<table>
<thead>
<tr>
<th><strong>The Deductive Model</strong></th>
<th><strong>The Inductive Model</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(Prescribed, Presented Instruction)</em></td>
<td><em>(Type III Enrichment)</em></td>
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</tbody>
</table>

### 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

### 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

### 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

### 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 about 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 find and focus problems and to act on problems
- Students personalize, interpret, criticize, and dissect knowledge

- Derived as a result of individual or small group student interests
- Process and product driven
- Self-selected, open-ended, real world problems
- Knowledge is sought only when needed to help solve a present problem
- Knowledge serves as a vehicle for confrontation with events, issues, ideas, and beliefs

- Learning takes place wherever relevant information is gathered or experiences are pursued