

Teacher-centered: Cons	Student-centered: Cons
Teachers serve as the center of knowledge; students are viewed as empty vessels as learning is considered as an additive process (Napoli, 2004).	Teachers struggle to manage student activities that are at different stages and pacing (Hodgson, 2010).
Instruction could be occasionally ineffective as students are just passive receivers of the information delivered.	Classrooms lose order, and are mostly noisy and chaotic; activities are difficult to be implemented with large number of students.
Students are not given opportunities to express themselves or to direct their own learning.	Students may miss important facts as the teacher doesn't deliver all information at the same time (Which is best: Teacher-centered or Student-centered education? 2012).
Teaching is made for the average student so that everyone is forced to progress at the same rate irrespective of their abilities (Napoli, 2004).	Strategy is found to be ineffective for all content areas in which students find difficulty to create abstract level understanding (Blumberg, 2004).
Students do not learn to collaborate with others and may lack proper communication skills.	Students who prefer working alone cannot be accommodated. More time consuming and can be difficult to follow the predetermined teaching/learning goals at the predetermined periods during the year.
Little or no attempt is made to consider students' prior knowledge.	Students may find it hard to have the required conceptual change when it is difficult to transfer information from the concrete to abstract level without the help of the teacher. (Pederson & Liu, 2003).
Assessments are done through traditional examinations; no attempt to measure if the information is transferred into usable knowledge (Napoli, 2004).	The learning goals are not usually met since the "facilitators" do not have the clear picture of the activity or are incompetent in following the guidelines (Hodgson, 2010).