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|   | **Traditional (Classical)****Conservative****Capitalist (Individualist)****Textbooks/Vetted Material****Realism****Logical (Productive)****Type 1 Teaching/Learning** | **Project Based Learning/CSCOPE****Liberal/Radical/Progressive****Socialist (Collectivistic)****Textbooks Out/Unvetted Material****Relativism/ Social Constructivism****Emotional (Social)****Type 2 Teaching/Learning** |
| **Teacher’s Role** | Academic instructor, source of knowledge, and authority figure | Facilitator, counselor, and mentor |
| **Instruction** | **Direct instruction** (vetted material) by teacher in homogeneous groups | Self-directed learning, **discovery learning**, and cooperative work in heterogeneous groups |
| **Student’s Role** |  learn what the teacher teaches focus on intellectual, factual learning,  **(experts respected)** |  discover what they learn act as peer mediators, tutors and counselors focus on learning, feelings, and opinions **(experts questioned)** |
| **Curriculum** |  focus on academic areas with facts, ideas, skills, methods based on research  |  balance academic and social concerns concerned with student’s “higher order thinking” without basic knowledge validated first often based on unproven fads or theories |
| **Reading** | Phonics | Whole-language |
| **Mathematics** |  Direct Instruction of math concepts prefers “drill and skill” |  Interactive and discovery learning – “fuzzy” math rejects memorization |
| **Social Studies** | Focus on **American heritage**, national sovereignty, and cross-cultural studies | Focus on diversity, multiculturalism, and global citizenship |
| **Outcomes** | Emphasis on academic skills in traditional core areas / measured objectively | Emphasis on the “whole child” approach  that blends psychological, social and cultural well-being of the child / measured subjectively |
| **Assessment** |  periodic use of objective **achievement**tests students evaluated by grades they earn |  use **assessment**tests; rubrics based on social interactions the 4 P’s – posters, portfolios, projects, PowerPoint grades inflated so all students succeed (group grades shared) |
| **Character****Development** | Citizenship and self-controlPro-faithMerit | Relativism and self-esteemAnti-faithEntitlement |
| **Equality** | **Equal opportunity** | **Equal outcome** |

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