

Effective Instruction and the Science of Learning

Drawing on the findings of cognitive science, [Goodwin, Gibson, Lewis, and Rouleau \(2018\)](#) outline three distinct mental operations that must take place for deep learning to occur:

Attention

Making the initial connection

Concentration

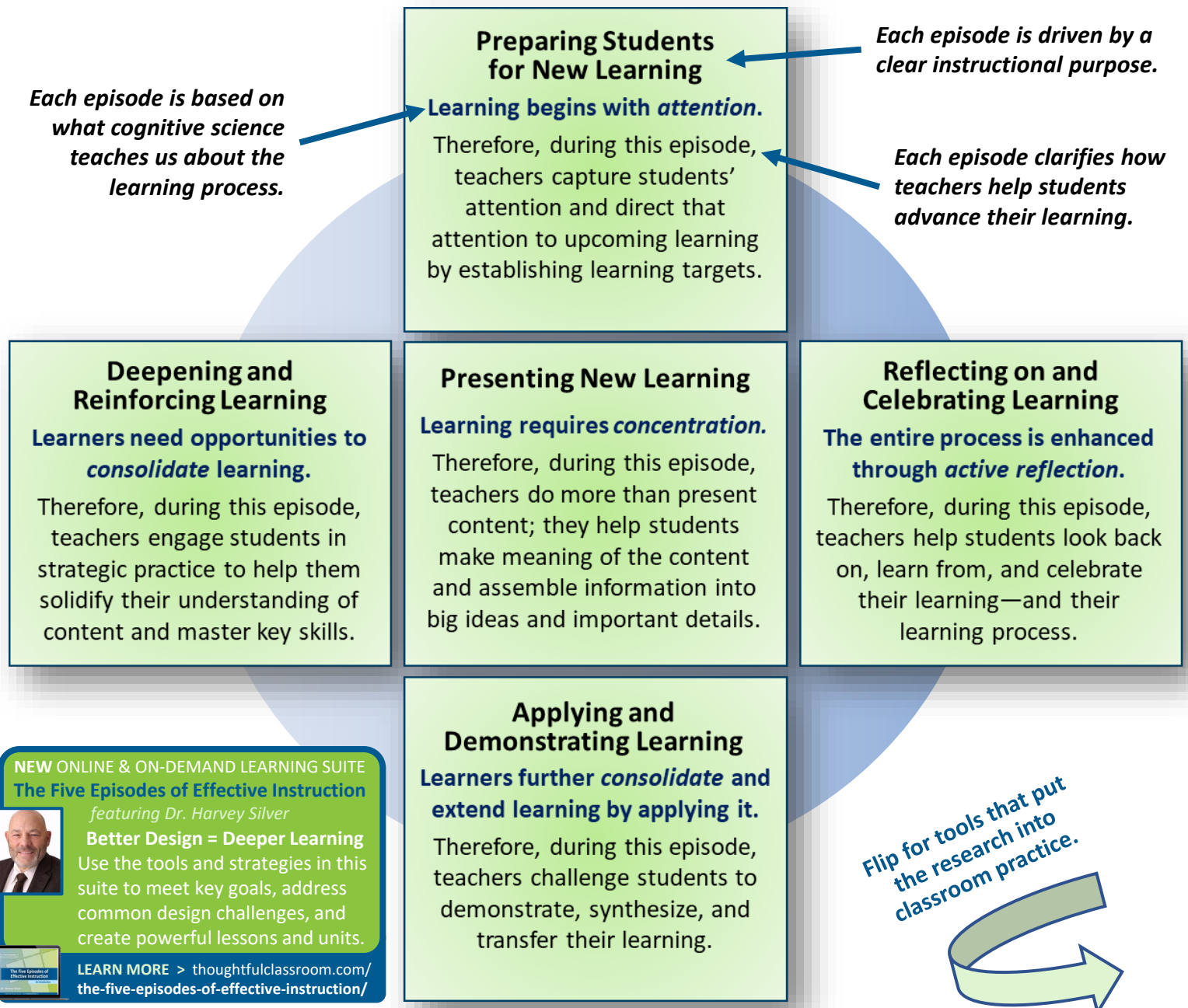
Working with and actively processing learning

Consolidation

Practicing, elaborating, and making learning personally meaningful

The **Five Episodes of Effective Instruction** makes it easy for teachers to design and deliver instruction based on the science of learning. It also synthesizes a wide body of research on instructional design, derived from the most highly regarded instructional frameworks ([Hunter, 1984](#); [Wiggins & McTighe, 2005](#); [Marzano, 2007](#); [Dean, Hubbell, Pitler, & Stone, 2012](#)).

The Five Episodes of Effective Instruction



NEW ONLINE & ON-DEMAND LEARNING SUITE

The Five Episodes of Effective Instruction

featuring Dr. Harvey Silver



Better Design = Deeper Learning

Use the tools and strategies in this suite to meet key goals, address common design challenges, and create powerful lessons and units.

LEARN MORE > [thoughtfulclassroom.com/the-five-episodes-of-effective-instruction/](https://www.thoughtfulclassroom.com/the-five-episodes-of-effective-instruction/)

TOOLS to Put Research into Practice

Each episode is rooted in research on learning and principles of instructional design. More important, we help teachers answer the question, “How do I turn the research into practice?” by providing a set of classroom-ready instructional **TOOLS** that make it easy to put the research to work.

RESEARCH BASE

Preparing Students For New Learning



TOOLS THAT HELP

Creating conditions that engage curiosity

📖 Goodwin, 2018; Loewenstein, 1994

Activating prior knowledge

📖 National Research Council, 2000; Spires & Donley, 1998

Establishing clear learning targets/Posing essential questions

📖 Chappuis & Stiggins, 2016; Hattie, 2012; McTighe & Wiggins, 2013

Pre-assessment/Goal setting

📖 Richland, Kornell, & Kao 2009; Midwest Comprehensive Center, 2018

- ✂ Hooks and Bridges/Curiosity Catalysts
- ✂ K-W-L Jump-Start/What Comes to Mind?
- ✂ Power Previewing
- ✂ Vocabulary Knowledge Rating (VKR)
- ✂ Student-Friendly Learning Targets
- ✂ Post-Discuss-Reference
- ✂ Essential Questions
- ✂ Goal Cards/In My GRASP

RESEARCH BASE

Presenting New Learning



TOOLS THAT HELP

Active meaning making

📖 McTighe & Silver, 2020; Willingham, 2021

Building conceptual understanding/How experts organize knowledge

📖 National Research Council, 2000; Erickson, Lanning, & French, 2017

Dual coding/Linguistic and nonlinguistic representation

📖 Clark & Paivio, 1991; Dean, et al., 2012

- ✂ Reading for Meaning
- ✂ S-O-S Graphic Organizers
- ✂ Concept Attainment/Procedural PRO
- ✂ Jigsaw/Think-Pair-Share
- ✂ Inductive Learning/Mystery
- ✂ Window Notes/Interactive Note Making
- ✂ Don't Just Say It, Display It

RESEARCH BASE

Deepening and Reinforcing Learning



TOOLS THAT HELP

Interleaving/Distributing practice over time

📖 Dunlosky, et al., 2013; Rohrer, 2012

Elaborative rehearsal

📖 Khalil & Elkhider, 2016; Goodwin, et al., 2018

Formative assessment/Effective feedback/Growth mindset

📖 Wiliam, 2018; Dweck, 2016; Hattie & Clarke, 2019

- ✂ Repetition, Variation, Depth of Thought (RVD)
- ✂ Graduated Difficulty
- ✂ Questioning in Style/Comprehension Menus
- ✂ Forced Choice/Because
- ✂ 4-2-1 Summarize
- ✂ Personal Best
- ✂ Fine-Tune Your Feedback/Glow & Grow

RESEARCH BASE

Applying Learning



TOOLS THAT HELP

Learning and transfer

📖 National Research Council, 2000, 2012

Authentic assessment/Real-world thinking skills

📖 Wiggins & McTighe, 2005; Silver, Boutz, & McTighe, 2022

Writing for college and career readiness/The writing process

📖 Conley, 2007; Graves, 2003

- ✂ GRASPS/Guiding & Grading Rubrics
- ✂ From Challenges to Controversies
- ✂ Task Rotation/Assessment Menus
- ✂ The Write Way to Motivate
- ✂ Arguments: A TREAT to Write
- ✂ PEERS/Writer's Club
- ✂ Knee-to-Knee Conference

RESEARCH BASE

Reflecting on and Celebrating Learning



TOOLS THAT HELP

Reflection

📖 Helyer, 2015; Larsen, London, & Emke, 2016

Celebrating learning

📖 Berger, Rugen, & Woodfin, 2014; Farr, 2003

Metacognition

📖 Costa & Kallick, 2008; Cambridge International (UCLES), 2019

- ✂ What? So What? Now What?
- ✂ Reflection Stems
- ✂ A Job Well Done
- ✂ Portfolios to Be Proud Of
- ✂ Test Feedback
- ✂ Effort Tracker

For the full references of all cited works, visit: www.ThoughtfulClassroom.com/5-episodes-research