



Erasmus+

Hattie's Visible learning Concept

* effect size

Visible teaching 4 performance

1st TPM

Zespół Szkół nr 2

II LO z Oddziałami Dwujęzycznymi im. A.F. Modrzewskiego

Rybnik

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Visible teaching and learning

- Higher levels of achievement
- Teacher as an evaluator and activator
- Power of feedback
- Getting out of the way
- Seeking further challenges

Signposts towards excellence in education

- Teachers are amongst the most powerful influences in learning
- Teachers need to be engaged in the process of learning
- Teachers need to be aware of students' knowledge, and thus provide appropriate feedback

- teachers and students need to *know the learning intentions*, know *how well they are attaining* the criteria for success of all the students and *know where to go next*
- Learner's construction of knowledge and ideas is critical. Teachers should move from the single idea to multiple ideas.
- School leaders and teachers need to create environments in which error is welcomed

Effect size

Useful method for comparing results on different measures (such as standardized, teacher-made tests, student work), or over time, or between groups, on a scale that allows multiple comparisons independent of the original test scoring (for instance, marked out of 10, or 100), across content, and over time. This independent scale is one of the major attractions for using effect sizes, because it allows relative comparisons about various influences on student achievement. There are many sources for more information on effect sizes, including Professor Hattie.

Effect size - progress

$$\text{Effect size} = \frac{\text{Average (post-test)} - \text{Average (pre-test)}}{\text{Spread (standard deviation, or sd)}}$$

Student	February test	June test
David	40	35
Anne	25	30
Eeofa	45	50
Barry	30	40
Corrin	35	45

Task 1.

In 4 groups **EVALUATE** the given influences on students' achievement

MARK INFLUENCE

HIGH

MEDIUM

LOW

1. FEEDBACK
2. TEACHING STRATEGIES
3. REDUCING CLASS SIZE
4. PROFESSIONAL DEVELOPMENT ON STUDENT ACHIEVEMENT
5. TEACHER - STUDENT RELATIONSHIP
6. COOPERATIVE VS INDIVIDUALISTIC LEARNING
7. HOME ENVIRONMENT
8. RETENTION (HOLDING BACK A YEAR)
9. STUDENT EXPECTATION
10. TEACHER EXPECTATION
11. PROVIDING FORMATIVE EVALUATION TO TEACHER STUDENT CONTROL OVER LEARNING

BASED ON HATTIE'S 'VISIBLE LEARNING FOR TEACHERS'

1. FEEDBACK 0,75 HIGH
2. TEACHING STRATEGIES 0,62 HIGH
3. REDUCING CLASS SIZE 0,22 LOW
4. PROFESSIONAL DEVELOPMENT ON STUDENT ACHIEVEMENT
0,51 MEDIUM
5. TEACHER - STUDENT RELATIONSHIP 0,72 HIGH
6. COOPERATIVE VS INDIVIDUALISTIC LEARNING 0,59 MEDIUM
7. HOME ENVIRONMENT 0,52 MEDIUM
8. RETENTION (HOLDING BACK A YEAR) -0,13 LOW
9. STUDENT EXPECTATION 1,44 HIGH
10. TEACHER EXPECTATION 0,43 MEDIUM
11. PROVIDING FORMATIVE EVALUATION TO TEACHER STUDENT
CONTROL OVER LEARNING 0.9 HIGH

TASK 2

TEACHERS

In 4 groups walk around the gallery of posters

‘I see learning through the eyes of my students’

REFLECT, COMMENT, DISCUSS, IF
INSPIRED, MAKE NOTES ON PAPER
SHEETS BELOW

STUDENTS

(ON THE BASIS OF FIGURE 1.2 (HATTIE’S VISIBLE LEARNING FOR
TEACHERS p. 6)

IN 1 GROUP REFLECT AND DISCUSS

DO YOUR TEACHERS SEE LEARNING THROUGH THE
EYES OF THEIR STUDENTS?

TASK 3

- IN GROUPS

REFLECT

ON THE LATEST LIST OF VISIBLE
LEARNING PLUS 250+ INFLUENCES ON
STUDENT ACHIEVEMENT



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Thank you for your attention

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