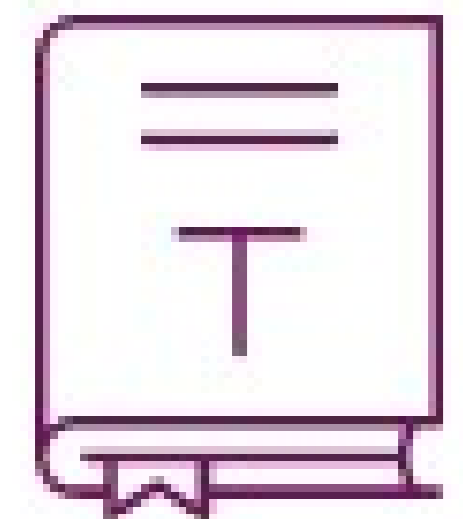




Context

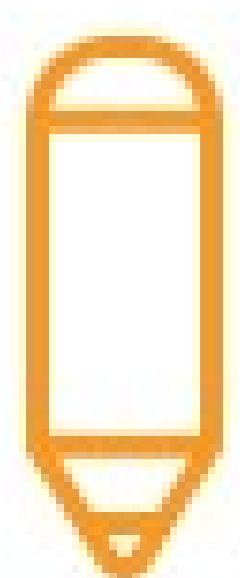
The term "explicit" refers to the visible behaviors of the teacher and students. For example, the teacher will explain a lesson by breaking it down step by step. This is an effective pedagogical approach, allowing the greatest number of students, with or without special needs, to master academic skills.



Presentation

When preparing the lesson, the teacher should think about the intended learning outcomes, the pedagogical activities to be carried out, the materials required, the time for completion and the assessment.

When conducting the lesson, the teacher will demonstrate to the students (with specific learning needs) what to do (**modelling stage**) and then accompany them through a team activity (**guided or directed practice stage**) so that they are eventually able to complete the task on their own (**independent practice stage**).



Explicit teaching in practice

1- Modeling stage

This strategy involves the teacher performing a task in front of the students and describing what he or she is doing while doing it. The teacher therefore tries **to make explicit** any reasoning that is implicit by answering the questions:



What? why? how? when? and where?

Learning is presented in small units, in a **graduated sequence**, usually from the simplest to the most complex, not only to respect the limits of the working memory of the student with specific learning needs, but also to make the links between new knowledge and that previously learned more visible.



2- Guided practice stage

This enables students (with specific learning needs) to succeed, with appropriate support, in achieving the intended learning goal. It also provides them with the confidence and motivation to continue learning. This stage is conducive to **teamwork**, which allows the teacher to check what the students with special needs have understood from the lesson, not only by giving them the opportunity to carry out tasks similar to those carried out during modelling, but also by providing them with **feedback** on the work done in order to consolidate and deepen their understanding of the learning in progress.



3- Independent practice stage

During independent practice, the **student reinvests alone, in new learning situations**, what he or she has understood during modelling and applied in teams during guided practice. This stage is the final stage of the learning process and allows the student to **consolidate the learning**. At this stage, the teacher identifies pupils who are experiencing difficulties in order to propose remedial action or adjustments.



Examples

Modelling :

Performance of the task by the teacher in front of the learners the teacher in front of the learners by performing the actions as if he/she in their place

- Present the learning object clearly, precisely and concisely;
- Use examples and counter-examples on the task;
- Make connections between knowledge (new and prior);
- Verbalise the reasoning that goes on in the mind by putting a "loudspeaker" on his/her thinking (e.g., inner questioning, strategies for strategies for carrying out the task, resources mobilized for the task, etc.);
- Sequencing from simple to complex, from easy to difficult

Guided practice:

Learners carry out the task. The teacher guides them, answers their questions their questions, makes them explain their strategies

- Have learners perform a sufficient number of practice tasks similar to those modelled;
- Question learners during task completion;
- Giving positive feedback, recognising success;
- Offer mutual support between learners through teamwork or master-apprentice role-play (reciprocally).

Independent practice :

Experience several successes until the task becomes easy

- Provide several opportunities to practice learning;
- Gradually withdrawing support, taking into account differences between learners;
- Check for ease and fluency in completing tasks;
- Provide lots of positive, concrete, specific feedback.



Resources

To go further :

https://www.researchgate.net/publication/333593966_Use_Explicit_Instruction