

# Ed 250/547, Growing Up in School - Education & Development from a Global Perspective (Winter 2020)

Kevin F. Miller

2/26/2020

E-mail: [kevinmil@umich.edu](mailto:kevinmil@umich.edu)

Office Hours: T 4-5 and by appt. (or stop in)  
Office: 4116 Schl of Ed. Bldg., 610 E University

Web: [umich.instructure.com/courses/358141](http://umich.instructure.com/courses/358141)

Class Hours: Tuesdays, Thursdays, 2:30 - 4:00 p.m.  
Class Room: 2320 School of Education Building

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## Course Description

Every society devotes care, worry, and resources in trying to shape the development of children, but there are important differences in how children enter into and experience education in different cultures. These differences are an important window on what societies value, fear, and believe about how children learn and develop, and comparing education in different societies provides a mirror on how and why we educate children as we do. This course will compare the development of children in schooling systems cross-culturally, looking at the period from preschool to college entrance selection. By comparing education in diverse societies we will identify both universal features of development and particular ways that different societies promote the development of healthy, competent adults.

The goal of the course is for students to have a better understanding of how children's developmental needs and the experiences societies provide them interact to determine the shape of learning and development, as well as what might be done to improve the experiences of children.

## Class Format

This is a discussion-oriented seminar, and everyone will be expected to read the articles assigned before the class period and to actively participate in class discussion. The seminar will also include some brief lectures and student presentations of the projects you will do.

## Relation between Ed 250 & Ed 547

This course is being taught under two numbers, as an experiment. I think it will be useful for us to have students with a range of educational backgrounds and experience, particularly on the group projects. Advanced undergraduates may prefer to register for Ed 547 - please discuss this with me if you do. I expect people taking ED 547 to do all the recommended as well as required reading and will expect longer and more sophisticated papers as reflects the additional educational experience of graduate students.

## Requirements & due dates

### *Get out of jail free card*

If you get busy with other work, you may turn in one (and only one) assignment up to 48 hours late without penalty.

### **Reaction Papers (10% of grade)**

In order to facilitate discussion, you should turn in a brief (equivalent of one page at the very most) set of comments on the readings as well as questions you would like to discuss in class, if any. The reactions and questions should be posted to the Canvas site by 9 p.m. every Tuesday before class meeting.

Reaction papers will be graded on a simple scale of 1-3, where “2” is a perfectly acceptable reaction paper, “3” is exceptional, and “1” represents something that could use improvement. A total of 50 points (e.g., 25 of 27 possible reaction papers with a grade of 2) will be enough for you to get full points for this part of the grade. If there are any that I think are deficient (i.e., where you get a “1” - I’ll explain why and work with you on this).

The reaction papers are useful to me in that they can help me get a sense of where the class is confused or might have misconceptions, what topics are important to you, and generally get a sense of the sense you made of the readings.

### **TIMSS/PISA project (30% of grade for paper, 10% for presentation)**

You will work in a small group to do a project based on the TIMSS or PISA database of achievement and survey results from students, teachers, principals and parents around the world. You will give a group presentation, but then will write an individual paper. After the paper is returned with comments, you will have a week to revise the paper and your grade will be based on the average grade for the original and revised paper.

### **Book review. (35% of grade for paper, 10% for presentation).**

I will bring a set of books about parenting and schooling outside the U.S. written for an American audience. You should pick a book, read it, and write a roughly 5-page paper describing the main ideas and relating them to the ideas of the course. You are welcome to pick a different book.

You will also give a short presentation to the class describing the ideas in your chosen book.

### **Participation (5%).**

I expect everyone to actively engage in classroom discussions and come to class prepared to engage with the ideas in readings. This will reflect your contributions to classroom discussions.

### **Important dates**

This table lists the due dates for the various grade activities.

Requirement	Distributed	Due	% of Final Grade
Post comments	---	Night before class by 9 p.m.	10% (in total)
TIMSS/PISA presentation	---	3/19 in class	10%
TIMSS/PISA paper	---	3/29 at 11:30 p.m.	30%
TIMSS/PISA paper revision	TBD	1 week after graded	
Book review presentation	---	4/16 in class	10%
Book review paper	---	4/26 at 11:30 p.m.	35%
Participation	---	---	5%

## Course Policies

### Academic Dishonesty Policy

I encourage you to work together with your colleagues and discuss your ideas both in and out of class. But it's important that you be clear where your ideas from. Failing to cite ideas, words, and phrases that come from other sources is something the University and the broader academic community take seriously, so please let me know if you have any questions and, when in doubt, cite.

### Disabilities Policy

If you think you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate academic accommodations. SSD (734-763-3000; [ssd.umich.edu](http://ssd.umich.edu)) typically recommends accommodation through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such.

### Let me know if problems arise

In addition to the formal disabilities policy, if anything that comes up that might interfere with your ability to perform assignments or get the most from this class, please let me know. Many of us want to solve problems on our own, and I respect that, but the University has a great deal of resources that can help when problems come up, and it's always easier the earlier you start.

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## Week 01, 01/09: Setting the context: Introduction & Overview

No readings for our first class

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## **Week 02, 01/14: Basic ideas**

Bruner, J. S. (1972). Nature and uses of immaturity. *American Psychologist*, 27(8), 687-708. <https://doi.org/10.1037/h0033144>

Henrich, J., Heine, S. J., & Norenzayan, A. (2010). Most people are not WEIRD. *Nature*, 466(7302), 29-29.

Recommended:

Bronfenbrenner, U. (1994). Ecological models of human development. In T. Husen & T. N. Postlethwaite (Eds.), *International Encyclopedia of Education* (2nd ed., Vol. 3, pp. 1643-1647). Oxford: Pergamon.

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## **Week 02, 01/16: Lives over time**

7 up project: [https://en.wikipedia.org/wiki/Up\\_\(film\\_series\)](https://en.wikipedia.org/wiki/Up_(film_series))

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## **Week 03, 01/21: Lives over time (continued)**

Duneier, M. (2009). Michael Apted's Up! series Public sociology or folk psychology through film?. *Ethnography*, 10(3), 341-345.

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## **Week 03, 01/23: Childhood as an invention**

Kessen, W. (1979). The American child and other cultural inventions. *American Psychologist*, 34(10), 815-820.

Stankov, L. (2010). Unforgiving Confucian culture: A breeding ground for high academic achievement, test anxiety and self-doubt? *Learning and Individual Differences*, 20(6), 555-563. <http://doi.org/10.1016/j.lindif.2010.05.003>

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## **Week 04, 01/28: Preschool in Three cultures project: 1980s**

*Tobin and colleagues' project "Preschool in Three Cultures" provides both a unique look at preschools in China, Japan, and the U.S. in the 1980s and a methodology that has some interesting features that could be used in other contexts.*

This week we'll watch the original videos in class and use that as a way of bringing to the surface ideas about how children should be taught.

Tobin, J. J., Wu, D. Y., & Davidson, D. H. (1991). *Preschool in three cultures: Japan, China, and the United States*. Yale University Press. (Chapters 3 & 4)

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### **Week 04, 01/30: Preschool in Three cultures (continued)**

*Tobin and colleagues returned in 2003-2004 to the same sites they'd visited about 20 years previously. This gives us an opportunity to think about what stayed the same and what changed in each culture, as well as what that says both about societal change and enduring values.*

Tobin, J., Karasawa, M., & Hsueh, Y. (2004). Komatsudani then and now: Continuity and change in a Japanese preschool. *Contemporary Issues in Early Childhood*, 5 (2), 128-144.

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### **Week 05, 02/04: Preschool in Three cultures (conclusion)**

Hayashi, A., & Tobin, J. (2007). Lessons from China and Japan for Preschool Practice in the United States. *Educational Perspectives*, 40(1), 7-12.

Hsueh, Y., Tobin, J. J., & Karasawa, M. (2004). The Chinese Kindergarten in Its Adolescence. *Prospects*, 34(4), 457-469. <http://doi.org/10.1007/s11125-005-2737-y>

*We will be joined by a group of undergraduates from Beijing Normal University*

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### **Week 05, 02/06: Introduction to International Comparative Research: PISA & TIMSS**

*Comparing student achievement as a way to understand the effectiveness and failures of educational system has been going on for about 50 years. Only recently has the Peoples Republic of China begun to participate. In this class we'll talk about the effort in general, as well as what it can tell us about the nature and prospects of education around the world.*

OECD (2019), PISA 2018 Results (Volume I): What Students Know and Can Do, PISA, OECD Publishing, Paris, <https://doi.org/10.1787/5f07c754-en>. Chapter 1: What is PISA? Chapter 4: How did countries perform in PISA 2018?

Meisenberg, G., & Woodley, M. A. (2013). Are cognitive differences between countries diminishing? Evidence from TIMSS and PISA. *Intelligence*, 41(6), 808-816. <http://doi.org/10.1016/j.intell.2013.03.009>

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### **Week 06, 02/11: US vs. Chinese education: primary school**

Schleppenbach, M., Perry, M., Miller, K. F., Sims, L., & Fang, G. (2007). The answer is only the beginning: Extended discourse in Chinese and U.S. mathematics classrooms. *Journal of Educational Psychology*, 99(2), 380-396. <https://doi.org/10.1037/0022-0663.99.2.380>

*We will be joined by a group of undergraduates from Beijing Normal University*

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## **Week 06, 02/13: US vs. Chinese education: high school and college**

Gu, M., Ma, J., & Teng, J. (2017). The Gaokao Experience of Chinese Students. In Portraits of Chinese Schools (pp. 59-75). Singapore: Springer Singapore. [http://doi.org/10.1007/978-981-10-4011-5\\_4](http://doi.org/10.1007/978-981-10-4011-5_4)

Recommended:

Yu, S., Chen, B., Levesque-Bristol, C., & Vansteenkiste, M. (2016). Chinese Education Examined via the Lens of Self-Determination. *Educational Psychology Review*, 49(1), 1-38. <http://doi.org/10.1007/s10648-016-9395-x>

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## **Week 07, 02/18: TIMSS & PISA**

Wu, M. (2005). The role of plausible values in large-scale surveys. *Studies in Educational Evaluation*, 31(2-3), 114-128. <http://doi.org/10.1016/j.stueduc.2005.05.005>

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## **Week 07, 02/20: TIMSS & PISA (cont.)**

Niemann, D., Martens, K., & Teltemann, J. (2017). PISA and its consequences: Shaping education policies through international comparisons. *European Journal of Education*, 52(2), 175-183. <https://doi.org/10/gf7rfr>

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## **Week 08, 02/25: Families, Parenting, and Self Regulation**

Lan, X., Ponitz, C. C., Miller, K. F., Li, S., Cortina, K., Perry, M., & Fang, G. (2009). Keeping their attention: Classroom practices associated with behavioral engagement in first grade mathematics classes in China and the United States. *Early Childhood Research Quarterly*, 24(2), 198-211. doi: 10.1016/j.ecresq. 2009.03.002

Sabbagh, M. A., Xu, F., Carlson, S. M., Moses, L. J., & Lee, K. (2006). The development of executive functioning and theory of mind a comparison of Chinese and US preschoolers. *Psychological science*, 17(1), 74-81.

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## **Week 08, 02/27: Families, Parenting, and Self Regulation (continued)**

Chao, R. K. (2001). Extending Research on the Consequences of Parenting Style for Chinese Americans and European Americans. *Child Development*, 72(6), 1832-1843. <http://doi.org/10.1111/1467-8624.00381>

Pomerantz, E. M., Ng, F. F.-Y., Cheung, C. S. S., & Qu, Y. (2014). Raising Happy Children Who Succeed in School: Lessons From China and the United States. *Child Development Perspectives*, 8(2), 71-76. <http://doi.org/10.1111/cdep.12063>

Recommended:

Chao, R. K. (1994). Beyond Parental Control and Authoritarian Parenting Style: Understanding Chinese Parenting through the Cultural Notion of Training. *Child Development*, 65(4), 1111-1119. <https://doi.org/10.1111/j.1467-8624.1994.tb00806.x>

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**Week 09, 03/03: WINTER BREAK**

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**Week 09, 03/05: WINTER BREAK**

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**Week 10, 03/10: Work on PISA/TIMSS project**

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**Week 10, 03/12: Work on PISA/TIMSS project**

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**Week 11, 03/17: Classroom practices**

*This week we will focus on an international project that tries to bring the learner's perspective into more prominence, as well as discussing how the perspective and experience of learners might differ between China and the US*

Givvin, K. B., Hiebert, J., Jacobs, J. K., & Hollingsworth, H. (2005). Are there national patterns of teaching? Evidence from the TIMSS 1999 video study. *Comparative Education Review*, 311-343.

Cai, J., & Wang, T. (2009). Conceptions of effective mathematics teaching within a cultural context: perspectives of teachers from China and the United States. *Journal of Mathematics Teacher Education*, 13(3), 265-287. <http://doi.org/10.1007/s10857-009-9132-1>

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**Week 11, 03/19: Present PISA/TIMSS project**

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### **Week 12, 03/24: Classroom practices (continued)**

Tan, C. (2014). Education policy borrowing and cultural scripts for teaching in China. *Comparative Education*, 51(2), 196-211. <http://doi.org/10.1080/03050068.2014.966485>

Xu, L., & Clarke, D. (2013). Meta-rules of discursive practice in mathematics classrooms from Seoul, Shanghai and Tokyo. *ZDM*, 45(1), 61-72.

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### **Week 12, 03/26: Literacy**

Ziegler, J. C., & Goswami, U. (2006). Becoming literate in different languages: similar problems, different solutions. *Developmental Science*, 9(5), 429-436. <http://doi.org/10.1111/j.1467-7687.2006.00509.x>

Yu, L., & Reichle, E. D. (2017). Chinese versus English: Insights on Cognition during Reading. *Trends in Cognitive Sciences*, 0(0). <http://doi.org/10.1016/j.tics.2017.06.004>

*Recommended:*

Ziegler, J. C., & Goswami, U. (2005). Reading acquisition, developmental dyslexia, and skilled reading across languages: A psycholinguistic grain size theory. *Psychological Bulletin*, 131, 3-29.

Rayner, K., Foorman, B. R., Perfetti, C. A., Pesetsky, D., & Seidenberg, M. S. (2001). How Psychological Science Informs the Teaching of Reading. *Psychological Science in the Public Interest*, 2(2), 31-74.

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### **Week 13, 03/31: Literacy (cont.)**

Feng, G., Miller, K., & Shu, H. (2009). Orthography and the Development of Reading Processes: An Eye-Movement Study of Chinese and English. *Child development*, 80(3), 720-735.

Feng, G., Miller, K., Shu, H., & Zhang, H. (2001). Rowed to recovery: The use of phonological and orthographic information in reading Chinese and English. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 27(4), 1079-1100. <http://doi.org/10.1037/0278-7393.27.4.1079>

Inhoff, A. W., Radach, R., & Heller, D. (2000). Complex Compounds in German: Interword Spaces Facilitate Segmentation but Hinder Assignment of Meaning. *Journal of Memory and Language*, 42(1), 23-50. [doi:10.1006/jmla.1999.2666](https://doi.org/10.1006/jmla.1999.2666)

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### **Week 13, 04/02: Mathematics**

*Mathematics differs from reading in the degree to which one can make sense and develop mathematical concepts in the absence of explicit instruction. Yet it also depends on a base of representations that connect*



*to the features of spoken language and writing. We will consider the ways in which the story we have to tell is similar to, and how it is different from, what we concluded about learning to read.*

Miller, K. F., Kelly, M., & Zhou, X. (2005). Learning mathematics in China and the United States. *Handbook of mathematical cognition*, 163-178.

Askey, R. (1999). Knowing and teaching elementary mathematics. *American Educator*, 23(3),1-8.

Correa, C. A., Perry, M., Sims, L., Miller, K. F., & Fang, G. (2008). Connected and culturally embedded beliefs: Chinese and U.S. teachers talk about how their students best learn mathematics. *Teaching and Teacher Education*, 24, 140-153.

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### **Week 14, 04/07: The two million minute project**

Compton, B., Uppala, A., Ahrendt, N., Shafiq, M. N., Zhao, Y., Banerji, R., & Labaree, D. F. (2009). 2 Million Minutes. *Comparative Education Review*, 53(1), 113-137. <https://doi.org/10.1086/594990>

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### **Week 14, 04/09: European educational systems – this reading may change**

I don't expect you to read the whole thing, but skim for what is interesting:

Ashwill, M. A. (1999). *The Educational System in Germany: Case Study Findings*. National Institute on Student Achievement, Curriculum, and Assessment (OERI/ED), Washington, DC; Web site: <http://www.eric.ed.gov/?id=ED430906>

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### **Week 15, 04/14: Education, Society, and the Life Course**

Macmillan, R. (2005). The structure of the life course: Classic issues and current controversies. *Advances in life course research*, 9, 3-24.

Elder Jr, G. H. (1994). Time, human agency, and social change: Perspectives on the life course. *Social psychology quarterly*, 4-15.

Zhou, X., & Hou, L. (1999). Children of the Cultural Revolution: The state and the life course in the People's Republic of China. *American Sociological Review*, 12-36.

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### **Week 15, 04/16: Book reports**

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**Week 16, 04/21: The future**

Zhao, Y. (2015). A world at risk: An imperative for a paradigm shift to cultivate 21st century learners. *Society*, 52(2), 129-135.

Pellegrino, J. W. (2017). Teaching, learning and assessing 21st century skills. *Pedagogical Knowledge and the Changing Nature of the Teaching Profession*, 30.

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