

1: The New Approach to Education | Next Future Magazine

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Kolb, one of the the most influential of these, found that individuals begin with their preferred style in the experiential learning cycle see above. Activist enjoys the experience itself , Reflector spends a great deal of time and effort reflecting Theorist good at making connections and abstracting ideas from experience Pragmatist enjoys the planning stage There are strengths and weaknesses in each of these styles. Honey and Mumford argue that learning is enhanced when we think about our learning style so that we can build on strengths and work towards minimising weaknesses to improve the quality of learning. Revans argued that learning can be shown by the following equation, where L is learning; P is programmed knowledge eg traditional instruction and Q is questioning insight. Adult Learning Andragogy Malcolm Knowles , is the theorist who brought the concept of adult learning to the fore. He has argued that adulthood has arrived when people behave in adult ways and believe themselves to be adults. Then they should be treated as adults. He taught that adult learning was special in a number of ways. Adult learners bring a great deal of experience to the learning environment. Educators can use this as a resource. Adults expect to have a high degree of influence on what they are to be educated for, and how they are to be educated. The active participation of learners should be encouraged in designing and implementing educational programs. Adults need to be able to see applications for new learning. Adult learners expect to have a high degree of influence on how learning will be evaluated. Adults expect their responses to be acted upon when asked for feedback on the progress of the program. Here is a quote from Burns , p. This is the concept that lies at the heart of andragogy Adulthood as a social construction Pogson and Tennant provide a perspective of adulthood as a social construction. The question could be asked - when is maturity complete? Is there no further development after a certain stage in life? Some authors think that while children at approximately the same age are at approximately the same stage of development, the same cannot be said of adults. Adults would vary in levels of knowledge and also in their life experiences. There could be said to be tremendous variation in adult experience. Their approach to new learning contexts can be influenced by how they appraise or evaluate the new experience. It is self evident that the way the individual interprets the situation and the subsequent emotion that arises, will affect the kind of action the individual is to take. Why consider learning theories? This short paper has summarised a range of learning theories that can be applied in educational contexts. Teaching and learning activities can be designed and implemented to take principles of learning into account. Also, it is interesting to think about individual differences among learners and to work towards including activities that have variety and interest for all the learners in educational programs. Gulf Publishing Company, Book Division.

2: A New Approach to Education | HuffPost

This paper discusses the neglected theme of job design in education. It argues that the traditional top-down method of designing work roles ignores the interests, abilities and needs of employees and leads to individuals adopting an unsanctioned approach to job design, 'job crafting'.

The meaning of the word education is "to lead, to bring forth, to educe. To educe that inner, hidden, latent, dormant, potential secret within every human being. Secret, because it is unknown until evoked; inner, hidden, dormant because it is not of the senses, but of the inner truth of the being and because it is that most unknown part of the being which has yet to evolve to its full stature. All human beings are upon earth to manifest that perfection in themselves which they alone can manifest. Only you can be perfectly you. You cannot be duplicated. The True Values of the Individual The whole mass of human beings all over the world are mostly taking from life, from society, from the nation, from the legacy of what others have left behind as their contribution to posterity. The human mass is, by and large, takers; they have almost nothing to contribute to life. But the true value of a human being is surely that which he alone can contribute to humanity, the nation, the world. This value of the individual to society, the nation or the world, is the evolving potential of humanity. This potential, in the individual, should be considered of utmost importance to the nation and its recognition be given top priority in the affairs of the nation. The only way to elicit this potential is by a completely revolutionary re-statement of education "not merely a re-statement of educational methods but a return to the fundamentals to be restated in terms of a new psychology as the basis for a future education. These are the First values, the solid rock of truth upon which all else is to be founded. In Europe education first saw the light of dawn in the Abbey, the monastery, the seminary. In ancient India it was first found in the Ashrama, the Gurukula. At both ends of the earth the basis for learning was spiritual. Sri Aurobindo, writing on education says: Even though it was first understood intuitively "a truth based on inner experience or intellectually "you cannot teach, you cannot tell or demonstrate that which is within or has its origin beyond the reach of the senses; the inner potential of the human psyche. How can you describe the sky to one born blind? It was quite another matter to put into practice. This indicated a truer path to follow if education was to base itself on the truth of the being and was to be for the whole man and for the whole of his life and not merely an expediency in order to earn a living. Obviously that living could not be raised to a higher level until man himself was raised to a higher state of existence. To do that, the first essential is to educe that greater potential lying dormant within every human being, that wealth of riches yet to be evolved in man as his true contribution to the human race. The Present System of Education This cannot be done under the present system of education that obtains in most countries of the world today. The present system is content to stuff information into the student taking no cognisance of what he as an individual, might have to contribute that would be uniquely his and his alone. No, he must conform to standards laid down by an authority who knows nothing of his existence, an authority who sets standards and examinations based mainly on the students ability to remember the past and not to enquire too insistently of the future: If we believe a change is now possible, if we believe the time has come to help usher in the new Dawn of greater possibilities, that this vast untapped, unawakened potential of the human race can now be reached, awakened into an unprecedented activity, then a new psycho-philosophy in education has to be found. The Response of Sri Aurobindo Ashram The Sri Aurobindo International Centre of Education at Pondicherry has been experimenting along these lines, recognising the world cry and the urgent need, for the past thirty years. This experience itself rests on over fifty years of yogic discipline and sadhana of the Sri Aurobindo Ashram, of which the education centre is a part. These years of practical experience have been further extended recently in the new city of Auroville being built a few miles outside Pondicherry. We have much to contribute towards the education problem, much practical experience has been gathered over the years, that may answer the need of the youth of the world. For thousands of years we have known that if man is to truly know anything he must first know himself. This is no longer an esoteric philosophy of the ancient Greeks or a revelation of Vedic India, but a realised truth of modern man. Every thinking man today knows that the secret of man lies in man himself and

not in the history of man. Not in what he has done but of what he is capable of becoming. Our education of the past has been too concerned with accumulating knowledge rather than educating knowledge from the instrument of knowledge – the student. The youth of the world intuitively know that the secret of life lies within themselves; but there are many false prophets to lead them into the dark alleys of life where they seek experience of inner worlds at any price, through the so-called short cuts, which prove, only too often, to be a spiritual suicide – the experimentation with drugs such as mescaline, LSD and marijuana. This intuition youth has is only too true. It knows that the old values are no longer tenable, that a new truth awaits to be recognised, a new sincerity longs to be understood. A new world waits to be born. Mankind has entered upon a great adventure which is to take him beyond his present animal nature to the bright heritage of Superhumanity. New Education for New Values Once it is recognised that a new set of values have entered the earth atmosphere and will in time permeate the world scene, a new statement of education, breaking the chains of old authorities and dead dogmas is inevitable. New methods have to be learnt which do not merely accumulate information but educate true knowledge from the inner potential waiting to manifest. This then is the true aim of education, to educate the true individual potential within each student, to help him to manifest that within him which is uniquely his, that he may find that as a perfection to be offered to life as his individual contribution to a collective perfection which is the evolving spirit of man. The new approach to education necessitates a re-assessment of the psychology supporting it. For the purpose of a re-statement of education we need, at first, only concern ourselves with the first three: Physical, Vital and Mental. These three minds, in the average human being, are usually always in a very mixed state if not actually in a state of chaos. The new function of education should be to put these minds in their right place by a method of purification and right attitude. It can be readily understood that the full potential should be found in each student. The great problem encountered by all the so-called new methods of education has been the difficulty in reconciling discipline with freedom. We have found that little infants, even at the age of one year, look for two fundamentals – love and security. Physical Mind The physical mind must form the basis for discipline and security. Discipline should be introduced as early as possible – even with the mother in the prenatal preparation. Physical education should be always compulsory and should, where possible, continue throughout school life, if not throughout all of life. Vital Mind If the physical mind is disciplined early, it is then possible to give a clear indication for the education of the vital mind. The ideal would be to introduce the vital mind only to the problem of communication – languages – not as a problem but as a play. Between five and ten most children can learn four languages given the right climate of learning and environment. These languages can be learnt through an environment of art and beauty. It should be clear to most people interested in a restatement of education that what we have stated so far, would constitute a basis of development which would clearly demarcate the functions of the physical mind and vital mind as to bring about a greater possible emergence of their true potential. A disciplined physical mind followed by a fulfilled vital mind gives the child that sense of security needed to form the basis of freedom that is to be the climate of growth necessary to the mental mind. Mental Mind At ten years of age the mental mind opens. At this age the child wants to discover things for himself and yearns for the freedom to pursue such discoveries, irrespective of time, place or method. This freedom can only be given effectively if the child has been introduced to the joy, skill and power of a disciplined physical control where the physical mind finds its true function and range of potential, and the vital mind has found the true outlets of expression through communication and all forms of creative art possible at that age. At ten, the glandular structure begins to change. It is the age of adolescence, the age when the child first becomes aware of the inner conflicting with the outer. It should be understood that the glands of the body, i. They have a physiological function and a psychological function. If the physical mind has not been introduced to the necessary discipline and the vital mind fulfilled through creative expression, then the mental mind cannot pursue its function of self-discovery, and the freedom, so necessary at this stage, becomes meaningless. To put this in positive terms: The Physical Mind has to be introduced to the joy of discipline. The Vital Mind has to be fulfilled. The Mental Mind has to be given freedom. Those three progressive terms of growth being accomplished, the Psychic Mind can come forward and take its place as the true Counsellor of the being and the full potential of the individual personality becomes possible. Dowsett A prolific writer and

poet, Norman C. Dowsett was born on 9th Oct, in England. In He met Sri Aurobindo in Pondicherry and three years later became a permanent member of the Ashram. He participated in the experiment of the Free Progress Education carried on in the Sri Aurobindo International Centre of Education where he taught for 25 years.

3: 3 New Teaching Methods Improve the Educational Process

Alison Wolf, Professor of Public Sector Management at King's College London, explains how the UK further education sector can be reformed to improve outcomes for students and reduce taxpayer.

Educational Approaches Before we put into action any kind of educational approach we first must assess the severity of the hearing loss. After, we can pick a method for each individual child. There are three primary communication methods used in education of deaf children. These methods have undergone waves of popularity and some are much older than others. Each individual is different, therefore each individual needs a different type of method to help them with their development of language, communication and to aid them in their learning. In these methods there may be techniques that are used to aid the child with a particular method, such as: This is the manual language used by the Deaf community in the United States. As well as these different methods and different techniques, there are different places and settings that the Deaf, or a child with a hearing impairment can learn, such as: Oralist approach of deaf education have believed that deaf children are best served by instruction in lip-reading, in maximum use of residual hearing through amplification and auditory training, and in articulation to improve speech. **Auditory-Oral Approach** This approach combines speech, use of residual hearing and speech-reading. The child will be trained to use his or her hearing and develop expressive speech. Pure oralism strongly emphasizes no signing and speech is the only acceptable means of response. In order for success five elements must be present: Often, the child is mainstreamed from the start in a typical preschool rather than a special self-contained oral program. The goal of auditory-verbal practice is for children who are deaf or hard of hearing to grow up in "typical" learning and living environment that enables them to become independent, participating, and contributing citizens in a complete mainstream society. This is because all children with a hearing loss deserve an opportunity to develop the ability to listen and use verbal communication with their families and communities. This method emphasizes the increase likelihood that young children, deaf or hard of hearing, can be educated to use even minimal amounts of residual or remaining hearing. The use of amplified residual hearing permits these children to learn to listen, process verbal language, and to speak. With this method, disadvantages that are connected with dependence on speech-reading are eliminated. **Auditory training** Auditory training is teaching a person with a hearing impairment how to use the residual or remaining hearing that is available to them with the goal of maximizing use of speech and non-speech cues. In developing an approach to auditory training, it is important that the clinician consider the amount of hearing that the client has. Clients with aided hearing levels in the mild to moderately severe hearing range would work on sound discrimination skills. Clients with aided hearing levels within the severe to profound hearing loss range would improve the detection of sounds, particularly environmental sounds. Therefore, the person may develop at least a functional use of their hearing. The emphasis is on teaching the auditory skills that may be delayed or missing altogether. **Lip reading** **Speech-reading - Cued Speech** This is a method, in which the deaf are able to read the speech of others from the movements of the lips and mouth. It is also referred to as speech-reading, which includes the reading of facial expressions and body language. Speech-reading is not normally used by itself. It is a coping skill we use to communicate effectively with either wearing hearing aids or using assistive listening devices and practicing effective coping strategies. Cued speech is also known as cued English or cued language. Cued Speech is a sound-based hand supplement to speech-reading. In cued speech, eight hand shapes representing groups of consonants are placed in four positions around the face that indicated groups of vowel sounds. The shapes and locations in combination with the mouth movements eliminate the ambiguity that speech-reading produces. Combined with the natural lip movements of speech, the cues make spoken language visible. Cued Speech in the spoken language, while American Sign Language is the signed language. Cued Speech shows pronunciation, accent, duration, and the rhythm of speech. Unless they learn American Sign Language as a second language, students who grow up using Cued Speech are not able to communicate with the larger community of Deaf adults who use sign language. **Benefits** It can be learned in a relatively short period of time, which is helpful for parents and family, as well as the child. Cued speech is a way to provide full access

to spoken communication through the visual code. It provides an appropriate foundation for reading and writing English. It positively affects literacy because it enables a deaf child to internalize the language. The step of internalizing a language is critical to the process of learning how to read and write. Children that use Cued Speech speech-read more accurately. Cued speech gives a child an improvement in auditory discrimination. Hearing families who use Cued Speech have better communication and fewer behavioral problems. The child must be immersed in a speech-intensive environment at home and school. Total Communication Total communication is the title of a philosophy of communication and not a method. A number of sign systems, such as cued speech, were developed to convey manual representations of English sentence structure along with spoken language. The sign systems translate words and grammatical morphemes used in spoken English into visible hand configurations and gestures. All of the systems basically follow the share the same features: Total communication is often the first approach recommended because it encourages a child to use every available mode of communication to both receive and convey messages. The mode of communication depends on the particular need of the child, whether it is manual, oral, auditory, and written. Today simultaneous communication is the most common form of communication used in educational settings for deaf children. Benefits The main benefit is that it opens all roads and modes of communication for the deaf child. It allows flexibility without eliminating any options. It allows the child to choose the form that is best for them in a given situation. It also allows the child some form of expressive communication. Biculturalism implies an understanding of the mores, customs, practices, and expectations of members of a cultural group and the ability to adapt to their expectations" Finnegan Individuals, who are Deaf, are considered bilingual if they are able to communicate effectively in both American Sign Language and English. They are considered bicultural if they are capable of functioning in both the Deaf community and the majority culture. ASL is an efficient language for visual learning and is easier for Deaf children to acquire as a first language than any form of English" Finnegan Bi-bi programs are modeled after English as a Second Language ESL and foreign language interest programs. These programs emphasize the positive aspects of the Deaf culture. Bilingual-bicultural bi-bi programs have admiration for both American Sign Language and English. Deaf culture is an important aspect to the curriculum. English language skills are taught after proficiency in American Sign Language is reached. This approach is for all children, no matter what their hearing loss is, but these programs are usually not to be found in mainstreaming, but in residential and day schools. Benefits Early contact to comprehensible language, such as American Sign Language, helps early cognitive development. This promotes increased literacy and greater academic achievement. Students who attend bilingual-bicultural programs develop functional skills in two languages. The emphasis of early language acquisition and establishing American Sign Language, as their first language, provides a base, in which English is later taught. Students in bi-bi programs have an increased self-esteem and confidence because of the healthy view of Deaf children and their acceptance of who they are, as well as the increased confidence to function in bi-bi environments. He developed American Sign Language, a language of gestures and hand symbols that express words and concepts. It is composed of manual gestures called signs in combination with various types of non-manual grammar, such as mouth morphemes, appropriate facial expression, body movement and many more. It has its own grammar that does not in any way reflect the grammar of English. People who use American Sign Language use the physical space in front of them to create the mental picture. American Sign Language is suited to the eyes. Benefits Children learning American Sign Language generally develop their first signed words at approximately the same age as children who are acquiring oral language. Deaf children who learn sign language in preschool do better in academics, such as learning to read and write English, as well as better behaviorally and socially. Deaf children of deaf parents are better linguistically than deaf peers born of hearing parents. This could be due to early language acquisition. American Sign Language can allow children to maximize their higher education. Here is the alphabet: These classes are called resource classes and are taught by specially trained teachers. Deaf students who are mainstreamed miss out on the feeling of belonging that individuals from the Deaf culture associate with their residential schools, and their experience is very different from those who attend residential school. Mainstreamed students often are singled out in many respects. One common complaint about mainstreaming is that the children are only in the regular

classrooms for non-core subjects such as Physical Education and Art. Benefits A child that is in these types of environments has the opportunity to meet and interact with hearing peers. They are also exposed to a regular curriculum. These children often learn how to be self-starters. They develop excellent study habits that serve them well as adults, which could be in part because of their inability to understand the teacher and the other students. These students Residential Schools A residential school is for students who are deaf or have a severe hearing impairment. It has a comprehensive academic, health, and socialization program including dormitory. Most programs serve preschool ages through grade Residential life as the ideal opportunity for students who are deaf to become familiar with and acculturated into the Deaf community. The Deaf culture is passed on from one generation to the next through the residential school, where they learn such things as Deaf folklore and folk life from other children, Deaf teachers and Deaf house parents. Most schools accept students based on degree of hearing loss, academic needs, parental choice, and other factors. Any child with a hearing loss becomes a member of the Deaf culture, but through schooling residential schools. Recently residential schools enrollment has decreased because of mainstreaming becoming an option for Deaf students, as well the population of Deaf children has decreased because of recent vaccinations. Therefore many residential schools have shut down. Benefits The schools are designed with the needs of deaf students in mind.

4: The New Approach Programme – Alternative Year 11 - Colchester Institute

A new approach to further education and training Paul O'Toole, CEO, SOLAS.

Now well into the 21st century, the spotlight is slowly starting to swivel away from an almost all-grown-up Generation Y and onto their younger brothers and sisters – Generation Z. While the problems young people face are largely the same – unaffordable education, inflated property prices and a rising cost of living, attitudes towards them have changed. One of the defining features of Generation Z is their pragmatic approach to further education. This may be one of the first generations who are not looking at university as a necessity, but rather as a risk. Without maintenance grants to help cover the staggering cost of university fees and with job prospects never quite certain, there are fears that Gen Z are turning away from further education altogether. Their approach to entering into degree programmes is certainly showing signs of being much more measured and cautious. A number of studies have shown that students who arrive at university after a year out are much more mature and focused than their peers. As a result, many institutions – including Harvard – encourage their students to pursue this option. Levelheaded Generation Z, weighing up the increased financial risks that come with further study, might be beginning to take heed. With the majority of these students having already proven themselves to be academically high achieving, the movement is more likely to be driven by a focus on pursuing the right career path than on taking a break from education. Choosing the right degree is therefore crucial and taking a gap year buys some all important thinking time. Competition over scholarships is reaching international heights. For those that definitely do want to study for a degree, one way they can reduce the cost is through scholarships. American colleges have a long history of offering scholarships to students that excel athletically or academically. However, with university fees so high, students are growing increasingly dependent on academic scholarships to afford their college fees; over a third of Generation Z expected to pay for their studies this way. Unfortunately these expectations do not line up with the number of positions available to students each year. Competition another tell-tale trait of the Generation is growing more fierce than ever. In exchange for exceptional diligence and a constant high level of achievement, the cost of living and tuition fees are all taken care of. For the money conscious, career driven Generation Z, opportunities like this are more valuable than ever before. Outweighing affordability and opportunities for advanced academic study. For a generation fixated on career success, degrees which have strong industry connections and professional applications are going to prove much more popular than those with a more academic focus. A degree, however expensive to acquire, is worth a lot less without relevant experience to support it. Generation Z may be at the forefront of a revolution in further education. One new scheme which hopes to transform universities across the world is the creation of degree apprenticeships.

5: Theories of learning

One new scheme which hopes to transform universities across the world is the creation of degree apprenticeships. With clear real world applications, these courses appeal to Generation Z's stricter approach to their chosen career paths and even comes closer to minimising financial risk.

The Next Frontier This cycle of dysfunction is a reality for educators across the country, and is part of the reason why achievement gaps exist, dropout rates remain high, and teacher retention is a perpetual issue. I describe five approaches that have a proven record of being successful in the many schools. To meet these goals, I was provided with a curriculum, a school rulebook, test prep materials, and was wished good luck. The curriculum I was given consisted of a set of lessons that were organized like a script. The formula was simple: Teacher asks this, students say that. Write this on the blackboard, students will write that. On any given day, there was a document I could reference that detailed exactly what I was going to be teaching, and when I was going to teach it. The document was complimented by a margin on the left side of my teachers manual that told me what assignments to give, when to give them, and what responses I should expect from students. In addition to the curriculum, I was given the school rulebook. This small manual documented what was appropriate for student behavior, and what punishment would be given when the school "code of conduct" was violated. There were two warnings for small infractions, calls home for others, and an elaborate protocol for "major infractions. Technically, all I had to do was follow the instructions, and my class would run perfectly. The final set of tools I was armed with were a set of test prep materials. They consisted of slim booklets that looked just like the ones students would receive at the end of the year when they took their standardized exams. I also received thick books that consisted of past standardized tests questions, and a schedule for when to assign test prep. Students were to be given mock exams once a week. These exams would prepare them for another set of sporadic exams that would be given throughout the year. At the end of the year, they would all sit for a final standardized exam. For anyone on the outside looking in, all the materials I was given meant that I was well-prepared. Technically, I was given all that I needed to succeed. Unfortunately, none of the tools I was given considered the complexities of teaching that I faced once I entered the classroom. The curriculum was so scripted that it allowed little to no time or space for me to be creative in teaching. For students who asked a lot of questions, thought deeply, and wanted to create a true connection to what was being taught, my classroom did not work. The script I was given was so structured that it forced me to ignore students who were asking brilliant questions. These students quickly grew frustrated, and before long, became increasingly disengaged. As they grew more disengaged, they began to feel disconnected from the classroom. Before long, their frustration turned into either behavior problems or complete disinterest or behavior problems. As behavior problems rose, I was forced to pull out the school rulebook. They would talk to each other in class just to get their voices heard, and I would follow the rulebook and call their parents to report inappropriate behavior. I ended up spending so much time during and after class punishing students for breaking small infractions that it was virtually impossible to stay on the schedule of the curriculum. My school administrators would then come into my class to see how close I was to script, and reprimand me for being behind. In just a few weeks, teaching became a battle to stick to the curriculum, a constant fight with students who no longer liked school, practice for weekly mock exams, and anticipation for weekends and days off. This cycle of dysfunction is a reality for educators across the country, and is part of the reason why achievement gaps exist because classes who follow this model are overwhelmingly present in urban schools populated by youth of color, dropout rates remain high, and teacher retention is a perpetual issue. In response, I describe five approaches to teaching that engage and motivate students and teachers, and have a proven record of being successful in the many schools that I have worked with across the country.

Hip-Hop Education HipHopEd HipHopEd is an approach to teaching and learning that focuses on the use of hip-hop culture and its elements in teaching and learning both within and outside of traditional schools. HipHopEd is also a Twitter chat where educators convene every Tuesday night at 9 p. EST to discuss this approach to teaching. HipHopEd involves the use of hip-hop music, art and culture to create philosophies for

teaching. It also uses hip-hop to develop and implement teaching tools and helps to create contexts for teaching and learning that youth are comfortable in. In its simplest form, HipHopEd involves the use of rap lyrics as text to be used in the classroom. In a more complex form, it involves raps created by students as classroom assignments that are used to measure knowledge. Most recently, the use of hip-hop in education has included elements of hip-hop culture like the rap battle to enhance learning and create competitions that spur on learning. This approach has been used to increase student attendance, motivation and content knowledge. In other words, it focuses on using the real life experiences of the learner to create knowledge and considers how students relates to the environment where they are taught. In this process, the teacher has to fight the urge to give students any answers or facts to memorize. Their main role is to pose questions that provoke the students to look more deeply at the text they are given. In a POGIL classroom, students develop conclusions about the text they are interrogating that will increase their knowledge. As students answer questions, teachers "guide the inquiry" by asking supplemental questions that will eventually move the students towards thinking deeply and drawing more complex conclusions. This approach has resulted in increased student interest in the subject being taught and increased mastery of content in the science classes where it is mostly used. Project Based Learning PBL Project-based learning is an approach to teaching that focuses primarily on having students engage in explorations of real-world problems and challenges. Through these explorations, they develop their content knowledge, but also develop solutions to problems. This approach to teaching functions to engage students that may be disinterested in traditional content because it allows them to identify problems in their community or the world at large that they want to solve. It also provides teachers and students with opportunities to be creative. In schools that commit to project based learning, students can engage in a project, and learn all subjects as they complete their project. In this process, the teacher looks for ways to connect the subject to the project. In turn, students look to the teacher for content knowledge so they can complete their project. Reality Pedagogy Reality Pedagogy is an approach to teaching and learning that focuses on teachers gaining an understanding of student realities, and then using this information as the starting point for instruction. It begins with the fundamental premise that students are the experts on how to teach, and students are the experts on content. Where teachers and students discuss the classroom and both suggest ways to improve it. Where students get opportunities to learn content and then teach the class. Where students have a role in how the class operates and in what is taught. Where the neighborhood and community of the school is seen as part of the classroom. Flipped Classroom One of the most popular new approaches to teaching is the flipped classroom. This approach involves a process where the typical lecture that happens in the classroom occurs at home. Students watch lectures on video, and then return to school to engage in the exercises they would traditionally have for homework, and to ask questions based on the lecture they watched on their own at home. When students watch videos at home, they can stop and go and at their own pace, and take notes at their leisure. In this process, students create, collaborate and learn at their own pace, and apply what they have learned at home in the classroom. In all of these approaches, the most powerful thing to recognize is that they focus explicitly on engaging both the student and the teacher. When teachers are treated like the intelligent professionals that they are, and given the flexibility to engage in approaches to teaching and learning that go beyond archaic models that they are often bound to, students respond differently, and education is improved.

6: Generation Z and their new approach to further education | The All I Need

A new approach to Further Education - River Cottage's apprenticeship model July 1, The UK has a set a target of employing three million apprentices over the next five years, which means a whopping , learners need to start a programme each year.

Greater student interaction is encouraged, the boundaries of authority are being broken down, and a focus on enjoyment over grades is emphasised. It puts a greater level of responsibility on creating lesson plans that truly work. Here are three teaching methods that are making an impact. Spaced Learning Teachers have reported amazing results when it came to spaced learning. Spaced Learning is a learning method in which the condensed learning content is repeated three times, with two minute breaks during which activities such as physical activities are performed by the students “ I think, that PE and lessons can be combined. Spaced learning involves encouraging students to quickly switch through activities. For example, providing ten minutes of knowledge on the nervous system with a PowerPoint presentation and then having 15 minutes of basketball would be the way to get the better grades. The key is in the brain cells. It helps them to create the connections that they need to actually remember the knowledge. Furthermore, it has the additional benefit of allowing people to relax. The concept of Flexible Fridays is that an in-depth session of a subject can be acquired by simply having a whole day of mathematics or some other subject. Somebody repeats, somebody learns. It makes it more convenient for students as now they can focus on one thing while in school. Teachers also find it easier as they can keep their lesson plans and simply go over them again with a more personal touch. Flexible Friday lessons are more in-touch with students and gives focused study time that can help students grasp difficult concepts. Teachers are also able to aid students by simply having fast-track weeks. Having a whole week of mathematics or English can help students to get through the subjects in a shorter amount of time. Business studies are where this new focus of engagement occurred at the Leasowes Community College in Dudley. Instead of conventional teaching methods, students were taken to visit local businesses where they were able to witness how the knowledge that they were learning applied to the real world. Multiple days were set aside for this practice and all students were required to wear business suits in order to attend. The idea is to get students engaged and to connect their learning to the real world. If teachers can show them how what they are teaching connects to the real world then their own brain cells are going to connect them and associate them. The results are there for all to see because before this new method was introduced only 40 percent of students achieved grades of A-C across both years 10 and Under the new teaching method the institution reported that the numbers had shot up to a massive 91 percent of students achieving A-Cs in years 10 and year New methods of teaching have the purpose to improve the quality of education and involve students in educational process. Innovations mean a progress and development. Photo Courtesy of BigStock.

7: Educational Approaches

The idea of a new approach to teaching and learning focused on the student and its needs is possible thanks to new technologies.

A New Approach to Education. Empathy and Academic Success The key to compassion is being predisposed to help -- and that can be learned. There is an active school movement in character education and teaching ethics. This begins with empathy. There are three main kinds of empathy, each involving distinct sets of brain circuits. The first is cognitive empathy: This lets us put what we have to say in ways the other person will best understand. The second is emotional empathy, a brain-to-brain linkage that gives us an instant inner sense of how the other person feels -- sensing their emotions from moment to moment. This allows "chemistry" in our connections with people. The third is called, technically, empathic concern -- which naturally leads to empathic action. Unlike the other two kinds of empathy, this variety is based in the ancient mammalian circuitry for caring and for parenting, and it nurtures those qualities. Such a classroom culture provides the best atmosphere for learning, both cognitively and emotionally. Learning in general happens best in a warm, supportive atmosphere, in which there exists a feeling of safety, of being supported and cared about, of closeness and connection. Such an atmosphere has particular importance for those children at most risk of going off track in their lives because of early experiences of deprivation, abuse, or neglect. Studies of such high-risk kids who have ended up thriving in their lives -- who are resilient -- find that usually the one person who turned their life around was a caring adult. Such caring and genuine concern is important not just in the classroom but also throughout the school. Administrators need to care about teachers so that the teachers feel they have a secure base. When you have a secure base, your mind operates at its best. You can function optimally. You can take smart risks. You can innovate and be creative, feel enthused, motivated, and tune in to other people. Compassion comes more easily. The more upset we are, the more self-focused we become. We tune out the people around us, tune out the systems around us, and we just think about ourselves. Being able to manage your inner life lets you tune in to others with genuine care, and function at your best. Several research centers have been piloting programs that cultivate an attitude of kindness and concern, Stanford and Emory Universities among them. The Mind and Life Institute has created a network of educators and researchers from these and other institutions to distill the active ingredients from this research and adapt it into a curriculum for younger students. They plan to start with the first or second grade, and then roll out developmentally appropriate versions for each successive grade level. For instance, one of the guided reflections a teacher in such a program might lead students through is all the ways other kids are "just like me. Such a widened view of how others feel and see the world acts as an antidote to a one-dimensional view of other children that can lead to negative stereotyping or bullying. Helping children cultivate their capacity for caring and concern -- for empathic action -- will likely be the next major step for SEL.

8: 5 New Approaches to Teaching and Learning: The Next Frontier | HuffPost

The following is an excerpt from Daniel Goleman's new book with Peter Senge, The Triple Focus: A New Approach to Education. Empathy and Academic Success The key to compassion is being predisposed.

Page Share Cite Suggested Citation: Quality in Student Financial Aid Programs: The National Academies Press. A customer service philosophy must embrace all of the internal customers of the system: In this concluding chapter of the report, we discuss the directions for change that we believe are most likely to improve the quality of the student financial aid award determination system. We also provide a final set of recommendations designed to achieve that end. One of the main goals of the reauthorization legislation was to simplify the student aid programs. The House Committee on Education and Labor defined the issue as follows: Many students and their families are denied access to student aid because they cannot navigate through the bewildering complexity of the current student aid forms and delivery system. This complexity has become a new barrier to educational opportunity. Following are some of the simplifying features of the reauthorization: The simplified calculation, when it applies, excludes all family assets in determining eligibility. The "effective family contribution" is automatically zero for the lowest income dependent students and independent students with dependents other than a spouse. This treatment will be based on an income equal to or less than the income allowed for receiving the maximum earned-income credit under IRS rules. The bill also requires that the secretary of education develop a separate, single loan application document [or all students applying for the guaranteed student loan program. Eligibility for federal aid is to be determined at no charge. No student or parent will be charged a fee for the collection, processing, or delivery of federal financial aid. Treasury, through the Department of Education, fund and administer loans directly to students without use of private institutions, such as commercial lenders or guaranty agencies. A new section "H" was added to the Higher Education Act. This section is designed to improve accountability and integrity in the student aid programs without precluding needy students from receiving the education they deserve and without preventing quality institutions from providing the educational services that foster productive and contributing citizens. The panel hopes that enactment of this section will lead to development of performance-based statutes that avoid affixing common-cause solutions to special-case events and that aim at achieving measurable and meaningful outcomes rather than additional layers of bureaucracy. Examples of meaningful outcomes would include lower default rates, higher graduation and employment rates, and improved customer satisfaction. In response to the problem of regulations being changed without providing sufficient notice for the institutions to adapt to those changes, the reauthorization calls for a master calendar. With this requirement, any Title IV regulatory changes not published in final form by December 1, prior to the start of the next award year, will not become effective until the beginning of the second award year after that December 1 date. This provision, along with negotiated rule making which requires public involvement in the development of proposed regulations, should reduce the burden on institutions and result in the reduction of error, if the mandate is not violated. In the applicant verification and loan certification process, considerable work and redundancy add time from the point that the student initially applies to the point of certification or noncertification of eligibility, but they add little or no value to the product. Consider, for example, a student applying to five universities. The student may iterate several times in submitting and resubmitting the student aid application to one of the multiple data entry MDE contractors. For all centrally selected SARs, each institution is required to verify the data up to a maximum of 30 percent of applicants, although they often verify more. Imagine five student financial aid officers all sitting next to each other verifying the same file. Although in reality the five financial aid officers are at different schools, the result is the same as five inspectors doing the same work. This is redundant and wasteful of time that could be better spent in counseling students or in other value-enhancing work. Prior verification results are not used to form a risk-based strategy for selection of reapplicants for verification. This is because the student has to reapply for financial aid each year, iterating again with the MDE contractor and institution. A "New" Approach While some further improvements are possible, the current institutional verification process is fundamentally

redundant and inefficient, as described above. In addition, errors in the system are seldom corrected until long after they occur. To improve the system, a greater emphasis on cooperation and coordination between customer and provider is crucial. In addition, there must be a move to Reemphasize ineffective, time-consuming, and expensive efforts to eliminate percent of error through inspection and reinspection. A process that treats program participants as miscreants rather than customers must be changed. The panel suggests that the Department of Education weigh more heavily the comments made in many of the commissioned studies that have addressed verification. Those studies have indicated that 1 large errors remain even after verification, 2 the cause of much of "student error" lies in the complicated application process, and 3 data items that must be forecasted. The studies have produced little evidence that institutions can develop procedures that will further reduce student error very much. Thus, the panel believes that further improvement possibilities, that is, true corrective actions, lie mainly in the hands of the Department of Education and Congress, since only they can make the necessary systemic and legislative changes. Only one resource would be used rather than up to six as in the previous example. Under the revised process, the data entry contractor would send the SAR to the student and the institutions after the student and the contractor had performed the correction and verification steps. Thus, the extra steps involved in having the student send the SAR to the schools after the contractor has sent it to the student would be eliminated. We note that the contractor currently sends the SAR data to the schools indicated on the application, but a signed SAR sent by the student is required to meet Department of Education recordkeeping requirements. Most important, the system does not have a management strategy and associated data feedback aimed at developing corrective actions. Corrective actions taken to increase the reliability of the initial data would remove problems, such as reliance on expensive and duplicative inspection efforts and time delays in making the award. In assessing possible solutions to these problems, the panel found that the Department of Education can best work on reducing the causes of error by developing centralized and up-front verification of applicant-reported data. Indications of how the department might proceed in these areas are presented next. Reducing "Student Error"

The Department of Education must move from a system that focuses on detecting errors after awards have been made to a system that prevents error to the extent possible. While some error could be removed by making the application materials more user friendly, as suggested in Chapter 5, and by the increasing use of electronic application systems, additional action is needed. A combination of changes to some data requirements and changes to the activities associated with the SAR and verification can result in large reductions in errors, for example, of the types reported in Tables and We begin with some ideas on reducing error by changing data requirements. Prospective data have been identified as a source of student error in past studies. The Department of Education and Congress, recognizing such problems, have made changes in recent years to reduce such errors. For example, income is now reported for the tax year preceding the school year and applications must not be sent before January 1 following the tax year. In the past, applicants had to estimate income for the current year, an obviously error-prone activity. Yet, several states still have aid programs that require applicants to apply for federal aid early in January. For many of the applicants, taxes are not completed and even Wage and Tax Statements W-2s may not be available. Thus, such applications are some of the most error prone and have an impact on the strategy for selecting records to be verified. The Department of Education should work with states to set a due date that would eliminate such problems or allow data from a year earlier if tax forms are not yet completed. In the latter case, applications in subsequent years should be required to use the tax form for the year after the one used the previous year. The Department of Education might also explore the placement of electronic application systems at service sites for other need-based programs. Another prospective data item is the number of other family members in college. The department should consider asking for the Social Security Number of all family dependents expected to attend postsecondary schools. If any of the listed dependents is not found in the application system, the applicant could be asked to report the school that person attends. The school could then be asked to report to the department the attendance status of these nonapplicant students along with the status of students who are applicants for aid at that school. The central processing system could link all applicants affected by a change in this data item, recompute their eligibility "indices," and notify the school in a timely manner. The

department might also consider a separate form for applicants from families with multiple dependents in college. This would currently affect as many as 35 percent of the dependent students and 10 percent of independent students. It would reduce unnecessary burden on parents and reduce transcription errors. Household size is also a major contributor to the error estimated in past studies. This data item entails prospective error, as in asking for the number of persons who will be supported from July 1 to the following June. Problems may also be caused by the complex definition of the item. The prospective error can be eliminated by using a past date, such as the January 1 start of the application process. Reducing definitional problems might require using tax code definitions of dependents or a listing sheet to identify the individuals claimed and their relationship to the household. Home value is no longer a consideration because the reauthorization removed this data item from need calculations. The panel is concerned that some state and institutional aid programs will continue to require these data items, which will complicate the application process as it appears to the student who must explore all sources of aid. Even though the federal application form will collect some state-required data items eight items, at the time this report was written, the Department of Education, Congress, and the other sources of aid should continually work together to improve the system. The long-term goal should be to create a true one-form system that simplifies the process for the applicant but also results in a fair distribution of aid dollars from all sources. Rather than removing from the application form items that are error prone or perceived as unfairly restricting aid awards, the department should consider ways to allow more tolerance in reporting those items. Applicants with very large assets would still be identified, which would provide the potential for a more fair determination of eligibility for aid. Yet, using thresholds presents problems regardless of the cutoff level because a few dollars in error at the threshold results in a large error in determining eligibility. Consideration could be given to creating relational decisions that might fairly assess the ability to use assets. Such a computation should be less affected by error in the reported asset value and should more reasonably assess the amount of the asset available to the applicant. Errors in reporting other nontaxable income have been reduced in importance due mainly to the removal of the married-couple deduction from the tax form. Errors in some of the other nontaxable income items could be identified if Internal Revenue Service IRS forms were available, as could some errors in the existence of assets, the last of the items in the listing of major student errors. A break-out of tax form items could be collected from all applicants, or applicants could be required to submit the page of the federal tax form. Useful tax information could then be entered with the application data. While this would add to data entry costs, the information would certainly help to improve the current verification selection methods and would result in more efficient use of time at the institutions. Yet there may be a more efficient approach. The panel believes that the Department of Education should develop a front-end match of applicant data with IRS data tapes. Such matches are being performed at several federal agencies and are reportedly very successful. The panel recognizes that the department will likely need the help of Congress for such matches to be possible. Legislation directing the IRS to allow these matches may be needed. Requiring a match of the data elements used to determine student aid eligibility with tax requirements would help. Otherwise, nonmatches would require personal attention in verification to ensure a fair determination of eligibility.

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