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Why School?: How Education Must Change When Learning And Information Are Everywhere (Kindle Single)



Synopsis

Traditional educators, classrooms, and brick-and-mortar schools are no longer necessary to access information. Instead, things like blogs and wikis, as well as remote collaborations and an emphasis on 'critical thinking' skills are the coins of the realm in this new kingdom. Yet the national dialogue on education reform focuses on using technology to update the traditional education model, failing to reassess the fundamental design on which it is built. In 'Why School?', educator, author, parent and blogger Will Richardson challenges traditional thinking about education — questioning whether it still holds value in its current form. How can schools adjust to this new age? Or students? Or parents? In this provocative read, Richardson provides an in-depth look at how connected educators are beginning to change their classroom practice. Ultimately, 'Why School?' serves as a starting point for the important conversations around real school reforms that must ensue, offering a bold plan for rethinking how we teach our kids, and the consequences if we don't.

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Customer Reviews

Why School? is a superb summary of why schools need to be different. We now live in a world where the rule is abundance, not scarcity. Where teachers are from all around the world, not just in

those buildings down the street. Where students can make and do and share, not just sit passively and regurgitate. There are lots of insights in this short text. I read the entire book in a sitting of an hour or two. But the ideas within will last much, much longer...A few quotes to whet your appetite:1. "let's scrap open-book tests, zoom past open-phone tests asking Googleable questions, and advance to open-network tests that measure not just if kids answer a question well, but how literate they are at discerning good information from bad and tapping into the experts and networks that can inform those answers. This is how they'll take the real-life information and knowledge tests that come their way, and it would tell us much more about our children's preparedness for a world of abundance."2. "Discovering the curriculum changes the teacher's role in the classroom. It becomes less about how well the teacher develops the lesson plan and what that teacher knows (though those ingredients are still important). Instead, they must inspire students to pursue their own interests in the context of the subject matter. Teachers need to be great at asking questions and astute at managing the different paths to learning that each child creates. They must guide students to pursue projects of value and help them connect their interests to the required standards. And they have to be participants and models in the learning process."3. "'How do your teachers learn?' Most answers I get follow along traditional lines: 'They go to conferences.

Why School?: How Education Must Change When Learning and Information Are Everywhere by Will Richardson"Why School?" is an inspirational plea to a new vision of education that incorporates tools of learning that are all around us. The author's contention is that the current educational system does not adequately provide what our kids need to know and thus doing school "differently" is necessary. Educator, blogger and author Will Richardson, provides the reader with a brief different vision of doing school. This stimulating brief 51-page book is broken out into two main parts: Part I: Old School and Part II: New School.Positives:1. Brief and to the point.2. An important topic, a "different" education.3. A brief book that is intended to inspire and whet your appetite. Mission accomplished.4. The impact of abundance of information and how it relates to education.5. A look at the old educational model and why it fails in preparing children for future success in a fast-changing world.6. A policy paper by the National Council of Teachers of English (NCTE) that lists the new set of 21st-century literacies for all readers and writers.7. The contrast between the two very different visions for educational change. The first is about doing what we currently do "better". The second requires a fundamental revision of the value of school and the roles of teachers and classrooms.8. Interesting and thought-provoking arguments, "What they don't tell you, by the way, is that we just looked at test results from U.S. kids living in high-income homes, we would be first in

the world in just about every category. Our scores reflect our very deep issues with poverty, not inherent problems with schools."9.

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