Teacher-led Instruction

Slide 1	One of the most common approaches to classroom instruction is called direct or explicit instruction. This is the approach to instruction that most of us have experienced.
Slide 2	This approach has a long history, from the ancients to the development of universities and then employed in elementary and secondary schools.
Slide 3	It is supported by a wide range of learning theories, from behaviorism and operant conditioning to cognitive information processing and research on memory to social learning or observations of models.
Slide 4	In the 1970s, Benjamin Bloom completed an analysis of traditional approaches to teaching and learning and determined that one of the major factors in learning was the factor or variable of
Slide 5	time available for learning. He demonstrated that the limit of the number of hours in the school day was a major factor in influencing student academic achievement.
Slide 6	Educators understood this limit and worked to be as efficient as possible in the use of that limited time. Teacher-led instruction was a natural consequence of that decision.
Slide 7	Of course, an alternative would be to let time vary; that is, provide more time for those learners who were not demonstrating mastery on the academic material. While that is an alternative that is provided by some schools who provide extra tutoring or Saturday or summer school, it is not the approach provided by most educators and schools.
Slide 8	There are a number of basic principles that theory and research indicate are essential when engaging in teacher-led instruction.
Slide 9	The first is that it is important to set the stage for the lesson. This means to use some advance organizers to prepare the learners for the new information and review prerequisite knowledge or skills that will be used in learning new material.

Slide 10	Learners should also know the lesson objectives, including the criteria used to judge successful performance.
Slide 11	Teachers should use the principles discussed in the presentation on cognitive information processing and memory, especially the need to gain attention and provide for some repetition of new materials so that it is accessible in short-term or working memory for elaboration.
Slide 12	Teachers need to attend to and value learner diversity, especially in terms of background knowledge and experiences and expectations for success. While all students can learn, some may need more or different instructional activities than others.
Slide 13	Finally, frequent and meaningful assessments with timely feedback contributes to successful learning. Not all assessments need to be graded, but enough should be so that learners can know how well they are meeting expectations.
Slide 14	Theory, research, and professional practice have contributed to a variety of models on how to deliver high-quality teacher-led instruction with specific description of specific events of instruction.
Slide 15	One of the first widely used approach was developed by Robert Gagne and his colleagues. His model included
Slide 16	making sure the learners were paying attention and knew the objectives of the lesson, providing opportunities to connect new learning to prior learning, and
Slide 17	giving a clear presentation of content and learning guidance throughout the presentation.
Slide 18	Finally, the teacher should provide time to practice the new learning and feedback both during instruction and

Slide 19	after assessments.
Slide 20	Gagne' also recommended connecting the classroom learning to authentic activities outside of the classroom.
Slide 21	Another well-known description of teacher-led instruction was provided by Joyce and Weil and then Joyce, Weil, and Calhoun in their overview of models of instruction.
Slide 22	The behavior modification models
Slide 23	and the information processing models relied extensively on a teacher-led approach to instruction.
Slide 24	In the late 1980s and early 1990s, Barak Rosenshine published two classic articles on teacher-led or explicit instruction.
Slide 25	He described six teaching functions in his model:
Slide 26	review of prior knowledge and prerequisite skills necessary to learn the new material,
Slide 27	a clear, organized presentation of new material,
Slide 28	an opportunity for guided practice with the teacher present,
Slide 29	and feedback during that process.
Slide 30	Learners then need an opportunity to engage in independent practice when the teacher is not immediately present,

Slide 31	accompanied by weekly and monthly reviews. Rosenshine's work was very influential in supporting definitions of high-quality instruction.
Slide 32	I hope you are seeing a connection among these researchers as they define principles and models of teacher-led instruction.
Slide 33	In general, there is always a statement about the need for presentations
Slide 34	to have an overview of the lesson before the presentation of new content. This overview should provide a review of prior knowledge and perquisite skills, a statement about what is to be learned, and why it is important. This is similar to writing an introduction to a paper that introduces the topic, why it is important, and how the paper will be organized before actually discussing the details of the topic.
Slide 35	There should also be a clear, organized presentation of new material
Slide 36	and a series of probes or questions that requires a response from learners.
Slide 37	There should also be time allotted for practice,
Slide 38	both guided practice under the tutelage of the teacher, and
Slide 39	Independent practice when the teacher is not providing immediate feedback.
Slide 40	Weekly and monthly or even semester periodic review should be provided. This keeps prior knowledge available so that it can be connected to new learning.
Slide 41	Additionally, there should be time given to assessment and evaluation,
Slide 42	Both formative on a daily basis, and

Slide 43	summative for the purposes of demonstrating mastery. There is some controversy about the number of times a learner should be given to demonstrate mastery, but if learning to a preset standard is what is required to prepare for additional learning, then it does not make sense to send a learner forward without demonstrating that mastery.
Slide 44	Finally, the event of monitoring and feedback should be an ongoing event throughout the lesson,
Slide 45	which means during the presentation,
Slide 46	during and after practice,
Slide 47	and after formative and summative assessments. Learners should be constantly informed as to how well they are doing in meeting expectations.
Slide 48	While empirical research results provide evidence that teacher-led instruction leads to student learning, it must be remembered that assessments of learning were related to situations in which there was a
Slide 49	set of well-defined content and/or skills to be taught and learned,
Slide 50	there was a broad array of knowledge and skills to be tested, some of which was not directly taught to learners,
Slide 51	the teachers were working with large class sizes, which research has shown to be larger than 20,
Slide 52	teachers and learners were given limited time to teach and learn the material,

Slide 53	and assessments, for the most part, were standardized multiple-choice tests. If the target outcomes were social, emotional, physical, or spiritual, or even critical or creative thinking, the research might not be so supportive.
Slide 54	Bloom, B. (1976). *Human characteristics and school learning*. New York, NY: McGraw-Hill. Gagne, R., Wager, W., Golas, K., & Keller, J. (2004). *Principles of instructional design* (5th ed.). Boston, MA: Wadsworth/Cengage. Huitt, W., Monetti, D., & Hummel, J. (2009). Designing direct instruction. In C. Reigeluth and A. Carr-Chellman, *Instructional-Design Theories and Models: Volume III, Building a Common Knowledgebase* (pp. 73-97). Mahwah, NJ: Lawrence Erlbaum Associates. Retrieved from http://www.edpsycinteractive.org/papers/designing-direct-instruction.pdf Joyce, B., Weil, M., & Calhoun, E. (2014). *Models of teaching* (9th ed.). New York, NY: Pearson. Monetti, D., Hummel, J., & Huitt, W. (2006). Educational psychology principles that contribute to effective teaching and learning. *International Journal of Arts & Sciences, 1*(1), 22-25. Retrieved from http://openaccesslibrary.org/images/Man1_137-2005Final_1_1_22-25.pdf Rosenshine, B. (1986). Synthesis of research on explicit teaching. *Educational Leadership, 43*(7), 60-69. Rosenshine, B. (1995). Advances in research on instruction. *The Journal of Educational Research, 88*(5), 262-268.