

Effective

Instructional

Design with The 4Cs



*from Sharon Bowman's
Training from the BACK of
the Room! (TBR)*

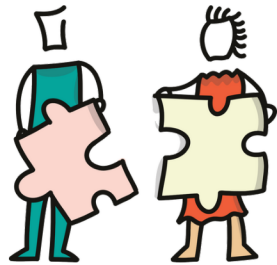


What is “The 4Cs”?

The 4Cs is an instructional design and delivery model for accelerated learning.

The model is made up of 4 steps or “Cs” ...

C1



Connections

C2



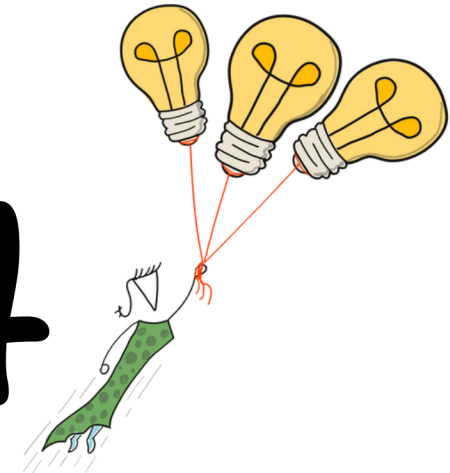
Concepts

C3



Concrete Practice

C4

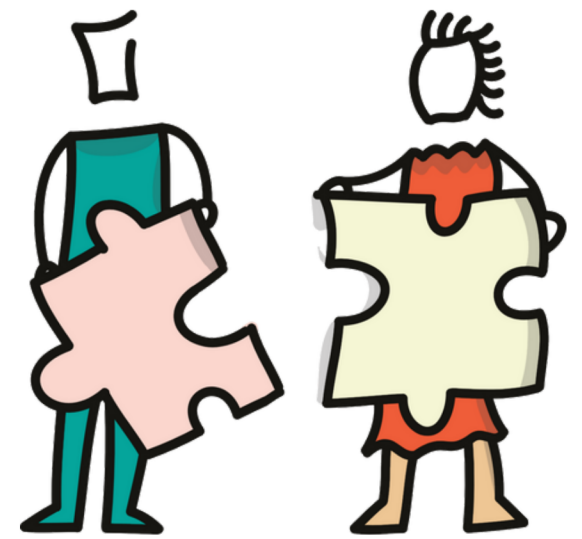


Conclusions

C1 Connections

During C1 Connections, learners connect to:

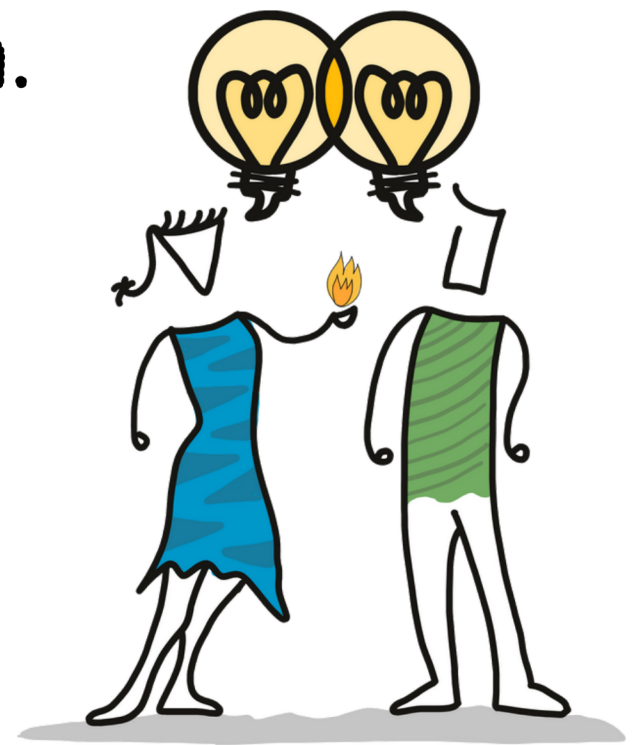
- what they already know.
- the new knowledge to come.
- their learning goals.
- other learners.



Connection activities build a safe learning space and warm the brain up so it is ready to learn.

C2 Concepts

In C2 Concepts, learners learn new knowledge via direct instruction. Direct instruction is broken up into small chunks by multi-sensory reviews which engage all learners.



Good Concepts activities are short, engage all learners. Even better Concepts activities encourage learners to teach each other.

C3 Concrete Practice

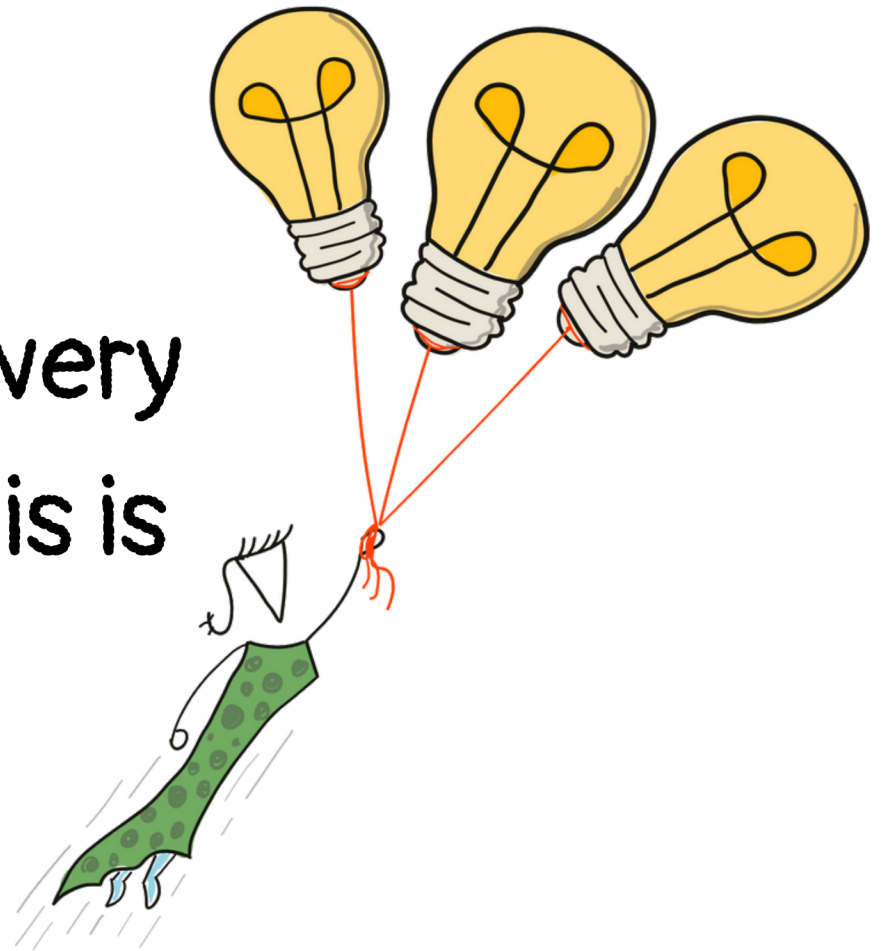
During C3 Concrete Practice, learners participate in active review exercises, practice new skills, explain to each other what they have learned, and elaborate on their new learning.



Concrete Practice activities help learners collaborate with each other to explain what they have learned, and review their new knowledge.

C4 Conclusions

The final step of The 4Cs instructional design and delivery model is C4 Conclusions. This is the closing phase of the instruction piece.



Conclusion activities provide learners with time to reflect, summarise, evaluate, celebrate, and plan how to use what they have learned.

Want to know more about The 4Cs and TBR?

Scan the QR code



or visit

<https://actineo.xyz/tbr>

