

The background is a light blue gradient with several realistic water droplets of various sizes scattered across the surface. The droplets have highlights and shadows, giving them a three-dimensional appearance.

DISCOVERY LEARNING WITH BEGINNING LEARNERS

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DISCOVERY LEARNING AND CONSTRUCTIVIST TEACHING

“**Discovery learning** is a technique of **inquiry-based learning** and is considered a constructivist based approach to education. It is supported by the work of learning theorists and psychologists Jean Piaget, Jerome Bruner, and Seymour Papert.”

“**Constructivist** teaching is based on the belief that learning occurs as learners are actively involved in a process of meaning and knowledge construction as opposed to passively receiving information.”

SUPPORT FOR DISCOVERY LEARNING

Learning improves as students engage in higher level of thinking (Baddeley, 1990)

Use decoding skills to extract new information prompts recall (Brandl, 2008)

High level of thinking skills are enhanced (Sokmen, 1997)

Thrill of discover of a concept maximizes information stored (Blass, 1999)

As humans we remember



80% of what
we see and do,



20% of what
we read, and



10% of what
we hear.

- <https://www.lucidchart.com/blog/a-diagram-a-day-keeps-distracted-readers-away>

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CONJUGATIONS

PREVIOUS KNOWLEDGE

- EU

- TU

- VOCÊ

- ELE

- ELA

- NOS

- VOCÊS

- ELES

- ELAS

PREVIOUS KNOWLEDGE

1. Caminhar



2. Conversar



3. Tomar



4. Dançar



5. Escutar



ATIVIDADES

1. _____

2. _____

3. _____

4. _____

5. _____

• EU _____

• TU _____

• ELE _____

• NOS _____

• ELES _____

ANTES DE NOSSA AULA...

Verdadeiro/
Falso

1. Nos escutamos musica.
2. Eu conversei com nossa professora.
3. Tu caminhaste 3 quilometres.
4. Teu companheiro dançou antes de nossa aula.
5. Todos os estudantes tomaram café esta manha.

1. _____

2. _____

3. _____

4. _____

5. _____

ATIVIDADES

1. _____

2. _____

3. _____

4. _____

5. _____

- EU conversei
- TU caminaste
- ELE dançou
- NOS escutamos
- ELES tomaram

DISCUSSION WITH PARTNER

- WHAT HAPPENED TO THE –AR?
- WHAT WAS ADDED EACH TIME THE FOLLOWING PRONOUNS WERE IN FRONT OF THE VERB?
 - EU NOS
 - TU
 - VOCÊS, ELE, ELA VOCÊS, ELES, ELAS
- DO ENGLISH VERBS CHANGE? GIVE SOME EXAMPLES.

OUR DISCUSSION

- WHAT DID YOU LIKE ABOUT THIS ACTIVITY?
- WHAT DID YOU DISLIKE?
- WHAT ADVANTAGES DOES DISCOVERY LEARNING HAVE OVER TRADITIONAL LECTURES?
- ANY DISADVANTAGES?

LEARN CLOTHING VOCABULARY

- CORTE INGLÉS [HTTP://WWW.ELCORTEINGLES.ES/?LEVEL=10](http://www.elcorteingles.es/?level=10)
 - BUSCAR
 - ABRIGO BUFANDA PANTALONES
 - [HTTP://WWW.ELCORTEINGLES.ES/MODA/INFANTIL/?F=133548&LEVEL=6](http://www.elcorteingles.es/moda/infantil/?f=133548&level=6)
 - WRITE DOWN NEW SPANISH WORDS
- LAFAYETTE: [HTTPS://WWW.GALERIESLAFAYETTE.COM/](https://www.gallerieslafayette.com/)
 - MANTEAU
 - CHAUSSETTE
 - JUPE
 - GANT ??

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THANKS FOR COMING!

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