Ed 250/547, Growing Up in School - Education & Development from a Global Perspective (Fall 2021)

Kevin F. Miller

11/15/2021

E-mail: kevinmil@umich.edu

Office Hours: Wednesday, 2-3 p.m. and by appointment

Office: 4116 Schl. of Education Building, 610 E University

Web: umich.instructure.com/courses/461558

Class Hours: Thursdays, 9:30 a.m. - 12 p.m.

Class Room: 2346 Schl. of Ed. Bldg.

Course Meeting Zoom link, as needed:

https://umich.zoom.us/j/98786619275 (passcode "Culture")

We will meet on Zoom on October 21, and this is also the link we'll use if we have to move class to Zoom.

Office hours Zoom link

For office hours, we can meet on Zoom or in my office. Use this Zoom link for individual meetings:

https://umich.zoom.us/j/7346151800 (passcode "CPEP")

Course Description

Every society devotes care, worry, and a substantial share of its limited 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 (15% of grade)

For each new topic, 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 Wednesday before class meeting.

Reactions will be graded on a simple scale of 1-3, where "2" is a perfectably 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. If I need to look something up to respond to a question or comment, it also gives me a little time to do so.

Your Educational Development in Cultural Context (10% first version/ 5% presentation, 25% final version, 5% presentation)

One of the main activities you will do is to write an educational autobiography placing your experience in the context of the ideas of this course. You'll submit a first version that focuses on describing the significant features of your educational development, focusing on describing the facts and context of your experience. Then you'll expand that paper to consider the extent to which readings and discussion from this course helps you to understand these experiences.

TIMSS video project (25% of grade for presentation)

You will partner with one other person in the course and select topics or countries from the TIMSS database of classroom video in middle school mathematics and science. You will give a 10-15 minute presentation comparing the two.

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	Due	% of Final Grade
Post comments	Night before class by 9 p.m.	15% (in total)
Your Educational Development presentation #1	9/30 & 10/7 in class	10%
Your Educational Development paper #1	10/31	10%
Your Educational Development presentation #2	12/9 in class	10%
Your Educational Development paper #2	12/12	25%
TIMSS Video presentation	11/18 in class	25%
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) 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.

Week 01, 09/02: Setting the context: Introduction & Overview

No readings for our first class

Week 02, 09/09: Basic ideas and the invention of childhood

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.

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.

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

Week 03, 09/16: Technology, culture, and development

Rawlings, B., & Legare, C. H. (2021). Toddlers, Tools, and Tech: The Cognitive Ontogenesis of Innovation. Trends in Cognitive Sciences, 25(1), 81–92. https://doi.org/10.1016/j.tics.2020.10.006

Orben, A. (2020). The Sisyphean Cycle of Technology Panics. Perspectives on Psychological Science, 15(5), 1143–1157. https://doi.org/10.1177/1745691620919372

Week 04, 09/23: 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. (Introduction)

Week 05, 09/30: Preschool in Three cultures project: 2000s

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.

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

Week 06, 10/07: Classroom practices

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

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

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.

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

Week 07, 10/14: TIMSS video project

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.

Miller, K., & Zhou, X. (2007). Learning from classroom video: What makes it compelling and what makes it hard. In R. Goldman, R. Pea, B. Barron, & S. J. Derry (Eds.), Video Research in the Learning Sciences (pp. 321 - 334). Routledge.

Week 08, 10/21: Families, Parenting, and Self Regulation

This class will meet on Zoom

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.

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

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

---

Week 09, 10/28: Discuss 7 up project

7 up project: https://en.wikipedia.org/wiki/Up_(film_series)

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

Week 10, 11/04: Education, Society, & 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.

Week 11, 11/11: School and Society - exams and selection

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

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

---

Week 12, 11/18: Symbols & educational development

Miller, K. F., Smith, C. M., Zhu, J., & Zhang, H. (1995). Preschool origins of cross-national differences in mathematical competence: The role of number-naming systems. Psychological Science, 6(1), 56–60.

Lê, M.-L. T., & Noël, M.-P. (2020). Transparent number-naming system gives only limited advantage for preschooler's numerical development: Comparisons of Vietnamese and French-speaking children. PLOS ONE, 15(12), e0243472. https://doi.org/10.1371/journal.pone.0243472

Yu, L., & Reichle, E. D. (2017). Chinese versus English: Insights on Cognition during Reading. Trends in Cognitive Sciences, 21(10), 721–724. https://doi.org/10.1016/j.tics.2017.06.004

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

Borleffs, E., Maassen, B. A. M., Lyytinen, H., & Zwarts, F. (2019). Cracking the Code: The Impact of Orthographic Transparency and Morphological-Syllabic Complexity on Reading and Developmental Dyslexia. Frontiers in Psychology, 9. https://doi.org/10.3389/fpsyg.2018.02534

Week 13, 11/25: Thanksgiving Break - no class

Week 14, 12/02: Present TIMSS project

Week 15, 12/09: Presentations & Talking about the future

Pellegrino, J. (2017), "Teaching, learning and assessing 21st century skills", in Guerriero, S. (ed.), Pedagogical Knowledge and the Changing Nature of the Teaching Profession, OECD Publishing, Paris, https://doi.org/10.1787/9789264270695-12-en.

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