Comparison of Pedagogical Approaches in the Asia-Pacific Context

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Research Purposes

• Examining and Comparing prevailing pedagogical approaches in Asia-Pacific countries
**Target Countries**

- **Northeast Asia**
  - Japan, South Korea, Hong Kong

- **Southeast Asia**
  - Thailand, Indonesia, Malaysia, Singapore

- **Oceania**
  - Australia, New Zealand

- **North Europe**
  - Norway, Sweden, Finland
## Methods

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<th>Main Topics</th>
<th>Subjects</th>
<th>Grade Level</th>
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<tr>
<td>TIMSS 2011</td>
<td>Student achievement and relevant backgrounds</td>
<td>Mathematics, Science</td>
<td>8th grade students and teachers</td>
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<td>PISA 2009</td>
<td>Students’ learning in terms of curricular goals and objectives</td>
<td>Reading, Mathematics, Science</td>
<td>15-year-old students</td>
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<td>TALIS 2008</td>
<td>Working conditions of teachers and the learning environments in schools</td>
<td>N/A</td>
<td>Lower secondary teachers and principals</td>
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</tbody>
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### Data Analysis

Examination and comparison of pedagogical approaches through international survey data analysis

- Descriptive statistics
- Quadrants
# Pedagogical Practices

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<th>Data sources</th>
<th>Pedagogical Practices</th>
<th>Example Items</th>
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| **TIMSS 2011** | Instructions for students’ engagement   | • Relate the lesson to students’ daily lives  
• Use questioning to elicit reasons and explanations  
• Bring interesting materials to class |
| **PISA 2009** | Stimulation strategies                        | • The teacher gives students enough time to think about their answers  
• The teacher recommends a book or author to read  
• The teacher encourages students to express their opinion about a text |
| Structuring and Scaffolding strategies (Scaffolding strategies) |                          | • The teacher explains beforehand what is expected of the students  
• The teacher checks that students are concentrating while working on the <reading assignment>  
• The teacher poses questions that motivate students to participate actively |
# Pedagogical Practices

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| TALIS 2008   | Structuring           | • I explicitly state learning goals.  
|              |                       | • I review with the students the homework they have prepared.  
|              |                       | • At the beginning of the lesson I present a short summary of the previous lesson. |
|              | Student-oriented      | • I give different work to the students that have difficulties learning and/or to those who can advance faster.  
|              |                       | • I ask my students to suggest or to help plan classroom activities or topics.  
|              |                       | • Students work in groups based upon their abilities. |
|              | Enhanced activities   | • Students evaluate and reflect upon their own work.  
|              |                       | • Students make a product that will be used by someone else.  
|              |                       | • I ask my students to write an essay in which they are expected to explain their thinking or reasoning at some length. |
Relevant Topics

1. Instruction for students’ engagement (TIMSS 2011)
2. Stimulation and Scaffolding strategies (PISA 2009)
3. Structuring, Student-oriented, Enhanced activities (TALIS 2008)

Classroom Disciplinary Climate
Student-Teacher Relations
(PISA 2009)

1. Instruction for students’ engagement (TIMSS 2011)
2. Stimulation and Scaffolding strategies (PISA 2009)
3. Structuring, Student-oriented, Enhanced activities (TALIS 2008)
Findings

• **Pedagogical approaches vary according to the region and culture.**

• **Contradictions exist between teachers’ beliefs and pedagogical practices.**

• **Pedagogical practices are closely related to teacher-student relations.**

• **Pedagogical practices are not crucial for academic performance but related to students' interest.**
1. Pedagogical approaches vary according to the region and culture.

- Northeast Asian and North European teachers use instruction for students’ engagement less frequently than Southeast Asian and Oceanian teachers.
1. Pedagogical approaches vary according to the region and culture.

- Northeast Asian and North European teachers use instructional strategies less frequently than Southeast Asian and Oceanian teachers.
2. Contradictions exist between teachers’ beliefs and pedagogical practices.

- Malaysian teachers reported more student-led practices (student-oriented and enhanced activities) than Australian and South Korean teachers.

(Source: TALIS 2008)
2. Contradictions exist between teachers’ beliefs and pedagogical practices.

- Malaysian teachers, however, have less constructivist beliefs than Australian, South Korean, and Norwegian teachers.

(Source: TALIS 2008)
3. Pedagogical practices are closely related to teacher-student relations.

- Student-teacher relations generally parallel teachers’ use of stimulation strategies.
3. Pedagogical practices are closely related to teacher-student relations.

- Student-teacher relations generally parallel teachers’ use of scaffolding strategies.

(Source: PISA 2009)
4. Pedagogical practices are not crucial for academic performance, but

Teachers’ use of instruction for engagement does not really matter student performance, but
4. Pedagogical practices are related to students' interest.

Teachers’ use of instruction for engagement generally parallels students’ interest in learning.

(Source: TIMSS 2011)
Discussion

- Culturally relevant approaches for pedagogical innovation
- Teachers need support to put their beliefs into practices
- Non-pedagogical factors may influence students’ learning