

Teacher - summary & response

Text: The world is going to University (The Economist, 2015)

Link: <http://www.economist.com/news/leaders/21647285-more-and-more-money-being-spent-higher-education-too-little-known-about-whether-it>

Lesson

- Discuss the title: 'the world is going to university'
- Create a discussion, students write key ideas
- Go over key summary skills / response skills ([back of this document](#))

Supported reading

1. Give out text – ask students to read and highlight key main ideas of each paragraph (10-15 mins)- put ideas on board ([use summary points answer sheet](#))
2. Ask students to highlight main support for each idea (2-3 points only per paragraph)
3. Feedback – put on board
4. Students write summary using ideas (30mins)
5. Give out model answer to compare / take in and mark
6. Discuss how to write a response and in groups ask students to discuss parts of the text they agree / disagree with and why? Put ideas on board.
7. Encourage basic structure and language – two significant points...
8. Students write response (30 minutes) – After give out model answer / or take in & mark.

Tests

Lesson#1: [easy] *** ** [B2/C1]

1. Give out text a week /day before the test – students read, check vocabulary and meaning.
2. Test day – give out a new copy of text with the summary & response question
3. Set 1hr 30min to read text and write the summary and response
4. The summary – only one paragraph (200-250 words) / the response – only one paragraph (150 words)
5. Feedback¹: take in and mark ([must achieve 4 key points and 4 support points](#))- [[use correction code*](#)]
6. Feedback²: give out key points & model answer

Correction code*: www.academic-englishuk/error-correction

Lesson #2: [hard] ***** [C1]

1. Set 1hr 30min to read text and write the summary/response
2. The summary – only one paragraph (200-250 words) / the response – only one paragraph (150 words)
3. Feedback¹: take in and mark ([must achieve 4 key points and 4 support points](#))- [[use correction code*](#)]
4. Feedback²: give out key points & model answer

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Reading and writing practice

Part A (200-250 words)

Summarise in your own words the main points and significant supporting detail in The Economist article on the topic of:

The world is going to university

Part B (100 – 150 words)

Critically respond to two points from your summary in Part A. Support your view with your own ideas.

Key points:

Do not copy - paraphrasing

Use an academic style

Use academic vocabulary

Use reference verbs and correct in-text citations

Response Language / critical evaluation language

Notes:

[illegible]

Word Count: _____

Word count _____

[illegible]

word Count _____

Word count _____

The world is going to university **Main Points**

Global summary

The modern university failing education performance/ output. Good research. High tuition fees / high student debt / better testing is needed / poor value for money.

Paragraph 1: historical reference

- a) Biggest / best funded system
- b) Emulating its model
- c) Poor value for money?

Paragraph 2: US modern uni = gold standard

- a) Enrolment is growing faster than demand
- b) job and middle class

Paragraph 3: Two specific models

- a) state funded and provision - equal resources and status
- b) Mixed private-public funding and provision - well-funded at top / countries are adopting this way.
- c) Politicians 'the knowledge economy' requires top flight research - public resources
- d) Safer, richer, interesting
- e) GDP investment

Paragraph 4: Success in education?

- a) Yes, research - 19/20 US research papers
- b) No - International numeracy and literacy falling
- c) Tuition fees doubled
- d) Student debt \$1.2tr

Paragraph 5: Bad investment for society

- a) Students is good 15% return
- b) Employers are judging graduates on selection process of universities not the education received

Paragraph 6: poor value for money

- a) Rewards for research = main focus
- b) No clear measure of educational output
- c) Price becomes proxy for quality

Paragraph 7: comparable measures of educational performance

- a) Common tests -Resources for value for money
- b) Incentives for teaching and technology use.
Better idea of the investment for governments

Paragraph 8: Educational outcomes are complex but achievable

- a) Common tests for graduates
- b) Criticality / reasoning skills
- c) Poorer countries test subject / CTS

Paragraph 9: government support

- a) Benefit society

The world is going to university – **Response ideas**

Global summary
The modern university failing education performance/ output. Good research. High tuition fees / high student debt / better testing is needed

Paragraph 1: historical reference	Response
a) Biggest / best funded system b) Emulating its model	a) True / copying b) Is it the best option std debt?

Paragraph 2: US modern uni = gold standard	
a) Enrolment is growing faster than demand b) Decorous job and middle class	a) No – Oxford first uni? Harvard copied b) No – false advertising

Paragraph 3: Two specific models	Response
a) state funded and provision - equal resources and status b) Mixed private-public funding and provision - well-funded at top c) Politicians 'the knowledge economy' requires top flight research - public resources d) Safer, richer, interesting e) GDP investment	a) No – state funded = better control. b) Yes – better research pays for society c) Is university responsible for safer, richer world. Big claim. d) ... e) No - Not all countries can invest GDP %

Paragraph 4: Success in education?	
a) Yes, research - 19/20 US research papers b) No - International numeracy and literacy falling c) Tuition fees doubled d) Student debt \$1.2tr	a) No, British universities are just as successful – is this credible? b) Yes – very worrying if unis are not improving N & L c) Yes, what are stds actually paying for? d) No – is high debt success?

Paragraph 5: Bad investment for society	Response
<ul style="list-style-type: none"> a) Students is good 15% return b) Employers are judging graduates on selection process of universities not the education received 	<ul style="list-style-type: none"> a) No- credible claim? 1:5 graduates are under-employed? b) No- credible claim? Better unis have better research, best tutors thus better education?

Paragraph 6: poor value for money	Response
<ul style="list-style-type: none"> a) Rewards for research = main focus b) No clear measure of educational output c) Price becomes proxy for quality 	<ul style="list-style-type: none"> a) Yes, but not negative – research is the point of university, isn't it? b) No, educational output is difficult to measure, esp. in subject and essay assessment.

Paragraph 7: comparable measures of educational performance	Response
<ul style="list-style-type: none"> a) Common tests -Resources for value for money b) Incentives for teaching and technology use. c) Better idea of the investment for governments 	<ul style="list-style-type: none"> a) Yes, agree better measures are needed -N & L test should be part of HE b) Yes, this the way of public services now. Value for money, success rates. Is it worth the investment.

Paragraph 8: Educational outcomes are complex but achievable	
<ul style="list-style-type: none"> a) Common tests for graduates b) Criticality / reasoning skills 	<ul style="list-style-type: none"> a) Yes – difficult to measure b) No – these skills are taught anyway and used in assessment. CT is difficult to test

Paragraph 9: government support	Response
<ul style="list-style-type: none"> a) Benefit society 	<ul style="list-style-type: none"> a) Only works if gov. financially support the system, unlike UK. The gov. withdrawing funding.

The world is going to university

Summary:

According to The Economist (2015), the modern university is exceeding in research but failing in educational performance. They question investment in Higher Education without clear educational output parameters and common testing procedures. The American modern university has become the 'gold standard' across the world with many countries adopting its model of private-public funding provision. The belief that a degree is essential for a middle-class lifestyle is as prevalent as enrolment outstripping demand. There is sufficient evidence that university research is creating 'the knowledge economy' which in turn generates prosperity and safer environments. Nevertheless, it is proposed that H.E is not being successful in delivering student education and is 'poor value for money'. One argument is that universities are rewarded for research and this has become the main focus over pedagogical development. In addition, the Professional Services Foundation as cited in The Economist (2015) highlight that employers tend to hire from prestigious universities suggesting cost outweighs learning. This is all compounded with the claim that universities are failing in delivering basic numeracy and literacy education. The main reason seems to be that there is no clear comparable approach to measure education performance and outcome amongst universities. It is therefore being put forward that common testing of subject matter and criticality would be beneficial in understanding university educational performance. As a consequence, this would identify what had been taught, how good universities are at achieving its aims and provide an insight into value of money. Overall, improving resource allocation and improving teaching quality but may need government support to be successful.

Response:

There are two significant points that The Economist (2015) has raised that need to be addressed. The first point that the American university has become the 'gold standard' across the world is possibly inaccurate. Oxford University was established much earlier than Harvard, approximately 1096, and thus it was this university and Cambridge to set the standard of H.E, which the American model has copied. Also, the UK and many other countries only invest a miniscule GDP percentage into Higher Education, this suggests that the 'gold standard' is not followed as much as the writer claims. The second point is that universities are failing to improve literacy and numeracy skills is true to certain extent; however, it could be argued that a university's focus is solely subject material and contemporary research connects clearly to this development. Therefore, it seems that secondary and further education is failing in its responsibility in developing literacy and numeracy skills.

Summary Writing

How to write a summary...

Take notes:

- **In-text reference**
- **Paragraphs: main points / key ideas** (take notes)
- **Supporting points** (key support for main ideas)
- **NO Examples**
- **NO dates** (Basic overviews)
- **NO data** (basic overviews)
- **Decide what is important – be specific**

Writing:

- **According to (source)...** *According to Smith (2017),*
- **Linking ideas:** the author also suggests, another point discussed by the author is....
- **Use key terms** (*Higher Education, Climate Change, Government policy, Genetics*)
- **Paraphrase / rewrite ideas**
- **Check / edit**

Response Structure

Topic sentence	There are two significant points emphasised / claimed / suggested by ... (author & date)
The first point	The first most important point is the ... [include the point from the text]
Your response / view	This argument holds validity. In India...
The second point	The second area of importance is that...
Your response / view	This view lacks credibility to a certain extent. It is true that ..., however, the main beneficiary... Therefore, governments should provide grants.

Support Language

It could be argued that / it seems that

This point holds validity...

It is true up to a certain extent...

It is reasonably credible in that...

This is a noteworthy point as...

The writers correctly identify an important point which is....

A clear strength of this point is that..

Against Language

One major criticism/drawback with/of this (view) is...

This concept is possibly inaccurate because...

One flaw in this point is that... / One of the limitations is...

The key/main problem with this is...

Although this article contains overwhelming/convincing/compelling evidence, there is one/two point/s that warrant/s further discussion.

This appears to be true to a certain extent; however,...

The argument that the UK economy will be stronger after Brexit is irrational/illogical because...