JOHN HATTIE VISIBLE LEARNING FOR TEACHERS

Introduction "My role as teacher is to evaluate the effect I have on my students"

EDUCATION'S HOLY GRAIL

- Hattie published Visible Learning in 2009
- It was an analysis of hundreds of meta-analyses
- Reviews hailed it as the "Holy Grail"
- Others saw it as an attack on the woeful state of the teaching profession
- Hattie saw it as a chance to show what makes a difference to students



META-ANALYSES

WHAT IS A META-ANALYSIS

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- Identify an outcome
- Identify an influence
- Research to find studies that include the outcome and the influence
- Determine effect sizes
- Establish comparisons

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- Outcome = student achievement
- Influence = homework
- Research = 59 studies from past 20 years
- Effect = (d=0.40 overall, d=0.5 for secondary and d=-0.08 for primary)
- Conclusion Secondary students are better able to self regulate and monitor their work and time

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Questions must be asked

- did the effects differ according to age, subjects, types of homework, the quality of the analysis
- Hattie combines meta-analyses to come up with overall synthesis of the data

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- Outcome = student achievement
- Influence = homework
- Research = 161 studies from over 100000 students
- Effect = (d=0.29 overall)
- Conclusion Student achievement goes up with a homework programme

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- Learning improves by 15%
- 65% of the effects are positive; 35% zero or negative



WHAT DOES 0.29 LOOK LIKE IN A CLASS?

- Hattie argues that a 0.29 difference is barely noticable to the naked eye
- He uses the argument that the difference is the same as someone 1.82m tall vs 1.80m tall
- What is important is that the teacher knows if it is worth making a change



VISIBLE LEARNING THE NUMBERS

- more than 800 meta-analyses examined
- 52 637 studies
- about 240 000 000 students
- I46 I42 effect sizes
- "VL For Teachers" adds a further 100 meta-analyses
- Overall effect size is d=0.40





JOHN HATTIE



WHAT DOES D=0.40 MEAN?

- Generally
 - less that 0.3 is a small effect
 - 0.3-0.6 is a medium effect
 - more than 0.6 is a large effect
- BUT "a small effect that requires few resources may be more critical than a larger one that requires high level of resources"





CLASS SIZE EXAMPLE

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- Reducing from 25-30 students to 15-20 is about 0.22
- Teaching specific programmes to assist students in test taking is about 0.27
- Hattie argues that the effect sizes are similar but one is much less difficult to resource (the latter in case you're wondering)



HATTIE'S BAROMETER

WHAT TEACHERS SHOULD AIM FOR

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- Hattie points out that all of his research is what has happened.
- Schools need to look at the evaluations and comments to judge whether it will make enough of a difference for their students
- His 0.4 "hingepoint" is overall but it varies depending on the influence you're looking at

WHAT TEACHERS SHOULD AIM FOR

Hattie notes that "almost everything works"

- All that is needed to enhance student achievement is a pulse."
- His 0.4 target is based on the average effect

He argues that schools should aim to make at least a
0.4 difference as this should be achievable

WHAT TEACHERS SHOULD AIM FOR

 He notes that this hinge-point is not for making decisions, but instead to start discussions about the effect teachers can have on students. "Visible teaching and learning occurs when there is deliberate practice aimed at attaining mastery of the goal, when there is feedback given and sought, and when there are active, passionate, and engaging people (teacher, students, peers) participating in the act of learning."





TEACHERS

- Hattie argues that teachers need to become effective evaluators of their own practice
- The teacher's mind frame is critical
- Effective teachers change what is happening when learning is not occurring

TEACHERS

- What he is not saying is that "teachers matter"
- He calls this a cliche that is completely unsupported in his research
- The greatest source of variance in our system relates to teachers (both between teachers and even a single teacher can vary in practice across days, a lesson with students)

TEACHERS

- What does matter is teachers having a mind frame in which they see it as their role to evaluate their effect on learning
- This results in teachers making calculated interventions, providing students with multiple opportunities and alternatives to learn, at both surface and deep levels.
- Learning is a very personal journey



- The act of teaching requires deliberate interventions to ensure that there is cognitive change in the student
 - learning intentions
 - knowing when success occurs
 - knowing prior learning
 - providing meaningful and challenging experiences



- Passion is more than just being charming and joyous
- Hattie argues that passionate teachers are thrilled by achievement and frustrated by challenges.
- He argues that passionate teachers are infectious
- It requires a love of the content, a care for the subject, a desire to make others love it too, and a desire to continue to learn

LEARNING

- Learning is not always easy or pleasurable
- Passionate teachers can help students see the need and reward in the challenge
- This requires detailed and timely feedback
- He also discusses the need for fluency.
- "Overlearning" is what happens when we reach a stage of knowing what to do without thinking about it

CONCLUSIONS

 When teaching and learning are visible, there is a greater likelihood of students achieving higher

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- Teachers need to be evaluators and activators
- Importance of feedback
- Seeking further challenges
- Importance of teacher mind frames



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- Decide whether, on average, they have a low, medium, or high impact on student achievement
- There are II high, 9 medium, I0 low
- Once you've completed it, compare it to the following slides
- What may need to change in your class or the school?

HIGH

- Student expectations (1.44 1st)
- Teacher credibility in eyes of the students (0.9 4th)
- Providing formative evaluation to teachers (0.9 4th)
- Feedback (0.75 10th)
- Reciprocal teaching (0.74 11th)
- Teacher-student relationships (0.72 12th)
- Meta-cognitive strategy programmes (0.69 14th)
- Acceleration (eg skipping a year) (0.68 15th)
- Vocabulary programmes (0.67 17th)
- Comprehension programmes (0.6 26th)
- Concept mapping (0.6 27th)

MEDIUM

- Cooperative vs individualistic learning (0.59 28th)
- Direct instruction (0.59 29th)
- Providing worked examples (0.57 32nd)
- Phonics instruction (0.54 36th)
- Influence of peers (0.53 41st)
- Home environment (0.52 44th)
- Professional development on student achievement (0.51 47th)
- Teacher expectations (0.43 62nd)
- Using simulations and gaming (0.33 86th)

LOW

Individualised instruction (0.22 - 109th)

- Reducing class size (0.21 113th)
- Within-class grouping (0.18 120th)
- Matching teaching with student learning styles (0.17 125th)
- Ability grouping / tracking / streaming (0.12 131st)
- Gender (male compared with female achievement) (0.12 133rd)
- Teacher subject knowledge (0.09 136th)
- Whole-language programmes (0.06 140th)
- Student control over learning (0.04 144th)
- Retention (holding back a year) (-0.13 148th)