DIFFERENCES BETWEEN TEACHING IN LECTURE-STYLE AND WORK-INTEGRATED LEARNING

Table with 3 columns

	DIFFERENCES BETWEEN TEACHING IN LECTURE-STYLE AND WORK-INTEGRATED LEARNING	DIFFERENCES BETWEEN TEACHING IN LECTURE-STYLE AND WORK-INTEGRATED LEARNING
NFORMATION **DISSEMINATION**	intensive front end loading	chunking and just-in-time
ORIGINS OF **THE CURRICULUM**	set by faculty/instructors in school (given the problems… and answers)	emerging from real life situations – fluid and negotiated – needing to define problems and iteratively redefine and solution find
CURRICULAR **GOALS**	often content mastery	performance mastery or personal / societal growth and development
TYPE AND AMOUNT **OF INSTRUCTION**	greater focus on knowledge transmission (often lecture-style)	more relational knowledge creation through engagement with colleagues
WAY OF **LEARNING**	more passive in school, respond to given problems	active engagement and finding/re-defining problems
ROLE AND VALUE **OF KNOWLEDGE**	greater focus on declarative (knowing that)	greater focus on performative (knowing how and when)
NATURE OF **ASSESSMENT**	content mastery	more performance and outcomes driven