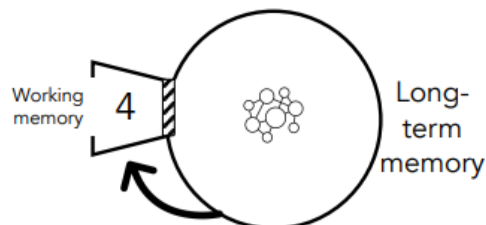


Research Foundations

Components of Effective Lessons

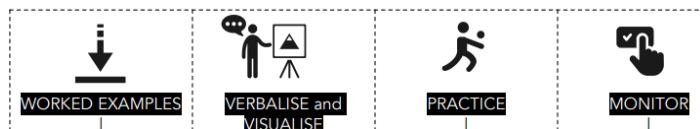
1. Sweller's Cognitive Load Theory



finite

infinite

2. Rosenshine's 10 Principles of Instruction



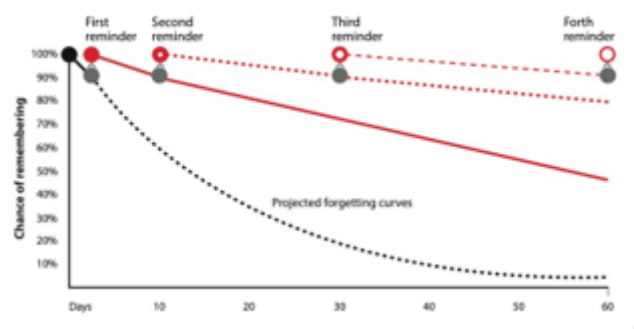
Review (space), sequence, ask questions, scaffold, generate success, revisit

3. Fiorella and Mayer - Generative Learning Practice



Meaning making and sense making = secure schemata

4. Ebbinghaus' Forgetting Curve



Retrieval and spaced retrieval



- ✓ **CONNECT** new learning to prior learning.
- ✓ **EXPLAIN** - Focus attention on the important information – vocabulary and images are helpful.
- ✓ **ATTEMPT** – allow opportunities for children to make notes, practice, repeat and rehearse low threat.
- ✓ **APPLY** – become more expert - rephrase, elaborate, summarise.

- ✓ **EXPLAIN** - Explicit vocabulary instruction.
- ✓ **EXPLAIN** – dual code and be clear in your language.
- ✓ **EXAMPLE** – worked examples I Do, We do, You do. Teacher model. Explain your thinking. Use your teacher book.
- ✓ **CHALLENGE** – monitor and give feedback.

- ✓ **CONNECT** new learning to prior learning.
- ✓ **EXPLAIN** – model how children can regularly use knowledge notes.
- ✓ **ATTEMPT** – allow children to make sense. Guided practice - use tasks to help children to organise content.
- ✓ **CHALLENGE** – address misconceptions – how do we know?

- ✓ **CONNECT** – reconnect and refocus the children on the most important content.
- ✓ **ATTEMPT** – retrieval opportunities to practice and rehearse content.
- ✓ **EXAMPLE** – demonstrate how children can add to their 'Remember Two' tasks.
- ✓ **CHALLENGE** - increase sophistication and independence in retrieval.