

If we agree that the purpose of education is to “teach a person how to fish,” then teachers should influence their students to function in ways that result in effective fishing. Their instructional practices make students aware of how to function in those ways.

Instructional Practice	Description	Commonly Labeled	Advantages	Disadvantages	Teacher’s Focus
Tell	Tell him/her all or part of what s/he needs to do to fish effectively. <i>By putting meaning to your words, s/he may create awareness for him/herself of how to fish well.</i>	Traditional/Direct Instruction  Teacher Centered Instruction	<ul style="list-style-type: none"> <li>• Very easy to do</li> <li>• Allows for quick movement through subject matter</li> </ul>	<ul style="list-style-type: none"> <li>• Frequent need for external motivation</li> <li>• Most likely to result in superficial understanding and students conditioned to give narrowly correct answers</li> <li>• Less opportunity to observe progress in real time</li> </ul>	Teaching
Show	Show him/her all or part of what s/he needs to do to fish effectively. <i>By interpreting what s/he sees you do, s/he may create awareness for him/herself of how to fish well.</i>	Traditional/Direct Instruction  Teacher Centered Instruction	<ul style="list-style-type: none"> <li>• Easy to implement</li> <li>• Allows for quick movement through subject matter</li> </ul>	<ul style="list-style-type: none"> <li>• Frequent need for external motivation</li> <li>• Efforts to imitate and please with possibility of superficial understanding</li> </ul>	
Assign Tasks & Reflection	Have him/her, usually based on what s/he has heard and/or seen, try to fish or to attempt to carry out components of fishing (e.g., selecting the right type and amount of bait, baiting the hook, casting the line), and then to think about what s/he has done. <i>By experiencing the act of fishing or components of it, and then reflecting on the experience, s/he may create awareness for him/herself of how to fish well.</i>	Progressivism  Student Centered Instruction	<ul style="list-style-type: none"> <li>• More likely to help students notice what works or doesn’t work for them</li> <li>• More likely to result in self-directed learning</li> <li>• Good opportunity to observe progress in real time</li> </ul>	<ul style="list-style-type: none"> <li>• More difficult to implement</li> </ul>	
Create Precise Challenges	Present precise challenges designed to produce specific awarenesses of how to use his/her mental/physical/affective resources to fish effectively. <i>By examining how s/he meets those challenges, s/he may create awareness for him/herself of how to fish well.</i>	Subordinating Teaching to Learning  Learning Centered Instruction	<ul style="list-style-type: none"> <li>• Most likely to keep students in close touch with their innate learning powers</li> <li>• Most likely to result in self-motivated, energetic learners who take initiative and responsibility for their learning</li> <li>• Best opportunity to observe progress in real time</li> </ul>	<ul style="list-style-type: none"> <li>• Hardest to implement</li> <li>• Especially difficult with larger groups of students</li> <li>• Hardest when needing to cover large amounts of subject matter in a short time</li> </ul>	Learning