

Veille de l'IREDU



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Acquisition de compétences

Adamecz-Völgyi, A., Henderson, M., & Shure, N. (2021). **Intergenerational Educational Mobility – The Role of Non-cognitive Skills**. In *IZA Discussion Papers* (N° 14580). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://ideas.repec.org/p/iza/izadps/dp14580.html>

While it has been shown that university attendance is strongly predicted by parental education, we know very little about why some potential « first in family » or first-generation students make it to university and others do not. This paper looks at the role of non-cognitive skills in the university participation of this disadvantaged group in England. We find that conditional on national, high-stakes exam scores and various measures of socioeconomic background, having higher levels of non-cognitive skills, specifically locus of control, academic self-concept, work ethic, and self-esteem, in adolescence is positively related to intergenerational educational mobility to university. Our results indicate that having higher non-cognitive skills helps potential first in family university students to compensate for their relative disadvantage, and they are especially crucial for boys. The most important channel of this relationship seems to be through educational attainment at the end of compulsory schooling.

Beaucher, H. (2021). **Les compétences de vie : une priorité internationale**. *Revue internationale d'éducation de Sèvres*, (87), 12-16. <https://doi.org/10.4000/ries.10724>

Les deux dernières décennies ont vu l'émergence d'un mouvement mondial appelant à doter les apprenants de nouvelles compétences et savoir-faire pour affronter la complexité du monde. Si dans le cadre de l'initiative LSCE (Lifeskills and Citizenship Education) de l'Unicef, les compétences de vie sont définies comme « des compétences transférables qui permettent aux individus de faire face à la vie quotidienne, de progresser et de réussir à l'école, au travail et dans leur vie sociale », il n'y...

Botton, H. (2021). **Comprendre les résultats en mathématiques des élèves en France**. Note d'analyse. *Le zoom du Cnesco*, (2). <https://www.cnesco.fr/wp-content/uploads/2021/09/Note-analyse-1-comprendre-resultats-mathematiques-France.pdf>

La position de la France en queue de peloton à l'évaluation Timss 2019 pour les élèves de CM1 en mathématiques a été largement commentée. Le Cnesco publiera une série de 4 notes pour mieux comprendre ces faibles résultats des élèves en mathématiques en France. Cette première note s'intéresse à la question suivante : la moindre réussite de la France à Timss 2019 concerne-t-elle l'ensemble des élèves ou est-elle spécifique à certains écoliers ? Pour y répondre, nous comparons ici les résultats des élèves en France à ceux des élèves ayant des caractéristiques similaires dans les autres pays de l'OCDE

Damphousse, J., Groleau, A., & Samson, G. (2021). **Réalisation d'une démarche d'analyse technologique par des élèves de science et technologie au secondaire : trois cas de figure**. *Canadian Journal of Education/Revue canadienne de l'éducation*, 44(3), 624-647. <https://doi.org/10.53967/cje-rce.v44i3.4195>

Technological analysis involves examining an object to understand how it works. In this article, we study how high school students proceed while they perform a technological analysis in technology classes. Based on observations and interviews with twelve students,

our results show that they use at least three different ways to do so, which we have labelled: sequential dissection (completely disassemble the object, then try to understand how it works), system-based dissection (partially disassemble the object to understand how its systems fit together), and circular dissection (disassemble one piece at the time and try to understand its function). Keywords: technological analysis, mechanical dissection, science and technology

Huillery, É., Bisson-Vaivre, C., & Klépal, I. (2021). **Développer la motivation et la persévérance grâce aux compétences sociales et comportementales.** *Administration & Éducation*, 171(3), 113-126. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-3-page-113.htm>

Jarraud, F. (2021, octobre 6). **Les jeunes NEET manquent de compétences de base.** Consulté 6 octobre 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/10/06102021Article637691015782078335.aspx?actId=ebwp0YMB8s1_OGEGsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=512247

Macler, S. (2021). **Parcours, travail et compétences des chefs de très petite entreprise : une analyse didactique professionnelle.** (Phdthesis, Université Bourgogne Franche-Comté). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03359338>

Ce travail de thèse en sciences de l'éducation consiste à analyser le parcours, le travail et les compétences de chefs de très petite entreprise, selon une approche didactique professionnelle. Initiée par les représentants des TPE-PME, les méconnaissances représentent le point de départ de cette recherche : méconnaissance des parcours des chefs de TPE, méconnaissance de leur travail, des situations et des activités de création, de reprise et de conduite des évolutions. L'ambition qui anime les développements de ce travail s'inscrit dans une fonction heuristique sur les chefs de très petite entreprise en vue de proposer des pistes de réflexion pour la formation, voire l'éducation à l'entrepreneuriat. Deux orientations méthodologiques principales guident cette recherche. La première est une orientation de découverte et de compréhension des parcours, du travail, des compétences et de l'apprentissage, ceci dans la perspective de comprendre ce qui organise l'activité des chefs de TPE, aussi bien quant à leur parcours, leurs compétences, leur travail, leurs choix et leur apprentissage. Ce qui organise leur activité, c'est ce qui vient des situations qui se présentent ou/et qu'ils créent, suscitent, recherchent, et ce qui vient de leur parcours, de leur expérience. Dans cette perspective, nous nous inscrivons dans le cadre théorique et méthodologique de la didactique professionnelle. La deuxième est une orientation de théorisation des parcours, de l'activité, de l'apprentissage du chef de TPE. Nous avons constitué une méthode, inspirée de la théorie ancrée et de la confrontation critique des données. Les résultats proposés, ainsi que les pistes de réflexion pour la formation s'appuient sur l'analyse de récits de vie de 25 chefs de TPE (22 français et 3 canadiens) et d'une journée d'observation en situation avec chacun d'eux.

Plumelle, B. (2021). **Les fermetures d'écoles et leurs effets sur l'apprentissage des élèves.** *Revue internationale d'éducation de Sèvres*, (87), 31-37. <https://doi.org/10.4000/ries.10794>

En 2020, 1,5 milliard d'élèves dans 188 pays ont été privés d'école. Avec la pandémie de Covid-19, les systèmes éducatifs de l'ensemble de la planète ont connu un

bouleversement radical. Du jour au lendemain, les écoles ont été fermées, les élèves ont été renvoyés dans leur famille, les enseignants ont dû assurer leurs cours à distance selon les moyens technologiques mis à leur disposition et leurs compétences à les utiliser. L'une des premières actions pour contenir le virus a été de fermer ...

Shiohira, K. (2021). **Comprendre l'impact de l'intelligence artificielle sur le développement des compétences.** In <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3395>. Consulté à l'adresse UNESCO International Centre for Technical and Vocational Education and Training (Transnational) website: <https://unesdoc.unesco.org/ark:/48223/pf0000378935>

Ce document présente une synthèse de la recherche sur l'état actuel des tendances, des programmes, des politiques et des utilisations de l'IA dans le contexte de l'enseignement et de la formation techniques et professionnels sur six continents, couvrant le monde développé et le monde en développement, pour servir de ressource à l'intention des parties prenantes qui s'investissent dans l'avenir des travailleurs de niveau intermédiaire et de l'EFTP. Enseignants, étudiants, gestionnaires, décideurs, responsables de la mise en œuvre des programmes et apprenants en formation continue sont conviés à se pencher sur les pratiques, les opportunités et les enjeux actuels de l'IA, et sur les recommandations visant à l'édification d'un système d'enseignement et de formation à l'épreuve de l'avenir.

Aspects économiques de l'éducation

Adamecz-Völgyi, A., Henderson, M., & Shure, N. (2021). **Intergenerational Educational Mobility – The Role of Non-cognitive Skills.** In *IZA Discussion Papers* (N° 14580). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://ideas.repec.org/p/iza/izadps/dp14580.html>

While it has been shown that university attendance is strongly predicted by parental education, we know very little about why some potential « first in family » or first-generation students make it to university and others do not. This paper looks at the role of non-cognitive skills in the university participation of this disadvantaged group in England. We find that conditional on national, high-stakes exam scores and various measures of socioeconomic background, having higher levels of non-cognitive skills, specifically locus of control, academic self-concept, work ethic, and self-esteem, in adolescence is positively related to intergenerational educational mobility to university. Our results indicate that having higher non-cognitive skills helps potential first in family university students to compensate for their relative disadvantage, and they are especially crucial for boys. The most important channel of this relationship seems to be through educational attainment at the end of compulsory schooling.

Alan, S., Corekcioglu, G., & Sutter, M. (2021). **Improving Workplace Climate in Large Corporations: A Clustered Randomized Intervention.** In *CESifo Working Paper Series* (N° 9304). Consulté à l'adresse CESifo website: <https://ideas.repec.org/p/ces/ceswps/9304.html>

We evaluate the impact of a program aiming at improving the workplace climate in corporations. The program is implemented via a clustered randomized design and evaluated with respect to the prevalence of support networks, antisocial behavior, perceived relational atmosphere, and turnover rate. We find that professionals in treated corporations are less inclined to engage in toxic competition, exhibit higher reciprocity

toward each other, report higher workplace satisfaction and a more collegial atmosphere. Treated firms have fewer socially isolated individuals and a lower employee turnover. The program's success in improving leader-subordinate relationships emerges as a likely mechanism to explain these results.

Araki, H., & Dahbura, J. N. M. (2021). **The Heterogeneous Relationship Between Financial Education and Investment Behavior in Japan**. In *Keio-IES Discussion Paper Series* (N° 2021-018). Consulté à l'adresse Institute for Economics Studies, Keio University website: <https://ideas.repec.org/p/keo/dpaper/2021-018.html>

This research employs data from Japan to study the relationship between the experience of financial education and the participation of Japanese persons on financial markets. We account for unobserved heterogeneity by employing a three-class Finite Mixture Model. The prior probability of class membership is a function of sociodemographic characteristics of the person. We examine the association between the investment experience probability conditional on class membership, and the experience of financial education at home, school and the workplace, controlling for a financial literacy score measured through Item Response Theory, and several behavioral traits. The results allow us to extract a segment of striving persons whose investment behavior differs in important ways from other groups. Education at school or work is significantly associated with higher investment probabilities across all classes of individuals. The impact of financial education at home is more heterogeneous, and may be negative for the most fragile groups. We believe that our results may offer important insights for policy-makers involved in the design of financial education programs.

Azar, P., & Sicilia, G. (2021). **An assessment of pupil and school performance in public primary education in Uruguay**. In *Documentos de Trabajo (working papers)* (N° 21-22). Consulté à l'adresse Instituto de Economía - IECON website: <https://ideas.repec.org/p/ulr/wpaper/dt-22-21.html>

This paper discusses the potential improvements in pupil's academic results at public primary schools in Uruguay. Using student level data from the first national assessment of educational achievements, we decompose education attainments into pupil's own effort and school value added following a multilevel metafrontier approach originally introduced by Silva-Portela and Thannassoulis (2002). We find that on average, pupils miss 19.2% of their potential achievement, mainly driven by their own under-performance. The extent of output students cannot obtain because of school effects is mainly explained by suboptimal resource availability at the school level rather than schools' own managerial ability. The shortfall in the school's contribution to efficiency affects those students in the least advantaged socioeconomic contexts and those with lower test scores.

Bennett, P., Blundell, R., & Salvanes, K. G. (2021). **A Second Chance? The Labor Market Outcomes of Reforming Access to Adult Education**. In *CESifo Working Paper Series* (N° 9306). Consulté à l'adresse CESifo website: <https://ideas.repec.org/p/ces/ceswps/9306.html>

Developing effective tools to address prime-aged high school dropouts is a key policy question. We leverage high quality Norwegian register data to examine the labour market outcomes of expanding access to adult workers and exploit a large policy reform which greatly enabled access to high school education for adults. Our focus is on women and the results show a large and significant increase in education investments with a

strong rise in the rate of college completion, leading to higher earnings, increased employment, and decreased fertility. They also point to an effective policy to reduce the gender earnings gap.

Beuermann, D. W., Bottan, N. L., Hoffmann, B., Jackson, C. K., & Cossio, D. A. V. (2021). **Does Education Prevent Job Loss During Downturns? Evidence from Exogenous School Assignments and COVID-19 in Barbados.** In *NBER Working Papers* (N° 29231). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://ideas.repec.org/p/nbr/nberwo/29231.html>

Canonical human capital theories posit that education, by enhancing worker skills, reduces the likelihood that a worker will be laid-off during times of economic change. Yet, this has not been demonstrated causally. We link administrative education records from 1987 through 2002 to nationally representative surveys conducted before and after COVID-19 onset in Barbados to explore the causal impact of improved education on job loss during this period. Using a regression discontinuity (RD) design, Beuermann and Jackson (2020) show that females (but not males) who score just above the admission threshold for more selective schools in Barbados attain more years of education than those that scored just below (essentially holding initial ability fixed). Here, in follow-up data, we show that these same females (but not males) are much less likely to have lost a job after the onset of COVID-19. We show that these effects are not driven by sectoral changes, or changes in labor supply. Because employers observe incumbent worker productivity, these patterns are inconsistent with pure education signalling, and suggest that education enhances worker skill.

Cambini, C., Sabatino, L., & Zaccagni, S. (2021). **The Faster the Better? The Effect of Ultra-Fast Broadband on Students' Performance** (CEBI Working Paper Series N° 21-14). Consulté à l'adresse University of Copenhagen. Department of Economics. The Center for Economic Behavior and Inequality (CEBI) website: <https://econpapers.repec.org/paper/kudkucebi/2114.htm>

In this paper, we study the impact of ultra-fast broadband (UBB) access on student performance. These networks are based on optical fiber, allowing significantly higher speed compared to traditional copper-line connections. Our empirical analysis leverages on a unique dataset that combines information on broadband diffusion with data on student performance in 2nd, 5th, and 8th grade for the period 2012-2017. We exploit the staggered roll-out of UBB, starting from 2015. Through an event study approach, we find evidence of endogeneity between student performance and broadband diffusion. We deal with this issue through an instrumental variable approach that exploits plausibly exogenous variation in the diffusion of the essential UBB input. Our results suggest that ultra-fast connections significantly decrease students' performance in Mathematics and Italian language in 8th grade. Instead, we do not find any significant effect in 2nd and 5th grade. Male students from low-educated parental backgrounds are those more adversely affected, especially if they attend schools with a low IT usage.

Cohodes, S., & Feigenbaum, J. J. (2021). **Why Does Education Increase Voting? Evidence from Boston's Charter Schools.** In *NBER Working Papers* (N° 29308). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://ideas.repec.org/p/nbr/nberwo/29308.html>

In the United States, people with more education vote more. But, we know little about why education increases political participation or whether higher-quality education

increases civic participation. We study applicants to Boston charter schools, using school lotteries to estimate charter attendance impacts for academic and voting outcomes. First, we confirm large academic gains for students in the sample of charter schools and cohorts investigated here. Second, we find that charter attendance boosts voter participation. Voting in the first presidential election after a student turns 18 increased substantially, by six percentage points from a base of 35 percent. The voting effect is driven entirely by girls and there is no increase in voter registration. Rich data and the differential effects by gender enable exploration of multiple potential channels for the voting impact. We find evidence consistent with two mechanisms: charter schools increase voting by increasing students' noncognitive skills and by politicizing families who participate in charter school education.

Creuzet, J., Nembrini, J.-L., Lopez, G. B., & Klucik, L. (2021). **L'offre et la demande, le dilemme des territoires**. *Administration & Éducation*, 171(3), 75-83. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-3-page-75.htm>

Derrington, T. M., Huang, A., & Ferrie, J. P. (2021). **Life Course Effects Of The Lanham Preschools: What The First Government Preschool Effort Can Tell Us About Universal Early Care And Education Today**. In *NBER Working Papers* (N° 29271). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://ideas.repec.org/p/nbr/nberwo/29271.html>

We examine the effects WWII Lanham Act Nursery Schools (LNS) on high school and young adult educational and labor outcomes of participants in the landmark Project Talent (PT) study. All PT places that received funding for LNS schools and all PT places that did not were identified by examining program records and contemporaneous newspaper accounts. Focusing on students who in 1960 attended high school in the same city or town where they were born, we estimate intent to treat effects of access to LNS preschool on high school academic and social emotional outcomes and on educational attainment and labor outcomes at five and eleven years following high school graduation. Preschool boosts high school academic outcomes for men and (in at least one specification) income 11 years after high school graduation. For women, preschool exposure had a negative effect on some social emotional outcomes in high school. We found no or inconsistent effects for other outcomes. The Lanham experience demonstrates that even with the less sophisticated understanding of child development of the early 1940s, the first universal, government-funded preschool program had positive impacts on boys' outcomes at least through high school. Given today's expanded understanding of child development and focus on the quality of early care and education programming, these findings provide some optimism as communities, states, and the federal government contemplate expanding funding for today's early learning environments.

Graveleau, S. (2021, septembre 28). **« La dépense par étudiant est en baisse, c'est un choix politique »**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2021/09/28/la-depense-par-etudiant-est-en-baisse-c-est-un-choix-politique_6096257_4401467.html

En donnant aux universités plus d'autonomie tout en les maintenant dans une situation de forte dépendance vis-à-vis de l'Etat, la France s'est arrêtée au milieu du chemin, estime l'enseignante-chercheuse en économie Asma Benhenda, dans un entretien au « Monde ».

Havranek, T., Irsova, Z., & Kroupová, K. (2021). **Student Employment and Education: A Meta-Analysis** (CEPR Discussion Paper N° 16550). Consulté à l'adresse C.E.P.R. Discussion Papers website: <https://econpapers.repec.org/paper/cprceprdp/16550.htm>

Educational outcomes have many determinants, but one that most young people can readily control is choosing whether to work while in school. Sixty-nine studies have estimated the effect, but results vary from large negative to positive estimates. We show that the results are systematically driven by context, publication bias, and treatment of endogeneity. Studies ignoring endogeneity suffer from an upward bias, which is almost fully compensated by publication selection in favor of negative estimates. Net of the biases, the literature suggests a negative but economically inconsequential mean effect. The effect is more negative for high-intensity employment and educational outcomes measured as decisions to dropout, but it is positive in Germany. To derive these results we collect 861 previously reported estimates together with 32 variables reflecting estimation context, use recently developed nonlinear techniques to correct for publication bias, and employ Bayesian and frequentist model averaging to assign a pattern to the heterogeneity in the literature.

Ikeda, M., & Echazarra, A. (2021). **How socio-economics plays into students learning on their own: Clues to COVID-19 learning losses**. <https://doi.org/10.1787/2417eaa1-en>

Most students have the beliefs and dispositions to help them cope and learn in challenging situations. The current pandemic has been ongoing since early 2020. This has affected ways in which teaching and learning are organised. Schools have had to provide education in different ways from the past. A special survey conducted as a collaborative effort between the OECD, UNESCO, UNICEF and the World Bank showed that upper-secondary schools were fully closed for over 65 days in 2020 on average across OECD countries with available data. The special survey also showed that where school closures were needed many countries made major efforts to mitigate their impact on students, focusing especially on vulnerable students by providing remedial measures to reduce students' learning gaps. Despite these efforts, recently released studies have shown that learning loss during the pandemic was most pronounced among socio-economically disadvantaged students and schools.

Jácome, E., Kuziemko, I., & Naidu, S. (2021). **Mobility for All: Representative Intergenerational Mobility Estimates over the 20th Century**. In *NBER Working Papers* (N° 29289). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://ideas.repec.org/p/nbr/nberwo/29289.html>

We present the first estimates of long-run trends in intergenerational relative mobility for samples that are representative of the full U.S.-born population. Harmonizing all surveys that ask about father's occupation and own family income, we develop a mobility measure that allows for the inclusion of non-whites and women for the 1910s–1970s birth cohorts. We show a robust increase in mobility between the 1910s and 1940s cohorts, about half of which is driven by absolute convergence in racial income gaps. We also find that excluding Black Americans, particularly Black women, considerably overstates mobility throughout the 20th century.

Karlsson, L. (2021). **Never too late? Returning to university after completing secondary education as adults**. In *Umeå Economic Studies* (N° 1002). Consulté à l'adresse Umeå University, Department of Economics website: <https://ideas.repec.org/p/hhs/umnees/1002.html>

Complementary adult education provides a second chance for those who, for various reasons, did not complete their upper secondary education. Little, however, is known about the economic gains of those who continue on to higher education. This paper aims to study the effect of university education on economic outcomes among individuals who initially attained low levels of education, and then participated in adult education. Swedish longitudinal population register data from 1990{2015 was used to estimate the effect on income and employment among those who participated in adult education in 1994 and enrolled at university in 1996{1998. Difference-in-difference propensity score matching was used to account for non-random selection to university education. The results reveals significant gains in terms of earnings for those who proceeded on to university, and also their probability of employment increased. Additional heterogeneity analyses showed minor differences between students of different gender, and little to no differences between young and old students.

Karlsson, L., & Wikström, M. (2021a). **Admission groups and academic performance: A study of marginal entrants in the selection to higher education.** In *Umeå Economic Studies* (N° 1000). Consulté à l'adresse Umeå University, Department of Economics website: <https://ideas.repec.org/p/hhs/umnees/1000.html>

The purpose of this paper is to study whether Swedish admission policies are successful in selecting the best-performing students. The Swedish universities select students based on two different instruments, which each form a separate admission group. A regression model is recommended to estimate the achievement differences for the marginally accepted students between the admission groups and is applied to a sample of 9,024 Swedish university entrants in four different fields of education. Marginally accepted students in the group selected by school grades on average perform better than students accepted by an admission test, suggesting that a small reallocation of study positions towards the grade admission group may increase overall academic achievement. However, the achievement difference appears to vary concerning university programme selectivity. We found that increasing selection by grades in less competitive programmes would improve overall achievement, while increasing selection by grades in highly selective programmes would not increase achievement.

Karlsson, L., & Wikström, M. (2021b). **Gender differences in admission scores and first-year university achievement.** In *Umeå Economic Studies* (N° 1001). Consulté à l'adresse Umeå University, Department of Economics website: <https://ideas.repec.org/p/hhs/umnees/1001.html>

This study explores female underprediction in first-year university achievement by using data from 8,971 Swedish university entrants in the fall semester of 2012. The Swedish admissions system selects students by two instruments: upper secondary school GPA or scores from a scholastic aptitude test (SweSAT). Nearest-neighbour matching allows us to compare students with similar admission scores and estimate achievement differences between male and female students. The results show that admission scores underpredict achievement for women relative to men in both admissions groups and more so for the SweSAT. As we condition on field of education, achievement differences tend to vary over fields and tend to become smaller, indicating that part of the differences is related to the male-female composition of students in the different fields.

Mountjoy, J. (2021). **Community Colleges and Upward Mobility**. In *NBER Working Papers* (N° 29254). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://ideas.repec.org/p/nbr/nberwo/29254.html>

Two-year community colleges enroll nearly half of all first-time undergraduates in the United States, but to ambiguous effect: low persistence rates and the potential for diverting students from 4-year institutions cast ambiguity over 2-year colleges' contributions to upward mobility. This paper develops a new instrumental variables approach to identifying causal effects along multiple treatment margins, and applies it to linked education and earnings registries to disentangle the net impacts of 2-year college access into two competing causal margins: significant value-added for 2-year entrants who otherwise would not have attended college, but negative impacts on students diverted from immediate 4-year entry.

Mountjoy, J., & Hickman, B. R. (2021). **The Returns to College(s): Relative Value-Added and Match Effects in Higher Education**. In *NBER Working Papers* (N° 29276). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://ideas.repec.org/p/nbr/nberwo/29276.html>

Students who attend different colleges in the U.S. end up with vastly different economic outcomes. We study the role of relative value-added across colleges within student choice sets in producing these outcome disparities. Linking high school, college, and earnings registries spanning the state of Texas, we identify relative college value-added by comparing the outcomes of students who apply to and are admitted by the same set of institutions, as this approach strikingly balances observable student potential across college treatments and renders our extensive set of covariates irrelevant as controls. Methodologically, we develop a framework for identifying and interpreting value-added under varying assumptions about match effects and sorting gains. Empirically, we estimate a relatively tight, though non-degenerate, distribution of relative value-added across the wide diversity of Texas public universities. Selectivity poorly predicts value-added within student choice sets, with only a fleeting selectivity earnings premium fading to zero after a few years in the labor market. Non-peer college inputs like instructional spending more strongly predict value-added, especially conditional on selectivity. Colleges that boost BA completion, especially in STEM majors, also tend to boost earnings. Finally, we probe the potential for (mis)match effects by allowing value-added schedules to vary by student characteristics.

Musaddiq, T., Stange, K., Bacher-Hicks, A., & Goodman, J. S. (2021). **The Pandemic's Effect on Demand for Public Schools, Homeschooling, and Private Schools**. In *CESifo Working Paper Series* (N° 9298). Consulté à l'adresse CESifo website: <https://ideas.repec.org/p/ces/ceswps/9298.html>

The Covid-19 pandemic drastically disrupted the functioning of U.S. public schools, potentially changing the relative appeal of alternatives such as homeschooling and private schools. Using longitudinal student-level administrative data from Michigan and nationally representative data from the Census Household Pulse Survey, we show how the pandemic affected families' choices of school sector. We document four central facts. First, public school enrollment declined noticeably in fall 2020, with about 3 percent of Michigan students and 10 percent of kindergartners using other options. Second, most of this was driven by homeschooling rates jumping substantially, driven largely by families with children in elementary school. Third, homeschooling increased more where schools provided in-person instruction while private schooling increased more where instruction

was remote, suggesting heterogeneity in parental concerns about children's physical health and instructional quality. Fourth, kindergarten declines were highest among low income and Black families while declines in other grades were highest among higher income and White families, highlighting important heterogeneity by students' existing attachment to public schools. Our results shed light on how families make schooling decisions and imply potential longer-run disruptions to public schools in the form of decreased enrollment and funding, changed composition of the student body, and increased size of the next kindergarten cohort.

Ordemann, J., & Pfeiffer, F. (2021). **The evolution of educational wage differentials for women and men, from 1996 to 2019**. In *ZEW Discussion Papers* (N° 21-066). Consulté à l'adresse ZEW - Leibniz Centre for European Economic Research website: <https://ideas.repec.org/p/zbw/zewdip/21066.html>

This paper studies the evolution of three higher education wage differentials from 1996 to 2019 in Germany, a period when significant changes in the educational composition of the workforce took place. Based on regression analysis and samples of male and female workers from the Socio-Economic Panel Study, the study finds that while all three educational wage differentials increased, workers graduating from universities experienced an inverted u-shape pattern, reaching a plateau between 2011 and 2015. We argue that the decline which began after 2015, and which is detectable as well in the occupational prestige scores, may have resulted from a relative educational upskilling of the workforce as well as changes in the subject-choice composition of graduates. We also document differences between East and West Germany that appear to level off over time. The paper concludes with open questions related to these findings and potential future developments.

Aspects psychologiques de l'éducation

Béthys, A., Lebon, Q., Nourisson, C., Peneau, J., Phelippeau, M., Pineau, V., & Guihard, G. (2020). **Réévaluation des propriétés psychométriques et d'invariance des items contribuant à la version française de l'échelle Strength of Motivation for Medical Studies (SMMS)**. *Mesure et évaluation en éducation*, 43(2), 35-69. <https://doi.org/10.7202/1081044ar>

L'Échelle de mesure de la force de motivation pour les études médicales (version française de Strength of Motivation for Medical Studies [SMMS]) comporte 16 items et sa version abrégée, 15 items (SMMS-R). Elles ont toutes deux fait l'objet d'analyses structurales aux Pays-Bas et en France. Toutefois, ces précédents travaux présentaient plusieurs fragilités méthodologiques. Menée auprès de 410 étudiants de seconde et troisième années de formation médicale, cette étude, appuyée sur une méthodologie rigoureuse, concerne les propriétés structurales de l'échelle, une mesure d'invariance et la recherche de différences liées au genre. Une matrice de corrélation polychorique a été exploitée pour des analyses factorielles exploratoires et confirmatoires en utilisant comme estimateur la méthode des moindres carrés pondérés avec un ajustement sur la moyenne et la variance. La mesure d'invariance a été conduite par une analyse factorielle confirmatoire multigroupe. Les différences liées au genre ont été explorées statistiquement. Les résultats valident un nouveau modèle structural à trois facteurs (acceptation de sacrifices, opiniâtreté, capacité d'engagement) pour la version française de l'échelle. La mesure d'invariance montre que l'interaction item/facteur

n'est pas influencée par le genre. Enfin, l'analyse révèle que la force de motivation est pareillement exprimée par les étudiantes et les étudiants.

Birioukov, A. (2021). **Absent on Absenteeism: Academic Silence on Student Absenteeism in Canadian Education.** *Canadian Journal of Education/Revue Canadienne de l'éducation*, 44(3), 718-731. <https://doi.org/10.53967/cje-rce.v44i3.4663>

Despite mandatory school attendance policies, many students in Canada are frequently absent from school. Absenteeism is linked to numerous negative educational outcomes and is a growing educational issue internationally. This has led universities in many countries to study the factors associated with absenteeism in order to reduce it. However, the Canadian educational discourse is largely absent on absenteeism. A review of faculty profiles revealed that no Canadian educational scholar investigates absenteeism as their primary area of research. The lack of empirical knowledge concerning student absenteeism is a contributing factor to the high levels of absenteeism evident in Canada. This article serves as a call to action for Canadian academics to research student absenteeism in order to alleviate the behaviour. Keywords: school attendance, student absenteeism, truancy, school refusal, school anxiety, school withdrawal

Duckworth, A. L., Kautz, T., Defnet, A., Satlof-Bedrick, E., Talamas, S., Lira, B., & Steinberg, L. (2021). **Students Attending School Remotely Suffer Socially, Emotionally, and Academically.** *Educational Researcher*, 50(7), 479-482. <https://doi.org/10.3102/0013189X211031551>

What is the social, emotional, and academic impact of attending school remotely rather than in person? We address this issue using survey data collected from N = 6,576 high school students in a large, diverse school district that allowed families to choose either format in fall 2020. Controlling for baseline measures of well-being collected 1 month before the onset of the COVID-19 pandemic as well as demographics, high school students who attended school remotely reported lower levels of social, emotional, and academic well-being (effect size [ES] = 0.10, 0.08, and 0.07 standard deviations, respectively) than classmates who attended school in person—differences that were consistent across gender, race and ethnicity, and socioeconomic status subgroups but significantly wider among 10th–12th graders than ninth graders.

Heilporn, G., Lakhali, S., Bélisle, M., & St-Onge, C. (2020). **Engagement des étudiants : une échelle de mesure multidimensionnelle appliquée à des modalités de cours hybrides universitaires.** *Mesure et évaluation en éducation*, 43(2), 1-34. <https://doi.org/10.7202/1081043ar>

Les modalités de cours hybrides, qui combinent des activités synchrones (en classe ou virtuelles) et en ligne asynchrones, représentent un terrain potentiel d'augmentation du niveau d'engagement des étudiants dans leurs cours. L'étude de l'engagement des étudiants dans ces modalités nécessite toutefois l'élaboration d'une échelle de mesure, soit l'objectif de cet article. La nouvelle Échelle multidimensionnelle d'engagement des étudiants dans des modalités de cours hybrides (EMEECH) vient outiller chercheurs et formateurs pour mesurer l'engagement des étudiants dans ces modalités selon une perspective multidimensionnelle. Nous présentons son élaboration ainsi que des preuves de validité pour sa structure interne obtenues par analyses factorielles exploratoires et de cohérence interne sur la base de données diversifiées provenant de trois institutions universitaires. Un premier échantillon (n1 = 234) a permis d'identifier trois dimensions de l'engagement des étudiants : émotionnelle-cognitive, sociale et comportementale. Un

second échantillon (n2 = 231) a appuyé la structure interne de la nouvelle échelle en confirmant sa structure factorielle et en présentant une très bonne cohérence interne.

Huillery, É., Bisson-Vaivre, C., & Klépal, I. (2021). **Développer la motivation et la persévérance grâce aux compétences sociales et comportementales.** *Administration & Éducation*, 171(3), 113-126. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-3-page-113.htm>

Lee, J., Jeong, H. J., & Kim, S. (2021). **Stress, Anxiety, and Depression Among Undergraduate Students during the COVID-19 Pandemic and their Use of Mental Health Services.** *Innovative Higher Education*, 46(5), 519-538. <https://doi.org/10.1007/s10755-021-09552-y>

The coronavirus 2019 (COVID-19) has brought significant changes to college students, but there is a lack of empirical studies regarding how the pandemic has affected student mental health among college students in the U.S. To fill the gap in the literature, this study describes stress, anxiety, and depression symptoms for students in a public research university in Kentucky during an early phase of COVID-19 and their usage of mental health services. Results show that about 88% of students experienced moderate to severe stress, with 44% of students showing moderate to severe anxiety and 36% of students having moderate to severe depression. In particular, female, rural, low-income, and academically underperforming students were more vulnerable to these mental health issues. However, a majority of students with moderate or severe mental health symptoms never used mental health services. Our results call for proactively reaching out to students, identifying students at risk of mental health issues, and providing accessible care.

McLeod, C., & Boyes, M. (2021). **The Effectiveness of Social-Emotional Learning Strategies and Mindful Breathing with Biofeedback on the Reduction of Adolescent Test Anxiety.** *Canadian Journal of Education/Revue Canadienne de l'éducation*, 44(3), 815-847. <https://doi.org/10.53967/cje-rce.v44i3.4869>

Educational programs that incorporate social emotional-learning (SEL) strategies, study skills, and mindful breathing using biofeedback can help adolescents decrease worry and social stress, increase test preparedness self-efficacy, and improve academic performance due to lowered levels of test anxiety. The current study examined the efficacy of a SEL intervention (implemented into a high school psychology course) focused on study skills and mindful breathing and its impact on student attitude and behavioural changes (e.g., test anxiety, self-efficacy), academic performance, and physical changes. A quasi-experimental explanatory mixed methods study conducted at a rural Alberta high school examined pre- and post-intervention results between two groups of Grades 9–12 students (N = 105) with one group receiving the intervention (mindful breathing sessions, emotional regulation techniques, study and test-taking skills, and coping strategies) while the other received regular programming. Quantitative data included a Test Anxiety Survey (TAS), Student Opinion Survey–Short Form (SOS-SF), and reading comprehension (RC) tests to measure attitude and behavioural changes, followed by qualitative data obtained from student semi-structured interviews and focus groups for further interpretation. Quantitative results from repeated-measures (RM) ANOVAs indicated significant increases in self-efficacy for preparation and test-taking, increased academic achievement, decreased worry about future social stress, and increased positive affect. Effect sizes for significant impacts ranged from .45 to .65.

Qualitative data indicated that students acquired new SEL strategies to help them handle stressful test situations more effectively. The current study addresses topics of interest to educators (e.g., test anxiety, social emotional learning) with a discussion of applications for extension and development of the program in junior and senior high classrooms. Keywords: test anxiety, adolescents, social-emotional learning, mindfulness, biofeedback

Sawitri, D. R., & Creed, P. A. (2021). **Perceived research environment, motivation, and academic interest in research: a social-cognitive perspective.** *International Journal for Educational and Vocational Guidance*, 21(3), 489-506. <https://doi.org/10.1007/s10775-020-09449-w>

Using social-cognitive career theory as a framework, we investigated whether research self-efficacy and outcome expectations mediated between perceived research environment and research motivation (intrinsic, extrinsic, and failure avoidance) and interest in research. Participants were 290 Indonesian academics (48.8% female; mean age 43 years). Perceived research environment and failure avoidance were related indirectly to interest in research via self-efficacy and outcome expectations, and intrinsic motivation was related both directly and indirectly. Perceived research environment was related indirectly to outcome expectations via self-efficacy; intrinsic motivation and failure avoidance were related both directly and indirectly; and extrinsic motivation was related directly.

Shirima, C., Naudé, L., & Esterhuyse, K. (2021). **The role of self-esteem in the relationship between ego-identity and career aspiration among South African adolescents.** *International Journal for Educational and Vocational Guidance*, 21(3), 607-630. <https://doi.org/10.1007/s10775-020-09456-x>

Global socio-economic trends in the world of work, especially in transitional societies like South Africa, confront adolescents with career challenges that require a clear sense of self. We explore the relationship between ego-identity and career aspiration, the moderating role of gender, and the mediating role of self-esteem among 336 Black African adolescents. Statistically significant positive correlations were found between both ego-identity and self-esteem with career aspiration. No significant moderating role of gender or mediating role of self-esteem was established. Findings suggest the importance of a well-developed ego-identity and favourable self-esteem in the career aspiration of Black adolescents in South Africa.

Ulaş-Kılıç, Ö. (2021). **A psychometric evaluation of the career transition inventory with Turkish participants.** *International Journal for Educational and Vocational Guidance*, 21(3), 631-651. <https://doi.org/10.1007/s10775-021-09458-3>

This study examined the psychometric properties of the Career Transition Inventory after translation into Turkish (TR). A sample of 339 Turkish residents who had undergone a career transition completed the CTI-TR to test construct validity. A second sample of 184 individuals in career transition completed the CTI-TR, the Integrated Hope Scale and the Career Barriers Inventory to assess convergent validity. Explanatory and confirmatory analysis indicated a good fit with the 20-item and 2-factor model. Measurement invariance analyses indicated equivalence across sex for the CTI-TR. The results support the usage of the CTI-TR in Turkish contexts.

Aspects sociaux de l'éducation

Adamecz-Völgyi, A., Henderson, M., & Shure, N. (2021). **Intergenerational Educational Mobility – The Role of Non-cognitive Skills**. In *IZA Discussion Papers* (N° 14580). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://ideas.repec.org/p/iza/izadps/dp14580.html>

While it has been shown that university attendance is strongly predicted by parental education, we know very little about why some potential «first in family» or first-generation students make it to university and others do not. This paper looks at the role of non-cognitive skills in the university participation of this disadvantaged group in England. We find that conditional on national, high-stakes exam scores and various measures of socioeconomic background, having higher levels of non-cognitive skills, specifically locus of control, academic self-concept, work ethic, and self-esteem, in adolescence is positively related to intergenerational educational mobility to university. Our results indicate that having higher non-cognitive skills helps potential first in family university students to compensate for their relative disadvantage, and they are especially crucial for boys. The most important channel of this relationship seems to be through educational attainment at the end of compulsory schooling.

Argyropoulou, K., Kaliris, A., Charokopaki, A., & Katsioulas, P. (2021). **Coping with career indecision: the role of courage and future orientation in secondary education students from Greek provincial cities**. *International Journal for Educational and Vocational Guidance*, 21(3), 671-696. <https://doi.org/10.1007/s10775-021-09465-4>

This study examined the relationships among courage, strategies of coping with career indecision, and future orientation in a sample of high school students. A total of 460 Greek adolescents from provincial cities participated in the study. The results indicated that courage indirectly predicted future orientation through productive coping strategies. The main conclusion refers to the fact that specific interventions could promote productive coping strategies and courage, which in turn, may foster the future orientation of adolescents to construct multiple positive occupational pathways, coping with various career and life decisions and, overall, orient themselves positively toward the future.

Athamneh, S., & Benjamin, O. (2021). **Mothers' responsibility as transmitters of gendered moral rationalities: working-class Palestinian mothers living in Israel**. *British Journal of Sociology of Education*, 42(4), 571-587. <https://doi.org/10.1080/01425692.2021.1902276>

Gendered moral rationalities (GMRs) have been proposed as a means of grounding mothers' employment-related choices in the structural, policy, and social support contexts of their maternal routines. This article analyzes a form of GMR that is anchored in the class-ethno-national position of mothers and comprises a manifestation of their maternal responsibility toward their daughters' futures. By focusing on this form of parenting among working-class parents, we are bridging a gap in the scholarship, which has overlooked the salience of the intergenerational transmission of GMRs. Based on the analysis of semistructured interviews with 20 working-class Palestinian mothers living in poverty in Israel, we found that their responsibility for their daughters' future reflects both the struggle to resist early marriage and prioritize education and the struggle to encourage a model of market citizenship. These struggles reshape mothers' own GMRs and their attempts to transmit these values to their daughters.

Ayling, P. (2021). **International education and the pursuit of 'Western' capitals: middle-class Nigerian fathers' strategies of class reproduction.** *British Journal of Sociology of Education*, 42(4), 460-474. <https://doi.org/10.1080/01425692.2021.1886906>

Studies have shown the ways in which non-Western middle- and upper-class families are seeking to educate their children in the West. The rationale for this kind of social reproduction strategy is the acquisition of 'valuable' cultural and symbolic capitals which can be advantageous in the graduate job market of both their home country and internationally. Presenting a case study of four middle-class Nigerian fathers, the paper reveals the rationale behind these fathers' decision to opt out of the Nigerian HE sectors. The paper focuses on three Western capitals – specifically institutional (a Canadian degree), embodied (high proficiency in English language) and symbolic (Canadian citizenship) – capitals which will position these parents' children advantageously in the future. The paper concludes by presenting an argument that in seeking these Western capitals for their children, these parents become implicated in the Western hegemonic discourse of 'West is best'.

Bach, D., & Christensen, S. (2021). **Middle-class cultivation out of tune? Challenges to intensive parenting in Singapore.** *British Journal of Sociology of Education*, 42(4), 475-489. <https://doi.org/10.1080/01425692.2021.1872368>

This article explores how conceptions of responsible parenting are re-negotiated in present-day Singapore. It discusses how policy changes in the pre-school area have affected parental practices and notions of morally worthy parenting. Pre-school reform promoting children's holistic development and less intensive parenting is part of a wider process of education reform, which has been on-going for the last 20 years. Based on ethnographic fieldwork, we examine how parents and pre-school teachers negotiate these changes in the context of making pre-school children ready for formal schooling. Our main finding is that the changes associated with reform have created a situation, in which well-educated middle-class parents are increasingly insecure when it comes to education. Rather, they are caught off-balance and are struggling hard to figure out which modes of parenting will be counted as responsible and will turn out to be rewarding in terms of their children's educational success and wholesome development.

Barrett, N., & Berger, E. (2021). **Teachers' experiences and recommendations to support refugee students exposed to trauma.** *Social Psychology of Education*, 24(5), 1259-1280. <https://doi.org/10.1007/s11218-021-09657-4>

Children from refugee backgrounds often experience multiple traumatic events and schools are uniquely placed to support these students. This study examined the experiences of teachers in supporting students from refugee backgrounds who have experienced trauma. Six teachers participated in interviews which were analysed using thematic analysis. Teachers reported challenges related to limited sharing of relevant background information, uncertainty about presenting classroom lessons sensitively, when to refer students for specialised intervention, and how best to support refugee students when external factors create continued challenges. The effectiveness of existing practices and recommendations for tailoring trauma-informed practices for this student population are discussed. The results are also discussed in the context of social constructivism and how teachers use their interactions with students and colleagues to inform how they respond to refugee students exposed to trauma.

Beaudoin, C. (2021). **Perceptions des enseignants et des garçons à l'égard de la relation enseignant-élève au secondaire : quand les stéréotypes de genre s'immiscent en classe.** *Canadian Journal of Education/Revue canadienne de l'éducation*, 44(3), 848-874. <https://doi.org/10.53967/cje-rce.v44i3.4825>

This article aims to identify the gender stereotypes conveyed by male teachers and male high school students in their stated perceptions of their teacher-student relationships (TSR). Using an interpretative qualitative approach, this study highlights the statements of 18 teachers and 86 boys in high school collected through three data collection strategies, namely the semi-structured interview, the focus group and the survey questionnaire. The qualitative data obtained were analyzed using the conceptualizing categories. The main results highlight that some teachers mention communication with boys is based on stereotypical male interests. In counterpart, some boys report the teachers being emotionally distant from them. Keywords: gender stereotypes, teacher-student relationship, stereotypical interests, traditional masculinity, gendered intervention

Bernard, P.-Y. (2021). **La lutte contre le décrochage scolaire en Europe : une politique de la formation professionnelle.** *Éducation et sociétés*, 46(2), 95-109. Consulté à l'adresse <https://www.cairn.info/revue-education-et-societes-2021-2-page-95.htm>

Depuis Lisbonne, en 2000, l'Union européenne a recommandé dans la lutte contre les sorties précoces du système scolaire des solutions largement fondées sur la formation professionnelle. L'article interroge cette particularité, en s'appuyant sur les textes officiels et les préconisations de 1995 à 2016 : comment interpréter l'association d'un problème éducatif, le décrochage, et d'une composante des systèmes éducatifs, l'enseignement et la formation professionnels du secondaire ? Cette orientation européenne est spécifique car, à l'opposé des États-Unis par exemple, les modèles de formation professionnelle initiale de ses États sont divers, mais très structurés dans chaque système d'éducation et de formation. Cette incitation supranationale a eu un impact significatif sur les dispositions prises par les pays : modularisation des formations, rapprochement avec le monde du travail, alignement des durées d'études sur la voie générale, développement de passerelles entre formations, possibilités accrues de poursuite d'études supérieures, etc. Pourtant, la réalisation du programme de Lisbonne semble indépendante des évolutions nationales des effectifs des voies professionnelles secondaires. La question de la responsabilité de ce secteur dans la baisse du décrochage en Europe reste entière. Mieux prendre en compte les difficultés des élèves et favoriser la persévérance scolaire n'est finalement pas le moindre de ses résultats.

Champollion, P. (2021). **Inégalités d'orientation et territorialités-territoires au prisme de l'école rurale et de moyenne montagne française.** *Administration & Éducation*, 171(3), 45-59. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-3-page-45.htm>

Cheng, M. W. T., Leung, M. L., & Lau, J. C.-H. (2021). **A review of growth mindset intervention in higher education: the case for infographics in cultivating mindset behaviors.** *Social Psychology of Education*, 24(5), 1335-1362. <https://doi.org/10.1007/s11218-021-09660-9>

To explore effective growth mindset intervention that is applicable for the higher education setting, study 1 conducted a systematic review to analyze relevant literature published between 2010 and 2021. We identified 13 papers and synthesized the results of these studies to understand how the intervention was designed, conducted, and evaluated, pointing out the lack of attention to visual images as mindset intervention in

the existing literature. Accordingly, in study 2, a set of infographic materials was developed and delivered to thirty participants recruited in a university to cultivate a growth mindset. The participants were randomly assigned to an experimental or control group. To measure the effectiveness of the intervention, participants are required to complete a pre-and post-survey. Significant differences were found between the two groups after 6-week intervention, as the experimental group perceived intelligence significantly more malleable. Weekly reflections were analyzed to evaluate the impacts of the designed materials.

Civil, F. M. (2021). **Parcours, mobilités, territoires. Pour une fabrique des possibles.** *Administration & Éducation*, 171(3), 5-8. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-3-page-5.htm>

À bien regarder la très belle affiche qui a illustré notre 42e colloque de l'AFAE, on peut dire qu'elle figure et condense d'excellente façon la complexité des parcours, la diversité des mobilités et les dissemblances entre territoires et, de la même manière, qu'elle illustre très justement la fertilité croisée des échanges et propositions qui, non seulement, ont nourri les sept ateliers tenus en amont de notre journée virtuelle de colloque mais encore de ceux qui ont émaillé cette journée elle-même, organisée autour de quatre conférences et d'une table ronde.

Cohodes, S., & Feigenbaum, J. J. (2021). **Why Does Education Increase Voting? Evidence from Boston's Charter Schools.** In *NBER Working Papers* (N° 29308). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://ideas.repec.org/p/nbr/nberwo/29308.html>

In the United States, people with more education vote more. But, we know little about why education increases political participation or whether higher-quality education increases civic participation. We study applicants to Boston charter schools, using school lotteries to estimate charter attendance impacts for academic and voting outcomes. First, we confirm large academic gains for students in the sample of charter schools and cohorts investigated here. Second, we find that charter attendance boosts voter participation. Voting in the first presidential election after a student turns 18 increased substantially, by six percentage points from a base of 35 percent. The voting effect is driven entirely by girls and there is no increase in voter registration. Rich data and the differential effects by gender enable exploration of multiple potential channels for the voting impact. We find evidence consistent with two mechanisms: charter schools increase voting by increasing students' noncognitive skills and by politicizing families who participate in charter school education.

Conseil de la famille. (2021). **Panorama des familles d'aujourd'hui.** Consulté à l'adresse HCFEA website: <https://www.vie-publique.fr/sites/default/files/rapport/pdf/218762.pdf>

Creuzet, J., Nembrini, J.-L., Lopez, G. B., & Klucik, L. (2021). **L'offre et la demande, le dilemme des territoires.** *Administration & Éducation*, 171(3), 75-83. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-3-page-75.htm>

D'hondt, F., Maene, C., Vervaeet, R., Van Houtte, M., & Stevens, P. A. J. (2021). **Ethnic discrimination in secondary education: Does the solution lie in multicultural education and the ethnic school composition?** *Social Psychology of Education*, 24(5), 1231-1258. <https://doi.org/10.1007/s11218-021-09651-w>

Ethnic discrimination is a serious problem in education. Previous quantitative research is predominately focused on the consequences of ethnic discrimination. Very little is known, however, about the characteristics of the school context that influence the initial experience of ethnic discrimination. This knowledge is essential to support schools in how to organize in a way that diminishes the likelihood of adolescents being discriminated against. This study examines the relationship between multicultural education and perceived ethnic discrimination, and the moderating role of the ethnic composition of the student population. Multicultural education is a broad concept. The focus lies on the three main actors: multicultural policy from the perspective of the principal, multicultural teaching from the perception of the teacher and students' perception of multicultural teaching. The results of a multilevel analysis on a large-scale dataset (N = 2715 students, 38 schools) collected in secondary education in Belgium show that students of ethnic Belgian descent are more likely to report ethnic discrimination by peers if the school applies a more multicultural policy or if the school has a high concentration of students with an other-than-Belgian background. Students with an other-than-Belgian background are more likely to report ethnic discrimination by teachers if the school applies a more multicultural policy. If students perceive that their teachers pay attention to multicultural education, they are less likely to report ethnic discrimination by teachers, but more by peers. The ethnic composition is not directly related to perceived ethnic discrimination, nor does it play a moderating role.

Dubet, F. (2021). **Les chances et les places**. *Administration & Éducation*, 171(3), 107-112. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-3-page-107.htm>

Dumond, M., & Brabant, C. (2020). **Les normes sociales collectives au sein des groupes de soutien d'apprentissage en famille**. *Nouveaux cahiers de la recherche en éducation*, 22(3), 22-44. <https://doi.org/10.7202/1081286ar>

L'apprentissage en famille (AEF) est une option éducative légale encadrée par le ministère de l'Éducation du Québec (MEQ). Son suivi par l'État présente plusieurs défis, notamment concernant l'appréciation de l'expérience éducative. Dans une perspective de gouvernance réflexive, les groupes de soutien locaux et auto-organisés de familles, par leur position intermédiaire et collective, pourraient jouer un rôle de suivi complémentaire et mieux accepté que celui des autorités ministérielles. Au moyen d'entrevues de groupe et d'analyse de documents, les normes sociales collectives explicites et implicites de deux groupes de soutien québécois, portant sur la socialisation, l'engagement parental et l'enrichissement de l'expérience éducative, sont décrites. Leurs visées communes avec le cadre juridique en place suggèrent que le groupe de soutien peut être un outil facilitant dans la gouvernance de l'AEF.

Eckstein, K., Miklikowska, M., & Noack, P. (2021). **School Matters: The Effects of School Experiences on Youth's Attitudes toward Immigrants**. *Journal of Youth and Adolescence*, 50(11), 2208-2223. <https://doi.org/10.1007/s10964-021-01497-x>

Although schools have been described as an important socialization context for the development of intergroup attitudes, longitudinal multilevel studies are still rare within this field. This 3-wave study (with annual assessments) of German adolescents (N = 1292; Mage = 13.86; 51.8% female) examined the role of school experiences (perceived multicultural education, supportive peer relations in class, democratic classroom climate) in the development of youth's negative attitudes toward immigrants. Longitudinal

multilevel analyses revealed that a democratic classroom climate predicted youth's attitudes at the individual level. At the classroom level class-average perceptions of a democratic classroom climate, supportive peer relations in class, and multicultural education (the latter solely among male, higher track students) were associated with less negative attitudes toward immigrants. In addition, age moderated the effect of school experiences on attitudes, showing that perceptions of a democratic climate at the classroom level mattered in particular among older adolescents. The findings suggest that school experiences are related to youth's negative attitudes toward immigrants and can therefore help to reduce the risk of prejudice development.

Ferreira, I. A., Silva, C. S., Neves, L., Guichard, S., & Aguiar, C. (2021). **Predictors of shared book reading at home with preschoolers: Are there differences between Roma and non-Roma low-income families?** *Social Psychology of Education*, 24(5), 1163-1191. <https://doi.org/10.1007/s11218-021-09648-5>

Previous research highlights several benefits of shared book reading (SBR) for child development, but less studies exist about its predictors (Yarosz and Barnett, 2001). Literature on home SBR in Portugal is scarce (Araújo & Costa, 2015; Peixoto et al., 2008), and studies on its predictors in families at socioeconomic risk or Roma families in this context are, respectively, reduced (Gamelas et al., 2003) or inexistent. This study aimed to investigate the predictors of the frequency of SBR in two ethnically diverse groups of families. Specifically, we studied the associations between child and family (mother) characteristics, parental aspirations, and parental involvement in preschool events and frequency of home SBR. Two hundred and six caregivers of Portuguese Roma (n = 101) and non-Roma (n = 105) low-income preschoolers (109 boys; Mage = 5, SDage = 0.94) living in the Metropolitan areas of Lisbon and Oporto, Portugal, completed a survey, in face-to-face meetings. A multiple regression model, using AMOS (v. 25), showed that mothers' educational level, educational aspirations for their child, and involvement in informal (but not formal) events in preschool were positively associated with frequency of SBR. Ethnicity did not moderate these associations. The overall similar pattern results for Roma and non-Roma low-income families is an important finding, suggesting that these families may experience similar challenges in engaging in SBR with their preschool children and, therefore, may benefit from interventions with similar features.

Ford, K. S., Rosinger, K. O., & Zhu, Q. (2021). **Consolidation of Class Advantages in the Wake of the Great Recession: University Enrollments, Educational Opportunity and Stratification.** *Research in Higher Education*, 62(7), 915-941. <https://doi.org/10.1007/s11162-021-09624-0>

Most U.S. universities have made explicit commitments to educating economically diverse student bodies; however, the higher education system is highly stratified. In this paper, we seek to understand stratification in the wake of the Great Recession by examining enrollment among students from differing income backgrounds by institutional type. Two theoretical frameworks suggest different conclusions. A Disaster Capitalism framework suggests that in places where the recession was most severe, enrollment by income would become more stratified than in places where the downturn was less severe. In contrast, Effectively Maintained Inequality would suggest that enrollments were already effectively stratified by income and would not necessarily be sensitive to exposure to an economic shock. Employing fixed effects modeling and novel data based on the tax records of 30 million Americans, we examine income composition by institutional type from 2004 to 2012. We find that although stratification by institutional

type worsened during the recession and subsequent recovery, patterns of economic stratification were not more intense for institutions that enrolled students from states hardest hit by the recession. We conclude that these patterns are consistent with an Effectively Maintained Inequality framework. During the recession, the top quintiles continued to enjoy their longstanding disproportionate enrollment in the most selective institutions. For the bottom quintiles, the longstanding marginalization from 4-year college going persisted through the recession. These stratification patterns, however, were not more pronounced in places hardest hit by the recession.

Friedrich, C., Engelhardt, H., & Schulz, F. (2021). **Women's Agency in Egypt, Jordan, and Tunisia: The Role of Parenthood and Education.** *Population Research and Policy Review*, 40(5), 1025-1059. <https://doi.org/10.1007/s11113-020-09622-7>

Women in Middle Eastern and North African countries continue to report low levels of agency, despite their increasing educational attainment and declining fertility rates. We address this paradox by considering how women's agency is linked to parenthood in Egypt, Jordan, and Tunisia and how this association is moderated by their level of education. We study three dimensions of instrumental agency: involvement in decision-making, financial autonomy, and freedom of movement using data for married women aged 18–49 from the Integrated Labor Market Panel Surveys: Egypt 2012 (n = 7622), Jordan 2016 (n = 4550), Tunisia 2014 (n = 1480). Results from multivariate regression models of these different dimensions demonstrate that married women who are mothers generally exhibit higher levels of agency than their counterparts who are childless, though this does not hold for every dimension and the strength of the association between parenthood and agency differs by dimension and country. We find a notable exception to this pattern of positive association in the Egyptian sample: parenthood decreases agency among Egyptian women with post-secondary education. Our results suggest that parenthood may only increase women's agency in settings with deeply entrenched patriarchal norms that imply little education for women.

Gleyse, J. (2021). **Estereótipos de gênero e programas educacionais ocultos em educação na França. Uma revisão da literatura sobre desigualdades ocultas.** *Educação & Formação*, 6(2), e4625. <https://doi.org/10.25053/redufor.v6i2.4625>

Glock, S., & Schuchart, C. (2021). **Stereotypes about overweight students and their impact on grading among physical education teachers.** *Social Psychology of Education*, 24(5), 1193-1208. <https://doi.org/10.1007/s11218-021-09649-4>

A student's weight is a particularly important characteristic in physical education. Research has shown that physical education teachers and people working in this area are particularly likely to hold strong negative implicit biases toward overweight students and that these students tend to earn lower grades in physical education. Stereotypes of overweight people might color teachers' judgments of these students. In this study, we experimentally investigated whether overweight students received lower grades from physical education teachers on an exercise than normal weight students. We presented a verbal description of an exercise and asked teachers to grade a student's performance and to judge the student's social and working behaviors. Teachers gave lower grades to the overweight student, and regression analyses showed that their stereotypical beliefs predicted their judgments. Teachers' motivation to control prejudice had no relation to their judgments. Nonetheless, our results showed that the same performance was graded worse only because the student was overweight.

Golden, D., Erdreich, L., Stefansen, K., & Smette, I. (2021). **Class, education and parenting: cross-cultural perspectives.** *British Journal of Sociology of Education*, 42(4), 453-459. <https://doi.org/10.1080/01425692.2021.1946301>

Goodrich, J. M., Thayer, L., & Leiva, S. (2021). **Evaluating Achievement Gaps Between Monolingual and Multilingual Students.** *Educational Researcher*, 50(7), 429-441. <https://doi.org/10.3102/0013189X21999043>

This study represents an extension of the findings of Kieffer and Thompson (2018) and evaluates potential correlates of state- and district-level achievement gaps in reading and mathematics between monolingual and multilingual students. Using data from the National Assessment of Educational Progress, this study reported that there were substantial achievement gaps that were narrowing over time at the state level but that there were no achievement gaps between monolingual and multilingual students in large school districts. Larger numbers of dual language programs were associated with smaller achievement gaps. State achievement gaps narrowed more over time for states with larger numbers of multilingual students. Implications and directions for future research are discussed.

Guy, B., & Feldman, T. (2021). **Deboning the Fish: Hosting a Future Creating Workshop with Undergraduate Women in STEM.** *Innovative Higher Education*, 46(5), 591-603. <https://doi.org/10.1007/s10755-021-09548-8>

Despite the broad scope of literature on the topic of women in STEM, women in male-dominated spaces within academia are rarely given the opportunity to speak openly about their disadvantages in the toxic STEM culture. The current study implements a Critical Utopian Action Research method, Future Creating Workshop (FCW), with undergraduate women in STEM in order to highlight women's voices in the context of their experiences in their undergraduate STEM programs, and develop a salient and timely action plan with women in STEM that capitalizes on their strengths and works towards dismantling barriers to their STEM participation. Four key themes that arose from the FCW that highlighted barriers women in STEM majors face: (1) Social Inequalities, (2) Research Accessibility, (3) Unwelcoming Academic Environment, and (4) Lack of Confidence. A fifth theme, 'Need for Mentorship,' developed from the action phase of the FCW, in which the women came up with suggestions for programming moving forward. The current study is couched in a larger participatory action research project, Participatory Opportunity for Women Researchers in Science, Technology, Engineering, and Mathematics (POWER in STEM). The purpose of POWER as a whole is to understand the lived experiences of women in STEM at the University of Cincinnati, and mobilize this knowledge to create an action plan that will influence programming.

Haugan, J. A., Frostad, P., & Mjaavatn, P.-E. (2021). **Stressors and vulnerability during upper secondary school: subjective experiences of classroom climate and coping beliefs as predicting factors of school stress in Norway.** *Social Psychology of Education*, 24(5), 1125-1144. <https://doi.org/10.1007/s11218-021-09662-7>

The present longitudinal study was designed to scrutinize how adolescents perceive their life in upper secondary schools in general, and how central aspects of their perceived classroom climate predicted their coping beliefs and experience of school stress in particular. The participants were 1215 students in upper secondary schools (grades 2 and 3) from one county in Norway. The data were analysed by means of structural equation

modelling, and the findings reveal gender differences that need further investigation in future research. Our study indicates that a performance-oriented goal structure and social support from peers and teachers seem to be a potential risk factor and/or protective factor when it comes to adolescents' development of coping beliefs and experiences of school stress, especially among girls.

Huez, J., & Monceau, G. (2021). **Explorer le familial comme un “ nouveau terrain ”**. *Education et socialisation - Les cahiers du CERFEE*, (61). <https://doi.org/10.4000/edso.15218>

Ikeda, M., & Echazarra, A. (2021). **How socio-economics plays into students learning on their own: Clues to COVID-19 learning losses**. <https://doi.org/10.1787/2417eaa1-en>

Most students have the beliefs and dispositions to help them cope and learn in challenging situations. The current pandemic has been ongoing since early 2020. This has affected ways in which teaching and learning are organised. Schools have had to provide education in different ways from the past. A special survey conducted as a collaborative effort between the OECD, UNESCO, UNICEF and the World Bank showed that upper-secondary schools were fully closed for over 65 days in 2020 on average across OECD countries with available data. The special survey also showed that where school closures were needed many countries made major efforts to mitigate their impact on students, focusing especially on vulnerable students by providing remedial measures to reduce students' learning gaps. Despite these efforts, recently released studies have shown that learning loss during the pandemic was most pronounced among socio-economically disadvantaged students and schools.

Jacinto, C., & Verdier, É. (2021). **Les paradoxes de la démocratisation éducative entre sélection et déclassement. Le cas de l'enseignement technique secondaire en Argentine**. *Éducation et sociétés*, 46(2), 39-55. Consulté à l'adresse <https://www.cairn.info/revue-education-et-societes-2021-2-page-39.htm>

L'enseignement technique secondaire (ETS) est depuis longtemps une filière importante du système éducatif argentin : elle accueille aujourd'hui 18 % des effectifs du secondaire qui se forment ainsi à différents profils professionnels. L'article l'analyse selon deux questions majeures : est-elle une voie de démocratisation éducative ? Favorise-t-elle l'insertion professionnelle des jeunes qui la fréquentent ? La position de cette filière dans l'espace éducatif est paradoxale : elle contribue à l'égalité des chances tout en étant sélective du point de vue éducatif et est caractérisée par l'ambivalence du devenir de ses diplômés sur le marché de travail. Centrée sur la politique menée par le gouvernement péroniste entre 2004 et 2015, l'analyse s'intéresse aux modalités d'accès à cette filière, aux acquis des formés à l'issue de la formation, aux taux de diplomation, à la poursuite d'études vers l'enseignement supérieur et à l'insertion professionnelle. Il s'avère que ces processus ne sont pas homogènes : ils révèlent des segmentations selon les territoires, les types d'établissements et l'origine des élèves.

Jácome, E., Kuziemko, I., & Naidu, S. (2021). **Mobility for All: Representative Intergenerational Mobility Estimates over the 20th Century**. In *NBER Working Papers* (N° 29289). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://ideas.repec.org/p/nbr/nberwo/29289.html>

We present the first estimates of long-run trends in intergenerational relative mobility for samples that are representative of the full U.S.-born population. Harmonizing all surveys

that ask about father's occupation and own family income, we develop a mobility measure that allows for the inclusion of non-whites and women for the 1910s–1970s birth cohorts. We show a robust increase in mobility between the 1910s and 1940s cohorts, about half of which is driven by absolute convergence in racial income gaps. We also find that excluding Black Americans, particularly Black women, considerably overstates mobility throughout the 20th century.

Jenßen, L. (2021). **What affects the arrogant, proud or ashamed pre-service teacher in mathematics? Effects of social comparison, gender and self-concept on self-conscious emotions.** *Social Psychology of Education*, 24(5), 1105-1123. <https://doi.org/10.1007/s11218-021-09655-6>

Emotions are essential for the development of professional competence and identity of pre-service teachers. Thus, they can also be seen as an inherent part of teachers' professional competence and identity. They also influence teachers' later emotional experience when teaching at school. Mathematics, especially, triggers activating emotions in pre-service primary school teachers. Pride and shame can be understood as relevant achievement emotions, which are also closely linked to the self-concept of a person. Nevertheless, they have been insufficiently studied among pre-service mathematics teachers so far. The present study examines authentic and hubristic pride and shame among n = 310 German prospective primary school teachers in relation to self-concept (ability vs. effort), gender and social comparison with fellow students regarding their own achievement. On the one hand, the results point to the difference between authentic and hubristic pride, and on the other hand, the study provides evidence for the dynamic closeness of shame and hubristic pride. Practical implications, especially for teacher education, are discussed against the background of the limitations of the study.

Joiko, S. (2021). **Parenting strategies in the context of South-South migration.** *British Journal of Sociology of Education*, 42(4), 506-520. <https://doi.org/10.1080/01425692.2021.1872363>

Given the lack of studies regarding migrant parents' views towards the education system of their host countries in an era of global movement, this article focuses on the strategies deployed by Latin American migrant parents towards their children's schooling in the Chilean educational field. To understand these strategies in the context of south-south migration, the article is informed by Pierre Bourdieu's theory and a decolonial critical interculturality framework (DeCI). The article concludes that three processes can be distinguished from the point of view of migrant parents regarding their schooling experience, which link to issues around accessing, adjusting and transforming. Additionally, the notion of parents as a source of knowledge emerged strongly among migrant parents as a way of transmitting their cultural capital in the context of migration.

Jones, M. H., & Cooke, T. J. (2021). **Social status and wanting popularity: different relationships with academic motivation and achievement.** *Social Psychology of Education*, 24(5), 1281-1303. <https://doi.org/10.1007/s11218-021-09653-8>

The academic consequences of being popular are well established, but much less is known about the academic consequences of desiring to be popular. Extant research on popularity goals only focuses on the implications for students' school engagement, help-seeking, and academic achievement. The current study expands these findings by examining the interplay between social status, popularity goals, academic motivation, and academic performance. The current study examined 349 9th–12th graders from a

single US school using a questionnaire assessing students' social status, popularity goals, academic achievement goals, and mindset as well as overall GPA and language arts achievement. The results suggest that social status and popularity goals have different academic motivation and achievement outcomes, with social status relating to achievement and popularity goals aligning with performance goals. Thus, having social status and having popularity goals may have key and differential implications for academic outcomes.

Karlsson, L., & Wikström, M. (2021). **Gender differences in admission scores and first-year university achievement.** In *Umeå Economic Studies* (N° 1001). Consulté à l'adresse Umeå University, Department of Economics website: <https://ideas.repec.org/p/hhs/umnees/1001.html>

This study explores female underprediction in first-year university achievement by using data from 8,971 Swedish university entrants in the fall semester of 2012. The Swedish admissions system selects students by two instruments: upper secondary school GPA or scores from a scholastic aptitude test (SweSAT). Nearest-neighbour matching allows us to compare students with similar admission scores and estimate achievement differences between male and female students. The results show that admission scores underpredict achievement for women relative to men in both admissions groups and more so for the SweSAT. As we condition on field of education, achievement differences tend to vary over fields and tend to become smaller, indicating that part of the differences is related to the male-female composition of students in the different fields.

Lareau, A., Weininger, E. B., & Warner-Griffin, C. (2021). **Structural constraints and the school choice strategies of black American middle-class parents.** *British Journal of Sociology of Education*, 42(4), 490-505. <https://doi.org/10.1080/01425692.2021.1872367>

While many school choice studies focus on individual parents' preferences, we simultaneously address the structural context within which families make decisions and the strategies they develop in response. Drawing on in-depth interviews with 24 Black middle-class parents of young children, we demonstrate that they sought well-funded, academically rigorous schools populated by racially diverse middle-class students. Using administrative data, we then show that such schools are exceptionally rare, reflecting the structural realities of US society. To manage the ensuing dilemma, the parents implemented one of two school-selection strategies: 'assiduous rationality', which entailed collecting information to make a maximally informed decision, and 'trusting a close tie', which entailed identifying a network member who had been successful, and following their lead. Regardless of their strategy, the parents exhibited significant institutional mistrust and anxiety. Our results point to the constraint exercised by social structures, which can thwart parental goal realization regardless of class resources.

Lévy, J. (2021). **Éducation et justice spatiale : des vérités qui dérangent.** Consulté à l'adresse Terra Nova website: https://tnova.fr/system/contents/files/000/002/403/original/Terra-Nova_Jacques-Levy_Education-et-justice-spatiale-des-verites-qui-derangent_060721.pdf?1625649504

La localisation crée-t-elle des prédispositions à l'échec ou à la réussite scolaire ? L'idée est courante que les campagnes les plus éloignées des villes prédisposeraient à l'échec scolaire en raison d'un moindre engagement public. Des recherches récentes montrent qu'il n'en est rien et que les problèmes se situent ailleurs. Si l'on se préoccupe de l'état de l'éducation comme bien public en France, il faut prendre le temps de décrire

l'ensemble du système qui permette de le produire. Les résultats qu'on obtient alors sont surprenants et préoccupants. Ils appellent des réponses déterminées de la part de la société et du gouvernement qui la représente

Lubin, M. (2021). **Rapport d'information (...) sur l'égalité des chances, jalon des politiques de jeunesse**. Consulté à l'adresse Sénat website: <http://www.senat.fr/rap/r20-848/r20-8481.pdf>

Alors que la France est l'un des pays de l'OCDE où l'origine sociale conditionne le plus la réussite scolaire et où la reproduction des inégalités de revenus d'une génération sur l'autre est la plus forte, faut-il se résigner à ce que l'avenir de certains jeunes paraisse déjà écrit dès leurs toutes premières années? Cette mission d'information sur les politiques en faveur de l'égalité des chances et de l'émancipation de la jeunesse a examiné les actions à développer pour réduire les inégalités de trajectoire à chaque stade du parcours des jeunes dans quatre domaines : la politique de la petite enfance, pour que les enjeux d'égalité des chances soient pris en compte dès le plus jeune âge ; les correctifs à apporter au système scolaire, afin qu'il n'accentue plus les inégalités de départ ; l'accompagnement des jeunes hors école et milieu familial, afin qu'ils trouvent des points d'appui pour élargir leurs horizons ; la recherche d'une plus grande efficacité dans les multiples dispositifs visant l'insertion sociale et professionnelle des jeunes.

Marianno, B. D. (2021). **A Negotiated Disadvantage? California Collective Bargaining Agreements and Achievement Gaps**. *Educational Researcher*, 50(7), 451-462. <https://doi.org/10.3102/0013189X211006357>

Using panel data from three successive collective bargaining (CBA) negotiation cycles from 277 California school districts in a difference-in-differences framework, I investigate the relationship between changes in CBA restrictiveness and racial and economic achievement gaps over time. I find that achievement gaps in California are smaller where contracts increase in restrictiveness in class size and larger where contracts increase in restrictiveness in teacher evaluation and leave policies over time, though this is not the case for all student subgroups. These effects are primarily concentrated in math, are small in magnitude, and are sometimes delayed in their timing. Altogether, this study provides some evidence that contract changes are associated with the educational opportunities of school districts' diverse and economically disadvantaged students.

Moreau, G. (2021). **Les obstacles à une sociologie de la formation des futurs ouvriers et employés en France**. *Éducation et sociétés*, 46(2), 21-37. Consulté à l'adresse <https://www.cairn.info/revue-education-et-societes-2021-2-page-21.htm>

La formation professionnelle des futurs ouvriers et employés est, en France, une réalité peu étudiée par les sociologues. Au-delà de ce constat, lié à l'inégale valeur symbolique des objets de recherche, force est de constater la difficulté à faire une sociologie d'ensemble de la formation professionnelle des futurs ouvriers et employés. Cet article tente d'en identifier les principaux obstacles : mosaïque d'institutions, sociologie scolaire-centrée, longue histoire polémique, émiettement des politiques publiques, etc.

Moses, M. W. (2021). **Methodological interest convergence: research site anonymity's maintenance of structural racism**. *International Journal of Qualitative Studies in Education*, 34(9), 886-900. <https://doi.org/10.1080/09518398.2021.1930257>

Anonymity is an unquestioned norm in education research, yet few scholars have theorized how this methodological standard reaffirms structural racism. This practice is

critical to question given the presiding mismatch between the rhetoric and practice of racial diversity across educational contexts. Using Derrick Bell's interest convergence as a critical race framework, I contend institutional review boards (IRBs) embody a converging of interests between educational institutions and research participants (particularly People of Color). As a de facto requirement of IRBs, research site anonymity disrupts readers' ability to imagine structural racism as a normal and endemic component of American education. As a result, the predilection to default to anonymity without question minimizes racism's impact and perpetuates cultures of silence deeming racism socially taboo. This conceptual paper concludes with a discussion of limitations and additional methodological points for readers to consider.

Mountjoy, J. (2021). **Community Colleges and Upward Mobility**. In *NBER Working Papers* (N° 29254). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://ideas.repec.org/p/nbr/nberwo/29254.html>

Two-year community colleges enroll nearly half of all first-time undergraduates in the United States, but to ambiguous effect: low persistence rates and the potential for diverting students from 4-year institutions cast ambiguity over 2-year colleges' contributions to upward mobility. This paper develops a new instrumental variables approach to identifying causal effects along multiple treatment margins, and applies it to linked education and earnings registries to disentangle the net impacts of 2-year college access into two competing causal margins: significant value-added for 2-year entrants who otherwise would not have attended college, but negative impacts on students diverted from immediate 4-year entry.

Mukherjee, U., & Barn, R. (2021). **Concerted cultivation as a racial parenting strategy: race, ethnicity and middle-class Indian parents in Britain**. *British Journal of Sociology of Education*, 42(4), 521-536. <https://doi.org/10.1080/01425692.2021.1872365>

Studies have highlighted the growing phenomenon of 'concerted cultivation' wherein middle-class parents are enrolling their children into multiple paid-for organised leisure activities as a way of cultivating their skills and reproducing class advantage. In unpacking the class disparities in children's organised leisure participation, researchers have largely overlooked the way race and ethnicity inflect middle-class parents' concerted cultivation strategies. Drawing upon a qualitative study with Greater London-based professional middle-class British Indian parents, this article argues that the time-spaces of concerted cultivation also serve as sites for British Indian children's ethnic and racial socialisation (ERS). Two axes are identified along which racial parenting strategies intersect with concerted cultivation practices in these families: 'cultural (re)production through organised leisure' and '(anti)racism and leisure'. By analysing these processes, we draw out the implications of this interplay between class and race for understanding middle-class parenting and educational strategies in minority ethnic contexts.

Ng, J. C. (2021). **Refuse thy name? Critical reflections on the convention of masking place in rural educational research**. *International Journal of Qualitative Studies in Education*, 34(9), 790-799. <https://doi.org/10.1080/09518398.2021.1956624>

Consistent with their treatment of individual participants, educational researchers regularly use pseudonyms to reference their study sites. The rationales, strategies, and implications of masking places may differ from those for masking people. However, both practices are so pervasive as to have become unexamined defaults, and they are assumed as methodological and ethical steps taken because little good can be

imagined from actually naming our study sites or participants. Drawing on ethnographic work I conducted in Garden City, Kansas, I consider how unmasking the specific place I researched rather than referring to a place like this place mattered through my fieldwork, writing, and dissemination processes.

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

One of the goals of education systems is to equip all students, irrespective of their individual characteristics, with market-relevant skills. Poor or inadequate skills limit access to better-paying and more rewarding jobs and, ultimately, to better living and health conditions, and higher social and political participation. Yet, inequalities in education abound. Family background, disabilities and gender all influence students' trajectory toward fulfilling their potential. Boys, for instance, tend to lack the basic reading proficiency needed for today's knowledge societies. The latest TALIS-PISA link report, *Positive, High-achieving Students? What Schools and Teachers Can Do*, explores some of the teacher and school factors that could play a role in bridging the gap in reading performances at school between girls and boys.

Ordemann, J., & Pfeiffer, F. (2021). **The evolution of educational wage differentials for women and men, from 1996 to 2019.** In *ZEW Discussion Papers* (N° 21-066). Consulté à l'adresse ZEW - Leibniz Centre for European Economic Research website: <https://ideas.repec.org/p/zbw/zewdip/21066.html>

This paper studies the evolution of three higher education wage differentials from 1996 to 2019 in Germany, a period when significant changes in the educational composition of the workforce took place. Based on regression analysis and samples of male and female workers from the Socio-Economic Panel Study, the study finds that while all three educational wage differentials increased, workers graduating from universities experienced an inverted u-shape pattern, reaching a plateau between 2011 and 2015. We argue that the decline which began after 2015, and which is detectable as well in the occupational prestige scores, may have resulted from a relative educational upskilling of the workforce as well as changes in the subject-choice composition of graduates. We also document differences between East and West Germany that appear to level off over time. The paper concludes with open questions related to these findings and potential future developments.

Palhares, J. A., & Torres, L. L. (2021). **La sociologie de l'éducation portugaise : dynamique de la production de connaissances et de l'identité du champ.** *Éducation et sociétés*, 46(2), 149-171. Consulté à l'adresse <https://www.cairn.info/revue-education-et-societes-2021-2-page-149.htm>

Les conditions d'émergence de la sociologie de l'éducation portugaise ont été concomitantes au processus de démocratisation du pays. Non seulement elle a trouvé les conditions pour se développer dans les années 1990, avec l'expansion de l'enseignement supérieur et l'investissement dans la formation des enseignants et des éducateurs, mais elle a aussi consolidé et diversifié les pistes de recherche. Au cours des décennies suivantes, il y a eu une rétraction de son expansion, mais elle a maintenu des dynamiques d'investigation actives et a augmenté de manière significative le nombre de publications et la participation aux événements scientifiques. L'analyse des communications présentées au Congrès Portugais de Sociologie (APS), sur trois décennies, révèle les spécificités de recherche de plusieurs groupes et universités, tout

en confrontant la réalité portugaise aux tendances internationales sur les problématiques étudiées, les approches théoriques et les dispositifs méthodologiques. De cette incursion ressortent une fragmentation thématique et un déficit de réflexivité dans le domaine, en contraste avec le volume et la qualité des connaissances sociologiques produites en éducation.

Panos, A. (2021). **The devil's armpit and other tales from the rural rustbelt: Interrogating the practice and process of Un/masking in a postcritical ethnography about place.** *International Journal of Qualitative Studies in Education*, 34(9), 800-811. <https://doi.org/10.1080/09518398.2021.1885762>

Resistance to simple narratives in education research comes from the stance that they render findings useless for the political work of understanding contexts of education as they exist today. This paper interrogates three stories of masking choices from a four year postcritical ethnographic study in the rural rustbelt Midwestern United States. These stories make visible how masking operates as both process and product within and part of white supremacist and colonizing systems. The author calls critical qualitative and postcritical researchers to interrogate the role of protection, answerability, and specificity in their work towards justice in terms of masking.

Panos, A., & Lester, J. (2021). **Interrogating (un)masking in qualitative inquiry at the intersections of critical geographies and spatial justice.** *International Journal of Qualitative Studies in Education*, 34(9), 783-789. <https://doi.org/10.1080/09518398.2021.1975059>

Panos, A., Uttamchandani, S., & Lester, J. N. (2021). **Beyond "doing no harm": saddle points in anonymization and masking as socialized practices for new researchers.** *International Journal of Qualitative Studies in Education*, 34(9), 871-885. <https://doi.org/10.1080/09518398.2021.1885080>

A central challenge to addressing what becomes taken-for-granted in method in educational research is socialization into the field. During graduate training, students and their mentors are challenged by unique projects. Here, authors, two early career scholars and a faculty mentor, offer a critical interrogation of socialization experiences related to methods of anonymizing and masking, questions of responsibilities to varying publics, and the good that research might, or might not, do in the world by sharing a co-constructed narrative based on interactive interviews which took place over six months. The authors identify saddle points, or points of stillness, within these conversations that offer, but do not dictate, considerations for teaching practices of anonymizing and masking as part of qualitative research training and socialization.

Pavie, A., Olympio, N., & Hache, C. (2021). **La justice sociale en éducation prioritaire : conceptions et opérationnalisations dans le cadre d'un dispositif de promotion de l'excellence.** *Éducation et sociétés*, 46(2), 111-127. Consulté à l'adresse <https://www.cairn.info/revue-education-et-societes-2021-2-page-111.htm>

En France, si la conception de l'excellence repose sur la performance académique, le phénomène de démocratisation ségrégative remet en question le principe méritocratique. L'article analyse, à travers le prisme des conceptions de la justice sociale, la manière dont les acteurs de l'éducation prioritaire se saisissent de "Parcours d'excellence". Quelles pratiques de sélection choisissent-ils dans ce dispositif de promotion de l'égalité des chances? Une recherche par entretiens (définition de

l'excellence, objectifs déclarés, opérationnalisation de la sélection), menée de 2017 à 2019 en collaboration avec une académie ayant un fort taux d'établissements en éducation prioritaire, montre que la performance et la forme scolaire, critères objectivés du mérite, semblent orienter significativement le choix des publics destinataires de ce dispositif d'ouverture sociale. Si certains professionnels tentent de résister à l'injonction de sélection, ce refus de choisir peut s'inscrire dans une visée universaliste ou se traduire par la délégation du choix aux élèves eux-mêmes, sommés de se porter volontaires et ainsi exposés au risque d'auto-sélection.

Potvin, M., Lefrançois, D., Éthier, M.-A., Demers, S., Paradis-Charrette, L., & Cambron-Prémont, A. (2021). **Le rapport au droit et à la justice d'enseignants québécois : discours et interventions au quotidien.** *Éducation et sociétés*, 46(2), 129-148. Consulté à l'adresse <https://www.cairn.info/revue-education-et-societes-2021-2-page-129.htm>

Cet article présente les résultats préliminaires d'une recherche en cours sur le rapport des enseignants du primaire et du secondaire avec la justice et le droit, à travers leurs discours et interventions du quotidien (chantier Éducation juridique en milieu scolaire du partenariat CRSH – Accès au droit et à la justice). L'objectif général est de saisir comment des enseignants conçoivent la justice, le droit et la citoyenneté dans leur vie quotidienne et leur pratique professionnelle : connaissent-ils leurs rôles et les cadres normatifs qui s'appliquent ? Les données présentées sont issues de deux groupes d'entretien avec des enseignants de diverses disciplines, n'enseignant pas spécifiquement les cours d'éthique ou d'éducation à la citoyenneté. À partir de l'approche inclusive et des typologies d'Ewick et Silbey (1998), de Westheimer et Kahne (2004), l'article se penche sur les types –passif, participatif ou critique et contestataire– de rapport subjectif au droit et à la citoyenneté qui se dégagent du discours des enseignants à partir des situations et des interventions de leur quotidien, en comparant les discours des deux groupes.

Poullaouec, T. (2021). **An unquiet mobilization. Working-class families and school in French contemporary society.** *British Journal of Sociology of Education*, 42(4), 537-554. <https://doi.org/10.1080/01425692.2021.1915116>

Following Bourdieu and Passeron's concept of cultural capital, this article contributes to the study of its transmission within stable fractions of the working classes in France, who are less observed and yet central. On the basis of household monographs and national statistics, this inquiry confirms an overall large aspiration to academic achievement despite the cliché of a parental resignation regarding the academic and professional future of children. This aspiration is notable in academic choices and in homework monitoring. The educational investment of parents from this median section of contemporary working classes – mothers especially – can be explained by their modest, albeit not valueless, school capital. The secondary analysis of quantitative data illustrates a new distribution of diplomas among blue- and pink-collar workers. Repeated interviews show how school investments are deeply rooted in the academic and professional experience of those parents who frequently strive to catch up on a 'thwarted education' with continuing training.

Richard, G. (2021, octobre 5). **Éducation nationale : que change la circulaire sur l'accueil des élèves trans ?** Consulté 6 octobre 2021, à l'adresse The Conversation website: <http://theconversation.com/education-nationale-que-change-la-circulaire-sur-laccueil-des-eleves-trans-169174>

Dix mois après le suicide à Lille d'une lycéenne transgenre paraît une circulaire « Pour une meilleure prise en compte des questions relatives à l'identité de genre en milieu scolaire ». Analyse.

Roaux, C. (2021). **La direction d'école à l'heure du management: une sociologie du pouvoir.** Consulté à l'adresse https://www.puf.com/content/La_direction_d%E2%80%99%C3%A9cole_%C3%A0_l%E2%80%99heure_du_management

La question de la direction d'école est au centre des débats éducatifs actuels. Ce livre permet de mieux comprendre la manière dont l'école reste gouvernée par le haut, malgré une injonction à l'autonomie, et comment est interprétée cette injonction dans la chaîne hiérarchique de l'Éducation nationale.

Robin, V. (2021). **Mobilités spatiales, mobilités sociales, mobilités mentales.** *Administration & Éducation*, 171(3), 95-104. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-3-page-95.htm>

Seelig, J. L. (2021). **Place anonymization as rural erasure? A methodological inquiry for rural qualitative scholars.** *International Journal of Qualitative Studies in Education*, 34(9), 857-870. <https://doi.org/10.1080/09518398.2021.1974971>

Through the lens of critical rural scholarship, this methodological paper offers reflections on the theoretical similarities between the qualitative research practice of place anonymization and the neoliberal project of place erasure. Using empirical data from a year-long ethnographic study of a remote rural community in Northern Wisconsin, I raise methodological tensions related to the choices we make as qualitative researchers related to masking or obscuring the names of rural places. Applying a critical geographic framework, I offer critiques of place anonymization as a protective measure for rural participants and decontextualization as a goal for broader theoretical application of the research findings. I then reflect on place masking as a form of methodological erasure that echoes the neoliberal erasure of rural places. In conclusion, I offer implications and suggestions for rural qualitative scholars concerned with spatial inequalities and place erasure.

Shelton, S. A., & Brooks, T. (2021). **Queering the consent process: (un)masking participant identity in risky LGBTQ + teacher ally work.** *International Journal of Qualitative Studies in Education*, 34(9), 812-829. <https://doi.org/10.1080/09518398.2021.1942300>

Researcher-based efforts to protect participant identity are common in qualitative research. Most Institutional Review Boards expect statements regarding researchers' plans to protect participants' privacy, often including assigning participant pseudonyms. These confidentiality practices are ubiquitous in qualitative scholarship, yet relatively unexamined. Drawing on Barad's discussions of queer intra-action, this paper explores the implications of a U.S. Southeast-based K-12 educator's efforts to participate in a research project as an LGBTQ + teacher ally, when such discussions put her and those she discussed at substantial personal and professional risk. Based primarily on two interviews, during which the participant explicitly examined, and sometimes rejected, the researcher's efforts at achieving participant confidentiality, this paper centers the participant, her perspectives, and her needs as we explore the importance of an overt and iterative participant confidentiality process in qualitative research.

Tan, T. X., Yi, Z., Camras, L. A., Cheng, K., Li, Z., Sun, Y., & Chen, N. (2021). **The effect of academic performance, individualistic and collectivistic orientation on Chinese youth's adjustment.** *Social Psychology of Education, 24*(5), 1209-1229. <https://doi.org/10.1007/s11218-021-09650-x>

Collectivism remains a dominant force in the Chinese society and schooling is a process to instill collectivistic values in the students, although there has been a noticeable increase in individualistic orientation among Chinese youth. Because China's meritocratic educational system endorses high individualism to enhance academic competitiveness and performance, the Chinese educational system is contradictorily both collectivistic and individualistic. Within meritocratic educational systems, academic performance influences students' psychosocial adjustment. However, the role of students' individualistic orientation and collectivistic orientation on their psychosocial adjustment and the role of them on the link between academic performance and psychosocial adjustment are not well understood. To address this issue, we obtained survey data from 1003 6–12th grade Chinese students on their academic performance, individualistic orientation, collectivistic orientation, and psychosocial adjustment (i.e., self-esteem, anxiety symptoms, depression symptoms, peer relations, and parent–child relationship quality). Results showed the students' academic performance scores predicted scores for all five psychosocial adjustment subscales in expected directions; higher collectivistic orientation scores predicted lower depression scores, higher parent–child relationship quality scores and peer relation scores, while higher individualistic orientation scores predicted higher self-esteem scores and higher depression scores. Finally, the influence of academic performance on anxiety symptoms was moderated by the students' individualistic orientation.

Teague Tsopigny, A., Maingari, D., & Mbede, R. (2020). **L'influence des enseignant e s de mathématiques dans l'orientation des filles vers ce domaine.** *Nouveaux cahiers de la recherche en éducation, 22*(3), 68-88. <https://doi.org/10.7202/1081288ar>

De nombreux travaux sur les disparités de genre en mathématiques soulignent le rôle des enseignant e s de mathématiques dans l'orientation des filles sans toutefois étudier de façon empirique comment ces derniers peuvent influencer chez elles le sentiment d'efficacité personnelle et le choix d'orientation. Cette recherche se propose alors de répondre à la question de savoir comment les enseignant e s de mathématiques peuvent influencer positivement le sentiment d'efficacité personnelle et le choix d'orientation des filles en mathématiques. Une étude par questionnaire a été menée auprès de 150 filles du lycée de Ngoa-Ékélé à Yaoundé, au Cameroun. Les résultats confirment l'hypothèse que les filles qui sont à la fois informées, motivées, conseillées et encouragées par leur enseignant e de mathématiques sont plus enclines avoir un niveau de sentiment d'efficacité personnelle élevé en mathématiques et à choisir une orientation vers ce domaine contrairement à celles qui n'ont pas reçu cette même influence de la part de leur personne enseignante en mathématiques.

Varga, B. A., Agosto, V., & Maguregui, J. (2021). **Material counter-cartographies: (Un)mapping (in)justice, spatial wounding, and abstract reticulations.** *International Journal of Qualitative Studies in Education, 34*(9), 830-842. <https://doi.org/10.1080/09518398.2021.1885079>

This article takes an arts-based approach to unmasking the (wounded) naming histories of public schools within a 20-miles radius of a university in central Florida. It applies an artistic methodology that was inspired by the abstract artwork of Mark Bradford. Through

the application of this methodology (e.g. research, layer, excavate), the authors created two maps—counter-cartographies—to accentuate the problematic undertow of schooling through names couched in coloniality. Notwithstanding our findings into material articulations (i.e. counter-cartographies), this research suggests that (teacher) educators could benefit from reimagining the potentiality of mapping practices and how cartographies can be used to (spatially) express masked history/ies within the context of place-based naming practices.

Vautero, J., Silva, A. D., & do Céu Taveira, M. (2021). **Family influence on undergraduates' career choice implementation.** *International Journal for Educational and Vocational Guidance*, 21(3), 551-570. <https://doi.org/10.1007/s10775-020-09453-0>

This study examined the influence of family on career choice implementation, assuming that implementation can be assessed through goal progress and satisfaction, and that family influences the latter through perceived environmental supports or barriers and self-efficacy. Three hundred and twenty-three college students completed measures of family' values and beliefs, expectations, financial and informational support, and of students' perceived environmental support and barriers, academic self-efficacy, goal progress, and satisfaction. Path analysis results indicated that family values, expectations, and supports indirectly influence students' choice implementation through supports and barriers and self-efficacy. Such influences should be considered in career interventions.

Veldman, J., Van Laar, C., Thoman, D. B., & Van Soom, C. (2021). **“Where will I belong more?”: The role of belonging comparisons between STEM fields in high school girls' STEM interest.** *Social Psychology of Education*, 24(5), 1363-1387. <https://doi.org/10.1007/s11218-021-09663-6>

In trying to understand women's underrepresentation in STEM (Science, Technology, Engineering, Mathematics), most existing research focuses on one STEM-field or collapses across all STEM-fields. However, these fields differ vastly in female representation: women tend to be most strongly underrepresented in technological and computer science university majors and to a lesser extent in mathematics and chemistry, while they are less underrepresented in biological sciences. To understand this variability, we examine how girls in the process of making higher education choices compare different STEM-fields to each other. We draw upon dimensional comparison theory, which argues that educational motivation involves intra-individual comparisons of achievement across school subjects. However, previous research has shown that a focus on achievement in STEM is not enough, anticipated belonging in a STEM-field plays a pivotal role in interest in pursuing that field. Consistent with this, we examined participants' comparisons of anticipated belonging across STEM-fields. A sample of 343 high school girls in STEM-focused university tracks completed a survey on their anticipated belonging and interest in pursuing different STEM majors. Latent Profile Analysis resulted in 3 profiles, showing different belonging comparison patterns across STEM-fields. Examining these comparisons—both within and across profiles—showed how girls felt pushed away from certain STEM-fields and pulled toward others. The findings suggest that for interest in pursuing specific STEM-fields it is not just about the level of anticipated belonging within that STEM-field, but just as much about the level of anticipated belonging in comparison to another STEM-field.

Verdier, É., & Doray, P. (2021). **La formation professionnelle et technique : d'objet secondaire de la sociologie de l'éducation au rang d'objet phare des sciences sociales**

comparatives. *Éducation et sociétés*, 46(2), 5-19. Consulté à l'adresse <https://www.cairn.info/revue-education-et-societes-2021-2-page-5.htm>

Les objets de la sociologie de l'éducation se sont diversifiés, mais sont inégalement traités par la littérature. La formation professionnelle et technique (FTP) est ainsi un thème secondaire, soumis à la domination de l'éducation générale. Cela vient de son faible statut social, lié à l'image d'une voie de relégation, et à sa complexité (disparité des modalités de formation, des acteurs, hétérogénéité des établissements et des statuts des apprenants, multiplicité des parcours, etc.). Les articles du dossier montrent que s'il peut être fondé de parler de secondarisation de la FPT, il importe surtout de renouveler les approches de ce phénomène. Il en ressort que la FTP initiale n'a pas d'homogénéité structurelle. La formation technique relève souvent de logiques propres, contribuant à son autonomie par rapport à la formation professionnelle dont, en outre, la diversité ne cesse de s'accroître. Appréhender la signification de cette hétérogénéité interne dans le temps et dans l'espace appelle autant à développer des comparaisons internationales, pour prendre en compte le changement et les hybridations de logique et de régulations, qu'à élaborer des problématiques interdisciplinaires. Il s'agit de replacer les dynamiques plurielles de la FTP dans celles du système éducatif et dans les relations entretenues en particulier avec le travail et l'emploi. Une approche croisant comparaisons et cas nationaux avec les dynamiques conceptuelles et transversales (genre, inégalités, discriminations, etc.) ouvre des perspectives stimulantes. Le cas suisse, véritable laboratoire de la diversité, constitue une expérience socio-historique probante. Pour toutes ces raisons s'affirme un mouvement de revalorisation tendant à faire de la FPT un objet nettement plus légitime pour les sciences sociales, bien au-delà de la seule sociologie.

Wang, S., Meissel, K., & Rubie-Davies, C. M. (2021). **Teacher expectation effects in Chinese junior high schools: Exploring links between teacher expectations and student achievement using a hierarchical linear modelling approach.** *Social Psychology of Education*, 24(5), 1305-1333. <https://doi.org/10.1007/s11218-021-09654-7>

This study aimed to explore and compare individual student-level and teacher-level teacher expectation effects on student academic achievement in the Chinese junior high school context. The participants were 50 teachers and their 1199 students from 10 junior high schools. With differences in student baseline achievement controlled, hierarchical linear modelling was employed to see if early-year teacher expectations predicted student year-end achievement. Results showed that both student- and teacher-level expectations (relative to achievement) positively predicted student academic achievement. Teacher expectations at the student level showed a stronger influence on student-achievement outcomes. The results also indicated that teachers tended to hold higher expectations for girls than for boys and were more likely to underestimate students who were children of migrant workers.

Wright, M. F., & Wachs, S. (2021). **The buffering effect of parent social support in the longitudinal associations between cyber polyvictimization and academic outcomes.** *Social Psychology of Education*, 24(5), 1145-1161. <https://doi.org/10.1007/s11218-021-09647-6>

Objective: Little attention has been given to the relationship between cyber polyvictimization and academic outcomes (e.g., classroom misconduct, school readiness, academic performance, absenteeism, school behavioral problems), and the factors, such as parent social support, that buffer against the negative outcomes

associated with experiencing multiple forms of victimization. Addressing gaps in the literature by including a longitudinal design and objective assessments of academic outcomes, the present study examined the moderating effect of parent social support in the association between cyber polyvictimization and academic outcomes over one and a half years later. Method: Participants were 371 8th graders (50% female) from middle schools in the United States, who completed questionnaires on offline and cyber polyvictimization and parent social support during the 7th grade. Teachers completed questionnaires on students' classroom misconduct and school readiness during 7th and 8th grade. School records were used to determine absenteeism, academic performance, and school behavioral problems (i.e., referrals, in-school suspension, out-of-school suspension) during 7th and 8th grade. Results: Findings revealed that 7th grade cyber polyvictimization was related positively to 8th grade classroom misconduct, absenteeism, and school behavioral problems, while it was negatively associated with 8th grade academic performance and school readiness. Parent social support moderated the associations between cyber polyvictimization and school readiness, academic performance, and absenteeism. Conclusion: The results highlight the importance of intervening in adolescents' experience of cyber polyvictimization to reduce negative academic outcomes.

Xu, Y., & Montgomery, C. (2021). **Understanding the complexity of Chinese rural parents' roles in their children's access to elite universities.** *British Journal of Sociology of Education*, 42(4), 555-570. <https://doi.org/10.1080/01425692.2021.1872364>

Chinese rural students are less privileged than their urban counterparts in accessing Chinese elite universities. Existing studies widely follow a Bourdieusian explanation for this discrepancy in access, focusing on rural parents' capital deficit in their children's education. However, research also shows that Chinese rural parents hold higher educational expectations for their children's education. This study presents the complexity of Chinese rural parents' roles in their children's access to Chinese elite universities, drawing on narratives from a group of rural students and their parents. The findings show that although rural parents' capital deficit constrains their roles in concrete actions, their verbal expression of higher educational expectations acts as a form of motivation contributing to their children's academic success. This article contributes to cross-cultural explanations of parenting through analysing less privileged parents' roles in their children's access to elite universities.

Želinský, T., Gorard, S., & Siddiqui, N. (2021). **Increasing understanding of the aspirations and expectations of Roma students.** *British Journal of Sociology of Education*, 42(4), 588-606. <https://doi.org/10.1080/01425692.2021.1872366>

It is estimated that only approximately 20 percent of adult European Roma have attained higher than primary education. Scholars have identified different potential causes of the unfavourable school outcomes achieved by Roma students. Cultural differences between the (traditional) way of life in Roma families and the values professed by the mainstream society are often blamed for high dropout rates and the low educational attainment of Roma. Yet there is also a group of researchers who disagree with this, and suggest that it is more to do with economic and other differences. Our empirical study is based on a large representative sample of UNDP/WB/EC Regional Roma Survey conducted in twelve European countries. We show that, on average, Roma respondents (in comparison to non-Roma) express remarkably lower levels of educational aspirations for children. However, these differences diminish considerably when controlling for

common individual and household characteristics, and again when including culture proxies. Consequently, our study contributes to questioning one of the negative stereotypes about the distinctiveness of Roma and their culture in relation to education.

Zipser, N., Mincieli, L., & Kurochkin, D. (2021). **Are There Gender Differences in Quantitative Student Evaluations of Instructors?** *Research in Higher Education*, 62(7), 976-997. <https://doi.org/10.1007/s11162-021-09628-w>

Recent research conducted at numerous universities has found evidence of instructor-gender differences in student evaluations of teaching (SET). This paper examines whether such gender effects exist in "instructor overall" ratings within a database of SET that includes almost 600,000 observations from the past 11 years for the Faculty of Arts and Sciences (FAS) at a large research university in the northeastern United States. First, using multivariate OLS regression analysis, we tested 32 hypotheses of gender differences within discipline-rank combinations. Of the 32, only two hypothesis tests showed statistically significant gender differences in the instructor overall rating; one discipline-rank combination had higher average scores for male instructors, and one discipline-rank combination had higher average scores for female instructors. Second, using quasi-experimental data from calculus courses, we found that mean instructor overall scores of female instructors were different from those of male instructors only for Teaching Assistants (TAs) and Teaching Fellows (TFs), with higher scores for female TAs and TFs. Overall, we find no evidence of systematic gender differences in our analysis.

Climat de l'école

Galand, O. (2021). **Le Harcèlement à l'école**. Consulté à l'adresse <https://www.editions-retz.com/pedagogie/domaines-transversaux/le-harcèlement-a-l-ecole-9782725640297.html#descriptif>

Décryptez les idées reçues qui alimentent les débats en matière d'éducation, avec ce nouveau titre sur le harcèlement scolaire, de la collection Mythes et réalités. Longtemps occultée, la réalité du harcèlement à l'école et de ses prolongements digitaux (le cyberharcèlement) est désormais mieux identifiée par l'ensemble de la communauté éducative. Les chiffres restent glaçants : plus d'un élève sur dix y serait confronté, parfois un sur cinq. Désormais, la parole se libère peu à peu. Victimes et parents livrent des témoignages souvent poignants, parfois tragiques. Ces situations, très chargées émotionnellement, viennent heurter notre imaginaire collectif, ainsi qu'une certaine vision de l'enfance et de l'école. Pour lutter contre ce fléau, il est essentiel de bien comprendre les tenants et les aboutissants du harcèlement à l'école. Mais, face à un phénomène si protéiforme, encore faut-il accepter de réinterroger ses propres idées reçues. C'est ce que propose Benoît Galand dans cet ouvrage, en s'appuyant sur les nombreux travaux de recherche consacrés au harcèlement. Il passe au crible une dizaine de mythes ou de réalités et nous donne des clés pour prévenir et réagir. Parmi les mythes et réalités traités dans cet ouvrage sur le harcèlement à l'école, vous retrouverez notamment : « Les filles sont davantage victimes que les garçons », « Le harcèlement fait partie de l'apprentissage de la vie », « Le cyberharcèlement est plus répandu et plus grave que le harcèlement en face à face »

Prairat, E. (2021, octobre 6). **Ces rituels qui organisent la vie scolaire : une importance à reconsidérer ?** Consulté 13 octobre 2021, à l'adresse The Conversation website: <http://theconversation.com/ces-rituels-qui-organisent-la-vie-scolaire-une-importance-a-reconsiderer-169037>

Si l'organisation des écoles, collèges et lycées s'appuie sur un règlement intérieur, les échanges entre élèves et professeurs s'intègrent aussi dans des rituels qui aident chacun à trouver sa place.

Sénat. (2021). **Harcèlement scolaire et cyberharcèlement : mobilisation générale pour mieux prévenir, détecter et traiter** (N° 843 (2020-2021); p. 139). Consulté à l'adresse Sénat website: <http://www.senat.fr/notice-rapport/2020/r20-843-notice.html>

Évaluation des dispositifs d'éducation-formation

Andreu, S., Ben Ali, L., Blouet, L., Bressoux, P., Charpentier, A., Cioldi, I., ... Vourc'h, R. (2021). **Évaluation de l'impact de la réduction de la taille des classes de CP et CE1 en REP+ sur les résultats des élèves et les pratiques des enseignants** (N° 2021.E04; p. 167). Consulté à l'adresse Ministère de l'Éducation nationale website: <https://www.ih2ef.gouv.fr/impact-de-la-reduction-de-la-taille-des-classes-de-cp-et-ce1>
Cette synthèse de la DEPP fait le point sur la mise en place de la mesure de la réduction de la taille des classes et de son déploiement dans les écoles en REP+ sur 3 années successives (2017-2019).

Bergeron-Morin, L., Hamel, C., & Bouchard, C. (2021). **Analyse des retombées intermédiaires d'un dispositif de développement professionnel sur le soutien du développement langagier en centre de la petite enfance**. *Canadian Journal of Education/Revue canadienne de l'éducation*, 44(3), 732-763. <https://doi.org/10.53967/cje-rce.v44i3.4763>

This study documents the implementation of a professional development initiative to support language development for children in early childhood centres. The initiative, which includes a co-intervention modality with a speech-language pathologist, was offered to four educators. Using a mixed design and the Coldwell and Simkins (2011) logic model, the intermediate outcomes of the system are analyzed, namely the educators' reactions, the new knowledge they acquired and the skills they developed, as well as the changes in their practices to support language development. A triangulation between data on the frequency of use of fifteen language development support practices and the analysis of interviews with educators underlines the importance of anchoring this new knowledge and skills in educators' daily lives and provides a better understanding of certain challenges inherent to changes in practices. Keywords: early childhood education and care, professional development, language development supporting practices, logic model, interprofessional collaboration

Drot-Delange, B., Brun-Lacour, I., Duray-Nesme, C., Guitard-Morel, J. G., & SARDIER, A. (2021). **Accompagnement, collaboration et apprentissage dans le dispositif Écoles en réseau (ÉER) en Auvergne (2016-2019)** [Research Report]. Consulté à l'adresse ACTÉ EA 4281 ; INSPE Clermont Auvergne website: <https://hal.archives-ouvertes.fr/hal-03363225>

Fortin, A., Julien, M., Hébert, M., Dion, J., & Cyr, M. (2020). **Implantation du programme Lanterne en milieux éducatifs : une analyse qualitative des perceptions des éducatrices en petite enfance**. *Nouveaux cahiers de la recherche en éducation*, 22(3), 1-21. <https://doi.org/10.7202/1081285ar>

Le programme Lanterne vise à prévenir la violence sexuelle et s'adresse aux enfants d'âge préscolaire ainsi qu'aux adultes qui gravitent autour d'eux. Cette étude vise à

recueillir 1) les perceptions des personnes éducatrices concernant l'utilisation des outils pédagogiques du programme auprès des enfants et 2) l'expérience subjective des personnes-ressources qui agissent à titre de Lanterne. Selon les personnes interrogées, les outils sont très appréciés des tout-petits et le programme est adapté à leur niveau développemental. Les personnes Lanterne ont aussi observé des retombées positives du programme sur leur pratique professionnelle, elles rapportent notamment accorder un plus grand respect à l'intimité des jeunes enfants. Finalement, les données recueillies permettent d'offrir des recommandations en vue d'assurer la pérennité du programme.

Jarraud, F. (2021, octobre 6). **Le « plus de maîtres que de classes » évalué positivement en Belgique.** Consulté 6 octobre 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/10/06102021Article637691015723325839.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=512247

Ajouter un enseignant supplémentaire dans une école pour aider les enseignants à mieux suivre les élèves, cela a été essayé en France dans le premier degré sous le quinquennat Hollande. Mais avec l'arrivée de JM Blanquer, ces maîtres surnuméraires (ou « maîtres + ») ont été supprimés sans que leur action soit évaluée. C'est ce que font S. Biémar, A Corfdir et A Libert, dans un article de Education et socialisation (n°60). « La Fédération Wallonie Bruxelles de Belgique est engagée dans une réforme visant notamment à développer la différenciation en mettant en place un accompagnement personnalisé. Pour ce faire, un enseignant supplémentaire est détaché pour quelques heures dans chaque classe », explique t-elle dans cette étude qui porte sur 10 écoles avec des élèves allant de 5 à 8 ans. Globalement, « L'analyse des données a mis en évidence un élargissement des conceptions véhiculées à propos des élèves. La présence d'une personne supplémentaire semble soutenir le développement d'une dynamique collaborative et des pratiques de différenciation ». Elles montrent comment le maître + améliore la différenciation. « Les représentations recueillies en début de projet, davantage centrées sur les difficultés des élèves, sont étroitement liées à la conception de la différenciation partagée par les enseignants. Ceux-ci l'envisageaient comme une pratique de remédiation, le plus souvent individuelle et compensatoire, fréquemment assurée par la prise en charge d'un professionnel hors de la classe. Cette approche déficitaire de la différenciation semble s'estomper par la suite, pour donner place à une différenciation permettant à chacun d'aller au plus loin de son potentiel sans perdre de vue le collectif ».

Formation continue

Kamer & Ishitani. (2021). **The Effects of Rising Proportions of Adult Students on Graduation Rates at Public, Two-Year Institutions.** *Community College Journal of Research and Practice*, 45(11), 822-833. <https://doi.org/10.1080/10668926.2020.1811802>

Two-year public colleges serve roughly one-third of undergraduate students in the United States, and, like other types of colleges across the country, they face shifting population demographics. Additionally, completion rates at two-year institutions have received political and scholarly attention within states and across the nation in recent years. This study examined how the proportion of adult students, those 25 or older, influenced the graduation rates of two-year, public institutions. Based on multiple regression techniques using data from the Integrated Postsecondary Education Data System (IPEDS), the results

of the study indicated that graduation rates decreased by less than 1% when the proportion of adult students increased by 1%. The results also revealed a negative relationship shared between graduation rates and the proportion of female students, part-time students, and the Pell Grant recipients.

Karlsson, L. (2021). **Never too late? Returning to university after completing secondary education as adults.** In *Umeå Economic Studies* (N° 1002). Consulté à l'adresse Umeå University, Department of Economics website: <https://ideas.repec.org/p/hhs/umnees/1002.html>

Complementary adult education provides a second chance for those who, for various reasons, did not complete their upper secondary education. Little, however, is known about the economic gains of those who continue on to higher education. This paper aims to study the effect of university education on economic outcomes among individuals who initially attained low levels of education, and then participated in adult education. Swedish longitudinal population register data from 1990{2015 was used to estimate the effect on income and employment among those who participated in adult education in 1994 and enrolled at university in 1996{1998. Difference-in-difference propensity score matching was used to account for non-random selection to university education. The results reveals significant gains in terms of earnings for those who proceeded on to university, and also their probability of employment increased. Additional heterogeneity analyses showed minor differences between students of different gender, and little to no differences between young and old students.

Miller, Grover, & Deggs. (2021). **A Profile of Returning Graduates in Community College Occupational Education A Decade Later.** *Community College Journal of Research and Practice*, 45(11), 850-854. <https://doi.org/10.1080/10668926.2020.1803159>

Just over a decade ago, Lynch studied adult students in community colleges who had already earned a postsecondary credential, but “returned to learn.” Lynch situated his study at a mid-western community college and noted the recession as a major driver of students returning to learn occupations. Replicating his study in the post-recession economy, similar findings were identified, including nearly a third of all adult returning students holding a bachelor’s degree or higher while pursuing an associate’s degree in an occupational area. These learners were primarily enrolled in health-related occupational education programs, such as nursing, surgical tech, and respiratory therapy and nearly all used their own personal resources to fund their education. The majority of adult students also identified economic reasons as the primary reason for their return to the classroom, although some did identify career enhancement as a motivation for their enrollment.

Polidano, C., van de Ven, J., & Voitchovsky, S. (2021). **Are Broad-Based Vouchers an Effective Way to Support Life-Long Learning? Evidence from an Australian Reform.** *Research in Higher Education*, 62(7), 998-1038. <https://doi.org/10.1007/s11162-021-09631-1>

Increasing mature-age access to education and training in a way that is responsive to changing labour market needs is a key policy challenge. In this paper we examine the impacts of a unique reform in the Australian state of Victoria that aimed to meet this challenge by introducing a broad-based voucher for those 25 and older. In effect, the reform uncapped public course-level funding and linked it to individual student choice instead of centralised funding allocations. Using national administrative enrolment data

and difference-in-differences estimation, exploiting the continuation of existing centralised funding models in other states, we find that the voucher increased mature-age vocational education and training participation and improved the alignment of course enrolments with measures of prevailing skill needs, including enrolments of disadvantaged groups. Our study provides first evidence on the use of broad-based vouchers in vocational education and training to expand access to mature-age learning in a demand-responsive way. These results provide support for policies that put student choice at the centre of efforts to lift mature-age access to training, which is especially important for countries, such as the United States, that have traditionally funded vocational education and training through centralised allocations.

Marché du travail

Alimahomed-Wilson, J., & Guigui, M. B. (2020). **La révolution de la e-logistique**. *Travail et emploi*, 162(3), 103-126. Consulté à l'adresse <https://www.cairn.info/revue-travail-et-emploi-2020-3-page-103.htm>

Dans cet article, nous faisons l'hypothèse que la révolution de la e-logistique, conséquence d'un nouveau mode de consumérisme favorisé par l'e-commerce et dont la clé de voûte est la livraison à domicile, a retransformé les chaînes d'approvisionnement existantes dont le parcours s'achève désormais au plus près des consommateurs, et a, dans le même temps, accéléré la vitesse globale de circulation des marchandises. Ce processus a à la fois amplifié et aggravé les conséquences sur les conditions de travail qui avaient émergé avec la révolution de la logistique hors-ligne (antérieure au e-commerce) : renforcement du travail intérimaire, affaiblissement des syndicats, racialisation de la main-d'œuvre et abaissement des normes de travail. S'appuyant sur une étude de cas en Californie du Sud, cet article analyse comment la révolution de la e-logistique a conduit à l'extension des chaînes d'approvisionnement, à l'émergence de la logistique du dernier kilomètre et à un glissement du pouvoir qui, des détaillants traditionnels (hors-ligne) vendant leurs marchandises dans des magasins en dur, s'est déplacé vers un modèle logistique de vente en direct au consommateur, créant de nouveaux défis pour les travailleurs des secteurs du stockage, du transport et de la livraison.

Barbier, C., Cuny, C., & Gaborieau, D. (2020). **Les régimes d'emploi précaire dans le secteur logistique**. *Travail et emploi*, 162(3), 23-45. Consulté à l'adresse <https://www.cairn.info/revue-travail-et-emploi-2020-3-page-23.htm>

À partir des données d'une enquête collective franco-allemande réalisée dans les agglomérations de Paris, Francfort-sur-le-Main, Orléans et Kassel, l'objet de cet article est d'analyser le rôle joué par l'intérim comme outil de production et de mobilisation de la main-d'œuvre ouvrière des entrepôts logistiques. Il rend compte des régimes d'emploi précaire à l'œuvre dans les entrepôts logistiques où sont effectuées des tâches répétitives et éprouvantes, faiblement rémunérées, offrant des perspectives d'évolution professionnelle extrêmement limitées. S'ils s'organisent en France et en Allemagne autour des différences de salaires et de statuts entre travailleurs temporaires et permanents, ces régimes d'emploi précaire se structurent avant tout localement en fonction de stratégies élaborées par les entreprises pour capter la main-d'œuvre, d'une part, et de tactiques ouvrières spécifiques déployées pour aménager cette précarité, d'autre part. La construction de hiérarchies matérielles et symboliques entre ouvrières

et entre entrepôts d'un même territoire organise dès lors les captivités intérimaires, que celles-ci se jouent à l'intérieur d'une même entreprise dans l'attente d'une embauche en contrat à durée indéterminée (CDI) ou à l'échelle de la zone logistique où les circulations de la main-d'œuvre précaire participent également à la (re)production de cette dernière.

Benvegnù, C., & Gaborieau, D. (2020). **Les mondes logistiques. De l'analyse globale des flux à l'analyse située des pratiques de travail et d'emploi.** *Travail et emploi*, 162(3), 5-22. Consulté à l'adresse https://www.cairn.info/revue-travail-et-emploi-2020-3-page-5.htm?u=4c39cfda-56f7-4f5b-91f8-04dce6799c5f&WT.tsrc=email&WT.mc_id=crn-ar-TE_162

Benvegnù, C., & Tranchant, L. (2020). **Warehousing consent?** *Travail et emploi*, 162(3), 47-69. Consulté à l'adresse <https://www.cairn.info/revue-travail-et-emploi-2020-3-page-47.htm>

Grâce à la comparaison entre deux études de cas situées en Italie et en France dans le secteur de la logistique, cet article étudie les effets de la précarisation de l'emploi sur les mobilisations collectives et les formes actuelles de résistance au travail. À Padoue comme à Sénart, le secteur logistique est générateur d'une précarité professionnelle importante : en France, par la segmentation de la main-d'œuvre par l'intérim, recrutant les fractions disqualifiées du salariat subalterne ; en Italie, par la sous-traitance de la main-d'œuvre ouvrière à des coopératives recrutant principalement des travailleurs immigrés. Mais, alors qu'au cours des dix dernières années, l'Italie a vu émerger dans les entrepôts du nord du pays, notamment à Padoue, une mobilisation d'ampleur, dont les travailleurs immigrés ont été les protagonistes, les rares épisodes conflictuels en France sont des conflits défensifs qui ne dépassent pas le cadre d'un établissement. En s'intéressant aux pratiques de mobilité professionnelle de la main-d'œuvre et aux jeux syndicaux locaux, l'article montre que la captivité de la main-d'œuvre et les relations d'interconnaissances sur lesquelles s'appuient les stratégies syndicales jouent un rôle central dans la mobilisation collective à Padoue, alors qu'à Melun-Sénart, la mobilité des travailleurs restreint la conflictualité à un petit groupe de militants syndicaux du segment stable de la main-d'œuvre.

INSEE. (2001, octobre 5). **Les salaires dans le secteur privé et les entreprises publiques en 2019 - Insee Résultats.** Consulté 6 octobre 2021, à l'adresse INSEE Résultats website: https://www.insee.fr/fr/statistiques/5418718?pk_campaign=avis-parution

INSEE. (2021, octobre 4). **La structure des salaires en 2018 - Insee Résultats.** Consulté 6 octobre 2021, à l'adresse INSEE Résultats website: https://www.insee.fr/fr/statistiques/5420132?pk_campaign=avis-parution

Raimbault, N. (2020). **Nouveaux emplois ouvriers, nouveaux territoires ouvriers ?** *Travail et emploi*, 162(3), 71-102. Consulté à l'adresse <https://www.cairn.info/revue-travail-et-emploi-2020-3-page-71.htm>

Dans les métropoles contemporaines, les activités logistiques (entrepôts, transport de marchandises et livraisons) rassemblent désormais plus d'ouvriers que l'industrie manufacturière. À partir de ce constat, l'objectif de l'article est d'explorer, pour le cas de l'Île-de-France et par une analyse cartographique, les conséquences spatiales de cette mutation sectorielle majeure pour le groupe ouvrier. Dans ce but, nous comparons

les lieux de travail et les lieux de résidence (à l'échelle communale) des ouvriers de la logistique et de l'industrie en 2012-2013 à partir des données des Recensements de la population et analysons les caractéristiques sociodémographiques de ces deux espaces. L'article montre ainsi que le développement des emplois ouvriers logistiques et leur localisation dans des zones logistiques de plus en plus périphériques dessinent en grande couronne des espaces ouvriers fragmentés entre lieux de travail et de résidence. Les communes populaires de la banlieue industrielle historique restent tout de même les espaces où se concentrent le plus nettement à la fois les emplois et les logements des ouvriers contemporains, qu'ils travaillent dans la logistique ou dans l'industrie.

Staunton, T., & Rogosic, K. (2021). **Labour market information and social justice: a critical examination.** *International Journal for Educational and Vocational Guidance*, 21(3), 697-715. <https://doi.org/10.1007/s10775-021-09466-3>

Labour Market Information forms a central place in career practice and how individuals enact their careers. This paper makes use of Alvesson and Sandberg's (Constructing research questions: doing interesting research. Sage, Thousand Oaks, 2013) methodology of focussing research on theoretical assumptions to construct a critical literature review on the relationship between Labour Market Information and career guidance. This paper presents six theoretical conceptions from the career literature: Contact, Rationalism, Nomad, Adaptability, Constructivist and Social Justice. We will argue for the need to move towards more constructivist understandings of Labour Market Information as well understandings linked to more critical understandings of the labour market.

Métiers de l'éducation

Aldon, G., Monod-Ansaldi, R., Nizet, I., Prieur, M., & Vincent, C. (2020). **Modéliser les processus de collaboration entre acteurs de l'éducation et de la recherche pour la construction de savoirs.** *Nouveaux cahiers de la recherche en éducation*, 22(3), 89-109. <https://doi.org/10.7202/1081289ar>

Les recherches en éducation s'enracinent profondément dans la réalité complexe des phénomènes d'enseignement et d'apprentissage, convoquant les acteurs de la recherche et de l'éducation à appréhender cette complexité dans un travail commun. L'inscription de ce travail dans une perspective participative ou collaborative nécessite une intelligibilité accrue des processus collaboratifs à l'oeuvre et des défis qu'ils posent aux différents acteurs. Nous proposons dans cet article un modèle théorique des processus de collaboration fondé sur une construction épistémologique et méthodologique croisant des cadres théoriques issus de l'anthropologie, de la psychologie, de la philosophie, de la didactique et des sciences du langage, avec pour ambition de créer une meilleure intelligibilité des processus à l'oeuvre dans les recherches participatives en éducation.

Alsharija, M., & Watters, J. J. (2021). **Secondary school principals as change agents in Kuwait: Principals' perspectives.** *Educational Management Administration & Leadership*, 49(6), 883-903. <https://doi.org/10.1177/1741143220925090>

Kuwait is seeking to diversify its sources of income by modernizing the education system and providing its young people with the knowledge and skills needed for life in the 21st century. To this end, it is constantly trying to improve the whole educational system by

introducing developmental projects and policies. Central to this process is the role played by school principals. However, contextual issues and challenges have limited the success of these initiatives. The present study investigates how secondary school principals describe their role as change agents and what supports they need as change agents. Therefore, the study has investigated in some depth the views and concerns of a group of secondary school principals about this role and the challenges associated with the implementation of change. The findings reveal four major demands from the participants, namely, (1) enhance planning practices (2) build trust with the educators, (3) autonomy/decentralization and (4) restructuring schools. The study suggests that the current change strategy adopted should be revised to include appropriate procedures and supports. The recommendations proposed here could provide support to principals, considered here as implementers, and could contribute to the guidance of neighbouring countries, which are also undergoing major educational changes. It is hoped that other developing countries may benefit from by learning about the change strategy investigated in this research.

Augustsson, D. (2021). **Expansive learning in a change laboratory intervention for teachers**. *Journal of Educational Change*, 22(4), 475-499. <https://doi.org/10.1007/s10833-020-09404-0>

The theory of Expansive learning and the change laboratory (CL) methodology has been developed and applied in many studies on workplace learning and educational change. There are fewer studies made on small-scale interventions, exploring the longitudinal development of expansive learning in an educational change effort. This article examines a CL intervention performed in an upper secondary school in Sweden, with a small group of teachers engaged in a participatory design project. By identifying and analysing the relationship of the seven learning actions posited by the theory of expansive learning, the aim was to contribute to the discussion of the CL methodology and the empirical usability of the theory. The results showed that the seven expansive learning actions functioned as analytical tools to map the teachers learning and development, but the analysis also showed many deviations, disruptions and occurrence of practical actions of design in the process. This challenge the notions of cyclicity and ascension in the theory of expansive learning. Cyclicity might be desirable but not necessary for expansive learning which questions the need to first grasp the problem at a conceptual level before generating concrete solutions. The Findings in this study suggests the opposite; that the entanglement and parallel movement between the abstract and the concrete was a driving force for the teachers expansive learning and the design of new curricular units.

Dicharry, S. (2021). **Construction de la professionnalité de l'enseignant spécialisé dans le système éducatif français : engagements subjectifs à l'ère de la diversité** (Phdthesis, Université de Bordeaux). <https://doi.org/10/document>

Aujourd'hui, l'éducation inclusive conduit à comprendre les élèves sous l'angle d'altérités questionnant la notion de diversité des besoins. L'école inclusive est une école pour tous les élèves, une école démocratique en droit. Les enseignants se sentent une grande responsabilité, ce que la société ne manque pas de leur rappeler, mais ils ne pensent pas toujours avoir les moyens d'exercer cette responsabilité. De plus, ils ne se sentent pas à la hauteur ce qui peut aller jusqu'à l'apparition d'un sentiment d'incompétence pouvant entraîner de la culpabilité. Ces travaux se situent dans le paradigme inclusif, du côté d'un acteur central : l'enseignant spécialisé. Ce

professionnel joue un rôle central dans l'accueil des élèves à besoins éducatifs particuliers. Pour autant, dans une perspective inclusive déclinée à l'appui du modèle multitrack approach, autour duquel s'organise l'inclusion scolaire du système éducatif français, les interrogations suivantes sont avancées : l'enseignant spécialisé un enseignant spécialiste ? l'enseignant spécialisé un enseignant inclusif ? L'émergence d'une professionnalité est analysée en lien avec des évolutions politiques et sociales du système éducatif français s'inscrivant dans une perspective de compréhension internationale. Choisir d'étudier le paradigme inclusif à partir de la position de l'enseignant qui s'y inscrit depuis et à partir d'une formation continue professionnelle et certificative, la formation CAPPEI, conduit à se demander quels sont les engagements subjectifs d'un professionnel en devenir (d'un enseignant spécialisé) faisant face aux différentes injonctions et malentendus vécus sur le terrain. Il est alors question d'interroger le développement d'une professionnalité émergente (de l'enseignant spécialisé/inclusif) à l'ère de la diversité, en posant une hypothétique posture de praticien/chercheur. Pour ce faire, une exploration a été menée à partir d'une posture de chercheuse accompagnatrice, et d'un enquêté défini comme acteur compétent, choix épistémologique mis en oeuvre à travers une déclinaison d'outils de recueils de données visant à recueillir la mise en mots de praticiens en quête d'évolution professionnelle. Le protocole retenu est structuré en 3 étapes dans le modèle des recherches compréhensives. 1. Une première étape propose une investigation, à partir d'une l'observation en situation, d'un questionnaire et d'un focus group, à destination d'enseignants stagiaires, dans l'objectif de qualifier l'engagement en formation. 2. Une seconde étape, constituée d'entretiens compréhensifs s'adressant à des enseignants stagiaires, a pour but d'interroger un positionnement « d'être en recherche », une conceptualisation et une mise en oeuvre de pratiques inclusives en construction. 3. Une dernière étape investigate auprès d'enseignants certifiés, par des entretiens biographiques et compréhensifs, pour tenter de découvrir l'engagement dans une professionnalité d'enseignant spécialisé-inclusif. A l'issue d'un travail d'analyse de contenu principalement, sont analysées les positions subjectives de ces acteurs inclusifs sur le terrain. Des sujets en quête d'évolution font face à l'expression de dilemmes. Des engagements amorcés et volontaires de chercheurs sur le terrain expriment des manières d'être et de faire à un niveau intrapersonnel et interpersonnel. L'engagement dans des pratiques inclusives peut alors se réaliser à partir de pratiques nomades et dépendantes, constitutives de déplacements subjectifs conjoints et disjoints.

Dickson, T., & Taylor, B. (2021). **Faculty Staffing Patterns: Breadth and Flexibility in Professional Physical Therapy Programs.** *Innovative Higher Education*, 46(5), 499-518. <https://doi.org/10.1007/s10755-021-09546-w>

Overall trends of academic staffing in the US have indicated declines in tenure, increased use of contingent faculty, and stratification of teaching and research efforts. However, little is known about academic staffing patterns in professional programs, and little research has been done using program-level data. The purposes of this study were to identify faculty staffing patterns, determine if patterns change over time, and identify predictors of staffing patterns in US-based physical therapy programs. Yearly program-level accreditation data from 2008 to 2017 were analyzed. A finite mixture model analysis identified staffing patterns. Logistic regression analyses were run to predict category membership and observe change over time. Two academic staffing categories emerged: (1) Broad staffing patterns (90.4% of programs) composed of more core faculty on tenure track and who held academic degrees and (2) Flexible programs (9.7% of

observations) with higher numbers of core faculty, fewer faculty on tenure track, and fewer faculty with an academic doctoral degree. There was little change over time from one category to another. Programs were more likely to adopt a Flexible pattern when budget and faculty teaching time rose. Membership to one of two staffing models appears to be predicted by institutional reliance on professional programs for revenues. Either programs lower expenses by having tenured faculty balance teaching and research, or they rely on non-tenured faculty positions and higher enrollments.

Donaldson, M. L., & Firestone, W. (2021). **Rethinking teacher evaluation using human, social, and material capital.** *Journal of Educational Change*, 22(4), 501-534. <https://doi.org/10.1007/s10833-020-09405-z>

Teacher evaluation's relationship with instructional improvement is under-theorized in the literature. To address this gap, this paper uses a conceptual framework rooted in human, social, and material capital to analyze and synthesize findings from research conducted since 2009 on whether and under what conditions teacher evaluation stimulates change in teachers' instruction. We find that teacher evaluation can facilitate instructional improvement if evaluators understand teaching and the teacher evaluation system and teachers and evaluators trust each other and have opportunities to develop social capital regarding instruction. In addition, adequate time and a userfriendly online data system appear to facilitate the use of teacher evaluation to stimulate changes in teachers' practice. This paper thus presents a theoretical framework, rooted in theory and empirical research, that may prove useful to scholars and practitioners.

Ferguson, D. E., & Nichols, T. P. (2021). **School sites and the haunting of history: unmasking the past in field-based research.** *International Journal of Qualitative Studies in Education*, 34(9), 843-856. <https://doi.org/10.1080/09518398.2021.1942301>

In field-based research, masking practices, as well as the general practice of relegating historical context to abstracted 'site descriptions' in a paper's methodology section, can produce a tacit inattention to historical specificity. By juxtaposing two case studies of schools, this article examines the ways school sites are haunted by histories—that is, how the past is revived and revised in the present, and in turn what this means for field-based qualitative inquiry. Pairing archival and field-based methods, we trace how the haunting of history animated the present-day practices of stakeholders in two schools. In doing so, we show how history itself became an actor in these sites—as something administrators and teachers put to work in their approaches to schooling—and suggest expanding views of unmasking within qualitative inquiry that allow for these ghosts of the past to announce themselves more openly.

Goncalves, A., Bernal, C., & Charbonnier, É. (2021, octobre 11). **Regards croisés sur les émotions au quotidien des enseignants-chercheurs.** Consulté 13 octobre 2021, à l'adresse The Conversation website: <http://theconversation.com/regards-croises-sur-les-emotions-au-quotidien-des-enseignants-chercheurs-168285>

Joie, peur, frustrations... Trois enseignants-chercheurs de l'Université de Nîmes témoignent des émotions suscitées par les épreuves et les succès de leurs carrières.

Gourdon, J., Miller, M., & Iribarnegaray, L. (2021, septembre 28). **De retour à l'université, la lassitude des enseignants-chercheurs face à la « gestion de la pénurie ».** *Le Monde.fr*. Consulté à l'adresse <https://www.lemonde.fr/campus/article/2021/09/28/de-retour-a-l->

[universite-la-lassitude-des-enseignants-chercheurs-face-a-la-gestion-de-la-penurie_6096256_4401467.html](https://www.veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3382)

Chaque année, le nombre d'étudiants augmente, mais les moyens ne suivent pas. Les enseignants observent, impuissants, la détérioration des conditions de travail et d'études.

Jarraud, F. (2022, octobre 8). **Chercheurs et enseignants: Que sait-on de la vulgarisation ?** Consulté 13 octobre 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/10/08102021Article637692731786343376.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=512293

A quoi sert la recherche en éducation si finalement elle n'atteint les enseignants que vulgarisée avec tous les risques de mutation que cela implique ? Sous la direction de Sylvie Plane et Fanny Rinck, la revue Repères consacre son dernier numéro (n°63) à la façon dont les enseignants s'emparent des recherches à travers des médiateurs. La revue prend principalement des exemples dans le premier degré et épluche pour cela les forums et sites d'enseignants bien connus des professeurs des écoles. Ils n'y reconnaissent pas toujours leurs enfants. Mais le principal enseignement de la revue est donné par Roland Goigoux : puisque les enseignants ne connaissent la recherche que via la vulgarisation, aux chercheurs de vulgariser leurs travaux. Ce que le père de Narramus excelle à faire...

Kwok, A. (2021). **Flexible or Rigid? Exploring Preservice Teachers' Classroom Preferences.** *Educational Researcher*, 50(7), 463-473. <https://doi.org/10.3102/0013189X211011426>

Understanding preservice teachers' (PSTs) classroom preferences offers the potential to inform school hiring and reduce early career turnover. This large-scale qualitative study (n = 2,798) explores rich PST responses to the open-ended survey item: "Describe a classroom setting in which you would enjoy teaching." Results indicate three categories of characteristics (classroom setting, pedagogical strategies, and student characteristics) and from those categories, two contrasting profiles. Flexible PSTs focus more on implementing their perception of effective pedagogy in any context. Rigid PSTs believe certain school, classroom, or student characteristics would facilitate their success. Categories meaningfully varied by certification level but not by gender or ethnicity. Findings advise teacher education to prepare PSTs toward effective pedagogy and district screening characteristics for improved hiring.

Lapointe, P., Pairel, E., & Chartrand, É. (2021). **Rapport d'enquête sur l'organisation du travail des directions d'établissement d'enseignement au Québec** (p. 221). Consulté à l'adresse Université de Montréal website: https://www.gride-qc.ca/wp-content/uploads/2021/07/Rapport-du-GRIDE_5.05.2021_compressed.pdf

Lin Wang, E., Prado Tuma, A., Lawrebce, R. A., Kaufman, J. H., Woo, A., & Henry, D. (2021). **School Leaders' Role in Selecting and Supporting Teachers' Use of Instructional Materials An Interview Study.** In <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3382> [Report]. Consulté à l'adresse RAND Corporation (Transnational) website: <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3383>

Just as teachers' perceptions of instructional materials influence what they do with those materials, school leaders' perceptions of instructional materials influence their decisions about how and how strongly to support teachers' material use. The authors address a

gap in existing literature by identifying what school leaders regard as key dimensions of quality instructional materials and describing the role that school leaders play in guiding the selection and use of instructional materials. The authors found that school leaders particularly valued characteristics of instructional materials that facilitated teachers' implementation and use of the materials. They also prioritized standards-aligned materials, perceiving these as best meeting the needs of their teachers and students. Fewer school leaders identified cultural relevance, language-acquisition supports, and social-emotional learning supports as essential dimensions of quality instructional materials. School leaders influence teachers' use of instructional materials by involving teachers in the selection of instructional materials, creating buy-in for district-recommended or -required curriculum, and providing guidance that balanced teacher autonomy and the fidelity of curriculum implementation. During the coronavirus disease 2019 (COVID-19) pandemic, school leaders grew more concerned about the engagement and social-emotional learning supports that materials offered. These findings can provide useful guidance to district policymakers about how to leverage the role of school leaders in the use of instructional materials and what might support school leaders in helping teachers use their materials thoughtfully.

Key Findings School leaders prioritized two critical dimensions of quality instructional materials that facilitated teachers' use—usability and standards alignment. Fewer school leaders identified cultural relevance, language-acquisition supports, and social-emotional learning supports as essential dimensions of quality instructional materials. School leaders' perceptions of the essential features of good instructional materials largely did not vary across contextual factors, although there appeared to be differences in the grade levels served by their schools (i.e., elementary, middle, high). School leaders reported that their districts and schools used one of the following three processes for selecting instructional materials: district-led, school-level, and district-school collaborative processes. Those involved in the selection process drew on a variety of information and tools to inform that process. School leaders were more satisfied with the selection process when they or their teachers were involved. School leaders used multiple strategies to support teacher buy-in for newly adopted instructional materials; they often indicated providing guidance that attempted to balance teacher autonomy and the fidelity of curriculum implementation. During the COVID-19 pandemic, school leaders grew more concerned about the engagement and social-emotional learning supports that materials offered. School leaders realized the importance of having materials that are available, accessible, or adaptable for online instruction, and they considered opportunities for reshaping instruction.

Recommendations Districts should engage school-level staff, including school leaders and teachers, in the material-selection process to ensure the consideration of important dimensions and establish buy-in. Districts and schools should develop and use rubrics or explicit criteria and processes for evaluating instructional materials. Districts should provide specific guidance for school leaders on how to assess and select materials for cultural relevance. Districts should provide school leaders with training and guidance to support teachers' use of curriculum materials. Districts should consider whether differences in school leaders' perceptions and decisions around instructional materials by school grade level are intended and provide targeted supports for school leaders, if necessary. Districts and schools should capitalize on increased interest in incorporating technology supports in instruction as a result of the COVID-19 pandemic. In response to the COVID-19 pandemic, districts and schools should seek materials that provide social-emotional learning supports.

OCDE. (2021). **Teachers Getting the Best out of Their Students.** <https://doi.org/10.1787/5bc5cd4e-en>

Developing, promoting and maintaining a good professional teaching workforce from primary to upper secondary education is a policy imperative for education systems around the world. The data drawn from the OECD Teaching and Learning International Survey (TALIS) can help policy makers and education practitioners design policies and practices that enhance teaching across education levels. This report presents TALIS 2018 findings for countries and economies that took part in the primary and upper secondary education survey. It focuses on the following research questions: What are the levels of teachers' and school leaders' professionalism in primary and upper secondary education? What are some of the educational challenges unique to each education level? What are the factors that could explain differences in the levels of professionalism across education levels? The findings offer a broader view of teachers and school principals across all levels of compulsory education and the similarities and differences in the issues they face. The report also offers policy reflections on these findings.

Potvin, M., Lefrançois, D., Éthier, M.-A., Demers, S., Paradis-Charrette, L., & Cambron-Prémont, A. (2021). **Le rapport au droit et à la justice d'enseignants québécois : discours et interventions au quotidien.** *Éducation et sociétés*, 46(2), 129-148. Consulté à l'adresse <https://www.cairn.info/revue-education-et-societes-2021-2-page-129.htm>

Cet article présente les résultats préliminaires d'une recherche en cours sur le rapport des enseignants du primaire et du secondaire avec la justice et le droit, à travers leurs discours et interventions du quotidien (chantier Éducation juridique en milieu scolaire du partenariat CRSH – Accès au droit et à la justice). L'objectif général est de saisir comment des enseignants conçoivent la justice, le droit et la citoyenneté dans leur vie quotidienne et leur pratique professionnelle : connaissent-ils leurs rôles et les cadres normatifs qui s'appliquent ? Les données présentées sont issues de deux groupes d'entretien avec des enseignants de diverses disciplines, n'enseignant pas spécifiquement les cours d'éthique ou d'éducation à la citoyenneté. À partir de l'approche inclusive et des typologies d'Ewick et Silbey (1998), de Westheimer et Kahne (2004), l'article se penche sur les types –passif, participatif ou critique et contestataire– de rapport subjectif au droit et à la citoyenneté qui se dégagent du discours des enseignants à partir des situations et des interventions de leur quotidien, en comparant les discours des deux groupes.

Raybaud, A. (2021, septembre 28). « **La France est un pays sans avenir pour les jeunes chercheurs** » : à l'université, le désarroi des nouveaux docteurs. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2021/09/28/la-france-est-un-pays-sans-avenir-pour-les-jeunes-chercheurs-a-l-universite-le-desarroi-des-nouveaux-docteurs_6096268_4401467.html

Alors que le nombre de postes de maître de conférences ouverts à candidatures est en baisse, l'entrée dans la carrière universitaire devient de plus en plus compliquée dans le système français.

Régnier, J.-C., & Acioly-Regnier, N. (2021). **Mobilité internationale académique et Interculturalité.** *Biennale Internationale de l'Éducation, de la Formation et des Pratiques Professionnelles : "faire/se faire"*. Présenté à Paris, France. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03355297>

Roaux, C. (2021). **La direction d'école à l'heure du management: une sociologie du pouvoir.** Consulté à l'adresse

https://www.puf.com/content/La_direction_d%E2%80%99%C3%A9cole_%C3%A0_l%E2%80%99heure_du_management

La question de la direction d'école est au centre des débats éducatifs actuels. Ce livre permet de mieux comprendre la manière dont l'école reste gouvernée par le haut, malgré une injonction à l'autonomie, et comment est interprétée cette injonction dans la chaîne hiérarchique de l'Éducation nationale.

Savage, C., Ayaita, A., Hübner, N., & Biewen, M. (2021). **Who Chooses Teacher Education and Why? Evidence From Germany.** *Educational Researcher*, 50(7), 483-487. <https://doi.org/10.3102/0013189X211000758>

Empirically rigorous research on teacher education entry is extremely limited. Evidence on who enters teacher education and why is crucial for identifying undesired gaps in entry and can assist with teacher recruitment. Grounded in prior research, we identified four primary groups of relevant individual-level variables: student/family background, achievement/abilities, personality, and motivation. We empirically tested this conceptual model using rich data from a national cohort of German ninth-graders followed to college/university and their parents. Our study is the first to predict eventual teacher education entry early in secondary school. Although those students who eventually entered teacher education were significantly different from their counterparts across most variables, fewer were conditionally predictive. Social interests, desired working conditions, desire to have children, and students' parents were particularly influential. Implications for research and teacher recruitment are discussed.

Sawitri, D. R., & Creed, P. A. (2021). **Perceived research environment, motivation, and academic interest in research: a social-cognitive perspective.** *International Journal for Educational and Vocational Guidance*, 21(3), 489-506. <https://doi.org/10.1007/s10775-020-09449-w>

Using social-cognitive career theory as a framework, we investigated whether research self-efficacy and outcome expectations mediated between perceived research environment and research motivation (intrinsic, extrinsic, and failure avoidance) and interest in research. Participants were 290 Indonesian academics (48.8% female; mean age 43 years). Perceived research environment and failure avoidance were related indirectly to interest in research via self-efficacy and outcome expectations, and intrinsic motivation was related both directly and indirectly. Perceived research environment was related indirectly to outcome expectations via self-efficacy; intrinsic motivation and failure avoidance were related both directly and indirectly; and extrinsic motivation was related directly.

Soulé, B. (2020). **Les impacts d'une évaluation bibliométrique standardisée : le cas des publications de sciences sociales au sein d'une section universitaire multidisciplinaire.** *Nouveaux cahiers de la recherche en éducation*, 22(3), 110-131. <https://doi.org/10.7202/1081290ar>

En France, le Hcéres place depuis 2018 la bibliométrie d'impact au cœur du processus d'évaluation des unités de recherche en STAPS. L'objectif de cet article est d'analyser les effets de ce virage en matière de valorisation des productions en sciences sociales, lors des évaluations de laboratoire comme sur les pratiques scientifiques des principaux intéressés. Les rapports d'évaluation de six laboratoires et douze entretiens réalisés auprès d'enseignants-chercheurs montrent que le nouveau guide des produits de la recherche altère en profondeur leur activité. Il est appliqué avec un zèle qui renforce la

centralité du Scimago Journal Ranking, devenu outil normatif d'appréciation. Les enseignants-chercheurs concernés élaborent des stratégies duales pour composer avec ces nouvelles exigences tout en se ménageant des espaces d'expression et de reconnaissance alternatifs.

Taggart, G. (2021). **Administrative Intensity and Faculty Job Stress**. *Innovative Higher Education*, 46(5), 605-621. <https://doi.org/10.1007/s10755-021-09573-7>

This article speaks to the debate regarding the proper size of university administrations by presenting the results of an examination of how the relative size of administrative components within U.S. research universities affects the job stress of faculty members. Using national survey data merged with workforce data from the Integrated Postsecondary Education Data System (IPEDS), results from statistical modeling reveal that a higher ratio of faculty to some types of non-instructional workers is associated with increased faculty member stress. These findings suggest that shadow work—administrative tasks that are shifted to faculty members when the number of available clerical and support workers is reduced—may negatively affect faculty stress levels.

Véran, J.-P. (2021). **La formation buissonnière des enseignants. Leurs apprentissages personnels entre enjeux pédagogiques et politiques**. *Revue internationale d'éducation de Sèvres*, (87). Consulté à l'adresse <https://journals.openedition.org/ries/10824>

Avec cet ouvrage, des équipes de recherche belges, françaises, québécoises et suisses, partant du postulat selon lequel tout ce qu'on vit a un impact sur la manière d'exercer et d'envisager son métier, questionnent les articulations, transactions ou importations existant entre le curriculum explicite des futurs enseignants et leur curriculum caché qui constitue leur «bagage culturel». Les chapitres des trois parties de l'ouvrage questionnent tour à tour la relation entre les usages informel...

Numérique et éducation

Boissière, J., & Bruillard, É. (2021). **L'école digitale. Une éducation à construire et à vivre**. Consulté à l'adresse <https://www.armand-colin.com/lecole-digitale-une-education-construire-et-vivre-9782200623074>

La pandémie de la Covid-19 a fait subir un choc sans précédent aux systèmes éducatifs. Une école digitale s'est alors imposée à tous quand elle était possible. Plus rien ne sera pareil après cette crise qui a été un véritable accélérateur. Elle a notamment montré à la fois la nécessité d'avoir une école digitale de bon niveau pour tous – ce qui n'a pas été souvent pas le cas – et en même temps les ravages du distanciel quand il n'est pas maîtrisé. Cette expérience très particulière que toutes les communautés éducatives ont vécue appelle à repenser les liens entre éducation et numérique. Les auteurs font un large tour d'horizon des changements que le numérique amène pour toutes les éducations mais appellent aussi à prendre du recul par rapport au diktat de la nouveauté. Ils invitent enfin le lecteur à comprendre les défis qui sont devant nous pour qu'il puisse prendre part aux débats qui s'annoncent.

Grégoire, P. (2021). **L'utilisation d'un outil numérique d'aide à la révision et à la correction à la fin du secondaire: effets sur la qualité de l'écriture**. *Canadian Journal of Education/Revue canadienne de l'éducation*, 44(3), 788-814. <https://doi.org/10.53967/cje-rce.v44i3.4809>

This paper reports on a quasi-experimental research investigating the effects of using a writing assistance software (WAS) on the students' quality of writing. Three hundred and four teenagers enrolled in French public schools in Quebec participated in this study. Students wrote a first text by hand, and then a second text under one of the following modalities: 1) handwriting; 2) word processor (WP) only; 3) WP and WAS; 4) WP, a WAS and prior training. Data has been analyzed from a quantitative perspective (ANOVAs, paired t-tests). Findings showed that WAS users made less grammar and spelling mistakes than their counterparts did. However, they tended to make more vocabulary mistakes. On the other hand, students using only WP did less well with digital tool than by hand. Overall, these findings emphasize that learning to write in a digital environment is a complex process: such complexity should be taken into account in schools. Keywords: writing, digital, word processing, writing assistance software, grammar, spelling, syntax, text grammar, assessment

Miller, M. D., Castillo, G., Medoff, N., & Hardy, A. (2021). **Immersive VR for Organic Chemistry: Impacts on Performance and Grades for First-Generation and Continuing-Generation University Students.** *Innovative Higher Education*, 46(5), 565-589. <https://doi.org/10.1007/s10755-021-09551-z>

Rapid advances in the quality and accessibility of immersive virtual reality (IVR) have brought about intense interest in applications of the technology within higher education, including STEM (science, technology, engineering, mathematics) teaching and learning. However, evidence is mixed on the effectiveness of IVR for STEM teaching and learning, and there are currently few models of how best to incorporate these activities into typical STEM courses. We created a sequence of IVR activities for teaching concepts in organic chemistry and carried out an experimental investigation on the impacts of these on student performance, with special focus on student characteristics including first-generation college student status, gender, and ethnicity. Two sections of Organic Chemistry were compared; in one randomly assigned section, students had the option of completing these IVR activities, and in the other, they did not. Results showed a trend towards improved course grades and final exam scores in the section offered IVR activities, particularly for first-generation college students. These findings suggest that IVR can be a practical and effective way to reinforce learning and student success in realistic university STEM settings, especially for certain demographic subgroups.

OECD. (2021). **Using Digital Technologies for Early Education during COVID-19: OECD Report for the G20 2020 Education Working Group.** Consulté à l'adresse https://www.oecd-ilibrary.org/fr/education/using-digital-technologies-for-early-education-during-covid-19_fe8d68ad-en

Digital technologies are increasingly present in young children's lives. How can early education systems get the best out of digitalisation while minimising its risks? This is especially urgent as the COVID-19 pandemic has accelerated our reliance on digital tools – tools that enabled young children to continue learning when early education centres and primary schools closed down. It is in this context that the OECD conducted a policy survey covering 34 countries and jurisdictions. It investigates how digital technologies were used to provide distance education for young children in 2020, which challenges arose and what policy changes are in the pipeline for early education.

Paquet, M. (2021). **L'engagement affectif dans les tâches de production orale : l'apport du portfolio numérique d'apprentissage et de la vidéo.** *Canadian Journal of*

Education/Revue canadienne de l'éducation, 44(3), 676-717.
<https://doi.org/10.53967/cje-rce.v44i3.4597>

This article describes the e-portfolio and the video's contribution to the emotional engagement of high school Quebec students, second cycle, in oral production tasks. A content analysis of self-assessments and individual interviews, as well as data from questionnaires demonstrate that the use of the portfolio and the metacognitive activities that characterize it, support high school students learning by allowing a mindfulness of performance in the oral competency, thus ensuring a better management of the affective scope of the associated tasks. Keywords: e-portfolio, self-recording video, affective engagement, oral production

Pionnier, A.-S. (2021). **L'éthique dans la relation numérique parents-école** [Research Report]. Consulté à l'adresse UCA - INSPE Académie de Nice website: <https://hal.archives-ouvertes.fr/hal-03370028>

Dans ce rapport, sont étudiés 3 sujets éthiques de la relation parents-école par le numérique : le contrôle par les parents des activités, des comportements et des résultats de leur enfant à l'école, la sécurité des données du dossier élève, et l'impact de l'école à la maison lors du confinement lié à la pandémie de Covid. Pour le premier sujet du contrôle par les parents des activités, des comportements et des résultats de leur enfant à l'école, la question posée sera : où se trouve le curseur en France entre une surveillance pesante du parent sur son enfant à l'école et une implication bénéfique ? Pour le deuxième sujet concernant la sécurité des données, la question se pose de savoir pourquoi une sécurité aussi importante autour du dossier élève. Enfin, pour le troisième point, concernant l'école à la maison pendant le confinement, il s'agit d'étudier si le regard des parents sur le travail des enseignants en est ressorti bienveillant ou au contraire défiant.

Serna M., E., & Serna A., A. (2021). **An IT-based teaching model for a new generation of students**. *Journal of Educational Change*, 22(4), 457-474. <https://doi.org/10.1007/s10833-020-09390-3>

To demonstrate whether individuals of the new generation have developed a unique and different learning model, research was conducted on children aged 10–11 in England, the United States, Australia and Germany. The qualities and the characteristics those children seek in the activities with which they spend more time were recognized. Using this knowledge, an innovative IT-based teaching model was structured and applied to an experimental group during the 2016–2017 school year. The results show that children indeed have developed their own learning model to extract the information they need from everything that catches their attention, challenges them and offers them rewards. In addition, they easily lose attention and interest when they are subjected to the traditional teaching model, as evidenced in the control group.

Shiohira, K. (2021). **Comprendre l'impact de l'intelligence artificielle sur le développement des compétences**. In <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3395>. Consulté à l'adresse UNESCO International Centre for Technical and Vocational Education and Training (Transnational) website: <https://unesdoc.unesco.org/ark:/48223/pf0000378935>

Ce document présente une synthèse de la recherche sur l'état actuel des tendances, des programmes, des politiques et des utilisations de l'IA dans le contexte de l'enseignement et de la formation techniques et professionnels sur six continents,

couvrant le monde développé et le monde en développement, pour servir de ressource à l'intention des parties prenantes qui s'investissent dans l'avenir des travailleurs de niveau intermédiaire et de l'EFTP. Enseignants, étudiants, gestionnaires, décideurs, responsables de la mise en œuvre des programmes et apprenants en formation continue sont conviés à se pencher sur les pratiques, les opportunités et les enjeux actuels de l'IA, et sur les recommandations visant à l'édification d'un système d'enseignement et de formation à l'épreuve de l'avenir.

Orientation scolaire et professionnelle

Argyropoulou, K., Kaliris, A., Charokopaki, A., & Katsioulas, P. (2021). **Coping with career indecision: the role of courage and future orientation in secondary education students from Greek provincial cities.** *International Journal for Educational and Vocational Guidance*, 21(3), 671-696. <https://doi.org/10.1007/s10775-021-09465-4>

This study examined the relationships among courage, strategies of coping with career indecision, and future orientation in a sample of high school students. A total of 460 Greek adolescents from provincial cities participated in the study. The results indicated that courage indirectly predicted future orientation through productive coping strategies. The main conclusion refers to the fact that specific interventions could promote productive coping strategies and courage, which in turn, may foster the future orientation of adolescents to construct multiple positive occupational pathways, coping with various career and life decisions and, overall, orient themselves positively toward the future.

Boissinot, A. (2021). **L'orientation, un projet scélérat ?** *Administration & Éducation*, 171(3), 25-33. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-3-page-25.htm>

Daugherty, L., Gerber, R., Martorell, F., Miller, T., & Weisburst, E. (2021). **Heterogeneity in the Effects of College Course Placement.** *Research in Higher Education*, 62(7), 1086-1111. <https://doi.org/10.1007/s11162-021-09630-2>

Traditionally colleges have relied on standalone non-credit-bearing developmental education (DE) to support students academically and ensure readiness for college-level courses. As emerging evidence has raised concerns about the effectiveness of DE courses, colleges and states have been experimenting with approaches that place students into credit-bearing coursework more quickly. To better understand which types of students might be most likely to benefit from being placed into college-level math coursework, this study examines heterogeneity in the causal effects of placement into college-level courses using a regression discontinuity design and administrative data from the state of Texas. We focus on student characteristics that are related to academic preparation or might signal a student's likelihood of success or need for additional support and might therefore be factors considered for placement into college-level courses under "holistic advising" or "multiple measures" initiatives. We find heterogeneity in outcomes for many of the measures we examined. Students who declared an academic major designation, had bachelor's degree aspirations, tested below college readiness on multiple subjects, were designated as Limited English Proficiency (LEP), and/or were economically disadvantaged status were more likely to benefit from placement into college-level math. Part-time enrollment or being over the age of 21 were associated with reduced benefits from placement into college-level math. We do

not find any heterogeneity in outcomes for our high school achievement measure, three or more years of math taken in high school.

Elliott & Lakin. (2021). **Unparallel Pathways: Exploring How Divergent Academic Norms Contribute to the Transfer Shock of STEM Students.** *Community College Journal of Research and Practice*, 45(11), 802-815. <https://doi.org/10.1080/10668926.2020.1806145>
The overarching purpose of this study was to explore the post-transfer factors contributing to transfer shock. More specifically, this study sought to understand what academic normative differences exist between community college and transfer institution contexts and how these differences induced transfer shock. The study focused on STEM majors due to existing research showing they experience the greatest shock and increasing policy emphasis on students in STEM fields. Unlike existing literature that focuses on student characteristics associated with transfer shock, this study used a human capital frame to highlight the role of institutional contexts and norms in relation to shock. Participants in this study were transfer students who hailed from 17 geographically diverse community colleges across five states and completed semi-structured interviews. Results highlight substantial normative differences in terms of faculty interactions, divergent exam norms, and expectations of independent learning. Findings underscore the presence of a disjuncture in academic norms between community colleges and four-year transfer universities that helps explain transfer shock and transitional academic issues transfer students experience.

Francequin, G., Grosbras, F., & Danvers, F. (2021). **Histoires de vie et orientation.** Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782343232485&utm_source=phplist&utm_campaign=message_32441&utm_medium=email&utm_content=lienTitre

L'orientation scolaire, universitaire, professionnelle concerne chaque personne dans le déroulement de sa vie personnelle, familiale et professionnelle. C'est un objet d'étude pluridisciplinaire, associant psychologues, médecins, pédagogues, historiens, hommes politiques, législateurs et humanistes. À la suite de Michel Huteau, de nombreux chercheurs se sont associés ici pour nous introduire aux efforts et aux réflexions menées dans ce domaine. Des professionnels, enseignants, conseillers, parlent de leur accueil des élèves. Tous, ils nous font partager la fierté de leur métier. Le défi de ce livre est d'associer histoires vécues et recherches universitaires, histoires individuelles et évolution du système éducatif français.

Guy, B., & Feldman, T. (2021). **Deboning the Fish: Hosting a Future Creating Workshop with Undergraduate Women in STEM.** *Innovative Higher Education*, 46(5), 591-603. <https://doi.org/10.1007/s10755-021-09548-8>

Despite the broad scope of literature on the topic of women in STEM, women in male-dominated spaces within academia are rarely given the opportunity to speak openly about their disadvantages in the toxic STEM culture. The current study implements a Critical Utopian Action Research method, Future Creating Workshop (FCW), with undergraduate women in STEM in order to highlight women's voices in the context of their experiences in their undergraduate STEM programs, and develop a salient and timely action plan with women in STEM that capitalizes on their strengths and works towards dismantling barriers to their STEM participation. Four key themes that arose from the FCW that highlighted barriers women in STEM majors face: (1) Social Inequalities, (2)

Research Accessibility, (3) Unwelcoming Academic Environment, and (4) Lack of Confidence. A fifth theme, 'Need for Mentorship,' developed from the action phase of the FCW, in which the women came up with suggestions for programming moving forward. The current study is couched in a larger participatory action research project, Participatory Opportunity for Women Researchers in Science, Technology, Engineering, and Mathematics (POWER in STEM). The purpose of POWER as a whole is to understand the lived experiences of women in STEM at the University of Cincinnati, and mobilize this knowledge to create an action plan that will influence programming.

Jellab, A. (2021). **L'orientation scolaire en France ou de la distillation fractionnée.** *Administration & Éducation*, 171(3), 35-44. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-3-page-35.htm>

Lair, S. (2021). **Parcours scolaires et handicap : l'exigence du possible.** *Administration & Éducation*, 171(3), 61-71. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-3-page-61.htm>

Macler, S. (2021). **Parcours, travail et compétences des chefs de très petite entreprise : une analyse didactique professionnelle.** (Phdthesis, Université Bourgogne Franche-Comté). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03359338>

Ce travail de thèse en sciences de l'éducation consiste à analyser le parcours, le travail et les compétences de chefs de très petite entreprise, selon une approche didactique professionnelle. Initiée par les représentants des TPE-PME, les méconnaissances représentent le point de départ de cette recherche : méconnaissance des parcours des chefs de TPE, méconnaissance de leur travail, des situations et des activités de création, de reprise et de conduite des évolutions. L'ambition qui anime les développements de ce travail s'inscrit dans une fonction heuristique sur les chefs de très petite entreprise en vue de proposer des pistes de réflexion pour la formation, voire l'éducation à l'entrepreneuriat. Deux orientations méthodologiques principales guident cette recherche. La première est une orientation de découverte et de compréhension des parcours, du travail, des compétences et de l'apprentissage, ceci dans la perspective de comprendre ce qui organise l'activité des chefs de TPE, aussi bien quant à leur parcours, leurs compétences, leur travail, leurs choix et leur apprentissage. Ce qui organise leur activité, c'est ce qui vient des situations qui se présentent ou/et qu'ils créent, suscitent, recherchent, et ce qui vient de leur parcours, de leur expérience. Dans cette perspective, nous nous inscrivons dans le cadre théorique et méthodologique de la didactique professionnelle. La deuxième est une orientation de théorisation des parcours, de l'activité, de l'apprentissage du chef de TPE. Nous avons constitué une méthode, inspirée de la théorie ancrée et de la confrontation critique des données. Les résultats proposés, ainsi que les pistes de réflexion pour la formation s'appuient sur l'analyse de récits de vie de 25 chefs de TPE (22 français et 3 canadiens) et d'une journée d'observation en situation avec chacun d'eux.

Mirabel, F., Remaud, L., & Ghesquière, H. (2021). **Des parcours alternatifs pour une fabrique des possibles.** *Administration & Éducation*, 171(3), 127-131. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-3-page-127.htm>

Mizzi, A. (2021, octobre 4). **Débat : Revoir les règles de Parcoursup pour améliorer l'orientation des lycéens.** Consulté 6 octobre 2021, à l'adresse The Conversation website:

<http://theconversation.com/debat-revoir-les-regles-de-parcoursup-pour-ameliorer-lorientation-des-lyceens-168161>

Alors que Parcoursup a fermé ses portes, un certain nombre de lycéens candidats ont quitté la procédure sans avoir eu de proposition d'affectation dans l'enseignement supérieur. Décryptage.

Motlova, V., & Honsova, P. (2021). **The effects of a 13-week career development programme on career-adapting thoughts and behaviours.** *International Journal for Educational and Vocational Guidance*, 21(3), 571-588. <https://doi.org/10.1007/s10775-020-09454-z>

This quasi-experimental design study investigated an interactive and practical Career Development Programme (CDP), a 13-week career guidance and counselling (CGC) intervention, on a sample of 224 Czech students. Students who received the CGC intervention and those from the "waiting list" who expressed interest in gaining support through the CDP were assessed at the beginning and at the end of the 13-week intervention. The findings indicated the benefits of CDP for the transition from university to working life: as hypothesized, the CDP increased career adaptability and cooperation, career construction and career maturity of students and graduates.

Pordelan, N., & Hosseinian, S. (2021). **Online career counseling success: the role of hardiness and psychological capital.** *International Journal for Educational and Vocational Guidance*, 21(3), 531-549. <https://doi.org/10.1007/s10775-020-09452-1>

Online career counseling is an important new horizon for vocational guidance. The present study investigates the role of online career counseling and of psychological capital and hardiness on career decision making. The research population included all Tehran students in 2019. After random selection, 30 students each were assigned into either the online counseling group or the control group. After online counseling, intervention students had higher scores than the control group on career decision-making. In the intervention group (but not the control group), students with higher hardiness and psychological capital had higher scores on career decision-making.

Seguy, J.-Y. (2021). **1937-1966 : penser et organiser les parcours des élèves, entre sélection et orientation.** *Administration & Éducation*, 171(3), 17-23. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-3-page-17.htm>

Teague Tsopgny, A., Maingari, D., & Mbede, R. (2020). **L'influence des enseignants de mathématiques dans l'orientation des filles vers ce domaine.** *Nouveaux cahiers de la recherche en éducation*, 22(3), 68-88. <https://doi.org/10.7202/1081288ar>

De nombreux travaux sur les disparités de genre en mathématiques soulignent le rôle des enseignants de mathématiques dans l'orientation des filles sans toutefois étudier de façon empirique comment ces derniers peuvent influencer chez elles le sentiment d'efficacité personnelle et le choix d'orientation. Cette recherche se propose alors de répondre à la question de savoir comment les enseignants de mathématiques peuvent influencer positivement le sentiment d'efficacité personnelle et le choix d'orientation des filles en mathématiques. Une étude par questionnaire a été menée auprès de 150 filles du lycée de Ngoa-Ékélé à Yaoundé, au Cameroun. Les résultats confirment l'hypothèse que les filles qui sont à la fois informées, motivées, conseillées et encouragées par leur enseignant de mathématiques sont plus enclines avoir un niveau de sentiment d'efficacité personnelle élevé en mathématiques et à choisir une

orientation vers ce domaine contrairement à celles qui n'ont pas reçu cette même influence de la part de leur personne enseignante en mathématiques.

Zettelmeier, W. (2021). **L'orientation des élèves en Allemagne**. *Administration & Éducation*, 171(3), 141-149. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-3-page-141.htm>

Politique de l'éducation et système éducatif

Al Muqarshi, A., Kaparou, M., & Kelly, A. (2021). **Managing cultural diversity for collective identity: A case study of an ELT department in Omani higher education**. *Educational Management Administration & Leadership*, 49(6), 976-995. <https://doi.org/10.1177/1741143220921187>

This paper employs a social identity approach to explore the management of a collective organizational culture in a culturally diverse context. Literature suggests that cultural diversity can be an asset for organizations if managed effectively. This study employs a qualitative case-study design, drawn on data generated for a larger project that utilized 16 interviews, eight team meetings' observations, document analysis and field notes. It instrumentally uses a Department of English as its site due to the prevalence of cultural diversity in such context. The paper explores whether leadership is perceived as effective towards establishing a collective identity in an Omani higher education (HE) domain. The findings suggest that leadership impact is restricted by the central management of the system that translates largely into transactional leadership and hierarchical approaches at the level of the group and largely fails to establish such an inclusive identity. The paper argues that in a globalizing era, Omani HE can only view cultural diversity as an asset that aids its intellectual capital establishment. Hence, it should cater for such a composition and engineer it effectively to achieve better alignment with the requirements of the current market. These findings can be of value to policy makers, researchers and professionals in HE.

Alsharija, M., & Watters, J. J. (2021). **Secondary school principals as change agents in Kuwait: Principals' perspectives**. *Educational Management Administration & Leadership*, 49(6), 883-903. <https://doi.org/10.1177/1741143220925090>

Kuwait is seeking to diversify its sources of income by modernizing the education system and providing its young people with the knowledge and skills needed for life in the 21st century. To this end, it is constantly trying to improve the whole educational system by introducing developmental projects and policies. Central to this process is the role played by school principals. However, contextual issues and challenges have limited the success of these initiatives. The present study investigates how secondary school principals describe their role as change agents and what supports they need as change agents. Therefore, the study has investigated in some depth the views and concerns of a group of secondary school principals about this role and the challenges associated with the implementation of change. The findings reveal four major demands from the participants, namely, (1) enhance planning practices (2) build trust with the educators, (3) autonomy/decentralization and (4) restructuring schools. The study suggests that the current change strategy adopted should be revised to include appropriate procedures and supports. The recommendations proposed here could provide support to principals, considered here as implementers, and could contribute to the guidance of neighbouring countries, which are also undergoing major educational changes. It is hoped that other

developing countries may benefit from by learning about the change strategy investigated in this research.

Baker, G., Faxon-Mills, S., Huguet, A., Pane, J. F., & Hamilton, L. S. (2021). **Approaches and Obstacles to Promoting Media Literacy Education in U.S. Schools**. In <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3380> [Report]. Consulté à l'adresse RAND Corporation (Transnational) website: <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3381>

Recent, widely publicized incidents of misinformation and disinformation underscore the need to equip Americans with the knowledge and skills required to navigate a changing media landscape. A key approach to accomplishing this involves education. A survey administered to public school teachers focused on the kinds of media literacy (ML) instruction promoted in public schools and the obstacles that teachers face in delivering ML curricula and instruction in their classrooms. Survey results indicate that ML instruction is unevenly implemented, at best, and that obstacles to teaching ML (e.g., lack of time, other priorities) are common. The survey also revealed that ML instruction, and obstacles to it, varies across schools of different ethnic makeups and poverty levels, suggesting that there are opportunities to administer ML education more equitably.

Bernard, P.-Y. (2021). **La lutte contre le décrochage scolaire en Europe : une politique de la formation professionnelle**. *Éducation et sociétés*, 46(2), 95-109. Consulté à l'adresse <https://www.cairn.info/revue-education-et-societes-2021-2-page-95.htm>

Depuis Lisbonne, en 2000, l'Union européenne a recommandé dans la lutte contre les sorties précoces du système scolaire des solutions largement fondées sur la formation professionnelle. L'article interroge cette particularité, en s'appuyant sur les textes officiels et les préconisations de 1995 à 2016 : comment interpréter l'association d'un problème éducatif, le décrochage, et d'une composante des systèmes éducatifs, l'enseignement et la formation professionnels du secondaire ? Cette orientation européenne est spécifique car, à l'opposé des États-Unis par exemple, les modèles de formation professionnelle initiale de ses États sont divers, mais très structurés dans chaque système d'éducation et de formation. Cette incitation supranationale a eu un impact significatif sur les dispositions prises par les pays : modularisation des formations, rapprochement avec le monde du travail, alignement des durées d'études sur la voie générale, développement de passerelles entre formations, possibilités accrues de poursuite d'études supérieures, etc. Pourtant, la réalisation du programme de Lisbonne semble indépendante des évolutions nationales des effectifs des voies professionnelles secondaires. La question de la responsabilité de ce secteur dans la baisse du décrochage en Europe reste entière. Mieux prendre en compte les difficultés des élèves et favoriser la persévérance scolaire n'est finalement pas le moindre de ses résultats.

Björkgren, M., Gullberg, T., & Hansén, S.-E. (2021). **Les valeurs dans l'éducation : le point de vue finlandais** (T. Chevaillier & B. Delvaux, Trad.). *Revue internationale d'éducation de Sèvres*, (87), 123-132. <https://doi.org/10.4000/ries.11029>

Cet article propose une analyse des valeurs inscrites dans les programmes scolaires de la Finlande en référence aux différents types de relations que peut entretenir un individu : avec son moi, avec la communauté locale, avec la société et avec l'humanité. Ces concepts permettent de mettre au jour la force et la constance de l'investissement idéologique dans l'école, de montrer les traces de la tradition chrétienne, élargies et mélangées à de nouvelles influences, et de souligner une tension croissante entre les

intentions des rédacteurs du curriculum et les évolutions de la pratique, de même qu'une progression de la ségrégation dans les zones urbanisées, mettant en péril les valeurs d'équité et d'égalité qui font la fierté des Finlandais.

Boissinot, A. (2021). **L'orientation, un projet scélérat ?** *Administration & Éducation*, 171(3), 25-33. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-3-page-25.htm>

Boylan, R. L., Petts, A., Renzulli, L., Domina, T., & Murray, B. (2021). **Practicing Parental Involvement: Heterogeneity in Parent Involvement Structures in Charter and Traditional Public Schools.** *Educational Administration Quarterly*, 57(4), 570-606. <https://doi.org/10.1177/0013161X21990431>

Purpose: This study examines differences in the mechanisms that charter schools and traditional public schools use to facilitate parental school involvement and the degree to which these differences account for the high levels of involvement among charter school parents. Data and Research Methods: We merge data from principals and teachers from the nationally representative Schools and Staffing Survey and National Teacher and Principal Survey with nonprofit tax data from the National Center for Charitable Statistics. We use ordinary least squares regression to explain how charter and traditional public schools involve parents in communal, public-good activities, and individualistic, private-good activities within schools. Findings: Charters are less likely than traditional public schools to use bureaucratic structures, like parent-teacher organizations, and more likely to use nontraditional and less bureaucratic structures, like parent workshops and compacts. The use of such structures mediates a portion of the charter advantage; however, they only partially explain the association between being a charter and parent involvement. Additionally, we find some of the outreach structures that are most common in charter schools, including compacts, are also more strongly associated with parent involvement in charter schools than in traditional public schools. Implications: While charters have more public-good and private-good parent involvement than traditional public schools, our results suggest that the uncritical adoption of outreach strategies from one sector to another is unlikely to result in equal gains in parental involvement.

Bush, T. (2021). **Gender and school leadership: Are women still under-represented as school principals?** *Educational Management Administration & Leadership*, 49(6), 861-862. <https://doi.org/10.1177/17411432211050965>

Chaix, G. (2021). **Petit abécédaire ou jeu de piste(s) pour les mots d'un colloque.** *Administration & Éducation*, 171(3), 11-15. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-3-page-11.htm>

Champollion, P. (2021). **Inégalités d'orientation et territorialités-territoires au prisme de l'école rurale et de moyenne montagne française.** *Administration & Éducation*, 171(3), 45-59. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-3-page-45.htm>

Chen, S. (2021). **The official discourse of social justice in citizenship education: A comparison between Japan and China.** *Education, Citizenship and Social Justice*, 16(3), 197-210. <https://doi.org/10.1177/1746197920971811>

Against the contemporary background of international and national commitments to citizenship education for social justice, this paper examines and compares the subject, aim and extent of social justice in citizenship education behind official rhetorics in Japan and China. It develops a three-dimensional framework of social justice to analyse, through mixed methods of text analysis, a set of selected authoritative documents, including official policies, national curriculum guidelines and government-authorized textbooks. The results reveal discursive divergences and convergences between the Japanese and Chinese cases. Social justice in the Japanese discourse tends to be constructed as recognitive injustice eliminable through identical treatment towards one another by individuals. By contrast, social justice in the Chinese discourse tends to be constructed as distributive justice achievable through differential treatment by the party-state. Common to the two cases is that both pay scant attention to collective actions for and the global bearing of social justice. The paper argues that the two cases similarly stop short of promoting comprehensive, transformative and global social justice education.

Civil, F. M. (2021). **Parcours, mobilités, territoires. Pour une fabrique des possibles.** *Administration & Éducation*, 171(3), 5-8. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-3-page-5.htm>

À bien regarder la très belle affiche qui a illustré notre 42e colloque de l'AFAE, on peut dire qu'elle figure et condense d'excellente façon la complexité des parcours, la diversité des mobilités et les dissemblances entre territoires et, de la même manière, qu'elle illustre très justement la fertilité croisée des échanges et propositions qui, non seulement, ont nourri les sept ateliers tenus en amont de notre journée virtuelle de colloque mais encore de ceux qui ont émaillé cette journée elle-même, organisée autour de quatre conférences et d'une table ronde.

Clech, D. (2021). **L'école. Pour une parole libre.** Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&no=71148

Constat banal : l'école va mal. L'auteur analyse les dysfonctionnements de l'Éducation nationale à travers son expérience d'enseignant de l'école primaire. Quelle est la réalité de la promesse républicaine de l'égalité des chances ? Comment recréer une formation professionnelle digne de ce nom ? Que penser de la politique de la ZEP ? Sont mises à jour les zones d'ombre de cette institution dont est interrogé le fonctionnement hiérarchique qui cherche à limiter l'expression d'opinions divergentes, tue la diversité et la créativité. Si ce livre présente des constats douloureux, il cherche par ailleurs à ouvrir des pistes de réflexion en faisant, pour chacun des thèmes évoqués, des propositions susceptibles de redonner du sens au métier d'enseigner.

Creuzet, J., Nembrini, J.-L., Lopez, G. B., & Klucik, L. (2021). **L'offre et la demande, le dilemme des territoires.** *Administration & Éducation*, 171(3), 75-83. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-3-page-75.htm>

de Groot, I., & Lo, J. (2021). **The democratic school experiences framework: A tool for the design and self-assessment of democratic experiences in formal education.** *Education, Citizenship and Social Justice*, 16(3), 211-226. <https://doi.org/10.1177/1746197920971810>

In many democratic societies, schools are expected to prepare their students for participation in democratic societies. (Self)assessment frameworks, designed by scholars and curriculum developers, support the development of school initiated democratic experiences. Existing frameworks, however, are not designed to capture the interplay between the practices organized, related educational activities, and the types of aims pursued in education programs. To address this void, this paper presents an eight-sectored framework that captures the multiplicity of democratic education and participation in schools.

Dembélé, M. (2021). **La scolarisation empêchée, face cachée des déplacements de populations : l'exemple du Mali**. *Revue internationale d'éducation de Sèvres*, (87), 23-27. <https://doi.org/10.4000/ries.10740>

En raison de nombreux facteurs, des populations se déplacent souvent massivement d'une région à l'autre ou à l'intérieur d'un même pays, et ce sous la contrainte. Ces déplacements sont souvent analysés sous l'angle humain et humanitaire en termes d'accès à des abris de fortune, à l'eau, à la santé et à l'alimentation. Il arrive parfois que l'éducation ne fasse pas partie de cette liste de besoins immédiats des populations déplacées. La dimension éducative, associée à ces mouvements internes f...

Dicharry, S. (2021). **Construction de la professionnalité de l'enseignant spécialisé dans le système éducatif français : engagements subjectifs à l'ère de la diversité** (Phdthesis, Université de Bordeaux). <https://doi.org/10/document>

Aujourd'hui, l'éducation inclusive conduit à comprendre les élèves sous l'angle d'altérités questionnant la notion de diversité des besoins. L'école inclusive est une école pour tous les élèves, une école démocratique en droit. Les enseignants se sentent une grande responsabilité, ce que la société ne manque pas de leur rappeler, mais ils ne pensent pas toujours avoir les moyens d'exercer cette responsabilité. De plus, ils ne se sentent pas à la hauteur ce qui peut aller jusqu'à l'apparition d'un sentiment d'incompétence pouvant entraîner de la culpabilité. Ces travaux se situent dans le paradigme inclusif, du côté d'un acteur central : l'enseignant spécialisé. Ce professionnel joue un rôle central dans l'accueil des élèves à besoins éducatifs particuliers. Pour autant, dans une perspective inclusive déclinée à l'appui du modèle multitrack approach, autour duquel s'organise l'inclusion scolaire du système éducatif français, les interrogations suivantes sont avancées : l'enseignant spécialisé un enseignant spécialiste ? l'enseignant spécialisé un enseignant inclusif ? L'émergence d'une professionnalité est analysée en lien avec des évolutions politiques et sociales du système éducatif français s'inscrivant dans une perspective de compréhension internationale. Choisir d'étudier le paradigme inclusif à partir de la position de l'enseignant qui s'y inscrit depuis et à partir d'une formation continue professionnelle et certificative, la formation CAPPEI, conduit à se demander quels sont les engagements subjectifs d'un professionnel en devenir (d'un enseignant spécialisé) faisant face aux différentes injonctions et malentendus vécus sur le terrain. Il est alors question d'interroger le développement d'une professionnalité émergente (de l'enseignant spécialisé/inclusif) à l'ère de la diversité, en posant une hypothétique posture de praticien/chercheur. Pour ce faire, une exploration a été menée à partir d'une posture de chercheure accompagnatrice, et d'un enquêté défini comme acteur compétent, choix épistémologique mis en oeuvre à travers une déclinaison d'outils de recueils de données visant à recueillir la mise en mots de praticiens en quête d'évolution professionnelle. Le protocole retenu est structuré en 3 étapes dans le modèle des recherches

compréhensives. 1. Une première étape propose une investigation, à partir d'une l'observation en situation, d'un questionnaire et d'un focus group, à destination d'enseignants stagiaires, dans l'objectif de qualifier l'engagement en formation. 2. Une seconde étape, constituée d'entretiens compréhensifs s'adressant à des enseignants stagiaires, a pour but d'interroger un positionnement «d'être en recherche», une conceptualisation et une mise en oeuvre de pratiques inclusives en construction. 3. Une dernière étape investigate auprès d'enseignants certifiés, par des entretiens biographiques et compréhensifs, pour tenter de découvrir l'engagement dans une professionnalité d'enseignant spécialisé-inclusif. A l'issue d'un travail d'analyse de contenu principalement, sont analysées les positions subjectives de ces acteurs inclusifs sur le terrain. Des sujets en quête d'évolution font face à l'expression de dilemmes. Des engagements amorcés et volontaires de chercheurs sur le terrain expriment des manières d'être et de faire à un niveau intrapersonnel et interpersonnel. L'engagement dans des pratiques inclusives peut alors se réaliser à partir de pratiques nomades et dépendantes, constitutives de déplacements subjectifs conjoints et disjoints.

Dickson, T., & Taylor, B. (2021). **Faculty Staffing Patterns: Breadth and Flexibility in Professional Physical Therapy Programs.** *Innovative Higher Education*, 46(5), 499-518. <https://doi.org/10.1007/s10755-021-09546-w>

Overall trends of academic staffing in the US have indicated declines in tenure, increased use of contingent faculty, and stratification of teaching and research efforts. However, little is known about academic staffing patterns in professional programs, and little research has been done using program-level data. The purposes of this study were to identify faculty staffing patterns, determine if patterns change over time, and identify predictors of staffing patterns in US-based physical therapy programs. Yearly program-level accreditation data from 2008 to 2017 were analyzed. A finite mixture model analysis identified staffing patterns. Logistic regression analyses were run to predict category membership and observe change over time. Two academic staffing categories emerged: (1) Broad staffing patterns (90.4% of programs) composed of more core faculty on tenure track and who held academic degrees and (2) Flexible programs (9.7% of observations) with higher numbers of core faculty, fewer faculty on tenure track, and fewer faculty with an academic doctoral degree. There was little change over time from one category to another. Programs were more likely to adopt a Flexible pattern when budget and faculty teaching time rose. Membership to one of two staffing models appears to be predicted by institutional reliance on professional programs for revenues. Either programs lower expenses by having tenured faculty balance teaching and research, or they rely on non-tenured faculty positions and higher enrollments.

Dinh, N. B. K., Caliskan, A., & Zhu, C. (2021). **Academic leadership: Perceptions of academic leaders and staff in diverse contexts.** *Educational Management Administration & Leadership*, 49(6), 996-1016. <https://doi.org/10.1177/1741143220921192>

Universities have been coping with various challenges and pressures over the last decade. Therefore, capacity building for academic leaders is a critical point for universities to survive in this challenging era. Yet, existing studies suffer from several limitations. Among others, they do not consider the examination of academic staff members' and leaders' perceptions from diverse contexts, thus capturing insight into current practices. Using a qualitative study, we explored the perceptions of 18 academic staff members and leaders from eight Chinese and European universities, under which the perceived concept, a profile of effective academic leadership, and the motivators

to become academic leaders from cross-cultural perspectives were emphasized. The results demonstrated that academic staff and leaders widely perceive the notion of academic leadership in diverse contexts as a complex concept. In addition, the findings provided several insights into understanding the profile of an effective academic leader who possesses a range of capacities and specific leadership styles. Furthermore, significant motivators that stimulate academic staff and leaders to pursue academic leadership positions were also examined and discussed. The results of this study can serve as a stepping stone for designing the framework used in leadership development programs as well as for collaboration in capacity development for university academic leaders.

Doray, P., Laplante, B., & Prats, N. (2021). **L'accès à la formation professionnelle sous un régime de reprofessionnalisation.** *Éducation et sociétés*, 46(2), 57-76. Consulté à l'adresse <https://www.cairn.info/revue-education-et-societes-2021-2-page-57.htm>

Au Québec, la formation professionnelle (FP) ou formation aux métiers a connu au milieu des années 1970 une désaffection des élèves doublée d'une forte critique sur sa qualité provenant autant des milieux économiques que des intervenants en éducation. Le ministère de l'Éducation du Québec a entrepris un processus de revalorisation de la FP au milieu des années 1980 qui ne semble pas avoir endigué ce désintérêt. Le point de départ de l'article concerne cet enjeu du recrutement et de l'accès à la FP pour comprendre l'accès à ses programmes en étudiant les parcours scolaires des personnes qui s'y inscrivent. Les différents parcours qui conduisent des élèves en FP sont analysés puis l'impact de différents facteurs éducatifs et sociaux sur la probabilité d'accès à la FP.

Doria, N., Biderman, M., Sinno, J., Boudreau, J., Mackley, M. P., & Bombay, A. (2021). **Barriers to Including Indigenous Content in Canadian Health Professions Curricula.** *Canadian Journal of Education/Revue Canadienne de l'éducation*, 44(3), 648-675. <https://doi.org/10.53967/cje-rce.v44i3.4611>

Indigenous peoples in Canada continue to face health care inequities despite their increased risk for various negative health outcomes. Evidence suggests that health professions students and faculty do not feel their curriculum adequately prepares learners to address these inequities. The aim of this study was to identify barriers that hinder the inclusion of adequate Indigenous content in curricula across health professions programs. Semi-structured interviews were conducted with 33 faculty members at a university in Canada from various health disciplines. Employing thematic analysis, four principal barriers were identified: (1) the limited number and overburdening of Indigenous faculty, (2) the need for non-Indigenous faculty training and capacity, (3) the lack of oversight and direction regarding curricular content and training approaches, and (4) the limited amount of time in curriculum and competing priorities. Addressing these barriers is necessary to prepare learners to provide equitable health care for Indigenous peoples. Keywords: Indigenous health, health professions, curricula, faculty perspectives, barriers, Canada

Dubet, F. (2021). **Les chances et les places.** *Administration & Éducation*, 171(3), 107-112. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-3-page-107.htm>

Duckworth, A. L., Kautz, T., Defnet, A., Satlof-Bedrick, E., Talamas, S., Lira, B., & Steinberg, L. (2021). **Students Attending School Remotely Suffer Socially, Emotionally, and**

Academically. *Educational Researcher*, 50(7), 479-482.
<https://doi.org/10.3102/0013189X211031551>

What is the social, emotional, and academic impact of attending school remotely rather than in person? We address this issue using survey data collected from N = 6,576 high school students in a large, diverse school district that allowed families to choose either format in fall 2020. Controlling for baseline measures of well-being collected 1 month before the onset of the COVID-19 pandemic as well as demographics, high school students who attended school remotely reported lower levels of social, emotional, and academic well-being (effect size [ES] = 0.10, 0.08, and 0.07 standard deviations, respectively) than classmates who attended school in person—differences that were consistent across gender, race and ethnicity, and socioeconomic status subgroups but significantly wider among 10th–12th graders than ninth graders.

Elliott & Lakin. (2021). **Unparallel Pathways: Exploring How Divergent Academic Norms Contribute to the Transfer Shock of STEM Students.** *Community College Journal of Research and Practice*, 45(11), 802-815. <https://doi.org/10.1080/10668926.2020.1806145>

The overarching purpose of this study was to explore the post-transfer factors contributing to transfer shock. More specifically, this study sought to understand what academic normative differences exist between community college and transfer institution contexts and how these differences induced transfer shock. The study focused on STEM majors due to existing research showing they experience the greatest shock and increasing policy emphasis on students in STEM fields. Unlike existing literature that focuses on student characteristics associated with transfer shock, this study used a human capital frame to highlight the role of institutional contexts and norms in relation to shock. Participants in this study were transfer students who hailed from 17 geographically diverse community colleges across five states and completed semi-structured interviews. Results highlight substantial normative differences in terms of faculty interactions, divergent exam norms, and expectations of independent learning. Findings underscore the presence of a disjuncture in academic norms between community colleges and four-year transfer universities that helps explain transfer shock and transitional academic issues transfer students experience.

Engel, L., & Burch, P. (2021). **Policy Sociology in the Contemporary Global Era: Continued Importance and Pressing Methodological Considerations.** *Educational Researcher*, 50(7), 474-478. <https://doi.org/10.3102/0013189X211009184>

The intensities of the contemporary moment continue to prompt reflections on the strengths and limitations of approaches typically used to study education policy reform. The central contention of this essay is that policy sociology and its application within education offers needed vantage points on contemporary pressing global policy problems. Future studies would do well to keep the footprint of existing frameworks, which emphasize policy networks and mobilities, power dynamics within these flows, and the focus on doing research that speaks to concerns of stakeholders. The next generation of policy sociologists can further strengthen the relevance and rigor of the analytic scheme by leaning into methodologies that further attend empirically and descriptively to power asymmetries within policy networks.

Étienne, R. (2021). **Innovation et transformation au sein des enseignements et de la formation. Sénégal, Togo, Burkina Faso, France et Allemagne.** *Revue internationale*

d'éducation de Sèvres, (87). Consulté à l'adresse <https://journals.openedition.org/ries/10860>

Les incitations au changement ne manquent pas. L'originalité de ce livre coordonné par des chercheurs africains, allemands et français réside dans le choix d'un levier d'action stratégique : l'innovation. L'échec patent des grandes réformes incite à se fier aux acteurs de terrain, les enseignants et leurs formateurs. La transformation de l'éducation et de la formation des personnels requiert de la continuité dans l'effort de compréhension de l'action concrète. La première partie traite du suj...

Forfang, H. (2021). **Relationships and interactions between school owners and school principals: A case study of a Norwegian school district programme.** *Educational Management Administration & Leadership*, 49(6), 904-920. <https://doi.org/10.1177/1741143220919766>

The literature has revealed that high-performing districts establish collaborative working relations with school leaders as a part of the strategy to improve student achievement. This study was designed to investigate the relationships and interactions that school owners and principals in municipalities with high-performing school results employ at the district level in a part of rural Norway. The district subjected to the study was characterized by small municipalities with a few school administrative units, which can be a challenging context for school owners' involvement and interaction with principals. The research design involved a collective case study and draws on data from surveys, interviews and local school policy documents. The findings suggest that the proximity between neighbouring professional actors seems to be important, and that rural school district actors should build systemic competence and a purposefully tailored infrastructure to reinforce interactions and relationships with the subordinated principals. Further, the findings highlight the advantage of collaborative governance across municipal boundaries and the significance of a trust-based professional network for inter-organizational learning to flourish.

Ganon-Shilon, S., Tamir, E., & Schechter, C. (2021). **Principals' sense-making of resource allocation within a national reform implementation.** *Educational Management Administration & Leadership*, 49(6), 921-939. <https://doi.org/10.1177/1741143220921191>

Through a sense-making lens, this qualitative study explores high school principals' considerations while they perceive and enact additional resources within a national reform implementation. Principals' allocation of resources, especially as part of a national reform, is a complex matter for schools' effectiveness in an era of accountability. This study investigates data from interviews with 22 Israeli high school principals implementing the national reform in secular and religious state schools from all school districts. Data analysis has yielded three themes: (a) promoting students' learning achievements towards matriculation exams; (b) deepening student-teacher relations; and (c) developing a new pedagogy. Exploring the allocation of resources to suit principals' particular needs through a sense-making prism may contribute to the scholarship and to the practice of school leadership while promoting change within a national reform implementation.

Garrison, Y., Ali, S. R., Lin, C.-L. R., Kim, J. Y. C., & Heshmati, S. (2021). **Healthcare career intervention with youth in a predominantly Latinx rural community: a pilot study of a creative approach.** *International Journal for Educational and Vocational Guidance*, 21(3), 589-606. <https://doi.org/10.1007/s10775-020-09455-y>

The present study discusses a pilot intervention for youth in a predominantly Latinx rural community in the U.S. The intervention incorporated multimodal creative activities into the social cognitive career theory-based healthcare career program. Participants (N = 75) were assessed for healthcare career self-efficacy, outcome expectations, and interests (pre-/post-intervention). Their healthcare career task self-efficacy and interests scores significantly increased overall. By race/ethnicity groups, however, only White students reported an increase in healthcare interests, and only students of color an increase in healthcare career task self-efficacy. This provides preliminary evidence for the effectiveness of the proposed intervention. Implications for services and research are discussed.

Gattolin, A. (2021). **Mieux protéger notre patrimoine scientifique et nos libertés académiques** (p. 258). Consulté à l'adresse Sénat website: <http://www.senat.fr/notice-rapport/2020/r20-873-notice.html>

Germinet, F., Moisan, C., & Gaillard, G. (2021). **L'Université entre savoirs et métiers.** *Administration & Éducation*, 171(3), 85-94. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-3-page-85.htm>

Gonzalez Carpanetti, M., & Monceau, G. (2021). **Implications des consultants qualité dans l'institutionnalisation du nouveau mode de pilotage du système éducatif chilien.** *Education et socialisation - Les cahiers du CERFEE*, (61). <https://doi.org/10.4000/edso.15068>

Gonzalez Vaillant, G., & Page Poma, F. (2021). **The power to control: State forces' action and student contentious politics in the Argentine educational field.** *Education, Citizenship and Social Justice*, 16(3), 264-282. <https://doi.org/10.1177/1746197920926617>

Student movements in Latin America have historically been at the forefront of democratization and progressive social action. This article seeks to understand state-led protest control against students and their movements in Argentina in the last decades (1997–2007). By drawing on a database of contentious politics events in Argentina using newspaper data, analysis of secondary sources, and in-depth interviews of actors, it closely examines when, why, where, and how the state contains student protests and how the power relations between them and the state unfolds over time. A main finding underlying this study is that the nature of state repression of students is related to (a) the tactics being used, (b) the demands being made, (c) the actors that are protesting alongside them, and (d) the political party in power. The article shows how the associational ties between students, teacher movements, political parties, and other movements change during moments of economic crisis and political shifts in government, and how this, in turn, results in changes in state control. Against common sense understandings, we find that changes toward more politically 'progressive' governments do not necessarily imply less amount of repression even though the nature of state control changes.

Graveleau, S. (2021, septembre 28). **« La dépense par étudiant est en baisse, c'est un choix politique ».** *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2021/09/28/la-depense-par-etudiant-est-en-baisse-c-est-un-choix-politique_6096257_4401467.html

En donnant aux universités plus d'autonomie tout en les maintenant dans une situation de forte dépendance vis-à-vis de l'Etat, la France s'est arrêtée au milieu du chemin, estime l'enseignante-chercheuse en économie Asma Benhenda, dans un entretien au « Monde ».

Grote, Knight, Lee, & Watford. (2021). **Navigating the Curricular Maze: Examining the Complexities of Articulated Pathways for Transfer Students in Engineering.** *Community College Journal of Research and Practice*, 45(11), 779-801. <https://doi.org/10.1080/10668926.2020.1798303>

States and institutions employ articulation agreements to streamline curricular pathways. We investigate the efficacy of that streamlining by considering how course sequences, enacted through pre- and co-requisites, relate to graduation rates for transfer students at different time intervals. Applying a curricular complexity framework that quantifies the complexities of curriculum pathways, we compared the curricular complexities of transfer and first-time-in-college (FTIC) pathways in engineering and correlate those complexity scores with graduation rates at different time intervals. The institutions examined in this study include a mid-Atlantic research university and four of its largest feeder community colleges geographically distributed across the state. We found that, in aggregate, transfer student pathways are less complex than FTIC pathways, although complexity metrics vary across engineering disciplines and sending institutions. Although curricular complexity correlates with graduation rates for FTIC students at different time intervals, the same relationship does not hold for transfer students. The curricular complexity metric is useful for understanding the complexity FTIC students encounter in engineering and correlates with their graduation rates at different time intervals. However, the tool falls short of capturing some nuances of curricular complexity for transfer students. We suggest ways to enhance the metric to depict complexities in curriculum for transfer students.

Hatos, A., & Gyarmati, B. F. (2021). **La pandémie de Covid-19 et l'éducation en Roumanie** (S. Herold, Trad.). *Revue internationale d'éducation de Sèvres*, (87), 27-31. <https://doi.org/10.4000/ries.10765>

En Roumanie, la fermeture des établissements scolaires du 11 mars aux vacances d'été 2020 puis du 6 novembre au 8 février 2021 a eu des conséquences profondes sur l'éducation, non seulement en raison du faible degré de préparation à l'enseignement en ligne de nombre des acteurs concernés (élèves, enseignants, parents), mais aussi parce que, précisément du fait des écarts importants existant en termes de ressources, la fermeture physique des établissements ne s'est pas accompagnée, du moins au...

Hernandez, F., McPhetres, J., & Hughes, J. (2021). **Using Adolescent Perceptions of Misconduct to Help Educational Leaders Identify and Respond to Sexual Misconduct.** *Educational Administration Quarterly*, 57(4), 507-535. <https://doi.org/10.1177/0013161X20963719>

Purpose. In the current study, we present data describing adolescents' perceptions and knowledge of educator sexual misconduct. Prior research has not investigated how adolescents understand these situations, and this information can help school leaders, educators, and researchers both understand how these situations begin and develop programs aimed at identifying cases of misconduct in order to reduce future occurrences. Research Design. The study took place in a Texas city designated as an "Other City Center" District Type by Texas Education Agency. The study's 1,203

participants were secondary students from the district. Findings. Findings indicate that almost 2% of those surveyed openly admitted to currently being consensually sexually involved with a teacher. Those in a relationship were equally likely to be male or female, were older, and were engaged in risky online activities, including using the internet to connect with strangers, sending or receiving sexually suggestive pictures and videos, and searching for their teacher on social media. Implications. There are numerous implications for policy and preparation at various levels, from state and national legislation to school and school district policy to teacher- and principal-preparation programs.

Hu, D. (2021). **Understanding Transnational Academic Migration: U.S. Doctorate Recipients' Choices of Returning to Chinese Academe.** *International Journal for Educational and Vocational Guidance*, 21(3), 653-669. <https://doi.org/10.1007/s10775-021-09459-2>

This study focused on Chinese doctoral recipients in social science disciplines in the U.S. and their decision making about returning to China upon graduation. In interviews of Chinese faculty who studied in the U.S. and Chinese PhD students currently in the U.S., we found that plans to return were associated with a blend of cultural, family, and academic ties. Political and economic factors interact with the influence of family ties. They were also apparent in the perceived prestige of studying in the U.S., which was believed to lead to a certain job offer from a Chinese university.

Huguet, A., Pane, J. F., Baker, G., Hamilton, L. S., & Faxon-Mills, S. (2021). **Media Literacy Education to Counter Truth Decay An Implementation and Evaluation Framework.** In <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3381> [Report]. Consulté à l'adresse RAND Corporation (Transnational) website: <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3382>

Media literacy (ML) education has emerged as a promising approach to slowing the spread of Truth Decay, described as the diminishing role that facts, data, and analysis play in political and civil discourse. Several factors contribute to Truth Decay, including a rapidly evolving information ecosystem and overburdened educational institutions. Many teachers believe their students lack the complex skills that are necessary to navigate today's information-saturated world. This gap—between students' existing competencies and those required to engage responsibly in a fast-paced media environment—could lead to negative consequences for individuals and society writ large. However, teachers report a lack of guidance around promoting ML education in their practice, and rigorous research about what kinds of ML education work best, and in what conditions, remains limited. This report presents a framework for implementing and evaluating ML educational efforts. Following an introduction to the framework, the authors discuss six steps of ML implementation and evaluation: setting ML learning expectations; identifying conditions that can influence ML instructional efforts; exploring instructional resources; identifying measures of ML competencies; monitoring progress; and finally, measuring the summative impacts of ML education on student learning. By bringing this information together for implementors—such as district decisionmakers and teachers—as well as evaluators, the authors emphasize the important connections between these too often separate groups.

Hunter, S. B., & Ege, A. (2021). **Linking Student Outcomes to School Administrator Discretion in the Implementation of Teacher Observations.** *Educational Administration Quarterly*, 57(4), 607-640. <https://doi.org/10.1177/0013161X211003134>

Purpose: Many studies have explored school administrator discretion in the implementation of teacher evaluation and observation systems. However, we are unaware of any studies that quantitatively link discretionary administrator behaviors to student outcomes. The purpose of this study was to (a) explore the determinants of observations arising from administrator discretion and (b) explore the extent to which "discretionary observations" were associated with average student achievement scores and disciplinary offenses. Method: We applied multilevel modeling to 3 years of teacher panel data from more than 80% of Tennessee school districts. Findings: Observable characteristics, differences between schools each year, and teacher traits explain more than 80% of the variation in discretionary observations; teacher prior-year observation and composite effectiveness scores were the strongest predictors. No evidence suggested that average student achievement scores or behavior suffered among teachers who received fewer observations than assigned by policy. Average student achievement scores rose among teachers receiving supplementary observations compared with the years when they received the policy-prescribed number. Implications for Research and Practice: Quantitative research can substantially control for discretionary observations using multilevel modeling. Observers might be encouraged to not observe high-performing teachers more than what is prescribed by policy. Observers seemingly deviate from observation policy in ways that do not increase office referrals and may improve student achievement.

Initiatives collaboratives pour l'enfance. Quelles mutations de l'éducation et du travail social? (2021). In F. Torterat & B. Azaoui (Éd.), <http://veille-et-analyses.ens-lyon.fr/Ouvrages/DetailPublication.php?parent=actu&id=1491>. Consulté à l'adresse <https://www.pulm.fr/index.php/initiatives-collaboratives-pour-l-enfance.html#tab-label-additional>

Il est beaucoup question, en sciences humaines et sociales, de recherches collaboratives. L'ouvrage Initiatives collaboratives pour l'enfance. Quelles mutations de l'éducation et du travail social? Il s'attache à montrer comment s'y manifestent de telles initiatives incluant les acteur·trice·s de l'éducation et du travail social dans nos sociétés contemporaines.

Jarraud, F. (2021a, octobre 8). **L'atlas régional interactif de l'Europe.** Consulté 13 octobre 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/10/08102021Article637692731533679956.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=512293

Eurostat publie son Atlas régional en deux formats : papier et interactif. L'atlas apporte au niveau des régions des représentations concernant l'éducation, la population, la santé, le travail, l'économie, le tourisme les transports, l'environnement etc...

Jarraud, F. (2021b, octobre 15). **Aziz Jellab : Plaidoyer pour une école émancipatrice.** Consulté 15 octobre 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/10/15102021Article637698784513085321.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=512425

En plein confinement beaucoup ont cru que l'Ecole allait disparaître. Pas Aziz Jellab, inspecteur général et professeur à Paris Lumières. Pour lui l'Ecole sort renforcée de cette crise notamment parce que les relations entre les professeurs, les élèves et les parents se sont renforcées. Cela donne finalement une chance pour construire « l'école d'après ». Une école plus juste, plus instituante qui serait celle de la pédagogie coopérative. Aziz Jellab s'en explique

Kim, H. S., & Lawrence, J. H. (2021). **Who Studies Abroad? Understanding the Impact of Intent on Participation.** *Research in Higher Education*, 62(7), 1039-1085. <https://doi.org/10.1007/s11162-021-09629-9>

The Integrated Student Choice Model and Theory of Planned Behavior are used to frame an analysis of longitudinal student data. We utilize generalized structural equation modeling to evaluate our framework and to examine the impact of select student characteristics and college experiences on actual involvement in study abroad, giving particular attention to the role of intentions. Study results generally confirm prior findings and provide general support to our framework underscoring the importance of considering the temporal aspect of decisions to study abroad and the strength of intentions when estimating its effect on participation. Findings highlight student attributes associated with intentions that differ in strength and patterns of institutional characteristics and student attitudes, subjective norms, behavioral control beliefs, intentions, and campus involvement that shape individuals' decisions to study abroad. Our findings provide insights into why prior study results regarding antecedents of intentions and the impact of intentions on study abroad participation may vary. We offer insights into how to advise and market programs to individuals who enter with different levels of motivation to study abroad.

Kim, T., Yang, M., & Lim, S. (2021). **Owning educational change in Korean schools: three driving forces behind sustainable change.** *Journal of Educational Change*, 22(4), 589-601. <https://doi.org/10.1007/s10833-021-09442-2>

In this essay, we discuss how the COVID-19 pandemic drove key changes in schooling and what forces can sustain these changes. Responding to the argument that COVID-19-driven changes may not be sustainable, this essay offers a counter narrative from the Korean context, in which educators re-visited existing school systems and re-constructed policies and teaching practices to fill the educational vacuum caused by the pandemic. This essay specifically builds on interviews conducted with Korean educators throughout the 2020 school year during COVID-19. First, we discuss ownership of educational change as reflected in educators' narratives. We then explore three driving forces behind the transformation of the "grammar of Korean schooling": policy discourse about "future education," professional teaching culture, and administration for creativity. Based on our analysis, we offer several suggestions for policymakers, district leaders, and educators around the world for how to leverage and sustain the educational changes catalyzed by COVID-19. We conclude by arguing that educators' desires to achieve change must be actualized in schools and policies through collaborative foresight and system-level support.

Lair, S. (2021). **Parcours scolaires et handicap : l'exigence du possible.** *Administration & Éducation*, 171(3), 61-71. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-3-page-61.htm>

Lasky-Fink, J., Robinson, C. D., Chang, H. N.-L., & Rogers, T. (2021). **Using Behavioral Insights to Improve School Administrative Communications: The Case of Truancy Notifications.** *Educational Researcher*, 50(7), 442-450. <https://doi.org/10.3102/0013189X211000749>

Many states mandate districts or schools notify parents when students have missed multiple unexcused days of school. We report a randomized experiment (N = 131,312) evaluating the impact of sending parents truancy notifications modified to target behavioral barriers that can hinder effective parental engagement. Modified truancy notifications that used simplified language, emphasized parental efficacy, and highlighted the negative incremental effects of missing school reduced absences by 0.07 days in the 1 month following compared to the standard, legalistic, and punitively worded notification—an estimated 40% improvement over the standard truancy notification. This work illustrates how behavioral insights and randomized experiments can be used to improve administrative communications in education.

Lévy, J. (2021). **Éducation et justice spatiale : des vérités qui dérangent.** Consulté à l'adresse Terra Nova website:

https://tnova.fr/system/contents/files/000/002/403/original/Terra-Nova_Jacques-Lévy_Education-et-justice-spatiale-des-verites-qui-derangent_060721.pdf?1625649504

La localisation crée-t-elle des prédispositions à l'échec ou à la réussite scolaire ? L'idée est courante que les campagnes les plus éloignées des villes prédisposeraient à l'échec scolaire en raison d'un moindre engagement public. Des recherches récentes montrent qu'il n'en est rien et que les problèmes se situent ailleurs. Si l'on se préoccupe de l'état de l'éducation comme bien public en France, il faut prendre le temps de décrire l'ensemble du système qui permet de le produire. Les résultats qu'on obtient alors sont surprenants et préoccupants. Ils appellent des réponses déterminées de la part de la société et du gouvernement qui la représente

Lingard, B., Baroutsis, A., & Sellar, S. (2021). **Enriching educational accountabilities through collaborative public conversations: Conceptual and methodological insights from the Learning Commission approach.** *Journal of Educational Change*, 22(4), 565-587. <https://doi.org/10.1007/s10833-020-09407-x>

This article describes the use of a Learning Commission to experiment with conceptualising and implementing richer modes of educational accountability. A Learning Commission is a form for collaborative thinking that brings different kinds of knowledge and expertise to bear in relation to a common matter of concern: the role of schools in relation to the communities they serve. As part of a broader research project, we used a Learning Commission to co-produce knowledge about community expectations of schools in a regional area of Queensland, Australia. We analysed data generated through this process using a narrative approach and synthesised the findings in a conceptualisation of rich accountabilities that offers an alternative to top-down, test-based modes of accountability. Rich accountabilities raise anew the questions of who should be accountable, what counts and whose practices should be changed by accountability systems. The article thus describes (a) an alternative model of accountability in education and (b) an alternative theorisation of accountability informed by the implementation of this model as a method for co-producing research about schools and communities. The article provides significant conceptual and methodological resources for further experiments in enriching educational accountability.

Makaya, A. (2021). **Le système éducatif gabonais**. *Revue internationale d'éducation de Sèvres*, (87), 38-45. <https://doi.org/10.4000/ries.10810>

Le Gabon a une superficie de 267 667 km², soit la moitié de la France. Il fait partie des pays à revenu intermédiaire de la tranche supérieure, avec un PIB par habitant en parité de pouvoir d'achat de 19 266 dollars US en 2017, ce qui le situe au 70e rang mondial. C'est l'un des pays les moins peuplés d'Afrique (2,1 millions d'habitants). Le Gabon présente malgré tout toutes les caractéristiques d'un pays pauvre avec un indice de développement humain (IDH) estimé à 0,703 en 2019, le plaçant a...

Martínez, M. M., Molina-López, M. M., & de Cabo, R. M. (2021). **Explaining the gender gap in school principalship: A tale of two sides**. *Educational Management Administration & Leadership*, 49(6), 863-882. <https://doi.org/10.1177/1741143220918258>

This study sheds light on the underrepresentation of women as school principals by analysing which model (organisational or individual) is most identified with the gender differences in the quality of management found in favour of women principals. To do so, this study presents a model for the appointment of school heads in a two-sided market: demand and supply. On the demand side (organisational model), the presence of double standards, with respect to the promotion of women, would imply that higher bars are set for the evaluation of women. Alternatively, on the supply side (individual model), a potential lower self-efficacy perception among women could lead them to self-exclude from managerial positions. In both cases, the findings reveal only highly-skilled females as principals and a gender gap in principal positions. By using the World Management Survey (WMS), data indicate that female principals are associated with higher management quality, which confirms the presence of barriers to female promotion. Exploration of the market side responsible for these barriers found that only the demand side is significant, which signals the double-standard argument. This supports the argument that changes in the principal selection process should be implemented for the maximisation of the available pool of talent.

Maurin, E. (2021). **Trois leçons sur l'école républicaine**. In <http://veille-et-analyses.ens-lyon.fr/Ouvrages/DetailPublication.php?parent=actu&id=1493>. Consulté à l'adresse <https://www.alphil.com/index.php/a-paraitre/l-ecole-autrement-les-pedagogies-alternatives-en-debat.html>

L'école, une institution conservatrice, percluse d'inégalités, impossible à réformer ? Ce livre propose une évaluation inédite de trois dispositifs parmi les plus emblématiques du modèle scolaire français : l'interdiction du voile islamique, l'inspection régulière des enseignants et le fonctionnement des classes préparatoires. La conclusion est frappante : l'interdiction du voile a coïncidé avec une amélioration des résultats des jeunes filles d'origine musulmane ; l'inspection des professeurs entraîne les progrès de leurs élèves ; le recrutement social des prépas peut être diversifié au moyen de réformes simples. En fin de compte, les principes républicains et l'action du corps enseignant dessinent une école où les destins ne sont pas fixés à l'avance. L'école bouge !

Mirabel, F., Remaud, L., & Ghesquière, H. (2021). **Des parcours alternatifs pour une fabrique des possibles**. *Administration & Éducation*, 171(3), 127-131. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-3-page-127.htm>

Mountjoy, J. (2021). **Community Colleges and Upward Mobility**. In *NBER Working Papers* (N° 29254). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://ideas.repec.org/p/nbr/nberwo/29254.html>

Two-year community colleges enroll nearly half of all first-time undergraduates in the United States, but to ambiguous effect: low persistence rates and the potential for diverting students from 4-year institutions cast ambiguity over 2-year colleges' contributions to upward mobility. This paper develops a new instrumental variables approach to identifying causal effects along multiple treatment margins, and applies it to linked education and earnings registries to disentangle the net impacts of 2-year college access into two competing causal margins: significant value-added for 2-year entrants who otherwise would not have attended college, but negative impacts on students diverted from immediate 4-year entry.

Musaddiq, T., Stange, K., Bacher-Hicks, A., & Goodman, J. S. (2021). **The Pandemic's Effect on Demand for Public Schools, Homeschooling, and Private Schools**. In *CESifo Working Paper Series* (N° 9298). Consulté à l'adresse CESifo website: <https://ideas.repec.org/p/ces/ceswps/9298.html>

The Covid-19 pandemic drastically disrupted the functioning of U.S. public schools, potentially changing the relative appeal of alternatives such as homeschooling and private schools. Using longitudinal student-level administrative data from Michigan and nationally representative data from the Census Household Pulse Survey, we show how the pandemic affected families' choices of school sector. We document four central facts. First, public school enrollment declined noticeably in fall 2020, with about 3 percent of Michigan students and 10 percent of kindergartners using other options. Second, most of this was driven by homeschooling rates jumping substantially, driven largely by families with children in elementary school. Third, homeschooling increased more where schools provided in-person instruction while private schooling increased more where instruction was remote, suggesting heterogeneity in parental concerns about children's physical health and instructional quality. Fourth, kindergarten declines were highest among low income and Black families while declines in other grades were highest among higher income and White families, highlighting important heterogeneity by students' existing attachment to public schools. Our results shed light on how families make schooling decisions and imply potential longer-run disruptions to public schools in the form of decreased enrollment and funding, changed composition of the student body, and increased size of the next kindergarten cohort.

Nelson, J. L., Grissom, J. A., & Cameron, M. L. (2021). **Performance, Process, and Interpersonal Relationships: Explaining Principals' Perceptions of Principal Evaluation**. *Educational Administration Quarterly*, 57(4), 641-678. <https://doi.org/10.1177/0013161X211009295>

Purpose: Multiple-measure principal evaluation systems have become commonplace in the past decade, but we do not know how principals perceive their evaluations under these regimes. This study analyzes how principals perceive evaluation in a state that was an early adopter of such a system. It describes how attitudes are explained by individual and contextual factors, performance ratings, and elements of the evaluation process. Research Methods: Using data from a statewide survey of Tennessee principals in three consecutive school years, we create an index of principal evaluation perceptions of evaluation, then employ regression analysis to predict principals' attitudes with measures gleaned from survey and administrative data sources. Findings: High school and veteran

principals have more negative views of their evaluations. Practice ratings from the principal's supervisor, though not the overall evaluation score, are positively correlated with attitudes. Principals assigned ratings more often view evaluation more positively, even accounting for their rating, as do principals who have worked longer with their evaluator. We find no evidence that racial or gender matching between principals and raters leads to more positive perceptions, and in fact Black principals may perceive evaluation more negatively when their evaluator is Black. Implications: Our results suggest some directions for states and districts seeking to make evaluation more meaningful for principals. Principals appear to value both frequency of feedback and consistency in raters over time. These factors may be especially important for low-rated principals, veteran principals, and those in secondary schools, who may perceive less value from principal evaluation.

O'Grady, K., Houme, K., Costa, E., Rostamian, A., & Tao, Y. (2021). **PPCE 2019: Rapport de l'évaluation pancanadienne en mathématiques, en lecture et en sciences**. Consulté à l'adresse Conseil des ministres de l'éducation website: <http://www.cmec.ca/fr/>
Ce rapport présente les premiers résultats du PPCE 2019. Le PPCE a été conçu pour déterminer si les élèves de tout le Canada atteignent un niveau de rendement semblable dans ces matières de base à un âge à peu près identique et sert de complément aux évaluations existantes qu'effectuent les provinces et les territoires, afin qu'ils disposent de données pancanadiennes comparatives sur les niveaux atteints par les élèves de 8e année/2e secondaire de tout le pays.

Plumelle, B. (2021). **Les fermetures d'écoles et leurs effets sur l'apprentissage des élèves**. *Revue internationale d'éducation de Sèvres*, (87), 31-37. <https://doi.org/10.4000/ries.10794>

En 2020, 1,5 milliard d'élèves dans 188 pays ont été privés d'école. Avec la pandémie de Covid-19, les systèmes éducatifs de l'ensemble de la planète ont connu un bouleversement radical. Du jour au lendemain, les écoles ont été fermées, les élèves ont été renvoyés dans leur famille, les enseignants ont dû assurer leurs cours à distance selon les moyens technologiques mis à leur disposition et leurs compétences à les utiliser. L'une des premières actions pour contenir le virus a été de fermer ...

Polidano, C., van de Ven, J., & Voitchovsky, S. (2021). **Are Broad-Based Vouchers an Effective Way to Support Life-Long Learning? Evidence from an Australian Reform**. *Research in Higher Education*, 62(7), 998-1038. <https://doi.org/10.1007/s11162-021-09631-1>

Increasing mature-age access to education and training in a way that is responsive to changing labour market needs is a key policy challenge. In this paper we examine the impacts of a unique reform in the Australian state of Victoria that aimed to meet this challenge by introducing a broad-based voucher for those 25 and older. In effect, the reform uncapped public course-level funding and linked it to individual student choice instead of centralised funding allocations. Using national administrative enrolment data and difference-in-differences estimation, exploiting the continuation of existing centralised funding models in other states, we find that the voucher increased mature-age vocational education and training participation and improved the alignment of course enrolments with measures of prevailing skill needs, including enrolments of disadvantaged groups. Our study provides first evidence on the use of broad-based vouchers in vocational education and training to expand access to mature-age learning

in a demand-responsive way. These results provide support for policies that put student choice at the centre of efforts to lift mature-age access to training, which is especially important for countries, such as the United States, that have traditionally funded vocational education and training through centralised allocations.

Posado, T. (2021). **L'éducation à Cuba : une exceptionnalité en voie de normalisation ?** *Revue internationale d'éducation de Sèvres*, (87), 20-22. <https://doi.org/10.4000/ries.10738>

Le système éducatif cubain figure parmi les références mondiales en la matière : cette île des Caraïbes aux faibles revenus atteint des niveaux de scolarisation comparables, voire supérieurs aux pays les plus développés. Toutefois, l'«actualisation du modèle cubain» et le cheminement tortueux vers l'économie de marché qui en découle tendent à amoindrir cette exceptionnalité. L'investissement éducatif dans la société cubaine Cuba conserve un système éducatif universel et de qualité. Cependant...

Power, S., & Taylor, C. (2021). **Le nouveau curriculum pour le pays de Galles et la disparition des matières ?** (S. Herold, Trad.). *Revue internationale d'éducation de Sèvres*, (87), 16-20. <https://doi.org/10.4000/ries.10734>

Le pays de Galles met actuellement en œuvre un nouveau curriculum scolaire radical, afin de transformer l'expérience éducative des élèves de 8 à 16 ans. Les matières scolaires seront remplacées par des «domaines d'apprentissage et d'expérience». Les tests liés à l'âge seront remplacés par des étapes de progression liées à des cycles. En bref, le nouveau curriculum pour le pays de Galles augure la disparition de la matière scolaire en tant qu'unité d'apprentissage principale. En lieu et plac...

Robin, V. (2021). **Mobilités spatiales, mobilités sociales, mobilités mentales.** *Administration & Éducation*, 171(3), 95-104. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-3-page-95.htm>

Seguy, J.-Y. (2021). **1937-1966 : penser et organiser les parcours des élèves, entre sélection et orientation.** *Administration & Éducation*, 171(3), 17-23. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-3-page-17.htm>

Tal-Alon, N., & Shapira-Lishchinsky, O. (2021). **Employing teachers with disabilities: A multifaceted prism of school principals' ethical dilemmas.** *Educational Management Administration & Leadership*, 49(6), 940-957. <https://doi.org/10.1177/1741143220921185>

The aim of this study was to identify the ethical dilemmas of school principals who employ teachers with different physical disabilities. By conducting 18 in-depth interviews with principals from different school levels and different sectors in Israel, we identified the ethical dilemmas that emerged and their causes. The findings reveal that principals who employ teachers with disabilities struggle with multifaceted ethical dilemmas. These dilemmas reflect the tension between the educational ideology that was demonstrated by the principals' inclination for integration and inclusion versus the three different elements of the principals' professional responsibilities, namely commitment to the educational system, commitment to the wellbeing of the school staff, and commitment to the wellbeing of the students. Comprehending these dilemmas and understanding the ways in which these values contradict each other is a critical step on the way to building a more inclusive school.

Tessaro, D., Landertinger, L., & Restoule, J.-P. (2021). **Strategies for Teacher Education Programs to Support Indigenous Teacher Employment and Retention in Schools.** *Canadian Journal of Education/Revue Canadienne de l'éducation*, 44(3), 600-623. <https://doi.org/10.53967/cje-rce.v44i3.4461>

This article seeks to contribute to the knowledge base regarding efforts to increase the supply of employed Indigenous teachers. In addition to supporting the learning and well-being of Indigenous students, increasing Indigenous teachers is critical for remote Indigenous communities with chronically understaffed schools. This study was conducted as a scoping review of 50 Teacher Education Programs (TEPs) across Canada, Australia, New Zealand, and the United States that have enacted efforts to increase Indigenous teachers. The study found a range of effective strategies, and this article will depict three strategies that can be enacted by TEPs to support Indigenous teacher graduates as they transition to employment. The strategies are: (1) creating employment opportunities, (2) identifying community needs and collaborating over practicum placements, and (3) providing ongoing support. The article concludes with a call for collaboration, funding, and data collection for the continued evaluation and improvement of strategies to increase Indigenous teachers. Keywords: teacher retention, teacher support, teacher employment, Indigenous teacher education, job transition, Indigenous teachers, Indigenous education, teacher education programs

The World Bank. (2021). **The World Bank Annual Report 2021.** <https://doi.org/10.1596/978-1-4648-1778-6>

Trujillo, T., Møller, J., Jensen, R., Kissell, R. E., & Larsen, E. (2021). **Images of Educational Leadership: How Principals Make Sense of Democracy and Social Justice in Two Distinct Policy Contexts.** *Educational Administration Quarterly*, 57(4), 536-569. <https://doi.org/10.1177/0013161X20981148>

Purpose: This article investigates how school leaders make sense of social justice and democracy in their practice in two settings, a high-stakes testing and accountability context, the San Francisco Bay Area, California, and a low-stakes testing and accountability context, Norway. It demonstrates how leaders view relationships among education, democracy, and social justice, when located in a neoliberal democracy with a minimalist welfare state or in a social democracy with a robust welfare state. Design and Evidence: Through a comparative design, we analyze qualitative data from two international principal exchanges designed to capture outsiders' impressions of schools in each context. Participants included alumni from an American and a Norwegian university's principal preparation programs. Through preobservation and postobservation interviews and focus groups, we explore observations by practitioners, who acted as coconstructors in the research. Findings and Implications: The article presents three findings: (1) While principals in both systems conceptualized equity similarly, their conceptions of democracy were aligned with the type of democracy in which they were embedded; (2) Schools' norms, climate, structures, and leadership, as well as students' daily lives, reflected the values implicit in their respective political contexts; (3) Principals perceived elements of their macro- and micro-level settings to enable or constrain their ability to craft democratic, socially just schools. These findings help scholars move beyond discourse about the need for leaders to advocate for equity, to deeper understandings about conditions that shape democratic schools, such as values about collectivism, welfarism, and the common good—tenets of a socially just civic society.

UNESCO. (2021). **L'Éducation en prison : revue de littérature francophone et anglophone.**

In <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3396> (p. 72) [Report]. Consulté à l'adresse Unesco website: <https://unesdoc.unesco.org/ark:/48223/pf0000378692>

Reconnaissant la diversité des conceptions de l'éducation en milieu carcéral, l'Institut de l'UNESCO pour l'apprentissage tout au long de la vie (UIL) a réalisé deux revues de littérature approfondies en anglais et en français, dans le cadre du projet de l'UIL sur l'éducation en prison. Ce projet a pour objectif de fournir de nouveaux éléments factuels sur les politiques et pratiques efficaces, de documenter les enseignements qui en ont été tirés et de promouvoir un échange professionnel éclairé sur l'éducation en milieu carcéral entre les décideurs, les chercheurs et les praticiens de toutes les régions. Ces revues de littérature visent à renouveler l'approche du concept d'éducation carcérale ainsi qu'à construire une base de connaissances solide, et à identifier les tendances, les réalisations et les défis actuels en la matière au niveau mondial. Elles se proposent également d'identifier les lacunes majeures concernant les savoirs sur l'éducation en prison et de renseigner les prochaines étapes de la recherche dans ce domaine. L'éducation en prison : revue de littérature francophone, procède tout d'abord à une brève analyse historique avant d'examiner les principaux textes législatifs relatifs à l'éducation carcérale et d'aborder les droits des détenus. La revue s'intéresse ensuite aux pratiques en la matière ainsi qu'aux acteurs de l'éducation en prison, en particulier certains groupes minoritaires, mais aussi aux personnels pénitentiaires tels que les enseignants et éducateurs. Par ailleurs, cette revue développe certains principes qui devraient sous-tendre l'éducation carcérale, tels que l'individualisation et la modularisation, et entame une réflexion sur la nécessité d'un système adéquat de certification (pdf, 92 pages). La seconde revue de littérature Education in Prison: A Literature Review, se concentre sur certaines des caractéristiques et défis uniques concernant l'offre d'éducation en prison, notamment: l'émergence d'un programme d'études informel; les cours de langue en prison; l'accès à l'enseignement supérieur; la disponibilité de bibliothèques; la culture numérique; l'engagement civique et la (ré)intégration sociale; et les programmes d'éducation en prison (pdf, 110 pages). Ces deux revues de littérature identifient les actions à mener pour améliorer l'éducation et les politiques pénales et constituent un précieux outil d'information et de réflexion pour les gouvernements, les décideurs politiques, les organisations concernées et autres parties prenantes. Elles s'achèvent l'une et l'autre sur des recommandations concrètes susceptibles d'amener les changements nécessaires et d'assurer que l'in-carcération ne représente plus un obstacle au droit à l'éducation

Unesco. (2021). **Making every school a health-promoting school: global standards and indicators.**

In <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3397> [Report]. Consulté à l'adresse United Nations Educational Scientific and Cultural Organization (Transnational) website: <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3398>

No education system is effective unless it promotes the health and well-being of its students, staff and community. These strong links have never been more visible and compelling than in the context of the COVID-19 pandemic. A health-promoting school (HPS) approach was introduced over 25 years ago and has been promoted globally since; however, the aspiration of a fully embedded, sustainable HPS system has not yet been achieved, and very few countries have implemented and sustained the approach

at scale. This publication is based on an extensive review of health-promoting school policies, strategies and guidelines from 91 countries in various regions and on expert and public consultations with education and health sector policy-makers, practitioners and researchers around the world. Stakeholders in all sectors involved in identifying, planning, funding, implementing, monitoring and evaluating the health-promoting approach in schools will find this publication useful for understanding: • why every school should become a health-promoting school and • what constitutes a health-promoting school.

Whiteoak, J. W. (2021). **Morale and burnout in an Australian public school: A socio-technical systems approach.** *Educational Management Administration & Leadership*, 49(6), 958-975. <https://doi.org/10.1177/1741143220925091>

This exploratory case study investigated the link between morale and burnout in an Australian public school. Qualitative data was collected from 8 focus groups involving 47 participants. In analysing the qualitative data, an objective content analysis using the software program Leximancer was conducted. The findings indicated that a lack of support and poor systems (particularly in relation to behavioural management) were central to staff burnout and lower morale. A socio-technical systems framework including people, systems and tools was developed and applied to explain the results. It was argued that the attributional process of blame and a lack of perceived empathy (for poor systems) from leaders in the school was adding to feelings of low morale. The findings suggest that without empathy in leadership, attempts to improve morale in a workplace may actually increase burnout risk. The case study also highlights the buffering effect that 'pod-synergy' can have in mitigating burnout risk among teachers when there is a lack of involvement and empathy in the way decisions are made by leaders. Finally, a balance between the people and the systems is recommended so that there is enough autonomy for teachers to make situation-based decisions using their own skills and training without the demands of too much 'red tape'.

Worsham, R., DeSantis, A. L., Whatley, M., Johnson, K. R., & Jaeger, A. J. (2021). **Early Effects of North Carolina's Comprehensive Articulation Agreement on Credit Accumulation Among Community College Transfer Students.** *Research in Higher Education*, 62(7), 942-975. <https://doi.org/10.1007/s11162-021-09626-y>

Community college transfer pathways, whereby students begin their postsecondary enrollment at a 2-year institution, are an increasingly popular option for students looking to complete a bachelor's degree. Designed to increase transfer efficiency, articulation agreements between community colleges and 4-year institutions provide structured pathways for students to transition between colleges while minimizing excess credits earned and time to degree. This study examines the early effects of North Carolina's statewide credit articulation agreement on students' credit-earning behaviors. Using difference-in-differences and event study analyses, we use administrative data from the 16 University of North Carolina (UNC) System institutions to examine how the implementation of the Comprehensive Articulation Agreement (CAA) impacts credit accumulation for students transferring from North Carolina Community College System (NCCCS) institutions into the UNC system. We find that, in the first 4 years after implementation, the CAA decreased credit accumulation upon graduation by two to five credits for some students who were enrolled in CAA-eligible degree programs. Additionally, we found that the policy had a delayed effect with no discernable reduction in credit accumulation until 1–2 years after policy implementation.

Zettelmeier, W. (2021). **L'orientation des élèves en Allemagne.** *Administration & Éducation*, 171(3), 141-149. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-3-page-141.htm>

Pratiques enseignantes

Akkari, A., & Fuentes, M. (2021). **Repenser l'éducation : alternatives pédagogiques du Sud.** In <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3400> [Report]. Consulté à l'adresse United Nations Educational Scientific and Cultural Organization (Transnational) website: <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3380>

Les orientations pédagogiques et éducatives voyagent dans le monde depuis longtemps. Néanmoins, la contribution des différentes régions et peuples du monde à cette circulation globale des savoirs sur l'éducation n'est pas équitable. La colonisation, l'omniprésence des auteurs et des universités du Nord, les orientations dominantes de la coopération internationale et la marginalisation de nombreuses langues et cultures du Sud appellent à un renversement salutaire de ce processus. En effet, pour être pertinentes, les orientations éducatives et pédagogiques contemporaines doivent être ancrées dans le contexte culturel et local. Cet ouvrage propose aux responsables de l'éducation, aux éducateurs, aux enseignants, aux chercheurs et à toute personne intéressée par le domaine des Sciences de l'éducation une décentration par rapport aux orientations dominantes de l'éducation et de la pédagogie. Il les invite à explorer des pédagogies et des pédagogues alternatifs en pénétrant dans leurs fondements historiques ou spirituels, leurs concepts ou méthodes. Sont analysées les potentialités dont regorgent les pédagogies alternatives du Sud, capables de contribuer à créer des solutions durables face aux crises actuelles des systèmes éducatifs. Il ne s'agit pas d'une démarche visant à découvrir une altérité pédagogique exotique mais d'une remise en question des fondements de la forme scolaire traditionnelle en interrogeant certains de ses dogmes comme : la compétition individuelle sur des savoirs fragmentés, la séparation entre différents types de savoirs, le monolinguisme et monoculturalité, etc. À un moment où des menaces existentielles sérieuses pèsent sur l'avenir de la planète (réchauffement climatique, pandémie, pauvreté, extrémismes), découvrir les fondements qui caractérisent la transmission des savoirs, les relations humaines et les rapports avec la nature des peuples composant le « Monde majoritaire » est une mission capitale si l'on veut repenser l'éducation sur des bases réellement universelles. (pdf, 162 pages)

Alzen, J. L., Burkhardt, A., Diaz-Bilello, E., Elder, E., Sepulveda, A., Blankenheim, A., & Board, L. (2021). **Academic Coaching and its Relationship to Student Performance, Retention, and Credit Completion.** *Innovative Higher Education*, 46(5), 539-563. <https://doi.org/10.1007/s10755-021-09554-w>

Student retention is a key outcome measure for post-secondary education, but data show relatively stagnant retention rates over the past decade. Longstanding interventions such as counseling, academic advising, and mentoring provide crucial student services, but little change in retention rates suggest there is still need for additional student supports. Within the landscape of higher education, academic coaching is a relatively new, yet burgeoning intervention designed to increase student retention and success. Despite rapid growth of the intervention, little empirical work has been done to systematically describe and evaluate such programs. In this study, we provide a rich

description of one academic coaching program and use a quasi-experimental design to evaluate the program's effects on student outcomes. We investigate two research questions: 1) how does academic coaching influence key student outcomes? and 2) to what extent do these effects vary by amount of coaching received? On average, we found that students with prior semester grade point averages from 1.0—2.0 who participate in the academic coaching program earn grade point averages about 0.4 points higher during the coaching semester, are about 10% more likely to enroll in the semester following coaching, and earn about two more credits in the semester following coaching than students who choose not participate in the program. Outcomes varied minimally based on the number of coaching appointments students attended.

Bourdin, C. (2021). **Le calcul mental au CP : Un regard sur les pratiques enseignantes dans l'académie de Guadeloupe** (Phdthesis, CY Cergy Paris Université). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03353926>

Au regard de notre retour d'expérience avec les élèves et des résultats alarmants des évaluations standardisées au sujet du niveau en mathématiques des élèves français, que dire de l'apprentissage du calcul mental des élèves du CP dans l'académie de Guadeloupe ? Selon une majorité de professeurs, il est question ici de difficultés de compréhension ou de disponibilité pour apprendre. De ce fait, la plupart d'entre eux mettent en œuvre des stratégies d'enseignement pour tenter de faire acquérir des connaissances immédiatement disponibles pour améliorer les capacités de calcul intelligent des élèves. C'est pourquoi notre question de recherche a été stipulée comme suit : « Sachant que les professeurs des écoles disposent de ressources institutionnelles (programmes, formation continue, etc.), documentaires (supports d'enseignement, etc.) et forts de leur expérience dans le domaine, comment les professeurs des écoles organisent-ils et conduisent-ils leur enseignement-apprentissage dans cette activité liant calcul et raisonnement afin de permettre aux élèves d'acquérir des connaissances en numération et en résolution de problèmes ? ». Après la question centrale, deux hypothèses ont été retenues. Tout d'abord, l'enseignant tient compte de sa situation de travail (programmes, ressources, etc.), des élèves (leurs savoirs, leurs activités, leurs comportements, etc.) et de lui-même (ses objectifs, ses savoirs et savoir-faire, etc.). Pour la deuxième hypothèse, les professeurs aident aux élèves les plus fragiles en exerçant des pratiques globales (enseignement explicite, différenciation par les procédures, etc.), des pratiques d'individualisation (différenciation par les ressources, les contraintes, la tâche, etc.) ou autres. Concernant la partie méthodologique, notre champ d'analyse, inscrit dans le cadre de la double approche didactique et ergonomique, s'est appuyé sur six démarches. D'abord, l'étude comparative des manuels caractérise les savoirs à enseigner et la manière préconisée pour enseigner des sommes du type $\square + \square$ avec passage de la dizaine. Ensuite, des observations en classe sont croisées sur trois niveaux (global, local et micro) pour caractériser les pratiques, en apprécier les effets sur les apprentissages et identifier les conditions qui les déterminent. Dans la continuité, l'analyse des projets d'enseignement reconstitués dévoile l'itinéraire cognitif, la stratégie d'enseignement et le rapport au manuel. Puis, l'observation directe révèle les pratiques à l'égard des élèves fragiles. Après cela, les buts subjectifs et les raisons des enquêtés sont recueillis à l'aide de l'entretien à chaud. Enfin, la nature des contacts verbaux et du guidage donne accès à la nature des interventions de l'enseignant à travers les postures des écoliers. Concernant les réponses aux sous-questions posées, l'hypothèse (H1) émise où les enseignants tiennent compte principalement de leur situation de travail, des élèves et d'eux-mêmes est globalement confirmée avec certes des points divergents

quant à la situation de travail où l'on constate par exemple un faible suivi des programmes ou une non-utilisation des ressources institutionnelles chez certains. Quant à l'hypothèse (H2), elle est validée avec moult variables car nous observons à l'égard des élèves en difficulté des pratiques individualisées et des pratiques intégrées à un fonctionnement plus global de la classe, avec une fréquence plus importante de ces dernières dans les classes les plus performantes. Ainsi, partant de ces hypothèses, nous répondons ainsi à notre question de recherche : que ce soient des pratiques globales ou d'individualisation, l'ensemble des enseignants du panel organisent et conduisent leur enseignement avec des variables significatives et contextuelles d'un professeur à un autre en tenant compte du niveau de compréhension que les élèves ont du nombre et des difficultés concernant l'utilisation du nombre dans la résolution de problèmes arithmétiques.

Darbelay, F., Moody, Z., & Louviot, M. (2021). **L'école autrement ? Les pédagogies alternatives en débat.** In <http://veille-et-analyses.ens-lyon.fr/Ouvrages/DetailPublication.php?parent=actu&id=1494>. Consulté à l'adresse <http://veille-et-analyses.ens-lyon.fr/Ouvrages/DetailPublication.php?parent=actu&id=1495>

Quelle école pour nos enfants ? Quelle nouvelle éducation pour les générations du XXI^e siècle ? Quelles transformations durables des systèmes éducatifs contemporains ? Les chercheurs et chercheuses, les enseignants et enseignantes, les parents, les directions d'écoles, les responsables politiques, toutes et tous se posent ces questions vives pour l'avenir des enfants dans une société en mutation. Les changements climatiques, les développements technologiques, les crises politiques, sociales et sanitaires sont autant de défis complexes à relever et sources d'opportunités. L'apprentissage de connaissances fondamentales et de compétences disciplinaires sont certes nécessaires, mais elles sont insuffisantes pour comprendre et agir dans ce monde ouvert et incertain. La transmission de savoirs disciplinaires se conjugue désormais avec l'apprentissage interdisciplinaire de compétences collaboratives, psychosociales et créatives centrées sur les besoins, les intérêts et les rythmes des enfants. En s'inspirant des pionnières et pionniers de l'Éducation nouvelle (Montessori, Freinet, Decroly, Steiner, etc.) et ouvrant de nouvelles voies (pédagogie par la nature, écoles démocratiques, écoles éco-citoyennes, etc.), les pédagogies alternatives proposent des manières différentes et complémentaires d'enseigner et d'apprendre. Penser l'école autrement, telle serait leur devise. Cet ouvrage offre une analyse critique et constructive des avancées plus ou moins disruptives des pédagogies alternatives, mais aussi des obstacles et des limites qu'elles peuvent rencontrer. En découvrant les réflexions et les analyses de spécialistes francophones de ce champ d'études scientifiques, les lectrices et les lecteurs bénéficient d'une vue ensemble des enjeux théoriques et pratiques des pédagogies alternatives et trouveront des réponses averties à leurs interrogations. Destiné aux chercheurs et chercheuses, aux enseignants et enseignantes, formateurs et formatrices, aux parents, aux conseillers et conseillères pédagogiques, aux directeurs et directrices d'établissement, aux responsables éducatifs et politiques, mais également aux spécialistes en sciences de l'éducation et dans toutes disciplines intéressées par l'éducation, cet ouvrage propose un regard théorique et pratique sur les débats actuels du passé, du présent et de l'avenir des pédagogies alternatives.

David, P. (2021). **Pratiques d'enseignement en formation professionnelle initiale : entre forme scolaire et socialisation professionnelle.** *Éducation et sociétés*, 46(2), 77-93.

Consulté à l'adresse <https://www.cairn.info/revue-education-et-societes-2021-2-page-77.htm>

L'organisation de la formation professionnelle initiale (FPI) est prise depuis la fin du XIXe siècle dans un débat entre deux orientations idéologiques : l'apprentissage au sein d'une école humaniste qui protège la jeunesse des exigences de la production et une formation professionnelle dans les entreprises, plus proche des réalités du métier et de la socialisation professionnelle. En France, la FPI s'effectue en majorité sous statut scolaire et se valide par un diplôme national. Le concept de forme scolaire (Vincent 1994) permet de rendre compte de la manière dont la FPI, bâtie sur le modèle de la formation générale et par le processus de scolarisation de la formation professionnelle, accueille les jeunes de CAP dont la plupart sont en difficulté avec le monde scolaire et particulièrement avec la forme scolaire. La sociologie des conventions est mobilisée pour analyser comment ces tensions traversent différents modèles de formation (lycée professionnel, centre de formation d'apprentis et école de production) à travers trois formations (usinage, cuisine, paysage) : entre convention méritocratique et professionnelle, comment les formateurs parviennent-ils à transmettre des savoirs et des pratiques professionnels ?

Desrochers, A. M. (2021). **L'approche de la réponse à l'intervention et l'enseignement de la lecture-écriture.** Consulté à l'adresse <https://www.puq.ca/catalogue/themes/approche-reponse-intervention-enseignement-lecture-ecriture-3931.html>

Le terme réponse à l'intervention désigne une approche systémique à la prestation des services éducatifs axée sur la prévention des difficultés d'apprentissage et conçue pour fournir à chaque élève le soutien dont il a besoin pour réaliser les apprentissages attendus à l'école. Cette approche est assortie d'un ensemble coordonné de voies d'action pour assurer la qualité de l'enseignement en classe, pour identifier précocement les élèves à risque d'affronter des difficultés d'apprentissage et pour leur offrir des interventions additionnelles et étroitement adaptées à leurs besoins. Le but de cet ouvrage est d'approfondir les principes et les voies d'action associés à l'approche de la réponse à l'intervention (RàI) appliquée à l'enseignement de la lecture et de l'écriture. Les auteurs abordent successivement l'évolution du français écrit pour mettre en relief les défis qu'il pose aux apprentis lecteurs-scripteurs, les fondements de l'approche RàI, l'importance du leadership pédagogique dans sa mise en œuvre ainsi que la gestion des apprentissages et du comportement en classe. Les modalités organisationnelles, didactiques et pédagogiques de l'intensification des interventions à l'intention des élèves qui rencontrent des difficultés d'apprentissage sont également abordées, de même que l'apport des communautés d'apprentissage professionnelles dans la mise en œuvre de l'approche RàI. Cet ouvrage s'adresse aux cadres scolaires, aux enseignants, aux conseillers pédagogiques et à l'ensemble des professionnels qui travaillent dans le milieu scolaire.

Dessus, P. (2021). **Comment instrumenter l'observation et l'analyse de la REE ? Les systèmes éducatifs québécois et français sous l'angle de la relation enseignant-apprenants : enjeux et impacts.** Présenté à Montréal, Canada. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03359291>

Cette intervention passe en revue les outils qui peuvent aider à l'observation et l'analyse de la relation enseignant-apprenants (REE). Nous verrons comment informatiser la saisie d'observations d'événements scolaires, puis comment l'enregistrement vidéo peut

apporter des éléments complémentaires, à la fois du point de vue de l'observation que du développement professionnel des enseignants. Des dispositifs plus élaborés, comme l'oculométrie et les salles sensibles au contexte seront ensuite détaillés. En termes d'analyse, nous définirons l'analyse sémantique des codages d'événements, ainsi que l'analyse en réseaux sociaux, pour terminer avec de plus récentes avancées en apprentissage machine. Une réflexion sur l'éthique et la vie privée, essentielle vu le contexte, sera également menée.

Dicharry, S. (2021). **Construction de la professionnalité de l'enseignant spécialisé dans le système éducatif français : engagements subjectifs à l'ère de la diversité** (Phdthesis, Université de Bordeaux). <https://doi.org/10/document>

Aujourd'hui, l'éducation inclusive conduit à comprendre les élèves sous l'angle d'altérités questionnant la notion de diversité des besoins. L'école inclusive est une école pour tous les élèves, une école démocratique en droit. Les enseignants se sentent une grande responsabilité, ce que la société ne manque pas de leur rappeler, mais ils ne pensent pas toujours avoir les moyens d'exercer cette responsabilité. De plus, ils ne se sentent pas à la hauteur ce qui peut aller jusqu'à l'apparition d'un sentiment d'incompétence pouvant entraîner de la culpabilité. Ces travaux se situent dans le paradigme inclusif, du côté d'un acteur central : l'enseignant spécialisé. Ce professionnel joue un rôle central dans l'accueil des élèves à besoins éducatifs particuliers. Pour autant, dans une perspective inclusive déclinée à l'appui du modèle multitrack approach, autour duquel s'organise l'inclusion scolaire du système éducatif français, les interrogations suivantes sont avancées : l'enseignant spécialisé un enseignant spécialiste ? l'enseignant spécialisé un enseignant inclusif ? L'émergence d'une professionnalité est analysée en lien avec des évolutions politiques et sociales du système éducatif français s'inscrivant dans une perspective de compréhension internationale. Choisir d'étudier le paradigme inclusif à partir de la position de l'enseignant qui s'y inscrit depuis et à partir d'une formation continue professionnelle et certificative, la formation CAPPEI, conduit à se demander quels sont les engagements subjectifs d'un professionnel en devenir (d'un enseignant spécialisé) faisant face aux différentes injonctions et malentendus vécus sur le terrain. Il est alors question d'interroger le développement d'une professionnalité émergente (de l'enseignant spécialisé/inclusif) à l'ère de la diversité, en posant une hypothétique posture de praticien/chercheur. Pour ce faire, une exploration a été menée à partir d'une posture de chercheuse accompagnatrice, et d'un enquêté défini comme acteur compétent, choix épistémologique mis en oeuvre à travers une déclinaison d'outils de recueils de données visant à recueillir la mise en mots de praticiens en quête d'évolution professionnelle. Le protocole retenu est structuré en 3 étapes dans le modèle des recherches compréhensives. 1. Une première étape propose une investigation, à partir d'une l'observation en situation, d'un questionnaire et d'un focus group, à destination d'enseignants stagiaires, dans l'objectif de qualifier l'engagement en formation. 2. Une seconde étape, constituée d'entretiens compréhensifs s'adressant à des enseignants stagiaires, a pour but d'interroger un positionnement « d'être en recherche », une conceptualisation et une mise en oeuvre de pratiques inclusives en construction. 3. Une dernière étape investigate auprès d'enseignants certifiés, par des entretiens biographiques et compréhensifs, pour tenter de découvrir l'engagement dans une professionnalité d'enseignant spécialisé-inclusif. A l'issue d'un travail d'analyse de contenu principalement, sont analysées les positions subjectives de ces acteurs inclusifs sur le terrain. Des sujets en quête d'évolution font face à l'expression de dilemmes. Des

engagements amorcés et volontaires de chercheurs sur le terrain expriment des manières d'être et de faire à un niveau intrapersonnel et interpersonnel. L'engagement dans des pratiques inclusives peut alors se réaliser à partir de pratiques nomades et dépendantes, constitutives de déplacements subjectifs conjoints et disjoints.

Ho, C. S. M., Lu, J., & Bryant, D. A. (2021). **Understanding teacher entrepreneurial behavior in schools: Conceptualization and empirical investigation.** *Journal of Educational Change*, 22(4), 535-564. <https://doi.org/10.1007/s10833-020-09406-y>

The quasi-market condition of education intensified the need to seek ongoing school improvements, manage uncertainty, and innovate school-wide pedagogy and curricula. Sequentially, interest in teachers' entrepreneurial behavior (TEB) has grown rapidly in recent years, which established the importance of entrepreneurial behavior as an effective response to the changing, uncertain, and increasing demanding context in the education system. However, the notion of TEB has not been clearly conceptualized or operationalized. This study attempted to offer a clear definition of TEB and identify its conceptual components. We first offered a semi-systematic literature review of entrepreneurial behavior, and then conducted a multiple-site case study at three schools in Hong Kong. We identified three competency components and three attribute components of TEB, from which we established a conceptual definition of TEB. This clarification of TEB and its components enabled the linkage to prior literature and future research.

Lin Wang, E., Prado Tuma, A., Doan, S., Henry, D., Lawrence, R. A., Woo, A., & Kaufman, J. H. (2021). **Teachers' Perceptions of What Makes Instructional Materials Engaging, Appropriately Challenging, and Usable: A Survey and Interview Study.** In <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3383> [Report]. Consulté à l'adresse RAND Corporation (Transnational) website: <http://veille-et-analyses.ens-lyon.fr/Recherches/DetailThese.php?parent=actu&these=2446>

The authors of this report build on past studies by using survey data from a nationally representative sample to examine how middle and high school English language arts (ELA) and mathematics teachers use and perceive their instructional materials in terms of engagement, challenge, and usability. In addition, the authors use interview data to understand teachers' perceptions about what makes instructional materials engaging, appropriately challenging, and usable. Engagement is the extent to which the instructional materials pique and sustain student interest and attention; appropriately challenging is the extent to which the materials address the academic and learning needs of students; and usable is the extent to which the materials feature components that teachers desire and that are easy to enact or adapt to meet the needs of their students. Gaining insight into teachers' perceptions of their materials is important because this insight can affect the work of curriculum developers; it can influence state, school district, and other decisionmakers in their materials-adoption processes. Furthermore, teachers' modifications of materials can affect students' opportunities to achieve academic standards. This insight has become even more important during the coronavirus disease 2019 (COVID-19) pandemic because of instruction moving online and teachers having to adapt their instruction and materials accordingly. Key Findings In general, teachers in this study did not regard themselves as implementers of curricula but as curators, modifiers, or creators of instructional materials. Teachers' reasons for supplementing and modifying materials suggest that engagement, appropriateness of challenge, and usability are key dimensions that they pay attention to when deciding

how to use materials. Teachers using at least one standards-aligned material had less-favorable perceptions of their materials; because of this, teachers, particularly of struggling students, might find that such materials provide an inappropriate level of challenge. Teachers perceived engagement, challenge, and usability as distinct but intertwined dimensions of instructional materials and considered the materials in context-based ways. ELA teachers were more likely than mathematics teachers to find their main materials engaging, but otherwise, ELA and mathematics, middle school, and high school teachers converged in their perceptions of materials. Teachers serving higher proportions of Hispanic students and English learners had some different perceptions of materials compared with teachers serving lower proportions of these subgroups. Teachers adapted how they used materials during the COVID-19–related school closures. Recommendations Support teachers in effectively supplementing and modifying standards-aligned materials by providing guidance or options. Recognize that materials are not one-size-fits-all; teachers make decisions about materials based on the students they serve. Pay attention to nuances as to what makes effective ELA and mathematics curriculum materials and apply similar criteria when selecting materials for middle and high schools. Reexamine materials and supplement as needed to address diverse students' interests and experiences. Reflect on teachers' challenges during the COVID-19 pandemic to better support selection and availability of materials.

Lopez, G. B., & André, M.-C. (2021). **Pratiques et initiatives pour la persévérance scolaire.** *Administration & Éducation*, 171(3), 133-137. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-3-page-133.htm>

Miville, A.-M., Hamel, C., & Viau-Guay, A. (2020). **Les préoccupations d'enseignantes dans la mise en place d'une communauté d'apprenantes et d'apprenants au primaire.** *Nouveaux cahiers de la recherche en éducation*, 22(3), 45-67. <https://doi.org/10.7202/1081287ar>

Concevoir la classe en communauté d'apprenantes et d'apprenants est une avenue porteuse pour permettre aux élèves de faire des apprentissages signifiants (Brown et Campione, 1995). Les valeurs promues par celle-ci peuvent toutefois être difficiles à mettre en place en regard de la complexité de leur tâche. Cette étude de cas vise à décrire les préoccupations et les interventions de deux enseignantes du primaire qui font émerger des valeurs de la communauté au sein de leur groupe-classe sur une période de trois mois en contexte de coenseignement. Avec le cadre théorique du cours d'action de Theureau (2006), nous avons analysé leur pratique en utilisant diverses traces (p. ex. : vidéoscopies, travaux d'élèves, planificateurs, etc.). Nos résultats illustrent que les préoccupations des enseignantes sont certes variées et évolutives dans le temps et mettent en lumière l'éventail d'interventions pédagogiques qu'elles déploient en écho à ce qui les préoccupe quant à la mise en place des valeurs de la communauté.

Shafer. (2021). **Passion as Part of the Community College Writing Class.** *Community College Journal of Research and Practice*, 45(11), 816-821. <https://doi.org/10.1080/10668926.2020.1811801>

As writing teachers at the community college level, we have a unique opportunity to teach writing that is infused with passion, but we must begin by first reconnecting with those writers who we read and admired as students and recall why we became community college composition teachers in the first place. We must remember that we write to make sense of our world—not to raise test scores or fulfill an administrative

objective. In the end, all good writing pedagogy is centered on writing for the self – on writing for passion.

Teague Tsopgny, A., Maingari, D., & Mbede, R. (2020). **L'influence des enseignant·e·s de mathématiques dans l'orientation des filles vers ce domaine.** *Nouveaux cahiers de la recherche en éducation*, 22(3), 68-88. <https://doi.org/10.7202/1081288ar>

De nombreux travaux sur les disparités de genre en mathématiques soulignent le rôle des enseignant·e·s de mathématiques dans l'orientation des filles sans toutefois étudier de façon empirique comment ces derniers peuvent influencer chez elles le sentiment d'efficacité personnelle et le choix d'orientation. Cette recherche se propose alors de répondre à la question de savoir comment les enseignant·e·s de mathématiques peuvent influencer positivement le sentiment d'efficacité personnelle et le choix d'orientation des filles en mathématiques. Une étude par questionnaire a été menée auprès de 150 filles du lycée de Ngoa-Ékélé à Yaoundé, au Cameroun. Les résultats confirment l'hypothèse que les filles qui sont à la fois informées, motivées, conseillées et encouragées par leur enseignant·e de mathématiques sont plus enclines avoir un niveau de sentiment d'efficacité personnelle élevé en mathématiques et à choisir une orientation vers ce domaine contrairement à celles qui n'ont pas reçu cette même influence de la part de leur personne enseignante en mathématiques.

Relation formation-emploi

Bennett, P., Blundell, R., & Salvanes, K. G. (2021). **A Second Chance? The Labor Market Outcomes of Reforming Access to Adult Education.** In *CESifo Working Paper Series* (N° 9306). Consulté à l'adresse CESifo website: https://ideas.repec.org/p/ces/ceswps/_9306.html

Developing effective tools to address prime-aged high school dropouts is a key policy question. We leverage high quality Norwegian register data to examine the labour market outcomes of expanding access to adult workers and exploit a large policy reform which greatly enabled access to high school education for adults. Our focus is on women and the results show a large and significant increase in education investments with a strong rise in the rate of college completion, leading to higher earnings, increased employment, and decreased fertility. They also point to an effective policy to reduce the gender earnings gap.

Beuermann, D. W., Bontan, N. L., Hoffmann, B., Jackson, C. K., & Cossio, D. A. V. (2021). **Does Education Prevent Job Loss During Downturns? Evidence from Exogenous School Assignments and COVID-19 in Barbados.** In *NBER Working Papers* (N° 29231). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://ideas.repec.org/p/nbr/nberwo/29231.html>

Canonical human capital theories posit that education, by enhancing worker skills, reduces the likelihood that a worker will be laid-off during times of economic change. Yet, this has not been demonstrated causally. We link administrative education records from 1987 through 2002 to nationally representative surveys conducted before and after COVID-19 onset in Barbados to explore the causal impact of improved education on job loss during this period. Using a regression discontinuity (RD) design, Beuermann and Jackson (2020) show that females (but not males) who score just above the admission threshold for more selective schools in Barbados attain more years of education than those that scored just below (essentially holding initial ability fixed). Here, in follow-up

data, we show that these same females (but not males) are much less likely to have lost a job after the onset of COVID-19. We show that these effects are not driven by sectoral changes, or changes in labor supply. Because employers observe incumbent worker productivity, these patterns are inconsistent with pure education signalling, and suggest that education enhances worker skill.

Havranek, T., Irsova, Z., & Kroupová, K. (2021). **Student Employment and Education: A Meta-Analysis** (CEPR Discussion Paper N° 16550). Consulté à l'adresse C.E.P.R. Discussion Papers website: <https://econpapers.repec.org/paper/cprceprdp/16550.htm>

Educational outcomes have many determinants, but one that most young people can readily control is choosing whether to work while in school. Sixty-nine studies have estimated the effect, but results vary from large negative to positive estimates. We show that the results are systematically driven by context, publication bias, and treatment of endogeneity. Studies ignoring endogeneity suffer from an upward bias, which is almost fully compensated by publication selection in favor of negative estimates. Net of the biases, the literature suggests a negative but economically inconsequential mean effect. The effect is more negative for high-intensity employment and educational outcomes measured as decisions to dropout, but it is positive in Germany. To derive these results we collect 861 previously reported estimates together with 32 variables reflecting estimation context, use recently developed nonlinear techniques to correct for publication bias, and employ Bayesian and frequentist model averaging to assign a pattern to the heterogeneity in the literature.

Réussite scolaire

Bernard, P.-Y. (2021). **La lutte contre le décrochage scolaire en Europe : une politique de la formation professionnelle**. *Éducation et sociétés*, 46(2), 95-109. Consulté à l'adresse <https://www.cairn.info/revue-education-et-societes-2021-2-page-95.htm>

Depuis Lisbonne, en 2000, l'Union européenne a recommandé dans la lutte contre les sorties précoces du système scolaire des solutions largement fondées sur la formation professionnelle. L'article interroge cette particularité, en s'appuyant sur les textes officiels et les préconisations de 1995 à 2016 : comment interpréter l'association d'un problème éducatif, le décrochage, et d'une composante des systèmes éducatifs, l'enseignement et la formation professionnels du secondaire ? Cette orientation européenne est spécifique car, à l'opposé des États-Unis par exemple, les modèles de formation professionnelle initiale de ses États sont divers, mais très structurés dans chaque système d'éducation et de formation. Cette incitation supranationale a eu un impact significatif sur les dispositions prises par les pays : modularisation des formations, rapprochement avec le monde du travail, alignement des durées d'études sur la voie générale, développement de passerelles entre formations, possibilités accrues de poursuite d'études supérieures, etc. Pourtant, la réalisation du programme de Lisbonne semble indépendante des évolutions nationales des effectifs des voies professionnelles secondaires. La question de la responsabilité de ce secteur dans la baisse du décrochage en Europe reste entière. Mieux prendre en compte les difficultés des élèves et favoriser la persévérance scolaire n'est finalement pas le moindre de ses résultats.

Botton, H. (2021). **Comprendre les résultats en mathématiques des élèves en France**. *Note d'analyse. Le zoom du Cnesco*, (2).

La position de la France en queue de peloton à l'évaluation Timss 2019 pour les élèves de CM1 en mathématiques a été largement commentée. Le Cnesco publiera une série de 4 notes pour mieux comprendre ces faibles résultats des élèves en mathématiques en France. Cette première note s'intéresse à la question suivante : la moindre réussite de la France à Timss 2019 concerne-t-elle l'ensemble des élèves ou est-elle spécifique à certains écoliers ? Pour y répondre, nous comparons ici les résultats des élèves en France à ceux des élèves ayant des caractéristiques similaires dans les autres pays de l'OCDE

Dinh & Zhang. (2021). **Engagement in High-Impact Practices and Its Influence on Community College Transfers' STEM Degree Attainment.** *Community College Journal of Research and Practice*, 45(11), 834-849. <https://doi.org/10.1080/10668926.2020.1824133>
Guided by the student engagement frameworks, this study sought to identify high-impact practices that show significant relationship with the baccalaureate degree attainment in STEM among vertical transfer students. Our study employed data drawn from the Educational Longitudinal Study of 2002 (or ELS, 2002). The sample includes 681 students who intended to study STEM and began post-secondary education at a two-year public institution before subsequently enrolling in a four-year institution. We first employed descriptive statistics to provide an overall portrait of the sample. Then, a logistic regression model was used to identify factors associated with students' completion of STEM credential at the bachelor's level or above. The study findings highlight the importance of some high-impact practices in affecting transfer students' successful attainment of STEM degree. Specifically, we found that participation in community-based project, mentoring and internship programs, and having culminating senior experience increased the odds that transfer students obtained a STEM degree at the baccalaureate level or above. Based on the results, this study offers meaningful implications for policy, practice, and future research to facilitate the success of transfer students in STEM disciplines.

Duckworth, A. L., Kautz, T., Defnet, A., Satlof-Bedrick, E., Talamas, S., Lira, B., & Steinberg, L. (2021). **Students Attending School Remotely Suffer Socially, Emotionally, and Academically.** *Educational Researcher*, 50(7), 479-482. <https://doi.org/10.3102/0013189X211031551>

What is the social, emotional, and academic impact of attending school remotely rather than in person? We address this issue using survey data collected from N = 6,576 high school students in a large, diverse school district that allowed families to choose either format in fall 2020. Controlling for baseline measures of well-being collected 1 month before the onset of the COVID-19 pandemic as well as demographics, high school students who attended school remotely reported lower levels of social, emotional, and academic well-being (effect size [ES] = 0.10, 0.08, and 0.07 standard deviations, respectively) than classmates who attended school in person—differences that were consistent across gender, race and ethnicity, and socioeconomic status subgroups but significantly wider among 10th–12th graders than ninth graders.

Lopez, G. B., & André, M.-C. (2021). **Pratiques et initiatives pour la persévérance scolaire.** *Administration & Éducation*, 171(3), 133-137. Consulté à l'adresse <https://www.cairn.info/revue-administration-et-education-2021-3-page-133.htm>

Loye, A., Frenette, E., & Kobiané, J.-F. (2020). **Caractéristiques de préadmission et persévérance aux études à la maîtrise en sciences et technologies au Burkina Faso : le rôle médiateur de l'expérience universitaire.** *Mesure et évaluation en éducation*, 43(2), 71-106. <https://doi.org/10.7202/1081045ar>

La présente recherche vise à expliquer l'effet de l'expérience universitaire (bourse, redoublement) sur la relation entre les caractéristiques de préadmission (profession du père, genre, lieu de naissance, âge à la première inscription, domaine d'étude, score à l'examen de fin du secondaire, délai d'inscription, réforme universitaire) et la persévérance aux études à la maîtrise en sciences, technologies, ingénierie et mathématiques (STIM) à une université au Burkina Faso. La régression de Cox et l'analyse moderne de médiation sont utilisées sur des données longitudinales de 14 cohortes d'étudiants (n = 13 891). Les résultats indiquent une médiation indirecte uniquement (profession du père [autre], domaine d'étude, âge à la première inscription); une médiation complémentaire (score à l'examen de fin du secondaire); une médiation compétitive (délai d'inscription, réforme universitaire); une absence de médiation (lien direct uniquement) pour le genre; et aucun effet médiateur pour le lieu de naissance et la profession salariée du père. Des programmes de bourses ainsi que des réformes et politiques adéquates visant à réduire le redoublement amélioreraient la persévérance aux études à la maîtrise en STIM.

Marianno, B. D. (2021). **A Negotiated Disadvantage? California Collective Bargaining Agreements and Achievement Gaps.** *Educational Researcher*, 50(7), 451-462. <https://doi.org/10.3102/0013189X211006357>

Using panel data from three successive collective bargaining (CBA) negotiation cycles from 277 California school districts in a difference-in-differences framework, I investigate the relationship between changes in CBA restrictiveness and racial and economic achievement gaps over time. I find that achievement gaps in California are smaller where contracts increase in restrictiveness in class size and larger where contracts increase in restrictiveness in teacher evaluation and leave policies over time, though this is not the case for all student subgroups. These effects are primarily concentrated in math, are small in magnitude, and are sometimes delayed in their timing. Altogether, this study provides some evidence that contract changes are associated with the educational opportunities of school districts' diverse and economically disadvantaged students.

Miller, M. D., Castillo, G., Medoff, N., & Hardy, A. (2021). **Immersive VR for Organic Chemistry: Impacts on Performance and Grades for First-Generation and Continuing-Generation University Students.** *Innovative Higher Education*, 46(5), 565-589. <https://doi.org/10.1007/s10755-021-09551-z>

Rapid advances in the quality and accessibility of immersive virtual reality (IVR) have brought about intense interest in applications of the technology within higher education, including STEM (science, technology, engineering, mathematics) teaching and learning. However, evidence is mixed on the effectiveness of IVR for STEM teaching and learning, and there are currently few models of how best to incorporate these activities into typical STEM courses. We created a sequence of IVR activities for teaching concepts in organic chemistry and carried out an experimental investigation on the impacts of these on student performance, with special focus on student characteristics including first-generation college student status, gender, and ethnicity. Two sections of Organic Chemistry were compared; in one randomly assigned section, students had the option of completing these IVR activities, and in the other, they did not. Results showed a trend

towards improved course grades and final exam scores in the section offered IVR activities, particularly for first-generation college students. These findings suggest that IVR can be a practical and effective way to reinforce learning and student success in realistic university STEM settings, especially for certain demographic subgroups.

Sallaffie, M., Cherba, M., Akearok, G. K. H., & Penney, J. (2021). **Survey of Nunavut Post-Secondary Students: Determinants of School Completion, Post-Secondary Education, and Education Success.** *Canadian Journal of Education/Revue Canadienne de l'éducation*, 44(3), 764-787. <https://doi.org/10.53967/cje-rce.v44i3.4709>

Little is known about Nunavut students' experiences in high school and post-secondary education, in particular their self-defined determinants of success. This study aimed to understand factors that influence secondary school completion, post-secondary education, and education success for students from Nunavut. An online survey was conducted with 91 current post-secondary students in 2018–19. Results found that students articulated complex support needs that influence their success, with roles for parents, teachers, and the community. Students identified support needs gaps, primarily in the form of funding distribution and delivery. Recommendations include increased financial, counselling, and mental health support for Nunavut students. Keywords: Inuit education, Nunavut education, Indigenous post-secondary students

Valeurs

Bajomi, I., & Neumann, E. (2021). **Diversification puis unification des valeurs transmises au sein des écoles de la Hongrie post-communiste.** *Revue internationale d'éducation de Sèvres*, (87), 115-122. <https://doi.org/10.4000/ries.11019>

L'article présente deux périodes des transformations survenues au sein du système scolaire de la Hongrie post-communiste. La première, qui s'est étalée de 1990 à 2010, a favorisé la diversification des valeurs transmises au sein des écoles. Durant la seconde période, qui a débuté en 2010 et qui dure toujours, on a pu constater que, parallèlement aux changements renforçant de plus en plus les traits autoritaires du régime, les responsables de la politique éducative se sont efforcés d'unifier autant que possible le fonctionnement des écoles publiques et de favoriser parallèlement le développement des écoles confessionnelles.

Björkgren, M., Gullberg, T., & Hansén, S.-E. (2021). **Les valeurs dans l'éducation : le point de vue finlandais** (T. Chevaillier & B. Delvaux, Trad.). *Revue internationale d'éducation de Sèvres*, (87), 123-132. <https://doi.org/10.4000/ries.11029>

Cet article propose une analyse des valeurs inscrites dans les programmes scolaires de la Finlande en référence aux différents types de relations que peut entretenir un individu : avec son moi, avec la communauté locale, avec la société et avec l'humanité. Ces concepts permettent de mettre au jour la force et la constance de l'investissement idéologique dans l'école, de montrer les traces de la tradition chrétienne, élargies et mélangées à de nouvelles influences, et de souligner une tension croissante entre les intentions des rédacteurs du curriculum et les évolutions de la pratique, de même qu'une progression de la ségrégation dans les zones urbanisées, mettant en péril les valeurs d'équité et d'égalité qui font la fierté des Finlandais.

Boissinot, A., & Delvaux, B. (2021). **Les valeurs à l'école : un (im)possible horizon commun ?** *Revue internationale d'éducation de Sèvres*, (87), 55-64. <https://doi.org/10.4000/ries.10890>

En réaction contre les forts investissements idéologiques dont l'école a toujours fait l'objet, beaucoup prônent depuis quelques années une approche pragmatique, qui conduit à esquiver la question des fins en s'attachant avant tout à mesurer l'efficacité des dispositifs. Il n'est pas certain cependant que cette tendance à vouloir éviter les débats sur les valeurs à l'école s'imposera partout durablement. Dans les pays très variés analysés dans ce dossier, s'exprime en effet souvent la demande de défendre, voire d'enseigner, des valeurs. Se manifestent aussi des tentatives de restauration d'un ordre ancien ou d'hybridation des valeurs issues des différentes strates déposées dans les sociétés au fil de leur histoire. De telles tentatives n'empêchent cependant pas une différenciation des valeurs effectivement incarnées par les écoles. Faut-il alors renoncer à l'idée que l'ensemble des écoles d'un système scolaire contribuent à transmettre un socle de valeurs communes évitant les excès de l'individualisme et l'emprise du seul esprit de compétition ?

Brighouse, H., & Mullane, K. (2021). **Les valeurs dans l'enseignement américain : le cas de la Californie** (S. Herold, Trad.). *Revue internationale d'éducation de Sèvres*, (87), 105-114. <https://doi.org/10.4000/ries.11004>

L'analyse des normes d'État du département de l'éducation de Californie permet de distinguer deux types de valeurs poursuivies par l'État : les biens éducatifs, qui concernent les objectifs de l'éducation, et l'équité, qui concerne la manière dont les biens éducatifs sont distribués. Les documents consultés affichent des engagements concernant cinq biens éducatifs : la productivité économique, l'autonomie personnelle, la compétence démocratique, des relations personnelles saines et l'épanouissement personnel. L'équité y est définie de différentes manières contradictoires ; mais la conception qui semble la plus cohérente avec la pratique de l'État est le principe consistant à donner la priorité aux élèves défavorisés. Le comportement réel des écoles et des districts est soumis à de nombreuses influences autres que celle de l'État. Par conséquent, connaître les valeurs promues par l'État ne permet pas de savoir exactement sur quelles valeurs les écoles et les districts s'appuient pour agir.

Chen, S. (2021). **The official discourse of social justice in citizenship education: A comparison between Japan and China.** *Education, Citizenship and Social Justice*, 16(3), 197-210. <https://doi.org/10.1177/1746197920971811>

Against the contemporary background of international and national commitments to citizenship education for social justice, this paper examines and compares the subject, aim and extent of social justice in citizenship education behind official rhetorics in Japan and China. It develops a three-dimensional framework of social justice to analyse, through mixed methods of text analysis, a set of selected authoritative documents, including official policies, national curriculum guidelines and government-authorized textbooks. The results reveal discursive divergences and convergences between the Japanese and Chinese cases. Social justice in the Japanese discourse tends to be constructed as recognitive injustice eliminable through identical treatment towards one another by individuals. By contrast, social justice in the Chinese discourse tends to be constructed as distributive justice achievable through differential treatment by the party-state. Common to the two cases is that both pay scant attention to collective actions for and the global bearing of social justice. The paper argues that the two cases similarly

stop short of promoting comprehensive, transformative and global social justice education.

de Groot, I., & Lo, J. (2021). **The democratic school experiences framework: A tool for the design and self-assessment of democratic experiences in formal education.** *Education, Citizenship and Social Justice*, 16(3), 211-226. <https://doi.org/10.1177/1746197920971810>
In many democratic societies, schools are expected to prepare their students for participation in democratic societies. (Self)assessment frameworks, designed by scholars and curriculum developers, support the development of school initiated democratic experiences. Existing frameworks, however, are not designed to capture the interplay between the practices organized, related educational activities, and the types of aims pursued in education programs. To address this void, this paper presents an eight-sectored framework that captures the multiplicity of democratic education and participation in schools.

Galindo, J. F., & Mayorga, J. A. (2021). **Homogénéisation et pluralisation des valeurs dans l'éducation bolivienne** (P. Rabaté, Trad.). *Revue internationale d'éducation de Sèvres*, (87), 95-104. <https://doi.org/10.4000/ries.10988>

À partir d'une considération de l'éducation destinée aux populations indigènes, le présent article montre que l'éducation bolivienne traverse un processus qui la conduit d'un système de valeurs homogénéisantes, orientées vers la construction d'une société moderne et d'un État national, vers un système de valeurs plurielles, liées à la construction d'un État plurinational. L'examen des textes et des politiques éducatives qui ont vu le jour entre 1994 et 2010 permet d'établir que ce processus de pluralisation provient à la fois des mouvements de luttes indigènes et paysans et des dynamiques de multiculturalisation de l'État bolivien. Bien que ces deux systèmes de valeurs correspondent à différents moments historiques, ils coexistent actuellement sous la forme d'une tension non résolue. De même, avec la pluralisation des valeurs, apparaît un nouvel universalisme ancré dans le caractère local des valeurs indigènes, qui englobe des dimensions anthropocentriques et non anthropocentriques.

Gonzalez Vaillant, G., & Page Poma, F. (2021). **The power to control: State forces' action and student contentious politics in the Argentine educational field.** *Education, Citizenship and Social Justice*, 16(3), 264-282. <https://doi.org/10.1177/1746197920926617>

Student movements in Latin America have historically been at the forefront of democratization and progressive social action. This article seeks to understand state-led protest control against students and their movements in Argentina in the last decades (1997–2007). By drawing on a database of contentious politics events in Argentina using newspaper data, analysis of secondary sources, and in-depth interviews of actors, it closely examines when, why, where, and how the state contains student protests and how the power relations between them and the state unfolds over time. A main finding underlying this study is that the nature of state repression of students is related to (a) the tactics being used, (b) the demands being made, (c) the actors that are protesting alongside them, and (d) the political party in power. The article shows how the associational ties between students, teacher movements, political parties, and other movements change during moments of economic crisis and political shifts in government, and how this, in turn, results in changes in state control. Against common sense understandings, we find that changes toward more politically 'progressive'

governments do not necessarily imply less amount of repression even though the nature of state control changes.

Hassani-Idrissi, M., & Zernine, M. (2021). **Une mise en perspective de l'éducation aux valeurs des droits de l'homme au Maroc**. *Revue internationale d'éducation de Sèvres*, (87), 143-152. <https://doi.org/10.4000/ries.11083>

Cette étude vise à vérifier, dans le cas du Maroc, la relation entre l'éducation aux valeurs des droits de l'homme, le politique et le pédagogique et ce, depuis l'indépendance. Partant de cette hypothèse, les auteurs dégagent trois périodes dans l'évolution de l'éducation aux valeurs des droits de l'homme : avant 1992, une phase de latence dominée par l'autoritarisme et la pédagogie transmissive ; 1992-2000, une phase d'émergence caractérisée par une ouverture politique et la pédagogie par objectifs ainsi que par l'islamisation des programmes scolaires ; depuis 2000, une phase de mise en œuvre et de réaménagement de l'éducation aux valeurs des droits de l'homme, caractérisée par un contexte politique plus favorable et une approche constructiviste à l'école.

Horne, F. (2021). **Quand le programme littéraire du cours de français révèle les conflits de valeurs en Afrique du Sud**. *Revue internationale d'éducation de Sèvres*, (87), 153-162. <https://doi.org/10.4000/ries.11124>

Le multiculturalisme et l'égalité sont des valeurs au cœur du projet démocratique sudafricain, promues à l'école depuis la fin de l'apartheid. Ces valeurs sont toutefois difficilement mises en œuvre dans le secteur éducatif, qui est traversé par des fractures et inégalités socio-économiques profondes, perpétuées dans la distinction entre écoles privées et publiques. Le cas du programme de français, et plus particulièrement de la réception des textes littéraires, est un exemple des limites, écueils et tensions liés au cadre éducatif multiculturel. À partir d'une réflexion sur le choix des textes au programme de terminale et leur réception, l'auteure interroge les finalités et les valeurs que l'on souhaite transmettre par le texte littéraire dans un pays où le discours sur la nation « arc-en-ciel » est depuis longtemps considéré comme illusoire et désuet.

Johnson, A. P. (2021). **What does it mean to be civic-ready? Uncovering citizenship conceptualizations in US states that require the 'citizenship test'**. *Education, Citizenship and Social Justice*, 16(3), 245-263. <https://doi.org/10.1177/1746197920949971>

There is a growing trend within civics education within the United States to adopt the USCIS naturalization civics exam (commonly referred to as the 'citizenship test'), which consists of 100 multiple choice questions, to determine the civic readiness of students. This study explores civics education within eight US states that have adopted the 'citizenship test' model through the lens of citizenship conceptualizations evidenced within their high school civics state standards. Utilizing a directed content analysis, the researcher located more than 230 standards within three citizenship discourse categories: civic republican, liberal, and reconstructionist. Citizenship within the examined state standards, was largely conceptualized as civic republican in orientation (96%) and nested within untroubled assumptions of US society and desires for a common American identity that often crowded out attention to diversity and conflict and in doing so, mirrored exclusionary practices common to standardized, high-stakes assessments including the USCIS naturalization civics exam.

Kahn, P. (2021). **Les valeurs de l'éducation en France : laïcité et égalité en débat**. *Revue internationale d'éducation de Sèvres*, (87), 133-141. <https://doi.org/10.4000/ries.11060>

Parmi les valeurs que l'école, en France, se charge formellement d'enseigner, deux ont un statut particulier, en ce qu'elles sont non seulement des valeurs à enseigner à l'école mais des valeurs de l'école. Il s'agit de la laïcité et de l'égalité. L'article examine successivement la façon dont l'une et l'autre ont évolué en cent quarante ans d'histoire de l'école républicaine. Il analyse les débats que chacune d'entre elles suscite : pour la laïcité entre son acception « libérale » et son acception « républicaine » substantielle ; pour l'égalité entre le principe d'une égalité devant l'école et l'idéal d'une égalité par l'école. Pour chacun de ces débats, l'article s'efforce de mettre en évidence les impasses d'une opposition trop facile et trop tranchée entre instruction et éducation.

Kwo, O., & Yang, M. (2021). **La quête des valeurs traditionnelles chinoises dans l'éducation contemporaine : mise à jour ou remise en cause ?** (H. Bréant, Trad.). *Revue internationale d'éducation de Sèvres*, (87), 75-84. <https://doi.org/10.4000/ries.10950>

Cet article se concentre sur « l'obéissance » en tant que valeur traditionnelle chinoise. Dans le champ de la santé, l'obéissance s'est révélée dans la coopération dont la population a fait montre envers le contrôle gouvernemental instauré pendant la crise de la Covid-19, permettant le retour de la sécurité sanitaire en quelques mois. Dans le secteur éducatif cependant, les valeurs traditionnelles chinoises font face à des défis dans un écosystème complexe au sein du système scolaire formel et au-delà. Adoptant une posture dialectique, l'article souligne les antivaleurs imprévues au sein du curriculum caché. Le sens contemporain de l'enseignement confucéen donne un cap aux lettrés d'aujourd'hui pour une appropriation partagée des problèmes et des responsabilités, et ce à travers des relations sociales hiérarchiques et horizontales.

Ledoux, S. (2021, octobre 14). **Entre sidération, deuil et débats nécessaires : les premiers résultats d'une enquête à l'École après la mort de Samuel Paty**. Consulté 15 octobre 2021, à l'adresse The Conversation website: <http://theconversation.com/entre-sideration-deuil-et-debats-necessaires-les-premiers-resultats-dune-enquete-a-lecole-apres-la-mort-de-samuel-paty-169844>

Une enquête auprès d'acteurs du monde scolaire a recueilli leurs réactions et leurs témoignages suite à l'assassinat de Samuel Paty. Elle fait état des débats qui travaillent cette institution.

Mabilon-Bonfils, B. (2021, octobre 12). **Parler de laïcité à l'école en 2021 : la piste du théâtre-forum**. Consulté 13 octobre 2021, à l'adresse The Conversation website: <http://theconversation.com/parler-de-la-cite-a-lecole-en-2021-la-piste-du-theatre-forum-169190>

Un an après l'assassinat de Samuel Paty, beaucoup d'enseignants sont démunis pour aborder la « question socialement vive » de la laïcité. L'université des artistes leur offre de nouveaux appuis.

Maurin, E. (2021). **Trois leçons sur l'école républicaine**. In <http://veille-et-analyses.ens-lyon.fr/Ouvrages/DetailPublication.php?parent=actu&id=1493>. Consulté à l'adresse <https://www.alphil.com/index.php/a-paraitre/l-ecole-autrement-les-pedagogies-alternatives-en-debat.html>

L'école, une institution conservatrice, percluse d'inégalités, impossible à réformer ? Ce livre propose une évaluation inédite de trois dispositifs parmi les plus emblématiques du

modèle scolaire français : l'interdiction du voile islamique, l'inspection régulière des enseignants et le fonctionnement des classes préparatoires. La conclusion est frappante : l'interdiction du voile a coïncidé avec une amélioration des résultats des jeunes filles d'origine musulmane ; l'inspection des professeurs entraîne les progrès de leurs élèves ; le recrutement social des prépas peut être diversifié au moyen de réformes simples. En fin de compte, les principes républicains et l'action du corps enseignant dessinent une école où les destins ne sont pas fixés à l'avance. L'école bouge !

Nguyen, T. H. X., Pham, D. T., & Tran Le, B. C. (2021). **L'évolution des valeurs portées par les écoles au Viêt Nam**. *Revue internationale d'éducation de Sèvres*, (87), 65-73. <https://doi.org/10.4000/ries.10923>

L'analyse, dans une perspective diachronique, des valeurs éducatives au Viêt Nam permet de mieux saisir la mutation qui s'est opérée de leurs origines jusqu'à nos jours, et de mieux comprendre le questionnement actuel des autorités sur la formation des jeunes générations. En effet, les événements sociopolitiques du xxe siècle ont eu des impacts considérables sur les valeurs traditionnelles, influencées par le confucianisme depuis des millénaires, et sur le système éducatif du pays. Une économie orientée vers le marché, une volonté d'intégration régionale et mondiale ont introduit des changements dans les perspectives à l'école. D'où la recherche d'une nouvelle philosophie de l'éducation.

Pionnier, A.-S. (2021). **L'éthique dans la relation numérique parents-école** [Research Report]. Consulté à l'adresse UCA - INSPE Académie de Nice website: <https://hal.archives-ouvertes.fr/hal-03370028>

Dans ce rapport, sont étudiés 3 sujets éthiques de la relation parents-école par le numérique : le contrôle par les parents des activités, des comportements et des résultats de leur enfant à l'école, la sécurité des données du dossier élève, et l'impact de l'école à la maison lors du confinement lié à la pandémie de Covid. Pour le premier sujet du contrôle par les parents des activités, des comportements et des résultats de leur enfant à l'école, la question posée sera : où se trouve le curseur en France entre une surveillance pesante du parent sur son enfant à l'école et une implication bénéfique ? Pour le deuxième sujet concernant la sécurité des données, la question se pose de savoir pourquoi une sécurité aussi importante autour du dossier élève. Enfin, pour le troisième point, concernant l'école à la maison pendant le confinement, il s'agit d'étudier si le regard des parents sur le travail des enseignants en est ressorti bienveillant ou au contraire défiant.

Sant, E., McDonnell, J., Pashby, K., & Menendez Alvarez-Hevia, D. (2021). **Pedagogies of agonistic democracy and citizenship education**. *Education, Citizenship and Social Justice*, 16(3), 227-244. <https://doi.org/10.1177/1746197920962373>

Concerned about the limits of normative deliberative pedagogies, we designed and organized a workshop to explore to possibilities of an agonistic pedagogy for global citizenship education. We brought together a range of participants including national and international primary and university students, researchers and curriculum developers and we created pedagogical activities in which disagreement was fostered. We aimed to normalize conflict, create channels for the expression of political emotions and generate opportunities for the emergence of new subjectivities. Our findings suggest that the plurality of participants and the conflict-orientated pedagogies facilitated the normalization of conflict, the participants' affective engagement with Others and the creation of new subjectivities. They also indicate that older participants had less positive

attitudes towards conflict-orientated pedagogies and discussions on abstract topics did not foster 'affective' engagement. We examine potential implications for further educational research and practice considering the singularities of this project.

Sherab, K., & Schuelka, M. J. (2021). **La complexité du bonheur : valeurs éducatives et sociétales au Bhoutan** (S. Herold, Trad.). *Revue internationale d'éducation de Sèvres*, (87), 85-94. <https://doi.org/10.4000/ries.10969>

Cet article présente la façon dont le Bhoutan, une petite nation bouddhiste connue pour son « bonheur national brut », cherche à inculquer des valeurs fondées sur la philosophie bouddhiste. Le système d'apprentissage des valeurs dans la société bhoutanaise en général, et dans les écoles en particulier, a été analysé à l'aide du cadre pour l'évaluation et la conception des valeurs éducatives (Educational Values Evaluation and Design framework, EVED) développé par les auteurs au cours de cinq années de recherche collaborative sur les valeurs éducatives au Bhoutan. L'article met en lumière certaines difficultés et ruptures manifestes entre le système scolaire et les attentes de la société. Il formule des recommandations de réformes pour une meilleure adéquation du système éducatif, qui soit à la fois inclusif, réaliste et pérenne pour tous dans la société bhoutanaise.

Starkey, H. (2021). **Éducation, valeurs, école : le rôle des organisations internationales** (H. Bréant, Trad.). *Revue internationale d'éducation de Sèvres*, (87), 163-171. <https://doi.org/10.4000/ries.11133>

Si, en 1995, l'auteur se montrait globalement optimiste quant à la capacité des organisations internationales à promouvoir les droits de l'homme et la paix, le présent article reconnaît que les progrès accomplis vers une culture universelle des droits de l'homme ne relèvent pas d'un processus linéaire. Certes les organisations internationales et des institutions régionales ont développé leurs politiques en matière d'éducation aux droits de l'homme afin d'inclure la conscience de l'urgence climatique. Ces évolutions sont toutefois mises à l'épreuve par certaines réalités politiques, l'expansion des gouvernements autoritaires et les politiques économiques néolibérales encouragées par l'OCDE. La mise en place d'une éducation fondée sur des valeurs voit désormais s'affronter ceux qui, au nom de la compétitivité, érigent les compétences au rang de priorité et les partisans de visions universalistes fondées sur la justice sociale et les droits de l'homme.