



## Identifying weak and strong promoters of sustainable learning

Introduction to Prof. John Hattie's Survey.

# Portugal

additional/optional

Short-Term Student Training /Learning event Blended  
mobility of school learners

20th -24th March 2019



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Topic\_\_\_\_\_

Date\_\_\_\_\_

### K-W-L Chart

In the first column, write what you already **k**now about the topic. In the second column, write what you **w**ant to know about the topic. After you have completed your research/lesson, write what you **l**earned in the third column.

What I <b>K</b> now	What I <b>W</b> ant to Know	What I <b>L</b> earned



# VT4P project was inspired by Professor John Hattie's research findings

## Prof. John Hattie



Director of the Melbourne Education Research Institute at the University of Melbourne.

Honorary Professor at the University of Auckland, New Zealand.

An internationally acclaimed education researcher, master at identifying what helps students to learn effectively.

**Author of 'Visible Learning for Teachers'**



**‘The Visible Learning research synthesises findings from 1,400 meta analyses of 80,000 studies involving 300 million students, into what works best in education’**

(Visible learning plus 250 + influences on Student Achievement

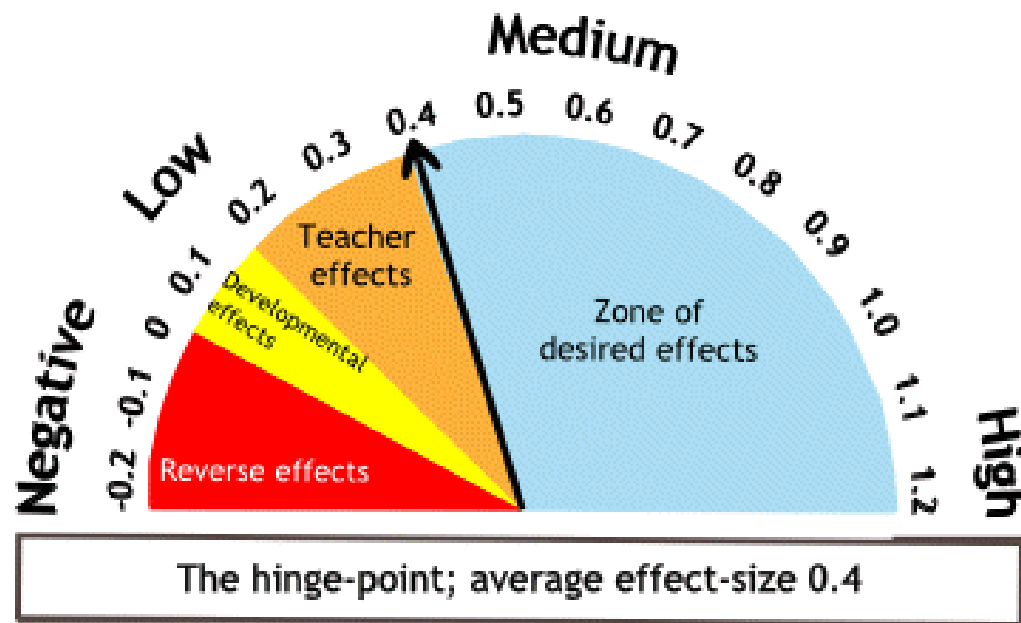
<https://twinspace.etwinning.net/50561/pages/page/303873> )



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# The barometer and hinge-point



**Promoter** – sb/sth that encourages sth to happen

**Sustainable** – able to continue

# 1. Building topic vocabulary. ( pair work)

Complete half crosswords without looking at your partner's notes. (10 min.)

Across

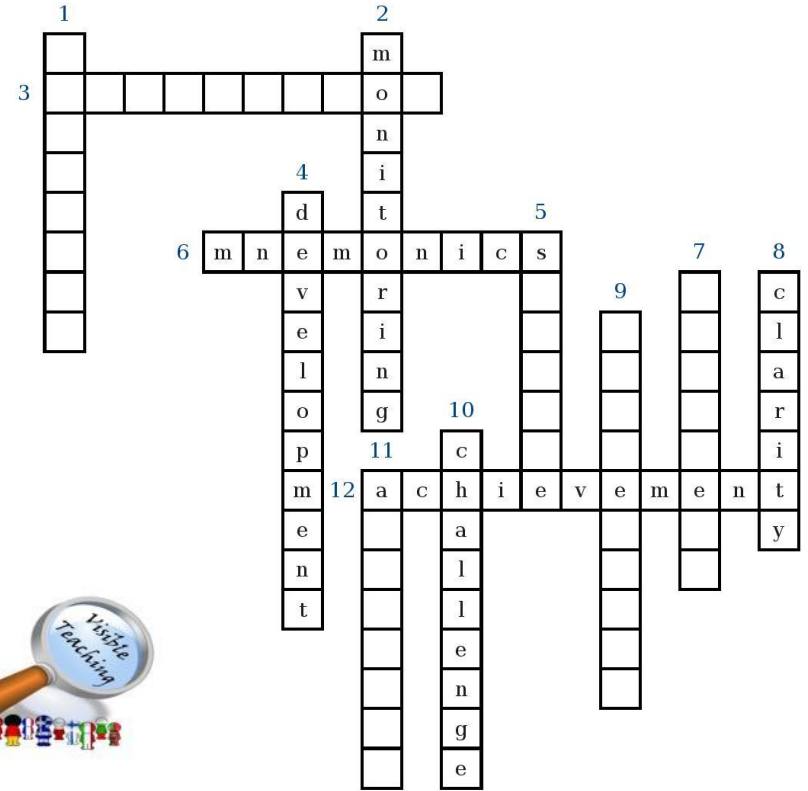
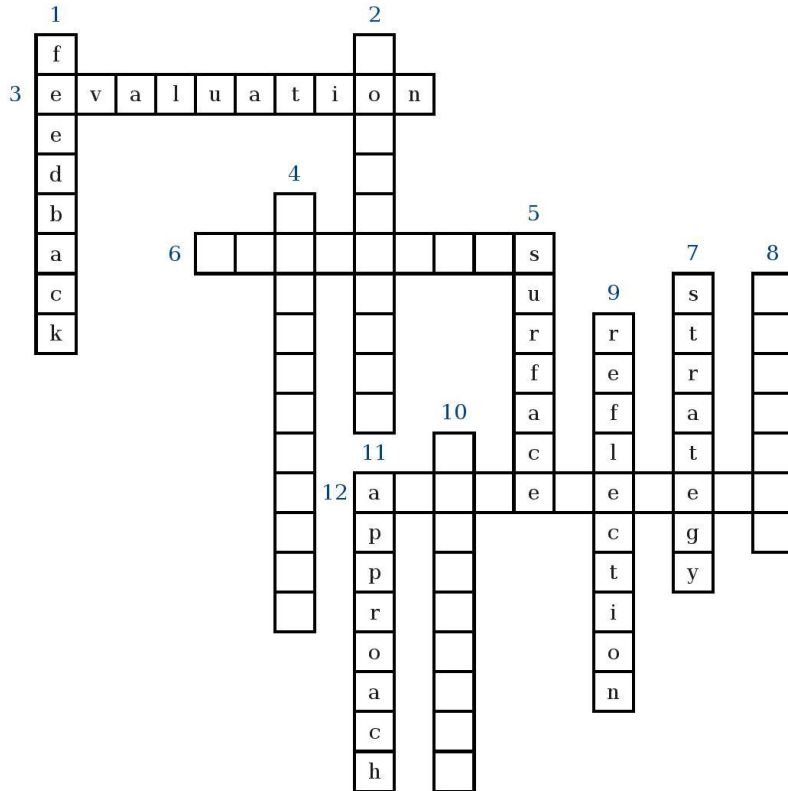


Down

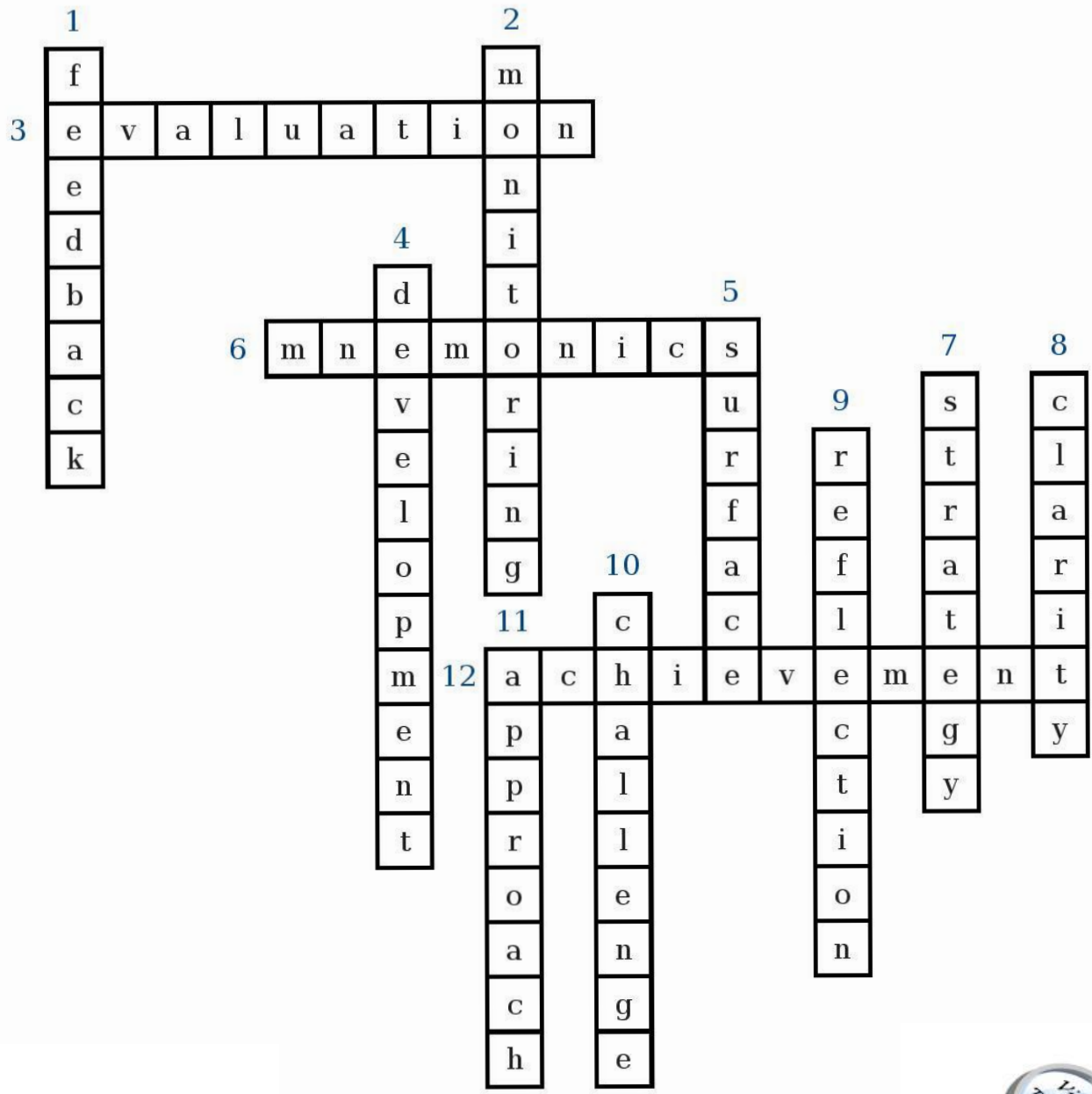


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# What are the strong and weak promoters of sustainable learning? (T-P-S) Think- Pair-Share

POSITIVE IMPACT	NEGATIVE IMPACT

Self-reported grades/student expectations,

**Television,**

Strategy to integrate with prior knowledge,

**Teacher credibility,** Summer vacation

Retention

Homework, Lack of sleep,

Concept mapping , Depression

Mobility, Teacher clarity,

Home environment, Meta-cognitive strategies

Jigsaw method, Mnemonics, Feedback



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## What are the strong and weak promoters of sustainable learning?

### POSITIVE IMPACT

Self-reported grades/student expectations 1.33  
Jigsaw method 1,2  
Strategy to integrate with prior knowledge 0,93  
Teacher credibility 0,9  
Mnemonics – 0,75  
Teacher clarity 0,75  
Feedback 0,7  
Meta-cognitive strategies 0,6  
Concept mapping 0.64

### NEGATIVE IMPACT

Summer vacation - 0,02  
Lack of sleep -0,05  
Television -0,18  
Retention - 0,32  
Mobility -0,34  
Depression -0,36





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- Self-reported grades/student expectations 1.33
- Jigsaw method 1,2
- Strategy to integrate with prior knowledge 0,93
- Teacher credibility 0,9
- Mnemonics 0,75
- Teacher clarity 0,75
- Feedback 0,7
- Meta-cognitive strategies 0,6
- Concept mapping 0,64
- Home environment 0,52
- Homework 0,29
- Summer vacation - 0,02
- Lack of sleep -0,05
- Television -0,18
- Retention - 0,32
- Mobility -0,34
- Depression -0,36



# Various meta-cognitive strategies and their effect sizes.

- ( pair/ group work)
  1. Match a strategy to its description.
  2. Rank various metacognitive strategies from the most effective to the least effective.
  3. Check the answers and reflect.

( conference materials p. 17)



# Strategy

# Description

# Effect size



Organising and transforming	Making an outline before writing a paper	.85
Self-consequences	Putting off pleasurable events until work is completed	.70
Self-instruction	Self-verbalising the steps to complete a given task	.62
Self-evaluation	Checking work before handing in to teacher	.62
Help-seeking	Using a study partner	.60
Keeping records	Recording of information related to study tasks	.59
Rehearsing and memorising	Writing a mathematics formula down until it is remembered	.57
Goal-setting/planning	Making lists to accomplish during studying	.49
Reviewing records	Reviewing class textbook before going to lecture	.49
Self-monitoring	Observing and tracking one's own performance and outcomes	.45
Task strategies	Creating mnemonics to remember facts	.45
Imagery	Creating or recalling vivid mental images to assist learning	.44
Time management	Scheduling daily studying and homework time	.44
Environmental restructuring	Efforts to select or arrange the physical setting to make learning easier	.22

## Bibliography:

Hattie, J. (2012). 'Visible Learning for teachers. Maximizing Impact on Learning.' London and New York Routledge.

'What the Best Schools Know and Do with Professor John Hattie.' Conference materials from 6th June 2018 [www.osiriseducational.co.uk](http://www.osiriseducational.co.uk)





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**Thank you for attention  
VT4P team**

This project has been funded with support from the European Commission. This publication