Choices for Children: Why and How to Let Students Decide (*)
In fact, an emphasis on following instructions, respecting authority (regardless of whether that respect has been earned), and not provoking painful shocks to hapless strangers merely because they were told to do so, is not just a comment about "society". Moreover, consider the conventional response when something goes wrong (as determined, of course, by the adults). Are two teachers doing their job by watching their students -- or one teacher doing her job by watching her students watch their classmates? The students' own curiosity, which is their natural instinct, is being co-opted. As John Dewey has written, "The teacher who is not always sure of what he wants the student to know is bad; but why not let the student discover some things for himself?" Improved learning does not come from the application of standard educational techniques, but from the development of the student's own skills and interests. If students are given the chance to make decisions, they will learn more. The result will be a more effective and enjoyable learning experience for everyone involved.

To talk about the content of instruction, the educators who shape the curriculum rarely bother to consult those who are to be educated. When second-graders in Pittsburgh were given some choice about their learning, including the chance to decide which tasks they would work on at any given moment, they tended to "complete more learning tasks in less time." Teachers who believe in the power of choice say that students should be given the opportunity to experience the joy of self-directed learning. The result is a more engaged and effective learning experience. For example, when students are asked to choose their own projects, they are more likely to work hard and achieve academic success. Teachers who believe in the power of choice say that students should be given the opportunity to experience the joy of self-directed learning. The result is a more engaged and effective learning experience. For example, when students are asked to choose their own projects, they are more likely to work hard and achieve academic success.

We cannot expect children to accept ready-made values and truths all the way through school, and then suddenly make up their own minds. They have been conditioned to assume that someone else knows the right answers and that it is their job to find them. When students are given the chance to make decisions, they are more likely to take responsibility for their learning and to develop critical thinking skills. This is an important step in the development of a well-rounded, educated individual. When students are given the chance to make decisions, they are more likely to take responsibility for their learning and to develop critical thinking skills. This is an important step in the development of a well-rounded, educated individual. When students are given the chance to make decisions, they are more likely to take responsibility for their learning and to develop critical thinking skills. This is an important step in the development of a well-rounded, educated individual.

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In some cases, the emphasis on following instructions can lead to a lack of critical thinking. Teachers who believe in the power of choice say that students should be given the opportunity to experience the joy of self-directed learning. The result is a more engaged and effective learning experience. For example, when students are asked to choose their own projects, they are more likely to work hard and achieve academic success. Teachers who believe in the power of choice say that students should be given the opportunity to experience the joy of self-directed learning. The result is a more engaged and effective learning experience. For example, when students are asked to choose their own projects, they are more likely to work hard and achieve academic success.

The competitive ethos and democratic education are two sides of the same coin. The former is about winning at all costs, the latter is about learning and growth. Teachers who believe in the power of choice say that students should be given the opportunity to experience the joy of self-directed learning. The result is a more engaged and effective learning experience. For example, when students are asked to choose their own projects, they are more likely to work hard and achieve academic success. Teachers who believe in the power of choice say that students should be given the opportunity to experience the joy of self-directed learning. The result is a more engaged and effective learning experience. For example, when students are asked to choose their own projects, they are more likely to work hard and achieve academic success.
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