

Quantifying the Impact of Culture on Korean and U.S. Educational Systems

Developed by Ryan McKenna

Grade Level: 10-12

Topic: Quantifying the Impact of Culture on Korean and U.S. Educational Systems

Essential Question: How do cultural values and societal structures shape the educational systems of South Korea, the United States, and Finland, and how can quantitative and qualitative data reveal the successes and challenges of these systems?

Standards:

6.1 U.S. History: America in the World

- **6.1.12.GeoPP.1.a:** Use geographic tools to analyze and explain how cultural and environmental characteristics impact the development of settlements, trade networks, and the expansion of education.

6.2 World History/Global Studies

- **6.2.12.GeoHE.6.a:** Analyze the ways that climate, resources, and location have affected the development of economic and educational systems worldwide.
- **6.2.12.GeoGE.6.a:** Assess how global economic trends impact education and human development.

6.3 Active Citizenship in the 21st Century

- **6.3.12.CivicsPR.5:** Analyze the impact of policies, laws, and governance systems on the global education system.

Interdisciplinary Connections

- **ELA/Literacy: RI.11-12.7:** Integrate and evaluate multiple sources of information presented in diverse formats and media.

Learning Objectives: Students will be able to...

- A) Determine the differences between quantitative and qualitative approaches to analyzing and understanding the impact of culture
- B) Critically evaluate the findings from surveys
- C) Critically evaluate the processes of collated data
- D) Evaluate data to draw conclusions about the successes or drawbacks of certain educational systems including the United States, Korea and Finland.
- E) Critically assess the educational effectiveness of the programs in each country and be able to evaluate the impact culture has on those systems.
- F) Analyze the effectiveness of using qualitative methods to gain a better understanding of a school system.
- G) Evaluate the lifestyles of students in different school settings

- H) Draw conclusions about the successes and drawbacks of educational systems using qualitative measures.
- I) Assess whether a legislative or a cultural change in the United States would drastically alter the U.S. educational system.

Assessments:

- A) Written Responses to discussion questions
- B) Essay

Materials:

Worksheets are listed below

Websites:

[OECD PISA Test Results](#)

[PISA Test Results Overall](#)

[Socrative](#)

Videos:

[A Day at My Korean School](#)

[Why Finland has the Best Education \(Michael Moore\)](#)

Supplemental Materials:

[Korean Education: A Multifaceted Success Story | Mark Chung](#)

[Korean Institute for Curriculum and Evaluation](#)

[Korean Education Development Institute](#)

Day 1 (45 minute class schedule)

Time	Lesson Sequence
5-7 minutes	<p>Warm up:</p> <ul style="list-style-type: none"> A) Engage students by asking them what factors they think influence a country's educational system (e.g., government policies, economic conditions, cultural values). Write responses on the board. B) Students will be asked for definitions of qualitative and quantitative information. <ul style="list-style-type: none"> 1. A focus on the prefix of each word will help move the students towards a correct definition.

	<p>2. The teacher will then teach how researchers use both methods in order to gain a better understanding of a given topic.</p>
<p>10 minutes</p>	<p>Introduction Teacher will: Discuss with students that they are going to be creating a survey about their educational experience. But first...</p> <p>A) What is the goal? The goal is to gather information about student experiences with education in their country. This can be done with both qualitative and quantitative responses. Both sets of data can help uncover information and the culture of education in a given place.</p> <p>a) Who are the participants? The participants will be the students in your class.</p> <p>Students will</p> <p>A) Discuss how having more students from the school might impact the survey results.</p> <p>B) Discuss how having more students from OTHER schools might impact the survey results.</p>
<p>10 minutes</p>	<p>Activity #1 Teacher will: Provide examples of quantitative vs. qualitative questions and the type of information that can be collected.</p> <p>Students will:</p> <ol style="list-style-type: none"> 1) Practice a sample question to determine the difference between the two types of questions 2) Begin compiling questions on a shared document 3) Each group will take their questions and add them to a shared google form.
<p>5 minutes</p>	<p>Activity #2 Teacher will: Once the students have completed adding their questions, share a link for the students to participate in the survey.</p> <p>Students will: Complete the class survey.</p>
<p>7-10 minutes</p>	<p>Activity #3 Teacher will: Project the responses to the survey on a screen (Alternately, you can</p>

	<p>also share that information to each of the students by exporting the Google Form results into a Google Sheet)</p> <p>Students will:</p> <p>A) Survey Analysis: Once students complete the survey, view the results in real-time. In small groups discuss (make sure each group has a discussion director to keep the conversation moving and a note taker that is prepared to share with the class:</p> <ul style="list-style-type: none"> a) What does the survey tell us about what is important to these students? b) Can you make any inferences on what that might mean for education
5 minutes	<p>Review and Assessment:</p> <p>Teacher will: Provide a 2 question google form to model quantitative and qualitative research:</p> <p>Question 1: Did you feel that the survey questions accurately depict your educational experience? Yes or No</p> <p>Question 2: How would you describe your educational culture?</p> <p>Students will: Answer the Google Form questions</p>

Day 2 (45 minute class schedule)

Time	Lesson Sequence
5 minutes	<p>Warm up:</p> <p>Teacher will ask: Do you think you were able to gather more information from the quantitative or qualitative questions?</p> <p>Show the data from the form questions answered in the final assessment</p> <p>Students will: Talk with a partner and share out</p>
5 minutes	<p>Introduction</p> <p>Teacher will:</p> <p>A) Explain that a more in-depth use of quantitative data is utilized by The Organization for Economic Cooperation and Development (OECD).</p> <ol style="list-style-type: none"> 1. The OECD has utilized a test called the “Program for International Student Assessment” (PISA) to

	<p>rank the educational systems of various countries around the world.</p> <p>2. Can we tell about the success of a country's educational system based on the results from this PISA test? Let's find out!</p>
30 minutes	<p>Main Activity #1</p> <p>Teacher will: Go over the OECD information and show students how to read the data.</p> <p>Students will:</p> <p>A) Students will be introduced to how the OECD organized their information</p> <p>B) Students will then be given an assignment to collect data from Finland, South Korea and the United States the OECD website.</p> <p>a) Activity: "OECD vs non-OECD PISA Statistics"</p> <p>a) This activity asks students to research and collate data. With that information, students will be asked to make connections between School Survey results and Student Test results.</p>
5 minutes	<p>Review and Assessment:</p> <p>Teacher will: Provide the questions below for students in any way you prefer to receive their feedback (Google form, paper and pencil, etc)</p> <p>Students will:</p> <p>A) Answer Discussion Questions:</p> <p>a) Based on the data, does the United States compare favorably to other OECD countries? How about non-OECD countries?</p> <p>b) Does using quantitative data provide an accurate picture of a country's school performance?</p>

Day 3 (45 minute class schedule)

Time	Lesson Sequence
5 minutes	<p>Warm up:</p> <p>Teacher will: Ask students what they might want to know about Korea and Finland beyond the data that they saw.</p>

	<p>Students will: Think/Pair/Share with a partner and share out to the class.</p>
10 minutes	<p>Introduction: Teacher will: Tell students that we are going to look at the qualitative data that can help us get beyond the numbers.</p> <p>Students will Activity:</p> <ul style="list-style-type: none"> A) Students will describe their experience as students at their school via a class discussion. B) Then, students will utilize the New Jersey Department of Education Performance Report to see how their school district described the educational experience students would gain from attending their school.
25 minutes	<p>Activity Teacher will: Now that we have looked at your own school, let's look at videos from South Korea and Finland to see what their school lives are as well.</p> <p>Students will:</p> <ul style="list-style-type: none"> A) Watch videos: Korea, Finland B) Fill out the "Comparing Educational Systems" Worksheet
5 minutes	<p>Review and Assessment:</p> <p>Teacher will: Have students answer a survey question on "Socrative"</p> <p>Students will: Answer the question: Did you feel you learned more about the educational systems of Korea and Finland better through quantitative or qualitative data?</p> <p>Discuss the survey results and ask why they felt the way they did</p>
Homework	<p>Use the information you have gathered over the last 3 days to prepare for a "Socratic Smackdown." The rules for the debate are below. Students will prepare the following statements:</p> <ul style="list-style-type: none"> 1) Students in the United States should take on more academic pressure like in South Korea. 2) The United States should bar private education such as is the case in Finland. 3) Creativity is more important than rote memorization.

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| | <ol style="list-style-type: none">4) Teachers in the U.S. should be more accessible to parents like they are in South Korea.5) Standardized testing, such as in South Korea and the U.S., shouldn't be as important as it is. |
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Final Assessment (Each debate usually lasts a full 45 minute class period)

Students will take part in a Socratic Smackdown. A Socratic Smackdown is a way for students work in teams in a debate format. Each round will feature a different topic. One person from each team goes into the middle to debate members from the other teams. While a team member is debating, their teammates can write down information that would be useful and deliver it to their debater. One member from each team is a judge for that round and scores the debate. The scores are tallied up at the end of each round. There is a winner for each round and a winning team overall.

Information for running the Socratic Smackdown is [here](#).

If the teacher wants to score the debate separately, a rubric is attached [here](#).

OECD vs non-OECD PISA

School Information

Directions: Look on [this website](#). It lists a chart of OECD and non-OECD countries. OECD countries are typically ones that have some of the largest economies in the world. Some of the non-OECD countries have larger economies (such as China), but are not members of the OECD. Use the chart on the website to fill out the charts below.

Research 3 OECD countries listed below (We will be looking more in depth into these nations)

Country	School Climate (Insert Survey Question)	Classroom Management (Insert Survey Question)
United States	(Insert percentage)	(Insert percentage)
Finland	(Insert percentage)	(Insert percentage)
Korea	(Insert percentage)	(Insert percentage)

Research 3 non-OECD countries

Country	School Climate (Insert Survey Question)	Classroom Management (Insert Survey Question)
	(Insert percentage)	(Insert percentage)
	(Insert percentage)	(Insert percentage)
	(Insert percentage)	(Insert percentage)

Analyzing the Data:

1. Are there any differences between the school climate or classroom management in OECD and non-OECD countries?

2. Were you surprised by the results that you found? Explain.

3. What questions do you have about the survey process and data that was collected?

Student Achievement

Directions: Look on [this website](#) to find information relating to student achievement.

Research 3 OECD countries listed below (We will be looking more in depth into these nations)

Country	Where this country excels	Where this country can improve
United States	(Insert Topic) (EVIDENCE)	(Insert Topic) (EVIDENCE)
Finland	(Insert Topic) (EVIDENCE)	(Insert Topic) (EVIDENCE)
Korea	(Insert Topic) (EVIDENCE)	(Insert Topic) (EVIDENCE)

Research 3 non-OECD countries

Country	Where this country excels	Where this country can improve
	(Insert Topic) (EVIDENCE)	(Insert Topic) (EVIDENCE)
	(Insert Topic) (EVIDENCE)	(Insert Topic) (EVIDENCE)
	(Insert Topic) (EVIDENCE)	(Insert Topic) (EVIDENCE)

Analyzing the Data:

What connections can you make between the success of students residing in OECD and non-OECD countries?

For each of the countries you researched above, use a Google search to find their Gross Domestic Product (GDP) per capita

Country	GDP Per Capita
1. United States	\$70,248
2. Finland	\$53,645
3. Korea	\$34,997
4.	
5.	
6.	

Can an argument be made to link GDP with educational success? Explain your argument!

Comparing Educational Systems and Culture

Korea Education Notes: [Click here for video!](#)

Write at least 3 important details from the video on Korea's education system below. Note their advantages as well as their deficiencies.

Advantage?
Deficiency?
What else should we know?

Finland Education Notes: [Click here for video!](#)

Write at least 3 important details from the video on Finland's education system below. Note their advantages as well as their deficiencies.

Advantage?
Deficiency?
What else should we know?


United States Education Notes: Use the information from the [NJ School Performance Report](#)

Write at least 3 important details from the video on Finland's education system below. Note their advantages as well as their deficiencies.

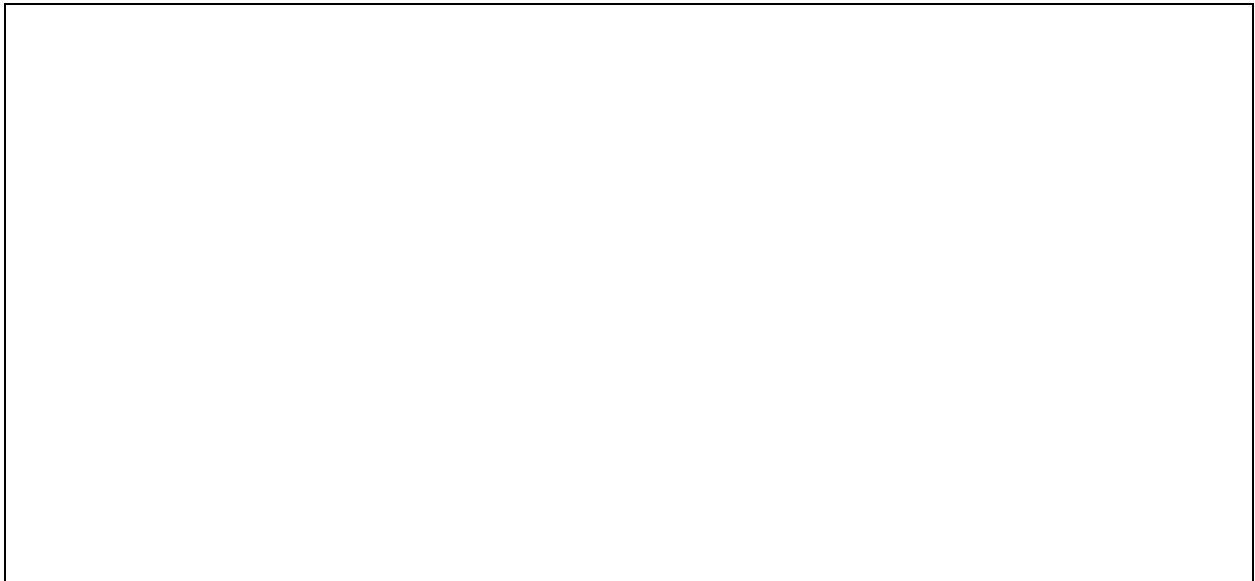
Advantage?
Deficiency?
What else should we know?

Discussion Questions:

What are some challenges that exist in the United States that do not exist in Korea or Finland?



What does culture have to do with their educational system (both in Korea and Finland)? Could either be adopted here? Why or why not? What do you believe is the significance of culture in education?



Scoring Rubric for Debate

Criteria	4	3	2	1
Argument Development	Arguments are clear, well-reasoned, and persuasive. Evidence is used effectively to support points.	Arguments are generally clear with some reasoning and evidence. Minor gaps in logic.	Arguments are somewhat unclear or lacking strong support. Evidence is inconsistent or insufficient.	Arguments are poorly developed or unclear. Minimal or no evidence provided to support claims.
Use of Evidence	Consistently uses strong, relevant facts and examples from credible sources. Evidence is well-integrated.	Evidence is used to support most points, though sources may be weaker or less integrated.	Some evidence is used, but it may lack relevance or be poorly connected to arguments.	Little to no evidence used. Sources may be unreliable or irrelevant.
Rebuttal and Counterpoints	Effectively addresses and counters opponents' arguments, strengthening own position.	Responds to opponents' points with some success, though counter-arguments could be stronger.	Attempts to address opponents' points, but rebuttals are weak or off-topic.	Fails to address or counter opponents' arguments.
Organization and Clarity	Arguments are presented logically, with clear transitions. Easy to follow and understand.	Mostly organized and clear, with minor lapses in structure or clarity.	Some ideas are disorganized or unclear, making it harder to follow.	Disorganized and difficult to follow. Ideas are unclear and poorly structured.
Speaking Skills	Speaks clearly and confidently. Uses varied tone, volume, and pacing to engage the audience.	Speaks clearly but may lack variety in tone or confidence at times.	Speech is sometimes unclear or monotone. Lacks engagement with audience.	Mumbles, speaks too softly, or lacks confidence. Difficult to understand.
Respect and Professionalism	Always shows respect for opponents. Listens carefully and responds thoughtfully.	Generally respectful, though there may be minor interruptions or overly aggressive responses.	Occasionally interrupts or shows disrespect towards opponents.	Frequently interrupts or shows disrespect. Does not engage respectfully.

Total Score: _____/24 points