Submitted by

 Submitted to

Assignment

 Date

School vs. College

“School” generally means place where one learn or get formal education. School and colleges both are institutions to get formal way of education. However, there are some basic differences between two institutions. Student life is not only learning, but also socialization and the formation of life values. It is very important for students to have an example and the support of experienced teachers before their eyes, but at the same time not to experience any pressure so that they do not forever turn away from study and the future profession. School and colleges are different in terms of discipline, academic plans and choices of subjects.

Research at the University is emphasized

At the University, all teaching is based on scientific research. Teacher education is based on educational science, with the aim of educating teachers who are also researchers in their own work. Studies related to research can be done quite early. Methodology studies include whole courses that go through qualitative and quantitative research and methods. During the studies, two major theses are also completed, the bachelor’s thesis at the end of the bachelor’s degree and the Master's thesis at the end of the Master's phase. These theses use scientific methods to study a particular educational subject.

Throughout your studies, scientific excellence is also evident in where you seek information. When writing assignments and essays, scientific sources must be used, and the sources must be marked in their own text so that their own thinking and the content of the source texts are clearly distinguished. Thus, learning assignments cannot trigger their own opinions, but all are substantiated by source materials based on scientific research. However, the development of one's own thinking is permissible and desirable. The methods and results of the studies can be commented on and questioned, if any. In the course of studies, students will also learn how to compare studies and, for example, evaluate their generalizability. (Goodson and Colin 67)

Compared to the university, upper secondary schools were given more space to form their own opinions. High school essays are usually based on a high school textbook or newspaper, for example, but university searches for information in scientific databases. As I write this, I find that my scientific thinking has evolved a great deal over the past couple of years, although at first, I was unsure of what educational science even meant. However, I am now aware that the goal is to base the teacher's work on scientifically evaluated methods that produce results.

Emphasis on working life and future careers at university

Studying at high school was very general and varied. On the other hand, in some areas of the University, the goal of training for a particular profession is very clear. Teacher education is such an area where future job descriptions are discussed almost daily. In teacher education it becomes very clear what work is going to be done. Future work will also provide hands-on experience as part of the study internships (Kirst, Michael, and Andrea17). It is a very good thing that education gives you concrete tips and models for doing your job and guidance for professional development. One of the important topics of my special education in special education was professional development, and at least I find myself developing in my own prejudices (Geer81).

At the university, phenomena are handled from the point of view of their own discipline and, therefore, may not be as general as in high school. On the other hand, there is a much deeper understanding of one's own discipline than is possible in high school courses. The educator views the school as a growing institution, the economist perhaps as a cost item in public finances. Of course, general education from different perspectives in your field can be collected through minor studies or in your spare time by following current issues.

The amount of reading at the university is increasing

In upper secondary school, one course usually consisted of a textbook for that course. It is not always clear at the university what material should be in control of the course. In some courses, for example, you complete a learning task whose sources may be partially influenced by yourself. In this case, you are also responsible for ensuring that the source material is used extensively. You need to mirror your own competences to the course objectives and not to the table of contents of one or two books. If, on the other hand, the course is taken by taking an exam, it may be that in addition to the exam literature, questions are also asked about the course lectures. That is why it is worth taking notes in lectures. Often, course teachers also record their lecture slides for students online.

On the other hand, books are rarely read from cover to cover. Books or scholarly articles search for and study relevant topics. Learning techniques are also changing, as it is better to understand and apply knowledge rather than memorizing vast areas.

My own responsibility and the amount of independent work at the university is increasing

Even on the example day I describe here in the blog, you will notice that at university, the “school day” is shorter than in high school. In high school, at least for me, it was quite common for 8-16 days 3-4 times a week throughout the year. At university, a long day should be done once or twice a month. Instead of being present at the university, most of the work is done independently in their own time. Sure enough, homework was done in high school, but the university's independent work is a larger project that usually cannot be completed in one evening. The university reads larger volumes, writes longer texts, and does larger group work. The responsibility for scheduling and completing the courses will also increase, in part the freedom. If the workload seems too small or too large, you can make quite a difference in course choices.

Works cited

Goodson, Ivor F., and Colin J. Marsh. Studying school subjects: A guide. Routledge, 2005.67

Geer, Blanche. "Studying a college." Pathways to data. Routledge, 2017. 81-98.

Kirst, Michael, and Andrea Venezia. From high school to college: Improving opportunities for

success. San Francisco: Jossey-Bass, 2004.17