



Veille de l'IREDU n° 39

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1. Ressources sur le Web	2
2. Sommaires de revues en éducation	28
3. Livres intéressants	46

1. Ressources sur le Web

Repéré sur : cafepedagogique.net

[Evaluation : Faut-il garder les notes ?](#) L'expresso du 3 décembre 2014

Que nous dit la docimologie sur la notation ? Retrouvez les analyses de P Merle ou F Butera. Quelles autres pratiques sont possibles et que savons-nous de leur efficacité et de leurs effets ? Le Café pédagogique propose un nouveau dossier. Il reste une semaine pour se préparer à la conférence nationale sur l'évaluation.. A lire également l'article de Pierre Merle dans La vie des idées pour son graphique des notes selon les disciplines scolaires.

[P. Meirieu : Évaluation du socle : « De \(gros\) progrès, mais peut \(encore\) mieux faire... »](#) L'expresso du 5 décembre 2014

Alors que vont commencer les travaux de la « Conférence nationale sur l'évaluation des élèves », la publication des « Premières propositions du Conseil supérieur des programmes pour l'évaluation et la validation de l'acquisition du projet de socle commun de connaissances, de compétences et de culture » (1) constituent, de toute évidence, une promesse de renouveau. Le Monde évoque même « une révolution dans l'évaluation des élèves » et donne la parole à Michel Lussault, le nouveau président du CSP, qui affirme qu' « il faut en finir avec la course aux armements en matière d'évaluation » et voit dans le refus des moyennes et de la compensation entre matières un signe d'exigence structurante pour notre système scolaire : « Le socle, ce n'est pas une culture au rabais, c'est la meilleure pour tous. » (2) Certes, le texte du CS P « ne vise pas une mise en application directe » et comporte, au détour de quelques lignes, les concessions qui pourront autoriser assez facilement un repli stratégique en cas d'urgence politique... Certes, il présente, ici ou là, quelques « contorsions théoriques » étranges et même quelques formulations assez obscures... Mais ne faisons pas la fine bouche : il y a là des propositions susceptibles de faire progresser les pratiques pédagogiques de manière significative, vers plus d'efficacité et de justice, vers plus de vrais progrès intellectuels pour tous les élèves et plus de plaisir d'apprendre aussi. Afin que chacun et chacune réussisse mieux aujourd'hui à « l'école du socle » pour continuer, demain, à se cultiver et à se former. Et faire reculer, ainsi, les inégalités.

Repéré sur : Ecs.org

Guest Column

Learning the power of working with and for others

Using four real cases as anchors, Shira Epstein [writes](#) about how teachers can help youth to identify and analyze social problems around them and take action. The four cases involve a social justice

writing assignment, a safe sex health project, a race-awareness after-school program and an effort to prevent cutting a local urban park's budget.

New from ECS

State Civic Education Policy Framework

This [framework](#) is intended to guide state policymakers as they address the complexities of preparing students for college, career and civic life. It allows for adaptation to state- and site-specific circumstances and may be adopted in whole or in piecemeal fashion, according to states' individual circumstances.

50 ways to test

As many states began adopting new academic standards, a need for new assessments arose. ECS provides a high-level [overview](#) of the two testing consortia and federal testing requirements, providing a snapshot of which assessments are planned in all 50 states and the District of Columbia for the 2014-15 academic year.

Civic education policy framework

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State political culture and undergrad outcomes

Policy activity never takes place in a vacuum, according to this [report](#). Differing state political and economic contexts concerning postsecondary capacity, patterns of higher education spending and tuition setting appear to intersect in ways that affect higher education productivity over time. *(New to the ECS Research Studies Database)*

State-by-state third-grade reading policies

If children do not have proficient reading skills by third grade, their ability to progress through school and meet grade-level expectations diminishes significantly. Well aware that all students should be reading at grade level by the end of third grade, many state policymakers have enacted three possible [solutions](#): indentifying deficits, providing interventions and retention.

Good Reads

Comprehensive approaches to civic learning

Released at the National Council for the Social Studies conference last week, "[Practicing What We Teach](#)" [Advocacy for Civic Learning Policy Enactment and Implementation: A Guide for Building Statewide Coalitions](#)," is based on the expertise of civic learning leaders in Illinois, Florida, Tennessee and California and offers suggestions for organizing coalitions to implement and sustain civic learning.

The political classroom

Also released at the National Council for the Social Studies conference last week, "[The Political Classroom: Evidence and Ethics in Democratic Education](#)" by Diana E. Hess and Paula McAvoy, argues that teachers will make better judgments about political issues if they aim toward "political classrooms" which engage students in deliberations about questions that ask, "How Should We Live Together?"

Civics research database too small

Asserting that [civic education](#) receives little meaningful attention within the education policy community, the author considers what a comprehensive study of civic education among U.S. high school students would look like. He writes that research methods should include large, representative samples of adolescents on the state and national levels, with repeated interviews of the same subjects over time.

Improved civic outcomes related to student-led activities

Paul Baumann, director of the National Center for Learning and Civic Engagement at the Education Commission of the States, weighed in on how some civics classes never get out of the classroom in this [article](#) from the Alliance for Student Activities on engaging youth. Stronger results occur when students go beyond the classroom and participate, Baumann said.

Service learning takes district from low to high achieving

At [Maplewood Richmond Heights School District](#), three square miles from St. Louis' inner city, students keep bees, chickens, tilapia, grow vegetables and nurture hydroponic pineapples. Boasting only three schools, one each for elementary, middle and high school students, food production is used at every grade level to study science, math, reading and hunger.

More tried, more failed to complete in the Great Recession

A [look](#) at students who began postsecondary education in the midst of the Great Recession -- 2008 -- finds a larger cohort, an increase in adult and part-time students, but a decline in overall completion rates, especially for students who enrolled in four-year institutions. Meanwhile, the supplemental report on eight-year outcomes for those who started postsecondary in 2006 reveals the extra two years made a difference -- a 6 percentage point increase over the six-year rate. (*National Student Clearinghouse*)

Performance funding, so far

Researchers found it difficult to separate the effects of performance funding from other simultaneous postsecondary reforms. This [paper](#) on performance funding in Indiana, Ohio and Tennessee also reported on negative unintended impacts: restrictions in admissions to college and weakening of academic standards. In addition to the link provided, here is a [link](#) for a series of papers on performance funding. (*Community College Research Center*)

States Using Data

State-by-state [data analysis](#) finds the number of states sharing teacher performance information with educator preparation programs has more than tripled from six to 22 since 2011; 41 states provide teachers and parents access to reports on how well high school graduates do in college. Five

years ago, only 12 states produced such reports. Kentucky is the latest state to achieve all 10 state actions recommended by the DQC, joining Arkansas and Delaware. (Data Quality Campaign)

Campus experiences vary widely

How the average student experiences a campus can vary considerably from one institution to the next, even among institutions that are similar with regard to enrollment and admissions selectivity. Featuring answers from more than 355,000 students attending 622 U.S. colleges and universities, this annual [survey](#) found institutions with lower selectivity can offer student-faculty interactions at least comparable to those at more selective institutions. (National Survey of Student Engagement)

Latticing school leadership

After taking a look at how different leadership development systems in the United States and England responded to similar challenges, Jonathan Supovitz [argues](#) the English system may be valuable in a U.S. context. Vertically, England school leadership consists of school principals, senior leaders and middle leaders; laterally, school networks allow for exchanges, hence the phrase "lattice for school leadership." (*Consortium for Policy Research in Education*)

States failing to protect juvenile records

Although juvenile court has been viewed as a court of second chances, many states fail to protect juvenile records, thus impeding successful transition to adulthood for millions of youth. A state-by-state analysis of laws concerning public access to juvenile records, this [report](#) also provides a national overview and proposes standards to mitigate collateral consequences of exposure. (*Juvenile Law Center and Community Legal Services of Philadelphia*)

Moving up the teacher pay scale -- or not

A [look](#) at 113 districts examines which districts push teachers up the salary schedule the fastest. Assuming teachers live where they work, San Francisco and New York City lost points on cost of living. Rochester looked good with a top salary of \$120,582, but it would take 48 years to get there. Boston scored for taking only seven years to reach \$75,000. (*National Council on Teacher Quality*)

Helping school choosers

K-12 school choice policies' success largely depends on school choosers who may have limited information about their options, limited resources to commit to conducting a search, and limited capacities for processing information and making informed decisions, according to this [report](#). Governments and organizations can help inform families by broadening the set of schools to consider and indicating school performance amid school profiles. (*American Enterprise Institute*)

Public charters' popularity grows

More than one in five school children attends a public charter school in 43 communities, up from 32 last year. According to the ninth annual [survey](#) regarding public charters, the three largest urban communities with public charters are New Orleans (91 percent of students enrolled), Detroit (55 percent) and Washington D.C. tied with Flint, Mich., (44 percent). (*National Alliance for Public Charter Schools*)

Webinar

Advancing educator preparation

Authors of "Building an Evidence-Based System for Teacher Preparation," Charles Coble and Michael Allen, will be featured in a webinar hosted by NASH and SHEEO 1-2:30 p.m. ET Dec. 4. Send your name, title, organization and email address to events@sheeo.org and SHEEO will follow up with login information.

What States Are Doing

Yogurt state snack

New York Gov. Andrew Cuomo signed a bill making yogurt the official state snack. The event really began at Byron-Bergen Elementary School in Genesee County where a group of fourth-graders came up with the idea as a way [to learn how government works](#).

Revamping civic education

The Illinois Task Force on Civic Education is introducing its [report](#) on new civic course requirements, seeking input from students, parents, educators and taxpayers at a In a series of public hearings. They were charged by the Illinois State Board of Education with analyzing the state of civic education as it was, defining best practices and making recommendations to the legislature.

D.C. perks

H.D. Cooke Elementary School in the District of Columbia made news as part of a 40-year-old district-wide [Embassy Adoption](#) program that pairs schools with embassies to broaden global awareness in sometimes isolated urban students. More than 100 embassies have participated; at H.D. Cooke the program included dance, kick boxing and Thai food for lunch.

New approaches to STEM

A new strategic plan for STEM teaching and learning has launched in **Maryland**, along with a website, the Maryland Department of Education [announced](#). The [plan](#) features professional learning among other focus areas -- 12 teacher prep programs have already impacted more than 500 future teachers.

Hearing aids

South Dakota families who qualify can now get help paying for [children's hearing aids](#) from the South Dakota Department of Human Services, which hopes they will impact language development, educational and social growth. The Hearing Aid Assistance Program will operate on a sliding-fee schedule up to the aid's entire cost for children younger than 19.

\$10 million for mentorship

Ohio community organizations, faith-based groups and businesses [are being asked](#) to partner with each other to form mentorship programs. Applications are being taken through February 20 by the Ohio Department of Education for programs in those districts having a high percentage of students in poverty and a high number of students not graduating on time.

High school career tech courses expanded

The **Louisiana** Department of Education **announced** the Board of Elementary and Secondary Education (BESE) has approved new Course Choice providers which include, for the first time, TOPS Tech Early Start providers as required by **Act 737** of the 2014 Regular Legislative Session. Through Act 737, TOPS-Tech Early Start provides tuition for high school juniors and seniors to pursue an industry-based occupational or vocational education credential in a top-demand occupation while still in high school.

Names in the News & Events

Civics education pioneer Judith Torney-Purta to retire

Judith Torney-Purta, who broke ground in assessments of the effects of civics and social studies education, [is retiring](#) from the University of Maryland's College of Education. Torney-Purta began her work as a doctoral student at the University of Chicago where she and Robert Hess wrote "The Development of Political Beliefs in Children," a landmark which included interviews of children along with survey data.

Supreme Court summer institute

Street Law, Inc. and the Supreme Court Historical Society will sponsor two sessions of the annual Supreme Court Summer Institute, June 18-23 and June 25-June 30, 2015. The Institute is open to secondary level social studies teachers and supervisors, who will spend six days on Capitol Hill and inside the Supreme Court learning about the Court, its past and current cases and how to teach about them from Supreme Court litigators and educators. To apply online, go to www.streetlaw.org/scsi_apply. Application deadline is March 15, 2015.

The ECS National Center for Learning and Civic Engagement (NCLCE) assists state and district policymakers and educators developing policies that support K-12 school-based service-learning opportunities. These educational experiences help students acquire the skills, values, knowledge and practice necessary to be effective citizens. The NCLCE identifies and analyzes policies and practices that support effective citizenship education, creates and disseminates publications for education stakeholders, and convenes meetings to develop a collective voice for citizenship education and civic mission of schools. The NCLCE also encourages policy support and system structures to integrate service-learning into schools and communities. For more information, visit www.ecs.org/nclc.

Repéré sur : Esen.education.fr

Ministère de l'éducation nationale, de l'enseignement supérieur et de la recherche. [Espaces numériques de travail du second degré : synthèse de l'enquête nationale](#). 17 novembre 2014

L'édition 2014 du rapport EvaluENT, qui analyse les usages des personnels, élèves et parents des espaces numériques de travail (ENT) ainsi que leur contribution aux pratiques de travail et aux missions éducatives de l'établissement public local d'enseignement (EPL), montre une augmentation des usagers de ces plateformes depuis 2012 – toutes catégories confondues – et constate que l'absence de formation n'est pas un frein à leur utilisation. Cependant, le débit internet

à l'intérieur de l'établissement et la méconnaissance des ressources pédagogiques existantes constituent des obstacles au développement des usages.

Inspection générale de l'éducation nationale (IGEN). [Réussite de la scolarité obligatoire, valorisation de l'enseignement professionnel, l'enseignement à l'heure du numérique : synthèses académiques 2013-2014](#). Septembre 2014

"L'axe 2" du programme de travail de l'inspection générale pour l'année 2013-2014 proposait une nouvelle perspective : associer l'ensemble des inspecteurs territoriaux à une réflexion pédagogique prospective sur trois grandes priorités de la refondation de l'école : réussir la scolarité obligatoire, valoriser l'enseignement professionnel, enseigner à l'heure du numérique. Le rapport rend compte des réflexions conduites, des leviers et des freins identifiés et des ressources disponibles dans l'ensemble des académies.

Ligue de l'enseignement. [Refondation de l'école : deux ans... et après ?](#). Décembre 2014

Après un rappel des 5 grands objectifs de la loi, ce document confronte d'une part les engagements de l'État en matière de réduction des disparités de réussite scolaire, de rénovation des programmes et méthodes, d'évolution des métiers et des pratiques d'enseignement, de développement d'un cadre plus propice aux apprentissages et de refondation de l'éducation prioritaire ; d'autre part ce qui a été effectivement mis en œuvre depuis 2 ans ainsi que les perspectives à court terme.

Conseil national d'évaluation du système scolaire (CNESCO). [Évaluation des élèves : comparaison internationale](#), Décembre 2014

Cette étude sur la réglementation et les pratiques en matière d'évaluation par les enseignants dans la classe et les établissements dans les pays de l'OCDE souligne la complexification des cadres réglementaires et une multiplicité des usages légaux de ces évaluations. En France, plus de 80 % des enseignants déclarent pratiquer une diversité de modalités d'évaluation. Mais la plupart d'entre eux ne collaborent pas avec d'autres enseignants dans ce domaine, alors que cette pratique est répandue ailleurs en Europe.

Josiane Paddeu et Patrick Veneau. [Le travail d'évaluation des enseignants de bac professionnel](#). Bref n° 326, Novembre 2014

L'évaluation en cours de formation des épreuves professionnelles, telle qu'elle est prévue dans la réglementation, envisage celle-ci comme une simple activité de contrôle de la conformité des résultats du travail demandé aux élèves à ceux énoncés par un référentiel. Cette étude montre au contraire que l'évaluation telle qu'elle est pratiquée par les enseignants prolonge la formation dispensée et prend ainsi un tout autre sens. En effet, plus que la performance, c'est la pertinence du chemin emprunté par le candidat pour parvenir à un résultat qui est appréciée.

Tamara Hubert. [Un collégien sur cinq concerné par la cyberviolence](#). Note d'information, n° 39, novembre 2014

Si neuf élèves sur dix se sentent bien au collège en 2013, près de deux collégiens sur dix se déclarent victimes d'insultes, humiliations ou menaces diffusées sur les réseaux sociaux, par courriel ou SMS.

Ce phénomène, en augmentation par rapport à 2011, retentit fortement sur le bien-être des élèves et sur leur perception du climat scolaire.

Dominique Abriac. [Dispositif académique de validation des acquis de l'expérience](#) : le nombre des diplômes délivrés par la VAE en très légère hausse en 2013. Note d'information, n° 40, Décembre 2014

Cette note fait le point sur les demandes et diplômes validés par un jury de validation des acquis de l'expérience (VAE). Malgré une très légère baisse des candidatures par rapport à 2012, le nombre de candidats ayant obtenu une validation totale du diplôme postulé a augmenté de 1 %. Les trois quarts des demandes restent concentrées sur une trentaine de diplômes, avec toujours en tête le certificat d'aptitude professionnelle (CAP) "Petite enfance" et le diplôme d'État d'éducateur spécialisé (DEES), même s'ils perdent tous les deux des candidats.

Repéré sur : Eurydice.org

Eurydice. [Fiches nationales sur les budgets de l'éducation en Europe](#) = National Sheets On Education Budgets in Europe 2014.

Le rapport révèle une légère augmentation de la plupart des budgets de l'éducation entre 2013 et 2014.

Repéré sur : ife.ens-lyon.fr

Mary B. Ziskin, Don Hossler, Karyn Rabourn et al. [Le financement fondé sur le résultat : la situation actuelle, les pratiques prometteuses et les tendances naissantes](#). Conseil ontarien de la qualité de l'enseignement supérieur (Canada), décembre 2014

Pour approfondir la question de l'efficacité des politiques de financement fondé sur le résultat et des possibilités de leur application à l'enseignement supérieur en Ontario, il faut recourir à une méthode par laquelle : 1) examiner les documents actuels sur les recherches et politiques en lien avec ce thème; 2) différencier et contextualiser les connaissances disponibles. Afin d'évaluer les composantes des politiques et les pratiques des établissements d'enseignement qui sont fructueuses ou infructueuses, il importe de répertorier les politiques actuelles selon divers contextes (à l'échelle provinciale, des États, régionale et nationale), de même qu'au fil du temps. Le thème du financement fondé sur le résultat a fait l'objet d'une attention considérable et soutenue dans les documents de recherche et de politiques, dont des synthèses sont actuellement disponibles (p. ex., Dougherty et Reddy, 2011, 2013; Frøhlich, Schmidt et Rosa, 2010; National Conference of State Legislatures, 2013). Toutefois, un point de vue exhaustif et pertinent sur le plan des politiques ne peut que résulter d'une étude poussée où sont pris en compte les contextes des politiques à l'échelle internationale et qui donne une optique différenciée et débouchant sur des mesures quant à la recherche et aux politiques dans ce domaine. La présente étude permettra d'examiner les documents de politiques et de recherche en vue de traiter les questions de recherche suivantes :

1. Quels sont les provinces, États et pays qui financent leur système public d'enseignement postsecondaire en fonction des résultats, et quel est le pourcentage de financement qui est consacré à ces mécanismes de financement?

2. Les politiques de financement fondé sur le résultat qui sont instaurées au sein des administrations ont-elles changé au fil du temps et, dans l'affirmative, comment?
3. En quoi la mise en œuvre du financement fondé sur le rendement a-t-elle influé sur le rendement des établissements d'enseignement supérieur?
4. Quelles pratiques fructueuses peut-on répertorier dans l'expérience vécue par d'autres administrations?
5. Quelles pratiques infructueuses peut-on répertorier dans l'expérience vécue par d'autres administrations?
6. Quelles sont, dans les autres administrations, les tendances générales en matière de financement fondé sur le résultat?

[Rapport sur l'état et les besoins de l'éducation 2012-2014](#). Conseil supérieur de l'éducation, 12/2014

Dans ce rapport, le Conseil constate qu'en dépit des difficultés d'élaboration et d'appropriation éprouvées de même que des nombreuses controverses et des multiples débats sur le sujet, la majorité des acteurs scolaires se sont donné une compréhension pragmatique du Programme de formation de l'école québécoise. Toutefois, il reste encore des difficultés et des impasses auxquelles il faut s'attaquer.

Pour ce faire, le Conseil soumet à la réflexion du ministre de l'Éducation, du Loisir et du Sport et ministre de l'Enseignement Supérieur, de la Recherche et de la Science, des acteurs scolaires, des parents et de l'ensemble de la population trois orientations qu'il juge prioritaires.

Janet Looney, Alain Michel, Caroline Kearney. [KeyCoNet's conclusions and recommendations for strengthening key competence development in policy and practice](#). European Schoolnet, 11/2014

Recommandations finales du réseau européen KeyCoNet (réseau sur les compétences clés en éducation, financé par la commission européenne).

On peut en retenir que la première recommandation vers les responsables de politiques publiques formulée par le réseau a sans surprise consisté à demander une clarification à tous les niveaux des objectifs comme des concepts et des termes : les décideurs devraient adopter une démarche stratégique et globale qui fasse sens de la plus petite unité scolaire jusqu'à l'autorité ministérielle en charge de l'éducation. Cela implique de développer des cadres cohérents d'évaluation en amont et en aval qui fasse une large part à des modalités d'évaluation formative.

Plus généralement, le besoin d'explicitation du périmètre des compétences et de la façon dont on peut les travailler et les utiliser dans le quotidien de la classe est apparu une priorité pour l'ensemble des acteurs et des parties prenantes de l'éducation, y compris les parents.

Contrairement à une idée répandue dans certains pays, la démarche par compétences dont il est question ici n'est pas une technique pédagogique nouvelle, qui serait l'affaire réservée des

professionnels de l'éducation, mais plutôt un objectif mobilisateur de la société autour de son curriculum. Implanter les compétences clés dans l'éducation vise d'abord à donner du sens et des objectifs plus clairs à l'éducation.

Ceci souligné, des évolutions réussies concernant les compétences passent d'abord par un engagement des enseignants et des efforts massifs et réguliers pour les aider dans leur développement professionnel. Cela implique des réformes de la formation initiale et continue qui ont de la peine à se développer, ainsi qu'un soutien aux enseignants au jour le jour.

A ce titre, l'existence de réseaux denses qui aident les enseignants à travailler ensemble, à confronter et échanger sur leurs pratiques, à favoriser les relations entre établissements et au sein des établissements, est apparue particulièrement stratégique.

Dans ce contexte, une attention particulière peut être apportée aux opportunités de collaboration et de dissémination des expériences permises par les technologies numériques, comme aux possibilités de développement des compétences dans des environnements d'apprentissages améliorés par le numérique.

ROUVE-LLORCA Marie-Estelle. [Etude de l'entrée dans le métier d'enseignants néo-titulaires du second degré en contexte d'éducation prioritaire : activités, expériences et trajectoires professionnelles](#). Thèse en sciences de l'éducation, soutenue en 2013, sous la dir. de Luc Ria (Université Blaise Pascal)

« Cette recherche s'inscrit dans le cadre de travaux en ergonomie cognitive et s'intéresse à l'entrée dans le métier d'enseignants néo-titulaires du second degré en contexte d'éducation prioritaire. En mobilisant la théorie sémio-logique du cours d'action (Theureau, 2004), elle s'attache à décrire la dynamique de construction de leur activité professionnelle à travers une variété de contextes (en classe et hors classe). L'étude a été menée durant une année scolaire en collaboration avec cinq enseignants néo-titulaires de quatre disciplines scolaires exerçant au sein d'un collège d'éducation prioritaire de l'académie de Créteil. Plusieurs catégories de données ont été recueillies en fonction des contextes: a) des données d'enregistrements audio et vidéo de leur activité en classe, b) des données d'autoconfrontation sur la base de ces enregistrements, c) des données relatives à l'écriture d'un journal de bord, d) des données d'entretiens de remise en situation sur la base de ces traces écrites. L'analyse des contenus de signification mobilisés par les enseignants a permis d'accéder à la compréhension de leur activité située et de repérer quelques traits de leurs « mondes propres » évoluant au cours du temps (révélant leurs préoccupations, leurs attentes, leurs connaissances, leurs émotions). Les résultats révèlent comment l'activité professionnelle des enseignants se construit de manière fluctuante selon des phases alternatives de confort / inconfort, de stabilité et d'instabilité, d'économie de soi et de recherche d'une plus grande efficience dans l'exercice de leur métier. Les changements de relation dynamique avec leurs propres situations scolaires se traduisent par la construction d'équilibres provisoires et transitoires et par des conversions importantes dans leurs façons de percevoir et d'appréhender les évènements face à divers contextes professionnels. Les modélisations synthétiques des trajectoires professionnelles des enseignants montrent ainsi de nombreuses oscillations dans le processus d'acculturation professionnelle. »

Repéré sur : ladocumentationfrancaise.fr

Ministère de l'éducation nationale, de l'enseignement supérieur et de la recherche. [Evaluation partenariale de la politique de lutte contre le décrochage scolaire : rapport final](#). Paris : Ministère de l'éducation nationale, de l'enseignement supérieur et de la recherche, Novembre 2014. 181 pages

Une évaluation partenariale de la politique de lutte contre le décrochage scolaire a été décidée par le gouvernement dans le cadre des 60 évaluations de politiques publiques (EPP) qu'il a lancées depuis décembre 2012. Débutée en novembre 2013, l'évaluation a été conduite sous le pilotage du ministère de l'éducation nationale en lien avec l'ensemble de ses partenaires, et avec l'appui du Secrétariat général pour la modernisation de l'action publique (SGMAP). Après une phase de diagnostic ayant conduit à la publication d'un rapport en juin 2014, un plan d'action pour lutter contre le décrochage scolaire a été élaboré. Le rapport final d'évaluation propose 21 recommandations qui couvrent l'ensemble des champs de la lutte contre le décrochage : la prévention, l'accompagnement des jeunes en cours de décrochage, et la prise en charge des jeunes sortis du système éducatif sans qualification.

Repéré sur : Nber.org

Eric A. Hanushek, Marc Piopiunik, Simon Wiederhold. [The Value of Smarter Teachers: International Evidence on Teacher Cognitive Skills and Student Performance](#). NBER Working Paper No. 20727, December 2014

Differences in teacher quality are commonly cited as a key determinant of the huge international student performance gaps. However, convincing evidence on this relationship is still lacking, in part because it is unclear how to measure teacher quality consistently across countries. We use unique international assessment data to investigate the role of teacher cognitive skills as one main dimension of teacher quality in explaining student outcomes. Our main identification strategy exploits exogenous variation in teacher cognitive skills attributable to international differences in relative wages of nonteacher public sector employees. Using student-level test score data, we find that teacher cognitive skills are an important determinant of international differences in student performance. Results are supported by fixed-effects estimation that uses within-country between-subject variation in teacher skills.

Leonardo Bursztyn, Robert Jensen. [How Does Peer Pressure Affect Educational Investments?](#) NBER Working Paper, No. 20714, November 2014

When effort is observable to peers, students may act to avoid social penalties by conforming to prevailing norms. To test for such behavior, we conducted an experiment in which 11th grade students were offered complimentary access to an online SAT preparatory course. Signup sheets differed randomly across students (within classrooms) only in the extent to which they emphasized that the decision to enroll would be kept private from classmates. In non-honors classes, the signup rate was 11 percentage points lower when decisions to enroll were public rather than private. Sign

up in honors classes was unaffected. To further isolate the role of peer pressure we examine students taking the same number of honors classes. The timing of our visits to each school will find some of these students in one of their honors classes and others in one of their non-honors classes; which they happen to be sitting in when we arrive to conduct our experiment should be (and, empirically, is) uncorrelated with student characteristics. When offered the course in a non-honors class, these students were 25 percentage points less likely to sign up if the decision was public rather than private. But if they were offered the course in one of their honors classes, they were 25 percentage points more likely to sign up when the decision was public. Thus, students are highly responsive to who their peers are and what the prevailing norm is when they make decisions.

Repéré sur : OCDE.fr

OCDE (2014). [Titulaires de doctorats : qui sont-ils et que deviennent-ils après l'obtention de leur diplôme ?](#). Indicateurs de l'éducation à la loupe, n° 25, octobre 2014

De nombreux pays ont mis en œuvre des réformes afin de développer et de soutenir les programmes d'études doctorales et de recherche postdoctorale, soulignant le rôle déterminant des doctorants et titulaires de doctorats en termes de croissance économique, d'innovation et de recherche scientifique. Le nombre de diplômes de recherche de haut niveau délivrés dans les pays de l'OCDE a sensiblement augmenté ces dix dernières années, passant de 158 000 nouveaux doctorats en 2000 à 247 000 en 2012, soit une hausse de 56 %. Un cinquième de ces nouveaux doctorats sont délivrés à des étudiants en mobilité internationale. Malgré l'augmentation de la part des femmes dans les programmes doctoraux ces dix dernières années (tout comme aux autres niveaux d'enseignement), en 2012, elles étaient toujours moins susceptibles que les hommes d'obtenir un diplôme de recherche de haut niveau. En moyenne, les titulaires de diplômes de recherche de haut niveau bénéficient de meilleurs taux d'emploi que les autres diplômés de niveau universitaire (titulaires de licences et masters confondus). Le secteur des entreprises offre aux nouveaux titulaires de doctorats des salaires plus attractifs que l'enseignement supérieur ou le secteur de l'État. Toutefois, les possibilités qui s'offrent à eux varient fortement selon leur domaine d'études.

OCDE. [Regards sur l'éducation 2014, Panorama](#). Paris : OCDE

Regards sur l'éducation 2014 : Panorama offre une version résumée du recueil phare de statistiques sur l'éducation de l'OCDE, Regards sur l'éducation. Cet ouvrage présente des données facilement accessibles sur tous les thèmes clés intéressant l'éducation de nos jours, notamment :

- Les niveaux d'enseignement et les effectifs scolarisés : quel niveau d'études les adultes ont-ils atteint, et quel est l'impact de l'éducation préprimaire sur la suite de leurs études ?
- Enseignement supérieur et vie active : combien de jeunes sont diplômés de l'enseignement supérieur, et avec quel succès passent-ils de la formation à la vie active ?
- Les avantages économiques et sociaux de l'éducation : comment l'éducation influe-t-elle sur les perspectives d'emploi de la population, et quel est son impact sur les revenus ?
- Le financement de l'éducation : quelle part de leur budget les États consacrent-ils à l'éducation, et quel est le rôle des sources de financement privées ?
- L'environnement scolaire : combien d'heures les enseignants travaillent-ils, et dans quelle fourchette les effectifs des classes varient-ils ?

- Des compétences pour la vie : une section spéciale sur les compétences. Pourquoi les compétences sont-elles si importantes ? Comment sont-elles influencées par le niveau d'enseignement et le milieu socio-économique, et quel est le rôle des activités de formation pour les adultes ? Quel est l'impact des niveaux de compétence sur l'emploi, le revenu et les retombées sociales ?

Chaque indicateur est présenté sur une double page. Sur la page de gauche, le lecteur trouvera des explications sur la signification de l'indicateur, une analyse des principales conclusions, un examen des grandes tendances, et des indications générales permettant de trouver de plus amples informations dans les bases de données et autres publications de l'OCDE consacrées à l'éducation. Sur la page de droite figurent des graphiques et tableaux clairement présentés, assortis d'hyperliens dynamiques (StatLinks) qui renvoient le lecteur aux tableaux de données Excel™ correspondants.

[Skills beyond School: Synthesis Report](#). Paris : OCDE, novembre 2014. 116 p.

Une meilleure formation professionnelle aurait un effet positif sur les compétences et la création d'emplois.

Zemira Mevarech, Bracha Kramarski. [Critical Maths for Innovative Societies: The Role of Metacognitive Pedagogies](#). Paris : OCDE, 2014. 196 p.

How can mathematics education foster the skills that are appropriate for innovative societies? Mathematics education is heavily emphasised worldwide, nevertheless it is still considered to be a stumbling block for many students. While there is almost a consensus that mathematics problems appropriate for the 21st century should be complex, unfamiliar and non-routine (CUN), most of the textbooks still mainly include routine problems based on the application of ready-made algorithms

Dirk Van Damme: [How Closely is the Distribution of Skills Related to Countries' Overall Level of Social Inequality and Economic Prosperity?](#) Document de travail de l'OCDE, 17 octobre 2014

A country's level of human capital – the knowledge and skills in the population – has a strong bearing on its economic potential for growth and prosperity. On the other hand, its level of social inequality might prevent prosperity to be shared in equitable ways across the population. This papers looks at the relationship between the distribution of numeracy skills in the population to measures of economic prosperity (per capita GDP) and social inequality (Gini coefficient). Country-level correlations between various measures of the skills dispersion and these two indicators are presented. The correlations suggest that a higher numeracy skills dispersion is related to higher social inequality. A higher share of low-skilled adults relates positively with greater social inequality, while a higher share of high-skilled adults seems to be related with higher levels of economic output.

Mihály Fazekas, Ineke Litjens. [OECD Reviews of Vocational Education and Training - A Skills beyond School Review of the Netherlands](#). Paris : OCDE, 2014

Vocational education and training (VET) programmes are facing rapid change and intensifying challenges. How can employers and unions be engaged? How can workbased learning be used? How can teachers and trainers be effectively prepared? How should postsecondary programmes be structured? This country report on the Netherlands looks at these and other questions.

Higher level vocational education and training (VET) programmes are facing rapid change and intensifying challenges. What type of training is needed to meet the needs of changing economies? How should the programmes be funded? How should they be linked to academic and university

programmes? How can employers and unions be engaged? This report synthesises the findings of the series of country reports done on skills beyond school.

Claire Shewbridge, Johan van Bruggen, Deborah Nusche, Paul Wright. [OECD Reviews of Evaluation and Assessment in Education: Slovak Republic 2014](#). Paris : OCDE, novembre 2014. 164 p.

This book provides, from an international perspective, an independent analysis of major issues facing the educational evaluation and assessment framework, current policy initiatives, and possible future approaches in the Slovak Republic.

Repéré sur : Repec.org ©2013 by Joao Carlos Correia Leitao

[Can Computers Increase Human Capital in Developing Countries? An Evaluation of Nepal's One Laptop per Child Program](#)

Sharma, Uttam

This paper evaluates the effectiveness of the One Laptop per Child (OLPC) initiative in Nepal's primary and lower-secondary schools. This evaluation of the OLPC program in Nepal uses a pre-post test quasi-experimental design that consists of 26 program schools and 39 control schools that are spread across six different districts of the country. A low-cost laptop was provided to each student in grades two, three and six of the program schools at the beginning of the Nepali academic year (May 2009). At the same time, a round of tests in English and mathematics designed specifically for this program was administered to all students in grades two, three, four and six in both program and control schools. The same students were given similar tests in February 2010 and in June/July 2011. The impact of the OLPC program is estimated by analyzing how the program and control schools differ in terms of changes in test scores (double difference comparisons between schools and within schools), attendance rates and measures of non-cognitive skills. The exposure to computer-assisted learning in Nepal had no impact or a negative impact on student learning, non-cognitive skills and attendance. Students from grade 2 in treatment schools did particularly poorly in year-end English tests compared to control school students.

[Indonesian Higher Education: Gaps in Access and School Choice](#)

Mohamad Fahmi (Department of Economics, Padjadjaran University)

I estimate the higher education access gap among individuals who study in different type of upper secondary school. I use a non linear Binder-Oaxaca decomposition as dependent variable is a binary choice. The sample data is a household data that pull out from three waves of Indonesia Family Life Survey (IFLS). The results show that student from public school has higher chances to attend post secondary education as compared to private Islam and private secular group, whereas, private Christian is superior than public school. The evidence also indicates there are considerable differences between public school, private non-religious and Islamic school graduates in academic achievement and socio-economic characteristics. Parents' education and academic achievement provides important contribution to a low probability of entering higher education for private non religious school graduates. While father's education and family income contribute substantially to a low probability of accessing higher education for the private non religious group.

[Trends in the Intergenerational Transmission of Education among Black South Africans](#)

Magejo, Prudence (University of the Witwatersrand, Johannesburg) ; Benhura, Miracle (University of the Witwatersrand, Johannesburg) ; Gwatidzo, Tendai (University of the Witwatersrand, Johannesburg)

This paper investigates trends in intergenerational transmission of education among black South Africans – changes in correlation between parents' and children's education. Using data for 1954-1993 birth cohorts, we find a decrease in intergenerational transmission of education over the last four decades. The decline is strongest in the lower tail of the educational distribution. Nevertheless, a considerable portion of children's education still depends on family background. Children from poor educational backgrounds face significant barriers to attaining higher levels of education while the reverse applies to those from rich backgrounds. This suggests that initiatives to weaken the intergenerational link, particularly at higher levels of education, should target the offspring of educationally deprived parents.

[The second dividend of studying abroad: The impact of international student mobility on academic performance](#)

Meya, Johannes ; Suntheim, Katharina

This paper investigates the effect of studying abroad on students' success at university. Using an extensive dataset, propensity score matching is applied to account for possible self-selection into international mobility. Our empirical analysis suggests that a temporary study-related visit abroad significantly improves the final university grade, thus granting a second dividend in addition to personal experience. However, it seems that this effect is mainly driven by selective transferring of grades. Moreover, the study shows that a sojourn reduces the probability of finishing studies within the standard time period, suggesting that this dividend comes at a cost.

[Is It Worth It? Postsecondary Education and Labor Market Outcomes for the Disadvantaged](#)

Backes, Benjamin (American Institutes for Research) ; Holzer, Harry J. (Georgetown University) ; Dunlop Velez, Erin (RTI International)

In this paper we examine a range of postsecondary education and labor market outcomes, with a particular focus on minorities and/or disadvantaged workers. We use administrative data from the state of Florida, where postsecondary student records have been linked to UI earnings data and also to secondary education records. Our main findings can be summarized as follows: 1) Gaps in secondary school achievement can account for a large portion of the variation in postsecondary attainment and labor market outcomes between the disadvantaged and other students, but meaningful gaps also exist within achievement groups, and 2) Earnings of the disadvantaged are hurt by low completion rates in postsecondary programs, poor performance during college, and not choosing high-earning fields. In particular, significant labor market premia can be earned in a variety of more technical certificate and Associate (AA) programs, even for those with weak earlier academic performance, but instead many disadvantaged (and other) students choose general humanities programs at the AA (and even the Bachelor's or BA) level with low completion rates and low compensation afterwards. A range of policies and practices might be used to improve student choices as well as their completion rates and earnings.

[Does Relative Grading Help Male Students? Evidence from a Field Experiment in the Classroom](#)

Czibor, Eszter (University of Amsterdam) ; Onderstal, Sander (University of Amsterdam) ; Sloof, Randolph (University of Amsterdam) ; van Praag, Mirjam C. (Copenhagen Business School)

The provision of non-pecuniary incentives in education is a topic that has received much scholarly attention lately. Our paper contributes to this discussion by investigating the effectiveness of grade incentives in increasing student performance. We perform a direct comparison of the two most commonly used grading practices: the absolute (i.e., criterion-referenced) and the relative (i.e., norm-referenced) grading schemes in a large-scale field experiment at a university. We hypothesize that relative grading, by creating a rank-order tournament in the classroom, provides stronger incentives for male students than absolute grading. In the full sample, we find weak support for our hypothesis. Among the more motivated students we find evidence that men indeed score significantly higher on the test when graded on a curve. Female students, irrespective of their motivation, do not increase their scores under relative grading. Since women slightly outperform men under absolute grading, grading on a curve actually narrows the gender gap in performance.

[Human capital and trends in the transmission of economic status across generations in the U.S.](#)

Richey, Jeremiah ; Rosburg, Alicia

Using data from the 1979 and 1997 National Longitudinal Survey of Youth, we investigate the changing roles of ability and education in the transmission of economic status across generations. Potential changes are identified using a decomposition method based on the OLS omitted variable bias formula. We find that ability plays a substantially diminished role for the most recent cohort while education plays a substantially larger role. The first finding results from a smaller effect of children's ability on status and a reduced correlation between parental status and children's ability. The second finding results mainly from increased returns to higher education.

[Compulsory Schooling Laws and Formation of Beliefs: Education, Religion and Superstition](#)

Naci Mocan ; Luiza Pogorelova

We exploit information on compulsory schooling reforms in 11 European countries, implemented mostly in the 1960s and 70s, to identify the impact of education on religious adherence and religious practices. Using micro data from the European Social Survey, conducted in various years between 2002 and 2013, we find consistently large negative effects of schooling on self-reported religiosity, social religious acts (attending religious services), as well as solitary religious acts (the frequency of praying). We also use data from European Values Survey to apply the same empirical design to analyze the impact of schooling on superstitious beliefs. We find that more education, due to increased mandatory years of schooling, reduces individuals' propensity to believe in the power of lucky charms and the tendency to take into account horoscopes in daily life.

[Evidence and Persistence of Education Inequality in an Early-Tracking System - The German Case](#)

Annabelle Krause (IZA) ; Simone SchÅ¼ller (FBK-IRVAPP and IZA)

This article reviews empirical evidence on the early tracking system in Germany and the educational inequalities associated with it. Overall, the literature confirms the existence of considerable social, ethnic, gender- and age-related inequalities in secondary school track placement. Studies on tracking timing and track allocation mechanisms reveal that postponement of the selection decision and binding teacher recommendations may reduce certain (mainly social) inequalities. Furthermore, recent evidence concerning long-term consequences of tracking on labor market outcomes suggests

that sizeable built-in flexibilities in the German system succeed in compensating for initial (age-related) education inequalities. The paper concludes with an outline and discussion of the most promising pathways for future research in order to help design inequality-reducing policy recommendations.

[Validating Teacher Effect Estimates Using Changes in Teacher Assignments in Los Angeles](#)

Andrew Bacher-Hicks ; Thomas J. Kane ; Douglas O. Staiger

In a widely cited study, Chetty, Friedman, and Rockoff (2014a; hereafter CFR) evaluate the degree of bias in teacher value-added estimates using a novel "teacher switching" research design with data from New York City. They conclude that there is little to no bias in their estimates. Using the same model with data from North Carolina, Rothstein (2014) argued that the CFR research design is invalid, given a relationship between student baseline test scores and teachers' value-added. In this paper, we replicated the CFR analysis using data from the Los Angeles Unified School District and similarly found that teacher value-added estimates were valid predictors of student achievement. We also demonstrate that Rothstein's test does not invalidate the CFR design and instead reflects a mechanical relationship, given that teacher value-added scores from prior years and baseline test scores can be based on the same data. In addition, we explore the (1) predictive validity of value-added estimates drawn from the same, similar, and different schools, (2) an alternative way of estimating differences in access to effective teaching by taking teacher experience into account, and (3) the implications of alternative ways of imputing value-added when it cannot be estimated directly.

[The Employment Impacts of Service-Learning Classes](#)

Dorfman, Jeffrey H. ; Matthews, Paul ; Wu, Xuedong

A large-scale movement is underway in higher education to incorporate academic service-learning experiences into the curriculum. Decades of research across a range of disciplines and institutional contexts has shown this pedagogy's positive effects on student outcomes such as personal and civic development, critical thinking, inter-cultural competence, and more. However, there are no adequate studies of the benefits of such courses in terms of employment and earning outcomes for students. This study addresses that gap through a careful examination of the self-reported employment records of a set of over 500 college students over the first two years post graduation. Using unique matching of the sample individuals and several statistical tests, this research investigate the differences between students who take service-learning classes and their counterpart on various aspects such as time needed to employment, starting salary, chances of getting raise and promotion and so on. This study has the potential to validate university and student investment in service-learning coursework beyond the pedagogy's demonstrated impacts on student social, cognitive, and civic outcomes. Results will represent the first scientific estimates of the economic benefits of service-learning classes.

[Who Are the Doctorate Holders and where Do Their Qualifications Lead Them?](#)

OECD

Many countries have implemented reforms to develop and support doctoral studies and postdoctoral research, stressing the crucial role of doctorate students and degree holders in terms of economic growth, innovation and scientific research. The number of advanced research qualifications being awarded across OECD countries significantly increased over the past decade,

growing from 158 000 new doctorates in 2000 to 247 000 in 2012, a rise of 56%. International students get one in five of these new doctorates. Even though the share of women in doctorate programmes has increased over the last decade (as in other levels of education), by 2012 women were still less likely than men to earn an advanced research qualification. On average, individuals with advanced research qualifications benefit from higher employment rates compared to other university-level graduates (Bachelor's and Master's degrees combined). The business enterprise sector offers better wages for new doctorate holders than the higher education and government sectors, but also unequal opportunities, depending on the field in which they graduate.

[Immigrants' 'Ability' and Welfare as a Function of Cultural Diversity: Effect of Cultural Capital at Individual and Local Level](#)

Tubadji, Annie (University of Regensburg) ; Gheasi, Masood (VU University Amsterdam) ; Nijkamp, Peter (VU University Amsterdam)

This paper presents an operationalization of a mixed Bourdieu–Mincer-type model that seeks to find evidence for individual and local cultural capital effects on human capital 'ability'. We aim to compare these effects for native workers and immigrants (as well as between immigrants themselves) in a locality. The main objective of the paper is twofold: 1) to examine how ethnic background affects immigrants' schooling results; and 2) to explore the link between the wage differential of immigrant young workers entering the labour market in the context of a locally varying cultural milieu. Our study utilises the 2007–2009 data set for higher professional education (termed HBO in Dutch) graduates from Maastricht University. We use a two-stage least squares (2SLS) estimation method to analyse empirically a system of two equations. In the first Bourdieu-type equation, individual cultural capital, together with school type/quality, explains the individual's schooling achievement. Next, this 'schooling achievement' is employed as an explanatory variable in the second Mincer-type equation, which examines wage differential effects. Our Mincer-type equation is next augmented with a control for the local cultural milieu. We find evidence of ethnic segregation with regard to the quality of educational institution to which immigrants have access, which naturally explains part of the wage differential effect. Moreover, we find that local cultural capital determines the size of the wage gap.

[Are Disadvantaged Students more Likely to Repeat Grades?](#)

OECD

One in eight students across OECD countries has repeated a grade at least once before the age of 15. Many countries reduced the rate of grade repetition between 2003 and 2012. One in five disadvantaged 15-year-olds has repeated a grade. Even among students with similar academic performance, the likelihood of repeating a grade is one-and-a-half times greater for disadvantaged students than for advantaged students.

[Mapping and Understanding Ethnic Disparities in Length of Schooling: The Case of Ningxia Autonomous Region, China](#)

Gustafsson, Björn Anders (University of Gothenburg) ; Sai, Ding (Chinese Academy of Social Sciences) Disparities in length of schooling between the largest Muslim minority in China, the Hui, and the Han majority are investigated. We use household data collected in Ningxia autonomous region in 2007. It is found that compared with Han persons of the same age and gender, Hui persons have shorter

educations with the exception of young and middle-aged urban males who have twelve years of schooling, on average. Particularly noteworthy is that as many as 45 percent of adult rural Hui females are not literate. Possible reasons for the shorter educations of Hui in many segments of the population are numerous. We show that the incentive to invest in length of schooling is smaller among Hui than Han as the association between education and income is weaker. We also report that Hui parents spend fewer resources on education than Han parents and that fewer years of schooling for Hui in the first generation helps to explain why Hui persons in the second generation have shorter educations.

[The Role of Financial Literacy and of Financial Education Interventions in Developing Countries](#)

Margherita Calderone

Financial literacy has received increased attention since the global financial crisis and the literature confirms that it is correlated with higher household well-being. In parallel, financial education programs have grown in popularity and an increasing number of countries are developing national financial education strategies and making more investments in related programs. However, the evidence from field experimental research linking financial education interventions and household financial outcomes in developing countries provides mixed results. New findings from recent experiments suggest that well designed and targeted training programs can indeed be successful in increasing formal savings and promoting responsible financial behaviors.

[Does Management Matter in Schools](#)

Nicholas Bloom ; Renata Lemos ; Raffaella Sadun ; John Van Reenen

We collect data on operations, targets and human resources management practices in over 1,800 schools educating 15-year-olds in eight countries. Overall, we show that higher management quality is strongly associated with better educational outcomes. The UK, Sweden, Canada and the US obtain the highest management scores closely followed by Germany, with a gap to Italy, Brazil and then finally India. We also show that autonomous government schools (i.e. government funded but with substantial independence like UK academies and US charters) have significantly higher management scores than regular government schools and private schools. Almost half of the difference between the management scores of autonomous government schools and regular government schools is accounted for by differences in leadership of the principal and better governance.

[Too Many Graduates? An Application of the Gottschalk-Hansen Model to Young British Graduates between 2001-2010](#)

O'Leary, Nigel C. (Swansea University) ; Sloane, Peter J. (Swansea University)

There is an apparent inconsistency in the existing literature on graduate employment in the UK. While analyses of rates of return to graduates or graduate mark-ups show high returns, suggesting that demand has kept up with a rapidly rising supply of graduates, the literature on over-education suggests that many graduates are unable to find employment in graduate jobs and the proportion over-educated has risen over time. Using a simple supply and demand model applied to UK data that defines graduate jobs in terms of the proportion of graduates and/or the graduate earnings mark-up within occupations, we find that there has been a shift in the likelihood of young British university graduates being employed in non-graduate jobs in the recent years of our analysis. This finding is in contrast to existing studies.

[Financial Education, Financial Competence, and Consumer Welfare](#)

Sandro Ambuehl ; B. Douglas Bernheim ; Annamaria Lusardi

We introduce the concept of financial competence, a measure of the extent to which individuals' financial choices align with those they would make if they properly understood their opportunity sets. Unlike existing measures of the quality of financial decision making, the concept is firmly rooted in the principles of choice-based behavioral welfare analysis; it also avoids the types of paternalistic judgments that are common in policy discussions. We document the importance of assessing financial competence by demonstrating, through an example, that an educational intervention can appear highly successful according to conventional outcome measures while failing to improve the quality of financial decision making. Specifically, we study a simple intervention concerning compound interest that significantly improves performance on a test of conceptual knowledge (which subjects report operationalizing in their decisions), and appears to counteract exponential growth bias. However, financial competence (welfare) does not improve. We trace the mechanisms that account for these seemingly divergent findings.

[Education Policies and Structural Transformation](#)

Cavalcanti Ferreira, Pedro (EPGE/FGV) ; Monge-Naranjo, Alexander (Federal Reserve Bank of St. Louis) ; Torres de Mello Pereira, Luciene (EPGE/FGV)

This article studies the impact of education and fertility in structural transformation and growth. In the model there are three sectors, agriculture, which uses only low-skill labor, manufacturing, that uses high-skill labor only and services, that uses both. Parents choose optimally the number of children and their skill. Educational policy has two dimensions, it may or may not allow child labor and it subsidizes education expenditures. The model is calibrated to South Korea and Brazil, and is able to reproduce some key stylized facts observed between 1960 and 2005 in these economies, such as the low (high) productivity of services in Brazil (South Korea) which is shown to be a function of human capital and very important in explaining its stagnation (growth) after 1980. We also analyze how different government policies towards education and child labor implemented in these countries affected individuals' decisions toward education and the growth trajectory of each economy.

[What Helps Teachers Feel Valued and Satisfied with their Jobs?](#)

OECD

Less than one in three teachers across countries participating in the Teaching and Learning International Survey (TALIS) 2013 believes that the teaching profession is valued by society. Nevertheless, the great majority of teachers in all surveyed countries are happy with their jobs. Challenging classrooms with large proportions of students with behavioural problems and the perception that appraisals and feedback are done simply as administrative tasks are among factors that tend to lower job satisfaction. Collaboration between teachers and positive teacher-student relationships, on the other hand, are among factors that can boost teacher job satisfaction.

[Sibling spillover effects in school achievement](#)

Nicoletti, Cheti ; Rabe, Birgitta

We provide the first empirical evidence on direct sibling spillover effects in school achievement using English administrative data. Our identification strategy exploits the variation in school test scores across three subjects observed at age 11 and 16 and the variation in the composition of school mates

between siblings. These two sources of variation have been separately used to identify school peer effects, but never in combination. By combining them we are able to identify a sibling spillover effect that is net of unobserved child, family and school characteristics shared by siblings. We find a modest spillover effect from the older sibling to the younger but not vice versa. This effect is considerably higher for siblings from deprived backgrounds, where sibling sharing of school knowledge might compensate for the lack of parental information.

[Broken Gears: The Value Added of Higher Education on Teachers' Academic Achievement](#)

Balcázar, Carlos Felipe (World Bank) ; Nopo, Hugo (Inter-American Development Bank)

A growing literature establishes that good teachers are essential for high quality educational systems. However, little is known about teachers' skills formation during their college years. In this paper we use a novel panel data set combining two standardized tests for Colombian students: one that is taken at the end of senior year in high school and the other when students are near graduation from college. Accounting for selection into majors we test for the extent to which education majors relatively improve or deteriorate their skills in comparison to students in other programs. We analyze three sets of skills: quantitative reasoning, native language (Spanish) and foreign language (English). After around 5 years of college, teachers' skills vis-à-vis those in other majors deteriorate in quantitative reasoning, although they deteriorate less for those in math-oriented programs. For native and foreign language we do not find evidence of robust changes in relative learning.

[Student Scores in Public and Private Schools: Evidence from PISA 2009](#)

Mahuteau, Stéphane (NILS, Flinders University) ; Mavromaras, Kostas G. (NILS, Flinders University)

This paper examines critically the presumption that, other things equal, private schooling offers higher quality education than public schooling. We apply multilevel regression on the 2009 PISA to estimate the differential effect of public and private schooling on student scores in Australia. We control for observable and unobservable influences, at school and student levels. We find that public-private schooling quality estimated differences are not statistically significant, but Catholic schools perform better than both. Differences by sector in the level of resourcing, plays a minor role. Student socioeconomic status differences and resulting selection, drive the observed better private schooling scores outcomes.

[Size and economies of scale in higher education and the implications for mergers](#)

Tirivayi J.N. ; Maasen van den Brink H. ; Groot W.N.J. (UNU-MERIT)

This paper carries out a meta regression analysis to estimate the optimal size of higher education institutions HEI and identify its implications for strategies of mergers in higher education. This study finds an optimal institutional size of 24,954 students. We find potential opportunities for merging different HEIs relative to their mean sample size public universities by nearly 190 per cent, private universities by 131 per cent, small colleges by around 952 per cent, and non-US HEIs by about 118 per cent. However, if we compare with actual sizes of top ranked universities we find that in some parts of the world top ranked universities seem to be below optimal size, while in others they appear above optimal size. We urge caution in the interpretation of the findings due to the limited data. We recommend further research and that policymakers around the world refer to their own cost structures to determine the optimal size for efficiency.

[Do Countries with High Mean Performance in PISA Maintain their Lead as Students Age?](#)

OECD

Countries where 15-year-old students perform at high standards internationally tend to be the same countries where these young adults tend to perform well at the age of 26 to 28. School systems need to ensure that their students perform at a high level by the time they complete compulsory schooling and that these skills are maintained and further developed thereafter.

[Educational Attainment in the OECD, 1960-2010](#)

Angel de la Fuente ; Rafael Doménech

This paper describes the construction of series of educational attainment of the adult population in a sample of 22 OECD countries covering the period 1960-2010. These series are a revised and extended version of the data set described in de la Fuente and Doménech (2002).

[Tracking, Inequality and Education Policy. Looking for a Recipe for the Italian Case](#)

Davide Azzolini (FBK-IRVAPP) ; Loris Vergolini (FBK-IRVAPP)

This contribution has two main goals. First, we review the most relevant empirical literature that has focused on the relationship between tracking and inequality in Italy. We address the issue of inequality in access to the different school branches paying particular attention to the role played by social background. Second, we consider policy solutions that might reduce the effects of social background on individuals' school choices in Italy. We examine empirical studies on two areas of intervention: (a) de-tracking reforms such as postponement of age at first tracking and reduction of curricula differences between tracks; (b) interventions aimed at reducing students' misallocation across schools through guidance initiatives and teacher recommendations.

[Affirmative Action and Stereotypes in Higher Education Admissions](#)

Prasad Krishnamurthy ; Aaron Edlin

We analyze how admission policies affect stereotypes against students from disadvantaged groups. Many critics of affirmative action argue that lower admission standards cause such stereotypes and suggest group-blind admissions as a remedy. We show that when stereotypes result from social inequality, they can persist under group-blind admissions. In such cases, eliminating stereotypes perversely requires a higher admission standard for disadvantaged students. If a school seeks both to treat students equally and limit stereotypes, the optimal admission policy would still impose a higher standard on disadvantaged students. A third goal, such as equal representation, is required to justify group-blind admissions. Even when there is such a third goal, group-blind admissions are optimal only when the conflicting goals of equal representation and limiting stereotypes exactly balance. This is an implausible justification for group-blind admission because it implies that some schools desire higher standards for disadvantaged students. Schools that do not desire such higher standards will typically find some amount of affirmative action to be optimal.

[Behavioral Economics of Education](#)

Koch, Alexander K. (Aarhus University) ; Nafziger, Julia (Aarhus University) ; Nielsen, Helena Skyt (Aarhus University)

During the last decade knowledge about human behavior from psychology and sociology has enhanced the field of economics of education. By now research recognizes cognitive skills (as measured by achievement tests) and soft skills (personality traits not adequately measured by

achievement tests) as equally important drivers of later economic outcomes, and skills are seen as multi-dimensional rather than one-dimensional. Explicitly accounting for soft skills often implies departing from the standard economic model by integrating concepts studied in behavioral and experimental economics, such as self-control, willingness to compete, intrinsic motivation, and self-confidence. We review how approaches from behavioral economics help our understanding of the complexity of educational investments and outcomes, and we discuss what insights can be gained from such concepts in the context of education.

[Grades and Rank: Impacts of Non-Financial Incentives on Test Performance](#)

Jalava, Nina (Stockholm School of Economics) ; Joensen, Juanna Schrøter (Stockholm School of Economics) ; Pellas, Elin (Stockholm School of Economics)

How does effort respond to being graded and ranked? This paper examines the effects of non-financial incentives on test performance. We conduct a randomized field experiment on more than a thousand sixth graders in Swedish primary schools. Extrinsic non-financial incentives play an important role in motivating highly skilled students to exert more effort. We find significant differences in test scores between the intrinsically motivated control group and three of four extrinsically motivated treatment groups. The only treatment not increasing test performance is criterion-based grading on an A-F scale, which is the typical grading method. Test performance is significantly higher if employing rank-based grading or giving students a symbolic reward. The motivational strengths of the non-financial incentives differ across the test score distribution, across the skill distribution, with peer familiarity, and with respect to gender. Boys are only motivated by rank-based incentives, while girls are also motivated by receiving a symbolic reward. Rank-based grading and symbolic rewards tend to crowd out intrinsic motivation for students with low skills, while girls also respond less to rank-based incentives if tested with less familiar peers.

[College Attrition and the Dynamics of Information Revelation](#)

Tyler Ransom (Duke University) ; Esteban Aucejo (London School of Economics) ; Arnaud Maurel (Duke University) ; Peter Arcidiacono (Duke University)

This paper investigates the determinants of college attrition in a setting where individuals have imperfect information about their schooling ability and labor market productivity. We estimate a dynamic structural model of schooling and work decisions, where high school graduates choose a bundle of education and work combinations. We take into account the heterogeneity in schooling investments by distinguishing between two-, four-year colleges and graduate school, as well as science and non-science majors for four-year colleges. Individuals may also choose whether to work full-time, part-time, or not at all. A key feature of our approach is to account for correlated learning through college grades and wages, thus implying that individuals may leave or re-enter college as a result of the arrival of new information on their ability and productivity. We use our results to quantify the importance of informational frictions in explaining the observed school-to-work transitions and to examine sorting patterns.

[Does Public Education Expansion Lead to Trickle-Down Growth?](#)

Böhm, Sebastian (University of Leipzig) ; Grossmann, Volker (University of Fribourg) ; Steger, Thomas M. (University of Leipzig)

The paper revisits the debate on trickle-down growth in view of the widely discussed evolution of the earnings and income distribution that followed a massive expansion of higher education. We propose

a dynamic general equilibrium model to dynamically evaluate whether economic growth triggered by an increase in public education expenditure on behalf of those with high learning ability eventually trickles down to low-ability workers and serves them better than redistributive transfers. Our results suggest that, in the shorter run, low-skilled workers lose. They are better off from promoting equally sized redistributive transfers. In the longer run, however, low-skilled workers eventually benefit more from the education policy. Interestingly, although the expansion of education leads to sustained increases in the skill premium, income inequality follows an inverted U-shaped evolution.

[Education and growth with learning by doing](#)

Marconi G. ; Grip A. de (ROA)

In this paper, we develop a general equilibrium overlapping generations model which is based on the view that education makes workers more productive by increasing their ability to learn from work experience, rather than providing skills that directly increase productivity. This assumption is discussed and compared with the dominant Mincerian view on the education-productivity relationship. One important implication of the model is that the enrolment rate to education has a negative effect on the GDP in the medium term and a positive effect in the long term. This could be an explanation for the weak empirical relationship between education and economic growth that has been found in the empirical macroeconomic literature. Conversely, for a given enrolment rate, the quality of education, as measured by workers ability to learn, has a positive effect on the GDP both in the medium and in the long term.

[Household Finance over the Life-Cycle: What does Education Contribute?](#)

Russell Cooper ; Guozhong Zhu

This paper studies household financial choices: why are these decisions dependent on the education level of the household? A life-cycle model is constructed to understand a rich set of facts about decisions of households with different levels of educational attainment regarding stock market participation, the stock share in wealth, the stock adjustment rate and the wealth-income ratio. Model parameters, including preferences, the cost of stock market participation and portfolio adjustment costs, are estimated to match the financial decisions of different education groups. Based on the estimated model, education affects household finance mainly through increased average income. The estimation also finds evidence that higher educational attainment is associated with a lower stock market entry cost and a larger discount factor. Education specific differences in income risks, medical expenses, mortality risks and the life-cycle pattern of income explain relatively little of the observed differences in household financial choices.

[Zero returns to compulsory schooling: Is it certification or skills that matters?](#)

Sander Gerritsen

This paper evaluates the effects of the raising of the minimum school leaving age (ROSLA) from 14 to 15 in the Netherlands in 1971. The policy goal was to increase the number of high school graduates. The analysis shows that the change led to a decrease in the high school dropout rate of approximately 20%. However, there were no benefits in terms of employment or higher wages. I investigate several explanations for this finding and present suggestive evidence in support of the skill-based explanation that no more labor-market relevant skills were learned during this extra year of school compared to those skills previously learned out of school.

[The Impact of Family Composition on Educational Achievement](#)

Stacey H. Chen ; Yen-Chien Chen ; Jin-Tan Liu

Parents preferring sons tend to go on to have more children until one or more boys are born, and to concentrate investment in boys for a given sibsize. Therefore, having a brother may affect child outcomes in two ways: indirectly, by decreasing sibsize, and directly, where sibsize remains constant. We develop an identification strategy that allows us to separate these two effects. We then apply this to capture the heterogeneous effects of male siblings in both direct and indirect channels, using 0.8 million Taiwanese first-borns. Our empirical evidence indicates that neither effect is important in explaining first-born boys' education levels. In contrast, both effects for first-born girls are evident but go in opposite directions, resulting in a near-zero total effect which has previously been a measure of gender bias. These results offer new evidence of sibling rivalry and gender bias in family settings that has not been detected in the literature.

[Impact of Government Spending on Education and Health in Sri Lanka : A Provincial Level Analysis](#)

K.S. Apsara Mendis (Graduate School for International Development and Cooperation, Hiroshima University) ; Masaru Ichihashi (Graduate School for International Development and Cooperation, Hiroshima University)

This study examines the impact of government spending on educational and healthcare development outcomes at the provincial level in Sri Lanka with the objectives of (1) to investigate the impact of government expenditure on education in terms of the student failure rate at the provincial level; (2) to investigate the impact of government expenditure on health in terms of infant mortality rate at the provincial level; (3) investigate the performance of other provinces in terms of social outcomes compare with that of Western Province and recommends policy implications based on the results. Panel data analysis technique has been utilized for the data set of seven provinces² of Sri Lanka for the period of 1995 to 2011. The empirical results imply that government spending by provincial councils does have an effect on student failure rates and infant mortality rates. But with the presence of other regional factors the quality of government spending is questionable. These findings are confirmed by the previous research in this field such as Rajkumar and Swaroop (2008), Baldacci, et al. (2008). Moreover, the performance of provinces in education and health sectors are varied with reference to Western Province. To attain the goals of education and healthcare sectors, the sum of government spending is not always what matters, but the quality. Therefore the provincial councils should not depend entirely on increasing the allocation of budget to improve the outcomes. Implementing monitoring and evaluation systems would be advantageous in advancing the effectiveness and quality of provincial budget allocation.

[Longevity, Age-Structure, and Optimal Schooling](#)

Noël Bonneuil (Institut national d'études démographiques, EHESS) ; Raouf Boucekine (Aix-Marseille University (Aix-Marseille School of Economics), CNRS & EHESS, senior member, Institut universitaire de France)

The mechanism stating that longer life implies larger investment in human capital, is premised on the view that individual decision-making governs the relationship between longevity and education. This relationship is revisited here from the perspective of optimal period school life expectancy, obtained from the utility maximization of the whole population characterized by its age structure and its age-specific fertility and mortality. Realistic life tables such as model life tables are mandatory, because the age distribution of mortality matters, notably at infant and juvenile ages. Optimal period school li

fe expectancy varies with life expectancy and mortality. Applications to stable population models and then to French historical data from 1806 to nowadays show that the population age structure has indeed modified the relationship between longevity and optimal schooling.

[School Improvement Through Strong Leadership](#)

OECD

According to the OECD Teaching and Learning International Survey (TALIS), principals, on average, report frequently engaging in a number of activities that are consistent with instructional leadership. However, this is not the case in every country and large proportions of them report that their training did not include any instructional leadership training or course. Although continuous professional development could help fill those gaps, many school leaders report a number of obstacles preventing them from taking part in such learning, including a lack of support and opportunities, and personal and professional obstacles.

[Is it all worth it? The experiences of new PhDs on the job market, 2007-2010](#)

Brooke Helppie McFall ; Marta Murray-Close ; Robert J. Willis ; Uniko Chen

This paper describes the job market experiences of new PhD economists, 2007-10. Using information from PhD programs' job candidate websites and original surveys, the authors present information about job candidates' characteristics, preferences and expectations; how job candidates fared at each stage of the market; and predictors of outcomes at each stage. Some information presented in this paper updates findings of prior studies. However, design features of the data used in this paper may result in more generalizable findings. This paper is unique in comparing pre-market expectations and preferences with post-market outcomes on the new PhD job market. It shows that outcomes tend to align with pre-market preferences, and candidates' expectations are somewhat predictive of their outcomes. Several analyses also shed light on sub-group differences.

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[Projet de loi de finances pour 2015 : Enseignement scolaire](#). Rapport général n° 108 (2014-2015) de MM. Gérard LONGUET et Thierry FOUCAUD, fait au nom de la commission des finances, déposé le 20 novembre 2014

[Projet de loi de finances pour 2015 : Recherche et enseignement supérieur](#). Rapport général n° 108 (2014-2015) de MM. Philippe ADNOT et Michel BERSON, fait au nom de la commission des finances, déposé le 20 novembre 2014

2. Sommaires de revues en éducation

Revues francophones :

Revues anglophones :

[Assessment & Evaluation in Higher Education, Volume 40, Issue 1, February 2015](#)

- Student perceptions of their learning and engagement in response to the use of a continuous e-assessment in an undergraduate module
Naomi Holmes
- 'I'm not here to learn how to mark someone else's stuff': an investigation of an online peer-to-peer review workshop tool
Michael John Wilson, Ming Ming Diao & Leon Huang
- Assessing students' performance by measured patterns of perceived strengths: does preference make a difference?
Julie Urda & Stephen P. Ramocki
- Formative assessment in Confucian heritage culture classrooms: activity theory analysis of tensions, contradictions and hybrid practices
Thi Hong Thanh Pham & Peter Renshaw
- Disaggregating assessment to close the loop and improve student learning
Janita Rawls & Stacy Hammons
- Longitudinal assessment of progress in reasoning capacity and relation with self-estimation of knowledge base
Anne Collard, France Mélot & Jean-Pierre Bourguignon
- Assessing the doctoral thesis when it includes published work
Sharon Sharmini, Rachel Spronken-Smith, Clinton Golding & Tony Harland
- Assessment innovation and student experience: a new assessment challenge and call for a multi-perspective approach to assessment research
Sheena Bevitt
- Online student evaluations of teaching: what are we sacrificing for the affordances of technology?

Anglica Risquez, Elaine Vaughan & Maura Murphy

- Middle managers' experience of policy implementation and mediation in the context of the Scottish quality enhancement framework
Murray Saunders & Cristina Sin
- A comparison of peer and tutor feedback
John Hamer, Helen Purchase, Andrew Luxton-Reilly & Paul Denny

[British Journal of Sociology of Education, Volume 36, Issue 1, January 2015](#)

Special Issue: New Sociologies of Elite Schooling: Theoretical, Methodological and Empirical Explorations

- The transnational track: state sponsorship and Singapore's Oxbridge elite
Rebecca Ye & Erik Nylander
- Elite international schools in the Global South: transnational space, class relationalities and the 'middling' international schoolteacher
Paul Tarc & Aparna Mishra Tarc
- 'Thousands waiting at our gates': moral character, legitimacy and social justice in Irish elite schools
Aline Courtois
- Elite education and the State in France: durable ties and new challenges
Agnès van Zanten & Claire Maxwell
- The gift economy of elite schooling: the changing contours and contradictions of privileged benefaction
Jane Kenway & Johannah Fahey
- Assured optimism in a Scottish girls' school: habitus and the (re)production of global privilege
Joan Forbes & Bob Lingard
- Elite schools, postcolonial Chineseness and hegemonic masculinities in Singapore
Daniel P.S. Goh
- Social class as flow and mutability: the Barbados case
Heather Greenhalgh-Spencer, Michelle Castro, Ergin Bulut, Koeli Goel, Chunfeng Lin & Cameron McCarthy
- The role of internationalisation in the schooling of Brazilian elites: distinctions between two class fractions
Joel Windle & Maria Alice Nogueira

[Compare: A Journal of Comparative and International Education, Volume 45, Issue 1, January 2015](#)

- Capital, agency, family and the Diaspora: an exploration of boys' aspirations towards higher education in urban Jamaica
Shawanda Stockfelt
- A policy of vulnerability or agency? Refugee young people's opportunities in accessing further and higher education in the UK
D.E. Gateley
- The growth of private education in Argentina: evidence and explanations
Mariano Narodowski & Mauro Moschetti
- Problematic transitions from school to employment: freeters and NEETs in Japan and Germany
Matthias Pilz, Kirsten Schmidt-Altmann & Mikiko Eswein
- Comparing cultural differences in two quality measures in Chinese kindergartens: the Early Childhood Environment Rating Scale-Revised and the Kindergarten Quality Rating System
Bi Ying Hu
- Ethnicity and education in China and Vietnam: discursive formations of inequality
Joan DeJaeghere, Xinyi Wu & Lisa Vu
- Models of transformative learning for social justice: comparative case studies of non-formal development education in Britain and Spain
Eleanor J. Brown
- Culturally grounded pedagogy and research methodology
Gerard Guthrie
- Internationalization of higher education in India
Vidya Rajiv Yeravdekar

[Curriculum Inquiry, Volume 44, Issue 5, December 2014](#)

- From Rags to "Rich as Rockefeller": Portrayals of Class Mobility in Newbery Titles
Danielle E. Forest
- Power Relations in Creating and Distributing Official Knowledge in Children's Literature: Historical Picture of Taiwan
Lin-Miao Lu
- The Curricular Indian Agent: Discursive Colonization and Indigenous (Dys)Agency in U.S. History Textbooks
Christine Rogers Stanton

- Enacting Critical Literacy: The Case of a Language Minority Preservice Teacher
Hyesun Cho

[Education and Urban Society, January 2015; Vol. 47, No. 1](#)

- Families' Experiences in Different Homeless and Highly Mobile Settings: Implications for School and Community Practice
Peter M. Miller
- Creating a Model of Latino Peer Education: Weaving Cultural Capital Into the Fabric of Academic Services in an Urban University Setting
Britt Rios-Ellis, Mayra Rascón, Gino Galvez, Gloria Inzunza-Franco, Laura Bellamy, and Angel Torres
- "You're Moving a Frickin' Big Ship": The Challenges of Addressing LGBTQ Topics in Public Schools
Amy J. Fredman, Nicole J. Schultz, and Mary F. Hoffman
- Examining Claims of Family Process Differences Ensuing From the Choice to Home-School
Mark H. Butler, James M. Harper, Matthew L. Call, and Mark H. Bird
- Sociocultural Boundary Formations in College Life and Intercultural Capital Development
Eleni Oikonomidou

[Education Economics, Volume 23, Issue 1, February 2015](#)

- What are the causes of educational inequality and of its evolution over time in Europe? Evidence from PISA
Veruska Oppedisano & Gilberto Turati
- Educational mismatch and spatial flexibility in Italian local labour markets
Giuseppe Croce & Emanuela Ghignoni
- Public and private school performance in Nepal: an analysis using the SLC examination
Amrit Thapa
- Overeducation and earnings in the Australian graduate labour market: an application of the Vahey model
Ian W. Li & Paul W. Miller
- Returns to education: accounting for enrolment and completion effects
Nicolas Héroult & Rezida Zakirova
- Rising student employment: the role of tuition fees

Christine Neill

- Adult literacy, heterogeneity and returns to schooling in Chile
Harry Anthony Patrinos & Chris Sakellariou

[Educational Media International, Volume 51, Issue 3, September 2014](#)

Special Issue: Integrating Mobile Technologies, Social Media and Learning Design

- Learning Chinese characters via mobile technology in a primary school classroom
Jie Lu, Sue Meng & Vincent Tam
- A mobile informal learning solution for workplace learners
Jia Gu
- Social network innovation in the Internet's global coffee houses: designing a mobile Help Seeking tool in Learning Layers
John Cook & Patricia Santos
- Teacher's use of iPads in higher education
Daniel Churchill & Tianchong Wang
- Going beyond textbooks: a study on seamless science inquiry in an upper primary class
Yanjie Song & Siu Cheung Kong
- Extending the pedagogy of mobility
John G. Hedberg

[Educational Measurement: Issues and Practice, Volume 33, Issue 4, Winter 2014](#)

Special Issue: The AERA/APA/NCME Standards for Educational and Psychological Testing

- Editorial: Making Testing Standards Useful
Derek C. Briggs
- Erosion of Peer Review?
Wim van der Linden and Laureess Wise
- What Is the Role and Importance of the Revised AERA, APA, NCME Standards for Educational and Psychological Testing?
Barbara S. Plake and Laureess L. Wise
- Issues Facing Testing Organizations in Using the Standards for Educational and Psychological Testing
Wayne J. Camara
- Are the Standards for Educational and Psychological Testing Relevant to State and Local Assessment Programs?

Elena Diaz-Bilello, Thanos Patelis, Scott Marion, Erika Hall, Damian Betebenner and Brian Gong

- Professional Testing Standards in the Eyes of the Law
Diana Pullin
- An Employment Testing and Credentialing Perspective on the Standards for Educational and Psychological Testing
Paul R. Sackett
- Formative Assessment and Test Security: The Revised Standards Are Mostly Fine; Our Practices Are Not
Steve Ferrara
- What Do Teachers Need to Know About the New Standards for Educational and Psychological Testing?
Dylan William
- What Role Does, and Should, the Test Standards Play Outside of the United States of America?
Bruno D. Zumbo
- The Last of the 20th-Century Test Standards
John Hattie
- The Revised Standards and Its Role in Research on Educational Measurement
Sandip Sinharay, Frank Rijmen, Seung Choi and Neil J. Dorans
- Justification Is Not Truth, and Testing Is Not Measurement: Understanding the Purpose and Limitations of the Standards
Andrew Maul

[Educational Media International, Volume 51, Issue 4, December 2014](#)

- Techno Savvy: a Web 2.0 curriculum encouraging critical thinking
Danielle Herro
- Pre-service teachers' and teacher-educators' experiences and attitudes toward using social networking sites for collaborative learning
Kamal Ahmed Soomro, Ugur Kale & Sajid Yousuf Zai
- Empowering twenty-first century assessment practices: designing technologies as agents of change
Deb Carter & Susan Crichton

- The impact of students' exploration strategies on discovery learning using computer-based simulations
Barney Dalgarno, Gregor Kennedy & Sue Bennett

[Gender and Education, Volume 26, Issue 7, December 2014](#)

- 'I'm a Geek I am': academic achievement and the performance of a studious working-class masculinity
Michael R.M Ward
- Bricoleurs in preschool: girls poaching horror media and gendered discourses
Allison S. Henward & Laurie MacGillivray
- I want to be a scientist/a teacher: students' perceptions of career decision-making in gender-typed, non-traditional areas of work
Christine Bieri Buschor, Christa Kappler, Andrea Keck Frei & Simone Berweger
- Qualitative inequality: experiences of women in Ethiopian higher education
Tebeje Molla & Denise Cuthbert
- White Western male teachers constructing academic identities in Japanese higher education
Roslyn Appleby
- Women, know your limits: cultural sexism in academia
Heather Savigny

[History of Education, Volume 43, Issue 6, November 2014](#)

Special Issue: Politics, Professionals and Practitioners

- Can we still speak of there being an academic profession?
Michael Shattock
- Intellectual portraits: politics, professions and identity in twentieth-century England
Jane Martin
- Context, curriculum and professional knowledge
Ivor Goodson
- Knowledge, character and professionalisation in nineteenth-century British science
Heather Ellis
- Reconstructing the life histories of Spanish primary school teachers: a novel approach for the study of the teaching profession and school culture
Kira Mahamud & María José Martínez Ruiz-Funes

- Re-shaping teacher identity? The Liverpool Teachers' Centre 1973–1976
Keith Williams

[International Journal of Educational Development, Volume 39 , November 2014](#)

Special Section on Education, skills and the post-2015 development landscapes

- The post-2015 debate and the place of education in development thinking
Simon McGrath
- Future-perfect/present-imperfect: Contemporary global constraints on the implementation of a post-2015 education agenda
Moira V. Faul
- Donor policies, practices and investment priorities in support of education, and post-2015 prospects: A review
Malcolm Mercer
- Technical and vocational skills and post-2015: Avoiding another vague skills goal?
Robert Palmer
- The OECD skills strategy and the education agenda for development
Oscar Valiente
- Quality education through performativity. 'Learning crisis' and technology of quantification in Tanzania
Sonia Languille
- Leveraging funds for school infrastructure: The South African 'mud schools' case study
Ann Skelton
- Squaring the circle: EFA in the post-2015 global agenda Original Research Article
Manzoor Ahmed
- China's engagement with the post-2015 development agenda: The case of education and training
Kenneth King
- The heterogeneous effects of ability grouping on national college entrance exam performance – evidence from a large city in China
Zhang Yu, Chen Dongsheng, Wang Wen
- Using the Capability Approach to improve female teacher deployment to rural schools in Nigeria
Sharon Tao

- Re-envisioning teaching practice: Student teacher learning in a cohort model of practicum in a rural South African context
Tabitha Grace Mukeredzi
- Horizontal inequalities in children's educational outcomes in Ethiopia
Nardos Tesfay, Lars-Erik Malmberg
- Constitutional rights to education and their relationship to national policy and school enrolment
Jody Heymann, Amy Raub, Adèle Cassola
- Low fee private schooling in India – More questions than answers? Observations from the Young Lives longitudinal research in Andhra Pradesh
Renu Singh, Colin Bangay
- The contribution of Bolsa Família to the educational achievement of economically disadvantaged children in Brazil
Armando Amorim Simões, Ricardo Sabates
- Effort counts: The moral significance of effort in the patterns of credit assignment on math learning in the Confucian cultural context
Bih-jen Fwu, Chih-Fen Wei, Shun-Wen Chen, Hsiou-huai Wang
- Who are the custodians of Pacific 'post-2015' education futures? Policy discourses, education for all and the millennium development goals
Alexandra McCormick
- Empowering women through education: Experiences from Dalit women in Nepal
Nerine Guinée
- Evaluating the provision of flexible learning for children at risk of primary school dropout in Malawi
Matthew C.H. Jukes, Catherine M. Jere, Pat Pridmore
- Gender differences of academic performance in compulsory education in rural Southwestern China
Xin Gong, Yanqing Ding, Mun C. Tsang
- Agriculture, nutrition and education: On the status and determinants of primary schooling in rural Mali before the crises of 2012
Aulo Gelli, Edoardo Masset, Amadou Sekou Diallo, Amidou Assima, Jorge Hombrados, Kristie Watkins, Lesley Drake
- Identifying strategies to enhance the educational inclusion of visually impaired children with albinism in Malawi

Paul Lynch, Patricia Lund, Bonface Massah

- School management and efficiency: An assessment of charter vs. traditional public schools
Anne Flaker
- Examining the impact of age on literacy achievement among grade 6 primary school pupils in Kenya
Njora Hungi, Moses Ngware, Benta Abuya
- Inequalities in the financing of compulsory education in China: A comparative study of Gansu and Jiangsu Provinces with spatial analysis
Jin Xiao, Zeyun Liu
- Migration and children's schooling and time allocation: Evidence from El Salvador
Zachary Intemann, Elizabeth Katz
- Social relations as predictors of achievement in math in Kenyan primary schools
Ivy A. Kodzi, Moses Oketch, Moses W. Ngware, Maurice Mutisya, Evangeline N. Nderu

[International Journal of Qualitative Studies in Education, vol. 28, n° 2, 7 February 2015](#)

- Multiple enactments of method, divergent hinterlands and production of multiple realities in educational research
Rimpilainen, Sanna
- Visual juxtaposition as qualitative inquiry in educational research
Metcalfe, Amy Scott
- Socio-educational bullying: repercussions revealed
Ruest-Paquette, Anne-Sophie
- Anonymous green painting: an artifact of resistance as danger and hope in an early childhood educational setting
Kinard, Timothy A.
- Fostering intercultural understanding through secondary school experiences of cultural immersion
Walton, Jessica; Paradies, Yin; Priest, Naomi; Wertheim, Eleanor H.; Freeman, Elizabeth
- Know your role: Black college students, racial identity, and performance
Stewart, Dafina-Lazarus
- Can Blacks be racists? Black-on-Black principal abuse in an urban school setting
Khalifa, Muhammad

[Journal of Asian and African Studies, December 2014; Vol. 49, No. 6](#)

- Teachers' Understanding and Conceptualisation of the HIV and AIDS Policy: The Case of Secondary Schools in Zimbabwe
Rose M Mugweni, Cycil G Hartell, and Nkidi C Phatudi
- Adolescents' Views on the Power of Violence in a Rural School in South Africa
Ruth Mampane, Liesel Ebersöhn, Avivit Cherrington, and Melanie Moen

[Journal of Education for Students Placed at Risk \(JESPAR\), Volume 19, Issue 3-4, July-December 2014.](#)

- Protective Factors for School Readiness Among Children in Poverty
Matthew R. Holliday, Adriana Cimetta, Christina A. Cutshaw, David Yaden & Ronald W. Marx
- The Role of Rural Communities in the Postsecondary Preparation of Low-Income Students
Nathan F. Alleman & L. Neal Holly
- Use of Social Emotional Learning Skills to Predict Future Academic Success and Progress Toward Graduation
Alan Davis, V. Scott Solberg, Christine de Baca & Taryn Hargrove Gore
- Taking a Different Route: Contribution of Articulation and Metacognition to Intervention With At-Risk Third-Grade Readers
Guy Trainin, Kathleen M. Wilson, Malinda Murphy-Yagil & Joan L. Rankin-Erickson
- Listening to Students: Examining Underlying Mechanisms That Contribute to the AVID Program's Effectiveness
Jasmín D. Llamas, Susana A. López & Matthew Quirk
- A Bridge to Graduation for At-Risk Latino Males: A Case Study
Michelle Behr, Christine Marston & Kyle Anne Nelson
- Advanced Placement Academy: Case Study of a Program Within a School
Julie Dingle Swanson & Steven Nagy

[Journal of Education Policy, Volume 30, Issue 2, March 2014](#)

- Using Butler to understand the multiplicity and variability of policy reception
Christina Gowlett, Amanda Keddie, Martin Mills, Peter Renshaw, Pam Christie, David Geelan & Sue Monk
- The changing role of students' unions within contemporary higher education
Rachel Brooks, Kate Byford & Katherine Sela

- Professionalizing school governance: the disciplinary effects of school autonomy and inspection on the changing role of school governors
Andrew Wilkins
- When the ideal of liberal egalitarianism meets the fact of austerity: reorienting philosophical perspectives on educational policy
Christopher Martin
- ‘Give me air not shelter’: critical tales of a policy case of student re-engagement from beyond school
John Smyth & Janean Robinson
- ‘To educate you to be smart’: disaffected students and the purpose of school in the (not so clever) ‘lucky country’
Linda J. Graham, Penny Van Bergen & Naomi Sweller
- The politics of teaching as an occupation in the professional borderlands: the interplay of gender, class and professional status in a biographical study of trainee teachers in England
Annette Braun
- The emergence of Cambodian civil society within global educational governance: a morphogenetic approach to agency and structure
D. Brent Edwards Jr. & William C. Brehm

[Journal of Educational Measurement, Volume 51, Issue 4, Winter 2014](#)

- A Flexible Latent Class Approach to Estimating Test-Score Reliability
Daniël W. van der Palm, L. Andries van der Ark and Klaas Sijtsma
- An Enhanced Approach to Combine Item Response Theory With Cognitive Diagnosis in Adaptive Testing
Chun Wang, Chanjin Zheng and Hua-Hua Chang
- Modeling Instructional Sensitivity Using a Longitudinal Multilevel Differential Item Functioning Approach
Alexander Naumann, Jan Hochweber and Johannes Hartig
- A Comparison of Different Psychometric Approaches to Modeling Testlet Structures: An Example with C-Tests
Ulrich Schroeders, Alexander Robitzsch and Stefan Schipolowski
- Determining the Overall Impact of Interruptions During Online Testing
Sandip Sinharay, Ping Wan, Mike Whitaker, Dong-In Kim, Litong Zhang and Seung W. Choi

- Power and Sample Size Calculations for Logistic Regression Tests for Differential Item Functioning
Zhushan Li

[Journal of Public Economics, Volume 120, December 2014](#)

- The effect of school construction on test scores, school enrollment, and home prices
Christopher A. Neilson, Seth D. Zimmerman
- On the political economy of educational vouchers
Dennis Epple, Richard Romano

[Quality in Higher Education, Volume 20, Issue 3, November 2014](#)

- Prescriptions and perceptions of teaching excellence: a study of the national 'Wettbewerb Exzellente Lehre' initiative in Germany
Lisa Brockerhoff, Bjørn Stensaker & Jeroen Huisman
- A perspective on student learning outcome assessment at Qatar University
Shaikha Jabor Al-Thani, Ali Abdelmoneim, Khaled Daoud, Adel Cherif & Dalal Moukarzel
- Quality as transformation: educational metamorphosis
Ming Cheng
- New work demands in higher education. A study of the relationship between excessive workload, coping strategies and subsequent health among academic staff
Marika Melin, Wanja Astvik & Claudia Bernhard-Oettel
- Factors affecting study-related burnout among Finnish university students: teaching-learning environment, achievement motivation and the meaning of life
Matti Meriläinen
- Ranking quality in higher education: guiding or misleading?
Brita Bergseth, Peter Petocz & Madeleine Abrandt Dahlgren
- Reinterpreting higher education quality in response to policies of mass education: the Australian experience
Tim Pitman

[Regional Science and Urban Economics Regional Science and Urban Economics, Volume 49, November 2014](#)

- Do choice schools break the link between public schools and property values? Evidence from house prices in New York City
Amy Ellen Schwartz, Ioan Voicu, Keren Mertens Horn

- In-state tuition for undocumented immigrants and its impact on college enrollment, tuition costs, student financial aid, and indebtedness
Catalina Amuedo-Dorantes, Chad Sparber
- The relationship between well-being and commuting revisited: Does the choice of methodology matter?
Andy Dickerson, Arne Risa Hole, Luke A. Munford

[Research Papers in Education, Volume 30, Issue 1, February 2015](#)

- Collaborative evolution: the context surrounding the formation and the effectiveness of a school partnership in a divided community in Northern Ireland
Gavin Duffy & Tony Gallagher
- Preparing for life in the global village: producing global citizen subjects in UK schools
Alexandra Allan & Claire Charles
- Going 'meta': using a metadiscoursal approach to develop secondary students' dialogic talk in small groups
Julia Sutherland
- Enacting principal leadership: exploiting situated possibilities to build school capacity for change
Edith Lai
- On becoming and remaining a teacher: rethinking strategies for developing teacher professional identity in South Africa
Michael Cross & Elizabeth Ndofirepi
- Motivation of young students: a cross-cultural evaluation of a model for motivational orientations
Geerdina Maria van der Aalsvoort, Janne Lepola, Lisette Overtoom & Satu Laitinen

[Scandinavian Journal of Educational Research, Volume 59, Issue 1, February 2015](#)

- Children's Outdoor Environment in Icelandic Educational Policy
Kristín Norðdahl & Ingólfur Ásgeir Jóhannesson
- Identifying Themes for Research-based Development of Pedagogy and Guidance in Higher Education
Päivikki Jääskelä & Pia Nissilä
- Visions unite through the concept of democracy: The school and the Popular Adult Education
Lotta Johansson & Bosse Bergstedt

- The Front and Back Stages of Swedish School Inspection: Opening the Black Box of Judgment
Joakim Lindgren
- IDPs at Work
Åsa Hirsh
- Developing a Portfolio of Intercultural Competences in Teacher Education: The Case of a Finnish International Programme
Fred Dervin & Kaisa Hahl
- Losing All Interest in School: Social Participation as a Predictor of the Intention to Leave Upper Secondary School Early
Per Frostad, Sip Jan Pijl & Per Egil Mjaavatn

[Studies in Educational Evaluation, Volume 43, December 2014](#)

Special Section on Quality assurance in assessment

- Assuring the quality of standards-oriented classroom assessment with rubrics for complex competencies
Robbert Smit, Thomas Birri
- A case of technology-enhanced formative assessment and achievement in primary grammar: How is quality assurance of formative assessment assured?
Mary K. Sheard, Bette Chambers
- Towards valid score reports in the Computer Program LOVS: A redesign study
Fabienne M. Van der Kleij, Theo J.H.M. Eggen, Ronald J.H. Engelen
- The electronic portfolio as a tool to develop and assess pre-service student teaching competences: Challenges for quality
Katrien Struyven, Yves Blicck, Véronique De Roeck
- Fairness as a multifaceted quality in classroom assessment
Robin D. Tierney
- Knowing the intentions, meaning and context of classroom assessment: A case study of Singaporean teacher's conception and practice
Wei Shin Leong
- Characteristics of effective exams—Development and validation of an instrument for evaluating written exams
Benjamin Froncek, Gerrit Hirschfeld, Meinald T. Thielsch

- Assessing the validity and reliability of a quick scan for student's evaluation of teaching. Results from confirmatory factor analysis and G Theory
Pieter Spooren, Dimitri Mortelmans, Wim Christiaens
- Can student-generated test materials support learning?
Ricky Lam
- Development and validation of the Student Stroke Scale and examining its relation with academic motivation
Reza Pishghadam, Gholam Hassan Khajavy
- A study of the alignment of learning targets and assessment to generic skills in the new senior secondary mathematics curriculum in Hong Kong
Ka-Cheong Leung, Frederick K.S. Leung, Haode Zuo
- Curriculum contextualization: A comparative analysis of meanings expressed in Portuguese and English school evaluation
Carlinda Leite, Preciosa Fernandes, Ana Mouraz
- The potential formative benefits of portfolio assessment in second and foreign language writing contexts: A review of the literature
Tony Burner
- Teaching skills of student teachers: Calibration of an evaluation instrument and its value in predicting student academic engagement
Wim van de Grift, Michelle Helms-Lorenz, Ridwan Maulana
- Quantifying correspondence between the intended and the implemented intervention in educational design
Jos Tolboom, Wilmad Kuiper
- Critical facilitators: External supports for self-evaluation and improvement in schools
Shivaun O'Brien, Gerry McNamara, Joe O'Hara
- Validation of a unit evaluation survey for capturing students' perceptions of teaching and learning: A comparison among Australian and Estonian higher education students
Kaija Kumpas-Lenk, Beatrice M. Tucker, Ritu Gupta
- Students' goal orientations and learning strategies in a powerful learning environment: A case study
Maaïke Koopman, Anouke Bakx, Douwe Beijaard
- The validity and students' experiences of peer assessment in a large introductory class of gene technology
Henna Asikainen, Viivi Virtanen, Liisa Postareff, Pekka Heino

- Measuring teacher regulating activities concerning student learning in secondary education classrooms: Reliability and validity of student perceptions
J.A. van Beek, F.P.C.M. de Jong, Th. Wubbels, A.E.M.G. Minnaert
- Developing the SRL-PV assessment scheme: Preservice teachers' professional vision for teaching self-regulated learning
Tova Michalsky
- Understanding video tools for teaching: Mental models of technology affordances as inhibitors and facilitators of lesson planning in history and language arts
Karsten Krauskopf, Carmen Zahn, Friedrich W. Hesse, Roy D. Pea
- Using teacher judgment for placement in college mathematics courses: An ethnographic case study at one Midwestern institution
Victoria Ingalls

[Studies in Higher Education, Volume 40, Issue 1, February 2015](#)

- Studies in Higher Education 1976–2013: a retrospective using citation network analysis
Angelito Calma & Martin Davies
- Unpacking the learning–work nexus: ‘priming’ as lever for high-quality learning outcomes in work-integrated learning curricula
Calvin Smith & Kate Worsfold
- Pedagogic relations and professional change: a sociocultural analysis of students' learning in a professional doctorate
Nick Pratt, Michael Tedder, Ruth Boyask & Peter Kelly
- Efficiency, costs, rankings and heterogeneity: the case of US higher education
Tommaso Agasisti & Geraint Johnes
- Is the Asian quality assurance system for higher education going glonacal? Assessing the impact of three types of program accreditation on Taiwanese universities
Yung-Chi Hou (Angela), Robert Morse, Martin Ince, Hui-Jung Chen, Chung-Lin Chiang & Ying Chan
- Referees' comments on submissions to peer-reviewed journals: when is a suggestion not a suggestion?
Brian Paltridge
- Impairment effects as a career boundary: a case study of disabled academics
Jannine Williams & Sharon Mavin

- McUniversities revisited: a comparison of university and McDonald's casual employee experiences in Australia
Andrew Nadolny & Suzanne Ryan
- Student motivation and the 'feel good' factor: an empirical examination of motivational predictors of university service quality evaluation
Yit Sean Chong & Pervaiz K. Ahmed
- Increasing anonymity in peer assessment by using classroom response technology within face-to-face higher education
Annelies Raes, Ellen Vanderhoven & Tammy Schellens

[Teaching in Higher Education, Volume 20, Issue 2, February 2015](#)

- Designing culturally inclusive affordance networks into the curriculum
Päivi Rasi, Mikko Hautakangas & Sai Väyrynen
- Students' perception of live lectures' inherent disadvantages
Juraj Petrović & Predrag Pale
- Locating and building knowledges outside of the academy: approaches to engaged teaching at the University of Sheffield
Julia Udall, David Forrest & Katie Stewart
- Updating understandings of 'teaching': taking account of learners' and teachers' beliefs
Effie Maclellan
- What works for doctoral students in completing their thesis?
Siân Lindsay
- The relation of college student self-efficacy toward writing and writing self-regulation aptitude: writing feedback perceptions as a mediating variable
Eric Ekholm, Sharon Zumbrunn & Sarah Conklin
- The teaching and societal services nexus: academics' experiences in three disciplines
Magnus Holmén & Daniel Ljungberg
- Moving on the continuum between teaching and learning: communities of practice in a student support programme
Luzelle Naude & Hannemarie Bezuidenhout

3. Livres intéressants



PROST Antoine (dir.). **La formation des maîtres : de 1940 à 2010**. Rennes : Presses universitaires de Rennes, décembre 2014. 296 p. (histoire)

Comment la formation des maîtres est-elle devenue une question centrale du débat sur l'école ?

À partir d'une abondante documentation de première main : archives, textes et rapports officiels, revues spécialisées etc. et du témoignage des principaux acteurs pour la période la plus récente, une équipe d'historiens propose ici une vue d'ensemble de la formation des maîtres dans sa diversité depuis 1940, dont la première histoire objective des IUFM.



CONDETTE Jean-François, FIGEAC-MONTHUS Marguerite (dir.). **Sur les traces du passé de l'éducation. Patrimoines et territoires de la recherche en éducation dans l'espace français**. Publications de la Maison des sciences de l'homme d'Aquitaine, novembre 2014. 334 p.

Ce livre invite à examiner les traces du passé de l'éducation par le biais de l'ensemble des supports patrimoniaux qui sont aujourd'hui à la disposition des chercheurs. Il permet également de montrer le rôle de l'historien dans la valorisation scientifique du patrimoine de l'éducation. Cet ouvrage est publié dans le cadre du programme de recherche Patria (Entre histoire et mémoire, le patrimoine aquitain de l'éducation: <http://www.patrimoine-aquitain-education.fr/> porté par le CEMMC et l'ESPE

d'Aquitaine. Il montre la richesse et la diversité de ce patrimoine éducatif qu'il ne faut pas cependant sacraliser mais étudier en historien, avec méthode et esprit critique. L'ouvrage rassemble les contributions de nombreux chercheurs spécialistes du champ de l'histoire de l'éducation et couvre un grand nombre de domaines concernant l'enseignement, la culture scolaire et plus largement l'éducation et cela à travers trois grands axes: la diversité du patrimoine éducatif pour l'historien, le patrimoine éducatif exploré par les historiens, les nouveaux territoires de la recherche en histoire de l'éducation.



DEVINEAU Sophie (dir.). **Formation, qualification, éducation, emploi : la construction du genre**. Publications des universités de Rouen et du Havre, novembre 2014. 194 p.

Si les discriminations sociales et ethniques, aussi bien à l'école qu'au travail, ont fait l'objet de publications, l'étude des discriminations selon le genre reste largement à mener.

Le programme Formation, qualification, éducation, emploi (FQE2), qui réunit non seulement des chercheurs et des chercheuses en sciences humaines et sociales, mais aussi des professionnel(le)s appartenant au domaine de l'éducation et de la formation, s'est précisément interrogé sur la construction du genre qui préside au déroulement des parcours sexués au long des degrés scolaires. Devant les élèves, puis les étudiants, les professeurs incarnent une institution qui porte la tradition, mais l'inertie ne l'emporte jamais totalement, puisque le renouveau est déjà à l'œuvre grâce à l'engagement d'enseignant(e)s en faveur de l'égalité entre les sexes.

En les mettant quelques heures à distance de leurs pratiques quotidiennes pour y porter un regard réflexif, la lecture de cet ouvrage peut contribuer à changer le regard des femmes et des hommes sur leurs rôles sociaux. Souhaitons aussi qu'elle encourage des initiatives visant à l'émancipation des femmes à l'école, à l'université et dans leur univers de travail.



MOUSSAY Sylvie, FLAVIER Eric (dir.). **Répondre au décrochage scolaire. Expériences de terrain.** Bruxelles : De Boeck, septembre 2014. 240 p. (Pratiques pédagogiques)

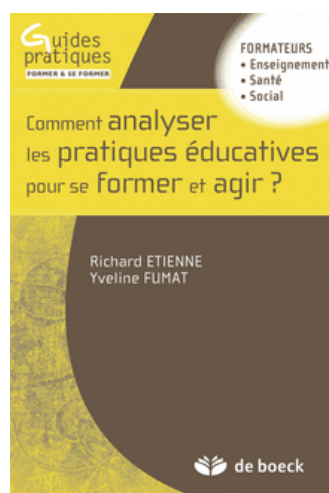
La question du décrochage scolaire est d'une actualité brûlante sans pour autant succomber à un quelconque effet de mode. L'intérêt porté à ce phénomène tient au fait qu'il représente un excellent indicateur de la réussite ou de l'échec des politiques d'enseignement. Or, la plupart des publications actuelles traitant de cette question ont été réalisées selon une approche sociologique mettant en avant des typologies d'élèves décrocheurs. En se référant à une approche clinique de l'activité en psychologie du travail, cet ouvrage se propose d'appréhender la question du décrochage scolaire par une entrée ciblant l'activité des professionnels de l'éducation en situation de travail. Il s'attache à identifier et caractériser les difficultés concrètes rencontrées par les équipes enseignantes, les éducateurs et les professionnels des établissements scolaires (CPE, infirmière scolaire...) pour lutter contre le décrochage scolaire. Il analyse finement les prescriptions institutionnelles à propos de la prévention et de la lutte contre le décrochage ainsi que les réponses, les initiatives et les dispositifs proposés par les différents professionnels au niveau d'un établissement, d'une classe, d'une discipline ou encore d'un collectif. L'originalité de cet ouvrage tient à un triple contexte: l'orientation qualitative et circonstanciée des expériences de terrain et de recherche ; la mise en rapport étroite de l'accrochage-décrochage scolaires des élèves avec l'accrochage-décrochage professionnels des personnels engagés; et l'identification d'outils efficaces en matière de lutte contre le décrochage scolaire. Défendant l'idée que la lutte contre le décrochage ne peut ni s'improviser, ni se limiter à un traitement superficiel, ce livre ambitionne de combler le manque d'outils à disposition des enseignants, des chefs d'établissement et des formateurs.



Christian Depover, Philippe Jonnaert. **Quelle cohérence pour l'éducation en Afrique : des politiques aux curriculums**. Bruxelles : De Boeck, octobre 2014. 288 p.

En articulant les politiques éducatives à un ensemble de questions curriculaires, les deux auteurs présentent des perspectives à l'agenda post 2015 pour l'éducation, particulièrement en Afrique. Avec, l'un et l'autre, plus de trente années de recherches et d'interventions sur les systèmes éducatifs, les deux auteurs optimisent, dans cet ouvrage, les acquis des travaux et des recherches de Louis D'Hainaut auquel ils rendent hommage. Plaçant les politiques éducatives en amont des questions curriculaires et situant le curriculum à l'interface, entre les politiques éducatives et les pratiques pédagogiques, les auteurs positionnent le curriculum comme un passeur de politiques éducatives.

Cet ouvrage servira de référence à tous ceux qui travaillent à l'adaptation récurrente des systèmes éducatifs aux besoins sociétaux, sans cesse en mouvements, en matière d'éducation et de formation. Il intéressera les responsables des systèmes éducatifs et les spécialistes des questions liées aux politiques éducatives et au curriculum tout comme les chercheurs et les praticiens de l'éducation.



Richard Etienne, Yveline Fumat. **Comment analyser les pratiques éducatives pour se former et agir ?** Bruxelles : De Boeck, Août 2014. 288 p.

Le monde de la formation recourt de plus en plus à l'analyse des pratiques. Elle est même inscrite dans les instructions et décrets officiels. On la retrouve dans la plupart des plans de formation des métiers de l'humain, avec des horaires appropriés, parfois conséquents.

Mais les étudiants, les enseignants et les formateurs ne savent pas toujours à quel dispositif se vouer. Ces derniers n'ont souvent pas été formés eux-mêmes à cette pratique. Ils choisissent bien souvent la ou les méthodes qu'ils connaissent en délaissant d'autres techniques. Entre une analyse clinique à dominante psychanalytique et une méthode psycho-sociale ou puisée dans le cadre de la didactique professionnelle, le choix n'est pas toujours fondé sur des évaluations issues du travail réel.

Cet ouvrage permet d'apprendre à analyser seul et en groupe des situations éducatives. Il fournit des repères et des outils pour agir dans les métiers de l'enseignement, de l'éducation et de la formation. Faisant suite à un ouvrage réédité des mêmes auteurs, il a pour premier intérêt de s'appuyer sur une dizaine de situations analysées et référées aux sciences de l'éducation et de la formation. Il va même plus loin dans sa volonté d'assurer un suivi individuel et collectif de l'acquisition de connaissances par l'analyse de pratiques.

Si la plupart du temps, la question de l'après-analyse est reléguée aux pratiques ordinaires, les auteurs la prennent au sérieux et l'incluent comme élément central de leur projet, d'où la présence du verbe agir dans le titre. Pourquoi organiser une alternance sans lien entre le centre de formation et le terrain ? Pourquoi faire réfléchir si ce n'est pour apprendre, développer et mettre en œuvre des savoirs professionnels ? Pourquoi analyser les pratiques, développer la pratique réflexive si cela ne sert à rien dans les pratiques ordinaires, dans l'agir professionnel et dans la gestion des imprévus ?



Manon Théorêt, Mylène Leroux. **Comment améliorer le bien-être et la santé des enseignants ?** Bruxelles : De Boeck, mai 2014. 184 p.

Force est de constater que les problèmes de stress jouent sur la qualité du travail éducatif car leur impact dépasse généralement la personne de l'enseignant. Pourtant, le manque de soutien institutionnel à l'insertion professionnelle, la surcharge de la tâche, le renouvellement des programmes et la diversité des clientèles demeurent des éléments conjoncturels, qui figurent au nombre des facteurs de risque investigués et qui peuvent conduire à l'épuisement professionnel et à l'abandon hâtif de la profession. Si les impacts de ces problèmes sont connus, l'intervention structurelle autour de facteurs de protection demeure difficile à concevoir et à mettre en œuvre, au niveau organisationnel et systémique de l'école. Le bien-être professionnel et la santé des enseignants devraient être des facteurs de protection prioritaires pour le système éducatif.

Mais malgré ces constats, la formation des enseignants n'offre encore guère d'outils pour amener les futurs enseignants à tenir compte de leur santé, ni à développer des pratiques propres à prévenir les difficultés psychologiques, ni à considérer l'interaction entre leur bien-être et la qualité de leur travail auprès des jeunes. Or, on peut penser que l'autonomie professionnelle, tant valorisée dans les référentiels de compétence, ne peut être atteinte en faisant abstraction de ces dimensions psychologiques et psychopédagogiques. Pour suppléer à ce manque de formation, l'intention de cet ouvrage est de fournir des connaissances contemporaines qui permettront aux éducateurs d'accentuer leur vigilance envers leur bien-être professionnel. Les auteurs veulent également montrer de quelle manière on peut instaurer de nouvelles habitudes de santé et intégrer des pratiques saines et efficaces au sein de l'école, pour faciliter le développement de la résilience éducationnelle au cours de la carrière. Plusieurs études mènent d'ailleurs à penser qu'une telle préoccupation à l'égard du bien-être enseignant éclaire du même coup des conditions propices à l'appropriation de meilleures pratiques pédagogiques et éducatives.