



Veille de l'IREDU n°47

1^{er} juin 2015

1. Ressources sur le Web	2
2. Sommaires de revues en éducation.....	64
3. Livres intéressants.....	75

1. Ressources sur le Web

Repéré sur : alterecoplus.fr

Philippe Watrelot. [Réforme du collège: il était temps!](#) 18 mai 2015

La réforme du collège n'en finit pas de créer de l'agitation et du débat. Sur les réseaux sociaux, les débats sont extrêmement vifs. Dans la presse, tous les intellectuels ou presque se sont exprimés sur le sujet. Plus de 200 parlementaires de droite ont adressé une lettre à François Hollande pour en demander le retrait. Le Premier ministre et le président de la République ont manifesté leur soutien à la ministre Najat Vallaud-Belkacem, qui ne pensait peut-être pas que cette réforme allait susciter tant de bruit et autant de réactions. Pourquoi tant de passion autour de cette réforme ? Et si ce débat était un bon analyseur des blocages et des tensions qui traversent la société française ?

Repéré sur : cafepedagogique.net

[Philippe Meirieu : L'ennui à l'école : un véritable tabou ?](#) L'expresso du 15 mai 2015

La ministre de l'Éducation nationale a fait, dit-on un peu partout dans les médias, des maladresses de communication sur la réforme des collèges. Outre son attaque contre les « pseudo-intellectuels », elle aurait affirmé que les élèves – ou, du moins, certains d'entre eux – s'ennuyaient en classe. L'histoire se répète, ou, du moins bégaye : c'est aussi pour avoir utilisé ce mot d' « ennui » que l'équipe chargée de la consultation sur les lycées en 1998 s'était faite épingler et avait subi les foudres de ceux et celles qui entendent lutter contre la démagogie scolaire, refusent de s'en remettre aux « caprices des élèves » et prônent l'exigence intellectuelle contre les tentations de la séduction qui feraient de l'École républicaine une nouvelle forme d'agence publicitaire...

[Collège : Le niveau baisse en maths.](#) L'expresso du 18 mai 2015

Selon les évaluations CEDRE menées par la Direction des évaluations du ministère de l'éducation nationale (DEPP), publiées par Le Parisien le 17 mai, le niveau en mathématiques des collégiens a baissé depuis 2008. Selon le ministère, cela justifie la réforme du collège.

[La France, le pays où le bien être des élèves compte le moins.](#) L'expresso du 18 mai 2015

Il y a-t-il un lien entre le bien être des élèves à l'école et leurs résultats ? Pour l'OCDE, qui s'appuie sur les résultats de Pisa, c'est sur. Mais tous les pays n'accordent pas la même importance au bien être à commencer par la France.

[Interdire les portables a un effet sur les résultats.](#) L'expresso du 18 mai 2015

Faut-il interdire les téléphones portables à l'école ? La question ne se pose pas en France où les téléphones portables sont interdits dans les cours. Mais Louis Philippe Beland et Ruchard Lurphy, deux doctorants de la London School of Economics, ont étudié les effets de l'interdiction du téléphone portable sur les résultats des lycéens dans 4 grandes villes anglaises dont Londres. Selon

eux, l'interdiction a un effet positif sensible sur les résultats scolaires : +6,4%. Surtout il y a un écart significatif en fonction des catégories sociales. L'interdiction du portable n'aurait pas d'effet sur les résultats des plus favorisés. Par contre elle améliorerait de 14,2% ceux des plus défavorisés. Interdire le portable c'est surtout social...

[Eco : Une importante étude de l'OCDE sur les inégalités](#). L'expresso du 22 mai 2015

L'OCDE publie le 21 mai une importante étude sur les inégalités dans l'OCDE. Elle montre la croissance des inégalités dans la zone. Les 10% les plus riches ont un revenu 9,6 fois supérieur à celui des 10% les plus pauvres alors que l'écart était de 1 à 7 dans les années 1980. Pour l'OCDE cette situation met en péril la croissance à long et court terme. L'OCDE invite à renforcer l'égalité femmes - hommes, à investir dans l'éducation et à redistribuer davantage par voie fiscale. L'organisation met en ligne un intéressant outil interactif pour estimer les inégalités de revenu.

[Les facteurs d'inégalités sociales et cognitives au collège mis à nu](#). L'expresso du 26 mai 2015

Comment expliquer le lien entre l'origine sociale et les inégalités de résultat au collège ? Trois études de la Depp, la direction des études du ministère, abordent sous des éclairages différents cette question. La dernière, publiée dans un nouveau numéro d'Education & formations (no double 86-87) qui paraît le 26 mai, montre des différences importantes dans les acquis cognitifs des collégiens en fonction de leur origine sociale. Durant la scolarisation au collège, le bagage culturel familial fait la différence.

[Le Cnesco dévoile l'ampleur de la ségrégation dans l'Ecole français](#). L'expresso du 29 mai 2015

"Ce n'est pas une bombe à retardement. C'est une bombe pour aujourd'hui". Vice-présidente du Sénat et membre du Cnesco (Conseil national d'évaluation du système scolaire) Françoise Cartron résume le 28 mai l'enjeu du débat national que va lancer le Cnesco (conseil sur la ségrégation sociale et scolaire à l'Ecole), une institution indépendante créée par la loi d'orientation. A l'appui de ces propos, deux rapports percutants produits par le Cnesco sur la ségrégation dans l'Ecole française et sur les politiques anti ségrégatives menées dans le monde. La conférence du Cnesco qui va s'ouvrir le 4 juin devrait fortement interpellier un ministère qui ne s'est toujours pas occupé avec force au problème.

[Zones sensibles : La situation scolaire s'est détériorée](#). L'expresso du 20 mai 2015

La publication du rapport 2015 de l'Observatoire national des zones urbaines sensibles apporte des éclairages nouveaux sur la scolarité en ZUS sur la période 2012-2013, première rentrée scolaire de F Hollande. Cette rentrée organisée par le gouvernement précédent, se traduit par une dégradation de la situation scolaire. Plus fondamentalement le diplôme protège moins du chômage en ZUS qu'ailleurs

[Forte montée du chômage chez les diplômés du professionnel annonce le Céreq](#). L'expresso du 21 mai 2015.

Alors que des voix s'élèvent régulièrement pour inciter les jeunes à préparer des formations professionnelles et que le gouvernement vient d'ouvrir aux bacheliers généraux les avantages du droit au retour en formation, le Céreq remet les pendules à l'heure. L'insertion des diplômés professionnels se dégrade aussi.

Repéré sur : cee-recherche.fr

Yaël Brinbaum et Jean-Luc Primon. [les injustices et discriminations au travail vécues par les jeunes issus de l'immigration](#). Connaissance de l'emploi, n°120, avril 2015

Injustices et discriminations au travail dessinent des ressentis très différents selon l'origine et le genre. Parmi les jeunes hommes, ceux qui se sentent les plus injustement traités sont les descendants d'immigrés d'Afrique sub-saharienne. En revanche, ce sont les femmes françaises d'origine qui perçoivent le plus les injustices.

Au sein des jeunes issus de l'immigration, les écarts constatés dans la sensibilité aux discriminations dépendent du pays de naissance des parents et du genre. Chez les femmes, cette expérience renvoie plutôt à des motifs tels que l'âge, le genre et parfois les situations familiales. Chez les hommes, les injustices prennent principalement la forme de discriminations ethno-raciales. Dans les deux cas, l'ampleur de la discrimination est affectée par les formes d'emploi et les conditions de travail. La mesure des expériences discriminatoires éclaire ainsi les orientations à développer dans les dispositifs d'égalité professionnelle. Ne pourrait-elle aussi nourrir une réflexion sur la confrontation entre des politiques publiques fondées sur des critères « objectifs » et le vécu des salariés ?

Repéré sur : Cereq.fr

Gérard Podevin. [L'émergence d'une filière EMR en France : quelles perspectives pour l'emploi et la formation ? Le cas de l'éolien offshore posé](#). Net.Doc , n° 136 , 2015 , 136 p.

Le Céreq s'est engagé aux côtés du ministère de l'Ecologie, du Développement durable et de l'Energie (CGDD) dans un programme d'étude sur l'impact des problématiques environnementales et de développement durable sur les métiers et les formations. Le secteur des énergies marines renouvelables (EMR) constitue l'un des secteurs appartenant au champ des "éco-activités" étudié.

Ce rapport identifie les métiers concernés par l'émergence de la filière ainsi que les formations nécessaires à l'adaptation des métiers existants qui doivent dans bien des cas s'adjoindre des compétences additionnelles. Il propose également une série de préconisations relatives à l'emploi, à la formation, ainsi qu'à la coordination sur les territoires.

Valérie Ilardi, Emmanuel Sulzer. [CAP-BEP : des difficultés d'insertion encore aggravées par la crise](#). Bref , n° 335 , 2015 , 4 p.

Après trois ans de vie active, les jeunes diplômés de l'enseignement professionnel secondaire en 2010 affichent un taux de chômage de 24 %. La crise heurte frontalement les diplômés de CAP et BEP, venant détériorer encore leur positionnement sur le marché du travail. Sans être épargnés par la crise, les bacheliers technologiques ou professionnels sont nettement moins exposés. A terme, la pertinence du niveau V pourrait ainsi être mise en question.

Delphine Beraud. [L'évaluation des formations par les entreprises et les salariés](#). Net.Doc , n° 137, 2015 , 35 p.

D'après les résultats des enquêtes européennes CVTS, les entreprises sont de plus en plus nombreuses à déclarer évaluer les formations suivies par leurs salariés. Satisfaction des formés, mais également évaluation de l'impact des formations sur la performance économique ou sur celle des salariés, tous les indicateurs sont en hausse. En outre, les pratiques d'évaluation semblent se diffuser

nettement plus vite dans les petites entreprises que dans les grandes. Ces démarches peuvent constituer des indicateurs de l'attention portée aux effets des formations, et ce avant même la mise en oeuvre de la réforme de 2014 qui charge les financeurs d'apprécier et de veiller à la qualité des actions mises en place. Ce document présente les résultats détaillés de l'étude ainsi que la méthodologie utilisée.

Repéré sur : Cnesco.fr

[Etat des lieux de la mixité sociale collège / lycée.](#) Paris : CNESCO. 56 p.

Dans le cadre de la Conférence de Comparaisons Internationales « Mixités sociale, scolaire et ethnoculturelle : quelles politiques pour la réussite de tous les élèves ? », le Cnesco propose un état des lieux inédit en France sur les mixités à l'école. Ce travail, réalisé par [Son Thierry Ly](#) (Ecole d'économie de Paris, France Stratégie) et [Arnaud Riegert](#) (Ecole d'économie de Paris, Insee), a pour objectif d'éclairer le débat à l'aide de données quantitatives portant sur le parcours d'élèves de la 6^{ème} à la Terminale.

[Mixité sociale à l'école : rapport international.](#) Rapport international réalisé par le Cnesco et le Conseil Supérieur de l'Éducation du Québec. 85 p.

Dans le cadre de la Conférence de Comparaisons Internationales « Mixités sociale, scolaire et ethnoculturelle : quelles politiques pour la réussite de tous les élèves ? », le Cnesco et le CSE se sont associés pour mener une enquête sur les politiques de mixité sociale à l'école mises en oeuvre dans certains pays de l'OCDE. Voici quelques exemples, cités dans le rapport, présentant le contenu de ces politiques et leurs résultats quand ils ont été évalués. Certaines sont des réussites, d'autres présentent un bilan plus mitigé, dans tous les cas ces politiques se sont inscrites dans un temps long et ont dû surmonter des obstacles lors de leur mise en oeuvre.

Repéré sur : Crifpe.com

Hart, F. (2014). [An Elementary Teacher's Feelings of Self-Efficacy, Needs, and Pedagogical Strategies When Learning to Use the Interactive Whiteboard to Teach Science.](#) Mémoire de maîtrise inédit, Université d'Ottawa, Ottawa, Ontario.

Plusieurs enseignants ne sont pas bien préparés pour utiliser la technologie en classe. En particulier, le tableau blanc interactif (TBI) n'est pas utilisé de façon optimale par les enseignants lorsqu'ils enseignent les sciences et la technologie à l'élémentaire. Cette thèse présente l'étude de cas unique d'une enseignante de l'élémentaire ayant cheminé dans un processus de développement professionnel (DP) pour l'aider à intégrer le TBI en sciences et technologie. Douze sessions de DP, un questionnaire sur l'efficacité avec le TBI (CTIS adapté), deux entrevues, trois sessions d'observation en classe et trois discussions sur les leçons constituent les sources de données. La participante est devenue plus confiante pour utiliser le TBI suite au DP. Elle a rehaussé son sentiment d'autoefficacité et accru son intérêt et sa connaissance du TBI. Elle a acquis des compétences techniques et une connaissance des contenus d'enseignement adaptés au TBI, bien que plusieurs besoins perdurent. Certaines stratégies pédagogiques avec le TBI expérimentées en classe par l'enseignante sont discutées. Cette thèse peut contribuer à fournir des pistes pour aider les enseignants au primaire à

mieux intégrer le TBI en sciences et technologie , que ce soit lors de leur formation initiale à l'enseignement ou en cours d'emploi.

Kettner, J. P. (2014). [Teacher agency, collaborative communities, and school-based change](#). Thèse de doctorat inédite, Université McGill, Montréal.

L'étude présentée dans cette thèse porte sur le processus de changement initié dans 39 écoles primaires alors qu'elles participaient à la mise en œuvre d'une initiative en littératie équilibrée lancée par la commission scolaire. L'étude se concentre spécifiquement sur le personnel de l'école – enseignant(e)s, directeur(trice)s et facilitateur(trice)s – à la suite de première année de mise en œuvre de l'initiative alors que le personnel impliqué fait face aux exigences de nouvelles pratiques pédagogiques et aux attentes d'une collaboration accrue. L'étude a plusieurs buts: (a) mieux comprendre la nature et le rôle de l'enseignant(e) en tant que vecteur de changement; (b) examiner le rôle de la collaboration professionnelle dans la formation continue et l'acceptation du changement; (c) parfaire nos connaissances quant à la résistance face aux processus de changement; (d) identifier les facteurs présents dans les écoles qui réagissent mieux au changement. L'étude s'est inspirée de la théorie de la complexité et de la théorie de la structuration pour guider la compréhension du changement – ou l'absence de changement – survenu à l'intérieur du complexe tissu social des écoles. Les résultats suggèrent que les enseignant(e)s, en tant que vecteurs de changement, ont joué un rôle notable là où des transformations se sont produites, mais cela soulignent aussi le besoin de considérer ce rôle de façon plus détaillée. La résistance manifestée par les enseignant(e)s face aux changements mis de l'avant a été moins importante qu'escompté, mais au même titre que le concept de vecteur de changement, elle s'est avérée être un élément essentiel dans le processus de changement en milieu scolaire. L'étude a aussi démontré que les participant(e)s réagissaient de façon plus positive face au changement dans des milieux où la collaboration professionnelle était présente et où les administrateur(trice)s participaient au processus d'apprentissage, aux côtés de leur enseignant(e)s.

Lewkowich, D. D. (2014). [Teacher identity, adolescence and reading : the cultural and psychic uses of young adult literature](#). Thèse de doctorat inédite, Université McGill, Montréal.

Using the lens of psychoanalytic theory, this dissertation explores the ways in which reading young adult literature in a social environment can foster a productive engagement with preservice teachers' desires, fantasies and anxieties in learning to teach. Set in the context of a Faculty of Education at a Canadian university, this qualitative study investigates, first, how the practice of talking about reading in a social environment can inspire preservice teachers to engage with the challenges of learning to teach. Secondly, this thesis considers how the reading of young adult literature enables readers to theorize their past in relation to their projected futures, and therefore, to complicate the typically unquestioned relation between adolescence and adulthood. In focusing on the psychic and cultural life of reading, this study explores the identifications and attachments that two reading groups of Bachelor of Education students held in relation to four works of young adult fiction. Students learning to teach inarguably occupy a psychically awkward zone, a difficult mental space that is further complicated through the interaction of personal histories, past educational experiences and projected anxieties and desires. In this study, the readers illustrate the depth of their literary identifications through strategies of projection and introjection, transference attachment, idealization, linguistic displacement, and various excursions into memoried space. Through such strategies, these preservice teachers are able to explore the challenging nature of

power dynamics in the classroom, the cultural meanings of teacher identity, the relationship of sexuality to literary engagement, the significance of student refusal and failure, the certainty of fallibility and regression in educational life, and the ways in which teachers express their expectations concerning adolescent behaviour.

Pinsent-Johnson, C. (2014). [Managing and Monitoring Literacy for a 'Knowledge Society' The Textual Processes of Inequality in Adult Education Policy, Pedagogy and Practice](#). Thèse de doctorat inédite, Université d'Ottawa, Ottawa.

This thesis explicates how an international literacy testing (ILT) initiative, overseen by the Organization for Economic Cooperation and Development (OECD), is put to use to coordinate teaching and learning in adult literacy education programs in Canada, and in Ontario in particular. The testing initiative was conceived to manage and monitor global literacy resources, and promote their development for economic productivity and competitive advantage. Guided by institutional ethnography, the analysis reveals how certain operational and support devices of the testing initiative have been transposed into the context of adult education and training, carrying with them the ideological concerns of the economistic testing project and some of its methodological procedures. Various devices and technologies of the ILT are reformulated as individual assessments for adult learners, and are also incorporated as is and with extensions into a national occupational skills framework, a provincial curriculum reform, and a series of policy persuasion projects. Educators, program coordinators and curriculum developers, concerned with the development of literacy that is responsive to learners and their aspirations, recognize the limitations of the curricular frameworks and assessments. They devote inordinate amounts of time and effort reformulating, translating, force-fitting, and supplementing them. At the same time, a narrowly conceived locating information pedagogy distinct from both academic literacy needed to access formal education systems and a responsive and situated literacy needed to actively participate in social practices is developed and widely promoted. Policy entrepreneurs have incorporated the devices into their policy persuasion projects, including a project that profiles adults according to their literacy proficiency, their value in the labour market and whether or not they are economically efficient to educate. Persuasion tactics are aimed at policymakers and adult educators in order to convince them to shift educational support away from those who already experience limited access to educational opportunities (adults with secondary education or less) to those closest to reaching what is deemed to be an acceptable literacy level (adults with post-secondary education). Attempts to limit and privilege the purpose of adult education and training, in combination with the development of curricula and assessments that do the same, obstruct and contradict efforts to support equitable literacy learning opportunities for Canadian adults. Key words: international literacy testing, institutional ethnography, adult education, literacy pedagogy, curriculum development, policy analysis, education inequality

DiCerbo, K. E. & Behrens, J. (2014). [Impacts of the Digital Ocean on Education](#). Londres : Pearson.

We are in the midst of a great social shift. Our ability to collect, maintain, and use records of experiences is increasing dramatically each day and for many purposes. When specific goals of data collection present themselves, new technologies are on hand to allow for the collection of complex and ephemeral actions that were difficult, if not impossible to track just a short time ago. This will bring about a revolution in which assessment, teaching, and learning will increasingly make use of authentic and engaging tasks based on simulated environments, social connection, and remote

knowledge stores. But, this would only be a technology-enhanced approach to existing constructs. We believe the more compelling story is that the collection of data and the corresponding gains of self-awareness, self-reflection, organisational evolution, and institutional insight are emerging from the bases of our everyday natural activity. Insights are developing from the digital ocean of data that we create in search of rich digital experiences that fulfil our needs for knowledge, fun, and social interaction. It is this fundamental shift from data as the goal of our activity to data as a side effect of our activity that opens new doors to understanding and improving education, and offers the promise of and support for new models of interaction.

Many aspects of the story presented here are aspirational, and some are cautionary. However, they are based on the experiences of educators and learners around the world, who, as digital natives, are moving forward in their embrace of digital technologies, and, who, in a few more years, will be unaware of any shift having taken place at all. For those of us who have emerged from the digital desert, the challenge is to move beyond the understanding of new technology as means to acquire previous ends, and to reinvent our conceptualisations to take advantage of a digital-first, data-first world.

Emes, J. & Neven Van Pelt, D. A. (2015). [Education Spending in Canada: What's Actually Happening?](#). Vancouver, Colombie-Britannique : Fraser Institute

Media reports on education spending in Canada often refer to spending cuts, gaps and caps, budget shortfalls, and expenditure decreases. An informal observer may well conclude that spending on government elementary and secondary schools across the provinces is falling, and that it has been doing so for quite some time. But is this actually the case?

Using comprehensive Statistics Canada data, this paper analyzes changes in spending on government schools from 2001/02 to 2011/12—examining variations in provincial spending on public elementary and secondary schools for over a decade. The results do not support a narrative of decline in education spending in Canada.

To begin with, total nominal spending in government schools in Canada grew by 53.1 percent, increasing from \$38.9 billion in 2001/02 to \$59.6 billion in 2011/12. In that time, enrolments declined—from 5.4 million in 2001/02 to 5.0 million in 2011/12, a national decline of 33,000 students per year on average. However, the per-pupil spending in government schools in Canada increased from \$7,250 to \$11,835, or by 63.2 percent. In a comparison of actual spending to what education spending would have been had the level of per-pupil funding in 2001/02, adjusted for inflation, remained constant over the decade, the real increase in spending was over \$14.8 billion—38.1 percent higher.

Thus, the best available measures for gauging spending on education in government schools in Canada reveals large-scale increases in spending between 2001/02 and 2011/12.

Ermeling, B. A. & Yarbro, J. (2014). [Expanding Horizons : A Case Study of Extended Partnerships between Teacher Teams and Outside Content Experts Condensed Research Report](#). : Pearson.

Despite increasing advocacy for teacher collaboration, reported changes in teaching associated with collaboration seldom represent the substantial instructional shifts called for by advocates of 21st century reforms. One reason is existing “horizons of observation” constrain instructional possibilities considered by teacher teams. This case study of two secondary school teams, explored the potential of collaborative partnerships with outside content experts (OCEs) for infusing resources and perspectives that move beyond persistent images of classroom instruction. Meeting observations,

teacher focus groups, and OCE interviews revealed several pivotal episodes of interaction with clear evidence of OCE influence on teacher instructional plans. Cross-case analyses also point to several OCE facilitative actions that preceded these effects with implications for future design of teacher-expert partnerships.

Gray, L. & Taie, S. (2015). [Public School Teacher Attrition and Mobility in the First Five Years: Results From the First Through Fifth Waves of the 2007–08 Beginning Teacher Longitudinal Study : First Look. \(Rapport no. 2015337\)](#). Washington (D.C.) : National Center for Education Statistics. This First Look report provides selected findings from all five waves of the Beginning Teacher Longitudinal Study (BTLS) along with data tables and methodological information. The BTLS follows a sample of public elementary and secondary school teachers who participated in the 2007-08 Schools and Staffing Survey (SASS), and whose first year of teaching was 2007 or 2008. The BTLS sample includes teachers who leave teaching in the years after the SASS data collection and those who continue to teach either in the same school as the last year or in a different school. The purpose of the Beginning Teacher Longitudinal Study is to provide a better understanding of the impact that different life events have on teachers careers (such as getting married, moving to a new location, or starting a family). It will also provide some insight on how school and/or district characteristics and policies affect teacher satisfaction, and how teachers respond to transitions in their lives and careers (such as moving to a different school, changing the grade levels or subject taught, becoming a mentor, transitioning into a K-12 administration position, or exiting the teaching field). The study will contribute to policymakers' understanding of teachers and of teachers' careers as they enter, leave, or re-enter the teaching workforce and make important career and life decisions.

Repéré sur : Ecs.org

New from ECS

Who pays for dual enrollment?

While states are increasingly committed to the idea of dual enrollment, they haven't consistently eliminated financial barriers to participation, according to this [policy analysis](#). States that have done that see larger proportions of minority and low-income students participating.

Federal education policy as shaped over time

Christopher Cross presents an overview of major events in federal education policy history, events that shaped today's individual opinions and current federal jurisdiction. With the 50-year-old Elementary and Secondary Education Act being one of the most significant K-12 policy events in history, this [report](#) includes a synopsis of the current state of waivers, extensions and possible next steps for ESEA reauthorization.

More from ECS

P-20 data sharing and reporting webinar

On May 28, 1-2 p.m. (EST), Education Commission of the States is hosting a professional development webinar designed to enhance education leaders' and policymakers' ability to measure students' college and career readiness. A P-20 data system emerges when state agencies have

compatibility that enables seamless data sharing. [Register now!](#) After registering, you will receive a confirmation email and instructions for joining the webinar.

Learning, social and emotional

There is increasing interest in [social and emotional learning](#) (SEL) programs, which help students develop skills like social awareness and responsible decision making but little is known about their impact on student achievement. The authors of this study found that generally, students receiving SEL instruction did not show significant improvement in performance. However, a small group of students showed academic gains when their teachers used the curriculum *exactly* as it was designed. *(New to the ECS Research Studies Database)*

What States Are Doing

Montana signs tribal languages bills

Montana Gov. Steve Bullock signed into [law](#) two bills that will preserve and promote the state's tribal languages. Sponsored by Rep. George Kipp, HB 559 will extend the Montana Indian Language Preservation program. SB 272, sponsored by Sen. Jonathan Windy Boy, encourages school districts in Montana to create Indian Language Immersion programs on their campuses.

Parents get closer to the process

South Carolina State Superintendent of Education Molly M. Spearman formed a [Parent Advisory Council](#) to provide feedback from a parent's perspective on education in South Carolina's classrooms. These parents represent public, private and homeschooled students. Spearman wanted parents to see firsthand the success and challenges students face in and out of the classroom.

Postsecondary in the heartland

Minnesota Gov. Mark Dayton signed an omnibus higher education [bill](#) that addresses a broad array of issues, including strategies to support timely completion of degrees and certificates, establishing postsecondary attainment goals for the state and counseling for college student loan debtors.

Good Reads

Diversity in early childhood

Racial, ethnic and economic disparities persist in preschool classrooms across America. This [report](#) calls for policymakers to focus on the value of diversity in early education classrooms to increase equity and quality. It finds children from low-income families and Hispanic children are less likely than high socioeconomic and non-Hispanic children to be enrolled in center-based early childhood programs. Most children in public preschool programs attend classrooms that are segregated by family income and often by race/ethnicity as well. *(The Century Foundation and Poverty & Race Research Action Council)*

Two-generation approach for English learners

Since the majority of labor-force growth in the United States over the next four decades will come from immigrants and their children, investing in these two populations is critical to the success of families and the economy. This [brief](#) looks at the U.S. ELL population, explains why a two-generation

approach is a valuable strategy and presents case studies of promising approaches for educating ELL students and parents while providing critical wraparound services. *(Center for American Progress)*

The Pre-K yearbook

The good news: state funding for Pre-K increased by nearly \$120 million in 2013-14. The bad news: programs have yet to fully recover from the impacts of half a billion dollars cut in 2011-12, according to [The State of Preschool 2014](#). Enrollment growth grew modestly by 8,535, nearly half of which went to recouping 4,000 seats lost in 2012-13. State Pre-K quality standards improved. Mississippi started a program in January 2014 and simultaneously met all 10 NIEER benchmarks. An analysis of each state is featured. *(NIEER)*

Kindergarten age and 2nd grade achievement

A [snapshot](#) of children who were first-time kindergartners in the 2010-11 school year and in second grade in 2012-13: there were no significant differences in reading knowledge and skills, by age of entry. However, children who were 66-71 months when they entered kindergarten had higher average math scores than those who were younger than 60 months at kindergarten entry. *(NCES)*

High school graduation rate goes up again

For the third year, the nation remained on pace to meet the goal of 90 percent on-time graduation by 2020; the national high school graduation rate hit a record high of 81.4 percent. This sixth annual [update](#) on America's high school dropout challenge shows these gains were made by raising graduation rates for students who have traditionally struggled to earn a high school diploma. *(Civic Enterprises and the Everyone Graduates Center at Johns Hopkins School of Education)*

More Good Reads

Innovation in rural education

State education agencies have an instrumental role to play in supporting the work of rural education, according to this [report](#). While rural schools are asked to stretch their dollars further, they are more likely to face limited economies of scale, difficult teacher labor markets and inadequate access to time and money-saving technologies. Yet rural schools and districts are innovative in how they manage these problems and much can be learned from them. *(Edvance Research)*

Accountability in authorizing charters

State policy provisions on authorizer accountability recommended by the National Alliance for Public Charter Schools are examined in this [brief](#) along with the extent to which states have adopted them. Then the author presents experiences and lessons from four states – Colorado, Hawaii, Minnesota and Ohio – that have taken action on authorizer accountability in diverse policy and authorizing environments. *(National Alliance for Public Charter Schools)*

Teachers need better feedback

For more effective teachers and better-prepared students, high-quality feedback following teacher observation is essential. This [report](#) suggests that observers go beyond accurate assessment and identify specific and actionable next steps for teachers to improve their practice. States and districts

must give principals training, support and resources to help teachers improve through feedback, and then hold principals accountable for doing so. (*Reform Support Network*)

Repéré sur : Esen.education.fr

Inspection générale de l'administration de l'éducation nationale et de la recherche. [Quelle évolution de l'État territorial pour l'éducation nationale, l'enseignement supérieur et la recherche ?](#) Mai 2015

Ce rapport plaide pour une convergence de la carte des académies avec celle des régions mais sans alignement systématique. Il propose le maintien des principes qui ont fondé la construction des académies et les compétences dévolues aux recteurs d'académie, chanceliers des universités, à la double condition d'une cohérence accrue des acteurs de l'éducation nationale devant des interlocuteurs régionaux reconfigurés et d'une meilleure prise en compte de territoires infra académiques qui ont évolué.

Ronan Vourc'h, Jean-Philippe Rivière, Fanny De La Haye, Jean-Émile Gombert. [Difficultés de lecture : 1 jeune sur 10 identifié lors de la journée défense et citoyenneté.](#) Note d'information n°16, mai 2015

Les acquis en lecture sont très fragiles pour 9,6 % de jeunes de 17 ans qui, faute de vocabulaire, n'accèdent pas à la compréhension des textes. Les jeunes les plus en difficulté représentent 4,1 % de l'ensemble. Outre un déficit important de vocabulaire, ils n'ont pu installer les mécanismes de base de la lecture et consacrent leur attention à la reconnaissance des mots plutôt qu'à leur sens. Ils peuvent être considérés en situation d'illettrisme, selon les critères de l'Agence nationale de lutte contre l'illettrisme (ANLCI).

Yann ALGAN, Nina GUYON, Élise HUILLERY. [Lutte contre la violence et le harcèlement à l'école et au collège.](#) Paris : Ministère de la ville, de la jeunesse et des sports - Sciences Po, laboratoire interdisciplinaire d'évaluation des politiques publiques , Avril 2015

Cette étude, financée par le fonds d'expérimentation pour la jeunesse, évalue les effets des dispositifs de médiation sociale en milieu scolaire d'une part, et d'un dispositif de prise de conscience du niveau de violence d'autre part.

Il ressort que le premier dispositif a des effets très importants lorsque les médiateurs sont expérimentés et réduit de 11 % le taux de harcèlement ressenti par l'ensemble des collégiens. En primaire, ses effets sont surtout bénéfiques pour les filles en CE1. Le second dispositif, concernant uniquement le primaire et basé sur une enquête de victimation, "n'a pas d'effet significatif".

[Carte des formations de l'enseignement supérieur : évaluation de la politique de gestion des heures d'enseignement.](#) IGAENR, Juin 2014

Inspection générale de l'administration de l'éducation nationale et de la recherche (IGAENR)

Ce rapport analyse les moyens dont disposent les universités pour mettre en cohérence leur gestion des heures d'enseignement et rationaliser leur offre de formation. Les inspecteurs généraux essaient également de quantifier, dans la perspective de la mise en place du nouveau dispositif d'accréditation des formations et du contrat de site, les marges de manœuvre financières qui pourraient ainsi être dégagées au niveau de l'établissement, au niveau du site et au niveau national.

Budget de l'État en 2014 : analyse de l'exécution des missions [Enseignement scolaire](#) et [Enseignement supérieur et recherche](#). Cour des comptes, Mai 2015

Le rapport sur le budget de l'État en 2014, établi en application de l'article 58 de la loi organique relative aux lois de finances (Lof), repose notamment sur les analyses, par mission et par programme, de l'exécution des dépenses.

Étienne Dalibard et Jean-Marc Pastor. [Cedre 2014 - Mathématiques en fin d'école primaire : les élèves qui arrivent au collège ont des niveaux très hétérogènes](#). Note d'information n°18, mai 2015
Évaluations des écoliers et collégiens en mathématiques (CEDRE).

L'étude CEDRE portant sur le niveau des élèves en mathématiques vient conforter un constat pointé à plusieurs reprises par les enquêtes internationales. Elle montre qu'en fin d'école primaire, les élèves qui arrivent au collège ont des niveaux très hétérogènes. Par ailleurs, les résultats de cette enquête mettent en exergue une augmentation importante du pourcentage d'élèves de faible niveau en fin de collège.

Philippe Arzoumanian et Étienne Dalibard. Cedre 2014 - [Mathématiques en fin de collège : une augmentation importante du pourcentage d'élèves de faible niveau](#). Note d'information, n° 19, mai 2015

L'étude CEDRE portant sur le niveau des élèves en mathématiques vient conforter un constat pointé à plusieurs reprises par les enquêtes internationales. Elle montre qu'en fin d'école primaire, les élèves qui arrivent au collège ont des niveaux très hétérogènes. Par ailleurs, les résultats de cette enquête mettent en exergue une augmentation importante du pourcentage d'élèves de faible niveau en fin de collège.

[Évaluation des acquis : principes, méthodologie et résultats](#). Éducation et formation, n° 86-87, Mai 2015

Au-delà des résultats individuels, les "évaluations standardisées" des acquis des élèves cherchent à rendre compte de la performance du système éducatif dans sa globalité. Ce numéro de la revue Éducation & formations s'intéresse aux fondements conceptuels de ces évaluations, à leurs caractéristiques méthodologiques et à leur fonction dans le champ de l'éducation.

Valérie Ilardi, Emmanuel Sulzer. [Insertion professionnelle des jeunes sortants de l'enseignement professionnel secondaire](#). Bref n° 335, mai 2015

Les résultats de cette enquête, menée en 2013 auprès de la génération 2010, montrent que ces jeunes affichent un taux de chômage de 24 %. La crise heurte frontalement les diplômés d'un certificat d'aptitude professionnel (CAP) ou d'un brevet d'études professionnelles (BEP), venant détériorer encore leur positionnement sur le marché du travail. Sans être épargnés par la crise, les bacheliers technologiques ou professionnels sont nettement moins exposés.

Consultez la publication Bref du CEREQ n° 335.

Danielle Prouteau. [Les enseignants non titulaires dans le second degré public](#). Note d'information n° 17, mai 2015

À la rentrée 2013, 7,5 % des enseignants sont des personnels non titulaires. Ils constituent une population jeune et féminisée, dont les deux tiers exercent à temps plein. Leurs effectifs ont

progressé de 2,6 points en dix ans, dans une période où le nombre d'enseignants titulaires a baissé (-11,9 % depuis 2005).

OCDE. [Que recherchent les parents pour l'école de leur enfant ?](#) Pisa à la loupe n° 51, Mai 2015

Cette étude montre que lors du choix de l'établissement de leur enfant, les parents de tous les pays et économies participants accordent une très grande importance aux résultats scolaires, mais sont souvent encore plus attachés à la sécurité, à la qualité de l'environnement et à la réputation de l'établissement.

[Décrochage scolaire des filles au Québec.](#) Fédération autonome de l'enseignement - Relais femmes, Mai 2015

Ce rapport d'analyse de l'étude exploratoire menée sur les conséquences du décrochage des filles rappelle les facteurs du décrochage et définit trois axes d'intervention prioritaires (éradiquer la pauvreté, lutter contre les stéréotypes, comprendre et intervenir sur l'adversité familiale). Il identifie également les faux problèmes et fausses solutions pour lutter contre le décrochage scolaire des filles (promouvoir la non-mixité des écoles et accroître la présence des hommes dans la profession enseignante).

Repéré sur : halshs.archives-ouvertes.fr

Audrey Rosoli. [La littératie : la lecture à haute voix.](#) Mémoire en Education, ESPE de Toulouse, 2014.

La maîtrise de la lecture est un objet d'enseignement, mais aussi un outil d'apprentissage déterminant. Cette maîtrise est un enjeu majeur pour notre système éducatif. Or, de nos jours en France, 2,5 millions de personnes se trouvent en situation d'illettrisme. Parmi eux, 4,1% des jeunes de 17 ans dont la moitié n'a pas dépassé le niveau d'étude du collège (DEPP 2014). Longtemps, on a considéré que les causes des difficultés d'apprentissage relevaient de l'élève sans tenir compte de l'influence du milieu dans lequel les élèves apprennent. Mais lire n'est pas qu'un processus cognitif. Selon Michel Zorman (2012) il dépend, comme tout apprentissage, des représentations, des croyances, de la motivation qui peuvent interférer avec ou, au contraire, dynamiser et réguler le processus cognitif de l'apprentissage. Aussi, il semble nécessaire de faire en sorte qu'un élève apprenne à lire, à aimer lire en comprenant ce qu'il lit, ce qui implique de favoriser le développement d'une série de[...]

Jean Frayssinhes. [Le rôle de l'expérience et la formation des adultes.](#) Implications philosophiques, 2015, pp.9.

Résumé : La littérature oppose souvent la sagesse de l'adulte expérimenté à l'imp(r)udence du jeune novice. L'expérience est valorisée positivement lors d'un recrutement, et l'inexpérience est la raison souvent invoquée pour justifier et expliquer le chômage des jeunes. Mais de quoi parlons-nous ? Qu'est-ce que l'expérience ? Comment l'expérience se construit-elle ? Quel lien a-t-elle avec la compétence ? Avec le(s) savoir(s) ? L'expérience se transmet-elle ? Nous souhaitons interroger ces notions polysémiques qui nous semblent porteuses d'ambiguïtés que nous allons tenter de clarifier.

Claire David. [Nouvelles pédagogies, à l'ère du numérique.](#) 2015.
On s'intéresse, dans ce qui suit, aux nouvelles pédagogies basées sur un environnement numérique.

SPOCs, MOOCs, apparaissent comme les vecteurs permettant la constitution d'un socle de connaissances initiales. La mise en place de parcours personnalisés s'avère un passage obligé. L'interactivité agit dans la consolidation des connaissances. La scénarisation permet de retisser le lien interdisciplinaire, en introduisant des contextes concrets d'application. Enfin, les jeux sérieux, mêlant des sollicitations visuelles, auditives, et kinesthésiques, permettent une immersion favorisant la pratique et la maîtrise de techniques ciblées, dans un contexte ludique porteur de challenges intellectuels à destination de l'apprenant.

Yaël Brinbaum, Christine Guégnard. [Effets du lieu de résidence en ZUS sur les parcours et le sentiment de discrimination des jeunes issus de l'immigration.](#) Les documents de travail de l'IREDU, n°2015-3.



Les trajectoires professionnelles des jeunes sont influencées par de multiples contraintes qui tiennent à leurs caractéristiques, à leur cursus scolaire antérieur et aussi à l'espace social et économique dans lequel ils évoluent. Les jeunes issus de l'immigration sont davantage pénalisés pour trouver un emploi, de manière accentuée s'ils sont originaires du Maghreb et d'Afrique subsaharienne et résident dans des quartiers défavorisés. Un chômage persistant et des orientations contraintes au cours de leur formation initiale induisent un sentiment de discrimination à l'embauche éprouvé par ces jeunes.

Christophe Pittet. [Les pratiques artistiques dans le champ de l'insertion professionnelle comme support de construction identitaire dans le passage à la vie adulte.](#) Thèse en Sociologie, Université de Strasbourg, 2014.

Cette recherche a pour objectif de comprendre la place et la fonction des pratiques artistiques chez les jeunes adultes à l'aide sociale inscrits dans un processus d'insertion professionnelle. En partant des conditions de la construction de l'identité dans le passage à la vie adulte et des transformations de l'Etat social, nous nous sommes intéressé à saisir les contours des pratiques artistiques et culturelles dans le champ du travail social comme une alternative au soutien à l'accès à la formation professionnelle des jeunes adultes. A partir d'une mesure d'insertion basée à Lausanne (Suisse) qui utilise les arts de la scène comme socle central de son accompagnement psychosocial, nous avons pu observer que les pratiques artistiques favorisent le développement de l'estime personnelle, le renforcement de la confiance et l'élargissement du réseau relationnel. Les supports artistiques sont également des vecteurs de socialisation professionnelle car ils contribuent à réinscrire les jeunes[...]

Juliana Elisa Raffaghelli, Stefania Cucchiara, Donatella Persico. [Methodological approaches in MOOC research: Retracing themyth of Proteus.](#) British Journal of Educational Technology, Wiley-Blackwell, 2015, Massive Open Online Courses (MOOCs): 'disrupting' teaching and learning practices in higher education, 46 (3), pp.488-509. <10.1111/bjet.12279>.

Résumé : This paper explores the methodological approaches most commonly adopted in the scholarly literature on Massive Open Online Courses (MOOCs), published during the period January 2008-May 2014. In order to identify trends, gaps and criticalities related to the methodological approaches of this emerging field of research, we analyzed 60 papers selected across four relevant scientific databases plus one journal in the sector of eLearning that published a special issue on this topic. The emerging picture is that of a research field in its infancy, heavily relying on theoretical research and case studies, which is just beginning to identify suitable methods to deal with large cohorts of learners, very large amounts of data and new ways of learning. The state-of-the-art is also

quite fragmentary, due to the different epistemological and ontological conceptions of the authors of the papers about the nature of the issues faced and the way they should be studied. In this paper, we compare the[...]

Eric Roditi. [Recherches sur les pratiques enseignantes et relations chercheurs-praticiens](#). Carrefours de l'éducation, 2015, 39, pp.55-68.

Cet article propose d'étudier la relation entre chercheurs et enseignants lorsque ces derniers sont engagés dans une recherche sur leurs pratiques. Il comporte une analyse des effets de cette relation sur les résultats de la recherche comme sur les apprentissages professionnels qui peuvent en résulter pour les enseignants. Il s'appuie sur trois recherches fondées sur un même cadre théorique, mais avec des problématiques différentes : comprendre des pratiques, résoudre un problème professionnel, et analyser la construction d'une pratique sur dix années d'exercice. Chaque recherche a occasionné un investissement particulier de la part des enseignants ainsi qu'une relation chercheurs-praticiens spécifique. L'analyse de leur spécificité conduit à une discussion sur l'effet de cette relation, sur les pratiques enseignantes étudiées d'une part, et sur les résultats de la recherche sur ces pratiques d'autre part.

Repéré sur : ife.ens-lyon.fr

[Good practice in mathematics at key stage 3](#), Estyn (Royaume-Uni), 02/2015

Rapport gallois publié suite à une commande du ministère, dans lequel sont étudiés les standards en mathématiques au niveau du collège et les facteurs de réussite. Sont aussi présentées dans ce rapport les bonnes pratiques repérées. Des recommandations sont faites à l'encontre des départements de mathématique dans les établissements, des autorités locales et du gouvernement.

[Literacy in key stage 3: An interim report](#), Estyn (Royaume-Uni), January 2015

Rapport gallois sur les standards en littéracie au niveau collège et sur la façon dans cette compétence s'articule au curriculum. Comme dans les autres rapport de cet organisme, des recommandations sont faites à destination des écoles, des autorités locales et du gouvernement. Sont aussi présentées trois écoles pour les bonnes pratiques qu'elles ont mis en place.

[Barriers to apprenticeship](#), Estyn (Royaume-Uni), 11/2014

Rapport gallois qui s'intéresse aux difficultés rencontrées par les apprenants issus de minorités ethniques et/ou noires, ou qui relèvent du champ du handicap, dans leurs parcours en apprentissage. Ce rapport s'inscrit dans la volonté du gouvernement de lutter contre les discriminations, dans la lignée du Equality Act 2010 au Royaume-Uni. Ce rapport présente des recommandations qui s'adressent au gouvernement et aux entreprises qui forment des apprentis. Il présente enfin deux études de cas pour mettre en avant des bonnes pratiques.

[The Preparation of University Teachers Internationally](#). International consortium for educational development, 10/2014

Ce rapport rend compte des principaux résultats de la première enquête internationale conduite par l'ICED sur la formation des enseignants du supérieur, à l'occasion des 20 ans de la création de l'association.

Les données collectées offrent un décompte des dispositifs de formation disponibles dans les pays participants :

- politiques nationale, régionale ou sectorielle
- politique à l'échelle institutionnelle
- transférabilité des qualifications d'une université à l'autre
- assurance qualité externe
- points de vue des étudiants
- dispositifs stimulant le développement professionnel
- approches formelles de la formation
- services centraux ou dispositifs intégrés aux facultés
- formation et reconnaissance des fonctions support
- rôle de réseaux nationaux impliqués dans le développement professionnel
- évaluation et recherche
- implication d'autres agences dans la formation des enseignants

Les pays suivants ont participé à l'enquête : Afrique du Sud, Allemagne, Australie, Belgique, Canada, Danemark, Espagne, Estonie, Etats-Unis, Ethiopie, Finlande, Irlande, Israël, Inde, Japon, Norvège, Pays-Bas, Royaume-Uni, Sri Lanka, Suède, Suisse, Thaïlande.

Enora Bennetot Pruvot, Thomas Estermann & Peter Mason. [University Mergers in Europe. DEFINE Thematic report](#). European University Association, 04/2015

Ce rapport, publié avec le soutien du programme "Formation tout au long de la vie" de l'Union Européenne, s'inscrit dans les travaux en cours de l'EUA pour le projet DEFINE (Designing strategies for efficient funding of higher education in Europe). Il propose une évaluation des processus de fusion d'établissements d'enseignement supérieur et recense notamment les regroupements universitaires en Europe de puis les années 2000.

Andrée Sursock. Trends 2015. [Learning and Teaching in Higher Education](#). European University Association, 05/2015

Ce rapport présente les perceptions que les universités ont des changements intervenus dans l'Espace européen de l'enseignement supérieur ces 5 dernières années, en particulier pour ce qui concerne les questions d'enseignement.

Il s'appuie sur les réponses fournies par 451 établissements issus de 46 différents pays. Il montre que dans la plupart des pays considérés, les établissements gèrent les conséquences de la crise économique, notamment dans certains cas une baisse démographique et migratoire significative. Le rapport identifie et discute quelques dispositions prises par les universités pour faire face à cette situation.

Jesus Escriva Munoz (dir.). [ESNSurvey 2014 Research Report. International Experience and Language Learning](#). Erasmus Student Network, 07/2014

L'édition 2014 de l'enquête du réseau Erasmus Student Network (ESN) s'intéresse plus spécialement à l'expérience de mobilité et à l'acquisition de compétences linguistiques.

Plus de 22000 étudiants ont été interrogés. Les résultats montrent que les étudiants sont davantage satisfaits de leur séjour que des conditions d'études qui leur sont proposés (même si les taux sont bons par ailleurs).

Si les compétences en langue se développent lors de l'expérience de mobilité, en particulier via des dispositifs de type "tandem", peu d'étudiants bénéficient de cours de langue (gratuits) dans le pays d'accueil (environ un tiers pour les langues majeures, moins de 20% pour les autres.)

L'enquête montre également que le principal obstacle à la mobilité reste de nature financière. 76% des étudiants non mobiles indiquent qu'ils seraient prêts à envisager une mobilité s'ils bénéficiaient d'une bourse ou s'ils étaient assurés de trouver un travail à temps partiel sur place.

Elletson, H. & Burgess, A. (dir.). [eLearning Africa Report 2015. The Trajectory of Change](#). ICWE ; 05/2015

Alors que la technologie continue de soutenir le développement africain et d'alimenter la croissance économique des pays du continent, le Rapport eLearning Africa 2015 permet de brosser le tableau de la rapidité du changement à l'œuvre et de comprendre comment les différents secteurs peuvent donner une impulsion à cette dynamique.

Fort des contributions de praticiens, décideurs politiques, enseignants, dirigeants d'entreprise, activistes et auteurs travaillant à travers l'Afrique, le Rapport fournit une vue d'ensemble complète de l'impact que les technologies ont sur l'éducation et le développement de tout le continent.

Disponible en téléchargement gratuit, le rapport mêle interviews, articles, littérature et points de vue dont :

- Le témoignage sur l'éducation dans les pays touchés par les conflits d'Emmanuel Jal, ancien enfant soldat devenu rappeur, acteur et activiste
- Les interviews de Michael Joseph, pionnier de M-Pesa, et Lila Tretikov, directrice générale de Wikimedia
- Les réflexions sur la réinvention de l'avenir africain de Firoze Manji, auteur, rédacteur et directeur de Pan-African Baraza
- L'analyse de la maturité africaine en matière d'eLearning par Aida Opoku-Mensah de l'UNECA
- 55 profils de pays
- Le guide de référence pour financer les TIC et l'éducation ainsi que les dernières statistiques relatives à l'eLearning
- Les résultats d'un sondage complet auprès des professionnels de l'éducation et des TIC ainsi que des travailleurs des secteurs de l'enseignement supérieur, de la santé et de l'agriculture.

ROBY Catherine. [Place et fonction des SHS dans les Écoles d'ingénieurs en France : état des lieux, enjeux et perspectives épistémiques](#). Thèse en sciences de l'éducation, soutenue en 2014, sous la dir. de Denis LEMAÎTRE & Brigitte ALBERO (Université Rennes 2)

« La disparité est forte entre les secteurs d'activité des ingénieurs autant qu'entre leurs formations, ces dernières étant caractérisées par un ancrage sociohistorique ayant minoré dans les curricula certains savoirs développés par les SHS. Or, les enjeux de l'intégration des SHS dans la formation des ingénieurs sont avérés. C'est pourquoi, la recherche présentée vise à identifier les disciplines de SHS introduites dans ces formations et les buts qu'elles poursuivent. Il s'agit de comprendre en quoi et comment les SHS participent d'une réflexivité sur les enjeux démocratiques des conditions d'exercice des fonctions d'ingénierie ou au contraire de la légitimation d'une pensée technocratique. Dans une première étape, l'enquête a porté sur la manière dont les sites internet des Écoles présentent les enseignements de SHS, les départements les regroupant et les recherches associées, ainsi que sur les textes de présentation des formations. Les résultats permettent de rendre compte d'une interdépendance entre ces affichages de SHS et des orientations culturelles technoscientifiques des

Écoles, déterminées en partie par leur tutelle, date de création, domaine de spécialité et niveau de recrutement. Cette analyse permet également de montrer en quoi ces orientations sont en lien avec le processus d'institutionnalisation des SHS en France. En synthèse, une catégorisation des Écoles est proposée ; elle met en valeur le fait que si la référence à l'entreprise est permanente, les SHS quant à elles ne sont mobilisées que dans deux catégories sur six et ne sont articulées aux sciences et techniques de spécialité des ingénieurs (STSI) que dans une seule catégorie. Des études de cas contrastées illustrent et approfondissent ces premiers résultats à partir de données empiriques. Si la coexistence des SHS et des STSI semble difficile, elle est néanmoins possible en des termes qui répondent aux enjeux contemporains des métiers de l'ingénierie, comme le montre l'analyse d'une École dont les pionniers, portés par une ambition philosophique et politique, par des valeurs personnelles et des convictions partagées ont été soutenus par les politiques nationales de recherche en SHS. »

AL-ZABEN Rana. [Ethnographie des pratiques militantes dans le mouvement Freinet : une contribution à l'étude des tendances contemporaines de l'action et de la réflexion pédagogiques en France](#). Thèse en Sciences de l'éducation, soutenue en 2014, sous la dir. de Alain MARCHIVE (Université Bordeaux-Segalen)

« L'évolution du système éducatif et l'apparition de nouveaux lieux de production et de diffusion des savoirs en éducation jouent un rôle dans le développement des pratiques enseignantes en général, mais transforment aussi les conditions de l'action et de la réflexion pédagogiques. C'est à l'étude de ces évolutions et transformations que s'intéresse cette thèse, en prenant comme exemple le Mouvement de l'École Moderne (ICEM, pédagogie Freinet). La recherche, à caractère ethnographique, vise donc à repérer comment ce mouvement pédagogique s'est adapté à ces nouvelles conditions, comment se construisent et se diffusent les actions et les idées pédagogiques novatrices, qui sont les « enseignants Freinet » aujourd'hui et quel est leur degré d'engagement... Un bref retour sur l'histoire du système éducatif et ses transformations éclaire le contexte dans lequel le mouvement Freinet a évolué. On s'interroge ensuite sur la manière dont celui-ci a évolué et s'est adapté en menant une enquête ethnographique dans plusieurs lieux : réunions et conférences départementales, stage régional, congrès national. Cette enquête par observation directe s'accompagne d'une analyse approfondie des échanges sur une liste de diffusion nationale. Enfin, des entretiens auprès d'anciens militants, de nouveaux adhérents, d'enseignants innovants et de chercheurs pédagogues, permet de mieux comprendre l'évolution des formes d'engagement, les nouveaux objets et les nouveaux lieux de construction des savoirs pédagogiques. Au final, après un temps d'agrégation puis de « désagrégation », on peut repérer un phénomène de réagrégation autour de « nouveaux pédagogues », dont l'idéologie et l'engagement militant ne sont pas de même nature que ceux de leurs aînés. »

BARRIERE-BOIZUMALT Magali. [Les communications non verbales des enseignants d'Education Physique et Sportive : Formes et fonctions des CNV, croyances et réalisation effective des enseignants, ressenti des effets par les élèves](#). Thèse en sciences et techniques des activités physiques et sportives, soutenue en 2013, sous la dir. de Geneviève COGERINO-DUBOUDIN & Marc LEVÊQUE (Université Claude Bernard-Lyon 1)

« Ce travail a pour objet de questionner l'utilisation des communications non verbales dans l'enseignement de l'Education Physique et Sportive. Les communications non verbales (CNV) diffusent des informations auprès des élèves, peuvent être contradictoires avec les communications

verbales, les desservir, ou transmettre, à leur insu, les attentes des enseignants. Les communications seront abordées sous l'angle interactionniste. Chaque intervention verbale ou non verbale de l'enseignant crée une interaction avec les élèves dont l'objet peut être pédagogique ou didactique. Trois études ont été réalisées. La première étude exploratoire vise à questionner les croyances des étudiants en formation sur les communications ; afin de recenser leurs niveaux de connaissance et de prise de conscience de l'importance des communications dans l'enseignement, pour ensuite comparer leurs réponses avec celles des enseignants en exercice, le tout permettant de comprendre l'évolution des croyances et éclairer les pratiques pédagogiques. La deuxième étude consiste, à partir d'une grille d'observation des CNV en classe, à confirmer l'exploitation d'une classification fonctionnelle des CNV. Une comparaison entre le dire, le faire et le dire sur le faire est réalisée à l'aide de différents entretiens. Les enseignants sont rarement conscients des communications qu'ils exploitent en classe ; ils sont souvent surpris de la richesse des CNV exploitées, non consciemment. L'aspect affectif de la relation pédagogique est souvent valorisé lorsqu'ils se voient agir, contrairement aux premiers propos beaucoup plus réservés, et qui portent sur les apprentissages. L'accent est mis sur le rôle et la place du toucher et sur les routines en EPS. Les ressentis des élèves sont relevés pour les comparer avec les réponses des enseignants. La dernière étude se focalise sur l'aspect contextualisé des interactions non verbales à travers deux études de cas. Des variations semblent apparaître selon l'activité, les caractéristiques des élèves ou celles des enseignants. La recherche se conclut par des propositions d'enseignements supplémentaires pour la formation initiale et continue des enseignants. L'amélioration des pratiques pédagogiques quotidiennes des enseignants passe par une prise de conscience de leurs croyances et de leurs modes de fonctionnement in situ. »

Marie Gausse. [Lire pour apprendre, lire pour comprendre](#). Dossier de veille de l'IFÉ, n° 101, mai 2015
La maîtrise des compétences littéraires est devenue un enjeu de plus en plus crucial au sein de notre société. La lecture, au delà du cadre de littératie restreinte, est un véritable outil pour interpréter le monde, structurer les expériences et construire des connaissances. Les usages liés à la maîtrise de la lecture experte ne découlent pas, à l'instar du langage, de l'immersion naturelle dans la société. La lecture pour apprendre et pour comprendre nécessite un apprentissage spécifique qui fait l'objet encore aujourd'hui de diverses controverses.

Que veut dire savoir lire à notre époque ? Une première définition caractérise l'acte de lire comme la capacité à établir des relations entre les séquences de signes graphiques d'un texte et les signes linguistiques propres à une langue naturelle (phonèmes, mots, marques grammaticales), mais c'est aussi la prise de connaissance du contenu d'un texte écrit. Prendre connaissance, c'est comprendre le sens du texte dans un contexte spécifique. Apprendre à lire revient donc à apprendre à comprendre.

C'est sous cet angle que nous abordons dans ce Dossier de veille les questions de lecture experte ou littéraire, à partir des recherches en psychologie cognitive d'une part, puis de la didactique de la lecture d'autre part.

Nous nous intéresserons plus particulièrement à la place du lecteur au sein de la relation texte/auteur et à la démarche interprétative qu'il doit adopter. En effet, l'acte de lecture aujourd'hui c'est comprendre au delà des simples mots, c'est s'approprier le texte dans une approche sociale et culturelle qui favorise la connaissance des autres et de soi-même.

Repéré sur : Insee.fr

Zoubir Bouziani. [L'ingénierie en France en 2012 : Un secteur dynamique, encore faiblement concentré](#). INSEE Première, n°1550, mai 2015

En 2012, les entreprises de l'ingénierie ont généré un chiffre d'affaires de près de 45 milliards d'euros et contribué au produit intérieur brut à hauteur de 0,9 %. Le marché de la construction en est le premier client. Le secteur de l'ingénierie est faiblement concentré, les grandes entreprises ayant un poids modeste. Près de 40 % du chiffre d'affaires est réalisé dans des filiales d'ingénierie détenues par des groupes d'autres secteurs. Sur le long terme, l'importance du secteur a progressé au sein de l'économie, traduisant un plus grand recours à ce type d'activité dans les entreprises dédiées et aussi une présence soutenue à l'international. Compte tenu du niveau élevé de qualification de la main-d'œuvre, les dépenses liées au personnel représentent 88 % de la valeur ajoutée. La France figure à la troisième position en Europe en matière d'activité d'ingénierie.

Repéré sur : ladocumentationfrancaise.fr

DELAHAYE Jean-Paul. [Grande pauvreté et réussite scolaire : le choix de la solidarité pour la réussite de tous](#). Paris : Ministère de l'éducation nationale, de l'enseignement supérieur et de la recherche, Mai 2015. 223 p.

En France, 1,2 million d'enfants, soit un enfant sur dix, sont des enfants de familles pauvres : tel est le constat rappelé dans le rapport de la mission « Grande pauvreté et réussite scolaire ». Conformément à la lettre adressée par la ministre de l'éducation nationale, de l'enseignement supérieur et de la recherche, la mission devait plus particulièrement se concentrer sur les trois points suivants : un devoir de connaissance et de meilleure prise en compte de la précarité de vie des familles en grande difficulté ; les relations entre les familles pauvres et l'école ; les moyens pédagogiques pour assurer la réussite de tous et la qualité de la formation des personnels. La première partie du rapport décrit l'aggravation de la détresse sociale au sein de l'école, et montre les difficultés que l'école et ses partenaires rencontrent pour répondre aux besoins des élèves qui vivent dans des familles en situation de grande pauvreté. La deuxième partie identifie quatre leviers pour faire réussir tous les élèves et combattre ainsi les inégalités au sein du système éducatif : une concentration indispensable des efforts et des moyens pour mieux venir en aide aux enfants des familles pauvres, condition nécessaire pour une égalité des droits ; une politique globale pour une école plus inclusive qui s'organise pour privilégier le « scolariser ensemble » au cours de la scolarité obligatoire et permettre à tous les élèves de réussir ; une politique de formation et de gestion de ressources humaines pour réduire les inégalités ; une alliance éducative entre l'école, les parents, les collectivités territoriales, les associations.

Repéré sur : OCDE.fr

L'IREDU est abonné aux documents de la thématique "Éducation". Contactez la documentation si vous voulez connaître les codes d'accès.

Francesca Borgonovi, Tracey Burns. [The educational roots of trust](#). Paris : OECD, May 2015. 56 p.

Trust is important for social and economic well-being, for enhancing social cohesion and strengthening resilience, and for maintaining security and order in our societies. Trust is the foundation upon which social capital is built and it also is intimately related to human capital. This work examines the association between education and levels of interpersonal trust, using data from the OECD's Survey of Adult Skills (PIAAC). Our analysis demonstrated that education strengthens the cognitive and analytical capacities needed to develop, maintain, and (perhaps) restore trust in both close relationships as well as in anonymous others. It does so both directly, through building and reinforcing literacy and numeracy in individuals, and indirectly, through facilitating habits and reinforcing behaviours such as reading and writing at home and at work. Education and trust are thus fundamentally intertwined and dependent on each other. While all countries across the OECD have been striving to improve their education systems in terms of student achievement levels, this analysis suggests that there are also concrete elements that could be usefully addressed in order to reinforce and strengthen trust.

Roy Carr-Hill. [PISA for development technical strand c : Incorporating out-of-school 15- year-olds in the assessment You or your institution have access to this content.](#) Paris : OCDE, may 2015. 120 p.

The success of PISA since its first survey administration in 2000 has attracted an ever increasing number of participating countries. With an increasingly diverse group of countries, the targeting of the original assessment may be less appropriate than when it was first conceived for a smaller more uniform group of countries. The purpose of this paper is to identify the technical issues in respect of Strand C (assessing competencies of those out-of-school) and to discuss and present ways of addressing these issues.

OCDE. [Perspectives de l'OCDE sur les compétences 2015 : Les jeunes, les compétences et l'employabilité.](#) Paris : OCDE, 2015

Chapitre 1. Définir une stratégie globale pour améliorer les compétences et l'employabilité des jeunes

Chapitre 2. Améliorer la formation et les compétences des jeunes : quelles tendances ?

Chapitre 3. Améliorer la formation et les compétences des jeunes : quelles politiques ?

Chapitre 4. Intégrer les jeunes sur le marché du travail : quelles tendances ?

Chapitre 5. Intégrer les jeunes sur le marché du travail : quelles politiques ?

Chapitre 6. Utiliser les compétences des jeunes au travail : quelles tendances ?

Chapitre 7. Utiliser les compétences des jeunes au travail : quelles politiques ?

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

[Quality of Education among Primary School Children receiving Mid-Day Meal: Evidence from a Quasi-Experiment](#)

Kundu, Amit ; Dutt, Gitanjali

This paper on the basis of Quasi-experiment shows that 'quality of education' of the students of the government owned primary schools getting mid-day meal are not satisfactory. Lack of giving sufficient importance on education by the parents for their children mainly coming from low socio-economic back ground is the major cause behind that.

[Generating Whole-School Improvement: The Stages of Sustained Success](#)

Victor Zbar (Zbar Consulting P/L)

Vic Zbar is an Australian education consultant and former senior executive in the Victorian Government who is recognised internationally for his writing on education and range of education reports. He is co-editor of four volumes of *Leading the Education Debate*, published by the Centre for Strategic Education, and co-author of *Better Schools, Better Teachers, Better Results* published by the Australian Council for Educational Research. He also wrote the best sellers *Managing the Future* and *Key Management Concepts* published by Macmillan. In 2014 he conducted a review of middle schooling for the Minister for Education in the Northern Territory. In this short presentation Vic Zbar will outline research and school practice since 2008 that has helped specify the stages schools need to go through to generate whole school improvement and thereby achieve sustained success. He will begin with research he led into how eight under-performing socio-economically disadvantaged government schools in Melbourne, Australia became and remained high performing schools over a decade or more. Since each achieved this in the same way, the researchers were able to identify a theory of action for how whole-school improvement is initiated and maintained which has been adopted across whole regions in Australia and by a large number of schools. Central to this theory of action is the need to ensure that a set of preconditions are in place for whole-school improvement to take hold. He will then explain how the most disadvantaged region in metropolitan Melbourne, comprising 195 schools, not only took these preconditions to scale and achieved substantial improvements in literacy and numeracy outcomes for the more than 75,000 students they enrol, but transcended the performance plateau that often is reached by ensuring consistently better teaching in each school. This was achieved by using an instructional model to improve teaching practice, along with teacher planning and co-aching in triads, or teams of three. Together, these helped drive better teaching practice through the school, thereby supporting more teachers to work like the best, which research has shown to be the greatest source of improvement in any school. The presentation will conclude with an outline of five specific teaching theories of action employed by this larger group of schools to enable the better planning of instruction they initiated to be translated into better, more research-driven practice in each class.

[Teaching practice – a bridge from theory to practice](#)

Marjaana Soininen (University of Turku, Department of Teacher Education in Rauma) ; Tuula Merisuo-Storm (University of Turku, Department of Teacher Education in Rauma)

Finland is one of the few countries where the teacher education is given at the universities. It is a five year education at the end of which the students get the Master's degree, and at the same time the certificate for teaching. Teaching practice is done in the training schools, which are a part of the faculties of education. Since there are two parties – the university supervisors (tutors) and the training school teachers (mentors) – educating the prospective teachers a question has been raised, how well this triad works together? This question can also be understood: how well we can connect the theoretical knowledge taught by the tutors to the teaching practice supervised by the mentors to be optimal to student teachers? The prospective teachers attend four teaching practice periods during their five year preparation. At the end of every training period, the students fill an electronic evaluation questionnaire. At the department of teacher education Rauma a unit in the University of Turku, we constructed a new model for the teaching practice. The first training period called Orientation to teaching took place at the fall semester of the first study year 2014. The training consisted of different training sessions. In our presentation, we focus on the session called Guided

observation during which every trainee had to attend five lessons with a supervisor who represented different aspects of the theory studies. The authors created an observation sheet the trainees filled during the observation followed by the feedback discussion with the tutor and the mentor. The study focuses on how student-teachers reflect their learning, and how they evaluate practical work during a lesson. Altogether 73 self-reports were read and analyzed using the grounded theory approach. The trainees had attended the lectures addressed by the first author where they studied the basic theories and concepts of developmental and educational psychology. In this paper, the main goal is to investigate the students' comments to five specific questions: 1) didactical issues e.g. different working habits, learning material, grouping, illustration 2) developmental age e.g. cognitive development, motor development, social development 3) interaction e.g. activity, ethos 4) equality and equity e.g. gender, and 5) the trainees' own reflections of learning. The results show that the trainees liked this new model of observation. Many of them mentioned that the structured observation sheet helped them to concentrate on certain aspects. They also liked the feedback discussions after the observed lessons.

[The use \(and misuse\) of PISA in guiding policy reform: the case of Spain?](#)

Álvaro Choi (Department of Public Economics, Political Economy and Spanish Economy, Faculty of Economics and Business, University of Barcelona) ; John Jerrim (Department of Quantitative Social Science, Institute of Education, University College London)

In 2013 Spain introduced a series of educational reforms explicitly inspired by the Programme for International Student Assessment (PISA) 2012 results. These reforms were mainly implemented in secondary education "based upon the assumption that this is where Spain's educational problems lie. This paper questions this assumption by attempting to identify the point where Spanish children fall behind young people in other developed countries in terms of their reading skills. Specifically, by drawing data from multiple international assessments, we are able to explore how cross-national differences in reading skills change as children age. Consideration is given to both the average level of achievement and the evolution of educational inequalities. Our conclusion is that policymakers have focused their efforts on the wrong part of the education system; educational achievement is low in Spain (and educational inequalities large) long before children enter secondary school. This study therefore serves as a note of caution against simplistic interpretation of the PISA rankings; policymakers must take a more nuanced approach when enacting important educational reforms.

[Evaluating the Returns to Funding Different Measures of Student Disadvantage: Evidence >From New Zealand](#)

Jeremy Clark (University of Canterbury) ; Susmita Roy Das (University of Canterbury)

Much of the education finance literature is concerned with evaluating policies that seek to lessen the effect of economic disparities outside schools on the disparity of student outcomes within them. Examples include school finance reform to reduce schools' reliance on local wealth, special education funding for students with physical or learning disabilities, and affirmative action admissions and support. A national funding programme used in New Zealand for all elementary and high schools provides a rare opportunity to evaluate the effectiveness of targeting alternative measures of socio-economic disadvantage. New Zealand targets five deprivation factors of the immediate neighbourhoods in which a school's students live: low household income, lack of educational qualifications, employment in low skill occupations, household crowding, and the proportion

receiving welfare. We use school fixed effects regressions to evaluate whether some disadvantage factors are more effective in raising achievement than others, and secondarily whether other measurable factors such as family structure, health or ethnicity retain strong negative covariance with achievement rates. We find that the marginal effectiveness of targeting “low skill occupation” is comparatively high, and of targeting “receiving welfare” is comparatively low, such that New Zealand would raise achievement rates if it raised the weight on the former and lowered it on the latter. In addition to the five disadvantage factors used, we find that single parent status, rural/urban status, and home ownership co-vary significantly with achievement rates.

[Convexity, Quality and Efficiency in Education](#)

David J. Mayston

While Data Envelopment Analysis (DEA) has many attractions as a technique for analysing the efficiency of educational organisations, such as schools and universities, its efficiency estimates are based upon the assumption that the output possibility set is convex. If this assumption does not hold, DEA may overstate the scope for improvements in technical efficiency through proportional increases in all educational outputs and understate the importance of improvements in allocative efficiency from changing the educational output mix. The paper therefore examines conditions under which such convexity may not hold, particularly when the performance and efficiency evaluation includes measures related to the assessed quality of the educational outputs, and the position of the school or university in national league tables. Under such conditions, there is a need to deploy other educational efficiency assessment tools, including an alternative non-parametric output-oriented technique and a more explicit valuation function for educational outputs.

[Immigrant Student Performance in Math: Does It Matter Where You Come From?](#)

Giannelli, Gianna Claudia (University of Florence) ; Rapallini, Chiara (University of Florence)

The performance gap in math of immigrant students is investigated using PISA 2012. The gap with respect to non-immigrant schoolmates is first measured. The hypotheses that first (second) generation students coming from (whose parents come from) countries with a higher performance in math fare better than their immigrant peers coming from lower-ranked countries are then tested on a sample of about 13,000 immigrant students. The estimated average immigrant-native score gap in math amounts to -12 points. The results show that immigrant students coming from higher-ranked origin countries have a significantly lower score gap, and are thus relatively less disadvantaged. For example, coming from a country in the top quintile for math and having attended school there for one year improves the absolute score gap by nearly 39 points, the highest coefficient among the variables that reduce the gap, such as parental education and socio-economic status.

[Inequality of Opportunities of Educational Achievement in Turkey over Time](#)

Aysit Tansel (Department of Economics, Middle East Technical University, IZA, ERF Cairo)

This study investigates inequality of opportunity in educational achievements in Turkey over time. For this purpose we use test scores of PISA in mathematics, science and reading achievement of 15-year-olds over the period 2003-2012. Since the different waves of the samples cover only a fraction of the cohorts of 15-year olds we take into account the inequality of opportunity in access to the PISA test as well as the inequality of opportunity of the academic achievement in the PISA test. This procedure enables proper over time comparisons. We estimate the effect of circumstances children are born into on their academic achievement as evidenced in their PISA test scores. The main

findings are as follows. First, confirming the previous studies we find that inequality of opportunity is a large part of the inequality of educational achievement in Turkey. Second, the inequality of opportunity in educational achievement shows a slightly decreasing trend over time in Turkey. Third, the inequality of opportunity figures based on the mathematics, science and reading achievements exhibited the similar trend over time. Fourth, the family background variables are the most important determinants of the inequality in educational achievement which is a consistent pattern over time. However, there is also evidence of slight weakening of these factors over time. Policies are necessary to improve equality of opportunity in education in Turkey.

[Immigrant Student Performance in Math: Does it Matter Where You Come From?](#)

Gianna Claudia Giannelli ; Chiara Rapallini

The performance gap in math of immigrant students is investigated using PISA 2012. The gap with respect to non-immigrant schoolmates is first measured. The hypotheses that first (second) generation students coming from (whose parents come from) countries with a higher performance in math fare better than their immigrant peers coming from lower-ranked countries are then tested on a sample of about 13,000 immigrant students. The estimated average immigrant-native score gap in math amounts to -12 points. The results show that immigrant students coming from high-ranked origin countries have a significantly lower score gap, and are thus relatively less disadvantaged. For example, coming from a country in the top quintile for math and having attended school there for one year improves the absolute score gap by nearly 39 points, the highest coefficient among the variables that reduce the gap, such as parental education and socio-economic status.

[Inequality Of Opportunities Of Educational Achievement In Turkey Over Time](#)

Aysit Tansel (Department of Economics, Middle East Technical University, 06531 Ankara, Turkey)

This study investigates inequality of opportunity in educational achievements in Turkey over time. For this purpose we use test scores of PISA in mathematics, science and reading achievement of 15-year-olds over the period 2003-2012. Since the different waves of the PISA test cover only a fraction of the cohorts of 15-year olds we take into account the inequality of opportunity in access to the PISA test as well as the inequality of opportunity of the academic achievement in the PISA test. This procedure enables a proper over time comparison. We estimate the effect of circumstances children are born into on their academic achievement as evidenced in their PISA test scores. The main findings are as follows. First, confirming the previous studies we find that inequality of opportunity is a large part of the inequality of educational achievement in Turkey. Second, the inequality of opportunity in educational achievement shows a slightly decreasing trend over time in Turkey. Third, the inequality of opportunity figures based on the mathematics, science and reading achievements exhibited similar trend over time. Fourth, the family background variables are the most important determinants of the inequality in educational achievement which is a consistent pattern over time. However, there is also evidence of slight weakening of these factors over time. Policies are necessary to improve equality of opportunity in education in Turkey.

[Reading performance, learning strategies, gender and school language as related issues – PISA 2009 findings in Finland and Estonia.](#)

Ülle Säälik (University of Tartu)

Reading is considered an important skill not only for academic success, but also for active participation in society. International student literacy assessments report gender differences in

reading performance in favour of girls. These reports also show that students from schools with a minority or majority language tend to perform differently: in PISA 2009 in well-performing Finland, the Swedish-speaking schools performed at a lower level compared to the Finnish-speaking schools; in Estonia, the Estonian-speaking schools outperformed the Russian-speaking schools, despite the tests having been translated into each language. How students learn is closely related to their results. In literacy, the more advanced thinking and learning skills known as metacognition enhance the results. Metacognitive awareness can be developed through instruction in the classroom, and this has also resulted in significant improvements for students with rather low learning abilities. As it is teachers' and schools' opportunity to help their students by teaching these skills, their awareness of useful strategies could presumably be dependent on the school. So far only the PISA 2009 study has included student awareness of different learning strategies; therefore, the data here enable us to analyse how learning strategies relate to reading, gender or school language. In the current paper, the issues of reading proficiency, learning strategies, gender and school language are considered jointly. Alongside the theoretical background, results from several analyses of PISA 2009 are discussed to show how student awareness and choice of different learning strategies could explain the variation in reading results in boys and girls at student and school levels, and predict their reading test results. The two-level modelling analysis was used as a research method, since it allows us to draw reasonable statistical inferences for regression-type analyses under a hierarchical data structure, and where the factor of individuals being influenced by the group they belong to is explicitly taken into account.

[Teacher education students' perspectives on biodiversity education](#)

Christia Guevara (Institute of Biological Sciences, University of the Philippines Los Banos) ; Nerissa Torreta (Institute of Biological Sciences, University of the Philippines Los Banos)

Biodiversity reduction has been established as a one of the pressing global environmental issue of the present generation. This is further aggravated by conflicting perspectives among stakeholders of its nature as a natural phenomenon or predominantly anthropogenic. The question whether concept and issues on biodiversity is correctly understood is viewed as an important factor in education, especially in the teacher education program. This study considered biodiversity as a controversial multidimensional issue. In particular, this explored on the education students' conception and perception regarding the issue in relation to science education. Data gathered in this study indicated that teacher education students in general have insignificant valuing perspective toward biodiversity. Employing the participatory appraisal method (Tock, 2001), teacher education students with science majors demonstrated best indicators of conceptual understanding on biodiversity . It was also shown that this group was relatively well informed, considered biodiversity as a relevant issue, and have more positive attitude on integrating it to mainstream science education. Suggestions for evaluating the indicators and outcomes of effective biodiversity education were also drawn from this study. In conclusion it was shown that while curricular programs included many of the essential components for biodiversity education, there was little attempt to ensure that students achieved a more coherent understanding of this complex issue. A more intensive exploration on biodiversity education as it is currently employed in the Philippine education system is recommended for possible merits in curricular enhancement and reforms.

[Guided observation helping teacher students to understand teacher's work](#)

Tuula Merisuo-Storm (University of Turku, Department of Teacher Education in Rauma) ; Marjaana Soininen (University of Turku, Department of Teacher Education in Rauma)

In the autumn of 2014, the first-year-students at the University of Turku at the Department of Teacher Education in Rauma started their studies according to a new curriculum. Compared with the old curriculum a significant difference could be seen in their first teaching practice period in the teacher training school. Now joint guided observations in the classes are an important part of the period. At the beginning of the period, the groups of 10–11 students observe class teachers' and subject teachers' lessons in grades 1–9 with the teachers from the department of teacher education. After each lesson, the students and their tutors have discussions focusing on one of the five different aspects: 1) the pupils of different ages, 2) the pupils with special needs, 3) bilingual learning, 4) individualized instruction, and 5) the goals of teaching. The aim of the study described in this paper was to investigate the students' (n = 73) opinions on the guided observations and discussions and what they thought that they had learned from them. The students wrote their comments during the lessons and after the discussions. All the students found the guided observations much more fruitful than the observations they did alone. According to them, it was much easier to focus on one aspect at a time than to observe a lesson as a whole. In addition, they wrote that the discussions after the lessons gave them new ideas about teaching. When comparing the students' comments during the five different observations, it is obvious that they improved during the period significantly. The comments related to the last observation were much more mature than those given earlier. The students were more skilful at analysing the teachers' and the pupils' behaviour and actions during the lessons. According to their comments, they had learned during the period e.g. that it is important to plan the lessons well, to have a clear goal for the lesson, to understand what is essential, to motivate and activate the pupils, to give explicit instructions of the tasks in hand, to use interesting materials, to trust the pupils and give them opportunities to be creative, and to create an encouraging atmosphere in the class. Furthermore, the students found that pupils' work in pairs and groups is useful in number of ways. The individualising of instruction is necessary in all grades but it is often a demanding task for the teacher.

[21st Century, Trans-Disciplinary Curriculum in the Arab World](#)

Mary Gene Saudelli (University of Calgary in Qatar)

This is an ethnographic case study of curriculum design and implementation at Dubai Women's College (DWC) by a team of international educators from across the globe. It explores the question of: what can be learned for 21st century education from educators who choose to traverse the globe, teaching and learning in their third spaces (Bhabha, 1994)? These educators shed light on the complex interplay of global, local, social, cultural, and religious factors affecting curriculum design and educational practices for indigenous female higher education students in Dubai, United Arab Emirates. Discussions explore the role of contemporary educational curricular theories such as constructivist learning theory, transformative curriculum theory, and sociological theories and situates these theories in a global and local curricular space. Presented will be a 3-fold model to embrace the global and the local through curriculum design and implementation, international standards of English proficiency, task-based assessment, globalization and affiliation among educational institutions, teaching for relevance in higher education, and concludes with a discussion of implications for a globalized and interconnected educational future. Ultimately, this study captures a discussion from this unique group of educators who understand 21st century curriculum design and implementation as a "contextualized" construct that incorporates global and local

emphases. They envision a globalized educational landscape with theory and practice understood embracing an international perceptual lens.

[Where is a Teacher Happy in Russia? Indicators of Teachers' Salaries](#)

Pavel V. Derkachev (National Research University Higher School of Economics)

This article considers the uneven positions of school teachers in different regions of the Russian Federation. There exist numerous research works on the relation of school teachers' salaries to the characteristics of regional educational systems and regional economies. A range of indicators is used to calculate school teachers' salaries. It is necessary to consider the ratio of the teachers' salary to the average salary in the region, the latter serving as a target indicator in government programs, in combination with other indicators, such as the ratio of the salary to the price of a fixed set of goods and services and the ratio of the teachers' salary fund to total regional government expenditures. Research based on cluster data analysis statistical methods allowed the author to distinguish four types of regions. We used official data provided by Russian Federal State Statistics Service and the Russian Federal Treasury. The recommendations developed for each cluster of regions seek to improve the efficiency of the steps aimed at the implementation of the educational policy tasks through differentiating the support measures by the federal government.

[Preference for Boys, Family Size and Educational Attainment in India](#)

Adriana D. Kugler ; Santosh Kumar

Using data from nationally representative household surveys, we test whether Indian parents make trade-offs between the number of children and investments in education and health of their children. To address the endogeneity due to the joint determination of quantity and quality of children by parents, we instrument family size with the gender of the first child which is plausibly random. Given a strong son-preference in India, parents tend to have more children if the first born is a girl. Our IV results show that children from larger families have lower educational attainment and are less likely to have ever been enrolled and to be currently enrolled in school, even after controlling for parents' characteristics and birth-order of children. The effects are larger for rural, poorer and low-caste families and for families with less educated mothers. However, we find no evidence of a trade-off for health outcomes.

[Improving the Quality of Citizenship Education to achieve Social cohesion in Sri Lanka](#)

Kithsiri Prasanjith Munagama (Faculty of Education, University of Colombo) ; Arachchillaya Ananda Jayawardana (Faculty of Education, University of Colombo)

Problem statement For the sustainable development of a country, it is essential to maintain peace & harmony. Recent experience in this regard has not been encouraging in Sri Lanka due to the ethnic conflict and the war that ravaged the country for several decades. Against this background, policy makers introduced various measures to promote social integration through education. As part of curriculum reforms to promote social integration, Citizenship and governance (C&G) subject was introduced as an elective for grades 10&11 at 2008 though no significant social cohesiveness experienced in society. Purpose of the study In Sri Lanka 32% of students select C&G and 71% of them obtained a pass at General certificate of Education (ordinary level) examination. However Sri Lanka has no specific mastery program to enhance the quality of C&G teachers & the teaching process. This study examines how the existing curriculum intervention of C&G contributes to achieve social cohesion. Methods Qualitative data are gathered through class room observations, teacher

interviews, content analysis of text books and analysis of teaching methods in teachers guides. Quantitative data are gathered by attitude test and G.C.E. (O.L) results. Findings and Results Present text books do not cater to the cohesiveness, teachers showed a poor level of soft skills to transform social integration, schools do not promote the social integration and students continue to display their ethnic exclusiveness during in school activities. Conclusions and Recommendations The C & G text books to be revised and subject should be made compulsory. Quality teacher training programs should be commenced.

[What do parents look for in their child's school?](#)

OECD

When choosing a school for their child, parents in all participating countries value academic achievement highly; but they are often even more concerned about the safety and environment of the school and the school's reputation. The children of parents who consider academic achievement very important score 46 points higher in mathematics than the children of parents who consider it not important.

[III Communication: Technology, Distraction & Student Performance](#)

Louis-Philippe Beland ; Richard Murphy

This paper investigates the impact of schools banning mobile phones on student test scores. By surveying schools in four English cities regarding their mobile phone policies and combining it with administrative data, we find that student performance in high stakes exams significantly increases post ban. We use a difference in differences (DID) strategy, exploiting variations in schools' autonomous decisions to ban these devices, conditioning on a range of student characteristics and prior achievement. Our results indicate that these increases in performance are driven by the lowest-achieving students. This suggests that restricting mobile phone use can be a low-cost policy to reduce educational inequalities.

[Modern and Post-Modern Teacher Education: Revealing Contrasts in Basic Educational Beliefs and Practice](#)

R.D. Nordgren (National University)

The researchers examine the beliefs of faculty members regarding education policy, teaching and learning, and curricula through the constructs of postmodern and modern ideologies. A 26-items survey based on a theoretical framework using Sahlberg's "Finnish Way" was administered at two colleges of education; findings provided insights into these faculty members' stances toward P-12 schooling as well as preparing teachers. The institutions were selected, in part, for their contrasting models. One is a private, non-profit university located on the west coast of the United States; the other is public, state-supported university in the Midwest. Both have a mission to meet the needs of underserved populations of college students, especially first-generation college attendees; however, over 60% of the private university's coursework is taken online versus less than 10% at the public institution. Ninety faculty members from the public institution were surveyed, all of whom were full-time tenured or tenure-track, whereas nearly 700 faculty were surveyed at the private university, and all but 85 were adjunct faculty (70% of all classes at the private college of education are taught by adjunct faculty while less than 10% of classes at the public college are taught by part-time adjunct faculty.) Findings indicated a general agreement within all five item categories: Standards/Standardization, Curriculum, Student Assessment, Management, and Resources. However,

decided differences were found in faculty members' responses to individual items such as merit pay and collective bargaining's "grip" on teacher contracts. In this instance, the private institution held to a neoliberal approach whereas in most other cases these faculty members embraced more constructivist/progressive practices and beliefs. One of the conclusions made by the researchers is that those holding neoliberal philosophies may be attracted to the private institution's "business-like" operation model (although they do not seem to constitute the majority), while a more progressive faculty member is attracted to the state institution with a traditional tenure system and mode of instructional delivery.

[ROLE MODELS' EFFECT ON STUDENTS ENTREPRENEURIAL INTENTION](#)

Elona Garo (University of Tirna) ; Vasilika Kume (Tirana University) ; Suada Basho (Tirana University)
Entrepreneurship is affecting economic growth worldwide. In a time of economical crises the creation of new ventures would be an ideal solution. Understanding entrepreneurship's importance and positive contribution to the economy of a country, it is significant studies to be undertaken in order to boost the development of entrepreneurship. Thus, in focus must be factors that alter students' behavior and their career decision to become entrepreneurs. Many highlight that role model consist to be among the most important factors that alter entrepreneurial intention. This study aims to analyze the family role in the decision of students to follow entrepreneurial career path and the influence it has on the intent of the Albanian youth entrepreneurs. The purpose is to assess the role of the family in determining the preference of students to become entrepreneurs. To observe this relation we have studied the case of 434 Albanian students majored in business across the country. The findings suggest that students who have been exposed to entrepreneurial role of families show high intention to become entrepreneurs compared with those who lack this role model. A positive correlation between students exposed to entrepreneurial model within the family and their entrepreneurial intent exists. As a result many suggestions for the education system and policy makers in Albania are proposed. Suggestions drive the attention to education. They reinforce that education can expose students to entrepreneurial role models. It has a very important impact not only to provide students with the skills and knowledge needed for entrepreneurship but also to create confidence and implement new business models. The challenge of education system is that it can influence entrepreneurial intent to young students. As for in terms of role models where such a model is missing in the family, education can provide it successfully.

[Giving College Credit Where it is Due: Advanced Placement Exam Scores and College Outcomes](#)

Jonathan Smith ; Michael Hurwitz ; Christopher Avery

We implement a regression discontinuity design using the continuous raw Advanced Placement (AP) exam scores, which are mapped into the observed 1-5 integer scores, for over 4.5 million students. Earning higher AP integer scores positively impacts college completion and subsequent exam taking. Specifically, attaining credit-granting integer scores increases the probability that a student will receive a bachelor's degree within four years by 1 to 2 percentage points per exam. We also find that receiving a score of 3 over a 2 on junior year AP exams causes students to take between 0.06 and 0.14 more AP exams senior year.

[Leveraging the creative potential of fieldwork learning plans](#)

Marion Palmer (Marion Palmer)

Multidisciplinary fieldwork in the professions can benefit from learning plans that leverage what a student needs to know and what placements can offer. Building on the research of the creative potential of learning plans in fieldwork by Leitmann and Palmer (Journal of Practice Teaching and Learning, 2013) this presentation addresses the enrichment of fieldwork learning through the more effective development and use of student learning plans. Our research focused firstly on analysis of complexity in students' learning plans. Complexity refers to the depth to which students identify and make connections between knowledge, skills and values to be developed on placement. We innovated a framework to gauge the complexity of criteria in student learning plans. In this instance they were of final fourth year Bachelor of Social Work students but can apply to most disciplines. Field education exposes students to a wide range of learning possibilities. It is central to tertiary and vocational education as it is through such supervised professional practice that classroom based learning is brought alive in the triumvirate between university, agency / supervisor and student. Learning plans focus on the professional development of the student and the evidence on which assessment of the students' fieldwork is to be based. As Hodgson et al, (2006/07) assert, learning plans are more than merely an articulation of a list of tasks and activities undertaken on placement and need to address abstract dimensions of students' knowledge, skills and values to be developed. More abstract dimensions require logical and conceptual clarity on the part of the learner and supervisor so as to provide overall direction for the placement (Leitmann and Palmer 2013 p.33). As academic researchers we deepen thinking and develop greater rigour around the concept of 'complexity' in learning plans. To do this we refer to two articles identified in our literature review (Rogers and Langevin, 2000; Hodgson and Walford, 2007) and additionally incorporated Bloom's (1956) taxonomy of learning with literature located in the critical reflective practice tradition (Fook, 1999; Ghaye and Lillyman, 2000; Taylor and White, 2000; White, Fook and Gardiner, 2006). This paper presents the findings of our research on the creative potential of student learning plans.

[Teachers beliefs about effective teaching](#)

Tuuli Oder (Tallinn University)

During the most recent educational reform in Estonia, a new National Curriculum was introduced in 2010 providing new guidelines for education generally and foreign languages specifically. To investigate the understanding that an EFL (English as a Foreign Language) teacher has about professional teaching and whether it matches the principles of the curriculum, a research was conducted amongst EFL teachers at the lower secondary school level. There were two research questions: What perceptions do EFL teachers have regarding effective teaching and learning? What methods and techniques of teaching EFL are most effective according to EFL teachers' beliefs? The study revealed that generally EFL teachers' beliefs about professional teaching are in concordance with the principles of the new curriculum, however are aspects that should be addressed by teacher education. Estonian EFL teachers support constructivist learning principles, but only to a certain extent: grammar focus and teacher-centredness are two major issues of concern that should be considered while designing both pre-service and in-service education programmes. Although Estonian EFL teachers generally support communicative principles of language teaching, there may be a further need to raise the profile of pedagogical-psychological courses in teacher preparation to give teachers more confidence in dealing with puberty-age students.

[Integrating Technology in the Classroom: Lecturers' views on flipped classroom approach](#)

Karim Hajhashemi (James Cook University) ; Neil Anderson (James Cook University) ; Cliff Jackson (James Cook University) ; Nerina Caltabiano (James Cook University)

Recently, many universities have encouraged academic staff to rethink the delivery method for subjects and give consideration to the development of significant online components. Lecturers at James Cook University (JCU) are encouraged to include a variety of online resources in their subjects and to explore the use of a “flipped classroom”. The ‘flipped classroom’ is an innovative pedagogical approach and is one of the latest educational trends that has garnered a lot of attention among school-based and tertiary educators. It is therefore, important to identify what determines successful implementation of ICT for augmented learning and the practicality of the flipped classroom. This paper briefly outlines the implication of the flipped classroom approach and looks at how the school of Education, JCU, in particular, is integrating this approach in their pedagogy. This paper reports on interviews conducted with the lecturers at JCU about their views, understanding, and challenges of the learning and teaching environment in a flipped classroom approach. This paper also reports the lecturers’ perception of student learning when a “flipped classroom” approach is adopted.

[Student volunteering - gender differences](#)

Helga Maškarin Ribarić (Faculty of Tourism and Hospitality Management, Opatija, University of Rijeka, Croatia) ; Lorena Dadić (Faculty of Tourism and Hospitality Management, Opatija, University of Rijeka, Croatia) ; Martina Nađ

Purpose – A high unemployment rate of young highly-educated people as a consequence of economic crisis is one of the main problems the Croatian economy is facing today. In order to increase their future competitiveness on the labour market, students are encouraged to involve themselves in different types of volunteering activities. The purpose of this paper is to determine if there are differences in attitudes towards volunteering between male and female students. These differences should be used as a base for promotion of volunteering in a way to specifically handle the observed gender divergences. **Design** – In order to determine the differences this paper explores students’ attitudes and their assessments of the impact that volunteering has on their personal development, transferrable skills, academic life and future career prospects. **Methodology/Approach** – For this purpose, during the academic year 2012/2013, the research was performed using a questionnaire on the population of 1,000 full-time students of the Faculty of Tourism and Hospitality Management in Opatija (FTHM). To achieve the survey’s goals, descriptive statistical analysis was performed. **Findings** – Gender differences are observable in all explored aspects. Women view the effects of their own volunteering more in the sphere of the broader community and tend to act more out of altruistic motives, which not necessarily related to improving their own level of competitiveness. Male students assess the positive effects of volunteering on their transferrable skills and especially on employability much higher than their female colleagues. **Originality** – The potential of volunteering, as a type of experiential learning is not sufficiently exploited for the purpose of increasing the competitiveness of students on the labour market. This paper provides insights into the attitude differences towards volunteering between female and male students. These observed differences are a solid foundation for differentiated approach to promotion of volunteering in student population.

[Improvement Efforts in Rural Schools: Experience of Nine Schools Receiving School Improvement Grants](#)

Linda Rosenberg ; Megan Davis Christianson ; Megan Hague Angus

Low-performing schools in rural settings can face challenges common to all struggling schools, such as low student motivation and maintaining a qualified teaching staff.

[The Efficiency of Secondary Schools in an International Perspective: Preliminary Results from PISA 2012](#)

Tommaso Agasisti ; Pablo Zoido

As governments around the world struggle with doing more with less, efficiency analysis climbs to the top of the policy agenda. This paper derives efficiency measures for more than 8,600 schools in 30 countries, using PISA 2012 data and a bootstrap version of Data Envelopment Analysis as a method. We estimate that given current levels of inputs it would be possible to increase achievement by as much as 27% if schools improved the way they use these resources and realised efficiency gains. We find that efficiency scores vary considerably both between and within countries. Subsequently, through a second-stage regression, a number of school-level factors are found to be correlated with efficiency scores, and indicate potential directions for improving educational results. We find that many efficiency-enhancing factors vary across countries, but our analysis suggests that targeting the proportion of students below low proficiency levels and putting attention to students' good attitudes (for instance, lower truancy), as well as having better quality of resources (i.e. teachers and educational facilities), foster better results in most contexts.

Alors que les gouvernements du monde entier tentent de faire toujours plus avec moins, l'analyse de l'efficacité occupe le haut de l'agenda politique. Ce document s'appuie sur des mesures d'efficacité effectuées dans plus de 8600 écoles dans 30 pays, en utilisant les données PISA de 2012 et une version bootstrap d'une méthode d'analyse par enveloppement de données. Nous estimons qu'au regard des niveaux actuels des contributions, il serait possible d'augmenter les performances de 27% si les écoles amélioraient la façon dont elles utilisent les ressources en réalisant des gains d'efficacité. Nous constatons que les scores d'efficacité varient de manière considérable entre les pays et au sein des pays. En conséquence, par le biais d'une régression de deuxième étape, il se trouve qu'un certain nombre de facteurs scolaires sont corrélés aux scores d'efficacité et indiquent de possibles orientations visant à améliorer les résultats en matière éducative. Nous constatons que de nombreux facteurs favorisant l'efficacité varient d'un pays à l'autre, mais notre analyse indique que l'on obtient de meilleurs résultats dans la plupart des domaines en se concentrant sur les étudiants dont les compétences sont faibles et en mettant l'accent sur les bonnes attitudes (réduire l'absentéisme par exemple) tout en ayant des ressources de meilleure qualité (professeurs et établissements scolaires).

[Online Teaching and the Impact on the Professoriat](#)

Pamela Carter Speaks (Northeastern State University) ; Ronald M. Cambiano (Northeastern State University) ; Carl Farinelli (Northeastern State University) ; Renee L. Cambiano (Northeastern State University)

Availability of online courses has many benefits for students who want to receive a higher education degree. According to Varonis (2013), there are two widely known student benefits of online learning: "convenient access and flexibility" (p. 304). However, with these benefits comes extensive time and commitment from the faculty in planning and preparation of delivering course content in an online environment. What universities don't discuss is the impact that teaching online can have on faculty promotion and tenure possibilities. The high demand by students and universities to continually increase online course options without a quality assurance component prevents best practice in online instruction and course development and design due to the absence of time for piloting and

revising courses based on practitioner feedback to best meet student needs and maintaining the integrity of course content. The probability that instructors are reduced to being teachers of how to assist students in being successful in the online learning environment forces mastery of course content to a secondary level. Couple that with the possibility of course changes causing faculty to teach online courses with new content and untested course design, the recipe for frustration and mediocrity for the sake of keeping up with demand results in the high possibility of negative faculty evaluations by students taking courses offered in an online setting. Sullivan, Polnick, Nickson, Maniger and Butler (2013) state that there are apparent differences in student evaluations between faculty who teach online and those instructors of more traditional methods or with proven online courses. The impact of these student evaluations as well as traditional courses are used in the decision making of faculty attempting tenure and promotion. In many instances, “if all other resources of measure are equal, then administrators rate faculty for merit, tenure, and promotion exclusively on student evaluations” (p. 52). During this presentation, the potential impact teaching online has on the professoriat as well how teaching online has evolved at a regional university in the United States will be discussed.

[Does Education Raise Productivity and Wages Equally ?The Moderating Roles of Age, Gender and Industry](#)

François Rycx ; Yves Saks ; Ilan Tojerow

The labour market situation of low-educated people is particularly critical in most advanced economies, especially among youngsters and women. Policies aiming to increase their employability either try to foster their productivity and/or to decrease their wage cost. Yet, the evidence on the misalignment between education-induced productivity gains and corresponding wage cost differentials is surprisingly thin, inconclusive and subject to various econometric biases. We estimate the impact of education on productivity, wage costs and productivity-wage gaps (i.e. profits) using rich Belgian linked employer-employee panel data. Findings, based on the generalised method of moments (GMM) and Levinsohn and Petrin (2003) estimators, show a significant upward-sloping profile between education and wage costs, on the one hand, and education and productivity, on the other. They also systematically highlight that educational credentials have a stronger impact on productivity than on wage costs. This ‘wage compression effect’, robust across industries, is found to disappear among older cohorts of workers and to be more pronounced among women than men. Overall, findings suggest that particular attention should be devoted to the productivity to wage cost ratio of low-educated workers, especially when they are young and female, but also to policies favouring gender equality in terms of remuneration and career advancement.

[The Occupational Segregation of Black Women in the United States: A Look at its Evolution from 1940 to 2010](#)

Olga Alonso-Villar ; Coral del Río

Based on detailed occupation titles and making use of measures that do not require pairwise comparisons among demographic groups, this paper shows that the occupational segregation of Black women declined dramatically in 1940-1980, decreased slightly in 1980-2000, and remained stagnant in 2000-2010. An important contribution of this paper is the quantification of the well-being losses that these women derive from their occupational sorting. The segregation reduction was indeed accompanied by well-being improvements, especially in the 1960s and 1970s. Regarding the role that education has played, this study highlights that, only from 1990 onward, Black women with

either some college or university degrees had lower segregation (as compared with their peers) than those with lower education. Nevertheless, the well-being loss that Black women with university degrees derived in 2010 for being segregated from their peers in education was not too different from that of Black women with lower education.

[Teaching elderly learners in Taiwan - relational perceptions and communication accommodation](#)

Chin-hui Chen (National Pingtung University of Science and Technology)

As inspired by the Notion of the Third Age, it is common for people to pursue an active post-retirement later life, such as, through the engagement in later life learning activities. One purpose is to increase the sense of positive ageing. That is why this study focuses on senior education as the institutional context to examine language and communication with the elderly. The main concern is that language is the main tool in classroom interactions and how language is used by teachers to challenge or reinforce certain pre-existing (ageist) stereotypes about or cultural attitudes towards older people becomes an important question to ask. Communication Accommodation Theory (CAT) is the theoretical framework guiding the semi-structured interviews with teachers working in senior education to explore whether they modify their language styles to adapt to elderly learners' conversational needs in class. This paper only presents one dimension of CAT, that is, the presumed relations and roles in association with language accommodation decisions. Teachers are presumed to have power over students but in the senior educational contexts, teachers are very likely younger than their students and therefore, intergenerational communication might emerge naturally in teacher-student interactions. In Taiwan, youngsters might perceive themselves less powerful than older people or those senior to them. Therefore, how power asymmetry in relation to the different facets of teacher-student relationships in senior educational contexts could also be an interesting topic to discuss.

[Education and Fertility: Panel Evidence from sub-Saharan Africa](#)

Carolyn Chisadza (Department of Economics, University of Pretoria) ; Manoel Bittencourt (Department of Economics, University of Pretoria)

We study the effects of different levels of education on fertility in 48 sub-Saharan African countries between 1970 and 2010. The results, based on panel data analysis with fixed effects and instrumental variables, show how that lower education levels do not have a significant effect on people's fertility decisions. However, the results from the higher education levels suggest otherwise. They are indicative of a region that is transitioning from the Malthusian epoch to a modern growth regime in which people substitute quantity for quality of children. Lower fertility implies less strain on public expenditure, higher human capital and higher productivity which can lead to sustained economic growth as witnessed in most developed regions today.

[Developing an Instrument to Analyze the Quality of the Secondary Level Mathematics Textbooks to Promote Bilingual Education in Sri Lanka](#)

Dayananda Keppetigoda (National Institute of Education) ; Wannigamage Chandradasa (Faculty of Education, University of Colombo)

Bilingual Education (BE) was introduced to Sri Lankan education system in 2001. BE refers to an educational programme in which both native language and a second language are taught as subject matter and used as media of instruction while teaching non language subjects. The research conducted by the National Institute of Education (NIE) reveals the need of scientifically designed text

books to promote BE in Sri Lanka, because they are the only resource for most of the Sri Lankan bilingual learners (74.4%) (NIE, 2007). Therefore, a scientifically designed instrument to analyze the quality of text books prepared for bilingual learners is utmost important. However, there is a paucity of knowledge in this area. The present research attempts to develop an instrument to assess the quality of the secondary level mathematics text books for bilingual learners. Do Coyle's 4C model, (2010) (Content, Communication, Cognition and Culture) was selected as the suitable theoretical framework for this purpose. The four main components of the model were used to identify the indicators of the quality in addition to some other research findings. Draft items which were prepared as indicators were reviewed by bilingual education experts (5), mathematics educators (4) and curricular developers (5) and experienced mathematics teachers (5). Fuzzy Delphi technique was employed to establish the consensus among experts regarding these indicators. The instrument will be useful for researchers, text book writers and educational managers in the field of BE.

[Effectiveness of Learning Resource Schools Model](#)

SAAD YOUSAF SULAIMANI (AGA KHAN FOUNDATION (PAKISTAN))

The case study on Learning Resource Schools (LRS) was conducted in Gilgit-Baltistan; a challenging and remote province in Pakistan. The centerpiece is the LRS/Cluster model adopted to accommodate both the shift in understanding of effective pedagogy as well as greater administrative devolution. The study is conducted in the backdrop of new education paradigms where new modes of instruction and training are adopted. It tracks the benefits of improving teaching and learning and streamlining administration/costs in an age of 'Education for All' and Universal Primary Education. The study documents both of these considerations as equal important drivers of change in the systems and practices within public education institutions. The analysis of this model in an expanded setting over time, shows evidence of its true efficacy and cost reductions, improving teacher morale and ability, and generating a new type of learner. Though the particular details of each contextual implementation of the LRS model will vary and grow, the underpinning rationale has (at least partially) been justified. It emphasizes on more needs based support that is relevant to the practical experience of ground practitioners especially in rural areas and disconnected villages. The study also details the approach's usefulness in enhancing teachers' learning in pursuit of their own teaching requirements, sharing a limited resource base, enhancing access to information, and improving students learning. In the wake of limited external support for the underprivileged areas, the study establishes the fact that cluster model is integral to a developing a self-sufficient education resource base.

[Human capital agglomeration and social returns to education in Colombia](#)

Luis Eduardo Arango ; Gabriela Bonilla

We provide evidence of private returns to education and externalities which jointly render social returns in the labor market of Colombia. The spillover in the cities is generated by the share of college educated workers in the working-age population. Thus, the higher is this share in the cities, the higher the wages. The size of the externality is about 0.66; that is, an increase in the share of one percentage point will increase the wage in 0.66%. For highly educated workers the externality is about 0.75 while for low educated it is not significant. The results change in an important way if Bogotá, the capital city of the country, is excluded from the sample. Resources destined by the Colombian Institute for Educational Credit and Technical Studies Abroad (ICETEX) to fund undergraduate and postgraduate studies in provinces affect the outcomes if Bogotá is within the

sample. A positive correlation between the size of cities and human capital agglomeration is also observed in such a way that if the former is substituted for the latter, we can still find the spillover.

[Desempeños en salud y desarrollo en la infancia y trayectorias educativas de los adolescentes en Uruguay: Un estudio en base a datos de panel.](#)

Elisa Failache (Universidad de la República (Uruguay). Facultad de Ciencias Económicas y de Administración. Instituto de Economía) ; Gonzalo Salas (Universidad de la República (Uruguay). Facultad de Ciencias Económicas y de Administración. Instituto de Economía) ; Andrea Vigorito (Universidad de la República (Uruguay). Facultad de Ciencias Económicas y de Administración. Instituto de Economía)

Uruguay exhibits high and persistent repetition and drop-out rates in middle and high school. The aim of this study is to assess the determinants of these problematic outcomes, particularly assessing the role of teenage nutritional history and socio-emotional development (and the related concept of non cognitive abilities). Although the theoretical and international literature pinpoints these aspects as key factors, they have been scarcely assessed in developing countries due to the lack of longitudinal and psychometric data. In this study we use a three waves panel survey, Encuesta de Situación Nutricional de los Niños, that followed 3200 children in 2004 when they were first graders at public primary schools. Children were revisited in 2006, when they were approximately 8-9 years old and then back in 2011-12 at the age 13-14. The data base includes anthropometric information in the three waves and socio-emotional development outcomes based on the Strengths and Difficulties Questionnaire (SDQ) created by Goodman (1997). SDQ is divided in 5 scales: emotional symptoms, conduct problems, hyperactivity/inattention, peer relationship problems and prosocial behavior. Our main results show that household income, maternal education and body mass index deficits are strong predictors of repetition in primary and secondary school. At the same time, a low performance in SDQ is highly associated with repetition. Middle school-drop-out is strongly associated to SDQ performance, while no effect of the nutritional trajectory is found. Repetition strongly predicts school drop-out. When considering the five SDQ scales, substantial differences by gender are found: whereas in the case of boys conduct problems are the ones more associated to drop-out episodes, in the case of girls, hyperactivity and socio-emotional aspects are the more relevant elements. These results suggest that repetition and drop-out have strong roots in early childhood outcomes and interventions need to cover a wide range of areas since early stages and not only attacking the problem when it is observed.

[Creating academic economics in Brazil: the Ford Foundation and the beginnings of ANPEC](#)

Ramón García Fernández (UFABC) ; Carlos Eduardo Suprinyak (Cedeplar-UFMG)

The 1960s saw the beginning of an effort to improve professional standards in Brazilian academia through cooperation with a few North American institutions, in the context of an important and controversial set of agreements between the Brazilian Ministry of Education (MEC) and the United States Agency for International Development (USAID). In the case of economics, the Ford Foundation was especially relevant, providing substantial funding for the creation of the first graduate programs in the field in Brazil. An important moment in this process took place in 1973 with the creation of ANPEC, an association of graduate programs in economics whose purpose was to organize and stimulate institutional interaction among its members. ANPEC is still today the most important association for academic economics in Brazil, exercising leadership through both its annual meetings and a national unified exam for admission in graduate programs in the field. The paper explores archi

val material from the period 1964-74 held at the Ford Foundation, which illuminates both the interaction between representatives of the Foundation and of different Brazilian academic institutions, and the strategy pursued by the former in order to develop the economics profession in the country. We thus seek to contribute to a better understanding of the conflicting motivations that lay behind the creation of ANPEC, and of the effects that the association would have on the emerging graduate programs in Brazil.

[Who can predict their own Demise? Accuracy of Longevity Expectations by Education and Cognition](#)

Teresa Bago d'Uva (Erasmus University Rotterdam, the Netherlands) ; Esen Erdogan Ciftci (Novartis, Turkey) ; Owen O'Donnell (Erasmus University Rotterdam, the Netherlands, University of Macedonia, Greece) ; Eddy van Doorslaer (Erasmus University Rotterdam, the Netherlands)

Biased longevity expectations will lead to suboptimal decisions regarding saving, retirement, annuitization and health, with consequences for wellbeing in old age. Systematic differences in the accuracy of longevity expectations may partly explain heterogeneity in economic behaviour by education and cognitive functioning. Analysis of eight waves of the US Health and Retirement Study reveals that individuals with lower levels of education and cognitive functioning report survival probabilities that are less accurate in predicting their in-sample mortality. There is little evidence that the gradients in the veracity of expectations are due to the less educated and cognitively able responding less to changes in objective mortality risks. However, high school dropouts and the least cognitively able report survival probabilities that are less stable and display greater unexplained variability. These disadvantaged groups appear to be less confident in their longevity beliefs, which is justified given that their expectations are less accurate.

[Maturity Level of Thai Qualifications Framework for Higher Education Based on Capability Maturity Model Integration](#)

Paralee Maneerat (Chulalongkorn University) ; Kanchit Malaivongs (Chulalongkorn University) ; Jintavee Khlaisang (Chulalongkorn University)

The purpose of this paper is to show the similarity between Thai Qualifications Framework for Higher Education (TQF: HEd) and maturity level of Capability Maturity Model Integration (CMMI) at Carnegie Mellon university. TQF is to put all universities to have standard curriculum in each field. At the same time, TQF emphasis necessary skill as well as long terms the improvement curriculum. In 2009, the Office of the Higher Education Commission announced that TQF is required for higher education in Thailand as guidelines for the education system in order to act like a framework for curriculum standard in Thailand. Universities are set to follow TQF 1 to TQF 7: TQF 1 is the standard curriculum for each field as defined by the Higher Education Commission, TQF 2 is used for the curriculum development, TQF 3 is used for the course syllabus, TQF 4 is used for the field experience syllabus, TQF 5 is used for the course report, TQF 6 is the field experience report, and TQF 7 is use for the improvement curriculum. On the other hand, CMMI (Capability Maturity Model Integration) is the process model improvement. It is divided into three categories: CMMI for Development (CMMI-DEV), CMMI for Acquisition (CMMI-ACQ), and CMMI for Service (CMMI-SVC). CMMI has five maturity levels and 22 process areas. Each process area can be classified into specific goals and generic goals. In summary, TQF has been developed along the concepts of process improvement which is the core principles of CMMI. The comparison of the TQF and the process of CMMI in the development curriculum, teaching and learning, and improve curriculum. It provides more insight to instructors and curriculum development committees to better manage and improve the program report.

Examination on the decision making levels of the physical education and sports and sociology department students' in terms of certain variables

ilimdar Yalcin (Firat University) ; Atalay Gacar (Firat University) ; Emine Bagci (Kutahya University)

Decision making is the act of choosing consciously one of the present alternatives in order to obtain the intended result or achieve the determined goals. On the basis of these considerations, we aim to examine the decision making levels of the physical education and sports and sociology department students' in terms of certain variables in our study. Our study has been conducted on 42 final year undergraduate students of Elazig Firat University, Faculty of Sport Sciences, Department of Physical Education and Sports Teaching and 37 final year undergraduate students of Kutahya Dumlupinar University, Faculty of Arts and Sciences, Sociology Department. It was used a personal information form and the "Melbourne Decision Making Scale" developed by Mann and et.al. (1998) in order to determine the research participant's demographic information such as "age, gender and department of study". The acquired data were evaluated by the SPSS programme and the level of significance is considered as $p < 0.05$. Consequently, in the examination of the participant students' level of self-respect and decision making styles with regard to their demographic information "age, gender and department of study", it has been found out that any difference has not been observed in terms of gender and department of study variables. However, pursuant to the age variable, it has been observed that the difference between the point average of the decision making styles subscales has shown a significant differentiation between the age of 21-23 and 27 and above at the subscale of careful decision making style.

Teacher Voice in Curriculum Development in Saudi Schools

Noura Alamri (University of Exeter)

Little research into teacher voice in the area of curriculum development in Saudi Arabia has been carried out to date, and none in the area of Saudi native English Language teachers; therefore, this study contributed to this under-researched area and raised awareness of the issue in this context. This study aimed to find out more about how English as a Foreign Language (EFL) teachers working in the public school system in Saudi Arabia perceive 'voice' and whether they use their 'voice' to contribute to curriculum development. The study presented the findings of a small, exploratory, critical study into teacher voice and curriculum development. The participants were six English as a Foreign Language teachers working in Saudi public schools, three male and three female. All the participants were Saudi nationals who work within girls' and a boys' intermediate school in Saudi Arabia. Data were collected using semi-structured interviews. Data analysis was carried out using thematic analysis procedures and the three themes emerged from the interview data were: (a) lack of response to teacher voice, (b) top-down approach to curriculum design, (c) desire to be heard. This study has underpinned by a critical agenda with a focus on raising awareness of the lack of teacher voice in curriculum development and empowering teachers to make their voice be heard. The findings indicated that teachers had a clear idea of how and why they should contribute their voice to curriculum development, but that the current system marginalized their voice in favour of 'experts' at a higher level in the hierarchical education system. The study concluded with some implications for empowering teachers to contribute to how curriculum is developed and teachers' right to be involved in the decision-making process at all levels. Recommendations for future research are made.

[Economic Uncertainty, Parental Selection and Children's Educational Outcomes](#)

Arnaud Chevalier (IZA; Royal Holloway, University of London; UCD Geary Institute for Public Policy, University College Dublin; ROA, Maastricht University; SFI, Copenhagen) ; Olivier Marie (ROA, Maastricht University; CEP, London School of Economics, IZA; CESifo, Munich)

After the fall of the Berlin Wall, East Germany experienced an unprecedented temporary drop in fertility driven by economic uncertainty. Using various educational measures, we show that the children born during this nativity slump perform worse from an early age onwards. Consistent with negative selection, mothers who gave birth in that period had worse observed personal characteristics. These children are also less likely to have grown up within stable family environment. Investigating underlying mechanisms reveals that parental educational input and emotional attachment were also lower for these children. Finally, sibling analysis enable us to reject time of birth effects.

[The role of content analysis of biology textbooks in process of their teaching and designing in Iran](#)

Fatemehsadat Kashi (Herzen State Pedagogical University, St. Petersburg, Russia) ; Natalya Andreeva (Herzen State Pedagogical University, St. Petersburg, Russia) ; Abbas Naeimi (St. Petersburg Polytechnic University)

Textbook is the most important and available teaching tool which plays valuable role in the education system and it can provide better learning in students. One of the research methods used for investigation of textbooks is content analysis. It would be proposed strengths and weaknesses of biology textbooks for eventual modification of the content, according to the scientific principles and determined targets, and provide practices designed for managers, planners and authors of textbooks. In this study is used library research method to achieve a content analysis of biology textbooks. In this paper, have been evaluated the importance of content analysis of the textbook, definition and their concepts, use and their dimensions, and also have been proposed principles and theories in the design biology textbooks from the viewpoint text, image and shape in various sources in Iran. In the end, have been provided the role of content analysis in order to design better and more effective biology textbooks in Iran in the form of recommendations. Including the insertion of images is one of the most effective tools in the process of teaching and design of textbooks.

[Does Education Raise Productivity and Wages Equally? The Moderating Roles of Age, Gender and Industry](#)

François Rycx (Université libre de Bruxelles, SBS-EM (CEB and DULBEA), and IZA) ; Yves Saks (National Bank of Belgium, Research Department) ; Ilan Tojerow (Université libre de Bruxelles, SBS-EM (CEB and DULBEA), and IZA)

The labour market situation of low-educated people is particularly critical in most advanced economies, especially among youngsters and women. Policies aiming to increase their employability either try to foster their productivity and/or to decrease their wage cost. Yet, the evidence on the misalignment between education-induced productivity gains and corresponding wage cost differentials is surprisingly thin, inconclusive and subject to various econometric biases. We investigate this issue using rich Belgian linked employer-employee panel data for the period 1999-2010. Moreover, we provide first evidence on the moderating roles of age, gender and industry in the relationship between education, productivity and wage costs. Controlling for simultaneity issues, time-invariant workplace characteristics and dynamics in the adjustment process of dependent variables, findings support the existence of a 'wage-compression effect', i.e. a situation in which the

distribution of wage costs is more compressed than the education-productivity profile. This effect, robust across industries, is found to disappear among older cohorts of workers and to be more pronounced among women than men. Overall, findings suggest that particular attention should be devoted to the productivity to wage cost ratio of low-educated workers, especially when they are young and female, but also to policies favouring gender equality in terms of remuneration and career advancement.

[Keeping an Eye on the Team: Developing an Observational Tool for Student Teams](#)

Nausheen Pasha-Zaidi (The Petroleum Institute) ; Andrea Dallas (The Petroleum Institute) ; Jaby Mohammed (The Petroleum Institute) ; Wael El-Sokkary (The Petroleum Institute) ; Ameera Shoukry (The Petroleum Institute) ; Samira Fahmi (The Petroleum Institute)

Teamwork is an essential component of the engineering design process. Engineers in today's globalized economy must be able to work in multidisciplinary teams. As such, graduates of engineering programs must be able to apply their technical knowledge in team-based environments where flexibility, communication, and cooperation are needed to solve problems that do not necessarily have well-defined technical boundaries. The current study is part of an ongoing project addressing teamwork skills at the Petroleum Institute (PI), an engineering university in the United Arab Emirates (UAE). Although a variety of soft skills, such as teamwork, communication, and project management are incorporated into the current curriculum at the PI, teamwork can be a particularly challenging soft skill to acquire and to teach. The quality of team experiences is dependent on team members' perceptions of their group dynamics and the contributions that individuals make to the team. As students at the PI are segregated by gender (a common practice in government universities within the Gulf Arab region), the socio-cultural context provides a unique environment for the study of team dynamics. A number of tools are being used to investigate teamwork at the PI, including peer evaluations, student interviews, surveys, and teacher observations. However, in order to ascertain whether student teams are actually functioning in an effective manner (as compared to students' perceptions of this phenomenon), it is important to specify the teamwork behaviors that are expected of effective teams. This is particularly relevant for student teams as the one of the goals should be to provide specific and measurable feedback to help students improve their performance. The present study provides insight into the development of an observational tool for identifying team behaviors among students at the PI. Although the project revolves around engineering students, the observation tool can be used to evaluate teamwork behaviors in any discipline. The tool adapts the competencies and behaviors of a computer-based peer feedback system known as Team Developer. The presentation will discuss the process involved in the development of the observational tool, its alignment to industry benchmarks, as well as the development of protocols and options for administering the behavioral instrument. The advantages and challenges of incorporating a behavioral assessment for teamwork will also be discussed.

[The education of economists in Colombia: Quality differences and its determinants](#)

Jaime Andrés Sarmiento Espinel (Universidad Militar Nueva Granada) ; Adriana Carolina Silva Arias (Universidad Militar Nueva Granada) ; Edwin van Gameren (El Colegio de Mexico)

For the standardized Test of Higher Education Quality (ECAES) taken in 2007 by undergraduate economics students in Colombia, we apply the DiNardo, Fortin, and Lemieux (1996) decomposition technique to estimate what would be the distribution of scores for student in non-accredited programs if they had had the characteristics of students in accredited programs. In particular, we

evaluate in which part of the distribution individual, family, program, and institutional characteristics, respectively, have their greatest impact. The score distributions indicate better performance by accredited economics programs compared to non-accredited programs. Results suggest that individual characteristics explain the larger part of the gap, while family features contribute least. The program and institutional characteristics have opposing impacts, mainly around the mean of the score distribution. There are unexplained differences in the production process that appear more efficient in the accredited programs.

[Investigation of Participation in Adult Education in Turkey: AES Data Analysis](#)

Dincer, Nergiz ; Tekin-Koru, Ayça ; Aşkar, Petek

The aim of this study is to provide the determinants of participation in adult education in a non-EU developing country, Turkey. The analysis is conducted on a set of data on individuals engaging in adult education using the Adult Education Survey (AES), applied by TurkStat. The results indicate that economic growth in the sector of employment, significantly and positively affects the odds for adult education and characteristics of men and women who take courses in the most popular fields of education vary. Moreover, younger, more educated and employed individuals are more likely to take part in adult education activities in Turkey. A person with none or only a primary school education is not active in adult education independent of gender.

[III Communication: Technology, Distraction & Student Performance](#)

Louis-Philippe Beland ; Richard Murphy

This paper investigates the impact of schools banning mobile phones on student test scores. By surveying schools in four English cities regarding their mobile phone policies and combining it with administrative data, we find that student performance in high stakes exams significantly increases post ban. We use a difference in differences (DID) strategy, exploiting variations in schools' autonomous decisions to ban these devices, conditioning on a range of student characteristics and prior achievement. Our results indicate that these increases in performance are driven by the lowest-achieving students. This suggests that restricting mobile phone use can be a low-cost policy to reduce educational inequalities.

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

Asongu, Simplice ; Nwachukwu, Jacinta C.

Purpose – Education as a weapon in the fight against conflict and violence remains widely debated in policy and academic circles. Against the background of growing political instability in Africa and the central role of the knowledge economy in 21st century development, this paper provides three contributions to existing literature. It assesses how political stability/ non-violence is linked to the incremental, synergy and lifelong learning effects of education. Design/methodology/approach – We define lifelong learning as the combined knowledge acquired during primary, secondary and tertiary education. Principal component analysis is used to reduce the dimensions of educational and political indicators. An endogeneity robust dynamic system Generalized Methods of Moments is used for the estimations. Findings – We establish three main findings. First, education is a useful weapon in the fight against political instability. Second, there is an incremental effect of education in the transition from secondary to tertiary schools. Third, lifelong learning also has positive and synergy effects. This means that the impact of lifelong learning is higher than the combined independent effects of various educational levels. The empirical evidence is based on 53 African countries for the period

1996-2010. Practical implications – A plethora of policy implications are discussed, inter alia: how the drive towards increasing the knowledge economy through lifelong learning can be an effective tool in the fight against violence and political insurgency in Africa. Originality/value – As the continent is nursing knowledge economy ambitions, the paper is original in investigating the determinants of political stability/non violence from three dimensions of education attainment: the incremental, the lifelong learning and a synergy effect.

[The Impact of Tuition Increases on Undocumented College Students' Attainment](#)

Dylan Conger ; Lesley J. Turner

We examine the impact of a temporary price shock on the attainment of undocumented college students enrolled in a large urban college system. In spring 2002, the City University of New York reversed its policy of charging in-state tuition to undocumented students. By fall 2002, the state legislature restored in-state rates. Using a differences-in-differences identification strategy, we estimate impacts on reenrollment, credits, grades, and degree completion. The price shock led to an immediate 8 percent decrease in senior college students' enrollment. Senior college students who entered college the semester prior to the price shock experienced lasting reductions in attainment, including a 22 percent decrease in degree receipt. Conversely, among senior college students who been enrolled for at least a year, the price shock only affected the timing of exit.

[Model of Integrated Academic Performance and Accountability System for HEI](#)

Shawyun Teay (King Saud University)

While accountability has been discussed and designed for implementation for schools systems in the West, what would responsibility and accountability mean for a Higher Education Institute (HEI) has been elusive. Basically, key literature in accountability connects assessment, teaching and learning, student and teacher systems, testing systems leading to improvements, innovations and renewals in the whole organizational capacity and capabilities system. These basically are the 4 sanctified mission tenets of any HEI of teaching, learning, research and societal responsibility. A key question facing most HEI would be the fundamental principles and mechanics in developing, ensuring and measuring these accountabilities that affects the students and society. The immediacy is the internal policies, processes, pragmatics and practices of the creation and delivery of “education value” that is the faculty and staff using the educational processes responsibly and accountably way towards the students’ accomplishment and achievements and societal development. Instead of focusing on the outcome of the accountability from external measures, this paper will focus on the internal practices and mechanisms that need to be established to ensure and support to internal responsibility and accountability of the HEI and its academic personnel. This paper aims at proposing a working model for this internal integrated Academic Performance and Accountability System (APAS) for a HEI. Six key internal indices are established in the key areas to course evaluations index, teaching and learning assessment learning outcome index of student, quality contributions index, research index, administrative work index, societal responsibility index. All these culminate in the Academic Performance and Accountability Index (APAI) of a scorecard of the faculty performance and accountability from the inherent internal processes that affect the final student external outcome performance.

[Determining the Level of Achievement of Teaching Practice of the Student Teachers being educated in Physical Education and Sports Colleges](#)

Ayşe Feray Özbal (Selçuk University, School of Physical Education and Sports) ; Hamdi Pepe (School of Physical Education and Sports)

This Research is carried out to determine the effects of teaching application at education Physical Education and Sports Teacher on the students who are studying at Physical Education and Sport Teaching Department. The research has been carried out to 4 th Grade Students who are studying at Selçuk University Faculty of Education Physical Education and Sports Teaching Department. SPSS Package Program was used for calculating and evaluation of the collected data. The data were summarized by giving % and frequency distribution. The chi-square statistic was used to determine the relation of some data. The significance level was taken as 0.05. in this study. A meaning relation wasn't found out statistically between the kind of school where teaching application took place and the case whether the school had adequate sports equipments or not. ($P>0,05$) There wasn't a considerable relationship between the kind of school where teaching application carried out and the school's condition having gym or not. ($P>0,05$). A statistically meaningful relationship was determined between the condition of school's being adequate in term of sports equipment and the condition of the school in the context of having gym or not. ($P<0,05$). There wasn't a meaningful correlation between the gender of the undergraduate that participated in the research and the likelihood whether the teaching application would be helpful in term of occupational life. ($P>0,05$). A considerable correlation wasn't discovered statistically between the likelihood whether the undergraduate have a lack of pedagogical teaching and the condition of the undergraduates' being informed by the teacher who worked at the school where the application took place about tasks and responsibilities. ($P>0,05$) As a result the aim that had wanted was achieved by this study.

[Preference for Boys, Family Size, and Educational Attainment in India](#)

Kugler, Adriana D. ; Kumar, Santosh

Using data from nationally representative household surveys, we test whether Indian parents make trade-offs between the number of children and investments in education and health of their children. To address the endogeneity due to the joint determination of quantity and quality of children by parents, we instrument family size with the gender of the first child which is plausibly random. Given a strong son-preference in India, parents tend to have more children if the first born is a girl. Our IV results show that children from larger families have lower educational attainment and are less likely to have ever been enrolled and to be currently enrolled in school, even after controlling for parents' characteristics and birth-order of children. The effects are larger for rural, poorer and low-caste families and for families with less educated mothers. On the other hand, we find no evidence of a trade-off for health outcomes.

[Adding sustainable value: integrating sustainability via a multi-disciplinary learning method in hospitality education](#)

Niels Van Felijs (Research Unit Service Studies, Stenden University of Applied Sciences, Leeuwarden, Netherlands) ; Elena Cavagnaro (Research Unit Service Studies, Stenden University of Applied Sciences, Leeuwarden, Netherlands)

Purpose – This paper addresses the issue put forward by Bynum Boley and Remington-Doucette by proposing a multi-disciplinary method, as an applicable learning method to integrate all three dimensions of sustainability in Hospitality education. The purpose of this paper is to request feedback of the industry partners and colleagues present at the conference to a proposed educational method that is possibly suitable in the design of a minor in sustainability for hospitality

management. Design/ Methodology/ Approach – The educational method designed focuses on solving sustainability problems of the “real world” and extends the research on integrating sustainability in higher hospitality management education. Findings – Through the analysis of sustainability in Hospitality education and through adding the concept of the triple bottom line⁶ for value creation to the quadrants of the Hospitality Value Chain, an integration of sustainability in the system of hospitality education is considered and explored. Since sustainability is an everlasting process, education needs to be on the forefront in creating future change agents². This possibly requires an alternative view on developing knowledge and skills of hospitality and tourism students via a multi-disciplinary approach/learning method. Practical implications – The designed learning method can be put in practice and used for further research on implementation of sustainability in higher hospitality education. The originality of this research –The originality of this research consist of the fact that this form of sustainable education is in its primary stage and not much debated yet.

[Flexibility at a Cost: Should Governments Stimulate Tertiary Education for Adults?](#)

Stenberg, Anders (SOFI, Stockholm University) ; Westerlund, Olle (Umeå University)

Most OECD countries experience high unemployment rates and declining growth in higher educational attainment. An often suggested government policy is therefore to allocate resources towards formal schooling for adults. However, returns on such investments are uncertain and the foregone earnings are potentially large. We use Swedish population register data from 1982 to 2011 to estimate average long run earnings returns on higher education for 29- to 55-year-olds who enrolled 1992-1993. We find substantial positive estimates, but these only fully emerge after approximately ten years. Nevertheless, calculations indicate that the benefits for society exceed the costs also under fairly pessimistic assumptions.

[Regional Disparities in Education within Brazil: the Role of Quality of Education](#)

Ricardo Paes de Barros ; Rosane Silva Pinto de Mendonça ; James Alan Shope

[Safe Mobility: University after Technical College Pathway](#)

Daniel Alexandrov (National Research University Higher School of Economics.) ; Ksenia Tenisheva (National Research University Higher School of Economics.) ; Svetlana Savelyeva (National Research University Higher School of Economics.)

This paper presents the professional college system as a social mobility channel providing maximum benefit with minimum risk. The analysis of institutional features and changes forming this channel in Russia in the last 15 years has been conducted. An institutional context for the emergence of a social group using “university after the college” pathway is described. Group members take an intermediate position between students reproducing a professional worker status and students reproducing a highly qualified professional status. They also have average school results. An analysis of parents’ and students’ perceptions of the motives of the choice, benefits, costs, and risks of the educational pathway demonstrates the importance of local context. An alternative educational pathway is less typical for the rural population because of structural constraints; compared to metropolises, in rural areas this choice is typical for higher status groups. A comparison of technical college systems in different countries confirmed that technical colleges in Germany provide social reproduction whereas in Russia and the USA, they operate as a channel of upward social mobility

[Overeducation: A Disease of the School-to-Work Transition System](#)

Caroleo, Floro Ernesto (University of Naples Parthenope) ; Pastore, Francesco (University of Naples II)

This paper aims to survey the theoretical and empirical literature on cross-country differences in overeducation. While technological change and globalization have entailed a skill-bias in the evolution of labour demand in the Anglo-Saxon countries, instead, in other advanced economies in Western Europe the increased educational level has not been associated with a parallel raise in the share of skilled occupations, therefore generating skills mismatch. This suggests that a demand-side explanation of overeducation is justified in Western Europe, which would be also confirmed by circumstantial evidence coming from the recent literature. Nonetheless, overeducation may also turn to be positive in the long run if the expansion of the supply of skills generates a technological upgrading of the production system. Moreover, from a micro-economic point of view, recent theoretical and empirical studies tend to justify a human capital theory based interpretation of the phenomenon, whereas the disorganization of the educational system, its degree of integration with the labour market may play an important role in helping young graduates develop the work experience and the competences they need to prevent them from experiencing overeducation. Overeducation causes a penalty to individuals in terms of earnings and employment opportunities and a waste of resources to the society at large in terms of state investment into education that do not bear its yields. Both penalties are higher not only where the demand for skill is lower, but also where school-to-work transition systems fail to effectively address the aim of generating competences rather than only education for their graduates.

[Nature or Nurture in Higher Education? Inter-generational Implications of the Vietnam-Era Lottery](#)

Christofides, Louis N. (University of Cyprus) ; Hoy, Michael (University of Guelph) ; Milla, Joniada (CORE, Université catholique de Louvain) ; Stengos, Thanasis (University of Guelph)

It is evident that a strong positive correlation persists between the educational attainment of parents and that of their children in many, if not most, populations. This relationship may form an important part of the phenomenon of low social mobility as well as inefficiently low investment in human capital by youth who have parents with relatively low educational attainment. Is it a genetic inter-generational transmission of innate ability from parents to their children (i.e. nature) or is it the environment that the better educated parents provide for their children (i.e. nurture) that explains this positive relationship? Understanding the relative contributions of nature versus nurture is critical to the development of any social policy designed to increase social and economic mobility between generations. Separating the so-called nature and nurture effects of this relationship is a difficult task. We use the Vietnam Era Draft Lottery as a natural experiment to address the nature-nurture question. Attending university in order to avoid the draft created a cohort which included individuals who would not normally have attended post-secondary educational institutions. Comparing the educational attainment of children of this cohort to that of cohorts who attended university in "normal times" creates a natural experiment to test the relative importance of the nature or nurture explanations. Our findings provide evidence in support of the nurture argument.

[Does Education Raise Productivity and Wages Equally? The Moderating Roles of Age, Gender and Industry](#)

Rycx, Francois (Free University of Brussels) ; Saks, Yves (National Bank of Belgium) ; Tojerow, Ilan (Free University of Brussels)

The labour market situation of low-educated people is particularly critical in most advanced economies, especially among youngsters and women. Policies aiming to increase their employability either try to foster their productivity and/or to decrease their wage cost. Yet, the evidence on the misalignment between education-induced productivity gains and corresponding wage cost differentials is surprisingly thin, inconclusive and subject to various econometric biases. We estimate the impact of education on productivity, wage costs and productivity-wage gaps (i.e. profits) using rich Belgian linked employer-employee panel data. Findings, based on the generalised method of moments (GMM) and Levinsohn and Petrin (2003) estimators, show a significant upward-sloping profile between education and wage costs, on the one hand, and education and productivity, on the other. They also systematically highlight that educational credentials have a stronger impact on productivity than on wage costs. This 'wage compression effect', robust across industries, is found to disappear among older cohorts of workers and to be more pronounced among women than men. Overall, findings suggest that particular attention should be devoted to the productivity to wage cost ratio of low-educated workers, especially when they are young and female, but also to policies favouring gender equality in terms of remuneration and career advancement.

[An analysis of factors that influence organizational learning: The case of higher education institutions](#)

Alexandra Luciana Gu (Doctoral School of Economics and Business Administration, Faculty of Economics and Business Administration, „Alexandru Ioan Cuza” University of Ia)

This paper makes reference to different factors that can influence organizational learning. Our focus is on making considerations on the factors influencing organizational learning, in the specific case of higher education institutions. Our personal considerations are transposed in highlighting the particularities on this subject, in the case of higher education institutions, regarded as entities of their own, and are based on a review of the literature treating the factors that influence organizational learning. Our aim is to undertake a thorough analysis on these factors, in universities. The approach is a theoretical one – the paper combines a literature review on the factors that can influence organizational learning in general, and our own considerations on these factors, in higher education institutions. For undertaking the research, we have considered the case of Romanian higher education institutions, in general.

[The Impact of Female Education on Teenage Fertility: Evidence from Turkey](#)

Gunes, Pinar (University of Alberta, Department of Economics)

This paper explores the causal relationship between female education and teenage fertility by exploiting a change in the compulsory schooling law (CSL) in Turkey. Using variation in the exposure to the CSL across cohorts and variation across provinces by the intensity of additional classrooms constructed in the birth provinces as an instrumental variable, the results indicate that primary school completion reduces teenage fertility by 0.37 births and the incidence of teenage childbearing by around 25 percentage points. Exploring heterogeneous effects indicates that female education reduces teenage fertility more in provinces with lower population density and higher agricultural activity. Finally, the CSL postpones childbearing by delaying marriage, thereby reducing fertility.

[School choice and segregation: evidence from Sweden](#)

Böhlmark, Anders (Swedish Institute for Social Research, Stockholm University) ; Holmlund, Helena (IFAU - Institute for Evaluation of Labour Market and Education Policy) ; Lindahl, Mikael (Department of Economics, Uppsala University)

This paper studies the evolution of school segregation in Sweden in the aftermath of the 1992 universal school voucher reform, which spurred the establishment of new independent voucher schools and introduced parental choice. The empirical analysis assesses the relative importance of neighbourhood sorting, parental choice and the location of independent schools for school segregation. In particular, it exploits variation in school choice opportunities across municipalities, and provides descriptive evidence that in regions where school choice has become more prevalent, school segregation between immigrants and natives, and between children of high/low educated parents, has increased more than in regions where choice is limited. This result also holds when we account for residential sorting and focus on excess school segregation over and above the segregation that would occur if all pupils attended their assigned schools. The estimates suggest that the increase in school segregation 15 years after the voucher reform that can be attributed to choice is relatively small, and in an international comparison Sweden still ranks as a country with a low-to-medium segregated school system. Our findings are suggestive of the implications for student sorting in other settings where similar voucher schemes are introduced.

[What Determines The Long-Run Persistence of the Empires? The Effect of the Partition of Poland on Education](#)

Pawel Bukowski

This paper estimates the long-lasting effects of institutions imposed by the three Empires: Austro-Hungary, Prussia and Russia during the Partition of Poland on the performance of Polish students. Using the two-dimensional geographical Regression Discontinuity Design I show that the Habsburg Empire had a long-lasting positive effect on the performance of students compared to the Russian Empire. The magnitude of the effect is similar to the performance gap between white and black students in the US. At the same time however, there is no difference between the Prussian and Russian Empires. I argue that the main channels of influence are the role of ethnic tolerance and the political purpose of education. The Austrian and Prussian educational systems were very similar as the former was practically copied from the latter. However, the attitudes toward the Polish population and the role of education in this respect widely differed. While in the Prussian Empire education was the main tool of Germanization, in the Habsburg Empire it was seen as a tool to spread modern national identities. The alternative explanations are also discussed. These include migration-based self selection of people, urbanization patterns and other features of the Austrian and Prussian education systems.

[European policies on lifelong learning and the use of EQF, Europass and Counseling in Higher Education Institutions in Greece](#)

DIMITRA KONSTANTINIDOU (UNIVERSITY OF MACEDONIA Research Committee) ; ANASTASIA PAMPOURI (UNIVERSITY OF MACEDONIA)

European Union, recognizing the value of lifelong learning and its importance for the development of “the economy of knowledge”, adopted a series of texts through which six tools and principals were proposed to promote transparency of qualifications and mobility of European citizens for education, training and work. Three of these are being investigated in this paper, in relation to Higher Education: the European Qualifications Framework, Europass with five individual documents and lifelong Counseling and Career Guidance. The paper also examines EU's policy for the creation of the European Higher Education Area, aiming at the development of partnerships, the quality of education, and the encouragement of European citizens' mobility and transparency of qualifications.

The results of our survey showed that the National Qualifications Framework has not been fully legislated yet and it is at the final stages of preparation for implementation in Greece. As far as Europass is concerned, its use is proposed by some Career Offices. Although, its main use for working or studying and training is widely accepted abroad, in Greece Europass is not so much recognizable. In Counseling, the most popular services of Career Offices are the provision of advice to undergraduate and graduate students and to masters' graduates. A problem that has been recorded is that Career Offices have resource problems, mainly lack in finance and personnel. Although Career Offices offer quite important services for students' and graduates' smooth transition from Higher Education to the labor market, their work is not adequately recorded.

[Human capital agglomeration and social returns to education in Colombia](#)

Luis Eduardo Arango (Banco de la República de Colombia) ; Gabriela Bonilla (Cámara Colombiana de la Construcción)

We provide evidence of private returns to education and externalities which jointly render social returns in the labor market of Colombia. The spillover in the cities is generated by the share of college educated workers in the working-age population. Thus, the higher is this share in the cities, the higher the wages. The size of the externality is about 0.66; that is, an increase in the share of one percentage point will increase the wage in 0.66%. For highly educated workers the externality is about 0.75 while for low educated it is not significant. The results change in an important way if Bogotá, the capital city of the country, is excluded from the sample. Resources destined by the Colombian Institute for Educational Credit and Technical Studies Abroad (ICETEX) to fund undergraduate and postgraduate studies in provinces affect the outcomes if Bogotá is within the sample. A positive correlation between the size of cities and human capital agglomeration is also observed in such a way that if the former is substituted for the latter, we can still find the spillover.

[Impact of income shock on children's schooling and labor in a West African country](#)

Fatoke Dato, Mafaizath A.

This study measures the impact of a flood in 2010 in Benin on children's schooling and labor. The data used are the National Demographic and Health Surveys (DHS) of 2006 and 2012. The difference in differences estimates points out a significant decrease in income between farm households and non-farm households following the shock. Enrollment has also significantly decreased by 5.99% for girls in rural areas, by 4.45% for boys in rural areas, by 7.76% for girls in urban areas and by 6.17% for boys in urban areas. The likelihood to be a domestic worker or a farmer has also significantly increased. Robustness checks, on different other groups, are in concordance with the results. Despite the removal of school fees in 2006, households still withdrew their children from school after this income shock. These results imply that income shocks could be a threat to the Universal Primary Education.

[A Note on the Temporal Evolution of the Relationship Between Wages and Education Among Brazilian Prime-age Males: 1976/1989](#)

Ricardo Paes de Barros ; Lauro Ramos

[Measuring Principals' Effectiveness: Results from New Jersey's Principal Evaluation Pilot](#)

Christine Ross ; Mariesa Herrmann ; Megan Hague Angus

The purpose of this study was to describe the measures used to evaluate principals in New Jersey in the first (pilot) year of the new principal evaluation system and examine three of the statistical

properties of the measures: their variation among principals, their year-to-year stability, and the associations between these measures and the characteristics of students in the schools.

[Effectiveness of education processes in tourism and hospitality in the Republic of Croatia](#)

Luka Perman (Faculty of Tourism and Hospitality Management, Opatija, University of Rijeka, Croatia) ; Krešimir Mikinac (Faculty of Tourism and Hospitality Management, Opatija, University of Rijeka, Croatia)

Purpose – This paper seeks to explain problem of education and training of personnel in the hospitality and tourism sector, which takes a special place and special attention among jobs in the tourism, hotel and hospitality industry. The overall quality within the hospitality and tourism sector depends exactly on education and training, i.e. the overall level of education of employed staff. **Design** – An overview of studies and education programs supporting tourism and hospitality in the Republic of Croatia – the identification for the need of better educational system, evaluation and overview of educational programs and importance for tourism and hospitality. **Methodology** – Data was collected from tourists, statistical reports and analyses of variance used to identify problems in tourism and hospitality sector. **Findings** – The paper finds that there are only few programs which can influence on education level and career patterns of employed staff in tourism and hospitality sector. Also, service quality is one of the most important elements in tourism product, so major focus must be on service and performance, and education and training of staff create a new value-added product or service. **Originality** – The analysis of educational programs with its importance would be of interest to researches and educators, industry practitioners and other stakeholders in the tourism and hospitality sector.

[Academic Performance and Type of Early Childhood Care](#)

Datta Gupta, Nabanita (Aarhus University) ; Simonsen, Marianne (Aarhus University)

This is one of the few studies that estimates the effects of type of childhood care on academic achievement at higher grade levels by linking day care registers and educational registers. We use entire birth cohorts of ethnic Danish children, enrolled in either center based day care or family day care at age 2. Exploiting variation across municipalities in guaranteed access to center based care as an instrument for type of care our results show that center based day care improves grades in Danish language in the final year of compulsory school with around 0.2 standard deviations.

[Accessing the Inaccessible: A case study of the EDIP extension to Diamir](#)

Haider Fancy (Aga Khan Foundation (Pakistan))

The district of Diamir in Gilgit Baltistan (GB) has witnessed severe deteriorations in security and extremist related violence, and violation of human rights over the past decade, resulting in abject poverty, a lack of health and education infrastructure and lack of motivation on the part of local communities to partake in the development processes. During the early 2000's several girls' schools there were attacked by terrorist elements with an anti-female-education agenda, which shook the confidence and motivation of development partners to contribute to the cause of education in Diamir. The DFAT funded and AKDN run project called the Education Development and Improvement Program (EDIP) began in July 2010 with an aim to enhance access, equity and the quality of education in GB. In late 2012 an opportunity was presented to partner with the Government, and Police to provide support to police managed home schools (PMS). This presentation will chart out the course EDIP has taken to embed the values of education in a region with historically no girls'

education, to a region whose community members now openly campaign for their girls' education rights. This community has now, in partnership with the Government, initiated 100 home schools in the model of the EDIP PMS's. This Diamir case shows that in a region considered culturally and theologically opposed to the notion of 'girls education', an innovative, culturally sensitive, and community driven approach can drastically change popular opinion and make communities reconsider their approach to their own development trajectory. Utilizing the Diamir model and understanding its parallels with much of the context of the nation can be instrumental in the pursuit of a prosperous, developed and peaceful GB and ultimately Pakistan.

[Optimal Income, Education, and Bequest Taxes in an Intergenerational Model](#)

Stefanie Stantcheva

This paper considers dynamic optimal income, education, and bequest taxes in a Barro-Becker dynastic setup. Parents can transfer resources to their children in two ways: First, through education investments, which have heterogeneous and stochastic returns for children, and, second, through financial bequests, which yield a safe, uniform return. Each generation's productivity and preferences are subject to idiosyncratic shocks. I derive optimal linear formulas for each tax, as functions of estimable sufficient statistics, robust to underlying heterogeneities in preferences, and at any given level of all other taxes. It is in general not optimal to make education expenses fully tax deductible and the optimal education subsidy, income tax and bequest tax can, but need not, move together at the optimum. I also show how to derive optimal formulas using "reform-specific elasticities" that can be targeted to empirical estimates from existing reforms. I extend the model to an OLG model with altruism to study the effects of credit constraints on optimal policies. Finally, I solve for the fully unrestricted policies and show that, if education is highly complementary to children's ability, it is optimal to distort parents' trade-off between education and bequests and to tax education investments relative to bequests.

[Education system as a factor of tourism development in Croatia](#)

Mato Bartoluci (Faculty of Economics & Business, Department of Tourism, University of Zagreb) ;
Zvezdana Hendija (Faculty of Economics & Business, Department of Tourism, University of Zagreb) ;
Mateja Petračić (Karlovac University of Applied Sciences)

The purpose of this paper was to point to the characteristics of secondary (STE) and higher tourism education (HTE) in Croatian tourism and to stress its shortcomings that directly affect the qualification structure and the quality of those employed within tourism in the Republic of Croatia. Hypothesis was that in order to increase the quality and competitiveness of Croatian tourism it is necessary to increase the number of highly educated experts in all business organizations in tourism. Methodology – General scientific deduction and analysis methods were used to interpret the secondary data sources. The secondary data were collected from statistical reports, scientific and professional articles, and some Internet web sites. Additionally, the primary research was also conducted; to evaluate the efficiency of each education level the Delphi method of surveying experienced tourism experts was used. Approach – Efficiency of work in tourism, regarded as a labour-intensive economic activity, is the basic factor of labour efficiency and competitiveness, and consequently of economic effects in tourism. A specific characteristic of tourism is that it evaluates, on an economic basis and through labour and capital, natural and sociocultural resources, thus producing added value. Starting from the fact that the employment function is one of the most important economic functions of tourism, this paper investigates and presents the role of formal

education system (STE and HTE) in education of experts who would prospectively work in tourism in the Republic of Croatia. Findings – Although the results of this analysis of STE and HTE system for tourism purposes in the Republic of Croatia makes it possible to say that there are relevant institutions and quality personnel that participate in this education process, when employment be taken into account, then the lack of highly educated experts (university and polytechnic level) becomes evident for tourism purposes in practice. The quality of experts working in top-management positions in tourism is also unsatisfactory. The originality of the research results from the fact that the primary research was conducted to test the hypothesis. This research confirmed the hypothesis of the paper that to increase the quality and competitiveness of Croatian tourism it is necessary to increase the share of highly educated experts working in tourism.

[Unequal Opportunity to Survive, Education and Regional Disparities in Brazil](#)

Ricardo Barros ; Diana Sawyer

[Mozart or Pelé? The Effects of Teenagers' Participation in Music and Sports](#)

Charlotte Cabane ; Adrian Hille ; Michael Lechner

Using data from the German Socio-Economic Panel, this paper analyses the effects of spending part of adolescents' leisure time on playing music or doing sports, or both. We find that while playing music fosters educational outcomes compared to doing sports, particularly so for girls and children from more highly educated families, doing sports improves subjective health. For educational outcomes, doing both activities appeared to be most successful. The results are subjected to an extensive robustness analysis including instrumental variable estimation and a formal sensitivity analysis of the identifying assumptions, which does not reveal any serious problems.

[Strengthening Skill use and School-to-work Transitions in the Czech Republic](#)

Sónia Araújo ; Petr Maleček

The education system has reacted slowly to changes in labour market needs, leading to an increasing number of school leavers without sufficient qualification. In addition, declining PISA scores and a rising share of low achievers are raising concerns about the quality of the future labour force. These factors play a role in the stalled income convergence process. Indeed, practices such as early tracking, streaming and low transferability between academic tracks hamper employability, human capital accumulation and social mobility. In the vocational education and training system, resources continue to be allocated on a historical basis. A more endogenous adjustment of the system to better align students' qualifications with labour market needs requires active participation of social partners, students and education institutions. The rapid expansion of tertiary education without a corresponding increase in resources has led to fears about declining quality. Quality in tertiary education can be fostered by modifying the accreditation system, introducing student fees, strengthening the links with the private sector and foreign research networks and publicising information on labour market outcomes by field of study and higher education institution. Measures to better balance family and work lives can improve career options for women and therefore reduce the current tensions between having children and full time labour market participation of younger women. This could also ease the coming labour shortages associated with population ageing. This Working Paper relates to the 2014 OECD Economic Review of the Czech Republic (www.oecd.org/eco/surveys/economic-survey-czech-republic.htm).<P>Renforcer l'utilisation des compétences et faciliter le passage de l'école à la vie active dans la République Tchèque
Le

système éducatif a réagi lentement aux changements des besoins du marché du travail, ce qui a conduit à une augmentation du nombre de jeunes quittant l'enseignement sans qualification suffisante. En outre, la baisse des résultats PISA et la proportion croissante d'élèves avec une faible performance soulèvent des inquiétudes quant à la qualité de la main-d'oeuvre future. Ces facteurs jouent un rôle dans le processus stagnant de convergence des revenus. En effet, des pratiques telles que l'orientation précoce des élèves, le regroupement par aptitude et l'insuffisance de passerelles entre les voies scolaires entravent l'employabilité, l'accumulation de capital humain et la mobilité sociale. Dans le système d'enseignement et formation professionnels, les ressources continuent d'être allouées sur une base historique. Un ajustement plus endogène du système afin de mieux harmoniser les qualifications des étudiants avec les besoins du marché du travail exige la participation active des partenaires sociaux, des étudiants et des établissements d'enseignement. L'expansion rapide de l'enseignement supérieur sans l'augmentation correspondante des ressources a conduit à des craintes de baisse de la qualité. La qualité dans l'enseignement supérieur peut être favorisée par la modification du système d'accréditation, l'introduction de frais de scolarité, le renforcement des liens avec le secteur privé et les réseaux de recherche étrangers et la publication d'informations sur le marché du travail par domaine d'études et établissement d'enseignement supérieur. Des mesures pour trouver un meilleur équilibre entre la vie de famille et le travail peuvent améliorer les options de carrière pour les femmes et réduire les tensions actuelles entre le choix d'avoir des enfants et la participation à temps pleins au marché du travail des jeunes femmes. Ceci pourrait également soulager la pénurie de main-d'oeuvre à venir liée au vieillissement de la population. Ce document de travail se rapporte à l'Étude Économique de l'OCDE de la République Tchèque 2014 (www.oecd.org/fr/eco/etudes/etude-economique-republique-tcheque.htm).

[Mothers' Employment and Children's Educational Gender Gap](#)

Xiaodong Fan ; Hanming Fang ; Simen Markussen

This paper analyzes the connection between two concurrent trends since 1950: the narrowing and reversal of the educational gender gap and the increased labor force participation rate (LFPR) of married women. We hypothesize that the education production for boys is more adversely affected by a decrease in the mother's time input as a result of increasing employment. Therefore, an increase in the labor force participation rate of married women may narrow and even reverse the educational gender gap in the following generation. We use micro data from the Norwegian registry to directly show that the mother's employment during her children's childhood has an asymmetric effect on the educational achievement of her own sons and daughters. We also document a positive correlation between the educational gender gap in a particular generation and the LFPR of married women in the previous generation at the U.S. state level. We then propose a model that generates a novel prediction about the implications of these asymmetric effects on the mothers' labor supply decisions and find supporting evidence in both the U.S. and Norwegian data.

[Some suggestions and thoughts on learner performances affected from childhood to adulthood: Problems and Solutions](#)

Rishan Singh (University of KwaZulu-Natal (UKZN) & Durban University of Technology)

The impact of education systems on learners with and without disabilities vary between religions, ethnicities and race groups. Many factors such as peer-pressure, outcomes-based education, teaching techniques and attributes (teacher, parent and learner characteristics) have an influence on childhood development currently. At present, there are many views concerning the method that one should use to encourage learners so that they attain the complete benefit of what is taught,

however, children with disorders (either from birth or with age) are viewed, sometimes, as an additional factor that's required to be accounted for in the design of teaching curricula. Furthermore, with individuals being left- and right-brained, designing teaching curricula to suit individual learner needs is very complicated (in all situations – whether in rural or urban schools). This article, therefore, looks at different learner and teacher situations in classrooms, in attempts that possibly can be made by parents and teachers, to enable children to achieve their goal in the face of socio-economic pressures.

[Supporting Cross-Cultural Competence and Global-Mindedness in Pre-Service Teacher Education](#)

Colleen Kawalilak (University of Calgary) ; Lisa Fedoruk (University of Calgary)

By stepping beyond the “comfortable and familiar,” pre-service teachers enrolled in a Bachelor of Education program at a university in Western Canada travel to an international host country destination to engage with diverse cultures, traditions, and practices and to volunteer teach. This “Teaching Across Borders” program option provides interested students the opportunity to deeply engage with and experience a culture vastly different from their own, in support of a deepened cross-cultural understanding and an enhanced global-mindedness, while earning a professional teacher designation credential. In support of providing a pedagogically informed and robust cross-cultural experience, a literature review and synthesis of current, scholarly debates was taken up, focusing on the impact and influence of travel abroad initiatives when international travel study constitutes a component of coursework for adult learners enrolled in university education programs. Asserting that international travel and study abroad programs have the potential to advance cross-cultural competencies and cultural sensitivities of learners, Hammer and Bennett (2002) referred to the beneficial effects on knowledge, skills, and attitudes when participating students engage with cultures of difference in support of exploring and critically reflecting on tightly held notions, beliefs, and assumptions that inform their philosophy and future practice as developing professionals. Adding to the discourse, Button, Green, Tengnah, Johansson, and Baker (2005) contended that “differences in placement programmes, such as duration, preparation and debriefing were found to have affected the reported overall international placement experience” (p. 315) of participants. Kehl and Morris (2007-2008) further elaborated and argued that the level of global-mindedness achieved and experienced may be directly related to and impacted by the duration of study abroad initiatives. From a nother perspective, cross-cultural border crossing initiatives, however well intentioned, run the risk of becoming a “cultural invasion” and, therefore, educators, program administrators, and participating students must consider ethical questions around the reciprocity of the relationship (Lutterman-Aguilar & Gingerich, 2002). Reciprocity refers to a give and take, an inhale and exhale of sorts, to being open and present, to offering up, and to receiving what is being given to and to what is being offered by others. Questions that informed this critical exploration of the literature included: What constitutes a meaningful cross-cultural experience for learners enrolled in university programs? What factors, program elements, and experiences deepen and expand learners’ cultural sensitivity and global-mindedness?

[The pre-tracking effects of parental background](#)

Korthals R.A. (GSBE)

Tracking students in secondary school could increase the effect of parental background PB on student performance, especially if parents can influence the track choice. This influence can be either direct or indirect, and either purposefully or not. Little is known about these indirect effects of PB

that could arise before tracking has taken place. In the Netherlands the track placement decision of individual students is made by secondary schools that base their decision on two performance signals that they receive from the elementary school of applying students an elementary school exit test score and an elementary school teacher track recommendation. Using longitudinal data from the Netherlands, I find that high PB parents are able to increase their child's teacher recommendation purposefully or not. The odds of having the highest track recommendation as compared to the other recommendations, for students whose parents have a tertiary education degree are between 1.6 and 3.6 times greater than for students whose parents only have a primary education degree. For the math exit test score I find no effect, while for reading an effect is found but not robust.

[A comparative study on the academic achievements between the students of private and government high schools within imphal east district \(manipur\)](#)

T. Surendra Singh

The main objective of the formal system of education in India is to achieve more academic achievement by the students in the public examination result as Indian schooling system is mainly examination based education. So, general people like to send their wards to the schools, where more academic achievement is found. Because, the student having high division with high percentage of marks has a lot of opportunity at the time of admission, training and vocation purposes. To improve the academic achievement is the need of the hour. It is due to some factors affecting like input, process, and output. The overall academic improvement in an institution leads more and high achievement in the public examination. The present study is trying to check the position of academic achievement at government and private high schools in the state as a whole. Specially, the article tries to study and to find out the reasons of the different academic achievements of students between the government and private high schools in the district of Imphal East of Manipur State during 2009-2011. Moreover, the article also tries to find out some of the suggestive measures for the improvement of high school education in the said district on the basis of (a) findings of the study and (b) the opinion given by the principals of the reputed institutions. Key words: academic achievement, type of schools, and Khurai Assembly Constituency

[A study on eklavya model residential schools \(emrs\) in tribal education](#)

Manav S. Geddam

Eklavya Model Residential School (EMRS) scheme supports the establishment and running of quality residential schools for Scheduled Tribes (STs) students with an objective to provide quality education to the tribal students. EMRS start at Class VI and admission to these schools is patterned on the Jawahar Navodaya Vidyalaya model. Education in EMRSs is entirely free. This paper intends to evaluate the Eklavya Model Residential School (EMRS) with the objective to find whether the design of programme is appropriate to meet the stated objectives, whether they constitute felt needs of the community, bottlenecks if any in proper implementation of the scheme, whether these schemes are augmenting the education among STs and support to increase the literacy rate of STs. Whether there is any impact of these schemes in decreasing the dropout rates of STs. The analysis of EMR school data reveals that the EMR School is not managed as per the guidelines. The arrangement of the black boards in the class rooms is appropriate but the maintenance of the boards is poor, the number of toilets is less considering the strength of the students and maintenance was found to be poor. The study suggests, the guidelines of EMRS should indicate the organizational structure, Manpower and Educational expertise for the Tribal welfare Residential educational institutions societies on par with

Navodaya Vidyalaya Model pattern. EMRS should have separate budget plan for both infrastructure, recurring, non-recurring expenditure every year and it should be included in the annual work plan & budget. Key words: Eklavya Model, Residential School, EMRS, Tribal Education

[A comparative study of achievement motivation of senior secondary school students in relation to gender and intelligence](#)

Sarita Dahiya ; Monika Saini

The present study attempted to know the effect of Achievement Motivation of senior secondary school students in relation to their gender and intelligence. The sample comprised of 200 students of 10+2 class from Govt. and public schools named Govt. Boys Senior Secondary School Rohtak, Govt. Girl Senior Secondary School, Rohtak, Vaish Boys Senior Secondary Public School, Rohtak and Vaish Girl Sr. Secondary School, Rohtak. The age of students ranged between 16 to 18 year old. The study was conducted through descriptive survey method. Achievement Motivation Test (ACMT) by Dr. V.P. Bhargava and Mental ability group test by Dr. S.S. Jalota was used to collect the data. On the basis of statistical results it was concluded that there exists significant positive correlation between achievement motivation and intelligence of male and female students of Govt. and Public school. There is a significant difference between achievement of male and female students of Govt. and public schools. Key words: Achievement Motivation, gender, intelligence

[The Effect of High School Shootings on Schools and Student Performance](#)

Louis-Philippe Beland ; Dongwoo Kim

We analyze how fatal shootings in high schools affect schools and students using data from shooting databases, school report cards and the Common Core of Data. We examine schools' test scores, enrollment, number of teachers, graduation, attendance and suspension rates at schools that experienced a shooting, employing a difference-in-differences strategy that uses other high schools in the same district as the comparison group. Our findings suggest that homicidal shootings significantly decrease the enrollment of students in grade 9 and test scores in math and English standardized tests. Using student-level data from California, we confirm that shootings lower test results for students that remain enrolled.

[Education and Intergenerational Mobility: Help or Hindrance?](#)

Jo Blanden ; Lindsey Macmillan

Evidence on intergenerational income mobility in the UK is dated. This paper seeks to update our knowledge by introducing new estimates of mobility for later measures of earnings in the 1958 and 1970 birth cohorts. Given poor or non-existent data on more recent cohorts we adopt an indirect approach to assessing more recent mobility trends. This exploits the close link between income persistence across generations and the gap in educational achievement by family background (referred to as educational inequality). We gather a comprehensive set of data which measures educational inequality for different cohorts at different points in the education system. We conclude that educational inequality has declined for cohorts born after 1980, and this is associated with rising average educational achievement. In contrast, evidence on high attainment does not reveal that educational inequality has declined; this suggests that policy seeking to promote equality of opportunity should encourage students to aim high.

[Integration of information and communication technology \(ict\) in the elementary schools of anand](#)

Rohitbhai S. Valand

Information and Communication technology (ICT) has remained a buzz word in arena of education since the last decade. Its effectiveness in general and teaching learning in particular has been proved by numerous educational researches conducted. It has thus remained a major area of research in the last few years. It is now becoming imperative for the schools to impart education through use of ICT. Consequently, the government has launched various policies and plans to promote use of ICT in school education through a variety of ways such as developing infrastructural facilities, giving training to school teachers, awarding incentives for innovations in use of ICT and so on. To what extent, these physical facilities and training vis-à-vis integration of ICT in education have yielded positive results in elementary school education system needs to be investigated. The researcher conducted the present study to keep in mind this question.

[Inclusion in education: some appreciable efforts in primary schools of gujarat](#)

Y. Vijaya Lakshmi

An increase in the rate of enrolment of children in the primary education is clearly visible in India. The credit for this goes to number of initiatives being taken in the country to ensure that each and every child gets access to quality education. The enactment of Right to Education Act (RtE) 2009 adds further strength and as a result, today we see that the concept of inclusion in education is getting broader. Inclusion in education is an ideology which emphasizes that we need to enjoy the existence of each and every child in education system and also we have to develop the skill of enjoying the diversity existing in the classrooms. Inclusion in education integrates all such efforts done by various stakeholders of education system which would remove the discrimination done in the system in the name of social aspects, gender, ability, language, caste/religion etc. Thus, today, inclusion in education means accepting and celebrating all kind of differences whether it is social, gender, ability, language, caste/religion etc. The present article presents efforts done by the primary school teachers of Gujarat state to minimize the exclusion factors and to bring improvement in Enrolment, Retention and quality of education. Key words: Enrolment, Retention and quality of education

[The Inheritance of Educational Inequality among Young People in Developing Countries](#)

Pastore, Francesco (University of Naples II) ; Roccisano, Federica (Catholic University Milan)

This letter provides new evidence on the extent of the inheritance of educational inequality in the eight developing countries (Azerbaijan, China, Egypt, Iran, Kosovo, Mongolia, Nepal, Syria) where the ILO carried out the first wave of School-to-Work Transition survey. We observe different patterns of correlation between the level of intergenerational mobility, the educational upgrade and the role of parents' in sons' and daughters' education.

[Education development in uzbekistan](#)

B. Nazarova ; S.Saidkarimova ; Sh. Obloqulova

The present level of scientific, technical and socio-economic development based on knowledge, determines the leading role of education in the renewal of all aspects of society. Education, among the factors influencing the functioning of the human potential, occupies a leading position. Radical reforms initiated in Uzbekistan, called for the creation of the education system that was adequate for socio-economic transformation of society and the perspectives of its development. The concept of reforming education, developed in Uzbekistan, envisages the followings as the most important goals: the reorientation of the education system to market economy and open society; creation of

equal opportunities foreducation as a condition for raising the standard of living; improvingthe system of financing education in order to provide a stable and qualified educational services and increase efficiency of resources utilization; improving the management of the education sector.The conc ept of public policy and the reform of education in Uzbekistan were embodied in the new Law “On Education” and the National Professional Training Program, adopted on August 29, 1997 by the Parliament of the Republic of Uzbekistan. Key words: education, development, uzbekistan

[Construction and standardization of the test of professional competence of school supervisors](#)

Alka Sapre

School supervision plays significant role in the development of education system, by monitoring the quality of schools and by supporting their improvement. For school supervision, supervisor plays an important role for the improvement of educational quality, controlling, decision making and guidance etc. The actions of supervisors are in principle based. For this supervisors should be competent enough. The research was of survey type, which consists of a multistage random sample of 252 supervisors of the GSEB English medium schools of Gujarat state. An opinionaire was constructed and standardized by the researcher and administered on the sample subject. The interpretation of data was done with the statistical methods mean, standard deviation and t-test. It was found that there exists the significant difference between the professional competence of male and female school supervisors and no significant difference found between the professional competence of granted and non-granted school supervisors. Key words: Professional Competence, Supervisors

[Efficiency of Australian TAFE and further education providers](#)

Fieger, Peter ; Villano, Renato ; Cooksey, Ray

Budgetary constraints on the public purse have led Australian Federal and State governments to focus increasingly on the efficiency of public institutions, including Technical and Further Education (TAFE) institutes. In this study, we define efficiency as the relationship between financial and administrative inputs and educational outputs. We employ stochastic frontier analysis in determining the efficiency of Australian TAFE institutes using data sourced from institutional annual reports, the Student Outcomes Survey and administrative databases. We found significant economies of scale effects and conclude that increasing institutional size for very small institutions may result in increased efficiencies.

[Ever Failed, Try Again, Succeed Better: Results from a Randomized Educational Intervention on Grit](#)

Sule Alan (University of Essex) ; Teodora Boneva (University of Cambridge) ; Seda Ertac (Koc University)

We show that grit, a non-cognitive skill that has been shown to be highly predictive of achievement, is malleable in the childhood period and can be fostered in the classroom environment. Our evidence comes from an evaluation of a randomized educational intervention implemented in elementary schools in Istanbul. Outcomes are measured via a novel incentivized real effort task and actual school grades on core subjects. We find that treated students are 1) more likely to choose to undertake a more challenging and more rewarding task against an easier but less rewarding alternative, 2) less likely to give up after failure, 3) more likely to exert effort to accumulate task-specific ability, and consequently, 4) more likely to succeed and collect higher payoffs. The intervention also has a

significant impact on school grades: We find that treated students are about 3 percentage points more likely to receive top grades in core academic subjects.

[Providing the right skills to all in China: From “made in China” to “created in China”](#)

Margit Molnar ; Vincent Koen

La Chine a fait ces dernières décennies des progrès impressionnants dans le domaine de l'éducation, même si l'accumulation de capital humain y a été moins rapide que l'accumulation de capital physique. À l'avenir, l'accès à l'éducation et la qualité de celle-ci seront déterminants pour favoriser la convergence économique avec les économies les plus avancées et compenser l'effet du vieillissement de la population. Il faudra pour cela s'atteler à la résolution d'un certain nombre de problèmes. Ainsi, l'accès à l'éducation préscolaire est encore loin d'être universel. À tous les échelons du système éducatif, les enfants de migrants, ainsi que les familles pauvres ou vivant en milieu rural, restent très désavantagés. L'importance donnée à l'apprentissage par coeur et aux examens reste excessive. Il faudrait aussi instaurer des passerelles plus nombreuses entre la formation professionnelle et l'enseignement général. Les étudiants diplômés ont souvent du mal à trouver un emploi correspondant à leurs attentes et les employeurs, pour leur part, ne trouvent pas toujours des candidats ayant les compétences requises. Malgré l'explosion du nombre des brevets chinois, la qualité de la majorité d'entre eux reste faible et les résultats en matière d'innovation sont modestes. Des réformes sont en cours pour s'attaquer à ces problèmes, mais les progrès doivent se poursuivre dans divers domaines, dans un contexte marqué par l'évolution rapide des exigences des marchés et le développement de l'économie de la connaissance. Les mesures à prendre en priorité doivent viser à mieux cibler et à accroître le financement de l'éducation, donner des chances plus importantes aux enfants issus de milieux socio-économiques défavorisés ou handicapés, réduire le rôle du soutien périscolaire, mettre moins l'accent sur la mémorisation et miser davantage sur la créativité, rendre la profession d'enseignant plus attrayante, améliorer l'information des étudiants sur les perspectives offertes par le marché du travail, développer la formation en entreprise, exploiter davantage les possibilités offertes par l'éducation en ligne, et promouvoir de manière plus efficace la recherche et l'innovation. Ce Document de travail a trait à l'Étude économique de l'OCDE de la Chine, 2015 www.oecd.org/fr/eco/etudes/etude-economique-chine.htm

[ICT AND ITS' ROLE IN PRIMARY MATHEMATICS EDUCATION](#)

Amarnath Murthy

We live in a dynamic society with knowledge increasing at an unpredictable rate. With the accompanying advance in technology, developing countries are no longer insulated from the effects of these changes, as evidenced by the extent to which the whole world is fast becoming a global village with constant interaction on many levels. One goal of education is the preparation of the young not only for this changed world, but also with the willingness and ability to face new and changing situations. Social, economic, and technological changes of the past decades are making education and training for all more crucial than ever. Yet, educational systems, to different degrees worldwide, are struggling to afford educational opportunities for all, to provide their graduates with the necessary knowledge and skills for evolving marketplaces and sophisticated living environments, and to prepare citizens for lifelong learning. To meet these challenges, countries have to focus concurrently on expanding access, improving internal efficiency, promoting the quality of teaching and learning right from the elementary level, and improving system management. Key words: ICT, education, mathematics

[Globalization and higher education in india: a world in one nest](#)

M. H. Prahalladappa

This paper examines the impact and challenges that the globalization brought to higher education in India. In the higher education segment of India substantial improvement is possible in both quantitative and qualitative terms. It is necessary to identify opportunities and threats to education sector and analyze them in a deep manner. The major objective is to make the segment of higher education in India more competitive globally. Key words: Higher Education in India, Globalization,

[Applicability of mass media in higher education in manipur](#)

Panthoi Khaidem

A society index lies on the education system of that society. Education are said to be an instrument that build up a society and it is one of the most needed tool that are needed in day to day life. It becomes one of the most important tools that are needed in every person in this modern world. It is a device that helps in building up a person personality, knowledge, power; confidence and sense of humor that are capable of providing them to build up a well developed and meaningful life. The main objective of the researcher in this paper is to highlight the higher education of Manipur, the steps that are needed to be taken up for higher education in Manipur and the role played by media in the education system of the state. In the society of Manipur media role is much needed as media are the one, who informed, communicated and educated a society. Having situated in the eastern most part of the country development in the state is far lacking behind. Good education and good education system is much needed in a state like Manipur for its development and to build up as a well cohesive society. Key words: Education, Media, tool, society, material, cohesive society.

[Effect of learning styles on learning achievement of secondary school students](#)

Mahesh Thakkar

The objectives of the study were to investigate the relationship between different learning styles and learning achievements of students studying at secondary schools. To investigate the relationship two types of data were collected. Firstly information about students learning styles were collected by using learning style questionnaire, secondly information about students' achievement was taken from the test conducted. The population of the study was students studying in class 9th of 10 deferent School of Ahmedabad. The sample (1580 students) was drawn by using multistage sampling technique .The data were collected by administering the questionnaires to students in their classes. It was found Students did not preferred collaborative and dependent learning style. They preferred to study at their own this leads that the class room activities were of no use for them. Their concern for the achievement showed their interest for examination. This showed that learning styles may not effect learning achievement but the system of examination effects the achievement. In the light of conclusions it was recommended that the system of examination may be connected with class room activities. It may focus on real classroom learning not to rote memorization. Key words: Learning Styles, Learning Achievement, Secondary School

[Finance management of un-aided private schools](#)

N. Pradhan ; Tomba Singh Thokchom

This paper is focused on finance management of un-aided private schools of Manipur. The objectives of study are process of budgeting, problems of during and after budgeting, sources and problems of

sources of finance, and possible ways to overcome these problems. Survey method is adopted in this study. The population of the study is constituted of 193 un-aided private schools of Manipur. Fifteen schools have selected by using random sampling technique for the study. The data were collected by using a questionnaire developed by the researcher. The main findings of the study are almost all the un-aided private schools of Manipur have faced financial problems; schools do not consult any expert person for preparing school financial budget, mostly trustee members and principals are involved in school financial budget; school's financial files, cash memo and received of any expenditure are unsystematically arranged in school. However, schools must manage financial condition and must provide quality education to students. Improper finance management in school is going to affect quality education in un-aided private schools of Manipur. Key words: Process of Budgeting, Finance management, un-aided private schools.

[Instruction and learning in teacher education programme](#)

Kalpana J. Modi

In India, where classrooms are intentionally structured in a manner that they could accommodate maximum number of children. Educators were involved in lecturing and not teaching. Children waited for teachers to deliver instructions, which they immediately captured in their notebooks and memorised and produced during exams. This was instructional approach. In the Learning approach, all of this would change. One major shift that learning approach could bring about in the Indian education system is to introduce constructivism in educational institutions. Considering constructivism is the only possible framework for teaching and learning. It is one way of thinking about how knowledge is formed and understanding takes place. Key words: Instruction, Teaching, Learning, Constructivism

[Assessing China's skills gap and inequalities in education](#)

Margit Molnar ; Boqing Wang ; Ruidong Gao

In recent years, many tertiary graduates have had difficulties finding a job, while factories have been struggling to recruit workers. Notwithstanding rapidly increasing education attainment, graduates' skills do not seem to match those demanded by the market. Moreover, structural changes in the economy aggravate the shortage of skills in newly emerging industries. While the problem is widely recognised, empirical studies of the issue are scarce and the skills gap has not been quantified. This paper aims at gaging the skills and knowledge gap of tertiary graduates of universities and vocational colleges across China. It also looks at the employment and wage prospects of graduates with different educational backgrounds. Inequalities in educational opportunities, stemming in particular from the urban-rural divide and to a lesser extent from the social background, shape careers and lives. The best primary and middle schools are located in the biggest cities and until recently children competed for a place at such schools. In third and fourth-tier cities or in rural areas, in contrast, there are fewer choices and thus less chance to get into a "model" high school or a top university. The family background also tends to have an impact on the choice of a school or profession and on future earnings. This paper discusses various aspects of inequalities related to the place of upbringing, family background and geographical area. Micro-level data analysis is complemented by an investigation into inequalities of various aspects of education at the city and county levels. This Working Paper relates to the 2015 OECD Economic Survey of China

[For whom are cities good places to live?](#)

Fredrik Carlsen (Department of Economics, Norwegian University of Science and Technology) ; Stefan Leknes (Department of Economics, Norwegian University of Science and Technology)

We use Norwegian data to evaluate the consumption hypothesis of geographical variation in educational attainment, i.e. that well-educated people particularly value the amenities provided by cities. Our results cast doubts on the hypothesis. After-tax real wages are higher in rural areas than in urban areas, suggesting that Norwegians are willing to forego purchasing power in order to enjoy urban amenities, but the urban purchasing power premium is roughly equal across education groups. Moreover, survey data in which respondents evaluate local amenities indicate a broad consensus between education groups about the advantages and disadvantages about city life as well as about the relationship between city size and the quality of local amenities.

[Spatial Distribution of Agglomeration Effects on the Returns to Education in Brazil](#)

Diana Lúcia Gonzaga da Silva ; Gervásio Ferreira dos Santos, Ricardo da Silva Freguglia

The objective of this paper is to analyze the spatial distribution of the agglomeration effect on wage differentials, from the returns to education in Brazil. To find the agglomeration effect on the returns to education in the 24 metropolitan areas in Brazil, a wage equation was estimated with the control of individual fixed effects and metropolitan areas effects, using a panel of micro data - RAIS-Migra - of formal workers. The results show that there is agglomeration gain of the return to education in Brazil. These gains are more favorable in the North and Northeast regions of Brazil. The metropolitan areas of the Center-South tend to generate higher earnings from individual skills of workers

[Education: tool for empowering women](#)

Kalpana J. Modi

Women have been given an inferior social status. Conservative social customs like sati, child marriage, dowry, social boycott of widows have made women's life miserable. Thus, women experience several accumulated disadvantages. They face not only gender discrimination of various degrees but also suffer the most from sexual harassment, atrocities and crimes. All these factors, coupled with the low female literacy rate, make the role of education very challenging. At present, there is an increasing awareness of the need to empower women in order to raise their status. It is strongly believed that providing education to women who have been denied opportunities in this area until now would bring about the desired changes. Intense efforts are being made to enhance the enrolment of women at all levels of education. In this paper the author has discussed why education is important for empowering women. The author also discusses the teenaged Pakistani activist Malala Yousafzai who was shot by Taliban gunmen in her native Pakistan for daring to attend school. Malala Yousafzai has given strong message to the world that all girls have right to attend school and realize their dreams. Key words: women's education, women's empowerment

[Examining elementary school children's extracurricular activity participation and their non-cognitive development using longitudinal data in Japan](#)

MATSUOKA Ryoji ; NAKAMURO Makiko ; INUI Tomohiko

This study attempts to reveal a mechanism of intergenerational transmission of advantages by assessing children's learning experiences outside school. Using four waves of the Japan's Longitudinal Survey of Babies in the 21st Century, the study investigates whether (1) children's participation in extracurricular activities (EAs) varies according to parents' educational backgrounds (as a proxy for socioeconomic status), (2) their EA participation is related to two aspects of their non-cognitive

development, and (3) the EA participation mediates a relation between parents' educational background and non-cognitive development. This study's results show that children with college-educated parents tend to participate in three categories of EAs: academics, high culture, and sports. These disparities in EA participation show a significant, albeit modest, association with children's behavior problems and orientation to school. This Japanese case reveals unequal access to adult-led structured learning opportunities in the private education market and indicates that children who participate in such activities gain positive benefits in terms of the non-cognitive aspects of development that are formally and informally evaluated by schoolteachers.

2. Sommaires de revues en éducation

Revues francophones :

[Revue Éducation et formations - n° 86-87, mai 2015](#)

Évaluation des acquis : principes, méthodologie, résultats

- Les évaluations standardisées des élèves. Perspective historique
Bruno Trosseille et Thierry Rocher
- Mesure des compétences. Méthodes psychométriques utilisées dans le cadre des évaluations des élèves
Thierry Rocher
- Les épreuves standardisées. Élément-clé du pilotage du système éducatif luxembourgeois,
Christophe Dierendonck, Amina Kafai, Antoine Fischbach, Romain Martin et Sonja Ugen
- L'évaluation des compétences des adultes. Quelles contraintes ? Quelles spécificités ?
Fabrice Murat et Thierry Rocher
- Méthodes de sondages utilisées dans les programmes d'évaluations des élèves. Émilie Garcia, Marion Le Cam et Thierry Rocher
- La motivation des élèves français face à des évaluations à faibles enjeux. Comment la mesurer ? Son impact sur les réponses
Saskia Keskaik et Thierry Rocher
- Détermination de standards minimaux pour évaluer les compétences du socle commun
Nicolas Miconnet et Ronan Vourc'h
- Une évaluation sous forme numérique est-elle comparable à une évaluation de type « papier-crayon » ?
Pascal Bessonneau, Philippe Arzoumanian et Jean-Marc Pastor

- Les compétences des élèves français en anglais en fin d'école et en fin de collège. Quelles évolutions de 2004 à 2010 ?
Sylvie Beuzon, Émilie Garcia et Corinne Marchois
- Évolution des acquis cognitifs au collège au regard de l'environnement de l'élève. Constat et mise en perspective longitudinale,
Linda Ben Ali et Ronan Vourc'h
- Nouvelles analyses de l'enquête PISA 2012 en mathématiques, un autre regard sur les résultats
Éric Roditi et Franck Salles
- Évaluation des compétences des jeunes en numératie lors de la Journée défense et citoyenneté, par Stéphane Herrero, Thomas Huguet et Ronan Vourc'h
Évaluation des effets du dispositif expérimental d'enseignement intégré de science et technologie (EIST)
Marion Le Cam et Olivier Cosnefroy

[Le Télémaque, n° 47 - 2015/1](#)

Michel Foucault : héritages et perspectives en éducation et formation

- La philosophie de François Châtelet
Alain Vergnioux
- L'interculturalité
Valentina Crispi
- Dossier : Michel Foucault : héritages et perspectives en éducation et formation
Hubert Vincent
- Un autre regard sur les disciplines scolaires
Francois Jacquet-Francillon
- De la "pédagogisation" des soins des malades chroniques aux dispositifs d'éducation thérapeutique
Nicolas Guirimand
- Foucault éducateur : un art de l'écriture et un modèle d'autoformation
Hubert Vincent
- La production des hétérotopies à l'école : souci de soi et subjectivation
Sílvio Gallo
- La question de l'écoute chez Michel Foucault
Annie Hourcade Sciou

- Foucault, lecteur de Plutarque : de la notion de savoir « éthopoétique » à la construction d'une « esthétique de l'existence »
Edouardo Machado
- L'expression de croyances dans les manuels d'histoire pour l'école publique : le cas de la Pologne avant et après 1989
Sébastien Urbanski

Revues anglophones :

[American Educational Research Journal, June 2015; Vol. 52, No. 3](#)

- Organizing English Learner Instruction in New Immigrant Destinations: District Infrastructure and Subject-Specific School Practice
Megan Hopkins, Rebecca Lowenhaupt, and Tracy M. Sweet
- Teacher Collaboration in Instructional Teams and Student Achievement
Matthew Ronfeldt, Susanna Owens Farmer, Kiel McQueen, and Jason A. Grissom
- Intervention for First Graders With Limited Number Knowledge: Large-Scale Replication of a Randomized Controlled Trial
Russell Gersten, Eric Rolfhus, Ben Clarke, Lauren E. Decker, Chuck Wilkins, and Joseph Dimino
- Year One Results From the Multisite Randomized Evaluation of the i3 Scale-Up of Reading Recovery
Henry May, Abigail Gray, Philip Sirinides, Heather Goldsworthy, Michael Armijo, Cecile Sam, Jessica N. Gillespie, and Namrata Tognatta

[British Journal of Educational Technology, Volume 46, Issue 3, May 2015](#)

- Will MOOCs transform learning and teaching in higher education? Engagement and course retention in online learning provision
Sara Isabella de Freitas, John Morgan and David Gibson
- Massive open online courses (MOOCs): Insights and challenges from a psychological perspective
Melody M Terras and Judith Ramsay
- Methodological approaches in MOOC research: Retracing the myth of Proteus
Juliana Elisa Raffaghelli, Stefania Cucchiara and Donatella Persico
- What public media reveals about MOOCs: A systematic analysis of news reports
Vitomir Kovanović, Srećko Joksimović, Dragan Gašević, George Siemens and Marek Hatala

- Survey of learning experiences and influence of learning style preferences on user intentions regarding MOOCs
Ray I Chang, Yu Hsin Hung and Chun Fu Lin
- Experiential online development for educators: The example of the Carpe Diem MOOC
Gilly Salmon, Janet Gregory, Kulari Lokuge Dona and Bella Ross
- Who are with us: MOOC learners on a FutureLearn course
Tharindu Rekha Liyanagunawardena, Karsten Øster Lundqvist and Shirley Ann Williams
- Digging deeper into learners' experiences in MOOCs: Participation in social networks outside of MOOCs, notetaking and contexts surrounding content consumption
George Veletsianos, Amy Collier and Emily Schneider
- E-assessment: Institutional development strategies and the assessment life cycle
Carmen Tomas, Michaela Borg and Jane McNeil
- A tool for learning or a tool for cheating? The many-sided effects of a participatory student website in mass higher education
Tereza Stöckelová and Tereza Virtová

[Compare: A Journal of Comparative and International Education, Volume 45, Issue 3, May 2015](#)

- Becoming a secondary school teacher in England and France: contextualising career 'choice'
Marie-Pierre Moreau
- Exploring teachers' beliefs about teacher learning in professional learning communities and their influence on collegial activities in two departments
Angela Choi Fung Tam
- Student teachers' views of practicums (teacher training placements) in Turkish and English contexts: a comparative study
Hugh Busher, Müge Gündüz, Melek Cakmak & Tony Lawson

[Educational Evaluation and Policy Analysis, June 2015; Vol. 37, No. 2](#)

- Teachers Without Borders: Consequences of Teacher Labor Force Mobility
Kevin C. Bastian and Gary T. Henry
- Which Instructional Practices Most Help First-Grade Students With and Without Mathematics Difficulties?
Paul L. Morgan, George Farkas, and Steve Maczuga

- Examining Teacher Effectiveness Using Classroom Observation Scores: Evidence From the Randomization of Teachers to Students
Rachel Garrett and Matthew P. Steinberg
- The Effects of English as a Second Language Courses on Language Minority Community College Students
Michelle Hodara

[Educational Review, Volume 67, Issue 3, August 2015](#)

- Is a sociology of special and inclusive education possible?
Sally Tomlinson
- School culture and teenage substance use: a conceptual and operational framework
Wolfgang A. Markham
- “They just don’t seem to really care, they just think it’s cool to sit there and talk”: laddism in university teaching-learning contexts
Carolyn Jackson, Steve Dempster & Lucie Pollard
- Putting “structure within the space”: spatially un/responsive pedagogic practices in open-plan learning environments
Sue Saltmarsh, Amy Chapman, Matthew Campbell & Christopher Drew

[Educational Studies, Volume 51, Issue 3, May-June 2015](#)

- For the Love of Our Children: Hannah Arendt, the Limits of Freedom and the Role of Education in a Culture of Violence
Mordechai Gordon

[Educational Theory, Volume 65, Issue 3 Pages 239 - 361, June 2015](#)

- Schooling in Capitalism: Navigating the Bleak Pathways of Structural Fate
Kevin Murray and Daniel P. Liston
- Dystopian Social Theory and Education
Paul Warmington
- Mapping the Contours of Neoliberal Educational Restructuring: A Review of Recent Neo-Marxist Studies of Education and Racial Capitalist Considerations
Clayton Pierce
- Reframing the Question of Whether Education Can Change Society
Michael W. Apple

- Capitalism, Race, and the Role of Schools in Social Transformation: A Response
Pauline Lipman

[Gender and Education, Volume 27, Issue 4, July 2015](#)

- Shaping a gender equality policy in higher education: which human capabilities matter?
Sonja Loots & Melanie Walker
- Exploring women faculty's experiences and perceptions in higher education: the effects of feminism?
Brooke Midkiff
- Researching female professors: the difficulties of representation, positionality and power in feminist research
Kate Hoskins
- 'The voice inside herself': transforming gendered academic identities in educational administration
Janice Wallace & Dawn Wallin
- The role of Women's/Gender Studies in the changing lives of British women
Gill Kirkup, Liz Whitelegg & Iris Rowbotham
- Working-class girls in a foreign land. Social class and settling into university in a cross-current between two cultures
Mari Käyhkö

[History of Education, Volume 44, Issue 4, July 2015](#)

- Historians of education and social media
Charlotte Rochez
- Multiplying the origins of mass schooling: an analysis of the preconditions common to schooling and the school building process in Sweden, 1840–1900
Johannes Westberg
- The influence of the school hygiene and paedology movement on the early development of special education in Greece, 1900–1940: the leading role of Emmanuel Lambadarios.
Dimitris Anastasiou, Sophia Iliadou-Tachou & Antonia Harisi
- Identifying the 'subnormal' child in an age of expansion of special education and child science in the Netherlands (c.1945–1965)
Nelleke Bakker

[Innovations in Education and Teaching International, Volume 52, Issue 4, August 2015](#)

- The internationalisation of curricula: the complexity and diversity of meaning in and beyond Japanese universities
Hiroyuki Takagi
- The development of a shared e-learning resource across three distinct programmes based at universities in England, Ireland and Scotland
Abbey Hyde, Julie McGarry, Sue Thompson, Kay Wilkie & Aimee Aubeeluck
- Tearing up the page: re-thinking the development of effective learning environments in higher education
Stewart T. Cotterill
- eABLE: embedding social media in academic curriculum as a learning and assessment strategy to enhance students learning and e-professionalism
Claudia Megele
- College students' perceptions of short message service-supported collaborative learning
Naser Zamani-Miandashti & Pouria Ataei
- Solution-focused self-help for improving university students' well-being
Rytis Pakrosnis & Viktorija Cepukiene

[International Journal of Inclusive Education, Volume 19, Issue 7, July 2015](#)

- Conceptualising diversity in a rural school
Stephanie Tuters
- 'In the too hard basket': issues faced by 20 rural Australian teachers when students with disabilities are included in their secondary classes
Susan Kuhl, Paul Pagliano & Helen Boon
- Children from the Dalit community in rural Nepal: a challenge to inclusive education
Damodar Khanal
- Cosmopolitanism and rural education: a conversation
Carol Reid
- 'Make My Day, Shoot a Teacher': tactics of inclusion and exclusion, and the contestation of community in a rural school–community conflict
Erin McHenry-Sorber & Kai A. Schafft
- What do you mean? An educational researcher's reflections regarding 'rural' when rural is home

M. Tanya Brann-Barrett

[International Journal of Educational Research, Volume 71, Pages 1-118, 2015](#)

- Exploring the relation between socio-economic status and reading achievement in PISA 2009 through an intercepts-and-slopes-as-outcomes paradigm
Khurrem Jehangir, Cees A.W. Glas, Stephanie van den Berg
- Successes and challenges of implementing a teacher education project in rural Sierra Leone
Peter McDermott, Nancy Allen
- Considering early childhood education teachers' perceptions of risk
Colette Daiute, Zena Eisenberg, Vera M.R. de Vasconcellos
- The impact of an assessment policy upon teachers' self-reported assessment beliefs and practices: A quasi-experimental study of Indian teachers in private schools
Gavin T.L. Brown, Harish Chaudhry, Ratna Dhamija
- Appreciation of a constructivist curriculum for learning theoretical knowledge by social work students with different kinds and levels of learning motivation
Marijke van Bommel, Henny P.A. Boshuizen, Kitty Kwakman

[Journal of Higher Education Policy and Management, Volume 37, Issue 3, June 2015](#)

- Gender equality in academia: a critical reflection
Hilary P.M. Winchester & Lynette Browning
- The nature of choice and value for services and amenities in Australian universities
Omer Yezdani
- Students' everyday engagement with digital technology in university: exploring patterns of use and 'usefulness'
Michael Henderson, Neil Selwyn, Glenn Finger & Rachel Aston
- The current status of teaching staff innovation competence in Ugandan universities: perceptions of managers, teachers, and students
George Wilson Kasule, Renate Wesselink, Omid Noroozi & Martin Mulder

[Journal of Planning Education and Research, June 2015; Vol. 35, No. 2](#)

- Planning Skills: An Examination of Supply and Local Government Demand
Andrew J. Greenlee, Mary Edwards, and Jerry Anthony

[Journal of Philosophy of Education, Volume 49, Issue 2 Pages 163 - 327, May 2015](#)

- On the Contemporary Applications of Mindfulness: Some Implications for Education
Terry Hyland
- The Deeper Teachings of Mindfulness-Based 'Interventions' as a Reconstruction of 'Education'
Oren Ergas
- Experiencing Change, Encountering the Unknown: An Education in 'Negative Capability' in Light of Buddhism and Levinas
Sharon Todd
- Improvisation and Meditation in the Academy: Parallel Ordeals, Insights, and Openings
Edward Sarath

[Journal of Psychoeducational Assessment, July 2015; Vol. 33, No. 4](#)

- Implications for Educational Classification and Psychological Diagnoses Using the Wechsler Adult Intelligence Scale–Fourth Edition With Canadian Versus American Norms
Allyson G. Harrison, Alana Holmes, Robert Silvestri, and Irene T. Armstrong
- All Together Now: Measuring Staff Cohesion in Special Education Classrooms
Hilary E. Kratz, Jill Locke, Zinnia Piotrowski, Rachel R. Ouellette, Ming Xie, Aubyn C. Stahmer, and David S. Mandell
- Development and Initial Validation of the Coping With Academic Demands Scale: How Students in Accelerated High School Curricula Cope With School-Related Stressors
Shannon M. Suldo, Robert F. Dedrick, Elizabeth Shaunessy-Dedrick, Sarah A. Fefer, and John Ferron

[Oxford Review of Education, Volume 41, Issue 3, June 2015](#)

- Too pale and stale: prescribed texts used for teaching culturally diverse students in Australia and England
Melissa Reshma Jogie
- Why do East Asian children perform so well in PISA? An investigation of Western-born children of East Asian descent
John Jerrim
- The role of parents in young people's education—a critical review of the causal evidence
Beng Huat See & Stephen Gorard
- What happened to the Beacon schools? Policy reform and educational equity

Emma Smith

- The rise and decline of the International Baccalaureate Diploma Programme in the United Kingdom
Tristan Bunnell
- Valuing the future: should educational benefits be discounted?
Tal Gilead

[Social Science Quarterly, Volume 96, Issue 2 Pages 297 - 683, June 2015](#)

- Measuring Drug and Alcohol Use Among College Student-Athletes
James N. Druckman, Mauro Gilli, Samara Klar and Joshua Robison

[Sociology, June 2015; Vol. 49, No. 3](#)

- Inequality in Access to Social Capital in the Netherlands
Frank van Tubergen and Beate Volker

[Studies in Educational Evaluation, Volume 46, Pages 1-102, September 2015](#)

- Reflections on professional learning: Choices, context and culture
Susan Van Schalkwyk, Brenda Leibowitz, Nicoline Herman, Jean Farmer
- Uncovering changes in university teachers' professional networks during an instructional development program
Sara Van Waes, Piet Van den Bossche, Nienke M. Moolenaar, Ann Stes, Peter Van Petegem
- Evaluating a teaching development grants program: Our framework, process, initial findings, and reflections
Gregory Hum, Cheryl Amundsen, Esma Emmioglu
- Demonstrating the impact of educational development: The case of a course design collaborative
K. Lynn Taylor, Sandra K. Znajda
- The development of academics' teacher identity: Enhancing reflection and task perception through a university teacher development programme
Anne Nevgi, Erika Lofstrom
- Design, implementation, and evaluation of an ePortfolio approach to support faculty development in vocational education
Annemarieke Hoekstra, Jocelyn R. Crocker
- Examining faculty questions to facilitate instructional improvement in higher education

Susan Bickerstaff, Maria S. Cormier

- An evaluation framework for identifying the effectiveness and impact of academic teacher development programmes
Denise Chalmers, Di Gardiner
- Higher education teachers' professional learning: Process and outcome
Alenoush Saroyan, Keith Trigwell

[Teaching in Higher Education, Volume 20, Issue 5, July 2015](#)

- Teacher preparation in Malaysia: needed changes
Pauline Swee Choo Goh & Damian Blake
- Role-play and student engagement: reflections from the classroom
Rachel Stevens
- Towards student-centred conceptions of teaching: the case of four Ethiopian universities
Adinew Tadesse Degago & Luckson Muganyizi Kaino
- The house that Jack built: neoliberalism, teaching in higher education and the moral objections
Ewan Ingleby
- Student and teacher co-navigation of a course: following the natural lines of academic enquiry
Mark Huxham, Megan Hunter, Angela McIntyre, Robin Shilland & Jan McArthur
- Exploring of new models of research pedagogy: time to let go of master-apprentice style supervision?
Scott Harrison & Catherine Grant

[The Economic Journal, Volume 125, Issue 584 Pages 621 - 909, May 2015](#)

- Does Management Matter in schools?
Nicholas Bloom, Renata Lemos, Raffaella Sadun and John Van Reenen

3. Livres intéressants



Sous la direction de Claire Beaumont, Benoît Galand & Sonia Lucia. **Les violences en milieu scolaire. Définir, prévenir, agir.** Laval : Presses de l'Université de Laval, mars 2015. 204 p.

Cet ouvrage est le fruit d'un travail collectif regroupant des chercheurs français, belges, suisses, espagnols et québécois autour du thème de la violence à l'école. Il permet un regard croisé sur différents facteurs qui peuvent influencer la mise en place d'interventions appropriées pour prévenir et réduire la violence en milieu scolaire. Écrit dans un langage accessible, cet ouvrage s'adresse aux personnels scolaires et aux étudiants en éducation, mais il peut aussi intéresser les chercheurs ou toute autre personne qui souhaite approfondir ses connaissances ou amorcer une réflexion sur le sujet en bénéficiant de résultats de recherches récentes.