

Innovative Methods in Comparative and International Education

- 3 Editorial Introduction: Innovative Methods in the Field
Ryan M Allen
- 6 Computational Typologies of Multidimensional End-of-Primary-School Performance Profiles from an Educational Perspective of Large-Scale TIMSS and PIRLS Surveys
Ali Ünlü and Michael Schurig
- 26 Using Media Content Analysis to Understand Education Policy Context
Nancy Green Saraisky
- 42 Evidence for Action: Translating Field Research into a Large Scale Assessment
Erik Jon and Aditi Banerjee
- 54 Identifying Research Priorities for School Improvement in the developing World
Robyn Read, Magdalena Fernandez-Hermosilla, Stephen Anderson, and Karen Mundy
- 68 Advancing Ecological Models to Compare Scale in Multi-level Educational Change
David J. Woo
- 83 Theory-Ladenness and Cross-Cultural Research: Insights from Wittgenstein
Charlene Tan

CURRENT ISSUES IN COMPARATIVE EDUCATION

Volume 18, Issue 1 (Spring 2016)

Managing Editor: Ryan M. Allen

Senior Editors: Darbi Leigh Roberts, Emily Richardson Kyle Long, Natasha Mansur, Phoebe Doan

Editors: Caitlin McKinnon, Edward Choi, Melissa Mott, Misbah Budhwani, Thea Hogarth

Faculty Advisor: Oren Pizmony-Levy

International Advisory Board

Michael Apple, Mark Bray, Michael Cross, Suzanne Grant Lewis, Noel McGinn, Gary Natriello, Harold Noah, Gita Steiner-Khamsi, Frances Vavrus

Copyright

Unless otherwise noted, copyrights for the texts which comprise all issues of Current Issues in Comparative Education (CICE) are held by the journal. The compilation as a whole is Copyright © by Current Issues in Comparative Education, all rights reserved. Items published by CICE may be freely shared among individuals, but they may not be republished in any medium without express written consent from the author(s) and advance notification of the CICE editorial board.

CICE holds exclusive rights in respect to electronic publication and dissemination. The journal may not be posted or in anyway mirrored on the Internet except at the official publication site at Teachers College, Columbia University. CICE reserves the right to amend or change this copyright policy. For the most current version of this copyright policy, please contact cice@tc.columbia.edu. Questions about the journal's copyright policy should be directed to the Editorial Board.

Disclaimer

The opinions and ideas expressed in the CICE are solely those held by the authors and are not necessarily shared by the editors of the Journal. Teachers College, Columbia University (CU) as a publisher makes no warranty of any kind, either expressed or implied, for information on its CICE Web site or in any issue of CICE, which are provided on an "as is" basis. Teachers College, CU does not assume and hereby disclaim any liability to any party for any loss or damage resulting from the use of information on its CICE Web site or in any issue of CICE.

Acknowledgments

Thank you to Oren for always giving great advice when I didn't know what I was doing and to all the editors and contributors who worked very hard throughout this process.