



**HOW STUDENTS LEARN  
SHOULD DICTATE  
HOW TEACHERS TEACH**





BRITT DAVID MAGNET  
ACADEMY  
2000  
MRS GEOGHEGAN 5TH GRADE

*Freedom*  
in education

**MARIA KNEW ABOUT COGNITIVE LOAD BEFORE THE REST OF US.**

**"DO-RE-MI" - THE SOUND OF MUSIC (1965)**

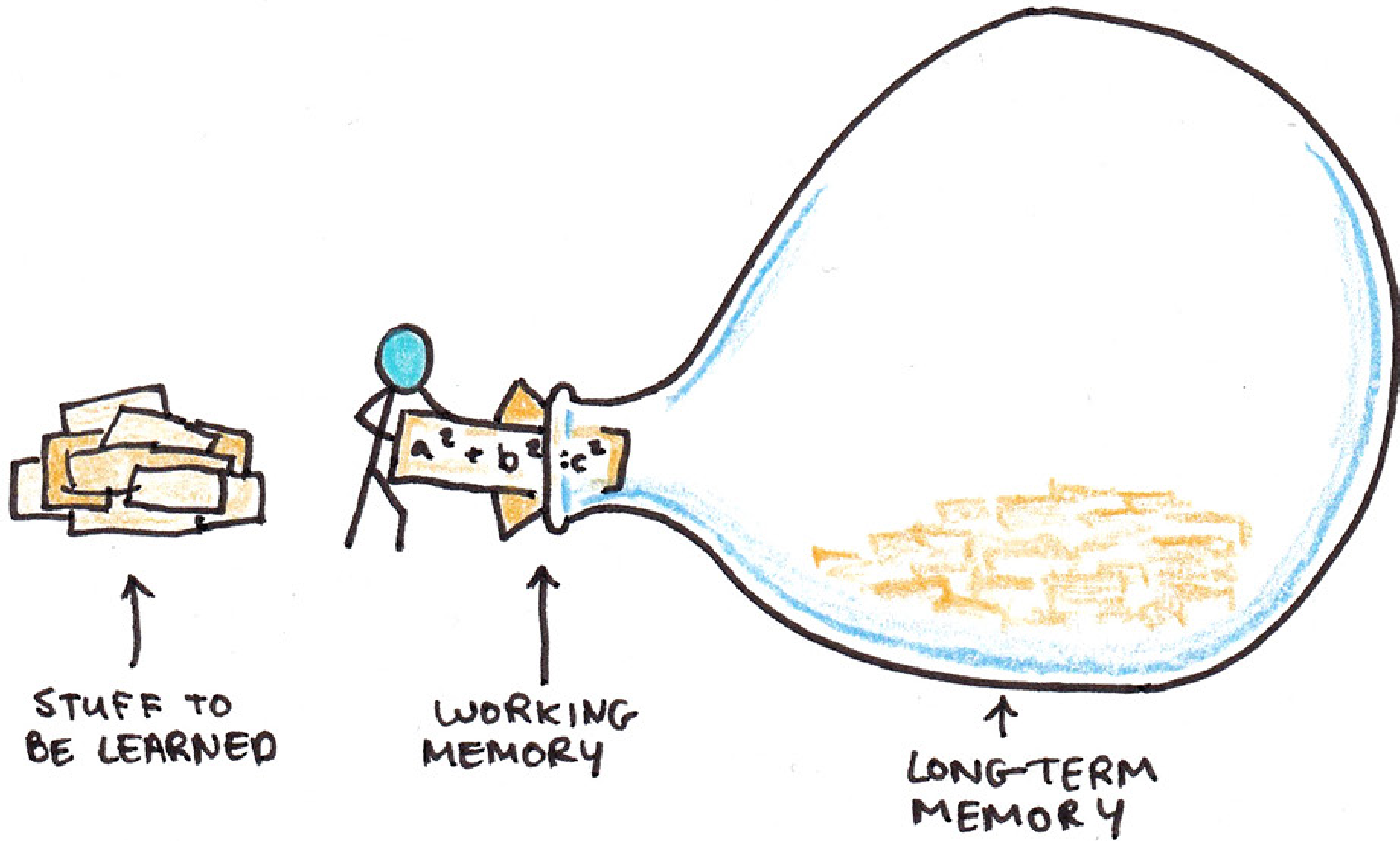


“  
Positive results for students will  
come from changes in the  
**knowledge, skill, and behavior**  
of their **teachers** and **parents**.  
”

-Herbert J. Walberg

# COGNITIVE OVERLOAD

Cognitive overload is a state of **mental exhaustion** that occurs when learners are faced with an **excessive amount of information** or **demands** that exceed the capacity of their **working memory**.



$$a^2 + b^2 = c^2$$

$a^2$

**EXPLICIT INSTRUCTION**  
**REDUCES COGNITIVE LOAD**





A systematic method of teaching with emphasis on proceeding in **small steps**, **checking for understanding**, and achieving **active** and successful **participation by all students**.

-Barak Rosenshine

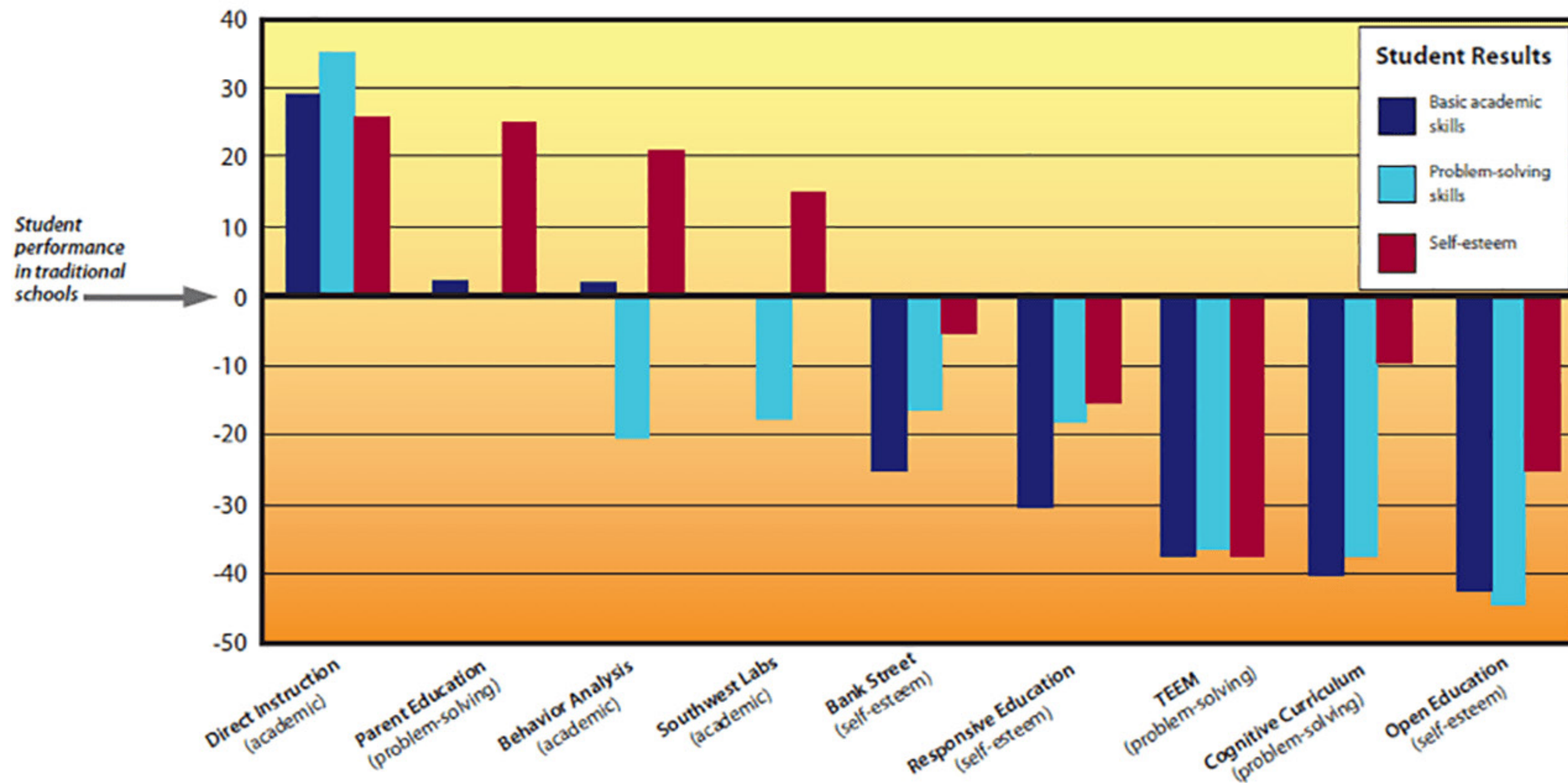


# ROSENSHINE'S 10 PRINCIPLES OF INSTRUCTION

1. Begin a lesson with a short **review** of **previous learning**.
2. Present new material in **small steps** with student practice.
3. **Ask** a large number of **questions** and **check the responses** of **all students**.
4. Provide **models**.
5. **Guide** student practice.
6. **Check** for **student understanding**.
7. Obtain a **high success rate**.
8. Provide **scaffolding** for difficult tasks.
9. **Require** and monitor **independent practice**.
10. Engage students in **weekly and monthly review**.

# Project Follow Through, 1967 - 1977

Nine models of teaching K-3 compared in history's largest educational experiment



## Findings:

- Nine models grouped into 3 broad teaching approaches: Academic focus, problem solving focus, or self-esteem focus.
- Three categories of results were measured: Basic academic skills, problem-solving skills, and changes in self-esteem.
- Direct Instruction produced the best results in all areas: Basic skills, problem solving, & self-esteem.
- Most other models were less effective than traditional schooling, yet many remain in use today!



# JUST TELL THEM

THE POWER OF  
EXPLANATIONS  
AND EXPLICIT  
TEACHING

**ZACH GROSHELL, PhD**

 **JOHN CATT**  
FROM HODDER EDUCATION



*the*  
**educator's bookshelf**  
READ BETWEEN THE LESSON PLANS

*Just Tell Them*  
by Dr. Zach Groshell

**July 24th 4-6 PM (Virtual)**

Hosted by: Beanie Geoghegan

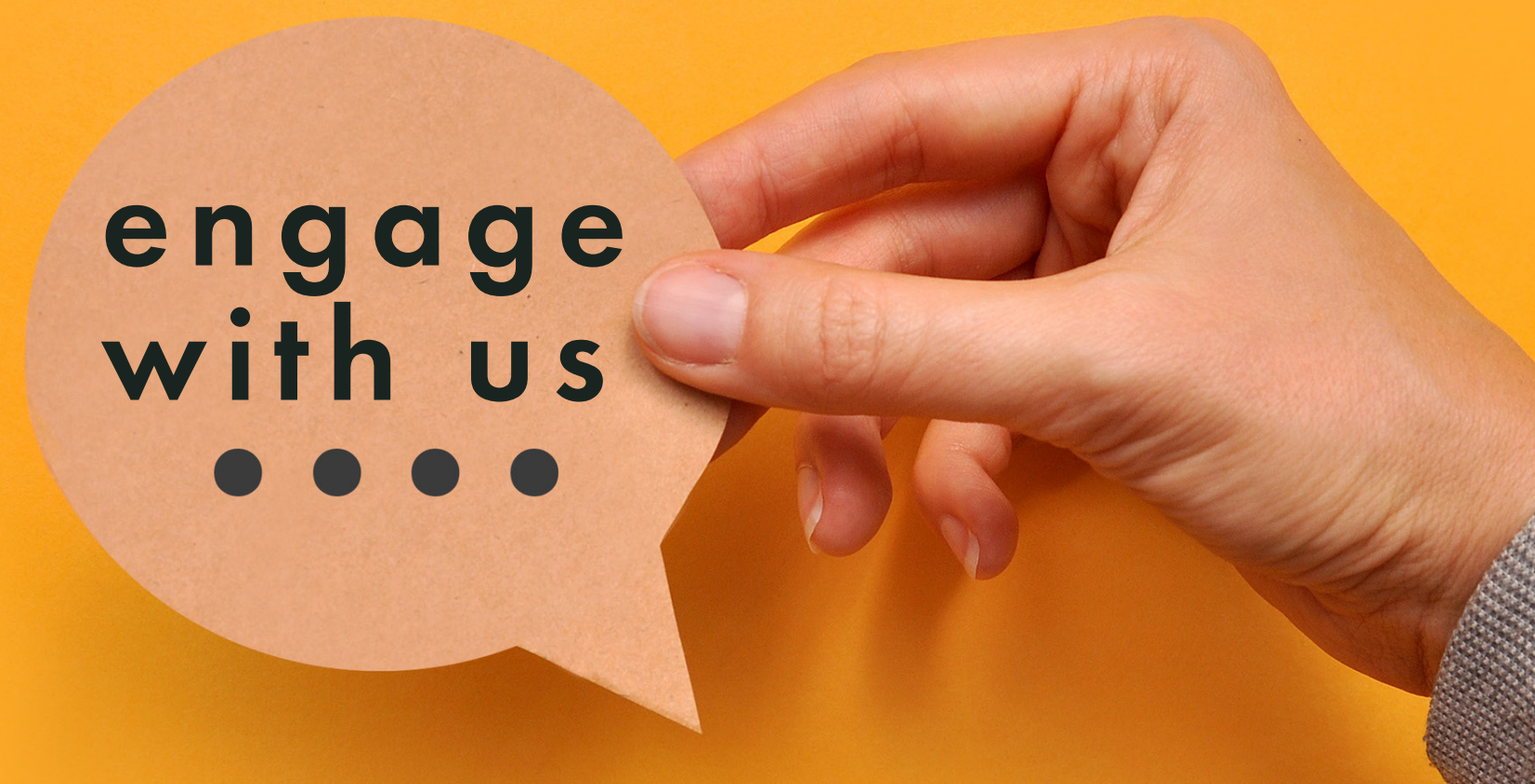
Registration required

\* Link to join will be sent out July 23rd



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