

Visible Teaching & Learning

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What is visible teaching & learning?

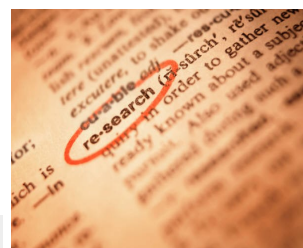
'Visible teaching and learning occurs when learning is the explicit goal, when it is appropriately challenging, when the teacher and student both (in their own ways) seek to ascertain whether and to what degree the challenging goal is attained, when there is deliberate practice aimed at mastery of the goal, when there is feedback given and sought, and when there are active, passionate and engaging people (teachers, students, peers) participating in the act of learning. It is teachers seeing learning through the eyes of students, and students seeing teaching as the key to their ongoing learning'

John Hattie

Learning to Learn Series

Spotlight 1

September 2013



Research by John Hattie suggests that what works best for students is what works best for teachers.

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'what teachers do matters'

'the more the student becomes the teacher and the more the teacher becomes the learner'

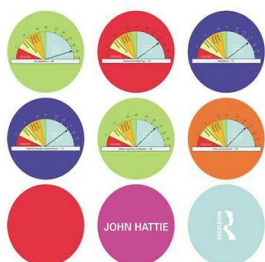
In his book **Visible Learning: A synthesis of over 800 meta-analyses relating to achievement**, Professor John Hattie presents a culmination of 15 years of research incorporating more than 50,000 studies and over 800 meta-analyses involving millions of students and represents the largest collection of evidence-based research into what actually works in schools to improve learning. In so doing, Hattie has analysed and evaluated **138** factors that effect teaching and learning.

The main features of the evidence suggest that the 'biggest effects on student learning occur when teachers become learners of their own teaching, and when students become their own teachers'. This allows students to show self-regulatory attributes that are most desirable for learners, such as self-monitoring, self-evaluation, self-assessment, and self-teaching.

The evidence also supports another important message: 'what teachers do matters', particularly those who teach in the most deliberate and visible way – such teachers intervene in calculated and meaningful ways to alter the direction of learning in order to attain the desired goals. They also provide students with a range of learning strategies, including direction and re-direction and maximising the power of feedback from the student. Hattie suggests that teachers need to deliberately intervene to enhance teaching and learning, particularly when the content is not understood.

Hattie argues that successful classrooms have **visible teaching and learning**, where there is great passion displayed by the teacher and learner, and where there is a variety and depth of skill and knowledge by both teacher and student. Teachers must know when learning is correct or incorrect; learn when to experiment; learn to monitor, seek and give feedback; and know how to try alternative learning strategies when some don't work. A key message is 'the more the student becomes the teacher and the more the teacher becomes the learner' the more successful the achievement outcomes.

VISIBLE LEARNING
A SYNTHESIS OF OVER
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RELATING TO ACHIEVEMENT



Hattie examines six factors and assesses their respective contributions to achievement. These factors are: the child; the home; the school; the teacher; the curriculum and the approaches to teaching. In terms of the child, Hattie argues that the child or student brings to school factors that influence achievement (from preschool, home, and genetics) as well as a set of personal dispositions that can have marked effect on the outcomes of schooling. The home can either nurture and support achievement of students, or it can be harmful and destructive.

Hattie also suggests that positive expectations from the parents can be critical to the success of children. As such, parents need to know how to 'speak the language of schooling' so that they can provide assistance to their children in terms of developing the child's learning and love of learning, and in creating high and positive shared expectations for learning.

In regards to the school, his research suggests that the most powerful effects relate to features within the school, such as the climate of the classroom, peer influences, and the lack of disruptive students in the classroom. There are a number of teacher contributions to student learning, such as teacher expectations; teachers' conception of teaching; and teacher openness. Hattie argues that the most critical aspect contributed by the teacher is the quality of their teaching as perceived by the students.

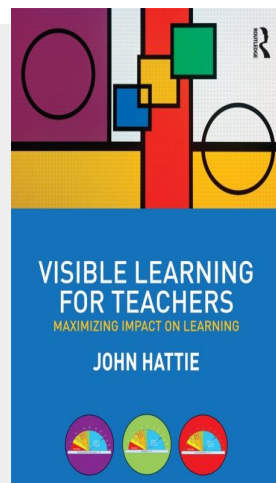
The curriculum also needs to provide opportunities for a balance between surface and deep understanding, based on specific learning intentions and success criteria. He examines these six factors and their associated variables and ranks them in terms of their effect on achievement outcomes (see Table 1: Top 20 influences on student learning and achievement).

Overall, Hattie argues that teachers need to seek feedback on their practice from both students and colleagues. They also need to help students become their own teachers. Through more visible teaching and learning, there is a greater likelihood of students reaching higher levels of achievement.

Visible Learning for Teachers

This text takes the next step from **Visible Learning** 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.

As such Hattie 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.



'My role as a teacher is to evaluate the effect I have on my students – know thy impact'

Top twenty influences on student learning and achievement*

| Rank | Domain | Influence |
|------|-----------|--|
| 1 | Student | Self-report grades |
| 2 | Student | Piagetian programmes |
| 3 | Teacher | Providing formative evaluation |
| 4 | Teaching | Micro teaching |
| 5 | School | Acceleration |
| 6 | School | Classroom behavioural |
| 7 | Teaching | Comprehensive interventions for students with difficulties in their learning |
| 8 | Teacher | Teacher clarity |
| 9 | Teaching | Reciprocal teaching |
| 10 | Teaching | Feedback |
| 11 | Teacher | Teacher-student relationship |
| 12 | Teaching | Spaced vs. Mass practice |
| 13 | Teaching | Meta cognitive strategies |
| 14 | Student | Prior achievement |
| 15 | Curricula | Vocabulary programmes |
| 16 | Curricula | Repeated reading programmes |
| 17 | Curricula | Creativity programmes |
| 18 | Teaching | Self verbalization/self questioning |
| 19 | Teacher | Professional development |
| 20 | Teaching | Problem-solving teaching |

* As measured by 'effect size' on student achievement

Recommended reading:

John Hattie (2012) *Visible Learning for Teachers*
John Hattie (2009) *Visible Learning*