**Best Recipe for Teaching: Cue Do Review**

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When a family gathers around the table to share a meal, the one who prepared and served the fare most likely spent time pondering the recipes, considering the meal’s consumers, and selecting the right balance of protein, carbohydrates, fruits and vegetables. As in the kitchen, so it is in the classroom. Faculty also ponder contents, consider the lesson’s recipients, and select the right balance of lecture, group processing, and independent demonstration of competence. We decide upon our objectives for the lesson and we build our processes around the objectives, seeking to ensure that we reach everyone in our classrooms, online or face to face.

Cue-Do-Review, a teaching sequence that can be used in any lesson, regardless of content level, is one way to help ensure classroom instruction time is used effectively, as well as efficiently. By purposefully targeting specific instructor behaviors at the beginning, middle, and end of a lecture, candidates are more likely to connect with, and remember content.

Quality instruction begins with an opening that engages the learners in the lesson’s purpose and processes, and also helps the learner make connections. A critical element in the beginning of a lesson is linking new information to prior knowledge. The opening minutes of class offer a rich opportunity to capture candidates’ attention, as well as get them prepared to learn. Candidates have complex lives, and it is incumbent on instructors to begin class with deliberate efforts to bring their focus to the lesson of the day.

In the “Cue” phase, when opening a lesson, faculty inform candidates what will be taught, the process by which instruction will be carried out, an explanation regarding how the process will help candidates learn (rationale), and identify what the instructor’s expectations are for candidates. Typically, instructors ask the candidates to attend to, and participate in a learning activity. Cueing can take as little as a few minutes and serves to focus candidate attention on what will transpire as the lesson unfolds.

In the “Do” phase, instructors lead learning while eliciting responses from candidates regarding their understanding of content and concepts presented. The “Do” phase shapes candidate responses by asking higher order questions and helps candidates evaluate the accuracy of the information they are learning. This phase is typically what instructors refer to as the bulk or majority piece of the lesson. Although most instructional time is spent here, the likelihood that information will be assimilated and applied effectively, is largely dependent on the degree to which the lesson was initiated with a “Cue” that focused on rationale, processes, and expectations.

Finally, in the “Review” phase, the instructor checks candidates’ understanding of the processes used to teach, reinforces learning, and asks learners how the process guided their learning. In essence, both critical content from the lesson and processes used in teaching are discussed and reviewed. Thus, the lesson ends with a brief review phase.

During the last few minutes of class, many instructors use the last few minutes of class to cram in additional information, make added points, or issue reminders as students are preparing to exit the classroom, students are packing up, ready to go. These last minute admonishments and bits of information are lost in the air and not paid attention to. Faculty miss opportunities to collect rich learner feedback when they neglect a purposeful class closure.

By purposefully spending time cueing and reviewing, instructors are enhancing both the beginning and end of a well-developed lesson. When this is done all learners are given the ingredients they need and optimal conditions to create a masterpiece.