



**Veille de l'IREDU n°41**  
**1<sup>er</sup> février 2015**

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## 1. Ressources sur le Web

***Repéré sur : Amue.fr***

Monique Ronzeau, Cécile Van de Velde. [Panorama 2013 conditions de vie des étudiants](#). OVE Infos, n°29, décembre 2014

L'Observatoire de la vie étudiante (OVE) publie un nouveau numéro d' « OVE Infos » consacré aux analyses d'enquêtes et aux études de l'organisme. Il dresse le panorama 2013 des conditions de vie étudiante, que ce soit en termes de conditions économiques et financières, de logement, de santé, d'organisation des études ou encore de perspectives d'avenir.

Ministère de l'éducation nationale, de l'enseignement supérieur et de la recherche. [Enquête annuelle : Insertion professionnelle des diplômés 2011 de l'université](#), janvier 2015

Les résultats de l'enquête sur l'insertion professionnelle des diplômés 2011 de l'université, réalisée par le MENESR sont en ligne sur le site du ministère. Cette enquête représente un instrument de pilotage pour les universités et pour le ministère. Les résultats de cette année confirme la bonne insertion des diplômés des universités : on note 90 % de taux d'insertion pour les diplômés de masters, 92 % pour les licences professionnelles et 89 % pour les DUT. Il faut toutefois noter des disparités entre filières : 91 % de taux d'insertion pour les diplômés de Master Droit-Économie-Gestion, 90 % pour les masters en Sciences-Technologies-Santé, 88 % pour les masters en Sciences humaines et sociales (SHS) et 87 % pour les masters en Lettres-Langues-Arts.

[Rapport de la Commission Carnot 3.0 :: la recherche partenariale en France](#)

La commission "Carnot 3.0", chargée de faire des propositions pour "donner une nouvelle impulsion aux Instituts Carnot" a remis son rapport au MENESR le 21 janvier dernier. Aujourd'hui, les Instituts Carnot représentent 15 % des effectifs de la recherche publique (20 000 chercheurs et techniciens et 7 500 doctorants) et plus de 50 % des contrats de recherche passés par des entreprises à des laboratoires publics. Trois recommandations principales ont été retenues dont celle de la mise en place d'un "label Carnot".

[Classements des universités et stratégies d'établissement](#)

Le rapport RISP (Rankings in Institutional Strategies and Process) intitulé « La place des classements dans les stratégies et processus institutionnels » et publié par l'EUA, a été présenté le 21 janvier 2015. Il mesure l'influence des classements internationaux et nationaux dans les prises de décision et les actions institutionnelles des établissements d'enseignement supérieur et de recherche. Le rapport préconise ainsi de donner au public l'accès aux données institutionnelles comparatives et éventuellement mettre en place une base de données internationale et commune.

[Cour des comptes :: allocation des moyens de l'État aux universités](#)

La Cour des comptes a rendu public, le 27 janvier 2015, un référé sur l'allocation des moyens de l'Etat aux universités. Il indique que les efforts de gestion réalisés par les universités leur permettent d'afficher "dans leur ensemble" une situation financière équilibrée. Toutefois, le document stipule également que l'Etat n'a toujours pas mis en place de procédure de consolidation et de suivi, en particulier dans le domaine immobilier. La Cour assortit son référé de cinq recommandations.

#### [Les MOOCs français ont le vent en poupe](#)

Le site [etudiant.aujourd'hui.fr](#) met en lumière le parcours de Cécile Dejoux « star des moocs français » qui a présenté le mooc le plus suivi de France avec 36 615 inscrits. « Dans cette session, nous allons parler de la façon dont le digital transforme les rapports au travail », détaille-t-elle dans son cours intitulé « Du manager au leader ». Trente-sept nouveaux moocs sont proposés au public ce premier trimestre sur la plate-forme France Université Numérique (FUN).

### ***Repéré sur : [cafepedagogique.net](#)***

#### [Comment changer les politiques éducatives ?](#) L'expresso du 19 janvier 2015

Comment réussir le changement en éducation ? La question se pose à tout ministre de l'éducation. Et bien peu trouvent la réponse. Claude Lessard et Anylène Carpentier analysent les récentes politiques éducatives en Europe et en Amérique du nord pour mettre en évidence les idéologies qui les soutiennent. De l'approche administrative à la Nouvelle gestion publique en passant par le pilotage par les résultats, ils montrent les limites des théories qui dirigent l'Ecole depuis un demi-siècle. Ils montrent aussi les théories du changement qui ont été imposées à l'école sur toutes ces années : le rôle des indicateurs, l'autonomie des établissements, le développement de marchés scolaires.

#### [Changer l'Ecole : L'OCDE vous dit comment.](#) L'expresso du 20 janvier 2015

Réformer l'Ecole semble une gageure pour une organisation qui compte 24 états bien différents. Mais l'OCDE s'y attelle en publiant "Perspectives des politiques de l'éducation 2015. Les réformes en marche", un véritable guide des réformes. En apparence l'ouvrage présente 450 réformes éducatives menées de 2008 à 2014 dans les états membres. On a là une vitrine unique sur ce qui se passe dans les pays développés sur le plan éducatif. En réalité l'OCDE délivre un message clair aux Etats sur la façon de réformer en impliquant directement les enseignants et leurs syndicats.

#### [Eric Charbonnier \(OCDE\) : Affirmer l'objectif social des réformes en cours.](#) L'expresso du 20 janvier 2015

Alors que l'OCDE publie une intéressante sur les réformes en éducation, des voix s'élèvent pour exiger une réforme de l'Ecole pour résoudre la crise sociale du pays. L'Ecole peut-elle à elle seule résoudre ce problème ? Quelles réformes faire dans l'Ecole ? L'éducation civique suffira-t-elle à régler la crise sociale ? Eric Charbonnier, expert éducation à l'OCDE, répond à nos questions.

#### [B. Suchaut : Temps disponible et temps nécessaire pour apprendre à lire : le défi des 35 heures.](#)

L'expresso du 21 janvier 2015

L'école française donne-t-elle le temps d'apprendre à lire à ses élèves ? Après "7 minutes pour apprendre à lire", Bruno Suchaut et Alice Bougnères se lancent dans un savant calcul du temps nécessaire à leurs yeux pour ces apprentissages. Pour les auteurs, les élèves les plus fragiles ont

besoin de 35h d'engagement individuel pour apprendre à lire. Le constat final c'est que le programme de CE1 est incompatible avec les besoins des élèves. Pour eux, il faut alléger le programme ou différencier ses objectifs. Ils invitent à utiliser pour l'entraînement le temps d'enseignement du CE1.

[Peut-on toucher aux disciplines ?](#) L'expresso du 26 janvier 2015

Qu'est ce qui est au coeur de l'identité enseignante et qui paraît immuable ? La discipline scolaire. Dans un article de la revue Administration & éducation (n°4), Alain Boissinot remet en question l'ordre disciplinaire. Pour lui il empêche l'Ecole de s'adapter à l'évolution des besoins éducatifs et conduit à l'inflation des horaires. Ancien président du Conseil supérieur des programmes et ancien recteur, nous avons recueilli son avis. Au moment où le ministère introduit deux nouvelles disciplines du primaire à la terminale, l'enseignement moral et civique et l'informatique, pour lui la coupe est pleine...

[Le Cnesco interroge le consensus sur le redoublement.](#) L'expresso du 27 janvier 2015

Le Conseil national d'évaluation du système scolaire (Cnesco) ouvre le 27 janvier, avec l'IFé, une conférence de consensus sur le redoublement. Durant deux jours, spécialistes et praticiens témoignent du redoublement, de ses effets et des remèdes qu'on peut lui apporter devant un jury tiré au sort présidé par André Tricot. Alors que le ministère vient de publier un décret qui supprime quasiment le redoublement, le Cnesco cherche une réelle évolution des pratiques capable de répondre à une question "oubliée" rue de Grenelle : Une fois le redoublement supprimé que fait-on des élèves qui auraient redoublé ?

[Redoublement : Qu'en pensent les enseignants, les parents et les élèves ?](#) L'expresso du 27 janvier 2015

Et si le redoublement durait parce que finalement tout le monde y tient ? La proposition peut surprendre mais au final tout le monde l'aime le redoublement. Selon une étude réalisée par le Cnesco auprès de près de 6000 collégiens et lycéens, les élèves sont très majoritairement favorables au redoublement... Mais ils sont aussi bien placés pour connaître ses effets négatifs. Une position ambivalente qui n'est pas éloignée de celle des enseignants et parents. Les professeurs se lamentent aussi sur le redoublement mais continuent très majoritairement à le juger utile. Les parents aussi. Comment expliquer cette ambiguïté ?

[Redoublement : Ca coûte combien ?](#) L'expresso du 27 janvier 2015

Difficile d'évaluer le coût réel du redoublement. Encore plus difficile d'évaluer le profit de sa suppression. Pourtant le Cnesco a demandé à l'Institut des politiques publiques (IPP), un organisme de recherche lié à l'Ecole d'économie de Paris, d'évaluer l'impact financier de la suppression du redoublement. La surprise c'est que si le redoublement coûte cher, sa suppression n'est rentable que lentement.

[Denis Meuret : Petites propositions pour diminuer la compréhension vis-à-vis des djihadistes dans nos écoles.](#) L'expresso du 27 janvier 2015

En réponse à l'horreur d'assassinats commis au nom de l'islam par d'anciens élèves de l'école française, au désarroi d'avoir pu constater que, dans certains collèges, des élèves trouvaient à ces assassins des circonstances atténuantes, estimaient que Charlie Hebdo « l'avait bien cherché », la ministre de l'éducation, puis le Président de la République, en appellent à ce que l'école transmette



mieux les « Valeurs de la République ». Malgré la qualité de leurs discours, dont le mérite est de ne pas simplifier le problème, malgré la grandeur de ces valeurs, que, c'est vrai, les islamistes détestent, contre lesquelles ils tuent et qu'un premier réflexe est bien sûr de défendre, dans la rue et partout ailleurs, je voudrais interroger le fait de fonder sur la « transmission des valeurs de la république » la réponse de l'école au problème posé par la conduite de certains de ses élèves.

[Les Rased se présentent comme une réponse à la suppression du redoublement.](#) L'expresso du 27 janvier 2015

"Supprimer le redoublement n'effacera pas la difficulté scolaire. Il faut penser à des alternatives au plus près des besoins". Pour Maryse Charmet, présidente de la Fnaren, une association d'enseignants spécialisés des Rased, " le Rased est une réponse". Victimes des réductions budgétaires sous Darcos, les Réseaux d'aides spécialisées aux élèves en difficulté (Rased) se mobilisent pour leur survie. Le 26 janvier le collectif Rased , qui regroupe syndicats et associations d'enseignants des Rased, utilisait le débat sur le redoublement lancé par le Cnesco pour rappeler son utilité.

[Le redoublement, une question de système ou de culture ?](#) L'expresso du 28 janvier 2015

Qu'est ce qui explique l'extraordinaire longévité du redoublement en France ? La première journée de la conférence organisée par le Cnesco et l'IFé sur le redoublement, le 27 janvier, voit chercheurs et praticiens tenter d'expliquer l'originalité française. Quelle est la part de l'organisation scolaire, du système ? Quelle est celle des croyances collectives ou enseignantes ?

[Comment est né le redoublement ?](#) L'expresso du 28 janvier 2015

Faut-il chercher dans ses origines la puissance du redoublement ? Le redoublement est bien une passion française. Ceux qui pensent que le décret de novembre 2014 a mis un point final à la question du redoublement se trompent. La force et la qualité des débats de la conférence de consensus imaginée par le Cnesco et l'IFé, le fait que ce débat fasse salle comble, montrent que le sujet passionne toujours l'opinion française. Mais la puissance du redoublement tient aussi à ses liens historiques avec l'Ecole républicaine. Et là aussi il y a des surprises...

[Redoublement : Quel sens donner aux inégalités sociales ?](#) L'expresso du 28 janvier 2015

Comment expliquer le fort lien entre inégalités sociales et redoublement ? Peut-on parler de discrimination voir d'apartheid ? Le 27 janvier, lors de la conférence de consensus sur le redoublement organisée par le Cnesco et l'IFé, plusieurs universitaires ont choisi de mettre l'accent sur les failles culturelles des familles des redoublants. Du coup la réponse au redoublement devient strictement pédagogique. Adieu le social !

[Redoublement : Comment font-ils ailleurs ?](#) L'expresso du 29 janvier 2015

La France n'est pas une exception. De nombreux pays s'interrogent sur l'efficacité du redoublement et surtout sur les solutions de remplacement pour les élèves en échec. La conférence de consensus qui se tient à Paris les 27 et 28 janvier sous la houlette du CNESCO (conseil national d'évaluation du système scolaire) a ouvert sa seconde journée par des éclairages étrangers. Il en ressort que personne ne possède de solution miracle. Mais que les réponses sont à rechercher du côté de la pédagogie et de l'accompagnement des élèves. Sans oublier de s'assurer l'adhésion des professeurs pour qui le redoublement reste souvent un pis-aller, faute de mieux.

[Comment utiliser l'argent de la suppression du redoublement ?](#) L'expresso du 29 janvier 2015

La suppression du redoublement va-t-elle combler les vœux intimes des enseignants ? Le colloque sur le redoublement organisé par le Cnesco et l'IFé s'est terminé le 28 janvier par des questions sur l'utilisation des moyens libérés par une suppression du redoublement. Depuis des années des chiffres circulent sur le coût du redoublement. Pour le colloque l'Institut de Politiques Publiques (IPP) a réalisé une étude précise qui tente de modéliser les effets financiers de la suppression du redoublement. Et d'anticiper sur sa gestion.

***Repéré sur : Cereq.fr***

Céline Goffette, Isabelle Recotillet. [Décrocher un diplôme, une deuxième chance pour l'insertion des non-diplômés ?](#) Bref , n° 329 , 2015 , 4 p.

Un quart des jeunes non diplômés à leur sortie de formation initiale en 2004 ont obtenu un diplôme au cours de leurs sept premières années de vie active. Les jeunes femmes semblent en tirer un bénéfice substantiel avec un accès accru à des emplois plus qualifiés et mieux rémunérés. Rien de tel chez les jeunes hommes qui s'orientent vers des champs professionnels moins réglementés que les femmes.

Samira Mahlaoui. [La fabrique des cadres au sein des organisations du travail social. Modalités d'intégration et de professionnalisation.](#) Nef , n° 51 , 2015 , 60 p.

Cette étude analyse le recours au tutorat et à l'accompagnement des salariés, dans le milieu social et médico-social, pour une population de cadres intermédiaires, afin de favoriser leur accueil, leur intégration et leur prise de fonction. L'objectif est de mieux comprendre quelle dynamique d'accompagnement est produite par la structure d'accueil, en mettant en regard la stratégie de l'établissement et le vécu des salariés. Nous nous intéressons ici aux « chefs de service » récemment intégrés, qu'ils proviennent du domaine de l'action et de l'intervention sociale ou qu'ils soient moins acculturés aux professions du secteur concerné.

***Repéré sur : Crifpe.com***

Chichekian, T. (2014). [Self-efficacy for inquiry-based instruction: surviving the leap from student-teacher to an inquiry-oriented novice teacher.](#) Thèse de doctorat inédite, Université McGill, Montréal.

L'enseignement et l'apprentissage par la démarche d'investigation provient des origines du constructivisme social et se concentre sur les différents rôles que les élèves et les enseignants adoptent comparés aux méthodes d'enseignement traditionnelles. Les défis liés à la mise en œuvre de cette approche pédagogique ont souvent été associés à la motivation des enseignants, notamment à leur auto-efficacité, à leurs expériences en recherche ainsi qu'aux objectifs des programmes de formation des maîtres. La transition dans la profession de l'enseignement devient donc une période critique pour examiner l'auto-efficacité des nouveaux enseignants en ce qui concerne la mise en œuvre de cette approche pédagogique Collie, R. J. (2014). [Understanding teacher](#)

[well-being and motivation : measurement, theory, and change over time](#). Thèse de doctorat inédite, University of BC, Vancouver

Teacher well-being and motivation play important roles in teacher and student experiences at school. When teachers are faring well and feeling motivated to teach, they are more effective in their teaching, leave the profession less often, and promote motivation and achievement among their students. In this dissertation, three studies that investigated teacher well-being and motivation were conducted with the aim of advancing our understanding of the two constructs, as well as how they can be promoted among teachers. Study 1 involved conceptualising, developing, and testing the Teacher Well-Being Scale, which measures three factors of teacher well-being: workload well-being, organisational well-being, and student interaction well-being. Among a sample of 603 practicing teachers, results revealed that the new measure functioned similarly across the different demographic groups in the sample and that the three factors of well-being related as expected with other constructs (stress, job satisfaction, and flourishing). Study 2 involved elaborating and testing an explanatory model of teacher well-being, motivation, job satisfaction, and affective organisational commitment that was based in self-determination theory (Deci & Ryan, 1985, 2002). Using the same sample as Study 1, structural equation modelling provided support for the model's main relationships. In addition, there were some unexpected findings that provide directions for future research (e.g., a double-sided view of autonomy revealing that it can be associated with positive and negative types of motivation). Study 3 involved examining growth curve models of change in teacher well-being and self-efficacy for teaching over two to three months. Among a sample of 71 practicing teachers, the findings showed that teacher well-being was stable over time, whereas self-efficacy for classroom management increased (the other two types of self-efficacy that were examined, self-efficacy for student engagement and instructional strategies, did not change over time). Findings also revealed the significance of the basic psychological needs (autonomy, competence, and relatedness) in predicting teacher well-being and self-efficacy. Taken together, the three studies help to improve our understanding of the highly important variables of teacher well-being and motivation. Implications of the findings for both research and practice are discussed.

Derian-Toth, M. (2014). [Communicating educational research to teachers through features of social media and modeling on a blogging platform](#). Mémoire de maîtrise inédit, Université McGill, Montréal

On retrouve dans le champs de l'éducation une division au niveau de la communication entre chercheurs et praticiens (ou enseignants) (Vanderlinde et al., 2010; Anderman 2011; Cochran-Smith & Lytle, 1990). Les chercheurs trouvent ardu de disséminer efficacement leurs résultats (Chafouleas & Riley-Tilmad 2005; Huberman, 1993), et les praticiens, parmi d'autre difficultés, trouvent la recherche trop compliquée à comprendre, synthétiser et appliquer dans la salle de classe (Vanderlinde, 2010). Grâce à un blog reliant la théorie en éducation avec des activités destinées aux salles de classe, cette étude veut disséminer la recherche aux praticiens dans une forme compréhensible et applicable. Les participants et participantes furent tout d'abord assignés aléatoirement à l'une des 3 conditions possédant des niveaux de communication variés. Le groupe de contrôle eut droit à un site web statique où la communication est à sens unique (les praticiens lisant simplement les textes des chercheurs). Le premier groupe expérimental fut en contact avec un blog standard permettant une communication entre les praticiens ainsi qu'avec les différent chercheurs,

tandis que le second groupe expérimental a été soumis à une expérience de blog indirect. Cette dernière condition permettait une communication entre praticiens et chercheurs, mais incluait des commentaires modélisés écrits par des chercheurs se faisant passer pour des praticiens qui détaillaient leurs expériences d'application de recherches en éducation dans une salle de classe fictive. En utilisant des pré-tests et des post-tests afin d'évaluer chez les praticiens le niveau de compréhension du contenu présenté, il a été conclu qu'un plus haut niveau de compréhension était présent chez le groupe confronté aux commentaires modélisés.

Doleysh, T. M. (2015). [Principal Behaviors: Motivating Teachers during Times of Rapid Change](#). Thèse de doctorat inédite, Cardinal Stritch University, Milwaukee (Wisconsin). Since No Child Left Behind (2001) and Wisconsin Act 10 (2011), the education profession has experienced **rapid** top-down **change**. In this study, top-down **change** was defined as any decision or initiative that is placed upon **teachers** without their direct input into the decision-making process. While education has always experienced **change**, never has this occurred so drastically **during** a short period **of** time. **Teachers** experience mandated **change** with feelings ranging from resentment to resignation. It is possible that **teachers** could lose their intrinsic motivation to teach students. As a result, it is now more important for principals to maintain or increase teacher motivation. The purpose **of** this study was to determine which **principal** behaviors are associated with maintaining or increasing teacher motivation at a secondary school **during times of rapid** top-down **change**. A secondary research question aimed to describe the current perception **of** school culture and levels **of** autonomy support at a suburban Wisconsin high school. The site for this study was a suburban Wisconsin high school that was part **of** one **of** the largest school districts in Wisconsin. This research project was that **of** a concurrent mixed methods case study, and used the methodology **of** survey, interview, and confirmatory focus group. All **teachers** at the site were given the opportunity to take two surveys in the Fall and Spring, and the return rate was over 75%. Department Heads were then interviewed and a focus group confirmed the interview themes. This study found that there were three primary **principal** behaviors associated with maintaining or increasing teacher motivation in a secondary school **during times of rapid** top-down **change**. These behaviors are: effective communication, treating **teachers** like professionals, and creating positive and meaningful relationships with **teachers**. The culture and motivation **of** the **teachers** in the school was described as "Neutral" or "Undecided" ("three" on a Likert scale **of** one to five, or a "four" on a scale **of** one to seven), with some positive **change** between Fall and Spring **of** the 2013-2014 school year. The implications are significant as principals must understand how to lead through this **rapid change** in education

Boéchat-Heer, S. (2014). [Rapport de recherche : Evaluation de l'intégration de tablettes numériques dans deux établissements du canton de Neuchâtel](#). Porrentruy (Suisse) : Haute Ecole Pédagogique BEJUNE.

Ce rapport présente une expérience d'évaluation de l'intégration de tablettes numériques dans une classe d'un établissement du cycle 3 et dans plusieurs classes d'une école spécialisée du canton de Neuchâtel. Plus précisément, elle vise à identifier les pratiques pédagogiques liées à l'utilisation de tablettes numériques en classe et les perceptions des enseignants de l'impact de cette intégration pour les enseignants et les élèves. Nous



examinons ainsi les facteurs qui facilitent l'intégration au niveau de l'enseignement et de l'apprentissage.

La recherche de type longitudinal s'est déroulée à trois reprises durant une année scolaire et a impliqué neuf enseignants et 14 élèves en 2ème année du cycle secondaire 1 (10H) et 4 enseignants et 13 élèves de l'enseignement spécialisé. A partir d'une démarche compréhensive et en considérant la nature hétérogène des données, nous avons opté pour l'application de méthodes de recherche mixtes incluant entretiens de groupe, questionnaires et journaux de bord. Les résultats montrent les éléments évoqués par les enseignants qui facilitent ou entravent le processus d'intégration des tablettes numériques et permettent ainsi de mieux comprendre les enjeux liés à ce processus.

Matthias, C. (2014). [Qualitative Research with Shortage Subject Teaching Candidates: The Journey to Teacher Training : Research Report](#). : National College for Teaching and Leadership.

This report summarises the results of a programme of detailed qualitative research undertaken with teaching candidates on the journey to teacher training, also known as the 'Customer Journey'. The journey is defined as beginning at initial interest in teaching and ending when a teaching candidate takes a place on teacher training. The research method comprised 90 in-depth interviews and 5 online focus group sessions with teaching candidates, focusing on applicants for teacher training in 2013/14. In total, 118 teaching candidates were consulted either by depth-interview or online. Almost all had made an application to teacher training at some stage (only 2 dropping out of the journey before this) and the majority had accepted a place on teacher training in the 2013/14 cohort, while a minority had not taken up a place. The research fieldwork was undertaken by BMG Research on behalf of the National College for Teaching and Leadership (NCTL) between 28th January and 3rd April 2014. The topic guides used by moderators to provide the thematic framework for discussions are provided as Appendix 1 and Appendix 2. Candidates were asked to discuss their motivations to explore teaching as a career, the prompts that led them to consider teacher training and their choice of routes to teacher training and experience of those routes. Where challenges had been met, these challenges were explored in detail, including any support deemed to have been missing. This research sits within a broader research programme on the customer journey<sup>1</sup>, which includes a careers fair exit survey and an online survey of applicants to graduate teacher training registry<sup>2</sup> (GTTR)<sup>3</sup>. All elements share three key objectives: • to help inform the NCTL's marketing and communications strategy; • to deepen NCTL's understanding of the journey to teacher training, with a particular focus on shortage subjects; • to inform the School Direct<sup>4</sup> (SD) routes as these continue to develop.

Passey, D. & Zozimo, J. (2014). [Mobile learning and information and communication technology teacher training in MLEARN partner countries](#). Lancaster (UK) : Lancaster University.

This report has been produced by the Department of Educational Research at Lancaster University for the MLEARN project, to support the development of a training programme for in-service teachers focusing on mobile learning through appropriate pedagogic uses of mobile or handheld technologies. The MLEARN project, a European Union (EU)-funded project, will explore and promote teacher development of mobile learning practices in four member states – The Netherlands, the UK (England), Greece and Italy. Handheld devices and learning support

- A range of mobile learning projects have already been run across Europe and outside Europe, and lessons learned and limitations arising have been identified in these cases.
- A review of research literature indicates that mobile learning practices can be developed and focused to support: behaviouralist; constructivist; situated; collaborative; informal and lifelong; and learning and teaching support.
- Greater accessibility to information and the provision of information in context are recognised as benefits associated with mobile learning. These contexts may be spatial/location, temporal, social, or access/technical in nature. Mobility, face-to-face social interactions, uses of authentic teaching and learning materials, constant alertness, the focus gained from mobile learning moments, and learning and time convenience are important features associated with activities in these different contexts.
- Developing practices concerned with the concept of interwoven learning interactions has been highlighted as being possible when using handheld devices in learning activities and in series of these activities. Informality and ownership are factors that influence uses of mobile technologies and the ways that activities can interweave and be interwoven.
- Benefits that can arise from uses of handheld devices include alertness, choice of student preferences, saving time, broadening assessment tasks, supporting special educational needs, language learning support, all enhancing pedagogical value.

UNESCO Institute for Statistics (UIS), & UNICEF (2015) (2015). [Fixing the Broken Promise of Education for All: Findings from the Global Initiative on Out-of-School Children](#). Montréal, Québec : UNESCO, Institute for Statistics.

### **"Les adolescents ont deux fois plus de chances d'être non scolarisés que les enfants d'âge primaire selon l'ISU et l'UNICEF"**

Le nouveau rapport explique pourquoi les approches courantes ne conduiront pas à l'enseignement primaire ou secondaire universel.

Environ 63 millions d'adolescents âgés de 12 à 15 ans sont privés de leur droit à l'éducation selon le nouveau rapport conjoint de l'Institut de statistique de l'UNESCO et de l'UNICEF, Réaliser la promesse non tenue de l'Éducation pour tous : résultats de l'Initiative mondiale en faveur des enfants non scolarisés (en anglais). La production du rapport et d'un outil de données ont été appuyés par le Global Partnership for Education.

Dans le monde, un adolescent sur cinq est exclu de l'école, alors que pour les enfants d'âge primaire, un enfant sur 11 est exclu. Les adolescents ont donc deux fois plus de chances d'être exclus que leurs cadets. Le rapport montre également qu'à mesure que les enfants grandissent, le risque qu'ils ne commencent jamais l'école ou qu'ils abandonnent augmente aussi.

Au total, 121 millions d'enfants et d'adolescents n'ont jamais commencé l'école ou ont abandonné malgré la promesse de la communauté internationale de réaliser l'enseignement primaire universel d'ici 2015. Les données démontrent que presque aucun progrès n'a été accompli pour réduire ce nombre depuis 2007. Les enfants vivant dans des zones de conflit, les enfants qui travaillent et ceux qui sont victimes de discrimination fondée sur l'ethnicité, le sexe ou le handicap sont les plus marginalisés.

On craint de plus en plus que les progrès déjà accomplis pour élargir l'accès à l'éducation ne s'émoussent sans un changement majeur en matière de politiques et de ressources. Si les tendances

actuelles se poursuivent, 25 millions d'enfants - 15 millions de filles et 10 millions de garçons - sont susceptibles de ne jamais mettre les pieds dans une salle de classe."

## ***Repéré sur : Ecs.org***

### ***New from ECS***

#### **Pre-K funding for 2014-15**

Most states now view access to high-quality preschool programs as a critical long-term economic investment in the future workforce. For the third year in a row both Republican and Democratic policymakers are making significant investments in state-funded pre-K programs. [State Pre-K Funding: 2014-15 fiscal year](#), a new ECS analysis of 2014-15 appropriations by the 50 states, found that 28 states plus the District of Columbia increased their investments in pre-K; state investment rose by 12 percent.

#### **Closing the achievement gap: Four states' efforts**

A [new ECS report](#) highlights the efforts of four states -- Connecticut, Massachusetts, Washington and Wisconsin -- to reduce their achievement gaps through state-level task forces or commissions and other legislative action. These four states historically boast average or strong academic achievement levels, but all are facing achievement gaps, some of them significant.

### ***More from ECS***

#### **State policies**

As demographics of the nation's schools continue to shift, state-level policy surrounding English language learners (ELLs) becomes increasingly important. Information regarding the various methods of funding of ELL students can be confusing and difficult to locate. This ECS [report](#) provides a clear and detailed description of the ways states finance ELLs and allows policymakers to evaluate their own funding models against those from other states.

### ***What States Are Doing***

#### **A funding formula for Philadelphia**

A funding formula is in the works for **Pennsylvania**, one of three states without one, so the Education Commission of the States was commissioned by the Pew Charitable Trusts to [review](#) funding formulas in other states, analyze their impact on big-city districts and determine how a formula might impact the School District of Philadelphia. ECS researchers determined a formula probably would reduce variations in education revenue in the state and would likely mean more revenue for perpetually broke Philadelphia.

#### **STEM recommendations**

To bolster the economy and engage more students in math and the sciences, New Hampshire's STEM task force issued its final [report](#), making eight recommendations to Gov. Maggie Hassan. Among them: creating multiple math pathways to fulfill the four-year math requirement, coding classes and early college residential academies, open to rural students, girls and CTE students.

### Support for early learning and development standards

**Georgia** launched a series of television spots to increase awareness about the Georgia Early Learning and Development Standards (GELDS). The state's Department of Early Care and Learning collaborated with Georgia Public Broadcasting to produce the 12-spot series called [Play to Learn](#). Each spot focuses on a different skill outlined in the GELDS. Georgia is also implementing a plan to support the state's young dual language learners through a [partnership with WIDA](#).

### Reducing time on tests

**Ohio** students, who now average 19.8 hours a year taking tests plus an additional 15 hours practicing for tests, may see a reduction, according to a [report](#) by Richard Ross, Ohio superintendent of public instruction. He recommends limiting tests and test practice, eliminating student learning objectives in preK-3 teacher evaluations, eliminating the fall third-grade reading test and eliminating the requirement that students in grades 1-3 get math and writing tests.

### Gains but room for improvement on ACT

**Tennessee** students continue to achieve gains in math and reading but still lag in meeting all four ACT college readiness benchmarks. This [report](#) highlights four priorities: select and implement high-quality assessments, ensure continued and improved implementation of Tennessee's State Standards for English language arts and math, elevate the teaching profession and transform instruction through high-quality leadership. (*State Collaborative on Reforming Education*)

### Good Reads

#### Longitudinal data systems across state lines

Public policy is better informed when the movement of students and graduates across state lines is factored into the setting and achievement of state workforce and educational attainment goals. This [brief](#) discusses a five-year-old pilot in which four states – Hawaii, Idaho, Oregon and Washington -- tested how cross-state collaboration and data sharing might inform important questions about the development and mobility of human capital. (*WICHE, December 2014*)

#### States launch new standards assessments this year

Almost every state in the country will test students against new standards this year. Are they ready? In this [brief](#), the author found states do appear ready though having enough broadband to test large numbers of students at once is a challenge. She recommends preparing the public for lower scores and believes states that have committed to them should stand their ground on keeping PARCC and Smarter Balanced assessments. (*Center for American Progress, January 2015*)

#### Principal Pipeline Initiative

Part of an ongoing evaluation of the Principal Pipeline Initiative, this [report's objective](#) is to analyze implementation of the required components and then to assess the results achieved. The initiative follows six districts: Charlotte-Mecklenburg (NC), Denver Public Schools (CO), Gwinnett County (GA), Hillsborough County (FL), New York City and Prince George's County (MD). New measures districts are implementing include systematic support for assistant principals. (*Wallace Foundation*)

### Arts for math and science

Betting that implementing high-quality arts education program could improve overall achievement in the lowest performing schools, researchers [found](#) seven out of the eight observed schools improved their overall reading proficiency rates and six out of eight schools improved math rates. They had higher rates of improvement than comparable school improvement grant schools and higher rates of improvement than their districts. (*President's Committee on the Arts and the Humanities*)

### **Repéré sur : Education.gouv.fr**

Roselyne Kerjosse. [Baisse de l'apprentissage en 2013](#). Note d'information, n° 03, février 2015

Les jeunes préparant un diplôme dans un centre de formation d'apprentis sont 424 350 à la fin de 2013, soit une baisse des effectifs de 3,1 % en 2013 par rapport à l'année précédente. Cette diminution résulte d'une chute brutale de 14 700 entrées en apprentissage (- 6,5 %), en particulier à l'issue de la troisième alors que les effectifs de cette classe progressaient de 0,2 %

Jeanne Benhaïm-Grosse, Pascal Bessonneau et Jean-François Chesné. [Le numérique au service de l'apprentissage des élèves : premières observations du dispositif "Collèges connectés"](#). Note d'information, n° 02, janvier 2015

L'intégration du numérique dans le quotidien des "collèges connectés" a été impulsée en 2013 par des dotations en équipement et des facilités d'accès à internet. Elle semble très liée à l'action du chef d'établissement, à l'accompagnement dont bénéficie l'équipe éducative ainsi qu'aux représentations que les enseignants se font du numérique en général, et de son utilisation pour leur métier.

### **Repéré sur : Esen.education.fr**

Conseil national de l'évaluation du système scolaire (CNESCO). [Apprentissage de la citoyenneté dans l'école française](#), janvier 2015

Pour contribuer au débat public autour de l'école à la suite des récents attentats, le CNESCO publie une première analyse sur l'éducation à la citoyenneté qui montre un engagement fort dans les instructions officielles, mais une réalité de terrain en décalage avec ces orientations.

Éric Peres. [Les données numériques : un enjeu d'éducation et de citoyenneté](#). Conseil économique, social et environnemental (CESE), Janvier 2015

La maîtrise des données numériques est désormais devenue un élément crucial pour le siècle à venir. Le CESE appelle de ses vœux la construction d'un cadre collectif juridique et éthique qui soit en mesure de garantir à tous les acteurs les mêmes droits et une défense effective de leurs libertés. Dans le domaine éducatif, le conseil préconise de soutenir le rôle éducatif de la famille dans la transition numérique et de promouvoir l'éducation numérique en formant les enseignants et les élèves.

Nina Guyon et Elise Huillery. [Choix d'orientation et origine sociale : mesurer et comprendre l'autocensure scolaire](#). Laboratoire interdisciplinaire d'évaluation des politiques publiques (LIEPP) de Sciences Po, Décembre 2014

Les résultats de cette enquête mettent en évidence le poids des inégalités sociales dans les aspirations scolaires et l'orientation des élèves en fin de 3e. Elle souligne également le rôle déterminant des professionnels de l'école et des parents dans les choix d'orientation.

Pierre Cahuc et Marc Ferracci . [L'apprentissage au service de l'emploi](#). Conseil d'analyse économique (CAE), décembre 2014

Cette étude plaide pour une réforme en profondeur de la formation professionnelle en alternance, de l'apprentissage et des contrats de professionnalisation. Les auteurs soulignent le dysfonctionnement du système français dans son financement, sa gouvernance et son offre de formations. Ils recommandent notamment de concentrer les moyens publics en faveur de l'insertion professionnelle des jeunes peu qualifiés sur l'apprentissage et le pré-apprentissage, de réduire la part des matières générales dans les diplômes de CAP et de promouvoir le tutorat des apprentis.

Eurydice. [Assurer une éducation de qualité : politiques et approches de l'évaluation des établissements scolaires en Europe](#). Eurydice, janvier 2015

Ce rapport compare les approches, les structures et les rôles joués par les systèmes d'évaluation internes (auto-évaluation) et externes (réalisés par des inspecteurs) des établissements scolaires et analyse les procédures, les outils utilisés par les évaluateurs et l'exploitation faite de ces résultats dans une trentaine de pays. Il souligne notamment que la France est le seul pays européen dans lequel l'évaluation externe, menée par des inspecteurs, de la qualité d'un établissement scolaire n'implique pas les élèves, les parents ou la communauté éducative.

OCDE. [Perspectives des politiques de l'éducation 2015](#). Paris : OCDE, Janvier 2015

L'édition 2015 de cette publication présente un examen comparatif des tendances en matière de politique éducative et étudie les réformes spécifiques adoptées dans les pays de l'OCDE au cours des sept dernières années, afin d'aider les pays à apprendre les uns des autres et à choisir les réformes les mieux adaptées à leurs besoins et à leur situation.

### ***Repéré sur : Eurydice.org***

European Commission/EACEA/Eurydice, 2015. [Assuring Quality in Education: Policies and Approaches to School Evaluation in Europe](#). Eurydice Report. Luxembourg: Publications Office of the European Union

"The pure and simple truth is rarely pure and never simple" – Oscar Wilde

15 years ago, the phrase 'school evaluation' would probably have triggered a rather one directional image of teachers assessing individual students.

The reputation and 'fame' of schools depended on whether pupils generally performed well, and while schools or teachers, may have been 'inspected' there was rarely a consideration of the range of issues that affect the school environment.

Today, reality has progressed and the picture looks quite different. The one-way evaluation streets have evolved into multi-lane highways with everyone scrutinising everyone else.

Teachers still evaluate pupils but now pupils also assess teachers. Teachers collectively also evaluate their own work. And increasingly, public authorities evaluate schools as a whole using a range of

methods and criteria. In short, school evaluation has become a more democratic and transparent phenomenon. But are there any potentially hidden downsides to this new, multi-layered approach?

**Repéré sur : [halshs.archives-ouvertes.fr](http://halshs.archives-ouvertes.fr)**

Marie-Charlotte Hardy. [Liens entre motivation, sentiment d'efficacité personnelle et environnement familial dans l'apprentissage de l'orthographe](#). Mémoire de recherche Master SMEEF ESPé Lille Nord de France, 2014.

De nombreux travaux en pédagogie se sont penchés sur la question de la motivation en contexte scolaire. L'un des concepts clefs qui nous intéressera ici est celui du sentiment d'efficacité personnelle dans une matière. De la même façon, nous nous intéresserons au poids des parents dans le renforcement ou non de la motivation d'un élève à apprendre ou encore dans le renforcement du sentiment d'efficacité personnelle dans une matière donnée : l'orthographe.

Aurélié Lecocq, Mehdi Ammi, Élodie Bellarbre. [Le score de propension : un guide méthodologique pour les recherches expérimentales et quasi expérimentales en éducation](#). Mesure et évaluation en éducation, Association pour le développement de la mesure et de l'évaluation en éducation, 2014, 37 (2), pp.69-100.

Propensity score methods become increasingly popular for estimating the causal effects of an intervention. If empirical applications of this method are still unusual in education researches, examples can be found easily in other fields. However, its implementation raises several questions. The aim of this paper is to provide guidance to educational researchers regarding the estimation and the utilization of the propensity score. The various stages of its application are presented step by step: evaluation of the selection bias, construction of the propensity score and measurement of its quality, and decision on the strategies to use in the estimation of treatment effects. Methodological issues are discussed at each stage. To facilitate the understanding, an example of an experiment in kindergarten illustrates the method.

Bernard Calmettes, Claire Martin. [La modélisation pragmatiste de l'action didactique de l'enseignant comme théorie ancrée](#). Congrès International AREF 2013, Aug 2013, Montpellier, France. Résumé : Les didacticiens ont investi le domaine de l'enseignement par démarche d'investigation en sciences selon différentes options de recherche, liées aux objectifs qu'ils se fixent : propositions de séances, ingénieries didactiques en co-élaboration, analyses de pratiques (voir par exemple, Calmettes, 2012a ; Grangeat, 2013). À l'issue de ces études, un certain nombre de constats peuvent être posés : -Il existe une certaine variabilité dans les modalités de préparation (Bécu-Robinault, 2007) et dans les mises en oeuvre des séances (Calmettes, 2009 ; Grangeat, 2013). -Lorsque les chercheurs analysent les séances, d'un point de vue externe, ils repèrent des écarts entre les perspectives apparemment ouvertes par les démarches d'investigation en termes épistémologiques et constructivistes, les discours généraux des enseignants à propos de ces démarches et ce qu'ils font dans les classes (Calmettes & al., 2008). Pour tenter d'avancer dans la compréhension de l'action didactique de l'enseignant en[...]

Marc Nagels, Aline Lasserre Moutet. [Réflexions critiques sur la conception d'un référentiel de compétences en éducation thérapeutique du patient](#). Recherches et Educations, 2013, pp.99-115. Résumé : The recent frame of references for professionals in therapeutic patient education in France



is more than a list of what the practioners would have to respect; the heart of this referential of competencies is the comprehension of the professional activity in doing as required by the news standards in French public health frame of references. This article proposes to study the advances and the limits of this referential of competencies from the professional didactics point of view.

Pauline Bouissou. [L'éveil aux langues à l'école primaire](#). Mémoire de master 2 MASTER EFE – Université de Toulouse le Mirail, 2014.

L'éveil aux langues correspond à une nouvelle manière de considérer l'enseignement et la place des langues vivantes au sein de l'école primaire. Cette approche permet d'introduire les langues étrangères dans l'environnement scolaire des élèves d'une autre façon que ne le fait l'enseignement actuel. L'éveil aux langues remet en cause l'enseignement bilingue et prône une éducation au plurilinguisme. Se posent alors deux problématiques : introduire un éveil aux langues dès l'école maternelle serait-il source de progrès, ou au contraire source de confusion en pleine période d'apprentissage de la langue maternelle ? Serait-il alors vraiment approprié de l'intégrer au curriculum scolaire face aux difficultés que certains élèves pourraient rencontrer ?

Samuel Nowakowski, Manuel Schneewele, Isabelle Houot, Nathalie Issenmann. [Dynamics of the learning process and specificities of the digital being in the university](#). ePIC Forum 2014, Jul 2014, Londres, United Kingdom.

This paper will first focus on the explanation of our problem and the used theoretical backgrounds. In a second time, we will report and analyze preliminary observations obtained from an exploratory survey of a sample of approximately one hundred students from the Master Information and Communication of the University of Lorraine. We then conclude with some recommendations and perspectives.

Marie Duru-Bellat. [Access to Higher Education: the French case](#). Document de travail de l'IREDU n°2015/1



Ce rapport a été réalisé dans le cadre d'un projet comparatif européen sur l'accès à l'enseignement. In this report designed for a European audience, and conceived within a project focused on access to higher education (HE), the first part recalls the principles that shape the present organization of the French system. Then, the present frame in which HE issues are nested is described (especially the evolution of the population eligible). In a third part, the report focuses upon the main problems one may consider about the functioning of access to HE (especially, the difficulty to regulate students' choices and to guarantee success), before setting out the main reforms which have been implemented to address them. Last, a fifth part underlines that some recurrent problems do remain (especially in an open non selective system), and evokes the ongoing debates (about professionalization, democratization.)

Michel Ambert. [Éducation collaborative : « Vous pouvez tout apprendre »](#). 2015.

Dans cet article, il est mis l'accent sur le savoir collaboratif : l'un des quatre piliers de l'économie collaborative. La connaissance collaborative se base sur l'idée de savoirs libres. Elle concerne l'éducation, la recherche, la création, les réseaux d'échanges ... C'est un mouvement impressionnant et les modèles actuels d'éducation et d'enseignement s'apprêtent à être fortement transformés (notamment via le web 3.0). « Tout comme la loi, fruit de l'écrit, a changé la société, l'enseignement en ligne, fruit de la télématique, la changera lui aussi, et de façon d'autant plus positive qu'il est bien



conçu et mis en oeuvre. » (MASSET D. et LUYCKX E., 2014). Aujourd'hui, comme le dit le slogan du réseau de la Kahn Academy : « Vous pouvez tout apprendre » gratuitement. Nous allons montrer en quoi l'éducation est un secteur que bouleverse le collaboratif.

Laurent Lima, David Cross, Michel Grangeat, Nadia Nakhili. [Evaluation Formative dans l'enseignement des sciences et mathématiques dans 8 pays européens : résultats de la première étape du projet ASSIST-ME](#). Conditions enseignantes, conditions pour enseigner: réalités, enjeux, défis, Jan 2015, Lyon, France.

This paper presents the results of a survey on teachers' evaluation practices in 8 European countries. Three domains are taken into account to look at the links between educational politics of each country and teacher practices in term of day to day evaluation: teachers' education, curriculum and evaluation practices. Results show that teachers' education (initial or on-going) in the domains of evaluation is the key point to explain differences in day-to-day evaluation practices

Edang Nnang. [L'approche par compétences dans les pays en développement](#). Education. université de bourgogne, 2013.



Depuis des décennies, toutes les analyses convergent vers l'idée d'une relative inefficacité des systèmes éducatifs d'Afrique subsaharienne. Décrochage, redoublements, effectifs pléthoriques, faible qualité des acquis d'élèves, insuffisance et obsolescence des structures d'accueil, du matériel didactique et des enseignants, dont parfois les niveaux et qualité de formation restent quelque peu incertains, inadaptation des programmes d'enseignement. Bref, tels sont quelques uns des maux qui minent lesdits systèmes et confirment les constats établis par de nombreux rapports. Face à ce constat de faiblesse, les autorités éducatives, soutenues par l'aide internationale se sont mobilisées dans plusieurs pays en vue d'améliorer leurs systèmes respectifs aux plans qualitatif, quantitatif mais aussi d'équité car, il ne faut pas l'oublier, dans ces systèmes, le dimorphisme structurel et contextuel les rend fortement inégalitaires. Devant cette crise, l'une des solutions entrevues, avec effets à court et moyen terme, a consisté à revoir fondamentalement les programmes d'enseignement. Dans ce contexte, l'approche par les compétences qui constitue l'une des grandes évolutions de la recherche éducative de ces trois dernières décennies, a été retenue comme plus apte à répondre aux besoins éducatifs fondamentaux des populations scolarisées. Pour en cerner les contours et en apprécier le bienfondé, une analyse objective des résultats desdites réformes, dont certaines ont débuté depuis 1998 était nécessaire. Ainsi, cette recherche a pour objectif d'évaluer aussi bien la pertinence que le niveau d'efficacité des réformes curriculaires mises en oeuvre dans trois pays d'Afrique francophone à savoir : le Bénin, le Gabon et Madagascar. Prenant appui sur les données issues du programme d'analyse des systèmes éducatifs d'Afrique francophone (PASEC) ainsi qu'une enquête ad hoc menée au Gabon, l'étude tente de cerner les déterminants de l'efficacité éducative à partir de l'analyse comparative des performances et d'une étude séquentielle des pratiques d'enseignement. Si les résultats ressortent des transformations réelles du point de vue des pratiques pédagogiques, les indicateurs de performances scolaires restent quant à eux assez décevants. Pour autant, avec les mesures d'accompagnement d'envergure qu'ont initiées les autorités éducatives de certains pays, on peut s'attendre à de bien meilleurs résultats dans le temps.

Amandine Latour. [Utilité et désirabilité sociales : deux dimensions du jugement des élèves en classe ordinaire et en CLIS](#). Education. 2014.

Ce mémoire de recherche a pour objectif de montrer que les valeurs sociales utilisées pour décrire un élève en réussite ou en difficulté scolaire sont différentes que les élèves soient en classe ordinaire ou en CLIS. Selon nous, l'utilité sociale et la désirabilité sociale, valeurs du jugement social, ne sont pas identiquement valorisées en fonction du lieu de scolarisation des élèves. Les données de l'étude permettent de mieux appréhender le handicap et de favoriser la réussite scolaire des élèves en situation de handicap.

Georges-Louis Baron, Stéphanie Netto, François Villemonteix, Emmanuelle Voulgre, Marcelline Djeumeni Tchamabe. [Rapport scientifique d'étape en juin 2014 du projet SUPERE](#). [Research Report] Université Paris Descartes, Laboratoire EDA (EA 4071). 2014.

Le projet SUPERE-RCF a été lancé en réponse à un appel d'offre de l'Initiative francophone de formation à distance des maîtres (IFADEM). Il s'intéresse aux changements survenant dans les systèmes de supervision et d'accompagnement des maîtres du primaire avec les technologies de l'information et de la communication. Ce rapport rend compte de la première phase de recherche exploratoire au Burundi, au Cameroun et en France.

URL : <https://edutice.archives-ouvertes.fr/edutice-01107625>

Solène Zablou, Christelle Combemorel-Pauty, Georges-Louis Baron. [TICE et formation des enseignants du primaire en Afrique subsaharienne](#). [Research Report] Université Paris Descartes, Laboratoire EDA. 2014.

Ce texte rend compte de la seconde phase d'un travail réalisé dans le cadre d'un projet mené depuis 2013 avec l'Association française de développement (AFD), l'Agence universitaire de la francophonie (AUF) et la société Orange. L'enjeu du projet était de produire une veille scientifique sur des thèmes stratégiques définis par les donneurs d'ordre : d'abord sur l'édition multimédia en Afrique subsaharienne (phase 1) puis sur la formation des enseignants du primaire dans le domaine des technologies de l'information et de la communication (phase 2). Nous abordons dans ce rapport ce dernier thème. On relève l'importance des réflexions politiques autour des TIC, prenant en compte un point de vue systémique, dans lequel ces technologies sont et restent porteuses d'avenir, en particulier du point de vue des enjeux économiques et sociaux. On note aussi l'importance de la production d'institutions internationales : Unesco, parfois en partenariat avec des entreprises. L'AUF et[...]

Hugues Pentecouteau. [L'alternance dans une formation professionnelle universitaire. De l'idéal épistémologique aux contradictions pédagogiques](#). Revue internationale de pédagogie de l'enseignement supérieur, Association internationale de pédagogie universitaire, 2012, Pédagogie universitaire et partenariat université-entreprise : enjeux, écueils, perspectives, 28 (1), pp.1-12. .

Résumé : L'ouverture de l'université française sur le monde du travail constitue l'un des faits marquants de l'histoire du système universitaire au cours des deux dernières décennies. Le développement des formations professionnelles, du nombre de stages effectués par des étudiants et des conventions passées avec des partenaires professionnelles ont contribué à modifier le paysage de la formation diplômante. En développant des formations par alternance, l'université s'est engagée dans des formes pédagogiques qui nécessitent de penser autrement l'articulation entre la théorie et la pratique. L'objet de cette contribution est de questionner de manière critique différentes formes d'alternance et d'illustrer à partir d'une expérience d'alternance intégrative menée dans une formation aux métiers de la formation.

Justine Leclercq. [Peut-on favoriser la réussite scolaire des enfants en améliorant leurs comportements de sommeil ?](#). Education. 2014.

In this study, the impact of an information about the importance of quality and quantity of sleep on the attention and on school performances was measured. This hypothesis was put because Beugnet-Lambert (1985) argues that children whose duration of sleep is the lowest are those who are the most fluctuating at the level of capacities or attention. The link between attention and school performances was said by Craik (1972) into "level of processing". Because he asserts that we can't handle profoundly a stimulus if we don't pay her/him enough attention. To do it, 158 pupils going from CP to CM2 from the "ERPD" of Douai participated at a study as well as 22 pupils schooled in an ordinary primary school (5 in CE2 and 17 in CM1). The results of dictations going to the same sense that the hypothesis, we can conclude that the sleep has an effect on the school performances.

Corinne Mérini, Serge Thomazet, Pascale Ponté. [Un cadre théorique et méthodologique pour l'observation des pratiques collaboratives des maîtres E](#). Recherches en éducation ISSN 1954-3077, 2014, De l'observation des pratiques enseignantes pp.108-118. .

Résumé : La question de l'observation ne peut pas être dissociée de la position du chercheur, du point de vue qu'il adopte pour observer, de l'histoire de la construction de l'objet et de la place de celui-ci dans le métier. En nous appuyant sur un pan particulier du métier de maître E, celui qui le met en relation avec ses collègues, les parents et les professionnels médico-sociaux, nous explorons dans ce texte la question de l'observation des pratiques collaboratives de ces enseignants qui ne font pas classe. Ces pratiques peu visibles laissent une part importante aux phénomènes de contexte et nécessitent à la fois de repenser l'unité observée, de la situer dans un ensemble d'autres pratiques. Elles supposent aussi des conditions sociales d'accès à l'information ainsi que le croisement de données diversifiées (écrits professionnels, vidéos, entretiens d'autoconfrontations simples et croisées) inscrit dans une longitudinalité suffisante. Les caractéristiques particulières des pratiques[...]

Clément DUSSARPS. [Dimension socio-affective et abandon en formation ouverte et à distance](#). Thèse en sciences de l'information et de la communication. Université Bordeaux-Montagne, 2014.

L'abandon en formation ouverte et à distance (FOAD) constitue un enjeu important tant pour les apprenants que pour les organismes de formation, que ce soit pour des raisons économiques, sociales, ou encore d'image (de soi ou publique). Les besoins des apprenants en termes d'accompagnement sont tant techniques, cognitifs et métacognitifs, qu'affectifs. C'est cette dernière notion, la dimension affective, qui nous intéressera particulièrement dans cette thèse pour comprendre l'abandon. Afin de tenir compte de la dimension sociale de l'individu et des relations qu'il entretient avec les enseignants, ses pairs ou ses proches, il sera question de dimension socio-affective. Nous mobilisons, pour mieux définir cette dimension et comprendre les enjeux de la communication médiatisée et de la distance en formation (en tant qu'objet social et technique), des auteurs issus de différentes disciplines des sciences humaines : des chercheurs en sciences de l'information et de la communication, des psychologues et des chercheurs en sciences de l'éducation. Nous proposons de caractériser la dimension socio-affective, pensée comme un système, par un modèle intégratif des émotions et sentiments proposés par l'ensemble de ces chercheurs. Cette dimension sera étudiée en regard de la notion de persévérance, inverse d'abandon.

Marina Santangelo. [De quelles manières l'enseignant peut-il tenter de prévenir l'indiscipline en classe ?](#). Education. 2014.

En partant de la question suivante : « De quels moyens pédagogiques et didactiques dispose le maître pour exercer son autorité en classe ? » et après avoir recentré la problématique sur le concept d'autorité, et plus particulièrement sur les représentations de l'autorité ainsi que sur le versant préparation de la classe pour prévenir l'indiscipline et instaurer un climat favorable au bon déroulement des apprentissages, l'auteur tentera de répondre à la problématique suivante : de quelles manières l'enseignant peut-il tenter de prévenir l'indiscipline en classe ? Pour répondre à cette question de recherche, il a d'abord construit un cadre théorique (I) en consultant des articles de recherche et des réflexions sur les concepts d'autorité et de discipline. En recueillant des données sur le terrain (II), il a ensuite cherché à vérifier son hypothèse de départ qui était la suivante : l'enseignant peut réduire l'indiscipline grâce à un travail de préparation de la classe, à l'élaboration de[...]

Amandine Mouillard. [Représentations sociales des élèves dits ordinaires et handicap](#). Education. 2014.

La perception et la prise en charge des personnes en situation de handicap ont évolué au cours des siècles. Logiquement, l'École d'aujourd'hui, qualifiée d'inclusive, accueille les élèves en situation de handicap conformément à la loi du 11 février 2005. Or, quelles sont les représentations sociales des élèves dits ordinaires concernant le handicap, à l'origine de leur attitude ? Nadia Rousseau affirme que les élèves accueillant un élève en situation de handicap tôt dans leur scolarité adopteront une attitude positive à l'égard de cet élève alors que les autres élèves auraient, quant à eux, des attitudes négatives (peur, rejet, moquerie, discrimination, indifférence). Alors, on peut supposer que les élèves n'ayant pas accueilli un élève en situation de handicap, auront une représentation sociale négative qui engendrera des attitudes négatives à l'égard de l'élève en situation de handicap. C'est ce que l'analyse d'un questionnaire distribué à 75 élèves de cycle 3 tentera de confirmer ou[...]

Claude Springer. [Évaluer les apprentissages dans les environnements numériques](#). Les Cahiers du GEPE, 2013, Espaces scolaires et plurilinguismes, ISSN 2105-0368.

Cet article propose une lecture personnelle de la question de l'évaluation en didactique des langues. Il est instructif de comparer l'évolution de l'évaluation en sciences de l'éducation et en didactique des langues. La visée actionnelle présentée par le Cadre européen commun de référence, l'approche par compétences, devraient modifier significativement la culture dominante de l'évaluation. La question de l'évaluation des apprentissages, aussi bien dans le cadre des plates-formes numériques d'apprentissage, que dans les environnements numériques informels, apporte à notre réflexion d'autres pistes qu'il nous semble important d'explorer.

Sophie Morlaix. [Les compétences sociales : quels apports dans la compréhension des différences de réussite à l'école primaire ?](#). 15002. Les documents de travail de l'IREDU, n°2015-2, janvier 2015. 2015.

Ce projet de recherche vise à proposer une mesure et une définition a posteriori de compétences dites sociales à l'école primaire, et à montrer l'intérêt de la prise en compte de ces compétences transversales aux apprentissages dans l'explication des différences de réussite entre élèves. Il repose sur une approche pluri-disciplinaire, permettant d'affiner les outils aussi bien conceptuels que méthodologiques servant à définir et à opérationnaliser les compétences sociales. En ce sens il



mobilise des concepts ou des méthodologies empruntés à des disciplines variées (économie, sociologie, psychologie), mais dont la préoccupation commune repose sur une meilleure compréhension de la variabilité des acquisitions scolaires. Ce projet se décomposera en plusieurs points : il permettra dans un premier temps d'établir une typologie de ces compétences sociales, il proposera par la suite une mesure empirique de ces différents types de compétences sociales par des modèles économétriques appropriés, et s'attachera dans une dernière étape à mesurer leur impact sur la réussite scolaire en fin d'école primaire.

***Repéré sur : ife.ens-lyon.fr***

Annie Feyfant. [Coéducation : quelle place pour les parents ?](#) Dossier de veille de l'IFÉ, n° 98, janvier 2015

Les relations entre les parents et l'école n'ont pas cessé d'être un questionnement pour tous les acteurs éducatifs. Historiquement, l'école et la famille sont deux espaces aux frontières marquées entre instruction et éducation. Au fil des années, on est passé d'une école « sanctuaire du savoir » à une école « ouverte » sur la société. Mais l'étroite imbrication de l'école dans la société a également modifié les attentes des différents partenaires face à un objectif commun : la réussite du développement de l'enfant et de l'élève.

La littérature de recherche, aussi bien que les discours et préconisations institutionnels, nationaux ou internationaux, montre l'ambiguïté des rapports entre l'école et les parents.

Au-delà des représentations et discours, quelles sont les modalités d'une relation « qui marche » ? Une des solutions proposées à ces relations difficiles, notamment avec les parents de milieu défavorisé, prend la forme d'un accompagnement plus ou moins marqué des parents pour leur faciliter l'entrée dans l'école, le soutien à la scolarité de leurs enfants et leur mise en confiance face à une culture scolaire encore trop éloignée d'eux. Quelles en sont les modalités, quels en sont les effets ? Enfin, les parents n'étant pas les seuls concernés par cette nécessaire amélioration, quelles propositions retenir au-delà du soutien parental ?

Pierre Cahuc, Marc Ferracci, Jean Tirole et Etienne Wasmer. [L'apprentissage au service de l'emploi.](#) Paris : Conseil d'analyse économique, Janvier 2015

"La nouvelle Note du CAE plaide pour une réforme en profondeur de la formation professionnelle en alternance – apprentissage et contrats de professionnalisation. Les deux auteurs Pierre Cahuc et Marc Ferracci (avec la contribution de Jean Tirole et Étienne Wasmer) soulignent le dysfonctionnement du système français dans son financement, sa gouvernance, son offre de formations. Ils pointent également l'inadéquation des incitations des différents acteurs au regard de l'objectif d'insertion professionnelle de ceux qui ont le plus besoin de formations qualifiantes adaptées aux emplois d'aujourd'hui et de demain. Finalement, ils proposent quatre pistes pour converger vers un système plus simple, plus transparent et plus efficace."

[La prospective des métiers et des qualifications, un outil pour renforcer la concertation régionale.](#) Bref du Céreq, n°327, décembre 2014

"Anticiper les mutations économiques et les évolutions des métiers et des compétences constitue un enjeu majeur. En région, le pilotage et l'orientation de l'offre de formation sont de plus en plus alimentés par les démarches de prospective des métiers et des qualifications (PMQ). Au-delà des

éléments de cadrage qu'elles fournissent, elles sont un outil au service de la concertation dans un domaine où la gouvernance est partagée entre différents acteurs."

[Regards sur l'éducation 2014](#). Paris : OCDE, janvier 2015

"L'édition annuelle du rapport de l'OCDE Regards sur l'éducation examine qui participe aux activités éducatives, quelles dépenses leur sont affectées, comment les systèmes éducatifs fonctionnent et quels sont les résultats obtenus. Les indicateurs de résultats portent sur des aspects très variés, allant de la comparaison des performances des élèves dans des disciplines fondamentales jusqu'à l'analyse de l'impact de la formation sur les revenus et sur les possibilités d'emploi à l'âge adulte. Cette édition inclut un lien dynamique StatLinks qui dirige le lecteur, pour chaque tableau, vers une page web où les données correspondantes sont disponibles en format Excel."

[Perspectives des politiques de l'éducation 2015 : Les réformes en marche](#). Paris : OCDE, janvier 2015

Les Perspectives des politiques de l'éducation ont pour objectif d'aider les décideurs dans leurs choix de réformes dans le domaine de l'éducation. Ce rapport examine le besoin d'amélioration du secteur éducatif selon une approche comparative, en tenant compte de l'importance du contexte national. À travers l'étude de l'expérience de mise en œuvre des réformes éducatives dans différents pays, l'ouvrage propose des orientations et des stratégies visant à faciliter le changement.

Chaque pays ayant un contexte particulier, les défis que posent les réformes ne peuvent être simplement transposés d'un pays ou d'un système à un autre. Néanmoins, les pays font face à de nombreux défis similaires et mettent en œuvre des réformes dans des domaines analogues. L'édition 2015 des Perspectives des politiques de l'éducation présente un examen comparatif des tendances en matière d'action publique et étudie des réformes spécifiques adoptées dans l'ensemble des pays de l'OCDE au cours des sept dernières années, afin d'aider les pays à apprendre les uns des autres et à choisir les réformes les mieux adaptées à leurs besoins et à leur situation.

ATHIAS Francine. [La géométrie dynamique comme moyen de changement curriculaire](#). Thèse en sciences de l'éducation, soutenue en 2014, sous la dir. de Teresa ASSUDE (Aix-Marseille Université)

« La géométrie à l'école primaire consiste en une familiarisation avec des formes géométriques et leurs propriétés, à travers l'utilisation d'instruments de géométrie. Les objets géométriques reposent sur les représentations graphiques, les relations géométriques sont souvent implicites. L'introduction d'un logiciel de géométrie dynamique (ici TracenPoche) est vu comme un moyen de les expliciter, conduisant ainsi à voir le dessin comme une figure. Nous avons proposé à des professeurs une série de cinq situations, que nous avons conçues à partir des modes d'intégration de Assude (2007). Nous en proposons une analyse a priori en trois temps (Assude et Mercier, 2007), une analyse a priori du point de vue des savoirs mathématiques, une analyse a priori ascendante du point de vue des actions des élèves modélisée en terme de praxéologie ponctuelle (Chevallard, 1998) et une analyse a priori du point de vue de l'enseignant. Les situations mises en œuvre dans les classes sont décrites et analysées à l'aide d'éléments de la théorie de l'action conjointe en didactique (TACD, Sensevy, 2011). Nous décrivons l'action conjointe du professeur et des élèves comme un jeu du professeur sur l'élève, permettant ainsi de rendre compte de la dynamique du travail didactique et de l'évolution du « voir un dessin comme une figure ». Les résultats de la thèse, dans le cadre de cette ingénierie exploratoire (Perrin-Glorian, 2009), montrent comment les objets géométriques peuvent être travaillés conjointement dans l'environnement papier-crayon et dans l'environnement tracenpoche, mettant en évidence des caractéristiques de l'action conjointe du professeur et des élèves dans

l'explicitation des relations géométriques. Les professeurs font alors preuve d'initiatives qui se révèlent particulièrement intéressantes du point de vue des enjeux mathématiques, et qui pourraient servir de base à un approfondissement dans des dispositifs ultérieurs d'ingénierie coopérative (Sensevy, Forest, Quilio & Morales, 2013). »

DUGUET Amélie. [Les pratiques pédagogiques en première année universitaire : description et analyse de leurs implications sur la scolarité des étudiants](#). Thèse en sciences de l'éducation, soutenue le 5 décembre 2014, sous la dir. de Sophie MORLAIX (Université de Bourgogne)



« En France, les travaux portant sur la pédagogie universitaire et se focalisant plus particulièrement sur les pratiques pédagogiques des enseignants sont peu nombreux. Aussi ce travail se propose-t-il d'approfondir ce concept sous deux aspects différents. Le premier axe s'articule autour de la description des pratiques mises en œuvre par les enseignants lors des cours magistraux en première année universitaire. A l'appui de l'observation in situ des pratiques de 49 enseignants issus des filières droit, AES, sociologie, psychologie et LLCE anglais, il est montré que celles-ci reposent en grande majorité sur les méthodes « traditionnelles » telles que définies par Bru (2006). Néanmoins, les résultats permettent également de mettre en lumière une certaine variété des pratiques pédagogiques. Le second axe de cette recherche a trait à la mise au jour des implications de ces pratiques sur la scolarité des étudiants en termes de motivation, de manières d'étudier, mais également de réussite aux examens. Pour cela, ont été interrogés par questionnaires 734 étudiants de première année issus de ces mêmes filières. Il est d'abord montré que les « pratiques déclarées » par les étudiants, autrement dit l'opinion qu'ils portent à l'égard des pratiques des enseignants, influent particulièrement sur leur motivation, tandis que l'effet sur les manières d'étudier est toutes choses égales par ailleurs non significatif. En comparaison à d'autres variables, telles celles liées au passé scolaire de l'individu, elles exercent de surcroît un impact modéré sur la note moyenne obtenue aux examens du premier et second semestre, ainsi que sur la probabilité de valider l'année. La motivation apparaît néanmoins comme une variable médiatrice de l'effet des pratiques « déclarées » sur les manières d'étudier et la réussite. Parallèlement à ces analyses, est examiné l'effet des pratiques « observées », autrement dit effectivement mises en œuvre par les enseignants, sur la scolarité des étudiants. Celles-ci jouent un rôle direct significatif dans l'explication des manières d'étudier et de la réussite des étudiants, tandis qu'aucun effet significatif sur la motivation n'est mis au jour. »

***Repéré sur : [ladocumentationfrancaise.fr](http://ladocumentationfrancaise.fr)***

CHARLES Nicolas, DELPECH Quentin. [Investir dans l'internationalisation de l'enseignement supérieur](#). Paris : France stratégie, janvier 2015. 206 p.

Porté par la mondialisation et par l'élévation du niveau de vie dans les pays émergents, le nombre des étudiants internationaux - c'est-à-dire des personnes étudiant dans un autre pays que le leur - ne cesse d'augmenter. Il pourrait passer d'environ 4 millions aujourd'hui à 7,5 millions en 2025. Cette internationalisation de l'enseignement supérieur ne se limite plus à la seule mobilité des étudiants : les formations et les établissements s'exportent, le contenu comme les outils pédagogiques évoluent, les collaborations scientifiques internationales sont valorisées. La France est un acteur important de l'internationalisation. Selon l'Unesco, elle est le troisième pays d'accueil des étudiants internationaux en 2012 avec 271 000 étudiants accueillis, soit 6,8 % du total des étudiants en

mobilité à travers le monde. S'il ne manque pas d'atouts, le système français doit surmonter des défis de taille, sous peine de voir ses parts de marché érodées par une compétition accrue. Il lui faut notamment diversifier ses modalités d'internationalisation et améliorer durablement la qualité de son offre, qu'il s'agisse de contenu ou de services aux étudiants. Le défi est aussi financier, dans un contexte de contraintes budgétaires. Le présent rapport propose des scénarios de réforme visant une amélioration durable de la qualité de l'enseignement supérieur français.

Ministère de l'éducation nationale, de l'enseignement supérieur et de la recherche. [L'état de l'emploi scientifique en France - Rapport 2014](#). Paris : Ministère de l'éducation nationale, de l'enseignement supérieur et de la recherche, janvier 2015. 168 p.

Ce rapport présente les données nationales (effectifs de chercheurs, répartition dans le public et le privé, part des femmes) sur l'emploi scientifique en les confrontant aux données internationales. Ce quatrième rapport fait un état des lieux de l'emploi scientifique, de son recrutement (niveau Master, doctorants), des statuts, rémunérations, devenir professionnel des chercheurs scientifiques, tant dans le secteur public (titulaires et non-titulaires) que dans le secteur privé. Il étudie la répartition géographique de l'emploi scientifique en France, la mobilité internationale et la construction d'un espace européen de recherche.

***Repéré sur : Nber.org***

Jonathan Guryan, James S. Kim, Kyung Park. [Motivation and Incentives in Education: Evidence from a Summer Reading Experiment](#). NBER Working Paper, No. 20918, January 2015

For whom and under what conditions do incentives work in education? In the context of a summer reading program called Project READS, we test whether responsiveness to incentives is positively or negatively related to the student's baseline level of motivation to read. Elementary school students were mailed books weekly during the summer, mailed books and also offered an incentive to read, or assigned to a control group. We find that students who were more motivated to read at baseline were more responsive to incentives, suggesting that incentives may not effectively target the students whose behavior they are intended to change.

David J. Deming, Claudia Goldin, Lawrence F. Katz, Noam Yuchtman. [Can Online Learning Bend the Higher Education Cost Curve?](#) NBER Working Paper No. 20890, January 2015

We examine whether online learning technologies have led to lower prices in higher education. Using data from the Integrated Postsecondary Education Data System, we show that online education is concentrated in large for-profit chains and less-selective public institutions. Colleges with a higher share of online students charge lower tuition prices. We present evidence that real and relative prices for full-time undergraduate online education declined from 2006 to 2013. Although the pattern of results suggests some hope that online technology can "bend the cost curve" in higher education, the impact of online learning on education quality remains uncertain.

Lance Lochner, Alexander Monge-Naranjo. [Student Loans and Repayment: Theory, Evidence and Policy](#). NBER Working Paper No. 20849, January 2015

Rising costs of and returns to college have led to sizeable increases in the demand for student loans in many countries. In the U.S., student loan default rates have also risen for recent cohorts as labor



market uncertainty and debt levels have increased. We discuss these trends as well as recent evidence on the extent to which students are able to obtain enough credit for college and the extent to which they are able to repay their student debts after. We then discuss optimal student credit arrangements that balance three important objectives: (i) providing credit for students to access college and finance consumption while in school, (ii) providing insurance against uncertain adverse schooling or post-school labor market outcomes in the form of income-contingent repayments, and (iii) providing incentives for student borrowers to honor their loan obligations (in expectation) when information and commitment frictions are present. Specifically, we develop a two-period educational investment model with uncertainty and show how student loan contracts can be designed to optimally address incentive problems related to moral hazard, costly income verification, and limited commitment by the borrower. We also survey other research related to the optimal design of student loan contracts in imperfect markets. Finally, we characterize key features of efficient student loan programs that provide insurance while addressing information and commitment frictions in the market.

C. Kirabo Jackson, Rucker C. Johnson, Claudia Persico. [The Effects of School Spending on Educational and Economic Outcomes: Evidence from School Finance Reforms](#). NBER Working Paper No. 20847, January 2015

Since Coleman (1966), many have questioned whether school spending affects student outcomes. The school finance reforms that began in the early 1970s and accelerated in the 1980s caused some of the most dramatic changes in the structure of K–12 education spending in US history. To study the effect of these school-finance-reform-induced changes in school spending on long-run adult outcomes, we link school spending and school finance reform data to detailed, nationally-representative data on children born between 1955 and 1985 and followed through 2011. We use the timing of the passage of court-mandated reforms, and their associated type of funding formula change, as an exogenous shifter of school spending and we compare the adult outcomes of cohorts that were differentially exposed to school finance reforms, depending on place and year of birth. Event-study and instrumental variable models reveal that a 10 percent increase in per-pupil spending each year for all twelve years of public school leads to 0.27 more completed years of education, 7.25 percent higher wages, and a 3.67 percentage-point reduction in the annual incidence of adult poverty; effects are much more pronounced for children from low-income families. Exogenous spending increases were associated with sizable improvements in measured school quality, including reductions in student-to-teacher ratios, increases in teacher salaries, and longer school years.

***Repéré sur : OCDE.fr***

Centre de Développement de l'OCDE. [Latin America Economic Outlook 2015 : Education, Skills and Innovation for Development](#). Paris : OCDE, 2014

The Latin American Economic Outlook is the OECD Development Centre's annual analysis of economic developments in Latin America. It is produced in partnership with the United Nations Economic Commission for Latin America and the Caribbean (ECLAC) as well as CAF, the development bank of Latin America. Each edition includes a detailed macroeconomic overview as well as analysis of how the global context is shaping economic performance in the region. The Latin American Economic Outlook also takes an in-depth look at a special theme related to development in Latin

America, taking into account future strategic challenges and opportunities. The 2015 edition focuses on the role of education, skills and innovation for development, taking stock of the current situation in the region, identifying the main challenges and opportunities in these fields, and presenting a series of policy areas where action is needed to impulse Latin America's development.

OCDE. [L'envie d'apprendre vient en apprenant : Participation des adultes à la formation tout au long de la vie](#). Les indicateurs de l'éducation à la loupe, n°26, novembre 2014

Au Danemark, en Finlande, en Norvège, aux Pays-Bas et en Suède, plus de 60 % des adultes participent à des activités de formation ; ils ne sont en revanche qu'un tiers dans ce cas, voire moins, en Fédération de Russie, en Italie et en République slovaque.

Plus le niveau de formation d'un adulte est élevé, plus il est susceptible de participer à des activités de formation : le taux de participation est ainsi d'environ 70 % parmi les adultes diplômés de l'enseignement tertiaire, contre seulement 27 % parmi les adultes dont le niveau de formation est inférieur au deuxième cycle de l'enseignement secondaire.

Les actifs occupés sont plus susceptibles de participer à des activités de formation pour adultes : dans la moitié des pays à l'étude, la différence de taux de participation entre les actifs occupés et les chômeurs est supérieure à 15 points de pourcentage.

La motivation stimule la participation aux activités de formation pour adultes : les pays où un pourcentage important d'adultes expriment le souhait de participer à davantage d'activités de formation sont également ceux où l'on observe les taux les plus élevés de participation.

OCDE. [Les pays dont la performance moyenne est élevée dans l'enquête PISA conservent-ils leur avance une fois leurs élèves devenus adultes ?](#) PISA à la loupe, n°45

Les pays où les élèves de 15 ans affichent des performances élevées en termes de comparaisons internationales sont en général les mêmes pays où ces élèves, une fois devenus jeunes adultes, tendent à obtenir de bonnes performances entre 26 et 28 ans.

Les systèmes d'éducation doivent s'assurer que leurs élèves ont un bon niveau de compétence lorsqu'ils arrivent au terme de leur scolarité obligatoire et que ces compétences continuent par la suite à être entretenues et développées.

OCDE. [Que nous apprend TALIS sur les enseignants des différents niveaux d'enseignement ?](#)

L'enseignement à la loupe, n°8, décembre 2014

Le rapport New Insights from TALIS 2013: Teaching and Learning in Primary and Upper Secondary Education (Nouveaux éclairages de TALIS 2013 : Enseigner et apprendre dans le primaire et le deuxième cycle du secondaire [OCDE, 2014a]) offre une vue d'ensemble des enseignants et de l'enseignement dans le primaire et le deuxième cycle du secondaire pour une sélection de pays ayant participé en 2013 à l'Enquête internationale sur l'enseignement et l'apprentissage (TALIS) de l'OCDE.

Les femmes représentent la majorité du corps enseignant dans la plupart des pays, et ce à tous les niveaux d'enseignement. Malgré ce constat et le fait que la plupart des chefs d'établissement soient d'anciens enseignants, les femmes sont nettement moins nombreuses parmi les chefs d'établissement, quel que soit le niveau d'enseignement.

Les enseignants du primaire travaillent en général dans des établissements où les chefs d'établissement font plus souvent état, par comparaison avec le deuxième cycle du secondaire, d'un manque de matériel et/ou de personnel pouvant diminuer la capacité de leur établissement à offrir un enseignement de qualité. En outre, dans de nombreux pays, les établissements présentant un fort

pourcentage d'élèves défavorisés sur le plan socio-économique font face à des pénuries de ressources clés plus importantes, ce qui vient s'ajouter au contexte déjà difficile dans lequel s'inscrivent les élèves et les enseignants de ces établissements.

Tim Kautz, James J. Heckman, Ron Diris, Bas ter Weel, Lex Borghans: [Fostering and Measuring Skills - Improving Cognitive and Non-cognitive Skills to Promote Lifetime Success](#). OECD Education Working Papers, n°110, 87 p.

IQ tests and achievement tests do not capture non-cognitive skills — personality traits, goals, character and motivations that are valued in the labour market, in school and elsewhere. For many outcomes, their predictive power rivals or exceeds that of cognitive skills. Skills are stable across situations with different incentives. Skills are not immutable over the life cycle. While they have a genetic basis they are also shaped by environments, including families, schools and peers. Skill development is a dynamic process. The early years are important in shaping all skills and in laying the foundations for successful investment and intervention in the later years. During the early years, both cognitive and non-cognitive skills are highly malleable. During the adolescent years, non-cognitive skills are more malleable than cognitive skills. The differential plasticity of different skills by age has important implications for the design of effective policies.

This paper reviews a variety of interventions across different stages of the life cycle. We interpret these studies using an economic model of skill development. Many effective programs work because they foster non-cognitive skills. Some have annual rates of return that are comparable to those from investments in the stock market. Parental involvement is an important component of successful early interventions just as successful adolescent mentoring is an age-appropriate version of parental involvement. Building an early base of skills that promote later-life learning and engagement in school and society is often a better strategy than waiting for problems to occur.

Grzegorz Mazurkiewicz, Bartłomiej Walczak, Marcin Jewdokimow: [Implementation of a New School Supervision System in Poland](#). OECD Education Working Papers, n°111, 43 p.

This case study explores the strategies, processes and outcomes of an education reform in Poland which was introduced in 2009 and substantively changed the school inspection system. Its analysis looks in particular at the co-operation between the central and the local level throughout the implementation of the programme. In order to address the shortcomings of the prior inspection system, the reform combined internal and external evaluation in school supervision practice and put greater emphasis on collaboration among stakeholders. The results of the analysis show that the reform has had a great impact on the organisation of inspectorates, introducing modern principles such as teamwork and self-evaluation. Also, it affected the attitudes of important actors in the education system regarding the relevance of data to support internal and external school evaluation. The overall goals and aims of the reform gained the support of the various stakeholders. However, the implementation and communication processes were seen as deficient, especially in terms of a lack of capacity to roll out the reform as well as a lack of trust/disbelief that evaluation can be used for improvement, rather than the expected punitive purposes. Nevertheless, the reform achieved first structural steps towards building a culture of self-evaluation, which had thus far not been part of the Polish education system.

José-Luis Álvarez-Galván. [A Skills beyond School Review of Kazakhstan](#). Paris : OCDE, 2014. 100 p.

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 Kazakhstan looks at these and other questions.

Simon Field, Pauline Musset, José-Luis Álvarez-Galván. [A Skills beyond School Review of South Africa](#). Paris : OCDE, 2014. 132 p.

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 South Africa looks at these and other questions.

Fons J. R. Van de Vijver, Jia He. [Report on Social Desirability, Midpoint and Extreme Responding in TALIS 2013](#). OECD Education Working Papers, n°107, 40 p.

This paper investigated the effects of response styles in cross-cultural contexts. The authors used data on social desirability, extreme and midpoint responding, and the scale scores of 17 constructs related to the teaching profession, which were collected from 76,887 teachers in 18 countries in the Teaching and Learning International Survey (TALIS). Main findings are: (1) a 10-item social desirability scale demonstrated partial invariance of a positive and a negative impression management factor; (2) a general response style, representing a continuum ranging from response amplification to moderation, was extracted with social desirability and extreme responding as positive indicators and midpoint responding as a negative indicator; (3) social desirability and the general response style at the country level were negatively correlated with country affluence and educational achievement; (4) social desirability and the general response style were more strongly correlated with constructs of teacher efficacy and job satisfaction than other constructs at both the individual and country level; and (5) correction of response styles had negligible effects on cross-cultural differences in these constructs.

Harald Wilkoszewski, Eli Sundby. [Steering from the Centre: New Modes of Governance in Multi-level Education Systems](#). OECD Education Working Papers, n°109, 35 p.

The governance of complex, decentralised, multi-level education systems poses two fundamental questions for both policy- and research discussions: What are innovative contemporary governance strategies for the central level in education systems? How can these approaches be described and analysed to identify commonalities that might help to understand how and if they work? In addressing these questions, this paper's aim is twofold: first, to inform the policy-discussion by presenting empirical examples of new governance mechanisms that central governments use to steer systems across their levels; and second, to contribute to the conceptual discussion of how to categorise and analyse the evolution of new governance structures. To do so, the paper starts with identifying core features of multi-level governance and the respective conceptual gaps it produces. It then introduces a simple analytical categorisation of modes of governance. An analysis of three empirical cases (an institutionalised exchange between governance levels in Norway, a capacity building programme in Germany, and the Open Method of Coordination within the European Union) then shows how various education systems address these gaps and design the role of the central level in complex decision-making structures. A comparison of the three cases identifies – despite the heterogeneity of the cases – several commonalities, such as multi-staged policy processes,

transparency and publicity, and soft sanctions. The paper concludes that the Open Method of Coordination, even though often criticised for its inefficiencies, might serve as a promising template for national approaches to soft governance in education. Further research on OECD education systems is needed to gather more empirical examples; these may help to get a better understanding of what is needed for successful steering from the central level in decentralised contexts.

Lucie Cerna. [Trust: What it is and Why it Matters for Governance and Education](#). OECD Education Working Papers, n°108, 67 p.

Trust is indispensable for social and economic relations; it is the glue that holds organisations together and appears to work somehow mysteriously. Overall, trust is a ubiquitous ingredient in policymaking and implementation across many governance systems including education, whether it concerns accountability mechanisms, capacity building or strategic thinking. Yet our understanding, conceptualisation and measurement of these issues remain limited. This working paper asks the question: what is trust and how does it matter for governance, especially in education systems? It explores why trust is key for policymaking and where it fits within current governance issues. The paper examines different definitions of trust, presents various ways of measuring trust and discusses some of their benefits and limitations. It proposes a definition of trust made up of three parts: trust as an expectation, a willingness to be vulnerable and a risk-taking act. The paper then presents a simple model of trust and governance and reviews the relationship between trust and different elements in education systems, such as complexity, asymmetries in information and power, collaboration/cooperation, monitoring and accountability, and professionalisation. It concludes with some policy findings and identifies several research gaps.

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#### [Charter High Schools' Effects on Educational Attainment and Earnings](#)

Kevin Booker ; Brian Gill ; Tim Sass ; Ron Zimmer

This issue brief discusses a new analysis, using data from Florida and Chicago, suggesting that charter high schools are not only increasing postsecondary educational attainment but may also boost students' long-run earnings.

#### [The Effects of Delayed Tracking: Evidence from German States](#)

Simon Lange (Georg-August-University Göttingen) ; Marten von Werder (Free University of Berlin)

Germany's education system stands out among OECD countries for early tracking: students are tracked into different secondary school types at the age of ten in most German states. In this paper we estimate the effects on educational outcomes of a reform that delayed tracking by two years. While our findings suggest that the reform had no effect on educational outcomes on average, we find a positive effect on male students with uneducated parents and a negative effect on males with educated parents. The reform thus increased equality of opportunity among males, yet not among females. We argue that the gendered pattern is best explained by developmental differences between boys and girls at the relevant age.

#### [Computers at schools: it's not enough to have them and it's not enough to use them](#)

Maciej Jakubowski

In this policy paper we discussed a broad range of topics covering student access to computers at home and school, different uses of computers for learning and the impact of ICT use on different groups of students. Introducing computers into schools generates both new opportunities and challenges. Basic computer skills are often acquired by students without any school involvement. The positive impact of usage of computers at school on student performance is questionable. The governments should no longer focus on providing ICT equipment as virtually all schools have computer labs and access to the Internet. More investment in this field would be counterproductive. The role of schools should be rather to teach students how to use computers and Internet in more sophisticated ways that facilitate learning and individual development. Teaching how computers work, e.g. with coding classes, should be introduced to school curricula. The other key issues are to teach students how to assess reliability of Internet resources, prepare materials that motivate students and invest in teacher training.

#### [Charter High Schools' Effects on Long-Term Attainment and Earnings](#)

Kevin Booker ; Brian Gill ; Tim Sass ; Ron Zimmer

This working paper discusses a new analysis, using data from Florida and Chicago, suggesting that charter high schools are not only increasing postsecondary educational attainment but may also boost students' long-run earnings.

#### [Charter School Authorizers and Student Achievement \(Journal Article\)](#)

Ron Zimmer ; Brian Gill ; Jonathon Attridge ; Kaitlin Obenauf

This paper uses individual student-level data from Ohio—which permits a wide range of organizations to authorize charter schools—to examine the relationship between type of authorizer and charter-school effectiveness, as measured by students' achievement trajectories.

#### [Impacts of Five Expeditionary Learning Middle Schools on Academic Achievement](#)

Ira Nichols-Barrer Joshua Haimson

In the first rigorous study of the impacts of Expeditionary Learning (EL) model schools, Mathematica found that EL middle school students perform better in reading and math than their counterparts in other public schools.

#### [Borrowing Constraints, College Enrollment, and Delayed Entry](#)

Matthew T. Johnson

This article specifies a dynamic model of education, borrowing, and work decisions of high school graduates to ascertain how increasing the amount students are permitted to borrow through government-sponsored loan programs would affect educational attainment.

#### [Are Low-Performing Schools Adopting Practices Promoted by School Improvement Grants?](#)

Mariesa Herrmann ; Lisa Dragoset ; Susanne James-Burdumy

This issue brief from Mathematica's multi-year evaluation of SIG for the U.S. Department of Education, Institute of Education Sciences, sheds light on which individual SIG practices (and what combinations of practices) low-performing schools adopted.

#### [Combining University Studies With Work: Influence On Academic Achievement](#)

Diana M. Yanbarisova (National Research University Higher School of Economics.)

This paper analyses the influence of different combinations of work and study on academic achievement among university students of Yaroslavl region in Russia. The data was collected during the first wave of longitudinal research on the educational and occupational trajectories of graduates of schools and universities conducted by the Institute of Education, Higher School of Economics, Moscow in 2009. The sample consists of 1474 4th and 5th year university students. Five work-study types are defined on the basis of two variables: work schedule and work relatedness to specialty: full-time work outside the specialty field, part-time work outside the specialty field; full-time work in the specialty field, part-time work in the specialty field; and not working during university studies. The results show that working outside the specialty field (full-time or part-time) has a negative impact on academic achievement, whereas the other work-study types do not have any significant effect. The results partly support our hypothesis that different work-study combinations influence academic achievement in different ways and that job relatedness to the academic specialty is a significant characteristic in defining the influence. The paper contributes to the research field of studying attributes of student employment which are responsible for different effects on academic achievement

#### [School Inputs and Skills: Complementarity and Self-Productivity](#)

Nicoletti, Cheti (University of York) ; Rabe, Birgitta (ISER, University of Essex)

Using administrative data on schools in England, we estimate an education production model of cognitive skills at the end of secondary school. We provide empirical evidence of self-productivity of skills and of complementarity between secondary school inputs and skills at the end of primary school. Our inference relies on idiosyncratic variation in school expenditure and child fixed effect estimation that controls for the endogeneity of past skills. The persistence in cognitive ability is 0.221 and the return to school expenditure is three times higher for students at the top of the past attainment distribution than for those at the bottom.

#### [Benefits of Education at the Intensive Margin: Childhood Academic Performance and Adult Outcomes among American Immigrants](#)

Gevrek, Deniz (Texas A&M University Corpus Christi) ; Gevrek, Z. Eylem (University of Konstanz) ; Guven, Cahit (Deakin University)

Using the Children of the Immigrants Longitudinal Study (CILS), we examine the association between education at the intensive margin and twenty pecuniary and non-pecuniary adult outcomes among first- and second-generation American immigrant youth. Education at the intensive margin is measured by two widely used standardized math and reading test scores, national percentile rankings on these tests and cumulative grade point average (GPA) in both middle and high school. Our findings provide evidence that the academic achievement of immigrant children in early adolescence is an accurate predictor of later life outcomes. We also examine a novel hypothesis that relative academic performance of immigrant children in high school compared to middle school, which could be an indicator of change in adolescent aspirations and motivation as well as the degree of adaptation and assimilation to the host country, has an effect on their adult outcomes even after controlling for the levels of academic performance in middle and high school. The results suggest that an improvement in GPA from middle school to high school is associated with favorable adult outcomes. Several sensitivity tests confirm the robustness of main findings.

#### [The Equity Project Charter School: Impacts on Student Achievement](#)

Joshua Furgeson ; Moira McCullough ; Clare Wolfendale ; Brian Gill

This report describes The Equity Project (TEP) charter school's instructional and personnel strategies, examines the characteristics and attrition rates of TEP students, and measures TEP's impacts on student achievement during the school's first four years of operation.

### [School System And Educational Policy In A Highly Stratified Post-Soviet Society: The Importance Of Social Context](#)

Sergey G. Kosaretsky (National Research University Higher School of Economics) ; Irina G. Grunicheva (National Research University Higher School of Economics) ; Marina A. Pinskaya (National Research University Higher School of Economics)

This article presents the results of a study on Russian education policy. It explores how compulsory and secondary education meet contemporary social challenges, and how they should be adjusted to account for acute social inequality. The authors present evidence of the growing social polarization in post-Soviet Russia. This is discussed against the current situation in compulsory and secondary education, which is characterized by strong differentiation between schools in terms of their performance, enrollment, and availability of resources. They further discuss the possible impact of major turns in Russia's education policy on the processes of social stratification, and whether it was effective enough to provide equal access to quality education for all social groups. The analysis concludes by making several suggestions about how education policy in Russia needs to be adjusted for it to become more targeted and relevant to the context in which its education institutions operate.

### [Examining Turnaround Efforts Funded by School Improvement Grants](#)

Various authors

A growing focus on turning around the nation's struggling schools has led the U.S. Department of Education (ED) to invest heavily in grants to states, including the School Improvement Grant (SIG) and Race to the Top (RTT) programs. Mathematica collected and compared data from low-performing schools that implemented one of four SIG-funded intervention models with data from similar schools that did not.

### [A Focused Look at Schools Receiving School Improvement Grants That Have Percentages of English Language Learner Students](#)

Laura Golden ; Barbara Harris ; Diana Mercado-Garcia ; Andrea Boyle ; Kerstin Carlson Le Floch ; Jennifer O'Day

### [Contextualizing Academic Performance In Russian Schools: School Characteristics, The Composition Of Student Body And Local Deprivation](#)

Gordey A. Yasterbov (National Research University Higher School of Economics) ; Alexey R. Bessudnov (National Research University Higher School of Economics) ; Marina A. Pinskaya (National Research University Higher School of Economics) ; Sergey G. Kosaretsky (National Research University Higher School of Economics)

This study focuses on how social contexts promote disparities in academic performance between Russian high schools. In particular, we investigate how a school's average Unified State Examination (USE) scores in Russian and mathematics relate to the social composition of its student body, its material and human resources, and local deprivation. We develop a two-level hierarchical regression



model to analyze data from school profiles collected in two Russian regions (Yaroslavskaya Oblast' and Moskovskaya Oblast') during the 2011-12 academic year. Both social characteristics of the student body and the school's material and human resources were associated with academic performance. However, after controlling for the characteristics of pupils and schools, our study did not discover any significant independent effects of the local context. In conclusion, we discuss the implications of these findings with regard to developing contextualized measures of academic performance in Russia, the limitations of current research and suggest several possibilities for its empirical development

#### [KIPP Middle Schools: Impacts on Achievement and Other Outcomes](#)

Christina Clark Tuttle ; Brian Gill ; Philip Gleason ; Virginia Knechtel ; Ira Nichols-Barrer ; Alexandra Resch

This report shows that Knowledge Is Power Program (KIPP) middle schools have significant and substantial positive impacts on student achievement in four core academic subjects: reading, math, science, and social studies. One of the report's analyses confirms the positive impacts using a rigorous randomized experimental analysis that relies on the schools' admissions lotteries to identify comparison students, thereby accounting for students' prior achievement, as well as factors such as student and parent motivation. The latest findings from Mathematica's multiyear study of KIPP middle schools, the report is the most rigorous large-scale evaluation of KIPP charter schools to date, covering 43 KIPP middle schools in 13 states and the District of Columbia. Student outcomes examined included state test results in reading and math, test scores in science and social studies, results on a nationally normed assessment that includes measures of higher-order thinking, and behaviors reported by students and parents.

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

Mocan, Naci (Louisiana State University) ; Pogorelova, Luiza (Louisiana State University)

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.

#### [Marginal Pricing and Student Investment in Higher Education](#)

Steven W. Hemelt ; Kevin M. Stange

This paper examines the effect of marginal price on students' educational investments using rich administrative data on students at Michigan public universities. Students facing zero marginal price for credits above the full-time minimum (i.e., 12 credits) attempt and complete about the same average number of credits as those whose institutions charge per credit. Zero marginal price induces a modest share of students (i.e., 7 percent) to attempt up to one additional class (i.e., 3 credits) but also increases withdrawals, resulting in little impact on earned credits or the likelihood of meeting "on-time" benchmarks toward college completion. Consistent with theory, the moderate impact on

attempted credits is largest among students who would otherwise locate at the full-time minimum, which include lower-achieving and socio-economically disadvantaged students.

#### [The Impact of Age of Entry on Academic Progression](#)

Cáceres-Delpiano, Julio (Universidad Carlos III de Madrid) ; Giolito, Eugenio P. (Universidad Alberto Hurtado)

Using an RD-design and public educational administrative data for Chile, we study the impact of age of entry on children outcomes. Different from previous studies, we are able to track this impact on school achievements over eleven years of the school life of a cohort of students. Our results confirm previous findings that a higher age of entry not only has a positive effect on GPA and the likelihood of passing a grade but also that this impact tends to wear off over time. However, we also find that this impact on school achievement is still present eleven years after a child has started school. Moreover, we show that this decrease in the impact on GPA masks a return associated to a higher age of entry in other dimensions. First, we show that age of entry reduces the probability of being enrolled in a public school. Secondly, during secondary school, children delaying school entry are more likely to follow an academic track and we present evidence that these children are more likely to be enrolled in schools where children coming from other schools had a higher than the mean GPA in the school of origin. Finally, also explaining the decline in the impact of age of entry on school's achievements, we find evidence that age of entry is associated to an increase in the probability that a child is enrolled in a school actively engaged in cream skimming.

#### [The Impact of Replacing Principals on Student Achievement in DC Public Schools](#)

Elias Walsh Dallas Dotter

To determine how the strategy of replacing principals affected student achievement in D.C. Public Schools, the Walton Family Foundation contracted with Mathematica Policy Research. The resulting study is the first to examine the impact of such a strategy on student achievement.

#### [Measuring Teacher and School Value Added in Oklahoma, 2012-2013 School Year](#)

Elias Walsh ; Albert Y. Liu ; Dallas Dotter

This report describes the value-added model used as part of the state of Oklahoma's Pilot Teacher and Leader Evaluation System.

#### [Positive Impacts of Playworks on Students' Healthy Behaviors: Findings from a Randomized Controlled Trial](#)

Jane Fortson

#### [Staffing a Low-Performing School: Behavioral Responses to Selective Teacher Transfer Incentives](#)

Ali Protik ; Steven Glazerman ; Julie Bruch ; Bing-ru Teh

This working paper examines behavioral responses to an incentive program that offers high-performing teachers in 10 school districts across the country \$20,000 to transfer into the district's hardest-to-staff schools. Specifically, the paper looks at high-performing teachers' willingness to transfer and the effect of the transfer offer on the internal dynamics of receiving schools.

#### [Beyond the Average: Peer Heterogeneity and Intergenerational Transmission of Education](#)

Chakraborty, Tanika (Indian Institute of Technology Kanpur) ; Nottmeyer, Olga (IZA) ; Schüller, Simone (IRVAPP) ; Zimmermann, Klaus F. (IZA and University of Bonn)

Estimating the effect of 'ethnic capital' on human capital investment decisions is complicated by the endogeneity of location choice of immigrants and the reflection problem. We exploit a rare immigrant settlement policy in Germany to identify the causal impact of parental peer-heterogeneity on the educational outcomes of their children. To identify the direction of peer effect we restrict to no-child-adult-peers who completed their education much before the children in our sample of interest. We find that children of low-educated parents benefit significantly from the presence of high-educated neighbors, with more pronounced effects in more polarized neighborhoods and significant gender heterogeneity. In contrast, we do not find any negative influence coming from the low-educated neighbors. Our estimates are robust to a range of flexible peer definitions. Overall, the findings suggest an increase in parental aspirations as the possible mechanism rather than a direct child-to-child peer effect.

#### [The nutritional returns to parental education:](#)

Alderman, Harold ; Headey, Derek D.

Though parental education is widely perceived to be an important determinant of child nutrition outcomes, there remain significant uncertainties about whether maternal or paternal education matters most, whether there are increasing or decreasing returns to parental education, and whether these returns are robust given that recent gains in enrollment have not always translated into commensurate gains in learning outcomes. In this paper we investigate these questions through a statistical analysis of child growth data for approximately 99,000 children in 19 countries with some of the highest burdens of undernutrition. Pooling across countries, we find that maternal education yields larger returns than paternal education, although for both sexes positive returns generally only appear with secondary education.

#### [Spring 2013 School Administrator Survey](#)

David DesRoches Kelley Borradaile

#### [Modern Approaches To The “Regionalization” Of Federal Policy In Russian Higher Education](#)

Oleg Leshukov (National Research University Higher School of Economics) ; Mikhail Lisutkin (National Research University Higher School of Economics)

The significant differentiation and heterogeneity of Russian regional higher education systems requires a thoughtful federal policy which takes into account the peculiarities and unique features of the regional socio-economic situations. The research presented in the paper elaborates the rationale and basis for the “regionalization” of public policy in Russian higher education. Different approaches to the development of the regional higher education systems in Russia are explored in the paper. The analysis is based on the presupposition that the governance of the higher education systems should take into account regional socio-economic development priorities. The typology of regional higher education systems in Russia is presented in the paper. The consideration of the types in the context of the regional socio-economic situations allows authors to offer public policy mechanisms for the development of regional higher education systems in the context of the compliance with the objectives of regional development.

### [Building Teacher Capacity to Support English Language Learners in Schools Receiving School Improvement Grants](#)

Andrea Boyle ; Laura Golden ; Kerstin Carlson Le Floch ; Jennifer O'Day ; Barbara Harris ; Sarah Wissel  
The Study of School Turnaround examines the improvement process in a purposive sample of 35 case study schools receiving federal funds through the School Improvement Grants (SIG) program over a three-year period (2010–11 to 2012–13 school years). This brief focuses on 11 of these SIG schools with high proportions of English Language Learner (ELL) students (a median of 45 percent ELLs), describing their efforts to improve teachers' capacity for serving ELLs through staffing strategies and professional development (PD).

### [Case Studies of Schools Receiving School Improvement Grants](#)

Kerstin Carlson Le Floch ; Beatrice Birman ; Jennifer O'Day ; Steven Hurlburt ; Diana Mercado-Garcia  
Rose Goff ; Karen Manship ; Seth Brown ; Susan Bowles Therriault ; Linda Rosenberg ; Megan Hague  
Angus ; Lara Hulsey

### [The Influence of Curriculum Material Design on Opportunities for Student Learning](#)

Janine T. Remillard ; Barbara Harris ; Roberto Agodini

This paper explores how the design features of curriculum materials might influence potential opportunities to learn and student outcomes through a comparative, documentary analysis of four mathematics curricula commonly used in the United States.

### [Skills inequalities in 21 countries: PIAAC results for prime-age adults](#)

Heisig, Jan Paul ; Solga, Heike

Only few previous studies have explored cross-national variation in the relationship between educational certificates and competences. In this paper, we investigate the certificate-competence relationship, operationalized as skills gaps by level of educational attainment. More importantly, we scrutinize how two aspects of educational stratification processes, vertical stratification and occupation-specificity, affects skills gaps. Using data on 25-54 year olds from the 2011/12 round of the Programme for the International Assessment of Adult Competencies (PIAAC), we find that more occupation-specific education systems produce smaller differences in basic general skills between adults with low and intermediate levels of education . Higher levels of vertical stratification, by contrast, result in larger low-intermediate skills gaps. None of the two stratification aspects can however explain variations in the skills gaps between intermediate and high educated adults. We conclude by discussing the implications of our findings for labor market research.

### [Addressing Teacher Shortages in Disadvantaged Schools Lessons from Two Institute of Education Sciences Studies](#)

Melissa Clark ; Sheena McConnell ; Jill Constantine ; Hanley Chiang

### [A Student's Dilemma: Higher Starting Salary or Higher GPA](#)

Timothy M. Diette (Department of Economics, Washington and Lee University) ; Manu Raghav (Department of Economics and Management, DePauw University)

While students typically want to earn high grades in college, they also, and perhaps even more so, want to earn high salaries after graduating college. In this paper, we explore whether there is a relationship between average grades earned in classes and the future salaries earned by graduates

with the major associated with that course. Using student level data from a selective private liberal arts college, we find an inverse relationship between grades in courses offered by different departments and the national average mid-career salaries of college graduates from these majors. This suggests students face a trade-off between current grades while in college versus higher expected earnings in the future. Furthermore, students with low Math SAT scores are likely to get much worse grades in majors with higher salaries and students with low Verbal SAT scores are likely to get higher grades in majors with higher salaries, even after controlling for whether the individual is an international student. Finally, the advantage that females have over males in average course grade diminishes significantly in majors with higher salaries.

### [The Barriers Of Access To Elite Higher Education In Russia](#)

Ilya Prakhov (National Research University Higher School of Economics.)

Despite the trends of massification of Russian higher education and recently introduced standardized entry exams, university applicants still may face barriers during the process of admission. As a result, they may be admitted to less selective universities, which generally offer low quality education programs as opposed to selective universities. This paper examines the factors which influence student choice of university as measured by the level of university selectivity. We show that university selectivity can be determined not only by the Unified State Exam scores among admitted students (the main criteria of applicant selection in Russia), but by characteristics that are not directly related to the applicants' abilities: parental education, family income, cultural capital, as well as by features of secondary school (type of school and class specialization) and level of investment in pre-entry coaching. These factors raise questions about equal opportunities for admission and the accessibility of top quality higher education for applicants from disadvantaged backgrounds.

### [The impact of education on personality : evidence from a German high school reform](#)

Dahmann, Sarah ; Anger, Silke (Institut für Arbeitsmarkt- und Berufsforschung (IAB), Nürnberg [Institute for Employment Research, Nuremberg, Germany])

"This paper investigates the short-term effects of a reduction in the length of high school on students' personality traits using a school reform carried out at the state level in Germany as a quasi-natural experiment. Starting in 2001, academic-track high school (Gymnasium) was reduced from nine to eight years in most of Germany's federal states, leaving the overall curriculum unchanged. This enabled students to obtain a university entrance qualification (Abitur ) after a total of only 12 rather than 13 years of schooling. We exploit the variation in the length of academic-track high school over time and across states to identify the effect of schooling on students' Big Five personality traits and on their locus of control. Using rich data on adolescents and young adults from the German Socio-Economic Panel (SOEP) study, our estimates show that shortening high school caused students on average to be more extroverted and less emotionally stable. Our estimates point to important heterogeneous effects. In addition to differences between East and West Germany, we find that male students and students from disrupted families showed stronger personality changes following the reform: they became more agreeable and more extroverted, respectively. We conclude that the educational system plays an important role in shaping adolescents' personality traits." (Author's abstract, IAB-Doku) ((en))

### [Is Brazilian Education Improving? A Comparative Foray Using Pisa And Saeb Brazil Test Scores](#)

Martin Carnoy (National Research University Higher School of Economics.) ; Tatiana Khavenson (National Research University Higher School of Economics.) ; Leandro Costa (World Bank) ; Izabel Fonseca (Stanford University) ; Luana Marotta (Stanford University)

We use a national Brazilian test (SAEB) and an international test (PISA) to measure whether Brazilian students 13-15 years old improved their mathematics and language learning in 1995-2012. We control for part of out-of-school influences by comparing test scores for students with similar family academic resources. Our empirical strategy is descriptive and comparative. We find that Brazilian students have made test score gains during this period on the PISA, but much less so on the SAEB. Gains on the PISA test for advantaged Brazilian students are smaller than among disadvantaged students. This is also the case for the SAEB.

### [The Impact of Chicago's Small High School Initiative](#)

Barrow, Lisa (Federal Reserve Bank of Chicago) ; Schanzenbach, Diane Whitmore (Northwestern University) ; Claessens, Amy (University of Chicago)

This project examines the effects of the introduction of new small high schools on student performance in the Chicago Public School (CPS) district. Specifically, we investigate whether students attending small high schools have better graduation/enrollment rates and achievement than similar students who attend regular CPS high schools. We show that students who choose to attend a small school are more disadvantaged on average, including having prior test scores that are about 0.2 standard deviations lower than their elementary school classmates. To address the selection problem, we use an instrumental variables strategy and compare students who live in the same neighborhoods but differ in their residential proximity to a small school. In this approach, one student is more likely to sign up for a small school than another statistically identical student because the small school is located closer to the student's house and therefore the "cost" of attending the school is lower. The distance-to-small-school variable has strong predictive power to identify who attends a small school. We find that small schools students are substantially more likely to persist in school and eventually graduate. Nonetheless, there is no positive impact on student achievement as measured by test scores.

### [Do Disadvantaged Students Get Less Effective Teaching? Key Findings from Recent Institute of Education Sciences Studies \(Evaluation Brief\)](#)

Jeffrey Max Steven Glazerman

This study explores the disparity in access to effective teachers in 29 school districts across the country, revealing that disadvantaged students receive poorer-quality instruction, on average, compared with other students. Mathematica conducted the studies for the Institute of Education Sciences.

### [Intensive Math Instruction and Educational Attainment: Long-Run Impacts of Double-Dose Algebra](#)

Cortes, Kalena E. (Texas A&M University) ; Goodman, Joshua (Harvard University) ; Nomi, Takako (St. Louis University)

We study an intensive math instruction policy that assigned low-skilled 9th graders to an algebra course that doubled instructional time, altered peer composition and emphasized problem solving skills. A regression discontinuity design shows substantial positive impacts of double-dose algebra on credits earned, test scores, high school graduation and college enrollment rates. Test score effects

under-predict attainment effects, highlighting the importance of long-run evaluation of such a policy. Perhaps because the intervention focused on verbal exposition of mathematical concepts, the impact was largest for students with below average reading skills, emphasizing the need to target interventions toward appropriately skilled students.

#### [Kauffman School Evaluation Long-Term Outcomes Report: Year 2](#)

Matthew Johnson ; Eric Lundquist ; Cleo Jacobs Johnson ; Claudia Gentile

The Kauffman School is a charter school in Kansas City, Missouri that opened in 2011 to serve middle and high school students from the city's most economically disadvantaged neighborhoods. This report evaluates the effectiveness of the School at improving student achievement, attendance, and discipline outcomes during its first two years of operation.

#### [Transfer Incentives for High-Performing Teachers: Results from a Multisite Randomized Experiment](#)

Steven Glazerman ; Ali Protik ; Bing-ru The ; Julie Bruch ; Jeffrey Max

Many education policy experts have raised concerns that disadvantaged students do not have the same access to highly effective teachers as other students. To address this issue, IES sponsored an evaluation of an intervention known to study participants as the Talent Transfer Initiative (TTI). TTI offered a financial incentive to the teachers with the highest scores year after year on value-added measures (estimates of their ability to raise test scores, after accounting for differences between students) if they would transfer to a low-achieving school in the same district and remain there for at least two years. About 22 percent of the selected teachers applied for the transfer, and 5 percent (81 teachers) ultimately transferred. These teachers filled 88 percent of the targeted teaching vacancies in low-performing schools.

#### [The Impact of Education on Wages: Analysis of an Education Reform in Turkey](#)

Leyla Mocan (Federal Reserve Board of Governors)

In 1997 Turkey passed a law making middle school completion compulsory, increasing the mandatory education from 5 to 8 years. At the time of this policy change, only 3-in-5 students were completing middle school in Turkey. In this paper, I employ data from the 2011 and 2012 Turkish Household Labor Force Survey to investigate the effect of this law on educational attainment, the impact of the increase in education on wages, and to explore how this varied across individuals. The results indicate that the fraction of children completing middle school increased more than 20 percentage points as a result of this reform. The effects were especially pronounced for girls (particularly those living in rural areas): I estimate that as a result of the reform, an additional half a million girls attained a middle school diploma. There are also considerable spillover effects into high school completion rates. Despite the large policy-induced increase in educational attainment, I find little evidence of a corresponding increase in labor force participation or full-time work. The results suggest large wage gains of about 14 percent per year of schooling, with these benefits concentrated among females. Taken together, the findings demonstrate that the policy change induced a dramatic change in educational attainment among the youth of this predominantly Muslim developing country, but that the economic benefits of the change were limited to women.

#### [Do Disadvantaged Students Get Less Effective Teaching? Key Findings from Recent Institute of Education Sciences Studies \(Technical Appendix\)](#)

Jeffrey Max Steven Glazerman

### [All Work and No Play? The Effects of Ability Sorting on Students' Non-school Inputs, Time Use, and Grade Anxiety](#)

Liang Choon Wang

How students' non-school inputs respond to ability grouping may explain the currently mixed findings in the literature about the impacts of tracking. Using data from South Korea, where students are randomized into middle schools under the county's equalization policy, but sorted into different high schools on the basis of achievement in some non-equalization policy areas, I find that under ability sorting, students' demand for private tutoring, self-study time, and grade anxiety levels are lower, and their hours of sleep and leisure are higher. The effects on private tutoring are particularly significant for high achievers, while the effects on self-study and leisure hours are strong for low achievers. The results potentially help reconcile the mixed findings in the ability grouping and tracking literature.

### [The long-term effects of civil conflicts on education, earnings and fertility: evidence from Cambodia](#)

Asadul Islam ; Chandarany Ouch ; Russell Smyth ; Liang Choon Wang

This paper examines the long-term effects of exposure to civil war and genocide on the educational attainment and labor productivity of individuals in Cambodia. Given the well-documented causal links between schooling and labor productivity, it is surprising that past studies show that civil conflicts reduce educational attainment, but generally not earnings of individuals. Using variation in the degree of Cambodians' exposure to civil conflicts during primary school age, we find that disruption to primary education during civil conflicts decreases educational attainment and earnings, increases fertility and has negligible effects on health of individuals several decades later. Our findings suggest that the effect of conflict on schooling disruption has adverse consequences on long-term labour productivity and economic development.

### [Value-Added Models for the Pittsburgh Public Schools, 2012-13 School Year](#)

Dana Rotz ; Matthew Johnson ; Brian Gill

At the request of Pittsburgh Public Schools and the Pittsburgh Federation of Teachers, Mathematica has developed value-added models that aim to estimate the contributions of individual teachers and schools to the achievement of their students.

### [A Focused Look at Rural Schools Receiving School Improvement Grants](#)

Linda Rosenberg ; Megan Davis Christianson ; Megan Hague Angus ; Emily Rosenthal

### [What Are the Earnings Advantages from Education?](#)

OECD

Rising levels of tertiary attainment seem not to have led to an "inflation" eroding the labour-market value of qualifications. However, tertiary graduates have the highest relative earnings advantage when they live in a country with low tertiary attainment rates. On average, compared to those with an upper secondary education, tertiary-educated adults earn about 1.6 times more than their peers, while individuals without an upper secondary education earn 24% less. Higher educational attainment and literacy skills increase earnings, but the advantages are more pronounced for men than for women and seem to increase as adults get older. The crisis has widened the wage gap between less educated and highly educated individuals: across OECD



countries, the average difference in earnings from employment between these two groups increased from 75 percentage points in 2008 to 79 percentage points in 2012. Qualifications are more rewarded than skills: attaining a higher level of education has a stronger positive impact on earnings than better literacy proficiency.

#### [The Impact of Replacing Principals on Student Achievement in DC Public Schools \(In Focus Brief\)](#)

Elias Walsh Dallas Dotter

To determine how the strategy of replacing principals affected student achievement in D.C. Public Schools, the Walton Family Foundation contracted with Mathematica Policy Research. The resulting study is the first to examine the impact of such a strategy on student achievement.

#### [The Effects of "Girl-Friendly" Schools: Evidence from the BRIGHT School Construction Program in Burkina Faso \(Journal Article\)](#)

Harounan Kazianga ; Dan Levy ; Leigh L. Linden ; Matt Sloan

This article evaluates a program that constructed high quality "girl-friendly" primary schools in Burkina Faso. After 2.5 years, the program increased enrollment by 19 percentage points and increased test scores by 0.41 standard deviations. Girls' enrollment increased by 5 percentage points more than boys' enrollment, but test scores were the same for boys and girls.

#### [Access to Effective Teaching for Disadvantaged Students \(Issue Brief\)](#)

Eric Isenberg ; Jeffrey Max ; Philip Gleason ; Liz Potamites ; Robert Santillano ; Heinrich Hock ; Michael Hansen

Recent federal initiatives in education, such as Race to the Top, the Teacher Incentive Fund, and the flexibility policy for the Elementary and Secondary Education Act are designed in part to ensure that disadvantaged students have equal access to effective teaching. The initiatives respond to the concern that disadvantaged students may be taught by less effective teachers and that this could contribute to the achievement gap between disadvantaged students and other students. To address the need for evidence on this issue, the Institute of Education Sciences at the U.S. Department of Education initiated a study to examine access to effective teaching for disadvantaged students in 29 diverse school districts. Mathematica Policy Research and its partner, the American Institutes for Research, conducted the study, which focused on English/language arts (ELA) and math teachers in grades 4 through 8 from the 2008–2009 to the 2010–2011 school year.

#### [The Role of Lifelong Learning in Political Stability and Non-violence: Evidence from Africa](#)

Simplice Asongu (Yaoundé/Cameroun) ; Jacinta Nwachukwu (Huddersfield/UK)

Purpose – Education as a weapon in the fight against conflict and violence remains widely debated in policy and academic circles. Against the background of growing political instability in Africa and the central role of the knowledge economy in 21st century development, this paper provides three contributions to existing literature. It assesses how political stability/ non-violence is linked to the incremental, synergy and lifelong learning effects of education. Design/methodology/approach – We define lifelong learning as the combined knowledge acquired during primary, secondary and tertiary education. Principal component analysis is used to reduce the dimensions of educational and political indicators. An endogeneity robust dynamic system Generalized Methods of Moments is used for the estimations. Findings – We establish three main findings. First, education is a useful weapon in the fight against political instability. Second, there is an incremental effect of education in the transition

from secondary to tertiary schools. Third, lifelong learning also has positive and synergy effects. This means that the impact of lifelong learning is higher than the combined independent effects of various educational levels. The empirical evidence is based on 53 African countries for the period 1996-2010. Practical implications – A plethora of policy implications are discussed, inter alia: how the drive towards increasing the knowledge economy through lifelong learning can be an effective tool in the fight against violence and political insurgency in Africa. Originality/value – As the continent is nursing knowledge economy ambitions, the paper is original in investigating the determinants of political stability/non violence from three dimensions of education attainment: the incremental, the lifelong learning and a synergy effect.

#### [Mathematica's Evaluation of The Equity Project Charter School: High Salaries for Teachers, Positive Impacts on Student Achievement](#)

Joshua Ferguson ; Moira McCullough ; Brian Gill

This In Focus brief provides a snapshot of the study and findings.

#### [Los resultados de las pruebas PISA en la Argentina. Una comparación intertemporal: 2000, 2006 y 2009](#)

Maribel Jiménez (IELDE/UNSa) ; Jorge A. Paz (CONICET-IELDE/UNSa)

This paper analyzes the evolution of the educational performance of Argentinean students using data from the PISA 2000, 2006 and 2009 assessments. There are several reasons for this analysis. First, the comparatively low level of Argentina in the international context which, in 2009, ended located below other countries of the region. Second, the significant decrease, observed between 2000 and 2006, in the average score of Argentinean students, was not reversed in 2009. However, during the period considered, a variety of public policies, to improve the national educational situation, were implemented in the country. The main purpose of this paper is to quantify and account for the changes in test results, evaluating the effect of student social, economic and demographic characteristics, as well as those of their families and the schools they attend. The study utilizes two methodological approaches: first, a multivariate analysis of the factors determining academic performance, in order to evaluate, from estimating a multilevel model, the net effect of each factor, temporarily comparing its relative significance and, second, a nonparametric decomposition, using the propensity score matching technique, of the observed change in performance. The results show that the change in the composition of students by grade attended, grade repetition and the availability of computers at home played a predominant role in the evolution of the academic performance of Argentina. The change in the composition of students and the increase of the repetition rate may be associated with the inclusion process of students, especially those of low economic resources, which has taken place in the country, after the great economic crisis of 2001 - 2002 that excluded many young people in the education system.

#### [Retention of and Access to Effective Teachers in DC Public Schools](#)

Elias Walsh

#### [Access to Effective Teaching for Disadvantaged Students](#)

Eric Isenberg ; Jeffrey Max ; Philip Gleason ; Liz Potamites ; Robert Santillano ; Heinrich Hock ; Michael Hansen

This study explores the disparity in access to effective teachers in 29 school districts across the country, revealing that disadvantaged students receive poorer-quality instruction, on average, compared with other students. Mathematica conducted the studies for the Institute of Education Sciences.

#### [Transfer Incentives for High-Performing Teachers \(Issue Brief\)](#)

Steven Glazerman ; Ali Protik ; Bing-ru The ; Julie Bruch ; Jeffrey Max

Many education policy experts have raised concerns that disadvantaged students, who are often concentrated in low-performing schools, do not have the same access to highly effective teachers as other students. To address this issue, the U.S. Department of Education, Institute of Education Sciences (IES) sponsored an evaluation conducted by Mathematica Policy Research of an intervention known to study participants as the Talent Transfer Initiative (TTI).

#### [Who Perform s Better under Time Pressure? Results from a Field Experiment](#)

De Paola, Maria (University of Calabria) ; Gioia, Francesca (University of Edinburgh)

We investigate whether and how time pressure affects performance. We conducted a field experiment in which students from an Italian University are proposed to choose between two exam schemes: a standard scheme without time pressure and an alternative scheme consisting of two written intermediate tests, one of which to be taken under time pressure. Both exam schemes consist of a verbal and a numerical part, each carrying half of the total marks. Students deciding to sustain the alternative exam are randomly assigned to a "time pressure" and a "no time pressure" group. Students performing under time pressure at the first test perform in absence of time pressure at the second test and vice versa. We find that being exposed to time pressure exerts a negative and statistically significant impact on students' performance both at the verbal and at the numerical task. The effect is driven by a strong negative impact on females' performance, while there is no statistically significant effect on males. Gender differences in handling time pressure are relevant only when dealing with the verbal task. Using data on students' expectations, we also find that the effect produced by time pressure on performance was correctly perceived by students. Female students expect a lower grade when working under time pressure, while males do not.

#### [College Expansion and the Marginal Returns to Education: Evidence from Russia](#)

Belskaya, Olga (University of North Carolina, Chapel Hill) ; Peter, Klara Sabirianova (University of North Carolina, Chapel Hill) ; Posso, Christian (University of North Carolina, Chapel Hill)

This paper evaluates whether the expansion of higher education is economically worthwhile based on a recent surge in the number of campuses and college graduates in Russia. Our empirical strategy relies on the marginal treatment effect method in both normal and semi-parametric versions, and estimating policy-influenced treatment parameters for the marginal students who are directly affected by college expansion. We use high-quality panel data with multiple wage observations, many birth cohorts, disaggregated location information, and past economic conditions. We find that college expansion attracts individuals with lower returns to college, but the returns for marginal students vary considerably depending on the scale of expansion and the type of location where new campuses are opened. Marginal individuals in smaller cities and locations without college campuses receive the largest benefits from new campuses. The results provide important implications for the design of policies targeting the expansion of higher education.

### [Evaluation of the DC Public Education Reform Amendment Act \(PERAA\): School Year 2010-2011](#)

Erikson Arcaira ; Stephen Coleman ; Jacly MacFarlane ; Andrea Palmiter ; Brenda Turnbull ; Beatrice Birman ; Erin Dunlop ; Jane Hannaway ; Umut Ozek ; Steve Glazerman ; Elias Walsh ; Michael Feurer Maxine Freund ; Taunya Nesin

### [University Merger And Sensemaking At The Threshold: Understanding Radical Organizational Change In Higher Education](#)

Ivan Pavlyutkin (National Research University Higher School of Economics.)

This paper discusses radical change in higher education reflecting on its deconstructive nature. While the notions of adaptive and strategic change assume strengthening the existing settings of university organization, radical change means the deconstruction of the established organizational order. Radical change creates uncertainty and demands an understanding of social relations in the implicit or informal side of the organisation. This research is based on an empirical case of university merger as an example of radical and risky change in higher education. It applies the sensemaking approach to disclosing the cultural side of organizing. We argue that radical change in higher education originates a specific of sensemaking at the threshold where the symbolic order becomes the source of meanings for actors to deal with ambiguity. Analysing 22 in-depth interviews taken with top-level administrators and academic employees at three merged universities we show that radical change occurs through practices of labelling, rumouring and translation. They produce a virtual structure on the implicit side of organizing and influence the interpretation of change as a rite of passage or a rite of organisational degradation.

### [Teaching Residency Programs: A Multisite Look at a New Model to Prepare Teachers for High-Need Schools](#)

Tim Silva ; Allison McKie ; Virginia Knechtel ; Philip Gleason ; Libby Makowsky

In 2008, Congress created the Teacher Quality Partnership Grant Program to fund alternative training programs that draw highly qualified teachers to high-need schools. Funded under this grant, teaching residency programs (TRPs) are designed to attract new teachers to the profession. The programs offer coursework toward a master's degree along with a one-year supervised residency under the guidance of a full-time teacher.

### [Is School Value Added Indicative of Principal Quality?](#)

Hanley Chiang ; Stephen Lipscomb ; Brian Gill

Using data on elementary and middle school math and reading outcomes for Pennsylvania students, this working paper found that school value-added provides little useful information for comparing the general leadership skills of different principals when these comparisons include some principals who are in their first three years at their current positions.

### [Broken gears : the value added of higher education on teachers'academic achievement](#)

Balcazar, Carlos Felipe ; Nopo, Hugo

Good teachers are essential for high-quality educational systems. However, little is known about teachers' skills formation during college. By combining two standardized tests for Colombian students, one taken at the end of senior year in high school and the other when students are near graduation from college, this paper documents the extent to which education majors relatively improve or deteriorate their skills in quantitative reasoning, native language, and foreign language, in comparison to students in other programs. Teachers' skills vis-a-vis those in other majors deteriorate

in quantitative reasoning and foreign language, although they deteriorate less for those in math-oriented and foreign language-oriented programs. For native language, there is no evidence of robust differences in relative learning mobility.

#### [Should I stay or should I go? Dropping out from university: an empirical analysis of students' performances](#)

Roberto Zotti (University of Salerno)

A strong incentive for studying the dropout phenomenon in the context of Italian tertiary education, both from the positive standpoint and from the regulatory one, is because higher education institutions are evaluated and then financially supported also on the base of parameters such as the dropout rate, especially between the first and the second year. An econometric analysis of factors that affect the decision to drop out has been made, using administrative data on students enrolled in post-reform courses at University of Salerno in the academic year 2003/2004. Focusing on very detailed individual information, the database allows to take into account changes in university attendance decisions year by year and to provide a precise identification of the students who drop out. Moreover a non-selective entrance test score has also been taken into account in order to understand whether it could successfully predict and reduce dropout rates. Evidence that the pre-enrollment characteristics and performances play an important role on the students' decision to drop out has been found out. Moreover, the students' non-selective entrance test scores seem to be a good signal of the students' ability. They could well predict the student's future performances suggesting their use to improve the matching between students and their individual specific curricula.

#### [Educational efficiency: value for money in public spending on schools](#)

Peter Dolton ; Oscar Marcenaro Gutierrez ; Adam Still

Which national education systems deliver the best value for money? Peter Dolton and colleagues rank 30 of the world's richest countries based on their expenditure on teacher costs (which account for 80% of education budgets) and the pupil outcomes they achieve. Finland, South Korea and the Czech Republic come out top of the list.

#### [Liquidity Constraints and University Participation in Times of Recession. Evidence from a Small-scale Programme](#)

Loris Vergolini ; Nadir Zanini ; Nicola Bazoli

In this paper we investigate the relationship between liquidity constraints and university participation. We assess an educational programme introduced in the Province of Trento (North-East of Italy) in 2009 in order to enhance university participation and to reduce social inequalities in access to higher education. The programme, known as Grant 5B, consists in generous financial aids targeted to students from low-income families with outstanding secondary school achievement. We exploit a unique dataset resulting from the linkage of administrative data with an ad hoc survey carried out on a sample of upper secondary graduates from 2009 to 2012. We use a regression discontinuity design to estimate the impact of the intervention on the transition from secondary to tertiary education and on other choices connected to university attendance in each year considered and on strata of the population of interest. We find that the programme has no significant effect on enrolment rates, but it exerts a positive and remarkable effect on redirecting students already bound for university to enrol away from their place of residence. However, that effect changes over time

and, as the economic recession persists, it disappears. Our findings suggest that students who attended successfully a secondary academic track have higher probability to benefit from the Grant 5B. Moreover, given the fact there is no effect on the enrolment probability, we specify a set of regression models to account for the interplay between income and merit, in order to simulate what would happen if a change in the eligibility rules will take place. Evidence shows that a relaxation of the eligibility rules based on secondary school achievement might be more effective in fostering access to university.

#### [Directing Remittances to Education with Soft and Hard Commitments: Evidence from a Lab-in-the-field Experiment and New Product Take-up Among Filipino Migrants in Rome](#)

Giuseppe De Arcangelis ; Majlinda Joxhe ; David McKenzie ; Erwin Tiongson ; Dean Yang

This paper tests how migrants' willingness to remit changes when given the ability to direct remittances to educational purposes using different forms of commitment. Variants of a dictator game in a lab-in-the-field experiment with Filipino migrants in Rome are used to examine remitting behavior under varying degrees of commitment. These range from the soft commitment of simply labeling remittances as being for education, to the hard commitment of having funds directly paid to a school and the student's educational performance monitored. We find that the introduction of simple labeling for education raises remittances by more than 15 percent. Adding the ability to directly send this funding to the school adds only a further 2.2 percent. We randomly vary the information asymmetry between migrants and their most closely connected household, but find no significant change in the remittance response to these forms of commitment as information varies. Behavior in these games is then shown to be predictive of take-up of a new financial product called EduPay, designed to allow migrants to directly pay remittances to schools in the Philippines. We find this take-up is largely driven by a response to the ability to label remittances for education, rather than to the hard commitment feature of directly paying schools.

#### [Born with a silver spoon : inequality in educational achievement across the world](#)

Balcazar, Carlos Felipe ; Narayan, Ambar ; Tiwari, Sailesh

This paper assesses inequality of opportunity in educational achievement using the Human Opportunity Index methodology on data from the Programme for International Student Assessment. The findings suggest that there are large inequalities in learning outcomes as measured by demonstrated proficiency in Programme for International Student Assessment test scores in math, reading, and science. Differences in wealth, parental education, and area of residence explain a bulk of this inequality in most of the countries in the sample. Consistent with what has been documented previously in the literature, the paper also finds a strong and stable correlation between inequality of opportunity and public spending on school education. An exploration of the changes in inequality of opportunity between the 2009 and 2012 rounds of the Programme for International Student Assessment, using parametric and nonparametric techniques, suggests that there has been little progress.

#### [Educational Credentialism and Elite Formation in Japan: A Long-term Perspective](#)

Daiji Kawaguchi ; Hiroshi Ono

In spite of the significant restructuring of the university system in the postwar period, national universities continue to occupy the top end of the prestige hierarchy of universities in Japan. In this paper, we examine long-term trends in the educational credentials of Japanese corporate executives.

We use high-quality data from the directory of corporate executives to assess whether the mechanisms of elite production has changed over time. We find that the fraction of corporate executives graduating from private universities increased significantly, in accordance with the massive expansion of private universities in the postwar period. At the same time, our cohort-based analysis finds that private university graduates are being recruited into executive positions at a pace that exceeds its natural growth rate. Our findings weaken the view that certain prestigious universities are stable institutions to reproduce the nation's elites. The improved access to university education results in greater educational diversity and heterogeneity among the nation's elites. Length: 27 pages

### [The state of the Eastern Cape schools in a period almost the second decade of democracy](#)

Thobeka Ncanywa

This paper explore the state of the Eastern Cape schools by employing an education production function approach using the Ordinary Least Squares (OLS) and quantile regression techniques in 2013, a period almost twenty years into democracy in South Africa. The study benefited from the availability of Annual National Assessment (ANA) results from the examination directorate as a measure of schooling outcomes. In the education production function, scores from ANA were estimated against educator characteristics, school characteristics and community characteristics. The results of this study indicated that in the Eastern Cape learner performance is strongly influenced by educator quality, school and community characteristics.

### [Adapting the Supply of Education to the Needs of Girls: Evidence from a Policy Experiment in Rural India](#)

Marian Meller ; Stephan Litschig

This paper evaluates the effectiveness of a large-scale government initiative (NPEGEL/KGBV) that provided earmarked funds for addressing girls' special needs to public schools in rural India. Our empirical strategy exploits local variation in program eligibility around a threshold based on the female literacy rate at the community level. The main result is that the program led to an enrollment gain of about 6-7 percentage points for girls in upper primary school. Evidence of an enrollment gain for boys is tentative. Available evidence on mechanisms suggests that the program improved girl-friendly school infrastructure and services, as well as gender-neutral school resources.

### [Employment Enhancing Integrative Graduate Education Model](#)

Genc, Ismail H. ; Copoglu, Mustafa

There is a strong call to look for approaches to integrate business and engineering education across disciplines to provide a more coherent system for students with the job market. As graduates fail to find satisfying employment, the value of college education is questioned. The unemployment of the highly educated has economic, social and political ramifications. Worst is when the highly educated unemployed takes up lower status jobs, ever reducing the quality of the job market with future consequences. In this study, we concentrate on ways to enhance students' competitiveness in the post-graduate environment by proposing a curriculum to yield viable business proposals. Our model is for business or engineering students willing to pursue a master's degree without PhD. We go beyond the compartmentalization of the current educational system to increase employability, particularly self-employment. Rise in productivity is a side benefit since there is a strong correlation between productivity and welfare.

### [Are There Nutrient-based Poverty Traps? Evidence on Iron Deficiency and Schooling Attainment in Peru](#)

Chong, Alberto ; Cohen, Isabelle ; Field, Erica ; Nakasone, Eduardo ; Torero, Maximo

A key question in development economics is whether nutritional deficiencies generate intergenerational poverty traps by reducing the earnings potential of children born into poverty. To assess the causal influence on human capital of one of the most widespread micronutrient deficiencies, supplemental iron pills were made available at a local health center in rural Peru and adolescents were encouraged to take them up via classroom media messages. Results from school administrative records provide novel evidence that reducing iron deficiency results almost immediately in a large and significant improvement in school performance. For anemic students, an average of 10 100mg iron pills over three months improves average test scores by 0.4 standard deviations and increases the likelihood of grade progression by 11%. Supplementation also raises anemic students' aspirations for the future. Both results indicate that cognitive deficits from iron-deficiency anemia contribute to a nutrition-based poverty trap. Our findings also demonstrate that, with low-cost outreach efforts in schools, supplementation programs offered through a public clinic can be both affordable and effective in reducing rates of adolescent IDA.

### [Leveling Up: Early Results from a Randomized Evaluation of Post-Secondary Aid](#)

Joshua Angrist ; David Autor ; Sally Hudson ; Amanda Pallais

Does financial aid increase college attendance and completion? Selection bias and the high implicit tax rates imposed by overlapping aid programs make this question difficult to answer. This paper reports initial findings from a randomized evaluation of a large privately-funded scholarship program for applicants to Nebraska's public colleges and universities. Our research design answers the challenges of aid evaluation with random assignment of aid offers and a strong first stage for aid received: randomly assigned aid offers increased aid received markedly. This in turn appears to have boosted enrollment and persistence, while also shifting many applicants from two- to four-year schools. Awards offered to nonwhite applicants, to those with relatively low academic achievement, and to applicants who targeted less-selective four-year programs (as measured by admissions rates) generated the largest gains in enrollment and persistence, while effects were much smaller for applicants predicted to have stronger post-secondary outcomes in the absence of treatment. Thus, awards enabled groups with historically-low college attendance to 'level up,' largely equalizing enrollment and persistence rates with traditionally college-bound peers, particularly at four-year programs. Awards offered to prospective community college students had little effect on college enrollment or the type of college attended.

### [Income Instability and Fiscal Progression](#)

B. Cecilia Garcia-Medina ; Jean-Francois Wen (University of Calgary)

We construct the ratio of the post-fisc transitory income variance to the pre-fisc transitory income variance of family incomes as a measure of fiscal progressivity in Canada between 1993 and 2008. This ratio can be interpreted as measuring the extent to which the fiscal system attenuates personal income instability. We find that the tax and transfer system has been less effective in stabilizing market incomes after 1998 compared to the previous years. This is attributable to the provincial and federal tax reforms from 1999-2001, which particularly affected families headed by individuals with less than high school education. While the reforms reduced the effective marginal tax rates faced



across all educational groups, the reduction is relatively larger among families with highly educated main earners. Moreover, the group with less than high school education is distinct in that the average effective tax burden in this group increased. Changes to Social Assistance also appear to have played a role.

#### [The Implications of Differential Trends in Mortality for Social Security Policy](#)

John Bound (University of Michigan) ; Arline Geronimus (University of Michigan) ; Javier Rodriguez (University of Michigan) ; Timothy Waidmann (Urban Institute)

While increased life expectancy in the U.S. has been used as justification for raising the Social Security retirement ages, independent researchers have reported that life expectancy declined in recent decades for white women with less than a high school education. However, there has been a dramatic rise in educational attainment in the U.S. over the 20th century suggesting a more adversely selected population with low levels of education. Using data from the National Vital Statistics System and the U.S. Census from 1990-2010, we examine the robustness of earlier findings to several modifications in the assumptions and methodology employed. We categorize education in terms of relative rank in the overall distribution, rather than by credentials or years of education, and estimate trends in mortality for the bottom quartile. We also consider race and gender specific changes in the distribution of life expectancy. We found no evidence that survival probabilities declined for the bottom quartile of educational attainment. Nor did distributional analyses find any subgroup experienced absolute declines in survival probabilities. We conclude that recent dramatic and highly publicized estimates of worsening mortality rates among non-Hispanic whites who did not graduate from high school are highly sensitive to alternative approaches to asking the fundamental questions implied. However, it does appear that low SES groups are not sharing equally in improving mortality conditions, which raises concerns about the differential impacts of policies that would raise retirement ages uniformly in response to average increases in life expectancy.

#### [Municipal Housekeeping: The Impact of Women's Suffrage on Public Education](#)

Celeste K. Carruthers ; Marianne H. Wanamaker

Gains in 20th century real wages and reductions in the black-white wage gap have been linked to the mid-century ascent of school quality. With a new dataset uniquely appropriate to identifying the impact of female voter enfranchisement on education spending, we attribute up to one-third of the 1920-1940 rise in public school expenditures to the Nineteenth Amendment. Yet the continued disenfranchisement of black southerners meant white school gains far outpaced those for blacks. As a result, women's suffrage exacerbated racial inequality in education expenditures and substantially delayed relative gains in black human capital observed later in the century.

#### [How Aid Helps Achieving MDGs in Africa: the Case of Primary Education](#)

Douzounet MALLAYE ; Urbain Thierry YOGO

Since 2000, Official Development Assistance has played a crucial role in efforts related to the achievement of MDGs. This is especially the case in Sub-Saharan Africa (SSA) which is the world's largest recipient of foreign aid. This paper assesses the effectiveness of aid and its efficient use in achieving universal primary education in Sub-Saharan Africa. The impact of aid is assessed for a sample of 35 SSA countries over the decade 2000-2010. The results suggest that higher aid to education significantly increases primary completion rate. This result is robust to the use of various methods of estimation, the inclusion of instrument to account for the endogeneity of aid and the set

of control variables included in regressions. In addition, this paper shows that there is strong heterogeneity in the efficient use of aid across countries in SSA.

### [Borrowing Trouble? Student Loans, the Cost of Borrowing, and Implications for the Effectiveness of Need-Based Grant Aid](#)

Benjamin M. Marx ; Lesley J. Turner

We use regression discontinuity and regression kink designs to estimate the impact of need-based grant aid on the borrowing and educational attainment of students enrolled in a large public university system. Pell Grant aid substantially reduces borrowing: among students who would borrow in the absence of a Pell Grant, every dollar of Pell Grant aid crowds-out over \$1.80 of loans. A simple model illustrates that our findings are consistent with students facing a fixed cost of incurring debt. The presence of such a fixed cost may lead to the unintended consequence of additional grant aid decreasing some students' attainment. Empirically, we rule out all but modest average impacts of Pell Grant aid on attainment, and we provide suggestive evidence of heterogeneous effects consistent with our fixed-borrowing-cost model. We estimate an augmented Tobit model with random censoring thresholds to allow for heterogeneous fixed borrowing costs, and find that eliminating the fixed cost would increase borrowing by over 250 percent.

### [Welfare and Higher Education in EU Member States – Comparative Analysis](#)

Gabriela Wronowska (Cracow University of Economics, Poland)

This paper addresses issues related to higher education in selected EU Member States and its contribution to the creation of wealth. Special emphasis was placed on the shape of education policy in selected countries through an analysis of the main indicators characterizing the same. The paper raises a number of questions which are important from the point of view of social policy: these questions relate to the policy of higher education funding and attempts to isolate and identify the relationships between higher education funding and the situation of people with higher education on the labour market. In the first part of this paper, the author presents the phenomenon of welfare by taking into account its measurement, especially those measures that relate to education related elements. Then the author indicates the relationship between education, especially its availability, and the process of wealth creation in the economy. In the empirical part of the paper an analysis is carried out on the basis of available and comparable indicators for selected EU Member States and conclusions are drawn based on the indicators.

### [The Returns to the Federal Tax Credits for Higher Education](#)

George B. Bulman ; Caroline M. Hoxby

Three tax credits benefit households who pay tuition and fees for higher education. The credits have been justified as an investment: generating more educated people and thus more earnings and externalities associated with education. The credits have also been justified purely as tax cuts to benefit the middle class. In 2009, the generosity of and eligibility for the tax credits expanded enormously so that their 2011 cost was \$25 billion. Using selected, de-identified data from the population of potential filers, we show how the credits are distributed across households with different incomes. We estimate the causal effects of the federal tax credits using two empirical strategies (regression kink and simulated instruments) which we show to be strong and very credibly valid for this application. The latter strategy exploits the massive expansion of the credits in 2009. We present causal estimates of the credits' effects on postsecondary attendance, the type of college

attended, the resources experienced in college, tuition paid, and financial aid received. We discuss the implications of our findings for society's return on investment and for the tax credits' budget neutrality over the long term (whether higher lifetime earnings generate sufficient taxes to recoup the tax expenditures). We assess several explanations why the credits appear to have negligible causal effects.

#### [The Economic Value of the University of Northern Iowa](#)

Swenson, David A.

This analysis measures the regional economic value of the University of Northern Iowa. There are two dimensions evaluated: the overall worth of operating the university and the value of student spending in the area economy. This analysis incorporates a number of best practices for measuring the worth of universities to regional economies.

#### ["School's out for summer, school's out forever": the long-term health consequences of leaving school during a bad economy](#)

Godard, Mathilde ; Garrouste, Clémentine

This paper investigates whether leaving school in a bad economy deteriorates health in the longrun. We focus on individuals in England and Wales who left full-time education in their last year of compulsory schooling immediately after the 1973 oil crisis. Our identification strategy builds on two sources. First, it relies on the comparison of very similar individuals – born the same year – whose school-leaving behaviour in different economic conditions was exogeneously induced by compulsory schooling laws. More specifically, within a same birth cohort, pupils born at the end of the calendar year (September to December) were forced to leave school almost a year later than pupils born earlier in the year (January to August). Second, we exploit the sharp increase in unemployment rates generated by the 1973 oil crisis. Between 1974 and 1976, each school cohort indeed faced worse economic conditions at labour-market entry than the previous one. Unlike school-leavers who did postpone their entry on the labour market during the 1980s and 1990s recessions, we provide evidence that pupils' decisions to leave school at compulsory age between 1974 and 1976 were not endogeneous to the contemporaneous economic conditions at labour market entry. We use a repeated cross section of individuals over 1983-2001 from the General Household Survey (GHS) and take a life-course perspective, from 7 to 26 years after school-leaving. Our results show that men who left school in a bad economy have a higher probability of smoking over the whole period (1983-2001) and of having ever smoked. Women who left school in a bad economy are more likely to report poorer health over the whole period under study. They also have a higher probability to restrict their activity due to illness or injury and to consult the General Practitioner. We do not find any significant effects of poor economic conditions at labour-market entry on subsequent labour-market, marriage and fertility outcomes.

#### [A Research about Emotional Intelligence on Generations](#)

Akduman, Gülbeniz ; Hatipoğlu, Zeynep ; Yüksekbilgili, Zeki

Success in the workplace takes a lot more than education, book knowledge or experience. Organizations and the conscious, achievement-oriented managers needs a high rate of "emotional intelligence" to be successful. Emotional intelligence is the ability to identify and manage personal emotions and the emotions of others. Emotional intelligence (EQ) matters just as much as intellectual ability (IQ). In the research Chan's (2006) EI12 scale was used for the measure of

emotional intelligence. The main question of the study is to analyze the emotional intelligence according to generations. In this study, it is proved that there is a no significant difference about emotional intelligence in different generations.

#### [Quality Ratings and Premiums in the Medicare Advantage Market](#)

Ian M. McCarthy ; Michael Dardeny

We examine the response of Medicare Advantage contracts to published quality ratings. We identify the effect of star ratings on premiums using a regression discontinuity design that exploits plausibly random variation around rating thresholds. We find that 3, 3.5, and 4-star contracts in 2009 significantly increased their 2010 monthly premiums by \$20 or more relative to contracts just below the respective threshold values. High quality contracts also disproportionately dropped \$0 premium plans or expanded their offering of positive premium plans. Welfare results suggest that the estimated premium increases reduced consumer welfare by over \$250 million among the affected beneficiaries.

#### [Perception and Attitude of Agricultural Students towards E-learning](#)

Ghadej, Kalyan ; Rudd, Rick

International net work of E learning should be initiated to reach the world wide students of Agriculture.

#### [The Effect of Parents Approach on Children Academic Achievement](#)

Akinci, Zafer

The main purpose of this study is to investigate the factors that affect academic achievement. The concept of family, attachment styles, different parent attitudes and reflection on children academic lifes of these attitudes are examined.

#### [Evaluating How Operator's Identity Affects Managerial Efficiency of Dairy Farms Conducting Educational Tourism](#)

Ohe, Yasuo

Based on an analytical framework, this paper classified farmer's identity into two types: traditional identity that is oriented toward simple farm production and enlarged identity that is oriented toward viability of a new service activity. Second, by data envelopment analysis, the result of managerial efficiency simulation of a two-sector model, that is, the main milk production and the educational activity, revealed that those with the enlarged identity could realize higher managerial efficiency than those with the conventional identity. Thus, it was revealed that a farmer's identity makes a difference in managerial efficiency. The efficiency level, however, was not high, which means that there is much room for improvement in farm resource management. Consequently, when policymakers try to design support measures to develop tourism-related farm diversification, the perspective of the support measures for capacity building should be widened to include identity issues, which helps farmers widen their identity that enable them to be more efficiently acceptable for tourism activity.

#### [Enhancing University Impact Studies Credibility of Analysis, Alternative Measures of University Worth](#)

Swenson, David A.

This is part of a reform effort published by the Association of Public Land Grant Universities, entitled Economic Engagement: Economic Impact Guidelines. Chapter 2 of this workshop compendium focuses on problems and solutions associated with measuring universities' contributions to regional economic activity. Economic Impact Guidelines DECEMBER 2014

#### [Even Education and Experience has its Limits: Closing the Wage Gap](#)

Gil S. Epstein (Bar-Ilan University) ; Dalit Gafni (The College of Management, Israel) ; Erez Siniver (The College of Management, Israel)

Economic outcomes are compared for university graduates in Israel belonging to four different ethnic groups. A unique dataset is used that includes all individuals who graduated with a first degree from universities and colleges in Israel between the years 1995 and 2008 and which tracks them for up to 10 years from the year they graduated. The main finding is that education and experience appear to have a strong effect on earnings in the long run and that an ethnic group can improve its position relative to specific groups while it has no effects relative to other groups.

#### [Assessing the "Rothstein Falsification Test": Does It Really Show Teacher Value-Added Models Are Biased?](#)

Dan Goldhaber Duncan Dunbar Chaplin

In an influential paper, Jesse Rothstein (2010) shows that standard value-added models (VAMs) suggest implausible and large future teacher effects on past student achievement. This is the basis of a falsification test that appears to indicate bias in typical VAM estimates of teacher contributions to student learning on standardized tests.

#### [Long Run Effects of Free School Choice: College Attainment, Employment, Earnings, and Social Outcomes at Adulthood](#)

Victor Lavy

Research in economics of education about the effectiveness of educational programs and interventions have centered primarily on standardized test scores as a measure of success. However, since the ultimate goal of education is to improve lifetime well-being, attention shifted recently to long term consequences at adulthood, for example post-secondary schooling. However, the type of educational interventions studied is still limited and much remained to be unraveled. In this paper I study the long term consequences of free school choice by taking advantage of an experiment conducted two decades ago in the city of Tel Aviv, Israel. This school choice program was very effective in improving high school attainment and cognitive achievements six years later (Lavy 2010) and now I examine whether these effects persist beyond high school. The results indicate that treated students experience significant gains in post-secondary enrollment and in completed years of education and also have higher earnings at age 30. These significant positive treatment effects reflect mainly an increase in academic education, through increased enrollment in three-years academic colleges but not in research universities, and some shift away from vocational education at adulthood. Additional gains are reductions in eligibility and reciprocity of disability welfare allowances.

#### [Income-based Inequality in Educational Outcomes: Learning from State Longitudinal Data Systems](#)

John P. Papay ; Richard J. Murnane ; John B. Willett

We report results from our long-standing research partnership with the Massachusetts Department of Elementary and Secondary Education. We make two primary contributions. First, we illustrate the wide range of informative analyses that can be conducted using a state longitudinal data system and the advantages of examining evidence from multiple cohorts of students. Second, we document large income-based gaps in educational attainments, including high-school graduation rates and college-going. Importantly, we show that income-related gaps in both educational credentials and academic skill have narrowed substantially over the past several years in Massachusetts.

### [The Effects of School Spending on Educational and Economic Outcomes: Evidence from School Finance Reforms](#)

C. Kirabo Jackson ; Rucker C. Johnson ; Claudia Persico

Since Coleman (1966), many have questioned whether school spending affects student outcomes. The school finance reforms that began in the early 1970s and accelerated in the 1980s caused some of the most dramatic changes in the structure of K–12 education spending in US history. To study the effect of these school-finance-reform-induced changes in school spending on long-run adult outcomes, we link school spending and school finance reform data to detailed, nationally-representative data on children born between 1955 and 1985 and followed through 2011. We use the timing of the passage of court-mandated reforms, and their associated type of funding formula change, as an exogenous shifter of school spending and we compare the adult outcomes of cohorts that were differentially exposed to school finance reforms, depending on place and year of birth. Event-study and instrumental variable models reveal that a 10 percent increase in per-pupil spending each year for all twelve years of public school leads to 0.27 more completed years of education, 7.25 percent higher wages, and a 3.67 percentage-point reduction in the annual incidence of adult poverty; effects are much more pronounced for children from low-income families. Exogenous spending increases were associated with sizable improvements in measured school quality, including reductions in student-to-teacher ratios, increases in teacher salaries, and longer school years.

### [The effects of increasing the standards of the high school curriculum on school dropout](#)

Görlitz, Katja ; Gravert, Christina

This paper evaluates the effects of a high school curriculum reform that was introduced in one German state on high school dropout. The reform increased the standards of the curriculum by reducing the freedom of choice in course selection (amongst other things) resulting in an increase in the level and the weekly teaching hours in the subjects German, a foreign language, mathematics and natural sciences. Using a quasi-experimental evaluation design exploiting variation across time and states, we identify the reform effect on students' probability to graduate from high school. The results show that high school dropout rates have increased for males and females alike. However, the effect for males vanishes two years after reform implementation, while it remains persistent for females even after three years.

### [Improving School Climate and Students' Opportunities to Learn](#)

OECD

Almost one in three teachers across countries participating in the 2013 Teaching and Learning International Survey (TALIS) reports having more than 10% of potentially disruptive students with behaviour problems in their classes. Teachers with more than one in ten students with behaviour

problems spend almost twice as much time keeping order in the classroom than their peers with less than 10% of such students in their class. Behaviour issues such as intimidation or verbal abuse among students are associated with student absenteeism. Schools that promote participation of students, teachers and parents in school decisions, combined with a culture of shared responsibility and mutual support, tend to have lower incidence of student misbehaviour.

#### [Review and Assessment of Programs Offered by State Universities and Colleges](#)

Manasan, Rosario G. ; Parel, Danileen Kristel C.

The importance of tertiary education in promoting human development and improving the economy's competitiveness has already been realized. However, state universities and colleges (SUCs) have always faced issues such as the quality of education, management and financial systems, and access, despite considerable funding support provided by the government. This study, which is an extension of a previous work to include all SUCs in the Philippines, aims to (i) review and assess the programs being offered by SUCs vis-a-vis their mandates, the courses being offered by other SUCs in the region, and the quality of graduates produced; and (ii) recommend courses of action to improve the relevance and quality of course offerings of the SUCs. A review of the mandates of the SUCs in the Philippines indicates that the mandates of a number of SUCs are fairly broad to start with. Beyond this, the charters of most SUCs allow them to offer programs outside of their core mandates. Given the broad mandates of SUCs, it is not surprising that there is substantial duplication in their program offerings relative to those of private higher education institutions (PHEIs) and other SUCs in the same region where they operate. Moreover, high rates of program duplication appeared to be associated by an increase in the number of programs offered by SUCs during the period. At the same time, the quality of instruction in Philippine higher education has remained stagnant at a low level over the years. Although SUCs perform better than PHEIs in over 84 percent of professional board examinations (PBEs), SUCs have been able to improve their advantage further relative to PHEIs in the last seven years in about 31 percent of the PBEs where SUCs have an edge over PHEIs, but the lead that SUCs used to enjoy in the early part of the period has been eroded in over 69 percent of these PBEs. More worrisome is the preponderance of SUCs/PHEIs with zero passing rates in many PBEs in 2004-2011. Furthermore, closer scrutiny of SUCs' passing rate in PBEs indicate that a good number of them post passing rates that are well below the national average passing rate year after year. Given these findings, it is recommended that (i) the Commission on Higher Education (CHED) enforces more vigorously its policy of closing existing programs of SUCs and PHEIs alike where these HEIs' performance is under par year after year; (ii) the CHED ensures that SUC program offerings comply with its policies, standards, and guidelines; (iii) the CHED weighs the advantages/disadvantages of centralization over decentralization with respect to the monitoring of SUCs; (iv) the CHED regional director becomes a regular member of the SUC Board; (v) the normative funding formula is adjusted so that SUCs do not get an additional subsidy from the national government for the additional enrollment resulting from their offering popular programs (i.e., SUCs may be allowed to offer popular programs provided they meet CHED standards and shoulder the full cost of doing so); and (vi) in order to uplift the overall quality of instruction, the more effective measures, such as faculty development and facilities upgrading, be considered.

#### [Understanding entrepreneurial intentions of students in agriculture and related sciences](#)

Anagnosti, Afroditi ; Zampetakis, Leonidas A. ; Rozakis, Stelios

There is a growing body of literature arguing that individuals who have taken entrepreneurship courses generally intend to start a business. The purpose of this study is to investigate the impact of relevant courses on the entrepreneurial intentions of students in agriculture, using Ajzen's (1991) the theory of planned behavior (TPB). The results show that the entrepreneurship education program has affected the student's perceived behavior control and anticipated positive and negative effect.

#### [Theory of Planned Behavior, Teaching/Communication/Extension/Profession, School Choice Mechanisms, Peer Effects and Sorting](#)

Caterina Calsamiglia ; Francisco Martínez-Mora ; Antonio Miralles

We study the effects that school choice mechanisms and school priorities have on the degree of sorting of students across schools and neighborhoods, when school quality is endogenously determined by the peer group. Using a model with income or ability heterogeneity, we compare the popular Deferred Acceptance (DA) and Boston (BM) mechanisms under several scenarios. With residential priorities, students and their households fully segregate into quality-ranked schools and neighborhoods under both mechanisms. With no residential priorities and a bad public school, DA does not generate sorting in general, while BM does so between a priori good public schools. With private schools, the best public school becomes more elitist under BM.

#### [Are Low Performing Schools Adopting Practices Promoted by School Improvement Grants \(SIG\)?](#)

Mariesa Herrmann ; Lisa Dragoset ; Susanne James-Burdumy

#### [What High-Achieving Low-Income Students Know About College](#)

Caroline Hoxby ; Sarah Turner

Previous work (Hoxby and Avery 2014) shows that low-income higher achievers tend not to apply to selective colleges despite being extremely likely to be admitted with financial aid so generous that they would pay less than they do to attend the non-selective schools they usually attend. The Expanding College Opportunities project is a randomized controlled trial that provides such students with individualized information about the college application process and colleges' net prices. In other work (Hoxby and Turner 2013), we show that the informational intervention substantially raises students' probability of applying to, being admitted at, enrolling at, and progressing at selective colleges. In this study, we show that the intervention actually changes students' informedness on key topics such as the cost of college, the availability of the curricula and peers they seek, and the different types of colleges available to them. We highlight topics on which the control students, who experienced no intervention, are seriously misinformed.

#### [A Research On Analyzing School Executives' Inclinations Related To Movements of Education Philosophies](#)

Eraslan, Ismail

This study analyzes perspectives of primary, secondary and high school executives affiliated to Turkish Trabzon Directorate of National Education, on ideas of education philosophy. 100 school executives officiating in the province of Trabzon participated in the research. Data were collected through a scale involving a total of 40 principles related to philosophical movements of perennialism, essentialism, progressivism and re-constructionism. The KMO (Kaiser-Meyer-Olkin) value of the scale has been determined as 0,87 and the Cronbach alpha, 0,73. In addition, the data acquired from the research concluded the reliability coefficient of the scale as 0,78. The data were analyzed using the



SPSS computer program and their frequencies and percentages were analyzed. It has been observed in the research results, that school executives held a positive attribute towards the philosophical movements of perennialism, essentialism, progressivism and re-constructionism.

#### [The impact of entrepreneurship education in high school on long - term entrepreneurial performance](#)

Elert, Niklas (Research Institute of Industrial Economics (IFN) ) ; Andersson, Fredrik (Örebro university ) ; Wennberg, Karl (The Ratio institute and Stockholm School of Economics )

This paper studies the long - term impact of entrepreneurship education and training in high school on entrepreneurial entry, performance, and survival. Using propensity score matching, we compare three Swedish cohorts from Junior Achievement Company Program (JACP) alumni with a matched sample of similar individuals and follow these for up to 16 years after graduation. We find that while JACP participation increases the long - term probability of starting a firm as well as entrepreneurial incomes, there is no effect on firm survival

#### [The Economic Value of The University of Iowa](#)

Swenson, David A.

This analysis measures the regional economic value of The University of Iowa. There are two dimensions evaluated: the overall worth of operating the university and the value of student spending in the area economy. This analysis incorporates a number of best practices for measuring the worth of universities to regional economies.

#### [Student Aid, Academic Achievement, and Labor Market Behavior: Grants or Loans?](#)

Elena Mattana (Universite` Catholique de Louvain - CORE ) ; Juanna Joensen (Stockholm School of Economics )

We provide a framework for quantifying the impacts of implicit incentives in study aid schemes. We specify and estimate a dynamic discrete choice model of simultaneous education, work, and student loan take-up decisions exploiting the 2001 Swedish Study Aid reform for identification. This enables ex-ante evaluation of various changes to financial aid schemes. We find that the grant-loan mix does not affect student behavior as long as there is more weight on loans. When there is substantially higher weight on grants, however, more students graduate but stay enrolled longer. Moving from an income contingent to an annuity based loan repayment scheme substantially decreases student debt accumulation and improves the effectiveness of academic capital accumulation.

#### [The Impact of Early Childbearing on Schooling and Cognitive Skills among Young Women in Madagascar](#)

Catalina HERRERA ; David SAHN (Centre d'Etudes et de Recherches sur le Développement International )

Female secondary school attendance has recently increased in Sub-Saharan Africa; however, the higher likelihood of attending school after puberty has put girls at risk of becoming pregnant while attending school. Using a panel survey designed to capture the transition from adolescence to early adulthood, we analyze whether teenage pregnancy contributes to lower school attainment and cognitive skills among young women in Madagascar. We address the endogeneity between fertility and education decisions by instrumenting early pregnancy with the young woman's access to condoms at the community level, and her exposure to condoms since she was 15 years old. We control for an extensive set of community social infrastructure characteristics to deal with the

endogeneity of program placement. Our instrumental variable results show that having a child increases by 42% the likelihood of dropping out of school and decreases the chances of completing lower secondary school by 44%. This school-pregnancy related dropout is associated with a reduction of 1.1 standard deviations in the Math and French test scores. These results are consistent with hazard model estimations: delaying the first birth by a year increases the probability of current enrollment by 5% and the Math and French test scores by 0.2 standard deviations.

#### [Intergenerational educational mobility and completed fertility](#)

Zuzanna Brzozowska

This paper investigates the role of intergenerational social mobility in completed fertility of women born between 1948 and 1972 in Poland. It examines the hypothesis of acculturation, which implies that fertility of the mobiles will be in between that seen in their parents' (origin) and their new (destination) stratum. Using a 2013 large-scale survey I employ diagonal mobility models and explore the interplay between completed fertility and woman's education, her parents' education, educational mobility and the sibship size. I compare birth cohorts whose reproductive careers took place before and after the collapse of communism. The results suggest that educational mobility was very stable over time, oscillating around 70%; nine out of ten mobiles moved up. Fertility exhibited a strictly negative educational gradient; fertility of the upward and downward movers tended to be lower and higher, respectively, than that of the non-movers. Except for daughters of at least one highly educated parent, the destination stratum played a much more important role in the achieved family size than the origin.

#### [Student Loans and Repayment: Theory, Evidence and Policy](#)

Lance Lochner ; Alexander Monge-Naranjo

Rising costs of and returns to college have led to sizeable increases in the demand for student loans in many countries. In the U.S., student loan default rates have also risen for recent cohorts as labor market uncertainty and debt levels have increased. We discuss these trends as well as recent evidence on the extent to which students are able to obtain enough credit for college and the extent to which they are able to repay their student debts after. We then discuss optimal student credit arrangements that balance three important objectives: (i) providing credit for students to access college and finance consumption while in school, (ii) providing insurance against uncertain adverse schooling or post-school labor market outcomes in the form of income-contingent repayments, and (iii) providing incentives for student borrowers to honor their loan obligations (in expectation) when information and commitment frictions are present. Specifically, we develop a two-period educational investment model with uncertainty and show how student loan contracts can be designed to optimally address incentive problems related to moral hazard, costly income verification, and limited commitment by the borrower. We also survey other research related to the optimal design of student loan contracts in imperfect markets. Finally, we characterize key features of efficient student loan programs that provide insurance while addressing information and commitment frictions in the market.

#### [Moving Out Of Academic Research: Why Scientists Stop Doing Research?](#)

Aldo Geuna (Department of Economics and Statistics Cogneetti De Martiis, University of Torino BRICK, Collegio Carlo Alberto ) ; Sotaro Shibayama (Research Center for Advanced Science and Technology, University of Tokyo )

This study examines the determinants of exit from academic research which occurs when academic researchers move into positions in academe which concentrate on non-research activities such as teaching or administration, or when researchers leave academia and move into industry. Drawing on career data for 13,500 Japanese PhD graduates in hard sciences (all scientific fields except social sciences and humanities), we develop a set of econometric models to test the determinants of exit from a career in academic research. We find that academics' scientific productivity and academic network are negatively correlated with abandoning a university research career, and that female academics, and researchers in lessprestigious universities, tend to exit academic research more easily. Individual and institutional network effects play a role mainly for senior researchers. The results indicate also that the determinants of exit are contingent on scientific field and career stage.

### [Economics education: literacy or mind framing? Evidence from a survey on the social building of trust in Portugal](#)

João Carlos Graça ; João Carlos Lopes

Rita Gomes Correia Abstract. This paper deals on the issue of whether or not studying economics has a relevant effect on molding the values and attitudes characteristic of the trust-building processes prevailing in a democratic society. Mainstream economics teaching, based on the self-interest model of rational, maximizing, individualistic representative agents, may well cause indoctrinating effects, creating or reinforcing both political conservatism and selfishness values and behaviors among economics students. This result is confirmed by most studies in relevant literature, but it may be otherwise explained by a so-called self-selection effect, suggesting that "economists are born, not made". In this paper a contribution to this literature is made with more empirical evidence, namely the results of a survey entitled "Social Building of Trust in Portugal", referring to a considerable diversity of samples (economics students, other students, ordinary citizens of two counties, urban and rural) and being applied in three different years: 2006, 2009 and 2012. Keywords. Economics education; indoctrination or self-selection effects; political conservatism and selfishness of economists; trust; social and political values and behaviors; Portugal

### [Impact of first-birth career interruption on earnings: evidence from administrative data](#)

Hotchkiss, Julie L. (Federal Reserve Bank of Atlanta ) ; Pitts, M. Melinda (Federal Reserve Bank of Atlanta ) ; Walker, Mary Beth (Georgia State University )

This paper uses unique administrative data to expand the understanding of the role women's intermittency decisions play in the determination of their wages. We demonstrate that treating intermittency as exogenous significantly overstates its impact. The intermittency penalty also increases in the education level of the woman. The penalty for a woman with a high school degree with an average amount of intermittency during six years after giving birth to her first child is roughly half the penalty for a college graduate. We also demonstrate the value of using an index to capture multiple dimensions of the intermittency experience, and we illustrate the importance of firm dynamics in the determination of a woman's wage.

### [A School Choice Compromise: Between Immediate and Deferred Acceptance](#)

Harless, Patrick

School assignment procedures aim to improve student welfare, but must balance efficiency and equity goals and provide incentives for students to report their preferences truthfully. Debate centers largely on two rules: immediate acceptance (IA), the so-called Boston mechanism, and

deferred acceptance (DA). IA's strength is efficiency, while DA is touted for its superior strategic properties. Thinking of these as extremes, we advocate a compromise rule, immediate-acceptance-with-skips (IA+), which slightly modifies IA to achieve better strategic properties while retaining efficiency. IA+ proceeds in rounds of applications and, like IA, finalizes assignments in each round. However, unlike IA or DA, IA+ allows students to "skip" applications to schools with no remaining capacity. We show that IA+ is efficient and less manipulable than IA+. Unfortunately, IA+ violates solidarity properties that both IA and DA satisfy. Considering robustness, we find that each of the three rules satisfies a different set of three natural invariance properties.

### [Early Birds in Day Care: The Social Gradient in Starting Day Care and Children's Non-cognitive Skills](#)

Frauke H. Peter ; Pia S. Schober ; C. Katharina Spieker

In recent years, almost all children below school age in Western industrialized countries have some experience of attending day care institutions. However, the age at which children enter day care and therefore the overall time spent in day care varies substantially. We investigate the potential impact of later day care entry on the social and emotional behaviour of children, one important aspect of non-cognitive skills. Based on the English sample of the Millennium Cohort Study, we analyse the effects on children's development at the age of five and seven, using propensity score techniques. We find clear evidence of effects on children's development at the age of seven: Later day care entry increases children's peer-problems and reduces prosocial behaviour. We find that boys with low educated mothers and from families with a household income below the poverty line are most strongly affected.

## ***Repéré sur : Senat.fr***

Bruno RETAILLEAU et plusieurs de ses collègues. [Proposition de résolution tendant à la création d'une commission d'enquête sur le fonctionnement du service public de l'éducation, sur la perte de repères républicains que révèle la vie dans les établissements scolaires et sur les difficultés rencontrées par les enseignants dans l'exercice de leur profession](#). Texte n° 231 (2014-2015), déposé au Sénat le 15 janvier 2015

## **2. Sommaires de revues en éducation**

### **Revues francophones :**

[Education & didactique, vol.8, n°2, 2014](#)

- Contribution anthropo-didactique à l'étude des effets de l'individualisme sur la création des inégalités scolaires. Cas des interactions verbales dans l'enseignement des mathématiques au cycle 3  
Marie-Pierre Chopin, Bernard Sarrazy
- De l'expertise disciplinaire à l'acte d'enseigner. Une analyse microdidactique en danse contemporaine

Alexandra Arnaud-Bestieu

- Stéréotypes et contraintes de genres : quelles ressources pour la production de textes explicatifs et de fiction à l'école élémentaire ?  
Brigitte Marin, Jacques Crinon
- Enseignement-apprentissage de la résolution de problèmes numériques à l'école élémentaire : un cadre didactique basé sur une approche systémique  
Maryvonne Priolet
- Détection de l'étape de la réussite assurée en lecture (ERAL) par deux enseignantes de cours préparatoire  
Saint-Cyr Chardon, et al.
- Approche par compétences, définition et désignation des savoirs mathématiques : peut-on envisager la disparition d'une organisation disciplinaire des savoirs ?  
Maggy Schneider, Alain Mercier
- La matérialité : une ressource pour l'enseignement-apprentissage de la lecture  
Claire Taisson-Perdicakis
- La formation identitaire d'un adolescent dans un espace villageois tai lue au Laos, un processus d'équilibration didactique ?  
Souvanxay Phetchanpheng

[Savoirs, n° 36, 2014/3](#)

- Éditorial. Usages de la didactique professionnelle en formation : principes et évolutions  
Solveig Fernagu Oudet
- Usages de la didactique professionnelle en formation : principes et évolutions  
Claire Tourmen
- L'émergence des pratiques de tutorat dans l'accompagnement des bénévoles en centre social : offres de professionnalisation et dynamiques identitaires associées  
Florence Bourgoin

**Revue anglophone :**

[American Economic Journal: Microeconomics, Vol. 7, Issue 1, February 2015](#)

- Expanding "Choice" in School Choice  
Atila Abdulkadiroğlu, Yeon-Koo Che and Yosuke Yasuda

[Assessment in Education: Principles, Policy & Practice, Volume 22, Issue 1, February 2015](#)

Special Issue: Assessment for Learning: Lessons Learned from Large-Scale Evaluations of Implementations

- Systems, ideologies and history: a three-dimensional absence in the study of assessment reform processes  
María Teresa Flórez Petour
- Assessment is learning: the preposition vanishes  
Louise Hayward
- Balancing tensions in educational policy reforms: large-scale implementation of Assessment for Learning in Norway  
Therese N. Hopfenbeck, María Teresa Flórez Petour & Astrid Tolo
- Large-scale implementation of formative assessment practices in an examination-oriented culture  
Christina Tong Li Ratnam-Lim & Kelvin Heng Kiat Tan
- The promise and reality of formative assessment practice in a continuous assessment scheme: the case of Trinidad and Tobago  
Jerome De Lisle
- Evaluating a large-scale implementation of Assessment for Learning in Sweden  
Anders Jonsson, Christian Lundahl & Anders Holmgren
- Instructional Rounds as a professional learning model for systemic implementation of Assessment for Learning  
Christopher DeLuca, Don Klinger, Jamie Pyper & Judy Woods
- The fidelity of formative assessment implementation: issues of breadth and quality  
E. Caroline Wylie & Christine J. Lyon
- Formative assessment – an optimistic but incomplete vision  
Paul Black

[British Journal of Educational Technology, volume 46, Issue 1, January 2015](#)

- Examining workload models in online and blended teaching  
Belinda Tynan, Yoni Ryan and Andrea Lamont-Mills
- Reviewing the differences in size, composition and structure between the personal networks of high- and low-performing students  
Oskar Casquero, Ramón Ovelar, Jesús Romo and Manuel Benito

- The impacts of network centrality and self-regulation on an e-learning environment with the support of social network awareness  
Jian-Wei Lin, Hsieh-Hong Huang and Yuh-Shy Chuang
- Does tagging improve the navigation of online recorded lectures by students?  
Pierre Gorissen, Jan van Bruggen and Wim Jochems
- Conceptualising the role of information and communication technologies in the design of higher education teaching models used in the UK  
Sally Caird and Andy Lane
- Development of a computer-based visualised quantitative learning system for playing violin vibrato  
Tracy Kwei-Liang Ho, Huann-shyang Lin, Ching-Kong Chen and Jih-Long Tsai
- Design and usability assessment of a dialogue-based cognitive tutoring system to model expert problem solving in research design  
Wei-Chen Hung, Thomas J. Smith and M Cecil Smith
- Video game learning dynamics: Actionable measures of multidimensional learning trajectories  
Debbie Denise Reese, Barbara G. Tabachnick and Robert E. Kosko
- The reverse modality effect: Examining student learning from interactive computer-based instruction  
Fethi A. Inan, Steven M. Crooks, Jongpil Cheon, Fatih Ari, Raymond Flores, Murat Kurucay and Dmitrii Paniukov
- A phenomenographic investigation on the use of iPads among undergraduate art and design students  
Nicos Souleles, Stefania Savva, Hilary Watters, Angela Annesley and Ben Bull
- Can creative podcasting promote deep learning? The use of podcasting for learning content in an undergraduate science unit  
Mark Pegrum, Emma Bartle and Nancy Longnecker
- Should mobile learning be compulsory for preparing students for learning in the workplace?  
Richard Fuller and Viktoria Joynes
- M-learning adequacy and perceptions of students and teachers in secondary schools  
Fezile Ozdamli and Huseyin Uzunboylu
- Integrating mobile phones into teaching and learning: A case study of teacher training through professional development workshops

Sakunthala Y. Ekanayake and Jocelyn Wishart

- iPads in higher education—Hype and hope  
Lemai Nguyen, Siew Mee Barton and Linh Thuy Nguyen
- Validation of the Instructional Materials Motivation Survey (IMMS) in a self-directed instructional setting aimed at working with technology  
Nicole Loorbach, Oscar Peters, Joyce Karreman and Michaël Steehouder

[Cambridge Journal of Education, Volume 45, Issue 1, March 2015](#)

Special Issue: Evoking and Provoking Bourdieu in Educational Research

- Habitus and the psychosocial: Bourdieu with feelings  
Diane Reay
- Researching the habitus of global policy actors in education  
Bob Lingard, Sam Sellar & Aspa Baroutsis
- Field theory and educational practice: Bourdieu and the pedagogic qualities of local field positions in educational contexts  
Joseph J. Ferrare & Michael W. Apple
- Thinking with Bourdieu: thinking after Bourdieu. Using ‘field’ to consider in/equalities in the changing field of English higher education  
Ann-Marie Bathmaker
- Calculating student aspiration: Bourdieu, spatiality and the politics of recognition  
Trevor Gale & Stephen Parker
- How Bourdieu bites back: recognising misrecognition in education and educational research  
David James
- Understanding new hybrid professions: Bourdieu, illusio and the case of public service interpreters  
Helen Colley & Frédérique Guéry

[Community College Journal of Research and Practice, Volume 39, Issue 5, May 2015](#)

- Improving the Financial Aid Process for Community College Students: A Literature Review of FAFSA Simplification, Information, and Verification  
J. Cody Davidson
- Social Media, Higher Education, and Community Colleges: A Research Synthesis and Implications for the Study of Two-Year Institutions



Charles H. F. Davis III, Regina Deil-Amen, Cecilia Rios-Aguilar & Manuel Sacramento González Canché

- Emerging Realities of Text-to-Speech Software for Nonnative-English-Speaking Community College Students in the Freshman Year  
Fiona S. Baker
- Examining Zero Expected Family Contribution as a New Criterion for “Low Income”: Comparing the Impact on Student Persistence at Two- and Four-Year Institutions  
J. Cody Davidson
- College Persistence and Engagement in Light of a Mature English Language Learner (ELL) Student’s Voice  
Cate Almon
- Student Interest in International Education at the Community College  
Jennifer J. Robertson
- Benchmarking in the Two-Year Public Postsecondary Sector: A Learning Process  
Jennevieve Mitchell
- The Challenges of Institutional Research in Building a Culture of Evidence: A Case Study  
David T. Goomas & Teresa Isbell

[Compare: A Journal of Comparative and International Education, Volume 45, Issue 2, March 2015](#)

- Teacher unions’ participation in policy making: a South African case study  
Logan Govender
- Factors affecting the professional characteristics of teacher educators in Israel and in the USA: a comparison of two models  
Leah Shagrir
- Producing global citizens for the future: space, discourse and curricular reform  
Claudia Matus & Susan Talburt
- Using TIMSS and PISA results to inform educational policy: a study of Russia and its neighbours  
Martin Carnoy, Tatiana Khavenson & Alina Ivanova
- A multiple cross-cultural comparison of approaches to learning  
Mark P. Bowden, Subhash Abhayawansa & Gregoria Manzin
- ‘Ethnographic dazzle’ and the construction of the ‘Other’: revisiting dimensions of insider and outsider research for international and comparative education

Elizabeth McNess, Lore Arthur & Michael Crossley

- Lifelong learning and post-2015 educational goals: challenges for the least developed countries  
Kapil Dev Regmi
- Digital media as a reflective tool: creating appropriate spaces for students to become introspective  
Lane Perry, Lee Stoner, Max Schleser, Krystina R. Stoner, Daniel Wadsworth, Rachel Page & Michael A. Tarrant

#### [Computers & Education, Volume 82, March 2015](#)

- Comparing marginal effects of Chilean students' economic, social and cultural status on digital versus reading and mathematics performance  
Magdalena Claro, Tania Cabello, Ernesto San Martín, Miguel Nussbaum
- Understanding the effect of e-learning on individual performance: The role of digital literacy  
Soheila Mohammadyari, Harminder Singh
- The impact of access to ICT, student background and school/home environment on academic success of students in Turkey: An international comparative analysis  
Funda Erdogan, Erkan Erdogan
- Online assessment of strategic reading literacy skills  
Laura Gil, Tomas Martinez, Eduardo Vidal-Abarca
- Can Facebook be used to increase scientific literacy? A case study of the Monterey Bay Aquarium Research Institute Facebook page and ocean literacy  
G. Fauville, S. Dupont, S. von Thun, J. Lundin
- Modeling teachers' influence on learners' self-directed use of technology for language learning outside the classroom  
Chun Lai
- Social gaming is inSIDE: Impact of anonymity and group identity on performance in a team game-based learning environment  
Benjamin Le Hénaff, Nicolas Michinov, Olivier Le Bohec, Marine Delaval
- An exploration of students' lived experiences of using smartphones in diverse learning contexts using a hermeneutic phenomenological approach  
Nee Nee Chan, Caroline Walker, Alan Gleaves
- Do ABC eBooks boost engagement and learning in preschoolers? An experimental study comparing eBooks with paper ABC and storybook controls

David Willoughby, Mary Ann Evans, Sarah Nowak

- Not the right kind of 'digital capital'? An examination of the complex relationship between disabled students, their technologies and higher education institutions  
Jane Seale, Jan Georgeson, Christoforos Mamas, Julie Swain
- Boosting learning-by-teaching in virtual tutoring  
SeungWon Park, ChanMin Kim
- Cyber-slacking in the classroom: Potential for digital distraction in the new age  
Aakash Taneja, Vincent Fiore, Briana Fischer
- Online collaborative learning activities: The perspectives of African American female students  
Jianxia Du, Xun Ge, Jianzhong Xu
- Programming assistance tools to support the learning of IT programming in South African secondary schools  
Melisa Koorsse, Charmain Cilliers, André Calitz
- Development of a contextual decision-making game for improving students' learning performance in a health education course  
Han-Yu Sung, Gwo-Jen Hwang, Yi-Fang Yen
- Learning differences and eye fixation patterns in virtual and physical science laboratories  
Kuei-Pin Chien, Cheng-Yue Tsai, Hsiu-Ling Chen, Wen-Hua Chang, Sufen Chen
- Affective Tutoring System for Built Environment Management  
Kaklauskas, A. Kuzminskas, E.K. Zavadskas, A. Daniunas, G. Kaklauskas, M. Seniut, J. Raistenskis, A. Safonov, R. Kliukas, A. Juozapaitis, A. Radzeviciene, R. Cerkauskiene
- The wear out effect of a game-based student response system  
Alf Inge Wang
- The emotional impact of cyberbullying: Differences in perceptions and experiences as a function of role  
Ana M. Giménez Gualdo, Simon C. Hunter, Kevin Durkin, Pilar Arnaiz, Javier J. Maquilón
- Why do teachers continue to use teaching blogs? The roles of perceived voluntariness and habit  
Chin-Pin Chen, Hui-Min Lai, Chien-Yen Ho
- Exploring teachers' use of TPACK in design talk: The collaborative design of technology-rich early literacy  
Ferry Boschman, Susan McKenney, Joke Voogt

- Supporting all learners in school-wide computational thinking: A cross-case qualitative analysis  
Maya Israel, Jamie N. Pearson, Tanya Tapia, Quentin M. Wherefel, George Reese
- Exploring the characteristics of an optimal design of digital materials for concept learning in mathematics: Multimedia learning and variation theory  
Thomas K.F. Chiu, Daniel Churchill
- When does higher degree of interaction lead to higher learning in visualizations? Exploring the role of 'Interactivity Enriching  
Mrinal Patwardhan, Sahana Murthy
- Effects of the handheld technology instructional approach on performances of students of different achievement levels  
Choo-Kim Tan, Choo-Peng Tan
- Does it matter if the teacher is there?: A teacher's contribution to emerging patterns of interactions in online classroom discussions  
Jeong-bin Hannah Park, Diane L. Schallert, Anke J.Z. Sanders, Kyle M. Williams, Eunjin Seo, Li-Tang Yu, Jane S. Vogler, Kwangok Song, Zachary H. Williamson, Marissa C. Knox
- Use of clickers vs. mobile devices for classroom polling  
Jeffrey R. Stowell
- DESPRO: A method based on roles to provide collaboration analysis support adapted to the participants in CSCL situations  
José-Antonio Marcos-García, Alejandra Martínez-Monés, Yannis Dimitriadis
- TECH8 intelligent and adaptive e-learning system: Integration into Technology and Science classrooms in lower secondary schools  
Kosta Dolenc, Boris Aberšek
- The influences of a two-tier test strategy on student learning: A lag sequential analysis approach  
Tzu-Chi Yang, Sherry Y. Chen, Gwo-Jen Hwang
- Does agency matter?: Exploring the impact of controlled behaviors within a game-based environment  
Erica L. Snow, Laura K. Allen, Matthew E. Jacovina, Danielle S. McNamara
- How do learners experience joint writing: University students' conceptions of online collaborative writing tasks and environments  
Lekha Limbu, Lina Markauskaite
- Closing the gender gap in an introductory programming course

Miguel Angel Rubio, Rocio Romero-Zaliz, Carolina Mañoso, Angel P. de Madrid

- Efficiency of learning environment using GeoGebra when calculus contents are learned in collaborative groups  
Djurdjica Takači, Gordana Stankov, Ivana Milanovic
- The role of executive control in young children's serious gaming behavior  
Eva van de Sande, Eliane Segers, Ludo Verhoeven
- Reading science texts online: Does source information influence the identification of contradictions within texts?  
Daniel Keck, Yvonne Kammerer, Erich Starauschek
- An empirical study on m-learning adaptation: Learning performance and learning contexts  
Antonio Garcia-Cabot, Luis de-Marcos, Eva Garcia-Lopez
- Connection making between multiple graphical representations: A multi-methods approach for domain-specific grounding of an intelligent tutoring system for chemistry  
Martina A. Rau, Joseph E. Michaelis, Natalie Fay
- Read Create Share (RCS): A new digital tool for interactive reading and writing  
Kristina Cordero, Miguel Nussbaum, Valentina Ibaseta, María José Otaíza, Samuel Gleisner, Sebastián González, Werner Rodríguez-Montero, Katherine Strasser, Renato Verdugo, Andrés Ugarte, Pablo Chiuminatto, Corinne Carland

[The Curriculum Journal, Volume 26, Issue 1, March 2015](#)

- Critical thinking, social education and the curriculum: foregrounding a social and relational epistemology  
Leonel Lim
- Distorted representations of the 'capability approach' in Australian school education  
Andrew Skourdoumbis
- Assessment for Learning in International Contexts: exploring shared and divergent dimensions in teacher values and practices  
Paul Warwick, Stuart Shaw & Martin Johnson
- Assessing pupils at the age of 16 in England – approaches for effective examinations  
Qingping He, Dennis Opposs, Matthew Glanville & Fatima Lampreia-Carvalho
- Formative assessment: translating high-level curriculum principles into classroom practice  
Ian Clark

- The perceptions of high-level officers in Cyprus about intercultural education and their underlying assumptions  
Christina Hajisoteriou, Lefkios Neophytou & Panayiotis Angelides
- Fostering teachers' design expertise in teacher design teams: conducive design and support activities  
Tjark Huizinga, Adam Handelzalts, Nienke Nieveen & Joke Voogt
- Fidelity of implementation: bringing written curriculum materials into the equation  
Alison Castro Superfine, Anne Marie Marshall & Cathy Kelso

[Economics Letters, Volume 125, Issue 2 , November 2014](#)

- The effect of private high school education on the college trajectory  
Conor Coughlin, Carolina Castilla
- Learning-by-exporting versus self-selection: New evidence for 19 sub-Saharan African countries  
Neil Foster-McGregor, Anders Isaksson, Florian Kaulich

[Economics Letters, Volume 125, Issue 3, December 2014](#)

- Farsighted R&D networks  
Ana Mauleon, Jose J. Sempere-Monerris, Vincent Vannetelbosch
- Returns to articles versus pages in academic publishing: Do salary-setters show ‘article illusion’?  
John Gibson
- Licensing and innovation: A comment  
Stefano Colombo, Luigi Filippini

[Educational Evaluation and Policy Analysis, March 2015; Vol. 37, No. 1](#)

- Using Student Test Scores to Measure Principal Performance  
Jason A. Grissom, Demetra Kalogrides, and Susanna Loeb
- Time to Pay Up: Analyzing the Motivational Potential of Financial Awards in a TIF Program  
Jennifer King Rice, Betty Malen, Cara Jackson, and Kathleen Mulvaney Hoyer
- Black–White Summer Learning Gaps: Interpreting the Variability of Estimates Across Representations  
David M. Quinn
- The Community College Route to the Bachelor’s Degree

David B. Monaghan and Paul Attewell

- Designing Inter-Organizational Networks to Implement Education Reform: An Analysis of State Race to the Top Applications  
Jennifer Lin Russell, Julie Meredith, Joshua Childs, Mary Kay Stein, and Deanna Weber Prine
- Improving Middle School Quality in Poor Countries  
Patrick J. McEwan, Erin Murphy-Graham, David Torres Iribarra, Claudia Aguilar, and Renán Rápalo
- The Maine Question: How Is 4-Year College Enrollment Affected by Mandatory College Entrance Exams?  
Michael Hurwitz, Jonathan Smith, Sunny Niu, and Jessica Howell

[Educational Research and Evaluation, Volume 20, Issue 7-8, October–November 2014](#)

Special Issue: Affordances, Approaches, and Challenges for Blended, Technology-Enhanced Learning: Present and Future Development

- Modelling blended solutions for higher education: teaching, learning, and assessment in the network and mobile technology era  
Stefania Bocconi & Guglielmo Trentin
- Expectancy theory outcomes and student evaluations of teaching  
David Ernst
- What response rates are needed to make reliable inferences from student evaluations of teaching?  
Abdel Azim Zumrawi, Simon P. Bates & Marianne Schroeder
- Challenges for collaborative blended learning in undergraduate students  
Elisa Monteiro & Keith Morrison
- Measuring cognitive load and cognition: metrics for technology-enhanced learning  
Stewart Martin

[Educational Studies, Volume 51, Issue 1, January-February](#)

- Using Popular Culture Texts in the Classroom to Interrogate Issues of Gender Transgression Related Bullying  
Alison Happel-Parkins & Jennifer Esposito
- Culturally Responsive, Transformative Pedagogy in the Transnational Era: Critical Perspectives  
Sujin Kim & Alina Slapac

- Queer of Color Agency in Educational Contexts: Analytic Frameworks From a Queer of Color Critique  
Edward Brockenbrough
- Toward Radicalizing Community Service Learning  
Eric C. Sheffield
- Improving Public Schools Through the Dissent of Parents: Opting Out of Tests, Demanding Alternative Curricula, Invoking Parent Trigger Laws, and Withdrawing Entirely  
Sarah M. Stitzlein
- AESA 2012 Presidential Address “What My Community Means To Me”: Reimagining Civic Praxis With Latina/Chicana Feminisms  
Sofia A. Villenas

[German Economic Review, Volume 16, Issue 1, February 2015](#)

- Are We Spending Too Many Years in School? Causal Evidence of the Impact of Shortening Secondary School Duration  
Bettina Büttner and Stephan L. Thomsen

[History of Education, Volume 44, Issue 2, March 2015](#)

- The power of the purse: student funding and the labour market for Dutch Reformed and Catholic theology students, 1800–1880  
Ruben Schalk
- Enlightened paternalism: the prohibition of corporal punishment in Spanish public schools in the nineteenth century  
Carles Sirera Miralles
- The Swiss Willensnation at risk: teachers in the cultural gap during the First World War  
Ingrid Brühwiler
- From charity to security: the emergence of the National School Lunch Program  
Jennifer Geist Rutledge
- Social foundations of public–private partnerships in education: the historical cases of post-war Singapore and Hong Kong  
Ting-Hong Wong
- The strange death of UK civil defence education in the 1980s  
John Preston

[Industrial and Corporate Change, Volume 24, Issue 1](#)



- R versus D: estimating the differentiated effect of research and development on innovation results  
Andrés Barge-Gil and Alberto López
- Delay and secrecy: does industry sponsorship jeopardize disclosure of academic research?  
Dirk Czarnitzki, Christoph Grimpe, and Andrew A. Toole

[Innovations in Education and Teaching International, Volume 52, Issue 1, February 2015](#)

Special Issue: Doctoral Education

- Fit matters in the supervisory relationship: doctoral students and supervisors perceptions about the supervisory activities  
Kirsi Pyhältö, Jenna Vekkaila & Jenni Keskinen
- Experiencing doctoral liminality as a conceptual threshold and how supervisors can use it  
Jeffrey M. Keefer
- Workplace learning during the science doctorate: what influences research learning experiences and outcomes?  
Gregory Hum
- Opportunities to learn scientific thinking in joint doctoral supervision  
Sofie Kobayashi, Brian W. Grout & Camilla Østerberg Rump
- 'I didn't have a clue what they were talking about': PhD candidates and theory  
Margaret Kiley
- Developing doctoral authors: engaging with theoretical perspectives through the literature review  
Gina Wisker
- Examiner reference to theory in PhD theses  
Allyson Holbrook, Sid Bourke & Hedy Fairbairn
- Learning to supervise: four journeys  
Gill Turner
- The rules of the game: a short guide for PhD students and new academics on publishing in academic journals  
Adrian Wilkinson

[Innovations in Education and Teaching International, Volume 52, Issue 2, April 2015](#)

- Active learning for discovery and innovation in criminology with Chinese learners

Jessica C. M. Li & Joseph Wu

- Conceptual frameworks in the doctoral research process: a pedagogical model  
Jeanette Berman & Robyn Smyth
- Internationalisation in online distance learning postgraduate education: a case study on student views on learning alongside students from other countries  
Isla Gemmell, Roger Harrison, Judith Clegg & Katie Reed
- Promoting collaborative problem-solving skills in a course on engineering grand challenges  
Tracy X.P. Zou & Neil C. Mickleborough
- Learning effects of an international group competition project  
Murat Akpinar, Cristina del Campo & Enes Eryarsoy
- Development of an electronic role-play assessment initiative in bioscience for nursing students  
Judy Craft & Louise Ainscough
- The multidimensional structure of university absenteeism: an exploratory study  
Jesús Manuel López-Bonilla & Luis Miguel López-Bonilla
- Should we bother improving students' attendance at seminars?  
Gbolahan Gbadamosi
- Improving lecture quality through training in public speaking  
Robert Mowbray & Laura B. Perry
- An evaluation of resource development and dissemination activities designed to promote problem-based learning at the University of Ulster  
Catherine Hack, Aine McKillop, Sandra Sweetman & Jacqueline McCormack

[International Journal of Research & Method in Education, Volume 38, Issue 2, May 2015](#)

- Introducing the mean absolute deviation 'effect' size  
Stephen Gorard
- Measuring equity in educational effectiveness research: the properties and possibilities of quantitative indicators  
Anthony Kelly
- Challenges of 'thinking differently' with rhizoanalytic approaches: a reflexive account  
Tamara Cumming
- The familiar observer: seeing beyond the expected in educational research

Amy Feiker Hollenbeck

- Insider–outsider perspective: revisiting the conceptual framework of research methodology in language teacher education  
Yoshiyuki Nakata
- Construction and validation of a survey instrument to determine the gender-related challenges faced by pre-service male primary teachers  
Vaughan Cruickshank, Scott Pedersen, Allen Hill & Rosemary Callingham
- ‘If you were the researcher what would you research?’: understanding children's perspectives on educational research in Mongolia and Zambia  
Julia Morgan & Tumendelger Sengedorj

[Journal of Economic Behavior & Organization, Volume 110, January 2015](#)

- Does the mobility of R&D labor increase innovation?  
Ulrich Kaiser, Hans Christian Kongsted, Thomas Rønde

[Peabody Journal of Education, Volume 90, Issue 1, January-March 2015](#)

- Understanding Local Instructional Responses to Federal and State Accountability Mandates: A Typology of Extended Learning Time  
Brooke Midkiff & Lora Cohen-Vogel
- Federal School Improvement Grants (SIGs): How Capacity and Local Conditions Matter  
Sarah Yatsko, Robin Lake, Melissa Bowen & Elizabeth Cooley Nelson
- Local Politics and Portfolio Management Models: National Reform Ideas and Local Control  
Katrina E. Bulkley & Jeffrey R. Henig
- Localism and Teacher Labor Markets: How Geography and Decision Making May Contribute to Inequality  
Mimi Engel & Marisa Cannata
- The Politics of Parental Involvement: How Opportunity Hoarding and Prying Shape Educational Opportunity  
Dawn Lyken-Segosebe & Serena E. Hinz
- Engaging Practitioners in State School Improvement Initiatives  
Diane Massell, Margaret E. Goertz & Carol A. Barnes
- The Desegregation Aims and Demographic Contexts of Magnet Schools: How Parents Choose and Why Siting Policies Matter  
Claire Smrekar & Ngaire Honey

- Regional Governance in Education: A Case Study of the Metro Area Learning Community in Omaha, Nebraska  
Jennifer Jellison Holme & Sarah Diem
- Community Contexts Up Close: What Does It Mean to Be “Legitimate” in Today's Education Policy Environment?  
Robert L. Crowson & Serena E. Hinz

[Review of Development Economics, Volume 19, Issue 1, February 2015](#)

- PRC Outward Investment in the USA and Europe: A Model of R&D Acquisition  
Joseph Pelzman
- Parental expectations and school enrolment decisions: Evidence from rural Ghana  
Ferdinand Ahiakpor and Raymond Swaray

[Teaching Education, Volume 26, Issue 1, March 2015](#)

- Early career teacher attrition: intentions of teachers beginning  
D. Jean Clandinin, Julie Long, Lee Schaefer, C. Aiden Downey, Pam Steeves, Eliza Pinnegar, Sue McKenzie Robblee & Sheri Wnuk
- The teaching practicum as a locus of multi-leveled, school-based transformation  
Michele Salles El Kadri & Wolff-Michael Roth
- ‘Identity work in a dialogic international teaching practicum’  
Graham Parr & Jennifer Chan
- Popular Visual Images and the (Mis)Reading of Black Male Youth: a case for racial literacy in urban preservice teacher education  
Yolanda Sealey-Ruiz & Perry Greene
- Does student teaching matter? Investigating pre-service teachers’ sense of efficacy and preparedness  
Amber L. Brown, Joohi Lee & Denise Collins
- Prioritising classroom community and organisation in physical education teacher education  
Tim Fletcher & Kellie Baker
- The sociocultural factors that influence a novice teacher’s LGBT activism  
Stephanie Anne Shelton

[Youth & Society, March 2015; Vol. 47, No. 2](#)

- Developmental Implications of HIV Prevention During Adolescence: Examination of the Long-Term Impact of HIV Prevention Interventions Delivered in Randomized Controlled Trials in Grade Six and in Grade 10  
Veronica Dinaj-Koci, Xinguang Chen, Lynette Deveaux, Sonja Lunn, Xiaoming Li, Bo Wang, Nanika Braithwaite, Sharon Marshall, Perry Gomez, and Bonita Stanton
- The Effects of Runaway-Homeless Episodes on High School Dropout  
Yumiko Aratani and Janice L. Cooper
- Leisure Worlds: Situations, Motivations and Young People's Encounters With Offending and Victimization  
Julian Tanner, Mark Asbridge, and Scot Wortley
- Applying Prevention and Positive Youth Development Theory to Predict Depressive Symptoms Among Young People  
Jonathan R. Olson and H. Wallace Goddard
- Exploring or Floundering? The Meaning of Employment and Educational Fluctuations in Emerging Adulthood  
Harvey J. Krahn, Andrea L. Howard, and Nancy L. Galambos
- Actively Closing the Gap? Social Class, Organized Activities, and Academic Achievement in High School  
David S. Morris

### 3. Livres intéressants



Isabelle Attané, Carole Brugeilles, Wilfried Rault (coord.). **Atlas mondial des femmes : les paradoxes de l'émancipation**. Paris : Autrement, 2015. 95 p. - 19.90 €

Vingt ans après la dernière conférence mondiale sur les femmes, à Pékin, en 1995, leur situation a-t-elle vraiment progressé ? *L'Atlas mondial des femmes* met en évidence les "paradoxes de l'émancipation" dans des domaines aussi divers que l'éducation, la santé, l'économie, la politique ou

la sexualité... Outre les fortes disparités géographiques, les avancées vers l'égalité demeurent inabouties, fragiles ou paradoxales.



Michel Develay. D'un programme de connaissances à un curriculum de compétences. Bruxelles : De Boeck, 2015. 152 p. ISBN-13 9782804190613

Cet ouvrage éclaire les notions de programme, de connaissance, de culture, de compétences mises au service de la transition entre l'écriture des contenus d'enseignement en termes de programme de connaissances et de curriculum de compétences.



BECQUEMIN Michèle, MONTANDON Christiane (dir.). **Les institutions à l'épreuve des dispositifs : les recompositions de l'éducation et de l'intervention sociale**. Rennes : Presses universitaires de Rennes, janvier 2015. 232 p.

Comment comprendre les rapports complexes et souvent tendus entre institutions et dispositifs qui s'instaurent dans la mise en œuvre de l'action publique ?

Cet ouvrage en éclaire les raisons et les processus en examinant les recompositions en cours des champs de l'éducation et de l'intervention sociale. Différentes disciplines offrent au lecteur une analyse intersectorielle des tensions entre dispositifs et institutions : heurts de logiques politiques, confrontations de valeurs et de normes auprès des publics, déplacements et réaménagements des cadres de la connaissance...

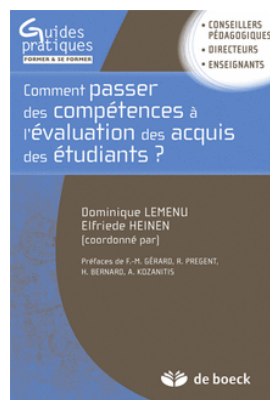


DUPRIEZ Vincent. **Peut-on réformer l'école ? Approches organisationnelle et institutionnelle du changement pédagogique.** Bruxelles : De Boeck, janvier 2015. 184 p. (pédagogies en développement)

L'école est-elle réformable ? Dans de multiples pays, on constate en tout cas que les réformes appelant à une transformation du travail pédagogique des enseignants sont difficiles à mettre en œuvre. Cette difficulté s'explique entre autres par la structure cellulaire des systèmes éducatifs et la situation d'isolement de chaque enseignant au sein de sa classe. La faiblesse de la ligne hiérarchique dans les systèmes éducatifs et les incertitudes liées aux choix pédagogiques aident également à comprendre pourquoi chaque enseignant dans sa classe bénéficie d'une autonomie importante et peut ignorer ou contourner un certain nombre d'injonctions formulées par les autorités éducatives.

La complexité de la question réside fondamentalement dans ce paradoxe : le changement pédagogique doit s'appuyer sur les pratiques enseignantes, mais le système a peu de prises sur celles-ci. C'est à partir d'un tel constat que cet ouvrage tente de construire une synthèse de notre compréhension des processus de changement des pratiques enseignantes.

La première partie de l'ouvrage propose au lecteur trois entrées théoriques pour analyser les systèmes éducatifs et les conceptions du changement que ces modèles théoriques révèlent. La deuxième partie de l'ouvrage s'intéresse à trois tentatives de changement adossées à des évolutions des modes de gouvernance : la décentralisation des systèmes éducatifs, la mise en concurrence des écoles et les politiques de reddition de comptes. La dernière partie met en évidence deux évolutions majeures, potentiellement contradictoires, de la manière de penser et d'impulser le changement des pratiques éducatives.



Dominique Lemenu, Elfriede Heinen (coord.) **Comment passer des compétences à l'évaluation des acquis des étudiants : Guide méthodologique pour une approche programme dans l'enseignement supérieur.** Bruxelles : De Boeck, février 2015. 176 p. (guides pratiques)



Claude Lessard, Anylène Carpentier. **Politiques éducatives : la mise en œuvre.** Paris : PUF, janvier 2015. 224 p. (éducation et société). ISBN : 978-2-13-060667-3 – 22 €

Un regard nouveau sur la mise en œuvre des politiques éducatives nous éloigne d'une vision linéaire et étato-centrée des politiques publiques : il nous rapproche d'une perspective de construction d'une action publique par de multiples acteurs, agissant à différents niveaux, à partir de schèmes cognitifs, d'idées et d'intérêts particuliers, dans des contextes institutionnels spécifiques.



Olivier Maulini, Julie Desjardins, Richard Étienne, Pascal Guibert, Léopold Paquay. **À qui profite la formation continue des enseignants ?** Bruxelles : De Boeck, janvier 2015. 272 p. (Perspectives en éducation et formation). ISBN-13 : 9782804190972 – 34 €

À quoi et à qui sert la formation des enseignants : aux enseignants eux-mêmes, à leurs élèves, aux autorités scolaires, à la société qui finance l'école et lui assigne – explicitement ou implicitement – ses finalités ?





Portelance, L., Martineau, S., Mukamurera, J. & (sous la dir.) (2014). ***Développement et persévérance professionnels dans l'enseignement : oui, mais comment?***. Québec : PUQ. 256 p. (hors collection). ISBN 978-2-7605-4039-2

Pour répondre aux nombreuses mutations du domaine de l'enseignement, sur le plan de la population scolaire, des philosophies d'enseignement ou encore des politiques de gestion des écoles, la formation initiale des enseignants s'est professionnalisée. Toutefois, pour assurer la qualité des systèmes éducatifs, il est crucial que le développement professionnel soit un processus continu. Malheureusement, la possibilité de participer aux activités de développement professionnel n'est pas offerte à tous les enseignants débutants, en raison des difficiles conditions d'embauche. Il n'est pas étonnant, dans ce contexte, que beaucoup d'enseignants abandonnent la profession avant même d'avoir pu acquérir les habiletés nécessaires à la création d'un climat d'apprentissage efficace pour les élèves.

En associant la persévérance professionnelle au développement professionnel, les auteurs de cet ouvrage collectif proposent des réflexions approfondies afin de favoriser l'insertion professionnelle des enseignants débutants. Que ce soit par l'entremise de l'exploration théorique, des expériences de formation liées aux stages, des savoirs développés par une analyse réflexive, des représentations quant à la collaboration professionnelle et interprofessionnelle ou de l'analyse de programmes de soutien à l'insertion professionnelle, chaque contribution soulève un aspect capital en vue d'interventions précoces et mieux ciblées en réponse aux besoins des enseignants.



Francine Labadie, INJEP. **Parcours de jeunes et territoires : Rapport de l'observatoire de la jeunesse 2014**. Paris : La Documentation française, 2014. 280 p., ISBN : 978-2-11-009812-2

Si, avec la réforme territoriale, la question du territoire et des pouvoirs est devenue un enjeu crucial pour les politiques publiques, elle constitue aussi un enjeu de grande importance pour le destin social des jeunes. La première partie dresse un état des lieux de la situation des jeunes au regard des inégalités socio-spatiales. La seconde, est organisée autour de trois axes : le territoire comme levier ou obstacle dans les parcours de socialisation ; le territoire comme espace de construction identitaire et, partant, le rapport des jeunes à son ou ses territoires ; la territorialisation de l'action publique en faveur des jeunes du point de vue de la pertinence