

## CHAPTER 6: STUDENT-CENTERED INSTRUCTIONAL STRATEGIES

### CHAPTER OBJECTIVES

- Design lessons that involve inquiry instructional approaches, such as concept attainment, inquiry and discovery lessons, problem-based strategies, and projects and reports.
- Design lessons during which students work cooperatively in groups.
- Identify ways to effectively use discussions, panels, debates, and other social instructional approaches.
- Determine ways to have students learn through independent means with learning centers, contracts, and other approaches.

### CHAPTER OUTLINE

- I. Selecting Student-Centered Strategies
- II. Inquiry Approaches (inductive instructional approaches)
  - A. Concept Attainment Approaches (conjunctive concepts, disjunctive concepts, relational concepts, concept attainment, comparing, Venn diagram, classifying, metaphor, analogy)
  - B. Inquiry and Discovery Lessons (inquiry, constructivist approach, guided inquiry, unguided inquiry)
  - C. Problem-Based Strategies (problem-based learning, problem solving)
  - D. Projects, Reports, and Problems (project)
- III. Social Approaches (social instructional approaches)
  - A. Discussions (discussion, whole-class discussion, small-group discussions)
  - B. Cooperative Learning (cooperative learning, positive interdependence, individual accountability, informal groups, formal groups, student teams-achievement divisions, teams-games-tournaments, team accelerated instruction, jigsaw, learning together, base groups)
  - C. Panels and Debates (panel, symposium, task force, debate)
  - D. Role Playing, Simulations, and Games (role playing, simulations, games)
- IV. Independent Approaches
  - A. Learning Centers or Stations (learning center)
  - B. Independent Work and Learning Contracts (independent work, busywork, contracts)