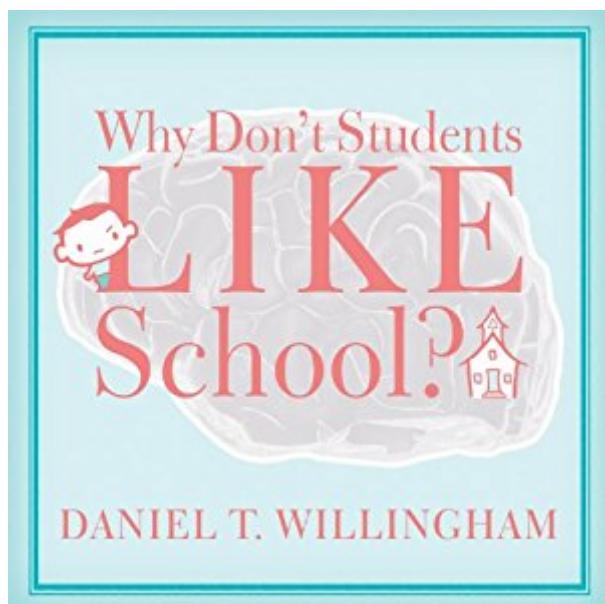


The book was found

Why Don't Students Like School?: A Cognitive Scientist Answers Questions About How The Mind Works And What It Means For The Classroom



Synopsis

Kids are naturally curious, but when it comes to school, it seems like their minds are turned off. Why is it that they can remember the smallest details from their favorite television programs, yet miss the most obvious questions on their history test? Cognitive scientist Dan Willingham has focused his acclaimed research on the biological and cognitive basis of learning and has a deep understanding of the daily challenges faced by classroom teachers. This book will help teachers improve their practice by explaining how they and their students think and learn - revealing the importance of story, emotion, memory, context, and routine in building knowledge and creating lasting learning experiences. In this breakthrough book, Willingham has distilled his knowledge of cognitive science into a set of nine principles that are easy to understand and have clear applications for the classroom. Some examples of his surprising findings are: "Learning styles" don't exist. The processes by which different children think and learn are more similar than different. Intelligence is malleable. Intelligence contributes to school performance and children do differ, but intelligence can be increased through sustained hard work. You cannot develop "thinking skills" in the absence of facts. We encourage students to think critically, not just memorize facts. However, thinking skills depend on factual knowledge for their operation. Why Don't Students Like School is a basic primer for every teacher who wants to know how their brains and their students' brains work and how that knowledge can help them hone their teaching skills.

Book Information

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Customer Reviews

I read this book as a father whose son will be entering kindergarten next year. As a parent I have to

decide which type of school is best for my child and this book helped me understand how important (or not important) certain progressive school techniques and philosophies that are prevalent in schools today are. Some progressive schools take learning style too far, or differentiate too much. Or emphasize procedural knowledge over content. This book confirmed my bias (yes, confirmation bias, I know) that schools which emphasize process over content, or thematic approaches to pedagogy (let's talk about the history, chemical properties, economy and mathematical implications of salt, for example) can be more interesting but not necessarily more informative or instructive.

This book is a fascinating look at what goes on in the minds of students (and in our own minds as adults). Based on his years of research as a cognitive scientist, Dr. Willingham has brought together the best of brain study with a thorough, practical understanding of how our day plays out as teachers, and has combined the two in fascinating information and helpful suggestions for the classroom. His tips are not esoteric; while he understands the importance of repetition for learning, for example, he doesn't recommend that students simply repeat information until they've learned it; he knows that that would be disastrous for our classrooms! Rather, he shows us fun, engaging ways to prepare our students by giving them the background and skills necessary to become thinkers and experts in their chosen fields. I know the information I gained will help me become a better teacher. It will help my students be better learners. But even more than that, it will help me be a better student and a better learner, myself. I loved this book and I definitely recommend it.

I enjoyed this book and read through it pretty quickly. He makes some interesting points and backed them with research. What I liked best is at the end of each chapter he gives the reader "How this applies to the classroom." He also provides a list of less technical and technical books you could read for more information.

This book is a easy to read explanation of some of the main obstacles that students face when trying to learn new material and what teachers can do to help them overcome them. Willingham is cognitive psychologist that has been working in the education field for a long time and he is very familiar with a lot of what passes for research in this field and the many fads that have come and gone in education that promised to improve student performance. His book is not one of those types. As a matter of fact much of his book my seem a little dry and common sense but what it is psychological principles that have been proven to work not in education but in life in general. Things such as practice and repetition being the best way to learn something that you would never hear in

some of the other "research based" educational books. I have to say that I was also a little surprised in that I was expecting this book to be a refutation of a lot of the stuff that I had learned in my other educational classes. But what I actually found was that it was actually suggesting some of the same things but in a much clearer and less convoluted way. That seems to be the problem with a lot of educational literature the authors seem very self conscious about what they are saying and feel the need to use a bunch of confusing jargon and site all these studies to prove that what they are saying is relevant. That is not the case at all with this book and the result is something that is actually readable that doesn't require to buy some new educational product or start calling something that you have been doing for a long time by a different name. I highly recommend this book.

Interesting research, but there's not much that was in the book that I didn't intuitively know from teaching high school chemistry for 26 years. I quit reading about 2/3 of the way through because I could not wait any longer to find out why students don't like school. This is why I bought the book!

This was required reading for my Masters program, but I would have read it just for fun. Willingham is definitely opinionated, but he provides good proofs to back up his points. Though this book contains deep thought and difficult concepts, it is easy and enjoyable to read due to Willingham's style of writing. He influenced my thought process on students and teaching, and I highly recommend giving this a read.

This is one of those books that I will talk about to anyone who shows passing interest. Willingham's explanations of how we learn and the cognitive science of our brains make so much sense. As a veteran teacher, I would find myself reading a section and thinking, "That's why that happens!" He also does a great job linking the science of thought and memory to practical classroom application.

I liked this book so much, I'm using it as a book study for teachers. It's very specific--both with background and how to approach the particular issue in the classroom. It's based on research.

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