**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;

Is that true that understanding facts is the significant goal of education? I bet your answer is yes. However, do you agree that educators should directly teach students facts rather than helping them abstract the facts? People’s opinions mainly fall into two categories, and I tagged them as the ‘result’ oriented and the ‘process’ oriented. The ‘result’ believers regard learning facts is the first and foremost thing of education, hence students who grasp the facts could learn faster and better. Meanwhile, the ‘process’ supporters insist that students should learn where those facts come from and how it is defined as the facts before teach them facts, since students who have learned only facts have learned very little. Both sides justify themselves with sound reasons. From my perspective, in most cases, I would suggest educator don’t need to be hasty to teach students the facts.

The ‘result’ believers might argue that in order to ###囧

Nevertheless, the ‘process’ supporters could also cite some advantages of postponing the memorization of facts until after one learns ideas and concepts. Studying the ideas, trends, and concepts that help explain facts before studying facts could irrefutable benefit us. There is no greater example to illustrate this assertion by the process of learning obscure essays. 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 amicable essay as well as its author's feeling. It is those settings which magically bridge you and the ever strange author. On the contrary, image that if you know nothing about the writer's background, could you be able to clearly understand his essay? This example shows us that studying pertinent knowledge are helpful in studying unfamiliar 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.

**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.