

Hattie Teaching Strategies

Hattie's Teaching Strategies: A Comprehensive Guide to Maximizing Student Achievement

Introduction:

Are you a teacher striving to enhance student learning outcomes? Do you crave evidence-based strategies that demonstrably improve teaching efficacy? Then you've come to the right place. This comprehensive guide dives deep into John Hattie's influential research on visible learning, exploring his key teaching strategies and providing practical applications for educators at all levels. We'll unpack the concept of effect size, explore Hattie's most impactful strategies, and offer actionable steps to integrate these powerful techniques into your classroom. Prepare to transform your teaching and unlock your students' full potential. We'll cover everything from feedback and teacher-student relationships to collaborative learning and metacognition, equipping you with the tools to create a truly impactful learning environment.

Hattie's Visible Learning: Understanding Effect Size

Before we delve into specific strategies, it's crucial to understand the foundation of Hattie's work: effect size. Effect size (d) is a statistical measure that quantifies the impact of an intervention or teaching strategy on student achievement. Hattie's research synthesized numerous studies, assigning an effect size to various teaching approaches. A higher effect size indicates a more substantial positive impact on student learning. Hattie's work emphasizes the importance of focusing on strategies with high effect sizes – those proven to significantly improve student outcomes. Understanding effect size allows educators to prioritize interventions with the greatest potential for success.

High-Impact Teaching Strategies from Hattie's Research:

Hattie's research identified numerous high-impact teaching strategies. Let's explore some of the most effective:

1. **Feedback:** (Effect Size: 0.73) Providing specific, timely, and actionable feedback is paramount. Generic praise is ineffective; students need targeted feedback that clarifies their strengths and weaknesses, guiding them towards improvement. This isn't just about grades; it's about providing insightful commentary on their work, focusing on specific aspects needing attention. Effective feedback often involves a dialogue between teacher and student, ensuring understanding and fostering self-regulation.
2. **Teacher-Student Relationships:** (Effect Size: 0.72) A positive and supportive teacher-student relationship fosters a safe and engaging learning environment. Students are more likely to participate, take risks, and persevere when they feel connected to their teacher. Building rapport involves showing genuine care for students' well-being, understanding their individual needs, and creating a classroom culture of respect and trust.

3. **Teacher Clarity:** (Effect Size: 0.75) Clear communication and instruction are fundamental. Teachers need to articulate learning objectives clearly, provide structured lessons, and ensure students understand the expectations. This includes using various teaching methods to cater to different learning styles and providing opportunities for clarification and questioning. Clarity minimizes confusion and maximizes learning efficiency.
4. **Student Agency and Metacognition:** (Effect Size: 0.69) Empowering students to take ownership of their learning is crucial. Metacognition, or "thinking about thinking," enables students to reflect on their learning processes, identify their strengths and weaknesses, and develop strategies for improvement. Activities promoting self-assessment, goal setting, and reflection enhance student agency and metacognitive skills.
5. **Collaborative Learning:** (Effect Size: 0.63) Engaging students in collaborative activities fosters peer learning and promotes social interaction. Group work should be structured and purposeful, with clear roles and responsibilities. Effective collaborative learning activities provide opportunities for students to learn from each other, share their understanding, and develop teamwork skills.
6. **Spaced Retrieval:** (Effect Size: 0.61) This powerful technique involves revisiting previously learned material at increasing intervals. This strengthens memory retention and enhances long-term learning. Instead of cramming, spaced retrieval promotes gradual and sustainable learning.
7. **Direct Instruction:** (Effect Size: 0.59) While often debated, direct instruction remains effective, especially when paired with other strategies. Clearly explaining concepts, providing examples, and offering opportunities for practice can be highly effective, particularly for foundational skills and knowledge.
8. **Modeling:** (Effect Size: 0.60) Show, don't just tell. Teachers who model desired behaviors and thinking processes provide students with concrete examples of how to approach tasks and challenges. Modeling effective problem-solving, critical thinking, and collaboration strengthens student skills.
9. **Formative Assessment:** (Effect Size: 0.67) Regular formative assessments, like quizzes and exit tickets, provide valuable insights into student understanding and inform subsequent instruction. These assessments are not for grading; they're for monitoring progress and adjusting teaching to address learning gaps.

Applying Hattie's Strategies in Practice:

Integrating these strategies requires a thoughtful and systematic approach. Start by selecting one or two high-impact strategies to focus on initially. Develop a plan for implementation, including specific activities and assessments. Regularly reflect on your progress, making adjustments as needed. Consider collaborating with colleagues to share ideas and support each other.

Book Outline: Unlocking Student Potential: A Practical Guide to Hattie's Teaching Strategies

Introduction: Introducing John Hattie and the concept of visible learning. Defining effect size and its relevance to teaching.

Chapter 1: Understanding Effect Size: A detailed explanation of effect size and its interpretation. Analyzing Hattie's research and its implications for educators.

Chapter 2: High-Impact Strategies: A deep dive into the top teaching strategies from Hattie's research, including detailed explanations and examples.

Chapter 3: Implementing Visible Learning: Practical steps for integrating Hattie's strategies into the classroom. Strategies for planning, implementation, and assessment.

Chapter 4: Building a Culture of Visible Learning: Fostering a collaborative and reflective environment for continuous improvement.

Conclusion: A summary of key takeaways and recommendations for ongoing professional development.

(The full book would then follow, elaborating on each chapter point.)

Frequently Asked Questions (FAQs)

1. What is the most important teaching strategy according to Hattie? There's no single "most important" strategy. Hattie's research highlights the importance of a combination of high-impact strategies, tailored to specific contexts and student needs.
2. How can I measure the effect size of my teaching strategies? While measuring precise effect sizes requires sophisticated statistical analysis, you can qualitatively assess the impact of your strategies by monitoring student progress, gathering feedback, and observing student engagement.
3. How can I implement Hattie's strategies in a large class setting? Adapting strategies for larger classes may require creative solutions, such as utilizing technology, employing peer teaching, and differentiating instruction.
4. Are Hattie's findings applicable to all subjects and grade levels? While the core principles apply broadly, the specific strategies may need adaptation depending on the subject matter and student age.
5. What if a particular strategy doesn't work for my students? It's important to reflect on the implementation, consider alternative approaches, and adapt your strategies based on student needs and context.
6. How can I get my colleagues on board with using Hattie's strategies? Share research findings, demonstrate the effectiveness of the strategies in your classroom, and engage in collaborative professional development.
7. Is Hattie's research universally accepted? While highly influential, some debate exists regarding the methodology and interpretation of Hattie's findings. However, the general emphasis on evidence-based practices remains widely accepted.
8. How often should I use formative assessment to monitor student progress? Regular formative assessment should be integrated throughout the learning process, not just at the end of a unit. The frequency will depend on the specific learning objectives and student needs.
9. Where can I find more resources on Hattie's visible learning? Hattie's books, numerous research articles, and online resources offer extensive information on visible learning and its applications.

Related Articles:

1. Visible Learning for Teachers: A Practical Guide: An overview of Hattie's key findings and their implications for classroom practice.
2. The Power of Feedback in Visible Learning: A detailed exploration of effective feedback strategies and their impact on student achievement.
3. Building Strong Teacher-Student Relationships: Strategies for fostering positive and supportive relationships in the classroom.
4. Metacognition and Self-Regulated Learning: How to enhance students' awareness and control of their own learning processes.
5. Effective Collaborative Learning Strategies: Techniques for designing and implementing engaging group activities.
6. The Importance of Teacher Clarity in Instruction: Strategies for ensuring clear communication and understanding in the classroom.
7. Formative Assessment and Its Role in Improving Teaching: A deep dive into the use of formative assessments to monitor student progress and inform instruction.
8. Spaced Retrieval and its Benefits for Long-Term Retention: Explaining how spaced repetition enhances memory and learning.
9. Integrating Technology to Enhance Visible Learning: Exploring the role of technology in supporting and amplifying Hattie's strategies.

hattie teaching strategies: 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.

hattie teaching strategies: Visible Learning John Hattie, 2008-11-19 This unique and ground-breaking book is the result of 15 years research and synthesises 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.

hattie teaching strategies: 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?'

hattie teaching strategies: International Guide to Student Achievement John Hattie, Eric M. Anderman, 2013-01-17 The *International Guide to Student Achievement* brings together and critically examines the major influences shaping student achievement today. There are many, often competing, claims about how to enhance student achievement, raising the questions of What works? and What works best? World-renowned bestselling authors, John Hattie and Eric M. Anderman have invited an international group of scholars to write brief, empirically-supported articles that examine predictors of academic achievement across a variety of topics and domains. Rather than telling people what to do in their schools and classrooms, this guide simply provides the first-ever compendium of research that summarizes what is known about the major influences shaping students' academic achievement around the world. Readers can apply this knowledge base to their own school and classroom settings. The 150+ entries serve as intellectual building blocks to creatively mix into new or existing educational arrangements and aim for quick, easy reference. Chapter authors follow a common format that allows readers to more seamlessly compare and contrast information across entries, guiding readers to apply this knowledge to their own classrooms, their curriculums and teaching strategies, and their teacher training programs.

hattie teaching strategies: 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.

hattie teaching strategies: 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.

hattie teaching strategies: Visible Learning into Action John Hattie, Deb Masters, Kate Birch, 2015-10-30 Recently at the Visible Learning Conference, Professor John Hattie stood up in his opening address and said, I'm looking at you all and thinking 'What if I got this wrong?' I feel the same way when educators ask to visit and I always end up in the same place – that Keilor Views is a living, breathing example that he didn't. -- Charles Branciforte, Principal of Keilor Views Primary School, Melbourne, Australia Visible Learning into Action takes the next step in the evolving Visible Learning story. It translates one of the biggest and most critically acclaimed education research projects ever undertaken into case studies of actual success stories, implementing John Hattie's ideas in the classrooms of schools all around the world. The evidenced case studies presented in this book describe the Visible Learning journeys of fifteen schools from Australia, USA, Hong Kong, UK, Sweden, New Zealand and Norway and are representative of the VL international community of

schools in their quest to ensure all of their students exceed their potential for academic success. Each school's story will inform and inspire, bringing to life the discussions, actions and reflections from leaders, teachers, students and families. This book features extensive, interactive appendices containing study guide questions to encourage critical thinking, annotated endnotes with recommendations for further reading and links to YouTube and relevant websites. Drawing on the latest research into the major principles and strategies of learning, this essential resource is structured into five parts: Know thy impact; Effective feedback; Visible learners; Inspired and passionate teachers; The Visible Learning School. Visible Learning into Action 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.

hattie teaching strategies: The Purposes of Education John Hattie, Steen Nepper Larsen, 2020-05-01 What are the purposes of education and what is the relationship between educational research and policy? Using the twin lenses of Visible Learning and educational philosophy, these are among the many fascinating topics discussed in extended conversations between John Hattie and Steen Nepper Larsen. This wide-ranging and informative book offers fundamental propositions about the nature of education. It maps out in fascinating detail a coming together of Hattie's empirical data and world-famous Visible Learning paradigm with the rich heritage of educational philosophy. Additionally, it explores the inevitable questions of the purpose of education and the development of students in a learning society. Part clash of cultures, part meeting of minds, always fascinating and illuminating, this intriguing book will inspire teachers, students, and parents at all levels of the educational system – from kindergarten through school to university. Conversations include: What are the purposes of education? Does educational data speak for itself? What is the role of the teacher? Is learning a visible phenomenon? Is it important to teach and learn specific subjects? What is the role of neuroscience research? What is the relationship between educational research and educational politics? What is the role of the state in education?

hattie teaching strategies: 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!

hattie teaching strategies: 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 work 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 it's underlying ideas and the cutting edge of cognitive science can form a powerful and

complimentary 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.

hattie teaching strategies: *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.*

hattie teaching strategies: *Explicit Direct Instruction (EDI)* John R. Hollingsworth, Silvia E. Ybarra, 2009 A proven method for better teaching, better learning, and better test scores! This teacher-friendly book presents a step-by-step approach for implementing the Explicit Direct Instruction (EDI) approach in diverse classrooms. Based on educational theory, brain research, and data analysis, EDI helps teachers deliver effective lessons that can significantly improve achievement all grade levels. The authors discuss characteristics of EDI, such as checking for understanding, lesson objectives, activating prior knowledge, concept and skills development, and guided practice, and provide: Clearly defined lesson design components Detailed sample lessons Easy-to-follow lesson delivery strategies Scenarios that illustrate what EDI techniques look like in the classroom

hattie teaching strategies: *The Turning Point for the Teaching Profession* Field Rickards, John Hattie, Catherine Reid, 2020-11-29 A revolution is happening in education, with leaders and teachers now asked to focus on learning, to develop collaborative teams to impact on students, to use and raise professional standards, and to identify and esteem expertise in our profession. With new demands relating to technological advances, changing demographics, internationalism, and the inclusion of ‘twenty-first-century skills,’ there is pressure on schools to deliver greater and deeper success with more students. *The Turning Point* aims to present the factors needed to affect real change for school systems, in classrooms, and in the teaching profession by: Arguing for the establishment of teaching as a true ‘profession’ alongside areas such as medicine or law. Identifying

the expertise fundamental to the meeting demands of schools. Elaborating on evaluative thinking and clinical practice as the basis of this new profession. Outlining core levers of change to show how teachers can have profound impacts on educational, medical, and social dimensions of students. This book is essential reading for teachers, school leaders, education policymakers, teacher candidates, and teacher educators. Those working in affiliated professions, such as adolescent psychologists and health workers, will also find aspects of the book relevant to their work.

hattie teaching strategies: *Visible Learning for Science, Grades K-12* John Almarode, Douglas Fisher, Nancy Frey, John Hattie, 2018-02-15 In the best science classrooms, teachers see learning through the eyes of their students, and students view themselves as explorers. But with so many instructional approaches to choose from—inquiry, laboratory, project-based learning, discovery learning—which is most effective for student success? In *Visible Learning for Science*, the authors reveal that it's not which strategy, but when, and plot a vital K-12 framework for choosing the right approach at the right time, depending on where students are within the three phases of learning: surface, deep, and transfer. Synthesizing state-of-the-art science instruction and assessment with over fifteen years of John Hattie's cornerstone educational research, this framework for maximum learning spans the range of topics in the life and physical sciences. Employing classroom examples from all grade levels, the authors empower teachers to plan, develop, and implement high-impact instruction for each phase of the learning cycle: Surface learning: when, through precise approaches, students explore science concepts and skills that give way to a deeper exploration of scientific inquiry. Deep learning: when students engage with data and evidence to uncover relationships between concepts—students think metacognitively, and use knowledge to plan, investigate, and articulate generalizations about scientific connections. Transfer learning: when students apply knowledge of scientific principles, processes, and relationships to novel contexts, and are able to discern and innovate to solve complex problems. *Visible Learning for Science* opens the door to maximum-impact science teaching, so that students demonstrate more than a year's worth of learning for a year spent in school.

hattie teaching strategies: *10 Mindframes for Visible Learning* John Hattie, Klaus Zierer, 2017-12-06 The original *Visible Learning* research concluded that one of the most important influencers of student achievement is how teachers think about learning and their own role. In *Ten Mindframes for Visible Learning*, John Hattie and Klaus Zierer define the ten behaviors or mindframes that teachers need to adopt in order to maximize student success. These include: thinking of and evaluating your impact on students' learning; the importance of assessment and feedback for teachers; working collaboratively and the sense of community; the notion that learning needs to be challenging; engaging in dialogue and the correct balance between talking and listening; conveying the success criteria to learners; building positive relationships. These powerful mindframes, which should underpin every action in schools, are founded on the principle that teachers are evaluators, change agents, learning experts, and seekers of feedback who are constantly engaged with dialogue and challenge. This practical guide, which includes questionnaires, scenarios, checklists, and exercises, will show any school exactly how to implement Hattie's mindframes to maximize success.

hattie teaching strategies: *Clarity for Learning* John Almarode, Kara Vandas, 2018-10-24 An essential resource for student and teacher clarity With the ever-changing landscape of education, teachers and leaders often find themselves searching for clarity in a sea of standards, curriculum resources, and competing priorities. *Clarity for Learning* offers a simple and doable approach to developing clarity and sharing it with students through five essential components: crafting learning intentions and success criteria co-constructing learning intentions and success criteria with learners creating opportunities for students to respond effective feedback on and for learning students and teachers sharing learning and progress The book is full of examples from teachers and leaders who have shared their journey, struggles, and successes for readers to use to propel their own work forward.

hattie teaching strategies: *Visible Learning Insights* John Hattie, Klaus Zierer, 2019-04-25

Visible Learning Insights presents a fascinating 'inside view' of the ground-breaking research of John Hattie. Together, the authors John Hattie and Klaus Zierer embark on a mission to build on the internationally renowned work and combine the power and authority of the research with the real 'coal face' experience of schools. Offering a concise introduction into the 'Visible Learning Story', the book provides busy teachers with a guide to why the Visible Learning research is so vital and the difference it can make to learning outcomes. It includes: An in-depth dialogue between John Hattie and Klaus Zierer. Clearly structured chapters that focus on the core messages of 'Visible Learning' and infer practical consequences for the everyday job of teaching. FAQs to Visible Learning that provide an invaluable introduction to the language of learning and success in schools. An overview of the current data set with over 1,400 meta-analyses. Intended for teachers, teacher students, education researchers, parents, and all who are interested in successful learning, teaching, and schooling, this short and elegant introduction outlines just what is required to translate Hattie's research into improved school performance.

hattie teaching strategies: The Highly Engaged Classroom Robert J. Marzano, Debra J. Pickering, 2010-03-21 Student engagement happens as a result of a teacher's careful planning and execution of specific strategies. This self-study text provides in-depth understanding of how to generate high levels of student attention and engagement. Using the suggestions in this book, every teacher can create a classroom environment where engagement is the norm, not the exception.

hattie teaching strategies: 10 Steps to Develop Great Learners John Hattie, Kyle Hattie, 2022-04-07 What can concerned parents and carers do to ensure their children, of all ages, develop great learning habits which will help them achieve their maximum at school and in life? This is probably one of the most important questions any parent can ask and now John Hattie, one of the most respected and renowned Education researchers in the world draws on his globally famous Visible Learning research to provide some answers. Writing this book with his own son Kyle, himself a respected teacher, the Hatties offer a 10-step plan to nurturing curiosity and intellectual ambition and providing a home environment that encourages and values learning. These simple steps based on the strongest of research evidence and packed full of practical advice can be followed by any parent or carer to support and enhance learning and maximize the potential of their children. Areas covered include: Communicating effectively with teachers Being the 'first learner' and demonstrating openness to new ideas and thinking Choosing the right school for your child Promoting the 'language of learning' Having appropriately high expectations and understanding the power of feedback Anyone concerned about the education and development of our children should read this book. For parents it is an essential guide that could make a vital difference to your child's life. For schools, school leaders and education authorities this is a book you should be encouraging every parent to read to support learning and maximize opportunities for all.

hattie teaching strategies: Empirical Research in Teaching and Learning Debra Mashek, Elizabeth Yost Hammer, 2011-02-23 Empirical Research in Teaching and Learning: Contributions from Social Psychology draws upon the latest empirical research and empirically-based theories from social psychology to inform the scholarship of teaching and learning. Provides an accessible theoretical grounding in social psychological principles and addresses specific empirical evidence drawn from teaching and learning contexts Features concrete strategies for use in the classroom setting Includes contributions from experts in both social psychology and the scholarship of teaching and learning

hattie teaching strategies: 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.

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main influences on achievement and practical implications for educators. Written by world-renowned bestselling authors John Hattie and Eric M. Anderman, this book is an indispensable reference for any teacher, school leader and parent wanting to maximize learning in our schools.

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PLCs 19. Provide empathetic feedback 20. Host honest performance conversations 21. Maintain your social presence 22. Future-proof teachers and students What's more Leading the Rebound is backed up with all kinds of resources--including VISIBLE LEARNING® research, sample planning tools, and other essential tips and strategies--to provide you with a start-to-finish roadmap for navigating this absolutely critical next leg in our journey toward a better normal.

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by a theory of action that ensures school leaders have the expertise to select, implement, and evaluate high-impact interventions, *10 Mindframes for Leaders: The Visible Learning® Approach to School Success* brings the mindframes of world-renowned educators to life. Ten chapters, each written by different thought leaders, detail a mindframe at the heart of successful school leadership, along with the high-probability influences that make each mindframe visible. A must-have resource for any educator working toward student achievement at ever-higher levels, each chapter includes, The most current findings from the Visible Learning research, including the factors from Visible Learning that support each mindframe, Practical ideas for leaders to implement high-impact strategies in classrooms and schools, Vignettes, questions, insights, and exercises to help educators clarify and refine their own mindframes, Lead your school to reform from the inside out. Cultivate these ways of thinking, and you're more likely to have major impacts on the learning lives of those students entrusted to your care. Book jacket.

hattie teaching strategies: Reciprocal Teaching at Work, 3rd Edition Lori D. Oczkus, 2018-07-06 In this fully revised and expanded third edition of the bestselling *Reciprocal Teaching at Work*, Lori D. Oczkus provides both tried-and-true and fresh solutions for teaching reading comprehension. Reciprocal teaching is a scaffolded discussion technique that builds on the Fab Four strategies that good readers use to understand text: predicting, questioning, clarifying, and summarizing. With a focus on these four evidence-based and classroom-tested strategies, Oczkus presents new ways to use reciprocal teaching to improve students' comprehension while actively engaging them in learning and encouraging independence. Appealing to students and teachers alike, reciprocal teaching encompasses social aspects of teaching and learning with modeling, think-alouds, and discussion. This helpful guide is packed with fresh material, including * More than 40 new and updated step-by-step lessons and minilessons that reflect current thinking and best practice. * Dozens of rich suggestions for diving into informational texts. * Updated research and relevant results that show the effectiveness of reciprocal teaching. * Creative and targeted tips that capitalize on the specific benefits of whole-class settings, guided reading groups, and literature circles. * Ideas for differentiating instruction for struggling readers and English language learners. * New and newly designed support materials, including reproducibles, posters, bookmarks, and a lesson planning menu. With a wealth of ideas to get you started—and keep you going—this is the all-inclusive resource you need to help students become active, engaged, and independent readers who truly comprehend what they read. Reviews and Testimonials Literacy coach and author Lori Oczkus knows how to take the best of what works from long-established research and showcase it to make teaching and learning more effective, engaging, and enjoyable. In her latest edition of *Reciprocal Teaching at Work*, she demonstrates how to scaffold instruction so that all K-12 students can benefit from reciprocal teaching techniques, what she calls the Fab Four—predicting, questioning, clarifying, and summarizing—in whole-group, guided reading, and book club settings, for both fiction and informational texts. In clearly delineated lessons and minilessons, Lori deftly shares how to support students' learning, including English language learners and students who struggle, so they can successfully apply and monitor those four discussion strategies—as well as troubleshoot problems—to yield significant progress in their reading comprehension. Filled with great practical ideas, this gem of a book is a must-have for all literacy educators! —Regie Routman, author of *Read, Write, Lead; Literacy Essentials*, and *Reading Essentials* Reciprocal teaching works to push students into deeper learning. There are decades of research on the impact of this instructional approach, and this book shows you how to implement and refine the practice such that all students succeed. —Doug Fisher, author of *Checking for Understanding* and *Visible Learning for Literacy* One of the great instructional research discoveries of the past three decades has been the efficacy of reciprocal teaching for improving student learning and reading comprehension. More than anyone, Lori Oczkus has explored practical ways for making reciprocal teaching an integral part of nearly any classroom setting. This current work by Lori represents the epitome of her work in translating reciprocal teaching research into practice. Readers will find this immensely readable book filled with strategies that can be easily implemented and that will improve student learning. If

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hattie teaching strategies: The Distance Learning Playbook for College and University Instruction Douglas Fisher, Nancy Frey, John Almarode, John Hattie, 2020-08-20 First, let's commend ourselves: how in the midst of a pandemic we faculty stepped up at record speed to teach in such a foreign learning environment. Try we did, adapt we did, and learn we did. But to be clear, and we already recognize this, this past spring was less about distance learning and more about crisis teaching. This time around we have the opportunity to be much more purposeful and intentional, and that's where *The Distance Learning Playbook for College and University Instruction* will prove absolutely indispensable. Much more than a collection of cool tools and apps, *The Distance Learning Playbook for College and University Instruction* mobilizes decades of Visible Learning® research to reveal those evidence-based strategies that work best in an online environment. Supplemented by video footage and opportunities to self-assess and reflect, the book addresses every dynamic that must be in place for students to learn, even at a distance: Faculty-student relationships from a distance Teacher credibility from a distance Teacher clarity from a distance Engaging tasks from a distance Planning learning experiences from a distance Feedback, assessment, and grading from a distance Keeping the focus on learning, from a distance or otherwise What does our post-COVID future hold? We suspect, Fisher, Frey, Almarode, and Hattie write, it will include increased amounts of distance learning. In the meantime, let's seize on what we

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Presents a model for ensuring quality teaching that balances the necessity of research-based data with the equally vital need to understand the strengths and weaknesses of individual students.

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