

Education Of South Korea

William D. Hedges

Education Fever Michael J. Seth, 2002-09-30 In the half century after 1945, South Korea went from an impoverished, largely rural nation ruled by a succession of authoritarian regimes to a prosperous, democratic industrial society. No less impressive was the country's transformation from a nation where a majority of the population had no formal education to one with some of the world's highest rates of literacy, high school graduates, and university students. Drawing on their premodern and colonial heritages as well as American education concepts, South Koreans have been largely successful in creating a schooling system that is comprehensive, uniform in standard, and universal. The key to understanding this educational transformation is South Korean society's striking, nearly universal preoccupation with schooling-what Koreans themselves call their education fever. This volume explains how Koreans' concern for achieving as much formal education as possible appeared immediately before 1945 and quickly embraced every sector of society. Through interviews with teachers, officials, parents, and students and an examination of a wide range of written materials in both Korean and English, Michael Seth explores the reasons for this social demand for education and how it has shaped nearly every aspect of South Korean society. He also looks at the many problems of the Korean educational system: the focus on entrance examinations, which has tended to reduce education to test preparation; the overheated competition to enter prestige schools; the enormous financial burden placed on families for costly private tutoring; the inflexibility created by an emphasis on uniformity of standards; and the misuse of education by successive governments for political purposes.

Education in South Korea Don-Hee Lee, Sam-Geun Kwak, Jae-Woong Kim, Dong-Joon Park, Jung-Ho Yang, Myung-Hee Lee, 2022-04-26 This book, the result of a landmark colloquium held in Korea to reflect on the role of education in Korean society, provides fascinating insights into the interplay of political evolution and pedagogy. Korea has gone from one of the world's poorest societies after the Korean War to one of its richest, and is a home of technological innovation; many attribute this 'Korean Miracle' to the emphasis placed on education in this Confucian society. How did the Korean state form, and how were educational institutions created and given legitimacy? During the industrialization period- roughly, 1961-1994- how did education foster national development? Lastly, since 1995's May 31 Education Reform, how has the educational system responded to and created a new information age in a newly democratic Korea? This book will be of interest to East Asian scholars, scholars of education, human resources development, and IT, and historians looking for ways to achieve the 'Korean

Miracle' in their own countries.

Modern Education in Korea Horace Horton Underwood,1926

South Korea's Education Exodus Adrienne Lo,Nancy Abelmann,Soo Ah Kwon,Sumie Okazaki,2015-07-01 South Korea's Education Exodus analyzes Early Study Abroad in relation to the neoliberalization of South Korean education and labor. With chapters based on demographic and survey data, discourse analysis, and ethnography in destinations such as Canada, New Zealand, Singapore, and the United States, the book considers the complex motivations that spur families of pre-college youth to embark on often arduous and expensive journeys. In addition to examining various forms and locations of study abroad, South Korea's Education Exodus discusses how students and families manage living and studying abroad in relation to global citizenship, language ideologies, social class, and race.

Education and Development in Korea Noel F. McGinnv,Donald R. Snodgrass,Shin-Bok Kim,Quee-Young Kim,Yung Bong Kim,2020-03-17 In-depth examination of the role of education in the economic and social development of Korea. Education growth, including literacy growth and school enrollments have mirrored economic growth.

Why Korean Education is Leaving America in the DUST William D. Hedges,2011-07-26 This author not only identifies the major shortcomings of the American Public Elementary School, but makes thirty-three specific recommendations as to how to improve them. He does this because he fears America is falling behind other nations, particularly the Asian countries such as South Korea, Japan, and China. He decries the short teaching day and teaching year of the United States in comparison with those nations that are leaving us behind such as South Korea. He pulls no punches in taking on the politicians. In the process parents are not spared as they have exempted their children from walking to neighborhood schools and losing the exercise children experienced in walking by driving them. Our drop out rate of one third is a disgrace when other nations graduate over 93% from high school, says Hedges. After describing Korean education and making recommendations in the first three chapters, the author then sets forth how modern elementary schools should be and can be organized and operated in contrast with the way so many of them are organized and operated today. This development would help them in contrast with Korean Schools which are more lockstep. He points out that one reason for so many home study children is that parents are not pleased with what the elementary public schools are providing. They want an education tailor made for their children and they set about doing it when the public schools come up short. Too many of our schools proceed in lock step, tracking children into dumb, average, above average, and bright groups when with modern computers this is no longer necessary. Hedges, an author of two books on testing and one on early childhood education, maintains that the testing going on is for all of the wrong reasons, i.e. (1) to evaluate teachers, (2) to compare students with one another, (3) to compare schools with one another. In his view tests should be used as the medical profession uses tests, i.e. to diagnose individual needs and thus to serve as a basis for how to help the student not just give him an A or an F. As he

says, “What if when you go to the doctor he hands you a card which gives you a C- on your health. What the devil does that mean?” Instead, the doctor reviews the test data, analyzes it, and gives you a prescription. So why aren’t our schools doing that in education? The book is not only a clarion call to arms, but a practical How To. How to provide for individual differences. How to make sure your child will succeed in primary school. How to organize other than by grades. How to enable more independent study and encourage creativity in your youngster. How can parents tell if their school is any good? How to be clear on the objectives of the school. How should young children be graded and evaluated? This book is for superintendents and principals, as they are the leaders, for elementary teachers as they are the doers, for school board member as they are the policy makers, and for those parents, who want to know what an excellent elementary school should be like. It is not pie in the school dreaming, but a down to earth description of how things are versus how they might be in the modern up to date school. Consider just one of his practical tips for some parents. What can the parent of a slightly immature child do to increase the probability his or her child will be a ‘smash hit?’ Here is how. Let us say that he can enter first grade at age six. Well, age six is 365 days. If this child was born January 1 he is 364 days younger than the child born on December 31. A whole year! Think what that means in terms of his growth, development, and readiness for first grade! So, throw in that many of the children will be more mature than his child. The result? His or her child is a failure in the eyes of the other kids who are doing so much better than he because America grades on the curve.

Shadow Education and the Curriculum and Culture of Schooling in South Korea Young Chun Kim, 2016-09-23 This book enables Western scholars and educators to recognize the roles and contributions of shadow education/hakwon education in an international context. The book allows readers to redefine the traditional and limited understanding of the background success behind Korean schooling and to expand their perspectives on Korean hakwon education, as well as shadow education in other nations with educational power, such as Japan, China, Singapore, and Taiwan. Kim exhorts readers and researchers to examine shadow education as an emerging research inquiry in the context of postcolonial and worldwide curriculum studies.

Multicultural Education in South Korea Mi Ok Kang, 2014-11-13 This book examines the political, ideological, and socio-cultural politics underlying the 2009 National Multicultural Curriculum Reform and recent multicultural education policies in South Korea. Unlike the conservative groups in Western countries who argue that supporting cultural diversity and the cultural rights of minority groups balkanizes ethnic differences and divides the community, the New Rights and the conservative groups in South Korea have been very supportive of multicultural discourses and practices and have created many multicultural policy agendas geared toward ushering in what have they called the multicultural era. Through the Critical Discourse Analysis (CDA) of government multicultural policy documents, a range of media sources, the 2009 national curriculum reform policy documents, and the 200 Korean language arts textbooks from 23 textbook publishers, Multicultural

Education in South Korea: Language, ideology, and culture in Korean language arts education examines how the conservative Korean government's interpretation and practices of multiculturalism have been infiltrated and challenged by progressive and migrant-led agents/agencies. The analysis of academic, official, and popular discourses on migrant Others is focused on, but not limited to: The multicultural era and struggles for hegemonic power; Politics of multicultural knowledge control in education and society; Formation of discourses on multicultural society and multicultural education; Examining the national curriculum: The politics of representing migrant Others; and The hidden curriculum of multicultural education: Limitations and possibilities. The author's insightful discussion on the politics of knowledge, education, and teaching in multicultural societies will prove particularly useful to policy makers, think-tank officials, and academic scholars in education.

Higher Education in Korea Namgi Park, John Weidman, 2002-05-03 This definitive collection takes an in-depth look at the higher education system in Korea. The editors and contributors present a fundamentally Korean view of the important issues for the Korean higher education system. In systematic, well written essays, they construct theoretical perspectives to analyze the development of the higher education system in Korea's competitive society, a project never before undertaken in the English language.

Education in Korea Korea (South). Mun'gyobu, Korea (South). Mun'gyobu, 1962

South Korea's Education and Skills Development John McKay, Siegfried Pausewang, 2005

Education in Korea, 1981

Education and Social Change in Korea Don Adams, Esther E. Gottlieb, 2017-12-12 This book, first published in 1993, provides students and scholars with an introduction to Korean education and the dynamics of interchange between the educational system and rapidly changing Korean society. Severe political, social and educational problems may be found in modern Korea: these conditions, together with certain persistent issues pertaining to the purposes, structure, and pedagogical characteristics of schooling make for serious contemporary debate.

Korean Education in Changing Economic and Demographic Contexts Hyunjoon Park, Kyung-keun Kim, 2013-11-24 This edited volume offers a comprehensive survey of Korean education in transition. Divided into three parts, the book first assesses the current state of Korean education. It examines how the educational system handles the effects of family background and gender in helping students smoothly transition from school to the labor market. Next, the book introduces growing concerns over whether the traditional model of Korean education can adequately meet the demands of the emerging knowledge-based economy. It examines features of new reform measures that have been introduced to help Korean education prepare students for the new economy. The third part discusses how an influx of diverse migrant groups, including marriage migrants, migrant workers, and North Korean migrants, and the rising divorce rate — two major demographic

changes— challenge the fundamental assumption of cultural homogeneity that has long been a part of Korean education. This detailed analysis of a society and educational system in transition will appeal to a wide range of readers, from those involved with Korean education to educators and administrators in countries currently looking for ways to handle their own economic and demographic changes.

Children Dying Inside J. M. Beach, 2011-08-25 This book analyzes education in South Korea. It presents a brief history of Korea and East Asian education. It also explores the dynamic relationship between the public and private spheres of education in South Korea. A case study of Korean English Preparatory Academy (KEPA) is used to examine the financial, social, and psychological costs of education in South Korea, as well as analyze one particular private academy that is profiting off of education fever, which is a phrase that labels Korean's obsession with education and social status. Education is big business in South Korea, but whose interest does education serve: society, individuals, or private corporations? Ultimately, I conclude that education in South Korea is driven by a cultural preoccupation with social status and class, as well as by free-market capitalists seeking profit, and only marginally with the private economic returns of a post-secondary degree, let alone the holistic development of the individual. Education in South Korea is not about skill based learning nor is it about individual student development, and to that extent, I examine in the conclusion whether the Korean system of education is just, and whether it should be a model for the rest of the world to follow.

Education in South Korea Young Yool Park, 1967

Education of South and North Korea in Political Symbolism Young-Ock Yoo, 2002

Understanding the Importance of English Education in South Korea and Exploring the Reasons why South Korean Students Come to a University in the Midwest Jaekeun Cho, 2014 The purpose of this study was to examine the perceptions held by South Korean students who study at the University of Nebraska at Kearney (UNK) of the benefits and values of studying English language. Furthermore, the researcher found what kinds of challenges Korean students encounter both before they come to UNK and after they come to UNK. A sample of UNK Korean students (30 interviewees) was chosen. The researcher used the stratified sampling technique and the semi-structure interviews to collect the data. This study found the following results: (a) South Korean students significantly focus on achieving a high level of English competency; (b) South Korean students especially lack English speaking and writing skills; (c) South Korean students devalue the English educational environment in Korea, but value the English educational environment in America; (d) the majority of the research study's interviewees decided to come to UNK because of the affordable tuition and the transferable credit hours back to their home universities in Korea; (e) many of the research study's interviewees felt uncomfortable building relationships with Americans; and (f) no difference was found based on gender or duration of the study abroad program. Recommendations for future research included: 1) developing English speaking skills in Korean students needs more careful; 2) greater attention to

how Korean student can build relationships with American cultures and students by American universities needs to be studied; and 3) non-degree seeking students need more international programming to use their limited time in the USA learning English more efficiently.

Mathematics Education In Korea - Vol. 1: Curricular And Teaching And Learning Practices Jinho Kim, Joong Kwoen Lee, Mangoo Park, Inki Han, 2012-10-08 This book will introduce the history and practices of mathematics education in Korea. How it has been influenced from Japan, America, and other countries, and has developed into the unique Korean style of mathematics education. The editors have planned to include most of the topics researchers outside Korea want to know mathematics education in Korea.

Multicultural Education in South Korea Mi Ok Kang, 2014-11-13 This book examines the political, ideological, and socio-cultural politics underlying the 2009 National Multicultural Curriculum Reform and recent multicultural education policies in South Korea. Unlike the conservative groups in Western countries who argue that supporting cultural diversity and the cultural rights of minority groups balkanizes ethnic differences and divides the community, the New Rights and the conservative groups in South Korea have been very supportive of multicultural discourses and practices and have created many multicultural policy agendas geared toward ushering in what have they called the multicultural era. Through the Critical Discourse Analysis (CDA) of government multicultural policy documents, a range of media sources, the 2009 national curriculum reform policy documents, and the 200 Korean language arts textbooks from 23 textbook publishers, *Multicultural Education in South Korea: Language, ideology, and culture in Korean language arts education* examines how the conservative Korean government's interpretation and practices of multiculturalism have been infiltrated and challenged by progressive and migrant-led agents/agencies. The analysis of academic, official, and popular discourses on migrant Others is focused on, but not limited to: The multicultural era and struggles for hegemonic power; Politics of multicultural knowledge control in education and society; Formation of discourses on multicultural society and multicultural education; Examining the national curriculum: The politics of representing migrant Others; and The hidden curriculum of multicultural education: Limitations and possibilities. The author's insightful discussion on the politics of knowledge, education, and teaching in multicultural societies will prove particularly useful to policy makers, think-tank officials, and academic scholars in education.

Unveiling the Magic of Words: A Review of "**Education Of South Korea**"

In a global defined by information and interconnectivity, the enchanting power of words has acquired unparalleled

significance. Their ability to kindle emotions, provoke contemplation, and ignite transformative change is actually awe-inspiring. Enter the realm of "**Education Of South Korea**," a mesmerizing literary masterpiece penned with a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve to the book is central themes, examine its distinctive writing style, and assess its profound affect the souls of its readers.

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