

Chapter 1 : The Surprising Origin of Modern Education | www.nxgvision.com

Modern education need complete new curs, less theory, much more praxis, learn practical everyday skills, and it must be shortened. Not to mention that every day on this planet about young people (15 - 24 years old) commits suicide, by one Research in UK from 70% because of "academic stress".

Universities often host prominent guest speakers for student audiences, e. First Lady of the United States Michelle Obama delivering remarks at Peking University , Beijing , China Higher education, also called tertiary, third stage, or postsecondary education, is the non-compulsory educational level that follows the completion of a school such as a high school or secondary school. Tertiary education is normally taken to include undergraduate and postgraduate education , as well as vocational education and training. Colleges and universities mainly provide tertiary education. Collectively, these are sometimes known as tertiary institutions. Individuals who complete tertiary education generally receive certificates , diplomas , or academic degrees. Higher education typically involves work towards a degree-level or foundation degree qualification. Higher education is therefore very important to national economies , both as a significant industry in its own right and as a source of trained and educated personnel for the rest of the economy. University education includes teaching, research, and social services activities, and it includes both the undergraduate level sometimes referred to as tertiary education and the graduate or postgraduate level sometimes referred to as graduate school. Some universities are composed of several colleges. One type of university education is a liberal arts education, which can be defined as a " college or university curriculum aimed at imparting broad general knowledge and developing general intellectual capacities, in contrast to a professional, vocational , or technical curriculum. Vocational education Vocational education is a form of education focused on direct and practical training for a specific trade or craft. Vocational education may come in the form of an apprenticeship or internship as well as institutions teaching courses such as carpentry , agriculture , engineering , medicine , architecture and the arts. Special education In the past, those who were disabled were often not eligible for public education. Children with disabilities were repeatedly denied an education by physicians or special tutors. These early physicians people like Itard , Seguin , Howe , Gallaudet set the foundation for special education today. They focused on individualized instruction and functional skills. In its early years, special education was only provided to people with severe disabilities, but more recently it has been opened to anyone who has experienced difficulty learning. Alternative education While considered "alternative" today, most alternative systems have existed since ancient times. After the public school system was widely developed beginning in the 19th century, some parents found reasons to be discontented with the new system. Alternative education developed in part as a reaction to perceived limitations and failings of traditional education. A broad range of educational approaches emerged, including alternative schools , self learning , homeschooling , and unschooling. Charter schools are another example of alternative education, which have in the recent years grown in numbers in the US and gained greater importance in its public education system. Indigenous education Indigenous education refers to the inclusion of indigenous knowledge, models, methods, and content within formal and non-formal educational systems. Often in a post-colonial context, the growing recognition and use of indigenous education methods can be a response to the erosion and loss of indigenous knowledge and language through the processes of colonialism. Furthermore, it can enable indigenous communities to "reclaim and revalue their languages and cultures, and in so doing, improve the educational success of indigenous students. Informal learning occurs in a variety of places, such as at home , work , and through daily interactions and shared relationships among members of society. For many learners, this includes language acquisition , cultural norms , and manners. In informal learning, there is often a reference person, a peer or expert, to guide the learner. If learners have a personal interest in what they are informally being taught, learners tend to expand their existing knowledge and conceive new ideas about the topic being learned. Educators can structure their lessons to directly utilize their students informal learning skills within the education setting. Jacks , also an early proponent of lifelong learning, described education through recreation: He hardly knows which is which. He simply pursues his vision of excellence through whatever he

is doing and leaves others to determine whether he is working or playing. To himself, he always seems to be doing both. Enough for him that he does it well. Notable autodidacts include Abraham Lincoln U. Open education and electronic technology Many large university institutions are now starting to offer free or almost free full courses such as Harvard , MIT and Berkeley teaming up to form edX. Other universities offering open education are prestigious private universities such as Stanford , Princeton , Duke , Johns Hopkins , the University of Pennsylvania , and Caltech , as well as notable public universities including Tsinghua , Peking , Edinburgh , University of Michigan , and University of Virginia. Open education has been called the biggest change in the way people learn since the printing press. Presently, many of the major open education sources offer their own form of certificate. Due to the popularity of open education, these new kind of academic certificates are gaining more respect and equal " academic value " to traditional degrees. It involves a wide range of people curriculum developers, inspectors, school principals, teachers, school nurses, students, etc. These institutions can vary according to different contexts. The school environment " both physical infrastructures and psychological school climate " is also guided by school policies that should ensure the well-being of students when they are in school. They must also seek feedback from students for quality-assurance and improvement. Governments should limit themselves to monitoring student proficiency. These include parents, local communities, religious leaders, NGOs, stakeholders involved in health, child protection , justice and law enforcement police , media and political leadership. Before then, a small minority of boys attended school. By the start of the 21st century, the majority of all children in most regions of the world attended school. Universal Primary Education is one of the eight international Millennium Development Goals , towards which progress has been made in the past decade, though barriers still remain. Researchers at the Overseas Development Institute have indicated that the main obstacles to funding for education include conflicting donor priorities, an immature aid architecture, and a lack of evidence and advocacy for the issue. Indigenous governments are reluctant to take on the ongoing costs involved. There is also economic pressure from some parents, who prefer their children to earn money in the short term rather than work towards the long-term benefits of education. Internationalization Nearly every country now has Universal Primary Education. Similarities " in systems or even in ideas " that schools share internationally have led to an increase in international student exchanges. The Soros Foundation [49] provides many opportunities for students from central Asia and eastern Europe. Programs such as the International Baccalaureate have contributed to the internationalization of education. The global campus online, led by American universities, allows free access to class materials and lecture files recorded during the actual classes. The Programme for International Student Assessment and the International Association for the Evaluation of Educational Achievement objectively monitor and compare the proficiency of students from a wide range of different nations. Education and technology Technology plays an increasingly significant role in improving access to education for people living in impoverished areas and developing countries. Charities like One Laptop per Child are dedicated to providing infrastructures through which the disadvantaged may access educational materials. The laptops were widely available as of They are sold at cost or given away based on donations. India is developing technologies that will bypass land-based telephone and Internet infrastructure to deliver distance learning directly to its students. The report examined the main challenges encountered by development organizations which support LCPSs. This success is attributed to excess demand. These surveys found concern for: This concern is widely found in the literature, suggesting the growth in low-cost private schooling may be exacerbating or perpetuating already existing inequalities in developing countries, between urban and rural populations, lower- and higher-income families, and between girls and boys. The report findings suggest that girls may be underrepresented and that LCPS are reaching low-income families in smaller numbers than higher-income families. Quality and educational outcomes: It is difficult to generalize about the quality of private schools. While most achieve better results than government counterparts, even after their social background is taken into account, some studies find the opposite. Quality in terms of levels of teacher absence, teaching activity, and pupil to teacher ratios in some countries are better in LCPSs than in government schools. Choice and affordability for the poor: Parents can choose private schools because of perceptions of better-quality teaching and facilities, and an English language instruction preference.

Cost-effectiveness and financial sustainability: There is evidence that private schools operate at low cost by keeping teacher salaries low, and their financial situation may be precarious where they are reliant on fees from low-income households. The report showed some cases of successful voucher and subsidy programs; evaluations of international support to the sector are not widespread. Emerging approaches stress the importance of understanding the political economy of the market for LCPS, specifically how relationships of power and accountability between users, government, and private providers can produce better education outcomes for the poor. Educational theory A class size experiment in the United States found that attending small classes for 3 or more years in the early grades increased high school graduation rates of students from low income families.

Chapter 2 : Thomas Jefferson and education - Wikipedia

Modern Education Schools, Giza, Egypt. K likes. Modern Education school has been established in with a special vision to educate students using.

A brief research of its history will prove startlingly illuminating. The academic form of curricular education was originated by the pagan Greek philosopher Plato, b. He was the founder of education of regular curriculum in a fixed place. He called it the academy. At the beginning of the Christian era, pagan schools, on the Plato model, dotted the Roman Empire. No Christian schools existed. Printing had not yet been invented. Textbooks had to be prepared, laboriously, entirely by hand, one at a time. All textbooks were pagan. All leaders in the first five centuries of the Christian world were, of necessity, the pupils of this pagan education. Then the barbaric invasion swept away these schools. Through these years the only education in the Western world was pagan. Pagan philosophies and religious beliefs and customs were instilled automatically into growing children. Observance of pagan holidays was a regular part of school life—“as, surprising though it may seem, it continues to be today! Education was instilled as a system of memory training. Children were taught to accept without question, assume without proof, believe and memorize whatever was taught. This method, too, persists today. Children are not taught to think—“but to take orders—“be followers, not leaders. Few know why they believe the things they do. Through all those years, all literature in the Western world was pagan. Beginning the sixth century, the only schools were the monastic schools, for the training of monks, and the cathedral schools, for the training of priests. The first university of our modern pattern was the University of Paris, beginning in the 12th century. English students, sent to the University of Paris, later founded Oxford University. Oxford alumni founded Cambridge. Graduates of these universities founded Harvard in , William and Mary in , Yale in , and Princeton came later in . It was Thomas Jefferson who founded the first state university—the University of Virginia—in . His motive was to divorce education from religion. This started the present materialistic trend in American education. There was great public protest at the time. And, in the present century, Big Business has made sizeable financial contributions, conditioned on establishment of technical, scientific and professional courses to train needed personnel for these huge corporations. This has resulted in education becoming more and more a system of training young people in the art of earning a living, at the expense of teaching them how to live! They need to know both! As institutions of higher learning continued through the 20th century, enrollments multiplied. Today we have virtual assembly-line educational production. The student loses his identity, becomes a virtual nonentity, blending into the uniform collectivism. Prominent educators have voiced their alarm at this state of educational affairs. Many recognize the evils and the dangers—“yet confess their utter helplessness to brake the drift or change the direction. The Encyclopedia Britannica gives this definition of education: Education may be said to be the efforts made by the community to impose its culture upon the growing generation—“! Schools and universities which are the ordinary channels through which adult culture reaches the young are naturally conservative and bound by tradition. Education from earliest antiquity was a means of pagan religious instruction which became a vehicle for disseminating pagan culture, religious doctrines and customs under the Platonic curricular system. It evolved in our modern era into a system of instilling the teachings of what the author-philosopher Dr.

Chapter 3 : Modern Education School –“ Together We Build Future Egyptian Leaders

Kindly note that the school doesn't have any other branches except for the one in the Fifth Settlement Street No.2, 1st District, Area No.4, New Cairo, Cairo, Egypt Modern Education Schools shared Kawalees Cairo 's post.

Several themes recur throughout these writings. Dewey continually argues that education and learning are social and interactive processes, and thus the school itself is a social institution through which social reform can and should take place. In addition, he believed that students thrive in an environment where they are allowed to experience and interact with the curriculum, and all students should have the opportunity to take part in their own learning. Dewey makes a strong case for the importance of education not only as a place to gain content knowledge, but also as a place to learn how to live. He notes that "to prepare him for the future life means to give him command of himself; it means so to train him that he will have the full and ready use of all his capacities" My Pedagogic Creed, Dewey, In addition to helping students realize their full potential, Dewey goes on to acknowledge that education and schooling are instrumental in creating social change and reform. He notes that "education is a regulation of the process of coming to share in the social consciousness; and that the adjustment of individual activity on the basis of this social consciousness is the only sure method of social reconstruction". In addition to his ideas regarding what education is and what effect it should have on society, Dewey also had specific notions regarding how education should take place within the classroom. In *The Child and the Curriculum*, Dewey discusses two major conflicting schools of thought regarding educational pedagogy. The first is centered on the curriculum and focuses almost solely on the subject matter to be taught. Dewey argues that the major flaw in this methodology is the inactivity of the student; within this particular framework, "the child is simply the immature being who is to be matured; he is the superficial being who is to be deepened", p. At the same time, Dewey was alarmed by many of the "child-centered" excesses of educational-school pedagogues who claimed to be his followers, and he argued that too much reliance on the child could be equally detrimental to the learning process. In this second school of thought, "we must take our stand with the child and our departure from him. It is he and not the subject-matter which determines both quality and quantity of learning" Dewey, , pp. According to Dewey, the potential flaw in this line of thinking is that it minimizes the importance of the content as well as the role of the teacher. In order to rectify this dilemma, Dewey advocated for an educational structure that strikes a balance between delivering knowledge while also taking into account the interests and experiences of the student. He notes that "the child and the curriculum are simply two limits which define a single process. Just as two points define a straight line, so the present standpoint of the child and the facts and truths of studies define instruction" Dewey, , p. It is through this reasoning that Dewey became one of the most famous proponents of hands-on learning or experiential education, which is related to, but not synonymous with experiential learning. The works of John Dewey provide the most prolific examples of how this limited vocational view of education has been applied to both the K-12 public education system and to the teacher training schools who attempted to quickly produce proficient and practical teachers with a limited set of instructional and discipline-specific skills needed to meet the needs of the employer and demands of the workforce. In *The School and Society* Dewey, and *Democracy of Education* Dewey, , Dewey claims that rather than preparing citizens for ethical participation in society, schools cultivate passive pupils via insistence upon mastery of facts and disciplining of bodies. Rather than preparing students to be reflective, autonomous and ethical beings capable of arriving at social truths through critical and intersubjective discourse, schools prepare students for docile compliance with authoritarian work and political structures, discourage the pursuit of individual and communal inquiry, and perceive higher learning as a monopoly of the institution of education Dewey, ; For Dewey and his philosophical followers, education stifles individual autonomy when learners are taught that knowledge is transmitted in one direction, from the expert to the learner. Dewey not only re-imagined the way that the learning process should take place, but also the role that the teacher should play within that process. As Dewey notes, this limited vocational view is also applied to teacher training schools who attempt to quickly produce proficient and practical teachers with a limited set of instructional and discipline skills needed to meet the needs of the

employer and demands of the workforce Dewey, For Dewey, the school and the classroom teacher, as a workforce and provider of a social service, have a unique responsibility to produce psychological and social goods that will lead to both present and future social progress. As Dewey notes, "The business of the teacher is to produce a higher standard of intelligence in the community, and the object of the public school system is to make as large as possible the number of those who possess this intelligence. Skill, ability to act wisely and effectively in a great variety of occupations and situations, is a sign and a criterion of the degree of civilization that a society has reached. It is the business of teachers to help in producing the many kinds of skill needed in contemporary life. If teachers are up to their work, they also aid in the production of character. However, although Dewey is steadfast in his beliefs that education serves an immediate purpose Dewey, DRT, ; Dewey, MPC, ; Dewey, TTP, , he is not ignorant of the impact imparting these qualities of intelligence, skill, and character on young children in their present life will have on the future society. As Dewey notes, there is a lack of these goods in the present society and teachers have a responsibility to create them in their students, who, we can assume, will grow into the adults who will ultimately go on to participate in whatever industrial or economical civilization awaits them. According to Dewey, the profession of the classroom teacher is to produce the intelligence, skill, and character within each student so that the democratic community is composed of citizens who can think, do and act intelligently and morally. The classroom teacher does not have to be a scholar in all subjects; rather, a genuine love in one will elicit a feel for genuine information and insight in all subjects taught. For Dewey, this desire for the lifelong pursuit of learning is inherent in other professions e. For Dewey, it is not enough for the classroom teacher to be a lifelong learner of the techniques and subject-matter of education; she must aspire to share what she knows with others in her learning community. As Dewey notes, "I have often been asked how it was that some teachers who have never studied the art of teaching are still extraordinarily good teachers. The explanation is simple. They have a quick, sure and unflagging sympathy with the operations and process of the minds they are in contact with. Their own minds move in harmony with those of others, appreciating their difficulties, entering into their problems, sharing their intellectual victories" Dewey, APT, , p. Such a teacher is genuinely aware of the complexities of this mind to mind transfer, and she has the intellectual fortitude to identify the successes and failures of this process, as well as how to appropriately reproduce or correct it in the future. Perhaps the most important attributes, according to Dewey, are those personal inherent qualities which the teacher brings to the classroom. As Dewey notes, "no amount of learning or even of acquired pedagogical skill makes up for the deficiency" Dewey, TLS, p. According to Dewey, the successful classroom teacher occupies an indispensable passion for promoting the intellectual growth of young children. In addition, they know that their career, in comparison to other professions, entails stressful situations, long hours and limited financial reward; all of which have the potential to overcome their genuine love and sympathy for their students. For Dewey, "One of the most depressing phases of the vocation is the number of care worn teachers one sees, with anxiety depicted on the lines of their faces, reflected in their strained high pitched voices and sharp manners. While contact with the young is a privilege for some temperaments, it is a tax on others, and a tax which they do not bear up under very well. And in some schools, there are too many pupils to a teacher, too many subjects to teach, and adjustments to pupils are made in a mechanical rather than a human way. Human nature reacts against such unnatural conditions" Dewey, APT, , p. It is essential, according to Dewey, that the classroom teacher has the mental propensity to overcome the demands and stressors placed on them because the students can sense when their teacher is not genuinely invested in promoting their learning Dewey, PST, Such negative demeanors, according to Dewey, prevent children from pursuing their own propensities for learning and intellectual growth. It can therefore be assumed that if teachers want their students to engage with the educational process and employ their natural curiosities for knowledge, teachers must be aware of how their reactions to young children and the stresses of teaching influence this process. According to Dewey, teacher education programs must turn away from focusing on producing proficient practitioners because such practical skills related to instruction and discipline e. As Dewey notes, "The teacher who leaves the professional school with power in managing a class of children may appear to superior advantage the first day, the first week, the first month, or even the first year, as compared with some other teacher who has a much more vital command of the

psychology, logic and ethics of development. Such persons seem to know how to teach, but they are not students of teaching. Unless a teacher is such a student, he may continue to improve in the mechanics of school management, but he cannot grow as a teacher, an inspirer and director of soul-life" Dewey, , p. For Dewey, teacher education should focus not on producing persons who know how to teach as soon as they leave the program; rather, teacher education should be concerned with producing professional students of education who have the propensity to inquire about the subjects they teach, the methods used, and the activity of the mind as it gives and receives knowledge. According to Dewey, such a student is not superficially engaging with these materials, rather, the professional student of education has a genuine passion to inquire about the subjects of education, knowing that doing so ultimately leads to acquisitions of the skills related to teaching. As Dewey notes, other professional fields, such as law and medicine cultivate a professional spirit in their fields to constantly study their work, their methods of their work, and a perpetual need for intellectual growth and concern for issues related to their profession. As Dewey notes, "An intellectual responsibility has got to be distributed to every human being who is concerned in carrying out the work in question, and to attempt to concentrate intellectual responsibility for a work that has to be done, with their brains and their hearts, by hundreds or thousands of people in a dozen or so at the top, no matter how wise and skillful they are, is not to concentrate responsibility—it is to diffuse irresponsibility" Dewey, PST, , p. For Dewey, the professional spirit of teacher education requires of its students a constant study of school room work, constant study of children, of methods, of subject matter in its various adaptations to pupils. Such study will lead to professional enlightenment with regard to the daily operations of classroom teaching. As suggested by the title of the book, his concern was of the transactional relationship between publics and problems. Also implicit in its name, public journalism seeks to orient communication away from elite, corporate hegemony toward a civic public sphere. Publics are spontaneous groups of citizens who share the indirect effects of a particular action. Anyone affected by the indirect consequences of a specific action will automatically share a common interest in controlling those consequences, i. In his model, Lippmann supposed that the public was incapable of thought or action, and that all thought and action should be left to the experts and elites. Dewey refutes this model by assuming that politics is the work and duty of each individual in the course of his daily routine. The knowledge needed to be involved in politics, in this model, was to be generated by the interaction of citizens, elites, experts, through the mediation and facilitation of journalism. In this model, not just the government is accountable, but the citizens, experts, and other actors as well. Dewey also said that journalism should conform to this ideal by changing its emphasis from actions or happenings choosing a winner of a given situation to alternatives, choices, consequences, and conditions , [53] in order to foster conversation and improve the generation of knowledge. Journalism would not just produce a static product that told what had already happened, but the news would be in a constant state of evolution as the public added value by generating knowledge. The "audience" would end, to be replaced by citizens and collaborators who would essentially be users, doing more with the news than simply reading it. Concerning his effort to change journalism, he wrote in *The Public and Its Problems: Communication can alone create a great community*" Dewey, p. Dewey believed that communication creates a great community, and citizens who participate actively with public life contribute to that community. This Great Community can only occur with "free and full intercommunication. What Humanism means to me is an expansion, not a contraction, of human life, an expansion in which nature and the science of nature are made the willing servants of human good.

Chapter 4 : “ Classical vs. Modern Education: The Principal Difference

Modern Education and Frustration A new school semester has dawned and once again I find myself scuttering about to prepare for what's ahead. It's funny, nevermind the fact that it happens every year, surprise never fails to rear its horns when I suddenly realize it's almost winter again.

Howard Gardner Quoting from Gardner [Online]: Howard Gardner is the John H. He has been awarded eighteen honorary degrees--including degrees from Princeton University, McGill University and Tel Aviv University on the occasion of the 50th anniversary of the state of Israel. In he was awarded a Guggenheim Fellowship. The author of eighteen books and several hundred articles, Gardner is best known in educational circles for his theory of multiple intelligences, a critique of the notion that there exists but a single human intelligence that can be assessed by standard psychometric instruments. During the past fifteen years, he and colleagues at Project Zero have been working on the design of performance-based assessments, education for understanding, and the use of multiple intelligences to achieve more personalized curriculum, instruction, and assessment. Most recently, Gardner and his colleagues have launched the Good Work Project. Researchers are examining how individuals who wish to carry out good work succeed in doing so during a time when conditions are changing very quickly, market forces are very powerful, and our sense of time and space is being radically altered by technologies, such as the web. Gardner is the author of eighteen books which have been translated into twenty languages. His two most recent books are *The Disciplined Mind: David Perkins* Quoting from Perkins [Online]: David Perkins received his Ph. The project was initially concerned with the psychology and philosophy of education in the arts, and later broadened to encompass cognitive development and cognitive skills in both humanistic and scientific domains. He has conducted long-term programs of research and development in the areas of teaching and learning for understanding, creativity, problem-solving and reasoning in the arts, sciences, and everyday life. He has also studied the role of educational technologies in teaching and learning, and has designed learning structures and strategies in organizations to facilitate personal and organizational understanding and intelligence. These inquiries reflect a conception of mind that emphasizes the interlocking relationships among thinking, learning, and understanding. The three depend deeply on one another. Meaningful learning aims at understanding and depends on thinking with and about what one is learning. Effective thinking in the subject matters and in general involves understanding the resources of the mind and learning to deploy them sensitively and systematically. My research is motivated primarily by a theory of successful intelligence, which attempts to account for the intellectual sources of individual differences that enable people to achieve success in their lives, given the sociocultural context in which they live. Successfully intelligent people discern their strengths and weaknesses, and then figure out how to capitalize on their strengths, and to compensate for or remediate their weaknesses. Successfully intelligent individuals succeed in part because they achieve a functional balance among a "triarchy" of abilities: Successfully intelligent people are not necessarily high in all three of these abilities, but find a way effectively to exploit whatever pattern of abilities they may have. Moreover, all of these abilities can be further developed. A fundamental idea underlying this research is that conventional notions of intelligence and tests of intelligence miss important kinds of intellectual talent, and overweigh what are sometimes less important kinds of intellectual talent. The article Sternberg, Summer is particularly interesting to the field of IT and education, as it focuses on how technology including calculators and computers,m but also other forms of technology such as radio and TV has been increasing intelligence. He writes about many and varied topics in the field of technology in education and in other areas. Harvard Project Zero [Online]. Quoting from the Website: Quoting from the Website, some of the goals of Project Zero include: Hunt, Earl July-August Quoting from the article: A central question in the debate is whether or not mental competence is a single ability, applicable in many settings, or whether competence is produced by specialized abilities, which a person may or may not possess independently. Almost equally important is the question of how cognitive skill, as evaluated by IQ tests, translates into everyday performance. Popular presentations on both sides of these questions leave the impression that these questions have simple answers. My goal in this essay is to

discuss different theories of how intelligence is related to performance in modern society. The plural was chosen intentionally, Although we know a good deal about individual differences in human cognition, there is no monolithic, agreed-upon, all-purpose theory to organize these facts, nor is there likely to be one. There are a number of different theories that are neither right nor wrong, but are useful for different purposes. Skipping over some details, human intellectual competence appears to divide along three dimensions. Following Raymond Cattell and John Horn , I shall refer to these dimensions as fluid intelligence G_f , crystallized intelligence G_c , and visual-spatial reasoning G_v . Cattell and Horn describe them as follows: Fluid intelligence is the ability to develop techniques for solving problems that are new and unusual, from the perspective of the problem solver. Crystallized intelligence is the ability to bring previously acquired, often culturally defined, problem-solving methods to bear on the current problem. Note that this implies both that the problem solver knows the methods and recognizes that they are relevant in the current situation. Visual-spatial reasoning is a somewhat specialized ability to use visual images and visual relationships in problem solving--for instance, to construct in your mind a picture of the sort of mental space that I described above in discussing factor-analytic studies. Interestingly, visual-spatial reasoning appears to be an important part of understanding mathematics. Learning and Intelligence [Online]. There is little agreement on a general definition of intelligence, but most people would agree that it involves, at least, the ability to learn and apply what has been learned. Appropriate to our time, Robert Sternberg adds further that it involves the ability to adapt to the environment, or modify the environment, or seek out and create new environments. It is clear that there is little correlation between assessed I. Many cognitive researchers are proving that intelligence is, in fact, an open, dynamic system, modifiable at any age and ability level. For example, over research studies based on the work of Reuven Feuerstein support his theory of Structural Cognitive Modifiability. Most intriguing is the work of researchers like Howard Gardner, David Perkins, Robert Sternberg, and others who are looking beyond conventional definitions of intelligence. Their work has profound implications schools and training programs , curriculum development and assessment, and even design of learning environments. Societal Implications and Soaring IQs. Brief Abstract Technology is changing society in many ways--some quite unexpected. Are there inevitable social tradeoffs for higher IQs? First Paragraph With all the moaning and groaning we constantly hear about the way schools educate our children, we often lose sight of an important and startling fact: Teaching for successful intelligence. Skylight Training and Publishing Inc. This relatively short article gives a brief introduction to seven principles of experiential learning. Quoting from the article, they are: Participants learn to repeat behaviors that are rewarded. Events that are accompanied by intense emotions result in long-lasting learning. Active responding produces more effective learning than passive listening or reading. Learners cannot master skills without repeated practice and relevant feedback. New learning should be linked to and build upon the experiences of the learner. Different people learn in different ways. Current Issues in Research on Intelligence. Quotinf from the Website: Intelligence has been defined and studied under a number of different rubrics, among them individual differences, cognitive abilities, and aptitudes. Probably the most influential developments in our recent understanding of these concepts have come from educational and psychological researchers associated with cognitive psychology. Three of those individuals, Robert Sternberg, Howard Gardner, and John Horn serve as a representative sample of researchers who have made significant gains in our current conceptions of intelligence.

Chapter 5 : Dubai Modern Education School: Useful info for parents

This mixture of progressive education and public institutional education formed the American public school experience. During this time, all religious content was scrubbed from the curriculum. By , the percentage of private school students (mostly religious) was a mere 11% of all enrolled students (1).

United States Military Academy Ideas for a national institution for military education were circulated during the American Revolution. On March 16, , Jefferson signed the Military Peace Establishment Act, directing that a corps of engineers be established and "stationed at West Point in the state of New York, and shall constitute a Military Academy. In May Secretary of War Henry Dearborn announced that the president had "decided in favor of the immediate establishment of a military school at West Point and also on the appointment of Major Jonathan Williams", grandnephew of Benjamin Franklin, to direct "the necessary arrangements, at that place for the commencement of the school. Each district would have a primary school and a tutor who is supported by a tax on the people of the district. Every family in the district would be entitled to send their children to the school for three years, free of charge. These schools would teach "reading, writing, and arithmetic"; the "general notions of geography"; [18] as well as Grecian, Roman, European and American history. It was important that all children learn history because "apprising them of the past will enable them to judge of the future. Jefferson opposed providing children in these schools religious texts, since he believed the children would be "at an age when their judgments are not sufficiently matured for religious enquiries". However, he was in favor of showing the children that happiness "does not depend on the condition of life in which chance has placed them, but is always the result of a good conscience, good health, occupation, and freedom in all just pursuits. If applied to such, it falls an early victim to premature exertion; exhibiting indeed at first, in these young and tender subjects, the flattering appearance of their being men while they are yet children, but ending in reducing them to be children when they should be men. Other parents willing and able to pay for it could send their children as well. In the grammar schools, children would learn Greek and Latin; [14] advanced geography; [18] the higher branches of numerical arithmetic; [14] [18] geometry; [18] and the elementary principles of navigation. As he thought that learning languages mostly involved memorizing, he thought this period was the ideal time to learn "the most useful languages antient and modern. Jefferson thought this age group was also best able to acquire mental "tools for future operation", including "useful facts and good principles". According to Jefferson, "By this means twenty of the best geniuses will be raked from the rubbish annually, and be instructed, at the public expence, so far as the grammar schools go. This half would include future grammar school masters. The other half, "chosen for the superiority of their parts and disposition," would continue studying three more years at the university, "in the study of such sciences as they shall chuse". Jefferson considered the university to be the capstone of the educational system. To accommodate the influx of students, Jefferson proposed that the College of William and Mary be enlarged "and extended to all the useful sciences". Father of a university[edit] Seen also: History of the University of Virginia The Lawn, University of Virginia After leaving the presidency, Jefferson continued to be active in public affairs. He also became increasingly concerned with founding a new institution of higher learning, specifically one free of church influences, where students could specialize in many new areas not offered at other universities. Jefferson believed educating people was a good way to establish an organized society, and also felt schools should be paid for by the general public, so less wealthy people could obtain student membership as well. We fondly hope that the instruction which may flow from this institution, kindly cherished, by advancing the minds of our youth with the growing science of the times, and elevating the views of our citizens generally to the practice of the social duties and the functions of self-government, may ensure to our country the reputation, the safety and prosperity, and all the other blessings which experience proves to result from the cultivation and improvement of the general mind. Upon its opening in , it was then the first university to offer a full slate of elective courses to its students. Closely involved in the university until his death, Jefferson invited students and faculty of the school to his home; Edgar Allan Poe was among those students. One of the largest construction projects to that time in North

America, the university was notable for being centered about a library rather than a church. Jefferson is widely recognized for his architectural planning of the University of Virginia and its grounds. His innovative design was a powerful representation of his aspirations for both state sponsored education and an agrarian democracy in the new Republic. Though unique, each is visually equal in importance, and they are linked together with a series of open-air arcades that are the front facades of student accommodations. Gardens and vegetable plots are placed behind surrounded by serpentine walls, affirming the importance of the agrarian lifestyle. The quad is enclosed at one end with the library, the repository of knowledge, at the head of the table. The remaining side opposite the library remained open-ended for future growth. The lawn rises gradually as a series of stepped terraces, each a few feet higher than the last, rising up to the library, which was set in the most prominent position at the top. Jefferson was a proponent of the Greek and Roman architectural styles, which he believed to be most representative of American democracy by historical association. These were popular during the federal period across the United States. Each academic unit is designed with a two-story temple front facing the quadrangle, while the library is modeled on the Roman Pantheon. The ensemble of buildings surrounding the quad is a statement of the importance of secular public education, while the exclusion of religious structures reinforces the principal of separation of church and state. The campus planning and architectural treatment is considered a paradigm of the ordering of man-made structures to express intellectual ideas and aspirations. In a letter to George Wythe, he remarked that "the most important bill in our whole code, is that for the diffusion of knowledge among the people. Certainly not to all men. There are conditions of life to which they must be forever estranged, and there are epochs of life, too, after which the endeavor to attain them would be a great misemployment of time. Their acquisition should be the occupation of our early years only, when the memory is susceptible of deep and lasting impressions, and reason and judgment not yet strong enough for abstract speculations. Virginia Board of Visitors Minutes, The utilities we derive from the remains of the Greek and Latin languages are, first, as models of pure taste in writing. To these we are certainly indebted for the rational and chaste style of modern composition which so much distinguishes the nations to whom these languages are familiar Among the values of classical learning, I estimate the luxury of reading the Greek and Roman authors in all the beauties of their originals. And why should not this innocent and elegant luxury take its preeminent stand ahead of all those addressed merely to the sense? A third value is in the stores of real science deposited and transmitted us in these languages, to wit: I know of no composition of any other ancient people which merits the least regard as a model for its matter or style. To all this I add, that to read the Latin and Greek authors in their original is a sublime luxury; and I deem luxury in science to be at least as justifiable as in architecture, painting, gardening, or the other arts. Destutt de Tracy, I have believed it sufficient to possess a substantial understanding of their authors. One exception would be a case in which a professor desired to teach using a text that advocated federalism. In such a case, Jefferson believed the trustees would be justified in overruling the professor in order "to guard against such principles being disseminated among our youth. You can help by adding to it. March Views on structuring content[edit] "I hope the necessity will, at length, be seen of establishing institutions here, as in Europe, where every branch of science, useful at this day, may be taught in its highest degree. Classical knowledge, modern languages and chiefly French, Spanish, and Italian; Mathematics, Natural philosophy, Natural history, Civil history, and Ethics. In Natural philosophy, I mean to include Chemistry and Agriculture, and in Natural history, to include Botany, as well as the other branches of those departments. The first of these may be as well acquired in the closet as from living lecturers; and supposing the two last to mean the science of mind, the simple reading of Locke, Tracy, and Stewart will give him as much in that branch as is real science. It counts among its handmaids the most respectable sciences, such as Chemistry, Natural Philosophy, Mechanics, Mathematics generally, Natural History, Botany. In every College and University, a professorship of agriculture, and the class of its students, might be honored as the first. And Botany I rank with the most valuable sciences, whether we consider its subjects as furnishing the principal subsistence of life to man and beast, delicious varieties for our tables, refreshments from our orchards, the adornments of our flower-borders, shade and perfume of our groves, materials for our buildings, or medicaments for our bodies. To the gentleman it is certainly more interesting than Mineralogy which I by no means, however, undervalue, and is

more at hand for his amusement; and to a country family it constitutes a great portion of their social entertainment. No country gentleman should be without what amuses every step he takes into his fields. In the [district colleges], ancient and modern languages, geography fully, a higher degree of numerical arithmetic, mensuration, and the elementary principles of navigation. In the [university], all the useful sciences in their highest degree. Correa de Serra, That is, the holding the students all to one prescribed course of reading, and disallowing exclusive application to those branches only which are to qualify them for the particular vocations to which they are destined. We shall, on the contrary, allow them uncontrolled choice in the lectures they shall choose to attend, and require elementary qualification only, and sufficient age. For here we are not afraid to follow truth wherever it may lead, nor to tolerate any error so long as reason is left free to combat it. I should not propose this generally in our University, because I believe none of us are so much at the heights of science in the several branches as to undertake this, and therefore that it will be better left to the professors until occasion of interference shall be given. But there is one branch in which we are the best judges, in which heresies may be taught of so interesting a character to our own State and to the United States, as to make it a duty in us to lay down the principles which are to be taught. It is that of government. It is our duty to guard against such principles being disseminated among our youth and the diffusion of that poison, by a previous prescription of the texts to be followed in their discourses. To give to every citizen the information he needs for the transaction of his own business; to enable him to calculate for himself, and to express and preserve his ideas, his contracts and accounts in writing; to improve, by reading, his morals and faculties; to understand his duties to his neighbors and country, and to discharge with competence the functions confided to him by either; to know his rights; to exercise with order and justice those he retains, to choose with discretion the fiduciary of those he delegates; and to notice their conduct with diligence, with candor and judgment; and in general, to observe with intelligence and faithfulness all the social relations under which he shall be placed. Report for University of Virginia, History by apprising them of the past will enable them to judge of the future; it will avail them of the experience of other times and other nations; it will qualify them as judges of the actions and designs of men; it will enable them to know ambition under every disguise it may assume; and knowing it, to defeat its views. Notes on Virginia Q. When this poison infects the mind, it destroys its tone and revolts it against wholesome reading. Reason and fact, plain and unadorned, are rejected. Nothing can engage attention unless dressed in all the figments of fancy, and nothing so bedecked comes amiss. The result is a bloated imagination, sickly judgment, and disgust towards all the real businesses of life. This mass of trash, however, is not without some distinction; some few modeling their narratives, although fictitious, on the incidents of real life, have been able to make them interesting and useful vehicles of a sound morality. For a like reason, too, much poetry should not be indulged. Some is useful for forming style and taste. When sobered by experience, I hope our successors will turn their attention to the advantages of education. I mean of education on the broad scale. He emphasized the practical benefit. March Views on educational conformity[edit] "Man is an imitative animal. This quality is the germ of all education in him. From his cradle to his grave he is learning to do what he sees others do. Premature ideas of independence, too little repressed by parents, beget a spirit of insubordination which is the great obstacle to science with us and a principal cause of its decay since the Revolution. The insubordination of our youth is now the greatest obstacle to their education. We may lessen the difficulty, perhaps, by avoiding too much government, by requiring no useless observances, none which shall merely multiply occasions for dissatisfaction, disobedience and revolt by referring to the more discreet of themselves the minor discipline, the graver to the civil magistrates. Cast your eye over America. Who are the men of most learning, of most eloquence, most beloved by their countrymen and most trusted and promoted by them? They are those who have been educated among them, and whose manners, morals and habits are perfectly homogeneous with those of the country. Let them spend theirs in showing that it is the great parent of science and of virtue; and that a nation will be great in both, always in proportion as it is free.

Chapter 6 : Best School in North Delhi | Top School in Sonipat | The Modern School, ECNCR, Kundli

Though yet to become a standard in schools, artificial intelligence in education has been "a thing" since AI's uptick in the s. In many ways, the two seem made for each other.

The Principal Difference Classical vs. The Principal Difference was T An indication of this is found in the fact that no one is able to attain the truth adequately, while on the other hand, we do not collectively fail, but everyone says something true about the nature of things, and while individually we contribute little or nothing to the truth, by the union of all a considerable amount is amassed. One view sees it partly as the transmission of the accumulated knowledge of a society, as per Aristotle, above. Children are born without culture they grow up in one, molding their behavior and beliefs towards their eventual role in their society. In primitive cultures, education often involves little formal education and perhaps no schools as such. In some, only one or perhaps a few sacred books are studied. In more complex societies the sheer quantity of accumulated knowledge can take many years of formal education to transmit to the next generation, even if broken up into specialized areas of study. Education itself in such advanced cultures becomes a matter of study since efficient and integrated means of transmission of knowledge become more and more critical. In this article we will take a brief look at classical vs. What do we mean by classical education? From the dictionary definition: Classicism means aesthetic attitudes and principles based on the culture, art, and literature of ancient Greece and Rome. So classical education means the education of ancient Greece and Rome. What do we mean by progressive or modern education? Virtually no one any longer sees education as an end in itself. Education is a means to an end. Therefore any change in the end aimed at will necessarily be reflected in the means of education selected. If our goal is only to produce good coal miners who will work until they drop and cause no problems, then their means of education will be a simple affair. If, however, our goal is to produce well-rounded, cultured gentlemen and ladies, capable of addressing any problem or situation in life with the maximum likelihood both of success and personal happiness, then the means of education to do so will be a much more complicated affair. Any change of means may affect the achievement of the end. As we noted above, modern, progressive education has as a goal fulfilling the individual needs, interests and capacities of the individual students. This emphasis focuses on what is individual to each student therefore upon the differences among the students, as if such differences were paramount in determining the means of education employed. It is easy to see that if such differences as there are among students are secondary to what they share in common their similarities then the focus of progressive education is misplaced. In that case, no two children are truly equal except before the law, in some countries. However, if all children share something in common much more important than their similar yet differing bodies, then that shared commonality, that likeness will be of paramount importance in determining how best to educate them. Here we come to the crux of the matter. Different conceptions of the nature of man result in different educational goals and means. For those who think or believe that all men share a common human nature and like, immortal souls, then that reality becomes of paramount importance in determining the goals and means of education, which will certainly not be focused primarily on the less important measurable, individual differences of their physical beings except perhaps in the most unusual cases of physical disability. Instead, education will be focused on the care of that shared human nature on their immortal souls. Now the prevailing view of the ancient Greeks, certainly from the time of Socrates on, was that we do have immortal souls. So their education aimed at the care and nurturing of the soul, as being more important than the body. Hence Socrates taught that the one thing needful for the soul was that it should strive after goodness. Goodness for them consisted of the virtues or habits of good action and thought, in proper order and harmony, leading to wisdom. So to pursue wisdom, and goodness, was to be on one and the same path. But how best to advance on this path? Socrates, beyond all of his philosophical dialogues, felt that one thing in particular was most important: This was the Socratic approach to education in its core: The emotions as well as the reason, since both are integral parts of human nature, must be included in any education leading to the good. Indeed, education did not mean for Socrates the cultivation of the intellect alone to the neglect of all else but since man is attracted to the good first by what is

beautiful, education must first begin with the senses, proceed on to the memory, imagination, intuition and intellect, spurred on to all by love. Socrates clearly loved his students, who became his friends as many as would. Modern, progressive education, in either denying or ignoring the soul is left with nothing else but the body the brain, to educate with competitive sports added helter-skelter. The brain thus conceived as a sort of computer that moves about, rather than goodness or wisdom the goal of human education becomes knowledge in the sense of data storage and retrieval in the better of the modern schools , and mere political indoctrination in most. Love is irrelevant in such an environment. Indeed, it becomes a distraction from the business at hand and it is considered a defect in a teacher to love his students as friends. Here now we come to the single greatest advantage homeschooling has over modern public or private school education love. No one can love a child like his or her own parents. A loving parent does, in fact, make for the better person at which Socrates aimed. What empirical science cannot measure love and goodness , common sense and experience abundantly confirm. The opposite consequences of the absence of love are likewise confirmed. Hard cases make bad law. Because some men are thieves does not mean all men ought to be put in prison. A few rotten apples does not mean we all should quit eating apples. If the alleged abuse is real, then the state may step in, and some sort of public schooling may be the only alternative. But this the unnatural case “ says nothing about the norm, about how children should be educated in the vast majority of families where they are loved. Very, very few can learn well in such environments as sinking test scores and poor academic achievement such as the growing inability of high schoolers even to read increasingly confirm. Homeschooling is so successful relative to public and private school education, despite many obstacles and disadvantages, primarily because children have souls and thrive in every way “ in the loving environment of their families however small that family may be two can make a very loving family. Scratch the surface of a modern educator in our schools today and you will find either admirable, well-meaning, dedicated teachers who are increasing forced to truncate their personalities and genuine love for their students by a frustrating, bureaucratic, politically correct, progressive educational model, or someone who is simply up to no good. The newspapers are full of many examples of both types, almost on a daily basis. In the Athenian custom, the ancient Greeks homeschooled their children until their seventh year, in the poetic mode described elsewhere in this issue. Modern, progressive education pushes taking children from their homes earlier and earlier. The adoption of the German kindergarten model in this country stole one more year from the natural, early home formation of American children. Plans are afoot now to allow the schools to reach back even earlier to age 4, 3 and even 2 to take children from the loving culture of their homes. But lest we get lost in the details, it is important occasionally to remember the core of the classical, Socratic way of educating love.

Chapter 7 : This Is How Education Kills Creativity – True Activist

The School has an enrollment of students and occupies an area of about 11, m2 with 80 spacious classrooms, 6 science laboratories, 4 ICT laboratories, a library, 4 music rooms, 4 art rooms, a well-equipped clinic, 3 gymnasiums and other sport facilities.

In any school system, special education is a means of enlarging the capacity of the system to serve the educational needs of all children. The particular function of special education within the schools and the education departments of other institutions is to identify children with unusual needs and to aid in the effective fulfillment of those needs. Both regular and special school programs play a role in meeting the educational needs of children with exceptionalities. A primary goal of educators should be to help build accommodative learning opportunities for children with exceptionalities in regular educational programs. In the implementation of this goal, special education can serve as a support system, and special educators can assist regular school personnel in managing the education of children with exceptionalities. When the special placement of a child is required, the aim of the placement should be to maximize the development and freedom of the child rather than to accommodate the regular classroom. Special education should function within and as a part of the regular, public school framework. Within this framework, the function of special education should be to participate in the creation and maintenance of a total educational environment suitable for all children. From their base in the regular school system, special educators can foster the development of specialized resources by coordinating their specialized contributions with the contributions of the regular school system. One of the primary goals of special educators should be the enhancement of regular school programs as a resource for all children. Special education must provide an administrative organization to facilitate achievement for children with exceptionalities of the same educational goals as those pursued by other children. This purpose can be achieved through structures that are sufficiently compatible with those employed by regular education to ensure easy, unbroken passage of children across regular-special education administrative lines for whatever periods of time may be necessary, as well as by structures that are sufficiently flexible to adjust quickly to changing task demands and child growth needs. The major purpose of the special education administrative organization is to provide and maintain those environmental conditions in schools that are most conducive to the growth and learning of children with special needs. Under suitable conditions, education within the regular school environment can provide the optimal opportunity for most children with exceptionalities. Consequently, the system for the delivery of special education must enable the incorporation of special help and opportunities in regular educational settings. Children should spend only as much time outside regular class settings as is necessary to control learning variables that are critical to the achievement of specified learning goals. Special education is a cross-disciplinary, problem-oriented field of services which is directed toward mobilizing and improving a variety of resources to meet the educational needs of children and youth with exceptionalities. Indeed, special education developed as a highly specialized area of education in order to provide children with exceptionalities with the same opportunities as other children for a meaningful, purposeful, and fulfilling life. Perhaps the most important concept that has been developed in special education as the result of experiences with children with exceptionalities is that of the fundamental individualism of every child. The aspiration of special educators is to see every child as a unique composite of potentials, abilities, and learning needs for whom an educational program must be designed to meet his or her particular needs. From its beginnings, special education had championed the cause of children with learning problems. It is as the advocates of such children and of the concept of individualization that special education can come to play a major creative role in the mainstream of education. The special competencies of special educators are more than a collection of techniques and skills. They comprise a body of knowledge, methods, and philosophical tenets that are the hallmark of the profession. As professionals, special educators are dedicated to the optimal education of children with exceptionalities and they reject the misconception of schooling that is nothing but custodial care. The focus of all education should be the unique learning needs of the individual child as a total functioning organism. All educators should recognize and

accept that special and regular education share the same fundamental goals. Special education expands the capacity of schools to respond to the educational needs of all students. As advocates of the right of all children to an appropriate education, special educators affirm their professionalism. Children with special educational needs should be served in regular classes and neighborhood schools insofar as these arrangements are conducive to good educational progress. It is sometimes necessary, however, to provide special supplementary services for children with exceptionalities or to remove them from parts or all of the regular educational program. It may even be necessary to remove some children from their homes and communities in order for them to receive education and related services in residential schools, hospitals, or training centers. The Council believes that careful study and compelling reasons are necessary to justify such removal. The Council charges each public agency to ensure that a continuum of alternative placements, ranging from regular class programs to residential settings, is available to meet the needs of children with exceptionalities. Children with exceptionalities enrolled in special school programs should be given every appropriate opportunity to participate in educational, nonacademic, and extracurricular programs and services with children who are not disabled or whose disabilities are less severe. While special schools for children with exceptionalities and other separate educational facilities may function as part of an effective special educational delivery system, it is indefensible to confine groups of exceptional pupils inappropriately in such settings as a result of the failure to develop a full continuum of less restrictive programs. The Council condemns as educationally and morally indefensible the practice of categorical isolation by exceptionality without full consideration of the unique needs of each student, and the rejection of children who are difficult to teach from regular school situations. When insufficient program options exist and when decisions are poorly made, children with exceptionalities are denied their fundamental rights to free public education. In so acting, education authorities violate the basic tenets of our democratic societies. Like all children, children with exceptionalities need environmental stability, emotional nurturance, and social acceptance. Decisions about the delivery of special education to children with exceptionalities should be made after careful consideration of their home, school, and community relationships, their personal preferences, and effects on self-concept, in addition to other sound educational considerations. To achieve such outcomes, there must exist for all children, youth, and young adults a rich variety of early intervention, educational, and vocational program options and experiences. Access to these programs and experiences should be based on individual educational need and desired outcomes. Furthermore, students and their families or guardians, as members of the planning team, may recommend the placement, curriculum option, and the exit document to be pursued. CEC believes that a continuum of services must be available for all children, youth, and young adults. CEC also believes that the concept of inclusion is a meaningful goal to be pursued in our schools and communities. In addition, CEC believes children, youth, and young adults with disabilities should be served whenever possible in general education classrooms in inclusive neighborhood schools and community settings. Such settings should be strengthened and supported by an infusion of specially trained personnel and other appropriate supportive practices according to the individual needs of the child. Policy Implications Schools In inclusive schools, the building administrator and staff with assistance from the special education administration should be primarily responsible for the education of children, youth, and young adults with disabilities. The administrator s and other school personnel must have available to them appropriate support and technical assistance to enable them to fulfill their responsibilities. In return for greater autonomy, the school administrator and staff should establish high standards for each child, youth, and young adult, and should be held accountable for his or her progress toward outcomes. Communities Inclusive schools must be located in inclusive communities; therefore, CEC invites all educators, other professionals, and family members to work together to create early intervention, educational, and vocational programs and experiences that are collegial, inclusive, and responsive to the diversity of children, youth, and young adults. Further, the policy makers should fund programs in nutrition, early intervention, health care, parent education, and other social support programs that prepare all children, youth, and young adults to do well in school. There can be no meaningful school reform, nor inclusive schools, without funding of these key prerequisites. As important, there must be interagency agreements and collaboration with local governments and business to help prepare students to assume a

constructive role in an inclusive community. Moreover, special educators should be trained with an emphasis on their roles in inclusive schools and community settings. They also must learn the importance of establishing ambitious goals for their students and of using appropriate means of monitoring the progress of children, youth, and young adults. Teacher training institutions are challenged to instruct all teacher candidates about current trends in the education of exceptional children. State and provincial departments of education are charged with the responsibility to promote inservice activities that will update all professional educators and provide ongoing, meaningful staff development programs. Administrators can have a significant positive influence upon the professional lives of teaching staff and, therefore, upon the educational lives of children. Administrative personnel of school districts are, therefore, charged with the responsibility to promote inservice education and interprofessional exchanges which openly confront contemporary issues in the education of all children. The Council believes that the central element for the delivery of all the services required by a person with an exceptionality must be an individually designed program. Such a program must contain the objectives to be attained, resources to be allocated, evaluation procedures and time schedule to be employed, and a termination date for ending the program and procedure for developing a new one. The process for developing an individualized program must adhere to all the procedural safeguards of due process of law and must involve the individual person and his or her family, surrogate, advocate, or legal representative. Most significant is our position that all individuals are entitled to adequate representation when such decisions are being made. We support the increasing efforts on the part of governments to officially require the assignment of a surrogate when a family member is not available for purposes of adequately representing the interests of the person with an exceptionality. It is also our position that the individual consumer must be given every opportunity to make his or her own decisions, that this is a right provided to all citizens, and that any abridgement of that individual right can only occur upon the proper exercise of law. For this reason, all programs should contain plans to evaluate their effectiveness, and the results of such evaluations should be presented for public review. The Council believes that all legislation to fund existing programs or create new programs should contain mechanisms for effective evaluation and that governmental advisory bodies should review the findings of evaluations on a regular basis. External as well as internal systems of evaluation should be developed to aid in the evaluation of programs for children and youth with exceptionalities. As the result of early attitudes and programs that stressed assistance for children with severe disabilities, the field developed a vocabulary and practices based on the labeling and categorizing of children. In recent decades, labeling and categorizing were extended to children with milder degrees of exceptionality. Unfortunately, the continued use of labels tends to rigidify the thinking of all educators concerning the significance and purpose of special education and thus to be dysfunctional and even harmful for children. These problems are magnified when the field organizes and regulates its programs on the basis of classification systems that define categories of children according to such terms. Many of these classifications are oriented to etiology, prognosis, or necessary medical treatment rather than to educational classifications. They are thus of little value to the schools. Simple psychometric thresholds, which have sometimes been allowed to become pivotal considerations in educational decision making, present another set of labeling problems. Indeed, special educators at their most creative are the advocates of children who are not well served by schools except through special arrangements. To further the understanding of and programming for such children, special educators as well as other educational personnel should eliminate the use of simplistic categorizing. No one can deny the importance of some of the variables of traditional significance in special education such as intelligence, hearing, and vision. However, these variables in all their complex forms and degrees must be assessed in terms of educational relevance for a particular child. Turning them into typologies that may contribute to excesses in labeling and categorizing children is indefensible and should be eliminated. In the past, many legislative and regulatory systems have specified criteria for including children in an approved category as the starting point for specialized programming and funding. This practice places high incentives on the labeling of children and undoubtedly results in the erroneous placement of many children. It is desirable that financial aids be tied to educational programs rather than to children and that systems for allocating children to specialized programs be much more open than in the past. Special educators should

enhance the accommodative capacity of schools and other educational agencies to serve children with special needs more effectively. In identifying such children, special educators should be concerned with the identification of their educational needs, not with generalized labeling or categorizing of children. To further discourage the labeling and categorizing of children, programs should be created on the basis of educational functions served rather than on the basis of categories of children served. Regulatory systems that enforce the rigid categorization of pupils as a way of allocating them to specialized programs are indefensible. Financial aid for special education should be tied to specialized programs rather than to finding and placing children in those categories and programs. Psychological tests of many kinds saturate our society and their use can result in the irreversible deprivation of opportunity to many children, especially those already burdened by poverty and prejudice. Most group intelligence tests are multileveled and standardized on grade samples, thus necessitating the use of interpolated and extrapolated norms and scores. Most group intelligence tests, standardized on LEAs rather than individual students, are not standardized on representative populations. In spite of the use of nonrepresentative group standardization procedures, the norms are expressed in individual scores. Most group intelligence tests, standardized on districts which volunteer, may have a bias in the standardization. Many of the more severely handicapped and those expelled or suspended have no opportunity to influence the norms. Group intelligence tests are heavily weighted with language and will often yield spurious estimates of the intelligence of non-English speaking or language different children. A group intelligence test score, although spurious, may still be a good predictor of school performance for some children. School achievement predicts future school performance as well as group intelligence tests, thus leaving little justification for relying on group intelligence tests.

Chapter 8 : Dubai Modern Education School Review - WhichSchoolAdvisor

The follow up to #Equality, Modern Educayshun delves into the potential dangers of a hypersensitive culture bred by social media and political correctness. W.

Contact Author The prison cell of "modern" education Source Disclosure: So let me get on with my point. If we make a simple survey of how many students enjoy studying at school and how many of them use the studied material later in life we would get tragic results that seem OK to us only because we are used to them. Education should be enlightening, exciting, and empowering, and not something that resembles a torture chamber in a dark dungeon. It emerged in the time of the Industrial Revolution and it is designed to cater to that time of history and not current social reality. Education is still trying to grind children down to the size that would fit the needs of the industrial revolution. We can see this in the way we assign importance to different subjects. The most important subject in school is still Maths, followed by languages, sciences, humanities with arts and music at the very bottom. This is the value that was assigned because of the needs of the Industrial Revolution and nobody had the guts to revise the curriculum in such a way that would be more adequate to the modern society which allows creative types equally lucrative career opportunities as engineers. Designers, musicians, artists, dancers and actors can actually do pretty well in the contemporary world. I know the argument that studying all of those subjects expanded our brains and though us thinking, but I see this as a cheap cop out. It is inexcusable that we have so little useful life knowledge and skills. We study so many details and we never get the big picture. We learn to do things that most us will never use in their jobs or personal life. No disrespect to the teachers and principals of the world, but if this is what we have to show for, we are all wasting our times. Source And I know there are alternatives. The students could and should spend much more of their time thinking critically, analyzing information themselves instead of just learning it, do real things, develop their talents and build quality relationships and communities. What we get instead is a river of dry facts, alienation and conformity. We just need to recognize the deficiencies and start addressing them. The Wrong Public Mindsets are Perpetuated by this System Our educational system is based on assigning ranks to everything. Our education system ranks both us and itself at every chance it gets in order to let us know that most of us are unsuccessful and not part of the the top. It seems like there are predestined paths and each path has a certain rank and we all have to struggle in order to occupy the top paths instead of our peers. We measure success only with how far along a path like that we are.

Chapter 9 : Special Education in the Schools

A child's intelligence should not be decide by his or her www.nxgvision.com sheet only reflects about child's performance in exam or interest in a subject or www.nxgvision.com modern education system we all run behind marks & get hollow degree have no meaning.