**92) Educators should base their assessment of students' learning not on students' grasp of facts but on the ability to explain the ideas, trends, and concepts that those facts illustrate.**

Write a response in which you discuss the extent to which you agree or disagree with the recommendation and explain your reasoning for the position you take. In developing and supporting your position, describe specific circumstances in which adopting the recommendation would or would not be advantageous and explain how these examples shape your position.

1. 原理是共性的东西。直接教会学生事件背后的原理不光能够让他们具备深入分析事实的能力，还可以帮助他们在未来碰到他们从未遇到的问题时，能够使用学到的基本原理进行解决。举个例子，我本科学计算机没学过python（一种计算机语言），但是学了其他的语言（java c），在实习过程中，公司需要用python开发，我只能在一周内学会python。由于在本科学习时，老师教会了我如何学习，我能更快速的理解python语言的特点，找到它和其他我学过的语言的区别，并掌握其基本的使用方法。没有以前的知识作为基础，没有明白计算机语言的基本原理，我也做不到一周学会以前花一学期学会的知识;
2. 有句古话：授之以鱼不如授之以渔，讲的道理就是这个。

Is that true that understanding facts is the goal of education? I bet your answer is yes. However, do you agree that educators should directly teach students facts rather than helping them understand the facts? People’s opinions mainly fall into two categories, and I tagged them as “why” and “what” ’ The knowing what is it is education’s first and foremost task, particularly for elementary school. By accumulates the facts, students could establish a framework of what the world it. , hence students who grasp the facts could learn faster and better. However, education specialists also states that by asking why, for one thing, students can develop important skills as critical thinking, for another, by asking the background information, when, why and how the facts are generated, they can potentially comprehend the facts itself much better., the ‘why’ supporters insist that students should learn where those facts come from and how it is defined before teach them facts, because students who have learned only facts most often, can’t apply the it. Both sides justify themselves with sound reasons. From my perspective, I would not suggest educators evaluate students based on their ability to memerize the facts. . The ability to think critically, to induction and deduction, to know the

The ‘result’ believers might argue that in order to ###小学生数学

Nevertheless, the ‘process’ supporters could also cite some advantages of g the memorization of facts after acquiring the background information. . Receiving relevant information such as the ideas, trends, and concepts that help explain facts before studying facts could benefit us. A good example to illustrate the importance of learning the “why” rather than just knowing “what”. When you are going to learn a new essay, your teacher would like to explain the author's experience, the social circumstance in which he lived, and so on. Then it is your turn to learn the essay. There is no doubt that you may find you are easily access to the essay as well as its author's feeling. It is those settings which magically bridge you and autho remotelyr. On the contrary, image that if you know nothing about the writer's background, could you be able to clearly understand his/her essay? This example shows us that learn relevent knowledge are helpful in learningg unfamiliar facts. //TODO 举本书，局外人，加缪

如果是我的话，我会用一下的例子

There is a great example how important learning background information is. Just a week ago, U.S. president Trump withdraw from Paris Climate Agreement. As a headline, if this news was discussed in the classroom, it is a fact just happened and is a historical events may be put in the history textbook in the future. When a teacher presented this fact to student, it is better to introduce to the students what is paris climate agreement? Why it concerns us ? Why the president withdrawn from it? What’s the potential impact after withdrawn？ I think a series questions will rise in the classroom if the students have the ability to think rather than just read the news or get to known the facts.

Furthermore, the goal of education is to teach us the method of study. Those essential principles could help us understand solve problems they might never meet before. A good case in hand is my intern experience at IBM. During the internship, I had to learn a new computer language, Python, within a week. I never touched Python before, but I learned other computer languages like Java and C. Thanks to my professors who not only told me a computer language but also taught me how to learn, I exerted the same method to understand the features of Python, compare the discrepancy between Python and Java, and finally master a new language that I might use a semester to understand if I didn’t learn the method of study. In short, learning to analysis and conclude the facts is the prerequisite for helping students understand the method of study. 掌握语言和新的程序是很好的例子作证可迁移能力。这个例子我应该给你改过。

再加一段，

Nevertheless, it is undeniable that the necessities and benefits evaluating students according to how many facts they known. As old Chinese sayings goes: after reciting three hundreds of poems in Tang dynasty, you surely know how to write a poem. The philosophy is same ；knowing certain number of facts, you ought to find out the patterns or similarities hidden. Students might summarize the pattern by themseleves.

**48) Educators should teach facts only after their students have studied the ideas, trends, and concepts that help explain those facts.**

Write a response in which you discuss the extent to which you agree or disagree with the recommendation and explain your reasoning for the position you take. In developing and supporting your position, describe specific circumstances in which adopting the recommendation would or would not be advantageous and explain how these examples shape your position.