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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-control  Pro-faith  Merit | Relativism and self-esteem  Anti-faith  Entitlement |
| **Equality** | **Equal opportunity** | **Equal outcome** |

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