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FAQs on Corwin's Acquisition of Visible Learning^{plus}

Q: What is Visible Learning^{plus}?

A: Visible Learning^{plus} is an in-depth system-wide change model of professional learning and development. It is based on the principles of Visible Learning developed from John Hattie's unprecedented meta-analysis of research studies on student achievement, the largest global research base into what actually works best in schools to improve learning. Visible Learning^{plus} takes the theory of Hattie's research and puts it into a practical inquiry model for teachers and school leaders to ask questions of themselves about the impact they are having on student achievement.

Q: What does this acquisition mean for Corwin and professional learning worldwide?

A: Corwin has long been focused on helping all educators realize their greatest impact through sustained professional learning. This acquisition of Visible Learning^{plus} cements Corwin's position as a leading global provider of evidence-based professional learning and, significantly, now allows more widespread access to Visible Learning practices through Corwin's presence in the U.S., Canada and Australia; its existing licensees in the UK (Osiris Education), Scandinavia (Challenging Learning), and the Netherlands (Bazalt and Onderwijs-Advies); as well as future global partners.

This, in turn, means that educators across the globe will have access to the tools for ongoing, data-driven professional learning, making them a force for improving progress and raising achievement for all students.

Q: Why did John Hattie choose to partner with Corwin to expand the global reach of Visible Learning^{plus}?

A: John Hattie chose to work with Corwin since he believed Corwin would be able to expand the reach of the Visible Learning^{plus} work. Hattie's legacy is his decades of research, and he whole-heartedly believes in Corwin's vision of "Every student learning—not by chance, but by design"—a vision that aligns impeccably with the Visible Learning^{plus} work. Combined with Corwin's global footprint through its current work throughout North America, Europe, Asia, and Australia, Hattie felt that Corwin is the natural home of Visible Learning^{plus}.

Q: How does Corwin’s acquisition of Visible Learning^{plus} impact current Visible Learning^{plus} customers and future Visible Learning^{plus} products?

A: With Corwin’s new acquisition, the current suite of Visible Learning^{plus} products and professional learning will remain constant and available to existing and new customers and global partners. Corwin will also be taking this opportunity to enhance its current products and services based on research updates from Professor Hattie and feedback from partners and Visible Learning^{plus} consultants. In addition, Corwin will be working closely with Professor Hattie to expand the Visible Learning^{plus} product line to meet the needs of customers around the world.

Q: How will Corwin expand Visible Learning^{plus} globally?

A: Corwin will continue to seek new partners in regions where Visible Learning^{plus} has not yet been offered and Corwin will work closely with existing licensees and partners to support expansion of the work in their regions.

Q: What is the main takeaway of the Visible Learning research for educators looking to improve their practice?

A: The central theme of Visible Learning is “Know Thy Impact” in a nutshell:

- Almost everything educators do in schools works to improve student achievement. In order to make the most impact, educators need to focus on what works best in improving student outcomes.
- The key is for teachers, school leaders, and systems to know the impact they are having on the learning lives of students and to work from this. If the impact (effect size) is less than $d=0.40$, or what is equivalent to one year’s growth over one year’s time, educators have to ask themselves if it is worthy of their time, energy, and resources. If it is greater than $d=0.40$, then they should stay the course with what they are doing.

Q: What does John Hattie mean by “mindframes” for educators and why are they important?

A: Professor Hattie has identified a set of ten mindframes, or ways of thinking, for educators that should underpin every action and decision in a school and that all teachers and school leaders should adopt to have a major impact on student learning and progress. To learn more about each of the mindframes, visit [here](#).

Q: What makes Visible Learning^{plus} the best approach to school improvement?

A: Because education systems are complex networks, an effective model of educational change must be grounded in the best evidence of what strategies and innovations have the greatest impact on student progress and achievement. It must focus on transforming the critical inner system of interactions between teachers, students and content—the “instructional core”—while taking a deliberate approach to building the systemwide capacity and connections to reinforce the change at the instructional core.

Visible Learning^{plus} uses evidence from research and from practice to build the capability required for each part of the system to function well, both as individual components and in their reciprocal interactions with each other. This systemwide school change model is grounded in the Visible Learning research that represents the world's largest evidence base on what works best in schools to improve learning, spanning more than 1,400 meta-analyses of 90,000 individual research studies, involving more than 250 million students around the world. To date, Hattie and his team have identified 250+ factors that influence student achievement and their relative effects. Based on these findings, Visible Learning^{plus} offers a practical pathway for implementation of high-impact practices in the classroom, school and systemwide that has been used

by more than 100,000 teachers and leaders in schools across more than 16 countries on four continents.

Q: How applicable are the findings of the Visible Learning research around the effect sizes of specific education interventions to real world classroom environments?

A: By definition, meta-analyses address broader questions than individual studies, and as a result some nuance will be lost. Yet one of the most surprising findings of this research is the generalizability of the findings on effect size—regardless of the quality of the study. The best strategies don't work in every case, but they do work in the vast majority of contexts across subjects, grade levels, geography and types of students. The consistency of the findings across studies and their generalizability is a strength of this research approach.

Q: Are there any widely used education strategies that are notable for their weak effect sizes?

A: Some interventions look good on paper, but have weak or negative effect sizes. For example, look at class size, student retention, and homework. Smaller class sizes have been tried many times in many places, but the effects remain positive but small ($d=0.21$) relative to other influences. Retaining students who are struggling rather than allowing them to advance to the next grade—a practice that is becoming more common—actually has a negative impact ($d= -0.16$) on student achievement.

Overall homework displays an effect size of $d=0.29$, which means that there is a small, positive, visible effect on student achievement, although the effect size is much higher in secondary education ($d=0.64$) than in primary education ($d=0.15$). This doesn't mean we should automatically abolish homework in the primary years, but the evidence hints that homework as we traditionally do it in primary schools may have a low impact, and that it is worth teachers checking to make sure the homework is:

- Linked to the lesson
- Monitored by the teacher
- Short in duration
- Not including new learning as this disadvantages those who most need a professional teacher

Q: Where has Visible Learning^{plus} shown proven, on-the-ground results?

A: When implemented with fidelity, Visible Learning^{plus} has helped schools around the world realize gains in student achievement and teacher effectiveness. Examples include Vito Martinez Middle School in Illinois, which has a large low-income student population, used Visible Learning^{plus} to incorporate success criteria in planning and instruction to improve students' self-assessment. As a result, the percentage of students able to articulate what they had learned and prove how they knew they had learned it grew from 47 percent at the beginning of the school year to 94 percent by March. As another example, teachers in [Ka'imiloa Elementary School](#), which had been labeled a low-performing school in Hawaii, learned how to see where their students were in the learning process, understand the impact of their teaching, and then shift their teaching mindset to better reach each student and help them chart their own learning journey. Through teacher-driven continual staff development, the school improved instruction and boosted morale among staff and students.

In Australia, where Visible Learning^{plus} has been in place for four years, Picnic Point Public School in New South Wales has seen student engagement rise significantly along with a number of students feeling like they are being challenged in their learning as a direct result of Visible Learning^{plus}. Recently, they reported that the average student effect size measure in Mathematics had doubled and comprehension increased by 50%.

For more examples of Visible Learning^{plus} in practice, visit <https://us.corwin.com/en-us/nam/evidenceofimpact>.