

repaired. So what information would you like to take back to earth about this culture?" We ask them to name the most important things they want to know about this culture. Then we classify them in MacCSILE and discuss them. This leads them to understand how all cultures have certain things that makes them unique, how to think about thinking, and how to write all that clearly in MacCSILE," Beeler said.

For Lickteig, the biggest reward of the MacCSILE project has been the realization that the instructional/ educational delivery systems of the past are not the best means for teaching a diverse population with differing learning styles, and that a

student-centered instructional approach will produce a more efficient problem-solving community of quality learners for the future.

In a paper for a graduate course, Lickteig explained that releasing control of the learning process is what makes the student-directed model of instruction a difficult shift for teachers and at the same time so powerful an instructional method. In the student-directed model, all of the great aspects of the knowledge-based model stay intact, but many of the teacher roles are shifted to the student.

"Suddenly, students formulate their own goals and learn to activate

their own prior knowledge. They begin to ask themselves and each other stimulating and leading questions, directing their own inquiry. They learn to monitor their own comprehension, recognizing strategies that enable them to learn. While students are engaged in this process, the teacher is free to facilitate those in need of specialized help, or to provide a source of expertise," Lickteig wrote.

Writing curriculum, Lickteig notes, was another challenge. The CSILE database was originally designed as a resource for the storage of information that students could then utilize for/by one another. But at the middle school, "We have a more

*Eighth-grader Rhett Riviere enjoys the student-centered instructional approach with the help of his teacher.*

