Assignment 1

How should education be understood? Provide your argument with the references provided in this reading section.

Any education is an outgrowth of the needs of the society in which it exists. Higher levels of educational attainment are strongly associated with higher employment rates and are perceived as a gateway to better labor opportunities and earnings premiums. Individuals have strong incentives to pursue more education, and governments have incentives to build on the skills of the population through education, particularly as national economies continue to shift from mass production to knowledge economies.

Educational purpose is to develop the intel­lect, to serve social needs, to contribute to the economy, to create an effective work force, to prepare students for a job or career, to promote a particular social or political system. The purpose of education has changed from that of producing a literate societyto that of producing a learning society.

The function of education is to teach one to think intensively and to think critically. But education which stops with efficiency may prove the greatest menace to society. Intelligence plus character is the goal of true education. The purpose of education has always been to everyone to give the young the things they need in order to develop in an orderly, sequential way into members of society.

Well-managed universities and classrooms contribute to educational quality. Students, teachers and administrators should agree upon university and classroom rules and policies, and these should be clear and understandable. Students with higher rates of attendance had greater learning gains and lower rates of repetition. A student’s exposure to curriculum, his or her opportunity to learn, significantly influences achievement, and exposure to curriculum comes from being in university. Parental education not only influences parent-child interactions related to learning, but also affects parents’ income and need for help in the home or field. The quality of university buildings may be related to other university quality issues, such as the presence of adequate instructional materials and textbooks, working conditions for students and teachers, and the ability of teachers to undertake certain instructional approaches.

Education that supports and empowers both teachers and students through democratic processes increasingly defines quality. Students identified the problem area of student tardiness and selected it for study. They collected and analyzed data tracking attendance and mapping the homes and routes tardy students took to university. Among other things, this type of learning activity promotes critical thinking, problem solving, teamwork, and community involvement. Such activities can build the attitudes and values in children that contribute to democratic societies. Teachers’ working conditions affect their ability to provide quality education. Many aspects of school life and educational policy go into teachers’ perceptions of their employment.

As mentioned above, the condition of infrastructure, availability of textbooks and learning materials and class sizes all influence the teacher’s experience as an educator. Academic achievement in general and achievement in literacy and numeracy in particular represent key educational outcomes. Teaching students to read, write and calculate is often considered the primary purpose of formal education, but students’ regular attendance and attention in university does not guarantee this outcome. Assessment of academic achievement outcomes has most often been used in a summative rather than formative way.

The process of education is the process of building a personal history. It is an active process in which the individual chooses what is to be incorporated but also makes higher level decisions about how important each element is to be, or how much ambiguity or imprecision is acceptable in the personality as a whole. To understand the complex system of education, we(teachers) need to develop an understanding at different levels. We(teachers) need to be able to understand the inner workings of the individual learner, their thinking processes and their motivation. We also need to be able to understand how individuals interact in small groups in classrooms, in environments and in planning committees. And we also need to be able to understand education in terms of policy direction, at the levels of institution and regional or national government. We may even wish to put that understanding of education into an international setting, as part of a world-system approach.

There is no perfect learning style system, but each can help us to see how to explain in more than one way, and each requires us to use more varied teaching methods. We teach using our native language, breaking topics down into logical subunits, and then teaching these one at a time. To summarize what a class *already* knows about a topic before we teach more of it.

* To create a summary of what students are aboutto learn and students can add their own notes to this during the class.
* Students can create summary which can be posted on the classroom noticeboard to be referred to later.
* Groups can record and report their findings to the class
* Also useful for Microsoft PowerPoint and whiteboard presentations, displays, etc.

If students don’t know anything relevant to the topic we are about to explain, then think of an analogy for the topic that is in their experience. Then ask questions about that. Questioning is a very powerful way of bringing about understanding; it is also a vital technique for checking that learning has taken place. We can prepare key facts for students in summaries, or get them to prepare their own. One of the teacher’s roles during creative work is to help learners manage whichever are their weaker phases.

One teacher may hold a class discussion on note-taking with students and find from their views that they really don’t know how to take notes. The learners might think just being friendly, but learners might make notes of each individual’s learning goals after these discussions. A few lessons later, learners might share these goals with students and review them. An evaluation and review is carried out at the end of a course; the aim is to arrive at an informed decision about the course’s effectiveness and to use this to make suggestions for improvement.

Teachers can teach about many aspects of media literacy. Teachers might help students understand basic issues regarding the functioning and effects of mass media. Teachers can discuss points raised in the article provides advice for implementing media literacy instruction that addresses a wide range of curriculum standards. The challenge of how to adapt to new ideas, especially in science and technology, and maintain one’s own cultural identity remains an important educational issue. How teachers can provide students with an appreciation for the cultural and scientific achievements of the past as well as openness to social and technological change.

Although opinions about quality in education are by no means unified, at the level of international debate and action three principles tend to be broadly shared. They can be summarized as the need for more relevance, for greater equity of access and outcome and for proper observance of individual rights. In much current international thinking, these principles guide and inform educational content and processes and represent more general social goals to which education itself should contribute. Teaching and learning process is closely nested within the support system of inputs and other contextual factors. Teaching and learning is the key area for human development and change.

Governments are paying increasing attention to international comparisons as they search for effective policies that enhance individuals’ social and economic prospects, provide incentives for greater efficiency in universities’, and help to mobilize resources to meet rising demands. The distribution of unemployment within the younger generation sheds light on some of the factors that may increase the risk of joblessness and offers insights for policy responses. Most notably, educational attainment has a huge impact on employability, and the crisis has strengthened this impact even further.

I have strongly supported bolstering the economies of developing our country by expanding and improving the educational systems. Education usually is considered critical for economic development because it can give people the skills and knowledge to compete in international markets and because it can help bring about a more equitable distribution of wealth and power, which in turn contributes to political stability and long-term economic growth.

References:

1. Allan C. Ornstein, Daniel U.Levine, “Foundations of education”.
2. Nelson Thornes, “Teaching Today”, fourth edition.
3. Sadig Rasheed**,** publication of UNICEF, “Defining Quality in Education”.