

Comparison as a Basis for Tackling Mis(ing)information

The Miss_I Project

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**Online-Supplement:
Material Package for Miss_I**

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Quotation:

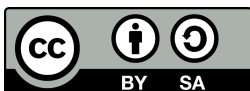
Vogt, M. & Viteri Paredes, M.J. (2026). Comparison as a Basis for Tackling Mis(ing)information. The Miss_I Project [Online-Supplement: Material Package for Miss_I]. *DiMawe – Die Materialwerkstatt*, 8 (2), 94–113. <https://doi.org/10.11576/dimawe-8837>

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Online accessible: 02.05.2026

ISSN: 2629–5598



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Supplement 1 (own illustration)

Guideline for the Students' Presentation

The presentation can contain the following information on the educational system:

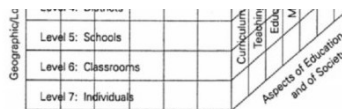
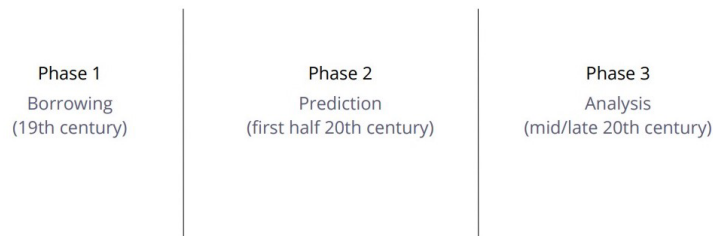
(this guideline is intended as a suggestion and is not intended as a binding structure)

- General Information/data about the country
 - Particularly such that is important about the school system
- History of the School System
- General Information about the school system (overview)
 - Structure
 - Fundamentals
 - Organization
 - Is there compulsory schooling?
 - Who attends school?
 - Different school types
- Educational policies and administration
- Financial Aspects
 - To what extent does the state support schools?
 - What do schools get money for?
 - Is school attendance free?
 - Do individual pupils get money, e.g., because school fees must be paid?
- Special features of the school system
 - Subjects
 - Extracurricular activities
- What qualifications can be achieved?
 - How do students start into the labor market/get a job after education?
- Inclusion/Exclusion/...
- How does the school system perform in contrast to other school systems/international comparative studies, e.g., PISA study and others?
- Maybe current developments and challenges
- Literature/References -> You need at least three different sources!

Supplement 2 (own illustrations)

Introduction to international comparative education

Historical Development - Bereday (1964)



Phillips & Schweisfurth, 2014, p.21

School Theorie and the “Grammar of Schooling”

Source text: Tyack, D. & Tobin, W. (1994). The “Grammar” of Schooling: Why has it been so hard to change?, *American Educational Research Journal*, 31(3), 453-479.

Group 1 - Introductory chapter (pp. 454-457)

- According to the GoS, which elements are part of the basic understanding of school?
- How can the persistence of school framework conditions be explained?

Group 2 - The Graded School (pp. 458-460)

- How did school grades and age-based school classes become established? (Arguments, actors?)
- How was the establishment of grades/age groups related to the ideas of the “normal” child?

Group 3 - Reflections (pp. 476-479)

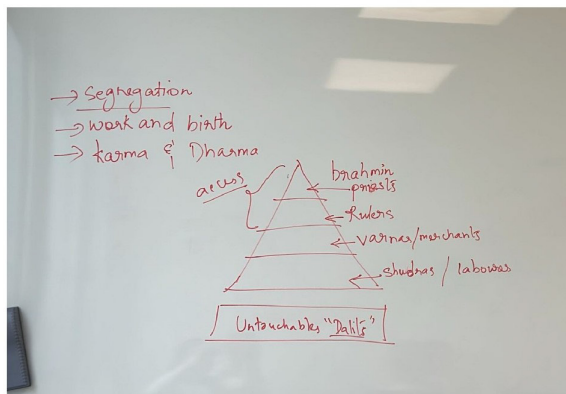
- Who are the leaders in terms of the GoS and what role do the teachers play?
- What factors support the GoS through standardization?
- What challenges do reformers face and why do reforms fail?

Supplement 3 (own illustrations)

Example 3.1

	Our group	Expert	
Comparison	Nelson Mandela	We associate Nelson Mandela with South Africa → direct connection to the country	/
	Languages	<ul style="list-style-type: none"> In school, the language of instruction is always English. In addition to the English language there is Afrikaans or the official language of the region spoken as a foreign language. 	Till grade 3 thought in own language; 4–12 school can choose the language (most English, sometimes Afrikaans).
	School uniforms	Girls wear skirts.	Girls can wear skirts or pants.
	Townships	These areas often face poverty, crime, and social issues.	They look better than on the picture we have chosen and the government has invested money for a better development.
	Geography	/	South Africa covers 1,2 million square kilometers. It is bordered by the Indian and Atlantic Oceans and countries.

Example 3.2



The graphic was drawn on a whiteboard during the conversation by the expert

Expert: "Without understanding caste and caste system you cannot understand the lives of many marginalised communities who belong to lower cast"

- Segregation system based on work and birth
- The caste system insists on endogamy
- India is historically been a patriarchal country and your caste is determined by your father
- A historical concept devised by the Hindu-religion
- Access to education only for the upper two casts.
- The brahmins were the educators (also called Guru)
- Actually forbidden and abolished (the caste-system)
- Impact of social life
- The system is justified by karma

(!) Influence of the caste hierarchy mentioned also by the expert at inclusion and exclusion NOT in the group-research

Example 3.3

What new things we have learned & what additions were there

- In the relationship between teacher and students, the teacher is a highly respected figure in South Korea; students should not step into the teacher's shadow → physical punishment, until the early 2000s era.
- The Asian and Japanese system is relevant for the South Korean system → they realized that the influence of the Japanese school system was not so good, so they removed it slowly.
- There is a baccalaureate for a few years; the influence of the French school system is slowly being established.
- Some young South Koreans are starting to put less emphasis on the traditional way of life, which is going to a good university, and focusing instead on following K-Pop idols.

Supplement 4 (own illustrations)

Guideline_Discussion Sessions

Instructions on how to use the document:

Students in Presentation Role		
<p>Before</p> <p>As a first step, you should review your presentation based on the discussion with the expert and create a new (shorter) presentation that synthesizes the main aspects of the comparison and your conversation with the expert.</p> <p>Your presentation should be divided into three sections and address the following questions:</p> <ul style="list-style-type: none"> • Which aspects can you identify when comparing both presentations as misinformation? Why is this the case? • Which aspects can you identify as missing information? Why is that so? • Where are the differences between the two countries in terms of misinformation? • What are the common themes in missing information when looking at both countries? • How can we identify missing information about countries on the internet or educational materials? How can we address this issue? • Write down three aspects of the education systems that surprised you, that you did not know before, that you liked and did not like. 	<p>During</p> <p>When presenting to the rest of the class, be aware to take time between each section/question and directly address the rest of the students, giving them room to ask questions or comments.</p>	<p>After</p> <p>Upload the final version of your reviewed presentation, with the input from the discussion session, into Moodle in Folder SL.</p>

Guideline_Discussion Sessions

Instructions on how to use the document:

Students in Discussion Role	
<p>Before</p> <p>Look at all four videos and compare the students' presentations with the experts. When doing the comparison, focus on the following four aspects:</p> <ul style="list-style-type: none"> • What are the similarities and differences in terms of content between both presentations? • Which aspects can you identify when comparing both presentations as misinformation and missing information? Why is this the case? <p>Afterward, do a second comparison, where you compare the two countries and focus on the following questions:</p> <ul style="list-style-type: none"> • Where are the differences between the two countries in terms of misinformation? • What are the common themes in missing information when looking at both countries? <p>Prepare at least two questions about the topic during the session.</p>	<p>During</p> <p>During each presentation, you will have time to engage with the rest of the class and present your notes on the questions you prepared.</p> <p>You will also have time at the end of each presentation to ask your questions to the group.</p>