People are curious but that doesn’t make them good thinkers.

Ask yourself what might be the very next step in what your students know and can do. Then think of that material as being answers and trigger their curiosity by carefully explaining the questions.

Memory is the remnants of our thoughts.

What will the lesson cause the students to think about? Make that the litmus test of your lesson plan.

Novices and experts think differently.

How far are your students from being experts? Aim for them to develop a deep understanding—not the creation of new knowledge.

Intelligence is malleable—hard work can improve it.

Do you know what your students believe about intelligence? Frame your talk about success and failure in terms of effort, not ability.

Factual knowledge comes before skills.

Find out exactly what your students know, as they won’t be able to think well about a particular topic if they know little about it.

New things are understood in terms of what we already know.

What do your students know that will help them grasp new material? Although shallow knowledge precedes deeper understanding, always have depth as your goal—and make it explicit.

To become proficient entails plenty of practice.

How can you design student practice and still avoid boredom? Make your students practise those things they will need readily at their fingertips.

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Do you know what your students believe about intelligence? Frame your talk about success and failure in terms of effort, not ability.

Teaching is a complex cognitive skill that improves with practice.

Experience alone is not enough to ensure improvement—it also needs conscious effort and feedback.