

The Dimensions of Two Model Learning Theory

The Deductive Model ----- (Prescribed, Presented Instruction)

The Inductive Model (Type III Enrichment)

The Teacher's Role . . .

Teachers initiate, determine, control, and micro manage learning ----- Teachers provide feedback in the form of grades based on normative criteria ----- Teachers as instructors (disseminators of knowledge) ----- Teachers view content as objective, impersonal, and value free -----	Students play a leading role in topic/problem selection and pacing ----- Teachers and students are partners in formative evaluation based on progress toward goals ----- Teachers as coaches, patrons, resource procurers, probers, editors, ombudsmen, and colleagues ----- Teachers personalize, criticize, and emphasize the value-laden character of content (artistic modification) -----
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Plus The Curriculum . . .

Predetermined by textbooks or courses of study ----- Content driven ----- Problems are prescribed, presented, and usually previously solved ----- Information is presented for (possible) future use ----- Knowledge is presented as factual material -----	Derived as a result of individual or small group student interests ----- Process and product driven ----- Self-selected, open-ended, real world problems ----- Information is sought only when needed to help solve a present problem ----- Knowledge serves as a vehicle for confrontation with events, issues, ideas, and beliefs -----
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Plus Classroom Organization and Management . . .

Predetermined daily time blocks and the weekly allocation of time are determined on the size of units of instruction ----- Whole group activities ----- Age/grade grouping ----- Predetermined and usually fixed classroom arrangements ----- Classrooms are the places where learning takes place -----	Time is determined by the evolving nature of the task, project, or end product ----- Individual and small group activities ----- Interest, problem, and common task grouping ----- Classrooms are arranged to facilitate the accomplishment of the task or the completion of products ----- Learning takes place wherever relevant information is gathered or experiences are pursued -----
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Equals The Student's Role

Students as lesson learners and consumers of knowledge ----- Students accumulate and store knowledge for possible future use ----- Students pursue common tasks and activities ----- Students use knowledge to study <i>about</i> problems ----- Students passively accept knowledge as objective, factual, and correct -----	Students as first-hand inquirers and producers of knowledge ----- Student confronts and constructs knowledge for present use ----- Students' tasks and activities are based on divisions of labor ----- Students use knowledge to <i>find</i> and <i>focus</i> problems and to <i>act on</i> problems ----- Students personalize, interpret, criticize, and dissect knowledge -----
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