

Artistic response

Education



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Creative Writing Both John Dewey and George Wood focus on learning that challenges the to think critically and engage in active roles in their communities together with classrooms to result in higher achievement as well as greater engagement in school.

The book *Experience and Education* by John Dewey is a concise statement on education. Dewey puts emphasis on purposeful learning, freedom, experiments, and experience, as well as other concepts of progressive education. Public learning institutions are tasked with preparing young people to take on the duties and responsibilities of a citizen. Most people argue that the most important thing it to finish school. However, focusing on the work of George Wood, he shares the view that the quality of an educational experience is very important. Furthermore, he also emphasizes on the significance interactive along with social learning processes.

In other words, the book *Time to Learn: How to Create High Schools that Serve all People* by George Wood puts emphasis on the mode of learning. In the 1900, high school was inclined towards vocational preparation in contrast to a commitment to a civic mission. The school puts emphasis on memorization as well recitation feeding the students with a steady supply of lecture and drill. The high schools also focused on setting high standards and high test scores as measure of education. To that effect, Wood argues that improving a learning institution does not only involve having to raise the test core, but also entails coming up with a school where authentic learning as well as teaching happens. Wood coordinated an effort by the faculty, parents, and staff to transform a school that was struggling into a symbol of educational that was recognized nationally.

Considering that most high schools' curriculum and teaching practices are <https://assignbuster.com/artistic-response/>

not modeled to the individual needs of the students, the students often do not acquire the required skills and knowledge. Failed high school grades mean that the country's labor sector would be affected negatively since the students would not have required skills in the job market. Consequently, change is required in order to enhance student and overall school performance by altering the daily student experience to ensure that the students are linked to the social and academic agenda of the school. In that perspective, the book is more than a story of one school. Wood makes use of the Federal Hocking High School's change as a case study for the comprehension of the ways of high-quality high school transformations (Wood, 2005).

The author starts by defining successful reform as graduating learners who are not only active, but also engage with both the members of their local communities along with high school colleagues (Wood, 2005). High school is where the young persons learn the final lessons in relation to what it means to be a member of the community. However, far from a book that is full of abstract concepts in relation to the manner in which that goal can be attained. Wood focuses on the nitty-gritty fine points that are behind any successful efforts of school restructuring. This because high school is supposed to prepare one for life. Equally important, the novelist establishes the common along with outwardly unsolvable hurdles, including the time crunch, scheduling, and the size of the class to provide proven strategies for addressing the vital daily issues that can act as impediments to genuine improvement. Correspondingly, Wood shares the practical ways of dealing with external pressures, for instance, testing and standards while upholding your commitment to the practices that are focused on the students.

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In summary, both educationists argue that learning is active, challenging, meaningful, public, and collaborative. Also, they both advocate for continuity and interaction while learning in order to ensure academic success. As a result, both writers agree that the learning should ensure that the students are connected to the academic and social aims of the school.

References

Dewey, John (1938). *Experience & Education*. New York, NY: Macmillan Publishers.

Wood, G. (2005). *Time to Learn: How to Create High Schools That Serve All Students*. Portsmouth: Heinemann Publishers.