

# Visible Learning

## UNCOVERED

A survey in the context of « Visible Teaching 4 Performance »  
an ERASMUS+ KA2.1 Strategic School Partnership

FRANCE, April 2018

Analysis of the survey data : BON Philippe (mathematics teacher)



MINISTÈRE  
DE L'AGRICULTURE  
ET DE  
L'ALIMENTATION



EPLEFPA du  
Périgord  
Enseignement agricole  
public de la Dordogne



# Survey Methodology

*This survey is analyzed according to the model of analysis data of the German colleagues Tim Anderlik and Sahin Er (plan of the study, substantially the same questions analyzed, the monitoring of their interpretations) in order to help us and standardize the results between each country.*

- **Periodicity of the investigation : punctual**
- **Duration and methods of collection : 2 weeks**
- **Data collected : 43 questions**
- **Number of statistical units observed : 80% of the teachers**
- **Data quality and reliability : 100 %**
- **Rate of usable questionnaires : 100%**

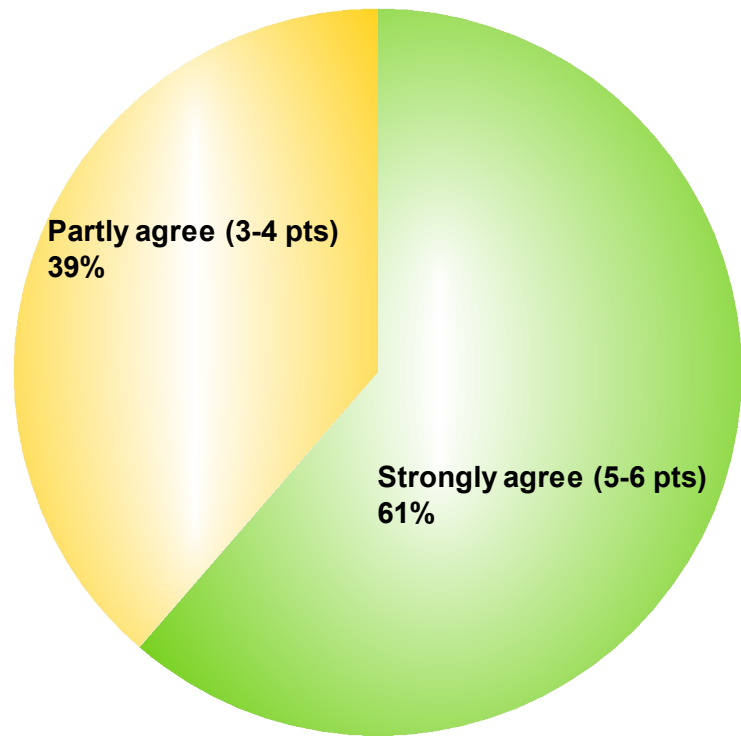
# Survey Plan

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# Part 1 : Inspired & passionate teaching

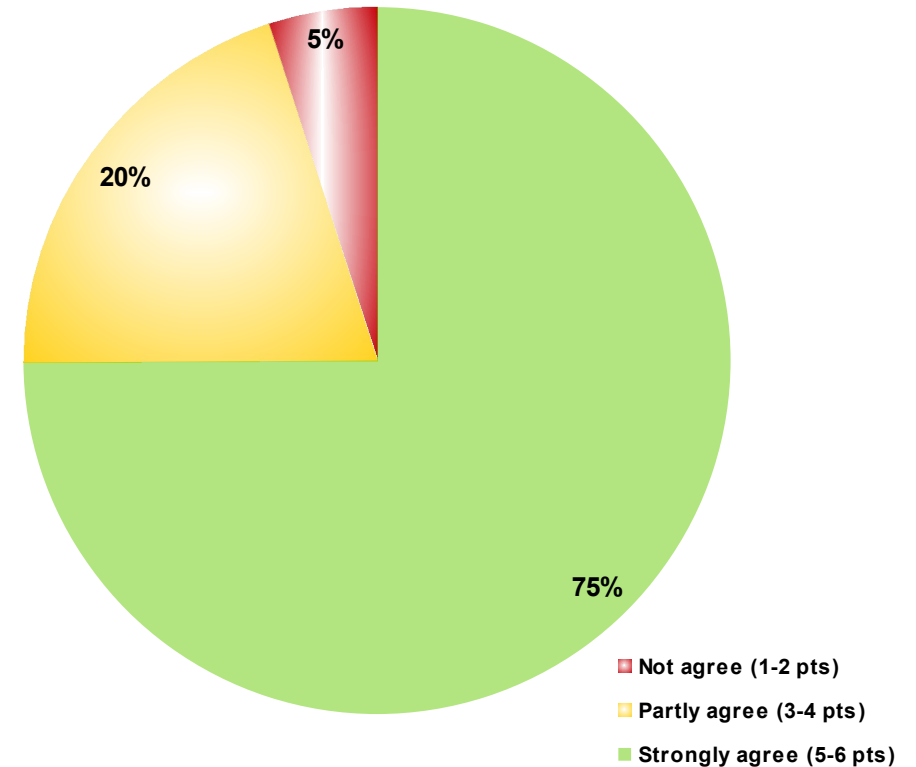
This school has a professional development program that

Question 1.a : variation among teachers in their impact on student learning and achievement



Average /6	4,6
maximum	6
minimum	3

Question1.b : all place high value on having major positive effects on all students

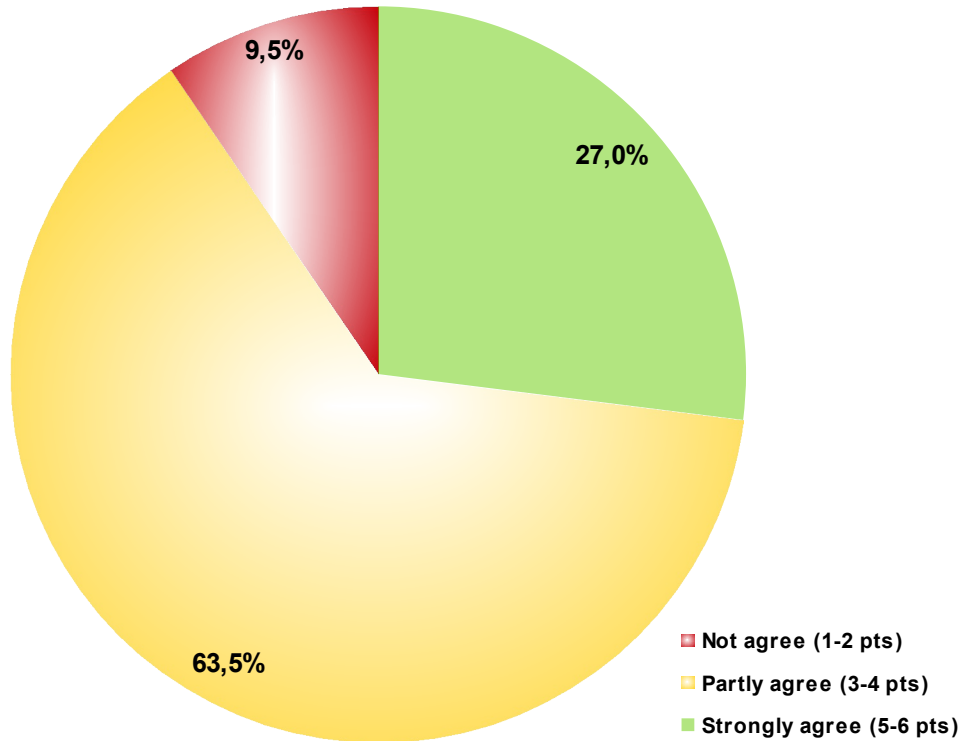


Average /6	4,7
maximum	6
minimum	3

# Part 1 : Inspired & passionate teaching

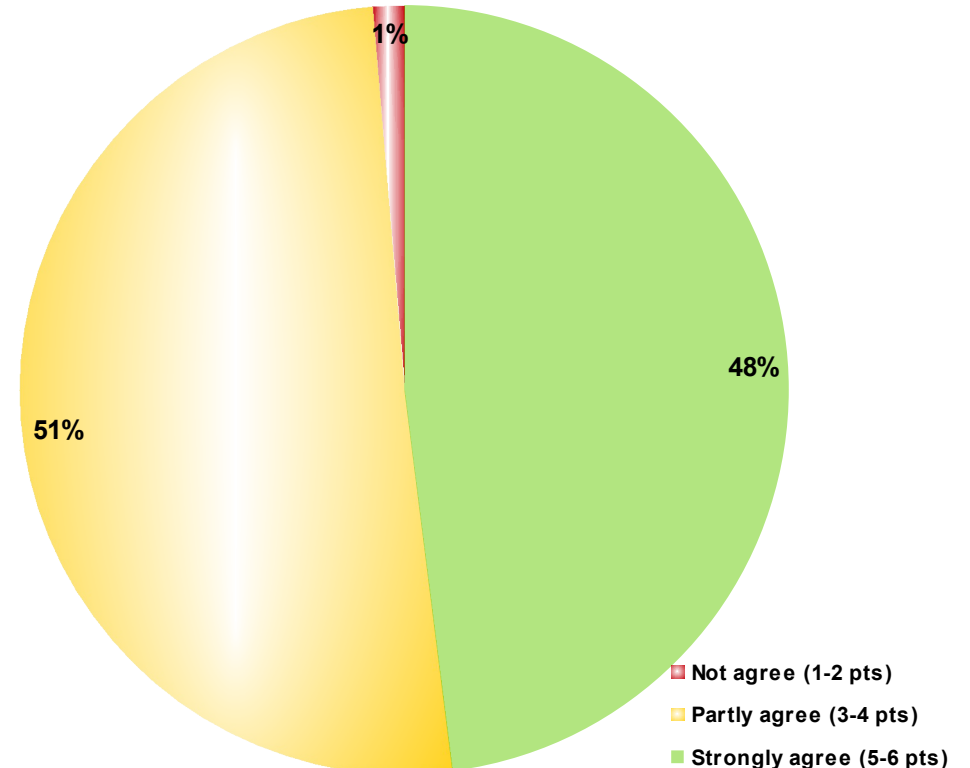
This school has a professional development program that

Question3.c :helps teachers to know to provide effective feedback



Average /6	3,5
maximum	6
minimum	1

Question3.d :attends to students'affective attributes

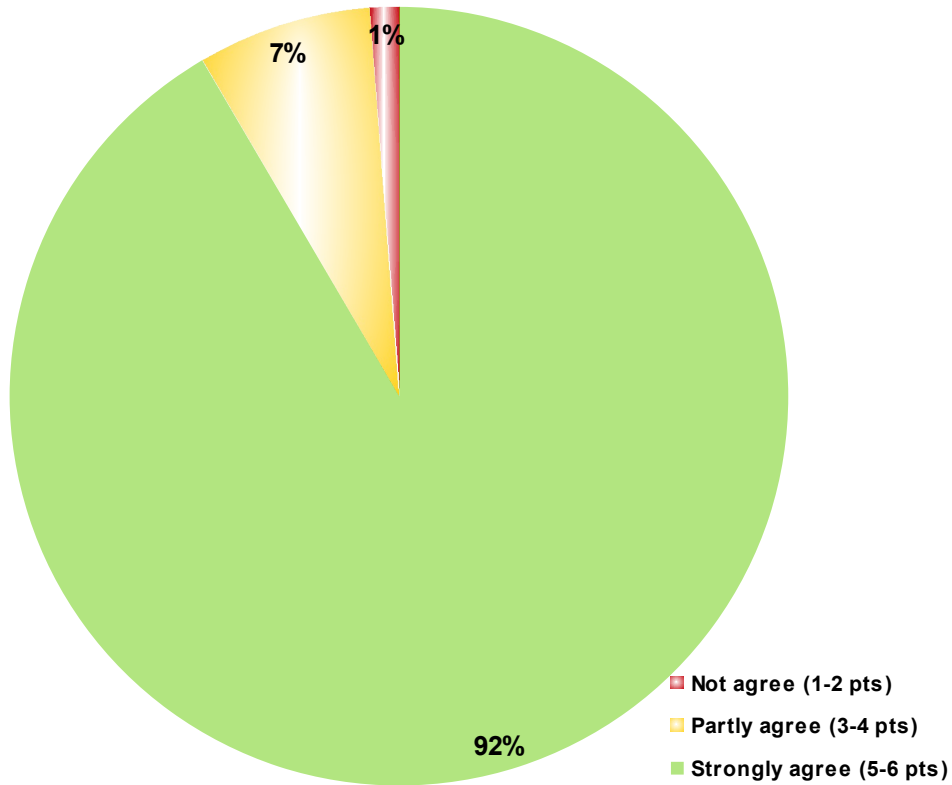


Average /6	4,2
maximum	6
minimum	1

# Part 1 : Inspired & passionate teaching

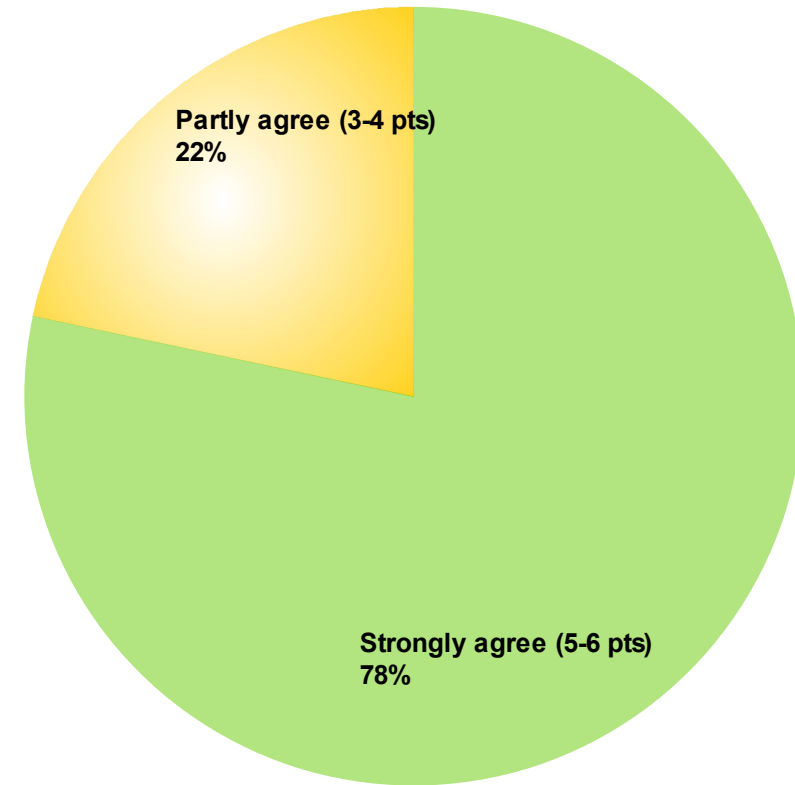
This school's professional development also aims to help teachers to seek pathways towards :

Question 4.c : being sensitive to context



Average /6	4,6
maximum	6
minimum	1

Question 4.d : monitoring learning



Average /6	4,6
maximum	5
minimum	3



# Part 1 : Inspired & passionate teaching

## Data analysis

⇒ **2/3 of teachers believe that there is variation among teachers about their impact on student learning and the 3/4 place high value on having major positive effects on all students.**

⇒ **An average 3.5/6 is observed in the question « helps teachers to know how to provide effective feedback » and 3/4 of teachers think they need more methodological support through training.**

# Part 1 : Inspired & passionate teaching

## Data analysis

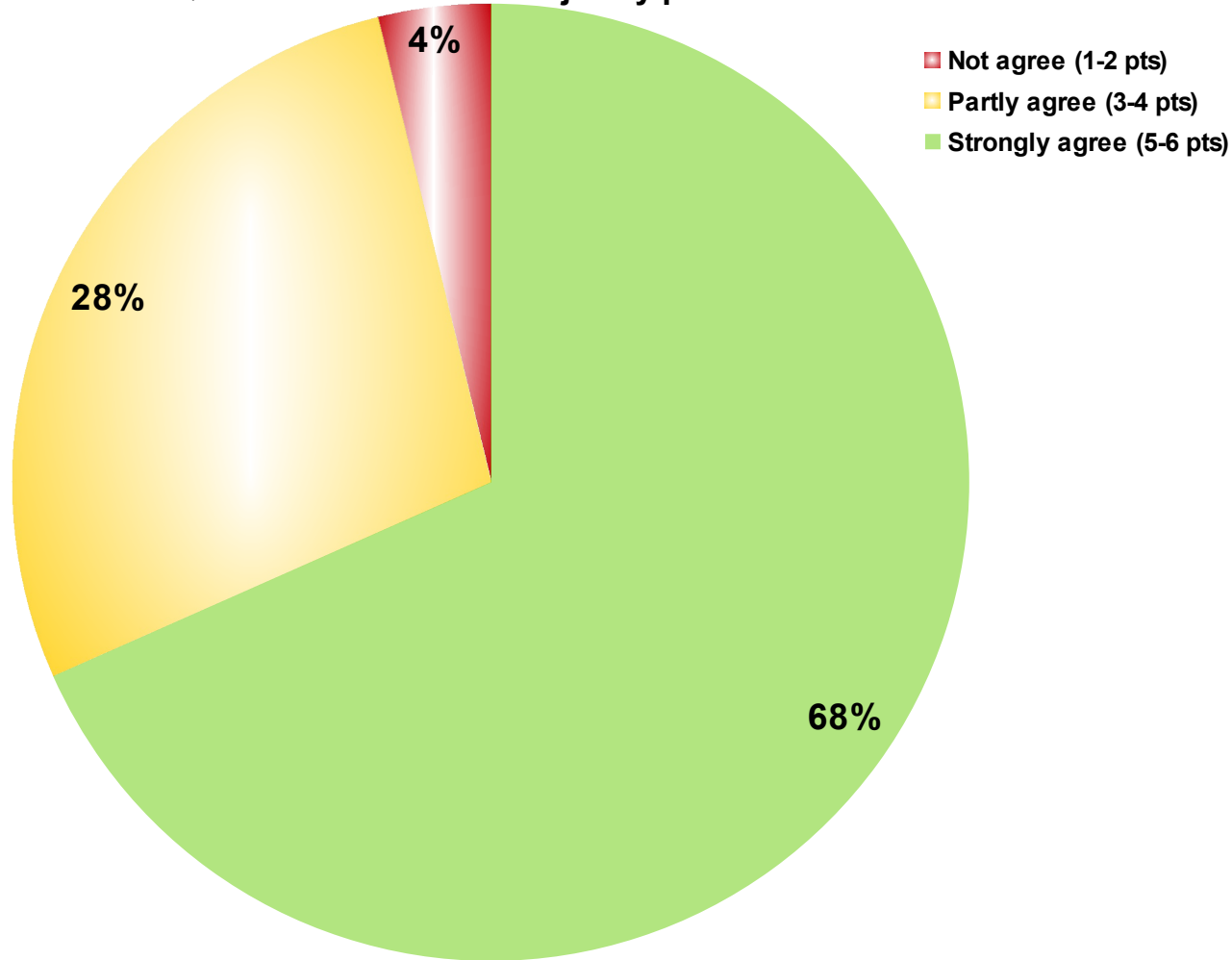


- An average around 4.5/6 is observed for all questions in Part 1.  
« Everything seems to work » .... But is it a feeling on the part of the teacher or a proven fact ?  
The following two criteria "what really helps" according to the study "Visible Learning" by John Hattie (2009) are surely to better apply :
- "Feedback by the teacher ( $d = 0.73$ )" : Need to train the teachers in our school because this process seems to be applied but individually, more to the feeling and interpretation of the teacher than by a rigorous and appropriate methodology.
- "Relationship of trust between the teacher and the students ( $d = 0.72$ )" seems to be an achieved goal, the device set up by the school seems sufficient for the majority of teachers to better know the students, but is it enough to establish this relationship of trust ?  
(9/10 teachers believe that their school attends to students' affective attributes. In fact, accompanying device of the students exists in the school : nurse, senior advisor of education who takes care of the school follow-up, his work, a counselor psychologist of school guidance and a teachers' group listen to students in fragile situations. Some referral students are also vigilant about the problems of harassment at school. Teachers must have a positive role (in particular on their students).



# Part 2: Planning

Question 8 : the teachers jointly plan series of lessons ...



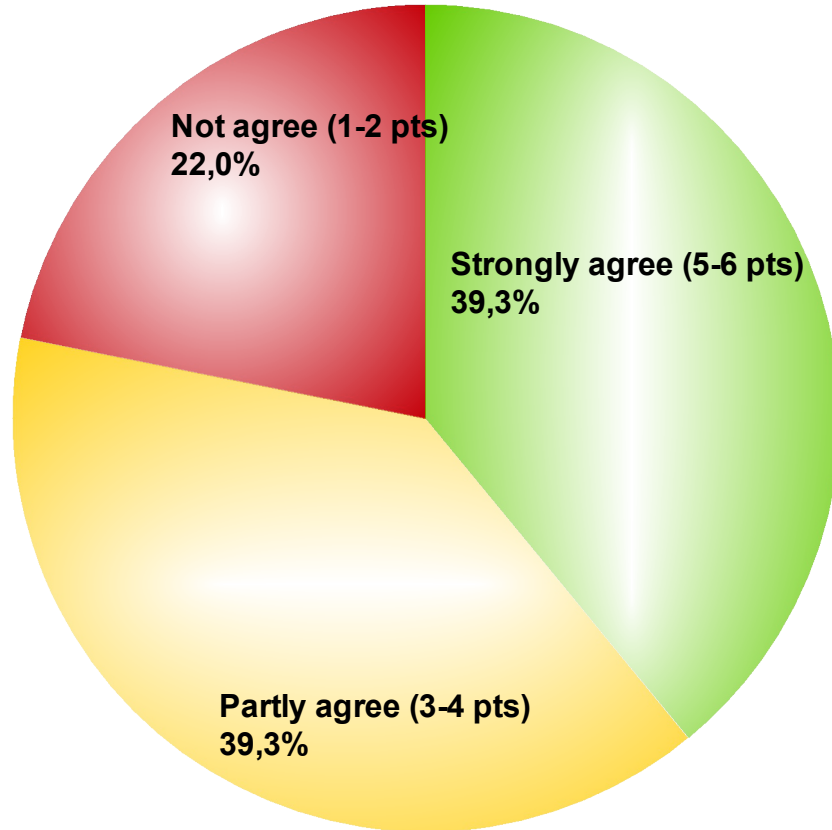
Average /6	4,4
maximum	6
minimum	1

⇒ **2/3 Teachers jointly plan series of lessons.**

Indeed, many classes of our school are **in continuous control** throughout the year. This implies planning and consultation between teachers.

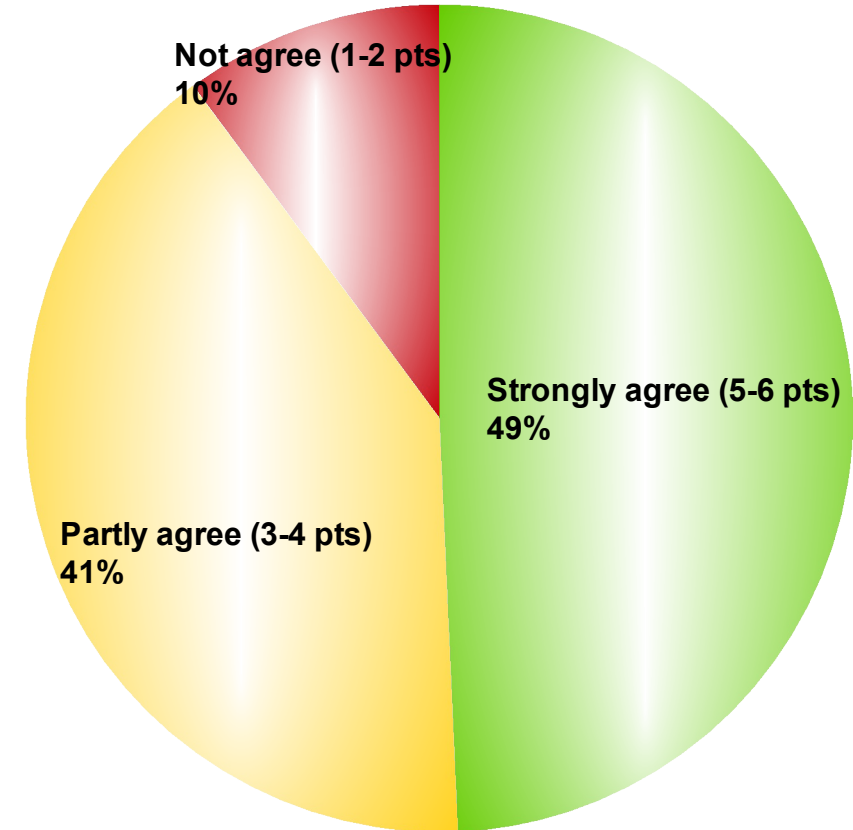
# Part 2 : Planning

Question 9.c : these planned lessons are based on appropriately high expectations of outcomes for students



<b>Average /6</b>	<b>3,3</b>
<b>maximum</b>	<b>6</b>
<b>minimum</b>	<b>1</b>

Question 10 : all teachers are thoroughly with the curriculum ... and share common interpretations about these with each other.



<b>Average /6</b>	<b>3,8</b>
<b>maximum</b>	<b>6</b>
<b>minimum</b>	<b>1</b>



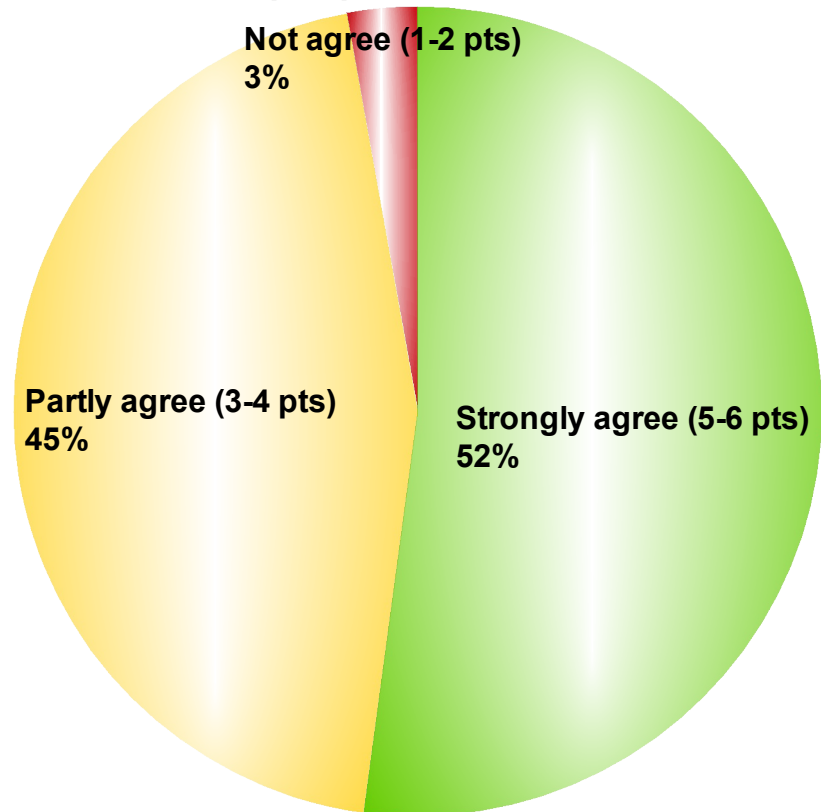
## Part 2 : Planning Data analysis

⇒ **More than half of the teachers** (an average of around 3,5/6) aren't thoroughly familiar with the curriculum and **don't share common interpretations** about these with one another.

**More than half teachers report that they « teach for teaching » possibly to have the satisfaction of achieving the objectives of the program imposed in each school subject.**

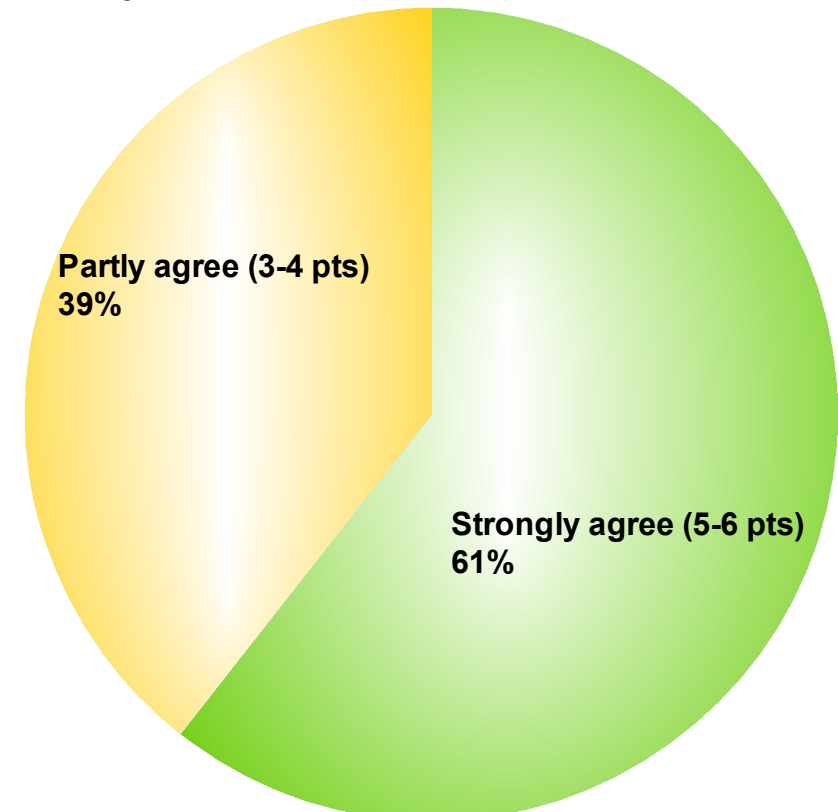
# Part 3 : Starting the lesson

Question 12 : The climate of the class, evaluated from the student's perspective, is seen as fair ...



Average /6	4,2
maximum	6
minimum	2

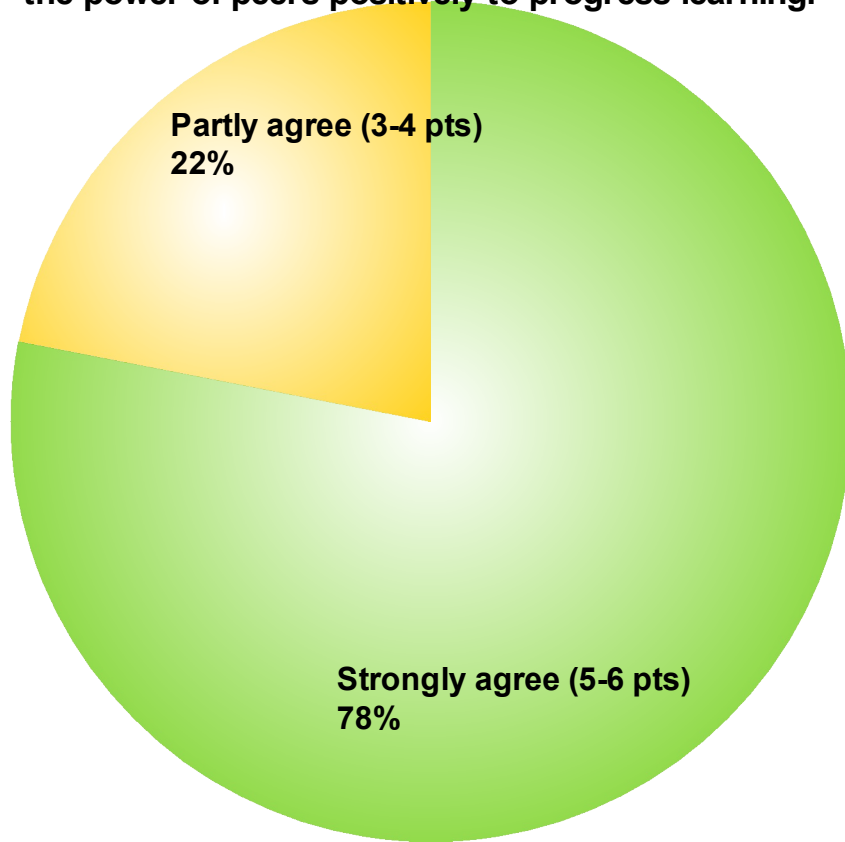
Question 15 : The classrooms are dominated more by student than teacher questions.



Average /6	4,4
maximum	5
minimum	3

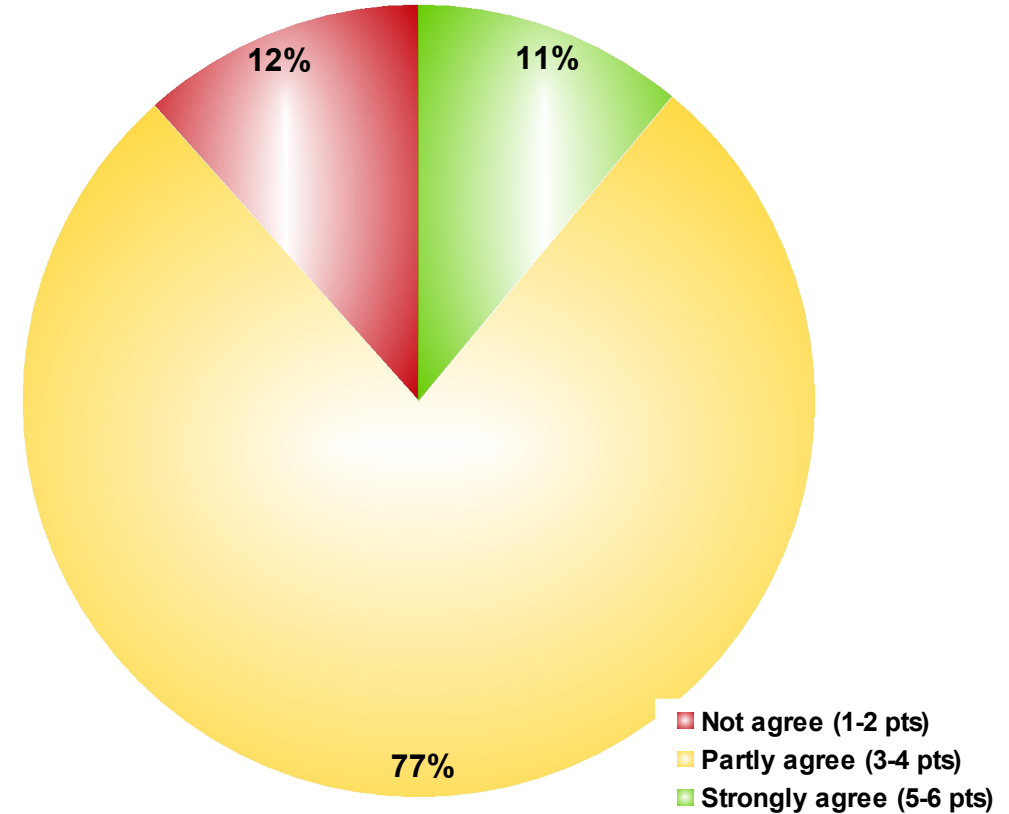
# Part 3 : Starting the lesson

Question 18 : Teachers and students use the power of peers positively to progress learning.



Average /6	4,8
maximum	6
minimum	3

Question 21 : Students have high expectations relative to their current leaning for themselves



Average /6	3,1
maximum	6
minimum	1



# Part 3 : Starting the lesson

## Data analysis

⇒ All the teachers believe classroom atmosphere is globally good (average 4.2/6)

⇒ The majority of teachers also feel that classrooms are dominated more by student than teacher questions, and use the power of peers positively to progress learning.

⇒ However students haven't high expectations relative to their current learning for themselves (average 3,1/6)

→ Classroom environment, expectations of student learning :  
a reality or a need for teachers to reassure and control ?

→ The opinion of students seems necessary to corroborate this aim.

→ Opinions may differ according to the type and level of the classes and the audience of students to teach (scientific profiles, technological one,



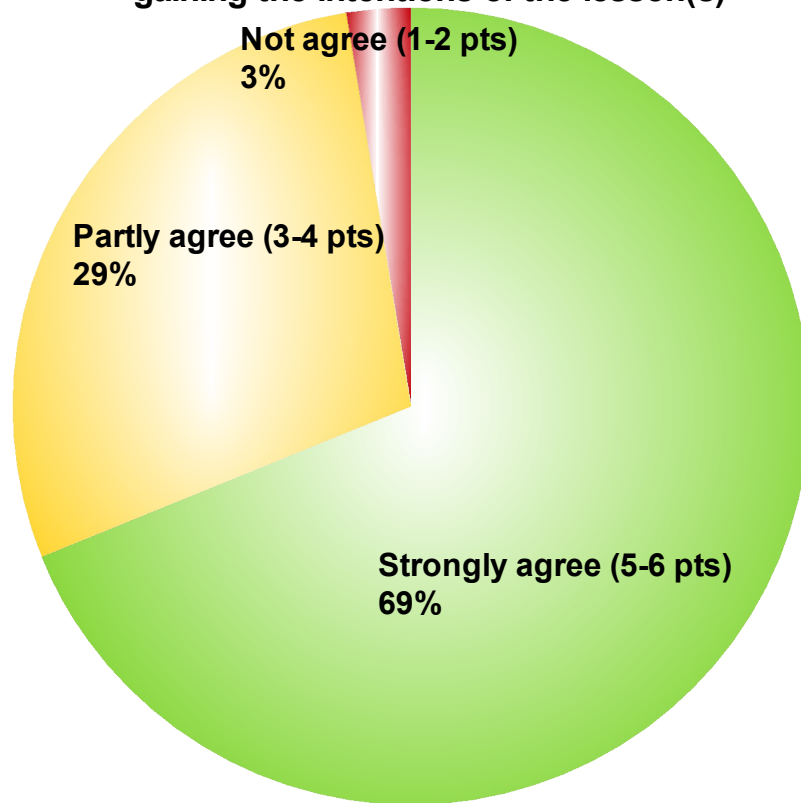
# Part 3 : Starting the lesson

## Data analysis

- Classroom environment, expectations of student learning : a reality or a need for teachers to reassure and control ?
- The opinion of students seems necessary to corroborate this aim.
- Opinions may differ according to the type and level of the classes and the audience of students to teach (scientific profiles, technological one, professional one, those who prepare for a degree or not, higher education).

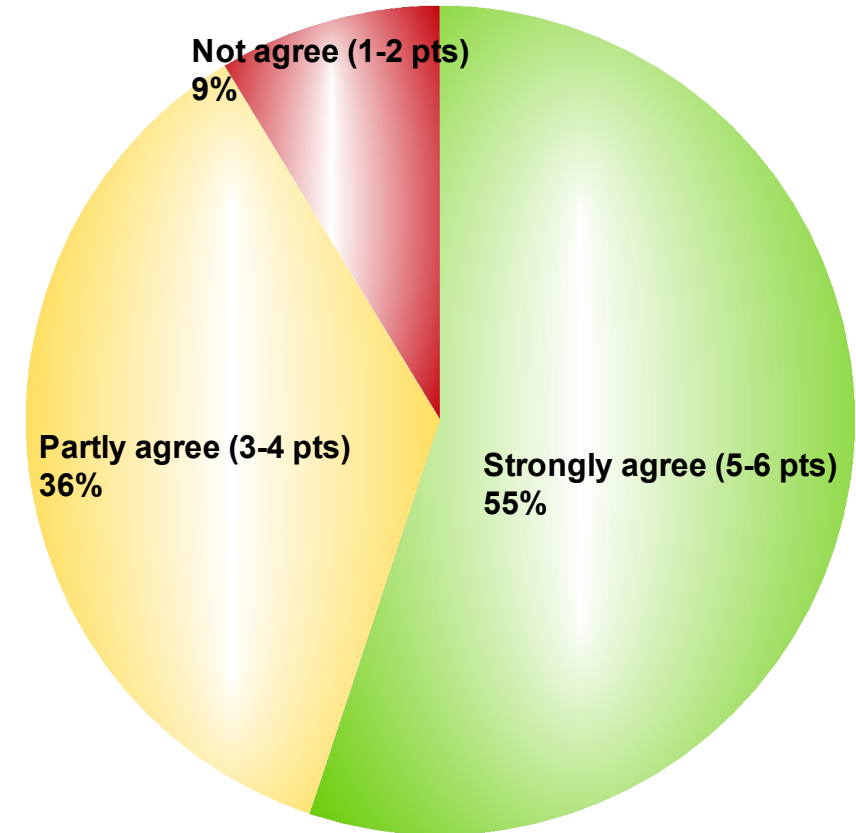
# Part 4 : During the lesson – learning

Question 26 : Teachers provide differentiation to ensure that learning is meaningfully and efficiently directed to all students gaining the intentions of the lesson(s)



Average /6	4,5
maximum	6
minimum	2

Question 32 : Processes are in place for teachers to see learning through the eyes of students



Average /6	4,1
maximum	6
minimum	2





# Part 4 : During the lesson – learning

## Data analysis

⇒ More than 2/3 teachers believe they give a more prominent place in the follow-up and the status of their students through the process of individualization.

⇒ More than half of the teachers give a prominent place to their teaching through the eyes of their students so if adapt to them (average beyond 4/6 on average for the two questions).



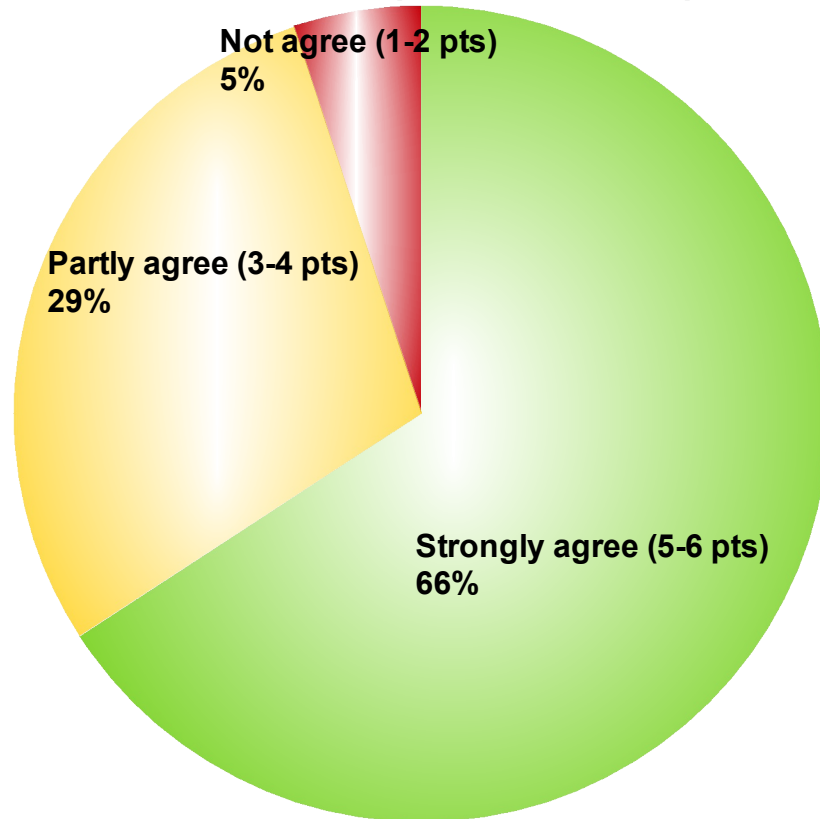
# Part 4 : During the lesson – learning

## Data analysis

- On average, 1/3 teachers seem really objective and think not to conduct a differentiated pedagogy, not to adapt to the level and progress of each student.
- Surely the fear of not achieving the objectives of the curriculum and to have to face institutions (inspectors in each school subject, parents...) can be a hindrance to lead a process of individualization.
- However some classes, that are not in a final exam at the end of the year, can set up different pedagogies and fast teaching otherwise.

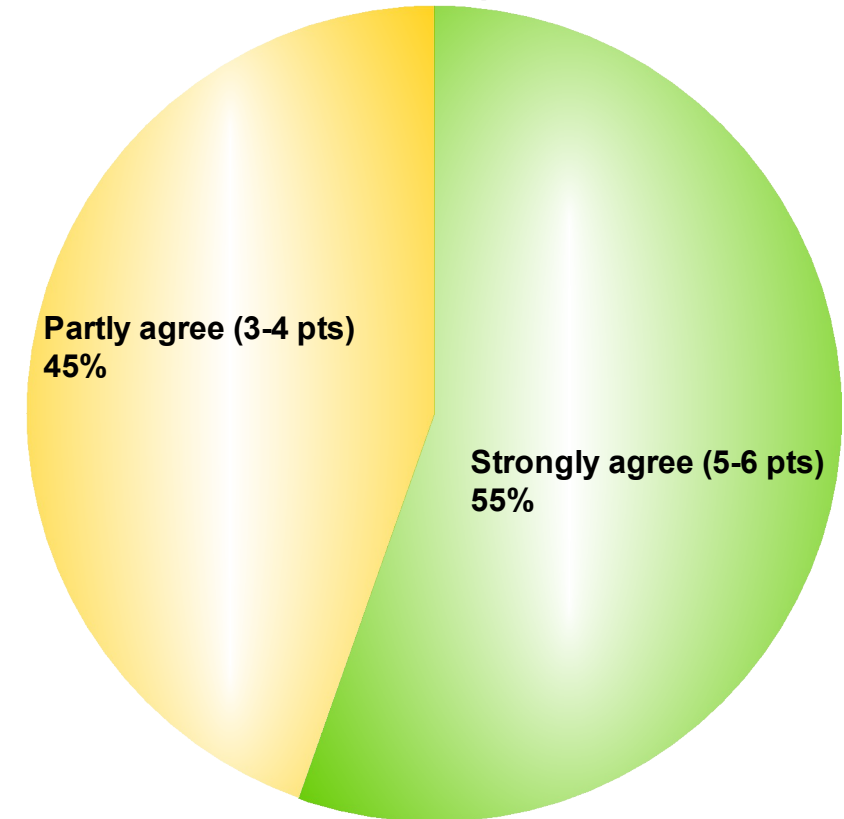
# Part 5 : During the lesson – feedback

Question 33 : Teachers are aware of, and aim to provide feedback relative to the three important feedback questions...



Average /6	4,4
maximum	6
minimum	2

Question 38.a : Teachers are more concerned with how students receive and interpret feedback



Average /6	4,4
maximum	6
minimum	3



# Part 5 : During the lesson – feedback

## Data analysis

⇒ 2/3 believe that they know and apply the process of feedback in their teaching methods.

⇒ More than half is important in this process both in monitoring individualized student change and evolve their teaching.



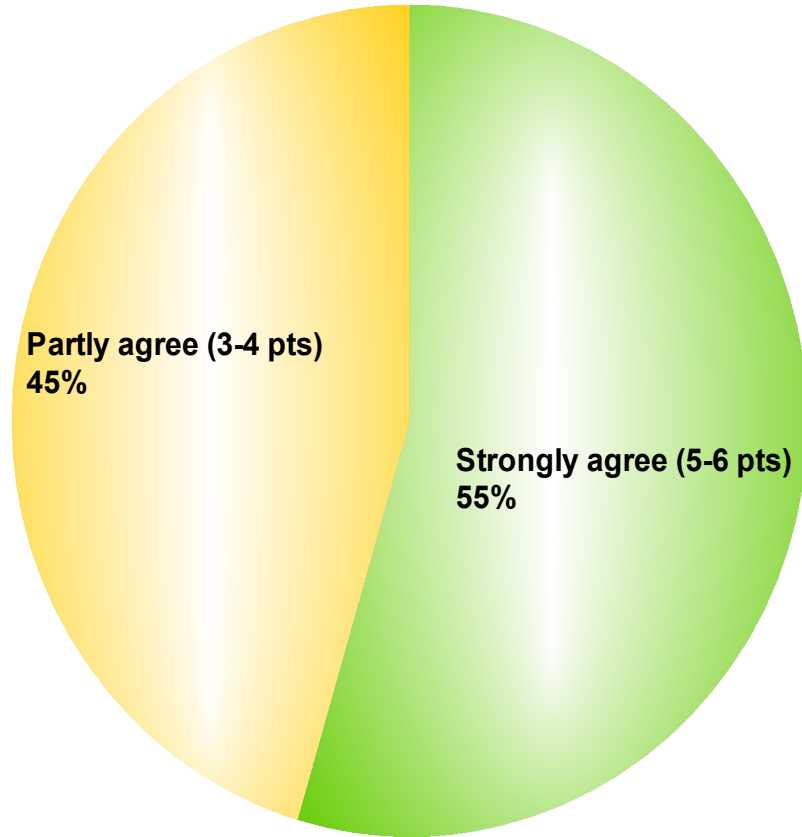
# Part 5 : During the lesson – feedback

## Data analysis

- But objectively (1/3 of teachers), do we achieve all effective feedback by the mastery of this learning process ?
- Do we take the time in our teaching methods to apply this process in order to allow the student to take a step back from a job he has done to improve himself ?
- Do we regularly help the student prepare a final (or summative) evaluation giving him individually the keys to progress and make him more autonomous ?
- Do we correct assessments quickly enough, which is indispensable in this process of feedback and memorization ?
- At the end of an activity, do we use famous “syndrome of teacher” by systematically speaking or do we let us time to the learner to analyze, to perceive, to conclude ?

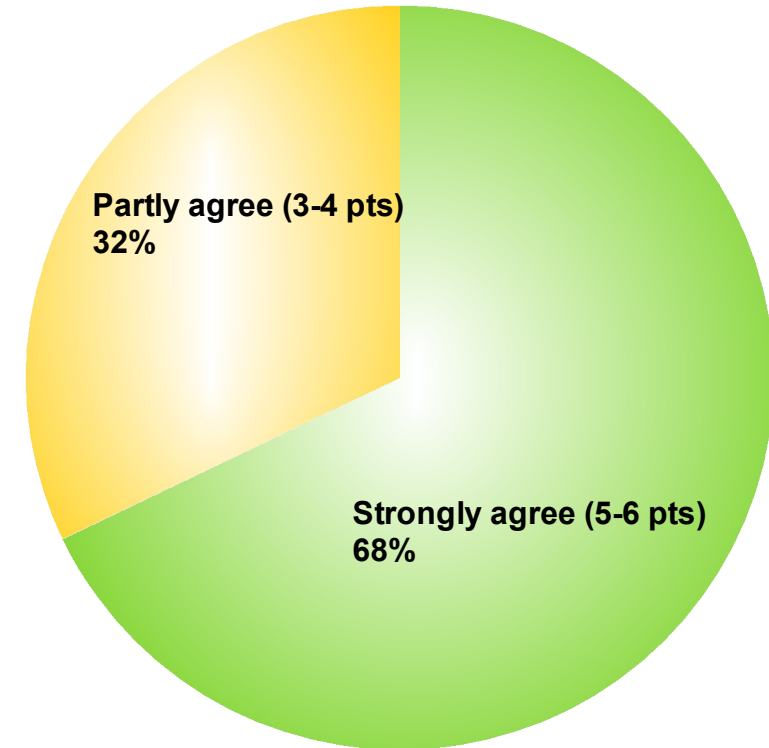
# Part 6 : End of the lesson

Question 40 : Teachers collect evidence of the student experience in their classes (success, levels of inspiration, sharing their passion with students)



Average /6	4,4
maximum	6
minimum	3

Question 41.c : Teachers use this information when planning their next set of lessons/teaching



Average /6	4,7
maximum	6
minimum	3



# Part 6 : End of the lesson

## Data analysis

**Most teachers collect evidence of the student experience in their classes (success, levels of inspiration, sharing their passion with students) and use this information when planning their next set of lessons/teaching**

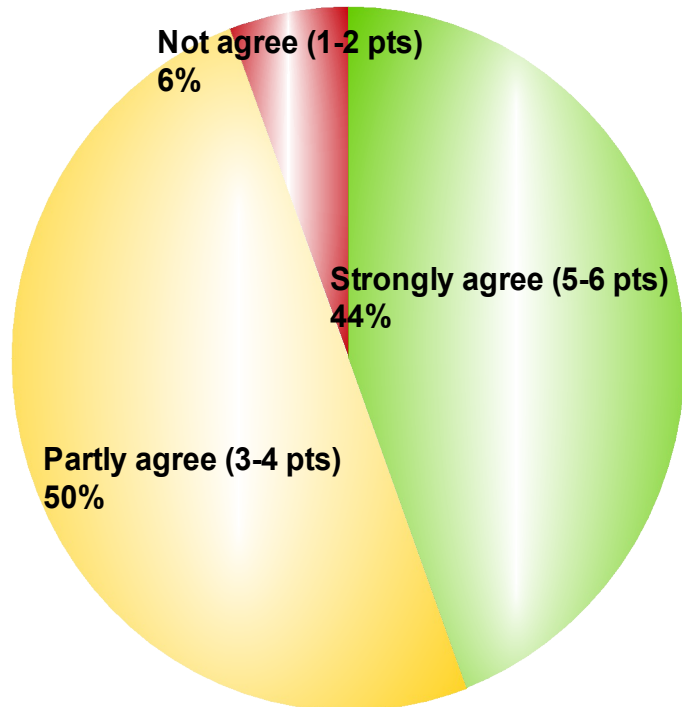
**But this analysis of our teaching scenarios seems subjective.**

- Do we actually take the time to analyze the sessions?**
- Are we rather anxious to finish the curriculum to better prepare our learners for the final exam than to systematically improve our learning processes by taking into account the feelings of all our learners ?**

# Part 7 : Mindframes (attitudes)

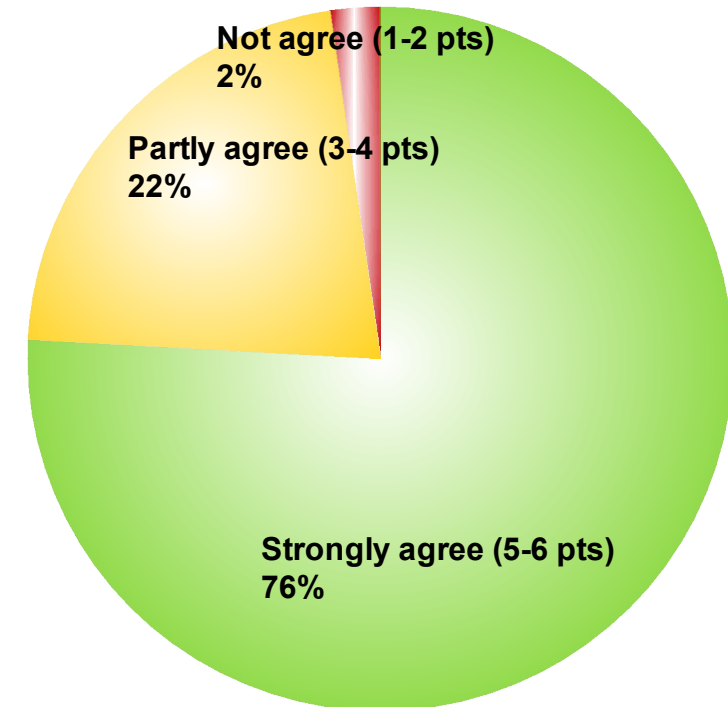
In this school, the teachers and school leaders

Question 43.b : believe that success and failure in student learning is about what they, as teachers or leaders, did or did not do ... We are change agents !



<b>Average /6</b>	<b>3,9</b>
<b>maximum</b>	<b>6</b>
<b>minimum</b>	<b>2</b>

Question 43.g : believe that it is their role to develop positive relationships in classrooms/staffrooms



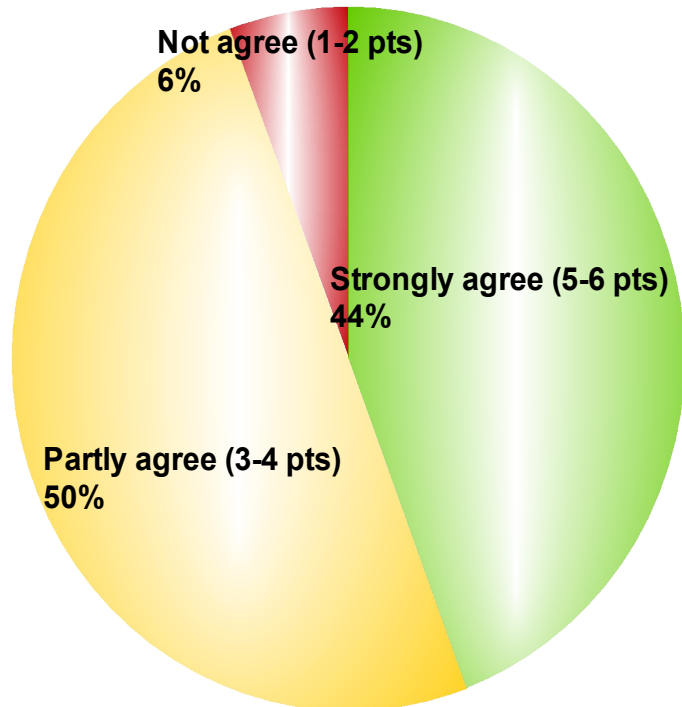
<b>Average /6</b>	<b>4,8</b>
<b>maximum</b>	<b>6</b>
<b>minimum</b>	<b>2</b>



# Part 7 : Mindframes (attitudes)

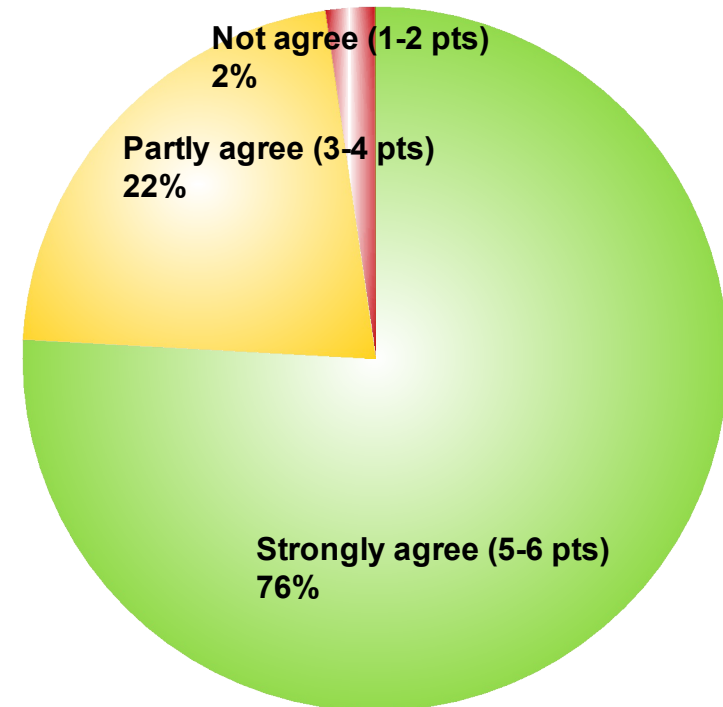
In this school, the teachers and school leaders

Question 43.b : believe that success and failure in student learning is about what they, as teachers or leaders, did or did not do ... We are change agents !



<b>Average /6</b>	<b>3,9</b>
<b>maximum</b>	<b>6</b>
<b>minimum</b>	<b>2</b>

Question 43.g : believe that it is their role to develop positive relationships in classrooms/staffrooms



<b>Average /6</b>	<b>4,8</b>
<b>maximum</b>	<b>6</b>
<b>minimum</b>	<b>2</b>

# Part 7 : Mindframes (attitudes)

## Data analysis

A majority believe that success and failure in student learning is the responsibility to the student rather than to their method of teaching. Or maybe, do they believe be not capable of bringing change to success/failure of students' learning processes ?

With an average of 4.8/6 teachers believe that it is their role to develop positive relationships in classrooms/staffrooms.

# Further study and conclusion

If we summarize John Hattie's general conclusion with the idea that practices having the most positive effects are those allowing teachers to “see their teaching through the eyes of students”... And vice versa, then it would be interesting :

→ To simplify the questionnaire and to better target the questions to optimize the analysis.

→ Conduct the survey with the students and have their feeling on this theory illustrated by the author “on the symbol of the eye” (see learning through the eyes of students).

It would be interesting from the ranking of John Hattie of "What really helps " (Continuing education of specific teachers ( $d = 0.62$ ) – Teacher-student trust relationship ( $d = 0.72$ )-Teacher feedback ( $d = 0.73$ )) set up educational tools and training for teachers.

In order to have a critical look at these theories, no teaching approach works with all students, every time. Teachers, we need to be attentive to the impact of our teaching on our students and to adjust our approaches accordingly.