Guided Discovery Pedagogy

This approach to teaching is primarily owned by the educator by the teacher providing the tools or equipment needed to learn the desired outcome. Although the children work through the learning path in a step by step process the way in which they learn is owned by them (Fleer, Jane & Hardy, 2007). The learning that takes place is guided by what the teacher says or what has been written or printed on a card. This can also be combined with materials being placed around the learning environment and thus, allowing students to work through them at their own pace (Fleer, Jane & Hardy, 2007). Educators who use this pedagogy are encouraging the development of curiosity, skills for information retrieval, skills for decision making and increases a child’s autonomy of their own learning environment (Jawaharalal, 2011). Evidence shows that when learners engage with hands on learning exploration of content has a higher retainment rate (Churchill et. al, 2013). Therefore, despite guided discovery being primarily teacher directed by way of pre-planned tasks, children who engage actively with their learning acquire knowledge and understandings that may not be otherwise obtained through explicit teacher directed learning (Churchill et. al, 2013; Fleer, Jane & Hardy, 2007).

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