

Conservative vs. Progressive View of Education

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Table 1

E.D. Hirsch vs. Alfie Kohn

Idea	Hirsch	Kohn
Approach	The shared knowledge of cultural literacy is essential for communication within a culture and is therefore analogous to reading literacy. Deciphering words as symbols lacks the greater meaning of context without cultural literacy (Hirsch, 1988). Thus, education should be content based and factual, straightforward facts and information fascinate children (Hirsch, 1988).	Students work best when working with each other instead of competitively against each other. A constructivist approach where children take responsibility for their own learning allows for creativity and complex thinking. A teacher's role is to facilitate the cooperative learning, not bestow knowledge (Kohn, 1992).
Equity	Hirsch argues that intellectual capital is a civil right. Shared background knowledge is required to fully participate in the larger national society. Students are excluded on a small and large scale when they do not share core background knowledge. This disenfranchises students and further widens the achievement gap (Hirsch, 2010).	Students should be educated to evaluate curriculum and not merely memorize it. A system of shared background knowledge implies there is one culture that should be prioritized over others. This preference allows for the affluent to succeed while the achievement gap widens (Kohn, 1999).
Goal of Education	The goal of education is to acculturate the young into the established, tradition society so as to better communicate with others in society. Most acculturation and memorization of cultural history established by age 13 is indicated in many cultures (Hirsch, 1988).	Schools were initially implemented to teach students routine skills and memorize texts. However, rather than the transmission of cultural knowledge, education can hone the critical evaluation skills needed to transform society (Kohn, 1999).
Grades	Assessments and grading correlate directly to effective teaching. He posits, that assessments and grades "strongly contribute to effective teaching (2010, p. 181) because students study harder. However, it	Performance assessments are more authentic assessments of student success. Competition in the form of knowledge-contests demoralizes students and disengages them. Student work while creating

	is important that the assessments and grades are valid. Hirsch contends that objective measurements, such as multiple-choice tests yield more accurate and authentic results than subjective, open-ended tests such as essays (2010).	cooperatively can be used to assess their success as well, rather than placing students in competition (Kohn, 1999).
Memorization	Children are natural memorizers. Without a structure to what they should absorb to memory, they will simply memorize their experiences, which is the “least useful kind of memorization” (Hirsch, 1988).	Rote memorization and the emphasis of correct answers postpones thinking, promotes passivity, and de-motivates learners from learning (Kohn, 1999).
National Curriculum	A curriculum with specific, minimal content needs to be implemented to ensure uniformity and cultural competency. This needs to be prioritized over skill-based learning that is without context and often aimless (Hirsch, 1988).	The standardization of content across the country and aligned by grade-level will have to positive impact on learning. Stakeholders should be aware that those implementing the standards are not competent to do so (Kohn, 1999)
Role of the teacher	The teacher is the disseminator of shared knowledge and should adhere to prescribed cultural competencies for each grade level. Teachers are sympathetic and not to blame for the current state of education. Indeed, they are dedicated and should implement cultural literacy so that students are no longer intellectually impoverished. (Hirsch, 1988, 2010).	Teachers are facilitators and guides providing scenarios for cooperative learning. Teacher assess student learning through student performance and guide collaboration appropriately (Kohn, 1999).
Standardized tests	Rather than skills-based testing, standardized testing should be competency based to ensure the most valid markers of educational growth. Teachers need to be instructed on the specific pieces of information as presented in the curriculum to relay to their students. Through this specific curriculum instruction and testing, the achievement gap will narrow	Standardized testing undermines equity by rewarding the affluent while penalizing vulnerable students, particularly low-income, minority students The focus on standardized and scripted curriculum shifts focus away from a lack of resources found in underserved areas (Kohn, 1999, 2000).

	and we will move towards a more democratic educational system (Hirsch, 2000).	
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References

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Appendix

Chatbots in Your Course

Thank you for participating in this survey. Please answer the following questions as best you can.

* Required

1. Where do you teach? *

Mark only one oval.

☐ United States

☐ Internationally

2. Do you teach at least one online English Composition (College Writing) course? *

Mark only one oval.

☐ No

☐ Yes

3. Do you use a chatbot for your course(s)? *

Mark only one oval.

☐ No

☐ Yes

4. If you use a chatbot for your course(s), how do you use your chatbot? *

Mark only one oval.

- ☐ To answer FAQs
- ☐ To assess the students
- ☐ To answer FAQs and assess the students
- ☐ Other
- ☐ I don't use a chatbot

5. To what extent is your chatbot beneficial? Please select an answer for each prompt.

*

Mark only one oval per row.

	Not beneficial	Beneficial	Very beneficial	Not applicable
Freeing up instructor's time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping students feel connected and less isolated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Answering student questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Filling in knowledge gaps for the student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Entertaining and/or engaging the students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating classroom culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. What is the name of the institution in which you work? *

7. Can we contact you to follow up? If so, please respond with your name and email address. *

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