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Inquiry-Based Learning: From Teacher-

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Discovery Learning vs. Traditional Instruction 6 using only traditional, lecture-based methods is bound to be less successful than discovery

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Instruction. (Hake, 1998) In light of such data, one may question why traditional instruction was implemented in the first place. However, traditional instruction should not be immediately discounted.

Discovery Learning vs. Traditional Instruction

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Discovery Learning Vs Traditional Instruction  
Discovery Learning vs. Traditional Instruction  
3 the students, including concepts, facts, terms, and diagrams. Class periods are lecture based and involve note taking, usually through the use of a chalk board or white board. In this instructional style,

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Instruction it is expected that students will answer

Discovery Learning Vs Traditional Instruction

Discovery Learning Vs Traditional Instruction  
Discovery Learning Vs Traditional Instruction demonstrated that directed discovery had positive

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effects on retention of information at six weeks after instruction versus that of traditional direct instruction. It is believed that the outcome of discovery based learning is the development of inquiring minds and the potential for life-long learning.

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## Discovery Learning Vs Traditional Instruction

This teacher-centered approach explores various methods of imparting knowledge from the teacher to the student. Discovery learning, on the other hand, promotes a student-based philosophy in which the instructor

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takes on the non-traditional role of mentor or coach, leaving the students to discover solutions for themselves.

[PDF] Discovery Learning vs. Traditional Instruction 1 ...

the discovery learning vs traditional instruction is universally compatible



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transmission instruction and Discovery Learning, a balance in methodologies was encouraged and in fact it was noted that the two "camps" are not so far apart on the spectrum as one might think .

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(PDF) Discovery Learning in the Classroom

How discovery learning differs from traditional learning: The three attributes listed above combine to make discovery learning much different than traditional learning for five main reasons. First, learning is

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Instruction active rather than passive (Mosca and Howard, 1997). Second, learning is process oriented, rather than content oriented.

Advantages of Discovery Learning -  
UKEssays.com

What is Discovery Learning. Discovery

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Learning was introduced by Jerome Bruner, and is a method of Inquiry-Based Instruction. This popular theory encourages learners to build on past experiences and knowledge, use their intuition, imagination and creativity, and search for new information to discover facts, correlations and new

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Instructional Design Models and Theories: The Discovery ...  
Discovery Learning Vs Traditional Instruction demonstrated that directed discovery had positive effects on retention of information at six weeks

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Instruction versus that of traditional direct instruction. It is believed that the outcome of discovery based learning is the development of inquiring minds and the potential for life-long learning. Page 7/26

Discovery Learning Vs Traditional

*Page 23/36*

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I've seen people using the terms "inquiry based learning" and "discovery based learning" as though they are interchangeable. They're not. And here's why. Let's forget about that fact that discovery learning doesn't actually exist for a moment



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Instruction and pretend that it does, at least in the way that some people believe it does.

## Why Inquiry Based Learning is Not Discovery Learning ...

Early research demonstrated that directed discovery had positive effects on retention of information at six

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weeks after instruction versus that of traditional direct instruction. It is believed that the outcome of discovery based learning is the development of inquiring minds and the potential for life-long learning.

Discovery learning - Wikipedia

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## A Critique of Discovery Learning

Several groups of educators have found evidence discovery learning is a less effective as an instructional strategy for novices, than more direct forms of instruction (e.g. Tuovinen and Sweller, 1999). While discovery learning is very popular, it is often

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Instruction, to

## A Brief Summary of Discovery Learning

Discovery instruction is when there is a high level of student involvement in observing, investigating, and drawing conclusions. It takes advantage of

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students' interest and curiosity, often

...

## Direct Instruction & Discovery

### Instruction: Definition ...

I believe inquiry-based learning is an actual pedagogy, whereas traditional instruction, or chalk-and-talk, is only

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Instruction is an element of a pedagogy. It is a step in a sequence of activities of which your pedagogy is comprised and though it's widely used and frequently exclusively used, I don't believe it is a pedagogy.

Inquiry-Based Learning vs. Direct

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Instruction: 7 Important ...

Learning Theories in Plain English Vol. 1 of 2. Learning theories summaries on the Learning-Theories.com website as an electronic book, conveniently organized into one PDF file that you can print and use for your papers or assignments. \$ 10.95 \$ 9.95

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Discovery Learning (Bruner) □  
Learning Theories

Table 1: Teacher directed learning vs. Self-directed learning  
Teacher Directed Learning Self-Directed Learning. Assumes the learner is essentially a dependent personality



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Instruction and that the teacher has the responsibility on what and how the learner should be taught

Teacher Directed Vs Self Directed Learning

Direct instruction is the traditional way of teaching - where a teacher stands

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Instruction at the front of the class and directs the learning. ... This approach is known as inquiry or discovery learning.

'Chalk and talk' teaching might be the best way after all

One of those differences is the subject of current investigation: the divide

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Instruction between explicit and implicit instruction. By explicit instruction, we mean teaching where the instructor clearly outlines what the learning goals are for the student, and offers clear, unambiguous explanations of the skills and information structures they are presenting.

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