



Guided Discovery (Style F) 指引發現法

Mosston, M. (1981)



Act of Discovery

- ◆ Comparing 相同比較
- ◆ Contrasting 相異比較
- ◆ Categorizing 分類
- ◆ Hypothesizing 假設
- ◆ Synthesizing 組合
- ◆ Solving problems 解難...

Theory of Cognitive Dissonance

不協調

Cognitive Dissonance



Inquiry



Discovery

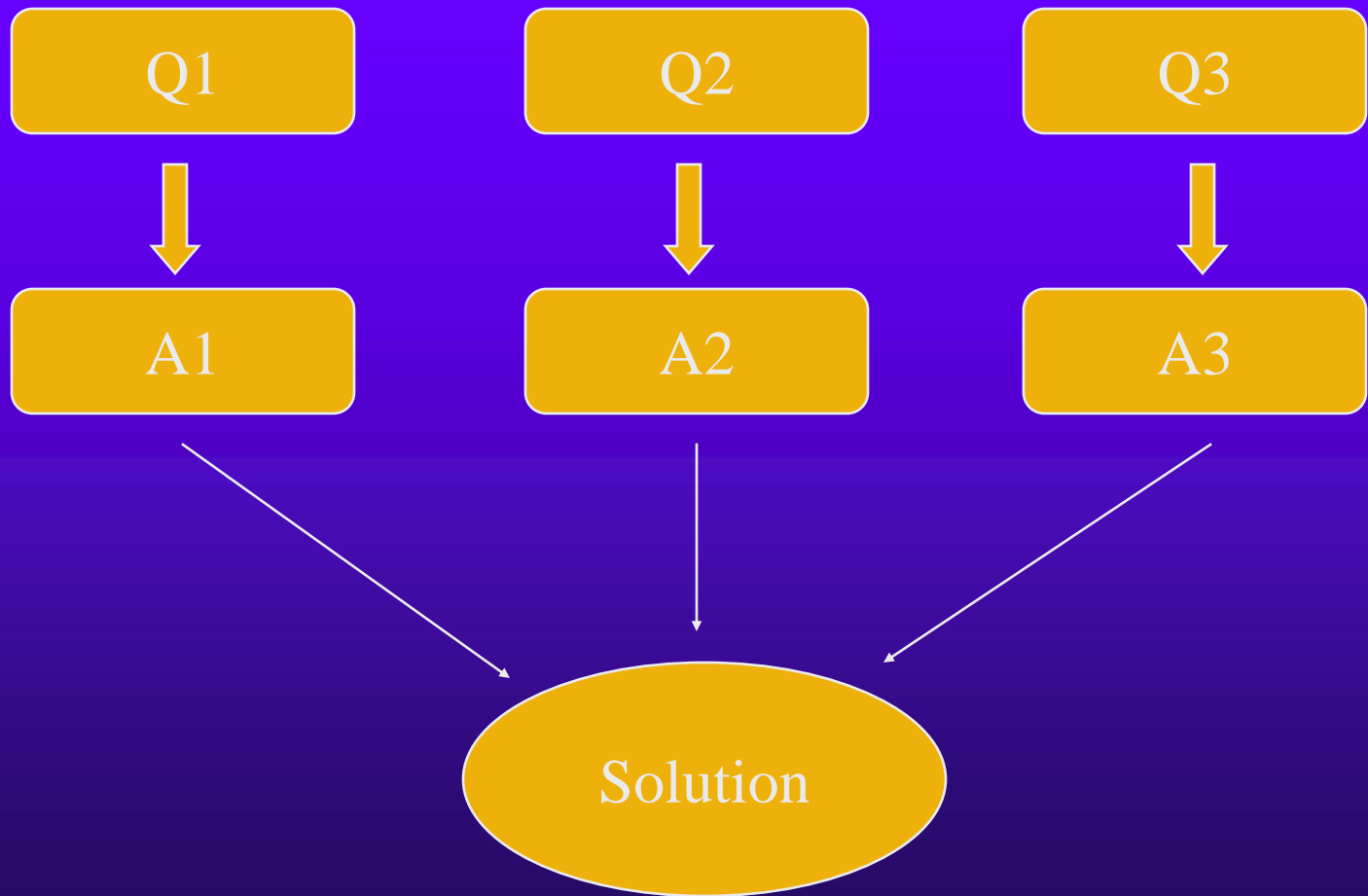




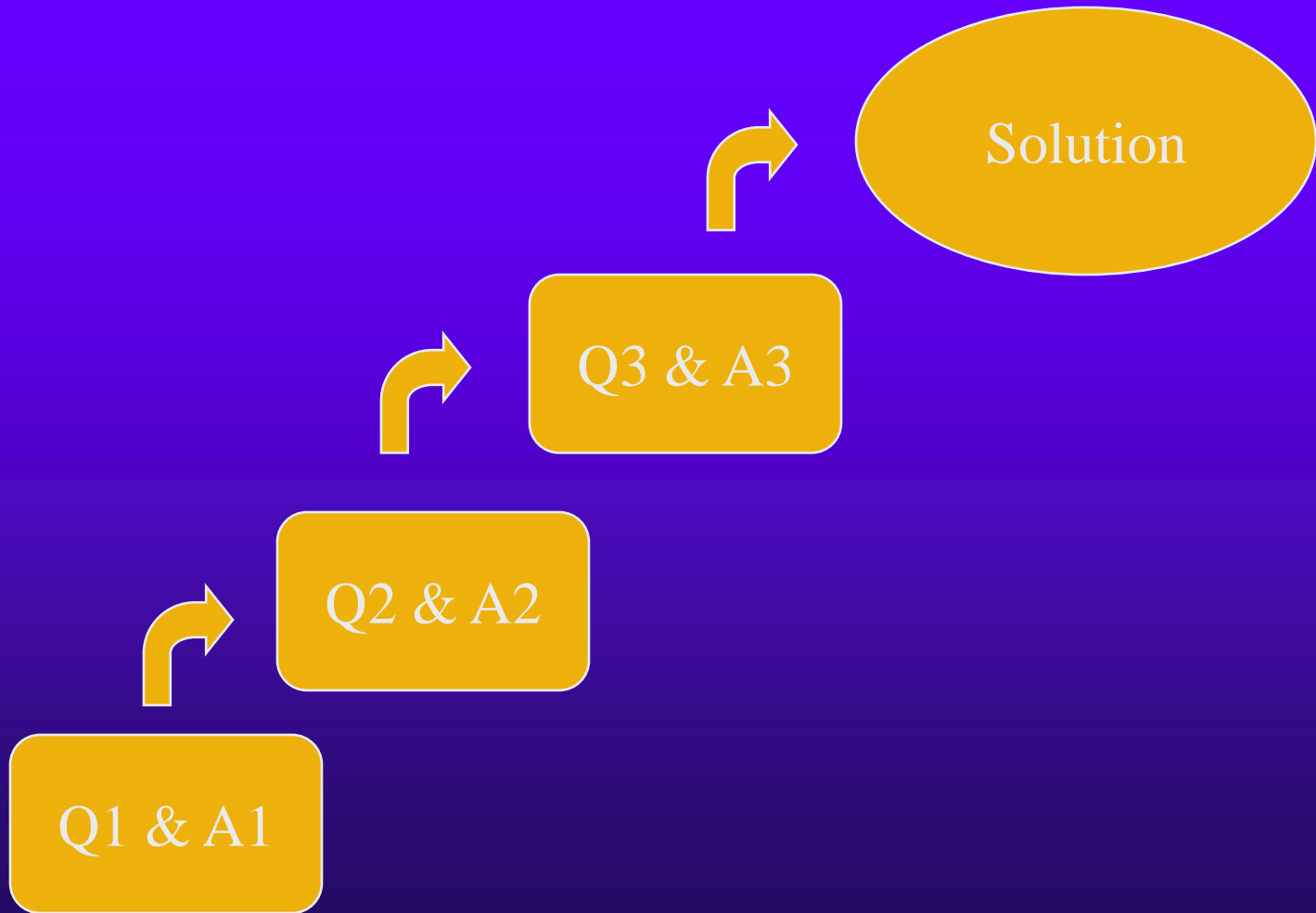
Procedures

- ◆ Warming-up exercise (熱身)
- ◆ Lead-up activities (引入活動)
- ◆ Practice of basic skills (基本技巧)
- ◆ Presentation of problem by teacher (問題展示)
- ◆ Discussion, practice, rehearsal by students (討論, 練習, 排練)
- ◆ Presentation of answer(s) by students (展示答案)
- ◆ Reinforcement and feedback from teacher (強化與回饋)
- ◆ Conclusion / Evaluation (總結 / 評鑑)

Parallel Episode (平衡式)



Hierarchical Episode (階梯式)





Pre-impact (準備階段)

- ◆ Determine specific subject matter (教學內容)
- ◆ Determine sequence of steps (教學步驟)
- ◆ Questions or clues (問題及提示)
- ◆ Internal connection between steps (步驟間的連繫)
- ◆ Anticipate possible responses (預期答案)
- ◆ Only one response is elicited per clue (每個提示祇帶出一個答案)



Impact (教學)

- ◆ Never tell the answer
- ◆ Always wait for the students' response (等候答案)
- ◆ Always reinforce (強化) the response
- ◆ Emotional (情緒) process
- ◆ Willingness to speak up
- ◆ Risk solutions (勇於嘗試)



Teacher must consider:

1. The objective, the target (目標)
2. The direction of the sequence of steps (步驟方向)
3. The size of each step (每一步驟的大小)
4. The interrelationship of the steps (步驟間的關係)
5. The speed of the sequence (步驟的速度)



Post-impact

- ◆ Evaluation is built in every step (每步都需要檢討)
- ◆ Reinforcement (強化)
- ◆ Total evaluation (整體評鑑)
- ◆ Approval of response (選定正確答案)
- ◆ Continuous motivating force (保持學習動機)



End