

Excerpts from *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement* by John Hattie, Routledge Publishers, 2009.

Chapter 3 - The Argument

...**"Visible teaching and learning occurs when learning is the explicit goal, when it is appropriately challenging, when the teacher and the student both (in their various ways) seek to ascertain whether and to what degree the challenging goal is attained, when there is deliberate practice aimed at attaining mastery of the goal, when there is feedback given and sought, and when there are active, passionate, and engaging people (teacher, student, peers, and so on) participating in the act of learning...The remarkable feature of the evidence is that the biggest effects on student learning occur when teachers become learners of their own teaching, and when students become their own teachers.**

...**"The act of teaching requires deliberate interventions** to ensure that there is cognitive change in the student: thus the key ingredients are awareness of the learning intentions, knowing when a student is successful in attaining those intentions, having sufficient understanding of the student's understanding as he or she comes to the task, and knowing enough about the content to provide meaningful and challenging experiences..."

...**"Teachers need to be actively engaged in, and passionate about, teaching and learning."**

...**"Teachers must be able to openly discuss the three key feedback questions: "Where are they going?" "How are they going?" and "Where to next?" (The "they" refers to both the teacher and to the student.)...the aim is to make students active in the learning process—through actions by teachers and others—until the students reach the stage where they become their own teachers, they can seek out optimal ways to learn new material and ideas, they can seek resources to help them in this learning, and when they can set appropriate and more challenging goals...**

"The major argument is that when teaching and learning is visible, there is a greater likelihood of students reaching higher levels of achievement."

Chapter 8 - The Contributions From the Curricula

...**"They concluded that Reading Recovery® "was reaching its fundamental goal of increasing the lowest performing first graders' reading and writing skills to levels comparable with their classroom peers", and there was a "lasting effect, at least by the end of second grade, on broad reading skills."**

...**A teacher using a combination of vocabulary, phonics, and comprehensive methods will be much more effective than either a phonics or a whole language teacher.**

...**"a lack of fluency and automaticity (that is, quick and accurate recognition of words and phrases) may hamper growth beyond first learning to read..."**

Drama/Arts programs

...**"creative drama activities have positive effects on children's achievement at elementary grade levels in oral language skills, self-esteem, moral reasoning, role-taking abilities, and drama skills...reading the repetitive and hence predictable lyrics of songs helps train reading skills..."**