

Critique

Education



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A Case Study of an Affective Education in Taiwan A Case Study of an Affective Education in Taiwan This section is enlightening in every capacity. The determination of the study was to categorize the mechanisms of a structure for affective education application based on an optimistic psychology approach. This part elucidated how the research will be implemented by stating that the study will utilize the constructivist grounded model case study as a qualitative procedural approach. Further, categorical information was highlighted to enlighten the reader on the objective of the case study. The author went ahead to state the relevant keywords as used in the study. I failed to decipher any weakness in the abstract.

Introduction

The author failed to stipulate where the introduction begins. The transition from abstract to the introduction part does not have a clear flow of information. However, the author tries to bring out the real scope of the problem in the introduction. The main aim of positive thinking is to catalyze a transformation in the apprehensions of psychology from obsession with mending the worst aspects in life to a fresh prominence on optimal working of people, collections, and organizations. Thus far, the author has provided little investigation on assimilating the affirmative psychology methodology into schools.

Methodology

The author chose to use Constructivist grounded model case analysis as the in methodology of the research. The author provided a theoretical framework, research background and contributors, course content as well as delivery medium. These factors are usually instrumental in any methodology part of a project. Approaches of data collection, participant observations, <https://assignbuster.com/critique-essay-samples/>

field notes, artifacts were also outlined in the research. The data analysis procedure of this research centered on the qualitative records and utilized grounded model data analytic approaches to respond to the research problem. Since the course of classroom teaching was filled with fragmentary dynamic singularities, data was scrutinized and amassed with initial coding all through this study.

Findings

The determination of this research was to delve totally into the mechanisms of affective edification implementation, and numerous components arose from the data exploration. However, this research provides an in depth exploration as stated above. The author goes ahead to give the reader all the findings that they seek to find. The author finds that, to break the innate social typecasts is expected to be the long-standing undertaking of affective education. This information is probably the best finding that the author has unearthed. This statement is just but a summary of what the research has found since it gives room for further research to be done regarding the issue.

Discussion

The research illustrated the basis of affective education execution that arose from the information in this study, which entailed three stages: the tutorial room, the school or family, as well as the society and culture. Consequently, at times, when schooling affective education, instructors should envisage the influences of cultural questions and clarify social stereotypes to reinforce students' positive opinions (Wang & Yu Ku, 2010).

Recommendations

The research exposed that the latitude of the mechanisms of affective

educational execution is broad, vacillating from the entire culture and civilization down to a specific person. The research has provided three recommendations that should be adopted in the research. Overall, the research followed everything that a good study should have. The author used simple and elaborate language so that the reader can comprehend.

Reference

Wang, C., & Yu Ku, H. (2010). A case study of an affective education course in Taiwan.

Education Tech Research Dev 58: 613–628 DOI 10. 1007/s11423-010-9168-z.