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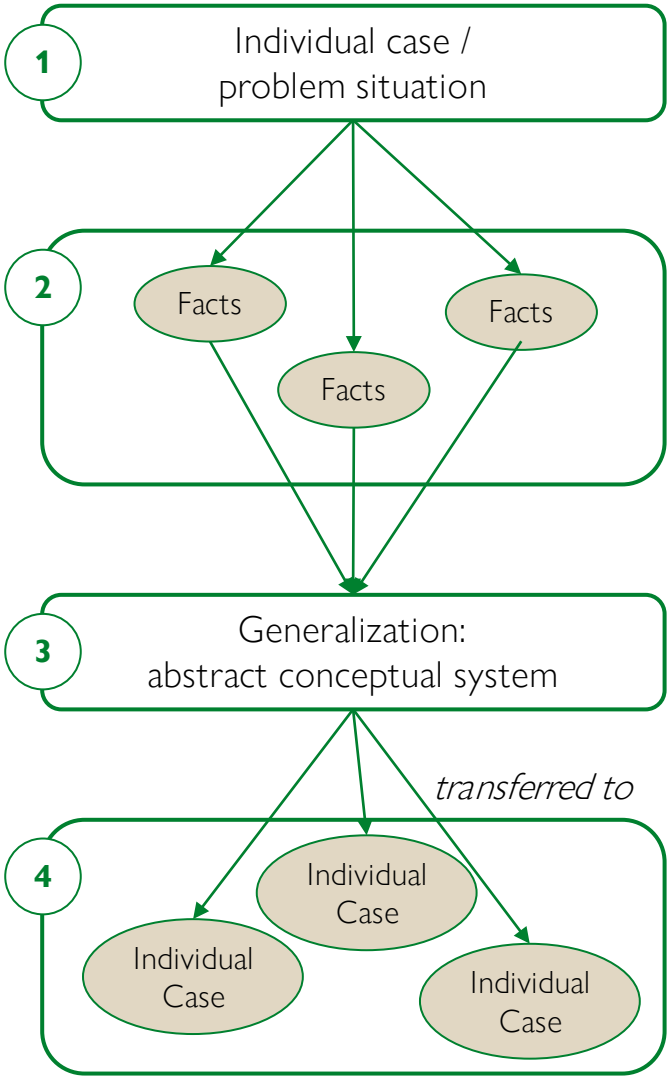
Teaching Strategies

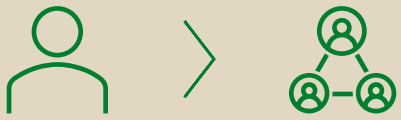
The question of the appropriate teaching strategy becomes relevant in lecture planning as part of the preparation of the specific lecture disposition. Once the lecturer has concretised the learning content and formulated the learning objectives, he or she must consider the way in which to cover the content. In principle, this can be done using an inductive or deductive teaching strategy.

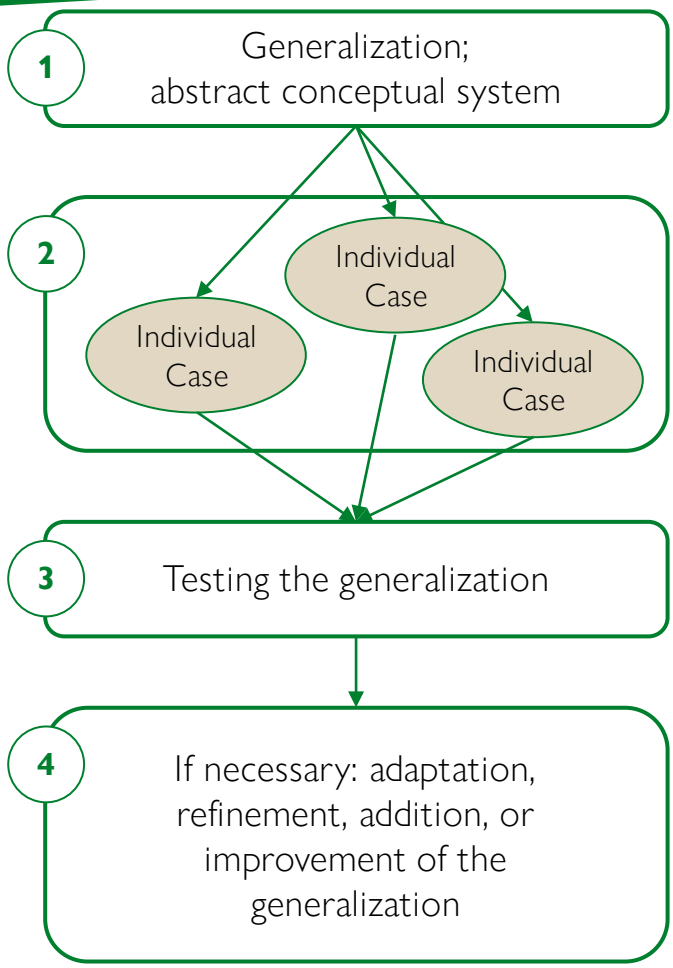
Inductive Teaching Strategy



from the specific to the general

Inductive teaching is based on the concrete action or the illustrative individual case. Examples, elements or details are introduced by the lecturer or the students (based on their own experience). In the course of solving the problem, the students develop concepts and definitions, search for interactions and relationships and draw conclusions. These results are then transferred into an abstract knowledge structure that can be applied to other individual cases.





Deductive Teaching Strategy

from the general to the specific

Deductive teaching starts from abstract contexts and derives concrete details from the overall view. In other words, an abstract conceptual system or theoretical structure is first introduced/elaborated and then applied to specific individual cases.

Choose Your Teaching Strategy

The choice of teaching strategy must be made according to the specific situation, taking into account in particular the characteristics of the learning content, students and the lecture setting.

The deductive teaching strategy often makes more sense for students who have already developed elaborate conceptual systems. Linking existing knowledge on an abstract level generally leads to problem solutions more quickly.

Dialogue with the inductive teaching strategy is often more suitable for less able students who have little prior subject-related knowledge. The introduction to such dialogue should be based on an individual case or a challenging problem. However, inductive teaching only works well if the students have certain experiences to enable them to understand the example situations.

Developing content using an inductive teaching strategy tends to be more time-consuming. Especially when dealing with students who have prior knowledge that can be easily expanded and modified with more specialised knowledge, the continuous discussion of individual cases can unnecessarily slow down the learning process.

Deductively designed lectures are usually more abstract, which means there is a risk that students will experience less meaningfulness, which can hinder motivation. Accordingly, it is important to discuss concrete examples in the practice and application phase in order to avoid remaining on an abstract level and to promote practical relevance.

(Euler & Hahn, 2014, p. 158-159, 392, 413)

Sources

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