



Veille de l'IREDU n°27

1^{er} juin 2013

1. Ressources sur le Web	2
2. Sommaires de revues en éducation	38
3. Livres intéressants	62

1. Ressources sur le Web

Repéré sur : Alternatives-economiques.fr

Jean Gadrey. [Bonheur et revenu : sur une curieuse interprétation de Claudia Senik](#). Blog Alternatives économiques, 16 mai 2013

Gilles Raveaud. [Orientation scolaire : 33 000 bacheliers sacrifiés chaque année](#). Blog alternatives économiques, 13 mai 2013

Marie Duru-Bellat. [Le prix d'un tee-shirt](#). Blog alternatives économiques, 21 mai 2013

Repéré sur : Amue.fr

Camille Stromboni. [Ce que change le projet de loi sur l'enseignement supérieur et la recherche](#). EducPros

A la veille de l'examen de la loi sur l'ESR à l'Assemblée nationale, Educpros publie un article revenant sur tous les points sensibles du texte tels que les moyens, la priorité aux bacs pros et technos en BTS et DUT, les conventions avec les prépas, la spécialisation progressive en licence et les expérimentations dans la filière santé.

Eurydice. [L'espace européen de l'enseignement supérieur en 2012](#) : rapport sur la mise en œuvre du processus de Boulogne. Avril 2012

Eurydice publie un rapport sur la mise en œuvre du processus de Boulogne en rappelant également les objectifs du dispositif pour 2020. Divisé en sept parties, le rapport analyse les thématiques de l'accès à l'enseignement supérieur (qui et comment ?), de l'organisation de l'offre d'enseignement supérieur, de la progression entre les cycles, et enfin, du profit tiré par les étudiants (quels résultats ?)

Cour des comptes. Résultats et gestion budgétaire de l'Etat exercice 2012 :

- [Enseignement scolaire](#)
- [Recherche et enseignement supérieur](#)
- [Travail et emploi](#)

La Cour des comptes a publié son rapport sur les résultats et la gestion budgétaire de l'Etat en 2012. Elle donne notamment les résultats pour la mission interministérielle recherche et enseignement supérieur (MIREs), les programmes 150 "formations supérieures et recherche universitaire" et 231 "vie étudiante". Le rapport souligne qu'avec le passage aux RCE, les sources de financement (IDEX...) et les regroupements d'universités (PRES...) se sont multipliés modifiant ainsi les relations entre le MESR et des établissements. Le rapport souligne les difficultés financières rencontrées par les universités et rappelle que 19 établissements ont accusé un déficit en 2011.

François Héran. [L'anglais hors la loi ? Enquête sur les langues de recherche et d'enseignement en France](#). Population & Sociétés, n° 501, juin 2013

L'anglais a-t-il droit de cité dans les salles de cours de nos universités ? Uniquement pour les étrangers, dit la loi de 1994, ou si le cours présente un « caractère international ». Or la science est internationale par définition, non par dérogation. La loi peut-elle empêcher la recherche et l'enseignement de manier les langues internationales de la science, à commencer par l'anglais ? Une enquête de l'INED resitue le débat en dressant un bilan de l'usage des langues par discipline et par génération.

Repéré sur : cafepedagogique.net

François Jarraud. [Payer les enseignants au mérite ?](#) Interview de Bruno Suchaut. L'expresso du 15 mai 2013



François Jarraud. [Education prioritaire : Baisse des compétences](#). L'expresso du 15 mai 2013

François Jarraud. [François Dubet dénonce le corporatisme enseignant](#). L'expresso du 15 mai 2013

François Jarraud. [La crise creuse les inégalités affirme l'OCDE](#). L'expresso du 15 mai 2013

François Jarraud. [STS - IUT : La loi Fioraso affaiblit les quotas](#). L'expresso du 17 mai 2013

François Jarraud. [Espagne : Le gouvernement recentralise l'Ecole](#). L'expresso du 21 mai 2013

François Jarraud. [Quelle insertion pour les jeunes des quartiers ?](#). L'expresso du 22 mai 2013

François Jarraud. [L'Ecole et les familles : Une valse à trois temps ?](#). L'expresso du 24 mai 2013

François Jarraud. [Faut-il réduire la taille des classes ?](#). L'expresso du 27 mai 2013

François Jarraud. [B. Suchaut : Pour une nouvelle lecture des résultats de Pisa 2009](#). L'expresso du 29 mai 2013



François Jarraud. [PISA à l'épreuve des notes, Une autre lecture de la comparaison entre les pays](#). L'expresso du 29 mai 2013



Repéré sur : Cereq.fr

G. Boudesseul, Y. Grelet, C. Vivent. [The social risks of early school leaving : towards a localised prevention policy ?](#) Training and Employment , n° 103, 2013, 4 p.

The point at which a young person drops out of education is generally the moment when longstanding disaffection suddenly emerges into the full light of day. While it is always difficult to put an end to early school leaving, might not action to reduce exposure to the risk of dropping out have

some effect? Such action on a young person's environment should be taken in conjunction with the individual monitoring that is often recommended.

Pierre Roche. [Preventing young people's involvement in drug dealing - The value of mutual learning in groups of professionals](#). Training and Employment , n° 104 , 2013 , 4 p.

There are now many groups involved in professional practice analysis ; they differ in their theoretical frameworks, methodologies, the object of their analyses and their aims. Since they involve several institutions and professions, some of them encourage participants to develop cross-cutting skills and knowledge and to cooperate in a common sphere of intervention. Those that have been established in order to combat young people's involvement in drug dealing clearly illustrate this latter dynamic.

Repéré sur : Culturecommunication.gouv.fr

Valérie DEROIN. [Les ménages et les technologies de l'information et de la communication \(TIC\) en France et en Europe en 2012](#). Cultures chiffres, 2013-2

Depuis dix ans, l'accès aux équipements et aux technologies numériques des ménages a fortement évolué : en 2002, deux ménages sur dix en France avaient accès à l'internet, ils sont huit sur dix en 2012, soit un peu plus que la moyenne de l'Union européenne. La couverture numérique du territoire se développe grâce aux développements technologiques et s'inscrit aussi dans des stratégies sociales et économiques, tant au niveau national qu'europpéen. Cependant, les disparités d'usages numériques en termes d'âge, de situation familiale et de niveau de diplôme subsistent.

L'internet mobile s'installe, en particulier auprès des plus jeunes. Les activités de communication et de recherche d'informations sont toujours largement répandues, en France comme dans l'ensemble de l'Union européenne des 27. Des spécificités nationales s'observent cependant : les internautes résidant en France pratiquent moins d'activités culturelles en ligne et commandent plus rarement des biens ou des services culturels par l'internet que les internautes résidant dans les autres pays européens.

Repéré sur : Ecs.org

May 15, 2013

New From ECS

Learning Time Expands Across the United States

An [overview](#) of federal, state, and district efforts to expand student learning time and close achievement gaps suggests significant headway has been made across the country at every level. State legislatures in New York and Florida have passed bills to expand learning time. Seven states created turnaround districts to empower districts or schools to control budgets, staffing, and school schedules. Chicago expanded the school day and the school year for all of its 340,000 students. "We are seeing a policy convergence today like no other," said Jeremy Anderson, president of the

Education Commission of the States (ECS). "Expanding learning time is one proven solution to help all students reach greater levels of achievement." (National Center on Time & Learning and ECS)

When Schools Get Fs

Assigning failing grades to low-achieving schools as an accountability tool can have a positive, substantive [effect](#). Other grades, however, do not appear to have the same effect. (New to the ECS Research Studies Database)

Early Warning Signs as Predictors

Equipping schools to implement interventions to address chronic absenteeism and course failure in 9th grade is a crucial [strategy](#) for increasing both high school graduation and college enrollment. (New to the ECS Research Studies Database)

What States Are Doing

Simulated Funding Formula Includes Readiness Outcomes

Arizona [legislation](#) enacted this spring creates a four-year outcome-based funding simulated pilot program. Through the program, the department of education will estimate what funding the participant districts and charter schools would have received if 50% of funding were based on attainment of outcomes (to be determined by a joint legislative committee, but related to academic outcomes for grades K-12 and college- and career-readiness outcomes for grades 7-12). Districts and charter schools would receive an additional \$250 simulated dollars for each student who earned a minimum 3.0 grade-point average on a dual or concurrent enrollment math or science course.

Once Enrolled, Preschoolers Considered of Compulsory Age Iowa

[H.F. 351](#), signed into law in April, adds a new section to require a child who has reached the age of 4 by September 15 and who is enrolled in the statewide preschool program to be considered to be of compulsory attendance age unless the parent or guardian of the child submits written notice to the district of the parent's or guardian's intent to remove the child from enrollment in the preschool program.

Good Reads

Latino College Enrollment Exceeds Whites'

For the first time, Latino high school graduates passed whites in college enrollment rates. In the fall class of 2012, according to a [report](#), 69% of Latino high school graduates enrolled in college compared to 67% of their white counterparts. The achievement gap hasn't closed, however. Latinos are still less likely to enroll in a four-year institution, more likely to be part-time students, and less likely to complete a bachelor's degree than whites. The original data source is the October school enrollment supplement of the Current Population Survey collected by the Census Bureau. (Pew Hispanic Center)

Economically, Things Don't Look So Good

State and local sectors will see a gap between revenue and spending that will grow through 2060 "absent any policy changes," according to [simulations](#) released last month. Near term, the good news is that state and local governments saw an increase in tax receipts after 2008's decline, which went into 2009. Long term, the decline is mostly due to rising health-related costs of state and local expenditures on Medicaid and health care compensation for state and local government employees and retirees. The simulations are in the aggregate and cannot be used to predict outcomes in individual states and localities. (U.S. Government Accountability Office)

Bullying Harassment and Violence

Bullying -- a major health risk for children, youth, and young adults -- has its epicenter in schools, colleges, and universities. Focusing on bullying in educational settings, a task force [examined](#) bullying in educational settings and as it related to school reform, teacher education, administrator education, special education, and cultural diversity. Practical short- and long-term recommendations are presented in 11 briefs. (American Educational Research Association)

As the World Shrinks

Just as the Education Commission of the States was created in 1964 so states could know what other states had done in each education area, the Organization for European Cooperation and Development (OECD) has launched the [OECD Education Policy Outlook](#), which reviews policies and practices that have been initiated across OECD member countries focusing on key policy areas: raising student outcomes, supporting school improvement, and organizing education systems to deliver education policy more effectively. Country-specific education profiles will be published online with four new countries added every six months. Each profile provides a snapshot of how individual countries' are tackling their key education challenges by reviewing their context, challenges, and policy responses. They started with [Australia](#), [Czech Republic](#), [Ireland](#), and [New Zealand](#). (OECD)

What Exactly Is a College Education Worth?

As tuition goes up, the long-unquestioned value of a college degree is being questioned. Factors to consider include education's cost and returns on investment, which vary widely by college and major. Authors [look at new ways](#) to measure tuition cost against other variables using College Scoreboard, state databases, U.S. News, and College Reality Check, for example, and call for the postsecondary system to give better information on the value of a college education. (Education Sector)

Accelerating Students through Developmental Math

So many community college students end their educations in the veil of tears that is remedial math that the Lumina Foundation launched a national initiative called Achieving the Dream, a network of some 200 colleges dedicated to remediation [reform](#), among them Broward College in Fort Lauderdale, Florida, and Tarrant County College in Fort Worth, Texas. Broward compressed traditional 16-week courses into eight; Tarrant compressed a series of modules into courses that are largely self-paced. How has it worked out? Both programs were scaled up and resulted in higher success rates and lower withdrawal rates. (MDRC)

May 22, 2013

New From ECS

Teacher Training, Teacher Quality, and Student Achievement

While research points to the critical role of teacher quality in improving student achievement, little consensus exists on which factors best enhance educator effectiveness. This research [study](#) found that the impact of professional development, advanced degrees, and in-service experience varied dramatically based on whether a teacher taught in an elementary, middle, or high school. As a result, state policymakers should consider their investments based on which factors most affect teacher productivity in each school context. (New to the ECS Research Studies Database)

What States Are Doing

Investing in California's Future

In addition to higher ongoing funding for public education, **California** Governor Edmund G. Brown, Jr.'s state budget revision [proposes](#) to invest \$1 billion in one-time revenues to fund professional development, instructional materials, and enhancements to technology to support implementation of the Common Core State Standards.

Toward High School Competencies

Oklahoma legislation enacted this spring brings high schools one step closer to adopting a competency-based model. [H.B. 1038](#) clarifies that graduation requirements for the default college preparatory/work ready curriculum may be fulfilled by either course completion or "sets of competencies." The bill also makes clear that instruction in these skills and competencies is to be without regard to instructional time, and it permits districts to adopt high school course schedules other than block or period schedules to allow for instruction in sets of competencies.

How Do We Know We're Making Progress?

Last week, **Washington** Governor Jay Inslee signed [S.B. 5491](#), which calls for the identification of data points to determine the health of the educational system and progress toward achieving student and system outcomes. As the legislation notes, "By monitoring these statewide indicators over time, it is the intent of the legislature to understand whether reform efforts and investments are making positive progress in the overall education of students and whether adjustments are necessary." The bill also expresses legislative intent to align education reform efforts across state agencies to hold all stakeholders "accountable to the same definitions of success."

Good Reads

Brave New World: Using Student Data to Evaluate PreK-3 Teachers

If teacher evaluation is a hot-button issue for teachers in fourth through 12th grades, imagine the difficulties of assessing the impact of someone who's dealing with much younger children. To a great extent, it's new territory, but this [study](#) presents problems already encountered in five states and three districts. Most use one or a variety of three approaches: student learning objectives, shared assessments, and shared attribution. Opportunities and risks for each are listed. (Early Education Initiative, New America Foundation)

What Makes a Successful GED Program?

The GED Bridge to Health and Business at La Guardia Community College program was the subject of a small, multi-year [study](#) by MDRC comparing Bridge students with those in traditional GED programs. Bridge students were more likely to finish the course, pass the exam, and enroll in college. Why? Bridge instructors are full-time and don't focus solely on passing the test. The Bridge GED curriculum incorporates areas of student interest -- health care or business -- students were intensively advised, and they spent more time in class. (MDRC)

Play a Piano, Do Better in Math

Arts Education Partnership (AEP) created ArtsEdSearch.org, the nation's first clearinghouse of research concerning ways the arts prepare students for success in school, work, and life. This [brief](#) shows how art education affects students of all ages. In school, research indicates the arts boost literacy and English language arts, and students who study the arts, especially music, do better on math assessments. (AEP)

How High Schools Influence Ninth Graders' College Attitudes

The United States now is 16th out of 36 developed countries in percentage of workers aged 25 to 35 who hold a postsecondary degree, so [attention](#) is turning to high school guidance counselors and their influence on ninth graders' interest in college attendance. The National Center for Education Statistics surveyed 24,000 of them in public and private high schools, their parents, math and science teachers, school administrators, and lead school counselors. The average student-counselor ratio was 250 to 1 and about half the counselors spent 21% or more of their time on college counseling. Among ninth graders, only 18% had spoken with a counselor about college. (National Association for College Admission Counseling)

Career and Technical Education (CTE) Is No Longer Just Preparation for Entry-Level Jobs

Preparing students for a more complex future, modern CTE pathways must ensure that coursework involves applied, contextual learning so students can see relevance in their studies and a relationship to their goals, according to this [report](#). Evolving into an academically rigorous course of study, CTE now is seen as preparation for both college and careers. States can move CTE along by providing alternative certification options for industry experts to become CTE instructors, professional development for current and would-be CTE instructors, and soliciting feedback from workforce stakeholders. (American Institutes for Research)

Cost of Teacher Evaluation

This [report](#) presents case studies of the efforts by three school districts -- Hillsborough County Public Schools (HCPS), Memphis City Schools (MCS), and Pittsburgh Public Schools (PPS) -- to launch, implement, and operate new teacher evaluation systems as part of a larger reform effort called the Partnership Sites to Empower Effective Teaching. This calculates what the programs cost to implement. (RAND Education and American Institutes for Research)

College Readiness Assessments in High School

Thirty-eight states offer some form of early college [readiness assessments](#) that can inform students of additional skills they need to gain in mathematics, reading, or writing to enter college without having to take remedial courses. Of these, 25 are implemented through state initiatives and 13 are initiated locally. Some states combine assessments with structured interventions -- transition

curricula -- which are often under development in states affiliated with the Southern Regional Education Board. (Community College Research Center)

May

29,

2013

New From ECS

A Beleaguered Rural Community Comes Together for Its Children

When coal mining left in the 1950s, McDowell County, West Virginia, went from a population of 100,000 to 22,000, according to the [first](#) installment of an ECS series on rural economic development. As a result, more than 70% of the county's children live in households where no adult is employed; the median income is \$21,000. The state's southernmost county has the highest rate of accidental deaths from narcotic pain killers in the United States and the highest rate of teen pregnancy in West Virginia -- more than twice the state average, according to the KIDS COUNT Data Center. Yet McDowell, once considered a wasteland, may become a beacon for other rural communities in dire straits.

Not Only What Works, But What Works at What Cost?

To [describe](#) determination of cost effectiveness, the authors took a series of high school graduation improvement programs which had passed muster by the U.S. Department of Education's What Works Clearing House, then tried to figure out how much each intervention cost. Underlying the undertaking was the importance of spending public monies wisely in difficult economic times. (New to the ECS Research Database)

State delegations from all 50 states, the District of Columbia, American Samoa, and Northern Mariana Islands will be there. Will you? Early bird registration for the ECS National Forum on Education Policy ends Friday! [Register now](#) and save \$100 (www.ecs.org) June 25-27, 2013, Renaissance St. Louis Grand Hotel -- St. Louis, Missouri

What States Are Doing

Teachers' Prep Gets an Upgrade

Texas [legislation](#) sent to the governor's desk for action would create a teacher residency program at a public institution of higher education. If enacted, the program would include competitive admission requirements, rigorous master's level coursework, a guided apprenticeship at the partner school district or charter school, a team mentorship approach to expose residents to a variety of teaching methods and classroom environments, and a livable stipend for teaching residents.

Accelerating STEM Careers

Maryland Governor Martin O'Malley [launched](#) a \$2 million Early College Innovation Fund to support the creation and expansion of early college access programs that provide accelerated pathways for students seeking science, technology, engineering, and math (STEM) careers or STEM-related career and technical education programs. The Maryland Department of Education will make competitive grants available to partnerships of local school systems and two- or four-year higher education institutions that are formed to create or expand early college high schools.

Good Reads

Achievement Gaps Between Students at Lowest Levels Narrowing, Gaps at Higher Levels Rising

The achievement gap will never be closed by focusing only on bringing up the bottom students. Today, while gaps between the lowest-performing students have narrowed, researchers [say](#) gaps at the advanced level have widened. At the advanced level, the gap also is more pronounced between white students and students of color from higher income groups. Educators must set goals for students at different levels, raise the bar for all students and be on the lookout for signals from every source of data. (Education Trust)

Six Winning Research Universities in a Sluggish Economy

Even as demand increases and the country needs more postsecondary degrees, many public universities are responding to budget pressures by becoming more selective and recruiting more out-of-state and international students. This [brief](#) focuses on six public research institutions which have expanded enrollment and achieved higher graduation rates in a cost-effective manner as revenues declined. Similarities and differences among them are discussed as well as what must be done on institutional, state, and national levels. (Education Policy Program, New America Foundation)

Navigating New SEAs

At a crossroads, State Education Agencies (SEAs) are having to reinvent themselves. Federal reform efforts threw light on the nation's lowest-performing schools and districts which, in turn, engaged state legislatures, governors, advocacy groups, and citizens who want to see school improvement. This [study](#) addresses ways of leveraging performance management to support school improvement, build a better system of support and do that in tough economic times. It ends with implications for governors and legislators. (BSCP)

Student Bodies

Students should get at least 60 minutes of exercise a day, advises a [bulletin](#), and half of those minutes should be within the school day through recess or dedicated classroom time. The rest can be in before- or after-school programming and intramural sports. Other recommendations include renovating schools in existing neighborhoods rather than locating new schools away from where children live and designating physical education as a core subject. (Institute of Medicine)

Repéré sur : Esen.education.fr

Haut Conseil de l'Éducation. [Avis du Haut Conseil de l'Éducation sur les référentiels de compétences professionnelles des métiers du professorat et de l'éducation](#), mars 2013

Observations du HCE sur les référentiels de compétences professionnelles des métiers du professorat et de l'éducation.

Académie des sciences. [L'enseignement de l'informatique en France : il est urgent de ne plus attendre](#). Mai 2013

Le rapport traite de la place de l'informatique dans les enseignements primaire et secondaire, ainsi que de la formation des professeurs. Pour les rapporteurs la décision essentielle à prendre est de mettre en place un enseignement de science informatique depuis le primaire jusqu'au lycée, orienté

vers la compréhension et la maîtrise de l'informatique, dépassant donc largement les seuls usages des matériels et logiciels.

Défenseur des droits. [L'égal accès des enfants à la cantine de l'école primaire](#), Mars 2013

Le rapport fait le point sur la cantine scolaire : les conditions générales d'accès, les conditions d'accès des enfants handicapés ou souffrant de troubles de santé, les problématiques de facturations et de tarifications ainsi que les sanctions aux familles.

Rémi Thibert. [Le décrochage scolaire : diversité des approches, diversité des dispositifs](#). Dossier d'actualité Veille et Analyses (IFÉ), n° 84, mai 2013

Ce dossier propose un panorama des différentes actions de lutte contre le décrochage lorsque celui-ci se cristallise, en général aux moments de rupture dans l'enseignement secondaire. Après un état des lieux à l'international, il dresse une typologie des décrocheurs et évoque les causes et les symptômes du décrochage. Il aborde les problématiques de l'absentéisme, de l'ennui, de la qualité du climat scolaire, d'orientation etc. et présente des mesures curatives.

OCDE. Les [établissements d'enseignement en milieu urbain : un statut particulier ?](#) Pisa à la loupe n° 28, Mai 2013

Ce numéro pose la question de l'origine des différences de performance entre les établissements urbains et les autres.

Alexia Stéfanou. [L'éducation prioritaire : État des lieux](#). Note d'information, n° 13.07, mai 2013

Cette note présente une synthèse sur les résultats et les moyens alloués aux élèves les moins favorisés socialement.

Repéré sur : Etudiant.lefigaro.fr

Quentin Blanc. [Le classement des meilleures universités françaises](#). 23 avril 2013

Repéré sur : halshs.archives-ouvertes.fr

Sylvie Moussay, R. Etienne, Jacques Méard. [Impact de la situation tutorale sur l'activité en classe des enseignants novices : étude du développement professionnel par le sens et par l'efficience](#). Revue des Sciences de l'Education, (2011), 105-128

L'étude présentée dans cet article examine l'impact de la situation tutorale sur le développement professionnel de trois enseignants novices. La situation tutorale est définie à partir des interactions entre l'enseignant novice et ses différents interlocuteurs. Les concepts théoriques sont issus de l'approche historico-culturaliste et la méthodologie, basée sur l'enregistrement de l'activité en classe de l'enseignant novice et les entretiens d'auto-confrontation, s'inscrit dans une perspective développementale de l'activité. Les résultats montrent : a) le développement de l'activité en classe des enseignants novices par le sens et par l'efficience, b) le conflit intrapsychique comme ressource de développement ou source d'empêchement. Ces résultats permettent de documenter précisément

les conditions par lesquelles les enseignants novices en situation tutorale construisent des nouveaux buts et motifs d'action (sens) et des opérations (efficience).

Angela Bovo, Stéphane Sanchez, Olivier Héguay, Yves Duthen. [L'apprentissage automatique comme base du suivi d'élèves et de l'amélioration de formations](#). Journée EIAH&IA 2013, Toulouse : France (2013)

Cet article vise à présenter un projet de recherche dont le but est d'utiliser des méthodes d'intelligence artificielle et de fouille de données pour l'e-learning. Nous proposons des solutions techniques au problème du suivi des élèves en formation et de l'amélioration des formations proposées. Notre solution prend la forme d'une application qui centralisera des données issues de LMS et permettra de les examiner et de les analyser en utilisant des méthodes de l'intelligence artificielle. Cette application pourra dans un deuxième temps servir de base à la création d'un tuteur virtuel intelligent. Nous détaillons nos propositions concernant les méthodes à employer, l'architecture de l'application et les éléments choisis pour servir d'indicateurs et d'attributs d'apprentissage automatique, et analysons les résultats préliminaires d'un partitionnement de données.

Thierry Michalot. [Evaluation en protection de l'enfance. Elaboration d'un jugement du risque de carences éducatives d'un enfant en échec scolaire et vivant dans une famille pauvre](#). Biennale internationale de l'éducation, de la formation et des pratiques professionnelles, Paris : France (2012)
L'objectif de cette recherche est de comprendre comment les travailleurs sociaux et les étudiants élaborent cognitivement une évaluation du risque de carences éducatives à partir de situations d'enfants rencontrant de graves difficultés scolaires. Plus particulièrement nous souhaitons vérifier de manière expérimentale si la formation professionnelle permet aux étudiants de construire une évaluation différente des professionnels et de mesurer l'importance qui est donnée à l'information sur la pauvreté de la famille. Cette recherche s'appuie sur la théorie fonctionnelle de la cognition et plus particulièrement sur la méthode de la mesure fonctionnelle initiée par Anderson (1996 1981). Les résultats montrent que l'ensemble de notre population a utilisé l'information sur la pauvreté de la famille comme un facteur aggravant le risque de carence éducative et non comme un facteur explicatif des difficultés scolaires.

Richard Delafond. [Ce qui s'échange n'est pas ce qui s'échange mais il faut bien que cela s'échange, pour qu'autre chose s'échange](#). Biennale internationale de l'éducation, de la formation et des pratiques professionnelles, Paris : France (2012)

Peut-on transmettre des compétences ? C'est à cette question que nous essayons de répondre dans cet article en interrogeant le concept même de transmission dans la relation pédagogique entre formateur et apprenant dans le domaine du travail social. Il apparaît, à la lumière de notre expérience et d'approfondissements théoriques que si le formateur ne peut directement transmettre des compétences, il peut néanmoins agir sur le contexte dans lequel l'apprenant va évoluer, de manière à favoriser la mise en mouvement de ce dernier. Ce faisant il va accompagner la démarche de construction/acquisition de compétence en ayant conscience que si l'attachement aux contenus qu'il essaie de transmettre est nécessaire, ce n'est qu'un prétexte à une autre transmission, d'ordre anthropologique celle-ci.

Patricia Vallet. Qu'en [est-il de la transmission dans les groupes d'analyse de pratiques en formation ?](#) Biennale internationale de l'éducation, de la formation et des pratiques professionnelles, Paris : France (2012)

Ma recherche s'intéresse à la formation des professionnels de la relation, et à cette instance particulière qu'est l'analyse des pratiques : celle-ci suppose la transmission d'une capacité de problématisation des situations professionnelles, un regard critique ajusté, un certain rapport aux savoirs, une attitude herméneutique, et une posture particulière de l'animateur pour favoriser le cheminement des personnes en formation. Car au-delà d'une meilleure compréhension de leurs problématiques professionnelles, l'analyse concerne des phénomènes complexes qui touchent aux logiques institutionnelles, aux phénomènes relationnels dans les groupes de travail mais aussi à la personnalité et à l'identité des professionnels en formation. Les analyses tressent ensemble un travail en extériorité et en intériorité qui demande un accompagnement bien particulier que j'ai cherché ici à formaliser.

Nicole Bénéïoun-Ramirez, Nathalie Panissal. [Mise en oeuvre d'une démarche constructiviste d'enseignement : analyse croisée de corpus.](#) Congrès International d'Actualité de la Recherche en Education et en Formation AREF 2010 (AECSE, SSRE), Genève : Suisse (2010)

En 2005, une réforme de l'enseignement technologique introduit de nouveaux savoirs issus des sciences humaines en 1ère STG et propose une démarche constructiviste pour leur enseignement. Nous interrogeons la mise en œuvre dans la classe de ces nouveaux savoirs et plus particulièrement l'enseignement de notions issues de la psychologie cognitive à travers une étude de cas. Nous croisons deux cadres théoriques, didactique (contrat et transposition didactiques) et psychologie sociale (gestion de la contingence à travers l'émergence d'imprévus), pour analyser les techniques didactiques d'une enseignante débutante. Nous repérons des indices de mise en œuvre du modèle constructiviste préconisé et les difficultés qu'il soulève. Nous montrons la difficulté de créer un milieu de questionnements favorables à l'apprentissage de ces notions polysémiques dans le contexte des sciences et technologies de la gestion : face à ces nouveaux savoirs, l'enseignante est confrontée à des imprévus didactiques qui nous renseignent sur les difficultés liées à la transposition didactique de savoirs instables éloignés des sciences de la gestion.

Corine Roux-Lafay. [De l'éthique à l'école.](#) Thèse en Etudes psychanalytiques, soutenue le 17 décembre 2012, sous la dir. de Jean-Bernard Paturet (Université Paul Valéry - Montpellier III)

La question posée à Socrate de savoir si la vertu est ou non susceptible d'être enseignée est d'une étonnante actualité. Or la morale, en sa visée transmissive et prescriptive, appelle l'éthique qui, en sa dimension singulière, excède toute codification. La construction du sujet se situe dans cet entre-deux : celui de la morale spéculaire assignant au professeur la place idéalisée de gardien des valeurs, et celle de l'éthique débordant tout discours, située non plus sur l'axe imaginaire de la Règle, mais sur l'axe symbolique de l'interprétation de la loi juridico-morale face au désir et la liberté de l'autre. Le statut de l'altérité au sein de l'Ecole interroge la construction identitaire des enseignants, forgée sur une abstraction du sujet de raison, au nom de l'universel et de la neutralité républicaine excluant, par principe, toute intersubjectivité. C'est à l'aune d'un paradigme dominant dans la profession : celui d'une totale maîtrise des situations se déclinant à travers un référentiel, qu'il convient d'interroger l'exemplarité morale du professeur et le discours sur la déontologie. Par ailleurs, l'éthique est-elle réductible à une compétence ? Diverses pratiques formatives sont interrogées à cet

effet. Mais si l'éthique ne relève pas d'une expertise susceptible d'être évaluée, si elle ne survient qu'à la faveur d'un dessaisissement du sujet, comment former les enseignants à l'éthique ?

Marc Demeuse. [Elaborer un curriculum de formation et en assurer la qualité](#). In Penser la formation des professionnels de la santé : Une perspective intégrative, Florence Parent & Jean Jouquan (Ed.) (2013) 315-330

Marc Demeuse clarifie ainsi d'abord la notion de curriculum en tant que dispositif articulé d'un ensemble d'opportunités d'apprentissage, qui implique la prise en compte du contexte général, des besoins des différents acteurs, du mode de fonctionnement de l'institution de formation, du cadre normatif et des pratiques sociales de référence. Il propose ensuite une stratégie générale d'évaluation et de pilotage des dispositifs curriculaires implantés, en invitant à documenter systématiquement plusieurs critères : la pertinence, la cohérence, l'efficacité, l'efficience, la synergie, la flexibilité, la pérennité et l'impact

Repéré sur : ife.ens-lyon.fr

PATRIAT François. [Rapport d'information fait au nom de la commission des finances sur la répartition du produit de la taxe d'apprentissage](#). Paris : Sénat, 05/2013

"Le présent rapport d'information s'intéresse aux modes de collecte et de répartition de la taxe d'apprentissage, taxe acquittée par les entreprises et contribuant financièrement au développement de l'apprentissage et de l'enseignement technologique et professionnel.

Sur la base des auditions menées par la mission de contrôle du Sénat, et des réponses de la délégation générale à l'emploi et à la formation professionnelle (DGEFP) au questionnaire adressé par M. Patriat, la taxe d'apprentissage apparaît comme un dispositif trop complexe pour être efficient, sa répartition n'obéissant pas par ailleurs à une véritable gouvernance, ni de l'Etat, ni des régions. Compte tenu de ces observations, le rapporteur préconise une véritable refonte du dispositif « qui doit s'inscrire dans un projet global de revalorisation de l'apprentissage et de la formation professionnelle."

Aline Branche-Seigeot, Jean-François Giret. [Le niveau de compétences de base peut-il expliquer le déclassement ou le surclassement sur le marché du travail ?](#) Dijon : Institut de recherche sur l'éducation : sociologie et économie de l'éducation, Date : 05/2013

Cet article porte sur le lien entre le déclassement et le surclassement sur le marché du travail et les compétences de base qu'ont pu acquérir les individus au cours de leurs parcours scolaire et professionnel. En observant une certaine hétérogénéité des compétences de base par niveau de diplôme, nous faisons l'hypothèse que ces différences peuvent expliquer les situations de déclassement ou de surclassement.

Nos travaux, à partir des données de l'enquête nationale " Information et Vie Quotidienne " (2004), montrent effectivement que les situations de déclassement (surclassement), pour un même niveau de diplôme, peuvent résulter d'un plus faible (fort) niveau de compétences de base, notamment en numératie et dans certains secteurs. Les compétences de base semblent donc être de bons indicateurs de la capacité à être formé dans un emploi et peuvent expliquer la position des individus dans les files d'attente pour accéder aux emplois les plus qualifiés.



André Giffard. [Territoire et formation : quelle dynamique de rapprochement ?](#) Dijon : Institut de recherche sur l'éducation : sociologie et économie de l'éducation, 04/2013

"Ce Document de Travail de l'IREDU propose une réflexion sur un aspect de la politique de formation professionnelle pilotée par le Conseil régional de Bourgogne, celui des Comités Territoriaux Formation (CTF). Plus précisément, il s'intéresse aux actuels rapprochements, ou à ceux qui sont en cours de développement, entre la thématique du territoire et celle de la formation, ainsi qu'aux éléments explicatifs d'une telle évolution. Seront aussi évoqués les effets de cette dynamique sur les modalités d'élaboration d'une politique d'intervention régionale et de construction de l'offre de formation."

BERGOUNIOUX Alain, LOEFFEL Laurence, SCHWARTZ Rémy. [Morale laïque : pour un enseignement laïque de la morale.](#) Paris : Ministère de l'Éducation nationale, 04/2013

"La mission réunie à la demande du ministre de l'éducation nationale, s'est vu confier la tâche de mener un état des lieux de l'instruction civique et morale dans les programmes scolaires, de l'école primaire au lycée, et de définir, pour tous les degrés d'enseignement, les contours de l'enseignement d'une morale laïque, entendue comme une morale commune contribuant à l'éducation au vivre ensemble et à la transmission des valeurs au fondement de la citoyenneté républicaine."

BAUDIS Dominique. [L'égal accès des enfants à la cantine de l'école primaire,](#) 03/2013

Après une enquête sur les cantines scolaires lancée à la rentrée 2012 par le Défenseur des droits, plus de 1200 réclamations ont été adressées à l'institution qui présente, dans ce rapport, ses observations et ses propositions. Le Défenseur des droits, Dominique Baudis, précise que la cantine, quand elle existe (ce qui n'est pas obligatoire) est de fait, un service public et donc soumis aux règles de services publics.

Cela implique notamment que tous les enfants doivent y être admis, quelle que soit la situation des parents. Cela concerne aussi les enfants handicapés ou allergiques pour qui certaines adaptations sont obligatoires. De plus, il indique que les maires n'ont aucune obligation de proposer des menus en fonction de la conviction religieuse. En proposant des réponses concrètes aux usagers des cantines, à leurs familles mais aussi aux maires, Le Défenseur des droits espère clarifier les règles qui encadrent la restauration scolaire, dans le souci de préserver l'intérêt supérieur de l'enfant.

David Figlio, Jonathan Guryan, Krzysztof Karbownik, Jeffrey Roth. [The Effects of Poor Neonatal Health on Children's Cognitive Development,](#) 03/2013

Quels sont les effets du poids des nourrissons à leur naissance sur le développement cognitif ? C'est la question que pose ce rapport de l'Institute for Policy Research de l'Université de Northwestern. Les auteurs étudient les effets du poids de naissance ainsi que l'état de santé général des nourrissons, tout au long de leur scolarité, jusqu'à l'âge adulte. Ils concluent que non seulement l'état de santé à la naissance est un facteur déterminant pour le développement cognitif mais également que ces effets persistent, malgré un enseignement de qualité ou de bonnes conditions d'apprentissage.

Romana Martin, Anya McGill, Fay Sudweeks. [Learning Anywhere, Anytime: Student Motivators for M-learning.](#) Australie : Informing Science Institute, 04/2013

Cette étude décrit les résultats d'une recherche sur l'identification des éléments de motivation pour les élèves qui utilisent des appareils mobiles de types tablette et leur engagement dans le m-learning. Les auteurs avaient pour objectif également d'aider les enseignants à mieux prendre en compte les attentes de ces élèves. La recherche comprenait sept classes de trois universités

australiennes. Les élèves de cette étude ont utilisé des ordinateurs portables ou tablettes, dans le cadre d'un programme d'ordinateur portable / tablette. Les résultats ont indiqué que la mobilité est la clé de motivation pour la majorité des élèves ainsi que la nature des tâches d'apprentissage liées à l'information, la création (par exemple, l'écriture, les blogs, la prise de notes) et la communication.

[Financial Education in Schools : Policy Guidance, Challenges and Case Studies](#). Organisation for Economic Co-operation and Development, 06/2013

Cette publication porte sur les défis liés à l'introduction de l'éducation financière dans les écoles et fournit des conseils pratiques grâce à des études de cas pour aider les décideurs et les enseignants. Une analyse comparative des cadres d'apprentissage existants en matière d'éducation financière dans le système scolaire formel est également présentée.

Organisation for Economic Co-operation and Development. [Équité et qualité dans l'éducation Comment soutenir les élèves et les établissements défavorisés](#), 06/2013

Dans les pays de l'OCDE, près d'un étudiant sur cinq n'atteint pas le niveau minimum de connaissances de base. En outre, les étudiants issus de milieux socio-économiques défavorisés sont deux fois plus susceptibles d'obtenir de mauvais résultats scolaires. Le manque d'équité et d'inclusion peut entraîner l'échec scolaire, c'est-à-dire qu'en moyenne, un jeune sur cinq quitte l'école avant la fin de l'enseignement secondaire supérieur.

Réduire le taux d'échec scolaire profite autant à la société qu'aux individus. Les systèmes éducatifs les plus performants dans les pays de l'OCDE sont ceux qui allient qualité et équité. Ce livre présente une série de recommandations politiques pour les systèmes éducatifs afin d'aider l'ensemble des élèves à réussir.

Kiira Kärkkäinen, Stéphan Vincent-Lancrin. [Sparkling Innovation in STEM Education with Technology and Collaboration A Case Study of the HP Catalyst Initiative](#). Organisation for Economic Co-operation and Development, 04/2013

Ce rapport présente des technologies innovantes soutenues par les modèles pédagogiques en sciences, technologie, ingénierie et éducation mathématiques (STEM), explore à quoi s'attendre de la collaboration dans un réseau dédié, et propose des scénarios de leçons pour la promotion de l'innovation pédagogique en collaboration

Centre Innocenti. [Le bien-être des enfants dans les pays riches](#). United Nations Children's Fund, 04/2013

L'UNICEF publie une étude comparative réalisée par son centre de recherche Innocenti. Ce document unique analyse la situation des enfants et adolescents dans 29 des économies les plus avancées du monde et établit un classement autour de cinq dimensions passées au crible : le bien-être matériel, la santé et la sécurité, l'éducation, les comportements et risques, le logement et l'environnement.

- A l'échelle internationale, le rapport Innocenti révèle que les Pays-Bas et quatre pays nordiques occupent les premières places tandis qu'Etats-Unis, Lituanie, Lettonie et Roumanie figurent en queue de classement. Mais l'écart entre certains pays d'Europe centrale et de l'Est et les économies industrielles plus établies tend à se réduire.

- L'étude montre également qu'il n'y a pas de rapport direct entre le niveau global de bien-être de l'enfant et le PIB par habitant.

La France, 13e rang sur 29 au classement général, enregistre des performances très inégales.

Même si elle occupe la meilleure place dans le champ de la scolarisation des enfants de 4 à 6 ans, la France est globalement en recul au plan du « bien-être scolaire ». C'est en matière de réussite scolaire à l'âge de 15 ans et de scolarisation dans l'enseignement secondaire que la France obtient les résultats les plus critiques (respectivement 15e et 19e place). Par ailleurs, la France fait partie des pays qui comptent le plus d'adolescents de 15 à 19 ans qui ne sont ni à l'école, ni en formation, ni sur le marché du travail.

Marta Kisilevsky et Enrique Roca. [Indicadores, metas y políticas educativas. Organización de Estados Iberoamericanos para la Educación, la Ciencia y la Cultura, 04/2013](#)

Ce rapport se veut une aide à la réflexion sur les défis qui doivent être relevés dans le domaine de l'évaluation et sur les différents écueils possibles. Son titre très significatif résume le cœur du débat : indicateurs, objectifs et politiques éducatives. Quels types d'indicateurs, pour quels objectifs et avec quelle politique éducative ? Ou, selon l'ordre souhaité : quels objectifs, à partir de quelle politique et avec quels indicateurs ? La relation continue entre ces trois termes, comme sommets indissociables d'une figure géométrique, est la garantie d'un processus fructueux de progression dans l'amélioration de l'éducation.

Dans ce contexte, ce type de publications, préparé au cours de l'année 2011 et faisant partie de la série sur l'évaluation de la collection "Objectifs éducatifs 2021", est une expression de la volonté de l'OEI d'encourager davantage la réflexion sur toutes les thématiques qui affectent la qualité et l'équité éducative.

BOUABID Louiza. [Pertinence des normes et standards dans les dispositifs de formation à distance](#). Thèse en Sciences de l'éducation, soutenue le 31 août 2012, sous la dir. de Nicole POTEAUX (Université de Strasbourg)

« Ce travail de thèse s'intéresse au sujet de la normalisation dans le champ de la formation à distance. Parmi les multiples propositions de normalisation, notre intérêt porte plus particulièrement sur l'enrichissement du dernier standard de fait IMS-LD. Nous souhaitons de ce fait introduire la notion de pertinence de la normalisation qui signifie la capacité d'IMS-LD de prescrire des scénarios pédagogiques qui répondent réellement à certains principes pédagogiques. Pour notre recherche, nous nous sommes intéressés à une des composantes essentielles de l'apprentissage (Leontiev, 1981), il s'agit de la motivation à apprendre. Ce travail nous a permis d'obtenir trois principaux résultats qui ont été validés en effectuant des études de cas: il s'agit d'abord d'une démarche de scénarisation à posteriori fondée sur les théories de l'activité ; Elle décrit, à partir des traces, le déroulement effectif d'une activité d'apprentissage. Le deuxième résultat est une taxonomie fondée sur la théorie des actes de langage ; Elle permet de traduire quelques composantes de la motivation en un ensemble d'actes de langage observables dans une trace de discussion par " Chat ". Quant au troisième résultat, il s'agit d'un modèle descriptif de la motivation qui rend compte, à partir des traces, des perceptions et ses origines. Ce modèle se sert de notre taxonomie et repose sur le concept des paires adjacentes issu de l'analyse conversationnelle. Enfin, nos conclusions exposent de plus des résultats secondaires et ouvrent des perspectives pour la poursuite de notre question sur la pertinence des normes. »

QUINTERO Oscar. [Racisme et discrimination à l'université : lectures croisées des sociétés française et colombienne à partir de l'expérience vécue des étudiants noirs à Paris et Bogota](#). Thèse en Sociologie, démographie, soutenue en 2013, sous la dir. de Vincent GOUESSET & Elisabeth CUNIN (Université Rennes 2)

« L'étude sociologique des inégalités sociales dans l'enseignement supérieur a été principalement développée à partir de catégories classiques comme celle de " classe sociale ". L'étude de l'enseignement supérieur à partir d'une approche " ethno-raciale " est toujours inédite, en France comme en Colombie. Le propos de cette thèse est d'étudier les discriminations raciales et le racisme dans l'enseignement supérieur, ainsi que leur influence sur la (re)production des inégalités sociales et éducatives qui affectent les minorités racialisées dans les deux pays. Il s'agit d'une enquête sociologique qualitative, avec une approche comparative entre deux sociétés différentes, en France et en Colombie, à partir de l'étude du vécu d'étudiant.e.s noirs, hommes et femmes, à Paris et à Bogota. La thèse cherche à identifier les processus de discrimination systémique auxquels doivent faire face les étudiant.e.s noir.e.s, comment le racisme quotidien se manifeste dans les universités françaises et colombiennes, comment les expériences de discrimination raciale sont vécues et appropriées par les étudiant.e.s interviewé.e.s, et comment elles influent sur leurs trajectoires éducatives et sociales. Enfin, les différences ou similitudes identifiables entre la France et la Colombie constituent un autre enjeu majeur de la thèse »

HERNANDEZ LUCIE. [Relations entre pairs et mobilisation scolaire d'adolescents de 14 à 16 ans : entre richesse et pression du groupe : le rôle médiateur de la valeur accordée à l'école](#). Thèse en Psychologie, psychologie clinique, psychologie sociale, soutenue en 2012, sous la dir. de Yves PRETEUR & Nathalie OUBRAYRIE-ROUSSEL (Université de Toulouse 2-Le Mirail)

« L'adolescence est marquée par un engagement intense des sujets dans les relations amicales qui représentent des liens bien plus complexes qu'il n'y paraît. Les changements sociétaux infèrent une évolution de la dynamique et de la nature des relations entre adolescents. Ils participent alors largement à une diversification de leurs formes et à intensifier leurs influences sur le développement des jeunes. Dans ce cadre, l'objectif de cette étude est d'évaluer l'influence de la qualité des relations entre pairs sur la démobilité scolaire des adolescents, ainsi que l'effet médiateur de la valeur accordée à l'école. Cette recherche, s'inscrivant dans une approche interactionniste dans le champ de psychologie sociale et du développement (Malrieu, 1973 ; Mead, 1963 ; Wallon, 1941), nous a permis de souligner la part active et subjective du sujet, tant dans son rapport aux pairs que dans son rapport à l'école. L'étude a été réalisée à l'aide d'un questionnaire, renseigné par 676 adolescents scolarisés en 3ème dans des collèges issus de l'éducation prioritaire (185) et des collèges publics et privés (582). Ce questionnaire appréhende dans une première partie la (dé)mobilité scolaire des adolescents sous la forme d'une auto-évaluation de leur niveau scolaire, de leur attention et de leur implication en classe, de leur persévérance scolaire, et de leur intérêt pour le travail personnel et la réussite. Dans une deuxième partie, nous cherchons à appréhender la valeur que les adolescents accordent à l'école, selon les dimensions épistémiques, futures, sociales ou externalisées. La troisième partie est consacrée à la qualité des relations entre pairs appréhendée selon la recherche de conformité, la capacité à se dégager de la pression des pairs, le soutien social et le sentiment d'isolement social. Nos résultats révèlent que la recherche extrême de conformité influence significativement la démobilité scolaire et favorise conjointement un rapport externalisé à l'école (stratégique et social). Le sentiment d'isolement participe, au contraire, à la mobilisation scolaire de l'élève et favorise un rapport épistémique à l'école. Les deux autres dimensions sont médiatisées par

la valeur accordée à l'école. Il ressort ainsi que le soutien social et la pression du groupe ressentis par les adolescents favorisent la mobilisation scolaire à condition qu'ils accordent du sens à l'école pour leurs apprentissages scolaires et intellectuels, et non pour leurs apprentissages relationnels et affectifs. »

PAUL Sébastien. [Travail et vie précaire : typologie des difficultés d'insertion des jeunes sans qualification](#). Thèse en Sciences de l'éducation, soutenue en 2012, sous la dir. d' Emmanuel TRIBY (Université de Strasbourg)

« Notre thèse propose de saisir les difficultés d'insertion des jeunes sans qualification à partir de leur rapport à la norme. Elle prend appui à la fois sur notre expérience professionnelle et sur une enquête de terrain réalisée au centre de formation L'Atelier à Strasbourg. En se fondant sur les acquis de la démarche ergologique, nous abordons le travail et l'insertion sous l'angle de l'activité. De cette prise en compte de l'activité découle une première explication des difficultés d'insertion des jeunes sans qualification. Les échecs qu'ils rencontrent lorsqu'ils se confrontent à des situations de travail s'expliquent par leur incapacité à s'affirmer en personne dans les cadres normatifs du travail, leur incapacité à " renormaliser ". Pour d'autres jeunes, les difficultés reposent sur le fait qu'ils s'investissent dans le travail sur la seule base d'une affirmation de ce qui leur importe sans prendre en compte et identifier les normes qui structurent la situation. Ces deux types de rapport au travail permettent de proposer une typologie des difficultés d'insertion et invitent à interroger les enjeux de la prise en charge de ces difficultés par les professionnels de l'insertion. »

[Gérer les enseignants autrement](#). Paris : Cour des Comptes, mai 2013

Le présent rapport public expose les constats et conclusions tirés par la Cour de son examen de la façon dont le ministère de l'éducation nationale gère les enseignants des premier et second degrés. Sous ses différents aspects, cette gestion y apparaît, selon la Cour, non pas comme le reflet administratif des forces et surtout des faiblesses du service public de l'éducation, mais comme un facteur majeur de son efficacité et donc de ses difficultés croissantes à remplir la mission fondamentale de l'école : assurer la réussite de tous les élèves. Dès lors que près d'un fonctionnaire de l'État sur deux est un enseignant, la Cour considère que c'est aussi un enjeu primordial pour les finances publiques. Le rapport met notamment en lumière le décalage entre le quotidien des enseignants et les définitions de leurs missions et de leurs obligations de service, le paradoxe d'une gestion de masse uniforme qui produit de grandes inégalités, chez les enseignants comme chez les élèves, et, au total, la faible valorisation par l'administration de l'éducation des ressources humaines qu'elle a la responsabilité de gérer. La Cour appelle à redéfinir le contenu du travail des enseignants et leurs temps de service, à valoriser, individuellement et collectivement, leurs mérites, à tenir compte de la diversité des établissements scolaires, particulièrement en matière d'affectation, et à développer une gestion personnalisée et de proximité des personnels enseignants.

Sven Erik Nordenbo, Anders Holm, Eyvind Elstad, Jaap Scheerens, Michael Sjøgaard Larsen, Michael Uljens, Per Fibæk Laursen, Trond Eiliv Hauge. [Input, Process, and Learning in primary and lower secondary schools : A systematic review carried out for The Nordic Indicator Workgroup \(DNI\)](#). Danemark : Danish clearinghouse for educational research (Danemark), 06/2010

Ce rapport présente les résultats d'une revue systématique de recherches empiriques publiées entre 1990 et 2008, sur les relations entre le processus d'apprentissage proposé au primaire et secondaire

inférieur et les résultats des élèves. Peut-on mettre en évidence des facteurs (ou ensemble de facteurs) qui produisent les résultats escomptés?

107 recherches portant sur l'efficacité de l'école ont été recensées et analysées.

11 facteurs ont été identifiés, tenant à la gestion des ressources humaines, au leadership pédagogique, aux opportunités d'apprendre (curriculum, organisation des temps d'enseignement), au climat scolaire (discipline, interrelation, normes sociales, valeurs, aux enseignants (comportement de l'enseignant, posture), aux attentes des élèves et des parents et aux partenariat école-parents.

Michael Sjøgaard Larsen, Anders Holm, Bente Jensen, Niels Ploug, Peter Berliner. [Staff supported parental involvement in effective early interventions for at-risk children –a systematic research review](#). Danemark : University of Aarhus; Department of education, 04/2013

Ce document présente une revue internationale des recherches sur les effets de l'implication des parents sur les élèves "à risque" (handicap, etc). À partir de 10 bases de données nationales et internationales, recensant 1933 références pertinentes, les auteurs ont retenu 27 études, dont 13 montraient des effets probants (evidence-based) sur le développement cognitif, émotionnel et social des enfants. les moyens d'impliquer les parents sont divers : les éducateurs donne des conseils aux parents, en leur rendant visite; les parents organise des activités spécifiques avec leurs enfants, à la maison ou à l'école; les parents participent à des activités avec d'autres parents ou encore avec un groupe d'enfants dans un centre d'aide.

Camilla Brørup Dyssegaard, Michael Sjøgaard Larsen. [Evidence on inclusion](#). Danemark : Danish clearinghouse for educational research, 02/2013

L'objectif de cette publication est d'analyser les recherches sur l'inclusion montrant les stratégies ayant des effets positifs.

Le point de départ de cette analyse a été la question suivante : quel est l'effet de l'intégration des élèves à besoins particuliers dans des écoles ordinaires, et un enseignement généralisé? Quelles méthodes enseignement ont fait la preuve de leur efficacité?

[L'éducation aujourd'hui 2013 La perspective de l'OCDE](#). Organisation for Economic Co-operation and Development, 03/2013

"Qu'est-ce que l'OCDE a à dire sur la situation actuelle de l'éducation ? Quels sont les principaux messages de l'OCDE concernant l'éducation et l'accueil des jeunes enfants, les politiques relatives aux enseignants et l'enseignement supérieur ? Qu'en est-il des performances des élèves, des dépenses d'éducation et de l'équité dans l'éducation ? Les travaux de l'OCDE sur ces thèmes importants de l'éducation et d'autres ont été compilés sous la forme d'une ressource unique et accessible.

Comptant huit chapitres, ce rapport analyse l'éducation et l'accueil de la petite enfance, l'enseignement scolaire, la transition au-delà de la formation initiale, l'enseignement supérieur, la formation des adultes, les résultats et le rendement, l'équité et enfin, l'innovation. Les chapitres s'organisent sur la base des principales constatations et des orientations pour l'action publique établies grâce aux études récentes menées par l'OCDE sur l'éducation. Chaque information est résumée sous la forme d'un message principal concis et accessible, suivi d'une brève explication et de la référence à la source de l'OCDE.

Ce rapport constituera une ressource précieuse pour toutes les personnes intéressées par une vue d'ensemble de l'éducation dans une perspective internationale, ainsi que pour tous ceux qui souhaitent en savoir plus sur les travaux de l'OCDE dans ce domaine fondamental."

[Synergies for Better Learning An International Perspective on Evaluation and Assessment.](#)

Organisation for Economic Co-operation and Development, 04/2013

Ce rapport met l'accent sur les écarts importants entre les pays de l'OCDE sur la manière dont sont évaluées les performances des élèves, des enseignants, des directeurs d'établissement et des écoles. Dans ce cadre, le rapport de l'OCDE formule des orientations sur la façon d'utiliser l'évaluation et les informations qui en émanent afin d'aider au mieux élèves, enseignants et directeurs d'établissement. Dans l'enseignement primaire, par exemple, les élèves ne sont pas notés au Danemark, en Islande, en Nouvelle-Zélande, en Norvège et en Suède, alors qu'en Hongrie, en Italie, au Mexique, aux Pays-Bas, en Pologne et en République slovaque, les évaluations officielles reposent essentiellement sur des notes chiffrées.

En Australie, au Chili, en Corée, au Portugal et au Royaume-Uni, les enseignants sont soumis à une procédure formelle d'évaluation dans le cadre de la gestion de leurs performances, alors qu'au Danemark, en Finlande, en Islande, en Norvège et en Suède, les informations sur les performances des enseignants sont fournies de manière plus informelle dans les établissements.

Lors du lancement du rapport qui a eu lieu à Oslo, en Norvège, le Conseiller spécial du Secrétaire général de l'OCDE chargé de la politique de l'éducation et Directeur adjoint de l'éducation et des compétences, M. Andreas Schleicher, a déclaré : « À une époque où les établissements scolaires se voient confier des responsabilités supplémentaires de direction et doivent accueillir une population d'élèves de plus en plus diverse, ils doivent impérativement mettre en place des systèmes efficaces d'évaluation, afin d'aider les élèves à améliorer leur apprentissage, de permettre aux enseignants d'accroître leur efficacité et de rehausser leurs performances globales ».

Le rapport, qui représente l'une des études internationales les plus importantes jamais menées sur l'évaluation de l'enseignement, contient les recommandations suivantes :

- Adopter une approche globale : tous les éléments de l'évaluation – évaluation des élèves, des enseignants, des établissements, des chefs d'établissement et du système éducatif – doivent former un tout cohérent. Cette cohérence sera source de synergies et permettra d'éviter les recoupements et les objectifs antagonistes.
- Aligner l'évaluation sur les objectifs de l'enseignement : l'évaluation doit être alignée sur les principes qui sous-tendent la stratégie globale en matière d'éducation.
- Accorder la priorité à l'amélioration des pratiques dans les salles de classe : afin de permettre au mieux à l'évaluation d'améliorer ce qui est au cœur de l'éducation – l'apprentissage des élèves – les responsables des politiques doivent promouvoir une utilisation régulière des résultats à des fins d'amélioration sur le terrain.
- Concevoir avec attention l'utilisation des résultats d'évaluations dont les enjeux sont importants pour les acteurs éducatifs. En effet, l'utilisation des résultats des évaluations doit éviter des distorsions dans le processus d'enseignement tels que l'enseignement en fonction des tests ou le rétrécissement du champ d'enseignement.
- Dégager un consensus : veiller à ce que l'ensemble des acteurs soient associés dès le départ au processus et en comprennent l'utilité.
- Placer les élèves au centre de toute stratégie : les élèves doivent être de véritables acteurs de leur apprentissage et avoir les moyens d'évaluer eux-mêmes leurs progrès. Le

développement d'une réflexion critique et de compétences sociales doit lui aussi faire l'objet d'un suivi.

Sara Hennessy, Laura London. [Learning from International Experiences with Interactive Whiteboards The Role of Professional Development in Integrating the Technology](#). OECD Education Working Papers, 03/2013

Ce document décrit les stratégies et les expériences des enseignants avec les tableaux blancs interactifs (TBI) en classe. Les auteurs appuient leur analyse sur les études publiées dans ce domaine pour comprendre comment une approche systémique aux innovations technologiques dans les écoles peut contribuer à une éducation de qualité pour tous. Ils explorent les moyens de soutenir le changement dans les rôles de l'enseignant et de l'apprenant qui permet d'intégrer efficacement la technologie dans l'enseignement en classe.

OCDE. [En quoi les politiques, les systèmes et la qualité de l'éducation et de l'accueil des jeunes enfants \(EAJE\) se différencient-ils dans les pays de l'OCDE ?](#) OCDE, 03/2013

Dans de nombreux pays de l'OCDE, l'offre de services d'éducation et d'accueil des jeunes enfants a augmenté en réponse à la demande croissante d'amélioration des résultats d'apprentissage, mais aussi à la participation de plus en plus importante des femmes à la population active. Ces dernières années, toutefois, les objectifs des politiques sur la petite enfance se sont recentrés sur l'enfant lui-même.

Les élèves de 15 ans qui ont été préscolarisés dans leur petite enfance ont tendance à obtenir de meilleurs résultats à l'évaluation PISA que leurs camarades qui ne l'ont pas été, même après contrôle du milieu socio-économique.

Améliorer l'accès à l'éducation et l'accueil des jeunes enfants sans accorder toute l'attention nécessaire à la qualité des services eux-mêmes ne suffit pas à assurer de bons résultats sur les plans individuel et social.

CHAMSINE Darine. [Situation d'échec scolaire et sentiment d'échec scolaire de l'élève : étude des interactions et de divers facteurs qui entrent en jeu](#). Thèse en sciences de l'éducation, soutenue en 2012, sous la dir. de Thierry PIOT (Université de Caen-Basse-Normandie)

« La recherche envisagée ici est une recherche exploratoire portant sur une notion peu développée dans la littérature. Cette notion est celle du « sentiment d'échec scolaire de l'élève » constitué lui-même de différentes composantes (ressenti évaluatif, niveau de prise de conscience, état psychique, état physique, état divers). L'étude porte sur cette notion, son contenu, sa consistance, et sur les interactions entre cette dimension et d'autres dimensions en prise avec la réussite scolaire de l'élève et son devenir dans la scolarité. Plus précisément, la recherche traite d'un modèle dynamique d'évolution positive ou négative du devenir scolaire de l'élève, dans lequel interagissent des dimensions de la motivation, de la situation scolaire et du sentiment d'échec scolaire de l'élève (variables médiatrices) et sur lesquelles jouent d'autres variables (modulatrices) comme : l'estime de soi, le sentiment d'efficacité personnelle, et différentes stratégies d'ajustement (coping). Le rôle modulateur de ces variables consisterait à accentuer ou à réduire les effets des autres variables ci-dessus désignées. L'analyse statistique des relations des variables entre elles, traite des aspects structuraux, systémiques, transactionnels, dynamiques, généraux et différentiels (analyse implicite, analyse évolutive dynamique, analyse différentielle). Une approche complémentaire de cas individuel vient nuancer, étayer ou infirmer les états globaux »

ESCALIE Guillaume. [Analyse du travail d'un collectif de formateurs et de ses conséquences sur la formation professionnelle d'un enseignant novice : un exemple en éducation physique et sportive.](#)

Thèse en Formation des adultes, soutenue le 27 novembre 2012, sous la dir. de Marc DURAND & Sébastien CHALIES (Conservatoire national des arts et métiers).

« Un des objectifs des politiques éducatives européennes en matière de formation professionnelle des enseignants novices consiste à consolider les partenariats entre les universités et les établissements scolaires. Sur le plan scientifique, la majorité des études pointent l'importance de renforcer la collaboration entre les formateurs de ces deux institutions par des dispositifs fondés sur le modèle des " communautés de pratique " (Lave & Wenger, 1991). Or, ces études restent souvent peu précises sur la nature de leurs activités au sein de tels dispositifs. Cette recherche vise à analyser les activités de formation d'un collectif de formateurs et leurs conséquences sur la formation professionnelle d'un enseignant novice. Cette étude s'appuie sur une lecture de la formation professionnelle des enseignants novices (Bertone, 2011 ; Chaliès, 2012) qui emprunte certains postulats à une théorie générale de l'apprentissage (Nelson, 2008) et de l'action collective (Wittgenstein, 2004). Cette lecture est ordonnée par trois activités de formation : (i) enseigner des règles pour permettre aux enseignants novices de signifier leur vécu et agir différemment en classe ; (ii) aménager des situations et contrôler les premiers suivis des règles pour leur permettre d'en constater les résultats ; (iii) accompagner leur développement en les aidant à interpréter les règles apprises. Cette recherche a été menée en collaboration avec deux collectifs de formation en éducation physique et sportive. Composés chacun d'un enseignant novice et de plusieurs formateurs, ces collectifs ont été mis en place lors d'un dispositif de formation par les visites. Deux types de données ont été recueillies : des données d'enregistrement audio-vidéo (des leçons et des entretiens de conseil pédagogique menés en suivant) ; des données d'autoconfrontation. Les données ont été analysées afin d'identifier les règles apprises et/ou suivies par les acteurs pour signifier leurs activités au cours de chacun des temps du dispositif. Les résultats montrent principalement l'intérêt pour le collectif de formateurs : (i) de mener une activité d'enseignement (et éventuellement d'explication) ostensive pour permettre à l'enseignant novice de réaliser les premiers suivis des règles conformes à leurs attentes ; (ii) d'aménager les situations de classe pour faciliter son constat des résultats attendus des règles préalablement enseignées ; (iii) d'accompagner son développement en l'aidant à faire usage des règles apprises dans de nouvelles circonstances. »

Repéré sur : Insee.fr

Xavier Besnard. [Enquête communautaire sur l'innovation en 2010](#). INSEE Résultats n°66 économie, mai 2013

Entre 2008 et 2010, dans un contexte de crise, environ la moitié des sociétés de 10 salariés ou plus ont innové parmi celles relevant du champ de l'enquête Innovation. Lorsqu'une société innove, c'est en premier lieu pour maintenir ou augmenter ses parts de marché, notamment en améliorant ses produits. Les sociétés exportatrices innovent davantage, en particulier pour créer de nouveaux produits. Le coût est le premier facteur freinant les innovations technologiques, c'est-à-dire portant sur les produits ou les procédés de production. Davantage de sociétés ont innové entre 2008 et 2010 qu'au cours des trois années précédentes, mais l'innovation technologique a diminué. Les innovations d'organisation restent les plus fréquentes.

Repéré sur : legrainasbl.org

Bruno Uyttersprot. [Le tuteur vu par l'apprenant : éclairage sur une fonction](#). Le GRAIN asbl, 7 mai 2013

Si les études consacrées au tutorat sont nombreuses et font la part belle aux témoignages de tuteurs ainsi qu'à l'analyse de la position stratégique que ceux-ci occupent dans le processus de formation, rares sont les apports théoriques consacrés aux représentations qu'en ont leurs bénéficiaires : les apprenants, apprentis, stagiaires. C'est à ceux-ci que le présent article est consacré. Des interrogations sur un authentique lien social qui permettent de questionner les pratiques à travers la perception expérientielle de jeunes en formation en alternance.

Repéré sur : lemonde.fr

Maryline Baumard. [Horaires, salaires : la Cour des comptes critique la gestion des enseignants](#). Le Monde, 22 mai 2013

Isabelle Rey-Lefebvre. [Classes prépas : la fin de la gratuité votée à l'Assemblée](#). Le Monde, 24 mai 2013

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

[The Impact of Immigrant Concentration in Schools on Grade Retention in Spain: a Difference-in-Differences Approach](#)

Pedraja Chaparro, Francisco ; Santín González, Daniel ; Simancas Rodríguez, Rosa

Since the late 1990s, Spain has played host to a sizeable flow of immigrants who have been absorbed into the compulsory stage of the education system. In this paper, our aim is to assess the impact of that exogenous increase in the number of immigrant students from 2003 to 2009 on grade retention using Spanish data from PISA 2003 and 2009. For this purpose, we use the difference-in-differences method (DiD), capable of detecting whether the immigrant concentration has had a significant effect on student performance. Within this framework, the control group will be the schools without sampled immigrants from 2003 to 2009 and the treatment group will be schools with immigrant students that experienced a significant increase of immigrants throughout this period. As the percentage of immigrants is different across schools, the DiD methodology is adapted to deal with a dose treatment. What we are looking for then is not simply the average effect of there being or not being foreign students at the school, but the effect of their concentration. In this way, the effect of immigrants joining schools can be isolated and estimated through a DiD dose estimator controlling by other educational variables that also influence school performance. Our results evidenced that their arrival does not on average decrease school promotion rates with respect to 2003 and is even beneficial to native students. Although the concentration of immigrant students at the same school does have a negative impact on immigrant students generating more grade retention, native students are unaffected until concentrations of immigrant students are higher.

[Girls' Education, Stipend Programs and their Effects on the Education of Younger Siblings](#)

Lutfunnahar Begum ; Asadul Islam ; Russell Smyth

This paper examines the link between the Female Secondary School Stipend Program in Bangladesh, its effects on schooling of girls, and the subsequent impact on the education of their younger siblings. The stipend program was introduced nationwide in 1994, and affected girls in rural areas who were of secondary school age (grades 6-10) in 1994 or later, but not boys of the same cohort. We examine the effect of educational attainment of older siblings on schooling outcomes of younger siblings. We also examine the role of the gender of older siblings on the schooling outcomes of younger siblings. We find that the education of older siblings has a positive effect on the schooling of younger siblings, and that the effect is stronger on younger brothers than on younger sisters. When we take into account the endogeneity of education of older siblings, we find that their gender composition generally has no effect on the schooling attainment of younger siblings. The instrumental variable estimates, using stipend program eligibility as an instrument, suggest that the completed years of schooling by younger siblings would increase by about 0.13 years if the education of older siblings increased by one year. The intent-to-treat effect suggests that the stipend program increased schooling by 2.6 years. This implies about a 10 per cent increase in the schooling of younger siblings if elder siblings participated in the program. Our results suggest that school programs that benefit children's education could bring both short- and long-term gains, not only directly to the affected children, but also indirectly to their siblings.

[Education and Health: The Role of Cognitive Ability](#)

Govert Bijwaard (NIDI, The Hague, IZA, Bonn) ; Hans van Kippersluis (Erasmus University Rotterdam) ; Justus Veenman (Erasmus University Rotterdam)

We aim to disentangle the relative contributions of (i) cognitive ability, and (ii) education on health and mortality using a structural equation model suggested by Conti et al. (2010). We extend their model by allowing for a duration dependent variable, and an ordinal educational variable. Data come from a Dutch cohort born around 1940, including detailed measures of cognitive ability and family background at age 12. The data are subsequently linked to the mortality register 1995-2011, such that we observe mortality between ages 55 and 75. The results suggest that the treatment effect of education (i.e. the effect of entering secondary school as opposed to leaving school after primary education) is positive and amounts to a 4 years gain in life expectancy, on average. Decomposition results suggest that the raw survival differences between educational groups are about equally split between a 'treatment effect' of education, and a 'selection effect' on basis of cognitive ability and family background.

[The Effect of Early Entrepreneurship Education: Evidence from a Randomized Field Experiment](#)

Laura Rosendahl Huber (University of Amsterdam) ; Randolph Sloof (University of Amsterdam) ; Mirjam van Praag (University of Amsterdam)

The aim of this study is to analyze the effectiveness of early entrepreneurship education. To this end, we conduct a randomized field experiment to evaluate a leading entrepreneurship education program that is taught worldwide in the final grade of primary school. We focus on pupils' development of relevant skill sets for entrepreneurial activity, both cognitive and non-cognitive. The results indicate that cognitive entrepreneurial skills are unaffected by the program. However, the program has a robust positive effect on non-cognitive entrepreneurial skills. This is surprising since previous evaluations found zero or negative effects. Because these earlier studies all pertain to education for adolescents, our result tentatively suggests that non-cognitive entrepreneurial skills are best developed at an early age.

[Long Run Returns to Education: Does Schooling Lead to an Extended Old Age?](#)

Hans van Kippersluis (Erasmus University Rotterdam); Owen O'Donnell (Erasmus University Rotterdam, University of Macedonia, Thessaloniki, Greece) ; Eddy van Doorslaer (Erasmus University Rotterdam)

While there is no doubt that health is strongly correlated with education, whether schooling exerts a causal impact on health is not yet firmly established. We exploit Dutch compulsory schooling laws in a Regression Discontinuity Design applied to linked data from health surveys, tax files and the mortality register to estimate the causal effect of education on mortality. The reform provides a powerful instrument, significantly raising years of schooling, which, in turn, has a large and significant effect on mortality even in old age. An extra year of schooling is estimated to reduce the probability of dying between ages of 81 and 88 by 2-3 percentage points relative to a baseline of 50 percent. High school graduation is estimated to reduce the probability of dying between the ages of 81 and 88 by a remarkable 17-26 percentage points but this does not appear to be due to any sheepskin effects of finishing high school on mortality beyond that predicted in early by additional years of schooling.

[Determinants of Individual Academic Achievement – Group Selectivity Effects Have Many Dimensions](#)

Zwick Th. (GSBE)

This paper measures determinants of individual academic achievements. In addition to an extensive list of individual characteristics, skills obtained during study and socio-economic background factors, many dimensions of selectivity into academic study subjects are shown to drive individual academic achievement, such as differences between average student grades during tertiary education or cognitive skills. This paper is based on a large and representative graduate survey of graduates in the academic year 2003/2004 in the German state of Bavaria.

[Identifying the drivers of month of birth differences in educational attainment](#)

Claire Crawford (Institute for Fiscal Studies) ; Lorraine Dearden (Institute for Fiscal Studies and Department of Quantitative Social Science, Institute of Education, University of London) ; Ellen Greaves (Institute for Fiscal Studies)

Children born at the end of the academic year have lower educational attainment, on average, than those born at the start of the academic year. Previous research shows that the difference is most pronounced early in pupils' school lives, but remains evident and statistically significant in high-stakes exams taken at the end of compulsory schooling. To determine the most appropriate policy response, it is vital to understand which of the four possible factors (age at test, age of starting school, length of schooling and relative age without cohort) lead to these differences in attainment between those born at different points in the academic year. However, research to date has been unable to adequately address this problem, as the four potential drivers are all highly correlated with one another, and three of the four form an exact linear relationship (age at test = age of starting school + length of schooling). This paper is the first to apply the principle of maximum entropy to this problem. Using two complementary sources of data we find that a child's age at the time they take the test is the most important driver of the differences observed, which suggests that age-adjusting national achievement test scores is likely to be the most appropriate policy response to ensure that children born towards the end of the year are not at a disadvantage simply because they are younger when they take their exams.

[The impact of age within academic year on adult outcomes](#)

Claire Crawford (Institute for Fiscal Studies) ; Lorraine Dearden (Institute for Fiscal Studies and Department of Quantitative Social Science, Institute of Education, University of London) ; Ellen Greaves (Institute for Fiscal Studies)

Children born at the end of the academic year have lower educational attainment, on average, than those born at the start of the academic year. Previous research has shown that the difference is most pronounced early in pupils' school lives, but remains evident and statistically significant in high-stakes exams taken at the end of compulsory schooling. Those born later in the academic year are also significantly less likely to participate in post-compulsory education than those born at the start of the year. We provide the first evidence on whether these differences in childhood outcomes translate into differences in the probability of employment, occupation and earnings for adults in the UK. We also examine whether there are differences in broader measures of well-being such as self-perceived health and mental health. We find that the large and significant differences observed in educational attainment do not lead to pervasive differences in adulthood; those born towards the end of the academic year are more likely to experience unemployment (which is particularly true for females and those that don't achieve a degree level qualification) but in general there are few substantial or statistically significant differences in terms of occupation, earnings and self-perceived health and mental health. It is not clear why this should be the case, but if employers reward productivity equally as they learn more about their workers, irrespective of their educational attainment, then this lack of significant differences may not be surprising.

[Corruption dans le Secteur d'Education : Une Typologie de Conséquences](#)

Dridi, Mohamed

The aim of this paper is to focus on corrupt practices that develop within the education sector and the consequences associated with them. Given the fact that most previous studies dealing with the costs of corruption put emphasis only on corruption from public officials, we propose a typology of consequences that allows a comprehensive understanding of the effects related to corrupt practices that could thrive in the education sector. The typology of consequences presented in this paper identifies three types of consequences: those related to the achievement of the goals of access, quality and equality given to the education system, those related to the demand for education and school performance and, those related to the achievement of broader objectives of the education sector and the development of society as a whole.

["Double Penalty in Returns to Education: Informality and Educational Mismatch in the Colombian Labour market"](#)

Paula Herrera (Faculty of Economics, University of Barcelona) ; Enrique López-Bazo (Faculty of Economics, University of Barcelona) ; Elisabet Motellón (Faculty of Economics, University of Barcelona)

This paper examines the returns to education taking into consideration the existence of educational mismatches in the formal and informal employment of a developing country. Results show that the returns of surplus, required and deficit years of schooling are different in the two sectors. Moreover, they suggest that these returns vary along the wage distribution, and that the pattern of variation differs for formal and informal workers. In particular, informal workers face not only lower returns to

their education, but suffer a second penalty associated with educational mismatches that puts them at a greater disadvantage compare to their formal counterparts.

[Can gender differences in the educational performance of 15-year old migrant pupils be explained by the gender equality in the countries of origin and destination?](#)

Kornder N. ; Dronkers J. ; Dronkers J. (GSBE)

We try to explain the differences between the performance (in both reading and math) of 8430 15-year-old daughters and 8526 15-year-old sons in 17 Organisation for Economic Cooperation and Development destination countries across Europe and Oceania with the PISA 2009 data from 45 origin countries or regions. In addition to the level of societal gender equality of the origin and destination countries (the gender empowerment measure, or GEM) we use macro indicators of the educational systems, economic development, and religions of the countries of origin. We find that migrant daughters from countries with higher levels of gender equality have higher reading scores than comparable migrant sons (but this is not the case for math scores). In addition, the higher the level of gender equality in the destination countries, the lower the reading and math scores of both the male and female migrants' children in their destination countries. Further analyses suggest that the difference between the levels of gender equality, rather than the levels themselves, of the origin and destination countries explains more of the educational performance of both female and male migrant pupils. Our results also show that the low level of gender equality in Islamic origin countries is a sufficient explanation of the low educational performance of Islam male and female migrants' pupils. Finally, migrants' daughters seem to perform slightly better educationally than comparable migrants' sons.

[Late Interventions Matter Too: The Case of College Coaching New Hampshire](#)

Scott E. Carrell ; Bruce Sacerdote

We present evidence from an ongoing field experiment in college coaching/ mentoring. The experiment is designed to ask whether mentoring plus cash incentives provided to high school students late in their senior year have meaningful impacts on college going and persistence. For women, we find large impacts on the decision to enroll in college and to remain in college. Intention to treat estimates are an increase in 15 percentage points in the college going rate (against a base rate of 50 percent) while treatment on the treated estimates are 30 percentage points. Offering cash bonuses alone without mentoring has no effect. There are no effects for men in the sample. The absence of effects for men is not explained by an interaction of the program with academic ability, work habits, or family and guidance support for college applications. However, differential returns to college and/or occupational choice may explain some of the differences in treatment effects for men and women.

[The Marginal Income Effect of Education on Happiness: Estimating the Direct and Indirect Effects of Compulsory Schooling on Well-Being in Australia](#)

Powdthavee, Nattavudh (London School of Economics) ; Lekfuangfu, Warn N. (University College London) ; Wooden, Mark (Melbourne Institute of Applied Economic and Social Research)

Many economists and educators favour public support for education on the premise that education improves the overall well-being of citizens. However, little is known about the causal pathways through which education shapes people's subjective well-being (SWB). This paper explores the direct and indirect well-being effects of extra schooling induced through compulsory schooling laws in

Australia. We find the net effect of schooling on later SWB to be positive, though this effect is larger and statistically more robust for men than for women. We then show that the compulsory schooling effect on male's SWB is indirect and is mediated through income.

[Adapting Smartphones as Learning Technology in a Korean University](#)

Juseuk Kim (College of Education, Seoul National University) ; Lynn Ilon (College of Education, Seoul National University) ; Jorn Altmann (College of Engineering, Seoul National University)

iPhone and Android technology only became available in Korea in 2010, yet today, nearly every student in Korea's top university carries either an iPhone or Android enabled phone. Students are plugged in and communicating constantly. One Lifelong Learning class investigated the use of smartphones among Education and Engineering students. Both the process of the class and the outcomes of the research reveal much of how the practices of learning are changing in a dynamic, globally-linked university. Their answers to a set of surveys on smartphone use for learning revealed that smartphones were used extensively by all students. Students had a broad definition of how they used their smartphones for learning. Engineering and Education students varied somewhat on how they used their phones for learning. Most interesting, the heavy users of smartphones were not usually the ones who were the most intensive users of apps that most students agreed were most useful for learning.

[Female Labour Supply, Human Capital and Welfare Reform](#)

Blundell, Richard (University College London) ; Costa Dias, Monica (Institute for Fiscal Studies, London) ; Meghir, Costas (Yale University) ; Shaw, Jonathan (Institute for Fiscal Studies, London)

We consider the impact of tax credits and income support programs on female education choice, employment, hours and human capital accumulation over the life-cycle. We analyze both the short run incentive effects and the longer run implications of such programs. By allowing for risk aversion and savings, we quantify the insurance value of alternative programs. We find important incentive effects on education choice and labor supply, with single mothers having the most elastic labor supply. Returns to labor market experience are found to be substantial but only for full-time employment, and especially for women with more than basic formal education. For those with lower education the welfare programs are shown to have substantial insurance value. Based on the model, marginal increases to tax credits are preferred to equally costly increases in income support and to tax cuts, except by those in the highest education group.

[Endophilia or Exophobia: Beyond Discrimination](#)

Feld, Jan (Maastricht University) ; Salamanca, Nicolas (Maastricht University) ; Hamermesh, Daniel S. (University of Texas at Austin, Royal Holloway)

The immense literature on discrimination treats outcomes as relative: One group suffers compared to another. But does a difference arise because agents discriminate against others – are exophobic – or because they favor their own kind – are endophilic? This difference matters, as the relative importance of the types of discrimination and their inter-relation affect market outcomes. Using a field experiment in which graders at one university were randomly assigned students' exams that did or did not contain the students' names, on average we find favoritism but no discrimination by nationality, and neither favoritism nor discrimination by gender, findings that are robust to a wide variety of potential concerns. We observe heterogeneity in both discrimination and favoritism by nationality and by gender in the distributions of graders' preferences. We show that a changing

correlation between endophilia and exophobia can generate perverse predictions for observed market discrimination.

[Foreign Scientists and Engineers and Economic Growth in Canadian Labor Markets](#)

Peri, Giovanni (University of California, Davis) ; Shih, Kevin Y. (University of California, Davis)

In this paper we analyze the impact of foreign-born workers in the fields of Science, Technology, Engineering and Math (STEM) on employment and wages in Canadian geographical areas during the period 1991-2006. Canadian policies select immigrants with a strong emphasis on high educational attainment. Moreover the foreign-born constitute a third of the Canadian population making Canada a very good case to analyze the effect of foreign-STEM workers on the local economy. We use the dispersion of immigrants by nationality across 17 geographical areas in 1981 to predict the supply-driven increase in foreign Scientists and Engineers during the period 1991-2006. Then we analyze their impact on the employment and wages of college and non-college educated Canadian-born (native) workers. We find significant positive effects on the wages and (to a lesser extent) employment of college educated natives. We also find a smaller positive effect on the wages and employment of native workers with very low levels of education (i.e. those with no high school degree). This implies a positive productivity effect of foreign-STEM workers in Canada, and also a college bias in their contribution to productivity growth. Compared to the effect of foreign Scientists and Engineers in US cities, the Canadian results show similar effects on wages of college educated and at least partial evidence of a positive diffusion of the effect to non-college educated, which was not present in the US.

[State Merit-Aid Programs and College Major: A Focus on STEM](#)

Sjoquist, David L. (Georgia State University) ; Winters, John V. (University of Cincinnati)

Since 1991 more than two dozen states have adopted merit-based student financial aid programs, intended at least in part to increase the stock of human capital by improving the knowledge and skills of the state's workforce. At the same time, there has been growing concern that the U.S. is producing too few college graduates in science, technology, engineering, and mathematics (STEM) fields. Using both microdata from the American Community Survey and student records from the University System of Georgia, this paper examines whether recently adopted state merit-aid programs have affected college major decisions, with a focus on STEM fields. We find consistent evidence that state merit programs did in fact reduce the likelihood that a young person in the state will earn a STEM degree.

[Self-Selection into Economics Experiments Is Driven by Monetary Rewards](#)

Abeler, Johannes (University of Oxford) ; Nosenzo, Daniele (University of Nottingham)

Laboratory experiments have become a wide-spread tool in economic research. Yet, there is still doubt about how well the results from lab experiments generalize to other settings. In this paper, we investigate the self-selection process of potential subjects into the subject pool. We alter the recruitment email sent to first-year students, either mentioning the monetary reward associated with participation in experiments; or appealing to the importance of helping research; or both. We find that the sign-up rate drops by two-thirds if we do not mention monetary rewards. Appealing to subjects' willingness to help research has no effect on sign-up. We then invite the so-recruited subjects to the laboratory to measure a range of preferences in incentivized experiments. We do not find any differences between the three groups. Our results show that student subjects participate in

experiments foremost to earn money, and that it is therefore unlikely that this selection leads to an over-estimation of social preferences in the student population.

[Governance and success of university-industry collaborations on the basis of Ph.D. projects: an explorative study](#)

Negin Salimi ; Rudi Bekkers ; Koen Frenken

URL:

Faced with ever-increasing pressure to innovate and perform, firms consider universities as a significant, external source of knowledge. There is a variety of ways through which such knowledge flow can take place, including academic publications, contract research, staff mobility and university patents and licenses, but also more collaborative modes such as joint research projects. This paper focuses on a specific – and promising – collaborative model, in which firms and universities are together involved in a Ph.D. project, carried out by a doctoral candidate. We model the relationship on the one hand on various aspects of governance, and the success of the collaboration on the other. Here, success is operationalized in a number of different ways, including the successful transfer, the application and the commercialization of knowledge. Our model was tested using a survey conducted at the Eindhoven University of Technology. We conclude that governance decisions have a significant impact on the ultimate success. Among other things, the choice of university supervisor plays a pivotal role. Moreover, success is more likely if there is joint decision-making by both university and partner on the content of the project, and communication between the Ph.D. candidate and their supervisor in the firm has a high frequency and quality. We believe our findings can help universities and firms to collaborate successfully.

[The Educational Bias in Commuting Patterns: Micro-Evidence for the Netherlands](#)

Stefan P.T. Groot (VU University Amsterdam) ; Henri L.F. de Groot (VU University Amsterdam, and Ecorys NEI) ; Paolo Veneri (OECD, Paris)

This study analyses the relation between education and commuting behaviour of Dutch workers. Results show that, ceteris paribus, higher educated workers commute further, both in terms of distance and time. In addition, higher educated workers are more frequent users of public transport and of bicycles. Furthermore, we find that higher educated workers are relatively more likely to commute towards agglomerated areas and areas that pay relatively high wages, while they are more likely to live in and commute from areas with higher land rents.

[Democratic Values Transmission](#)

Brañas Garza, Pablo ; Espinosa Alejos, María Paz ; Giritligil, Ayca E.

This study addresses the issue of intergenerational transmission of democratic values embedded in social choice rules. We focus on a few rules which have been the focus of social choice theory: plurality, plurality with a runoff, majoritarian compromise, social compromise and Borda rule. We confront subjects with preferences profiles of a hypothetical electorate over a set of four alternatives. Different rules produce different outcomes and subjects decide which alternative should be chosen for the society whose preference profile is shown. We elicit each subject's preferences over rules and his/her parents' and check whether there is any relationship; 186 students and their parents attended the sessions at Istanbul Bilgi University. Overall, we find support for the hypothesis of parental transmission of democratic values and gender differences in the transmitted rule.

[Nash Bargaining and the Wage Consequences of Educational Mismatches](#)

Joop Hartog (University of Amsterdam) ; Michael Sattinger (University at Albany)

The paper provides a theoretical foundation for the empirical regularities observed in estimations of wage consequences of overeducation and undereducation. Workers with more education than required for their jobs are observed to suffer wage penalties relative to workers with the same education in jobs that only require their educational level. Similarly, workers with less education than required for their jobs earn wage rewards. These departures from the Mincer human capital earnings function can be explained by Nash bargaining between workers and employers. Under fairly mild assumptions, Nash bargaining predicts a wage penalty for overeducation and a wage reward for undereducation, and further predicts that the wage penalty will exceed the wage reward. This paper reviews the established empirical regularities and then provides Nash bargaining results that explain these regularities.

[Admission is Free Only if Your Dad is Rich! Distributional Effects of Corruption in Schools in Developing Countries](#)

M. Shahe Emran ; Asadul Islam ; Forhad Shilpi

This paper provides an analysis of potential unequal burden of bribery in schools on poor households in developing countries. The rich are more likely to pay bribes in the standard model where the probability of punishment for bribe taking by a teacher is the same irrespective of income of the household. This model is, however, not appropriate in the context of a developing country lacking in rule of law, where the ability to punish a corrupt teacher depends on a household's economic status. Bribery is likely to be regressive at the extensive margin in this case. The conditions required for progressivity at the intensive margin are also quite stringent. A significant part of the available empirical evidence, however, finds bribes in developing countries to be progressive, thus contradicting the theoretical predictions above. We argue that this conflict may largely be due to the identification challenges arising from ability and preference heterogeneity. Using ten year average rainfall variations as instrument for household income in rural Bangladesh, we find that corruption is doubly regressive: (i) the poor are more likely to pay bribes (income elasticity [-0.73, -1]), and (ii) among the bribe payers, the poor pay a higher share of their income. The IV results for intensive margin are in contrast to the OLS estimate that shows bribes to be increasing with household income, substantiating the worry about spurious progressive effects. The results imply that 'free schooling' is free only for the rich, and corruption makes the playing field skewed against the poor.

[The relation between maternal work hours and cognitive outcomes of young school-aged children](#)

Grip A. de ; Fouarge D. ; Nelen A.C. (GSBE)

This paper is the first that analyzes the relation between maternal work hours and the cognitive outcomes of young school-going children. When children attend school, the potential time working mothers miss out with their children, is smaller than when children do not yet attend school. At the same time, working might benefit children through, for example, greater family income. Our study is highly relevant for public policy as in most countries maternal employment rates rise when children enter school. We find no negative relation between maternal working hours and child outcomes as is often found for pre-school aged children. Instead, we find that children's sorting test score is higher when their mothers work part-time (girls) or full-time (boys). Furthermore, we find that planned parent-child activities are positively related to children's language test scores. Nevertheless, we do

not find that a richer home environment in terms of the number of parent-child activities provided to the child explain the relation between maternal work hours and children's test scores.

[Universities Through the Looking Glass : Benchmarking University Governance to Enable Higher Education Modernization in MENA](#)

World Bank

Keywords: Education - Education For All Access and Equity in Basic Education Teaching and Learning Education - Primary Education

[Measuring Learning : How Effective Student Assessment Systems Can Help Achieve Learning for All](#)

Marguerite Clarke

Keywords: Education - Education For All Tertiary Education Secondary Education Teaching and Learning Education - Primary Education

[How Can We Make Schools Work Better?](#)

World Bank

Keywords: Gender - Gender and Education Education - Education For All Tertiary Education Teaching and Learning Education - Primary Education

[System Approach for Better Education Results \(SABER\) : What Matters Most in Teacher Policies? A Framework for Building a More Effective Teaching Profession](#)

World Bank

Keywords: Education - Education For All Tertiary Education Secondary Education Teaching and Learning Education - Primary Education

[Learning from the Best : Improving Learning Through Effective Teacher Policies](#)

Emiliana Vegas ; Alejandro Ganimian ; Analia Jaimovich

Keywords: Education - Education For All Tertiary Education Secondary Education Teaching and Learning Education - Primary Education

[Education Finance : It's How, Not Simply How Much, That Counts](#)

Emiliana Vegas ; Chelsea Coffin

Keywords: Education - Education For All Tertiary Education Finance and Financial Sector Development - Access to Finance Access and Equity in Basic Education Education - Primary Education

[Nutrition and Cognitive Achievement: An Evaluation of the School Breakfast Program](#)

David Frisvold

This paper investigates the impact of the School Breakfast Program (SBP) on cognitive achievement. The SBP is a federal entitlement program that offers breakfast to any student, including free breakfast for any low-income student, who attends a school that participates in the program. To increase the availability of the SBP, many states mandate that schools participate in the program if the percent of free or reduced-price eligible students in a school exceeds a specific threshold. Using the details of these mandates as a source of identifying variation, I find that the availability of the program increases student achievement.

[From Education-to-Work : Opportunities and Challenges in the West Bank and Gaza](#)

Stefanie Brodmann ; Ernesto P. Cuadra ; Mohamad Ismail Allouche ; Samira Ahmed Hillis

Keywords: Social Protections and Labor - Labor Markets Tertiary Education Access and Equity in Basic Education Teaching and Learning Education - Primary Education

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

Brant Abbott (University of British Columbia, Canada) ; Giovanni Gallipoli (University of British Columbia) ; Costas Meghir (Yale University and NBER, USA; IFS, UK) ; Giovanni L. Violante (New York University and NBER, USA; CEPR, UK)

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 are 3-4 times smaller. Every additional dollar of government grants crowds out 20-30 cents of parental transfers.

[2D : 4D Asymmetry and Gender Differences in Academic Performance : Evidence from Moscow and Manila](#)

John V.C. Nye (Department of Economics, George Mason University and Laboratory for Institutional Analysis of Economic Reforms, Higher School of Economics, Moscow) ; Grigory Androuschak (Laboratory for Institutional Analysis of Economic Reforms, Higher School of Economics, Moscow)

Desirée Desierto (School of Economics, University of the Philippines Diliman) ; Garrett Jones (Department of Economics, George Mason University) ; Maria Yudkevich (Laboratory for Institutional Analysis of Economic Reforms, Higher School of Economics, Moscow)

Exposure to prenatal androgens affects both future behavior and life choices. However, there is still relatively limited evidence on its effects on academic performance. Moreover, the predicted effect of exposure to prenatal testosterone (T) - which is inversely correlated with the relative length of the second to fourth finger lengths (2D:4D) - would seem to have ambiguous effects on academic achievement since traits like confidence, aggressiveness, or risk-taking are not uniformly positive for success in school. We provide the first evidence of a non-linear relationship between 2D:4D and academic achievement using samples from Moscow and Manila. We find that there is a quadratic relationship between high T exposure and markers of achievement such as grades or test scores and that the optimum digit ratio for women in our sample is lower (indicating higher prenatal T) than the average. The results for men are generally insignificant for Moscow but significant for Manila showing similar non-linear effects. Our work is thus unusual in that it draws from a large sample of nearly a thousand university students in Moscow and over a hundred from Manila for whom we also have extensive information on high school test scores, family background and other potential correlates of achievement. Our work is also the first to have a large cross country comparison that includes two groups with very different ethnic compositions.

[Early Childhood Education and Development in Indonesia : Strong Foundations, Later Success - A Preview](#)

World Bank

Keywords: Education - Primary Education Education - Early Childhood Development Urban Development - Street Children Education - Educational Sciences Health, Nutrition and Population - Early Child and Children's Health

[Performance in Mathematics and Digit Ratio: Evidence from 500 University Students](#)

Ángeles Sánchez-Domínguez (Departament of Applied Economics, University of Granada, Spain.) ; José Sánchez-Campillo (Departament of Applied Economics, University of Granada, Spain.) ; Dolores Moreno-Herrero (Departament of Applied Economics, University of Granada, Spain.) ; Virginia Rosales (Departament of Applied Economics, University of Granada, Spain.)

We analyze the association between performance in a mathematics course among university students at the Faculty of Business and Economics and exposure to prenatal sex hormones using the second-to-fourth digit ratio. In a sample of 516 freshmen (304 women), we find an inverted U-shaped relationship between digit ratio and mathematics grades. Males and females show the same pattern in that subjects with both high and low digit ratios earn lower grades in mathematics, while subjects with the highest grades in mathematics have intermediate digit ratios. We also find that there is no statistically significant relationship between the digit ratio and the average grades earned by students in other courses except mathematics taken in the first semester at the Faculty of Business and Economics.

[Experimental Evidence on the Effects of Home Computers on Academic Achievement among Schoolchildren](#)

Robert W. Fairlie ; Jonathan Robinson

Computers are an important part of modern education, yet many schoolchildren lack access to a computer at home. We test whether this impedes educational achievement by conducting the largest-ever field experiment that randomly provides free home computers to students. Although computer ownership and use increased substantially, we find no effects on any educational outcomes, including grades, test scores, credits earned, attendance and disciplinary actions. Our estimates are precise enough to rule out even modestly-sized positive or negative impacts. The estimated null effect is consistent with survey evidence showing no change in homework time or other "intermediate" inputs in education.

[A General Equilibrium Theory of College with Education Subsidies, In-School Labor Supply, and Borrowing Constraints](#)

Carlos Garriga (Federal Reserve Bank of St. Louis) ; Mark P. Keightley (Florida State University)

This paper analyzes the effectiveness of three different types of education policies: tuition subsidies (broad based, merit based, and flat tuition), grant subsidies (broad based and merit based), and loan limit restrictions. We develop a quantitative theory of college within the context of general equilibrium overlapping generations economy. College is modeled as a multi-period risky investment with endogenous enrollment, time-to-degree, and dropout behavior. Tuition costs can be financed using federal grants, student loans, and working while at college. We show that our model accounts for the main statistics regarding education (enrollment rate, dropout rate, and time to degree) while matching the observed aggregate wage premiums. Our model predicts that broad based tuition

subsidies and grants increase college enrollment. However, due to the correlation between ability and financial resources most of these new students are from the lower end of the ability distribution and eventually dropout or take longer than average to complete college. Merit based education policies counteract this adverse selection problem but at the cost of a muted enrollment response. Our last policy experiment highlights an important interaction between the labor-supply margin and borrowing. A significant decrease in enrollment is found to occur only when borrowing constraints are severely tightened and the option to work while in school is removed. This result suggests that previous models that have ignored the student's labor supply when analyzing borrowing constraints may be insufficient.

[Education, race and revealed attitudes towards homosexual couples](#)

Leguizamon, Sebastian ; Leguizamon, Susane ; Christafore, David

We examine the varying influence of the presence of homosexual couples on average home prices with different compositions of educational attainment and race. We find that a higher number of homosexuals in relatively higher educated areas is associated with higher average prices and lower average prices in areas with less educated residents. The magnitude of positive influence and negative influence is lower when the number of black residents increases. This suggests that education is associated with a greater revealed tolerance for homosexuals, but the influence of education is less for areas with a higher percent black, perhaps due to homophily.

[High School Graduation in the Context of Changing Elementary and Secondary Education Policy and Income Inequality: The Last Half Century](#)

Nora E. Gordon

Goldin and Katz (2008) document the key role that the educational attainment of native-born workers in the U.S. has played in determining changing returns to skill and income distribution in the twentieth century, emphasizing the need to understand the forces driving the supply of educated workers. This paper examines stagnation in high school graduation rates from about 1970 to 2000, alongside dramatic changes in elementary and secondary educational institutions and income inequality over those years. I review the policy history of major changes in educational institutions, including but not limited to the massive increase in school spending, and related literature. I then present descriptive analysis of the relationships between income inequality and both graduation and school spending from 1963 to 2007. Results suggest that inequality at the top of the income distribution, which was negatively correlated with the establishment of public secondary schooling earlier in the twentieth century, was positively correlated not only with education spending levels but also with aggregate high school graduation rates at the state level in this later period.

[Reading to Young Children: A Head-Start in Life?](#)

Guyonne Kalb (Melbourne Institute of Applied Economic and Social Research, The University of Melbourne; and Institute for the Study of Labor (IZA)) ; Jan C. van Ours (Department of Economics and CentER, Tilburg University; Department of Economics, The University of Melbourne; CESifo (Munich); Centre for Economic Policy Research (London); and Institute for the Study of Labor (IZA))

This paper investigates the importance of parents reading to their young children. Using Australian data we find that parental reading to children at age 4 to 5 has positive and significant effects on reading skills and cognitive skills of these children at least up to age 10 or 11. Our findings are robust to a wide range of sensitivity analyses.

[Publish or Teach ? : Analysis of the Professor's Optimal Career Plan](#)

Fouad El Ouardighi (Operation management Department - ESSEC Business School) ; Konstantin Kogan (Faculty of Social Sciences - Bar-Ilan University) ; Radu Vranceanu (Economics Department - ESSEC Business School)

This paper analyzes how faculty members dynamically allocate their efforts between improving their research and teaching skills, taking into account the organizational structures and incentives implemented by academic institutions. The model builds on the assumption that organizational structures have an impact on the nature of spillover effects between teaching and research competencies. We analyze the dynamic equilibrium under unilateral and bilateral spillovers, using the no-spillover case as a benchmark. The bilateral spillover case is the most appealing as it achieves the highest overall performance; however, the nature of the equilibrium and the career paths can be quite different depending on the parameters of the problem such as the obsolescence of competencies or the strength of the spillover effect. This finding provides interesting insights on what could be the most productive configuration of a higher education institution.

[Dropout Trends and Educational Reforms: The Role of the LOGSE in Spain](#)

Florentino Felgueroso ; María Gutiérrez-Domènech ; Sergi Jiménez-Martín

Over the last 50 years, some important reforms in European countries were aimed at improving the system of vocational studies. By contrast, the Spanish educational law (LOGSE) from 1990 moved in the opposite direction. While the LOGSE increased the number of compulsory schooling years from 8 to 10, it also eliminated vocational studies of first grade (FP-I, ages 14 to 16), thereby reducing flexibility. Dropout rates in Spain decreased from 70% in 1977 to 30% in 1995, but remained at roughly 30% until recent years, twice the EU27 average. This paper analyses the role of LOGSE, and other factors, in explaining why school dropout stopped its declining trend in the last two decades. Results show that the introduction of the new system was negative for male dropout and the abolishment of FP-I for female dropout. The reform also decreased the track choice opportunities for students and, hence, it reduced the probability of following the vocational track after completion of the compulsory stage. It is quite likely that the lack of FP-I affected more males, which in turn could help explain why we find that the reform was negative for male students while somehow positive for females.

[Growing up in a blended family or a stepfamily: What is the impact on education?](#)

Sundström, Marianne (Swedish Institute for Social Research, Stockholm University)

This paper studies the effects of growing up in a blended family or a stepfamily on children's educational outcomes. I use a random sample of 40,000 Swedish children born in the mid-1960s matched to their full and half-siblings born in 1960-1970, in total 76,000 children. Childhood family and siblings structure is inferred using the censuses combined with the Swedish multigenerational register. The children are followed into adulthood and their education examined. The cross-section results indicate that growing up with half-siblings is negatively correlated with education and living with both biological parents and no half-siblings is associated with more schooling than living with a single parent or a stepparent. To assess causality I estimate sibling-difference models and find that the negative correlations disappear which is consistent with selection explaining the cross-section results. Narrowing the siblings sample to children in stable blended families reveals that joint children obtain significantly more schooling than stepchildren. In stable stepfather blended families the difference is even larger. Possible explanations for these interesting findings are that fathers are

more willing and able to support their children with their current spouse and that stepfathers do not share their income equally between their biological children and their stepchildren.

[Parental education, gender preferences and child nutritional status: evidence from four developing countries](#)

Novella, Rafael

This paper examines whether the distribution of bargaining power between parents affects permanent and transitory nutritional indicators in the early stages of boys and girls life. I use the Young Lives sample, which is a survey of young children living in poor households in Ethiopia, India (Andhra Pradesh state), Peru and Vietnam. By adopting a methodology to disentangle gender differences produced by technology and preferences, I find evidence that the allocation of household resources varies with the gender of the child and the gender of the parents. After accounting for the potential endogeneity of the indicator of power distribution within the household, related to assortative mating in the marriage market, I find that maternal power has larger effects on girls health than on boys health in Peru and Vietnam. In contrast, in India, maternal bargaining power has a negative effect on girls health, whereas in Ethiopia no difference effect is found. Further analysis confirms that differences in parental behaviour drive the estimated effects and that these are robust to the inclusion of genetic information.

Repéré sur : Scienceshumaines.com

Audrey Minart. [Thérapies brèves contre la souffrance scolaire](#). Sciences humaines, n°247, avril 2013

2. Sommaires de revues en éducation

[American Economic Review, Vol. 103 No. 3, May 2013](#)

- The Life-Cycle Profile of Time Spent on Job Search
Mark Aguiar, Erik Hurst and Loukas Karabarbounis
- Extreme Wage Inequality: Pay at the Very Top
Brian D. Bell and John Van Reenen
- Family, Education, and Sources of Wealth among the Richest Americans, 1982-2012
Steven N. Kaplan and Joshua D. Rauh
- Income Inequality, Mobility, and Turnover at the Top in the US, 1987-2010
Gerald Auten, Geoffrey Gee and Nicholas Turner
- Deconstructing Income and Income Inequality Measures: A Crosswalk from Market Income to Comprehensive Income
Philip Armour, Richard V. Burkhauser and Jeff Larrimore

- Measuring the Trends in Inequality of Individuals and Families: Income and Consumption
Jonathan D. Fisher, David S. Johnson and Timothy M. Smeeding
- The Scale and Selectivity of Foreign-Born PhD Recipients in the US
Jeffrey Grogger and Gordon Hanson
- Immigration and Employer Transitions for STEM Workers
Sari Pekkala Kerr and William R. Kerr
- A Trapped-Factors Model of Innovation
Nicholas Bloom, Paul M. Romer, Stephen J. Terry and John Van Reenen
- Sources of Wage Inequality
Anders Akerman, Elhanan Helpman, Oleg Itskhoki, Marc-Andreas Muendler and Stephen Redding
- Achieving Escape Velocity: Neighborhood and School Interventions to Reduce Persistent Inequality
Roland G. Fryer and Lawrence F. Katz
- Career, Family, and the Well-Being of College-Educated Women
Marianne Bertrand
- The Effects of School Calendar Type on Maternal Employment across Racial Groups: A Story of Child Care Availability
Jennifer Graves
- Earnings Inequality and the Intersectionality of Gender and Ethnicity in Sub-Saharan Africa: The Case of Tanzanian Manufacturing
Juliet U. Elu and Linda Loubert
- Access to Credit by Firms in Sub-Saharan Africa: How Relevant Is Gender?
Elizabeth Asiedu, Isaac Kalonda-Kanyama, Leonce Ndikumana and Akwasi Nti-Addae
- The Effects of Job Corps Training on Wages of Adolescents and Young Adults
German Blanco, Carlos A. Flores and Alfonso Flores-Lagunes
- The Poverty Gap in School Spending Following the Introduction of Title I
Elizabeth U. Cascio and Sarah Reber
- Achieving the DREAM: The Effect of IRCA on Immigrant Youth Postsecondary Educational Access
Kalena E. Cortes

- Optimal Progressive Labor Income Taxation and Education Subsidies When Education Decisions and Intergenerational Transfers Are Endogenous
Dirk Krueger and Alexander Ludwig

[American Educational Research Journal, June 2013 ; Vol. 50, No. 3](#)

- Racism, College, and the Power of Words: Racial Microaggressions Reconsidered
Julie Minikel-Lacocque
- Does Socioeconomic Diversity Make a Difference? Examining the Effects of Racial and Socioeconomic Diversity on the Campus Climate for Diversity
Julie J. Park, Nida Denson, and Nicholas A. Bowman
- From Resegregation to Reintegration: Trends in the Racial/Ethnic Segregation of Metropolitan Public Schools, 1993–2009
Kori J. Stroub and Meredith P. Richards
- Can Computer-Assisted Discovery Learning Foster First Graders' Fluency With the Most Basic Addition Combinations?
Arthur J. Baroody, Michael D. Eiland, David J. Purpura, and Erin E. Reid
- Developing a Theory of Ambitious Early-Career Teacher Practice
Jessica Thompson, Mark Windschitl, and Melissa Braaten
- The Development of Cognitive, Language, and Cultural Skills From Age 3 to 6: A Comparison Between Children of Turkish Origin and Children of Native-Born German Parents and the Role of Immigrant Parents' Acculturation to the Receiving Society
Birgit Becker, Oliver Klein, and Nicole Biedinger

[Assessment & Evaluation in Higher Education, Vol. 38, No. 5, 01 Aug 2013](#)

- Enhancing learning in clinical placements: reflective practice, self-assessment, rubrics and scaffolding
Ieva Stupans, Geoff March & Susanne M. Owen
- Promoting assessment efficacy through an integrated system for online clinical assessment of practical skills
Peter J. Hay, Craig Engstrom, Anita Green, Peter Friis, Sue Dickens & Doune Macdonald
- Improving marking reliability of scientific writing with the Developing Understanding of Assessment for Learning programme
Fiona L. Bird & Robyn Yucel
- Hearing you loud and clear: student perspectives of audio feedback in higher education
Jill Gould & Pat Day

- Integrating assessment matrices in feedback loops to promote research skill development in postgraduate research projects
Jackie Venning & Femke Buisman-Pijlman
- The role of feedback in cross-cultural learning: a case study of Chinese taught postgraduate students in a UK university
Mei Tian & John Lowe
- Effectively feeding forward from one written assessment task to the next
Iris Vardi
- Towards an integrated model for developing sustainable assessment skills
Greet M.J. Fastré, Marcel R. van der Klink, Dominique Sluijsmans & Jeroen J.G. van Merriënboer

[The British Journal of Sociology, Volume 64, Issue 2, June 2013](#)

- How fair is access to more prestigious UK universities?
Vikki Boliver

[Community College Journal of Research and Practice, Vol. 37, No. 6, 01 Jun 2013](#)

- Concussion Management in Community College Athletics: Revealing and Understanding the Gap Between Knowledge and Practice
Nancy Resendes Chinn & Paul Porter
- Community College and Community Leader Expectations of the “Village”
David M. Deggs & Michael T. Miller
- Pedagogies of Survival: Cultural Resources to Foster Resilience Among Mexican-American Community College Students
Blanca Campa
- Scheduling Scholarship: Promoting Faculty Engagement in Two-Year Colleges
Robin Lightner & Susan Sipple
- Sexual and Reproductive Health Behaviors of Asian Pacific Islander Community College Students
Sang Leng Trieu, Helen Hopp Marshak & Sally I. Bratton
- Creating a New University-Based Community College Leadership Program
Juanita Gamez Vargas

[Community College Journal of Research and Practice, Vol. 37, No. 7, 01 Jul 2013](#)

- Why Community College Students are so Poor, but Only 16.9% Received Federal Pell Grants
J. Cody Davidson
- Does High School Performance Predict College Math Placement?
Lynne E. Kowski
- Community Colleges and Market Responsiveness: A Conceptual Analysis and Proposed Model
Jimmy L. Adams, Stacey L. Edmonson & John R. Slate
- Building a Student-Centered Culture in Times of Natural Disaster: A Case Study
Karen Ramey Hlinka
- A Case Study on Collaboration: Sharing the Responsibility of Economic Development in Juniata Valley, Pennsylvania
Shakoor A. Ward & Robert W. Clark
- Student-Centered Practice in the 21st Century Community College
Amber Decker
- The American Community College Story, Take Two: An Unfinished Essay
Arthur D. Stumpf

[Curriculum Inquiry, Volume 43, Issue 3, June 2013](#)

- Towards Justice, Inclusion, and Hope: Exposing the Invisible, Rethinking the Assumed, and Reviving the Creative Possibilities in Curriculum and Schooling
Sarfarozi Niyozov
- Reading the Bible as a Pedagogical Text: Testing, Testament, and Some Postmodern Considerations About Religion/the Bible in Contemporary Education
Avner Segall and Kevin Burke
- Access to Mathematics: “A Possessive Investment in Whiteness”
Dan Battey
- Dis/ability, Agency, and Context: A Differential Consciousness for Doing Inclusive Education
Srikala Narayan
- To Event: Toward a Post-Constructivist of Theorizing and Researching the Living Curriculum as Event*-in-the-Making
Wolff-Michael Roth

[Education and Urban Society, July 2013; Vol. 45, No. 4](#)

- iYa Me Fui! When English Learners Consider Leaving School
Jeanmarie Hamilton Boone
- Alternative Certification Pathways: Filling a Gap?
Carlyn Ludlow
- Understanding School Choice: Location as a Determinant of Charter School Racial, Economic, and Linguistic Segregation
Nicholas Jacobs
- Closing the Classroom Door and the Achievement Gap: Teach for America Alumni Teachers' Appropriation of Arizona Language Policy
Amy J. Heineke and Quanna Cameron
- Creating an Education Research Acculturation Theory for Research Implementation in School
Yan Piau Chua, Fatt Hee Tie, and Zuraidah Mohd Don

[Educational Assessment, Vol. 18, No. 2, 01 Apr 2013](#)

- Toward Accessible Assessments: The Promises and Limitations of Test Item Adaptations for Students with Disabilities and English Language Learners
Stephanie Cawthon, Rachel Leppo, Therese Carr & Rebecca Kopriva
- Relationships Among Item Cognitive Complexity, Contextual Demands, and Item Difficulty: Implications for Achievement-Level Descriptors
M. Christina Schneider, Kristen L. Huff, Karla L. Egan, Margie L. Gaines & Steve Ferrara
- Construct Definition Using Cognitively Based Evidence: A Framework for Practice
Leanne R. Ketterlin-Geller, Paul Yovanoff, EunJu Jung, Kimy Liu & Josh Geller

[Educational Media International, Vol. 50, No. 1, 01 Mar 2013](#)

- What is this thing called “design” in design research and instructional design
Johannes Cronje
- Computational support for teachers’ design thinking: its feasibility and acceptability to practitioners and institutions
Elizabeth Masterman, Simon Walker & Matt Bower
- Representing learning designs – making design explicit and shareable
Gráinne Conole & Sandra Wills
- Supporting pre-service teachers’ technology-enabled learning design thinking through whole of programme transformation

Matt Bower, Kate Highfield, Pam Furney & Lee Mowbray

- Fighting baddies and collecting bananas: teachers' perceptions of games-based literacy learning
Hannah R. Gerber & Debra P. Price
- Learning design research: advancing pedagogies in the digital age
Eva Dobozy

[Educational Media International, Vol. 50, No. 2, 01 Jun 2013](#)

- Needs for and utilization of OER in distance education: a Chinese survey
Qing Chen & Santosh Panda
- Developing multiliteracies in a technology-mediated environment
Natalie Cooper, Lori Lockyer & Ian Brown
- Students' motivation and teachers' teaching practices towards the use of blogs for writing of online journals
Shanthi Suraj Nair, Lee Yong Tay & Joyce Hwee Ling Koh
- Learning and design with online real-time collaboration
Michael Stevenson & John G. Hedberg
- How did the meanings constructed by Taiwanese pre-service teachers from educational news media affect their beliefs?
Shih-Hsiung Liu & Shih-Chieh Tsao

[Educational Researcher, May 2013 ; Vol. 42, No. 4](#)

- Ninth Annual Brown Lecture in Education Research: Black Educators as Educational Advocates in the Decades Before Brown v. Board of Education
Vanessa Siddle Walker
- Science and Language for English Language Learners in Relation to Next Generation Science Standards and with Implications for Common Core State Standards for English Language Arts and Mathematics
Okhee Lee, Helen Quinn, and Guadalupe Valdés
- Including Students With Disabilities and English Learners in Measures of Educator Effectiveness
Nathan D. Jones, Heather M. Buzick, and Sultan Turkan
- Considering the Geographic Dispersion of Homeless and Highly Mobile Students and Families
Peter M. Miller and Alexis K. Bourgeois

[Educational Studies, Vol. 49, No. 3, 01 May 2013](#)

- Cultivating Our “Musical Bumps” while Fighting the “Progress of Popery”: The Rise of Art and Music Education in the Mid-Nineteenth Century United States
Margaret A. Nash
- Elusive Images of the Other: A Postcolonial Analysis of South Korean World History Textbooks
Young Chun Kim, Seungho Moon & Jaehong Joo
- Qualitative Research in Education: The Origins, Debates, and Politics of Creating Knowledge
Aaron Cooley
- When the Social Justice Learning Curve Isn't as Steep: How a Social Foundations Course Changed the Conversation
Beth Douthirt Cohen, Tomoko Tokunaga, Demetrius J. Colvin, Jacqueline Mac, Judith Suyen Martinez, Craig Leets & Douglas H. Lee

[European Sociological Review, Vol. 29, No. 3, June 2013](#)

- Parental Involvement and Work Schedules: Time with Children in the United States, Germany, Norway and the United Kingdom
Jennifer L. Hook and Christina M. Wolfe
- Career Trajectories for Women After Childbirth: Job Quality and Work–Family Balance
Ilse Laurijssen and Ignace Glorieux
- Cultural Capital Does Not Travel Well: Immigrants, Natives and Achievement in Israeli Schools
Liliya Leopold and Yossi Shavit
- The Effect of Education on Informal Sector Participation in a Post-Communist Country
Klarita Gërzhani and Herman G. van de Werfhorst
- Common Genes or Exogenous Shock? Disentangling the Causal Effect of Paternal Unemployment on Children's Schooling Efforts
Signe Hald Andersen
- Stratification in Higher Education and Its Relationship with Social Inequality: A Comparative Study of 11 European Countries
Moris Triventi
- The Influence of Students' Social Background and Parental Involvement on Teachers' School Track Choices: Reasons and Consequences
Katherin Barg

- The Composition of Family Background: The Influence of the Economic and Cultural Resources of both Parents on the Offspring's Educational Attainment in the Netherlands between 1939 and 1991
Maarten L. Buis
- Cross-country Differences in Graduate Overeducation
Dieter Verhaest and Rolf Van der Velden
- Labour Market Exit and Social Stratification in Western Europe: The Effects of Social Class and Gender on the Timing of Retirement
Jonas Radl

[Gender and Education, Vol. 25, No. 3, 01 May 2013](#)

- Compelling diversities, educational intersections: policy, practice, parity
Yvette Taylor
- 'Beauties', 'geeks' and 'men-john': the possibilities and costs of girls' performances of gender in Antiguan schools
Mary Christina Cobbett
- Constructing new identities? The role of gender and education in rural girls' life aspirations in Peru
Patricia Ames
- Picturing natural girlhoods: nature, space and femininity in girls' school promotions
Natasha Wardman, Kristina Gottschall, Christopher Drew, Rachael Hutchesson & Sue Saltmarsh
- Girls' portraits of desire: picturing a missing discourse
Louisa Allen
- Gossip, drama, and technology: how South Asian American young women negotiate gender on and offline
Mathangi Subramanian
- New media, old images: constructing online representations of women and men in science, engineering and technology
Heather Mendick & Marie-Pierre Moreau
- 'Dicks are for chicks': Latino boys, masculinity, and the abjection of homosexuality
Richard Mora

- Success on the decks: working-class boys, education and turning the tables on perceptions of failure
Garth Stahl & Pete Dale

[Higher Education Research & Development, Vol. 32, No. 3, 01 Jun 2013](#)

- Survival skills: the impact of change and the ERA on Australian researchers
Michael Hughes & Dawn Bennett
- Completing a PhD by publication: a review of Australian policy and implications for practice
Denise Jackson
- Academic integrity and plagiarism: a review of the influences and risk situations for health students
Hai Jiang, Lynne Emmerton & Leigh McKauge
- Beyond the teaching-research nexus: the Scholarship-Teaching-Action-Research (STAR) conceptual framework
Sandra Jones
- University students' depression: a cross-cultural investigation
Nigar G. Khawaja, Maria Luisa R. Santos, Mojtaba Habibi & Rachel Smith
- Interdisciplinary science research and education
P.J. MacKinnon, D. Hine & R.T. Barnard
- Barriers and enablers to clinical fieldwork education in rural public and private allied health practice
Phoebe Maloney, Karen Stagnitti & Adrian Schoo
- 'We are family': Māori success in foundation programmes
Colleen McMurchy-Pilkington
- Graduate attributes as a focus for institution-wide curriculum renewal: innovations and challenges
Beverley Oliver
- The impact of role conflict, role ambiguity and organizational climate on the job satisfaction of academic staff in research-intensive universities in the UK
John Schulz
- Determinants of timely completion: the impact of Bachelor's degree programme characteristics and student motivation on study progress
Cor J.M. Suhre, Ellen P.W.A. Jansen & M. Torenbeek

- Meeting the growing demand for sustainability-focused management education: a case study of a PRME academic institution
Suzanne Young & Swati Nagpal

[Industrial and Corporate Change, Vol. 22, No. 3, June 2013](#)

- Social identity, market memory, and first-mover advantage
William P. Barnett, Mi Feng, and Xaiogu Luo
- Theorizing path dependence: a review of positive feedback mechanisms in technology markets, regional clusters, and organizations
Leonhard Dobusch and Elke Schüßler
- Profits, R&D, and innovation—a model and a test
Francesco Bogliacino and Mario Pianta
- Where there is a will, there is a way? Assessing the impact of obstacles to innovation
Pierre Blanchard, Jean-Pierre Huiban, Antonio Musolesi, and Patrick Sevestre
- Out of passivity: potential role of OFDI in IFDI-based learning trajectory
Kyung-Min Nam and Xin Li
- Low-cost carriers and airports' performance: empirical evidence from a panel of UK airports
Anna Bottasso, Maurizio Conti, and Claudio Piga
- Outsourcing and firm performance—a comparative study of Swiss and Greek firms
Spyros Arvanitis and Euripidis N. Loukis
- Modernizing the Business of Health: Pharmaceuticals in Britain, in comparison with Germany and the United States, 1890–1940
Jonathan Liebenau

[International Journal for Academic Development, Vol. 18, No. 2, 01 Jun 2013](#)

- Welcome to 2012: Australian academic developers and student-driven university funding
Peter Ling, Kym Fraser & David Gosling
- Overseas flying faculty teaching as a trigger for transformative professional development
Karen Smith
- Journeys of growth towards the professional learning of academics: understanding the role of educational development
Susan van Schalkwyk, Francois Cilliers, Hanelie Adendorff, Karin Cattell & Nicoline Herman

- Teachers' perceptions of the learning environment and their knowledge base in a training program for novice university teachers
Christine Johannes, Jan Fendler & Tina Seidel
- Collaborative self-study of online teaching in early childhood teacher education
Nicole Green, Brenda Wolodko, Cherry Stewart, Helen Edwards, Margaret Brooks & Ros Littleddyke
- Academic developer identity: how we know who we are
Shelley Kinash & Kayleen Wood
- When a practitioner becomes a university faculty member: a review of literature on the challenges faced by novice ex-practitioner teacher educators
Eisuke Saito

[International Journal of Inclusive Education, Vol. 17, No. 4, 01 Apr 2013](#)

Special Issue: ERASMUS MUNDUS; DEVELOPING AND UNDERSTANDING INCLUSIVE PRACTICE THROUGH INTERNATIONAL COLLABORATION

- From vision to reality: managing tensions in the development and implementation of an international collaborative partnership programme for institutional change and sustainable development in inclusive education
Jan Šiška, Jacqueline van Swet, Sulochini Pather & David Rose
- Erasmus Mundus SEN: the inclusive scholarship programme?
Christopher J. Grinbergs & Hilary Jones
- Collaboration, partnerships and alliances: perspectives on Erasmus Mundus MA/Magistr in special education needs
Ann Cheryl Armstrong
- Learning together: an international master programme in inclusive education
Jacqueline van Swet, Kathleen L. Brown & Paulos Kebreab Tedla
- Attitudes towards disability and inclusion in Bangladesh: from theory to practice
Jan Šiška & Ahsan Habib
- Enabling childhoods: a unique opportunity for early childhood in Armenia
Divya Lata & Anahit Stepanyan
- Challenging understandings of inclusive education policy development in Southern Africa through comparative reflection
S. Pather & C. P. Nxumalo

[International Journal of Inclusive Education, Vol. 17, No. 5, 01 May 2013](#)

- Land of misfit toys: Mothers' perceptions of educational environments for their children with Down syndrome
Priya Lalvani
- Refugee Action Support: an interventionist pedagogy for supporting refugee students' learning in Greater Western Sydney secondary schools
Loshini Naidoo
- Tolerable and inclusive learning spaces: an evaluation of policies and specifications for physical environments that promote inclusion in Turkish Primary Schools
Mualla Erkilic & Selen Durak
- Non-traditional students in tertiary education: inter-disciplinary collaboration in curriculum and pedagogy in community services education in Australia
Angela Daddow, Peter Moraitis & Amanda Carr
- Educational justice for all: the capability approach and inclusive education leadership
Amy L.-M. Toson, Leonard C. Burrello & Gregory Knollman
- Challenging control: inclusive teachers' and teaching assistants' discourse on students with challenging behaviour
Fernanda T. Orsati & Julie Causton-Theoharis
- Inclusive education in Spain: how do skills, resources, and supports affect regular education teachers' perceptions of inclusion?
Esther Chiner & Maria Cristina Cardona

[International Journal of Leadership in Education, Vol. 16, No. 2, 01 Jun 2013](#)

Special Issue: These disruptive times: Rethinking critical educational leadership as a tool for scholarship and practice in changing times

- These disruptive times: rethinking critical educational leadership
Jane Wilkinson & Scott Eacott
- A feminist critical perspective on educational leadership
JILL BLACKMORE
- Towards educational change leadership as a discursive practice—or should all school leaders read Foucault?
Pat Thomson, Christine Hall & Ken Jones
- Leadership, New Public Management and the re-modelling and regulation of teacher identities
David Hall, Helen Gunter & Joanna Bragg

- 'Outsiders within'? Deconstructing the educational administration scholar
Jane Wilkinson & Scott Eacott
- Policy inroads undermining women in education
Catherine Marshall & Michelle Young
- Politicizing articulation: applying Lyotard's work to the use of standards in educational leadership
Richard Niesche
- Where have the disruptions gone? Educational administration's theoretical capacity for analysing or fomenting disruption
EUGENIE A. SAMIER

[Journal of Cases in Educational Leadership, June 2013; Vol. 16, No. 2](#)

Special Issue: Children in Poverty: Preparing Educational Leaders to Assure Student Success

- Homelessness Here? A District Administrator Encounters an Unexpected Challenge
Peter Miller, Alexandra Pavlakis, and Alexis Bourgeois
- Disrupting Myths of Poverty in the Face of Resistance
Katina Pollock, Ann Lopez, and Reva Joshee
- Attracting Diverse Students to a Magnet School: Risking Aspirations or Swallowing One's Beliefs
Amanda Taggart and Alan R. Shoho
- Sister R. Leadership: Doing the Seemingly Impossible
Sister Rachel Sena, Dilys Schoorman, and Ira Bogotch
- Getting Churched and Being Schooled: Making Meaning of Leadership Practice
Noelle Witherspoon Arnold and Jeffrey S. Brooks
- Schools Leaders Successfully Partner With Community Organization: Providing Nutrition So Students Focus on Learning Instead of on Hunger
Shellie Hipsky, Deborah Scigliano, and David Parker
- There Are No Children Here: The Case of an Inner-City School Addressing Issues Facing Children and Families Living in Poverty
Mariel Sallee and Christa Boske
- Inclusivity in the Classroom: Understanding and Embracing Students With "Invisible Disabilities"
Susan Maxam and James E. Henderson

- The Great White Hope? Examining the White Privilege and Epistemology of an Urban High School Principal
Terrance L. Green and Michael E. Dantley

[Journal of Curriculum Studies, Vol. 45, No. 3, 01 Jun 2013](#)

- Replacing the 'teacher-proof' curriculum with the 'curriculum-proof' teacher: Toward more effective interactions with mathematics textbooks
Megan Westwood Taylor
- Teachers' views of mathematics textbook series in Flanders: Does it (not) matter which mathematics textbook series schools choose?
H. Van Steenbrugge, M. Valcke & A. Desoete
- Analysing proof-related competences in Estonian, Finnish and Swedish mathematics curricula—towards a framework of developmental proof
Kirsti Hemmi, Madis Lepik & Antti Viholainen
- Teacher action research as Bildung: An application of Gadamer's philosophical hermeneutics to teacher professional development
Jeong-Hee Kim
- Student-centred inquiry as curriculum as a model for field-based teacher education
KIMBERLY L. OLIVER & HEATHER A. OESTERREICH
- Analysing attempts to support outdoor learning in Scottish schools
Malcolm Thorburn & Peter Allison

[Journal of Education for Students Placed at Risk \(JESPAR\), Vol. 18, No. 2, 01 Apr 2013](#)

- A Socioecological View of Higher-Performing Diverse Elementary Schools
Kristen Campbell Wilcox
- Getting Ready for School: Piloting Universal Prekindergarten in an Urban County
Robert L. Fischer, Lance T. Peterson, Tirth Bhatta & Claudia Coulton
- Pediatrician or Professional Athlete? Gender, Ethnicity, and Occupational Aspirations of Urban Adolescents
Alan Davis
- An Exploratory Study of the Influence of the Advancement Via Individual Determination (AVID) Program on African American Young Men in Southeastern North Carolina
Michele A. Parker, Jessica Eliot & Michael Tart

[Journal of Educational and Behavioral Statistics, June 2013 ; Vol. 38, No. 3](#)

- Estimators for Clustered Education RCTs Using the Neyman Model for Causal Inference
Peter Z. Schochet
- Improving Generalizations From Experiments Using Propensity Score Subclassification: Assumptions, Properties, and Contexts
Elizabeth Tipton
- Latent Partially Ordered Classification Models and Normal Mixtures
Curtis Tatsuoka, Ferenc Varadi, and Judith Jaeger
- Hierarchical Network Models for Education Research: Hierarchical Latent Space Models
Tracy M. Sweet, Andrew C. Thomas, and Brian W. Junker

[Journal of Higher Education Policy and Management, Vol. 35, No. 2, 01 Apr 2013](#)

- Dr Who? Equity and diversity among university postgraduate and higher degree cohorts
Andrew Harvey & Lisa Andrewartha
- Images of academic leadership in large New Zealand polytechnics
Carol Cardno
- Using aptitude testing to diversify higher education intake – an Australian case study
Daniel Edwards, Hamish Coates & Tim Friedman
- Prestige-oriented market entry strategy: the case of Australian universities
Mark Tayar & Robert Jack
- Student loan reform, interest subsidies and costly technicalities: lessons from the UK experience
Alison Johnston & Nicholas Barr
- Global university alliances and the creation of collaborative advantage
Andrew Gunn & Michael Mintrom
- Higher education provision in a crowded marketplace
Cathy Schofield, Debby Cotton, Karen Gresty, Pauline Kneale & Jennie Winter
- Misleading university rankings: cause and cure for discrepancies between nominal and attained weights
Kaycheng Soh
- The expectations and experiences of first-year students in Art & Design

Mantz Yorke & David Vaughan

[Journal of Philosophy of Education, Volume 47, Issue 2, May 2013](#)

Special Issue: Education and the Growth of Knowledge: Perspectives from social and virtue epistemology, edited by Ben Kotzee

- Epistemic Dependence in Testimonial Belief, in the Classroom and Beyond
Sanford Goldberg
- Learning from Others
David Bakhurst
- Anscombe's 'Teachers'
Jeremy Wanderer
- Can Inferentialism Contribute to Social Epistemology?
Jan Derry
- Epistemic Virtue and the Epistemology of Education
Duncan Pritchard
- Educating for Intellectual Virtues: From Theory to Practice
Jason Baehr
- Detecting Epistemic Vice in Higher Education Policy: Epistemic Insensibility in the Seven Solutions and the REF
Heather Battaly
- Three Different Conceptions of Know-How and their Relevance to Professional and Vocational Education
Christopher Winch
- The Epistemic Value of Diversity
Emily Robertson

[Journal of Psychoeducational Assessment, June 2013 ; Vol. 31, No. 3](#)

- The Development of a School-Based Measure of Child Mental Health
Jessica Deighton, Peter Tymms, Panos Vostanis, Jay Belsky, Peter Fonagy, Anna Brown, Amelia Martin, Praveetha Patalay, and Miranda Wolpert
- Concurrent Validity of the Classroom Strategies Scale for Elementary School—Observer Form
Linda A. Reddy, Gregory A. Fabiano, and Christopher M. Dudek

- The Structural Consistency of a Six-Factor Model of Academic Self-Concept Among Culturally Diverse Preadolescents in the United States
Gary J. Ockey and Sara Abercrombie
- Achievement Goal Validation Among African American High School Students: CFA and Rasch Results
Caroline O. Hart, Christian E. Mueller, Kenneth D. Royal, and Martin H. Jones
- A Psychometric Evaluation of the STAI-Y, BDI-II, and PAI Using Single and Multifactorial Models in Young Adults Seeking Psychoeducational Evaluation
Benjamin D. Hill, Mandi Musso, Glenn N. Jones, Russell D. Pella, and Wm. Drew Gouvier
- A Comprehensive Evaluation of the Supreme Court's Forest Grove Decision?
Perry A. Zirkel
- Forest Grove v. T.A. Rejoinder to Zirkel: An Attempt to Profit From Malfeasance?
Peter W. D. Wright, James B. Hale, Erica M. Backenson, Eleazar C. Eusebio, and Shauna G. Dixon
- Effects of Extended Time Allotments on Reading Comprehension Performance of College Students With and Without Learning Disabilities
Lawrence Lewandowski, Justin Cohen, and Benjamin J. Lovett

[Journal of Sociology, June 2013; Vol. 49, No. 2-3](#)

Special issue: Antipodean Fields: Working with Bourdieu

- The elite school as 'cognitive machine' and 'social paradise': Developing transnational capitals for the national 'field of power'
Jane Kenway and Aaron Koh

[Learning and Instruction, Volume 27, October 2013](#)

- Animated and static concept maps enhance learning from spoken narration
Olusola O. Adesope, John C. Nesbit
- Changes in interest and affect during a difficult reading task: Relationships with perceived difficulty and reading fluency
Sara M. Fulmer, Maria Tulis
- The role of temperament in children's affective and behavioral responses in achievement situations
Riikka Hirvonen, Kaisa Aunola, Saija Alatupa, Jaana Viljaranta, Jari-Erik Nurmi
- Gender differences in developmental dyscalculia depend on diagnostic criteria
Amy Devine, Fruzsina Soltész, Alison Nobes, Usha Goswami, Dénes Szűcs

- Learning with summaries: Effects of representation mode and type of learning activity on comprehension and transfer
Claudia Leopold, Elke Sumfleth, Detlev Leutner
- Plausibility reappraisals and shifts in middle school students' climate change conceptions
Doug Lombardi, Gale M. Sinatra, E. Michael Nussbaum
- Written feedback in mathematics: Mediated by students' perception, moderated by goal orientation
Katrin Rakoczy, Birgit Harks, Eckhard Klieme, Werner Blum, Jan Hochweber

[Mentoring & Tutoring: Partnership in Learning, Vol. 21, No. 1, 01 Feb 2013](#)

- The Induction of School Counselors: Meeting Personal and Professional Needs
Dana L. Bickmore & Jennifer R. Curry
- Differences of Mentoring Experiences across Grade Span among Principals, Mentors, and Mentees
Rebecca K. Frels, Linda Reichwein Zientek & Anthony J. Onwuegbuzie

[Mind, Brain, and Education, Volume 7, Issue 2, June 2013](#)

- The Potential of Systems Thinking in Teacher Reform as Theorized for the Teaching Brain Framework
Vanessa Rodriguez
- Trust: A Master Teacher's Perspective on Why It Is Important: How to Build It and Its Implications for MBE Research
Katherine Clunis D'Andrea
- Teaching as a Dynamic Phenomenon with Interpersonal Interactions (pages 91–100)
Katsumi Watanabe
- Educating to Build Bridges
Andrea Paula Goldin, Cecilia Inés Calero, Marcela Peña, Sidarta Ribeiro and Mariano Sigman
- Guided Play: Where Curricular Goals Meet a Playful Pedagogy
Deena Skolnick Weisberg, Kathy Hirsh-Pasek and Roberta Michnick Golinkoff
- A Rhythmic Musical Intervention for Poor Readers: A Comparison of Efficacy With a Letter-Based Intervention
Adeetee Bhide, Alan Power and Usha Goswami

- The Influence of Reading Expertise in Mirror-Letter Perception: Evidence From Beginning and Expert Readers
Jon Andoni Duñabeitia, María Dimitropoulou, Adelina Estévez and Manuel Carreiras
- Training Planning and Working Memory in Third Graders
Andrea Paula Goldin, María Soledad Segretin, María Julia Hermida, Luciano Paz, Sebastián Javier Lipina and Mariano Sigman
- Educating to Use Evidence in Thinking About Education
Nora S. Newcombe

[Open Learning: The Journal of Open, Distance and e-Learning, Vol. 28, No. 1, 01 Feb 2013](#)

- Open educational practices for curriculum enhancement
Alejandro Armellini & Ming Nie
- Why do people share content? Identifying why students support sharing course material
Gerhard Wieger Tromp & Phillip D. Long
- The viability of e-textbooks in developing countries: Ghanaian university students' perceptions
Stephen Asunka
- Continuous activity with immediate feedback: a good strategy to guarantee student engagement with the course
Teresa Sancho-Vinuesa, Núria Escudero-Viladoms & Ramon Masià
- Factors affecting examination attrition: does academic support help? A survey of ACN203S (Cost Accounting and Control) students at Unisa
Lerato Sonia Tladi

[R&D Management, Volume 43, Issue 3, June 2013](#)

Special Issue: Managing R&D, Technology and Innovation in the Process Industries

- Managing R&D and innovation in the process industries
Thomas Lager, Sylvie Blanco and Johan Frishammar
- Exploration and exploitation in product and process innovation in the chemical industry
Manuel Bauer and Jens Leker
- Managing process development: key issues and dimensions in the front end
Johan Frishammar, Ulrich Lichtenthaler and Anders Richtnér
- Simultaneous improvement in development time, cost and quality: a practical framework for generic pharmaceuticals industry

Atanu Chaudhuri

- Patent strategies in the process-related industries: outline of the problems
Martin P. Schmidt
- Managing the manufacturing–R&D interface in the process industries
Per Storm, Thomas Lager and Peter Samuelsson
- Stretch: how innovation continues once investment is made
Jonathan Ayles
- Application development in process firms: adding value to customer products and production systems
Thomas Lager and Per Storm

[Research in Human Development, Vol. 10, No. 2, 01 Apr 2013](#)

Special Issue: Familial and Nonfamilial Relationships as Ecological Sources of Health and Positive Development Across the Life Span

- Identifying Family and Classroom Practices Associated With Stability and Change of Social-Emotional Readiness for a National Sample of Low-Income Children
Christine M. McWayne & Rebecca J. Bulotsky-Shearer

[Research Papers in Education, Vol. 28, No. 3, 01 Jul 2013](#)

- Social mix, schooling and intersectionality: identity and risk for Black middle class families
Stephen J. Ball, Nicola Rollock, Carol Vincent & David Gillborn
- Looking for cohesion: the role of search for meaning in the interaction between teacher and reform
Johan Luttenberg, Klaas van Veen & Jeroen Imants
- Victimising of school bullying: a grounded theory
Robert Thornberg, Karolina Halldin, Natalie Bolmsjö & Annelie Petersson
- Why 'small' can be better: an exploration of the relationships between class size and pedagogical practices
Gary James Harfitt
- Modelling question difficulty in an A level physics examination
Victoria Crisp & Rebecca Grayson
- Discerning change in young students' beliefs about their language learning through the use of metaphor elicitation in the classroom
Linda Fisher

[Studies in Higher Education, Vol. 38, No. 5, 01 Jun 2013](#)

- Mentorship, supervision and learning experience in PhD education
Jitka Lindén, Mats Ohlin & Eva M. Brodin
- Academics, the 'cultural third mission' and the BBC: forgotten histories of knowledge creation, transformation and impact
David N. Smith
- Faculty perceptions of instrumental and improvement reasons behind quality assessments in higher education: the roles of participation and identification
Jordi Trullen & Sebastián Rodríguez
- Performance-based assessment of graduate student research skills: timing, trajectory, and potential thresholds
Briana Crotwell Timmerman, David Feldon, Michelle Maher, Denise Strickland & Joanna Gilmore
- Student experience of final-year undergraduate research projects: an exploration of 'research preparedness'
Kylie Shaw, Allyson Holbrook & Sid Bourke
- The role of theatre and embodied knowledge in addressing race in South African higher education
Alexandra Sutherland
- The development of the Conceptions of Learning Management inventory
Hung-Ming Lin & Chin-Chung Tsai
- Framing student engagement in higher education
Ella R. Kahu
- Factors influencing university research performance
Fiona Edgar & Alan Geare

[Teachers and Teaching, Vol. 19, No. 2, 01 Apr 2013](#)

Special Issue: Formative assessments and Teacher Professional Learning

- Teachers' use of a self-assessment procedure: the role of criteria, standards, feedback and reflection
Migchiel van Diggelen, Perry den Brok & Douwe Beijaard
- Heuristics diagrams as a tool to formatively assess teachers' research
J.A. Chamizo & A. García-Franco

- A teacher competence development programme for supporting students' reflection skills
Agaath M. Dekker-Groen, Marieke F. van der Schaaf & Karel M. Stokking
- Formative assessment of teacher learning: issues about quality, design characteristics and impact on teacher learning
Kari Smith
- Teacher learning through participation in a negotiated assessment procedure
Christel P.M. Verberg, Dineke E.H. Tigelaar & Nico Verloop
- What do we know and where do we go? Formative assessment in developing student teachers' professional learning of teaching science
Pernilla Nilsson
- Collaborative action research as a tool for generating formative feedback on teachers' classroom assessment practice: the KREST project
Christine Harrison
- Formative assessment of teachers in the context of an online learning environment
Luís Tinoca & Isolina Oliveira

[Teaching Education, Vol. 24, No. 2, 01 Jun 2013](#)

Special Issue: Family, school, community engagement, and partnerships: an imperative for k-12, and colleges of education in the development of twenty-first-century educators

- Ready or not? Preparing future educators for school, family, and community partnerships
Joyce L. Epstein
- Family, school, community engagement, and partnerships: an imperative for k-12, and colleges of education in the development of twenty-first-century educators
Reyes L. Quezada, Viviana Alexandrowicz & Sarina Molina
- Educating preservice teachers for family, school, and community engagement
Michael P. Evans
- Including all families in education: school district-level efforts to promote parent engagement in Ontario, Canada
Catherine Hands
- Preparing educators to partner with families
Gloria E. Miller, Cathy Lines, Erin Sullivan & Kirsten Hermanutz
- An analysis of cultural diversity and recurring themes in preservice teachers' online discussions of Epstein's six types of parent involvement

Laura Nathans & Carol Revelle

- How is my child doing?: Preparing pre-service teachers to engage parents through assessment
Lisa M. Mehlig & Lee Shumow
- Latino parents and teachers: key players building neighborhood social capital
Elizabeth Martinez & Sharon H. Ulanoff
- Practices in home–school cooperation – a gendered story?
Göran Widding
- Is the week over yet? Insight for educators about social network support among cyber mothers raising children with ASD
Jayme Swanke, Judy Doktor, Sabita Shrestha & Laura Dreuth Zeman
- Family, school, community engagement, and partnerships: an area of continued inquiry and growth
Sarina C. Molina

[Teaching in Higher Education, Vol. 18, No. 3, 01 Apr 2013](#)

- Finding common ground: enhancing interaction between domestic and international students in higher education
Sophie Arkoudis, Kim Watty, Chi Baik, Xin Yu, Helen Borland, Shanton Chang, Ian Lang, Josephine Lang & Amanda Pearce
- Internationalisation, higher education and educators' perceptions of their practices
Jeannie Daniels
- Viewing student behavior through the lenses of culture and globalization: two narratives from a US college writing class
Jennifer A. Mott-Smith
- The role of foreign language programmes in internationalising learning and teaching in higher education
Andrea Dlaska
- The role of culturally responsive teaching for supporting ethnic diversity in British University Business Schools
Abdul Jabbar & Glenn Hardaker
- The feedback triangle and the enhancement of dialogic feedback processes
Min Yang & David Carless

- Patterns in the prevalence of research-related goals in higher education programmes
An Lies Verburgh, Wendy Schouteden & Jan Elen
- Alienation, agency and authenticity: a synthesis of the literature on student engagement
Katherine Wimpenny & Maggi Savin-Baden
- Missing: evidence of a scholarly approach to teaching and learning with technology in higher education
Adrian Kirkwood & Linda Price

[The World Bank Economic Review, Vol. 27, No. 2, 2013](#)

- Does Urbanization Affect Rural Poverty? Evidence from Indian Districts
Massimiliano Cali and Carlo Menon
- Learning versus Stealing: How Important Are Market-Share Reallocations to India's Productivity Growth?
Ann E. Harrison, Leslie A. Martin, and Shanthi Nataraj
- Structural Change and Cross-Country Growth Empirics
Markus Eberhardt and Francis Teal
- Evaluating Program Impacts on Mature Self-help Groups in India
Klaus Deininger and Yanyan Liu
- Wage Effects of High-Skilled Migration: International Evidence
Volker Grossmann and David Stadelmann
- Is Foreign Aid Fungible? Evidence from the Education and Health Sectors
Nicolas Van de Sijpe
- Industry Switching in Developing Countries
Carol Newman, John Rand, and Finn Tarp

3. Livres intéressants



Jérôme Fourquet Alain Mergier Camille Peugny. **Le grand malaise : enquête sur les classes moyennes**. Paris : Jean Jaurès Fondation, 2013.

eux ans après une enquête de l'Ifop sur les classes moyennes, alors que la crise s'est durablement installée, la Fondation Jean-Jaurès a souhaité reprendre le pouls de cette catégorie de l'opinion sur le sentiment de « déclassement » qui l'étreint. Jérôme Fourquet en livre les résultats, sans appel : l'ascenseur social fonctionne par le bas, entraînant avec lui les classes moyennes. Si une large majorité de Français continuent de s'identifier aux classes moyennes (48 %) et aux classes moyennes supérieures (11 %), l'appartenance à ce vaste groupe social est en recul par rapport à septembre 2010. La part des catégories les plus modestes, ouvriers et professions intermédiaires, se déclarant appartenir au groupe « classes moyennes » est en net recul. Le poids des classes moyennes « véritables » est passé de 28 % à 20 % quand celui des classes moyennes « inférieures » augmentait de quatre points de 24 % à 28 %. En septembre 2010, 54 % des Français indiquaient qu'ils avaient la possibilité d'épargner de l'argent à la fin du mois, une fois payées toutes les dépenses contraintes ; ils ne sont plus que 47 % désormais. Les classes moyennes véritables se distinguent comme étant le groupe qui, avec les favorisés et aisés, estime le plus que le montant de l'impôt acquitté est élevé. Ce sentiment de se situer juste au-dessus du filet protecteur du modèle social à la française et d'y contribuer fortement sans en percevoir de bénéfices suffisants génère un très puissant rejet de l'assistanat.

Le sociologue Camille Peugny analyse les résultats de cette enquête sous trois axes : la fin du mouvement de « moyennisation » subjective, la poursuite de la montée du déclassement et la dualisation de la structure sociale. L'identification aux classes moyennes a toujours gagné du terrain dans la société. En dépit de la fin des Trente Glorieuses et de l'entrée dans une période prolongée de difficultés économiques, la part des Français se sentant appartenir aux classes moyennes n'a cessé de progresser. Mais en moins de trois ans, la moyennisation des esprits connaît un coup d'arrêt. Quatre Français sur dix déclarent appartenir aux catégories « modestes » ou « défavorisés ». Alors que l'on nous promet depuis des décennies l'avènement d'une société de la connaissance ou de l'information, une majorité absolue des actifs demeure des employés ou des ouvriers. A cette moyennisation en trompe-l'œil, s'ajoute la spirale du déclassement qui gagne des groupes sociaux qui en étaient relativement protégés et minent la cohésion sociale. Camille Peugny dénonce ici la dualisation de la société entre les gagnants et les perdants de la mondialisation. Tandis que les hauts revenus s'envolent et que les 10 % des Français les plus fortunés concentrent la moitié de la richesse nationale, la pauvreté frappe huit millions d'individus.

De plus, les plus aisés semblent chercher à s'affranchir de l'effort de solidarité nationale. Dans ce contexte, si une relative paix sociale subsiste, c'est parce que les perdants de la mondialisation se font la guerre entre eux : les boucs-émissaires sont recherchés plus bas que soi. Ceci ouvre un boulevard aux partis autoritaires et conservateurs. Si la gauche au gouvernement n'entreprend pas de s'attaquer aux racines du processus de dualisation de la société française et si les actes qu'elle pose veillent davantage à ne pas froisser les vainqueurs plutôt qu'à améliorer le sort des vaincus, alors elle creuse le sillon de ses futurs échecs électoraux.

Alain Mergier, co-auteur en 2006 du *Descenseur social*, revient sur l'analyse des discours de l'expérience sociale. Il montre à quel point le déclassement est ici repérable, mais en aucun cas de

façon pure, isolée. Il participe d'un mouvement négatif d'ensemble. Depuis 2006, la situation empire, ce qui est une forme de continuité. Un inexorable et continu glissement vers le bas. Mais ce mouvement négatif n'a plus le même sens. La crise de 2008 a modifié radicalement la situation et elle a ouvert une nouvelle et durable époque politique : le cadre au travers duquel s'élabore le sens de l'expérience sociale s'est modifié car la mondialisation change de nature aux yeux du public. Ce n'est plus cette extériorité plus ou moins dangereuse, mais elle est devenue interne à l'Etat. La crise impose à l'opinion un changement fondamental de sa conception de l'Etat : le pouvoir financier mondialisé domine les Etats et ces Etats, dont l'Etat français, dépendant de ce pouvoir, perdant leur souveraineté, peuvent s'effondrer. En 2006, pour les milieux populaires, l'ascenseur social s'était mis à descendre. C'était très problématique mais cela supposait qu'il y avait un ascenseur et, de ce fait, un immeuble. Dénoncer l'inversion de l'ascenseur, c'était, en même temps reconnaître la pérennité de l'immeuble. Aujourd'hui, après cinq années de crise, la crainte n'est pas tant de voir descendre l'ascenseur que de voir l'immeuble s'effondrer.