Scallon œuvre en milieu scolaire et universitaire depuis plusieurs années en tant que professeur en évaluation des apprentissages. En guise de conclusion, celui-ci ne pouvait pas passer sous silence l'importance de la formation des futurs enseignants à l'évaluation par compétences. Il rappelle l'une des 12 compétences professionnelles attendues des futurs enseignants qui consiste à « évaluer la progression des apprentissages et le degré d'acquisition des compétences des élèves pour les contenus à faire apprendre ». Pour Scallon, le défi est grand. Plusieurs ressources doivent être mobilisées dans une approche par compétences. Comment pouvons-nous concevoir des situations pouvant démontrer la compétence ou l'inférer ? Comment analyser le rapport entre diverses situations d'évaluation ? Comment déterminer ou baliser un parcours ? Comment porter un jugement de rétrospective ? Quel procédé de collecte d'informations choisir pour déceler une ou plusieurs difficultés d'apprentissage ? Quels outils d'évaluation peuvent apprécier divers types de performance ? Comment apprécier la validité et déterminer la fidélité d'une démarche d'évaluation et entrevoir des pistes pour améliorer les procédés utilisés ? Comment entrevoir l'évaluation du savoir-être ? L'intégration de l'évaluation à l'apprentissage s'impose. Le *feed-back* adressé à l'élève fait partie du renouveau pédagogique. Scallon nous laisse cette pensée « Évaluer pour faire apprendre, voilà l'objectif à poursuivre. » Celle-ci interpelle chacun de nous en ce qui concerne la philosophie de l'éducation que nous voulons privilégier.

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WILLIAM HARE & JOHN P. PORTELLI What To Do? Case studies for educators, 3rd revised edition. Halifax, NS: Edphil Books (2003). 154 pp. $19.95 (ISBN 0-9697253-2-9).

As an educator I, and I know I am not alone, have often asked myself *'What to do?'* In *What To Do? Case Studies for Educators* (3rd revised edition) William Hare and John P. Portelli have provided us with case studies that continue to help us reflect, contemplate, and engage in dialogue in a safe environment about potential conflicts we might face in an educational context. In this third edition they have added original cases that were not included in the second edition and some cases that reflect more recent concerns.

The book was originally published in 1993, with a second edition in 1998 under the title *What To Do? Case Studies for Teachers.* The new title, which replaces teachers with educators, better reflects the wide scope of those who will find this book of interest. The list includes those within a philosophy of education course for teachers or others, administrators, student teachers, or any course that examines contemporary issues that arise in practice.

This edition includes 48 case studies and is divided into three sections. The first section, "Philosophical Issues, Case Studies, and Teacher Education"

argues against "traditional teaching" and for the philosophical perspective. "Traditional teaching" is defined as "teaching with complacency, uncriticalness, and the urge to acquire the right answer (which the teacher is *invariably* assumed to possess) . . ." (1). The philosophical perspective the authors argue for "ought to challenge this [traditional] approach as well as the practices that go with it" (3). In addition, Hare and Portelli argue for the "discussion – case study approach" as a teaching method consistent with the philosophical perspective. They suggest that the "discussion case studies approach,"

> . . . is heavily based on a combination of large-group and small-group discussions of case studies as well as readings related to issues raised in them. Explanatory and/or critical lectures are not excluded. They are encouraged when clarification or background to the issues at hand are required. (10)

Unlike cases that try to convey information, truths, principles, or offer lessons, the case studies in this book are intended to provoke and to provide occasion for the consideration of controversial issues (10-11). When I read the cases or use them to in a classroom my or the students' position is not immediately evident. Through reflection, contemplation, critical and creative thinking my students and I engage in a lively dialogue that sometimes ends in consensus, sometimes ends in competing and contradictory solutions, but always ends in a clearer understanding of the issues. This depth attests to the case studies being philosophical rather than "technicist," which is characterized by a "how to" or "quick fix" approach (2).

Hare and Portelli end the first section by outlining six opportunities offered by the "discussion case studies" approach. They can be summarized as follows: (1) no ready made answers, (2) open-ended issues where solutions are developed and defended, (3) discovery about self and attitudes towards issues, (4) gaining understanding about theories and their deficiencies, (5) developing certain skills, for example, developing counterexamples, (6) being forced to commit to a position.

The second section titled "Case Studies" is a series of 48 case studies. The issues raised in the case studies reflect real problems and concerns that educators might face. The authors of the case studies offer two questions at the end of each case study that are intended as examples of issues which might be pursued (23). Ultimately, the case studies allow the readers to ponder which issues are significant.

Although the cases are complex enough to allow the readers to ponder a variety of issues, the authors do suggest in section 3 ("Readings to Accompany the Cases") some topics that arise out of each case. Topics identified by the authors include assessment; evaluation; standards; racism, controversial texts; name-calling; sexism; gender issues; sexual harassment; censorship; freedom of speech; selection of material; justification of curriculum; theory

and practice; reflective teaching; teacher autonomy; controversial issues in teaching; neutrality and bias in teaching; teachers expressing their personal views; teacher as role model; critical teaching; intellectual virtues; student interests; pluralism and democracy; common schooling; value disagreements between teachers and students/parents/administrators; and administrative issues.

As well, the third section offers suggested readings that could be used to supplement discussion and understanding of the cases. For example, cases 1, 15, 16, 33, and 34 deal with assessment, evaluation, and standards. The authors have included a bibliography of 16 supplementary readings that can be helpful in connection with these cases. It is important to note that the authors emphasize that the readings are suggestions and are not meant to exclusively identify the topics dealt with in the cases.

Overall, this book is a valuable resource for prospective and practicing educators and for anyone interested in education. The book helps generate valuable dialogue about relevant contemporary issues. As well, the book helps promote the value of using "discussion case studies"; undoubtedly, this edition will continue to inspire others to use the case studies in this book as well as encourage students and educators to develop appropriate case studies for their courses modeled on these cases.

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JANE GASKELL & KJELL RUBENSON, (Eds.). Educational Outcomes for the Canadian Workplace: New frameworks for policy and research. Toronto: University of Toronto press (2004). 260 pp. $50. (ISBN: 0-802-08845-7).

Today there is consensus that the level of education and training in a society determines its success. In fact, the level and quality of education is increasingly becoming the way to divide societies into two clubs: those that are well off and those that are poor. It is striking that between countries, the bimodal distribution of income is due not to the concentration of the factors of production and capital but rather to the accumulation, transference and use of knowledge. During the past fifty years, the North has continued to create and use new knowledge that statistical studies suggest account for at least half of economic growth, while most of the South has been unable to generate, transfer or use its knowledge to its advantage. Within countries, at the individual level, similar patterns emerge. Those who have access to an education reap greater economic rewards than those without access. At an institutional level, the difference seems to come down to the way societies invest, organize and implement their "educational"[1] system.

Canada is fortunate to be among the rich nations, both in terms of absolute wealth and human capital. There are many reasons for Canada's wealth.