

Thank you

FOR YOUR  
INTEREST IN  
CORWIN

Please enjoy this complimentary excerpt from  
*The Illustrated Guide to Visible Learning* by John  
Hattie, Douglas Fisher, Nancy Frey, and John Taylor  
Almarode.

**LEARN MORE** about this title!

# WELCOME!

This book is about learning. We are about learning. We want to make learning visible for students, their caregivers, teachers, and leaders. Learning should be seen and experienced. Educators should regularly talk about learning and what it means to learn.

Together, we have decades of experience with teaching and learning. Experience is a valuable teacher, but an incomplete one. We need evidence. We need to collect, interpret, and use evidence to make optimal decisions with and for students. In this book, we draw on published evidence that has the greatest potential to accelerate students' learning. Note that we said potential. That's because ideas must be implemented, and implementation is one of the great challenges in schools. We need to "know thy impact." When ideas from research are implemented with sufficient frequency, intensity, and duration, the likelihood of impact increases.

And that's what Visible Learning really means. It means having an impact on the learning lives of students, one that can be evaluated and monitored. Our goal is to have an impact on you—the educators. To make the foundational ideas of Visible Learning® accessible to you, such that your ability to implement those ideas is increased.

# BIG DATA

There are thousands and thousands of studies published every year. It's really hard to keep up and know what works best to ensure that students learn more and better each year—particularly when most influences show a positive effect on learning and achievement. The Visible Learning database is possibly the largest collection of educational research ever assembled and is designed to help educators and families make sense of these studies.

To do so, statisticians developed a tool to aggregate and combine studies to see the overall, average impact of the research. This tool is known as a **meta-analysis**, and the numerical average is called an **effect size**.



**Meta-analyses** are collections of studies on the same topic. The author of the meta-analysis standardizes the effects so that the various studies can be compared and combined.



An **effect size** tells us how powerful a given influence is on the outcome. Effect sizes can be negative or positive and can be small, medium, or large. The larger the number, the more likely it is to influence the outcome.



**Individual meta-analyses**, often written by different research teams, can be themselves combined to determine the average effect size of a given influence. In doing so, more and more data are integrated, and the number of studies, students, and influences increases. Questions about the impact of many factors can also be explored (e.g., country of study, curricula domain, age of student, and so much more).

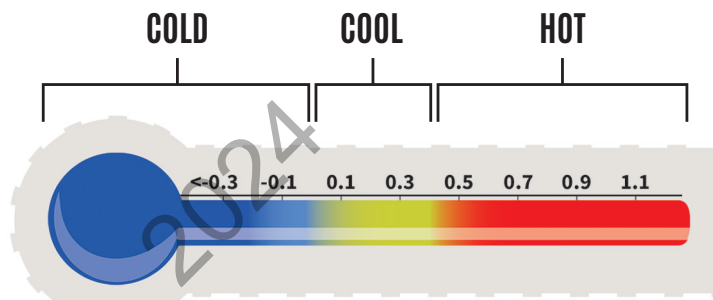
Visible Learning is a collection of meta-analyses where the outcome is academic achievement and learning. There are thousands of meta-analyses in the research that represent hundreds of millions of students. The collection continues to grow every year. In fact, after the publication of this illustrated guide, the publishing of meta-analyses will continue, and our knowledge and understanding of teaching and learning will continue to grow. Thus, we want to make sure you have access to the latest findings.



Visible Learning Meta<sup>x</sup>  
[qrs.ly/1xfph0f](https://qrs.ly/1xfph0f)

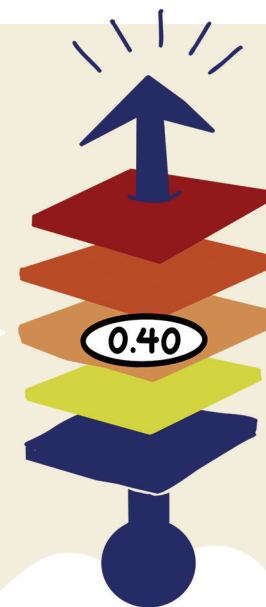
Effect sizes for **over 350 different influences** on learning have been calculated and shared on the Meta<sup>x</sup> database. These are available at [www.visiblelearningmetax.com](http://www.visiblelearningmetax.com) and will reflect the most recent evidence available.

This is the **effect size thermometer**, which you will see often throughout this book. It shows the relative size of the influence. If it is located in the **red zone**, it is an *above average effect* and worth noting. In the **yellow zone**, it is *above zero* (it positively impacts achievement) *but below average*. If in the **blue zone**, it has a *negative impact on achievement*.

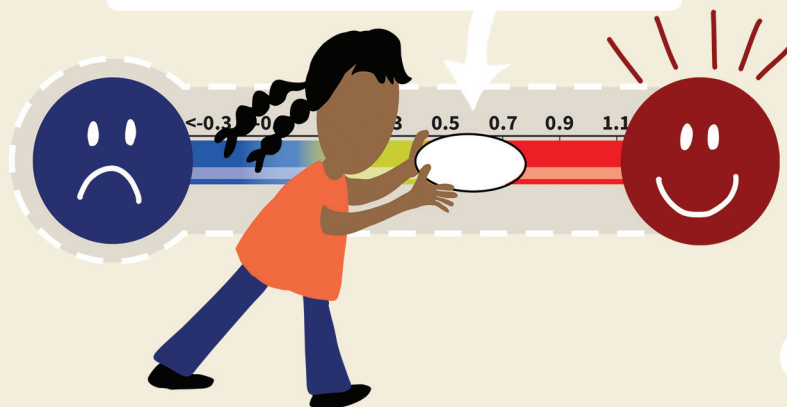


But one thing has remained constant over the years of collecting this meta-analytic data: **the average influence of all of the things we do in school is about 0.40.**

Thus, **effect sizes over 0.40** are above average and have the greatest potential to improve learning outcomes for students.



Our fascination is this:  
**What are the underlying factors that result in something being above versus below average?**



# NOT EVERYTHING WORKS

One big idea generated from the Visible Learning database is that some things simply work better than others. Not everything that we do in schools is useful and worth the effort. In fact, a few things that happen in schools have a negative impact on learning.



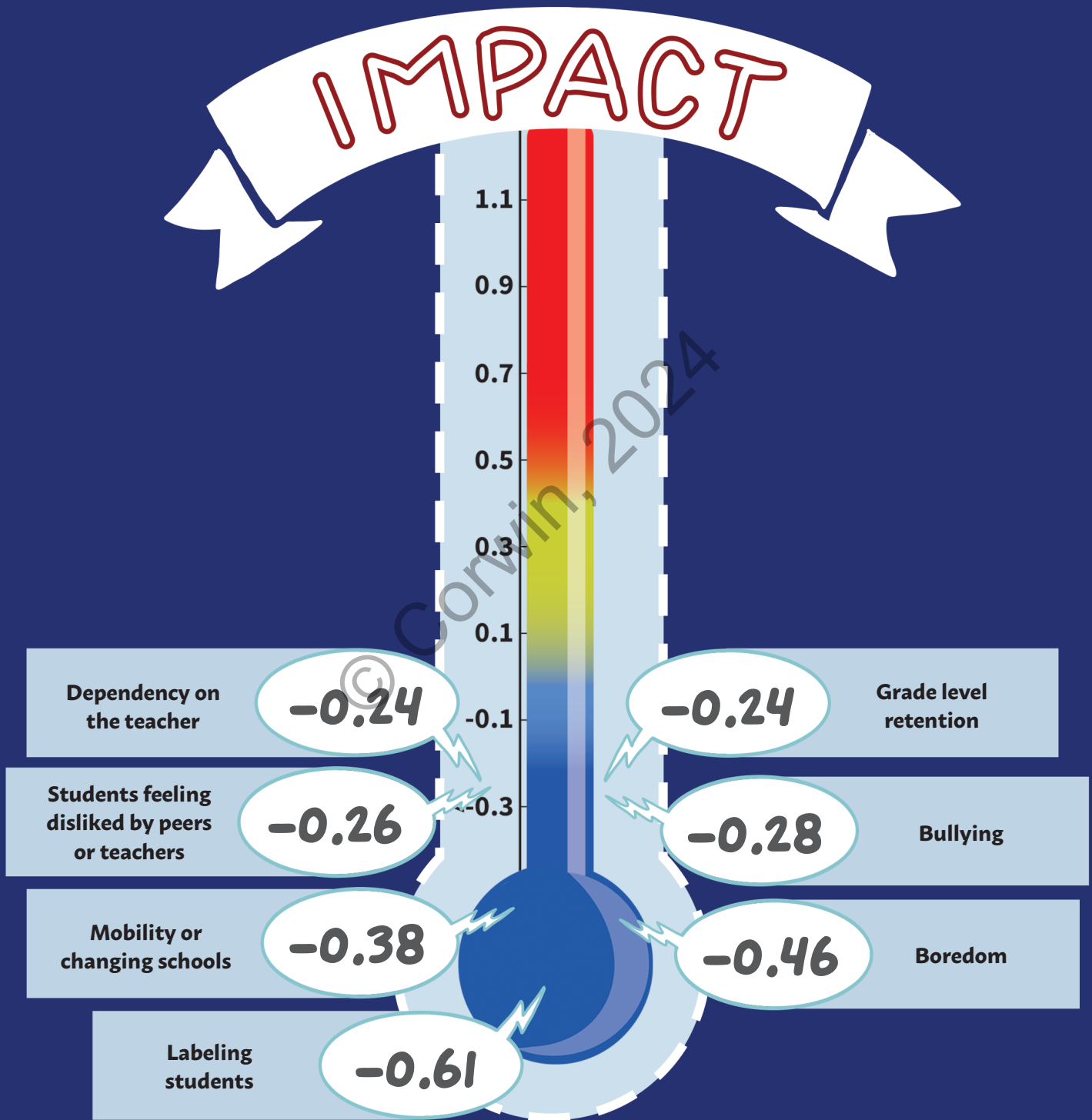
Some influences are fairly obvious. When teachers and schools **decrease disruptive behavior**, students learn more. **The effect size is 0.82.** Again, probably not a surprise.

On the other end, when students miss school, they learn less. We did not need big data to tell us that. **The effect size of attendance is -0.46.** It has a negative impact on learning.

**Lectures also have a negative impact on learning with an effect size of -0.35.** When students are placed in a passive position for long periods of time, they learn less.



Recognizing what does not work helps educators consider what might work best to improve student learning. Some of the influences that have a negative impact on learning include:



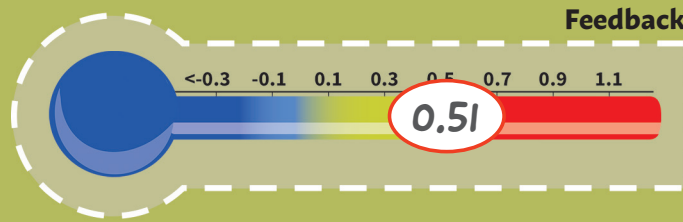
# MAKING A LIST . . .

As the American journalist and humorist H. Allen Smith noted, the human animal differs from the lesser primates in its passion for lists. We could make a list of all the influences and rank them by their overall effect. We could take *The Late Show* approach and create the top-10 list and revise it each time the numbers change. But we won't.



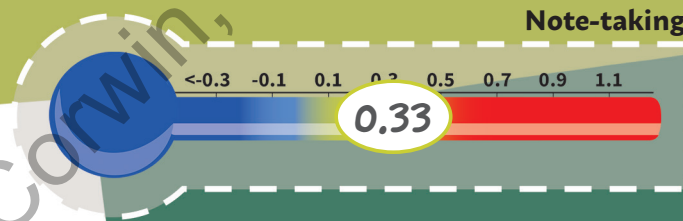
**Lists can mask the complexities and nuances of the data.**

There are some effect sizes that can be deceiving. At first glance, the low effect size may give the false impression that it does not work or is somehow less important than others.



**Consider the effect size for feedback, 0.51.**

The fact that this particular influence has an above-average potential to accelerate learning should come as no surprise to any of us in the classroom. We all know and believe that feedback is important. But one-third of feedback can be negative, so there is a deeper story to tell about feedback.

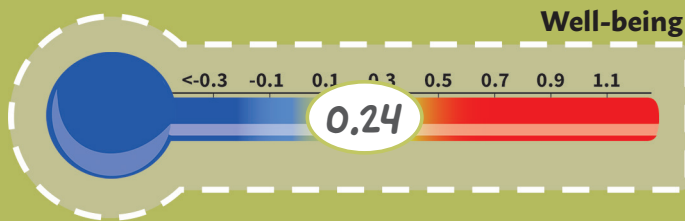


**Note-taking has an effect size of 0.33,** below the overall average in terms of its impact. But it's fairly easy to implement and has a reasonable impact, so why not teach students to take notes? Importantly, the effect size reflects the research that has been conducted and can point out what needs to be done to increase the effect.

For example, note-taking for students who simply copy their teacher's notes has **little impact on learning.**

However, when students take notes, then review, organize, summarize into main ideas, and study those notes, it allows them to transform ideas into learning. **In that case, the impact of note-taking is higher than the average.**

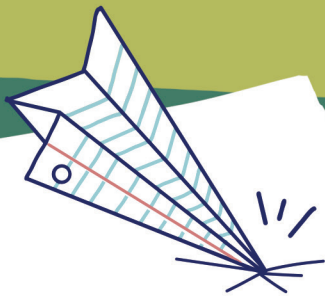




**Look at the effect size for well-being, 0.24.**

This is below average, right? We might walk away from this effect size believing that somehow a student's sense of well-being is not that important. This would be an incorrect and dangerous interpretation.

Instead, we must consider the complex nature of our schools and classrooms. For example, a student's sense of well-being correlates with a capacity to receive and integrate feedback. Well-being is foundational for other aspects of teaching and learning. Thus, focusing solely on the effect size is overlooking the important and valuable aspects of the teaching and learning environment. **A rank order or list is not the way to approach Visible Learning.**



If we just made a "best of" list, note-taking may not make it to the factors that are considered for **implementation**.

**But when integrated into an instructional model focused on learning, note-taking likely would make the cut.**



A common misconception is that VL is just a list of disparate strategies. When treated as such, it is unlikely there will be much impact on student learning.

**But when implemented cohesively, influences rise in impact.**

In this book, we demonstrate how Visible Learning evidence can be cohesively integrated into key messages, mindframes, and models that allow for implementation, taking the research from concept to classroom.<sup>1</sup>



# BIG IDEAS

Visible learning uses evidence to tell a story. There are four big ideas in the story that tie the research together. These big ideas are explored in more detail in the sections that follow.

## BIG IDEA #1: CLIMATE FIRST, LEARNING SECOND, ACHIEVEMENT THIRD.

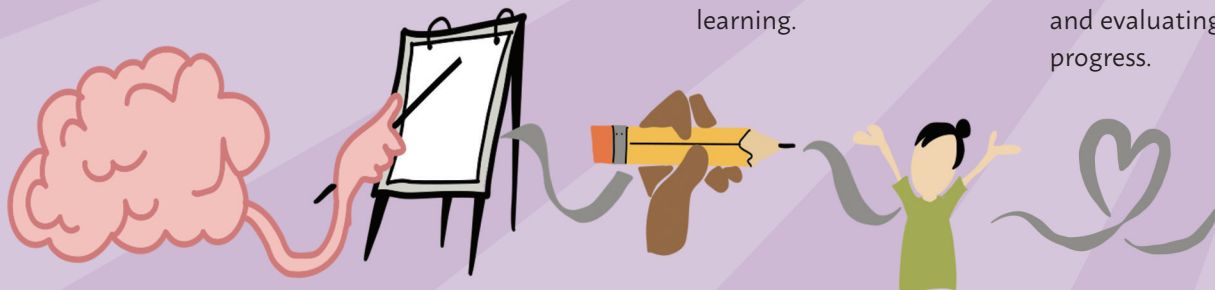
- **Foster a learning community:** Teachers and school leaders should create and sustain an environment where learning flourishes for all students.
- **Develop social, emotional, and academic skills:** Teachers and school leaders should create a positive and inviting learning environment that fosters, nurtures, and sustains a strong sense of belonging and well-being.
- **Maintain high expectations for all students:** Teachers and school leaders should seek to leverage the potential of every student and demonstrate their belief in this potential through high expectations for growth and learning.



EVIDENCE

## BIG IDEA #2: STUDENTS SHOULD DRIVE THEIR LEARNING.

- **Advance different types of knowledge:** Teachers should strive to teach not only factual knowledge but also problem-solving skills and the ability to apply knowledge in various contexts.
- **Teach learning strategies:** Teachers should equip students with effective learning strategies, enabling them to make progress and overcome challenges independently.
- **Accelerate and release teacher responsibility:** Teachers should know how to effectively guide and support students in their learning journey, gradually empowering them to take more ownership of their learning.
- **Cultivate self-driving learners:** Students should become active participants in their own learning, developing skills such as self-assessment, planning, seeking feedback, monitoring, and evaluating their progress.



### BIG IDEA #3: KNOW THY IMPACT.

- **Strengthen evaluative thinking:** Teachers, school leaders, and students should learn to think critically, assess credibility, make informed choices, ask probing questions, and distinguish right from wrong.
- **Demonstrate impact:** Teachers and leaders should be skilled at assessing and evaluating their own effectiveness based on evidence, using this information to improve their teaching.
- **Improve the system:** System leaders should focus on identifying successful practices, scaling them up across schools, and reducing unnecessary workload, while recognizing and valuing the impact of educators.



Tells a STORY!

### BIG IDEA #4: COLLECTIVE RESPONSIBILITY FOR LEARNING.

- **Create the collective.** Teachers, school leaders, and students should create and maintain individual and collective efficacy.
- **Focus on skills.** Teachers, school leaders, and students continuously focus on the *I* and *We* skills necessary to ensure collaborations are productive.
- **Take ownership.** Teachers, school leaders, and students should assume responsibility for their own learning and the learning of others.



# MINDFRAMES

When it comes to impacting students' learning, it's less about what educators do and more about how we think about what we do. Educators' ways of thinking or mindsets, beliefs, and attitudes significantly influence the quality of education students receive. Visible Learning focuses on specific mindframes that influence how students, teachers, families, and leaders think. You can use these as a self-assessment tool, identify areas of strength, and plan on your own where to go next.

## LEARNERS

I am confident that I can learn.

I set, implement, and monitor an appropriate mix of achieving and deep learning goals.

I strive to improve and enjoy my learning.

I strive to master and acquire surface and deep learning.

I work to contribute to a positive learning culture.

I know multiple learning strategies and know how best to use them.

I have the confidence and skills to learn from and contribute to group learning.

I can hear, understand, and action feedback.

I can evaluate my learning.

I am my own teacher.



## TEACHERS

I am an evaluator of my impact on student learning.

I see assessment as informing my impact and next steps.

I collaborate with my peers and my students about my conceptions of progress and my impact.

I am a change agent and believe all students can improve.

I strive for challenge and not merely "doing my best."

I give and help students understand feedback, and I interpret and act on feedback given to me.

I engage as much in dialogue as in monologue.

I explicitly inform students what successful impact looks like from the outset.

I build relationships and trust so that learning can occur in a place where it is safe to make mistakes and learn from others.

I focus on learning and the language of learning.

## LEADERS

- I am an evaluator of my impact.
- I see assessment as feedback to me.
- I collaborate regarding my conceptions of progress and my progress.
- I am a change agent.
- I strive to challenge.
- I give and help teachers understand feedback.
- I engage as much in dialogue as monologue.
- I explicitly inform teachers what successful impact looks like.
- I build relationships and trust.
- I focus on the language of learning.



## FAMILY/CAREGIVER

- I have appropriately high expectations.
- I make reasonable demands and am highly responsive to my child.
- I am not alone.
- I develop my child's skill, will, and sense of thrill.
- I love learning.
- I know the power of feedback, and that success thrives on errors.
- I am a parent, not a teacher.
- I expose my child to language, language, language.
- I appreciate that my child is not perfect, nor am I.
- I am an evaluator of my impact.



## BELONGING, IDENTITIES, AND EQUITY<sup>2</sup>

- We strive to invite all to learn.
- We value engagement in learning.
- We collaborate to learn and thrive.
- We cultivate fortifying and sustaining environments for all identities.
- We acknowledge, affirm, and embrace the identities of all our students.
- We remove barriers to students' learning, including barriers related to identities.
- We discover, correct, and disrupt inequities.
- We embrace diverse cultures and identities.
- We recognize and disrupt biases.
- We create equitable opportunities and eliminate barriers to opportunities.

