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Accelerated learning cycle lesson plan template

Diploma | Christopher Furlong/Getty Images College It provides countless benefits – educationally, practically, competitively and financially – to those who attend. Pew Research found that these days the income gap between students and those without a degree is even wider than in previous years. Since 2012, the median annual salary for 25- to 32-year-olds with a bachelorette degree was \$45,000, compared with just \$28,000 for those with the only high school diploma. In addition to earning more, students educated millennials also have lower unemployment and poverty rates than their less educated peers. They are also more married and less likely to live in their home, reports the Research Tank. While going to college is as useful as most things in life, it comes along with some pros and cons. Costs, of course, are perhaps the biggest factor people are considering when deciding whether or not to attend. This means that the cost of graduating is on their own, plus the cost of opportunities – lost wages and potentially life and perhaps even a career on hold. For those students who choose to study, what are some of the other negatives? Aside from financial and time investment, what else (if anything) should students who only reach the majority age lose by visiting college? Well, the short answer to that question is four years of different life experience. As many of you may already know, college is very different from real life in that it serves as a transition from addiction to independence for many students. In particular, those students who attend the campus and do not have other obligations (such as sports, family or working-time employment). Along the way, students who are about to reach adulthood learn valuable lives, careers and financial lessons. They also learn such lessons that are — well, not so valuable. Here are some of the worst lessons young people learn while living in college. 1. Your Major Is All Similar to Your Work Studies | iStock.com whether you're in charge in business, math, art or whatever, the chances of your work being closely like your student classroom are slim. No level can cover every part out there, so each one does everything to provide enough framework for you to succeed in any position you select inside the box. Life can be funny sometimes, too. When you think you know exactly what you want to do, another door opens – situations change, people change. A study by a career builder from the previous year found that a third of college-educated workers work in professions outside their main workers. The same study found that 36 percent of students wanted to study in something else. Students are rarely aware of this fact. It is not often that hear how they will change careers 11 or 12 times throughout their lives (according to BLS, the average Baby Boomer has changed his career 11.3 times). 2. Other options are a common occurrence of angry man | iStock Most faculties have policies that allow students to re-ingest courses that fail without much consequence. This is one college's policy on retaking courses: If you earn a failed score (F, WU, or FIN) in a course and then reintroduce the course in the next semester, earn a grade of A, B, C, or CR, both classes will remain on the transcript. However, the failed estimate will no longer be calculated in your... Gpa. Many other schools have similar policies. At work, if a worker continues to rent a work that is a subsection and does not meet expectations, that worker will be more than likely to be laid off after a short period of time. He or she couldn't continue with his work until he was properly on the dollar company. The same applies to late policies and late assignments. A lot of student classrooms are much more lit than any job would be. 3. Lessons are completed when you graduate from graduation | iStock.com/michaeljung college gives the impression to students that when they finish their degree, they are theme gurus in a particular field. For example, I have a degree in management, so I know management, or I have a degree in finance, so I know the world of finance. Soon after graduation, they realize how little they really know. The New York Times published data from a book called Academically Adrift: Limited Learning on College Campuses, which sought to determine how much students are really learning and studying. They found that 32 percent of the students who followed them did not complete any courses with more than 40 reading pages per week during a typical semester, and that 50 percent did not complete a single course in which they wrote more than 20 pages in the course, reports The Times. Even those students who challenge and study hard will spend their lives teaching new information. Life is a classroom, and you always have to learn more, no matter who you are, how smart you are, or how much you think you know. 4. Mundane Is A Bad Thing Paperwork | iStock.com for many students, life is exciting. Of course, it's time to learn. But it's also time to hang out, meet new people and have fun. Core Institute data, published on About, shows that three in four (73 per cent) college students drink at least occasionally. When college ends and it's time to get into a career and have a family, things settle down a lot. The household develops routine and ideally it is a peaceful, stable environment. That doesn't mean people start spending their evenings, sweaters and completing crossword puzzles when they come across their lives – it simply means that because family and work in the first place, going out and partying is no longer a priority (not even a bit). College doesn't necessarily teach you the work-life balance. If you're there, you feel like responsibility and routine are a little boring. More from the Money & Career Cheat Sheet: In the UK we are facing a crisis in creative education. The government is obsessed with the Victorian model of society, which is mechanical, but the modern world is hybridised and all about crossing borders. Education should not be about having to choose: it should be about everyone who has access to some form of creative learning. Unfortunately, it is more difficult for new creators than ever to find a job. Tens of thousands of creative students graduate each year, but the number of entry-level jobs is decreasing. Unpaid layouts are oversumpable, and all too often it's not what you know, but who you know. At D&AD we try to bridge the gap with our Nova Blood program, which offers initiatives to students around the world that provide them with insight, opportunities and all-important first breaks. This year the New Bloody Exhibition runs from 2 to 4 July (open to the public from 3rd), where 100 of the world's top creative courses show off their best thesis. If you're looking for new talent, this is the best place to start. The UK is a nation of inventors and we have successfully persuaded the government into our engineering powers. What is now critical is that the barrier between creative thinking and engineering thought is broken down. But our current geindustrial landscape means that sections of the country have been disadvantaged by government policy on wider creative education. Because creativity is not quantitatively exassuring, it is lacking – and yet some of our greatest cultural treasures were enraged at the launch site. We wouldn't have David Bowie at London's Victoria & Albert Museum, or The Beatles, if not for art schools. The point is that we need to produce a nation of creative thinkers, not creative objects. It is not about developing clichéd crafts, but about building an extraordinary legacy and combining it with our ability to take creative risks. This is what we are supposed to develop: people who will change and lead in the global industry, not people who will become professional clones. We have to face up to the fact that students are investing in this nation's future, which is an absurd situation. We have not benefited from 50 years of US education history – a country where industry knows it has to create endowed and gifted gifts. It wasn't a phase transfer. It was a sudden culture. And we were all pushed off a cliff and told to swim. Through the D&AD Foundation, we try to lead with new models of support for young creative people. But there's only so much we can do. The industry needs to delay the lack of investment in creative people, which could greatly weaken our future prosperity, as a company and indeed as a society. If creative education is broken, there are two ways to approach it: we can fix it, or we can start over. There's a real opportunity to start over. It is worth looking for inspiration on original ideas and models such as Montessori or Steiner Schools. I founded the School of Communication at King's College of Art in London on this – we provide a strict foundation, along with deprogramming graduates to create a culture of side and critical thought. One of the biggest challenges for educators in general lies in mass open online courses (MOOC). How do teachers manage this process and what role do they play in initiatives such as Futurelearn, which give online access to some of the UK's best universities? Open source learning does not work for creative education, which involves making and working in teams. It's all in the community. Community.