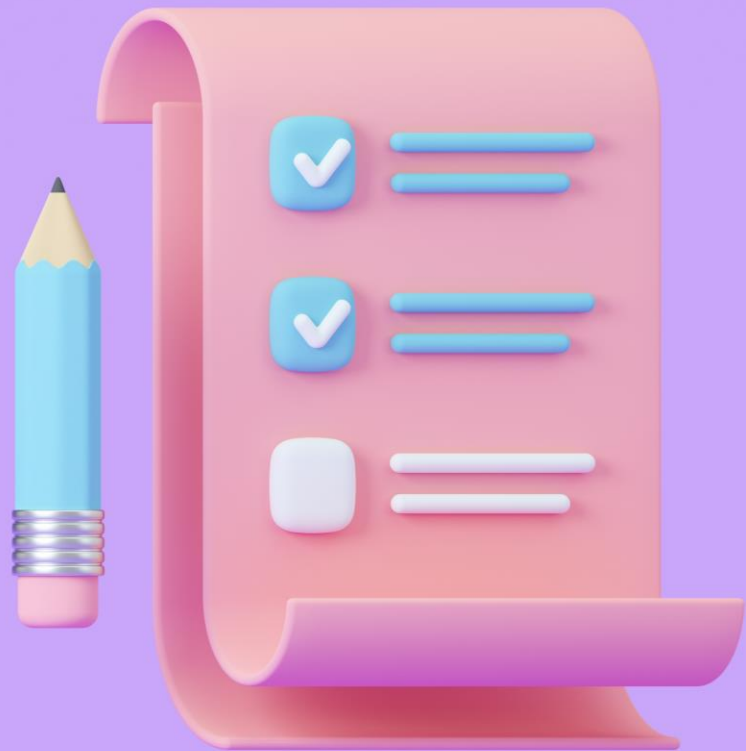




# DIRECT INSTRUCTION AND INQUIRY-BASED LEARNING



# AGENDA

- WHAT ARE WE TEACHING?
- WHY DIRECT INSTRUCTION IS A GOOD FIT
- LIMITS TO DIRECT INSTRUCTION
- WHY INQUIRY-BASED LEARNING WORKS
- LIMITS OF INQUIRY BASED LEARNING
- CONCLUSION





## LEARNING BLUEPRINT: IMPLICIT BIAS AND STEREOTYPING

- Focus: Understanding unconscious bias and its effects on decisions, relationships and institutions
- Includes: Jane Elliott's experiment, real world case studies and personal reflection pieces by the learners
- Goal: Help learners recognize, reflect on, and reduce the influences of biases and stereotypes



# WHY DIRECT INSTRUCTION WORKS

Direct instruction is an instructor led approach that put emphasis on using clear and structured delivery methods. For addressing topics that are complex and can be sensitive such as implicit biases and stereotyping, this approach offers a few advantages (Education library, 2023):

## **Aligned With (blueprint):**

- Reflection
- Quiz assessment

Structured/systemic approach breaks down complicated concepts into more manageable steps to ensure learning is done incrementally

Active participation is required as there is assessment at each step to check for understanding; this promotes active engagement which ultimately leads to better retention of information

Addresses common misconceptions and clarifies misunderstandings as educators can directly confront and correct prevalent misconceptions



## POTENTIAL LIMITS TO DIRECT INSTRUCTION (DI)

- May be considered too teacher-centered
- DI highlights the teacher as being the expert while the learner is referred to as the receiver of knowledge
- Could possibly limit opportunities for things like self-reflection and vital discussion which are critical when trying to understand and observe this topic
- Less emphasis on learner agency



# WHAT ABOUT INQUIRY-BASED LEARNING?

Inquiry-based learning strays from traditional teacher centered approach and tends to focus more on the learner. This approach encourages things like critical thinking and self-reflection.

Some activities in our blueprint that already reflect this approach would be:

- Analyzing Jane Elliott's experiment and reflecting on it
- Reflecting on IAT results
- Exploring real world case studies

This method both promotes engagement and perspective-taking; it aligns well with our learning outcome of learners having to reflect on their own unconscious biases



## AND ITS LIMITS?



It is possible that some learners, especially those unfamiliar with the topic, may feel overwhelmed



Discussion topics can get uncomfortable or derailed if it is lacking in facilitation



Requires a safe space and trust among group members



Can be time intensive





# CONCLUSION

## **Best Fit? A blended Approach!**

Direct instruction can be used to set the stage; to elaborate on concepts and language to ensure learners have a clear understanding of some of the complex terms. Inquiry-based learning approach could follow which pushes learners to explore, reflect and personalizes their understanding. This method could then be used to:

- Explore biases in a media context
- Reflect on personal beliefs and assumptions
- Collaborate on a solutions or conclusions



# REFERENCES

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Department of Education. (n.d.). *Inquiry-based learning*. Australian Government. Retrieved June 4, 2025, from <https://www.education.gov.au/australian-curriculum/national-stem-education-resources-toolkit/i-want-know-about-stem-education/what-works-best-when-teaching-stem/inquiry-based-learning>



THANK YOU