



American Educational Research Association

Welcome: Lin Lin

Division K-Teaching and Teacher Education -> Section 2: Quality Classroom Teaching in the Humanities and Other Content Areas -> Paper -> Science Achievement and Self-Concept: A Trend Study Between Hong Kong and Singapore

[Review Menu](#)

[Main Menu](#)

[Logout](#)

[Help](#)

[Download Paper/Proposal](#)

Review Form

Science Achievement and Self-Concept: A Trend Study Between Hong Kong and

Singapore (Paper)

Due Date: 2008-09-05

Assigned Date: 2008-08-16

Please completely fill out the form below. The required criteria to complete are indicated with an asterisk *. **WARNING: Your session will timeout after 30 minutes of inactivity.** This means if you remain on this page for 30 minutes your session will expire. If you are interrupted while working on your review, or cannot not finish your review in one sitting you may save your work and return to finish your review at a later time by checking the "Save Work and Finish Later" box at the bottom of the form. Then click the "Accept Continue" button. After you complete your review, check the "Submit Completed Review" box and then click the "Accept Continue" button.

You may not edit your review after you mark it as completed.

Paper Abstract

Comparative studies involving Japan, South Korea, Hong Kong, and Singapore were well-intentioned to find reasons behind high science scores of the East Asia students, but few has reached the goal by overcoming the cross-culture disparities. In contrast, Hong Kong and Singapore are the twin cities that not only house Chinese culture for the majority population, but also demonstrate high student achievement in science. More importantly, cross-cultural changes during Hong Kong's handover have been captured in the eight-year span (1995-2003) of the TIMSS data gathering. As the adult population drifted in and out of Hong Kong and Singapore in this period, this study examines a reciprocal relationship between student self-concept and science achievement under the historical changes of parental education.

Review Form

Criteria

*Significance of Problem/Topic/ Issues

Scale

Scale Value Name

Min: 2 1: Insignificant/ Unclear

Max: 5 5: Critically Significant/ Clear

*Theoretical Framework

Scale Value Name

Min: 2 1: Not Articulated/ Under Developed

Max: 5 5: Well Articulated/ Well Developed

*Mode of Inquiry

Scale Value Name

Min: 4 1: Not Described/ Explained

Max: 5 5: Well Described/ Explained

*Use of Supporting Evidence

Scale Value Name

Min: 4 1: Weak Use of Supporting Evidence

Max: 5 5: Strong Use of Supporting Evidence

*Depth of Analysis and Significance of Findings

Scale Value Name

Min: 3 1: Insignificant Analysis/ Findings

Max: 5 5: Significant Analysis/ Findings

*Quality of Writing/Organization

Scale Value Name

Min: 3 1: Unclear/Unorganized

Max: 5 5: Clear/ Well Organized

*Contribution to Education/ Educational Research

Scale Value Name

Min: 2 1: Routine

Max: 5 5: Innovative/ Original

*Connection to Program Theme and/ or Division K

Program Theme: Disciplined Inquiry: Education Research in the Circle of Knowledge

Scale Value Name

Min: 3 1: Minimal Connection

Max: 5 5: Significant Connection

Division K: Teachers and Teacher Education

*Focus on Diversity

Scale Value Name

Min: 3 1: No Attention Paid to Issues of Diversity

Max: 5 5: Strong Attention Paid to Issues of Diversity

*Use of Research/ Literature

Scale Value Name

Min: 3 1: Insufficient/ Irrelevant

Max: 5: Effective/ Supportive

Scale Value Name

Min: 1: Low Teacher Involvement

Max: 5: High Teacher Involvement

Teacher Participation

This is not required criteria. If the project indicates collaboration with teachers, rate this criterion.

*** Comments to the Program Chair**

This field is mandatory you must comment.

This paper does not discuss its significance and contribution to education. Nor does it articulate its theoretical framework. While the paper's title suggests that it explores the relationship between science achievement and self-concept, the results and analysis of the data left readers baffled with statistical analysis rather than clear implications for classroom or general educational practices.

*** Comments to the Author/Submitter**

This field is mandatory you must comment.

The paper could have included a discussion or conclusion section where implications of this study to educational practice must be included. The statistical analysis of this paper is impressive and helps answer the research questions, but it doesn't help when the paper fails to provide specific answers to each of the three research questions. The paper should have come to a conclusion to explain its

***Reviewer Recommendation**☐ Accept☒ Reject☐ Save Work and Finish Later☒ Submit Completed Review

Accept and Continue

©2008 All Academic, Inc.