

john hattie visible learning

john hattie visible learning has revolutionized the way educators and researchers approach effective teaching and learning strategies. This comprehensive article explores the foundational principles of John Hattie's Visible Learning, its impact on educational practices, and the science behind what truly works in classrooms. Readers will discover the origins of the Visible Learning research, gain insight into effect sizes, and learn how these findings can be applied to improve student outcomes. Additionally, this guide covers key critiques, practical applications, and future directions for the Visible Learning model. Whether you are a teacher, administrator, policy maker, or simply interested in evidence-based education, you'll find actionable insights and authoritative knowledge in the sections that follow. Continue reading to understand why John Hattie's work remains a cornerstone of modern educational research and practice.

- Overview of Visible Learning and John Hattie
- The Research Behind Visible Learning
- Understanding Effect Sizes
- Key Influences on Student Achievement
- Applying Visible Learning in Schools
- Critiques and Limitations
- Future Directions for Visible Learning

Overview of Visible Learning and John Hattie

Visible Learning is a groundbreaking educational framework developed by Professor John Hattie. Based on one of the largest meta-analyses ever undertaken in education, Visible Learning synthesizes findings from thousands of studies to determine what truly impacts student achievement. John Hattie's work centers on the concept that teaching should be "visible" – both in terms of teachers seeing learning happen and learners understanding their own progress. By making learning processes explicit and evidence-based, the Visible Learning model aims to maximize educational effectiveness and student success.

John Hattie, a New Zealand-born education researcher, introduced the Visible Learning concept in his seminal book published in 2008. His research has since informed policy decisions, teacher training programs, and classroom practices around the globe. The central message of Hattie's work is clear: educators should focus on what works best, based on robust scientific evidence, rather than tradition or intuition.

The Research Behind Visible Learning

Meta-Analysis Methodology

John Hattie's Visible Learning is built on an extensive meta-analysis, combining results from over 1,400 meta-analyses encompassing more than 80,000 individual studies and millions of students worldwide. This methodological approach enables Hattie to identify the relative impact of various teaching strategies, interventions, and educational factors on student achievement. The evidence-based nature of Visible Learning sets it apart from other educational frameworks.

Scope and Scale

The breadth of Hattie's research spans multiple countries, grade levels, subject areas, and diverse student populations. By analyzing such a wide scope, Visible Learning provides educators with a global perspective on effective teaching. The findings are not limited to a single context but demonstrate consistent patterns across different educational environments.

- Over 1,400 meta-analyses included
- Millions of students analyzed
- Cross-cultural and cross-disciplinary data

Understanding Effect Sizes

What is an Effect Size?

A core concept in John Hattie's Visible Learning is the "effect size," which measures the impact of a particular strategy or intervention on student achievement. Effect size is calculated using statistical methods and helps educators compare the relative effectiveness of different approaches. Hattie uses an effect size of 0.4 as the "hinge point," indicating the average impact of typical classroom influences.

The Hinge Point Explained

The hinge point of 0.4 represents the threshold above which interventions have a greater than average effect on student learning. Strategies with effect sizes above 0.4 are considered highly effective, while those below are less impactful. This quantitative framework empowers teachers to prioritize practices that yield the greatest benefits for students.

1. Effect size below 0.4: Less than average impact
2. Effect size of 0.4: Average classroom effect
3. Effect size above 0.4: Significant positive impact

Key Influences on Student Achievement

Top Factors Identified by Visible Learning

Through his research, John Hattie identified several factors that consistently produce strong effects on student achievement. These influences range from teacher-student relationships to specific instructional strategies. Prioritizing high-impact factors allows educators to make informed decisions about where to focus their efforts.

Examples of High-Impact Strategies

- Feedback: Providing timely and specific feedback to students has one of the largest positive effects.
- Teacher Clarity: Clear instructional goals and explanations improve understanding and retention.
- Formative Assessment: Regular assessment of student progress enables targeted intervention.
- Classroom Discussion: Engaging students in meaningful discussions enhances learning outcomes.
- Metacognitive Strategies: Teaching students to think about their own learning improves self-regulation and achievement.

Factors with Lower Impact

Some commonly used practices, such as ability grouping or homework (in primary grades), have much smaller effect sizes than expected. Visible Learning encourages educators to critically evaluate these approaches and consider evidence before implementation.

Applying Visible Learning in Schools

Practical Steps for Educators

Implementing Visible Learning principles in schools involves more than adopting a checklist of strategies. It requires a cultural shift towards evidence-based decision-making and reflective teaching. Educators can use Hattie's findings to design lessons, assess progress, and foster an environment where learning is visible to all stakeholders.

Steps for Successful Implementation

- Analyze current teaching practices using effect size data.
- Provide professional development focused on high-impact strategies.
- Establish clear learning intentions and success criteria for every lesson.
- Encourage collaborative inquiry among teachers to share best practices.
- Use data to inform instructional adjustments and interventions.

Role of School Leaders

School leaders play a critical role in the implementation of Visible Learning. By promoting a culture of continuous improvement and supporting the use of data, administrators can ensure that the principles of Visible Learning are embedded throughout the school community.

Critiques and Limitations

Common Criticisms

While John Hattie's Visible Learning has been widely embraced, it is not without its critics. Some scholars argue that the meta-analytic approach may oversimplify complex educational phenomena or overlook contextual factors unique to individual schools and students. Others question the reliance on quantitative measures like effect size, suggesting that qualitative aspects of teaching and learning can be equally important.

Addressing Limitations

Hattie acknowledges these critiques and emphasizes the need for educators to interpret findings within their local context. Visible Learning is intended as a guide, not a prescriptive formula. Effective implementation requires balancing evidence with professional judgment and adapting strategies to meet the needs of diverse learners.

Future Directions for Visible Learning

Evolving Research and Practice

The field of education continues to evolve, and so does the Visible Learning framework. Ongoing research explores new influences on student achievement and refines our understanding of effective teaching. Educators and researchers worldwide contribute to the expansion of Visible Learning, ensuring its relevance for future generations.

Integration with Emerging Technologies

Advancements in technology offer new opportunities to make learning visible in innovative ways. Digital assessment tools, data analytics, and online collaboration platforms can enhance feedback and engagement. The integration of technology with Visible Learning principles is a promising area for future exploration.

Global Impact

John Hattie's Visible Learning has had a profound influence on educational policy and practice internationally. As schools seek to improve outcomes for all students, the continued application and refinement of Visible Learning principles will remain at the forefront of evidence-based education.

Q: What is John Hattie's Visible Learning?

A: Visible Learning is an educational framework developed by John Hattie that synthesizes research from thousands of studies to identify which teaching strategies and interventions have the greatest impact on student achievement.

Q: How does John Hattie measure the effectiveness of teaching strategies?

A: John Hattie uses "effect size," a statistical measure, to evaluate and compare the impact of different teaching strategies and educational interventions on student learning.

Q: What is the hinge point in Visible Learning?

A: The hinge point is an effect size of 0.4, representing the average impact of classroom influences. Strategies with effect sizes above 0.4 are considered highly effective.

Q: Which factors have the highest impact according to Visible Learning?

A: Factors such as feedback, teacher clarity, formative assessment, classroom discussion, and metacognitive strategies have some of the highest impact on student achievement in Visible Learning research.

Q: How can teachers use Visible Learning in their classrooms?

A: Teachers can use Visible Learning by focusing on high-impact strategies, setting clear learning intentions, using formative assessments, providing effective feedback, and continuously reflecting on their teaching practices.

Q: What are some criticisms of the Visible Learning approach?

A: Criticisms include the oversimplification of complex educational phenomena, over-reliance on quantitative measures, and potential neglect of contextual or qualitative factors in teaching.

Q: Is Visible Learning applicable to all educational contexts?

A: While Visible Learning provides a broad evidence base, educators are encouraged to adapt its principles to their specific context, considering the unique needs of their students and schools.

Q: How has Visible Learning influenced global education?

A: Visible Learning has informed educational policy, teacher training, and classroom practices worldwide, promoting evidence-based teaching and continuous improvement.

Q: What role do school leaders play in Visible Learning?

A: School leaders support the adoption of Visible Learning by fostering a culture of evidence-based practice, providing professional development, and encouraging collaboration among teachers.

Q: How is technology integrated with Visible Learning?

A: Technology can be used to make learning processes more visible, enhance feedback and assessment, and facilitate data-driven decision making in line with Visible Learning principles.

John Hattie Visible Learning

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John Hattie's Visible Learning: A Roadmap to Effective Teaching

Are you a teacher striving to maximize student learning? Do you feel overwhelmed by the sheer volume of educational strategies and theories out there? Then you need to understand John Hattie's Visible Learning. This comprehensive blog post will delve into the core principles of Hattie's influential research, exploring its practical applications and offering actionable strategies to improve your teaching efficacy. We'll unravel the complexities of effect sizes, highlight key influences on student achievement, and provide you with a framework for implementing Visible Learning in your classroom. Prepare to unlock the secrets to significantly boosting student outcomes.

Understanding John Hattie's Visible Learning

John Hattie, a renowned educational researcher, spent decades synthesizing research on what works best in education. His landmark work, Visible Learning, meticulously analyzes thousands of studies, identifying factors that have the greatest impact on student achievement. The core concept revolves around making learning visible – both to the teacher and the student. This involves understanding what students know, where they are struggling, and how they are progressing. It's about clear goals, effective feedback, and a focus on student self-assessment.

The Power of Effect Sizes

Hattie's research uses "effect sizes" (d) to measure the impact of various teaching strategies. An effect size of 0.4 or higher indicates a substantial positive impact on student learning. Understanding these effect sizes allows teachers to prioritize strategies with the greatest potential for success. His research reveals that some seemingly intuitive approaches yield surprisingly small effects, while others offer unexpectedly significant gains.

Key Influences on Student Achievement: Insights from Visible Learning

Hattie's research highlights several key factors consistently linked to high student achievement. Understanding these factors provides a concrete roadmap for teachers seeking to improve their practice.

1. Teacher Clarity & Feedback: The Cornerstones of Visible Learning

Hattie's research consistently underscores the crucial role of clear learning intentions and effective feedback. Students need to understand what they are learning and how they are progressing. This necessitates clear communication from the teacher and opportunities for students to self-assess their understanding. Providing timely and specific feedback, focusing on both strengths and areas for improvement, is paramount.

Strategies for Effective Feedback:

Focus on specific learning goals: Align feedback directly with the learning objectives.

Provide both positive and constructive criticism: Acknowledge strengths while highlighting areas needing improvement.

Encourage student self-assessment: Empower students to monitor their own learning progress.

Use a variety of feedback methods: Experiment with written comments, verbal feedback, peer assessment, and self-assessment tools.

2. Teacher-Student Relationships: Building a Foundation for Success

A strong teacher-student relationship significantly impacts student engagement and achievement. Students who feel supported and respected are more likely to participate actively in learning and strive for excellence.

Cultivating Positive Teacher-Student Relationships:

Show genuine interest in your students: Learn about their interests and aspirations.

Create a safe and inclusive classroom environment: Foster a sense of belonging and respect for all students.

Provide individual attention and support: Address students' individual needs and challenges.

3. Student Self-Reported Grades & Metacognition: The Power of Self-Awareness

Hattie's work emphasizes the importance of student metacognition – the ability to think about one's

own thinking. Encouraging students to reflect on their learning process, monitor their progress, and set personal goals significantly enhances their academic performance. Self-reported grades, when appropriately structured, can become a powerful tool in fostering metacognitive awareness.

Promoting Student Self-Assessment:

Incorporate regular self-assessment activities: Use checklists, rubrics, and reflective journals.

Encourage students to set learning goals: Help them identify areas for improvement and track their progress.

Provide opportunities for students to discuss their learning: Facilitate peer feedback and group reflections.

Implementing Visible Learning in Your Classroom

The principles of Visible Learning are not just theoretical; they translate into practical strategies for the classroom. By focusing on teacher clarity, effective feedback, strong teacher-student relationships, and student self-assessment, you can create a learning environment that fosters significant student growth. Remember to track your progress, adapt your strategies based on student responses, and continuously refine your approach. The journey towards effective teaching is ongoing, and embracing Visible Learning is a powerful step in that direction.

Conclusion

John Hattie's Visible Learning offers a powerful framework for improving teaching effectiveness and student outcomes. By focusing on clear learning goals, effective feedback, strong teacher-student relationships, and student self-assessment, educators can significantly enhance their impact on student achievement. Embracing the principles of Visible Learning empowers teachers to create a learning environment where success is not only possible, but visible and achievable for every student.

FAQs

1. How can I measure the effectiveness of my Visible Learning strategies? Track student progress using formative assessments, analyze student work, and gather feedback through surveys or interviews. Look for improvements in student engagement, understanding, and overall achievement.
2. Does Visible Learning apply to all subjects and age groups? Yes, the principles of Visible Learning are applicable across all subjects and age groups. The specific strategies may need adaptation, but

the core focus on clarity, feedback, and student self-assessment remains consistent.

3. What if my students are reluctant to participate in self-assessment? Start with small, low-stakes activities. Gradually increase the complexity and importance of self-assessment tasks, providing positive reinforcement and guidance along the way.

4. How can I incorporate Visible Learning into my existing curriculum? Begin by identifying key learning objectives and designing assessments aligned with those goals. Then, integrate strategies for clear communication, effective feedback, and student self-assessment into your lesson plans.

5. Are there any resources available to help me learn more about Visible Learning? Yes, John Hattie's book *Visible Learning* is a great starting point. Numerous websites and professional development opportunities also focus on Visible Learning and its practical applications in the classroom.

john hattie visible learning: Visible Learning John Hattie, 2008-11-19 This unique and ground-breaking book is the result of 15 years research and synthesises over 800 meta-analyses on the influences on achievement in school-aged students. It builds a story about the power of teachers, feedback, and a model of learning and understanding. The research involves many millions of students and represents the largest ever evidence based research into what actually works in schools to improve learning. Areas covered include the influence of the student, home, school, curricula, teacher, and teaching strategies. A model of teaching and learning is developed based on the notion of visible teaching and visible learning. A major message is that what works best for students is similar to what works best for teachers – an attention to setting challenging learning intentions, being clear about what success means, and an attention to learning strategies for developing conceptual understanding about what teachers and students know and understand. Although the current evidence based fad has turned into a debate about test scores, this book is about using evidence to build and defend a model of teaching and learning. A major contribution is a fascinating benchmark/dashboard for comparing many innovations in teaching and schools.

john hattie visible learning: Visible Learning: Feedback John Hattie, Shirley Clarke, 2018-08-15 Feedback is arguably the most critical and powerful aspect of teaching and learning. Yet, there remains a paradox: why is feedback so powerful and why is it so variable? It is this paradox which *Visible Learning: Feedback* aims to unravel and resolve. Combining research excellence, theory and vast teaching expertise, this book covers the principles and practicalities of feedback, including: the variability of feedback, the importance of surface, deep and transfer contexts, student to teacher feedback, peer to peer feedback, the power of within lesson feedback and manageable post-lesson feedback. With numerous case-studies, examples and engaging anecdotes woven throughout, the authors also shed light on what creates an effective feedback culture and provide the teaching and learning structures which give the best possible framework for feedback. *Visible Learning: Feedback* brings together two internationally known educators and merges Hattie's world-famous research expertise with Clarke's vast experience of classroom practice and application, making this book an essential resource for teachers in any setting, phase or country.

john hattie visible learning: Visible Learning for Teachers John Hattie, 2012-03-15 In November 2008, John Hattie's ground-breaking book *Visible Learning* synthesised the results of more than fifteen years research involving millions of students and represented the biggest ever collection of evidence-based research into what actually works in schools to improve learning. *Visible Learning for Teachers* takes the next step and brings those ground breaking concepts to a completely new audience. Written for students, pre-service and in-service teachers, it explains how to apply the principles of *Visible Learning* to any classroom anywhere in the world. The author offers

concise and user-friendly summaries of the most successful interventions and offers practical step-by-step guidance to the successful implementation of visible learning and visible teaching in the classroom. This book: links the biggest ever research project on teaching strategies to practical classroom implementation champions both teacher and student perspectives and contains step by step guidance including lesson preparation, interpreting learning and feedback during the lesson and post lesson follow up offers checklists, exercises, case studies and best practice scenarios to assist in raising achievement includes whole school checklists and advice for school leaders on facilitating visible learning in their institution now includes additional meta-analyses bringing the total cited within the research to over 900 comprehensively covers numerous areas of learning activity including pupil motivation, curriculum, meta-cognitive strategies, behaviour, teaching strategies, and classroom management Visible Learning for Teachers is a must read for any student or teacher who wants an evidence based answer to the question; 'how do we maximise achievement in our schools?'

john hattie visible learning: *Visible Learning for Teachers* John Hattie, 2012-03-15 In November 2008, John Hattie's ground-breaking book *Visible Learning* synthesised the results of more than fifteen years research involving millions of students and represented the biggest ever collection of evidence-based research into what actually works in schools to improve learning. *Visible Learning for Teachers* takes the next step and brings those ground breaking concepts to a completely new audience. Written for students, pre-service and in-service teachers, it explains how to apply the principles of Visible Learning to any classroom anywhere in the world. The author offers concise and user-friendly summaries of the most successful interventions and offers practical step-by-step guidance to the successful implementation of visible learning and visible teaching in the classroom. This book: links the biggest ever research project on teaching strategies to practical classroom implementation champions both teacher and student perspectives and contains step by step guidance including lesson preparation, interpreting learning and feedback during the lesson and post lesson follow up offers checklists, exercises, case studies and best practice scenarios to assist in raising achievement includes whole school checklists and advice for school leaders on facilitating visible learning in their institution now includes additional meta-analyses bringing the total cited within the research to over 900 comprehensively covers numerous areas of learning activity including pupil motivation, curriculum, meta-cognitive strategies, behaviour, teaching strategies, and classroom management. *Visible Learning for Teachers* is a must read for any student or teacher who wants an evidence based answer to the question; 'how do we maximise achievement in our schools?'

john hattie visible learning: *Visible Learning into Action* John Hattie, Deb Masters, Kate Birch, 2015-10-30 Recently at the Visible Learning Conference, Professor John Hattie stood up in his opening address and said, I'm looking at you all and thinking 'What if I got this wrong?' I feel the same way when educators ask to visit and I always end up in the same place - that Keilor Views is a living, breathing example that he didn't. -- Charles Branciforte, Principal of Keilor Views Primary School, Melbourne, Australia *Visible Learning into Action* takes the next step in the evolving Visible Learning story. It translates one of the biggest and most critically acclaimed education research projects ever undertaken into case studies of actual success stories, implementing John Hattie's ideas in the classrooms of schools all around the world. The evidenced case studies presented in this book describe the Visible Learning journeys of fifteen schools from Australia, USA, Hong Kong, UK, Sweden, New Zealand and Norway and are representative of the VL international community of schools in their quest to ensure all of their students exceed their potential for academic success. Each school's story will inform and inspire, bringing to life the discussions, actions and reflections from leaders, teachers, students and families. This book features extensive, interactive appendices containing study guide questions to encourage critical thinking, annotated endnotes with recommendations for further reading and links to YouTube and relevant websites. Drawing on the latest research into the major principles and strategies of learning, this essential resource is structured into five parts: Know thy impact; Effective feedback; Visible learners; Inspired and

passionate teachers; The Visible Learning School. Visible Learning into Action is aimed at any student, teacher or parent requiring an up-to-date commentary on how research into human learning processes can inform our teaching and what goes on in our schools.

john hattie visible learning: 10 Steps to Develop Great Learners John Hattie, Kyle Hattie, 2022-04-07 What can concerned parents and carers do to ensure their children, of all ages, develop great learning habits which will help them achieve their maximum at school and in life? This is probably one of the most important questions any parent can ask and now John Hattie, one of the most respected and renowned Education researchers in the world draws on his globally famous Visible Learning research to provide some answers. Writing this book with his own son Kyle, himself a respected teacher, the Hatties offer a 10-step plan to nurturing curiosity and intellectual ambition and providing a home environment that encourages and values learning. These simple steps based on the strongest of research evidence and packed full of practical advice can be followed by any parent or carer to support and enhance learning and maximize the potential of their children. Areas covered include: Communicating effectively with teachers Being the 'first learner' and demonstrating openness to new ideas and thinking Choosing the right school for your child Promoting the 'language of learning' Having appropriately high expectations and understanding the power of feedback Anyone concerned about the education and development of our children should read this book. For parents it is an essential guide that could make a vital difference to your child's life. For schools, school leaders and education authorities this is a book you should be encouraging every parent to read to support learning and maximize opportunities for all.

john hattie visible learning: Visible Learning in Early Childhood Kateri Thunder, John Almarode, John Hattie, 2021-09-13 Make learning visible in the early years Early childhood is a uniquely sensitive time, when young learners are rapidly developing across multiple domains, including language and literacy, mathematics, and motor skills. Knowing which teaching strategies work best and when can have a significant impact on a child's development and future success. Visible Learning in Early Childhood investigates the critical years between ages 3 and 6 and, backed by evidence from the Visible Learning® research, explores seven core strategies for learning success: working together as evaluators, setting high expectations, measuring learning with explicit success criteria, establishing developmentally appropriate levels of learning, viewing mistakes as opportunities, continually seeking feedback, and balancing surface, deep, and transfer learning. The authors unpack the symbiotic relationship between these seven tenets through Authentic examples of diverse learners and settings Voices of master teachers from the US, UK, and Australia Multiple assessment and differentiation strategies Multidisciplinary approaches depicting mathematics, literacy, art and music, social-emotional learning, and more Using the Visible Learning research, teachers partner with children to encourage high expectations, developmentally appropriate practices, the right level of challenge, and a focus on explicit success criteria. Get started today and watch your young learners thrive!

john hattie visible learning: Visible Learning and the Science of How We Learn John Hattie, Gregory C. R. Yates, 2013-10-08 On publication in 2009 John Hattie's Visible Learning presented the biggest ever collection of research into what actually work in schools to improve children's learning. Not what was fashionable, not what political and educational vested interests wanted to champion, but what actually produced the best results in terms of improving learning and educational outcomes. It became an instant bestseller and was described by the TES as revealing education's 'holy grail'. Now in this latest book, John Hattie has joined forces with cognitive psychologist Greg Yates to build on the original data and legacy of the Visible Learning project, showing how it's underlying ideas and the cutting edge of cognitive science can form a powerful and complimentary framework for shaping learning in the classroom and beyond. Visible Learning and the Science of How We Learn explains the major principles and strategies of learning, outlining why it can be so hard sometimes, and yet easy on other occasions. Aimed at teachers and students, it is written in an accessible and engaging style and can be read cover to cover, or used on a chapter-by-chapter basis for essay writing or staff development. The book is structured in three

parts – ‘learning within classrooms’, ‘learning foundations’, which explains the cognitive building blocks of knowledge acquisition and ‘know thyself’ which explores, confidence and self-knowledge. It also features extensive interactive appendices containing study guide questions to encourage critical thinking, annotated bibliographic entries with recommendations for further reading, links to relevant websites and YouTube clips. Throughout, the authors draw upon the latest international research into how the learning process works and how to maximise impact on students, covering such topics as: teacher personality; expertise and teacher-student relationships; how knowledge is stored and the impact of cognitive load; thinking fast and thinking slow; the psychology of self-control; the role of conversation at school and at home; invisible gorillas and the IKEA effect; digital native theory; myths and fallacies about how people learn. This fascinating book is aimed at any student, teacher or parent requiring an up-to-date commentary on how research into human learning processes can inform our teaching and what goes on in our schools. It takes a broad sweep through findings stemming mainly from social and cognitive psychology and presents them in a useable format for students and teachers at all levels, from preschool to tertiary training institutes.

john hattie visible learning: Visible Learning for Science, Grades K-12 John Almarode, Douglas Fisher, Nancy Frey, John Hattie, 2018-02-15 In the best science classrooms, teachers see learning through the eyes of their students, and students view themselves as explorers. But with so many instructional approaches to choose from—inquiry, laboratory, project-based learning, discovery learning—which is most effective for student success? In *Visible Learning for Science*, the authors reveal that it’s not which strategy, but when, and plot a vital K-12 framework for choosing the right approach at the right time, depending on where students are within the three phases of learning: surface, deep, and transfer. Synthesizing state-of-the-art science instruction and assessment with over fifteen years of John Hattie’s cornerstone educational research, this framework for maximum learning spans the range of topics in the life and physical sciences. Employing classroom examples from all grade levels, the authors empower teachers to plan, develop, and implement high-impact instruction for each phase of the learning cycle: Surface learning: when, through precise approaches, students explore science concepts and skills that give way to a deeper exploration of scientific inquiry. Deep learning: when students engage with data and evidence to uncover relationships between concepts—students think metacognitively, and use knowledge to plan, investigate, and articulate generalizations about scientific connections. Transfer learning: when students apply knowledge of scientific principles, processes, and relationships to novel contexts, and are able to discern and innovate to solve complex problems. *Visible Learning for Science* opens the door to maximum-impact science teaching, so that students demonstrate more than a year’s worth of learning for a year spent in school.

john hattie visible learning: Visible Learning for Literacy, Grades K-12 Douglas Fisher, Nancy Frey, John Hattie, 2016-03-22 Every student deserves a great teacher, not by chance, but by design — Douglas Fisher, Nancy Frey, & John Hattie What if someone slipped you a piece of paper listing the literacy practices that ensure students demonstrate more than a year’s worth of learning for a year spent in school? Would you keep the paper or throw it away? We think you’d keep it. And that’s precisely why acclaimed educators Douglas Fisher, Nancy Frey, and John Hattie wrote *Visible Learning for Literacy*. They know teachers will want to apply Hattie’s head-turning synthesis of more than 15 years of research involving millions of students, which he used to identify the instructional routines that have the biggest impact on student learning. These practices are visible for teachers and students to see, because their purpose has been made clear, they are implemented at the right moment in a student’s learning, and their effect is tangible. Yes, the aha moments made visible by design. With their trademark clarity and command of the research, and dozens of classroom scenarios to make it all replicable, these authors apply Hattie’s research, and show you: How to use the right approach at the right time, so that you can more intentionally design classroom experiences that hit the surface, deep, and transfer phases of learning, and more expertly see when a student is ready to dive from surface to deep. Which routines are most effective at specific phases of learning, including word sorts, concept mapping, close reading, annotating, discussion, formative

assessment, feedback, collaborative learning, reciprocal teaching, and many more. Why the 8 mind frames for teachers apply so well to curriculum planning and can inspire you to be a change agent in students' lives—and part of a faculty that embraces the idea that visible teaching is a continual evaluation of one's impact on student's learning. Teachers, it's time we embrace the evidence, update our classrooms, and impact student learning in wildly positive ways, say Doug, Nancy, and John. So let's see *Visible Learning for Literacy* for what it is: the book that renews our teaching and reminds us of our influence, just in time.

john hattie visible learning: *Visible Learning for Mathematics, Grades K-12* John Hattie, Douglas Fisher, Nancy Frey, Linda M. Gojak, Sara Delano Moore, William Mellman, 2016-09-15 Selected as the Michigan Council of Teachers of Mathematics winter book club book! Rich tasks, collaborative work, number talks, problem-based learning, direct instruction...with so many possible approaches, how do we know which ones work the best? In *Visible Learning for Mathematics*, six acclaimed educators assert it's not about which one—it's about when—and show you how to design high-impact instruction so all students demonstrate more than a year's worth of mathematics learning for a year spent in school. That's a high bar, but with the amazing K-12 framework here, you choose the right approach at the right time, depending upon where learners are within three phases of learning: surface, deep, and transfer. This results in visible learning because the effect is tangible. The framework is forged out of current research in mathematics combined with John Hattie's synthesis of more than 15 years of education research involving 300 million students. Chapter by chapter, and equipped with video clips, planning tools, rubrics, and templates, you get the inside track on which instructional strategies to use at each phase of the learning cycle: Surface learning phase: When—through carefully constructed experiences—students explore new concepts and make connections to procedural skills and vocabulary that give shape to developing conceptual understandings. Deep learning phase: When—through the solving of rich high-cognitive tasks and rigorous discussion—students make connections among conceptual ideas, form mathematical generalizations, and apply and practice procedural skills with fluency. Transfer phase: When students can independently think through more complex mathematics, and can plan, investigate, and elaborate as they apply what they know to new mathematical situations. To equip students for higher-level mathematics learning, we have to be clear about where students are, where they need to go, and what it looks like when they get there. *Visible Learning for Math* brings about powerful, precision teaching for K-12 through intentionally designed guided, collaborative, and independent learning.

john hattie visible learning: *Visible Learning* John Hattie, 2008-11-19 This unique and ground-breaking book is the result of 15 years research and synthesises over 800 meta-analyses on the influences on achievement in school-aged students. It builds a story about the power of teachers, feedback, and a model of learning and understanding. The research involves many millions of students and represents the largest ever evidence based research into what actually works in schools to improve learning. Areas covered include the influence of the student, home, school, curricula, teacher, and teaching strategies. A model of teaching and learning is developed based on the notion of visible teaching and visible learning. A major message is that what works best for students is similar to what works best for teachers - an attention to setting challenging learning intentions, being clear about what success means, and an attention to learning strategies for developing conceptual understanding about what teachers and students know and understand. Although the current evidence based fad has turned into a debate about test scores, this book is about using evidence to build and defend a model of teaching and learning. A major contribution is a fascinating benchmark/dashboard for comparing many innovations in teaching and schools.

john hattie visible learning: 10 Mindframes for Visible Learning John Hattie, Klaus Zierer, 2017-12-06 The original *Visible Learning* research concluded that one of the most important influencers of student achievement is how teachers think about learning and their own role. In *Ten Mindframes for Visible Learning*, John Hattie and Klaus Zierer define the ten behaviors or mindframes that teachers need to adopt in order to maximize student success. These include:

thinking of and evaluating your impact on students' learning; the importance of assessment and feedback for teachers; working collaboratively and the sense of community; the notion that learning needs to be challenging; engaging in dialogue and the correct balance between talking and listening; conveying the success criteria to learners; building positive relationships. These powerful mindframes, which should underpin every action in schools, are founded on the principle that teachers are evaluators, change agents, learning experts, and seekers of feedback who are constantly engaged with dialogue and challenge. This practical guide, which includes questionnaires, scenarios, checklists, and exercises, will show any school exactly how to implement Hattie's mindframes to maximize success.

john hattie visible learning: The Purposes of Education John Hattie, Steen Nepper Larsen, 2020-05-01 What are the purposes of education and what is the relationship between educational research and policy? Using the twin lenses of Visible Learning and educational philosophy, these are among the many fascinating topics discussed in extended conversations between John Hattie and Steen Nepper Larsen. This wide-ranging and informative book offers fundamental propositions about the nature of education. It maps out in fascinating detail a coming together of Hattie's empirical data and world-famous Visible Learning paradigm with the rich heritage of educational philosophy. Additionally, it explores the inevitable questions of the purpose of education and the development of students in a learning society. Part clash of cultures, part meeting of minds, always fascinating and illuminating, this intriguing book will inspire teachers, students, and parents at all levels of the educational system - from kindergarten through school to university. Conversations include: What are the purposes of education? Does educational data speak for itself? What is the role of the teacher? Is learning a visible phenomenon? Is it important to teach and learn specific subjects? What is the role of neuroscience research? What is the relationship between educational research and educational politics? What is the role of the state in education?

john hattie visible learning: International Guide to Student Achievement John Hattie, Eric M. Anderman, 2013-01-17 The International Guide to Student Achievement brings together and critically examines the major influences shaping student achievement today. There are many, often competing, claims about how to enhance student achievement, raising the questions of What works? and What works best? World-renowned bestselling authors, John Hattie and Eric M. Anderman have invited an international group of scholars to write brief, empirically-supported articles that examine predictors of academic achievement across a variety of topics and domains. Rather than telling people what to do in their schools and classrooms, this guide simply provides the first-ever compendium of research that summarizes what is known about the major influences shaping students' academic achievement around the world. Readers can apply this knowledge base to their own school and classroom settings. The 150+ entries serve as intellectual building blocks to creatively mix into new or existing educational arrangements and aim for quick, easy reference. Chapter authors follow a common format that allows readers to more seamlessly compare and contrast information across entries, guiding readers to apply this knowledge to their own classrooms, their curriculums and teaching strategies, and their teacher training programs.

john hattie visible learning: Visible Learning: The Sequel John Hattie, 2023-03-20 When the original Visible Learning® was published in 2008, it instantly became a publishing sensation. Interest in the book was unparalleled; it sold out in days and was described by the TES as revealing teaching's Holy Grail. Now John Hattie returns to this ground-breaking work. The research underlying this book is now informed by more than 2,100 meta-analyses (more than double that of the original), drawn from more than 130,000 studies, and has involved more than 400 million students from all around the world. But this is more than just a new edition. This book is a sequel that highlights the major story, taking in the big picture to reflect on the implementation in schools of Visible Learning, how it has been understood - and at times misunderstood - and what future directions research should take. Visible Learning: The Sequel reiterates the author's desire to move beyond claiming what works to what works best by asking crucial questions such as: Why is the current grammar of schooling so embedded in so many classrooms, and can we improve it? Why is

the learning curve for teachers after the first few years so flat? How can we develop teacher mind-frames to focus more on learning and listening? How can we incorporate research evidence as part of the discussions within schools? Areas covered include: The evidence base and reactions to Visible Learning The Visible Learning model The intentional alignment of learning and teaching strategies The influence of home, students, teachers, classrooms, schools, learning, and curriculum on achievement The impact of technology Building upon the success of the original, this highly anticipated sequel expands Hattie's model of teaching and learning based on evidence of impact and is essential reading for anyone involved in the field of education either as a researcher, teacher, student, school leader, teacher trainer, or policy maker.

john hattie visible learning: Visible Learning Insights John Hattie, Klaus Zierer, 2019-04-25 Visible Learning Insights presents a fascinating 'inside view' of the ground-breaking research of John Hattie. Together, the authors John Hattie and Klaus Zierer embark on a mission to build on the internationally renowned work and combine the power and authority of the research with the real 'coal face' experience of schools. Offering a concise introduction into the 'Visible Learning Story', the book provides busy teachers with a guide to why the Visible Learning research is so vital and the difference it can make to learning outcomes. It includes: An in-depth dialogue between John Hattie and Klaus Zierer. Clearly structured chapters that focus on the core messages of 'Visible Learning' and infer practical consequences for the everyday job of teaching. FAQs to Visible Learning that provide an invaluable introduction to the language of learning and success in schools. An overview of the current data set with over 1,400 meta-analyses. Intended for teachers, teacher students, education researchers, parents, and all who are interested in successful learning, teaching, and schooling, this short and elegant introduction outlines just what is required to translate Hattie's research into improved school performance.

john hattie visible learning: The Turning Point for the Teaching Profession Field Rickards, John Hattie, Catherine Reid, 2020-11-29 A revolution is happening in education, with leaders and teachers now asked to focus on learning, to develop collaborative teams to impact on students, to use and raise professional standards, and to identify and esteem expertise in our profession. With new demands relating to technological advances, changing demographics, internationalism, and the inclusion of 'twenty-first-century skills,' there is pressure on schools to deliver greater and deeper success with more students. The Turning Point aims to present the factors needed to affect real change for school systems, in classrooms, and in the teaching profession by: Arguing for the establishment of teaching as a true 'profession' alongside areas such as medicine or law. Identifying the expertise fundamental to the meeting demands of schools. Elaborating on evaluative thinking and clinical practice as the basis of this new profession. Outlining core levers of change to show how teachers can have profound impacts on educational, medical, and social dimensions of students. This book is essential reading for teachers, school leaders, education policymakers, teacher candidates, and teacher educators. Those working in affiliated professions, such as adolescent psychologists and health workers, will also find aspects of the book relevant to their work.

john hattie visible learning: Collective Student Efficacy John Hattie, Douglas Fisher, Nancy Frey, Shirley Clarke, 2021-05-11 This innovative book details how knowledge, skills, and dispositions entangle to create collective and individual beliefs, and leads educators to mobilize collective efficacy in the classroom.

john hattie visible learning: 10 Mindframes for Leaders John Hattie, Raymond L. Smith, 2020-07-15 Mindframes-your internal set of beliefs about your role as school leader-determine the high-impact leadership practices you choose to implement. In other words, how you think about the impact of the actions you take has more effect on student achievement than your leadership practices themselves. Building on over twenty-five years of Visible Learning® research and girded by a theory of action that ensures school leaders have the expertise to select, implement, and evaluate high-impact interventions, 10 Mindframes for Leaders: The Visible Learning® Approach to School Success brings the mindframes of world-renowned educators to life. Ten chapters, each

written by different thought leaders, detail a mindframe at the heart of successful school leadership, along with the high-probability influences that make each mindframe visible. A must-have resource for any educator working toward student achievement at ever-higher levels, each chapter includes, The most current findings from the Visible Learning research, including the factors from Visible Learning that support each mindframe, Practical ideas for leaders to implement high-impact strategies in classrooms and schools, Vignettes, questions, insights, and exercises to help educators clarify and refine their own mindframes, Lead your school to reform from the inside out. Cultivate these ways of thinking, and you're more likely to have major impacts on the learning lives of those students entrusted to your care. Book jacket.

john hattie visible learning: The Illustrated Guide to Visible Learning John Allan Hattie, Douglas Fisher, Nancy Frey, John Taylor Almarode, 2024-06-25 The Path to Truly Impactful Practice in Education Starts with Visible Learning It may seem obvious, but learning should never be implied or assumed. Learning must be explicit, evaluated and monitored; the impact of teaching on student learning should be visible. But how can we be sure? Armed with years of research that includes more than 2,100 meta-analyses, and 130,000 studies that include more than 300 million students—plus decades of experience as educators —bestselling authors John Hattie, Douglas Fisher, Nancy Frey, and John Almarode have collaborated to create this accessible guide to what works best to accelerate students' learning. Packed with everything you need to evaluate your impact, the Illustrated Guide to Visible Learning includes: Clear instructions for collecting, interpreting, and using evidence to make decisions with and for your students A primer on the 11 signature practices of Visible Learning Research-backed mindframes that have the potential to significantly influence the quality of education. To have the greatest impact on student learning, we must know what practices work best. With this illustrated go-to guide to Visible Learning in hand, your path is set for truly impactful practice in education.

john hattie visible learning: Teaching Literacy in the Visible Learning Classroom, Grades K-5 Douglas Fisher, Nancy Frey, John Hattie, 2017-01-20 Teach with optimum impact to foster deeper expressions of literacy Whether through direct instruction, guided instruction, peer-led and independent learning—every student deserves a great teacher, not by chance, but by design. In this companion to Visible Learning for Literacy, Fisher, Frey, and Hattie show you how to use learning intentions, success criteria, formative assessment and feedback to achieve profound instructional clarity. Chapter by chapter, this acclaimed author team helps put a range of learning strategies into practice, depending upon whether your K-5 students are ready for surface, deep, or transfer levels of understanding.

john hattie visible learning: Great Teaching by Design John Hattie, Vince Bustamante, John Almarode, Douglas Fisher, Nancy Frey, 2020-11-02 Turn good intentions into better outcomes—by design! Why leave student success up to chance? By combining your intuition and experience with the latest research on high-impact learning practices, you can evolve your teaching from good to great and make a lasting difference for your students. Organized around the DIIE framework, Great Teaching by Design takes you step-by-step from intention to implementation to accelerate the impact your teaching has on student learning. Inside, you'll find • A deep dive into the four stages of the DIIE model: Diagnosis and Discovery, Intervention, Implementation, and Evaluation • A fresh look at the Visible Learning research, which identifies the most powerful strategies for teaching and learning • Stories of best practices in action and examples from classrooms around the world Great teaching may come by chance, but it will come by design. Whether you're new to teaching or looking to give your instruction a boost, take up the challenge and discover a new framework for teaching with true intentionality.

john hattie visible learning: Developing Assessment-Capable Visible Learners, Grades K-12 Nancy Frey, John Hattie, Douglas Fisher, 2018-01-11 "When students know how to learn, they are able to become their own teachers." —Nancy Frey, Douglas Fisher, and John Hattie Imagine students who describe their learning in these terms: "I know where I'm going, I have the tools I need for the journey, and I monitor my own progress." Now imagine the extraordinary difference this type

of ownership makes in their progress over the course of a school year. This illuminating book shows how to make this scenario an everyday reality. With its foundation in principles introduced in the authors' bestselling *Visible Learning for Literacy*, this resource delves more deeply into the critical component of self-assessment, revealing the most effective types of assessment and how each can motivate students to higher levels of achievement.

john hattie visible learning: Collective Efficacy Jenni Donohoo, 2016-10-21 Improve student outcomes with collective teacher efficacy. If educators' realities are filtered through the belief that they can do very little to influence student achievement, then it is likely these beliefs will manifest in their practice. The solution? Collective efficacy (CE)—the belief that, through collective actions, educators can influence student outcomes and increase achievement. Educators with high efficacy show greater effort and persistence, willingness to try new teaching approaches, and attend more closely to struggling students' needs. This book presents practical strategies and tools for increasing student achievement by sharing: Rationale and sources for establishing CE Conditions and leadership practices for CE to flourish Professional learning structures/protocols

john hattie visible learning: Explicit Direct Instruction (EDI) John R. Hollingsworth, Silvia E. Ybarra, 2009 A proven method for better teaching, better learning, and better test scores! This teacher-friendly book presents a step-by-step approach for implementing the Explicit Direct Instruction (EDI) approach in diverse classrooms. Based on educational theory, brain research, and data analysis, EDI helps teachers deliver effective lessons that can significantly improve achievement all grade levels. The authors discuss characteristics of EDI, such as checking for understanding, lesson objectives, activating prior knowledge, concept and skills development, and guided practice, and provide: Clearly defined lesson design components Detailed sample lessons Easy-to-follow lesson delivery strategies Scenarios that illustrate what EDI techniques look like in the classroom

john hattie visible learning: Teaching Literacy in the Visible Learning Classroom, Grades 6-12 Douglas Fisher, Nancy Frey, John Hattie, Marisol Thayre, 2017-04-12 It could happen at 10:10 a.m. in the midst of analyzing a text, at 2:00, when listening to a students' debate, or even after class, when planning a lesson. The question arises: How do I influence students' learning—what's going to generate that light bulb Aha-moment of understanding? In this sequel to their megawatt best seller *Visible Learning for Literacy*, Douglas Fisher, Nancy Frey, and John Hattie help you answer that question by sharing structures and tools that have high-impact on learning, and insights on which stage of learning they have that high impact. With their expert lessons, video clips, and online resources, you can design reading and writing experiences that foster in your students deeper and more sophisticated expressions of literacy: Mobilizing Visible Learning: Use lesson design strategies based on research that included 500 million plus students to develop self-regulating learners able to see the purpose of what they are learning—and their own progress. Teacher Clarity: Articulate daily learning intentions, success criteria, and other goals; understand what your learners understand, and design high-potency experiences for all students. Direct Instruction: Embrace modeling and scaffolding as a critical pathway for students to learn new skills and concepts. Teacher-Led Dialogic Instruction: Guide reading, writing, listening, speaking, and thinking by using strategic questioning and other teacher-led discussion techniques to help learners to clarify thinking, discuss, debate, and goal-set. Student-Led Dialogic Learning: Promote intellectual, social, and creative growth with peer-mediated learning experiences that transfer to other subject areas, including history, science, math, and the visual and performing arts. Independent Learning: Ensure that students deepen learning by designing relevant tasks that enable them to think metacognitively, set goals, and develop self-regulatory skills. Tools to Use to Determine Literacy Impact: Know what your impact truly is with these research-based formative assessments for 6-12 learners. With *Teaching Literacy in the Visible Learning Classroom*, take your students from surface to deep to transfer learning. It's all about using the most effective practices—and knowing WHEN those practices are best leveraged to maximize student learning.

john hattie visible learning: Visible Learning for Literacy, Grades K-12 Douglas Fisher,

Nancy Frey, John Hattie, 2016-03-29 Ensure students demonstrate more than a year's worth of learning during a school year Renowned literacy experts Douglas Fisher and Nancy Frey work with John Hattie to apply his 15 years of research, identifying instructional routines that have the biggest impact on student learning, to literacy practices. These practices are "visible" because their purpose is clear, they are implemented at the right moment in a student's learning, and their effect is tangible. Through dozens of classroom scenarios, learn how to use the right approach at the right time for surface, deep, and transfer learning and which routines are most effective at each phase of learning.

john hattie visible learning: Building to Impact Arran Hamilton, Douglas B. Reeves, Janet M. Clinton, John Hattie, 2022-04-07 Turn ideas into goals—and goals into impact The road to school improvement and student achievement is paved with good intentions—so why does the destination seem so far away? If you're like most educators, the answer is a pothole known as the implementation gap. This book provides a road map to bypassing that gap in your school or district, offering a carefully researched, field-tested methodology that takes leadership teams, professional learning communities, and educators all the way from good ideas to systematic impact. Following the five Ds, you'll: Discover goals worth pursuing and problems worth addressing Design instruments and actions that generate deep impact Deliver interventions and collect data Double-back to monitor your progress and evaluate the impact Double-up to enhance, sustain, and scale your success You became an educator to make a difference in students' lives. With this playbook, you'll transform research and ideas into achievable actions—and make maximum impact.

john hattie visible learning: Leading the Rebound Douglas Fisher, Nancy Frey, Dominique Smith, John Hattie, 2021-03-18 Let's make the next normal a better normal If there ever was a time for our heroic school leadership to persevere, it's now. Because now, well over one year since the pandemic stretched the resilience and reserves of our school systems, it's time to rebound. It's time to leverage this once-in-a-lifetime opportunity to reboot teaching and learning as we know it so that we magnify the effective practices from the past while leveraging the so many recent lessons learned. This is where Doug Fisher, Nancy Frey, Dominique Smith, and John Hattie, coauthors of The Distance Learning Playbook series, are ideally equipped to serve as your collaborators. Inside Leading the Rebound: 20+ Must-Dos to Restart Teaching and Learning you'll find immediate actions, mindsets, and approaches to take if we're to reimagine and improve our schools and school systems. Step by step, you'll discover explicit guidance on how to: 1. Take care of yourself 2. Take stock and find the path 3. Rebuild teacher agency 4. Rebuild collective teacher efficacy 5. Foreground social and emotional learning 6. Change the learning loss narrative 7. Guide teacher clarity 8. Ensure instructional excellence 9. Use assessments for a range of purposes 10. Design and implement interventions 11. Win back parent-teacher relationships 12. Establish restorative practices 13. Avoid stealing the conflict 14. Enhance teacher-student and student-student interactions 15. Develop early warning systems for attendance, behavior, and course completion 16. Confront cognitive challenges to learning 17. Ensure equitable and restorative grading 18. Enhance PLCs 19. Provide empathetic feedback 20. Host honest performance conversations 21. Maintain your social presence 22. Future-proof teachers and students What's more Leading the Rebound is backed up with all kinds of resources—including VISIBLE LEARNING® research, sample planning tools, and other essential tips and strategies—to provide you with a start-to-finish roadmap for navigating this absolutely critical next leg in our journey toward a better normal.

john hattie visible learning: Teaching Statistics Andrew Gelman, Deborah Nolan, 2002-08-08 Students in the sciences, economics, psychology, social sciences, and medicine take introductory statistics. Statistics is increasingly offered at the high school level as well. However, statistics can be notoriously difficult to teach as it is seen by many students as difficult and boring, if not irrelevant to their subject of choice. To help dispel these misconceptions, Gelman and Nolan have put together this fascinating and thought-provoking book. Based on years of teaching experience the book provides a wealth of demonstrations, examples and projects that involve active student participation. Part I of the book presents a large selection of activities for introductory

statistics courses and combines chapters such as, 'First week of class', with exercises to break the ice and get students talking; then 'Descriptive statistics', collecting and displaying data; then follows the traditional topics - linear regression, data collection, probability and inference. Part II gives tips on what does and what doesn't work in class: how to set up effective demonstrations and examples, how to encourage students to participate in class and work effectively in group projects. A sample course plan is provided. Part III presents material for more advanced courses on topics such as decision theory, Bayesian statistics and sampling.

john hattie visible learning: The Distance Learning Playbook, Grades K-12 Douglas Fisher, Nancy Frey, John Hattie, 2020-06-15 Effective teaching is effective teaching, no matter where it occurs The pandemic teaching of mid-2020 was not really distance learning, but rather crisis teaching. But starting now, teachers have the opportunity to prepare for distance learning with purpose and intent—using what works best to accelerate students' learning all the while maintaining an indelible focus on equity. Harnessing the insights and experience of renowned educators Douglas Fisher, Nancy Frey, and John Hattie, *The Distance Learning Playbook* applies the wisdom and evidence of **VISIBLE LEARNING®** research to understand what works best with distance learning. Spanning topics from teacher-student relationships, teacher credibility and clarity, instructional design, assessments, and grading, this comprehensive playbook details the research- and evidence-based strategies teachers can mobilize to deliver high- impact learning in an online, virtual, and distributed environment. This powerful guide includes: Learning Intentions and Success Criteria for each module to track your own learning and model evidence-based teacher practices for meaningful learning A diversity of instructional approaches, including direct instruction, peer learning, and independent work that foster student self-regulation and move learning to deep and transfer levels Discussion of equity challenges associated with distance learning, along with examples of how teachers can work to ensure that equity gains that have been realized are not lost. Special guidance for teachers of young children who are learning from a distance Videos of the authors and teachers discussing a wide variety of distance learning topics Space to write and reflect on current practices and plan future instruction *The Distance Learning Playbook* is the essential hands-on guide to preparing and delivering distance learning experiences that are truly effective and impactful. To purchase from an Authorized Corwin Distributor [click here](#). A Spanish translation of the *Distance Learning Playbook, Grades K-12*, *Aprendizaje a Distancia Guia*, *Guia de Preescolar a Bachillerato*, can be purchased by contacting Irene Yepez from Editorial Trillas at vigaexporta@trillas.mx.

john hattie visible learning: Visible Learning for Science, Grades K-12 John Almarode, Douglas Fisher, Nancy Frey, John Hattie, 2018-02-15 This book guides teachers to the right instructional approach to use at each learning phase so all students demonstrate more than a year's worth of science learning per school year.

john hattie visible learning: Teaching Mathematics in the Visible Learning Classroom, Grades 6-8 John Almarode, Douglas Fisher, Joseph Assof, Sara Delano Moore, John Hattie, Nancy Frey, 2018-10-10 Select the right task, at the right time, for the right phase of learning It could happen in the morning during homework review. Or perhaps it happens when listening to students as they struggle through a challenging problem. Or maybe even after class, when planning a lesson. At some point, the question arises: How do I influence students' learning—what's going to generate that light bulb aha moment of understanding? In this sequel to the megawatt best seller *Visible Learning for Mathematics*, John Almarode, Douglas Fisher, Nancy Frey, John Hattie, and Kateri Thunder help you answer that question by showing how Visible Learning strategies look in action in the mathematics classroom. Walk in the shoes of middle school teachers as they engage in the 200 micro-decisions-per-minute needed to balance the strategies, tasks, and assessments seminal to high-impact mathematics instruction. Using grade-leveled examples and a decision-making matrix, you'll learn to Articulate clear learning intentions and success criteria at surface, deep, and transfer levels Employ evidence to guide students along the path of becoming metacognitive and self-directed mathematics achievers Use formative assessments to track what students understand,

what they don't, and why Select the right task for the conceptual, procedural, or application emphasis you want, ensuring the task is for the right phase of learning Adjust the difficulty and complexity of any task to meet the needs of all learners It's not only what works, but when. Exemplary lessons, video clips, and online resources help you leverage the most effective teaching practices at the most effective time to meet the surface, deep, and transfer learning needs of every student.

john hattie visible learning: Clarity for Learning John Almarode, Kara Vandas, 2018-10-24
An essential resource for student and teacher clarity With the ever-changing landscape of education, teachers and leaders often find themselves searching for clarity in a sea of standards, curriculum resources, and competing priorities. Clarity for Learning offers a simple and doable approach to developing clarity and sharing it with students through five essential components: crafting learning intentions and success criteria co-constructing learning intentions and success criteria with learners creating opportunities for students to respond effective feedback on and for learning students and teachers sharing learning and progress The book is full of examples from teachers and leaders who have shared their journey, struggles, and successes for readers to use to propel their own work forward.

john hattie visible learning: Seven Myths About Education Daisy Christodoulou, 2014-03-14
In this controversial new book, Daisy Christodoulou offers a thought-provoking critique of educational orthodoxy. Drawing on her recent experience of teaching in challenging schools, she shows through a wide range of examples and case studies just how much classroom practice contradicts basic scientific principles. She examines seven widely-held beliefs which are holding back pupils and teachers: Facts prevent understanding Teacher-led instruction is passive The 21st century fundamentally changes everything You can always just look it up We should teach transferable skills Projects and activities are the best way to learn Teaching knowledge is indoctrination In each accessible and engaging chapter, Christodoulou sets out the theory of each myth, considers its practical implications and shows the worrying prevalence of such practice. Then, she explains exactly why it is a myth, with reference to the principles of modern cognitive science. She builds a powerful case explaining how governments and educational organisations around the world have let down teachers and pupils by promoting and even mandating evidence-less theory and bad practice. This blisteringly incisive and urgent text is essential reading for all teachers, teacher training students, policy makers, head teachers, researchers and academics around the world.

john hattie visible learning: K-8 Digital Citizenship Curriculum Ask a Tech Teacher, 2019-09-21 9 grade levels. 17 topics. 46 lessons. 46 projects. A year-long curriculum that covers everything you need to discuss on internet safety and efficiency. Digital Citizenship-probably one of the most important topics students will learn between kindergarten and 8th and too often, teachers are thrown into it without a roadmap. Well, here it is-your guide to what our children must know at what age to thrive in the community called the internet. It's a roadmap for blending all pieces into a cohesive, effective student-directed cyber-learning experience that accomplishes ISTE's general goals

john hattie visible learning: Wiliam & Leahy's Five Formative Assessment Strategies in Action Kate Jones, 2021-09-13 Written under the guidance and with the support of Dylan Wiliam, Kate Jones writes about five formative assessment strategies in action in the classroom, with a foreword from Professor John Hattie. Building on the highly successful work of Wiliam and Siobhan Leahy, ideas are shared and misconceptions with formative assessment are addressed with lots of practical advice. Formative assessment in action focuses on five evidence-informed strategies that the teacher can use to support their learners to make progress. Formative assessment can help both the teacher and student understand what needs to be learned and how this can be achieved. During the learning process, formative assessment can identify students' progress as well as highlighting gaps in their knowledge and understanding, therefore giving the teacher useful insight as to what feedback and instruction can be provided to continue to move learners forward. Formative assessment takes place during the learning process. It continually informs the teacher and student as to how learning can

move forward as it is happening. This is different to summative assessment, which focuses on the evaluation of student learning at the end of the process. There's a range of case studies from different subjects and key stages to show how formative assessment can be embedded across a curriculum successfully.

john hattie visible learning: The Distance Learning Playbook for School Leaders Douglas Fisher, Nancy Frey, Dominique Smith, John Hattie, 2020-09-26 Effective school leadership is effective leadership, regardless of where it occurs In March 2020, there was no manual for leading schools and school systems during a pandemic. School leaders had to figure things out as the crisis unfolded. But starting now, leaders have the opportunity to prepare for leading schools through distance learning with purpose and intent—using what works best to accelerate students' learning all the while maintaining an indelible focus on equity. Harnessing the insights and experience of renowned educators Douglas Fisher, Nancy Frey, and John Hattie, *The Distance Learning Playbook for School Leaders* applies the wisdom and evidence of the VISIBLE LEARNING® research to understand what works best. Spanning topics from school climate at a distance, leader credibility, care for self and colleagues, instructional leadership teams, stakeholder advisory groups, and virtual visibility, this comprehensive playbook details the research- and evidence-based strategies school leaders can mobilize to lead the delivery of high-impact learning in an online, virtual, and distributed environment. This powerful guide includes: Actionable insights and hands-on steps for each module to help school leaders realize the evidence-based leadership practices that result in meaningful learning in a distance environment Discussion of equity challenges associated with distance learning, along with examples of how leaders can work to ensure that equity gains that have been realized are not lost. Analysis of the mindsets that empower leaders to manage change, rather than technology Space to write and reflect on current practices and plan future leadership strategies The mindframes for distance learning that serve leaders well in any instructional setting and will position schools after the pandemic to come back better than they were before *The Distance Learning Playbook for School Leaders* is the essential hands-on guide to leading school and school systems from a distance and delivering on the promise of equitable, quality learning experiences for students.

john hattie visible learning: The Best-Kept Teaching Secret Harvey Daniels, Elaine Daniels, 2013-10-11 Your fast-track to student engagement Everywhere Smokey Daniels goes-every school he visits, every workshop he leads, every keynote he gives-there's one teaching strategy that teachers embrace above all others. That single method for transforming students from passive spectators into active learners . . . for evoking curiosity, inspiring critical thinking, and building powerful writers along the way. Now, with Elaine Daniels as Smokey's coauthor, that best-kept teaching secret is revealed to teachers at large: *Written Conversations*. Just what make *Written Conversations* so potent? An ongoing, thoughtful correspondence between students, and between students and their teachers, *Written Conversations*, above all else, catch and ride the wave of social interaction, which in turn makes school matter to kids. It's that simple. Structure by structure, from beginning to end, Smokey and Elaine describe four variations of these silent writing-to-learn discussions, during which all students in a classroom think and talk at once in writing, instead of one at a time out loud. How *Written Conversations* Work 1.It all starts with mini-memos, short student letters that teachers use to introduce, extend, and assess class work. 2.Then come dialogue journals, where pairs dive deeply into academic subjects. 3.Next, groups of three or four students join in extended written discussions called write-arounds. 4.Finally, kids take their thinking online, where they enjoy digital discussions with partners from their own classroom- and with kids from around the world. . . . all the while, you are supported by detailed descriptions of each structure, lessons, and annotated student samples-making this the most practical teaching book in recent memory. What kid wouldn't want to refine written argument skills, clarify a point, or defend another's viewpoint, when the audience is people who matter? And Yes, *Written Conversations* align with the Common Core Sta