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Veille de l'IREDU

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Acquisition de compétences

Bangoura, M., Laville, B., & Schonfeld, S. (2019). ***Mutations sociétales & nouvelles compétences : quels impacts sur les organisations ?*** (p. 64). Consulté à l'adresse Conférence des présidents d'université ; Conférence des grandes écoles ; Comité 21 website: http://www.cpu.fr/wp-content/uploads/2019/10/Etude_Mutations-soci%C3%A9tales-et-nouvelles-comp%C3%A9tences.pdf
L'étude « Mutations sociétales et nouvelles compétences : quels impacts sur les organisations ? » s'inscrit dans une volonté commune de la Conférence des Grandes Écoles (CGE) et de la Conférence des Présidents d'Université (CPU) d'identifier et de comprendre les enjeux sociétaux actuels qui interpellent les employeurs – privés et publics - et qui ont des conséquences sur leurs besoins en compétences RH. Il s'agit de (i) donner un éclairage aux acteurs de l'enseignement supérieur et de la recherche pour orienter l'adaptation de leur offre de formation aux besoins des organisations, (ii) de partager entre des organisations de natures et de secteurs d'activités divers des expériences sur les impacts des mutations sociétales sur leurs métiers respectifs.

Bronckart, E. B. (2019). **Des « jeux sémiologiques » à la base du développement et des apprentissages**. *Raisons éducatives*, *N° 23*(1), 19-45. http://www.cairn.info/revue-raisons-educatives-2019-1-page-19.htm
Cette contribution discute les caractéristiques et le rôle des verbalisations eu égard aux processus d'apprentissage et de développement. La première partie propose une analyse théorique du statut et du fonctionnement du langage verbal humain, et montre que ce système sémiotique ne constitue nullement une traduction directe d'entités extraverbales, notamment cognitives. La deuxième partie aborde la manière dont la verbalisation a fait l'objet d'un ensemble de recherches portant sur le rôle des productions verbales en situation didactique ou dans des dispositifs de formation des enseignants. La troisième partie montre, au travers de quelques exemples, que les processus de restructuration des savoirs mobilisent des « jeux sémiologiques », c'est-à-dire une dynamique verbale stratifiée, impliquant plusieurs niveaux d'organisation du langage et la construction d'entités signifiantes de rangs différents.

Brunsting, N. C., Mischinski, M., Wu, W., Tevis, T., Takeuchi, R., He, Y., … Coverdell, T. L. (2019). **International Students' Social Outcomes, Educational Status, and Country of High School Graduation**. *Journal of Studies in International Education*, *23*(5), 589-606. https://doi.org/10.1177/1028315318825362
Despite the increase in methodological sophistication and complexity of models being tested for international student adjustment to universities in the United States (U.S.), researchers often do not test or control for salient demographic differences between students, including their educational status (i.e., graduate or undergraduate) and country in which they graduated high school. The current study was designed to examine whether demographic variables are associated with a range of social outcomes. Participants (N = 245) from 23 U.S. colleges and universities completed a survey in Fall 2017. Undergraduate students reported having a higher number of close friends at their institution than did graduate students; however, they also reported a lower sense of belonging than did graduate students. Students who graduated from high school in the United States reported less social support from international students at university. Implications for students and for future research are provided.

CATTANEO, A., EVI-COLOMBO, A., & RUBERTO, M. (2019). ***Video pedagogy for vocational education: an overview of video-based teaching and learning***. Consulté à l'adresse https://www.etf.europa.eu/sites/default/files/2019-08/video_pedagogy_for_vocational_education.pdf
How can video be used for learning purposes? This report provides an overview in three contexts: teacher training and professional development, school-based learning, and corporate training. Some initiatives taken from ETF partner countries briefly illustrate the use of video-related educational projects.

Delarue-Breton, C. (2019). **Le dialogue scolaire, un genre discursif frontalier**. *Raisons educatives*, *N° 23*(1), 47-69. http://www.cairn.info/revue-raisons-educatives-2019-1-page-47.htm?contenu=resume
Trop souvent considérée comme une activité autosuffisante pour apprendre, permettant per se l'appropriation des savoirs, la verbalisation, qui recouvre des activités langagières variées, s'inscrit dans une forme dialogale qui va bien au-delà d'une simple conversation qui se trouverait avoir lieu à l'école. Situé à la frontière entre genre conversationnel et genre institué, le dialogue scolaire peut être considéré comme un genre discursif contraint par la sphère sociale dans laquelle il s'inscrit (l'école), et par les enjeux discursifs, pourtant opaques pour une partie des élèves, qui font sa raison d'être. Cette contribution propose de définir les traits caractéristiques de ce genre discursif, et d'établir une typologie des significations produites par les élèves, utile pour mieux comprendre les inégalités d'apprentissage et de réussite scolaire. La description du dialogue scolaire et des significations qui s'y produisent conduira à définir quelques nécessités du discours pédagogique.

Gottsmann, L. (2019). ***La construction d'un agir compétent en Éducation Physique : analyse de l'expérience des élèves et du processus de typification des connaissances*** (Thèse en sciences de l'éducation, Université Clermont Auvergne). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-02311142
La compétence est entendue comme un agir compétent efficace et situé dans une famille de situations, constitué de connaissances expérientielles et typicalisées. L'objectif de notre travail est d'analyser le processus de typification des connaissances des élèves, à partir de leur expérience vécue, et d'identifier des conditions favorables et défavorables à la construction de compétences en lien avec les attendus de l'enseignant. Ce travail s'inscrit dans le cadre théorique et méthodologique du cours d'action (Theureau, 2006) postulant que l'activité est cognitive, située et se transforme au fil des expériences des individus à travers des structures archétypes (Gal-Petitfaux & Durand, 2001). Nous avons recueilli trois types de données : a) les documents de planification de l'enseignant ; b) les données d'enregistrement de l'activité des élèves et de l'enseignant en classe ; c) les données de verbalisation des élèves au cours d'entretiens d'auto-confrontation post-séance. Nous avons ensuite retranscrit ces données afin de repérer plusieurs dimensions expérientielles chez les élèves : le Representamen, l'Engagement et les connaissances mobilisées et transformées. Ce repérage a permis ensuite d'analyser la dynamique de typification des connaissances au cours de chaque leçon et d'en identifier les conditions favorables et défavorables par rapport aux attendus de l'enseignant en termes de compétence visée. Deux études de cas ont été menées, l'une en collège (classe de 3e) en Tennis de Table, et l'autre en lycée (classe de Terminale générale) en Basket-ball. Les résultats ont mis en

évidence plusieurs catégories de connaissances typifiées par les élèves, renvoyant aux règles du jeu, à l'évaluation de son niveau de jeu et des autres élèves ou encore à la qualité du jeu. Plusieurs conditions mises en place par l'enseignant favorisent la typification des connaissances : a) la stabilité des situations sur le plan des règles du jeu ; b) la mise en place d'outils de repérage tout au long d'une séquence ; c) des artefacts qui sont en lien avec les buts des élèves ; d) des interactions entre les élèves favorisées par un objectif commun ; e) des interactions avec l'enseignant qui questionnent leurs préoccupations pour ensuite les aider à transformer leurs connaissances. La typification des connaissances par les élèves a parfois été freinée par plusieurs éléments : a) une perception de la familiarité focalisée sur les règles du jeu ; b) un détournement de certains artefacts par rapport à l'utilisation attendue par l'enseignant ; c) des consignes délivrées par l'enseignant qui ne font pas sens pour l'élève. Ces résultats sont discutés autour de trois questions : la perception de la familiarité par les élèves, les conditions d'introduction des artefacts et la forme des interactions au sein de la classe. Plusieurs pistes professionnelles sont envisagées autour des caractéristiques des situations favorables à la construction d'un agir compétent.

Guitard-Morel, J. G. (2019). **Construire de nouvelles compétences d'apprentissage : Pratiques langagières orales et écoles (éloignées) en réseau**. *Ecoles, territoires et numérique : quelles collaborations ? quels apprentissages ?* Présenté à Clermont-Ferrand, France. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-02314199
L'action-recherche conduite dans le dispositif ÉÉR questionne la construction des compétences langagières orales des élèves de cycle III. La question de recherche-didactique du français et enseignement de l'oral-mesure en quoi le dispositif ÉÉR encourage ou non la construction de compétences langagières orales des élèves du cycle III. L'article analyse comment la synergie impulsée par l'élaboration d'une WEBRADIO et de scénarii spécifiques de la didactique de l'oral, tâche professionnelle réputée très complexe (Laparra, 2008), contribue ou non à la consolidation de la maîtrise de la langue en développant des compétences oratoires et en fédérant une communauté enseignante autour d'un même projet. Le brouillon d'oral est alors apparu comme un outil facilitateur de mobilisation de ces compétences langagières orales.

He, Q., Borgonovi, F., & Paccagnella, M. (2019). ***Using process data to understand adults' problem-solving behaviour in the Programme for the International Assessment of Adult Competencies (PIAAC): Identifying generalised patterns across multiple tasks with sequence mining***. https://doi.org/10.1787/650918f2-en
The Survey of Adult Skills, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC), used computers as the main assessment deliver platform. This enabled the Programme to collect data not only on whether respondents were able to solve specific tasks, but also on how they approached the problems at hand and how much time they spent on them. This paper draws on this information to characterise individuals' problem-solving strategies using the longest common subsequence (LCS) method, a sequence-mining technique commonly used in natural language processing and biostatistics. The LCS is used to compare the action sequences followed by PIAAC respondents to a set of "optimal" predefined sequences identified by test developers and subject matter experts. This approach allows studying problem-solving behaviours across multiple assessment items.

Heng, T. T. (2019). **Understanding the Heterogeneity of International Students' Experiences: A Case Study of Chinese International Students in U.S. Universities**. *Journal of Studies in International Education*, *23*(5), 607-623. https://doi.org/10.1177/1028315319829880
Scholars have critiqued the current understanding of international students for glossing over its diversity, resulting in the reification of the "international student experience" as either homogeneous or clustered along nationality. Through a qualitative case study of 18 Chinese international students, this article examines the heterogeneity of their experiences despite a common nationality. Findings reveal that Chinese international students' communication in English, engagement with subject content, preparation for the future, and participation in extracurricular activities vary by year of study, field of study, and, to a small extent, gender. Even within a single nationality, experiences of students are uneven and intersect across various categorical lines, suggesting the possibility that other international students may encounter diverse and intersectional experiences as well. Findings point to how we need to re-conceive and research international students by examining the heterogeneous nature of their experiences, and how higher education institutions can differentiate support given to internationals.

Jarraud, F. (2019, octobre 10). **L'Ecole, la créativité et l'OCDE**. Consulté 10 octobre 2019, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2019/10/10102019Article637062892107399099.aspx
Peut-on et doit-on enseigner la créativité et la pensée critique ? Avec « Fostering Student's Creativity and Critical Thinking », l'OCDE rend compte d'une expérimentation internationale menée dans 11 pays, dont la France, pour favoriser le développement de la pensée critique et de la créativité dans l'enseignement. L'ouvrage propose des démarches pédagogiques et dresse un premier bilan pour chacune des 13 équipes.

Labidi, S., Chnane-Davin, F., & Gouaïch, K. (2019). ***The impact of digital tablets in teaching - learning Arabic writing***. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-02314019
Le projet Arabesc permet d'intégrer plusieurs champs disciplinaires tels que les neurosciences, la psychologie cognitive, les Sciences de l'éducation. L'objectif principal du projet est de s'interroger si changer la façon d'écrire impacte, ou pas, les capacités de l'élève dans le cadre de l'apprentissage de la langue arabe comme langue vivante étrangère. Pour y répondre, l'étude compare les performances cognitives des élèves à partir de différents supports d'écritures : les supports numériques (le clavier, le stylet tablette) et l'écriture standard (manuscrite).

Ma, S., Liu, Y., & Zhou, M. (2019). **Trade, educational costs, and skill acquisition**. *Review of International Economics*, *27*(5), 1460-1479. https://doi.org/10.1111/roie.12431
A model of heterogeneous agents is built to study the effects of trade and educational costs in shaping individual educational outcomes and their aggregate distribution. In a two-country model, trade has nonmonotonic impacts on individual education choices and causes education and job polarization for both countries. We use this model to evaluate the effects of reductions in educational costs. A reduction in educational cost has no impact on occupational choice in a closed economy. In the open economy, however, it creates an expanded middle class in the home country, whereas the opposite happens in its trading partner.

Perpignan, C., Robin, V., Baouch, Y., & Eynard, B. (2019). **Ecodesign from High School to Bachelor Level: A French Case Study**. *International Confrence on Engineering Design, ICED 2019*, *1*, 3261-3270. https://doi.org/10.1017/dsi.2019.333

Reverdy, C. (2019). **Les projets à l'école : à quelles conditions favorisent-ils l'apprentissage ?** *Edubref*. Consulté à l'adresse https://f.hypotheses.org/wp-content/blogs.dir/464/files/2019/07/Edubref-octobre-2019.pdf
Alors que le « mode projet » est une mode en soi, cet Edubref se penche sur le processus d'apprentissage des élèves ou des étudiants lorsqu'ils réalisent un projet en classe. Pour les professionnels de l'éducation, les projets pédagogiques sont encouragés depuis plusieurs décennies, mais reposent le plus souvent sur l'engagement de certains enseignants. C'est pour étudier ce qui pousse les enseignants et les établissements à pratiquer malgré tout ce « loisir » que le projet Erasmus+ Cross-curricular Teaching (CROSSCUT) a été lancé en 2016. Il étudie les freins et les leviers dans la mise en place de pratiques interdisciplinaires, dont les projets, et propose une formation aux enseignants du secondaire. Cet projet est évoqué dans cet Edubref. [d'après résumé éditeur]

Rey, B. (2019). ***ENSEIGNEMENT ET APPRENTISSAGE DANS LE SECONDAIRE - Un état des connaissances et des problèmes***. Consulté à l'adresse http://www.editions-academia.be/index.asp?navig=catalogue&obj=livre&isbn=9782806104885&utm_source=phplist&utm_campaign=message_27785&utm_medium=email&utm_content=lienTitre
Qu'est-ce qu'un savoir ? Comment conduire tous les élèves à comprendre et à utiliser les savoirs scolaires ? Comment interpréter les erreurs des élèves ? Que faut-il faire pour que les élèves apprennent ? Faut-il mettre les élèves en activité dans la classe ? Pour que l'enseignant du secondaire sache répondre efficacement aux difficultés de certains élèves, il doit envisager les différentes dimensions de son métier avec des catégories plus affinées que celles qu'offre la pensée courante.

VINCENT-LANCRIN, S., GONZALEZ-SANCHO, C., BOUCKAERT, M., LUCA, F. D., FERNANDEZ-BARRERRA, M., JACOTIN, G., … VIDAL, Q. (2019). ***Fostering students' creativity and critical thinking: What it means in school***. Consulté à l'adresse https://read.oecd-ilibrary.org/education/fostering-students-creativity-and-critical-thinking_62212c37-en#page4

Aspects économiques de l'éducation

Hovhannisyan, N., & Sedgley, N. (2019). **Using panel VAR to analyze international knowledge spillovers**. *Review of International Economics*, *27*(5), 1633-1660. https://doi.org/10.1111/roie.12438
Technology diffusion often plays a critical role in models of trade and economic growth. Most existing empirical tests for international technology spillovers suggest some role for spillovers in explaining productivity growth. It has been relatively difficult, however, to identify separate roles for the direct and indirect channels of knowledge spillovers. The influence of these channels is often confounded owing to the focus on total-factor productivity (TFP) and R&D spending within a cross-section or panel data setting. This paper employs an alternative methodology to investigate the role of direct

knowledge spillovers. Using citation-weighted domestic patents, citation-weighted foreign patents and value added for 14 U.S. manufacturing industries over the period 1977 to 2004 a panel VAR methodology is employed to investigate the dynamic role of direct and indirect knowledge spillovers. Evidence for the role of the direct knowledge spillovers channel is found—an increase in citation-weighted patents abroad directly increases the measure of domestic citation-weighted patents, after accounting for the influence of productivity/value added. The role of foreign innovative activity, however, is small relative to the role of U.S. innovative activity in explaining the dynamics of industry value added.

Ma, S., Liu, Y., & Zhou, M. (2019). **Trade, educational costs, and skill acquisition**. *Review of International Economics*, *27*(5), 1460-1479. https://doi.org/10.1111/roie.12431
A model of heterogeneous agents is built to study the effects of trade and educational costs in shaping individual educational outcomes and their aggregate distribution. In a two-country model, trade has nonmonotonic impacts on individual education choices and causes education and job polarization for both countries. We use this model to evaluate the effects of reductions in educational costs. A reduction in educational cost has no impact on occupational choice in a closed economy. In the open economy, however, it creates an expanded middle class in the home country, whereas the opposite happens in its trading partner.

Aspects psychologiques de l'éducation

Gay, P., & Shankland, R. (2019). **Quel rôle donner aux émotionsdans la formation et l'enseignement ?** *Formation et pratiques d'enseignement en questions*, (24), 7-15. http://revuedeshep.ch/pdf/24/24-01-Gay-Shankland
Ce papier présente un argumentaire sur l'intérêt de prendre en compte les émo-tions dans la formation des enseignants. Après avoir défini le concept d'émo-tions et montré tout l'intérêt de les prendre en compte dans les apprentissages et la formation, les auteurs s'appuient sur les objectifs du Plan d'études romand pour présenter différents modèles et différentes pistes utiles possibles à mettre en oeuvre soit au niveau des élèves soit au niveau des futurs enseignants.

Heutte, J. (2019). **Clarification des fondements épistémologiques de la recherche fondamentale à visée pragmatique concernant le fonctionnement humain optimal. lever quelques ambiguïtés, controverses et/ou polémiques suscitées par la psychologie positive**. *Tréma*, (52). https://doi.org/10.4000/trema.5611
Sous l'impulsion initiale de Seligman et de Csikszentmihalyi, le début de ce millénaire restera marqué par l'émergence de la psychologie positive qui peut être considérée comme la quatrième vague dans l'évolution de la psychologie, les trois premières vagues étant, respectivement, le modèle de la maladie, le behaviorisme et la psychologie humaniste. Depuis, progressivement, sur tous les continents, le monde de la psychologie et de la psychothérapie amorce une évolution radicale. Cependant dans la communauté française et francophone ce champ de recherche semble porteur de nombreux malentendus. Afin de lever certains doutes, cet article souhaite rappeler les fondements épistémologiques (historique, philosophique, méthodologique...) de la science de l'expérience optimale en tant que champ de recherche empirique concernant l'expérience positive subjective, depuis la création du Positive Psychology

Steering Commitee constitué par Csikszentmihalyi, Diener, Hall Jamieson, Peterson et Vaillant, en 1999, jusque ses dernières évolutions, notamment sous l'influence de la communauté des chercheurs européens. Il a aussi pour objectif de lever quelques ambiguïtés originelles concernant certains termes (optimal, positif et positiviste) qui parfois peuvent être l'objet de controverses (voire de polémiques idéologiques infondées) quand ils sont mal traduits ou interprétés.

Jaillet, A. (2019). **Cerveau, émotions et bonheurs : apprendre par le « Hard Fun »**. *Tréma*, (52). https://doi.org/10.4000/trema.5340
Pour penser la place du bien-être et du bonheur dans les apprentissages, les neuro-sciences sont un apport non négligeable à la réflexion sur l'apprendre. Mais l'apprentissage est un processus est beaucoup plus complexe que ce que tout spécialiste de l'imagerie cérébrale peut proposer. Tous les cerveaux apprennent de la même façon ? C'est in situ, dans un contexte, en prenant en compte les interactions, les vécus et expériences de situation et de communication, les cultures mais aussi les émotions que les sujets interagissent. Ces questions souvent travaillées sur un versant sociologique, gagnerait à utiliser les apports de l'anthropologie de la communication dans la lignée des travaux de Hall afin de concevoir le bonheur d'apprendre.

Yu, B., Bodycott, P., & Mak, A. S. (2019). **Language and Interpersonal Resource Predictors of Psychological and Sociocultural Adaptation: International Students in Hong Kong**. *Journal of Studies in International Education*, *23*(5), 572-588. https://doi.org/10.1177/1028315318825336
Hong Kong, along with other Asian societies with universities with top world rankings, has in recent years attracted an increasing number of international students, mainly from Asia. Previous research in English-speaking Western countries has indicated the importance of resources, including language proficiency, positive intergroup relations, and social support, in understanding international students' stress and coping in cross-cultural adaptation. Guided by a similar acculturative stress and coping framework, we investigated predictors of psychological and sociocultural adaptation in a survey sample of 726 international students (62% female and 73% Asian-born) from Hong Kong public universities. We found that English language proficiency, social support, and a low level of perceived discrimination fostered both types of cross-cultural adaptation, while contact with local students and proficiency in the local dialect further enhanced sociocultural adaptation. Implications for future acculturation research and higher education internationalization policies and practices are discussed.

Aspects sociaux de l'éducation

Andler, M., Bloch, D., Donzelot, J., Hammond, C., Miquelard-Garnier, G., Richer, M., & Thauvron, A. (2019). ***« Viser plus haut » : de nouvelles ambitions pour démocratiser l'enseignement supérieur*** (p. 51). Consulté à l'adresse Terra Nova website: http://tnova.fr/rapports/viser-plus-haut-de-nouvelles-ambitions-pour-democratiser-l-enseignement-superieur
La massification de l'enseignement supérieur dans les soixante dernières années s'est accompagnée, bien sûr, d'une démocratisation,mais celle-ci reste inaboutie et, dansune certaine mesure, illusoirecar l'enseignement supérieur est de plus en plus stratifié. Dans les institutions les plus prestigieuses, les enfants des classes supérieures dominent, alors que ce sont les enfants d'origine socialement

défavorisée qui peuplent les filières courtes. Si cette situation est observable dans la plupart des autres systèmes d'enseignement, elle est particulièrement marquée dans notre pays, où elle entraîne des conséquences particulièrement graves dans la mesure où le diplôme acquis en formation initiale possède chez nous une valeur symbolique plus pesante que dans beaucoup d'autres pays et détermine plus fortement qu'ailleurs les trajectoires professionnelles.

Arturo Aguilar Cristina Barnard Giacomo De Giorgi. (2019). ***Long-Term Effects of PROSPERA on Welfare***. https://doi.org/10.1596/1813-9450-9002
The long-term effects of Mexico's conditional cash transfer program, PROSPERA, on poor households are of great interest to policy makers and academics alike. This paper analyzes the long-term effects on the welfare of the original participant households and their offspring, about 20 years after the inception of the program. To complement other studies that look into the effects on schooling and health, the analysis focuses on a utilitarian definition of welfare and employs two empirical strategies. The first uses the 1997–2000 experiment as the cleanest, albeit limited, source of variation. The analysis finds that by 2017–18, the offspring of original beneficiary households are more likely to have formed their own households, to have migrated to different localities, and to have more durable assets and larger consumption expenditures than their control counterpart. The second strategy confirms and expands those findings using a difference-in-difference methodology based on the localities' rollout of the program and the age of the individuals, as a proxy of exposure. This second approach covers a much larger and representative sample, while also directly observing self-reported vulnerability in food consumption. The findings confirm the generally positive outlook in terms of durable assets and lower food vulnerability. Perhaps more interestingly and relevant for evaluating the success of the program is that it improved intergenerational mobility. Using the 1997–2000 experiment, the analysis finds that the young adults who benefited from the program improved with respect to their parents in education, assets holding, and income. They appear to be climbing the ladder of assets and income.

Bangoura, M., Laville, B., & Schonfeld, S. (2019). ***Mutations sociétales & nouvelles compétences : quels impacts sur les organisations ?*** (p. 64). Consulté à l'adresse Conférence des présidents d'universit ; Conférence des grandes écoles ; Comité 21 website: http://www.cpu.fr/wp-content/uploads/2019/10/Etude_Mutations-soci%C3%A9tales-et-nouvelles-comp%C3%A9tences.pdf
L'étude « Mutations sociétales et nouvelles compétences : quels impacts sur les organisations ? » s'inscrit dans une volonté commune de la Conférence des Grandes Écoles (CGE) et de la Conférence des Présidents d'Université (CPU) d'identifier et de comprendre les enjeux sociétaux actuels qui interpellent les employeurs – privés et publics - et qui ont des conséquences sur leurs besoins en compétences RH. Il s'agit de (i) donner un éclairage aux acteurs de l'enseignement supérieur et de la recherche pour orienter l'adaptation de leur offre de formation aux besoins des organisations, (ii) de partager entre des organisations de natures et de secteurs d'activités divers des expériences sur les impacts des mutations sociétales sur leurs métiers respectifs.

Banque mondiale. (2019). ***Rapport annuel de la Banque Mondiale 2019 : Mettre fin à la pauvreté, investir dans les opportunités***. https://doi.org/10.1596/978-1-4648-1470-9

The Annual Report is prepared by the Executive Directors of the International Bank for Reconstruction and Development (IBRD) and the International Development Association (IDA)--collectively known as the World Bank--in accordance with the by-laws of the two institutions. The President of the IBRD and IDA and the Chairman of the Board of Executive Directors submits the Report, together with the accompanying administrative budgets and audited financial statements, to the Board of Governors.

Brunsting, N. C., Mischinski, M., Wu, W., Tevis, T., Takeuchi, R., He, Y., ... Coverdell, T. L. (2019). **International Students' Social Outcomes, Educational Status, and Country of High School Graduation**. *Journal of Studies in International Education*, *23*(5), 589-606. https://doi.org/10.1177/1028315318825362
Despite the increase in methodological sophistication and complexity of models being tested for international student adjustment to universities in the United States (U.S.), researchers often do not test or control for salient demographic differences between students, including their educational status (i.e., graduate or undergraduate) and country in which they graduated high school. The current study was designed to examine whether demographic variables are associated with a range of social outcomes. Participants (N = 245) from 23 U.S. colleges and universities completed a survey in Fall 2017. Undergraduate students reported having a higher number of close friends at their institution than did graduate students; however, they also reported a lower sense of belonging than did graduate students. Students who graduated from high school in the United States reported less social support from international students at university. Implications for students and for future research are provided.

Dubet, F. (2019, octobre 4). **Les colères individuelles n'ont pas d'expression politique**. Consulté 7 octobre 2019, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/francois-dubet-coleres-individuelles-nont-dexpression-politique/00090100
Provoquant colère et ressentiment, le nouveau régime des inégalités fragilise la démocratie, analyse le sociologue François Dubet dans Le temps des passions tristes.

Duru-Bellat, M. (2019). ***L'école préfère t'elle les filles ?*** Consulté à l'adresse https://halshs.archives-ouvertes.fr/halshs-02302521
Chahuteurs, peu travailleurs, décrocheurs... Toutes les enquêtes montrent les moindres performances des garçons à l'école, principalement dans les milieux populaires

Fernandez, A. B. (2019). ***Should I Stay or Should I Go? Neighbors' Effects on University Enrollment*** [CEP Discussion Paper]. Consulté à l'adresse Centre for Economic Performance, LSE website: https://econpapers.repec.org/paper/cepcepdps/dp1653.htm
This paper investigates whether the decision to attend university depends on university enrollment of close neighbors. I create a unique dataset combining detailed geographic information and educational records from different public agencies in Chile, and exploit the quasi-random variation generated by the rules that determine eligibility for student loans. I find that close neighbors have a large and significant impact on university enrollment of younger applicants. Potential applicants are around 11 percentage points more likely to attend university if a close neighbor enrolled the year before. This effect is particularly strong in areas with low exposure to university and among individuals who are more likely to interact; the effect decreases both with

geographic and social distance and is weaker for individuals who have spent less time in the neighborhood. I also show that the increase in university attendance translates into retention and university completion. These effects are mediated by an increase in applications rather than by an improvement on applicants' academic performance. This set of results suggests that policies that expand access to university generate positive spillovers on close peers of the direct beneficiaries.

FLISI, S., & BLASKO, Z. (2019). ***A note on early childhood education and care participation by socio-economic background***. Consulté à l'adresse https://publications.europa.eu/fr/publication-detail/-/publication/d9c68b64-d376-11e9-b4bf-01aa75ed71a1/language-en/format-PDF/source-104727334

Garcia, S. (2019). ***La fabrication parentale de l'excellence scolaire***. Consulté à l'adresse https://halshs.archives-ouvertes.fr/halshs-02302467
Dans les catégories sociales moyennes et supérieures, les parents interviennent massivement dans la scolarité de leurs enfants : préapprentissage de la lecture, suivi des devoirs, entraînements supplémentaires, etc. Un travail souvent caché, qui vient façonner les dispositions scolaires de ces élèves.

Iliana Yaschine Delfino Vargas Curtis Huffman Hiram Carreno Ulises Hernández Tlacaelel Mendoza. (2019). ***Long-Term Study of PROSPERA on Intergenerational Occupational Mobility***. https://doi.org/10.1596/1813-9450-8999
Two decades after the inception of Mexico's conditional cash transfer program, PROSPERA, this study analyzes the intergenerational occupational mobility and occupational attainment of a group of rural beneficiary youths between ages 18 and 35 years, segmented into subgroups by sex, ethnic background and migratory status. Furthermore, it evaluates if a higher intensity of PROSPERA's treatment increases the equality of labor opportunities for the youths. Half of the youths achieved upward mobility relative to their occupation of origin, but, at the same time, there also was a high probability of having an occupation in a lower stratum of the occupational hierarchy, experiencing high occupational inheritance and barriers to climbing the social ladder. The variables related to social origin have a significant correlation with the occupational destinations of the youths, although their education, first occupation and cognitive abilities are factors that, altogether, have a greater weight and may reduce the effect of social origins on occupational destinations. Women and migrants present the highest rates of upward mobility and greater equality in labor opportunities, compared to men and non-migrants, respectively. No differences due to ethnicity were found. The findings on the effects of PROSPERA suggest that higher levels of treatment intensity may generate greater probabilities of better occupations, although this effect is considered modest. The results are only valid for the analyzed subpopulation and reflect a reduced difference in the treatment intensity, which must not be considered as the complete effect of the program's intervention.

Jarraud, F. (2019, octobre 7). **La géographie inégalitaire de l'école en France**. Consulté 7 octobre 2019, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2019/10/07102019Article637060293832125745.aspx
Le lieu de résidence influe t-il sur les résultats scolaires ? Alors que le ministère prépare une réforme de l'éducation prioritaire visant la délabellisation sociale et à introduire les

inégalités territoriales, la Depp (division des études du ministère) publie une Note sur la typologie des communes au regard des résultats scolaires.

Juan Pablo Gutiérrez Teresa Shamah-Levy Stefano M. Bertozzi Juan A. Rivera-Dommarco. (2019). ***Intergenerational Social Mobility Based on the Investments in Human Capital: Evidence of the Long-Term Results of PROSPERA in Health***. https://doi.org/10.1596/1813-9450-9001
Mexico's conditional cash transfer program, PROSPERA, has demonstrated short- and medium-term positive effects on health and education, including: increased children's height; decreased risky behaviors among adolescents, including the postponement of parenthood; and increased years of schooling. This paper explores whether these effects lasted in the long-term and translated into positive changes in outcomes across generations. This study uses the most recent PROSPERA Evaluation Survey (ENCEL 2017) and combines it with previous waves and with the 1997 Socioeconomic Characteristics Survey (ENCASEH). Using intergenerational mobility analysis and quasi-experimental methods, this study finds strong evidence of positive absolute intergenerational mobility in height and years of schooling. The findings show that, on average, male offspring are 2.8 centimeters taller and have 5.3 more years of schooling than their providers (usually their parents), while female offspring are 4.1 centimeters taller and have 5.7 more years of schooling than their providers. These intergenerational gains are relevant not only because they reflect improvements in human capital, but also because these improvements have a positive return to investment. The study finds that a 1 percent increase in height is associated with a 10.7 and 8.8 percent increases in hourly wages for men and women, respectively. The analysis finds that a one-year increase in schooling is associated with 3.4 and 4.8 percent increases in hourly wages for men and women, respectively. These results show that PROSPERA has been successful in helping children and youth build human capital through better health and education, which has led to positive returns in the labor market.

Lindemann, K., & Gangl, M. (2019). **Parental Unemployment and the Transition to Vocational Training in Germany: Interaction of Household and Regional Sources of Disadvantage**. *European Sociological Review*, *35*(5), 684-700. https://doi.org/10.1093/esr/jcz027
Abstract. We examine the impact of parental unemployment and regional labour market conditions on the probability of a successful transition from non-academic

Merola, R. H., Coelen, R. J., & Hofman, W. H. A. (2019). **The Role of Integration in Understanding Differences in Satisfaction Among Chinese, Indian, and South Korean International Students**. *Journal of Studies in International Education*, *23*(5), 535-553. https://doi.org/10.1177/1028315319861355
This study uses a quantitative approach drawing on data from the International Student Barometer (N = 5,242) to investigate the relationship between integration, nationality, and self-reported satisfaction among Chinese, Indian, and South Korean undergraduate international students studying in the United Kingdom, the United States, and Australia. Results indicate that nationalities vary significantly in satisfaction levels, with Indian students more satisfied than Chinese or South Korean students. Furthermore, integration is predictive of satisfaction, and academic integration has a greater impact on satisfaction than does social integration. Compellingly, academic and social integration help explain the association between nationality and satisfaction. This study

demonstrates that academic and social integration partly accounts for differences in satisfaction among nationalities, opening avenues for future research with practical implications for universities.

OCDE. (2019). ***Health for Everyone? - Social Inequalities in Health and Health Systems*** (p. 192). Consulté à l'adresse OCDE website: https://www.oecd.org/fr/publications/health-for-everyone-3c8385d0-en.htm
Good health is a key component of people's well-being. It is a value in itself but – through its influence on social, education and labour market outcomes – being in good or bad health has also wider implications on people's chances of leading a fulfilling and productive life. Yet, even in the OECD countries, health inequality persists with severe consequences on the goal of promoting inclusive growth. This report documents a comprehensive range of inequalities in health and health systems to the detriment of disadvantaged population groups in a large set of OECD and EU countries. It assesses the gaps in health outcomes and risk factors between different socio-economic groups. When it comes to health systems, the report measures inequalities in health care utilisation, unmet needs and the affordability of health care services. For each of these different domains, the report identifies groups of countries that display higher, intermediate, and low levels of inequality. The report makes a strong case for addressing health-related inequalities as a key component of a policy strategy to promote inclusive growth and reduce social inequalities. It also provides a framework for more in-depth analyses on how to address these inequalities at country level.

Spencer-Oatey, H., & Dauber, D. (2019). **What Is Integration and Why Is It Important for Internationalization? A Multidisciplinary Review**. *Journal of Studies in International Education*, *23*(5), 515-534. https://doi.org/10.1177/1028315319842346
Integration is a concept that is referred to very widely in relation internationalization, yet its meaning is rarely explored and its benefits are often assumed. In this article, we start by reviewing the conceptualization of integration across different fields, notably education and the internationalization of education, intercultural communication, health psychology, and organizational studies. We propose that the varying interpretations within and across these fields can be synthesized by considering the different levels at which integration can be analyzed—individual level, community level, and institutional level. We then review the multiple benefits that integration can bring at these different levels, while acknowledging their interconnections, and noting the potential risks from ignoring integration. We end by proposing a framework to help universities and all of their members (staff and students) develop their own strategies and priorities for enhancing integration.

Yu, B., Bodycott, P., & Mak, A. S. (2019). **Language and Interpersonal Resource Predictors of Psychological and Sociocultural Adaptation: International Students in Hong Kong**. *Journal of Studies in International Education*, *23*(5), 572-588. https://doi.org/10.1177/1028315318825336
Hong Kong, along with other Asian societies with universities with top world rankings, has in recent years attracted an increasing number of international students, mainly from Asia. Previous research in English-speaking Western countries has indicated the importance of resources, including language proficiency, positive intergroup relations, and social support, in understanding international students' stress and coping in cross-cultural adaptation. Guided by a similar acculturative stress and coping framework, we

investigated predictors of psychological and sociocultural adaptation in a survey sample of 726 international students (62% female and 73% Asian-born) from Hong Kong public universities. We found that English language proficiency, social support, and a low level of perceived discrimination fostered both types of cross-cultural adaptation, while contact with local students and proficiency in the local dialect further enhanced sociocultural adaptation. Implications for future acculturation research and higher education internationalization policies and practices are discussed.

Climat de l'école

Avvisati, F. (2019). ***Have students' feelings of belonging at school waned over time?*** https://doi.org/10.1787/bdde89fb-en
Most adolescents desire strong social ties and value acceptance, care and support from others. Many adolescents find friends and caring adults among members of the school community. As students go through a decisive period of their lives, discovering and redefining their identity, a strong sense of belonging at school can help them feel secure, and can support their academic and social development. Adolescents who feel that they are part of a school community are also more motivated to learn and, as a result, more likely to perform well at school. But in recent years, many traditional communities formed around shared physical spaces – neighbourhoods, workplaces or schools – have been profoundly affected by advances in technology. How did students' feelings of belonging at school change over a period in which online friendships and social networks were growing in importance?

Barthelemy, S., & Jeannin, L. (2019). **Histoire et courants architecturaux du bâtiment scolaire, une nouvelle ère à venir ?** *Tréma*, (52). https://doi.org/10.4000/trema.5416
Au cours de l'histoire de l'architecture scolaire, plusieurs tendances se sont dégagées, le plus souvent en rapport avec les enjeux de la société de l'époque. Parmi ces tendances, on retrouve les maisons écoles, l'explosion scolaire, l'hygiénisme, la massification, la restabilisation, et l'actuelle métamorphose du parc foncier. Cet article fait l'hypothèse que la société actuelle entre dans un questionnement à plusieurs variables entre une gestion financière et de l'espace foncier occupé plus fine, une nécessité de modularité gage d'adaptation sur le long terme, et les conditions d'exercice corrélés aux conditions de bien-être et du bonheur à apprendre. Pour travailler cette question, nous nous essayons à une frise chronologique entre étapes architecturales, pédagogie dominante ou réponse remarquée à une pédagogie dominante, et contexte politique. Enfin, au travers de site spécialisé en architecture, nous analysons ce qui est donné à voir comme architecture scolaire remarquable.

Colinet, S., & Gadras, M. (2019). **Analyse de la première journée des « petits » bonheurs à l'École. Quels savoirs et savoirs-relations mobilisés ?** *Tréma*, (52). https://doi.org/10.4000/trema.5392
Cet article fait état de la préparation et la conduite de la première « Journée des 'petits' bonheurs » à l'Ecole, conduite en collaboration avec des élèves, des enseignants, des parents, des professionnels para-médicaux et de l'intervention sociale. L'article analyse les connaissances produites, notamment par l'identification des savoirs et des « savoirs-relations » (Durpaire & Mabilon-bonfils, 2014) mises au travail et leurs principales caractéristiques. La discussion porte sur la mise en perspective des

connaissances produites concernant les types de savoirs mobilisés au cours de la journée, leur nature, leur portée dans le cadre de cette étude de cas.

Dizerbo, A. (2019). **Paroles d'élèves et bonheur à l'école . Identifier et créer les conditions favorables au bonheur à l'école**. *Tréma*, (52). https://doi.org/10.4000/trema.5504
Cette contribution vise à faire émerger les conditions de la construction du bonheur à et par l'école en s'appuyant sur une recherche qualitative inscrite dans la perspective anthropologique de la recherche biographique en éducation. Elle s'appuiera pour ce faire sur l'analyse d'entretiens menés avec des élèves de 4ème sur leur parcours scolaire, qui interroge la place du « savoir-être en relation » avec soi, les autres et l'environnement, dans l'épanouissement des élèves et l'intérêt de dispositifs hétérobiographiques dans la construction de ce « savoir-être ».

Hayes, A. (2019). **"We Loved It Because We Felt That We Existed There in the Classroom!": International Students as Epistemic Equals Versus Double-Country Oppression**. *Journal of Studies in International Education*, *23*(5), 554-571. https://doi.org/10.1177/1028315319826304
The article compares student narratives of engagement in internationalization in the United Kingdom and Germany. The comparison signals a new area of critical sociology of internationalization which shows signs that internationalization in non-Anglophone countries may evolve under conditions the article calls "double-country oppression." "Double-country oppression" denotes a situation whereby international students are put at risk of exclusion not only on the basis of lacking characteristics that "bind" them to the country of education (in this case Germany) but also, and perhaps primarily, because they lack characteristics that "bind" them to Anglophone countries, despite being located in a non-Anglophone country. As such, "double-country oppression" has important pragmatic and conceptual implications as it calls into question analytical paradigms which center around the nation-state. The emergence of "double-country oppression" also challenges the view that there are new possibilities for epistemic democracy as more non-Anglophone countries enter the internationalization competition.

Hébert, T., & Dugas, E. (2019). **L'évaluation de la dimension architecturale des établissements scolaires récents. Enquête sur le ressenti des collégiens**. *Tréma*, (52). https://doi.org/10.4000/trema.5460
Partant du postulat que l'environnement peut être perçu comme une menace au bien-être des individus, l'objet de cet article est de proposer à partir d'une enquête quantitative, une évaluation des qualités architecturales de trois récents collèges. Il s'agissait pour des élèves d'exprimer leur ressenti sur leur bâtiment scolaire. Les résultats ont révélé qu'ils le connotent plutôt positivement. Ce ressenti, fortement corrélé aux émotions éveillées par ce lieu, laisse toutefois émergé des facteurs d'influence négative du bien-être (le bruit, l'absence de couleur et de lumière naturelle) et la problématique de l'« école sanctuaire » ou des « espaces de liberté ».

Heutte, J. (2019). **Clarification des fondements épistémologiques de la recherche fondamentale à visée pragmatique concernant le fonctionnement humain optimal. lever quelques ambiguïtés, controverses et/ou polémiques suscitées par la psychologie positive**. *Tréma*, (52). https://doi.org/10.4000/trema.5611

Sous l'impulsion initiale de Seligman et de Csikszentmihalyi, le début de ce millénaire restera marqué par l'émergence de la psychologie positive qui peut être considérée comme la quatrième vague dans l'évolution de la psychologie, les trois premières vagues étant, respectivement, le modèle de la maladie, le behaviorisme et la psychologie humaniste. Depuis, progressivement, sur tous les continents, le monde de la psychologie et de la psychothérapie amorce une évolution radicale. Cependant dans la communauté française et francophone ce champ de recherche semble porteur de nombreux malentendus. Afin de lever certains doutes, cet article souhaite rappeler les fondements épistémologiques (historique, philosophique, méthodologique…) de la science de l'expérience optimale en tant que champ de recherche empirique concernant l'expérience positive subjective, depuis la création du Positive Psychology Steering Commitee constitué par Csikszentmihalyi, Diener, Hall Jamieson, Peterson et Vaillant, en 1999, jusque ses dernières évolutions, notamment sous l'influence de la communauté des chercheurs européens. Il a aussi pour objectif de lever quelques ambiguïtés originelles concernant certains termes (optimal, positif et positiviste) qui parfois peuvent être l'objet de controverses (voire de polémiques idéologiques infondées) quand ils sont mal traduits ou interprétés.

Jaillet, A. (2019). **Cerveau, émotions et bonheurs : apprendre par le « Hard Fun »**. *Tréma*, (52). https://doi.org/10.4000/trema.5340
Pour penser la place du bien-être et du bonheur dans les apprentissages, les neuro-sciences sont un apport non négligeable à la réflexion sur l'apprendre. Mais l'apprentissage est un processus est beaucoup plus complexe que ce que tout spécialiste de l'imagerie cérébrale peut proposer. Tous les cerveaux apprennent de la même façon ? C'est in situ, dans un contexte, en prenant en compte les interactions, les vécus et expériences de situation et de communication, les cultures mais aussi les émotions que les sujets interagissent. Ces questions souvent travaillées sur un versant sociologique, gagnerait à utiliser les apports de l'anthropologie de la communication dans la lignée des travaux de Hall afin de concevoir le bonheur d'apprendre.

Jellab, A. (2019). **Parier sur la bienveillance à l'école . Enjeux pédagogiques et éducatifs pour la réussite et l'émancipation des élèves**. *Tréma*, (52). https://doi.org/10.4000/trema.5530
La bienveillance à l'école s'est invitée ces dernières années dans les débats éducatifs et pédagogiques et ce, au moment où l'on réalise que non seulement le système scolaire français ne corrige pas les inégalités sociales de réussite mais aussi, il les renforce. Dans un contexte d'exacerbation de la compétition scolaire conjuguée à l'essor de nouvelles vulnérabilités, la bienveillance comme posture professionnelle et comme manière d'agir auprès des élèves peut participer judicieusement à la démocratisation scolaire à la condition de ne pas la séparer de l'exigence. Celle-ci suppose que les enseignants sont bien au fait de ce que l'école doit aux élèves et notamment aux plus en difficulté d'entre eux, de leur rapport au savoir et de l'évaluation des apprentissages. La bienveillance doit alors être une thématique commune, et constituer le dénominateur commun d'une culture professionnelle partagée.

Lermigeaux-Sarrade, I., & Jeannin, L. (2019). **L'activité empêchée, un stresseur environnemental de la pratique enseignante en classe de sciences ?. méthodologie de**

mesures des impacts des déplacements de l'enseignant dans la salle de science. *Tréma*, (52). https://doi.org/10.4000/trema.5566
Cet article questionne le bien-être au travail de l'enseignant en relation avec sa liberté de déplacement dans l'espace classe et son impact sur les interactions avec les élèves. Le contexte d'étude est le travail en groupes, en démarche d'investigation en sciences, au collège. Le stress professionnel de l'enseignant a fait l'objet de nombreuses études, et les recherches en analyse de l'activité et ergonomie du travail reconnaissent l'activité empêchée comme facteur de stress (Clot, 2015 ; Karwowski, 2005 ; Stewart, 2015). Nous nous intéressons ici en particulier aux déplacements empêchés de l'enseignant, révélateurs de compromis entre ses buts, sa mobilité, les relations de proxémie, l'espace social et les interactions de classe (Brooks, 2011 ; Forest, 2006 ; Hall, 1966, Jeannin, 2017 ; Weinstein, 1992). Avec une méthodologie spécifique (Lermigeaux-Sarrade, 2018), nous comparons les déplacements réels des enseignants dans quatre configurations de classe. Nous montrons que les configurations Îlots et Bus, favorisent la proximité dans les interactions enseignant-élèves, et que les contraintes d'accessibilité qui rallongent tout ou partie des déplacements créent des inégalités dans la proximité réelle enseignant-élèves, et empêchent des placements favorables aux interactions. Nous formulons des recommandations pour la conception d'espaces de classe « sociopètes » facilitant les interactions.

Mabilon-Bonfils, B. (2019). **Le bonheur, ressource ou visée de l'éducation ? . Sociodicée scolaire du bonheur et ingénieries du bonheur**. *Tréma*, (52). https://doi.org/10.4000/trema.5306
Comment définir le bonheur ? Et le bonheur collectif ? Est-il la somme des bonheurs individuels ? Est-il possible pour les sciences sociales de se départir du caractère normatif de des fondements philosophiques pour penser le bonheur à l'école ? Déjà Weber suggérait qu'une théodicée du bonheur est indispensable aux dominants. Cette théodicée ne s'est-elle pas muée en sociodicée scolaire de la méritocratie ? Ou bien faut-il assumer ce caractère normatif ou prescriptif de la notion ? Peut-on opérationnaliser la « notion » de bonheur en la conceptualisant ? A quelles conditions ? Peut-on mesurer le bonheur ? Entre ressenti subjectif et contenu normatif, quels sont les présupposés des recherches et enquêtes sur le bonheur et le bien-être à l'école ? Poser le bonheur comme objectif ne fait-il pas courir le risque d'évacuer le politique au profit du ressenti ? L'appel au bonheur et au bien-être pourrait-il permettre de repenser les inégalités scolaires ? Penser le bonheur à l'école, est-ce penser une organisation apprenante voire même d'une société apprenante inclusive et donc penser l'action voire l'émancipation. L'article propose de travailler théoriquement la question du bonheur à l'école et de poser une opérationnalisation possible, les ingénieries du bonheur.

Merola, R. H., Coelen, R. J., & Hofman, W. H. A. (2019). **The Role of Integration in Understanding Differences in Satisfaction Among Chinese, Indian, and South Korean International Students**. *Journal of Studies in International Education*, *23*(5), 535-553. https://doi.org/10.1177/1028315319861355
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with Indian students more satisfied than Chinese or South Korean students. Furthermore, integration is predictive of satisfaction, and academic integration has a greater impact on satisfaction than does social integration. Compellingly, academic and social integration help explain the association between nationality and satisfaction. This study demonstrates that academic and social integration partly accounts for differences in satisfaction among nationalities, opening avenues for future research with practical implications for universities.

Réto, G. (2019). **Bonheur et bienveillance : l'école française en quête de félicité. Caractérisation des pratiques qualifiées de bienveillantes par des membres du personnel enseignant de collège**. *Tréma*, (52). https://doi.org/10.4000/trema.5361
Dans le sillage du bonheur, la bienveillance soulève aujourd'hui un engouement dont l'évidence mérite un éclairage porté par un souci d'objectivation. L'article met en relief l'émergence de cette notion dans la société puis dans le cadre de l'École. Il montre l'appel fait à la bienveillance qui existe au sein du système scolaire, notamment dans le projet pour la refondation de l'École française, et interroge le sens de cet appel. Il conduit au constat du manque de conceptualisation de la notion, ce qui rend complexe son opérationnalisation tant au niveau de l'institution que sur le plan des pratiques au sein des établissements scolaires. Une clarification de la notion de bienveillance est alors proposée en l'inscrivant dans le champ de la philosophie, et plus précisément de l'éthique. Afin de caractériser les pratiques relevant de la bienveillance à l'École, l'article prend alors appui sur une recherche exploratoire menée auprès de membres du personnel enseignant travaillant dans des collèges. S'appuyant sur des entrevues, elle permet de caractériser les pratiques de bienveillance du personnel enseignant. Du constat de la mollesse de la notion à sa caractérisation, l'article conduit à mettre en évidence les changements importants reliés à cet appel à la bienveillance et aux notions qui lui sont reliées dans les pratiques à l'École française.

Spencer-Oatey, H., & Dauber, D. (2019). **What Is Integration and Why Is It Important for Internationalization? A Multidisciplinary Review**. *Journal of Studies in International Education*, *23*(5), 515-534. https://doi.org/10.1177/1028315319842346
Integration is a concept that is referred to very widely in relation internationalization, yet its meaning is rarely explored and its benefits are often assumed. In this article, we start by reviewing the conceptualization of integration across different fields, notably education and the internationalization of education, intercultural communication, health psychology, and organizational studies. We propose that the varying interpretations within and across these fields can be synthesized by considering the different levels at which integration can be analyzed—individual level, community level, and institutional level. We then review the multiple benefits that integration can bring at these different levels, while acknowledging their interconnections, and noting the potential risks from ignoring integration. We end by proposing a framework to help universities and all of their members (staff and students) develop their own strategies and priorities for enhancing integration.

Vallin, V. V. (2019). **Être adolescent et porteur d'un handicap cognitif : quels composants pour un bonheur scolaire ?** *Tréma*, (52). https://doi.org/10.4000/trema.5478
Les dernières avancées en neuropsychologie montrent qu'il ne faut plus dissocier le cheminement intellectuel des émotions. Hochmann (2012) mentionne la nécessité de prélever des informations d'ordre émotionnel afin de pouvoir penser à des actions

adéquates. Cependant, aucune étude, à notre connaissance, n'a donné la parole aux principaux intéressés, les élèves. Sur la base d'un questionnement éthique, cette recherche étudie le handicap, précisément à travers le regard, les éprouvés de jeunes porteurs d'un handicap cognitif, âgés de 15 ans à 18 ans, dans leur parcours de formation, leur(s) accès aux savoirs et à la qualification. Cette étude prend la forme d'une étude multi-cas en France. 20 élèves y participent. Ils sont scolarisés en école dite « ordinaire », en unité locale d'inclusion scolaire (ULIS) et en institut médico éducatif (IME). Nos premiers entretiens ont mis en évidence que 14 adolescents interrogés admettent être heureux. Les autres sont plus partagés. Mais que faudrait-il faire pour qu'ils puissent tous l'être alors que de nombreuses actions sont menées ?

Yu, B., Bodycott, P., & Mak, A. S. (2019). **Language and Interpersonal Resource Predictors of Psychological and Sociocultural Adaptation: International Students in Hong Kong**. *Journal of Studies in International Education*, *23*(5), 572-588. https://doi.org/10.1177/1028315318825336

Hong Kong, along with other Asian societies with universities with top world rankings, has in recent years attracted an increasing number of international students, mainly from Asia. Previous research in English-speaking Western countries has indicated the importance of resources, including language proficiency, positive intergroup relations, and social support, in understanding international students' stress and coping in cross-cultural adaptation. Guided by a similar acculturative stress and coping framework, we investigated predictors of psychological and sociocultural adaptation in a survey sample of 726 international students (62% female and 73% Asian-born) from Hong Kong public universities. We found that English language proficiency, social support, and a low level of perceived discrimination fostered both types of cross-cultural adaptation, while contact with local students and proficiency in the local dialect further enhanced sociocultural adaptation. Implications for future acculturation research and higher education internationalization policies and practices are discussed.

Évaluation des dispositifs d'éducation-formation

McWhirter, E. H., Rojas-Araúz, B. O., Ortega, R., Combs, D., Cendejas, C., & McWhirter, B. T. (2019). **ALAS: An Intervention to Promote Career Development Among Latina/o Immigrant High School Students**. *Journal of Career Development*, *46*(6), 608-622. https://doi.org/10.1177/0894845319828543

This article describes the rationale, development, delivery, and evaluation strategy of a pilot career intervention program for immigrant Latina/o high school students: Advocating for Latina/o Achievement in School. This innovative intervention aims to prevent dropout and to promote academic success and college and career readiness through a combination of academic support and enhancing critical consciousness. Shorter term goals include increasing school-related self-efficacy expectations, school connectedness, school engagement, and critical consciousness. We describe the theoretical and empirical basis for the intervention components, and how they attend to dimensions of immigrant Latina/o students' career development. We describe program logistics, outcomes, strengths, challenges, and lessons learned from delivering the intervention. We highlight unique features of the program and suggest its relevance to career education efforts in other school and national contexts in which immigrant students face racism and inequities.

SOUTO-OTERO, M. (2019). ***Erasmus+ higher education impact study: final report***. Consulté à l'adresse https://publications.europa.eu/fr/publication-detail/-/publication/94d97f5c-7ae2-11e9-9f05-01aa75ed71a1/language-en

Terrien, P., & Tortochot, E. (2019, octobre 2). ***Orchestra in school and democratic education through music***. Consulté à l'adresse https://hal-amu.archives-ouvertes.fr/hal-02310880
Mandaté par la délégation académique à la formation et à l'innovation pédagogique (DAFIP) du rectorat d'Aix-Marseille, sur la demande d'une équipe d'enseignants de l'école Château Pitty pour mener une étude sur l'impact du dispositif Orchestre à l'école sur les relations entre les personnes vivant dans le quartier Notre Dame à Gardanne et leur école. Cette recherche s'inscrit dans la relation « Recherche-Terrain-Formation » qui existe entre le rectorat d'Aix-Marseille, la structure fédérative de recherche en éducation SFERE-Provence, et l'ESPE d'AMU. L'école élémentaire de Château Pitty est située à Gardanne, une commune de 20 0000 habitants. Classée école REP+, elle accueille 120 élèves dans 5 classes allant du CP au CM2. Le dispositif « Orchestre à l'école » repose sur une structure associative soutenue par la municipalité, le Rotary, l'association des parents d'élèves et le Rectorat de l'académie d'Aix-Marseille. Notre proposition de poster est fondée sur les résultats obtenus lors d'une enquête réalisée auprès des élèves et des parents d'élèves que nous avons questionné sur l'influence du dispositif. Nous cherchions à vérifier l'impact du dispositif sur le processus d'individuation à partir des quelques indicateurs. Un questionnaire préparé par l'équipe et reformulé par les professeures des écoles a été distribués aux élèves 68) et aux parents d'élèves (40) de CE2 à CM2. La passation a été réalisée en collaboration a lveces professeures des écoles et le directeur de l'école. Les modalités ont fait que les élèves ont renseigné le questionnaire en classe, et les parents à la maison. Il s'agit d'un type de questionnaire à choix multiples et réponses libres (cf. insertions des fiches). La méthode d'analyse est fondée sur une approche quantitative par pourcentage et une approche qualitative par analyse sémantique (cf. Greimas, 1966 ; Lebahar, 2007 ; Prieto, 1975). Les résultats portent sur le comportement des élèves et des parents et renseignent sur la qualité de l'impact de ce dispositif. Il convient cependant, comme nous l'explicitons dans la discussion, de relativiser cet impact sur le comportement des parents dans leur ensemble, même si sur le plan social et cognitif, des réponses apportées par les élèves semblent plutôt positives.

VANDEKERCKHOVE, A., HULPIA, H., HUTTOVA, J., PEETERS, J., & MAKAREVICIENE, A. (2019). ***The role and place of ECEC in integrated working, benefitting vulnerable groups such as Roma: NESET report***. Consulté à l'adresse https://nesetweb.eu/wp-content/uploads/2019/06/NESET_AR1_20182-1.pdf

Formation continue

Bagorski, R. (2019). **Vers quelle coresponsabilité en formation par la loi pour la liberté de choisir son avenir professionnel ?** *Savoirs*, *N° 50*(2), 115-127.
Avec la loi du 5 septembre 2018 se trouve modifiée en profondeur l'architecture du droit de la formation professionnelle : la présente contribution entend faire le point sur les évolutions fortes induites par la loi : réaffirmer la responsabilité sociale des

entreprises, consacrer l'idée d'un individu responsable de son employabilité, assurer la compétitivité des entreprises et sécuriser les parcours des salariés. Face à ces évolutions, il s'agira donc de savoir quels seront les impacts de ces évolutions sur les plans et pratiques de formation des entreprises et des salariés ? À quelles conditions pourra-t-on parler de co-construction à défaut de coresponsabilité dans les projets de formation face au lien de subordination matérialisé notamment par le contrat de travail des salariés ?

Batal, C. (2019). **Une libéralisation de la formation qui redistribue les responsabilités et soulève de multiples questions**. *Savoirs*, *N° 50*(2), 9-19. http://www.cairn.info/revue-savoirs-2019-2-page-9.htm?contenu=resume
La loi du 5 septembre 2018 entend réformer en France la formation professionnelle continue. De ce fait elle se donne comme ambition de transformer en profondeur la gouvernance de cette formation professionnelle en redistribuant les rôles et les responsabilités des acteurs, et ce dans une inspiration libérale. Une telle ambition soulève un certain nombre de questions que le texte qui suit cherche à identifier. Ce sont les pratiques issues de cette loi qui apporteront demain les réponses à ces questions.

Boutinet, J.-P. (2019). **Dans le champ de la formation professionnelle, quel partage de responsabilités pour aujourd'hui ?** *Savoirs*, *N° 50*(2), 129-153. http://www.cairn.info/revue-savoirs-2019-2-page-129.htm?contenu=resume
Au regard des différentes contributions qui précèdent constituant ce numéro 50 de la revue Savoirs, nous nous proposons dans ce qui suit d'examiner la pertinence de la dernière loi française sur la formation professionnelle continue promulguée en septembre 2018, sous l'angle de l'autonomie et de la responsabilité des acteurs qui y sont impliqués. Ce faisant, nous chercherons à identifier 7 grandes figures de la responsabilité qui d'une façon ou d'une autre accompagnent chacune à sa manière, sur un mode individuel ou sur un mode collectif, le salarié ou le demandeur d'emploi dans le choix de son avenir professionnel par le biais de la formation, et ce dans le cadre du Compte personnel de formation institué par les lois de 2014 et de 2018.

Chauvet, A. (2019). **La réforme de la formation au prisme des capacités d'action de l'apprenant salarié : quelle émancipation et quelle responsabilité envisager pour l'apprenant salarié ?** *Savoirs*, *N° 50*(2), 67-85. http://www.cairn.info/revue-savoirs-2019-2-page-67.htm?contenu=resume
La loi du 5 septembre 2018 « Pour la liberté de choisir son avenir professionnel » marque une étape significative dans le rôle des différents acteurs présents dans le champ de la formation professionnelle ainsi que dans l'accès aux ressources pour ces acteurs en quête de formation. Elle ouvre des débats multiples autour de la liberté de chacun et la manière dont la puissance publique l'organise : ainsi la monétarisation du Compte personnel de formation constitue-t-elle le symbole d'un lien souhaité entre pouvoir d'agir et liberté d'agir. C'est à la clarification des fondements de cette intention de la liberté de choisir son avenir professionnel que viseront les propos qui suivent en prenant l'imprévisibilité comme norme et l'émancipation sous condition d'une responsabilité limitée.

Cinamon, R. G., Flum, H., & Hardin, E. E. (2019). **Career Education: Concluding Remarks**. *Journal of Career Development*, *46*(6), 665-669. https://doi.org/10.1177/0894845319873730
The interventions presented in the current special issue have the potential to decrease social and economic gaps. At the same time, several important aspects that are central to the rapid changes in education and in the world of work were not included or given minimal attention in these interventions. In this concluding article, we reflect upon these issues in the hope that future studies and career education work will focus and elaborate upon theme.

Dayan, J.-L. (2019). **La réforme française de la formation professionnelle vue d'Europe : des progrès, mais peut mieux faire !** *Savoirs*, *N° 50*(2), 21-36. http://www.cairn.info/revue-savoirs-2019-2-page-21.htm?contenu=resume
L'Union européenne lance en 2002 le « Processus de Copenhague » définissant pour la première fois une stratégie européenne propre à la formation professionnelle à partir d'un état des lieux partagé par les différents pays qui la composent. Cette stratégie entend définir une coopération renforcée dans le champ spécifique de la formation professionnelle initiale et continue mais sans procédure contraignante. Elle énonce à l'intention des États membres des lignes directrices assorties de principes d'action. C'est au regard des objectifs et recommandations qui caractérisent cette stratégie européenne pour la formation professionnelle que seront examinées ici les réformes conduites en France dans le même champ, depuis 2000. Nous essaierons de mettre en évidence les convergences vers un modèle commun de formation professionnelle mais aussi les divergences observées qui sont maintenues, sinon creusées.

Dennery, M. (2019). **Compte personnel de formation et désintermédiation en formation : quelles perspectives ouvertes pour le marché de la formation ?** *Savoirs*, *N° 50*(2), 101-113. http://www.cairn.info/revue-savoirs-2019-2-page-101.htm?contenu=resume
En privilégiant ici le chapitre 1er de la loi de septembre 2018 sur la réforme de la formation professionnelle, nous ferons porter notre attention sur la nouvelle approche que propose cette loi concernant le droit individuel à la formation à travers le Compte personnel de formation (CPF) de 2014 revu et corrigé, à travers aussi le Congé individuel de formation (CIF). Nous nous attarderons sur le nouveau concept de désintermédiation introduit par la réforme dans le champ de la formation et tenterons d'esquisser une approche prospective du devenir du marché de la formation et du positionnement à venir des opérateurs de formation.

Létroublon, C. (2019). **La formation continue dans l'enseignement supérieur public en 2017 et son évolution depuis 2012**. *Note Flash du SIES*, (19). Consulté à l'adresse //www.enseignementsup-recherche.gouv.fr/cid145325/la-formation-continue-dans-l-enseignement-superieur-public-en-2017-et-son-evolution-depuis-2012.html
En 2017, la formation continue dans l'enseignement supérieur public (universités, Cnam et écoles) a un chiffre d'affaires de 462 millions d'euros et accueille 451 000 stagiaires. La durée moyenne des formations qu'elle dispense s'élève à 159 heures, dont 130 heures de nature pédagogique. Entre 2012 et 2017, à dispositif constant, son chiffre d'affaires augmente de 21 %, et la durée moyenne de ses formations de 18 % (+ 15 % en centre), alors que le nombre de ses stagiaires, lui, reste stable. Par ailleurs, en 2017, les diplômes nationaux sont toujours les plus préparés en formation continue (35 %), et ce, dans les trois mêmes spécialités (« services aux personnes », « sciences humaines et

droit » et « échange et gestion »). Ils représentent 66 % des 107 000 diplômes délivrés, au sein desquels les licences professionnelles et les masters continuent d'occuper une large place et les D.U.T. en gagnent au cours des cinq dernières années.

Luttringer, J.-M. (2019). **L'extension du droit de la responsabilité contractuelle dans le domaine de la formation professionnelle continue**. *Savoirs*, *N° 50*(2), 55-66. http://www.cairn.info/revue-savoirs-2019-2-page-55.htm?contenu=resume
L'accent mis par la loi du 5 septembre 2018 relative à la liberté de choisir son avenir professionnel porte sur l'autonomie de la personne, sa capacité d'agir et soulève la question de la responsabilité et de son imputabilité entrevue sous ses différentes formes. De ce fait, le présent propos s'intéressera au mouvement de « personnalisation » du droit à la formation voulu par le législateur pour savoir s'il a eu pour effet de déplacer le centre de gravité de la responsabilité juridique imputable jusqu'ici à l'État à titre principal. Qu'en est-il donc désormais de la responsabilité de l'entreprise comme de celle des prestataires de services de formation ?

Perez, C. (2019). **Avec le Compte Personnel de Formation : l'avènement d'une logique marchande et désintermédiée**. *Savoirs*, *N° 50*(2), 87-100. http://www.cairn.info/revue-savoirs-2019-2-page-87.htm?contenu=resume
La réforme du compte personnel de formation (CPF) est présentée comme une innovation majeure de la loi du 5 septembre 2018 « Pour la liberté de choisir son avenir professionnel ». Elle marque de fait une étape importante pour le système français de formation continue, marquant le basculement d'un système fortement régulé par des acteurs collectifs vers un dispositif individualisé largement centré sur le libre jeu de la concurrence et du marché. Trois objectifs sont explicitement recherchés par cette réforme : rendre les personnes autonomes dans leur choix de formation, réorienter l'offre de formation vers la montée en qualification, réduire les inégalités d'accès à la formation. Ces objectifs peuvent-ils être atteints ? Bien que la réforme ait été conçue et portée par des économistes, nous argumenterons ici que le raisonnement économique peut amener à en douter.

Pinte, G. (2019). **De réformes en réformes de la formation continue : le tropisme de l'individualisation**. *Savoirs*, *N° 50*(2), 37-54. http://www.cairn.info/revue-savoirs-2019-2-page-37.htm?contenu=resume
Après avoir rappelé les grands moments marquants du dispositif de formation continue des adultes en France, nous chercherons à identifier ce qu'apporte la nouvelle organisation prévue par la loi du 5 septembre 2018, et ce au regard de la problématique de l'individualisation et de la coresponsabilité qui semblent l'une et l'autre marquer l'histoire récente de la formation continue. Partant de là, en guise de perspectives, nous nous interrogerons sur la capacité à s'orienter et à se former tout au long de la vie.

CEDEFOP : Centre européen pour le développement de la formation professionnelle. (2019). ***The changing nature and role of vocational education and training in Europe: volume 7: VET from a lifelong learning perspective: continuing VET concepts, providers and participants in Europe 1995-2015***. Consulté à l'adresse https://www.cedefop.europa.eu/files/5574_en.pdf

Rémery, V. (2019). **Élaboration de l'expérience et développement en accompagnement à la VAE**. *Raisons éducatives*, *N° 23*(1), 95-124. http://www.cairn.info/revue-raisons-educatives-2019-1-page-95.htm?contenu=resume
Cet article restitue les principaux résultats d'une étude conduite sur les pratiques d'accompagnement en validation des acquis de l'expérience (VAE). Ce dispositif d'accompagnement accorde une place centrale aux verbalisations, que l'auteure appréhende à différents niveaux, en tant qu'activité d'écriture par le candidat de son expérience au travail, en tant que « format langagier » (ou genre de discours) induit par les exigences d'un livret que le candidat doit remplir pour faire la preuve de ses connaissances, ou encore en tant que dialogue entre le candidat et son accompagnateur. L'auteure interroge en quoi les verbalisation sur l'expérience de travail peuvent avoir une portée développementale. À partir d'une étude de cas, les enjeux liés à la mise en forme de l'expérience dans et par la verbalisation sont mis en évidence en développant la question de l'hétérogénéité discursive des énoncés d'expérience et la rôle de la verbalisation dans les processus de développement. Au terme des analyses, l'auteure questionne l'usage de l'expérience et de sa verbalisation comme moyen pour la formation.

Rözer, J. J., & Bol, T. (2019). **Labour Market Effects of General and Vocational Education over the Life-Cycle and across Time: Accounting for Age, Period, and Cohort Effects**. *European Sociological Review*, *35*(5), 701-717. https://doi.org/10.1093/esr/jcz031
Abstract. A recent literature argues that the labour market returns to vocational education vary over the life cycle. Graduates with an occupation-specific edu

Insertion professionnelle

Chung, S. (2019). **L'effet de la polarisation du marché du travail sur les parcours d'insertion des diplômés de l'université en République de Corée: apports pour une analyse du chômage des jeunes**. *Revue Internationale Du Travail*, *158*(3), 559-586. https://doi.org/10.1111/ilrf.12131
Résumé Les auteurs analysent l'incidence des caractéristiques du marché du travail sur les comportements d'activité des diplômés de l'université en République de Corée, exploitant des données d'enquête nationales relatives à la période 2005–2013. Ils estiment l'effet de variables macroéconomiques sur les parcours d'insertion, montrant que la polarisation du marché du travail, mesurée par l'indice de Chung et Jung (2016), a un effet significatif sur le chômage des diplômés, y compris sous ses formes masquées (par le report de la remise du diplôme ou une réinscription universitaire). L'analyse de la structure du marché du travail semble donc essentielle à une bonne compréhension du chômage des jeunes.

Marché du travail

Arturo Aguilar Cristina Barnard Giacomo De Giorgi. (2019). ***Long-Term Effects of PROSPERA on Welfare***. https://doi.org/10.1596/1813-9450-9002
The long-term effects of Mexico's conditional cash transfer program, PROSPERA, on poor households are of great interest to policy makers and academics alike. This paper analyzes the long-term effects on the welfare of the original participant households and their offspring, about 20 years after the inception of the program. To complement other

studies that look into the effects on schooling and health, the analysis focuses on a utilitarian definition of welfare and employs two empirical strategies. The first uses the 1997–2000 experiment as the cleanest, albeit limited, source of variation. The analysis finds that by 2017–18, the offspring of original beneficiary households are more likely to have formed their own households, to have migrated to different localities, and to have more durable assets and larger consumption expenditures than their control counterpart. The second strategy confirms and expands those findings using a difference-in-difference methodology based on the localities' rollout of the program and the age of the individuals, as a proxy of exposure. This second approach covers a much larger and representative sample, while also directly observing self-reported vulnerability in food consumption. The findings confirm the generally positive outlook in terms of durable assets and lower food vulnerability. Perhaps more interestingly and relevant for evaluating the success of the program is that it improved intergenerational mobility. Using the 1997–2000 experiment, the analysis finds that the young adults who benefited from the program improved with respect to their parents in education, assets holding, and income. They appear to be climbing the ladder of assets and income.

Barbieri, P., Cutuli, G., Guetto, R., & Scherer, S. (2019). **Part-time employment as a way to increase women's employment: (Where) does it work?** *International Journal of Comparative Sociology*, *60*(4), 249-268. https://doi.org/10.1177/0020715219849463
Part-time employment has repeatedly been proposed as a solution for integrating women into the labor market; however, empirical evidence supporting a causal link is mixed. In this text, we investigate the extent to which increasing part-time employment is a valid means of augmenting women's labor market participation. We pay particular attention to the institutional context and the related characteristics of part-time employment in European countries to test the conditions under which this solution is a viable option. The results reveal that part-time employment may strengthen female employment in Continental Europe and especially in Southern Europe, where an increase in part-time employment—even if it is demand-side driven—leads to greater employment participation among women. We also discuss some policy implications and trade-offs: Although part-time work can lead to higher numbers of employed women, it does so at the cost of increasing gendered labor market segregation. We analyze data from the European Labor Force Survey (EU-LFS) 1992–2011 for 19 countries and 188 regions and exploit regional variation over time while controlling for time-constant regional characteristics, time-varying regional labor market features, and (time-varying) confounding factors at the national level.

Bertrand, M., & Thirion, O. (2019). **Des travailleurs toujours plus mobiles en Bourgogne-Franche-Comté - Insee Analyses Bourgogne-Franche-Comté**. *Insee Analyses Bourgogne-Franche-Comté*, (59), 4. https://www.insee.fr/fr/statistiques/4206939
La Bourgogne-Franche-Comté compte 420 000 habitants qui travaillent en dehors de leur intercommunalité de résidence, un nombre en constante augmentation sur dix ans. Ces navetteurs représentent plus du tiers des actifs occupés de la région. La baisse de l'emploi, notamment productif, a amplifié l'augmentation du nombre de ces navetteurs en favorisant la déconnexion entre lieu de résidence et de travail. Sur la période récente, la tendance s'essouffle. Elle est désormais majoritairement portée par le travail frontalier, dont la progression ralentit néanmoins. Dans l'ouest et au nord-est de la région, le nombre de navetteurs recule. Il augmente à l'inverse dans les plus

grandes intercommunalités, qui perdent des emplois et dont les habitants sont pour un certain nombre amenés à chercher du travail plus loin.

BOUGHZALA, M. (2019). ***Marché du travail, dynamique des compétences et politiques d'emploi en Tunisie***. Consulté à l'adresse https://www.etf.europa.eu/sites/default/files/2019-08/labour_market_tunisia_fr.pdf

Chermann, E. (2019, octobre 4). **Pour les jeunes diplômés, difficile d'échapper aux stéréotypes générationnels**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2019/10/04/pour-les-jeunes-diplomes-difficile-d-echapper-aux-stereotypes-generationnels_6014153_4401467.html
Chez les employeurs, les normes associées à la « génération Y » et à la jeunesse sont plus puissantes en France qu'ailleurs en Europe, selon une étude.

Chung, S. (2019). **L'effet de la polarisation du marché du travail sur les parcours d'insertion des diplômés de l'université en République de Corée: apports pour une analyse du chômage des jeunes**. *Revue Internationale Du Travail*, *158*(3), 559-586. https://doi.org/10.1111/ilrf.12131
Résumé Les auteurs analysent l'incidence des caractéristiques du marché du travail sur les comportements d'activité des diplômés de l'université en République de Corée, exploitant des données d'enquête nationales relatives à la période 2005–2013. Ils estiment l'effet de variables macroéconomiques sur les parcours d'insertion, montrant que la polarisation du marché du travail, mesurée par l'indice de Chung et Jung (2016), a un effet significatif sur le chômage des diplômés, y compris sous ses formes masquées (par le report de la remise du diplôme ou une réinscription universitaire). L'analyse de la structure du marché du travail semble donc essentielle à une bonne compréhension du chômage des jeunes.

Iliana Yaschine Delfino Vargas Curtis Huffman Hiram Carreno Ulises Hernández Tlacaelel Mendoza. (2019). ***Long-Term Study of PROSPERA on Intergenerational Occupational Mobility***. https://doi.org/10.1596/1813-9450-8999
Two decades after the inception of Mexico's conditional cash transfer program, PROSPERA, this study analyzes the intergenerational occupational mobility and occupational attainment of a group of rural beneficiary youths between ages 18 and 35 years, segmented into subgroups by sex, ethnic background and migratory status. Furthermore, it evaluates if a higher intensity of PROSPERA's treatment increases the equality of labor opportunities for the youths. Half of the youths achieved upward mobility relative to their occupation of origin, but, at the same time, there also was a high probability of having an occupation in a lower stratum of the occupational hierarchy, experiencing high occupational inheritance and barriers to climbing the social ladder. The variables related to social origin have a significant correlation with the occupational destinations of the youths, although their education, first occupation and cognitive abilities are factors that, altogether, have a greater weight and may reduce the effect of social origins on occupational destinations. Women and migrants present the highest rates of upward mobility and greater equality in labor opportunities, compared to men and non-migrants, respectively. No differences due to ethnicity were found. The findings on the effects of PROSPERA suggest that higher levels of treatment intensity may generate greater probabilities of better occupations, although this effect is considered modest. The results are only valid for the analyzed subpopulation and

reflect a reduced difference in the treatment intensity, which must not be considered as the complete effect of the program's intervention.

Juan Pablo Gutiérrez Teresa Shamah-Levy Stefano M. Bertozzi Juan A. Rivera-Dommarco. (2019). ***Intergenerational Social Mobility Based on the Investments in Human Capital: Evidence of the Long-Term Results of PROSPERA in Health***. https://doi.org/10.1596/1813-9450-9001
Mexico's conditional cash transfer program, PROSPERA, has demonstrated short- and medium-term positive effects on health and education, including: increased children's height; decreased risky behaviors among adolescents, including the postponement of parenthood; and increased years of schooling. This paper explores whether these effects lasted in the long-term and translated into positive changes in outcomes across generations. This study uses the most recent PROSPERA Evaluation Survey (ENCEL 2017) and combines it with previous waves and with the 1997 Socioeconomic Characteristics Survey (ENCASEH). Using intergenerational mobility analysis and quasi-experimental methods, this study finds strong evidence of positive absolute intergenerational mobility in height and years of schooling. The findings show that, on average, male offspring are 2.8 centimeters taller and have 5.3 more years of schooling than their providers (usually their parents), while female offspring are 4.1 centimeters taller and have 5.7 more years of schooling than their providers. These intergenerational gains are relevant not only because they reflect improvements in human capital, but also because these improvements have a positive return to investment. The study finds that a 1 percent increase in height is associated with a 10.7 and 8.8 percent increases in hourly wages for men and women, respectively. The analysis finds that a one-year increase in schooling is associated with 3.4 and 4.8 percent increases in hourly wages for men and women, respectively. These results show that PROSPERA has been successful in helping children and youth build human capital through better health and education, which has led to positive returns in the labor market.

Lemoine, R. (2019, octobre 4). **La fin des indemnités accélère la recherche d'emploi... précaire**. Consulté 7 octobre 2019, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/fin-indemnites-accelere-recherche-demploi-precaire/00090599
Une étude montre que les chômeurs envoient plus de candidatures avant la perte de leurs allocations et acceptent des postes de moins bonne qualité.

OCDE. (2019). ***Indigenous Employment and Skills Strategies in Australia***. Consulté à l'adresse https://www.oecd-ilibrary.org/fr/employment/indigenous-employment-and-skills-strategies-in-australia_dd1029ea-en
Innovative ways of working with Indigenous Australians are needed to improve their employment prospects, especially as many work in jobs that are most likely to be impacted by digitalisation and automation in the future. This report considers both quantitative and qualitative data regarding employment, skills, and entrepreneurship opportunities for Indigenous Australians. A number of case studies were undertaken with employment and training providers in the cities of Sydney and Perth to gain insights into the delivery of employment and skills programmes targeted to Indigenous Australians. The report highlights critical success factors to better link Indigenous Australians to high quality jobs while also providing recommendations regarding future employment and skills programming.

Ondoa, H. A. (2019). **L'effet de l'éducation sur les disparités salariales dans le secteur informel: l'exemple du Cameroun**. *Revue Internationale Du Travail*, *158*(3), 615-631. https://doi.org/10.1111/ilrf.12132
Résumé L'auteur analyse l'effet de l'éducation sur les disparités salariales dans le secteur informel au Cameroun. L'analyse s'appuie sur des régressions quantiles et des données de l'enquête EESI 2 (deuxième enquête sur l'emploi et le secteur informel au Cameroun, menée en 2010). Elle montre que, dans le secteur informel, le salaire augmente avec le niveau d'instruction, de même que les disparités salariales (qui se creusent notamment sous l'effet d'un diplôme du supérieur). Plusieurs recommandations de politique générale en découlent, en vue d'une formalisation de l'économie: créer plus d'emplois pour la main-d'œuvre qualifiée, fournir des infrastructures adaptées aux activités informelles et développer la formation professionnelle.

Pora, P., & Wilner, L. (2019). **Les trajectoires professionnelles des femmes les moins bien rémunérées sont les plus affectées par l'arrivée d'un enfant**. *INSEE analyses*, (48), 4. https://www.insee.fr/fr/statistiques/4226475?pk_campaign=avis-parution
L'arrivée d'un enfant se traduit par des pertes de revenu salarial pour les mères par rapport à la situation contrefactuelle dans laquelle elles n'auraient pas eu d'enfant, mais pas pour les pères. Elle conduit les femmes à réduire leur activité ou à l'interrompre, parfois définitivement : ces décisions d'offre de travail sont responsables d'une diminution de 20 % de leur revenu salarial cinq ans après l'arrivée d'un enfant. Leur salaire horaire diminue d'environ 5 % par enfant, une baisse qui persiste pendant au moins cinq ans après la naissance. Au contraire, l'arrivée d'un enfant n'a quasiment aucun impact sur les hommes, hormis sur les mieux rémunérés d'entre eux qui augmentent leur activité. Les pertes de revenu salarial des femmes varient selon leur niveau initial de salaire horaire : elles sont très prononcées pour les bas salaires (jusqu'à 40 %), alors qu'elles sont presque négligeables pour les femmes les mieux rémunérées. Cette hétérogénéité est presque intégralement due aux comportements d'offre de travail, les pertes de salaire horaire étant au contraire plutôt homogènes à cet égard. Les ménages semblent s'ajuster aux incitations financières, les mères aux salaires les plus faibles étant les plus incitées à réduire leur activité. Ces incitations incluent le coût d'opportunité d'une diminution d'activité et le coût de la garde d'un jeune enfant, net des subventions du système socio-fiscal.

Wye, C.-K., & Ismail, R. (2019). **L'effet de la qualification globale sur les rendements de la suréducation et de la sous-éducation: résultats pour la Malaisie**. *Revue Internationale Du Travail*, *158*(3), 587-614. https://doi.org/10.1111/ilrf.12134
Résumé En Malaisie, l'offre d'emplois qualifiés ne suffit pas à absorber l'afflux de diplômés du supérieur, une situation qui pourrait renforcer la prime salariale des travailleurs surdiplômés et réduire la pénalité salariale des sous-diplômés. Dans ce contexte, les auteurs s'intéressent à l'effet des compétences au sens large (la «qualification globale») sur ces distorsions, en exploitant des données d'enquête recueillies en 2015 en Malaisie péninsulaire. L'analyse montre que la détention de certaines compétences limite les pénalités induites par les défauts d'appariement sous l'angle du niveau de diplôme. Les établissements de formation et les entreprises auraient donc intérêt à promouvoir l'acquisition de capacités spécifiquement liées à l'emploi.

Métiers de l'éducation

CREHAN, L. (2019). ***Teacher career reforms in Scotland***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000370860

CREHAN, L., TOURNIER, B., & CHIMIER, C. (2019). ***Teachers career pathways in New York City***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000367666?posInSet=1&queryId=b2c09739-fcc9-450a-9eac-9a1cad53d177

education, O. : O. for standards in, & OFSTED : Office for standards in education. (2019). ***Teacher well-being at work in schools and further education providers***. Consulté à l'adresse https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/819314/Teacher_well-being_report_110719F.pdf

Farges, G., Ferry, O., & Giret, J.-F. (2019). ***Des étudiants en ESPE moins satisfaits ?*** Consulté à l'adresse https://halshs.archives-ouvertes.fr/halshs-02302445

Garcia, A.-L., & Lantheaume, F. (2019). ***DURER DANS LE MÉTIER D'ENSEIGNANT***. Consulté à l'adresse http://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&no=64102
Tant en France qu'en Allemagne, les projets de réforme des retraites qui mèneraient à l'allongement des carrières se voient confrontés à des défis liés à la féminisation et au vieillissement du corps enseignant. Or, « durer dans le métier » est un processus de long terme qui se construit au jour le jour et ne relève ni uniquement des individus ni de la seule fin de carrière.

Guibert, P., Périer, P., Malet, R., Urbanski, S., Maleyrot, E., Troger, V., & Coz, A. L. (2019). ***La construction de la reconnaissance professionnelle chez les enseignants du second degré*** [Report]. Consulté à l'adresse https://halshs.archives-ouvertes.fr/halshs-02308271
Cette recherche issu d'un contrat avec la DEPP, nous a conduit à formuler notre questionnement initial en le focalisant sur les attentes différenciées de reconnaissance professionnelle exprimées par les enseignants du second degré. Nous faisons ici l'hypothèse que cette reconnaissance, quand elle est éprouvée, se fonde de fait sur des attentes très diverses qui ont pour point commun de se construire non plus à l'échelle de la société ou de l'ensemble du groupe professionnel mais à l'échelle locale, principalement celle de l'établissement. Lorsque les enseignants se sentent professionnellement reconnus, ils l'expriment essentiellement au niveau de leurs relations avec leurs élèves, avec leurs collègues, voire avec l'administration de leur établissement, mais très rarement au-delà. Cette hypothèse est congruente avec des recherches déjà publiées (Derouet, Périer, van Zanten, Tardif & Lessard…) qui toutes soulignent d'une part la diversité des contextes d'exercice, et d'autre part que c'est à l'échelle des établissements que les enseignants évaluent désormais leurs conditions de travail (Maroy, 2002).

Jarraud, F. (2019, octobre 7). **Enseignement : Diminuer les risques**. Consulté 7 octobre 2019, à l'adresse Le café pédagogique website:

http://www.cafepedagogique.net/lexpresso/Pages/2019/10/07102019Article637060293869002158.aspx
L'European Agency for Safety and Health at Work se soucie de la qualité de l'environnement au travail. Avec l'internationale des syndicats de l'enseignement , elle publie des guides pour l'enseignement primaire et secondaire pour diminuer les risques pour les enseignants et tout le personnel. Sont notamment traités les risques pyscho sociaux qui sont devenus une préoccupation majeure à l'éducation nationale.

Jarraud, F. (2019, octobre 11). **Les profs sont -ils à bout ?** Consulté 11 octobre 2019, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2019/10/11102019Article637063747310771954.aspx
« Toute la salle des profs s'accorde à dire que ce début d'année ressemble à un mi second trimestre ». Ce témoignage d'un enseignant sur Twitter en rejoint beaucoup d'autres. Il colle aussi avec les nombreux incidents depuis la rentrée : 3 suicides d'enseignants, des agressions filmées, des démissions rendues publiques. Les enseignants semblent au bout du rouleau, fatigués et pessimistes. Qu'en est-il réellement et comment l'expliquer ?

Jarraud, F. (2019, octobre 14). **Philippe Meirieu : Lettre à un jeune professeur**. Consulté 15 octobre 2019, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/LEXPRESSO/Pages/2019/10/14102019Article637066346444940434.aspx
« On assiste à une véritable changement identitaire : un changement qui concerne la conception même du métier de professeur... Cher collègue, je crois qu'il est absolument essentiel que vous assumiez, dans ce moment particulier, une fonction de résistance ». C'est à nouveau à résister que Philippe Meirieu appelle dans cette nouvelle « Lettre à un jeune professeur » (ESF Sciences humaines). Résister contre quoi ? Contre la prolétarisation du métier soumis de plus en plus à des injonctions et des contrôles. Contre la toute puissance des neuroscientifiques qui veulent dicter la pédagogie comme si la salle de classe était un laboratoire. Mais surtout Philippe Meirieu appelle à « résister pour ». Pour la part profonde d'humanité qui est dans la transmission du savoir, pour ce pari sur l'avenir que font existentiellement les enseignants. Et pour cela, Philippe Meirieu aborde des questions de métier : discipline et disciplines, rapport aux élèves et aux savoirs, efficacité, relations avec l'institution. Alors que règne une ambiance particulièrement morose en ce moment dans les écoles et établissements, ce petit livre est surtout un acte d'espoir. Mais laissons Philippe Meirieu s'en expliquer...

Marcelo Ponte Barbosa Leandro Oliveira Costa. (2019). ***Requirements to be a Teacher in Brazil: Effective or Not?*** https://doi.org/10.1596/1813-9450-9006
Policy makers in Brazil attempted to improve human capital through changes in the legislated requirements for teacher education in 1996. They passed a national Law of Guidelines and Standards of Education that established 2007 as the deadline for all Brazilian basic education teachers to have tertiary education–level qualifications. This implied a significant change in the profile of teachers in basic education and in the provision of pre-service training. The objective of this study is to investigate the effects of the increase in the share of public upper secondary school teachers with higher education on students' performance in math and Portuguese and analyze the role of

the pre-service training framework in the quality of teachers in recent years. The study carried out an empirical analysis to estimate the average treatment effect on the treated on public upper secondary students through the combination of difference-in-difference and propensity score matching methods. The analysis found no evidence of positive effects on Portuguese scores, and despite the statistically significant positive effect of the rise in teachers with higher education on math scores, there was no effect from specific math training. Finally, the paper discusses the possible reason for the ineffectiveness of teacher pre-service training, such as the quality of the training delivered by distance learning modalities and the low performance of the secondary students who enter the teacher schools.

Mattéï-Mieusset, C., Promonet-Thérèse, A., Emprin, F., & Philippot, T. (2019). **Développement professionnel d'enseignants et verbalisation au sein d'un dispositif d'accompagnement pluriel**. *Raisons éducatives*, *N° 23*(1), 71-94. http://www.cairn.info/revue-raisons-educatives-2019-1-page-71.htm
Cet article présente les premiers résultats d'une recherche qualitative dans le contexte français, qui vise à comprendre les leviers de réussite d'un dispositif de formation d'enseignants articulant recherche et pratique, dans un accompagnement institutionnel pluriel : réseau Canopé-direction territoriale Grand Est, le Conseil National d'Évaluation du Système Scolaire et l'Éducation Nationale. Nous analysons pour deux des enseignantes impliquées, différents types de verbalisations que nous considérons comme des traces langagières présentant une dimension discursive plurielle au sens du dialogisme (Bakhtine, 1979). Nous caractérisons le processus de développement professionnel (Jorro, 2014 ; Marcel, 2009 ; Wittorski, 2008) de chacun d'eux grâce à l'identification de trois indicateurs corrélés à quatre phases (Boucher & Jenkins, 2004). Nous discutons enfin la place de la verbalisation entre outil méthodologique de recherche et vecteur de développement professionnel.

Rouax, C. (2019, octobre 4). **Le sacerdoce des directeurs d'école**. Consulté 7 octobre 2019, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/sacerdoce-directeurs-decole/00090597
Le suicide de Christine Renon met en lumière l'ambiguïté et la difficulté du statut des directeurs d'école, placés en première ligne pour gérer les contradictions de l'institution scolaire

Thomas, J.-É. (2019). **Les heures supplémentaires annualisées des enseignants en 2018-2019 dans le second degré**. *Note d'information*, (19.37). Consulté à l'adresse https://www.education.gouv.fr/cid115116/les-heures-supplementaires-annualisees-des-enseignants-en-2018-2019-dans-le-second-degre.html
À la rentrée 2018, le service moyen d'un enseignant du second degré est de 18 heures et 17 minutes, dont une heure et demie d'heure supplémentaire annualisée (HSA). La pratique des HSA est très répandue, puisque les deux tiers des enseignants en effectuent au moins une et un quart des enseignants en effectuent au moins deux. Dans les établissements classés en REP+, huit enseignants sur dix effectuent au moins une HSA contre six sur dix pour les établissements classés en REP et pour ceux hors éducation prioritaire. Les agrégés et les professeurs de chaire supérieure sont les plus nombreux à faire des HSA parmi les corps d'enseignants et ce sont les disciplines du domaine des services, de la production et les disciplines scientifiques qui sont les plus concernées par cette pratique.

La rémunération d'une HSA est de 1 410 € en moyenne sur l'année, ce qui conduit à un gain annuel moyen parmi les agents réalisant des HSA de 3 460 € pour les hommes et de 2 720 € pour les femmes.
Le nombre de HSA a augmenté de 4,5 % depuis la rentrée 2015, année de la mise en place des dernières mesures réglementaires. Sur la même période, le nombre d'élèves du second degré a augmenté un peu plus vite que le nombre d'enseignants ; ainsi, la hausse des HSA par enseignant a contribué à la stabilité du nombre d'heures d'enseignement par élève.

UNESCO, Rapport mondial de suivi sur l'éducation, & Equipe spéciale internationale sur les enseignants poru l'éducation 2030. (2019, octobre 5). ***JOURNÉE MONDIALE DES ENSEIGNANT(E)S 2019 : CHIFFRES CLÉS***. Consulté à l'adresse http://uis.unesco.org/sites/default/files/documents/world-teachers-day-fact-sheet-2019-french_0.pdf
Les enseignants jouent un rôle essentiel dans l'amélioration de la vie des enfants, des adolescents et des adultes du monde entier. Mais attirer de jeunes enseignants dans la profession est un défi majeur à l'échelle mondiale. On doit donner aux jeunes enseignants les moyens de façonner l'éducation et l'enseignement afin de dispenser un apprentis-sage de qualité et de garantir le droit à l'éducation pour tous

Wang, W. (2019). ***'I really like teaching, but...' A mixed methods study exploring pre-service teachers' motivations for choosing teaching as a career*** (PhD, University of Glasgow). Consulté à l'adresse http://encore.lib.gla.ac.uk/iii/encore/record/C__Rb3356430
In the context of ongoing concerns and current needs to further strengthen teacher quality and encourage highly motivated and committed teachers into teaching in Scotland (Donaldson 2010; Scottish Government, 2016, 2018), this study explores motivational factors influencing Scottish student teachers choosing teaching as a career choice. In doing so, this research also seeks to compare the career motivation of those choosing teaching as a first career and those who change career path to enter teaching. Watt and Richardson's FIT-Choice model (2007), underpinned by expectancy-value theory, is chosen as the theoretical foundation to guide the investigation of the study. Following an explanatory sequential mixed methods approach, this study employs two research instruments: an online questionnaire based upon a standardised inventory called 'FIT-Choice scale' (Watt and Richardson, 2007) completed by 92 students who were in first year MEduc and PGDE programmes at the University of Glasgow in Scotland; and, followed-up with face-to-face semi-structured interviews with a subset of the sample (n = 11). The questionnaire and interview data were analysed using SPSS and NVivo software respectively. Questionnaire results show the trends and general motivation patterns of Scottish student teachers' motivations to teach; and, interview results not only offer supplementary explanations and clarification in understanding questionnaire results, but also reveal personal stories about their decision to teach. Interpretations and conclusions were drawn from both the questionnaire and interview results. This study found that pre-service teachers' motivations for pursuing a teaching career are often multi-dimensional, contextualised and individualised. Participants exhibited a complex combination of different forms of motivational factors; these motivations interacted with participants' perceptions, expectations, and attitude towards teaching as a career. There were subtle differences in motivations for becoming teachers between those choosing teaching as a first or,

subsequent career. Many participants' decision to teach was made in the context of being aware of both positive and challenging aspects of the profession. Interestingly, in light of interview data, respondents tend to rely on perceived intrinsic rewards of teaching (e.g. feelings of enjoyment and fulfilment) to resist any negative thoughts or remarks about teaching as a career. Therefore, conclusions drawn from the analysis suggests that participants' seemingly high motivation for teaching is likely to involve the feature of weighing or balancing the perceived positive and negative images of teaching. Overall, this mixed methods study contributes to knowledge by offering insights into 1) student teachers' generic motivations patterns for teaching in the Scottish context; 2) an under-explored group comparison of career motivations of those who choose teaching as an initial or subsequent career; and, 3) how these motives link to student teachers' perceptions, values, expectations, and attitudes towards teaching as a career; and, contribute to the development of their identity as a teacher. Arguably, understanding these issues have important practical implications for recruiting and retaining teachers; and, for helping future teachers fulfil their articulated professional goals and sustain their morale and enthusiasm for teaching.

Numérique et éducation

Acquah, E. O., & Katz, H. T. (2020). **Digital game-based L2 learning outcomes for primary through high-school students: A systematic literature review**. *Computers & Education*, *143*, 103667. https://doi.org/10.1016/j.compedu.2019.103667
The aim of this systematic literature review was to examine the empirical evidence for the effectiveness of digital games on second language learning between 2014 and 2018, with a focus on participants 6–18 years old. The initial search yielded 578 results, from which a total of 26 articles were included in the final content analysis. The analysis of the included studies revealed: (1) the majority of studies were conducted with a mixed methods design; (2) most studies used computers as the gaming platform; (3) the most common game genre was educational games or educational mini games; (5) most games were designed for learning; (4) research was mainly conducted in East Asia and the Middle East; (5) the primary context of study was within a formal learning environment; and (6) the target language was usually English. Further analysis suggests that digital learning games (DLGs) may benefit players' language acquisition, affective/psychological state, contemporary competences, and participatory behavior. An inductive analysis revealed six key game features highlighted within the studies that influenced the outcomes: ease-of-use, challenge (at one's zone of proximal development), rewards and feedback, control or autonomy, goal-orientation, and interactivity. In addition to game features, associations between context and outcomes were also explored: studies conducted within a formal learning environment, with or without teacher facilitation, resulted in mostly positive language acquisition results, meaning DLGs can be implemented successfully within schools. Based on the overall findings, it is clear that DLGs are an effective tool, but future research should explore how they can best be implemented in the classroom setting.

Al-Huneini, H., Walker, S. A., & Badger, R. (2020). **Introducing tablet computers to a rural primary school: An Activity Theory case study**. *Computers & Education*, *143*, 103648. https://doi.org/10.1016/j.compedu.2019.103648
This paper reports on a case study investigating the introduction of tablet computers into a rural primary school in Oman. The school is unusual in that it is in an economically-

disadvantaged, mountainous region which is prone to flooding. There is little infrastructure, with no internet and there is a high turnover of staff. The project to introduce tablets was a personal initiative of the head teacher who needed to convince the Ministry of Education, her staff and parents of the pupils. The study used Activity Theory to explore the introduction of the tablet computers, seeing the school and the classrooms as Activity Systems. The Activity Theory analysis made it possible to see how changing one aspect of an Activity System, by introducing new mediational tools, affected the agents, the community, the rules and the division of labour. The study found that the tablets changed the working culture of staff in the project and the behaviour and responsibilities of the pupils. The significance of the study lies in the fact that the school was such an unlikely setting for such an innovation and the consequent effects such as staff collaboration and partnership between teachers and pupils – which might have been standard practice in an affluent urban setting – constituted radical changes in the culture of the school and classrooms. The study also innovates in the use of Activity Theory to examine all components of the System in order to understand the unexpected impacts of an innovation such as tablet computers in education.

Besneville, É., Brillant, C., Caesar, M., Cerisier, J.-F., Devauchelle, B., Kechaï, H. E., … Landa, M. S. (2019). **Le numérique éducatif à l'école élémentaire en tension entre politiques nationales, politiques locales et logiques d'appropriation par les enseignants**. *Ecoles, territoires et numérique : quelles collaborations ? quels apprentissages ?* Présenté à Clermont-Ferrand, France. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-02314186

Cet article rend compte d'un travail de recherche réalisé par le laboratoire Techné de l'université de Poitiers portant sur le numérique éducatif à l'école élémentaire en France métropolitaine. Il découle d'une étude menée entre 2018 et 2019 et dont les principaux résultats ont été transmis à la Cour des comptes dans le cadre d'une contribution à ses travaux sur le sujet. Après une présentation des principaux résultats de l'étude centrale dans la première partie de l'article, les deux parties suivantes proposent d'aborder deux prolongements spécifiques identifiés : les liens entre équipements numériques disponibles et usages des enseignants et la confrontation entre politiques publiques et discours de terrain.

Céci, J.-F. (2019). **Learning by and with digital technology: Educating the young for a balanced use**. *Annales des Mines - Enjeux Numériques*, *Juin 2019*(N°6). Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-02310807

The controversy about the use of screens places parents and educators in a sensitive situation on the question of whether we should promote or oppose the use of screens or even forbid using them. Several opponents and proponents are trying to define and quantify the right and wrong uses of screens, to place screen use in an adapted time and space or simply to make screen-gazing less exclusive for the sake of other activities, which are deemed healthier (sports, arts...). Is there a balanced use of digital technology? What role should schools have? After describing this new hyperconnected form of socialization, focus is shifted to schools and the integration of educational digital technology. The concept of a digital culture is examined to conclude by opening a discussion on the balanced and ecological use of this technology. Controversies about the exposure to screens put parents and educational professionals in a sensitive situation with regard to a single question. Should we foster the use in

everyday life of screens of all sorts-whether TV, smartphones, tablets or computers, but in particular those connected to the Internet-or, on the contrary, fight against screen exposure or even forbid screens? Several stakeholders (manufacturers, researchers, teachers, parents, institutions), pro and con, are trying to define the standards for good and bad uses of screens, to quantify screen exposure and limit it to an adapted space and time, or simply to keep screen time from excluding other activities (deemed healthier: sports, outings, artistic activities, etc.). What would be a balanced use of digital technology? What role, if any, should schools (herein, a generic term referring to educational institutions from the primary level up to the university) play? Pupils and students are well equipped with smartphones, and probably use digital technology intensively. After describing the context of this new, hyperconnected form of socialization, this article will focus on digital technology in schools. We shall then dwell on the concept of a « digital culture » and, in conclusion, open the discussion to questions about a balanced and ecological use of digital technology.

Cintero, J., Magogeat, Q., & Guignard, M. (2019). **Le dispositif de co-enseignement en Ardèche : vers une mise en réseau d'écoles classes uniques en milieu rural et montagnard ?** *Ecoles, territoires et numérique : quelles collaborations ? quels apprentissages ?* Présenté à Clermont-Ferrand, France. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-02314187
Cette communication se propose d'examiner en quoi un dispositif récent de co-enseignement mis en place dans13 écoles rurales pourrait conduire à la perception par les professeurs des écoles concernés d'une mise en réseau de leurs écoles. La communication s'appuie sur une recherche toujours en cours ayant pour but l'évaluation de ce dispositif, à la demande du rectorat de Grenoble. Cette évaluation indépendante vise notamment à apprécier si, toutes choses étant égales par ailleurs, le dispositif mis en place a des effets-dans quel(s) sens, avec quelle(s) intensité(s), selon quelle(s) modalité(s), etc.-sur les intentions didactiques, les stratégies pédagogiques et les pratiques d'enseignement des professeurs des écoles, d'une part, les apprentissages, les attitudes et les performances des élèves, d'autre part, dans les classes et écoles concernées.

Commission européenne, EACEA : Agence executive : éducation, audiovisuel et culture, & Eurydice : réseau d'information sur l'éducation en Europe. (2019). ***Digital education at school in Europe: Eurydice report***. Consulté à l'adresse https://eacea.ec.europa.eu/national-policies/eurydice/sites/eurydice/files/en_digital_education_n.pdf

Ferguson, C., van den Broek, E. L., & van Oostendorp, H. (2020). **On the role of interaction mode and story structure in virtual reality serious games**. *Computers & Education*, *143*, 103671. https://doi.org/10.1016/j.compedu.2019.103671
Educational Environmental Narrative (EEN) games in Virtual Reality (VR) provide rich, high-fidelity environments that provide a fully immersive and interactive storytelling experience for use in teaching. Yet, it is not fully known how learning experience is affected by freely exploring the environment (interaction mode) and having an explicit story structure. A randomized controlled 2 × 2 study with 42 adolescents was performed to correct this omission and find the effect that these two factors have on recalling important information and on how a player feels when playing a game. They explored an EEN VR game with different interaction modes (active vs passive) and story

structures (explicit vs implicit) and then completed a knowledge test and standardized questionnaires, regarding their sense of presence, cognitive interest and engagement during the game. Results show that allowing players to navigate freely through the game has positive effects on cognitive interest and a feeling of presence. An implicitly structured game leads to increased recall of spatial information. However, for optimal learning of factual knowledge, guidance is beneficial.

FOESTER, M., GOURDIN, A., HUERTAS, E., MOHREN, J., RANNE, P., & ROCA, R. (2019). ***Framework for the quality assurance of e-assessment***. Consulté à l'adresse https://enqa.eu/indirme/papers-and-reports/associated-reports/D4.7%20Framework%20screen%20TeSLA%202606.pdf

Ghabara, K., & Baron, G.-L. (2019). **Un MOOC favorisant les échanges et le travail collaboratif entre classes ? Le cas de Classes éloignées en réseau**. *Ecoles, territoires et numérique : quelles collaborations ? quels apprentissages ?* Présenté à Clermont-Ferrand, France. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-02314198

Hilliard, J., Kear, K., Donelan, H., & Heaney, C. (2020). **Students' experiences of anxiety in an assessed, online, collaborative project**. *Computers & Education*, *143*, 103675. https://doi.org/10.1016/j.compedu.2019.103675
Collaborative learning activities have become a popular method in online education to encourage active learning and equip students with team working skills that are highly valued by employers. However, past research has identified that working with other students online has the potential to cause anxiety for learners, particularly when work is being assessed. There is concern that, as well as the emotional distress this may cause, anxiety may affect students' participation and performance in these activities. This paper investigates these issues by exploring part-time distance learners' experiences of a group project where they were required to collaborate online to create a wiki resource and a website. An online survey and interviews were conducted with students who had recently completed the project. Results revealed that anxiety was commonly experienced, and causes of anxiety included relying on 'unknown others', fear of negative evaluation, and worries about non-active group members. It was found that anxiety reduced over the course of the project, as feelings of uncertainty were resolved. Findings also revealed that, although anxiety is often viewed to have detrimental consequences, more learners perceived anxiety to have had a facilitative effect on participation and performance than a debilitative one. Students who employed problem-focused coping strategies, rather than avoidance coping ones, were more likely to experience facilitative effects. These findings will be of value to educators who are designing and running online collaborative activities, and students who are participating in them.

Labidi, S., Chnane-Davin, F., & Gouaïch, K. (2019). ***The impact of digital tablets in teaching - learning Arabic writing***. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-02314019
Le projet Arabesc permet d'intégrer plusieurs champs disciplinaires tels que les neurosciences, la psychologie cognitive, les Sciences de l'éducation. L'objectif principal du projet est de s'interroger si changer la façon d'écrire impacte, ou pas, les capacités de l'élève dans le cadre de l'apprentissage de la langue arabe comme langue vivante étrangère. Pour y répondre, l'étude compare les performances

cognitives des élèves à partir de différents supports d'écritures : les supports numériques (le clavier, le stylet tablette) et l'écriture standard (manuscrite).

Laisney, P., Impedovo, M. A., & Brandt-Pomares, P. (2019). **Réseau d'éducation : Constituer communauté coopérative et collaborative d'enseignants, chercheurs et élèves**. *Ecoles, territoires et numérique : quelles collaborations ? quels apprentissages ?* Présenté à Clermont-Ferrand, France. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-02314200

Cet article décrit un projet de recherche réalisé dans l'académie d'Aix Marseille réunissant des chercheurs de l'ESPE et des établissements scolaires REP+ des quartiers nord de Marseille. Cette recherche orientée par la conception (Design-based research), conduite sur deux année a pour objectif d'accompagner la mise en oeuvre de l'apprentissage collaboratif et coopératif par des équipes pédagogiques volontaires. Les premiers résultats de l'analyse des données (entretiens, enregistrements vidéos de classe…) montrent des effets positifs sur le climat scolaire qui pourraient faire l'objet d'un prolongement pour analyser les effets sur les apprentissages des élèves dans le cadre d'un prolongement de cette étude.

Lämsä, J., Hämäläinen, R., Koskinen, P., Viiri, J., & Mannonen, J. (2020). **The potential of temporal analysis: Combining log data and lag sequential analysis to investigate temporal differences between scaffolded and non-scaffolded group inquiry-based learning processes**. *Computers & Education*, *143*, 103674. https://doi.org/10.1016/j.compedu.2019.103674

This paper contributes to the ongoing discussion about analysing the temporal aspects of learning processes in the educational technology research field. Our main aim was to advance methods for analysing temporal aspects of technology-enhanced learning (TEL) processes by introducing the temporal lag sequential analysis (TLSA) technique and by combining TLSA with temporal log data analysis (TLDA). Our secondary aim was to illustrate the potential of these two analysis techniques to reveal the differences between the face-to-face technology-enhanced collaborative inquiry-based learning (CIBL) processes of three different conditions (non-scaffolded, writing scaffolded and script scaffolded groups). The study involved undergraduate university students (N = 231) in natural sciences. The TLDA was based on timestamps and groups' inputs into a TEL environment, and it focused on the groups' temporal ways of using technological resources. The TLSA was based on screen capture videos and audio recordings of the groups' CIBL processes, and it focused on the inquiry-based learning (IBL) transition patterns (i.e. the transitions between the different IBL phases) discovered by lag sequential analysis and demonstrated by how the IBL transition patterns temporarily emerged. The TLDA findings demonstrated temporal differences regarding how the groups in the different conditions used the available technological resources. The TLSA findings revealed three temporarily distinct IBL transition pattern clusters whose content and temporal emergence varied depending on the condition. Parallel temporal analysis of the log data and the IBL transition patterns indicated that the use of the technological resources temporarily mediated IBL transition patterns. Specifically, we found advantages similar to those of asynchronous online discussions (think before acting) when face-to-face interaction was enhanced with the writing scaffold. The article concludes with a general discussion of the necessity and potential of temporal analysis.

Lazonder, A. W., Walraven, A., Gijlers, H., & Janssen, N. (2020). **Longitudinal assessment of digital literacy in children: Findings from a large Dutch single-school study**. *Computers & Education*, *143*, 103681. https://doi.org/10.1016/j.compedu.2019.103681
This article reports on a three-year longitudinal study that portrayed the development of children's digital literacy skills. A sample of 151 fifth- and sixth-graders was tested three times at yearly intervals to monitor how their skills to collect, create, transform, and safely use digital information progressed. Results at the group level showed a steady linear increase in all four skills, but individual children tended to alternate substantial growth in one year with minimal progress during the next or vice versa. Children made most progress in their ability to collect information whereas their ability to create information improved the least. Development of most skills was moderately related and independent of gender, grade level, migration background, and improvements in reading comprehension and math. Children's socioeconomic status was weakly associated with the ability to collect and safely use information, but not with the other two digital literacy skills.

Lin, G.-Y. (2020). **Scripts and mastery goal orientation in face-to-face versus computer-mediated collaborative learning: Influence on performance, affective and motivational outcomes, and social ability**. *Computers & Education*, *143*, 103691. https://doi.org/10.1016/j.compedu.2019.103691
This experimental study systematically investigates the separate and interactive effects of mastery goal orientation (low versus high), collaboration-script use (with versus without) and computer mediation (face-to-face versus computer-mediated) on performance outcomes (i.e., report grades and lengths), affective outcomes (i.e., process satisfaction and solution satisfaction), motivational outcomes (i.e., collaborative learning self-efficacy, group efficacy, and task value), and social ability. Specifically, 99 undergraduate students identified as having either high or low mastery goal orientations were randomly assigned to use either face-to-face or computer-mediated interaction to complete two group assignments, one with scripted instruction and one with unscripted instruction. Statistical analysis revealed that those using collaboration scripts wrote significantly longer reports, and those participating in face-to-face collaboration had significantly lower grades and co-presence. Computer-mediated collaboration was found to have two significant interactive effects, (1) with collaboration scripts, on satisfaction with the discussion process, and (2) with mastery goal orientation, on report length. Additionally, the study identified a significant three-way interactive effect of collaboration scripts, computer mediation, and mastery goal orientation on group efficacy.

Lin, L., Ginns, P., Wang, T., & Zhang, P. (2020). **Using a pedagogical agent to deliver conversational style instruction: What benefits can you obtain?** *Computers & Education*, *143*, 103658. https://doi.org/10.1016/j.compedu.2019.103658
The purpose of the current study was to investigate the potential effects of two social cues on learning outcomes, cognitive load, and intrinsic motivation in a computer-based environment in an Asian context. A total of 98 Chinese college students were randomly assigned into one of four experimental conditions formed by a 2 (agent vs. no agent) X 2 (conversational style vs. formal style) factorial design. Results revealed that (a) learning with a pedagogical agent was more interesting than learning without a pedagogical agent; (b) learning from a lesson written in a conversational style enhanced retention but also resulted in increased pressure; and (c) a pedagogical

agent delivering instruction in a conversational style led to an increase in mental effort, but instruction delivered in this style without a pedagogical agent led learners to perceive it as less difficult. These findings support the use of a pedagogical agent to deliver instruction in a conversational style to Chinese learners. But parsimonious instructional designs, such as a design to deliver instruction in a conversational style without an animated pedagogical agent, also have advantages under some circumstances, particularly when the learning materials are not so difficult and when advanced technology cannot be utilized or afforded.

Loisel, J.-F., & Gkouskou, P. (2019). **Vers des collectifs de collaborateurs ? Le cas des enseignants de lycée en Nouvelle-Calédonie.** *Ecoles, territoires et numérique : quelles collaborations ? quels apprentissages ?* Présenté à Clermont-Ferrand, France. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-02314201
Cette communication concerne le travail collaboratif des enseignants via les dispositifs numériques de communication dans des lycées de Nouvelle-Calédonie. En effet, à l'heure où le numérique et les dispositifs de communication sont de plus en plus présents dans les établissements, la question du travail collaboratif chez les enseignants se pose et peut être envisagé comme un processus d'innovation.

Michos, K., & Hernández-Leo, D. (2020). **CIDA: A collective inquiry framework to study and support teachers as designers in technological environments**. *Computers & Education*, *143*, 103679. https://doi.org/10.1016/j.compedu.2019.103679
The use of new technologies such as learning analytics by teachers is challenging due to the changes they bring to teachers' practices and their pedagogical interventions. A design approach into teaching has been proposed for mapping pedagogy with technology to effectively integrate these changes. However, limited collective approaches exist in which teachers participate in professional communities to build knowledge for the design and implementation of learning scenarios with learning analytics. In this paper, we propose a framework (CIDA) for collective inquiry in such professional communities of teachers. Based on other collective inquiry frameworks for knowledge building, we propose three interconnected components: the inquiry process, the collective process, and technological support to facilitate and study teachers' design practices in technological environments. We explain the framework with examples of implemented technologies and present empirical results of three cases; two High schools and a Massive Open Online Course (MOOC). Results inform further how our framework can be implemented in practice and its required supports to facilitate knowledge building for inquiry communities of teachers.

Moffitt, R. L., Padgett, C., & Grieve, R. (2020). **Accessibility and emotionality of online assessment feedback: Using emoticons to enhance student perceptions of marker competence and warmth**. *Computers & Education*, *143*, 103654. https://doi.org/10.1016/j.compedu.2019.103654
Assessment feedback is one of the most powerful learning tools, and in higher education this feedback is increasingly being provided online. The current study investigated the inclusion of emoticons as a method through which to enhance student perceptions of the accessibility and emotionality of written online assessment feedback. Undergraduate students (N = 241) were presented with an online faux essay along with associated written feedback typical of the comments students would receive in the higher education context. The feedback was identical except for the

inclusion of emoticons. Using a between-groups design, emoticons were manipulated in two ways: frequency (none, 1, 3, or 6) and valence (happy, sad, or confused). The use of happy emoticons produced significantly higher perceptions of marker warmth when compared to no emoticons, or when negatively valenced emoticons were included. Furthermore, marker competence was significantly higher when 3 happy face emoticons were presented in the feedback than when 3 sad or confused faces were included. Student perceptions of feedback quality and marker professionalism were not affected by emoticon use. Thus, the results suggest that instructors can use positively valenced emoticons to inject some fun, warmth, and emotionality in written online assessment feedback without sacrificing feedback quality or professional integrity.

Moretti, L. (2019). **Liens École-territoire : Une étude sous l'angle de la recherche-action via la constitution de " territoires apprenants "**. *Ecoles, territoires et numérique : quelles collaborations ? quels apprentissages ?* Présenté à Clermont-Ferrand, France. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-02314205
Cet article présente un projet de recherche en cours de réalisation. L'architecture du projet y est détaillée, en partant des observations menant à la formulation de la problématique ainsi que sa dérivation en hypothèses de recherche. Le projet consistant en une recherche-action, les parties action et recherche, menées actuellement en parallèle, sont également détaillées. L'objectif est d'évaluer l'influence d'une démarche type « territoire apprenant », initiée à partir d'établissements scolaires, sur la formation du citoyen. Le territoire d'enquête est constitué par le milieu insulaire Corse, subdivisé en trois points d'observations. Des données ont été récoltées et sont en cours d'analyse. D'autres données seront récoltées une fois la démarche terminée.

Moufakkir, S. E. (2019). **L'usage et les représentations sociales des TICE chez les enseignements des écoles communautaires dans le milieu rural au Maroc. Cas de la région Rabat-Salé-Kenitra**. *Ecoles, territoires et numérique : quelles collaborations ? quels apprentissages ?* Présenté à Clermont-Ferrand, France. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-02314192
Les représentations sociales des enseignants sont des facteurs déterminants de l'intégration des TICE dans les pratiques pédagogiques. A partir d'une analyse de contenu des entretins semi-directifs auprès des enseignants de deux écoles communautaires au Maroc-Cas de la région Rabat-Salé-Kenitra. Cet article sera présenté comme suit, le contexte de l'évolution de l'école communautaire au Maroc et la problématique de notre recherche, nous abordons rapidement la notion de représentation sociale et le rôle qu'elle joue dans le processus d'appropriation de compétences dans ce domaine. Nos principaux résultats seront présentés en nous appuyons sur l'analyse des entretiens avec les enseignants de deux écoles communautaires. Ils aborderont les réponses des enseignants concernant leurs usages déclarés des TICE ; leurs perceptions des formations proposées ; des dotations en matériel ; des ressources numériques et de la plus-value des TICE.

Peng, X., & Xu, Q. (2020). **Investigating learners' behaviors and discourse content in MOOC course reviews**. *Computers & Education*, *143*, 103673. https://doi.org/10.1016/j.compedu.2019.103673

In MOOCs, course reviews serve as a new interactive tool that has not yet been sufficiently exploited. Therefore, this study investigated learners' explicit behaviors and implicit discourse content derived from reviews by using a mixed approach of text mining and statistical analysis. We proposed an improved topic model called Behavior–Emotion Topic Model (BETM) to detect reviews' semantic content between two achievement groups (completers and non-completers). Then we performed statistical analysis to investigate differences in the two groups' discourse behaviors and content. Results showed significant differences in discourse behaviors and focused topics between completers and non-completers. Specifically, posting reviews was a significant behavior for completers, while replying and giving peers' reviews "thumps up" were significant behaviors for non-completers. Furthermore, completers tended to express appreciation of course-related content by posting reviews and, afterward, showing certificates, whereas non-completers tended to hold negative attitudes toward the platform construction's technical issues by replying. Finally, we conducted an evolutionary analysis to explore the dynamics of learners' focused content throughout the course over 3 years; this can provide instructors new insights for the development of online course, thus meeting future learners' needs by adjusting the teaching process.

Raes, A., Vanneste, P., Pieters, M., Windey, I., Van Den Noortgate, W., & Depaepe, F. (2020). **Learning and instruction in the hybrid virtual classroom: An investigation of students' engagement and the effect of quizzes**. *Computers & Education*, *143*, 103682. https://doi.org/10.1016/j.compedu.2019.103682

To deal with the current need for flexible learning trajectories giving access to a more diverse group of learners, synchronous hybrid virtual classrooms have been designed to connect both on-site students and remote students during synchronous teaching. Given synchronous blended learning is relatively new, there are only few studies that have investigated its use and effectiveness. Furthermore, the existing literature is mostly exploratory and qualitative in nature. This present study meets the need for empirical, theory-driven research. More specific, this study has set up an experiment to investigate how different learning settings can affect students' relatedness, intrinsic motivation and learning achievement in the context of a synchronous learning space. The Self-Determination Theory (SDT) namely stresses that relatedness is a contributing factor for intrinsic motivation and indirectly also predicts learning achievement. Although there are numerous studies using SDT in various contexts, only limited studies used this theory to examine learning in the hybrid virtual classroom comparing different learning settings and its effects on relatedness, intrinsic motivation and learning achievement. The educational setting depends on whether students are physically present and thus attend the lecture face-to-face (F2F) or remotely (virtual), and on whether the setting is the same for all students (pure) or mixed (hybrid). This study presents the results of an experimental within-subjects design study comparing the students' learning experiences as F2F versus virtual student in the pure or hybrid setting. A mixed-methods approach is used including real-time measurements of intrinsic motivation next to retrospective self-report surveys and interviews. Also the effect of quizzes has been consistently investigated. The results show that although the hybrid virtual classroom is promising regarding flexibility in education as it gives students the choice where to attend the course, it is also the most challenging one to teach in and to learn in as a remote participant. It has been found that both the relatedness to peers and the intrinsic motivation is the lowest in the hybrid-virtual setting. Yet, our results show that

launching quizzes is positively related to all students' motivation. Further research that implements different kinds of quizzes and at different time intervals is necessary to validate this finding in the context of the hybrid virtual classroom. Future research should also investigate how relatedness between the remote students and their on-campus counterparts can be improved by means of instructional interventions.

remond, emilie, Netto, S., Lancella, F., & Féroc Dumez, I. (2019). **Les politiques du numérique éducatif au prisme des territoires en France**. *Ecoles, territoires et numérique : quelles collaborations? quels apprentissages?* Présenté à Clermont-Ferrand, France. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-02314211
A l'heure d'une extension des compétences régionales, les collectivités sur le territoire métropolitain (pour cette étude) sont de plus en plus assujetties à des choix d'arbitrage complexes, notamment à travers des choix budgétaires motivés. Les configurations territoriales invitent ainsi à considérer les politiques locales dans leurs spécificités, tout en les rapportant au contexte national. Dans cette perspective, notre travail dresse un panorama de la diversité des politiques locales en matière de numérique éducatif envers les écoles élémentaires. A partir d'une enquête réalisée par le Laboratoire TECHNE (Université de Poitiers), auprès de 350 collectivités territoriales, nous avons cherché à analyser les politiques des territoires enquêtés en matière de numérique éducatif, en tentant de mettre au jour leurs points de convergences et divergences.

Scherer, R., Siddiq, F., & Tondeur, J. (2020). **All the same or different? Revisiting measures of teachers' technology acceptance**. *Computers & Education*, *143*, 103656. https://doi.org/10.1016/j.compedu.2019.103656
Technology acceptance has been widely discussed and examined in educational contexts. Despite the variety of models and measures describing teachers' technology acceptance, two key assumptions persist in the existing body of literature: First, the technology acceptance construct can be represented by a set of diverse, yet correlated attitudes and beliefs. Second, the effects of technology acceptance on the intentions to use technology and technology use—two commonly studied outcome variables—follow a cascade. The existing evidence backing these assumptions is, however, diverse, as the considerable between-study variation in the relations between the technology acceptance and outcome variables shows. This variation remained largely unexplained, and the present study offers an explanation from the perspective of construct validity. Analyzing a large meta-analytic sample (N = 37211 teachers) obtained from a previous meta-analysis, we synthesized the correlations among measures of teachers' technology acceptance and found support for the existence of a common trait that underlies all technology acceptance variables. This finding remained even after distinguishing between different teacher samples (i.e., pre-vs. in-service teachers) and types of technology (i.e., technology in general vs. specific technologies). There was no convincing evidence for the hypothesized cascade of effects, due to a weak and insignificant link between usage intentions and technology use. Our findings provide evidence for the representation of teachers' technology acceptance as a single latent variable and consequently offer a way to describe its relations to usage intentions and technology use without compromising the validity of the inferences drawn from them.

Sun, C., Shute, V. J., Stewart, A., Yonehiro, J., Duran, N., & D'Mello, S. (2020). **Towards a generalized competency model of collaborative problem solving**. *Computers & Education*, *143*, 103672. https://doi.org/10.1016/j.compedu.2019.103672
Collaborative problem solving (CPS) is an essential skill in the 21st century. There is a need for an appropriate framework and operationalization of CPS to guide its assessment and support and across multiple domains. Accordingly, we synthesized prior research on CPS to construct a generalized CPS competency model (i.e., skills and abilities) consisting of the following core facets: constructing shared knowledge, negotiation/coordination, and maintaining team function. Each facet has two sub-facets, which in turn, have multiple verbal and nonverbal indicators. We validated our model in two empirical studies involving triadic CPS, but in very different contexts – middle-school students playing an educational game in a 3-h, face-to-face session vs. college students engaging in a visual programming task for 20 min via videoconferencing. We used principal component analysis to investigate whether the empirical data aligned with our theorized model. Correlational analyses provided evidence on the orthogonality of the facets and their independence to individual differences in prior knowledge, intelligence and personality and regression analyses indicated that the facets predicted both subjective and objective outcome measures controlling for several covariates. Thus we provide initial evidence for the convergent, discriminant, and predictive validity of our model by using two different CPS contexts and student populations. This shows promise towards generalizing across various human-human CPS interactive environments.

Tchamabe, M. D. (2019). **Ecoles Eloignées en Réseau et efficacité de la Supervision pédagogique en Technologies Educatives (TE)**. *Ecoles, territoires et numérique : quelles collaborations ? quels apprentissages ?* Présenté à Clermont-Ferrand, France. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-02314191
Tous les enfants ont droit à une éducation de qualité, égale et équitable et à un enseignement primaire (5-11/12) obligatoire au Cameroun. Or, le profil de scolarisation relève que la rétention reste faible puisque seulement 55 % d'une classe d'âge achèvent le cycle primaire (en particulier en milieu rural et notamment dans les zones d'éducation prioritaire). Par ailleurs, la supervision pédagogique joue un rôle important dans la réussite scolaire. Aussi l'étude s'est-elle intéressée dans ce contexte aux Ecoles Eloignées en Réseau (ERR) et à leur rôle pour améliorer la supervision pédagogique. Les résultats montrent que les EER constituent une alternative efficace pour l'organisation, la planification et la coordination des interventions d'inspection ou de supervision. Les TIC sont utilisées dans ces EER pour accompagner des acteurs dans les zones rurales et urbaines dans la production, la validation, la diffusion et le partage des ressources pédagogiques, se faisant contribuent à faire sortir de l'isolement certaines écoles. La plus-value des EER de l'avis des répondants (68 participants) est la pratique de l'auto-supervision nécessaire au développement professionnel.

Tomasevic, N., Gvozdenovic, N., & Vranes, S. (2020). **An overview and comparison of supervised data mining techniques for student exam performance prediction**. *Computers & Education*, *143*, 103676. https://doi.org/10.1016/j.compedu.2019.103676
Recent increase in the availability of learning data has given educational data mining an importance and momentum, in order to better understand and optimize the learning process and environments in which it occurs. The aim of this paper is to provide a comprehensive analysis and comparison of state of the art supervised machine

learning techniques applied for solving the task of student exam performance prediction, i.e. discovering students at a “high risk” of dropping out from the course, and predicting their future achievements, such as for instance, the final exam scores. For both classification and regression tasks, the overall highest precision was obtained with artificial neural networks by feeding the student engagement data and past performance data, while the usage of demographic data did not show significant influence on the precision of predictions. To exploit the full potential of the student exam performance prediction, it was concluded that adequate data acquisition functionalities and the student interaction with the learning environment is a prerequisite to ensure sufficient amount of data for analysis.

van der Meij, H., & Dunkel, P. (2020). **Effects of a review video and practice in video-based statistics training**. *Computers & Education*, *143*, 103665. https://doi.org/10.1016/j.compedu.2019.103665
This study investigated the effectiveness of video-based statistics training. An experiment is reported in which conditions were systematically varied for the presence or absence of review videos and practice opportunities. Three main types of dependent measures were recorded: engagement, motivation, and knowledge. Seventy students participated in training and were assessed afterwards. Video play measures revealed nearly complete (94.1%) views for original videos, and lower but still substantial views for the review video (60.5%). The results for time spent on the videos were in line with these findings. There was no effect of condition on these engagement measures. Motivation scores were high for task relevance and self-efficacy. Self-efficacy scores were significantly higher when a review video and/or practice opportunity was available. Practice scores were uniformly high in the two practice conditions. The practice conditions scored significantly better than the no-practice conditions on a procedural knowledge post-test. There was no difference between conditions on a declarative knowledge post-test, nor on a transfer test. The conclusion draws attention to the possibility of improving the effectiveness of existing video-based statistics training by adding a complementary review video and arranging for practice with external feedback.

Vanbecelaere, S., Van den Berghe, K., Cornillie, F., Sasanguie, D., Reynvoet, B., & Depaepe, F. (2020). **The effects of two digital educational games on cognitive and non-cognitive math and reading outcomes**. *Computers & Education*, *143*, 103680. https://doi.org/10.1016/j.compedu.2019.103680
Digital educational games play an increasingly important role in education. However, multiple questions about the effectiveness of educational games with respect to cognitive and non-cognitive effects remain unclear. The current study, a longitudinal, quasi-experiment with 336 first graders, examined the effects of two digital educational games, Number Sense Game (NSG) and Reading Game (RG). The NSG trained early numerical skills, the RG supported emergent reading. Children were pseudo-randomly assigned to either an experimental condition, comprising eight weeks of intensive game-based training, or a control condition in which they took part in regular education without game-based practice. A pretest-posttest design was used to examine the effects of the intervention on cognitive (digit comparison, number line estimation, letter knowledge, math and reading competence) and non-cognitive outcomes (math and reading anxiety). Delayed cognitive effects on math and reading competence were also investigated two months after the intervention. Furthermore, we

examined variances of the impact of the training on cognitive outcomes as a consequence of differences in children's prior knowledge, prior affect and socio-economic status. For cognitive outcomes, results revealed that children who played a game performed better on number line estimation and reading competence, whereas no significant differences were observed for digit comparison, letter knowledge and math competence. Also, children who played a game showed better scores in the delayed reading posttest, but not in the delayed math posttest. For non-cognitive outcomes, game training did not affect math or reading anxiety. Regarding individual differences, children with less prior knowledge in the game play condition performed better on the number line estimation posttest compared to children in the control condition. Children with more prior knowledge in the game play condition still scored better on this test compared to the control condition, but the difference between the conditions was smaller.

Wang, C., Fang, T., & Gu, Y. (2020). **Learning performance and behavioral patterns of online collaborative learning: Impact of cognitive load and affordances of different multimedia**. *Computers & Education*, *143*, 103683. https://doi.org/10.1016/j.compedu.2019.103683
In online collaborative learning, discussions have been widely utilized as an educational activity, and much research has been conducted on the process and behaviors involved in synchronous or asynchronous discussions. However, research on behavioral patterns in collaborative learning environments with different formats of learning materials has not been addressed in detailed yet. In this study, we designed three versions of media to present the same learning contents: interactive version, video version, and text version. The differences among the above three versions are the form of information organization and the interaction mode between students and the given version. There were 131 eighth graders from three classes participated in this study. They were asked to complete a group worksheet through online discussion while engaging with the given learning materials. In order to explore students' online collaborative behavioral patterns while engaging with different multimedia, this study proposed a verb-dominated coding scheme for synchronous online collaborative learning and conducted a lag sequential analysis. The findings indicate that Class A (interactive version) formed an active learning atmosphere, while Class B (video version) spent more time on showing disagreement due to overloaded working memory caused by improper information presentation. In contrast, Class C (text version) had high efficiency in information exchanges because of the convenience of information acquisition. Besides, Class A gained the highest scores in group worksheet and invested moderate cognitive load. Class B had unsatisfactory learning performance on group worksheet along with the highest cognitive load. Class C invested the lowest cognitive load and had better knowledge retention than Class A, as shown in the results of the post-test a week later.

Whelan, E., Islam, A. K. M. N., & Brooks, S. (2020). **Applying the SOBC paradigm to explain how social media overload affects academic performance**. *Computers & Education*, *143*, 103692. https://doi.org/10.1016/j.compedu.2019.103692
Research suggests University students are more disposed than others to develop problematic social media use. Social media overload, the phenomenon where users are exposed to a massive amount of information and communication demands via social media that may require energy and cognitive processing beyond their

capabilities, is the specific problem under investigation in this paper. Combining qualitative data with the situation–organism–behavior-consequence paradigm, we develop a research model of the etiology of social media overload and its consequences for student performance in higher education. Using SEM-PLS techniques to analyze survey data from 182 students revealed a fear of missing out (the situation) is associated with feelings of overload (the organism), which in turn is linked to deficient self-regulation (the behavior) and ultimately reduced performance (the consequence). Our study advances the understanding of problematic social media use among students by demonstrating the psychological and behavioral conditions which hinder academic performance. Interventions designed to address social media overload should target the performance antecedents identified in this study.

Zander, S., Montag, M., Wetzel, S., & Bertel, S. (2020). **A gender issue? - How touch-based interactions with dynamic spatial objects support performance and motivation of secondary school students**. *Computers & Education*, *143*, 103677. https://doi.org/10.1016/j.compedu.2019.103677

Mobile devices are seen to incorporate characteristics which can support learning and problem solving in general and specific abilities, such as spatial ones (e.g. mental rotation). Central relevant characteristics of these devices are the availability of multiple representations (e.g. dynamic and static) and the direct interaction via touch, pointing and tracing with displayed information. The primary aim of the present study was to investigate the effectiveness of direct interactive, dynamic interactions with spatial tasks on mobile devices as compared to purely static, non-interactive versions of the same tasks. We expected that dynamic, interactive tasks support mental processes while solving spatial tasks would be especially helpful for learners with difficulties in mental rotation and low expectancies regarding their spatial abilities. Therefore, the second focus of the study was to examine whether the expected beneficial effects of dynamic interactions were equally beneficial for both genders. This was motivated by previous studies that revealed gender differences in performance and motivational beliefs regarding spatial tasks to the disadvantage of females. We used a mixed within-between subject design with presentation format (static vs. dynamic) and gender (female vs. male) as factors and success rate, mental effort, intrinsic motivation, and frustration as dependent variables. The study was conducted in four classes (7th grade, N = 46) in two secondary schools. To test gender related pre-assumptions, spatial abilities and motivation were assessed before solving the actual rotation tasks. A MANOVA with single-comparison follow-up tests revealed increased success rates and decreased mental effort for both genders in the dynamic condition, whereas beneficial effects for intrinsic motivation and frustration were restricted to female students. Process data for rotation behavior was registered for dynamic tasks: an analysis hinted at more exploratory ways of solving spatial tasks for females and at more goal-oriented approaches for male students.

Zheng, J., Xing, W., Zhu, G., Chen, G., Zhao, H., & Xie, C. (2020). **Profiling self-regulation behaviors in STEM learning of engineering design**. *Computers & Education*, *143*, 103669. https://doi.org/10.1016/j.compedu.2019.103669

Engineering design is a complex process which requires science, technology, engineering, and mathematic (STEM) knowledge. Students' self-regulation plays a critical role in interdisciplinary tasks. However, there is limited research investigating whether and how self-regulation leads to different learning outcomes among students

in engineering design. This study analyzes the engineering design behaviors of 108 ninth-grade U.S. students using principal component analysis and cluster analysis. It classifies the students into four distinct types: competent, cognitive-oriented, reflective-oriented, and minimally self-regulated learners. Competent self-regulated learners perceived themselves as the most self-regulated learners and had the greatest learning gains, although they did not perform best in the task. Cognitive-oriented self-regulated learners perceived themselves as the least self-regulated learners although they were the second best in both the performance of the task and learning gains. In contrast, reflective learners had the best performance in the task. Minimally self-regulated learners did not perform well in the task and had the lowest learning gains. The results revealed that the competent self-regulated learners had an appropriate assessment of themselves to obtain knowledge, cognitive-oriented self-regulated learners underestimated themselves, reflective learners focused on the results of the task, and minimally self-regulated learners overestimated themselves and exerted the least effort. The results also offer new insights into STEM education and self-regulated learning with emerging learning analytics.

Zhu, M., Liu, O. L., & Lee, H.-S. (2020). **The effect of automated feedback on revision behavior and learning gains in formative assessment of scientific argument writing**. *Computers & Education*, *143*, 103668. https://doi.org/10.1016/j.compedu.2019.103668
Application of new automated scoring technologies, such as natural language processing and machine learning, makes it possible to provide automated feedback on students' short written responses. Even though many studies investigated the automated feedback in the computer-mediated learning environments, most of them focused on the multiple-choice items instead of the constructed response items. This study focuses on the latter and investigates a formative feedback system integrated into an online science curriculum module teaching climate change. The feedback system incorporates automated scoring technologies to support students' revision of scientific arguments. By analyzing the log files from the climate module, we explore how student revisions enabled by the formative feedback system correlate with student performance and learning gains. We also compare the impact of generic feedback (context-independent) vs. contextualized feedback (context-dependent). Our results showed that (1) students with higher initial scores on average were more likely to revise after the automated feedback, (2) revisions were positively related to score increases, and (3) contextualized feedback was more effective in assisting learning. The findings of this study provide insights into the use of automated feedback to improve scientific argumentation writing as part of classroom instruction.

Zydney, J. M., Warner, Z., & Angelone, L. (2020). **Learning through experience: Using design based research to redesign protocols for blended synchronous learning environments**. *Computers & Education*, *143*, 103678. https://doi.org/10.1016/j.compedu.2019.103678
Blended synchronous environments offer benefits to learners in terms of flexibility, but there are technological and pedagogical challenges in implementing this approach. Protocols, which are highly structured discussion strategies designed to promote trust, equity, and diversity, have the potential to address some of these challenges. This exploratory study used a design based research methodology to iteratively design, implement, and assess a blended synchronous learning environment leveraging the use of protocols in a graduate education course. Across three iterations, a combination of

qualitative data collection and analysis procedures were used to examine the influence of protocols on the experiences of the instructor and students in a blended synchronous environment. The findings included several assertions. Students appreciated taking on greater leadership roles through facilitating protocols when they perceived the outcome of their facilitation successful. Students became hyperaware of the time when the technology caused timing issues with the protocols. Trust of the protocol was hindered by the unpredictability of the blended synchronous learning environment. And, deep connections to texts were unachievable due to the multitasking required in blended synchronous settings. These findings resulted in a set of contextualized design propositions that contribute to the literature on both protocols and blended synchronous environments. The propositions included: (a) enabling active participation through distributed roles, (b) creating equity through flexible structures, (c) fostering trust through re-norming, and (d) prompting connections with texts by reducing task complexity.

Orientation scolaire et professionnelle

Han, H., Rojewski, J. W., & Kwak, M. (2019). **Development and Validation of the Subjective Occupational Aspiration Scale Using a Rasch Model Approach**. *Journal of Career Development*, *46*(6), 670-691. https://doi.org/10.1177/0894845318771210
This study proposes and measures a new construct, subjective occupational aspiration, that refers to individuals' preferences for selected aspects of occupations—economic rewards, authority, freedom, education required, and ability required—that, collectively, support the expression of those occupations. Using a four-step approach to constructing psychometric instruments based on the Rasch model, this study developed and validated the Subjective Occupational Aspiration Scale (SOAS). The SOAS consists of 24 4-point Likert-type items. Both infit and outfit statistics indicated that the Rasch model predicted both items and persons within a reasonable error bound, validating all initial 24 items of the SOAS. However, two sets of items showed reversed difficulties. The final instrument that reflects the corrected difficulty order of items is provided. Suggestions and implications for using the SOAS in practice are also discussed.

Tenret, É., Belghith, F., Carvalho, H., & Ferry, O. (2019). **L'orientation étudiante à l'heure de Parcoursup : des stratégies et des jugements socialement différenciés**. *OVE Infos*, (39). Consulté à l'adresse http://www.ove-national.education.fr/publication/ove-infos-n39/
Point de vue des étudiants sur la transition entre l'enseignement secondaire et l'enseignement supérieur avec Parcoursup, d'après une enquête menée en 2019.

Politique de l'éducation et système éducatif

Bangoura, M., Laville, B., & Schonfeld, S. (2019). ***Mutations sociétales & nouvelles compétences : quels impacts sur les organisations ?*** (p. 64). Consulté à l'adresse Conférence des présidents d'universit ; Conférence des grandes écoles ; Comité 21 website: http://www.cpu.fr/wp-content/uploads/2019/10/Etude_Mutations-soci%C3%A9tales-et-nouvelles-comp%C3%A9tences.pdf

L'étude « Mutations sociétales et nouvelles compétences : quels impacts sur les organisations ? » s'inscrit dans une volonté commune de la Conférence des Grandes Écoles (CGE) et de la Conférence des Présidents d'Université (CPU) d'identifier et de comprendre les enjeux sociétaux actuels qui interpellent les employeurs – privés et publics - et qui ont des conséquences sur leurs besoins en compétences RH. Il s'agit de (i) donner un éclairage aux acteurs de l'enseignement supérieur et de la recherche pour orienter l'adaptation de leur offre de formation aux besoins des organisations, (ii) de partager entre des organisations de natures et de secteurs d'activités divers des expériences sur les impacts des mutations sociétales sur leurs métiers respectifs.

Bilgili, Ö. (2019a). ***Policy approaches to integration of newly arrived immigrant children in schools: The case of the Netherlands***. https://doi.org/10.1787/f19de900-en
This research paper has the objective of providing a comprehensive overview of Dutch education policy approaches to the integration of children with a migration background, with a particular focus on those who have recently arrived in the country. After mapping the current population characteristics of children with a migration background and their educational performance and socio-emotional well-being, the research paper summarises the Dutch education system and the opportunities it provides for newcomer children. The remainder of the paper focuses on three key policy issues that are crucial for promoting the academic and social resilience of children with a migration background: promoting social cohesion and multiculturalism in schools, capacity building in the education system and language acquisition for newcomers. The paper concludes with pointers for the short and long-term policy debates to enhance the successful integration of students with a migration background in the education system as well as the wider society.

Bilgili, Ö. (2019b). ***Policy approaches to integration of newly arrived immigrant children in schools: The case of the Netherlands***. https://doi.org/10.1787/f19de900-en
This research paper has the objective of providing a comprehensive overview of Dutch education policy approaches to the integration of children with a migration background, with a particular focus on those who have recently arrived in the country. After mapping the current population characteristics of children with a migration background and their educational performance and socio-emotional well-being, the research paper summarises the Dutch education system and the opportunities it provides for newcomer children. The remainder of the paper focuses on three key policy issues that are crucial for promoting the academic and social resilience of children with a migration background: promoting social cohesion and multiculturalism in schools, capacity building in the education system and language acquisition for newcomers. The paper concludes with pointers for the short and long-term policy debates to enhance the successful integration of students with a migration background in the education system as well as the wider society.

Castellano, M.-L. (2019). **En 2017-2018, un étudiant en stage sur deux est rétribué**. *Note Flash du SIES*, (18). Consulté à l'adresse //www.enseignementsup-recherche.gouv.fr/cid145327/en-2017-2018-un-etudiant-en-stage-sur-deux-est-retribue.html
Un tiers des étudiants inscrits en formation initiale à l'université ou dans un établissement assimilé ont effectué un stage lors de l'année universitaire 2017-2018. La proportion de

stagiaires est plus importante - et augmente en fin de cursus - dans les formations professionnalisantes (licences professionnelles, diplômes universitaires de technologie (DUT), formations d'ingénieurs). Cette note montre aussi que les deux tiers des stages se déroulent dans la région de l'établissement d'études et que 11 % sont effectués à l'étranger. Près de la moitié (46 %) des stages donnent lieu à une rémunération.

Cijika Kayombo, C. (2019). ***École, éducation et société : outils pour l'analyse des systèmes éducatifs***. Consulté à l'adresse http://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&isbn=97823431831 45&utm_source=phplist&utm_campaign=message_27853&utm_medium=email&utm_content=lienTitre
Aujourd'hui, le devoir premier de l'école et le but qualifiant de l'apprentissage sont orientés vers la construction et le développement des compétences de l'apprenant, et considérés dans la société de la connaissance comme des éléments fondamentaux pour la construction du futur citoyen. Comment donc forger un nouveau citoyen à même de bâtir cette « Cité des lumières » dont rêvait l'école de première génération dans l'utopie plus globale d'une éducation qui transformerait la société en une « Grèce noire », prospère, intellectuelle et démocratique. Cet ouvrage montre que l'analyse de l'école ainsi que de ses difficultés devra être effectuée en lien avec l'analyse de toute la société.

Commission européenne. (2019a). ***Le cadre européen des certifications : favoriser l'apprentissage, l'emploi et la mobilité transfrontalière : 10e anniversaire***. Consulté à l'adresse https://publications.europa.eu/fr/publication-detail/-/publication/4e8acf5d-41eb-11e8-b5fe-01aa75ed71a1/language-fr/format-PDF/source-search

Commission européenne. (2019b). ***Rapport de suivi de l'éducation et de la formation 2019 France***. Consulté à l'adresse https://ec.europa.eu/education/sites/education/files/document-library-docs/et-monitor-report-2019-france_fr.pdf

commission, T. E., & The Education commission. (2019). ***Transforming the education workforce: learning teams for a learning generation***. Consulté à l'adresse https://educationcommission.org/wp-content/uploads/2019/09/Transforming-the-Education-Workforce-Full-Report.pdf

Crahay, M. (2019). ***Peut-on lutter contre l'échec scolaire ?*** (4ème édition). Consulté à l'adresse https://www.deboecksuperieur.com/ouvrage/9782807315853-peut-lutter-contre-l-echec-scolaire
Un ouvrage incontournable sur l'échec scolaire. Cette nouvelle édition développe une large réflexion à la fois sur le redoublement qui ne produit pas les effets escomptés et sur la formation des enseignants qui nécessite un changement dans les pratiques d'évaluation notamment.

Drégoir, M., & Landreau, A. (2019). **157 milliards d'euros consacrés à l'éducation en 2018 : 6,7 % du PIB**. *Note d'information*, (19.38). Consulté à l'adresse https://www.education.gouv.fr/cid61665/157-milliards-d-euros-consacres-a-l-education-en-2018-6-7-du-pib.html

En 2018, la France a consacré 157,2 milliards d'euros à son système éducatif, soit 6,7 % du PIB. La dépense moyenne pour un élève ou un étudiant est de 8 810 euros. Elle augmente avec le niveau d'enseignement allant de 6 820 euros pour un écolier, 8 780 euros pour un collégien, 11 200 euros pour un lycéen à 11 470 euros pour un étudiant. L'État est le premier financeur de l'éducation (57,4 %), devant les collectivités territoriales (23,4 %). Alors que les départements diminuent leurs dépenses d'éducation depuis 2014, celles des régions se renforcent parallèlement chaque année. Les communes voient leurs dépenses d'éducation croître depuis 2017 suite à un effort sur l'investissement.

Dubet, F., & Duru-Bellat, M. (2019). **À bas la sélection ! Misère de la critique**. *Esprit*, *Octobre*(10), 131-141. http://www.cairn.info/revue-esprit-2019-10-page-131.htm
La critique de la sélection à l'entrée de l'université repose sur une vision misérabiliste des étudiants de milieu populaire et ne remet pas en question les inégalités au sein du système d'éducation.

Duquet-Métayer, C., & Monso, O. (2019). **Une typologie des communes pour décrire le système éducatif**. *Note d'information*, (19.35). Consulté à l'adresse https://www.education.gouv.fr/cid144686/une-typologie-des-communes-pour-decrire-le-systeme-educatif.html
Une typologie des communes en neuf catégories a été établie par la DEPP pour décrire le système éducatif. Cette caractérisation du territoire, basée sur un croisement d'approches morphologique et fonctionnelle, permet de distinguer plusieurs types de communes rurales et urbaines. Cette nouvelle typologie apparaît adaptée pour décrire les conditions de scolarisation, mais aussi les parcours des élèves. Dans les communes les plus rurales, plus de la moitié des élèves du premier degré ne disposent pas d'une école dans leur commune et sont scolarisés dans une autre commune, notamment dans le cadre d'un réseau pédagogique intercommunal. Dans le premier degré, le type de commune de résidence correspond à celui de la commune de scolarisation pour 92 % des élèves. Dans le second degré, cette proportion est de 65 %, compte tenu de la localisation des établissements dans des communes plus urbaines. Les territoires se distinguent également selon les conditions socio-économiques des élèves et les conditions d'accès à l'offre scolaire. Celles-ci peuvent influer sur leurs parcours et leurs résultats. Ainsi, les élèves des communes les plus rurales s'orientent moins fréquemment vers l'enseignement général et technologique et davantage vers l'enseignement professionnel ; néanmoins, ils sortent aussi souvent avec un diplôme que la moyenne nationale.

OCDE : Organisation de coopération et de développement économiques. (2019). ***Benchmarking higher education system performance***. Consulté à l'adresse https://www.oecd-ilibrary.org/sites/be5514d7-en/index.html?itemId=/content/publication/be5514d7-en&mimeType=text/html

Commission européenne. (2019a). ***Education and training monitor 2019***. Consulté à l'adresse https://ec.europa.eu/education/sites/education/files/document-library-docs/volume-1-2019-education-and-training-monitor.pdf

Commission européenne. (2019b). ***Vocational mobility in Europe: analysing provision, take-up and impact: final report***. Consulté à l'adresse

https://publications.europa.eu/fr/publication-detail/-/publication/88f66119-d906-11e9-9c4e-01aa75ed71a1/language-en/format-PDF

Fahey, G., & Köster, F. (2019). ***Means, ends and meaning in accountability for strategic education governance***. https://doi.org/10.1787/1d516b5c-en
Recent decades have revealed a gap between promises and realities of accountability in education governance, as well as further afield. Despite efforts identifying and analysing cautionary tales of accountability interventions, a systematic approach to support progressive improvements for managing accountability in complex education systems is yet to be widely adopted. This review of the interdisciplinary literature leverages the complexity paradigm to address the extant lack of clarity in theory and practice surrounding accountability. Central to this are recent research efforts that embrace accountability's foundations as a relational exchange of accounts. The approach enables distancing accountability from misconceptions arising from its patchy track record in practice and the rhetorical usage of the term. The review discusses implications for understanding and managing accountability within contemporary strategic governance. In such an environment, this means rethinking the management of accountability stresses by practitioners as a new normal to be grappled with – and where possible attenuated – rather than the object of tractable solutions, as has been mistakenly conceived in the past.

FOESTER, M., GOURDIN, A., HUERTAS, E., MOHREN, J., RANNE, P., & ROCA, R. (2019). ***Framework for the quality assurance of e-assessment***. Consulté à l'adresse https://enqa.eu/indirme/papers-and-reports/associated-reports/D4.7%20Framework%20screen%20TeSLA%202606.pdf

Gaggero, A., & Haile, G. (2019). ***Does Class Size Matter in Postgraduate Education?*** (IZA Discussion Paper Nº 12628). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp12628.htm
The paper examines the impact of class size on postgraduate grades using administrative data from one of the largest Schools of a Russell Group University in the UK. As well as estimating Fixed Effects models on the population of postgraduate candidates in the School, we exploit a policy change aimed at reducing class size to implement a regression discontinuity design (RDD). We find that class size does impact grades adversely overall; and the policy aimed at reducing class size impacts grades favourably. Our findings are robust to alternative specifications as well as being supported by the validity tests we conducted.

Ghanem, H. (2019). ***La scolarisation des enfants en situation de handicap dans les écoles primaires du Liban : quelles représentations pour quelles pratiques chez les enseignants ?*** (Thèse en sciences de l'éducation, Université de Lyon ; Faculté de Droit et des Sciences Politiques et Administratives de Beyrouth). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-02305563
Dans un contexte social et scolaire qui se veut inclusif, nombre de facteurs font entrave à un processus de scolarisation de qualité pour les enfants en situation de handicap dans les écoles ordinaires du Liban. Les représentations sociales et les pratiques à l'égard de ces enfants en sont les signes les plus saillants. Cette thèse interroge les représentations que se font lesenseignants des enfants en situation de handicap et leurs pratiques pédagogiques effectives, afin de comprendre les interactions entre les

premières et les secondes ainsi que leur impact sur la réussite de la scolarisation. Elle vise simultanément à saisir la position de l'École libanaise face à la diversité des enfants.Cette recherche relève d'une démarche compréhensive. Elle repose sur l'observation des pratiques éducatives et pédagogiques ainsi que sur des focus groups et des entretiens compréhensifs avec les enseignants. Le recours à ces méthodologies permet, d'une part, d'appréhender les conduites des enseignants et leurs démarches pédagogiques ; d'autre part, d'analyser leurs discours et d'explorer les représentations sociales qui structurent inconsciemment leurs manières de penser et d'agir. Par l'analyse et le croisement des données recueillies, les freins et les leviers à la mise en œuvre du processus de scolarisation se trouvent ainsi mis en lumière.L'interprétation croisée des pratiques et des représentations permet finalement de comprendre ce qui pourrait amener les enseignants à modifier leurs conceptions, à transformer leurs pratiques usuelles et à envisager la possibilité d'en instaurer de nouvelles, plus cohérentes avec la visée inclusive.

Högberg, B., Voßemer, J., Gebel, M., & Strandh, M. (2019). **Unemployment, well-being, and the moderating role of education policies: A multilevel study**. *International Journal of Comparative Sociology*, *60*(4), 269-291. https://doi.org/10.1177/0020715219874386
This article aims to investigate if education policies moderate the association between unemployment and well-being among young adults. Based on the capability approach, we argue that education policies mitigate the negative effects of unemployment by providing opportunities for education and thus ways to exit unemployment. Education policies can strengthen capabilities, enhance the control that individuals have over their situation, and thereby reduce the stress associated with unemployment. We estimated cross-level interactions between education policies and unemployment status using multilevel methods and data from the European Social Survey. Results showed that policies that increase educational opportunities—such as generous second chance opportunities—were associated with smaller negative effects of unemployment on well-being and that this moderating impact was stronger for young adults with low education. Further analyses show that education policies are also associated with perceived capabilities among unemployed, supporting the proposed mechanism.

Inspection générale de la jeunesse et des sports. (2019). ***Rapport d'activité 2018 de l'Inspection générale de la jeunesse et des sports*** [Report]. Consulté à l'adresse La documentation française website: https://www.ladocumentationfrancaise.fr/var/storage/rapports-publics/194000730.pdf
L'Inspection générale de la jeunesse et des sports (IGJS) présente son rapport d'activité au titre de l'année 2018. Il revient sur l'activité du service et présente sous forme synthétique les rapports produits au cours de l'année

Jarraud, F. (2019a, août 8). **Le comité éthique et scientifique de Parcoursup demande un bilan des « oui si »**. Consulté 8 octobre 2019, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2019/10/08102019Article637061167380719069.aspx
Le comité éthique et scientifique de Parcoursup (CESP) a remis le 7 octobre son rapport à la ministre de l'enseignement supérieur. Il fait 16 préconisations. L aplus importante semble être l'établissement rapide d'un premier bilan des « oui si ». « Les « oui si », qui

constituent l'une des nouveautés marquantes de la loi, n'ont pas fait l'objet d'un bilan national, notamment en raison de leur diversité et de la complexité à en appréhender les effets. Il semble pourtant nécessaire d'en dresser un premier bilan et, parallèlement, de construire un dispositif de suivi partagé avec les acteurs. Ce suivi devrait porter à court terme sur les différentes modalités d'entrée et de sortie du dispositif ; les modalités différenciées de mise en oeuvre par les établissements ; la perception du dispositif par les candidats à qui il est proposé et le degré de satisfaction des étudiants en ayant bénéficié. Et à plus long terme sur les effets des « oui si » sur le devenir de l'étudiant (présence aux examens, réussite) ; du dispositif sur la transformation de l'offre de formation et ses limites éventuelles dans le processus de flexibilisation des cursus et personnalisation des parcours étudiants », note le CESP. Le comité veut aussi que soit étudiée la question des écarts de notation entre lycées. « Les écarts de notation entre lycées, et leur éventuelle prise en compte par les commissions d'examen des voeux constituent un thème particulièrement sensible, notamment dans le contexte de la réforme à venir du baccalauréat, puisqu'il touche à l'égalité de traitement entre les candidats. Il serait souhaitable que les recteurs engagent au plus vite avec les acteurs de terrain une réflexion sur : les écarts de notation effectivement constatés entre lycées ; la manière dont les lycées entament une réflexion sur ce sujet ; la manière dont ces écarts sont pris en compte – ou non – dans les commissions d'examen des voeux. »

Jarraud, F. (2019b, septembre 14). **Les fonds sociaux divisés par deux en 2020**. Consulté 15 octobre 2019, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2019/10/14102019Article637066346424003336.aspx
C'est une des surprises de la publication des « bleus budgétaires », ces documents destinés au parlement sur le budget 2020 détaillant les dépenses pour chaque mission de l'Etat. Le budget des fonds sociaux passe de 59 millions en 2019 à 30 millions en 2020.

Jarraud, F. (2019c, octobre 7). **Sciences : La réforme du collège et la baisse des résultats**. Consulté 7 octobre 2019, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2019/10/07102019Article637060293875721166.aspx
« La baisse des résultats des élèves en fin de collège est-elle liée à la réforme qui en 2016 a mis en concurrence les enseignements pratiques interdisciplinaires, l'accompagnement personnalisé et les dédoublements, notamment en sciences ? », écrit le Snes suite à la publication des résultats de l'enquête CEDRE. « Seuls 39 % des professeurs déclarent faire manipuler leurs élèves régulièrement. Les dédoublements se sont raréfiés et les préconisations institutionnelles portent davantage sur la compréhension de la démarche scientifique que sur la manipulation. Dans ces conditions, comment les élèves pourraient-ils maîtriser « des gestes manipulatoires fins », alors que cet objectif n'est plus recherché ? »

Jarraud, F. (2019d, octobre 14). **Bac : De quel coté penche la nouvelle note sur le controle continu ?** Consulté 15 octobre 2019, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2019/10/14102019Article637066346396660111.aspx

Le ministère publie la note sur « l'organisation des épreuves communes de controle continu ». Elle est conforme au document publié le 8 octobre. La note tente de concilier deux principes qui semblent inconciliables : des épreuves à caractère national et une organisation « plus souple et adaptée aux réalités locales » décidée localement. Cette contradiction résulte d'une décision politique initiale : le ministère n'a pas tranché nettement entre controle continu et examen national, ou , d'une autre façon, entre les enseignants du Snes Fsu et les chefs d'établissement du Snpden Unsa. Il renvoie le choix de l'organisation au local, c'est à dire aux proviseurs et construit une nouvelle usine à gaz qui fasse illusion d'un diplôme national.

Jarraud, F. (2019e, octobre 14). **Le ralentissement de la dépense d'éducation continue en 2018**. Consulté 15 octobre 2019, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2019/10/14102019Article637066346431034451.aspx
Avec 6.7% du PIB la dépense d'éducation connait une hausse de 1.1% en 2018, soit plus de deux fois moins que 2017 (+2.4%). Le premier degré enregistre une hausse des dépenses par élève alors que dans le second degré les dépenses stagnent et qu'elles diminuent dans le supérieur. Régions et communes voient leurs dépenses d'éducation augmenter.

Klijn, F., Pais, J., & Vorsatz, M. (2019). ***Improving Schools through School Choice: An Experimental Study of Deferred Acceptance*** (Working Paper Nº 1119). Consulté à l'adresse Barcelona Graduate School of Economics website: https://econpapers.repec.org/paper/bgewpaper/1119.htm
In the context of school choice, we experimentally study the student-optimal stable mechanism where subjects take the role of students and schools are passive. Specifically, we study if a school can be better off when it unambiguously improves in the students' true preferences and its (theoretic) student-optimal stable match remains the same or gets worse. Using first-order stochastic dominance to evaluate the schools' distributions over their actual matches, we find that schools' welfare almost always changes in the same direction as the change of the student-optimal stable matching, i.e., incentives to improve school quality are nearly idle.

Marcelo Ponte Barbosa Leandro Oliveira Costa. (2019). ***Requirements to be a Teacher in Brazil: Effective or Not?*** https://doi.org/10.1596/1813-9450-9006
Policy makers in Brazil attempted to improve human capital through changes in the legislated requirements for teacher education in 1996. They passed a national Law of Guidelines and Standards of Education that established 2007 as the deadline for all Brazilian basic education teachers to have tertiary education–level qualifications. This implied a significant change in the profile of teachers in basic education and in the provision of pre-service training. The objective of this study is to investigate the effects of the increase in the share of public upper secondary school teachers with higher education on students' performance in math and Portuguese and analyze the role of the pre-service training framework in the quality of teachers in recent years. The study carried out an empirical analysis to estimate the average treatment effect on the treated on public upper secondary students through the combination of difference-in-difference and propensity score matching methods. The analysis found no evidence of positive effects on Portuguese scores, and despite the statistically significant positive effect of the rise in teachers with higher education on math scores, there was no effect

from specific math training. Finally, the paper discusses the possible reason for the ineffectiveness of teacher pre-service training, such as the quality of the training delivered by distance learning modalities and the low performance of the secondary students who enter the teacher schools.

Maugis, S., & Touahir, M. (2019). **Une mesure de l'éloignement des collèges**. *Note d'information*, (19.36). Consulté à l'adresse https://www.education.gouv.fr/cid143977/une-mesure-de-l-eloignement-des-colleges.html
L'éloignement des collèges peut être approché de manière continue, à l'aide d'un indicateur synthétique qui tient compte, pour un établissement donné, du profil de la commune de résidence des élèves, de l'offre scolaire alentour ainsi que de l'offre culturelle et sportive. Si les collèges les moins éloignés se situent, très majoritairement, dans les grandes agglomérations, les collèges les plus éloignés se situent en revanche en outre-mer, le long de la diagonale allant des Ardennes jusqu'aux Landes, ainsi qu'en zone de montagne. Pour la plupart, ces collèges éloignés sont implantés dans une commune rurale. Les collèges les plus éloignés sont plutôt homogènes socialement. Ils se caractérisent par des moyens en enseignement plutôt supérieurs à la moyenne, en raison notamment de leurs effectifs plus faibles. Les résultats au DNB y sont légèrement meilleurs ; mais les différences concernant l'orientation des élèves sont plus marquées, en faveur de la voie professionnelle, en particulier de l'apprentissage.

Melha, E. N. (2019). ***Garantir aux enfants en situation de handicap l'accès à l'éducation***. Consulté à l'adresse https://halshs.archives-ouvertes.fr/halshs-02302492
En France, les inégalités d'accès à l'éducation existent et persistent. Malgré les avancées observées depuis l'adoption de la loi du 11 février 2005, l'accès à l'école pour les enfants porteurs de handicap n'est pas un acquis. Quels sont les freins à la scolarisation de ces élèves ? Comment leur garantir la possibilité d'aller à l'école en France et d'y apprendre?

Mo, J. (2019). ***How does PISA define and measure reading literacy?*** (PISA in Focus N° 101). Consulté à l'adresse OECD Publishing website: https://doi.org/10.1787/efc4d0fe-en
Every three years, the education community around the world eagerly awaits the release of the latest results from PISA. In addition to student proficiency in reading, mathematics and science, this December will see the publication of results on equity in education systems, school climate and students' well-being. PISA rotates the main subject of assessment every three years, and the PISA 2018 assessment, like the PISA 2000 and 2009 assessments, focused on reading. The PISA definition of reading literacy has remained much the same over this period; in 2018, it can be summarised as understanding, using, evaluating, reflecting on and engaging with texts in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society. But how people read has changed since 2009. Reading now involves not only the printed page but also electronic formats. This has led to a proliferation in the amount of text encountered every day, making it all the more important that students be able to discern between fact and opinion, and navigate through different sources of text in order to construct meaning.

OCDE. (2019a). ***Diversité culturelle dans les établissements: Quelles sont les approches qui sont adoptées dans les systèmes d'éducation ?*** https://doi.org/10.1787/623dcbb7-fr
Dans le monde actuel, les environnements d'apprentissage multiculturels constituent à la fois un défi et une richesse pour les pays concernés. Les systèmes éducatifs jouent un rôle essentiel dans l'intégration des élèves issus de différents milieux culturels et ethniques, mais ils devraient également faire en sorte que tous les élèves accordent de l'importance à la diversité et contribuent à faire émerger une société diverse et inclusive en tant que citoyens du monde. Les questions de l'Enquête TALIS 2018 sur la diversité portent sur le contexte des expériences vécues par les élèves dans les établissements scolaires et les salles de classe. Par conséquent, ces données permettent de comparer les capacités dont disposent les enseignants et les établissements scolaires pour atteindre ces objectifs et compléter les travaux existants sur les résultats et les réussites des élèves. Les renseignements tirés de ces données sont uniques puisqu'ils permettent de combler des lacunes majeures dans l'élaboration des politiques d'enseignement.

OCDE. (2019b). ***Education Policy Outlook 2019: Working Together to Help Students Achieve their Potential***. Consulté à l'adresse https://www.oecd-ilibrary.org/education/education-policy-outlook-2019_2b8ad56e-en
Taking the perspective of institutions and the system, Education Policy Outlook 2019: Working Together to Help Students Achieve their Potential, analyses the evolution of key education priorities and key education policies in 43 education systems. It compares more recent developments in education policy ecosystems (mainly between 2015 and 2019) with various education policies adopted between 2008 and 2014. This report includes around 460 education policy developments (with evidence of progress or impact for over 200 of them) spanning from early childhood education and care to higher education and lifelong learning on topics related to school improvement, evaluation and assessment, governance and funding. It looks into "what is being done", as well as "why and how it works" to help education systems gain better understanding of how policies can have greater opportunities of success in their specific contexts.

OCDE. (2019c). ***Multi-dimensional Review of Paraguay: Volume 3. From Analysis to Action***. Consulté à l'adresse https://www.oecd-ilibrary.org/fr/development/multi-dimensional-review-of-paraguay_5e722f8e-en
Paraguay has set itself ambitious development goals for 2030. To achieve them, it will have to tackle two major challenges: buttressing sources of sustainable economic prosperity and putting the country on a more inclusive development path. Progressing towards a more inclusive society will require a broad and vigorous reform agenda. First, the country's healthcare system requires systemic reform to widen its coverage, reduce Paraguayans' vulnerability in the face of health risks and increase the efficiency of health service provision. Second, the social protection system needs to overcome its fragmentation and become more effective in delivering the right services and risk management tools to citizens according to their needs. In particular, the pension system requires reforms to increase its coverage and become more equitable and more sustainable. Third, the quality and the inclusiveness of its education and training system need to be strengthened to generate the skills the economy needs, and provide opportunities to all. Based on the analysis and recommendations undertaken in Volumes 1 and 2 of this Multi-dimensional country review, this report identifies key areas

for action and presents targeted action plans to kick-start reform. The report also provides a dashboard of monitoring indicators to support the reform agenda in the country.

OCDE : Organisation de coopération et de développement économiques. (2019). ***Education policy outlook 2019: working together to help students achieve their potential***. Consulté à l'adresse https://read.oecd-ilibrary.org/education/education-policy-outlook-2019_2b8ad56e-en#page1
Cette édition 2019 des perspectives des politiques de l'éducation propose un tableau détaillé de quelques 460 politiques éducatives allant de l'éducation et de l'accueil des jeunes enfants (EAJE) à l'enseignement supérieur en passant par la formation professionnelle, avec des preuves d'impact pour 200 d'entre elles. Il analyse selon une approche comparative les priorités clés et récents développements des principales politiques éducatives de 43 systèmes de pays de l'OCDE. Il compare notamment les évolutions les plus récentes des écosystèmes éducatifs (principalement entre 2015 et 2019) avec les différentes politiques éducatives adoptées entre 2008 et 2014. [d'après résumé éditeur]

Partenariat mondial pour l'éducation. (2019). ***Rapport sur les résultats 2019***. Consulté à l'adresse https://www.globalpartnership.org/docs/results-report-2019/fr-GPE_ResultsReport2019.pdf
Le Rapport sur les résultats 2019 montre les progrès réalisés par le partenariat mondial pour l'éducation (PME) et identifie les lacunes qui doivent faire l'objet d'actions. Davantage d'enfants terminent l'éducation de base. Les pays partenaires mettent en place des systèmes d'évaluation de l'apprentissage plus solides. La parité entre filles et garçons qui achèvent leurs études s'améliore, mais reste faible au premier cycle de l'enseignement secondaire. De nombreux systèmes éducatifs sont confrontés à des problèmes d'efficacité. [d'après résumé éditeur]

Salgado, V. (2019). ***Can a Test Measure Teaching Quality? Validity of Mexico's Teacher Entry Examination After the 2013 Education Reform*** (Columbia University). https://doi.org/10.7916/d8-sk36-6p06
Mexico introduced in 2013 a historic reform amending the entry, performance assessment, promotion, incentive programs, and retention of teachers, with the aim of advancing teachers' careers and eliminating discretional practices by the teachers union. This study analyzed Mexico's teacher selection process following this reform and focused on the state of Puebla. It offers evidence on whether standards-based teacher evaluations, specifically the written teacher entry examinations, were a valid method for selecting competent teachers. The core component was a predictive validity study of the teacher selection method, assessing whether the teacher entry examination results predicted teacher performance evaluation results after 2 years. This was supplemented with semistructured interviews of 31 teachers and analysis of administrative documents, contextualizing the quantitative findings and offering evidence on the content of the teacher entry examination. From the current perspective on validity, this study provides evidence on the relationship between the teacher entry examination scores and external measures collected at a later point in teachers' careers, used as criterion validity for interpretation of the soundness of the teacher entry examination. The evidence showed that the entry examination was able to predict teacher performance, with correlation coefficients ranging from .23 to .28

between the subject-matter test and the global performance evaluation score (the other two tests were not correlated or inadequately correlated). However, this finding must be explained carefully, since the convergent evidence between the subject-matter test and the exam instrument of evaluation are possibly due to the similarity in content and method of the two measures. In this regard, the lesson plan instrument offered better evidence of an adequate correlation (.22 to .29) with the teacher entry examination (the portfolio instrument of evaluation showed no significant correlation).

Ordinary least squares (OLS) regressions showed that the teacher entry examination was one of the factors that best explained the variability in the global performance evaluation score, with 1% increase associated with a 3.8% increase in the global performance evaluation score (equivalent to 30 points). Grades were also found to be an explanatory factor, but half the size of the teacher entry examination effect. Previous teaching experience in public schools was associated with a negative effect of the same size as the entry examination effect, as well as staying in the same school during the first two years with an increase of 27 points. An adverse socioeconomic context was not necessarily unfavorable, as shown by the positive effect of the marginalization index on the performance evaluation, but teaching in lowly dense communities it was, with -42 to -92 points less. Finally, an innovative strategy estimated the teacher selection error rates, using as validity criteria success and failure measures of predicted teacher performance. The error and severe error rates may not be exact, but the best prediction models showed an underselection error rate of 7% for the global performance evaluation score, 8% for the lesson plan score, and 14% for the portfolio score, reflecting the probability of leaving out of the teaching career promising teachers. They also showed that the overselection error rate was 12% for the global performance evaluation score, 13% for the lesson plan score, and 14% for the portfolio score, describing the probability of selecting underperforming teachers, which was the worst of outcomes. In light of this evidence, the sample studied shows that results in Mexico's teacher entry examination were associated with the subsequent performance evaluation. However, conceptually, a test can hardly predict teaching quality, since a test captures individuals' knowledge, while teaching quality is a much richer concept, approximated by the concept of effective teaching and teacher effectiveness, and including observable and unobservable characteristics, and contributions to education outcomes other than learning outcomes. This means that the performance evaluation in Mexico was not necessarily a measure of effective teaching nor of effective teachers, but showed teachers' pedagogical and subject-matter knowledge, abilities to build a lesson plan, and skills to assess and select student work from different achievement levels. The most obvious information missing was teachers' practices, as captured through classroom observations. Despite the difficulty of a test to measure teaching quality, and the difficulties in implementing a nation-wide education reform, the study conducted produced rigorous, scientific, and objective evidence that demonstrates that Mexico's teacher entry examination is a robust method to select teachers, providing useful information on teacher performance when making a hiring decision. The most important implication is that it may guarantee the selection of quality teachers, if some corrections are made, in order to avoid selecting underperforming teachers and leaving promising candidates out of the teaching career.

Webb, M. (2019). ***Finish It and It's Free: An Evaluation of College Graduation Subsidies*** (Carleton Economic Paper Nº 19-08). Consulté à l'adresse Carleton University,

Department of Economics website: https://econpapers.repec.org/paper/carcarecp/19-08.htm
Despite the rapid increase in the returns to higher education witnessed in the labor market over the past few decades, there has also been a marked increase in the share of individuals who dropout of college or university. To boost student persistence in higher education, several Canadian provincial governments introduced a set of reforms that were designed as subsidies for college graduation. In addition, these policies were designed to discourage internal migration following graduation. Using data from both administrative tax records as well as longitudinal surveys, I analyze the effectiveness of these policies. The main findings are that the programs had no effect on internal migration, but significantly reduced college dropout rates.

Pratiques enseignantes

Abacioglu, C. S., Zee, M., Hanna, F., Soeterik, I. M., Fischer, A. H., & Volman, M. (2019). **Practice what you preach: The moderating role of teacher attitudes on the relationship between prejudice reduction and student engagement**. *Teaching and Teacher Education*, *86*, 102887. https://doi.org/10.1016/j.tate.2019.102887
The current study examined the relationship between teachers' prejudice reduction practices, focusing on dialogue about issues around diversity, and their students' engagement. We additionally investigated the potential moderation of this relationship by teachers' explicit multicultural attitudes and implicit attitudes towards ethnic minorities. Our multilevel models using 35 primary school teachers and 711 students showed that for teachers who reported above-average multicultural attitudes, prejudice reduction was positively associated with student engagement. Our results suggest that these teachers might not only promote multiculturalism as an abstract ideal, but they actually "walk the talk" and hence can improve educational lives of their students.

Adebayo, S. B. (2019). **Emerging perspectives of teacher agency in a post-conflict setting: The case of Liberia**. *Teaching and Teacher Education*, *86*, 102928. https://doi.org/10.1016/j.tate.2019.102928
This qualitative case study explores the emerging perspectives of teacher agency in post-conflict Liberia. Findings reveal that teachers in Liberia see themselves and are seen as second parents, humanitarians, 'town criers,' role models, guardians, parents, counsellors, unifiers, agents of peace, 'Hercules,' and psychologists to help students suffering from post-traumatic stress disorder after the 2003 civil war and 2014–2015 Ebola outbreak. The findings of this study demonstrate that the understanding of teacher agency in a post-conflict setting differs from what is often expected of teachers in many education systems: to be implementers of curriculum and educational reforms.

Anderson, J. (2019). **In search of reflection-in-action: An exploratory study of the interactive reflection of four experienced teachers**. *Teaching and Teacher Education*, *86*, 102879. https://doi.org/10.1016/j.tate.2019.102879
Despite widespread discussion of Schön's reflection-in-action in teacher education literature, few studies have attempted to document it during interactive teaching. Those that do invariably fail to separate it from post-hoc reflection on action. This study uses triangulated video stimulated recall to investigate the interactive reflection of four experienced teachers of English as a foreign language. It provides evidence to support

Schön's construct of reflection-in-action, but also documents reflective processes not mentioned by Schön. An empirically-derived eight category typology of teacher interactive thought and taxonomy of interactive reflection are proposed along with three types and six patterns of interactive reflection.

Balslev, K., Dieci, S. P., & Tessaro, W. (2019). **Verbalisations écrites dans l'alternance : des traces explicites aux indicateurs plus implicites de développement professionnel**. *Raisons éducatives*, *N° 23*(1), 177-203. http://www.cairn.info/revue-raisons-educatives-2019-1-page-177.htm?contenu=resume
Dans les formations à l'enseignement, les verbalisations écrites constituent autant des instruments au service du développement professionnel que des moyens pour les formés de montrer ce développement. Ainsi ces verbalisations contiennent à la fois les traces de développement que les étudiants choisissent de montrer et des indicateurs plus implicites accessibles par une analyse discursive de ces verbalisations. Cet article présente les particularités de l'écriture réflexive et les caractéristiques de deux dispositifs d'écriture réflexive destinés respectivement aux enseignants du primaire et du secondaire. Il analyse ces verbalisations écrites selon les deux niveaux de lecture et met en évidence qu'un grand nombre d'étudiants relate des actions régulées mais pas de conceptions ni de valeurs. Il s'attarde ensuite sur des indicateurs de développement professionnel révélés par une analyse discursive.

Benchetrit, R., & Katz, I. (2019). **"This is my way … I am an ambassador" identity voices of teachers with learning disorders**. *Teaching and Teacher Education*, *86*, 102923. https://doi.org/10.1016/j.tate.2019.102923
This study examined the significance of previous experiences of teachers with learning disorders on their professional identity formation process and practices. Twelve Israeli teachers diagnosed with SLD were interviewed. The thematic analysis revealed that teachers' previous experiences oriented their professional identity formation process and was projected onto their teaching, communication with students and parents as well as in the views they expressed to their colleagues. The voices of this group of teachers shed light on the ways in which their SLD has shaped their professional identity, but also the stigma associated with learning disorders that still exists in schools.

Bennett, J. S. (2019). **Fostering relational trust to engage white teachers and researchers on reflections of race, power, and oppression**. *Teaching and Teacher Education*, *86*, 102896. https://doi.org/10.1016/j.tate.2019.102896

Birchinall, L., Spendlove, D., & Buck, R. (2019). **In the moment: Does mindfulness hold the key to improving the resilience and wellbeing of pre-service teachers?** *Teaching and Teacher Education*, *86*, 102919. https://doi.org/10.1016/j.tate.2019.102919
In the English academic year 2016-17, approximately 312 000 teacher days were lost due to mental ill health, at a cost of around £65 million. Stress amongst pre-service teachers is emerging as an important area of research with increasing concerns for those entering the profession. Mindfulness-based interventions (MBIs) are effective in reducing stress in multiple populations. This position piece synthesises current literature to discuss whether MBIs would be useful for stress reduction in pre-service teachers. In summary, evidence suggests that MBIs have potential to reduce stress in pre-service teachers and their inclusion should be considered in initial teacher education.

Blair, E. E., & Deckman, S. L. (2019). **"We cannot imagine": US preservice teachers' Othering of trans and gender creative student experiences**. *Teaching and Teacher Education*, *86*, 102915. https://doi.org/10.1016/j.tate.2019.102915
Research suggests that teachers are not meeting the needs of trans and gender creative students. Thus, we ask: How do US preservice teachers (PSTs) discursively construct the experiences of trans and gender creative students? How are these constructions informed by and reinscribe broader gender normativities in educational contexts? We analyzed 549 PST authored, online discussion posts from an educational foundations course, finding PSTs lacked familiarity with, and engaged in rhetorical distancing from, trans and gender creative student experiencessuggesting barriers to empathy that may obstruct teacher-student relationships and promotion of equity, which teacher education is called to address.

Brevik, L. M., Gudmundsdottir, G. B., Lund, A., & Strømme, T. A. (2019). **Transformative agency in teacher education: Fostering professional digital competence**. *Teaching and Teacher Education*, *86*, 102875. https://doi.org/10.1016/j.tate.2019.07.005

Burić, I., & Frenzel, A. C. (2019). **Teacher anger: New empirical insights using a multi-method approach**. *Teaching and Teacher Education*, *86*, 102895. https://doi.org/10.1016/j.tate.2019.102895
Anger is a very common emotion for teachers with potential adverse effects for themselves and their students. The aim of this research was to thoroughly explore teacher anger, determine and operationalize its contextual triggers and components, and establish its relationships with teachers' emotional labor, well-being, and self-efficacy. Through a series of four independent studies using diverse methodological and analytical approaches and involving over 3000 teachers, it was established that teacher anger is a multi-faceted construct evoked by diverse contextual triggers (i.e. students, parents, colleagues, educational system). These facets can be successfully assessed via self-report and meaningfully relate to external variables.

Carpenter, J. P., & Harvey, S. (2019). **"There's no referee on social media": Challenges in educator professional social media use**. *Teaching and Teacher Education*, *86*, 102904. https://doi.org/10.1016/j.tate.2019.102904
Social media have become venues for self-directed professional activity for many educators. Although these activities are generally voluntary in nature and thus likely provide some benefits, professional social media use also features some drawbacks. We present challenges described by educators (N = 48) who had all actively utilized social media professionally over an extended period of time. Data were collected via semi-structured individual and focus group interviews. Four general types of challenges were experienced by the participants: intrapersonal, interpersonal, school community, and online educator community. Finally, we discuss the implications of these findings for educators, teacher educators, and education researchers.

CATTANEO, A., EVI-COLOMBO, A., & RUBERTO, M. (2019). ***Video pedagogy for vocational education: an overview of video-based teaching and learning***. Consulté à l'adresse https://www.etf.europa.eu/sites/default/files/2019-08/video_pedagogy_for_vocational_education.pdf

Chan, C. (2019). **Crossing institutional borders: Exploring pre-service teacher education partnerships through the lens of border theory**. *Teaching and Teacher Education*, *86*, 102893. https://doi.org/10.1016/j.tate.2019.102893
This study used border theory to understand the learning experiences of student teachers transitioning from campus-based learning to classroom teaching. For teacher candidates learning to teach English as a second language in primary schools in Hong Kong, crossing institutional borders during practicums was highly complex, due to the conflicting expectations, agendas and cultures of university classrooms and elementary schools. School-based mentors played an important role in maintaining or dismantling institutional borders, thus enabling or constraining knowledge transfer across domains. The findings may help educators to create a third space in which student teachers can connect campus-based learning to school practice.

Cintero, J., Magogeat, Q., & Guignard, M. (2019). **Le dispositif de co-enseignement en Ardèche : vers une mise en réseau d'écoles classes uniques en milieu rural et montagnard ?** *Ecoles, territoires et numérique : quelles collaborations ? quels apprentissages ?* Présenté à Clermont-Ferrand, France. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-02314187
Cette communication se propose d'examiner en quoi un dispositif récent de co-enseignement mis en place dans13 écoles rurales pourrait conduire à la perception par les professeurs des écoles concernés d'une mise en réseau de leurs écoles. La communication s'appuie sur une recherche toujours en cours ayant pour but l'évaluation de ce dispositif, à la demande du rectorat de Grenoble. Cette évaluation indépendante vise notamment à apprécier si, toutes choses étant égales par ailleurs, le dispositif mis en place a des effets-dans quel(s) sens, avec quelle(s) intensité(s), selon quelle(s) modalité(s), etc.-sur les intentions didactiques, les stratégies pédagogiques et les pratiques d'enseignement des professeurs des écoles, d'une part, les apprentissages, les attitudes et les performances des élèves, d'autre part, dans les classes et écoles concernées.

Collie, R. J., Granziera, H., & Martin, A. J. (2019). **Teachers' motivational approach: Links with students' basic psychological need frustration, maladaptive engagement, and academic outcomes**. *Teaching and Teacher Education*, *86*, 102872. https://doi.org/10.1016/j.tate.2019.07.002
We examined students' perceptions of their teachers' motivational approach by way of autonomy-supportive and controlling practices. Among 771 Australian secondary school students, structural equation modeling showed that controlling practices predicted greater basic psychological need frustration and, in turn, greater self-handicapping and disengagement. Autonomy-supportive practices predicted lower disengagement. Moreover, self-handicapping was associated with lower achievement; disengagement was associated with less positive homework practices. Latent profile analysis revealed that the two teaching practices combined to yield four teaching style profiles that were differentially associated with the academic factors and outcomes. Together, our findings yield novel understanding about teachers' motivation approach.

Costache, O., Becker, E., Staub, F., & Mainhard, T. (2019). **Using uncertainty as a learning opportunity during pre-lesson conferences in the teaching practicum**. *Teaching and Teacher Education*, *86*, 102890. https://doi.org/10.1016/j.tate.2019.102890

de Jong, L., Meirink, J., & Admiraal, W. (2019). **School-based teacher collaboration: Different learning opportunities across various contexts**. *Teaching and Teacher Education*, *86*, 102925. https://doi.org/10.1016/j.tate.2019.102925
Teacher collaboration in secondary schools can form a fruitful context for teacher professional learning. The aim of this study is to understand collaboration in teacher groups given their teacher characteristics and school context. Using a cross case design, we study different teacher groups in multiple contexts. The findings confirm results of other studies on teacher collaboration, which argue that short-term collaboration initiatives are depending on the prior existence of collaborative cultures. Deprivatisation of practice provides opportunities to support professional learning in teacher groups, although more support is needed, especially when this is new to teachers.

de Ruiter, J. A., Poorthuis, A. M. G., & Koomen, H. M. Y. (2019). **Relevant classroom events for teachers: A study of student characteristics, student behaviors, and associated teacher emotions**. *Teaching and Teacher Education*, *86*, 102899. https://doi.org/10.1016/j.tate.2019.102899
To gain insight in relevant classroom events for teachers, this study asked 218 elementary school teachers to describe the most relevant event of the past workday, involving an individual student. Male students and students with relatively high externalizing, antisocial behavioral attributes were overrepresented in both positively and negatively valued events. Independent coders classified all student behaviors described in the event based on a newly developed coding system. Teachers described more social-emotional and relational student behaviors than achievement or motivational behaviors. Hostility and aggression towards the teacher was the strongest predictor of teachers' enjoyment, anger, anxiety, and self- and other-related emotions.

Derrien, C. (2019). **Réseaux d'écoles en Centre Bretagne. 25 ans de coopération sur un territoire**. *Ecoles, territoires et numérique : quelles collaborations ? quels apprentissages ?* Présenté à Clermont-Ferrand, France. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-02314188
Cette communication est une synthèse des travaux de recherche ayant porté sur l'analyse d'un réseau d'écoles rurales mis en place depuis 1993 en Centre-Bretagne par l'Éducation nationale. Ce réseau fonctionne de manière ininterrompue depuis 25 ans à la satisfaction des enseignants, enfants, parents et élus du territoire. Il nous paraissait important de faire un retour sur cette expérience qui s'est inscrite dans la durée et ancrée à un territoire. L'analyse s'est intéressée aux collaborations qui ont pu être mises en œuvre entre les acteurs de cette communauté-territoire (Jacquier, 2011). Dans un premier temps, nous présenterons le contexte général et les conditions qui ont permis à ce réseau d'écoles de se structurer, celles-ci relevant de dimensions multiples : institutionnelle, politique et technologique. Nous verrons par ailleurs que l'originalité de cette expérience que l'on dénomme le « Réseau du pays du Roi Morvan » est constituée une organisation réticulaire à deux niveaux. Le premier étant structuré par le regroupement des écoles en « mini-réseaux » de 3 à 4 établissements (les RER : réseaux d'écoles rurales) et un second niveau rassemblant ces RER en un grand Réseau du pays Roi Morvan coordonné par un Centre d'animation pédagogique situé sur le territoire, financé par la collectivité intercommunale et géré par un enseignant-animateur. Dans un second temps nous exposerons la variété des partenariats et des

coopérations qui s'y sont développées durant cette période par une synthèse descriptive des travaux de recherche ayant porté sur cette relation entre des réseaux d'écoles et leur territoire.

Dijkema, S., Doolaard, S., Ritzema, E. S., & Bosker, R. J. (2019). **Ready for take-off? The relation between teaching behavior and teaching experience of Dutch beginning primary school teachers with different educational backgrounds**. *Teaching and Teacher Education*, *86*, 102914. https://doi.org/10.1016/j.tate.2019.102914
In this study we explored the relation between the teaching behavior and teaching experience of beginning Dutch primary school teachers with different educational backgrounds. Two groups of teachers were compared: 1) primary teachers who followed a higher professional teacher education program (N = 46) and 2) primary teachers who followed an academic teacher education program (N = 55). Multilevel growth curve modeling showed that academic teachers, on average, show faster development in their teaching behavior than higher professional teachers. Prior differences in the diplomas held by teachers in secondary education were explored as a possible explanation for this difference.

Fauth, B., Decristan, J., Decker, A.-T., Büttner, G., Hardy, I., Klieme, E., & Kunter, M. (2019). **The effects of teacher competence on student outcomes in elementary science education: The mediating role of teaching quality**. *Teaching and Teacher Education*, *86*, 102882. https://doi.org/10.1016/j.tate.2019.102882
In this contribution, we investigate links between teacher competence, teaching quality, and student outcomes in elementary science education. Students' conceptual understanding and interest were measured during two teaching units in a pre-post design (1070 students, 54 classes). Results show that teacher competence (pedagogical content knowledge, self-efficacy, and teaching enthusiasm) was positively related to students' interest; self-efficacy was positively related to student achievement. Three dimensions of teaching quality (cognitive activation, supportive climate, and classroom management), which refer to the actual teacher-student-interactions in the classroom, mediated these relationships. These results help illuminate the mechanisms behind the effects of teachers on student outcomes.

Fraser, S., Beswick, K., & Crowley, S. (2019). **Making tacit knowledge visible: Uncovering the knowledge of science and mathematics teachers**. *Teaching and Teacher Education*, *86*, 102907. https://doi.org/10.1016/j.tate.2019.102907
There is a chronic shortage of appropriately qualified science and mathematics teachers particularly in disadvantaged, rural and isolated communities. Less experienced and out-of-field teachers who often teach in these contexts face difficulties in accessing professional learning and mentoring. While increasing their access to quality resources is useful, these teachers need to both decide whether a resource is appropriate in their context and be able to use it confidently. This paper reports on the process used in the STEMCrAfT project to explicate the knowledge that experienced science and mathematics teachers use when selecting and using resources, and the framework that resulted.

García-Moya, I., Moreno, C., & Brooks, F. M. (2019). **The 'balancing acts' of building positive relationships with students: Secondary school teachers' perspectives in England**

and Spain. *Teaching and Teacher Education*, *86*, 102883. https://doi.org/10.1016/j.tate.2019.102883
This qualitative study explores teachers' views on the salience of relationships with students in their professional roles, and the benefits and potential tensions associated with relationship building. Thematic analyses of semi-structured interviews conducted in England and Spain with 20 secondary school teachers show an ambiguous status of relationship building, with diverse views on its centrality in teachers' professional roles. Teachers also describe the complex balancing acts they perform in relationships with students and express difficulties and uncertainties around well-being, authority, and student behaviour.

Ghanem, H. (2019). ***La scolarisation des enfants en situation de handicap dans les écoles primaires du Liban : quelles représentations pour quelles pratiques chez les enseignants ?*** (Thèse en sciences de l'éducation, Université de Lyon ; Faculté de Droit et des Sciences Politiques et Administratives de Beyrouth). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-02305563
Dans un contexte social et scolaire qui se veut inclusif, nombre de facteurs font entrave à un processus de scolarisation de qualité pour les enfants en situation de handicap dans les écoles ordinaires du Liban. Les représentations sociales et les pratiques à l'égard de ces enfants en sont les signes les plus saillants. Cette thèse interroge les représentations que se font lesenseignants des enfants en situation de handicap et leurs pratiques pédagogiques effectives, afin de comprendre les interactions entre les premières et les secondes ainsi que leur impact sur la réussite de la scolarisation. Elle vise simultanément à saisir la position de l'École libanaise face à la diversité des enfants.Cette recherche relève d'une démarche compréhensive. Elle repose sur l'observation des pratiques éducatives et pédagogiques ainsi que sur des focus groups et des entretiens compréhensifs avec les enseignants. Le recours à ces méthodologies permet, d'une part, d'appréhender les conduites des enseignants et leurs démarches pédagogiques ; d'autre part, d'analyser leurs discours et d'explorer les représentations sociales qui structurent inconsciemment leurs manières de penser et d'agir. Par l'analyse et le croisement des données recueillies, les freins et les leviers à la mise en œuvre du processus de scolarisation se trouvent ainsi mis en lumière.L'interprétation croisée des pratiques et des représentations permet finalement de comprendre ce qui pourrait amener les enseignants à modifier leurs conceptions, à transformer leurs pratiques usuelles et à envisager la possibilité d'en instaurer de nouvelles, plus cohérentes avec la visée inclusive.

Gottfried, M. A., & Ansari, A. (2019). **Do teachers' instructional practices change when more students are absent?** *Teaching and Teacher Education*, *86*, 102888. https://doi.org/10.1016/j.tate.2019.102888
Out of all years of elementary school, absenteeism is highest in kindergarten. Prior work has focused on the effects that these absences have on kindergartners and their classmates, yet there is a lack of understanding how absences might affect teaching. This study begins to close this gap by asking whether kindergarten teachers with more frequently-absent students teach differently than teachers with less-absent students. Using a nationally representative dataset of kindergarten teachers, we find that when more students are absent, teachers use different instructional structures, with more of a focus on teacher-directed activities. However, neither the dosage nor rigor of academic instruction differed. Finally, there was no evidence of heterogeneity for our

sample of teachers, suggesting that these results are more generalizable. Implications for policy and practice are discussed.

Haataja, E., Garcia Moreno-Esteva, E., Salonen, V., Laine, A., Toivanen, M., & Hannula, M. S. (2019). **Teacher's visual attention when scaffolding collaborative mathematical problem solving**. *Teaching and Teacher Education*, *86*, 102877. https://doi.org/10.1016/j.tate.2019.102877
Teachers' role in scaffolding students' problem-solving process is crucial. New technology provides researchers with possibilities to explore this aspect of teaching from the viewpoint of teacher attention. The aim of this mixed-method case study was to investigate the relation between a teacher's scaffolding intentions and his gaze behavior. The data was collected during a mathematics lesson using mobile gaze tracking devices, stationary video cameras, and interview. The results show that the teacher's scaffolding intentions affected his gaze targets significantly and that mobile gaze tracking can provide novel insight to situational processes of teacher-student interaction.

Hackett, J., Bang, M., Goulter, A., & Battista, M. (2019). **Crossing risky boundaries: Learning to authentically and equitably co-teach through design and practice**. *Teaching and Teacher Education*, *86*, 102889. https://doi.org/10.1016/j.tate.2019.102889

Ham, M., & Dekkers, J. (2019). **What role do teachers' beliefs play in the implementation of educational reform?: Nepali teachers' voice.** *Teaching and Teacher Education*, *86*, 102917. https://doi.org/10.1016/j.tate.2019.102917
In the implementation of national educational reform, evaluation reports frequently evaluate change to teachers' practice as limited. Information about the role that teachers' beliefs play in this process of change is absent from the discussion. This article explores the literature to design a framework through which teachers' beliefs in the process of reform may be examined to identify their impact. The resultant framework is applied to research about Nepali primary school teachers undergoing reform in Kathmandu, Nepal. The findings are useful for designers of teacher professional development in reform contexts and educational leadership to differentiate between training requirements and alternative socio-cultural solutions to assist teachers to implement change.

Hardman, J. (2019). **Developing and supporting implementation of a dialogic pedagogy in primary schools in England**. *Teaching and Teacher Education*, *86*, 102908. https://doi.org/10.1016/j.tate.2019.102908

Heyder, A. (2019). **Teachers' beliefs about the determinants of student achievement predict job satisfaction and stress**. *Teaching and Teacher Education*, *86*, 102926. https://doi.org/10.1016/j.tate.2019.102926
This study examined teachers' beliefs about which factors influence student achievement and their relation with teachers' occupational well-being in 2331 in-service teachers. Teachers viewed student factors as more important than teacher factors, and teacher factors as more important than family factors. The more teachers believed that teachers were important, the higher their job satisfaction. The more teachers believed that family factors were important, the lower their job satisfaction and the higher their stress. Differences between male and female teachers as well as

between teachers trained in math or science vs. teachers not trained in math or science were mostly small.

Heyd-Metzuyanim, E. (2019). **Changing teaching practices towards explorative mathematics instruction – The interweaving of teacher identity and pedagogical discourse**. *Teaching and Teacher Education*, *86*, 102862. https://doi.org/10.1016/j.tate.2019.06.016
Mr. Morgan, an experienced mathematics teacher, was studied in order to identify changes in professional identity, pedagogical discourse and actions in his classroom while he participated in professional development activities to stimulate mathematical discussions. Data include four cycles of interviews and lesson recordings over the course of one year. Although change was observed in Mr. Morgan's teaching actions and pedagogical discourse, Mr. Morgan authored himself at the end of the year as more "traditional" (teacher-centered) than he had at the beginning of the year. This, as result of his designated identity shifting along with shifts in his pedagogical discourse.

Jesson, R., & Parr, J. (2019). **Writing interventions that respond to context: Common features of two research practice partnership approaches in New Zealand**. *Teaching and Teacher Education*, *86*, 102902. https://doi.org/10.1016/j.tate.2019.102902
Research-informed approaches to addressing educational issues, which often take the form of partnerships between academic teams and school groups, are forms of research that respond to distinctive features of the local educational context. In this paper, we employ conceptual analyses to understand the features of two previously effective partnership models in New Zealand in order to distil the features that interact with the context to enhance instruction and accelerate progress for students in writing. We argue that the identified features require a reconsideration of notions of replicability, scalability and sustainability when considering the role of research to support improvements in schools.

Kalk, K., Luik, P., & Taimalu, M. (2019). **The characteristics of students, blog groups and blogging that predict reflection in blogs during teaching practice and induction year**. *Teaching and Teacher Education*, *86*, 102900. https://doi.org/10.1016/j.tate.2019.102900
One way to support reflection skills in teacher education is to use a collective blog. This paper reports how different characteristics of students, blog groups and blogging predict the level of reflection in the blog posts of student teachers and induction year teachers. Data was gathered using questionnaires and a quantitative content analysis of blog posts from 166 bloggers. Using a stepwise multiple regression analysis eleven essential characteristics were identified, which may inform us how to encourage the use of blogs, or what characteristics should be taken into consideration when promoting reflection in blog posts.

Kavanagh, S. S., Monte-Sano, C., Reisman, A., Fogo, B., McGrew, S., & Cipparone, P. (2019). **Teaching content in practice: Investigating rehearsals of social studies discussions**. *Teaching and Teacher Education*, *86*, 102863. https://doi.org/10.1016/j.tate.2019.06.017
Despite evidence of its benefits, discussion remains rare in history/social science classrooms. To address this problem, communities of teacher educators (TEs) have begun supporting novices to approximate discussion facilitation. Some scholars are concerned that this turn to practice will come at the cost of content preparation.

Focusing specifically on rehearsals of discussion facilitation in three history/social science methods courses, our analysis investigates whether, how, and in what ways TEs worked on content while engaging novice teachers in practicing discussion facilitation. We found that TEs found ways to work simultaneously on content and practice during rehearsals of discussion facilitation.

Kearns, A. J. (2019). **The ethical demand in teaching and learning**. *Teaching and Teacher Education*, *86*, 102874. https://doi.org/10.1016/j.tate.2019.07.004
This paper outlines the main tenets of the moral philosophy of Knud Ejler Løgstrup and its relevance for teaching and learning in the context of care ethics. It is the contention of this paper that Løgstrup's moral phenomenology of the ethical demand and the spontaneous expressions of life provides a metaethical framework for a normativity of care in teaching and learning. Some implications are highlighted to demonstrate how this metaethical framework may work in practice.

Keenan, L., Conroy, S., O'Sullivan, A., & Downes, M. (2019). **Executive functioning in the classroom: Primary school teachers' experiences of neuropsychological issues and reports**. *Teaching and Teacher Education*, *86*, 102912. https://doi.org/10.1016/j.tate.2019.102912
Executive functions are crucial for young students to achieve academic success. Classroom environments can influence executive skill development. Teachers act as key players in the promotion of executive functions by providing students with targeted support and scaffolding. Therefore, it is important to establish teachers' understanding of executive functions and barriers to supporting executive dysfunction. Focus groups with primary school teachers (N = 10) highlighted the importance of promoting students' executive functions. Knowledge gaps related to neuropsychological terminology were identified. Barriers emerged for the successful implementation of evidence-based interventions, which are compounded by wider systemic issues. Implications for early intervention and for the translation of neuropsychological evidence into the classroom are discussed.

Laisney, P., Impedovo, M. A., & Brandt-Pomares, P. (2019). **Réseau d'éducation : Constituer communauté coopérative et collaborative d'enseignants, chercheurs et élèves**. *Ecoles, territoires et numérique : quelles collaborations ? quels apprentissages ?* Présenté à Clermont-Ferrand, France. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-02314200
Cet article décrit un projet de recherche réalisé dans l'académie d'Aix Marseille réunissant des chercheurs de l'ESPE et des établissements scolaires REP+ des quartiers nord de Marseille. Cette recherche orientée par la conception (Design-based research), conduite sur deux année a pour objectif d'accompagner la mise en oeuvre de l'apprentissage collaboratif et coopératif par des équipes pédagogiques volontaires. Les premiers résultats de l'analyse des données (entretiens, enregistrements vidéos de classe…) montrent des effets positifs sur le climat scolaire qui pourraient faire l'objet d'un prolongement pour analyser les effets sur les apprentissages des élèves dans le cadre d'un prolongement de cette étude.

Leigh, L. (2019). **"Of course I have changed!": A narrative inquiry of foreign teachers' professional identities in Shenzhen, China**. *Teaching and Teacher Education*, *86*, 102905. https://doi.org/10.1016/j.tate.2019.102905

Drawing on narrative inquiry and positioning theory this paper explores the professional identities of eight early years EFL (English Foreign Language) teachers working in Shenzhen, China. Interview data revealed that teachers draw on similar positions or categories to name and describe themselves and others. Simultaneously, adopting and rejecting positions, they create and negotiate multiple identity constructions. These constructions not only capture the teachers' interpretations of who they are in a foreign place but also provide insights into elements of the Chinese environment that affect the teachers' narrated experience. These findings have implications for policy makers, recruiters, administrators, and teacher educators.

Lenzen, B., Marin-Perez, C., Bavarel, P., Bouvier, A., Deriaz, D., & Poussin, B. (2019). **La situation d'institutionnalisation en formation d'enseignant·e·s d'éducation physique, une question de verbalisations et de reconnaissance ?** *Raisons éducatives*, *N° 23*(1), 205-231. http://www.cairn.info/revue-raisons-educatives-2019-1-page-205.htm?contenu=resume
Cette contribution a pour cadre une recherche-action participative réunissant des chercheurs et des formateurs-trices en éducation physique. Elle s'inscrit dans un arrière-plan théorique articulant l'approche comparatiste en didactique et l'approche philosophique de la reconnaissance. Elle vise notamment à mettre au jour le processus de reconnaissance-identification qui est selon nous à l'œuvre lorsqu'un actant B identifie, dans les connaissances formulées par un actant A, les prémisses de savoirs susceptibles alors d'être institutionnalisés. Nos analyses pointent l'importance, dans ce jeu complexe de perceptions et de verbalisations conjointes, de la rencontre préalable avec des savoirs de référence préexistants. Ces résultats plaident pour une capitalisation accrue des connaissances des enseignant.e.s et de leurs formateurs-trices. En relation avec la thématique de ce numéro, une telle capitalisation passera inévitablement par la verbalisation, et plus spécifiquement par l'écriture.

Lewis, A. D. (2019). **Practice what you teach: How experiencing elementary school science teaching practices helps prepare teacher candidates**. *Teaching and Teacher Education*, *86*, 102886. https://doi.org/10.1016/j.tate.2019.102886
The development of scientifically literate citizens begins in the elementary school. Yet the research base on the preparation of teachers finds university programs designed to prepare elementary teachers as generalists to be overall inadequate in providing both the content knowledge and pedagogical content knowledge necessary to teach science effectively. The purpose of this qualitative study was to examine which aspects of the curriculum and instruction teacher candidates (TCs) said helped them in developing their understanding of science content and pedagogies for teaching science in the elementary school. The analysis of TCs' evaluations of the course, curriculum, and instruction found that they learned best when they engaged in the practices they were being taught to use when teaching elementary school science.

Li, G., Lin, M., Liu, C., Johnson, A., Li, Y., & Loyalka, P. (2019). **The prevalence of parent-teacher interaction in developing countries and its effect on student outcomes**. *Teaching and Teacher Education*, *86*, 102878. https://doi.org/10.1016/j.tate.2019.102878
Empirical evidence from developed countries supports the idea that parent-teacher interaction is high and improves student outcomes. The evidence from developing countries is, however, decidedly mixed. Using longitudinal data from nearly 6000 students and their 600 teachers in rural China, we show the prevalence of parent-

teacher interaction is generally much lower than that of developed countries. We also show parent-teacher interaction, when it exists, can have positive effects on raising academic achievement and reducing learning anxiety. We demonstrate that the prevalence and effectiveness of parent-teacher interaction in a developing country context varies considerably due to both demand-side and supply-side factors.

Loisel, J.-F., & Gkouskou, P. (2019). **Vers des collectifs de collaborateurs ? Le cas des enseignants de lycée en Nouvelle-Calédonie.** *Ecoles, territoires et numérique : quelles collaborations ? quels apprentissages ?* Présenté à Clermont-Ferrand, France. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-02314201
Cette communication concerne le travail collaboratif des enseignants via les dispositifs numériques de communication dans des lycées de Nouvelle-Calédonie. En effet, à l'heure où le numérique et les dispositifs de communication sont de plus en plus présents dans les établissements, la question du travail collaboratif chez les enseignants se pose et peut être envisagé comme un processus d'innovation.

Maleki, A. (2019). ***Iranian teachers` perceptions on teacher expertise*** (Master's Degree Programme in Teacher Education, Kasvatustieteiden ja kulttuurin tiedekunta - Faculty of Education and Culture). Consulté à l'adresse https://trepo.tuni.fi/bitstream/handle/10024/116084/MalekiArghavan.pdf?sequence=2&isAllowed=y
This study investigated Iranian teachers` perception on teacher expertise. The participants of this research were 60 Iranian high school teachers with at least 5 years of teaching experience, 30 males and 30 females. As the schools in Iran are separated based on the gender of the students and learners, this study compared the perception of male and female Iranian teachers on teacher expertise in order to recognize the effect of gender on the perception of teacher expertise. Thus, mixed methods consisting of qualitative and quantitative were selected for this research. A Likert scale questionnaire comprised of 60 questions distributed among the respondents. The questionnaire was designed based on the various themes of teacher expertise, such as teacher experience, student knowledge, curriculum knowledge, teacher beliefs and teacher-parent interaction. In order to increase the validity of questionnaire, all of the questions related to a theme were disarranged randomly and then shifted to the first position in the data analysis part. Additionally, in order to enhance understanding of teachers` perceptions on teacher expertise, a semi-structured interview was used for high school teachers; 5 males and 5 females. Besides, two independent t-tests were run to investigate whether there was a statistically significant difference between the responses of females and males about teacher expertise. The results indicated that although female teachers had higher scores in some themes of teacher expertise such as student knowledge or pedagogical knowledge, this difference was not significant. Thus, the gender has a little effect on teacher expertise of Iranian high school teachers.

Mangione, L. (2019). ***Experiences of Science Education Graduate Students in the Critical Voices Classroom*** (Teachers College, Columbia University). https://doi.org/10.7916/d8-n90x-7a94
Science teachers in the United States are not prepared to teach the students in their classrooms. Teachers are most often White females, while the children in their classrooms are from diverse backgrounds. Multicultural pedagogies exist, but teachers must be educated during their teacher preparation courses to understand their own

relationship with race before they can enact such pedagogies in their classrooms. This qualitative study sought to examine the lived experiences of eight science education doctoral students in a course called Critical Voices in Teacher Education, through the qualitative method approach of transcendental phenomenology. The participants' experiences were examined through three theoretical frameworks: transformative learning theory, White racial identity, and racial literacy. Interviews, field notes, and student reflections were used to collect data for this phenomenological study. The findings showed that through the process of critical reflection and group discussion, participants had a transformative experience in which their racial identities developed, and perceptions of students and curriculum shifted to include multicultural pedagogical approaches. The findings from this study supported the idea that teacher education programs must use racial identity development and multicultural curriculum as a foundation for all education programs.

Martell, C. C., & Stevens, K. M. (2019). **Culturally sustaining social studies teachers: Understanding models of practice**. *Teaching and Teacher Education*, *86*, 102897. https://doi.org/10.1016/j.tate.2019.102897
There is scant research that documents models of culturally sustaining pedagogy, especially within social studies education. The researchers used a qualitative multiple-case study to better understand the practices of 10 self-identifying culturally sustaining secondary social studies teachers. They found that the teachers' practices were grouped into three different models: exchanging, discovering, and challenging. The teachers' approaches to culturally sustaining pedagogy were influenced by their school contexts and their students' backgrounds. Yet, there were shared characteristics across the teachers, including drawing on the students' local communities, developing students' sociopolitical consciousness, and providing activities that helped sustain dynamic community practices.

McKay, L. (2019). **Supporting intentional reflection through collage to explore self-care in identity work during initial teacher education**. *Teaching and Teacher Education*, *86*, 102920. https://doi.org/10.1016/j.tate.2019.102920
Given the complexity of teaching in the current educational climate, figuring out what it means to be a teacher needs to include conversations around how self-care fits within one's professional identity. Therefore, understanding the role of self-care should be an important element of initial teacher education and teacher identity work. This paper reports on a single case where making sense of past and present experiences helped to create a professional identity that included self-care. Prioritizing the exploration of identity work through arts-based reflection, alongside pedagogical knowledge and skill is also highlighted as a central concern of initial teacher education.

Miller, J. A., Crapo, J. S., Bradford, K., & Higginbotham, B. J. (2019). **Relationship Beliefs Patterns Among Relationship Education Participants at Different Venues**. *Family Relations*, *68*(4), 390-404. https://doi.org/10.1111/fare.12382
Objective To identify different patterns of relationship beliefs, and examine how those patterns vary across participants attending classes through different venues: community, reemployment services, and jails. Background Although there have been increased efforts to provide relationship education to underprivileged and underserved populations in diverse venues, there is little research on how the relationship education needs at different venues may vary. Method From the perspective of relationship lay

theory, the present study used latent class analysis to identify patterns, or classes, of relationship beliefs among participants in community settings (n = 1,144), reemployment services settings (n = 423), and jails (n = 242). Results Five classes of relationship beliefs emerged: Low Risk, Blind Love, Sliders, Blind Love Sliders, and Control Tolerates. Differences in class membership were observed across the three venues. Being single, having a history of divorce, and no prior relationship education were associated with membership in more risky classes. Conclusion Distinct patterns of risky relationship beliefs exist among participants in different venues of relationship education. The high prevalence of the Slider class and associated beliefs indicate those beliefs may be particularly prevalent across venues. Implications The findings point to educational needs of particular groups. For example, information on the issue of sliding is needed when teaching in any setting, but information on control tolerance and blind love sliding is particularly needed when teaching in jails, and to a lesser but still elevated degree in reemployment services.

Murphy, M. (2019). ***Reaching All Learners: A Narrative Case Study On Special Education Inclusion Co-teaching.*** (Northeastern University). Consulté à l'adresse https://repository.library.northeastern.edu/files/neu:m044c886q
Special education services have come a long way since placing students with learning disabilities in a separate setting away from their peers was the norm. Current practices allow special education students to be educated among their peers in the Least Restrictive Environment (LRE). One way this is accomplished is by having these students attend classes in a general education classroom with a general education teacher and a special education teacher. While this setting may seem ideal and may appear to allow those with learning challenges to more gainfully access the general education curriculum, this co-teaching inclusion model is not always easy to develop or maintain. Teachers with different personalities, values, experiences, and backgrounds do not always easily attain compatibility in the general education classroom and therefore reaching every learner in the classroom can be challenging. Past practices indicate that certain criteria are needed to successfully create and maintain a beneficial and working co-teaching experience. This narrative case study sought to reveal the opportunities for success in co-teaching classrooms as well as crucial factors in establishing successful partnerships as co-teachers. While many classrooms seek to offer an ideal model, criteria for successful implementation may be lacking. This study offers suggestions for academic success through co-teaching, which directly benefits the diverse learners in inclusion classrooms. Keywords: inclusion, co-teaching, collaboration, compromise, special education, differentiated instruction, special needs, disabilities

Naishtat-Bornstein, L., & Dvir, N. (2019). **'Kareen's Class of Torture'—A case study of a student's personal writing**. *Teaching and Teacher Education*, *86*, 102885. https://doi.org/10.1016/j.tate.2019.102885
The article demonstrates the utilities of personal writing by analysing a fantasy written by adolescent in the context of an extracurricular writing workshop. Literary analysis of this story, based on Foucault's principles, reveals various 'technologies of domination' and 'technologies of the self'. We claim that personal writing encourages students to challenge social order and enables teachers to reevaluate power relations through students' writing. Furthermore, personal writing in teachers' education establishes mentoring relationships and empowers students to develop their own problem-solving

skills. The article invites teacher-educators to re-examine their perceptions of students' personal writing and helps researchers to articulate participants' knowledge.

OCDE. (2019). ***How teachers update their teaching skills to cope with the rapidly changing world***. https://doi.org/10.1787/282b9edd-en
Continuous professional development (CPD) is crucial for teacher's professionalism, and affects teaching practices in the classroom. In addition, teachers' self-efficacy and job satisfaction are higher when professional development has a positive impact on their work. Lifting barriers to participation in professional development by providing incentives and support structures, such as allocated time, as well as offering relevant professional development opportunities that meet teachers' needs, are crucial for making CPD accessible and purposeful for teachers. Education systems could also build on effective forms of professional development, such as active learning and collaborative approaches, to improve the overall quality of professional development offered to the teaching workforce. These efforts can help teachers become lifelong learners and grow in their profession.

Ohito, E. O. (2019). **Mapping women's knowledges of antiracist teaching in the United States: A feminist phenomenological study of three antiracist women teacher educators**. *Teaching and Teacher Education*, *86*, 102892. https://doi.org/10.1016/j.tate.2019.102892
This feminist phenomenological inquiry pivots from the White, Western, androcentric gaze to probe the antiracist teaching of a multiracial group of women in the United States comprised of three teacher educators. I find that these teacher educators' beliefs about and enactments of antiracist teaching are shaped by their knowledges of the (inter)connections among: 1) race(ism) and family histories; 2) race(ism) and schooling experiences; and 3) race(ism) and embodiment. I conclude by considering the questions raised by this pilot study for future and further feminist-concerned research on how, what, and why antiracist teacher educators teach.

Okken, G. J., Jansen, E. P. W. A., Hofman, W. H. A., & Coelen, R. J. (2019). **Beyond the 'welcome-back party': The enriched repertoire of professional teacher behaviour as a result of study abroad**. *Teaching and Teacher Education*, *86*, 102927. https://doi.org/10.1016/j.tate.2019.102927
To deepen the understanding of the long-term impact of study abroad, this qualitative, exploratory study examines the self-reported relationship between study abroad and professional teacher behaviour. Findings illustrate an enduring impact of study abroad on personal and professional development of the interviewed teachers, even after twenty years of teaching experience. This suggests that the impact of study abroad may continue throughout a teacher's career. The applicability of the outcomes, however, is dependent on the primary school as working environment. Influential factors such as high workload and beginning teachers' dilemmas lead to fewer opportunities to utilise the study abroad experience.

Oryan, S., & Ravid, R. (2019). **The experiences of pre-service teachers delivering a study unit on multiculturalism, racism and prejudice**. *Teaching and Teacher Education*, *86*, 102911. https://doi.org/10.1016/j.tate.2019.102911
This qualitative study tracked pre-service teachers during a course containing a study unit on multiculturalism planned and delivered by 22 students across several lessons to

college peers and pupils in various educational settings. The students' experiences were documented in reflective texts and two focus groups. Analysis of the findings indicates a learning experience that included various processes of internal clarification pertaining to the formation of their identity as culturally-responsive teachers teaching in a multicultural environment. These processes derive from the course structure, which combined theoretical knowledge with practical field work accompanied by reflective writing and dialogue within the study groups.

Peabody, M. (2019). ***An Interpretative Phenomenological Analysis: School Administrators' Perspective On The Role Of Emotional Intelligence And Effective Teaching.*** (Northeastern University). Consulté à l'adresse https://repository.library.northeastern.edu/files/neu:m044c991s
The purpose of this Interpretative Phenomenological Analysis (IPA) study was to better understand how school administrators interpreted effective teaching based on their experience of supervising teachers through the lens of emotional intelligence (EI). Seven bilingual school administrators in Honduras participated in single, in-depth semi-structured interviews to discuss and make sense of their experience of hiring and supervising teachers. Specifically, they shared what they believed to be qualities that defined an effective teacher while the researcher probed their interpretation of these experiences to make an interpretation of what they were reflecting upon. This study applied an IPA methodology to examine the phenomenon of teacher supervision through the lens of EI. Results revealed three super-ordinate themes: soft skills of teaching, relationships in teaching, and emotions in teaching. Participants interpreted soft skills as being the decisive factor in effective teaching. They shared the importance of teachers building connections with their students through their positive relationships, which included the ability to recognize, understand, and manage their emotions and the students' emotions for the benefit of student learning. According to the perspective of school administrators, a teacher's EI played a potential role in effective teaching. Schools should consider applying EI assessments when hiring teachers as well as professional development programs geared toward improving the social and emotional skills of administrators, teachers, and students. Keywords: bilingual education, emotional intelligence, broad intelligence, effective teaching, emotional labor, student-teacher relationships, interpretative phenomenological interpretation, qualitative researcher, Ibero-America.

Penner-Williams, J., Diaz, E. I., & Gonzales Worthen, D. (2019). **Sustainability of teacher growth from professional development in culturally and linguistically responsive instructional practices**. *Teaching and Teacher Education*, *86*, 102891. https://doi.org/10.1016/j.tate.2019.102891

Quadrado, E., & Marcel, J.-F. (2019). **Le travail des enseignants de l'école rurale : spécificité et besoins. Co-élaboration d'un dispositif d'appui pour les enseignants d'une circonscription rurale de l'Aude : une recherche-intervention**. *Ecoles, territoires et numérique : quelles collaborations ? quels apprentissages ?* Présenté à Clermont-Ferrand, France. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-02314207
Ce projet de recherche s'origine dans les difficultés de l'école rurale renforcées par leur occultation par les réformes actuelles. Par rapport à tous les enjeux que revêt cet effacement progressif de l'école rurale, notamment en termes d'aménagement du territoire et de désertification de nos campagnes et nos montagnes, nous portons ici

plus précisément notre attention sur les enseignants qui y exercent et sur les conditions dans lesquelles ils effectuent leur travail. Nous défendons que le travail des enseignants dans les écoles rurales est spécifique et que cette spécificité génère des besoins différents (ressources, accompagnement, formation, etc.) pour ces enseignants.

Ratompomalala, H. H. (2019). **Réseaux d'enseignants du primaire à Madagascar, des contrastes**. *Ecoles, territoires et numérique : quelles collaborations ? quels apprentissages ?* Présenté à Clermont-Ferrand, France. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-02314209

Rémery, V. (2019). **Élaboration de l'expérience et développement en accompagnement à la VAE**. *Raisons éducatives*, *N° 23*(1), 95-124. http://www.cairn.info/revue-raisons-educatives-2019-1-page-95.htm?contenu=resume
Cet article restitue les principaux résultats d'une étude conduite sur les pratiques d'accompagnement en validation des acquis de l'expérience (VAE). Ce dispositif d'accompagnement accorde une place centrale aux verbalisations, que l'auteure appréhende à différents niveaux, en tant qu'activité d'écriture par le candidat de son expérience au travail, en tant que « format langagier » (ou genre de discours) induit par les exigences d'un livret que le candidat doit remplir pour faire la preuve de ses connaissances, ou encore en tant que dialogue entre le candidat et son accompagnateur. L'auteure interroge en quoi les verbalisation sur l'expérience de travail peuvent avoir une portée développementale. À partir d'une étude de cas, les enjeux liés à la mise en forme de l'expérience dans et par la verbalisation sont mis en évidence en développant la question de l'hétérogénéité discursive des énoncés d'expérience et la rôle de la verbalisation dans les processus de développement. Au terme des analyses, l'auteure questionne l'usage de l'expérience et de sa verbalisation comme moyen pour la formation.

Reverdy, C. (2019). **Les projets à l'école : à quelles conditions favorisent-ils l'apprentissage ?** *Edubref*. Consulté à l'adresse https://f.hypotheses.org/wp-content/blogs.dir/464/files/2019/07/Edubref-octobre-2019.pdf
Alors que le « mode projet » est une mode en soi, cet Edubref se penche sur le processus d'apprentissage des élèves ou des étudiants lorsqu'ils réalisent un projet en classe. Pour les professionnels de l'éducation, les projets pédagogiques sont encouragés depuis plusieurs décennies, mais reposent le plus souvent sur l'engagement de certains enseignants. C'est pour étudier ce qui pousse les enseignants et les établissements à pratiquer malgré tout ce « loisir » que le projet Erasmus+ Cross-curricular Teaching (CROSSCUT) a été lancé en 2016. Il étudie les freins et les leviers dans la mise en place de pratiques interdisciplinaires, dont les projets, et propose une formation aux enseignants du secondaire. Cet projet est évoqué dans cet Edubref. [d'après résumé éditeur]

Richter, D., Kleinknecht, M., & Gröschner, A. (2019). **What motivates teachers to participate in professional development? An empirical investigation of motivational orientations and the uptake of formal learning opportunities**. *Teaching and Teacher Education*, *86*, 102929. https://doi.org/10.1016/j.tate.2019.102929

Salgado, V. (2019). ***Can a Test Measure Teaching Quality? Validity of Mexico's Teacher Entry Examination After the 2013 Education Reform*** (Columbia University). https://doi.org/10.7916/d8-sk36-6p06

Mexico introduced in 2013 a historic reform amending the entry, performance assessment, promotion, incentive programs, and retention of teachers, with the aim of advancing teachers' careers and eliminating discretional practices by the teachers union. This study analyzed Mexico's teacher selection process following this reform and focused on the state of Puebla. It offers evidence on whether standards-based teacher evaluations, specifically the written teacher entry examinations, were a valid method for selecting competent teachers. The core component was a predictive validity study of the teacher selection method, assessing whether the teacher entry examination results predicted teacher performance evaluation results after 2 years. This was supplemented with semistructured interviews of 31 teachers and analysis of administrative documents, contextualizing the quantitative findings and offering evidence on the content of the teacher entry examination. From the current perspective on validity, this study provides evidence on the relationship between the teacher entry examination scores and external measures collected at a later point in teachers' careers, used as criterion validity for interpretation of the soundness of the teacher entry examination. The evidence showed that the entry examination was able to predict teacher performance, with correlation coefficients ranging from .23 to .28 between the subject-matter test and the global performance evaluation score (the other two tests were not correlated or inadequately correlated). However, this finding must be explained carefully, since the convergent evidence between the subject-matter test and the exam instrument of evaluation are possibly due to the similarity in content and method of the two measures. In this regard, the lesson plan instrument offered better evidence of an adequate correlation (.22 to .29) with the teacher entry examination (the portfolio instrument of evaluation showed no significant correlation).

Ordinary least squares (OLS) regressions showed that the teacher entry examination was one of the factors that best explained the variability in the global performance evaluation score, with 1% increase associated with a 3.8% increase in the global performance evaluation score (equivalent to 30 points). Grades were also found to be an explanatory factor, but half the size of the teacher entry examination effect. Previous teaching experience in public schools was associated with a negative effect of the same size as the entry examination effect, as well as staying in the same school during the first two years with an increase of 27 points. An adverse socioeconomic context was not necessarily unfavorable, as shown by the positive effect of the marginalization index on the performance evaluation, but teaching in lowly dense communities it was, with -42 to -92 points less. Finally, an innovative strategy estimated the teacher selection error rates, using as validity criteria success and failure measures of predicted teacher performance. The error and severe error rates may not be exact, but the best prediction models showed an underselection error rate of 7% for the global performance evaluation score, 8% for the lesson plan score, and 14% for the portfolio score, reflecting the probability of leaving out of the teaching career promising teachers. They also showed that the overselection error rate was 12% for the global performance evaluation score, 13% for the lesson plan score, and 14% for the portfolio score, describing the probability of selecting underperforming teachers, which was the worst of outcomes. In light of this evidence, the sample studied shows that results in Mexico's teacher entry examination were associated with the subsequent performance evaluation. However, conceptually, a test can hardly predict teaching

quality, since a test captures individuals' knowledge, while teaching quality is a much richer concept, approximated by the concept of effective teaching and teacher effectiveness, and including observable and unobservable characteristics, and contributions to education outcomes other than learning outcomes. This means that the performance evaluation in Mexico was not necessarily a measure of effective teaching nor of effective teachers, but showed teachers' pedagogical and subject-matter knowledge, abilities to build a lesson plan, and skills to assess and select student work from different achievement levels. The most obvious information missing was teachers' practices, as captured through classroom observations. Despite the difficulty of a test to measure teaching quality, and the difficulties in implementing a nation-wide education reform, the study conducted produced rigorous, scientific, and objective evidence that demonstrates that Mexico's teacher entry examination is a robust method to select teachers, providing useful information on teacher performance when making a hiring decision. The most important implication is that it may guarantee the selection of quality teachers, if some corrections are made, in order to avoid selecting underperforming teachers and leaving promising candidates out of the teaching career.

Segal, A. (2019). **Story exchange in teacher professional discourse**. *Teaching and Teacher Education*, *86*, 102913. https://doi.org/10.1016/j.tate.2019.102913

Shahamat, H., Nadimi, H., Gharehbaglou, M., & Keramati, E. (2019). **An analysis of the motivating factors underlying the hidden curriculum components through the lens of the Iranian students of architecture: A qualitative study**. *Teaching and Teacher Education*, *86*, 102841. https://doi.org/10.1016/j.tate.2019.05.007
The hidden curriculum refers to implicit values and norms that learners experience through the culture of educational institutions. The present work is aimed at scrutinizing the hidden curriculum in architectural education and analyzing its motivating factors. Accordingly, the qualitative content analysis method was adopted in order to assess the lived experience of twenty-one undergraduate architecture students in Iran- Ilam. According to the findings, the four motivating factors of 'knowledge', 'vision', 'preparation', and 'observation, play a pivotal role in the formation of this curriculum. The framework of this study can be potentially extended to other disciplines, as grist for further work.

Song, J., Sharma, U., & Choi, H. (2019). **Impact of teacher education on pre-service regular school teachers' attitudes, intentions, concerns and self-efficacy about inclusive education in South Korea**. *Teaching and Teacher Education*, *86*, 102901. https://doi.org/10.1016/j.tate.2019.102901

Sun, X., Pennings, H. J. M., Mainhard, T., & Wubbels, T. (2019). **Teacher interpersonal behavior in the context of positive teacher-student interpersonal relationships in East Asian classrooms: Examining the applicability of western findings**. *Teaching and Teacher Education*, *86*, 102898. https://doi.org/10.1016/j.tate.2019.102898

Tal – Alon, N., & Shapira – Lishchinsky, O. (2019). **Ethical dilemmas among teachers with disabilities: A multifaceted approach**. *Teaching and Teacher Education*, *86*, 102881. https://doi.org/10.1016/j.tate.2019.102881

This study aimed to identify the ethical dilemmas that teachers with different physical disabilities face. We conducted 20 In-depth interviews with teachers, with an emphasis on giving voice to those with a variety of disabilities. The findings reveal a multifaceted structure of ethical dilemmas: the "coming out of the disability closet" dilemma, the classroom management dilemma, the equality/equity dilemma, and the healthy/self dilemma. The first three concern disabilities as social issues rather than individual challenges. Hence, for these individual teachers, dealing with the school environment is often more difficult and demanding than is coping with the disability itself.

Tan, P., & Padilla, A. (2019). **Prospective mathematics teachers' engagement with inclusive equity: An exploratory case study in anti-ableist sociopolitical grounding**. *Teaching and Teacher Education*, *86*, 102853. https://doi.org/10.1016/j.tate.2019.06.007
Students with disabilities lack opportunities to engage in cognitively challenging mathematics and instead are afforded remedial forms of learning in segregated settings. This exploratory case study reports on prospective teachers' peer-led responses as they engaged with inclusive equity (i.e., inclusive education-oriented concepts) during a reflexive conversational assignment. Participants were enrolled in a teacher preparation program that embedded elements of Disability Studies in Education. Through an interpretive approach, we analyze their responses, illustrating how they reflect tensions associated with unlearning assumptions derived from medical models of disability.

Taylor, M., McLean, L., Bryce, C. I., Abry, T., & Granger, K. L. (2019). **The influence of multiple life stressors during Teacher Training on Burnout and Career Optimism in the first year of teaching**. *Teaching and Teacher Education*, *86*, 102910. https://doi.org/10.1016/j.tate.2019.102910
Relations among preservice teachers' (N = 133) life stress during teacher training (Time 1), burnout during the beginning of their first year teaching (Time 2), and career optimism at the end of the same year (Time 3) were examined. Path models revealed no direct effect of stress from daily hassles on participants' later career optimism, but did reveal a direct negative effect of stress from lack of social support on career optimism. Indirect effects were also detected; both life stress predictors were related to increased emotional exhaustion, which was related to decreased career optimism at the end of the first year.

Thompson, M., & Schademan, A. (2019). **Gaining fluency: Five practices that mediate effective co-teaching between pre-service and mentor teachers**. *Teaching and Teacher Education*, *86*, 102903. https://doi.org/10.1016/j.tate.2019.102903
This study examined four years of data on co-teachers in a teacher preparation program in the United States. Co-teachers were pre-service teachers and cooperating teachers participating in a single subject teaching practicum. Findings highlighted how pairs gained fluency, or proficient ways of collaborating, in co-teaching by engaging in five key practices: negotiating difference, sharing authority, co-mentoring, coaching in the moment, and immersing in real world teaching experiences. As co-teachers moved toward fluency, they reported increases in professional understanding and their abilities to meet the needs of students in their diverse, rural classrooms. Key implications are discussed.

Tsybulsky, D., & Levin, I. (2019). **Science teachers' worldviews in the age of the digital revolution: Structural and content analysis**. *Teaching and Teacher Education*, *86*, 102921. https://doi.org/10.1016/j.tate.2019.102921
In this qualitative study, we examined the worldviews that contemporary science teachers demonstrate in relation to the digital revolution. The main goal of the study was to gain insight into participants' worldviews as related to the digital revolution, specifically, the contents and structure of their worldviews. The data collection method consisted of in-depth interviews with 30 in-service high-school science teachers. Study findings revealed three different categories of the way teachers perceived their own place and role vis-à-vis the digital revolution: 1) outside observers; 2) circumspect participants; 3) conscientious participants.

Uiterwijk-Luijk, L., Krüger, M., Zijlstra, B., & Volman, M. (2019). **Teachers' role in stimulating students' inquiry habit of mind in primary schools**. *Teaching and Teacher Education*, *86*, 102894. https://doi.org/10.1016/j.tate.2019.102894
This mixed-method study examined the relationship between teachers' inquiry-based work and students' inquiry habit of mind. The study consisted of a survey, followed by a case study. Questionnaire data were collected from 1,104 students and 249 teachers at 31 primary schools. The case study was conducted in two primary schools. The survey data revealed a relationship between teachers' inquiry-based work and students' curiosity. However, no relationship was found between teachers' inquiry-based approach and students' critical thinking habits. The case study results illustrate how teachers' inquiry-based working can be related to students' curiosity and critical thinking habits.

Valente, G. A. (2019). ***Les pratiques enseignantes et la question religieuse : éléments de comparaison entre le Brésil et la France*** (Thèse en sciences de l'éducation, Université de Lyon ; Editora da Universidade de São Paulo). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-02305434
L'objectif de cette recherche est d'identifier et d'analyser des dispositions et des logiques d'actions des enseignants lorsqu'ils se trouvent face à une situation liée à la question religieuse dans deux pays qui se définissent comme laïque, à savoir, le Brésil et la France. Il s'agit d'une étude d'inspiration ethnographique dans une perspective d'étude comparée. La recherche se situe dans le cadre de la Sociologie de l'éducation et utilise la sociologie de la socialisation et la sociologie pragmatique comme principaux cadres théoriques. A partir de cela, nous analysons les les dispositions et les principes de justice dans la pratique des enseignements brésiliens et français aux collèges publics. Ainsi les questions qui ont motivées la recherche sont : comment les enseignants traitent-ils une situation impliquant la question religieuse ? Pourquoi agissent-ils de cette façon ? Quelle(s) logique(s) d'action sont mobilisées dans les pratiques enseignantes? Quelles dispositions contribuent au « choix » de la logique d'action ? Comment les configurations sociales influencent-elles la question religieuse ? Existe-t-il des différences entre la pratique enseignante liée aux situations impliquant la question religieuse et la pratique enseignante tout court ? Pour répondre à ces questions une trentaine d'entretiens ont été effectués avec des enseignants brésiliens et français et trois établissement public ont été le cadre d'un travail d'observation (deux établissement au Brésil et Un en France), Les deux méthodes donnant accès à la description de situations professionnelles concernant les religions. La façon ont les enseignants gèrent la question religieuse privilégie la logique libérale au Brésil et la

logique civique en France. En ce qui concerne les dispositions des enseignants, nous avons identifié des dispositions hybrides dans les actions brésiliennes et des dispositions professionnelles dans l'activité enseignante française. Enfin, nous avons mis au jour une logique d'action propre à la profession enseignante dans les deux pays, ce que nous appelons la logique professorale.

van Katwijk, L., Berry, A., Jansen, E., & van Veen, K. (2019). **"It's important, but I'm not going to keep doing it!": Perceived purposes, learning outcomes, and value of pre-service teacher research among educators and pre-service teachers**. *Teaching and Teacher Education*, *86*, 102868. https://doi.org/10.1016/j.tate.2019.06.022
Attention to the role of pre-service teacher research in teacher education is growing worldwide. This study compares the perceptions of teacher educators and pre-service teachers about the purposes, learning outcomes, and value of pre-service teacher research in different contexts. Questionnaires and interview data from participants in the Netherlands and Australia, identify an inquiry habit of mind as the most important, valuable outcome of pre-service teacher research. Although pre-service teachers consider research frustrating and stressful, they also acknowledge its value as a communication tool and contributor to teacher identity. Yet few of them expect to conduct research in their future jobs.

Viain, N. (2019). ***Evaluations des connaissances*** (Mémoire de Master"Métiers de l'enseignement, de l'éducation et de la formation"; mention 2nd degré, professeur certifié d'économie gestion, Université de Franche-Comté). Consulté à l'adresse https://hal-univ-fcomte.archives-ouvertes.fr/hal-02310938
Les évaluations et les notes qui en découlent sont au cœur du système scolaire. Présentées comme un outil de sélection de différenciation et de positionnement, les évaluations ont pour objectif d'estimer le niveau d'acquisition des connaissances des élèves. Il existe plusieurs façons d'évaluer un élève, les formes et les supports sont pluriels et chacun présente ses avantages et ses inconvénients. Mais est-ce que les évaluations permettent de rendre compte de façon complète d'un niveau d'acquisition des connaissances des élèves ? Est-ce que certains savoirs et compétences ne sont pas évalués ? Au vu de l'importance de la notation dans un parcours scolaire et dans le monde professionnel, il semble intéressant de se pencher sur la question des améliorations de nos évaluations actuelles. Peuvent-elles être améliorées et comment ? Ainsi, à travers une présentation théorique de la notion d'évaluation, différentes expérimentations ont été mises en place sur l'ensemble d'une année scolaire dans une classe de 1er STMG. La mise en application d'un certain nombre d'évaluations variées a permis d'obtenir des résultats qui ont été analysés par la suite. Au vu des conclusions obtenues, une évaluation finale a été développée pour regrouper sous un même format l'ensemble des avantages des expériences précédentes, en évitant au maximum les biais des évaluations. Les résultats permettent d'obtenir des conclusions plus complètes sur notre problématique et sur l'importance de fournir des évaluations variées.

Wang, H., & Hall, N. C. (2019). **When "I care" is not enough: An interactional analysis of teacher values, value congruence, and well-being**. *Teaching and Teacher Education*, *86*, 102906. https://doi.org/10.1016/j.tate.2019.102906
The present study examined effects of teachers' personal values, their perceived school administration values, and resulting value congruence on teachers' psychological well-

being and turnover intentions. Participants included 1086 practicing Canadian teachers with findings showing greater teachers' personal value for relationships with students to correspond with better adjustment, with higher personal values for job security and autonomy corresponding with poorer adjustment. Additionally, greater teachers' perceived school administration values and value congruence both corresponded with better teacher well-being and persistence. Findings underscore the importance of considering not only teachers' personal values but also person-organization fit as salient antecedents of teacher adjustment.

Wedel, A., Müller, C. R., Pfetsch, J., & Ittel, A. (2019). **Training teachers' diagnostic competence with problem-based learning: A pilot and replication study**. *Teaching and Teacher Education*, *86*, 102909. https://doi.org/10.1016/j.tate.2019.102909

Wolf, S., & Peele, M. E. (2019). **Examining sustained impacts of two teacher professional development programs on professional well-being and classroom practices**. *Teaching and Teacher Education*, *86*, 102873. https://doi.org/10.1016/j.tate.2019.07.003
We examine second-year impacts of a 1-year pre-primary teacher training and coaching program, delivered with and without parental-awareness meetings, evaluated with a school-level randomized trial. Outcomes included teachers' professional well-being and classroom practices. Most gains observed during the program year faded out. However, there were small sustained impacts on the implementation of training activities. Counteracting effects of the parental-awareness meetings were evident, with suggestive evidence that teachers in this treatment group displayed lower scores on one dimension of classroom quality—Supporting Student Expression—compared to controls. Implications for professional development and educational quality are discussed.

Ye, W., & Law, W.-W. (2019). **Pre-service teachers' perceptions of teacher morality in China**. *Teaching and Teacher Education*, *86*, 102876. https://doi.org/10.1016/j.tate.2019.102876
This study examines pre-service teachers' perceptions of teacher morality in China. Data were drawn from questionnaires completed by 203 pre-service teachers, descriptive reports by 81 pre-service teachers, and semi-structured interviews with 13 pre-service teachers in East China Normal University in Shanghai. Analyses of the findings revealed that pre-service teachers generally agreed with teacher morality and political-civic requirements, and that their perceptions of teacher morality correlated with political-civic competences; however, they expressed diverse opinions about existing teacher morality codes. This study suggests using a "regulated-autonomy" framework for understanding pre-service teachers' perceptions of teacher morality in China.

Yin, L. C., Loreman, T., Majid, R. A., & Alias, A. (2019). **The Dispositions towards Loving Pedagogy (DTLP) scale: Instrument development and demographic analysis**. *Teaching and Teacher Education*, *86*, 102884. https://doi.org/10.1016/j.tate.2019.102884
This study aimed to refine and validate the Dispositions towards Loving Pedagogy (DTLP) Scale and to ascertain the views of pre-service teachers on the aspects of loving pedagogy. The participants were 114 pre-service teachers from the Concordia University of Edmonton Education After-Degree program. As a result of the analysis, the scale was reduced to 29 items across six factors. The Cronbach Alpha coefficient for

the entire scale was 0.90. Based on this initial sample the DTLP was shown to be a suitable scale to measure the love-based pedagogy of the conceptual and practical aspects of loving pedagogy, although further testing should be conducted on more diverse groups.

Zuilkowski, S. S., Henning, M., Zulu, J. M., & Matafwali, B. (2019). **"Once they fall pregnant, they don't come back": Teacher perspectives on Zambia's school re-entry policy for adolescent mothers**. *Teaching and Teacher Education*, *86*, 102880. https://doi.org/10.1016/j.tate.2019.102880
This mixed-methods study investigates teacher understandings of Zambia's school re-entry policy for adolescent mothers. Nearly one in three Zambian girls has been pregnant by 19 (Population Council, UNFPA, & Republic of Zambia, 2017). Despite having the legal right to attend school, few young mothers complete their schooling. As the ground-level implementers of the policy, teachers are the interface between the Ministry of Education and the students who could benefit. To examine this issue, we interviewed teachers from four Lusaka province schools to explore their implementation of the policy and teacher beliefs regarding the re-enrollment of adolescent mothers.

Relation formation-emploi

Cinamon, R. G., Flum, H., & Hardin, E. E. (2019). **Career Education: Concluding Remarks**. *Journal of Career Development*, *46*(6), 665-669. https://doi.org/10.1177/0894845319873730
The interventions presented in the current special issue have the potential to decrease social and economic gaps. At the same time, several important aspects that are central to the rapid changes in education and in the world of work were not included or given minimal attention in these interventions. In this concluding article, we reflect upon these issues in the hope that future studies and career education work will focus and elaborate upon theme.

Gibbons, M. M., Brown, E. C., Daniels, S., Rosecrance, P., Hardin, E. E., & Farrell, I. (2019). **Building on Strengths While Addressing Barriers: Career Interventions in Rural Appalachian Communities**. *Journal of Career Development*, *46*(6), 637-650. https://doi.org/10.1177/0894845319827652
This article describes a model for developing culturally sensitive career education programs, framed from an ecological contextual understanding. This framework allows career practitioners to build on cultural strengths and values to meet the career education needs of diverse communities. To illustrate the application of this model, we describe the cultural context of rural Appalachia and offer theoretically framed ideas of how to meet the population's career education needs.

Kenny, M. E., Blustein, D. L., Liang, B., Klein, T., & Etchie, Q. (2019). **Applying the Psychology of Working Theory for Transformative Career Education:** *Journal of Career Development*. https://doi.org/10.1177/0894845319827655
New models of career education are needed to prepare young people for changes and challenges in the world of work. We propose that the psychology of working framework/theory (PWF/PWT) has the potential to shape career education in transformative ways that are attentive to shifting dimensions of the local context and the marginalization of large segments of the world population in seeking access to

decent work. In this article, we present theory and research supporting the PWF/PWT and its application for career development intervention, with specific attention to the constructs of youth purpose and critical consciousness as important resources for coping with massive changes in the world of work and growing inequality. We provide examples of how this might be done, drawing from our current research–practice partnerships that are designing, delivering, and evaluating PWF-/PWT-informed career intervention.

Xie, D., Kong, N., Skaggs, S., & Yang, A. (2019). **An Ecological Perspective on Youth Career Education in Transitioning Societies: China as an Example**. *Journal of Career Development*, *46*(6), 651-664. https://doi.org/10.1177/0894845318824673
Contextual factors have received increased attention in understanding the challenges and difficulties in translating career education and career guidance services from Western societies to non-Western societies, many of which are undertaking a shift from a socialist and collectivistic system to a more individualistic one. In this article, using China as an example, we discussed the contextual factors in different ecological systems, such as economical, educational, and sociocultural, and how they may facilitate or impede youth career education in a transitioning society. We reviewed a career education program in a Chinese senior middle school to illustrate such impacts. Additionally, we proposed strategies for further development of youth career education in China as well as in other countries with similar transitions. We introduced a framework of a diversified concept of career and several context-resonant career development theories to be considered in guiding youth career education programs in these transitioning societies.

Réussite scolaire

McWhirter, E. H., Rojas-Araúz, B. O., Ortega, R., Combs, D., Cendejas, C., & McWhirter, B. T. (2019). **ALAS: An Intervention to Promote Career Development Among Latina/o Immigrant High School Students**. *Journal of Career Development*, *46*(6), 608-622. https://doi.org/10.1177/0894845319828543
This article describes the rationale, development, delivery, and evaluation strategy of a pilot career intervention program for immigrant Latina/o high school students: Advocating for Latina/o Achievement in School. This innovative intervention aims to prevent dropout and to promote academic success and college and career readiness through a combination of academic support and enhancing critical consciousness. Shorter term goals include increasing school-related self-efficacy expectations, school connectedness, school engagement, and critical consciousness. We describe the theoretical and empirical basis for the intervention components, and how they attend to dimensions of immigrant Latina/o students' career development. We describe program logistics, outcomes, strengths, challenges, and lessons learned from delivering the intervention. We highlight unique features of the program and suggest its relevance to career education efforts in other school and national contexts in which immigrant students face racism and inequities.

Ravestein, J. (2019). ***Les causes de l'échec scolaire évaluées par les enseignants***. Consulté à l'adresse http://www.editions-academia.be/index.asp?navig=catalogue&obj=livre&isbn=9782806104519&utm_source=phplist&utm_campaign=message_27785&utm_medium=email&utm_content=lienTitre

Ce livre n'est pas un ouvrage savant à destination des savants, quoique rigoureux sur le référencement scientifique, la méthode qui produit les résultats, ainsi que leur analyse. Il s'adresse de manière accessible aux enseignants, parents d'élèves et étudiants qui voudraient mieux cerner comment les principaux acteurs du système éducatif évaluent les raisons de l'échec ou de la réussite des élèves.

Valeurs

Moretti, L. (2019). **Liens École-territoire : Une étude sous l'angle de la recherche-action via la constitution de " territoires apprenants "**. *Ecoles, territoires et numérique : quelles collaborations ? quels apprentissages ?* Présenté à Clermont-Ferrand, France. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-02314205
Cet article présente un projet de recherche en cours de réalisation. L'architecture du projet y est détaillée, en partant des observations menant à la formulation de la problématique ainsi que sa dérivation en hypothèses de recherche. Le projet consistant en une recherche-action, les parties action et recherche, menées actuellement en parallèle, sont également détaillées. L'objectif est d'évaluer l'influence d'une démarche type « territoire apprenant », initiée à partir d'établissements scolaires, sur la formation du citoyen. Le territoire d'enquête est constitué par le milieu insulaire Corse, subdivisé en trois points d'observations. Des données ont été récoltées et sont en cours d'analyse. D'autres données seront récoltées une fois la démarche terminée.

Torres, J.-C. (2019). ***Sur l'injustice scolaire - Eléments théoriques et pratiques pour une éthique éducative***. Consulté à l'adresse http://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&isbn=9782343179988&utm_source=phplist&utm_campaign=message_27785&utm_medium=email&utm_content=lienTitre
Entre les valeurs de l'école et leurs principes de mise en œuvre, notre système scolaire est parcouru par de multiples contradictions qui, chacun isolément et à fortiori prises ensemble, compromettent gravement les pratiques autant que les décisions éducatives : inclusion scolaire ou logique d'excellence, égalitarisme formel ou « discrimination positive », laïcité ouverte ou unité républicaine, école pour tous ou méritocratie, autonomie des équipes et des établissements ou universalisme du service public…

ONU : Organisation des Nations unies. (2019). ***Rapport de la Rapporteuse spéciale sur le droit à l'éducation***. Consulté à l'adresse https://undocs.org/fr/A/74/243
La Rapporteuse spéciale des Nations Unies sur le droit à l'éducation, Koumbou Boly Barry, s'intéresse aux différentes façons dont le droit à l'éducation contribue à prévenir les atrocités criminelles ainsi que les violations graves ou massives des droits de l'homme. Le rapport présente un nombre de mesures touchant à l'organisation des systèmes scolaires, la pédagogie ainsi que les valeurs et les compétences à transmettre aux élèves. Il propose un cadre d'éducation (mieux connu en anglais sous le nom de « cadre ABCDE »), qui rassemble l'ensemble des caractéristiques nécessaires pour réaliser pleinement tout le potentiel préventif du droit à l'éducation. [d'après résumé éditeur]