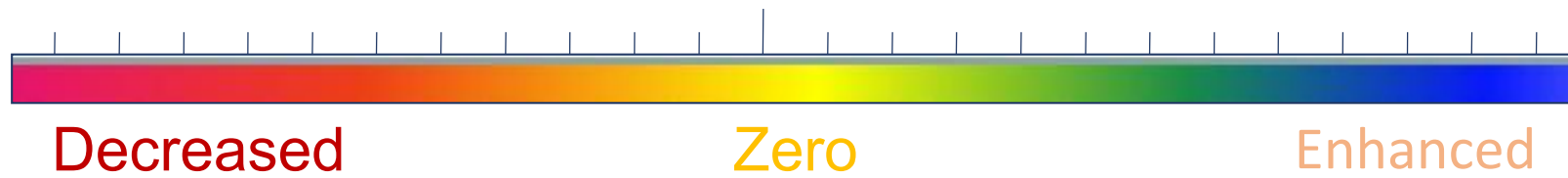


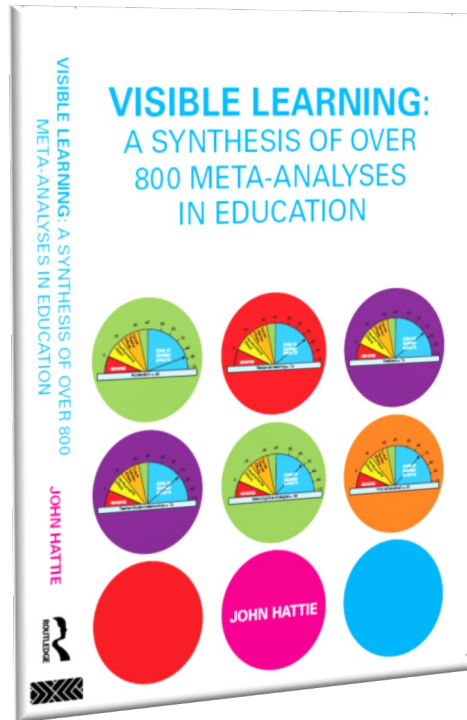
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The effect-size continuum

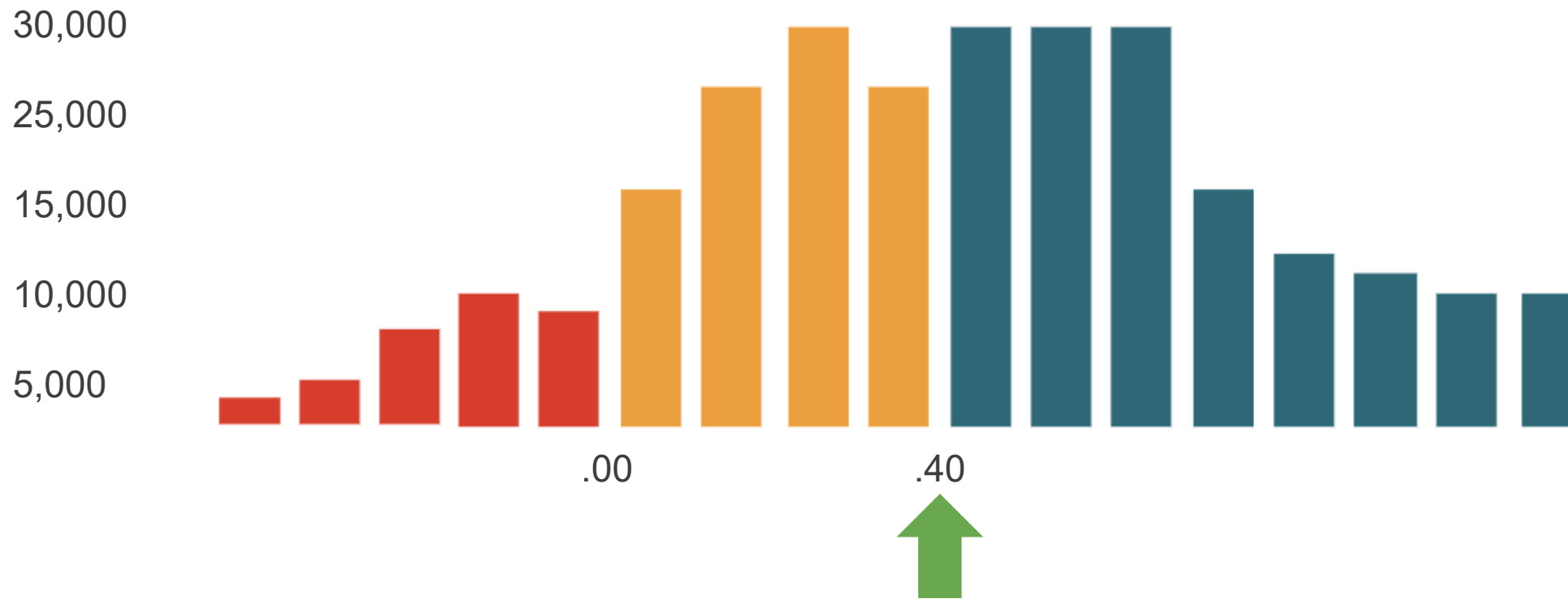


What is the typical effect across:

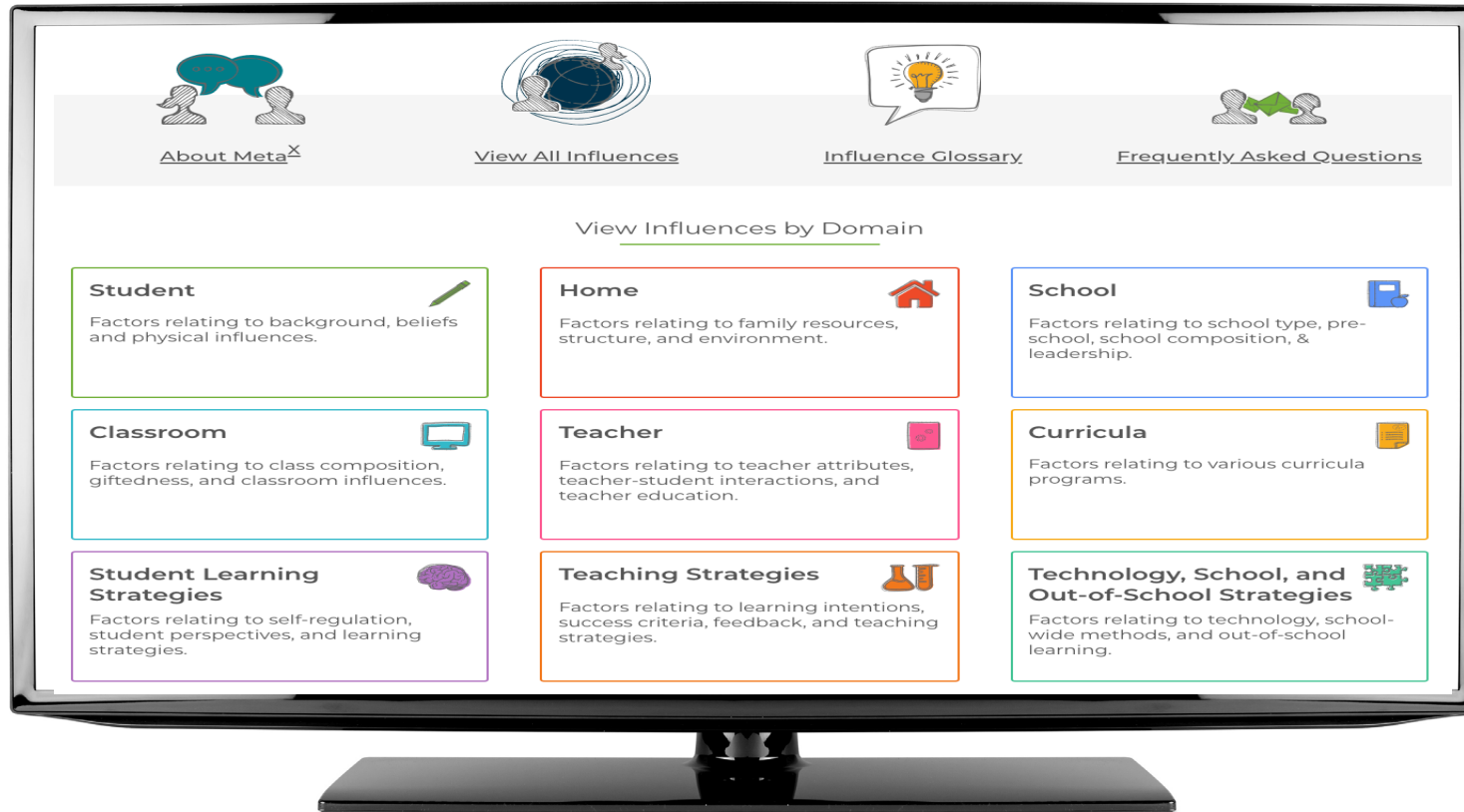


- **1600+** meta-analyses
- **100,000+** studies
- **300,000+** effects
- **300+** influences
- **¼ billion+** students

Distribution of Effects



visiblelearningmetax.com



Retention
Mobility
Bullying
Suspension/Expelling Students
Students Feeling Dislikes
FaceTime and Social Media
Lack of Sleep
Summer Vacation Length
Student Control Over Learning
School Choice
Charter Schools
Teacher Performance Pay
Difference Between Boys and Girls
Out of School Curricula Experiences
Single Sex Schools
Modifying School Calendar/Time
Background Music

Diversity of Student Body
Initial Teacher Education Programs
Praise
Tracking/Streaming
Mentoring
Reducing Class Size
Growth vs Fixed Mindsets
One on One Laptops
Home-School Programs
Within Class Grouping
Summer School
Early Years Non-Cognitive Skills
Systems Accountability Systems
Finances
Discovery Based Teaching
Teacher Subject Matter Knowledge
Individual Instruction

Retention	-0.32	Diversity of Student Body	0.10
Mobility	-0.30	Initial Teacher Education Programs	0.10
Bullying	-0.20	Praise	0.12
Suspension/Expelling Students	-0.20	Tracking/Streaming	0.12
Students Feeling Dislikes	-0.13	Mentoring	0.12
FaceTime and Social Media	-0.07	Reducing Class Size	0.15
Lack of Sleep	-0.05	Growth vs Fixed Mindsets	0.16
Summer Vacation Length	-0.02	One on One Laptops	0.16
Student Control Over Learning	0.02	Home-School Programs	0.16
School Choice	0.02	Within Class Grouping	0.18
Charter Schools	0.04	Summer School	0.19
Teacher Performance Pay	0.05	Early Years Non-Cognitive Skills	0.20
Difference Between Boys and Girls	0.07	Systems Accountability Systems	0.20
Out of School Curricula Experiences	0.07	Finances	0.21
Single Sex Schools	0.08	Discovery Based Teaching	0.21
Modifying School Calendar/Time	0.09	Teacher Subject Matter Knowledge	0.23
Background Music	0.10	Individual Instruction	0.23

Developing Teacher & School Leader Expertise

- | | | |
|----|---|------|
| 1. | TEACHERS AS EVALUATORS OF THEIR IMPACT | 1.20 |
| 2. | TEACHERS HAVING HIGH EXPECTATIONS | .90 |
| 3. | TEACHERS COMMUNICATING EXPLICIT SUCCESS CRITERIA | .77 |
| 4. | USING THE GOLDBLOCKS PRINCIPLES OF CHALLENGE | .74 |
| 5. | CLASS IS INVITING, STUDENTS FEEL THEY BELONG, and ERRORS AND TRUST ARE WELCOMED AS OPPORTUNITIES TO LEARN | .72 |
| 6. | MAXIMIZE FEEDBACK TO TEACHERS ABOUT THEIR IMPACT | .72 |
| 7. | A FOCUS ON LEARNING: THE RIGHT PROPORTIONS OF SURFACE TO DEEP | .69 |

Visible Teaching – Visible Learning

When teachers SEE learning through the eyes of the student

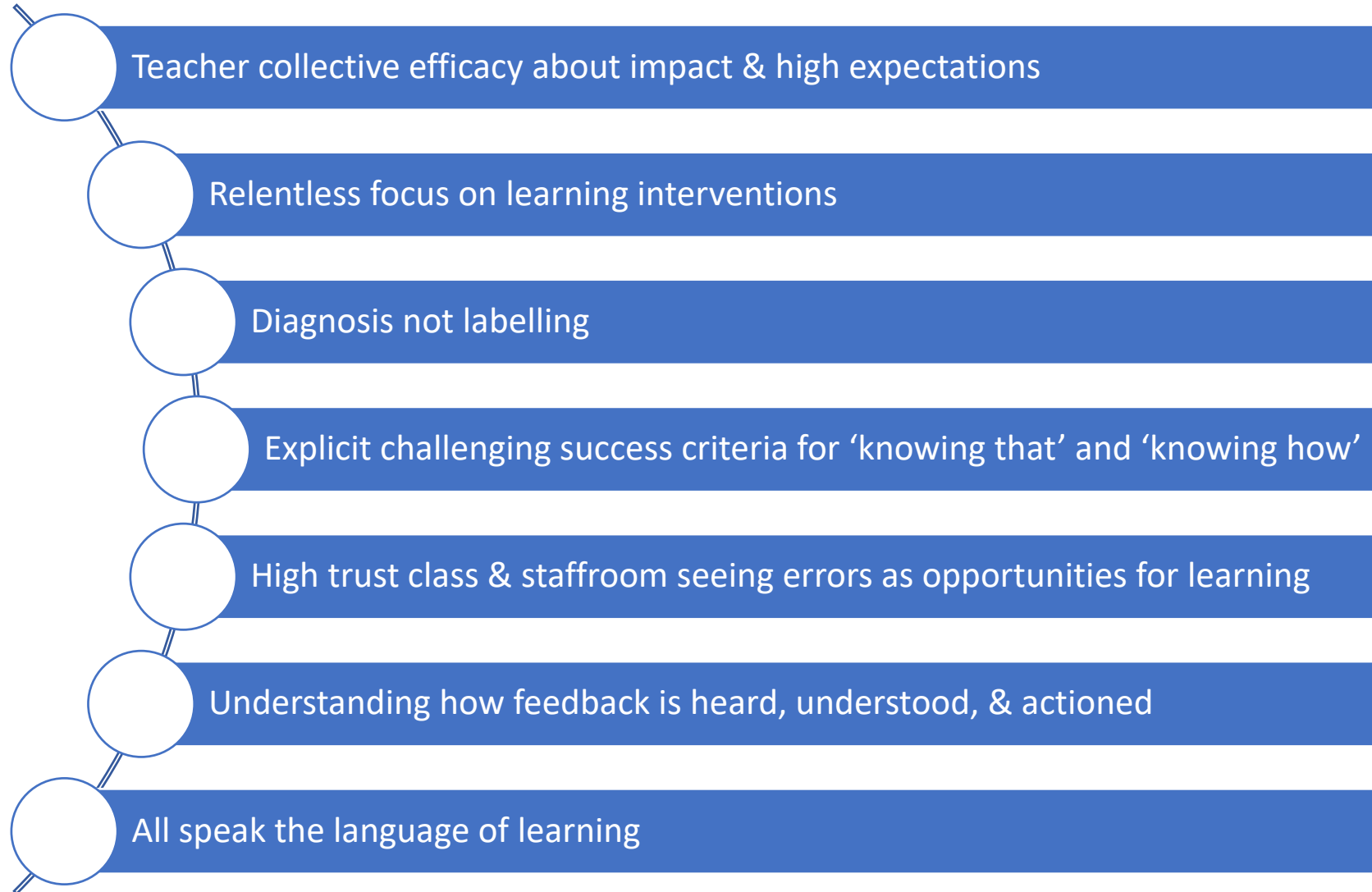


and when students SEE themselves as their own teachers.

Association for Academic Language and Learning Position Statement

- 1. highest quality of learning and teaching experiences**
- 2. that they become independent learners;**
- 3. explicitly identify and address students' academic language and learning needs;**

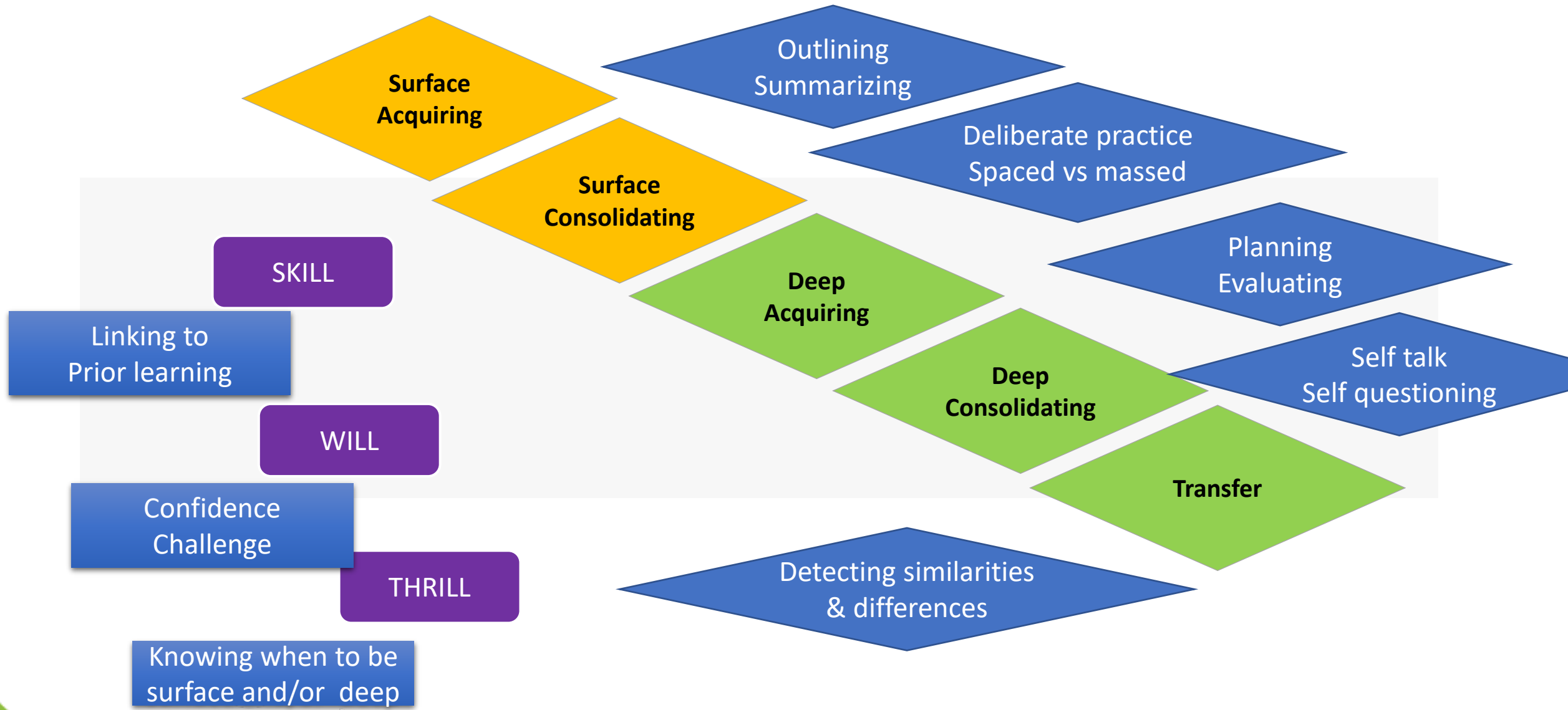
Privilege culture of learning

- 
- Teacher collective efficacy about impact & high expectations
 - Relentless focus on learning interventions
 - Diagnosis not labelling
 - Explicit challenging success criteria for 'knowing that' and 'knowing how'
 - High trust class & staffroom seeing errors as opportunities for learning
 - Understanding how feedback is heard, understood, & actioned
 - All speak the language of learning

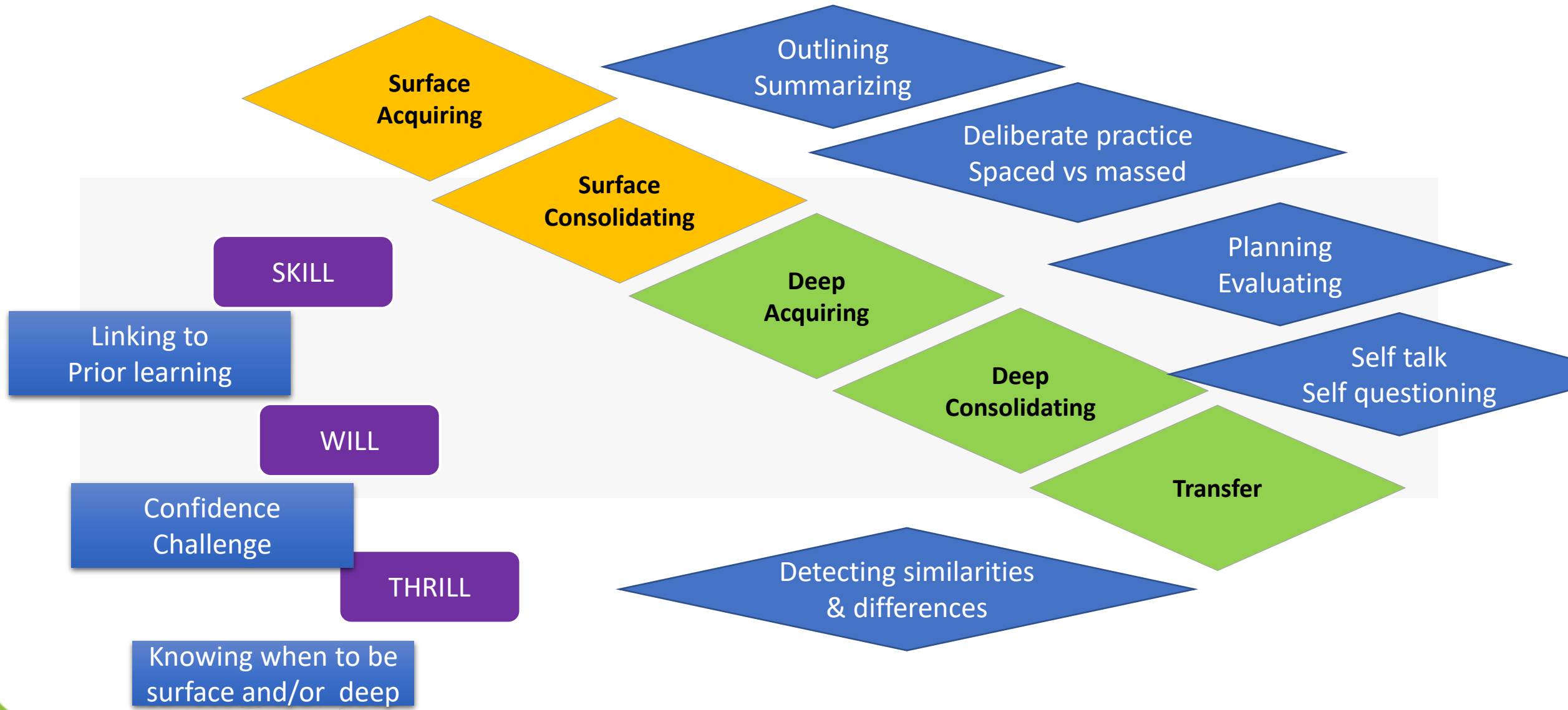


Learning strategies

Breadth & Depth of Learning



Breadth & Depth of Learning



Other projects

- Meta synthesis of flipped learning
- What Problem Based Learning & Personalized learning rarely have worked
- Role of technology to provide feedback
- The powerful but variable nature of feedback
- Student collective efficacy
- Teacher collective efficacy

Some book resources

- *The turning point: Growing expertise, evaluative thinking, and the future of the teaching profession.*
- *Leading by design to develop teacher expertise.*
- *Collective student efficacy.*
- *Visible Learning: Guide to Student Achievement*
- *The purposes of education: In conversation.*
- *Visible Learning: Feedback.*
- *Developing Assessment Capable Learners.*
- *10 Mindframes for Visible Learning.*
- *Visible Learning and the Science of how we Learn.*
- *Visible learning for teachers. Maximizing impact on achievement.*
- *Visible learning: A synthesis of 800+ meta-analyses on achievement.*
- Hattie, J.A.C. (2015). The applicability of Visible Learning to Higher Education. *Scholarship of Teaching and Learning in Psychology, 1(1)*, 79-91.
- Hattie, J.A.C. (2011). Which Strategies Best Enhance Teaching and Learning in Higher Education? In D. Mashek & E. Hammer (Ed.), *Empirical research in teaching and learning: Contributions from social psychology*. (pp. 130-142). Wiley-Blackwell.
- Richardson, M., Abraham, C., & Bond, R. (2012). Psychological correlates of university students' academic performance: a systematic review and meta-analysis. *Psychological Bulletin, 138(2)*, 353.

