



Veille de l'IREDU n°42

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1. Ressources sur le Web

Repéré sur : Alternatives-economiques.fr

Naïri Nahapétian. [Université : une sélection qui ne dit pas son nom](#). Alternatives Economiques n° 343, février 2015

Repéré sur : Amue.fr

[L'internationalisation de l'enseignement supérieur](#)

En ligne sur le site www.strategie.gouv.fr, un rapport consacré à l'internationalisation de l'enseignement supérieur. La France reste le troisième pays d'accueil des étudiants internationaux en 2012. Cependant les auteurs constatent que les établissements français s'inscrivent pour la plupart dans une logique non marchande et font face à de sérieux problèmes de ressources. Le rapport aborde ces enjeux à partir d'une analyse détaillée des tendances actuelles et des expériences internationales. Il montre que coexistent aujourd'hui différents modèles d'internationalisation et « qu'il est temps que la France détermine dans quelle direction elle entend faire évoluer le sien ».

[Les jeunes docteurs :: profil, parcours, insertion](#)

L'Association pour l'emploi des cadres (Apec) publie une enquête qui analyse les parcours particuliers des docteurs à partir de la thèse. Le document se détaille en quatre grands axes : avant et pendant le parcours de thèse, l'accès à l'emploi et la recherche d'emploi, la situation d'emploi des docteurs et enfin le contraste des perceptions et des situations existantes entre secteur public et secteur privé.

[Rapport public annuel 2015 - : Cour des comptes](#)

Le 11 février 2015, la Cour des comptes a rendu public son rapport public annuel composé de deux tomes. Le premier expose une sélection d'observations suivies de recommandations, visant à améliorer l'utilisation des fonds publics et l'efficacité des services publics. Le tome II présente l'organisation et les missions des juridictions financières (Cour et CRTC) et traite des suites données aux observations et aux recommandations. Concernant le supérieur, trois chapitres sont à lire plus particulièrement.

En savoir + : [Le réseau des œuvres universitaires et scolaires : une modernisation indispensable](#)

En savoir + : [La gestion des chercheurs : des améliorations encore nécessaires](#)

En savoir + : [Le chantier de Jussieu et la conduite des grandes opérations immobilières des universités franciliennes : des enseignements à tirer](#)

Repéré sur : cafedepedagogique.net

[Les supports pédagogiques creusent-ils les inégalités scolaires ?](#) L'expresso du 2 février 2015

Avec l'affaiblissement du modèle traditionnel d'enseignement, les supports pédagogiques ont pris une importance croissante dans la classe. Hors de la classe, le développement de la littérature jeunesse et du parascolaire montre que les attentes des familles sont fortes. Comment avec la multiplication de ces supports peut-on voir les inégalités scolaires se creuser ? Comment en est-on arrivé au rejet de l'Ecole par certaines familles et à un sentiment d'injustice aussi généralisé ? Pour répondre à cette question, Stéphane Bonnery et les chercheurs de l'équipe Escol ont analysé manuels scolaires, ouvrages de littérature jeunesse et supports d'éducation musicale sur un demi siècle. Pour eux , ils jouent un rôle dans la montée des inégalités. Mieux les utiliser devient nécessaire...

[Marie -Aleth Grard : Comment réaliser l'école de la réussite de tous ?](#) L'expresso du 3 février 2015

"Je n'aimais pas l'école. Je n'ai pas de mal à me mettre à la place des élèves en souffrance". Présidente du Mouvement ATD Quart Monde , Marie-Aleth Grard pilote une mission de la mission éducation du Conseil économique, social et environnemental (le Cese) qui travaille sur la réussite de tous les élèves à l'école, c'est à dire sur l'accueil des enfants défavorisés. Elle remettra en mai un rapport qui devrait faire des préconisations concrètes. Au pays champion des inégalités sociales à l'école, son travail permettra-t-il d'annuler des années d'indifférence ?

[Quitter l'enseignement pour une seconde carrière ? Etat des lieux avec Rémi Boyer.](#) L'expresso du 11 février 2005

Magali fait du coaching. Estelle est devenue chasseur immobilier. Christophe distribue des produits de bien être. Nicolas vend ses fromages. Vous les avez croisé dans les pages "seconde carrière" du Café pédagogique. Tous étaient profs et sont passés par l'association Aide aux profs créée par Rémi Boyer. Depuis 2006 il a construit des outils pour aider les enseignants qui veulent quitter la classe et entamer une seconde carrière. Alors que la difficulté du métier enseignant est reconnue, il fait avec nous un état des lieux d'une politique qui n'arrive pas à trouver place dans l'institution.

[Handicap : Quel bilan 10 ans après la loi de 2005 ?](#) L'expresso du 11 février 2005

Les 10 ans de la loi de 2005 qui a ouvert les écoles aux enfants handicapés sont célébrés par la publication d'une note de la Depp (division des études du ministère de l'éducation nationale" et des réactions syndicale et associative.

Repéré sur : Cereq.fr

Chantal Labruyère, Véronique Simon. [L'alternance intégrative, de la théorie à la pratique.](#) Bref , n° 328 , 2014 , 4 p.

Dans le secteur social et médico-social, la réflexion sur l'alternance est ancienne. Organismes de formation et structures d'accueil sont aujourd'hui incités à pratiquer une forme d'alternance dite intégrative, dans laquelle savoirs théoriques et pratique professionnelle sont plus étroitement imbriqués qu'auparavant. Les terrains de stage deviennent sites qualifiants et les pratiques évoluent. Mais l'exigence de qualité et les coûts attenants peuvent entraver l'offre de stages, dans un contexte de rigueur budgétaire croissante.

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.

Delphine Beraud. [Les PME s'intéressent de plus en plus aux effets de la formation](#). Bref, n° 330, 2015, 4 p.

Interrogées sur leurs pratiques d'évaluation, les entreprises apparaissent de plus en plus attentives aux effets des formations qu'elles mettent en place. Si la part d'entreprises ayant organisé des formations pour leurs salariés a peu évolué entre 2005 et 2010, elles se disent plus sensibles aux liens entre leurs efforts de formation et leurs résultats économiques. De ce point de vue, les petites entreprises ne sont pas à la traîne.

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.

Mickaële Molinari-Perrier. [L'emploi saisonnier dans l'hôtellerie-restauration - Données DADS 2010-2011](#). Net.Doc , n° 129 , 2014 , 77 p

Ce document fournit une estimation de l'emploi saisonnier dans le secteur de l'hôtellerie-restauration et en décrit les principales caractéristiques. Les données sont issues d'une exploitation des Déclarations annuelles de données sociales (DADS) de 2010 et 2011. Un chapitre présente l'évolution de l'emploi saisonnier dans ce secteur depuis 2006-2007 et des données régionales mettent en évidence d'assez fortes disparités de situations.

Repéré sur : cren.univ-nantes.fr

Bertrand Bergier. [De quelques modèles pathologiques du « vivre ensemble » ?](#) Notes du CREN, n°20, février 2015

Les réflexions livrées dans le cadre de cette note du CREN, sont celle d'un essai de modélisation où le « vivre ensemble » est à la fois un sujet d'étude et un objet à promouvoir ; un essai s'émancipant de la prudence académique qui veut que l'on taise le point de vue normatif sur la thématique étudiée.

Applebaum, L. (2015). [Online Instructional Group Work and Learning Retention: Perceptions From The Student's Point of View](#). Mémoire de maîtrise inédit, Athabasca University.

This study investigated student perceptions of online group work on their learning retention. Data collection included the Community of Inquiries (Col) survey expanded with Likert and open-ended questions that directly addressed the study focus. ChiSq analysis defined correlations between the Likert questions and perceived connections between online group work and learning retention. Qualitative data were analyzed with the coding template used in development of the Col survey. The open-ended questions explored participants' perceived positive, negative and perfect online group experiences. Positive and perfect responses reported similar themes, which emphasized the importance of effective social and instructional communication within a well-designed and organized course for supporting learning retention. Negative responses included lack or dysfunction of the reported positive and perfect experiences. Participants often expressed anger and frustration when reporting negative group experiences, which included poor communication, unequal sharing of work, lack of clear instructional design and, unnecessary and outdated course materials.

Gareau, A. (2014). [Utilisation interactive du tableau numérique interactif : situation d'enseignants québécois de sciences et technologie au secondaire](#). Mémoire de maîtrise inédit, UQTR, Trois-Rivières, Québec. Au Québec, un vent technologique a soufflé sur la plupart des écoles primaires et secondaires avec la venue des tableaux numériques interactifs (TNI) 1 au début des années 2000. Cet engouement s'est propagé avec l'annonce du gouvernement en place en 2011 à propos d'investissement majeur de plusieurs millions de dollars afin d'équiper toutes les classes de la province. Depuis l'automne 2012, le gouvernement en place a mis un terme à cette entente, préférant attendre des résultats de recherche concernant l'utilisation et l'efficacité du TNI en salle de classe. Déjà, dans les écrits scientifiques, des résultats de recherche (Beauchamp et Kennewell, 2010; Gillen, Staarman, Littleton, Mercer et Twiner, 2007; Hennessy, Deaney, Ruthven et Winterbottom, 2007) permettent de conclure à l'efficacité d'un tel outil dans certains contextes.

En pratique, il est possible d'observer quelques facteurs nuisant à une implantation réussie et efficace du TNI. Parmi ceux-ci, Samson et Lefebvre (2012) en relèvent quelques-uns, dont le manque de temps, la volonté de l'enseignant, le manque de connaissances et d'habiletés technologiques et pédagogiques et le manque de formation. À ces facteurs, s'ajoute la difficulté qu'ont les enseignants à concevoir des leçons interactives, notamment dans l'enseignement des sciences et technologie (S&T) au secondaire. Peu d'études ont été réalisées en ce qui concerne l'utilisation interactive du TNI en S&T, et ce, malgré le fait que les défenseurs du TNI promeuvent les vertus interactives d'un tel outil.

Alors que la présence de cette technologie dans les classes tend à rattraper le courant technologique omniprésent dans le mode de vie des élèves, voilà que plusieurs enseignants se posent des questions sur la meilleure manière, tantôt pédagogique, tantôt didactique, de s'y prendre pour construire un réel pont entre l'enseignement des concepts prescrits et l'utilisation interactive du TNI.

Kenny, A. (2014). [La construction identitaire professionnelle des stagiaires en formation à l'enseignement en contexte de la francophonie acadienne et minoritaire](#). Thèse de doctorat inédite, Université de Moncton, Moncton, Nouveau-Brunswick.

Même si les étudiantes et les étudiants perçoivent l'enseignement comme une profession difficile à exercer, la plupart d'entre eux n'en mesurent l'étendue qu'au cours de leur formation initiale et tout particulièrement lors de stages en milieu scolaire (Duchesne, 2008; Kaldi, 2009). Pour la majorité des stagiaires, l'expérience de la formation pratique constitue la première occasion qu'elles ou ils ont d'assumer réellement les rôles et les responsabilités associés à la profession enseignante (Ouellet, 2008).

Donner la parole à des stagiaires, afin de comprendre le sens qu'elles et ils accordent à leur expérience de stage, a orienté nos choix vers une méthodologie de recherche axée sur l'approche narrative. De plus, notre intérêt à comprendre les expériences liées à la construction de l'identité professionnelle en enseignement lors du stage a guidé notre collecte de données en trois temps (au début, pendant et après la complétion du stage de quatre mois). L'élaboration de récits validés par nos sujets et une analyse phénoménologique et structurale des données sont à la source des résultats présentés. La discussion des résultats permet d'illustrer les représentations de soi avec lesquelles l'expérience du stage s'est amorcée et de comprendre comment les expériences vécues et les rapports entretenus avec l'enseignante associée et d'autres personnes significantes orientent la construction identitaire professionnelle de ces enseignantes et enseignants en devenir. L'importance du rôle d'évaluateur que la ou le stagiaire accorde à l'enseignante associée (à titre de représentante du groupe de professionnels auquel elle ou il aspire appartenir) est également abordée. Il nous a été possible de faire des rapprochements entre des concepts initialement liés à l'identité personnelle proposés par Kaufmann (2004) et notre compréhension du phénomène de la construction identitaire professionnelle tel que vécu par nos sujets au fil des expériences du stage. Le tout s'inscrivant dans la logique proposée par Dubar (2010) selon laquelle la construction identitaire personnelle et professionnelle est un processus pluriel où les dimensions individuelle et collective sont indépendantes, quoiqu'indissociables les unes des autres. L'identité professionnelle de la personne constitue à la fois une partie et un prolongement de son identité personnelle (Day, Kington, Stobart, & Sammons, 2006; Dubar, 2010; Kaddouri, 2008; Osty, 2008).

Mueller, K. (2015). [Rethinking Pedagogical Options for Teaching Explicit Grammar in French Immersion](#). Thèse de doctorat inédite, University of Calgary, Calgary, Alberta

Canada's French Immersion program, introduced in the mid-1960s, is widely recognized as a successful classroom model for developing language competence. The accuracy of the written production of French Immersion students has been problematic (Genesee 1987; Harley 1989; Cummins 2000; Lyster 2007; Burger et al 2011) and is a particular challenge for those students in high school who intend to use French for post-secondary education or to seek employment opportunities. In this study, R. Lyster's 2007 Noticing-Awareness-Practice model is used for the delivery of explicit grammar instruction about the direct and indirect object pronouns in a Grade 12 French Immersion language class. The cognitive maturity of Grade 12 students and their implicitly-built knowledge and understanding of French could provide an advantage in the learning context provided by the model. Following L.S. Vygotsky's (1978) view of the value of peer work in the classroom, peer collaboration is included in the model in order to encourage metatalk and languaging, identified by M. Swain (2001;

2010) as a way to encourage students to reflect on language use and to enhance their metalinguistic awareness. The goal of the study was to explore the effects of explicit instruction about the targeted structure on students' written production and the effects of such instruction on their metalinguistic awareness. Following a mixed method study design, quantitative data were collected from a treatment class and a control class at three times, and supporting qualitative data were provided by student and teacher interviews and audio recordings of peer work groups in the treatment class. The results from this study show that providing explicit and proactive grammar instruction within the framework of Lyster's model, supplemented by opportunities for peer interaction, can enhance students' metalinguistic awareness, and have a positive impact on the accuracy and frequency of use of the targeted structure in their written production. These results support the creation of curriculum materials that will assist French Immersion teachers in implementing such a model in their classroom in order to improve the accuracy of students' written production and to enhance their metalinguistic awareness; a sample document inspired by the study is included.

Gibson, S., Oliver, L. & Dennison, M. (2015). [Workload Challenge: Analysis of teacher consultation responses](#). Research report. : CooperGibson Research , UK Department for Education.

Repéré sur : Ecs.org

New from ECS

Most dual enrollment classes taught by high school teachers

Because dual enrollment classes tend to be taught in high schools by high school instructors, it is critical for states to ensure that course content and instructor qualifications align with those for traditional postsecondary courses, according to this new ECS [report](#). Further, colleges must ensure high school instructors are grounded in the curriculum and have the knowledge and skills necessary to deliver postsecondary content.

Conservative inroads into education policy

The conservative movement has used both conservative think tanks and the media to gain entry into the field of education policy. This [study](#) finds that conservative think tanks are cited more often than centrist or progressive think tanks in media coverage of education policy. (*New to the ECS Research Studies Database*)

More from ECS

Teacher quality on the rise

A 2014 [study](#) suggests that federal, state and local efforts to improve teacher quality are working. In New York state, the SAT scores of newly certified and newly hired first-time teachers increased after the state implemented state teacher reforms in the late 1990s. Improvements were even larger for teachers in hard-to-staff subjects (such as math and science), in low-income schools, and from minority groups. (*New to the ECS Research Database*)

Instructing ELLs

When instructing English language learners, the quality of instruction matters. This conclusion is becoming increasingly accepted and is supported by a 2012 [literature review](#) of studies on reading and language instruction methods for ELLs. Researchers also identified several effective reading interventions for ELLs and found that allowing ELLs to use their language skills every day is an important part of developing reading skills. *(New to the ECS Research Database)*

How school finance reforms impact adult outcomes

Does money matter? School finance reforms have raised many questions about their effects on student outcomes. Previous studies have produced conflicting results. This [study](#) looks specifically at the impact of court-ordered school finance reforms on long-term, adult outcomes. *(New to the ECS Research Database)*

Multiple measures for college readiness

Approximately one-third of U.S. high school graduates do not move on to college soon after earning a diploma for reasons ranging from concerns over cost to work obligations. Many of these students want to continue their education; this new [ECS Education Trends report](#) stresses the need to turn this aspiration into action by making the transition from high school to college a policy priority for states.

Postsecondary access for undocumented students

Since 2001, 18 states have taken policy action to redefine eligibility requirements for in-state tuition that make undocumented students eligible. With a backdrop of such federal actions as the Deferred Action for Childhood Arrivals (DACA) and the Immigration Accountability Executive Action from President Obama, five states offer financial aid, according to a new ECS [brief](#).

Dual enrollment database update

The 2015 update to ECS' dual enrollment database is now [live](#). Check out this database to see how your state compares nationally on 20 data points related to program basics, access, finance, ensuring quality, and transferability of postsecondary credit. This brief provides an overview of key dual enrollment trends in 2014.

What States Are Doing

What works in Pre-K professional development?

Evaluating two of **Georgia's** Pre-K professional development models, researchers [found](#) Making the Most of Classroom Interactions (MMCI) was more effective than My Teaching Partner. MMCI also lent itself more to scaling up. However, improvements were small and instructional support remained in the low-to-middle range, and the conclusion was, advancements in early childhood professional development still are needed.

Leveraging financial aid for completion

Recent policy changes in **Indiana** aim to leverage financial aid as a means to encourage college completion. In [Reforming Student Financial Aid to Increase College Completion](#), the Indiana Commission for Higher Education posits that adding credit accumulation milestones, requiring institutions to provide students with degree maps, and allowing students increased flexibility to

access state aid in the summer may be promising strategies to use financial aid dollars to promote college completion.

Country's first statewide PLA initiative

Pennsylvania's 14 community colleges launched the first statewide [Prior Learning Assessment \(PLA\) initiative](#) in the country this month. Adult learners in the Pennsylvania community college system will be able to earn credit for learning through training and work experiences; standards for such credits will be established by the system.

Assessments Task Force

Charged with studying the implications of **Colorado's** assessment system, a [task force](#) agreed that while assessments provide valuable data for holding schools and districts accountable, state and local assessments create too many demands on time, logistics and finances. Where possible, changes must be made to the type, frequency and use of assessments. The task force recognized federal requirements restricted the state's ability to change the system.

Making college transfers easier in California

Passed in 2010 and amended in 2013, the Student Transfer Act was intended to create clearer pathways from **California** Community Colleges to the California State University system. This month, a legislative [analysis](#) found 33 model curricula covered majors selected by 80 percent of transferring students. However, many students remain confused and, while most colleges have some degrees left to develop, a handful lag far behind.

Good Reads

States ranked by charter law

Minnesota remained at the top of an annual [list](#) of states ranked by flexibility in charter school laws; Maryland remained last. South Carolina moved up from 16 to 10 because a new law allows multiple authorizers while Massachusetts moved down six because of new data relating to funding equity. (*National Alliance for Public Charter Schools*)

Teacher pension funds vary in fairness

Claims of pension boards and other groups about pension plans' cost-effectiveness, fairness and flexibility are challenged in this [report](#). The plans still are in place in 38 states and this brief includes a report card on each of the 50 states and the District of Columbia, with a detailed analysis of state teacher pension policies. Alaska comes in first, Mississippi last. (*NCTQ*)

Transfers from community college to four-year institutions

Most students entering community college intend to [transfer](#) to a four-year institution. It can be a good route, especially for underserved students, but there are barriers, particularly a loss of credits. Researchers believe the transfer process may be improved by ensuring credits can be transferred efficiently with the potential to raise college attainment and contribute to students' upward mobility. (*Community College Research Center*)

Aligning higher education with workforce development

By 2020, 65 percent of all jobs will require some postsecondary education and training, up from 28 percent in 1973. To produce and retain greater numbers of individuals with adequate education and training to fill labor market gaps, states have enacted a variety of legislation from career-specific pathways to longitudinal data systems. This [summary](#) describes legislation enacted in 2013 and 2014. (*Lumina and ECS*)

Repéré sur : Education.gouv.fr

Sylvie Le Laidier. [À l'école et au collège, les enfants en situation de handicap constituent une population fortement différenciée scolairement et socialement](#). Note d'information, n° 04 - février 2015

Les enfants en situation de handicap sont pour la plupart scolarisés en milieu ordinaire et pour moitié en classe ordinaire. Le ressenti des familles vis-à-vis de l'école est globalement positif, malgré une minorité de mécontents plus forte que parmi les autres parents d'élèves. Presque tous les parents rencontrent au moins une fois par an un enseignant de leur enfant ; ils sont toutefois nombreux à méconnaître les aménagements pédagogiques dont il bénéficie. Les familles sont plus souvent monoparentales et défavorisées, les mères ayant dû réduire ou arrêter leur activité pour les besoins de l'enfant.

Repéré sur : Esen.education.fr

Haut conseil de l'évaluation de la recherche et de l'enseignement supérieur (HCERES). [Agence d'évaluation de la recherche et de l'enseignement \(AERES\) : rapport d'activité 2014](#), Décembre 2014

Ce rapport porte sur l'activité de l'AERES qui, au cours de l'année 2014, a conduit les évaluations correspondant à la vague E (2013-2014), lancé celles de la vague A (2014-2015) et préparé celles de la vague B (2015-2016). Il présente les méthodes d'évaluation et leurs évolutions, un regard sur la déontologie de l'évaluation, les activités développées aux niveaux européen et international, et les perspectives pour 2015.

Conseil national de l'évaluation du système scolaire (CNESCO). [Travaux de recherche présentés lors de la conférence de consensus Conférence de consensus "Lutter contre les difficultés scolaires, le redoublement et ses alternatives"](#), Janvier 2015

Au cours de cette conférence de consensus tenue les 27 et 28 janvier 2015, les chercheurs ont présenté un bilan du redoublement en France et à l'étranger, les effets pédagogiques et psychologiques qu'il engendre, ainsi que les solutions alternatives développées à l'étranger. Le CNESCO a également rendu publics à cette occasion les résultats d'une enquête sur la perception du redoublement par les collégiens et lycéens ainsi qu'une étude de l'institut des politiques publiques (IPP) sur le coût du redoublement.

OCDE. [Éducation et accueil des jeunes enfants en France : chiffres clés](#). Paris : OCDE, Janvier 2015

Cette note souligne que la France accueille un grand nombre de jeunes enfants dans les structures formelles et à l'école maternelle, que la part du financement de cet accueil représente une part significative du PIB, mais que les dépenses rapportées au nombre d'élèves scolarisés en pré-primaire sont inférieures à la moyenne des pays de l'OCDE. Par ailleurs, elle montre que le nombre d'élèves par enseignant et personnel pédagogique est élevé et que les enseignants de maternelle ont un niveau de diplôme élevé, mais des salaires inférieurs à la moyenne.

Repéré sur : Eurydice.org

[Adult Education and Training in Europe: Widening Access to Learning Opportunities](#). Eurydice, February 2015

Repéré sur : halshs.archives-ouvertes.fr

Marianne Sérizat. [Apprendre à penser à l'école maternelle : vers une approche de la morale et du débat philosophique](#). Master « Métiers de l'Education et de la Formation », Mémoire de 2e année , Education. 2014.

Résumé : L'idée de ré-enseigner la morale est une préoccupation de l'Éducation Nationale depuis plusieurs années. Si la forme que doit prendre cet enseignement n'est pas encore déterminée, le précédent ministre de l'Éducation Nationale Vincent Peillon a déclaré qu'un enseignement de ce qui sera appelé « morale laïque » fera partie intégrante des nouveaux programmes à venir, et ce, de la maternelle au baccalauréat. Son successeur Benoît Hamon n'a, à l'heure actuelle, pas remis en cause ce projet. Titulaire d'une licence de philosophie, j'ai donc choisi pour ce travail de recherche de tester l'apprentissage d'une telle morale par le biais d'ateliers de débat philosophique à la maternelle. Après avoir effectué quelques « séances test » afin de concevoir des séances appropriées au niveau de mes élèves (moyenne section), j'ai mené une séquence complète sur le thème du respect. L'analyse de ces séances m'a permis de comparer différents supports d'entrée pour amorcer un débat philosophique : images,[...]

Véronique Sid-Ahmed. [L'égalité d'accès aux savoirs en école élémentaire : la carte heuristique comme outil d'apprentissage](#). Education. 2014.

La question des savoirs se pose au plus haut niveau (Ministère). Les enseignants, acteurs de la transmission des savoirs auprès des élèves de l'école élémentaire, s'interrogent sur les moyens permettant à chaque élève d'accéder au savoir en valorisant les liens qui sont mis en œuvre pendant l'apprentissage. Cette recherche permet de présenter un outil respectueux de l'élève, quelle que soit sa caractéristique sociale, et qui répond aux attentes de l'État : cet outil est la carte heuristique.

Nathalie Mons, Anne West, Marie-Christine Toczek, Sadyia Barkous. [L'évaluation des élèves par les enseignants dans la classe et les établissements : réglementation et pratiques](#). Une comparaison internationale dans les pays de l'OCDE. Rapport CNETSCO. 2014.

Résumé : À l'occasion de la Conférence nationale sur l'évaluation des élèves lancée par le Ministère de l'Éducation nationale, de l'Enseignement supérieur et de la Recherche, le Conseil national d'évaluation du système scolaire (Cnesco) a été sollicité, dans le cadre de ses missions, par le Comité

organisateur de la Conférence, pour rédiger un rapport présentant une comparaison internationale des évaluations des élèves dans la classe.

Laurence Simonneaux, Jean Simonneaux. [The emergence of recent science education research and its affiliations in France](#). Perspectives in Science, 2014, vol. 2, pp. 55-64. Résumé : Ce texte a pour objectif de dresser le panorama des filiations et des orientations des recherches actuelles en didactique des sciences et techniques en France. Nous ne pouvons avoir de prétention à l'exhaustivité. Nous citons ici des orientations « phares » dans le sens où elles ont généré un renouveau conceptuel fondateur d'un nombre significatif de recherches, mais sans que cela signifie que d'autres orientations ne sont pas émergentes et tout à fait essentielles. Nous tentons plutôt d'indiquer comment les courants se sont interfécondés.

Éva Némoz. [Stéréotypes de genre : au cœur de l'activité des élèves en éducation physique et sportive à l'école élémentaire](#). Education. 2014.

Résumé : L'objectif de cette recherche est de tenter de comprendre l'influence des stéréotypes de genre en éducation physique et sportive sur l'activité des élèves. Des auteurs tels que Marie Duru-Bellat (2010) et Stéphane Héas (2004) mettent en évidence les effets et les conséquences des stéréotypes de genre sur l'activité d'apprentissage des élèves à l'école, particulièrement en EPS. Les données recueillies au cours de ce travail de recherche permettront de montrer qu'il existe différentes origines aux stéréotypes de genre en EPS. Se basant sur le concept du cours d'action tel qu'il est présenté par Theureau, cette approche permettra de se situer au cœur de l'activité des élèves. Cette recherche a pour objectif principal d'observer et de comprendre ces phénomènes pour pouvoir au maximum limiter leurs impacts sur les apprentissages des élèves.

Louna Schiffmann. [Le vécu du professeur des écoles lors d'un questionnement existentiel d'élève](#). Education. 2014.

Résumé : Cette recherche se base sur le postulat, appuyé par des écrits d'auteurs, que les questions existentielles imprévues sont un moment délicat pour le professeur des écoles. Elle se base aussi sur le constat d'une multiplication des ateliers à visée réflexive ou ateliers philosophie dans les écoles, notamment maternelles. Par le lien supposé fort entre cette activité et le domaine du questionnement existentiel, l'objectif est de comparer le vécu du professeur des écoles recevant une question existentielle d'élève dans chacun des contextes évoqués, afin d'analyser, du point de vue de l'enseignant, l'apport des ateliers philosophie dans un enjeu de réponse aux questions existentielles des enfants. Afin d'opérer à cette mise en regard entre différentes expériences d'enseignants, je me suis appuyée sur la technique relevant de la psycho-phénoménologie de l'entretien d'explicitation élaborée par Pierre Vermersch. Les données recueillies ont ensuite été analysées à l'aide de l'analyse inductive[...]

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

Résumé : 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.

Karine Aillerie, Delphine Favre. [Can digital education be an education in collaboration and interculturality?](#). Specialized in Information Sciences Symposium (COSSI 2014), Jun 2014, Poitiers, France.

Résumé : Nowadays, teachers have to educate children in the use of digital technologies. They have to meet new pedagogical imperatives: knowing how to manage and create information, communicate, participate in networks and exchange views. In order to do this, our pupils need new skills in order to become "global citizens", able to understand the cultural diversity surrounding them. The specificity of the iTEC project, on which our study is based, centres on the evolution of the school in years to come. An evolution which takes into account the principles of an education in collaboration and interculturality.

Claude Springer. [Effets du plurilinguisme sur les compétences à l'université : quelles compétences en langues pour les étudiants ?](#). Académie suisse des sciences humaines et sociales. Langues et production du savoir, Jun 2002, Lugano, Switzerland. Langues et production du savoir, pp.19-32, .

Résumé : Langue et discipline à l'université, une problématique en constitution. La recherche concernant « les effets du plurilinguisme dans la construction des savoirs non linguistiques à l'université » en est encore aux premiers balbutiements. Cette rencontre, consacrée au thème « Langues et production de savoirs scientifiques », annonce sans aucun doute un nouvel élan pour un sujet capital en Europe. Cette recherche est actuellement en développement dans le cadre des dispositifs bilingues et en particulier des sections bilingues/européennes dans les écoles, collèges et lycées en France et en Europe (par exemple : G. L'entrée par le plurilinguisme apparaît comme un excellent levier de questionnement des évidences et des a priori que nous véhiculons sur l'intérêt, la place et le traitement des langues dans le système éducatif. Quelle(s) langues faut-il introduire à l'université ?

Jean-Charles Chabanne. [Comment assurer le transfert des résultats de la recherche au sein des ESPE ? Transfert... ou intégration?](#). Conférence adressée aux équipes de direction des ESPE. 2014, Résumé : Les questions qui avaient été adressées aux conférenciers étaient les suivantes, dans le cadre d'un séminaire organisé par le Réseau des ESPE : « Quels processus de transfert entre recherche et pratique professionnelle et recherche et formation ? » « Comment la préparation d'un master par un stagiaire en situation professionnelle peut favoriser le lien recherche et pratique professionnelle ? » « Comment la richesse des équipes pédagogiques composées d'enseignants chercheurs et de praticiens peut favoriser l'articulation recherche et formation ? » « Comment un étudiant stagiaire va se former à la recherche et par la recherche mais également comment il va poursuivre cette articulation une fois en poste ? » « Comment poursuivre cette articulation dans le cadre de la formation tout au long de la vie ? »

Pierre-Yves Bernard, Christophe Michaut. ["Marre de l'école" : les motifs de décrochage scolaire.](#) Notes du CREN. 2014.

Résumé : Depuis plusieurs années, la question du décrochage scolaire a fait l'objet de nombreuses

recherches visant à lister les facteurs de décrochage (Janosz, 2000 ; Bernard, 2011a), à repérer les élèves « à risque » (Blaya, 2010) ou encore à évaluer les politiques et les dispositifs mis en oeuvre pour y remédier (Bernard & Michaut, 2013). Les études interrogeant directement les jeunes sur les raisons de leur décrochage sont plus rares, en dehors des recherches qualitatives qui établissent des portraits de décrocheurs et dégagent le processus conduisant à cette rupture de scolarité. Qu'est-ce qui amène les jeunes à interrompre, au moins temporairement, leurs études : l'envie de rejoindre la vie professionnelle, des difficultés personnelles ou financières, des relations conflictuelles au sein de l'établissement, une formation non choisie, etc. ? Une recherche conduite entre mai et juin 2013 auprès de 1155 jeunes ayant interrompu leurs études secondaires tente d'apporter des éléments de réponse[...]

Alain Carlo, Alain Michel, Jean-Charles Chabanne, Dominique Bucheton, Patrick Demougin, et al.. [Study on Policy Measures to Improve the Attractiveness of the Teaching Profession in Europe](#). [Research Report] EAC-2010-1391, European Commission, Directorate General For Education and Training. 2013, pp.2 volumes.

Résumé : Rapport commandé par le département Education de la Commission Européenne

Fabienne Berton. [Des politiques d'emploi aux carrières salariales. La structuration du marché du travail par la formation professionnelle : histoire d'un changement de regard](#). Economies and finances. Université Paris X Nanterre, 2007.

Résumé : This document surveys 25 years of empirical researches devoted to heterodox labour economics. These researches begin from the study of employment and training policies, then focus on the manpower management by the firms, and, at the end lead to the analysis of the individual trajectory observed on the labour market. Such a movement from a global and macro approach to a micro and pluralist one can be justified by the need of a more precise and richer comprehension of the observed phenomena. But and more deeply this evolution also corresponds to a change in the explanatory framework: leading factors are no more collective one but decisions issued from individual agents even if these ones are not the one suggested by the main neo-classical theory.

Repéré sur : ife.ens-lyon.fr

Sophie Morlaix. [Les compétences sociales : quels apports dans la compréhension des différences de réussite à l'école primaire ?](#) Les documents de travail de l'IREDU, n°215/2, janvier 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. "

PERES Eric. [Les données numériques : un enjeu d'éducation et de citoyenneté](#). Paris : Conseil économique, social et environnemental, janvier 2015

"La révolution du numérique a ouvert de gigantesques chantiers et opportunités dans la vie quotidienne et domestique des français et dans de multiples domaines (santé, prévention, gestion intelligente des espaces publics, facilitant du quotidien, pratique démocratique etc.). Tant les citoyens, les entreprises que les États et leurs administrations participent pleinement à cet univers numérique sans toutefois en mesurer pleinement les opportunités ou les risques induits, constate le CESE. Ce défaut de sensibilisation renforce l'asymétrie d'information entre les grands opérateurs d'Internet et les citoyens-utilisateurs et conduit le CESE à appeler de ses vœux la construction d'un cadre collectif juridique et éthique à cet écosystème numérique qui soit en mesure de garantir à tous les acteurs les mêmes droits et une défense effective de leurs libertés."

[La compétence périscolaire et les impacts de la réforme des rythmes scolaires sur les agents et les métiers territoriaux](#). Centre national de la Fonction publique territoriale, janvier 2015

"La direction de l'observation prospective de l'emploi, des métiers et des compétences du CNFPT a inscrit dans son programme de travail 2014, une étude relative à la compétence périscolaire et aux impacts de la réforme des rythmes scolaires sur les agents et les métiers territoriaux. Vingt collectivités, communes et établissements publics de coopération intercommunale (EPCI) ont été rencontrés entre avril et juin 2014.

Parmi les communes et les EPCI interrogés, ont été sélectionnées des collectivités en zones rurale, urbaine et péri-urbaine de 15 régions différentes. Les entretiens semi-directifs ont été menés auprès d'élus en charge des compétences périscolaires ou d'animation, et de directeurs, responsables ou chargés de mission des services périscolaire ou animation. Les propos de ces interlocuteurs sont repris tout au long de ce rapport, sous la forme de « verbatim »".

[Apprentissage de la citoyenneté dans l'école française : Un engagement fort dans les instructions officielles, une réalité de terrain en décalage](#). Conseil national d'évaluation du système scolaire, janvier 2015

"Si la France présente une organisation scolaire solide de l'apprentissage de la citoyenneté dans les programmes scolaires et instructions officielles, la mise en oeuvre de ces enseignements dans les classes et les pratiques participatives des élèves dans la vie scolaire des établissements sont souvent en décalage avec les prescriptions. La réflexion entamée aujourd'hui, notamment au travers de la refonte du socle commun de connaissances, compétences et de culture ainsi que le projet d'enseignement moral et civique devront s'assurer du lien entre prescription scolaire et pratiques pédagogiques sur le terrain."

[École, immigration et mixités sociale et ethnique](#). Conseil national d'évaluation du système scolaire, janvier 2015

"Au-delà de l'apprentissage de la citoyenneté, les tragiques événements de ce début d'année interrogent aussi plus largement la capacité de l'école française à jouer le rôle crucial qui est le sien dans notre modèle d'intégration républicain des populations scolaires issues de l'immigration. Les recherches récentes mettent en évidence la dégradation des résultats scolaires des élèves issus de

l'immigration depuis le début des années 2000 et questionnent la faiblesse des mixités sociales et ethniques dans certains établissements scolaires."

[Lutter contre les difficultés scolaires : le redoublement et ses alternatives ?](#) Conseil national d'évaluation du système scolaire, décembre 2014

Le présent rapport s'inscrit dans le processus de réflexion de la conférence de consensus organisée par le Conseil national d'évaluation du système scolaire (Cnesco) et l'Institut Français d'Éducation (IFÉ/ENS de Lyon) dont le titre est : Lutter contre les difficultés scolaires : le redoublement et ses alternatives ? Très débattu dans les salles de classe et l'opinion publique, le redoublement a également généré une littérature scientifique abondante dont de récents développements ont fait évoluer les conclusions. En France, sa pratique est en pleine mutation. Parfois contesté par les parents - notamment au primaire - ou exigé dans une visée stratégique au collège et au lycée, le redoublement a nettement reculé ces dix dernières années, faisant évoluer les profils des élèves qu'il affecte. Pour autant, la France demeure dans le groupe de tête des pays de l'OCDE qui font le plus redoubler leurs élèves.

La phase exploratoire de la conférence de consensus - dont l'objectif principal était d'identifier, d'analyser et de synthétiser la littérature scientifique internationale étudiant le redoublement et ses alternatives - aboutit à une série de trois rapports :

- Le redoublement en France et dans le monde : une comparaison statistique et réglementaire ;
- Le redoublement en France et dans le monde : de l'étude de ses impacts à la croyance en son utilité ;
- Le redoublement en France et dans le monde : quelles alternatives au redoublement ?

Cette série permet en premier lieu aux participants à la conférence de consensus de s'approprier la thématique du redoublement et de ses alternatives en disposant d'une revue exhaustive de la littérature scientifique à ce sujet. Elle offre également à toute personne, utilisateur ou acteur de l'éducation, professeur ou étudiant, les éléments statistiques et réglementaires les plus récents, une analyse scientifique de l'impact et des perceptions du redoublement et enfin un ensemble de dispositifs et d'organisations qui complètent ou se substituent au redoublement et permettent de lutter efficacement contre les difficultés scolaires. Ce document constitue une synthèse des trois rapports.

Voir les deux premiers volets.

[Le redoublement : qu'en pensent les collégiens et les lycéens ?](#) Conseil national d'évaluation du système scolaire, janvier 2015

L'objectif de cette enquête est de déterminer comment le redoublement est vécu par les redoublants mais aussi comment il est perçu par l'ensemble des élèves. Les résultats obtenus permettent de répondre à cinq grandes questions :

- Le redoublement est-il perçu par les élèves comme étant efficace ?
- Pour les élèves, le redoublement a-t-il un impact psychologique négatif ?
- Comment le redoublement est-il vécu par les redoublants ?
- A quels mots les élèves associent-ils le redoublement ?
- Existe-t-il des différences de perception et d'expérience du redoublement selon les profils d'élèves ?

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[Le taux de chômage selon le diplôme](#) (30 janvier 2015)

Le taux de chômage des non diplômés est trois fois supérieur à celui des diplômés d'études supérieures. Le diplôme est plus que jamais un atout pour accéder à l'emploi.

Repéré sur : Insee.fr

Carole Bonnet, Bertrand Garbinti et Anne Solaz. [Les conditions de vie des enfants après le divorce.](#)

INSEE Première, n° 1536, février 2015

En 2009, 160 000 enfants mineurs ont vécu le divorce de leurs parents (ou leur rupture de pacte civil de solidarité, Pacs). Selon les déclarations fiscales, un an après l'évènement, 76 % d'entre eux sont gardés principalement par leur mère et 9 % principalement par leur père. La résidence alternée, dont le recours a progressé au cours des années 2000, concerne 15 % des enfants. Ce type d'arrangement est plus fréquent pour les ménages aisés et dans certains départements. La moitié des enfants demeurent dans le logement initial l'année après le divorce. Même en cas de déménagement, 95 % des enfants restent dans le même département après la séparation. Quand la résidence est fixée chez elles, six mères sur dix déclarent percevoir une pension. Dans la moitié des cas, celle-ci représente plus de 18 % de leurs revenus déclarés. Elle est inférieure à 100 euros mensuels par enfant pour 20 % des divorces, la pension médiane étant de 150 euros.

Stéphane Adrover, Audrey Mirault, Christine Lecrenais. [Trente ans de mutations économiques en Bourgogne et Franche-Comté : la croissance de l'emploi présentiel ne compense pas la baisse de l'emploi productif.](#) INSEE Analyses Bourgogne, n° 06, février 2015

Entre 1982 et 2011, l'emploi progresse moins rapidement en Bourgogne et en Franche-Comté qu'en moyenne en France métropolitaine. L'emploi recule fortement dans la sphère productive qui comprend les activités potentiellement exportatrices de biens et services. Dans cette sphère, l'augmentation de l'emploi dans les fonctions métropolitaines est très loin de compenser le fort recul de l'emploi dans les fonctions de production concrète c'est-à-dire concourant directement à la production de biens matériels. En revanche, l'emploi augmente dans la sphère présentielle qui regroupe les activités tournées vers la satisfaction des besoins des personnes présentes dans un territoire. La santé et le social, les services de proximité et l'administration publique participent le plus au développement de cette sphère, en particulier dans les territoires en forte croissance démographique. Sur les 25 zones d'emploi de Bourgogne et Franche-Comté, seules celles de Beaune et de Besançon figurent parmi les plus dynamiques de France métropolitaine.

[Marché du travail - Séries longues - Mise à jour 2014.](#) Insee résultats, n° 162 société, février 2015

Tout en fluctuant selon les cycles économiques, le marché du travail en France métropolitaine a connu depuis 1955 la création nette d'environ 6 millions d'emplois.

Depuis un demi-siècle, le marché de l'emploi a également vécu de profondes mutations : féminisation, tertiarisation, salarisation, diversification des formes d'emploi, baisse du taux d'activité des jeunes.

Le taux de chômage a connu durant les dernières décennies deux tendances distinctes : le chômage a régulièrement progressé dans les années 1970 et 1980, et s'est depuis maintenu à un niveau élevé, avec des oscillations au gré de la conjoncture.

Victor Lavy, Edith Sand. [On The Origins of Gender Human Capital Gaps: Short and Long Term Consequences of Teachers' Stereotypical Biases](#). NBER Working Paper No. 20909, January 2015

In this paper, we estimate the effect of primary school teachers' gender biases on boys' and girls' academic achievements during middle and high school and on the choice of advanced level courses in math and sciences during high school. For identification, we rely on the random assignments of teachers and students to classes in primary schools. Our results suggest that teachers' biases favoring boys have an asymmetric effect by gender— positive effect on boys' achievements and negative effect on girls'. Such gender biases also impact students' enrollment in advanced level math courses in high school—boys positively and girls negatively. These results suggest that teachers' biased behavior at early stage of schooling have long run implications for occupational choices and earnings at adulthood, because enrollment in advanced courses in math and science in high school is a prerequisite for post-secondary schooling in engineering, computer science and so on. This impact is heterogeneous, being larger for children from families where the father is more educated than the mother and larger on girls from low socioeconomic background.

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.

Victor Lavy, Edith Sand. [On The Origins of Gender Human Capital Gaps: Short and Long Term Consequences of Teachers' Stereotypical Biases](#). NBER Working Paper No. 20909, Issued in January 2015

In this paper, we estimate the effect of primary school teachers' gender biases on boys' and girls' academic achievements during middle and high school and on the choice of advanced level courses in math and sciences during high school. For identification, we rely on the random assignments of teachers and students to classes in primary schools. Our results suggest that teachers' biases favoring boys have an asymmetric effect by gender— positive effect on boys' achievements and negative effect on girls'. Such gender biases also impact students' enrollment in advanced level math courses in high school—boys positively and girls negatively. These results suggest that teachers' biased behavior at early stage of schooling have long run implications for occupational choices and earnings at adulthood, because enrollment in advanced courses in math and science in high school is a prerequisite for post-secondary schooling in engineering, computer science and so on. This impact is heterogeneous, being larger for children from families where the father is more educated than the mother and larger on girls from low socioeconomic background.

C. Justin Cook, Jason M. Fletcher. [Understanding Heterogeneity in the Effects of Birth Weight on Adult Cognition and Wages](#). NBER Working Paper No. 20895, January 2015

A large economics literature has shown long term impacts of birth weight on adult outcomes, including IQ and earnings that are often robust to sibling or twin fixed effects. We examine potential mechanisms underlying these effects by incorporating findings from the genetics and neuroscience literatures. We use a sample of siblings combined with an “orchids and dandelions hypothesis”, where the IQ of genetic dandelions is not affected by in utero nutrition variation but genetic orchids thrive under advantageous conditions and wilt in poor conditions. Indeed, using variation in three candidate genes related to neuroplasticity (APOE, BDNF, and COMT), we find substantial heterogeneity in the associations between birth weight and adult outcomes, where part of the population (i.e., “dandelions”) is not affected by birth weight variation. Our results help uncover why birth weight affects adult outcomes.

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[Can Online Learning Bend the Higher Education Cost Curve?](#)

David J. Deming ; Claudia Goldin ; Lawrence F. Katz ; Noam Yuchtman

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.

[Immigration and the Political Economy of Public Education: Recent Perspectives](#)

Ortega, Francesc ; Tanaka, Ryuichi

This paper reviews the recent literature on the effects of immigration on the public education of the host country, emphasizing the political economy implications. In particular, we are interested on what happens to enrollment in public schools and the quality of education in these schools. Our review of the literature, which includes both quantitative and empirical studies, suggests the following conclusions. First, immigration has triggered native flight toward private schools in a wide variety of contexts. Some studies also find that the households that switch to private schools tend to be those with higher socio-economic status. Secondly, because of these changes in school choices, one consequence of large-scale immigration is that it appears to undermine the political support for public education, resulting in a deterioration in the funding and quality of public schools that seems to affect negatively the educational outcomes of disadvantaged native students. We offer some suggestions for policies that might help mitigate the negative consequences of immigration outlined above so that host countries can maximize the overall economic benefits of immigration.

[Explaining the evolution of educational attainment in the U.S.](#)

CASTRO, Rui ; COEN-PIRANI, Daniele

We study the evolution of educational attainment of the 1932–1972 cohorts using a calibrated model of investment in human capital with heterogeneous learning ability. The inter-cohort variation in schooling is driven by changes in skill prices, tuition, and education quality over time, and average

learning ability across cohorts. A version of the model with static expectations is successful in accounting for the main patterns in the data. Rising skill prices for college explain the rapid increase in college graduation till the 1948 cohort. The measured decline in average learning ability contributes to explain the stagnation in college graduation between the 1948 and 1972 cohorts.

[Social housing, neighborhood quality and student performance](#)

Felix Weinhardt

Children who grow up in deprived neighborhoods underperform at school and later in life but whether there is a causal link remains contested. This study estimates the short-term effect of very deprived neighborhoods, characterized by a high density of social housing, on the educational attainment of fourteen years old students in England. To identify the causal impact, this study exploits the timing of moving into these neighborhoods. I argue that the timing can be taken as exogenous because of long waiting lists for social housing in high-demand areas. Using this approach, I find no evidence for negative short-term effects on teenage test scores.

[Paying out and crowding out? The globalisation of higher education](#)

Stephen Machin ; Richard Murphy

We investigate the rapid influx of overseas students into UK higher education and the impact on the number of domestic students. Using administrative data since 1994/5, we find no evidence of crowd out of domestic undergraduate students and indications of increases in the domestic numbers of postgraduate students as overseas enrolments have grown. We interpret this as a cross-subsidisation and establish causal findings using two methods. Firstly, we use the historical share of students from a sending country attending a university department as a shift-share instrument to predict enrolment patterns. Secondly, we use a change in Chinese visa regulations and exchange rates in combination with strong subject preferences as a predictor of overseas student growth.

[Are Young People Attaining Higher Levels of Education than their Parents?](#)

OECD

Between 2000 and 2012, the proportion of young adults (25-34 year-olds) with a tertiary qualification has grown by more than 3% per year on average in OECD countries. On average across 24 national and sub-national entities participating in the OECD Survey of Adult Skills, 39% of adults have achieved a higher level of education than their parents. A 20-34 year-old with tertiary educated parents is 4.5 times more likely to participate in tertiary education than a young adult whose parents did not have a tertiary qualification.

[Ability Peer Effects in University: Evidence from a Randomized Experiment](#)

Booij, Adam S. ; Leuven, Edwin ; Oosterbeek, Hessel

This paper estimates peer effects originating from the ability composition of tutorial groups for undergraduate students in economics. We manipulated the composition of groups to achieve a wide range of support, and assigned students – conditional on their ability – randomly. The data support a specification in which the group composition is captured by the mean and standard deviation of prior ability and their squares and interactions. Estimates from this specification imply that students of low and medium ability gain on average 0.2 SD units of achievement from switching from ability mixing to three-way tracking. Their dropout rate is reduced by 15 percentage points (relative to a mean of 0.6). High ability students are unaffected. Analysis of survey data indicates that in tracked groups,

low-ability students have more positive interactions with other students, and are more involved. We find no evidence that teachers adjust their teaching to the composition of groups.

[The Effects of Increasing the Standards of the High School Curriculum on School Dropout](#)

Görlitz, Katja (Free University of Berlin) ; Gravert, Christina (University of Gothenburg)

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.

[Learn to teach, teach to learn: A within-pupil across-subject approach to estimating the impact of teacher subject knowledge on South African grade 6 performance](#)

Debra Shepherd (Department of Economics, University of Stellenbosch)

This paper assesses the impact of teacher subject knowledge on student performance using a nationally representative dataset of grade 6 students in South Africa. Test scores in two subjects and correlated random error models are used to identify within-pupil across subject variation in performance. Teacher knowledge is estimated to have a positive impact on performance across both the poorer and wealthier subsets of schools once controlling for teacher unobservables. The results suggest that consideration needs to be given to contextual factors such as the quality of teacher training and the working environment within schools and their relationship to the manner in which teacher knowledge is transferred to students.

[Private Tutoring: Evidence from India](#)

Azam, Mehtabul (Oklahoma State University)

Drawing on the nationally representative "Participation and Expenditure in Education" surveys, we document the incidence and cost of private tutoring at different stages of schooling over the last two decades in India. As private tutoring involve two decisions: a) whether to take private tuition or not, and b) how much to spend on private tutoring conditional on positive decision in (a), we analyze the determinants of the two decisions separately using a Hurdle model. We find that private tutoring is not a new phenomenon in India: a significant proportion of students at each stage of schooling took private tutoring even in 1986-87, and there has been no dramatic increase in those proportions. Students in urban areas and private schools are not only more likely to take private tutoring but also spend more on private tutoring. We also find that demand for private tutoring is inelastic at each stage of schooling, which implies that the private tutoring is a necessary good in the household consumption basket. We also find evidence of pro-male bias in both decisions regarding private tutoring.

[Does management matter in schools?](#)

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

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

[Correcting for Sampling Problems in PISA and the Improvement in Portuguese Students' Performance](#)

Adriana Ferro ; Pedro Freitas ; Luis Catela Nunes ; Ana Balcao Reis ; Carmo Seabra

PISA uses a complex sampling procedure based on stratification variables chosen by the participating countries' authorities. In this paper we analyse the representativeness of the samples used in terms of the distribution of students per grade and track of studies for Portugal. For the three exam years under analysis (2006, 2009 and 2012) a meaningful bias between the effective student distribution and PISA samples was found. We provide recalculated PISA scores that correct for the sample bias. We find that from 2009 to 2012, contrary to the stagnation denoted in the PISA results, the recalculated scores show an improvement in the Portuguese student performance. We also decompose the evolution of the scores into two effects: (i) change in the student population distribution by grade and track, and type of school; and (ii) evolution in the performance of each type of student. The results show that for the whole period the evolution of the students' scores is the main driver of the increase in PISA results, with the change in the population structure playing a weaker role. Although we focus on the Portuguese case, similar problems of representativeness are expected to arise in other countries with high retention rates, affecting the grade of study of 15-year-olds. JEL codes: I20, I25

[Home computers and married women's labor supply](#)

Alexander Lembcke

I consider how the availability of a personal computer at home changed employment for married women. I develop a theoretical model that motivates the empirical specifications. Using data from the U.S. CPS from 1984 to 2003, I find that employment is 1.5 to 7 percentage points higher for women in households with a computer. The model predicts that the increase in employment is driven by higher wages. I find having a computer at home is associated with higher wages, and employment in more computer intensive occupations, which is consistent with the model. Decomposing the changes by educational attainment shows that both women with low levels of education (high school diploma or less) and women with the highest levels of education (Master's degree or more) have high returns from home computers

[Responsive Affirmative Action in School Choice](#)

Battal Dogan

School choice programs aim to give students the option to choose their school. At the same time, underrepresented minority students should be favored to close the opportunity gap. A common way to achieve this is to have a majority quota at each school, and to require that no school be assigned more majority students than its majority quota. An alternative way is to reserve some seats at each

school for the minority students, and to require that a reserve seat at a school be assigned to a majority student only if no minority student prefers that school to her assignment. However, fair rules based on either type of affirmative action suffer from a common problem: a stronger affirmative action may not benefit any minority student and hurt some minority students. First, we show that this problem is pervasive: the problem disappears only if the minority students "mostly" have priority over the majority students. Then, we uncover the root of this problem: for some minority students, treating them as minority students does not benefit them, but possibly hurts other minority students. We propose a new assignment rule (Modified deferred acceptance with minority reserves), which treats such minority students as majority students, achieves affirmative action, and never hurts a minority student without benefiting another minority student.

[Impact of public spending on health and education of children in India: A Panel data simultaneous equation model](#)

Runu Bhakta (Indira Gandhi Institute of Development Research)

The basic objective of the study is to examine the impact of public expenditure on health and education after incorporating the linkages between health status of children and their educational achievements in India. This study has developed a simultaneous equation model among health and education of children, and public expenditure on these sectors. Three stage least squares technique is applied to get consistent and efficient estimates of the system. The results show that bad health status among children, captured by high IMR, is responsible to have lower enrolment rates and high dropout rates in primary level. In addition, public expenditure on Supplementary Nutritional Program has indirect positive impact on education through the improvements in health status of children whereas additional expenditure on elementary education has positive impact on enrolment rates, but at diminishing rate. Moreover, public expenditure on elementary education has greater impact on enrolment as compared to dropout rates.

[Educating Children to Save: an Experimental Approach to Financial Education of Pupils in Primary Schools.](#)

Coda Moscarola, Flavia ; Migheli, Matteo

Financial education is today a primary issue. We experimentally test whether a programme ("treatment") of financial education on savings, targeted to children aged 8 and 9, is effective and to what extent. We measure the interest rate required by the children before and after the treatment to accept to postpone a reward, compute its variation and compare this with that of a control group. We find that children are sensitive to the programme, and that this decreases the children's impatience. We also find some gender differences that cast some doubts about the gender neutrality of programmes of financial education.

[Antecedents And Consequences Of Organizational Commitment Among Russian University Teachers](#)

Andrey Lovakov (National Research University Higher School of Economics)

The aim of this study is to examine the specific antecedents and consequences of the commitment of university teachers to their university. Academia has specific features that distinguish universities from other types of organizations: universities have the opportunity to hire their own graduates (academic inbreeding); university teachers are able to work in several higher education institutions or combine teaching with work in business; university teachers have the opportunity to combine several professional roles (teaching, administrative work, research, etc.); university teachers have

several options to change their job; publication activity is an important indicator of the efficiency and competitiveness of university teachers. This study is an online survey of 317 teachers of different disciplines from several types of state higher education institutions from different regions of Russia. The results of the regression analysis show that antecedents of affective commitment include belonging to a group of insiders (working in university from which they graduated), having an additional administrative position, role clarity, and role conflict. Structural equation modelling shows that an additional administrative position had a direct positive effect and an indirect negative effect (through role conflict) on the affective commitment to the university. Having work experience at another university predicts only a normative commitment to the university. The affective component of commitment to the university was a better negative predictor of the intention to leave the position, profession and institution. No components of the commitment predict publication activity.

[The Impact of Short Term Exposure to Ambient Air Pollution on Cognitive Performance and Human Capital Formation](#)

Ebenstein, Avraham ; Lavy, Victor ; Roth, Sefi

Cognitive performance is critical to productivity in many occupations and potentially linked to pollution exposure. We evaluate this potentially important relationship by estimating the effect of pollution exposure on standardized test scores among Israeli high school high-stakes tests (2000-2002). Since students take multiple exams on multiple days in the same location after each grade, we can adopt a fixed effects strategy estimating models with city, school, and student fixed effects. We focus on fine particulate matter (PM2.5) and carbon monoxide (CO), which are considered to be two of the most dangerous forms of air pollution. We find that while PM2.5 and CO levels are only weakly correlated with each other, both exhibit a robust negative relationship with test scores. We also find that PM2.5, which is thought to be particularly damaging for asthmatics, has a larger negative impact on groups with higher rates of asthma. For CO, which affects neurological functioning, the effect is more homogenous across demographic groups. Furthermore, we find that exposure to either pollutant is associated with a significant decline in the probability of not receiving a Bagrut certificate, which is required for college entrance in Israel. The results suggest that the gain from improving air quality may be underestimated by a narrow focus on health impacts. Insofar as air pollution may lead to reduced cognitive performance, the consequences of pollution may be relevant for a variety of everyday activities that require mental acuity. Moreover, by temporarily lowering the productivity of human capital, high pollution levels lead to allocative inefficiency as students with lower human capital are assigned a higher rank than their more qualified peers. This may lead to inefficient allocation of workers across occupations, and possibly a less productive workforce.

[Gender differences in response to big stakes](#)

Ghazala Azmat ; Caterina Calsamiglia ; Nagore Iriberry

In the psychology literature, “choking under pressure” refers to a behavioural response to an increase in the stakes. In a natural experiment, we study the gender difference in performance resulting from changes in stakes. We use detailed information on the performance of high-school students and exploit the variation in the stakes of tests, which range from 5% to 27% of the final grade. We find that female students outperform male students relatively more when the stakes are low. The gender gap disappears in tests taken at the end of high school, which count for 50% of the university entry grade.

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

Geuna, Aldo ; Shibayama, Sotaro

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 less-prestigious 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.

[Value-Added Modeling: A Review](#)

Cory Koedel ; Kata Mihaly ; Jonah E. Rockoff

This article reviews the literature on teacher value-added. Although value-added models have been used to measure the contributions of numerous inputs to educational production, their application toward identifying the contributions of individual teachers has been particularly contentious. Our review covers articles on topics ranging from technical aspects of model design to the role that value-added can play in informing teacher evaluations in practice, highlighting areas of consensus and disagreement in the literature. Although a broad spectrum of views is reflected in available research, along a number of important dimensions the literature is converging on a widely-accepted set of facts.

[Education inequality: become better or worse?](#)

Tan, Sui Chin ; Ho, Chong Mun ; Pang, Vincent

Inequality measured by using Theil index, can be decomposed into between and within-groups. Normally, studies only focus on the inequality within-group due to high percentage of inequality within-group as compared to the between-group. Therefore, the conclusions that have been made in the past have neglected the between-group inequality. In this study, education achievement is used as indicator, and between-group inequality is observed for the case study in Sabah, Malaysia. It is noted that while the education inequality in urban and rural areas as well as its overall level has decreased, the gap between two areas has become more distinct.

[Are College Costs Worth It? How Individual Ability, Major Choice, and Debt Affect Optimal Schooling Decisions](#)

Webber, Douglas A.

This paper examines the financial value over the course of a lifetime of pursuing a college degree under a variety of different settings (e.g. major, student loan debt, individual ability). Using a lifecycle simulation approach, I account for ability/selection bias and the substantial probability that entering college freshmen will not eventually graduate, two critically important factors when evaluating the value of pursuing a college degree. I find that financial proposition of attending college is an unambiguously good investment for the vast majority of individuals with low to average college costs, although majors with a lower expected return do not pay off until middle age. However, when

the financial costs of attending college are high (defined here as roughly \$30,000 per year), the gains from attending college are far more tenuous, particularly among those with below median ability and those pursuing an Arts/Humanities degree. I estimate the net present discounted value of attending college to vary between \$95,000 and \$275,000 depending on the major (STEM, Business, Social Sciences, Arts/Humanities) pursued.

[Performance Standards and Employee Effort: Evidence from Teacher Absences](#)

Seth Gershenson (American University)

The 2001 No Child Left Behind Act (NCLB) increased accountability pressure in U.S. public schools by threatening to impose sanctions on Title 1 schools that failed to make adequate yearly progress (AYP) in consecutive years. Difference-in-difference estimates of the effect of failing AYP in the first year of NCLB on teacher effort in the subsequent year suggest that, on average, teacher absences in North Carolina fell by about 10 percent, and the probability of being absent 15 or more times fell by about 30 percent. Reductions in teacher absences were driven by within-teacher increases in effort and were larger among more effective teachers.

[Education, Gender, and State-Level Gradients in the Health of Older Indians: Evidence from Biomarker Data](#)

Jinkook Lee ; McGovern, Mark E. ; David E. Bloom ; P. Arokiasamy ; Arun Risbud ; Jennifer O'Brien ; Varsha Kale ; Peifeng Hu

This paper examines health disparities in biomarkers among a representative sample of Indians aged 45 and older, using data from the pilot round of the Longitudinal Aging Study in India (LASI). Hemoglobin level, a marker for anemia, is lower for respondents with no schooling (0.7 g/dL less in the adjusted model) compared to those with some formal education. The oldest old have higher levels of C-reactive protein (CRP) (1.1 mg/L greater than those aged 45-54), an indicator of inflammation and a risk factor for cardiovascular disease, as do those with greater body-mass index (an additional 1.7 mg/L for those who are obese compared to those who are underweight). We find no evidence of educational or gender differences in CRP, but respondents living in rural areas have CRP levels that are 0.8 mg/L lower than urban areas. We also find state-level disparities, with Kerala residents exhibiting the lowest CRP levels (1.96 mg/L compared to 3.28 mg/L in Rajasthan). There are substantial state and education gradients in underweight and overweight. We use the Blinder-Oaxaca decomposition approach to explain group-level differences, and find that state-level gradients in CRP are mainly due to heterogeneity in the association of the observed characteristics of respondents with CRP, as opposed to differences in the distribution of endowments across the sampled state populations.

[Importance of education and training local population in process of development rural tourism in Serbia](#)

Predrag, Vukovic ; Subić, Jonel ; Cvijanović, Drago

Since the mid-nineties of the twentieth century begins a rapid expansion of rural tourism in Serbia. In the first initial phase, the development has taken place without a clear plan and program. The first achieved positive results, influenced that Serbian Government since 2008 started with appropriate funding with aim to improve rural tourism development. Also, until 2008 there was no system of education and training sessions of the local population. Farmers were not educated and trained to provide adequate quality system services. On this way was undermined the competitiveness of rural

tourist destination and positive results that rural tourism could bring. Expectations are that the implementation of appropriate methods of education and training could create conditions for providing better quality services, which will bring bigger effects of rural tourism and benefits to rural areas.

[Primary school children's internet skills: a report on performance tests of operational, formal, information, and strategic internet skills](#)

Alexander J.A.M. Van Deursen ; Anke Görzig ; Marianne Van Delzen ; Hanneke T.M. Perik ; Anne Grace Stegeman

The performance levels of fundamental (i.e., operational and formal) and advanced (i.e., information and strategic) Internet skills and their potential predictors were assessed among a sample of Dutch primary school children. The findings suggest that primary school children possess sufficient levels of fundamental but not advanced Internet skills and, hence, might not be able to make best use of important opportunities the Internet has to offer. Children employed very ineffective and inefficient search strategies and did not combine information to make beneficial decisions. Contrary to previous survey research findings, no performance differences among boys and girls were revealed when using actual performance tests. Training programs to support advanced Internet skills among primary school children should be considered.

[Increasing access by waiving tuition : evidence from Haiti](#)

Adelman, Melissa A. ; Holland, Peter A.

Despite impressive gains in increasing access to school over the past 20 years, an estimated 57 million children worldwide do not go to school. Abolishing school fees has increased enrollment rates in several countries where enrollments were low and school fees were high. However, such policies may be less effective, or even have negative consequences, when supply-side responses are weak. This paper evaluates the school-level impacts of a tuition waiver program in Haiti, which provided public financing to nonpublic schools conditional on these schools not charging tuition. The paper concludes that a school's participation in the program results in having more students enrolled, more staff, and slightly higher student-teacher ratios. The program also reduces grade repetition and the share of students who are over-age. Although the increase in students at participating schools does not directly equate to a reduction in the number of children out of school, it does demonstrate strong demand from families for the program, and a correspondingly strong supply response from the nonpublic sector.

[Finance For All: The Impact Of Financial Literacy Training In Compulsory Secondary Education In Spain](#)

Laura Hospido (Banco de España) ; Ernesto Villanueva (Banco de España) ; Gema Zamarro (University of Arkansas)

We estimate the impact on objective measures of financial literacy of a 10-hour financial education program among 15-year-old students in compulsory secondary schooling. We use a matched sample of students and teachers in Madrid and two different estimation strategies. Firstly, we use reweighting estimators to compare the performance in a test of financial knowledge of students in treatment and control schools. In another specification, we use school fixed-effect estimates of the effect of the course on changes in scores in tests of financial knowledge. The program increased treated students' financial knowledge by between one-fourth and one-third of a standard deviation. We uncover heterogeneous effects, as students in private schools did not increase their knowledge

much, possibly owing to a less intensive implementation of the program. Secondly, we analyze the bias that arises because the set of schools that participate in financial literacy programs is not random. Such selection bias is estimated as the pre-program performance in financial PISA of students in applicant schools relative to a nationally representative sample of schools. We then study whether estimators that condition on school and parental characteristics mitigate selection bias

[The Long Run Human Capital and Economic Consequences of High-Stakes Examinations](#)

Ebenstein, Avraham ; Lavy, Victor ; Roth, Sefi

Cognitive performance during high-stakes exams can be affected by random disturbances that, even if transitory, may have permanent consequences for long-term schooling attainment and labor market outcomes. We evaluate this hypothesis among Israeli high school students who took a series of high stakes matriculation exams between 2000 and 2002. As a source of random (transitory) shocks to high-stakes matriculation test scores, we use exposure to ambient air pollution during the day of the exam. First, we document a significant and negative relationship between average PM2.5 exposure during exams and student composite scores, post-secondary educational attainment, and earnings during adulthood. Second, using PM2.5 as an instrument, we estimate a large economic return to each point on the exam and each additional year of post-secondary education. Third, we examine the return to exam scores and schooling across sub-populations, and find the largest effects among boys, better students, and children from higher socioeconomic backgrounds. The results suggest that random disturbances during high-stakes examinations can have long-term consequences for schooling and labor market outcomes, while also highlighting the drawbacks of using highstakes examinations in university admissions.

[Does the Teacher Beat the Test? The Additional Value of Teacher Assessment in Predicting Student Ability](#)

Feron, Eva (Maastricht University) ; Schils, Trudie (Maastricht University) ; ter Weel, Bas (CPB Netherlands Bureau for Economic Policy Analysis)

This research investigates to what extent subjective teacher assessment of children's ability adds to the use of test scores in the explanation of children's outcomes in the transition from elementary to secondary school in terms of initial track allocation, track switching in the first three years of secondary education and subsequent test scores. We apply micro-data from the Netherlands about cognitive test scores and teacher assessment in elementary schools and about track placement, track switching and test scores in secondary schools. Our estimates suggest that subjective teacher assessment is about twice as important as the elementary school cognitive test scores for initial track placement in secondary school. In addition, teacher assessment is more predictive of track allocation in 9th grade compared to cognitive test scores. Next, children who switch tracks are more likely to be placed in tracks based on test scores. Also, test scores in 9th grade are predicted by subjective teacher assessment, not by test scores in 6th grade. Finally, a back-of-the-envelope calculation shows that switching could be reduced by at least ten percent if children would have been allocated according to the teacher's assessment.

[The Effectiveness Of Vocational Versus General Secondary Education: Evidence From Pisa 2012 For Countries With Early Trackin](#)

Julia Kuzmina (National Research University Higher School of Economics.) ; Martin Carnoy (National Research University Higher School of Economics.)

In this paper, we examine the relative academic effectiveness of vocational education in three countries with early tracking systems: Austria, Croatia and Hungary. Our measures of academic effectiveness are the results of an international test, the Organization for Economic Cooperation and Development's (OECD's) Program of International Student Assessment (PISA). Our results show few, if any, differences between students attending the vocational track in secondary school and those in the academic track. Specifically, the results show that attending the vocational or academic track results in similar achievement gains in the 10th grade

[Ready for boarding? The effects of a boarding school for disadvantaged students](#)

Behaghel, Luc (Paris School of Economics - INRA) ; de Chaisemartin, Clement (Department of Economics, University of Warwick) ; Gurgand, Marc (Paris School of Economics - CNRS)

Boarding schools substitute school to home, but little is known on the effects this substitution produces on students. We present results of an experiment in which seats in a boarding school for disadvantaged students were randomly allocated. Boarders enjoy better studying conditions than control students. However, they start outperforming control students in mathematics only two years after admission, and this effect mostly comes from strong students. After one year, levels of well-being are lower among boarders, but in their second year, students adjust: well-being catches-up. This suggests that substituting school to home is disruptive: only strong students benefit from the boarding school, once they have managed to adapt to their new environment.

[Education and health knowledge: evidence from UK compulsory schooling reforms](#)

David W. Johnston ; Grace Lordan ; Michael A. Shields ; Agne Suziedelyte

We investigate if there is a causal link between education and health knowledge using data from the 1984/85 and 1991/92 waves of the UK Health and Lifestyle Survey (HALS). Uniquely, the survey asks respondents what they think are the main causes of ten common health conditions, and we compare these answers to those given by medical professionals to form an index of health knowledge. For causal identification we use increases in the UK minimum school leaving age in 1947 (from 14 to 15) and 1972 (from 15 to 16) to provide exogenous variation in education. These reforms predominantly induced adolescents who would have left school to stay for one additionally mandated year. Naïve ordinary least squares estimates suggest that education significantly increases health knowledge, with a one-year increase in schooling increasing the health knowledge index by 15% of a standard deviation. In contrast, estimates from instrumental-variable models show that increased schooling due to the education reforms did not significantly affect health knowledge: a one-year increase in schooling is estimated to decrease the health knowledge index by 0.1% of a standard deviation. This main result is robust to numerous specification tests and alternative formulations of the health knowledge index. Further research is required to determine whether there is also no causal link between higher levels of education – such as post-school qualifications – and health knowledge.

[Can we redress the immigrant-native educational gap in Italy? Empirical evidence and policy suggestions](#)

Davide Azzolini

This paper provides an overview of the immigrant-native educational gaps in Italy with the aim of identifying policy implications that may be considered in order to improve equity of educational opportunity in the country. (1) The empirical findings indicate that a large part of the observed gaps is accounted for by social disparities existing between native and immigrant families rather than by

migration-specific factors. Hence, targeted actions aimed at promoting children of immigrants' education should be integrated in a more general and comprehensive policy framework that addresses social inequality in education. (2) Education policies targeted on children of immigrants should prioritize interventions aimed at enhancing their learning achievements starting from the early educational stages, as the levels of ability achieved in these years have consequences on future skill formation as well as on educational choices and careers. (3) Italian language acquisition programs should be introduced in order to improve the learning achievements of first-generation children. These programs should replace the actual practice of enrolling newcomers in one class behind that corresponding to their age as they enter the Italian school system. (4) Considering the relevance of family environment in the schooling of children, initiatives to boost an active involvement of immigrant parents in schools and to provide immigrant children with personalized tutoring should be promoted. (5) Finally, despite the increasing number of descriptive studies, there is still scarce knowledge on which interventions really work to improve the learning outcomes of children of immigrants in Italy. Educational research based on randomized controlled trials should become common practice in order to achieve a deeper understanding of the causes of the immigrant-native gaps and better inform policy.

[Early, late or never? When does parental education impact child outcomes?](#)

Matt Dickson ; Paul Gregg ; Harriet Robinson

We study the intergenerational effects of parents' education on their children's educational outcomes. The endogeneity of parental education is addressed by exploiting the exogenous shift in education levels induced by the 1972 Raising of the School Leaving Age (RoSLA) from age 15 to 16 in England and Wales. Using data from the Avon Longitudinal Study of Parents and Children – a rich cohort dataset of children born in the early 1990s in Avon, England – allows us to examine the timing of impacts throughout the child's life, from pre-school assessments through the school years to the final exams at the end of the compulsory schooling period. We also determine whether there are differential effects for literacy and numeracy. We find that increasing parental education has a positive causal effect on children's outcomes that is evident at age 4 and continues to be visible up to and including the high stakes exams taken at age 16. Children of parents affected by the reform gain results just under 0.1 standard deviations higher than those whose parents were not impacted. The effect is focused on the lower educated parents where we would expect there to be more of an impact: children of these parents gaining results approximately 0.2 standard deviations higher. The effects appear to be broadly equal across numeracy and literacy test scores.

[Risk and Time Preference on Schooling: Experimental Evidence from a Low-Income Country](#)

Yuki Tanaka (National Graduate Institute for Policy Studies) ; Takashi Yamano (International Rice Research Institute)

Educational investment involves risks and long-term commitment, and the degree of risk aversion or patience of parents could play a vital role in the schooling decision. Yet, there are few studies analyzing the impact of such preferences on educational investment. This paper utilizes a unique dataset with a large-scale field experiment of preferences and estimates the impacts of the patience and risk aversion of the parents on school attendance, delayed enrollment, and the education expenditure of their children in Uganda. Our results show that the risk aversion of the parent delays enrollment of young children, especially boys. This could be explained by parents' security concerns for their young children. Girls of impatient parents have high attendance rates when they are young

(6 – 9 years old) but have low attendance rates when they are older (10 – 13 years old). Boys aged 10 to 13 have low attendance rates if their parents have a high present bias. Finally, the patience of the parents increases the education expenditure.

[Motivation and Incentives in Education: Evidence from a Summer Reading Experiment](#)

Jonathan Guryan ; James S. Kim ; Kyung Park

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.

[Money for nothing: estimating the impact of student aid on participation in higher education](#)

Lorraine Dearden ; Emla Fitzsimons ; Gill Wyness

Understanding how higher education (HE) finance policy can affect HE decisions is important for understanding how governments can promote human capital accumulation. Yet there is a severe lack of evidence on the effectiveness of student aid in encouraging HE participation outside of the US, and none at all for the UK. This paper exploits a reform that took place in the UK in 2004, when maintenance grants were introduced for students from low income families, having been abolished since 1999. This reform occurred in isolation of any other policy changes, and did not affect students from relatively better off families, making them a potential control group. We use a difference-in-difference framework to estimate the effect of the reform on HE undergraduate participation. We find a positive impact of maintenance grants, with a £1000 increase in grants leading to a 3.95 percentage point increase in participation.

[Student satisfaction, league tables and University applications](#)

Stephen Gibbons ; Eric Neumayer ; Richard Perkins

We investigate the impact of information about student satisfaction on university choice, using data from the UK's National Student Survey (NSS) and on applications to undergraduate degree courses. We show that the NSS has a small, statistically significant effect on applications at the university-subject level. This effect operates primarily through the influence of the NSS scores on a university's position in separately published, subject-specific, league tables, implying greater salience of league table rankings. The impact of rankings is greater amongst the most able students, for universities with entry standards in the upper-middle tier, and for subject-departments facing more competition.

[Schooling, Marriage and Age of First Birth in Madagascar](#)

Glick, Peter (RAND) ; Handy, Christopher (Cornell University) ; Sahn, David E. (Cornell University)

Low female schooling attainment, early marriage and low age at first birth are major policy concerns in developing countries. This paper jointly estimated the determinants of educational attainment, marriage age and age of first birth among females 12 to 25 years of age in Madagascar, explicitly accounting for the endogeneities that arose from modeling these related outcomes simultaneously. An additional year of schooling resulted in a delay of marriage by 1.5 years. Marrying one year later delayed the age of first birth by 0.5 years. Parental education and wealth also had important effects

on schooling, marriage and age at first birth: among other findings, a woman's first birth was delayed by 0.75 years for four additional years of schooling of her mother. Overall, the results provided rigorous evidence for the critical role of education – both own education and that of parents – in delaying marriage and fertility of young women.

[Assessing the effect of school days and absences on test score performance](#)

Esteban Aucejo ; Teresa Romano

While instructional time is viewed as crucial to learning, little is known about the effectiveness of reducing absences relative to increasing the number of school days. In this regard, this paper jointly estimates the effect of absences and length of the school calendar on test score performance. Using administrative data from North Carolina public schools, we exploit a state policy that provides variation in the number of days prior to standardized testing and find substantial differences between these effects. Extending the school calendar by ten days increases math and reading test scores by only 0.8% and 0.2% of a standard deviation, respectively; a similar reduction in absences would lead to gains of 5.8% and 3% in math and reading. We perform a number of robustness checks including utilizing data to instrument for absences, family-year fixed effects, separating excused and unexcused absences, and controlling for a contemporaneous measure of student disengagement. Our results are robust to these alternative specifications. In addition, our findings indicate considerable heterogeneity across student ability, suggesting that targeting absenteeism among low performing students could aid in narrowing current gaps in performance.

[Pass/Fail, A-F, or 0-100? - Optimal Grading of Eager Students](#)

Lilo Wagner

This paper analyzes optimal grading in a world that focuses on top grades. Students choose an effort level, their performance is graded, and their grade correlates with their future income. Ex-ante, the policy maker chooses the optimal coarseness of the grading scale to maximize student welfare. When choosing their effort, students overweight outstanding (or salient) grades. I show that this behavior leads to excessive effort levels when grading is fully informative, and that coarse grading can be used to counterbalance incentives. Thus, salience can help explain why grading ranges from Pass/Fail scales (tenure decisions) via A-F-scales (school) to fully disclosing scores (e.g. SAT).

[Student debt and higher education financing: a public finance perspective](#)

McAndrews, James J. (Federal Reserve Bank of New York)

Remarks at the National Association of College and University Business Officers, at the Waldorf Astoria, New York City.

[Performance-Based Typology Of Universities: Evidence From Russia](#)

Irina V. Abankina (National Research University Higher School of Economics) ; Fuad T. Aleskerov (National Research University Higher School of Economics) ; Veronika Yu. Belousova (National Research University Higher School of Economics) ; Leonid M. Gokhberg (National Research University Higher School of Economics) ; Kirill V. Zinkovsky (National Research University Higher School of Economics) ; Sofya G. Kiselgof (National Research University Higher School of Economics) ; Vsevolod Petrushchenko (National Research University Higher School of Economics) ; Sergey V. Shvydun (National Research University Higher School of Economics)

In recent decades increased economic pressure and growing expectations of the society have led to a shift to performance-based funding modes of public research, namely universities, introduced by the government. In this respect universities started to use various strategies to adapt and develop their activities under the new framework conditions. National governments currently attempt to design and apply various taxonomies for structuring the university infrastructure in all different shapes in order to facilitate the development of efficient programmes for the advancement of higher education. The paper provides a review of different approaches to university typologies, discusses the choice of indicators and mathematical tools for grouping universities using common criteria and evaluating their performance based on classical and modified DEA approaches. The authors developed a typology which was tested in the Russian context, taking into account indicators of research and educational activities implemented by domestic universities and their efficiency score. The typology is based on clustering universities by availability of resources and research and educational performance and the combination of these results with efficiency score. It does not only group universities by type but includes a decision tree for classifying them as members of a specific group keeping into account their heterogeneity. It may serve as a basis for content analysis of the wide range of universities, and for shaping targeted policies aimed at their particular groups.

[The Effects of Compulsory Military Service Exemption on Education and Labor Market Outcomes: Evidence from a Natural Experiment](#)

Torun, Huzeyfe ; Tumen, Semih

Based on a law enacted in November 1999, males born on or before December 31st 1972 are given the option to benefit from a paid exemption from the compulsory military service in Turkey. Exploiting this natural experiment, we devise an empirical strategy to estimate the intention-to-treat effect of this paid exemption on the education and labor market outcomes of the individuals in the target group. We find that the paid exemption reform reduces the years of schooling among males who are eligible to benefit from the reform relative to the ineligible ones. In particular, the probability of receiving a college degree or above falls among the eligible males. The result is robust to alternative estimation strategies. We find no reduction in education when we implement the same exercises with (i) data on females and (ii) placebo reform dates. The interpretation is that the reform has reduced the incentives to continue education for the purpose of deferring military service. We also find suggestive evidence that the paid exemption reform reduces the labor income for males in the target group. The reduction in earnings is likely due to the reduction in education.

[Life Expectancy and Education: Evidence from the Cardiovascular Revolution](#)

Casper Worm Hansen (Department of Economics, Copenhagen University) ; Holger Strulik (University of Goettingen, Department of Economics)

In this study we investigate the causal impact of increasing adult longevity on higher education. We exploit the fourth stage of the epidemiological transition, i.e. the unexpected decline of deaths from heart attack and stroke in the 1970s as a large positive health shock that affected predominantly old age mortality. Using a differences-in-differences estimation strategy we find across U.S. states that the cardiovascular revolution led to an increase in adult life expectancy by about 2 years, which caused higher education enrollment to increase by 7 percentage points, i.e. 30 percent of the observed increase from 1970 to 2000. Our findings are robust to the inclusion of state-specific health trends and a host of confounding variables. They suggest large effects of improving longevity on higher education enrollment.

[Impact Evaluation of the RWJF Summer Medical and Dental Education Program \(SMDEP\)](#)

Clemencia Cosentino ; Cecilia Speroni ; Margaret Sullivan ; Raúl Torres

This is the final report of the impact evaluation of the Robert Wood Johnson Foundation Summer Medical and Dental Education Program (SMDEP). SMDEP provides science enrichment opportunities to minority and disadvantaged college students interested in attending medical or dental school. The goal of the program is to increase the number of students from underrepresented groups in the medical and dental labor force applying to and eventually completing medical or dental school.

[Education and specialized training - ways to increase performance in agriculture](#)

Marin, Ancuta

This paper makes a brief analysis of education in general and of agricultural profile in particular, and highlights existing problems, and the ways to improve them, in order to increase performances in agriculture. The economic development of a country requires transformations qualitative, quantitative and structural, both in economy and how people think. Therefore, there can be no economic development without fulfilling social conditions without changing the institutional framework, without research and education, without technical progress. On Measure the economic development, educational institutions suffer changes of functions, adapting to specific needs of the moment. In traditional societies, education refers to the transmission and reception of knowledge, to the formation of a public opinion, to maintain a broad social consensus. In modern society, the educational institution acquires a special importance, which can be regarded as recruitment agent and the distribution of individuals or group of individuals to different economic roles or positions within the social structure. Because of this, both in developed countries as well as in emerging the education became a variable of profound influence on progress of human society by facilitating economic development.

[The role of information in the application for merit-based scholarships: Evidence from a randomized field experiment](#)

Herber, Stefanie P.

If information asymmetries prevent talented students of non-academic backgrounds from applying for merit-based aid, the full potential of qualified youth will not be unfolded and social selectivity is likely to corroborate. This paper analyzes whether information asymmetries exist and decrease students' likelihood to apply for merit-based scholarships. In a randomized field experiment, I expose more than 5,000 German students either to general information on federally funded scholarships or additionally to tailored information on details of the application process, conveyed by a similar role model. Both treatments reduced information asymmetries significantly. The role model treatment did significantly increase non-academic and male students' application probabilities for federally funded merit-based scholarships. Providing only general information on the scholarship system triggered participants' own information search for alternative funding sources and increased application rates for other, not federally funded scholarships.

[Integrating Human Capital and Human Capabilities in Understanding the Value of Education](#)

Chiappero-Martinetti, Enrica ; Sabadash, Anna

The aim of this chapter is to investigate the possibility of combining human capital theory and the capability approach in order to better understand and measure both the instrumental and the

intrinsic values of education for individuals, and to trace its relative spillover effects on societies. This chapter discusses a combined human capital - capability approach as a possibility for working with a broader information space in assessing the value of education. It presents three integrated sections discussing the role and value of education for human well-being. The first section reviews the most significant attempts to define and measure education from a human capital (HC) perspective. The second is focussed on education and human capabilities and considers those aspects and empirical facts that are not fully encompassed within or justified by the HC perspective. The third section argues that human capital and the capabilities paradigms can complement each other in measuring the value of education, and discusses some methodological challenges and empirical features associated with this combined view.

[It's not all about parents' education, it also matters what they do: Parents' employment and children's school success in Germany](#)

Boll, Christina ; Hoffmann, Malte

In this paper, we use GSOEP data to explore whether parents' employment has an extra effect on the school achievement of their children, beyond the well-established effects of education, income and demography. First, we test whether the source of income or parents' unemployment determine children's school achievements. Second, we analyze the effect of job prestige and factors of societal engagement on children's performance. Our results indicate no clear income associations but the existence of an employment channel as well as a social channel from mothers to their kids. A negative role model for girls is found for maternal housework. Moreover, the fathers' job prestige is substantial.

[What have economists been doing for the last 50 years? A text analysis of published academic research from 1960-2010](#)

Kosnik, Lea-Rachel

This paper presents the results of a text based exploratory study of over 20,000 academic articles published in seven top research journals from 1960-2010. The goal is to investigate the general research foci of economists over the last fifty years, how (if at all) they have changed over time, and what trends (if any) can be discerned from a broad body of the top academic research in the field. Of the 19 JEL-code based fields studied in the literature, most have retained a constant level of attention over the time period of this study, however, a notable exception is that of macroeconomics which has undergone a significantly diminishing level of research attention in the last couple of decades, across all the journals under study; at the same time, the "microfoundations" of macroeconomic papers appears to be increasing. Other results are also presented.

[Government spending in education and economic growth in Cameroon. A Vector error Correction Model approach](#)

Douanla Tayo, Lionel ; AbomoFouda, Marcel Olivier

This study aims at assessing the effect of government spending in education on economic growth in Cameroon over the period 1980-2012 using a vector error correction model. The estimated results show that these expenditures had a significant and positive impact on economic growth both in short and long run. The estimated error correction model shows that an increase of 1% of the growth rate of private gross fixed capital formation and government education spending led to increases of

5.03% and 10.145 % respectively in the long-run on economic growth . Education spending thus appears as one of the main driving force of the economic growth process in Cameroon.

Repéré sur : Senat.fr

M. Roland COURTEAU, Mmes Michelle MEUNIER, Marie-Pierre MONIER, Claudine LEPAGE, Maryvonne BLONDIN et Catherine GÉNISSON. [PROPOSITION DE LOI renforçant le rôle du système éducatif dans la lutte contre les stéréotypes sexistes.](#)

2. Sommaires de revues en éducation

Revues francophones :

[e-JIREF, Volume 1, Numéro 1](#)

Cultures et politiques de l'évaluation en éducation et en formation

- Vers une européanisation de l'évaluation des établissements scolaires ? Eléments de discussion théoriques et empiriques
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- Politiques d'accountability et devenir de la profession enseignante aux Etats-Unis
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- La bibliométrie évaluative : une redéfinition des valeurs scientifiques
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- L'évaluation de l'enseignement par les étudiants : le tournant du partage
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- Evaluation des enseignements par les étudiants : que nous disent les commentaires écrits des étudiants ?
Marie BOCQUILLON, Antoine DEROBERTMASURE, Frédérique ARTUS & Dorothee KOZLOWSKI

[Revue française de pédagogie, n°186, 2014](#)

Les trajectoires des inspections scolaires en Europe : analyses comparatives

- Les trajectoires des inspections scolaires en Europe : analyses comparatives
Xavier Pons

- Inspectorates and Politics: the trajectories of school inspection in England and Scotland
Jenny Ozga, Martin Lawn
- Les inspections centrales anglaises et françaises : des trajectoires croisées ?
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- School inspection in Sweden: historical evolution, resurrection and gradual change
Linda Rönnberg
- Trajectoire de la réforme de l'inspection en Belgique francophone
Xavier Dumay, Christian Maroy
- Les enjeux du rapport aux sciences humaines et sociales dans la formation des ingénieurs en France
Brigitte Albero, Catherine Roby
- Discussions à visée philosophique pour développer le jugement normatif des 5 à 13 ans.
Recherche-action, problèmes méthodologiques et résultats
Claudine Leleux
- L'école, la culture religieuse et le vivre-ensemble : une perspective comparative
Bruno Michon
- Penser l'égalité professionnelle entre les hommes et les femmes dans l'enseignement du second degré : une comparaison France-Angleterre
Marie-Pierre Moreau
- Capital culturel et reproduction scolaire. Un bilan critique
Hugues Draelants, Magali Ballatore

Revues anglophones :

[British Journal of Sociology of Education, Volume 36, Issue 2, March 2015](#)

- International students with dependent children: the reproduction of gender norms
Rachel Brooks
- Care in academia: an exploration of student parents' experiences
Marie-Pierre Moreau & Charlotte Kerner
- What do families of the 'professional and managerial' class educate their children for? The links between happiness and autonomy
Jordi Collet-Sabé & Antoni Tort

- How does homework 'work' for young children? Children's accounts of homework in their everyday lives
Ann Farrell & Susan Danby
- School socioeconomic compositional effect on shadow education participation: evidence from Japan
Ryoji Matsuoka
- What does class origin and education mean for the capabilities of agency and voice?
Erica Nordlander, Mattias Strandh & Annica Brännlund
- How stable is the stratification of higher education in England and Scotland?
David Raffé & Linda Croxford
- Towards a theory of transnational academic capitalism
Ilkka Kauppinen

[Canadian Journal of School Psychology, March 2015; Vol. 30, No. 1](#)

- Nova Scotia Teachers' ADHD Knowledge, Beliefs, and Classroom Management Practices
Pamela Blotnicky-Gallant, Cheron Martin, Melissa McGonnell, and Penny Corkum
- Daily Stressors in Primary Education Students
F. Javier Fernández-Baena, María V. Trianes, Milagros Escobar, María J. Blanca, and Ángela M. Muñoz
- Exploratory Bifactor Analysis of the WJ-III Achievement at School Age via the Schmid–Leiman Orthogonalization Procedure
Stefan C. Dombrowski
- Incremental Criterion Validity of the WJ-III COG Clinical Clusters: Marginal Predictive Effects Beyond the General Factor
Ryan J. McGill

[Community College Journal of Research and Practice, Volume 39, Number 5, 4 May 2015](#)

- Improving the Financial Aid Process for Community College Students: A Literature Review of FAFSA Simplification, Information, and Verification
Davidson
- Social Media, Higher Education, and Community Colleges: A Research Synthesis and Implications for the Study of Two-Year Institutions
Davis III; Deil-Amen; Rios-Aguilar; González Canché

- Emerging Realities of Text-to-Speech Software for Nonnative-English-Speaking Community College Students in the Freshman Year
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- Examining Zero Expected Family Contribution as a New Criterion for “Low Income”: Comparing the Impact on Student Persistence at Two- and Four-Year Institutions
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- College Persistence and Engagement in Light of a Mature English Language Learner (ELL) Student’s Voice
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- Student Interest in International Education at the Community College
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- Benchmarking in the Two-Year Public Postsecondary Sector: A Learning Process
Mitchell
- The Challenges of Institutional Research in Building a Culture of Evidence: A Case Study
Goomas; Isbell

[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
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- 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
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- Social gaming is inSIDE: Impact of anonymity and group identity on performance in a team game-based learning environment
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- An exploration of students' lived experiences of using smartphones in diverse learning contexts using a hermeneutic phenomenological approach
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- Do ABC eBooks boost engagement and learning in preschoolers? An experimental study comparing eBooks with paper ABC and storybook controls
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- Not the right kind of 'digital capital'? An examination of the complex relationship between disabled students, their technologies and higher education institutions
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- Boosting learning-by-teaching in virtual tutoring Original Research Article
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- Online collaborative learning activities: The perspectives of African American female students
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- TECH8 intelligent and adaptive e-learning system: Integration into Technology and Science classrooms in lower secondary schools
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- Trading places: Autism Inclusion Disorder and school change
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- 'Why are we an ignored group?' Mainstream educational experiences and current life satisfaction of adults on the autism spectrum from an online survey
Sarah Parsons
- 'Go over there and look at the pictures in the book': an investigation of educational marginalisation, social interactions and achievement motivation in an alternative middle school setting
Marnie Best, Deborah Price & Faye McCallum
- Narratives of agency: the experiences of Braille literacy practitioners in the Kha Ri Gude South African Mass Literacy Campaign
Veronica I. McKay & Norma R.A. Romm

[International Journal of Qualitative Studies in Education, Volume 28, Issue 3, March 2015](#)

Special Issue: 'Doing Transitions' in Education

- Education systems as transition spaces
Jenni Tikkanen, Piotr Bledowski & Joanna Felczak
- Between gate-keeping and support: teachers' perception of their role in transition
Morena Cuconato, Manuela du Bois-Reymond & Harry Lunabba
- 'Simply the best for my children': patterns of parental involvement in education
Mirjana Ule, Andreja Živoder & Manuela du Bois-Reymond
- 'Me, my education and I': constellations of decision-making in young people's educational trajectories
Andreas Walther, Annegret Warth, Mirjana Ule & Manuela du Bois-Reymond

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- Formal and informal learning in the workplace: a research review

Amelia Manuti, Serafina Pastore, Anna Fausta Scardigno, Maria Luisa Giancaspro and Daniele Morciano

- Rules of engagement: the joint influence of trainer expressiveness and trainee experiential learning style on engagement and training transfer
Bertha Rangel, Wonjoon Chung, T. Brad Harris, Nichelle C. Carpenter, Dan S. Chiaburu and Jenna L. Moore
- Measuring self-regulated learning in the workplace
Rosa Pia Fontana, Colin Milligan, Allison Littlejohn and Anoush Margaryan
- Using the training reactions questionnaire to analyze the reactions of university students undergoing career-related training in Jordan: a prospective human resource development approach
Samer Khasawneh and Abdelghafour Al-Zawahreh

[Journal of Cases in Educational Leadership, March 2015; Vol. 18, No. 1](#)

- Beyond “Autopsy Data”: Bolstering Teacher Leadership, Morale, and School Improvement
William Sterrett and Eric Irizarry
- Separate and Unequal at Hillsborough High: A Principal’s Challenges in Integrating “Academic” and Career and Technical Education Coursework
Joel R. Malin and Donald G. Hackmann
- Site-Based Management Versus Systems-Based Thinking: The Impact of Data-Driven Accountability and Reform
Ian M. Mette and Ed Bengtson
- Data-Based Personnel Decisions: Baker Middle’s Intensive Support List
Kimberly Kappler Hewitt and Scarlet Lilian Chopin
- Florida Senate Bill 1108: A Case Study and Analysis of Implications and Impact
Michael R. P. Bailey and Kate Bauer-Jones
- “Who Has Time for This?” Negotiating Roles in Instructional Supervision and Evaluation
Chris Willis and W. Kyle Ingle
- Standing at the Crossroads: The Pedagogical Intersection Between Standards and Relationships
Jeffry King
- Diversity and Inclusion in Social Media: A Case Study of Student Behavior
Debra Daugird, Marlena Everett, Mary Jones, Lisa Lewis, and Angela White

[Journal of Education and Work, Volume 28, Issue 2, April 2015](#)

Special Issue: Thinking about where to go and what next to do in the reform of vocational qualifications

- Thinking about where to go and what next to do in the reform of vocational qualifications
Ewart Keep
- The future of Australian vocational education qualifications depends on a new social settlement
Leesa Wheelahan
- First count to five: some principles for the reform of vocational qualifications in England
David Raffe
- Towards a framework for professional curriculum design
Christopher Winch
- On the functions of a system of vocational qualifications
Gerard Lum

[Journal of Education for Teaching, Volume 41, Issue 1, February 2015](#)

- The development of student teachers' research knowledge, beliefs and attitude
Wietse van der Linden, Anouke Bakx, Anje Ros, Douwe Beijaard & Linda van den Bergh
- Development of preservice identities: learning from a multigrade classroom practicum context
Demet Seban
- Pre-service and in-service teachers' knowledge, attitudes and confidence towards self-injury among pupils
Emily Berger, Andrea Reupert & Penelope Hasking
- Four spheres of knowledge required: an international study of the professional development of literacy/English teacher educators
Clare Kosnik, Lydia Menna, Pooja Dharamshi, Cathy Miyata, Yiola Cleovoulou & Clive Beck
- What and how teacher educators prefer to learn
Jurriën Dengerink, Mieke Lunenberg & Quinta Kools
- Preparing future teacher educators in higher degree programmes: a Chinese perspective
Rui (Eric) Yuan

[Journal of Public Economics, Volume 121, January 2015](#)

- Optimal higher education enrollment and productivity externalities in a two-sector model
Volker Meier, Ioana Schiopu
- The tenuous relationship between effort and performance pay
Ola Kvaløy, Trond E. Olsen

[LABOUR, Volume 29, March 2015](#)

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Martin Huber
- Gender Unemployment Dynamics: Evidence from Ten Advanced Economies
Franciscos Koutentakis
- Gender Differences in Lifelong Learning: An Empirical Analysis of the Impact of Marriage and Children
Peter Huber and Ulrike Huemer
- Employers' Efforts to Deter Shirking in Teams: Evidence from Job Vacancies
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- A Level Playing Field: An Optimal Weighting Scheme of Dismissal Protection Characteristics
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- Parental factors in children's motivation for learning English: a case in China
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- Teacher perspectives about lesson study in secondary school departments: a collaborative vehicle for professional learning and practice development
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- Using the theory of planned behaviour to understand students' subject choices in post-compulsory education
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- Collaborative learning in higher education: lecturers' practices and beliefs
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- An unfinished experiment: ambiguity and conflict in the implementation of higher skills policy
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- Who has a good relationship with the teachers? A comparison of comprehensive education systems with education systems using between-school tracking
Svenja Vieluf, Jan Hochweber, Eckhard Klieme & Mareike Kunter
- Education, employment and school religious denomination in Scotland in the 1950s
Lindsay Paterson, Catherine Calvin & Ian J. Deary
- Parenting practices and children's academic success in low-SES families
Aziza Mayo & Iram Siraj
- Disciplinary traditions and the dissemination of knowledge. An international comparison of publication patterns in journals of education
Hubert Ertl, Klaus Zierer, David Phillips & Rudolf Tippelt
- A review of the services offered by English Sure Start Children's Centres in 2011 and 2012
James Hall, Naomi Eisenstadt, Kathy Sylva, Teresa Smith, Pamela Sammons, George Smith, Maria Evangelou, Jenny Goff, Emily Tanner, Maya Agur & David Hussey
- A review of the values that underpin the structure of an education system and its approach to disability and inclusion
Sarah Arduin
- Are school-SES effects statistical artefacts? Evidence from longitudinal population data
Gary N. Marks

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- Mixing rich and asynchronous communication for new service development performance
Chris Storey and Helen Perks
- Exploring the contribution of innovation intermediaries to the new product development (NPD) process: a typology and an empirical study
Gabriele Colombo, Claudio Dell'Era and Federico Frattini
- Pre-commercial procurement: a demand or supply policy instrument in relation to innovation?
Charles Edquist and Jon Mikel Zabala-Iturriagoitia

- Decision making at the front end of innovation: the hidden influence of knowledge and decision criteria
Maicon Gouvêa de Oliveira, Henrique Rozenfeld, Robert Phaal and David Probert
- Localization and overseas R&D activity: the case of Taiwanese multinational enterprises in China
Chih-Hai Yang and Kazunobu Hayakawa
- Communities and managerial competencies supporting SMEs innovation networking: a longitudinal case study
Caterina Muzzi and Sergio Albertini

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[Review of Educational Research, March 2015; Vol. 85, No. 1](#)

- The Effect of Drama-Based Pedagogy on PreK–16 Outcomes: A Meta-Analysis of Research From 1985 to 2012
Bridget Kiger Lee, Erika A. Patall, Stephanie W. Cawthon, and Rebecca R. Steingut
- Vocabulary Instruction in Fifth Grade and Beyond: Sources of Word Learning and Productive Contexts for Development
Evelyn Ford-Connors and Jeanne R. Paratore

- A Meta-Analysis on the Effectiveness of Bilingual Programs in Europe
Gabrijela Reljić, Dieter Ferring, and Romain Martin
- Educational Leaders and Emotions: An International Review of Empirical Evidence 1992–2012
Izhak Berkovich and Ori Eyal

[Teachers and Teaching, Volume 21, Issue 3, April 2015](#)

- Reflection on their first five years of teaching: understanding staying and impact power
Katie M. Tricarico, Jennifer Jacobs & Diane Yendol-Hoppey
- Do admission criteria for teacher education institutions matter? A comparative study on beliefs of student teachers from Serbia and Slovenia about inclusive practices
Mojca Peček & Sunčica Macura-Milovanović
- Inclusion functioning as exclusion: new students entering the Academy of Music in Sweden
Marie-Helene Zimmerman Nilsson
- Promoting cultural responsiveness: teachers' constructs of an assessment classroom environment for ethnic minority students in Hong Kong secondary schools
Ming-tak Hue & Kerry John Kennedy
- Exploring teacher identity from a holistic perspective: reconstructing and reconnecting personal and professional selves
Emese Bukor
- Pre-service English teachers' perceptions and practice of field experience and professional learning from expert teachers' mentoring
Chin-Wen Chien
- Moral stress in teaching practice
Gunnel Colnerud

[Teaching and Teacher Education, Volume 47, April 2015](#)

- Professional agency in the stream of change: Understanding educational change and teachers' professional identities
Katja Vähäsantanen
- Differences? Similarities? Male teacher, female teacher: An instrumental case study of teaching in a Head Start classroom
Robert V. Bullough

- “This has more to do with who I am than with my skills” – Student teacher subjectification in Finnish teacher education
Maija Lanas, Geert Kelchtermans
- The importance of job resources and self-efficacy for beginning teachers' professional learning in differentiated instruction
Debbie De Neve, Geert Devos, Melissa Tuytens
- Mapping teacher education domain: A document co-citation analysis from 1992 to 2012
Hüseyin Özçınar
- Broadening the resource base for entrepreneurship education through teachers' networking activities
Elena Ruskovaara, Timo Pihkala, Jaana Seikkula-Leino, Minna Riikka Järvinen
- Race, culture and agency: Examining the ideologies and practices of U.S. teachers of Black male students
Quaylan Allen
- Teachers' content and pedagogical content knowledge on rational numbers: A comparison of prospective elementary and lower secondary school teachers
Fien Depaepe, Joke Torbeyns, Nathalie Vermeersch, Dirk Janssens, Rianne Janssen, Geert Kelchtermans, Lieven Verschaffel, Wim Van Dooren
- Networking and the development of professionals: Beginning teachers building social capital
Alison R.C. Fox, Elaine G. Wilson
- How teacher professional development regarding classroom dialogue affects students' higher-order learning
Ann-Kathrin Pehmer, Alexander Gröschner, Tina Seidel
- Self-efficacy and causal attributions in teachers: Effects on burnout, job satisfaction, illness, and quitting intentions
Hui Wang, Nathan C. Hall, Sonia Rahimi
- Two sides of the same coin? The role of rumination and reflection in elementary school teachers' classroom stress and burnout
Katja Košir, Sara Tement, Marta Licardo, Katarina Habe
- Teacher learning in the context of a continuing professional development programme: A case study
Linda van den Bergh, Anje Ros, Douwe Beijaard
- Informal learning of primary school teachers: Considering the role of teaching experience and school

Ilke Grosemans, Anne Boon, Christine Verclairen, Filip Dochy, Eva Kyndt

- The interplay between service learning and the ideological becoming of aspiring educators who are “marked” as
Mary Louise Gomez, Amy Johnson Lachuk, Shameka N. Powell
- Teacher coaching in Kenya: Examining instructional support in public and nonformal schools
Benjamin Piper, Stephanie Simmons Zuilkowski
- The role of perceived need satisfaction at work for teachers' work-related learning goal orientation
Stefan Janke, Sebastian Nitsche, Oliver Dickhäuser
- Developing the whole child in an age of academic measurement: Can this be done according to U.K. teachers?
Wouter Sanderse, David Ian Walker, Chantel Jones
- The role of professional obligations in working to change one's teaching
Corey Webel, Douglas Platt
- Contextual antecedents of co-teaching efficacy: Their influence on students with disabilities' learning progress, social participation and behaviour improvement
Vasilis Strogilos, Abraham Stefanidis
- Interaction in teacher communities: Three forms teachers use to express contrasting ideas in video clubs
Tracy E. Dobie, Eleanor R. Anderson
- How do early career teachers value different types of support? A scale-adjusted latent class choice
Paul F. Burke, Peter J. Aubusson, Sandra R. Schuck, John D. Buchanan, Anne E. Prescott

3. Livres intéressants



Serge Armel Attenoukon. **TIC, motivation et rendement académique : Quels liens en contexte africain ?** Paris : L'harmattan, février 2015. 380 p. (études africaines). ISBN : 978-2-343-03251-1

Vouloir tenter de déceler des liens entre l'utilisation des TIC et le rendement académique des étudiants peut sembler téméraire ! Mais dans un contexte de très nombreux échecs et où l'usage des TIC se répand de toute façon chez les enseignants et surtout chez les étudiants, l'hypothèse vaut d'être examinée. L'auteur a donc mis en place un dispositif méthodologique mixte lui permettant de tester l'hypothèse de ce lien.



BONNERY Stéphane (dir.). **Supports pédagogiques et inégalités scolaires.** Paris : La Dispute, janvier 2015. 224 pages, 16€.

Une étude sur les caractéristiques communes aux supports pédagogiques malgré leurs diversité. L'objectif est de donner aux pédagogues le pouvoir de choisir les influences qui s'exercent sur leur manière d'enseigner afin de réduire les inégalités scolaires.

Les auteurs soulignent la complexité croissante de l'activité intellectuelle que les élèves sont tenus de réaliser, activité notamment nourrie par les supports pédagogiques (manuels, littérature de jeunesse, fiches, outils numériques...).

Cadres explicites ou implicites, niveaux de lecture imbriqués difficiles à appréhender, confusion entre activités et objectifs d'apprentissage, guidages lâches ou complexes qui désorientent les enfants d'origine populaire : les supports apparaissent parfois jouer le rôle de nouveaux obstacles là où on attend des facilitateurs pédagogiques.

LESSARD Claude, CARPENTIER Anylène (dir.). [Politiques éducatives : la mise en œuvre](#). Paris : Presses universitaires de France, 2015. 224 p. (éducation et société) - 22 euros

Mettre en œuvre, c'est interpréter selon les ambiguïtés de la politique, qui, voulues ou subies, ouvrent la voie à des interprétations différentes suivant les cadres de référence, les positions et les intérêts des acteurs. Mais l'interprétation est aussi nécessaire à la réussite du passage de l'énoncé politique général à son appropriation/traduction/intégration dans un contexte organisationnel et une pratique professionnelle, provoquant des distorsions par rapport à la mise en œuvre fidèle à la conception d'origine : c'est le point de vue de chercheurs fonctionnalistes et d'ingénieurs qui modélisent avec précision les actions prescrites.

On peut toutefois considérer que la réussite n'est possible que grâce à ces processus de traduction, qui font de la mise en œuvre non une application, mais une réponse à un problème. Dans cette optique, il importe de reconnaître la légitimité de ce processus, de soutenir sa vitalité, ainsi que d'encourager le partage et l'intégration dans un patrimoine professionnel en (re)construction constante.



DUTERCQ Yves, GATHER-THURLER Monica, PELLETIER Guy (dir.). **Le leadership éducatif : entre défi et fiction**. Bruxelles : De Boeck, janvier 2015. 184 p. (Perspectives en éducation et formation) - 32€

Les auteurs de cet ouvrage cherchent à interroger un concept emprunté à la culture anglo-saxonne, dont les tenants et aboutissants manquent trop souvent de précision dans la littérature francophone. Six contributions d'auteurs appartenant à différents systèmes éducatifs francophones tentent une mise en perspective de la problématique à partir de trois volets de questionnement clairement délimités :

dans quelle mesure le leadership est-il autre chose qu'une rhétorique de la transformation des systèmes éducatifs ?

quelles sont donc les conditions favorables à une mutation de l'exercice de la fonction administrative traditionnelle ?

quels moyens, outils, connaissances les gestionnaires scolaires doivent-ils maîtriser pour diffuser leur influence ?

Tout en s'appuyant sur les enseignements qu'on peut tirer des recherches empiriques existantes et en tentant de prendre au sérieux la notion de leadership éducatif, les contributions de cet ouvrage tentent d'aller plus loin. Elles suggèrent d'abord de ne méconnaître ni les contradictions de sa genèse ni les dérives potentielles de sa mise en œuvre, pour proposer ensuite des points de repère, des balises, des pistes d'orientation susceptibles de le mettre au service d'une meilleure efficacité de l'école dans toutes ses missions.