

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

**The Inductive Model
(Type III Enrichment)**

The Teacher's Role . . .

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

Plus The Curriculum . . .

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

Plus Classroom Organization and Management . . .

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

Equals The Student's Role

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