

Cluster	Subject Title	Instructor	Credit	Semester
A-P	Comparative Education: Issues from International Large-scale Assessments	Pey-Yan Liou	3	Summer 2025
Subject Description				
<p>Comparative education is a field that delves into the academic inquiry of pivotal educational issues across different cultures and countries. Students will gain an understanding of the purposes, methodological aspects, and critical issues within comparative education. Students will dive deep into educational phenomena and systems specific to the East Asian region. To keep abreast of emerging educational trends, we will focus on examining international large-scale assessments (ILSAs) coordinated by global entities like the <i>International Association for the Evaluation of Educational Achievement</i> (IEA) and the <i>Organisation for Economic Co-operation and Development</i> (OECD). The core themes and implications of the selected ILSAs for the education landscape will be highlighted. We will also delve into nuanced cultural influences impacting education in varied contexts. This course will sharpen students' analytic and research skills as well as cultivate students' independent and comparative insights about education on an international scope.</p>				
Objective				
<p>Through participating in the course, students will be able to:</p> <ul style="list-style-type: none"> - articulate key theories, methodologies, and prevailing literature in comparative education. - engage with diverse educational perspectives from various nations and cultures. - recognize and analyze educational issues with a broad and comprehensive perspective. - source and analyze relevant literature and reports from leading academic journals, research institutions, and international agencies in the field. - present an overview of educational systems and highlight significant educational challenges in English. 				
Learning Method				
<p>The teaching and learning processes are listed as follows.</p> <ul style="list-style-type: none"> - engaging with required course materials through reading and discussion - collaborating in group brainstorming sections to encourage diverse thinking and ideation. - delivering presentations to enhance communication skills and knowledge synthesis - maintaining a reflection journal to introspect and consolidate learning experiences. - addressing specifically designed questions to challenge comprehension and critical thinking - listening to the contents delivered by the instructor and assimilating insights from peer presentations 				
Content				
<ul style="list-style-type: none"> - Introduction to comparative education - Actors and purposes in comparative education - Quantitative and qualitative approaches to comparative education - Introduction to international large-scale assessments, <ul style="list-style-type: none"> -- the <i>Trends in International Mathematics and Science Study</i> (TIMSS) -- the <i>Programme for International Student Assessment</i> (PISA) -- the <i>International Civic and Citizenship Education Study</i> (ICCS) - Introduction to education and crucial issues in the East Asian region <ul style="list-style-type: none"> -- Korea -- Taiwan -- China -- Japan 				

Requirement												
The course is designed to be interactive, emphasizing active participation from students. Engaged and active students often experience enhanced learning outcomes. Lectures will frequently give rise to in-depth discussions. Students will be required to form groups for two oral presentations. Additionally, students are expected to maintain a daily course journal throughout the duration of the course.												
Evaluation												
15% of the grade for class attendance, preparation, and participation.												
50% of the grade for the course journal, including responses to designated questions and daily reflections. s												
- At the close of each day, the instructor will pose two questions. Responses should be concise and under 200 words each.												
- Daily reflections, capped at 300 words, are an opportunity for introspection on course learnings to relate the materials to your research. Documenting key takeaways from the lectures is also encouraged.												
35% of the grade for the group oral presentation.												
- Introducing the educational system and important educational challenges of your respective country. Incorporating ILSA results into the presentation is also encouraged. It is expected that each member will approximately present 10 mins.												
<table><tr><td>Final Score</td><td>Letter Grade</td></tr><tr><td>95-100</td><td>A+</td></tr><tr><td>90-94</td><td>A</td></tr><tr><td>85-89</td><td>B+</td></tr><tr><td>80-84</td><td>B</td></tr><tr><td>Below 80</td><td>F</td></tr></table>	Final Score	Letter Grade	95-100	A+	90-94	A	85-89	B+	80-84	B	Below 80	F
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80-84	B											
Below 80	F											
Textbook and reference												
Bray, M., Adamson, B., & Mason, M. (Eds.). (2014). <i>Comparative education research: Approaches and methods (Vol. 19)</i> . Springer.												
Elliott, J., Stankov, L., Lee, J., & Beckmann, J. F. (2019). What did PISA and TIMSS ever do for us?: The potential of large scale datasets for understanding and improving educational practice. <i>Comparative Education</i> , 55(1), 133-155.												
Singer, J. D., & Braun, H. I. (2018). Testing international education assessments. <i>Science</i> , 360(6384), 38-40.												

*Class schedule may be modified based on arranged cultural events, students' backgrounds, expectations, and performance.

AELC 2025 Summer Course

Comparative Education: Issues from International Large-scale Assessments			
	Day 1	Day 2	Day 3
9:30-11:00	Welcome & Agenda	Actors and purposes in comparative education Quantitative and qualitative approaches to comparative education	Group presentation I: Education in East Asia
11:00-11:15	Tea break		
11:15-12:30	Introduction Impressions about educational phenomena in East Asia	Introduction to international large-scale assessments (ILSA)	Group oral presentation I: Education in East Asia
12:30-13:30	Lunch break		
13:30-15:30	Introduction to comparative education	ILSA – TIMSS ILSA – ICCS	Group oral presentation III: Education in East Asia
15:30-15:45	Tea break		
15:45-17:00	Comparatively speaking: the history of CIES Group activities	ILSA – PISA Group activities	Culture and education Closing remarks

Note. Class schedules may be modified based on arranged cultural events, students' backgrounds, expectations, and performance.