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Donna Wilson and Marcus Conyers. *Five Big Ideas for Effective Teaching: Connecting Mind, Brain, and Education Research to Classroom Practice.* New York: Teachers College Press, 2013. Pp. 208. Paper, \$28.95; ISBN 978-0807754252.

Five Big Ideas for Effective Teaching: Connecting Mind, Brain, and Education Research to Classroom Practice reminds educators that they alone are the biggest difference in how well students learn. This declaration is especially important because schools and educators face challenges that go beyond the core of traditional schooling. Students in the twenty-first century need more practice at critical thinking, problem-solving, and interpersonal skills to function in their vocation and personal lives. The text states that in the early to mid-twentieth century one in twenty jobs required specialized knowledge and thinking. However, today fourteen in twenty require those types of skills. To prepare students effectively for life in the twenty-first century, teachers need to enhance their toolboxes and be “open to new ideas,” adopting the motto of “adaptive experts” and become lifelong learners by “practicing what they teach.”

The text begins with a discussion of research in neuroeducation, or “an emerging effort to integrate neuroscience methods, particularly functional neuroimaging with behavioral methods to address issues of learning and instruction” and neuropsychology. This research coupled with the challenges facing students and teachers propelled the authors to focus their aim in development of effective instruction and “to link a practical understanding of intelligence, potential and plasticity with functional frameworks for increasing student achievement, putting the brain and body to work in learning and powering learning through metacognition.” In five chapters the big ideas—neurocognitive plasticity, learning potential, modifiability of intelligence, the role of body and brain, and metacognition—provide readers with a well-researched text defining, explaining, and demonstrating practical applications for each, while connecting them to Common Core State Standards.

The *Five Big Ideas for Effective Teaching* is a supplemental text that complements any education course or professional development department targeting pre-service, young, or veteran teachers. This text is especially appropriate for lecturing in methods courses or required reading in graduate courses, professional development departments, or professional learning communities. Reading the text spurred me to reflect on my own teaching style and allowed me to make adjustments in my methods courses. The information in the text will provide a framework for effective instruction. The text is

research-based, allowing me to teach theory and practice hand in hand. Demonstrating the practical applications from the text connects the students with state, national, and especially Common Core Standards. This text is well-written and researched. I would recommend it to any professor, teacher, or administrator trying to improve instruction. It is important that all educators, especially those in the classroom, remember that they make the biggest difference for student learning.

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