

Chapter 8

写作参考：成长，学习，教育

Writing Reference: Growth, Learning, Education

8

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创造性思维

Creative Thinking

Relevant GRE Issue

相关题库题目

【新 45 题】【新 138 题】【新 105 题】【新 106 题】【新 126 题】

See Also

相关写作参考

【Ref-002 批判性思维】【Ref-153 创造力】【Ref-154 创意】【Ref-057 头脑风暴】【Ref-152 想象力】【Ref-036 想象力文学】

【什么是创造力】 Creativity is the ability to produce work that is novel, high in quality, and appropriate. Creativity is a topic of wide scope that is important at both the individual and societal levels for a wide range of task domains. At an individual level, creativity is relevant, for example, when solving problems on the job and in daily life. At a societal level, creativity can lead to new scientific findings, new movements in art, new inventions, and new social programs. The economic importance of creativity is clear because new products or services create jobs. Furthermore, individuals, organizations, and societies must adapt existing resources to changing task demands to remain competitive.

【创造力的特点】 You would be demonstrating creativity if you:

- Invent something which has never existed before;
- Invent something which exists elsewhere but you are not aware of;
- Invent a new process for doing something;
- Reapply an existing process or product into a new or different market;
- Develop a new way of looking at something (bringing a new idea into existence);
- Change the way someone else looks at something.

【什么是创造性思维】 Creative thinking is the process which

we use when we come up with a new idea. It is the merging of ideas which have not been merged before. Brainstorming is one form of creative thinking: it works by merging someone else's ideas with your own to create a new one. You are using the ideas of others as a stimulus for your own. Creative thinking is a potential power you are born with. If you don't use that power fully, it is probably because you don't know or apply the simple principles for developing it. You can remedy that situation right now, if you like. Creative thinking goes beyond solving specific problems or inventing things. Truly creative minds are always coming up with the questions too, not just the solutions. If you want to be more creative all the time, focus on three things:

- Challenge assumptions;
- Change perspective;
- Let ideas run wild.

【创造性人才特点】 Characteristics of the creative person include:

- Curious;
- Seeks problems;
- Enjoys challenge;
- Optimistic;
- Able to suspend judgment;

- Comfortable with imagination;
- Sees problems as opportunities;
- Sees problems as interesting;
- Problems are emotionally acceptable;
- Challenges assumptions;
- Doesn't give up easily: perseveres, works hard.

【与批判性思维的区别】 Much of the thinking done in formal education emphasizes the skills of analysis: teaching students how to understand claims, follow or create a logical argument, figure out the answer, eliminate the incorrect paths and focus on the correct one. However, there is another kind of thinking, one that focuses on exploring ideas, generating possibilities, looking for many right answers rather than just one. Both of these kinds of thinking are vital to a successful working life, yet the latter one tends to be ignored until after college. We might

differentiate these two kinds of thinking like this:

Critical Thinking	Creative Thinking
analytic	generative
convergent	divergent
vertical	lateral
probability	possibility
judgment	suspended judgment
focused	diffuse
objective	subjective
answers	an answer
left brain	right brain
verbal	visual
linear	associative
reasoning	richness, novelty
yes but	yes and

Reference

002

批判性思维

Critical Thinking

Relevant GRE Issue
相关题库题目

See Also
相关写作参考

【新 42 题】【新 108 题】【新 110 题】

【Ref-71 科学质疑】【Ref-145 信仰与质疑】【Ref-006 质疑能力培养】【Ref-146 质疑与生活】
【Ref-007 独立思考能力】【Ref-050 学习与提问】

【何谓批判性思维】 Critical thinking is the ability to think clearly and rationally. It includes the ability to engage in reflective and independent thinking. Someone with critical thinking skills is able to do the following:

- Raises vital questions and problems, formulating them clearly and precisely;
- Gathers and assesses relevant information, using abstract ideas to interpret it effectively;

- Comes to well-reasoned conclusions and solutions, testing them against relevant criteria and standards;
- Thinks open-mindedly within alternative systems of thought, recognizing and assessing, as need be, their assumptions, implications, and practical consequences; and
- Communicates effectively with others in figuring out solutions to complex problems.

【批判性人才的品质】Robert Ennis identifies 13 attributes of critical thinkers. They tend to:

- Be open-minded,
- Take or change a position based on evidence,
- Take the entire situation into account,
- Seek information,
- Seek precision in information,
- Deal in an orderly manner with parts of a complex whole,
- Look for options,
- Search for reasons,
- Seek a clear statement of the issue,
- Keep the original problems in mind,
- Use credible sources,
- Stick to the point, and
- Exhibit sensitivity to others' feelings and knowledge level.

【批判性思维不代表积累信息】Critical thinking is not a matter of accumulating information. A person with a good memory and who knows a lot of facts is not necessarily good at critical thinking. A critical thinker is able to deduce consequences from what he knows, and he knows how to make use of information to solve problems, and to seek relevant sources of information to inform himself.

【批判性思维不等同于争辩】Critical thinking should not be confused with being argumentative or being critical of other people. Although critical thinking skills can be used in exposing fallacies and bad reasoning, critical thinking can also play an important role in cooperative reasoning and constructive tasks. Critical thinking can help us acquire knowledge, improve our theories, and strengthen arguments. We can use critical thinking to enhance work processes and improve social institutions.

【批判性思维是社会进步的基础】Good critical thinking might be seen as the foundation of science and a liberal democratic society. Science requires the critical use of

reason in experimentation and theory confirmation. The proper functioning of a liberal democracy requires citizens who can think critically about social issues to inform their judgments about proper governance and to overcome biases and prejudice.

【批判性思维助力知识经济时代】Critical thinking is very important in the new knowledge economy. The global knowledge economy is driven by information and technology. One has to be able to deal with changes quickly and effectively. The new economy places increasing demands on flexible intellectual skills, and the ability to analyze information and integrate diverse sources of knowledge in solving problems. Good critical thinking promotes such thinking skills, and is very important in the fast-changing workplace.

【批判性思维强化语言能力】Critical thinking enhances language and presentation skills. Thinking clearly and systematically can improve the way we express our ideas. In learning how to analyze the logical structure of texts, critical thinking also improves comprehension abilities.

【批判性思维促进创造力】Critical thinking promotes creativity. To come up with a creative solution to a problem involves not just having new ideas. It must also be the case that the new ideas being generated are useful and relevant to the task at hand. Critical thinking plays a crucial role in evaluating new ideas, selecting the best ones and modifying them if necessary.

【批判性思维有助于个人进步】Critical thinking is crucial for self-reflection. In order to live a meaningful life and to structure our lives accordingly, we need to justify and reflect on our values and decisions. Critical thinking provides the tools for this process of self-evaluation.

【批判性思维包含的能力】Generally, critical thinking involves both problem solving and reasoning. In fact, these terms are often used interchangeably. But specifically, what are critical thinking skills? They include the ability to:

- Make observations;
- Be curious, asking relevant questions and finding the resources you need;
- Challenge and examine beliefs, assumptions, and opinions against facts;
- Recognize and define problems;

- Assess the validity of statements and arguments;
- Make wise decisions and find valid solutions; and
- Understand logic and logical argument.

【批判性思维与学校学习】The key to seeing the significance of critical thinking in the classroom is in understanding the significance of critical thinking in learning. To learn is to think. To think poorly is to learn poorly. To think well is to learn well. All content, to be learned, must be intellectually constructed. To learn the content of history, one must engage in the process of thinking historically. There are two phases to the learning of content. The first occurs when learners (for the first time) construct in their minds the basic ideas, principles, and theories that are inherent in content. This is a process of internalization. The second occurs when learners effectively use those ideas, principles, and theories as they become relevant in learners' lives. This is a process of application.

【教师如何帮助学生】Teachers could help students change:

- From guessing to estimating,
- From preferring to evaluating,
- From grouping to classifying,
- From believing to assuming,
- From inferring to inferring logically,
- From associating concepts to grasping principles,
- From noting relationships to noting relationships among relationships,
- From supposing to hypothesizing,
- From offering opinions with reasons to offering opinions with reasons,
- From making judgments without criteria to making judgments with criteria.

Reference

003

社会化

Socialization

Relevant GRE Issue

相关题库题目

【新 37 题】【新 81 题】【新 95 题】

See Also

相关写作参考

【Ref-004 情绪发展】【Ref-025 天才儿童教育】

【什么是社会化】Socialization refers to the lifelong social experience by which people develop their human potential and learn culture. The children often share biological traits with their parents and that heredity plays a part in intelligence, musical and artistic talent, and personality. However, whether you develop your inherited potential depends on how you are raised. For example, unless children are stimulated to use their brains early in life, the

brain does not fully develop. Therefore, the ability to realize any inherited potential depends on having the opportunity to develop it.

【影响社会化的因素】Several familiar settings have special importance in the socialization process:

- Nurture in Early Childhood. Infants are totally dependent on others for care. The responsibility for

providing a safe and caring environment typically falls on parents and other family members. Nothing is more likely to produce a happy, well-adjusted child than being in a loving family. Children learn from intentional teaching by parents and the type of environment adults create.

- Race and Class. Social identity involves race. Social class position plays a large part in shaping a child's personality. Whether born into families of high or low social position, children gradually come to realize that their family's social standing affects how others see them and, in time, how they come to see themselves.
- The School. Schooling enlarges children's social world to include people with backgrounds different from their own. It is only as they encounter people who differ from themselves that children come to understand the importance of factors such as race and social class position.
- The Peer Group. Peer group is a social group whose members have interests, social position, and age in common. The peer group lets children escape the direct supervision of adults. Among their peers, children learn how to form relationships on their own.
- The Media. Media serves to connect people. The mass media have an enormous effect on children's attitudes and behavior.
- Other organizations. Places such as workplace, religious organizations, the military, and social clubs also play a part in social learning.

【埃里克森人格发展八阶段论】Erikson's stages of psychosocial development¹ as articulated by Erik Erikson explain eight stages through which a healthily developing human should pass from infancy to late adulthood. Each stage builds on the successful completion of earlier stages. The challenges of stages not successfully completed may be expected to reappear as problems in the future.

【婴儿期：基本信任和不信任的心理冲突】**Hope: Trust vs. Mistrust** (Infants, 0 to 1 year)

The first stage of Erik Erikson's theory centers around the infant's basic needs being met by the parents. The infant depends on the parents, especially the mother, for food, sustenance, and comfort. The child's relative understanding of world and society come from the parents and their

interaction with the child. If the parents expose the child to warmth, regularity, and dependable affection, the infant's view of the world will be one of trust. Should the parents fail to provide a secure environment and to meet the child's basic need a sense of mistrust will result.

【儿童期：自主与害羞和怀疑的冲突】**Will: Autonomy vs. Shame & Doubt** (Toddlers, 2 to 3 years)

As the child gains control over eliminative functions and motor abilities, they begin to explore their surroundings. The parents still provide a strong base of security from which the child can venture out to assert their will. The parents' patience and encouragement helps foster autonomy in the child. Highly restrictive parents, however, are more likely to instill the child with a sense of doubt and reluctance to attempt new challenges.

【学龄初期：主动对内疚的冲突】**Purpose: Initiative vs. Guilt** (Preschool, 4 to 6 years)

Initiative adds to autonomy the quality of undertaking, planning and attacking a task for the sake of being active and on the move. The child is learning to master the world around them, learning basic skills and principles of physics. At this stage, the child wants to begin and complete his own actions for a purpose. Guilt is a confusing new emotion. They may feel guilty over things that logically should not cause guilt. They may feel guilt when his initiative does not produce desired results.

【学龄期：勤奋对自卑的冲突】**Competence: Industry vs. Inferiority** (Childhood, 7 to 11 years)

Children at this age are becoming more aware of themselves as individuals. They work hard at "being responsible, being good and doing it right." They are now more reasonable to share and cooperate. Children understand the concepts of space and time, in more logical, practical ways, beginning to grasp, gain better understanding of cause and effect and understand calendar time. At this stage, children are eager to learn and accomplish more complex skills: reading, writing, telling time. They also get to form moral values, recognize cultural and individual differences and are able to manage most of their personal needs and grooming with minimal assistance.

【青春期：自我同一性和角色混乱的冲突】**Fidelity: Identity vs. Role Confusion** (Adolescents, 12 to 19 years)

The adolescent is newly concerned with how they appear to others. Superego identity is the accrued confidence that the outer sameness and continuity prepared in the future are matched by the sameness and continuity of one's meaning for oneself, as evidenced in the promise of a career. The ability to settle on a school or occupational identity is pleasant. In later stages of Adolescence, the child develops a sense of sexual identity. As they make the transition from childhood to adulthood, adolescents ponder the roles they will play in the adult world. Initially, they are apt to experience some role confusion- mixed ideas and feelings about the specific ways in which they will fit into society- and may experiment with a variety of behaviors and activities.

【成年早期：亲密对孤独的冲突】 **Love: Intimacy vs. Isolation** (Young Adults, 20 to 34 years)

Young adults are still eager to blend their identities with friends. They want to fit in. Erikson believes we are sometimes isolated due to intimacy. We are afraid of rejections such as being turned down or our partners breaking up with us. Once people have established their identities, they are ready to make long-term commitments to others. They become capable of forming intimate, reciprocal relationships (e.g. through close friendships or marriage) and willingly make the sacrifices and compromises that such relationships require. If people cannot form these intimate relationships – perhaps

because of their own needs – a sense of isolation may result.

【成年期：生育对自我专注的冲突】 **Care: Generativity vs. Stagnation** (Middle Adulthood, 35 to 65 years)

During middle age the primary developmental task is one of contributing to society and helping to guide future generations. When a person makes a contribution during this period, perhaps by raising a family or working toward the betterment of society, a sense of generativity-a sense of productivity and accomplishment-results. In contrast, a person who is self-centered and unable or unwilling to help society move forward develops a feeling of stagnation-a dissatisfaction with the relative lack of productivity.

【成熟期：自我调整与绝望期的冲突】 **Wisdom: Ego Integrity vs. Despair** (Seniors, 65 years onwards)

As we grow older and become senior citizens we tend to slow down our productivity and explore life as a retired person. It is during this time that we contemplate our accomplishments and are able to develop integrity if we see ourselves as leading a successful life. The final developmental task is retrospection: people look back on their lives and accomplishments. They develop feelings of contentment and integrity if they believe that they have led a happy, productive life. They may instead develop a sense of despair if they look back on a life of disappointments and unachieved goals.

Reference

004

情绪发展

Emotional Development

Relevant GRE Issue

相关题库题目

【新 37 题】【新 58 题】【新 81 题】【新 95 题】

See Also

相关写作参考

【Ref-008 多维智商】【Ref-062 人本主义教育】【Ref-003 社会化】【Ref-025 天才儿童教育】

【什么是情绪发展】 Emotional development refers to the

process of learning to effectively express, regulate, and

cope with one's emotions over time. Emotional development has significant implications for children's current and future functioning.

【情绪发展的重要性】 Children who successfully navigate their emotional world are more likely to also be successful in their interpersonal relationships, academic and later employment endeavors, and in obtaining personal happiness and good adjustment. Children who encounter problems with their emotional development, on the other hand, are significantly more likely to have interpersonal difficulties, academic and later employment problems, and mental health or adjustment problems.

【什么是情绪能力障碍】 Early childhood educators and primary grade teachers have long recognized the importance of young children's emotional capacity to their learning at school. Recent research indicates that obstacles encountered by the children include:

- Difficulty controlling emotions or behavior,
- Problem with social skills,
- Difficulty working independently or in group,
- Problems with taking turns or sharing, and
- Lack of enthusiasm or interest in learning.

【情绪能力障碍的危害】 For children in more challenging circumstances, the importance of emotional capacity is even greater. Children with emotional development problems exhibited serious emotional distress, including depression and antisocial conduct, which impaired their learning. Emotional development is strongly influenced by a child's social preparation for group learning, self-regulatory capacities, and emotional maturity.

【情绪品质的内容】 Emotional qualities include:

- Children's social and emotional understanding of others,
- Initiative as learners,
- Self-regulation,
- Self-concept,
- Group participation,

- Cooperation and sense of responsibility, and
- Interactions with peers and teachers.

These qualities are directly and indirectly linked to young children's preparation for school, success in academic achievement, future career success, and life happiness.

【家庭与情绪发展】 The family is clearly the most important relational influence on children's emotionality and emotional development. Traditional research has typically focused on the importance of the parent-child relationship for children's emotional functioning. Although the parent-child relationship is the most significant single category of family influence on child development, other family relationships must also be considered to obtain a more comprehensive account of family influence on children's emotional development. Children learn a great deal about emotional understanding through their own experiences of various emotions and the concurrent discussions that ensue about their emotional states. Parents are more likely to talk about feelings with their children during times when their children are experiencing distress or anger, and children, in turn, are more likely to engage in casual conversations about feelings when they are mildly upset. These casual conversations are important sources of learning for children and result in greater levels of emotional understanding later in life.

【学校教育与学生情绪发展】 It is a greater challenge to develop early childhood curriculum and program practices to foster the emotional development. A well-designed curriculum can contribute both to the children's cognitive skills and emotional development. Three specific foundations of an early childhood classroom that can be used to promote social and emotional development:

- The design of the classroom environment;
- Important elements of the program's daily routine;
- The children's interaction with teachers.

【情绪发展与课堂教学】 The immediate goal of working to enhance emotional development within schools is to increase children's capacity to benefit from the curriculum. Group activities designed specifically to emphasize empathy and cooperation are important. Stories selected within the language arts and social studies are excellent ways to weave prosocial content into children's experience. But, prosocial motivation is best learned through example

and gentle coaching in many social contexts. The curricular design must be one that allows ample opportunity for practicing social interaction and relationship skills; provides support for the development of age-appropriate self-regulation skills; encourages curiosity and initiatives; and gives each child a network of nurturing, dependable adults, capable of actively scaffolding their learning in a group setting.

【将情绪发展落实到课堂教学】 Key elements for the effective implementation of such a design include the following:

- An interesting, engaging, and varied environment, both indoors and outdoors, within which child-initiated play and exploration provide the primary context for learning.
- A classroom environment that enhances children's opportunities to make activity and learning choices independently.

- Daily program routines that provide children with a sense of security, predictability, and mastery of manageable traditions.
- Adult engagement as co-explorers with children.
- Verbal and active scaffolding of children's experience-based learning.
- Adult participation as coaches in social conflict-resolution situations.
- Facilitated collaboration in problem solving across all areas of the curriculum.
- Opportunities for children to function in responsible and cooperative roles within the classroom community.

Reference

005

决策能力培养

Decision Making Skills

Relevant GRE Issue

相关题库题目

【新 142 题】

See Also

相关写作参考

【Ref-052 共同学习】【Ref-003 社会化】【Ref-007 独立思考能力】【Ref-010 自我进步】

【决策能力与生活】 Everyone knows what decision-making is: making choices, solving problems, selecting the best alternative. To live is to act. To act is to decide. Everyday life is an endless sequence of decisions. Some of the decisions are small and inconsequential, and some are large and life determining. When the pattern of decision-making is rational, we live a rational life. When the pattern is irrational, we live an irrational life. Rational decisions maximize the quality of one's life without violating the rights, or harming the well being, of others. Rational

decisions maximize our chances of happiness, successful living, and fulfillment. There are two kinds of big decisions to learn to watch for in one's life:

- Those that have more or less obvious long-term consequences (basic career choices, choice of mate, choice of values, choice of philosophy, basic parental decisions);
- Those whose long-term consequences must be

"discovered" (such as the implications of our daily habits, including those implicit in our eating and exercise habits).

【什么是优质决策】 What is a good decision? We make decisions because of our values, not because alternatives are thrown in our path. A key to good decision making is to express these values clearly, to create a set of alternatives that address those values, and finally to choose the best one we make decisions because we are interested in the outcome; our values tell us what we would like to have happen, and that is what we try to achieve in making the decision. Often the quality of an individual decision cannot be measured in terms of its consequences, though, simply because bad luck can ruin the outcome. Likewise, poor decision making can be disguised by unusually good luck. For this reason, it is important to look at the process used to make a decision and determine whether that process has the characteristics of good decision-making. Decision making takes place all the time, the principles of sound decision making begin with knowing one's own objectives, and these principles can be learned and practiced by everyone.

【优质决策的特点】 The four keys to sound decision-making are:

- To recognize that you face an important decision,
- To accurately identify the alternatives,
- To logically evaluate the alternatives,
- To have the self-discipline to act on the best alternative.

【决策过程】 Some of the most practical decision making techniques can be summarized in those simple decision making steps:

- Identify the purpose of your decision. What is exactly the problem to be solved? Why it should be solved?
- Gather information. What factors does the problem involve?
- Identify the principles to judge the alternatives. What standards and judgment criteria should the solution meet?
- Brainstorm and list different possible choices.

Generate ideas for possible solutions. See more on extending your options for your decisions on my brainstorming tips page.

- Evaluate each choice in terms of its consequences. Use your standards and judgment criteria to determine the cons and pros of each alternative.
- Determine the best alternative. This is much easier after you go through the above preparation steps.
- Put the decision into action. Transform your decision into specific plan of action steps. Execute your plan.
- Evaluate the outcome of your decision and action steps. What lessons can be learnt? This is an important step for further development of your decision making skills and judgment.

In everyday life we often have to make decisions fast, without enough time to systematically go through the above action and thinking steps. In such situations the most effective decision making strategy is to keep an eye on your goals and then let your intuition suggest you the right choice.

【决策能力培养的重要意义】 Decision making skills based on considering the facts, options, and consequences are the mark of an educated person. If schools don't teach children to think they cannot apply what they know to life or to more advanced learning. They become test bubblebers and rote learners instead of educated people. We use our decision making skills to solve problems by selecting one course of action from several possible alternatives. Decision making skills are also a key component of time management skills. Decision making can be hard. Almost any decision involves some conflicts or dissatisfaction. The difficult part is to pick one solution where the positive outcome can outweigh possible losses. Making your own decisions and accepting the consequences is the only way to stay in control of your time, your success, and your life.

【学校教育决策能力培养】 At the same time, decision making skills must be age appropriate and based on school related activities, from how to solve a math problem, to getting along with others. Thinking and decision making are especially important in secondary social studies classes where current issues are discussed. Students must be able to decide what they believe and why and be able to show how they arrived at the conclusion. The need for courses on decision making has been demonstrated both by

scientific studies and by concerns raised by business leaders and politicians. Although education can be effective in teaching technical knowledge, the ability of students to apply that knowledge is frequently questioned

【学校决策能力培养的必要性】Many educators view improvements in student decision-making capabilities as a critical element of school curriculum. Teachers feel that better decision making may improve study habits and aid classroom learning objectives. Parents and potential employers look to decision skills as a key component of successful and independent behavior. Students can practice decision skills in all classroom activities as part of the choices they make, tradeoffs they face, and in collaborative activities with peers. By clarifying their own values, wrestling with conflicting objectives, and thinking through tough choices, students learn skills they can use in problems of personal health, safety, employment, or family decisions.

【家庭教育与决策能力培养】Parents should be encouraged to lay out two or three outfits for the little ones and have them pick which they want to wear to school, and important decision for a small child. As they get older, they get more choices, but the parents must always check for the appropriate decision that will not get them hurt.

【决策能力培养失败的原因】There have been numerous efforts to teach decision making skills through training. Unfortunately, most of these efforts have had little measurable impact. There are several possible reasons for

this, including:

- Use of unskilled subjects;
- Lack of motivation to learn;
- Absence of relevant training materials; and
- Inadequate evaluation instruments.

Quotations on Decision Making

When you have to make a choice and don't make it, that is in itself a choice.

William James (1842-1910, a pioneering American psychologist and philosopher)

When one bases his life on principle, 99 percent of his decisions are already made.

(Author Unknown)

Life is the sum of all your choices.

Albert Camus (1913-1960, a French Algerian author, philosopher and journalist)

Indecision becomes decision with time.

(Author Unknown)

Good decisions come from experience, and experience comes from bad decisions.

(Author Unknown)

Reference

006

质疑能力培养

Skepticism Development²

Relevant GRE Issue
相关题库题目

【新 18 题】【新 108 题】【新 110 题】

See Also
相关写作参考

【Ref-002 批判性思维】【Ref-071 科学质疑】【Ref-145 信仰与质疑】【Ref-146 质疑与生活】
【Ref-007 独立思考能力】【Ref-050 学习与提问】

How might universities promote the cause of skepticism?³ Universities are the natural home of skepticism, since they exist not just to disseminate knowledge but to scrutinize all claims to knowledge – and to do so as rigorously as possible. This critical function is absolutely central to the university's role in public life, and even if universities sometimes do fall into the trap of defending paradigms past their sell-by date, the ideal tends to reassert itself eventually.

When it comes to the humanities and social sciences, it is arguably the case that developing a skeptical sensibility in students is more important than the subject matter that is being imparted in any individual discipline. It is often said that knowledge is power, but it might be more correct to say that thinking is power. Now that we have entered an era of mass higher education, this is where the academy can make a really meaningful contribution to the realm of the 'political'. The more graduates who emerge from the university system with a commitment to skepticism towards ideas (all ideas, scientific ones included), possessing an ability to think against the grain of tradition and received opinion, the less of a catchment area there will be for the advocates of unquestioning belief to go to work in. More skeptical response equals less success for authoritarianism, and that can only be to society's future good.

Skepticism is an attitude of mind that can be taught, and universities provide the best available context in present-day culture for that process to take place: the response to dogmatism ought to start there if anywhere.

There are barriers to fostering skepticism within the university system, however, that need to be considered, and these are the product of a significant shift in funding mechanisms in the sector in recent years. The more that commercial principles, dragging in the free market ethos in their wake, are applied to academe, as is increasingly the case these days, the more the skeptical project is threatened and rendered subservient to ideology. This is particularly so when it comes to research. Research in the university system is increasingly required to find external funding, and this can alter its character dramatically. To a large extent, external funding has always been necessary in the sciences, given that they often demanded extra equipment and resources that universities were financially unable to provide. Science research can be extremely expensive and has had to establish close links with industry

in consequence.

One unfortunate side effect of this is that a great deal of research in the science area is either directly or indirectly connected to the defense industry, which is invariably awash with money (this being a priority area for most governments). This has been a point of contention within the system itself for some time. Scientists with a conscience on this issue, and there are a significant number, can be placed in some difficult situations and face some difficult career choices in consequence.

What has changed in recent years is that the humanities have been forced to adopt the same approach, required to win external funding and even expected to show a profit on their research activities. Even more alarmingly, a whole new tier of management has emerged rapidly to deal with this new regime, and to exhort academics to comply with its demands. This hardly encourages criticism of the dominant ideology, nor of the free market principles that underpin it. The tendency instead is to speak the language of the funders, as the managers most certainly do, and so reinforce their power base.

There is a real danger of highly speculative research ('blue sky') being squeezed out in favor of more obviously utilitarian projects with commercially exploitable content. When one's career prospects are directly linked to success in winning external funding, with academic promotion increasingly coming to depend on this factor, then the pressure is really on to avoid taking chances and start following the money instead.

Once the funding is dictating the character of the research, it is more likely that the researchers will be drawn into the free market net, becoming more concerned with financial outcomes than the validity, status, or cultural role of the ideas being explored. Funding soon becomes the assumed criterion of success, and many practitioners in the field suspect that it is becoming the only criterion that really matters to university managements – a new gold standard in a more sinister sense of the term. Expressing skepticism about the market fundamentalist ethos is not the way to go about attracting research funding from the private sector, and if humanities subjects in general have to curb their skeptical temper to fit in with the new regime then it merely entrenches the free market system and its hold on the popular consciousness. When universities become businesses, they can so easily cease to be truly critical

voices within their culture. This is a trend which must be not just monitored, but actively resisted by those of skeptical outlook. When there are vested interests to placate, belief tends to go unquestioned (or at least underquestioned anyway, with prudent self-censorship kicking in), which is all to the benefit of the empire in question.

As an example of what the humanities must avoid, there is the current state of medical research to be considered. Complaints are increasingly being voiced within British and American medical circles about the role of the drug companies in this enterprise. Drug companies not only initiate and provide funding for a huge number of clinical trials, but are quite capable of suppressing findings that contradict their claims for their products or that they think in any way embarrassing to their public image. British and

American medical councils and journals often express misgivings about this state of affairs, but there is a real fear within the profession that its intellectual autonomy has been badly compromised by the aggressively pursued sponsorship policies of the drug empire.

Many researchers in consequence feel themselves to be engaged in a constant battle to preserve the integrity of the medical discipline within the university system.

Fostering skepticism within the research area in higher education must become a priority, therefore, for anyone concerned to challenge the insidious spread of dogmatism within Western public life. As far as possible universities should be outside the ruling establishment, constantly scrutinizing and contesting authority rather than helping to uphold it through promoting the doctrine of commercialization, or serving the interests of any particular political elite. Universities surely ought to be part of the 'political' rather than a mere branch of institutional politics; a forum for free debate rather than a mouthpiece for the authorities; a permanent source of critique from within the system, with an open-ended brief to keep it under surveillance for the greater good.

Trying to maintain an optimistic note, despite rapidly encroaching commercialism⁴ and managerialism,⁵ as well as considerable government pressure to embrace the free market as its future, there are still substantial reserves within academic life, particularly within the humanities area, to build on in order to ensure that skepticism remains a significant force in our intellectual life. Suspension still has its advocates, who will see it as a public duty to continue outlining its virtues and putting its methods into practice, as

philosophers from Sextus⁶ through Hume⁷ have been encouraging us to do. The commitment to dissent is not dead yet, although one suspects the ruling authorities would be much happier if it were – such is the nature of all empires, to close down opposition, and to strive to keep it closed down.

It is to be hoped that skepticism could be fostered in the Islamic university system as well, drawing on the tradition of skepticism that we have noted is certainly there within the Islamic philosophical tradition – even if it does tend to be hostage to belief in the main (as, to be fair, it was also in the Christian world until quite recently, as we saw with Descartes⁸ at the birth of modern Western philosophy).

There really ought to be much more contact between the humanities and social science departments in the two systems than there currently is; much more dialogue about methods of thought and analysis, and about the university's role in the community. The sense of mutual distrust of each other's culture that marks out Western-Islamic relations at present urgently needs to be dispelled, and communication at the level of ideas seems a particularly good place to start the process. The relationship of the academy to belief could usefully be debated across the cultural divide.

Again, this needs to be approached in a positive way, such that the benefits to each system of dialogue are apparent. Our own ideas about democracy need to be kept fluid if we are to convince the other side that we are not attempting a take-over of their institutional ethos in a new imperialist initiative. But this should not pose a problem: like all ideas, democracy has to be kept under constant scrutiny and open to change. Postmodern skepticism towards institutional authority is a phenomenon we can point to in order to demonstrate that radical questioning of the political system does indeed take place, and much of the impetus for this comes from within academe. The 'wind of teaching' may not be to the liking of the new pope and the current Catholic church hierarchy (or to such neoconservatives as Francis Fukuyama,⁹ for whom the end of history is nigh), yet it is precisely what ideology needs constantly to be exposed to if it is to be kept honest. And where better than the university system, for all its flaws and regrettable commercial and managerial trends at present, to foster the process? I would repeat the point made earlier that universities are not there to shore up particular regimes or intellectual paradigms, but to scrutinize and challenge received ideas and systems of belief. They would be failing in their public duty were they to neglect to do this on a

独立思考能力

Intellectual Autonomy

Relevant GRE Issue
相关题库题目

【新 142 题】

See Also
相关写作参考

【Ref-002 批判性思维】【Ref-071 科学质疑】【Ref-145 信仰与质疑】【Ref-006 质疑能力培养】【Ref-146 质疑与生活】【Ref-050 学习与提问】

【什么是独立思考能力】Intellectual autonomy may be defined as internal motivation based on the ideal of:

- Thinking for oneself;
- Having rational self-authorship of one's beliefs, values, and way of thinking;
- Not being dependent on others for the direction and control of one's thinking.

【思想独立的人掌控自己的生活】Autonomous persons are persons in charge of their lives. They are not irrationally dependent on others and not controlled by infantile emotions. They have self-control. They are competent. They complete what they begin. In forming beliefs, critical thinkers do not passively accept the beliefs of others. Rather, they think through situations and issues for themselves and reject unjustified authorities while recognizing the contributions of reasonable authority. They mindfully form principles of thought and action and do not mindlessly accept those presented to them. They are not limited by the accepted way of doing things. They evaluate the traditions and practices that others often accept unquestioningly.

【思想独立的人从善如流】Independent thinkers strive to incorporate knowledge and insight into their thinking, independent of the social status of the source. They are not

willful, stubborn, or unresponsive to the reasonable suggestions of others. They are self-monitoring thinkers who strive to amend their own mistakes. They function from values they themselves have freely chosen. Of course, intellectual autonomy must be understood not as a thing-in-itself. Instead, we must recognize it as a dimension of our minds working in conjunction with, and tempered by, the other intellectual virtues. The opposite of intellectual autonomy is intellectual conformity, or intellectual or emotional dependence.

【培养独立思维的障碍】Intellectual autonomy is difficult to develop because social institutions, as they now stand, depend heavily on passive acceptance of the status quo, whether intellectual, political, or economic. Thinking for oneself almost certainly leads to unpopular conclusions not sanctioned by dominant groups. There are always many rewards for those who simply conform in thought and action to social pressure.

【更多民众选择盲从】Consequently, the large masses of people are unknowing conformists in thought and deed. They are like mirrors reflecting the belief systems and values of those who surround them. They lack the intellectual skills and the incentive to think for themselves. They are intellectually conforming thinkers.

Even those who spend years getting a Ph.D. may be

intellectually dependent, both academically and personally. They may uncritically accept faulty practices in the discipline as it stands, uncritically defending the discipline against legitimate critics. The result often is unwarranted human harm and suffering.

One cannot be fair-minded and lack intellectual autonomy,

for independent thinking is a prerequisite to thinking within multiple perspectives. When we intellectually conform, we are only able to think within "accepted" viewpoints. But to be fair-minded is to refuse to uncritically accept beliefs without thinking through the merits (and demerits) of those beliefs for oneself.

Reference

008

多维智力

Multi-dimensional Intelligence

Relevant GRE Issue
相关题库题目

【新 37 题】【新 54 题】

See Also
相关写作参考

【Ref-025 天才儿童教育】【Ref-002 批判性思维】【Ref-004 情绪发展】【Ref-152 想象力】
【Ref-154 创意】【Ref-153 创造力】

【十四维度智力】 In recent years, there has been growing support for the idea that intelligence has many facets or that there are multiple intelligence. A person may be smart in certain categories of intelligence and not so smart in terms of certain other categories. The list below identifies 14 distinct kinds of intelligences:

- Logical-mathematical intelligence: Good at using abstract symbols
- Linguistic intelligence: Skillful at making sense of the world through language
- Musical intelligence: Well capable of communicating and creating meaning that involves consideration of sound
- Spatial intelligence: Facility in perceiving, transforming, and re-creating visual images that contribute to their understanding of their world
- Bodily-kinesthetic intelligence: Good at using muscular and other body system

- Interpersonal intelligence: Good at recognizing and responding to feelings and motivations of others
- Intrapersonal intelligence: Skillful at weighing their own personal capacities and attitudes when determining which course of action to follow in given situation
- Naturalist intelligence: Good at making inferences based classifications and analyses of features of the physical world
- Existential intelligence: Good at seeking the meaning of life and how their own existence fits into this scheme
- Mood management: Able to handle feelings in ways that are appropriate to a situation
- Self-awareness: Able to know feelings he or she is sensing
- Self-motivation: Able to allow self-directed activity in behalf of a goal to go forward, even in face of self-doubts and distracting temptations

- Empathy: Able to recognize verbal and nonverbal cues of others and to be sensitive to their feelings
- Managing relationships: Good at resolving conflicts, maintaining open lines of communications, and negotiating compromises

Quotations on Intelligence

We should take care not to make the intellect our god; it has, of course, powerful muscles, but no personality.
Albert Einstein (1879-1955, a German-born theoretical physicist who discovered the theory of general relativity)

I must have a prodigious quantity of mind; it takes me as much as a week sometimes to make it up.

Mark Twain (1835-1910, an American author and humorist)

Common sense is not so common.

Voltaire (1694-1778, a French Enlightenment writer, historian and philosopher)

What a distressing contrast there is between the radiant intelligence of the child and the feeble mentality of the average adult.

Sigmund Freud (1856-1939, an Austrian neurologist who founded the discipline of psychoanalysis)

It's not that I'm so smart, it's just that I stay with problems longer.

Albert Einstein

Character is higher than intellect.

Ralph Waldo Emerson (1803-1882, an American lecturer, philosopher, essayist, and poet)

Reference

009

团队协作

Teamwork

Relevant GRE Issue

相关题库题目

【新 123 题】【新 128 题】

See Also

相关写作参考

【Ref-052 共同学习】【Ref-053 学习与竞争】【Ref-127 有关领导者】

【什么是团队协作】Team work is work performed by a team towards a common goal. There are a number of factors that must be in place to cohere together as a team and work seamlessly.

【有效的领导】Good leadership: Effective leadership is one of the most important components of good teamwork. The team's leader should possess the skills to create and maintain a positive working environment and motivate and inspire the team members to take a positive approach to work and be highly committed. An effective team leader will promote a high level of morale and make them feel

supported and valued.

【开诚布公地交流】Clear communication: Communication is a vital factor of all interpersonal interaction and especially that of a team. Team members must be able to articulate their feelings, express plans and goals, share ideas and see each other's viewpoints.

【明确角色分工】Establishing roles: It is absolutely necessary for team members to understand what their role on the team is, what he/she is responsible for. The team leader can enable this by defining the purpose in a clear-cut

manner in the beginning of the formation of the team.

【善于解决冲突】 Conflict Resolution: Conflicts will arise no matter how well a team functions together. The best way to counter conflict is to have structured methods of conflict resolution. Team members should be able to voice their concerns without fear of offending others. Instead of avoiding conflict issues, a hands-on approach that resolves them quickly is much better. It is often advised that the team leader sit with the conflicting parties and help work out their differences without taking sides and trying to remain objective if possible.

【躬亲示范】 Set a good example: The team leader must set a good example for good teamwork to come about. In order to keep team members positive and committed and motivated, the team leader herself/himself needs to exhibit these qualities. The team looks to the leader for support and guidance so any negativity on the leader's part can be disastrous.

【团队合作的优势】 Advantages of working in a team include:

- There are many advantages of teamwork. We've all heard the phrase "two heads are better than one."
- With more minds set on a specific goal, you have access to more ideas. Teams generate more options while brainstorming. This process fosters many ideas.
- Looking at things from many perspectives can increase the likelihood of quality innovation.
- Teams create an environment of support and propel people toward implementation. A team environment can boost the confidence of individuals, allowing them to do their best work.
- Sharing information is an important thing. Keep each other updated on new ideas, latest development or even doubts and concerns. A well-informed team will be more productive and creative.
- Good teams make the most of individual talents. Where one member may be weak, another might be strong and working together they provide the perfect resource for an organization.
- Different people have different skills. Team leaders can assign different tasks based on the members'

specialization. Each member will make his unique contribution and put the team in a stronger position.

- Teams can better evaluate ideas. Groups could correct misinformation, bias, erroneous assumptions, and the like.
- If the team members are alike in personality, they will find each other pleasant to work with.
- Several heads are more productive and creative than one. If the team members will get along with each other, it means that the output of the team will be far richer than the achievements of the members individually.
- The members of a team will obtain satisfaction.

【团队协作的劣势】 Disadvantages of working in a team include:

- Just as "two heads are better than one," we've all heard, "too many chefs spoil the soup."
- Basically, there are just too many people, too many ideas, and too many "experts" to come to an agreement and achieve an everyone-satisfied result.
- When people can't leave their egos behind, conflict and resentment arise.
- People become unwilling to open their minds to other perspectives and are intent on either forcing their point of view or not cooperating with others.
- The more conflict, the less innovation, the farther the team gets from implementation and meeting goals.
- While a team has the potential to boost up the individual members, if it is not functioning properly it can make some members feel inferior and unimportant. They contribute less and are discouraged from accessing their strong qualities.
- Relationships and communication worsens. The team is unsuccessful and the individuals walk away worse off than when they started.

【学校的团队协作】 When students perform group activities in school, it is important for them to have teamwork in order to achieve a common goal and to be able to foster camaraderie among the students. There are many benefits

brought about by teamwork.

【分享好点子】 Sharing of Ideas. The group will be able to collect different ideas from members of the team. Each student has a unique outlook and therefore can present concepts and ideas in a different manner. From the pool of ideas, the entire group can discuss which works best or will be the most effective. The team can be creative by bouncing ideas off each other to find the best solutions to the problems or tasks they are facing.

【展示个人技能】 Showcasing of Individual Skills. No one student can be good at everything. A student who is good in math may not do so well in English, or a student who is good in sports may not do so well in other activities. In a team, the individuals can share the skills they are good at and head a project where they feel they can do well. This is a great opportunity for the members of the team to learn from each other's skills and talents.

【取得成果更快】 Faster Output. Faster output is another benefit of teamwork. During a project, the group can divide the work among members of the team. This enables the individuals to concentrate on their specific duties that will contribute to the entire project. This gets the job done faster. Communication becomes an important aspect of teamwork, so the whole team can see the progress of its members.

Quotations on Teamwork

Teamwork divides the task and multiplies the success.
(Author Unknown)

No one can whistle a symphony. It takes a whole orchestra to play it.
(Author Unknown, attributed to H.E. Luccock)

No man is an island, entire of itself; every man is a piece of the continent.

John Donne (1572-1631, an English poet, satirist, lawyer, and priest)

Sticks in a bundle are unbreakable.
(Kenyan Proverb)

Coming together is a beginning. Keeping together is progress. Working together is success.

Henry Ford (1863-1947, an American automobile manufacturer who founded the Ford Motor Company and mass-produced the Model T)

If everyone is moving forward together, then success takes care of itself.

Henry Ford

Teamwork is the ability to work together toward a common vision. The ability to direct individual accomplishment toward organizational objectives. It is the fuel that allows common people to attain uncommon results.

Andrew Carnegie (1835-1919, a Scottish-American industrialist, businessman, entrepreneur and a major philanthropist)

A chain is only as strong as its weakest link.
(Author Unknown)

We must all hang together or most assuredly we shall hang separately.

Benjamin Franklin (1705-1790, one of the Founding Fathers of the United States)

No member of a crew is praised for the rugged individuality of his rowing.

Ralph Waldo Emerson (1803-1882, an American lecturer, philosopher, essayist, and poet)

Remember upon the conduct of each depends the fate of all.

Alexander the Great (356-323 BC, a king of Macedonia)

Reference

Improvement must be intentional. Nobody improves by accident.

【抵触个人进步】The poet Robert Browning wrote, “Why stay we on the earth except to grow?” Just about anyone would agree that growing is a good thing, but relatively few people dedicate themselves to the process. Why? Because it requires change, and most people are reluctant to change.

【个人进步的意义】If we don’t change, we do not grow. If we do not grow, we are not really living. Improvement demands a temporary surrender of security. It may mean a giving up of familiar but limiting patterns, safe but unrewarding work, values no longer believed in, relationships that have lost their meaning. If we can’t think of anything worse than living a stagnant life, devoid of change and improvement.

【个人进步贵在主动】Improvement is not automatic. Just because you grow older does not mean you keep growing. The road to the next level is uphill, and it takes effort to keep growing. The sooner you start, the closer to reaching your potential you will be.

【进步是个人责任所在】Improvement is your responsibility. When you were a small child, your parents were responsible for you, even for your improvement and education. But as an adult, you bear that responsibility entirely. If you don’t make improvement your responsibility, it will never happen.

【进步为更好的明天】Improvement today will provide a better tomorrow. Everything you do today builds on what you did yesterday. And altogether, those things determine what will happen tomorrow. That’s especially true in regard to growth. Improvement today is an investment for

tomorrow.

【改变环境，先要改变自己】There is no sure way to make other people in your environment improve. The only thing you truly have the ability to improve is yourself. And, the amazing thing is that when you do, everything else around you suddenly gets better. If you want to grow your organization, you must grow a leader. If you want better children, you must become a better person. If you want others to treat you more kindly, you must develop better people skills.

【改变与进步】Improvement is a choice. Most people fight against change, especially when it affects them personally. As novelist Leo Tolstoy said, “Everyone thinks of changing the world, but no one thinks of changing himself.” The ironic thing is that change is inevitable. Everybody has to deal with it. On the other hand, improvement is optional. You can choose to grow or fight it. But know this: people unwilling to grow will never reach their potential.

【个人如何进步】Make the change from being an occasional learner to becoming someone dedicated to personal improvement goes against the grain of the way most people live. Take a look at the following principles. They will help you develop into a person dedicated to personal improvement:

- Choose a life of improvement. The only way to improve the quality of your life is to improve yourself.
- Start growing today. Napoleon Hill said, “It’s not what you are going to do, but it’s what you are doing now that counts.” As the old English proverb said, “One of these days means none of these days.”
- Focus on self-development, not self-fulfillment. Self-fulfillment is about feeling good. But

self-development is different. Self-development is a higher calling; it is the development of your potential so that you can attain the purpose for which you are created.

- Never stay satisfied with current accomplishments. "The greatest enemy of tomorrow's success is today's success." No matter how successful you are today, don't get complacent. Stay hungry.
- Become a continual learner. If you want to be a continual learner and keep growing throughout your life, you have to carve out the time to do it. As Henry Ford said, "It's been my observation that most

successful people get ahead during the time other people waste."

- Develop a plan for growth. The key to a life of continual learning and improvement lies in developing a specific plan for growth and following through with it.
- Pay the price. Growth is always worth the price you pay because the alternative is a limited life with unfulfilled potential.
- Find a way to apply what you learn. Do not let your learning lead to knowledge. Let your learning lead to action.

Reference

011

教育的目的

The Purposes of Education

Relevant GRE Issue

相关题库题目

【新 13 题】【新 46 题】【新 70 题】【新 102 题】【新 112 题】【新 140 题】【新 73 题】

See Also

相关写作参考

【Ref-044 学习的目的】【Ref-013 教育与社会控制】【Ref-014 教育与社会需求】【Ref-015 教育与学生需求】

【教育目的的多样性】Education is often viewed as a tool for solving social problems, especially social inequality. The schools can transform young people from vastly different backgrounds into competent, upwardly mobile adults. Throughout history, organized education has served many purposes:

- The transmission of tradition, knowledge, and skills;
- The acculturation and socialization of the young;
- The building and preserving of political-economic systems;
- The provision of opportunity for social mobility;
- The enhancement of the quality of life; and

- The cultivation of individual potential, among others.

At any given time, schools pursue a number of such goals, but the elucidation of a primary or overriding goal, which gives focus to all others, has been a source of continuous contention.

【教育与社会化】Socialization. Technologically simple societies look to families to transmit a way of life from one generation to the next. As societies gain complex technology, they turn to train teachers to develop and pass on the specialized knowledge that adults will need for their jobs. In primary school, children learn language and basic mathematical skills. Secondary school builds on this foundation, and for many students, colleges allow further specialization. In addition, all schooling teaches cultural

values and norms.

【文化革新】Cultural Innovation. Faculties at colleges and universities create culture as well as pass it onto the students. Research in the sciences, the social sciences, the humanities, and the fine arts leads to discovery and changes in our way of life.

【社会融合】Social Integration. Schooling molds a diverse population into one society sharing norms and values. This is one reason that states enacted mandatory education laws a century ago at a time when immigration was very high. In light of the ethnic diversity of many urban areas today, schooling continues to serve this same purpose.

【社会布局】Social Placement. Schools identify talent and match instruction to ability. Schooling increases meritocracy by rewarding talent and hard work regardless of social background and provides a path to upward social mobility.

【教育目的的矛盾】Some feel that children should be taught basic job-related skills; still others believe education should not only prepare children to compete in society but also help them maintain their cultural identity. On the other hand, policymakers concerned with education emphasize the need to increase the level of student achievement and to improve parents in their children's education.

【教育与能力培养】Schools share in the responsibility for nurturing many and varied dimensions of giftedness and individualized talents. For example:

- Science, medicine, technology, and engineering to find solutions to problems of hunger, disease, and the destruction of our living environment;
- Leadership, social and behavioral sciences, and organizations, to solve the problems of justice, equality, diversity, and governance;
- Arts, culture, and entertainment to bring us new opportunities and to enhance and celebrate creative expressions that add joy and meaning to life;
- Ethical and moral principles and philosophical analysis to guide individuals and groups in understanding and dealing effectively with the most complex concepts and challenges of human existence;
- Personal fulfillment, enabling individuals to live in

greater mental, emotional, and physical health to celebrate their own talents as well as those of others.

【教育的其他作用】Schooling also serves several less widely recognized functions:

- It provides child care for the growing number of one-parent and two career families;
- In addition, schooling occupies thousands of young people in their teens and twenties who would otherwise be competing for limited opportunities in the job market;
- High schools, colleges, and universities also bring together people of marriageable age;
- Finally, schools establish networks that serve as a valuable career resource throughout life;

Quotations on Education

An educated people can be easily governed.

Frederick The Great (1712-1786, a King in Prussia (1740-1772) and a King of Prussia (1772-1786))

Education is a better safeguard of liberty than a standing army.

Edward Everett (1794-1865, an American politician and educationist)

Education is a progressive discovery of our own ignorance.

Will Durant (1885-1981, a prolific American writer, historian, and philosopher)

Education is a social process. Education is growth. Education is, not a preparation for life; education is life itself.

John Dewey (1859-1952, an American philosopher, psychologist and educationist)

Education is not preparation for life; education is life itself.

John Dewey

Education is an admirable thing, but it is well to remember from time to time that nothing that is worth knowing can be taught.

Oscar Wilde (1854-1900, an Irish writer and poet)

Education is an ornament in prosperity and a refuge in adversity.

Aristotle (384-322BC, a Greek philosopher, a pupil of Plato, and the tutor of Alexander the Great, who profoundly influenced Western thought)

It is the mark of an educated mind to be able to entertain a thought without accepting it.

Aristotle

The roots of education are bitter, but the fruit is sweet.
Aristotle

Education is not the filling of a pail, but the lighting of a fire.
William Butler Yeats (1865-1939, an Irish poet and dramatist)

Reference

012

教育与社会

Education and Society

Relevant GRE Issue
相关题库题目

【新 17 题】【新 68 题】

See Also
相关写作参考

【Ref-031 道德教育】【Ref-030 与世隔绝的象牙塔】【Ref-028 教育无用论】【Ref-023 义务教育】【Ref-059 改造主义教育】【Ref-033 价值教育】【Ref-034 品格教育】【Ref-032 公民教育】【Ref-012 教育与社会】【Ref-013 教育与社会控制】

【教育是时代的关键词】 Education is one of the key words of our time. A man without an education, many of us believe, is an unfortunate victim of adverse circumstances deprived of one of the greatest opportunities. People are glad to see that schools not only prepare students for their future careers but also transform young people from vastly different backgrounds into competent citizens.

【良好学习环境的特点】 Characteristics of supportive learning environment include:

- Smooth classroom organization and management;
- Reduce anxiety and alienation;
- Encourage students;
- Support their learning efforts; and
- Allow students to feel comfortable taking intellectual risks with out fear of being criticized for making mistakes.

【学校是社会重要的机构】 Education is one of the basic institutions of society because of its role in cultural transmission and societal development. The quality of education in a given society has a direct link to that nation's social, economic, and political health. As a result, it is a subject of intense interest by a variety of individuals ranging from the parents and guardians of young children to business and political leaders on the national stage.

【教育质量关系社会方方面面】 The quality of education in a given society has a direct link to that nation's social, economic, and political health. As a result, it is a subject of intense interest by a variety of individuals ranging from the parents and guardians of young children to business and political leaders on the national stage.

【教育解决社会问题】 When there is a prominent health concern, such as AIDS, new programs are added to schools. When there is an increase in crime, there is a call for schools to spend more time on morality and character

education. In times of national crisis, more emphasis on citizenship is promoted. When the economy dips, schools are expected to produce skilled workers who can immediately enter the workplace as productive employees. Almost always, parents are worried about whether their children are being prepared to gain admission to higher education.

【教育机构促进学生社会化】 Schools are expected to be primary institution for socializing the young and integrating them into the immediate society. This socialization purpose is viewed as important for creating a unified society and perpetuating the status quo.

【学校助力个人发展】 Schools provide the credentials that open doors to high-income and high-status occupations. In addition, the schools have been perceived as a major institution for addressing injustice and helping individuals attain personal happiness.

【培养学生各种能力】 In schools, students are taught extremely essential life skills, such as logical thinking, analysis and problem-solving abilities. Education is an essential means of transmitting values, and creating equality of opportunity. Students benefit while being engaged in diverse activities, which are supposed to foster qualities, such as leadership, sportsmanship, the ability to organize, and the capability to cooperate with each other.

【不同国家的教育】 The extent of schooling in any society is tied to its level of economic development. In low-income and middle-income countries, which are home to most of the world's people, families and communities teach young people important knowledge and skills. In less-developed nations, education is often informal and accomplished through kinship relationships. In these places, education is viewed as a privilege that is available only to the few, and the adult literacy rate is always low. In highly industrialized societies, education is viewed as vital for the nation's social, political and economic development. Indeed, there is a relationship between a society's quality of education and economic development. Because of the importance of education, schools in an industrialized society have become highly integrated into the economic, political, and social systems.

【有关居家教育】 If education is conducted by the family, there is little concern about the values, beliefs, norms, and expectations passed on to the young. The family is in charge of and can control what is taught. However, if

education is conducted by someone outside the family, uncertainty and suspicion are inevitable.

【当今学校的弊端】 The small, personal schools that served countless local communities a century ago have evolved into huge educational factories. Bureaucratic schools undermine education in the following five ways:

【千校一面】 Rigid uniformity. Bureaucratic schools run by outside specialists generally ignore the cultural character of local communities and the personal needs of their children.

【分数至上】 Numerical ratings. School officials define success in terms of numerical attendance record and dropout rates and "teach to the tests", hoping to raise achievement test scores. In the process, they overlook dimensions of schooling that are difficult to quantify, such as creativity and enthusiasm.

【等级森严】 Rigid expectations. Officials expect fifteen-year-olds to be in the tenth grade and eleventh-grade to score at a certain level on a standardized test. Rarely are exceptional bright and motivated students permitted to graduate early.

【严格分科】 Specialization. Students in middle school learn English from one teacher, receive guidance of mathematics from another, and are coached in sports by others. Although specialized teachers may know more about their subjects, but no school official comes to know the child well.

【缺乏责任】 Little individual responsibility. Highly bureaucratic schools do not empower students to learn on their own. Similarly, teachers have little say in what they teach in their classes and how they do it; any change in the pace of learning might disrupt the system.

【学校教育并非“万能药”】 Society has been willing to assign responsibility for enduring social problems to the schools and then assume that the problems have been addressed. When concern about alcohol and drug abuse became an issue, rather than addressing issues such as advertising and public attitudes, alcohol and drug prevention programs were placed in the schools. When teenage pregnancy grabbed headlines, rather than addressing the issues such as the media and prevalence of sexual content, sex education in schools followed. If there is a need to improve economic competitiveness, perhaps it would be more effective to question accepted business practices than to place the responsibility on the schools. Schools are likely to

have a minor influence on the sexual behavior of individuals if the images portrayed on movies and popular television programs are different from those espoused in the classrooms. Billions of dollars are spent advertising junk

food to children. Asking the school to address healthy eating habits is likely to have limited impact in overcoming these slick and appealing commercials.

Reference

013

教育与社会控制

Education and Social Control

Relevant GRE Issue
相关题库题目

【新 17 题】【新 68 题】【新 11 题】【新 99 题】

See Also
相关写作参考

【Ref-012 教育与社会】【Ref-031 道德教育】【Ref-014 教育与社会需求】【Ref-015 教育与学生需求】【Ref-034 品格教育】【Ref-033 价值教育】【Ref-032 公民教育】【Ref-023 义务教育】，家庭教育【Ref-059 改造主义教育】

Schooling is a way of controlling people, reinforcing acceptance of the status quo.

【政府管控】Growth of state intervention directed at monitoring and regulating family life is frequently attributed to the investment that a society has in developing self-control amongst successive generations. This is also reflected in analyses the role of the education system as an agent of primary socialization.

【学校与社会控制】Those who have drawn upon the work of Marx in studying the education system, have repeatedly suggest that schooling needs to be understood as a de facto component of the ways in which the state seeks to generate social control in a capitalist system. This position is based upon the premise that education is a key mechanism for instilling a belief in the legitimacy of social inequalities and hegemonic consensus concerning the dominant ideas in society. It has been convincingly argued that, through instilling particular norms and knowledge in young people, schooling constitutes one of the most potent and important sources of social control that exist in complex societies. In the US, the rise of public education in the late nineteenth century came at exactly the same time that factory owners needed an obedient and disciplined

workforce. Once in school, immigrants learned not only the English language but also the importance of following orders.

【学校与文化遗产】The teacher-pupil relationship functions as a conduit for the transmission of the norms and knowledge held by a culture. Pivoting around a concept of “pedagogic action”, teaching is not simply about the transfer of knowledge, but rather is involved in and founded upon the transmission of a whole universe of cultural knowledge. In actual fact, through the engagement of pedagogic actions, schools and families are engaged in a broadly similar function – the reproduction of power and thus social order.

【校园运作折射社会管控】As part of the institutional order of society, in many ways, the operations of school system mirrors the dominant currents in the logics of social control. Many schools enact punishment through exclusion, and they use experts such as educational psychologists to conduct apparatus to conduct assessments and classify “problem” children and determine who they are treated. Large numbers of schools have invested heavily in surveillance and other control technologies, and have police officers stationed on site, in an effort to control the

教育与社会需求

Needs-of-society Education

Relevant GRE Issue
相关题库题目

See Also
相关写作参考

【新 17 题】【新 68 题】【新 20 题】，【新 32 题】，【新 39 题】，【新 129 题】【新 82 题】，
【新 97 题】，【新 100 题】，【新 124 题】

【Ref-012 教育与社会】【Ref-031 道德教育】【Ref-015 教育与学生需求】【Ref-034 品格教育】
【Ref-033 价值教育】【Ref-032 公民教育】【Ref-013 教育与社会控制】【Ref-023 义务教育】
【Ref-059 改造主义教育】【Ref-044 学习的目的】

【教育是否应该满足社会需求的争论】 Intellectual training versus social-emotional-mental growth – the argument reflects a historical debate that flows from the ideas of Plato and Aristotle and that continues today. Psychologists, sociologists, curriculum and instruction specialists, and popular critics have joined philosophers in commenting on this central concern. Followers of John Dewey¹⁰ contend that training the mental powers cannot be isolated from other factors of development and, indeed, can be enhanced by attention to the concrete social situations in which learning occurs. Critics of Dewey worry that the expansion of effort into the social and emotional realm only detracts from the intellectual mission that is schooling's unique province.

Some contend that schools are an important institution that prepares individuals to take their place in society. Therefore, they believe that schools should use a needs-of-society orientation that identifies what is important by what society needs. If, for example, society needs highly skilled engineers, then the curriculum should have a heavy math and science component. If individuals do not exit the schools prepared to contribute to society in some productive ways, the society will certainly experience a myriad of problems and will decline.

【选择教育内容】 Those approaching the development of curriculum based on the needs of society look at issues such as enduring social issues, citizenship knowledge and participation rates, and the need for an informed and productive work force.

【解决社会问题】 School programs that emphasize the problems approach are designed to help learners develop skills and insights relevant to solving pressing social problems. Supporters contend that to ensure social survival, schools should address enduring social issues that threaten the fabric of society. These might involve identifying a series of problems and the knowledge that individuals need to know in order to address these problems.

【培养合格劳动力】 This is often supported by business and corporate interests to emphasize that well-prepared individuals are necessary if the nation is to remain competitive in the world. If the students see the relationship to what they are learning in school to real issues or to what they need to know to seek meaningful employment, they will be more motivated and will take school more seriously.

【培养合格公民】 Another major emphasis in the needs-of-society approach is an emphasis on citizenship

development. This approach is always used to preserve the culture and value of a society.

【遇到的问题】A major problem of the needs-of-society emphasis is the difficulty in identifying which needs to address. Hasty decisions lead to programs that are excessively narrow in scope and shallow in content. The rate of change is also a problem. A student who chooses a particular path might be preparing for a career that by graduation will be obsolete. For example, change in the

technology sector is so rapid that school programs cannot be expected to keep up. Those who advocate an emphasis on citizenship face issues relating to values and beliefs. It is not possible for the school to be values neutral. Who will decide what issues to address and which values of perspective to adopt in confronting enduring social issues or citizenship responsibilities?

Reference

015

教育与学生需求

Student-centered Education

Relevant GRE Issue

相关题库题目

【新 37 题】【新 54 题】【新 142 题】

See Also

相关写作参考

【Ref-014 教育与社会需求】【Ref-023 义务教育】【Ref-059 改造主义教育】【Ref-062 人本主义教育】

【“以学生为中心”教育】Student-centered learning (also called child-centered learning or learner-centered education) is an approach to education focusing on the needs of the students, rather than those of others involved in the educational process, such as teachers and administrators. This approach has many implications for the design of curriculum, course content, and interactivity of courses. For instance, a student-centered course may address the needs of a particular student audience to learn how to solve some job-related problems using some aspects of mathematics. In contrast, a course focused on learning mathematics might choose areas of mathematics to cover and methods of teaching which would be considered irrelevant by the student.

Student-centered learning is focused on the student's needs, abilities, interests, and learning styles with the teacher as a facilitator of learning. This classroom teaching method acknowledges student voice as central to the learning experience for every learner. Student-centered

learning requires students to be active, responsible participants in their own learning. Some educators are aware that children, although equal in their common humanity and fundamental human rights, are unequal as individuals, differing in their capacity to learn. In addition, the homes and environments from which they come to school are unequal – either predisposing the child for schooling or doing the opposite.

【卢梭谈教育与学生需求】One of the historic roots of the learner-centered curriculum is the work of the 18th-century philosopher Jean-Jacques Rousseau¹¹. Rousseau argued that children are born good and that whatever evil faults they develop later in life are caused by society's negative influences. He wanted schools that would protect youth from society and allow their naturally good instincts to unfold. Therefore, he felt that identifying what is important for students to know based on the needs of society was inappropriate and would only perpetuate corruption and injustice.

【杜威谈教育与学生需求】The best-known American advocate of learner-centered education was the eminent American educational philosopher John Dewey. Dewey advocated building the curriculum around the experience and curiosity of the child.

【霍尔特谈教育与学生需求】Educator John Holt¹² argues that an imposed curriculum damages the individual and usurps a basic human right to select one's own path of development. He portrays the typical traditional school as a mindless, indifferent, social institution dedicated to producing fear, docility, and conformity. In such an atmosphere, the viewpoint holds, learners either become alienated from the established curriculum or learn to play the school "game" and thus achieve a hollow success.

【学生的需求】Learner-centered education begins with the premise that what is important to teach is what meets the needs and interests of the student. The people hold this opinion believe that the purpose of education is to develop individuals to their fullest potential. Therefore, education should begin by considering the needs of individuals. Because much of the power resides with students, teachers must realize that they are collaborators in learning. This is a role teachers must be comfortable with if they are to successfully implement a student-centered learning environment. A successful student-centered learning environment will be open, dynamic, trusting, respectful, and promoting the natural desire and curiosity to learn. Students will collaborate on meaningful, authentic problems which serve to further their understandings of the subject matter and themselves. This experiential learning involves the whole person - their feelings, thinking, goals, social skills, and intuition. The result is a person who is empowered to be a lifelong learner; a student who embraces their own abilities and is accepting of others.

【“以教师为中心”的教育】Student-centered learning, that is, putting students first, is in stark contrast to teacher-centered lecturing, needs-of-society education and careerism. Teacher-centered learning has the teacher at its centre in an active role and students in a passive, receptive role. In teacher-directed instruction:

- Students work to meet the objectives set by the teacher;
- Students complete activities designed by the teacher to achieve goals determined by the teacher;
- Students respond to directions and step by step instruction from the teacher as they progress through activities;
- Students are given extrinsic motivators like grades and rewards as a means of motivating them to complete work;
- Students work in groups determined by the teacher-the teacher is in control of group membership;
- Student work is evaluated solely by the teacher.

【设计教学课程】The learner-centered curricula remind educators of their responsibility to serve young people and provide experiences that will help them develop their own talents and abilities to their fullest. In addition, because the curriculum is based on student needs and interests, learner-centered curricula are highly motivating. Students have a "need to know" the information and are more likely to see school as important than if they are encountering content that they will not be expected to use until sometime far in the future.

【批评的声音】Critics of curricula based on learner's needs often focus on the issue of efficiency. Diagnosing and responding to students' special needs require excessive time and therefore are not cost-effective. Furthermore, learners may be poor judges of their own needs and will choose shallow academic experiences. Pandering to poor decisions of immature learners may produce graduates who are ill equipped for the demands of living in a complex, technological society. Finally, some critics argue that it is unrealistic to believe that teachers can have the breadth of knowledge necessary to assist students in learning interdisciplinary content in some organized and meaningful manner.

教育与职业发展

Education and Career Development

Relevant GRE Issue
相关题库题目

【新 13 题】【新 20 题】【新 32 题】【新 39 题】【新 46 题】【新 70 题】【新 73 题】【新 102 题】【新 112 题】【新 129 题】【新 140 题】

See Also
相关写作参考

【Ref-021 大学教育】【Ref-017 教育与收入】【Ref-165 实用主义】【Ref-163 功利主义】

Millions of new graduates enter the job market every year, and with urbanization and the rapidly changing job market, it is becoming increasingly important to link education with employability. Today's graduates are faced with a quite different employment challenge than that of earlier generations. Unemployed graduates feel that colleges and universities have not provided them with the essential skills for employment

【学校里的名利场】At the university, college, or even high school levels, careerism is the desire to pursue a career or field of study simply because it carries the prospect of financial stability. For instance, a student wants to become a medical doctor, because of the luxurious lifestyle that is often associated with the profession. Sometimes, this act is anecdotally referred to as "paying for/buying a degree", in contrast to attending an institution of higher education for purposes of personal growth or enlightenment, which is what opponents of careerist philosophy believe those institutions should be used for.

【大学里的职业规划】On campus, students are to form and refine an occupational self-image, explore the qualities of alternative occupations, develop at least a tentative occupational choice, and pursue the type of education or training required to implement the choice. The accomplishment of these initial career tasks requires considerable insight into one's own abilities, interest, values, and desired lifestyle, as well as the requirements, opportunities, and rewards associated with alternative occupational fields.

【父母影响子女职业规划】Poor students, poor parents, they are caught in one of the oldest webs of love and duty and

guilt. The parents are trying to steer their sons and daughters toward a secure future. Many fathers would rather put their money on courses that point toward specific profession—courses that are pre-law, pre-medical, pre-business, or, as I sometimes heard it put, "pre-rich." The pressure on students is severe. They are truly torn. One part of them feels obliged to fulfill their parents' expectations; after all, their parents are older and presumably wiser. Another part tells them that the expectations that are right for their parents are not right for them.

【经济发展与教育】Economic growth rates in Brazil, China and India have been outstripping those of established economies by two or three times. This is creating significant challenges for education systems in these countries, and governments and businesses generally agree that future economic success rests on the ability of educators and industry to develop and nurture a highly flexible workforce. In emerging economies like China and India, there are the significant challenges of moving a predominantly rural workforce from agricultural to industrial and knowledge-based activities.

【世界经济竞争加剧】With the intensity and scale of competition rising rapidly around the world, industry increasingly wants to recruit work-ready employees. Businesses need workers who excel in quality service provision, innovation and leadership. What's more, competitiveness can be inhibited by the costs of recruiting, developing and retaining a competitive workforce.

【人才能力要求提高】Economic growth is funding increased educational opportunity. This, in turn, is raising

expectation levels among learners and employees. They want better jobs and faster progression. Growth is also creating unprecedented employment opportunities. In many countries, a higher standard of living has become the aspiration for workers and those entering employment for the first time.

【人才缓解经济衰退】 There can be no doubt we are now experiencing an unprecedented global recession that may be deeper and more far-reaching than any previously seen. In this context, developing the skills and capacities of a nation's workforce is even more critical to economic security and success. In most countries, there is a clear and significant shortage of individuals who are appropriately skilled to meet the demands of business and industry. Governments in all major economic centers recognize the acute need for improving and expanding professional education strategies.

【就业技能】 Employability skills are a set of attributes, skills and knowledge that all labor market participants should possess to ensure they have the capability of being effective in the workplace – to the benefit of themselves, their employer and the wider economy. Employability skills include:

- Self-management – readiness to accept responsibility, flexibility, resilience, self-starting, appropriate assertiveness, time management, readiness to improve own performance based on feedback/reflective learning.
- Teamworking – respecting others, co-operating, negotiating/persuading, contributing to discussions, and awareness of interdependence with others.
- Business and customer awareness – basic understanding of the key drivers for business success – including the importance of innovation and taking calculated risks – and the need to provide customer satisfaction and build customer loyalty
- Problem solving – analyzing facts and situations and applying creative thinking to develop appropriate solutions.
- Communication and literacy – application of literacy, ability to produce clear, structured written work and oral literacy - including listening and questioning.
- Application of numeracy – manipulation of numbers,

general mathematical awareness and its application in practical contexts (e.g. measuring, weighing, estimating and applying formulae).

- Application of information technology – basic IT skills, including familiarity with word processing, spreadsheets, file management and use of internet search engines.

【培养就业能力的目的】 The aim of education for employability is to ensure that all young people develop personal qualities, skills, knowledge, understanding and attitudes which will give them a strong foundation for lifelong learning and work in a rapidly changing economic environment. Its focus is on the impact of external changes on young people and their careers and on equipping them to flourish in this changing world of work. The emphasis of teaching and learning will be on encouraging pupils to:

- Learn how to learn, to think for themselves and to view learning as a lifelong endeavor;
- Be creative, innovative and empathetic thinkers in their response to problems and to utilize the full potential of information and communication technologies;
- Apply what they are learning to life and work-related situations.

【培养就业技能面临的挑战】 To deliver effective education for employment, the key challenges include:

- Developing shared employment profiles that connect employers to educators;
- Incorporating knowledge, skills and behaviors into education and training programs;
- Building programs that effectively stretch and develop these qualities for use in the real world;
- Developing transferable qualities explicitly to connect academic with professional learning, progressively through the various stages of learning;
- Building comprehensive, progressive learning frameworks;
- Developing and extending the quality of teaching;
- Assessing and certifying learners appropriately;

■ Sharing and promoting best practice.

【理论学习优先职业教育】Academic learning is still seen as superior to professional education. There is still a premium placed on academic learning; that is knowledge rather than skills and attitudes. However, employers have become increasingly concerned that recruits to the job market do not have the skills required to perform effectively in the

workplace. There is a big disconnection between industry and educators. Typically, course content is not sufficiently related to the workplace, particularly in academic education. This needs to be addressed and there must be mechanisms put in place to allow businesses to be more involved in the design and delivery of professional education.

Reference

017

教育与收入

Education and Benefits

Relevant GRE Issue

相关题库题目

【新 20 题】【新 32 题】【新 39 题】【新 129 题】

See Also

相关写作参考

【Ref-011 教育的目的】【Ref-016 教育与职业发展】【Ref-021 大学教育】【Ref-044 学习的目的】

【大学教育与回报】Schooling is the main path to good jobs. College is expensive, but completing college brings many rewards, including intellectual and personal growth, as well as higher income. There has been a big gap of income between the people with higher education degree and people who complete high school education. We generally think of college education in personal terms. Students invest considerable time and energy, in addition to dollars, into building their futures through education. The prospect of wider opportunities and a higher standard of living leads families to save in advance, sacrifice current consumption opportunities, and go into debt in order to enable their children to continue their education after high school. Students who attend institutions of higher education obtain a wide range of personal, financial, and other lifelong benefits; likewise, taxpayers and society as a whole derive a multitude of direct and indirect benefits when citizens have access to postsecondary education.

【回报社会优质人才】Society as a whole also enjoys a financial return on the investment in higher education. In addition to widespread productivity increases, the higher

earnings of educated workers generate higher tax payments at the local, state, and federal levels, and consistent productive employment reduces dependence on public income-transfer programs.

【提高个人生活质量】Higher education improves quality of life in a variety of other ways, only some of which can be easily quantified. Reduced poverty improves the overall well-being of the population. Adults with higher levels of education are more likely to engage in organized volunteer work, to vote, and to donate blood; they are more likely to be in good health and less likely to smoke; and they are less likely to be incarcerated.

【个人收益】Individual benefits include:

- There is a correlation between higher levels of education and higher earnings for all racial/ethnic groups and for both men and women.
- The income gap between high school graduates and college graduates has increased significantly over time. The earnings benefit to the average college

graduate is high enough for graduates to recoup both the cost of full tuition and fees and earnings forgone during the college years in a relatively short period of time.

- Any college experience produces a measurable benefit when compared with no postsecondary education, but the benefits of completing a bachelor's degree or higher are significantly greater. As is the case for the individuals who participate, the benefits of higher education for society as a whole are both monetary and nonmonetary.

【社会收益】 Societal benefits include:

- Higher levels of education correspond to lower levels of unemployment and poverty, so in addition to contributing more to tax revenues than others do, adults with higher levels of education are less likely to depend on social safety-net programs, generating decreased demand on public budgets.
- College graduates have lower smoking rates, more positive perceptions of personal health, and lower incarceration rates than individuals who have not graduated from college.
- Higher levels of education are correlated with higher levels of civic participation, including volunteer work, voting, and blood donation.

【草根英雄】 Successful people without education

【维珍老板】 Richard Branson,¹³ founder of Virgin Group, became an entrepreneur at the age of 16 and has no college degree. He has an estimated net worth of 2.5 billion dollars with over 350 "Virgin" company brands. If you read up on Richard Branson, one of the things he is quoted for is that he doesn't start a business for the money, he does it because of the fun and adventure.

【迪斯尼】 Walt Disney¹⁴ dropped out of high school at age of 16. Disney experienced the bottom of the barrel then to huge success. He had to of been one of the greatest visionaries and entrepreneurs in history. His company today is worth over 35 billion dollars that Walt built from the ground up.

【福特公司】 Henry Ford¹⁵ is founder of Ford Motor Company who didn't finish high school and at the age of 16 left home to apprentice as a machinist.

【苹果公司】 Steve Jobs¹⁶ only attended one semester of college and went on to create Apple Computers. His net worth is around 5.1 billion dollars.

【标准石油】 John D. Rockefeller,¹⁷ founder of Standard Oil and richest man of his time, was said to be a high school drop-out. He became the first American billionaire and was heavy into philanthropy.

Reference

018

教育与父母参与

Education and Parent Involvement

Relevant GRE Issue

相关题库题目

【新 81 题】【新 95 题】

See Also

相关写作参考

【Ref-054 学习与父母帮助】【Ref-004 情绪发展】【Ref-003 社会化】

【父母参与的内涵】 The term "parent involvement" is used

broadly in this report. It includes several different forms of

participation in education and with the schools. Parents can support their children's schooling by attending school functions and responding to school obligations (parent-teacher conferences, for example). They can become more involved in helping their children improve their schoolwork--providing encouragement, arranging for appropriate study time and space, modeling desired behavior (such as reading for pleasure), monitoring homework, and actively tutoring their children at home. Outside the home, parents can serve as advocates for the school. They can volunteer to help out with school activities or work in the classroom. Or they can take an active role in the governance and decision making necessary for planning, developing, and providing an education for the community's children.

【父母参与子女教育的六种方式】Joyce Epstein of Johns Hopkins University has developed a framework for defining six different types of parent involvement. This framework assists educators in developing school and family partnership programs. "There are many reasons for developing school, family, and community partnerships," she writes. "The main reason to create such partnerships is to help all youngsters succeed in school and in later life." Epstein's framework defines the six types of involvement and lists sample practices or activities to describe the involvement more fully. Her work also describes the challenges inherent in fostering each type of parent involvement as well as the expected results of implementing them for students, parents, and teachers.

1. PARENTING: Help all families establish home environments to support children as students.

- Parent education and other courses or training for parents (e.g., college credit, family literacy).
- Family support programs to assist families with health, nutrition, and other services.
- Home visits at transition points to pre-school, elementary, middle, and high school.

2. COMMUNICATING: Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.

- Conferences with every parent at least once a year.
- Language translators to assist families as needed.

- Regular schedule of useful notices, memos, phone calls, newsletters, and other communications.

3. VOLUNTEERING: Recruit and organize parent help and support.

- School and classroom volunteer program to help teachers, administrators, students, and other parents.
- Parent room or family center for volunteer work, meetings, and resources for families.
- Annual postcard survey to identify all available talents, times, and locations of volunteers.

4. LEARNING AT HOME: Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.

- Information for families on skills required for students in all subjects at each grade.
- Information on homework policies and how to monitor and discuss schoolwork at home.
- Family participation in setting student goals each year and in planning for college or work.

5. DECISION MAKING: Include parents in school decisions, developing parent leaders and representatives.

- Active Parent-Teacher Association or other parent organizations, advisory councils, or committees for parent leadership and participation.
- Independent advocacy groups to lobby and work for school reform and improvements.
- Networks to link all families with parent representatives.

6. COLLABORATING WITH COMMUNITY: Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

- Information for students and families on community health, cultural, recreational, social support, and other programs/services.
- Information on community activities that link to

learning skills and talents, including summer programs for students.

【参与子女教育的重要性】Students with parents who are involved in their school tend to have fewer behavioral problems and better academic performance, and are more likely to complete secondary school than students whose parents are not involved in their school. Parental involvement allows parents to monitor school and classroom activities, and to coordinate their efforts with teachers. Teachers of students with highly involved parents tend to give greater attention to those students, and they tend to identify problems that might inhibit student learning at earlier stages. It is anticipated that parents should play a role not only in the promotion of their own children's achievements but more broadly in school improvement and the democratization of school.

【父母参与有益孩子学习成绩】Researches overwhelmingly demonstrate that parent involvement in children's learning is positively related to achievement. Further, the research shows that the more intensively parents are involved in their children's learning, the more beneficial are the achievement effects. This holds true for all types of parent involvement in children's learning and for all types and ages of students.

【父母参与影响学生学习态度】Researches show that the parent involvement strongly influences attitude toward school or toward particular subject areas, self-concept, classroom behavior, time spent on homework, expectations for one's future, absenteeism, motivation, and retention.

【父母越早参与子女教育越好】The researches also show that the earlier in a child's educational process parent involvement begins, the more powerful the effects will be. Educators frequently point out the critical role of the home and family environment in determining children's school success, and it appears that the earlier this influence is "harnessed," the greater the likelihood of higher student achievement.

【父母参与子女教育的益处总结】Students, parents and schools benefit when parents are involved in education. Parental involvement in education results in the following benefits:

【学生的收益】Benefits to children (regardless of socioeconomic status, ethnic/racial background, or parents' education level) include:

- Accelerated development of various skills (reading skills, leadership skills, presentation skills, cognitive skills, and etc.);
- Better attendance records and homework completion rates;
- Higher graduation rates and higher postsecondary education enrollment;
- Lower drop out rates;
- Decrease in negative behaviors such as alcohol and drug use and violence;
- Positive behavioral and attitudinal changes;
- Enhanced confidence and self-esteem;
- Having academic achievement and standardized test results are higher;
- Having a more positive attitude toward school and their behavior is better;
- Awareness that learning is a normal activity throughout life; and
- Pleasure from learning.

【家庭的收益】Benefits to families include:

- Better connection between parents, children and communities;
- Increase in support and services to families, including opportunities to improve family relationships;
- Improved relationships between parents and children;
- Increased confidence in schools, teachers, and the education system; and
- Leading to becoming more active partners with schools.

【学校收益】Benefits to schools include:

- Better teacher morale and higher ratings of teachers by parents;
- Better reputations of schools within the community;
- Better performance of school programs that involve

parents versus identical programs that do not include parents;

- Improves teacher morale;
- More support from families; and
- Higher student achievement.

【遇到的阻力】Some factors that prevent parents from being active in their children's school experiences include:

- Parents don't think they have enough time;
- Parents think they are involved enough at home;
- Parents don't know how to get involved;
- Parents believe they do not know enough to be helpful;
- Parents feel they are not able to ask the appropriate questions;
- Parents experience blamed for their children's problems in schools;
- Parents sense that their collaboration is not appreciated by teachers;
- Parents feel ill-informed about how and why academic decisions are made about their children;
- Parents feel that educators do not care about their opinions or concerns;

- Teachers do not have enough time to maintain communication with parents and involve them in school activities; and
- Teachers receive little training in how to effectively involve parents.

【学校能做什么】Schools play a significant role in getting parents and family members involved in students' education. To ensure effective parental involvement, school districts and the individual schools could:

- Publish and distribute a handbook, which had better contain information and policies that parents need, to each parent at the beginning of school;
- Maintain a school system website, with information needed by parents;
- Hold an annual meeting to which parents, school personnel, and interested citizens are invited;
- Provide training to help parents work with their children to improve their achievement;
- Provide training for personnel on how to work with parents;
- Pay reasonable and necessary expenses associated with local parental involvement activities; and
- Train parents to enhance the involvement of other parents.

Reference

019

教育与科技

Education and Technology

Relevant GRE Issue

相关题库题目

【新 101 题】【新 132 题】

See Also

相关写作参考

【Ref-087 科技促进交流】【Ref-088 科技让人疏远】【Ref-106 网络成瘾】

【科技影响教育】 Education is part of society, not separate from society. As society changes, education must also change. Technology is an essential factor that fuels changes in schools. Just a few years ago personal computers, the World Wide Web, cell phones, and satellite television did not exist. Now, we find it hard to imagine life without them. These technological innovations have an impact on educational practices. No generation is more at ease with online, collaborative technologies than today's young people—"digital natives", who have grown up in an immersive computing environment. Where a notebook and pen may have formed the tool kit of prior generations, today's students come to class armed with smart phones, laptops and iPods.

Development of technologies such as films, television, personal computers, and the Internet has given learners opportunities to gather information from sources much wider and more diverse than traditional books and teacher presentations. Students may receive web-based instruction from a teacher located hundreds of miles away from the learner. In today's technology-enabled knowledge economy, employers expect graduates to have amassed most of the requisite technology skills before joining their organizations. Many universities find themselves facing a new challenge: how not only to equip students with an adequate education in their field of study, but also to arm them with the skills and knowledge required to leverage technology effectively in the workplace.

【教育技术几个实例】 There are various types of technologies currently used in traditional classrooms. Among these are:

- **Computer in the classroom:** Having a computer in the classroom is an asset to any teacher. With a computer in the classroom, teachers are able to demonstrate a new lesson, present new material, illustrate how to use new programs, and show new websites.
- **Class website:** An easy way to display your student's work is to create a web page designed for your class. Once a web page is designed, teachers can post homework assignments, student work, famous quotes, trivia games, and so much more.
- **Class blogs and wikis:** There are a variety of Web 2.0 tools that are currently being implemented in the

classroom. Blogs allow for students to maintain a running dialogue, such as a journal, thoughts, ideas, and assignments that also provide for student comment and reflection. Wikis are more group focused to allow multiple members of the group to edit a single document and create a truly collaborative and carefully edited finished product.

- **Wireless classroom microphones:** Noisy classrooms are a daily occurrence, and with the help of microphones, students are able to hear their teachers more clearly. Children learn better when they hear the teacher clearly. The benefit for teachers is that they no longer lose their voices at the end of the day.
- **Mobile devices:** Mobile devices such as clickers or smartphone can be used to enhance the experience in the classroom by providing the possibility for professors to get feedback.
- **Online media:** Streamed video websites can be utilized to enhance a classroom lesson.
- There are many other tools being utilized depending on the local school board and funds available. These may include: digital cameras, video cameras, interactive whiteboard tools, document cameras, or LCD projectors.

【教育技术积极的方面】 Educational technology is intended to improve education over what it would be without technology. Some of the claimed benefits are listed below:

- **Easy-to-access course materials.** Instructors can post the course material or important information on a course website, which means students can study at a time and location they prefer and can obtain the study material very quickly.
- **Student motivation.** Computer-based instruction can give instant feedback to students and explain correct answers. Moreover, a computer is patient and non-judgmental, which can give the student motivation to continue learning.
- **Wide participation.** Learning material can be used for long distance learning and are accessible to a wider audience
- **Improved student writing.** It is convenient for students

to edit their written work on word processors, which can, in turn, improve the quality of their writing.

- Subjects made easier to learn. Many different types of educational software are designed and developed to help children or teenagers to learn specific subjects.
- A structure that is more amenable to measurement and improvement of outcomes. With proper structuring it can become easier to monitor and maintain student work while also quickly gauging modifications to the instruction necessary to enhance student learning.

【教育技术丰富教学方法】Technology is enabling multi-modal teaching, changing curricula and spawning rich forms of online research and collaboration. More and more professors are teaching in more than one medium. Enhanced video and presentation tools are among other innovations that are likely to have a profound effect on the academic experience. Nowadays, classroom courses are filmed with cameras, over-head projectors, screens, computers, networks, and sound mixers.

【教育技术让教育以学生为中心】Teaching will become more outcome-based and student-centered. Instead of focusing on memorization of material by their students, instructors will focus on the application of knowledge to particular problems. Softwares that supports individually paced learning are popular among students. Students interested in reviewing a certain case or topic can click an online index that charts the content of the entire class and can view the portion that interests them. The professor's role is evolving from instructor to mentor.

【加强学生与父母的联系】Parents and guardians contend that their sons and daughters should have a means of contacting people outside the school when emergencies arise. Increasing numbers of schoolchildren are raised in homes with a single parent or guardian. Communicating frequently with sons and daughters via cell phones provides these adults with assurances that their children are safe and secure.

【网络学习提高教育公平性】Online degree and distance learning are gaining a firm foothold in universities around the world. More and more educational institutions offer online courses. The online learning is the key to placing advanced education within reach of people who might otherwise not be able to access it. What was once

considered a niche channel for the delivery of educational content has rapidly become mainstream, creating wider access to education, new markets for content and expanded revenue opportunities for academic institutions.

【现代技术给力学校管理】Social-networking tools are helping to build connections with alumni and support career service activities. E-marketing campaigns expand the reach and success of recruiting and fundraising efforts, and drive down the cost of direct-mail campaigns. And automated, self-service programs reduce administrative requirements, streamline course registration and enhance academic life.

【教育技术喜忧参半】Distance education, sophisticated learning-management systems and the opportunity to collaborate with research partners from around the world are just some of the transformational benefits that universities are embracing. But significant challenges also loom. For all of its benefits, technology remains a disruptive innovation—and an expensive one. Faculty members used to teaching in one way may be loath to invest the time to learn new methods, and may lack the budget for needed support. These technological marvels also bring moral and ethical issues. For example, young people from more affluent families are much likely to have computers in their homes than learners from less affluent families. If school-based instruction depends more and more on access to computer technology, does this situation give an unfair advantage to youths from more economically advantaged families?

【学校沉重的财政负担】Although university participants view technology as having a largely positive impact on their campuses, they acknowledge several challenges. The biggest of these may well be cost. Costs associated with embedding new technologies, particularly computers, into school programs strain school budgets. Schools have to struggle to maintain the existing operations, while responding to demands for computer purchases, equipment replacement, new software purchases and upgrades, Internet connections, teacher training, and maintenance services for computer equipment and networks.

【改变传统教学方法的阻力】Entrenched organizational cultures may be another hurdle, as academic faculty members accustomed to traditional modes of instruction may be disinclined to change. For example, tenure, promotions and other organizational practices may need adjustment to encourage faculty members to adopt new

technologies. Before embracing a new technology, however, some teachers want to know how much time they must commit to learn about it. They want assurances that the technology will be applicable to a variety of situations. Given the concern, in the long run will teachers embrace computer-based instruction? It is early to give a definitive answer to this question. In addition, insufficient resources, a lack of adequate instructional design staff and other technological support issues can also impede the adoption of new technologies.

【分散学生注意力】 Inside the classroom, technology may

be a disruptive innovation in ways not intended. Survey participants along with those interviewed note that pervasive multi-tasking between laptop, smart-phone and other technologies in the classroom often distracts students. Technologies might be learning distracters. Should young people be permitted to bring cell phones, MP3 players, laptop computers to school? Some schools require learners to leave these devices at home. Cell phones divert learners' attention from their work. The increased use of new technologies in the classroom also contributes to a rise in plagiarism and cheating.

Reference

020

出国留学

Studying Abroad

Relevant GRE Issue

相关题库题目

【新 82 题】【新 97 题】【新 100 题】【新 124 题】

See Also

相关写作参考

【Ref-171 跨文化交流】【Ref-003 社会化】【Ref-004 情绪发展】

The advantages of studying abroad are countless. Perhaps, study abroad programs is one of the best practices of modern times, when there are simmering tensions and conflict situation between many countries, religions and regions around the globe. On an individual level, exposure to a totally different system of living makes you delve deep into your own choices, aims and ambitions. It is in fact a process of self discovery. It creates a global personality out of you, with a deep respect for other cultures, and a greater understanding and appreciation of your own culture and way of living.

【用新的视角观察世界】 Students gain new perspective on the world. Studying abroad takes students through a cultural and academic experience from the inside out – they see issues of globalization, development, poverty, and social inequity from many different perspectives. When they return to their homeland, they will see things differently; students can put themselves in someone else's shoes more

easily and have a more nuanced understanding of the world.

【利于个人成长】 Studying abroad is a challenging and exciting experience and is not necessarily easy. However, with any faced and conquered challenge comes growth and maturity. A student choosing to study in a foreign setting by either enrolling in a foreign university or taking advantage of a domestic university exchange program will stretch and strengthen his skills academically, personally and socially.

【验证自己的兴趣】 Students can test their interests. On a study abroad term, students can take their interests in a more specific, applied direction. They can try field research or clinical work and interact with professionals working in fields of interest to them.

【有利于外语学习】 Students increase language skills. By using foreign language in daily life, students studying

abroad discover that they not only can survive but flourish in another country.

【锻炼解决问题的能力】 Students improve, learn, and refine decision-making and problem-solving skills. Students studying abroad find themselves in new situations all the time. When students maneuver through uncharted territory, convey their needs and thoughts using intercultural skills, or get themselves out of a jam, they gain confidence. These skills are also transferable to other aspects of life, both personal and professional.

【有助于培养交际能力】 Students make lasting connections. Between academic directors, other program staff, other program participants, home-stay families, and program contributors, students meet a whole new network of people. Some students may call upon their in-country professional contacts soon after the program; others may stay in touch with home-stay families; still others may connect to their program classmates in a way that they do not with other friends. No matter who stays in touch, all of these relationships are deeply enriching and provide wonderful memories.

【有助于专业学习】 Students who pursue courses abroad, are found to have a much clearer vision about their goals and way of achieving those. It helps foster greater inter-cultural communication, understanding, and tolerance for students from different academic or social backgrounds. You tend to develop a multidimensional view of your studies and approaches, which helps in getting the concepts understood in an excellent manner.

【有利于职业发展】 From an academic standpoint, studying abroad provides a very attractive quality about a student applying for a job. As companies go increasingly global, the need for culturally astute candidates is blooming. Employers tend to appeal to people who have experience with foreign language and an appreciation of international culture. Also, employers in our global economy seek the skills polished by overseas engagement. Teamwork, innovation and flexibility are honed abroad. This is an adventure that helps students develop their self-confidence and adaptability. Learning how to maneuver in a new city, with different customs and language, requires patience and creativity. Studying abroad prepares students to live and work in our increasingly multi-cultural world. It stimulates academic discipline, as students learn to function in a different system. It encourages independence, and enhances future job prospects.

【出国留学益处小结】 Summary of benefits of studying abroad includes:

- Learn to be self-sufficient, to thrive in a foreign country, and to become resourceful when the resources are not so obvious;
- Develop the ability to thrive in and adapt to a culture different from your own;
- Engage in life-altering experiences, ones that challenge your fundamental assumptions about the world;
- Learn to compare the ways that key global issues are approached in different cultures;
- Become proficient, if not fluent, in another language "Hong Kong is great- your going to experience a vastly different culture, you will be able to travel all over South East Asia, and you will meet some lifelong friends;"
- Exploring other countries can broaden your cultural horizons;
- Expand your education outside of the classroom during your time abroad;
- Build life-long friendships and networks with people from around the world;
- There are many career opportunities when you have completed your study abroad;
- You improve your foreign language skills tremendously;
- Studying abroad looks great on a future resume;
- You get to explore the world;
- Helps students better understand the world and different cultures;
- Studying abroad helps with accelerating skill building and strengthening strategic relationships;
- Helps you discover new interests and future career opportunities;
- Takes you out of your comfort zone;

- Makes you a stronger and more responsible person;
- Gives you the opportunity to make more friends;
- You can create a major impact on someone's life by volunteering;

- You can learn more than you can believe;
- Studying abroad gives you the opportunity to interact with other people and work on your social skills; and
- It is an opportunity of a lifetime.

Reference

021

大学教育

The Function of a University¹⁸

Relevant GRE Issue

相关题库题目

【新 13 题】【新 46 题】【新 70 题】【新 102 题】【新 112 题】【新 140 题】【新 73 题】

See Also

相关写作参考

【Ref-011 教育的目的】【Ref-152 想象力】【Ref-016 教育与职业发展】

The universities are schools of education and schools of research. But the primary reason for their existence is not to be found in either the knowledge conveyed to the students or in the mere opportunities for research afforded to members of the faculty.

Both these functions could be performed at a cheaper rate, apart from these very expensive institutions. Books are cheap, and the system of apprenticeship is well understood. So far as the mere imparting of information is concerned, no university has had any justification for existence since the popularization of printing in the fifteenth century. Yet the chief impetus to the foundation of universities came after that date, and in recent times has even increased.

The justification for a university is that it preserves the connection between knowledge and the zest of life, by uniting the young and the old in the imaginative consideration of learning. The university imparts information, but it imparts it imaginatively. At least, this is the function which it should perform for society. A university which fails in this respect has no reason for existence. This atmosphere of excitement, arising from imaginative consideration, transforms knowledge. A fact is no longer a

bare fact: it is invested with all its possibilities. It is no longer a burden on the memory: it is energizing as the poet of our dreams, and as the architect of our purposes.

Imagination is not to be divorced from the facts: it is a way of illuminating the facts. It works by eliciting the principles which apply to the facts, as they exist, and then by an intellectual survey of alternative possibilities, which are consistent with the principles. It enables men to construct an intellectual vision of a new world, and it preserves the zest of life by the suggestion of satisfying purposes.

Youth is imaginative, and if the imagination be strengthened by discipline this energy of imagination can in great measure be preserved through life. The tragedy of the world is that those who are imaginative have but slight experience, and those who are experienced have feeble imaginations. Fools act on imagination without knowledge; pedants act on knowledge without imagination. The task of the university is to weld together imagination and experience.

The result is that qualities essential at a later stage of a career are apt to be stamped out at an earlier stage. This is

only an instance of a more general fact, that necessary technical excellence can only be acquired by training which is apt to damage those energies of mind which should direct the technical skill. This is a key fact in education, and the reason for most of its difficulties.

The way in which a university should function in the preparation for an intellectual career, such as modern business or one of the older professions, is by promoting the imaginative consideration of the various general principles underlying that career. Its students thus pass into their period of technical apprenticeship with their imagination already practiced in connecting details with general principles. The routine then receives its meaning, and also illuminates the principles which give it that meaning.

Hence, instead of a drudgery issuing in a blind rule of thumb, the properly trained man has some hope of obtaining an imagination disciplined by detailed facts and by necessary habits.

Thus the proper function of a university is the imaginative acquisition of knowledge. Apart from this importance of the imagination, there is no reason why business men, and other professional men, should not pick up their facts bit by bit as they want them for particular reasons. A university is imaginative or it is nothing - or at least nothing useful.

Imagination is a contagious disease. It cannot be measured by the yard or weighed by the pound, and then delivered to the students by members of the faculty. It can only be communicated by a faculty whose members themselves wear their learning with imagination. In saying this, I am only repeating one of the oldest of observations. More than two thousand years ago the ancients symbolized learning by a torch passing from hand to hand down the generations. That lighted torch is the imagination of which I speak. The whole art in the organization of a university is the provision of a faculty whose learning is lighted up with imagination. This is the problem of problems in university education; and unless we are careful the recent vast extension of universities in number of students and in variety of activities - of which we are so justly proud - will fail in producing its proper results, by the mishandling of this problem.

The combination of imagination and learning normally requires some leisure, freedom from restraint, freedom from harassing worry, some variety of experiences, and the stimulation of other minds diverse in opinion and diverse in equipment. Also there is required the excitement of curiosity,

and the self-confidence derived from pride in the achievements of the surrounding society in procuring the advance of knowledge.

Imagination cannot be acquired once and for all, and then kept indefinitely in an ice box to be produced periodically in stated quantities. The learned and imaginative life is a way of living, not an article of commerce. It is in respect to the provision and utilization of these conditions for an efficient faculty that the two functions of education meet together in a university. Do you want your teachers to be imaginative? Then encourage them to research. Do you want your researchers to be imaginative? Then bring them into intellectual sympathy with the young at the most eager, imaginative period of life, when their intellects are just entering upon their mature discipline. Make your researchers explain themselves to active minds, plastic and with the world before them; make your young students crown their period of intellectual acquisition by some contact with experience of intellectual adventure. Education is discipline for the adventure of life; research is intellectual adventure; and the universities should be homes of adventure shared in common by young and old. For successful education there must always be some freshness in the knowledge dealt with. It must either be new in itself or it must be invested with some novelty of application to the new world of new times. Knowledge does not keep any better than fish. You may be dealing with knowledge of the old species, with some old truth; but somehow or other it must come to the students, as it were, just drawn out of the sea and with the freshness of its immediate importance.

It is the function of the scholar to evoke into life wisdom and beauty which, apart from his magic, would remain forever lost in the past. A progressive society depends upon its inclusion of three groups - scholars, discoverers, inventors. Its progress also depends on the fact that its educated masses are composed of members each with a tinge of scholarship, a tinge of discovery, and a tinge of invention. I am here using the term "discovery" to mean the progress of knowledge in respect to truths of some high generality, and the term "invention" to mean the progress of knowledge in respect to the application of general truths in particular ways subservient to present needs. It is evident that these three groups merge into each other, and that men engaged in practical affairs are properly to be called inventors so far as they contribute to the progress of society. But any one individual has his own limitation of function, and his own peculiar needs. What is important for a nation is that there should be a very close relation between all types of its

progressive elements, so that the study may influence the market place, and the market place the study. Universities are the chief agents for this fusion of progressive activities into an effective instrument of progress. Of course they are not the only agencies, but it is a fact that today the progressive nations are those in which universities flourish.

It must not be supposed that the output of a university in the form of original ideas is solely to be measured by printed papers and books labeled with the names of their authors. Mankind is as individual in its mode of output as in the substance of its thoughts. For some of the most fertile minds composition in writing, or in a form reducible to writing, seems to be an impossibility. In every faculty you will find that some of the most brilliant teachers are not among those who publish. Their originality requires for its expression direct intercourse with their pupils in the form of lectures, or of personal discussion. Such men exercise an immense influence; and yet, after the generation of their pupils has passed away, they sleep among the innumerable unthanked benefactors of humanity. Fortunately, one of them is immortal - Socrates.

Thus it would be a great mistake to estimate the value of each member of a faculty by the printed work signed with his name. There is at the present day some tendency to fall into this error; and an emphatic protest is necessary against an attitude on the part of authorities which is damaging to efficiency and unjust to unselfish zeal.

But, when all such allowances have been made, one good test of a university faculty is that as a whole it shall produce in published form its quota of contributions of thought. Such a quota is to be estimated in weight of thought, and not in number of words. This survey shows that the management of a university faculty has no analogy to that of a business organization. The public opinion of the faculty, and a common zeal for the purposes of the university, form the only effective safeguards for the high level of university work. The faculty should be a band of scholars, stimulating each other, and freely determining their various activities. You can secure certain formal requirements, that lectures

are given at stated times and that instructors and students are in attendance. But the heart of the matter lies beyond all regulation.

The modern university system of the great democratic countries will only be successful if the ultimate authorities exercise singular restraint, so as to remember that universities cannot be dealt with according to the rules and policies which apply to the familiar business corporations. Business schools are no exception to this rule of university life.

The whole point of a university, on its educational side, is to bring the young under the intellectual influence of a band of imaginative scholars. There can be no escape from the conditions which - as experience has shown - will produce such a band.

Quotations on College Education

A university is what a college becomes when the faculty loses interest in the students.

John Ciardi (1916-1986, an American poet, translator, and etymologist)

Of course there's a lot of knowledge in universities: the freshmen bring a little in; the seniors don't take much away, so knowledge sort of accumulates.

Abbott Lawrence Lowell (1856-1943, a U.S. educator and legal scholar)

I learned three important things in college - to use a library, to memorize quickly and visually, to drop asleep at any time given a horizontal surface and fifteen minutes.

Agnes DeMille (1905-1993, an American dancer and choreographer)

免费大学教育

Free University Education

Relevant GRE Issue

相关题库题目

【新 12 题】【新 25 题】

See Also

相关写作参考

【Ref-023 义务教育】【Ref-021 大学教育】【Ref-017 教育与收入】

What if education were available, for all students meeting admissions criteria without tuition? A college education is increasingly a prerequisite for opportunities for effective labor force participation. Yet, paying for higher education is one of the greatest financial burdens that face most people. Shouldn't the society have an obligation to provide universal access to pursuit of such an essential social good?

【实例：士兵福利法案】The goal of universal access to higher education is neither pie-in-the-sky nor even entirely unprecedented in recent American history. The most dramatic example of this goal in the United States was the G. I. Bill of Rights,¹⁹ under which a generation of World War II veterans received what was usually full tuition support and stipends to attend post-secondary educational institutions. The G.I. Bill had positive ramifications for the country as a whole. Not only did the direct beneficiaries realize increased income, occupational and employment opportunities and personal growth; these benefits also made for greater opportunities for their children and families. The expansion in enrollments in the postwar era also fueled expansion of colleges and universities, which in turn stimulated construction and other employment opportunities including faculties and staff and support services. With composition of diverse student bodies and faculties, it expanded the intellectual life of the university.

【实例：美国纽约城市大学】Similarly, the free tuition policy in effect in the City University of New York system until the 1970s also brought higher education within reach for tens of thousands of people for whom it would otherwise have

been no more than an unattainable dream. In addition to the impressively lengthy roster of prominent public officials, academics and others who took advantage of that access, exponentially more people were able to translate that access into more secure and rewarding jobs and lives than would otherwise have been attainable.

【教育公平性】Free education enables everyone to have the opportunity of pursuing higher education. It also avoids the complexity of means testing systems. People often underestimate the benefits of studying at university. This is exacerbated by the fact that the benefits of studying are a long time in the future. If people have to pay university education, this will encourage them to leave education earlier.

【大学教育有利于社会】University education gives benefits to the rest of society. For example, a qualified doctor helps treat other people. People with degrees can become teachers and impart knowledge. Therefore, the social benefits of universities are higher than private benefit.

【学生贷款的害处】Increasingly, college attendance for all except the wealthy has become contingent on qualification for interest-carrying student loans. This filters out many potential students who cannot qualify for loans. Many students are prevented from completing degree programs because they exhaust the sums for which they qualify before satisfying their requirements. College students often leave university with very significant debts. This creates financial stress from a very young age. Student debt is becoming an increasing problem. It forces many students to

take part time jobs whilst studying. Student loans can be a disincentive to get a better paid job, because low paid jobs do not need to pay them back.

【勤工俭学影响学习】Still more take much longer to complete their courses of study than they would otherwise because they have to take off time to work to pay for tuition

and other expenses not covered by loans. Many of those who are able to complete their education begin their work lives burdened by a massive debt that affects their career decisions and life choices for years to come.

Reference

023

义务教育

Compulsory Education

Relevant GRE Issue
相关题库题目

See Also
相关写作参考

【新 17 题】【新 68 题】

【Ref-031 道德教育】【Ref-014 教育与社会需求】【Ref-015 教育与学生需求】【Ref-034 品格教育】【Ref-033 价值教育】【Ref-032 公民教育】【Ref-013 教育与社会控制】【Ref-059 改造主义教育】

【有关义务教育】Compulsory education is education which children are required by law to receive and governments to provide. The compulsiveness is an aspect of public education. In some places homeschooling may be a legal alternative to attending school. Compulsory education at the primary level was affirmed as a human right in the 1948 Universal Declaration of Human Rights. Many of the world's countries now have compulsory education through at least the primary stage, often extending to the secondary education.

【义务教育法】Universal education under state control was strongly urged by German religious reformer Martin Luther.²⁰ The first compulsory attendance law was passed in Weimar in 1619, followed in 1642 in Gotha. Compulsory attendance was made a requirement in Prussia in 1717 and again in 1763, and then spread to other German states.

【义务教育的好处】Compulsory education has the following perceived benefits.

- Before compulsory education existed, children

sometimes learned their parent's profession. Compulsory education introduces other jobs that the children could learn;

- It discourages child labor;
- It reduces street gang membership and juvenile crimes, by occupying much of the child's free time.

【反对者的声音】Economists and libertarians have argued that compulsory education takes up a great deal of an individual child's time and is imposed on them without their consent or in regards to their own interests. Educators argue that schooling confuses teaching with learning, grades with education, diplomas with competence, attendance with attainment, and, especially, process with substance. He writes that schools do not reward real achievement, only processes.

Schools inhibit a person's will and ability to self-learn, ultimately resulting in psychological impotence. He claims that forced schooling perverts the victims' natural inclination to grow and learn and replaces it with the demand for

instruction. Further, the current model of schooling, replete with credentials, betrays the value of a self-taught individual. What's more, institutionalized schooling seeks to quantify the unquantifiable – human growth. People, even youths, should have the right to control and direct their own learning, and that the current compulsory schooling system violates a basic fundamental right of humans: the right to decide what enters our minds. Freedom of learning is part of freedom of thought, even more fundamental of a human right than freedom of speech.

A tax supported, compulsory educational system is the complete model of the totalitarian state. A right to free speech does not mean that authorities have the right to force people to use their right to free speech. Modern compulsory schooling suppresses free will, serves to maintain the sociopolitical order and keeps real power in the hands of a small elite caste. Some argues that the real (but hidden or overlooked) purpose of schooling is to produce an easily manageable, obedient workforce to serve employers in a mass production economy.

Reference

024

居家教育

Home Schooling

Relevant GRE Issue
相关题库题目

【新 17 题】【新 68 题】

See Also
相关写作参考

【Ref-030 与世隔绝的象牙塔】【Ref-028 教育无用论】【Ref-023 义务教育】【Ref-059 改造主义教育】【Ref-033 价值教育】【Ref-034 品格教育】【Ref-032 公民教育】【Ref-012 教育与社会】【Ref-013 教育与社会控制】【Ref-012 教育与社会】【Ref-061 进步主义教育】【Ref-062 人本主义教育】【Ref-054 学习与父母帮助】

【什么是居家教育】 Home education (U.K. term), or homeschooling (U.S. term), describes an education based in the home rather than in an institution and one that is facilitated by parents rather than teachers. Whereas a school education takes place in a specific location, home-based education is likely to have a more transient focus as parents and children make educational visits, attend social gatherings, and join other group activities outside the home.

【居家教育历史】 Why do parents undertake the enormous challenge of schooling their own children? Some twenty years ago, in the US and other European countries, most of the parents who pioneered home schooling did do in order to give their children a strongly religious upbringing.

【居家教育现状】 Today, however, many are mothers and

fathers who simply do not believe that public schools are doing a good job and who think they can do better. To benefit their children, they are willing to alter work schedules and relearn algebra or other necessary subjects. Many belong to groups in which parents pool their efforts, specializing in what each knows best. Though school is the most widely preferred form of education for the majority of families and governments, home education in the United Kingdom, the United States, and many other nations is a fundamental right that parents are at liberty to implement.

【居家教育在美国】 Whereas there is evidence of a rapid growth in home education over the past 10 years, there is less clarity about the reasons behind this. Some sources blame alleged poor standards in schools; others cite the popularity of individualism. In the United States, where there are many religious families choosing to homeschool,

the decision to homeschool may be strongly related to the family's religious connections.

【居家教育在英国】In the United Kingdom religiously orientated home educators are in the minority, and home education is more likely to be attributable to either bullying in school or simply a lifestyle choice. Despite coming to home education from diverse starting points, parents who persist often come to see home education as a positive step and enjoy the flexibility that home education can bring.

【居家教育成果】Both in the United States and the United Kingdom, research has found that home-educated children do well on standardized tests. Of particular interest is the finding that some of the children achieving high scores learn in unstructured ways and with little, if any, work undertaken while sitting at a table. It is hardly surprising that home-educated children, with their inherently involved, committed parents, do well.

【居家教育支持者】Advocates of home schooling point out that given the poor performance of many public schools, no one should be surprised that a growing number of parents are willing to step in to teach their own children. In addition, this system works. On average, students who learn at home outperform those who learn in school.

【居家教育有利于学习知识】Home education, with its individually paced, child-centered approach to learning, can provide time for children to absorb, assimilate, and understand challenging problems. School-based research suggests that when children are given the time to explore ideas for themselves and digest information at their own pace, they benefit more than they do in situations where the information is delivered didactically and soon forgotten.

【孩子的社会化】Parents consider that their input in terms

of ensuring opportunities for socialization is an essential factor in successful home education. With the growth of activities before and after school, many home-educated children can join music groups, sporting events, Brownies, Guides, Cubs, Scouts, cadets, and community-based after-school groups, together with swimming, dancing, and drama groups.

【居家教育反对者】Critics argue that home schooling reduces the amount of funding going to local public schools, which ends up hurting the majority of students. As one critic adds, home schooling “takes some of the most affluent and articulate parents out of the system. These are parents who know how to get things done with administrators”.

【父母的压力】Research shows that the most common pressures cited by families who home educate are other people's opinions, not being accepted in their community and the ensuing isolation that this brings, parents not having enough time for themselves, financial worries, the exhausting and time-consuming nature of home education, and the potential lack of resources. Some parents also say they feel pressured by the responsibility of home educating.

【居家教育与立法】The U.S. Constitution does not regulate homeschooling; this is left to the individual states. Approximately half of U.S. states have little or no regulation; the other half have moderate to high legislation. Those states with little regulation require parents only to inform them of their decision to home school, whereas states with moderate to high legislation require the submission of test scores.

【什么是天才儿童】 Gifted learners are defined as “children who have outstanding intellectual ability or creative talent, the development of which requires special activities or services not ordinarily provided by local education agencies. Gifted and talented children are those identified by professionally qualified persons who by virtue of outstanding abilities are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.

【天才儿童的特点】 Gifted children tend to be:

- Rapid learners;
- Abstract thinkers;
- Highly curious;
- Emotionally intense;
- Challenged by difficult tasks;
- Perfectionists;
- Easily bored with routine;
- Able to discuss subjects in depth; and
- Interested in areas that are unusual for their age.

【天才儿童潜在能力的几个方面】 Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination:

- General intellectual ability;
- Specific academic aptitude;
- Creative or productive thinking;
- Leadership ability;

- Visual or performing arts; and
- Psychomotor ability.

【智力出众】 General intellectual ability or talent. Laypersons and educators alike usually define this in terms of a high intelligence test score—usually two standard deviations above the mean—on individual or group measures. Parents and teachers often recognize students with general intellectual talent by their wide-ranging fund of general information and high levels of vocabulary, memory, abstract word knowledge, and abstract reasoning.

【学科专长】 Specific academic aptitude or talent. Students with specific academic aptitudes are identified by their outstanding performance on an achievement or aptitude test in one area such as mathematics or language arts.

【创造能力】 Creative and productive thinking. This is the ability to produce new ideas by bringing together elements usually thought of as independent or dissimilar and the aptitude for developing new meanings that have social value. Characteristics of creative and productive students include openness to experience, setting personal standards for evaluation, ability to play with ideas, willingness to take risks, preference for complexity, tolerance for ambiguity, positive self-image, and the ability to become submerged in a task.

【领导能力】 Leadership ability. Leadership can be defined as the ability to direct individuals or groups to a common decision or action. Students who demonstrate giftedness in leadership ability use group skills and negotiate in difficult situations.

【艺术天赋】 Visual and performing arts. Gifted students with talent in the arts demonstrate special talents in visual art, music, dance, drama, or other related studies.

【体育才能】 Psychomotor ability. This involves kinesthetic motor abilities such as practical, spatial, mechanical, and physical skills.

【为什么需要天才儿童教育】 Why are gifted programs needed?

- Gifted students make more progress when the curriculum, teaching methods, and materials are adapted for their needs.
- Challenges are needed to keep gifted students involved in learning and creating.
- Like other students with unique needs, gifted students will not reach their highest potential without differentiated instruction for at least part of their education.

【特殊课程设置】 Gifted students require accelerated, enriched, and challenging learning experiences, with carefully planned, relevant enrichment and with content acceleration to the level of each student's ability. They also require counseling and guidance to foster cognitive and affective growth. The curriculum for the gifted and talented student is characterized by independent student research and complex, in-depth, and advanced organization of content, processing, and products. The content is organized around broad-based issues, problems, questions, or themes. The curriculum for gifted and talented students is also characterized by higher-order thinking processes. The emphasis is on processing rather than the product, the right answer. Students are involved in analyzing, synthesizing, evaluating, and problem solving. Students spend time creating novel solutions, thinking and combining the known and the unknown in the creation of something new and different.

【提升难度】 Enrichment programs represent one of the two basic approaches schools use to serve gifted learners. These programs provide learning experiences that go beyond those given other learners, challenging gifted students to reach their potentials.

【跨越培养】 Acceleration programs, a second category of response to the needs of gifted learners, increase the pace at which gifted learners complete their schoolings. Academic acceleration has several administrative benefits. It is a readily available and inexpensive educational option. It is a way of giving recognition for a student's advanced abilities and accomplishments. It increases learning efficiency, learning effectiveness, and productivity; it gives a student more choice for academic exploration; and it may give increased time for a career.

【遇到的问题】 Perhaps one of the most neglected areas in gifted and talented education is the social and emotional adjustment of the gifted and talented student. All learners have socio-emotional needs that should be addressed. It does appear, however, that with gifted and talented youth and children, the myths that these students will survive without help and that gifted and talented students are superior in all categories, mitigate the urgency generally associated with socio-emotional problems among youth. When education neglects the emotional side of learning, gifted and talented children can become anxious, depressed, and alienated. Gifted and talented learners need to understand their own giftedness, asynchronous development, tendency toward perfectionism, underachievement, and personal and social relationships, and depression and anxiety. Parents, guardians, and some teachers may pressure gifted learners to perform flawlessly. This can lead to unrealistic self-expectations and frustration, which can damage gifted learners. Help gifted learners to focus on their strengths and their accomplishments, not their shortcomings. These bright students must understand that everyone has strengths and weaknesses and that being less than perfect is no sign of failure.

【教师的作用】 The teacher of gifted and talented students is able to:

- Use knowledge of the historical, legal, and conceptual foundations of gifted education to advocate for gifted and talented students and gifted education programs;
- Recognize social, emotional, and cognitive characteristics and needs commonly observed in gifted and talented students, and provide instruction that meets their needs;
- Create a learning environment that supports the social, emotional, and cognitive needs of gifted and talented students;
- Effectively address causes of underachievement to enable gifted and talented students to achieve to their potential;
- Collaborate with parents/guardians and with other professionals to provide services and instruction that meet the social, emotional, and cognitive needs of gifted and talented students;
- Use ongoing assessment to modify instruction and curricula to foster student performance at advanced

levels;

- Communicate assessment results to students, teachers, and parents/guardians;
- Incorporate creativity into learning tasks;
- Communicate and collaborate effectively with parents/guardians to promote student achievement and address student needs;
- Participate in professional development activities (e.g., attending workshops and courses, regularly reading professional publications).

Quotations on Genius

For every gifted child who is not allowed to reach his or her potential, there is a lost opportunity. That child might eventually have composed a concerto, found a cure for a terminal disease, or developed a formula for world peace.

Carl Rogers (1902-1987, an influential American psychologist and among the founders of the humanistic approach to psychology)

Men of genius are meteors destined to burn themselves out in lighting up their age.

Napoleon Bonaparte (1769-1821, a military and political leader during the latter stages of the French Revolution)

A genius is one who shoots at something no one else can see - and hits it.

(Author Unknown)

I think this is the most extraordinary collection of talent, of human knowledge, that has ever been gathered together at the White House, with the possible exception of when Thomas Jefferson dined alone.

John F. Kennedy (1917-1963, often referred to by his initials JFK, the 35th President of the United States)

Thousands of geniuses live and die undiscovered - either by themselves or by others.

Mark Twain (1835-1910, an American author and humorist)

If children grew up according to early indications, we should have nothing but geniuses.

Johann Wolfgang von Goethe (1749-1832, considered the supreme genius of modern German literature side by side with Schiller (1759-1805))

In every work of genius, we recognize our own rejected thoughts; they come back to us with a certain alienated majesty.

Ralph Waldo Emerson (1803-1882, an American lecturer, philosopher, essayist, and poet)

Reference

026

有关教师

Teachers

Relevant GRE Issue

相关题库题目

【新 30 题】【新 73 题】【新 83 题】

See Also

相关写作参考

【Ref-014 教育与社会需求】【Ref-015 教育与学生需求】【Ref-027 教师的薪金】

"I want to teach my students how to live this life on earth, to

face its struggle and its strife and improve their worth. Not

just the lesson in a book, but how to choose the proper path wherever they may go.

【教师是神圣的职业】 Teaching is often labeled society's "essential" profession. Teachers have an impact on the most valuable resource in society, the youth of the nation. It is not unusual for individuals who are honored for their contributions to society to single out a teacher who had an impact on their lives. Without good teachers, there would be not be god engineers, physicians, attorneys, scientists, musicians, politicians, and others who contribute to the overall health of a society.

【教师的信仰】 Some of the important beliefs that influence teacher perceptions and behavior include the following:

- All students are worthy individuals;
- Diversity strengthens education and society;
- All students and teachers must be lifelong learners;
- Learners must feel competent and worthy;
- All students are able to succeed, and you can ensure that they do; and
- Lessons should encourage learners to become actively involved in creating their own knowledge.

【教师的责任】 It's high time for people to understand that teaching is not just a career option, it is also a mission. Teaching is a profession with great social and moral responsibility. Teachers directly facilitate the formation of future society and so they should handle this crucial responsibility with poise and care. But teachers themselves should be matured enough to understand this responsibility.

Imagine a class where a teacher walks into the class goes on rambling about a topic with the sole intention of finishing the syllabus for the mid-term tests without bothering a bit about the dozing students, blank faces, and clueless minds. Is this what is expected of a teacher?

【课堂教师的责任】 The class teacher's responsibility is to:

- Act as a positive role model for students;
- Be fair and consistent;
- Prepare and present lessons that will enable students to learn the skills and concepts contained in their

curriculum;

- Offer clear directions, explanations, and deadlines for assignments;
- Develop and maintain a comfortable and orderly classroom atmosphere that will promote and support learning;
- Develop a clear set of classroom rules and procedures, and make certain students understand and follow them;
- Provide a fair system of grading. Also make sure that students understand how their grades are determined;
- Encourage student questions, and strive to answer them;
- Be demanding of work, but also considerate of feelings;
- Help students learn problem-solving skills;
- Help students to see the importance of knowledge in their everyday lives;
- Be willing to listen to student concerns and problems;
- Applaud the efforts of students, and enjoy their individual growth;
- Have high expectations of all students;
- Use a variety of teaching and learning styles to engage students and encourage good behavior;
- Communicate with parents; and
- Seek help and support when difficulties arise.

【教师的质量】 The economic well-being of the nation is directly related to the skills of the population. It is becoming broadly recognized that quality teachers are the key ingredient to a successful school and to improved student achievement. Much of the discussion of teacher quality is populated by widely held views on the characteristics that are needed—deep subject matter knowledge, love of children, knowledge of child psychology, pedagogical training, and the like. This list shares two common elements. The items intuitively make sense and seem reasonable, and there is virtually no evidence that links these strongly to student achievement and performance in the classroom. A

good teacher would be one who consistently obtained high learning growth from students, whereas a poor teacher would be one who consistently produced low learning growth.

【提高教师质量】 If we want to improve the quality and effectiveness of professional education, it is important teachers are fully trained first. There are lots of examples of great teachers who are delivering quality content in dynamic and engaging ways. But we are not currently able to meet the higher demand for good teachers that accompanies rapid economic growth and the broadening of access to education. Many countries are aware of the need to invest in teaching. Brazil, for example, is pursuing a significant program of up-skilling. But more needs to be done. Teaching methods need to be reformed to accommodate more practical forms of teaching and learning. Classroom activities need to be focused on experiential activities. There also need to be more opportunities for interaction between learners and employers.

【传统的课堂】 The classroom has long been a very important environment for children to develop and learn to function in society. Teachers of early childhood children are obligated to empower each child to develop to their greatest potential. Tapping into their creative skills and allowing children the freedom to explore, experiment, question, and create may foster a lifelong love for learning and enable the children to lead more enriching and creative lives. A traditional view of the teacher is of someone who dispenses knowledge: someone who lectures, tells, feeds, disseminates, covers material, teaches the subject matter more than the students. The students sit passively while the teacher is on show. Desks in rows and a blackboard and podium up front are an arrangement designed for this role of a teacher.

【教学展示促进学习】 Demonstrations, on the other hand, allow students to experience more fully the information and concepts the teacher wants to impart during the lesson. Although the teacher is still the center of the action and the dispenser of knowledge, students can more easily see what they need to know and more efficiently link it to prior knowledge in their own ways. Students remember much better what they have both heard and seen (or even touched, smelled, or tasted).

【教师要善于倾听】 Listening is a very important teacher role, something that we don't usually think of in connection

with the lecturer role. However, listening is crucial for assessment of learning, for collaboration between teachers and students, and for giving students a real sense of ownership of classroom activities as well as for allowing students to articulate and internalize the learning processes. Teachers who listen can turn around and provide very effective support structures to guide students on to the next level of challenge.

【教师如何帮助学生成功】 The teachers may consider the following suggestions to help students succeed:

- Give a test, quiz or paper early in the semester, return it to students, and give them a chance to retake or rewrite it. This lets them learn the standards and have a chance to improve.
- Rather than giving a few large tests and assignments, give smaller more frequent ones. This makes the material students must learn more manageable and gives them more chances to succeed.
- Increase the difficulty of tests and assignments over time. Tell students you are doing this to help them learn your expectations and develop knowledge and skills to draw upon.
- Give early, immediate and comprehensive feedback. The idea of giving feedback is closely related to giving students a chance to succeed. In order to learn, students need and want to know the standards and expectations you have for their performance.
- Create a learning community in your classroom. Interaction, particularly with peers, is an important motivator for many students. There are several easy steps you can take to create an environment where students see themselves as part of a community of learners rather than as isolated individuals.
- Reward success publicly. This does not need to be an elaborate effort. Thank students for their comments, compliment good points by saying "good point," and refer back to individual students for their contributions when you can.
- Share exemplary work with students. Copy, distribute (without names and with permission) and discuss outstanding papers or assignments. This helps students see your standards and it recognizes students who do outstanding work.

- Use collaborative/cooperative learning groups. Students respond to interaction with their peers. Putting students in groups can therefore promote their learning.
- Know your students and their interests. If you know who your students are and what they are involved in, you can adjust your class to connect with their interests. This can help them see the relevance of the material and motivate them to engage in class.

Quotations on Teacher

The dream begins with a teacher who believes in you, who tugs and pushes and leads you to the next plateau, sometimes poking you with a sharp stick called "truth."

Dan Rather (1931, an American journalist and the former news anchor for the CBS Evening News)

Modern cynics and skeptics... see no harm in paying those to whom they entrust the minds of their children a smaller wage than is paid to those to whom they entrust the care of their plumbing.

John F. Kennedy (1917-1963, often referred to by his initials JFK, the 35th President of the United States)

A teacher affects eternity; he can never tell where his influence stops.

Henry Brooks Adams (1838-1918, an American journalist, historian, academic and novelist)

The best teacher is the one who suggests rather than dogmatizes, and inspires his listener with the wish to teach himself.

Edward Bulwer-Lytton (1803-1873, an English politician, poet, playwright, and prolific novelist)

The object of teaching a child is to enable him to get along without his teacher.

Elbert Hubbard (1856-1915, an American writer, publisher, artist, and philosopher)

Reference

027

教师的薪金

Teachers' Salaries

Relevant GRE Issue

相关题库题目

【新 30 题】【新 83 题】

See Also

相关写作参考

【Ref-026 有关教师】

Education is labor intensive and the largest portion of a school district budget is devoted to teacher salaries. Improving teacher compensation could help solve teacher recruitment and retention problems. However, there is much less certainty around the characteristics of high quality teachers. Only a few observable characteristics have been identified as indicators of teacher quality. These attributes of successful teachers include higher standardized exam scores, attendance of selective

post-secondary institutions, and degree attainment in the subject in which they teach.

【教师薪金与工龄】Single salary schedule. Traditionally, teacher salaries have been based on what is called a single salary schedule. This type of a salary schedule defines the salary of each teacher based on years of experience. There is a base schedule of all teachers who have a valid teacher credential. The salary of a teacher increases a specific

amount with each year of teaching experience up to some limit in the number of years of experience. Single salary schedules provide incentives for the development of just two teacher attributes: years of experience and further educational attainment. Growth in teacher experience has been shown to influence student achievement, but only for new teachers.

【教师薪金与学历】Most salary schedules include additional steps based on additional education. In this type of a salary schedule, for every additional block of college units completed beyond the teaching credential, there is an increase in salary. Sometimes an additional bonus is given for those who obtain a master's or a doctorate.

【工龄工资的问题】There are several problems with the single salary schedule:

- Lack of link to productivity (no rewards for excellence);
- Different from the way individuals are rewarded in the broader labor market;
- May create shortages of particular skill set;
- Typically there is no adjustment for differences in working conditions;
- This type of schedule compensates effective and ineffective teachers equally;
- This type of compensation plan offer little incentive for improvement;
- Compensation should not be based on just surviving another year;
- Single salary schedule explicitly places teachers on salary lanes based on degree and experience levels only;
- Little link between pay and performance;
- May enhance educational productivity;
- No differentials based on expertise, training or job difficulty;
- Little flexibility to place high quality teachers in difficult teaching environments;
- Little flexibility to respond to labor market realities;

- Throwing out of the managerial toolbox;
- Limited ability to manage attrition and workforce demographics;
- Loss of high quality teachers to administration and non-teaching occupations.

【教师薪金与绩效】Merit pay is based on the assumption that an individual only puts forth the minimum effort unless an incentive is provided to improve. This may well be the case in the business where the goals of the employer and the employees are at odds. The goal of a business owner is to maximize production and profit while investing the least amount of resources. Teachers learn that good teaching actually makes their job easier. If students are motivated and challenged, there is increased motivation and fewer discipline problems. Good teaching has the reward of reducing teaching stress and effort. Poorly performing teachers must be sent a message that they need to change their work patterns or risk losing their jobs. Teachers are no different than other employees and will respond to a properly balanced system of incentives. Additionally, a merit-based pay plan might help school districts retain ambitious younger individuals who often leave teaching after a few years for more attractive opportunities in other fields. By rewarding performance, schools would be better able to keep their best young teachers in the classroom.

【绩效评定的困难】For merit pay to work, merit must be clearly defined and those in the merit pay system must accept that what is being rewarded is truly meritorious. If meritorious performance is not clearly defined, the risk is that other variables such as personality and personal attractiveness become the basis for merit. Clearly defining meritorious performance in education is difficult. This raises many questions:

- What is merit?
- Is it achieving high student test scores?
- Should teaching at-risk students be considered?
- How are counseling and mentoring valued?
- How are many roles of teachers weighted in the decision to define merit?

Education has multiple purposes and some of the most important purposes are not easily measured on

standardized tests.

【教师薪金和学生成绩挂钩的副作用】 Merit pay could have a negative impact on the quality of education. If merit is defined solely on test scores, it would be expected that teachers would focus their energies on those things that are likely to impact test scores. Taking time to counsel students or help them with their problems would not be the best interest of the teachers. Probably the curriculum would be narrowed to focus on those things that are likely to be tested. Applying the merit-pay model means that the teachers will be in competition with each other for the available funds. This could raise other questions:

- Would this lead to a reluctance of teachers to share their ideas or work with other teachers?
- Would this be productive in improving education?
- Should be teacher who develops an effective approach or an effective set of materials withhold that from other teachers and thereby limit the learning of students not in their class?

【学生成绩不代表一切】 Standardized test scores are essential in evaluating the effectiveness of school districts, teachers, administrators and students. Student performance on classroom assessments, state mandated tests can be valuable criteria for measuring the performance of students, the performance of teachers, administrators, as well as the district. There are a number of variables that impact a student's test scores. Children are different. They are not made in a mold. Children develop, not only physically but intellectually, at different rates. For example, a student may grow up in a troubled home environment and not have proper motivation for education. Other students might come from a nurturing, supportive, loving environment in which the importance of education is fostered and developed.

【影响教学动力】 It could become an inhibiting factor for some people wanting to get into education. People who are intelligent, highly motivated, have a love for children, want to play that mentor role as you indicated a while ago, but all of the sudden, they feel like, my salary may be tied into variables of which I have no control over

【道德困惑】 This leads to an ethical concern. Some schools reject this merit pay model, because they fear that the model would pit teacher against teacher and that it would

have a negative impact on the school. Some stated that they felt the merit pay proposal placed a value on personal gain over the success of the school.

【改良方案】 Because of the problems in applying merit pay to education, some variations have been proposed. One proposal has been to change the reward structure from that of the individual teacher to that of the school. In this plan, merit pay could be given to schools that achieve high standards and then passed on to the teachers. Others have proposed changing merit from just an improvement based on standardized test scores to include incentives for teachers who increase their knowledge and skill through participation in professional-development activities.

【反对的声音】 Here are some opposing views:

- The main purpose of education is to improve student academic achievement.
- Effective instruction makes the most difference in student academic achievement.
- There is no excuse for poor quality instruction.
- With our help, at-risk students will achieve at the same rate as non at-risk students.
- Teachers must have a commitment to children and a commitment to the pursuit of excellence.

【教育系统改革方案】 Any significant reform has to be systemic. Changing the teacher salary schedule will likewise need to be systemic. At least five other areas need to be addressed in order to have a teacher compensation system based on teacher effectiveness and student outcomes. Reformed systems would include the following:

- Instructional leaders who understand what good instruction looks like and who are held accountable for improving the quality of instruction,
- A culture of instructional feedback in which classroom instruction is observed and effective feedback is given regularly and consistently,
- Evaluation instruments that focus on the quality of instruction, differentiates teacher effectiveness, and includes measurable and observable outputs/criteria of teacher effectiveness,
- A system that collects and analyzes student

achievement data and uses that data to improve instruction.

■ A system of support and professional development that helps both administrators and teachers improve instruction.

Reference

028

教育无用论

Education is Useless²¹

Relevant GRE Issue
相关题库题目

【新 17 题】【新 68 题】

See Also
相关写作参考

【Ref-031 道德教育】【Ref-014 教育与社会需求】【Ref-015 教育与学生需求】【Ref-034 品格教育】【Ref-033 价值教育】【Ref-032 公民教育】【Ref-013 教育与社会控制】【Ref-030 与世隔绝的象牙塔】【Ref-059 改造主义教育】

Education is useless because it destroys our common sense. As Michel de Montaigne²² suggested in the late sixteenth century, paraphrasing the apostle Paul, “The man who presumes to know no longer knows what it is to know.” Or as he commented in an essay on Virgil, “The sciences treat things too subtly, in a way that is too artificial and different from what is usual and natural.” The effect of schooling, he said, quoting Seneca, is to transform “simple virtue” into “an obscure and subtle science.”...

Education is useless because it leads us away from practicality. “Our people have no need of diplomas to improve their country gloriously,” said the Khmer Rouge;²³ and though their methods were hideously extreme, their sentiments on this subject reflect an ages-old conviction that schooling makes people less able to cope with everyday life...

Education is useless because it leads us away from idealism. Among the humanists of the Renaissance and right on down to the present day, it is not really about inculcating learning or knowledge but rather about breeding social distinction. It serves elites, not the truth. The careerism of today’s students and the transformation of universities into “knowledge factories” only make explicit the crude calculations of ambition that have always served

to uphold the most subtle refinements of thought. Education is a masquerade of power, a mechanism of power, and a means to power; beyond that, it is useless. As Dr. Timothy Leary²⁴ taught us, if you really want to learn something, one of the first step you must take is to drop out.

Education is useless because it isolates us from the rest of humanity. In the early sixteenth century Juan Luis Vives²⁵ noted that learning “requires freedom and leisure,” and the consequence of this requirement is that higher education takes place in an ivory tower whose inhabitants are unable to see, much less to understand and sympathize with, the common people who live outside that tower’s ivied walls...educated people in general are estranged from common life and cut off from ordinary fellow-feeling...

Education is useless because it hardens our hearts. It makes people think so much that they forget to feel. They find a fitting image in aliens from outer space that exhibit hypertrophied mental powers and no sympathy at all for the earthlings whose bodies they probe. No wonder people felt imperiled by Robert Bork’s remark that he looked forward to serving on the Supreme Court as to “an intellectual feast”? Educated people become abstract rather than concrete, logical rather than emotional, analytical rather than trusting, cold rather than warm. Accordingly, as we envision them,

an English professor to whom a student writes a desperate plea for help will return it with grammatical errors marked in red; a theologian preoccupied with fitting angels on the head of a pin will walk unthinkingly past a beggar on the street; an economist will know the price of everything and the value of nothing. Educated people do not shout with excitement, laugh with abandon, or shake their booties to a funky groove, and they look with chilly disdain on those who do. The more dusty they seem, the better they like it...

Education is useless because it lowers our spirits. Erasmus²⁶ wrote that “the least miserable among men are those who come closest to the level of intelligence...of brute animals”; and even though he gave voice to this sentiment with his tongue in cheek, it has held no irony at all for a great many people throughout history. If Burton thought study “fit and proper to expel idleness and melancholy,” he also believes that “learning dulls and diminishes the spirits...teachers are continually forced to confront the fact that they are surpasses whose sole purpose in life it to make otherwise contented students feel bad...

Education is useless because it weakens our bodies. Of course, there are exceptions, as there are with all the reasons why education is useless. “What about scholar-athletes?” I hear someone say...The fact remains that we all know enough to expect that the sedentary life of learning will make us wimps...

Education is useless because it swells our heads...Through education, one is likely to become a know-it-all and we all know that nobody likes a know-it-all. Education tends to make us snooty...

Education is useless because it makes us slaves. As “society’s agent for cultural transmission,” in the words of Donald Kennedy, the former president of Stanford, the university is apt to become the symbol for all that is most conservative in society. Among administrators and the businessmen with whom they are increasingly allied, scholars’ resistance to change is legendary, but education makes us slaves in other senses as well. “Learning means nothing!” exclaimed Nietzsche in 1884, explaining, “The scholar is the herd animal in the realm of knowledge – who inquires because he is ordered to and because others have done so before him.” In other words, Nietzsche²⁷ considered that education was designed to weed out free spirits, those who were in any way exceptional, while rewarding those who willingly bend under its yoke of stultifying mediocrity...

Education is useless because it makes us rebels. It turns us into bohemian²⁸ and politically correct radicals, queer and anti-social misfits, ivory-tower radical-chic utopians, idiosyncratic scorners of social order. The case of Socrates, that corrupter of youth and defier of the gods, is the locus classicus²⁹ for this conviction, which has been reinforced in the United States by the McCarthyite witchhunts³⁰ of the 1950s; by the reactions against campus protests associated with free speech, civil rights, black power, anti-war, feminist, and gay and lesbian rights movements of the 1960s and 1970s; and by the “culture wars” of 1980s and 1990s. From the age of Socrates to the last half century of American social history, learning has been seen as having the potential to incite rebellion against tradition, political order, and religious orthodoxy...

Education is useless because it impoverishes us. This ancient complaint – that education leaves us “eloquent, but in rags” – still has currency today despite the oft-quoted statistics about how much more, on average, college graduates earn than those with only a high-school diploma...popular wisdom does tell us that “A students work for C students.” In other words, to be too preoccupied with learning is to miss the main chance. We all know that nobody goes into teaching for the money, and by the same token we all know that learning in general is profitable only for those who leave behind theory, free inquiry, and pure research in favor of work for business and industry. You cannot eat knowledge; it does not pay the bills; even as I write there are people with Ph.D.s driving taxis, tempting at dot-coms for degree-free multimillionaires, and cutting any mention of their post-grad studies from their resumes so that they will not appear overqualified for the jobs at which they hope at last to make some real cash.

Education is useless because it pampers us. Students, teachers, and scholarly types in general think that they are laboring at their jobs if they are reading books or simply sitting in a comfy chair and staring into space. Nice work if you can get it, eh? Education accustoms us to a fuzzy, squishy, bleeding-heart sense of the world in which we imagine that conflicts can be solved if we all sit in a circle for a discussion. Education babies us, softens us, making us think that living in the world is as safe as turning the pages of a scholarly journal. Education is a luxury, as we recognized in financing our primary and secondary schools primarily through property taxes. It is so useless that we treat higher education in particular as a privilege rather than a right...

Education is useless because it makes us optimists. It encourages every crazy idea that people may have no matter how thoroughly the reality of life may refute it. Where but in universities today do we find Marxists, for example? Can these people never learn?...If you want to become a dreamer, a utopian, then by all means you should take education seriously and pursue it as far as you can. If you want to come up with real-world solutions to real world problems, though, you need to climb down out of your ivory tower and get your hands dirty for once in your life. The idealism of youth may be charming, of course, and the idealism of their teachers may generally be harmless, since after all they are only teaching, not really doing anything; but still education is quite useless...

Education is useless because it makes us pessimists...Instead of approaching things with a can-do spirit, they take pride in seeing obstacles, in multiplying problems, in creating difficulties where there really are

none...Educated people become skeptical, cynical, jaded, disdainful of ordinary speech, and unable to let a single moment, object, or event pass without tedious analysis and carping criticism...

Education is useless because it leads to dogmatism. It puts so-called knowledge into the sacred forms of textbooks and traditions, and pity the poor student who is naïve enough to believe all that claptrap about free inquiry...Systems come and systems go; modern science puts Galen³¹ back on shelf, but then this science itself becomes a god to which people have bowed down as it taught them, inter alia, that women are inferior to men, that the darker races must give pride of place to the lighter, that dog-eat-dog capitalism is the natural order of things, that eugenics³² requires the extermination of Jews, and that homosexuality is a form of mental illness. Systems come and systems go, but is any lesson ever learned?

Reference

029

选择教育的权利

Choosing Your Own Education

Relevant GRE Issue
相关题库题目

【新 54 题】

See Also
相关写作参考

【Ref-040 国家统一课程】【Ref-014 教育与社会需求】【Ref-015 教育与学生需求】【Ref-031 道德教育】【Ref-015 教育与学生需求】【Ref-034 品格教育】【Ref-033 价值教育】【Ref-032 公民教育】【Ref-013 教育与社会控制】【Ref-023 义务教育】【Ref-059 改造主义教育】

【学生有权利选择自己的教育】Young people should have the right to control and direct their own learning, that is, to decide what they want to learn, how, how much, how fast, and with what help they want to learn it. To be still more specific, young people have the right to decide if, when, how much, and by whom they want to be taught and the right to decide whether they want to learn in a school and if so which one and for how much of the time.

【教育自由是思想自由的一部分】A person's freedom of learning is part of his freedom of thought, even more basic than his freedom of learning is speech. If we take from someone his right to decide what he will be curious about, we destroy his freedom of thought. We might call this the right of curiosity, the right to ask whatever questions are most important to us.

【政府与教育自由】Governments might guarantee citizens

the freedom of speech and the freedom to spread their ideas as widely as they wish. However, under the benevolent guide of compulsory universal education, some governments try to control people's minds, what they think and know.

【教育自由的权利需要被保护】When we put into our laws the highly authoritarian notion that someone should and could decide what all young people are to learn and,

beyond that, could do whatever might seem necessary to compel them to learn it, our own learning right is in great danger. We must preserve the right for all of us to decide what goes into our minds. This is much more than the right to decide whether or when or how much to go to school or what school you want to go to. But saying the children should have the right to choose to go or not to go to school does not mean that the ideas the wishes of the parents would have no weight.

Reference

030

与世隔绝的象牙塔

School – Ivory Tower Isolated from the Outside World?³³

Relevant GRE Issue
相关题库题目

【新 17 题】【新 68 题】

See Also
相关写作参考

【Ref-031 道德教育】【Ref-023 义务教育】【Ref-059 改造主义教育】【Ref-033 价值教育】
【Ref-034 品格教育】【Ref-032 公民教育】【Ref-013 教育与社会控制】【Ref-012 教育与社会】
【Ref-028 教育无用论】

It says that schools are a place where children can for a while be protected against the bad influences of the world outside, particularly from its greed, dishonesty, and commercialism. It says that in school, children may have a glimpse of a higher way of life, of people acting from other and better motives than greed and fear. People say, "We know that society is bad enough as it is and that if children go out into the larger world as soon as they wanted, they would be tempted and corrupted just much sooner."

Some people called schools are "museums of virtue." They seem to believe that schools are better, more honorable places than the world outside. Or that people in school, both children and adults, act from higher and better motives than people outside. In this, they are mistaken. There are, of course, some good schools. But on the whole, far from being the opposite of, or an antidote to, the world outside, with all its envy, fear, greed, and obsessive competitiveness, the schools are very much like it.

If anything, they are worse, a terrible, abstract, simplified caricature of it. In the world outside the school, some work, at least, is done honestly and well, for its own sake, not just to get ahead of others; people are not in every minute of their lives subject to the arbitrary, irrevocable orders and judgment of others. But in most schools, a student is every minute doing what others tell him, subject to their judgment, in situations in which he can only win at the expense of other students.

Schools seem to me among the most authoritarian, most destructive, and most dangerous institutions of modern society. No other institution does more harm or more lasting harm to more people or destroys so much of their curiosity, independence, trust, dignity, and sense of identity and worth. Even quite kindly schools are inhibited and corrupted by the knowledge of children and teachers alike that they are performing for the judgment and approval of others – the children for the teachers; the teachers for the parents, supervisors, school board, or the state. No one is ever free

from feeling that he is being judged all the time, or soon may be.

What corrupts the school, and makes it so much worse than most of the people in it, or that they would like it to be, is its power – just as their powerlessness corrupts the students. The school is corrupted by the endless anxious demand of the parents to know how their child is doing – meaning is he ahead of the other kids – and their demand that he be kept ahead. Schools do not protect children from the badness of the world outside. They are at least as bad as the world outside, and the harm they do to the children in their power

creates much of the badness of the world outside.

The sickness of the modern world is in many ways a school-induced sickness. It is in school that most people learn to expect and accept that some expert can always place them in some sort of rank or hierarchy. It is in school that we meet, become used to, and learn to believe in the totally controlled society. We do not learn much science, but we learn to worship “scientists” and to believe that anything we might conceivably need or want can only come, and someday will come, from them.

Reference

031

道德教育

Moral Education

Relevant GRE Issue

相关题库题目

【新 17 题】【新 68 题】

See Also

相关写作参考

【Ref-012 教育与社会】【Ref-014 教育与社会需求】【Ref-015 教育与学生需求】【Ref-034 品格教育】【Ref-033 价值教育】【Ref-032 公民教育】【Ref-013 教育与社会控制】【Ref-023 义务教育】【Ref-059 改造主义教育】

【有关道德】Morality is an aspect of human development that is universal but—unlike language or motor development—differs markedly across individuals, cultures, and situations. Some people have a poorly developed moral sense, whereas others appear to have a hyper-developed moral sense. There are also major differences between cultures in what is considered moral. Furthermore, people who act highly moral in one situation may react with little regard for morality in another. These common observations make moral development both problematic and intriguing.

【道德教育与社会】Do schools have a moral purpose? Can virtue be taught? Should the shaping of character be as important as the training of the intellect? Should valued-charged issues be discussed in the classroom? School is always a world “rights” and “wrongs.” Save the

society mired in deep moral trouble. Some educators believe that our society is in deep moral trouble. The disheartening signs are everywhere: the breakdown of the family; the deterioration of civility in everyday life; rampant greed at a time when one in five children is poor; an omnipresent sexual culture that fills our television and movie screens with sleaze, beckoning the young toward sexual activity at ever earlier ages; the enormous betrayal of children through sexual abuse.

【学校的责任】As we become more aware of this societal crisis, the feeling grows that schools cannot be ethical bystanders. As a result, moral education must make a comeback in the classroom. Moral education is as old as education itself. Down through history, education has had two great goals: to help people become smart and to help them become good. Acting on that belief, schools in the

earliest days tackled moral education head on-through discipline, the teacher's example, and the daily school curriculum. Children practiced their reading, while learned lessons about honesty, love of neighbor, kindness to animals, hard work, thriftiness, patriotism, and courage.

【为什么需要道德教育】 Why moral education now?

【“堕落”的家庭】 The decline of the family. The family, traditionally, a child's primary moral teacher, is for vast numbers of children today failing to perform that role, thus creating moral vacuum. Children of marriages that end in divorce and children of single mothers are more likely to be poor, have emotional and behavioral problems, and fail to achieve academically, get pregnant, abuse drugs and alcohol, get in trouble with the law, and be sexually and physically abused. Children in stepfamilies are generally worse off than children in single-parent homes.

【“问题”少年】 Troubling trends in youth character. A second impetus for renewed character education is the sense that young people in general, not just those from fractured families, have been adversely affected by poor parenting; the wrong kind of adult role models; the sex, violence, and materialism portrayed in the mass media; and the pressures of the peer group. Evidence that this hostile moral environment is taking a toll on youth character can be found in 10 troubling trends: rising youth violence; increasing dishonesty (lying, cheating, and stealing); growing disrespect for authority; peer cruelty; a resurgence of bigotry on school campuses; a decline in the work ethic; sexual precocity; a growing self-centeredness and declining of civil responsibility; an increase in self-destructive behavior; and ethical illiteracy.

【“风清气正”的社会】 A recovery of shared, objectively important ethical values. Moral decline in society has gotten bad enough to jolt us out of the privatism and relativism dominant in recent decades. We are recovering the wisdom that we do share a basic morality, essential for our survival; that adults must promote this morality by teaching the young, directly and indirectly, such values as respect, responsibility, trustworthiness, fairness, caring, and civil virtue. Such values affirm our human dignity, promote the good of the individual and the common good, and protect our human rights.

【课堂上的道德教育】 Some educators believe that it is possible to give instruction in moral knowledge and ethics. Teachers could discuss with students philosophers such as Socrates, Plato, and Aristotle, who examined the good society and good person, political leaders. By studying the writings and principles of these moral people, students could learn about moral knowledge. The idea is to encourage good reading at an early age, reading that teaches self-respect, tolerance, and social good.

【道德教育的内容】 The content of moral knowledge covers five main areas:

- Human rights, involving conditions of life that ought to prevail;
- Ethics, concerning family relations and sex;
- Social relationships, dealing with class, racial, ethnic, and religious groups;
- Economic life, involving wealth and poverty, and
- Political life, involving justice, equity, and power.

Reference

032

公民教育

Citizenship Education

Relevant GRE Issue
相关题库题目

【新 17 题】【新 68 题】

See Also
相关写作参考

【Ref-031 道德教育】【Ref-014 教育与社会需求】【Ref-015 教育与学生需求】【Ref-034 品格教育】【Ref-033 价值教育】【Ref-013 教育与社会控制】【Ref-023 义务教育】【Ref-059 改造主义教育】

【公民教育种类】 There are two very different kinds of citizenship education. The first is education intended to prepare noncitizens to become legally and social accepted as citizens. Secondly, there is citizenship education that is taught in schools, as an academic subject similar to politics or sociology.

【公民教育的作用】 Citizenship education is a means of transmitting democratic values, creating equality of opportunity, and preparing new generations of citizens to function in society. In addition, the schools have been expected to help shape society itself.

【公民教育包含的内容】 Citizenship education covers a wide range of topics including politics and government, the legal system, the media, Identity and diversity and equal opportunities, human rights and global issues. The content of moral knowledge covers the following main areas:

- The legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people;

- The diversity of national, regional, religious and ethnic identities and the need for mutual respect and understanding;
- Central and local government, the public services they offer and how they are financed, and the opportunities to contribute;
- The key characteristics of various forms of government;
- The electoral system and the importance of voting;
- The work of community-based, national and international voluntary groups;
- The importance of resolving conflict fairly;
- The significance of the mass media in society;
- The world as a global community, and the political, economic, environmental and social implications of this.

Reference

033

价值教育

Values Education

Relevant GRE Issue
相关题库题目

【新 17 题】【新 68 题】

See Also
相关写作参考

【Ref-031 道德教育】【Ref-014 教育与社会需求】【Ref-015 教育与学生需求】【Ref-034 品格教育】【Ref-032 公民教育】【Ref-013 教育与社会控制】【Ref-023 义务教育】【Ref-059 改造主义教育】

【价值观教育定义】 One definition of value education refers to it as the process that gives young people an initiation into values, giving a knowledge of the rules which function in this mode of relating to other people and to seek to develop in the student a grasp of their underlying principles, together with the ability to apply these rules intelligently, and to have the settled disposition to do so. Some regard the value education as all aspects of the process by which teachers (and other adults) transmit values to pupils. Others see it as an activity that can take place in any organization during which people are assisted by others, who may be older, in authority or more experienced, to make explicit those values underlying their own behavior, to assess the effectiveness of these values and associated behavior for their own and others' long term well-being and to reflect on and acquire other values and behavior which they recognize as being more effective for long term well-being of self and others. This means that values education can take place in the family home, schools, colleges, universities, and voluntary youth organizations.

【价值观教育方法】 There are two main and opposed approaches to values education. Some see it as inculcating or transmitting a set of values which often come from societal or religious rules. Others see it as a type of Socratic dialogue where people are gradually brought to their own realization of what is good behavior for themselves and their community. Themes that values education can address to varying degrees are character, moral development, Religious Education, Spiritual development, citizenship education, personal development, social development and cultural development.

【价值观教育目的】 The objectives for values education depend on the people who claim to be doing the values education. Religious people will want to impart their specific set of values. People with a particular social perspective (socialist or capitalist) will want to impart socialist or capitalist values. However, there is a growing realization that the underlying purpose of values education is to help people to behave more responsibly. There is also a growing realization that values education should not be about inculcating or imparting a pre-determined set of values but to expose those values which transcend religious and social perspectives. For example, some Christian groups may hate homosexuals and therefore the religious values of that sect are not good for bringing out responsible behavior towards others.

【价值观教育与道德教育】 Values education acts as moral education. Morals education is supposed to help people behave responsibly. However not all morals lead to responsible behavior. Values education can show which morals are "bad morals and which are "good". The change in behavior comes from wrestling with what seem to be philosophical questions about right and wrong.

【价值观教育与宗教教育】 Values education acts as religious education. Religions ask their followers to follow sets of values. If you adhere to the values, you are a good person, if not, you are a bad person. Values education asks people to start with a completely open mind and evaluate which religious values are really helpful and which not.

【价值观教育与公民教育】 Values education acts as citizenship education. One can know all the legal and procedural rules of citizenship but this is usually not enough to help people act responsibly.

【价值观教育与性教育】 Values education acts as sex education. There are claims that knowing how to use a condom and other kinds of contraception does not stop teenagers getting pregnant or experiencing the emotional pain of early sexual relationships. Values shape what we do and values education strives to get young people to refrain from early sexual activity and for all people to show respect for partners, not because they have been told to but because they see it as the right thing to do.

【价值观教育与健康教育】 Values education acts as health education. Knowledge of what various drugs look like, how they are manufactured and the effects they have on the mind and body is not enough, some say, to help youngsters resist peer pressure and help adults resist the temptation to escape a humdrum existence. There is evidence that traditional drugs education encourages more drug taking. Values education acts as alcohol education. One can know all there is to know about the different kinds of alcohol, how it is made, how many units one should drink and how it damages one's body, but this will not be enough to help people drink responsibly.

【价值观教育与多元文化教育】 Values education acts as multicultural education. Multicultural education strives to get people to behave responsibility towards others of a different culture to ones own. We have laws to try and prevent racial discrimination, race-based crimes and racial abuse because a few people choose to ignore human

values of decency and respect for others' cultures. Values education facilitates an open and honest discussion and

brings people to their own realization of how to behave well towards all others.

Reference

034

品格教育

Character Education

Relevant GRE Issue
相关题库题目

【新 17 题】【新 68 题】

See Also
相关写作参考

【Ref-031 道德教育】【Ref-030 与世隔绝的象牙塔】【Ref-028 教育无用论】【Ref-023 义务教育】【Ref-033 价值教育】【Ref-034 品格教育】【Ref-032 公民教育】【Ref-013 教育与社会控制】【Ref-012 教育与社会】

【品格教育定义】Character education is a term generally used to describe the teaching of children in a manner that will help them develop as personal and social beings. Concepts that fall under this term include social and emotional learning, moral reasoning and cognitive development, life skills education, health education; violence prevention, critical thinking, ethical reasoning, and conflict resolution and mediation. This form of education involves teaching children values including honesty, stewardship, kindness, generosity, courage, freedom, justice, equality, and respect.

【品格教育目的】Common goals in character education are to assist youth in developing into ethical, morally responsible, community-oriented, self-disciplined adults. Character education helps students become responsible members of society.

【课堂中的品格教育】Develop character in classroom. In classroom practice, a comprehensive approach to character education calls upon the individual teacher to:

- Act as caregiver, model, and mentor, treating students with love and respect, setting a good example, supporting positive social behavior, and correcting hurtful actions through one-on-one guidance and

whole class discussion;

- Create a moral community, helping students know one another as persons, respect and care about one another, and feel valued membership in, and responsibility to, the group;
- Practice moral discipline, using the creation and enforcement of rules as opportunities to foster moral reasoning, voluntary compliance with rules, and a respect for others;
- Create a democratic classroom environment, involving students in decision making and the responsibility for making the classroom a good place to be and learn;
- Teach value through the curriculum, using the ethically rich content of academic subjects (literature, history, and science) as vehicles for teaching values and examining moral questions;
- Use cooperative learning to develop students' appreciation of others, perspective taking, and ability to work with others toward common goals;
- Develop the "conscience of craft" by fostering students' appreciation of learning, capacity for hard

work, commitment to excellence, and sense of work as affecting the lives of others;

- Encourage moral reflection through reading, research, essay writing, journal keeping, discussion, and debate;
- Teach conflict resolution, so that students acquire the

essential moral skills of solving conflicts fairly and without force.

【媒体中的品格教育】An additional means for character education is through storytelling which can be through books and media. Good stories inspire children and young adults with role models. It teaches them about honesty, integrity and a means to participate in the community.

Reference

035

艺术教育

Art Education

Relevant GRE Issue
相关题库题目

See Also
相关写作参考

【新 13 题】【新 46 题】【新 70 题】【新 102 题】【新 112 题】【新 140 题】

【Ref-185 有关艺术】【Ref-187 艺术与完整性】【Ref-190 艺术与观众】【Ref-189 艺术与评论】【Ref-188 艺术与资助】【Ref-186 艺术的精神】【Ref-036 想象力文学】【Ref-153 创造力】
【Ref-152 想象力】

【艺术教育】Art education is the area of learning that is based upon the visual, tangible arts—drawing, painting, sculpture, and design in jewelry, pottery, weaving, fabrics, etc. and design applied to more practical fields such as commercial graphics and home furnishings. Latest trends also include photography, video, film, design, computer art, etc.

【艺术教育提高生活质量】Art education enhances the quality of life, and is crucial to the future of one country's culture life. To perceive to the fullest what it means to truly love, to care, to understand, to create, to discover, to yearn, or to hope is, by itself, the supreme of life. Once this becomes clear, it is equally evident that art is the evocation of life in all its completeness, purity and intensity. Art, therefore, is one of the most powerful instruments available to us for the fulfillment of life. Within art schools "visual arts education" encompasses all the visual and performing arts delivered in a standards-based, sequential approach by a qualified instructor as part of the core curriculum. Its core is

the study of inseparable artistic and aesthetic experience and learning.

【有关艺术】Art is humanity's deepest and most complex act of sharing. It gives shape and form to what moves and delights us most. Artists create through who they are, and we respond through who we are. The work of art serves as an exchange and bridges the gap between individuals. To respond to art fully is to exist for a moment through the sensibilities of another.

【艺术推动文明发展】Artists' sensitivities are the seeds of the world community. Their cultivation and growth guarantee the continued maintenance of civilization, of our ability and willingness to shape and share a better world. Without art, much of humanity would remain entombed within itself. The artist gives voice to common sources and experiences, creating a network of communication and respect. Art is the imprint of life upon our consciousness and a facet of truth projected within a particular framework of comprehension. Every work of art is a clue to who we are,

a reminder that we are always more than what we fear.

【艺术是包容的】The only defenses against art are arrogance and pride, the expressions of a smut and sterile self. Such a person hears no music, sees no painting, and reads no literature, for such things constitute a threat to the monuments they have made of themselves. Art is a state of grace before whose light we uncoil secret selves and within which we receive promise of a greater whole. It asks nothing from us but our best.

【艺术与日常生活】People feel more strongly today about art's critical importance in daily affairs. The quality of our lives, the depth of our survival as a civilization depend to a significant degree on what art has to teach us about life, beauty, and most of all, one another and ourselves. Art teachers, because they work with young people who will be the consumers of tomorrow's art, need to be especially aware of the nature and content of the art of their time. They need not embrace it, but they had better understand it or they will be unable to guide students as they should.

Quotations on Liberal Education

A liberal education...frees a man from the prison-house of his class, race, time, place, background, family and even his nation.

Robert Maynard Hutchins (1899-1977, an American educational philosopher)

The primary purpose of a liberal education is to make one's mind a pleasant place in which to spend one's leisure.

Sydney J. Harris (1917-1986, an American journalist for the Chicago Daily News and later the Chicago Sun-Times)

A liberal-arts education is supposed to provide you with a value system, a standard, a set of ideas, not a job.

Caroline Bird (1986, a British poet, playwright and author)

A liberal education is at the heart of a civil society, and at the heart of a liberal education is the act of teaching.

A. Bartlett Giamatti (1938-1989, the President of Yale University)

Reference

036

想象力文学

Imaginative Works

Relevant GRE Issue

相关题库题目

【新 54 题】

See Also

相关写作参考

【Ref-152 想象力】【Ref-035 艺术教育】【Ref-001 创造性思维】【Ref-038 选修课】【Ref-153 创造力】

【文学作品的目的与意义】Literature is an artistic presentation in words (spoken or written) of some aspect of human experience (real or imagined). The purpose of literature is to provide enjoyment and vicarious experiences that can deepen and enrich our lives. Literature offers many paths to knowledge and understanding and it accomplishes

this by striking a critical balance between the cognitive and the affective. In other words, through our literary imagination, we are able to access deep feeling in order which in turn will access deep thinking. Whether literature is enough in itself, whether it works best as an agent for social change or whether it is just entertainment, art is still able to

delight us through contact with the author's creativity and imagination.

【文学作品基本类型】 The four basic types of literature:

- Romance. Romance is the story of idealized existence, the tale of bliss or happiness. Often identified with young adulthood or the summer of life, Romance stresses that which is wholly desirable, that which is longed for, that which we would choose if we could. There are three sub-types of romance: Myth, Epic, and etc.
- Tragedy. If Romance is the story of happiness, bliss, or idealized existence, then Tragedy is the story of the loss of happiness, bliss, or idealized existence. It is sometimes called the story of autumn or old age.
- Anti-Romance. Anti-Romance is the third basic type of literature and is the opposite of Romance. It represents an un-ideal existence; a flawed, broken world of all that we hate, fear, and dread; a nightmare world. This is the literature of winter and death.
- Comedy. Comedy is the fourth basic type of literature and is the opposite of Tragedy. It represents the restoration to bliss and is the literature of youth and the season of spring.

【想象力与文学】 In this way, modern imagination is by no means understood as a general way of representing the world, rather, it is an independent power recreating the world on the basis of minute, imperceptible differences of our sensations. A seemingly different notion connected with the working of imagination is that of "another world", created by art. Milton's *Paradise Lost*,³⁴ different from the world represented by Newtonian physics, is a work of art as a system of signs producing reality as an open, dynamic and heterogeneous structure. The importance and influence of imagination on the creation and critique of literature varies between and within various artistic eras. Originally seen as an aberrant function of the mind, imagination was subservient to the powers of reason and order. Art involved mere replication of the real, a craft rather than a unique act of creation. Beginning as early as Aristotle, however, human imagination has been linked to the power and value of art. The ascendancy and, in some eras even superiority, of imagination as a potent mental faculty gave birth to new critical enterprises bent on articulating the manner, motivation, and merit embedded in

art and the artistic process.

【想象力文学作品】 Imaginative works (sometimes called "mimetic" or "representational") in which materials are organized and rendered, not in order to expound and enhance and appeal of the doctrine they embody, but in order to enhance the intrinsic interest of the materials themselves and their capacity to move and give artistic pleasure to an audience. Authors of imaginative works by their intellectual, artistic and creative powers, purposefully create original works from the materials of their experience and reading a literary work which is distinctively their own.

【说教类文学作品】 Such works are commonly distinguished from didactic literature. The adjective "didactic," which means "intended to give instruction," is applied to works of literature that are designed to expound a branch of knowledge, or else to embody, in imaginative form, a moral, religious, or philosophical doctrine or theme.

【诗歌让世界朦胧而美好】 Poetry lifts the veil from the hidden beauty of the world, and makes familiar objects be as if they were not familiar; it reproduces all that it represents, and the impersonations clothed in its Elysian light stand thenceforward in the minds of those who have once contemplated them, as memorials of that gentle and exalted content which extends itself over all thoughts and actions with which it coexists. Therefore the activity of imagination does not necessarily confirm the existence of the ideal world, often supposed to give meaning to the empirical reality. Shelley shows how the ideas of imagination and effects of poetry can become instruments of good, if combined with human love and compassion.

【说教类文学的想象力元素】 Didactic works for the most part directly describe the principles and procedures of a branch of knowledge or a craft, or else argue an explicit doctrine by proofs and examples. Such works, sometimes however may also take on the attributes of imaginative works, by embodying the doctrine in a fictional narrative or dramatic form that is intended to enhance the doctrine's human interest and persuasive force, as well as to add a dimension of pleasure in the artistry of the representation.

【想象力作品点燃大众】 A number of books tell the history of the varying imaginative treatments of the topic of time throughout the course of Western literature, regarding these treatments as correlative with diverse modes of lived experience. These literatures indicate the vitality, the restless curiosity, and the imaginative audacity of many

men of various eras. They invoked the imaginative and emotional response of the readers and ignited the passion of creation in many men, whether common folks, scholars, thinkers, artists, or adventures.

【人们对想象丰富的作品充满热情】It may be true to say that too much imagination makes for inefficiency in practical affairs, the opposite may be equally true. Everyone has noticed the power of the imagination over the body. You may be tired in the evening; you try to grapple with a volume of philosophy, and your eyes refuse to stay open; no matter how hard you try to bully your body into staying awake, you drift towards sleep. On the other hand, you pick up a book that it is after midnight and you are willing to read on for another hour. The body may be difficult to bully into submission, but it is easily charmed by the imagination.

Quotations on Literature

A classic is something that everybody wants to have read and nobody wants to read.

Mark Twain (1835-1910, an American author and humorist)

Literature is news that stays news.

Ezra Pound (1885-1972, an American expatriate poet and critic)

I doubt if anything learnt at school is of more value than great literature learnt by heart.

Richard Livingstone (1880-1960, a British classical scholar and educationist)

The difference between journalism and literature is that journalism is unreadable and literature is not read.

Oscar Wilde (1854-1900, an Irish-born writer and renowned as a wit in London literary circles)

Reference

037

学科交叉

Interdisciplinary Discipline

Relevant GRE Issue

相关题库题目

【新 13 题】【新 46 题】【新 70 题】【新 102 题】【新 112 题】【新 140 题】【新 142 题】

See Also

相关写作参考

【Ref-057 头脑风暴】【Ref-038 选修课】

【学科交叉的基本内涵】Interdisciplinary is a term which refers to the qualities of studies that cut across several established disciplines or traditional fields of study. This involves researchers, students, and teachers in the goals of connecting and integrating several academic disciplines, professions, or technologies, along with their specific perspectives, in the pursuit of a common task. Interdisciplinary approaches typically focus on problems felt by the investigators to be too complex or vast to be dealt with the knowledge and tools of a single discipline. Researchers from two or more disciplines pool their approaches and modify them so that they are better suited

to the problem at hand.

【多元学科】Multi-disciplinary connotes multiple disciplines working together side by side, but without integrating knowledge or creating new knowledge.

【跨学科】Cross-disciplinary is a related but distinct term meaning the use of knowledge from one discipline to better understand another, such as the sociology of music.

【学科交叉的重要意义】To be a scientist, particularly in the 21st century, means to be a specialist, dedicating oneself to

the focused mastery of one specific area of expertise. Ironically, the depth of knowledge required makes it challenging for ideas bridging multiple domains to be developed entirely by a single scientist working in isolation. This means that scientists who wish to take part in boundary-spanning work must learn not only the material of their own domain, but also how to collaborate with those outside it. Collaboration is rapidly becoming a linchpin of individual scientific achievement. Recognizing this, universities, national laboratories, government funding agencies, and industry have created a variety of forums—such as conferences, research institutes, and informal seminar series—to encourage cross-disciplinary interaction.

【学科间需要无缝合作】However, simply creating the institutional infrastructure is insufficient to ensure that collaboration will occur. Finding the right collaborator requires not only a match of ideas, but also of personalities. Thus, even with the benefit of supportive institutional structures, individuals must have a great deal of personal initiative and make a significant investment if they are to find collaborators and identify an idea worth pursuing jointly. Making this “last mile” less costly to traverse would offer substantial rewards in terms of realizing the true potential of existing interdisciplinary forums.

【“异花授粉”式交叉】Cross-pollination—bringing ideas from one field into another—can significantly expedite the generation and implementation of useful new ideas. This collaboration is one way, with a solution from one field imported into and customized for another. Importing ideas is not enough. In these cases, skills from several fields (for instance, mathematics, biology, and engineering) must come together in concert to break new ground.

【方法：头脑风暴】Aside from simply placing scientists from different disciplines in a room and hoping for the best, the simplest way to encourage the development of new ideas is to use brainstorming. Developed in 1953 by advertising executive Alex Osborn,³⁵ brainstorming spread quickly throughout organizations and institutions of all kinds. Groups will be most creative when criticism is forbidden, freewheeling is encouraged, the goal is to produce more (but not necessarily better) ideas, and there is an explicit goal to combine and improve upon the ideas of others. The assumptions behind this practice is that by removing the fear of being evaluated, stimulating one another with novel ideas (e.g., ideas that are new because they are not one's own), and removing traditional prohibitions against

appropriating others' intellectual work, everybody will be able to generate more ideas, some of which will be truly creative.

【学科交叉实例】Interdisciplinary programs sometimes arise from a shared conviction that the traditional disciplines are unable or unwilling to address an important problem. For example, social science disciplines such as anthropology and sociology paid little attention to the social analysis of technology throughout most of the twentieth century. As a result, many social scientists with interests in technology have joined science and technology studies programs, which are typically staffed by scholars drawn from numerous disciplines. They may also arise from new research developments, such as nanotechnology, which cannot be addressed without combining the approaches of two or more disciplines. Examples include quantum information processing, an amalgamation of quantum physics and computer science, and bioinformatics, combining molecular biology with computer science.

【实例：纳米科学】The last 50 years have been marked by a profound acceleration of scientific progress that spans nearly every field of inquiry. In many ways, the field of nanoscience is the crown jewel of this new era. The brainchild of biology, physics, chemistry, materials science, and engineering, nanoscience is poised to make significant contributions by leveraging the immense creative power of interdisciplinary collaboration that characterizes scientific advances today. Like the field of nanoscience itself, innovative new ideas are born by marrying concepts from one field with those from another. Scientific progress depends upon creativity and innovation, processes that have been empirically shown to occur when experts recognize analogous qualities between ideas from distant conceptual realms and identify ways that they can be usefully connected for the first time. In other words, science is advanced by developing “bridging ideas.”

【实例：地理生物学】The interaction of biological and geological thinking developed over many decades. The recent emergence of geobiology into a mature field was preceded by a long gestation period, beginning with the pioneering studies of the earth's surface by James Hutton more than two centuries ago. Among the existing disciplines that have fed the growth of geobiology are geochemistry, geohydrology, oceanography, microbiology, environmental studies, biogeochemistry, ecology, molecular biology, genomics, paleobiology, and mineralogy.

【实例：英属哥伦比亚大学】The Faculty of Graduate Studies at the University of British Columbia (UBC) has been supporting interdisciplinary research and teaching since it was established in 1949. Almost all of the 82 current faculty members in the College are jointly or cross-appointed between a research unit within the College and at least one other research unit, department, or faculty.

【交叉学科教学】The interdisciplinary teaching has become an important and challenging technique in the modern curriculum. The interdisciplinary approach synthesizes more than one discipline and creates teams of teachers and students that enrich the overall educational experience. Student education has suffered the inferior pedagogy of traditional methodologies that concentrate specifically on only one discipline. The interdisciplinary approach provides many benefits that develop into much needed lifelong learning skills that are essential to a student's future learning. In interdisciplinary teaching, educators apply methods and language from more than one academic discipline to examine a theme, issue, question, problem, topic, or experience. Interdisciplinary methods work to create connections between traditionally discrete disciplines such as mathematics, the sciences,

social studies or history, and English language arts. Students should have a range of curriculum experiences that reflects both a discipline-filed and an interdisciplinary orientation. Students cannot fully benefit from interdisciplinary studies until they acquire a solid grounding in the various disciplines that interdisciplinary attempts to bridge. Teachers must design and implement curriculum based on the scope and sequence of the integrated disciplines and be flexible enough to form and revise the curriculum according to the students' needs. Interdisciplinary units offer students the opportunity to see connections and relevance between topics and provide a variety of perspectives. The development of interdisciplinary teaching should involve:

- Selecting a focus topic;
- Generating ideas or connections between related topics;
- Establishing guiding questions for the scope and sequence of the unit;
- Designing activities to fulfill the goals of the unit.

Reference

038

选修课

Elective Course

Relevant GRE Issue

相关题库题目

【新 13 题】【新 46 题】【新 70 题】【新 102 题】【新 112 题】【新 140 题】【新 142 题】

See Also

相关写作参考

【Ref-036 想象力文学】【Ref-035 艺术教育】【Ref-037 学科交叉】

【选修课的意义】Your college education is a very important thing, and you should take it very seriously. A lot goes into maximizing your college education, and getting the best possible result from that education. If you want to get out of school with good job opportunities, and a bright future, it all depends on what you put into the four years you spend as

an undergraduate. You need to pick a good school, one that will fit your needs, and find a major that you like. What about the elective courses? What should you look for in those classes? Once you decide on your major in college, most of your courses are preselected. However, you do have the choice of a few elective courses. Consider these

tips before selecting your elective courses so that you'll choose ones that will serve you best.

【选修课让你的教育更全面】 The elective classes are classes that fill out your transcript, and give you a well rounded education. The elective classes are typically up to the student to choose, and typically cover a wider range of topics than you might see in a course designed for a major.

【选修课扩展你的视野】 Elective courses that will serve you best in college are the courses that expand your knowledge base and make you happy. A college education should include courses that teach you what you need to know for the career you plan to pursue, but it should also expand your horizons and make you enjoy learning. You should use some of your time to have fun and learn things you simply enjoy, not those that you need to know.

【选修课利于专业发展】 Many colleges and majors provide lists of classes that are recommended for your area of study. These are important classes and should be given a lot of weight when choosing elective courses. Experts in the field have decided that these courses will give you important information to help you be successful in your career. These classes will either supplement the required classes for your major or will teach you about related topics that will make you more rounded in your field.

【选修课让你获得快乐】 However, college is also a time to learn about the world and expand your knowledge bases. It is a time to have fun, and some of your courses should reflect this. Students should consider taking some classes that sound interesting or have an interesting professor, even if the material is not related to their career goals. Fun classes that allow you to think about a subject other than your major help you to maintain your drive for your major field of study by offering something else to think about.

【选修课拓展你的兴趣】 Electives can also be used to create a concentration in a secondary field of interest. Perhaps you choose to major in biology, but you love art as well. Elective classes allow you to pursue your interest in art without having to sacrifice the biology degree. Fulfilling your personal interests is just as important as fulfilling your professional interest.

【选择和自己专业相关的选修课】 Choose courses that are

in line with your chosen profession. College students most commonly choose elective courses that closely tie into their chosen professions. And there's a good case for this - potential employers will appreciate every bit of extra training and knowledge that they don't have to give you. So if you're majoring in sciences in college, select elective courses in biology, chemistry, and even physics. If you're taking business, make sure you have plenty of economic, accounting, business admin and even computing courses, as you'll never know when these will come in handy in the corporate world. It makes sense to choose electives that will benefit you in your job hunt after college.

【让自己的教育背景更加全面】 If you find that your plate is already full of your profession-related courses, perhaps you'd enjoy college elective courses that have nothing to do with your major. Some students like to take a few 'back up' elective courses which will serve them best in other professions, on the off-chance that they can't find a job dealing with their current major. And this is a good decision too. A well-rounded education gives you broader 'usability' according to some employers. If you can prove your training in business but you also have courses in science, you may just win a job over those who strictly majored in business with no other interests. Maybe a course in psychology interests you, or how about astronomy? Taking a few 'creative' electives should give you a bit of an edge in a tough job market, since any skill (basic or otherwise) is valued by employers. Plus, it may just give you that much-needed break away from the monotony of the similar courses necessary for your major.

【选择挑战自己的选修课程】 Choose elective courses that challenge you. A main goal with any education is to learn how to learn, and elective courses should help you do that. You're not necessarily going to remember every bit of information presented in each of your classes. But what you will do is gain better understandings about the world around you. Take elective courses that challenge your beliefs and force you to view yourself and the world around you in a different context. Take a course about another culture. Consider philosophy courses if you are considered close-minded, and why not take a languages course, like Spanish or French? If you can take elective courses that will not only serve you well, but help to challenge and develop your brain and your thinking skills, then you'll truly benefit from the course.

课外活动

Extracurricular Activities

Relevant GRE Issue

相关题库题目

【新 37 题】【新 82 题】【新 97 题】【新 100 题】【新 124 题】

See Also

相关写作参考

【Ref-020 出国留学】【Ref-003 社会化】【Ref-052 共同学习】

Extracurricular activities encompass a broad range of diverse contexts as sports, drama, student government, math clubs, and service activities. Extracurricular activities are an integral part of the school experience for many youth. However, most youth reported spending significantly more time in unstructured leisure activities, such as hanging out with friends or watching television, than they spent in organized activity contexts.

【课外活动有益学习】Conventional wisdom holds that by participating in extracurricular activities, individuals learn skills that will help them achieve in school, for example, a strong work ethic, respect for authority, time management, and perseverance. Participation also may have academic benefits because some types of activities are structured to reinforce classroom learning and offer students the opportunity to apply academic skills in real-world contexts. Involvement in extracurricular activities may be especially important for youth who do not excel academically, offering the individual another setting to develop skills and gain recognition. Participation in extracurricular activities also may enhance students' attachment to school and reduce

the likelihood of their dropping out by contributing to their sense of being a valued member of the school community.

【课外活动有益交际】Participation in extracurricular activities links adolescents to a set of similar peers. These peer groups develop an activity-based culture with shared norms and values. Participation in extracurricular activities also affords youth the opportunity to form close bonds with caring, non-familial adults outside of the classroom who can provide them with support, mentorship, and advice.

【课外活动有益成长】Another possible benefits of participation is that in these contexts, youth can explore their identity by trying new activities and clarifying their values and interests. Participating in organized activities also may help to foster initiative, or self-directed action, because these are contexts in which youth experience high motivation, challenge, and attention. Finally, the benefits of extracurricular involvement may be explained by the fact that youth can develop social, emotional, and psychological competencies that may transfer into other domains of their lives.

【国家统一课程的目的】The main purpose of a national curriculum is to set out clearly and simply a minimum entitlement for every child. A national curriculum sets out the body of knowledge, skills and understanding that a society wishes to pass on to its children and young people. A national curriculum is an attempt to develop clear, measurable descriptions of what learners should know and be able to do as a result of their education. State curriculum standards specify required content and experiences in certain subjects. State standards have been used as the basis for the state-level testing. As a result, they have had a major impact in the classroom. Most countries have some form of national curriculum. In countries where the curriculum is set at regional level these frameworks are often informed by shared guidelines. Countries typically structure their national curriculum around aims and values, subject content and skills, but do so in varying levels of detail.

【哲学探讨】Philosopher Mortimer J. Adler (1902-2001, an American philosopher, educator, and popular author) contends that democracy is best served by a public school system that establishes uniform curricular objectives for all students. Taking philosophical cues from Plato's contention that certain subject matters have universal qualities that prompt mental and logical development, the "basic" advocates argue against incidental learning, student choice, and diminution of structure and standards.

【国家统一课程的三个目标】The uniform objectives of basic schooling should be threefold. They should correspond to three aspects of the common future to which all the children are destined:

- Our society provides all children ample opportunity for personal development. Give such opportunity, each individual is under a moral obligation to make the most

of himself and his life. Basic schooling must facilitate this accomplishment.

- All the children will become, when of age, full-fledged citizens with suffrage and other political responsibilities. Basic schooling must do everything it can to make them good citizens, able to perform the duties of citizenship with all the trained intelligence that each is able to achieve.
- When they are grown, all of the children will engage in some form of work to earn a living. Basic schooling must prepare them for earning a living, but not by training them for this or that specific job while they are still in school.

【支持者的观点】Defenders of the national curriculum standards contend that they will improve education. The following reasons have been presented to justify a move to a national curriculum:

- Facilitate the movements of students from one state to another;
- Facilitate school-to-school comparisons;
- Help ensure that required content is actually taught;
- Encourage national curriculum cohesion and consistency;
- Enable one country become more competitive globally;
- Enable both national and international benchmarking;
- More effective use of resources;
- Competition between students in different states may

in fact enhance performance;

- Enable parents and employers make more meaningful comparisons;
- Promote educational equity by ensuring that all children will experience their stated rigorous content.

【反对者的观点】 Some people question the value of a national curriculum, saying the following:

- A national curriculum removes local control of academic programs, preventing teachers from meeting the needs of their students;
- A national curriculum is heavily influenced by academic specialists who assume all students will attend higher education and become academic

specialists;

- A national curriculum is influenced by pressure groups, and therefore, the standards may become distorted and not reflect the needs and desires of mainstream society;
- A national curriculum per se will not automatically result in an improvement in standards; in fact if it caters for the lowest common denominator it will have the opposite effect;
- A national curriculum is move to a more centrally controlled and bureaucratic approach to curriculum development;
- There is the risk of seeking a 'one size fits all' curriculum.

Reference

041

学习成绩评估

Assessment of Learning

Relevant GRE Issue

相关题库题目

【新 30 题】【新 45 题】【新 83 题】【新 138 题】

See Also

相关写作参考

【Ref-043 学习与考试】【Ref-042 高风险的考试】【Ref-127 教师的薪金】

【学习成绩评估】 Assessment has a variety of uses. One of the most common uses is that determining if students have learned. Other reasons for good assessment are that it helps to evaluate the teachers' effectiveness of teaching. In essence, grading is an exercise in professional judgment on the part of teachers. It involves the collection and evaluation of evidence on students' achievement or performance over a specified period of time, such as nine weeks, an academic semester, or entire school year. Through this process, various types of descriptive information and measures of students' performance are converted into grades or marks that summarize students' accomplishments.

【打分的目的】 The purpose of grades is to communicate the evaluation conclusions. A good grading system clearly communicates to other interested parties the conclusions of the evaluation so that they will have a clear understanding of the performance of the individual on the assessment. Grades are of interest to learners, parents and guardians, employers, and higher-education admissions officers.

【成绩报告的作用】 Various grading and reporting methods are used to:

- Communicate the achievement status of students to their parents and other interested parties;

- Provide information to students for self-evaluation;
- Select, identify, or group students for certain educational paths or programs;
- Provide incentives for students to learn; and
- Document students' performance to evaluate the effectiveness of instructional programs.

【批评者的观点】Some critics argue that grading system place too little emphasis on the individual learner. An individual's progress, as evidenced by grades, should be based on how much measurable growth is demonstrated by the learner between the beginning and the end of the grading period. Opponents argue that grading individuals only against themselves denies the public an understanding of how well individual learners are doing when compared with their age mates within individual classes and schools and between schools and schools districts.

【字母计分制】A system commonly used in the US awards letter grades. A grade of A is supposed to indicate excellence, a grade of C is supposed to indicate average, and a grade of F is supposed to indicate failing. Critics of letter grades claim that they do not provide enough details and, therefore, are of limited value. For example, a letter grade may be an average or summary of several isolated performances and may mask the more typical strengths and weaknesses of a learner. Some critics argue that grading systems place too little emphasis on the individual learner. An individual learner's progress should be based on how much measurable growth is demonstrated by the learner between the beginning and the end of the grading period.

【教师书面评定】One alternative to letter grades that has been tried is extensive written comments prepared by teacher. The idea is that written evaluations can communicate strengths and weaknesses of learners with more clarity than letter grades. Good written evaluations require long commitments and teacher time, and opponents of this approach argue that this time is better spent planning lessons and interacting with learners. In addition, the validity of a written evaluation, like a letter grade, depends on the quality of information that supports it.

【影响考试成绩的原因】Reasons for poor academic

performances include:

- Food insecurity. Typically impacting youth within lower income families, their chief concern tends to be whether or not they will have adequate amounts of food to eat. Such issues concerning food insecurities, due to both physical discomfort and mental distraction, have been found to dramatically alter students' performances in the areas of reading and mathematics.
- Poor sleep is determined to be both the most unexpected and the most definitive cause contributing to poor academic achievement.
- Children from alcoholic families tend to be more susceptible to developing life-long psychological and behavioral problems than that of children who emanate from non-alcoholic environments. Common symptoms shared by children of alcoholics include: impaired school performance, low self-esteem, societal role confusion, impulsiveness, and depression.
- Unemployment in the home. Should a member of the immediate family be unemployed; the change in status quo has the potential of affecting the entire family. Such a dramatic shift can alter the dynamics of the family and, as a result, trickle down to upset the performance of the school-aged children.
- Violence in the home. The dual combination of depression and violence within the home contributed to a greater incidence of poor academic achievement among the children.
- Peers, pressure and school schisms. Children of all ages need to feel that they fit in, in essence they belong. Youngsters who have trouble forming friendships are more apt to develop a low self-esteem, perform poorly in school, drop out of school, engage in delinquent behaviors.
- Parental pressures. While parental involvement can be a good thing, too much of a good thing can lead to disruption, frustration and stress. Parents can be very instrumental in guiding their children and helping them achieve great success, they can also create unreal expectations, instill intense pressure and foster performance anxiety in their children.

高风险的考试

High-stakes Testing

Relevant GRE Issue

相关题库题目

【新 45 题】【新 138 题】

See Also

相关写作参考

【Ref-043 学习与考试】【Ref-041 学习成绩评估】

【何谓“高风险的考试”】 A high-stakes test is a test which has important consequences for the test taker. If the examinee passes the test, then the examinee may receive significant benefits, such as a high school diploma, a scholarship, or a license to practice law. If the examinee fails the test, then the examinee may receive significant disadvantages, such as being forced to take remedial classes until the test can be passed, or not being allowed to drive a car. High stakes tests often result in a great deal of time being spent on practice tests, with test performance being highly valued and other student achievements undervalued. Furthermore, teachers' own assessments.

【“高风险的考试”的特点】 The key features of a high-stakes test are:

- A single defined assessment;
- A clear line drawn between those who pass and those who fail;
- A direct consequence for passing or failing.

High stakes are not purely a characteristic of the test itself, but rather the consequences placed on the outcome by an organization. For example, consider the university entrance examination (or examination for admission to institutions of higher learning). It does not matter what test is used - written multiple choice, oral examination, performance test - the test must be passed to study in universities or colleges.

【“高风险的考试”的实例】 Examples of high-stakes tests include:

- Driver's license tests;
- Theater auditions;
- Movie screen tests;
- College entrance exams in some countries;
- Many job interviews;
- Professional licensure and certification examinations;
- TOEFL (Test of English as a Foreign Language), if a minimum score is required, but not if it is used merely for information;
- IELTS (International English Language Testing System), if a minimum score is required, but not if it is used merely for information;
- GRE (Graduate Record Examination), if a minimum score is required, but not if it is used merely for information;
- Most sporting competitions.

【批评的声音】 High-stakes tests are often opposed for the following reasons:

- The specific test in question does not actually measure the desirable knowledge or skills. For example, a test might purport to be a general reading-skills test, whereas it really determines whether or not the examinee has read a specific book.

- Standardized tests only gauge performance on the day and times that a test is given.
- Variables such as family income and parents' levels of education may influence scores more than teaching, making the use of standardized tests scores to compare schools and teachers unfair;
- Many variables affect learning, including the availability of learning resources and physical facilities.
- Many standardized tests multiple-choice, matching, and true-false questions, which ignore higher thinking levels.
- Testing causes stress for some students. Some people perform poorly under the pressure associated with tests. Any test is less likely to be representative of their actual standard of achievement than a non-test alternative. The principles of high-stakes testing can be applied equally to non-test situations, such as a portfolio analysis.
- High-stakes tests are often given as a single long exam. Some opponents prefer a continuous assessment model, so that students could take many smaller tests instead of one larger test. The principles of high-stakes testing can be applied equally to frequent short tests, such as giving every student a short test at the end of each chapter in a textbook, and making individual students repeat that chapter's content until they pass the test.
- Tests reveal that some examinees do not know the material. While failing these people may have many public benefits, the consequences of repeated failure

can be very high for the individual. For example, a person who fails a practical driving exam will not be able to drive a car legally, which means they cannot drive to work and may lose their job if alternative transportation options are not available.

- Sometimes a high-stakes test is tied to a controversial reward. For example, some people may want a high-school diploma to represent the verified acquisition of specific skills or knowledge, and therefore use a high-stakes assessment to deny a diploma to anyone who cannot perform the necessary skills. Others may want a high school diploma to represent primarily a certificate of attendance, so that a student who faithfully attended school but cannot read or write will still get the social benefits of graduation.

【支持者的声音】 Supporters of high-stakes tests claim that their use will do the following:

- High-stakes tests will help the public compare schools and school districts, and this increased competition will improve all schools;
- High-stakes tests will hold teachers and administrators accountable and, therefore, will improve teaching;
- High-stakes tests help school districts and administrators focus resources in areas of need;
- High-stakes tests help to identify teachers who need help.

Reference

043

学习与考试

Learning and Testing

Relevant GRE Issue 【新 45 题】 【新 138 题】

【成绩的作用】 It is reasonable to expect that testing has an impact on the way students learn and on their motivation to learn. Teachers need to know how their students are progressing, to guide both their own teaching and the students' further learning. Parents, other teachers, employers will have an interest in looking back on what has been learned by an individual student, often using a grade or mark as an overall summary of that learning. In addition, there has been an increasing tendency for the results from testing and assessment of learning to be used, when combined for whole groups of students, as indicators of the performance of teachers, schools and the education system.

【考试的益处】 Some consider that testing raises levels of achievement. According to this view, testing provides incentives to students and their teachers to improve their performance. This in turn helps them to gain the rewards or avoid the penalties. Public knowledge of results makes schools realize that they have to show continual improvement. This benefits their students; more is expected from them and more support may be given to them.

【“优生”与“差生”】 For the less successful students, repeated tests lower self-esteem and the effort they put into learning. This has the effect of increasing the gap between high- and low-achieving students. It is also claimed that the increase in scores often noted when 'high stakes' tests are introduced is attributable more to teachers and students becoming familiar with test requirements than to real improvements in the quality of students' learning.

In taking tests, high achievers are more persistent, use appropriate test taking strategies and have more positive self-perceptions than low achievers. Low achievers become overwhelmed by assessments and de-motivated by constant evidence of their low achievement. The effect is to increase the gap between low and high achieving students.

Lower achieving students are doubly disadvantaged by tests. Being labeled as failures has an impact on how they

feel about their ability to learn. It also lowers further their already low self-esteem and reduces the chance of future effort and success. Only when low achievers have a high level of support (from school or home), which shows them how to improve, do some escape from this vicious circle.

【成绩报告方法影响学习积极性】 How assessment of their learning is reported back to the student affects motivation to learn. It has a central role since the feeling of self-efficacy is derived from performance in previous tasks of the same kind. If students have experienced success in earlier performance they are more likely to feel able to succeed in a new task. Feedback from the teacher that focuses on how to improve or build on what has been done is associated with greater interest and effort. Feedback that emphasizes relative performance, for example marks or grades which are formally or informally compared with those of others, encourages students to concentrate on getting better grades rather than on deeper understanding.

【来自父母的压力】 When test scores are a source of pride to parents and the community, pressure is brought to bear on the school for high scores. Similarly, parents bring pressure on their children when the result has consequences for attendance at high social status schools. For many students this increases their anxiety even though they recognize their parents as being supportive.

【改进措施】 The review findings also indicate actions that can be taken to decrease the negative and increase the positive impact of summative assessment and tests. In relation to the tests such actions include:

- Involving students in decisions about tests;
- Using assessment to convey a sense of progress in their learning to students;
- Providing explanations to students about the purpose of tests and other assessments of their learning;
- Providing feedback that helps further learning.

【改善教学方法】 In relation to teaching approaches, successful actions include:

- Adopting approaches that encourage self-regulated learning, including collaboration among students;
- Catering for a range of learning styles;
- Cultivating intrinsic interest in the subject;
- Putting less emphasis on grades;
- Promoting learning goal orientation rather than performance orientation;
- Developing students' self-assessment skills and their use of criteria relating to learning, rather than test performance;
- Making learning goals explicit and helping students to direct effort in learning.

【学校可以采取的措施】 Actions at the whole school level include:

- Establishing a school climate in which there is constructive discussion about tests and assessment of learning, both among teachers and between teachers and students;
- Developing a constructive and supportive school ethos to minimize test anxiety;
- Ensuring that the demands of the tests are consistent with the expectations of teachers and the capabilities of the students;

- Broadening the range of information used in assessing the attainment of students.

【教师可以采取的措施】 Teachers should:

- Provide choice and help students to take responsibility for their learning.
- Discuss with students the purpose of their learning and provide feedback that will help the learning process.
- Encourage students to judge their work by how much they have learned and by the progress they have made.
- Help students to understand the criteria by which their learning is assessed and to assess their own work.
- Develop students' understanding of the goals of their work in terms of what they are learning; provide feedback to students in relation to these goals.
- Help students to understand where they are in relation to learning goals and how to make further progress.
- Give feedback that enables students to know the next steps and how to succeed in taking them.
- Encourage students to value effort and a wide range of attainments.
- Encourage collaboration among students and a positive view of each others' attainments.

Reference

【生活应用】What I am learning is useful to me. Some students want to be able to swim like their friends, or to be able to speak French on Friday, or to be able to do their own car maintenance; but we have to recognize the fact that most school and college learning has little everyday application for most learners.

【提升资质】The qualification for which I am studying is useful to me. Some students want qualifications for a career, or for progression to another course or college. This is a long-term aim for some students, but it is not the main day-to-day short-term motivator even for the relatively few students who know “what they want to do”.

【增加自信】I find I usually make a success of my learning, and this success increases my self-esteem. We all have our self-esteem raised by learning successfully; it gives us a sense of achievement. This is why students are sometimes competitive about their learning, showing as much interest in their fellow students' marks as their own. They enjoy challenges for a similar reason – it's fun to succeed.

【赢得认可】I will get the acceptance of my teacher, and/or my peers, if I learn effectively. Even if a student does not enjoy learning, he or she will often try to “keep up” with the rest of the class for the sake of being accepted by the teacher and by other class and family members.

【满足好奇】What I am learning is interesting and appeals to my curiosity. Learning can satisfy the natural curiosity we feel about many subjects, and even appeal to our sense of wonder about the world.

【获得快乐】I find that the learning activities are fun. Even if we have no great interest in the subject of our studies, we

can enjoy the activities the teacher has prepared. They may be novel, light-hearted, fun, or involve us in self-expression or creativity.

【优秀学习者的特点】Traits of an excellent learner:

【集中精力】Students who are learning focused are interested in developing new skills, improvement, personal best, understanding new things, and doing a good job for its own sake and not just for rewards. They are less focused on comparing themselves with others, working only for marks, or how others see them. The more students are learning focused, the more they enjoy their schoolwork, the less anxious they feel, and the more they enjoy their schoolwork, the less anxious they feel, and the more they can give good quality attention to the task at hand.

【重视学校】Valuing school is how much students believe what they learn at school is useful, important, and relevant to them or to the world in general. If a student values school, he or she tends to be interested in what he or she learns, persists when schoolwork gets difficult, and enjoys school.

【相信自己】Self-belief is students' belief and confidence in their ability to understand or to do well in school work, to meet challenges they face, and to perform to the best of their ability. Students who have a positive self-belief tend to get better results, do difficult schoolwork confidently, feel optimistic, try hard, and enjoy school.

【优秀学习者的其他特点】Other traits of an excellent learner include:

- Self-esteem is how one values oneself as a person and as a learner;
- Self-efficacy is how capable one feels of succeeding

in a learning task;

- Self-regulation is the capacity to evaluate one's own work and to make choices about what to do next;
- Goal-orientation is whether one's goal is to learn in order to understand or to perform well on a test (which may not reflect secure learning) ;
- Interest is the pleasure from and engagement with learning;
- Effort is how much one is prepared to try and persevere;
- Focus of control is how much one feels in control of learning as opposed to it being directed by others;
- Sense of self as a learner is how confident one feels of being able to learn from the classroom experiences provided.

Quotations on Learning

Some people will never learn anything, for this reason,

because they understand everything too soon.

Alexander Pope (1688-1744, an English poet, best known for his satirical verse and for his translation of Homer)

I don't think much of a man who is not wiser today than he was yesterday.

Abraham Lincoln (1809-1865, the 16th President of the United States)

All the world is a laboratory to the inquiring mind.

Martin H. Fischer (1879-1962, a German-born American physician and author)

I am always ready to learn although I do not always like being taught.

Winston Churchill (1874-1965, a British politician and statesman known for his leadership of the United Kingdom during the Second World War II)

Anyone who stops learning is old, whether at twenty or eighty.

Henry Ford (1863-1947, an American automobile manufacturer who founded the Ford Motor Company and mass-produced the Model T)

Learning without thought is labor lost.

Confucius (551 BC-479 BC, a Chinese thinker and social philosopher of the Spring and Autumn Period)

Reference

045

学习的过程

How Do We Learn

Relevant GRE Issue

相关题库题目

【新 37 题】【新 42 题】【新 48 题】【新 58 题】【新 92 题】

See Also

相关写作参考

【Ref-044 学习的目的】【Ref-048 死记硬背】【Ref-047 学习与理解思想】【Ref-049 学习与讨论】【Ref-050 学习与提问】【Ref-046 学习与建立概念】

【短时间记忆】 Our short-term memory (STM) stores what we are thinking at the time, along with information that has come from our eyes, ears, etc. After storing and processing

this information for a few seconds, the STM promptly forgets nearly all of it. If someone read out five telephone numbers one after another, you might be able to remember

the last one, but you would probably have forgotten the earlier numbers. The content of the short-term memory is short lived, and is easily displaced by new information.

【长时间记忆】 Sometimes, of course, the contents of the STM are passed on to the long-term memory (LTM). The contents of the LTM are structured. The LTM is like a super-efficient filing cabinet with information filed for future access. In order to pass into the long-term memory, information must first be processed and structured in the short-term memory.

【记忆与学习】 The process of structuring new information takes time; but it is time well spent, because students find it almost impossible to remember something that they do not properly understand. If a student is given new information too quickly, he or she will not have time to process it properly in the short-term memory, so the information will not be retained. This vital process of structuring or giving meaning to new information is demanding as well as time-consuming, so teachers must try to give students as much help as they can. Learning activities that involve students in using the new ideas will aid clarification.

【学习是承前启后的过程】 New learning is constructed from old. Suppose you had recently read a novel and someone asked you to recount it. You would not tell the story in the same words as the author. You have forgotten the author’s words, and what you have remembered is not her exact story, but your own version of it. Successful learning, then, happens by a process of personal hypothesis-making. This cognitivist theory of learning is sometimes called “constructivist”, because it describes how learners construct their own knowledge. Only when learners have “make sense” of the topic will they be able to reason with it to solve problems and to do other useful tasks.

【布鲁姆学习目标分类法】 Bloom's Taxonomy is a classification of learning objectives within education. There are six levels in the taxonomy, moving through the lowest order processes to the highest:

Knowledge	Exhibit memory of previously-learned materials by recalling facts, terms, basic concepts and answers
	<ul style="list-style-type: none"> Knowledge of specifics - terminology, specific facts
	<ul style="list-style-type: none"> Knowledge of ways and means of

	<p>dealing with specifics - conventions, trends and sequences, classifications and categories, criteria, methodology</p> <ul style="list-style-type: none"> Knowledge of the universals and abstractions in a field - principles and generalizations, theories and structures
Comprehension	<p>Demonstrative understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas in terms of your existing learning and experience.</p> <ul style="list-style-type: none"> Translation Interpretation Extrapolation
Application	<p>Using new knowledge. Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way</p>
Analysis	<p>Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations</p> <ul style="list-style-type: none"> Analysis of elements Analysis of relationships Analysis of organizational principles
Synthesis	<p>Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions</p> <ul style="list-style-type: none"> Production of a unique communication Production of a plan, or proposed set of operations Derivation of a set of abstract relations
Evaluation	<p>Present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria</p> <ul style="list-style-type: none"> Judgments in terms of internal evidence Judgments in terms of external criteria

【技能学习的要求】Learning a specific skill requires that the following needs be met:

- Explanation. The students need to understand why the skill is carried out in the way it is, along with any important background information.
- “Doing-detail”. The students must discover precisely what they are expected to do, and how it should be done. This is the “doing-detail” which students often best learn by being “shown how”.
- Use. The students must use – that is, practice – the skill.
- Check and correct. Students’ practice must be checked and corrected by the teachers or students themselves.
- Aide-memoire. The students need some reminder or other – for example notes, handout, book, tape, etc.
- Review and reuse of earlier work is required to ensure that old learning is not forgotten.
- Evaluation. Learning must be tested under realistic

conditions.

- Queries. Learners always require an opportunity to ask questions.

【如何更好地学习】To study well and learn any subject is to learn how to think with discipline within that subject. It is to learn to think within its logic, to:

- Raise vital questions and problems within it, formulating them clearly and precisely;
- Gather and assess information, using ideas to interpret that information insightfully;
- Come to well-reasoned conclusions and solutions, testing them against relevant criteria and standards;
- Adopt the point of view of the discipline, recognizing and assessing, as needs be, its assumptions, implications, and practical consequences;
- Communicate effectively with others using the language of the discipline and that of educated public discourse;
- Relate what one is learning in the subject to other subjects and to what is significant in human life.

Reference

046

学习与建立概念

Learning and Conceptualizing

Relevant GRE Issue
相关题库题目

【新 48 题】【新 92 题】

See Also
相关写作参考

【Ref-060 构成主义教育】【Ref-047 学习与理解思想】【Ref-045 学习的过程】【Ref-048 死记硬背】【Ref-062 人本主义教育】

【概念的作用】Concepts are to us like the air we breathe. They are everywhere. They are essential to our lives. But we rarely notice them. Yet only when we have

conceptualized a thing in some way, only then, can we think about it. Nature does not give us, or anyone else, instructions in how things are to be conceptualized. We

must create that conceptualization, alone or with others.

【概念有助于知识内化】Once conceptualized, a thing is integrated by us, into a network of ideas (since no concept or idea ever stands alone). We conceptualize things personally by means of our own ideas. We conceptualize things socially by means of the ideas of others (social groups). We explain one idea by means of other ideas.

【赋予事物意义】Humans approach virtually everything in experience as something that can be “given meaning” by the power of our minds to create a conceptualization and to make inferences on the basis of it (hence to create further conceptualizations). We do this so routinely and automatically that we don’t typically recognize ourselves as engaged in these processes. In our everyday life we don’t first experience the world in “concept-less” form and then deliberately place what we experience into categories in order to make sense of things. Every act in which we engage is automatically given a social meaning by those around us.

【学会如何“概念化”】If we want to help students develop as critical thinkers, we must help them come to terms with this human power of mind, the power to create concepts through which we, and they, see and experience the world. For it is precisely this capacity they must take charge of if they are to take command of their thinking. To become a proficient critical thinker, they must become the master of their own conceptualizations. They must develop the ability to mentally “remove” this or that concept from the things named by the concept and try out alternative ideas, alternative “names.” As general semanticists often say: “The word is not the thing! The word is not the thing!” If students are trapped in one set of concepts (ideas, words) — as they often are — then they think of things in one rigid way. Word and thing become one and the same in their minds. They are then unable to act as truly free persons.

【掌控语言】To gain command of concepts and ideas, it is important, first, to gain command of the established uses of words (as codified in a good dictionary). For example, if one is proficient in the use of the English language, one recognizes a significant difference in the language between needing and wanting, between having judgment and being judgmental, between having information and gaining knowledge, between being humble and being servile, between stubbornness and having the courage of your convictions. Command of distinctions such as these (and many others) in the language has a significant influence upon the way we interpret our experience. Without this command, we confuse these important discriminations and distort the important realities they help us distinguish. What follows is an activity which you can have students do to begin to test their understanding of basic concepts.

【洞察语境】Command of concepts requires insight into social conditioning. Unfortunately, overlaid on the logic of language is the logic of the social meanings into which we have been conditioned by the society by which we are raised and from which we take our identity. Taking command of these “social” meanings is as large a problem as that of taking command of the logic of educated usage (in our native language). We have a dual problem, then. Our lack of insight into the basic meanings in our native language is compounded by our lack of insight into the social indoctrination we have undergone. Social indoctrination, of course, is a process by which the ideology (or belief system) of a particular group of people is taught to fledgling members of the group in order that they might think as the dominant members of that group do. Education, properly conceived, empowers a person to see-through social indoctrination, freeing them from the shackles of social ideology. They learn to think beyond their culture by learning how to suspend some of the assumptions of thinking within it.

【何谓思想】 Ideas are to us like the air we breathe. We project them everywhere. Yet we rarely notice this. We use ideas to create our way of seeing things. What we experience we experience through ideas, often funneled into the categories of “good” and “evil.” We assume ourselves to be good. We assume our enemies to be evil. We select positive terms to cover up the “indefensible” things we do. We select negative terms to condemn even the good things our enemies do. We conceptualize things personally by means of experience unique to ourselves (often distorting the world to our advantage). We conceptualize things socially as a result of indoctrination or social conditioning (our allegiances presented, of course, in positive terms). Ideas, then, are our paths to both reality and self-delusion. We don’t typically recognize ourselves as engaged in idea construction of any kind whether illuminating or distorting. In our everyday life we don’t experience ourselves shaping what we see and constructing the world to our advantage.

【学习与理解思想】 If you want to develop as a learner, you must come to recognize the ideas through which you see and experience the world. You must take explicit command of your thinking. You must become the master of your own ideas. You must learn how to think with alternative ideas, alternative “world views.” As general semanticists often say: “The word is not the thing! The word is not the thing!” If you are trapped in one set of concepts (ideas, words) then your thinking is trapped. Word and thing become one and the same in your minds. You are unable then to act as a truly free person. To understand our experience and the world itself, we must be able to think within alternative world-views. We must question our ideas. We must not confuse our words or ideas with things.

【思想的力量】 Understanding the power of ideas in human thought is critical to cultivating intellectual development. We cannot give academic content deep and significant meaning, nor effectively use it in our lives, if we are unable to actively bring the concepts embedded in that content into

our thinking. We cannot command the quality of our own lives if we cannot recognize the role of ideas in our lives. We cannot be ethical persons if we cannot recognize how and when we manipulate others---or they manipulate us---through misleading or false ideas. In short, the development of the educated mind presupposes insightful understanding of the crucial role of concepts and ideas in human life.

【如何掌控思想】 The ideas we have formed in personal experience are often egocentric in nature. The ideas we inherit from social indoctrination are typically ethnocentric in nature. Both can limit our insight significantly. This is where mastery of academic subjects and of our native language comes into play. This is where education is supposed to empower us. The ideas we learn from academic subjects and from the study of distinctions inherent in language use represent sources of ideas that can take us beyond our personal egocentrism and the social ideology in which we are otherwise typically entrapped. When we learn to think historically, sociologically, anthropologically, scientifically, and philosophically, we can come to see ignorance, prejudice, stereotypes, illusions, and biases in our personal thinking and in the thinking common in our society. Many, without such command, confuse very different things: for example, needing and wanting, having judgment and being judgmental, having information and gaining knowledge, being humble and being servile, being stubborn and having the courage of one’s convictions. Command of distinctions such as these and those inherent in multiple disciplines can have a significant influence upon the way we shape our experience. If, for example, we see confuse ethics with arbitrary social conventions or religion or national law, we have no basis for understanding the true basis of universality in ethics: what does harm or good to humans and other sentient creatures. When we develop our thinking, we go beneath the surface of ideas. Our personal experience is no longer “sacred.” We recognize our fallibility. We strive for ideas to broaden us and empower us as free individuals.

【思想的四种来源】 There are at least four different sources for ideas: our personal experience, socialization, the academic subjects we study, and our native language (English, Spanish, etc.). To become truly educated, we must learn to monitor and evaluate our use of ideas from these domains. Only then can we learn how to control (and not be controlled) by ideas.

【如何掌握学科思想】 Learning to think within the ideas of a subject is like learning to perform well in basketball, ballet, or on the piano. Thinking within the ideas of a subject at an advanced level without disciplined practice is as unnatural to the human mind as sitting down at a piano and spontaneously playing Chopin's Polonaise. Unfortunately, many classes do not highlight how to think within the ideas of the subject. Merely receiving lectures on the content of a subject will not teach you how to think within its ideas. You must therefore set out to discover how to think within biology, how to think within chemistry, how to think within economics, etc. You will not discover this thinking by cramming large masses of partially digested contents of a textbook or sets of lectures into your head. Here is what we recommend.

Recognize that you are seeking a new way to look at learning. Recognize that it will take time to become comfortable in this new perspective. Consider your task as a student to learn new ways to think. Stretching the mind to accommodate new ideas is crucial. For example, if you are in a history course, your job is to learn how to think historically. Or, if you are in a writing class, your job is to learn to think like a skilled writer. Or, if you are in a Sociology, Psychology, Geography, Biology, Philosophy, or Chemistry class, you should be striving to think sociologically, psychologically, geographically, biologically, philosophically, or chemically. If you are in a Nursing, Engineering, or Architecture class, you should be attempting to think like a professional nurse, like an engineer, or like an architect. Your mind must stretch to be successful.

Recognize that there are key ideas behind the subject that give a unified meaning to it. Look up a variety of formulations of the essence of the subject (use dictionaries, textbooks, encyclopedias). Remember that you are looking

for the ideas that give a unified meaning to the subject. What makes art, art? What makes science, science? What makes biology, biology? Try to find the common denominator of the various accounts. Ask your instructor for help. Now relate every new idea (in the textbook or lectures) to the fundamental idea with which you have begun. The big idea with which you began should be in the background of all new ideas. Seek intuitive connections, connections that make complete sense to you. There are basic ideas that act as guide-posts to those thinking within a subject. Look for these basic ideas and stretch your mind to learn them. Weave everything else into them.

【如何从课本中学习思想】 All textbooks are organized by systems of ideas within them. Diagram the systems to help you begin to learn them. Notice yourself naming, identifying, connecting, distinguishing, and explaining things using ideas. Where we have knowledge, we have an organized technical vocabulary. Create a glossary of the most important ideas you learn in each subject you study. Your knowledge can be no stronger than the knowledge you have of ideas in a subject. Test yourself by trying to explain key ideas in non-technical language. All ideas must be understood in relation to contrasting ideas. Try naming and explaining the ideas opposite to key ideas you learn. All idea clusters must be understood as part of further such clusters. Take any important idea you learn; name the ideas that cluster around it. There are many domains of ideas: ethical, religious, cultural social, political, scientific, mathematical, etc. Name and explain a key idea in each domain. At the beginning of any class, try making a list of at least 25 ideas of the subject you want to learn. To do this you might read an introductory chapter from the textbook or an article on the subject from an encyclopedia. As the course proceeds, add new ideas to the list and underline those ideas you are confident you can explain. Regularly translate chapter and section titles from the textbook into ideas. In addition, look for key ideas in every lecture you hear. Relate basic ideas to the basic theory the subject uses to solve problems. Master fundamental ideas and theories well. Do not move on until you do. One important way to think about what you are learning is by highlighting, diagramming, and explaining the ideas at the heart of each subject you study.

死记硬背

Rote Learning

Relevant GRE Issue
相关题库题目

【新 48 题】【新 92 题】

See Also
相关写作参考【Ref-046 学习与建立概念】【Ref-060 构成主义教育】【Ref-047 学习与理解思想】【Ref-045 学习的过程】【Ref-062 人本主义教育】【Ref-002 批判性思维】【Ref-007 独立思考能力】
【Ref-001 创造性思维】

【什么是机械式学习】 Rote memorization is a term for fixing information to your memory through sheer repetition. Rote learning is often viewed as bad practice, although some would argue that rote memorization is a necessary first step in learning some subjects.

【机械式学习特点】 Rote learning focuses on memorization through repetition and practice drills. It does not require understanding of material. Students are said to be simply regurgitating facts when they learn by rote. Curriculum standards in the United States are increasingly trying to avoid rote learning and are instead trying to promote conceptual understanding and skills, over factual knowledge.

【机械式学习缺乏对知识的理解】 Those who criticize rote learning assert that it involves learning facts without developing a deep understanding of them. Critical thinking, problem solving and higher order thinking (the ability to analyze, evaluate and create knowledge) are considered to be real and meaningful learning. This lack of understanding makes it impossible to grasp meaning and apply and transfer the knowledge to other areas. Memorizing vocabulary words is pointless, for example, without understanding how to use them in conversation.

【机械式学习不可或缺】 Those who defend rote learning

suggest that it is simply necessary in some areas. A young child learns the ABCs by rote learning, long before he or she knows why. The memorization of letters is a first step, and one that provides a foundation for the deeper understanding that follows at a later time.

【知识记忆是学习重要组成部分】 Becoming educated is a process. Some of the tools we need for acquiring knowledge must be memorized. How else is one supposed to learn the alphabet or the multiplication tables? The facts, dates, and rules that we memorize are hooks in the cupboards of our minds, places on which to hang new information. Rote learning, drills and lectures combined with critical thinking, problem solving and higher order thinking are powerful learning tools. The former without the latter isn't of much value. But the latter without the former isn't of much value either.

【举例：儿童学字母表】 Think of a small child who learns the alphabet. They memorize by rote the names of the letters. They memorize by rote the sounds of the letters. They memorize by rote a large number of phonetics rules and sight words. All of this rote learning creates the necessary foundation to learn other important skills: reading and spelling.

【需要知识记忆的一些实例】 Other occasions when

students may utilize rote memorization:

- Multiplication tables;
- State capitals;
- Foreign language vocabulary;
- Phonics in reading;
- The periodic table in chemistry;
- Anatomy in medicine;
- Cases or statutes in law;
- Basic formulas in any science;
- Sight words in elementary school; and
- Steps in a complex process or equation.

【知识记忆是思考的基础】Rote learning by itself is definitely meaningless. But that doesn't mean that rote learning is bad or ineffective. It is one very important way that students can learn. A lot of factual knowledge without critical thinking and problem solving abilities isn't very useful. But critical thinking skills and problem solving skills are also meaningless without a broad base of factual knowledge. You can't think critically about things you know nothing about. You can't solve problems without a necessary base

of knowledge in the area the problem relates to. Rote learning has huge value in quickly and efficiently giving students a vast knowledge foundation. Rote learning has value when combined with other skills and ways to learn. Educators who oppose rote learning are throwing out the baby with the bath water. Because rote learning is meaningless by itself, the assumption is that it has no value.

【机械式学习有助于考试】Rote learning, by definition, eschews comprehension, however, and consequently, it is an ineffective tool in mastering any complex subject at an advanced level. However, rote learning is still useful in passing exams. If exam papers are not well designed, it is possible for someone with good memorization techniques to pass the test without any meaningful comprehension of the subject. However, learning the context of a particular topic can make the subject more memorable. The system is widely practiced in schools across Pakistan, China, Singapore, Japan, Romania and Greece. Some of these nations are admired for their high test scores in international comparisons with regards to other nations around the world. At the same time, progressive reforms such as outcomes-based education which have put an emphasis on eliminating rote learning in favor of deep understanding have produced a storm of controversy of outcry as a generation of students is failing new math assessments which were aimed at increasing math performance.

Reference

049

学习与讨论

Learning and Discussion

Relevant GRE Issue
相关题库题目

【新 49 题】【新 76 题】【新 118 题】

See Also
相关写作参考

【Ref-151 建设性反对】【Ref-002 批判性思维】【Ref-150 反对的艺术】【Ref-149 四种讨论方法】【Ref-058 苏格拉底式问答学习法】【Ref-057 头脑风暴】【Ref-148 辩论】

【讨论的重要性】Scientific knowledge is achieved collectively through discussion and debate. Collective

deliberation is an equally good way to explore how professional standards influence research. Group discussion can reveal the issues involved in a decision,

connect those issues to more general standards, explore the interests and perspectives of different stakeholders, and identify possible strategies for resolving problems.

【讨论的核心】 At the heart of a genuine discussion lies Dewey's *double movement* of reflection wherein an individual moves back and forth from a hypothesis or belief about something or someone to the facts that inform that belief and then back to the hypothesis — basically, from induction to deduction and back in an ongoing cycle. Conclusions are always held as tentative due to the fact that new data might well lead to the revision of an existing hypothesis.

【课堂讨论与学生学习】 To build civic competence, students need opportunities to engage one another in critical analysis of the issues and dilemmas that humans face. Classroom discussion, defined as a kind of shared inquiry the desired outcomes of which rely on the expression and consideration of diverse views has long been considered a key vehicle for developing civic competence. The ability to consider points of view different from and even antithetical to one's own requires that participants do something difficult and existential. Discussants must switch loyalties from justifying positions and defending ground to listening intently, seeking understanding, and expressing ideas that are underdeveloped and in progress.

【课堂讨论与民主培养】 Because of the collective problems and diversity contained within them that schools offer the best potential as a public place where genuine discussions and deliberations can occur: Problems and differences are the essential assets for cultivating democrats. Civic competence in a multicultural society is intimately tied to the idea that individual differences such as race, socioeconomic status, culture, language, religion, sexual orientation, and ethnicity are to be recognized, respected, and embraced for purposes of the common good.

【课堂讨论的益处】 Class discussions offer students opportunities to test their ideas and opinions against the ideas and opinions of their peers. The benefits of class discussion include:

- Humans process events verbally;
- Speech makes thinking “visible,” concrete;
- Discussion is a way of testing and exploring new ideas;

- Students acquire knowledge and insight from diverse points of view;
- Conversation provides practice with problems and concepts;
- Students' awareness of, and tolerance for, ambiguity or complexity increases;
- Students recognize and investigate their assumptions;
- Attentive, respectful listening is encouraged;
- Intellectual agility is increased;
- Students become connected to a topic;
- It shows respect for students' voices and experiences;
- Students are affirmed as co-creators of knowledge;
- It develops the capacity for the clear communication of ideas and meaning;
- It develops habits of collaborative learning;
- Students develop skills of synthesis and integration.

【与人交谈的原则】 Here are some principles of discourse:

- That we value truth and the process of seeking truth as ends in themselves;
- That we accept responsibility to articulate a position as close to the truth as one can make it, using to the best of one's ability, available evidence and the rules of reason, logic and relevance;
- That we listen openly, recognizing always that new information may alter one's position;
- That we welcome evaluation and accept, and even encourage, disagreement and criticism, even to the point of seeking out for ourselves that which will disprove our position;
- That we refuse to reduce disagreement to personal attacks or attacks on groups or classes of individuals;
- That we value civility, even in disagreement;
- And, that we reject the premise that ends, no matter how worthy, can justify means which violate these principles.

学习与提问

Learning and Questioning

Relevant GRE Issue

相关题库题目

【新 42 题】

See Also

相关写作参考

【Ref-060 构成主义教育】【Ref-002 批判性思维】【Ref-071 科学与质疑】【Ref-145 信仰与质疑】【Ref-146 质疑与生活】【Ref-048 死记硬背】【Ref-063 要素主义教育】

【提问的重要性】 Continually remind yourself that learning begins only when questions are asked. If you want to learn, you must ask questions that lead to further questions that lead to further questions. To learn well is to question well. Children learn by asking questions. Students learn by asking questions. New recruits learn by asking questions. It is the simplest and most effective way of learning. People who think that they know it all no longer ask questions – why should they? Brilliant thinkers never stop asking questions, because they know that this is the best way to gain deeper insights. The great philosophers spend their whole lives asking deep questions about the meaning of life, morality, truth and so on. We do not have to be quite so contemplative, but we should nonetheless ask the deep questions about the situations we face. It is the best way to get the information we need to make informed decisions.

【因为懒惰而不提问】 If it is obvious that asking questions is such a powerful way of learning why do we stop asking questions? For some people the reason is that they are lazy. They assume they know all the main things they need to know and they do not bother to ask more. They cling to their beliefs and remain certain in their assumptions – yet they often end up looking foolish.

【善于提问是智慧的象征】 Other people are afraid that by asking questions they will look weak, ignorant or unsure. They like to give the impression that they are decisive and in command of the relevant issues. They fear that asking questions might introduce uncertainty or show them in a

poor light. In fact asking questions is a sign of strength and intelligence – not a sign of weakness or uncertainty. Great leaders constantly ask questions and are well aware that they do not have all the answers.

【认为自己没有时间提问】 Finally some people are in such a hurry to get on with things that they do not stop to ask questions because it might slow them down. They risk rushing headlong into the wrong actions. At school, at home, in business and with our friends, family, colleagues, customers or managers we can check assumptions and gain a better appreciation of the issues by first asking questions. Start with very basic, broad questions; then move to more specific areas to clarify your understanding. Open questions are excellent – they give the other person or people a chance to give broad answers and they open up matters.

【提问让人思考】 Thinking is not driven by answers but by questions. Had no questions been asked by those who laid the foundation for a field—for example, Physics or Biology — the field would never have been developed in the first place. Furthermore, every field stays alive only to the degree that fresh questions are generated and taken seriously as the driving force in thinking. To think through or rethink anything, one must ask questions that stimulate thought. Questions define tasks, express problems and delineate issues. Answers on the other hand, often signal a full stop in thought. Only when an answer generates a further question does thought continue its life. This is why you are thinking

and learning only when you have questions.

【如何提出深层次的问题】 So, instead of trying to store a lot of disconnected information in your mind, start asking questions about the content. Deep questions drive thought beneath the surface of things, forcing you to deal with complexities. Deep questions include:

- Questions of purpose force you to define tasks.
- Questions of information force you to look at your sources of information as well as assess the quality of information.
- Questions of interpretation force you to examine how you are organizing or giving meaning to information.
- Questions of assumption force you to examine what you are taking for granted.
- Questions of implication force you to follow out where your thinking is going.
- Questions of point of view force you to examine your perspective and to consider other relevant viewpoints.
- Questions of relevance force you to discriminate what does and does not bear on a question.
- Questions of accuracy force you to evaluate and test for truth and correctness.
- Questions of precision force you to give details and be specific.
- Questions of consistency force you to examine your thinking for contradictions.
- Questions of logic force you to consider how you are putting the whole of your thought together, to make sure that it all adds up and makes sense within a reasonable system of some kind.

【提问与课程学习】 If you become a good questioner within a discipline, you will learn the essential content of the discipline. Every discipline is best known by the questions it generates and the way it goes about settling those questions. To think well within a discipline, you must be able to raise and answer important questions within it. At the beginning of a semester of study, try generating at least 25 questions that each discipline you are studying seeks to answer. To do this you might read an introductory chapter

from the textbook or an encyclopedia entry on the topic. Then explain the significance of the questions to another person. Then add new questions to the list (as your courses proceed) underlining questions when you are confident you can explain how answer them. Regularly translate chapter and section titles from your textbooks into questions. For example, a section on photosynthesis answers the question: What is photosynthesis? In addition, look for key questions in classroom lectures. Relate basic questions to the theory the discipline uses to solve problems. Master fundamental questions well. Do not move on until you understand them. Notice the interrelationship between key ideas and key questions. Without the ideas the questions are meaningless. Without the questions, the ideas are inert. There is nothing you can do with them. A skilled thinker is able to take questions apart, generate alternative meanings, distinguish leading from subordinate questions, and grasp the tasks that questions demand of us. To develop as thinkers, students need to become adept at questioning. They need to actively formulate questions as they study. They also need to recognize that some disciplines deal largely with definitive questions while others deal primarily with debatable questions or question requiring reasoned judgment.

Quotations on Question

We like security: we like the pope to be infallible in matters of faith, and grave doctors to be so in moral questions so that we can feel reassured.

Blaise Pascal (1623-1662, French philosopher, mathematician, and physicist, considered one of the great minds in Western intellectual history)

The usual approach of science of constructing a mathematical model cannot answer the questions of why there should be a universe for the model to describe. Why does the universe go to all the bother of existing?

Stephen Hawking (1942-, British theoretical physicist and mathematician whose main field of research has been the nature of space and time)

Who questions much, shall learn much, and retain much.

Francis Bacon (1561-1626, an English philosopher whose writings include *The Advancement of Learning* (1605) and the *Novum Organum* (1620), in which he proposed a theory of scientific knowledge based on observation and experiment)

I do not pretend to start with precise questions. I do not think you can start with anything precise. You have to achieve such precision as you can, as you go along.

Bertrand Russell (1872-1970, a British philosopher, logician, mathematician, historian, and social critic)

In questions of science, the authority of a thousand is not worth the humble reasoning of a single individual.

Galileo Galilei (1564-1642, an Italian physicist, mathematician, astronomer and philosopher who played a major role in the Scientific Revolution)

Questions are never indiscreet: answers sometimes are.

Oscar Wilde (1854-1900, an Irish-born writer and renowned as a wit in London literary circles)

Question with boldness even the existence of a God; because, if there be one, he must more approve of the homage of reason, than that of blind-folded fear.

Thomas Jefferson (1743-1826, the third President of the United States (1801-1809) and the principal author of the *Declaration of Independence* (1776))

When we have arrived at the question, the answer is already near.

Ralph Waldo Emerson (1803-1882, an American lecturer, philosopher, essayist, and poet)

In religion and politics people's beliefs and convictions are in almost every case gotten at second-hand, and

without examination, from authorities who have not themselves examined the questions at issue but have taken them at second-hand from other.

Mark Twain (1835-1910, an American author and humorist)

Judge a person by their questions, rather than their answers.

Voltaire (1694-1778, a French Enlightenment writer, historian and philosopher)

To raise new questions, new possibilities, to regard old problems from a new angle, requires creative imagination and marks real advance in science.

Albert Einstein (1879-1955, a German-born theoretical physicist who discovered the theory of general relativity)

Historians are like deaf people who go on answering questions that no one has asked them.

Leo Tolstoy (1828-1910, a Russian writer whose literary masterpieces *War and Peace* and *Anna Karenina*)

Ignorant men raise questions that wise men answered a thousand years ago.

Johann Wolfgang von Goethe (1749-1832, considered the supreme genius of modern German literature side by side with Schiller (1759-1805))

Reference

051

学习与兴趣

Learning and Interest

Relevant GRE Issue

相关题库题目

【新 54 题】

See Also

相关写作参考

【Ref-029 选择教育的权利】【Ref-015 教育与学生需求】【Ref-045 学习的过程】【Ref-044 学习的目的】

【三类兴趣】Interest has a strong influence on individuals' cognitive and affective functioning. The relationship between interest and learning has focused on three types of interest:

- Individual interest,
- Situational interest, and
- Topic interest.

【个人兴趣】Individual interest has been described as a relatively enduring predisposition to attend to certain objects and events and to engage in certain activities. For example, the reader with an individual interest in ecology and conservation seeks opportunities to engage in associated activities and while so engaged experiences enjoyment and expands his or her knowledge. Individual interests can be defined in terms of specific domains such as school subjects (e.g., literature, history, mathematics) or specific activities within popular culture (e.g., music, sports, movies). In addition to having individual interest in specific domains and activities, students may have a more general individual interest in learning. General individual interest in learning is expressed as a desire to acquire new information, to find out about new objects, events, and ideas not restricted to any narrow domain. This may involve approaching and acquiring information about something novel or it may involve seeking new information concerning something the student already knows about.

【情景兴趣】Situational interest is elicited by certain aspects of the environment. These include content features such as human activity or life themes, and structural features such as the ways in which tasks are organized and presented. The psychological state of interest can also be generated by specific environmental stimuli and is referred to as situational interest. Whereas the state is characterized by focused attention that is similar to the outcome of individual interest, the immediate affective reaction may include a broader range of emotions. Two types of factors contribute to situational interest:

- The first group includes formal structural characteristics such as novelty, intensity, and ambiguity.
- The second group consists of content features such as human activity, intensity factors, and life themes.

Investigators have argued that situational sources of

interest may be particularly important for educators dealing with students who do not have preexisting individual interests in their school activities. For example, a reader who has no previous interest in ecological issues may have his or her interest aroused when confronted with a novel and personally relevant text on the topic of global warming. Furthermore, the aroused interest may be maintained if the text is well written.

【主题兴趣】Topic interest, the level of interest triggered when a specific topic is presented, seems to have both individual and situational aspects. Topic interest refers to the interest elicited by a word or paragraph that presents the reader with a topic. This form of interest is particularly relevant for educators, because students are often given topics about which they will be expected to learn or to write.

【教师如何提高学生学习兴趣】To stimulate an interest in learning, there are several techniques that a teacher may be able to use. Positive techniques to improve students' interest in learning:

- Understand the learning process. If teachers touch the students' a mind in a way that they care and understand the experiences, learning occurs.
- Know what your students' care about. Teachers must be able to know what it is that students care about in the course.
- Know students by names and their experiences. Keep calling on students' names in class, students feel as part of a learning group and are not unnoticed in class activities.
- Show students you care about their success. Building a relationship with your students is important. Encourage them to ask questions so that a deep understanding of the subject matter is achieved.
- Remind students of life-long learning. Apply course materials to work, career, and life as much as possible.
- Be a storyteller. It has always been interesting to hear from someone who is a good storyteller. Story telling enhances curiosity as well as participation. Story telling also can be entertaining.
- Engage students in class activities to promote creativity.

- Encourage students to ask questions and participate. Create a learning environment where it is fun, open and interesting.
- Respect students' opinions and comments to course

materials.

- Be a role model. Students look up to teachers as experts. Exemplify good ethical behavior, as we would expect of them.

Reference

052

共同学习

Cooperative Learning

Relevant GRE Issue

相关题库题目

【新 123 题】【新 128 题】

See Also

相关写作参考

【Ref-053 学习与竞争】【Ref-009 团队协作】

【共同学习的形式】 Cooperative learning is an instructional paradigm in which teams of students work on structured tasks (e.g., homework assignments, laboratory experiments, or design projects) under conditions that meet five criteria: positive interdependence, individual accountability, face-to-face interaction, appropriate use of collaborative skills, and regular self-assessment of team functioning. Cooperative learning is an instructional process that engages students in collaborative discussions about the content to promote learning. The discussions may involve teaching, explaining, asking questions, quizzing, or checking, in an instructional activity where students actively share in the responsibility for learning.

【共同学习的益处】 Many studies have shown that when correctly implemented, cooperative learning improves:

- Information acquisition and retention,
- Higher-level thinking skills,
- Interpersonal and communication skills, and
- Self-confidence.

【对比传统课堂】 Cooperative learning processes

significantly restructure classrooms from passive learning environments, with the teacher dominating the instructional conversation, into engaging environments where students actively participate in the learning environment. Cooperative learning also attempts to change the social and motivational environment in the classroom to promote positive and supportive peer interactions and a positive orientation toward achievement and learning.

【教师学生的角色】 In many forms of cooperative learning, teachers initially lead instruction as a way to communicate new information or skills to students. As the students practice the new learning, the teacher guides them to develop more proficiency. Gradually, the students take the instructional lead as they interact with peers practicing collaboratively. This type of transfer of responsibility for learning, from the teacher increasing gradually to the students, is characteristic of most forms of cooperative learning.

【网络式共同学习】 In online education, cooperative learning focuses on opportunities to encourage both individual flexibility and affinity to a learning community. Cooperative learning seeks to foster some benefits from the freedom of individual learning and other benefits from collaborative learning. Cooperative learning thrives in

virtual learning environments that emphasize individual freedom within online learning communities.

【共同学习团队目标】Some examples of group goals include a written report, a product for a project, or an average test score for the group. The individual accountability is the reason for each group member to learn, and it is critical for the positive academic benefits found in cooperative learning research. The individual accountability ensures that each member of the group does his or her share of the work.

【共同学习培养决策能力】Cooperative-learning tasks provide an ideal environment in which students practice their decision making skills. By working with peers, students:

- Are able to recognize diversity in the views of their classmates while being held accountable, on an individual basis, for their own learning.
- Learn to communicate their personal values and to appreciate the tradeoffs they and other students face.
- Distinguish between what is important to themselves

and what is known about the consequences of the various alternatives.

【共同学习训练结果】Students involved in the decision making tasks:

- Become better listeners;
- Demonstrate improved abilities to organize and structure subject-based tasks;
- Are better able to delegate responsibilities in a group setting;
- Have enhanced ability to work as part of problem-solving groups and to engage in constructive negotiations with other class members;
- Are able to see that many problems have more than one solution and that option-generating techniques such as brainstorming can prove to be extremely useful;
- Be more aware of overall project objectives; and
- Become more decisive.

Reference

053

学习与竞争

Learning and Competition

Relevant GRE Issue

相关题库题目

【新 123 题】【新 128 题】

See Also

相关写作参考

【Ref-052 共同学习】【Ref-009 团队协作】

【竞争是生命的旋律】Competition constitutes a primary facet of life, as individuals within any species strive to satisfy their needs for survival, reproduction, and successful rearing of offspring. For humans, social competition between genetically unrelated individuals of similar age is particularly salient in cultures with formal

schooling and public institutions where individuals cooperate apart from families.

【竞争与成长过程】Beginning in early childhood, implicit dominance hierarchies become established based on individual differences in physical prowess and social skills. Dominance is defined as access to resources, territory,

and power over others. By middle childhood, skills that facilitate dominance expand to incorporate achievements in diverse domains unique to humans, such as intellectual, musical, artistic, or athletic performance. Individuals also become increasingly conscious of their relative positions within the hierarchy. In adolescence, competition heightens as individuals begin to compete for reproductively attractive mates. Males compete with other males for physical and symbolic status, which attracts females, because high status can be converted into resources to support females and children. Females compete with other females on physical attractiveness and sociability, which attract potential stable marital partners.

【健康的竞争是社会繁荣的象征】 Healthy competition is a symbol of a flourishing society. It provides a fair and equal opportunity to all the players in the market. Competition in business greatly benefits consumers. It provides customers with reasonable prices, better quality and greater variety. Further, it maintains demand-supply parity. Competition in education leads to improvement in the quality of students and enhances their performance. Moreover, it helps evolve superior teachers, teaching methodologies and educational institutions. Competition in sports while in school improves team building in the work place later in life

【竞争让我们懂得适者生存】 Survival of the fittest; means that the fittest come out on top. The end-result of aggressive competition is weeding out those who are no good and seeding out those who outshine their contemporaries/counterparts emerging victorious. Competition sets the capable athlete, artist, musician or budding politician on the right path toward understanding what it takes to win. Competition can tell an academic student when more work, more time, or improved studying strategies are needed to catch up to other students who achieve higher grades and better results from their study programs.

【竞争教会我们生活并不公平】 Competition teaches everyone that some things in life are not fair. Children learn through competition that desire and hard work may not be enough to win recognition, higher grades or rewards. Competitions boost confidence in students .It brings out combination of judgment of their skills, success records and the skills of the opponents. This increases ones self esteem, which students thrive to achieve. Competitions open the room for inspiration from others which is a powerful motivator. Thus helping to improve

and survive the harsh and this drives them up on top of the social pyramid collectively promoting social development.

【竞争有助于未来成功】 Focusing on the improvement of a skill is a success oriented goal that helps an individual regardless of their placing in competitions. Competitions create opportunities for students to experience fun with challenges than actually competing. Competitions approached with a set objective and worked on it with desire, dedication, concentration and hard work yields positive results which helps an individual to determine one's personality.

【竞争是不断进步的过程】 Most importantly competitions approached with the picture of gaining knowledge, exhibiting ones skills rather than posing rivalry with opponents yield more effective results. The individual with the frame of mind determining that success is just a journey not destination reaches far more heights compared to the one whose goals are just winning with the aim success is the final destination. Today's era, competitive levels are touching the skies. In all the cultures we tend to find its existence. Schools should transmit culture. Hence it is very necessary to incorporate competitions into education to help children get used to it in later life.

【学校与竞争】 The school environment provides students with different kinds of competitive activities in different areas. Competitions that exist among students in school include; reading competitions, quiz competitions, debates, sports, games etc. Some individuals believe that these activities help to improve the students mentally and physically, while some others think that they actually serve as a source of discouragement to low competitive students.

【学校竞争的好处】 The benefits of school competition:

- Competition builds teamwork. By working together to achieve something, most competitions mean we need to work effectively with other people. This improves our communication skills, our socializing skills and all round ability to understand and work with other people. This is particularly true of sports competitions where the aim is to work together to win.
- Competition creates success. Working together and winning competitions creates an ethos of success and a desire for success. No-one likes to lose and a

healthy competition can mean that pupils gain a taste for success and want more of it.

- In the long run, once they leave education, the hope is that this desire continues and gives them the edge to succeed in life and in their career, business and everything else they come across.
- Competition makes us improve. If we lose, we want to improve and if we win, we want to make sure we retain our title. Competition means that we're constantly trying to improve and better ourselves which doesn't happen in a stalemate situation.

【几种竞争性学校活动】 Appropriate competition team or individual competition in schools can be beneficial:

- Argumentative essays;
- Debates;
- Sports competition; and
- Quiz contest.

Schools could offer rewards for good or improved performance material:

- Activity or privileges;
- Symbolic rewards;
- Praise and social rewards; and
- Teacher rewards.

【测试，辩论】 When we consider some of these activities, where students compete among themselves such as quiz competitions and debates, we will notice that the students are always striving to surpass each other, and in so doing, they succeed in improving their mental capacity and building their Intelligence Quotient. This improvement could not have been very effective without the competitions. It is a clear fact that debates help students to measure their ability to defend or support a subject or topic they claim to have much knowledge about. Debates also help students to learn how to be bold in public while expressing themselves. It also helps students to measure their convincing power as a result of the marks that are being awarded to each speaker for their efforts to convince a moderator. On the other hand, quiz competitions help students to measure their extent of knowledge about a particular subject in comparison to their fellow classmates. Students also build their Intelligence Quotient with the help of quiz competitions.

【体育竞赛】 Sports and games help students to be agile and physically fit. The competitions that normally exist in sports and games help students to learn how to work as a team and individually. It is during sports competitions that students measure their abilities and how good they are in a particular sport; as a result, students use the knowledge of their proficiency to build successful careers on those sporting activities they are good at. The competitions that exist in games like the game of chess help students to learn how to develop winning strategies individually with the use of meticulous thinking. Just like any other school competition, sports and games actually help students to develop sharp thinking and useful strategies as a result of the need and urgency to win. Students' true capacity in any sports will be unknown without the presence of competitions.

【学校竞争带来的问题】 The problems with competition:

- Competitions mean failure. The nature of competitions means that there are winners and losers. And the problem here is that no-one likes to lose.
- Some people are set up to fail. In our modern world where everyone succeeds, people are entered into competitions with no chance of success. This means that they will never willingly engage in challenges because of a fear of failure which becomes instilled in them.
- Healthy competitions are difficult to organize. In schools, it's difficult to organize a good competition where everyone feels some success, even the losers. It's hard to include everyone and teachers will always struggle to ensure those students who are always on the outside are given the chance of success.

【“中等学生”】 In a group of students with widely varying abilities, the bell curve rules. Most students have "average" abilities and will generally fall in the middle when it comes to competition. They win against the poorer students, lose to the best students, and it's a coin toss when they compete against each other. These middle students may or may not find such a situation motivating. However, it is the students on the tails of the bell curve who are the true victims of harmful competition.

【“优生学生”】 The best students will continually win and have little motivation to improve their skills. Secure in their natural aptitude, they begin to view work as pointless

and stupid, something for losers. Later in life, when these students begin to take challenging courses or have to work full time, reality will deal them a crushing blow. With no study skills or self-discipline, and no experience at being anything other than one of the best, they will find themselves filled with shame and self loathing. Working hard to improve their skills will feel degrading- only losers have to work! Severe depression and anxiety set in, reducing performance even further. Some will adapt and go on to be successful while others will degenerate until they are bigger losers than the people they once scorned.

【“问题学生”】The lowest performing students are victims of harmful competition as well. Intimidated by students who learned math very quickly, these students lost all motivation, viewing themselves as hopeless incompetents. If you're always going to be a loser, why bother trying, right? What they didn't learn is that everyone can benefit from improving their mental math skills (or their writing, reading, or speaking skills). So what if they were the slowest students in the class? So what if they made the most mistakes? When they need to balance a checkbook, or compare investments, or make purchasing decisions, the competition won't be there. And, thanks to harmful competition, neither will basic math skills!

Quotations on Competition

A competitive world offers two possibilities. You can lose. Or, if you want to win, you can change.

Henry Ford (1863-1947, an American automobile manufacturer who founded the Ford Motor Company and mass-produced the Model T)

Competition is a performance stimulant.

Rosabeth Moss Kanter (1943-, U.S. management educator, consultant, and writer)

While most are dreaming of success, winners wake-up and work hard to achieve it.

(Author Unknown)

I wasn't born to follow and I'm not sure if I was born to lead, but what I'm certain is that I was born to fight my way through life and win.

(Author Unknown)

Winners build on mistakes. Losers dwell on them.

(Author Unknown)

The higher we soar, the smaller we appear to those who cannot fly.

Friedrich Nietzsche (1844-1900, German philosopher whose written works include *Übermensch* and *Thus Spake Zarathustra*)

Reference

054

学习与父母帮助

Learning and Parents' Help

Relevant GRE Issue

相关题库题目

【新 81 题】【新 95 题】【新 24 题】【新 29 题】【新 52 题】

See Also

相关写作参考

【Ref-024 居家教育】【Ref-004 情绪发展】【Ref-003 社会化】

Education commences at the mother's knees, and every word spoken within the hearsay of children tends towards the formation of character. Never underestimate the

influence that a mother has over a child. It may not always appear this way, but children look to their mother for guidance on how they should deal with situations.

【父母对于孩子成长重要作用】Children have two main educators in their lives – their parents and their teachers. Parents are the prime educators until the child attends nursery or starts school and remain a major influence on their children's learning through school and beyond. Because parents are generally considered the primary caregivers in the family, they have a great influence on their child's biological, social, emotional, and intellectual development. Depending on the context, family influences can contribute to positive outcomes for the child as well as negative outcomes. One important family influence factor is the fundamental fact that parents pass their genes on to their biological children. Genes can determine the child's physical characteristics, how the child's body will function, and even personality.

Wise parents can bring you many things life. She or he can teach you a good sense of values, skills for interacting with others, and taking on responsibilities of you own. They offer you with invaluable insights for your future. Parents are usually familiar with the social manners of the community, the beliefs and rules of the culture and the religion practiced by family members. However, no matter how wise a parent may be, they are still limited by their views and experiences.

【子女成绩优异的家庭特点】Families whose children are doing well in school exhibit the following characteristics:

- Establish a daily family routine. Examples: Providing time and a quiet place to study, assigning responsibility for household chores, being firm about bedtime and having dinner together.
- Monitor out-of-school activities. Examples: Setting limits on TV watching, checking up on children when parents are not home, arranging for after-school activities and supervised care.
- Model the value of learning, self-discipline, and hard work. Examples: Communicating through questioning and conversation, demonstrating that achievement comes from working hard.
- Express high but realistic expectations for achievement. Examples: Setting goals and standards that are appropriate for children's age and maturity, recognizing and encouraging special talents, informing friends and family about successes.
- Encourage children's development/ progress in school.

Examples: Maintaining a warm and supportive home, showing interest in children's progress at school, helping with homework, discussing the value of a good education and possible career options, staying in touch with teachers and school staff.

- Encourage reading, writing, and discussions among family members. Examples: Reading, listening to children read and talking about what is being read.

【家长能做什么】Parents could influence their children's academic performance and growth using the following methods:

【展现兴趣】Demonstrate interest: ask what happened at school today and create an ongoing dialogue. This helps set the stage for joint student-parent decision making as your children get older.

【营造良好的学习气氛】Create a place for studying: encourage a regular homework time with limited distractions. Establish appropriate times for phone calls, and leisure time on computers and electronic games.

【协助孩子完成作业】Help with homework: talk to the teacher to learn more about how you can help your children outside of school. For older students, set priorities for after-school activities, job and chore hours, homework and leisure time.

【参加各种学校活动】Attend parent-teacher conferences: develop a plan with the teacher, on how to best support your children's learning needs. Get involved in any way that is comfortable – from parent information nights to volunteer activities, arts and sporting events, or school council participation.

【健康生活方式】Maintain a healthy lifestyle. Kids should see you taking care of yourself. Model wise food choices as well as a commitment to exercise. Avoiding negative comments about your body will project a sense of body confidence that can influence how kids feel about their own bodies. And obviously, kids should never see you participate in or talk about any experiences with drugs, alcohol or tobacco.

【端正学习态度】Model a love of learning. Kids' value systems are impacted by their interactions with adults. A positive attitude about education and learning on your part can foster similar attitudes in your students. Make sure they

know that you believe education is important and worthy, and show them examples of how you continue to learn, as well.

【保持积极态度】Keep a positive attitude. Negativity is contagious. By keeping a can-do attitude even when things get difficult, you model for your kids the power of positive thinking.

【强调责任心】Take responsibility for yourself. Don't blame your problems on external factors or other people. When you make a mistake, admit it, and work on fixing it. Kids see too many "role models" in the media who can't take responsibility for what they do wrong. Show them a better option.

【展现善意和尊敬】Show kindness and respect. Kids will notice how you treat other people. Don't use derogatory names or terms, even in fun. That kind of behavior gives

kids the idea that it's okay to disrespect others. Go out of your way to model helpful and kind behavior, especially to the elderly, disabled, or others who may need it.

【行为符合道德标准】Behave ethically. We all have expectations for kid's behavior. Make sure you're holding yourself to the same standard. In your everyday actions, are you honest, fair, compassionate, and tolerant? If not, make a conscious decision to show your kids something better.

【值得依赖】Be reliable. Be someone kids can count on. Unfortunately, many kids have experienced being let down by adults. Don't be one of them. If you say you'll do something, do it. No excuses. You'll earn respect and admiration.

Reference

055

学习与激励

Learning and Motivation

Relevant GRE Issue

相关题库题目

【新 24 题】【新 29 题】【新 52 题】【新 58 题】

See Also

相关写作参考

【Ref-056 赞扬与批评】【Ref-010 自我进步】【Ref-044 学习的目的】【Ref-026 有关教师】

【影响学习的因素】Students' achievements are influenced by many people, processes and institutions. Parents, the broader family, peer groups, neighborhood influences, schools and other bodies (e.g. churches, clubs) are all implicated in shaping children's progress towards their self fulfillment and citizenship. The children themselves, of course, with their unique abilities, temperaments and propensities play a central role in forming and reforming their behaviors, aspirations and achievements.

【激励的重要性】Motivation is a critical component of

learning. Motivation is important in getting students to engage in academic activities. It is also important in determining how much students will learn from the activities they perform or the information to which they will be exposed to. Students who are motivated to learn something use higher cognitive processes in learning about it. Motivation to do something can come about in many ways. It can be a personality characteristic or a stable long-lasting interest in something.

【激励的作用】Motivation has several effects on students'

learning and behavior:

- Motivation directs behavior toward particular goals. Motivation determines the specific goals toward which learners strive. Thus, it affects the choices students make—for instance, whether to enroll in physics or studio art, whether to spend an evening completing a challenging homework assignment or playing videogames with friends.
- Motivation leads to increased effort and energy. Motivation increases the amount of effort and energy that learners expend in activities directly related to their needs and goals. It determines whether they pursue a task enthusiastically and wholeheartedly or apathetically and lackadaisically.
- Motivation increases initiation of and persistence in activities. Learners are more likely to begin a task they actually want to do. They are also more likely to continue working at it until they've completed it, even if they are occasionally interrupted or frustrated in the process. In general, then, motivation increases students' time on task, an important factor affecting their learning and achievement.
- Motivation affects cognitive processes. Motivation affects what learners pay attention to and how effectively they process it. For instance, motivated learners often make a concerted effort to truly understand classroom material—to learn it meaningfully—and consider how they might use it in their own lives.
- Motivation determines which consequences are reinforcing and punishing. The more learners are motivated to achieve academic success, the more they will be proud of an A and upset by a low grade. The more learners want to be accepted and respected by peers, the more they will value membership in the "in" group and be distressed by the ridicule of classmates.
- Motivation often enhances performance. Motivation often leads to improved performance. Students who are most motivated to learn and excel in classroom activities tend to be our highest achievers. Conversely, students who have little interest in academic achievement are at high risk for dropping out before they graduate from high school.

【内在激励】 Intrinsic motivation comes from within. Intrinsically motivated learners want to learn because they are curious, they want to improve, they seek knowledge, and learning gives them satisfaction. This form of motivation nurtures and encourages the habit of lifelong learning. As students leave school, external motivators for learning, such as grades and praise, are replaced by long-term goals and less immediate rewards. Intrinsic motivation encourages us to continue learning regardless of what rewards come our way. Students with an intrinsic orientation also tend to prefer tasks that are moderately challenging, whereas extrinsically oriented students gravitate toward tasks that are low in degree of difficulty. Extrinsically oriented students are inclined to put forth the minimal amount of effort necessary to get the maximal reward.

【增强内在激励的方法】 There are ways to enhance intrinsic motivation in the classroom:

- Arouse interest: It is important to convince students of the importance and interest level of the material that is about to be presented, to show that the knowledge to be gained will be useful.
- Maintaining curiosity: A skilful teacher will use a variety of means to further arouse or maintain curiosity in the course of the lesson. The use of demonstrations helps to make students want to understand.
- Use a variety of interesting presentation modes: The motivation to learn is enhanced by the use of interesting materials, as well as by a variety in the way that material is presented.
- Help students set their own goals: People will work harder for goals that they have set for themselves, than if they were set by others.
- Express clear expectations: Students need to know exactly what they are supposed to do, how they will be evaluated, and what the consequences of success will be. Failure often stems from confusion about what was asked of them.
- Provide clear feedback: Feedback can serve as an incentive. It can be an adequate reward in some cases. Feedback must be clear and specific and given close in time to the performance. It should be informative and motivational and help by giving them suggestions for future success.

- Increase the value and availability of extrinsic motivators: Students must value incentives that are used to motivate them. For example, some students may not be all that interested in receiving teacher praise and grades, but might value notes sent home to parents, more recess time or special privileges.

【外部激励】 Extrinsic motivation is what we are most familiar with in education; it is motivation to act that comes from the external environment, outside of the person. When we are motivated extrinsically, we act with the anticipation of rewards – grades, praise, money, time off from work, or some other incentive. For instance, teachers motivate students to come to class regularly and join in discussions through the use of participation grades. When used wisely and thoughtfully, extrinsic motivation can be quite helpful in furthering student learning. We can use extrinsic motivation to our advantage as educators if we know what motivates students, but we need to do so carefully. For example, many students are concerned about their grades, either because of a desire to continue on in school or due to pressure from their parents, and they will do what it takes to earn good grades.

【教师的作用】 Motivating students is one of the most challenging things for teachers. It is true that students carry with them many past experiences that contribute to their motivation in the classrooms. However, teachers can make a difference, for better or for worse, in motivating students to learn. Students respond positively to three elements in most classes:

- A well-organized course;
- A teacher who is enthusiastic about the material and about teaching;
- A teacher who shows he or she cares about the students and their learning.

【学校的作用】 Schools could offer rewards for good or improved performance material:

- Activity or privileges;
- Symbolic rewards;
- Praise and social rewards;
- Teacher rewards.

【高标准严要求】 It has also been seen that teachers' expectations of their students have an effect on student motivation. Research has generally found that students will live up or down to their teachers' expectations for them, particularly in younger grades when teachers know relatively little about their students' levels of achievement. In order to make sure that students will achieve communicates positive expectations to them. The teacher must communicate the expectation to their students that they feel that their students can learn the material. Communicate high but attainable expectations and goals. Most students want to be challenged and feel that they are directing their energies toward a worthwhile experience. This means that they will work to achieve challenging goals if they view the goals as within their reach. True, some students are motivated by the fear of the daunting "killer test," but you will lose more students than you gain, and those you gain will not retain their motivation outside of the classroom. Give students the chance to succeed. High standards for student work are fine, but it is important to make those standards clear and give students a chance to discover and meet them.

【ARCS 方法】 Keller (1987) offers a very practical model of designing motivational instruction. This model is termed the ARCS model. The 4 components of the ARCS model acronym are: Attention, Relevance, Confidence, and Satisfaction.

- Attention. Student attention may be fairly easy to catch, initially, but difficult to sustain over an entire course. Some strategies for gaining attention and holding it involve the use of incongruity, e.g. presenting evidence contradictory to an accepted theory. Other attention strategies might include varying the pace or style of presentation of the course materials, using humor, and planning activities that require student participation.
- Relevance, the 'R' in the ARCS model, is especially important in motivating learners, since competing priorities, such as part-time jobs or other commitments, reduce the amount of time available for learning. Skills and information gained through education or training must be perceived as usable beyond the course level. Course relevance can be emphasized by relating the content to learner experience or the learner's future goals.
- A useful strategy for confidence-building is to plan for

'success opportunities' which means not to fail students early on in the program. Other strategies for increasing student confidence include helping students to set realistic goals for themselves, providing clear and specific criteria for evaluation, and attributing success to learner effort when giving feedback.

- Satisfaction is feeling good about accomplishing instructional goals. To increase the chance of learner satisfaction, we should provide activities that allow new skills to be used in realistic settings, transfer of learning is intrinsically motivating. Flexibility and choice within the instructional program by providing

options for objectives, study methods, and/or evaluations, can increase the learner's sense of control. Providing extrinsic rewards for progress and reinforcing students' intrinsic feelings of pride will also strengthen learner satisfaction.

The ARCS model provides structure for educators who are concerned about the motivational aspects of instruction. In teaching and learning, the components of attention, relevance, confidence, and satisfaction may determine whether a student successfully completes a course, and therefore are critical to the success of the teaching and learning process.

Reference

056

赞扬与批评

Praise and Criticism

Relevant GRE Issue

相关题库题目

【新 24 题】【新 29 题】【新 52 题】【新 58 题】

See Also

相关写作参考

【Ref-055 学习与激励】【Ref-026 有关教师】【Ref-010 自我进步】

【学生的行为和态度】 Behaviors and thoughts of students are separated into positive thoughts, positive behaviors, negative thoughts, and negative behaviors.

【积极的态度】 Positive thoughts include:

- Self-belief;
- Valuing school; and
- Learning focus.

【积极的行为】 Positive behaviors include:

- Planning;
- Task management; and

■ Persistence.

【消极的态度】 Negative thoughts include:

- Anxiety;
- Failure avoidance; and
- Uncertain control.

【消极的行为】 Negative behaviors include:

- Self-handicapping; and
- Disengagement.

【什么是赞扬】 Praise is the act of making positive statements about a person, object or idea. Most people are

responsive to praise and will increase in self-esteem or confidence if a suitable amount of praise is received. Some researchers hold that a person's life is largely made up of attempts to win praise for their actions.

【什么是批评】 Blame is the act of making negative statements about an individual or group that their actions are socially or morally irresponsible, the opposite of praise. Unwarranted criticism may cause people to be hostile and defensive. Surprisingly, unwarranted praise also has negative consequences.

【正效强化】 Positive reinforcement is the adding of an appetitive stimulus to increase a certain behavior or response. For example, a father gives candy to his daughter when she picks up her toys.

【负效强化】 Negative reinforcement strengthens a behavior because a negative condition is stopped or avoided as a consequence of the behavior. Negative reinforcement is often confused with punishment.

【惩罚】 Punishment, on the other hand, weakens a behavior because a negative condition is introduced or experienced as a consequence of the behavior.

【省略训练】 Omission training is the taking away of an appetitive stimulus to decrease a certain behavior. For example, taking away a night light when a child does not go to bed.

【正效惩罚】 Positive punishment: In an attempt to decrease the likelihood of a behavior occurring in the future, a punishment is followed by the presentation of an aversive stimulus.

【负效惩罚】 Negative punishment: In an attempt to decrease the likelihood of a behavior occurring in the future, a punishment is followed by the removal of an appetitive stimulus.

【孩子需要赞扬】 Children thrive on praise. Being noticed and appreciated for their good behavior encourages them to be good in order to continue to get more positive attention. A good way to change a child's bad behavior is to completely ignore it and really praise the good behavior. They usually respond to this tactic.

【赞扬与批评对学生的影响】 Differential praise and criticism by teachers likely influences children's motivation to

achieve. In schools, experienced teachers can criticize a student's work in a way that sounds like advice. The teacher could mix praise and criticism, and give the criticism in a forward-looking and positive manner rather than in a backward-looking and negative one. Many parents believe that criticism is an effective mechanism for producing behavior change. However, criticism (positive feedback) in response to a new behavior that is beyond acceptable limits may serve a deviation-amplifying function. Thus, the initial response to a new bad behavior is important in families. Instead of a critical response to a new and undesirable behavior, a more useful response may be a redirection of the behavior to fit family values. Most people thrive on being praised. Something that can be given so easily can make all the difference to a person's motivation levels, confidence and job satisfaction.

【赞扬提升学生自信】 Confidence levels improve when people feel good about what they are doing. When they receive positive feedback and praise they feel more confident about their efforts and feel encouraged to think for themselves. When a person receives good treatment and encouragement they will be prepared to do more than they are asked, volunteer ideas and become more involved and committed to what they are doing. Levels of loyalty and engagement improve.

【赞扬与批评的技巧】 The following are some skills of giving criticism and praise:

- The amount of praise and criticism should be tailored to the people being evaluated. Some are disturbed by only modest amounts, while others may be praised or criticized to excess.
- Praise and criticism should be given in an appropriate ratio.
- Begin with praise. People are more receptive to criticism when others begin by reviewing his or her strengths.
- People should give objective praise and criticism. Evaluations should be based on objective, concrete, observable and measurable behaviors.
- Praise and criticism should be oriented toward the future.
- Praise should not be given just for the sake of giving praise. Rather, it should reinforce good work habits.

and encourage continued in the future. The emphasis should not be on “you did well” but on “what you can you to insure your good performance continues.”

- Instead of just giving criticism, the evaluators should use it to explore ways to improve job performance. The focus should not be on the claim that “you did an unsatisfactory job;” the focus should be “how can this problem be avoided in the future?”

【合适的反馈】 A proper feedback would go beyond simple praises and criticisms, and describe the specific behavior, its effect, and how it can be utilized in future. Three essential elements in a feedback statement:

For Good Behavior:

- Description of the behavior;
- The salutary effects it has;
- How this can be utilized in future.

For Bad Behavior:

- Description of the behavior;
- The negative effects it has;
- How this can be avoided in future.

【有关积极反馈】 The aim of the feedback is to improve and help students' learning, it is possible to agree on some general guidelines on the nature of good feedback:

- Good feedback tends to be descriptive rather than evaluative. It describes what is being observed. It is not aimed at entailing any judgment as to the performance or knowledge of the student.
- Good feedback is also specific rather than general. A good feedback points to the specific behavior or action on the part of the student. When the students recognize such specific behavior, they are more likely to incorporate that behavior. Conversely, a vague ambiguous statement sends mixed messages and creates confusion in the student.
- An effective feedback technique addresses the behavior or action rather than the trait or character of the students. The students are more likely to be receptive if they understand that they are not the

target of the feedback.

- Feedback involves two-way information exchange between the teacher and student. It is more of a dialogue where information is shared and common grounds are agreed upon.
- Good feedback ensures that students understand the purpose of the feedback. Thus, the teacher should frequently clarify the nature and objective of the feedback and actively solicit students' view about their understanding of the issues involved.

【课堂里赞扬的负面作用】 Most educators agree that children need to be in supportive, friendly environments. But recent research indicates that some teacher attempts to create such environments by using praise may actually be counterproductive. The purpose of this digest is to give teachers new insights into ways to make their statements of praise more effective and consistent with the goals most early childhood educators have for children, namely, to foster self-esteem, autonomy, self-reliance, achievement, and motivation for learning. Most teachers praise students in order to enhance progress toward these goals. However, current research poses the possibility that some common uses of praise may actually have negative effects in some or all of these areas.

【赞扬可能降低学生自信】 Some praise statements may have the potential to lower students' confidence in themselves. The students exhibited many characteristics indicative of lower self-esteem, such as responding in doubtful tones and showing lack of persistence or desire to keep trying. In addition, students frequently tried to “read” or check the teacher's eyes for signs of approval or disapproval.

【赞扬的效果随学生年龄变化】 Even if teachers could praise students systematically, there is still some indication that such praise would not be effective. Not all young children are interested in pleasing the teacher, and as children grow older, interest in pleasing the teacher diminishes significantly.

【学生可能依赖老师赞扬】 Praise can actually lessen self-motivation and cause children to become dependent on rewards. Once teachers began praising preschool children for doing something they were already motivated to do, the children became less motivated to do the activity.

【不同学生对相同赞扬反应不同】 Various forms of praise can have different kinds of effects on different kinds of students. Students from different social settings, ability levels, and genders may not respond in the same way to praise. The use of praise is further complicated by the fact that it may have differential effects depending on the type of achievement being measured. For example, praise may be useful in motivating students to learn by rote, but it may discourage problem solving.

【赞扬可能抑制学习的欲望】 Children have an intrinsic desire to learn. Ineffective praise can stifle students' natural curiosity and desire to learn by focusing their attention on extrinsic rewards rather than the intrinsic rewards that come from the task itself. This kind of praise replaces a desire to learn with blind conformity, a mechanical work style, or even open defiance. On the other hand, teachers who encourage students create an environment in which students do not have to fear continuous evaluation, where they can make mistakes and learn from them, and where they do not always need to strive to meet someone else's standard of excellence. Most students thrive in encouraging environments where they receive specific feedback and have the opportunity to evaluate their own behavior and work. Encouragement fosters autonomy, positive self-esteem, a willingness to explore, and acceptance of self and others.

【教师应该唤醒孩子内在激励】 A goal of educators is to help children to become intrinsically motivated. Children's self-worth develops as an aside from working hard, surmounting frustrations, and overcoming obstacles. Honest praise provides children with the opportunity to gain a realistic understanding of their strengths and weaknesses. In order to feel strong, confident and independent, children must receive truthful valuation. Children, who have grown accustomed to continuous applause, may develop anxiety about their abilities, a fear of failure, a reluctance to try new things, and be ill-prepared to cope with future setbacks. Effective praise focuses on a child's effort rather than on what is actually accomplished. When educators give genuine praise that is specific, spontaneous and well-deserved, it encourages continuous learning and decreases competition among students.

【教师如何更有效地赞扬】 How can educators use praise effectively:

- Think in terms of acknowledgment and encouragement rather than praise. Praise helps most

when it conveys not only approval but information about the progress a child is making.

- Demonstrate interest and acceptance in children because they have innate value that is not contingent on their work.
- Use positive body language such as smiling, looking directly at the child, standing close, listening intently, and assisting when needed.
- Acknowledge a child's effort or progress without judgment using clear, specific language. Offering descriptive praise shows that you are paying close attention.
- Acknowledge a child's specific behavior rather than commenting on his/her character.
- Encourage positive character traits in students by naming them.
- Relate praise to effort and to how it benefited the child as well as others. Say things like, "Since you remembered to return your homework this week, you have done better in math and I have had more time to spend helping the other students."
- Promote initiative and attempting new skills. For example, "You listened well and followed directions without any help," and "Last week you could not kick the ball, but you practiced, and now you can!"
- Encourage perseverance and independence by saying things such as, "That experiment did not work out. What's next?" and "Instead of asking for help, you looked up the word in the dictionary!"
- Acknowledge independent thought and creativity, "That's an interesting idea. Tell me more."
- Reinforce problem-solving skills by saying things like, "As a group you decided who would be responsible for each part of the project."
- Sometimes privately compliment in order to provide an opportunity for an open, honest exchange. This will also decrease student competition that can occur when children feel that you favor some more than others.
- Reserve exuberant praise for outstanding effort.

【职场里的赞扬】 In a work environment being praised for doing a good job or working well helps people to feel worthwhile. They feel that what they are doing makes a difference. This creates a win/win situation for everyone because staff work harder and with more enthusiasm. They will feel motivated to continue working hard and because they are being appreciated for it, will be encouraged to do whatever needs to be done to support the business.

【领导如何给予赞扬】 Tips of praise for supervisors and managers:

- Praise with purpose. The purpose of praise, at work, is to increase employee morale and employee productivity. The purpose is not to get employees to like you. Praise is not the same as a compliment.
- Target your praise. Target your praise to specific accomplishments, and not to general work. Praise helps reward the employee for hard work, and increases the chance that they will continue to make

great contributions.

- Believe your praise. In order for praise to work, you need to be sincere and honest about it. An employee can easily pick up phony praise, thus causing you to lose your credibility and the ability to motivate them in the future with praise.
- Praise in proportion. Praising an employee too frequently waters down the effectiveness of your praise; on the other hand, praising too little is also ineffective. Adolescents generally need more praise than adults, new employees need more praise than experienced employees, and employees lacking confidence require more praise.
- Praise in public and reprimand in private. If it does not embarrass the employee, a public method of praise is helpful to improve the morale of all the employees. A brief which mentions at a meeting, a note in a company newsletter, or a note to their supervisor are all methods of simple public praise.

Reference

057

头脑风暴

Brainstorming

Relevant GRE Issue
相关题库题目

【新 49 题】【新 76 题】【新 118 题】

See Also
相关写作参考

【Ref-049 学习与讨论】【Ref-151 建设性反对】【Ref-002 批判性思维】【Ref-150 反对的艺术】【Ref-149 四种讨论方法】【Ref-058 苏格拉底式问答学习法】【Ref-148 辩论】

【有关头脑风暴】 The term Brainstorming has become a commonly used word in the English language as a generic term for creative thinking. The basis of brainstorming is a generating ideas in a group situation based on the principle of suspending judgment - a principle which scientific research has proved to be highly productive in individual effort as well as group effort. Brainstorming is a simple way for a group to generate multiple ideas such as possible

solutions to a known problem. Brainstorming can be an effective way to generate lots of ideas on a specific issue and determine which idea is the best solution. Brainstorming works best with a varied group of people. Participants should have different backgrounds. Even in specialist areas, outsiders can bring fresh ideas that can inspire the experts.

【进行头脑风暴的几个步骤】 Main steps of brainstorming

include:

- Define your problem or issue. Write out the problem concisely and make sure that everyone understands the problem.
- If the issue is very broad, it is probably worth breaking it down into smaller issues which can be brainstormed independently.
- It is important to set time and get everyone's ideas out.
- Once the brainstorming starts, participants shoot out solutions to the problem while the facilitator writes them down.
- No matter how impossible or how silly an idea is, it must be written down.
- Once your time is up, select the five ideas which you like best. Make sure that everyone involved in the brainstorming is in agreement and ideas will best meet your needs.
- Unsuitable ideas are not necessarily bad ideas. More likely they cannot readily be implemented, would be excessively costly, have legal implications or have other issues of concern.

【进行头脑风暴的几个规则】 There are four basic rules in brainstorming. These reduce the social inhibitions that

occur in groups and therefore stimulate the generation of new ideas.

- Focus on quantity: This rule enhances divergent production, aims to facilitate problem solving through the maxim, quantity breeds quality. The greater the number of ideas generated, the greater the chance of producing a radical and effective solution.
- No criticism: During group brainstorming, put criticism on hold. Instead of immediately stating what might be wrong with an idea, the participants focus on extending or adding to it. Reserve positive criticism for the later selection stage of the process. Never use negative criticism. By suspending judgment, one creates a supportive atmosphere where participants feel free to generate unusual ideas.
- Unusual ideas are welcome: To get a good and long list of ideas, encourage unusual ideas. They open new ways of thinking and provide better solutions than regular ideas. They can be generated by looking from problem from another perspective and setting aside assumptions.
- Combine and improve ideas: Good ideas can be combined to form a single very good idea. This approach leads to better and more complete ideas than merely generating new ideas alone. Allow idea association to build new ideas.

Reference

058

苏格拉底问答学习法

Socratic Method and Socratic Questioning

Relevant GRE Issue
相关题库题目

See Also
相关写作参考

【新 49 题】【新 76 题】【新 118 题】

【Ref-049 学习与讨论】【Ref-151 建设性反对】【Ref-002 批判性思维】【Ref-150 反对的艺术】【Ref-149 四种讨论方法】【Ref-058 苏格拉底式问答学习法】【Ref-148 辩论】【Ref-057 头脑风暴】

【苏格拉底式问答学习法】 Socratic Method (or Method of Elenchus or Socratic Debate) is a dialectic method of philosophical inquiry, largely applied to the examination of key moral concepts and first described by Plato in the *Socratic Dialogues*. It typically involves two speakers at any one time, with one leading the discussion and the other agreeing to certain assumptions put forward for his acceptance or rejection. The method is credited to Socrates, who began to engage in such discussions with his fellow Athenians.

【苏格拉底式诘问】 The term Socratic Questioning is used to describe a kind of questioning in which an original question is responded to as though it were an answer. This in turn forces the first questioner to reformulate a new question in light of the progress of the discourse.

【讨论的对象】 Socrates generally applied his method of examination to concepts that seem to lack any concrete definition (e.g., the key moral concepts at the time, the virtues of piety, wisdom, temperance, courage, and justice).

【讨论的方法】 Elenchos, more usually spelled 'elenchus',³⁶ is the central technique of the Socratic Method. "If you ask a question or series of questions in which your prospect can readily agree, then ask a concluding question based on those agreements, you will receive a desirable response".

【讨论结果】 Such an examination challenged the implicit moral beliefs of the interlocutors, bringing out inadequacies and inconsistencies in their beliefs, and usually resulting in puzzlement known as *aporia*.³⁷ In view of such inadequacies, Socrates himself professed his ignorance, but others still claimed to have knowledge. Socrates believed that his awareness of his ignorance made him wiser than those who, though ignorant, still claimed knowledge.

【苏格拉底式问答学习法的意义】 Socratic questioning illuminates the importance of questioning in learning. It illuminates the difference between systematic and fragmented thinking. It teaches us to dig beneath the surface of our ideas. It teaches us the value of developing questioning minds in cultivating deep learning.

【苏格拉底式问答学习法的应用】 Socratic Questioning can be used to pursue thought in many directions and for many purposes, including: to explore complex ideas, to get to the truth of things, to open up issues and problems, to uncover assumptions, to analyze concepts, to distinguish what we know from what we don't know, and to follow out logical implications of thought.

【与“批判性思考”比较】 The art of Socratic questioning is intimately connected with critical thinking because the art of questioning is important to excellence of thought. Both critical thinking and Socratic questioning share a common end. Critical thinking provides the conceptual tools for understanding how the mind functions in its pursuit of meaning and truth; Socratic questioning employs those tools in framing questions essential to the pursuit of meaning and truth. The goal of critical thinking is to establish an additional level of thinking to our thinking, a powerful inner voice of reason, that monitors, assesses, and reconstitutes—in a more rational direction—our thinking, feeling, and action. Socratic discussion cultivates that inner voice through an explicit focus on self-directed, disciplined questioning.

【苏格拉底式诘问与课堂教学】 When teachers use Socratic questioning in teaching, their purpose may be to probe student thinking, to determine the extent of student knowledge on a given topic, issue or subject, to model Socratic questioning for students, or to help students analyze a concept or line of reasoning. In teaching, then, teachers can use Socratic questioning for at least two purposes:

- To deeply probe student thinking, to help students begin to distinguish what they know or understand from what they do not know or understand.
- To foster students' abilities to ask Socratic questions, to help students acquire the powerful tools of Socratic dialogue to construct and ask deep questions and improve their questioning abilities, so that they can use these tools in everyday life (in questioning themselves and others).

改造主义教育

Reconstructionism

Relevant GRE Issue
相关题库题目

【新 17 题】【新 68 题】

See Also
相关写作参考

【Ref-031 道德教育】【Ref-014 教育与社会需求】【Ref-015 教育与学生需求】【Ref-034 品格教育】【Ref-033 价值教育】【Ref-032 公民教育】【Ref-013 教育与社会控制】【Ref-023 义务教育】

【时代背景】Much of the reconstructionism³⁸ perspective was developed during the Depression (1929-1933). This was a time when many members of society thought the social institutions had failed them. They believed that all institutions in society needed to be reformed.

【教育与社会】Social reconstructionists see the purpose of education as that of building a just society. They believe that students should critically examine society, especially those controversial topics or “close areas” of study that are often ignored in the curriculum. Students also need to learn how to make decisions and take actions that will produce a better world. Because of the commitment to building a just society, values and moral development are very important.

【教育与学生】Social reconstructionists are more student-centered than essentialism or perennialism. They have more confidence in the abilities of students. They believe that students are capable of identifying injustice and searching for solutions. They contend that even though the issues young children may identify are more concrete and

related to their lives, as they mature they will develop sensitivity to larger, more abstract concerns. The knowledge that has most worth is whatever is information needed to address issues and questions. The students make the decision regarding what they need to learn. However, the teacher may use content and information to help identify critical issues that need to be investigated. Teachers should insist that students thoroughly investigate the topic and gather all the relevant information and viewpoints.

【课程内容】Reconstructionists favor curricula that emphasize creating a world of economic abundance, equality, fairness, and democratic decision making. They see this social reconstruction as necessary for the survival of humankind. Elements of reconstructionism can be found throughout contemporary education. Programs that focus on topics such as environmental education, peace education, racism and prejudice, moral dilemmas, and globalism are related to social reconstructionism.

【构成主义教育的涵义】Constructivism³⁹ is based on the principle that individuals can not simply be given knowledge. Rather, individuals must create knowledge as they interact with the world around them. Their constructions of knowledge are rooted in their prior knowledge. Learners' knowledge will grow as they compare new information with what they already know. Constructivism has several important implications. One is that the conditions that best facilitate learning are what might be described as learner-centered or problem-centered. Teachers provide students with guidance to help them to gain what they need to solve the problem.

【主要目的】One of the primary goals of using constructivist teaching is that students learn how to learn by giving them the training to take initiative for their own learning experiences.

【课堂的特点】The characteristics of a constructivist classroom are as follows:

- The learners are actively involved;
- The environment is democratic;
- The activities are interactive and student-centered;
- The teacher facilitates a process of learning in which students are encouraged to be responsible and autonomous.

【合作式的学习氛围】In the constructivist classroom, students work primarily in groups and learning and knowledge are interactive and dynamic. There is a great

focus and emphasis on social and communication skills, as well as collaboration and exchange of ideas. This is contrary to the traditional classroom in which students work primarily alone, learning is achieved through repetition, and the subjects are strictly adhered to and are guided by a textbook.

【主要课堂活动】Some activities encouraged in constructivist classrooms are:

- Experimentation: students individually perform an experiment and then come together as a class to discuss the results.
- Research projects: students research a topic and can present their findings to the class.
- Field trips. This allows students to put the concepts and ideas discussed in class in a real-world context. Field trips would often be followed by class discussions.
- Films. These provide visual context and thus bring another sense into the learning experience.
- Class discussions. This technique is used in all of the methods described above. It is one of the most important distinctions of constructivist teaching methods.

【教师的职责】In the constructivist classroom, the teacher's role is to prompt and facilitate discussion. Thus, the teacher's main focus should be on guiding students by asking questions that will lead them to develop their own conclusions on the subject.

进步主义教育

Educational Progressivism

Relevant GRE Issue

相关题库题目

【新 17 题】【新 68 题】

See Also

相关写作参考

【Ref-012 教育与社会】【Ref-014 教育与社会需求】【Ref-016 教育与职业发展】【Ref-013 教育与社会控制】

【杜威与“进步主义教育”】 Progressivism⁴⁰ has been an important educational philosophy for a considerable part of the 20th century. One of the main figures identified with progressivism is John Dewey (later be remembered as the “father of Progressive education,” was the most eloquent and arguably most influential figure in educational Progressivism). Dewey was concerned that the schools were out of touch with life and failed to teach individuals how to use knowledge. He proposed an alternative philosophy that would better prepare individuals for the realities of contemporary life. This educational philosophy became known as progressivism.

【教育与社会变革】 Progressivism identifies change as constant in the world. Progressives believe that educated people should know how to adapt to and direct change. Educational progressives believe that education must base on the principle that humans are social animals who learn best in real life activities with other people.

【教育的目的】 Rather than opposing change, progressivism educators believe that individuals need to embrace change and learn how to direct it for the betterment of society. Thus, progressives see a major purpose of education as that of helping individuals learn how to solve problems. In this context, students need to learn the scientific method for defining and solving problems.

【进步主义教育的特点】 Most progressive education programs have these qualities in common:

- Emphasis on learning by doing – hands-on projects, expeditionary learning, experiential learning;

- Integrated curriculum focused on thematic units;
- Strong emphasis on problem solving and critical thinking;
- Group work and development of social skills;
- Understanding and action as the goals of learning as opposed to rote knowledge;
- Collaborative and cooperative learning projects;
- Education for social responsibility and democracy;
- Integration of community service and service learning projects into the daily curriculum;
- Selection of subject content by looking forward to ask what skills will be needed in future society;
- De-emphasis on textbooks in favor of varied learning resources;
- Emphasis on life-long learning and social skills;
- Assessment by evaluation of child's projects and productions.

【变革的知识】 For progressives, because of the rapid rate of change, knowledge is viewed as temporary, not universal and stable. Rather, knowledge needs to be tested using the scientific method. Thus, the knowledge that is most worth is knowledge that has been tested by experimentation.

【跨学科教育】 Progressives also favor an interdisciplinary approach to content. Content is not broken into discrete

subjects. Therefore, individuals might simultaneously learn history, geography, science, and math as they pursue their interests and quest for answers.

【解决问题的能力】Progressives favor a broad curriculum. The curriculum has room for all subjects including the arts and vocational studies. Because of the extensive use of scientific problem solving, there is a strong emphasis on the natural and social sciences. A part of the role of the teacher is to stimulate students' interests by presenting them with realistic questions and problems drawn from the traditional content areas.

【像科学家一样学习】Students are then taught to generate hypotheses, gather data related to the hypotheses, test the hypotheses, and examine the consequences of each

hypotheses. In posing problems and gathering data, the students may be engaged in activities such as field trips, cooperative problem solving and simulations. Most progressive educators believe that students learn as if they were scientists, following a process similar to John Dewey's model of learning:

- Become aware of the problem;
- Define the problem;
- Propose hypotheses to solve it;
- Evaluate the consequences of the hypotheses from one's past experience;
- Test the likeliest solution.

Reference

062

人本主义教育

Humanistic Education

Relevant GRE Issue
相关题库题目

【新 37 题】【新 17 题】【新 68 题】【新 48 题】【新 92 题】

See Also
相关写作参考

【Ref-015 教育与学生需求】【Ref-014 教育与社会需求】【Ref-051 学习与兴趣】【Ref-055 学习与激励】【Ref-044 学习的目的】

In *How Children Fail* (1964), John Holt claimed the school system could destroy the minds and emotions of young children. His blistering attack accused schools of inducing fear in pupils, and of humiliating, ridiculing and devaluing them. Humanist⁴¹ psychologists believe that fear of failure and rejection produces maladjustment. Either learners play it safe and withdraw, feeling crushed and lacking in self-confidence as a result; or they hit out in retaliation, becoming disruptive. Either way, pupils and their learning, are damaged. For many people though, learning is a process filled with pain, anxiety and frustration.

【人本教育的内容】The humanistic school believes that emotional factors, and personal growth and development,

are the highest values, and it argues that these are ignored in a society which is unduly materialistic, objective and mechanistic.

【教育满足学生需求】Humanistic psychologists believe that society, schools and colleges exist to meet the needs of the individual learner, not the other way round. They believe that learners should be allowed to pursue their own interests and talents in order to develop themselves as fully as possible in their own unique direction.

Learner should be self-directed. Teachers are encouraged to help each learner choose what knowledge and skills they want to learn, negotiating a unique "learning contract" or

“action plan” for each individual. The materials, methods and rate of learning are also customized to meet the needs of the individual.

【强调学生参与】Student choice ensures ego involvement in the learning tasks, and students will be highly motivated by following their own interests and curiosity. Standard curricula and compulsory attendance are either abandoned, or are given a low priority. While this is a radical approach if adopted in a school, it is commonplace in the teaching and training of adults.

【折中方案】If schools can not allow students to self-direct their learning, they can at least give them some measure of choice in tasks or assignments, enabling them to follow their own interests. Teachers can also set assignments that maximize creativity and curiosity instead of those that only require the restatement of facts.

【为自己的学业负责】Students should take responsibility for their own learning. As well as choosing the style and content of their own learning, learners are encouraged to take responsibility for its effectiveness. They are encouraged to be active rather than passive in their attitude to learning, and over-helping by teachers is discouraged as it is thought to encourage dependency.

【自我评价为主】Self-assessment is preferable to teacher assessment. Self-assessment or self-evaluation encourages the self-reliance and self-direction that humanistic theorists prize. Self-assessment is itself a crucial skill for work and for learning. It encourages students to take responsibility for their own improvement, and is the route to excellence in any field.

【教师评价为辅】Teachers' tests encourage rote memorizing and working for grades rather than real learning and personal development. Teacher assessment can also create fear and humiliation and can lower student's self-esteem. Students will never take responsibility for their own improvement until they learn to be constructively critical of their own work.

【学习环境要求】Learning is easiest, most meaningful and most effective when it takes place in a non-threatening situation. Learners should be motivated by a desire to succeed, to explore, to develop, and to improve, not by a fear of failure. There should be a “no blame” policy for mistakes, which should be seen as inevitable and as an opportunity to learn.

【学习过程循环】The following cycle uses humanistic principles to encourage students to improve their own learning or performance on a course.

- Self-evaluation (Where am I now?). The learner evaluates his or her own skills, knowledge, values and attitudes.
- Goal-setting (Where do I want to be?). The learner considers his or her aspirations, and sets personal goals or targets.
- Action plan. How can I close the gap between where I am and where I want to be?
- Action. Carry out the action plan, monitoring its implementation.

Reference

063

要素主义教育

Educational Essentialism

Relevant GRE Issue
相关题库题目

【新 42 题】【新 6 题】【新 14 题】【新 96 题】【新 116 题】

See Also
相关写作参考

【Ref-014 教育与社会需求】【Ref-040 国家统一课程】【Ref-029 选择教育的权利】【Ref-030 与世隔绝的象牙塔】【Ref-028 教育无用论】

【要素主义教育涵义】 Essentialism⁴² is the field of educational philosophy that holds that the primary purpose of schools should be to transmit selected elements of culture to the next generation. Its adherents believe that children should learn the traditional basic subjects and that these should be learned thoroughly and rigorously.

【教育的目的】 Essentialism views the purpose of education as teaching students “essential information and values.” The role of school is not to reshape society, but rather to transmit the intellectual knowledge, the cultural heritage, and the moral values defined as necessary to prepare individuals to accept their role as members of society. One of the major purposes of school is to instill the virtues of discipline and hard work.

【教师是权威】 In the essentialist tradition, the teacher is the authority, not merely a guide. The teacher should serve as the intellectual and moral models for the students. The teacher should establish the rules, maintain strict discipline, and make sure the students are learning the specified content of the curriculum. The teacher instills respect for

authority, perseverance, duty, consideration, and practicality. The job of the student is to listen and to learn. All students need to learn the prescribed content, so there should be high academic standards for all students regardless of their prior knowledge or developmental level.

【学习人类文明精髓】 Essentialists hold that there is a core of information and values that all students should learn. The knowledge that is of most use is that which is essential for a person to live well and to contribute to society. As society changes, so might what is defined as “essential knowledge.” Essentialists strive to teach students the accumulated knowledge of our civilization through core courses in the traditional academic disciplines. An Essentialist will usually teach some set subjects similar to Reading, Writing, Literature, Foreign Language, History, Mathematics, Science, Art and Music. Unlike the progressives, essentialists place primary emphasis on what is learned than on how it is learned. Essentialists generally oppose the inclusion of multicultural content because they see it as detracting from essential knowledge of a common cultural heritage.

Reference

064

永恒主义教育

Educational Perennialism

Relevant GRE Issue
相关题库题目

【新 6 题】【新 14 题】【新 96 题】【新 116 题】

See Also
相关写作参考

【Ref-002 批评性思维】【Ref-001 创造性思维】【Ref-063 要素主义教育】

【“永恒主义教育”的特点】 The educational perspective of perennialism⁴³ views truth and human nature as unchanging or constant. So it is that perennialists view

education as the discovery and teaching of those underlying and unchanging truths. Perennialists also emphasize cultivating reason and the intellect.

【教育目的】 The primary goal of education as viewed by the perennialists is that of developing the intellect and the learning of enduring truths or principles that have passed the test of time. They believe that such wisdom is important regardless of the career or vocation a person ultimately chooses to follow. Preparing individuals to be participating members of society who can cope with change is viewed as best accomplished by developing the intellect and learning enduring truths that can be applied to any problem.

【教育手段】 A major thrust of perennialism is the discipline of the mind. Therefore, a perennialist teacher should push students to use their minds and develop the powers of reasoning. Emphasis should be placed on helping students think deeply and analytically. The proper way to develop the intellect and the reasoning powers of students is to bring them into contact with great ideas.

【教学内容】 Because perennialists view knowledge as unchanging, they see the classics of Western civilization as containing those great truths that should be taught. They value knowledge that will challenge the students to develop intellectual skills. They believe that as students read through the works of the great thinkers of history, they will encounter enduring truths and will develop a discipline of the mind that will stand them in good stead for whatever they may encounter in life.

【教师职责】 Teachers in the perennialist perspective are individual with a good liberal education. As a teacher, it is important that you be a role model that demonstrates the importance of the intellect and of reason. However, your role is not just dispensing information. You need to know how to relate the enduring truths to the lives of the students.

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- ¹ From *Childhood and society* (Erikson, E. H., New York, 1963)
- ² From *Empires of Belief: Why We Need More Skepticism and Doubt in the Twenty-First Century* (Stuart Sim, Edinburgh University Press, 2006)
- ³ 怀疑论，是一种认识论，是认识问题的一种态度，它拒绝对问题作随意的不够严格的定论，对事物的看法采取一种类于“中立”的立场，既怀疑“是”也怀疑“不是”。
- ⁴ 商业主义，作为原初的含义，是指为所持有的商业精神、目标、方法及与其相适应的某种行为的总括。现在，它主要指商家、企业强调为了获得利益或成功而表现出来的实践途径和行为观念。它把任何事物作为生产利润目的的对象，生产、销售行为为私利所统治。
- ⁵ 管理主义，在学校教育中是指漠视学生的个别差异，以方便管理为首要考量的态度和方法。管理主义的教育讲究对权威的服从，因为学生愈是服从，管理起来愈是方便。
- ⁶ 塞克斯都·恩披里柯 (Sextus Empiricus) 存在于约二世纪中叶，古罗马帝国时期的希腊医生，怀疑论者。
- ⁷ 休谟 (David Hume, 1711-1776) 英国哲学家，历史学家，经济学家。休谟的哲学是近代欧洲哲学史上第一个不可知论 (agnosticism) 的哲学体系。
- ⁸ 勒奈·笛卡尔 (Rene Descartes, 1596-1650) 笛卡尔是解析几何的创始人。笛卡尔是欧洲近代资产阶级哲学的奠基人之一，黑格尔称他为“现代哲学之父”。笛卡尔堪称 17 世纪的欧洲哲学界和科学界最有影响的巨匠之一，被誉为“近代科学的始祖”。
- ⁹ 法兰西斯·福山 (Francis Fukuyama, 1952-) 美国作家、政治经济学家。福山是《历史之终结与最后一人》(The End of History and the Last Man) 一书的作者。在政治上，福山为一新保守主义者。
- ¹⁰ 约翰·杜威 (1859-1952) 是美国哲学家和教育家，与皮尔士、詹姆士一起被认为是美国实用主义哲学的重要代表人物。
- ¹¹ 让-雅克·卢梭 (1712-1778) 瑞士裔法国思想家、哲学家。《社会契约论》是卢梭最重要的著作。
- ¹² 约翰·霍特 (1923-1985) 美国教育领域的作家和重要人物。
- ¹³ 理查德·布兰森 (1950-)，维珍 (Virgin) 品牌的创始人，一位具有传奇色彩的亿万富翁，以特立独行著称。
- ¹⁴ 华特·迪士尼 (1901-1966) 其兄洛伊·迪士尼 (Roy O. Disney) 一同创办了世界著名的华特迪士尼公司。华特·迪士尼的很多作品让他成为全球著名的人，包括他创造了《白雪公主》、《木偶奇遇记》等很多知名的电影，还有米老鼠等动画角色。
- ¹⁵ 亨利·福特 (1863-1947)，美国汽车工程师与企业家，福特汽车公司的建立者。他是世界上第一位使用流水线大批量生产汽车的人。
- ¹⁶ 史蒂夫·乔布斯 (1955-)。1972 年高中毕业后，乔布斯在波兰的一所大学只念了一学期的书。21 岁的乔布斯和 26 岁的沃兹尼阿克在乔布斯家的车库里成立了苹果电脑公司。
- ¹⁷ 约翰·D·洛克菲勒 (1839-1937) 美国实业家、超级资本家，美孚石油公司 (标准石油) 创办人。
- ¹⁸ From *The Aims of Education* (Alfred North Whitehead, 1929)
- ¹⁹ 士兵福利法案，为美国国会制定之法案，其目的在协助第二次大战期间之退役士兵接受教育或职业训练及购买房屋等。
- ²⁰ 马丁·路德 (1483-1546) 16 世纪欧洲宗教改革倡导者，新教路德宗创始人。
- ²¹ From *Why education is Useless* (Daniel Cottom, University of Pennsylvania Press, 2003)
- ²² 米歇尔·德·蒙田 (1533-1592)，文艺复兴时期法国作家。其代表作品为《尝试集》(Essais)。

- ²³ 红色高棉。1950 年成立时为印度支那共产党的分支，名为柬埔寨共产党。1980 年后改名为柬埔寨民主党 (Party of Democratic Kampuchea)。
- ²⁴ 蒂莫西·利里 (1920-1996) 美国著名心理学家、作家。
- ²⁵ Joan Lluís Vives i March (1493-1540) 西班牙学者。
- ²⁶ 伊拉斯谟 (1466-1536) 中世纪尼德兰 (今荷兰和比利时) 著名的人文主义思想家和神学家。
- ²⁷ 弗里德里希·威廉·尼采 (1844-1900) 德国哲学家。
- ²⁸ 放荡不羁的文化人。
- ²⁹ 拉丁文，关于某一问题，最有权威性的章节。
- ³⁰ 20 世纪 50 年代美国麦卡锡主义者发起的政治迫害。
- ³¹ 盖伦 (129-200) 古希腊的医学家。
- ³² 优生学，研究通过受控的选择性生育来改善人种的学说。
- ³³ *From Escape From Childhood* (John Holt, E. P. Dutton, 1974)
- ³⁴ 弥尔顿 (1608-1674) 英国诗人、政论家。弥尔顿的《失乐园》以史诗一般的磅礴气势揭示了人的原罪与堕落。诗中叛逆之神撒旦，因为反抗上帝的权威被打入地狱，却毫不屈服，为复仇寻至伊甸园。亚当与夏娃受被撒旦附身的蛇的引诱，偷吃了上帝明令禁吃的分别善恶的树上的果子。最终，撒旦及其同伙遭谴全变成了蛇，亚当与夏娃被逐出了伊甸园。该诗体现了诗人追求自由的崇高精神，是世界文学史、思想史上的一部极重要的作品。
- ³⁵ 亚力克斯·奥斯本 (1888-1966)，创造学和创造工程之父，头脑风暴法的发明人。
- ³⁶ 反驳论证，源自希腊词 *elencheir* (反驳、考察、测验)。尽管苏格拉底本人并没有使用该词，但它却被普遍用于指苏格拉底特色的研究方法以及他的主要日常活动。它是通过一系列问题与对话者进行相互质问，苏格拉底由此寻求暴露对话者的各种观点中的冲突，并在反思这些冲突及关于它们的可能答案的基础上重建这些信念。
- ³⁷ 迷阵，源自希腊文 *aporos*，字面上讲是“无路通行”，它是指一种困惑或迷惑。在柏拉图的早期对话中，苏格拉底提出了各种问题，但没有给出它们的答案，他由此来表明，他所询问的人们也不可能提出可以接受的答案。这种迷阵式的方法导致了辩证法的发展，苏格拉底正是用这种方法通过询问而引出真理。“迷阵”这个词是由亚里士多德提出的，用来指那些与不相容性相关的困惑，这些不相容性或者出自我们未经考察的看法，或者出自众口皆碑的信念或智者之见。
- ³⁸ 也称“社会改造主义教育”。20 世纪 30 年代，西方世界深陷大萧条经济危机，一批进步主义教育家提出“以社会为中心的教育”。与“进步主义”教育者主张的“以学生为中心的教育”不同，“改造主义教育”强调教育对社会改造的意义和社会对人的制约作用。作为重要的社会机构，学校应该成为新社会的模范。教师和学生应该行动起来实现改造社会的目标。
- ³⁹ 构成主义教育强调学生不能被动地获得知识，教育应该以学生需求为中心或者以问题为中心。学生积极主动地参与学习，课堂气氛民主，教师与学生互动。
- ⁴⁰ 进步主义教育倡导儿童个性的自由发展。杜威 (John Dewey) 引发了“进步主义教育”思潮。他认为教育在本质上是社会维系其存在和发展的历程。教育不应该孤立语社会的生存与发展环境之外。进步主义教育、改造主义教育和要素主义教育都承认变化，强调用知识来解决现实问题。
- ⁴¹ 人本主义教育强调以自我为核心和自我实现，顺应学生潜能和差异，尊重学生个人兴趣和意愿，培养具有创造性、积极快乐、适应时代变化的人才。人本主义教育认为，人天生具有好奇心、求知和探索的欲望。
- ⁴² 要素主义教育又称“精华主义教育”或“本质主义教育”。要素主义教育者认为文化的价值具有永恒性和客观性。人类的文化遗产有着永恒的文化“精华”，学校的任务就是把这些永恒的“文化精华”传授给学生。从宏观方面，教育的目的是传递人类文化遗的核心要素。从微观角度，教育目的是帮助人实现道德和理智的训练。

⁴³ 永恒主义教育也称作“古典主义”或“新经院主义”。永恒主义教育从根本上否认世界是变化的这一说法。他们认为变化只是表面现象，控制世界的根本原则是永恒的。永恒主义者认为一个人应该学习推理，而不是事实。永恒主义教育和要素主义教育（Educational Essentialism）有相似之处。两者都是以教师为中心，反对“以学生为中心”的进步主义教育（Educational Progressivism）。但是永恒主义教育首先关注的是个人发展，而要素主义更倾向于不同学科的学习。