

| Teacher-centered Instructional Strategy: Pros | Teacher-centered Instructional Strategy: Cons |
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| Teachers direct the learning process and control access of information. | Teachers serve as the center of knowledge; students are viewed as empty vessels as learning is considered as an additive process (Napoli, 2004). |
| Classroom remains orderly and the teacher retains full control of the whole activities. | Instruction could be occasionally ineffective as students are just passive receivers of the information delivered. |
| Students learn by themselves, and learn to be independent. | Students are not given opportunities to express themselves or to direct their own learning. |
| All topics will usually be covered or delivered according to the priority determined by the teacher. | Teaching is made for the average student so that everyone is forced to progress at the same rate irrespective of their abilities (Napoli, 2004). |
| A large amount of information is shared in a short amount of time in an orderly manner. | Students do not learn to collaborate with others and may lack proper communication skills. |
| Students do not miss important topics as the teacher has control on topics to be delivered. | Little or no attempt is made to consider students' prior knowledge. |
| Assessments are made quick, easy to evaluate and straightforward. | Assessments are done through traditional examinations; no attempt to measure if the information is transferred into usable knowledge (Napoli, 2004). |