psychoeducational Assessment*, 40(5), 663-677. <https://doi.org/10.1177/07342829221086141>

The Abbreviated Math Anxiety Scale (AMAS) is commonly used to compare groups on math anxiety. Group comparisons should however be preceded by a demonstration of metric and scalar measurement invariance, which is currently only available for undergraduate students in the USA. This study tested for metric and scalar measurement invariance of AMAS scores across sexes and age groups and investigated reliability and validity evidence. Dutch secondary school students (N = 1504) and university students (N = 629) completed the AMAS and reported their math grades. Subsamples also completed questionnaires on related (e.g., trait anxiety) and unrelated constructs (e.g., anxiety for learning a foreign language). Results of multi-group Confirmatory Factor Analyses showed the 2-factor structure that was detected in earlier studies and supported partial metric and scalar invariance, although cross-loadings for one item were included for the female university students group to improve model fit. Reliability ranged from acceptable to good and validity was supported.

Schönmoser, C., Karwath, C., & Gnamb, T. (2022). **Parent and Teacher Assessments of Social-Emotional Competence in Three-Year-Old Children: Does Sibling Status Matter?** *Journal of Psychoeducational Assessment*, 40(5), 621-633. <https://doi.org/10.1177/07342829221077503>

Valid information on early social-emotional competence is essential to diagnose, treat, and prevent behavioral problems in children and adolescents. Particularly in young children, social-emotional competence is frequently measured using parent and teacher ratings that frequently exhibit low agreement. Therefore, the present study on n = 532 three-year-olds (47% girls) examined whether sibling status might explain discrepancies between the two informant groups. First, multi-trait multi-informant analyses explored the construct validity of a short measure of three facets of social-emotional competence. Then, group comparisons evaluated the size of the observed method effects for only children and children with siblings. Results showed low convergent validity between parent and teacher ratings for aggressive behavior, cooperative behavior, and emotional self-regulation. Sibling status in the family contributed little to the observed discrepancies between parents and teachers. Thus, a comprehensive assessment of social-emotional competence in children requires a multi-informant approach to capture the construct breadth.

Sharma, M., Chheda, S., Piramal, R., Bhatia, N., Frazier, T., & Singh, N. C. (2022). **The Social and Emotional Learning and Orientation Scale - Development and Validation of a Brief Measure in Hindi.** *Journal of Psychoeducational Assessment*, 40(5), 571-591. <https://doi.org/10.1177/07342829221075517>

Accumulating evidence of the impact of social and emotional learning (SEL) on student well-being as well as academic performance has led to an increased interest in

understanding and measuring SEL in students. However, most existing measures have been developed in English and there is a paucity of culturally relevant measures in other languages. In this study, we present a short, culturally sensitive 8-item scale in Hindi entitled the Social and Emotional Learning and Orientation Scale (SELOS). Factor structure of SELOS was established through exploratory (N=2844; Mage=14.65 years) and confirmatory factor analysis (N=1508; Mage=14.50 years) with responses from 4352 Hindi-speaking students in India. The scale demonstrated a two-factor structure, with good reliability, discriminant validity and partial measurement invariance across gender. These results provide encouraging evidence for conducting culturally sensitive studies of SEL in India and in other Hindi-speaking parts of the world.

Vu Huy Tran†, H. (2022). **The zone of proximal privilege: towards a Vygotskian theory of privilege in education.** *International Journal of Qualitative Studies in Education*, 35(7), 791-804. <https://doi.org/10.1080/09518398.2022.2061634>

Foundational to Vygotsky's Zone of Proximal Development (ZPD) was the influence of Marx's theory of historical materialism. Vygotsky's work radically rejected the traditional approaches of developmental psychology. The ZPD centralized the importance of potential development not only by measuring or testing what a child could perform, but a tool to observe developmental change as a dialectical product of society and material life. In other words, social structures and the dynamic material world play a significant role in shaping the child's development. It follows then that contemporary uptakes of Vygotsky's ZPD likewise would be remiss to neglect the importance of historical materialism and take account of the dynamism of modern capital. This paper offers for further engagement the Zone of Proximal Privilege—a contemporary uptake of Vygotsky's work that explores the ways that the excesses of capital have created vast educational privileges for some while constricting access and development for many others.

Yan, Z., & Pastore, S. (2022). **Assessing Teachers' Strategies in Formative Assessment: The Teacher Formative Assessment Practice Scale.** *Journal of Psychoeducational Assessment*, 40(5), 592-604. <https://doi.org/10.1177/07342829221075121>

A significant challenge in studying formative assessment is the lack of suitable instruments for assessing teachers' formative assessment practices. This paper reports the development of the Teacher Formative Assessment Practice Scale (TFAPS) and its psychometric properties based on two samples of primary and secondary school teachers: one from Hong Kong (N = 449) and the other from Italy (N = 309). Exploratory factor analysis identified two distinct factors, including teacher-directed formative assessment (TdFA, six items) and student-directed formative assessment (SdFA, four items). The confirmatory factor analysis supported this two-factor structure. Rasch analysis provided further psychometric evidence regarding scale dimensionality and item quality. This study suggests that TFAPS is an appropriate instrument for assessing teachers' formative assessment practices, but the cultural influence on teachers' formative assessment practices should be noted in the applications of the instrument.

## Aspects sociaux de l'éducation

Ahsan, M. N., Emran, M. S., Jiang, H., & Shilpi, F. (2022). **What the Mean Measures of Mobility Miss: Learning About Intergenerational Mobility from Conditional Variance** (GLO

Discussion Paper Series N° 1097). Consulté à l'adresse Global Labor Organization (GLO) website: <https://econpapers.repec.org/paper/zbwglodps/1097.htm>

A large literature on intergenerational mobility focuses on the conditional mean of children's economic outcomes to understand the role of family background, but ignores the information contained in conditional variance. Using exceptionally rich data free of coresidency bias, we provide evidence on three large developing countries (China, India, and Indonesia) that suggests a strong influence of father's education on conditional variance of children's schooling. We find substantial heterogeneity across countries, gender, and geography (rural/ urban). Cohort based estimates suggest that the effects of father's education on the conditional variance has changed qualitatively, in some cases a positive effect in the 1950s cohort turning into a substantial negative effect in the 1980s cohort. We develop a methodology to incorporate the effects of family background on the conditional variance along with the standard conditional mean effects. We derive risk adjusted measures of relative and absolute mobility by accounting for an estimate of the risk premium for the conditional variance faced by a child. The estimates of risk adjusted relative and absolute mobility for China, India and Indonesia suggest that the standard measures substantially underestimate the effects of family background on children's educational opportunities, and may give a false impression of high educational mobility. The downward bias is specially large for the children born into the most disadvantaged households where fathers have no schooling, while the bias is negligible for the children of college educated fathers. The standard (but partial) measures may lead to incorrect ranking of regions and groups in terms of relative mobility. Compared to the risk adjusted measures, the standard measures are likely to underestimate gender gap and rural-urban gap in educational opportunities.

Beauchemin, C., Ichou, M., & Simon, P. (2022). **Familles immigrées : le niveau d'éducation progresse sur trois générations mais les inégalités sociales persistent.** *Population et Sociétés*, (602). Consulté à l'adresse <https://www.ined.fr/fr/publications/editions/population-et-societes/familles-immigrees-le-niveau-d-education-progresse-sur-trois-generations-mais-les-inegalites-sociales-persistent/#popsoc-bloc-citer>

Le niveau d'éducation progresse beaucoup entre les parents immigrés et leurs enfants nés en France. Le niveau atteint reste cependant inférieur à celui des descendants de natifs. Dans les familles originaires d'Asie et d'Afrique subsaharienne, les parents sont plus souvent diplômés du supérieur que les parents natifs. Dans les familles originaires de Turquie et du Moyen-Orient, les parents sont en revanche peu diplômés et leurs enfants aussi malgré une progression, faisant de ce groupe celui le moins diplômé de tous les groupes issus de l'immigration. La plus grande réussite scolaire des filles, un fait général bien connu en France, se vérifie aussi chez les filles d'immigrés qui dépassent plus souvent que les fils le niveau de diplôme des parents.

Belzil, C., Hansen, J., & Liu, X. (2022). **The Evolution of Inequality in Education Trajectories and Graduation Outcomes in the US** (IZA Discussion Paper N° 15338). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15338.htm>

We model the joint distribution of (i) individual education trajectories, defined by the allocation of time (semesters) between various combinations of school enrollment with different labor supply modalities and periods of school interruption devoted either to employment or home production and (ii) actual graduation outcomes using two cohorts



of the National Longitudinal Survey of Youths which we follow from 16 to 28. We discuss the evolution of family income and ability effects where the latter are decomposed into an academic (cognitive) and a practical (technical-mechanical) latent ability factor component correlated with family income and background variables. We find that the individual cognitive-technical ability differential prevailing at 16 was increasing with income in the early 80's but much less so in the early 2000's. We find no evidence of any income-based « trajectory inequality » in either cohort, after conditioning on abilities. Among all graduation and enrollment outcomes, college graduation is the only for which the effect of income has increased between the 1980's and the early 2000's but it reached a level no more important than the high school graduation income effect. In both cohorts, cognitive and technical abilities were the dominant factors but they affect most dimensions of individual trajectories and all graduation outcomes in opposite directions. However, the cognitive ability factor lost half of its effect on college graduation while the impact of the technical-mechanical factor has been more stable across cohorts.

Bettini, E., Cormier, C. J., Ragunathan, M., & Stark, K. (2022). **Navigating the Double Bind: A Systematic Literature Review of the Experiences of Novice Teachers of Color in K–12 Schools.** *Review of Educational Research*, 92(4), 495-542.  
<https://doi.org/10.3102/00346543211060873>

A robust body of U.S.-based research demonstrates the importance of teachers of color to promote positive outcomes among students of color, and recent policies aim to increase the proportion of teachers of color. These policies are unlikely to succeed if they ignore how educational systems currently marginalize teachers of color, particularly early in teachers' careers, when they are more likely to leave. Thus, we conducted a systematic narrative review of the experiences of novice teachers of color in K–12 schools. We identified 72 relevant studies, from 1996 to the present, and qualitatively analyzed themes within them. We found that novices' experiences of their socialization into K–12 educational institutions were deeply racialized, through their interactions with every aspect of K–12 educational systems. Novices' experiences often placed them in a double bind, as they experienced tensions between their personal commitments as people of color and their professional commitments in schools that perpetuated oppressive systems. Welcoming novice teachers of color into K–12 schools thus necessitates broader efforts to dismantle the many ways oppressive systems are embedded within and perpetuated by schools—efforts to which novice teachers of color can contribute, but for which they should not bear sole responsibility.

Blanden, J., Doepke, M., & Stuhler, J. (2022). **Education inequality** [CEP Discussion Paper]. Consulté à l'adresse Centre for Economic Performance, LSE website:  
<https://econpapers.repec.org/paper/cepcpdps/dp1849.htm>

This paper provides new evidence on educational inequality and reviews the literature on the causes and consequences of unequal education. We document large achievement gaps between children from different socio-economic backgrounds, show how patterns of educational inequality vary across countries, time, and generations, and establish a link between educational inequality and social mobility. We interpret this evidence from the perspective of economic models of skill acquisition and investment in human capital. The models account for different channels underlying unequal education and highlight how endogenous responses in parents' and children's educational investments generate a close link between economic inequality and



educational inequality. Given concerns over the extended school closures during the Covid-19 pandemic, we also summarize early evidence on the impact of the pandemic on children's education and on possible long-run repercussions for educational inequality.

Cabrera, N. (2022). **Cause with effect: critical whiteness studies and the material consequences of whiteness on communities of color.** *International Journal of Qualitative Studies in Education*, 35(7), 711-718. <https://doi.org/10.1080/09518398.2022.2061628>

Cabrera described the development of Critical Whiteness Studies (CWS), in particular within higher education scholarship, as a complementary response to Critical Race Theory (CRT). Specifically, if CRT work in higher education offers a deep analysis of the harm of systemic racial marginalization on BIPOC communities (effect), then CWS explores the inner working of Whiteness that led to this racial harm (cause). However, there is contemporary concern that CWS is evolving into more of a space for White people to explore Whiteness without directly linking it to anti-Blackness, anti-Indigeneity, anti-Brownness, and anti-Asianness, essentially an inversion of the original problem (cause without effect). Therefore, I am proposing a CWS moving ahead that explicitly merges both lines of inquiry so that CWS offers the underlying structures and mechanisms of racial marginalization (cause) coupled with the material consequences of this on BIPOC communities (effect).

Cappelletti, D., Levati, M. V., & Ploner, M. (2022). **Math ability, gender stereotypes about math ability, and educational choices. Combining experimental and survey data** (Working Paper N° 07/2022). Consulté à l'adresse University of Verona, Department of Economics website: [https://econpapers.repec.org/paper/verwpaper/07\\_2f2022.htm](https://econpapers.repec.org/paper/verwpaper/07_2f2022.htm)

The underrepresentation of females in STEM fields negatively affects productivity growth and contributes to labour market inequalities. In countries where children are tracked in educational trajectories from high school (as in Italy, 8th grade), it is crucial to understand what drives gendered pathways before educational segregation starts. Collecting experimental and survey data from Italian 8th graders, we find that perceived comparisons with peers are predictors of the likelihood that girls choose a math-intensive track during high school. Policy initiatives improving girls' expectations about their relative math performance may thus encourage female students to pursue a STEM track.

Carter, C., & Jocson, K. M. (2022). **Where the repetition fades: black feminist lessons and (sonic) critiques beyond critical whiteness studies.** *International Journal of Qualitative Studies in Education*, 35(7), 744-754. <https://doi.org/10.1080/09518398.2022.2061729>

Drum. Guitar. Song. Cue up Brittany Howard's "History Repeats" and notice what happens. For us, something akin to a bluesy-funk hums while reading critical whiteness studies (CWS) through black feminist thought (BFT). Breaking form. Diffractive. Relational. In this essay, we work through prismatic rhythm and consider how Howard's creative text moves beyond the logic of modern reason to welcome otherwise. We note a writing-thinking-jam session and methodological openings guided by BFT. We then discuss CWS to rethink its approach to analysis and the production of whiteness as its object of knowledge. At the core of our argument are lessons from BFT to incite ways of outmaneuvering and undoing immunity with impunity. With those lessons, we aim to disrupt traditional practices of biocentric disciplinary knowing and open radical (un)disciplinary possibilities. Tune in for a rhythmic swell.

Dabestani, M.-N. (2022). **D'un lieu commun « pédagogiquement correct » à un autre : des parents au centre.** *Revue française de pédagogie*, 214(1), 21-35. <https://doi.org/10.4000/rfp.11277>

Cet article est consacré à une mise en œuvre du discours officiel d'une enfance au centre des préoccupations de tous les acteurs éducatifs promu dans la dernière décennie du xxe siècle. Des analyses diachroniques et synchroniques de cahiers d'élèves de maternelle structurent l'étude croisée des (re)définitions de la petite enfance et du rôle pédagogique parental en amont et en aval de la loi d'orientation de 1989. Elles tendent à montrer qu'une place prépondérante a été peu à peu accordée à l'expertise pédagogique des familles à l'intérieur même du discours puérocentré inscrit dans les cahiers de maternelle. Les repères scolaires les plus robustes pour les familles populaires sont pourtant moins présents dans les supports contemporains qui leur sont adressés.

Davison, M., Penner, A. M., & Penner, E. K. (2022). **Restorative for All? Racial Disproportionality and School Discipline Under Restorative Justice.** *American Educational Research Journal*, 59(4), 687-718. <https://doi.org/10.3102/00028312211062613>

A growing number of schools are adopting restorative justice (RJ) practices that de-emphasize exclusionary discipline and aim for racial equity. We examine student discipline as RJ programs matured in Meadowview Public Schools from 2008 to 2017. Our difference-in-difference estimates show that students in RJ schools experienced a profound decline in their suspension rates during the first 5 years of implementation. However, the benefits of RJ were not shared by all students, as disciplinary outcomes for Black students were largely unchanged. While the overall effects of RJ in this context are promising, racial disproportionality widened. Our results suggest that the racial equity intentions of RJ may be diluted as schools integrate RJ into their existing practices.

Denecheau, B. (2022). **Young people on the margins: priorities for action in education and youth.** *Educational Review*, 74(4), 900-901. <https://doi.org/10.1080/00131911.2021.1965306>

Devkota, S., Eklund, J., & Wagle, U. (2022). **Caste/ethnic differences in school dropout among 5-20-year olds in Nepal.** *Educational Review*, 74(4), 824-843. <https://doi.org/10.1080/00131911.2020.1793734>

Reducing school dropout rates has been a challenging policy problem in an effort to improve educational participation and attainment in developing countries. This paper examines the differences in school dropout rates among the 5–20-year olds across three major caste/ethnic groups in Nepal using nationally representative survey data. Findings suggest sizeable differences witnessed by the indigenous and especially lower-caste Dalit groups when compared to the historically privileged Hindu groups. The use of Fairlie's non-linear regression-based decomposition technique helps ascertain the major sources of these differences. Parental occupations, age, marital status and mountains, hills and far-western regions of residence are found to help explain such differences. The paper underscores the role of public policies on affirmative action and area-based, conditional cash transfer initiatives as well as effective public awareness campaigns to improve the educational participation of these otherwise historically disadvantaged caste/ethnic groups in Nepal.

Edwards, K. T., & Shahjahan, R. A. (2022). **Lessons on love in collaboration: Black and Brown ruminations on global whiteness.** *International Journal of Qualitative Studies in Education*, 35(7), 764-774. <https://doi.org/10.1080/09518398.2022.2061734>

This article illuminates our spiritual journey, as Black and Brown scholars, to globalize and further temporalize the discussion of whiteness in the field of higher education. By employing the spiritual ontoepistemologies of communities of color, we recount our journey in developing a critical race temporal heuristic, Whiteness as Futurity (Shahjahan & Edwards, 2022). We illuminate the three lessons we learned on this path: (1) trust in multiple ways of knowing, (2) spiritual healing in collaboration, and (3) community within interdependence. Our lessons highlight the complexities and potential of collaboration on conceptual research for Black and Brown people. We argue that spiritually and communally-informed scholarly practice creates the necessary psychic space to locate nuanced analyses of whiteness not readily available with traditional analytics while also supporting humanized ways of being for scholars.

Fisher, Y., FitzGerald, A. M., & Olson, A. (2022). **What Do Teacher-Education College Students Know about Parental Involvement: A Comparative Study between the U.S. and Israel.** *Education and Urban Society*, 54(6), 714-730. <https://doi.org/10.1177/00131245211026685>

Given that the professional literature provides ample evidence of the importance of parental involvement and its effect on learners' academic outcomes and positive social/emotional states, the aim of this quantitative study was to understand and compare the perceptions of preservice teachers regarding parental involvement and family engagement in Israel and the U.S. Fisher's Perception of Parental Involvement Scale (PPIS; Fisher, 2011) was used to survey 469 education-college students: 269 American students and 200 Israeli students. Analysis indicated that the model was a better fit for Israeli students and an acceptable fit for U.S. students. However, in general, Israeli and US students in teaching colleges agreed on many of the components of parental involvement. Some results differed by gender, age, level of education, and prior teaching experience. These results may suggest that the fundamental concepts that constitute the family engagement are not culturally bound, but rather may be common among different cultures and nations. Further research is required to confirm this. Notwithstanding, gaining a general understanding of pre- and in-service teachers' perceptions regarding parental involvement and family engagement could prompt the colleges to expand their teacher-education programs to better address this important issue.

Gerdes, J., Goei, S. L., Huizinga, M., & De Ruyter, D. J. (2022). **True partners? Exploring family-school partnership in secondary education from a collaboration perspective.** *Educational Review*, 74(4), 805-823. <https://doi.org/10.1080/00131911.2020.1778643>

Although the benefits of family-school partnership are clear, secondary schools struggle to successfully realise this partnership. Drawing on interview data from Dutch parents of secondary school students, this study aims to explore underlying structures of family-school partnership and opportunities for improvement. We defined family-school partnership as boundary crossing in collaboration between equal agents. Using a framework for analysing interdisciplinary collaboration, we explored what levels of co-work can be observed in parents' accounts and what factors affect parents' agency in family-school partnership. In total, 24 parents participated in 11 individual semi-structured interviews and 3 focus group interviews. Data were analysed using a template analysis.

The analysis showed that, although coordination and collaboration can be observed in the partnership, the most common level of co-work is cooperation. Furthermore, the findings show that at each level of co-work, the agentive roles of parents are affected by equality of condition, including: access to resources, recognition of expertise, and acknowledgement of authority. The study contributes to the scientific understanding of the relationship between families and schools by breaking down the complex concept of family-school partnership into smaller, more tangible and more manageable components. Defining levels of co-work, different agentive roles and different levels of equality helps to deepen the theoretical understanding of the interrelated aspects of family-school partnership. In practice, defining components that are observable may lead to actionable insights.

Gregor, M. A., Weigold, I. K., Martin-Wagar, C. A., & Campbell-Halfaker, D. (2022). **Tenure Expectations and Career Aspirations Among Female Assistant Professors in STEM.** *Journal of Career Development*, 49(4), 890-905. <https://doi.org/10.1177/08948453211005032>

This study used social cognitive career theory to predict the career aspirations and tenure expectations of untenured female science, technology, engineering, and math (STEM) assistant professors. We hypothesized that contextual variables (perceived career barriers and institutional support for work-life balance) would directly predict career aspirations and tenure expectations. We also expected that these contextual variables would be indirectly related to career aspirations and tenure expectations through our self-efficacy variables (faculty task-specific self-efficacy and impostor beliefs). Data were collected from 214 untenured female faculty in STEM departments. Path analyses indicated that the hypothesized model was a good fit for the data. Institutional support for work-life balance produced direct and indirect pathways to career aspirations through faculty task-specific self-efficacy and an indirect pathway to tenure expectations through impostor beliefs, whereas perceived career barriers produced a direct pathway to career aspirations. Implications for research and practice are discussed.

Gustavsson, M. (2022). **De l'abolition de la société de classe à l'investissement dans le capital humain : l'essor et la chute du système d'aide sociale sélective pour les étudiants en Suède (1939-1964).** *Histoire de l'éducation*, 157(1), 221-258. <https://doi.org/10.4000/histoire-education.7434>

Le financement de l'éducation met en jeu un large spectre de questions – économiques, mais aussi politiques, sociales et culturelles – investies par de nombreuses disciplines. Dans le champ de l'histoire de l'éducation, en revanche, il n'a retenu l'attention des chercheurs que par intermittence. Ce dossier, fruit d'une coopération entre le Nordic Journal of Educational History et Histoire de l'éducation, traite des réformes du financement de l'éducation au XIXe et au XXe siècle, période marquée par l'extension de l'accès aux enseignements primaire, secondaire et supérieur. Il vise à combler certaines lacunes des historiographies française et suédoise et à susciter de nouvelles recherches sur ce terrain, en ouvrant la voie à des débats méthodologiques, par-delà les disciplines et les frontières nationales. Les trajectoires de la France et de la Suède – deux exemples d'économies dites « avancées », deux formes d'État-providence, confrontés à des défis très similaires – présentent un jeu complexe de similitudes et de différences qui donne tout son intérêt à l'étude précise des dispositifs de financement mis en place dans les deux pays, en fonction des contextes et pour répondre à des besoins particuliers : essor de l'enseignement technique, rénovation pédagogique,



scolarisation dans les lieux reculés, ou encore élargissement de l'accès à l'enseignement supérieur.

Kakuru, D. M. (2022). **Navigating Student Motherhood in a Precarious Urban Context: Perspectives from Higher Education in Uganda.** *Education and Urban Society*, 54(6), 731-749. <https://doi.org/10.1177/00131245211027549>

This paper reports findings of a study on young mothers living in Uganda's poor urban areas which have been politically labeled as informal settlements and therefore not eligible for social services delivery. Although 59% of all school dropouts in Uganda are due to young motherhood, the national education policy, and practice automatically exclude young mothers. Past studies on student motherhood addressed student mothers of all ages, and were not focused on poor urban communities. The qualitative study involved young female participants enrolled in institutions of higher learning aged, between the 17 and 25 and investigated the magnitude of their marginalization and exclusion. Study participants were purposively selected using snowball technique. Data were collected using life history interviews and observation. All interviews were audio recorded, transcribed verbatim, coded, and thematic analysis was done. The key themes are the context of urban poverty and student motherhood, lack of counseling services, poor law enforcement, and abandonment. The paper discusses how the young women navigate motherhood and education, thereby advancing the discourse on student motherhood in precarious educational contexts of urban poverty.

Keenan, H. B. (2022). **Methodology as Pedagogy: Trans Lives, Social Science, and the Possibilities of Education Research.** *Educational Researcher*, 51(5), 307-314. <https://doi.org/10.3102/0013189X211065740>

Over the past decade, public awareness of transgender people has rapidly increased. Yet people who do not conform to the expectations of their assigned gender often face social prejudice and structural marginalization. Within this context, an increasing number of education researchers have shown interest in taking up questions related to transgender communities. Although there is great potential for education researchers to play a useful role in cultivating trans-competent educational environments, this heightened engagement raises new challenges. How can education researchers design methodologies that avoid reinforcing the structures and epistemologies that have done harm to trans people? This article places that question in historical context through an overview of the relationship between transgender people and social science research over the last century, and the emergence of transgender studies as a response to that history. Then, the article presents a consideration of the role of education research in bridging tensions between the fields of social science and transgender studies.

Koshino, K. (2022). **Rediscovering the conflict zone: Can the subaltern redefine the theory?** *International Journal of Qualitative Studies in Education*, 35(7), 775-779. <https://doi.org/10.1080/09518398.2022.2061730>

By utilizing autoethnography as a research method of a reflective self-examination set within the author's cultural context and experiential world, this essay elucidates the nuanced positionality of Asians/Asian Americans at the intersection of the model minority myth discourse, colonial narratives, and the black-white binary paradigm of race relations by the employment of Critical Whiteness Studies (CWS). While the recent global movement toward racial awareness pushes us to consider the use of CWS, probing into the positionality of Asians/Asian Americans from the perspective of the aforementioned



intersection helps us understand the carefully constructed racial paradigm that sets up the complex of the racial status quo. The paradigm has not only created the precarious space for those whose racial identities do not fit in the binary—inclusive of but not limited to Indigenous people, Asians, Latinx, and multiracial people—but has also polarized whites under the white supremacist system.

Leath, S., Quiles, T., Samuel, M., Chima, U., & Chavous, T. (2022). **“Our Community Is So Small”**: Considering Intra-racial Peer Networks in Black Student Adjustment and Belonging at PWIs. *American Educational Research Journal*, 59(4), 752-787. <https://doi.org/10.3102/00028312221092780>

Although Black students may share race-related experiences at predominantly White institutions (PWIs), they are a heterogeneous community with diverse identity beliefs, goals, and expectations about college. In the current study, we foreground how Black students at PWIs understand their racialized identities in relation to one another and within the broader university context. Drawing from interview data with 32 Black undergraduate students, we explore intra-racial academic and social norms at two PWIs, with a particular focus on how students' intersectional identities inform their relationships and experiences with other Black students. We add to the growing literature that actively challenges the homogenization of Black student populations and discuss how intra-racial norms contribute to students' campus adjustment and sense of belonging.

Lyon, Schatz, Toyama, & Torres. (2022). **Computer Science Intensive Intervention to Prepare and Engage Underrepresented Novice Students at Community College**. *Community College Journal of Research and Practice*, 46(8), 589-601. <https://doi.org/10.1080/10668926.2021.1894508>

As open-access institutions serving diverse student populations, community colleges are perfect settings for broadening participation in computing efforts in higher education. The very nature of open access, however, places students with a wide variety of previous experience in the same introductory computer science classroom, intimidating the students with little programming exposure, many of whom are traditionally underrepresented in computer science. This paper reports on a pre-semester, intensive program designed to increase the computer science confidence and motivation of students with no previous programming exposure implemented at a community college in California. Framed using social cognitive career theory, results from the accompanying research project indicate preliminary success; we found the program to be well received by the majority of students, who had increased self-efficacy and interest in computer science. Implications for practice and research are discussed.

Mangin, M. M., Keenan, H. B., Meyer, E. J., McQuillan, M. T., Suárez, M. I., & Iskander, L. (2022). **Editors' Introduction: Toward Trans Studies in K-12 Education**. *Educational Researcher*, 51(5), 302-306. <https://doi.org/10.3102/0013189X221105513>

Martino, W., Kassen, J., & Omercajic, K. (2022). **Supporting transgender students in schools: beyond an individualist approach to trans inclusion in the education system**. *Educational Review*, 74(4), 753-772. <https://doi.org/10.1080/00131911.2020.1829559>

In this article, we provide theoretically informed empirical insights into administrative and pedagogical approaches to supporting transgender students in schools which rely on a fundamental rationality of individualisation and rights. We draw on trans epistemological frameworks and political theories that address the limits of liberal individualism to provide

insights into how transgender inclusion and recognition are conceived and enacted in one particular school in Ontario. Our case study contributes to an emerging body of research that documents the viewpoints of educators in response to the increasing visibility of trans youth in schools and a growing awareness of their experiences which have highlighted the institutional and systemic barriers continuing to impact on the provision of support for transgender students in the education system. Overall, the case study serves as an illustrative exemplification of the problematic of trans inclusion when it is driven by a logics of liberal individualism and rights that fail to address broader forces of cisnormativity and cisgenderism.

McQuillan, M. T. (2022). **A Starting Point: Gender, Hot Cognition, and Trans-Informed Administrative Guidance.** *Educational Researcher*, 51(5), 336-351.  
<https://doi.org/10.3102/0013189X221084707>

Trans-informed administrative guidance introduces concepts from trans studies to educational leaders, but researchers have relatively ignored these policy implementation tools. This content analysis describes the design of administrative guidance using a representative sample of 112 Illinois districts: the who, what, how, and why of supporting transgender students. The results substantiated evidence of trans-informed guidance that introduced complex gender “definitions” and legitimized students’ identity. Many of these same texts also included barriers to supporting students with administrative gatekeeping, definitions reinforcing the gender binary, and mandates to involve parents in access decisions. All but one district (96%) highlighted existing state and local policies to motivate administrative actions around 13 issues. A minority of the texts provided specific directions to guide decision-making and reform efforts. This paper includes areas of concern and suggestions as policymakers initiate gender reforms.

Meyer, E. J. (2022). **Sex, Gender, and Education Research: The Case for Transgender Studies in Education.** *Educational Researcher*, 51(5), 315-323.  
<https://doi.org/10.3102/0013189X211048870>

This article situates transgender studies in education within related bodies of education research literature to highlight this field as an important emerging area of scholarship. This scholarship is key for scholars centering gender, equity, and liberation as priorities to engage with since transgender epistemologies can add strength, nuance, and criticality to education research and practice. The purpose of this article is to clearly identify the history of harmful gender ideologies and practices embedded in everyday structures and practices of K–12 schools that have been documented and amplified in education research. I argue that by drawing from transgender studies and epistemologies, education researchers can move toward more liberatory scholarship and educational practices.

Morales, S. (2022). **Locating the “white” in critical whiteness studies: considerations for white scholars seeking to dismantle whiteness within educational research.** *International Journal of Qualitative Studies in Education*, 35(7), 703-710.  
<https://doi.org/10.1080/09518398.2022.2061731>

In this essay, I reflect on and detail some of my experiences navigating the question of what it means for white scholars and white researchers to critically engage their own whiteness within the context of educational research. Considering my current academic role as a faculty member who works primarily with graduate students in educational

leadership, students who include white people who are seeking to better understand racism and white supremacy, this reflective essay details my thoughts regarding white people who wish to use educational research to uncover, expose, and disrupt whiteness and white supremacy within schools and contexts that are school adjacent, such as education organizations and education non-profits. I walk the reader through various aspects of my own journey understanding my racialized self, how racism and white supremacy connect to Critical Whiteness Studies (CWS) as a field of inquiry, and ending with my considerations for white scholars.

Pogodzinski, B., Lenhoff, S. W., Cook, W., & Singer, J. (2022). **School Transit and Accessing Public School in Detroit.** *Education and Urban Society*, 54(6), 695-713. <https://doi.org/10.1177/00131245211027369>

Students in the Detroit Public Community Schools District (DPSCD) have the highest rate of chronic absence (missing 10% or more of school days) among large districts in the United States. Additionally, students in DPSCD are among the poorest students in the country, often lacking access to reliable personal transportation or public transit to facilitate getting to school. Although DPSCD offers school-sponsored transit, only 30% of K-8 students were eligible for such transit in 2018 to 2019. Through the use of multilevel modeling, we sought to identify the association between eligibility for school-sponsored transit and attendance. Our findings indicated that there was a negative association of small magnitude between eligibility for school sponsored transit and school attendance. This counterintuitive finding may highlight the fact that transit eligibility is not sufficient to mediate the negative relationship between student poverty and attendance, and transit eligibility does not guarantee regular use of school-sponsored transit.

Reyes, G., & Aronson, B. (2022). **"It reeks of first-wave whiteness": a reimagined critical whiteness studies and feminist of color teacher education.** *International Journal of Qualitative Studies in Education*, 35(7), 737-743. <https://doi.org/10.1080/09518398.2022.2061629>

In this article, we offer the perspective of a feminist of Color analysis on how teaching has been constructed into a race, gender, and class mold that purposely includes certain bodies—namely white middle-class women—while excluding anyone who does not fit the mold. More specifically, we use intersectionality to analyze the interplay between teachers and the structuring of teaching. In doing so, we respond to the recent compartmentalization of the critical whiteness studies (CWS) field by putting CWS in conversations with feminist of Color perspectives. We also provide take away points for why a cohesive CWS field, in dialogue with other critical conversations, is essential in making visible the larger social landscape of power in education, a landscape in which we, as scholars and educators, are all embedded.

Reyes, G. T. (2022). **A love letter to educational leaders of Color: "CREWing UP" with critical whiteness studies.** *International Journal of Qualitative Studies in Education*, 35(7), 780-790. <https://doi.org/10.1080/09518398.2022.2061073>

This essay applies Critical Race Theory and Critical Whiteness Studies towards affirming the collective existence, experience, and humanity of educational leaders of Color, who tend to experience systemic dismissing and invisibilizing within educational institutions. Like racial commentators such as James Baldwin and Ta-Nehisi Coates, this essay uses the genre of letter writing—specifically a love letter—as a way to cultivate intimacy and relationality with readers. The piece intentionally does so because whiteness, white

supremacy, and racism enact violence in ways that require intentional healing rooted in humanizing, revolutionary, and decolonial love. Ultimately, this love letter urges scholars, particularly race and whiteness scholars, to “CREW UP,” or Catalyze Resistance & Emancipation With United Power, in such a way that provides the healing, collective coalition-building, and consciousness needed to eradicate whiteness, white supremacy, and racism.

Rocha, F., & Clara, P. P. (2022). **Gender gaps in low and high-stakes assessments** (Working Papers, Department of Economics N° 2022\_14). Consulté à l'adresse University of São Paulo (FEA-USP) website: <https://econpapers.repec.org/paper/spawpaper/2022wpecon14.htm>

A comprehensive body of literature suggests that women do not perform as well as men in competitive settings. In this paper, we use individual-level administrative data to investigate if women and men respond differently to exam stakes in Brazil. We compare performances of students at the University of São Paulo in undergraduate Economics courses (low stakes) and in the national admission exam to Economics graduate programs (high stakes). We find evidence that women outperform men in undergraduate disciplines but underperform on the graduate admission exam. Our study indicates that there are indeed gender differences in low and high-stakes evaluations.

Spencer-Bennett, K. (2022). **Libraries in women's lives: everyday rhythms and public time.** *Educational Review*, 74(4), 844-861. <https://doi.org/10.1080/00131911.2020.1803796>

This paper asks how libraries have rhythmized women's education and everyday lives. It draws on women's narratives of library use in a multicultural suburb of Birmingham, UK. It shows that women's use of libraries exists in rhythmic relations with other times and places, both public and private. The narratives reveal the value of the library in offering space for women to claim time for themselves in the Lefebvrian “weak time, the stops, silences, blanks”. Routines, cycles and continuity of use over various scales are important in women's engagements with libraries. Memorable too are particular moments. Punctuating the quotidian rhythms of library use, these moments are individual stories of rupture; times of great significance in women's lives. Changes to library provision have, therefore, rhythmic consequences, with reduced opening hours and library closure bringing arrhythmia. Through the library, women are linked to particular histories and they enter into shared rhythms, within both the present and the past. Libraries, this paper argues, offer not only an important public space but also public time.1

Stewart, D.-L. (2022). **“Dead honky”—against technologies of (white) violence.** *International Journal of Qualitative Studies in Education*, 35(7), 719-729. <https://doi.org/10.1080/09518398.2022.2061630>

In 1975, Saturday Night Live, a long-running sketch comedy television series, aired a sketch featuring Richard Pryor, a Black man, and Chevy Chase, a white man. During the sketch, several racial epithets were used for both Black people and white people, including the n-word. In this paper, I parallel the emotionalities displayed in that sketch to assert that as whiteness pretends to be innocent, flustered, and terrified, it nonetheless creates terror and violence. Critical whiteness studies (CWS) in the field of higher education fails to account for these technologies of violence that characterize whiteness and which whiteness employs. I bring a Black consciousness lens that asserts a critical narrative grounded in my own and in the intellectual, cultural, and psychic experiences of Blackness. From that space, I theorize technologies of (white) violence as enactments



of: (1) malicious white terror; (2) rhetorical white innocence, mobilized through white contempt and white transmission; and, (3) pacifying white concession. Ultimately, I call for CWS to take up an analysis of technologies of (white) violence in its interrogation of the ways that whiteness operates in postsecondary education, but more so to commit to realizing the death of whiteness, taking up Pryor's verbal effigy "dead honky."

Suárez, M. I., McQuillan, M. T., Keenan, H. B., & Iskander, L. (2022). **Differences in Trans Employees' and Students' School Experiences**. *Educational Researcher*, 51(5), 352-358. <https://doi.org/10.3102/0013189X221100834>

Little is known about the professional experiences of trans school workers. This brief describes the demographic characteristics of a non-random sample of 296 trans PK–12 school workers (i.e., teachers, administrators, staff) in the United States and Canada and reports their workplace experiences and the structural and social supports for trans employees compared to trans students. The analysis suggests that although most respondents are satisfied with their role, they experience high levels of discrimination and harassment, and there is a lack of administrative guidance for trans staff compared to trans students. The brief concludes with a discussion of the implications for school leadership and policy.

Tournier, V. (2022, juillet 14). **Comment le niveau de diplôme influence la crise démocratique**. Consulté 15 juillet 2022, à l'adresse The Conversation website: <http://theconversation.com/comment-le-niveau-de-diplome-influence-la-crise-democratique-186346>

La massification des études et les inégalités de niveau scolaire peuvent aussi expliquer les fractures politiques et démocratiques en France.

von Hippel, P. T., & Cañedo, A. P. (2022). **Is Kindergarten Ability Group Placement Biased? New Data, New Methods, New Answers**. *American Educational Research Journal*, 59(4), 820-857. <https://doi.org/10.3102/00028312211061410>

Half of kindergarten teachers split children into higher and lower ability groups for reading or math. In national data, we predicted kindergarten ability group placement using linear and ordinal logistic regression with classroom fixed effects. In fall, test scores were the best predictors of group placement, but there was bias favoring girls, high-SES (socioeconomic status) children, and Asian Americans, who received higher placements than their scores alone would predict. Net of SES, there was no bias against placing black children in higher groups. By spring, one third of kindergartners moved groups, and high-SES children moved up more than their score gains alone would predict. Teacher-reported behaviors (e.g., attentiveness, approaches to learning) helped explain girls' higher placements, but did little to explain the higher placements of Asian American and high-SES children.

Wozolek, B., & Atif, A. (2022). **"A nice white lady": critical whiteness studies, teacher education, and city schools**. *International Journal of Qualitative Studies in Education*, 35(7), 755-763. <https://doi.org/10.1080/09518398.2022.2061627>

Critical Whiteness Studies (CWS) can be a significant tool to dismantle white supremacy in educational contexts. However, the authors argue that without attending to the forms of curriculum as they are entangled across systems of schooling, CWS can reinscribe the very forms of whiteness it seeks to disrupt. Identifying as a queer, Brown assistant professor of education and a Black undergraduate student who recently finished her studies, this



paper uses a duo-ethnographic approach to examine what the authors call an "enacted curriculum of whiteness." Through their respective narratives, the authors explore how students and faculty bracketed CWS, often identifying CWS as a part of the formal curriculum while using the enacted curriculum to defend and maintain normalized racism. The authors argue that alongside CWS in teacher preparation, an emphasis on curriculum studies is critical to resisting the "nice white lady" phenomenon that often infects teacher preparation and, eventually, K-12 schools.

Wu, L. (2022). **"Sounds about White!": countering the erasure of Asian American scholars in critical Whiteness studies.** *International Journal of Qualitative Studies in Education*, 35(7), 730-736. <https://doi.org/10.1080/09518398.2022.2061733>

As the field of critical whiteness studies (CWS) grows, some white scholars argue that only whites should undertake the study of whiteness. Other white scholars acknowledge the contributions of scholars of Color to the academy, yet rarely draw on the scholarship of authors of Color to push the field to grow. This commentary critiques these phenomena by tracing the scholarly lineage of CWS and highlighting Asian American scholars' theorizing of whiteness. It concludes with a bilingual poem to illustrate how Asian American scholars can counter both the exclusion of their voices in CWS and the ongoing violence against the Asian Diasporas as escalated by the COVID-19 pandemic.

Zaffran, J. (2022). **Le « raccrochage » ségrégatif des jeunes sans diplôme.** *Revue française de pédagogie*, 214(1), 71-84. <https://doi.org/10.4000/rfp.11322>

Le droit au retour en formation des jeunes sans diplôme est une disposition du plan national de lutte contre la pauvreté. Ce droit garantit un « raccrochage » dans des dispositifs de deux ordres. Le premier est professionnalisant. Il inclut notamment les dispositifs « Deuxième chance » dont font partie l'École de la deuxième chance et l'Établissement pour l'insertion dans l'emploi. Leur objectif est, dans la mesure du possible, l'accès rapide des jeunes au marché du travail. Le second est scolaire. Il vise un retour à l'école dans une structure de retour aux études scolaires de type microlycée. L'objectif est la préparation aux épreuves du baccalauréat. Deux questions sont au départ de l'article : qui sont les « décrocheurs » qui retournent en formation, et comment expliquer la nature scolaire ou professionnalisante de leur « raccrochage » ? Pour y répondre, nous nous appuyons sur les travaux qui mesurent les inégalités scolaires dans le contexte socio-économique de la relation diplôme-emploi et concluent à des mises à l'écart subies ou choisies des élèves en fonction des filières et des établissements. Notre enquête par questionnaires met en lumière une relative homogénéité des profils des jeunes selon le dispositif. Elle montre que la nature scolaire ou professionnalisante du « raccrochage » est en rapport avec les caractéristiques scolaires et sociales des jeunes. De ce point de vue, le « raccrochage » est ségrégué.

## Climat de l'école

Martin & Bohecker. (2022). **Community College Student Well-Being and Implications for Care.** *Community College Journal of Research and Practice*, 46(8), 560-572. <https://doi.org/10.1080/10668926.2021.1883487>

The objective of this study was to examine differences across developmental groups of community college students to compare anxiety, depression, positive coping, and negative coping with particular focus on emerging adults (ages 18–28) experiencing quarter-life crises. A total of 807 students participated in this study and were divided into

three groups (Group 1: ages 18–28, Group 2: ages 29–39, and Group 3: ages 40–67). This quantitative study utilized MANOVA, Kruskal-Wallis, and Mann Whitney U tests to analyze group differences in anxiety, depression, positive coping, and negative coping. Group 1 differed significantly from Group 2 and Group 3, scoring higher on both depression and negative coping. Group 3 community college students also differed significantly from the Group 1 and Group 2, scoring lower on anxiety and higher on positive coping. Implications for community college program planning and community college counselors are discussed.

## Évaluation des dispositifs d'éducation-formation

Johnson, A., & Mercado-Garcia, D. (2022). **The Effects of Early College Opportunities on English Learners.** *American Educational Research Journal*, 59(4), 719-751. <https://doi.org/10.3102/00028312221075068>

Research shows that Early College high schools have a significant impact on high school and college outcomes for students from low income and racial/ethnic minority backgrounds, but how similar opportunities extend to English learners (ELs) remains unknown. We examine a program that offers Early College opportunities in high schools serving large EL populations in California. Leveraging an exogenous policy change and rich administrative records, we look at the outcomes of pre- and postprogram cohorts of ELs (N = 15,090) in treated and untreated high schools. We find large, significant estimated effects on college credits earned in 12th grade but no effect on immediate college attendance after high school. The probability of attending a 4-year college decreased.

Markovitz, C. E., Hernandez, M. W., Hedberg, E. C., & Whitmore, H. W. (2022). **Evaluating the Effectiveness of a Volunteer One-on-One Tutoring Model for Early Elementary Reading Intervention: A Randomized Controlled Trial Replication Study.** *American Educational Research Journal*, 59(4), 788-819. <https://doi.org/10.3102/00028312211066848>

This study examines the impacts of two AmeriCorps programs, Minnesota Reading Corps and Wisconsin Reading Corps, where AmeriCorps volunteers provide literacy tutoring to at-risk kindergarten through third-grade (K–3) students utilizing a response-to-intervention framework. This evaluation replicates a prior randomized controlled trial evaluation of the program 4 years later and for the first time evaluates the program model replicated in Milwaukee, Wisconsin. The results of the two evaluations showed that kindergarten and first-grade students who received a single semester of Reading Corps tutoring achieved significantly higher literacy assessment scores, and demonstrated meaningful and significant effects after a full-school year of the intervention for second- and third-grade students.

Sæbø, G. I., & Midtsundstad, J. H. (2022). **How can critical reflection be promoted in professional learning communities? Findings from an innovation research project in four schools.** *Improving Schools*, 25(2), 174-186. <https://doi.org/10.1177/13654802221082477>

This article presents findings from an innovation research project titled School-In, focusing on school staff's reflection. Teachers in four schools participated in focus group discussions in the beginning and at the end of the innovation. Wackerhausen's theory is used to understand reflection and how it develops in professional learning communities. Findings from the study indicate: (1) in the beginning of the innovation, reflection mainly of first order – focusing on how things are or should have been, and (2) at the end of the

innovation, reflection mainly of second order – critical reflection on the school's practices. Change is promoted by use of different reflective work forms in mixed groups, focusing on collective capacity and common expectations. The innovation releases teachers' knowledge and experiences, enabling them to carry out second-order reflection and to critically analyzing their personal and the school's practice.

Sénat. (2022). **Note sur le service civique : Allemagne - Angleterre - Pays-Bas**. Consulté à l'adresse Sénat website: <http://www.senat.fr/lc/lc303/lc303.pdf>

## Formation continue

Dispositifs biographiques et formation des adultes. Construction de la professionnalité et développement du pouvoir d'agir. (2022). *Le sujet dans la cité*, (13). Consulté à l'adresse [https://www.editions-harmattan.fr/index\\_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&no=73828](https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&no=73828)

La revue « Le Sujet dans la Cité » se donne pour objet d'explorer les processus d'institution mutuelle des individus et des sociétés, en interrogeant la manière dont les constructions individuelles prennent effet dans des environnements historiques, culturels, sociaux, économiques, politiques, et dont les espaces collectifs sont agis, signifiés, transformés par les acteurs individuels. En affichant dès son titre deux notions à haute charge philosophique et politique et en les inscrivant dans une relation délibérément problématisante, la revue *Le sujet dans la Cité* entend signifier les liens qu'elle se propose d'interroger entre construction de soi et inscription sociale, entre projets personnels et pratiques collectives, entre réflexivité individuelle et délibération sociale, entre éducation et société, entre éthique et politique. Revue internationale et pluridisciplinaire à périodicité annuelle, *Le sujet dans la Cité* ouvre chacun de ses numéros thématiques à des espaces géographiques et culturels pluriels et croise les approches disciplinaires, afin de mieux appréhender les enjeux nouveaux qu'offrent les sociétés contemporaines aux rapports mutuels du sujet et de la Cité.

OECD. (2022). **Strengthening Career Guidance for Mid-Career Adults in Australia**. Consulté à l'adresse [https://www.oecd-ilibrary.org/employment/strengthening-career-guidance-for-mid-career-adults-in-australia\\_e08803ce-en?utm\\_source=Adestra&utm\\_medium=email&utm\\_content=Strengthening%20Career%20Guidance%20Australia&utm\\_campaign=OECD%20Education%20%26%20Skills%20Newsletter%3A%20June%202022&utm\\_term=edu](https://www.oecd-ilibrary.org/employment/strengthening-career-guidance-for-mid-career-adults-in-australia_e08803ce-en?utm_source=Adestra&utm_medium=email&utm_content=Strengthening%20Career%20Guidance%20Australia&utm_campaign=OECD%20Education%20%26%20Skills%20Newsletter%3A%20June%202022&utm_term=edu)

In a rapidly changing world of work, adults in Australia are being challenged to upskill, retrain and consider alternative career paths. This report assesses the career guidance services that are currently available to mid-career adults in Australia...

## Marché du travail

Bour, R., & Massis, D. (2022). **Les salaires dans la fonction publique territoriale**. *INSEE Première*, (1915). Consulté à l'adresse <https://www.insee.fr/fr/statistiques/6475708>  
En 2020, un salarié de la fonction publique territoriale (FPT) perçoit en moyenne 2 019 euros nets par mois en équivalent temps plein ; cette moyenne prend en compte tous

les agents des collectivités locales, tous statuts et catégories confondus, qu'ils soient fonctionnaires ou non. Ce salaire net moyen augmente de 1,3 % sur un an en euros courants. En tenant compte de l'inflation, il augmente de 0,8 %, après + 0,4 % en 2019. Le salaire net moyen des fonctionnaires de la FPT augmente de 0,7 % en euros constants. Celui des non-fonctionnaires augmente plus franchement (+ 1,6 %). Le salaire net moyen en équivalent temps plein s'élève à 1 909 euros par mois dans les communes et à 2 216 euros dans les départements. Les femmes gagnent en moyenne 8,5 % de moins que les hommes. À caractéristiques identiques, l'écart est de 5,1 %. Pour les salariés présents toute l'année en 2019 et en 2020 chez le même employeur et avec la même quotité de travail, soit près de deux salariés sur trois dans la FPT, le salaire net moyen augmente de 1,5 % en euros constants.

Bour, R., & Volat, G. (2022). **Les salaires dans la fonction publique de l'État**. *INSEE Première*, (1914). Consulté à l'adresse <https://www.insee.fr/fr/statistiques/6463979>

En 2020, un salarié de la fonction publique de l'État (FPE) perçoit en moyenne 2 639 euros nets par mois en équivalent temps plein. Cette moyenne prend en compte tous les agents civils des ministères et des établissements publics, fonctionnaires ou non. En euros courants, ce salaire net moyen augmente de 1,4 % en 2020. Corrigé de la hausse des prix, il augmente de 1,0 %, après avoir été quasi stable en 2019 (- 0,1 %). Au sein de la FPE, le salaire net moyen des fonctionnaires augmente de 1,1 % en euros constants, celui des autres salariés de 0,8 %. L'augmentation est un peu plus forte pour les fonctionnaires des catégories B (+ 1,4 %) et C (+ 1,3 %) que pour ceux de catégorie A (+ 0,8 %). Le salaire net des femmes est inférieur de 13,8 % en moyenne à celui des hommes. L'écart à âge, grade, catégorie, travail à temps partiel ou non, statut et type d'employeur identiques se réduit faiblement : 2,9 %, après 3,1 % en 2019. Pour les salariés présents toute l'année en 2019 et en 2020 chez le même employeur et avec la même quotité de travail, soit deux salariés sur trois dans la FPE, le salaire net moyen augmente de 2,2 % en euros constants.

Qian, S., Brannon, D. L., & Tabak, F. (2022). **Exploring Mechanisms in the Entrepreneurial Passion–Entrepreneurial Behavior Relationship: Mediating Role of Growth-Oriented Intentions**. *Journal of Career Development*, 49(4), 922-933. <https://doi.org/10.1177/08948453211005848>

This research explores the mechanisms that connect entrepreneurial passion (EP) to entrepreneurial behavior. We investigate the mediating impact of growth-oriented intentions on the relationship between EP and behavior. We conducted a two-wave longitudinal survey study and recruited a sample of 235 undergraduate students from a business school in the Mid-Atlantic region of the United States. Our findings indicate EPs for inventing and for founding are significantly related to entrepreneurial behavior and that growth-oriented intentions partially mediate the relationships between passions for founding and for inventing with behavior. We discuss implications of our findings.

Rémy, V., & Simonnet, V. (2022). **Les efforts de recrutement des employeurs améliorent-ils les appariements sur le marché du travail ?** (p. 30) [Document d'études]. Consulté à l'adresse Dares website: [https://dares.travail-emploi.gouv.fr/sites/default/files/3174ce263c47abc6507dfd32c786316e/DE%20259\\_Efforts-de-recrutement-des-employeurs.pdf](https://dares.travail-emploi.gouv.fr/sites/default/files/3174ce263c47abc6507dfd32c786316e/DE%20259_Efforts-de-recrutement-des-employeurs.pdf)

Des travaux macroéconomiques récents ont mis en lumière les effets des efforts de recrutement des employeurs sur l'efficacité du processus d'appariement mais les

différents mécanismes à l'œuvre n'ont pas tous été identifiés au niveau microéconomique. Cette étude vise à y remédier en analysant le lien entre efforts engagés par les employeurs aux différentes étapes du recrutement (choix des canaux, méthodes de sélection utilisées, temps prévu et personnels investis, etc.) et qualité des appariements formés. Une typologie menée à partir de l'enquête Ofer 2016 de la Dares auprès d'employeurs ayant recruté en 2015 permet de caractériser leurs différents niveaux d'efforts. Les employeurs ayant des postes qualifiés à pourvoir comme ceux embauchant sur des métiers en tension ou dans un contexte de faible chômage local sont plus exigeants et consacrent davantage de temps au recrutement que les autres. Les recruteurs exigeants mais patients et ceux très pressés mais très flexibles et limitant leur recherche de candidats sont les plus satisfaits. Les recruteurs moins satisfaits de leurs embauches sont ceux disposant d'un temps insuffisant pour sélectionner le meilleur candidat parmi les nombreuses candidatures que leur large recherche de candidats a suscité et ce, malgré les intenses efforts de sélection déployés par certains d'entre eux.

## Métiers de l'éducation

Albero, B., & Thievenaz, J. (Éd.). (2022). **Enquêter dans les métiers de l'humain. Traité de méthodologie de la recherche en sciences de l'éducation et de la formation**. Consulté à l'adresse <https://raisonetpassions.fr/notre-catalogue/132-enqueter-dans-les-metiers-de-l-humain-traite-de-methodologie-de-la-recherche-en-sciences-de-l-ducation-et-de-la-formation.html>

Pour la première fois en France, un Traité de la recherche en Sciences de l'éducation et de la formation (SEF) réunit des représentants de divers courants, approches et orientations scientifiques de la discipline pour présenter certaines des méthodes les plus partagées. Complémentaire des manuels et ouvrages existants en Science humaines et sociales (SHS), il n'en reprend pas les techniques les plus diffusées, mais vise plutôt à expliciter celles qui se sont trouvées transformées, adaptées, discutées, voire créées dans la discipline au regard de ses particularités (terrains, objets, problématiques, positionnements épistémopragmatiques). Dans une perspective de formation, il présente également des principes structurants, des informations et des ressources de professionnalisation dans le milieu universitaire et de la recherche. Ce Traité se présente donc comme un ouvrage de référence pour les SEF, offrant des repères tout au long de la démarche d'enquête, à destination d'un large public : étudiants de la licence au doctorat, préparant éventuellement des concours ; enseignants-chercheurs de SHS intéressés par des objets, terrains, problématiques proches, en particulier ceux et celles qui exercent dans d'autres pluridisciplines ; professionnels des métiers de l'humain (éducation et formation ; santé ; travail social ; information et communication ; sports et activités physiques ; politique, gestion et encadrement ; etc.) qui se préoccupent d'instrumenter leurs questionnements et visent éventuellement des VAE universitaires de 2e et 3e cycle ; citoyens soucieux de consolider leurs argumentaires, en vue d'une action publique ; grand public curieux des méthodes des SEF susceptibles, par ailleurs, de leur être utiles dans une compréhension pragmatique de la démarche d'enquête.

Azzi, D. (2021). **Pour un nouveau modèle d'information et de communication numérique dans le métier des enseignants du supérieur au Liban** (Phdthesis, Université Michel de Montaigne - Bordeaux III ; Université Libanaise). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03721618>



Au Liban, l'intégration et le développement des technologies de l'information et de la communication (TIC) dans l'enseignement supérieur sont encore en phase embryonnaire; ce qui nous incite à poser, en premier lieu, les questions relatives à l'exploration des vraies contraintes et obstacles qui freinent cette intégration et ce développement, et qui continuent à impacter le développement des technologies éducatives (TICE) au niveau universitaire au Liban, et à examiner ensuite les conditions de la formation des enseignants aux TICE et celles de la réglementation en vigueur. Sur le plan mondial, nombreux sont les travaux qui ont parlé de l'usage des TICE dans l'enseignement supérieur, ainsi que de la formation des enseignants à l'aide des dispositifs numériques de formation. Plusieurs travaux ont abordé les enjeux internationaux de la société de connaissance et les nouvelles modalités d'accès au savoir via le numérique. La nature de ces enjeux diffère entre les sociétés et varie selon les niveaux culturels et éducatifs, et selon la situation sociale et financière. Ils dépendent de l'intention de développement aux niveaux gouvernementaux, du développement des infrastructures technologiques, de l'assurance de la justice sociale surtout dans les pays en voie de développement. Ces enjeux concernent les stratégies de réforme et du développement du système éducatif et la formation des enseignants afin de pouvoir s'engager dans les initiatives en relation. Nombreuses sont les initiatives internationales quant à ces enjeux. Ces initiatives se sont accélérées et se sont développées récemment durant le confinement de COVID-19 où la plupart des gouvernements ont eu recours à des solutions technologiques pour assurer la continuité de l'éducation. La présente étude s'inscrit dans cette dynamique mondiale de l'éducation via les TIC. Elle se propose donc de commencer par l'identification des compétences technologiques et pédagogiques des enseignants, déjà existantes au niveau supérieur libanais. Elle s'enchaînera ensuite avec une exploration des besoins du terrain universitaire en TIC et en sources d'Information Scientifique et Technique (IST) pour pouvoir finalement aboutir à l'adaptation du référentiel de formation et à la conception d'un dispositif numérique de formation adapté à la réalité académique libanaise. En ce qui concerne l'aspect pédagogique, la solution est basée sur les objectifs d'apprentissage de la taxonomie de Bloom et sur le modèle de référence théorique développé par Dieudonné Leclercq et Marianne Poumay.

Bettini, E., Cormier, C. J., Ragunathan, M., & Stark, K. (2022). **Navigating the Double Bind: A Systematic Literature Review of the Experiences of Novice Teachers of Color in K–12 Schools.** *Review of Educational Research*, 92(4), 495-542. <https://doi.org/10.3102/00346543211060873>

A robust body of U.S.-based research demonstrates the importance of teachers of color to promote positive outcomes among students of color, and recent policies aim to increase the proportion of teachers of color. These policies are unlikely to succeed if they ignore how educational systems currently marginalize teachers of color, particularly early in teachers' careers, when they are more likely to leave. Thus, we conducted a systematic narrative review of the experiences of novice teachers of color in K–12 schools. We identified 72 relevant studies, from 1996 to the present, and qualitatively analyzed themes within them. We found that novices' experiences of their socialization into K–12 educational institutions were deeply racialized, through their interactions with every aspect of K–12 educational systems. Novices' experiences often placed them in a double bind, as they experienced tensions between their personal commitments as people of color and their professional commitments in schools that perpetuated oppressive systems. Welcoming novice teachers of color into K–12 schools thus

necessitates broader efforts to dismantle the many ways oppressive systems are embedded within and perpetuated by schools—efforts to which novice teachers of color can contribute, but for which they should not bear sole responsibility.

Brady, J., & Wilson, E. (2022). **Comparing sources of stress for state and private school teachers in England.** *Improving Schools*, 25(2), 205-220. <https://doi.org/10.1177/13654802211024758>

Teaching is understood to be a highly stressful profession. In England, workload, high-stakes accountability policies and pupil behaviour are often cited as stressors that contribute to teachers' decisions to leave posts in the state-funded sector. Many of these teachers leave state teaching to take jobs in private schools, but very little is known about the nature of teachers' work in the private sector. This research addresses this gap in knowledge and compares the sources of stress experienced by 20 teachers in the state sector to those of 20 teachers in the private sector. The paper is based on qualitative data from a larger study. It analyses data collected in interviews and focus groups with classroom teachers and middle leaders working in mainstream primary and secondary phase education in England. The results emphasise state school teachers' acute distress in relation to workloads driven by accountability cultures. In comparison, private school teachers report less intense experiences of work-related stress, but some identify demanding parents as a concern. The research's novelty lies in this comparison between sectors and these sector specific insights may help to focus school leaders' efforts to improve teaching conditions in both sectors.

Chauvigné, C. (2022). **La vie scolaire comme espace d'éducation entre 1960 et 1968 : liberté, conformité, neutralité ?** *Éducation et socialisation. Les Cahiers du CERFEE*, (64). <https://doi.org/10.4000/edso.19183>

Le système scolaire français et sa forme scolaire traditionnelle (Vincent, 1980), se sont vus quelque peu bouleversés lors de l'ouverture de l'école à un plus grand nombre d'élèves dans un souci de démocratisation puis de massification faisant de l'ordre, de la discipline et du tout éducatif une vision obsolète (Prost 2007) ne pouvant plus convenir aux nouveaux publics avides de liberté et d'affirmations d'eux-mêmes comme sujets de droit. Dans ce contexte, l'apparition d'un contre-modèle, sous forme d'hétérotopie (Foucault, 1967), la vie scolaire fait sa rentrée dans l'école comme espace de vie et de compensation en dehors de la classe, classe qui reste l'élément central de la conception de l'école française. Comment alors concilier ces deux modèles dans le corset étroit de la forme scolaire ? Comment cette nouvelle donne, dans son opposition à certaines orientations de l'école républicaine de Ferry, peut-elle trouver sa place dans le système éducatif ? Nous nous proposons, à travers l'étude de contenu, (Bardin 2007) d'une revue professionnelle relative à la vie scolaire de revenir sur le projet idéologique de l'école, d'observer et d'analyser la possible place d'une vie et d'un engagement des élèves au sein des établissements du second degré.

Defresne, M. (2022). **L'évolution du salaire des enseignants entre 2019 et 2020.** *Note d'information*, (22.24). <https://doi.org/10.48464/ni-22-24>

En 2020, un enseignant de l'Éducation nationale, qu'il soit à temps complet, à temps partiel ou incomplet, perçoit en moyenne 2 530 euros nets par mois : 2 650 euros lorsqu'il est à temps complet, 1 800 euros lorsqu'il est à temps partiel ou incomplet. Le statut, le corps et les fonctions exercées par l'enseignant expliquent en premier lieu les écarts de salaire entre enseignants, allant du simple au double. Ainsi, les professeurs agrégés et de

chaire supérieure gagnent 1,5 fois plus que les professeurs des écoles et 2 fois plus que les professeurs contractuels. En 2020, sous l'effet des mesures prévues dans le cadre du protocole PPCR et de celles relatives aux heures supplémentaires, de l'extension en année pleine de l'augmentation de la prime REP+ à la rentrée 2019, du versement exceptionnel de la prime « Covid-19 » et de l'indemnité exceptionnelle perçue par les directeurs d'école du premier degré public, le salaire moyen des enseignants rémunérés par le ministère chargé de l'Éducation nationale à la fois en 2019 et en 2020 a augmenté de 2,3 % en euros constants. Parmi les enseignants présents en 2019 et 2020, 58 % observent une hausse de leur salaire net.

Gregor, M. A., Weigold, I. K., Martin-Wagar, C. A., & Campbell-Halfaker, D. (2022). **Tenure Expectations and Career Aspirations Among Female Assistant Professors in STEM.** *Journal of Career Development*, 49(4), 890-905. <https://doi.org/10.1177/08948453211005032>

This study used social cognitive career theory to predict the career aspirations and tenure expectations of untenured female science, technology, engineering, and math (STEM) assistant professors. We hypothesized that contextual variables (perceived career barriers and institutional support for work-life balance) would directly predict career aspirations and tenure expectations. We also expected that these contextual variables would be indirectly related to career aspirations and tenure expectations through our self-efficacy variables (faculty task-specific self-efficacy and impostor beliefs). Data were collected from 214 untenured female faculty in STEM departments. Path analyses indicated that the hypothesized model was a good fit for the data. Institutional support for work-life balance produced direct and indirect pathways to career aspirations through faculty task-specific self-efficacy and an indirect pathway to tenure expectations through impostor beliefs, whereas perceived career barriers produced a direct pathway to career aspirations. Implications for research and practice are discussed.

Jarraud, F. (2022, juillet 13). **En 2020 aussi, le salaire des enseignants a augmenté moins vite que celui des autres fonctionnaires.** Consulté 15 juillet 2022, à l'adresse Le café pédagogique website:

[http://www.cafepedagogique.net/lexpresso/Pages/2022/07/13072022Article637932748601416780.aspx?actId=ebwp0YMB8s1\\_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN\\_MAIL&actSource=517782](http://www.cafepedagogique.net/lexpresso/Pages/2022/07/13072022Article637932748601416780.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=517782)

« Deux tiers des fonctionnaires de la Fonction Publique d'Etat appartiennent à la catégorie hiérarchique A. Leur salaire net moyen, de 3 049 euros par mois, augmente de 0,8 % en euros constants par rapport à 2019 », écrit l'Insee dans un nouvelle Insee Première (n°1914). « Les enseignants, fonctionnaires de catégorie A, qui représentent la moitié des effectifs des fonctionnaires de la FPE, perçoivent en moyenne 2 800 euros nets par mois, soit 0,7 % de plus sur un an ». A noter que dans cette étude, les enseignants comprennent également ceux de l'enseignement supérieur.

Nicholson, L. J., & Lander, V. (2022). **Control beliefs of teacher educators regarding their research engagement.** *Educational Review*, 74(4), 862-881. <https://doi.org/10.1080/00131911.2020.1816908>

Strong evidence has emerged that teacher educators (TEs) should be directly and actively engaged in the research process. Despite this, relatively low levels of research activity have been observed. In 2014, the British Educational Research Association (BERA) called for a national strategy to embed research-informed practice into teacher

education. Previous research has revealed that TEs encounter several barriers to engaging in research. This study aimed to provide a current and detailed account of perceptions of control and ability to engage in research in a sample of TEs based at a new university in England, using the framework of the theory of planned behaviour. Semi-structured interviews were conducted with 16 TEs to elicit control beliefs underlying research engagement. Beliefs mentioned by at least 25% of the sample were defined as accessible beliefs and were retained for further qualitative analysis. Interpretative phenomenological analysis revealed seven higher-order control factors that influenced the motivation to engage in research. Specifically, these comprised a lack of time, insufficient mentoring, limited opportunities for collaboration, the nature of initial teacher education, changes in the faculty, various feelings (mostly negative) and inflexible research procedures. These accessible beliefs can be targeted by faculties of education to increase research engagement. In future research we will collect quantitative data about these beliefs from a larger sample of TEs. Empirical relationships between the control beliefs and intention to engage in research and actual research engagement will be investigated, which will allow evidence-based interventions, rooted in the qualitative data, to be developed.

Núñez-Regueiro, F., Escriva-Boulley, G., Azouaghe, S., Leroy, N., & Núñez-Regueiro, S. (2022). **"Motivated To Teach, but Stressed Out by Teacher Education": A Content Analysis of Self-Reported Sources of Stress and Motivation Among Preservice Teachers.** *Journal of Teacher Education*. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03713663>

Strong evidence exists for the high vocational calling reported by candidate teachers, but also for the high rates of attrition early in the profession. Current approaches often explain this paradox by the stress associated with first teaching experiences (i.e., vocational stress processes). By contrast, the present study focuses on the stress experienced during teacher education (i.e., academic stress processes), by analyzing the sources of stress and motivation described in writing by French preservice teachers. Using systematic procedures for content analysis (N = 106 autobiographical texts), major results suggest that preservice teachers are mostly motivated by their positive views of the teaching profession, but that the academic demands they face during teacher education challenge their motivation to pursue the career. Implications are drawn on ways to analyze and tackle academic stress processes, in an effort to support candidate teachers' wellbeing and thus limit attrition rates.

Peck, C., & Lewis-Durham, T. (2022). **Urban Principal Autonomy and the Goldilocks Dilemma: Considering the Nature and Limits of Principal Power in New York City.** *Education and Urban Society*, 54(6), 631-655. <https://doi.org/10.1177/00131245211027367>

Some contemporary urban educational reformers believe that empowering principals with increased school-based autonomy will help them lead educational improvement more effectively. We consider this popular reform idea by examining how principals experienced and exerted autonomy in different forms in two distinct eras in New York City. Our findings suggest that principal autonomy as a centrally planned reform strategy for urban education encounters a Goldilocks dilemma: principal power is almost inevitably too hot or too cold, but never just right. However, principals can and do assert self-sourced autonomy in which they recognize and exercise whatever power they may have within prevailing organizational constraints, conditions, and restrictions. We conclude by examining implications.

Torres, A. C., & Mouraz, A. (2022). **High school students as researchers about their school: exploring its potential for choices and skills.** *Improving Schools*, 25(2), 148-160. <https://doi.org/10.1177/13654802211001967>

This paper introduces a partnership between researchers in Education Sciences and high school students and discusses the students' perceptions of the effects of taking on the role of researchers in Education Sciences. These partnerships were established to develop a project in which high school students researched their school's everyday life in collaboration with academic researchers. The partners are introduced, as well as the partnership and the steps for supporting the student researchers in developing their projects. Drawing on student voice literature, a qualitative evaluation of the students' products and perspectives regarding their experiences as researchers pointed to the potential of these partnerships for the students' engagement in discussions about educational trajectories and pathway choices with their peers, teachers and researchers. Moreover, the students' perceptions indicate an improvement in their inquiry skills and valuing of research in Education Sciences. This paper adds to the existing literature on student voice in schools, by discussing processes to engage students as researchers of school issues and by highlighting the importance of student voice to early awareness and recognition of research in Education Sciences.

## Numérique et éducation

Azzi, D. (2021). **Pour un nouveau modèle d'information et de communication numérique dans le métier des enseignants du supérieur au Liban** (Phdthesis, Université Michel de Montaigne - Bordeaux III ; Université Libanaise). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03721618>

Au Liban, l'intégration et le développement des technologies de l'information et de la communication (TIC) dans l'enseignement supérieur sont encore en phase embryonnaire; ce qui nous incite à poser, en premier lieu, les questions relatives à l'exploration des vraies contraintes et obstacles qui freinent cette intégration et ce développement, et qui continuent à impacter le développement des technologies éducatives (TICE) au niveau universitaire au Liban, et à examiner ensuite les conditions de la formation des enseignants aux TICE et celles de la réglementation en vigueur. Sur le plan mondial, nombreux sont les travaux qui ont parlé de l'usage des TICE dans l'enseignement supérieur, ainsi que de la formation des enseignants à l'aide des dispositifs numériques de formation. Plusieurs travaux ont abordé les enjeux internationaux de la société de connaissance et les nouvelles modalités d'accès au savoir via le numérique. La nature de ces enjeux diffère entre les sociétés et varie selon les niveaux culturels et éducatifs, et selon la situation sociale et financière. Ils dépendent de l'intention de développement aux niveaux gouvernementaux, du développement des infrastructures technologiques, de l'assurance de la justice sociale surtout dans les pays en voie de développement. Ces enjeux concernent les stratégies de réforme et du développement du système éducatif et la formation des enseignants afin de pouvoir s'engager dans les initiatives en relation. Nombreuses sont les initiatives internationales quant à ces enjeux. Ces initiatives se sont accélérées et se sont développées récemment durant le confinement de COVID-19 où la plupart des gouvernements ont eu recours à des solutions technologiques pour assurer la continuité de l'éducation. La présente étude s'inscrit dans cette dynamique mondiale de l'éducation via les TIC. Elle se propose donc de commencer par l'identification des compétences technologiques et pédagogiques des enseignants, déjà existantes au niveau supérieur libanais. Elle s'enchaînera ensuite



avec une exploration des besoins du terrain universitaire en TIC et en sources d'Information Scientifique et Technique (IST) pour pouvoir finalement aboutir à l'adaptation du référentiel de formation et à la conception d'un dispositif numérique de formation adapté à la réalité académique libanaise. En ce qui concerne l'aspect pédagogique, la solution est basée sur les objectifs d'apprentissage de la taxonomie de Bloom et sur le modèle de référence théorique développé par Dieudonné Leclercq et Marianne Poumay.

Lyon, Schatz, Toyama, & Torres. (2022). **Computer Science Intensive Intervention to Prepare and Engage Underrepresented Novice Students at Community College.** *Community College Journal of Research and Practice*, 46(8), 589-601. <https://doi.org/10.1080/10668926.2021.1894508>

As open-access institutions serving diverse student populations, community colleges are perfect settings for broadening participation in computing efforts in higher education. The very nature of open access, however, places students with a wide variety of previous experience in the same introductory computer science classroom, intimidating the students with little programming exposure, many of whom are traditionally underrepresented in computer science. This paper reports on a pre-semester, intensive program designed to increase the computer science confidence and motivation of students with no previous programming exposure implemented at a community college in California. Framed using social cognitive career theory, results from the accompanying research project indicate preliminary success; we found the program to be well received by the majority of students, who had increased self-efficacy and interest in computer science. Implications for practice and research are discussed.

Messaoui, A. (2021). **Enseigner la communication à distance : enjeux épistémiques et adaptation des pratiques.** *Pratiques de la communication*, (3). [https://doi.org/10.34745/numerev\\_1784](https://doi.org/10.34745/numerev_1784)

La crise sanitaire et les confinements successifs liés à la pandémie de Covid-19 ont poussé les enseignants du supérieur à adapter leurs pratiques très rapidement et dans un environnement d'incertitude permanent. Les enseignants se sont massivement tournés vers les solutions de classe virtuelle. Ce numéro de *Pratiques de la communication* revient sur la mise en œuvre de l'enseignement à distance d'urgence (Hodges & al., 2020) afin de questionner la manière dont la mise à distance et la médiation numérique ont affecté l'enseignement de la communication.

Payne, Cigularova, Costanzo, Das, Mann, & Perez. (2022). **Impact of Articulation Agreements on Student Transfer between Higher Education Institutions: A Case Study of a Cybersecurity Program.** *Community College Journal of Research and Practice*, 46(8), 573-588. <https://doi.org/10.1080/10668926.2021.1887007>

Cybersecurity education has grown exponentially over the past decade. This growth occurred at all levels of education – from high schools to community colleges to four-year universities. At the same time, renewed interest in helping students transfer between higher education institutions has resulted in calls from policy makers and higher education leaders to create seamless pathways for students. Aligning cybersecurity education with changes in the transfer landscape, a case study was conducted to provide a framework for understanding how to improve services to cybersecurity transfer students. The case study involved four components: a review of articulation agreement literature, a review of processes used in the authors' home institutions, a review of our

experiences with the cybersecurity articulation agreement process, and recommendations for future articulation agreements.

## Orientation scolaire et professionnelle

Cappelletti, D., Levati, M. V., & Ploner, M. (2022). **Math ability, gender stereotypes about math ability, and educational choices. Combining experimental and survey data** (Working Paper N° 07/2022). Consulté à l'adresse University of Verona, Department of Economics website: [https://econpapers.repec.org/paper/verwpaper/07\\_2f2022.htm](https://econpapers.repec.org/paper/verwpaper/07_2f2022.htm)  
The underrepresentation of females in STEM fields negatively affects productivity growth and contributes to labour market inequalities. In countries where children are tracked in educational trajectories from high school (as in Italy, 8th grade), it is crucial to understand what drives gendered pathways before educational segregation starts. Collecting experimental and survey data from Italian 8th graders, we find that perceived comparisons with peers are predictors of the likelihood that girls choose a math-intensive track during high school. Policy initiatives improving girls' expectations about their relative math performance may thus encourage female students to pursue a STEM track.

Zhou, Y., & Xu, G. (2022). **Career Exploration and Decision-Making Learning Experiences (CEDLE) Scales: Validation Among Chinese Vocational College Students**. *Journal of Career Development*, 49(4), 846-861. <https://doi.org/10.1177/0894845321998004>  
This research aimed to conduct a validation study of a Chinese version of the Career Exploration and Decision-Making Learning Experiences (CEDLE) scales among 2,372 Chinese vocational college students. In Study 1, an exploratory factor analysis was conducted to evaluate the factor structure of the CEDLE among 625 samples. We obtained both a four-factor model and a five-factor model. Study 2 examined the structure of the CEDLE among 1,747 students, and the results demonstrate the superiority of the five-factor model. A multigroup confirmatory factor analysis supported the measurement invariance for the gender groups. The Chinese version of the CEDLE had excellent reliability values from .80 to .88, and the findings demonstrated that the Chinese CEDLE was a valid and reliable measure of self-efficacy-related learning experiences. This study contributes to the literature on prior learning experiences regarding students' career behavior by providing evidence of the applicability of the CEDLE-Chinese version.

## Politique de l'éducation et système éducatif

Afzal Tajik, M., Shamatov, D., & Fillipova, L. (2022). **Stakeholders' perceptions of the quality of education in rural schools in Kazakhstan**. *Improving Schools*, 25(2), 187-204. <https://doi.org/10.1177/13654802211031088>  
Since its independence in 1991, Kazakhstan has initiated major reforms to upgrade its education system. However, significant disparities exist in the quality of educational provision in rural and urban schools. This study presents the stakeholders' – school leaders, teachers, students, parents, and education managers – vision, priorities, and aspirations of quality of education, as well as the opportunities, resources, and support available to them, and the disparities and challenges they face in achieving the quality of education they aspire for.

Alessandrini, D., & Milla, J. (2022). **School Choice and Higher Education Attainment** (IZA Discussion Paper N° 15330). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15330.htm>

We analyze how school vouchers affect post-secondary attainment by exploiting the universal voucher program implemented in Chile in 1981. The program allowed students to choose which primary and secondary schools to attend. The government covered tuition independently of whether the chosen school was private or public. We find that vouchers increased the probability of attending PSE by 2-4 percentage points and the probability of PSE graduation by 1-3 percentage points. Students from low socio economic backgrounds benefited the most. Further, we study whether the impacts of vouchers depend on when school choice becomes available in a student's educational path. We find that the impacts of vouchers on PSE outcomes are maximized if vouchers are introduced before students start middle school.

Bietenbeck, J., Leibing, A., Marcus, J., & Weinhardt, F. (2022). **Tuition fees and educational attainment** [CEP Discussion Paper]. Consulté à l'adresse Centre for Economic Performance, LSE website:

<https://econpapers.repec.org/paper/cepcepdp/dp1839.htm>

Following a landmark court ruling in 2005, more than half of Germany's universities started charging tuition fees, which were subsequently abolished until 2015. We exploit the unusual lack of grandfathering in these policies to show that fees increase study effort and degree completion among incumbent students. However, fees also decrease first-time university enrollment among high school graduates. Combining this enrollment impact with the effect on completion, we find that fees around the zero-price margin have only little effect on overall educational attainment. We conclude by discussing policies targeting the separate effect margins of fees and caution against a general abolition.

Bomda, J., Fozing, I., & Mgbwa, V. (2022). **Pertinence des réformes LMD au Cameroun : analyses des qualités personnelles et professionnelles des diplômés employés dans les entreprises formelles**. *Éducation et socialisation. Les Cahiers du CERFEE*, (64). <https://doi.org/10.4000/edso.19310>

La présente contribution jette un regard sur l'appréciation des qualités personnelles et professionnelles des diplômés employés à l'ère des réformes LMD par leurs superviseurs directs dans les entreprises formelles publiques et privées au Cameroun. S'inspirant des approches de la psychosociologie du travail, dix indicateurs des qualités personnelles et professionnelles d'un employé ont été croisés aux institutions diplômantes (écoles polytechniques et universités publiques et privées). À la suite d'une imputation multiple des valeurs manquantes, le test d'homogénéité des variances (Test de Box) a conduit à l'usage du test non paramétrique Kruskal-Wallis H. Les résultats révèlent une appréciation différenciée des qualités personnelles et professionnelles des diplômés employés en fonction des institutions diplômantes. Les superviseurs directs trouvent les polytechniciens mieux outillés que les universitaires comme ce fut déjà le cas avant les réformes LMD. En l'état, ces résultats révèlent un flou qui dessert le discours politique sur la professionnalisation des universitaires à l'ère des réformes LMD, d'une part, et, d'autre part, le nouvel ordre mondial en éducation marqué par un processus de standardisation qui ignore les particularités.

Bonazza, V. (2022). **Assessment, evaluation, and school: ideology, common sense, and research culture**. Consulté à l'adresse <https://www.editions-harmattan.fr/livre-assessment-evaluation-and-school-ideology-common-sense-and-research-culture-vincenzo-bonazza-9782140258060-73723.html>

Brady, J., & Wilson, E. (2022). **Comparing sources of stress for state and private school teachers in England**. *Improving Schools*, 25(2), 205-220. <https://doi.org/10.1177/13654802211024758>

Teaching is understood to be a highly stressful profession. In England, workload, high-stakes accountability policies and pupil behaviour are often cited as stressors that contribute to teachers' decisions to leave posts in the state-funded sector. Many of these teachers leave state teaching to take jobs in private schools, but very little is known about the nature of teachers' work in the private sector. This research addresses this gap in knowledge and compares the sources of stress experienced by 20 teachers in the state sector to those of 20 teachers in the private sector. The paper is based on qualitative data from a larger study. It analyses data collected in interviews and focus groups with classroom teachers and middle leaders working in mainstream primary and secondary phase education in England. The results emphasise state school teachers' acute distress in relation to workloads driven by accountability cultures. In comparison, private school teachers report less intense experiences of work-related stress, but some identify demanding parents as a concern. The research's novelty lies in this comparison between sectors and these sector specific insights may help to focus school leaders' efforts to improve teaching conditions in both sectors.

Bruno, P., & Lewis, C. M. (2022). **Computer Science Trends and Trade-offs in California High Schools**. *Educational Administration Quarterly*, 58(3), 386-418. <https://doi.org/10.1177/0013161X211054801>

Purpose: We aim to better understand the curricular, staffing, and achievement trade-offs entailed by expansions of high-school computer science (CS) for students, schools, and school leaders. Methods: We use descriptive, correlational, and quasi-experimental methods to analyze statewide longitudinal course-, school-, and staff-level data from California, where CS course taking has expanded rapidly. Findings: We find that these rapid CS course expansions have not come at the expense of CS teachers' observable qualifications (namely certification, education, or experience). Within-school course taking patterns over time suggest that CS enrollment growth has come at the expense of social studies, English/language arts (ELA), and arts courses, as well as from other miscellaneous electives. However, we find no evidence that increased enrollment of students in CS courses at a school has a significant effect on students' math or ELA test scores. Implications: Flexible authorization requirements for CS teachers appear to have allowed school leaders to staff new CS courses with teachers whose observable qualifications are strong, though we do not observe teachers' CS teaching skill. Increasing CS participation is unlikely to noticeably improve school-level student test scores, but administrators also do not need to be overly concerned that test scores will suffer. However, school leaders and policymakers should think carefully about what courses new CS courses will replace and whether such replacements are worthwhile.

Cáceres-Delpiano, J., & Giolito, E. P. (2022). **Minimum Age Requirements and the role of the School Choice Set** (CEMA Working Papers: Serie Documentos de Trabajo. N° 830).

Consulté à l'adresse Universidad del CEMA website:  
<https://econpapers.repec.org/paper/cemdoctra/830.htm>

Using several data sources from Chile, we study the impact of the size of the school choice set at the time of starting primary school. With that purpose, we exploit multiple cutoffs defining the minimum age at entry, which not only define when a student can start elementary school, but also the set of schools from which she/he can choose. Moreover, differences across municipalities in the composition of the schools according to these cutoffs, allow us not only to account for municipality fixed factors (educational markets) but also for differences in the characteristics between schools choosing different deadlines. That is, we compare the difference in outcomes for children living in the same municipality around the different cutoffs with those for children in other municipalities that experience a different change in the available set of schools across cutoffs (double difference in RD). We show that a larger set of schools increases the probability of starting in a better school, measured by a non-high-stakes examination. Moreover, this quasi-experimental variation reveals an important reduction in the likelihood of dropping out and a reduction in the probability that a child would switch schools during her/his school life. Secondly, for a subsample of students who have completed high school, we observe that a larger school choice set at the start of primary school increases students' chances of taking the national examination required for higher education and the likelihood of being enrolled in college.

Chang, E., & Glass, R. D. (2022). **Toward a Just Leadership Learning Ecology: A CHAT-IT Analysis of the Highlander Idea.** *Educational Administration Quarterly*, 58(3), 419-449.  
<https://doi.org/10.1177/0013161X211054835>

Purpose: This paper conceptualizes a just leadership learning ecology through an analysis of one nontraditional site of leadership preparation: the Highlander Research and Education Center (originally founded as the Highlander Folk School). Methodology: Drawing on cultural historical activity theory (CHAT) and institutional theory (IT), we examine the core design and pedagogy of Highlander, which co-founder, Myles Horton, referred to as the "Highlander idea." Findings: We illustrate how a residential learning and living environment, norms of epistemic humility and democratic decision making, and horizontal teaching and learning roles fostered social justice leadership. This just leadership learning ecology reflected institutions present at the time of Highlander's founding, including cultural scripts rooted in prophetic Christianity, class consciousness, and unfolding social movements in Appalachia and the South. Implications: Our analysis of Highlander extends recent efforts to re-envision the how and who of leadership preparation and addresses the observed lack of coherence within this subfield.

Charlier, J.-E. (2022). **L'école africaine face à la Covid-19.** Consulté à l'adresse  
<https://www.editions-harmattan.fr/livre-l-ecole-africaine-face-a-la-covid-19-jean-emile-charlier-fatoumata-hane-jean-alain-goudiaby-sarah-croche-9782806106469-73689.html>

La gestion de la Covid-19 dans l'enseignement africain conduit à s'interroger sur la place des organisations internationales, de la communauté éducative et des autorités locales dans la construction d'un système éducatif résilient. Il ne s'agit pas seulement d'ajuster l'offre et la demande d'éducation, mais aussi de construire un système de gouvernance qui tire le meilleur profit des interventions de chaque partenaire, du local au mondial.



Crawford, M., Maxwell, B., Coldron, J., & Simkins, T. (2022). **Local authorities as actors in the emerging “school-led” system in England**. *Educational Review*, 74(4), 788-804. <https://doi.org/10.1080/00131911.2020.1739625>

Most research to date about the English government's policy to make schools independent of local authorities (LAs) has looked at the “macro” level of national policy and at the “micro” level of the institution. The study of which this article is a part explores changes at the “meso” level of the locality. Over a period of six years, 52 semi-structured interviews were carried out with key actors at school, LA and local system levels in three areas. Participants were chosen purposively because of their key positions in the local schooling systems. The article focuses on the role of the LA as an actor in the “school-led” system and explores how LAs are repositioning their role and enacting influence in new ways. The article also discusses how changes in local arenas over time have been affected by the different responses to academisation of primary and secondary schools. The article uses an adaptive theory methodology to bring together theorising set out in earlier articles and theory generated by others, with theory generated from this new analysis.

Demongeot, A. (2022). **L'apprentissage au 31 décembre 2021**. *Note d'information*, (22.22). Consulté à l'adresse <https://www.education.gouv.fr/l-apprentissage-au-31-decembre-2021-342028>

Au 31 décembre 2021, les centres de formation d'apprentis accueillent 834 100 apprentis, soit une augmentation de 32,5 % par rapport à 2020, après 31,5 % l'année d'avant, une hausse historique depuis le début des années 2000.

Denecheau, B. (2022). **Young people on the margins: priorities for action in education and youth**. *Educational Review*, 74(4), 900-901. <https://doi.org/10.1080/00131911.2021.1965306>

Diebolt, C., Jaoul-Grammare, M., & Perrin, F. (2022). **Une lecture cliométrique du développement de l'instruction primaire en France au XIXe siècle**. *Histoire de l'éducation*, 157(1), 51-86. <https://doi.org/10.4000/histoire-education.7214>

Le financement de l'éducation met en jeu un large spectre de questions – économiques, mais aussi politiques, sociales et culturelles – investies par de nombreuses disciplines. Dans le champ de l'histoire de l'éducation, en revanche, il n'a retenu l'attention des chercheurs que par intermittence. Ce dossier, fruit d'une coopération entre le Nordic Journal of Educational History et Histoire de l'éducation, traite des réformes du financement de l'éducation au XIXe et au XXe siècle, période marquée par l'extension de l'accès aux enseignements primaire, secondaire et supérieur. Il vise à combler certaines lacunes des historiographies française et suédoise et à susciter de nouvelles recherches sur ce terrain, en ouvrant la voie à des débats méthodologiques, par-delà les disciplines et les frontières nationales. Les trajectoires de la France et de la Suède – deux exemples d'économies dites «avancées», deux formes d'État-providence, confrontés à des défis très similaires – présentent un jeu complexe de similitudes et de différences qui donne tout son intérêt à l'étude précise des dispositifs de financement mis en place dans les deux pays, en fonction des contextes et pour répondre à des besoins particuliers : essor de l'enseignement technique, rénovation pédagogique, scolarisation dans les lieux reculés, ou encore élargissement de l'accès à l'enseignement supérieur.

Eisenhart, M. A. (2022). **STEM Education Reform in Urban High School: opportunities, constraints, culture, and outcomes**. S.I.: Harvard Education Press.

Elomari, D. (2022). **Un artefact d'enseignement d'urgence pour les temps des crises**. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03712426>

La rédaction de cet article, la pandémie de « Covid-19 » se propageait dans le monde. En ce contexte mondial, plusieurs pays ont adopté l'enseignement à distance comme alternative du présentiel à cause du confinement qui a touché le système éducatif. Nous avons voulu apporter cette contribution dans l'éclairage de cette question dans le but d'inscrire notre recherche dans son actualité. Pour ce faire, nous avons regroupé l'ensemble des ressources conçues ou créées dans le cadre de notre thèse et qui ont pour objectif d'exposer les caractéristiques de cet enseignement à distance dans une circonstance d'urgence. Ces ressources présentent le compte rendu des moyens susceptibles de remplacer un enseignement en présentiel par le biais des nouvelles technologies.

Forman, S. R., Foster, J. L., & Rigby, J. G. (2022). **School Leaders' Use of Social-Emotional Learning to Disrupt Whiteness**. *Educational Administration Quarterly*, 58(3), 351-385. <https://doi.org/10.1177/0013161X211053609>

Purpose: This article examines how school leaders connect Social-Emotional Learning (SEL) with anti-racist practices. Current literature has yet to explain how leaders support race conscious approaches to SEL that promote marginalized students' well-being, particularly with White teachers who often resist learning about race and Whiteness. Research Approach: We conducted a qualitative study of three leaders in one district in the Puget Sound region of Washington state. The first data collection and analysis phase drew from interviews, observations, and artifacts from a larger study to identify anti-racist SEL intersections and the leaders associated with these intersections. In the second phase, we conducted additional interviews with three leaders and performed a critical frame analysis to characterize the frames used by leaders to shape what SEL means and who it serves. Findings: We describe three anti-racist SEL intersections in which leaders made explicit connections between SEL and broader anti-racist goals within their work with White teachers. We found that leaders framed SEL strategically to address White teachers' emotions, and as tools teachers might use to understand and address students' racialized classroom experiences Implications: Findings provide illustrative examples of leadership that connects anti-racist practice with SEL and explore how leaders' novel understanding of SEL and anti-racism undergirds this leadership approach.

Gentou, A. (2022). **Etre et savoir : école à venir**. Consulté à l'adresse [https://www.editions-harmattan.fr/livre-9782140264030?utm\\_source=phplist&utm\\_campaign=message\\_34139&utm\\_medium=email&utm\\_content=lienTitre](https://www.editions-harmattan.fr/livre-9782140264030?utm_source=phplist&utm_campaign=message_34139&utm_medium=email&utm_content=lienTitre)

Ce document est la synthèse d'un travail de réflexion et d'approfondissement réalisé par un collectif de professionnels de l'éducation. Il met en avant la nécessité d'un nouveau regard sur la formation des maîtres, et propose des axes novateurs dans le parcours scolaire de l'enfant. Enfin, il promeut la refonte totale des années collège telles que nous les connaissons aujourd'hui, et introduit les notions essentielles de travail en équipe et de projet qui donnent sens et cohérence à l'ensemble des savoirs enseignés.

Gibbs, K., & Bozaid, A. (2022). **Conceptualising inclusive education in Saudi Arabia through conversations with special education teachers.** *Improving Schools*, 25(2), 101-113. <https://doi.org/10.1177/13654802211021756>

In the last decade, inclusive education (IE) has become a trending topic in the Kingdom of Saudi Arabia. This small-scale, qualitative Saudi study reports on how some teachers view IE in their country and whether students with a disability (autism) could be educated in mainstream schools. Individual semi-structured interviews were conducted and recorded using a smartphone. The analysis of interview data identified three themes related to IE and the concept of mainstream schooling for students with autism. Findings showed that the participants had some knowledge and understanding of IE. However, whether students with autism could be taught by general education teachers in mainstream schools reported mixed results. Some teachers spoke positively about the possibility, while others focused on existing barriers. These included the need for general education teachers to receive specialised training and professional learning in the form of authentic mentoring networks, training in special needs education to link theory with practice and how the scarcity of classroom resources hampers quality educational experiences and outcomes for some students. These findings provide a starting point for further research into the emerging phase of IE in Saudi Arabia.

Jang, S. T., & Alexander, N. A. (2022). **Black Women Principals in American Secondary Schools: Quantitative Evidence of the Link Between Their Leadership and Student Achievement.** *Educational Administration Quarterly*, 58(3), 450-486. <https://doi.org/10.1177/0013161X211068415>

Purpose: This study aims to provide quantitative knowledge concerning the leadership of Black women principals in American secondary schools. We examined (1) the demographic composition of the schools in which Black women principals serve, (2) these principals' instructional leadership behaviors, (3) the collective responsibility among teachers in those schools, and (4) the association between their interacting identities and the math achievement scores of the 9th graders at the schools they led. Research Design and Methods: We used a critical quantitative intersectionality framework along with the base-year data from the High School Longitudinal Studies 2009 provided by the National Center for Education Statistics. Multiple regression analysis and linear mixed-effect modeling were used to examine how the convergence of principals' race or ethnicity and gender is associated with the variables of interest. Findings: The results showed that on average, Black principals served schools with relatively higher percentages of students who were eligible for free or reduced-cost lunch and relatively higher percentages of students of color. We found that Black women principals were associated with a higher level of teachers' collective responsibility as perceived by teachers and higher math achievement scores among students. There was a positive association between the principals' instructional leadership behaviors perceived by teachers and female principals. Implications for Research and Practice: The importance of understanding the multiplicative influences of race or ethnicity and gender in research and principal preparation programs are discussed. We suggest that policymakers prepare intersectionality-informed policy interventions that specifically support leadership by Black women principals.

Jarraud, F. (2022, juillet 6). **Bac: Marie Kerhom: De la philo pour les lycéens professionnels!** Consulté 6 juillet 2022, à l'adresse Le café pédagogique website: <http://www.cafepedagogique.net/lexpresso/Pages/2022/07/06072022Article637926864>

[689285441.aspx?actId=ebwp0YMB8s1\\_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN\\_MAIL&actSource=517655](https://tel.archives-ouvertes.fr/tel-03715604)

Un bachelier sur trois est privé de philosophie. C'est le cas des bacheliers professionnels qui, depuis la création du bac pro en 1985, en sont privés. « L'éducation à la pensée devrait faire partie de leur formation », estime Marie Kerhom qui explique, dans cet entretien, pourquoi elle est indispensable à leur formation. Elle consacre sa thèse (Université de Montpellier 3 et Université Laval au Québec) à cette introduction et aux pédagogies pour la mettre en oeuvre. Elle espère ainsi aider le ministère de l'Éducation nationale à donner sa chance à la philosophie en lycée professionnel. Et elle nous fait profiter de son expérience pédagogique.

Kasper, M. S. (2022). **Repercussions of the New Public Management on the practices of nurses in primary health care in Brazil and in primary care in France** (Phdthesis, CY Cergy Paris Université; Universidade de São Paulo (Brésil)). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03715604>

This cotutelle thesis aims to analyse the impact of the institutionalisation of the New Public Management (NMP) and the « Nouvelle Gestion Publique » (NGP) in the professional practices of nurses in basic care in Brazil and in primary care in France. The NMP was considered a new management model in the administration of health services in both countries, replacing bureaucratic administration. Material and Method: This is a research with the theoretical and methodological frame of reference of Institutional Analysis, carried out according to the Institutional Socioclinical approach. The research was approved by the Ethics Committee of the Ribeirão Preto School of Nursing of the University of São Paulo, opinion n° 3.134.647, Certificate of Appraisal of the Ethical Presentation (CAAE) 03164018.8.0000.539 and by the Committee of the Secretary of Health of Porto Alegre/RS, opinion number 3.267.686, CAAE 03164018.8.3001.5338 The scope of the research includes Brazil and France. In Brazil, 15 nurses and one doctor participated in the study of the Family Health Teams (ESF), the Family Health Nucleos, in Ribeirão Preto/SP, the Basic Health Unit (UBS), ESF and the « consultório na rua » in Porto Alegre/RS. In France, 15 nurses from five departments participated: Yvelines, Val d'Oise, Maine et Loire, Essonne and Bouches-du-Rhône. The health services surveyed included a Municipal Health Centre (CMS), a Maison de Santé (MS), a Pôle de Santé (PS), a Centre de Planification et d'Éducation Familiale (CPEF), a Centre de Protection Maternelle et Infantile (PMI), a Centre Médico-Psychologique (CMP), a Service de Soins Infirmiers à Domicile (SSIAD), a Cabinet de Soins Infirmiers (PS), a Crèche, a Collège and a Lycée. The research sources and instruments used in both countries were document analysis, research diaries, individual interviews and feedback. The organisation and analysis of the data was carried out through a cross analysis of practices. The results were organised into four interdependent thematic areas: 1) Axis 1 - Singularity of nursing care « outside the hospital walls »: the triad of care-management-clinic in basic care in Brazil and primary care in France; 2) Axis 2 - Institutional contradictions of NGP stronger in the public than in the private sector; 3) Axis 3 - Contradiction between the current valorisation of autonomy and reflexivity of professionals and the bureaucratic framework of NGP; 4) Axis 4 - Nurses' resistance to the institutionalisation of NGP. The results showed that the interference between NGP and the biomedical model reinforces the latter by amplifying the fragmentation of care and management, with a focus on individual care and an emphasis on the biological body. Among the effects, NGP has transformed nursing practices into technical, quantifiable acts with a loss of autonomy, whereas it seemed to be able to give visibility to the work done. We conclude that the transformations in



professional nursing practices produced by NPM have not shown to debureaucratise management, on the contrary, they have led to a reduction in access to care and in the quality of services provided.

Kim, T., & Weiner, J. (2022). **Negotiating Incomplete Autonomy: Portraits from Three School Principals.** *Educational Administration Quarterly*, 58(3), 487-521. <https://doi.org/10.1177/0013161X221080374>

Purpose: This study builds on research scrutinizing school autonomy in policy and school governance by shifting the focus from a formal structural view of autonomy to examining how principals negotiate autonomy in their daily work. Drawing on multiple dimensions of autonomy and street-level bureaucracy, this study examined how principals, as both professionals and bureaucrats, work to expand and strategize their autonomy in practice. Research Methods/Approach: We used portraiture to document and interpret the experience and perspectives of three principals at urban, suburban, and rural PK-12 traditional public schools in the Midwest of US during the 2018–2019 school year. Findings: Principals faced a “bounded” or “partial” autonomy in which they had to constantly negotiate their individual autonomy (e.g., how they spent their time on any given day) with institutional autonomy (e.g., the demands of the role via external expectations). The findings show the ways participants utilized institutional autonomy to support individual autonomy and dealt with the boundaries of their autonomy. While these strategies gave them a bit more “control” over decision-making, they also often resulted in overwork and/or conflict with district priorities. Implications for Research and Practice: Detailed portraits offer key insights for rethinking school autonomy with multiple dimensions intersected in leadership practice. Findings yield knowledge regarding how to best support districts and school leaders in creating greater alignment between institutional and individual demands, thus increasing the likelihood that autonomy, as an improvement strategy, can be effective.

Lezotte, S., Krishnamurthy, S., Tulino, D., & Zion, S. (2022). **Finding the heart of a Research-Practice Partnership: Politicized trust, mutualism, and use of research.** *Improving Schools*, 25(2), 161-173. <https://doi.org/10.1177/13654802211019914>

The assumption that research is out-of-reach, irrelevant, or unusable for practitioners has been a theme echoed throughout academia. Research alliances such as Research-Practice Partnerships (RPP) attempt to alleviate this problem by having researchers, practitioners, and/or community-based organizations form a collaborative partnership that uses research to solve tangible problems of practice. Previous works have highlighted the complexities inherent with forming and maintaining these long-term partnerships including politics, trust building, time, and available resources. In this paper, we engage in reflective analysis of our own RPP around three key elements we believe are at the heart of RPPs: politicized trust, mutualism, and use of research. This paper illustrates successes and points of failure in each of these areas, which have been previously unconnected in RPP literature. We conclude with recommendations for school and university partners and future research on RPPs.

Maher, A. J., & Fitzgerald, H. (2022). **The culture of special schools: perceptions of the nature, purpose and value of physical education.** *Educational Review*, 74(4), 773-787. <https://doi.org/10.1080/00131911.2020.1721437>

Educational “inclusion” has led to a debate about the appropriateness of special and mainstream schools. This paper adds to this debate by drawing on the concept of



cultural hegemony to analyse the nature, purpose and value of special school physical education (PE). Eighteen individual interviews explored the perceptions of PE teachers, senior leaders and learning support assistants. The findings suggest that common sense cultural norms in special school PE are underpinned by an aspiration to develop the "whole child": physically, socially and cognitively. This involved the delivery of a broad curriculum that is guided by a needs-based approach. Special schools appeared to be taking a more open view about what constitutes PE, when compared to mainstream schools, which was also accompanied with a desire to embrace cross-curricular possibilities. We end by offering questions requiring further consideration, and by highlighting opportunities for mutual learning within and across special and mainstream schools.

Manga, A.-M. (2022). **Problématique et défis de l'éducation au Cameroun**. Consulté à l'adresse [https://www.editions-harmattan.fr/index\\_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782140257674&utm\\_source=phplist&utm\\_campaign=message\\_34139&utm\\_medium=email&utm\\_content=lienTitre](https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782140257674&utm_source=phplist&utm_campaign=message_34139&utm_medium=email&utm_content=lienTitre)

Aujourd'hui, les faits sociaux relayés par les médias, prouvent que l'impérialisme et le néocolonialisme se pérennisent. Les arguments en faveur de l'entrée de l'actualité à l'école sont nombreux, à commencer par le plus évident : le monde dans lequel nous vivons ne permet plus d'échapper à l'actualité et, par conséquent, l'école doit se saisir de ce quotidien pour apprendre à l'élève à le mettre à distance, ou à s'en servir comme base de sa conscientisation. Mais d'autres arguments tout aussi forts, peuvent aussi faire douter : pourquoi, par exemple, imposer aux enfants et adolescents les images et les discours sur la folie du monde ? De toute évidence, les injustices et les inégalités dans les relations internationales persistent. Le droit n'a de place que chez le plus fort, le plus riche et, l'éducation, l'école occidentale reste une garantie d'ascension sociale en Afrique, avec des systèmes éducatifs qui forment pour répondre aux besoins de l'immigration choisie.

Maramba, D. C., Curammeng, E. R., & Hernandez, X. J. (2022). **Critiquing Empire Through Desirability: A Review of 40 Years of Filipinx Americans in Education Research, 1980 to 2020**. *Review of Educational Research*, 92(4), 583-613. <https://doi.org/10.3102/00346543211060876>

There is a paucity of research on the educational experiences of Filipinx Americans, the second-largest Asian American group in the United States. Studies that do exist often lump Filipinx with other Asian Americans or present them devoid of critical contexts that shape their experience, namely, colonialism and racialization. Using a desire-based framework and empire as an analytic, we conducted a semi-systematic review of 74 journal articles to better understand how Filipinx Americans are presented in the research. Our analysis suggests that researchers often position Filipinx Americans relative to whiteness or utilize critical educational framings to interrogate the complex ways they are racialized. We offer implications for research focused on Filipinx Americans and minoritized groups. We conclude by discussing the utility of interdisciplinary research as well as the necessity for desirability and empire as a lens for future education research.

Mérini, C., Gasparaux, J., & Thomazet, S. (2022). **Recherche " Formation professionnelle inclusive : on a tous à y gagner "** [Research Report]. Consulté à l'adresse ASTEI -

Association Scientifique et Technique pour la Promotion d'une Education Inclusive ; ACTé EA 4281 website: <https://hal.archives-ouvertes.fr/hal-03699693>

Newfield, C., Alexandrova, A., & John, S. (Éd.). (2022). **Limits of the Numerical: The Abuses and Uses of Quantification**. Consulté à l'adresse <https://press.uchicago.edu/ucp/books/book/chicago/L/bo146791774.html>

This collection examines the uses of quantification in climate science, higher education, and health. Numbers are both controlling and fragile. They drive public policy, figuring into everything from college rankings to vaccine efficacy rates. At the same time, they are frequent objects of obfuscation, manipulation, or outright denial. This timely collection by a diverse group of humanists and social scientists challenges undue reverence or skepticism toward quantification and offers new ideas about how to harmonize quantitative with qualitative forms of knowledge. *Limits of the Numerical* focuses on quantification in several contexts: climate change; university teaching and research; and health, medicine, and well-being more broadly. This volume shows the many ways that qualitative and quantitative approaches can productively interact—how the limits of the numerical can be overcome through equitable partnerships with historical, institutional, and philosophical analysis. The authors show that we can use numbers to hold the powerful to account, but only when those numbers are themselves democratically accountable.

Novoseltseva, D. (2022). **Outlier Detection as a Tool for Reinforcing Data Analysis and Prediction in Education** (Phdthesis, Université Paul Sabatier - Toulouse III). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03710491>

Educational institutions seek to design effective mechanisms that improve academic results, enhance the learning process, and avoid dropout. The performance analysis and performance prediction of students in their studies may show drawbacks in the educational formations and detect students with learning problems. This induces the task of developing techniques and data-based models which aim to enhance teaching and learning. Classical models usually ignore the students-outliers with uncommon and inconsistent characteristics although they may show significant information to domain experts and affect the prediction models. The outliers in education are barely explored and their impact on the prediction models has not been studied yet in the literature. Thus, the thesis aims to investigate the outliers in educational data and extend the existing knowledge about them. The thesis presents three case studies of outlier detection for different educational contexts and ways of data representation (numerical dataset for the German University, numerical dataset for the Russian University, sequential dataset for French nurse schools). For each case, the data preprocessing approach is proposed regarding the dataset peculiarities. The prepared data has been used to detect outliers in conditions of unknown ground truth. The characteristics of detected outliers have been explored and analysed, which allowed extending the comprehension of students' behaviour in a learning process. One of the main tasks in the educational domain is to develop essential tools which will help to improve academic results and reduce attrition. Thus, plenty of studies aim to build models of performance prediction which can detect students with learning problems that need special help. The second goal of the thesis is to study the impact of outliers on prediction models. The two most common prediction tasks in the educational field have been considered: (i) dropout prediction, (ii) the final score prediction. The prediction models have been compared in terms of different prediction algorithms and the presence of outliers in the training data. This thesis opens

new avenues to investigate the students' performance in educational environments. The understanding of outliers and the reasons for their appearance can help domain experts to extract valuable information from the data. Outlier detection might be a part of the pipeline in the early warning systems of detecting students with a high risk of dropouts. Furthermore, the behavioral tendencies of outliers can serve as a basis for providing recommendations for students in their studies or making decisions about improving the educational process.

OCDE. (2022). **Advancing the entrepreneurial university: Lessons learned from 13 HEInnovate country reviews.** <https://doi.org/10.1787/d0ef651f-en>

Higher education institutions (HEIs) are more critical than ever to help societies respond to the complex challenges of our times. Recognising that these challenges require HEIs to adopt holistic innovations in teaching, research and collaboration activities, the European Commission (EC) and the OECD have developed the HEInnovate guiding framework. HEInnovate promotes innovation and entrepreneurship in higher education and provides guidance to policy makers and HEIs that want to generate additional societal and economic value. This policy brief distils the main findings and recommendations of 13 HEInnovate Country Reviews that have examined higher education system and institution, identifying factors affecting the delivery of the entrepreneurial and innovation agenda in higher education. Looked at in the round, the country reviews provide HE leaders with peer-learning and best practices, policy makers with tested policy solutions and the European Union and the OECD with a deeper understanding of the state of innovation and entrepreneurship in higher education.

OECD. (2022). **Strengthening Career Guidance for Mid-Career Adults in Australia.** Consulté à l'adresse [https://www.oecd-ilibrary.org/employment/strengthening-career-guidance-for-mid-career-adults-in-australia\\_e08803ce-en?utm\\_source=Adestra&utm\\_medium=email&utm\\_content=Strengthening%20Career%20Guidance%20Australia&utm\\_campaign=OECD%20Education%20%26%20Skills%20Newsletter%3A%20June%202022&utm\\_term=edu](https://www.oecd-ilibrary.org/employment/strengthening-career-guidance-for-mid-career-adults-in-australia_e08803ce-en?utm_source=Adestra&utm_medium=email&utm_content=Strengthening%20Career%20Guidance%20Australia&utm_campaign=OECD%20Education%20%26%20Skills%20Newsletter%3A%20June%202022&utm_term=edu)

In a rapidly changing world of work, adults in Australia are being challenged to upskill, retrain and consider alternative career paths. This report assesses the career guidance services that are currently available to mid-career adults in Australia...

Pezeu, G. (2022). **L'enseignement mixte dans le secondaire entre les deux guerres : l'inéluctable application d'un impensé pédagogique.** *Histoire de l'éducation*, 157(1), 261-293. <https://doi.org/10.4000/histoire-education.7499>

Le financement de l'éducation met en jeu un large spectre de questions – économiques, mais aussi politiques, sociales et culturelles – investies par de nombreuses disciplines. Dans le champ de l'histoire de l'éducation, en revanche, il n'a retenu l'attention des chercheurs que par intermittence. Ce dossier, fruit d'une coopération entre le Nordic Journal of Educational History et Histoire de l'éducation, traite des réformes du financement de l'éducation au XIXe et au XXe siècle, période marquée par l'extension de l'accès aux enseignements primaire, secondaire et supérieur. Il vise à combler certaines lacunes des historiographies française et suédoise et à susciter de nouvelles recherches sur ce terrain, en ouvrant la voie à des débats méthodologiques, par-delà les disciplines et les frontières nationales. Les trajectoires de la France et de la Suède – deux exemples d'économies dites « avancées », deux formes d'État-providence, confrontés à des défis très similaires – présentent un jeu complexe de similitudes et de

différences qui donne tout son intérêt à l'étude précise des dispositifs de financement mis en place dans les deux pays, en fonction des contextes et pour répondre à des besoins particuliers: essor de l'enseignement technique, rénovation pédagogique, scolarisation dans les lieux reculés, ou encore élargissement de l'accès à l'enseignement supérieur.

Piza, C., Souza, A. P., Emerson, P. M., & Amorim, V. (2022). **The Short- And Longer-Term Effects of a Child Labor Ban** (IZA Discussion Paper N° 15324). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15324.htm>

Are bans effective at lowering child labor and increasing school attendance and, if so, do these effects lead to positive outcomes later in life? This paper seeks to answer these questions by examining the effect of a 1998 Brazilian law that increased the minimum employment age from 14 to 16. To examine this question we use two different regression discontinuity designs to analyze Brazilian household data. We find that the ban had no overall impact across affected children in Brazil, but that it led to a significant decrease in the labor market participation of urban boys, whose paid labor dropped 35 percent, driven mainly by a decrease in informal work. We also find a concomitant 10 percent increase in the share of urban boys only attending school. Interestingly, we find that by age 18 this cohort was still almost 20 percent less likely to have a paid job and was less likely to be economically active even when they were legally allowed to work. However, we find no evidence that the impact of the ban lasted over time as reflected in measures of educational attainment, employment rates, and wages. Our results suggest that when enforced, bans on child labor can have significant immediate impacts amongst affected populations, leading to a decrease in work and an increase in school attendance. It remains unclear if these impacts translate to improved adult outcomes.

Schneider-Störmann, L., Röhr, T., Jaskari, R., Holopainen, T., & Reunanen, T. (2020). **Enhanced Higher Education - Industry Cooperation Improving Work Capabilities of Sales Engineering Graduates**. In J. I. Kantola & S. Nazir (Éd.), *Advances in Human Factors, Business Management and Leadership* (p. 3-13). [https://doi.org/10.1007/978-3-030-20154-8\\_1](https://doi.org/10.1007/978-3-030-20154-8_1)

Sales engineers (SE) sell technical products and services to companies, and their results are crucial for their employers. They need technical knowledge and commercial competencies, but also management and soft skills, all fundamental for SE to be highly performant in their job. Students cannot learn this variety neither at university nor in industry alone. Instead, cooperation is required. Whereas academic-industrial cooperation for research or specific study programs is discussed in literature, this is not yet the case for enhanced industrial involvement in students' education. The authors present two case studies of industrial implication in students' education in Germany and France as benchmark and basis for a new approach of academic-industrial cooperation in education in Finland. This cooperation is developed in the frame of the project 'RADICAL - Filling Skills Gaps in Blue Industry by Radical Competence Boost in Engineering VET', co-funded by the Erasmus+ program of the European Union.

Schwalbach, J., & DeAngelis, C. A. (2022). **School sector and school safety: a review of the evidence**. *Educational Review*, 74(4), 882-898. <https://doi.org/10.1080/00131911.2020.1822789>

We examine the literature linking private and charter schooling to perceptions of student safety in United States schools. The results are generally positive for student, parent, and principal reports of school safety for the nine studies on safety in public charter schools and the eleven studies on safety in private schools. Eight of the nine studies of public charter schools, and each of the eleven studies of private schools, found positive effects on school safety relative to district-run public schools. None of the existing studies find evidence to suggest that private or charter schools reduce perceptions of school safety overall. Although more research is needed, the most rigorous evidence on this topic suggests that private and public charter schools are generally associated with higher levels of safety as reported by students, parents, and principals.

Silva, P. L. (2022). **Specialists or All-Rounders: How Best to Select University Students?** (IZA Discussion Paper N° 15271). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15271.htm>

This paper studies whether universities should select their students only using specialised subject-specific tests or based on a broader set of skills and knowledge. I show that even if broader skills are not improving graduates' outcomes in the labour market, the university chooses to use them as a criterion for selection alongside the mastery of more subject-specific tools. Empirically, I exploit the variation between subject-specific and non-specific entrance exam sets on Portuguese students' large administrative dataset. My central finding is that, on average, universities with less specialised admission policies admit a pool of students who obtain a higher final GPA.

Szabo, J. (2022). **"I Just Didn't Want to Risk It": How Perceptions of Risk Motivate Charter School Choice Among Latinx Parents.** *American Educational Research Journal*, 59(4), 651-686. <https://doi.org/10.3102/00028312221078579>

Latinx students now make up the largest share of charter school students nationally. In this article, I focus on Latinx charter school choosers in Houston, Texas, and ask what motivates Latinx parents to exit district schools. Drawing on interviews with 31 families, I find that perceptions of present and future risk motivate charter school choice. Perceptions of present risk centered on children's negative experiences with safety and academics and parents' negative experiences when they attempted to intervene in district schools. Perceptions of future risk focused on future district schools and relied on information from networks, observations, and the educational experiences of U.S.-born parents. Parents framed charter school choice as a strategy to mitigate risk and protect their children's educational futures.

## Pratiques enseignantes

Adler, K., & Virat, M. (2022). **La pédagogie c'est aussi de l'amour. L'amour compassionnel de l'enseignant comme médiateur du lien entre la structure de maîtrise et la motivation des collégiens en mathématiques.** *Revue française de pédagogie*, 214(1), 5-20. <https://doi.org/10.4000/rfp.11262>

Cette recherche porte sur la motivation (buts de maîtrise) et l'engagement affectif des élèves du secondaire en mathématiques et vise à identifier la contribution de deux facteurs qui relèvent de deux types de soutien social (instrumental et émotionnel) : la perception par les élèves d'une structure de maîtrise et la perception par les élèves de l'amour compassionnel de leur enseignant. Les résultats obtenus auprès de 291 élèves de 4e indiquent que la perception d'une structure de maîtrise et la perception de



L'amour compassionnel de l'enseignant en mathématiques sont associées à des buts de maîtrise et à un engagement affectif plus importants des élèves. La perception de l'amour compassionnel médiatise partiellement la relation entre, d'un côté, la structure de buts et, de l'autre, les buts de maîtrise et l'engagement affectif. Pour comprendre l'effet des pratiques pédagogiques des enseignants, il importe donc de prendre en considération la dimension de soutien émotionnel, opérationnalisée ici comme une forme d'amour particulière.

Andro, G. (2022). **Distinguer entre savoir critique et opinion critique : quelle posture de neutralité pour l'enseignant en EMC ?** *Éducation et socialisation. Les Cahiers du CERFEE*, (64). <https://doi.org/10.4000/edso.19148>

L'ensemble des rapports du CNESCO (Conseil national d'évaluation du système scolaire) et des enquêtes menées auprès des enseignants sur la mise en œuvre pédagogique de l'EMC (enseignement moral et civique) dans les classes établissent un même constat : il existe un décalage notable entre l'investissement politique et civique exprimé par l'institution sur cette discipline et la réalité perçue par les enseignants et les élèves concernant les apprentissages réellement effectués. Cet article vise à éclairer ce décalage en identifiant les tensions implicites à l'œuvre chez les enseignants confrontés aux enjeux civiques et didactiques de l'EMC. Notre hypothèse est que l'embaras des enseignants et a fortiori des enseignants débutants réside dans la difficulté à distinguer d'une part la posture de neutralité professionnelle nécessaire à un enseignement civique qui assume sa perspective critique, d'autre part, et de manière corollaire, à identifier le savoir réellement en jeu dans un enseignement détaché du cadre scientifique disciplinaire. À partir de l'observation d'un groupe d'étudiants de master 1 MEEF en situation de préparation de cours, notre travail tente de circonscrire le cadre professionnel de la neutralité enseignante en EMC en opérant une distinction entre le savoir critique et l'opinion critique dans les différents temps de mise en œuvre dans la classe.

Archieri, C. (2022). **Évaluer des compétences : de l'intention des enseignants au vécu des étudiants. Le cas d'un atelier d'improvisation.** *Éducation et socialisation. Les Cahiers du CERFEE*, (64). <https://doi.org/10.4000/edso.19349>

Cet article expose les résultats d'une enquête scientifique menée sur la manière dont une formation consacrée au développement de la compétence à improviser peut faire l'objet d'une évaluation sans que soit retenue la qualité de l'improvisation (il ne s'agit pas de former des comédiens mais des étudiants de STAPS) mais bien l'engagement dans un processus de lâcher-prise et de prise en compte d'autrui, tel que préconisé en improvisation. La question de recherche est la suivante : quels rapports existent entre les intentions de l'enseignante et le vécu des étudiants en ce qui concerne l'évaluation ? Le parti-pris hypothético-théorique mobilisé pour mener cette étude a permis de mettre à jour les régularités en termes de configuration dont les résultats saillants sont qu'il est possible d'évaluer le développement d'une compétence aux conditions de prioriser la métacognition et la qualité de la relation psycho-affective entre les individus.

Baillargeon, M. (2022). **Évaluation des retombées perçues d'une activité de développement professionnel destinée aux enseignants sur l'apprentissage des élèves** (Thèse de doctorat, Université Laval). Consulté à l'adresse <https://corpus.ulaval.ca/jspui/handle/20.500.11794/73067>

La qualité de l'enseignement et l'excellence du développement professionnel représentent des leviers incontournables pour favoriser l'apprentissage et la réussite scolaire chez les élèves. Pourtant, l'offre de formation continue proposée aux enseignants et intervenants scolaires profite peu aux élèves puisque les apprentissages réalisés sont rarement transférés en contexte professionnel. Il est toutefois possible de se référer aux données issues de la recherche afin d'identifier les conditions et les principes selon lesquels les activités de développement professionnel peuvent avoir des retombées positives sur l'apprentissage des élèves. L'objectif de cette recherche doctorale est d'évaluer les retombées perçues d'une activité de développement professionnel destinée aux enseignants, sur l'apprentissage des élèves. Pour y parvenir, cette recherche empirique propose une approche intégrée et itérative de développement professionnel en éducation dont les fondements, probants, reposent sur les travaux de Guskey (2000, 2014, 2016, 2017) sur l'évaluation du développement professionnel en éducation, de Timperley (2009, 2011) sur l'apprentissage professionnel et les cycles d'investigation, ainsi que sur les principes d'efficacité de la formation continue issus de la synthèse de connaissances réalisée par Richard et ses collaborateurs (2017). Expérimenté dans le cadre d'un cours universitaire de 2e cycle offert en modalité hybride à l'Université TÉLUQ, le processus d'évaluation des retombées perçues du cours sur les pratiques professionnelles et l'apprentissage des élèves repose sur une méthodologie mixte (qualitative et quantitative). Les résultats obtenus ont ainsi permis de cartographier le parcours d'apprentissage professionnel sur les fondements et les pratiques de l'enseignement explicite tel qu'il a été vécu par les enseignants et gestionnaires scolaires inscrits respectivement aux deux volets de ce cours : enseignement et accompagnement. Une telle recherche revêt une forte pertinence scientifique et sociale. Sa pertinence scientifique réside dans son approche inédite, à la fois intégrée et itérative, du développement professionnel en éducation. Cette approche est intégrée et itérative dans le sens où elle s'inscrit dans une perspective à la fois individuelle et collective d'amélioration continue. Les résultats issus de cette recherche empirique viendront enrichir les données relatives aux retombées d'une activité de développement professionnel destinée aux enseignants et aux intervenants scolaires sur l'apprentissage des élèves. Ils permettront de cartographier le parcours d'apprentissage professionnel. Quant à la pertinence sociale, elle réside dans la création d'outils d'évaluation et dans la mise en lumière de certaines conditions de succès à réunir pour maximiser les retombées des activités de développement professionnel. De telles balises contribueront à orienter la prise de décision chez tous les acteurs concernés, des formateurs aux apprenants. Les principaux résultats mettent en lumière la satisfaction des étudiants à l'égard du cours, des apprentissages réalisés en macroplanification et en microplanification, des mesures de soutien organisationnel entérinées par un protocole d'entente, des stratégies d'enseignement explicite expérimentées en classe et, enfin, des retombées perçues sur l'apprentissage des élèves à la suite du transfert de ces stratégies en contexte professionnel. Quant aux résultats complémentaires, ils permettent de constater le rôle essentiel de l'encadrement, de la collaboration et des rencontres de suivi réalisées en présentiel sur la motivation et la persévérance des étudiants. À cela s'ajoute l'importance de considérer la dimension socioaffective dans le processus d'actualisation ou de réactualisation des pratiques professionnelles. Malgré le consensus existant sur la nécessité du développement professionnel pour la profession enseignante et les moyens mis en œuvre par les divers acteurs concernés (CSE, 2014), peu de mécanismes formels permettent jusqu'à ce jour de reconnaître le cheminement parcouru ni l'efficacité des activités réalisées sur l'apprentissage des élèves. Cette

recherche représente toutefois une avancée dans cette direction puisqu'elle permet d'affirmer qu'une activité de développement professionnel peut, à certaines conditions, avoir des retombées positives sur l'apprentissage des élèves. Il est toutefois important de préciser que cette recherche s'inscrit dans un contexte empirique de formation où les pratiques sont déclarées par les participants. La distinction entre les pratiques effectives et déclarées représente d'ailleurs la principale limite de cette recherche doctorale. La création d'une approche à la fois intégrée et itérative offre toutefois aux acteurs interpellés par la qualité de l'enseignement et l'efficacité du développement professionnel une démarche et des outils qui leur permettront de cartographier divers parcours d'apprentissage professionnel pour mieux les améliorer.

Bietenbeck, J., Irmert, N., & Sepahvand, M. (2022). **Teacher Subject Knowledge, Didactic Skills, and Student Learning in Francophone Sub-Saharan Africa** (Working Papers ECARES N° 2022-15). Consulté à l'adresse ULB -- Université Libre de Bruxelles website: [https://econpapers.repec.org/paper/ecawpaper/2013\\_2f344129.htm](https://econpapers.repec.org/paper/ecawpaper/2013_2f344129.htm)

We study the effects of two dimensions of teacher quality, subject knowledge and didactic skills, on student learning in francophone Sub-Saharan Africa. We use data from an international large-scale assessment in 14 countries that include individual-level information on student achievement and country-level measures of teacher subject knowledge and didactic skills in reading and math. Exploiting variation between subjects in a student fixed-effects model, we find that teacher subject knowledge has a large positive effect on student achievement, whereas the effect of didactic skills is comparatively small and not statistically significant at conventional levels. Together, the two dimensions of teacher quality account for 36 percent of the variation in average student achievement across countries.

Chesnais, A., & Coulange, L. (2022). **Rôle du langage verbal dans l'apprentissage et l'enseignement des mathématiques. Synthèse et perspectives en didactique des mathématiques.** *Revue française de pédagogie*, 214(1), 85-121. <https://doi.org/10.4000/rfp.11357>

Cette note de synthèse porte sur la question du rôle et de la place du langage verbal dans l'apprentissage et l'enseignement des mathématiques. Nous proposons une synthèse des apports, sur cette question, de travaux menés en didactique des mathématiques de tradition française avant de dégager des perspectives. Nous présentons tout d'abord une relecture de travaux fondateurs des piliers théoriques du champ orientée par cette question. Dans un deuxième temps, nous rendons compte de travaux plus récents s'intéressant au langage verbal et qui contribuent au développement de ces approches théoriques en didactique des mathématiques. Enfin, nous proposons une problématisation de la question du rôle et de la place du langage verbal dans l'apprentissage et l'enseignement des mathématiques, issue d'un point de vue orienté par un ancrage théorique vygotkien qui nous paraît aujourd'hui particulièrement propice à cette problématisation.

Genevois, S., & Wallian, N. (2022). **Enseigner en mode hybride. Quels changements pour l'École ? Quelles nouvelles compétences professionnelles ? Conférence introductive.** *Séminaire inter-académique La Réunion-Mayotte*. Présenté à Saint-Denis, Réunion. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03707179>

La crise sanitaire ainsi que les vagues de confinement-déconfinement liées à la Covid-19 ont constitué une période critique pour la profession enseignante. Dans ce contexte

inédit, la quête de continuités (pédagogique, éducative, relationnelle...) a constitué un défi majeur. Les enseignants ont pu commencer à expérimenter des formes d'enseignement hybride. Cette conférence visait à introduire les enjeux de l'hybridation et à définir des thématiques pour les ateliers qui ont été proposés : 1) reconfiguration de la forme scolaire, 2) nouvelles compétences métier, 3) scénarisation et planification des activités, 4) rôle des contextes (numérique, culturel...)

Girardet, M., Zeder, E. A., & Bleisch, P. (2022). **Les postures d'enseignant·e·s relatives à la branche « Ethique et Cultures Religieuses » en Suisse romande sous le prisme de la neutralité.** *Éducation et socialisation. Les Cahiers du CERFEE*, (64). <https://doi.org/10.4000/edso.19040>

En Suisse romande, la nouvelle branche « Ethique et Cultures religieuses » (ECR), introduite entre 2011 et 2014, fait l'objet d'un traitement particulier de la part des enseignant·e·s comparativement aux autres matières enseignées, jusqu'à parfois être totalement absente de l'enseignement, faute d'une réelle compréhension de ses visées et de ce qui est attendu de l'enseignant·e. L'ECR rencontre ainsi d'importantes obstacles et limites au niveau de sa mise en œuvre sur lesquels nous tentons d'apporter des explications en nous intéressant aux postures adoptées par les enseignant·e·s face à l'ECR. Nous avons dégagé de nos données neuf postures que nous répartissons en trois aspects distincts relatifs à l'ECR. Cette exposition des postures nous permet une réflexion sur la notion de neutralité dans l'enseignement, une question qui préoccupe plusieurs des acteur·rice·s rencontré·e·s et qui fait débat aussi bien dans le domaine politique que scientifique.

Hétier, R. (2022). **La bienveillance en éducation : un défi pédagogique.** *Éducation et socialisation. Les Cahiers du CERFEE*, (64). <https://doi.org/10.4000/edso.19194>

Il est aujourd'hui beaucoup question de bienveillance, dans les champs politique et éthique (avec notamment l'éthique du care) et dans le champ éducatif, avec des textes officiels qui en font un objectif de l'école, diverses recherches et des publications grand public ayant beaucoup d'écho. Cette émergence n'est pas fortuite : elle se trouve au carrefour de diverses évolutions : droits de l'enfant, libération de la parole des victimes, prise en considération de certaines spécificités de la souffrance scolaire, notamment. Bien entendu, les châtiments corporels sont interdits et les punitions humiliantes ou abrutissantes ne sont plus guère de mise. Mais une violence « sourde » (dans une zone grise) peut demeurer à l'école qui peut soit relever d'une stigmatisation de l'enfant (du fait de son comportement ou de ses difficultés), sur le plan verbal surtout, soit d'une ostracisation. Le souci de la bienveillance mérite donc d'être pris au sérieux, comme tentative de remédier à ce fond de violence. Mais il doit aussi être examiné avec circonspection, dans la mesure où il peut occulter l'enjeu essentiel de l'école, qui est celui d'une mise en relation avec le savoir, et le développement de capacités. De « bonnes relations » ne sauraient sauver un rendez-vous manqué avec cet enjeu. D'où il importe de réexaminer les exigences d'une pédagogie globale, d'une pédagogie politique, qui articule pleinement le respect de l'enfant et la stimulation de son pouvoir d'action.

Irwin, J. (2022). **Errantry, radical experience and education – Why Freire still matters today.** *Educational Review*, 74(4), 903-904. <https://doi.org/10.1080/00131911.2021.1994777>

Jarraud, F. (2022, juillet 7). **Comment les professeurs de langues ont-ils fait face à la pandémie?** Consulté 15 juillet 2022, à l'adresse Le café pédagogique website:

[http://www.cafepedagogique.net/lexpresso/Pages/2022/07/07072022Article637927727959227678.aspx?actId=ebwp0YMB8s1\\_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN\\_MAIL&actSource=517678](http://www.cafepedagogique.net/lexpresso/Pages/2022/07/07072022Article637927727959227678.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=517678)

Carole Delforge, Dylan Datchet et Julie Van de Vyver rendent compte dans Alsic d'une enquête menée auprès de plus de 300 professeurs de langues de la Belgique francophone. Les professeurs sont interrogés sur leurs pratiques pendant la fermeture des écoles de mars à mai 2020. Les enseignants ont utilisé des outils divers dont des moyens de communication en synchrone ou asynchrone. « La période de confinement et le passage rapide à distance ont été perçus par certains comme une opportunité, alors que d'autres se sont dits démunis face à la situation », notent-ils. « Il semble que la situation d'EAD ait permis l'apparition d'autres usages, qui permettent d'enrichir l'enseignement: la création multimédia par les élèves, l'utilisation de supports authentiques en langue cible, la mise à disposition d'exercices avec rétroactions automatiques, le suivi individualisé par l'enseignant, etc. Notons tout de même que le profil numérique des enseignants avant le confinement a eu des impacts parfois importants sur les catégories d'outils numériques qu'ils ont sollicités lors de l'EAD. Les enseignants plus expérimentés en matière d'usage pédagogique du numérique ont eu plus tendance à utiliser des outils numériques relevant des catégories "plateformes" et "création de contenu éducatif" alors que les enseignants novices ont eu plus tendance à utiliser les courriels ». Pour les auteurs, « cette période, espérons-le exceptionnelle, si elle a mené à des pratiques très hétérogènes, a démontré la capacité d'une communauté de professionnels à faire face à un changement d'envergure et à se mobiliser afin de permettre, dans un contexte de crise, d'accomplir sa mission ».

Jorro, A., & Saboya, F. (2022). **Les comités de suivi de thèse comme lieux de mobilisation de savoirs incorporés ou en cours d'incorporation.** *Éducation et socialisation. Les Cahiers du CERFEE*, (64). <https://doi.org/10.4000/edso.19400>

La création de comités de suivi de thèse dans la formation des doctorants de l'enseignement supérieur français en 2016 a permis d'inaugurer un espace de dialogue entre un doctorant et des pairs chevronnés sur l'expérience de son parcours doctoral et de son travail de recherche. Ce dispositif institutionnel peu investi par la recherche porte des promesses du point de vue des apprentissages, puisque le doctorant échange avec des chercheurs et apprend à communiquer sur son travail de recherche. L'objet de la recherche est de comprendre la dimension formative des CST, de saisir ce que la rencontre avec des chercheurs externes permet du point de vue des savoirs incorporés ou en cours d'incorporation. Une enquête qualitative a été conduite auprès de quatorze doctorants et de trois docteurs au sein d'un laboratoire de sciences de l'éducation afin d'identifier et de comprendre la spécificité des savoirs incorporés par ces derniers.

Kipp, A. L., & Clark, J. S. (2022). **Student absenteeism and ecological agency.** *Improving Schools*, 25(2), 129-147. <https://doi.org/10.1177/1365480221992884>

The purpose of this article is to address student absenteeism through the theoretical lens of ecological agency and to encourage the use of ecological agency in a school setting to address student absenteeism more holistically. We align absenteeism research within the ecological agency framework and suggest that absenteeism is a manifestation of agency influenced by contextual factors unique to the student's ecological context and reinforced through punishment. Observing absenteeism through the lens of ecological agency provides an alternative, unique viewpoint giving insight into the process of how students choose to engage in absenteeism based on their ecological factors. The article



also intends to illustrate pragmatic use of viewing absenteeism through the lens of ecological agency by providing a sample of interventions that are used to resolve contextual factors and improve student attendance.

Llamazares de Prado, J. E., & Arias Gago, A. R. (2022). **Emotional Pedagogy in Blind Students at School and Museum from the Systematic Review**. *Education and Urban Society*, 54(6), 750-768. <https://doi.org/10.1177/00131245211051692>

The incorporation of emotions in educational and cultural spaces is increasingly important in our society. The main objective is to review studies on emotional pedagogy both in school and in the museum and its importance in the education of blind pupils, providing elements for good practice. In the methodology used, a systematic review has been carried out with a selection of 410 articles examined up to 52 articles from 2003 to 2020. The search was conducted using 10 databases: Circ, Miar, Eric, Science Direct, 1Findr, Dialnet, Scopus, Google Scholar, Teacher Reference Center, and Vos. Among the results, we identified the importance of defining emotional training programs for teachers and museum didactic teams. They should be geared toward improving professional practices and cooperation between the museum and the school. In the conclusions obtained, it is fundamental to incorporate emotional literacy in inclusive education from the first stages of development, to promote creativity and emotional management, to exemplify the figure of the neuro-educator and his role in improving didactics both in schools and in the museum, favoring inclusion, promoting kinesthetic and corporal stimulation, both in the school and in the museum, it is a joint work between teachers and museum staff.

Mangin, M. M. (2022). **Teachers' Strategies for Supporting Transgender and/or Gender-Expansive Elementary School Students**. *Educational Researcher*, 51(5), 324-335. <https://doi.org/10.3102/0013189X221084666>

This qualitative study examines elementary teachers' strategies for supporting trans and/or gender-expansive elementary students. The findings come from observations and interviews with a purposive sample of 31 teachers from five elementary schools with principals whom parents characterized as supporting their transgender and/or gender-expansive children. Findings indicate that elementary teachers used three broad strategies to support transgender and/or gender-expansive students. Teachers decreased gendered practices, increased discussions about gender, and affirmed children's gender identity and expression. The consistency of teachers' efforts to support trans and/or gender-expansive students was challenged by entrenched habits and their beliefs about the relevance of supportive practices. The study results contribute to the nascent knowledge base on educational practices that may improve the conditions for transgender and/or gender-expansive elementary school students.

Messaoui, A. (2021). **Enseigner la communication à distance : enjeux épistémiques et adaptation des pratiques**. *Pratiques de la communication*, (3). [https://doi.org/10.34745/numerev\\_1784](https://doi.org/10.34745/numerev_1784)

La crise sanitaire et les confinements successifs liés à la pandémie de Covid-19 ont poussé les enseignants du supérieur à adapter leurs pratiques très rapidement et dans un environnement d'incertitude permanent. Les enseignants se sont massivement tournés vers les solutions de classe virtuelle. Ce numéro de Pratiques de la communication revient sur la mise en œuvre de l'enseignement à distance d'urgence (Hodges & al., 2020) afin

de questionner la manière dont la mise à distance et la médiation numérique ont affecté l'enseignement de la communication.

Proust-Androwkha, S. (2022). **Description de la mise en oeuvre d'une démarche inductive pour caractériser les perceptions de présence des pairs-apprenants dans le cadre de la réalisation d'activités collectives à distance.** *Distances et Médiations des Savoirs*, (38). <https://doi.org/10.4000/dms.7812>

Shafer. (2022). **Listening to Our Students while Teaching Composition in the Community College.** *Community College Journal of Research and Practice*, 46(8), 602-608. <https://doi.org/10.1080/10668926.2021.1902882>

We, as community college English teachers, have the opportunity to empower students who have been subjected to years of top-down, teacher-directed education. We have the obligation to make them critical thinkers, improving their chances of being thoughtful and successful adults. It all begins with the way we teach writing and the respect we have for our students – and scholarship-as valued parts of the writing class.

Soré, Z. (2022). **Petit traité pour transformer les pratiques professionnelles des enseignants.** Consulté à l'adresse [https://www.editions-harmattan.fr/index\\_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782140269615&utm\\_source=phplist&utm\\_campaign=message\\_34139&utm\\_medium=email&utm\\_content=lienTitre](https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782140269615&utm_source=phplist&utm_campaign=message_34139&utm_medium=email&utm_content=lienTitre)

Les systèmes éducatifs africains ont connu des réformes et innovations pédagogiques qui ont entraîné la croissance des effectifs dans les classes et rendu difficile la tâche de l'enseignant. Ces réformes ont en plus conféré des droits supplémentaires aux élèves et consacré la participation d'autres acteurs à la vie de l'école. L'essentiel du propos du Petit Traité est consacré à la proposition d'éléments qui permettent aux enseignants de surmonter les difficultés pédagogiques et sociales auxquelles ils sont confrontés au quotidien. Fruit d'enquêtes sociologiques de terrain et d'analyse de politiques éducatives, cet ouvrage montre la voie aux enseignants pour réussir leur intégration sociale et produire un enseignement de qualité.

## Relation formation-emploi

Grundke, R., & Cassimon, S. (2022). **2. Améliorer les compétences et les perspectives d'emploi en Tunisie.** *Études économiques de l'OCDE*, 6(6), 89-161. Consulté à l'adresse <https://www.cairn.info/revue-etudes-economiques-de-l-ocde-2022-6-page-89.htm>

Les taux de chômage restent élevés, surtout chez les jeunes arrivant sur le marché du travail. Le développement de l'accès à l'éducation a permis d'accroître l'offre de main-d'œuvre hautement qualifiée, mais, dans le secteur privé, la majorité des emplois ont été créés dans des activités peu productives et à faible intensité de main-d'œuvre qualifiée, si bien que le taux de chômage est élevé parmi les diplômés de l'enseignement supérieur, particulièrement chez les femmes. En outre, les systèmes d'enseignement et de formation professionnels ne tiennent pas compte des besoins du marché du travail et ne dotent pas les travailleurs des compétences exigées par les entreprises. Les politiques et la réglementation relatives au marché du travail entravent la création d'emplois formels et ne sont pas propices à une bonne adéquation entre les offres et les demandes d'emploi. Pour renforcer la dynamique des entreprises et l'innovation, mais aussi promouvoir la création d'emplois plus nombreux et de meilleure

qualité, il est essentiel d'abaisser les obstacles réglementaires à l'entrepreneuriat et à l'entrée de nouveaux acteurs, d'accroître l'intégration internationale des entreprises et d'ajuster les impôts sur le travail. Il faut améliorer la qualité du système d'enseignement et de formation professionnels et favoriser la coopération avec le secteur privé pour mieux préparer les jeunes et les jeunes adultes aux besoins du marché du travail. Un meilleur ciblage des politiques actives du marché du travail (PAMT) et une réduction des obstacles à la mobilité de la main-d'œuvre sont indispensables pour rapprocher l'offre et la demande de travail.

## Réussite scolaire

Berlingieri, F., Diegmann (geb. Nolte), A., & Sprietsma, M. (2022). **Preferred field of study and academic performance** (IWH Discussion Paper N° 16/2022). Consulté à l'adresse Halle Institute for Economic Research (IWH) website: <https://econpapers.repec.org/paper/zbwihwdps/162022.htm>

This paper investigates the impact of studying the first-choice university subject on dropout and switching field of study for a cohort of students in Germany. Using detailed survey data, and employing an instrumental variable strategy based on variation in the local field of study availability, we provide evidence that students who are not enrolled in their preferred field of study are more likely to change their field, delay graduation and drop out of university. The estimated impact on dropout is particularly strong among students of low socio-economic status and is driven by lower academic performance and motivation.

Gilraine, M., & Zheng, A. (2022). **Air Pollution and Student Performance in the U.S** (NBER Working Paper N° 30061). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/30061.htm>

We combine satellite-based pollution data and test scores from over 10,000 U.S. school districts to estimate the relationship between air pollution and test scores. To deal with potential endogeneity we instrument for air quality using (i) year-to-year coal production variation and (ii) a shift-share instrument that interacts fuel shares used for nearby power production with national growth rates. We find that each one-unit increase in particulate pollution reduces test scores by 0.02 standard deviations. Our findings indicate that declines in particulate pollution exposure raised test scores and reduced the black-white test score gap by 0.06 and 0.01 standard deviations, respectively.

Jeynes, W. H. (2022). **A Meta-Analysis of the Relationship between Cannabis, Opiates, Cocaine, Heroin, or other Illegal Drug Use and Student Academic and Behavioral Outcomes.** *Education and Urban Society*, 54(6), 656-694. <https://doi.org/10.1177/00131245211004571>

The meta-analysis, that included 75 studies, examined the relationship between illegal drug consumption, on the one hand, and student academic and behavioral outcomes, on the other, for the middle school to college grade levels. The meta-analysis first (research question #1) addressed whether there is a statistically significant relationship between illegal drug consumption and student academic and behavioral outcomes. A second question assessed whether there was a statistically significant relationship between the consumption of specific kinds of illegal drugs and student academic and behavioral outcomes (research question #2). The third analysis distinguished between the effects for educational- and behavioral-outcomes to see whether the consumption

of illegal drugs was associated with one more than the other (research question #3). Fourth, there were analyses to determine whether the effects that emerged under the first two research questions differed by the age of the student (research question #4). The fifth analysis (research question #5) assessed whether the effects that emerged under the first two research questions differed by the race of the student. The results indicated widespread statistically significant effects for all the drugs under study. The extent of the effects were considerably greater for college students than they were for middle school students.

Pathak, P. A., Ren, K., & Terrier, C. (2021). **From immediate acceptance to deferred acceptance: effects on school admissions and achievement in England** [CEP Discussion Paper]. Consulté à l'adresse Centre for Economic Performance, LSE website: <https://econpapers.repec.org/paper/cepcepdp/dp1815.htm>

Countries and cities around the world increasingly rely on centralized systems to assign students to schools. Two algorithms, deferred acceptance (DA) and immediate acceptance (IA), are widespread. The latter is often criticized for harming disadvantaged families who fail to get access to popular schools. This paper investigates the effect of the national ban of the IA mechanism in England in 2008. Before the ban, 49 English local authorities used DA and 16 used IA. All IA local authorities switched to DA afterwards, giving rise to a cross-market difference-in-differences research design. Our results show that the elimination of IA reduces measures of school quality for low-SES students more than high-SES students. After the ban, low-SES students attend schools with lower value-added and more disadvantaged and low-achieving peers. This effect is primarily driven by a decrease in low-SES admissions at selective schools. Our findings point to an unintended consequence of the IA to DA transition: by encouraging high-SES parents to report their preferences truthfully, DA increases competition for top schools, which crowds out low-SES students.

## Valeurs

Briole, S., Gurgand, M., Maurin, E., McNally, S., Ruiz-Valenzuela, J., & Santín, D. (2022). **The making of civic virtues: a school-based experiment in three countries** [CEP Discussion Paper]. Consulté à l'adresse Centre for Economic Performance, LSE website: <https://econpapers.repec.org/paper/cepcepdp/dp1830.htm>

With the rise of polarization and extremism, the question of how best to transmit civic virtues across generations is more acute than ever. In this paper, we test the hypothesis that schools can be the place for this transmission by empowering students and gathering them around concrete and democratically chosen objectives. We draw on an RCT implemented in a large sample of middle schools in three European countries. The evaluated program leads students to carry out collective citizenship projects in their immediate communities under the supervision of teachers trained in student-centered teaching methods. The program significantly increases student altruism, their political self-efficacy as well as the quality of their relationship with their classmates and their respect for the rules of school life (less sanctions and absenteeism). In all three countries, the benefits are greater for students with the highest level of altruism and interest in politics at baseline. Investments made at an early age appear to be complement to those made during adolescence for the production of civic virtues.

Chauvigné, C., Fabre, M., & Monjo, R. (2022). **La neutralité à l'école : Entre repères, apprentissages et postures.** *Éducation et socialisation. Les Cahiers du CERFEE*, (64). Consulté à l'adresse <http://journals.openedition.org/edso/18910>

L'idéal de neutralité de l'école publique et des disciplines scolaires sur un modèle positiviste (Cavet, 2007) a longtemps prévalu jusqu'à l'incursion récente dans les programmes de socles communs (2006, 2016), d'enseignements nouveaux (enseignement moral et civique, etc.), quelquefois transversaux (enseignements pratiques interdisciplinaires), qui introduisent peu à peu les « éducations à » et les questions socialement vives au sein de l'école, venant ainsi bousculer l'ordre des disciplines ac...

Fabre, M. (2022). **Hannah Arendt, Little Rock et la question de la neutralité scolaire.** *Éducation et socialisation. Les Cahiers du CERFEE*, (64). <https://doi.org/10.4000/edso.18915>

Des circulaires ministérielles en appellent, non plus seulement à une sensibilisation, mais à une véritable « mobilisation de la jeunesse » contre les effets du réchauffement climatique. Ces préconisations posent la question de la neutralité de l'espace scolaire dans le cadre républicain. Pour ne pas s'enliser dans ce type de débat récurrent en France, on propose ici de faire un détour par l'Amérique, avec l'affaire de Little Rock et les analyses que propose Hannah Arendt des prétentions de l'État à initier un processus de déségrégation sociale en obligeant les lycées publics à intégrer les élèves noirs. N'est-ce pas trahir l'essence même de l'éducation que d'embrigader la jeunesse dans des luttes politiques qui ne sont pas de leur ressort ? Et pourtant, les tensions internes à la philosophie politique d'Arendt suggèrent de reposer le problème de la neutralité scolaire d'une manière moins radicale quand ce qui est en jeu est la préservation de la vie, condition nécessaire bien qu'insuffisante de l'éducation. Mais, d'un autre côté, peut-on se contenter de mobiliser les élèves en leur inculquant des « bonnes pratiques » sans les engager dans la réflexion ? Bref, si l'école, en tant qu'institution, doit servir de relais aux politiques publiques, selon quelles modalités spécifiques doit-elle le faire ? La mobilisation de la jeunesse ne doit-elle pas prendre d'autres formes que celle de l'embrigadement ?

Hajir, B., & McInerney, W. (2022). **Educating for peace and human rights: an introduction.** *Educational Review*, 74(4), 901-903. <https://doi.org/10.1080/00131911.2021.1994776>

Ndebi, C. (2022). **Discipline scolaire et citoyenneté au Cameroun : repenser la fonction de surveillant général.** Consulté à l'adresse [https://www.editions-harmattan.fr/index\\_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782140270000&utm\\_source=phplist&utm\\_campaign=message\\_34139&utm\\_medium=email&utm\\_content=lienTitre](https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782140270000&utm_source=phplist&utm_campaign=message_34139&utm_medium=email&utm_content=lienTitre)

En tant qu'héritage colonial, l'école camerounaise, de la manière dont elle est organisée et fonctionne, peut-elle remplir de façon satisfaisante les missions qui lui sont assignées ? Les crises sociales les plus récentes, et les impasses auxquelles elles conduisent, menacent de faire voler en éclats les fondements qui depuis l'indépendance semblaient soutenir le Cameroun dans son essence citoyenne. Dans le courant de cette critique sur l'éducation, l'ouvrage tente de montrer que l'école au Cameroun se trouve piégée, condamnée à ne produire que des étatistes ou des patriotistes. L'idée de l'auteur est que si l'on souhaite par l'école, éduquer mieux à la citoyenneté, il faut que les différents acteurs de la Communauté Educative soient formés et accompagnés selon une perspective intégrative et non compétitive.



Voisin, C. (2022). **École républicaine et questions socialement vives: la neutralité engagée?** *Éducation et socialisation. Les Cahiers du CERFEE*, (64). <https://doi.org/10.4000/edso.19168>

Les recherches au sujet de la notion de neutralité à l'école dans l'enseignement des questions socialement vives (QSV) se trouvent à la confluence de plusieurs horizons : didactiques disciplinaires, didactique professionnelle, épistémologie et même philosophie. Cet écrit propose de faire un tour d'horizon des travaux, interrogations et enjeux actuels sur la question de la neutralité dans l'éducation aux questions socialement vives. L'enjeu est d'ouvrir de nouvelles perspectives de recherches tout en identifiant des tensions entre l'idée de neutralité et l'idée d'engagement, tensions plus ou moins conscientisées à l'école (programmes, savoirs et acteurs). Une première direction tend vers l'histoire de la notion de neutralité dans l'école républicaine et sur sa résonance dans les « éducations à » plus généralement. Ces premières lectures permettront de réactualiser le débat sur les enjeux éducatifs et le projet de société à « engager » dans ce cadre. La seconde direction vise à présenter quelques rappels sur la neutralité scientifique, neutralité de sa démarche et de ses savoirs. Comment la construction de savoirs dans ce cadre spécifique peut contribuer au développement d'une pensée critique ? Le dernier axe de réflexion s'intéresse aux pratiques professionnelles. Comment les enseignants s'engagent-ils dans l'enseignement-apprentissage de ces questions ? Trois directions, qui articulées, permettent de comprendre que la notion de neutralité invite à poursuivre la réflexion sur celle de l'engagement.