

## **Course Description**

### **MEDD8926 Methods and Measurement in Comparative Research: Happiness, Well-Being, and Education**

<b>Course description</b>	
<p>What role does education play in fostering happiness and well-being? Should education aim to foster student happiness? Does ‘being well’ mean the same things worldwide? Is there one best-way that education can achieve the aim of student happiness? What methods and measurements can educational researcher use to address these questions? Are those methods and measurements valid worldwide? One major trend in contemporary educational research is the shift from cognitive to non-cognitive outcomes, as seen in Positive Psychology, Mindfulness, Happy Schools, Socio-Emotional Learning (SEL) and new students’ well-being surveys at the global level (e.g., PISA 2015, 2018). This course aims to provide the background knowledge, analytical skills, and methodological approaches necessary to engage with these new educational trends, both at the policy and practice levels. It encourages students to think in global and comparative terms about such trends. In particular, it helps students develop critical awareness of the issues surrounding validity and reliability in conducting cross-cultural and/or global educational research into these non-traditional domains of education.</p> <p>This course combines lectures, group discussions, individual, and group hands-on activities to deeply explore the issues related to this non-cognitive turn, including: policy drivers, appropriate theorization, conceptual rigor, research design, data collection and measurement issues, translation difficulties, and cross-cultural validity. Students will learn about different research designs, measurement strategies and analytical approaches currently being used in recent non-cognitive work in various domains of educational research. Students will also learn about the link between these policies and measurement, and actual pedagogical practices in schools, and engage with the complexities of culture therein. Upon completion of the course, they will be able to critical examine happiness/well-being research studies, both within a given domestic context and in comparative global studies. They will also be better positioned to develop more culturally, contextually appropriate educational interventions and/or teachings.</p>	
<b>Course objectives</b>	
<ul style="list-style-type: none"><li>• To help students understand the background, major theories, and leading concepts in the new educational trend toward non-cognitive outcomes (happiness, well-being, social and emotional learning), both at the policy and practice levels</li><li>• To help students develop the knowledge, analytical skills, and methodological approaches necessary for careful cross-cultural and/or global research</li><li>• To develop students’ understanding of issues surrounded validity and reliability in cross-cultural, non-cognitive domains of education</li><li>• To train students in designing their own studies into non-cognitive educational domains (well-being, etc.)</li><li>• To enable students to become critical consumers of new research in this area</li></ul>	
<b>Course learning outcomes (CLOs)</b>	<b>Aligned programme learning outcomes (PLOs)</b>
1. Demonstration of an understanding of major theories, concepts, approaches, assumptions, and methods found in recent educational research into cross-cultural studies in non-cognitive domains.	PLOs 1, 2, 5
2. Identification and evaluation of key methodological aspects of recent research, such as design, data collection, analysis, interpretation, translation, and reporting of data	PLOs 1, 2, 3
3. Demonstration of acquisition of practical research skills by applying appropriate theories, methods, and techniques to a pilot study, with a particular focus on cross-cultural validity and reliability	PLOs 2, 3, 4, 5
4. Critical reflections on research in this domain by identifying methodological limitations and gaps in existing research design	PLOs 1-5

Course assessment methods
<ul style="list-style-type: none"> <li>• Individual essay</li> <li>• Individual project</li> <li>• Class participation and small group discussions</li> </ul>
Course content and topics
<ul style="list-style-type: none"> <li>• Course Introduction and Overview: Non-Cognitive ‘Turn’ in Education</li> <li>• Recent Global Trends in Education: Policies, Pedagogies, and Methods</li> <li>• Theories, Measurement, Critiques</li> <li>• Culture(s), Measurement, and Education</li> <li>• Beyond Culture? Class, Capitalism, Inequality</li> <li>• Improving Measurement, Non-Cognitive Outcomes</li> </ul>
Required / recommended readings and online materials
<p>- Hayashi, A., M. Karasawa, and J. Tobin. 2009. “The Japanese Preschool’s Pedagogy of Feeling: Cultural Strategies for Supporting Young Children’s Emotional Development.” <i>Ethos</i> (Berkeley, Calif ) 37 (1): 32–49. <a href="https://doi.org/10.1111/j.1548-1352.2009.01030.x">https://doi.org/10.1111/j.1548-1352.2009.01030.x</a>.</p> <p>- Hitokoto, H., Uchida, Y. Interdependent Happiness: Theoretical Importance and Measurement Validity. <i>J Happiness Stud</i> 16, 211–239 (2015). <a href="https://doi.org/10.1007/s10902-014-9505-8">https://doi.org/10.1007/s10902-014-9505-8</a></p> <p>- Flanagan et al. (2023) <i>Against Happiness</i>. New York: Columbia University Press.</p> <p>- Jackson, L. 2021. <i>Beyond Virtue: The Politics of Educating Emotions</i>. Cambridge: Cambridge University Press.</p> <p>- Jung, H. J. 2021. “Individualization, Peer Learning, and The Cultural Model of Sociality in South Korean Education: The Case of an Educational Metaphor.” <i>Ethos</i> (Berkeley, Calif ) 49 (1): 53–71. <a href="https://doi.org/10.1111/etho.12295">https://doi.org/10.1111/etho.12295</a>.</p> <p>- Kim, M. J. 2022. “Happiness, Politics, and Education Reform in South Korea: Building ‘Happy Human Capital’ for the Future.” <i>Comparative Education</i> (Online First), <a href="https://doi.org/10.1080/03050068.2022.2147633">https://doi.org/10.1080/03050068.2022.2147633</a>.</p> <p>- Komatsu, H., J. Rappleye, and I. Silova. 2019. “Culture and the Independent Self: Obstacles to Environmental Sustainability?” <i>Anthropocene</i> 26: 100198. <a href="https://doi.org/10.1016/j.ancene.2019.100198">https://doi.org/10.1016/j.ancene.2019.100198</a>.</p> <p>- Lu, L., Gilmour, R. Culture and conceptions of happiness: individual oriented and social oriented swb. <i>Journal of Happiness Studies</i> 5, 269–291 (2004). <a href="https://doi.org/10.1007/s10902-004-8789-5">https://doi.org/10.1007/s10902-004-8789-5</a></p> <p>- Lu, L. Understanding Happiness: A Look into the Chinese Folk Psychology. <i>Journal of Happiness Studies</i> 2, 407–432 (2001). <a href="https://doi.org/10.1023/A:1013944228205">https://doi.org/10.1023/A:1013944228205</a></p> <p>- Mesquita, B. 2022. <i>Between Us: How Cultures Create Emotions</i>. New York: W.W. Norton.</p> <p>- Martin E. P. Seligman , Randal M. Ernst , Jane Gillham , Karen Reivich &amp; Mark Linkins (2009) <i>Positive education: positive psychology and classroom interventions</i>, <i>Oxford Review of Education</i>, 35:3, 293–311, DOI: <a href="https://doi.org/10.1080/03054980902934563">10.1080/03054980902934563</a></p> <p>- Rappleye, J., H. Komatsu, Y. Uchida, K. Krys, and H. Markus. 2020. “‘Better Policies for Better Lives’?: Constructive Critique of the OECD’s (mis)Measure of Student Well-Being.” <i>Journal of Education Policy</i> 35 (2): 258–282. <a href="https://doi.org/10.1080/02680939.2019.1576923">https://doi.org/10.1080/02680939.2019.1576923</a>.</p> <p>- Tsai, J. L., 2023. “What the Gallup World Poll (GWP) Could Do to Deepen Our Understanding of Happiness in Different Cultures.” In <i>Against Happiness</i>, edited by O. Flanagan, 235–248. Columbia University Press.</p> <p>- Uchida, Y., and J. Rappleye. 2023. <i>An Interdependent Approach to Well-Being</i>. London: Palgrave.</p> <p>- UNESCO 2016. <i>Happy Schools!</i> UNESCO: Bangkok.</p> <p>- UNESCO 2021 <i>Happy schools guide and toolkit: a resource for happiness, learners’ well-being and social and emotional learning</i>. UNESCO: Bangkok.</p> <p>- UNICEF 2020. <i>Worlds of Influence: Understanding What Shapes Child Well-Being in Rich Countries</i>.</p> <p>- You, Y. 2022. “Learn to Become a Unique Interrelated Person: An Alternative of Social-Emotional Learning Drawing on Confucianism and Daoism.” <i>Educational Philosophy and Theory</i> 55 (4):</p>

519–530. <https://doi.org/10.1080/00131857.2022.2117030>.

- Vintimilla, C. 2014. “Neoliberal Fun and Happiness in Early Childhood Education.” Journal of Childhood Studies 39: 79–87. doi:10.18357/jcs.v39i1.15246.

- World Happiness Reports (2012-2023) (all available online)

**Other additional course information**

Advanced Research Method (ARM) course