

Visible Learning A Synthesis Of Over 800 Meta Analyses Relating To Achievement John Ac Hattie

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.

In his first work of narrative nonfiction, Matthew Pearl, bestselling author of acclaimed novel *The Dante Club*, explores the little-known true story of the kidnapping of legendary pioneer Daniel Boone's daughter and the dramatic aftermath that rippled across the nation. On a quiet midsummer day in 1776, weeks after the signing of the Declaration of Independence, thirteen-year-old Jemima Boone and her friends Betsy and Fanny Callaway disappear near the Kentucky settlement of Boonesboro, the echoes of their faraway screams lingering on the air. A Cherokee-Shawnee raiding party has taken the girls as the latest salvo in the blood feud between American Indians and the colonial settlers who have decimated native lands and resources. Hanging Maw, the raiders' leader, recognizes one of the captives as Jemima Boone, daughter of Kentucky's most influential pioneers, and realizes she could be a valuable pawn in the battle to drive the colonists out of the contested Kentucky territory for good. With Daniel Boone and his posse in pursuit, Hanging Maw devises a plan that could ultimately bring greater peace both to the tribes and the colonists. But after the girls find clever ways to create a trail of clues, the raiding party is ambushed by Boone and the rescuers in a battle with reverberations that nobody could predict. As Matthew Pearl reveals, the exciting story of Jemima Boone's kidnapping vividly illuminates the early days of America's westward expansion, and the violent and tragic clashes across cultural lines that ensue. In this enthralling narrative in the tradition of Candice Millard and David Grann, Matthew Pearl unearths a forgotten and dramatic series of events from early in the Revolutionary War that opens a window into America's transition from colony to nation, with the heavy moral costs incurred amid shocking new alliances and betrayals.

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. Do special education methods work? Is special education cost-effective? Kavale and Forness provide a complete and accurate evaluation of what works and what doesn't in special education in this monograph.

In this controversial new book, Daisy Christodoulou offers a thought-provoking critique of educational orthodoxy. Drawing on her recent experience of teaching in challenging schools, she shows through a wide range of examples and case studies just how much classroom practice contradicts basic scientific principles. She examines seven widely-held beliefs which are holding back pupils and teachers:

- Facts prevent understanding
- Teacher-led instruction is passive
- The 21st century fundamentally changes everything
- You can always just look it up
- We should teach transferable skills
- Projects and activities are the best way to learn
- Teaching knowledge is indoctrination.

In each accessible and engaging chapter, Christodoulou sets out the theory of each myth, considers its practical implications and shows the worrying prevalence of such practice. Then, she explains exactly why it is a myth, with reference to the principles of modern cognitive science. She builds a powerful case explaining how governments and educational organisations around the world have let down teachers and pupils by promoting and even mandating evidence-less theory and bad practice. This blisteringly incisive and urgent text is essential reading for all teachers, teacher training students, policy makers, head teachers, researchers and academics around the world.

The long-awaited follow-up to *Making Thinking Visible*, provides new thinking routines, original research, and unique global case studies *Visible Thinking*—a research-based approach developed at Harvard's Project Zero – prompts and promotes students' thinking. This approach has been shown to positively impact student engagement, learning, and development as thinkers. *Visible Thinking* involves using thinking routines, documentation, and effective questioning and listening techniques to enhance learning and collaboration in any learning environment. *The Power of Making Thinking Visible* explains how educators can effectively use thinking routines and other tools to engage and empower students as learners and transform classrooms into places of deep learning. Building on the success of the bestselling *Making Thinking Visible*, this highly-anticipated new book expands the work of the original by providing 18 new thinking routines based on new research and work with teachers and students around the world. Original content explains how to use thinking routines to maximum effect in the classroom, engage students exploration of big ideas, link thinking routines to formative assessment, and more. Providing new research, new global case studies, and new practices, this book:

- Focuses on the power that thinking routines can bring to learning
- Provides practical insights on using thinking routines to facilitate student engagement
- Highlights the most effective techniques for using thinking routines in the classroom
- Identifies the skillsets and mindsets needed to truly make thinking visible
- Features actionable classroom strategies that can be applied across grade levels and content areas

Written by researchers from Harvard's Project Zero, *The Power of Making Thinking Visible: Using Routines to Engage and Empower Learners* is an indispensable resource for K-12 educators and curriculum designers, higher education instructional designers and educators, and professional learning course developers.

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? This book 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. Best practices for applying visible learning 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

Arm students with the confidence they need to pursue ambitious goals—together. Collective student efficacy—students' beliefs that by working with other people, they will learn more—can be a powerful accelerator of student learning and a precursor to future employment success. Harnessing twenty-five years of VISIBLE LEARNING® research, *Collective Student Efficacy: Developing Independent and Inter-Dependent Learners* illuminates the power of collective efficacy and identifies the many ways teachers can activate collective efficacy with their students. More than cooperative and collaborative learning, collective efficacy requires the refinement of both individual and collective tasks that build on each other over time. This innovative book details how knowledge, skills, and dispositions entangle to create collective and individual beliefs, and leads educators to mobilize collective efficacy in the classroom. It includes:

- The vital components and evidence-based success criteria necessary for students' collective efficacy
- The "I" and "We" skills that need to be developed to ensure students have the skills and confidence to contribute to group success
- The nature of learning design, lesson planning, and classroom structures that ensure opportunities for all students to engage in collective efficacy
- The necessity for constructive alignment between learning intentions, tasks, success criteria, and assessments
- "Learning from a Distance" actions to facilitate building skills in remote learning environments

The time is now to prepare students to meet the demands of the future. Through collective student efficacy, students will learn to become actionable agents of learning and change.

The original Visible Learning research concluded that one of the most important influencers of student achievement is how teachers think about learning and their own role. In *Ten Mindframes for Visible Learning*, John Hattie and Klaus Zierer define the ten behaviors or mindframes that teachers need to adopt in order to maximize student success. These include: thinking of and evaluating your impact on students' learning; the importance of assessment and feedback for teachers; working collaboratively and the sense of community; the notion that learning needs to be challenging; engaging in dialogue and the correct balance between talking and listening; conveying the success criteria to learners; building positive relationships. 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. This practical guide, which includes questionnaires, scenarios, checklists, and exercises, will show any school exactly how to implement Hattie's mindframes to maximize success.

"This is a very important book which may become a classic. The research study is remarkable in its magnitude, breadth and duration.... it is described in a form accessible to practitioners and policy makers." - Professor Jeremy D. Finn, State University of New York at Buffalo, USA

"This fascinating book is one that should be compulsory reading for student teachers... It also provides challenge and insight for experienced teachers. ...a stimulating source of evidence which will challenge people to consider their own approaches and what might constitute good practice. ...an important contribution to the class size debate." - *Inservice Journal*

One of the most important debates in education in recent years has been about the effects of class size differences in schools. This book provides the most complete analysis to date of the educational consequences of class size differences, and sets out to solve the puzzling gap between professional experience and research findings. This book: Examines results from a pioneering research project of international significance, unique in its scale and methodology Investigates the relationships between class size and pupil achievements by detailed examination of classroom processes Considers the view that small classes provide better teaching and learning, and why this is not supported by past research findings Identifies implications for policy at government, LEA and school level, teacher education and professional development Indicates implications for practice - maximising opportunities of small classes and minimising problems in large classes. Written in an accessible style and drawing upon examples from classroom life, this book is important reading for student and practising primary school teachers, M.Ed and doctoral students, teacher educators, researchers and policymakers.

The Impact of School Infrastructure on Learning: A Synthesis of the Evidence provides an excellent literature review of the resources that explore the areas of focus for improved student learning, particularly the aspiration for "accessible, well-built, child-centered, synergetic and fully realized learning environments.†? Written in a style which is both clear and accessible, it is a practical reference for senior government officials and professionals involved in the planning and design of educational facilities, as well as for educators and school leaders. --Yuri Belfali, Head of Division, Early Childhood and Schools, OECD Directorate for Education and Skills This is an important and welcome addition to the surprisingly small, evidence base on the impacts of school infrastructure given the capital investment involved. It will provide policy makers, practitioners, and those who are about to commission a new build with an important and comprehensive point of reference. The emphasis on safe and healthy spaces for teaching and learning is particularly welcome. --Harry Daniels, Professor of Education, Department of Education, Oxford University, UK This report offers a useful library of recent research to support the, connection between facility quality and student outcomes. At the same time, it also points to the unmet need for research to provide verifiable and reliable information on this connection. With such evidence, decisionmakers will be better positioned to accurately balance the allocation of limited resources among the multiple competing dimensions of school policy, including the construction and maintenance of the school facility. --David Lever, K-12 Facility Planner, Former Executive Director of the Interagency Committee on School Construction, Maryland Many planners and designers are seeking a succinct body of research defining both the issues surrounding the global planning of facilities as well as the educational outcomes based on the quality of the space provided. The authors have finally brought that body of evidence together in this well-structured report. The case for better educational facilities is clearly defined and resources are succinctly identified to stimulate the dialogue to come. We should all join this conversation to further the process of globally enhancing learning-environment quality! --David Schrader, AIA, Educational Facility Planner and Designer, Former Chairman of the Board of Directors, Association for Learning Environments (A4LE)

Recently at the Visible Learning Conference, Professor John Hattie stood up in his opening address and said, "I'm looking at you all and thinking 'What if I got this wrong?'" I feel the same way when educators ask to visit and I always end up in the same place – that Keilor Views is a living, breathing example that he didn't. -- Charles Branciforte, Principal of Keilor Views Primary School, Melbourne, Australia

Visible Learning into Action takes the next step in the evolving Visible Learning story. It translates one of the biggest and most critically acclaimed education research projects ever undertaken into case studies of actual success stories, implementing John Hattie's ideas in the classrooms of schools all around the world. The evidenced case studies presented in this book describe the Visible Learning journeys of fifteen schools from Australia, USA, Hong Kong, UK, Sweden, New Zealand and Norway and are representative of the VL international community of schools in their quest to ensure all of their students exceed their potential for academic success. Each school's story will inform and inspire, bringing to life the discussions, actions and reflections from leaders, teachers, students and families. This book features extensive, interactive appendices containing study guide questions to encourage critical thinking, annotated endnotes with recommendations for further reading and links to YouTube and relevant websites. Drawing on the latest research into the major principles and strategies of learning, this essential resource is structured into five parts: Know thy impact; Effective feedback; Visible learners; Inspired and passionate

teachers; The Visible Learning School. Visible Learning into Action 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.

A proven program for enhancing students' thinking and comprehension abilities Visible Thinking is a research-based approach to teaching thinking, begun at Harvard's Project Zero, that develops students' thinking dispositions, while at the same time deepening their understanding of the topics they study. Rather than a set of fixed lessons, Visible Thinking is a varied collection of practices, including thinking routines?small sets of questions or a short sequence of steps?as well as the documentation of student thinking. Using this process thinking becomes visible as the students' different viewpoints are expressed, documented, discussed and reflected upon. Helps direct student thinking and structure classroom discussion Can be applied with students at all grade levels and in all content areas Includes easy-to-implement classroom strategies The book also comes with a DVD of video clips featuring Visible Thinking in practice in different classrooms.

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?'

Love it or hate it, we are all teachers. Whether walking clients through a new program, guiding an audience through a novel proposition, or helping our children to kick a soccer ball, nearly every day we work to disseminate knowledge and wisdom to others. The problem is that very few of us have ever been taught how to teach! Drawing on Jared Cooney Horvath's nearly 15 years of experience conducting brain research at prominent universities, teaching students from 10 to 80 years of age, and working closely with organizations and schools across 4 continents, Stop Talking, Start Influencing outlines 12 scientific principles of how people learn. The result is a book that shows readers how to impart their knowledge to others in a manner that sticks with and truly influences them — regardless of the situation or circumstance. For every business leader sick of repeating themselves ad nauseam to colleagues and clients, for every coach tired of endlessly drilling athletes without seeing meaningful improvement, for every entrepreneur who's had enough of pouring their heart into presentations only to see no lasting impact among the audience ... it's time to stop talking and start influencing!

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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.

"Every student deserves a great teacher, not by chance, but by design" — Douglas Fisher, Nancy Frey, & John Hattie What if someone slipped you a piece of paper listing the literacy practices that ensure students demonstrate more than a year's worth of learning for a year spent in school? Would you keep the paper or throw it away? We think you'd keep it. And that's precisely why acclaimed educators Douglas Fisher, Nancy Frey, and John Hattie wrote Visible Learning for Literacy. They know teachers will want to apply Hattie's head-turning synthesis of more than 15 years of research involving millions of students, which he used to identify the instructional routines that have the biggest impact on student learning. These practices are "visible" for teachers and students to see, because their purpose has been made clear, they are implemented at the right moment in a student's learning, and their effect is tangible. Yes, the "aha" moments made visible by design. With their trademark clarity and command of the research, and dozens of classroom scenarios to make it all replicable, these authors apply Hattie's research, and show you: How to use the right approach at the right time, so that you can more intentionally design classroom experiences that hit the surface, deep, and transfer phases of learning, and more expertly see when a student is ready to dive from surface to deep. Which routines are most effective at specific phases of learning, including word sorts, concept mapping, close reading, annotating, discussion, formative assessment, feedback, collaborative learning, reciprocal teaching, and many more. Why the 8 mind frames for teachers apply so well to curriculum planning and can inspire you to be a change agent in students' lives—and part of a faculty that embraces the idea that visible teaching is a continual evaluation of one's impact on student's learning. "Teachers, it's time we

embrace the evidence, update our classrooms, and impact student learning in wildly positive ways," say Doug, Nancy, and John. So let's see Visible Learning for Literacy for what it is: the book that renews our teaching and reminds us of our influence, just in time.

This book investigates the professional learning needs of teachers beyond initial teacher education, focusing on teachers in complex teaching positions, such as out-of-field teaching practices. The information presented here will help to improve professional learning strategies, while also offering an in-depth understanding of teachers' needs, leaders' perceptions, and what complex teaching situations mean for teachers' professional learning and development. Further, Du Plessis shares the perceptions and lived experiences of teachers, parents, leaders and students as key stakeholders in quality teaching and learning environments. In light of new evidence-informed findings on the out-of-field phenomenon and continuing professional learning, Du Plessis puts forward strategies that will enhance the effectiveness of professional learning and development programs, while also fostering improved decision-making and policy development. In brief, Du Plessis focuses on the impact that complex teaching situations have on teachers' unique needs, the support that is provided, and the influence of the out-of-field phenomenon on teachers' responses to continuing professional learning and development programs.

Visible Learning Insights presents a fascinating 'inside view' of the ground-breaking research of John Hattie. Together, the authors John Hattie and Klaus Zierer embark on a mission to build on the internationally renowned work and combine the power and authority of the research with the real 'coal face' experience of schools. Offering a concise introduction into the 'Visible Learning Story', the book provides busy teachers with a guide to why the Visible Learning research is so vital and the difference it can make to learning outcomes. It includes: An in-depth dialogue between John Hattie and Klaus Zierer. Clearly structured chapters that focus on the core messages of 'Visible Learning' and infer practical consequences for the everyday job of teaching. FAQs to Visible Learning that provide an invaluable introduction to the language of learning and success in schools. An overview of the current data set with over 1,400 meta-analyses. Intended for teachers, teacher students, education researchers, parents, and all who are interested in successful learning, teaching, and schooling, this short and elegant introduction outlines just what is required to translate Hattie's research into improved school performance.

Improve student outcomes with collective teacher efficacy. If educators' realities are filtered through the belief that they can do very little to influence student achievement, then it is likely these beliefs will manifest in their practice. The solution? Collective efficacy (CE)—the belief that, through collective actions, educators can influence student outcomes and increase achievement. Educators with high efficacy show greater effort and persistence, willingness to try new teaching approaches, and attend more closely to struggling students' needs. This book presents practical strategies and tools for increasing student achievement by sharing: Rationale and sources for establishing CE Conditions and leadership practices for CE to flourish Professional learning structures/protocols

Select the right task, at the right time, for the right phase of learning How do you generate that lightbulb "aha" moment of understanding for your students? This book helps to answer that question by showing Visible Learning strategies in action in high-impact mathematics classrooms. Walk in the shoes of teachers as they engage in the countless micro-decisions required to balance strategies, tasks, and assessments, demonstrating that it's not only what works, but when. A decision-making matrix and grade-leveled examples help you leverage the most effective teaching practices at the most effective time to meet the surface, deep, and transfer learning needs of every student.

It's not what you do, it's how you think about what you do. A must-have resource for any educator working toward student achievement at ever-higher levels, 10 Mindframes for Leaders: The VISIBLE LEARNING® Approach to School Success brings the mindframes of ten world-renowned educators to life. Each chapter, written by a different thought leader, details a mindframe at the heart of successful school leadership. It includes: · The most current, up-to-date findings from the Visible Learning research, including the factors from Visible Learning that support each mindframe · Practical ideas for leaders to implement high-impact strategies in classrooms and schools · Resources to help educators clarify and refine their own mindframes

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"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.

The International Guide to Student Achievement brings together and critically examines the major influences shaping student achievement today. There are many, often competing, claims about how to enhance student achievement, raising the questions of "What works?" and "What works best?" World-renowned bestselling authors, John Hattie and Eric M. Anderman have invited an international group of scholars to write brief, empirically-supported articles that examine predictors of academic achievement across a variety of topics and domains. Rather than telling people what to do in their schools and classrooms, this guide simply provides the first-ever compendium of research that summarizes what is known about the major influences shaping students' academic achievement around the world. Readers can apply this knowledge base to their own school and classroom settings. The 150+ entries serve as intellectual building blocks to creatively mix into new or existing educational arrangements and aim for quick, easy reference. Chapter authors follow a common format that allows readers to more seamlessly compare and contrast information across entries, guiding readers to apply this knowledge to their own classrooms, their curriculums and teaching strategies, and their teacher training programs.

What are the purposes of education and what is the relationship between educational research and policy? Using the twin lenses of Visible Learning and educational philosophy, these are among the many fascinating topics discussed in

extended conversations between John Hattie and Steen Nepper Larsen. This wide-ranging and informative book offers fundamental propositions about the nature of education. It maps out in fascinating detail a coming together of Hattie's empirical data and world-famous Visible Learning paradigm with the rich heritage of educational philosophy. Additionally, it explores the inevitable questions of the purpose of education and the development of students in a learning society. Part clash of cultures, part meeting of minds, always fascinating and illuminating, this intriguing book will inspire teachers, students, and parents at all levels of the educational system – from kindergarten through school to university.

Conversations include: What are the purposes of education? Does educational data speak for itself? What is the role of the teacher? Is learning a visible phenomenon? Is it important to teach and learn specific subjects? What is the role of neuroscience research? What is the relationship between educational research and educational politics? What is the role of the state in education?

"It is a pleasure to have a full length treatise on this most important topic, and may this focus on transfer become much more debated, taught, and valued in our schools." - John Hattie

Teach students to use their learning to unlock new situations. How do you prepare your students for a future that you can't see? And how do you do it without exhausting yourself? Teachers need a framework that allows them to keep pace with our rapidly changing world without having to overhaul everything they do. Learning That Transfers empowers teachers and curriculum designers alike to harness the critical concepts of traditional disciplines while building students' capacity to navigate, interpret, and transfer their learning to solve novel and complex modern problems. Using a backwards design approach, this hands-on guide walks teachers step-by-step through the process of identifying curricular goals, establishing assessment targets, and planning curriculum and instruction that facilitates the transfer of learning to new and challenging situations. Key features include Thinking prompts to spur reflection and inform curricular planning and design. Next-day strategies that offer tips for practical, immediate action in the classroom. Design steps that outline critical moments in creating curriculum for learning that transfers. Links to case studies, discipline-specific examples, and podcast interviews with educators. A companion website that hosts templates, planning guides, and flexible options for adapting current curriculum documents. Using a framework that combines standards and the best available research on how we learn, design curriculum and instruction that prepares your students to meet the challenges of an uncertain future, while addressing the unique needs of your school community.

Australian education policy for the past 40 years has been heading in the wrong direction and is entirely unsuitable for preparing young people for the 21st century. Exaggeration? Sadly not. For a teacher, there is nothing more exhilarating than encouraging young people to realise the power of learning. But in our schools today, teachers spend so much time preparing their students for high-stakes tests, gathering data and filling in forms, that many of them feel like the life has been squeezed out of their role. Schooling has been turned into a market, and school leaders are forced to spend precious time and resources competing with other schools. Their professional experience is disregarded as policy makers turn to the corporate world and self-appointed commentators to determine curriculum and school funding. The outcome? Our schooling system is becoming more segregated; children from poorer backgrounds are falling behind; public schools are starved of funds; and good teachers are leaving. One of the most highly regarded educational leaders in Australia, Alan Reid, argues it's time to reconsider the purposes of education, the capacities we need for the future, and the strategies that will get us there. He outlines a new narrative for Australian schooling that is futures-focused and prizes flexibility, adaptability, collaboration and agility, with students, teachers and school communities at centre-stage. 'A provocative and persuasive argument for the necessity of a new narrative for Australian schooling so as to meet better the demonstrable demands of the twenty-first century...' - Emeritus Professor Bob Lingard, The University of Queensland

'At the heart of the book is a penetrating critique of neoliberalism and the damaging effects it is having on education and society. It should be essential reading for policy makers, educators, parents, and anyone interested in the current state of Australian education.' - Professor Barry Down, Murdoch University

Many believe that American education can only be improved with a sizable infusion of new resources into the nation's schools. Others find little evidence that large increases in spending lead to improvements in educational performance. Do additional school resources actually make any difference? The evidence on this question offers a striking paradox. Many analysts have found that extra school resources play a negligible role in improving student achievement while children are in school. Yet many economists have gathered data showing that students who attend well-endowed schools grow up to enjoy better job market success than children whose education takes place in schools where resources are limited. For example, children who attend schools with a lower pupil-teacher ratio and a better educated teaching staff appear to earn higher wages as adults than children who attend poorer schools. This book, which grew out of a Brookings conference, brings together scholars from a variety of disciplines to discuss the evidence on the link between school resources and educational and economic outcomes. In a lively exchange of views, they debate whether additional spending can improve the performance of the nation's schools. In addition to editor Gary Burtless, the contributors include Eric Hanushek, University of Rochester; James Heckman, University of Chicago; Julian Betts, University of California, San Diego; Richard Murnane, Harvard University; Larry Hedges, University of Chicago; and Christopher Jencks, Northwestern University. Dialogues on Public Policy

Visible Learning A Synthesis of Over 800 Meta-Analyses Relating to Achievement Routledge

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.

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.

The world's most powerful research on the practices that improve learning in schools John Hattie's groundbreaking book is the result of 15 years' research synthesizing over 800 meta-analyses relating to influences on student achievement. This book uses evidence to construct a model for teaching and learning based on the power of teachers and effective feedback. Readers will learn the importance of: Understanding how factors in the home, school, curricula, teacher, and teaching strategies influence student achievement Setting challenging learning intentions Being clear about what success means Developing conceptual understanding about what teachers and students know and understand

The book provides a review of scientific research on the learning outcomes of students with limited or no proficiency in English in U.S. schools. Research on students in kindergarten to grade 12 is reviewed. The primary chapters of the book focus on these students' acquisition of oral language skills in English, their development of literacy (reading & writing) skills in English, instructional issues in teaching literacy, and achievement in academic domains (i.e., mathematics, science, and reading). The reviews and analyses of the research are relatively technical with a focus on research quality, design characteristics, and statistical analyses. The book provides a set of summary tables that give details about each study, including full references, characteristics of the students in the research, assessment tools and procedures, and results. A concluding chapter summarizes the major issues discussed and makes recommendations about particular areas that need further research.

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.

Ensure your technological integration is leading to deeper learning! Have we developed, at considerable cost and effort, classrooms that are digitally rich but innovation poor? Timely and powerful, this book offers a new framework to elevate instructional practices with technology and maximize student learning. The T3 Framework helps categorize students' learning as translational, transformational, or transcendent, sorting through the low-impact applications to reach high-impact usage. Teachers and leaders will find: Examples of technology use at the translational, transformational, and transcendent levels Activities, guides, and prompts for deeper learning Evaluative rubrics to self-assess current technology use, establish meaningful goals, and track progress This guide helps teachers and leaders realize the potential of modern teaching and learning tools to unleash students' passion for limitless learning. Check out this Bam! Radio interview with author Sonny Magana "We need to build collaborative communities of students using the social media aspects of technology to change classroom conversations from monologue to dialogue, increasing student impact questions, and allowing errors. This is the core of Magana's claims, and how we'll see technology really make the difference we're after!" —John Hattie, Laureate Professor, Deputy Dean of MGSE, Director of the Melbourne Education Research Institute "Fresh, innovative, and revolutionary, Magana's T3 Framework promises to challenge the status quo and invite disruptive practices in educational technology." —Yong Zhao Author, World Class Learners "The T3 Framework is a brilliant breakthrough in our understanding and use of technology for learning." —Michael Fullan, Professor Emeritus OISE/University of Toronto, Canada

Teach with optimum impact to foster deeper expressions of literacy 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 K–5 students are ready for surface, deep, or transfer levels of understanding.

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.

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