Assignment 2

The purpose is to develop theory in order to build better models, so that a wider range of events can be researched, understood and eventually made subject to effective policy. The theorist, to dwell on the nature of using theory and models to develop an understanding.

Because modelling must be explicit, it is important to make some mention of the function of modelling, the explicit is the use of jargon.

Eg.Trophophase; This is the biological term means that the microorganisms growth and cell division.

Idiophase; This is the biological term means that microorganism produce biomolecule or as a product. This phase is call idiophase.

The model may assume the stature of a description of real life, or worse yet it may be understood as 'reality'.

There is a difference between a model as a description of reality, and the model as a lens through which to view 'reality'. It is in that second sense of modelling, as providing a lens through which to view events while remaining special as to whether there is anything that can be described as reality. We found the true account of what is going on, and ultimately of losing track of the purpose of theory in the first place.

All models are equally good. I am certainly arguing that some models are better than others. But even if we can identify a better model, it is still the case that there may be many competing models that are equally good, and perhaps whole classes of models that are better still, but for which, for some reason, we have not yet recognized the need.

Models are intimately tied to technical uses of language. An attempt

* to avoid the use of models
* to access 'reality' directly
* to 'common sense
* to use everyday language

The idea that models are an unnecessary complication that makes understanding more difficult. We seek a single (normally genetic or social) factor that can explain educational phenomena. This narrowing focus is increasingly wrapped up in the common sense and everyday question, 'Why?', and responses beginning, 'Because ...'

Eg. We contract the model for education in bioengineering. It is not to complicate for education. The gold of bioengineering education is to apply in production of bioproduct by industrial. So we built model focus the industrial fermentation and the others are supporting for that subject.

In my experience, I teach industrial biotechnology, The model for that subject first introduce to industrial biotechnology then list the use of microorganisms ,fermentation processes, nutritional requirement, type of product and recovery of product .

The concept of this model is to explain and apply in industrial production that concerned with either biological activity or biomolecules. Media is nutrient for microorganisms but we said the media that the student will not understand what it is.so we explain the media is a kind of feed for microorganisms. It consists of carbohydrate and Nitrogen sources as main requirement. It is the reality for media. Therefore we explain the jargon compare to the reality.

The microbiological product, metabolite; primary and secondary metabolite that are bioproduct .That we need to explain reality primary metabolite mean the substances which secrete microorganisms while metabolisms. The primary metabolite used for growth and reproduction. The secondary metabolite is the special product for surviving. Eg.People .who stay near the ore production site, their body secrete secondary metabolite, which provided for resistance lead poison.

The final statement is much more likely to be back translated as, 'the primary and secondary metabolite what it is needed in the model of education system.

Therefore we built compact model in education using jargons but we explain to understand reality in teaching. Then we tend to get leaner clearly understand and knowledge for applying in their future.

There is a need from time to time to divert into technical formulations. I think that the radical possibilities of game- theoretical and linear programming models can, to some extent, be captured in the everyday notion that there are more ways than one to achieve a result, or there is more than one right way of doing anything. But that does not mean that such a statement in everyday language captures all of the possibilities offered by a complex technical model, or, possibly more importantly, that the common-sense assumptions are so forcibly interrogated in the light of the everyday language formulation. Technical expressions are sometimes needed simply because they are technical expressions, and they have the capacity to make the familiar strange.

Referenced ED 101 , “Oristine/ Levine’’, Foundation of education 3th edition.

“George Herbert Mead”, The philosophy of education.

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“David A.Turners” Theory and Practice of Education.

(Chapter 2, 3, 4)