

COMPARISON OF TWO EDUCATIONAL APPROACHES

The Workbook Approach <i>Conditioned Learning</i> <i>Consumer-Oriented</i> RESULT: <i>Dependent Character</i>	The Notebook Approach <i>Reflective Learning</i> <i>Producer-Oriented</i> RESULT: <i>Independent Character</i>
<p>Structures curriculum by the pursuit of information and its regurgitation. Glorifies man and his knowledge!</p> <p>Discourages original thinking through true-false, fill-in-the-blank, one-word responses.</p> <p>Produces no record of learning—papers discarded, workbooks destroyed. Student has no sense of “value” for the effort. Parents not certain what is being taught.</p> <p>Encourages retention for regurgitation. Language must be “dumbed down” for understanding. Communication is vague. Student often unable to give meaningful answers.</p> <p>Produces the ability to take short answer tests with a “recognition” mentality. Students parrot back the “right” answers for the “A” on the test.</p> <p>Has no standards of scholarship or work ethic and holds no accountability for learning!</p> <p>Discourages a lifetime enjoyment of learning.</p> <p>Rests the burden of learning on the teachers!</p> <p>Ties teachers to manuals, texts and canned curriculum content—someone else’s ideas and lesson plans.</p> <p>Fosters opportunities of irresponsibility, ignorance, illiteracy, inertia—a slavish, dependent mentality and character—a liberal, socialistic, secular world and life view!</p>	<p>Structures curriculum by Biblical <i>principles</i> and <i>leading ideas</i>. Glorifies <i>God</i> as the author of the subject!</p> <p>Encourages <i>mastery</i> of subjects through personal research and <i>writing</i> in complete in thoughts, sentences, paragraphs, essays.</p> <p>Produces a <i>permanent record</i> of learning. Student values his labor and is able to refer back to his study. Parents see exactly what is being taught and required daily and have evidence of the child’s progress.</p> <p>Encourages the investment of effort to take command of the subject as it becomes his personal, internal property. Student is taught to reason and think critically and to articulate with <i>perspicuity</i>—speak and write with the mastery and authority of God’s Word.</p> <p>Produces <i>reflective</i> understanding. Essay writing requires understanding of principles and concepts and relating of these to their personal lives. Students reason for themselves and solve problems.</p> <p>Holds student to the standard of <i>excellence</i> in Christ in the practice of Christian scholarship and requires his own accountability for learning.</p> <p>Produces “philomaths”—those who love learning and pursue a lifetime of study.</p> <p>Rests the burden of learning on the student!</p> <p>Inspires the teacher to be the <i>lively textbook</i>, the living epistle in the classroom, by researching and developing his own curriculum and lesson plans.</p> <p>Fosters opportunities for individuality, industry, productivity, accountability, reasoning, mastery of knowledge—a <i>self-governing, independent</i> mentality and character—a conservative, Biblical, Christian world and life view!</p>

¹Adapted from Adams, Carole G.; Youmans, Elizabeth L.: *The Noah Plan Self-Directed Study in the Principle Approach*[®]. Foundation for American Christian Education, 2004, p. 33.