

Visible Learning

By John Hattie

Visible Learning...

... is a way of thinking. "My role, as teacher, is to evaluate the effect I have on my students. It is to 'know thy impact', it is to understand this impact, and it is to act on this knowing and understanding.

Teacher assessment: In evaluation, observe only students - the discussion should move away from the teaching toward the EFFECT of the teaching.

- Is the lesson intentionally inviting?
- Were intentions and success made transparent to students?
- Did she check awareness of students?
- What was the nature of and prevalence of feedback?

Learning starts with knowing the desired results (learning intentions), and then working backwards to where the student starts the lesson. *The purpose is to reduce the gap between where the student starts and the success criteria for the lesson.*

- *Novice*
- *Capable*
- *Proficient*

The aim of schooling is to dependably identify talents and then create opportunities to assist in realizing these talents. Many of these talents are not necessarily within the current expectations of students.

When students do not learn, they do not need 'more'; rather, they need 'different'.

Passion...

- the components of passion for teacher and learner are the sheer thrill of being a learner or teacher, the absorption, the sensations of being involved, and the willingness to be involved in deliberate practice to attain understanding.
- Passion is among the most prized outcomes of schooling. *Passion may be the only natural renewable resource that we have.*

A Facilitative Relationship...

- Is key to Student-centered teaching
- The teacher is *passionate* about each student engaging with and succeeding in what is being taught.
- The teacher is aware of each student's progress from the start to the end of teaching the learning intention.

Self-efficacy...

...the confidence or strength of belief that we have in ourselves that we can make our learning happen.

Resilience...

... the ability to react to adversity, challenge, tension, or failure in an adaptive and productive manner.

Error... the difference between what we know and can do, and what we aim to know and do

Learning to Learn ('self-regulation') is about...

- intention to use strategies
- consistency in appropriately using strategies
- knowing when chosen strategies are effective
- deliberate practice

Disequilibrium... *cognitive disequilibrium*

- The mind develops in response to challenge or to disequilibrium - in

- The intervention must provide some cognitive conflict
- The intervention must encourage students to be metacognitive
- Deep reasoning and learning is stimulated by problems that create metacognitive disequilibrium - obstacles, contradictions, conflict

Phases of Motivation

1. See a gap
2. Goal setting - learner frames a goal and works out plan to approach it
3. Strategies - with which to move closer to the intention
4. Close the Gap - learner critically examines whether he has sufficiently closed to gap to claim success

Planning...

- Backward design
- Move from the outcomes (success criteria) back to the learning intentions.
- Then to the activities and resources needed.
- The lesson doesn't end when the bell goes; it ends when teachers interpret evidence of their impact on students, and review learning through their eyes.

Deliberate Practice...

- Allows students the mental space to explore using new strategies.
- Requires concentration and someone providing feedback (concentration is what sets it apart from mindless, routine engagement)
- students must see the purpose of deliberate practicing and *must be taught the value of deliberate practice (Super Mario Brothers; Angry Birds)*.
- Teach them that certain things are worth learning; teach how to discern between what is and what is NOT worth learning.
- It is not the amount of practice but the amount of deliberate effort to improve performance that matters.

- It helps if the student is both aware of the purpose of the practice and what success looks like
- *We do not engage in deliberate practice because it is inherently enjoyable, but because it helps them improve their performance.*

Assessment...

- Teachers need to stop overemphasizing ability, and start to emphasize increased effort and progress.
- Students have high expectations relative to their current learning for themselves.
- *Teachers role is not to enable students to 'reach their potential' or to meet their needs; teachers' role is to find out what students can do, and make them exceed their potential and needs.*
- There is no such thing called 'summative or normative' tests.
'Formative and summative' refer to the time at which a test is administered.
 - If the interpretations from the test are used to modify the instruction while it is ongoing, it is formative.
 - If the interpretations from the test are used to sum up the learning at the end of the teaching, it is summative.
- "When the cook tastes the soup, it is formative; when the guests taste the soup, it is summative."
 - Serving poor soup to the guests is probably the best indicator that the cook was lousy at tasting it during the preparation.

The Seven C's

- C Care
- C Control
- C Clarify
- C Challenge
- C Captivate
- C Confer
- C Consolidate

Teachers need:

- The mind frame to foster intellectual demand, challenge & learning
- To develop and enhance
 - student confidence in tackling challenging tasks
 - resilience in the face of error and failure
 - openness and willingness to share when interacting
 - pride in investing energy in actions that will lead to successful outcomes
 - to evaluate the impact of their teaching on students, and more to how then to use different and multiple strategies
- To build commitment and engagement in the learning task at the outset.
- To deliberately give each student feedback related to their work.
- To deliberately teach students how to ask for, understand, and use the feedback provided.
- To deliberately teach peers to give other students appropriate feedback.
- Emphasis on
 - Planning
 - being clear about purposes and outcomes - show students the rubric ahead of time so they know what the teacher values.
 - having expectations or targets of what impact should be
 - continually evaluating the impact

Assignments need to be primarily about what the teacher wants the students to think about - not about demonstrating 'what they know.'

Targeted Learning - Teachers must know AND share both the learning intentions and success criteria of a lesson with students.

- be clear about what is to be learned (learning intention)
- have a way of knowing the desired learning has been achieved (success criteria)

- *These two pathways must be transparent for the student.*
- Complete each lesson by referring to and evaluating the learning intention, involving students, and they also evaluate their efforts.

Phases of Learning:

- Understand prior achievement
- Linking between old and new
- Thinking about thinking

Peer Tutoring:

- Tutors set mastery goals
- Monitor performance
- Evaluate effect
- Provide feedback

Feedback can:

- Provide cues
- Direct attention
- Provide information about misunderstandings
- Be motivational
- *Feedback thrives on error.*
- Reduce uncertainty between performance and goals

Feedback questions:

- Where am I going? Clarity, commitment, challenge, targets, intentions, i.e., goals of the lesson - as opposed to finishing the lesson, being on time, trying hard, etc. Compare to goals in sports and social lives...
- How am I going there?
- Where to next? The aim is not only to provide them with the answer/s to this, but to teach them to have their own answers.

- DO NOT MIX PRAISE WITH FEEDBACK INFORMATION!
Feedback should be individualized, and relate directly to the student's work.

Note Taking:

- The effects of note-taking were higher when students were given instructor's notes from which to work. This provided exemplars for their own note taking.
- Note taking lowers mental effort and increases mental efficiency

Quotes:

- Passion may be the only natural renewable resource that we have.
Doug Reeves
- The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly.
David Ausubel
- On assessment: "When the cook tastes the soup, it is formative; when the guests taste the soup, it is summative."
Bob Stake