**Teaching Methods Chapter 8**

**Direct instruction**

**-before students can discover powerful concepts, solve problems, or write creatively, they must first acquire basic skills and information**

**-we all must learn the mechanics**

**-has also been called active teaching, mastery teaching model, and explicit instruction**

**Direct instruction overview**

**-can be described with three features: the type of learner outcomes it produces, its syntax or overall flow of instructional activities, and its learning environment**

**-it is designed to promote mastery of skills and factual knowledge that can be taught in a set-by-step fashion**

**-it is not intended to accomplish social learning outcomes or higher-level thinking**

**-it has five steps:**

**1.establishing a set**

**2.explanation/demonstration**

**3.guided practice**

**4.feedback**

**5.extended practice**

**-the direct instruction learning environment focuses mainly on academic learning tasks and aims at keeping students actively engaged**

**Social learning theory**

**-makes distinctions between learning and performance**

**-says much of human learn comes through the observation of others**

**-most human learning is done by selectively observing and placing into memory the behavior of others**

**-something is learned when an observer consciously attends to some behavior(striking a match) and then places that observation into long-term memory**

**-observational learning has three steps:**

**1.the learner has to pay attention to critical aspects of what is to be learned**

**2.the learner has to retain or remember the behavior**

**3.the learner must be able to reproduce or perform the behavior**

**-practice and mental rehearsals used in direct instruction are processes that help learners retain and produce observed behaviors**

**-social learning theory contain the following:**

**1.use strategies to gain students’ attention**

**2.ensure that the observation is not too complex**

**3.link new skills to students’ prior knowledge**

**4.use practice t ensure long-term retention**

**5.ensure a positive attitude toward the new skill so students will be motivated to reproduce or use the new behavior**

**Teacher effectiveness**

**-time allocated and used for specific academic tasks was strongly related to academic achievement and that teachers who wer businesslike and used teacher-directed achievement strategies were more successful in obtaining high engagement rates than those who used more informal and student-centered teaching methods**

**-teachers who had well organized classrooms in which structured learning experiences prevailed produced higher student time-on-task ratios and higher student achievement in basic skills than teachers who used more informal and less teacher-directed approaches**

**Planning for direct instruction**

**1.prepare objectives**

**-the more specific behavior format is better**

**-good objectives should be student-based and specific**

**-specify the testing(assessment) situation and identify he level of expected performance**

**2.perform task analysis-referred to as a learning progression or progress map to define with some precision the exact nature of a particular skill or well-structured bit of knowledge they want to teach:**

**A.find out what a knowledgable person does when the skill is performed**

**B.divide the overall skill into subskills**

**C.put subskills in some logical order, showing those that might be prerequisites to others**

**D.design strategies to teach each of the subskills and how they are combined**

**3.plan for time and space**

**-teacher must ensure that time is sufficient and that it matches the aptitude and abilities of the students in the class**

**-make sure that the students are motivated to stay engaged throughout the lesson**

**-make sure that students understand the purposes of direct instruction lessons and tying lessons into their prior knowledge and interests are ways of increasing student attention and engagement**

**Conducting direct instruction**

**1.provide objectives and establish set**

**-good teachers begin their lessons by explaining their objectives and getting their students’ attention**

**-students should be told how a particular day’s objectives ties into previous ones and how they are part of longer-range objectives or themes**

**-they should be informed about the flow of a particular lesson and about how much time the lesson is expected to take**

**2.conduct demonstrations**

**-much of what is learned and much of the learner’s behavioral repertoire comes from observing others**

**A.acquire mastery and understanding-to ensure that students will observe correct rather than incorrect behaviors; teachers must attend to exactly what goes into their demonstrations (if teachers want students to do something right, they must ensure that it is demonstrated correctly)**

**B.attend to rehearsals-be accurate**

**3.provide guided practice-active practice can increase retention, make learning more automatic, and enable the learner to transfer learning to new or stressful situations**

**A.assign short meaningful amounts of practice**

**B.assign practice to increase overlearning-for skills that are critical to later performance, practice must continue well beyond the stage of initial mastery**

**C.be aware of advantages and disadvantages of massed and distributed practice**

**-massed-continuous practice**

**-distributed-divided into segments**

**-mass practice is usually recommended for learning new skills with the caution that long periods of practice can lead to boredom and fatigue**

**-distributed practice is most effective for refining already familiar skills so that the interval of time between practice segments should not be so long that students forget or regress and have to start over again**

**D.attend to the initial stages of practice-it is during this period that the learner can unknowingly start using incorrect techniques**

**4.check understanding and provide feedback**

**-resembles recitation**

**-teachers often ask questions and students answer(use Bloom’s taxonomy and use wait time-meaning don’t expect students to answer right away)**

**-use marker boards, clickers, conversation, Kagen**

**A.provide feedback as soon as possible!**

**B.make feedback specific-good job…on WHAT?**

**C.concentrate on behaviors and not intent-feedback is most helpful and raises less defensiveness with students if it is aimed directly at some behavior rather than on one’s interpretation of the intent behind the behavior**

**D.keep feedback appropriate to the development stage of the learner-administer it carefully to be helpful**

**E. emphasize praise and feedback on correct performance-everyone prefers to receive positive rather than negative feedback**

**a.dignify the student’s incorrect response or performance by giving a question for which the response would have been correct**

**b.provide the student with an assist, hint, or prompt**

**c.hold the student accountable “you didn’t know the chemical symbol for lead today-but I bet you will tomorrow”**

**F.when giving negative feedback, show how to perform correctly**

**G.help students to focus on process-NOT outcomes**

**H.teach students how to provide feedback to themselves and how to judge their own performance(I let seniors check their answers in physics-redo work if it is wrong)**

**5.provide independent practice**

**-can be done through seat work/homework**

**-provide students with opportunities to perform new skills on their own and can also be viewed as a way to extend learning opportunities**

**A.homework seems to have very little effect on learning in the elementary grades**

**B.homework does lead to more learning in grade 6 and higher**

**C.homework has effects beyond just academic learning-it involves important social, cultural, and educative issues**

**D.student learning is affected by the amount of homework assigned-7 to 12 hours a week for older students tends to be enough but it varies(advanced students will have much more-sometimes 4 hours a night!!)**

**Seatwork(in classroom)**

**1.give work that students will find interesting and hopefully enjoyable-restrict standardized worksheets**

**2.make sure students understand seatwork assignments**

**3.make it a continuation of practice from direct instruction**

**4.have clear procedures if students get stuck**

**Homework**

**1.assign work that is interesting and potentially enjoyable**

**2.give students homework that is appropriately challenging and that they can perform successfully**

**3.use frequent and smaller homework assignments rather than less frequent and large assignments**

**4.make homework rules clear**

**5.inform parents about the level of involvement expected from them**

**6.provide feedback and grades on homework promptly**