Convergent Discovery Style-G

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 designs a situation or question that has one specific correct response—the situation or question is new and the response is not previously known to the students. The learners are given individual and private time to use their "thinking" processes to sequentially and logically discover the anticipated answer.