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#### A. Course and Course Description

##### Developmental Psychology

This course is a study of human growth and development. Emphasis is placed on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to birth. Upon completion, students should be able to demonstrate knowledge of development across the life span.

#### B. Description of the Activity

Lifespan Development courses cover the education of children and the role of parents and teachers. Many texts cover the topic of education in the United States and some briefly mention this topic from a cross-cultural perspective. This project will cover similarities and differences in education in the United States and Israel.

#### C. Activity Objective

The primary objective of the project is to have students compare educational settings and outcomes in the United States and Israel.

Students will find evidence of similarities in test scores but some differences in schools, such as the presence of religion in schools and teacher salaries.

#### D. Procedure

Have students read the chapter(s) of your current text that cover education, intelligence and testing. To complete the following activity in class make sure students have access to a computer. Have them open the National Center for Education Statistics and the Education at a Glance 2016 documents in the resources section to answer the following questions 1-8 in the table. Have them answer questions 9 and 10 on a separate piece of paper. This should take about 30 minutes. After answering all of the questions, ask them what similarities and differences they found. Have them add these to their answers to questions 9 and 10.

Have students each choose (or assign to them) one of the following questions.

1. What is the average score on the Trends in International Mathematics and Science Study (TIMSS) for 8<sup>th</sup> graders in math and science?
2. What are the different types of elementary and secondary schools? Are religious schools public or private?
3. What percentage of adults have received tertiary education (post high school)?
4. What percentage of graduates who received a bachelor's degree are women?
5. What percentage of the day is spent on reading, writing, and literature in primary education?
6. What percentage of the day is spent on math in primary education?
7. What is the average class size for primary education?
8. What does the average lower secondary teacher make?
9. What were teachers' perceptions of parental involvement in elementary and secondary education? Were they positive, negative, or both?
10. What were their concerns when parents are involved? How did these differ for the teachers from two countries?

E. Assessment:

Create a quiz for students based on the data they found.

F. Resources

1. National Center for Education Statistics

Retrieved from: <https://nces.ed.gov/timss/timss2015/>

2. OECD (2016), Education at a Glance 2016: OECD Indicators, OECD Publishing, Paris.

Retrieved from: <http://www.oecd.org/edu/education-at-a-glance-19991487.htm>

Retrieved from: [http://www.keepeek.com/Digital-Asset-Management/oecd/education/education-at-a-glance-2016\\_eag-2016-en#.WPDs0ojuUk#page3](http://www.keepeek.com/Digital-Asset-Management/oecd/education/education-at-a-glance-2016_eag-2016-en#.WPDs0ojuUk#page3)

3. Dor, A. & Rucker-Naidu, T. B. (2012). Teachers' attitudes toward parents' involvement in school: Comparing teachers in the USA and Israel. *Issues in Educational Research*, 22(3), 236-262.

	United States	Israel
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