**GP Essay Outline - Education**

**Question 1: As technology advances, schools will lose their relevance in education. Is this a fair statement?**

**Type of Question- Do you agree / Reflective**

**Thinking aspect:**

For this question, the requirement of the question is to examine if it is correct or wrong to comment that schools will lose their relevance as technology advances. To assess this, we have to focus on the functions of the school like academic teaching and how these functions will diminish or become less functionable as the technology takes aways the role the schools are currently playing. The assessment can also be made based on what he has done to prepare the students for the future and what they are training the students for.

**Introduction**

The technological advancement has transformed the flow of information and knowledge as information becomes digitalised, inter-linked and integrated. This revolution has affected society in many ways, especially on how our education system will function now and in the future. Consequently, it has led to many technocrats to comment that school will soon lose their relevancy as technology advances in this modern era. However, the educators view that this is an unfair statement as the educational institution and the teachers have significant roles to play in the functions of education. In view of these controversial opinions, this essay is inclined to the view that it is not a fair comment that technological advancement will lead to schools being less relevant in their roles.

**Main Body**

Point 1 - Opposing View 1

Technocrats are quick to point out that schools will soon lose their relevance when technology advances as they have shown how the basic function of schools as an institution for transferring of knowledge will be redundant.

Point 2 - Rebuttal

However, educators are careful to point out that the role of the teachers is of great significance in the education process and schools will never lose their relevance.

Point 3 - Supporting View 1

Schools will always be a relevant institution for education if the consideration of the functions of the education is broadly defined and one such function is seen in how schools act as moral compass for the individuals.

Point 4 - Supporting View 2

Schools will still be the main source of cultural development which cannot be replaced by technology despite its extensive influences on cultural heritage.

Point 5 - Supporting View 3

Scientific and technological development may be able to expand the knowledge of the students as they expand the source of information the students may need to learn and alter the ways that students learn in this technological era.

**Conclusion**

In retrospect, it is not a fair statement to conclude that technological advancement will make the schools become less relevant in their functional roles for the society and the individuals as the knowledge transfer is now different from the past in context, nature of transfer and means of transfer. No matter how this is altered, schools will still be the learning institutions we will need to have as the learning environment and teachers will help us promote the holistic education mankind needs to conceive to thrive.

**Question 2: ‘Many receive an education, but few are educated.’ Discuss with reference to situations in your society today.**

**Type of question - DYA**

**Thinking aspect:**

For this question, the student must draw out the criteria that demonstrates an educated individual. For example, being educated can mean receiving a tangible graduating certificate or could also include intangible aspects such as one’s moral direction. In a way, the aims of education must be revealed too to set up perspectives for the decoration of the stand. One perspective is that many receive an education but few are educated while another perspective is that many are educated when they receive education. The difficulty of such a question is to accurately point out the differing schools of thought on education such as the utilitarian principle etc to support the chosen stand.

**Introduction**

It is a conventional wisdom that education is of great significance to our development as a contributing and productive member of society. We pursue education with full devotion and dedication to ensure that we will be able to function well in the modern society. Though many receive education well in our modern learning institutions, few are said to be educated as they have not attained true aim aims of education as they are trained to be functional in our society but have not been enlightened by education to become a thinking person with proper values. It is in this aspect that individuals are not educated although they are educated in a formal educational institution. Given this controversial debate, this essay is more inclined to the view that few are educated despite many being educated.

**Main Body**

Point 1 - Opposing View

It is a common view that people are considered well-educated and have the competency when they have graduated from a university with a good degree.

Point 2 - Rebuttal

However, such a view lacks a holistic understanding on what is a well-educated intellectual as the educated person does not confine his development within what he can do as a productive worker but much more.

Point 3 - Supporting view 1

To be educated, one needs to develop their intellectual acumen to do reflection and make moral and ethical judgement on matters, deriving their opinions on matters.

Point 4 - Supporting view 2

It is also part of a fulfilling and enriched education when one develops his capacity to actualize his potentials to create a meaningful career.

Point 5 - Supporting view 3

One is also considered educated when he has made development on his personality and capabilities, fulfilling his potentials which is not based on the assessment of the examination standard set by the formal education institution

**Conclusion**

In retrospect, education must be seen in terms of a lifelong process and the yardstick to judge whether one is educated should be set beyond the standard of formal education. The fulfilment and achievement of education is not confined to examination as it is stretched beyond this. We need to examine other aspects of development of a person in his education process to conclude if he or she is educated or not.

**Question 3: ‘Education should only be concerned with what is useful in life.’ Discuss.**

**Type of question: DYA**

**Thinking aspect:**

For this question, the student must relate to the aims of education and expand on it. The question above gives one school of thought of the purpose of education which is fundamentally a utilitarian concept peppered with pragmatism. The student could even consider the enriching aspect of an arts education too. Also, the student could consider the aspect of what is important or useful. The tension between both concepts could allow the student to formulate an argument to differ the two**.** This question could be a DYA A format and students should not agree with this as the word ‘should’ suggests that it is an absolute statement for disagreement as it is particularly challenging to fully critique different schools of thoughts about education. As such, the student must provide a clear stand and thesis in the introductory paragraph.

**Introduction**

Tracing back to the industrial revolution, the rapid building of infrastructure so as to train factory workers created the concepts of “schools” or “formal education”. At that time, education was primarily a mechanism to churn out efficient workers of the economy and pinned to the utilitarian perception of education who argue that education should be concerned with what is useful in life. Yet ever since, the evolution of education with the sands of time has modernised the system and expanded its aims to educate students about values, meaning and leisure as the intrinsic part of education cannot be quantified. In view of such polarising perspectives, this essay argues that education should not only be concerned with what is useful in life.

**Main Body**

Point 1.1 - Opposing view 1

Education should be concerned with what is useful in life as the main purpose of education is to ensure the individuals can gain employment and give him the means to have a decent standard of living.

Point 1.2 Opposing view 2 - (optional)

Education should focus on the nurturing of an individual’s cultural and national identity as it will cultivate his sense of belonging to the society, creating political stability for the country.

Point 2 -Rebuttal

However, the above view(s) is/are narrow in scope and does not consider the holistic purpose of education as education is more than just being a productive member of the economy but also involves the development of one’s moral orientation and perspective towards life, shaping them to be civic and moral individuals

Point 3 - Supporting view 1

Moreover, education should be concerned with what is useful as it is also important to educate oneself about leisure through recreational activities, shaping our sense of happiness .

Point 4 - Supporting view 2

Furthermore, what is considered not useful in life like the cultivation of a circle of friendship to make life more enriching and interesting through our education is often ignored and not pursued.

Point 5 - Supporting view 3

More importantly, education should not be concerned with what is useful as it is an enriching process through education to raise our spirits with passion and devotion to causes in life that will make our lives more purposeful and meaningful.

**Conclusion**

In view of the role education will play in our life journey, we cannot deny that it is of great imperative and we must have a serious view about what we think of education. What we learn will determine who we are. It is important for us to learn as much as possible. We need to learn things which seem to be useful and functional but also need to learn things which we cannot identify the benefits of so directly and easily. This will make our learning more complete, enrich and complete our life.