Indirect Inductive Teaching Graphic Organizer

Phases

(1) Identify the Domain. Establish the focus & boundaries of the initial inquiry. Clarify the long-term objectives.

(2) Collect, present, and enumerate data. Assemble, and present the initial data set. Enumerate and label the items and data.

(3) Examine data. Thoroughly study the items in the data set and identify their attributes.

Objectives

<u>Thinking inductively</u>, powerful tool for learning which helps students to work inductively collecting and organizing information, forming categories and hypotheses, developing skilss and using the knowledge and skills appropriately.

Inductive teaching is a strategy for engaging all learners in a structured lesson.

<u>Inquiring collaboratively</u> is the most inductive activity. Builds a learning community in the classroom where individuals learn to share the products of their inquiries and where groups and the whole class can plan studies together.

Phases

(4) Form concepts by classifying. Classify the items in the data set and share the results. Add data to the set. Reclassification occurs, possibly many times.

(5) Generate and test hypotheses. Examine the implications of differences between categories. Classify categories, as appropriate. Reclassify in two-way matrices, as well as by correlations, as appropriate

(6) Consolidate & transfer. Search for additional items of data in resource material. Synthesize by writing about the domain, using the categories. Convert categories into skills. Test and consolidate skills through practice and application

<u>Building conceptual control over areas of study</u> is the process where students form concepts by organizing, grouping, and regrouping information so that areas of study become clear and hypotheses and skills can be developed and tested.