



Taking Sides: Clashing Views on Educational Issues

Glenn L. Koonce

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Taking Sides: Clashing Views on Educational Issues Details

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From Reader Review Taking Sides: Clashing Views on Educational Issues for online ebook

Emily says

This book challenged current educational issues. I enjoyed how the book was set up, and the articles that were chosen in support for each issue. It definitely accomplished what it was set to do.

Katherine says

Interesting format discussing today's educational challenges, everything from the Common Core to extended time in school. I thought it was objectively written allowing you, the reader, the opportunity to do further research and make educated decisions based on data and fact.

Shelby says

“Taking Sides” is a detailed response to controversial educational issues. The book is organized by questions and below is a response based off of his research. The author shows two sides to every story, the, ‘yes,’ answer and the, ‘no.’ For example, the first issue he discusses is, “Should Schooling Be Based on Social Experiences?” Although I cannot focus on each individual topic he mentions, a few examples of topics he touched on more are: “Should Behaviorism Shape Educational Practices?”, “Should Multiculturalism Permeate the Curriculum?”, and, “Should Tracking and Ability Grouping Be Eliminating?”. The first question I mentioned pertains to the psychological and environment of schools: whether it is better to be strict and prison-like or nurturing with a lot of freedom. There are a lot of different perspectives on this and it is difficult to draw a conclusion right away because of the ethos of people on both sides of this issue. The second question that he spends more time addressing (“Should Multiculturalism Permeate the Curriculum?”) begs the question if multiculturalism belongs in schools and if it should be a part of how students learn (should there be more focus on cultural understanding in every class?). The third question he focuses more attention on has to do with how students are placed, depending on their, “abilities” or lack thereof. On one hand, people are in a class with other people who are learning at the same pace. However, this draws more attention to people who struggle and puts people on the lower track at a disadvantage because less resources and opportunities are given to these students. It is also a blow to self-confidence.

The author’s point throughout this entire book is to provide factual evidence on both sides of controversial questions, not just his opinion, to educate the reader issues in American schools. The issue I was most interested in was, “Should the Curriculum Be Standardized at All?” I was interested to see both sides of this issue because I strongly believe a curriculum should not be standardized at all. I understand more why it is now, but still disagree with everything standardized.

This book is good for anyone looking for information on a specific issue and for my own purposes, this was an informative source. However, unless you are really interested in fixing these issues it is difficult to just sit down and read this entire book. Overall, I was satisfied with this book. I would warn anyone else interested in reading that the author does have a wide vocabulary and it sometimes difficult to understand what he is

saying immediately. Adjusting to his wording does not take a lot of time though. I would recommend this book to teachers, school board members, and anyone with will and means to make a change in the current educational system.
