

# Comparing Learning Outcomes

International assessments and education policy

*Edited by*  
**Jay H. Moskowitz &  
Maria Stephens**



# Comparing Learning Outcomes International Assessment And Education Policy

**Diane Brook Napier**



## **Comparing Learning Outcomes International Assessment And Education Policy:**

Comparing Learning Outcomes Jay Moskowitz, Maria Stephens, 2004-05-20 Written by researchers from eleven different countries these accounts offer clear guidance on conducting different forms of international comparative research and valuable suggestions for new directions in such research

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**The SAGE International Handbook of Educational Evaluation** Katherine Ryan, J. Bradley Cousins, 2009-07-15 Bringing together the expertise of top evaluation leaders from around the world The SAGE International Handbook of Educational Evaluation addresses methods and applications in the field particularly as they relate to policy and decision making in an era of globalization The comprehensive collection of articles in the Handbook compels readers to consider globalization influences on educational evaluation within distinct genres or families of evaluation approaches Key Features Discusses substantive issues surrounding globalization and its implication for educational policy and practice and ultimately evaluation Includes state of the art theory chapters and method chapters within scientific accountability oriented learning oriented and political genres of evaluation approaches Provides real world case exemplar chapters to illustrate core concepts within genres Extends dialogue on controversial topics and contemporary educational evaluation tensions in the context of globalization Summarizes by means of an integration chapter the issues tensions and dilemmas confronting educational evaluators in an era of globalization Serving as a state of the art resource on educational evaluation this volume is designed for graduate students evaluation scholars and researchers and professional evaluation practitioners with an interest in educational program and policy evaluation

*Introduction to Comparative and International Education* Jennifer Marshall, 2014-11-30 Comparative and international education is an increasingly important area of study This book introduces major themes surrounding globalisation and education giving you a nuanced understanding of key debates thinkers and sources of information Important theories and research exploring how globalisation has influenced educational practice are critically examined providing you with an understanding of relevant social economic historical and cultural factors Coverage includes Case studies from around the world raising thought provoking questions on chapter topics How to undertake research using significant secondary sources of comparative international data including OECD PISA TIMSS The relationship between development education and inequality The purpose and role of multicultural and citizenship education Gender and education in a global context This is essential reading for students on undergraduate Education Studies degrees and for similar courses covering comparative and international education

The BERA/SAGE Handbook of Educational Research Dominic Wyse, Neil Selwyn, Emma Smith, Larry E. Suter, 2016-12-15 Education has continued to grow in stature and significance as an academic discipline In addition to world renowned research studies the growth of education has been seen

in the methodology and methods underpinning its research The BERA SAGE Handbook of Educational Research provides a cutting edge account of the research and methodology that is creating new understandings for education research policy and practice Over two volumes the handbook addresses educational research in six essential components Section 1 Understanding Research Section 2 Planning Research Section 3 Approaches to Research Section 4 Acquiring Data Section 5 Analysing Data Section 6 Reporting Disseminating and Evaluating Research Featuring contributions from more than 50 of the biggest names in the international field The BERA SAGE Handbook of Educational Research represents a very significant contribution to the development of education

**Global Issues and Comparative Education** Wendy Bignold, Liz Gayton, 2009-06-30 Almost every Education Studies degree includes an element of comparative education and this book provides an accessible undergraduate level introduction to the theme It begins by defining what is meant by the term comparative education and examines the benefits of studying it to students policy makers educators and academics The book then takes a largely age phase approach with a comparative analysis of selected education systems from around the world including the impact of globalisation

**PISA 2012 Assessment and Analytical Framework Mathematics, Reading, Science, Problem Solving and Financial Literacy** OECD, 2013-02-11 This book presents the conceptual framework underlying the fifth cycle of PISA which covers reading science and this year's focus mathematical literacy along with problem solving and financial literacy

**The Legacy of Jullien's Work for Comparative Education** Charl Wolhuter, 2020-06-09 Comparative and International Education is a seemingly infinite field and it has always tested new frontiers since it was launched as a field of scholarly enquiry 200 years ago by the vision of Marc Antoine Jullien The philanthropic mission which Jullien spelled out for the field remains its most noble The contributions to this book look afresh at this mission within the context of twenty first century globalised society while also highlighting and re assessing other sources in the field This book was originally published as a special issue of Compare A Journal of Comparative and International Education

The Cambridge Primary Review Research Surveys Robin Alexander, Christine Doddington, John Gray, Linda Hargreaves, Ruth Kershner, 2012-08-06 The Cambridge Primary Review Research Surveys is the outcome of the Cambridge Primary Review England's biggest enquiry into primary education for over forty years Fully independent of government it was launched in 2006 to investigate the condition and future of primary education at a time of change and uncertainty and after two decades of almost uninterrupted reform Ranging over ten broad themes and drawing on a vast array of evidence the Review published thirty one interim reports including twenty eight surveys of published research provoking media headlines and public debate before presenting its final report and recommendations This book brings together the twenty eight research surveys specially commissioned from sixty five leading academics in the areas under scrutiny and now revised and updated to create what is probably the most comprehensive overview and evaluation of research in primary education yet published A particular feature is the prominence given to international and comparative

perspectives With an introduction from Robin Alexander the Review's director the book is divided into eight sections covering children's lives and voices school home and community children's development learning diversity and needs aims values and contexts for primary education the structure and content of primary education outcomes standards and assessment in primary education teaching in primary schools structures and processes teaching in primary schools training development and workforce reform policy frameworks governance funding reform and quality assurance The Cambridge Primary Review Research Surveys is an essential reference tool for professionals researchers students and policy makers working in the fields of early years primary and secondary education

### **Qualities of Education in a Globalised World**

Diane Brook Napier, 2014-09-11 In a growing revisionist tradition comparative educational scholars challenge conventional assumptions about quality education as a singular undertaking dominated by standardised assessments and globalisation influences The contributors to this volume illustrate the complexities and global dimensions of educational quality that emerged in their research Several chapters critique educational reforms employing assessments aligned to global standards and large scale assessments revealing how considerations of contextual factors internal needs and local traditions are essential for developing a quality curriculum or for overhauling a national education system Most chapters interrogate the uses and misuses of standardised assessment results The contributors reveal the importance of asking critical questions about quality education how to access it and for what purposes what contextual and cultural factors are important what implementation issues and local level realities must be considered for true understanding of standardized assessment results what content skills and values are necessary and desirable ingredients what roles teachers and administrators play and what benefits accrue in terms of outcomes for employment and labor market needs or for achieving autonomy and stakeholder participation Critiques of narrow interpretations of standardised assessment data contrast with research based evidence that participation in large scale assessments such as PISA TIMSS and PIRLS can indeed be beneficial to identify needed reform refinements and implementation shortcomings Specific country cases include Brazil Canada the United States Spain Portugal Ukraine Kyrgyzstan and the Philippines Other chapters provide insights on quality education issues worldwide The volume offers readers a panorama of views on the diversity of paths to quality education

Learning from Comparing: new directions in comparative education research Robin Alexander, Patricia Broadfoot, David Phillips, 1999-01-01 Learning from Comparing is a major two volume study which reassesses the contribution of comparative educational research and theory to our understanding of contemporary educational problems and to our capacity to solve them At a time when educational research is under attack on the grounds of bias and irrelevance and under pressure to address only those questions which are acceptable politically as good a definition of bias as any this is a serious attempt to bridge the worlds of research policy and practice The editors have put together a collection in terms of both perspective and nationality which ensures contrasting viewpoints on each topic

Educational Leadership Norris M. Haynes, Soudan Arafah, Cynthia

McDaniels,2014-12-30 Educational Leadership Perspectives on Preparation and Practice identifies core knowledge and skills that educational leaders should be exposed to during pre service preparation and throughout in service professional development The contributors discuss established pedagogical and experiential learning models as well as provocative new paradigms of their own to help prepare leaders and reinforce leadership effectiveness Implicit throughout the book are five key leadership themes sensitivity to student development and learning continual professional development responsiveness to developmental socio cultural and learning contexts accepting accountability and advancing the field The contributors draw upon many collective years of experience as educators and supervisors of educational leaders to offer perspectives on the application and integration of core leadership principles in leadership preparation and practice *The SAGE Handbook of Comparative Studies in Education* Larry E. Suter,Emma Smith,Brian D. Denman,2019-05-27 Educational practices have rapidly changed in the last few decades especially in how exchanges of information and learning are delivered and processed Yet while the field of international comparative studies has grown there has not been an extensive study on the relationship between educational practices students and how practitioners are prepared and trained This handbook explores international educational practices and behaviours through new research and a review of existing research with chapters spread across six parts Part I Introduction to Research Practices in Comparative Studies of Education Part II Research Methods Part III Policy Transfer Research through International Comparisons Part IV Use of Student time in Formal and Informal Settings Part V School Practices from Early Childhood through Secondary School Part VI Conclusion Lessons from Large Scale Studies

**Cognitive and Metacognitive Problem-Solving Strategies in Post-16 Physics** Ronald Mazorodze,Michael J.

Reiss,2019-09-20 This book reports on a study on physics problem solving in real classrooms situations Problem solving plays a pivotal role in the physics curriculum at all levels However physics students performance in problem solving all too often remains limited to basic routine problems with evidence of poor performance in solving problems that go beyond equation retrieval and substitution Adopting an action research methodology the study bridges the research practical divide by explicitly teaching physics problem solving strategies through collaborative group problem solving sessions embedded within the curriculum Data were collected using external assessments and video recordings of individual and collaborative group problem solving sessions by 16 18 year olds The analysis revealed a positive shift in the students problem solving patterns both at group and individual level Students demonstrated a deliberate well planned deployment of the taught strategies The marked positive shifts in collaborative competences cognitive competences metacognitive processing and increased self efficacy are positively correlated with attainment in problem solving in physics However this shift proved to be due to different mechanisms triggered in the different students

**Third International Handbook of Mathematics Education**

M.A. (Ken) Clements,Alan Bishop,Christine Keitel-Kreidt,Jeremy Kilpatrick,Frederick Koon-Shing Leung,2012-11-15 The four sections in this Third International Handbook are concerned with a social political and cultural dimensions in mathematics

education b mathematics education as a field of study c technology in the mathematics curriculum and d international perspectives on mathematics education These themes are taken up by 84 internationally recognized scholars based in 26 different nations Each of section is structured on the basis of past present and future aspects The first chapter in a section provides historical perspectives How did we get to where we are now the middle chapters in a section analyze present day key issues and themes Where are we now and what recent events have been especially significant and the final chapter in a section reflects on policy matters Where are we going and what should we do Readership Teachers mathematics educators ed policy makers mathematicians graduate students undergraduate students Large set of authoritative international authors

Creating Change to Improve Science and Mathematics Education Chong Ho Yu, Hyun Seo Lee, 2020-03-23 This book discusses the merits and potential shortcomings of Hong Kong STEM education from Grade 8 to Grade 12 Based on concurrent triangulated mixed method methodology which integrates both quantitative and qualitative procedures it describes various change models and proposes new models that are considered compatible with Western cultures

*Competence Assessment in Education* Detlev Leutner, Jens Fleischer, Juliane Grünkorn, Eckhard Klieme, 2017-03-27 This book addresses challenges in the theoretically and empirically adequate assessment of competencies in educational settings It presents the scientific projects of the priority program Competence Models for Assessing Individual Learning Outcomes and Evaluating Educational Processes which focused on competence assessment across disciplines in Germany The six year program coordinated 30 research projects involving experts from the fields of psychology educational science and subject specific didactics The main reference point for all projects is the concept of competencies which are defined as context specific cognitive dispositions that are acquired and needed to successfully cope with certain situations or tasks in specific domains Koeppen et al 2008 p 62 The projects investigate different aspects of competence assessment The primary focus lies on the development of cognitive models of competencies complemented by the construction of psychometric models based on these theoretical models In turn the psychometric models constitute the basis for the construction of instruments for effectively measuring competencies The assessment of competencies plays a key role in optimizing educational processes and improving the effectiveness of educational systems This book contributes to this challenging endeavor by meeting the need for more integrative interdisciplinary research on the structure levels and development of competencies **The promise of large-scale learning assessments** UNESCO, 2019-08-31 This report addresses the more contentious aspects of large scale learning assessments LSLAs Drawing on UNESCO s extensive experience in the area from involvement in the direct implementation of assessments and as a knowledge broker and convener of networks this publication presents the Organization s critical take on such initiatives It aims to balance the debate on LSLAs by reviewing their benefits while raising awareness on their potential risks and pitfalls The focus of discussions in this publication is on LSLAs conducted in formal and school based education It includes an Annex outlining key international studies Executive summary ed

Handbook of Social Indicators and Quality of Life Research Kenneth C. Land, Alex C. Michalos, M. Joseph

Sirgy, 2011-11-25 The aim of the Handbook of Social Indicators and Quality of Life Research is to create an overview of the field of Quality of Life QOL studies in the early years of the 21st century that can be updated and improved upon as the field evolves and the century unfolds Social indicators are statistical time series used to monitor the social system helping to identify changes and to guide intervention to alter the course of social change Examples include unemployment rates crime rates estimates of life expectancy health status indices school enrollment rates average achievement scores election voting rates and measures of subjective well being such as satisfaction with life as a whole and with specific domains or aspects of life This book provides a review of the historical development of the field including the history of QOL in medicine and mental health as well as the research related to quality of work life QWL programs It discusses several of QOL main concepts happiness positive psychology and subjective wellbeing Relations between spirituality and religiousness and QOL are examined as are the effects of educational attainment on QOL and marketing and the associations with economic growth The book goes on to investigate methodological approaches and issues that should be considered in measuring and analysing quality of life from a quantitative perspective The final chapters are dedicated to research on elements of QOL in a broad range of countries and populations

### **Globalisation and Education**

Bob Lingard, 2020-10-28 This collection focuses on education policy in the context of globalisation and draws together influential research dealing with the interplay between education policy and globalisation Globalisation and neo liberalism in relation to education policy are addressed as is the impact of the global financial crisis the recent rise of ethno nationalism and progressive challenges to neo liberal hegemony A number of chapters deal with the new spatialities instantiated by globalisation s new technology and consider the implications for education policy Also discussed are global policy actors such as the OECD EU and edu businesses in education policy the significance of international large scale assessments to an emergent global policy field refugees and education English language policy and globalisation off shore schools and the importance of affect in policy in the context of globalisation The collection closes with two methodological contributions that consider the implications of globalisation in today s critical education policy analysis The collection is brought together in a substantial introduction that traverses the literature and research on globalisation and education policy and also situates the chapters and approaches in the collection within the field The chapters in this book were originally published as articles in various Taylor and Francis journals



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