Veille de l'IREDU n°22
15 février 2013

1. Ressources sur le Web

Repéré sur : Afd.fr

Nadir ALTINOK et Jean BOURDON. Renforcer la mesure sur la qualité de l'éducation : Analyse comparative des évaluations sur les acquis des élèves au sein des pays en développement. A Savoir n° 16, janvier 2013

Les réflexions en cours sur le développement et les inégalités accroissent l'intérêt de mesurer les savoirs et les compétences des populations jeunes. Parmi les objectifs du Millénaire pour le développement, la lutte contre l'analphabétisme se fonde sur une éducation de qualité. La question de la création d'outils de mesure de la qualité de l'éducation est donc essentielle pour valider, universellement et équitablement, l'acquisition des apprentissages fondamentaux. Cette question est directement liée au développement, depuis 50 ans, de méthodes d'évaluation des acquisitions à l'origine des grandes enquêtes internationales comme PIRLS, TIMSS et PISA.

Cet ouvrage analyse les objectifs des principales enquêtes d'évaluation scolaire et les méthodes de mesure qui y sont mises en oeuvre. Les auteurs montrent comment ces outils s'adaptent à des terrains complexes, où l'information et la culture d'évaluation sont parfois limitées. Une attention toute particulière est ici portée à l'Afrique subsaharienne.

Repéré sur : Amue.fr

ADBU (Association des directeurs et des personnels de direction des bibliothèques universitaires et de la documentation). Rôle des bibliothèques dans la réussite étudiante

L'Association des directeurs et des personnels de direction des bibliothèques universitaires et de la documentation présente une étude analysant le lien entre l'utilisation de la documentation fournie par les bibliothèques et la réussite des étudiants. Elle préconise ainsi une démarche active d'utilisation des bibliothèques universitaires ainsi qu'une collaboration plus soutenue avec les enseignants-chercheurs et les services universitaires de pédagogie autour de l'usage des ressources documentaires.

Repéré sur : assemblee-nationale.fr

Education : abrogation de la loi n° 2010-1127 sur la lutte contre l'absentéisme scolaire.

Repéré sur : cafepedagogique.net

François Jarraud. En une génération, le niveau de vie des professeurs des écoles a décliné. L'expresso du 4 février 2013

François Jarraud. Inégalités sociales : Il n'y a pas que l'Ecole... L'expresso du 5 février 2013

Pierre Mercklé. Tout ce que vous avez toujours voulu savoir sur les réseaux sociaux (et vous avez osé le demander). 31 janvier 2013

François Jarraud. L'école et la parité. L'expresso du 8 février 2013

François Jarraud. L'Ecole au défi de l'égalité filles – garçons. L'expresso du 8 février 2013

Bruno Devauchelle. La téléphonie dans l'établissement scolaire ! L'expresso du 8 février 2013

François Jarraud, Annie Lasne. Enfants d'enseignants : Les chouchous du système éducatif ?

François Jarraud. Le Cned dans le collimateur de la Cour des comptes. L'expresso du 13 février 2013

François Jarraud. OCDE : Les inégalités sociales à l'Ecole préoccupantes en France. L'expresso du 14 février 2013

François Jarraud. Formation des enseignants : Un rapport pose la question des maîtres formateurs. L'expresso du 15 février 2013

François Jarraud. Décrochage : Le Québec élabore une méthode de détection des décrocheurs dès 7 ans... L'expresso du 15 février 2013

Repéré sur : Ecs.org

February 5, 2013

New From ECS

ECS 2012 Collection
Lively and weighty topics alike may be found in the 2012 compilation of ECS policy analysis, online databases, and publications. Check out service learning in the states, the 50-state survey of mathematics requirements for a high school diploma, and producing quality credentials, among many others. Want a longer version with bookmarks? It's here.

What States Are Doing

State Charter Law Rankings
Showing progress for the public charter school movement, this year's Measuring Up to the Model: A Ranking of State Charter Laws has been released by the National Alliance for Public Charter Schools. Of 43 states with charter laws on the books, the top five states with laws closest to the alliance's

models are Minnesota, Maine, Washington, Colorado, and Florida. A few states dropped in the ranks, not because they're doing worse, but because some states leapt ahead of them.

El Dorado Promise

On January 22, 2007, residents of El Dorado, **Arkansas** learned the Murphy Oil Corporation would pay college tuition for district students who've been there since 9th grade. Most reports about the El Dorado Promise have focused on how it affected students, such as feeding college-going expectations, but the latest news is the Promise has changed test scores. El Dorado high school students score higher than their peers in other south Arkansas districts. According to the Chronicle of Higher Education, 38.7% of Promise students graduate from college in six years or less.

Algebra Nation

Governor Rick Scott launched Algebra Nation last week, a free 24/7 online program to help students pass Florida's Algebra 1 End-of-Course exam, required for high school graduation. A creation of the University of Florida and Study Edge, an educational technology firm, the preparation resource also will be a supplemental teaching tool. Students can work problems and ask questions; teachers can connect with other teachers.

Changing the Perception of Manufacturing

"Manufacturing is critically important to **Maine**'s economy," said Governor Paul R. LePage, who announced a statewide two-year outreach to students, parents and teachers to lure workers into manufacturing jobs. These are high-tech, high-skills jobs that pay well, he said-average production salary is $46,000 and engineering averages $62,000. Yet 1,000 of these jobs go unfilled in Maine because of a skills gap. Perhaps students are daunted by the perception of the dirty, noisy mills and factories of previous eras, but today's facilities are clean, well-lit, safe, and state of the art. The outreach is a joint effort supported by the Manufacturers Association of Maine, the Office of the Governor, and the Maine Department of Economic and Community Development.

Good Reads

Community Colleges as Economic Development Engines

The year 2018 looms and while it might seem unlikely now, 46.8 million jobs will need to be filled between now and then, jobs that will require training and education, according to a brief released by the American Association of Community Colleges. That's where community colleges come in, offering credentials, degrees, and retraining for workforce development. Nearly half of undergraduates are in community colleges. In 2007, state and local return on investment in community colleges was 16.1% but historically they receive only 20% of state tax appropriations for higher education.

Food in the Classroom

Weave agriculture into curricula with help from the gorgeous Agriculture in the Classroom website. Helping students understand where food comes from, the site is for preK-12 teachers who can enliven classes from mathematics (bean counting!) to STEM. Click on the state program map to find out what's going on in your state.

Retail Clerks with College Degrees

The facts are grim, at least for now. In [Why Are Recent College Graduates Underemployed?](#) the authors write that 48 percent of employed college graduates are in jobs that require less than four-year college degrees, according to the Bureau of Labor Statistics. For example, 15% of taxi drivers and 15% of firefighters have college degrees. Rising college costs and the possible prospect of earning less may lead to more certification for certain occupations.

February 13, 2013

New From ECS

State Kindergarten Policies

ECS has launched a new [Kindergarten Database](#) that provides state policy information as of December 2012 on the 50 states and the District of Columbia, including: whether a Child Must Attend Kindergarten, Kindergarten Entrance Age, Compulsory School Age, Kindergarten Readiness Assessments, Curriculum, Minimum Required Days/Hours for Kindergarten, Kindergarten Standards - General Information and Teacher/Student Ratios.

What States Are Doing

Aligning High School and College in CTE

Nebraska has revamped its Career Technical Education (CTE) standards, aligned them with high school academic standards, and also aligned them with courses taught at the state's two- and four-year colleges so CTE students can earn college credits in high school. As a result, [according to the state's Department of Education](#), school districts can organize curriculum into sequences in six career fields: agriculture, food and natural resources; business, marketing, and management; communication and information systems; health sciences, human sciences, and education; and skilled technical sciences.

Office of Early Childhood

Streamlining programs previously housed in five state agencies, **Connecticut** Governor Dannel P. Malloy [established](#) an Office of Early Childhood (OEC). Four new positions will be created and 71 staff will move into the new office. The OEC builds on initiatives in 2012 that invested $9.8 million in early childhood and created a 1,000 new spots for early learners. "There are very few things government can do that are more important than ensuring our children develop reading and math skills early in life," said Lt. Gov. Nancy Wyman.

Rethinking Equity and Teaching for English Language Learners (RETELL)

[RETELL](#) is a **Massachusetts** initiative meant to close the achievement gap for English language learners with a massive professional development program for their teachers. Tens of thousands of Sheltered English Immersion (SEI) teachers and their supervisors will be required to complete updated SEI professional development that will enable them to make rigorous content accessible to English learners.

What School Is Like for Teachers

There's RETELL and then there's TELL-Teaching, Empowering, Leading, and Learning. Between February 6 and March 6, **Colorado** teachers will have the chance to go online and anonymously share their perceptions of school life: conditions in their schools; and issues of time, resources, community engagement, discipline, leadership, and professional development. Governor John Hickenlooper and Commissioner of Education Robert Hammond urged all school-based educators to participate in the survey.

Innovation High Schools

In **Missouri**, Governor Jay Nixon announced a $1.3 million grant program called Innovation High Schools in partnership with St. Louis Community College and local businesses. Students at several schools in the St. Louis area will earn college credit and get experience in advanced manufacturing, skilled trades, health sciences, and information technology before they graduate. The program is part of the Paths to Prosperity pilot run by Harvard University and Jobs for the Future.

Good Reads

College Dropouts Cost Their Schools $16.5 Billion

A first-time examination of the relationship between attrition and lost revenues, The Cost of College Attrition at Four-Year Colleges & Universities looks at 1,669 four-year public, private and for-profit colleges and universities. Each time a student leaves, school revenue from tuition is lost. Collectively, these institutions of higher learning lose close to $16.5 billion annually. Publicly assisted colleges and universities averaged $13,267,214. Surveyed students gave four reasons for leaving which accounted for 84% of attrition: the college doesn't care, poor service and treatment, the college isn't worth it, and schedule (not being able to find courses at times that fit their needs). All 1,669 institutions are listed with attrition rates and amounts of lost revenue. Caution! Study is 269 pages long. Readers should look online for the attrition rates of colleges that interest them.

Disconnected Youth

MDRC put out a series of briefs this month called "Looking Forward" to provide policymakers with memos that suggest ways to move forward on tough issues. Among them is Building Better Programs for Disconnected Youth which lays out the problem, lays out what's known now, then what the future might hold. In our 50 largest cities, the dropout rate is close to 50%. Youth unconnected to school or work are a diverse lot and no one program will help them connect, but there are several that have had promising results. A growing focus is on models that connect youth with postsecondary education and training.

School Improvement

Recognizing that the current "non-system" is not working well for Indian- First Nation-students, Canada is moving ahead with a proposed First Nation Education Act. In Developing a First Nation Education Act: Discussion Guide the authors argue that only such an act would provide a full range of support, stable and predictable funding, and accountability for First Nation students while still allowing for shared governance. The recommendations for developing a strong and accountable education system for First Nation schools may be considered relevant for struggling school districts in the United States.

Jean-Pierre Bellier, Claude Bisson-Vaivre, Jean-Louis Durpaire, Didier Jouault, Didier Vin-Datiche.
Observations sur les établissements et la vie scolaire en 2011-2012. Rapport IGEN, novembre 2012

Pour la quatrième année, le groupe Établissements et vie scolaire de l'Inspection générale de l'éducation nationale produit une synthèse des rapports de spécialité que les IA-IPRS EVS des trente académies lui ont adressés à l'issue de l'année scolaire 2011-2012. Six thèmes (accompagnement personnalisé, livret personnel de compétences, deux ans après, orientation, incidence des nouveaux enseignements sur les pratiques documentaires et la culture de l'information ; climat scolaire et nouvelles procédures disciplinaires) qui ont traversé le fonctionnement des établissements scolaires et mobilisés tous les acteurs, particulièrement les personnels de direction, les personnels d'éducation, les professeurs-documentalistes, les personnels d'orientation, y sont abordés. Ces sujets constituent les ingrédients constitutifs des politiques éducatives d'établissements dont le seul objectif est la réussite des élèves. En faisant l'état des lieux sur ces différentes questions, le rapport en dessine également les marges de progrès.

Marie DESPLECHIN, Jérôme BOUËT et Claire LAMBOLEY et al. Pour un accès de tous les jeunes à l'art et à la culture. Janvier 2013
Rapport présenté au nom de la consultation présidé Ce rapport présente les principaux enseignements de la consultation pour l'éducation artistique et culturelle : "pour un accès de tous les jeunes à l'art et à la culture". Il vise à dégager les principaux éléments permettant de lancer une nouvelle dynamique pour généraliser l'accès des jeunes à l'art et à la culture. Il nourrit l'élaboration de la loi d'orientation et de programmation sur l'école en proposant des éléments pour développer les synergies et la cohérence entre les temps scolaire et hors scolaire à travers le parcours d'éducation artistique et culturelle.

Alain HENRIET, Gilbert PIETRYK (Inspection générale de l'éducation nationale). Analyse de l'orientation et des poursuites d'études des lycéens à partir de la procédure APB, Octobre 2012
Ce rapport étudie le processus d'orientation des lycéens vers l'enseignement supérieur à partir de l'analyse de la procédure APB (admission post-bac) et du dispositif actuel d'accompagnement de l'orientation. Le protocole d'observation de la mission est fondé sur trois volets : l'analyse statistique des données d'APB, une observation de terrain dans cinq académies (Besançon, Créteil, Nantes, Paris et Toulouse) et l'audition des représentants au niveau national des différentes parties prenantes dans le processus d'orientation des lycéens.

Cathy PERRET et Julien BERTHAUD. Un nouveau dispositif d'accueil et d'accompagnement des étudiants entrants à l'université : les enseignants-référents, 2012
"Cet article présente les points de vue des différents acteurs d'un nouveau dispositif pour les étudiants de licence. Ce dispositif qui repose sur l'intervention "d'enseignants-référents" introduit de nouvelles dimensions au métier d'enseignant-chercheur. L'évaluation réalisée montre un décalage entre les perceptions positives des étudiants et celles plus mitigées des enseignants. Différentes questions quant à son intérêt pour tous les étudiants entrants à l'université sont également avancées, notamment au regard d'autres actions d'aide et de soutien pour les étudiants."

Alain BAUDRIT, Joël RICH . Leadership et climat scolaire. Recherches en éducation n° 15, Janvier 2013
Ce numéro propose des articles sur les modalités du leadership et les indices de variations de climat dans les établissements scolaires.

Repéré sur : halshs.archives-ouvertes.fr

Christelle Didier, Patrick Simonnin. Du rôle émancipatoire des césures dans la formation des ingénieurs. Forme d'éducation et processus d'émancipation, Rennes : France (2012)
La communication que nous présentons ici porte sur un " dispositif scolaire non académique ", c'est-à-dire une offre conçue par des directions d'écoles d'ingénieurs pour les étudiants futurs ingénieurs - appelés " élèves-ingénieurs " -, dont une des caractéristique est l'absence de contenu disciplinaire. Ce dispositif qui s'apparente aux stages, par sa dimension expérientielle et le cadre de sa réalisation situé comme pour les stages en dehors de l'école, s'en distingue néanmoins ne serait-ce que pas ses appellations et son statut. Le terme utilisé le plus souvent pour désigner ce dispositif est " césure ", mais d'autres noms sont également employés comme la " rupture " à l'Institut Supérieur d'Agriculture (ISA) de Lille ou l'" experiment " dans le groupe des Institut Catholique d'Arts et Métiers. Dans les écoles de commerce et le groupe des écoles centrales , c'est le terme de " césure " qui est employé. Notre question de recherche est : dans quelle mesure ces dispositifs contribuent à la formation humaine des étudiants

Christelle Didier, Patrick Simonnin. Gap Year in french engineering curricula. Annual Conference of the European Society for Engineering Education, Thessaloniki : Greece (2012)
This study began with a simple astonishing observation. In the very specific context of Engineering Education in France (mainly given in rather elitist "Grandes Écoles"), a new phenomenon is taking root at an ever-increasing rate, namely the "gap year", an educational device which is gaining exponential popularity among the students. This kind of implement, at the moment lacking in any real institutional regulation at a national level raises some practical, but also fundamental questions. Firstly, we will describe the general framework of our research: this will help to give some depth to this field of study. Then, we will present this new rising phenomenon in a broader context and will try to explain what it consists of and the different ways of evaluating it. The analysis of two exemplary case studies will enable the reader to apprehend the great variety of practices regrouped under the same label. We will finally conclude by suggesting some paths toward a further and deeper problematization.

Patrick Simonnin, Christelle Didier. Why and How Do They Chose to Become Engineers ?
Annual Conference of the European Society for Engineering Education, Lisbonne : Portugal (2011)
This paper presents the first results of a still on-going longitudinal and qualitative study with typical students in French "Engineering Schools". It tends to prove that a good half of these students, at the beginning of their studies, do not really know what kind of profession they would like to carry on. And nearly a third part of the others choose this course of study because they believe that it is a quite good training, which will allow them to take up the career they are longing for... this latter not being an engineer career! In order to throw some light on these results, we try to give some interpretations, taking into account the specificity of the French Higher Education.

Eric Auziol. La construction d'un test des préférences spontanées des enseignants et des formateurs. Outils pour la formation, l'éducation et la prévention : contributions de la psychologie et des sciences de l'éducation, Nantes : France (2010)

Cette étude a pour thème la construction d'une typologie des préférences pédagogiques des enseignants et des formateurs. Cette typologie sert de base à la réalisation d'un test utilisé en formation de formateurs. Nous présentons l'ensemble du processus de réalisation de ce test. Nous proposons ensuite une validation des travaux auprès d'une population de cadres de santé en formation dans une institution dépendant d'un hôpital public. À ce propos, deux démarches sont accomplies. La première vise à vérifier la stabilité des réponses de plusieurs opérateurs à diverses périodes. La deuxième démarche tend à valider les contenus propositionnels par une épreuve des juges.

Sophie Morlaix, Léopoldine Bauchet, Véronique Briet. Synthèse de l'évaluation de l'école d'été Talent Campus : 2-13 juillet 2012

TalentCampus est un projet présenté par le PRES Bourgogne Franche-Comté dans le cadre d'un appel d'offres du Ministère de la Recherche et de l'Enseignement Supérieur : "Initiatives d'Excellence en Formations Innovantes (IDEFI)". TalentCampus a été sélectionné parmi les cinq meilleures propositions sur une sélection de 37 projets. Il est ainsi doté d'un financement de l'Etat de 5,3 millions d'euros sur 8 ans. L'objectif attendu de TalentCampus est de repérer et développer des talents auprès des lycéens, étudiants, doctorants et salariés, en proposant des formations qui visent le développement des compétences transversales telles que le leadership, l'intelligence émotionnelle, la prise de décision, le travail en équipe, la prise de parole en public... L'expérimentation de l'Ecole d'Eté TalentCampus a réuni 23 apprenants du 2 au 13 juillet 2012. La majeure partie de la session s'est tenue à l'Esirem (Ecole d'ingénieurs) sur le Campus de l'Université de Bourgogne à Dijon, mais certains modules de formation ont eu lieu à Besançon. Les apprenants pour cette première école d'été de TalentCampus ont été cooptés par les membres du comité de pilotage ou se sont inscrits directement à partir d'une information diffusée sur le site internet des Universités de Bourgogne et de Franche-Comté. Leurs recrutement s'est fait lors de la deuxième quinzaine de juin. Au nombre de 23, leurs caractéristiques sont variées. Ils forment un groupe très hétérogène sur plusieurs points. La constitution du groupe répond en ce sens à l'un des objectifs fixés par le projet TalentCampus : celui de favoriser la diversité des apprenants. L'évaluation de cette première école d'été menée conjointement par l'IREDU et l'institut Jacotot fait ressortir un certain nombre de points positifs et de pistes d'amélioration.

Bruno Suchaut. Une simulation de l'évolution des salaires des enseignants de l'école primaire : du Monde de Martine au Monde de Sophie.

Ce texte a pour objectif d'apporter des éléments de réponse sur l'évolution des salaires des enseignants de l'école primaire en comparant la carrière des actuels professeurs des écoles à celle des instituteurs de la génération précédente. Sur la base de donnèes représentatives des deux catégories d'enseignants, la comparaison donne l'avantage à la situation salariale des instituteurs. Plusieurs facteurs peuvent expliquer cela : i) l'évolution défavorable du point d'indice depuis les années quatre vingt entraînant une perte de pouvoir d'achat, ii) la suppression des revenus additionnels des instituteurs par la perte de l'indemnité représentative de logement (ou la jouissance d'un logement de fonction), celle-ci constituant, tout au long de la période d'activité un apport financier non négligeable, iii) la forte sélectivité dans l'accès à la hors classe du corps des professeurs

des écoles et iv) un décalage important entre l'âge d'entrée dans le métier et l'âge de départ à la retraite. Tout cela conduit à des écarts de rémunérations très importants depuis la fin des études secondaires jusqu'à l'entrée dans le métier à l'avantage des instituteurs et à un niveau de rémunération assez proche entre les deux corps entre 25 et 50 ans. Il faut attendre la fin de carrière des professeurs des écoles, avec l'accès à la hors classe, pour que la revalorisation porte ses fruits. Le problème est que cet accès à la hors classe est actuellement très restreint.

Christelle Didier, Antoine Derouet. [The French higher education system's response to the call for a preparation for social responsibility](). International Workshop "Preparing for Social Responsibility. Teaching ethics, peace and sustainability to students in science and engineering, Delft : Pays-Bas (2010)
The French higher education system's response to the call for a preparation for social responsibility
The question preceding the response is somewhat ambiguous. The title suggests that there would be a 'call' to the engineering education that they prepare students for social responsibility. But one question one could ask is: where does this call come from? Another could be: does such a 'call' exist at all in France? This may appear a rather provocative statement, but it is not so far from reality. Indeed, some institutions seem to appeal to the engineers' sense of social responsibility: like the Conseil national des ingénieurs et scientifiques de France (CNISF), which represents the engineering profession, through its code of ethics; or the Commission des titres d'ingénieurs (CTI), the regulatory body of the curriculum, through its guidelines; or the trade unions CFDT, which have sought to define what the teaching goal could be of an engineering education that takes into account the question of social responsibility. But, this call is hardly audible: the CNISF code of ethics has no procedures in place for reinforcing its ethical code, and the great majority of French engineers are not aware of its existence; the CTI's guidelines do not have the power to make specific changes to a program, but only to put forward recommendations; and the CFDT document was conceived as a tool for reflection, and did not lead to anything concrete. Nevertheless, proposals do exist in engineering education to broaden the students' scope, and give them a better understanding of the relationship between technology and society. Courses in literature, philosophy, law and economics have been introduced since the XIXth century. But, on the one hand, there has been much discourse on the subject of engineers' social responsibility, and on the other hand, there has been teaching that contributes towards a greater social understanding by students. But the relationship between the discourses and the teaching practice is tenuous. It is therefore difficult to talk about "the response to a call". But, as proposals have existed and changed throughout history, this paper will try to explain their evolution in the time. In the first section: we will describe the socio-historic context of engineering education in France (1); present some characteristics of the French education system (a); and explain the difficulty of setting up an overview of the teaching of social responsibility because the concept is extremely broad (b). In the second section: we will show that the question of enhancing social responsibility is an old one, although institutions like CNISF or CTI have only stressed it fairly recently; and will explain three aspects of the response's evolution. The first aspect, ideological, is an analysis of the evolution of the terms used in the debate on social responsibility over the last century. The second aspect, institutional, will focus on the formalization of the first courses and complementary programmes outside the curriculum which will later on be integrated into the curriculum and which will contribute in some schools to the creation of dedicated teaching departments. The third aspect, structural, will focus on the way in which engineering education has created various organizations bringing together schools with common interests, a central question

being fist the broad field of non-technical education and more recently the focus on humanities and social responsibility.

Simon Carolan, Morgan Magnin, Christine Evain, Guillaume Moreau, Francisco Chinesta. Developing models for enhanced learning in engineering. 6th Centrale Beihang Workshop, Lille : France (2012)

Over the past few years, augmented or enhanced learning has emerged as a way of improving learning processes by adapting the learning experience to the heterogeneous profiles of contemporary students (Goodman 2001). Within this environment, technological advances are allowing these students to develop their knowledge and understanding through situation-based learning (Blumenfeld, 1991). As a research team, we are keen to harness the full potential of these evolutions in order to produce a learning environment that is adapted to the engineer in the 21st century. In order to achieve this, we are implementing the ground breaking work that is being undertaken in the institution's laboratories into innovative teaching supports that are enabling the students to interact with the material both within the classes and beyond (Laurillard 2009). The development of enriched teaching supports is a part of a wider movement within the Ecole Centrale de Nantes that seeks to develop the role of ICT in Education. Within the scope of this communication, we will focus on two particular innovations that are proving to be promising avenues for exploration with our pedagogical project. The first of these evolutions is the eZoomBook concept that recently emerged from cross-laboratory cooperation at the Ecole Centrale de Nantes. eZoomBook (currently undergoing a patenting and valorisation process) is an electronic book that is presented in multiple formats ranging from the complete version of a document to different abridged versions. Each version corresponds to a given reading time and level of difficulty. The reader is effectively free to navigate between the different levels and can therefore personalize the content in function of their interest and ability. The second of these evolutions is the integration of simulators within these multi-scale documents. These simulators allow students to reproduce scientific phenomena in a portable fashion. Students are able to interact with the data, allowing them to see the resulting scenarios that arise when they modify the different variables for many given data sets. In this paper, we will show how this enhances both the students' understanding and motivation. These interactive supports are being integrated into existing ePub technology ensuring that they can be consulted both online and offline and are readable on desktop computers in addition to the majority of tablets and smartphones. This was considered to be essential when undertaking this work as we move towards the democratization of higher education. Whilst these learning supports can be considered as breaking away from praesential models, we prefer to consider them as evolutions within the learning environment that reflect the legacy of more traditional pedagogical practices. To ensure this continuity, the supports are being developed within the different teaching departments of the institution involving close collaboration with the different pedagogical teams. In addition, the development team is considering the anthropological, psychological and sociological impact of these novel forms of human-machine interaction, ensuring the long-term viability of this venture. Blumenfeld, P. C., et al. Motivating Project-Based Learning: Sustaining the Doing, Supporting the Learning. Educational Psychologist, vol. 26, issue 3-4, Routledge. New York : 1991. Laurillard, D. et al. Implementing Technology-Enhanced Learning. Technology-Enhanced Learning, 2009, Part 5, 289-306, Springer. Houten : 2009. Goodman, P. S., (Ed.). Technology Enhanced Learning: Opportunities for Change, Taylor & Francis, Routledge. New York : 2001.

Claire Bonnard, Jean-François Giret, Marielle Lambert-Le Mener. School aspirations, cognitive skills and wage expectations of French Undergraduates. Second Lisbon Research Workshop on Economics, Statistics and Econometrics of Education, Lisbonne : Portugal (2013)

This paper aims to study the earnings expectations of first-year students at a French university and to compare them with the observed earnings of young people in the labour market for that same year. Our findings highlight the importance of the environment in which students make their choices about education. Expected earnings are proportionally higher when their parents seem to be involved in the careers guidance, even controlling for the effect of parental socio-economic status. The positive opinion of parents about the orientation or the connection between the discipline and the father's occupation are generally associated with higher earnings. In addition, our results show a strong impact of cognitive variables which are far more significant than variables relating to past educational performances.

Mahdi Barouni, Stijn Broecke. Graduate employment and the returns to higher education in Africa. Second Lisbon Research Workshop on Economics, Statistics and Econometrics of Education, Lisbonne : Portugal (2013)

In this paper, we estimate the return to higher education for 12 African countries using recent data and a variety of methods. Importantly, one of our methods adjusts for the effect of higher education on the rate of joblessness, which is substantial in most African countries, and particularly for women. Our results confirm that Mincerian coefficients cannot be interpreted as a true rate of return, and that the latter (even after taking into account the employment effect) is considerably lower than what has previously been suggested in the literature (less than half). For Sub-Saharan Africa, we also uncover an interesting relationship between a country's level of education and the return to higher education: contrary to expectations, we find that in countries where a high proportion of the working age population is educated to tertiary level, the return to higher education is highest.

Aline Branche-Seigeot. Labor market participation, employability and and basic skills: the French case. Second Lisbon Research Workshop on Economics, Statistics and Econometrics of Education, Lisbonne : Portugal (2013)

The development of Information and Communication Technologies (ICT) and the important technological but also organizational innovations during the last decades have transformed the labor market and the jobs nature. One major consequence of this on employment has been the gradual rise in qualifications' structure sought and demanded by employers. However, the expansion of higher education contributed to depreciate diplomas proportionately more widespread in the labor market due to a greater skills' heterogeneity of their owners. Since high basic skills levels protect against unemployment, they are also essential to understand the individuals' allocation to a particular labor market position (employment, unemployment or inactivity). What is their role for : - dropouts, poorly signalled by their diploma level ? - old workers, who have a risk of cognitive skills depreciation ? - migrant people, often victims of discrimination ? - people living in critical urban areas (called ZUS in French), who have less social capital ?

Géraldine Rix-Lièvre, Pascal Lièvre. Towards a codification of practical knowledge. Knowledge Management Research and Practice, 6, 2008, 225-232

As practical knowledge seems to have a central place in organisational issues, we focus on possibilities to study and formalize it. From an unusual theoretical perspective, we view practical

knowledge as embodied knowing which only is only manifest through action in a particular situation. Although this knowledge is largely implicit, we try to make what is 'articulable' explicit. After highlighting the stakes involved in the codification of practices, we review the ontological and epistemological assumptions underlying the method developed. It is founded on participant observation, a video recording of a situated subjective perspective and an ex post interview using this perspective to aid an actor to make part of his/her practical knowledge explicit. We present its implementation within research on polar expeditions in order to understand how an experienced actor deals with risks. In conclusion, we point out (1) the importance of this kind of data in knowledge management, (2) some lines of further research.

Elke Nissen. Accompagnement dans une formation à distance et dans une formation hybride: Analyse de pratiques. Dispositifs médiatisés en langues et évolutions professionnelles pour l'accompagnement-tutorat, Université Lille 3 (Ed.) (2009) 191-210
L'apparition de formations en ligne a, tout comme auparavant l'apparition de dispositifs autonomisants dans des centres de ressources, conduit les chercheurs à s'interroger sur le changement de paradigme entre un enseignant en cours " classique " présentiel et le tuteur en ligne (par exemple, Bellier 2001 : 33 ; Charlier et al., 1999 ; Daele & Docq, 2002). Au moment où les formations hybrides deviennent de plus en plus nombreuses, cet article s'interroge sur la différence, cette fois, entre l'accompagnement dans une formation à distance et une formation hybride en langues. La comparaison se base pour une partie sur la perception de la tutrice/conceptrice de deux dispositifs ; pour l'autre partie, la comparaison est objectivée par l'appui sur une description des composantes des dispositifs de formation en question, ainsi que sur l'avis des apprenants, exprimés à travers des questionnaires en fin de formation ou dans un carnet de bord.

Arielle Compeyron, Jacques Baille, Emilie Fruchard. La diversité des élèves ingénieurs de l'INSA de Lyon
Le recrutement des élèves ingénieurs est au cœur d'un double enjeu de maîtrise technique des savoirs et de souveraineté de la société dans son ensemble sur les choix scientifiques de demain. La diversité des recrues pourrait être un moyen de maintenir une perméabilité entre la sphère de la maîtrise scientifique et technique et celle de la pratique sociale. La question de la diversité des élèves ingénieurs renvoie alors à celle de la finalité de la science et de ses applications et aux modalités par lesquelles le monde social en assure le contrôle. Dans l'observation statistique des origines socioprofessionnelles et de genre des élèves de l'INSA-Lyon, de leur représentativité par rapport à la population française, sont interrogées ici aussi les conditions qui définissent un bon ingénieur, dans le sens de sa responsabilité civile et sociale. Une absence de diversité dans la fonction engendre des impératifs plus forts dans le recrutement ou la formation. A partir d'un milieu homogène et peu ouvert, quelles perspectives existe-t-il pour assurer la capacité d'une vision systémique et altruiste incluant un intérêt pour les conséquences humaines, sociales et environnementales durables des décisions ? Renouer avec l'Humanisme, privilégier la culture dans sa diversité et l'éthique chez les futurs ingénieurs semble une voie nécessaire pour inscrire l'exercice du métier au service de l'intérêt collectif et lui conserver une légitimité dans la mise en œuvre des choix techniques qui conditionnent l'avenir des sociétés.

Arielle Compeyron. Origines socio-professionnelles des élèves de l'INP Grenoble. (28/05/2010)
Observons comment les inégalités sociales à l'école en termes de taux de réussite peuvent entraîner d'importantes injustices dans l'accès à une carrière d'ingénieur. Nous avons mené une recherche au sein des différentes écoles composant le groupe Grenoble Institut National Polytechnique qui recrute chaque année plus d'un millier d'élèves. A travers ces données, nous pouvons voir comment la réussite à l'entrée en école d'ingénieur est liée aux catégories professionnelles des parents. Nous avons développé un indicateur afin de mesurer la représentation sociale dans ces écoles tout en prenant en compte la structure des activités au sein de la population nationale. Nous avons aussi dessiné, lorsque nous avons retrouvé les données dans les archives, les évolutions depuis les années 1950. Aujourd'hui, le ratio de représentation relative des enfants de cadres et professions intellectuelles supérieures par rapport aux enfants d'ouvriers a cru à un niveau de 20. Nous nous sommes principalement reportés aux théories de la reproduction et à la théorie de la justice pour souligner les enjeux sociaux que cela représente. Nous souhaitions identifier où résident exactement les injustices : dans le phénomène de reproduction ou dans l'absence d'égalité des opportunités. Comment alors sélectionner d'excellents étudiants avec des origines différentes et représentatives de la diversité sociale ?

Arielle Compeyron. Inequalities concerning access to engineering schools. (06/05/2010)
We would like to show how inequalities at school in terms of success rate may entail significant social injustices concerning the access to a career in engineering. We have carried out research in two major engineering schools, in the Rhône-Alpes region in France, that each recruit more than a thousand students per year. These are the National Institute of Applied Sciences in Lyon (INSA) and the various schools composing the Grenoble National Polytechnic Institute (GINP). Through these data we can see how success at engineering school is linked to the parents' occupation. We have developed indicators to measure social representation in these schools so as to take into account the national occupational structure of the population. We have also studied some of the developments since the 1950s, when data are available. Today, the relative representation ratio between children of executives and higher intellectual professions and children of workers has increased to more than 20. We have especially referred to the theory of reproduction and to the theory of justice to highlight the social drawbacks which this entailed. We wanted to know where injustice lies: in the reproduction phenomenon or in the lack of equal opportunity. How to select excellent students with different and representative origins ? We have tried to find explanations for this phenomenon, engineering schools can focus on creating policy in order to reform such a trend, thanks to: tutoring in secondary education, special recruiting, individual support, awards, and incentive information toward the less advantaged students ...

Jean Frayssinhes. Les pratiques d'apprentissage des adultes en FOAD : effet des styles et de l'auto-apprentissage. Séminaire MARSOUIN : Les pratiques d'apprentissage des adultes en FOAD : effet des styles et de l'auto-apprentissage, Brest : France (2012)
La formation en ligne est une alternative à la formation présentielle. Centrée sur l'apprenant, la FOAD offre : liberté d'accès, souplesse et flexibilité, rythmes adaptés à chaque apprenant. Nous avons coutume de lire et d'entendre que le taux d'abandon et le taux d'échec des apprenants dans un dispositif de FOAD est supérieur à celui observé dans la formation présentielle . Ces défections peuvent être la résultante de divers facteurs dont: la stratégie d'apprentissage, ou le manque d'autonomie de l'apprenant. Pour passer d'un système fondé sur la transmission du savoir

(présentiel) à un système fondé sur l'appropriation et la création de connaissances (FOAD), il faut consentir des efforts particuliers, aussi, notre objectif est de découvrir : comment s'y prennent ceux qui vont jusqu'au bout et réussissent leur formation ? Nous nous appuyons sur notre thèse de doctorat, dont les résultats donnent des indications quant aux profils des participants adultes qui ont réussi leur formation dans un dispositif de FOAD.

Jean Frayssinhes. Réussir son apprentissage en FOAD: poids de l'intuition. E-learning: apprentissage intuitif, Lyon : France (2012)
(29/06/2012)
Réussir une formation en ligne n'est pas chose aisée. La difficulté d'apprentissage tient au fait que l'on ne lit pas un texte sur un écran d'ordinateur comme nous le ferions sur un support papier, ce qui explique le pourcentage d'abandon ou d'échec enregistré. Si nous maitrisons la lecture de l'écriture manuscrite ou typographique dans ses aspects les plus traditionnels (en classe présentielle), nous devons encore apprendre à domestiquer le cyber-apprentissage dans ses aspects distanciels. L'intuition fait parti des compétences et habiletés intrinsèques de ceux qui ont réussi à suivre avec succès une formation ouverte et à distance. Ce texte reprend en parti une conférence internationale donnée à Lyon le 29 Juin 2012 aux journées du E-learning.

Jérôme Eneau, Stephane Simonian. Construire la confiance pour construire les savoirs : apprendre ensemble, en ligne, sans se connaître. Revue Education Formation, n°e-290 (2009) 41-53
Sans même vous connaître, quelqu'un sur un forum vous adresse la parole, vous demande votre avis, vous transmet quelque chose ... Pourquoi à vous plutôt qu'à quelqu'un d'autre ? Et pourquoi accorder votre intérêt à cette personne en particulier ? Comment cette forme banale d'interaction, rapportée aux échanges dans le cadre de relations pédagogiques à distance, vous permettra-t-elle, ensemble, de construire des savoirs ? Ces questions nous rappellent que peu de connaissances peuvent être acquises sans l'aide d'autrui, sans la médiation d'institutions sociales ou de technologies inventées et maîtrisées par d'autres que soi, et que l'acte de communication, entendu comme engagement dans une interaction, permet alors d'établir un environnement cognitif partagé. En épistémologie sociale, ces questions rappellent aussi l'importance du statut de la crédibilité de la communication et de la fiabilité du témoignage comme véhicules de connaissance, soulignant ainsi la place centrale du concept de confiance dans les échanges. Notre recherche, à partir de l'étude des interactions sur un Campus Numérique en Sciences de l'Education, tout au long d'une année, s'intéresse à voir comment cette confiance, établie à distance, peut constituer ou non une variable explicative des interactions sociales, de la construction des connaissances et plus largement des modèles pédagogiques applicables aux technologies de l'éducation.

Jacques Audran, Stephane Simonian. Etudier les communautés d'apprenants. Revue Education et Formation, n°e-290 (2009) 7-18
Pour introduire le numéro spécial de la revue Education et Formation consacré à "la distance qui nous rassemble", nous proposons avec Jacques Audran de faire un bref état des problématiques méthodologiques. Société de texte à l'origine, l'Internet est progressivement devenu un support de communication quasi planétaire. Dans le même temps, les recherches en technologies éducatives, en évoluant vers la prise en compte des interactions médiatisées qu'elles soient asynchrones ou synchrones, se sont intéressées aux apprentissages collaboratifs et aux communautés d'apprenants. L'étude des interactions sur les forums asynchrones occupe une place importante dans cet axe

thématique et suppose de mettre en oeuvre une approche méthodologique rigoureuse. Dans cet article introductif, nous tentons de distinguer les facettes les plus importantes de cette méthodologie en dégageant quatre registres essentiels (registres d'exploration, de repérage formel, d'approfondissement et de consolidation) avant de présenter chacun des sept textes de ce numéro spécial consacré aux phénomènes de socialisation observables sur les forums en ligne dans les communautés d'apprenants

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NAU Xavier. Avant-projet de loi d'orientation et de programmation pour la refondation de l'école de la République. Paris : Conseil économique, social et environnemental, janvier 2013
Le CESE estime que les grands objectifs de l'avant-projet de loi correspondent à ce qu'il recommandait dans son avis sur « Les inégalités à l'école » notamment la forte priorité au premier degré et la formation initiale des enseignants. Le CESE préconise d'affirmer le rôle des parents et de développer une véritable formation continue des enseignants, ainsi que la diffusion des innovations pédagogiques les plus performantes. Enfin, le CESE insiste sur l'implication des acteurs du système éducatif et l'importance d'une publication rapide de l'ensemble des textes réglementaires.

Matt Dickson, Paul Gregg, Harriet Robinson. Early, Late or Never? When Does Parental Education Impact Child Outcomes? IZA, 01/2013
Ce rapport présente les possibles effets intergénérationnels de l'éducation des parents sur les résultats scolaires de leurs enfants.

Jean Donnay (dir;) ; Catherine Canivet, Catherine Cuche, Véronique Jans, Catherine Lecocq & Anne-Françoise Lombart. Pourquoi certains élèves décrochent-ils au secondaire alors qu'ils ont bien réussi dans l'enseignement primaire ? Comprendre les processus et les mécanismes des différentes formes de décrochages scolaires et construire des solutions avec les acteurs. Communauté française de Belgique, août 2007
Cette recherche-action qualitative vise à mieux comprendre les processus et mécanismes des différentes formes de décrochages au moment de leur passage dans l'enseignement secondaire pour des élèves qui ont bien réussi dans l'enseignement primaire. Elle s'est déroulée sur 2 ans.
La première année de recherche a permis une analyse des représentations du décrochage scolaire chez les enseignants, directeurs, éducateurs et agents CPMS des écoles qui ont participé à la recherche.
Les récits de vie des élèves identifiés par leurs enseignants comme décrocheurs potentiels et les entretiens réalisés auprès des parents sur le parcours scolaire de leur enfant ont permis de mettre en évidence différents besoins et pistes d'action qui permettraient de prévenir ce processus.
Le rapport final 2006 (pdf, 70 p.) détaille ainsi le protocole de recherche et analyse les processus et les causes du décrochage.
Celui de 2007 (pdf, 96 p.) analyse les actions de prévention du décrochage et propose deux instruments permettant d'en anticiper les manifestations.
Deux articles de synthèse sont également disponibles.

Mihály Fazekas, Simon Field. A Skills beyond School Review of Switzerland. Paris : OCDE, janvier 2013
L'enseignement et la formation professionnelle à un niveau post-secondaire connaît des changements importants depuis quelques années.
Quels types de formation sont susceptibles de répondre aux besoins du marché ? Comment ces formations peuvent-elles être financées ? Quels liens établir avec l'enseignement supérieur non professionnel ? Comment les représentants des milieux socio-économiques, entreprises et syndicats, peuvent-ils être associés à la démarche ?
Ce rapport dresse un état des lieux de l'EFP post-secondaire en Suisse, dans le cadre d'un examen thématique de l'OCDE sur "Skills beyond School".

Simon Field, José-Luis Álvarez-Galván, Fabrice Hénard, Viktória Kis, Malgorzata Kuczera, Pauline Musset. A Skills beyond School Review of Denmark. Paris : OCDE, septembre 2012
L'enseignement et la formation professionnelle à un niveau post-secondaire connaît des changements importants depuis quelques années.
Quels types de formation sont susceptibles de répondre aux besoins du marché ? Comment ces formations peuvent-elles être financées ? Quels liens établir avec l'enseignement supérieur non professionnel ? Comment les représentants des milieux socio-économiques, entreprises et syndicats, peuvent-ils être associés à la démarche ?
Ce rapport dresse un état des lieux de l'EFP post-secondaire au Danemark, dans le cadre d'un examen thématique de l'OCDE sur "Skills beyond School".

Frans van Vught & Frank Ziegele (dir.). Design and Testing the Feasibility of a Multidimensional Global University Ranking. Commission européenne, 08/2011
U-Multirank propose une méthodologie multidimensionnelle permettant de mesurer l'excellence des établissements d'enseignement supérieur en Europe.
L'idée d'un classement européen des universités, qui constituerait une véritable alternative aux très célèbres classements de Shangaï et du Times Higher Education, a été lancée en 2008, lors d'une conférence organisée sous la Présidence française.
La Commission européenne a alors fait réaliser cette étude de faisabilité par un groupement d'organisations de l'enseignement supérieur et de la recherche connu sous le nom de CHERPA (Consortium for Higher Education and Research Performance Assessment).
Cette étude, menée à bien en 2011, repose sur une collaboration avec 150 établissements d'enseignement supérieur d'Europe et du reste du monde ; elle confirme que le concept comme la réalisation d'un classement multidimensionnel sont bien réalistes. Des instruments d'enquête en ligne sont proposés aux fins de la collecte des données nécessaires. Une attention particulière est portée aux classements nationaux déjà en place pour éviter toute redondance dans les informations demandées aux universités.
Le lancement de la première enquête est prévue pour début 2013.

Elizabeth Colucci, Howard Davies, Jonna Korhonen, Michael Gaebel. Mobility: Closing the gap between policy and practice. European University Association, 08/2012
Ce rapport rend compte des résultats du projet européen MAUNIMO (Mapping University Mobility of Staff and Students).

Son objectif est de fournir aux établissements d'enseignement supérieur des éléments d'appréciation de leurs stratégies en matière de mobilité des étudiants et des personnels et de les encourager, in fine, à construire leurs propres outils de mesure à l'aide d'une matrice spécialement conçue.

Subdirección General de Estadística y Estudios del Ministerio de Educación, Cultura y Deporte. Las cifras de la educación en España. Curso 2010-2011 (Edición 2013). Ministerio de Educación, Cultura y Deporte, 01/2013
Cette publication de synthèse annuelle est réalisée par le Département général des statistiques et des études du ministère espagnol de l'Éducation, de la Culture et des Sports et donne un aperçu de la situation de l'éducation espagnole, grâce à des données pertinentes et des indicateurs provenant de différentes sources et correspondant à l'année scolaire 2010-2011.

Pamela Morris, et al. Using Classroom Management to improve Preschoolers' social and emotional skills. MDRC, 01/2013
Ce rapport américain de MRDC présente les résultats définitifs de la Foundations of Learning Demonstration, de l'évaluation d'un programme de formation d'enseignants du préscolaire, afin qu'ils puissent mieux gérer le comportement des enfants et promouvoir un environnement de classe plus positive d'apprentissage.

Grade Expectations How Marks and Education Policies Shape Students' Ambitions. Paris : OCDE, 01/2013
Alors que les inscriptions dans un cycle d'enseignement supérieur ont beaucoup augmenté depuis 10 ans, il reste toujours une grande partie d'élèves qui restent "sur le carreau". Selon les experts OCDE, promouvoir les études au delà du secondaire est une bonne idée à condition que les cursus proposés correspondent vraiment aux attentes et besoins des jeunes. Cette étude montre comment les notes reçues dan le secondaire façonnent les ambitions des élèvent, en positif ou négatif, et les influencent grandement dans le choix de la poursuite d'étude ou non.

CARROT-QUENTIN Isabelle. Fonctionnements et trajectoires des réseaux en ligne d'enseignants. Thèse en sciences de l'éducation, soutenue en 2012, sous la dir. de Eric BRUILLARD (ENS Cachan - École normale supérieure)
« En France, de nombreux enseignants sont impliqués dans des réseaux professionnels en ligne pour échanger, concevoir collectivement ou partager des ressources pédagogiques. Cette thèse a pour objectif d'apporter une meilleure compréhension des modes de fonctionnement interne de ces réseaux. Parce que ce sont des organisations complexes et en mutation permanente, nous avons observé de façon participante 6 réseaux différents sur des périodes longues variant de 6 à 36 mois. Nous avons également procédé à des analyses ciblées concernant certains aspects spécifiques tels que la construction des identités numériques des membres (1 495 profils analysés) ou les stratégies conversationnelles mises en œuvre par les locuteurs (3 324 échanges). Nous avons recueilli les opinions des personnes responsables des réseaux et des membres impliqués (N= 28) et analysé les réponses de trois enquêtes en ligne (N=111). Cette thèse infirme l'idée d'une collaboration systématique dans les réseaux en ligne d'enseignants. Les résultats montrent que la nature des règles de fonctionnement est essentielle pour expliquer ce que produisent les enseignants dans leurs réseaux. Dans certains réseaux, fonctionnant avec des règles souples, les enseignants mutualisent des collections de ressources individuelles. Ces réseaux se développent en fonction des stratégies

personnelles de leurs membres et sont souvent peu pérennes. Dans d'autres, des enseignants acceptent de se plier à des règles contraignantes pour produire collectivement des ressources en conformité avec les valeurs qu'ils partagent et qu'ils souhaitent diffuser. Cette thèse permet d'envisager des perspectives d'étude sur la conception et le partage de ressources pédagogiques. Elle peut également aider à la création et au développement des réseaux d'enseignants. Sur le champ de la prospective, elle offre des pistes de discussion sur la place que pourrait occuper les réseaux d'enseignants dans les systemes éducatifs, dans le futur. »

MAILLET Evald. Réfléchir la culture des écrans à l'école : Contribution à une compréhension renouvelée de l'éducation à l'image en milieu scolaire. Thèse en sciences de l'éducation, soutenue en 2012, sous la dir. de Alain KERLAN (Université Lumière - Lyon II)
 « Nous proposons de circonscrire le problème majeur de l'école avec ce monde « d'images » qui est aujourd'hui celui des enfants et des adolescents. Pour ce faire, nous effectuons tout d'abord une lecture de quatre textes publiés durant ces trente dernières années : Imaginaire et pédagogie (1983), L'hypothèse cinéma (2002), La télévision buissonnière (1995), La téléculture (2005). Ces commentaires exemplaires de la relation école / image permettent de poser le problème en termes de culture problématique, que nous qualifions de culture des écrans. Nous constituons alors un cadre théorique pour décrire cette culture. Ce cadre composite emprunte lui aussi à des contributions récentes, en médiologie (R. Debray), organologie politique (B. Stiegler), philosophie des images (J-J. Wunenburger) et philosophie politique (J. Rancière). Dans une seconde partie, la culture des écrans se dévoile comme un couplage corrompu entre la sphère technique et la sphère politique. Techniquement, l'image de consommation courante véhicule des gestes et habitudes intellectuels en rupture avec ceux que l'école s'efforce de transmettre (nous parlons par exemple d'un regard impatient). Mais c'est politiquement que ces gestes deviennent à proprement parler problématiques, dès lors qu'ils se trouvent inféodés à un certain mode d'être ensemble, de circulation du pouvoir et d'émergence des buts collectifs à atteindre. Nous décrivons alors une économie politique des visibilités, indissociablement marchande et libidinale, comme étant le problème majeur de l'école avec l'image d'aujourd'hui. Dans une troisième partie (second volume), cette proposition théorique nous permet de scruter les affleurements de la culture écranique dans des classes d'école primaire. Nous observons les images qui peuplent le quotidien des élèves ainsi que les « petits arrangements » des professeurs et de l'institution avec ce nouvel ordre sensible. Au final, nous nous efforçons de montrer l'impact de cette culture sur l'éducation politique in vivo. Nous concluons quant à la nécessité d'une nouvelle compréhension de l'éducation à l'image comme éducation politique transdisciplinaire fondée sur une techno esthétique émancipatrice. »

BOISSICAT Natacha. Le biais d'évaluation de sa compétence scolaire chez des enfants du primaire : ses liens avec la comparaison sociale, sa stabilité et sa valeur adaptative aux plans psychologique et scolaire. Thèse en sciences de l'éducation, soutenue le 9 décembre 2011, sous la dir. de Pascal PANSU & Thérèse BOUFFARD (Université Pierre Mendès France - Grenoble II)
« Ce travail de thèse traite du caractère plus ou moins irréaliste des perceptions que l'élève a de ses compétences scolaires ou de ce qu'il est convenu d'appeler aujourd'hui le biais d'évaluation de sa compétence scolaire. Deux objectifs principaux structurent ce travail. Le premier vise à vérifier si le type de comparaison sociale auquel l'élève se livre est lié au développement d'un biais négatif d'évaluation de sa compétence scolaire. Pour ce faire, nous avons réalisé 6 études auprès d'élèves francophones de primaire scolarisés en France et au Québec. Dans la lignée des travaux de Buunk et

Ybema (1997) et de Buunk et al. (2005), nous avons d'abord testé l'hypothèse selon laquelle les élèves pouvaient interpréter positivement et négativement les comparaisons sociales en classe indépendamment de leur direction. Fort de ces éléments, nous avons vérifié ensuite que l'interprétation positive de la comparaison sociale (identification ascendante et différenciation descendante) est liée positivement au biais d'évaluation de sa compétence alors que l'interprétation négative (identification descendante et différenciation ascendante) lui est négativement reliée. Enfin, une mesure plus fine de la comparaison sociale en classe nous a permis d'explorer si le type de comparaison choisie par l'élève impliquait des effets d'assimilation ou de contraste sur leur biais d'évaluation, selon que l'élève s'identifiait plus ou moins fortement à son camarade de comparaison. Les six études menées dans cette première partie apportent globalement un soutien empirique à nos hypothèses. Le second objectif s'est attaché à étudier l'évolution de ce biais au fil du temps et à vérifier si ces modes d'évolution pouvaient être liés au bien-être psychologique du sujet à moyen terme. Dans cette optique, nous avons conduit des analyses de trajectoires pour décrire l'évolution du phénomène au fil du temps (Nagin, 2005). Cette méthode nous a permis de distinguer des patrons d'évolution distincts mettant en lumière le caractère plus ou moins stable du phénomène. Enfin, la mise en relation de ces trajectoires avec des indicateurs de bien-être et de fonctionnement scolaire révèle que sous-estimer ses compétences constitue un risque d'adaptation psychosociale et scolaire pour les élèves. »

KEWARA Punwalai. Enseignement-apprentissage d'une discipline linguistique et non-linguistique à l'école primaire : analyse de l'action conjointe professeurs-élèves dans des classes primaires bilingues en Thaïlande. Thèse en sciences de l'éducation, soutenue le 4 décembre 2012, sous la dir. de Gérard SENSEVY & Brigitte GRUSON (Université Rennes II - Haute Bretagne)

« Notre thèse vise à étudier et caractériser les situations didactiques mises en œuvre pour l'enseignement de l'anglais, une discipline linguistique, et des sciences, une discipline non-linguistique, dans des classes primaires bilingues en Thaïlande. Pour ce faire, nous étudions l'action conjointe de trois professeurs étrangers et d'une professeure thaïlandaise et de leurs élèves dans deux classes bilingues de Grade 6 (6ème). Les analyses des situations décrites dans notre thèse s'appuient sur des transcriptions extraites de trois séquences, soit trente cinq séances filmées dans les deux classes observées. Pour mener ces analyses, nous nous appuyons sur un cadre théorique qui s'articule autour de notions empruntées à la Théorie de l'Action conjointe en Didactique et à la didactique des langues étrangères. Dans nos analyses de la pratique effective, nous étudions les séquences mises en œuvre par les quatre professeurs à différents niveaux de grain d'analyse. Pour l'analyse à grain fin, nous avons retenu des situations semblables dans les deux classes afin de pouvoir établir des constats croisés sur les différences et similarités entre ces situations. A ce niveau de nos analyses, nous étudions plus particulièrement la façon dont les jeux d'apprentissage et l'équilibration contrat-milieu sont mis en œuvre afin de permettre la construction du savoir en jeu par les élèves. A la fin de notre thèse, nous exposons les points communs et différences entre les professeurs étudiés et émettons des propositions pour l'enseignement d'une langue étrangère et l'enseignement de matières par l'intégration d'une langue étrangère et pour la formation des professeurs thaïs et étrangers »

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[L'enseignement professionnel victime de l'académisme à la française](#)

[Les inégalités de salaires hommes-femmes : état des lieux](#)

[L'état des lieux des inégalités de salaires en France](#)

[Les pratiques culturelles selon les catégories sociales et les revenus](#)

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Judith K. Hellerstein, Mark J. Kutzbach, David Neumark. [Do Labor Market Networks Have An Important Spatial Dimension](#) ? NBER Working Paper, No. 18763, February 2013

We test for evidence of spatial, residence-based labor market networks. Turnover is lower for workers more connected to their neighbors generally and more connected to neighbors of the same race or ethnic group. Both results are consistent with networks producing better job matches, while the latter could also reflect preferences for working with neighbors of the same race or ethnicity. For earnings, we find a robust positive effect of the overall residence-based network measure, whereas we usually find a negative effect of the same-group measure, suggesting that the overall network measure reflects productivity-enhancing positive network effects, while the same-group measure may capture a non-wage amenity.

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[Threat of Grade Retention, Remedial Education and Student Achievement: Evidence from Upper Secondary Schools in Italy](#)
Battistin, Erich (University of Padova) ; Schizzerotto, Antonio (IRVAPP)

We use a reform that was recently implemented in Italy to investigate the effects on academic achievement of more stringent requirements for the admission to the next grade at upper secondary school. We study how such effects are mediated by changes in family and school inputs, and in the student commitment to learn all school subjects including those usually considered as marginal components of the curriculum. Geographical discontinuities in the implementation of the reform allow us to set out the comparison of similar students undergoing alternative progression rules, and to shed light on whether, and to what extent, the reform has worked as a tool to improve short-term achievement gains. We document differential effects across curricular tracks, picturing at best – depending on the data employed – a marginal improvement for students in academic schools. We instead find sharp negative effects of the reform in techni cal and vocational schools, where the students enrolled come from less privileged backgrounds. These findings are accompanied by a substantial increase in the number of activities out of the normal school hours in technical and vocational schools, but not in academic schools. Also, we find that the reform has left unchanged the various family inputs that we consider, and that parents did not provide extra economic support to students facing an increased threat of grade retention. However, in contrast with the documented

effects on achievement, we find that schools reacted to the additional administrative burdens and costs imposed by the reform by admitting more students to the next grade. We thus conclude that the reform has had a negative effect on motivation and engagement of the most struggling students, thus exacerbating existing inequalities.

Educational Tracking, Residential Sorting, and Intergenerational Mobility

Yong Suk Lee (Williams College)

I examine how student allocation rules impact achievement of students of different ability and socio-economic background. When the assignment rule shifts from exam to district based, a model illustrates that income relative to ability becomes a stronger predictor of student achievement and higher income households sort towards the better school districts. Using evidence from South Korea, I find that the impact of fatherÕs education, relative to oneÕs middle school grade, on college entrance exam score increases twofold under district assignment. The change in housing land price is 13 percentage points higher in the better school district when the regime shifts.

The Impact of Educational Mismatch on Firm Productivity: Evidence from Linked Panel Data

Kampelmann, Stephan (Free University of Brussels) ; Rycx, Francois (Free University of Brussels)

We provide first evidence regarding the direct impact of educational mismatch on firm productivity. To do so, we rely on representative linked employer-employee panel data for Belgium covering the period 1999-2006. Controlling for simultaneity issues, time-invariant unobserved workplace characteristics, cohort effects and dynamics in the adjustment process of productivity, we find that: i) a higher level of required education exerts a significantly positive influence on firm productivity, ii) additional years of over-education (both among young and older workers) are beneficial for firm productivity, and iii) additional years of under-education (among young workers) are detrimental for firm productivity.

Tackling the largest global education challenge? Secular and religious education in northern Nigeria

Manos Antoninis

With more than ten million children out of school, Nigeria is the country furthest away from universal primary education. Low access to school is concentrated in the north of the country where a tradition of religious education has been seen as both a constraint and an opportunity. This paper uses recent survey data to explain household decisions related to secular and religious education. It demonstrates a shift in attitudes with unobserved household characteristics that favor religious education attendance being negatively correlated with secular school attendance after controlling for a rich set of background variables. The paper also provides quantitative evidence to support the argument that the poor quality of secular education acts as a disincentive to secular school attendance. This finding cast doubts at policy attempts to increase secular school enrolment through the integration of religious and secula r school curricula.

What Are the Social Benefits of Education?

OECD

On average across 15 OECD countries, a 30-year-old male tertiary graduate can expect to live another 51 years, while a 30 year-old man who has not completed upper secondary education can expect to live an additional 43 years. A similar comparison between women in the two educational groups reveals less of a difference than that among men. In 27 OECD countries, on average, 80% of young

tertiary graduates say they vote, while only 54% of young adults who have not completed upper secondary education do so. The difference in voting rates by level of education is much smaller among older age groups. Education can bring significant benefits to society, not only through higher employment opportunities and income but also via enhanced skills, improved social status and access to networks. By fully recognising the power of education, policy makers could better address diverse societal challenges.

Neighborhood Quality and Student Performance

Weinhardt, Felix (London School of Economics)

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

The Long Run Effects of High-School Class Gender Composition

Massimo Anelli ; Giovanni Peri

The long run earnings and career potential of individuals are strongly affected by their education. Among college educated individuals, the choice of college major is a very important determinant of labor market outcomes. In most countries men and women exhibit significant differences in this choice which is responsible for a large portion of the gender gap in earnings. In this paper we analyze whether the gender composition of peers (classmates) in high school affects the choice of major and hence long run earning potential. We use a newly collected and unique dataset covering 30,000 Italian students graduated from high school between 1985 and 2005. We exploit the fact that students are assigned to classes whose gender composition, within a school over time, varies exogenously. Moreover we are able to control for family, cohort, teacher and school effects in assessing the effect of peer-gender ratio on outcomes. We find that the gender ratio of peers in high school significantly affected the choice of major. A larger share of same-sex peers increases the probability of choosing majors associated to high earning jobs (Economics/Business, Medicine, Engineering). For women we also find that a large percentage of female high school classmates increases their long run performance in college and their earnings.

How Does Class Size Vary Around the World?

OECD

In OECD countries, the average class size at the lower secondary level is 23 students, but there are significant differences between countries, ranging from over 32 in Japan and Korea to 19 or below in Estonia, Iceland, Luxembourg, Slovenia and the United Kingdom. Class size, together with students' instruction time, teachers' teaching time and teachers' salaries, is one of the key variables that policy makers can use to control spending on education. Between 2000 and 2009, many countries invested additional resources to decrease class size; however, student performance has improved in only a few of them. Reducing class size is not, on its own, a sufficient policy lever to improve the performance of education systems, and is a less efficient measure than increasing the quality of teaching.

College as Country Club: Do Colleges Cater to Students' Preferences for Consumption?

Brian Jacob ; Brian McCall ; Kevin M. Stange

This paper investigates whether demand-side market pressure explains colleges' decisions to provide consumption amenities to their students. We estimate a discrete choice model of college demand using micro data from the high school classes of 1992 and 2004, matched to extensive information on all four-year colleges in the U.S. We find that most students do appear to value college consumption amenities, including spending on student activities, sports, and dormitories. While this taste for amenities is broad-based, the taste for academic quality is confined to high-achieving students. The heterogeneity in student preferences implies that colleges face very different incentives depending on their current student body and the students who the institution hopes to attract. We estimate that the elasticities implied by our demand model can account for 16 percent of the total variation across colleges in the ratio of amenity to academic spending, and including them on top of key observable characteristics (sector, state, size, selectivity) increases the explained variation by twenty percent.

The effects of rapidly expanding primary school access on effective learning: The case of Southern and Eastern Africa since 2000

Stephen Taylor (Department of Basic Education) ; Nicholas Spaull (Department of Economics, University of Stellenbosch)

Have recent expansions of access to primary schooling in African countries led to deterioration in the quality of education delivered? This paper helps clarify this question by presenting an appropriate conceptual framework: instead of considering country average test scores and enrolment rates in isolation, we argue that the important outcome of interest is the proportion of children in an age-specific population that reach particular levels of literacy and numeracy. In order to measure this outcome we combine school achievement data with enrolment data for a selection of 14 Southern and Eastern African education systems. Using this preferred measure, we examine the performance of these education systems between 2000 and 2007, many of which considerably increased access to primary schooling in this period. The commonly held perception of an access-quality trade-off in Africa has far less empirical support than was previo usly believed to be the case.

Using the Longitudinal Study of Young People in England for research into Higher Education access

Jake Anders (Institute of Education, University of London)

The Longitudinal Study of Young People in England (LSYPE) has the potential to be an important new resource for addressing research questions regarding access to Higher Education. This paper outlines the data available in the LSYPE and assesses its quality, particularly relative to other datasets that have been used to address similar questions in the past. The paper finds many positive features of the data. These include data collection from parents (including much information on family background characteristics) and good family income measurement compared with many previous studies. The LSYPE also measures a greater depth of HE-related outcomes than some previous datasets, including application, entry, subject studied and institution attended. However, comparison with official statistics suggests that this may be undermined by a large overestimation of the proportion of young people who enter Higher Education (as much as ten percentage points) than we would see in a truly nationally representative sample. There is also some evidence of underreporting

of family income. Nevertheless, the paper concludes that analysis of the LSYPE has the potential to shed new light on university access in England.

Cash transfers and child schooling : evidence from a randomized evaluation of the role of conditionality

Akresh, Richard ; de Walque, Damien ; Kazianga, Harounan

The authors conduct a randomized experiment in rural Burkina Faso to estimate the impact of alternative cash transfer delivery mechanisms on education. The two-year pilot program randomly distributed cash transfers that were either conditional or unconditional. Families under the conditional schemes were required to have their children ages 7-15 enrolled in school and attending classes regularly. There were no such requirements under the unconditional programs. The results indicate that unconditional and conditional cash transfer programs have a similar impact increasing the enrollment of children who are traditionally favored by parents for school participation, including boys, older children, and higher ability children. However, the conditional transfers are significantly more effective than the unconditional transfers in improving the enrollment of"marginal children"who are initially less likely to go to school, such as girls, younger children, and lower ability children. Thus, conditionality plays a critical role in benefiting children who are less likely to receive investments from their parents.

Output growth in the post-compulsory education sector: the European experience

O'Mahony, Mary ; Pastor, José Manuel ; Peng, Fei ; Serrano, Lorenzo ; Hernández, Laura

This paper analyses the problem of measuring the output of the education sector. It uses a combination of the index number approach with the education return methods. This allows us to take into account not only the number of students but also the labour outcomes corresponding to each type of education. As a result we obtain comprehensive measures of output based on enrollment, completion rates, expected wages, employability and labour market participation issues. We apply this approach to estimate the rates of growth of the output of the post-compulsory education sectors of 27 European countries over the period 2005-2009. The results show the importance of complementing raw educational data with labour outcome information when measuring output in this sector.

How do Principals Assign Students to Teachers? Finding Evidence in Administrative Data and the Implications for Value-added

Dieterle, Steven G. (University of Edinburgh) ; Guarino, Cassandra (Indiana University) ; Reckase, Mark D. (Michigan State University) ; Wooldridge, Jeffrey M. (Michigan State University)

The federal government's Race to the Top competition has promoted the adoption of test-based performance measures as a component of teacher evaluations throughout many states, but the validity of these measures has been controversial among researchers and widely contested by teachers' unions. A key concern is the extent to which nonrandom sorting of students to teachers may bias the results and lead to a misclassification of teachers as high or low performing. In light of this, it is important to assess the extent to which evidence of sorting can be found in the large administrative data sets used for VAM estimation. Using a large longitudinal data set from an anonymous state, we find evidence that a nontrivial amount of sorting exists – particularly sorting based on prior test scores – and that the extent of sorting varies considerably across schools, a fact obscured by the types of aggregate sorting indices develope d in prior research. We also find that

VAM estimation is sensitive to the presence of nonrandom sorting. There is less agreement across estimation approaches regarding a particular teacher's rank in the distribution of estimated effectiveness when schools engage in sorting.

Is a gender gap in net school enrollment a reflection of the gender wage gap in the labor market? Evidence using household data from Vietnam

Tien Manh Vu (Ph.D Candidate, Osaka School of International Public Policy, Osaka University)

The paper estimates both the gender gap in wage and net schooling enrollment from Vietnam household data. The results imply a reflection of gender wage gap in the labor market in hazard of school withdrawals. Generally, males have higher incentive to terminate their schooling to join the labor force. Males would have 43.8 percent higher in participating the labor market and gain 18.4 percent of wage per hour higher than females. Also, we observe 16?44.4 percent lower in probability for males to enroll in school, especially, the school withdrawal rate accelerates at higher speed after the age of primary school. Meanwhile, females would have an incentive to complete junior, senior high school and 3?year college thanks to higher speed gain in wage. Besides, family having a combination of a household head working for a state?owned firm and his spouse working as self?employed would best facilitate their co?residing children an d grandchildren for more years of schooling. Finally, the current education subsidy and tuition fee reduction policy do minimal to reduce the hazard of school dropouts among beneficiaries.

Does Education Matter for Economic Growth?

Delgado, Michael S. (Purdue University) ; Henderson, Daniel J. (University of Alabama) ; Parmeter, Christopher F. (University of Miami)

Empirical growth regressions typically include mean years of schooling as a proxy for human capital. However, empirical research often finds that the sign and significance of schooling depends on the sample of observations or the specification of the model. We use a nonparametric local-linear regression estimator and a nonparametric variable relevance test to conduct a rigorous and systematic search for significance of mean years of schooling by examining five of the most comprehensive schooling databases. Contrary to a few recent papers that have identified significant nonlinearities between education and growth, our results suggest that mean years of schooling is not a statistically relevant variable in growth regressions. However, we do find evidence (within a cross-sectional framework), that educational achievement, measured by mean test scores, may provide a more reliable measure of human capital than mean years of schooling.

A two-country model of high skill migration with public education

Claire Naiditch (Laboratoire économie quantitative intégration politiques publiques économétrie - Université de Lille 1) ; Radu Vranceanu (Economics Department - ESSEC Business School)

This paper proposes a two-country model of migration in a transferable skill sector, where workers education is provided free of charge by governments. We study …firstly the non-cooperative equilibrium where the poor country decides on the education level and the rich country decides on the quota of skilled migrants. Additional migration raises earnings prospects in the source country and attracts more talented people to that profession, what we refer to as the sector-speci…c brain gain e¤ect. This game presents a single stable equilibrium with positive migration. Compared to the cooperative equilibrium, in the non-cooperative equilibrium the poor country systematically under-invests in education. Whether migration is too strong or too weak depends on the size of the brain

gain eﬀect. Furthermore, the size of the welfare gain to be reaped by moving from non-cooperative to the cooperative organization of migration also depends on the strength of the sector-speci…c brain gain.

[Aligning Learning Incentives of Students and Teachers: Results from a Social Experiment in Mexican High Schools](#)

Jere H. Behrman (Department of Economics, University of Pennsylvania) ; Susan W. Parker (Center for Research and Teaching in Economics(CIDE) Mexico) ; Petra E. Todd (Department of Economics, University of Pennsylvania) ; Kenneth I. Wolpin (Department of Economics, University of Pennsylvania)

This paper evaluates the impact of three different performance incentives schemes using data from a social experiment that randomized 88 Mexican high schools with over 40,000 students into three treatment groups and a control group. Treatment one provides individual incentives for performance on curriculum-based mathematics tests to students only, treatment two to teachers only and treatment three gives both individual and group incentives to students, teachers and school administrators. Program impact estimates reveal the largest average effects for treatment three, smaller impacts for treatment one and no impact for treatment two.

[Systematic Reviews In Education Research: When Do Effect Studies Provide Evidence?](#)

Van Klaveren, C. ; De Wolf, I.

[Multi-sector partnerships for sustainable business development in Indonesia: the role of higher education](#)

Huub Mudde (Senior Project Consultant and Lecturer of Maastricht School of Management) ; Dikky Indrawan (Lecturer of Department Management Faculty of Economics and Management of Bogor Agricultural University/Institut Pertanian Bogor (IPB)) ; Idqan Fahmi (Secretary of the Academic Director of the Management Business School Graduate Program of IPB.)

Over a period of three years, Bogor Agricultural University/Institut Pertanian Bogor (IPB) and Maastricht School of Management (MsM) have been executing the multi-annual project Round Table Indonesia, www.roundtableindonesia.net. This project aimed at contributing to the improvement of a sustainable business and investment climate in the Indonesian agricultural sector by strengthening the knowledge capacity, formulating concrete investment opportunities, and facilitating partnerships. As a result, IPB and MsM have developed courses on sustainable business development and facilitated business projects in poultry, mangosteen, palm oil, shrimps, and tourism. All projects are based on value chain analyses and roundtable meetings with key stakeholders of government, private sector, academia, and civil society. The article outlines lessons learned in the area of partnership management and the role of academic institutes. It is argued that linking education and applied research with business development will lead to a stronger and more sustainable Indonesian agricultural sector, being of crucial importance for the Indonesian development as a whole. And in which process higher education plays a crucial role.

[A Roadmap to Vocational Education and Training Systems Around the World](#)

Eichhorst, Werner (IZA) ; Rodríguez-Planas, Núria (IZA, IAE-CSIC and UPF) ; Schmidl, Ricarda (IZA) Zimmermann, Klaus F. (IZA and University of Bonn)

With young people among the big losers of the recent financial crisis, vocational education and training (VET) is often seen as the silver bullet to the problem of youth joblessness. This paper provides a better understanding of VET around the world, dealing with three types of vocational systems: school-based education, a dual system in which school-based education is combined with firm-based training, and informal training. We first explore the motivation for these different types of training, before summarizing the institutional evidence, highlighting the key elements of each training system and discussing its main implementation strengths and challenges. We subsequently review the evidence on the effectiveness of VET versus general education and between the three VET systems. There are clear indications that VET is a valued alternative beyond the core of general education, while the dual system tends to be more effect ive than school-based VET. Informal training is effective, however relatively little is known of its relative strengths compared with other forms of vocational education.

Estimating Returns to Education when the IV Sample is Selective

Wang, Le (University of New Hampshire)

The literature estimating returns to education has often utilized spousal education and parental education as instrument variables (IV). However, due to usual survey designs, both IVs are available only for the individuals whose spouse or parents are present in the same household. The IV estimates based on these selective sub-samples may be inconsistent, even when the IVs satisfy the standard assumptions. In this paper, we examine the empirical relevance of this issue in the Chinese context. To our surprise, unlike the selection issue in other situations, this kind of selection does not appear particularly worrisome, suggesting that the previous IV results are robust. In particular, using China Household Income Project 1995 and 2002, we find that correcting for this potential issue has only a modest impact on the magnitude of the standard IV estimates using parental education as an IV, but a negligible impact on those usi ng spousal education. Using the specification tests proposed, we find that these impacts are generally not statistically significant. These results are further confirmed by our analysis using U.S. data. We believe that these results are of use to both policymakers and practitioners.

Progression in Student Creativity in School: First Steps Towards New Forms of Formative Assessments

Bill Lucas ; Guy Claxton ; Ellen Spencer

Creativity is widely accepted as being an important outcome of schooling. Yet there are many different views about what it is, how best it can be cultivated in young people and whether or how it should be assessed. And in many national curricula creativity is only implicitly acknowledged and seldom precisely defined. This paper offers a five dimensional definition of creativity which has been trialled by teachers in two field trials in schools in England. The paper suggests a theoretical underpinning for defining and assessing creativity along with a number of practical suggestions as to how creativity can be developed and tracked in schools. Two clear benefits of assessing progress in the development of creativity are identified: 1) teachers are able to be more precise and confident in developing young people's creativity, and 2) learners are better able to understand what it is to be creative (and to use this understa nding to record evidence of their progress). The result would seem to be a greater likelihood that learners can display the full range of their creative dispositions in a wide variety of contexts.
La créativité est largement acceptée comme étant un résultat scolaire important. Pourtant il y a beaucoup d'opinions différentes sur ce qu'elle est, comment on peut la

cultiver chez les jeunes gens, et si et comment on devrait l'évaluer. De plus, dans beaucoup de programmes scolaires, la créativité n'est reconnue que de manière implicite et rarement définie de manière précise. Ce document offre une définition de la créativité reposant sur cinq dimensions, qui a été testée par des enseignants durant deux expériences de terrain dans des écoles en Angleterre. Le document propose un soubassement théorique pour définir et évaluer la créativité ainsi que nombre de suggestions pratiques sur le développement et le suivi de la créativité à l' école. Deux bénéfices clairs d'évaluer le progrès dans le développement de la créativité sont identifiés : 1) les enseignants peuvent être plus précis et confiants lorsqu'ils développent la créativité des jeunes gens, et 2) les apprenants sont davantage en mesure de comprendre ce que « être créatif » signifie (et à utiliser cette compréhension pour documenter et relater leur progrès). Le résultat semble être une plus grande probabilité que les apprenants témoignent de toute l'étendue de leurs dispositions à la créativité dans un large éventail de contextes.

Family control and expropriation at not-for-profit organizations: evidence from korean private universities

Bae, Kee-Hong ; Kim, Seung-Bo ; Kim, Woochan

We study an agency problem in private universities — the conflict between controlling families and other stakeholders. We investigate whether universities over which controlling families have disproportionately significant power relative to the amount of funds they contribute, that is, universities with high expropriation risk, are associated with lower outside donations and poor quality. Using a sample of Korean private universities, we find that measures of family control in excess of monetary contributions are negatively related to the level of outside donation and measures of university quality. We also find that universities at which the controlling family exerts disproportionate control are more likely to face disputes between the controlling family and other stakeholders. Finally, we show that our results are not driven by reverse causality.

The role of non-cognitive and cognitive skills, behavioural and educational outcomes in accounting for the intergenerational transmission of worklessness

Lindsey Macmillan (Department of Quantitative Social Science, Institute of Education, University of London)

Previous work has shown that there is a significant intergenerational correlation of worklessness for the UK which varies across local labour markets (Macmillan, 2011). Using a decomposition from the intergenerational mobility literature (Blanden et. al, 2007), this research is the first to consider the drivers of this transmission. I consider the role of four sets of characteristics of the son in childhood; his non-cognitive skills, cognition, behavioural outcomes and educational attainment, to assess which characteristics are important predictors of later workless spells and whether those characteristics are associated with growing up with a workless father. The wide range of characteristics can only account for 12% of the intergenerational transmission, with the vast majority remaining unaccounted for. While cognition and education dominate the intergenerational transmission of incomes, non-cognitive skills and behavio ural outcomes play a more important role in the intergenerational transmission of worklessness. Many of the characteristics considered become increasingly important predictors of future worklessness as the unemployment rate in the local labour market increases. This descriptive analysis suggests that there are benefits to improving the soft skills of the most disadvantaged children, alongside their attainment, to ensure a successful connection with the labour market in adulthood.

[The Drivers of Happiness Inequality: Suggestions for Promoting Social Cohesion](#)

Becchetti, Leonardo (University of Rome Tor Vergata) ; Massari, Riccardo (Sapienza University of Rome) ; Naticchioni, Paolo (University of Cassino)

This paper identifies and quantifies the contribution of a set of covariates in affecting levels and over time changes of happiness inequality. Using a decomposition methodology based on RIF regression, we analyse the increase in happiness inequality observed in Germany between 1992 and 2007, using the German Socio-Economic Panel (GSOEP) database, deriving the following findings. First, trends in happiness inequality are mainly driven by composition effects, while coefficient effects are negligible. Second, among composition effects, education has an inequality-reducing impact, while the increase in unemployment contributes to the rise in happiness inequality. Third, the increase in average income has a reducing impact on happiness inequality, while the raise in income inequality cannot be considered as a driver of happiness inequality trends. A clear cut policy implication is that policies enhancing education and economi c performance contribute to reduce happiness inequality and the potential social tensions arising from it.

[Fighting corruption with strategy](#)

Frederico Cavazzini (ISEG – Technical University of Lisbon) ; Pedro Picaluga Nevado (ISEG – Technical University of Lisbon)

This article aims to discuss the different conceptions currently surrounding the fight against corruption. The main question to be answered is whether or not there is a formula for combating corruption? Given its complexity, the article breaks down some of the most common understandings of the corruption phenomenon into different and relevant variables and undertakes joint and interconnected analysis. Drawing upon this conceptual approach, the article presents an adjustment to Klitgaard's formula for corruption in which the level of education combined with access to information play a determinant role in providing the necessary capacity to claim political and social accountability. The article concludes by emphasizing that while there is no optimal solution to curb corruption, the combination of certain variables may induce or reduce the likelihood of corrupt conduct.

[Does Federal Financial Aid Affect College Enrollment? Evidence from Drug Offenders and the Higher Education Act of 1998](#)

Michael F. Lovenheim ; Emily G. Owens

In 2001, amendments to the Higher Education Act made people convicted of drug offenses ineligible for federal financial aid for up to two years after their conviction. Using rich data on educational outcomes and drug charges in the NLSY 1997, we show that this law change had a large negative impact on the college attendance of students with drug convictions. On average, the temporary ban on federal financial aid increased the amount of time between high school graduation and college enrollment by about two years, and we also present suggestive evidence that affected students were less likely to ever enroll in college. Students living in urban areas and those whose mothers did not attend college appear to be the most affected by these amendments. Importantly, we do not find that the law deterred young people from committing drug felonies nor did it substantively change the probability that high school students with drug co nvictions graduated from high school. We find no evidence of a change in college enrollment of students convicted of non-drug crimes, or of those charged by not convicted of drug offenses. In contrast to much of the existing research, we conclude

that, for this high-risk group of students, eligibility for federal financial aid strongly impacts college investment decisions.

[The Tortuous Ways of the Market: Looking at the European Integration of Higher Education from an Economic Perspective](#)

Pedro Teixeira

European Higher education is facing times of significant change that has been affecting its identity and the political expectations regarding its societal roles. At the European level this has been fostered by a trend that increasingly regarded higher education as a tool for economic and social development. Hence, we have seen a reconfiguration of the sector alongside market rules, often through policy initiatives and government intervention. In this text we reflect about these developments by focusing in the emergence of a more integrated higher education area increasingly shaped by market forces and economic rationales. We reflect about the emerging and potential effects of greater integration in the European Higher Education Area.

[Teacher evaluations and pupil achievement: Evidence from classroom observations](#)

Marc van der Steeg ; Sander Gerritsen

This paper investigates the relationship between teacher evaluations, conducted by trained evaluators, and pupil performance in primary education in a large city in the Netherlands. Teacher evaluations are based on a detailed rubric containing 75 classroom practices considered to be crucial for effective teaching. We obtain a set of estimates that suggests that the score on this rubric significantly predicts pupil performance gains. Estimated test score gains are in the order of 0.4 standard deviations in math and grammar if a pupil is assigned to a teacher from the top quartile instead of the bottom quartile of the distribution of the evaluation rubric. These are relatively large differences in pupil outcomes, suggesting that evaluations based on the rubric measure teacher practices that matter for pupil performance. This suggests that the rubric seems to have potential for teacher evaluations and teacher effort.

[Heterogeneity in time preference in older households](#)

Antoine Bozio (Institute for Fiscal Studies and a report) ; Guy Laroque (Institute for Fiscal Studies and University College London) ; Cormac O'Dea (Institute for Fiscal Studies)

This paper suggests a method for estimating the distribution of discount rates using panel data on income and wealth. Using the English Longitudinal Survey of Ageing (ELSA), a representative sample of the English popularion over age 50, we general panel date on total consumption from the intertemporal budget constraint. The distribution of consumption levels is shown to closely match that estimated using the UK's household budget survey. Consumption transitions over time are then used to estimate the discount rates of households. We show that there is substantial heterogeneity in discounting behaviour and find that, among this older population, households with less education or numerical ability exhibit greater patience than those with higher education or numerical ability. The direction of this association is the opposite to that which has been found in experimental investigations of time preference.

[Early to Bed and Earlier to Rise: School, Maternal Employment, and Children's Sleep](#)

Jay Stewart (U.S. Bureau of Labor Statistics)

School-age children need 10-11 hours of sleep per night. It has been well-documented that lack of sleep leads to diminished cognitive performance and that people who sleep less are more likely to be overweight or obese. I use data from the American Time Use Survey (ATUS) to examine two factors that can potentially influence the amount of time children sleep: school and maternal employment. I find that school-age children sleep less when school is in session than during the summer, and that they get less sleep on school nights than on non-school nights. Children go to bed about 38 minutes earlier on school nights, but wake up about 72 minutes earlier on school days. This translates into about 34 minutes less sleep on school nights compared with non-school nights, and implies that these children have a cumulative sleep deficit of over two-and-a-half hours by the time they arrive at school Friday morning. In addition to the lost sleep time, the earlier wake-up times on school days appear to disrupt children's natural sleep cycles. Maternal employment affects children's sleep time in the summer, because children wake up earlier on days that their mothers work. But during the school year, maternal employment effects are dominated by school effects.

[Education Policy and Intergenerational Transfers in Equilibrium](#)

Brant Abbott (University of British Columbia) ; Giovanni Gallipoli (University of British Columbia) ; Costas Meghir (Cowles Foundation, Yale University) ; Giovanni L. Violante (New York University)

This paper compares partial and general equilibrium effects of alternative financial aid policies intended to promote college participation. We build an overlapping generations life-cycle, heterogeneous-agent, incomplete-markets model with education, labor supply, and consumption/saving decisions. Altruistic parents make inter vivos transfers to their children. Labor supply during college, government grants and loans, as well as private loans, complement parental transfers as sources of funding for college education. We find that the current financial aid system in the U.S. improves welfare, and removing it would reduce GDP by two percentage points in the long-run. Any further relaxation of government-sponsored loan limits would have no salient effects. The short-run partial equilibrium effects of expanding tuition grants (especially their need-based component) are sizeable. However, long-run general equilibrium effects a re 3-4 times smaller. Every additional dollar of government grants crowds out 20-30 cents of parental transfers.

2. Sommaires de revues en éducation

[Asia-Pacific Journal of Teacher Education, Vol. 41, No. 1, 01 Feb 2013](#)

➢ What core competencies are related to teachers' innovative teaching?
Chang Zhu, Di Wang, Yonghong Cai & Nadine Engels

➢ Turning experiences into critical reflections: examples from Taiwanese in-service teachers
Feng-ming Chi

➢ A Bourdieuian analysis of teachers' changing dispositions towards social justice: the limitations of practicum placements in pre-service teacher education
Carmen Mills

- Local and global – conflicting perspectives? The place of overseas practicum in preservice teacher education
  Kenneth Cruickshank & Ros Westbrook

- Why volunteer? The complexities of international pre-service teachers' intercultural adjustment experiences through community service engagement
  Hannah Soong

- Does training matter? Comparing the behaviour management strategies of pre-service teachers in a four-year program and those in a one-year program
  Stuart Woodcock & Andrea Reupert

- A 'Partnership in Teaching Excellence': ways in which one school–university partnership has fostered teacher development
  Jeanne Maree Allen, Kerry Howells & Ruth Radford

- Losing our way? Challenging the direction of teacher education in Australia by reframing it around the Socially Just School
  John Smyth

Assessment & Evaluation in Higher Education, Vol. 38, No. 2, 01 Mar 2013

- Adult learners' perceptions of an undergraduate HRD degree completion programme: reasons for entering, attitudes towards programme and impact of programme
  Dan Dwyer, Dale Edward Thompson & Cecelia K. Thompson

- Are we serious about enhancing courses? Using the principles of assessment for learning to enhance course evaluation
  Rebecca Freeman & Kerry Dobbins

- Teachers' conceptions of quality and organisational values in higher education: compliance or enhancement?
  Jan Kleijnen, Diana Dolmans, Jos Willems & Hans Van Hout

- Academic feedback in veterinary medicine: a comparison of school leaver and graduate entry cohorts
  Kirsty Jean Hughes, Velda McCune & Susan Rhind

- The challenge of assessing professional competence in work integrated learning
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- Making group assessment transparent: what wikis can contribute to collaborative projects
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- Linking student evaluations to institutional goals: a change story

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- ➢ The number of feedbacks needed for reliable evaluation. A multilevel analysis of the reliability, stability and generalisability of students' evaluation of teaching
Pekka Rantanen

- ➢ Moving feedback forward: theory to practice
Paul Orsmond, Stephen J. Maw, Julian R. Park, Stephen Gomez & Anne C. Crook

Community College Journal of Research and Practice, Vol. 37, No. 4, 01 Apr 2013

- ➢ Learning Community and Nonlearning Community Students in a Midwestern Community College
Frankie Santos Laanan, Dimitra Lynette Jackson & Michael J. Stebleton

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  Catherine Furlong

- Collaboration or confrontation? An investigation into the role of prior experiences in the completion of collaborative group tasks by student teachers
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- Towards community oriented curriculum in Finnish literacy education
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- Choosing teaching as a career: perspectives of male and female Malaysian student teachers in training
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- Analysing the Effect of Educational Differences between Partners: A Methodological/Theoretical Comparison
  Mieke C.W. Eeckhaut, Bart Van de Putte, Jan R.M. Gerris, and Ad A. Vermulst

- The Parenthood Effect on Gender Inequality: Explaining the Change in Paid and Domestic Work When British Couples Become Parents
  Pia S. Schober

Special Issue: Alternative methodologies in higher education

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- The interview reconsidered: context, genre, reflexivity and interpretation in sociological approaches to interviews in higher education research
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  Malcolm Tight

- Must we gather data? A place for the philosophical study of higher education
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- Creating a safe climate for active learning and student engagement: an example from an introductory social work module
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- Reclaiming literacies: competing textual practices in a digital higher education
  Mary R. Lea

The World Bank Research Observer, Vol. 28, No. 1, February 2013
Special Issue on Gender Equality and Development

- Does Gender Inequality Hinder Development and Economic Growth? Evidence and Policy Implications
  Oriana Bandiera and Ashwini Natraj

- The Role of Men in the Economic and Social Development of Women: Implications for Gender Equality
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- Gender and Agriculture: Inefficiencies, Segregation, and Low Productivity Traps
  Andre Croppenstedt, Markus Goldstein, and Nina Rosas

- Violent Conflict and Gender Inequality: An Overview
 Mayra Buvinic, Monica Das Gupta, Ursula Casabonne, and Philip Verwimp

3. Livres intéressants

Bedin, Véronique ; Talbot, Laurent (éd.). **Les points aveugles dans l'évaluation des dispositifs d'éducation ou de formation.** Bern : Peter Lang, 2013. 211 p. (exploration, n°156). ISBN 978-3-0343-1238-7

L'ouvrage apporte un regard sans concession et sans tabou sur l'évaluation puisqu'il propose d'en dévoiler les points aveugles. Ainsi, ce sont les zones d'ombre et les angles morts de l'évaluation qui

sont mis au jour. Le projet est d'autant plus ambitieux qu'il prend pour cible un terrain sensible, celui de l'évaluation des dispositifs en éducation et en formation. Ces évaluations ont explosé avec le développement de la culture gestionnaire dans les établissements d'enseignement. Si l'évaluation a été présentée, à l'origine, comme un facteur de modernisation, aujourd'hui, quels en sont les non-dits ? Des réponses spécifiques sont apportées à travers une approche d'éducation comparée qui réunit des études de cas provenant de la Belgique, du Canada, de la France, du Portugal et de la Suisse. L'analyse des points aveugles nécessite une vigilance critique puisqu'elle met en évidence la figure emblématique de l'évaluateur, celui même qui devrait offrir la garantie de l'utilité éducative et sociale du dispositif évalué. S'il s'agit d'un enjeu majeur, il risque également de devenir un point aveugle de l'évaluation, ce que l'ouvrage n'omet pas d'aborder.
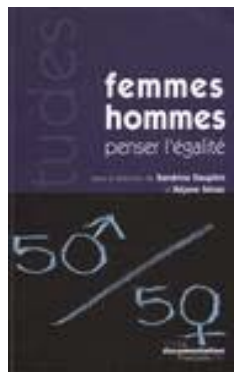
Sandrine Dauphin, Réjane SÉNAC. Femmes-hommes : penser l'égalité. Paris : La Documentation française, 2012. 210 p.

En France, l'égalité hommes-femmes devant la loi est un principe constitutionnel depuis 1946. Dans les faits, qu'en est-il du modèle français d'égalité ? Cet ouvrage interroge les tensions entre dynamique égalitaire et recomposition des inégalités dans une approche pluridisciplinaire (juridique, politique, sociologique, économique, démographique et neurobiologique). Composé de chapitres généraux, de dialogues entre universitaires, ainsi que de focus sur des sujets particulièrement porteurs de débats ; il est structuré en trois parties :
La première est consacrée à l'analyse des « instruments » d'égalité, qu'ils soient législatifs ou institutionnels ; la deuxième, aborde le fonctionnement des inégalités entre les sexes, articulées entre sphère publique et privée, *via* l'analyse du rapport à l'autonomie par l'emploi et le partage du pouvoir ; enfin, la troisième partie est explicitement centrée sur la manière dont les inégalités se recomposent en lien avec leur justification par une prétendue complémentarité naturelle.
Au final, voici une étude fouillée qui a bénéficié de l'apport des dernières recherches en sciences sociales avec des études croisées sur le droit communautaire et le droit national et des éclairages inédits.

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