**TEACHING LEARNING APPROACHES**

Two very distinct and opposing instructional approaches are inductive and deductive. Both approaches can offer certain advantages, but the biggest difference is the role of the teacher. In a deductive classroom, the teacher conducts lessons by introducing and explaining concepts to students, and then expecting students to complete tasks to practice the concepts; this approach is very teacher-centered. Conversely, inductive instruction is a much more student-centered approach and makes use of a strategy known as ‘noticing’.Inductive approaches to teaching reflect how many of us learn things in real life. We notice patterns of objects, events or phenomenon and we categorize these and then label them. In this approach, the teacher is providing examples of concepts (either physical, pictorial or textual) to the students who then make inferences from these examples and either come up with a concept definition or a generalization.

Both deductive and inductive sequences are valuable for teaching concepts, generalizations, processes, and skills. The teacher must decide which to select given the learning outcomes desired and the composition of the class. When choosing, the teacher should consider a number of factors:

* How personalized should the learning be? Students will usually be more involved in the learning experience and tend to participate more actively when an inductive approach is used. If a deductive approach is chosen, it is important to structure the learning experience in order to draw on students' prior experiences and learning, and to provide for their active involvement.
* Should learning experiences be predictable? The deductive approach is more predictable because the teacher selects the information and the sequence of presentation.
* What depth of understanding and rate of retention is desired? Students tend to understand and remember more when learning occurs inductively.
* How much time is available to teach the material? The deductive approach is faster and can be an efficient way to teach large numbers of facts and concrete concepts.

Instructional methods tend to be either deductive or inductive, although some methods use both. Many lessons can include both approaches.