

The Synthesis Essay

WHAT IS A SYNTHESIS?

A synthesis is a written discussion that draws on one or more sources. It follows that your ability to write syntheses depends on your ability to infer relationships among sources - essays, articles, fiction, and also non-written sources, such as lectures, interviews, and observations. This process is nothing new for you, since you infer relationships all the time - say, between something you've read in the newspaper and something you've seen for yourself, or between the teaching styles of your favorite and least favorite instructors. In fact, if you've written research papers, you've already written syntheses. In an academic synthesis, you make explicit the relationships that you have inferred among separate sources.

Clearly, before you're in a position to draw relationships between two or more sources, you must understand what those sources say; in other words, you must be able to summarize these sources. It will frequently be helpful for your readers if you provide at least partial summaries of sources in your synthesis essays. At the same time, you must go beyond summary to make judgments - judgments based, of course, on your critical reading of your sources - as you have practiced in your reading responses and in class discussions. You should already have drawn some conclusions about the quality and validity of these sources; and you should know how much you agree or disagree with the points made in your sources and the reasons for your agreement or disagreement.

Further, you must go beyond the critique of individual sources to determine the relationship among them. Is the information in source B, for example, an extended illustration of the generalizations in source A? Would it be useful to compare and contrast source C with source B? Having read and considered sources A, B, and C, can you infer something else - D (not a source, but your own idea)?

Because a synthesis is based on two or more sources, you will need to be selective when choosing information from each. It would be neither possible nor desirable, for instance, to discuss in a ten-page paper on the battle of Wounded Knee every point that the authors of two books make about their subject. ***What you as a writer must do is select the ideas and information from each source that best allow you to achieve your purpose.***

PURPOSE

Your purpose in reading source materials and then in drawing upon them to write your own material is often reflected in the wording of an assignment. For example, your assignment may ask that you evaluate a text, argue a position on a topic, explain cause and effect relationships, or compare and contrast items. While you might use the same sources in writing an argumentative essay as your classmate uses in writing a comparison/contrast essay, you will make different uses of those sources based on the different purposes of the assignments. What you find worthy of detailed analysis in Source A may be mentioned only in passing by your classmate. Many times, your purpose will be dictated by the assignment.

USING YOUR SOURCES

Your purpose determines not only what parts of your sources you will use but also how you will relate them to one another. Since the very essence of synthesis is the combining of information and ideas, you must have some basis on which to combine them. It follows that the better able you are to discover such relationships, the better able you will be to use your sources in writing syntheses. Your purpose in writing (based on your assignment) will determine how you relate your source materials to one another. Your purpose in writing determines which sources you use, which parts of them you use, at which points in your essay you use them, and in what manner you relate them to one another.

Synthesis Essay On Education

JA Banks



Synthesis Essay On Education:

Resources in Education ,2001-04 **Essays in the Politics of Education** Fred Clarke,1923 A Synthesis of Education Theosophical Education Society,1912 The Political Economy of Educational Reforms and Capacity Development in Southeast Asia Yasushi Hirosato,Yuto Kitamura,2009-02-07 Yasushi Hirosato and Yuto Kitamura Developing countries including Southeast Asian countries face an enormous challenge in ensuring equitable access to quality education in the context of deepening globalization and increasing international competition They must simultaneously meet the goals of Education for All EFA at the basic education level and of developing a more sophisticated workforce required by the knowledge based economy at the post basic especially tertiary education level To meet this challenge developing countries need to reform renovate their education systems and service deliveries as an integral part of national development However most of them have not yet fully developed the individual institutional and system capacities in undertaking necessary education reforms especially under decentralization and privatization requiring new roles at various central and local or public and private levels of administration and stakeholders Provided that an ultimate vision of educational development and cooperation in the twenty first century would be to develop indigenous capacity in engineering education reforms this book analyzes the overall education reform context and capacity including the status of sector program support using the sector wide approach SWAp program based approach PBA in developing countries We also address how different stakeholders have been interacting in order to promote equitable access to quality education particularly from the perspectives of capacity development under the system of decentralization **John Dewey's Educational Philosophy in International Perspective** Larry A. Hickman,Giuseppe Spadafora,2009-04-24 This title examines the influence of American philosopher John Dewey 1859 1952 11 experts examine his work placing special emphasis on his influence in education in Italy Central and Eastern Europe and in Spain and South America His views on the ties between education and the democratic state and school and society are also examined **International Library of the Philosophy of Education** Charles Bailey,2021-07-09 International Library of the Philosophy of Education reprints twenty four distinguished texts published in this field over the last half century and includes works by authors such as Reginald D Archambault Charles Bailey Robin Barrow Norman J Bull D E Cooper R F Dearden Kieran Egan D W Hamlyn Paul H Hirst Glenn Langford D J O Connor T W Moore D A Nyberg R W K Paterson R S Peters Kenneth A Strike I A Snook John and Patricia White and John Wilson Themes discussed include Liberal education moral education the aims of education the education of teachers adult continuing education and the philosophical analysis of education *Artificial Intelligence in Education* Alexandra I. Cristea,Erin Walker,Yu Lu,Olga C. Santos,Seiji Isotani,2025-07-19 This six volume set LNAI 15877 15882 constitutes the refereed proceedings of the 26th International Conference on Artificial Intelligence in Education AIED 2025 held in Palermo Italy during July 22 26 2025 The 130 full papers and 129 short papers presented in this book were carefully reviewed and selected

from 711 submissions The conference program comprises seven thematic tracks Track 1 AIED Architectures and Tools Track 2 Machine Learning and Generative AI Emphasising datadriven Track 3 Learning Teaching and Pedagogy Track 4 Human Centred Design and Design Based Research Track 5 Teaching AI Track 6 Ethics Equity and AIED in Society Track 7 Theoretical Aspects of AIED and AI Based Modelling for Education

Research in Education ,1969-12 **Demystifying Academic Writing in Higher Education: A Process View on Academic Textual Production** Xinghua Liu,Rui Alexandre Alves,Angelique Aitken ,Josef Schmied,2025-10-30 Academic writing in this Research Topic refers to the type of writing demonstrating students disciplinary knowledge of and proficiency in synthesizing analyzing and responding critically to new information Hyland 2004 Swales 1990 which may include those genres like course essays project reports research proposals lab notes journal articles conference paper theses and dissertations As the current workplaces have become increasingly specialized higher education worldwide has been increasingly charged with the task of developing students academic writing and correspondingly on students parts learning through writing has been necessary for them to succeed in higher education To prepare university students for writing challenges during the past decades numerous studies have been devoted to the study of linguistic and rhetorical resources in students academic writing under such umbrella terms like style reader awareness authorial voice writers identity stance evaluation textual structures steps and moves Charles Hunston Hinkel 2002 However previous research on academic writing has been predominantly focused on the linguistic and rhetorical aspects namely the final product of students writing while the nature and processes of composition students engagement and individual differences and the influence of contextual factors like emerging technology have been under explored Thus the goal of this Research Topic is to bring a process oriented and dynamic perspective to the study of textual production in academic contexts by both encouraging an expanded view of existing research paradigms and also welcoming novel approaches Data can be collected by using corpus building interviews and questionnaires but we would also welcome the use of experimental methods and a mixed method approach for data collection Meanwhile previous research mainly studied university students who were learning English as a second or foreign language hence we also welcome research examining first language writers and students who are learning a second or foreign language other than English We believe for the study of the complex phenomenon like academic writing no single method or tool can suffice Therefore we strongly recommend a more creative perspective in data collection and analyzing and interpreting academic writing Papers can present quantitative data analyses based on experimental design or qualitative data analyses stemmed from more ethnographic oriented research Systematic review studies are also welcome We encourage contributions related but not restricted to the following topics 1 Cognitive processes in academic texts planning composing and revisions and student writers individual differences 2 Metacognition and self regulation in academic texts planning composing and revisions and student writers individual differences 3 Motivation and self efficacy in academic texts planning composing and revisions and

student writers individual differences 4 Linguistic and rhetorical choices identity construction and disciplinary knowledge construction 5 Student writers textual production peer feedback and interactions with discourse communities 6 Affordances and challenges of artificial intelligence AI in the process of academic textual production in higher education *Handbook of Academic Integrity* Sarah Elaine Eaton, 2023-12-04 The book brings together diverse views from around the world and provides a comprehensive overview of academic integrity and how to create the ethical academy At the same time the Handbook does not shy away from some of the vigorous debates in the field such as the causes of academic integrity breaches There has been an explosion of interest in academic integrity in the last 20 30 years New technologies that have made it easier than ever for students to cut and paste coupled with global media scandals of high profile researchers behaving badly have resulted in the perception that plagiarism is on the rise This in combination with the massification and commercialisation of higher education has resulted in a burgeoning interest in the importance of academic integrity how to safeguard it and how to address breaches appropriately What may have seemed like a relatively easy topic to address students copying sources without attribution has in fact turned out to be a complex interdisciplinary field of research requiring contributions from linguists psychologists social scientists anthropologists teaching and learning specialists mathematicians accountants medical doctors lawyers and philosophers to name just a few Because of this broad interest and input this handbook serves as the single authoritative reference work which brings together the vast growing interdisciplinary and at times contradictory body of literature For both established researchers practitioners and those new to the field this Handbook provides a one stop shop as well as a launching pad for new explorations and discussions *The Principles and Practice of Nurse Education* Francis M. Quinn, 2000 This book now in its fourth edition has been updated to include material focused on evidence based practice Covering the complete spectrum of education as applied to nursing and health care professions this book maintains the blend of theoretical principles and practical applications that has proved successful over the preceding three editions Among the important developments discussed are the replacement of UKCC and the four National Boards with a new Nursing and Midwifery Council the initiative to establish the National Institute for Clinical Excellence and the move to incorporate clinical effectiveness into the clinical governance framework Frank Quinn brings together all the major changes that apply to educators within the National Health Service making this essential textbook an authoritative source of guidance up to date information and reference **The Forum of Education** ,1923

Forum of Education ,1923 **Fostering Imagination in Higher Education** Joy Whitton, 2018-04-24 Imagination and creative teaching approaches are increasingly important across all higher education disciplines not just the arts Investigating the role of imagination in teaching and learning in non arts disciplines this book argues that a lack of clarity about what imagination looks like in higher education impedes teachers in fostering their students creativity *Fostering Imagination in Higher Education* tells four ethnographic stories from physics history finance and pharmaceutical science courses

analytically observing the strategies educators use to encourage their students imagination and detailing how students experience learning when it is focussed on engaging their imagination The highly original study is framed by Ricoeur s work on different forms of imagination reproductive and productive or generative It links imaginative thinking to cognitive science and philosophy in particular the work of Clark Dennett and Polanyi and to the mediating role of disciplinary concepts and social cultural practices The author s discussion of models graphs strategies and artefacts as tools for taking learners thinking forward has much to offer understandings of pedagogy in higher education Students in these case studies learned to create themselves as knowledge producers and professionals It positioned them to experience actively the constructed nature of the knowledge and processes they were learning to use and the continuing potential of knowledge to be remade in the future This is what makes imaginative thinking elemental to the goals of higher education

General Education and American Commitments Debra Humphreys,1997 This monograph reports on a study which examined how 92 colleges participating in a multiproject initiative American Commitments Diversity Democracy and Liberal Learning are addressing issues of diversity in their general education curricula policies and practices Chapter 1 focuses on emerging trends and promising practices and includes discussions of U S pluralism culture and identity prejudice discrimination and the pursuits of justice education for social responsibility and diversity in the core curriculum Chapter 2 considers the process and politics of curricular change Topics addressed include effective diversity learning defining learning goals questions for faculty dialogue the change process and pedagogical change and faculty development Chapter 3 covers the shaping of effective curricular models including infusing diversity across the curriculum requirements allowing students to choose among many courses and the single course or course sequence requirement A conclusion urges a four part curricular engagement for effective citizenship study of one s own culture pluralism and pursuit of justice justice seeking and pluralism in majors and concentrations An afterword by Carol Geary Schneider is titled Education for Cultural and Democratic Pluralism Extensive appendices include exemplary syllabi a listing of participating institutions a list of resources and a summary review of the literature Contains 11 references DB

Education Sector Plans and their Implementation in Developing Countries Roy Carr-Hill,2023-03-09 This book examines the factors affecting the successful implementation of Education Sector Plans in developing countries It provides a detailed comparison that draws on data from 27 countries to offer careful research conclusions and policy recommendations Offering a detailed comparison of the schooling situation e g availability of potable water and toilets provision for the disabled as well as educational outcomes both test scores and percentages out of school from the 27 countries using empirical evidence the book examines the resources that have been invested in different education sectors investigating the development and success of each plan The volume uses correlation analysis to compare factors including the availability of government funding national characteristics ministerial decisions influences of country and donor stakeholders as well as district and school level issues Thorough comparative analysis of the data is then

demonstrated with two measures of achievements to identify which factors can be considered as the most important in order to reach realistic policy and research conclusions Timely and engaging this book will be of great interest to researchers scholars and postgraduate students in the field of education and international development comparative education and international education more broadly **Encyclopedia of the Essay** Tracy Chevalier,2012-10-12 This groundbreaking new source of international scope defines the essay as nonfictional prose texts of between one and 50 pages in length The more than 500 entries by 275 contributors include entries on nationalities various categories of essays such as generic such as sermons aphorisms individual major works notable writers and periodicals that created a market for essays and particularly famous or significant essays The preface details the historical development of the essay and the alphabetically arranged entries usually include biographical sketch nationality era selected writings list additional readings and anthologies

Educational Review ,1901 **Educational Review** Nicholas Murray Butler, Frank Pierrepont Graves,1901 Vols 19 34 include Bibliography of education for 1899 1906 compiled by James I Wyer and others **Philosophers as Educational Reformers (International Library of the Philosophy of Education Volume 10)** Peter Gordon, John White,2010-02-25 This volume assesses how far the ideas and achievements of the 19th century British Idealist philosophical reformers are still important for us today when considering fundamental questions about the structure and objectives of the education system in England and Wales Part 1 examines those ideas of the Idealists especially T H Green which had most bearing on the educational reforms carried out between 1870 and the 1920s and traces their connection with the philosophy and educational theory of Hegel and other post Kantians Part 2 is an historical survey concentrating on the innovations in the organization and contents of education in England and Wales brought about by the administrators and educationists educated in philosophical idealism Part 3 considers what relevance the philosophical and practical ideas of this interconnected group of reformers have to education today

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