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About Feel-Bad Education. Mind-opening writing on what kids need from school, from one of education's most outspoken voices. Arguing that our schools are currently in the grip of a "cult of rigor"—a confusion of harder with better that threatens to banish both joy and meaningful intellectual inquiry from our classrooms—Alfie Kohn issues a stirring call to rethink our priorities and reconsider our practices.

## Feel-Bad Education by Alfie Kohn: 9780807001400 ...

4.0 out of 5 stars Feel Bad Education. Reviewed in the United States on 11 February 2012. Verified Purchase. Alphi Kohn does a good job describing what progressive education looks like. Kohn also describes the short comings of the traditional approaches to teaching and learning. As in other texts that he has written he makes a stand against the ...

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In fact, that sort of rhetoric embarrassed people and made them feel bad, because it spoke of a compassion that they knew they didn't feel. America's addiction to believing in its own goodness was

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quietly fading away, and the old words that President Kennedy used had become increasingly nauseating to a lot of people.

Mind-opening writing on what kids need from school, from one of education ' s most outspoken voices Arguing that our schools are currently in the grip of a “ cult of rigor ” —a confusion of harder with better that threatens to banish both joy and meaningful intellectual inquiry from our classrooms—Alfie Kohn issues a stirring call to rethink our priorities and reconsider our practices. Kohn ' s latest wide-ranging collection of writings will add to his reputation as one of the most incisive thinkers in the field, who questions the assumptions too often taken for granted in discussions about education and human behavior. In nineteen recently published essays—and in a substantive introduction, new for this volume—Kohn repeatedly invites us to think more deeply about the conventional wisdom. Is self-discipline always desirable? he asks, citing surprising evidence to the contrary. Does academic cheating necessarily indicate a moral failing? Might inspirational posters commonly found on school walls ( “ Reach for the stars! ” ) reflect disturbing assumptions about children? Could the use of rubrics for evaluating student learning prove counterproductive? Subjecting young children to homework, grades, or standardized tests—merely because these things will be required of them later—reminds Kohn of Monty Python ' s “ getting hit on the head lessons. ” And, with tongue firmly in cheek, he declares that we should immediately begin teaching twenty-second-century skills. Whether Kohn is clearing up misconceptions about progressive education or explaining why incentives for healthier living are bound to backfire, debunking the idea that education reform should be driven by concerns about economic

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competitiveness or putting “ Supernanny ” in her place, his readers will understand why the Washington Post has said that “ teachers and parents who encounter Kohn and his thoughts come away transfixed, ready to change their schools. ”

Informed by a breadth of historical scholarship and based squarely on primary sources, this volume remains the standard text for future teachers and scholars of education.

In a series of 100 illustrations with accompanying text, Orli Auslander has captured a mood and emotional ambivalence that will be all too familiar for readers: trying to be the best wife, mother, and friend she can be, while simultaneously feeling shitty about virtually everything she does. With a distinctive style that brings to mind Robert Crumb and Edward Gorey, *I Feel Bad* is a book that readers will buy for themselves and for a best friend, and where every reader will find the precise moment that Auslander voiced their deepest anxiety in her poignant and hilarious illustrations.

Few writers ask us to question our fundamental assumptions about education as provocatively as Alfie Kohn. Time magazine has called him 'perhaps the country's most outspoken critic of education's fixation on grades [and] test scores.' And the Washington Post says he is 'the most energetic and charismatic figure standing in the way of a major federal effort to make standardized curriculums and tests a fact of life in every U.S. school.' In this new collection of essays, Kohn takes on some of the most important and controversial topics in education of the last few years. His central focus is on the real goals of education—a topic, he argues, that we systematically ignore while lavishing attention on misguided models of learning and counterproductive techniques of motivation. The shift to talking about goals yields radical



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conclusions and wonderfully pungent essays that only Alfie Kohn could have written. From the title essay's challenge to conventional, conservative definitions of a good education to essays on standards and testing and grades that tally the severe educational costs of overemphasizing a narrow conception of achievement, Kohn boldly builds on his earlier work and writes for a wide audience. Kohn's new book will be greeted with enthusiasm by his many readers and by any teacher or parent looking for a refreshing perspective on today's debates about schools.

Death and taxes come later; what seems inevitable for children is the idea that, after spending the day at school, they must then complete more academic assignments at home. The predictable results: stress and conflict, frustration and exhaustion. Parents respond by reassuring themselves that at least the benefits outweigh the costs. But what if they don't? In *The Homework Myth*, nationally known educator and parenting expert Alfie Kohn systematically examines the usual defenses of homework--that it promotes higher achievement, "reinforces" learning, and teaches study skills and responsibility. None of these assumptions, he shows, actually passes the test of research, logic, or experience. So why do we continue to administer this modern cod liver oil -- or even demand a larger dose? Kohn's incisive analysis reveals how a mistrust of children, a set of misconceptions about learning, and a misguided focus on competitiveness have all left our kids with less free time and our families with more conflict. Pointing to parents who have fought back -- and schools that have proved educational excellence is possible without homework -- Kohn shows how we can rethink what happens during and after school in order to rescue our families and our children's love of learning.

For two years, beginning in 1988, Jonathan Kozol visited schools in neighborhoods across the country,

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from Illinois to Washington D.C., and from New York to San Antonio. He spoke with teachers, principals, superintendents, and, most important, children. What he found was devastating. Not only were schools for rich and poor blatantly unequal, the gulf between the two extremes was widening—and it has widened since. The urban schools he visited were overcrowded and understaffed, and lacked the basic elements of learning—including books and, all too often, classrooms for the students. In *Savage Inequalities*, Kozol delivers a searing examination of the extremes of wealth and poverty and calls into question the reality of equal opportunity in our nation's schools.

In this collection of provocative articles and blog posts originally published between 2010 and 2014, Alfie Kohn challenges the conventional wisdom about topics ranging from how low-income children are taught, to whether American schools have really fallen behind those in other countries. Why, he asks, do we assume learning can be reduced to numerical data? What leads us to believe that "standards-based" grading will eliminate the inherent limitations of marks? Or that training students to show more "grit" makes sense if the real trouble is with the tasks they've been given to do? Kohn's analytical style-incisive yet accessible-is brought to bear on big-picture policy issues as well as small-scale classroom interactions. He looks carefully at research about homework, play, the supposed benefits of practice, parent involvement in education, and summer learning loss-discovering in each case that what we've been led to believe doesn't always match what the studies actually say. Kohn challenges us to reconsider the goals that underlie our methods, to explore the often troubling values that inform talk about everything from the disproportionate enthusiasm for STEM subjects to claims made for more "effective" teaching strategies. During these dark days in which teachers are viewed as expendable test-prep technicians, and "global economic competitiveness" eclipses what children need, Kohn calls for us to summon the

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courage to act on what we already know makes sense. Alfie Kohn writes and speaks widely on human behavior, education, and parenting. The author of thirteen books and scores of articles, he lectures at education conferences and universities as well as to parent groups and corporations. Kohn's criticisms of competition and rewards have been widely discussed and debated, and he has been described in Time magazine as "perhaps the country's most outspoken critic of education's fixation on grades [and] test scores."

No Contest stands as the definitive critique of competition. Contrary to accepted wisdom, competition is not basic to human nature; it poisons our relationships and holds us back from doing our best. In this new edition, Alfie Kohn argues that the race to win turns all of us into losers.

A collection of essays offers a humorous look at the ups and downs of being a woman of a certain age, discussing the tribulations of maintenance and trying to stop the clock, menopause, and empty nests.

Arguing against the "tougher standards" rhetoric that marks the current education debate, the author of No Contest and Punished by Rewards writes that such tactics squeeze the pleasure out of learning. Reprint.

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