



Visible Learning and the Science of How We Learn

VISIBLE
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SERIES

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John Hattie and
Gregory Yates



Visible Learning And The Science Of How We Learn

Matt Lloyd-Rose



Visible Learning And The Science Of How We Learn:

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 knowing 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, 2018-03-23 Inquiry laboratory project-based learning, discovery learning, which science instructional approach is most effective. In Visible Learning for Science, the authors reveal that it's not which strategy but when and how to use it that is vital. A 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 John Hattie's cornerstone educational research, this book empowers you to plan, develop, and implement high-impact instruction at each phase so all students demonstrate more than a year's worth of learning for every year in school.

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 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 *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 in Early Childhood* Kateri Thunder,John Almarode,John Hattie,2021-10-05 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 **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 Developing Assessment-Capable Visible Learners,

Grades K-12 Nancy Frey,John Hattie,Douglas Fisher,2018-01-11 When students know how to learn they are able to become their own teachers Nancy Frey Douglas Fisher and John Hattie Imagine students who describe their learning in these terms I know where I m going I have the tools I need for the journey and I monitor my own progress Now imagine the extraordinary difference this type of ownership makes in their progress over the course of a school year This illuminating book shows how to make this scenario an everyday reality With its foundation in principles introduced in the authors bestselling Visible Learning for Literacy this resource delves more deeply into the critical component of self assessment revealing the most effective types of assessment and how each can motivate students to higher levels of achievement **The On-Your-Feet**

Guide to Visible Learning Shirley Clarke,John Hattie,2019-07-24 Laminated 8 5 x11 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 So All Can Learn John McCarthy,2017-02-15 How do we educate so all can learn What does differentiation look like when done successfully This practical guide to differentiation answers these questions and more Based on national and international work McCarthy shares how educators finally understand how differentiation can work Bridging pedagogy and practice each chapter addresses a key understanding for how good teaching practices can include differentiation with examples and concrete methods and strategies The book is constructed to differentiate for diverse educators veteran of many years to the pre service teacher classroom teacher leader to administrator as instructional leader and coaches for staff professional

development Presents common language for staff discussing learner needs Provides structures for designing powerful learning experiences so all can learn Includes chapter reflection questions and job embedded tasks to help readers process and practice what they learn Explore a supporting website with companion resources All learners deserve growth All teachers and administrators deserve methods and practices that helps them to meet learner needs in an ever challenging education environment Take this journey so all can learn

The On-Your-Feet Guide to Visible Learning Shirley Clarke, John Hattie, 2019-07-16 Laminated 8 5 x11 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

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

Visible Learning for Mathematics, Grades K-12 John Hattie, Douglas Fisher, Nancy Frey, Linda M. Gojak, Sara Delano Moore, William Mellman, 2016-09-15 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

Learning to Listen and Listening to Learn John Hattie, Lyn

Sharratt, 2025-02-14 Listening the most underrated skill in education Listening the process of actively receiving constructing meaning from and responding to spoken or non verbal messages is essential for teaching and learning How can we check for understanding and ensure that students contributions are heard and understood by peers and teachers In **Learning to Listen and Listening to Learn** bestselling authors and internationally respected educators John Hattie and Lyn Sharratt demonstrate how listening can foster positive relationships trust and understanding while enhancing student learning With a wealth of research to guide educators through the process of infusing active sensitive and empathetic listening skills into the classroom and school culture this important guide includes The Visible CLARITY 5 Ear Listening Model Reflection prompts and mantras to help reinforce key learnings from each chapter Guidance on how to assess and enhance leaders teachers and students listening skills When we value every student s voice we create an inclusive environment that encourages diverse perspectives fosters equity and develops accurate listening empowering students to articulate their thoughts and enhancing skills they will use for their lifetimes

Teaching Literacy in the Visible Learning Classroom, Grades K-5 Douglas B.

Fisher, Nancy Frey, John Allan Hattie, 2017-02-14 Teach with Optimum Impact 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

Bloomsbury CPD Library: Stretch and Challenge Debbie Light, Bloomsbury CPD Library, 2017-01-12 In the past schools have labelled the most able students in a class or year group as gifted and talented While segregating these students may help them to achieve their academic potential there is little benefit in this practice for their less able classmates Even less so for those who are left in the middle space identified as neither highly academic nor

severely struggling The Stretch and Challenge model focuses on setting high expectations for all students regardless of their ability Encouraging all children to meet universally high targets introduces flexibility between otherwise rigid ability groups and gives children greater opportunities to exceed Split into two parts Stretch and Challenge focuses on different ways of thinking about and implementing this model in school Debbie Light begins by helping teachers to create a culture of high expectations in their classroom by setting challenging learning objectives creating opportunities for students to develop independence and supporting students as they become resilient learners The second half of the book advises teachers how to create an inclusive learning environment where all children feel challenged by encouraging teacher questioning designing tasks grouping students and effectively using teaching assistants Filled with honest experienced and undeniably helpful advice Debbie Light's Stretch and Challenge is a must have guide for all teachers who want to collectively maximise their students learning and achievement The book provides a set of ready to use training plans to help you train your colleagues and is accompanied by PowerPoint slides available to download online for free It offers 19 hours of CPD equating to a cost of just 1 20 per hour of training

The Character Conundrum Matt Lloyd-Rose, 2017-10-10 The Character Conundrum is a practical guide for developing confidence independence and resilience in primary and secondary classrooms Tackling the hotly contested question of what role schools can play in developing character the book untangles the big debates in this area and outlines how teachers can support their pupils to develop the skills and mindsets that will help them to thrive academically Based on a combination of ground level investigations and academic research the book offers a simple evidence based approach that can be implemented at every level of school life The key to this approach is being deliberate and consistent knowing which mindsets skills and habits you're trying to develop and planning the details of your classroom culture relationships routines and instruction so that they align and combine to address your aims When you do this the author contends seemingly minor changes to your practice can have a major effect on pupils The book contains a step by step guide to bringing this approach to life in your classroom including a framework of pupil outcomes a flowchart of teacher actions classroom case studies and a wealth of tried and tested strategies from primary and secondary schools across the UK A lack of confidence independence and resilience is a major barrier to learning for many pupils and dilutes other efforts that schools make to support them The Character Conundrum argues that teachers can help pupils develop these characteristics in any school context and illustrates how they can do so within and through their day to day teaching Written with passion and clarity it will be essential reading for primary and secondary teachers as well as policy makers with an interest in character grit and resilience and any education professionals committed to giving students greater ownership of their learning and setting them up to succeed

e-Learning and the Science of Instruction Ruth C. Clark, Richard E. Mayer, 2016-02-17 The essential e learning design manual updated with the latest research design principles and examples e Learning and the Science of Instruction is the ultimate handbook for evidence based e learning design Since the first edition

of this book e learning has grown to account for at least 40% of all training delivery media However digital courses often fail to reach their potential for learning effectiveness and efficiency This guide provides research based guidelines on how best to present content with text graphics and audio as well as the conditions under which those guidelines are most effective This updated fourth edition describes the guidelines psychology and applications for ways to improve learning through personalization techniques coherence animations and a new chapter on evidence based game design The chapter on the Cognitive Theory of Multimedia Learning introduces three forms of cognitive load which are revisited throughout each chapter as the psychological basis for chapter principles A new chapter on engagement in learning lays the groundwork for in depth reviews of how to leverage worked examples practice online collaboration and learner control to optimize learning The updated instructor s materials include a syllabus assignments storyboard projects and test items that you can adapt to your own course schedule and students Co authored by the most productive instructional research scientist in the world Dr Richard E Mayer this book distills copious e learning research into a practical manual for improving learning through optimal design and delivery Get up to date on the latest e learning research Adopt best practices for communicating information effectively Use evidence based techniques to engage your learners Replace popular instructional ideas such as learning styles with evidence based guidelines Apply evidence based design techniques to optimize learning games e Learning continues to grow as an alternative or adjunct to the classroom and correspondingly has become a focus among researchers in learning related fields New findings from research laboratories can inform the design and development of e learning However much of this research published in technical journals is inaccessible to those who actually design e learning material By collecting the latest evidence into a single volume and translating the theoretical into the practical e Learning and the Science of Instruction has become an essential resource for consumers and designers of multimedia learning

Transforming Behaviour in the Classroom Geoffrey James, 2016-02-10 Being able to effectively manage the behaviour in your classroom is one of the basic foundations of good teaching However creating a positive productive learning environment is challenging as the causes of behavioural issues can be complex and difficult to identify This book presents a solution focused approach to behaviour management in primary and secondary schools starting with the child and offering a flexible methodology and practical strategies for facilitating long term positive behaviour Key coverage includes An overview of main approaches to behaviour management drawing from educational theory and research Case studies throughout the book exploring key strategies and issues How to develop confidence in the classroom as a new teacher Neuroscience and behaviour what can we learn from recent scientific discoveries

Great Learners by Design John Hattie, Timothy O'Leary, Kyle Hattie, Gregory Donoghue, 2024-11-06 Supercharge learners and learning Today s students need more than great teaching of the curricula they must also be taught the love and strategies of learning It s time for a balanced approach that teaches students how to access and process information and inspires a desire for continuous learning Written by

renowned researchers and educators Great Learners by Design advocates moving away from rote learning and teacher centric classrooms Instead it promotes cultivating self sufficient strategic and visible learners through effective learning strategies This approach helps foster a learning environment where mistakes are seen not as embarrassments but as opportunities for growth Inside you ll discover New and traditional learning theories and how to implement them in the classroom 12 learning strategies and 13 learning principles that will transform your class and school into an organization dedicated to excellence How to use and integrate tools for measuring learning With the goal of creating lifelong learners Great Learners by Design offers an in depth analysis of learning theories practical classroom applications and tools It is a vital resource for enhancing students skills and encouraging them to use optimal strategies to succeed both in the classroom and beyond

Making Every Lesson Count Shaun Allison, Andy Tharby, 2015-06-11 Packed with practical teaching strategies Making Every Lesson Count bridges the gap between research findings and classroom practice Shaun Allison and Andy Tharby examine the evidence behind what makes great teaching and explore how to implement this in the classroom to make a difference to learning They distil teaching and learning down into six core principles challenge explanation modelling practice feedback and questioning and show how these can inspire an ethos of excellence and growth not only in individual classrooms but across a whole school too Combining robust evidence from a range of fields with the practical wisdom of experienced effective classroom teachers the book is a complete toolkit of strategies that teachers can use every lesson to make that lesson count There are no gimmicky ideas here just high impact focused teaching that results in great learning every lesson every day To demonstrate how attainable this is the book contains a number of case studies from a number of professionals who are successfully embedding a culture of excellence and growth in their schools Making Every Lesson Count offers an evidence informed alternative to restrictive Ofsted driven definitions of great teaching empowering teachers to deliver great lessons and celebrate high quality practice Suitable for all teachers including trainee teachers NQTs and experienced teachers who want quick and easy ways to enhance their practice and make every lesson count Educational Book Award winner 2016 Judges comments A highly practical and interesting resource with loads of information and uses to support and inspire teachers of all levels of experience An essential staffroom book

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Table of Contents Visible Learning And The Science Of How We Learn

1. Understanding the eBook Visible Learning And The Science Of How We Learn
 - The Rise of Digital Reading Visible Learning And The Science Of How We Learn
 - Advantages of eBooks Over Traditional Books
2. Identifying Visible Learning And The Science Of How We Learn
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Visible Learning And The Science Of How We Learn
 - User-Friendly Interface
4. Exploring eBook Recommendations from Visible Learning And The Science Of How We Learn
 - Personalized Recommendations
 - Visible Learning And The Science Of How We Learn User Reviews and Ratings
 - Visible Learning And The Science Of How We Learn and Bestseller Lists

5. Accessing Visible Learning And The Science Of How We Learn Free and Paid eBooks
 - Visible Learning And The Science Of How We Learn Public Domain eBooks
 - Visible Learning And The Science Of How We Learn eBook Subscription Services
 - Visible Learning And The Science Of How We Learn Budget-Friendly Options
6. Navigating Visible Learning And The Science Of How We Learn eBook Formats
 - ePub, PDF, MOBI, and More
 - Visible Learning And The Science Of How We Learn Compatibility with Devices
 - Visible Learning And The Science Of How We Learn Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Visible Learning And The Science Of How We Learn
 - Highlighting and Note-Taking Visible Learning And The Science Of How We Learn
 - Interactive Elements Visible Learning And The Science Of How We Learn
8. Staying Engaged with Visible Learning And The Science Of How We Learn
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Visible Learning And The Science Of How We Learn
9. Balancing eBooks and Physical Books Visible Learning And The Science Of How We Learn
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Visible Learning And The Science Of How We Learn
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Visible Learning And The Science Of How We Learn
 - Setting Reading Goals Visible Learning And The Science Of How We Learn
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Visible Learning And The Science Of How We Learn
 - Fact-Checking eBook Content of Visible Learning And The Science Of How We Learn
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

Visible Learning And The Science Of How We Learn Introduction

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