

EDUCATION EQUITY

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Purpose: Students will debate the quality of education in America (Ohio in particular) vs. education in East Asia.

Ohio's New Learning Standards – Contemporary World Issues

I: Global Connections:

The 21st century is characterized by changing circumstances as new economies emerge and new technologies change the way people interact. Issues related to health, economics, security and the environment are universal.

1. Trade, alliances, treaties and international organizations contribute to the increasing interconnectedness of nations and peoples in the 21st century.

II: Globalization (1991-Present)

The global balance of power shifted with the end of the Cold War. Wars, territorial disputes, ethnic and cultural conflicts, acts of terrorism, advances in technology, expansion of human rights, and changes in the global economy present new challenges.

Content Statement: 26. Emerging economic powers and improvements in technology have created a more-interdependent global economy.

III. The Cold War (1945-1991)

Conflicting political and economic ideologies after World War II resulted in the Cold War. The Cold War overlapped with the era of decolonization and national liberation.

Content Statement: 22. Political and social struggles have resulted in expanded rights and freedoms for women and indigenous peoples.

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Resources:

- <https://education.ohio.gov>
- https://www.washingtonpost.com/news/answer-sheet/wp/2016/02/10/the-education-mess-in-ohio-under-gov-john-kasich/?utm_term=.36f9a13025c9
- <http://education.ohio.gov/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System/Student-Growth-Measures/Value-Added-Student-Growth-Measure>
- <http://amychua.com>
- <https://www.theguardian.com/world/2014/oct/09/east-asian-school-success-culture-curriculum-teaching>
- <https://www.theatlantic.com/education/archive/2016/02/us-asia-education-differences/471564/>
- <https://www.cia.gov/library/publications/the-world-factbook/geos/xx.html>
- <http://www.ascd.org/publications/educational-leadership/feb93/vol50/num05/Why-Asian-Students-Still-Outdistance-Americans.aspx>
- <https://www.insidehighered.com/blogs/world-view/good-bad-and-ugly-dimensions-chinese-education>
- <http://thediplomat.com/2011/06/the-sad-truth-of-chinas-education/>
- <https://www.youtube.com/watch?v=8IIUset02vM>
- <https://www.youtube.com/watch?v=wOw4mNWjwes>
- <https://www.youtube.com/watch?v=BrYnIBfkOcA>

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Procedure:

1. Introduction: Bell ringer – students will watch two videos showing a school day in America (Ohio) and a school day in East Asia
2. Students will be assembled into groups where they will have a graphic organizer that compares data on Ohio education and East Asian education. Each group will compare Ohio and then choose a country in East Asia to compare.
3. Students will compile data into their charts showing: school structure, population, socioeconomic status and population gaps, testing, standards, grades and grading, teacher salary, structure of the school year, etc.
4. Students will research this information and complete the graphic organizer and take this information and prepare for a class discussion. In this discussion we will elaborate on the values of the two education systems along with the advancements and shortcomings.
5. After the discussion we will work as a whole class to take the best elements of both education systems and create the ultimate education system. We will discuss how we can achieve this type of system.
6. Closure: Students will briefly write what they enjoy about their education; what they take for granted; what could be improved; and how education affects culture and society.