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### Comparative Analysis of British & American Schools

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## Abstract:

This study in Liverpool explored how Education students learned from comparing British and American schools during an immersive educational experience. To understand students' initial beliefs, data was collected through surveys. Additional data was obtained in Liverpool through observations, journals, and recorded conversations over a two-week clinical experience. Using their experiences, students created a comparative analysis Google chart. Findings revealed that students had initial superficial and misconceived beliefs about British education. Analysis of the chart and daily journals showed increased understanding, enabling students to compare and contrast the two educational systems by the end of the experience.

## Aim of Study:

To determine education students' beliefs about American and British schooling at the beginning of the experience.

To collect data (surveys, journals, and recorded conversations) through the construction of the comparative analysis Google chart while in Liverpool.

To analyze the growth made by students in regards to British vs. American schooling at the conclusion of the Liverpool experience.

## Key Findings:

Education Students original beliefs and knowledge about British school were shallow and ill-defined. After the immersive experience students articulated similarities and differences with detail and extensive knowledge.

## Pre-Knowledge of British and American Schools:

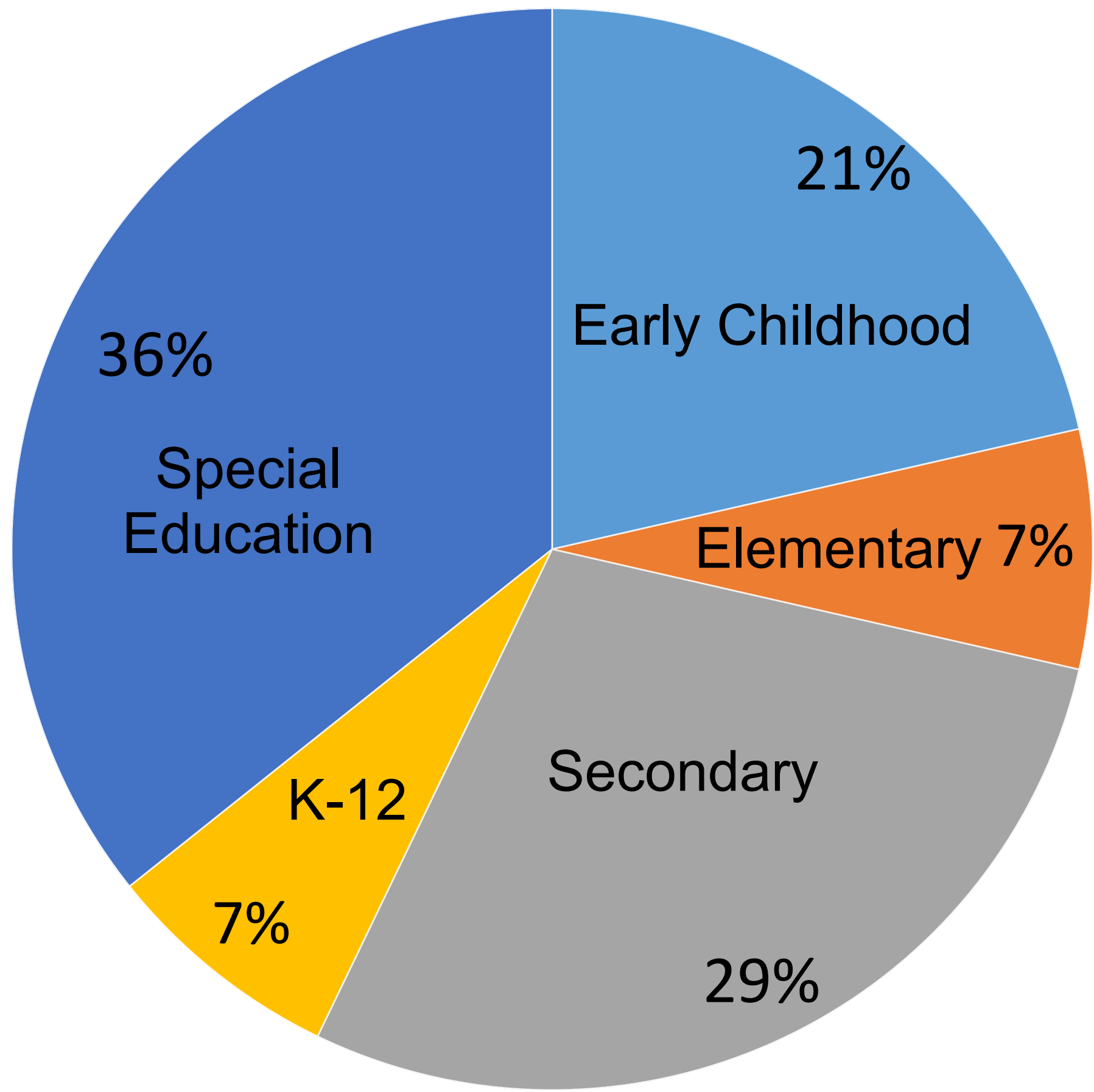
### **Similarities:**

- Core four subjects
- Special (Gym, Art, Music)
- Lesson goals & objectives
- Daily structure

### **Differences:**

- Years opposed to grades
- A-Levels (Secondary School)
- Unified through uniforms
- Classroom Management (Stricter / Harsher)
- Formality ("Sir" & "Miss" and Clear power differential)
- Calendar Months
- Curriculum (No set lessons, less options services, lectured based).

## Concentration of Students:



## Post-Knowledge of British and American Schools:

### **Similarities:**

#### Classroom Management

- Behavioral Supports (PBIS)
- Clear classroom expectations / Punishments

#### Roles:

- Para-professionals / Co-teaching

#### Curriculum:

- Gaps between students
- Aspects of memorization
- Design own curriculum / engaging lessons

#### Culture:

- Parent expectations for teachers
- Tools for success after High School

### **Differences:**

#### Classroom Management:

- Shushing / Letting problem behavior slide
- Reflection room / Point System

#### Curriculum:

- More weight on exams
- Minimal technology use
- Booklets / Copying from board

#### Structure:

- Low retention rate among high school students
- No brain breaks
- Different Sec. School depending on A-Levels
- GCSE Testing

#### Culture:

- Critical Interpretation
- Technology at dinner / Public Settings
- Apprehension of new people in classroom

**A-Levels:** Academic qualification test taken by students aged 16 to 18, typically their final two years of secondary education. It involved three or four subjects and a key factor for university admission.

**GSCE Testing:** Stands for General Certificate of Secondary Education. A set of exams taken at 16 years old, covering various subjects and influences future paths.

**Child-Centered Learning:** Tailors to each child individual needs to promote engagement.