

Explicit Instruction Course Module 6: Closing

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You made it, good job. For now, the closing. I hope you've enjoyed learning all these things about how to elicit responses and other supporting practices that are really going to be effective for your students. Now you've learned about eliciting frequent responses. What are the next steps? Well, let's think about this in terms of the DBI framework here. We've talked about using effective methods of eliciting responses as part of your use of explicit instruction principles. That is all going to support students because you're going to maximize their participation unless you maximized their cognitive engagement and the result is that they are going to do better. We hope at least, in the DBI frameworks. Next time you look at the progress monitoring data closely, they've responded and it could all be because you've been working on the way as you elicit responses. These are all the things that we've talked to you about doing in order to maximize the responses. I'm not going to go through describing all of them again. You have five different parts where the things you can do look at all of those. That's the checklist again just to remind you about this, and this is important for the final part we're going to ask you to do here.

You've gone through all these different activities in Module 6, great job. Many things you did and hopefully, you did a great job on them and got those quizzes right and did those discussion boards and everything else, and now we're down to the last of doing a journal entry in a classroom application.

For the journal entry, the goal here is for you to be prepared to do the application. It's great, the journal entry gets you ready for it. In terms with methods to elicit responses, why don't you choose two from the response card that you like to use more often that you don't do enough. I'm sure many of you, like me at one time, spent a lot of time doing individual student responses. You want a different method. You want to think about a different way of doing it. Think about then a lesson where you wished you had done it differently and then talk about how an upcoming lesson you can actually use these methods better. Why do all of these? Because then you can actually execute the lesson, give you a chance to now apply all the things you learned. Some of you will have coaches to help you along with this and they have materials that they can use to give you support around that but not all of you have a coach. If you don't have a coach, hopefully you have an instructor who is going to help you do some of this work. Maybe you're going to turn in a video of your instruction to them and they'll talk with you about it.

After you've implemented, it's important that you don't just do this on your own. There's someone there to talk with you about it so you have a really clear sense of how you can elicit response in ways that maximize student engagement and it's cognitively processing the key content. I know you can do

it. I know this is something you can do better. I always work on doing better and I'm excited for you to give it a try. Unfortunately, I won't be your coach but I hope that your instructor, your coach, or a partner is giving you some feedback to help you increase your teaching even more. Congratulations on completing Module 6, five parts and intro and a closing, and we hope that this will really help you with that. So long for now.