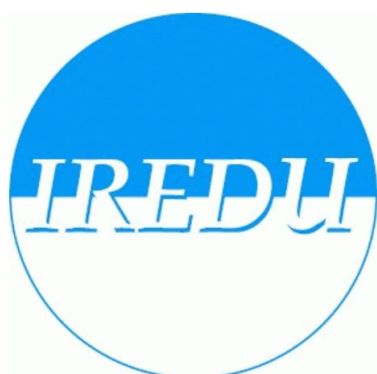


Veille de l'IREDU



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Acquisition de compétences

Becker, H. S., Hughes, E. C., Geer, B. P., & Strauss, A. L. (2020). **L'assimilation des valeurs médicales par les étudiants de médecine: les perspectives de la responsabilité médicale et de l'expérience clinique.** *Revue française de pédagogie*, (209), 107-127. Consulté à l'adresse <https://www.cairn.info/revue-francaise-de-pedagogie-2020-4-page-107.htm>

Ce texte s'inscrit dans la troisième partie de l'ouvrage *Boys in White*, dédiée à l'étude de la culture étudiante lors des années d'apprentissage médical. Il étudie les différentes « perspectives » mises en avant par les étudiants pour se préparer à deux pratiques médicales : la responsabilité et l'expérience. Il approfondit notamment les stratégies mises en avant dans l'apprentissage du point de vue médical et les tensions qui découlent de l'intériorisation de ces perspectives. Par la mise en avant du travail collectif et du terrain, par ses allers-retours entre observations et montées en généralité, cette étude constitue, encore soixante ans après, un exemple novateur d'une manière de construire, de décrire et d'écrire les sciences sociales.

SHIOHIRA, K. (2021). **Understanding the impact of artificial intelligence on skills development.** Consulté à l'adresse https://unevoc.unesco.org/pub/understanding_the_impact_of_ai_on_skills_development.pdf

Les individus sont de plus en plus susceptibles de rencontrer l'intelligence artificielle (IA) dans leur vie quotidienne. Cinquante pour cent des organisations dans le monde déclarent utiliser une forme d'IA dans leurs opérations. Il est clair que l'IA a de vastes implications pour l'ensemble de l'humanité, et donc sur les établissements d'enseignement et de formation techniques et professionnels (EFTP). Un large éventail d'institutions a relevé le défi grâce à la recherche et aux programmes innovants sur tous les continents. Ce document explore d'abord ce qu'est l'IA - et ce qu'elle n'est pas - à travers une brève explication des concepts fondamentaux. Il examine ensuite les pratiques actuelles d'éducation et de formation en IA.

Zahir, N. (2019). **Vers une ingénierie des compétences: cas de la formation continue à distance des enseignants de l'éducation physique et sportive au Maroc** (Theses, Université Mohammed V de Rabat (Maroc)). Consulté à l'adresse <https://hal.archives-ouvertes.fr/tel-03205458>

Aspects économiques de l'éducation

Agüero, J. M., Favara, M., Porter, C., & Sanchez, A. (2021). **Do More School Resources Increase Learning Outcomes? Evidence from an Extended School-Day Reform.** In *IZA Discussion Papers* (N° 14240). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://ideas.repec.org/p/iza/izadps/dp14240.html>

Whether allocating more resources improves learning outcomes for students in low-performing public schools remains an open debate. We focus on the effect of increased instructional time, which is theoretically ambiguous due to possible compensating changes in effort by students, teachers or parents. Using a regression discontinuity approach, we find that a reform extending the school day increases math test scores, with a large effect size relative to other interventions. It also improved reading, technical

skills and socio-emotional competencies. Our results are partly explained by reductions in home production by students, specialization by teachers and investments in pedagogical assistance to teachers.

Amuedo-Dorantes, C., & Romiti, A. (2021). **International Student Applications in the United Kingdom after Brexit**. In *IZA Discussion Papers* (N° 14247). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://ideas.repec.org/p/iza/izadps/dp14247.html>

On June 23, 2016, the people of the United Kingdom voted to leave the European Union. We examine how this decision (henceforth, Brexit) has impacted international student applications in the United Kingdom. Using administrative data spanning from 2013 through 2019, along with a quasi-experimental approach, we find evidence of Brexit curtailing the growth rate of international student applications by 14 percent. The impact appears larger for applications to pursue STEM studies and for those received by more selective universities, suggestive of students with more alternatives choosing to study elsewhere. Furthermore, applications appear to have dropped the most among EU students originating from countries with weaker labor markets and economies for whom the ability to stay in the United Kingdom after their studies might have been a critical pull factor. Finally, the drop in applications has resulted into fewer international enrolments. Given the contributions of international student exchanges to research, development and growth, further research on the implications of Brexit for UK universities and the ability to attract valuable talent is well-warranted.

Beine, M., Vinas, A. C. M., & Zanaj, S. (2020). **The solution of the immigrant paradox: aspirations and expectations of children of migrants**. In *DEM Discussion Paper Series* (N° 20-26). Consulté à l'adresse Department of Economics at the University of Luxembourg website: <https://ideas.repec.org/p/luc/wpaper/20-26.html>

In this paper, we push forward the hypothesis that misalignment between expectations and aspirations crucially affects the educational outcomes of young adults. Using AddHealth, a dataset of 20,774 adolescents between the grades 7-12, we show that the difference in school performance between migrant children and natives lies within the aspirations and expectations that migrant children form. More specifically, we find that positive misalignment between aspirations and expectations is a driving force for higher effort and better education outcomes of immigrant teenagers in the USA. This force resolves the well-known immigrant paradox. Furthermore, this result is specific to migrant children and does not hold for second-generation migrant pupils.

Bharati, T., & Green, T. H. (2021). **Age at school transition and children's cognitive and non-cognitive outcomes**. In *Economics Discussion / Working Papers* (N° 21-06). Consulté à l'adresse The University of Western Australia, Department of Economics website: <https://ideas.repec.org/p/uwa/wpaper/21-06.html>

Can changing the age at which children transition from primary to secondary school mitigate the negative effects of the disruptive event? We attempt to provide an answer by examining the effect of a recent policy initiative that required schools in four Australian states to move year 7 from primary ('7+5' model) to secondary school ('6+6' model), bringing forward the transition by a year. 'Combined schools' that taught both primary and secondary school years were relatively undisturbed but others had to drop or pick an additional year. Using this difference across postcodes in the type of schools and variation in the timing when different states switched to the new model, we show that the switch to the new school model is negatively associated with aspects of cognition,

locus of controls, and personality measured years after the transition. Worryingly, the effects appear more unfavourable for Indigenous Australians and female school students. Comparing respondents born in the same year who started school in different years, we find those who were relatively younger at the time of transition suffered more, suggesting that raising the age at transition could benefit children.

Camacho, C., & Xue, Y. (2021). **A Chinese puzzle: fewer, less empowered, lower paid and better educated women.** In *Working Papers* (N° halshs-03185541). Consulté à l'adresse HAL website: <https://ideas.repec.org/p/hal/wpaper/halshs-03185541.html>

As from 2009 there are more Chinese women than men enrolled in college. To address this question, we propose a simple model with premarital education investment and endogenous marital matching where spouses split the joint revenue. We show that if women are not empowered enough, then neither men nor women obtain tertiary education. Women's education overtake can only arise if they are powerful enough within their marriage, if educated women's salary is sufficiently high and if there are enough educated men to mate. We calibrate our model using data from the Chinese Census in order to solve the Chinese puzzle, i.e. to understand how Chinese women are better educated without being sufficiently empowered. We find our first that despite the overall increase in education for both men and women, and the raise in women's salaries for all education levels, Chinese women have actually not gained power in the markets since the gender wage gap is widening for all levels of education. Second, that women's education is tightly linked to their power within the household. Indeed, the increase in women's education is not due to an increase in women's power, but on the contrary, a measure to counterbalance a striking decrease.

Cattaneo, M. A., & Wolter, S. C. (2021). **« Against all odds » Does awareness of the risk of failure matter for educational choices?** In *Economics of Education Working Paper Series* (N° 0181). Consulté à l'adresse University of Zurich, Department of Business Administration (IBW) website: <https://ideas.repec.org/p/iso/educat/0181.html>

This paper examines the effect of information on dropout risks on preferences for academic versus vocational education. Switzerland is used as a case study because of its strongly developed national vocational education system along with marked differences in preferences for and enrolment rates in academic education across its three language regions. Since the education system is harmonized in terms of expectations for the required cognitive performance for an academic degree, this means that different enrolments in academic education need to be partially corrected later by a stronger selection during the studies. By means of a survey experiment, we investigate whether these more pronounced preferences for academic education stem from the fact that educational risks are unknown when making educational decisions, or whether preferences are so strong that these risks are willingly tolerated. Our results suggest that the latter seems more likely to be the case and that a correction of the mismatch cannot come solely via the deterrent effect of the higher risks of dropping out of education.

Cheslock, J. J., & Riggs, S. O. (2021). **Psychology, market pressures, and pricing decisions in higher education: the case of the US private sector.** *Higher Education*, 81(4), 757-774. <https://doi.org/10.1007/s10734-020-00572-9>

We examine listed tuition and institutional aid practices within the US private sector, a sector where market pressures are relatively strong and consequently influence

organizational behavior. We present a conceptual framework that highlights three psychological aspects of pricing—the price-quality heuristic, ego-expressive aspects of aid, and the silver lining effect—that can influence the attractiveness of specific pricing strategies to prospective students. We review relevant literature from psychology, marketing, and behavioral economics to illustrate that these three psychological aspects should be especially important in higher education. Furthermore, we identify pricing strategies that could position colleges and universities advantageously within market-based competition due to these aspects. The key elements of the strategy include high listed tuition, widespread institutional aid awards, and aid awards that are framed in a manner that confers distinction upon the recipient. We use data from a range of sources to describe the nuanced ways in which these pricing strategies are used within the US private sector. Our empirical analysis reveals that many schools, especially those in the middle of the prestige hierarchy, provide institutional aid to all or almost all of their incoming students, which allows them to set listed tuition prices well above the demonstrated willingness to pay of students. We also present evidence that aid awards are named in a manner that exaggerates the distinction conferred by the award. Our conclusion highlights implications of our work for students, organizations, policymakers, and future research.

Dalane, K., & Marcotte, D. E. (2021). **Charter Schools and the Segregation of Students by Income**. In *IZA Discussion Papers* (N° 14280). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://ideas.repec.org/p/iza/izadps/dp14280.html>

The segregation of students by socioeconomic status has been on the rise in American public education between schools during the past several decades. Recent work has demonstrated that segregation is also increasing within schools at the classroom level. In this paper, we contribute to our understanding of the determinants of this increase in socioeconomic segregation within schools. We assess whether growth in the presence and number of nearby charter schools have affected the segregation of socioeconomically disadvantaged students by classroom in traditional public schools (TPS). Using data from North Carolina, we estimate a series of models exploit variation in the number and location of charter schools over time between 2007 and 2014 to estimate the impact of charter school penetration and proximity on levels of within school segregation in TPS classrooms serving grades 3-8. We find that socioeconomic segregation in math and English language arts increase in grades 3-6 when additional charter schools open within large urban districts. We find the largest impacts on schools that are closest to the new charter schools. We estimate that the impact of charter schools can account for almost half of the overall growth in socioeconomic segregation we see over the course of the panel within grades 3-6 in large urban districts.

Datta, S., & Kingdon, G. G. (2021). **Teacher Shortage in India: Myth or Reality? The Fiscal Cost of Surplus Teachers, Fake Enrolment and Absences** (IZA Discussion Paper N° 14251). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp14251.htm>

This paper examines the widespread perception in India that the country has an acute teacher shortage of about one million teachers in public elementary schools, a view repeated in India's National Education Policy 2020. Using official DISE data, we show that there is hardly any net teacher deficit in the country since there is roughly the same number of surplus teachers as the number of teacher vacancies. Secondly, we show that measuring teacher requirements after removing the estimated fake students from

enrolment data greatly reduces the required number of teachers and increases the number of surplus teachers, yielding an estimated net surplus of about 342,000 teachers. Thirdly, we show that if we both remove fake enrolment and also make a suggested hypothetical change to the teacher allocation rule to adjust for the phenomenon of emptying public schools (which has slashed the national median public-school size to a mere 64 students), the estimated net teacher surplus is about 764,000 teachers. Fourthly, we highlight that if government does fresh recruitment to fill the supposed nearly one-million vacancies, the already modest national mean pupil-teacher-ratio (PTR) of 22.8 would fall to 15.9, at a permanent fiscal cost of nearly Rupees 48,000 crore (USD 6.6 billion) per year in 2017-18 prices, which is higher than the individual GDPs of 56 countries in that year. The paper also highlights the volume of schools with extreme PTRs, and estimates the cost of teacher absence, pupil absence and fake enrolments. Overall, the paper highlights the major economic efficiencies that can result from an evidence-based approach to education policy making.

Deb, P., & Gangaram, A. (2021). **Effects of School Shootings on Risky Behavior, Health and Human Capital.** In *NBER Working Papers* (N° 28634). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://ideas.repec.org/p/nbr/nberwo/28634.html>
In this paper, we examine the impact of school shootings on the human health and capital outcomes of middle and high school student survivors as adults in their twenties and early thirties. Our data on school shooting events is from a recent, comprehensive database of school shootings compiled by the Center for Homeland Defense and Security. The analytic dataset contains incidents from 1994-2005 in conjunction with Behavioral Risk Factors Surveillance System survey data from 2003-2012 on respondents 23 to 32 years of age. We find substantial evidence that, relative to their unexposed peers, school shooting survivors experience declines in health and well-being, engage in more risky behaviors, and have worse education and labor market outcomes. The effects among those exposed in the more recent past, 6-12 years prior to the survey, are consistent with those of the full sample. The significance of effects dissipates among those exposed earlier, 13-18 years prior to the survey.

Díaz, J., Sánchez, R., Villarroel, G., & Villena, M. G. (2021). **Effects of Measures of Teachers' Quality on Tertiary Education Attendance: Evaluation Tests versus Value Added.** In *IZA Discussion Papers* (N° 14277). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://ideas.repec.org/p/iza/izadps/dp14277.html>
Using Chilean administrative datasets for the period 2011-2017, we study which of the most used tools to evaluate teacher quality, namely teachers' evaluation tests (TET) and teacher's value added (TVA), predicts more accurately not only short run (as most of the literature focus on) but also middle run students' outcomes. For this evaluation we follow the same cohorts of students and teachers. Our results suggest that the correlation between (TET) and (TVA) appears to be null in school outcomes. However, our analysis also reveals that both measures, TET and TVA, positively affect the probability of tertiary education attendance, indicating that both measures are complementary in measuring teacher quality in the middle run. These results have relevance from the public policy point of view as unlike countries (e.g. USA) where TVA is used for teacher's promotions and personnel decisions, in countries where TVA is not used for teacher's personnel decisions (e.g. Chile), TVA seems to be useful to measure teacher quality. Furthermore, our findings are consistent with the argument of the multidimensionality of teaching

quality, because even though in the short run TVA and TET seem to be orthogonal, in the medium run they seem to be complementary tools to measure teacher effectiveness.

Facchini, M., Triventi, M., & Vergolini, L. (2021). **Do grants improve the outcomes of university students in a challenging context? Evidence from a matching approach.** *Higher Education*, 81(5), 917-934. <https://doi.org/10.1007/s10734-020-00586-3>

In this work, we investigate whether grants improve the academic outcomes of students from socio-economically disadvantaged families and thereby reduce inequalities of educational opportunities. We focus on Italy, which is characterized by high dropout rates, prolonged duration of higher education studies and considerable social inequalities in educational outcomes. To estimate the effect of grants, we follow a counterfactual approach, relying on a reweighting matching procedure. First, we apply coarsened exact matching to identify the region of common support. Second, we weight the observation using the entropy balancing method. We use a nationally representative survey, which collects data on students who graduated from upper secondary school in 2004 and 2007. We find that grants reduce dropout and increase timely graduation, with larger effects among males and students in Central-Southern Italy, who are more at risk of withdrawal from university.

Garcia-Brazales, J. (2021). **Changing Gender Attitudes: The Long-Run Effects of Early Exposure to Female Classmates.** In *EconStor Preprints* (N° 232502). Consulté à l'adresse ZBW - Leibniz Information Centre for Economics website: <https://ideas.repec.org/p/zbw/esprep/232502.html>

Identity norms are an important cause of inequalities and talent misallocation. I leverage a unique opportunity to observe students exogenously allocated to classes across a close-to-nationally-representative set of Vietnamese schools to show that more exposure to female peers during childhood causally decreases the extent of agreement with traditional gender roles in the long-run. This shift in attitudes is accompanied by changes in actual behavior: employing friendship nominations I find that male children have more female friends and spend more time with them outside school. Moreover, both their intensive and extensive margin contributions to home production increase in the short- and the long-run. These results are novel in the attitudes formation and in the long-term effects of peers literature and are important in informing optimal class allocation. Academic spillovers from female classmates are much weaker.

Hügler, D. (2021). **The decision to enrol in higher education.** In *Discussion Papers* (N° 2021/8). Consulté à l'adresse Free University Berlin, School of Business & Economics website: <https://ideas.repec.org/p/zbw/fubsbe/20218.html>

In this paper, I analyze how the higher education decision of young adults in Germany depends on their expected future earnings. For this, I estimate a microeconomic model in which individuals maximize life-time utility by choosing whether or not to enter higher education. To forecast individual life cycles in terms of employment, earnings, and family formation under higher education and its alternative, vocational training, I use a dynamic microsimulation model and regression techniques. I take into account that while individuals generally choose between two options, higher education and vocational training, they are aware of multiple potential realizations under both options, such as leaving higher education with a bachelor degree or taking up higher education after first having earned a vocational degree. Using the estimates from the decision model, I simulate the introduction of different tuition fee and graduate tax scenarios. I

find that the impact of these education policies on the higher education decision is limited and only few individuals would change their educational decisions as a reaction to these policies.

Jackson, C. K., Wigger, C., & Xiong, H. (2021). **Do School Spending Cuts Matter? Evidence from the Great Recession.** *American Economic Journal: Economic Policy*, 13(2), 304-335. <https://doi.org/10.1257/pol.20180674>

Do School Spending Cuts Matter? Evidence from the Great Recession by C. Kirabo Jackson, Cora Wigger and Heyu Xiong. Published in volume 13, issue 2, pages 304-35 of *American Economic Journal: Economic Policy*, May 2021, Abstract: During the Great Recession, national public school per-pupil spending f...

Lee, J. C., Dell, M., González Canché, M. S., Monday, A., & Klafehn, A. (2021). **The Hidden Costs of Corroboration: Estimating the Effects of Financial Aid Verification on College Enrollment.** *Educational Evaluation and Policy Analysis*, 43(2), 233-252. <https://doi.org/10.3102/0162373721989304>

Every year, the U.S. Department of Education selects hundreds of thousands of low-income students to provide additional documentation to corroborate their financial aid eligibility in a process known as verification. Although many are concerned about the potential deleterious effects of being selected, to date, studies are limited to descriptive analyses. To fill this gap in the literature, we use population-level, multicohort data to estimate the effects of financial aid verification on initial college enrollment for recent high school graduates in Tennessee. An entropy balance weighting approach indicates that students selected for verification are 3.8 percentage points (4.9%) less likely to enroll in college with underserved populations and late Free Application for Federal Student Aid (FAFSA) filers most negatively affected.

Lefebvre, P., & Merrigan, P. (2021). **Why Subsidize Independent Schools? Estimating the Effect of a Unique Canadian Schooling Model on Educational Attainment.** In *Working Papers* (N° 21-01). Consulté à l'adresse Research Group on Human Capital, University of Quebec in Montreal's School of Management website: <https://ideas.repec.org/p/grc/wpaper/21-01.html>

Canada is recognized as one of the top 10 countries in secondary education according to PISA results. A particularly intriguing case in this country is the large system of highly subsidized independent schools in the province of Québec where students also perform extremely well in PISA testing. This paper uses the year Canadian 2000 PISA cohort of 15-year-olds to estimate the ATT effect of independent schooling on educational attainment. We find large, positive, robust, and statistically significant effects of independent schooling on attainment. The robustness of the results to omitted variable bias is addressed through a sensitivity analysis for matching estimators.

Leigh, E. W., & González Canché, M. S. (2021). **The College Promise in Communities: Do Place-based Scholarships Affect Residential Mobility Patterns?** *Research in Higher Education*, 62(3), 259-308. <https://doi.org/10.1007/s11162-020-09597-6>

Place-based scholarships within the College Promise movement reduce the cost of college for students in particular places and often include incentives for families to live in places for a longer period of time to capture full program benefits. This financial incentive may change the residential mobility decisions of people living in and around Promise-targeted locations, potentially affecting a community's composition and who can

benefit from the scholarship. We use difference-in-differences with census tract-level data from the American Community Survey to assess whether the New Haven Promise, Say Yes Buffalo, or La Crosse Promise affect residential mobility based on household income, race/ethnicity, and age in their respective cities. We find evidence of overall in-migration due to program introduction, driven by the Say Yes Buffalo program, but corresponding decreases in those staying in treated Buffalo and La Crosse census tracts. Further, we find that White, high income residents are more likely to stay in New Haven to take advantage of the program. We also find a potential displacement effect in La Crosse for families with children, suggesting that originally targeted residents moved out the Promise-targeted areas, but that new families with children moved in as a result of the program. Overall, our short-term impacts suggest that since moving is expensive, higher income families are more likely to benefit from these programs than their lower income counterparts by having more control of whether, when, and where to move. Implications for communities and program (re)design are discussed.

Leschnig, L., Schwerdt, G., & Zigova, K. (2021). **Central Exams and Adult Skills: Evidence from PIAAC**. In *CESifo Working Paper Series* (N° 8899). Consulté à l'adresse CESifo website: <https://ideas.repec.org/p/ces/ceswps/8899.html>

Central exams are often hypothesized to favorably affect incentive structures in schools. Indeed, previous research provides vast evidence on the positive effects of central exams on student test scores. But critics warn that these effects may arise through the strategic behavior of students and teachers, which may not affect human capital accumulation in the long run. Exploiting variation in examination types across school systems and over time, we provide the first evidence that central exams positively affect adult skills. However, our estimates are small compared to the existing estimates for students, which may indicate some fade-out in the effect on skills over time.

Magni-Berton, R. (2021). **« Partager le revenu ». Pour une nouvelle formule de financement de l'enseignement supérieur qui vient de l'Oregon**. *Revue d'économie politique*, 132(2), 173-197. Consulté à l'adresse https://www.cairn.info/revue-d-economie-politique-2021-2-page-173.htm?WT.tsrc=cairnEmailAlert&WT.mc_id=REDP_312

Le système actuel d'enseignement supérieur – et notamment son financement – a fait, de longue date, l'objet de nombreuses critiques. Pour répondre à ces critiques, plusieurs propositions visent à accroître la contribution des étudiants au financement des études supérieures. Alors que l'État et les établissements tendent à proposer des réformes par le financement des étudiants ex ante, les débats scientifiques mettent l'accent sur les avantages des formules ex post. Cet article met en avant quatre critères – incitations inadéquates, redistribution inversée, discordance entre bénéficiaires et financeurs, et inégalité des chances – qui confirment la supériorité des systèmes de financements ex post. Parmi ces systèmes, l'analyse promeut une formule relativement négligée dans les débats français. Traditionnellement appelée « contrat à capital humain » ou « contrat de partage du revenu » (CPR), elle a été introduite Oregon en 2013 sous la forme d'un projet pilote qui, depuis, s'est largement développé aux États-Unis. Cet article analyse ce système de financement, en développe les principes, les avantages et discute de la faisabilité de son introduction dans le contexte français.

Maruyama, T., & Kurosaki, T. (2021). **Developing Textbooks to Improve Student Math Learning: Empirical Evidence from El Salvador**. In *Working Papers* (N° 217). Consulté à l'adresse JICA Research Institute website: <https://ideas.repec.org/p/jic/wpaper/217.html>

School enrollment has rapidly increased since 1990 in developing countries at the primary level but the quality of education has stagnated over the years. In teaching and learning practices, textbooks are an important intermediate that links curriculum, teachers, and students. Since textbooks describe the content and methodology of teaching and learning, they can improve teaching and learning practices, if they are carefully designed. This study evaluates the effectiveness of the package of interventions including the distribution of textbooks that are carefully designed to improve student learning in math through a randomized controlled trial in El Salvador. This experiment tracked same students for two years. The average one-year impact of the package on primary school 2nd grade students' math learning is estimated around 0.48 standard deviation of test scores. The impact was larger on students with higher baseline scores. The average accumulated impact of the first-year interventions one year after is around 0.12 standard deviation. The package of intervention improved math learning of 2nd grade students, and the impact persisted even after schools of the control group also received the package of interventions in the following year.

Milovanska-Farrington, S. (2021). **Do Parents Expect Too Much or Is It All about Grades? The Discrepancy between Parents' Aspirations and Child's Academic Performance, and Parental Satisfaction with the School.** In *IZA Discussion Papers* (N° 14275). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://ideas.repec.org/p/iza/izadps/dp14275.html>

Schooling is related to health and future labor market outcomes. The school parents choose for their children often depends on feedback received from other parents. Therefore it is important to understand whether parental satisfaction with the school depends only on objective measures of the quality of the school. We examine the association between children's academic performance, parents' aspirations, the mismatch between the two, and parents' satisfaction with different aspects of children's schooling. The findings suggest that excellent academic performance of the child is associated with higher parental satisfaction, regardless of parents' aspirations. High expectations accompanied by low performance are negatively related to parental satisfaction with all aspects of children's schooling. The results have implications related to school rankings and the significance of parental school reviews.

Müller, D. (2021). **Is longer education a substitute for job search through social contacts?** In *Working Paper Series* (N° 2021:5). Consulté à l'adresse IFAU - Institute for Evaluation of Labour Market and Education Policy website: https://ideas.repec.org/p/hhs/ifauwp/2021_005.html

This paper investigates whether longer upper secondary education affects the role of parents in the job finding process. Previous research has shown that less educated workers rely more on contacts, and theory suggests that education and social connections can be substituted as signals of ability. I investigate this question by exploiting a Swedish trial that generated exogenous variation across municipalities and student cohorts in the length of vocational upper secondary education. Relying on Swedish matched employer-employee data, I estimate the effect of receiving one more year of education on the probability of being employed at the same establishment as a parent for up to 20 years after graduation. The results indicate that the average impact of a longer education is negative during the early career and non-trivial in magnitude. The overall effect is entirely driven by a large and statistically significant effect within the group of vocational students with high-educated parents. For the group of students

where the use of parental ties is most prevalent, students with low-educated parents, the reliance on parental contacts appears resilient to policy-induced changes in the length of education.

Muñoz, P., & Prem, M. (2021). **Managers' Productivity and Recruitment in the Public Sector: The Case of School Principals**. In SocArXiv (N° 7zn2b). Consulté à l'adresse Center for Open Science website: <https://ideas.repec.org/p/osf/socarx/7zn2b.html>

We study whether differences in management can explain variation in productivity and how more effective managers can be recruited in absence of high-powered incentives. To investigate this, we first extend the canonical teacher value-added model to account for school principals, and we document substantial variation in their ability to improve students' learning. Teachers' survey responses and quasi-experimental designs based on changes in school management validate our measure of principal effectiveness. Then, we leverage the timing of adoption of a civil service reform and show that despite having relatively rigid wages, public schools were able to attract more effective managers after increasing the competitiveness and transparency of their personnel selection process.

Neidhoefer, G., Lustig, N., & Tommasi, M. (2021). **Intergenerational transmission of lockdown consequences: Prognosis of the longer-run persistence of COVID-19 in Latin America**. In Working Papers (N° 571). Consulté à l'adresse ECINEQ, Society for the Study of Economic Inequality website: <https://ideas.repec.org/p/inq/inqwps/ecineq2021-571.html>

The shock on human capital caused by COVID-19 is likely to have long lasting consequences, especially for children of low-educated families. Applying a counterfactual exercise we project the effects of school closures and other lockdown policies on the intergenerational persistence of education in 17 Latin American countries. First, we retrieve detailed information on school lockdowns and on the policies enacted to support education from home in each country. Then, we use this information to estimate the potential impact of the pandemic on schooling, high school completion, and intergenerational associations. In addition, we account for educational disruptions related to household income shocks. Our findings show that, despite that mitigation policies were able to partly reduce instructional losses in some countries, the educational attainment of the most vulnerable could be seriously affected. In particular, the likelihood of children from low educated families to attain a secondary schooling degree could fall substantially.

Paolo, A. D., & Matano, A. (2021). **"The Impact of Combining Work with Study on the Labour Market Performance of Graduates: the Joint Role of Work Intensity and Job-Field Match"**. In AQR Working Papers (N° 202103). Consulté à l'adresse University of Barcelona, Regional Quantitative Analysis Group website: <https://ideas.repec.org/p/aqr/wpaper/202103.html>

This paper investigates the effects of working during university education on students' labour market performance. We jointly consider the role of work intensity and the relationship with the field of study in a framework that accounts for self-selection into different types of jobs. The empirical analysis draws on data from three successive cohorts of graduates from the Spanish region of Catalonia. Our results point out that the probability of being employed four years after graduation is significantly higher for students who have worked in jobs well-matched with their degree relative to both full-time students and students who have worked in unrelated jobs. Further, the probability

of having a permanent job is generally higher for those who worked before graduation, especially in the case of jobs related to the degree. However, the likelihood of early career job-qualification match is negatively affected by pre-graduation work experiences unrelated to degree's contents.

Prakhov, I. (2021). **The determinants of expected returns on higher education in Russia: A human capital theory approach**. *Higher Education Quarterly*, 75(2), 302-320. <https://doi.org/10.1111/hequ.12281>

This paper evaluates the determinants of the value of investment in higher education (absolute expected returns from higher education) among students of Russian universities, accounting for variations in the socio-economic development of different Russian regions. Based on the longitudinal study, 'Trajectories in Education and Careers', it shows that the average salary in a region is positively related to the individual estimates of expected salaries after graduation. In general, the results correspond to human capital theory, and confirm the rationality of students' salary expectations. The expected salary shortly after graduation from university is positively related to the academic achievement demonstrated in the university entrance exam (the Unified State Exam, or USE), full-time study and prior work experience. Male students expect to receive higher salaries compared to female students. Students who study for free expect lower salaries compared to those students who cover their tuition costs. Indirect influence (through USE results) of the characteristics of students' schools and of their parents' education on expected salary was found. In addition, we discovered a direct and indirect relationship between family income and expected salaries after university graduation.

Prettner, K., & Schaefer, A. (2021). **The U-Shape of Income Inequality over the 20th Century: The Role of Education***. *The Scandinavian Journal of Economics*, 123(2), 645-675. <https://doi.org/10.1111/sjoe.12424>

We propose an overlapping generations model with three social classes to investigate the effects of higher education on the evolution of inequality. Initially, no social class invests in higher education, and inequality is driven by wealth accumulation/bequests. Once the rich surpass a certain income threshold, they invest in higher education and their children's incomes start to grow faster. Over time, the middle class and, potentially, the poor follow suit. Overall, this framework provides a candidate explanation for (i) the U-shaped evolution of income inequality, (ii) the fall and rise of inheritance flows, and (iii) differential investments in higher education.

Qvist, H.-P. Y., Holm, A., & Munk, M. D. (2021). **Demand and Supply Effects and Returns to College Education: Evidence from a Natural Experiment with Engineers in Denmark***. *The Scandinavian Journal of Economics*, 123(2), 676-704. <https://doi.org/10.1111/sjoe.12400>

The demand and supply model predicts that a larger relative net supply of a particular educational group will negatively affect its relative earnings. To test this, we use the opening of Aalborg University as a natural experiment, because it created a shock to the supply of electrical and construction engineers in Denmark in the 1980s. The results show that when the supply of electrical and construction engineers peaked, their earnings dropped relative to a comparison group of chemical engineers, which Aalborg University did not supply at the time. Hence, we conclude that even the earnings of engineers, who are in high demand, are susceptible to supply effects.

Sjögren, A., Mattias, M., Hall, C., Holmlund, H., Lundin, M., Mühlrad, H., & Öckert, B. (2021). **Swedish children and youth during the COVID-19 pandemic**. In *Working Paper Series* (N° 2021:3). Consulté à l'adresse IFAU - Institute for Evaluation of Labour Market and Education Policy website: https://ideas.repec.org/p/hhs/ifauwp/2021_003.html

Based on previous research, available statistics and current information on the COVID-19 pandemic, this report analyses and discusses possible consequences of the ongoing pandemic for Swedish children and youth, in the short and longer term. The pandemic is discussed in five chapters focusing on (1) the impact on childhood environment and human capital development, (2) the consequences for children's development and school performance due to increased absenteeism among children, students and teachers in preschools and schools, (3) the effects of distance education, (4) the impact on the demand for education, and (5) consequences for labour market entry and long run labour market outcomes. It is too early to draw firm conclusions about the long-term consequences of the coronavirus pandemic, and yet our overall conclusion is that the pandemic has negative consequences for many children and young adults. Children and youth from disadvantaged environments, with a weak socio-economic background and an inadequate social safety net, are more likely to be severely affected. There are therefore reasons to safeguard and develop the institutions, such as prenatal and child healthcare, social services and school health programs that provide services for children and youth. Moreover, the education system has an important task in compensating for shortcomings in human capital development and lost opportunities caused by the pandemic.

Tang, R., & Wang, G. (2021). **Educational mismatch and earnings inequality**. In *MPRA Paper* (N° 106953). Consulté à l'adresse University Library of Munich, Germany website: <https://ideas.repec.org/p/pramprapa/106953.html>

We build a model to understand educational mismatch and earnings inequality among highly educated workers. Educational mismatch has a negative wage effect and a positive correlation with wage inequality, for occupations and college majors. To disentangle different reasons or channels that contribute to wage inequality, we identify the three underlying reasons behind the mismatch-preference, promotion, and search friction-and quantify their impacts. Quantitatively, the preference and promotion channel negatively contribute to an inequality increase from 1990 to 2000; the match premium contributes to a 28.4% increase in inequality; and the contribution of search friction is 5.3%. We conclude that educational mismatch affects earnings inequality significantly and that the impact varies based on the underlying reasons. The study has important policy implications in that it shows that wage inequality can be reduced by policies for improving the education match rate and educational signaling and lowering market friction.

Verhagen, M. D. (2021). **Prediction in Educational Research: An Application to the Study of Teacher Bias**. In *SocArXiv* (N° y6mnb). Consulté à l'adresse Center for Open Science website: <https://ideas.repec.org/p/osf/socarx/y6mnb.html>

Out-of-sample prediction is not often applied within educational research, although it can complement existing methods in important ways. Prediction gives an intuitive measure of a model's (in)ability to structure an outcome of interest, and complements the aggregate statistics usually obtained from typical in-sample methods. In this paper, I illustrate the potential of prediction through the study of teacher bias in tracking in the Netherlands. I show how the use of prediction identifies misspecification in the simple

interval-model often estimated in the field, and can be used to obtain insights when estimating less interpretable, albeit more appropriate models. Substantively, I find that girls are positively biased in tracking net of observed ability, while students of low parental education are negatively biased. Importantly, the latter effect may have been structurally under-estimated in prior work. I also identify the school level to be a more substantial source of bias than student-level demographics, lending further support to calls to study school-level heterogeneity in tracking. My findings further accentuate the risks involved in tracking and fall broadly in line with increasing calls to re-evaluate the Dutch tracking system.

Aspects psychologiques de l'éducation

Chang, W.-P., Chen, T., Stuart, H., & Chen, S.-P. (2021). **Environmental scan of mental wellness resources available on Canadian post-secondary campuses.** *Higher Education*, 81(5), 1007-1021. <https://doi.org/10.1007/s10734-020-00594-3>

This environmental scan study aimed to determine the current status of mental wellness resources and toolkits on Canadian post-secondary campuses. This study was completed in the summer of 2016 and consisted of three parts: Web search, campus survey, and semi-structured, individual interviews. The Web search of 135 institutions indicated that the size of the campus population influenced the availability and variety of existing mental wellness resources. In the survey conducted, over 80% of the 39 institutions had various services. Mental health-related toolkits listed in the survey were well-perceived and included de-stressing materials and mental health service information. Four common themes emerged in the interviews conducted: (a) accessibility of services, (b) support networks need to shift, (c) mental wellness resources can accomplish multiple purposes, and (d) necessary components to produce an effective mental wellness toolkit. The findings of this study can guide the future development of a potential national mental wellness toolkit for Canadian college campuses.

Clonan-Roy, K., Gross, N., & Jacobs, C. (2021). **Safe rebellious places: the value of informal spaces in schools to counter the emotional silencing of youth of color.** *International Journal of Qualitative Studies in Education*, 34(4), 330-352. <https://doi.org/10.1080/09518398.2020.1760392>

Drawing on qualitative research with adolescent youth of color, this paper imagines the power and potential of informal youth-driven spaces in schools as sites of emotional safety and rebellion. Calling upon Hochschild's (1979) conceptualization of the social regulation of emotions, we examine the racialized and gendered feeling rules that govern the social worlds of adolescents of color, particularly within educational institutions. Additionally, we theorize how the presence of informal youth-driven spaces inside schools, but outside of the traditional classroom or club structure, provide a place where young people can safely express their emotions, experience emotional understanding from their peers, and freely critique the institutional and systemic injustices they experience.

Datu, J. A. D., & Zhang, J. (2021). **Validating the Chinese Version of Triarchic Model of Grit Scale in Technical-Vocational College Students.** *Journal of Psychoeducational Assessment*, 39(3), 381-387. <https://doi.org/10.1177/0734282920974813>

The Triarchic Model of Grit Scale (TMGS), a measure that assesses individuals' dispositions to show perseverance, passion (or consistency of interests), and adaptability for long-term goals, had acceptable psychometric properties in Filipino student samples. However, there is scant evidence on the validity of this scale in other societies. This research explored the psychometric validity of the Chinese version of TMGS in selected technical-vocational college students in Shenzhen, China. Results demonstrated that the scores from the three-factor model of grit were valid and reliable. In addition, whereas perseverance and adaptability were linked to increased life satisfaction and positive emotions, consistency was not related to such criterion variables. Further, perseverance and adaptability were associated with lower negative emotions, while consistency was linked to increased levels of undesirable emotions.

Dombrowski, S. C., Gischlar, K. L., Green, L., Noonan, K., & Martin, R. P. (2021). **Low Birth Weight and Psychoeducational Outcomes: Investigation of an African American Birth Cohort.** *Journal of Psychoeducational Assessment*, 39(3), 346-353. <https://doi.org/10.1177/0734282920965962>

African Americans experience more than double the prevalence of low birth weight (LBW)/premature birth compared to their Caucasian counterparts, reflecting a public health crisis and a significant social justice concern. However, there is a paucity of LBW outcome studies in African American samples. There are even fewer that investigate developmental outcomes within the moderately LBW range (i.e., 1500–2500 g), the most prevalent category of LBW births. This study investigates the relationship between LBW and various psychoeducational outcomes in a prospectively designed African American birth cohort. Multivariate logit analyses of the Johns Hopkins University Pathways to Adulthood study compared LBW children with normal birth weight children on a number of outcome measures at seven and 8 years of age. Results revealed that children born within the lowest birth weight category produced the most adverse findings, from both a statistical and clinical standpoint, on measures of cognitive ability, academic achievement, speech, language, auditory processing, and visual-motor integration.

Ghensi, B. L., Skues, J. L., Sharp, J. L., & Wise, L. Z. (2021). **Antecedents and effects of boredom among university students: an integrated conditional process model.** *Higher Education*, 81(5), 1115-1132. <https://doi.org/10.1007/s10734-020-00602-6>

Boredom coping strategies were incorporated with control-value theory variables of control, value, boredom and academic performance to test an integrated model of the antecedents and effects of boredom experienced while studying among university students. A diverse sample of 177 Australian university students with a mean age of 29.64 years (SD = 10.03 years) completed an online survey for the study. Independently, students' lower appraisals of value and control for their course of study were associated with higher experiences of boredom. Additionally, a conditional process analysis revealed dually moderated mediation where the interaction of control and value appraisals negatively predicted experience of boredom while studying, and the combination of higher boredom and a high tendency for behavioural avoidance coping was subsequently linked to lower academic performance. Practical implications for students and universities are discussed, as well as suggestions about future research to further extend our understanding in these important areas of research.

Grazia, V., & Molinari, L. (2021). **School Climate Research: Italian Adaptation and Validation of a Multidimensional School Climate Questionnaire.** *Journal of*

Psychoeducational Assessment, 39(3), 286-300.
<https://doi.org/10.1177/0734282920967141>

In this article, we present a multidimensional school climate questionnaire, based on an adaptation and validation of the Socio-Educational Environment Questionnaire, which is an instrument developed in Canada, assessing several dimensions of school climate. In particular, the aim of this research was to create a Multidimensional School Climate Questionnaire, which is adding to the original measure by testing a second-order factor model. We conducted two studies with different samples of middle school students (aged from 10 to 16 years) from Northern Italy (Study 1: 575 students and Study 2: 1070 students), and collected data on the psychometric features of the instrument, its reliability and validity. In particular, in Study 1, we carried out the adaptation process and an exploratory factor analysis. In Study 2, we conducted first- and second-order confirmatory factor analysis and tested the associations with school engagement and burnout scales. Overall, our results supported the stability of the adaptation and offered further insights into the original instrument. Assessment implications are discussed.

Hong, F.-Y., Chiu, S.-I., Huang, D.-H., & Chiu, S.-L. (2021). **Correlations Among Classroom Emotional Climate, Social Self-Efficacy, and Psychological Health of University Students in Taiwan.** *Education and Urban Society*, 53(4), 446-468.
<https://doi.org/10.1177/0013124520931458>

The purposes of this study were to explore the correlations among classroom emotional climate, student social self-efficacy, and student psychological health. This study treated 392 university students as the research participants. The results of the confirmatory factor analysis showed that the factor structure of classroom emotional climate and social self-efficacy had a good fit. The results showed that classroom emotional climate could significantly affect social self-efficacy, that social self-efficacy could significantly predict self-esteem and depression, and that self-esteem could also significantly predict depression. Finally, the research results were discussed, and relevant suggestions were proposed for schools, teachers, and future research.

Jabůrek, M., Tápal, A., Portešová, Š., & Pfeiffer, S. I. (2021). **Validity and Reliability of Gifted Rating Scales-School Form in Sample of Teachers and Parents – A Czech Contribution.** *Journal of Psychoeducational Assessment*, 39(3), 361-371.
<https://doi.org/10.1177/0734282920970718>

The factor structure, the concurrent validity, and test-retest reliability of the Czech translation of the Gifted Rating Scales-School Form [GRS-S; Pfeiffer, S. I., & Jarosewich, T. (2003). GRS (gifted rating scales) - manual. Pearson] were evaluated. Ten alternative models were tested. Four models were found to exhibit acceptable fit and interpretability. The factor structure was comparable for both parent (n = 277) and teacher raters (n = 137). High correlations between the factors suggest that raters might be subject to a halo effect. Ratings made by teachers show a closer relationship with criteria (WJ IE II COG, CFT 20-R, and TIM3-5) than ratings made by parents. Test-retest reliability of teacher rating (with median 93 days) was quite high for all GRS-S subscales (r = .84-.87).

Jack, B. M., Chen, C.-C., & Smith, T. J. (2021). **Validating Dewey's Notion of Genuine Interest.** *Journal of Psychoeducational Assessment*, 39(3), 301-314.
<https://doi.org/10.1177/0734282920967133>

This investigation (1) elucidates genuine interest in the context of learning from Dewey's perspective, (2) assesses construct validity evidence for a genuine interest conceptual model using data from the Factors Effecting Ethics Learning survey, and (3) assesses measurement invariance of the genuine interest constructs between male (n = 352) and female (n = 188) Taiwan high school students. Results provide support for genuine interest as a two-dimensional construct. Second-order factor analysis shows that latent variables of genuine interest in learning socio-scientific issues and interpersonal communication ethics-related issues are represented by sub-latent constructs of learning interest and learning enjoyment. Assessment of gender invariance in the conceptual model provides evidence of measurement equivalence.

Jung, J., & Li, X. (2021). **Exploring motivations of a master's degree pursuit in Hong Kong.** *Higher Education Quarterly*, 75(2), 321-332. <https://doi.org/10.1111/hequ.12276>

This study explores student motivation to pursue a master's degree. It also explores how motivation differs based on the students' background, such as his or her study mode or place of origin. Qualitative data were collected through seventy semi-structured interviews of master's students in various programmes in Hong Kong. The results of this study show that there are two main motivations for pursuing the master's degree in current economic and social conditions: intrinsic motivation towards growth and extrinsic motivation to satisfy deficiencies. The paper argues that students decided to pursue a master's degree because of the interplay of different motivations, the patterns of which differed according to the students' particular characteristics. The study's findings expand our understanding of the heterogeneity of current students' backgrounds and their diverse demands for masters-level education. The implications of these motivations are proposed for further discussion.

Lustick, H. (2021). **Our data, ourselves: a framework for using emotion in qualitative analysis.** *International Journal of Qualitative Studies in Education*, 34(4), 353-366. <https://doi.org/10.1080/09518398.2020.1760393>

Qualitative training rarely acknowledges the role of emotions in both data collection and analysis. While bracketing emotions is an important part of reflexivity, emotions are both a source of data and a source of 'work' (Hochschild, 1983). Accordingly, mentoring junior qualitative scholars also requires emotion work. Issues of race, gender, and power come into play when we think critically about the role and importance of recognizing emotion work in the field and the academy. This piece draws on data from a year-long ethnographic multicase study of three schools using restorative practices, focusing on one interview with one participant that raised significant emotions for the principal investigator. I demonstrate and propose a framework for what I call 'emotional coding': noting data that give rise to strong emotions, and then identifying what these emotions say about our positionally; our participants; and the research topic. Implications for scholarship and mentorship are discussed.

Maki, K. E., McGill, R. J., Conoyer, S. J., Fefer, S. A., & Ward, T. (2021). **Assessing the Impact of Sequential Data Presentation on Specific Learning Disabilities Identification Decisions Using Patterns of Strengths and Weaknesses Methods.** *Journal of Psychoeducational Assessment*, 39(3), 372-380. <https://doi.org/10.1177/0734282920983951>

Patterns of strengths and weaknesses represent relatively novel methods for identifying specific learning disabilities (SLD) with proponents asserting that the incorporation of multiple sources of assessment data and professional judgment play a key role in their

utility. In this study, we examined if the sequential presentation of assessment data impacted school psychologists' ratings as to whether or not hypothetical students depicted in special education evaluation vignettes should be identified with SLD. Results showed that when participants viewed vignettes that were indicative of SLD (i.e., SLD positive), SLD likelihood ratings increased with the additional presentation of assessment data sources over time. However, when participants viewed vignettes that were indicative of a student not having SLD (i.e., SLD negative), SLD likelihood ratings were relatively consistent over time. Moreover, participants demonstrated relatively high levels of confidence in their SLD identification decisions, and in SLD negative vignettes, confidence increased after the fourth assessment data source was presented. Implications for SLD identification are discussed.

McLeod, J. W. H., & McCrimmon, A. W. (2021). **Test Review: Raven's 2 Progressive Matrices, Clinical Edition (Raven's 2)**. *Journal of Psychoeducational Assessment*, 39(3), 388-392. <https://doi.org/10.1177/0734282920958220>

Mu, W., Chen, Z., & Duan, W. (2021). **An Extended Evaluation of Academic Encouragement Scale for Adolescents**. *Journal of Psychoeducational Assessment*, 39(3), 332-345. <https://doi.org/10.1177/0734282920977723>

The Academic Encouragement Scale (AES) evaluates academic encouragement received from someone whom the student respects. This study reported the psychometric properties of the AES among 1602 Chinese adolescents. The results of confirmatory factor analysis (CFA) supported a two-factor structure of the AES (i.e., challenge-focused encouragement (CFE) and potential-focused encouragement). Multigroup CFA indicated that the AES showed measurement and structural invariance across gender groups. Each factor of the AES showed adequate internal consistency reliability ($\alpha > .84$) and test-retest stability ($r > .75$). Correlation analyses demonstrated that the AES subscales were significantly related to academic self-efficacy, hope, and social connectedness in the expected directions, which yielded evidence for the concurrent validity of the AES. Results indicated that the CFE factor significantly predicted academic achievement, but the potential-focused encouragement factor did not significantly predict academic achievement. Overall, the findings support the use of the AES among adolescents.

Schürer, S., van Ophuysen, S., & Behrmann, L. (2021). **A New Instrument for Assessing Cohesion in Primary and Grammar School Classes—Factorial Structure and Measurement Invariance of the GruKo4**. *Journal of Psychoeducational Assessment*, 39(3), 271-285. <https://doi.org/10.1177/0734282920966825>

Class climate has been focused in the context of school research for decades. One central facet of class climate is cohesion. Whereas there are well-elaborated instruments to assess cohesion in different contexts (e.g., sport and therapy), such an instrument is missing for the school context. The aim of the current article is to present an instrument to measure different facets of group cohesion in classes of primary and grammar schools. The factorial structure of the instrument is analyzed using data from Grades 2 to 7 ($N \approx 3052$ from 146 classes) by means of confirmatory factor analysis. Furthermore, tests of measurement invariance across the different levels of education (primary vs. grammar school) are undertaken. Results support configural as well as partial metric and scalar invariance between students of primary and grammar schools. Further, cohesion in

primary schools is significantly higher than in grammar schools. Limitations of the study and implications for future research in the context of school are discussed.

Vo, T. T., Ullrich-French, S., & French, B. F. (2021). **Psychometric Properties of the Academic Intrinsic Motivation Scale in a High School Context.** *Journal of Psychoeducational Assessment*, 39(3), 354-360. <https://doi.org/10.1177/0734282920975526>

The Academic Intrinsic Motivation Scale (AIMS) measures key components of student intrinsic motivation (IM). We investigate score validity and reliability of a downward extension of the AIMS developed for students in the high school context using a sample of students from the Pacific Northwest region of the United States. Through classical test theory, this study documents the scale's (1) item difficulty and discrimination, (2) underlying factor structure and score reliability via confirmatory factor analysis and omega coefficients, and (3) relationship with the theoretically related variables student retention, achievement, and teamwork ability. Findings support scoring, generalizability, and extrapolation inferences for the downward extension of the AIMS in a high school sample. Implications for additional psychometric validity evidence are discussed.

Wofford, A. M. (2021). **Modeling the Pathways to Self-Confidence for Graduate School in Computing.** *Research in Higher Education*, 62(3), 359-391. <https://doi.org/10.1007/s11162-020-09605-9>

Given the significant need to increase and diversify graduate enrollments within computing fields, it is vital to understand what shapes students' pathways to computing graduate school. This study examines the predictors of undergraduate students' self-confidence in being admitted to computing graduate school among students who enrolled in an introductory computing course during the 2015–2016 academic year and completed both an end-of-intro-course survey as well as a follow-up survey two years later. Guided by social cognitive career theory, this longitudinal and multi-institutional study uses structural equation modeling to illustrate the direct and indirect relationships between students' social identities (specifically gender and race/ethnicity), psychosocial beliefs, perceptions of support, and self-confidence for computing graduate admission. Findings suggest that gender and racial/ethnic inequities in self-confidence for graduate admission are present during introductory computing courses, and women's early perceptions in intro courses (e.g., math self-concept) seem to play an especially vital role in explaining why women ultimately report lower self-confidence for computing graduate admission than men. Findings also highlight the key mediating role of computing self-efficacy in cultivating students' self-confidence for computing graduate admission. Taken together, these results have important implications for understanding intro computing students' perceptions about their graduate school trajectories and how to foster a more diverse graduate applicant pool.

Xu, C., & Schau, C. (2021). **Measuring Statistics Attitudes at the Student and Instructor Levels: A Multilevel Construct Validity Study of the Survey of Attitudes Toward Statistics.** *Journal of Psychoeducational Assessment*, 39(3), 315-331. <https://doi.org/10.1177/0734282920971389>

Numerous studies have been conducted using the Survey of Attitudes Toward Statistics-36 (SATS-36). Recently, large-scale assessment studies have begun to examine the extent to which students vary in their statistics attitudes across instructors. Yet, empirical evidence linking student responses to the SATS items to instructor-level constructs is still lacking. Using multilevel confirmatory factor analysis, we investigated the factor structure

underlying the measure of students' statistics attitudes at both the student and instructor levels. Results from 13,507 college students taught by 160 introductory statistics instructors support a correlated six-factor model at each level. Additionally, there is evidence for the structural validity of a shared teacher–student attitude impacts construct that may capture meaningful patterns of teaching characteristics and competencies tied to student development of statistics attitudes. These findings provide empirical support for the use of the SATS-36 in studying contextual variables in relation to statistics instructors. Implications for educational practice are discussed.

Aspects sociaux de l'éducation

Ancco, V. V. (2021). **Actitud de los estudiantes universitarios ante las actividades extracurriculares.** *PURIQ*, 3(1), 125. <https://doi.org/10.37073/puriq.3.1.123>

El objetivo fue determinar la actitud de los estudiantes ante las actividades extracurriculares de la Escuela Profesional de Educación Primaria de la Universidad Nacional del Altiplano durante el año 2019. Es una investigación no experimental con diseño descriptivo explicativo, la población fue la totalidad de estudiantes matriculados durante el año académico 2019, la muestra estuvo conformada por 60 estudiantes seleccionados con un muestreo de tipo no probabilístico. Se concluye que hay buena actitud de los estudiantes ante las actividades extracurriculares, ya que el promedio de participación es del 71.63% de estudiantes. Además, que el principal factor personal que impulsa la participación de los estudiantes ante las actividades extracurriculares es que éstas constituyen para ellos un espacio que les permite mostrar sus talentos; y el principal factor social es que ellos consideran que al participar en estas ellos pueden estar más tiempo con sus amigos.

Beaubatie, E. (2021). **Qui a le droit d'étudier le genre et comment ? Réflexions sur le point de vue situé et la catégorisation du sexe à partir d'une enquête par méthodes mixtes sur les trans'.** *Bulletin of Sociological Methodology/Bulletin de Méthodologie Sociologique*, 0759106321995724. <https://doi.org/10.1177/0759106321995724>

Who Has the Right to Study Gender and How ? Reflections on the Situated Point of View and the Categorisation of Sex Based on a Mixed Method Study of Trans People. Trans people are often reticent when it comes to research. Looking back over a mixed method study, this article analyses the causes of this phenomenon. There are two main reasons for trans people's distrust. The first relates to expert opinion and more specifically the point of view of professional experts, insofar as trans people have often already been objectivized by non-trans medical and legal experts. The second concerns the categorisation of sex. Some people do not recognise themselves in the man/woman binary applied by professional experts. However, the trans population is heterogeneous: criticism and refusal to participate were more common with certain social profiles than others, varying according to sex assigned at birth, age, generation, and level of education. By paying attention to this plurality, this article provides avenues for allowing researchers to navigate the trans field and also contributes to reflections on the situated point of view and the categorisation of sex in the social sciences.

Beine, M., Vinas, A. C. M., & Zanjaj, S. (2020). **The solution of the immigrant paradox: aspirations and expectations of children of migrants.** In *DEM Discussion Paper Series* (N°

20-26). Consulté à l'adresse Department of Economics at the University of Luxembourg website: <https://ideas.repec.org/p/luc/wpaper/20-26.html>

In this paper, we push forward the hypothesis that misalignment between expectations and aspirations crucially affects the educational outcomes of young adults. Using AddHealth, a dataset of 20,774 adolescents between the grades 7-12, we show that the difference in school performance between migrant children and natives lies within the aspirations and expectations that migrant children form. More specifically, we find that positive misalignment between aspirations and expectations is a driving force for higher effort and better education outcomes of immigrant teenagers in the USA. This force resolves the well-known immigrant paradox. Furthermore, this result is specific to migrant children and does not hold for second-generation migrant pupils.

Camacho, C., & Xue, Y. (2021). **A Chinese puzzle: fewer, less empowered, lower paid and better educated women.** In *Working Papers* (N° halshs-03185541). Consulté à l'adresse HAL website: <https://ideas.repec.org/p/hal/wpaper/halshs-03185541.html>

As from 2009 there are more Chinese women than men enrolled in college. To address this question, we propose a simple model with premarital education investment and endogenous marital matching where spouses split the joint revenue. We show that if women are not empowered enough, then neither men nor women obtain tertiary education. Women's education overtake can only arise if they are powerful enough within their marriage, if educated women's salary is sufficiently high and if there are enough educated men to mate. We calibrate our model using data from the Chinese Census in order to solve the Chinese puzzle, i.e. to understand how Chinese women are better educated without being sufficiently empowered. We find our first that despite the overall increase in education for both men and women, and the raise in women's salaries for all education levels, Chinese women have actually not gained power in the markets since the gender wage gap is widening for all levels of education. Second, that women's education is tightly linked to their power within the household. Indeed, the increase in women's education is not due to an increase in women's power, but on the contrary, a measure to counterbalance a striking decrease.

Clonan-Roy, K., Gross, N., & Jacobs, C. (2021). **Safe rebellious places: the value of informal spaces in schools to counter the emotional silencing of youth of color.** *International Journal of Qualitative Studies in Education*, 34(4), 330-352. <https://doi.org/10.1080/09518398.2020.1760392>

Drawing on qualitative research with adolescent youth of color, this paper imagines the power and potential of informal youth-driven spaces in schools as sites of emotional safety and rebellion. Calling upon Hochschild's (1979) conceptualization of the social regulation of emotions, we examine the racialized and gendered feeling rules that govern the social worlds of adolescents of color, particularly within educational institutions. Additionally, we theorize how the presence of informal youth-driven spaces inside schools, but outside of the traditional classroom or club structure, provide a place where young people can safely express their emotions, experience emotional understanding from their peers, and freely critique the institutional and systemic injustices they experience.

Deb, P., & Gangaram, A. (2021). **Effects of School Shootings on Risky Behavior, Health and Human Capital.** In *NBER Working Papers* (N° 28634). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://ideas.repec.org/p/nbr/nberwo/28634.html>

In this paper, we examine the impact of school shootings on the human health and capital outcomes of middle and high school student survivors as adults in their twenties and early thirties. Our data on school shooting events is from a recent, comprehensive database of school shootings compiled by the Center for Homeland Defense and Security. The analytic dataset contains incidents from 1994-2005 in conjunction with Behavioral Risk Factors Surveillance System survey data from 2003-2012 on respondents 23 to 32 years of age. We find substantial evidence that, relative to their unexposed peers, school shooting survivors experience declines in health and well-being, engage in more risky behaviors, and have worse education and labor market outcomes. The effects among those exposed in the more recent past, 6-12 years prior to the survey, are consistent with those of the full sample. The significance of effects dissipates among those exposed earlier, 13-18 years prior to the survey.

Diamond, J. B., Posey-Maddox, L., & Velázquez, M. D. (2021). **Reframing Suburbs: Race, Place, and Opportunity in Suburban Educational Spaces**. *Educational Researcher*, 50(4), 249-255. <https://doi.org/10.3102/0013189X20972676>

Most students in the United States attend suburban schools. However, most education research focuses on urban school districts. This may be in part because many of the core issues that currently drive education research—issues of race and class inequities, social mobility, immigration, English learning—are believed to be “urban” challenges. In this article, we argue that the changing nature of suburban schools and communities, and the history of their creation as education spaces, make them advantageous locations for education researchers to study many pressing issues and expand the ways we understand the intersections of race, place and inequality. We argue that education scholarship across multiple disciplinary orientations, theoretical foci, and substantive concerns can benefit from a deeper engagement with suburban education spaces and the issues and opportunities associated with them.

El-Far, M. T., Sabella, A. R., & Vershinina, N. A. (2021). **“Stuck in the middle of what?”: the pursuit of academic careers by mothers and non-mothers in higher education institutions in occupied Palestine**. *Higher Education*, 81(4), 685-705. <https://doi.org/10.1007/s10734-020-00568-5>

Dominant maternal ideologies impinge upon the career progression of academic mothers and non-mothers. Using “narratology” as a theoretical lens, this article offers insights into the working lives of academic mothers and non-mothers by drawing upon narratives collected by phenomenologically interviewing Palestinian women academics working at Palestinian universities. The analysis of the emerging persistent narratives shows that, as women, both mothers and non-mothers are influenced by socially constructed notions of “motherhood” and are accordingly put at a disadvantage within academia. In Palestine’s conservative, patriarchal context, academic non-mothers are expected to shoulder the burden of care within their families and to extend their mothering capacity to their students and co-workers. Furthermore, this study contributes to the contemporary debates on the tensions that exist between the prevailing discourses of the “altruistic mother” and the “career woman,” as well as the institutional demands that restrict women’s ability to simultaneously fulfill their work expectations and domestic roles.

Ferreira Cavalcante, I., Gleyse, J., De Lima Neto, A., & Thomas, J. (2021). **Sexe, sexualité et genre dans l'enseignement professionnel au Brésil et en France: études exploratoires** Thomas = **Sexo, sexualidade e gênero na educação profissional no Brasil et na França :**

estudos exploratórios. Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782343210391?utm_source=phplist&utm_campaign=message_31416&utm_medium=email&utm_content=lienTitre

L'ouvrage touche d'une part à un domaine très peu exploré de manière générale en Sciences de l'Éducation en France : celui de l'Éducation Professionnelle. Les publications sur le sujet sont, en définitive, dans ce pays et en langue française, assez rares ; contrairement aux publications au Brésil en portugais. Celles-ci sont liées notamment à la mise en place et au développement des 38 Institutos Federais de Educação, Ciência e Tecnologia, structures éducatives particulières qui vont de l'enseignement secondaire jusqu'aux doctorats, ayant la particularité d'être multidisciplinaires et de mettre en rapport les pratiques technologiques avec les pratiques pédagogiques. D'autre part, son originalité réside dans l'association des questions de genre, de sexe et de sexualité à l'Éducation Professionnelle, sujet lui aussi assez confidentiel dans la littérature scientifique de langue française.

Garcia-Brazales, J. (2021). **Changing Gender Attitudes: The Long-Run Effects of Early Exposure to Female Classmates.** In *EconStor Preprints* (N° 232502). Consulté à l'adresse ZBW - Leibniz Information Centre for Economics website: <https://ideas.repec.org/p/zbw/esprep/232502.html>

Identity norms are an important cause of inequalities and talent misallocation. I leverage a unique opportunity to observe students exogenously allocated to classes across a close-to-nationally-representative set of Vietnamese schools to show that more exposure to female peers during childhood causally decreases the extent of agreement with traditional gender roles in the long-run. This shift in attitudes is accompanied by changes in actual behavior: employing friendship nominations I find that male children have more female friends and spend more time with them outside school. Moreover, both their intensive and extensive margin contributions to home production increase in the short- and the long-run. These results are novel in the attitudes formation and in the long- term effects of peers literature and are important in informing optimal class allocation. Academic spillovers from female classmates are much weaker.

Ghignoni, E. (2021). **Informal recruitment channels, family background and university enrolments in Italy.** *Higher Education*, 81 (4), 815-841. <https://doi.org/10.1007/s10734-020-00578-3>

This paper analyses the impact of informal recruitment channels on university enrolment decisions. A widespread diffusion of personal connections as an entry channel to the labour market may signal that social ties to well-off people are necessary to get a good job, thereby convincing students from poorly connected families that getting a tertiary education degree does not enhance their future socio-economic opportunities. By applying estimation techniques with instrumental variables to Italian microdata, I found that upper-secondary students coming from lower social classes are less likely to participate in tertiary education when they live in provinces where the percentage of newly tertiary graduates who found a job through informal channels is higher. My results are consistent with the hypothesis that the wide diffusion of 'favouritism' in local labour markets engenders a sense of 'economic despair' among poorly connected students, thereby worsening inequality of access to education and local socio-economic development. literature and the hypothesis

Gordon, E. K., Hawley, Z. B., Kobler, R. C., & Rork, J. C. (2021). **The Paradox of HBCU Graduation Rates.** *Research in Higher Education*, 62(3), 332-358. <https://doi.org/10.1007/s11162-020-09598-5>

This paper examines the propensity of African American students to graduate from Historically Black Colleges and Universities (HBCUs). Using IPEDS data from 2004 to 2016, we take care in developing a control group of institutions from which to compare HBCU success. Results suggest that despite accepting more students who are at risk of not graduating, HBCUs have a higher graduation rate for African American students than their peers. We then show that gender nor major choice help explain this persistent difference.

Gouëdard, P. (2021). **Can a growth mindset help disadvantaged students close the gap?** *PISA in Focus*, (112). <https://doi.org/10.1787/20922f0d-en>

Why do certain students thrive when facing adversity while others languish? In the mindset theory, growth mindset is opposed to fixed mindset, and could explain why some people fulfil their potential and others do not. With the COVID pandemic dragging on, having a growth mindset may be even more critical. For students who are able to set their own learning goals, elaborate learning strategies, and master their progress, the disruptive experience of school closing may be enriching. For students who are used to being led in their learning and who have little taste for steering their learning on their own, the experience may be devastating. This PISA in Focus analyses how growth mindset is related to the performance and well-being of 15-year-old students, and its potential implications in terms of equity.

Gurantz, O., & Wielga, C. (2021). **How Have FAFSA Submissions Differed During COVID-19?** *Educational Researcher*, 50(4), 256-260. <https://doi.org/10.3102/0013189X21992059>

We examine changes in California's FAFSA (Free Application for Federal Student Aid) applications during the COVID-19 crisis. There was little change in applications for high school graduates due to an early deadline for state aid. After the deadline—from early March to mid-August—FAFSA applications of potential college freshmen declined 14%, relative to prior years. Although there were initial declines in applications among more experienced undergraduates and graduate students, these quickly rebounded and were 8% higher relative to prior years. FAFSA applications increased more in counties that had larger increases in unemployment insurance claims but declined more in zip codes that were lower income or were more heavily Black and Hispanic.

Heffernan, T. (2021). **Examining university leadership and the increase in workplace hostility through a Bourdieusian lens.** *Higher Education Quarterly*, 75(2), 199-211. <https://doi.org/10.1111/hequ.12272>

Research has noted an increase in negative workplace behaviours in the higher education sector between leaders and staff. A component of this change has been attributed to the managerial shift associated with faculty leadership roles. Positions such as dean are now sometimes filled via evidence of management experience when traditionally these roles were awarded to senior academics. This paper argues that the workplace divides between leaders employed due to management expertise (and with less regard to their research accomplishments) and academics has created new fault lines in institutional hierarchies that are impacting on intra-faculty relationships as each group adjusts to contemporary institutional management strategies. Bourdieu's notions of habitus, capital, and field are used to dissect these fault lines and hierarchical

structures to assist in understanding why the leadership shift is causing divides, if the issue is likely to continue creating rifts, and if the divide can be repaired.

Ianniello, P. (2021). **The early school leaving issue among Chinese students in the super-diverse city of Prato.** *International Social Science Journal*, 71(239-240), 63-75. <https://doi.org/10.1111/issj.12263>

Prato, located in central Italy, is the most multi-ethnic city in the country, hosting 20 per cent foreigner residents. It is home of one of the largest Chinese communities in Europe, specialising in the textile sector. Yet economic success does not translate into educational success for the first- and second-generation Chinese students living in Prato. Early school leavings represent a pressing issue in Prato's educational system, with 16.2 per cent of all students leaving school before graduating from high school. Among foreigner students, the problem is even more alarming, reaching 50 per cent. The highest leaving rate is recorded among Chinese students. This paper examines the phenomenon of early school leavings within the Chinese community in Prato – a super-diverse city with highly interrelated migrant dynamics. The article works to critically assess educational policies, local statistics, and ethnographic findings derived from participant observation and in-depth interviews with headmasters, teachers, and students from one middle school (Scuola Mazzoni), three high schools (Liceo Copernico, Dagomari High School, Datini High School), and one Chinese school (Istituto Internazionale di Educazione e Mediazione Culturale) in Prato. The paper aims to explore and analyse causes for early school leaving within the Chinese community, such as flaws in the Italian legislation in conjunction with the chronic shortage of funds for schools, the clash of educational style, and the lack of parental involvement. Finally, the paper examines strategies implemented by schools in Prato in an effort to redress the phenomenon and how the low educational engagement affects the cultural, social, economic, and symbolic capital of Chinese students.

Ing, M., Burnette, J. M., Azzam, T., & Wessler, S. R. (2021). **Participation in a Course-Based Undergraduate Research Experience Results in Higher Grades in the Companion Lecture Course.** *Educational Researcher*, 50(4), 205-214. <https://doi.org/10.3102/0013189X20968097>

Opportunities for large numbers of undergraduates to engage in authentic research experiences are limited in many large public institutions. These large public institutions serve the vast majority of students who are historically underrepresented in STEM fields, such as first-generation, low-income students of color. Although a course-based undergraduate research experience (CURE) is one scalable approach to providing such opportunities, there is limited evidence about the impact of participation, particularly for students historically underrepresented in science. This study provides evidence of the influence of student participation in a CURE on undergraduate science course grades using an experimental design and multiple years of data from students at a Hispanic-serving institution. Course grades were compared for five different science courses across five cohorts of students participating in a CURE (n = 935) and a similar group of students who did not participate in the CURE (n = 1,144). CURE students had significantly higher overall grades in a lecture course directly related to the CURE even after statistically adjusting for demographic and academic characteristics. Implications for CUREs as a model for improving science knowledge and achievement for students typically underrepresented in STEM fields are discussed.

Ioverno, S., DeLay, D., Martin, C. L., & Hanish, L. D. (2021). **Who Engages in Gender Bullying? The Role of Homophobic Name-Calling, Gender Pressure, and Gender Conformity.** *Educational Researcher*, 50(4), 215-224.
<https://doi.org/10.3102/0013189X20968067>

This study examines whether bullies' gender conformity, pressure to conform to gender norms (felt pressure), and experiences of homophobic name-calling are associated with a tendency to bully gender conforming victims (GCV) and gender non-conforming victims (GNCV). Longitudinal changes were analyzed on all peer interactions in an entire 6th-grade cohort over two-time points during the academic year (152 girls and 128 boys). Experiencing homophobic name-calling at Time 1 predicted perpetrating bullying against GNCV at Time 2. Only for boys, one's own gender conformity predicted bullying GNCV at Time 2. No significant associations with bullying GCV at Time 2 were found. Bullying GNCV may represent a defensive reaction to demonstrate bullies' own gender conformity. Particularly among male bullies, one's own gender conformity can affect the selection of victims based on their gender conformity. This study has important implications for the development of interventions to reduce aggressive behaviors against GNCV in middle school.

Jarraud, F. (2021, avril 28). **Apprendre à distance et inégalités.** Consulté 3 mai 2021, à l'adresse http://www.cafepedagogique.net/lexpresso/Pages/2021/04/28042021Article637551892897598889.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=508873

Alors que tous les élèves du second degré abordent une seconde semaine d'enseignement à distance qui sera suivie pour la majorité d'entre eux d'une nouvelle période d'enseignement alternant présence et enseignement à distance, la question de l'efficacité des apprentissages scolaires avec le numérique se pose de façon évidente. André Tricot (Université Montpellier 3) apporte des réponses éclairantes dans le dernier numéro de la revue *Education et sociétés* (n°45). Pour lui, si le numérique « permet de desserrer un peu trois contraintes qui pèsent sur les apprentissages scolaires... il n'est pas sur que (cet) allègement soit au bénéfice de tous ». Sa recherche confirme le risque d'aggravation des inégalités sociales.

Jia, Y., & Zeng, B. (2021). **Leonie Rowan: Higher education and social justice: the transformative potential of university teaching and the power of educational paradox.** *Higher Education*, 81(4), 889-891. <https://doi.org/10.1007/s10734-020-00566-7>

Johnson, D. D., & Bornstein, J. (2021). **Racial Equity Policy That Moves Implicit Bias Beyond a Metaphor for Individual Prejudice to a Means of Exposing Structural Oppression.** *Journal of Cases in Educational Leadership*, 24(2), 81-95.
<https://doi.org/10.1177/1555458920976721>

This case study follows a district racial equity initiative from policy formulation through implementation, and finally to the review of a high school discipline measure. The initiative had a consistent theme of addressing implicit bias. However, over time, district equity champions expanded the definition of implicit bias beyond its conventional meaning of subconscious prejudices and perceptions that may influence action. These champions came to identify policies, practices, and curriculum that presumed and privileged underlying White norms, and were thus implicitly biased. Hence, implicit bias became evident in powerful structural racism across the school system.

Kim, M. M., & Kutscher, E. L. (2021). **College Students with Disabilities: Factors Influencing Growth in Academic Ability and Confidence.** *Research in Higher Education*, 62(3), 309-331. <https://doi.org/10.1007/s11162-020-09595-8>

Using large-scale longitudinal data, this study sought to examine factors influencing two important student development outcomes in students with disabilities attending 4-year colleges and universities. Informed by Astin's Input-Environment-Outcome model and the interactional model of disability, this study investigated the effect of student characteristics (i.e., disability type, gender, mother's education level) and environmental factors (i.e., faculty encouragement and engagement in political discussion) on the development of academic ability and intellectual confidence in students' senior year of college. The comparison between two outcome models for students with learning disabilities and those with physical or sensory disabilities provided important educational implications. Results from the multiple regression analyses revealed that both student characteristics and environmental factors significantly affect student development, accounting for students' academic ability and intellectual confidence upon entering college. Institutional policy implications and educational interventions for college students with disabilities were also discussed.

Kuhfeld, M., Condrón, D. J., & Downey, D. B. (2021). **When Does Inequality Grow? A Seasonal Analysis of Racial/Ethnic Disparities in Learning From Kindergarten Through Eighth Grade.** *Educational Researcher*, 50(4), 225-238. <https://doi.org/10.3102/0013189X20977854>

What role does schooling play in the development of racial/ethnic inequalities in academic skills? Seasonal learning studies, which allow researchers to compare the growth of achievement gaps when school is in versus out of session, provide important evidence regarding whether schools reduce, reproduce, or exacerbate educational inequalities. Most studies that have compared the growth of achievement gaps when school is in versus out of session have been restricted to the early grades. In this study, we examine seasonal patterns of racial/ethnic achievement gaps using test scores from over 2.5 million kindergarten to eighth-grade students. Following three different cohorts of students from 2015 to 2018, we find that Black-White achievement gaps widen during school periods and shrink during summers, whereas Asian students generally pull ahead of White students at a faster rate during summers. At the same time, we find that disparities observed among older students are largely in place among kindergartners. Our results imply that although schooling does have disparate impacts on the learning trajectories of students, schools play less of a role in widening racial/ethnic achievement gaps than children's prekindergarten environments.

Laheyne, C. (2020). **Le processus de construction des inégalités dans l'apprentissage de la régulation émotionnelle en classe préparatoire littéraire.** *Revue française de pédagogie*, (209), 43-58. Consulté à l'adresse <https://www.cairn.info/revue-francaise-de-pedagogie-2020-4-page-43.htm>

L'article prend pour objet les apprentissages de la régulation émotionnelle en classe préparatoire littéraire d'un établissement privé de l'ouest parisien. La classe préparatoire comme institution socialement et scolairement située produit des cadres stricts de travail, générant la construction d'un rapport spécifique au temps et au travail scolaire. Souvent déstabilisés par leur accession à cet univers institutionnel, les élèves apprennent en outre à prendre en charge une dimension moins connue et plus implicite en travaillant

individuellement sur leurs états intérieurs et leur manière de les percevoir. Le travail sur les émotions qui en résulte est une manière de s'ajuster aux contraintes institutionnelles en oscillant entre engagement et distanciation. L'article vise ainsi à mettre au jour chez les élèves la manière d'utiliser leurs émotions comme un travail à part entière, selon un rythme et des modalités qui varient toutefois en fonction de leur origine sociale et de leur trajectoire scolaire.

Leigh, E. W., & González Canché, M. S. (2021). **The College Promise in Communities: Do Place-based Scholarships Affect Residential Mobility Patterns?** *Research in Higher Education*, 62(3), 259-308. <https://doi.org/10.1007/s11162-020-09597-6>

Place-based scholarships within the College Promise movement reduce the cost of college for students in particular places and often include incentives for families to live in places for a longer period of time to capture full program benefits. This financial incentive may change the residential mobility decisions of people living in and around Promise-targeted locations, potentially affecting a community's composition and who can benefit from the scholarship. We use difference-in-differences with census tract-level data from the American Community Survey to assess whether the New Haven Promise, Say Yes Buffalo, or La Crosse Promise affect residential mobility based on household income, race/ethnicity, and age in their respective cities. We find evidence of overall in-migration due to program introduction, driven by the Say Yes Buffalo program, but corresponding decreases in those staying in treated Buffalo and La Crosse census tracts. Further, we find that White, high income residents are more likely to stay in New Haven to take advantage of the program. We also find a potential displacement effect in La Crosse for families with children, suggesting that originally targeted residents moved out the Promise-targeted areas, but that new families with children moved in as a result of the program. Overall, our short-term impacts suggest that since moving is expensive, higher income families are more likely to benefit from these programs than their lower income counterparts by having more control of whether, when, and where to move. Implications for communities and program (re)design are discussed.

Lewis, L. S. (2021). **Can Greentree University Adopt Holistic Admissions Practices and Still Maintain Status as an Elite Institution?** *Journal of Cases in Educational Leadership*, 24(2), 126-134. <https://doi.org/10.1177/1555458920985555>

Despite legal challenges, universities are increasingly using holistic admissions practices to accomplish affirmative action and increased student diversity. The admissions committee of the college of nursing at an elite university grapples with the potential outcomes of adopting a holistic admissions process. The case offers the legal and theoretical contexts surrounding affirmative action in higher education. The reader is prompted to consider the value of diversity in the university setting, and the legal and ethical perspectives surrounding admissions practices.

Milovanska-Farrington, S. (2021). **Do Parents Expect Too Much or Is It All about Grades? The Discrepancy between Parents' Aspirations and Child's Academic Performance, and Parental Satisfaction with the School.** In *IZA Discussion Papers* (N° 14275). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://ideas.repec.org/p/iza/izadps/dp14275.html>

Schooling is related to health and future labor market outcomes. The school parents choose for their children often depends on feedback received from other parents. Therefore it is important to understand whether parental satisfaction with the school

depends only on objective measures of the quality of the school. We examine the association between children's academic performance, parents' aspirations, the mismatch between the two, and parents' satisfaction with different aspects of children's schooling. The findings suggest that excellent academic performance of the child is associated with higher parental satisfaction, regardless of parents' aspirations. High expectations accompanied by low performance are negatively related to parental satisfaction with all aspects of children's schooling. The results have implications related to school rankings and the significance of parental school reviews.

Morgan, P. L. (2021). **Unmeasured Confounding and Racial or Ethnic Disparities in Disability Identification.** *Educational Evaluation and Policy Analysis*, 43(2), 351-361. <https://doi.org/10.3102/0162373721991575>

Students who are Black or Hispanic are now reported to be less likely to be identified as having disabilities than similarly situated students who are White. Although repeatedly replicated, this finding is often characterized as in error. I use a new statistical technique, the E-value, to quantify the likelihood that unmeasured confounding explains observed associations between race or ethnicity and disability identification. Results based on calculations across three population-based studies using extensive statistical controls suggest that unmeasured confounding is an unlikely explanation for the observed associations. Unmeasured confounding that would result in levels of overidentification consistent with federal law and regulation is especially unlikely.

Novak, A. M., & Jones, K. D. (2021). **Gatekeepers in Gifted: A Case Study of the Disproportionality of Gifted Black Youth in Elementary Programs.** *Journal of Cases in Educational Leadership*, 24(2), 64-80. <https://doi.org/10.1177/1555458920976736>

Gifted identification and services, like many aspects of education, are inequitable and disproportionate in favor of White students. Obama Elementary School serves 421 students: 29% are Black and 58% are White; the school's gifted program is 10% Black and 86% White. Rebecca Johnson, the gifted teacher, brings this to the attention of her principal, who has Rebecca present to the school improvement team. Rebecca receives pushback from a culturally unresponsive and equity-illiterate group. This case study provides teaching notes on gifted identification and services as well as cultural proficiency and equity literacy, and is framed in both gifted education and anti-racism.

Observatoire des inégalités. (2021a, avril 9). **Des classes préparatoires et des grandes écoles toujours aussi fermées.** Consulté 3 mai 2021, à l'adresse Observatoire des inégalités website: <https://www.inegalites.fr/Des-classes-preparatoires-et-des-grandes-ecoles-toujours-aussi-fermees>

Les enfants de cadres supérieurs représentent au moins la moitié des élèves des grandes écoles et parfois jusqu'à 70 % (ENA et Polytechnique), alors qu'ils constituent à peine un quart de l'ensemble des jeunes de leur âge.

Observatoire des inégalités. (2021b, avril 16). **De moins en moins de jeunes sans diplôme.** Consulté 3 mai 2021, à l'adresse Observatoire des inégalités website: <https://www.inegalites.fr/De-moins-en-moins-de-jeunes-sans-diplome>

9 % des 18-24 ans quittent l'école sans aucun diplôme ou avec le brevet seulement. Ils étaient 41 % en 1978. La part des peu diplômés a été divisée par quatre en 40 ans.

OCDE. (2021). **Why do more young women than men go on to tertiary education?** (Education Indicators in Focus N° 79). <https://doi.org/10.1787/6f7209d1-en>

Understanding the gender dynamics in educational transitions can help target policies to support equitable access to education as well as its quality and labour-market outcomes. In almost all OECD countries, the gender gap in favour of women is wider in tertiary education than at upper secondary level. Differences in programme orientation and girls' educational performance at school may give them greater access to tertiary education than boys. Changes in the courses on offer in higher education, and the social value of a university education for young women may also influence their choices. In addition, young women tend to gain more from a tertiary degree in the labour market than their male peers, both in terms of employment and earnings, which may make pursuing higher education more attractive.

OECD. (2021). **What can schools and teachers do to help boys close the gap in reading performance?** (Teaching in Focus N° 39). <https://doi.org/10.1787/bcbf795e-en>

Patrón, O. E., Flores, O. J., & Medina, Ø. (2021). **The (unspoken) pact: a composite counternarrative of Latino males' compañerismo in a doctoral program at a predominantly white institution in the midwest.** *International Journal of Qualitative Studies in Education*, 34(4), 295-314. <https://doi.org/10.1080/09518398.2020.1754490>

This paper draws from Critical Race and Latina/o Critical Theories to examine the racialized experiences and academic successes of Latino male students in a doctoral program at a predominantly white institution in the Midwest. In doing so, the authors explore the friendship the participants developed with one another as they navigated unchartered waters, or the unknown of graduate school, on their path to graduation. The authors introduce the concept of compañerismo in higher education to illuminate how the affinity and bond developed and the various ways it positively shaped the participants' experiences. The findings are presented in three critical time frames within a doctoral program (1st, 3rd, and 5th years) through a composite counternarrative based on focus groups. The authors conclude by offering implications for practice and research.

Ramdhony, D., Mooneepen, O., Dooshila, M., & Kokil, K. (2021). **A study of university students' attitude towards integration of information technology in higher education in Mauritius.** *Higher Education Quarterly*, 75(2), 348-363. <https://doi.org/10.1111/hequ.12288>

Technology is changing the way teaching and learning take place. The main purpose of this study is to investigate tertiary students' attitude towards integrating information technology (IT) in higher education. Using stratified random sampling, 180 questionnaires were distributed to students from six tertiary institutions in Mauritius. Exploratory Factor Analysis followed by multiple regression analysis were used to identify factors which influence the perception of students towards integrating IT in education. Our findings show that prior experience, IT self-efficacy, compatibility and institute support are the main determinants of the attitude towards IT integration in tertiary education. Our findings are expected to be useful to a number of players in the tertiary education sector.

Richard-Bossez, A., Cornand, R., Pavie, A., Olympio, N., & Hache, C. (2021). **Sélectionner des élèves pour les Parcours d'excellence en réseau d'éducation prioritaire : points de vue de sélectionneurs et de sélectionnés** (p. 139). Consulté à l'adresse <https://halshs.archives-ouvertes.fr/halshs-03192743>

Rudakov, V. N., & Prakhov, I. A. (2021). **Gender differences in pay among university faculty in Russia.** *Higher Education Quarterly*, 75(2), 278-301. <https://doi.org/10.1111/hequ.12277>

The study focuses on the issue of gender discrimination in pay among university faculty in Russia, a country with an exceptionally high share of female faculty in higher education. Using a comprehensive and nationally representative survey of university faculty, we found that although women in academia earn considerably less than men, gender inequality among university faculty is lower than in the non-academic sector. The study shows that gender differences in pay can be mainly explained by vertical gender segregation: women are less likely to achieve senior positions in the university hierarchy, which brings a high wage premium. Another explanation is horizontal segregation, when there is a prevalence of male faculty in Moscow-based universities, which provide a considerable wage premium compared to regional ones. A decomposition of the gender wage gap shows that slightly more than half of it can be explained by observable factors, while the rest can be attributed to discrimination and unobservable characteristics. Within the unexplained part the major part can be attributed to favoritism towards men and the minor part to discrimination against women. We found some evidence that faculty in research universities, which actively implement performance-related pay, experience less gender inequality.

Tang, R., & Wang, G. (2021). **Educational mismatch and earnings inequality.** In *MPRA Paper* (N° 106953). Consulté à l'adresse University Library of Munich, Germany website: <https://ideas.repec.org/p/pramprapa/106953.html>

We build a model to understand educational mismatch and earnings inequality among highly educated workers. Educational mismatch has a negative wage effect and a positive correlation with wage inequality, for occupations and college majors. To disentangle different reasons or channels that contribute to wage inequality, we identify the three underlying reasons behind the mismatch-preference, promotion, and search friction-and quantify their impacts. Quantitatively, the preference and promotion channel negatively contribute to an inequality increase from 1990 to 2000; the match premium contributes to a 28.4% increase in inequality; and the contribution of search friction is 5.3%. We conclude that educational mismatch affects earnings inequality significantly and that the impact varies based on the underlying reasons. The study has important policy implications in that it shows that wage inequality can be reduced by policies for improving the education match rate and educational signaling and lowering market friction.

Ward, L. W. M. (2021). **Radical affirmative action: a call to address hegemonic racialized themes in U.S. higher education race-conscious admissions legal discourse.** *International Journal of Qualitative Studies in Education*, 34(4), 315-329. <https://doi.org/10.1080/09518398.2020.1754488>

Anti-affirmative action legal discourse about U.S. higher education within selective institutions race-conscious admissions encompasses co-opted civil rights aims for racial equity in education that maintains white supremacy. Racially progressive efforts to include historically racially minoritized applicants of color have been met with unfounded assertions of reverse discrimination by White applicants and most recently, Asian Americans. In this essay, I use a critical race analysis to illuminate how four racialized themes, color-evasive rhetoric, the normalcy of white privilege, diversity rhetoric, and the myth of meritocracy, operate in legal discourse. I conclude by offering radical affirmative

action as a way to refute the themes and influence research on legal discourse about race-conscious admissions.

Climat de l'école

Curran, F. C., Viano, S., Kupchik, A., & Fisher, B. W. (2021). **Do Interactions With School Resource Officers Predict Students' Likelihood of Being Disciplined and Feelings of Safety? Mixed-Methods Evidence From Two School Districts.** *Educational Evaluation and Policy Analysis*, 43(2), 200-232. <https://doi.org/10.3102/0162373720985904>

School resource officers (SROs) are common in schools, yet consequences of their presence are poorly understood. This study leveraged mixed-methods data from student surveys and group interviews across 25 schools to examine how the frequency of interactions and trust/comfort between students and SROs relate to disciplinary outcomes and feelings of safety. We found no evidence that, in this context, more frequent interactions or differing trust/comfort with SROs increased disciplinary consequences, perhaps because, as students report, SROs tended to not engage in formal discipline. We found that, although SROs were seen as increasing safety, interactions with SROs may have heightened students' sense of danger, potentially mitigating any benefit to students' overall feelings of safety. Implications for use of SROs are discussed.

Hong, F.-Y., Chiu, S.-I., Huang, D.-H., & Chiu, S.-L. (2021). **Correlations Among Classroom Emotional Climate, Social Self-Efficacy, and Psychological Health of University Students in Taiwan.** *Education and Urban Society*, 53(4), 446-468. <https://doi.org/10.1177/0013124520931458>

The purposes of this study were to explore the correlations among classroom emotional climate, student social self-efficacy, and student psychological health. This study treated 392 university students as the research participants. The results of the confirmatory factor analysis showed that the factor structure of classroom emotional climate and social self-efficacy had a good fit. The results showed that classroom emotional climate could significantly affect social self-efficacy, that social self-efficacy could significantly predict self-esteem and depression, and that self-esteem could also significantly predict depression. Finally, the research results were discussed, and relevant suggestions were proposed for schools, teachers, and future research.

Jackson, L., Ford, J., Randolph, C., Schleiden, C., Harris-McKoy, D., & McWey, L. (2021). **School Climate as a Link Between High School Black Males' Math Identity and Outcomes.** *Education and Urban Society*, 53(4), 469-487. <https://doi.org/10.1177/0013124520931453>

The association between students' academic identity and their academic outcomes has been well-established. The importance of a positive school climate has also been widely documented. However, Black males experience factors that uniquely and collectively comprise their school climate. As such, the purpose of this study was to test the extent to which school climate mediated the relationships between math academic identity and math outcomes of Black males. Bootstrapping mediation analyses were conducted in a sample of students in the 11th grade (n = 1,106) using data from the High School Longitudinal Study. Results indicated that students' math identity was positively associated with math scores. Moreover, partial mediation was established, demonstrating that school climate partially explained the relationship between math

identity and student outcomes. Implications of these findings for school administrators, teachers, and counselors are discussed.

McKeering, P., Hwang, Y.-S., & Ng, C. (2021). **A study into wellbeing, student engagement and resilience in early-adolescent international school students.** *Journal of Research in International Education*, 20(1), 69-92. <https://doi.org/10.1177/14752409211006650>

Growth in the international school sector continues, with significant expansion of the sector in Asia. Whilst substantial research has been conducted on the adjustment experience of tertiary-aged students, limited research attention has been given to school-aged students in international schools. The environment, conditions and challenges experienced by school-aged international students can differ considerably from those of tertiary-aged international students. This can be heightened during early-adolescence with adjustment from school mobility linked to many negative developmental outcomes. The present study investigates wellbeing, engagement and resilience of 178 early-adolescent international school students (aged 10-14) from an international school in Singapore that offers the International Baccalaureate Diploma and the national curriculum of England. Results reported a positive significant association between wellbeing, engagement and resilience constructs. The study also identified demographic and mobility characteristics that were associated with lower levels of wellbeing, behavioural engagement and resilience. Findings of the study highlight a potential cohort of early-adolescent international students who could benefit from additional support.

Tolmatcheff, C., Bebiroglu, N., & Galand, B. (2020). **L'aménagement des cours de récréation et l'organisation d'espaces de parole permettent-ils de réduire le harcèlement scolaire ?** *Revue française de pédagogie*, (209), 129-147. Consulté à l'adresse <https://www.cairn.info/revue-francaise-de-pedagogie-2020-4-page-129.htm>

Cet article présente deux études qui visent à valuer l'efficacité d'un dispositif de prévention et de lutte contre le harcèlement scolaire basé sur l'aménagement de la cour de récréation, l'organisation d'espaces de parole avec les élèves et l'instauration d'un conseil de discipline. Ces études suivent un plan de recherche quasi-experimental impliquant un groupe intervention et un groupe témoin ainsi qu'une comparaison pré-test/post-test. Des mesures liées aux violences agies et subies, au climat scolaire, à l'adaptation psycho-sociale des élèves ainsi qu'à la cohésion et à l'efficacité perçue de l'équipe éducative ont été recueillies auprès de plus de 2000 élèves de 8 à 13 ans et d'une centaine d'enseignants pour l'étude 1, et de 534 élèves de 10 à 12 ans pour l'étude 2. Les résultats convergent pour indiquer l'absence d'effet du dispositif évalué et soulignent l'importance des conditions de mise en œuvre ainsi que la nécessité d'évaluer rigoureusement les programmes avant leur diffusion à large échelle.

Yang, D., & Tu, C.-C. (2021). **Influence of College Students' Agreeableness on Interpersonal Relationships: Moderating Role of Empathy.** *Education and Urban Society*, 53(4), 383-401. <https://doi.org/10.1177/0013124520928609>

This study explored the moderating influence of empathy on agreeableness in interpersonal relationships among Chinese college students. Surveys and tests were conducted among a representative sample of 834 college students from four universities in Yunnan, China. Structural equation models were used to test causality and moderation. Support was found for a model that identified agreeableness and empathy as valid predictors of interpersonal relationships and empathy as a moderating influence between agreeableness and interpersonal relationships. These results suggest that the growth of interpersonal relationships for agreeable students is suppressed by higher levels of empathy. In addition, lower levels of empathy may promote the growth of interpersonal relationships for agreeable students. The results suggest that enhancing empathy is not always applicable to all groups of individuals and that training methods aimed at reducing empathy may be used to ameliorate bad interpersonal relationship in students with agreeable personality traits.

Évaluation des dispositifs d'éducation-formation

Baude, I., Ben Ali, L., Bret, A., Brncic, Q., Etève, Y., Fabre, M., ... Lacroix, A. (2021). **Dispositif d'évaluation des conséquences de la crise sanitaire : comment les élèves ont-ils vécu le confinement de mars-avril 2020 ?** *Note d'information*, (21.19). Consulté à l'adresse <https://www.education.gouv.fr/media/88784/download>

Lors de la rentrée 2020, dans le cadre des évaluations nationales exhaustives, tous les élèves de CP, CE1, sixième et seconde ont été interrogés sur la période de confinement, de mars à avril 2020. La majorité d'entre eux se trouvaient alors respectivement en classe de grande section, CP, CM2 et troisième. Le ressenti est très différent selon l'âge des élèves, mais aussi leur sexe ou leur lieu de scolarisation. Quelles que soient les dimensions interrogées, les filles ont moins bien vécu le confinement que les garçons. La peur du coronavirus a plus touché les élèves plus jeunes, les filles et les élèves scolarisés en éducation prioritaire. Le confinement a été jugé long, ennuyeux et a généré de la frustration par manque de relations sociales avec les ami(e)s, particulièrement pour les élèves de CM2 et les filles, quel que soit le niveau de scolarisation concerné. Les difficultés à travailler à domicile ont été plus ressenties par les élèves du réseau d'éducation prioritaire

Cafarella. (2021). **Community College Faculty Perspectives Regarding Quantway.** *Community College Journal of Research and Practice*, 45(6), 437-450. <https://doi.org/10.1080/10668926.2020.1719940>

Community colleges have been under increasing pressure to devise alternate math pathways to the traditional sequence of developmental math classes. Considering the important role faculty play in student success, this qualitative study focuses on faculty perspectives regarding Quantway, a novel alternate pathway for community college students who are not majoring in a math-related field. The following research question guided this study: Based on their experiences, both positive and challenging, what are the faculty perspectives regarding teaching Quantway? Data were gathered, using structured interviews, from 10 community college instructors at four community colleges. Positive aspects of teaching Quantway are improved student attitude and motivation,

student engagement and support, sustainability, certain aspects of the single-semester quantitative reasoning [QR] course with the co-requisite, and faculty fulfillment. Challenges that faculty reported were mandated pedagogy and certain facets (other than those experienced as positive) of the single-semester QR course with the co-requisite. There were other aspects on which faculty perspectives were mixed, including the support system for faculty when teaching Quantway as well as the appropriate level of academic rigor in a QR course. The pedagogical approach of Quantway courses should be less prescriptive and more flexible. Continued communication among Quantway faculty is also imperative. Future research should focus on effective pedagogical practices as well as incoming skill level for the single-semester QR course with the pre-requisite. Overall, the findings from this study suggest that Quantway positively impacts faculty and students.

Coleman & Smith. (2021). **Beyond Predictive Validity: A Mixed Method Study of Self-directed Developmental Education Placement at a Small Community College.** *Community College Journal of Research and Practice*, 45(6), 403-422. <https://doi.org/10.1080/10668926.2020.1719938>

Colleges across the country struggle with determining the most appropriate means of placing students into math and English coursework. Most colleges utilize a single high-stakes standardized placement exam to assess incoming students and use strict cut-scores to determine students' placement. However, the ability of these tests to accurately place students has been called into question. A small, but growing, number of colleges allow students to have more input into their placement through self-directed placement (SDP) policies, which are typically based on a self-assessment tool that asks students to reflect on their content-related practices, abilities, and beliefs or attitudes. This mixed methods research study explored the experiences of a small community college that implemented SDP as part of a larger multiple measures placement process. Data were examined through the lens of Messick's conceptualization of validity and revealed evidence that both supported and challenged the validity of placement decisions made from SDP. When designing SDP instruments, we recommend that colleges ensure that SDP tools reflect the skills and knowledge that students need to be ready for the college-level courses at each particular institution, rather than relying heavily on SDP instruments developed by other institutions. We also recommend that colleges adopt a holistic approach to students' self-assessment. Our findings indicate a need to consider a shift in the dominant conversation on placement methods from a focus almost exclusively on predictive validity toward a more comprehensive, and potentially more robust, holistic consideration of qualitative and quantitative validity evidence.

Nurshatayeva, A., Page, L. C., White, C. C., & Gehlbach, H. (2021). **Are Artificially Intelligent Conversational Chatbots Uniformly Effective in Reducing Summer Melt? Evidence from a Randomized Controlled Trial.** *Research in Higher Education*, 62(3), 392-402. <https://doi.org/10.1007/s11162-021-09633-z>

Our field experiment extends prior work on college matriculation by testing the extent to which an artificially intelligent (AI) chatbot's outreach and support to college students (N = 4442) reduced summer melt and improved first-year college enrollment at a 4-year university. Specifically, we investigate which students the intervention proves most effective for. We find that the AI chatbot increased overall success with navigating financial aid processes, such that student take up of educational loans increased by four

percentage points. This financial aid effect was concentrated among would-be first-generation college goers, for whom loan acceptances increased by eight percentage points. In addition, the outreach increased first-generation students' success with course registration and fall semester enrollment each by three percentage points. Our findings suggest that proactive chatbot outreach to students is likely to be most successful in reducing summer melt among those who may need the chatbot support the most.

Sasway & Kelly. (2021). **Instructional Behaviors Affecting Student Attitudes Towards Science**. *Community College Journal of Research and Practice*, 45(6), 385-402. <https://doi.org/10.1080/10668926.2020.1719937>

Community colleges are viewed as essential in the preparation of skilled science professionals in the U.S., and research regarding instructor impacts on student attitudes toward science are timely and relevant. This study explored specific instructor characteristics and pedagogical behaviors and their influence student engagement, confidence, and motivation to study science. A phenomenological approach was employed with elements of grounded theory. Data were collected from 12 community college students through semi-structured interviews. An explanatory framework for instructor characteristics that affected students' academic attitudes focused upon engagement and confidence. Students' impressions of instructors' behaviors and attitudes reinforced the complexity of factors that affected their motivation. Instructors played a crucial role in building confidence, making disciplinary relevance explicit, and maintaining interest in science. Students valued instructors who were knowledgeable, caring, accessible, encouraging, and democratic. Students appreciated those who promoted a growth mind-set and autonomy, yet were still available as a supportive individuals. Future interventions should be implemented to address issues with the science course interest of community college students, and impacts on confidence and persistence. Informing instructors and policy makers that improvements in community college teaching techniques and support structures can enhance science attitudes is essential in students persisting in the pipeline, joining the STEM workforce, or transferring to four-year colleges. Understanding community college student characteristics can lead to customization of methods, objectives, and supportive policies to meet student needs, which may provide a well-equipped talent resource for participation in STEM careers.

Shephard, D. D., Hall, C. C., & Lamberton, C. (2021). **Increasing Identification of Homeless Students: An Experimental Evaluation of Increased Communication Incorporating Behavioral Insights**. *Educational Researcher*, 50(4), 239-248. <https://doi.org/10.3102/0013189X20981067>

Over 1.5 million students in the United States experience homelessness. These students are entitled to educational support through the Education for Homeless Children and Youth program. However, many homeless students are not identified and therefore never receive this support. Across 1,732 local education agencies in New Jersey, New Mexico, and New York, we conducted a randomized controlled trial of increased email communication incorporating behavioral insights targeting homeless liaison staff in order to increase the identification of homeless students. The intervention had an impact on the mean number of identified homeless students among the treatment local education agencies (3.62, 90% CI [0.32, 6.92], $p = .07$). The impact remained when outliers with high leverage were removed (1.51 CI [0.24, 2.79], $p = .05$). Within this sample, our analysis

indicates that more than 3,000 additional homeless students were identified with a low-cost, low-intensity, behavioral intervention during the second semester.

Formation continue

OECD. (2021). **The Assessment Frameworks for Cycle 2 of the Programme for the International Assessment of Adult Competencies**. <https://doi.org/10.1787/4bc2342d-en>

Papadopoulou, M. (2021). **La formation d'adultes médiatisée : entre applicationnisme technologique et réflexivité**. *Annuel de la Recherche en Philosophie de l'Éducation*, 1, 67-80. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03195086>

Questions en revue : travail, numérique, accompagnement (Dossier). (2021). *Éducation permanente*, (226). Consulté à l'adresse http://www.education-permanente.fr/public/articles/articles.php?id_revue=1771&id_article=2951#resume2951

Marché du travail

Bouvard, C., Flamand, J., & Dherbécourt, C. (2021). **L'emploi en 2020 : géographie d'une crise**. *La note d'analyse de France stratégie*, (100), 16. Consulté à l'adresse https://www.strategie.gouv.fr/sites/strategie.gouv.fr/files/atoms/files/fs-2021-na-100-emploi-2020-geographie-crise-avril_0.pdf

L'ébranlement massif de l'économie française provoqué par la crise sanitaire en 2020 a touché l'ensemble du territoire national mais selon une force variable. Afin d'éclairer le débat public, France Stratégie analyse l'impact territorial de ce choc économique sur l'emploi. L'étude montre que la Côte d'Azur, les Alpes ou encore la Corse ont été fortement affectés, quand d'autres ont mieux résisté, tels certains territoires de l'ouest et du centre de la France.

Brochier, D. (2021). **Des reconversions aux transitions : un nouvel âge des mobilités professionnelles ?** *Céreq Bref*, (405). Consulté à l'adresse <https://www.cereq.fr/sites/default/files/2021-04/Bref405-web.pdf>

Les effets de la crise sanitaire obligent de nombreux secteurs à faire face à une forte baisse de leur activité, qui s'annonce durable pour certains. Un ensemble de dispositifs existe déjà pour accompagner les salariés contraints de se reconvertir. Mais la crise socio-économique actuelle appelle sans doute une gestion plus ambitieuse des transitions professionnelles, notamment pour les salariés les moins qualifiés. S'appuyant sur une synthèse de ses récentes études sur le sujet, le Céreq identifie les leviers d'une gestion mieux anticipée et plus collective des mobilités professionnelles.

Couppié, T., & Gasquet, C. (2021). **Débuter en CDI : le plus des apprentis**. *Céreq Bref*, (406). Consulté à l'adresse https://www.cereq.fr/sites/default/files/2021-04/Bref406_web.pdf

En priorisant la formation en situation de travail, l'apprentissage génère un double effet de proximité : entre l'apprenti et l'entreprise et entre la spécialité de formation et le métier. Il peut ainsi remplir, davantage que la voie scolaire, une fonction de pré-recrutement, ou mener à une embauche sur des emplois correspondant à la spécialité

de formation suivie. Pour les apprentis du secondaire, les entreprises valorisent cette double proximité au travers d'embauches directes en CDI. Les sortants du supérieur court en apprentissage bénéficient, pour leur part, de la plus-value de cette voie de formation, quel que soit le premier emploi occupé.

Devetter, F.-X., & Puissant, E. (2020). **Economic Mechanisms Explaining Low Wages in the Personal Services Sector**. *Travail et emploi, HS 2020(2)*, 53-83. Consulté à l'adresse https://www.cairn.info/revue-travail-et-emploi-2020-2-page-53.htm?WT.tsrc=cairnEmailAlert&WT.mc_id=TE_HS04

The purpose of this article is to show how low wages in home help services, a sector where jobs are considered “low-skilled”, result from an array of mechanisms that themselves are the fruit of a socio-political and socio-economic construction. These mechanisms flow from both public and private strategies, which we seek to clarify by synthesising empirical work in the field of personal services. Three mechanisms involved in the non-recognition of these professions are identified (denying or reducing the “qualities” used; developing an abundant labour supply; and dividing the workforce), with each of these being applied in both national policy guidelines and employer human resources strategies. The home help sector appears to be illustrative of trends at work in many other highly feminised service activities (cleaning, hotel and catering, and retail). JEL: J24, J31, L84, M51

Dorolle, A. (2021). **En 2019, 61 % des entreprises classiques créées cinq ans plus tôt sont toujours actives**. *Insee Première*, (1852). Consulté à l'adresse https://www.insee.fr/fr/statistiques/5353768?pk_campaign=avis-parution

Parmi les entreprises créées au premier semestre 2014 en France, hors régime de l'auto-entrepreneur, 61 % sont encore actives cinq ans après leur création. Cette proportion est stable par rapport à la génération 2010. Comme pour la génération précédente, les sociétés sont plus pérennes que les entreprises individuelles. Les entreprises sont davantage pérennes dans l'enseignement, la santé humaine et l'action sociale, et moins dans le commerce. Les moyens financiers investis au démarrage et l'expérience dans le métier favorisent également la pérennité. Parmi les entreprises encore actives en 2019, 36 % emploient au moins un salarié, contre 27 % lors de leur création. Quatre profils se distinguent parmi les entreprises encore actives cinq ans après leur création : les entreprises en difficulté (21 %), les professions libérales économiquement stables (10 %), les entreprises satisfaites de leur niveau d'activité (34 %), et les sociétés investisseuses et innovantes (35 %).

Gaini, M., Guillerm, M., Hilary, S., Valat, E., & Zamora, P. (2020). **Results of a Quantitative Assessment of France's Garantie Jeunes Programme**. *Travail et emploi, HS 2020(2)*, 31-52. Consulté à l'adresse https://www.cairn.info/revue-travail-et-emploi-2020-2-page-31.htm?WT.tsrc=cairnEmailAlert&WT.mc_id=TE_HS04

France's Garantie jeunes (“Youth Guarantee”, GJ) is a local support programme that targets young people who are in precarious situations and neither in employment, education, or training. It was set up in October 2013, initially on a trial basis. This article presents the results of a quantitative evaluation of the scheme. A panel survey conducted among young people who participated from the beginning of the trial in the areas first trialling Garantie jeunes reveals a very fragile population. The programme offers a high level of support, especially during the collective phase at the start. The evaluation of the scheme takes into account the fact that it was initially set up

in only part of the country. Estimates concerning the participants in the first Garantie jeunes target areas indicate that the programme has had an impact on their life trajectories. It has intensified support and has had an impact on beneficiaries' employment rates, an impact that continues in the months following the end of support. JEL: C21, I38, J13

INSEE. (2021, avril 14). **Estimations d'emploi**. Consulté 26 avril 2021, à l'adresse INSEE résultats website: https://www.insee.fr/fr/statistiques/4981513?pk_campaign=avis-parution

Cet Insee Résultats présente les Estimations d'emploi annuelles au niveau national et localisé (région, département, zone d'emploi). Pour une année donnée, l'Insee estime une première fois les niveaux d'emplois, puis une deuxième fois quelques mois plus tard avant de diffuser les valeurs définitives. L'onglet Documentation apporte des informations complémentaires sur le rythme de diffusion et le contenu des fichiers proposés en téléchargement. Les Estimations d'emplois sont diffusées selon le statut (salarié ou non) et le secteur d'activité.

Paolo, A. D., & Matano, A. (2021). **"The Impact of Combining Work with Study on the Labour Market Performance of Graduates: the Joint Role of Work Intensity and Job-Field Match"**. In *AQR Working Papers* (N° 202103). Consulté à l'adresse University of Barcelona, Regional Quantitative Analysis Group website: <https://ideas.repec.org/p/aqr/wpaper/202103.html>

This paper investigates the effects of working during university education on students' labour market performance. We jointly consider the role of work intensity and the relationship with the field of study in a framework that accounts for self-selection into different types of jobs. The empirical analysis draws on data from three successive cohorts of graduates from the Spanish region of Catalonia. Our results point out that the probability of being employed four years after graduation is significantly higher for students who have worked in jobs well-matched with their degree relative to both full-time students and students who have worked in unrelated jobs. Further, the probability of having a permanent job is generally higher for those who worked before graduation, especially in the case of jobs related to the degree. However, the likelihood of early career job-qualification match is negatively affected by pre-graduation work experiences unrelated to degree's contents.

Métiers de l'éducation

Bedin, V., & Aussel, L. (2020). **Le rapport final de recherche-intervention à l'épreuve des visées heuristique, praxéologique et critique - Vers l'élaboration d'une grille d'analyse textuelle**. *Questions Vives. Recherches en éducation*, (33). <https://doi.org/10.4000/questionsvives.4834>

Les recherches auxquelles nous faisons référence sont inscrites en sciences de l'éducation et de la formation. Nous nous intéressons plus particulièrement, dans cette contribution, aux recherches-interventions, lesquelles rendent compte d'un entrelacs entre science et action. Si la visée praxéologique de ces recherches est communément admise, leurs dimensions heuristique et critique ont été plus rarement étudiées. Nous nous proposons de le faire en nous centrant sur le rapport de recherche-intervention, une de leurs productions écrites les plus caractéristiques. Le parti-pris est par conséquent d'ordre

sémiologique : l'analyse des « discours-objet » que constitue ce document permet d'inférer postures, pratiques et finalités des chercheurs-intervenants. L'enjeu de cet article est de présenter la construction d'une grille d'analyse textuelle facilitant le repérage éventuel, dans ce rapport, des trois visées retenues. Il s'agira également d'identifier leurs liens, afin de décrypter les démarches de recherche-intervention réalisées et de les faire ainsi évoluer.

Benz, P., Bühlmann, F., & Mach, A. (2021a). **Correction to: The transformation of professors' careers: standardization, hybridization, and acceleration?** *Higher Education*, 81(5), 987-987. <https://doi.org/10.1007/s10734-020-00607-1>

The original version of this article unfortunately requires correction with respect to the names of the authors. Instead of Benz Pierre, Bühlmann Felix, and Mach André, the names should read Pierre Benz, Felix Bühlmann, and André Mach.

Benz, P., Bühlmann, F., & Mach, A. (2021b). **The transformation of professors' careers: standardization, hybridization, and acceleration?** *Higher Education*, 81(5), 967-985. <https://doi.org/10.1007/s10734-020-00590-7>

Over the recent decades, the turn to managerial governance has thoroughly transformed the European university systems and, by extension, the careers of university professors. Scholars postulated that professors' careers have undergone an increasing formalization, that disciplinary careers have been hybridized, and that new modes of selection and recruitment (through assistant professorship) have been introduced. This article, based on a case study of the EPFL Lausanne, one of the leading European technical universities, aims to understand these changes by conducting a sequence analytical study of the actual trajectories of professors. By studying the careers of 351 professors who were nominated between 1969 and 2010 at the EPFL, we first develop a typology of professors' careers. We distinguish between "direct careers," "seniority careers," "conversion careers," and "parallel careers." We then examine, based on a series of binomial logistic regression models, how career types vary according to the nomination cohort, the discipline, and the recruitment mode. Our results show that slower "seniority careers" within academia have become more important in recent cohorts, that disciplinary logics still shape professors' careers, and that new recruitment mechanisms, such as assistant professorship, do not necessarily lead to accelerated careers. This article contributes to the literature by showing that beyond the analysis of the institutional setting of academic careers, it is also important to study their actual progression.

CNESCO. (2021, avril 26). **La formation continue et le développement professionnel des personnels d'éducation**. Consulté 4 mai 2021, à l'adresse CNESCO website: <https://www.cnesco.fr/fr/conference-de-comparaisons-internationales-2020-la-formation-continue-et-le-developpement-professionnel-des-personnels-deduction/>

Le Cnesco, en partenariat avec France Éducation International et Réseau Canopé, a organisé une conférence de comparaisons internationales sur la formation continue et le développement professionnel des personnels d'éducation (novembre 2020). Réseau Canopé a organisé des ateliers jumeaux.

Commission européenne, EACEA : Agence exécutive : éducation audiovisuel et culture, & Eurydice : réseau d'information sur l'éducation en Europe. (2021). **Teachers in Europe: careers, development and well-being: Eurydice report**. Consulté à l'adresse

https://eacea.ec.europa.eu/national-policies/eurydice/sites/default/files/teachers_in_europe_2020_0.pdf

Ce rapport analyse les aspects clés de la vie professionnelle des enseignants du premier cycle du secondaire en Europe. Il vise à illustrer comment les politiques et réglementations nationales peuvent contribuer à rendre la profession enseignante plus attractive. Il examine la formation initiale et continue des enseignants, leurs perspectives de carrière et leur bien-être au travail. Il explore également dans quelle mesure l'évaluation des enseignants est utilisée pour fournir une rétroaction formative et les moyens d'encourager les séjours à l'étranger pour apprendre et travailler. Les défis posés par la pandémie de COVID-19, avec le passage à l'enseignement et à l'apprentissage à distance, sont brièvement abordés.

Datta, S., & Kingdon, G. G. (2021). **Teacher Shortage in India: Myth or Reality? The Fiscal Cost of Surplus Teachers, Fake Enrolment and Absences** (IZA Discussion Paper N° 14251). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp14251.htm>

This paper examines the widespread perception in India that the country has an acute teacher shortage of about one million teachers in public elementary schools, a view repeated in India's National Education Policy 2020. Using official DISE data, we show that there is hardly any net teacher deficit in the country since there is roughly the same number of surplus teachers as the number of teacher vacancies. Secondly, we show that measuring teacher requirements after removing the estimated fake students from enrolment data greatly reduces the required number of teachers and increases the number of surplus teachers, yielding an estimated net surplus of about 342,000 teachers. Thirdly, we show that if we both remove fake enrolment and also make a suggested hypothetical change to the teacher allocation rule to adjust for the phenomenon of emptying public schools (which has slashed the national median public-school size to a mere 64 students), the estimated net teacher surplus is about 764,000 teachers. Fourthly, we highlight that if government does fresh recruitment to fill the supposed nearly one-million vacancies, the already modest national mean pupil-teacher-ratio (PTR) of 22.8 would fall to 15.9, at a permanent fiscal cost of nearly Rupees 48,000 crore (USD 6.6 billion) per year in 2017-18 prices, which is higher than the individual GDPs of 56 countries in that year. The paper also highlights the volume of schools with extreme PTRs, and estimates the cost of teacher absence, pupil absence and fake enrolments. Overall, the paper highlights the major economic efficiencies that can result from an evidence-based approach to education policy making.

DEHAENE, S., & PASQUINELLI, E. (2021). **La recherche translationnelle en éducation : pourquoi et comment ?** Consulté à l'adresse https://www.reseau-canope.fr/fileadmin/user_upload/Projets/conseil_scientifique_education_nationale/Res_sources_pedagogiques/La_recherche_translationnelle_en_education.pdf

Dans tous les pays, une idée commence à faire son chemin : l'importance d'utiliser des méthodes scientifiques afin d'aider à faire progresser les pratiques pédagogiques (ce mouvement est appelé « éducation fondée sur des données probantes » ou evidence-based education). Dans ce document, le Conseil scientifique de l'éducation nationale examine les différentes facettes de cette recherche translationnelle. Pourquoi expérimenter : quels sont les bénéfices potentiels de la recherche expérimentale pour les élèves et les enseignants ? Comment expérimenter : quels sont les différents types de recherches en éducation ? Quel est le cadre éthique d'une recherche responsable dans

le domaine éducatif ? Quelles en sont les éventuels risques pour les élèves et comment les éviter ?

Díaz, J., Sánchez, R., Villarroel, G., & Villena, M. G. (2021). **Effects of Measures of Teachers' Quality on Tertiary Education Attendance: Evaluation Tests versus Value Added.** In *IZA Discussion Papers* (N° 14277). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://ideas.repec.org/p/iza/izadps/dp14277.html>

Using Chilean administrative datasets for the period 2011-2017, we study which of the most used tools to evaluate teacher quality, namely teachers' evaluation tests (TET) and teacher's value added (TVA), predicts more accurately not only short run (as most of the literature focus on) but also middle run students' outcomes. For this evaluation we follow the same cohorts of students and teachers. Our results suggest that the correlation between (TET) and (TVA) appears to be null in school outcomes. However, our analysis also reveals that both measures, TET and TVA, positively affect the probability of tertiary education attendance, indicating that both measures are complementary in measuring teacher quality in the middle run. These results have relevance from the public policy point of view as unlike countries (e.g. USA) where TVA is used for teacher's promotions and personnel decisions, in countries where TVA is not used for teacher's personnel decisions (e.g. Chile), TVA seems to be useful to measure teacher quality. Furthermore, our findings are consistent with the argument of the multidimensionality of teaching quality, because even though in the short run TVA and TET seem to be orthogonal, in the medium run they seem to be complementary tools to measure teacher effectiveness.

El-Far, M. T., Sabella, A. R., & Vershinina, N. A. (2021). **"Stuck in the middle of what?": the pursuit of academic careers by mothers and non-mothers in higher education institutions in occupied Palestine.** *Higher Education*, 81(4), 685-705. <https://doi.org/10.1007/s10734-020-00568-5>

Dominant maternal ideologies impinge upon the career progression of academic mothers and non-mothers. Using "narratology" as a theoretical lens, this article offers insights into the working lives of academic mothers and non-mothers by drawing upon narratives collected by phenomenologically interviewing Palestinian women academics working at Palestinian universities. The analysis of the emerging persistent narratives shows that, as women, both mothers and non-mothers are influenced by socially constructed notions of "motherhood" and are accordingly put at a disadvantage within academia. In Palestine's conservative, patriarchal context, academic non-mothers are expected to shoulder the burden of care within their families and to extend their mothering capacity to their students and co-workers. Furthermore, this study contributes to the contemporary debates on the tensions that exist between the prevailing discourses of the "altruistic mother" and the "career woman," as well as the institutional demands that restrict women's ability to simultaneously fulfill their work expectations and domestic roles.

ETF : European training foundation. (2021). **Formation professionnelle continue pour les enseignants des établissements de formation professionnelle : culture, pratiques d'enseignement, obligations professionnelles, conditions de travail, convictions et professionnalisation en Algérie.** Consulté à l'adresse https://www.etf.europa.eu/sites/default/files/2021-03/algeria_cpd_survey_2018_fr.pdf

L'étude s'intéresse à la situation des enseignants et des directeurs des établissements de formation et d'enseignement professionnels (EFTP) en Algérie. Elle couvre la formation reçue, les convictions, les pratiques d'enseignement, les obligations professionnelles et

les conditions de travail. Théoriquement, il existe un système permettant d'identifier les besoins en formation des enseignants de l'EFTP ; dans la pratique, les concepteurs et les prestataires de la formation professionnelle continue (FPC) manquent d'une connaissance complète et à jour de ces besoins. Plus de la moitié des enseignants considèrent que le manque d'incitation et les horaires choisis pour la formation sont des obstacles à leur participation à la FPC.

Findeisen, S., Deutscher, V. K., & Seifried, J. (2021). **Fostering prospective teachers' explaining skills during university education—Evaluation of a training module.** *Higher Education*, 81(5), 1097-1113. <https://doi.org/10.1007/s10734-020-00601-7>

Providing instructional explanations is a core component of effective instruction and an important teaching skill. Teaching skills are generally regarded as learnable, and teacher education programs aim to improve teachers' professional competences. In this study, we analyze to what extent explaining skills can be fostered during teacher education at university by means of a specific training module. We designed a training (university module) for prospective economics teachers at vocational schools (candidates in a Master's teaching program). By means of videotaped simulated interactions at two measurement points, we analyzed the development of teacher candidates' explaining skills. Teacher candidates were asked to explain the neoclassical supply and demand model (treatment group: n = 48; control group: n = 30) to an actor playing the role of a school student. The quality of the explanations was operationalized in respect of five aspects of successful explanations, which were derived from a literature review: (1) Content, (2) Student-teacher interaction, (3) Process structure, (4) Representation, and (5) Language. The results show that there was a treatment effect on the development of the Process structure aspect, while Student-teacher interaction appeared to develop "naturally" through experience, regardless of participation in the training. The quality aspects Content, Representation, and Language appeared stable over time. Hence, the findings show that some aspects of explaining skills are learnable even in a short training module. Learning effects are attributable partly to the instructional input received and partly to repeated practice. Both imply the importance of further opportunities to practice instructional explanation in teacher education.

Gu, J., & Levin, J. S. (2021). **Tournament in academia: a comparative analysis of faculty evaluation systems in research universities in China and the USA.** *Higher Education*, 81(5), 897-915. <https://doi.org/10.1007/s10734-020-00585-4>

Based on content analysis of faculty evaluation policies, this article addresses faculty evaluation policies and notes the links between the ideology of neoliberalism and a tournament system of faculty evaluation in research-intensive universities in China and the USA. The focus is upon the similarities and differences of faculty evaluation systems in China and the USA. Faculty evaluation reflects neoliberal values and the logic of the market, with corresponding diminution of academic logic and the traditional values of the academy, particularly academic quality, through market-oriented competition. Both systems are tournament-like systems that emphasize the management of performance and operations of competitive mechanisms, with the goals of efficiency and effectiveness. Three main differences between the faculty evaluation systems in US research universities and Chinese research universities are evident: a traditional concept of collegiality in the US university but not in China; in the USA, criteria for and procedures of faculty promotion evaluation indicate reasonable flexibility while the faculty evaluation system in Chinese research university lacks flexibility; and, service requirements

for faculty promotion evaluation in Chinese research universities are not as stringent as in the USA. Two institutional logics operate in the promotion evaluation process of research university faculty—academic and market, or neoliberal—and further research is needed to determine the effects of these two logics.

Heiden, M., Widar, L., Wiitavaara, B., & Boman, E. (2021). **Telework in academia: associations with health and well-being among staff.** *Higher Education*, 81(4), 707-722. <https://doi.org/10.1007/s10734-020-00569-4>

As the development of technical aids for telework has progressed, work has become more flexible in time and space. Among academics, the opportunity to telework has been embraced by most, but it is unclear how it relates to their health and well-being. The aim of this study was to determine how frequency and amount of telework is associated with perceived health, stress, recuperation, work-life balance, and intrinsic work motivation among teaching and research academics. An electronic questionnaire was sent to junior lecturers, senior lecturers, and professors at Swedish public universities. It included the General Health Questionnaire, Work Stress Questionnaire, items for assessing recuperation, the Basic Psychological Need Satisfaction at Work scale, and parts of Copenhagen Psychosocial Questionnaire, as well as questions about the frequency and amount of telework performed. In total, 392 academics responded to the survey. Multivariate analysis of variance showed significant differences between groups of academics with different telework frequency ($p < 0.05$). Univariate analyses of variance showed that ratings of stress related to indistinct organization and conflicts were higher among academics that telework several times per week or more than among academics that telework less than once per month. In regression analyses of associations between amount of telework (in hours per week) and the dependent variables, no significant effects were found. Although it cannot be concluded whether stress is a cause or an effect of frequent telework, the findings warrant further attention to academics who telework frequently.

Hemelt, S. W., Ladd, H. F., & Clifton, C. R. (2021). **Do Teacher Assistants Improve Student Outcomes? Evidence From School Funding Cutbacks in North Carolina.** *Educational Evaluation and Policy Analysis*, 43(2), 280-304. <https://doi.org/10.3102/0162373721990361>

This article examines the influence of teacher assistants and other personnel on outcomes for elementary school students during a period of recession-induced cutbacks in teacher assistants. Using panel data from North Carolina, we exploit the state's unique system of financing its local public schools to identify the causal effects of teacher assistants, controlling for other staff, on measures of student achievement. We find consistent evidence of positive effects of teacher assistants, an understudied staffing category, on student performance in reading and math. We also find larger positive effects of teacher assistants on achievement outcomes for students of color and students in high-poverty schools than for White students and students in more affluent schools. We conclude that teacher assistants are a cost-effective means of raising student achievement, especially in reading.

Henry, W., Grooms, A. A., Locke, L. A., & Triplett, S. (2021). **The Pushed-Out Principal.** *Journal of Cases in Educational Leadership*, 24(2), 17-30. <https://doi.org/10.1177/1555458920973696>

Kathleen Pitts was hired as an elementary principal with the intent of diversifying the educator ranks in a town with growing racial, economic, and cultural diversity. Upon

starting her new position, Kathleen faced resistance from the staff and community. In addition, she received little support from her administrator colleagues as she forged ahead with implementing new curriculum. This case explores the critical intersection between building capacity for entering a school community, supporting new administrators, and fostering responsive and inclusive environments for staff and students. Discussion questions and activities provide a platform for exploring the complex nature of both school and district leadership, especially in contexts experiencing change.

Jean-François, M., & Jean-Luc, R. (2020). **Préserver la visée heuristique, restaurer la visée critique et assumer la visée praxéologique : les enjeux de la recherche en sciences de l'éducation et de la formation.** *Questions Vives. Recherches en éducation*, (N° 33). Consulté à l'adresse <http://journals.openedition.org/questionsvives/4524>

Positionnons l'amorce de la réflexion au sein du contexte français : « Les unités de recherche en Sciences de l'Éducation ont comme missions principales de produire de nouvelles connaissances dans les différents champs de l'éducation et de la formation, de contribuer, en interaction avec la société, la culture, l'économie et la santé, à l'élaboration et la théorisation de dispositifs de production-utilisation de résultats de recherche et/ou de conduite et d'accompagnement des transformations ...

Khanfour Armalé, R. (2021). **L'identité professionnelle des enseignants chercheurs de chimie.** *11èmes Rencontres Scientifiques de l'ARDiST*, 425-432. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03199822>

Kim, T., & Lowery, C. (2021). **Who Should Get "Ineffective"? A Principal's Ethical Dilemmas on Teacher Evaluation.** *Journal of Cases in Educational Leadership*, 24(2), 31-45. <https://doi.org/10.1177/1555458920976718>

School principals play a critical role in evaluating teachers and providing feedback, but high-stakes evaluation policies at the local and state levels can create ethical dilemmas for principals. In this case, an underresourced rural school principal has to report a certain number of "ineffective" teachers to meet a requirement from the district teacher evaluation, even though the principal does not think any teacher in his school deserves to receive an "ineffective" rating. This study can be used to help students unpack issues of dilemmas coming from consequential accountability policies that overlook the relational ethos of educators and leaders in school practice.

Kligyte, G. (2021). **The logics of collegial practices: Australian and New Zealand/Aotearoa perspectives.** *Higher Education*, 81(4), 843-864. <https://doi.org/10.1007/s10734-020-00580-9>

Despite decades of managerial university reforms, collegiality emerges as an idea that unites academics, and that both symbolises and legitimises the collective aspirations of the academy. Typically, collegiality is positioned as an unquestionably "good thing"—an unproblematic academic ideal or an academic structure—obscuring the contingency of social arrangements in universities. This paper investigates the plurality of collegial practices that unfold "on the ground" in the context of university reforms and the diversification of the academic workforce over recent decades. The paper presents a qualitative and exploratory study of collegial practices in seven contemporary Australian and New Zealand/Aotearoa universities, employing a social cartographic analysis. Eleven types of logics underpinning collegial practices are identified and described in detail, by drawing on examples of collegial practices offered by fifteen research

participants. A reconfigured picture of academic relations is presented, revealing the range of collegial practices that tend to be subsumed under a generic notion of collegiality. The effects of different types of collegial practices are examined, contesting exclusionary collegial relations and highlighting practices that have the potential to produce a more inclusive and socially just academy.

Lee, J. J., & Haupt, J. P. (2021). **Scientific globalism during a global crisis: research collaboration and open access publications on COVID-19.** *Higher Education*, 81(5), 949-966. <https://doi.org/10.1007/s10734-020-00589-0>

This study sought to understand the nature of scientific globalism during a global crisis, particularly COVID-19. Findings show that scientific globalism occurs differently when comparing COVID-19 publications with non-COVID-19 publications during as well as before the pandemic. Despite the tense geopolitical climate, countries increased their proportion of international collaboration and open-access publications during the pandemic. However, not all countries engaged more globally. Countries that have been more impacted by the crisis and those with relatively lower GDPs tended to participate more in scientific globalism than their counterparts.

Lee, M. (2021). **Do learning support assistants' perceptions of their role support the capability approach? A small-scale study in a Jordanian international school.** *Journal of Research in International Education*, 20(1), 19-32. <https://doi.org/10.1177/14752409211005378>

This article reports on a small-scale study which explored the perceptions of learning support assistants (LSAs) about how they facilitate learner agency and wellbeing, two key facets of the capability approach. Interviews were conducted with ten LSAs working in an international school to investigate whether LSAs support aspects of this theoretical framework within their role, where their efficacy is often valued by the quantity of time they spend with the child rather than the quality of the support provided. The capability approach was utilised as an analytic framework by using the four capability approach categories which Sen (1999) argues can evaluate human life: wellbeing achievements, agency achievements, wellbeing freedoms, and agency freedoms. The findings from the study indicate that whilst LSAs did support key aspects of the capability approach, they felt unsure if every part of their role could be based on it due to a range of factors beyond their control, such as parental expectations and the school's deployment of the LSAs. Possibilities for future research, such as the impact of higher-education on LSAs' ability to further the capability approach, are discussed briefly.

Lescouarch, L. (2020). **Démarche collaborative entre praticiens et chercheurs en recherche pédagogique: l'exemple de la structuration d'une filière de pédagogie coopérative dans un collège en Normandie.** *Questions Vives. Recherches en éducation*, (N° 33). <https://doi.org/10.4000/questionsvives.4911>

Cet article s'intéresse aux conditions de déroulement d'une recherche pédagogique portant sur le développement de pratiques pédagogiques coopératives en collège en France. Il analyse les conditions de la dynamique collaborative entre praticiens et chercheurs dans une perspective de changement pédagogique en mettant en évidence les tensions inhérentes à ces formes de recherche. La contribution met en évidence la dynamique interne de l'équipe dans ce projet et les fonctions et postures du chercheur permettant de favoriser l'engagement par l'accompagnement. A partir de cette situation contextualisée, elle questionne également les écarts entre les modèles

d'organisation théorique de la recherche collaborative et les logiques effectives de travail avec les équipes.

Lopez, L. M. (2020). **Penser l'évaluation des recherches participatives en termes d'enquêtes : quels rapports avec les visées heuristique et praxéologique ?** *Questions Vives. Recherches en éducation*, (N° 33). <https://doi.org/10.4000/questionsvives.4804>

Cet article théorique interroge la fonction critique de l'évaluation pour les visées heuristique et praxéologique des recherches participatives. Dans le prolongement de précédentes publications, il présente une modélisation de l'évaluation des recherches participatives du point de vue des processus de référentialisation et de normalisation en jeu. L'article souligne le caractère prescriptif ou descriptif de la normalisation à l'œuvre dans une relation dialectique entre référés et référents, toujours en rapport avec des contextes situés agissant. Il prend l'exemple du critère de la double vraisemblance associé aux recherches collaboratives pour mettre à l'épreuve la modélisation théorique. L'évaluation prend la forme d'enquêtes; elle s'énonce sous forme de questionnements qui font écho à des situations indéterminées autour de la double pertinence sociale de la recherche, de la double rigueur méthodologique, de la double fécondité des résultats. L'article montre que certaines enquêtes sont propres à la visée heuristique ou praxéologique des recherches participatives et collaboratives; d'autres demandent à investiguer également l'articulation entre les deux visées susceptibles de s'enrichir mutuellement.

Marcel, J.-F. (2020). **Fonctions de la recherche et participation : une épistémocompatibilité dans le cas de la recherche-intervention.** *Questions Vives. Recherches en éducation*, (33). <https://doi.org/10.4000/questionsvives.4691>

Cet article interroge le rapprochement des fonctions heuristiques et critiques de la recherche en éducation avec la fonction praxéologique, plus précisément, dans le cas d'une démarche participative. L'examen des conditions de la mobilisation des trois fonctions en contexte de participation permet d'analyser leur « épistémocompatibilité ». L'argumentaire s'appuie sur le cas de la démarche de recherche-intervention, une démarche basée sur l'articulation de visées heuristiques, critiques et praxéologiques indissociables. Ces trois visées sont ancrées dans le principe premier de la participation. Une analyse en deux étapes est mobilisée pour investir l'épistémocompatibilité de la participation avec chacune des trois fonctions de la recherche en éducation. La première aborde la participation à partir des trois fonctions tandis qu'à l'inverse la seconde investit les visées à partir des trois cercles qui correspondent aux niveaux de participation à l'œuvre dans la recherche-intervention.

Monceau, G., Soulière, M., & Fortuna, C. M. (2020). **Aliénation et émancipation en recherche, détour par la santé mentale et la recherche « avec ».** *Questions Vives. Recherches en éducation*, (N° 33). <https://doi.org/10.4000/questionsvives.4646>

Cet article propose d'abord un parallèle entre le processus de réforme psychiatrique et les transformations en cours en sciences humaines et sociales, ainsi qu'un état de l'influence de la première sur les secondes. Cette entrée ancre la question de l'aliénation et l'émancipation des chercheurs dans un processus historico-politique. Les auteurs proposent ensuite une contribution concrète qui allie des visées praxéologiques, heuristiques et critiques. Ils présentent la création et la dynamique d'un réseau scientifique international (Brésil, Canada et France principalement) et interdisciplinaire. Enfin, l'analyse des activités du réseau est illustrée par un exemple de recherche qui

éclaire comment les transformations des pratiques incluent la réflexivité critique des chercheurs sur leurs propres aliénations et la recherche collective de modes alternatifs de mener de activités de recherche. Il en va de l'émancipation des chercheurs, des types de connaissances produites et des personnes concernées.

Muñoz, P., & Prem, M. (2021). **Managers' Productivity and Recruitment in the Public Sector: The Case of School Principals**. In SocArXiv (N° 7zn2b). Consulté à l'adresse Center for Open Science website: <https://ideas.repec.org/p/osf/socarx/7zn2b.html>

We study whether differences in management can explain variation in productivity and how more effective managers can be recruited in absence of high-powered incentives. To investigate this, we first extend the canonical teacher value-added model to account for school principals, and we document substantial variation in their ability to improve students' learning. Teachers' survey responses and quasi-experimental designs based on changes in school management validate our measure of principal effectiveness. Then, we leverage the timing of adoption of a civil service reform and show that despite having relatively rigid wages, public schools were able to attract more effective managers after increasing the competitiveness and transparency of their personnel selection process.

Naour, A. L. (2021). **Un développement professionnel des enseignants du second degré à construire tout au long de leur carrière** (Other, Université de Lorraine; p. 142). Consulté à l'adresse <https://hal.univ-lorraine.fr/hal-03208695>

Le développement professionnel, concept ambigu, polysémique et multidimensionnel, est attendu par l'institution de la part des professeurs. Or, il semble faire figure d'impensé au sein de la profession. Ne faisant historiquement pas partie de la culture du métier, peu porté et accompagné par les dispositifs formels, rarement évalué, pas toujours conscientisé, ni réfléchi, ou investi par les enseignants eux-mêmes, il s'avère au final très complexe. L'étude s'intéresse au sens que donnent les professeurs au développement professionnel ; à quoi est corrélé leur investissement ou manque d'investissement dans celui-ci, ce qu'ils mettent en œuvre pour l'atteindre ou s'y soustraire. Les trois entretiens semi-directifs menés et le témoignage de la chercheuse sur son propre parcours, en tant qu'observatrice participante, qui apporte une originalité à ce travail, visent à vérifier l'impact des aspects institués, des facteurs personnels - conceptions et dispositions - mais aussi des dimensions environnementales locales sur l'inclination à prendre de l'essor. La discussion tente de mettre la lumière sur ce qui est prépondérant dans la question du développement enseignant. Il se dégage que c'est la motivation intrinsèque de l'individu, corrélée à ses aspirations, qui détermine en partie l'engagement dans le processus d'évolution. Les points d'appui formels et informels semblent n'apporter qu'une satisfaction relative sur le plan du développement. Aussi, faudrait-il envisager d'approfondir comment combiner ces deux approches pour créer des dispositifs de formation continue propres à construire le développement professionnel des enseignants du second degré.

OCDE: Organisation de coopération et de développement économiques. (2021). **Teachers and leaders in vocational education and training**. Consulté à l'adresse https://www.oecd-ilibrary.org/education/teachers-and-leaders-in-vocational-education-and-training_59d4fbb1-en;jsessionid=YGSXVouWhP85vQqE0IjzHz8n.ip-10-240-5-4

Il existe peu d'informations sur les caractéristiques des enseignants et des responsables institutionnels de l'enseignement et de la formation professionnels (EFP), et des politiques

et pratiques pour les attirer et les préparer. Ce rapport fournit de nouvelles informations sur les stratégies et politiques qui peuvent aider à développer et à maintenir une main-d'œuvre bien préparée dans les pays de l'OCDE. Il se concentre sur les pénuries d'enseignants de l'EFP, les stratégies pour attirer et retenir les enseignants, les possibilités de formation initiale et de développement professionnel, l'utilisation de technologies innovantes et de stratégies pédagogiques et sur le rôle important des responsables institutionnels et des stratégies pour mieux les préparer et les soutenir.

Piedfer-Quênéy, L. (2021). **La formation continue des personnels de l'Éducation nationale : qu'en est-il aujourd'hui ?** (p. 154). Consulté à l'adresse Cnesco website: http://www.cnesco.fr/wp-content/uploads/2021/03/Cnesco_CCI_formation_continue_Rapport_descriptif_Piedfer-Queney_210319.pdf

Ce rapport constitue l'une des ressources produites à l'occasion de la conférence de comparaisons internationales organisée par le Centre national d'étude des systèmes scolaires (Cnesco) du 16 au 19 novembre 2020. Il mobilise différentes sources (rapports institutionnels, articles et ouvrages de recherche, textes réglementaires, sites institutionnels...) et s'appuie sur des entretiens menés avec les référents académiques d'une quinzaine d'académies dans le cadre de la préparation de la conférence de comparaisons internationales (entre mai et juin 2020), sur les éléments de diagnostic dégagés lors des ateliers participatifs de la conférence ainsi que sur les résultats de l'enquête exploratoire en ligne menée auprès des personnels enseignants des premier et second degrés par le nesco au cours de l'année 2020, également organisée dans le cadre de la préparation de l'événement. Cette enquête inédite fait par ailleurs l'objet d'une note spécifique publiée parallèlement à ce rapport (Cnesco, Paris, 2021). Dans un rapport de 2018, l'inspection générale de l'éducation nationale (IGEN) et l'inspection générale de l'administration, de l'éducation nationale et de la recherche (IGAENR) regrettaient que les nombreux rapports publiés depuis plus de dix ans sur la formation (notamment continue) n'aient pas, ou presque pas, été suivis d'effets (IGEN & IGAENR, 2017, 2018). Qu'en est-il alors aujourd'hui ? À quoi ressemble et comment s'organise la formation continue et le développement professionnel des personnels de l'Éducation nationale en France ?

Raimondi, M. J. (2020). **Expériences d'adolescents malades chronique et de suivis par des professionnels en santé mentale : réflexion sur les enjeux et visées d'une recherche ?** *Questions Vives. Recherches en éducation*, (33). <https://doi.org/10.4000/questionsvives.4624>

Si les dimensions heuristiques de production de savoirs et praxéologiques de transformation des pratiques apparaissent premières dans les recherches conduites en sciences de l'éducation et de la formation, n'avons-nous pas à questionner s'il existe d'autres enjeux et visées, si oui lesquelles et quelle(s) seraient leur(s) articulation(s) ? Par exemple, à quels niveaux se situe l'enjeu critique d'une recherche ? Au nom de quoi se fait-elle ? Pour répondre à ces questions, notre réflexion méta s'appuiera sur une enquête de terrain, à laquelle nous avons largement contribué durant quatre années, concernant les expériences de la maladie chronique à l'adolescence et de leurs suivis thérapeutiques, notamment dans le champ de la santé mentale. Nous chercherons à identifier comment s'intriquent les visées et enjeux d'une recherche.

Robichaud, A., & Schwimmer, M. (2020). **Les impasses critiques de la recherche participative : leçons tirées de débats épistémologiques en sociologie critique.** *Questions Vives. Recherches en éducation*, (33). <https://doi.org/10.4000/questionsvives.4713>

La nature critique de la recherche participative (RP) est généralement admise d'emblée : en déstabilisant et en reformulant les rapports habituels aux savoirs et les hiérarchies entre experts et acteurs du terrain, la RP contribuerait à fracturer les conceptions traditionnelles du chercheur et de l'acteur/praticien (voire du citoyen) et permettrait le développement du pouvoir d'action du citoyen, la valorisation du savoir du praticien et la prise de conscience des capacités des sujets. Toutefois, et tel est l'objectif du présent texte, les fondements critiques de la RP ne peuvent se soustraire à une réflexion de fond sur ses liens épistémologiques à la notion même de critique en termes sociologiques. Nous analysons ainsi trois «impasses critiques» de la RP (les possibilités d'instrumentalisation des participants, de reconduction des rapports de pouvoir entre chercheurs et acteurs puis de récupération idéologique au sein de ce type de recherche) à l'aide de certains débats qui opposent, en sociologie critique, une sociologie de la domination (Horkheimer, Adorno, Bourdieu) à une sociologie de l'acteur et de la communication (Boltanski, Habermas).

Romero, M., Aloui, H., Heiser, L., Galindo, L., & Lepage, A. (2021). **Un bref parcours sur les ressources, pratiques et acteurs en IA et éducation** [Research Report]. Consulté à l'adresse Université Côte d'Azur website: <https://hal.archives-ouvertes.fr/hal-03190014>

Rudakov, V. N., & Prakhov, I. A. (2021). **Gender differences in pay among university faculty in Russia.** *Higher Education Quarterly*, 75(2), 278-301. <https://doi.org/10.1111/hequ.12277>

The study focuses on the issue of gender discrimination in pay among university faculty in Russia, a country with an exceptionally high share of female faculty in higher education. Using a comprehensive and nationally representative survey of university faculty, we found that although women in academia earn considerably less than men, gender inequality among university faculty is lower than in the non-academic sector. The study shows that gender differences in pay can be mainly explained by vertical gender segregation: women are less likely to achieve senior positions in the university hierarchy, which brings a high wage premium. Another explanation is horizontal segregation, when there is a prevalence of male faculty in Moscow-based universities, which provide a considerable wage premium compared to regional ones. A decomposition of the gender wage gap shows that slightly more than half of it can be explained by observable factors, while the rest can be attributed to discrimination and unobservable characteristics. Within the unexplained part the major part can be attributed to favoritism towards men and the minor part to discrimination against women. We found some evidence that faculty in research universities, which actively implement performance-related pay, experience less gender inequality.

Saffie-Robertson, M. C., & Fiset, J. (2021). **Finding a tenure-track position in academia in North America: Development of an employability model for new assistant professors.** *Higher Education Quarterly*, 75(2), 263-277. <https://doi.org/10.1111/hequ.12278>

Searching for an academic position is known to be a stressful and often ambiguous process for applicants. During this transition from doctoral students to assistant professors, applicants seek any additional means to increase their chances of securing an academic appointment. This research draws on data gathered from a sample of

recently hired business school professors for tenure-track positions in Canada and the United States to develop an inductive model of academic employability. The academic employability model derived from our data consists of four dimensions, three of which have been included in existing employability models (Career Identity, Personal Adaptability, and Social and Human Capital) as well as a fourth unique dimension to this model (Academic Professionalism). In addition to providing an analysis of this distinct and context-rich job market environment, we offer practical advice for aspiring job candidates, doctoral programmes and academic supervisors seeking to improve academic employability of doctoral graduates.

Sahling, J., & De Carvalho, R. (2021). **Understanding Teacher Identity as an International Teacher: An Autoethnographic Approach to (Developing) Reflective Practice.** *Journal of Research in International Education*, 20(1), 33-49.
<https://doi.org/10.1177/14752409211005380>

The teaching profession in England and Wales has been experiencing a steady decline in its workforce, with a significant number of teachers making the decision to move abroad and teach in international schools. Teachers cite working conditions, institutional pressures and pay and conditions at home as reasons to seek employment elsewhere. Meanwhile, exploring teachers' experiences of teaching abroad is a relatively new area of research. The growth of international schools from 1964, when there were only around 50 such schools, to 2017, with over 8,000 international schools and some 420,000 teachers, indicates a need to understand teachers' personal and professional experiences as they navigate these different contexts. This research presents a small case study of how autoethnography can be used as a methodological tool to support international teachers in revealing changes in their teacher identity, as well as promoting the development of their sense of self-efficacy within different sociocultural school contexts. Through Julia Sahling's autoethnographic study, this paper explores how teachers may be able to actively engage in critical reflective practice in order better to understand these dynamic transitions, as well as the implications of teaching in multiple international contexts.

Sembel, N. (2020). **L'adossement réflexif à la recherche comme activité heuristique, praxéologique, critique.** *Questions Vives. Recherches en éducation*, (N° 33).
<https://doi.org/10.4000/questionsvives.4539>

Cet article repose sur un parti-pris méthodologique, celui du recoupement « dense » des trois concepts d'heuristique, de praxéologie et de critique, dans une perspective plus empirique que théorique. Leur croisement « immédiat » par une définition étymologique et intellectuelle de base est un outil de travail. Cette opération permet d'abord de construire des définitions ancrées dans une pratique, moins élaborées théoriquement mais opérationnelles empiriquement. Elle offre ensuite des perspectives nouvelles produites par ce croisement. Les résultats permettent de combiner une relecture d'auteurs de l'envergure de Durkheim et de Bourdieu avec une recomposition des éléments fondant la politique de formation des enseignants et des CPE (Conseillers principaux d'éducation) adossée à la recherche. « Stimulés » par le contexte scolaire marseillais, nous montrons qu'une révolution intellectuelle et légale est possible dans ce domaine, centrée sur un développement professionnel construit autour d'une réflexivité métacognitive et critique, construisant des apprentissages présentant les mêmes caractéristiques. Notre « méthode » pourrait permettre de croiser d'autres auteurs, d'autres concepts, d'autres politiques, d'autres institutions et d'autres contextes.

STANLEY, J. (2021). **Listening to vocational teachers and principals: Results of the ETF's international survey 2018.** Consulté à l'adresse https://www.etf.europa.eu/sites/default/files/2021-03/listening_to_vocational_teachers.pdf

Ce rapport examine dans une perspective comparative l'état de l'offre de développement professionnel continu (DPC) pour les enseignants et formateurs de l'enseignement professionnel dans neuf pays, à savoir : l'Albanie, l'Algérie, la Biélorussie, le Kosovo, la Moldavie, le Monténégro, la Serbie, la Tunisie et la Turquie. Il se penche sur le DPC dans le contexte de la vie professionnelle des enseignants de la formation professionnelle en s'intéressant à leurs pratiques pédagogiques, leurs qualifications, leur satisfaction au travail et à leur carrière. Il considère également le contexte des établissements d'enseignement dans lesquels ils travaillent en étudiant leur culture, leur gouvernance, leurs ressources et leur planification.

Talérien, J.-S., Chaliès, S., & Bertone, S. (2021). **Susciter le développement professionnel en étayant la réflexivité en formation continue : une étude de cas à l'école maternelle.** *Revue suisse des sciences de l'éducation*, 42(3), 155. <https://doi.org/10.24452/sjer.43.1.12>
Cette étude de cas propose, à partir d'un programme de recherche anthropoculturel, un dispositif de formation adossé à la recherche qui crée les conditions formelles propices à la transmission efficace des règles d'une pratique pédagogique ordinaire entre deux enseignantes expérimentées exerçant au sein de la même école maternelle. Afin de produire leur développement professionnel, les deux enseignantes (l'une tenant le rôle de « pair formateur » et l'autre celui de « pair formé ») ont vécu trois épisodes de formation : (i) l'accès préalable du pair formateur à une vision plus claire des règles régissant sa pratique devant être transmise (ii) l'enseignement ostensif de ces règles par le pair formateur en direction du pair formé et (iii) deux mises en œuvre par le pair formé suivies à chaque fois d'une activité d'accompagnement sous forme de contrôle du pair formateur. Les résultats obtenus montrent (a) l'apprentissage d'une nouvelle règle par le pair formé lui permettant de résoudre une difficulté professionnelle ainsi que (b) le développement professionnel du pair formateur suite à son accompagnement de la pratique du pair formé.

Verhagen, M. D. (2021). **Prediction in Educational Research: An Application to the Study of Teacher Bias.** In SocArXiv (N° y6mnb). Consulté à l'adresse Center for Open Science website: <https://ideas.repec.org/p/osf/socarx/y6mnb.html>

Out-of-sample prediction is not often applied within educational research, although it can complement existing methods in important ways. Prediction gives an intuitive measure of a model's (in)ability to structure an outcome of interest, and complements the aggregate statistics usually obtained from typical in-sample methods. In this paper, I illustrate the potential of prediction through the study of teacher bias in tracking in the Netherlands. I show how the use of prediction identifies misspecification in the simple interval-model often estimated in the field, and can be used to obtain insights when estimating less interpretable, albeit more appropriate models. Substantively, I find that girls are positively biased in tracking net of observed ability, while students of low parental education are negatively biased. Importantly, the latter effect may have been structurally under-estimated in prior work. I also identify the school level to be a more substantial source of bias than student-level demographics, lending further support to calls to study school-level heterogeneity in tracking. My findings further accentuate the

risks involved in tracking and fall broadly in line with increasing calls to re-evaluate the Dutch tracking system.

Viloria, M. de L., & Ramirez, A. (2021). **Wait! I Need to Take Care of School Safety: A Novice Principal's Experience With Elopement and Novice Special Education Teachers' Support.** *Journal of Cases in Educational Leadership*, 24(2), 112-125. <https://doi.org/10.1177/1555458920976735>

This case focuses on one novice school principal's experience with an elopement incident. School elopement sets the background for this case, and in this situation, the principal sees the need to take action to increase school safety and special needs students' teacher support. The authors enumerate leadership practices and organizational strategies that can assist novice school principals increase school safety for all students. In this principal's case, the authors will focus on preventive leadership practices that prevent elopement as it relates to a novice school principal's organizational practices, organization climate, and culture. To fill the literature gap, this case identifies critical novice school principals' challenges related to students with special needs' instruction, placement, and safety, in correlation to novice special education teachers' induction and support.

Wang, S. (2021). **How Does Principals' Transformational Leadership Impact Students' Modernity? A Multiple Mediating Model.** *Education and Urban Society*, 53(4), 425-445. <https://doi.org/10.1177/0013124520931955>

To explore the impact mechanism of principals' transformational leadership on students' modernity, this study adopted the structural equation model to test the multiple mediating effects of school climate, teacher quality, and effective teaching on the relationship between principals' transformational leadership and students' modernity. Results showed that there was a positive correlation between principals' transformational leadership and students' modernity; school climate, teacher quality, and effective teaching fully mediated the relationship between principals' transformational leadership and students' modernity, totally accounting for 64.37% of all the indirect effects; the mediating effects of school climate, teacher quality, and effective teaching, respectively, accounted for 30.20%, 52.29%, and 17.51%. According to these results, principal should adopt the approach of transformational leadership, promote the constructing of a fair, inclusive and innovative school climate, emphasize the improvement of teachers' social, emotional, and innovative qualities, and encourage teachers to reflect their teaching and conduct rational practices to improve students' modernity.

Numérique et éducation

Alexandre, F., Becker, J., Comte, M.-H., Lagarrigue, A., Liblau, R., Romero, M., & Viéville, T. (2021, mars 1). **Why, What and How to help each Citizen to Understand Artificial Intelligence?** Consulté à l'adresse <https://hal.inria.fr/hal-03024034/document>

A critical understanding of digital technologies is an empowering competence for citizens of all ages. In this paper we introduce an open educational approach of artificial intelligence (AI) for everyone. Through a hybrid and participative MOOC we aim to develop a critical and creative perspective about the way AI is integrated in the different domains of our lives. We have built and now operate a MOOC in AI for all the citizens from 15 years old. The MOOC aims to help understanding AI foundations and

applications, intended for a large public beyond the school domain, with more than 20000 participants engaged in the MOOC after nine months. This study addresses the pedagogical methods for designing and evaluating the MOOC in AI. Through this study we raise four questions regarding citizen education in AI: Why (i.e., to which aim) sharing such citizen formation? What is the disciplinary knowledge to be shared? What are the competencies to develop? How can it be shared and evaluated? We finally share learning analytics, quantitative and qualitative evaluations and explain to which extent educational science research helps enlighten such large scale initiatives. The analysis of the MOOC in AI helps to identify that the main feedback related to AI is "fear", because AI is unknown and mysterious to the participants. After developing playful AI simulations, the AI mechanisms become familiar for the MOOC participants and they can overcome their misconception on AI to develop a more critical point of view. This contribution describes a K-12 AI educational project or initiatives of a considerable impact, via the formation of teachers and other educators.

FEIJOO, C., FERNANDEZ, J., ARENAL, A., ARMUNA, C., & RAMOS, S. (2021). **Educational technologies in China: Pre- and post-pandemic lessons**. Consulté à l'adresse <https://op.europa.eu/fr/publication-detail/-/publication/d84565fd-91ca-11eb-b85c-01aa75ed71a1/language-en/format-PDF/source-197377422>

La Chine est leader dans l'application des nouvelles technologies numériques à l'éducation. Le marché est jeune et très compétitif. Indépendamment de barrières structurelles, il existe une multitude de données disponibles dans un cadre réglementaire souple, une expertise technique croissante, un financement public massif et un soutien pratique. Ce rapport présente l'écosystème des technologies éducatives en Chine et analyse les résultats d'apprentissage. La volonté de la Chine de réduire le fossé éducatif entre les zones dépourvues d'infrastructures et les zones urbaines pourrait générer des innovations abordables et technologiquement avancées et être une source d'inspiration pour l'Europe.

Halem, N. van, Klaveren, C. van, & Cornelisz, I. (2021). **The effects of implementation barriers in virtually proctored examination: A randomised field experiment in Dutch higher education**. *Higher Education Quarterly*, 75(2), 333-347. <https://doi.org/10.1111/hequ.12275>

Virtual proctoring technology is credited with increasing the accessibility of exams by enabling students to participate in exams at any time and place. In this field experiment, students were randomly assigned to virtual proctoring or traditional on-campus examination to evaluate the effect, nature and timing of implementation barriers for online proctoring in higher education. The results show that the uptake in the traditional examination setting in this study was six times higher due to technical hurdles that students experienced with the virtual proctoring software. When alleviating these implementation barriers by offering all students the chance to participate in an unproctored retake, students initially assigned to virtual proctoring still showed a significantly lower uptake rate. Uptake could not be related to student characteristics, such as performance levels and motivation.

Jarraud, F. (2021, mai 3). **PISA : Le numérique contre la lecture ?** Consulté 3 mai 2021, à l'adresse <http://www.cafepedagogique.net/lexpresso/Pages/2021/05/03052021Article637556288>

560303216.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=508942

Les technologies digitales font-elles reculer les compétences en lecture ? Les résultats de Pisa ont déjà montré une relation négative entre le temps passé avec les outils numériques et les performances des élèves. Un nouveau volume de Pisa 2018 publié le 3 mai confirme mais approfondit la question à propos des performances en lecture. Si globalement le temps passé avec des outils numériques en classe est toujours corrélé négativement avec les compétences en lecture, cela n'est pas vrai dans tous les pays. Un bloc de pays sait tirer partie des outils du siècle numérique. Ce qui amène l'OCDE à faire des recommandations qui touchent notamment à l'EMI.

NKWANUI, B., COLINET, S., & HAAG, P. (2021). **Contrôlabilité d'un dispositif mobile via WhatsApp : amélioration des performances des apprenants.** *Distances et médiations des savoirs*, (n° 33), [n.p.], bibliogr. Consulté à l'adresse <https://journals.openedition.org/dms/6028>

L'étude s'intéresse à l'amélioration de la performance chez les apprenants placés en situation de contrôlabilité d'un dispositif mobile associé à WhatsApp. L'expérimentation de six semaines dans une classe de 60 apprenants d'un lycée technique de Yaoundé 2 auprès de 47 apprenants de la modalité et de 13 apprenants par WhatsApp a révélé la contrôlabilité des dispositifs d'apprentissage mobile par les apprenants et l'amélioration des performances via WhatsApp. L'article conclue qu'un tel dispositif de différenciation est efficace dans le contexte des établissements qui peinent à se doter de dispositifs techno-pédagogiques plus sophistiqués

Palomino, F. V., & Solís, O. B. (2021). **La virtualización, una alternativa viable en las instituciones educativas.** *PURIQ*, 3(1), 142. <https://doi.org/10.37073/puriq.3.1.139>

El presente artículo parte del hecho que la pandemia del COVID-19 motivó la virtualización de la educación. Ante tal circunstancia, surgió el interés por reconocer el avance de esta modalidad en la región de América Latina. El objetivo del artículo fue explorar las referencias documentadas sobre la virtualización educativa y el análisis desarrollado. Para ello se empleó el enfoque cualitativo con el método fenomenológico y la técnica de análisis de contenidos seleccionados. Los hallazgos fueron que la virtualización de la educación es una tendencia creciente. Se evidenció que la gestión educativa en esta modalidad requiere nuevas competencias en la comunidad educativa en general. También se halló evidencia de adaptación a los medios digitales de las comunidades educativas. Y se identificó un potencial de esta modalidad para impulsar la democratización de la educación por su nivel de alcance a través de los dispositivos móviles.

POYET, F. & CNESCO : Conseil national d'évaluation du système scolaire. (2020). **Numérique et apprentissages scolaires. Les outils numériques et la relation école-famille dans le système scolaire : état des pratiques en France et à l'international.** Consulté à l'adresse http://www.cnesco.fr/wp-content/uploads/2020/10/201015_Cnesco_Poyet_Numerique_relations_ecole_familles-1.pdf

Depuis une trentaine d'années, que ce soit en France ou hors de la France, les politiques publiques ne cessent d'insister sur la nécessité de mettre en place un partenariat efficient entre l'école et la famille pour prévenir le décrochage et l'échec scolaire. Ce rapport présente un état des lieux des pratiques et des usages des outils numériques comme

interfaces entre la famille de l'élève et les autres acteurs de l'éducation en France et hors de la France. Il permet de répondre aux questions suivantes : améliorent-ils véritablement les relations entre les différents acteurs ? Sous quelles conditions ? Existe-t-il des décalages entre les préconisations des politiques publiques et la mise en œuvre de ces outils et/ou dispositifs numériques sur le terrain ?

Ramdhony, D., Mooneepen, O., Dooshila, M., & Kokil, K. (2021). **A study of university students' attitude towards integration of information technology in higher education in Mauritius.** *Higher Education Quarterly*, 75(2), 348-363. <https://doi.org/10.1111/hequ.12288>

Technology is changing the way teaching and learning take place. The main purpose of this study is to investigate tertiary students' attitude towards integrating information technology (IT) in higher education. Using stratified random sampling, 180 questionnaires were distributed to students from six tertiary institutions in Mauritius. Exploratory Factor Analysis followed by multiple regression analysis were used to identify factors which influence the perception of students towards integrating IT in education. Our findings show that prior experience, IT self-efficacy, compatibility and institute support are the main determinants of the attitude towards IT integration in tertiary education. Our findings are expected to be useful to a number of players in the tertiary education sector.

Rinaudo, J.-L. (2020). **Sur et pour... mais pas avec. Recherches doctorales sur le numérique en éducation.** *Questions Vives. Recherches en éducation*, (N° 33). <https://doi.org/10.4000/questionsvives.4583>

L'auteur propose une étude des résumés de thèse portant sur le numérique des docteurs ayant présenté un dossier de qualification aux fonctions de maître de conférences, auprès de la 70e section du CNU, entre 2015 et 2019. L'analyse est conduite à partir du lexique employé dans ces résumés. La visée heuristique est présente, la visée critique rare. Quant à la visée praxéologique, l'auteur propose qu'elle soit effacée au profit d'une visée pragmatique.

Orientation scolaire et professionnelle

Blanchard, C. (2021, avril 23). **Pourquoi tant de bruit autour de l'affectation dans les lycées parisiens ?** Consulté 2 mai 2021, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/cecile-blanchard/tant-de-bruit-autour-de-l-affectation-lycees-parisiens/00098582>

En matière d'éducation, Paris fait figure d'exception : les directeurs d'école y sont systématiquement déchargés de toute heure de cours et la Ville fournit aux écoles élémentaires des PVP (pr

Calmand, J. (2020). **La professionnalisation du doctorat : vers une segmentation de la formation doctorale et des parcours des docteurs ?** (Phdthesis, Université Bourgogne Franche-Comté). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03202061>

En empruntant le corpus théorique de Pierre Bourdieu, la thèse analyse le processus de professionnalisation du doctorat qui s'est mis en place en France à partir du milieu des années 2000. Le mouvement a pour objectifs principaux d'améliorer le devenir professionnel des docteurs, de réduire la précarité dans l'emploi en début de carrière et de favoriser leur intégration dans les entreprises. Au moment où l'insertion professionnelle

des diplômés de l'enseignement supérieur et la performance des systèmes d'innovation sont des enjeux majeurs des politiques nationales, le devenir des docteurs se caractérise par une forte précarité dans les emplois de la recherche publique et une faible intégration dans les entreprises. En conséquence, la plus-value du doctorat sur le marché du travail est constamment questionnée. Ce travail établit que la professionnalisation a entraîné une segmentation des cursus doctoraux et des parcours des docteurs. En France, il existe plusieurs régimes de formations doctorales puisque les doctorants n'ont pas les mêmes chances d'accéder aux ressources de la professionnalisation. La segmentation des parcours s'exerce avant, pendant et après la thèse. Entre 2004 et 2013, des docteurs aux profils scolaires déjà professionnalisés ont accédé au doctorat mettant en lumière une transformation morphologique du champ. En considérant la transition de la thèse à l'emploi comme des « chemins à épreuves », selon l'appartenance disciplinaire, plusieurs parcours s'offrent aux docteurs que ce soit dans les carrières de la recherche publique ou dans le privé. L'après-thèse s'apparente pour certains comme une poursuite de carrière et pour les docteurs les plus éloignés des ressources de la professionnalisation plutôt comme une insertion professionnelle. Si la plus forte intégration des docteurs dans les entreprises et la valorisation de certaines ressources dans l'emploi privé incitent à penser la professionnalisation comme une réussite, une partie des docteurs semblent exclus de ces processus.

Cattaneo, M. A., & Wolter, S. C. (2021). « **Against all odds** » **Does awareness of the risk of failure matter for educational choices?** In *Economics of Education Working Paper Series* (N° 0181). Consulté à l'adresse University of Zurich, Department of Business Administration (IBW) website: <https://ideas.repec.org/p/iso/educat/0181.html>

This paper examines the effect of information on dropout risks on preferences for academic versus vocational education. Switzerland is used as a case study because of its strongly developed national vocational education system along with marked differences in preferences for and enrolment rates in academic education across its three language regions. Since the education system is harmonized in terms of expectations for the required cognitive performance for an academic degree, this means that different enrolments in academic education need to be partially corrected later by a stronger selection during the studies. By means of a survey experiment, we investigate whether these more pronounced preferences for academic education stem from the fact that educational risks are unknown when making educational decisions, or whether preferences are so strong that these risks are willingly tolerated. Our results suggest that the latter seems more likely to be the case and that a correction of the mismatch cannot come solely via the deterrent effect of the higher risks of dropping out of education.

Guillerm, M., & Testas, A. (2021). **L'orientation en apprentissage après la troisième. Quel apport de la mesure de compétences conatives?** (p. 203). Consulté à l'adresse <https://halshs.archives-ouvertes.fr/halshs-03196869>

Hügler, D. (2021). **The decision to enrol in higher education.** In *Discussion Papers* (N° 2021/8). Consulté à l'adresse Free University Berlin, School of Business & Economics website: <https://ideas.repec.org/p/zbw/fubsbe/20218.html>

In this paper, I analyze how the higher education decision of young adults in Germany depends on their expected future earnings. For this, I estimate a microeconomic model in which individuals maximize life-time utility by choosing whether or not to enter

higher education. To forecast individual life cycles in terms of employment, earnings, and family formation under higher education and its alternative, vocational training, I use a dynamic microsimulation model and regression techniques. I take into account that while individuals generally choose between two options, higher education and vocational training, they are aware of multiple potential realizations under both options, such as leaving higher education with a bachelor degree or taking up higher education after first having earned a vocational degree. Using the estimates from the decision model, I simulate the introduction of different tuition fee and graduate tax scenarios. I find that the impact of these education policies on the higher education decision is limited and only few individuals would change their educational decisions as a reaction to these policies.

Jung, J., & Li, X. (2021). **Exploring motivations of a master's degree pursuit in Hong Kong.** *Higher Education Quarterly*, 75(2), 321-332. <https://doi.org/10.1111/hequ.12276>

This study explores student motivation to pursue a master's degree. It also explores how motivation differs based on the students' background, such as his or her study mode or place of origin. Qualitative data were collected through seventy semi-structured interviews of master's students in various programmes in Hong Kong. The results of this study show that there are two main motivations for pursuing the master's degree in current economic and social conditions: intrinsic motivation towards growth and extrinsic motivation to satisfy deficiencies. The paper argues that students decided to pursue a master's degree because of the interplay of different motivations, the patterns of which differed according to the students' particular characteristics. The study's findings expand our understanding of the heterogeneity of current students' backgrounds and their diverse demands for masters-level education. The implications of these motivations are proposed for further discussion.

Perraud-Ussel, C., Boulet, P., & Marlat, D. (2021). **Parcours des étudiants suivant un aménagement loi ORE.** *Note d'information du SIES*, (21.03). Consulté à l'adresse https://cache.media.enseignementsup-recherche.gouv.fr/file/2021/29/6/Gouv_Note_110_05_1401296.pdf

La loi ORE votée le 8 mars 2018 a pour objectif d'améliorer l'orientation et la réussite des étudiants. Dans ce cadre, les nouveaux bacheliers entrant en licence, notamment, peuvent bénéficier d'une individualisation de leur parcours afin d'améliorer leurs résultats en première année post bac. À la rentrée 2019, 25 600 étudiants en première année de licence générale suivent un aménagement de parcours, soit une hausse de près de 11 000 étudiants en un an. Ce sont 9,3 % des néo-bacheliers de licence qui suivent un aménagement de parcours (+ 3,7 points en un an). Les universités sont de plus en plus nombreuses à les mettre en place, passant de 46 à 62. Les étudiants concernés ont pour la plupart reçu comme proposition d'acceptation une réponse conditionnée « oui si » sur la plateforme Parcoursup. Ils ont très rarement obtenu une mention au baccalauréat et ont souvent accumulé un retard scolaire, facteurs statistiquement moins favorables à la réussite. Si 45 % des néo-bacheliers inscrits en première année de licence en 2018 sont passés en L2 en 2019, c'est le cas d'environ 30 % des nouveaux bacheliers inscrits avec un aménagement pédagogique. Parmi les étudiants bénéficiant d'un aménagement de durée de la licence, 25 % ont acquis le nombre d'ECTS attendus, dont 5 % sont passés en L2. Parmi ceux qui n'ont pas atteint l'objectif fixé pour cette première année, 62 % sont réinscrits en L1.

Politique de l'éducation et système éducatif

Amuedo-Dorantes, C., & Romiti, A. (2021). **International Student Applications in the United Kingdom after Brexit**. In *IZA Discussion Papers* (N° 14247). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://ideas.repec.org/p/iza/izadps/dp14247.html>
On June 23, 2016, the people of the United Kingdom voted to leave the European Union. We examine how this decision (henceforth, Brexit) has impacted international student applications in the United Kingdom. Using administrative data spanning from 2013 through 2019, along with a quasi-experimental approach, we find evidence of Brexit curtailing the growth rate of international student applications by 14 percent. The impact appears larger for applications to pursue STEM studies and for those received by more selective universities, suggestive of students with more alternatives choosing to study elsewhere. Furthermore, applications appear to have dropped the most among EU students originating from countries with weaker labor markets and economies for whom the ability to stay in the United Kingdom after their studies might have been a critical pull factor. Finally, the drop in applications has resulted into fewer international enrolments. Given the contributions of international student exchanges to research, development and growth, further research on the implications of Brexit for UK universities and the ability to attract valuable talent is well-warranted.

Bailey, L. (2021). **Host-Country Parent Perspectives on International Schooling: A study from Bahrain**. *Journal of Research in International Education*, 20(1), 3-18. <https://doi.org/10.1177/14752409211006634>

Despite the rapid growth in international schooling worldwide, little attention has been paid to understanding why parents choose this kind of schooling and what they believe their choice has meant for their child. Most saliently, the extant literature has not considered the views of Arab parents, although a number of GCC (Gulf Cooperation Council) countries are seen as hubs of international schooling. This study explores international school choice in the Kingdom of Bahrain. Drawing on survey and interview data from Bahraini parents whose children attend international schools in Bahrain, this paper contributes to school choice literature, exploring what the parents see as the consequences of their choice. The concepts of acculturation strategies (Berry, 2003; Berry, 2005) and school choice as a technology of subjectification (Leyton & Rojas, 2017) are used to understand the social meaning of these parental decisions.

Beauchamp, G., Hulme, M., Clarke, L., Hamilton, L., & Harvey, J. A. (2021). **'People miss people': A study of school leadership and management in the four nations of the United Kingdom in the early stage of the COVID-19 pandemic**. *Educational Management Administration & Leadership*, 49(3), 375-392. <https://doi.org/10.1177/1741143220987841>

The COVID-19 pandemic has confronted school leaders across the four devolved nations of the United Kingdom (UK) with a period of exceptional crisis. This responsive, small-scale, but UK-wide study focuses on headteacher perspectives on leadership and management in the initial stages of this pandemic, contributing to our understanding of this crucial period. The headteacher respondents met the multiple predicaments and situational ambiguities of the pandemic with a resilience which drew heavily upon the strengths of pre-existing structures and teams. They were required to provide effective emotional and moral leadership in uncharted and rapidly shifting territory. They spoke most eloquently of how they developed pragmatic, versatile and personally reassuring approaches to communication with parents, staff, pupils, and a range of external

agencies, all of which were also facing extraordinary circumstances with varying degrees of resilience. The paper concludes by conceptualising the key elements of headteachers' leadership and management, both inside and outside of school, at in the early stages of societal crisis.

Bell, E. (2021). **Does Free Community College Improve Student Outcomes? Evidence From a Regression Discontinuity Design.** *Educational Evaluation and Policy Analysis*, 43(2), 329-350. <https://doi.org/10.3102/0162373721993149>

In this article, I utilize a regression discontinuity design to estimate the effects of Tulsa Achieves—a prevalent and understudied type of tuition-free college program. In contrast to concerns regarding tuition-free community college suppressing bachelor's degree attainment, I find that Tulsa Achieves increased the likelihood of transferring to 4-year colleges by 13 to 14 percentage points and increased bachelor's degree attainment by approximately 2 percentage points. The estimates for shorter outcomes are underpowered to detect policy relevant effects, but suggest Tulsa Achieves increased college GPA and had a null impact on credit accumulation, retention, and graduation from Tulsa Community College.

Berkovich, I., & Bogler, R. (2021). **Conceptualising the mediating paths linking effective school leadership to teachers' organisational commitment.** *Educational Management Administration & Leadership*, 49(3), 410-429. <https://doi.org/10.1177/1741143220907321>

The present study is a developmental review that aims to conceptualise, using empirical data, the mediating paths connecting effective school leadership (i.e. transformational leadership and distributed leadership) to teachers' affective and normative organisational commitment. The review is based on empirical studies on teachers' organisational commitment published in peer-review journals during two decades. Data analysis resulted in an integrative conceptual model where two central paths – socio-affective factors and teachers' psychological capital – mediated the impact of effective school leadership on teachers' organisational commitment. This synthesised model, with its higher-level generalisability, extends the scope of previous research and may stimulate interest in new empirical explorations in effective school leadership research.

Bierbaum, A. H. (2021). **School Closures and the Contested Unmaking of Philadelphia's Neighborhoods.** *Journal of Planning Education and Research*, 41(2), 202-216. <https://doi.org/10.1177/0739456X18785018>

This article presents an analysis of how people make sense of Philadelphia's school closings in light of neighborhood change. I argue that as school districts make facilities decisions, they act as planners, legitimizing closure decisions and their racially disparate impacts by reifying quantitative metrics at the expense of meanings that residents use to understand schools. Considering schools as redevelopment sites in a larger urban context reveals how school districts are deeply engaged in the making and unmaking of places. Recasting the work of school districts as planning challenges planning researchers and practitioners to explore how to coordinate traditional planning efforts with school efforts.

Blaik Hourani, R., Litz, D., & Parkman, S. (2021). **Emotional intelligence and school leaders: Evidence from Abu Dhabi.** *Educational Management Administration & Leadership*, 49(3), 493-517. <https://doi.org/10.1177/1741143220913552>

This is a qualitative exploratory study that focuses on emotional intelligence attributes of public-school leaders in Abu Dhabi, in the United Arab Emirates. The research questions

endorsed the emotional intelligence school leaders exhibit along five dimensions: (a) self-awareness; (b) managing emotions; (c) motivation; (d) empathy; and (e) social skills. Furthermore, the study focused on how school leaders and managers utilise their emotional intelligence attributes professionally. For the purpose of this study, a qualitative research methodology was employed, which involved the use of interactive and participatory data collection in the form of semi-structured interviews with various categories of school leaders and managers. Furthermore, thematic data analysis was conducted, in order to reveal Abu Dhabi school leaders' exhibition and utilisation of emotional intelligence attributes within their professional roles and responsibilities. While the study was limited to school leaders and managers in Abu Dhabi, in the United Arab Emirates, the findings implied the need for school leaders and managers to develop and nurture their professional emotional intelligence attributes, as many job-embedded constraints and challenges require the demonstration of essential emotional intelligence skills and traits. Hence, professional learning opportunities within the perspective of emotional intelligence need to be considered and developed to enable, facilitate and enhance school changes.

Bush, T. (2021). **Leading through COVID-19: Managing a crisis.** *Educational Management Administration & Leadership*, 49(3), 373-374. <https://doi.org/10.1177/1741143221997267>

Camacho, C., & Xue, Y. (2021). **A Chinese puzzle: fewer, less empowered, lower paid and better educated women.** In *Working Papers* (N° halshs-03185541). Consulté à l'adresse HAL website: <https://ideas.repec.org/p/hal/wpaper/halshs-03185541.html>

As from 2009 there are more Chinese women than men enrolled in college. To address this question, we propose a simple model with premarital education investment and endogenous marital matching where spouses split the joint revenue. We show that if women are not empowered enough, then neither men nor women obtain tertiary education. Women's education overtake can only arise if they are powerful enough within their marriage, if educated women's salary is sufficiently high and if there are enough educated men to mate. We calibrate our model using data from the Chinese Census in order to solve the Chinese puzzle, i.e. to understand how Chinese women are better educated without being sufficiently empowered. We find our first that despite the overall increase in education for both men and women, and the raise in women's salaries for all education levels, Chinese women have actually not gained power in the markets since the gender wage gap is widening for all levels of education. Second, that women's education is tightly linked to their power within the household. Indeed, the increase in women's education is not due to an increase in women's power, but on the contrary, a measure to counterbalance a striking decrease.

CEDEFOP. (2021). **L'apprentissage : un remède universel ?** *Note d'information CEDEFOP*, (9155). Consulté à l'adresse https://www.cedefop.europa.eu/files/9155_fr_0.pdf

Au cours de la dernière décennie, l'apprentissage a suscité un regain d'intérêt parmi les décideurs politiques, tant à Bruxelles que dans les États membres de l'Union européenne. Toutefois, après les premières années d'application des politiques et d'investissement financier, les partenaires sociaux et les experts ont exposé plusieurs griefs : tous les programmes intitulés « apprentissage » ne méritaient pas ce nom, tous ne garantissaient pas une formation de qualité, et tous les « apprentis » ne bénéficiaient pas du droit du travail ou du droit à la protection sociale. Qu'est-ce que l'apprentissage ? Que devrait-il être ? Que pourrait-il être ?

Clarke, M., & Luna-Bazaldua, D. (2021). **Primer on Large-Scale Assessments of Educational Achievement**. <https://doi.org/10.1596/978-1-4648-1659-8>

Curran, F. C., Viano, S., Kupchik, A., & Fisher, B. W. (2021). **Do Interactions With School Resource Officers Predict Students' Likelihood of Being Disciplined and Feelings of Safety? Mixed-Methods Evidence From Two School Districts**. *Educational Evaluation and Policy Analysis*, 43(2), 200-232. <https://doi.org/10.3102/0162373720985904>

School resource officers (SROs) are common in schools, yet consequences of their presence are poorly understood. This study leveraged mixed-methods data from student surveys and group interviews across 25 schools to examine how the frequency of interactions and trust/comfort between students and SROs relate to disciplinary outcomes and feelings of safety. We found no evidence that, in this context, more frequent interactions or differing trust/comfort with SROs increased disciplinary consequences, perhaps because, as students report, SROs tended to not engage in formal discipline. We found that, although SROs were seen as increasing safety, interactions with SROs may have heightened students' sense of danger, potentially mitigating any benefit to students' overall feelings of safety. Implications for use of SROs are discussed.

Dalane, K., & Marcotte, D. E. (2021). **Charter Schools and the Segregation of Students by Income**. In *IZA Discussion Papers* (N° 14280). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://ideas.repec.org/p/iza/izadps/dp14280.html>

The segregation of students by socioeconomic status has been on the rise in American public education between schools during the past several decades. Recent work has demonstrated that segregation is also increasing within schools at the classroom level. In this paper, we contribute to our understanding of the determinants of this increase in socioeconomic segregation within schools. We assess whether growth in the presence and number of nearby charter schools have affected the segregation of socioeconomically disadvantaged students by classroom in traditional public schools (TPS). Using data from North Carolina, we estimate a series of models exploit variation in the number and location of charter schools over time between 2007 and 2014 to estimate the impact of charter school penetration and proximity on levels of within school segregation in TPS classrooms serving grades 3-8. We find that socioeconomic segregation in math and English language arts increase in grades 3-6 when additional charter schools open within large urban districts. We find the largest impacts on schools that are closest to the new charter schools. We estimate that the impact of charter schools can account for almost half of the overall growth in socioeconomic segregation we see over the course of the panel within grades 3-6 in large urban districts.

Deroche, J., Baziz, M., Gaubert-Macon, C., Ménager, N., Piozin, É., Leguy, I., & Assouline, D. (2021). **L'offre de formation dans l'enseignement supérieur pour les bacheliers technologiques** (N° 2020-124; p. 94). Consulté à l'adresse Inspection générale de l'Éducation, du Sport et de la Recherche website: <https://www.vie-publique.fr/rapport/279343-formation-lenseignement-superieur-pour-les-bacheliers-technologiques>

Le rapport d'inspection générale dresse une cartographie des formations supérieures accessibles aux bacheliers technologiques, ainsi que des grandes tendances de leurs choix d'orientation en fonction de leurs séries d'origine ou des formations accessibles en

aval. Il fait le constat de la proportion importante de ces bacheliers qui optent pour des formations sélectives, ainsi que de la prédominance des parcours à bac + 2, l'accès à une troisième année étant conditionné par une nouvelle procédure de sélection sur dossier ou concours.

Diamond, J. B., Posey-Maddox, L., & Velázquez, M. D. (2021). **Reframing Suburbs: Race, Place, and Opportunity in Suburban Educational Spaces.** *Educational Researcher*, 50(4), 249-255. <https://doi.org/10.3102/0013189X20972676>

Most students in the United States attend suburban schools. However, most education research focuses on urban school districts. This may be in part because many of the core issues that currently drive education research—issues of race and class inequities, social mobility, immigration, English learning—are believed to be “urban” challenges. In this article, we argue that the changing nature of suburban schools and communities, and the history of their creation as education spaces, make them advantageous locations for education researchers to study many pressing issues and expand the ways we understand the intersections of race, place and inequality. We argue that education scholarship across multiple disciplinary orientations, theoretical foci, and substantive concerns can benefit from a deeper engagement with suburban education spaces and the issues and opportunities associated with them.

Dusi, D., & Huisman, J. (2021). **It's more complex than it seems! Employing the concept of prosumption to grasp the heterogeneity and complexity of student roles in higher education.** *Higher Education*, 81(5), 935-948. <https://doi.org/10.1007/s10734-020-00588-1>

Much research has been done on students' role and position within higher education systems and institutions. Different concepts have been developed and employed to offer a thorough account of students' (shifting) ontological status. While they contribute to our understanding of the complexity of the students' experience, existing concepts might limit attempts to articulate an overarching perspective on students' multifaceted role(s). We contribute to the current debate by proposing the employment of the concept of prosumption—a combination of production and consumption—to develop a broad and nuanced account of the complexity and heterogeneity of students' role(s) and position(s) within higher education.

Edmunds, A., & Boettcher, M. (2021). **The Lifespan of a University–Industry Partnership: A Case Study.** *Journal of Cases in Educational Leadership*, 24(2), 135-147. <https://doi.org/10.1177/1555458920985562>

This case study presents a fictionalized narrative account of a university–industry partnership across a 5-year period. The case presented involves a hypothetical public research university and their partnership with a Fortune 500 company. A brief background on the history of university–industry partnerships is provided with highlights of key policies and theoretical models for partnership development. Teaching notes, activities, and additional suggested readings are provided to aid in analysis and reflection.

Gedifew, M. T., & Muluneh, G. S. (2021). **Building a change adaptive university: A system of composite indicators to measure and facilitate pervasive changes.** *Higher Education Quarterly*, 75(2), 227-246. <https://doi.org/10.1111/hequ.12279>

Organizations including universities are operating in an increasingly volatile environment and they are in a state of constant change. To survive and thrive in this ever-changing

environment, building the capacity to adapt is essential. The basic purpose of this research was to identify and propose basic dimensions that help to envisage the adaptive capacity of public universities. To study universities as complex adaptive systems, complexity theory and pragmatism were used complementarily. In doing so, mixed research design (in particular, the sequential explanatory approach) was employed. Data were collected using questionnaire and interview from three sample universities' academic staff, support staff and leaders. Meanwhile, the capacity of universities for institutional change was measured by employing composite indicators methodology supported by PLS-PM analysis. Based on the conceptual model, the adaptive capacity of universities to change initiatives was found to be low, which limits their success in realising their visions through change. Consequently, the identified gaps and challenges in the studied universities strengthen the argument for the need to systematically assess universities' adaptive capacity using a model and make appropriate intervention before struggling to introduce any change initiative.

Gilzene, A. A. (2021). **Disciplinary Dissent: The Troubled Implementation of a Restorative Justice Program at E.C. Johnson High School.** *Journal of Cases in Educational Leadership*, 24(2), 46-63. <https://doi.org/10.1177/1555458920966711>

As many schools and school districts across the nation consider replacing traditional behavioral management strategies with restorative practices, this case asks the readers to consider the challenges a school leader may face when attempting to implement school-wide procedural change. In this case, a school leader faced with race-based discipline disparities attempts to challenge this nationwide trend by bringing in a local organization to conduct restorative justice facilitation and reduce the school's out-of-school suspension numbers. This proves to be challenging due to the systems that existed prior to this change and her difficulties in getting buy-in from her staff. This case may be used in leadership preparation courses as an example of the complexity and considerations involved when implementing restorative justice as an alternative discipline strategy.

Gu, J., & Levin, J. S. (2021). **Tournament in academia: a comparative analysis of faculty evaluation systems in research universities in China and the USA.** *Higher Education*, 81(5), 897-915. <https://doi.org/10.1007/s10734-020-00585-4>

Based on content analysis of faculty evaluation policies, this article addresses faculty evaluation policies and notes the links between the ideology of neoliberalism and a tournament system of faculty evaluation in research-intensive universities in China and the USA. The focus is upon the similarities and differences of faculty evaluation systems in China and the USA. Faculty evaluation reflects neoliberal values and the logic of the market, with corresponding diminution of academic logic and the traditional values of the academy, particularly academic quality, through market-oriented competition. Both systems are tournament-like systems that emphasize the management of performance and operations of competitive mechanisms, with the goals of efficiency and effectiveness. Three main differences between the faculty evaluation systems in US research universities and Chinese research universities are evident: a traditional concept of collegiality in the US university but not in China; in the USA, criteria for and procedures of faculty promotion evaluation indicate reasonable flexibility while the faculty evaluation system in Chinese research university lacks flexibility; and, service requirements for faculty promotion evaluation in Chinese research universities are not as stringent as in the USA. Two institutional logics operate in the promotion evaluation process of research

university faculty—academic and market, or neoliberal—and further research is needed to determine the effects of these two logics.

Hemelt, S. W., Ladd, H. F., & Clifton, C. R. (2021). **Do Teacher Assistants Improve Student Outcomes? Evidence From School Funding Cutbacks in North Carolina.** *Educational Evaluation and Policy Analysis*, 43(2), 280-304. <https://doi.org/10.3102/0162373721990361>
This article examines the influence of teacher assistants and other personnel on outcomes for elementary school students during a period of recession-induced cutbacks in teacher assistants. Using panel data from North Carolina, we exploit the state's unique system of financing its local public schools to identify the causal effects of teacher assistants, controlling for other staff, on measures of student achievement. We find consistent evidence of positive effects of teacher assistants, an understudied staffing category, on student performance in reading and math. We also find larger positive effects of teacher assistants on achievement outcomes for students of color and students in high-poverty schools than for White students and students in more affluent schools. We conclude that teacher assistants are a cost-effective means of raising student achievement, especially in reading.

Holmyard, L. (2021). **The nature of hybrid governance: A case study of a large and well-established European international school.** *Journal of Research in International Education*, 20(1), 50-68. <https://doi.org/10.1177/14752409211006648>

The number of international schools is growing rapidly and existing data points to great diversity of their governance structure. The nature of hybrid governance, in which a board comprises both elected and appointed governors, was investigated through a case study of an international school in western Europe and triangulated with interviews with nine experts in international schooling. Hybrid governance was found to offer the advantages of both elected and appointed boards: elections foster transparency and representation of stakeholders, while appointments allow the board to be populated with particular skills. A model for governance was presented in which the hybrid structure is underpinned by recruitment and training practices that ensure governors complement the existing skillset of the board, have desirable motivations for serving, and understand their role. This model may be useful for informing international school improvement efforts, although its compatibility with the diverse landscape of international schools remains to be determined.

Hounzandji, A. F. (2021). **Une université nationale en Afrique occidentale: Dahomey-Bénin, 1944-1974.** Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782343188027?utm_source=phplist&utm_campaign=message_31416&utm_medium=email&utm_content=lienTitre

Houston, D. M. (2021). **Polarization and the Politics of Education: What Moves Partisan Opinion?** *Educational Policy*, 35(4), 566-589. <https://doi.org/10.1177/0895904818823745>

This study explores the conditions under which polarization and depolarization occur with respect to public opinion on education issues. I analyze experimental and nonexperimental survey data to gauge the effects of informational and experiential stimuli on education policy preferences. I focus on heterogeneous effects by political party identification that result in increased or decreased polarization. I find evidence that the provision of education spending data has depolarizing consequences, but the effects of ideologically moderate policy endorsements vary by issue and year. I also find

tentative evidence in favor of a link between having children in the household and reduced polarization.

Iori, R. (2020). **L'« intensité » du curriculum en service social : un apprentissage en tension entre standardisation scolaire et qualification professionnelle.** *Revue française de pédagogie*, (209), 29-41. Consulté à l'adresse <https://www.cairn.info/revue-francaise-de-pedagogie-2020-4-page-29.htm>

L'article montre comment la filière en service social met en place un cadrage qui favorise la construction d'un rapport déterminé au temps, en lien avec le futur emploi d'assistante sociale. Produit par l'institution et appuyé par des formateurs qui l'incarnent, le curriculum contribue à structurer des manières d'étudier, de concevoir la formation et de s'y engager, vers l'entrée en poste. Cette formation n'arrive toutefois pas à asseoir une emprise totale sur ses membres. L'article met en évidence qu'en fonction de leur profil, les étudiants se conforment plus ou moins à ces prescriptions professionnelles, même si l'intensité des formes de travail et de contenus demandées contribue à façonner un ethos professionnel spécifique.

Johnson, D. D., & Bornstein, J. (2021). **Racial Equity Policy That Moves Implicit Bias Beyond a Metaphor for Individual Prejudice to a Means of Exposing Structural Oppression.** *Journal of Cases in Educational Leadership*, 24(2), 81-95. <https://doi.org/10.1177/1555458920976721>

This case study follows a district racial equity initiative from policy formulation through implementation, and finally to the review of a high school discipline measure. The initiative had a consistent theme of addressing implicit bias. However, over time, district equity champions expanded the definition of implicit bias beyond its conventional meaning of subconscious prejudices and perceptions that may influence action. These champions came to identify policies, practices, and curriculum that presumed and privileged underlying White norms, and were thus implicitly biased. Hence, implicit bias became evident in powerful structural racism across the school system.

Kergoat, P. (2021). **Les coulisses de la formation professionnelle. Processus de sélection à l'entrée de l'apprentissage.** (26), 179. Consulté à l'adresse <https://halshs.archives-ouvertes.fr/halshs-03196837>

KHAIAT, B. (2021). **Chiffres clés de la mobilité étudiante dans le monde.** Consulté à l'adresse https://ressources.campusfrance.org/publications/chiffres_cles/fr/chiffres_cles_2021_fr.pdf

Dans le contexte de la pandémie, la France a su s'affirmer comme une destination de choix ; les étudiants en provenance d'Afrique subsaharienne, du Maghreb, du Proche-Orient et d'Europe en particulier ont répondu présents. Or les comparaisons internationales remontent à 2018 ; la France occupait alors la 6^e place des pays d'accueil et connaissait une perte relative de son attractivité, le nombre d'étudiants étrangers progressant moins rapidement que chez ses principaux concurrents. Elle est également le 6^e pays de départ des étudiants, notamment vers les pays francophones. Le rapport constate par ailleurs le poids des étudiants chinois dans la mobilité internationale et la dépendance croissante des établissements anglo-saxons à leur venue.

Kirksey, J. J., & Gottfried, M. A. (2021). **The Effect of Serving “Breakfast After-the-Bell” Meals on School Absenteeism: Comparing Results From Regression Discontinuity Designs.** *Educational Evaluation and Policy Analysis*, 43(2), 305-328. <https://doi.org/10.3102/0162373721991572>

With the rise in the availability of absenteeism data, it is clear that students are missing a staggering amount of school. Policymakers have focused efforts on identifying school programs that might reduce absenteeism. This study examined whether implementing the program “Breakfast After-the-Bell” (BAB) might reduce school absenteeism. Exploring longitudinal statewide datasets (Colorado and Nevada) containing school breakfast information linked to national data on chronic absenteeism rates, we used sharp and fuzzy regression discontinuity designs to examine the effects of BAB. Our findings suggest that schools serving BAB experienced declines in chronic absenteeism. The strongest effects were experienced by high schools, schools with higher rates of breakfast participation, schools serving universally free meals, and suburban schools. Implications are discussed.

Kligyte, G. (2021). **The logics of collegial practices: Australian and New Zealand/Aotearoa perspectives.** *Higher Education*, 81(4), 843-864. <https://doi.org/10.1007/s10734-020-00580-9>

Despite decades of managerial university reforms, collegiality emerges as an idea that unites academics, and that both symbolises and legitimises the collective aspirations of the academy. Typically, collegiality is positioned as an unquestionably “good thing”—an unproblematic academic ideal or an academic structure—obscuring the contingency of social arrangements in universities. This paper investigates the plurality of collegial practices that unfold “on the ground” in the context of university reforms and the diversification of the academic workforce over recent decades. The paper presents a qualitative and exploratory study of collegial practices in seven contemporary Australian and New Zealand/Aotearoa universities, employing a social cartographic analysis. Eleven types of logics underpinning collegial practices are identified and described in detail, by drawing on examples of collegial practices offered by fifteen research participants. A reconfigured picture of academic relations is presented, revealing the range of collegial practices that tend to be subsumed under a generic notion of collegiality. The effects of different types of collegial practices are examined, contesting exclusionary collegial relations and highlighting practices that have the potential to produce a more inclusive and socially just academy.

Kogut-Kubiak, F., & Romani, C. (Éd.). (2021). **La réforme des instances de certification.** *Céreq Echanges*, (17), 40. Consulté à l'adresse <https://www.cereq.fr/la-reforme-des-instances-de-certification>

Le Céreq, par sa mission certifications et politiques éducatives, a souhaité réunir ses experts ainsi que les représentants des principaux ministères certificateurs lors d'un séminaire d'informations et d'échanges autour des enjeux portés par les nouvelles commissions professionnelles consultatives (CPC, CPN) issues de la loi du 5 septembre 2018 sur la liberté de choisir son avenir professionnel. Ayant rassemblé une cinquantaine de personnes, ce séminaire a eu lieu le 16 janvier 2020, dans la foulée des premières mises en œuvre du nouveau cadre réglementaire des instances nationales de certification. Ce document propose une mise en perspective des présentations et des débats des quatre sessions ayant structuré cette journée de réflexion. Quatre thèmes ont été ainsi abordés : le nouveau fonctionnement des CPC interministérielles, les enjeux

spécifiques pour l'enseignement professionnel supérieur court, les méthodologies de construction des diplômes face à la logique des blocs de compétences, et le rôle de l'expertise face aux nouveaux enjeux.

Kramer, D. A., & Wu, J. (2021). **A HOPE for Study Abroad: Evidence From Tennessee on the Impact of Merit-Aid Policy Adoption on Study Abroad Participation.** *Educational Policy*, 35(4), 646-675. <https://doi.org/10.1177/0895904818823752>

Two distinct literature bases exist documenting the benefits of study abroad participation and state-adopted merit-aid policies. However, few, to date, have estimated the impact of merit-aid adoption on study abroad participation. Results from our study demonstrate the potential positive externality merit-aid policy adoption has on study abroad participation. In addition, we find that increases in study abroad participation is concentrated primarily within public doctoral/research institutions and institutions with students from more affluent families.

Laliberté, J.-W. (2021). **Long-Term Contextual Effects in Education: Schools and Neighborhoods.** *American Economic Journal: Economic Policy*, 13(2), 336-377. <https://doi.org/10.1257/pol.20190257>

Long-Term Contextual Effects in Education: Schools and Neighborhoods by Jean-William Laliberté. Published in volume 13, issue 2, pages 336-77 of *American Economic Journal: Economic Policy*, May 2021, Abstract: This paper estimates the long-term impact of growing up in better neighborhoods and attend...

Lee, J. C., Dell, M., González Canché, M. S., Monday, A., & Klafehn, A. (2021). **The Hidden Costs of Corroboration: Estimating the Effects of Financial Aid Verification on College Enrollment.** *Educational Evaluation and Policy Analysis*, 43(2), 233-252. <https://doi.org/10.3102/0162373721989304>

Every year, the U.S. Department of Education selects hundreds of thousands of low-income students to provide additional documentation to corroborate their financial aid eligibility in a process known as verification. Although many are concerned about the potential deleterious effects of being selected, to date, studies are limited to descriptive analyses. To fill this gap in the literature, we use population-level, multicohort data to estimate the effects of financial aid verification on initial college enrollment for recent high school graduates in Tennessee. An entropy balance weighting approach indicates that students selected for verification are 3.8 percentage points (4.9%) less likely to enroll in college with underserved populations and late Free Application for Federal Student Aid (FAFSA) filers most negatively affected.

Lefebvre, P., & Merrigan, P. (2021). **Why Subsidize Independent Schools? Estimating the Effect of a Unique Canadian Schooling Model on Educational Attainment.** In *Working Papers* (N° 21-01). Consulté à l'adresse Research Group on Human Capital, University of Quebec in Montreal's School of Management website: <https://ideas.repec.org/p/grc/wpaper/21-01.html>

Canada is recognized as one of the top 10 countries in secondary education according to PISA results. A particularly intriguing case in this country is the large system of highly subsidized independent schools in the province of Québec where students also perform extremely well in PISA testing. This paper uses the year Canadian 2000 PISA cohort of 15-year-olds to estimate the ATT effect of independent schooling on educational attainment. We find large, positive, robust, and statistically significant effects

of independent schooling on attainment. The robustness of the results to omitted variable bias is addressed through a sensitivity analysis for matching estimators.

Lewis, L. S. (2021). **Can Greentree University Adopt Holistic Admissions Practices and Still Maintain Status as an Elite Institution?** *Journal of Cases in Educational Leadership*, 24(2), 126-134. <https://doi.org/10.1177/1555458920985555>

Despite legal challenges, universities are increasingly using holistic admissions practices to accomplish affirmative action and increased student diversity. The admissions committee of the college of nursing at an elite university grapples with the potential outcomes of adopting a holistic admissions process. The case offers the legal and theoretical contexts surrounding affirmative action in higher education. The reader is prompted to consider the value of diversity in the university setting, and the legal and ethical perspectives surrounding admissions practices.

Li, J., & Xue, E. (2021). **Returnee faculty responses to internationalizing “academic ecology” for creating world-class universities in China’ elite universities.** *Higher Education*, 81(5), 1063-1078. <https://doi.org/10.1007/s10734-020-00599-y>

The academic ecology of China's elite universities has been deeply shaped by internationalization through the efforts of returnee faculty members. This study explores how to internationalize the Chinese academic ecology and create world-class universities by examining the experiences and perceptions of returnee faculty members in China's elite universities. Using a qualitative method, 18 returnees from three top universities were interviewed to present their in-depth insights into the dynamics of the academic ecosystem in China. The study findings highlight that bringing international academic peer review and tenure track mechanisms into China's current higher education system is necessary to meet the international academic standard pursued by world-class universities. Encouraging publications in English works to benefit the internationalization of China's academic ecology. Returnee faculty members underwent a re-adaptation socialization process in Chinese local academic discourse and used self-mockery to describe themselves as “abandoned orphans” to express their marginalized status in their local academic networks and communities. The returnees found that their academic identities needed to match the academic context of Chinese universities, especially in social science. The discussions also highlighted the current tensions in the drive to internationalize China's elite universities and the need to strengthen indigenous elements, international faculty practices, and local requirements, in addition to the career interests of returnees and local peers. These tensions contribute to the international awareness, engagement, and advances in the focus on Chinese characteristics to serve local and national agendas.

Liu, Y., Bellibaş, M. Ş., & Gümüş, S. (2021). **The Effect of Instructional Leadership and Distributed Leadership on Teacher Self-efficacy and Job Satisfaction: Mediating Roles of Supportive School Culture and Teacher Collaboration.** *Educational Management Administration & Leadership*, 49(3), 430-453. <https://doi.org/10.1177/1741143220910438>

Research evidence regarding the relative effects of instructional leadership and distributed leadership on teacher job satisfaction and self-efficacy is limited; it is even less evidential when the indirect effects of mediation variables between school leadership and teacher outcomes, including supportive school culture and teacher collaboration, are added to the total effects. In this study, the six aforementioned variables are added to one model focusing on both the direct effects instructional and distributed leadership

have on teacher job satisfaction and self-efficacy, and the indirect effects through the mediation variables of supportive school culture and teacher collaboration. Using the 2013 Teaching and Learning International Survey data, this research applied a rigorous structural equation model (SEM) with the design-based approach using the balanced repeated replication (BRR) weights. The results suggest that distributed leadership and instructional leadership are both positively and directly associated with teacher job satisfaction and teacher self-efficacy, respectively. Meanwhile, distributed leadership is positively and indirectly associated with both teacher job satisfaction and self-efficacy, while instructional leadership is indirectly associated with teacher job satisfaction through the mediation effects of supportive school culture and teacher collaboration.

Maruyama, T., & Kurosaki, T. (2021). **Developing Textbooks to Improve Student Math Learning: Empirical Evidence from El Salvador**. In *Working Papers* (N° 217). Consulté à l'adresse JICA Research Institute website: <https://ideas.repec.org/p/jic/wpaper/217.html> School enrollment has rapidly increased since 1990 in developing countries at the primary level but the quality of education has stagnated over the years. In teaching and learning practices, textbooks are an important intermediate that links curriculum, teachers, and students. Since textbooks describe the content and methodology of teaching and learning, they can improve teaching and learning practices, if they are carefully designed. This study evaluates the effectiveness of the package of interventions including the distribution of textbooks that are carefully designed to improve student learning in math through a randomized controlled trial in El Salvador. This experiment tracked same students for two years. The average one-year impact of the package on primary school 2nd grade students' math learning is estimated around 0.48 standard deviation of test scores. The impact was larger on students with higher baseline scores. The average accumulated impact of the first-year interventions one year after is around 0.12 standard deviation. The package of intervention improved math learning of 2nd grade students, and the impact persisted even after schools of the control group also received the package of interventions in the following year.

McKinley, J., McIntosh, S., Milligan, L., & Mikołajewska, A. (2021). **Eyes on the enterprise: problematising the concept of a teaching-research nexus in UK higher education**. *Higher Education*, 81(5), 1023-1041. <https://doi.org/10.1007/s10734-020-00595-2>

Existing research into the relationship between teaching and research in higher education is mainly normative and atheoretical, resulting in assumptions of a close and beneficial connection between them. We problematise the idea of a nexus by undertaking a critical examination of the concept through the lens of educational ideologies to theorise the changes over time that shape the ways teaching and research are practised. Two hundred seven academic staff in the Humanities and Social Sciences were surveyed in 10 universities in England and Wales; the universities were identified as having strength in teaching, research, or in both. Along with analysis of interviews with senior managers at these universities, findings suggest that systemic forces which separate teaching and research are evident in institutional contexts with implications for the idea of a nexus. While the nexus may exist in theory, in practice, we argue that teaching and research can be pulled in different directions by institutional priorities. Furthermore, in institutions which adopt an enterprise ideology, there are signs of a nascent nexus emerging between research and innovation.

Ménard, B., Klipfel, J., Bonnevalle, L., & Pierrot, R. (2021). **La licence générale STAPS, un diplôme professionnalisant**. Note d'information du SIES, (21.02). Consulté à l'adresse https://cache.media.enseignementsup-recherche.gouv.fr/file/2021/34/3/NI_2021_02_staps_num_1388343.pdf

La licence STAPS est une des filières les plus demandées à l'entrée à l'université et le nombre d'étudiants en première année a doublé en dix ans. Si comme toutes les licences générales, son caractère propédeutique conduit une grande majorité des diplômés à poursuivre leurs études, le plus souvent vers un master, elle présente aussi un caractère professionnalisant proche des licences professionnelles. Ainsi, au cours de leurs cursus en licence, 98% des diplômés de 2016 ont ainsi effectué au moins un stage et 70% au moins une mission bénévole, ce qui illustre de forts liens avec le monde professionnel et associatif. Les diplômés de licence STAPS peuvent dès lors faire le choix d'une insertion rapide sur le marché du travail, d'autant plus qu'ils possèdent pour nombre d'entre eux des diplômes complémentaires ou une certification dans le domaine du sport et de l'animation qui facilitent leur recherche d'emploi. Ainsi, 92% des diplômés de 2016 qui entrent directement sur le marché du travail sont en emploi trente mois après leur diplomation. Toutefois, les diplômés qui ont poursuivi leurs études, en particulier vers le master, bénéficient d'emplois de meilleure qualité et de conditions d'embauche plus avantageuses financièrement.

Merga, M. K., Roni, S. M., & Malpique, A. (2021). **School leadership and whole-school support of struggling literacy learners in secondary schools**. *Educational Management Administration & Leadership*, 49(3), 534-550. <https://doi.org/10.1177/1741143220905036>

The needs of struggling literacy learners beyond the early years of schooling warrant greater attention. For struggling literacy learners to attain their academic, vocational, and social goals, schools should position literacy as a whole school priority and enhance opportunities for student literacy learning across all learning areas. However, it is not known if literacy is typically supported as a whole school commitment in contemporary secondary schools. This paper draws on survey data from the Australian nation-wide 2019 Supporting Struggling Secondary Literacy Learners (SSLL) project. Findings suggest that many mainstream secondary school teachers do not perceive that there is a whole-school approach to support struggling literacy learners in their schools, or that there are adequate strategies and supports to meet the needs of struggling literacy learners in their schools. Findings also suggest that regardless of place, school leadership commitment to ensuring that struggling literacy learners have their literacy skills developed across all learning areas may be crucial to the realization of a supportive whole-school culture for struggling literacy learners.

Ministère de l'enseignement supérieur, de la recherche et de l'innovation. (2021). **L'état de l'Enseignement supérieur, de la Recherche et de l'Innovation en France 2021**. Consulté à l'adresse [//www.enseignementsup-recherche.gouv.fr/cid158045/l-etat-de-l-enseignement-superieur-de-la-recherche-et-de-l-innovation-en-france-n-14-avril-2021.html](http://www.enseignementsup-recherche.gouv.fr/cid158045/l-etat-de-l-enseignement-superieur-de-la-recherche-et-de-l-innovation-en-france-n-14-avril-2021.html)

L'édition 2021 de l'Etat de l'Enseignement supérieur, de la Recherche et de l'Innovation (E.E.S.R.I.) vient de paraître. Point de repère annuel et chiffré du système français d'enseignement supérieur et de recherche, cet ouvrage présente, au moyen de graphiques, tableaux illustratifs et commentaires, les dernières données de synthèse disponibles sur l'ensemble de ces domaines. Cet outil témoigne de la volonté de transparence du ministère sur les données de l'action publique.

Morgan, P. L. (2021). **Unmeasured Confounding and Racial or Ethnic Disparities in Disability Identification.** *Educational Evaluation and Policy Analysis*, 43(2), 351-361. <https://doi.org/10.3102/0162373721991575>

Students who are Black or Hispanic are now reported to be less likely to be identified as having disabilities than similarly situated students who are White. Although repeatedly replicated, this finding is often characterized as in error. I use a new statistical technique, the E-value, to quantify the likelihood that unmeasured confounding explains observed associations between race or ethnicity and disability identification. Results based on calculations across three population-based studies using extensive statistical controls suggest that unmeasured confounding is an unlikely explanation for the observed associations. Unmeasured confounding that would result in levels of overidentification consistent with federal law and regulation is especially unlikely.

Morita-Mullaney, T., & Singh, M. (2021). **Obscuring English Learners From State Accountability: The Case of Indiana's Language Blind Policies.** *Educational Policy*, 35(4), 621-645. <https://doi.org/10.1177/0895904818823751>

The conjoining of Indiana state and federal accountability plans during the No Child Left Behind (NCLB) flexibility waiver (2012-2015) was an attempt at one combined system to furnish information in a simple and transparent manner, while obscuring the performances of English learner's (EL) English progress and EL reclassification. We identify how school grades are impacted by English learning progress and reclassification relative to district's demographic profiles. Findings suggest that English learning progress significantly impacts school grades, but most sanctions are placed on achievement and EL reclassification, sending incomplete and incoherent signals to Indiana schools. Implications related to educational decentralization throughout the globe and the Every Student Succeeds Act (ESSA) are discussed.

Mouralis, G., Noûs, C., & Tietze, N. (2020). **Un « modèle » pour la LPR ? Le système d'enseignement supérieur et la recherche en Allemagne.** *Revue d'histoire des sciences humaines*, (37), 261. <https://doi.org/10.4000/rhsh.5431>

Neidhoefer, G., Lustig, N., & Tommasi, M. (2021). **Intergenerational transmission of lockdown consequences: Prognosis of the longer-run persistence of COVID-19 in Latin America.** In *Working Papers* (N° 571). Consulté à l'adresse ECINEQ, Society for the Study of Economic Inequality website: <https://ideas.repec.org/p/inq/inqwps/ecineq2021-571.html>

The shock on human capital caused by COVID-19 is likely to have long lasting consequences, especially for children of low-educated families. Applying a counterfactual exercise we project the effects of school closures and other lockdown policies on the intergenerational persistence of education in 17 Latin American countries. First, we retrieve detailed information on school lockdowns and on the policies enacted to support education from home in each country. Then, we use this information to estimate the potential impact of the pandemic on schooling, high school completion, and intergenerational associations. In addition, we account for educational disruptions related to household income shocks. Our findings show that, despite that mitigation policies were able to partly reduce instructional losses in some countries, the educational attainment of the most vulnerable could be seriously affected. In particular, the likelihood

of children from low educated families to attain a secondary schooling degree could fall substantially.

OECD. (2021). **OECD Skills Strategy Kazakhstan: Assessment and Recommendations**. <https://doi.org/10.1787/39629b47-en>

OECD. (2021). **Sky's the limit: Growth mindset, students and schools in PISA** (p. 64). Consulté à l'adresse OECD website: <https://www.oecd.org/pisa/growth-mindset.pdf>

OECD. (2021). **The Assessment Frameworks for Cycle 2 of the Programme for the International Assessment of Adult Competencies**. <https://doi.org/10.1787/4bc2342d-en>

OECD. (2021). **The State of School Education: One Year into the COVID Pandemic**. <https://doi.org/10.1787/201d4e84-en>

OPERTTI, R. (2021). **L'éducation dans un monde post-Covid: considérations supplémentaires**. Consulté à l'adresse https://liseo.france-education-international.fr/doc_num.php?explnum_id=13425

Ce document analyse certaines implications des idées proposées dans le document «L'éducation dans un monde post-COVID : Neuf idées pour l'action publique» produit par la Commission internationale sur les futurs de l'éducation. L'ensemble de ces idées interconnectées éclaire la voie à suivre pour transformer l'éducation et les systèmes éducatifs et concevoir l'avenir dans une optique progressiste. L'auteur réaffirme les principes de base, la compréhension et les engagements concernant l'éducation en tant que bien commun mondial ; il exprime également la nécessité de réinventer le multilatéralisme pour un nouvel ordre mondial et, surtout, de mobiliser des idées et des fonds pour transformer l'éducation. Il plaide en faveur d'un programme éducatif global.

Pan, H.-L. W., & Chen, W.-Y. (2021). **How principal leadership facilitates teacher learning through teacher leadership: Determining the critical path**. *Educational Management Administration & Leadership*, 49(3), 454-470. <https://doi.org/10.1177/1741143220913553>

In the context of educational decentralisation, school leadership encompassing different sources of leadership is significant for school performance. However, few studies have investigated the pathway regarding how principals and teachers as distinct sources of learning-centred leadership exert impact on teacher learning. To this end, survey data collected from 1340 junior high school teachers in Taiwan were analysed with structural equation modelling. The results suggest that both principal leadership and teacher leadership affect teacher learning through direct pathways, and that of teachers exhibits an even greater impact. In addition, principal leadership affects teacher learning through indirect pathways mediated by teacher leadership. By further investigating the mediating effects of different practices of teacher leadership, we found that teacher-led improvement of curriculum and instruction is a critical mediator for teacher learning.

Perez Vico, E. (2021). **When Average Joe met the Inexperienced Superstar—a case study of the consequences for a university of a partnership with IKEA**. *Higher Education*, 81(4), 795-813. <https://doi.org/10.1007/s10734-020-00577-4>

The aim of this study was to explore how consequences from a university-wide partnership unfolded at various levels within a university and induced intra-organizational dynamics. This was achieved via an in-depth investigation of "The Bridge," a collaborative

partnership between the young mid-range Swedish Linnaeus University ("Average Joe") and the home furnishing retail giant IKEA, which despite its global reach has only limited research capacity (the "Inexperienced Superstar"). Based on previous research that conceptualizes consequences of collaborations as changes in wide-ranging resource categories over time, this article develops a conceptual framework that advances the understanding of the consequences of collaborative efforts at both the level of faculty individuals and groups, as well as on a university-wide level. The study identified both differences and similarities between the two levels related to material, knowledge, and social resource mobilization, and revealed consequent tensions within the university due to an imbalance in material resource mobilization and social resource mobilization. The resource-based multi-level perspective that this study puts forward enables a more fine-grained and dynamic understanding of the conditions for undertaking and organizing university-wide long-term collaborative efforts.

POISSON, M. (2021). **Open school data: what planners need to know**. Consulté à l'adresse https://liseo.france-education-international.fr/doc_num.php?explnum_id=13436

Ce guide à l'intention des décideurs, des planificateurs et des gestionnaires de l'éducation illustre en termes concrets et applicables la manière de promouvoir les données ouvertes sur les écoles de manière efficace et utilisable. Cinq questions essentielles sont abordées, depuis le choix du contenu et du format de ces données, jusqu'à leur utilisation en vue d'une meilleure redevabilité, en passant par les risques inhérents. Ces questions sont illustrées à partir de cas concrets et de leçons tirées dans une cinquantaine de pays. L'ouvrage propose des lignes directrices pratiques sur la manière de concevoir et mettre en œuvre des politiques relatives aux données ouvertes sur les écoles.

Ponceaud Goreau, E. (2021). **Diffusion de la préscolarisation en Inde du Sud**. Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782343217727?utm_source=phplist&utm_campaign=message_31416&utm_medium=email&utm_content=lienTitre

Cet ouvrage présente les prémices de la préscolarisation publique et gratuite en Inde depuis 1975. Il analyse aussi les enjeux actuels où se mêlent les intérêts privés tandis que l'État négocie le redéploiement de ses fonctions. L'exemple de l'État du Tamil Nadu et du territoire de Pondichéry est particulièrement intéressant pour comprendre les attentes des familles et relire autrement l'émergence de nouvelles revendications de la société indienne. Les nombreux entretiens mettent en lumière les établissements accueillant les enfants de 3 à 6 ans et l'attitude des professionnelles. Un ouvrage nécessaire pour analyser le développement de ce pays à la deuxième population mondiale et pour appréhender la mesure de nos propres institutions.

Positioning Higher Education Quarterly: A scholarly journal on policy, organisation, leadership and the professions in higher education. (2021). *Higher Education Quarterly*. <https://doi.org/10.1111/hequ.12327>

Potter, P. D., Pavlakis, A. E., & Roberts, J. K. (2021). **Calming the Storm: Natural Disasters, Crisis Management, and School Leadership**. *Journal of Cases in Educational Leadership*, 24(2), 96-111. <https://doi.org/10.1177/1555458920973695>

Natural disasters can negatively impact students' educational outcomes and well-being. After a natural disaster, families and communities often rely on schools to foster stability

and serve as a conduit to resources. Yet, school principals face many challenges, often with little guidance, in how to best respond to natural disasters. This case demonstrates that, in the aftermath of a natural disaster, educational leaders may be required to communicate effectively with staff and media; make operational, managerial, and logistical decisions quickly and under immense pressure; efficiently assess families' needs; manage the outpouring of philanthropy; and integrate parent and community voice in governance.

Prakhov, I. (2021). **The determinants of expected returns on higher education in Russia: A human capital theory approach.** *Higher Education Quarterly*, 75(2), 302-320. <https://doi.org/10.1111/hequ.12281>

This paper evaluates the determinants of the value of investment in higher education (absolute expected returns from higher education) among students of Russian universities, accounting for variations in the socio-economic development of different Russian regions. Based on the longitudinal study, 'Trajectories in Education and Careers', it shows that the average salary in a region is positively related to the individual estimates of expected salaries after graduation. In general, the results correspond to human capital theory, and confirm the rationality of students' salary expectations. The expected salary shortly after graduation from university is positively related to the academic achievement demonstrated in the university entrance exam (the Unified State Exam, or USE), full-time study and prior work experience. Male students expect to receive higher salaries compared to female students. Students who study for free expect lower salaries compared to those students who cover their tuition costs. Indirect influence (through USE results) of the characteristics of students' schools and of their parents' education on expected salary was found. In addition, we discovered a direct and indirect relationship between family income and expected salaries after university graduation.

Pritchard, R. M. O. (2021). **Governance and freedom in British academia.** *Higher Education Quarterly*, 75(2), 364-370. <https://doi.org/10.1111/hequ.12294>

PRUVOT, E. B., ESTERMANN, T., STOYANOVA, H., & BENNETOT PRUVOT, E. (2021). **Public funding observatory 2020/2021: Part 2.** Consulté à l'adresse <https://eua.eu/downloads/publications/eua%20pfo%20part%202%20report.pdf>

Ce rapport analyse les tendances de financement de l'enseignement supérieur à long terme de 2008 à 2019 en Europe. Il offre également un aperçu des derniers développements en matière de financement public en 2019 et 2020. Enfin, il se concentre sur la nouvelle génération de programmes de financement de l'UE (2021-2027) et le nouveau paquet de relance de l'UE et explore les enjeux pour les universités. Les coupes budgétaires massives dans l'enseignement supérieur dans de nombreuses régions de l'Europe entre 2009 et 2012 ont des effets majeurs et durables dix ans plus tard et certains pays européens n'ont pas rattrapé le niveau. Le rapport est accompagné de fiches pays contenant des données sur les 32 systèmes d'enseignement supérieur couverts par l'étude.

Reyes, M., & Hwang, N. (2021). **Middle School Language Classification Effects on High School Achievement and Behavioral Outcomes.** *Educational Policy*, 35(4), 590-620. <https://doi.org/10.1177/0895904818823747>

Researchers are concerned that English language learners (ELL) may remain classified too long and, therefore, may not receive appropriate mainstream educational services.

In this study, we investigate the effects of language classification on student outcomes in one California school district. Our ordinary least squares regression estimates demonstrate that students who become reclassified fluent English proficient (RFEP) in middle school have higher achievement scores and better behavioral outcomes. However, regression discontinuity models show that reclassification has no effects on students' outcomes. The findings of this study suggest that selection bias accounts for the positive associations between RFEP and desirable student outcomes. ELL and RFEP students have unmeasured characteristics that highly correlate with their language classification, therefore, their educational outcomes differ.

Roegman, R., Kenney, R., Maeda, Y., & Johns, G. (2021). **When Data-Driven Decision Making Becomes Data-Driven Test Taking: A Case Study of a Midwestern High School.** *Educational Policy*, 35(4), 535-565. <https://doi.org/10.1177/0895904818823744>

This case study examines how district administrators and high school mathematics and science teachers use data in instructional decision making and what challenges they face in the current accountability context. Findings reveal unique aspects of data use directly related to a high school setting within the context of test-based accountability and illustrate how overlapping systems (state and federal policy, subject area knowledge, district norms, etc.) influence data practices. We conclude with implications for practice and policy around ways to use data to inform instruction beyond passing state assessments.

Roy-Vallières, M., Bigras, N., Charron, A., Bouchard, C., Gagné, A., & Dessus, P. (2021, avril 7). **Profile of teacher-child interaction quality in groups of three-year-old children in Quebec and France.** Présenté à Virtual Biennial Meeting of the Society for Research in Child Development. Consulté à l'adresse <https://hal.univ-grenoble-alpes.fr/hal-03211536>

Early childhood is widely regarded as a critical period for children's development and academic success (April et al. 2018; Bouchard et al. 2017). In fact, the child's brain development is highly affected by new experiences (Simard et al. 2013; Yoshikawa et al. 2013), making high-quality educational environments paramount in fostering children's success in life. Even though educational quality encompasses several variables, a meta-analysis by Sabol et al. (2013) found that adult-child interaction was the best predictor of children's later outcomes. However, research also shows that educational childcare services (ECS) around the world rarely offer high interaction quality environments (Slot, 2018; Tayler et al., 2016). Hence, several nations have set up quality assessment practices (OCDE, 2015). In the French speaking community, Quebec and France have developed such practices, but show different cultural, political and social contexts that can lead to discrepancies in how interaction quality is actually applied in their ECS. To explore this possibility, a study by Author et al. (2019) was conducted and found that interaction quality in Quebec's ECS was significantly higher than in France's ECS. However, their analysis was based on a variable-centered approach using means, which may create an inadequate representation of reality (Haccoun and Cousineau 2010). Using a secondary analysis of data (Author et al. 2019), this study thus aimed at identifying latent profiles of adult-child interaction quality in groups of three-year-old children in Quebec early childhood centers and French kindergarten classrooms, as measured by the CLASS Pre-K. This study also aimed to explore existing associations between identified interaction quality profiles and structural characteristics (staff qualifications, ages, group size). Latent profile analyses showed three interaction quality profiles in Quebec, with most of the participants (52,5 %) in the highest-quality profile, and four interaction quality profiles in

France, with participants almost evenly distributed between profiles. These results suggest more homogenous teacher training in Quebec than in France. The scores of the three CLASS Pre-K domains associated with identified profiles show a higher average interaction quality in Quebec compared with France. As for characteristics of structural quality, our analyses suggest that only the group size variable is significantly associated with scores of interaction quality, and exclusively so with the “medium-quality” (MQ-FR) and “medium-low quality with emphasis on classroom organization” (MLQ-CO) profiles in France. Thus, group size of French kindergarten classrooms associated with the MQ-FR profile is significantly lower than the group size of French classrooms associated with the MLQ-CO profile. This suggests that, in French kindergartens context, group size reduction could allow groups associated with the MLQ-CO profile to find themselves in the MQ-FR profile. The highest French interaction quality profile could then account for more than 50% of the sample, which would be a significant improvement in the average quality of kindergartens. Other studies are nonetheless required in order to confirm this hypothesis.

Shaked, H. (2021). **Instructional leadership in higher education: The case of Israel.** *Higher Education Quarterly*, 75(2), 212-226. <https://doi.org/10.1111/hequ.12274>

Instructional leadership demands educational leaders to become intensely involved in improving teaching and learning. While extensive research found this approach to be beneficial in school settings, it was insufficiently explored in higher education. Therefore, the current study explored how Israeli higher education leaders perceive their leadership role in relation to teaching and learning. Participants were 22 heads of departments in higher education institutions in Israel. Data were collected through semi-structured interviews, and analysed in a four-stage process—condensing, coding, categorising and theorising. Findings indicated that higher education leaders in Israel demonstrated very little instructional leadership, based on three perceptions: regarding the autonomy of faculty members, the low priority of teaching quality in higher education, and the style of teaching required in academia. To enable the borrowing of instructional leadership from the school system context to the higher education context, a customised version of instructional leadership is needed.

Sjögren, A., Mattias, M., Hall, C., Holmlund, H., Lundin, M., Mühlrad, H., & Öckert, B. (2021). **Swedish children and youth during the COVID-19 pandemic.** In *Working Paper Series* (N° 2021:3). Consulté à l'adresse IFAU - Institute for Evaluation of Labour Market and Education Policy website: https://ideas.repec.org/p/hhs/ifauwp/2021_003.html

Based on previous research, available statistics and current information on the COVID-19 pandemic, this report analyses and discusses possible consequences of the ongoing pandemic for Swedish children and youth, in the short and longer term. The pandemic is discussed in five chapters focusing on (1) the impact on childhood environment and human capital development, (2) the consequences for children's development and school performance due to increased absenteeism among children, students and teachers in preschools and schools, (3) the effects of distance education, (4) the impact on the demand for education, and (5) consequences for labour market entry and long run labour market outcomes. It is too early to draw firm conclusions about the long-term consequences of the coronavirus pandemic, and yet our overall conclusion is that the pandemic has negative consequences for many children and young adults. Children and youth from disadvantaged environments, with a weak socio-economic background and an inadequate social safety net, are more likely to be severely affected. There are therefore reasons to safeguard and develop the institutions, such as prenatal and child

healthcare, social services and school health programs that provide services for children and youth. Moreover, the education system has an important task in compensating for shortcomings in human capital development and lost opportunities caused by the pandemic.

Szeto, E. (2021). **How do principals' practices reflect democratic leadership for inclusion in diverse school settings? A Hong Kong case study.** *Educational Management Administration & Leadership*, 49(3), 471-492. <https://doi.org/10.1177/1741143220915922>

Research on principals' practice of democratic leadership for inclusion in schools has been undertaken in many parts of the world. This paper explores four principals' leadership journeys in response to social justice issues in increasingly diverse settings within public schools, in relation to demographic and cultural changes in Hong Kong. This research aims at exploring the issues in schools arising from contextual changes in the society, contextualising characteristics of principals' practices in relation to an emergent conception of democratic leadership practice in addressing the issues and identifying practical roles of democratic principal leadership in school transformation for diverse students' learning development. I adopted a cross-case study of the principals' leadership journeys through a theoretical lens of democratic leadership. The changes of demographic structure and cultural context and pressure from the central administration were the conditions of facilitating alternative practices of democratic principal leadership in a multicultural school context which evolved from the hybrid of Western and Confucian cultures in the city. These findings contribute to an international account of contextualising democratic leadership practices in a diverse Chinese school community.

Tamrat, W., & Fetene, G. T. (2021). **The new kid on the block: Perceived contributions and pitfalls of private higher education in Ethiopia.** *Higher Education Quarterly*, 75(2), 247-262. <https://doi.org/10.1111/hequ.12289>

Over the last few decades, the active promotion of or government acquiescence in a surge of private higher education (PHE) has become a common phenomenon globally. This study examines the specific contributions and pitfalls of private higher education institutions (PHEIs) using questionnaires, interviews and documentary analysis as data gathering tools. The findings reveal that private higher education is perceived as having significant contributions to make in addressing the wider demands of access and gender parity, and local and economic development. However, the sector is equally liable to a wide range of pitfalls related to its poor image, substandard quality, illicit behaviour and prohibitive regulations. It argues that if the current deficiencies of the sector are to be addressed in a meaningful way, more needs to be done in terms of enhancing the capacity of institutions, enforcing the rule of law and engendering public support through improved delivery and image.

Thornton, K. (2021). **Leading through COVID-19: New Zealand secondary principals describe their reality.** *Educational Management Administration & Leadership*, 49(3), 393-409. <https://doi.org/10.1177/1741143220985110>

School principals were required to engage in crisis leadership throughout New Zealand's first seven-week COVID-19 lockdown in March 2020. Eighteen school principals from a range of secondary schools were interviewed about their experiences. The challenges they faced included preparing students and teachers for online teaching and learning for an unknown length of time, supporting student and staff wellbeing, and

communicating clearly and compassionately to all stakeholder groups. Their opportunities related to strengthening digital teaching and learning, distributing leadership and resetting direction. This study identifies a number of implications for future crisis leadership practice including: preparing, attending to wellbeing, communicating effectively, leading collaboratively and taking opportunities.

Tran, L., & Gershenson, S. (2021). **Experimental Estimates of the Student Attendance Production Function**. *Educational Evaluation and Policy Analysis*, 43(2), 183-199. <https://doi.org/10.3102/0162373720984463>

Student attendance is both a critical input and intermediate output of the education production function. However, the malleable classroom-level determinants of student attendance are poorly understood. We estimate the causal effect of class size, class composition, and observable teacher qualifications on student attendance by leveraging the random classroom assignments made by Tennessee's Student/Teacher Achievement Ratio (STAR) Project class size experiment. A 10-student increase in class size increases the probability of being chronically absent by about 3 percentage points (21%). For Black students, random assignment to a Black teacher reduces the probability of chronic absence by 3.1 percentage points (26%). However, naive mediation analyses suggest that attendance is not a mechanism through which class size and same-race teachers improve student achievement.

UNESCO. UNEVOC: International centre for technical and vocational education and training. (2021). **Innovation dans l'enseignement et la formation techniques et professionnels: un cadre pour les institutions**. Consulté à l'adresse https://unevoc.unesco.org/pub/innovating_tvete_framework_french.pdf

Au fur et à mesure que l'enseignement et la formation techniques et professionnels (EFTP) s'adapte aux impacts des perturbations sociales, environnementales et économiques importantes, des pratiques innovantes émergent. Les établissements d'enseignement et les centres de formation ont le potentiel de jouer un rôle de premier plan pour stimuler l'innovation dans leur écosystème local de compétences et d'innovation. Ce guide pratique fournit une méthodologie, à l'échelle de l'établissement, mesurable et fondée sur des données probantes qui permet aux établissements d'EFTP de rationaliser l'innovation dans leur planification stratégique, leurs produits et services, leur engagement et leurs processus d'enseignement et d'apprentissage.

Vargas, J. H., Saetermoe, C. L., & Chavira, G. (2021). **Using critical race theory to reframe mentor training: theoretical considerations regarding the ecological systems of mentorship**. *Higher Education*, 81(5), 1043-1062. <https://doi.org/10.1007/s10734-020-00598-z>

This article offers a theoretical and critical analysis of race-dysconscious mentorship involving students of color and white faculty. Inspired by ecological systems theory, critical race theory, and the NIH-funded program, Building Infrastructure Leading to Diversity: Promoting Opportunities for Diversity in Education and Research, our analysis considers the ecosystems that promote student pushout and hinder diversification of the scientific workforce, which call for "critical" alternatives to traditional research mentorship. We first examine the historical, social-political, institutional, interpersonal, and intrapsychic ecosystems of traditional mentor-protégé relationships. Two areas are reviewed: (a) "diversity" as it operates in universities and research laboratories and (b) the discursive properties of a dysconscious dialog that rationalizes modern racism. Next,

we connect the five ecosystems of mentorship by integrating literature on critical history, white consciousness, the interpersonal context of mentoring, and mentor–protégé phenomenology. Our analysis demonstrates how the racialized lives of members involved in a mentoring relationship are situated within racist macro-level ecological systems wherein intrapsychic and interpersonal actions and discourses unfold. The development of race-consciousness and anti-racist faculty mentor training programs is also discussed.

Varpanen, J. (2021). **Early childhood education leadership in Finland through the lens of structure and agency.** *Educational Management Administration & Leadership*, 49(3), 518-533. <https://doi.org/10.1177/1741143220903727>

In early childhood education, the concept of distributed leadership has emerged as a key analytical tool for understanding leadership as well as a normative guide for what leadership should be. The concept originates in Peter Gronn's work, where it is positioned as overcoming the structure-agency debate, which is a foundational question in the study of social reality. While distributed leadership itself has been extensively studied, the problem motivating Gronn's work—the structure-agency problematique—has rarely been investigated. In an effort to create a deeper understanding of the role of structure and agency in constituting early childhood education leadership, this study examines how these two key dimensions of social reality structure early childhood education center leaders' understanding of leadership. The data for the study consist of focus group interviews where early childhood education center leaders discuss various aspects of leadership. The data are analyzed in the broad framework of post-structural discourse analysis, using the analytic concept of frame, which reveals the interplay of structure and agency in early childhood education leaders' understandings of their work. The findings show that early childhood education center leaders' understanding of leadership is mainly focused on the side of structure and offers few chances for the kind of collective effort hoped for by Gronn.

Viano, S., Curran, F. C., & Fisher, B. W. (2021). **Kindergarten Cop: A Case Study of How a Coalition Between School Districts and Law Enforcement Led to School Resource Officers in Elementary Schools.** *Educational Evaluation and Policy Analysis*, 43(2), 253-279. <https://doi.org/10.3102/0162373721989290>

Adopting school resource officers (SROs) is a popular response to school shootings. Using the advocacy coalition and multiple streams frameworks, we explore how school districts in one county formed a coalition with the Sheriff's Department, adopting SROs in elementary schools following the Sandy Hook shooting. We describe how this coalition was bound together by shared beliefs on school safety and the goodness of law enforcement. The implementation activities of SROs related to the beliefs of the coalition, focusing on security and relationship building. The beliefs were not uniformly understood by SROs—many interpreted their role to include student discipline and managing behavior of students with disabilities. The findings show the utility of comparing policy adoption processes with implementation activities.

Vlegels, J., & Huisman, J. (2021). **The emergence of the higher education research field (1976–2018): preferential attachment, smallworldness and fragmentation in its collaboration networks.** *Higher Education*, 81(5), 1079-1095. <https://doi.org/10.1007/s10734-020-00600-8>

The field of higher education research is fast-growing, both in number of publications and in geographical reach. There is however limited evidence on how this growth in publication influences the structure of the underlying co-authorship network. This is important as structural network parameters can change quickly in a fast-growing network, leading to fundamental different network structures, e.g., in terms of hierarchy, fragmentation, and inequality. Ultimately, these network structures can influence the current and future innovation and knowledge production in the field. Empirically, we construct 34 different co-authorship networks of all authors published in 28 higher education journals listed in Web of Science between 1976 and 2018 and perform bibliometric network analyses. We find that the growth of publications and authors in the higher education research field leads to increased clustering among authors, creating a dense core of well-connected author clusters. At the same time, we observe an increasing inequality in the network. The co-authorship network is characterized by high fragmentation and reveals a core-periphery structure. Our analysis shows that co-authorship is a selective process, driven by a Matthew effect based on previous publications. As a result, core authors are unlikely to co-author with newer, less established authors. Moreover, we also detect a growing inequality in the average impact of an article. We conclude the paper by discussing possible explanations and by offering some suggestions for future research.

Pratiques enseignantes

Ampère, F. (2021). **Retour d'expérience sur la formation à l'animation d'un groupe d'APP en master « Accompagnement et Analyse des pratiques professionnelles »**. *Revue de l'analyse de pratiques professionnelles*, (19), 40-52. Consulté à l'adresse <https://www.analysedepatique.org/?p=4372>

Cet article a pour objectif de témoigner d'une expérience singulière de formation sur l'animation en analyse des pratiques professionnelles (APP). Animer un groupe d'analyse des pratiques professionnelles nécessite d'assimiler différentes compétences qui mettent en jeu des notions de psychologie, de gestion de groupe, mais également de permettre à l'animateur d'acquérir une pratique réflexive comme geste professionnel. Suivre une formation pour devenir animateur en analyse des pratiques, c'est s'approprier les cadres conceptuels de l'APP, mais c'est aussi et surtout se former lors de phases expérimentales afin de mieux appréhender les différentes étapes dans la construction d'une séance d'APP.

Apkarian, N., & Rasmussen, C. (2021). **Instructional leadership structures across five university departments**. *Higher Education*, 81 (4), 865-887. <https://doi.org/10.1007/s10734-020-00583-6>

In this paper, we investigate leadership related to the instruction of lower division undergraduate courses at five university mathematics departments with strong calculus programs. We use social network analysis to identify patterns of influence on instruction, using the relations: advice seeking, instructional material sharing, discussion of instructional matters, and explicit influence on teaching approach. Data were gathered through social network surveys, which received over 60% response rate at each site. Considering both formal and informal phenomena, we identify variation in vertical and distributed instructional leadership structures within these departments. In these five communities, not all those with hierarchical authority have real influence over

instructional practice, but those with the most influence over instruction do hold formally recognized positions. In light of these findings, we discuss implications for future research and practice in higher education.

Avet l'Oiseau, S., & Loser, F. (2021). **Formation à l'animation des groupes d'analyse de pratiques professionnelles: le dispositif mis en place dans le cadre de la HES-SO (Haute Ecole de Travail Social du Sud-Ouest)**. *Revue de l'analyse de pratiques professionnelles*, (19), 72-92. Consulté à l'adresse <https://www.analysedepratique.org/?p=4405>

Au printemps 2016, dans le cadre des formations postgrades proposées par la HES-SO travail social, un CAS (Certificate of Advanced Studies) de Spécialiste en analyse des pratiques professionnelles dans le domaine de l'action sociale, éducative, psychosociale et de la santé a été mis en place. Dans cet article seront successivement présentés les principes pédagogiques et l'architecture générale du dispositif mis en place ainsi que le cadre conceptuel qui guide cette formation en analyse de la pratique professionnelle (APP). Cet article est suivi d'un second écrit dans lequel nous revenons sur le stage organisé dans le cadre de la formation, expérience relatée à huit mains entre stagiaires et intervenant.e.s.

Ba, M. (2021). **Le maître d'école, quelles ressources pour un enseignement-apprentissage de qualité? De l'implicite à l'explicite**. Consulté à l'adresse <https://www.eyrolles.com/Entreprise/Livre/le-maitre-d-ecole-queles-ressources-pour-un-enseignement-apprentissage-de-qualite--9782343224596/>

L'enseignant est la pièce maîtresse de tout système éducatif. Mais le simple fait d'être un enseignant est loin de suffire pour relever les défis de la qualité. Il peut trouver dans la psychologie, la sociologie, la didactique et...

Boucenna, S. (2021). **Le MAPEMASS, un master de spécialisation qui forme à l'accompagnement avec les ressources de l'analyse des pratiques professionnelles**. *Revue de l'analyse de pratiques professionnelles*, (19), 118-135. Consulté à l'adresse <https://www.analysedepratique.org/?p=4409>

Ce texte présente les unités d'enseignement du Master de spécialisation en Accompagnement des Professionnels de l'Education, du Management, de l'Action Sociale et de la Santé (MAPEMASS) qui forment à l'analyse des pratiques professionnelles (APP). Il donne à voir un programme qui mobilise l'APP comme ressource majeure. Celle-ci est à la fois un objet sur lequel les participants sont formés et une ressource pédagogique pour l'apprentissage de l'accompagnement. Pourtant, une formation à elle seule ne suffit pas à développer et à maintenir actives des compétences d'animation et d'usage de l'APP. C'est pour cette raison que le programme propose en suivi des groupes d'analyse des pratiques autonomes et soutient le développement d'un réseau des anciens du programme.

Denis, G., Duerinckx, É., & Duvivier, S. (2021). **Témoignages en lien avec la formation du MAPEMASS**. *Revue de l'analyse de pratiques professionnelles*, (19), 136-148. Consulté à l'adresse <https://www.analysedepratique.org/?p=4411>

Ce texte présente trois témoignages de participant.e.s à la formation du Master de spécialisation en Accompagnement des Professionnels de l'Education, du Management, de l'Action Sociale et de la Santé (MAPEMASS) qui forme à l'analyse des pratiques professionnelles (APP). Ces témoignages portent sur les apprentissages développés, sur la manière dont ils ont été facilités ainsi que sur les obstacles rencontrés.

Ils évoquent également les modalités de travail utilisées et les dynamiques expérientielles et interactionnelles mobilisées dans la formation.

Dumont, R., & Delvaux, B. (2021). **Processus d'appropriation par les enseignants d'un dispositif d'éducation au politique**. *Les cahiers de recherche du Girsef*, (126). Consulté à l'adresse https://cdn.uclouvain.be/groups/cms-editors-girsef/cahier_126_Final.pdf

L'utilisation croissante par les enseignants de dispositifs conçus par des acteurs externes pose la question de l'appropriation de ces dispositifs par ceux qui ne les ont pas conçus. Cet article analyse le processus d'appropriation d'un projet d'éducation au politique impliquant 60 classes d'écoles secondaires bruxelloises et s'étendant sur plusieurs mois. Identifiant les adaptations effectuées aux différentes phases du projet, les auteurs s'attachent à comprendre ce qui a conduit les enseignants à alléger, étendre ou transformer le dispositif pédagogique. Ils mettent en évidence le rôle que jouent les écarts 1) entre les prérequis de certaines activités du projet et les compétences réelles ou supposées des élèves; 2) entre la forme des activités proposées et des activités scolaires habituelles; 3) entre la conception de l'éducation au politique sous-jacente au projet et celles des enseignants. De ces observations, ils dégagent certaines recommandations pour l'adaptation du projet analysé et plus généralement pour les projets qui, comme celui-là, combinent plusieurs types d'activités et font interagir des classes de profils différents.

Fremaux, C. (2021). **Se former à l'animation d'analyse de la pratique à l'Université**. *Revue de l'analyse de pratiques professionnelles*, (19), 66-71. Consulté à l'adresse <https://www.analysedepratique.org/?p=4382>

Jacques, M. (2021). **Le bâton dans l'éducation, Misère des châtements...** Consulté à l'adresse <https://www.librairielafermierenard.fr/livre/18818887-le-baton-dans-l-education-misere-des-chatiment--maurice-jacques-l-harmattan>

Le rêve de l'auteur est de voir un jour, les parents, les éducateurs, les enseignants, et les adultes en général modifier leur comportement par rapport à l'enfant et à l'adolescent. D'être capables et surtout de faire l'effort d'aller puiser dans les nombreuses ressources disponibles en éducation pour favoriser une relation d'intelligence et sans violence physique ou d'une autre nature entre parent et enfant. L'auteur de ce livre veut être témoin de ces transformations sociales partout dans un monde nouveau, où l'enfant pourra vivre sans crainte d'être battu ou maltraité. L'on suivra notamment le parcours de Momo, pour bien comprendre...

Lee, D.-C. A., Newton, F., Yu, M.-L., Morphet, J., Kidman, G., Maloney, S., ... Haines, T. P. (2021). **Supervisors' experiences in supervising higher education students from culturally and linguistically diverse backgrounds during work-integrated learning of health and non-health courses**. *Higher Education*, 81 (4), 665-683. <https://doi.org/10.1007/s10734-020-00567-6>

The growing number of students who are culturally and linguistically diverse (CALD) relative to the host university undertaking fieldwork placements raises questions about how to best support their needs and the needs of their fieldwork supervisors so as to maximize the experience for both parties. This research aims to quantify and compare fieldwork supervisors' perceptions of CALD versus non-CALD students' performance during placements, the areas and levels of concern they experience in providing this supervision. Placement supervisors from health and non-health courses affiliated with an

Australian University were randomly assigned to a survey containing question sets relating to their experiences in supervising CALD (n = 153) or non-CALD students (n = 168). The survey comprised Likert scale questions assessing “pressure points” to supervision and open-ended questions including strategies fieldwork supervisors typically used to assist students. Using univariate ordinal logistic regression analyses, “speaking” (coefficient, 95% CI 2.1 (1.56, 2.65)), “writing” in English (1.69 (1.17, 2.20)), and “adapting to culture of workplaces” (1.20 (0.71, 1.69)) were perceived by placement supervisors as the top “pressure points” in supervising CALD students. Interaction effects demonstrated that “difficulties in assessing CALD students’ competency” (coefficient, 95% CI -1.14 (-2.27, -0.01), “feeling competent in supervising students for placements” (1.35 (0.26, 2.45)), and the “perception of lack of support” from either the university or employing organization (-1.70 (-2.83, - 0.56)) were evident within fieldwork placement of health courses only. These results can assist universities and placement organizations to prioritize resources to address the key areas affecting CALD students’ performance on placements, and to improve supervisors’ experience in supervising CALD students on placements in health courses.

Lee, J. J., & Haupt, J. P. (2021). **Scientific globalism during a global crisis: research collaboration and open access publications on COVID-19.** *Higher Education*, 81(5), 949-966. <https://doi.org/10.1007/s10734-020-00589-0>

This study sought to understand the nature of scientific globalism during a global crisis, particularly COVID-19. Findings show that scientific globalism occurs differently when comparing COVID-19 publications with non-COVID-19 publications during as well as before the pandemic. Despite the tense geopolitical climate, countries increased their proportion of international collaboration and open-access publications during the pandemic. However, not all countries engaged more globally. Countries that have been more impacted by the crisis and those with relatively lower GDPs tended to participate more in scientific globalism than their counterparts.

Lee, M. (2021). **Do learning support assistants’ perceptions of their role support the capability approach? A small-scale study in a Jordanian international school.** *Journal of Research in International Education*, 20(1), 19-32. <https://doi.org/10.1177/14752409211005378>

This article reports on a small-scale study which explored the perceptions of learning support assistants (LSAs) about how they facilitate learner agency and wellbeing, two key facets of the capability approach. Interviews were conducted with ten LSAs working in an international school to investigate whether LSAs support aspects of this theoretical framework within their role, where their efficacy is often valued by the quantity of time they spend with the child rather than the quality of the support provided. The capability approach was utilised as an analytic framework by using the four capability approach categories which Sen (1999) argues can evaluate human life: wellbeing achievements, agency achievements, wellbeing freedoms, and agency freedoms. The findings from the study indicate that whilst LSAs did support key aspects of the capability approach, they felt unsure if every part of their role could be based on it due to a range of factors beyond their control, such as parental expectations and the school’s deployment of the LSAs. Possibilities for future research, such as the impact of higher-education on LSAs’ ability to further the capability approach, are discussed briefly.

Loizon, D. (2021). **Former à l'animation de groupe d'APP en master**. *Revue de l'analyse de pratiques professionnelles*, (19), 19-39. Consulté à l'adresse <https://www.analysedepratique.org/?p=4364>

L'objectif de cet article est de montrer comment il est possible de former des enseignants à l'animation de groupe d'APP dans le cadre d'un master intitulé « Accompagnement et Analyses de Pratiques Professionnelles » (2A2P) à l'Institut National Supérieur du Professorat et de l'Éducation de l'Université de Bourgogne mis en place en 2017. Cette formation s'articule autour de plusieurs thématiques convergentes : accompagnement, analyse de pratique, ingénierie de formation et recherche. La présentation et les réflexions à propos de cette formation à l'APP s'appuient sur les bilans et les observations réalisés durant les deux premières années de ce master. Elles se situent à un triple niveau : les enjeux, les dispositifs et l'animation de groupe d'APP.

Marzi, E., Souchaud, J., & Roche, V. (2021). **Témoignages sur le parcours de formation à l'animation de groupes d'analyse de pratiques professionnelles dans l'académie de Poitiers (2017-2020)**. *Revue de l'analyse de pratiques professionnelles*, (19), 163-167. Consulté à l'adresse <https://www.analysedepratique.org/?p=4415>

Cet article présente trois témoignages de formateurs ayant participé à un dispositif de formation modulaire à l'animation de groupes d'analyse de pratiques professionnelles (APP). Ils témoignent de l'importance de la maîtrise des techniques de questionnement propres à l'explicitation et des effets de cette formation tant sur les savoirs professionnels (au-delà même de la formation) que sur l'identité professionnelle, sans oublier le rôle soutenant de l'environnement professionnel.

Matsunaga, K., Barnes, M. M., & Saito, E. (2021). **Exploring, negotiating and responding: international students' experiences of group work at Australian universities**. *Higher Education*, 81(5), 989-1006. <https://doi.org/10.1007/s10734-020-00592-5>

While the prevalence of group work in higher education in Australia can be construed as a cultural or institutional practice, it has become a site of struggle for many international students who must negotiate the normative practices embedded in group work. This paper aims to investigate how six Japanese international students at Australian universities explore, negotiate and respond to the normative practices of group work through group projects. The findings reveal that students actively sought and negotiated hidden and implied normative practices of group work. Their responses to the norms were underpinned by the norms being inculcated into their dispositions or, namely, habitus, in the form of beliefs and values, which enabled them to critically examine their group practices. Additionally, when they identified a mismatch between their perceived norms and the responses of their peers, which is realised through Bourdieu's concept of 'hysteresis', they were found to take leadership opportunities. We contend in this paper that when their practices or group practices are at odds with the perceived or identified norms, it induces their hysteresis encounters, which represent initiation of alternative actions and capacity to embrace learning opportunities. We also argue that the investigation into this phenomenon is vital in identifying practices that reproduce fallacies and missed opportunities or prevent students from embracing true virtues of group work.

McKinley, J., McIntosh, S., Milligan, L., & Mikołajewska, A. (2021). **Eyes on the enterprise: problematising the concept of a teaching-research nexus in UK higher education**. *Higher Education*, 81(5), 1023-1041. <https://doi.org/10.1007/s10734-020-00595-2>

Existing research into the relationship between teaching and research in higher education is mainly normative and atheoretical, resulting in assumptions of a close and beneficial connection between them. We problematise the idea of a nexus by undertaking a critical examination of the concept through the lens of educational ideologies to theorise the changes over time that shape the ways teaching and research are practised. Two hundred seven academic staff in the Humanities and Social Sciences were surveyed in 10 universities in England and Wales; the universities were identified as having strength in teaching, research, or in both. Along with analysis of interviews with senior managers at these universities, findings suggest that systemic forces which separate teaching and research are evident in institutional contexts with implications for the idea of a nexus. While the nexus may exist in theory, in practice, we argue that teaching and research can be pulled in different directions by institutional priorities. Furthermore, in institutions which adopt an enterprise ideology, there are signs of a nascent nexus emerging between research and innovation.

MIAO, F., HUANG, R., LIU, D., & huang, R. Z. (2021). **Assurer un apprentissage à distance efficace pendant la crise de COVID-19: recommandations au corps enseignant.** Consulté à l'adresse https://liseo.france-education-international.fr/doc_num.php?explnum_id=13455

L'efficacité des stratégies d'apprentissage à distance dépend de divers types de préparations: préparation technique des programmes nationaux d'apprentissage à distance, préparation des cours et du contenu de soutien, de l'apprentissage pédagogique et à domicile, ainsi que préparation du soutien au suivi et à l'évaluation de ces enseignements. Une fois que les cours et les technologies à mettre en œuvre sont en place, les enseignants se trouvent en première ligne. Ce guide vise à aider les enseignants à comprendre et résoudre les problèmes-clefs liés à la formation à distance à domicile pendant les fermetures d'écoles dues à la COVID-19 et à concevoir et à faciliter des activités d'apprentissage efficaces.

Nissen, E., & Kurek, M. (2020). **The Impact of Virtual Exchange on Teachers' Pedagogical Competences and Pedagogical Approach in Higher Education** [Report]. Consulté à l'adresse Evolve Project website: <https://research.rug.nl/en/publications/the-impact-of-virtual-exchange-on-teachers-pedagogical-competence>

The following report presents the outcomes of a study on the effect of implementing Virtual Exchange on the evolution of teachers' pedagogical competences. In the report we use the term Virtual Exchange (VE) to refer to sustained online interaction between peers who are geographically distant and/or from different cultural backgrounds and affiliated to different Higher Education institutions, supported by their respective teachers and eventually facilitators. This pedagogical method, due to its high versatility, can be adapted to address various educational contexts, hence its growing popularity. While various aspects of students' participation in VE projects have attracted numerous research studies, little is known about how VE design and delivery stimulate, if at all, teachers' professional growth. The study is part of a large-scale research conducted within the EU-funded Erasmus+ KA3 project EVOLVE (Evidence Validated Online Learning through Virtual Exchange) into the impact of Virtual Exchange as an educational method in Higher Education contexts. The current report concentrates on how the process of designing, implementing and carrying out VE affects the teachers involved. In particular, it investigates how they view the evolution of their general teaching competence, their VE-related competences as well as their approach to nurturing

student-centeredness and other active pedagogical approaches in the academic courses they teach. The study also casts light onto the motives behind VE implementation, the targeted learning objectives and teachers' perceptions of VE-related challenges.

Osborne, E., Anderson, V., & Robson, B. (2021). **Students as epistemological agents: claiming life experience as real knowledge in health professional education.** *Higher Education*, 81(4), 741-756. <https://doi.org/10.1007/s10734-020-00571-w>

University teachers' practices of resistance against dominant epistemological norms have been described in recent critical higher education literature, but comparatively little work has explored students' practices of intellectual resistance and negotiation within the university. As part of a larger study on students' experiences of study-life overlap in health professional education, this paper examines students' responses when their knowledge arising from life experience was marginalised. Students used five epistemological strategies to respond to this side-lining of lived knowledge, i.e. building the case that lived knowledge is 'academic', switching to institutionally recognisable language, considering epistemological framing when responding to discrimination or assumptions, sustaining friendships as epistemological work and seeking out settings where their lived experience was valued. This paper argues for the need to understand students as active epistemological agents within the university. It adds to existing critical scholarship on staff practices of intellectual resistance by considering students' practices as part of the academic community.

Péaud, P. (2021). **Un parcours de formation à l'animation de groupes d'analyse de pratiques professionnelles dans l'académie de Poitiers (2017-2020).** *Revue de l'analyse de pratiques professionnelles*, (19), 149-162. Consulté à l'adresse <https://www.analysedepratique.org/?p=4413>

Cet article présente une formation mo...

Perez-Roux, T. (2021). **L'APP comme dispositif professionnalisant dans une formation universitaire : quels enjeux, quelles stratégies, quels effets ?** *Revue de l'analyse de pratiques professionnelles*, (19), 53-65. Consulté à l'adresse <https://www.analysedepratique.org/wp-content/uploads/therese-perez-roux-revue-app-mars2021.pdf>

La contribution présente un dispositif de formation universitaire en sciences de l'éducation, de niveau master, dans lequel l'analyse de pratiques professionnelles (APP) prend une place centrale. Le travail réflexif est articulé à d'autres contenus de formation qui viennent soutenir les analyses de situations professionnelles ou de stage. Plusieurs modalités d'analyse de pratiques sont proposées et mises en œuvre dans une visée professionnalisante que les étudiants perçoivent progressivement. L'appropriation de la démarche, de ses enjeux, de ses effets s'opère au travers des lectures, des échanges, des apports et des mises en situation

Roy-Vallières, M., Bigras, N., Charron, A., Bouchard, C., Gagné, A., & Dessus, P. (2021, avril 7). **Profile of teacher-child interaction quality in groups of three-year-old children in Quebec and France.** Présenté à Virtual Biennial Meeting of the Society for Research in Child Development. Consulté à l'adresse <https://hal.univ-grenoble-alpes.fr/hal-03211536>

Early childhood is widely regarded as a critical period for children's development and academic success (April et al. 2018; Bouchard et al. 2017). In fact, the child's brain development is highly affected by new experiences (Simard et al. 2013; Yoshikawa et al. 2013), making high-quality educational environments paramount in fostering children's success in life. Even though educational quality encompasses several variables, a meta-analysis by Sabol et al. (2013) found that adult-child interaction was the best predictor of children's later outcomes. However, research also shows that educational childcare services (ECS) around the world rarely offer high interaction quality environments (Slot, 2018; Tayler et al., 2016). Hence, several nations have set up quality assessment practices (OCDE, 2015). In the French speaking community, Quebec and France have developed such practices, but show different cultural, political and social contexts that can lead to discrepancies in how interaction quality is actually applied in their ECS. To explore this possibility, a study by Author et al. (2019) was conducted and found that interaction quality in Quebec's ECS was significantly higher than in France's ECS. However, their analysis was based on a variable-centered approach using means, which may create an inadequate representation of reality (Haccoun and Cousineau 2010). Using a secondary analysis of data (Author et al. 2019), this study thus aimed at identifying latent profiles of adult-child interaction quality in groups of three-year-old children in Quebec early childhood centers and French kindergarten classrooms, as measured by the CLASS Pre-K. This study also aimed to explore existing associations between identified interaction quality profiles and structural characteristics (staff qualifications, ages, group size). Latent profile analyses showed three interaction quality profiles in Quebec, with most of the participants (52,5 %) in the highest-quality profile, and four interaction quality profiles in France, with participants almost evenly distributed between profiles. These results suggest more homogenous teacher training in Quebec than in France. The scores of the three CLASS Pre-K domains associated with identified profiles show a higher average interaction quality in Quebec compared with France. As for characteristics of structural quality, our analyses suggest that only the group size variable is significantly associated with scores of interaction quality, and exclusively so with the "medium-quality" (MQ-FR) and "medium-low quality with emphasis on classroom organization" (MLQ-CO) profiles in France. Thus, group size of French kindergarten classrooms associated with the MQ-FR profile is significantly lower than the group size of French classrooms associated with the MLQ-CO profile. This suggests that, in French kindergartens context, group size reduction could allow groups associated with the MLQ-CO profile to find themselves in the MQ-FR profile. The highest French interaction quality profile could then account for more than 50% of the sample, which would be a significant improvement in the average quality of kindergartens. Other studies are nonetheless required in order to confirm this hypothesis.

Thiébaud, M. (2021). **Comment apprendre à animer des groupes d'analyse de pratiques professionnelles ? Quelques éléments issus de témoignages en lien avec huit formations.** *Revue de l'analyse de pratiques professionnelles*, (19), 5-18. Consulté à l'adresse <https://www.analysedepratique.org/?p=4362>

Ce texte a pour but de mettre en évidence quelques éléments saillants à partir de témoignages et réflexions rédigés par des participant·e·s à huit formations à l'animation de groupes d'analyse de pratiques. Ces formations de longue durée ont été développées depuis de nombreuses années en France, en Suisse et en Belgique. Leurs caractéristiques générales sont tout d'abord présentées. Puis des points de convergence dans les expériences des apprenant·e·s sont dégagés, en lien avec leurs processus d'apprentissage, les dynamiques d'évolution vécues (au niveau individuel et du

groupe), les éléments facilitants, les obstacles rencontrés ainsi que les effets de la formation.

Relation formation-emploi

Bilan Formation-Emploi 2018 - Insee Résultats. (2021). Consulté 3 mai 2021, à l'adresse https://www.insee.fr/fr/statistiques/5354499?pk_campaign=avis-parution

Bilan Formation-Emploi 2019 - Insee Résultats. (2021). Consulté 3 mai 2021, à l'adresse https://www.insee.fr/fr/statistiques/5354485?pk_campaign=avis-parution

Jackson, D., & Bridgstock, R. (2021). **What actually works to enhance graduate employability? The relative value of curricular, co-curricular, and extra-curricular learning and paid work.** *Higher Education*, 81(4), 723-739. <https://doi.org/10.1007/s10734-020-00570-x>

The focus on short-term graduate employment metrics has catalysed the employability agenda as a strategic directive in universities. A raft of embedded, co-curricular, and extra-curricular activities has emerged for developing employability. Their relative value lacks empirical exploration. This study explored graduates' self-reported participation in, and their perspectives on the value of, a range of embedded, extra-curricular, and co-curricular learning activities, as well as paid work, for employability. Survey data were gathered (N = 510) from Business and Creative Industries graduates from three Australian universities about the perceived value of activities for skill development, gaining relevant experience, networking, and creating employment opportunities. The activities were considered more useful for gaining experience and skills than for broadening networks and improving career outcomes. Embedded and extra-curricular internships, as well as extra-curricular activities, were believed to be important for enhancing employability. Internships organised as an extra-curricular activity rated better than those delivered as work-integrated learning. Implications for stakeholders responsible for curricular and co-curricular design are discussed.

Réussite scolaire

Bell, E. (2021). **Does Free Community College Improve Student Outcomes? Evidence From a Regression Discontinuity Design.** *Educational Evaluation and Policy Analysis*, 43(2), 329-350. <https://doi.org/10.3102/0162373721993149>

In this article, I utilize a regression discontinuity design to estimate the effects of Tulsa Achieves—a prevalent and understudied type of tuition-free college program. In contrast to concerns regarding tuition-free community college suppressing bachelor's degree attainment, I find that Tulsa Achieves increased the likelihood of transferring to 4-year colleges by 13 to 14 percentage points and increased bachelor's degree attainment by approximately 2 percentage points. The estimates for shorter outcomes are underpowered to detect policy relevant effects, but suggest Tulsa Achieves increased college GPA and had a null impact on credit accumulation, retention, and graduation from Tulsa Community College.

David, M. (2020). **Travailler à l'université. La définition étudiante du niveau et de la direction des efforts à fournir.** *Revue française de pédagogie*, (209), 87-102. Consulté à l'adresse <https://www.cairn.info/revue-francaise-de-pedagogie-2020-4-page-87.htm>

Cet article contribue à la sociologie des savoirs dans l'enseignement supérieur en s'intéressant à la perspective des étudiants, c'est-à-dire à la manière dont ils construisent un point de vue collectif sur le travail qu'ils ont à faire. L'auteure s'appuie sur une enquête portant sur des étudiants de première année de licence, en sociologie, chimie et physique. Elle analyse l'apprentissage des savoirs comme un cas particulier de situation collective de travail, qui peut être étudié avec les outils interactionnistes de sociologie du travail. Il s'agit ici de comprendre comment les étudiants résolvent certains des problèmes qui se posent à eux, comme la gestion de la quantité de travail à faire et la hiérarchisation des tâches universitaires.

Edwardson. (2021). **Quantitative Approaches to Community College Student Health: A Systematic Review of the Literature.** *Community College Journal of Research and Practice*, 45(6), 451-462. <https://doi.org/10.1080/10668926.2020.1722293>

Objective: Health is an important factor in college student success yet is not as well understood in two-year colleges as it is in traditional, four-year institutions. This systematic literature review aimed to determine the health topics that have been studied in community colleges and what data sources have been used. Additionally, this paper aimed to determine what questions can be answered with the available measurement tools and datasets. Methods: A systematic literature review was performed to screen, assess, and synthesize the current knowledge base on community college student health research. Peer-reviewed articles published after 2010 that demonstrated quantitative or mixed methods approaches to studying community college student health were reviewed and assessed to determine the health topics studied in community colleges, and the data sources used to answer research questions. Results: Twenty-eight articles resulting from the search had a student health focus in community colleges and utilized a quantitative or mixed methods approach. The articles covered a variety of health topics, but most fell into the categories of veteran health and needs, sexual and reproductive health, weight management, mental health, alcohol and substance use, and health programming. Study-specific surveys were a common measurement tool, along with health questionnaires and surveys, the ACHA-NCHA II, Healthy Minds, and the CHOICES study. Contributions: This paper provides a synthesis of the current health topics studied in community colleges, the tools available for such research, and suggestions for facilitating further research to evaluate the relationship between health and academic outcomes in community colleges.

Facchini, M., Triventi, M., & Vergolini, L. (2021). **Do grants improve the outcomes of university students in a challenging context? Evidence from a matching approach.** *Higher Education*, 81(5), 917-934. <https://doi.org/10.1007/s10734-020-00586-3>

In this work, we investigate whether grants improve the academic outcomes of students from socio-economically disadvantaged families and thereby reduce inequalities of educational opportunities. We focus on Italy, which is characterized by high dropout rates, prolonged duration of higher education studies and considerable social inequalities in educational outcomes. To estimate the effect of grants, we follow a counterfactual approach, relying on a reweighting matching procedure. First, we apply coarsened exact matching to identify the region of common support. Second, we weight the observation using the entropy balancing method. We use a nationally

representative survey, which collects data on students who graduated from upper secondary school in 2004 and 2007. We find that grants reduce dropout and increase timely graduation, with larger effects among males and students in Central-Southern Italy, who are more at risk of withdrawal from university.

Henri-Panabière, G., & Noûs, C. (2020). **De la première à la troisième année d'une licence: comment l'assiduité étudiante est-elle travaillée?** *Revue française de pédagogie*, (209), 59-72. Consulté à l'adresse <https://www.cairn.info/revue-francaise-de-pedagogie-2020-4-page-59.htm>

Comment les premières années d'enseignement supérieur transforment-elles les étudiants? La formation universitaire dont il est question dans l'article est peu encadrante, comme la plupart des licences de sciences humaines en France. Pourtant, au fil des trois années pendant lesquelles une trentaine d'étudiants ont été régulièrement enquêtés, leurs pratiques ont changé, en particulier celles qui concernent leur assiduité en cours. Pour comprendre ces changements, les analyses présentées s'inspirent de certains travaux portant sur la socialisation professionnelle. Elles montrent le rôle joué par le cadre institutionnel et sa faiblesse ainsi que par les pairs auxquels des formes de contrôle horizontal sont déléguées.

Iori, R., & Tixier, F. (2020). **Boys in White: l'assimilation des valeurs médicales par les étudiants de médecine.** *Revue française de pédagogie*, (209), 103-105. Consulté à l'adresse <https://www.cairn.info/revue-francaise-de-pedagogie-2020-4-page-103.htm>

Lermusiaux, A. (2020). **L'effet des socialisations scolaire et professionnelle sur les pratiques de travail en IFSI. Une observation directe des formes du travail étudiant dans la formation en soins infirmiers.** *Revue française de pédagogie*, 209(4), 11-28. <https://doi.org/10.4000/rfp.9656>

Ce numéro prend pour objet la question des apprentissages dans l'enseignement supérieur en mobilisant des méthodes et des concepts relevant de la sociologie du travail. Cette perspective s'avère heuristique pour rendre visible l'ensemble des activités et des dimensions constitutives du travail des étudiant.es. Cette approche permet de porter l'attention sur leurs pratiques effectives en prenant au sérieux leurs logiques propres, qui favorisent ou non leur réussite. Cet angle choisi permet de tenir ensemble les contraintes variées qui pèsent sur les apprentissages et le travail des étudiant.es. Il permet de voir comment ils et elles les renégocient, individuellement et collectivement. Cela permet en outre de comprendre qu'une partie de cette négociation ne tourne pas seulement autour de strictes questions de savoirs mais engage plus largement des rapports aux études, des ethos ainsi que des activités afférentes aux savoirs et liées au curriculum caché (gérer le temps, les efforts, les émotions). Recourir à la sociologie du travail pour des objets usuellement réservés à la sociologie de l'éducation et de l'enseignement supérieur permet de les « déscolariser » temporairement et, ce faisant, d'éclairer des logiques et des pratiques habituellement non visibles dans les approches scolaro-centrées.

Lonka, K., Ketonen, E., & Vermunt, J. D. (2021). **University students' epistemic profiles, conceptions of learning, and academic performance.** *Higher Education*, 81(4), 775-793. <https://doi.org/10.1007/s10734-020-00575-6>

University students' epistemic beliefs may have practical consequences for studying and success in higher education. Such beliefs constitute epistemic theories that may

empirically manifest themselves as epistemic profiles. This study examined university students' epistemic profiles and their relations to conceptions of learning, age, gender, discipline, and academic achievement. The participants were 1515 students from five faculties who completed questionnaires about epistemic beliefs, including a subsample who also completed a questionnaire that included conceptions of learning. We measured epistemic beliefs: reflective learning, collaborative knowledge-building, valuing metacognition, certain knowledge, and practical value. First, we analyzed structural validity by using confirmatory factor analysis. Second, we conducted latent profile analysis that revealed three epistemic profiles: Pragmatic (49%), reflective-collaborative (26%) and fact-oriented (25%). Then, we compared the conceptions of learning across the profiles as well as demographic information, credits, and grades. The profiles' conceptions of learning varied: The reflective-collaborative group scored high on conception of learning named "construction of knowledge." Its members were more likely to be females, teachers, and mature students, and they had the highest academic achievement. The fact-oriented group (mostly engineering/science students) scored highest on "intake of knowledge." The pragmatic group scored highest on "use of knowledge:" During the second year, their academic achievement improved. In sum, the epistemic profiles were closely related to conceptions of learning and also associated with academic achievement.

NKWANUI, B., COLINET, S., & HAAG, P. (2021). **Contrôlabilité d'un dispositif mobile via WhatsApp : amélioration des performances des apprenants.** *Distances et médiations des savoirs*, (n° 33), [n.p.], bibliogr. Consulté à l'adresse <https://journals.openedition.org/dms/6028>

L'étude s'intéresse à l'amélioration de la performance chez les apprenants placés en situation de contrôlabilité d'un dispositif mobile associé à WhatsApp. L'expérimentation de six semaines dans une classe de 60 apprenants d'un lycée technique de Yaoundé 2 auprès de 47 apprenants de la modalité et de 13 apprenants par WhatsApp a révélé la contrôlabilité des dispositifs d'apprentissage mobile par les apprenants et l'amélioration des performances via WhatsApp. L'article conclue qu'un tel dispositif de différenciation est efficace dans le contexte des établissements qui peinent à se doter de dispositifs techno-pédagogiques plus sophistiqués

Proust, S., Normand, M., & Védrine, C. (2020). **Ethos vocationnel et extension du travail pour les étudiants des écoles supérieures d'art.** *Revue française de pédagogie*, (209), 73-86. Consulté à l'adresse <https://www.cairn.info/revue-francaise-de-pedagogie-2020-4-page-73.htm>

Les écoles supérieures d'art et d'architecture occupent en France une position intermédiaire entre le système des grandes écoles et les universités. Très féminisées, elles attirent massivement des étudiants issus des catégories du haut de la hiérarchie sociale et caractérisés par un très bon niveau scolaire. Elles sont très sélectives et jouent un rôle décisif dans la formation de différents groupes d'artistes : comédiens, architectes, designers, etc. À ce titre, elles accentuent des dispositions déjà présentes au moment de leur scolarité secondaire et notamment celles qui ont trait à l'engagement dans le travail. Tout en soulignant la difficulté pour définir ce qu'est le travail dans les champs artistiques et en mesurer l'intensité, l'article souligne le volume considérable de travail dans ces écoles. Que ce soit dans la journée ou tard dans la nuit, dans le cadre scolaire ou privé, les étudiants manifestent un engagement total, parfois au prix de leur santé qui se révèle moins bonne que celle de la grande masse des étudiants.

Sacré, M., Toczek, M.-C., & Lafontaine, D. (2021). **Permettre aux étudiant-es de s'autoévaluer à l'aide de quiz: Quels effets sur leurs performances?** *Colloque international de l'ADMEE-Europe édition 2021*. Présenté à (à distance), Belgium. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03195048>

La question de comment soutenir les étudiants de l'enseignement supérieur dans l'acquisition de compétences reste un enjeu considérable. De plus en plus de dispositifs d'enseignement hybride sont mis en place dans les institutions et offrent diverses activités d'apprentissage, et notamment des quiz en ligne. Cette étude a pour objectif d'examiner l'effet de quiz en ligne (à distance) aux étudiants (n=538) au fil d'une unité d'enseignement qui s'inscrit dans un dispositif hybride déployé dans six Instituts de Formation en Soins Infirmiers (IFSI) et. Au total, cinq quiz sont répartis tout au long d'un quadrimestre. Un test portant sur les compétences visées par l'unité d'enseignement dans laquelle le dispositif s'est déroulé (légalisation, éthique et déontologie) a été administré avant et après l'intervention. Les résultats montrent que le groupe «quiz» (expérimental) obtient de meilleures performances au post-test que le groupe «sans quiz» (témoin) alors que les performances initiales sont équivalentes. L'évolution des performances est donc plus importante dans le groupe expérimental. Ces résultats suggèrent que proposer des quiz dans un dispositif d'enseignement hybride peut s'avérer favorable. Deux interprétations sont proposées. (1) Cela peut engager l'agir auto-évaluatif et donc l'autorégulation des étudiants. (2) Il est probable que l'effet test ait été activé par la présence des quiz et que cet effet engendre une meilleure mémorisation des concepts. Quelques limites sont exposées.

Yadusky, Kheang, & Hoggan. (2021). **Helping Underprepared Students Succeed: Minimizing Threats to Identity.** *Community College Journal of Research and Practice*, 45(6), 423-436. <https://doi.org/10.1080/10668926.2020.1719939>

Although the practice of channeling students who are labeled as academically underprepared into developmental education courses has been a ubiquitous practice among community colleges, the vast majority of these students are not completing their developmental coursework, much less their desired credential. This research illustrates the experiences and challenges that students encountered in their pre-curriculum courses. The research conducted in-depth interviews with 16 students who successfully completed or were on track to complete their developmental coursework at a two-year MSI. Framed by Schlossberg's transition theory, findings showed that being labeled as "underprepared" generated feelings of isolation, stigmatization, and a lack of control, which we argue are threats to identity that led to strong emotional and behavioral reactions. As many colleges are looking for new approaches to address the challenge of so-called student underpreparedness, we argue that the design of developmental interventions, and indeed of all community college structures, should accommodate and support students' fledgling identities as college students.

Valeurs

Bonfils, P., Dumas, P., Remond, E., Stassin, B., & Vovou, I. (2021, avril 19). **L'éducation aux médias tout au long de la vie.** Présenté à Colloque Ticemed. Consulté à l'adresse <https://halshs.archives-ouvertes.fr/halshs-03206274>

Le printemps est habituellement la saison où se tiennent les colloques Ticemed. Le douzième de la série, Ticemed12, préparé à l'Université Panteion d'Athènes pour les 7-9

avril 2020 a dû être annulé quelques jours avant son ouverture en raison de la pandémie de Covid-19. Des mois de travail des conférenciers, des revieweurs et des organisateurs risquaient d'être effacés purement et simplement. Or il est de tradition dans ces colloques de publier les textes des conférences dans des préactes avant même la tenue du colloque. Les bouleversements de l'année écoulée n'ont pas permis de publier dans ces délais, mais il a paru indispensable aux organisateurs et à la communauté Ticemed de réaliser l'équivalent de pré-actes et de les mettre à disposition du public sur le net. Cela est l'objet du présent ouvrage.