

ESSAY 1

“Education is more about the process and less about the result.” How true is this in your society?

“Education is not a product: mark, diploma, job, money-in that order; it is a process, a never-ending one.” This is quoted from American teacher and author Bel Kaufman. Personally, I confer with her belief that the emphasis of education should be on the process which focuses on shaping and developing every individual’s character, instead of being overly fixated on mere results. However, given the mindsets of Singaporeans and the education system in Singapore, it is undeniable that this is not the case and education is in fact more about the results and less about the process in my society.

The Singapore education system consists of education at primary, secondary and tertiary levels with the aim of developing children’s strength and social skills. In order for students to graduate from each level, they have to sit for national examinations, including the Primary School Leaving Examination (PSLE), secondary two streaming examinations, “O” Level and “A” Level examinations. Since these examinations determine the schools they would attend, students are highly motivated to strive for excellence. Studies from the Organisation for Economic Co-operation and Development (OECD) have in fact shown that Singaporean students’ anxiety levels are significantly higher than the OECD average. The extent of stress that students face to do well in examinations demonstrates the overemphasis on results in Singapore. Hence, it can be said that the structure of the education system in Singapore has resulted in students being overly concerned about the alphabets and numbers, inadvertently causing education in Singapore to be more about the results instead of the process.

Apart from the above, the “kiasu” way of life of Singaporeans is another reason why education is more about the result and less about the process in my society. The “kiasu” culture embodies the constant fear in Singaporeans of losing out. Youngparents.com.sg, an online platform, provides parents with tips on how to choose enrichment classes for babies and toddlers. As such, toddlers as young as three years old are attending classes. However, studies have shown that the first five years of development are the most important as they shape a child into who he will be in the future. Sending toddlers for enrichment classes will not only impede their character development but also rob them of their childhood joy to the extent that they may even detest studying and fail to appreciate the process of learning. On top of this, 82 percent of students surveyed by OECD said they wanted to top their class. This proves the desire of students to be the cream of the crop by faring better than their peers in class, and that students concentrate on their grades more than the learning journey. Therefore, it is justifiable to conclude that education in Singapore is focused more on the results as compared to the process.

However, while it is true that there has been a continuous emphasis on grades by the Singapore education system, detractors may argue that there has been a recent change in the system, causing a shift in focus from the results to the process of education. This can be seen through the removal of the PSLE aggregate score and the reduction in the number of assessments and examinations in primary and secondary schools. Granted this, students would be less daunted by national examinations and hence be less pressured to push themselves to strive and do well in examinations. This in turn would encourage them to focus less on the results and enjoy acquiring knowledge and new insights. In addition, Ong Ye

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an analysis of the rationale for the assessment of writing during the junior year of the undergraduate curriculum The authors then turn to a case study of the success of their own institutional wide assessment program A history is provided of 20th century writing assessment practices as well attention is given to defining levels of literacy After describing an assessment process model discussion turns to the design of questions the administration of the assessment the rating of papers and the statistical analysis of data Attention is also given to the design of a course for those who are unsuccessful on the assessment The study closes with directions for further research and over 200 references in the bibliography

The Mobile Learning Voyage - From Small Ripples to Massive Open Waters Tom H. Brown, Herman J. van der Merwe, 2015-10-14 This book constitutes the proceedings of the 14th International Conference on Mobile and Contextual Learning mLearn 2015 held in a cruise ship leaving from and arriving to Venice Italy in October 2015 The 22 revised full papers and 6 short papers presented were carefully reviewed and selected from 81 submissions The papers deal with the topics related to the theme of the conference The mobile learning voyage from small ripples to massive open waters The conference theme paid tribute to the developments that brought mobile learning from its infancy steps in the early 2000s to maturity in 2015 while simultaneously paving the way for the broad and open waters ahead with new developments and progress in mobile learning and emerging ambient technologies

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Prabhat, 2022-04-05 NTA UGC NET JRF SET General Paper I Compulsory Teaching Research Aptitude 27 Solved Papers 2021 2006 35 Practice Sets The Present Edition of Teaching and Research Aptitude has been carefully prepared to serve as a Solved Papers Practice Sets for those aspirants who are preparing for UGC NET JRF SET General Paper 1 conducted by NTA National Testing Agency This book contains 35 Practice Sets and also covers 27 Solved Papers 2022 2006 with explanation The subjects are arranged exactly as per the latest syllabus and pattern to make it 100% convenient for the candidates This book gives you an idea of the questions asked in previous years exams and also what type of questions you should expect in the upcoming exam Topics to be covered Unit 1 Teaching Aptitude Unit 2 Research Aptitude Unit 3 Comprehension Unit 4 Communication Unit 5 Mathematical Reasoning and Aptitude Unit 6 Logical Reasoning Unit 7 Data Interpretation Unit 8 Information and Communication Technology ICT Unit 9 People Development and Environment Unit 10 Higher Education System Highlights of the book 3500 Solved Question for Practice with Answers Practices Sets are a collection of useful exam questions Answers with explanations are available for all questions Based on latest syllabus and exam pattern The Structured Essay Sr. Mary Michael Spangler OP, Rita Werner, 2002-03-18 **Text, Role and Context** Ann M.

Johns, 1997-06-13 This text explores fundamental issues relating to student literacies and instructor roles and practices within academic contexts It offers a brief history of literacy theories and argues for socioliterate approaches to teaching and learning in which texts are viewed as primarily socially constructed Central to socioliteracy the concepts genre and discourse community are presented in detail The author argues for roles for literacy practitioners in which they and their students conduct research and are involved in joint pedagogical endeavors The final chapters are devoted to outlining how the views presented can be applied to a variety of classroom texts Core curricular design principles are outlined and three types of portfolio based academic literacy classrooms are described **Sample Copy Writing Paragraphs and Essays**

Wingersky, 1999 *Mapping Comprehensive Units to the ELA Common Core Standards, 6-12* Kathy Tuchman Glass, 2013-05-09 Your blueprint for skilled Common Core literacy alignment This all in one instructional resource is your best guide to building high quality CCCS aligned curriculum units across Grades 6 12 easily manageably and effectively Master teacher Kathy Tuchman Glass provides thorough explanations and step by step exercises and templates centered around key CCCS ELA concepts to help you Challenge and engage students in all content areas using the CCCS ELA framework Use existing curriculum and materials to design new CCCS aligned units of study Identify CCCS ELA essential

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