Visible Learning

John Hattie's Research

Participant's Workbook

SREB | Southern Regional Education Board

West Virginia Board of Education
2019-2020

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Goals

- Understand John Hattie's research.
- Analyze strategies based on effect size.

Agenda

Focus	*Agenda Items*
Launch	» Welcome » Goals » Agenda
Explore	» Who is John Hattie? » Why is Hattie's work important? » What caution should I use when interpreting effect size?
Summarize	» Reflection

Who is John Hattie? Why is His Research Important?

Video Notes

Before the Video

I already know...

During the Video

Facts I've learned...

1.

2.

3.

After the Video

Questions I still have...

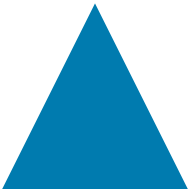
1.

2.

3.

Visible Learning for Teachers Excerpt

What's something that squared with your thinking?

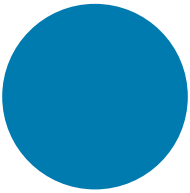


What are three important points you have learned?

1.

2.

3.



What's something still circling or confusing in your head?

1.

2.

3.

Caution from Visible Learning

An explanatory story, not a "what works" recipe

The aim is to provide more than a litany of "what works", as too often such lists provide yet another set of recommendations devoid of underlying theory and messages, they tend to not take into account any moderators or the "busy bustling business" of classrooms, and often they appeal to claims about "common sense". If common sense is the litmus test then everything could be claimed to work, and maybe therein lies the problem with teaching. As Glass (1997) so eloquently argued when the first What Works: Politics and Research was released, such appeals to common sense can mean that there is no need for more research dollars. Such claims can ignore the realities of classroom life, and they too often mistake correlates for causes. Michael Scriven (1971; 1975; 2002) has long written about mistaking correlates of learning with causes. His claim is that various correlates of school outcomes, say the use of advance organizers, the maintenance of eye contact, or high time on task, should not be confused with good teaching. While these may indeed be correlates of learning, it is still the case that good teaching may include none of these attributes. It may be that increasing these behaviors in some teachers also leads to a decline in other attributes (e.g., caring and respect for students). Correlates, therefore, are not to be confused with the causes.

For example, one of the major results presented in this book relates to increasing the amount of feedback because it is an important correlate of student achievement. However, one should not immediately start providing more feedback and then await the magical increases in achievement. As will be seen below, increasing the amount of feedback in order to have a positive effect on student achievement requires a change in the conception of what it means to be a teacher; it is the feedback to the teacher about what students can and cannot do that is more powerful than feedback to the student, and it necessitates a different way of interacting

and respecting students. It would be an incorrect interpretation of the power of feedback if a teacher were to encourage students to provide more feedback. As Nuthall (2007) has shown, 80% of feedback a student receives about his or her work in elementary school is from other students. But 80% of this student-provided feedback is incorrect! It is important to be concerned about the climate of the classroom before increasing the amount of feedback (to the student or teacher) because it is critical to ensure that "errors" are welcomed, as they are key levers for enhancing learning. It is critical to have appropriately challenging goals as then the amount and directedness of feedback is maximized. Simply applying a recipe (e.g., "providing more feedback") will not work in our busy, multifaceted, culturally invested, and changing classrooms.

How does this excerpt relate to the previous card sort activity?

Reflection

Select one of the practices on the list that you do well subconsciously that you want to become more explicit about doing. What steps can you take to make that practice more explicit?

Select one of the practices on the list that you don't do but you want to incorporate into your practice. What steps can you take to begin to incorporate this practice into your daily routine?

Notes

Notes

W. Clayton Burch
West Virginia Superintendent of Schools