

Cluster	Subject Title	Instructor	Credit	Semester
A-P	Comparative Education: Issues from International Large-scale Assessments	Pey-Yan Liou	3	Summer 2023
Subject Description				
<p>Comparative education is a vast, rich, and growing field of inquiry that is concerned with the academic study of a wide range of crucial educational issues across cultures and countries. Students will learn the purposes, methodological aspects, and critical issues of comparative education. Educational phenomena and systems in the East Asian region will be introduced. To catch up emerging trends of education, international large-scale assessments (ILSAs) coordinated by <i>International Association for the Evaluation of Educational Achievement</i> (IEA) and the <i>Organisation for Economic Co-operation and Development</i> (OECD) will be examined. The core themes and implications of the selected ILSAs for education will be highlighted. Moreover, cultural influences on education will also be briefly covered. This course will sharpen students' analytic and research skills as well as will cultivate students' independent and comparative insights about education at an international scope.</p>				
Objective				
<p>Through participating in the course, students will be able to:</p> <ul style="list-style-type: none"> - explain theories, methods, and current literature of comparative education. - experience diverse perspectives from different nations/cultures about education. - identify educational issues from a broader scope. - find relevant literature and reports from major academic journals, research organizations and international agencies in the field. - present an introduction of educational systems and important educational issues in English. 				
Learning Method				
<p>The teaching and learning process are listed as follows.</p> <ul style="list-style-type: none"> - reading and discussing the required course materials - participating in groups to brainstorm - performing a presentation - writing a reflection journal - responding the designed questions - listening to the contents delivered by the instructor and group 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 interactive, so students should be more active in the class. Students who are more active tend to learn better. There will be many discussions emerged from the lectures. Students will have to form groups for two oral presentations. Students also have to keep course journal everyday during the course.														
Evaluation														
15% of the grade will be for class attendance, preparation, and participation.														
50% of the grade will be for the course journal, including responses to designated questions and daily reflections.														
- Responding to the instructor's two questions which will be announced at the end of each day. The response for each question is limited to less than 200 words.														
- Writing a daily reflection which is less than 300 words. It is designed to help you to be reflective about what you are learning in the course and to connect course materials to your research. Documenting important points from the lectures is also sufficient.														
35% of the grade will be for the group oral presentation.														
- Introducing the educational system and important educational issues of your country. It is expected that each member will appromiately present 15 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>75-79</td><td>C+</td></tr><tr><td>Below 74</td><td>F</td></tr></table>	Final Score	Letter Grade	95-100	A+	90-94	A	85-89	B+	80-84	B	75-79	C+	Below 74	F
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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.