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Unlock the Power of Visible Learning: Mastering the Essentials

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NEXT *Gen*
UNLOCKING THE POTENTIAL
OF EDUCATION

Visible Learning

Key Questions

What is Visible Learning?

Who is Professor John Hattie?

What is the Visible Learning Research on Student Learning?

What is Effect Size and does it matter to teaching and student learning?

Key Topics for Professional Growth



Cultivate a Growth Mindset: Mindframes for Student Learning

Identify Effective Teaching Practice: Clarity and Collective Teacher Efficacy

Enhancing Feedback Quality: The Cycle of Communication

Educational Leadership: Instructional vs. Transformational

What is Visible Learning?

Table Talk

Visible Learning, a concept developed by Professor John Hattie, revolves around the idea of making learning processes and outcomes "visible" to teachers and students. This approach is grounded in the understanding that when educators can see learning through the eyes of their students, and students can see themselves as their own teachers, learning becomes more effective.

- **What does effective student learning look and sound like in your school?**
- **How do you know students are learning?**
- **What do students say and do to support your assumption that they are learning?**
- **What do teachers do in the class to support student learning?**
- **What do school leaders do to support the learning process for students and teachers?**

<https://us.corwin.com>

Who is Professor John Hattie?



Professor John Hattie

The University of Melbourne Senior Research Consultant (Visible Learning^{plus})

- 2,000+ meta-analyses
- 130,000+ studies
- 250+ influences
- 300 million students

What is Professor Hattie saying about student learning?

The Visible Learning Research on Student Learning has Nine Domains

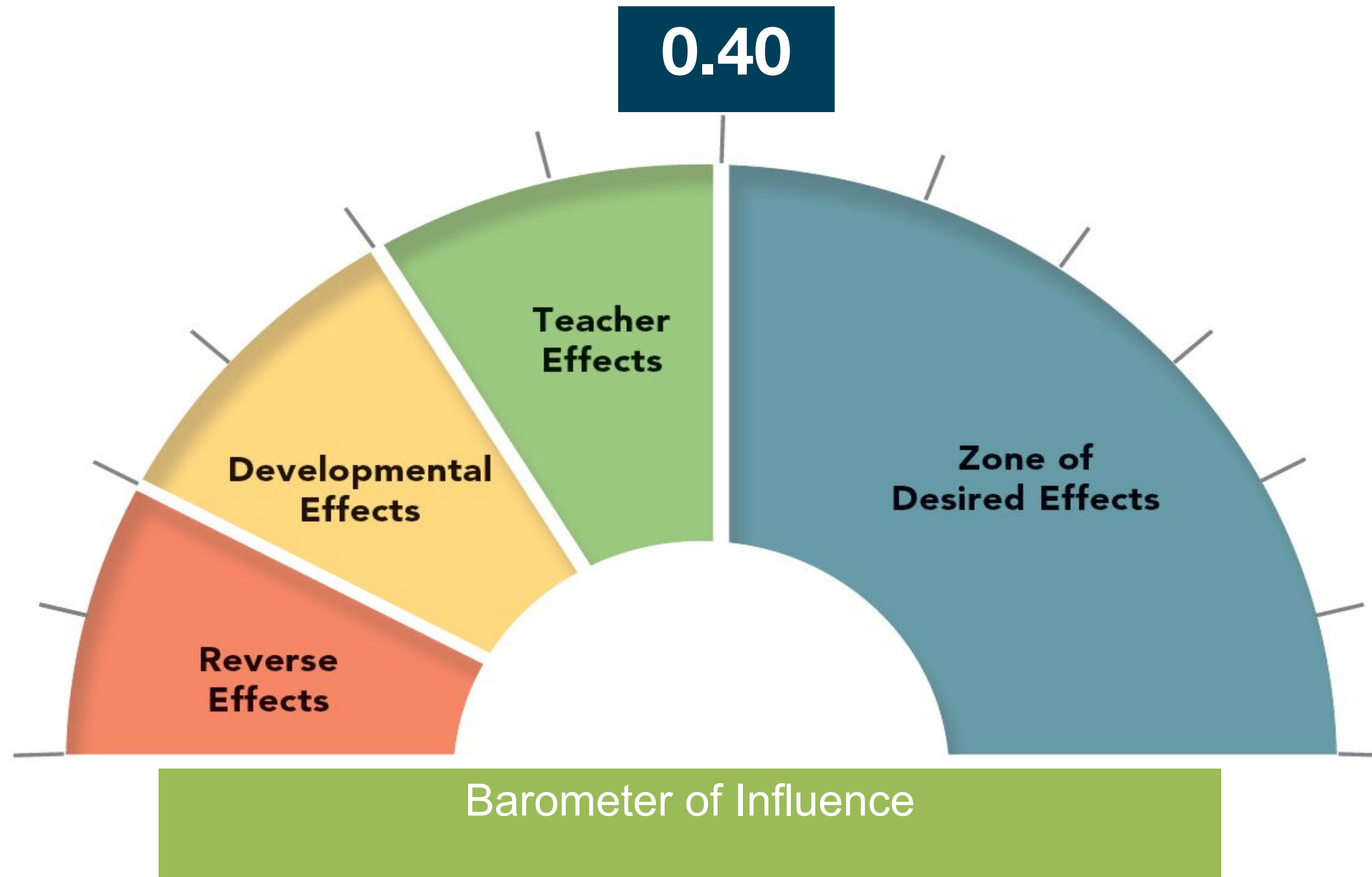
- **Students:** Factors relating to background, beliefs, and physical influences
- **Home:** Factors relating to family resources, structure, and environment
- **School:** Factors related to school-type, pre-school, school composition, and leadership
- **Classroom:** Factors related to class composition, giftedness, and classroom influences
- **Teacher:** Factors relating to teacher attributes, teacher-student interactions, and teacher education
- **Curricula:** Factors related to various curricula programs
- **Student Learning Strategies:** Factors relating to self-regulation, student perspectives, and learning strategies
- **Teaching Strategies:** Factors relating to learning intentions, success criteria, feedback, and teaching strategies
- **Technology, School, and Out-Of-School Strategies:** Factors relating to technology, school-wide methods, and out of school learning

https://www.visiblelearningmetax.com/research_methodology

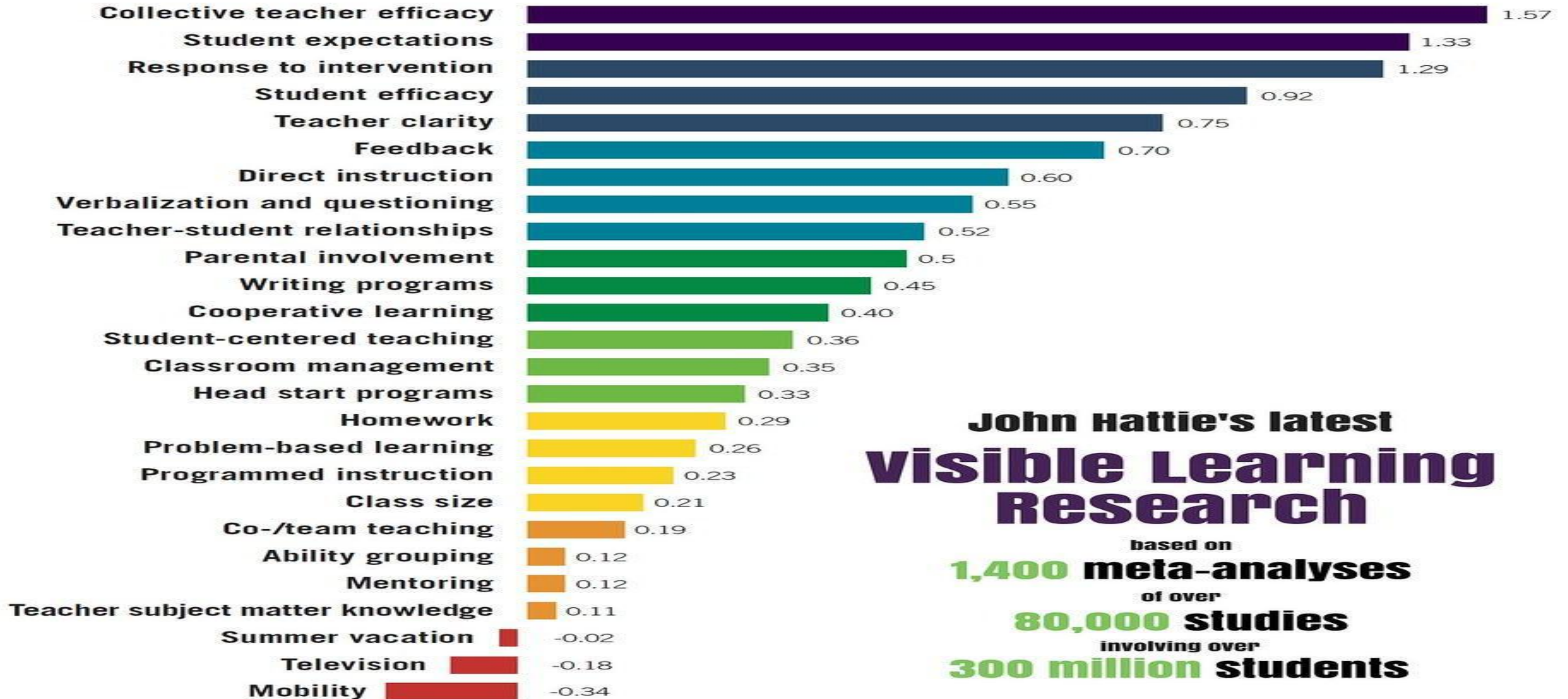
What is Effect Size and why does it matter to teaching and student learning?



Influences on Achievement...



Influences on Achievement...



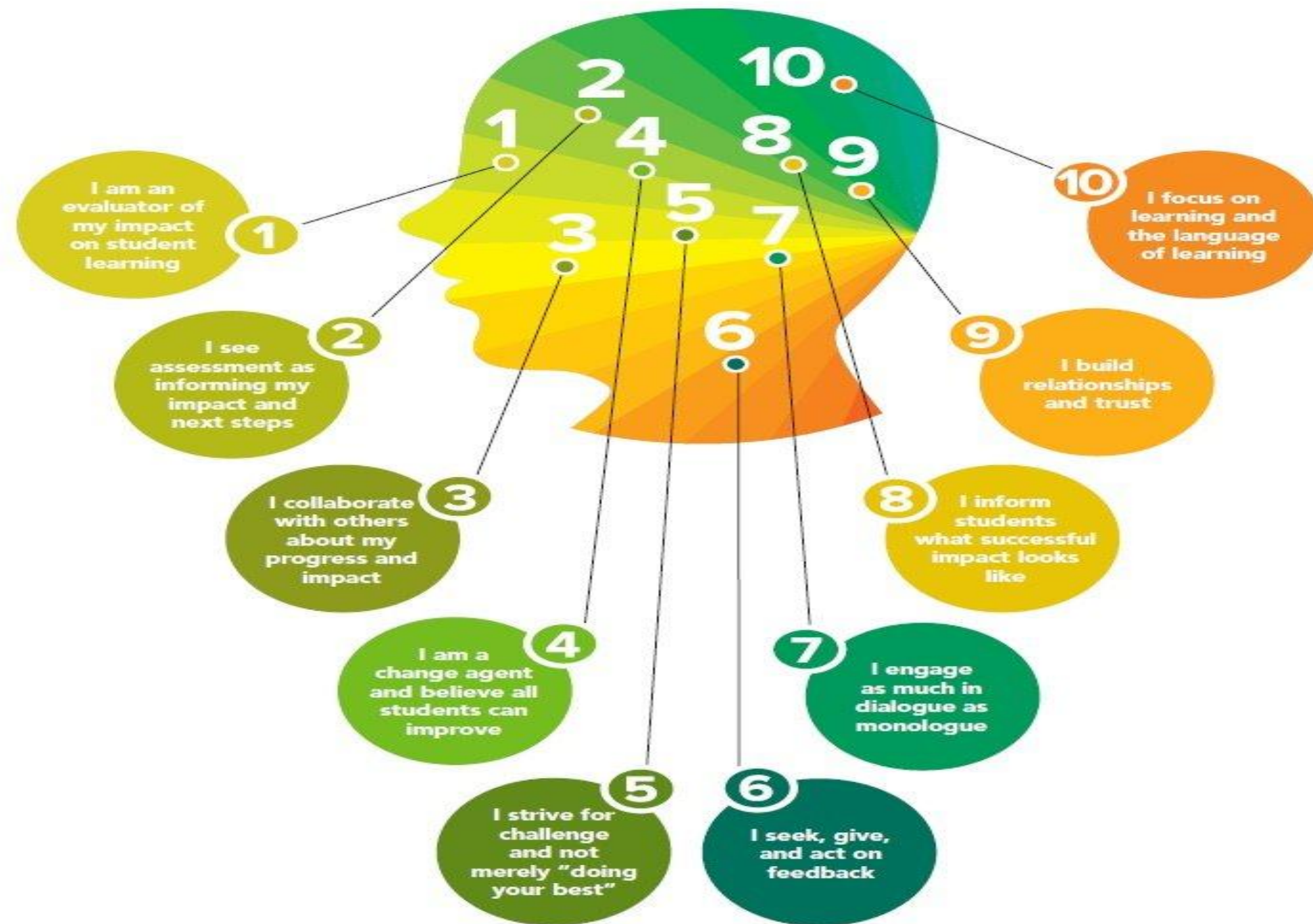
John Hattie's latest Visible Learning Research

based on
1,400 meta-analyses
of over
80,000 studies
involving over
300 million students

Cultivate a Growth Mindset: Mindframes for Student Learning

10 MINDFRAMES for VISIBLE LEARNING

Created by
John Hattie



Visit au.corwin.com/visiblelearning

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“In order to transform schools to places where we focus on **learning** and **impact** rather than on *teaching* and *inputs*, we need to address the underlying **mindframes** that shape our thinking about teaching and learning because it is this thinking that affects the **decisions** we make in our work.”

John Hattie 2012

Table Resource

Think-Pair-Share-Report

*** What are the three most important Mindframes for student learning and why?**

Teacher Clarity and Research: “Being explicit about precision-in-practice” Fisher(2018)

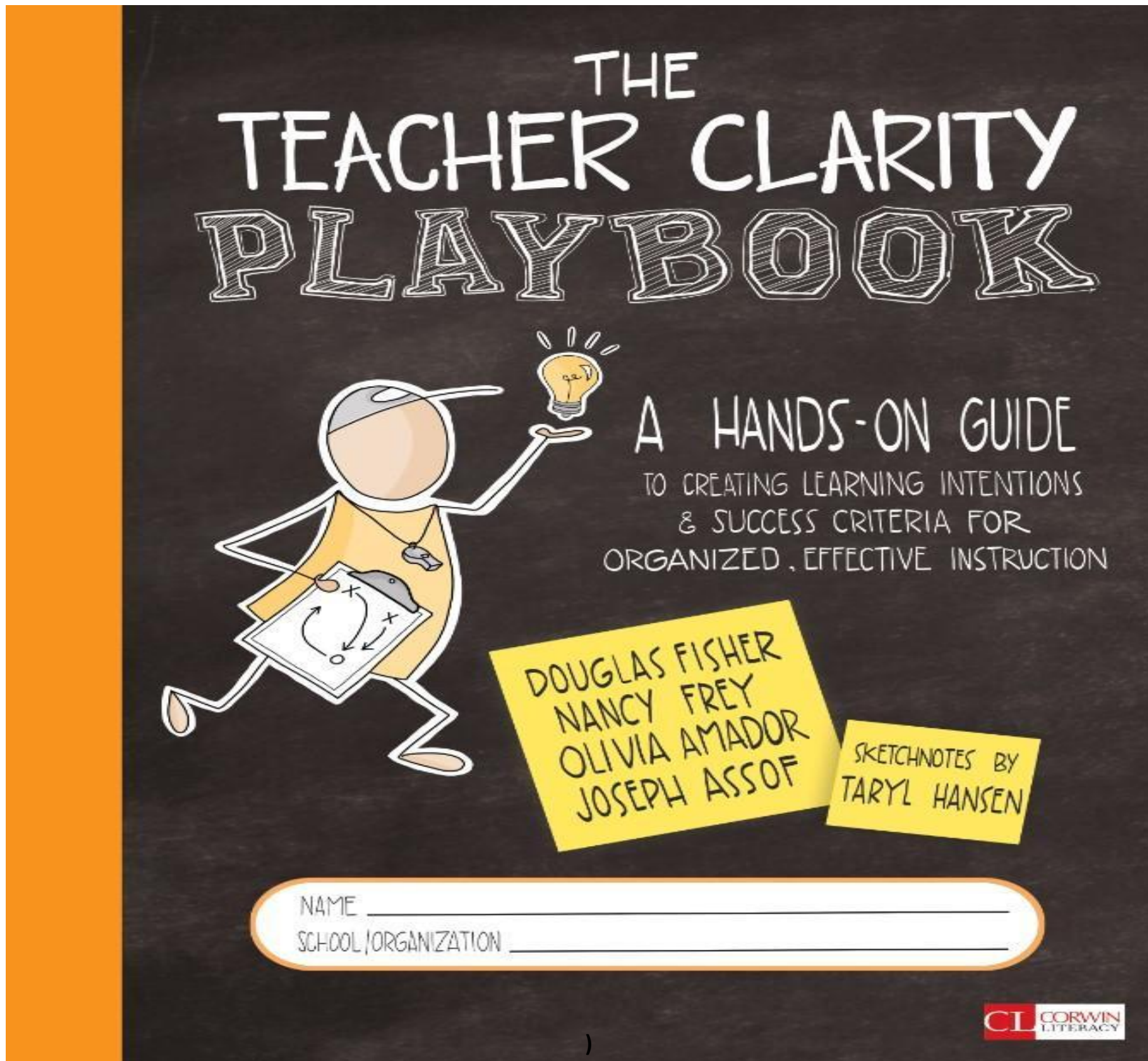
Bolkan (2017)

- **Disfluency:** Simple, Examples, Logical
- **Overload:** Pace of Instruction
- **Interaction:** Levels of Comprehension
- **Coherence:** Relivent Concepts
- **Structure:** Organized Presentation

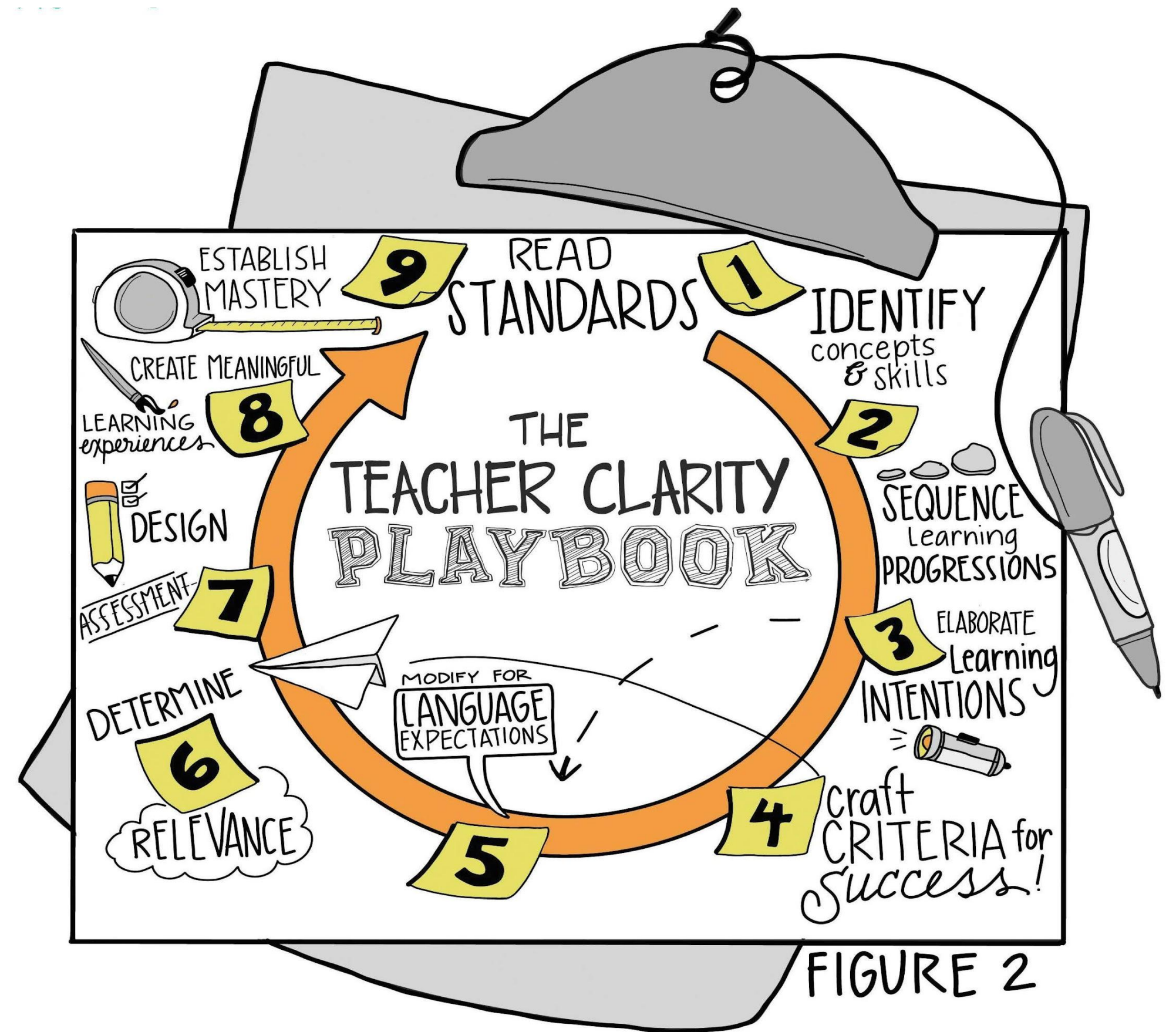
Fendick (1990)

- **Clarity of Speech:** Loud and Clear
- **Organization:** Intention, Success Criteria
- **Explanation:** Simple, Interesting, Examples, Time
- **Assessment:** Questions, Discussion, Feedback
- **How do you assess your Teacher Clarity?**

The Teacher Clarity Playbook: Which trait do you need to develop?



<https://resources.corwin.com/teacherclarityplaybook>



What is Collective Teacher Efficacy? “The ability to produce an intended result”

Collective efficacy refers to the shared belief that through their collective action, educators can influence student outcomes and increase achievement for all students (Donohoo 2017).



CTE: Six Enabling Conditions

- 1. Advanced Teacher Influence:** Advanced teacher influence is defined by the degree to which teachers are provided opportunities to participate in important school-wide decisions.
- 2. Goal Consensus:** Reaching consensus on goals not only increases collective efficacy, it also has a direct and measurable impact on student achievement (Robinson, Hohepa, & Lloyd, 2009)
- 3. Teachers' Knowledge About One Another's Work:** Teachers gain confidence in their peers' ability to impact student learning when they have more intimate knowledge about each other's practice.
- 4. Cohesive Staff:** Cohesion is defined as the degree to which teachers agree with each other on fundamental educational issues.
- 5. Responsiveness of Leadership:** Responsive leaders show concern and respect for their staff and protect teachers from issues that detract from their teaching time and focus.
- 6. Effective Systems of Intervention:** Effective systems of intervention help in ensuring that all students are successful.

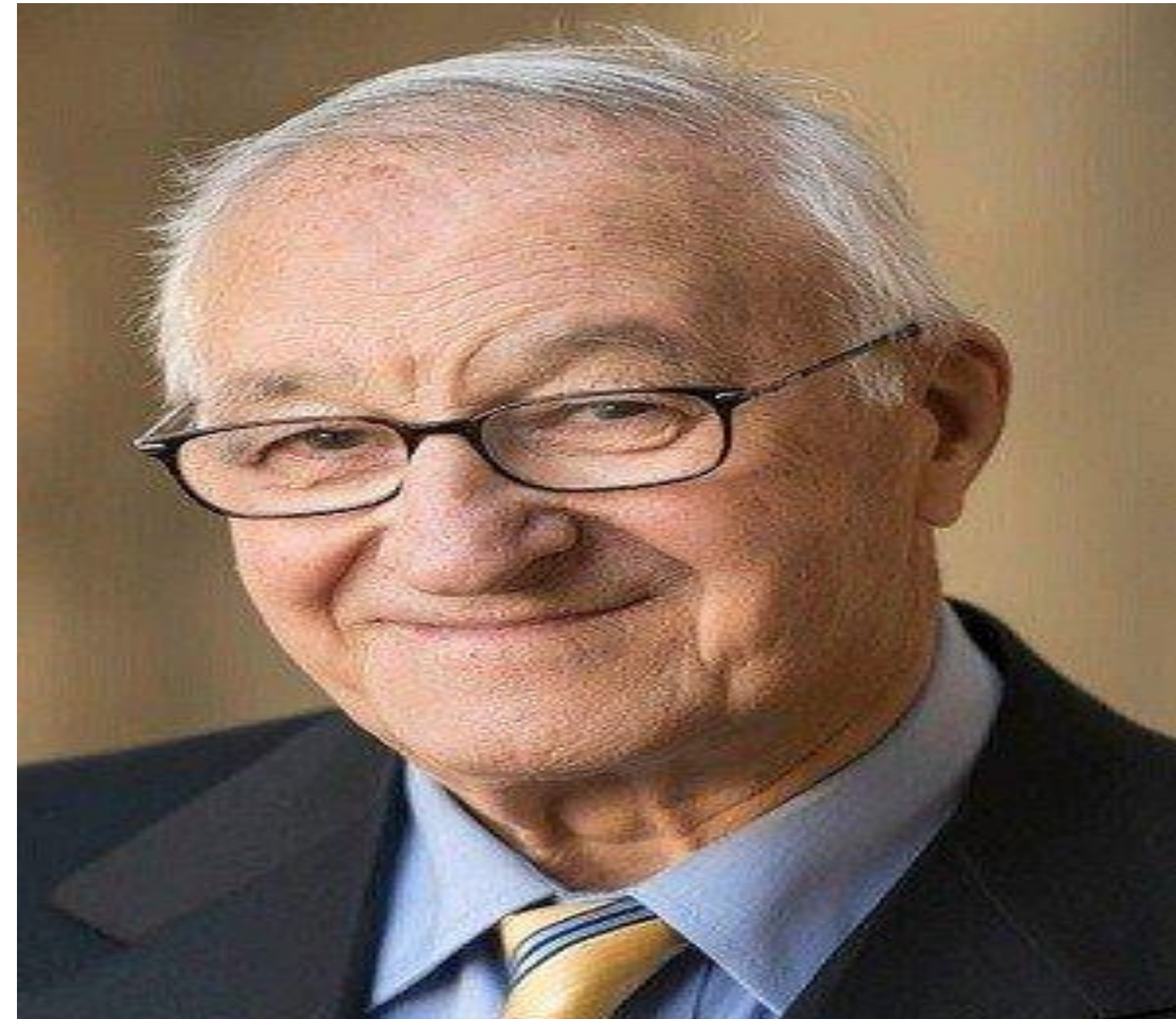
Douglas Fischer: San Diego State University “Collective Teacher Efficacy”



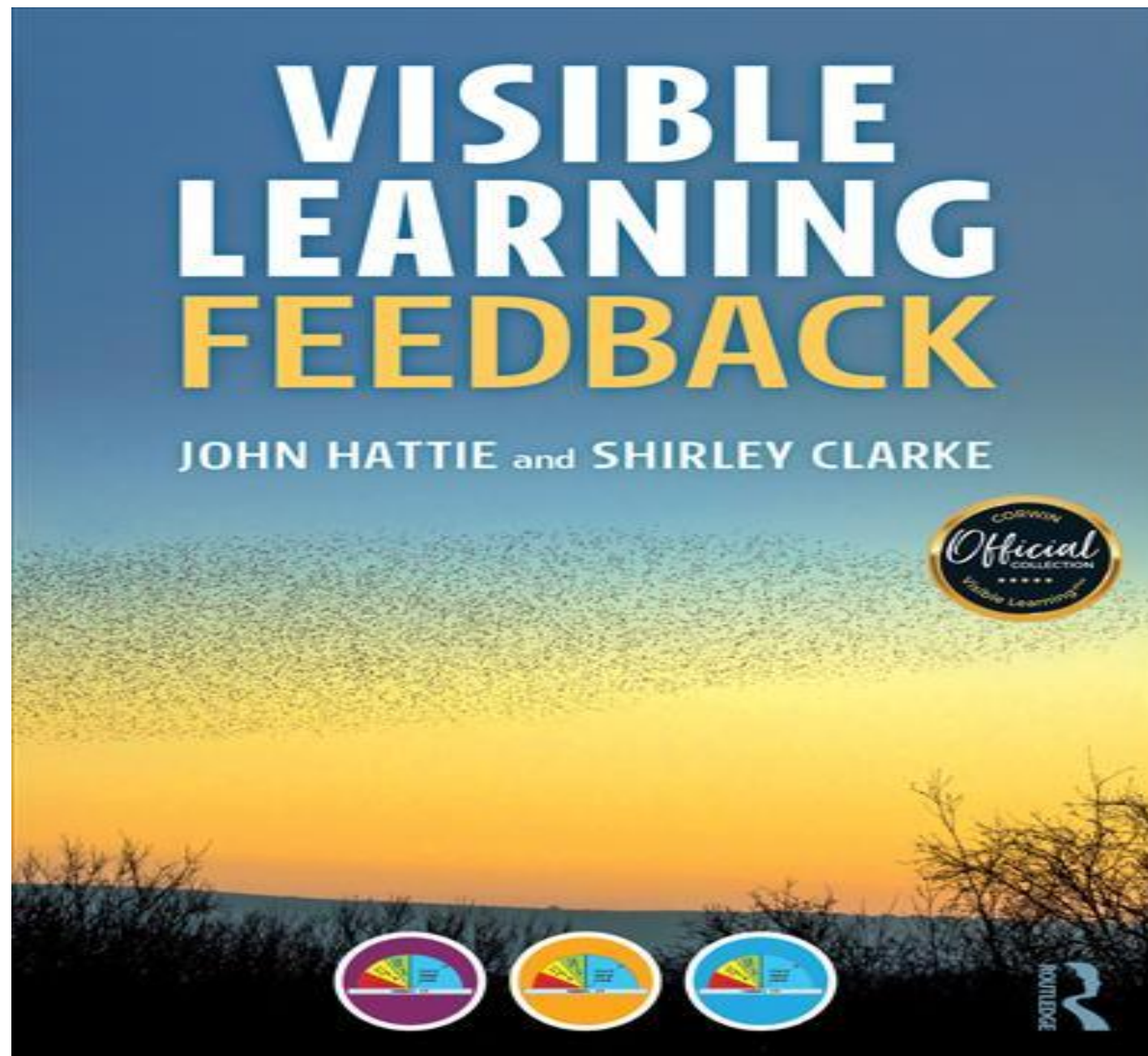
Albert Bandura (1977- 1997) Pioneering work with CTE Stanford University

Bandura observed that a **group's confidence** in its **abilities** seemed to be associated with **greater success**, and when a **team** of individuals shares the belief that through their **unified efforts**, they can **overcome challenges** and **produce intended results**, groups are **more effective**.

How is CTE reflected in your school?



Enhancing Feedback Quality: The Cycle of Communication



Corwin Publishing

<https://us.corwin.com/books/vl-feedback-267333>

Levels and Questions of Feedback with Students and Teachers: See Resource

- **Task:** learning intent, success criteria and lesson details
- **Process:** skills, strategies and thinking details required to complete the task
- **Self-regulatory:** student rational thinking, self-monitoring and adjustment to the task
- **Self-level:** *Praise, not a key element of student learning*

What are feedback examples of each level?

Feedback: Student Teacher Dialogue

Do you have individual conferences with students?



Educational Leadership: Transformational vs. Instructional

Transformational Leadership: .011 Effect

- Inspirational motivation
- Individualized support
- Sets direction
- Vision, group goals, high-performance expectations
- Instructional support
- Monitoring school activity
- Buffering staff from external demands
- Fair and equitable staffing
- Easily accessible
- High degree of autonomy for the school

Instructional Leadership: .44 Effect

- Classroom observations
- Interpreting test scores with teachers
- Focusing on instructional issues
- Ensuring a coordinated instructional program
- Highly visible
- Communicating high academic standards
- Ensuring class atmospheres are conducive to learning



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