

THE COMPARATIVE METHOD COMPARISON OF SOCIAL SYSTEMS

COMPARISON OF RELEASERS CONCLUSION pdf

1: comparative assessment of Performance Management in Japan & by Lisa Hayes-Graham on Prezi

The comparison of methods experiment is critical for assessing the systematic errors that occur with real patient specimens. Guidelines for performing the experiment are provided and there is an introductory discussion of how to graph the data and.

A Comparative Approach to the Legal Process, as not capable of adequately describing modern systems of law. A process whereby legal concepts from a foreign jurisdiction are adopted or assimilated in another legal jurisdiction. It is suggested that the modus operandi should rather be not only to compare rules, but also to evaluate legal cultures. Legal culture is the source of law – its norms create the legal norms; and it is what determines the impact of legal norms on society. In finding solutions for legal problems in the South African justice system, the existing South African legal culture must inform such an undertaking. In the first section I review some traits that customarily have become associated with the so-called adversarial and inquisitorial methods. The second section investigates the meaning of and the extent to which legal culture should be factored into comparative methodology. Although traditionally the English and American systems are quoted as examples of the accusatorial model, and the Dutch, French and Spanish systems as examples of the inquisitorial system, it should be noted that almost no country today has a system which is purely adversarial or purely inquisitorial. A Comparative Study An Approach to Comparative Law European criminal procedures are no more purely inquisitorial than ours are purely accusatorial. Europeans too have accusatorial elements and mixed systems; they may tolerate more discretion than their literature concedes and may, in many instances, be moving towards greater role for counsel and more explicit protection for the accused. Nevertheless, these are central tendencies. Although the two systems may be more alike in reality than the classical models imply, there are certain distinguishing characteristics that need to be borne in mind in dealing with these systems from a comparative point of view. These separately prepare their case and call, examine and cross-examine their witnesses. Much greater weight is attached to the answers given by witnesses in court on oath or affirmation than to the written statements previously made by them. The public hearing is designed for the oral screening of evidence and the oral performance of witnesses. Usually the evidence collected during the pre-trial investigations is of no value unless tested at a public hearing. He introduces and elicits the evidence by questioning the witnesses and the accused, and only then allows the prosecutor and defence to put questions to the witnesses. He is not bound by the evidence introduced at the trial. This has often given rise to the view that the inquisitorial judge searches for the material truth, whereas the accusatorial judge searches only for the formal truth since he relies upon the information that has been placed before him. See section 3 below. By being able to conduct the interrogations himself, he obtains the necessary evidence rather than having to wait for the evidence to be presented to him by the parties. One of the main criticisms levelled against the inquisitorial system relates to the double role which the judge has to fulfil. He has to act as both the investigator who has to find the evidence and the arbiter who has to make an objective decision. Snyman³⁴ argues that these two functions contradict one another, as it would be difficult for a judge to be completely unprejudiced against the accused if he has to act as prosecutor and judge at the same time. Although the judge also has to investigate circumstances which favour the accused, he is, nevertheless, perceived by the accused to be associated with the state-prosecuting authorities. The accusatorial system, on the other hand, is criticised as not being a search for the material truth, since the judge is limited to the evidence placed before him by the parties in making his decision and he has very little discretion to move beyond this. In adversarial systems each party is responsible for developing evidence to support its arguments, while in inquisitorial systems an official performs most of the evidence eliciting activities. In adversarial systems the investigation is motivated by self-interest rather than public interest. Over time strict rules with regard to the admissibility and exclusion of evidence have developed. The emphasis in the inquisitorial model is not on the admissibility of evidence, but rather on the value that is to be attached to the evidence. In the case of hearsay evidence the focus is on

how much weight will be attributed to that type of evidence and not on whether it is admissible or not. Behind this principle is familiar history of dissatisfaction with a system of weighing evidence by artificial scales and tables, against which draftsmen of codes of procedure were in full reaction. So the principle of free appreciation of the evidence is now the most characteristic aspect of modern continental procedure. As compared with English and American law, continental law is less strict in regard to the admissibility of evidence and the procedure of proof taking, any evidence – even hearsay – is admissible. It is left to the court to decide how much value is to be attached to the evidence. In inquisitorial systems there is contemporaneous judicial control of the investigation according to statute. Whereas the decisions of higher courts form precedent and should be followed according to the stare decisis doctrine in common law systems,⁴⁷ court decisions as a general rule form no binding precedent in civil law courts. The following table⁵⁰ reflects the most salient characteristics that have been traditionally associated with these systems as discussed above, although no one system will manifest all these attributes in an unqualified manner. Mixed and Mixing Legal systems, one should remember is the result of a layered complexity as pointed out by Gambaro and Sacco as quoted by Mattei: What are the characteristic rhetorical strategies developed by participants in any given legal setting? What is their repertoire of recurring argumentative moves? What counts as a persuasive legal argument? What types of arguments, possibly valid in other contexts e. What enduring political and ethical commitments influence professional discourse? What are understandings of and assumptions about politics, social life and justice? A Social Science Perspective Law, Authority and Culture In response to the passage of the Human Rights Act in the United Kingdom, Murray Hunt gives expression to how legal culture can influence or even hamper the acceptance of the Act: One is the unquestioning loyalty demanded to the absolute, continuing, and indivisible sovereignty of Parliament and the other is the acceptance of the primacy of private ordering. HR 20 December NJ It was for this reason that those who negotiated the Constitution made a deliberate choice, preferring understanding over vengeance, reparation over retaliation, ubuntu over victimization. For all of us though a framework has been created in which a new culture must take root and develop. The South African Constitution is different: The contrast between the past which it repudiates and the future to which it seeks to commit the nation is stark and dramatic. Six Principles for Legal Revisioning 8. Honour those who have suffered for justice and freedom in our land, Respect those who have worked to build and develop our country; and Believe that South Africa belongs to all who live in it, united in our diversity. We therefore, through our freely elected representatives adopt this Constitution as the supreme law of the Republic so as to Heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights; Lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; Improve the quality life of all citizens and free the potential of each person; and Build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations. May God protect our people. Morena boloka setjhaba sa heso. God bless South Africa. It comes up, reinforces and underlies all of the text that follows. It helps to establish the basic design of the Constitution and indicate its fundamental purpose. This is not a case of making the Constitution mean what we like, but making it mean what the framers wanted it to mean; we gather their intention not from our subjective wishes but from looking at the document as a whole. The Court must know us better than we know ourselves. Its opinions may, as I have said, sometimes be the voice of the spirit, reminding us of our better selves – But while the opinions of the court can help to shape our understanding of ourselves, the roots of its decisions must be already in the nation. The South African legal system is shaped by the Constitution and all law, including the common law and customary law, derives its force from the Constitution. See also Pharmaceutical Association of South Africa: These can now be addressed on the basis that there is a need for understanding but not for vengeance, a need for reparation but not for retaliation, a need for ubuntu but not victimisation. However, the world should also know that forgiveness and reconciliation are not cheap. Ubuntu says I am human only because you are human. Roman law or indigenous African law? The Spirit of African

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Transformation Management ff. Nowhere is it more explicitly stated in the epilogue to the Constitution: Legal ideas and institutions are crossing borders rapidly.

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2: The structure of definition essay comparison

In this method, the aspect of comparison is fully handled in one paragraph. What this means is that a full paragraph is used in explaining in detail one item of comparison in relation to the first subject.

References Purpose A comparison of methods experiment is performed to estimate inaccuracy or systematic error. Review MV " The Experimental Plan to see how this experiment fits together with the other experiments. You perform this experiment by analyzing patient samples by the new method test method and a comparative method, then estimate the systematic errors on the basis of the differences observed between the methods. The systematic differences at critical medical decision concentrations are the errors of interest. However, information about the constant or proportional nature of the systematic error is also useful and often available from appropriate statistical calculations. Both the experimental design and the statistical calculations are critical for obtaining reliable estimates of systematic errors. Factors to Consider Comparative method The analytical method that is used for comparison must be carefully selected because the interpretation of the experimental results will depend on the assumption that can be made about the correctness of results from the comparative method. Any differences between a test method and a reference method are assigned to the test method, i. Most routine laboratory methods fall into this latter category. Any differences between a test method and a routine method must be carefully interpreted. If the differences are small, then the two methods have the same relative accuracy. If the differences are large and medically unacceptable, then it is necessary to identify which method is inaccurate. Recovery and interference experiments can be employed to provide this additional information. Number of patient specimens A minimum of 40 different patient specimens should be tested by the two methods [1]. These specimens should be selected to cover the entire working range of the method and should represent the spectrum of diseases expected in routine application of the method. The actual number of specimens tested is less important than the quality of those specimens. Twenty specimens that are carefully selected on the basis of their observed concentrations will likely provide better information than the a hundred specimens that are randomly received by the laboratory. The quality of the experiment and the estimates of systematic errors will depend more on getting a wide range of test results than a large number of test results. The main advantage of a large number is to identify individual patient samples whose results do not agree because of interferences in an individual sample matrix. This is often of interest when the new method makes use of a different chemical reaction or a difference principle of measurement. Single vs duplicate measurements Common practice is to analyze each specimen singly by the test and comparative methods. However, there are advantages to making duplicate measurements whenever possible. Ideally, these duplicates should be two different samples or cups that are analyzed in different runs, or at least in different order rather than back-to-back replicates on the same cup of sample. The duplicates provide a check on the validity of the measurements by the individual methods and help identify problems arising from sample mix-ups, transposition errors, and other mistakes. One or two such mistakes could have a major impact on the conclusions drawn from the experiment. Duplicate analyses would demonstrate whether or not these observed discrepancies were repeatable. If duplicates are not performed, then it is critical to inspect the comparison results at the time they are collected, identify those specimens where the differences are large, and repeat those analyses while the specimens are still available. Time period Several different analytical runs on different days should be included to minimize any systematic errors that might occur in a single run. A minimum of 5 days is recommended [1], but it may be preferable to extend the experiment for a longer period of time. Since the long-term replication study will likely extend for 20 days, the comparison study could cover a similar period of time and would require only 2 to 5 patient specimens per day. Specimen stability Specimens should generally be analyzed within two hours of each other by the test and comparative methods [1], unless the specimens are known to have shorter stability, e. Stability may be improved for some tests by adding preservatives, separating the serum or plasma from the cells, refrigeration, or freezing. Specimen handling

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needs to be carefully defined and systematized prior to beginning the comparison of methods study. Otherwise, the differences observed may be due to variables in the handling of specimens, rather than the systematic analytical errors that are the purpose of the experiment. We studied the use and interpretation of statistics in method comparison studies almost twenty five years ago [3,4] and the lessons we learned still apply today. Our intention here is to provide some brief guidelines and then discuss the statistics in more detail later on in this series. Graph the data The most fundamental data analysis technique is to graph the comparison results and visually inspect the data. Ideally, this should be done at the time the data is collected in order to identify discrepant results that will complicate the data analysis. Any patient specimens with discrepant results between the test and comparative methods should be reanalyzed to confirm that the differences are real and not mistakes in recording the values or mixups of specimens. These differences should scatter around the line of zero differences, half being above and half being below. Any large differences will stand out and draw attention to those specimens whose results need to be confirmed by repeat measurements. Look for any outlying points that do not fall within the general pattern of the other data points. For example, there is one suspicious point in the plot shown here. As points are accumulated, a visual line of best fit should be drawn to show the general relationship between the methods and help identify discrepant results. Again, the purpose of this initial graphical inspection of data is to identify discrepant results in order to reanalyze specimens while they are fresh and still available. However, this type of graph is generally advantageous for showing the analytical range of data, the linearity of response over the range, and the general relationship between methods as shown by the angle of the line and its intercept with the y-axis. Calculate appropriate statistics While difference and comparison graphs provide visual impressions of the analytic errors between the test and comparative methods, numerical estimates of these errors can be obtained from statistical calculations. Remember the inner, hidden, deeper, secret meaning of method validation is error analysis. You need to know what kinds of errors are present and how large they might be. The statistical calculations will put more exact numbers on your visual impressions of errors. Given that the purpose of the comparison of methods experiment is to assess inaccuracy, the statistics that are calculated should provide information about the systematic error at medically important decision concentrations. In addition, it would be useful to know the constant or proportional nature of that error review QC " The Experimental Plan for definitions of constant and proportional errors. This latter information is helpful in determining the cause or source of the systematic error and assessing the possibility of improving method performance. For comparison results that cover a wide analytical range, e. These statistics allow estimation of the systematic error at more than one medical decision concentration to judge method acceptability and also provide information about the proportional or constant nature of the systematic error to assess possible sources of errors. The systematic error SE at a given medical decision concentration X_c is then determined by calculating the corresponding Y-value Y_c from the regression line, then taking the difference between Y_c and X_c , as follows: It is also common to calculate the correlation coefficient, r , which is mainly useful for assessing whether the range of data is wide enough to provide good estimates of the slope and intercept, rather than judging the acceptability of the method [3]. When r is 0. If r is smaller than 0. For comparison results that cover a narrow analytical range, e. Criteria for acceptable performance The judgment of acceptability depends on what amount of analytical error is allowable without affecting or limiting the use and interpretation of individual test results [5]. This is complicated by the fact that any individual test result is also subject to random error, thus the overall or total error TE is composed of systematic error SE plus random error RE. Method performance is acceptable when this calculated total error TE_{calc} is less than the allowable total error TE_a . Remember that the CLIA proficiency testing criteria for acceptable performance are in the form of allowable total errors and provide a good starting point for setting analytical quality requirements. Similar judgments on acceptability can be made using the graphical Method Decision Chart [6]. Recommended minimum studies Select 40 patient specimens to cover the full working range of the method. Analyze 8 specimens a day within 2 hours by the test and comparative methods. Graph the results immediately on a difference plot and inspect for discrepancies; reanalyze any specimens that give

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discrepant results to eliminate outliers and identify potential interferences. Continue the experiment for 5 days if no discrepant results are observed. Continue for another 5 days if discrepancies are observed during the first 5 days. Prepare a comparison plot of all the data to assess the range, outliers, and linearity. Calculate the correlation coefficient and if r is 0. Method comparison and bias estimation using patient samples. Graphical interpretation of analytical data from a comparison of a field method with a reference method by use of difference plots. Use and interpretation of common statistical tests in method-comparison studies. Cornbleet PJ, Gochman N. Incorrect least-squares regression coefficients in method-comparison studies. Criteria for judging precision and accuracy in method development and evaluation. A method evaluation decision chart MEDx chart for judging method performance. Clin Lab Science ;8:

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3: Comparison in Scientific Research | Process of Science | Visionlearning

COMPARATIVE METHOD: COMPARING LEGAL SYSTEMS AND/OR LEGAL CULTURES 59 culturally and historically ingrained' [Du Plessis v De Klerk 5 BCLR (CC) para 19] in the professional discourse and outlook. "59 Comparing legal cultures gives the researcher/judge a more realistic look at the legal system that is investigated.

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4: Comparison and contrast essay about food

This article attempts to highlight the logical fabric of comparison in comparative politics. The framework encompassing various views on the nature of comparison includes epistemological notions that underlie comparative analysis such as the contexts of discovery and justification in science, as.

Chimps make facial expressions that resemble humans, use their hands in much the same way we do, are adept at using different objects as tools, and even laugh when they are tickled. It may not be surprising to learn then that when the first captured chimpanzees were brought to Europe in the 17th century, people were confused, labeling the animals "pygmies" and speculating that they were stunted versions of "full-grown" humans. A London physician named Edward Tyson obtained a "pygmie" that had died of an infection shortly after arriving in London, and began a systematic study of the animal that cataloged the differences between chimpanzees and humans, thus helping to establish comparative research as a scientific method. *Orang-Outang, sive Homo Sylvestris*: The title of the work further reflects the misconception that existed at the time – Tyson did not use the term Orang-Outang in its modern sense to refer to the orangutan; he used it in its literal translation from the Malay language as "man of the woods," as that is how the chimps were viewed. Tyson took great care in his dissection. He precisely measured and compared a number of anatomical variables such as brain size of the "pygmie," ape, and human. Aided by William Cowper, Tyson made drawings of various anatomical structures, taking great care to accurately depict the dimensions of these structures so that they could be compared to those in humans Figure 2. His systematic comparative study of the dimensions of anatomical structures in the chimp, ape, and human led him to state: But where it differs from a Man, there it resembles plainly the Common Ape, more than any other Animal. Comparison as a scientific research method Comparative research represents one approach in the spectrum of scientific research methods and in some ways is a hybrid of other methods, drawing on aspects of both experimental science see our Experimentation in Science module and descriptive research see our Description in Science module. Similar to experimentation, comparison seeks to decipher the relationship between two or more variables by documenting observed differences and similarities between two or more subjects or groups. In contrast to experimentation, the comparative researcher does not subject one of those groups to a treatment, but rather observes a group that either by choice or circumstance has been subject to a treatment. Thus comparison involves observation in a more "natural" setting, not subject to experimental confines, and in this way evokes similarities with description. Importantly, the simple comparison of two variables or objects is not comparative research. Skeleton of the juvenile chimpanzee dissected by Edward Tyson, currently displayed at the Natural History Museum, London. The first scenario is one in which the scientist is not trying to measure a response to change, but rather he or she may be trying to understand the similarities and differences between two subjects. For example, Tyson was not observing a change in his "pygmie" in response to an experimental treatment. Instead, his research was a comparison of the unknown "pygmie" to humans and apes in order to determine the relationship between them. A second scenario in which comparative studies are common is when the physical scale or timeline of a question may prevent experimentation. Because the sediments in these cores were deposited millions of years ago, it would be impossible to obtain these results through the experimental method. Research designed to look at past events such as sediment cores deposited millions of years ago is referred to as retrospective research. A third common comparative scenario is when the ethical implications of an experimental treatment preclude an experimental design. Researchers who study the toxicity of environmental pollutants or the spread of disease in humans are precluded from purposefully exposing a group of individuals to the toxin or disease for ethical reasons. In these situations, researchers would set up a comparative study by identifying individuals who have been accidentally exposed to the pollutant or disease and comparing their symptoms to those of a control group of people who were not exposed. Research designed to look at events from the present into the future, such as a study looking at the

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development of symptoms in individuals exposed to a pollutant, is referred to as prospective research. Comparative science was significantly strengthened in the late 19th and early 20th century with the introduction of modern statistical methods. These were used to quantify the association between variables see our Statistics in Science module. Today, statistical methods are critical for quantifying the nature of relationships examined in many comparative studies. The outcome of comparative research is often presented in one of the following ways: And numerous studies have contributed to the determination that the risk of developing lung cancer is 30 times greater in smokers than in nonsmokers NCI, Comprehension Checkpoint Scientists may opt for comparative research where it would be unethical to conduct an experiment. The case of cigarettes In , Dr. Louis, asked all of the third- and fourth-year medical students at the teaching hospital to observe an autopsy of a man with a disease so rare, he claimed, that most of the students would likely never see another case of it in their careers. Alton Ochsner, one of the students who observed the autopsy, would write years later that "I did not see another case until , seventeen years later, when in a period of six months, I saw nine patients with cancer of the lung. Image from a stereoptic card showing a woman smoking a cigarette circa The American physician Dr. Isaac Adler was, in fact, the first scientist to propose a link between cigarette smoking and lung cancer in , based on his observation that lung cancer patients often reported that they were smokers. However, the study had a number of problems. First, it relied on the memory of relatives of deceased individuals rather than first-hand observations, and second, no statistical association was made. Soon after this, the tobacco industry began to sponsor research with the biased goal of repudiating negative health claims against cigarettes see our Scientific Institutions and Societies module for more information on sponsored research. Beginning in the s, several well-controlled comparative studies were initiated. Their study showed that 1. Both of these comparisons proved to be statistically significant differences. The statisticians who analyzed the data concluded: Wynder and Graham also suggested that there might be a lag of ten years or more between the period of smoking in an individual and the onset of clinical symptoms of cancer. This would present a major challenge to researchers since any study that investigated the relationship between smoking and lung cancer in a prospective fashion would have to last many years. In their discussion, Doll and Hill raise an interesting point regarding comparative research methods by saying, This is not necessarily to state that smoking causes carcinoma of the lung. The association would occur if carcinoma of the lung caused people to smoke or if both attributes were end-effects of a common cause. They go on to assert that because the habit of smoking was seen to develop before the onset of lung cancer, the argument that lung cancer leads to smoking can be rejected. They therefore conclude, "that smoking is a factor, and an important factor, in the production of carcinoma of the lung. Wilhelm Hueper of the National Cancer Institute, a scientist with a long history of research into occupational causes of cancers, argued that the emphasis on cigarettes as the only cause of lung cancer would compromise research support for other causes of lung cancer. Ronald Fisher , a renowned statistician, also was opposed to the conclusions of Doll and others, purportedly because they promoted a "puritanical" view of smoking. The tobacco industry mounted an extensive campaign of misinformation, sponsoring and then citing research that showed that smoking did not cause "cardiac pain" as a distraction from the studies that were being published regarding cigarettes and lung cancer. The industry also highlighted studies that showed that individuals who quit smoking suffered from mild depression, and they pointed to the fact that even some doctors themselves smoked cigarettes as evidence that cigarettes were not harmful Figure 5. Cigarette advertisement circa The US Federal Trade Commission banned tobacco companies from making health claims about their products in However, more significant regulation was averted. An editorial that appeared in the New York Times in summed up the national sentiment when it stated that the tobacco industry made a "valid point," and the public should refrain from making a decision regarding cigarettes until further reports were issued by the US Surgeon General. In , Doll and Hill enrolled 40, British physicians in a prospective comparative study to examine the association between smoking and the development of lung cancer. In contrast to the retrospective studies that followed patients with lung cancer back in time, the prospective study was designed to follow the group forward in time. Cuyler Hammond and Daniel Horn

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enrolled , white males in the United States in a similar prospective study. And in , the American Cancer Society ACS began the first of two large-scale prospective studies of the association between smoking and the development of lung cancer. The first ACS study, named Cancer Prevention Study I, enrolled more than 1 million individuals and tracked their health, smoking and other lifestyle habits, development of diseases, cause of death, and life expectancy for almost 13 years Garfinkel, All of the studies demonstrated that smokers are at a higher risk of developing and dying from lung cancer than nonsmokers. The ACS study further showed that smokers have elevated rates of other pulmonary diseases, coronary artery disease, stroke, and cardiovascular problems. In the second half of the 20th century, evidence from other scientific research methods would contribute multiple lines of evidence to the conclusion that cigarette smoke is a major cause of lung cancer: Descriptive studies of the pathology of lungs of deceased smokers would demonstrate that smoking causes significant physiological damage to the lungs. Experiments that exposed mice, rats, and other laboratory animals to cigarette smoke showed that it caused cancer in these animals see our Experimentation in Science module for more information. Physiological models would help demonstrate the mechanism by which cigarette smoke causes cancer. As evidence linking cigarette smoke to lung cancer and other diseases accumulated, the public, the legal community, and regulators slowly responded. In , the US Surgeon General first acknowledged an association between smoking and lung cancer when a report was issued stating, "It is clear that there is an increasing and consistent body of evidence that excessive cigarette smoking is one of the causative factors in lung cancer. Retrospective, prospective Comparison across disciplines Comparative studies are used in a host of scientific disciplines, from anthropology to archaeology, comparative biology, epidemiology , psychology, and even forensic science. DNA fingerprinting, a technique used to incriminate or exonerate a suspect using biological evidence , is based on comparative science. In DNA fingerprinting, segments of DNA are isolated from a suspect and from biological evidence such as blood, semen, or other tissue left at a crime scene. If all of the segments match, the investigator can calculate the statistical probability that the DNA came from the suspect as opposed to someone else. Thus DNA matches are described in terms of a "1 in 1 million" or "1 in 1 billion" chance of error. Comparative methods are also commonly used in studies involving humans due to the ethical limits of experimental treatment. The researchers found a significant relationship between birth order and IQ, where the average IQ of first-born male children was approximately three points higher than the average IQ of the second-born male in the same family. The researchers further showed that this relationship was correlated with social rather than biological factors, as second-born males who grew up in families in which the first-born child died had average IQs similar to other first-born children. One might imagine a scenario in which this type of study could be carried out experimentally, for example, purposefully removing first-born male children from certain families, but the ethics of such an experiment preclude it from ever being conducted. Limitations of comparative methods One of the primary limitations of comparative methods is the control of other variables that might influence a study. For example, as pointed out by Doll and Hill in , the association between smoking and cancer deaths could have meant that: As a result, comparative researchers often go to great lengths to choose two different study groups that are similar in almost all respects except for the treatment in question. In fact, many comparative studies in humans are carried out on identical twins for this exact reason. For example, in the field of tobacco research , dozens of comparative twin studies have been used to examine everything from the health effects of cigarette smoke to the genetic basis of addiction. Comprehension Checkpoint What is the benefit of comparing identical twins in research studies? It is easier to do research if the subjects know each other well. It helps control variables that might influence a study. Comparison in modern practice Figure 6: Although the annual oscillations represent natural, seasonal variations, the long-term increase means that concentrations are higher than they have been in , years. Despite the lessons learned during the debate that ensued over the possible effects of cigarette smoke, misconceptions still surround comparative science. For example, in the late s, Charles Keeling , an oceanographer at the Scripps Institute of Oceanography, began to publish data he had gathered from a long-term descriptive study of atmospheric carbon dioxide CO₂ levels at

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the Mauna Loa observatory in Hawaii Keeling, Keeling observed that atmospheric CO₂ levels were increasing at a rapid rate Figure 6. He and other researchers began to suspect that rising CO₂ levels were associated with increasing global mean temperatures, and several comparative studies have since correlated rising CO₂ levels with rising global temperature Keeling, Together with research from modeling studies see our Modeling in Scientific Research module , this research has provided evidence for an association between global climate change and the burning of fossil fuels which emits CO₂. Yet in a move reminiscent of the fight launched by the tobacco companies, the oil and fossil fuel industry launched a major public relations campaign against climate change research. As late as , scientists funded by the oil industry were producing reports that called the research on climate change "noisy junk science" Roberts, As with the tobacco issue, challenges to early comparative studies tried to paint the method as less reliable than experimental methods. But the challenges actually strengthened the science by prompting more researchers to launch investigations, thus providing multiple lines of evidence supporting an association between atmospheric CO₂ concentrations and climate change.

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5: The Comparison of Methods Experiment - Westgard

A comparative analysis essay is an object analysis method that compares a new state of an object with a previous state of the object, or the state of one object to another with which the comparison may be relevant.

In other words, it is part of the emergence of episteme and philo-sophia, as a love for knowledge that is independent from material benefits. Episteme, as a form and activity in the field of logos, marked the break of cognitive closure and advanced empirical inquiry, logical argumentation and the search for truth. And the high esteem for intellectual activity gave rise to a genuine curiosity about other cultures " which has lain thereafter at the heart of comparative inquiry. Similarly, questioning of the Greek laws and institutions and its related values and practices e. Comparing things is essential to basic scientific and philosophic inquiry, which has been done for a long time. It is largely an empty debate over the definition of the tradition with those questioning whether comparing things counts as comparative research. Textbooks on this form of study were beginning to appear by the s, but its rise to extreme popularity began after World War II. Globalization has been a major factor, increasing the desire and possibility for educational exchanges and intellectual curiosity about other cultures. Information technology has enabled greater production of quantitative data for comparison, and international communications technology has facilitated this information to be easily spread. This technique often utilizes multiple disciplines in one study. When it comes to method, the majority agreement is that there is no methodology peculiar to comparative research. Quantitative analysis is much more frequently pursued than qualitative, and this is seen by the majority of comparative studies which use quantitative data. Like cases are treated alike, and different cases are treated differently; the extent of difference determines how differently cases are to be treated. If one is able to sufficiently distinguish two carry the research conclusions will not be very helpful. This study is generally aggregate data analysis. Comparing large quantities of data especially government sourced is prevalent. It instead occupies itself with middle-range theories that do not purport to describe our social system in its entirety, but a subset of it. He noticed there was a difference in types of social welfare systems, and compared them based on their level of decommodification of social welfare goods. He found that he was able to class welfare states into three types, based on their level of decommodification. He further theorized from this that decommodification was based on a combination of class coalitions and mobilization, and regime legacy. Comparative research can take many forms. Two key factors are space and time. Spatially, cross-national comparisons are by far the most common, although comparisons within countries, contrasting different areas, cultures or governments also subsist and are very constructive, especially in a country like New Zealand, where policy often changes depending on which race it pertains to. The historical comparative research involves comparing different time-frames. This may indeed be true, but a brief perusal of comparative endeavours reveals there are some topics more recurrent than others. Determining whether socioeconomic or political factors are more important in explaining government action is a familiar theme. In general, however, the only thing that is certain in comparative research issues is the existence of differences to be analysed.

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6: How to Write a Comparative Essay: Guides - A Research Guide for Students

Comparative politics is a field in political science, characterized by an empirical approach based on the comparative method. In other words, comparative politics is the study of the domestic politics, political institutions, and conflicts of countries.

How to write a comparative essay? Start with choosing 2 subjects that have enough differences and similarities to be compared in a good way. For example, consider two governmental systems or two sports teams. When you choose appropriate subjects, find a few points of comparison and use the following elements to captivate and impress the audience: Well-structured paragraphs; Deep research; Strong facts. Writing comparative papers is an important skill that students need to use many times during their studies. How to develop the best content Read and analyze assignment prompts and questions carefully. Look at assignment requirements attentively and underline all keywords or phrases. Keep their list at hand while writing your essay because most comparative assignments signal their basic purpose by using specific words. Check whether your prompts contain any limits placed on a topic. Understanding the right type of comparison Next, you should understand the type of comparison paper that teachers ask you to write. Some essays are standard compare and contrast, while others ask you to start with a certain framework and develop an argument or an evaluation based on comparisons. Making a list of things that they have in common and their differences is the best place to get started. Read your list and identify common patterns or themes among all items because this simple technique will help you choose the basis of a future comparison. Feel free to develop a particular system, including highlighting different similarities in different colors. Establishing the basis of your comparison The basis of your comparison should be established because it provides the whole paper with the right context or how you will examine chosen items. The basis has different forms, including: A theoretical approach, like multiculturalism or feminism; A historical theme, such as emancipation and colonialism; Anything that does with details, characteristics, or themes about different things; A frame of referencing or a ground for a comparison; A problem or question to find an answer or a solution. Your comparison must have an overarching idea or a specific thesis to determine the main reason why you want to compare given objects. Sometimes, instructors assign a basis in prompts, so check them carefully. Compare several aspects of every topic instead of covering it comprehensively. Research is not always appropriate for or required by a given assignment. Comparative papers about the following topics are more likely to require students to research:

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7: How to Write a Comparative Essay (with Pictures) - wikiHow

Comparative political and social research is generally defined in two ways: either on the basis of its supposed core subject, which is almost always defined at the level of political and social systems (Lane and Ersson, ; Dogan and Pelassy, ; Keman,), or.

Have you read the previous article that explains key characteristics and strengths of each educational philosophy? If not, you can read it from [HERE](#). If you did, please read on! All four of these philosophies are seen as alternatives to traditional education and are based on the ideal that children learn best in an environment where self-discovery and exploration are the norm. They all discourage rote memorization and traditional worksheet type activities in favor of hands-on activities that allow children to develop true understanding of a concept. They also share the goal of improving society by allowing children to realize their full potential not only academically, but also cognitively, socially, intellectually and emotionally. Some of the differences in these approaches are in regards to the role of the teacher. There are also differences in the approach to reading and writing instruction, as well as the physical environments, and the way that play is approached.

Spirituality The Montessori Method is not affiliated with any particular religion, but it stresses that all religions should be respected. Morals such as kindness, joy, love and fundamental goodness are presented. The Waldorf schools operate on a philosophy called anthroposophy, which is not a particular religion, but a set of spiritual beliefs that address questions of humanity, and addresses the need for artistic expression. It operates primarily out of a philosophy of freedom. The Reggio Emilia approach is considered to be spiritually aware but not religious, while Froebel education has been described as mystical, as its founder Friedrich Froebel held deep religious beliefs.

Role of the Teacher The role of the teacher differs slightly with each of the four preschool methods. In all of them, the teacher is not seen as the keeper of the knowledge, as is the case with some traditional schools, but their role is seen differently within each method. In the Montessori schools, the teacher is seen as a guide, as is also the case in a Froebel school. In Waldorf schools, the teacher directs and in the Reggio Emilia schools, the teacher is seen as a co-collaborator. In the Montessori, Froebel and Reggio classrooms, the materials that children use are prepared by the teachers, whereas they are prepared by students in a Waldorf classroom. Montessori teachers work with multi-age classes. In a Waldorf room, the teacher stays with students throughout the primary years, where a three-year assignment is typical in a Reggio room.

Reading Instruction Another major difference between the four philosophies is their views on reading and writing instruction. The Montessori schools supply children with sandpaper letters so that they can combine their tactile needs with their curiosity about reading and writing. Students in these schools often write before they read. In the Waldorf Environment, children are exposed to language arts skills later than they are in other approaches. They do not read in preschool or kindergarten and reading is not taught until elementary. Stories are based on word literature, myths and legends. They feel that reading will come more naturally if it is not pushed, and is only taught very early if children express a desire. There is a stress on oral comprehension. Reggio Emilia teachers do not systematically teach reading and writing. Emergent literacy is fostered by children recording and documenting their ideas in multiple ways. The environment is print-rich and phonemic awareness activities are introduced as children are deemed ready, but there is no formal reading instruction. Froebel classrooms are centered on play-based discovery with no formal reading instruction occurring.

Play Based All four of these methods believe that play is an important part if not the most important part of how a child learns. All of these systems have strong components of play-based education although they are approached slightly differently. Materials are selected and prepared in a purposeful manner, and children work on them in a purposeful manner as well. Materials are selected for growth in three main areas: Practical life activities are unique to this approach. A Froebel classroom shares the ideals of its originator, Friedrich Froebel who originated the idea that children learn best through play. Play is seen as the avenue for discovery and understanding. These classrooms are more about open-ended play which is not seen as purposeful as much as

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a means for self-directed comprehension of how things work. Hands-on explorations are the hallmark of a Froebel classroom. A Reggio Emilia classroom is looked at as a third teacher. The environment is carefully selected, and extremely important to the philosophy. The materials here are not designed solely for particular concepts, as they are in a Montessori classroom, but are often plucked from nature with the objective of exploration. Learning here is more project-based, and manipulatives are often natural. Play in a Waldorf classroom stresses artistic expression. There is a great deal of imaginative play here. Activities include dress up games, storytelling, singing and music. View of the Child In the Reggio view, the child is seen as a rich and active learner. They are seen as competent beings that need to be connected to adults and other children. A Waldorf philosophy focuses on children as active learners who should not be rushed through their developmental stages. They are seen as capable, active learners. Froebel classrooms believe that younger children should be taught much differently than older children and that through play, they can develop intellectually, spiritually and socially. He believed that children should be protected from outside influences in a safe and nurturing environment. Physical Environment Other differences in the classrooms occur in the physical environment and set up of the space. All four of these methods believe in including child-friendly and developmentally appropriate materials, but the approach to classroom set up varies. A Waldorf classroom has the goal of being an extension of the home. The colors are warm and homey and it is designed to feel like home to the children. The use of natural materials is also a hallmark. A Montessori classroom is carefully prepared environment with child-sized furniture and materials. Order is an extremely important feature of these classrooms, with materials being limited to those which are deemed developmentally appropriate. The environment is very carefully considered in a Reggio Emilia classroom where the environment serves as another teacher. Both the indoor and the outdoor spaces are carefully designed. Teachers want students to notice textures, color and design. There are spaces for large and small groups, as well as space for individual work. Froebel spaces too are carefully designed as Froebel himself believed that children can be changed by the environment in which they are placed. He believed that the learning space should be growing and changing over time depending upon the wishes of the inhabitants. Conclusion All of the approaches mentioned represent ideal settings for children where they can be free to achieve their full potential. The spirit of exploration and self-discovery are prevalent in all of these methods, which are considered alternatives to traditional schools. Although they differ in some ways, they are all concerned with teaching the whole child in a wholesome atmosphere where individual needs are considered and celebrated. Parents who are considering one, any or all of these schools for their young children are wise to consider which setting would be the best one for their child, as no two of them are alike! Parental involvement is key, and several visits to each of these settings should give you a good feel for which philosophy best meets the needs of your family, and where your child would feel most comfortable. The play-based methods that are addressed by each of these wonderful programs celebrate the innocence, imagination and inquisitive natures that are characteristic of young children.

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8: Comparison among Froebel, Montessori, Reggio Emilia and Waldorf-Steiner Methods – Part 2

The greatest benefit of this method is that it keeps a comparison in readers' minds while forcing you to pay equal attention to every side of your argument. This structuring method is often chosen for complicated subjects or lengthy comparative essays where both readers and writers may easily get lost.

A comparative analysis essay is an object analysis method that compares a new state of an object with a previous state of the object, or the state of one object to another with which the comparison may be relevant. Comparative analysis is one of the fundamental methods used in scientific research in many areas. Practically always the formulation or refinement of concepts is carried out by means of the comparative analysis. To prepare an outstanding essay, identify two things that have enough common features and differences that are amenable to a meaningful comparison. For example, you can compare two football teams or two historical epochs. Find at least two or three points you can apply to compare them, using research, facts, and well-organized paragraphs that will help impress and captivate your readers. Writing a comparative essay is a useful skill that might be advantageous in further educational career. Preparing the Contents of the Paper Make the analysis of the question carefully. Review leading questions or a headline if there is one and underline key phrases. Keep this list in front of you throughout the whole paper. What exactly does your teacher want to see in your work? What limitations are there in the topic? Define what kind of comparative essay you want to compose. Sometimes you simply can compare one thing with the other, but other times you need to compose a certain evaluation model, according to the criteria and within the framework of which you will need to evaluate and compare. Most likely, in the assignment, there will be questions that you will need to answer in a composition of one type or another. Accordingly, you need to compose in an analytical manner. It is better to ask a couple of questions than to prepare a completely wrong work. Create a list of different and similar things to contrast the object. It is best to start work on writing with the preparation of a list of differences and similarities of the object or person you are going to talk about. It is possible you have not indicated everything. Carefully read the list again and try to see in its paragraphs a topic or even some kind of templates. This will assist you to indicate the basis for your comparative analysis essay. Develop some kind of color system of separation for common and different things. For example, when comparing two novels, you can identify similar characters with pink, similar settings with green, and similar themes or messages with blue, and so on. Set a foundation for the comparison. Moreover, the foundation can be a theory multiculturalism or feminism, an issue or a question, to which a composition should find an answer, as well as a historic theme emancipation or colonialism. The basis of the comparison can be identified in the task. The basis of the comparison can be referred to the theme, characters, or some specific moments of the compared things. The foundation of the comparison can be called differently, so do not get confused if your teacher calls it differently. Even though it might be inviting to inquire the details of these items, it is significant to offer no more data than the task requires. Compare a few facets in each of the topics instead of covering both topics completely. In comparative compositions on historical, scientific, or acute-social topics, the study may well come in handy. However, in the composition where two works of literature are compared, it is not needed. If you quote, then quote in the format that the teacher requires. A coherent and clear thesis is a must in any paper. There should be one sentence with the thesis. Structuring the Contents of the Paper Prepare a draft. Comparative analysis essay in this sense is unique because it can be structured in many different ways that include: A standard way, the easiest method list of items. Main points can be written on stickers or cards. Later, they can be arranged randomly, until you finally decide on the final order of the text. Split the parts of the comparison by paragraphs. The first paragraph will contrast things based on one aspect, the second one will contrast them based on the other, etc. It is crucial to note that items are compared in the same order. This method is especially recommended when writing long essays on complex subjects where both the author and the reader can easily get confused. Every second paragraph should be devoted to one of the objects. The first

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paragraph discloses one facet of the subject, and the second one discloses the same facet of another object. In the third paragraph, the second facet of the first object will be described, and in the fourth the same facet of the second item will be described. The plus of this organization is that it allows you to talk about different facets of objects in detail. This method is recommended in the event when it is necessary to compose a deeper essay with more details. Describe right away all the things that have something to do with one subject. The first half of the main part will be talking about the first item, and the second half will fully disclose the details of the topic of the second thing. This is the most dangerous method, since the comparison can turn out to be one-sided and it will be difficult for the reader to follow your thoughts. This method is recommended for short essays on simple topics, the course of thought of which readers can easily follow. Instead, follow these steps: Examine all the information you have about the objects and find out what story it tells you. Only when you process your data, you will find out which item of your work will be the most voluminous. Once you have dealt with the most complex task, the main position of your paper is clear to you. Be careful not to use the same words and phrases. The first sentence should get the readers ready for what they are going to read about in the paragraph. The middle part discloses the details you have gathered, and the last part makes a small summary according to the data presented. Be attentive and do not break the boundaries of paragraphs. When the work is ready, the reader should get the impression that they have learned something new, and also they must feel that the work is completed. Move to an introduction. Start with general points that indicate the similarities of the object under discussion and proceed to a more detailed discussion of the paper. In the end of the comparative analysis essay, write a key sentence that in the beginning indicates the aspects of each subject that you plan to compare, and then state the conclusion to which you are leading. Check the Work It is best to leave the essay for a day. When you start checking, remember that the two most important things are to find inconsistencies and fix them. Do this in two steps. During the first reading, identify the shortcomings of your work and correct it during the second reading. It is tempting to remake everything at once but it is more reasonable to do it one at a time. This will help make sure that you have checked everything.

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9: Guidelines on how to write a comparative essay within deadlines

Social comparisons in the physical health domain can serve several motives, including self-evaluation, self-enhancement, and the finding of common bonds. Comparisons may be made with actual people, media role models, or with implicit "created-in-the-head" norms.

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