Guided Discovery Style-F

Description

The following statement applies to each style: A significant factor influencing the quality of teacher education and pedagogical research is the ability to reliably distinguish one teaching style from another. Learning to "see the decisions anatomy " that comprise each style takes time. However, it is possible to distinguish the general image of one style from another rather quickly. The following description offers an image of the classroom that represents this landmark T-L style. This description applies to any teaching event-either a Spectrum or a non-Spectrum classroom. When this description is observed in the classroom, the set of decisions and the learning expectations in subject matter and human behavior are inherently promoted. Thus, each description represents more so than not this teaching-learning style with its distinct O-T-L-O

The teacher asks one student a series of specific questions*; each question has only one correct answer. The questions are sequenced in a logical pattern so that each answer leads the student step by step to discover the anticipated concept, principle, relationship or solution.

Content appropriate for Guided Discovery includes principles, rules, concepts, and relationships. Non-examples of discovery content include isolated facts, skills, dates, names—these content examples cannot be discovered.)

*Note: There are cognitive liabilities when this style is used in a large group. The discovery process is interrupted per student in a group setting; therefore, the content acquisition cannot be guaranteed for each student.