

# S By John Hattie

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*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: 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 mindframes 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.

**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.

**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 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.

**Learning to Listen and Listening to Learn** John Hattie, Lyn Sharratt, 2025-02-14 Listening—the most underrated skill in education Listening—the process of actively receiving, constructing meaning from, and responding to spoken or non-verbal messages—is essential for teaching and learning. How can we check for understanding and ensure that students' contributions are heard and understood by peers and teachers? In *Learning to Listen and Listening to Learn*, bestselling authors and internationally respected educators John Hattie and Lyn Sharratt demonstrate how listening can foster positive relationships, trust, and understanding while enhancing student learning. With a wealth of research to guide educators through the process of infusing active, sensitive, and empathetic listening skills into the classroom and school culture, this important guide includes: The Visible CLARITY 5-Ear Listening Model Reflection prompts and mantras to help reinforce key learnings from each chapter Guidance on how to assess and enhance leaders', teachers', and students' listening skills When

we value every student's voice, we create an inclusive environment that encourages diverse perspectives, fosters equity, and develops accurate listening, empowering students to articulate their thoughts and enhancing skills they will use for their lifetimes.

*Genealogy of the Hannay Family* William Van Derpoel Hannay, 1913

**Visible Learning and the Science of How We Learn** John Hattie, 2013-11-15 On publication in 2009 John Hattie's *Visible Learning* presented the biggest ever collection of research into what actually works 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 its underlying ideas and the cutting edge of cognitive science can form a powerful and complementary 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, and the meta-analyses from the original *Visible Learning* project by rank order. 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.

*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 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!

*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.

**Rebound, Grades K-12** Douglas Fisher, Nancy Frey, Dominique Smith, John Hattie, 2021-03-20 For more than a year now, we educators have been tested and tested again. We've been stretched, we've been pulled, we've been put through the

wringer. But now it's time to rebound. It's time to bounce back, come back better, and benefit from the many lessons learned to reignite engagement, accelerate learning, and move forward with fresh optimism and better systems for schooling. Enter Doug Fisher, Nancy Frey, Dominique Smith, and John Hattie, whose Distance Learning Playbooks have supported more than a half million educators across pandemic teaching and who are here now to advise you on this next, absolutely critical leg of our ongoing journey. Complete with tools and strategies, prompts and exercises, *Rebound: A Playbook for Rebuilding Agency, Accelerating Learning Recovery, and Rethinking Schools* will help you: Address the collective traumas we have experienced during the pandemic and rebuild our sense of agency and self, so that we can attribute student success to both teachers' and students' efforts Evaluate what we have learned about remote teaching and learning to determine what to carry forward and what to leave behind Shift the narrative from learning loss to learning leaps and implement instructional and assessment practices that ensure our students reclaim lost knowledge, build skills, develop agency, and accelerate gains Redefine classrooms, learning experiences, the ways schools operate, and the very idea of schooling itself The greatest travesty that can arise for schools after 2020/21, Doug, Nancy, Dominique, and John write, is to rush back to the old normal, and learn nothing, or little, about what worked well. That's why this book has focused on rebounding, and taking the opportunity to create an even better schooling system, one that serves even more students, and focuses more on what matters most. Let's agree not to reduce the impact that our expectations have on students' learning. What if we talk about learning leaps instead of learning loss? What if we identify where students are in their learning and identify critical content that they must learn now to accelerate their performance in the future? And what if we raise our expectations for students rather than lower them? —Douglas Fisher, Nancy Frey, Dominique Smith, and John Hattie

**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

[John Hattie Visible Learning 4 Book Bundle](#) John Hattie, 2015-05 Hattie's extensive research shows teachers the power of feedback and how to improve outcomes for both teacher and child. *Visible Learning* (97804154761880) - This unique and ground-breaking book is the result of 15 years of research and synthesises over 800 meta-analyses on the influences on achievement in school-aged students. It builds a story about the power of feedback and gives teachers a tried and tested

research-based model of learning and understanding. Visible Learning: The Sequel (9781032462035) - Building upon the success of the original, this highly anticipated sequel features a massively extended research base and is informed by real world examples and impacts. Visible Learning: Feedback (9781138599895) - Combining research excellence, theory and vast teaching expertise, plus numerous case studies and examples, this book covers the principles and practicalities of feedback to improve learning. Visible Learning for Teachers (9780415690157) - written for both trainees and qualified teachers, this book explains how to apply the principles of Visible Learning to any classroom setting to improve student outcomes. Together, these books form essential reading for anyone involved in the field of education either as a teacher, school leader, education student, researcher or policy maker.

**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.

**Teaching Students to Drive Their Learning** Douglas Fisher, Nancy Frey, Sarah Ortega, John Hattie, 2023-04-06 In this playbook, a team of educators shows how to guide self-starting learners. Modules cover how to: cohere standards, success criteria, tasks, and goals; offer tools for learners to recognize the gap between current and expected performance, and form strategies to close the gap; talk with students about engagement as a continuum, and actions they can take; stress-test lesson plans; and use low-stakes assessment and feedback routines to develop effective collaboration.

**Teachers Who Lead** Ryan Dunn, Pauline Thompson, John Hattie, 2025-03-28 Support colleagues, inspire collaboration, and drive impactful school improvement. Designed for instructional coaches, grade-level leaders, subject coordinators, and team leaders, Teachers Who Lead highlights proven strategies to enhance teaching practices, foster collaboration, and impact student learning on a broader scale. Drawing from the latest research on teacher leadership, school improvement, and real-world experiences, this practical guide emphasizes the essential skills and mindsets required to bridge teaching excellence and schoolwide leadership efforts. Key features include Diagnostic tools to address complex educational challenges Strategies to create shared high-quality resources that reduce workload and promote consistency Collaborative

leadership techniques to strengthen team dynamics and foster collective teacher efficacy Real-world success stories offering insights into what works in educational leadership Reflection questions to apply the book's ideas in your unique school context Whether you're just beginning your leadership role or have been supporting colleagues for years, authors Ryan Dunn, Pauline Thompson, and John Allan Hattie provide actionable strategies to build confidence, promote student improvement, and make lasting contributions to your school.

The Phelps Family of America and Their English Ancestors Oliver Seymour Phelps, 1899  
Flint, Michigan, City Directory , 1918

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