EXPLICIT INSTRUCTION

EXPLICIT INSTRUCTION: I DO, WE DO, YOU DO

WHY?

Why is it important to use explicit instruction, especially when teaching students with disabilities or who are considered high risk?

- Research has repeatedly shown that direct, explicit instruction is significantly more efficient than partial or unguided (Sweller, 1994).
- Therefore, when reaching new material, teachers are more effective when they use explicit instruction with practice and feedback, not when they have student "discover" what they are supposed to learn (Clark, Kirschner, & Sweller, 2012).
- Group work, projects, etc. are to be used to practice the learned material, not for "discovering" what to learn.
- It helps make concepts and skills clear for students.
- Helps ensure students do not go down a wrong learning path.

STEPS TO EXPLICIT INSTRUCTION

HOW DO YOU IMPLEMENT I DO, WE DO, YOU DO WITH FIDELITY?

STEPS FOR IMPLEMENTATION:

1. ENSURE STUDENT ATTENTION IS OBTAINED.
2. MODEL THE SKILL OR TASK.
3. DO THE SKILL OR TASK TOGETHER.
4. PROVIDE REINFORCEMENT
5. DIRECT THE STUDENT TO COMPLETE THE SKILL INDEPENDENTLY.
6. PROVIDE REINFORCEMENT UPON COMPLETION

WHAT DOES THIS LOOK LIKE?:

1. "EYES ON MY BOARD"
2. "MY TURN."
3. "LET'S DO THIS TOGETHER."
4. "NICE JOB SOLVING THIS PROBLEM"
5. "YOUR TURN."
6. "WAY TO GO! YOU DID IT! HERE IS A STAR!"

Did You Know?

Research has consistently and overwhelming shown that, for everyone aside from experts, minimal guidance or discovery instruction is significantly less effective then direct and explicit instruction (Clark, Kirschner, & Sweller, 2012).

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What are the components of Explicit Instruction?

- Clearly identifies the concepts and steps being taught.
- Precise instructions are given.
- Steps are broken down into smaller chunks and taught directly.
- The "I do, we do, you do" process is followed.
- Guided practice is incorporated.
- A plan for reinforcement is created and implemented.
- Feedback is offered with time for reteaching prior to "you do."
- Skills and lessons are built sequentially.

HUMAN COGNITIVE ARCHITECTURE

- Learning only occurs when information is moved from the working memory (WM) to the long term memory (LTM).
- WM has limitations on duration and compacity.
- Information cannot be transferred to the LTM if the WM is overloaded.
- Learning becomes harder for struggling learners who may not have as much knowledge stored in LTM.
- Search aimlessly for the process to learn and never end up learning what the teacher set out for the students to learn.

(Kirschner, Sweller & Clark, 2006)

IMMEDIATE FEEDBACK

- Strategies that do not provide feedback and require students to "discover" have been shown to create frustration, confusion, & disengagement.
- "Discovery" learning produces similar results to not being provided instruction at all.
- Without direct feedback, there is not a guarantee that a learner will go down the correct learning path.
- Too much freedom during learning increases the opportunity for relevant information to be missed.

(Meyer, 2004); Kurland & Pea, 1985)

Unlearning incorrect concepts takes students with disabilities, and those students identified as at-risk, much longer and they experience a great deal of frustration learning the concept correctly.