

Visible Learning For Teachers

John Hattie,Vince Bustamante,John Almarode,Douglas Fisher,Nancy Frey

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?'

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.

Visible Learning for Social Studies, Grades K-12 John Hattie, Julie Stern, Douglas Fisher, Nancy Frey, 2020-04-07 Help students move from surface-level learning to the transfer of understanding. How do social studies teachers maximize instruction to ensure students are prepared for an informed civic life? VISIBLE LEARNING® for Social Studies, Grades K-12 shows how the field is more than simply memorizing dates and facts—it encapsulates the skillful ability to conduct investigations, analyze sources, place events in historical context, and synthesize divergent points of view. The Visible Learning framework demonstrates that learning is not an event, but rather a process in which students move from surface-level learning to deep learning, and then onto the transfer of concepts, skills, and strategies. Encouraging learners to explore different facets of society, history, geography, and more, best practices for applying visible learning to social studies curriculum are presented through:

- A scaffolded approach, including surface-level learning, deep learning, and transfer of learning
- Examples of strategies, lessons, and activities best suited for each level of learning
- Planning tools, rubrics, and templates to guide instruction

Teachers must understand the impact they have on students and select approaches to maximize that impact. This book will guide you through the process of identifying the right strategy for the right time to successfully move students through surface, deep, and transfer learning.

Visible Learning for Science, Grades K-12 John Almarode, Douglas Fisher, Nancy Frey, John Hattie, 2018-03-23 Inquiry, laboratory, project-based learning, discovery learning—which science instructional approach is most effective? 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 John Hattie's cornerstone educational research, this book empowers you to plan, develop, and implement high-impact instruction at each phase so all students demonstrate more than a year's worth of learning for every year in school.

Visible Learning for Teachers John Hattie, 2012 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?

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.

10 Mindframes for Visible Learning John Hattie, Klaus Zierer, 2024-11-14 This new and updated edition of 10

Mindframes for Visible Learning revisits the ten behaviours or mindframes that teachers need to adopt in order to maximize student success. 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. The ten mindframes include: thinking of and evaluating your impact on students' learning the importance of assessment and feedback to inform teachers working collaboratively and the sense of community the notion that learning needs to be challenging and errors seen as opportunities to learn engaging in dialogue and the correct balance between talking and listening conveying the success criteria to learners building positive relationships This new edition now uses the much larger meta-analysis dataset (over 2,100 meta-analyses rather than 900) and incorporates new research, particularly with reference to digital technologies, evaluative thinking, and the lessons learned from large-scale school implementation of visible learning. Furthermore, thanks to Visible Learning +, this book includes concrete, scientifically

accompanied processes. Specifically, this means updated data, expanded chapters to include factors that clarify the core message of the mindframes, and explanations of the concrete examples that are research-proven to be most effective. This updated essential guide, which includes questionnaires, scenarios, checklists, and exercises, will show any school exactly how to implement Hattie's mindframes to maximize student success.

Visible Learning in Early Childhood Kateri Thunder, John Almarode, John Hattie, 2021-10-05 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!

Visible Learning for Mathematics, Grades K-12 John Hattie, Douglas Fisher, Nancy Frey, Linda M. Gojak, Sara Delano Moore, William Mellman, 2016-09-15 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.

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.

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.

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.

The On-Your-Feet Guide to Visible Learning John Almarode, Douglas Fisher, Nancy Frey, John Hattie, 2019-07-25

Teaching Literacy in the Visible Learning Classroom, Grades 6-12 Douglas Fisher, Nancy Frey, John Hattie, Marisol Thayre, 2017-04-12 Teach with Optimum Impact 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 6-12 students are ready for surface, deep, or transfer levels of understanding.

The On-Your-Feet Guide to Visible Learning Shirley Clarke, John Hattie, 2019-07-16 Laminated, 8.5"x11" tri-fold (6 pages), 3-hole punched. All students need to know that they trust teachers to have their best interests at heart but also to believe that they can reach our high expectations of them. We need to encourage students to reveal their misunderstandings, normalizing error as an exciting aspect of learning: feedback when there is misunderstanding is most powerful, as it indicates that the student is on the brink of new learning. This guide encompasses tried and tested ideas for delving into students' understanding so that we can act appropriately in helping them learn. Teachers will learn: - the importance of student-to-teacher feedback - how to check for understanding with the whole class and individual students - question templates for uncovering student thinking

Teaching Literacy in the Visible Learning Classroom, Grades K-5 Douglas Fisher, Nancy Frey, John Hattie, 2017-01-20 It could happen at 10:10 a.m. in the midst of interactive writing, at 2:30, when listening to readers, 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 for effective literacy instruction 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 deliver sustained, comprehensive experiences in phonics, guided reading, interactive writing, content-area discussions—in virtually all you teach: 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, and thinking by using questioning and other teacher-led discussion techniques to help learners to clarify thinking, disagree respectfully, and reach consensus. Student-Led Dialogic Learning: Foster cognitive growth with peer-mediated learning —reciprocal teaching, QAR, fish bowl, and more. 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 K-5 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.

Bundle: Visible Learning + Visible Learning for Teachers John Hattie, 2014-12-11 Ready to dig deeper into the Visible Learning? This bundle includes Hattie's Visible Learning and the Science of How We Learn, and the Visible Learning Toolkit, your go-to resource for sharing Visible Learning with you staff and colleagues. Visible Learning John Hattie's groundbreaking book is the result of 15 years' research synthesizing over 800 meta-analyses relating to influences on student achievement. The book uses evidence to construct a model for teaching and learning based on setting challenging learning intentions, sharing success criteria, and understanding which factors make the most impact on student learning. Visible Learning and the Science of How We Learn John Hattie joins forces with cognitive psychologist Gregory Yates to build on the original data and legacy of the Visible Learning project, examining how research into human learning processes can inform our teaching and what goes on in our schools. The authors explain the cognitive building blocks of knowledge acquisition and discuss how to maximize impact on student learning.

Developing Assessment-Capable Visible Learners, Grades K-12 Nancy Frey, John Hattie, Douglas Fisher, 2018-01-30 This book is a follow up to Visible Learning for Literacy and delves more deeply into one critical component of any Visible Learning classroom: the student who has the ability to self-assess. Based on extensive research and with highly practical classroom scenarios and tools, this resource will help teachers learn how to help their students self-assess and flourish into their own teachers--

The On-Your-Feet Guide to Visible Learning Shirley Clarke, John Hattie, 2019-07-24 Laminated, 8.5"x11" tri-fold (6 pages), 3-hole punched. Everyone knows that feedback works, and yet not everyone does feedback well. It's especially hard to give feedback during a class session. This helpful guide will help teachers provide on-the-go feedback that: · Aligns to learning intentions and success criteria · Is delivered at just the right time · Matches a learner's stage of learning (surface, deep, or transfer)

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.

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