Choices for Children: Why and How to Let Students Decide (*)
Specifically, the comment "That's your job" provides a teachable moment, a chance to engage students in a conversation that encourages them to think about how they can contribute to improving their school. The key question is how we respond to these maneuvers. It can be tempting to conclude that students are either unable to make decisions or unworthy of having it. But our challenge is to persevere. As Selma Wassermann has written, "We are people whose current needs and rights and experiences must be taken seriously. Put it this way: not only be trained to live in a democracy when they grow up; they should have the chance to live in one today."

Moreover, consider the conventional response when something goes wrong (as determined, of course, by the adults). Are two children fighting over how to use the overhead projector? The usual response is to separate them and tell them it's not fair. But what about the idea that the children may learn something by facing this conflict? It would seem more meaningful if the teacher could create the risk of resolving the issue by getting the children to make a decision about it. It may end up being a joint decision, a decision that one or both parties decide to challenge. The key is to put the decision in the children's hands. If two children cannot seem to be anywhere near each other without fighting, perhaps the teacher can create the risk of resolving this conflict by getting the children to decide what to do. This may include separating them, telling them it's not fair, encouraging them to determine what to do on their own, or involving the students in the decision. Whatever the decision, it is an important step in a democratic classroom. The teacher has helped the children to make a decision, even if it is a difficult one. Moreover, the children should be encouraged to explain their decision and the reason behind it. The teacher has helped the children to take responsibility for their actions, which is a crucial aspect of living in a democracy.

The entire constructivist tradition is predicated on the idea of student autonomy, which is to say, the chance for children to make decisions and take ownership of their learning. This is particularly true in the context of education. Children should be allowed to decide what to learn, how to learn it, and what materials to use. This autonomy is crucial for children's development and is a key aspect of a democratic classroom. Moreover, children should be encouraged to take ownership of their learning, which is essential for their development and success. The teacher's role is to facilitate this process and to help children to make decisions, which is a crucial aspect of living in a democracy.

One version, devised by Shlomo Sharan and his colleagues and known as Group Investigation, is based on the idea of group decision-making. In this approach, children are encouraged to make decisions about what to learn, how to learn it, and what materials to use. This is particularly true in the context of education. Children should be allowed to decide what to learn, how to learn it, and what materials to use. This autonomy is crucial for children's development and is a key aspect of a democratic classroom. Moreover, children should be encouraged to take ownership of their learning, which is essential for their development and success. The teacher's role is to facilitate this process and to help children to make decisions, which is a crucial aspect of living in a democracy.

Intrinsic value.

Absence, assert that we need to find a happy medium between these two poles. This seems facile. For one thing, such a compromise is not possible. For another, this compromise is not desirable. The key point but a different way of thinking about the issue altogether. The interesting question here, for example, is not about what to do but how to do it. The key point is not about the content but the process. The key point is not about the what but the why. The key point is not about the information but the interpretation. The key point is not about the knowledge but the understanding. The key point is not about the facts but the conclusions.

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