

visible learning^{plus} CORWIN

Building and Developing Visible Learners



Dr. Jenni Donohoo

An Introduction to Visible Learners

- What does the Visible Learning research say?
 - 150 Influences on student achievement
 - Effect sizes (hinge point)
- What is a visible learner?
 - Learning dispositions
 - Where am I going? How am I going? Where to next?
- How can teachers develop visible learners?
 - Learning intentions and success criteria
 - Metacognitive strategies/self assessment

The Visible Learner



Self-report grades – student’s expectations – Assessment Capable Learners - the Visible Learner



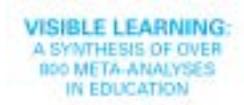
Explains and understands progress
 Knows where they are at, where they are going and what their next steps are.



A visible learner

The Visible Learning Research

How did it work and what did it say?



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

- 800+ meta-analyses
- 50,000+ studies
- 250+ million students



How were the influences grouped?

- The curriculum
- The student
- The school
- The home
- The teacher
- The approaches to teaching

95% of the research showed a positive influence on student achievement



What works best?



Rank these six influences from greatest to least influence on student learning:

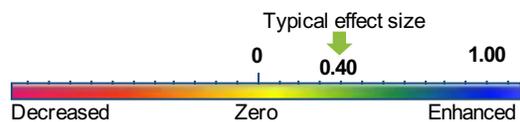
Influence	My rank	Actual rank	Effect size
Ability grouping		5	
Feedback		2	
Teacher-student relationships		3	
Individualized instruction		4	
Mobility (shifting schools)		6	
Students' expectations of themselves		1	

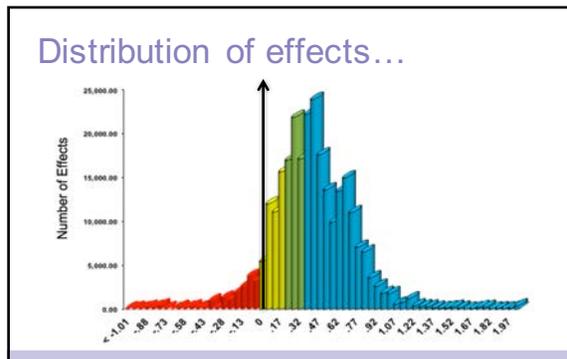
An effect size

A common scale for measuring progress in student achievement



Effect on achievement over time



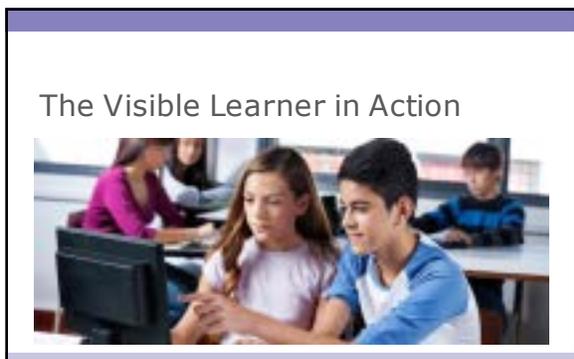


The effect sizes for the six influences...

Influence	My rank	Actual rank	Effect size
Ability grouping	5	131/150	0.12
Feedback	2	10/150	0.75
Teacher-student relationships	3	12/150	0.72
Individualized instruction	4	109/150	0.22
Mobility (shifting schools)	6	150/150	-0.34
Students' expectations of themselves	1	1/150	1.44

Visible Teaching – Visible Learning

When teachers see through the eyes of their students and when students see themselves as their own teachers



- ### Introduction to visible learners
- What did you notice?
 - What were some of the qualities or characteristics of a visible learner that you heard described or saw exhibited by the students?
 - Turn and Talk

To what extent are the students in my class/school visible learners?

- What an effective learner is
- Where they are going, how they are going, and where to next
- How they are learning – the strategies they are using to learn
- The metacognitive skills they will use
- Feedback for their peers based on the learning
- intentions and success criteria

To what extent are the students in my class/school visible learners?

- Why this learning is important
- What they need from their teachers to help them learn
- How well their work met the success criteria
- What progress looks like
- Their next steps

How assessment-capable are learners in your school?



Turn and Talk

The Visible Teacher in Action



How do we develop visible learners?



What you do matters!



Building Blocks

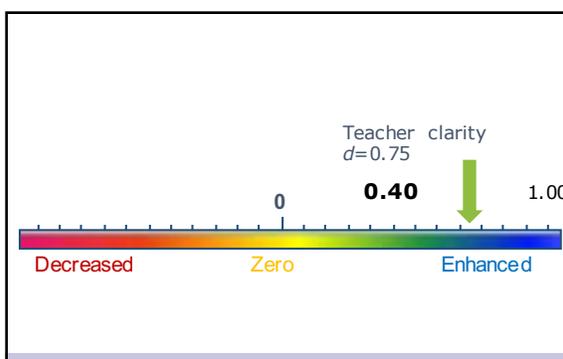
- Learning Intentions and Success Criteria
- Metacognitive Strategies/Self Assessment

Building Blocks

- Learning Intentions and Success Criteria
- Metacognitive Strategies/Self Assessment

The power of well understood learning intentions and success criteria

CLARITY

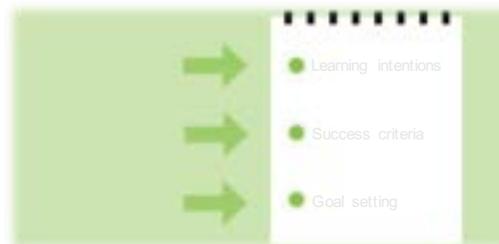


Teacher clarity

Effect size: 0.75

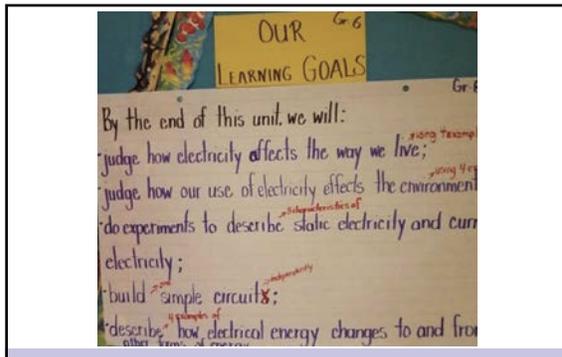
- Share the learning intentions.
- Students know why they are learning this.
- The success criteria is understood by all.
- Share rubrics and examples.

Where am I going?



What makes a good learning intention?

- 1. It identifies knowledge and skills from the curriculum.
- 2. It is incremental and scaffolded.
- 3. It is expressed in language meaningful to students.
- 4. Specific and observable.
- 5. Stated from a student's perspective.



What do learning intentions do?

Describe what you want students to learn:

- Based on the curriculum expectations
- Skills
- Knowledge
- Values or key competencies.

(that the unit or lesson is designed to develop)

We are learning to use a microscope.

(skill)

We are learning to compare the use of oxygen by plants and animals.

(content)

We are learning to write explanations about the water cycle.

(both)

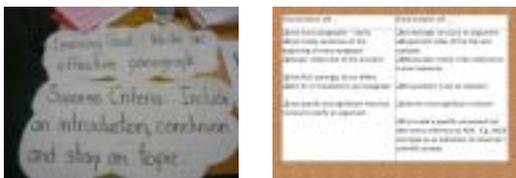
Learning intentions...

- These describe what we want the students to LEARN.
- Remember, this can be different from what we want them to do (the task).

This is what I am looking for...



What are success criteria?



Success criteria

Tell us HOW we will achieve the learning intention ...

'We will PROVE our understanding BY ...'

Different from the task – a lesson we learned early on....

Geography – identify desirable place to live and share an opinion about why

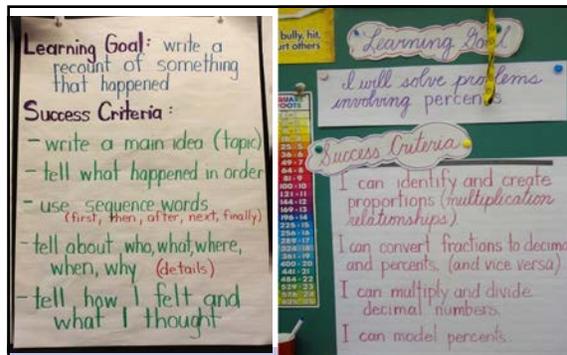
Task: create a brochure

Success criteria...

Learning goal: We are learning to explain how different materials conduct electricity.

Success Criteria: We can –

- Define 'conductors' and 'insulators'
- Identify the characteristics of materials that are conductors or insulators
- Explain how materials allow static charge to build up or be discharged.



Learning Intention

Learning intention: to identify the role of costume and make up (in the movie *The Hobbit: An Unexpected Journey*).

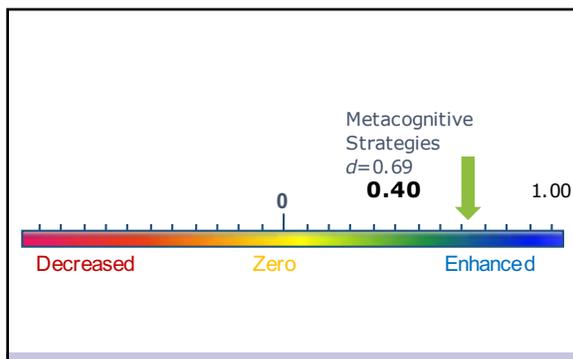
Success Criteria?

We will be able to:

- give examples where costumes develop an aspect of a character
- give examples where make up is used for a specific effect
- justify the above examples with an explanation of the effect being created.

Building Blocks

- Learning Intentions and Success Criteria
- Metacognitive Strategies/Self Assessment



How am I going?

Metacognitive Strategies/Self assessment



Metacognition

Effect size: 0.69

- Knowledge of Cognition
 - Declarative, procedural, conditional knowledge
- Regulation of Cognition (Self-regulation)
 - Plan, monitor, and evaluate

Metacognitive Strategies

- Exit Card asking – What is clear? What is muddy?
- 5-3-1
- Thumbs up – Thumbs down
- (Checking for Understanding – also learning from students)

Using learning reflections

Learning reflections are self-reflections where a learner reflects on their learning and states whether they have achieved the learning intention and success criteria.

Writing learning reflections

The students ask themselves whether they have achieved the learning intentions and success criteria, writing their reflection.

- I have achieved the learning intention today because I can ...
- I have not achieved the learning intention **yet**. I can ..., but I need more help with ...

Try setting out a template until the students are well practiced.

Student examples of reflection



Self-Assessment Rubric

GPS Focus:
ELA.3.5.1.c The student uses oral and visual strategies to communicate. The student uses oral language for different purposes: to inform, persuade, or entertain.

	I did a great job!	Wow, I tried my best!	I can do it!
1. I made puppets for each character I had in mind.			
2. I made colorful and interesting scenery.			
3. My script is about a specific career.			
4. My puppet script and performance engage the audience about this job.			
5. My script and performance get the audience to see an enjoyable job.			
6. My script and performance are entertaining.			
7. Everyone can tell I was involved.			
8. I did a great job writing and then speaking my lines.			
9. I cooperated with my partners and helped actively in other groups.			
10. I was really creative!			

Recognize, understand, and use familiar words about ourselves and our whānau
 For example: māori (mother), māmā (dad), whānau (parents), kōwhiri (to look after), kōwhiri (to protect), whānau (to be born), kōwhiri (to be born), kōwhiri (to be born).

Success criteria:	Self assessment	Peer assessment	Teacher assessment
I can understand some words about me and my family when I hear them.	⊙ ⊙ ⊙ ⊙	⊙ ⊙ ⊙ ⊙	⊙ ⊙ ⊙ ⊙
I can use some words to talk about me and my family.			
I can read and write some words about me and my family.			

Success Criteria

	1. I can use facial expressions to communicate meaning.	2. I can use hand gestures to communicate meaning.	3. I can use body language to communicate meaning.	4. I can use voice (tone, pitch, speed) to communicate meaning.
Effectively varies the dynamics of voice (tone, pitch, speed) to communicate meaning.				
Changes facial expression to communicate meaning.				
Uses dramatic gestures to keep the audience interested.				
Words are clear (pronounces words effectively).				
Seems engaged / interested in what she is talking about.				
Uses pacing well to ensure that audience can follow along (not too fast, not too slow).				
Uses strong posture and body language to communicate non-verbally (no waving, no distracting body movement / fidgeting).				
Looking at audience to make a meaningful connection.				
Volume of voice is clear and easy to hear.				

Based on the success criteria above, these are some strengths that I showed in public speaking:

- 1)
- 2)

For my next practice public speaking experience, these are two things I can do differently:

- 1)
- 2)

Students – what does progress look like?



Next Steps



To what extent am I already developing visible learners?

- To what extent the statements are true of you and what you do in your classroom or school?

To what extent am I already developing visible learners?

- I use learning intentions and success criteria.
- I provide students with exemplars of what success looks like.
- I plan or co-design what success will look like with my students.

To what extent am I already developing visible learners?

- I share what progress looks like with my students.
- I provide opportunities for my students to reflect on and identify the progress they make.
- I teach my students skills in how to self-assess.

How can we develop the learning processes and dispositions?

- Decide on the shared language of learning for your context.
- Think, talk and write about student's 'habits of thinking and doing.'
- Focus on effort and strategy, not ability.
- Talk about the 'how' of learning.
- Model being an inquisitive and fallible learner.

- Make student progress visible – through charts, visual metaphors, etc.
- Create visual tools and displays linked to the learning dispositions and processes.
- Involve students in designing and evaluating their learning.

Developing dispositions for learning

- How can dispositions be taught?
- What consultation process would be needed in your school to get the language of learning agreed and understood by:
 - staff?
 - students?
 - community?

Latest Update

