

Visible Learning- Visible Teaching

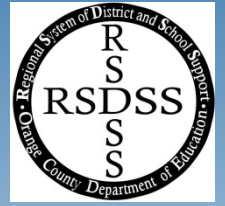
August 17, 2012



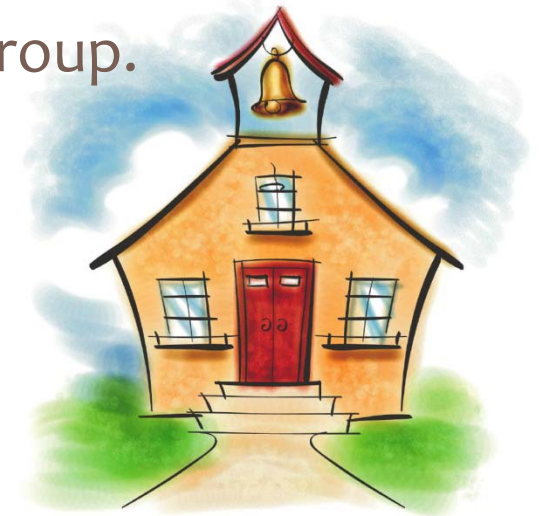
Welcome!



Grounding



- * Recall the teachers who truly made a difference to you when you were in school.
- * Have a conversation with your table group.
- * Share out a favorite story from your group.



Outcomes

Participants will:

- * Become familiar with and sort out the most effective research-based instructional strategies.
- * Gain an understanding of the Barometer of Effectiveness and its implications on student success.
- * Explore the critical influences on student learning.



Agenda

- * Welcome
- * Outcomes/Agenda
- * Overview of Visible Learning
- * Barometer of Effectiveness
- * Rank instructional strategies
- * Influences on student learning
- * Reflections



What is Visible Learning?

- * Visible Learning is the result of 15 years' research and syntheses over 800 meta-analyses (over 50,000 studies) relating to the influences on achievement in school-aged students. It presents the largest ever collection of evidence-based research into what actually works in schools to improve learning (and what doesn't).



What Teachers Do Matters

The *best* teachers...

- ▶ Build relationships with students.
- ▶ Know when a student is successful.
- ▶ Have sufficient understanding of the student's understanding.
- ▶ Demonstrate a willingness to explain material and help students with their work.
- ▶ Know enough about the content to provide meaningful and challenging experiences.



What Teachers Do Matters

- * Passion reflects the thrills as well as the frustrations of learning.
- * It requires more than content knowledge, acts of skilled teaching or engaged students to make the difference—it requires a love of the discipline being taught.



Visible Teaching

- * Teaching and learning are visible in the classrooms of the successful teachers and students.
- * Teaching and learning are visible in the passion displayed by the teacher and learner when successful learning and teaching occurs.



Teachers

- * Clear learning intentions
- * Challenging success criteria
- * Range of teaching strategies
- * Know when students are not progressing
- * Provide feedback
- * Visibly learn themselves



Students

- * Understand learning intentions
- * Are challenged by success criteria
- * Develop a range of learning strategies
- * Know when they are not progressing
- * Seek feedback
- * Visibly teach themselves



Barometer of Effectiveness

- * Greater than 0.4 = Zone of desired effects
- * 0.15 to 0.4 = Teacher effects
- * 0 to 0.15 = Developmental effects
- * Less than 0 = Reverse effects





Rank these 11 effects:

- ▶ Acceleration
- ▶ Feedback
- ▶ Direct Instruction
- ▶ Small group learning
- ▶ Integrated curriculum programs
- ▶ Homework
- ▶ Individualized instruction
- ▶ Ability grouping
- ▶ Open vs. traditional classes
- ▶ Retention (holding back a year)
- ▶ Shifting schools





Answers...

- ▶ Acceleration 0.88
- ▶ Feedback 0.73
- ▶ Direct Instruction 0.59
- ▶ Small group learning 0.49
- ▶ Integrated curriculum programs 0.39
- ▶ Homework 0.29
- ▶ Individualized instruction 0.23
- ▶ Ability grouping 0.12
- ▶ Open vs. traditional classes 0.01
- ▶ Retention (holding back a year) -0.16
- ▶ Shifting schools -0.34



The Disasters

- * Shifting schools -0.34
- * Retention -0.16
- * Television -0.14
- * Summer vacation -.09



The Well-Belows

- * Distance education 0.09
- * Ability grouping 0.11



Not Worth It

- * Extra-curricula programs 0.17
- * Family structure 0.18
- * Class size 0.21



Close to Average

- * Ability grouping for gifted students 0.30
- * Homework 0.31
- * Simulations 0.33



Average

- * Enrichment of gifted 0.39
- * Integrated curriculum programs 0.39
- * Self-concept on achievement 0.43
- * Frequent/effects of testing 0.46
- * Early intervention 0.47
- * Motivation on learning 0.48



Almost There

- * Small Group Learning 0.49
- * Concept mapping 0.57
- * Peer influences 0.53



Pretty Close!

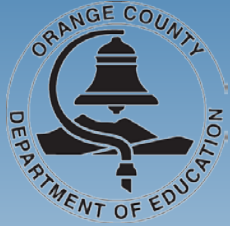
- * Parental involvement 0.55
- * Peer tutoring 0.55
- * Goals – challenging 0.56
- * Mastery learning 0.57
- * Home environment 0.57
- * Providing worked examples 0.57



Exciting

- * Direct instruction 0.59
- * Time on task 0.59
- * Study skills 0.59
- * Acceleration of gifted 0.60





The Winners

- ▶ Self-reported grades 1.44
- ▶ Piagetian programs 1.28
- ▶ Providing formative evaluation 0.90
- ▶ Acceleration 0.88
- ▶ Classroom behavioral 0.80
- ▶ Comprehensive interventions for learning disabled students 0.77
- ▶ Teacher clarity 0.75
- ▶ Reciprocal teaching 0.74
- ▶ Feedback 0.73
- ▶ Teacher-Student relationships 0.72



Table Talk...



Influences on Student Learning

- * With a partner discuss these nine factors that influence student achievement
- * Place them in order of how great you think their positive influence is (on average)
- * Discuss why they might have this effect

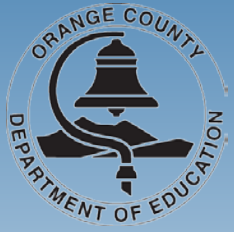


Influences on Student Learning

Expectations
Mastery Learning
Homework
Challenge of Goals
Feedback
Class size
Ability Grouping
Peer Tutoring
Teacher-Student Relationships

John Hattie 1999-2009 – research from 180,000 studies covering almost every method of innovation.





Influences on Student Learning

Effect Size

▶ Feedback	0.73
▶ Teacher-Student Relationships	0.72
▶ Mastery Learning	0.58
▶ Challenge of Goals	0.56
▶ Peer Tutoring	0.55
▶ Expectations	0.43
▶ Homework	0.29
▶ Class size	0.21
▶ Ability Grouping	0.12



Mastery Learning

- * All children can learn when they focus on mastering tasks in a collaborative environment.
- * Appropriate learning conditions in the classroom include:
 - * High levels of cooperation between classmates;
 - * High levels of teacher feedback that is frequent, specific, and formative;
 - * Regular correction of mistakes students make.



Expectations

- ▶ Weinstein (2002) has shown that students *know* that they are treated differently and that teachers have higher expectations of some than others!
- ▶ On what do we base our expectations of student learning?



Expectations:

- * “Be prepared to be surprised” seems to be the mantra to avoid negative expectation effects.

SURPRISE!



Setting Goals

- * There is strong evidence that challenging, achievable goals influence achievement, **provided the individual is involved in setting them.**
- * Locke & Latham (1990) found that achievement is enhanced to the degree that teachers set challenging, rather than “do your best” goals, relative to the students’ present competencies. **There is a direct linear relationship between the degree of goal difficulty and performance .**



Teacher – Student Relationships

- * It requires teachers to believe that their role is that of a change agent – that all students can learn and progress, that achievement for all is changeable and not fixed, and that demonstrating to all students that they care about their learning is both powerful and effective.

Visible Learning P.128, The Contributions from the Teacher – J. Hattie 2009



Research

- * In a study by Russell Bishop with students in New Zealand, students, parents, principals and teachers were asked, “What influences students’ achievement?”



Research

- * All but the teachers emphasized the relationships between the teachers and the students.
- * Teachers saw the major influences on achievement as:
 - * Child's attitude and disposition
 - * Child's home background
 - * Working conditions of the school
 - * Students not learning are deficient in some way.



Effect Sizes for 8 Teacher-Student Relationship Variables...

1. Non-directivity 0.74
2. Empathy 0.68
3. Warmth 0.68
4. Encouragement of higher order thinking 0.60
5. Encouraging learning 0.48
6. Adapting to Learning 0.41
7. Genuineness 0.29
8. Learner-centered beliefs 0.10



Table Talk

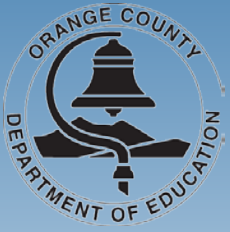
- * Given these four strategies, for you, what is the most important point?
 - * Mastery Learning
 - * Expectations
 - * Setting goals
 - * Student-teacher relationships



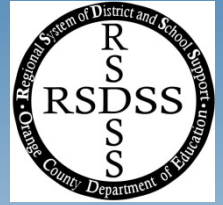
Checklist for Visible Learning Inside

- * Complete this self-reflection to independently rate each by circling the number that best represents your feelings about the statement and review the results with a partner.





Traffic Light



- * Based on your learning in this session, what might you:
 - * Stop doing?
 - * Continue doing?
 - * Start doing?

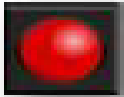
What is one thing you will “walk out with” (WOW) today?



Traffic Light



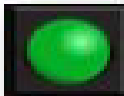
Based on your learning in this session, what might you:



- STOP doing:



- CONTINUE doing:



- START doing:



John Hattie on the art of teaching...

- ▶ “Learning is spontaneous, individualistic, and often earned through effort. It is a timeworn, slow, gradual, fits-and-starts kind of process, which can have a flow of its own, but requires passion, patience, and attention to detail (from the teacher and the student).”



Visible Learning – Visible Teaching

When teachers SEE learning through the eyes of the student
and
when students SEE themselves as their own teachers.



Thank you!

