

Teaching with Direct Instruction

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Direct Instruction in a nutshell

I do: instructor models a skill set or interaction with the subject, demonstrates an approach to a scenario/case/issue, or shows example solutions to problems,

We do: instructor provides opportunities for guided practice, often assigning small group work in class with an emphasis on formative feedback, and

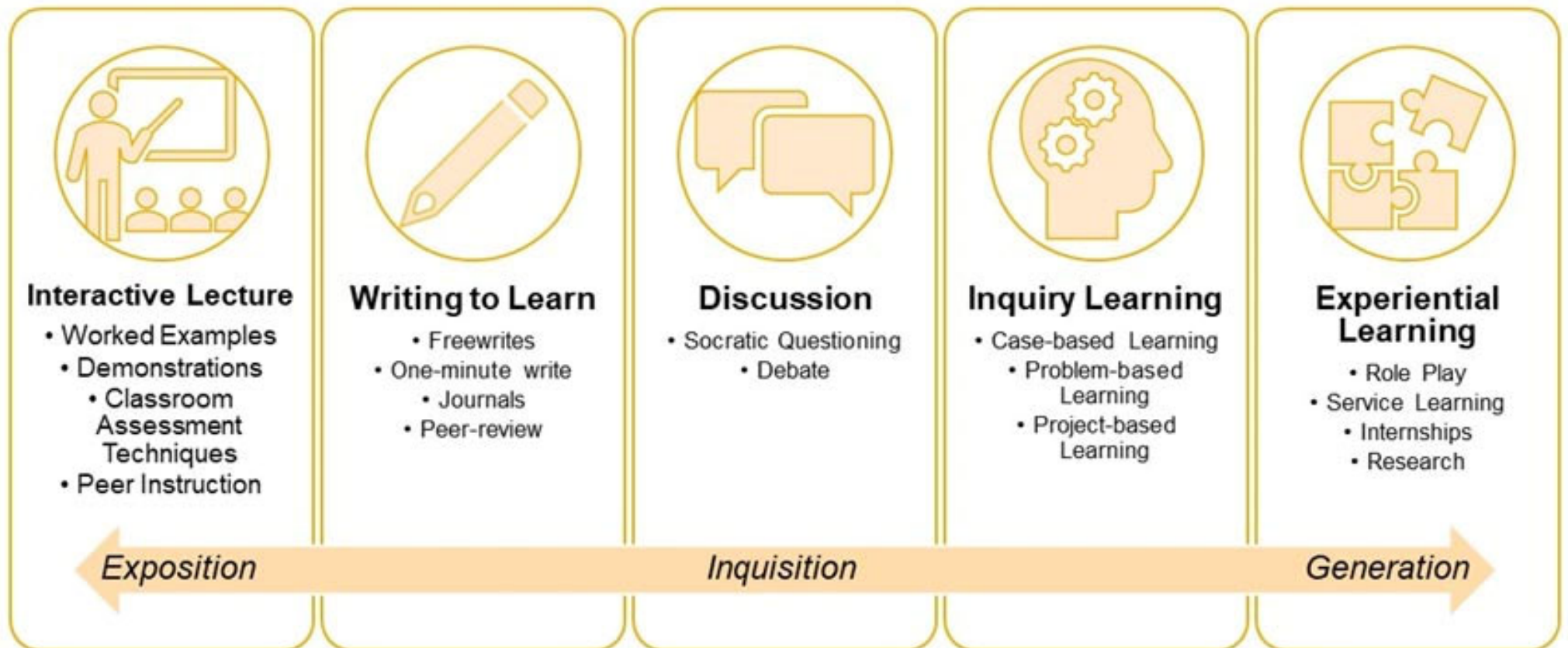
You do: instructor assigns independent practice with an emphasis on mastery learning.

DI is similar to Behavior Modeling Training

- Describe to learners a set of well-defined behaviors (skills) to learn
- Provide models displaying effective use of those behaviors
- Provide opportunities for learners to practice those behaviors
- Provide feedback and social reinforcement following practice
- Take steps to maximize transfer to assignments



Use Direct Instruction alone or to complement other teaching methods

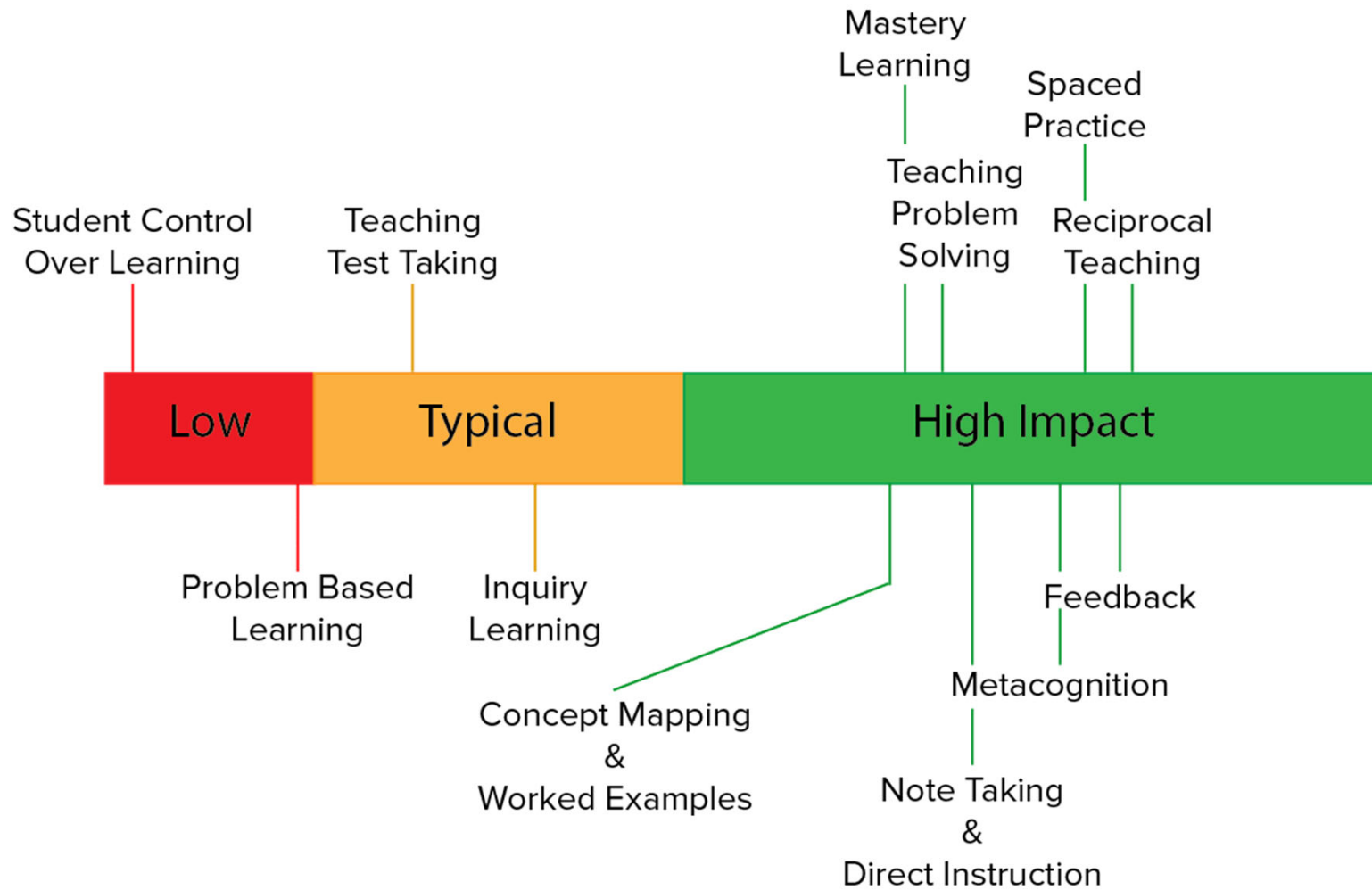


DI is not just lecturing to passive students

Every year I present lectures to teacher education students and find that they are already indoctrinated with the mantra “constructivism good, direct instruction bad.”

When I show them the results of these meta-analyses, they are stunned, and they often become angry at having been given an agreed set of truths and commandments against direct instruction.

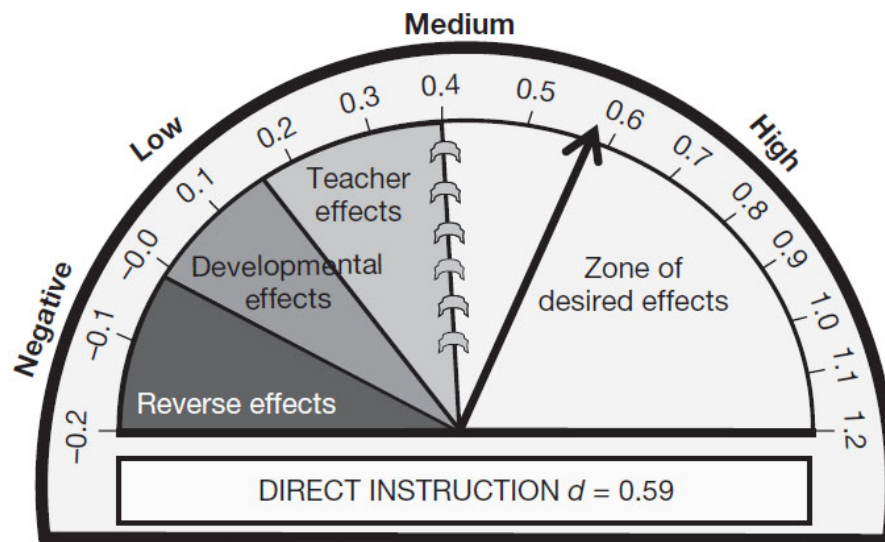
~John Hattie, 2014



Hattie, John and Gregory Yates. (2014) *Visible Learning and the Science of How We Learn*. New York, Routledge.

Direct Instruction: Practice that is guided, scaffolded, transparent, and sustained

The contributions from teaching approaches—part II 205



KEY	
Standard error	0.096 (High)
Rank	26th
Number of meta-analyses	4
Number of studies	304
Number of effects	597
Number of people (1)	42,618



DI Design Worksheet #1: Identify a skill or task

- Apply a theory or principle to a scenario
- Analyze a case
- Provide a differential diagnosis
- Prescribe a solution
- Solve a complex problem
- Map an argument
- Identify fallacies in speeches, op/eds, news reports
- Master a technique



DI Design Worksheet #2: Rational for the objective

DI Design Worksheet #3: format of the “I-do”





DI Design Worksheet #4: Interactions in “I-do”

DI Design Worksheet #5: Effective “We-do” Strategies



Active learning, reciprocal teaching, team-based learning

DI within the active-learning spectrum?

'It's Not About the Evidence Anymore'

By *Beckie Supiano* | JUNE 22, 2022



JEANETTE TAKASHIMA FOR THE U. OF WASHINGTON DEPT. OF BIOLOGY

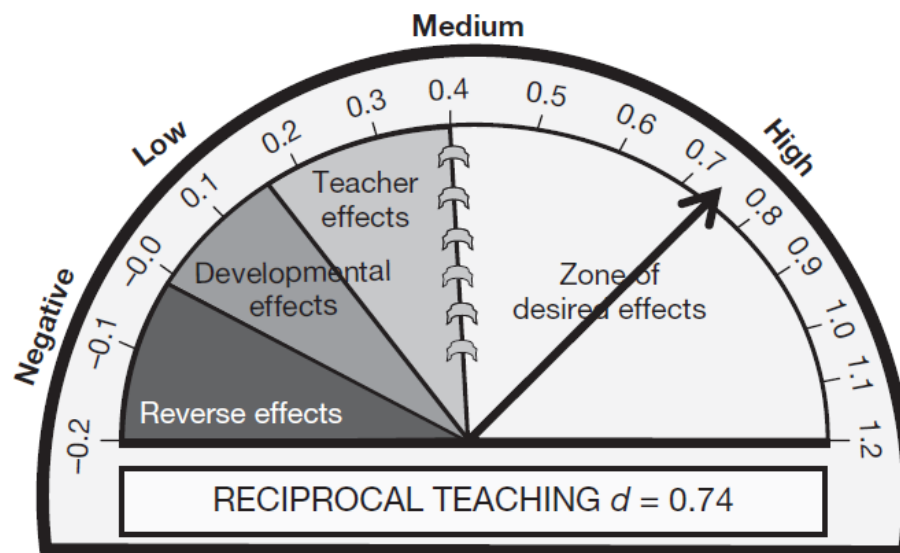
Scott Freeman, emeritus lecturer in biology at the University of Washington

1. Deliberate practice: In active-learning we focus on asking, not telling, the students are practicing.
2. Inclusion: In active-learning classrooms, students and professors are talking to each other. There's a lot of feedback. The classroom becomes a supportive community of belonging.

<https://www.chronicle.com/article/its-not-about-the-evidence-anymore>

Reciprocal Teaching: Students take turn at being the teacher: summarizing, explaining, clarifying, predicting, etc.

204 *Visible Learning*



KEY	
Standard error	na
Rank	9th
Number of meta-analyses	2
Number of studies	38
Number of effects	53
Number of people (1)	677

Out of class
Usu. 30-50 pages

In class
Usu. 1 to 1.5 hours

In class
Usu. 3 to 5 class meetings

Readings for
preparation

Readiness Assurance Process:
Individual test →
Same test completed as a team →
Appeals →
Mini-lecture

Application activities
Teams work on a significant
problem that requires them to
make a significant choice. All teams
work on the same problem and
report simultaneously.

Structure of a team-based learning module

DI Design Worksheet #6: “You do” activities





Thank you