



Visible Learning and the Science of How We Learn

John Hattie and Gregory Yates



Visible Learning And The Science Of How We Learn John Ac Hattie

Nancy Frey,John Hattie,Douglas Fisher

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Visible Learning and the Science of How We Learn John Hattie, Gregory C. R. Yates, 2013-10-08 On publication in 2009 John Hattie's *Visible Learning* presented the biggest ever collection of research into what actually works in schools to improve children's learning. Not what was fashionable, not what political and educational vested interests wanted to champion, but what actually produced the best results in terms of improving learning and educational outcomes. It became an instant bestseller and was described by the TES as revealing education's holy grail. Now in this latest book John Hattie has joined forces with cognitive psychologist Greg Yates to build on the original data and legacy of the *Visible Learning* project, showing how its underlying ideas and the cutting edge of cognitive science can form a powerful and complementary framework for shaping learning in the classroom and beyond. *Visible Learning and the Science of How We Learn* explains the major principles and strategies of learning, outlining why it can be so hard sometimes and yet easy on other occasions. Aimed at teachers and students, it is written in an accessible and engaging style and can be read cover to cover or used on a chapter-by-chapter basis for essay writing or staff development. The book is structured in three parts: learning within classrooms, learning foundations, which explains the cognitive building blocks of knowledge acquisition and know thyself, which explores confidence and self-knowledge. It also features extensive interactive appendices containing study guide questions to encourage critical thinking, annotated bibliographic entries with recommendations for further reading, links to relevant websites, and YouTube clips. Throughout, the authors draw upon the latest international research into how the learning process works and how to maximise impact on students, covering such topics as teacher personality, expertise, and teacher-student relationships; how knowledge is stored and the impact of cognitive load; thinking fast and thinking slow; the psychology of self-control; the role of conversation at school and at home; invisible gorillas and the IKEA effect; digital native theory; myths and fallacies about how people learn. This fascinating book is aimed at any student, teacher, or parent requiring an up-to-date commentary on how research into human learning processes can inform our teaching and what goes on in our schools. It takes a broad sweep through findings stemming mainly from social and cognitive psychology and presents them in a useable format for students and teachers at all levels, from preschool to tertiary training institutes. [Visible Learning for Science, Grades K-12](#) John Almarode, Douglas Fisher, Nancy Frey, John Hattie, 2018-02-15 This book guides teachers to the right instructional approach to use at each learning phase so all students demonstrate more than a year's worth of science learning per school year. [The Illustrated Guide to Visible Learning](#) John Allan Hattie, Douglas Fisher, Nancy Frey, John Taylor Almarode, 2024-06-25 The Path to Truly Impactful Practice in Education Starts with Visible Learning. It may seem obvious, but learning should never be implied or assumed. Learning must be explicit, evaluated, and monitored; the impact of teaching on student learning should be visible. But how can we be sure? Armed with years of research that includes more than

2 100 meta analyses and 130 000 studies that include more than 300 million students plus decades of experience as educators bestselling authors John Hattie Douglas Fisher Nancy Frey and John Almarode have collaborated to create this accessible guide to what works best to accelerate students learning Packed with everything you need to evaluate your impact the Illustrated Guide to Visible Learning includes Clear instructions for collecting interpreting and using evidence to make decisions with and for your students A primer on the 11 signature practices of Visible Learning Research backed mindframes that have the potential to significantly influence the quality of education To have the greatest impact on student learning we must know what practices work best With this illustrated go to guide to Visible Learning in hand your path is set for truly impactful practice in education

Visible Learning for Teachers John Hattie, 2012-03-15 In November 2008 John Hattie's ground breaking book Visible Learning synthesised the results of more than fifteen years research involving millions of students and represented the biggest ever collection of evidence based research into what actually works in schools to improve learning Visible Learning for Teachers takes the next step 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 The author 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 This book links the biggest ever research project on teaching strategies to practical classroom implementation champions both teacher and student perspectives and contains step by step guidance including lesson preparation interpreting learning and feedback during the lesson and post lesson follow up offers checklists exercises case studies and best practice scenarios to assist in raising achievement includes whole school checklists and advice for school leaders on facilitating visible learning in their institution now includes additional meta analyses bringing the total cited within the research to over 900 comprehensively covers numerous areas of learning activity including pupil motivation curriculum meta cognitive strategies behaviour teaching strategies and classroom management Visible Learning for Teachers is a must read for any student or teacher who wants an evidence based answer to the question how do we maximise achievement in our schools

Visible Learning for Literacy, Grades K-12 Douglas Fisher, Nancy Frey, John Hattie, 2016-03-22 Every student deserves a great teacher not by chance but by design Douglas Fisher Nancy Frey John Hattie What if someone slipped you a piece of paper listing the literacy practices that ensure students demonstrate more than a year's worth of learning for a year spent in school Would you keep the paper or throw it away We think you'd keep it And that's precisely why acclaimed educators Douglas Fisher Nancy Frey and John Hattie wrote Visible Learning for Literacy They know teachers will want to apply Hattie's head turning synthesis of more than 15 years of research involving millions of students which he used to identify the instructional routines that have the biggest impact on student learning These practices are visible for teachers and students to see because their purpose has been made clear they are implemented at the right moment in a

student's learning and their effect is tangible. Yes, the aha moments made visible by design. With their trademark clarity and command of the research and dozens of classroom scenarios to make it all replicable, these authors apply Hattie's research and show you how to use the right approach at the right time so that you can more intentionally design classroom experiences that hit the surface deep and transfer phases of learning and more expertly see when a student is ready to dive from surface to deep. Which routines are most effective at specific phases of learning, including word sorts, concept mapping, close reading, annotating, discussion, formative assessment, feedback, collaborative learning, reciprocal teaching, and many more? Why the 8 mind frames for teachers apply so well to curriculum planning and can inspire you to be a change agent in students' lives and part of a faculty that embraces the idea that visible teaching is a continual evaluation of one's impact on student's learning? Teachers, it's time we embrace the evidence, update our classrooms, and impact student learning in wildly positive ways, say Doug Nancy and John. So let's see *Visible Learning for Literacy* for what it is: the book that renews our teaching and reminds us of our influence just in time. *Bundle: Visible Learning + Visible Learning for Teachers* John Hattie, 2014-12-11. Ready to dig deeper into the Visible Learning? This bundle includes Hattie's *Visible Learning* and the *Science of How We Learn* and the *Visible Learning Toolkit*, your go-to resource for sharing Visible Learning with you, staff, and colleagues. *Visible Learning* John Hattie's groundbreaking book is the result of 15 years of research synthesizing over 800 meta-analyses relating to influences on student achievement. The book uses evidence to construct a model for teaching and learning based on setting challenging learning intentions, sharing success criteria, and understanding which factors make the most impact on student learning. *Visible Learning and the Science of How We Learn* John Hattie joins forces with cognitive psychologist Gregory Yates to build on the original data and legacy of the Visible Learning project, examining how research into human learning processes can inform our teaching and what goes on in our schools. The authors explain the cognitive building blocks of knowledge acquisition and discuss how to maximize impact on student learning. **Visible Learning** John Hattie, 2008-11-19. This unique and groundbreaking book is the result of 15 years of research and synthesizes over 800 meta-analyses on the influences on achievement in school-aged students. It builds a story about the power of teachers' feedback and a model of learning and understanding. The research involves many millions of students and represents the largest ever evidence-based research into what actually works in schools to improve learning. Areas covered include the influence of the student, home, school, curricula, teacher, and teaching strategies. A model of teaching and learning is developed based on the notion of visible teaching and visible learning. A major message is that what works best for students is similar to what works best for teachers: an attention to setting challenging learning intentions, being clear about what success means, and an attention to learning strategies for developing conceptual understanding about what teachers and students know and understand. Although the current evidence-based fad has turned into a debate about test scores, this book is about using evidence to build and defend a model of teaching and learning. A major contribution is a fascinating benchmark dashboard for

comparing many innovations in teaching and schools *The On-Your-Feet Guide to Visible Learning* Shirley Clarke, John Hattie, 2019-07-24 Laminated 8.5 x 11 tri fold 6 pages 3 hole punched Everyone knows that feedback works and yet not everyone does feedback well It s especially hard to give feedback during a class session This helpful guide will help teachers provide on the go feedback that Aligns to learning intentions and success criteria Is delivered at just the right time Matches a learner s stage of learning surface deep or transfer

Going Deeper Into Visible Learning Bundle John Hattie, 2015-04-20 Ready to dig deeper into the Visible Learning This bundle includes Hattie s Visible Learning and the Science of How We Learn and the Visible Learning Toolkit your go to resource for sharing Visible Learning with you staff and colleagues Visible Learning and the Science of How We Learn John Hattie joins forces with cognitive psychologist Gregory Yates to build on the original data and legacy of the Visible Learning project examining how research into human learning processes can inform our teaching and what goes on in our schools The authors explain the cognitive building blocks of knowledge acquisition and discuss how to maximize impact on student learning Visible Learning Toolkit You ve taken the first step to significantly increasing student achievement Now gain buy in for creating Visible Learning schools by introducing your staff and colleagues to the Visible Learning plus framework This toolkit includes a comprehensive staff meeting guide engaging videos carefully crafted PowerPoint slides and ready to use activity templates A must have resource for anyone who has attended a Visible Learning Foundation seminar

[The On-Your-Feet Guide to Visible Learning](#) Shirley Clarke, John Hattie, 2019-07-16 Laminated 8.5 x 11 tri fold 6 pages 3 hole punched All students need to know that they trust teachers to have their best interests at heart but also to believe that they can reach our high expectations of them We need to encourage students to reveal their misunderstandings normalizing error as an exciting aspect of learning feedback when there is misunderstanding is most powerful as it indicates that the student is on the brink of new learning This guide encompasses tried and tested ideas for delving into students understanding so that we can act appropriately in helping them learn Teachers will learn the importance of student to teacher feedback how to check for understanding with the whole class and individual students question templates for uncovering student thinking

[Visible Learning in Early Childhood](#) Kateri Thunder, John Almarode, John Hattie, 2021-09-13 Make learning visible in the early years Early childhood is a uniquely sensitive time when young learners are rapidly developing across multiple domains including language and literacy mathematics and motor skills Knowing which teaching strategies work best and when can have a significant impact on a child s development and future success Visible Learning in Early Childhood investigates the critical years between ages 3 and 6 and backed by evidence from the Visible Learning research explores seven core strategies for learning success working together as evaluators setting high expectations measuring learning with explicit success criteria establishing developmentally appropriate levels of learning viewing mistakes as opportunities continually seeking feedback and balancing surface deep and transfer learning The authors unpack the symbiotic relationship between these seven tenets through

Authentic examples of diverse learners and settings Voices of master teachers from the US UK and Australia Multiple assessment and differentiation strategies Multidisciplinary approaches depicting mathematics literacy art and music social emotional learning and more Using the Visible Learning research teachers partner with children to encourage high expectations developmentally appropriate practices the right level of challenge and a focus on explicit success criteria Get started today and watch your young learners thrive *Great Teaching by Design* John Hattie,Vince Bustamante,John Almarode,Douglas Fisher,Nancy Frey,2020-11-02 Turn good intentions into better outcomes by design Why leave student success up to chance By combining your intuition and experience with the latest research on high impact learning practices you can evolve your teaching from good to great and make a lasting difference for your students Organized around the DIIE framework *Great Teaching by Design* takes you step by step from intention to implementation to accelerate the impact your teaching has on student learning Inside you ll find A deep dive into the four stages of the DIIE model Diagnosis and Discovery Intervention Implementation and Evaluation A fresh look at the Visible Learning research which identifies the most powerful strategies for teaching and learning Stories of best practices in action and examples from classrooms around the world Great teaching may come by chance but it will come by design Whether you re new to teaching or looking to give your instruction a boost take up the challenge and discover a new framework for teaching with true intentionality *Developing Assessment-Capable Visible Learners, Grades K-12* Nancy Frey,John Hattie,Douglas Fisher,2018-01-30 This book is a follow up to *Visible Learning for Literacy* and delves more deeply into one critical component of any Visible Learning classroom the student who has the ability to self assess Based on extensive research and with highly practical classroom scenarios and tools this resource will help teachers learn how to help their students self assess and flourish into their own teachers

Teaching Literacy in the Visible Learning Classroom, Grades K-5 Douglas Fisher,Nancy Frey,John Hattie,2017-01-20 Teach with optimum impact to foster deeper expressions of literacy Whether through direct instruction guided instruction peer led and independent learning every student deserves a great teacher not by chance but by design In this companion to *Visible Learning for Literacy* Fisher Frey and Hattie show you how to use learning intentions success criteria formative assessment and feedback to achieve profound instructional clarity Chapter by chapter this acclaimed author team helps put a range of learning strategies into practice depending upon whether your K 5 students are ready for surface deep or transfer levels of understanding [Teaching Literacy in the Visible Learning Classroom, Grades 6-12](#) Douglas Fisher,Nancy Frey,John Hattie,Marisol Thayre,2017-04-12 It could happen at 10 10 a m in the midst of analyzing a text at 2 00 when listening to a students debate or even after class when planning a lesson The question arises How do I influence students learning what s going to generate that light bulb Aha moment of understanding In this sequel to their megawatt best seller *Visible Learning for Literacy* Douglas Fisher Nancy Frey and John Hattie help you answer that question by sharing structures and tools that have high impact on learning and insights on which stage of learning they have that high

impact With their expert lessons video clips and online resources you can design reading and writing experiences that foster in your students deeper and more sophisticated expressions of literacy Mobilizing Visible Learning Use lesson design strategies based on research that included 500 million plus students to develop self regulating learners able to see the purpose of what they are learning and their own progress Teacher Clarity Articulate daily learning intentions success criteria and other goals understand what your learners understand and design high potency experiences for all students Direct Instruction Embrace modeling and scaffolding as a critical pathway for students to learn new skills and concepts Teacher Led Dialogic Instruction Guide reading writing listening speaking and thinking by using strategic questioning and other teacher led discussion techniques to help learners to clarify thinking discuss debate and goal set Student Led Dialogic Learning Promote intellectual social and creative growth with peer mediated learning experiences that transfer to other subject areas including history science math and the visual and performing arts Independent Learning Ensure that students deepen learning by designing relevant tasks that enable them to think metacognitively set goals and develop self regulatory skills Tools to Use to Determine Literacy Impact Know what your impact truly is with these research based formative assessments for 6 12 learners With Teaching Literacy in the Visible Learning Classroom take your students from surface to deep to transfer learning It s all about using the most effective practices and knowing WHEN those practices are best leveraged to maximize student learning

Visible Learning for Mathematics, Grades K-12 John Hattie, Douglas Fisher, Nancy Frey, Linda M. Gojak, Sara Delano Moore, William Mellman, 2016-09-15 Selected as the Michigan Council of Teachers of Mathematics winter book club book Rich tasks collaborative work number talks problem based learning direct instruction with so many possible approaches how do we know which ones work the best In Visible Learning for Mathematics six acclaimed educators assert it s not about which one it s about when and show you how to design high impact instruction so all students demonstrate more than a year s worth of mathematics learning for a year spent in school That s a high bar but with the amazing K 12 framework here you choose the right approach at the right time depending upon where learners are within three phases of learning surface deep and transfer This results in visible learning because the effect is tangible The framework is forged out of current research in mathematics combined with John Hattie s synthesis of more than 15 years of education research involving 300 million students Chapter by chapter and equipped with video clips planning tools rubrics and templates you get the inside track on which instructional strategies to use at each phase of the learning cycle Surface learning phase When through carefully constructed experiences students explore new concepts and make connections to procedural skills and vocabulary that give shape to developing conceptual understandings Deep learning phase When through the solving of rich high cognitive tasks and rigorous discussion students make connections among conceptual ideas form mathematical generalizations and apply and practice procedural skills with fluency Transfer phase When students can independently think through more complex mathematics and can plan investigate and elaborate as they apply what they

know to new mathematical situations To equip students for higher level mathematics learning we have to be clear about where students are where they need to go and what it looks like when they get there Visible Learning for Math brings about powerful precision teaching for K 12 through intentionally designed guided collaborative and independent learning

Teaching Mathematics in the Visible Learning Classroom, Grades 6-8 John Almarode, Douglas Fisher, Joseph Assof, Sara Delano Moore, John Hattie, Nancy Frey, 2018-10-10 Select the right task at the right time for the right phase of learning It could happen in the morning during homework review Or perhaps it happens when listening to students as they struggle through a challenging problem Or maybe even after class when planning a lesson At some point the question arises How do I influence students learning what s going to generate that light bulb aha moment of understanding In this sequel to the megawatt best seller Visible Learning for Mathematics John Almarode Douglas Fisher Nancy Frey John Hattie and Kateri Thunder help you answer that question by showing how Visible Learning strategies look in action in the mathematics classroom Walk in the shoes of middle school teachers as they engage in the 200 micro decisions per minute needed to balance the strategies tasks and assessments seminal to high impact mathematics instruction Using grade leveled examples and a decision making matrix you ll learn to Articulate clear learning intentions and success criteria at surface deep and transfer levels Employ evidence to guide students along the path of becoming metacognitive and self directed mathematics achievers Use formative assessments to track what students understand what they don t and why Select the right task for the conceptual procedural or application emphasis you want ensuring the task is for the right phase of learning Adjust the difficulty and complexity of any task to meet the needs of all learners It s not only what works but when Exemplary lessons video clips and online resources help you leverage the most effective teaching practices at the most effective time to meet the surface deep and transfer learning needs of every student *Visible Learning for Social Studies, Grades K-12* John Hattie, Julie Stern, Douglas Fisher, Nancy Frey, 2020-04-07 Help students move from surface level learning to the transfer of understanding How do social studies teachers maximize instruction to ensure students are prepared for an informed civic life VISIBLE LEARNING for Social Studies Grades K 12 shows how the field is more than simply memorizing dates and facts it encapsulates the skillful ability to conduct investigations analyze sources place events in historical context and synthesize divergent points of view The Visible Learning framework demonstrates that learning is not an event but rather a process in which students move from surface level learning to deep learning and then onto the transfer of concepts skills and strategies Encouraging learners to explore different facets of society history geography and more best practices for applying visible learning to social studies curriculum are presented through A scaffolded approach including surface level learning deep learning and transfer of learning Examples of strategies lessons and activities best suited for each level of learning Planning tools rubrics and templates to guide instruction Teachers must understand the impact they have on students and select approaches to maximize that impact This book will guide you through the process of identifying the right strategy for the

right time to successfully move students through surface deep and transfer learning [The On-Your-Feet Guide to Visible Learning](#) John Almarode, Douglas Fisher, Nancy Frey, John Hattie, 2019-07-24 **Visible Learning: Feedback** John Hattie, Shirley Clarke, 2018-08-15 Feedback is arguably the most critical and powerful aspect of teaching and learning Yet there remains a paradox why is feedback so powerful and why is it so variable It is this paradox which Visible Learning Feedback aims to unravel and resolve Combining research excellence theory and vast teaching expertise this book covers the principles and practicalities of feedback including the variability of feedback the importance of surface deep and transfer contexts student to teacher feedback peer to peer feedback the power of within lesson feedback and manageable post lesson feedback With numerous case studies examples and engaging anecdotes woven throughout the authors also shed light on what creates an effective feedback culture and provide the teaching and learning structures which give the best possible framework for feedback Visible Learning Feedback brings together two internationally known educators and merges Hattie's world famous research expertise with Clarke's vast experience of classroom practice and application making this book an essential resource for teachers in any setting phase or country

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In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is actually astonishing. Within the pages of "**Visible Learning And The Science Of How We Learn John Ac Hattie**," an enthralling opus penned by a very acclaimed wordsmith, readers set about an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve into the book's central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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