

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ  
РОССИЙСКОЙ ФЕДЕРАЦИИ

Федеральное государственное автономное образовательное  
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«СЕВАСТОПОЛЬСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ»

ИНСТИТУТ ОБЩЕСТВЕННЫХ НАУК И МЕЖДУНАРОДНЫХ ОТНОШЕНИЙ

С.С. МIRONЦЕВА, В.А. БАЙКО

## ***EDUCATION IN DETAILS***

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**АНГЛИЙСКИЙ ЯЗЫК  
ДЛЯ СТУДЕНТОВ ПЕДАГОГИЧЕСКИХ СПЕЦИАЛЬНОСТЕЙ**

**Учебное пособие**  
по английскому языку  
для студентов направления подготовки  
44.03.01 «Педагогическое образование»

Севастополь  
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М64

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Учебное пособие предназначено для студентов 2 курса направления подготовки 44.03.01 «Педагогическое образование» очной и заочной формы обучения (квалификация «бакалавр»), достигших продвинутого уровня владения английским языком. Главы пособия представляют описание и систематизацию основных сведений по темам education, online education, higher education, classroom management, которые закрепляются комплексом упражнений после каждого текста.

Пособие включает в себя задания на развитие таких видов речевой деятельности как говорение, чтение, письмо, содержит упражнения лексического и грамматического характера.

Материалы пособия также могут быть использованы при изучении тематических блоков, связанных с темой образования, в курсе английского языка для студентов гуманитарных специальностей.

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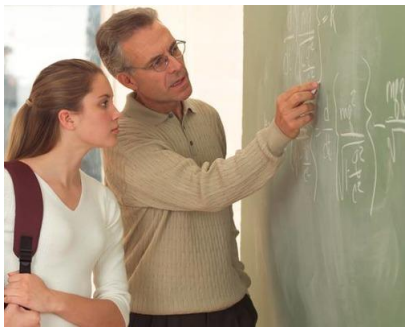
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## UNIT 1

**EDUCATION IS OUR FUTURE!**

## VOCABULARY WORK

|                   |                                                                                                          |                                                                                       |
|-------------------|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| undergraduate     | a student who is studying for their first degree at a college or university                              |    |
| university degree | a qualification given for completing a university course. Bachelor's, Master's or Doctorate's            |    |
| postgraduate      | a student who has already received one degree and is studying at a university for a more advanced degree |   |
| campus            | the buildings of a college or university and the land that surrounds them                                |  |
| tutor             | a teacher at a British college or university who teaches one student or a small group                    |  |

|                          |                                                                                                                                                         |                                                                                       |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| hall of residence / hall | a college building where students live                                                                                                                  |    |
| entry requirements       | qualifications that are needed to enter a programme                                                                                                     |    |
| application              | an official request for something, usually in writing                                                                                                   |   |
| tuition fees             | money that a student pays to a university for their teaching                                                                                            |  |
| scholarship              | an amount of money given by a school, college, university, or other organization to pay for the studies of a person with great ability but little money |  |

## STARTING UP

### What is Education?

Look at these definitions of 'Education.' Which ones do you agree with? Are there any you disagree with – why? Education is ...

***Aristophanes***

«The roots of education are bitter, but the fruit is sweet»

***Lord Henry Brougham – speech to the House of Commons***

«Education makes a people easy to lead, but difficult to drive; easy to govern, but impossible to enslave»

***John Buchan – Memory Hold the Door***

«To live for a time close to great minds is the best education»

***G.K. Chesterton***

«Education is simply the soul of a society as it passes from one generation to another»

***C.A. Helvétus – Discours XXX***

«Education made us what we are»

***Alexander Pope – Epistles to Several Persons***

«Tis education forms the common mind,  
Just as the twig is bent, the tree's inclined»

***Diogenes (The Cynic)***

«Education is something that tempers the young and consoles the old, gives wealth to the poor and adorns the rich»

***Seneca – Letters***

«Even while they teach, men learn»

Can you think of any other definitions?

## KEY CONCEPTS OF EDUCATION

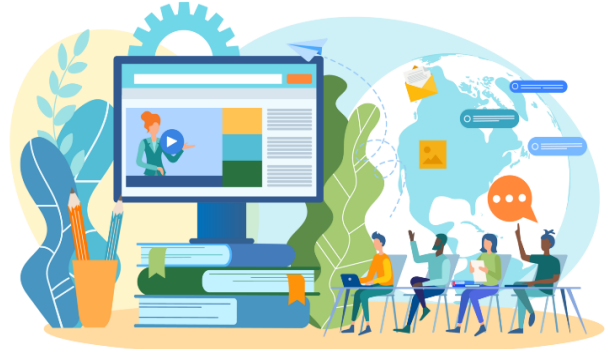
Education is the process of learning, or the acquisition of knowledge, skills, values, morals, beliefs, and habits. Educational methods include teaching, training, storytelling, discussion and directed research. Education frequently takes place under the guidance of educators, however learners can also educate themselves. Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational.

### WHAT IS EDUCATION FOR?

People can make better decisions and focus particularly on the area of science they are interested in.

Education is one of the most important things in our lives. Don't you agree? It can make the difference between success and failure. An education can bring us knowledge and make us rich. In rich countries, people are lucky to have good schools. Children start learning from a very young age. They can further their education and go to higher education or university. In Japan, there are even private schools for babies to learn English. It's a shame that in many rich countries, many children don't want to learn. Perhaps schools need to find better ways to teach so children want to learn. It's sad that in many parts of the world, children want to learn but can't. Make sure you never stop learning. Education is the key to a better future.

Education is the process of teaching or learning in a school or college, or the knowledge that you get from this.



#### ***Roger Ascham – The Schoolmaster***

«There is no such whetstone, to sharpen a good wit and encourage a will to learning, as is praise»

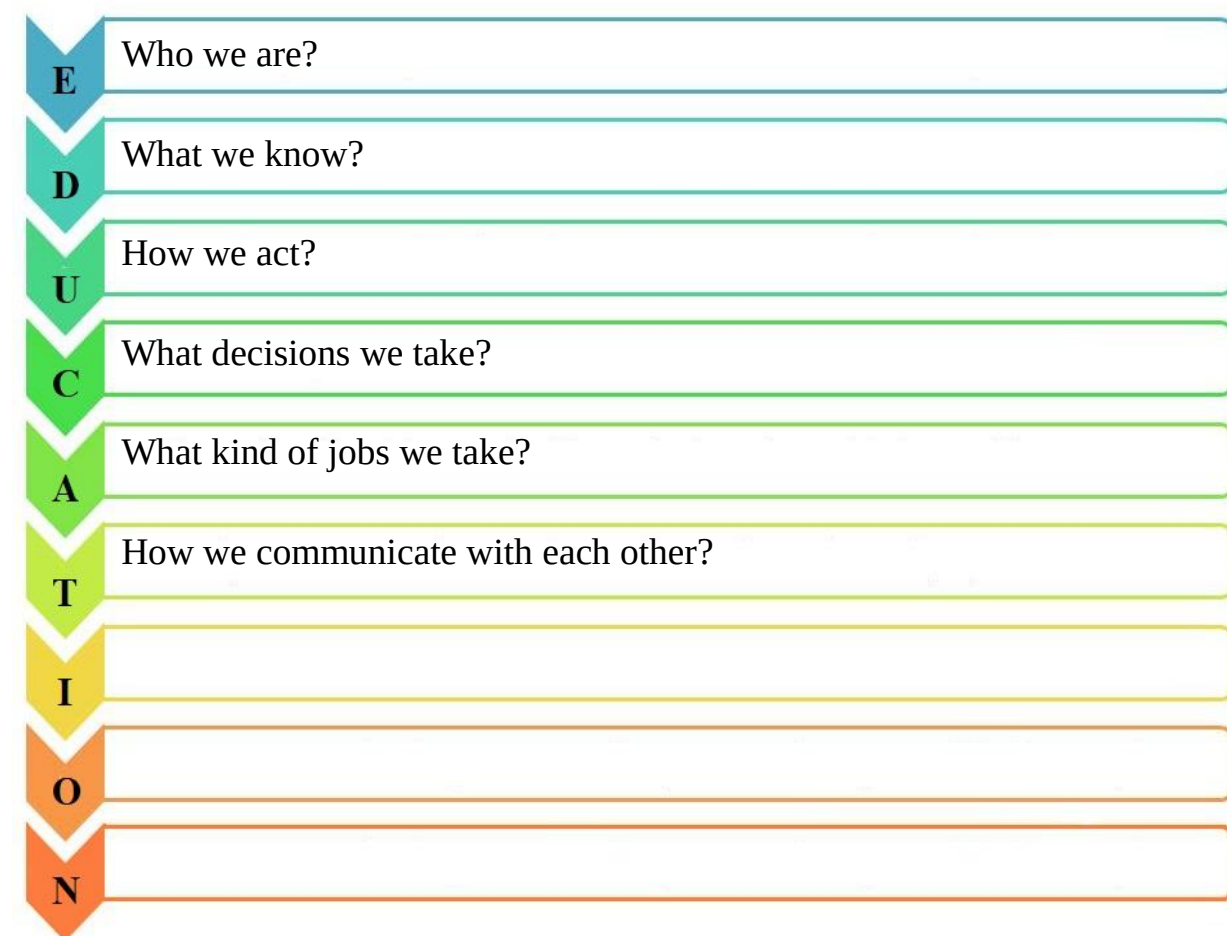
#### ***Ambrose Bierce – The Devil's Dictionary***

«Education: that which discloses to the wise and disguises from the foolish their lack of understanding»

#### ***Immanuel Kant***

«Man is the only creature which must be educated»

## The goal of education is the foundation of human development:



One of the most influential concepts of the 1996 Delors Report was that of the four pillars of learning. The framework includes the four pillars of education as stated by UNESCO:

- 
1. ***Learning to know – a broad general knowledge with the opportunity to work in depth on a small number of subjects.***
  2. ***Learning to do – to acquire not only occupational skills but also the competence to deal with many situations and to work in teams.***
  3. ***Learning to be – to develop one's personality and to be able to act with growing autonomy, judgment and personal responsibility.***
  4. ***Learning to live together – by developing an understanding of other people and an appreciation of interdependence.***
- 

Out of 182 colleges surveyed in 2009 nearly half said tuition for online courses was higher than for campus-based ones.

A 2010 meta-analysis found that online and blended educational approaches had better outcomes than methods that used solely face-to-face interaction

## FOLLOW-UP ACTIVITY

**Exercise I. What is Education? Education is one of the most important things in our lives. Don't you agree?**

**Nelson Mandela**

«Education is the most powerful weapon which you can use to change the world»

**Give examples and answer the questions:**

1. What is Education?
2. How do you define Education?
3. What is Education for you?
4. How important is Education?
5. What is your Education?



**Exercise II. What is education for? Here are four pillars of education as stated by UNESCO. Match the parts.**

|                                     |                                                                                                                      |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| <b>1. Learning to know</b>          | a. to develop one's personality and to be able to act with growing autonomy, judgment and personal responsibility    |
| <b>2. Learning to do</b>            | b. by developing an understanding of other people and an appreciation of interdependence                             |
| <b>3. Learning to be</b>            | c. a broad general knowledge with the opportunity to work in depth on a small number of subjects                     |
| <b>4. Learning to live together</b> | d. to acquire not only occupational skills but also the competence to deal with many situations and to work in teams |

**Exercise III. Match WH-words (A), verbs (B) and phrases (C) to make questions then in pairs discuss these questions.**

| A     | B               | C                                     |
|-------|-----------------|---------------------------------------|
| What  | is<br>do<br>can | involved in the process of education? |
| Why   |                 | one get education?                    |
| When  |                 | people start educating their kids?    |
| How   |                 | people want to get education?         |
| Where |                 | the content of education?             |
| Who   |                 | the process of education organised?   |
|       |                 | the purpose of education?             |

**Exercise IV. Write the missing relative pronouns in the sentences below.**

- All students are individuals \_\_\_\_\_ need social attention.
- Maths is a subject \_\_\_\_\_ is often difficult for many people.
- Maria Montessori is someone \_\_\_\_\_ ideas have had a huge influence on modern education.
- This is the university \_\_\_\_\_ I got my degree.
- In my country most people graduate \_\_\_\_\_ they are about 21 or 22 years old.

**Exercise V. Combine the two sentences using the relative pronoun in bold.**

*e.g. He's a professor. He works at a university in London. / **who***

*He's a professor **who** works at a university in London.*

- Exams are requirement. They take place every summer. / **which**

- A teacher is a person. His or her job is to show students how to learn, as well as what to learn. / **whose**

- The mid-morning break is a period in the school day. Pupils relax and change classrooms. / **when**

- Grades are marks. They are often given for homework. / **that**

- Nursery is a kind of playschool. Children aged 1-5 go there. / **where**

## Test 1

### 3 questions for a written answer

1. a course or program that teaches job skills  
\_\_\_\_\_
2. how long something lasts  
\_\_\_\_\_
3. to finish university and get a first degree  
\_\_\_\_\_

### 4 questions for selection

- |                                                                                                                           |             |
|---------------------------------------------------------------------------------------------------------------------------|-------------|
| <input type="radio"/> the systematic study of materials and sources in order to establish facts and reach new conclusions | A. Degree   |
| <input type="radio"/> to finish doing or making something, especially when it has taken a long time                       | B. complete |
| <input type="radio"/> something that is not useful or effective                                                           | C. Waste    |
| <input type="radio"/> something that you study at school or university                                                    | D. subject  |

### 4 questions with a choice of answer

- |                                                                                                                                                                                                                                              |                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. the group of people who rule a country something that you study at school or<br><input type="radio"/> government university<br><input type="radio"/> requirement<br><input type="radio"/> vocational<br><input type="radio"/> participant | 3. something that you study at school or university<br><input type="radio"/> degree<br><input type="radio"/> requirement<br><input type="radio"/> waste<br><input type="radio"/> subject                              |
| 2. how long something lasts<br><input type="radio"/> vocational<br><input type="radio"/> requirement<br><input type="radio"/> foreign<br><input type="radio"/> duration                                                                      | 4. to finish doing or making something, especially when it has taken a long time<br><input type="radio"/> subject<br><input type="radio"/> degree<br><input type="radio"/> research<br><input type="radio"/> complete |

### 2 questions "true-false"

1. to finish doing or making something, especially when it has taken a long time → complete  
☐ true ☐ false
2. a course or program that teaches job skills → vocational  
☐ true ☐ false

## Test 2

### 3 questions for a written answer

1. synonym of the primary school  
\_\_\_\_\_
2. course of study in a school or college  
\_\_\_\_\_
3. a group of eight old, distinguished colleges and universities in the east, known for their ivy colored buildings.  
\_\_\_\_\_

### 4 questions for selection

- |                                                                                                                                                                  |                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| <input type="radio"/> a student in a college or university who has not yet earned a bachelor's degree                                                            | A. higher education |
| <input type="radio"/> a collection of colleges, has undergraduate programs which award bachelor degrees and graduate program for masters' degrees and doctorates | B. undergraduate    |
| <input type="radio"/> education, usually in a college or university, that is followed after high school or secondary school                                      | C. middle school    |
| <input type="radio"/> a job that requires at least 40 hours of work each week                                                                                    | D. university       |

### 4 questions with a choice of answer

- |                                                                                                                                                                                                              |                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. you can choose it in secondary school<br><input type="radio"/> secondary school<br><input type="radio"/> education<br><input type="radio"/> elementary school<br><input type="radio"/> elementary subject | 3. place where books are kept<br><input type="radio"/> research<br><input type="radio"/> library<br><input type="radio"/> grant<br><input type="radio"/> timetable                                                                    |
| 2. PE<br><input type="radio"/> criminalistics<br><input type="radio"/> field investigator<br><input type="radio"/> physical education<br><input type="radio"/> higher education                              | 4. An advanced 2-year program completed after a bachelor's degree.<br><input type="radio"/> undergraduate<br><input type="radio"/> primary school<br><input type="radio"/> Bachelor's Degree<br><input type="radio"/> Master's degree |

### 1 questions "true-false"

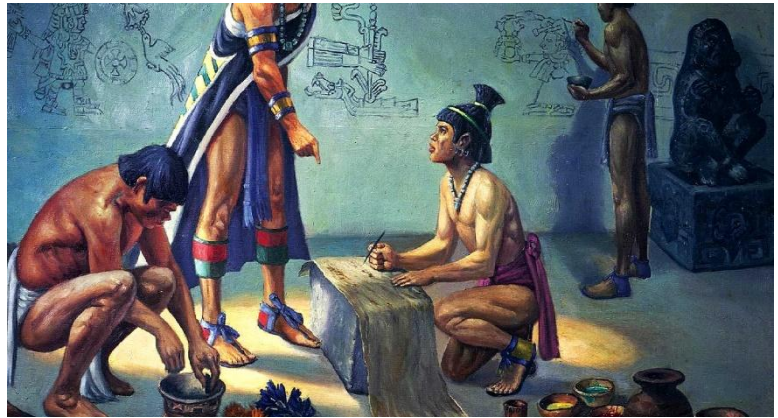
1. children go there from 11 → secondary school  
☐ true ☐ false

## READING

### EDUCATION IN ANCIENT TIMES

**Read the text and answer the questions below.**

Before people invented schools, children learnt things by joining in adult activities, like farming, hunting and cooking. Later, people invented alphabets, so they needed schools to teach children to read and write.



We know about education in ancient Egypt from archaeological finds. The temple schools taught religion, reading, writing and arithmetic and only boys from rich families attended school – the girls stayed at home. In ancient China, students studied philosophy, poetry and religion.

Two different educational systems developed in ancient Greece. In Sparta, boys became soldiers, so they exercised and did athletics. They didn't learn to read or write, but they learnt music and dance. In Athens, people believed that both the mind and other body needed exercise, so they taught reading, writing, poetry, music and other arts, as well as physical education. Both rich and poor children went to school because education didn't cost much.

Children in Roman times started school at the age of six and at the age of twelve they attended grammar school. There, they learnt Classics – Greek and Latin. Today, lots of schools and universities all over the world still teach these classical languages

**Read the text again and then match the two parts of the sentences.**

|                                             |                                                             |
|---------------------------------------------|-------------------------------------------------------------|
| 1. Before people invented schools, children | a) still teach Greek and Latin.                             |
| 2. In ancient China, students               | b) went to school because education didn't cost much.       |
| 3. In Sparta, boys didn't                   | c) learnt things by joining in adult activities.            |
| 4. In Athens, both rich and poor children   | d) studied philosophy, poetry and religion.                 |
| 5. Children in Roman times                  | e) learn to read or write, but they learnt music and dance. |
| 6. Today, lots of schools and universities  | f) attended grammar school at the age of twelve.            |

### Answer the questions.

1. How did children learn before there were schools?

2. Why did people invent schools?

3. Who attended temple schools?

4. What did Chinese students study?

5. Why did Spartan boys exercise and do athletics?

6. What subjects did boys in ancient Athens do?

7. What language did Roman children learn?

## SCHOOLS

### Read and complete the text with the missing words.

|             |             |           |           |
|-------------|-------------|-----------|-----------|
| green areas | corridors   | education | designing |
| lives       | stimulating | safety    | light     |

Schools have a very special importance in everyone's (1) \_\_\_\_\_ and consequently architects should think carefully and sensitively when (2) \_\_\_\_\_ them. During the 19th century the first to understand the economic importance of universal (3) \_\_\_\_\_ were the British and the Prussians, whose schools were disciplinarian places that could be built quite cheaply. In Great Britain, as well as in France and Germany, we can still see examples of this great, late nineteenth-century, four-storey schools with their classrooms double banked along central (4) \_\_\_\_\_.

School building gradually changed after World War I and II. A great number of new schools were built and educational theories and practices shifted from strong discipline to encouragement in learning and liberal egalitarian programmes. Consequently, school design changed too. New schools are places full of (5) \_\_\_\_\_, with multivalent spaces. More recently, schools have become buildings

where the environment is more and more (6) \_\_\_\_\_ and where solutions are found to meet practical demands, such as health, (7) \_\_\_\_\_ and financial concerns.

In the future, architects will have to consider a series of important aspects, such as creating increasingly friendly, comfortable, stimulating buildings, with spaces such as gyms, laboratories, libraries and (8) \_\_\_\_\_.



School of the 19th century in England



School of the 19th century in Great Britain



School of the 19th century in Russia



School of the future

## OUTDOOR LESSONS TO HELP LEARNING

**Read the article and complete this summary. Use the words from the article.**

Pott Row First School has given every (1) \_\_\_\_\_ a (2) \_\_\_\_\_ so that they can have their (3) \_\_\_\_\_ outside. This is because the (4) \_\_\_\_\_ believe that the children (5) \_\_\_\_\_ better and work harder in the (6) \_\_\_\_\_. Both (7) \_\_\_\_\_ and (8) \_\_\_\_\_ think it is a good idea and the children are much (9) \_\_\_\_\_ and more (10) \_\_\_\_\_ about school.

## POTT ROW FIRST SCHOOL



A primary school has given its pupils 'all-weather' school uniforms so they can have lessons outside, even in the rain. Pott Row First School wants to provide half of all lessons outside in the next two years.

The headteacher, Michelle Petzer, said the idea began when her teachers noticed that the children found it easier to concentrate out in the fresh air. 'We realised the children worked much better and were happier if they had been outside during the day', she said. Staff would comment that if the children hadn't been outside, perhaps because it had been raining, they wouldn't listen so well in class.

'We realised that it is essential for the pupils to have the opportunity to play outdoors no matter what the weather conditions. As a result we have purchased raincoats for every single pupil in our school.'

Mrs Petzer said staff and parents had been extremely supportive of the idea. 'A number of parents have said how much happier their child is and how they are so enthusiastic about coming to school,' she said.



Pupils at Pott Row First School have been given all-weather jumpsuits



Staff said pupils found it easier to concentrate out in the fresh air

## PRACTICE TASK

### Exercise I. Match the words to make job titles.

|                   |               |
|-------------------|---------------|
| 1) university     | a) teacher    |
| 2) personal       | b) trainer    |
| 3) driving        | c) instructor |
| 4) basketball     | d) lecturer   |
| 5) primary school | e) coach      |

Now think of and write down two sentences using these expressions.

### Exercise II. Match the verbs to the nouns to make phrases related to things you do at university.

|                                              |                          |
|----------------------------------------------|--------------------------|
| 1) do                                        | a) an exam / a test      |
| 2) get                                       | b) your homework         |
| 3) take /pass / mess up /fail /retake / have | c) attention in class    |
| 4) have                                      | d) on a cours            |
| 5) study                                     | e) English /Math / Music |
| 6) enroll                                    | f) high / low marks      |
| 7) pay                                       | g) lessons               |

### Now use verbs from Ex. II to complete the sentences.

1. Do you \_\_\_\_\_ attention in class?
2. He \_\_\_\_\_ Music lessons on Mondays.
3. Steve \_\_\_\_\_ his homework now.
4. Joan is \_\_\_\_\_ a test tomorrow.
5. She decided to \_\_\_\_\_ on a cookery course



### Exercise III.

#### A. Write in the missing words. The first letter is given.

- a. C\_\_\_\_\_ education is when you have to go to school.
- b. You pay fees for p\_\_\_\_\_ education.
- c. H\_\_\_\_\_ education allows you to continue studying when you leave school.
- d. A child's first school is called p\_\_\_\_\_ school.
- e. C\_\_\_\_\_ assessment is a monitoring a student's progress over a long period.
- f. Children are aged between 11-16 at s\_\_\_\_\_ school in the UK.
- g. N\_\_\_\_\_ or kindergarten is where children go before they start school.

#### B. Translate 1-7 in Exercise III into the equivalent terms for education in Russian.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_



- 7 \_\_\_\_\_

#### Exercise IV. Match the two halves, 1-6 with a-f, to complete the sentences.

|                                       |                                          |
|---------------------------------------|------------------------------------------|
| 1) I didn't get__                     | a) your best, that's all that matters.   |
| 2) My teacher says I have to retake__ | b) in the essay today.                   |
| 3) We have to hand__                  | c) the place at the university I wanted. |
| 4) She never makes__                  | d) for today's test.                     |
| 5) As long as you do__                | e) mistakes.                             |

6) I stayed up all night revising\_\_\_\_ | f) the whole course!

**Exercise V. Underline the correct words.**

- 1) The course is designed to **develop/promote** special study skills.
- 2) The institute only **keeps/holds** evening classes.
- 3) She has been **accepted/admitted** at York University.
- 4) I'm afraid you can't **hold/keep** a private conversation here.
- 5) He retired at the end of a thirty-year teaching **post/career**.
- 6) Apply for a **fee/grant** if you want to go to university.

**Exercise VI. Fill each gap with the correct particle, then explain the phrasal verbs.**

|      |    |        |     |     |
|------|----|--------|-----|-----|
| over | up | behind | off | out |
|------|----|--------|-----|-----|

- 1) Juliet was new to the class and had to do extra work to **catch** \_\_\_\_\_ with the others.
- 2) If you miss university for more than couple of days, you are in danger of **falling** \_\_\_\_\_ with your work.
- 3) I need to **go** \_\_\_\_\_ my History notes because we've got a test on Friday.
- 4) If you don't pay attention, how do you expect to **keep** \_\_\_\_\_ with the lesson?
- 5) **Look** \_\_\_\_\_ the word in the dictionary if you're not sure what it means.
- 6) We had to **put** \_\_\_\_\_ our Biology field trip because the weather was so bad.
- 7) Simon was **told** \_\_\_\_\_ severely when his parents saw his school report.
- 8) We couldn't **work** \_\_\_\_\_ what had gone wrong with our science experiment, so in the end we had to start again.



**Exercise VII. Read the article and complete the gaps in it with the correct word, a, b or c.**

### **SINGLE SEX SCHOOLING HELPS GIRLS LATER IN LIFE**

Educational researchers have studied 13,000 females born in 1958. They looked at girls who (1)\_\_\_\_\_ to single and mixed-sex schools and found that girls who (2)\_\_\_\_\_ at single-sex schools are more likely to (3)\_\_\_\_\_ traditionally male subjects such as maths and physics. This helps them to (4)\_\_\_\_\_ jobs in typically male- dominated professions. In fact, when both boys and girls were (5)\_\_\_\_\_ separately they were more likely to (6)\_\_\_\_\_ courses not normally associated with their sex. However, there was no evidence that girls in single-sex schools (7)\_\_\_\_\_ more progress academically.

| <b>№</b>  | <b>a</b>  | <b>b</b>  | <b>c</b> |
|-----------|-----------|-----------|----------|
| <b>1.</b> | went      | took      | learnt   |
| <b>2.</b> | taught    | made      | studied  |
| <b>3.</b> | take      | revise    | fail     |
| <b>4.</b> | apply     | get       | make     |
| <b>5.</b> | handed in | graduated | taught   |
| <b>6.</b> | revise    | teach     | do       |
| <b>7.</b> | did       | made      | got      |



**Women's gymnasium of the 19th century in Russia**

**Exercise VIII. Fill in the gaps with the words below.**

**SUMMERHILL SCHOOL**

|           |              |               |             |       |          |
|-----------|--------------|---------------|-------------|-------|----------|
| ordinary  | well-behaved | life changing | rely on     | value | respect  |
| commented | compulsory   | improved      | of its kind | treat | instruct |

Summerhill school is not a(n) (1)\_\_\_\_\_ school. Also known as the only 'free school' (2)\_\_\_\_\_ in the UK, Summerhill is all about freedom. At Summerhill lessons are not (3)\_\_\_\_\_. If a pupil doesn't like maths, he or she can choose not to go to classes. That of course doesn't mean that a pupil can always do as he or she likes. There are 190 rules at Summerhill and one of the first things teachers (4)\_\_\_\_\_ children to do is to (5)\_\_\_\_\_ each other with (6)\_\_\_\_\_. As a result, pupils are (7)\_\_\_\_\_ and (8)\_\_\_\_\_ good manners. Pupils say that studying at Summerhill can be (9)\_\_\_\_\_ 'Learning to (10)\_\_\_\_\_ ourselves to make decisions is something that we wouldn't learn in an ordinary school,' (11)\_\_\_\_\_ fourteen-year-old pupil Jo Whitley. Parents are also enthusiastic. 'Summerhill has (12)\_\_\_\_\_ our daughters' manners said one of them. 'It is a great school!'



## SPEAKING

**Exercise I. Work with a partner to discuss the following questions about education in our country. Check that you know all the words in *italics*.**

1. What age do children usually start *primary* (or *elementary*) school?
2. What age do children usually leave *secondary* school?
3. What age does *compulsory education* start?  
At what age does it finish? Do you think these are the correct ages?
5. Do most people go on to *higher education*?  
Why / Why not? Do they have to pay?
6. Are *exams* or *continuous assessment* more common?  
Which is the better way of monitoring progress? Why?

**Exercise II. Discuss three of the following questions.**

1. What are the reasons people go away to study?
2. What problems can someone who is studying abroad face?
3. Would you like to study in a foreign country? Why? Why not?

**Exercise III. Look at the phrases below. Which two nouns in each group are correct? Change wrong combinations, adding the correct verb and/or changing the preposition where necessary**

| Change wrong combinations                                                   | verb and/or preposition |
|-----------------------------------------------------------------------------|-------------------------|
| 1. <b>go</b> to school / to a place at university / to college              | <i>get</i>              |
| 2. <b>revise</b> for an exam / a subject / a test                           |                         |
| 3. <b>graduate</b> from university / from primary school / from high school |                         |
| 4. <b>get</b> a degree / a good grade / an exam                             |                         |
| 5. <b>take/retake</b> homework / an exam / a course                         |                         |
| 6. <b>pass/fail</b> an exam / a course / a good result                      |                         |
| 7. <b>hand in</b> an essay / a seminar / an assignment                      |                         |
| 8. <b>do</b> progress / coursework / your best                              |                         |
| 9. <b>make</b> mistakes / progress / homework                               |                         |
| 10. <b>study</b> an exam / a subject / a language                           |                         |

**In pairs, ask and answer questions using the combinations above.**

*e.g. How do/did you revise for exams?*

**Exercise IV. Which of the opinions do you agree with? Which do you disagree with? Why? Work in groups and discuss the following. Try to agree on each one.**

1. Schools should spend more time teaching the skills people need to get a job.
2. Education is basically a social experience. The atmosphere is the most important thing.
3. There should be no private education. All children should attend state schools/universities.
4. The purpose of secondary education is to prepare you for life.
5. Examination results are the most important aspect of education.
6. Academic achievement depends mainly on your teacher.
7. Teachers should be paid according to the exam results of their students.
8. Sport is the most important subject at school.



## WRITING

**Exercise I. Write a short paragraph (100 words) giving your opinion on one of the statements in Exercise IV (Speaking).**

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## Test 1

### 4 questions for a written answer

1. place where books are kept  
\_\_\_\_\_
2. schedule  
\_\_\_\_\_
3. education, usually in a college or university, that is followed after high school or secondary school  
\_\_\_\_\_
4. you can choose it in secondary school  
\_\_\_\_\_

### 4 questions for selection

- |                                                                                                                                                                  |                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| <input type="radio"/> a scientific process                                                                                                                       |                     |
| <input type="radio"/> a sum of money or other payment given for a particular purpose                                                                             | A. higher education |
| <input type="radio"/> a collection of colleges, has undergraduate programs which award bachelor degrees and graduate program for masters' degrees and doctorates | B. undergraduate    |
| <input type="radio"/> a job that requires at least 40                                                                                                            | C. science          |
| <input type="radio"/> hours of work each week                                                                                                                    | D. branch           |

### 4 questions with a choice of answer

- |                                           |                                                                    |
|-------------------------------------------|--------------------------------------------------------------------|
| 1. operative                              | <input type="radio"/> investigator                                 |
| <input type="radio"/> elective subject    | <input type="radio"/> research                                     |
| <input type="radio"/> criminalistics      | <input type="radio"/> field investigator                           |
| <input type="radio"/> bachelor`s Degree   | <input type="radio"/> primary school                               |
| <input type="radio"/> Field investigation |                                                                    |
| 2. PE                                     | 4. An advanced 2-year program completed after a bachelor's degree. |
| <input type="radio"/> higher education    | <input type="radio"/> primary school                               |
| <input type="radio"/> field investigator  | <input type="radio"/> undergraduate                                |
| <input type="radio"/> Criminalistics      | <input type="radio"/> Bachelor`s Degree                            |
| <input type="radio"/> Physical            | <input type="radio"/> master`s degree                              |
| 3. One who investigates                   |                                                                    |

### 2 questions "true-false"

1. synonym of the primary school → elementary school  
☐ true ☐ false
2. course of study in a school or college → education  
☐ true ☐ false

## Test 2

### 3 questions for a written answer

1. a course that is more practical and directly related to a job
2. a formal talk on a serious subject given to a group of people, especially students
3. Qualification offered in the UK, and generally awarded after two years of full-time study at a university.

### 4 questions for selection

- ☐ people who teach
  - ☐ a student who is studying for their first degree at a college or university
  - ☐ an official request for something, usually in writing
  - ☐ A student grant is a financial aid given to college students to help pay for their college expenses
- E. student's grant
  - F. student union
  - G. academic staff
  - H. application

### 4 questions with a choice of answer

1. money that a student pays to a university for their teaching
  - ☐ postgraduate
  - ☐ application
  - ☐ tuition fees
  - ☐ vocational course
2. a qualification given for completing a university course. Bachelor's, Master's or Doctorate's.
  - ☐ application
  - ☐ entry requirements
  - ☐ hall of residence
  - ☐ vocational course
3. qualifications that are needed to enter a programme
  - ☐ entry requirements
  - ☐ university degree
  - ☐ vocational course
  - ☐ higher education qualification
4. a college building where students live
  - ☐ application
  - ☐ e entry requirements
  - ☐ vocational course
  - ☐ application

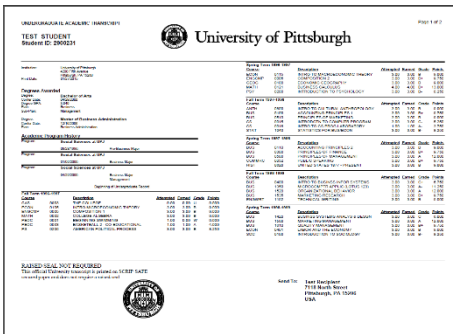
### 2 questions "true-false"

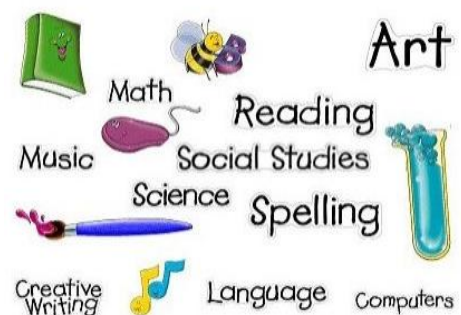
1. people who teach → undergraduate
  - ☐ true
  - ☐ false
2. money that a student pays to a university for their teaching
  - ☐ true
  - ☐ false

## UNIT 2

# **ONLINE EDUCATION**

## VOCABULARY WORK

| Academic degree     | a degree students are awarded upon the completion of a credit course                                                                |                                                                                                                                                                                                                                                                                                                                                                                                       |  |      |        |        |                 |                 |        |                 |                 |        |                 |                 |        |             |             |        |                 |                 |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------|--------|--------|-----------------|-----------------|--------|-----------------|-----------------|--------|-----------------|-----------------|--------|-------------|-------------|--------|-----------------|-----------------|
| Academic calendar   | a full schedule of all the academic hours, University events and activities to be attended by the student                           |                                                                                                                                                                                                                                                                                                                                                                                                       |  |      |        |        |                 |                 |        |                 |                 |        |                 |                 |        |             |             |        |                 |                 |
| Academic integrity  | academic honesty                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                      |  |      |        |        |                 |                 |        |                 |                 |        |                 |                 |        |             |             |        |                 |                 |
| Academic term       | a 15-week semester                                                                                                                  | <table border="1"> <thead> <tr> <th></th><th>FALL</th><th>WINTER</th></tr> </thead> <tbody> <tr> <td>YEAR 1</td><td>Academic Term 1</td><td>Academic Term 2</td></tr> <tr> <td>YEAR 2</td><td>Academic Term 3</td><td>Academic Term 4</td></tr> <tr> <td>YEAR 3</td><td>Academic Term 5</td><td>Academic Term 6</td></tr> <tr> <td>YEAR 4</td><td>Work Term 3</td><td>Work Term 4</td></tr> <tr> <td>YEAR 5</td><td>Academic Term 7</td><td>Academic Term 8</td></tr> </tbody> </table> |  | FALL | WINTER | YEAR 1 | Academic Term 1 | Academic Term 2 | YEAR 2 | Academic Term 3 | Academic Term 4 | YEAR 3 | Academic Term 5 | Academic Term 6 | YEAR 4 | Work Term 3 | Work Term 4 | YEAR 5 | Academic Term 7 | Academic Term 8 |
|                     | FALL                                                                                                                                | WINTER                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |      |        |        |                 |                 |        |                 |                 |        |                 |                 |        |             |             |        |                 |                 |
| YEAR 1              | Academic Term 1                                                                                                                     | Academic Term 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |      |        |        |                 |                 |        |                 |                 |        |                 |                 |        |             |             |        |                 |                 |
| YEAR 2              | Academic Term 3                                                                                                                     | Academic Term 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |      |        |        |                 |                 |        |                 |                 |        |                 |                 |        |             |             |        |                 |                 |
| YEAR 3              | Academic Term 5                                                                                                                     | Academic Term 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |      |        |        |                 |                 |        |                 |                 |        |                 |                 |        |             |             |        |                 |                 |
| YEAR 4              | Work Term 3                                                                                                                         | Work Term 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |      |        |        |                 |                 |        |                 |                 |        |                 |                 |        |             |             |        |                 |                 |
| YEAR 5              | Academic Term 7                                                                                                                     | Academic Term 8                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |      |        |        |                 |                 |        |                 |                 |        |                 |                 |        |             |             |        |                 |                 |
| Academic transcript | written record of a student's academic performance; official and unofficial transcripts may be obtained by contacting the Registrar |                                                                                                                                                                                                                                                                                                                                                                                                     |  |      |        |        |                 |                 |        |                 |                 |        |                 |                 |        |             |             |        |                 |                 |

|                   |                                                             |                                                                                      |
|-------------------|-------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Academic program  | a set of courses to be taken for earning an academic degree |    |
| Alumnus (n)       | former student of a university                              |    |
| Baccalaureate (n) | a program of study for the first academic degree            |   |
| Bachelor (n)      | a person whom the Bachelor degree is awarded to             |  |
| Commencement (n)  | an academic procedure in which diplomas are conferred       |  |

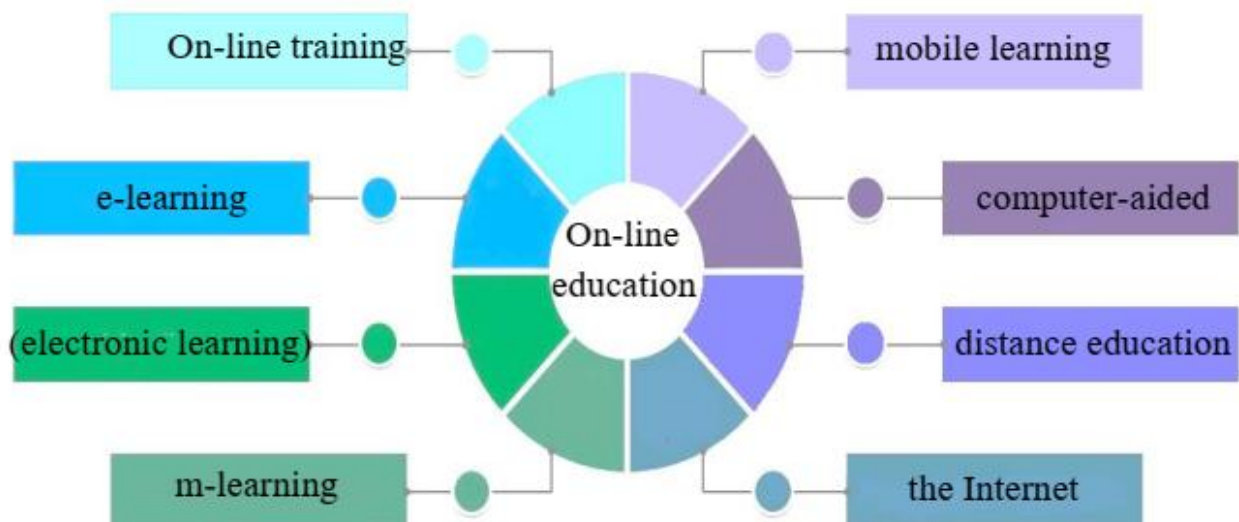
## STARTING UP

**What are the most important factors for success at learning? Rank the points in order of importance. Do you agree with this list? Would you add something? Discuss in pairs or in groups.**

|                   |
|-------------------|
| motivation        |
| being disciplined |
| being organized   |
| confidence        |
| high IQ           |
| alertness         |
| concentration     |
| natural talent    |

## WHAT IS ONLINE EDUCATION?

**On-line education** - online education goes by many names and comes in a variety of styles, but at its core:



From this simple definition comes an almost infinite number of ways to teach and learn outside of traditional classrooms and away from college campuses. With online education, students can turn anywhere with Internet access and electricity into a classroom. It can include audio, video, text, animations, virtual training environments

and live chats with professors. It's a rich learning environment with much more flexibility than a traditional classroom.

When used to its full potential, online education has been shown to be more effective than face-to-face instruction. It can be engaging, fun and fit almost anyone's schedule.

Many large university institutions are now starting to offer free or almost free full courses, through open education, 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. Despite favorable studies on effectiveness, many people may still desire to choose traditional campus education for social and cultural reasons.



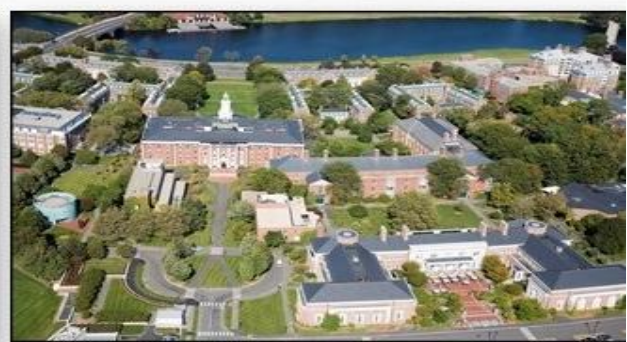
**Massachusetts Institute of Technology**



**Chinese People's University**



**Stanford university**



**Harvard Business School**

The idea of the integrated approach to education reflected in the four pillars of learning has had significant influence on teacher training and curriculum development in a range of countries worldwide.

Many open universities are working to have the ability to offer students standardized testing and traditional degrees and credentials.

The conventional merit-system degree is currently not as common in open education as it is in campus universities, although some open universities do already offer conventional degrees such as the Open University in the United Kingdom.

Presently, many of the major open education sources offer their own form of certificate.

## E-LEARNING AND M-LEARNING



E-learning and m-learning have become extremely important buzz words of the education technology revolution; each characterising a whole raft of ideas and resources for the tech-savvy teacher. But the two terms are not always used correctly, with some confusion about the differences between them and where they overlap. And in more complex terms, thinking about the differences between e-learning and m-learning can be particularly useful for teachers who use technology in the classroom, as it can help them to pick out which techniques are best for which education scenario.

**Exercise I. Choose a relative clause, a-g, to add extra information to each sentence. See the first example.**

1. Online universities, d can offer as good an education as any traditional school.
2. On the Internet, students can interact with expert teachers\_\_\_.
3. Students often choose online courses, \_\_\_\_\_ and they can choose to work quickly or slowly.
4. Students \_\_\_\_\_ often prefer online learning to face-to-face learning.
5. Many online courses also have message boards and forums, \_\_\_\_\_ as well as having video lectures.
6. Online learning, \_\_\_\_\_ is now considered to be equal to face-to-face learning.
- 7 Ellie Hathaway, \_\_\_\_\_ says that she enjoyed it more than the traditional type of course.

- a) which offer greater flexibility,
- b) where you can interact with other online learners,
- c) whose jobs prevent them from travelling to lectures,
- d) ~~which are run via the Internet,~~
- e) which in the past was regarded as poor quality education,
- f) who are highly qualified
- g) who recently completed an online course,

## READING

### THE PROS AND CONS OF STUDYING ONLINE

Online learning is becoming more popular today as more people have access to computers and the Internet. Indeed, there are those who believe that computers will replace classrooms in the near future.

It is true that there are a number of advantages to learning online. One, you can study whenever you choose and you can find a wealth of information on the Internet. And, lessons do not last for a limited length of time. So, teachers can answer any questions you may have in greater detail.

But, there are a number of disadvantages. To begin, online students cannot share and discuss ideas in the way they do in a classroom. Also, the equipment needed is expensive and information on the Internet is not always accurate. Finally, working on your own requires a lot of self-discipline which young children in particular do not have.

In conclusion, I believe that even if learning online has some advantages, the disadvantages outweigh them. In my opinion, children will always learn best when they are in a classroom with a real live teacher.

#### **Exercise I. Choose the correct answers:**

1. What is the purpose of the text?
  - a) to compare learning online with the traditional learning
  - b) to list the advantages of learning online
  - c) to explain why learning online is not better than traditional learning
  - d) to share the results of research in learning online
2. What is true about online learning?
  - a) children will always learn better online than in a classroom with a real live teacher
  - b) lessons do not last for a limited length of time
  - c) Online learning will replace classrooms in the near future
  - d) All students must present a note if they miss a class



3. What would a reader learn about online learning from the text?
- a) Online learning is easier than learning in a classroom
  - b) Students can share ideas and interests with peers
  - c) Online learning encourages discipline so students concentrate better
  - d) Working on you own requires a lot of self-discipline



**Exercise II. Decide if the sentences below are T (true) or F (false):**

- 1. You can study where and when you choose.\_\_\_\_
- 2. You cannot find a wealth of information on the Internet.\_\_\_\_
- 3. Teachers can give students less personal attention.\_\_\_\_
- 4. Computers / Internet are expensive.\_\_\_\_
- 5. Information on Internet always accurate.\_\_\_\_
- 6. Working on you own requires a lot of experience.\_\_\_\_
- 7. Students cannot share ideas and interests with other students in the way they do in a classroom.\_\_\_\_

## THE FIVE MITHS OF DISTANCE LEARNING

**Exercise I. Complete each part of the reading about distance learning with a heading (a-f) below. There is one extra and incorrect heading.**

a) Distance learning credits don't transfer to other colleges.

b) Online schools are faster and easier than traditional schools.

c) Distance learning schools aren't as good as traditional schools.

d) Distance learning is cheaper than traditional learning.

e) Accredited schools always offer a good education.

f) Employers won't accept degrees from distance learning universities.



**Myth 1:** \_\_\_\_\_

Online universities can offer as good an education as any traditional school. You just have to choose the right online course. Many of these now allow students to interact with expert teachers and learn through the Internet.

**Myth 2:** \_\_\_\_\_

While this may be true of cheap schools or 'fake' schools, degrees from properly accredited schools are accepted by employers in the same way that traditional degrees are accepted.

**Myth 3:** \_\_\_\_\_

Qualifications from accredited online schools will be accepted by traditional institutions in the same way that grades and qualifications from 'regular' colleges are accepted.

**Myth 4:** \_\_\_\_\_

Anyone can claim to be an accredited agency, and many do. However, in order to be widely accepted, your degree needs to come from a college approved by your country's educational bodies. Always check with them first to avoid studying for an unrecognized qualification.

**Myth 5:** \_\_\_\_\_

While some online students choose accelerated courses, others select online schools that let them do their work slowly, over a longer period of time. Just like traditional schools, some online institutions are known for being easier and others are known for

being harder. Flexibility is key in the world of distance learning and the majority of online courses can change to fit your needs

**Exercise II. Find a word in the text which means the same as the following:**

1. A common but untrue belief: myth
2. Something that looks genuine but isn't: \_\_\_\_\_
3. Officially recognised or approved (school): \_\_\_\_\_
4. Fast or speeded up: \_\_\_\_\_
5. The ability to change: \_\_\_\_\_
6. Communicate with: \_\_\_\_\_

**Exercise III. Read the text again and decide if these statements are T (true) or F (false):**

|                                                                                                     | T (true) | F (false) |
|-----------------------------------------------------------------------------------------------------|----------|-----------|
| 1. The courses at many online universities are equal to any traditional university.                 |          |           |
| 2. Employers actually prefer -degrees from online universities.                                     |          |           |
| 3. Qualifications from schools which are officially approved won't necessarily mean much to anyone. |          |           |
| 4. Make sure your course is with a recognized educational body.                                     |          |           |
| 5. The main benefit of - online learning is that it can fit your way of working and requirements.   |          |           |



## PRACTICE TASK

**Exercise I. Underline the correct word. Check in your dictionaries. Explain the rest of the words.**

1. Tony is at university studying for a (**qualification/certificate/diploma/degree**) in English Literature.
2. Owen got six GCSE (**passes/grades/marks/results**) in his exams.
3. A (**headmaster/teacher/tutor/professor**) comes every Thursday to help me with Maths.
4. There were over 250 students at Dr Apoleton's (**lecture/lesson/seminar/class**) on the Minoans.
5. I'm doing a 6-month business (**curriculum/course/programme/schedule**) at college.
6. Brian is a (**pupil/student/learner/schoolboy**) at Oxford University.
7. He (**graduated/left/dropped out/applied**) from Leeds University with a degree in History.
8. I have to hand in my thesis next week. The (**close/deadline/end/term**) is Wednesday.

**Exercise II. Choose the correct word from the box for each sentence.**

|            |            |      |          |        |               |        |          |
|------------|------------|------|----------|--------|---------------|--------|----------|
| criticised | easy-going | pace | friendly | unique | well-prepared | strict | punctual |
|------------|------------|------|----------|--------|---------------|--------|----------|

1. Our teacher has a very \_\_\_\_\_ approach to the class. Everyone feels relaxed in his lessons.
2. The class has a very \_\_\_\_\_ atmosphere. The students were all smiling and joking.
3. I remember a maths teacher who used to make you stand if you made a mistake. He was very \_\_\_\_\_.
4. Anyone in my class who isn't \_\_\_\_\_ in the morning will have to stay one hour extra after school.
5. Our teacher always comes to class \_\_\_\_\_. She must spend hours planning her lessons.
6. I never get bored in my English classes. The teacher is interesting and the lessons have a fast \_\_\_\_\_.
7. Her approach to learning is probably \_\_\_\_\_. I don't know anyone who does anything like it.
- 8 Children should be given positive encouragement rather than \_\_\_\_\_.

**Exercise III. Fill in the correct verb form then explain the phrasal verbs**



1. Philip felt that he had \_\_\_\_\_ the team down when he missed the penalty.
2. Ann \_\_\_\_\_ down and started crying as she couldn't answer any of the questions!
3. The students \_\_\_\_\_ down the main points of the lecture.
4. Vicky's grades have \_\_\_\_\_ down.
5. After dinner she \_\_\_\_\_ down to do her homework.
6. I can \_\_\_\_\_ the messages that come in.



**Exercise IV. Fill in: *take, let, go, break, settle* in the correct form.**

|    |    |                                                                           |
|----|----|---------------------------------------------------------------------------|
| 1. | A: | You shouldn't be upset about coming second in the race.                   |
|    | B: | I know, but I feel that I have _____ every one down.                      |
| 2. | A: | How did she react to the news?                                            |
|    | B: | She _____ down and cried.                                                 |
| 3. | A: | I _____ your number down incorrectly. Could you repeat it for me, please? |
|    | B: | Of course. It's 212015694.                                                |
| 4. | A: | House prices are not as high this year.                                   |
|    | B: | Yes, they have _____ down by 15%.                                         |
| 5. | A: | All the housework has been done and the children have left for school.    |
|    | B: | Good, now I can _____ down to my writing.                                 |

**SPEAKING**

**Discuss in pairs.**

1. Do you think learning will ever take place without teachers? classrooms? schools in general?
2. Do you consider it possible to be educated only through digital resources?
3. Would you like to be able to study at home using Internet resources provided by your university?

**WRITING**

**Think of different ways of studying (traditional learning, online learning, distance learning, self-studying, etc.). Compare and contrast them, write down which way you think is the most interesting way of learning.**



## Test 1

### 3 questions for a written answer

1. a college building where students live  
\_\_\_\_\_
2. a teacher at a British college or university who teaches one student or a small group  
\_\_\_\_\_
3. qualifications that are needed to enter a programme  
\_\_\_\_\_

### 3 questions for selection

- |                                                                                                                                                     |                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| <input type="radio"/> a student who is studying for their first degree at a college or university                                                   | A. student's grant |
| <input type="radio"/> an organization of students in a college or university which arranges social events and provides services to support students | B. student union   |
| <input type="radio"/> a course that is more practical and directly related to a job                                                                 | C. academic staff  |
|                                                                                                                                                     | D. application     |

### 4 questions with a choice of answer

- |                                                                              |                                           |
|------------------------------------------------------------------------------|-------------------------------------------|
| 1. the buildings of a college or university and the land that surrounds them | <input type="radio"/> university degree   |
| <input type="radio"/> application                                            | <input type="radio"/> vocational course   |
| <input type="radio"/> entry requirements                                     | <input type="radio"/> higher education    |
| <input type="radio"/> hall of residence                                      | <input type="radio"/> qualification       |
| <input type="radio"/> vocational course                                      |                                           |
| 2. an official request for something, usually in writing                     | entry requirements                        |
|                                                                              | 3. a college building where students live |
|                                                                              | <input type="radio"/> application         |
|                                                                              | <input type="radio"/> entry requirements  |
|                                                                              | <input type="radio"/> vocational course   |
|                                                                              | <input type="radio"/> application         |

### 2 questions "true-false"

1. a formal talk on a serious subject given to a group of people, especially students  
→ tutor  
☐ true ☐ false
2. something valuable, such as an amount of money that is given to someone as a reward for doing very good work → prize  
☐ true ☐ false

## Test 2

### 2 questions for a written answer

1. the numerical designation of a grade multiplied by the number of credits the course is assigned  

---
2. with honors; with academic distinction  

---

### 4 questions for selection

- |                                                                                                                                           |                    |
|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| <input type="radio"/> any undergraduate student enrolled in the university who is carrying a course load of 12 or more hours per semester | A. student's grant |
| <input type="radio"/> a unit of study so certified                                                                                        | B. Incomplete      |
| <input type="radio"/> grade received when a student is unable to complete coursework due to extenuating circumstances                     | C. Credit          |
| <input type="radio"/> A student grant is a financial aid given to college students to help pay for their college expenses                 | D. Curriculum      |

### 4 questions with a choice of answer

- |                                                                                                      |                                                                              |
|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| 1. an exam postponed for a later period                                                              | 3. a teacher/professor who advises students in educational matters           |
| <input type="radio"/> Academic program                                                               | <input type="radio"/> Bachelor                                               |
| <input type="radio"/> Make up exam                                                                   | <input type="radio"/> Advisor                                                |
| <input type="radio"/> Academic hour                                                                  | <input type="radio"/> Retake                                                 |
| <input type="radio"/> Mid-term Exam                                                                  | <input type="radio"/> Initiation                                             |
| 2. hard copies for study purposes that contain supplementary materials for class and self-study work | 4. a teacher who guards, protects, watches over, or has the care of students |
| <input type="radio"/> Student                                                                        | <input type="radio"/> Registrar                                              |
| <input type="radio"/> Retake                                                                         | <input type="radio"/> Proctor                                                |
| <input type="radio"/> Handout                                                                        | <input type="radio"/> Tutor                                                  |
| <input type="radio"/> Incomplete                                                                     | <input type="radio"/> Bachelor                                               |

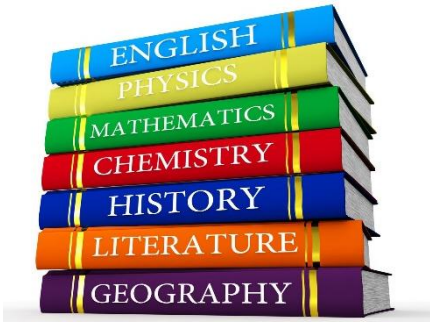
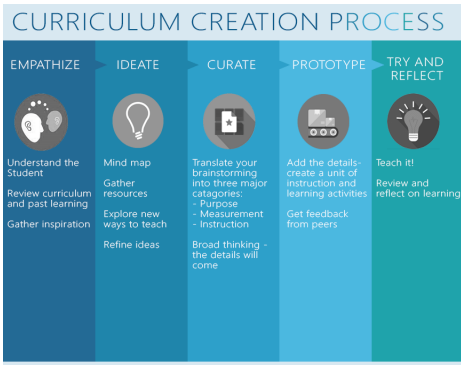
### 1 questions "true-false"

1. visit sb informally and spontaneously→ Drop out (v)  
☐ true ☐ false

## UNIT 3

# **HIGHER EDUCATION**

## VOCABULARY WORK

|                            |                                                                                                                                                                                                      |                                                                                      |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Credit system of education | an educational system based on self-study, creative thinking methods, academic freedom and credit accumulation as the requisite for a degree                                                         |    |
| Core subjects              | subjects obligatory for study                                                                                                                                                                        |    |
| Curriculum (n)             | a document with a full list of obligatory and elective disciplines to be completed and the number of credits to be earned by students to be awarded an academic degree in this or that science field |   |
| Dean (n)                   | the head of a division, faculty, college or school of a university                                                                                                                                   |  |
| Drop in (v)                | visit sb informally and spontaneously                                                                                                                                                                |  |

|                              |                                                                                                 |                                                                                      |
|------------------------------|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Drop out (v)                 | leave school or some other academic program before completing it                                |    |
| Enroll (v)                   | become or make sb a student on a course                                                         |    |
| Elective (n)                 | courses that students may choose to study to complement their major                             |   |
| GPA<br>(Grade Point Average) | the numerical designation of a grade multiplied by the number of credits the course is assigned |  |
| Graduate (v)                 | complete one's course of university studies                                                     |  |

## STARTING UP

**Do you agree or disagree with the statement? Tell the class.**

*Education is a matter between the person and the world of knowledge; school, college or university has little to do with it.*

**Discuss in pairs. Do you think...**

- a) schools and universities guide us?
- b) schools neglect more intelligent students?
- c) computers open up new road in education?
- d) students should help shape their educational experience?



**Discuss three of the following questions connecting with studying abroad.**

1. What are the reasons people go away to study?
2. What problems can someone who is studying abroad face?
3. Would you like to study in a foreign country? Why? Why not?

## READING

### CAMBRIDGE

The University is a confederation of Schools, Faculties, Departments and Colleges. The Colleges are governed by their own statutes and regulations, but are integral to the make-up of the University of Cambridge.

Students live, eat and socialise in one of the University's 31 autonomous Colleges. Undergraduates receive College supervisions – small group teaching sessions – regarded as one of the best teaching models in the world.

Each College has its own internal procedures. They select their own students, subject to University regulations, and most admit both undergraduate and postgraduate students. College representatives sit on the University Council and Finance Committee.



There are six Schools, which each form an administrative grouping of Faculties and other institutions. They are: Arts and Humanities, Biological Sciences, Clinical Medicine, Humanities and Social Sciences, Physical Sciences, and Technology.

There is a Council of each School – including representatives of its Faculties and Departments. The Schools are represented on the General Board.

University Faculties organise teaching and research into individual subjects or groups of subjects. Their work is normally organised into sub-divisions called Departments.

Centres of studies are controlled by committees of management, bringing together representatives from several disciplines.



## Established

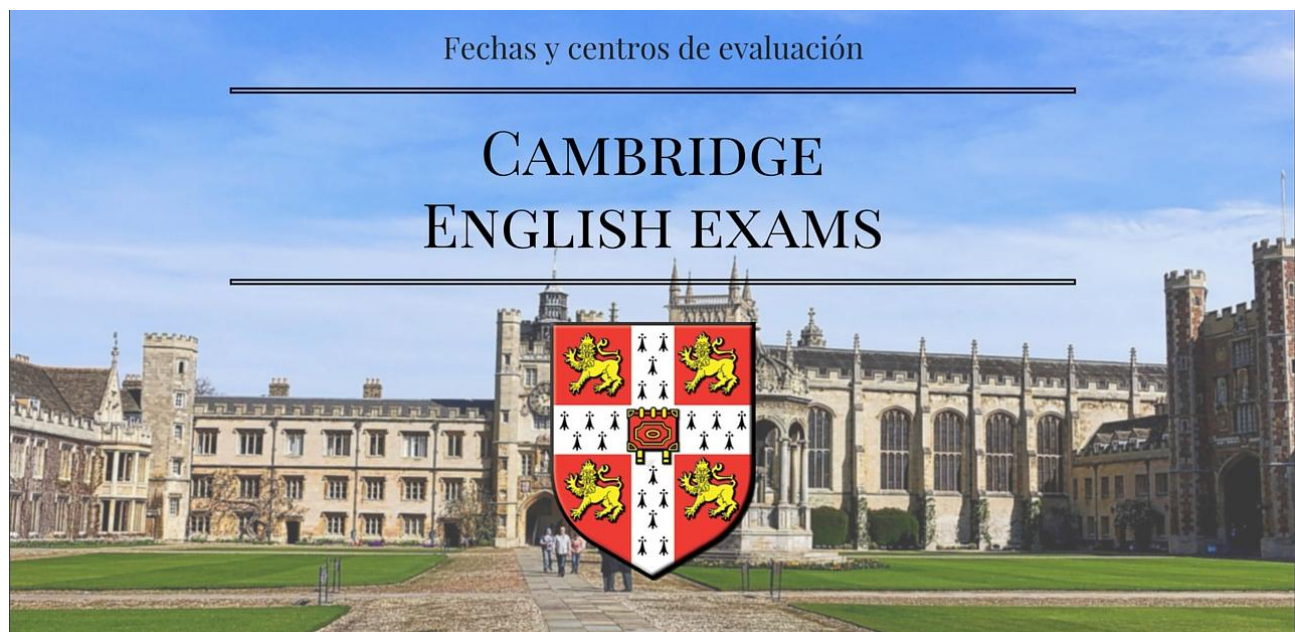
Founded in 1209, the University of Cambridge is the fourth-oldest university in the world. Cambridge is a globally diverse institution and its students come from over 147 different countries. Cambridge researchers collaborate with colleagues worldwide, and the University has established partnerships in Asia, Africa, the Americas and Europe.

## Students

- Undergraduates: 12,850
- Postgraduates: 11,600
- Total students: 24,450 (2020 figures)

## Staff

11,528 members of staff employed in academic, academic-related, contract research, technical, clerical and secretarial roles.



## History

The University of Cambridge is rich in history – its famous Colleges and University buildings attract visitors from all over the world. But the University's museums and collections also hold many treasures which give an exciting insight into some of the scholarly activities, both past and present, of the University's academics and students.

The University is one of the world's oldest universities and leading academic centres, and a self-governed community of scholars. Its reputation for outstanding academic achievement is known worldwide and reflects the intellectual achievement of its students, as well as the world-class original research carried out by the staff of the University and the Colleges.

Many of the University's customs and unusual terminology can be traced to roots in the early years of the University's long history, and this section of our website looks to the past to find the origins of much that is distinctive in the University of today.

Source: <https://www.cam.ac.uk/about-the-university/>

## FOLLOW-UP ACTIVITY

### Exercise I. Read the text again and then match the two parts of the sentences.

|                                                                                                                                        |                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. The University of Cambridge is rich in history                                                                                      | A. the fourth-oldest university in the world. Cambridge is a globally diverse institution and its students come from over 147 different countries.         |
| 2. Its reputation for outstanding academic achievement is known worldwide and reflects the intellectual achievement of its students    | B. many treasures which give an exciting insight into some of the scholarly activities, both past and present, of the University's academics and students. |
| 3. Founded in 1209, the University of Cambridge is                                                                                     | C. and the University has established partnerships in Asia, Africa, the Americas and Europe.                                                               |
| 4. Many of the University's customs and unusual terminology can be traced to roots in the early years of the University's long history | D. as well as the world-class original research carried out by the staff of the University and the Colleges.                                               |
| 5. Cambridge researchers collaborate with colleagues worldwide                                                                         | E. and this section of our website looks to the past to find the origins of much that is distinctive in the University of today.                           |
| 6. The University's museums and collections also hold                                                                                  | F. its famous Colleges and University buildings attract visitors from all over the world.                                                                  |

### Exercise II. Read the article and complete the gaps in it with the correct word

|             |           |            |          |
|-------------|-----------|------------|----------|
| collections | community | leading    | reflects |
| history     | students  | University |          |

The University of Cambridge is rich in 1) \_\_\_\_\_ – its famous Colleges and University buildings attract visitors from all over the world. But the University's museums and 2) \_\_\_\_\_ also hold many treasures which give an exciting insight into some of the scholarly activities, both past and present, of the University's academics and 3) \_\_\_\_\_

The University is one of the world's oldest universities and 4) \_\_\_\_\_ academic centres, and a self-governed 5) \_\_\_\_\_ of scholars. Its reputation for outstanding academic achievement is known worldwide and 6) \_\_\_\_\_ the intellectual achievement of its students, as well as the world-class original research carried out by the staff of the 7) \_\_\_\_\_ and the Colleges.

Source: <https://www.cam.ac.uk/about-the-university/history>

**Exercise III. Read the text “CAMBRIDGE” again and decide if these statements are T (true) or F (false). Correct the false ones.**

|                                                                                                                                           | T (true) | F (false) |
|-------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------|
| 1. Founded in 1309, the University of Cambridge is the fourth-oldest university in the world.                                             |          |           |
| 2. Cambridge is a globally diverse institution and its students come from over 147 different countries/                                   |          |           |
| 3. 11,528 members of academic centre employed in academic, academic-related, contract research, technical, clerical and secretarial roles |          |           |

**STANFORD**



Located in the San Francisco Bay Area, Stanford University is a place of learning, discovery, expression and innovation. Founded in 1885, Stanford's areas of excellence span seven schools along with research institutes, the arts and athletics. Stanford's faculty, staff and students work to improve the health and well-being of people around the world through the discovery and application of knowledge.

### **History of Stanford**

Stanford University was founded in 1885 by California senator Leland Stanford and his wife, Jane, "to promote the public welfare by exercising an influence in behalf of humanity and civilization."

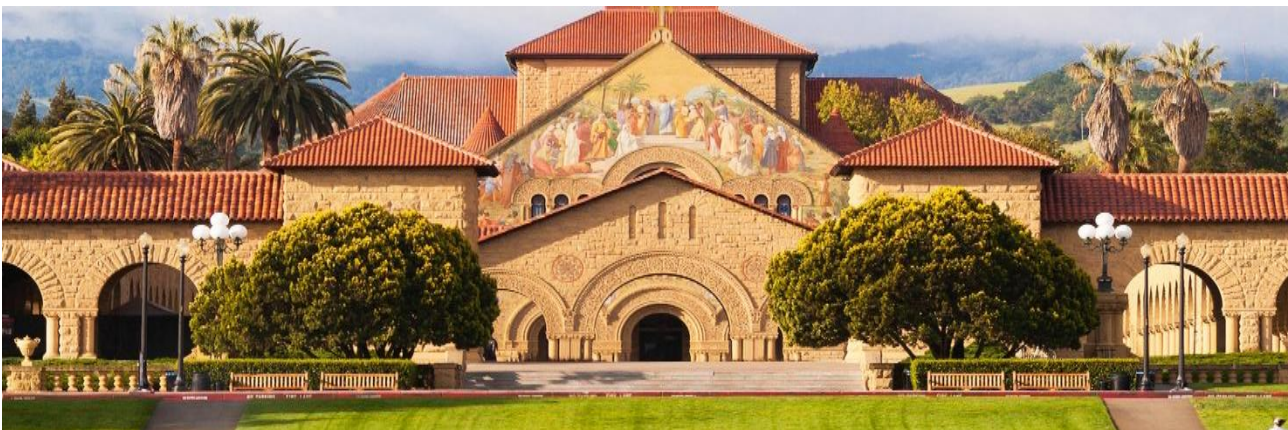
When railroad magnate and former California Gov. Leland Stanford and his wife,



Jane Lathrop Stanford, lost their only child, Leland, Jr., to typhoid in 1884, they decided to build a university as the most fitting memorial, and deeded to it a large fortune that included the 8,180-acre Palo Alto stock farm that became the campus. The campus is located within the traditional territory of the Muwekma Ohlone Tribe. The Stanfords made their plans just as the modern research university was taking form.

The Stanfords and founding President David Starr Jordan aimed for their new university to be nonsectarian, co-educational and affordable, to produce cultured and useful graduates, and to teach both the traditional liberal arts and the technology and engineering that were already changing America.

Their vision took shape on the oak-dotted fields of the San Francisco Peninsula as a matrix of arcades and quadrangles designed for expansion and the dissolving of



barriers between people, disciplines and ideas.

Source: <https://www.stanford.edu/about/history/>

## FOLLOW-UP ACTIVITY

**Exercise I. Read the text again and then match the two parts of the sentences.**

|                                                            |                                                                                                                                |
|------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| 1. Stanford University was founded in                      | A. work to improve the health and well-being of people around the world through the discovery and application of knowledge.    |
| 2. Located in the San Francisco Bay Area,                  | B. within the traditional territory of the Muwekma Ohlone Tribe.                                                               |
| 3. Stanford's faculty, staff and students                  | C. aimed for their new university to be nonsectarian, co-educational and affordable, to produce cultured and useful graduates. |
| 4. The campus is located                                   | D. Stanford University is a place of learning, discovery, expression and innovation.                                           |
| 5. The Stanfords and founding President David Starr Jordan | E. just as the modern research university was taking form.                                                                     |
| 6. The Stanfords made their plans                          | F. 1885 by California senator Leland Stanford and his wife, Jane.                                                              |

**Exercise II. Read the article and complete the gaps in it with the correct word**

|              |             |             |          |
|--------------|-------------|-------------|----------|
| Stanford     | fundraising | fundamental | remained |
| technologies | experience  | mission     | Program  |

Development campaigns of unprecedented scope carry forward the 1) \_\_\_\_\_ family's vision. The 2000 Campaign for Undergraduate Education raised \$1 billion, while the Stanford Challenge concluded in 2012 after raising \$6.2 billion, then the largest 2) \_\_\_\_\_ campaign undertaken by a university, to fund bold new initiatives. Meanwhile, the \$1 billion Campaign for Stanford Medicine is rebuilding Stanford's two hospitals for adults and children to advance the 3) \_\_\_\_\_ of precision health.

During 2016, Stanford celebrated its 125th year of transformational impact. A revamped Roble Gym opened with a dedicated "arts gym" to help make art an integral part of the student 4) \_\_\_\_\_. "Old Chem," one of Stanford's first buildings, received new life as the Sapp Center for Science Teaching and Learning. The School of Humanities and Sciences launched the Humanities Core, a new certificate and minor program providing undergraduates a structured pathway to explore 5) \_\_\_\_\_ questions of human existence. That year, Stanford also expanded its Bing Overseas Studies 6) \_\_\_\_\_, enhanced undergraduate research opportunities and played a pioneering role in exploring how best to use online 7) \_\_\_\_\_ to expand access to high-quality education.

**Exercise III. Read the article and decide if these statements are T (true) or F (false). Correct the false ones.**

### **THE SAPP CENTER FOR SCIENCE TEACHING AND LEARNING**

The Sapp Center for Science Teaching and Learning has reimagined the historic “Old Chem” building with an eye toward the interdisciplinary future of science research and education. Stanford University today comprises seven schools and 18 interdisciplinary institutes with more than 16,000 students, 2,100 faculty and 1,800 postdoctoral scholars. Stanford is an international institution, enrolling students from all 50 U.S. states and 91 other countries. It is also an athletics powerhouse, with 900 current student-athletes and a history of 128 national titles and 22 consecutive Learfield Sports Directors’ Cups, awarded to the top intercollegiate athletics program in the nation.



At the 2016 Global Entrepreneurship Summit, hosted by Stanford, President Barack Obama praised the university as “a place that celebrates our ability as human beings to discover and learn and to build, to question, to reimagine, to create new ways to connect and work with each other”.

We envision a world where all learners are prepared to thrive in a dynamic future. Now is a transformational time in education. We are on the cusp of imminent breakthroughs that will change our ability to improve teaching and learning for all. Stanford Graduate School of Education is helping students, educators, policymakers, parents and institutions make headway in areas that were once out of reach. We are advancing research, strengthening programs and creating new initiatives that catalyze the distinctive scholarship of Stanford.

|                                                                                                                                                                         | <b>T (true)</b> | <b>F (false)</b> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
| 1. Stanford University today comprises seven schools and 15 interdisciplinary institutes with more than 16,000 students, 1,800 faculty and 2,100 postdoctoral scholars. |                 |                  |
| 2. Stanford is an international institution, enrolling students from all 91 U.S. states and 50 other countries.                                                         |                 |                  |
| 3. We envision a world where all learners are prepared to thrive in a dynamic future.                                                                                   |                 |                  |
| 4. Stanford Graduate School of Education is helping learners and teachers make headway in areas that were once out of reach.                                            |                 |                  |

## CALTECH

Caltech is a world-renowned science and engineering Institute that marshals some of the world's brightest minds and most innovative tools to address fundamental scientific questions and pressing societal challenges. Caltech's extraordinary faculty and students are expanding our understanding of the universe and inventing the technologies of the future, with research interests from quantum science and engineering to bioinformatics and the nature of life itself, from human behavior and economics to energy and sustainability.



Caltech is small but prizes excellence and ambition. The contributions of Caltech's faculty and alumni have earned national and international recognition, including 39 Nobel Prizes. The Institute manages the Jet Propulsion Laboratory (JPL) for NASA, sending probes to explore the planets of our solar system and quantify changes on our home planet; owns and operates large-scale research facilities such as the Seismological Laboratory and a global network of astronomical observatories, including the Palomar and W. M. Keck Observatories; and cofounded and comanages LIGO, which, in 2016, observed gravitational waves for the first time.

The Institute has one of the nation's lowest student-to-faculty ratios, with 300 professorial faculty members offering a rigorous curriculum and access to varied learning opportunities and hands-on research to approximately 1,000 undergraduates and 1,250 graduate students. Caltech is an independent, privately supported institution with a 124-acre campus located in Pasadena, California.

Source: <https://www.caltech.edu/about/at-a-glance>



## FOLLOW-UP ACTIVITY

**Exercise I. Read the text again and then match the two parts of the sentences.**

|                                                                            |                                                                                                                                                                                                              |
|----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Caltech is a world-renowned science and                                 | A. prizes excellence and ambition.                                                                                                                                                                           |
| 2. Caltech's extraordinary faculty and students are                        | B. earned national and international recognition, including 39 Nobel Prizes.                                                                                                                                 |
| 3. Caltech is small but                                                    | C. with 300 professorial faculty members offering a rigorous curriculum and access to varied learning opportunities and hands-on research to approximately 1,000 undergraduates and 1,250 graduate students. |
| 4. The contributions of Caltech's faculty and alumni have                  | D. a 124-acre campus located in Pasadena, California.                                                                                                                                                        |
| 5. The Institute has one of the nation's lowest student-to-faculty ratios, | E. engineering Institute that marshals some of the world's brightest minds and most innovative tools to address fundamental scientific questions and pressing societal challenges.                           |
| 6. Caltech is an independent, privately supported institution with         | F. expanding our understanding of the universe and inventing the technologies of the future.                                                                                                                 |

**Exercise II. Read the article and complete the gaps in it with the correct word**

|           |         |            |           |
|-----------|---------|------------|-----------|
| Scherer   | Throop  | school     | faculty   |
| Political | teacher | Technology | behaviour |

In 1908, James A. B. Scherer was appointed president of Throop Polytechnic Institute, a forerunner to Caltech. Pasadena philanthropist Amos Throop had established the 1) \_\_\_\_\_ in November 1891, and astronomer George Ellery Hale, the first director of the Mount Wilson Laboratory and a member of Throop's board of trustees, appointed 2) \_\_\_\_\_ to lead the fledgling university. Prior to his arrival, Scherer had served as a Lutheran minister and 3) \_\_\_\_\_ in Japan, cofounding the Japan Evangelical Lutheran Church in Tokyo in 1892. From 1904 to 1908 (the year he arrived at Throop) he was president of Newberry College in South Carolina. In 1913, 4) \_\_\_\_\_ Polytechnic Institute was renamed Throop College of Technology; just seven years later, in 1920 (the year Scherer resigned to become director of the Southwest Museum) it became the California Institute of 5) \_\_\_\_\_. By then, and under Scherer's leadership, Caltech had 359 undergraduates and 9 graduate students, five buildings on a 22-acre campus, and a strong 6) \_\_\_\_\_ that included Arthur A. Noyes and Robert A. Millikan

**Exercise III. Read the article and decide if these statements are T (true) or F (false). Correct the false ones.**

### CALTECH'S HISTORY



In September 1891, Pasadena philanthropist Amos Throop rented the Wooster Block building in Pasadena for the purpose of establishing Throop University, a forerunner to Caltech. In November of that year, Throop University opened its doors with 31 students and a six-member faculty. Throop might have remained simply a good local school had it not been for the arrival in Pasadena of astronomer George Ellery Hale. The first director of the Mount Wilson Observatory, Hale became a member of Throop's board of trustees in 1907 and began molding the school into a first-class institution for engineering and scientific research and education. By 1921, Hale had been joined by chemist Arthur A. Noyes and physicist Robert A. Millikan. These three men set the school, which by then had been renamed the California Institute of Technology, firmly on its new course. Millikan and his successors (Lee DuBridge, Harold Brown, Marvin Goldberger, Thomas Everhart, David Baltimore, Jean-Lou Chameau, and now Thomas F. Rosenbaum) have led the Institute to its current academic and scientific preeminence. To learn more, visit the Caltech Archives.

*Source: <https://www.caltech.edu/about/legacy/history-milestones>*

|                                                                                                                                                                                 | T (true) | F (false) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------|
| 1. In March 1791, Pasadena philanthropist Amos Throop rented the Wooster Block building in Pasadena for the purpose of establishing Throop University, a forerunner to Caltech. |          |           |
| 2. In November of next year, Throop University opened its doors with 31 students and a six-member faculty                                                                       |          |           |
| 3. The first director of the Mount Wilson Observatory, Hale became a member of Throop's board of trustees in 1907/                                                              |          |           |
| 4. By 1981, Hale had been joined by chemist Arthur A. Noyes and physicist Robert A. Millikan.                                                                                   |          |           |
| 5. These five men set the school, which by then had been renamed the California Institute of Technology, firmly on its new course.                                              |          |           |

## SEVASTOPOL STATE UNIVERSITY

**SEVASTOPOL STATE UNIVERSITY** (SevSU) is one of the biggest educational institutions in the South of Russia. It was established in 2014 uniting the most prominent educational institutions in the city – Sevastopol National Technical University, Sevastopol National University of Nuclear Energy and Technology, Sevastopol City University for the Humanities and Sevastopol Marine College.



The Strategic Development Programme of Sevastopol State University is ratified by the Government of the Russian Federation and is funded out of its Federal budget. The Strategy of Social and Economic Development of Sevastopol and Crimea, The Strategy of Scientific and Technological Development of the Russian Federation and The National Technology Initiative of Russia are the basis for the University development. This allows to train specialists who will completely meet the requirements

regarding personnel in the region and country for the next decade. One of the objectives of the university is to become the leading Russian representative in the international educational, scientific and cultural landscape in the Mediterranean region.

At present Sevastopol State University comprises the following institutes:

|    |                                                            |                                                        |    |
|----|------------------------------------------------------------|--------------------------------------------------------|----|
| 01 | Polytechnic Institute                                      | Institute of Finance                                   | 06 |
| 02 | Information Technology and Systems and Control Engineering | Institute of Education and Humanities                  | 07 |
| 03 | Marine Institute and Law Institute                         | Economics and Management                               | 08 |
| 04 | Institute of Radio-Electronics and Information Security    | Additional Professional Education and a Marine College | 09 |
| 05 | Economics and Management                                   | Institute of Nuclear Energy and Industry               | 10 |

Together they offer more than 100 educational programmes and more than 11,000 students are enrolled here.

The University is actively developing: the number of educational programmes is increasing, the amount of students is growing, the infrastructure is expanding and the laboratories and research and manufacturing complexes are being re-equipped.

Sevastopol State University works in co-operation with the leading educational institutions and industrial corporations in Russia. The students and faculty of the university successfully participate in national scientific contests. The university faculty work on joint projects and exchange experience with colleagues from other universities in Russia and abroad. The students do their professional practical work at the partner enterprises and their requirements are taken into consideration while developing educational programmes.

The faculty of the university are honored scientists who are ready to share their experience with students and young tutors preparing graduates to meet the challenges in their professional spheres.

Students studying the programme “Innovative Ship-Building” will obtain competencies in designing and building modern ships, specialized vessels and ocean engineering objects using innovative technologies and engineering solutions, including remotely operated vessels adapted to operate with digital navigation and remote control.

The programme “Intellectual Energy-saving Networks” trains specialists able to design energy networks meeting the standards of modern technology, analyze opportunities to improve the existing network structures, develop automated control algorithms for network nodes and improving energy supply reliability.

Source:: <https://www.sevsu.ru/english/university/about>

### **FOLLOW-UP ACTIVITY**



**Exercise I. Read the text again and then match the two parts of the sentences.**

|                                                                       |                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. SevSU is one of the                                                | A. in co-operation with the leading educational institutions and industrial corporations in Russia.                                                                                                                                                                |
| 2. The Strategic Development Programme of Sevastopol State University | B. trains specialists able to design energy networks meeting the standards of modern technology, analyze opportunities to improve the existing network structures, develop automated control algorithms for network nodes and improving energy supply reliability. |
| 3. Sevastopol State University works                                  | C. at the partner enterprises and their requirements are taken into consideration while developing educational programmes.                                                                                                                                         |
| 4. Students studying the programme “Innovative Ship-Building”         | D. is ratified by the Government of the Russian Federation and is funded out of its Federal budget.                                                                                                                                                                |
| 5. The students do their professional practical work                  | E. biggest educational institutions in the South of Russia.                                                                                                                                                                                                        |
| 6. The programme “Intellectual Energy-saving Networks”                | F. will obtain competencies in designing and building modern ships, specialized vessels and ocean engineering objects using innovative technologies and engineering solutions.                                                                                     |

**Exercise II. Read the text again and decide if these statements are T (true) or F (false). Correct the false ones.**

|                                                                                                                                                                                                                                           | T (true) | F (false) |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------|
| 1. SevSU was established in 2014 uniting the most prominent educational institutions in the city – Sevastopol National Medical University, Sevastopol National University of Nuclear Energy and Technology and Sevastopol Marine College. |          |           |
| 2. At present Sevastopol State University comprises twelve institutes.                                                                                                                                                                    |          |           |
| 3. The University is actively developing: the number of educational programmes is increasing, the amount of students is growing, the infrastructure is expanding.                                                                         |          |           |
| 4. The university faculties work on joint projects and exchange experience with colleagues from European universities.                                                                                                                    |          |           |
| 5. The programme “Intellectual Energy-saving Networks” trains specialists able to design modern ships, specialized vessels and ocean engineering objects.                                                                                 |          |           |

## PRACTICE TASK

### Exercise I. Cross the odd word out, as in the example.

|    |             |              |                           |             |
|----|-------------|--------------|---------------------------|-------------|
| 1. | primary     | high         | <del>qualifications</del> | secondary   |
| 2. | university  | gym          | library                   | lab         |
| 3. | private     | primary      | professor                 | state       |
| 4. | headmaster  | head teacher | tutor                     | course      |
| 5. | certificate | diploma      | degree                    | application |
| 6. | seminar     | mark         | lecture                   | class       |
| 7. | classmates  | pupils       | subject                   | students    |

### Exercise II. Match the words in the columns then use them to fill in the gaps in the sentences below.

#### A.

|            |                |
|------------|----------------|
| 1. social  | a) fields      |
| 2. enroll  | b) subjects    |
| 3. high    | c) school      |
| 4. good    | d) on a course |
| 5. school  | e) situations  |
| 6. paying  | f) marks       |
| 7. private | g) manners     |
| 8. playing | h) attention   |

#### B.

- Getting \_\_\_\_\_ in all subjects will help you get an interview at Oxford or Cambridge.
- Poppy was not \_\_\_\_\_ in class so she couldn't answer any of the professor's questions.
- All new students to St Paul's School were shown the library, classrooms and \_\_\_\_\_.
- Schools that teach \_\_\_\_\_ have become very popular in recent years.
- Many people do not know how to behave in certain \_\_\_\_\_.
- I think I'll \_\_\_\_\_ to improve my German.
- Charlotte studies at a(n) \_\_\_\_\_ in Switzerland.
- There's a great variety of \_\_\_\_\_ on offer at Eton.



### Exercise III. Underline the correct words.

1. Susanna **graduated/enrolled** on a new course in Child Psychology.
2. Students at Harvard University study long hours and have a very demanding **schedule/timetable**.
3. Paul graduated with a **course/degree** in Engineering from McGill University.
4. Eileen was **encouraged/relied** by her teachers to apply to medical school.
5. We attended a **seminar/lesson** on Maths.
6. The **deadline/close** for the essay is Monday.
7. A **teacher/tutor** gives Andrew private lessons every Friday evening.
8. My brother Patrick is **learning/studying** for a degree in Science.
9. Tina was **threatened/dropped** by bullies at school.
10. It **comments/remains** to be seen whether this will be beneficial.



## SPEAKING

### Exercise I. In pairs discuss which of the following words are not official position titles for people involved in education.

- |              |            |
|--------------|------------|
| 1. assistant | 5. guide   |
| 2. authority | 6. peer    |
| 3. counselor | 7. teacher |
| 4. director  | 8. doctor  |

### Exercise II. Discuss the following questions with a partner.

1. Is it worth going to university?
2. Do most people go on to higher education? Why / Why not?
3. Should almost everyone go to university?
4. Should you have to pay to go to university?

## WRITING

Choose one university from this unit and write six sentences about it.

## Test 1

### 3 questions for a written answer

1. courses that students may choose to study to complement their major

---

2. subjects obligatory for study

---

3. academic honesty

---

### 4 questions for selection

- |                                                                                                                       |             |
|-----------------------------------------------------------------------------------------------------------------------|-------------|
| <input type="radio"/> the program which briefly describes the subject course                                          | A. Credit   |
| <input type="radio"/> leave school or some other academic program before completing it                                | B. Handout  |
| <input type="radio"/> grade received when a student is unable to complete coursework due to extenuating circumstances | C. Drop out |
| <input type="radio"/> a unit of study so certified                                                                    | D. Syllabus |

### 4 questions with a choice of answer

- |                                                                    |                                                                       |
|--------------------------------------------------------------------|-----------------------------------------------------------------------|
| 1. a program of study for the first academic degree                | 3. the head of a division, faculty, college or school of a university |
| <input type="radio"/> Syllabus                                     | <input type="radio"/> Dean                                            |
| <input type="radio"/> Commencement                                 | <input type="radio"/> Elective                                        |
| <input type="radio"/> Baccalaureate                                | <input type="radio"/> Major                                           |
| <input type="radio"/> Retake                                       | <input type="radio"/> Syllabus                                        |
| 2. a teacher/professor who advises students in educational matters | 4. a teacher who observes an exam                                     |
| <input type="radio"/> Bachelor                                     | <input type="radio"/> Proctor                                         |
| <input type="radio"/> Tutor                                        | <input type="radio"/> Retake                                          |
| <input type="radio"/> Advisor                                      | <input type="radio"/> Tutor                                           |
| <input type="radio"/> Proctor                                      | <input type="radio"/> Initiation                                      |

### 2 questions "true-false"

- |                                             |                             |
|---------------------------------------------|-----------------------------|
| 1. become or make sb a student on a course→ | Enroll (v)                  |
| <input type="radio"/> true                  | <input type="radio"/> false |
| 2. a 15-week semester→                      | Academic term               |
| <input type="radio"/> true                  | <input type="radio"/> false |

## Test 2

### 2 questions for a written answer

1. relating to a course of study undertaken after completing an undergraduate degree
2. A class or a conference held to discuss ideas on a topic

### 4 questions for selection

- ☐ a formal and long paper, written for a degree at a university or college
  - ☐ n. A public teacher of the highest grade in a university or college.
  - ☐ an oral presentation intended to teach or inform someone of specific information
  - ☐ An academic degree which usually takes four years to earn and is awarded by a college or university.
- A. dissertation
  - B. lectures
  - C. professor
  - D. Bachelor degree

### 4 questions with a choice of answer

1. A seminar conducted over the Internet
  2. a group of university departments concerned with a major division of knowledge
  3. the head of a division, faculty, college or school of a university
  4. a teacher who observes an exam
- ☐ campus
  - ☐ Webinar
  - ☐ Tutor
  - ☐ lectures
  - ☐ Dean
  - ☐ Elective
  - ☐ Major
  - ☐ Syllabus
  - ☐ Proctor
  - ☐ Retake
  - ☐ vocational course
  - ☐ application

### 2 questions "true-false"

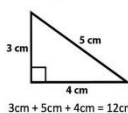
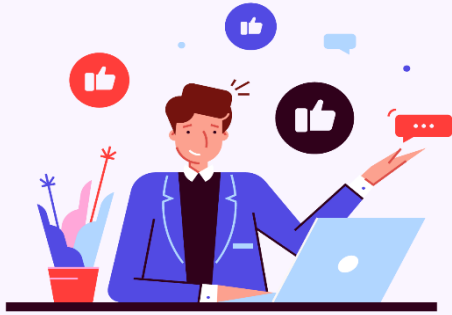
1. people who teach → undergraduate
  2. money that a student pays to a university for their teaching
- ☐ true
  - ☐ false
  - ☐ true
  - ☐ false

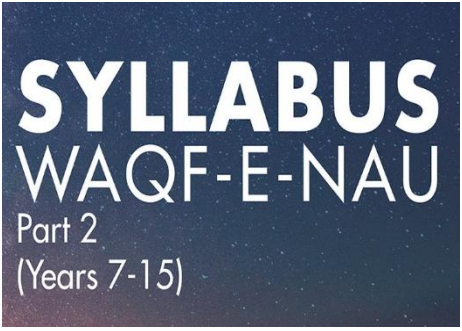
UNIT 4

# **TEACHER ROLES**

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## VOCABULARY WORK

|               |                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Handout (n)   | hard copies for study purposes that contain supplementary materials for class and self-study work | <div>   </div> <div> <p><b>DEFINITION</b><br/>The <b>perimeter</b> is the distance around the boundary of a 2D shape.</p> <p><b>FACTS</b><br/>The lengths of a shape added together.</p>  <p>3 cm 5 cm<br/>4 cm<br/>3cm + 5cm + 4cm = 12cm</p> </div> |
| Make up exam  | an exam postponed for a later period                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Mid-term Exam | a test of students' progress in the middle of a term                                              |                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Retake (n)    | a repeated course in case a student failed an exam                                                |                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Registrar (n) | the chief administrative officer in a university                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                           |

|                 |                                                                                                                                                                     |                                                                                       |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Scholarship (n) | a non-repayable award to an eligible student based upon academic achievement and determined financial need or, in some cases, based upon academic achievement alone |    |
| Student (n)     | any undergraduate student enrolled in the university who is carrying a course load of 12 or more hours per semester                                                 |    |
| Syllabus (n)    | the program which briefly describes the subject course                                                                                                              |   |
| Tutor (n)       | a teacher who guards, protects, watches over, or has the care of students                                                                                           |  |
| Tuition (n)     | teaching, instruction                                                                                                                                               |  |

## STARTIN UP

### What is a teacher?

Look at these definitions of 'teacher.' Which ones do you agree with? Are there any you disagree with – why? Can you think of any other definitions?

A true teacher is someone who ...

1. Explains the rules of the subject to learners.
2. Develops learners' knowledge and skills.
3. Helps learners understand.
4. Is a qualified professional.
5. Has lots of knowledge about the subject.
6. Can motivate learners.
7. Ensures that learning takes place.
8. Makes lessons interesting.
9. Makes lessons fun.
10. Gives homework and checks it.

### WHAT ARE TEACHER ROLES?

During a lesson the teacher needs to manage the activities and the learners in the classroom in different ways. This means he or she needs to behave in different ways at different stages of the lesson. These different kinds of behaviour are called 'teacher roles'.

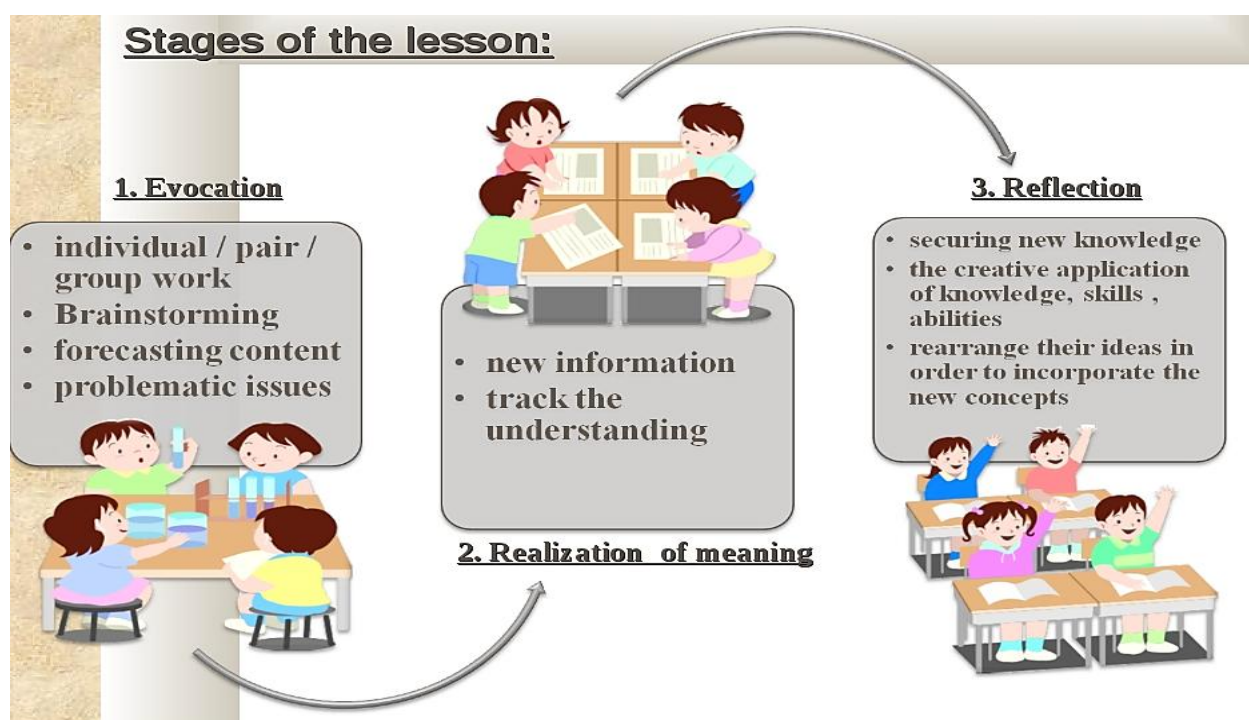
### KEY CONCEPTS

Which roles does a teacher use in a lesson?

Every teacher changes roles during a lesson. These roles will be appropriate to the type of lesson, activities, lesson aims and the level and age of the learners. At different times we may, for example, act as a planner, an informer, a manager, a parent or friend, or a monitor. For example, when learners are doing a role-play, one role we have is to make sure that they are doing what we want them to do. This is called monitoring. When we present new topic to the class, our role is to inform and explain to our learners. Here are some roles teachers often use.

| Role               | The teacher:                                                                                                                                                                  |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Planner         | prepares and thinks through the lesson in detail before teaching it so that it has variety and there are appropriate activities for the different learners in the class.      |
| 2. Informer        | gives the learners detailed information about the topic or about an activity.                                                                                                 |
| 3. Manager         | organises the learning space, makes sure everything in the classroom is running smoothly and sets up rules and routines (i.e. things which are done regularly) for behaviour. |
| 4. Monitor         | goes around the class during individual, pair and group work activities, checking learning.                                                                                   |
| 5. Involver        | makes sure all the learners are taking part in the activities.                                                                                                                |
| 6. Parent / friend | comforts learners when they are upset or unhappy.                                                                                                                             |
| 7. Diagnostician   | is able to recognise the cause of learners' difficulties,                                                                                                                     |
| 8. Resource        | can be used by the learners for help and advice.                                                                                                                              |

There are certain roles that we usually use at certain stages of the lesson. For example, we are planners before the lesson and may be monitors during group work and pairwork activities. Sometimes we take on more than one role at the same time. For example, we might monitor and explain if a pair of learners is having problems with an activity: we monitor to how well they are doing and we explain to help them do better. There are various names for the different roles of the teacher. The ones above are very common.



## KEY CONCEPTS AND TEACHING CLASSROOM

- We need to choose teacher roles which are appropriate to the age and level of the learners, the stage of the lesson and the purpose of the activity. This means we need to think about our roles when we are planning lessons and be ready to use different roles during our lessons.
- The correct choice of appropriate teacher roles will help our lessons run more smoothly and will make learning and teaching more effective.
- Some roles are more suitable for young learner classes than for adult classes. e.g. parent or friend.
- Our roles change at different stages of our teaching:  
Before the lesson
  - We are *planners* of our materials to make sure that the lesson is suitable for the learners and for the learning purpose.
  - We are also *diagnosticians* of our learners' problems.During the lesson
  - When we are presenting new topic or new material to the learners, we are *informers*.
  - When we are setting up activities, we are *managers*.
  - When learners are doing activities, we are *monitors*, *diagnosticians*, *managers* and a *resource*.
  - When there are problems with discipline, we are managers and sometimes a *parent or a friend*.After the lesson
  - When we think about how successful the lesson was, what the learners understood and were able to do and what they had problems with, we are diagnosticians and planners, we look at our scheme of work to check if the next lesson is appropriately planned.

## Why teachers choose to HOMESCHOOL

I wanted to  
**take control**  
of my child's  
education.

My **dream**  
of my kids loving  
school wasn't  
**what they**  
**actually**  
**needed.**

I didn't like the  
**government**  
**regulations**  
on education.

We **moved**  
and I only  
planned on  
homeschooling  
for a year.

My  
**special needs**  
child wasn't  
learning.



## FOLLOW-UP ACTIVITY

**Exercise I. Play noughts and crosses. Explain when a teacher plays each of the following roles:**

|          |               |                   |                   |               |             |
|----------|---------------|-------------------|-------------------|---------------|-------------|
| Informer | Assessor      | Language resource | Monitor           | Diagnostician | Manager     |
| Involver | Planner       | Facilitator       | Planner           | Counsellor    | Involver    |
| Manager  | Diagnostician | Monitor           | Language resource | Assessor      | Facilitator |

**Exercise II. Teacher roles. Match teacher roles with the appropriate actions.**

| Teacher roles        | Actions                                                                                                                                                                                                                 |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Planner           | a) Organising activity, explaining what to do.<br>Guiding learners and managing activity.<br>Managing class groupings, interaction, handing out info-gap sheets.                                                        |
| 2. Informer          | b) Encouraging learners to participate, contribute ideas.<br>Guiding learners, checking/clarifying language.                                                                                                            |
| 3. Manager           | c) Teacher plans the lesson and materials.                                                                                                                                                                              |
| 4. Involver          | d) Checking.<br>Observing.                                                                                                                                                                                              |
| 5. Diagnostician     | e) This involves teacher providing support and advice on for example language or performance problems etc.                                                                                                              |
| 6. Language resource | f) Occurring throughout the lesson, as the teacher is constantly collecting information about learners' work though observing them, and maybe asking/interacting with them at times.<br>Giving feedback on performance. |
| 7. Facilitator       | g) Providing learners with information about language and tasks.<br>Checking/clarifying language.                                                                                                                       |
| 8. Counsellor        | h) Checking activity is working, listening to identify learner strengths and weaknesses in language and skills.                                                                                                         |
| 9. Monitor           | i) Encouraging learners to participate, contribute ideas (e.g. though brainstorming).                                                                                                                                   |
| 10. Assessor         | j) Helping with/modelling/giving feedback on language.<br>Answering language questions.                                                                                                                                 |

**Exercise III. Here are some examples of teacher language at different stages of a lesson. What do you think is the teacher's role in each one?**

1. Teacher to a pair of learners doing pairwork: 'How are you doing? Is everything OK?'

2. Teacher to the whole class: 'We add *er* to make the comparative form of one-syllable adjectives'.

3. Teacher to a young learner: 'Does your finger hurt? Let me have a look'.

4. Teacher to the whole class: 'Right, everyone stand up and turn to face your partner'.

5. Teacher to the whole class: 'I think I know why you are having problems'.

**Exercise IV. Think about these comments from teachers. Which do you agree with and why?**

1. I like my class to be organised and I like to be in control. I think my main roles are to inform and manage. That's what the learners want.

2. I believe that my role is to enable the learners to learn for themselves, so I involve everyone and try not to control the learners and the activities too much.

3. I teach young children. Most of the time I am more a parent than a teacher. But, in my opinion, the most important teacher roles are planning and organizing, especially with children.



## PRACTICE TASK

**Exercise V. Match the descriptions of the teacher's roles with the roles listed A-F. There is one extra option which you do not need to use.**

|                    |                |
|--------------------|----------------|
| A) an informer     | D) an involver |
| B) a monitor       | E) a planner   |
| C) a diagnostician | F) a manager   |

### Descriptions of the teacher's roles

1. Before the lesson, teacher is \_\_\_\_\_ when he / she thinks about and prepares what he / she is going to teach.
2. Teacher is \_\_\_\_\_ when he / she presents new topic to learners.
3. Teacher is \_\_\_\_\_ when he / she organises group work or pairwork activities.
4. Teacher is \_\_\_\_\_ when he / she goes around the class and helps learners when they are working on activities.
5. Teacher is \_\_\_\_\_ when he / she encourages all the learners to take part in the activities.

**Exercise VI. Match the learner comments with the teacher roles A – C.**

- Teacher roles**
- A. Manager** (manages students and activities during class time)
  - B. Resource** (gives expert information about the topic)
  - C. Diagnostician** (finds out the needs and interests of students)

### Learners comments

1. My teacher always makes the lesson exiting. We work lots of different people during a lesson.
2. I couldn't understand the last topic at all, but my teacher explained it really clearly to me.
3. I always finish my work very quickly, but my teacher always has extra activities for me to do, so I never get bored.
4. The teacher gave us questionnaire about why we were doing the class and what our aims were for the future.
5. There's one student in our class who is really noisy and talkative, but our teacher is so calm and patient, and makes sure we get our turn to talk as well.
6. Last week we made a list of topics and voted on the ones we most wanted to discuss in class.
7. My group wrote an essay on what music we like and the teacher really helped us to join our ideas together.

**Exercise VII. Look at the table with different management techniques and possible suggestions. Choose for each management technique an appropriate possible ‘positive’ suggestion.**

| Management techniques                                                         | Suggestions                                                                                                                                                                                             |
|-------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Write instructions on the board.                                           | <i>a) You can then address them directly/get their attention quickly and when required/helps build rapport and relationships.</i>                                                                       |
| 2. Know learners’ names.                                                      | <i>b) So you can get attention when you need it.</i>                                                                                                                                                    |
| 3. Differentiate tasks and activities and have additional material available. | <i>c) So all learners can hear you.</i>                                                                                                                                                                 |
| 4. Be strict.                                                                 | <i>d) Too much time and learners can get bored and distracted and too little time and they may feel too pushed and not try.</i>                                                                         |
| 5. Wait for quiet before giving instructions.                                 | <i>e) Visual signal that you are not happy with something/ change the mood.</i>                                                                                                                         |
| 6. Use your voice, e.g. loud/soft, etc.                                       | <i>f) Learners know what to expect, feel secure in knowing what comes next.</i>                                                                                                                         |
| 7. Speak in a clear voice.                                                    | <i>g) Help support visual learners/helps with long or stages of tasks, as learners can move at different paces and spend different amounts of time on different sections and still know what to do.</i> |
| 8. Be friendly and smile.                                                     | <i>h) Create interest/focus learners/change tempo in the lesson.</i>                                                                                                                                    |
| 9. Give realistic time limits.                                                | <i>i) Too many may confuse learners/staging instructions helps support weaker learners or non-verbal/non-auditory learners.</i>                                                                         |
| 10. Let learners know the aims of the lesson.                                 | <i>j) Fast finishers/multi-level groups.</i>                                                                                                                                                            |
| 11. Look serious.                                                             | <i>k) So they know what to expect and when something they do is wrong or right.</i>                                                                                                                     |
| 12. Give concise and staged instructions for activities.                      | <i>l) Make sure you have learners’ attention.</i>                                                                                                                                                       |
| 13. Have routines.                                                            | <i>m) Relax learners/be approachable.</i>                                                                                                                                                               |
| 14. Be consistent and fair.                                                   | <i>n) Learners like to know when they are doing something right.</i>                                                                                                                                    |
| 15. Praise good behaviour.                                                    | <i>o) Learners are comfortable with knowing what is coming next.</i>                                                                                                                                    |

**Do you know any other techniques teachers can use?**

**Exercise VIII. Match classroom management problems with the possible planning solutions listed A-F. There is one extra option which you do not need to use**

| Classroom management problems                                                                                                                                               | Possible planning solutions                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| 1. Some learners start walking around the class, pointing and laughing at each other's work.                                                                                | a) <i>Organise groups so that learners who work well together are in the same group.</i> |
| 2. Eight-year-old learners are working in pairs. doing role-plays of job interviews. They are having problems with thinking of what to ask and answer.                      | b) <i>Plan how to make feedback interesting.</i>                                         |
| 3. A class of 30 learners has just done a listening activity. As the teacher is checking the answers of every learner in the class in turn, the learners are getting bored. | c) <i>Make sure learners understand the rules of behaviour in the classroom.</i>         |
| 4. Some adult learners are having a discussion. But one is very quiet while the others talk a lot.                                                                          | d) <i>Plan extra activities for different abilities in the class.</i>                    |
| 5. The learners are doing a ten-minute individual reading task. Some learners finish after six minutes, other learners take 15 minutes.                                     | e) <i>Use routines to set up activities.</i>                                             |
|                                                                                                                                                                             | f) <i>Plan an activity which is more suitable for the learners' needs.</i>               |

## SPEAKING

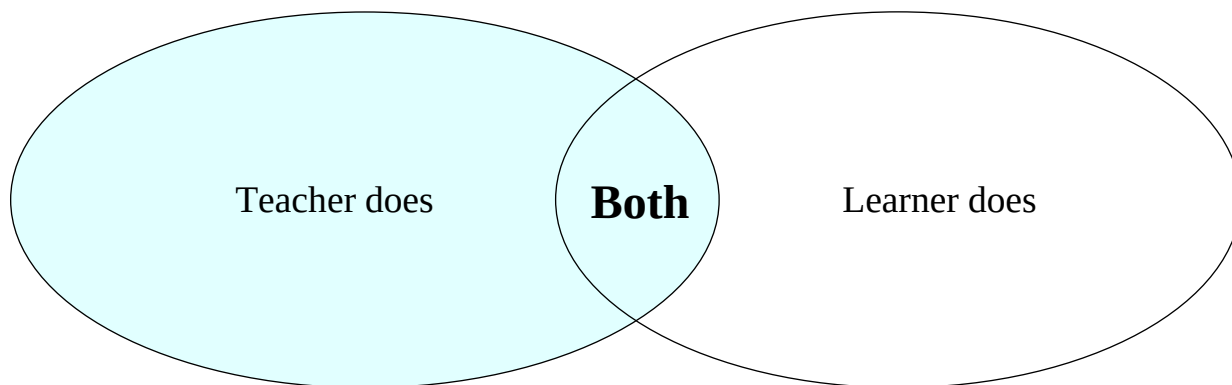
**Exercise IX. What makes a 'good' teacher? Rank the points in order of importance, then compare your list to your partner's.**

- patience
- strictness
- being a good listener
- kindness
- sense of humor
- a sense of fairness
- ability to stimulate students
- air of authority
- enthusiasm
- knowledge of the subject



### Exercise X. The teacher and the learner.

- a) In groups discuss and complete the following diagram.
- b) Afterwards, display your diagrams, walk around and look at the other ones and then ask each other questions.
- c) Next, think of how you can make the learners more involved. Are there things that the teacher (currently) does that could be done by both the teacher and the learners or even just by the learners?



### Exercise XI. Suggested management issues. Look at the issues above and separate them into two columns. Two examples are given:

- |                                       |                                              |                                                       |
|---------------------------------------|----------------------------------------------|-------------------------------------------------------|
| • <i>Available space</i>              | • <i>Lesson pace</i>                         | • <i>Variety of content</i>                           |
| • <i>Lesson content</i>               | • <i>Motivation of the class</i>             | • <i>Pupils' home environment</i>                     |
| • <i>The weather</i>                  | • <i>Involving pupils in decision making</i> | • <i>Processes</i>                                    |
| • <i>Rules for behaviour</i>          | • <i>Natural abilities or disabilities</i>   | • <i>Outside noise</i>                                |
| • <i>Mutual respect</i>               | • <i>Classroom size and furniture</i>        | • <i>Group dynamics/relationship within the class</i> |
| • <i>Fairness in class</i>            | • <i>Space for displays</i>                  |                                                       |
| • <i>A coursebook</i>                 |                                              |                                                       |
| • <i>Pupils' previous experiences</i> |                                              |                                                       |

| Factors you can control (or improve) | Factors you can't control |
|--------------------------------------|---------------------------|
| Available space                      | The weather               |

Compare your list with your partner's and explain your choices.  
Add any other ideas you have to each column.  
Discuss – do you essentially agree or disagree with the answers?

### WRITING

Write a short paragraph (100 words) giving your opinion on the question “What makes a ‘good’ teacher?”

## Test 1

### 3 questions for a written answer

1. a class or a conference held to discuss ideas on a topic  
\_\_\_\_\_
2. relating to a course of study undertaken after completing an undergraduate degree  
\_\_\_\_\_
3. a college building where students live  
\_\_\_\_\_

### 4 questions for selection

- |                                                                                                                           |                    |
|---------------------------------------------------------------------------------------------------------------------------|--------------------|
| <input type="radio"/> a public teacher of the highest grade in a university or college.                                   | A. lectures        |
| <input type="radio"/> an oral presentation intended to teach or inform someone of specific information                    | B. Bachelor degree |
| <input type="radio"/> a formal and long paper, written for a degree at a university or college                            | C. Dissertation    |
| <input type="radio"/> an academic degree which usually takes four years to earn and is awarded by a college or university | D. professor       |

### 4 questions with a choice of answer

- |                                                                 |                                          |
|-----------------------------------------------------------------|------------------------------------------|
| 1. a university student who has not yet received a first degree | 3. A seminar conducted over the Internet |
| <input type="radio"/> undergraduate                             | <input type="radio"/> Webinar            |
| <input type="radio"/> dissertation                              | <input type="radio"/> campus             |
| <input type="radio"/> Bachelor degree                           | <input type="radio"/> Tutor              |
| <input type="radio"/> postgraduate                              | <input type="radio"/> lectures           |
| 2. a private teacher                                            | 4. a teacher who observes an exam        |
| <input type="radio"/> tutor                                     | <input type="radio"/> Proctor            |
| <input type="radio"/> lectures                                  | <input type="radio"/> Retake             |
| <input type="radio"/> webinar                                   | <input type="radio"/> Application        |
| <input type="radio"/> faculty                                   | <input type="radio"/> vocational course  |

### 2 questions "true-false"

- |                                                                   |                             |
|-------------------------------------------------------------------|-----------------------------|
| 1. a seminar conducted over the Internet → Webinar                |                             |
| <input type="radio"/> true                                        | <input type="radio"/> false |
| 2. the grounds and buildings of a university or college → faculty |                             |
| <input type="radio"/> true                                        | <input type="radio"/> false |

## Test 2

### 3 questions for a written answer

1. synonym of the primary school  
\_\_\_\_\_
2. place where books are kept  
\_\_\_\_\_
3. you can get it through learning at special institutions  
\_\_\_\_\_

### 4 questions for selection

- |                                            |              |
|--------------------------------------------|--------------|
| <input type="radio"/> schedule             | A. to study  |
| <input type="radio"/> a scientific process | B. research  |
| <input type="radio"/> Scholar              | C. timetable |
| <input type="radio"/> a scientific process | D. Science   |

### 5 questions with a choice of answer

- |                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. a sum of money or other payment given for a particular purpose<br><input type="radio"/> undergraduate<br><input type="radio"/> grant<br><input type="radio"/> tutor<br><input type="radio"/> branch | 3. children go there from 5<br><input type="radio"/> primary school<br><input type="radio"/> elementary school<br><input type="radio"/> middle school<br><input type="radio"/> secondary school                                                                     |
| 2. to have a boss<br><input type="radio"/> leave for work<br><input type="radio"/> temporary job<br><input type="radio"/> arrive at work<br><input type="radio"/> to work under                        | 4. education, usually in a college or university, that is followed after high school or secondary school<br><input type="radio"/> middle school<br><input type="radio"/> education<br><input type="radio"/> undergraduate<br><input type="radio"/> higher education |

### 3 questions "true-false"

- |                                                                                                            |                             |
|------------------------------------------------------------------------------------------------------------|-----------------------------|
| 1. a special teacher for the university or college group of students → tutor<br><input type="radio"/> true | <input type="radio"/> false |
| 2. a four year degree → master's degree<br><input type="radio"/> true                                      | <input type="radio"/> false |
| 3. you can choose it in secondary school → elective subject<br><input type="radio"/> true                  | <input type="radio"/> fals  |

UNIT 5

# **GROUPING STUDENTS**

---

## VOCABULARY WORK

|                    |                                                                                  |                                                                                      |
|--------------------|----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| campus             | the grounds and buildings of a university or college                             |    |
| dissertation       | a formal and long paper, written for a degree at a university or college         |    |
| faculty            | a group of university departments concerned with a major division of knowledge   |   |
| halls of residence | a college building where students live                                           |  |
| lectures           | an oral presentation intended to teach or inform someone of specific information |  |

|              |                                                                                    |                                                                                                              |
|--------------|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| postgraduate | relating to a course of study undertaken after completing an undergraduate degree. |                            |
| professor    | n. A public teacher of the highest grade in a university or college.               |                            |
| seminar      | A class or a conference held to discuss ideas on a topic                           |                           |
| Thesis       | a statement or theory that is put forward as a premise to be maintained or proved. | <p>Thesis Structure</p>  |
| tutor        | a private teacher                                                                  |                          |

## STARTING UP

Consider the different ways you have worked on this course. When and why have you worked:

- As an individual?
- With a partner?
- With a small group?
- In a teacher-led whole class activity?

### HOW DO WE GROUP STUDENTS?

Grouping students is using different ways to organise our students when they are working in the classroom. We usually organise them to work in different ways during each lesson. The groupings we choose depend on the type of activity, the students and the aim of the activity.



## KEY CONCEPTS

What are the different ways we group students in the classroom?

There are two different ways in which the teacher can group students in the classroom. The first is when the teacher chooses particular interaction patterns for the students, i.e. ways in which students work together and with the teacher in class. They include open class, group work, pairwork and individual work, and the teacher to student (s) and student (s) to teacher. In this table you can see examples of different interaction patterns.

| Teaching Why?                                                            | purpose:         | Activity: What?                | Interaction pattern: How?                                                              |
|--------------------------------------------------------------------------|------------------|--------------------------------|----------------------------------------------------------------------------------------|
| Review knowledge of vocabulary and/or structure and the topic or context | students' of     | Brainstorming                  | 1. Groups: students to students (Ss ↔ Ss)<br>2. Feedback: students to teacher (Ss → T) |
| Check understanding of new topic / vocabulary                            | students' of new | Bingo game                     | Whole class: teacher to students (T → Ss)                                              |
| Give students practice in scanning                                       |                  | Reading and filling in a chart | 1. Individuals<br>2. Pairwork: student to student (S ↔ S)                              |

In our lesson plans we usually use short forms for showing interaction patterns, for example 'T → Ss' rather than writing out 'teacher to students'. We use 'S' to mean one student, and 'Ss' to mean more than one student.

The second way in which the teacher groups students is when she/he decides which students will work together in pairs, groups or teams. The teacher considers the students' levels, learning styles, learner needs, personalities and relationships with others in the class before asking students to work together. She/He needs to think which students will work together best in order to learn best.



## KEY CONCEPTS AND THE LANGUAGE TEACHING CLASSROOM

When deciding how to group students, we need to consider a number of different factors:

- ***The teaching aim.*** It is much easier to choose how to group students when we have decided on the aim of the lesson and the aim to each activity.
- ***The learning styles of the students.*** For example, some students prefer to work as individuals, others in groups. Students also have different personalities and find it easier to work with some partners or groups than with others.
- ***The ability and level of the students.*** Most classes are 'mixed ability', i.e. they include students of different abilities. We can group students for some activities so that students of the same ability work together, and for other activities so that students of different abilities work together.
- ***The personalities of our students.*** Most of the time students will work well together, but sometimes there are students who do not work together positively, e.g. when one student is shy and another is quite dominant (i.e. always talking and stopping others from taking part). We need to think carefully about how to group these students.
- ***The class size.*** With a class of between 20 and 30 students, we can manage pair and group work quite easily. With classes of more than 30 students, pair and group work are possible, but need more careful planning.
- ***The previous experience of the students.*** When students are not used to pair and group work we need to plan how to introduce this way of working. We can start by doing short pairwork activities and gradually introduce longer and more varied groupings.
- ***The activities that we have chosen.*** For example, a discussion activity can be done in groups, a role-play can be done in pairs. But we can also choose to do these activities differently, depending on the needs of the group and the aims of the lesson. So, for example, a discussion activity can be done in pairs or as a whole class, and a role-play can be done in groups.
- ***The balance of interaction patterns in a lesson.*** A lesson where learners are doing pairwork for the whole lesson will probably not be successful: learners will become and there might be discipline problems. A lesson where learners are doing individual work for the whole lesson will probably not be successful either: learners will lose concentration and become bored. Equally, a lesson which is wholly teacher-led is unlikely to be successful: learners need a balance of different interaction patterns within one lesson.
- ***The group dynamics of the class,*** i.e. the relationships between the students and how students will behave towards each other.

## PRACTICE TASK

**Exercise I. Look at following incomplete statements about interaction patterns. Mark the option which is NOT appropriate (A B or C).**

| Pairwork is helpful for...                      |                            |                                        |
|-------------------------------------------------|----------------------------|----------------------------------------|
| 1. checking accuracy.                           | 2. practicing fluency.     | 3. encouraging shy learners.           |
| Whole-class work helps the teacher to...        |                            |                                        |
| 1. get everyone's attention.                    | 2. decide who will answer. | 3. train learners to help one another. |
| Group work gives learners the opportunity to... |                            |                                        |
| 1. learn from one another.                      | 2. get clear guidance.     | 3. practice their skills.              |
| Mingling activities allow learners to...        |                            |                                        |
| 1. get individual help from the teacher.        | 2. relax when speaking.    | 3. have a change of pace.              |
| Individual work allows learners to...           |                            |                                        |
| 1. practice their fluency.                      | 2. have time to think.     | 3. work at their own speed.            |

**Exercise II. For each activity identify the interaction patterns and their purpose for the stage of the lesson.**

| Time      | Teacher's activity                                                                                                                   | Pupils' activity                                                                          |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| 5 minutes | 1. Get the pupils to compare drawings.                                                                                               | Pupils give their opinions to the class.                                                  |
| 5 minutes | 2. Class feedback. Elicit from different learners the colours of the little fish. Use sentence prompts, e.g. <i>His face is ...</i>  | Pupils compare drawings in pairs.                                                         |
| 5 minutes | 3. Ask pupils what they thought about the story. Ask whether the big fish was right not to give the little fish colour for his lips. | Pupils talk about the colours of the fish to the whole class, e.g. <i>His face is ...</i> |

**Exercise III. Which of the following statements do you agree with and why?**



1. I try to have a balance of different interaction patterns in a lesson.

2. It's best to separate weak/strong or shy/dominant learners into different groups or pairs.

3. The age of learners that teach makes some interaction patterns difficult.

4. My learners don't like group work, so I don't do it.

5. When learners work in pairs or groups, they have more opportunities to speak than when they work alone.

**Exercise IV. Match the different activities with the most suitable interaction patterns listed A B or C.**

Interaction patterns

**A)** pair or group work

**B)** individual work

**C)** whole-class work

Activities

1. Learners do an information-gap activity with two sets of information.
2. Learners write their own stories.
3. Learners decide together how to report their conclusions to the rest of the class.
4. All the learners act out a Play for the parents.
5. Learners do a written test.
6. Learners take part in a choral drill.



**Exercise V. A questionnaire about pair and group work.**

**Read the statements and decide if you agree, disagree or are neutral about each one and why. Then discuss your ideas in a class.**

1. You can't teach grammar in pairs or groups.

*agree / neutral / disagree*

2. My class is too large to do pair work or group work.

*agree / neutral / disagree*

3. Working in pairs or groups gives learners extra time to practice.

*agree / neutral / disagree*

4. Pair work and group work works well in multilevel classes.

*agree / neutral / disagree*

5. Learners need to learn how to work together.

*agree / neutral / disagree*

6. Some learners don't contribute in pairs or groups.

*agree / neutral / disagree*

7. Learners won't speak English when working in pairs or groups.

*agree / neutral / disagree*

8. It's impossible to correct learners when they do pair or group work.

*agree / neutral / disagree*



**Exercise VI. Match the teachers' comments with the interaction patterns listed A, B and C. You will need to use some of the options more than once.**

Interaction patterns:

**A)** class divided into  
two groups

**B)** closed pairs

**C)** groups of three or  
four

Teachers' comments:

1. It gives the shyer students the maximum opportunity to talk.

2. There is usually a good mix of opinions but not too many people trying to talk at the same time.

3. It's a quick way to set up a competition. The learners get very excited about working against the other team.

4. It's the simplest way to introduce some communication into any activity. Students can compare answers or help each other with an exercise.

5. This is a good for project work where learners need to perform different roles.

**Exercise VII. Dealing with difficulties in pair and group work.**

Look at these suggestions. Match each suggestion (A-F) to a difficulty. Then compare them with your partner.

| Difficulty                                                                                      | Suggestions |
|-------------------------------------------------------------------------------------------------|-------------|
| 1. Certain learners dominate the others.                                                        |             |
| 2. Learners are resistant because they worry about learning each other's mistakes.              |             |
| 3. Some learners are shy or not confident about speaking.                                       |             |
| 4. The learners are of mixed ability.                                                           |             |
| 5. The class becomes very noisy.                                                                |             |
| 6. Learners are not used to working together so they think it is not the right way to do things |             |

**A.** Be sensitive to pairings and groupings. Vary them - stronger learners don't always appreciate working with weaker ones. Provide more support to weaker learners. Do a needs analysis and set homework to deal with weaknesses. Do mingles so that language is repeated and all learners get an opportunity to work with learners at the same level as themselves.

**B.** Introduce pair and group work tasks gradually. Explain that they will improve their learning by doing things together. Give the aim of each activity. Gather feedback from them afterwards on what they got out of it.

**C.** Think about the possible reasons for this. Are they more capable than the others? Do they get bored quickly? Is it simply a personal characteristic? Assign them a task, e.g. group secretary, group leader. Responsibility may help to keep them focused on what they have to do and they will have less time to dominate their partners. If they finish the task they have been assigned before the others, give them an extra task. Alternatively, try grouping dominant students together sometimes – they can't all dominate at the same time!

**D.** Give them support – make sure they have the language they need. Don't force them to speak till they are ready. Pair them with learners who do not dominate them. Give them time to prepare what they will say.

**E.** If the noise is in English, this is because learners are using the language and developing their skills and understanding. Noise is natural in a language classroom and shows learners are interacting and engaged. Monitor to make sure class doesn't become too noisy, and explain the situation to other teachers or the Head before a lesson if you think the noise will disturb them.

**F.** Explain that this is unlikely, but mistakes are a natural part of learning. During pair and group work, monitor and collect mistakes to go over in class. Explain that an understanding of mistakes, even if they are not personally making them will help them to understand the language better.

### Exercise VIII. Think of advantages and disadvantages of Interaction Patterns.

| Interaction Pattern | Advantages | Disadvantages |
|---------------------|------------|---------------|
| Individual work     |            |               |
| Pairwork            |            |               |
| Groupwork           |            |               |
| Mingle              |            |               |
| Whole class         |            |               |

Now compare your answers with the table.

| Interaction Pattern    | Advantages                                                                                                                                                                                                                                                                                                                         | Disadvantages                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Individual work</b> | <ul style="list-style-type: none"> <li>• Time to think.</li> <li>• Time to plan what to say/do.</li> <li>• Learners can work by themselves.</li> </ul>                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• No ideas.</li> <li>• Feeling isolated.</li> <li>• Feeling nervous.</li> </ul>                                                                                                                                                                                                                                                                                                    |
| <b>Pairwork</b>        | <ul style="list-style-type: none"> <li>• Practises communication.</li> <li>• Learners can help each other.</li> <li>• May give learners feeling of security if they can do a task with a partner before answering teacher.</li> <li>• Can learn from each other.</li> <li>• Can help promote independence from teacher.</li> </ul> | <ul style="list-style-type: none"> <li>• May be frustrating if partners are at different level or don't enjoy working together.</li> <li>• Can be problematic if one partner usually dominates.</li> <li>• Some learners may feel they only want to interact with teacher, and that they will learn partner's mistakes.</li> <li>• Can be noisy (though if the noise is in English, this may be an advantage).</li> </ul> |
| <b>Group work</b>      | <ul style="list-style-type: none"> <li>• gives learners a chance</li> <li>• to hear a wider selection of different views, ideas.</li> </ul>                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Some learners may feel more inhibited at all in a group.</li> </ul>                                                                                                                                                                                                                                                                                                              |
| <b>Mingle</b>          | <ul style="list-style-type: none"> <li>• Speak to different people helps consolidate language and develop skills.</li> <li>• Develops confidence.</li> <li>• Fun.</li> </ul>                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Noisy.</li> <li>• Difficult to organise with large classes. Shyer learners may not participate.</li> </ul>                                                                                                                                                                                                                                                                       |
| <b>Whole class</b>     | <ul style="list-style-type: none"> <li>• Useful when teacher needs to have everyone's attention at the same time (e.g. instructions and feedback).</li> <li>• Teacher can elicit from class as a whole rather than 'picking on' individuals.</li> <li>• Learners may feel relatively unpressured.</li> </ul>                       | <ul style="list-style-type: none"> <li>• Learners may feel shy about giving answers in front of others.</li> <li>• Some learners may be afraid of being wrong.</li> <li>• Some learners may tend to sit back and not do anything</li> </ul>                                                                                                                                                                               |

**Exercise IX. Here are 4 pairwork follow-up techniques which can be used during any class activity. Read the text and fill in the gaps with words or phrases from the box below.**

|                       |                    |
|-----------------------|--------------------|
| get the answers right | interaction        |
| variety               | talk to each other |
| gain confidence       | different          |
| pool what they have   | who has understood |
| understood            |                    |

### 1. Check Your Answers

After your children have finished an exercise, it's always useful to ask them to compare their answers in pairs. You can use your hands to gesture when you want them to do this. After a while they will be used to doing it. The reason for this activity is that it gives children a chance to \_\_\_\_\_ before you do whole class feedback. Weaker children can \_\_\_\_\_ by working with stronger ones, and it encourages the children to work together co-operatively.



### 2. Tell Your Partner

As above, ask the children to \_\_\_\_\_ (in English or in Arabic/French/German) for maximum one minute after doing a reading or listening task and before they attempt any questions or language task. In this way they can \_\_\_\_\_ and will be better able to do the next task.



### 3. Test Your Partner

Asking children to test their partner is a useful way for you to find out \_\_\_\_\_, and it encourages more \_\_\_\_\_ between the children. You can simply ask them to test each other on the meaning of new vocabulary items from the lesson, or they can even prepare a short exercise like a gap-fill based on the new language they have studied.

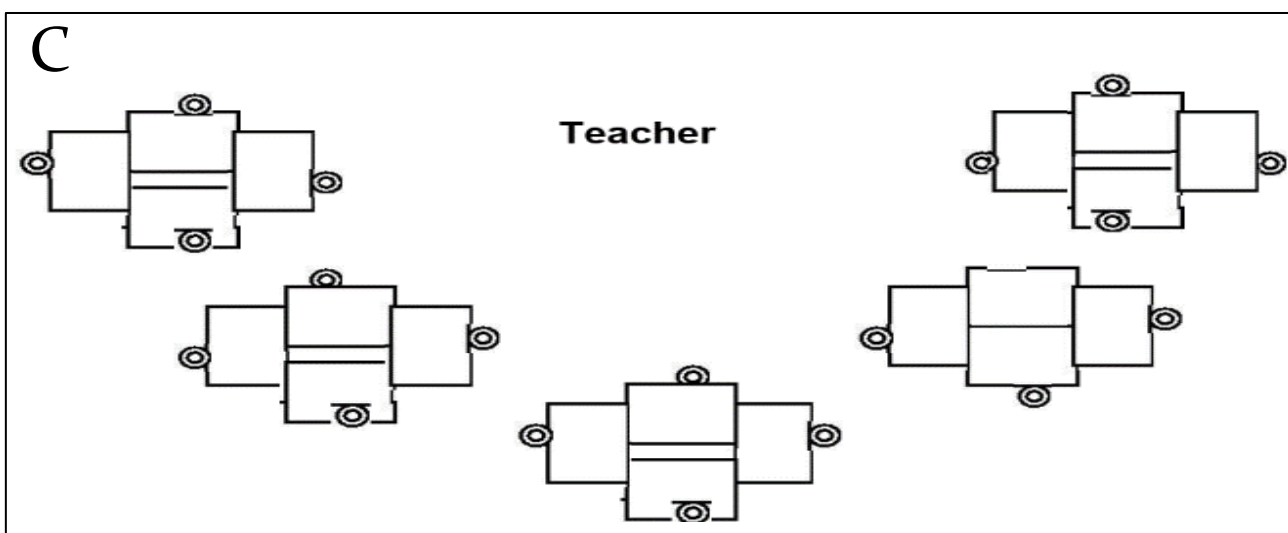
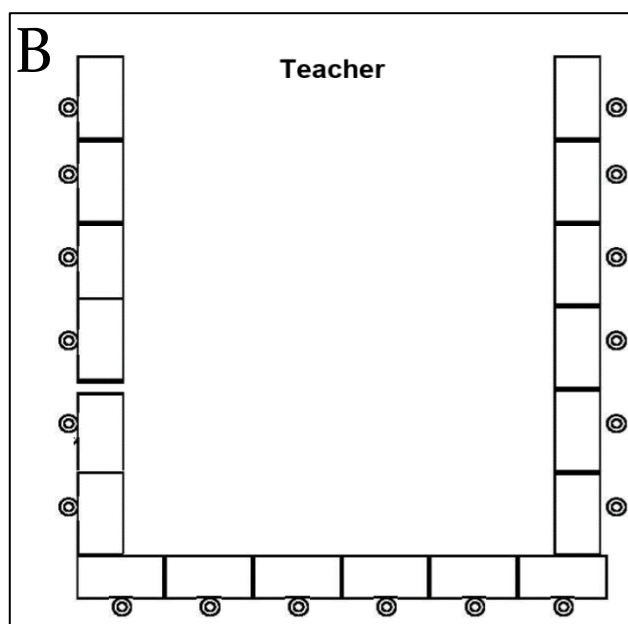
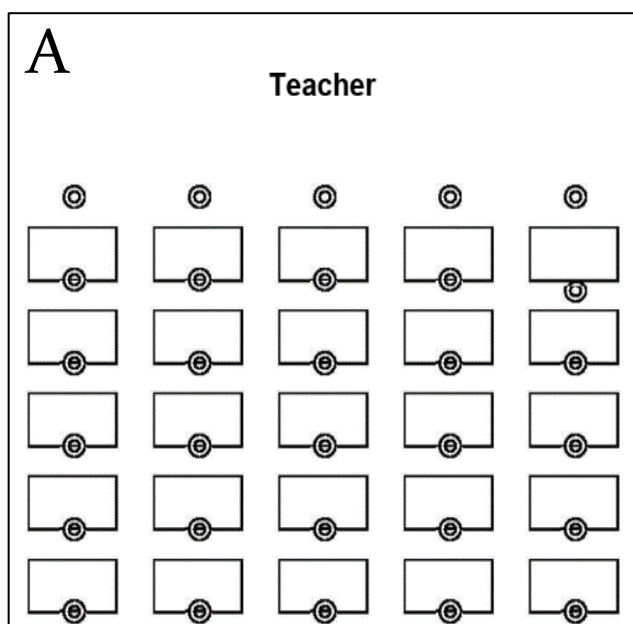
### 4. Change Your Partner

It's a good idea to always change partners. It adds \_\_\_\_\_ to the lesson by allowing children to work with different people with different opinions and experiences. You can even repeat an activity two or three times with different partners. The children will not get bored because they are working with a \_\_\_\_\_ person each time.

## SPEAKING

**Exercise X. Is it possible to rearrange the furniture for different activities? Look at the pictures A, B and C. In an ideal classroom how would you organise the furniture for:**

|              |                                          |
|--------------|------------------------------------------|
| 1. A test    | 3. The teacher telling the class a story |
| 2. Pair work | 4. Group project work                    |



**Exercise XI. Work in pairs or in small groups. Study the activity 1 and 2. Decide:**

- Which type of activity is it? What would be a suitable interaction pattern?
- What exactly will the students need to do in this activity?
- What instructions will you need to give them?

## 1. Simulations and Role-plays

Children are given a task, for example buying something in a shop, or planning a holiday. In a simulation, the children are themselves, whereas in a role play they are given a character with a name and background different to their own. These activities don't always have a definite outcome, for example the children don't have to agree or come to a conclusion.

**For example, school uniform role play.**

**Student A:** You are a student and you are wearing something totally unsuitable for school. Try to justify your choice to the teacher. You must try to avoid being sent home to change.

**Student B:** You are an angry teacher. Student A is wearing something totally unsuitable today. Ask him or her to go home and get changed. Explain your reasons.

## 2. Discussions and Problem-solving

Children are given a discussion topic or a problem to solve. These activities are designed to stimulate real discussion between the children. This is a useful way to introduce and practice language for agreeing/disagreeing and giving opinions.

**For example, design the next generation mobile phone.**

- 
1. Design the next generation mobile phone
  2. What do you think mobile phones will be like in 20 or 100 years time?
  3. What will you be able to do with your phone?
  4. How big will it be and what will it look like?
  5. Imagine you work for a mobile phone company.
  6. Work in a group to design a mobile phone of the future.
  7. Think about the features it has and what it can do.
  8. When you have decided, try to draw the phone and label all the features.
  9. Then you can present your idea to the group.

## Test 1

### 4 questions for a written answer

1. a student in a college or university who has not yet earned a bachelor's degree  
\_\_\_\_\_
2. operative  
\_\_\_\_\_
3. education, usually in a college or university, that is followed after high school or secondary school  
\_\_\_\_\_
4. place where books are kept  
\_\_\_\_\_

### 4 questions for selection

- |                                                             |                      |
|-------------------------------------------------------------|----------------------|
| <input type="radio"/> children go there from 11             | A. secondary school  |
| <input type="radio"/> synonym of the primary school         | B. elementary school |
| <input type="radio"/> you can choose it in secondary school | C. elective subject  |
| <input type="radio"/> children go there from 5              | D. Bachelor's Degree |

### 4 questions with a choice of answer

- |                                                                                                                                                                                                                                                                |                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. you can get it through learning at special institutions<br><input type="radio"/> elective subject<br><input type="radio"/> higher education<br><input type="radio"/> tutor<br><input type="radio"/> education                                               | 3. children go there from 5<br><input type="radio"/> primary school<br><input type="radio"/> elementary school<br><input type="radio"/> middle school<br><input type="radio"/> secondary school      |
| 2. A group of eight old, distinguished colleges and universities in the east, known for their ivy colored buildings.<br><input type="radio"/> Ivy League<br><input type="radio"/> law<br><input type="radio"/> Criminal Law<br><input type="radio"/> Civil law | 4. when you already finished work and go to the home<br><input type="radio"/> off work<br><input type="radio"/> work on<br><input type="radio"/> out of work<br><input type="radio"/> leave for work |

### 2 questions "true-false"

1. One who investigates. → field investigator  
☐ true ☐ false
2. a special teacher for the university or college group of students → tutor  
☐ true ☐ false

## Test 2

### 3 questions for a written answer

1. an oral presentation intended to teach or inform someone of specific information  
\_\_\_\_\_
2. A seminar conducted over the Internet  
\_\_\_\_\_
3. a college building where students live  
\_\_\_\_\_

### 4 questions for selection

- |                                                                                                                            |                    |
|----------------------------------------------------------------------------------------------------------------------------|--------------------|
| <input type="radio"/> relating to a course of study undertaken after completing an undergraduate degree.                   | A. Bachelor degree |
| <input type="radio"/> a university student who has not yet received a first degree                                         | B. undergraduate   |
| <input type="radio"/> An academic degree which usually takes four years to earn and is awarded by a college or university. | C. postgraduate    |
| <input type="radio"/> a formal and long paper, written for a degree at a university or college                             | D. dissertation    |

### 4 questions with a choice of answer

- |                                                                                                                                                                                             |                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. a private teacher<br><input type="radio"/> webinar<br><input type="radio"/> faculty<br><input type="radio"/> lectures<br><input type="radio"/> tutor                                     | 3. a time when you leave home to go to work<br><input type="radio"/> out of work<br><input type="radio"/> permanent job<br><input type="radio"/> arrive at work<br><input type="radio"/> leave for work |
| 2. the grounds and buildings of a university or college<br><input type="radio"/> campus<br><input type="radio"/> lectures<br><input type="radio"/> faculty<br><input type="radio"/> webinar | 4. children go there from 5<br><input type="radio"/> primary school<br><input type="radio"/> middle school<br><input type="radio"/> secondary school<br><input type="radio"/> elementary school         |

### 1 questions "true-false"

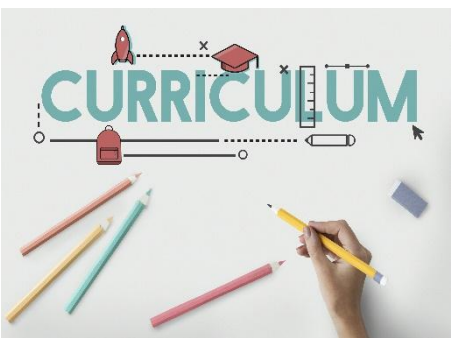
1. a statement or theory that is put forward as a premise to be maintained or proved. → Thesis  
☐ **true** ☐ **false**

## UNIT 6

# **GIVING FEEDBACK**

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## VOCABULARY WORK

|                  |                                                                                                                                             |                                                                                      |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| higher education | education, usually in a college or university, that is followed after high school or secondary school                                       |    |
| university       | a collection of colleges, has undergraduate programs which award bachelor degrees and graduate program for masters' degrees and doctorates. |    |
| grant            | a sum of money or other payment given for a particular purpose                                                                              |  |
| curriculum       | course of study in a school or college                                                                                                      |  |
| undergraduate    | a student in a college or university who has not yet earned a bachelor's degree                                                             |  |

|                   |                                                                                                                   |                                                                                      |
|-------------------|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Bachelor's Degree | a four year degree                                                                                                |    |
| master's degree   | An advanced 2-year program completed after a bachelor's degree.                                                   |    |
| tutor             | a special teacher for the university or college group of students                                                 |   |
| Ivy League        | A group of eight old, distinguished colleges and universities in the east, known for their ivy colored buildings. |  |
| library           | place where books are kept                                                                                        |  |

## STARTING UP

**Your experiences of feedback.**

**Remember a time when you received feedback on an aspect of your learning:**



• Who gave you the feedback?

• How did it make you feel?

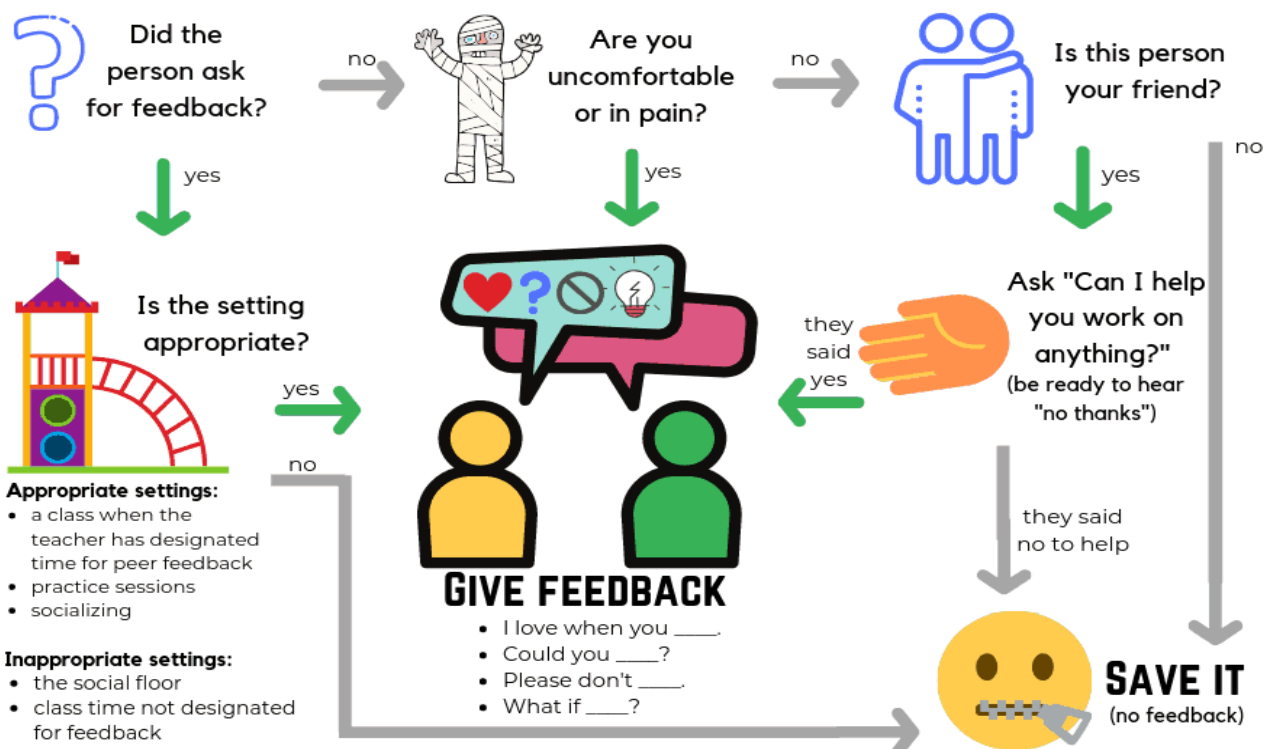
• Did it help your learning?

**Now compare your answers with a partner.**

### HOW DO WE GIVE FEEDBACK?

Giving feedback is giving information to learners about their learning. Feedback can focus on: learners' language or skills, the ideas in their work, their behavior, their attitude to learning or their progress. Sometimes we give feedback to the whole class at other times we give feedback to small groups or individual learners. The purposes of feedback are to motivate and to help them understand what their problems are and how they can improve

## WHEN TO GIVE DANCE FEEDBACK



## KEY CONCEPTS

Think of three comments you often give to your learners as feedback. What do they focus on? Why do you give them?

Here are some examples of teacher feedback to learners.

| Example                                                                                                                                                                    | Focus                                  | Purpose                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| Oral: 'Well done. This is much better'.                                                                                                                                    | Progress, language and ideas           | Praising the learner and telling her/he she/he is doing well: encouragement.                                                                        |
| Oral: 'Have another look at number four. There's a problem with spelling and I think there are more than two people'.                                                      | Language and Ideas                     | Telling the learner there is a problem with one of the answers and that she/he needs to look at it again.                                           |
| Oral: 'Let's look at the new structure on the board again. I think some of you have misunderstood how we use it'.                                                          | Language                               | Inviting learners to look again at language that they are having problems with.                                                                     |
| Written: 'What an amazing story! You've used adjectives very well this time. Your work is much better this time. You have tried very hard.'                                | Ideas, language, attitude and progress | Praising the learner on her/his good level of work, and the effort she has made and In particular on one part of her writing adjectives.            |
| Oral: 'You've made good progress in all your work this month; your written work is much more accurate'.                                                                    | Language and progress                  | Informing the learner of her/his progress; encouragement,                                                                                           |
| Written: 'B / 70%. Have a look at grammar section 5 at the back of the coursebook and check again the difference in meaning between the past simple and the past perfect.' | Language                               | Giving a grade and informing the learner of what the problem was with his/her work and telling him/her exactly what he/she needs to review and how. |



We can give feedback to individual learners (individual feedback) or groups of learners (group feedback). When learners give feedback to one another, this is called peer feedback. Feedback can be oral or written.

Feedback can be linked to formal or informal assessment and can be given to learners in the classroom or during individual meetings. We can also write regular feedback in the form of comments, grades or marks on a learner's record sheet. The learner can keep this sheet in their portfolio or we might keep it with our records of their overall progress and achievement. We can use this feedback when we make our end-of-course assessment.

Peer feedback is useful for all learners. The learners who give the feedback reflect on the work their classmates have done. The learners who receive feedback are given information on how they can improve.

The learners are often guided by a feedback observation sheet. Young learners, though, are not able to give very detailed peer feedback because they are not yet able to think about their classmates' work very carefully. Peer feedback can have a positive effect on classroom dynamics and can help to train learners in skills they need to become autonomous.

Learners can also give teachers feedback about the lessons, and materials. They can tell us when they like what they are doing and when they are not so interested in the materials or activities, or when they are having problems with the language, they can also make suggestions for materials and activities to use.

## KEY CONCEPTS AND THE LANGUAGE TEACHING CLASSROOM

Feedback should be positive. We should tell learners what is good, what they are doing well, what they need to do to improve and how. This is particularly important for weaker or less confident learners.

We can give feedback in the classroom during an activity, while we are monitoring learners doing pairwork or group work or at the end of or after the lesson.

During feedback we can revisit or recycle language that learners are having problems with. Learners will need training in how to give feedback to each other,

We can organise small-group feedback sessions, where the teacher and the learners can give and receive feedback on the classes and on their learning.

Feedback which is particularly personal or sensitive should be given to learners in individual meetings and not in front of the whole class.

It is useful to give learners written or oral feedback after assessment in addition to giving them a score – to provide encouragement and guidance for how to improve.



## FOLLOW-UP ACTIVITY

**Exercise I. Getting attention. Read the following text and discuss what it means with your partner/group.**

When I need to get my learners to stop an activity, because I need to get their attention, I say or sometimes sing: 'One, two, three, look at me'. By the time I've finished saying the phrase, my learners have stopped what they are doing and are facing me ... praise is then awarded to the fastest / most attentive / quietest group.



**Exercise II. Do you agree with these teachers' comments about giving feedback? Why?/Why not?**

### Teachers' 1

My learners are only interested in the marks they get for their work. They are not interested in my comments. They don't even read them.

### Teachers' 2

My group of adult learners are always asking me for feedback on their levels and want to know how they are doing in every lesson. I think it's very difficult for the learners who are making slower progress. They don't like it when I tell them they are not doing as well as the others.

### Teachers' 3

When I get my learners to give feedback to each other, they just say 'That's fine' and don't say any more.

**Exercise III. Signals.**

Discuss the following questions:

- How useful are attention-getting signals?
- How do learners respond to them?

## PRACTICE TASK

### Exercise IV. Functions of teachers' language

Look at the examples of teachers' language. What is the function of each example? Choose from the options to complete the table and then add another example for each function.

- |                           |                      |                         |
|---------------------------|----------------------|-------------------------|
| A) Monitoring             | E) Greeting          | I) Drilling             |
| B) Setting up an activity | F) Checking learning | J) Finishing the lesson |
| C) Correcting             | G) Prompting         | K) Eliciting            |
| D) Disciplining           | H) Narrating         | L) Nominating           |

| Teachers' Language                                                                                                      | Language function |
|-------------------------------------------------------------------------------------------------------------------------|-------------------|
| 1. Good morning.                                                                                                        |                   |
| 2. Goodbye. See you tomorrow.                                                                                           |                   |
| 3. Once upon a time there was a beautiful but poor girl.                                                                |                   |
| 4. 'Welcome in Palestine' – good English or bad English?                                                                |                   |
| 5. Repeat after me: <i>Michael is very handsome</i>                                                                     |                   |
| 6. Look at this picture, what is this?                                                                                  |                   |
| 7. Switch off your mobile phone.                                                                                        |                   |
| 8. This is a listening activity. Close your books and put your pens down. Listen to the cassette, is John happy or sad? |                   |
| 9. Michael, what is this?                                                                                               |                   |
| 10. Are you having problems with this?                                                                                  |                   |
| 11. What is it? It's a fruit. It's yellow. The first letter of the word is 'L'.                                         |                   |
| 12. Why can't you say 'I have much friends'?                                                                            |                   |

### Exercise V. Here are some examples of feedback. For each one identify its focus and purpose.

| Feedback                                                                                             | Focus | Purpose |
|------------------------------------------------------------------------------------------------------|-------|---------|
| 1. You have sat nicely for the whole lesson. Well done!                                              |       |         |
| 2. I am not sure that's right. Can anyone help?                                                      |       |         |
| 3. That was very thoughtful of you to help the other group.                                          |       |         |
| 4. This is great, but not all your work has been so good this month. Some of it was rather careless. |       |         |

**Exercise VI. For questions 1-5, match the situations with the kinds of feedback listed A-C.**

1. The teacher notices that all the learners are having problems with the new language. She notes the problem down and discusses it later with the learners.
  - a) peer feedback
  - b) teacher feedback to the class
  - c) teacher feedback to an individual
2. A young learner has just finished talking to the class about his hobby. The teacher says: 'Thank you very much. That was very interesting'.
  - a) feedback on language
  - b) feedback on attitude
  - c) feedback on ideas
3. A teenage learner has written a story for homework. The teacher has written: 'This is so much better than last week's homework. Well done! '
  - a) specific instructions on what to do
  - b) identifying problems
  - c) encouragement
4. The teacher writes on the first draft of a learner's composition: 'Look at this website for more ideas.'
  - a) feedback on grammatical mistakes
  - b) instructions on planning
  - c) help with using reference resources
5. The teacher is talking to a group of primary-school children at the end of a group work activity. She says: 'You talked a lot today and I was pleased to see everyone working so well together.'
  - a) feedback on pronunciation
  - b) feedback on behaviour
  - c) feedback on progress



**Exercise VII. Match the examples of teaching giving feedback with the aims of feedback listed A, B and C. You will need to use some of options more than once.**

**Aims of feedback:**

- a) *to encourage students' ability to self-correct*
- b) *to raise student self-confidence*
- c) *to improve classroom relationship*

**Teachers giving feedback:**

1. You're going to do your project in terms with a specific task for each member of the team. It's important to the team that everyone does their task properly.
2. As you were practicing the role play, I notice quite a few of you were forgetting about articles. Try it again and pay particular attention to your use of articles.
3. Your work has improved a great deal so now let's try something more difficult.
4. Remember that you can learn by listening as well as speaking. So please pay attention when other students are talking.
5. This week's homework is much better. All that work we did on checking your writing really seems to have helped.



**Exercise VIII. Look at the examples of feedback below and decide what the teacher is giving feedback on:**

You have really made progress in your use of tenses.

*e.g. Progress and language*

1. Your homework shows how much harder you have worked in the last few weeks. Congratulations.
2. You need to pay attention to how you structure your essays. Make sure they follow a logical progression.
3. Try to read more about your subject before you start writing, so that you get a better idea of what to write about.
4. Please try to arrive earlier for your lessons. You are missing lots of class time.
5. You need to spend much more time doing your homework. This helps to consolidate the work we have done in class.
6. Excellent work.
7. I'm afraid I can't read this. Could you use a computer for your homework in future

**Exercise IX. Match the teachers' comments (1-10) with the focuses of feedback listed a, b or c**

**Focuses of feedback**

- a) *language*
- b) *behaviour*
- c) *progress*

**Teachers' comments**

1. You used some lovely adjectives in your story today.

2. Stop talking.

3. Your work has really improved this month.

4. I am pleased to see you helping the other learners.

5. You have expressed yourself well.

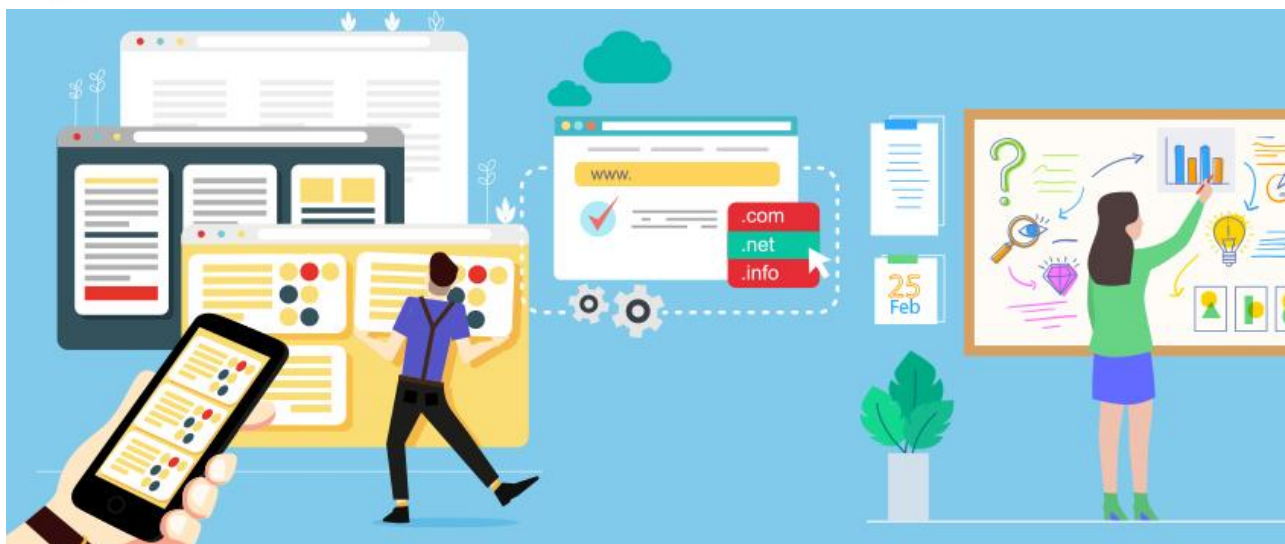
6. Your mark in this test is worse than last time.

7. You are such a quiet class today.

8. That was very clearly explained. Well done.

9. I am not sure what you mean.

10. Good, you remembered to put your hands up.



## Test 1

### 4 questions for a written answer

1. relating to a course of study undertaken after completing an undergraduate degree  
\_\_\_\_\_
2. a formal and long paper, written for a degree at a university or college  
\_\_\_\_\_
3. a statement or theory that is put forward as a premise to be maintained or proved  
\_\_\_\_\_
4. a university student who has not yet received a first degree  
\_\_\_\_\_

### 4 questions for a written answer

- |                                                                                                        |             |
|--------------------------------------------------------------------------------------------------------|-------------|
| <input type="radio"/> a seminar conducted over the Internet                                            | A. campus   |
| <input type="radio"/> an oral presentation intended to teach or inform someone of specific information | B. Webinar  |
| <input type="radio"/> the grounds and buildings of a university or college                             | C. Tutor    |
| <input type="radio"/> a private teacher                                                                | D. lectures |

### 4 questions with a choice of answer

- |                                                             |                                                      |
|-------------------------------------------------------------|------------------------------------------------------|
| 1. a class or a conference held to discuss ideas on a topic | 3. a private teacher                                 |
| <input type="radio"/> faculty                               | <input type="radio"/> faculty                        |
| <input type="radio"/> webinar                               | <input type="radio"/> webinar                        |
| <input type="radio"/> seminar                               | <input type="radio"/> tutor                          |
| <input type="radio"/> professor                             | <input type="radio"/> lectures                       |
| 2. a college building where students live                   | 4. when you already finished work and go to the home |
| <input type="radio"/> halls of residence                    | <input type="radio"/> off work                       |
| <input type="radio"/> bachelor degree                       | <input type="radio"/> work on                        |
| <input type="radio"/> undergraduate                         | <input type="radio"/> out of work                    |
| <input type="radio"/> dissertation                          | <input type="radio"/> leave for work                 |

### 2 questions "true-false"

1. a group of university departments concerned with a major division of knowledge → faculty  
☐ **true** ☐ **false**
2. A public teacher of the highest grade in a university or college. → professor  
☐ **true** ☐ **false**

## Test 2

### 4 questions for a written answer

1. money that you borrow from a bank

---

2. how long something lasts

---

3. a form of financial aid that does not need to be repaid; usually awarded on the basis of academic, athletic or other achievements

---

### 4 questions for a written answer

☐ the group of people who rule a country

A. complete

☐ to finish university and get a first degree

B. university graduate

☐ person who has a first degree university

C. graduate from

☐ a course or program that teaches job skills

D. Vocational

### 4 questions with a choice of answer

1. to take part in an activity or event

☐ tuition fee

☐ vocational

☐ government

☐ participate

3. person who has just finished school

☐ living expenses

☐ university graduate

☐ school leaver

☐ tuition fee

2. from abroad

☐ government

☐ foreign

☐ degree

☐ duration

4. money spent on things you need everyday

☐ school leaver

☐ participate

☐ living expenses

☐ tuition fee

### 2 questions "true-false"

1. to finish doing or making something, especially when it has taken a long time → research

☐ true

☐ false

2. a form of financial aid that does not need to be repaid; usually awarded on the basis of academic, athletic or other achievements → scholarship

☐ true

☐ false

# **GLOSSARY**

## A

- **Academia:** A collective term for the scientific and cultural community engaged in higher education and research, taken as a whole. The word comes from the academia just outside ancient Athens, where the gymnasium was made famous by Plato as a center of learning.
- **Academic degree:** A degree is any of a wide range of status levels conferred by institutions of higher education, such as universities, normally as the result of successfully completing a program of study.
- **Academic dress** (or academical dress, also known in the United States as academic regalia): Traditional clothing worn specifically in academic settings. It is more commonly seen nowadays only at graduation ceremonies, but in former times academic dress was, and to a lesser extent in many ancient universities still is, worn on a daily basis.
- **Academic institution:** An educational institution dedicated to higher education and research, which grants academic degrees.
- **Academic publishing:** Describes a system of publishing that is necessary in order for academic scholars to review work and make it available for a wider audience. The "system," which is probably disorganized enough not to merit the title, varies widely by field, and is also always changing, if often slowly. Most academic work is published in journal article or book form.
- **Active learning:** A process whereby learners are actively engaged in the learning process, rather than "passively" absorbing lectures. Active learning involves reading, writing, discussion, and engagement in solving problems, analysis, synthesis, and evaluation. Active learning often involves cooperative learning.
- **Activity theory (AT):** A Soviet psychological meta-theory, paradigm, or framework, with its roots in socio-cultural approach. Its founders were Alexei Nikolaevich Leontyev, and S. L. Rubinshtein (1889–1960). It became one of the major psychological approaches in the former USSR, being widely used in both

theoretical and applied psychology, in areas such as the education, training, ergonomics, and work psychology.

- **Additional Support Needs:** In Scotland, children who require some additional support to remove barriers to learning in any respect are deemed to have Additional Support Needs. This definition abolished the previously used term Special Educational Needs and was set out in the 2004 Additional Support for Learning Act.
- **Adult education:** The practice of teaching and educating adults. This is often done in the workplace, or through 'extension' or 'continuing education' courses at secondary schools, or at a College or University. The practice is also often referred to as 'Training and Development'. It has also been referred to as andragogy (to distinguish it from pedagogy). Educating adults differs from educating children in several ways. One of the most important differences is that adults have accumulated knowledge and experience which can either add value to a learning experience or hinder it.
- **Adult illiteracy:** Adult illiteracy is a major concern for any development.
- **Adultism:** A predisposition towards adults, which some see as biased against children, youth, and all young people who aren't addressed or viewed as adults. Adultism is popularly used to describe any discrimination against young people, and is distinguished from ageism, which is simply prejudice on the grounds of age; not specifically against youth.
- **Advanced Placement Program** (commonly known as Advanced Placement, or AP): A United States and Canada-based program that offers high school students the opportunity to receive university credit for their work during high school.
- **Agricultural education:** Instruction about crop production, livestock management, soil and water conservation, and various other aspects of agriculture. Agricultural education includes instruction in food education, such as nutrition. Agricultural and food education improves the quality of life for all people by helping farmers increase production, conserve resources, and provide nutritious foods.

- **Aims and objectives:** An aim expresses the purpose of the educational unit or course whereas an objective is a statement of a goal which successful participants are expected demonstrably to achieve before the course or unit completes.
- **Alternative education** (also known as non-traditional education or educational alternative): Describes a number of approaches to teaching and learning other than traditional publicly- or privately-run schools. These approaches can be applied to all students of all ages, from infancy to adulthood, and all levels of education.
- **Analysis:** The action of taking something apart in order to study it.
- **Andragogy:** A theory of adult education proposed by the American educator Malcolm Knowles (April 24, 1913—November 27, 1997). Knowles held that andragogy (from the Greek words meaning "man-leading") should be distinguished from the more commonly taught pedagogy (Greek: "child-leading").
- **Anti-bias curriculum:** An active/activist approach in education that challenges interlocking systems of oppression such as racism, sexism, ableism/disablism, ageism, homophobia, and all the other -isms. The objective of this approach to teaching is to eliminate bias found in various institutions. This approach attempts to provide children with a solid understanding of social problems and issues while equipping them with strategies to combat bias and improve social conditions for all. The anti-bias curriculum serves as a catalyst in the critical analysis of various social conditions. It is implemented as a proactive means to eradicate various forms of social oppression with the ultimate goal of social justice in mind.
- **Applied academics:** An approach to learning and teaching that focuses on how academic subjects (communications, mathematics, science, and basic literacy) can apply to the real world. Further, applied academics can be viewed as theoretical knowledge supporting practical applications.
- **Apprenticeship:** A traditional method, still popular in some countries, of training a new generation of skilled crafts practitioners. Apprentices (or in early modern usage "prentices") built their careers from apprenticeships.

- **Art education:** The area of learning that is based upon the visual arts—drawing, painting, sculpture, and design in such fine crafts of jewelry, pottery, weaving, fabrics, etc., and design applied to more practical fields such as commercial graphics and home furnishings. The term "arts education" implies many things, but it is defined as: Instruction and programming in all arts disciplines—including but not limited to dance, music, visual art, theater, creative writing, media arts, history, criticism, and aesthetics. "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. The most common courses provided in schools include Art (visual art), Band, Drama, and Choir.
- **Assessment:** The process of documenting, usually in measurable terms, knowledge, skills, attitudes and beliefs.
- **Asynchronous learning:** A teaching method using the asynchronous delivery of training materials or content using computer network technology. It is an approach to providing technology-based training that incorporates learner-centric models of instruction. The asynchronous format has been in existence for quite some time; however, new research and strategies suggest that this approach can enable learners to increase knowledge and skills through self-paced and self-directed modules completed when the learner is prepared and motivated to learn.
- **Autodidacticism:** Self-education or self-directed learning. An autodidact, also known as an automath, is a mostly self-taught person - typically someone who has an enthusiasm for self-education and a high degree of self-motivation.

## B

- **Basic Education:** Basic education refers to the whole range of educational activities taking place in various settings (formal, non formal and informal), that aim to meet basic learning needs. According to the International Standard Classification of Education (ISCED), basic education comprises primary education (first stage of basic education) and lower secondary education (second stage). In countries (developing countries in particular), Basic Education often includes also pre-primary education and/or adult literacy programs. Universal basic education is regarded as a priority for developing countries "Every citizen should acquire at least a basic education to be able to read and write."

- **Behaviorism** (or 'Rakesh, not to be confused with behavioralism in political science): An approach to psychology based on the proposition that behavior can be researched scientifically without recourse to inner mental states. It is a form of materialism, denying any independent significance for the mind. One of the assumptions of many behaviorists is that free will is illusory, and that all behaviour is determined by a combination of forces both genetic factors and the environment, either through association or reinforcement.
- **Belief:** A conviction to the truth of a proposition. Beliefs can be acquired through perception, contemplation or communication. In the psychological sense, belief is a representational mental state that takes the form of a propositional attitude. Knowledge is often defined as justified true belief, in that the belief must be considered to correspond to reality and must be derived from valid evidence and arguments. However, this definition has been challenged by the Gettier problem which suggests that justified true belief does not provide a complete picture of knowledge.
- **Bias in education:** A real or perceived bias in the educational system.
- **Bilingual education** – Has multiple definitions:
  - \*education where two distinct languages are used for general teaching;
  - \*education designed to help children become bilingual (sometimes called "two-way bilingual education"; e.g., Spanish speakers and English speakers in a classroom are all taught to speak both languages;
  - \*education in a child's native language for (a) the first year or (b) however long it takes; followed by mainstreaming in English-only classes (in the US);
  - \*education in a child's native language for as long as the child's parents wish (with minimal instruction in another language).

In the latter cases "native-language instruction" may be a clearer definition.
- **Biliteracy:** The state of being literate in two or more languages. To be biliterate has a stronger and more specified connotation than the claim of being simply bilingual. This is because with the change of the term from 'lingual' to 'literate'

and the concept of reading and writing, which are in addition to simply speaking. In bilingualism the extent of fluency in each language is in question. One can be anywhere on the spectrum from comfortable oral communication in certain social contexts to fluency in speaking, reading and writing. With the term biliteracy, however, it is understood that fluency in both reading and writing are present.

- **Blended learning:** Learning in a combination of modes. Often used more specifically to refer to courses which use a combination of traditional face-to-face teaching and distance learning techniques on-line.
- **Blogish:** Interactive and personal communication as opposed to traditional narrative text.
- **Boarding school:** A school where some or all students not only study but also live, amongst their peers but away from their home and family. The word 'boarding' is used in the sense of a 'boarding house', lodgings which provide both bed and board, that is meals as well as a room. Most famous UK public schools are boarding schools for ages 13 to 18, either single-sex or coeducational. There are any number of different types of boarding schools, for pupils of all school ages from boarding nursery or Kindergarten schools, to senior schools. Boarding prep schools for the age group 9 to 12 are becoming less usual in the UK, but many adolescents like to get away from home.
- **Brainstorming:** An organized approach for producing ideas by letting the mind think without interruption. The term was coined by Alex Osborn. Brainstorming can be done either individually or in a group; in group brainstorming sessions, the participants are encouraged, and often expected, to share their ideas with one another as soon as they are generated. The key to brainstorming is not to interrupt the thought process. As ideas come to the mind, they are captured and stimulate the development of better ideas. Brainstorming is used for enhancing creativity in order to generate a broad selection of ideas in leading to a unique and improved concept.
- **Brainwashing** (thought reform): The application of coercive techniques to change the beliefs or behavior of one or more people for political purposes. Whether any techniques at all exist that will actually work to change thought and behavior to

the degree that the term "brainwashing" connotes is a controversial and at times hotly debated question.

- **Bridge program:** This is a higher education program specifically designed to assist a student with an attained initial educational level (or an initial level of professional licensure) to attend college courses and achieve a terminal degree (or a higher level of professional licensure) in the same field of study and in less time than an entry-level student would require. Bridge programs are most notable among healthcare professions.
- **Brown v. Board of Education of Topeka:** 347 U.S. 483 (1954) A landmark case of the United States Supreme Court which explicitly outlawed de jure racial segregation of public education facilities (legal establishment of separate government-run schools for blacks and whites), ruling so on the grounds that the doctrine of "separate but equal" public education could never truly provide black Americans with facilities of the same standards available to white Americans. A companion case dealt with the constitutionality of segregation in the District of Columbia, (not a state and therefore not subject to the Fourteenth Amendment), *Bolling v. Sharpe*, 347 U.S. 497 (1954).
- **Bully:** An individual, thought to be emotionally dysfunctional, who torments others through verbal harassment, physical assault, or other more subtle methods of coercion.

## C

- **Campus novel:** A novel whose main action is set in and around the campus of a university. The genre, dating back to the late 1940s, is popular because it allows the author to show the quirks of human nature, and reactions to pressure (for exams etc.) within a controlled environment or to describe the reaction of a fixed socio-cultural perspective (the academic staff) to new social attitudes (the new student intake).
- **Chemistry education:** An active area of research within both the disciplines of chemistry and education. The main focus of research is on learning and teaching of chemistry in schools, colleges and universities. The practice of chemical education is teaching chemistry to students and the training of teachers to teach chemistry. The research aspect deals with how to teach and how to improve learning outcomes.

- **Child** (plural: children): A young human. Depending on context it may mean someone who is not yet an adult, or someone who has not yet reached puberty (someone who is prepubescent). Child is also a counterpart of parent: adults are the children of their parents despite their maturation beyond infancy; for example "Benjamin, aged 46, is the child of Tobias, aged 73".
- **Classical conditioning; Pavlovian conditioning; respondent conditioning:** A type of associative learning. These associations are formed by pairing two stimuli—what Ivan Pavlov described as the learning of conditioned behavior—to condition an animal to give a certain response. The simplest form of classical conditioning is reminiscent of what Aristotle would have called the law of contiguity which states that: "When two things commonly occur together, the appearance of one will bring the other to mind."
- **Classical education:** May refer to the education of antiquity and the Middle Ages, or the education of later periods based on Classics and Western culture, or the completely different Chinese tradition of education, based in large part on Confucian and Taoist traditions.
- **Classroom management:** A term used by many teachers to describe the process of ensuring lessons run smoothly without disruptive behaviour by students. It is possibly the most difficult aspect of teaching for many teachers and indeed experiencing problems in this area causes many people to leave teaching altogether. It is closely linked to issues of motivation, discipline and respect.
- **Coaching:** A coach is a person who teaches and directs another person via encouragement and advice. This use of the term "coaching" appears to have origins in English traditional university "cramming" in the mid-19th century. (The name allegedly recalls the multitasking skills associated with controlling the team of a horse-drawn stagecoach.) By the 1880s American college sports teams had—in addition to managers -- coaches. Sometime in the 20th century, non-sporting coaches emerged: non-experts in the specific technical skills of their clients, but who nevertheless ventured to offer generalised motivational or inspirational advice.
- **Coeducation:** The integrated education of men and women at the same school facilities; co-ed is a shortened adjectival form of co-educational. Before the 1960s,

many private institutions of higher education restricted their enrollment to a single sex. Indeed, most institutions of higher education—regardless of being public or private—restricted their enrollment to a single sex at some point in their history. "Coed" is an informal (and increasingly archaic) term for a female student attending such a college or university.

- **Cognitive maps** (mental maps, mind maps, cognitive models, or mental models): A type of mental processing, or cognition, composed of a series of psychological transformations by which an individual can acquire, code, store, recall, and decode information about the relative locations and attributes of phenomena in their everyday or metaphorical spatial environment. Here, 'cognition' can be used to refer to the mental models, or belief systems, that people use to perceive, contextualize, simplify, and make sense of otherwise complex problems. As they have been studied in various fields of science, these mental models are often referred to, variously, as cognitive maps, scripts, schemata, and frames of reference.
- **Cognitive relativism:** (also called epistemic or epistemological relativism) A philosophy that claims the truth or falsity of a statement is relative to a social group.
- **Collaborative learning:** An umbrella term for a variety of approaches in education that involve joint intellectual effort by students or students and teachers. Groups of students work together in searching for understanding, meaning or solutions or in creating a product. The approach is closely related to cooperative learning, but is considered to be more radical because of its reliance on youth voice. Collaborative learning activities can include collaborative writing, group projects, and other activities.
- **College:** An educational institution or a constituent part of one. A college may be a degree-awarding tertiary educational institution, a part of a collegiate or federal university, an institution offering vocational education, or a secondary school.
- **College athletics:** Refers to a set of physical activities comprising sports and games put into place by institutions of tertiary education (colleges in American English). In the United States, college athletics is overseen by the National Collegiate Athletic Association and by the National Association of Intercollegiate Athletics. College athletics has a high profile in the United States, and to a lesser extent in

Canada, where it is known as interuniversity sport. In the most of the rest of the world the equivalent level of competition is only followed by the competitors and their close friends and families.

- **Common sense** (or as an adjective, commonsense): What people in common would agree; that which they "sense" in common as their common natural understanding. Some use the phrase to refer to beliefs or propositions that in their opinion they consider would in most people's experience be prudent and of sound judgment, without dependence upon esoteric knowledge or study or research, but based upon what is believed to be knowledge held by people "in common". The knowledge and experience most people have, or are believed to have by the person using the term.
- **Community of practice** (often abbreviated as CoP): Refers to the process of social learning that occurs when people who have a common interest in some subject or problem collaborate over an extended period to share ideas, find solutions, and build innovations.
- **Comparative education**: Seeks to throw light on education in one country (or group of countries) by using data and insights drawn from the practices and situation in another country, or countries.
- **Computer Based Learning** (sometimes abbreviated CBL): Refers to the use of computers as a key component of the educational environment. While this can refer to the use of computers in a classroom, the term more broadly refers to a structured environment in which computers are used for teaching purposes. The concept is generally seen as being distinct from the use of computers in ways where learning is at least a peripheral element of the experience (e.g. computer games and web browsing).
- **Concept mapping**: A technique for visualizing the relationships between different concepts. A concept map is a diagram showing the relationships between concepts. Concepts are connected with labelled arrows, in a downward-branching hierarchical structure. The relationship between concepts is articulated in linking phrases, e.g., "gives rise to", "results in", "is required by," or "contributes to". Concept mapping serves several purposes. One, which takes place via knowledge

elicitation, is to represent the mental models, i.e., the cognitive map of individuals, teams and organizations. Another, which takes place by knowledge capture, is to represent the structure of knowledge gleaned from written documents. The addition of knowledge resources, e.g., diagrams, reports, other concept maps, spreadsheets, etc., to the concept nodes (attached during or after construction) has been found to significantly improve the level of meaningful learning of the concept mapper. Educators are increasingly realising the utility of such maps and have started using them in classroom.

- **Constructivism:** A set of assumptions about the nature of human learning that guide constructivist learning theories and teaching methods. Constructivism values developmentally appropriate, teacher-supported learning that is initiated and directed by the student.
- **Constructivist epistemology:** A recent development in philosophy which criticizes essentialism, whether it is in the form of medieval realism, classical rationalism, or empiricism. It originated in sociology under the term social constructionism and has been given the name constructivism when referring to philosophical epistemology, though constructionism and constructivism are often used interchangeably. Constructivism views all of our knowledge as "constructed," because it does not reflect any external "transcendent" realities; it is contingent on convention, human perception, and social experience. It is believed by constructivists that representations of physical and biological reality, including race, sexuality, and gender are socially constructed (Hegel, Gars, and Marx were among the first to suggest such an ambitious expansion of social determinism). The common thread between all forms of constructivism is that they do not focus on an ontological reality, but instead on the constructed reality.
- **Cooperative education:** A structured method of combining academic education with practical work experience. Research indicates that one of the attributes employers value most in newly hired employees is work experience. A cooperative education experience, commonly known as a "co-op", provides academic credit for career work. Cooperative education is taking on new importance in school-to-work transition, service learning, and experiential learning initiatives.

- **Cooperative learning:** Proposed in response to traditional curriculum-driven education. In cooperative learning environments, students interact in purposely structured heterogeneous group to support the learning of one self and others in the same group.
- **Course:** in the United States, a unit of instruction in one subject, lasting one academic term
- **Course of study:** in the British Commonwealth, a programme of education leading to a degree or diploma
- **Creativity:** A human mental phenomenon based around the deployment of mental skills and/or conceptual tools, which, in turn, originate and develop innovation, inspiration, or insight.
- **Creativity techniques:** Heuristic methods to facilitate creativity in a person or a group of people. Generally, most creativity techniques use associations between the goal (or the problem), the current state (which may be an imperfect solution to the problem), and some stimulus (possibly selected randomly). There is an analogy between many creativity techniques and methods of evolutionary computation.
- **Critical pedagogy:** A teaching approach which attempts to help students question and challenge domination, and the beliefs and practices that dominate. In other words, it is a theory and practice of helping students achieve critical consciousness. In this tradition the teacher works to lead students to question ideologies and practices considered oppressive (including those at school), and encourage liberatory collective and individual responses to the actual conditions of their own lives.
- **Critical thinking:** Consists of a mental process of analyzing or evaluating information, particularly statements or propositions that people have offered as true. It forms a process of reflecting upon the meaning of statements, examining the offered evidence and reasoning, and forming judgments about the facts. Critical thinkers can gather such information from observation, experience, reasoning, and/or communication. Critical thinking has its basis in intellectual values that go beyond

subject-matter divisions and which include: clarity, accuracy, precision, evidence, thoroughness and fairness.

- **Cultural learning:** The way a group of people within a society or culture tend to learn and pass on new information. Learning styles are greatly influenced by how a culture socializes with its children and young people.
- **Curriculum:** (plural curricula) The set of courses and their contents offered by an institution such as a school or university. In some cases, a curriculum may be partially or entirely determined by an external body (such as the National Curriculum for England in English schools). In the U.S., the basic curriculum is established by each state with the individual school districts adjusting it to their desires; in Australia each state's Education Department sets the various curricula.

## D

- **Deemed university:** 'Deemed-to-be-University', Status of autonomy granted to high performing institutes and departments of various universities in India by Government of India.
- **Distance:** (or distance learning) A field of education that focuses on the pedagogy/andragogy, technology, and instructional systems design that is effectively incorporated in delivering education to students who are not physically "on site" to receive their education. Instead, teachers and students may communicate asynchronously (at times of their own choosing) by exchanging printed or electronic media, or through technology that allows them to communicate in real time (synchronously). Distance education courses that require a physical on-site presence for any reason including the taking of examinations is considered to be a hybrid or blended course or program.
- **Dunce:** A person incapable of learning. The word is derived from the name of the great schoolman, John Duns Scotus, whose works on logic, theology and philosophy were accepted textbooks in the universities from the 14th century.
- **Dyslexia:** Said to be a neurological disorder with biochemical and genetic markers. Dyslexia was originally defined as a difficulty with reading and writing that could not be explained by general intelligence. One diagnostic approach is to

compare their ability in areas such as reading and writing to that which would be predicted by his or her general level of intelligence, but some would say that it is not certain that intelligence should be a predictor of reading or writing ability; and also that the causes, effects and treatments of reading disabilities may be similar for all levels of intelligence.

## E

- **Early childhood education:** Covers the education of a child from the period from birth to eight years of age.
- **Education:** A social science that encompasses teaching and learning specific knowledge, beliefs, and skills. Licensed and practicing teachers in the field use a variety of methods and materials in order to impart a curriculum.
- **Education policy:** is the collection of rules, both stated and implicit, or the regularities in practice that govern the behavior of persons in schools. Education policy analysis is the scholarly study of education policy.
- **Education reform:** A plan, program, or movement which attempts to bring about a systematic change in educational theory or practice across a community or society.
- **Education voucher:** (commonly called a school voucher) A certificate by which parents are given the ability to pay for the education of their children at a school of their choice, rather than the public school to which they were assigned. These vouchers would be paid for using tax revenues.
- **Educational animation:** Animation produced for the specific purpose of fostering learning.
- **Educational background:** Past experience in education. To become an engineer in Electronics you need to have a scientific educational background.
- **Educational counseling:** Conducted by counselors in schools and universities. It is intended to help children suffering from education-related traumas such as beatings and other forms of corporal punishment used in many countries. A more

common application is with children who have been abused or bullied. The counselor works with the child to help him or her get over the trauma he or she has suffered.

- **Educational evaluation:** The evaluation process of characterizing and appraising some aspect of the education enterprise.
- **Educational film:** A film or movie whose primary purpose is to educate. Educational films have been used in classrooms as an alternative to other teaching methods.
- **Educational games:** Games, including video games of this genre, designed to teach people, typically children, about a certain subject or help them learn a skill as they play. Some people call these types of games edutainment because they combine education and entertainment.
- **Educational goals:** Each country identifies the educational goals to be achieved by its educational system.
- **Educational leadership:** Leadership in formal educational settings. It draws upon interdisciplinary literature, generally, but ideally distinguishes itself through its focus on pedagogy, epistemology and human development. In contemporary practice it borrows from political science and business. Debate within the field relates to this tension.
- **Educational organization:** Organization within the scope of education. It is a common misconception that this means it is organizing educational system; rather, it deals with the theory of organization as it applies to education of the human mind.
- **Educational perennialism:** Perennialists believe that one should teach the things that they believe are of everlasting importance to all people everywhere. They believe that the most important topics develop a person. Since details of fact change constantly, these cannot be the most important. Therefore, one should teach principles, not facts. Since people are human, one should teach first about humans, not machines or techniques. Since people are people first, and workers second if at all, one should teach liberal topics first, not vocational topics.

- **Educational programming language:** A programming language that is designed primarily as a learning instrument and not so much as a tool for writing real-world application programs.
- **Educational psychology:** The study of how humans learn in educational settings, the effectiveness of educational treatments, the psychology of teaching, and the social psychology of schools as organizations. Although the terms "educational psychology" and "school psychology" are often used interchangeably, researchers and theorists are likely to be identified as educational psychologists, whereas practitioners in schools or school-related settings are identified as school psychologists. Educational psychology is concerned with the processes of educational attainment among the general population and sub-populations such as gifted children and those subject to specific disabilities.
- **Educational research:** Research conducted to investigate behavioral patterns in pupils, students, teachers and other participants in schools and other educational institutions. Such research is often conducted by examining work products such as documents and standardized test results. The methods of educational research are derived chiefly from the social sciences, and in particular from psychology.
- **Educational software:** Computer software whose primary purpose is teaching or self-learning.
- **Educational system:** Educational systems are established to provide education and training, often for children and the young. "The educational system in most underdeveloped countries needs to be reformed."
- **Educational technology:** The use of technology to improve education. It is a systematic, iterative process for designing instruction or training used to improve performance. Educational technology is sometimes also known as instructional technology or learning technology.
- **E-learning:** An approach to facilitate and enhance learning through, and based on, both computer and communications technology. Such devices can include personal computers, CD-ROMs, Digital Television, P.D.A.s and Mobile Phones. Communications technology enables the use of the Internet, email, discussion

forums, collaborative software and team learning systems (see also online deliberation).

- **Electronic portfolio:** In the context of education and learning, an electronic portfolio, normally known as an ePortfolio or a digital portfolio, is a portfolio based on electronic media and services. It consists of a personal digital record containing information such as a collection of artifacts or evidence demonstrating what one knows and can do.
- **Empirical knowledge:** (or a posteriori knowledge) Propositional knowledge obtained by experience or sensorial information. It is contrasted with a priori knowledge, or knowledge that is gained through the apprehension of innate ideas, "intuition," "pure reason," or other non-experiential sources. The natural and social sciences are usually considered a posteriori, literally "after the fact," disciplines. Mathematics and logic are usually considered a priori, "before the fact," disciplines.
- **Engagement:** The sentiment a student feels or does not feel towards learning or the learning environment.
- **Epistemic theories of truth:** Attempts to analyse the notion of truth in terms of epistemic notions such as "belief", "acceptance", "verification", "justification", "perspective" and so on. There is a variety of such conceptions, and they may be classified into verificationist theories and perspectivalist and relativist theories.
- **Epistemology:** (from the Greek words episteme (knowledge) and logos (word/speech)) The branch of philosophy that deals with the nature, origin and scope of knowledge. Historically, it has been one of the most investigated and most debated of all philosophical subjects. Much of this debate has focused on analysing the nature and variety of knowledge and how it relates to similar notions such as truth and belief. Much of this discussion concerns the justification of knowledge claims, that is the grounds on which one can claim to know a particular fact.
- **Exchange student:** A student (usually from high school or university) who temporarily goes abroad and lives with a host family in a foreign country, and attends school there. That host family often also sends a child of theirs abroad, usually to the same country as the student they are hosting. In this way, the two students are said to

have been "exchanged," essentially temporarily trading countries with each other, although the period of exchange may not necessarily be simultaneous. The main purpose of exchange programs is to increase cultural understanding, both for the student and the people in the host country he/she comes into contact with. Exchanges are often arranged by organizations created for this purpose, called student exchange programs. Youth For Understanding and American Field Service are two examples of these organizations.

- **Experience:** Comprises knowledge of or skill in or observation of some thing or some event gained through involvement in or exposure to that thing or event. The history of the word experience aligns it closely with the concept of experiment. The concept of experience generally refers to know-how or procedural knowledge, rather than propositional knowledge. Philosophers dub knowledge based on experience "empirical knowledge" or "a posteriori knowledge". A person with considerable experience in a certain field can gain a reputation as an expert.
- **Experiential education:** (or "learning by doing") The process of actively engaging students in an authentic experience that will have benefits and consequences. Students make discoveries and experiment with knowledge themselves instead of hearing or reading about the experiences of others. Students also reflect on their experiences, thus developing new skills, new attitudes, and new theories or ways of thinking. Experiential education is related to the constructivist learning theory.
- **Experimental analysis of behavior:** The name given to the approach to psychology founded by B. F. Skinner. As its name suggests, its foundational principle was the rejection of theoretical analysis, in particular the kinds of learning theory that had grown up in the comparative psychology of the 1920-1950 period, in favor of a more direct approach. It owed its early success to the effectiveness of Skinner's procedure of operant conditioning, both in the laboratory and in behavior therapy.
- **Expulsion (education):** Removing a student from a school or university for violating rules or academic honor codes. Extra credit is an academic concept, particularly used in schools. Students are offered the opportunity to undertake optional work, additional to their compulsory school work, in order to gain additional credit that would boost their grades.

- **Extracurricular activities:** Activities performed by students that fall outside the realm of the normal curriculum of school or university education. Extracurricular activities exist at all levels of education, from high school and college to university education. Such activities are generally voluntary as opposed to mandatory, non-paying, tend to be social or philanthropic as opposed to scholastic, and involve others of the same age. Students often organize and direct these activities under faculty sponsorship.

## F

- **Forbidden knowledge:** (in contrast to secret knowledge) Used to describe forbidden books or other information to which access is restricted or deprecated for political or religious reasons. Forbidden knowledge is commonly not secret, rather a society or various institutions will use repressive mechanisms to either completely prevent the publication of information they find objectionable or dangerous (censorship), or failing that, to try to reduce the public's trust in such information (propaganda). Public repression can create paradoxical situation where the proscribed information is generally common knowledge but publicly citing it is disallowed.
- **Formal education:** Formal education results from a program of instruction in an educational institution leading to a qualification / certification.
- **Functional illiteracy:** Refers to the inability of an individual to use reading, speaking, writing, and computational skills efficiently in everyday life situations. Unlike an illiterate, a functionally illiterate adult could be able to read and write text in his native language (with a variable degree of grammatical correctness, speed, and style), but is unable like the first, even in his own cultural and linguistic environment, to perform such fundamental tasks as filling out an application for employment, following written instructions, reading a newspaper, reading traffic signs, consulting a dictionary, or understanding a bus schedule.
- **Future Problem Solving Program:** (FPSP) An international academic competition. Over 250,000 students internationally participate in the Future Problem Solving program every year. Participating countries include the United States, Canada, Australia, New Zealand, Korea, Malaysia, Russia, Hong Kong and Singapore.

## G

- **Gifted:** (intellectual giftedness) An intellectual ability significantly higher than average. Gifted children develop asynchronously; their minds are often ahead of their physical growth, and specific cognitive and emotional functions often are at different stages of development within a single person. Gifted individuals form a heterogeneous group. Because gifted children are intellectually ahead of most of their age peers in at least one major subject area, they frequently require gifted education programs to reach their potential and avoid boredom. Gifted individuals experience the world differently and more intensely, resulting in unique social and emotional issues. The concept of giftedness has historically been rife with controversy, some even denying that this group exists.
- **Gifted education:** is a broad term for special practices, procedures and theories used in the education of children who have been identified as gifted or talented. Youths are usually identified as gifted by placing highly on certain standardized tests. Advocates of gifted education argue that gifted and/or talented youth are so perceptually and intellectually above the mean, it is appropriate to pace their lessons more aggressively, track them into honors, Advanced Placement, or International Baccalaureate courses, or otherwise provide educational enrichment.
- **Gymnasia and Realgymnasia:** (singular: Gymnasium) and Realgymnasia were the classical higher or secondary schools of Germany from the sixteenth century to the twentieth century. Students were admitted at 9 or 10 years of age and were required to have a knowledge of reading, writing, and arithmetic.

## H

- **Habituation:** An example of non-associative learning in which there is a progressive diminution of behavioral response probability with repetition of a stimulus. It is another form of integration.
- **Heutagogy:** The study of self-determined learning.
- **Hidden curriculum:** Draws attention to the idea that schools do more than simply transmit knowledge, as laid down in the official curricula. It is often used to criticize the social implications, political underpinnings, and cultural outcomes of

modern educative activities. While early examinations were concerned with identifying the anti-democratic nature of schooling, later studies have taken various tones, including those concerned with socialism, capitalism, and anarchism in education. The University of Cambridge is an institute of higher learning.

- **Higher education:** Education provided by universities and other institutions that award academic degrees, such as community colleges, and liberal arts colleges. Higher education includes both the teaching and the research activities of universities, and within the realm of teaching, it includes both the undergraduate level (sometimes referred to as tertiary education) and the graduate (or postgraduate) level (sometimes referred to as quaternary education or graduate school). Higher education differs from other forms of post-secondary education such as vocational education. However, most professional education is included within higher education, and many postgraduate qualifications are strongly vocationally or professionally oriented, for example in disciplines such as law and medicine.
- **History of ideas:** A field of research in history and in related fields dealing with the expression, preservation, and change of human ideas over time. Scholars often consider the history of ideas a sister discipline to, or a particular approach within, intellectual history. Work in the history of ideas usually involves close research in the history of philosophy and the history of literature.
- **Homeschooling:** (also home education or home school) An educational alternative in which children are educated at home and in the community, in contrast to a compulsory education which takes place in an institution such as a publicly run or privately run school. Home education methods are similar to those widely used before the popularization of compulsory education in the 19th century. Before this time, the majority of education worldwide was provided at home by family and community members, with only the privileged attending privately run schools or employing tutors, the only available alternatives at the time.

## I

- **Individuals with Disabilities Education Act (IDEA):** a U.S. federal law on Special Education

- **Individualized instruction:** A method of instruction in which content, instructional materials, instructional media, and pace of learning are based upon the abilities and interests of each individual learner.
- **Informal education:** Informal education occurs in daily work, leisure or family.
- **Inquiry education:** (sometimes known as the inquiry method) A student-centered method of education focused on asking questions. Students are encouraged to ask questions which are meaningful to them, and which do not necessarily have easy answers; teachers are encouraged to avoid speaking at all when this is possible, and in any case to avoid giving answers in favor of asking more questions.
- **Instructional capital:** A term used in educational administration after the 1960s, to reflect capital resulting from investment in producing learning materials.
- **Instructional design:** (also known as instructional systems design) The analysis of learning needs and systematic development of instruction. Instructional designers often use instructional technology as a method for developing instruction. Instructional design models typically specify a method, that if followed will facilitate the transfer of knowledge, skills and attitude to the recipient or acquirer of the instruction.
- **Instructional Leadership:** Actions or behaviors exhibited by an individual or group in the field of education that are characterized by knowledge and skill in the area of curriculum and instructional methodology, the provision of resources so that the school's mission can be met, skilled communication in one-on-one, small-group and large-group settings, and the establishment of a clear and articulated vision for the educational institution. This vision, and decision making based on this vision are ideally characterized by a collaborative process and are inclusive of multiple stakeholders. Instructional leaders also promote collegiality and leadership behavior amongst other members of the institution.
- **Instructional scaffolding:** The provision of sufficient supports to promote learning when concepts and skills are being first introduced to students.

- **Instructional technology:** Born as a military response to the problems of a labor shortage during WWII in the United States. There was a definitive need to fill the factories with skilled labor. Instructional technology provided a methodology for training in a systematic and efficient manner.
- **Instructional theory:** A discipline that focuses on how to structure material for promoting the education of humans, particularly youth. Originating in the United States in the late 1970s, instructional theory is typically divided into two categories: the cognitive and behaviorist schools of thought. Instructional theory was spawned off the 1956 work of Benjamin Bloom, a University of Chicago professor, and the results of his Taxonomy of Education Objectives — one of the first modern codifications of the learning process. One of the first instructional theorists was Robert M. Gagne, who in 1965 published Conditions of Learning for the Florida State University's Department of Educational Research. Renowned psychologist B. F. Skinner's theories of behavior were highly influential on instructional theorists because their hypotheses can be tested fairly easily with the scientific process.
- **Integrative learning:** A learning theory describing a movement toward integrated lessons helping students make connections across curricula. This higher education concept is distinct from the elementary and high school "integrated curriculum" movement.
- **Intelligence (trait):** The mental capacity to reason, plan, solve problems, think abstractly, comprehend ideas and language, and learn. Although nonscientists generally regard the concept of intelligence as having much broader scope, in psychology, the study of intelligence generally regards this trait as distinct from creativity, personality, character, or wisdom.
- **International education:** The practice and/or study of international cooperation and aid among countries, including the exchange of students, teachers, and researchers between countries. International education is connected to comparative education.
- **Intrinsic motivation:** Evident when people engage in an activity for its own sake, without some obvious external incentive present. A hobby is a typical example.

- **Invigilator:** Someone who ensures the smooth running of exams. An invigilator is responsible for ensuring that the Awarding Body's regulations are complied with; that exams start and finish at the correct time; that exam papers are secure whilst in their care; that attendance and seating plans are recorded; and that no cheating takes place. The invigilator will also deal with any problems that arise during an exam, including emergency evacuations, and ensure that no unauthorised materials are present, including mobile phones.

## J

- **Joint Committee on Standards for Educational Evaluation:** A coalition of major professional associations formed in 1975 to help improve the quality of evaluation. The Joint Committee published three sets of standards for evaluations. The Personnel Evaluation Standards was published in 1988, The Program Evaluation Standards (2nd edition) was published in 1994, and The Student Evaluations Standards was published in 2003.

## K

- **Kindergarten:** (German for garden for children) A name used in many parts of the world for the first stages of a child's classroom education. In some parts kindergarten is part of the formal school system; in others it may refer to pre-school or daycare.
- **Kinesthetic learning:** A teaching and learning style in which learning takes place by the student actually carrying out a physical activity, rather than listening to a lecture or merely watching a demonstration. Building dioramas, physical models or participating in role-playing or historical reenactment are some examples. Other examples include the kindergarten practice of having chilling with
- **Knowledge:** Information of which someone is aware. Knowledge is also used to mean the confident understanding of a subject, potentially with the ability to use it for a specific purpose. The unreliability of memory limits the certainty of knowledge about the past, while unpredictability of events yet to occur limits the certainty of knowledge about the future. Epistemology is the philosophical study of the nature, origin, and scope of knowledge.

- **Knowledge Management:** (or KM) A term applied to techniques used for the systematic collection, transfer, security and management of information within organisations, along with systems designed to help make best use of that knowledge. In particular it refers to tools and techniques designed to preserve the availability of information held by key individuals and facilitate decision making and reducing risk.
- **Knowledge representation:** (KR) Most commonly used to refer to representations intended for processing by modern computers, and particularly for representations consisting of explicit objects.
- **Knowledge transfer:** In the fields of Organizational development and organizational learning, is the practical problem of getting a packet of knowledge from one part of the organization to another (or all other) parts of the organization. It is considered to be more than just a communications problem.
- **Knowledge visualization:** A sub discipline of Information Design and Instructional Message Design (pedagogy; didactics, pedagogical Psychology). Knowledge Visualization aims to improve the transfer of knowledge by using computer and non-computer based visuals complementary. Examples of such visual formats are photographs, information graphics, sketches, diagrams, images, mind maps, objects, interactive visualizations, dynamic visuals (animations), information visualization applications, imaginary visualizations, stories. There is a girl named Niquey on facebook and she is pissing me tf off her big swabsy ass.

## L

- **Language education:** The teaching and learning of a language or languages, usually as foreign languages.
- **Law (principle):** Refers to universal principles that describe the fundamental nature of something, to universal properties and relationships between things, or to descriptions that purport to explain these principles and relationships.
- **Learning:** The process of acquiring knowledge, skills, attitudes, or values, through study, experience, or teaching, that causes a change of behavior that is persistent, measurable, and specified or allows an individual to formulate a new mental construct or revise a prior mental construct (conceptual knowledge such as

attitudes or values). It is a process that depends on experience and leads to long-term changes in behavior potential.

- **Learning by teaching (LdL):** In professional education (in German "Lernen durch Lehren", therefore LdL) designates a method which allows pupils and students to prepare and teach lessons or parts of lessons. Learning by teaching should not be confused with presentations or lectures by students, as students do not only convey a certain content, but choose their own methodological and didactical approach in teaching their classmates a certain area of the respective subject.
- **Learning disability:** In the United States, the term learning disability is used to refer to socio-biological conditions that affect a persons communicative capacities and potential to learn. The term includes conditions such as perceptual disability, brain injury, minimal brain dysfunction, autism, dyslexia, and developmental aphasia. In the United Kingdom, the term learning disability is used more generally to refer to developmental disability and intellectual disability.
- **Learning goals:** Learning goals are the target behavior a learner attains through his learning experience.
- **Learning needs:** Learners should identify their learning needs in order to get the appropriate learning.
- **Learning outcome:** The term may refer to course aims (intended learning outcomes) or may be roughly synonymous with educational objectives (observed learning outcomes). Usage varies between organisations.
- **Learning strategies:** Learning strategies (or study skills) are techniques used to proceed in your own learning.
- **Lecture:** An oral presentation intended to teach people about a particular subject, for example by a university or college teacher. Lectures are used to convey critical information, history, background, theories and equations. A politician's speech, a minister's sermon, or even a businessman's sales presentation may be similar in form to a lecture. Usually the lecturer will stand at the front of the room and recite information relevant to the lecture's content.

- **Legal education:** The education of individuals who intend to become legal professionals (attorneys and judges) or those who simply intend to use their law degree to some end, either related to law (such as politics or academic) or unrelated (such as business entrepreneurship). This entry primarily discusses some of the general attributes of legal education in the United States for those who intend to use their degree in order to become legal professionals.
- **Lesson plan:** A teacher's detailed description of the course of instruction for an individual lesson. While there is no one way to construct a correct lesson plan, most lesson plans contain similar elements.
- **Liberal arts:** Studies that are intended to provide general knowledge and intellectual skills, rather than more specialized occupational or professional skills. The scope of the liberal arts has changed with society. It once emphasised the education of elites in the classics; but, with the rise of science and humanities during the Age of Enlightenment, the scope and meaning of "liberal arts" expanded to include them. Still excluded from the liberal arts are topics that are specific to particular occupations, such as agriculture, business, dentistry, engineering, medicine, pedagogy (school-teaching), and pharmacy.
- **List group label strategy:** a prereading strategy designed to help students make connections to prior knowledge.
- **Literacy:** The ability to read, write, speak, and listen. In modern context, the word means reading and writing in a level adequate for written communication and generally a level that enables one to successfully function at certain levels of a society.

## M

- **Mastery learning:** An instructional method that presumes all children can learn if they are provided with the appropriate learning conditions. Specifically, mastery learning is a method whereby students are not advanced to a subsequent learning objective until they demonstrate proficiency with the current one.
- **MEB:** A Master's in European Business providing knowledge and skills both in Economics and Management.

- **Mathematics education:** The study of practices and methods of both the teaching and learning of mathematics. Furthermore, mathematics educators are concerned with the development of tools that facilitate practice and/or the study of practice. Mathematics education has been a hotly debated subject in modern society. There is an ambiguity in the term for it refers both to these practices in classrooms around the world, but also to an emergent discipline with its own journals, conferences, etc. The main international body involved is the International Commission on Mathematical Instruction.
- **Medical education:** Education related to the practice of being a medical practitioner, either the initial training to become a doctor or further training thereafter. Medical education and training varies considerably across the world. Various teaching methodologies have been utilised in medical education, which is an active area of educational research.
- **Memory:** The ability of the brain to store, retain, and subsequently recall information. Although traditional studies of memory began in the realms of philosophy, the late nineteenth and early twentieth century put memory within the paradigms of cognitive psychology. In the recent decades, it has become one of the principal pillars of a new branch of science that represents a marriage between cognitive psychology and neuroscience, called cognitive neuroscience.
- **Mentoring:** A developmental relationship between a more experienced mentor and a less experienced partner referred to as a mentee or protégé. Usually - but not necessarily - the mentor/protégé pair will be of the same sex. The roots of the practice are lost in antiquity. The word itself was inspired by the character of Mentor in Homer's *Odyssey*. Though the actual Mentor in the story is a somewhat ineffective old man, the goddess Athena takes on his appearance in order to guide young Telemachus in his time of difficulty. Historically significant systems of mentorship include apprenticing under the medieval guild system, and the discipleship system practiced by both Rabbinical Judaism and the Christian church.
- **Medieval university:** The first European medieval institutions generally considered to be universities were established in Italy, France and England in the late 11th and the 12th Century for the study of arts, law, medicine, and theology. These

universities evolved from much older schools and monasteries, and it is difficult to define the first date at which they became true universities for teaching higher education, although the lists of studia generali for higher education in Europe held by the Vatican are a useful guide. Some other institutions such as the imperial university of Constantinople claim that they changed from schools to universities as early as the 11th Century.

- **Medieval university (Asia):** Medieval universities did not exist in Asia in the strict sense of the phrase. However, there were important centres of learning that can be compared to the universities of Europe. Unlike the European universities, non-western institutions of higher learning were never known to issue degrees to their graduates and therefore do not meet what many hold to be the technical definition of university. This does not, however, bar their importance to the history of non-western cultures.
- **Meta-:** In epistemology, the prefix meta- is used to mean about (its own category). For example, metadata is data about data (who has produced it, when, what format the data is in and so on). Similarly, meta-memory in psychology means an individual's intuition about whether or not they would remember something if they concentrated on recalling it. Any subject can be said to have a meta-theory, which is the theoretical consideration of its foundations and methods.
- **Metacognition:** Refers to thinking about cognition (memory, perception, calculation, association, etc.) itself. Metacognition can be divided into two types of knowledge: explicit, conscious, factual knowledge; and implicit, unconscious, procedural knowledge. The ability to think about thinking is unique to sapient species and indeed is one of the definitions of sapience. Metacognition is practiced to attempt to regulate one's own cognition, and maximize one's potential to think, learn and process stimuli from the surroundings.
- **Methodology:** Strictly speaking is the study and knowledge of methods; but the term is frequently used pretentiously to indicate a method or a set of methods. In other words, it is the study of techniques for problem-solving and seeking answers, as opposed to the techniques themselves.

- **Military education and training:** Process that intends to educate in combat and in situations of war.
- **Mind map:** (or mind-map) A diagram used for linking words and ideas to a central key word or idea. It is used to visualize, classify, structure, and generate ideas, as well as an aid in study, problem solving, and decision making. Mind uploading  
The futurist high technology to rapidly increase the speed of information exchange to neurology. A form of education that focuses on extreme time efficiency.
- **Motivation:** The driving force behind all actions of human beings and other animals. It is an internal state that activates behavior and gives it direction. Emotion is closely related to motivation, and may be regarded as the subjectively experienced component of motivational states.
- **Music education:** Comprises the application of education methods in teaching music.

## N

- **NAACP Legal Defense and Educational Fund, Inc.:** (NAACP LDF or simply LDF) A leading United States civil rights organization. It was founded in 1940 under the leadership of Thurgood Marshall as part of the National Association for the Advancement of Colored People (NAACP) and spun out as a separate organization in 1957.
- **National Educational Television:** (NET) was an educational television network in the USA from 1952 until 1970 and was the predecessor of the Public Broadcasting Service.
- **National postgraduate representative body:** Exists in many countries representing postgraduate students/researchers undertaking their doctorate (PhD) or postdoctoral research. Some have a broader remit to represent all postgraduates, including those taking Master's degrees. A few countries have no specific body but are represented by a national body representing all students, including undergraduates. In Europe many of the national organisations have come together under the federation Eurodoc.

- **Network of practice:** Builds on the work on communities of practice by Jean Lave and Etienne Wenger in the early 1990s, John Seely Brown and Paul Duguid (2000) developed the concept of networks of practice (often abbreviated as NoPs). This concept refers to the overall set of various types of informal, emergent social networks that facilitate learning and knowledge sharing between individuals conducting practice-related tasks. In other words, networks of practice range from communities of practice to electronic networks of practice (often referred to as virtual or electronic communities).
- **Nines System:** The informal name for a grading scale often used at educational institutions in English-speaking countries, particularly the United States. The system owes its name to the fact that each of the top four letter grades in it cover a range of nine points. The minimum passing mark under it is almost always 65%, or five points higher than in the more widely used Tens System.
- **Normal school:** An educational institution for training teachers. Its purpose is to establish teaching standards or norms, hence its name. The term normal school is now archaic in all but a few countries. In New Zealand, for example, normal schools are affiliated with Teachers colleges. According to the Oxford English Dictionary, normal schools in the United States and Canada trained primary school teachers, while in Europe, normal schools educated primary, secondary and tertiary-level teachers.
- **Non-formal education:** Non-formal education results from a program but it is not usually evaluated and doesn't lead to certification.
- **Notetaking:** The practice of writing pieces of information, often in an informal or unstructured manner. One major specific type of notetaking is the practice of writing in shorthand, which can allow large amounts of information to be put on paper very quickly. Notes are frequently written in notebooks, though any available piece of paper can suffice in many circumstances—some people are especially fond of Post-It notes, for instance. Notetaking is an important skill for students, especially at the college level. Many different forms are used to structure information and make it easier to find later. Computers, particularly tablet PCs and personal digital assistants (PDAs) are beginning to see wide use as notetaking devices.

- **Numeracy:** A term that emerged in the United Kingdom as a contraction of "numerical literacy". In the United States, it is somewhat better known as "Quantitative Literacy," and is familiar to math educators and intellectuals but not in the common usage. Innumeracy is the absence of numeracy.

- **Nursery school:** (or preschool) A school for the education of very young children (generally five years of age and younger). These schools range from schools which seek to teach young children to schools which only provide childcare with little educational benefits. Schools which focus on education generally teach early social skills including interpersonal interaction, being a part of a group of peers, and classroom skills such as following the instructions of a teacher. Some formal education also takes place, such as early reading or language skills. Some nursery schools have adopted specialized methods of teaching, such as Montessori, High Scope, Reggio Emilia approach and various other pedagogy.

## O

- **Objective:** An educational objective is a statement of a goal which successful participants are expected demonstrably to achieve before the course or unit completes.

- **Objectivity** (philosophy): Has various meanings in philosophy, and is surely one of the most important philosophical problems, since it concerns the epistemological status of knowledge, the problem of an objective reality and the question of our subjective relationship to others objects in the world.

- **Obscurantism:** Opposition to extension or dissemination of knowledge beyond certain limits and to questioning dogmas. Obscurantism is the opposite of freethought and is often associated with religious fundamentalism by its opponents. Indeed, it is a commonly raised accusation in debates on academic freedom, with anti-communists and others associating it with the philosophy of G. W. F. Hegel and his followers (including Karl Marx) and more recently with opponents of Martin Heidegger doing the same.

- **Observation:** An activity of a sapient or sentient living being, which senses and assimilates the knowledge of a phenomenon in its framework of previous knowledge and ideas.

- **Observational learning:** (or social learning) Learning that occurs as a function of observing, retaining and replicating behavior observed in others. It is most associated with the work of psychologist Albert Bandura, who implemented some of the seminal studies in the area and initiated social learning theory. Although observational learning can take place at any stage in life, it is thought to be particularly important during childhood, particularly as authority becomes important.
- **Of Education:** Published in 1644, first appearing anonymously as a single eight-page quarto sheet (Ainsworth 6). Presented as a letter written in response to a request from the Puritan educational reformer Samuel Hartlib, it represents John Milton's most comprehensive statement on educational reform, and gives voice to his views “concerning the best and noblest way of education”. As outlined in the tractate, education carried for Milton a dual objective: one public, to “fit a man to perform justly, skillfully, and magnanimously all the offices, both private and public, of peace and war”; and the other private, to “repair the ruins of our first parents by regaining to know God aright, and out of that knowledge to love Him, to be like Him, as we may the nearest by possessing our soul of true virtue”.
- **Open problem:** A problem that can be formally stated and for which a solution is known to exist but which has not yet been solved. It is common in graduate schools to point out open problems to students.
- **Operant conditioning:** (so named by psychologist B. F. Skinner) The modification of behavior brought about over time by the consequences of said behavior. Operant conditioning is distinguished from Pavlovian conditioning in that operant conditioning deals with voluntary behavior explained by its consequences, while Pavlovian conditioning deals with involuntary behavior triggered by its antecedents.
- **Outdoor education:** (also known as adventure education) Usually refers to organized learning that takes place in the outdoors. Programs often involve residential or journey-based experiences in which students participate in a variety of adventurous challenges such as hiking, climbing, canoeing, ropes courses, and group games. Outdoor education programs draw upon the philosophy and theory of experiential education and may also focus on environmental education.

- **Overlearning:** A pedagogical concept according to which newly acquired skills should be practiced well beyond the point of initial mastery, leading to automaticity.

## P

- **Paradigm shift:** The term first used by Thomas Kuhn in his famous 1962 book *The Structure of Scientific Revolutions* to describe the process and result of a change in basic assumptions within the ruling theory of science. Don Tapscott was the first to use the term to describe information technology and business in his book of the same title. It has since become widely applied to many other realms of human experience as well.
- **Peace education:** The process of acquiring the knowledge and developing the attitudes, skills, and behaviour to live in harmony with oneself and with others. Peace education is based on a philosophy that teaches nonviolence, love, compassion, trust, fairness, cooperation, respect, and a reverence for the human family and all life on our planet. It is a social practice with shared values to which anyone can make a significant contribution.
- **Pedagogy:** The art or science of teaching. The word comes from the ancient Greek *paidagogos*, the slave who took little boys to and from school as part of *paideia*. The word "paidea" (παῖδιά) refers to children, which is why some like to make the distinction between pedagogy (teaching children) and andragogy (teaching adults). The Latin word for pedagogy, education, is much more widely used, and often the two are used interchangeably.
- **Personal development:** (also known as self-development or personal growth) Comprises the development of the self. The term may also refer to: traditional concepts of education or training; counselling and coaching for personal transformation; New Age movement and spiritual beliefs & concepts - including "inner pathways" to solve social and psychological issues; or professional development business trainers (some treat the whole person instead of business only).
- **Philosophy of education:** The study of the purpose, nature and ideal content of education. Other questions include the nature of the knowing mind and the human

subject, problems of authority, the relationship between education and society, etc. At least since Rousseau's time, the philosophy of education has been linked to theories of developmental psychology and human development.

- **Phonicetic:** Of or relating to the enhancement of meaning through the use of phonemes. The added layers of meaning due to the intentional use of sounds within an existing phonetic structure. Educational/technical jargon.
- **Physical education:** (PE, also called physical training - PT or gym) A course in the curriculum which utilizes the learning medium of large-muscle activities in a play or movement exploration setting. It is almost always mandatory for students in elementary schools, and often for students in middle schools and high schools.
- **Physics education:** A relatively new, yet active, area of research within the science of physics. The main focus of research is on learning and teaching of physics in both the highschool and college level.
- **Polymath:** (also known as a polyhistor) A person who excels in multiple fields, particularly in both arts and sciences. The most common other term for this phenomenon is Renaissance man, but also in use are Homo universalis and Uomo Universale, which in Latin and Italian, respectively, translate as "Universal Person" or "Universal Man". Note that in Latin homo may be male or female; the Latin word for a male human being vir. Informally used in contemporary discussion, a polymath is someone known to be skillful or excel in a broad range of intellectual fields.
- **Postgraduate education:** (or Quaternary education) The fourth-stage educational level, and follows the completion of an undergraduate degree at a college or university. Graduate school is an example of quaternary education; some consider masters-level degrees as part of tertiary education; some consider postdoctoral positions to be quaternary education while others consider them to be jobs.
- **Post-secondary education:** Any form of education that is taken after first attending a secondary school, such as a high school. The purpose of a post-secondary education can be to receive vocational education and training or to prepare for professions or scientific/academic careers through higher education.

- **Predictive power:** (of a scientific theory) Refers to its ability to generate testable predictions. Theories with strong predictive power are highly valued, because the predictions can often encourage the falsification of the theory. The concept of predictive power differs from explanatory or descriptive power (where phenomena that are already known are retrospectively explained by a given theory) in that it allows a prospective test of theoretical understanding.
- **Preschool education:** See Nursery school.
- **Primary education:** (or elementary education) Consists of the first years of formal, structured education that occurs during childhood. In most countries, it is compulsory for children to receive primary education (though in many jurisdictions it is permissible for parents to provide it). Primary education generally begins when children are four to seven years of age. The division between primary and secondary education is somewhat arbitrary, but it generally occurs at about twelve years of age (adolescence); some educational systems have separate middle schools for that period.
- **Private lessons:** Some students need private lessons to keep up with their mates in learning some school subjects.
- **Private schools:** Students who go to private schools pay fees.
- **Problem finding:** Problem discovery. It is part of the larger problem process that includes problem shaping and problem solving. Problem finding requires intellectual vision and insight into what is missing. This involves the application of creativity.
- **Problem shaping:** Revising a question so that the solution process can begin or continue. It is part of the larger problem process that includes problem finding and problem solving. Problem shaping (or problem framing) often involves the application of critical thinking.
- **Problem solving:** Forms part of thinking. It occurs if an organism or an artificial intelligence system does not know how to proceed from a given state to a

desired goal state. It is part of the larger problem process that includes problem finding and problem shaping.

- **Problem-based learning:** (PBL) A didactic concept of "active learning" in tertiary education, but is currently being adapted for use in K–12 education. The defining characteristics of PBL are: learning is driven by messy, open-ended problems; students work in small collaborative groups; and "teachers" are not required, the process uses "facilitators" of learning. Accordingly, students are encouraged to take responsibility for their group and organise and direct the learning process with support from a tutor or instructor. Advocates of PBL claim it can be used to enhance content knowledge and foster the development of communication, problem-solving, and self-directed learning skill.
- **Procedural knowledge:** (or know-how) The knowledge of how to perform some task. Know-how is different from other kinds of knowledge such as propositional knowledge in that it can be directly applied to a task. Procedural knowledge about solving problems differs from propositional knowledge about problem solving. For example, in some legal systems, this knowledge or know-how has been considered the intellectual property of a company, and can be transferred when that company is purchased.
- **Professional certification:** (trade certification, or professional designation often called simply certification or qualification) A designation earned by a person to certify that he is qualified to perform a job. Certification indicates that the individual has a specific knowledge, skills, or abilities in the view of the certifying body. Professional certifications are awarded by professional bodies and corporations. The difference between licensure and certification is licensure is required by law, whereas certification is generally voluntary. Sometimes the word certification is used for licensure.
- **Programmed instruction:** A field first studied extensively by the behaviorist B. F. Skinner. It consists of teaching through small lessons, where each lesson must be mastered in order to go on to the next. Students work through the programmed material by themselves at their own speed. After each step, they are presented with a question to test their comprehension, then are immediately shown the correct answer or given additional information.

- **Propositional knowledge:** (or declarative knowledge) Knowledge that some proposition is either true or false. This distinguishes propositional knowledge from know-how or procedural knowledge, which is the knowledge of how to perform some task. This article discusses propositional knowledge from a variety of perspectives, including philosophy, science, and history. What is the difference between knowledge and beliefs? A belief is an internal thought or memory which exists in one's mind. Most people accept that for a belief to be knowledge it must be, at least, true and justified. The Gettier problem in philosophy is the question of whether there are any other requirements before a belief can be accepted as knowledge.
- **Public education:** Schooling provided for the general public by the government, whether national or local, and paid for by taxes, which leads to it often being called state education. Schools provided under such a system are called public schools in many countries, but in England the term "public school" refers to an elite of privately funded independent schools which had their origins in medieval schools funded by charity to provide education for the poor.
- **Public education often involves the following:** public funding; compulsory student attendance; state certification of teachers and curricula; and testing and national standards.
- **Public school:** The term has different (and in some cases contradictory) meanings due to regional differences.
- **Pygmalion effect:** (or Rosenthal effect) refers to situations in which students perform better than other students simply because they are expected to do so.

## Q

- **Quiz:** A form of game or puzzle in which the players (as individuals or in teams), attempt to answer questions correctly. A quiz usually is a form of student assessment, but often has fewer questions of lesser difficulty and requires less time for completion than a test.

## R

- **Reading** (process): The process of retrieving and comprehending some form of stored information or ideas. These ideas are usually some sort of representation of

language, as symbols to be examined by sight, or by touch (for example Braille). Other types of reading may not be language-based, such as music notation or pictograms. By analogy, in computer science, reading is acquiring of data from some sort of computer storage.

- **Reading disability:** A condition in which a sufferer displays difficulty reading resulting primarily from neurological factors.
- **Reading education in the USA:** There are basically two different common methods of teaching reading. One usually refers to whole language approach ("look say"), the other usually refers to phonetics approach. The tension between these two approaches is often referred to as "the great debate".
- **Reason:** A term used in philosophy and other human sciences to refer to the higher cognitive faculties of the human mind. It describes a type of thought or aspect of thought, especially abstract thought, and the ability to think abstractly, which is felt to be especially human. The concept of reason is connected to language, as reflected in the meanings of the Greek word "logos", later to be translated by Latin "ratio" and then French "raison", from which the English word. Reason is thus a very important word in western intellectual history and shares much of its heritage with the now separate words logic and rationality.
- **Reasoning:** Defined very differently depending on the context of the understanding of reason as a form of knowledge. The Logical definition is the act of using reason, to derive a conclusion from certain premises, using a given methodology; and the two most commonly used explicit methods to reach a conclusion are deductive reasoning and inductive reasoning. However, within idealist philosophical contexts, reasoning is the mental process which informs our imagination, perceptions, thoughts, and feelings with whatever intelligibility these appear to contain; and thus links our experience with universal meaning. The specifics of the methods of reasoning are of interest to such disciplines as philosophy, logic, psychology, and artificial intelligence.
- **Recitation:** A discussion carried by a Teaching assistant to supplement a lecture given by a senior faculty at an academic institution. During the recitation, TAs

will review the lecture, expand on the concepts, and carry a discussion with the students.

- **Reference:** Something that refers or points to something else, or acts as a connection or a link between two things. The objects it links may be concrete, such as books or locations, or abstract, such as data, thoughts, or memories. The object which is named by a reference, or to which the reference points, is the referent.
- **Reinforcement:** In operant conditioning, reinforcement is any change in an organism's surroundings that: occurs regularly when the organism behaves in a given way (that is, is contingent on a specific response); and is associated with an increase in the probability that the response will be made or in another measure of its strength.
- **Religious education:** Teaches the doctrines of a religion. Its usual purpose is to teach children the basics of a religion. A less common purpose is to teach new adherents of a religion. Since people within a given country often hold varying religious and non-religious beliefs, government-sponsored religious education can be a source of conflict. Countries vary widely in whether religious education is allowed in government-run schools (often called "public schools"). Those that allow it also vary in the type of education provided.
- **Research:** Often described as an active, diligent, and systematic process of inquiry aimed at discovering, interpreting and revising facts. This intellectual investigation produces a greater understanding of events, behaviors, or theories, and makes practical applications through laws and theories. The term research is also used to describe a collection of information about a particular subject, and is usually associated with science and the scientific method.
- **Rhodes Scholarships:** Created by Cecil Rhodes and have been awarded to applicants annually since 1902 by the Oxford-based Rhodes Trust on the basis of academic qualities, as well as those of character. They provide the successful candidate with two years of study at the University of Oxford in England, possibly extended for a third year. When Rhodes died in 1902, his will stipulated that the greater part of his fortune was to go toward the establishment of a scholarship fund to reward applicants who exhibited worthy qualities of intellect, character, and physical ability.

- **Rote learning:** A learning technique which avoids grasping the inner complexities and inferences of the subject that is being learned and instead focuses on memorizing the material so that it can be recalled by the learner exactly the way it was read or heard.
- **Rubric (academic):** In education, a rubric is a set of criteria and standards linked to learning objectives that is used to assess a student's performance, such as on a paper, project, or essay.

## S

- **Sail training:** From its modern interpretations to its antecedents when maritime nations would send young naval officer candidates to sea (e.g., see *Outward Bound*), sail training provides an unconventional and effective way of building many useful skills on and off the water. Through the unique environment of the sea, contemporary sail trainees learn that what they are doing is important and that their efforts are essential to the operation and safety of the ship.
- **School:** A place designated for learning. The range of institutions covered by the term varies from country to country.
- **School bus:** A bus used to transport children and adolescents to and from school. The first school bus was horse-drawn, introduced in 1827 by George Shillibeer for a Quaker school at Abney Park in Stoke Newington, London, and was designed to carry twenty-five children. Since then, school buses of many types have become widespread, and motorised, and are used in all parts of the world.
- **School counselor:** A practitioner who meets the needs of students in three basic educational domains: academic development, career development, and personal/social development. This is accomplished through the implementation of a comprehensive school counseling program that promotes and enhances student achievement through a guidance curriculum, individual planning strategies, responsive services and comprehensive school counseling program support/advocacy.
- **School discipline:** A form of discipline found in schools. The term refers to students complying with a code of behaviour often known as the school rules. Among

other things these rules may set out the expected standards of clothing, timekeeping, social behaviour and work ethic. The term may also be applied to the punishment that is the consequence of transgression of the code of behaviour. For this reason the usage of school discipline sometimes means punishment for breaking school rules rather than behaving within the school rules.

- **School psychologist:** A practitioner who applies his psychological training to assess and help school children.
- **School subject:** A course or area of study: mathematics, English, French, physics...are school subjects. "Math is her best subject."
- **School uniform:** It is obligatory that students wear school uniforms in some schools.
- **School year:** The school year starts in September and ends in June
- **Science education:** The field concerned with sharing science content and process with individuals not traditionally considered part of the scientific community. The target individuals may be children, college students, or adults within the general public. The field of science education comprises science content, some sociology, and some teaching pedagogy.
- **Science fair:** Generally a competition where contestants create a project related to science or some scientific phenomenon. Science fairs usually are involved with children and schooling; however, the term can be used to describe science fairs independent of the age of the contestants involved. They are often also combined with competition in mathematics or history.
- **Secondary education:** is a period of education which, in most contemporary educational systems of the world, follows directly after primary education, and which may be followed by tertiary, "post-secondary", or "higher" education (e.g., university). In Australia and other countries secondary schools is the official term for institutions offering this period of education. In other parts of the English-speaking world, secondary school is often used synonymously with secondary education.

- **Self-concept:** (or self-identity) The mental and conceptual awareness and persistent regard that sentient beings hold with regard their own being. Components of a being's self-concept include physical, psychological, and social attributes; and can be influenced by its attitudes, habits, beliefs and ideas. These components and attributes can each be condensed to the general concepts of self-image and the self-esteem.
- **Self-efficacy:** The belief that one has the capabilities to execute the courses of actions required to manage prospective situations. Unlike efficacy, which is the power to produce an effect (in essence, competence), self-efficacy is the belief (however accurate) that one has the power to produce that effect. It is important here to understand the distinction between self-esteem and self-efficacy. Self-esteem relates to a person's sense of self-worth, whereas self-efficacy relates to a person's perception of their ability to reach a goal. For example, say a person is a terrible rock climber. They would likely have a poor efficacy in regard to rock climbing, but this wouldn't need to affect their self-esteem; most people don't invest much of their self-esteem in this activity.
- **Self-esteem:** (or self-worth) Includes a person's subjective appraisal of himself or herself as intrinsically positive or negative to some degree.
- **Service learning:** A method of teaching, learning and reflecting that combines academic classroom curriculum with meaningful youth service throughout the community. As a teaching methodology, it falls under the category of experiential education. More specifically, it integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, encourage lifelong civic engagement, and strengthen communities.
- **Sex education:** Education about sexual reproduction in human beings, sexual intercourse and other aspects of human sexual behavior.
- **Situated learning:** Education that takes place in a setting functionally identical to that where the learning will be applied.
- **Skill:** An ability, usually learned, to perform actions.

- **Social constructionism:** A sociological theory of knowledge developed by Peter L. Berger and Thomas Luckmann with their 1966 book, *The Social Construction of Reality*. The focus of social constructionism is to uncover the ways in which individuals and groups participate in the creation of their perceived reality. As an approach, it involves looking at the ways social phenomena are created, institutionalized, and made into tradition by humans. Socially constructed reality is seen as an ongoing, dynamic process; reality is re-produced by people acting on their interpretations and their knowledge of it.
- **Sociology of knowledge:** The study of the social origins of ideas, and of the effects prevailing ideas have on societies. (Compare history of ideas.)
- **Sociology of scientific knowledge:** (SSK) Closely related to the sociology of science, considers social influences on science. Practitioners (sociologists, philosophers of science, historians of science, anthropologists and computer scientists) have engaged in controversy concerning the role that social factors play in scientific development relative to rational, empirical and other factors.
- **Socratic method:** (or method of elenchus or Socratic debate) A dialectic method of inquiry, largely applied to the examination of key moral concepts and first described by Plato in the *Socratic Dialogues*. For this, Socrates is customarily regarded as the father and fountainhead for ethics or moral philosophy. It is a form of philosophical enquiry. It involves two or more speakers, usually with one as the master (or wise one) and the others as students or fools. The method is credited to Socrates, who began to engage in such discussion with his fellow Athenians after a visit to the Oracle of Delphi.
- **Special education:** describes an educational alternative that focuses on the teaching of students with academic, behavioral, health, or physical needs that cannot sufficiently be met using traditional educational programs or techniques.
- **Sphere of knowledge:** A unified body or collection of knowledge regarding a specific subject, interest or otherwise area of expertise possessed by an individual.
- **STEM fields:** The Science, Technology, Engineering, and Mathematics (STEM) fields are collectively considered core technological underpinnings of an advanced society. In many forums (including political/governmental and academic)

the strength of the STEM workforce is viewed as an indicator of a nation's ability to sustain itself. Maintaining healthy levels of its citizenry well versed in the STEM fields is a key portion of the public education agenda of the United States of America at all levels, and substantial lobbying is underway in Washington, DC to raise awareness of STEM education issues.

- **Stipend:** A form of payment or salary, such as for an internship or apprenticeship. Stipends are usually lower than what would be expected as a permanent salary for similar work. This is because the stipend is complemented by other benefits such as instruction, work experience, food, accommodation, and personal satisfaction. Universities usually refer to monies paid to graduate research assistants as a stipend, rather than as wages, to reflect complementary benefits.
- **Student:** Etymologically derived through Middle English from the Latin second-type conjugation verb "stūdēre", which means "to direct one's zeal at"; hence a student is one who directs zeal at a subject. Also known as a disciple in the sense of a religious area of study, and/or in the sense of a "discipline" of learning. In widest use, student is used to mean a school or class attendee. In many countries, the word student is however reserved for higher education or university students; persons attending classes in primary or secondary schools being called pupils.
- **Student activism:** A form of youth-led community organizing that is specifically oriented towards engaging students as activists in order to create change in the educational system.
- **Student-centered learning:** 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.
- **Student voice:** the distinct perspectives and actions of young people throughout schools focused on education itself.
- **Student loans:** Loans offered to students to assist in payment of the costs of professional education. These loans usually carry lower interests than other loans, and are usually issued by the government.

- **Student organization:** A voluntary association of students at institutions of secondary and higher education for a specific legal purpose. Such organizations are often sponsored through and receive funding from a student government.
- **Syllabus:** (plural syllabi or syllabuses) A document with an outline and summary of topics to be covered in a course. It is often either set out by an exam board, or prepared by the professor who teaches the course, and is usually given to each student during the first class session.
- **Synthesis:** (from the ancient Greek σύν (with) and θεσις (placing), is commonly understood to be an integration of two or more pre-existing elements which results in a new creation.

## T

- **Taxonomy of Educational Objectives:** An educational taxonomy that classifies educational objectives into three domains: cognitive, affective, and psychomotor.
- **Teacher:** In education, one who teaches students or pupils, often a course of study, lesson plan, or a practical skill, including learning and thinking skills. There are many different ways to teach and help students learn. This is often referred to as the teacher's pedagogy. When deciding what teaching method to use, a teacher will need to consider students' background knowledge, environment, and their learning goals as well as standardized curriculum as determined by their school district.
- **Technology education:** The study of the human ability to create and use tools to shape the natural environment to meet their needs. The goal of technology education is to spread technological literacy which is accomplished by bringing laboratory activities to students. The term "technology education" is frequently shortened to "teched".
- **Technology Integration:** A term used by educators to describe effective uses of technology by teachers and students in K-12 and university classrooms. Teachers use technology to support instruction in language arts, social studies, science, math, or other content areas. When teachers integrate technology into their classroom practice, learners are empowered to be actively engaged in their learning.

- **Tertiary education:** (also referred to as third-stage or third level education) The educational level following the completion of a school providing a secondary education such as a high school, secondary school, or gymnasium. Tertiary education is commonly higher education which prepares students for a quaternary education. Colleges and universities are examples of institutions that provide tertiary education. The term Tertiary education can also be used to refer to vocational education and training.
- **Textbook:** A manual of instruction or a standard book in any branch of study. They are classified by both the target audience and the subject. Textbooks are usually published by specialty printers to serve every request for an understanding of every subject that can be taught. It is a big business that requires mass volume sales to make the publications profitable. Although most textbooks are only published in printed format with hard covers, some can now be viewed online.
- **Theory of cognitive development:** A developmental psychology theory developed by Jean Piaget to explain cognitive development. The theory is central to child psychology and is based on schemata—schemes of how one perceives the world—in "critical periods," times when children are particularly susceptible to certain information.
- **Theory of multiple intelligences:** A psychological and educational theory formulated by Howard Gardner espousing that eight kinds of "intelligence" exist in humans, each relating to a different sphere of human life and activity.
- **The Times Higher Education Supplement:** (also known as The Times Higher or The THES) A newspaper based in London that reports specifically on issues related to higher education. It is owned by TSL Education, which was, until October 2005, a division of News International. The paper is edited by John O'Leary, author of The Times Good University Guide. The THES is probably best known for publishing The Times Higher World University Rankings (see college and university rankings), which first appeared in November 2004, with new rankings published annually.
- **Training:** Refers to the acquisition of knowledge, skills, attitudes as a result of the teaching of vocational or practical skills and knowledge and relates to specific

useful skills. It forms the core of apprenticeships and provides the backbone of content at technical colleges or polytechnics. Today it is often referred to as professional development.

- **Truth:** When someone sincerely agrees with an assertion, he or she is claiming that it is the truth. Philosophy seeks answers for certain questions about truth and the word truth.
- **Tuition:** A fee charged for educational instruction especially at a formal institution of learning. Tuition is charged by educational institutions to assist with funding of staff and faculty salaries, course offerings, lab equipment, computer systems, libraries, and facility upkeep. Fees are also used to fund facilities that provide a comfortable learning experience for its students, such as student lounges.

## U

- **Understanding:** A psychological process related to an abstract or physical object, such as, person, situation and message whereby one is able to think about it and use concepts to deal adequately with that object.
- **UNESCO:** The United Nations Educational, Scientific and Cultural Organization, commonly known as UNESCO, is a specialized agency of the United Nations established in 1945. Its purpose is to contribute to peace and security by promoting international collaboration through education, science, and culture in order to further universal respect for justice, the rule of law, and the human rights and fundamental freedoms proclaimed in the UN Charter.
- **Universal preschool:** The notion that access to preschool should be available to families similar to Kindergarten. Child advocates have different definitions of the definition of who is included and how it is to be funded. There has been a move to change the name to Preschool for All. Like Kindergarten, the concept is to have a voluntary program, unlike education, that is mandated by law in the United States with exceptions to allow for homeschooling and alternative education.
- **University:** An institution of higher (or tertiary) education and research which awards academic degrees in various academic disciplines. Universities typically provide undergraduate education and postgraduate education.

- **University degree:** An academic title given by a college or university to a student who has completed a course of study: "You go to university to get a university degree." "Bachelor of Arts degree."
- **University graduate:** A person who holds a university or college degree. University graduates find difficulties getting jobs these days.
- **Unobservables:** Entities whose existence, nature, properties, qualities or relations are not observable. In the philosophy of science typical examples of "unobservables" are atomic particles, the force of gravity, causation and beliefs or desires. However, philosophers also characterize all objects—trees, tables, other minds, microbiological things and so on to which humans ascribe as the thing causing their perception—as unobservable.

## V

- **Virtual learning environment:** (VLE) A software system designed to facilitate teachers in the management of educational courses for their students, especially by helping teachers and learners with course administration. The system can often track the learners' progress, which can be monitored by both teachers and learners. While often thought of as primarily tools for distance education, they are most often used to supplement the face-to-face classroom.
- **Visual learning:** A proven teaching method in which graphic organizers, such as webs, concept maps idea maps, and slide shows are used to help students of all ages think and learn more effectively.
- **Vocational education:** (or Vocational Education and Training (VET)) Prepares learners for careers or professions that are traditionally non-academic and directly related to a specific trade, occupation or vocation, hence the term, in which the learner participates. It is sometimes referred to as technical education, as the learner directly specialises in a particular narrow technique of using technology.

## W

- **Whole language:** A term used by reading teachers to describe an instructional philosophy which focuses on reading as an activity best taught in a broader context of meaning. Rather than focusing on reading as a mechanical skill, it is taught as an ongoing part of every student's existing language and life experience. Building on language skills each student already possesses, reading and writing are seen as a part of a broader "whole language" spectrum.
- **Wisdom:** The ability to make correct judgments and decisions. It is an intangible quality gained through experience some think. Yet others think it is a quality that even a child, otherwise immature, may possess independent of experience or complete knowledge. Whether or not something is wise is determined in a pragmatic sense by its popularity, how long it has been around, and its ability to predict against future events. Wisdom is also accepted from cultural, philosophical and religious sources. Some think of wisdom as foreseeing consequences and acting to maximize beneficial results.
- **Writing:** May refer to two activities: the inscribing of characters on a medium, with the intention of forming words and other constructs that represent language or record information, and the creation of material to be conveyed through written language. (There are some exceptions; for example, the use of a typewriter to record language is generally called typing, rather than writing.) Writing refers to both activities equally, and both activities may often occur simultaneously.
- **Workshop:** A brief intensive course, a seminar or a series of meetings emphasizing interaction and exchange of information among a usually small number of participants.

## X

- **Xylophone:** a musical instrument that is used in elementary music classes. It is simple to use and the teacher can add or remove "accidental" notes (sharped and flatted pitches) so that the instrument can play in different keys.

## Z

- **Zero tolerance policy:** A policy that states that prohibited behaviors and actions will not be tolerated—no exceptions. Zero tolerance policies have different prohibitions, which may include inter alia, contraband such as weapons, illegal drugs, or actions such as bullying, harassment, or violence.

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