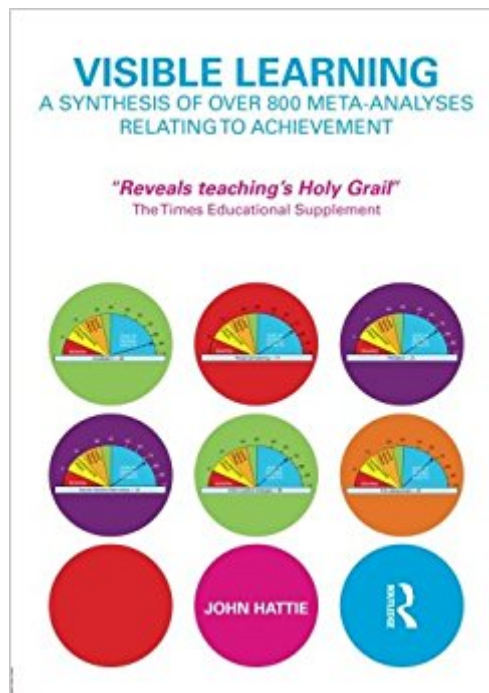The book was found

Visible Learning: A Synthesis Of Over 800 Meta-Analyses Relating To Achievement

Synopsis

This unique and ground-breaking book is the result of 15 years research and synthesises over 800 meta-analyses on the influences on achievement in school-aged students. It builds a story about the power of teachers, feedback, and a model of learning and understanding. The research involves many millions of students and represents the largest ever evidence based research into what actually works in schools to improve learning. Areas covered include the influence of the student, home, school, curricula, teacher, and teaching strategies. A model of teaching and learning is developed based on the notion of visible teaching and visible learning. A major message is that what works best for students is similar to what works best for teachers Ã¢â¬âœ an attention to setting challenging learning intentions, being clear about what success means, and an attention to learning strategies for developing conceptual understanding about what teachers and students know and understand. Although the current evidence based fad has turned into a debate about test scores, this book is about using evidence to build and defend a model of teaching and learning. A major contribution is a fascinating benchmark/dashboard for comparing many innovations in teaching and schools.

Book Information

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Customer Reviews

John Hattie is Professor of Education and Director of the Visible Learning Labs, University of Auckland, New Zealand.

I bought this book because my school wanted to implement some of his ideas into our teaching. I really love learning about all the information John Hattie has researched and find it valuable as a teacher. This was a great buy and I use this book as a reference!

A book whose time has come.This is a detailed contribution to the educators library, on the important theme- what affects educational outcomes for our students. Given the size and detail, it is best suited to the educated professional, but is also accessible enough for the educated reader - though having little opportunity to affect any change may prove frustrating.The book is broken down into sections looking at the different influences on outcomes such as the influence from home, school reforms, principal, and teacher and teaching practices etc. Within these sections all the influences are assessed using a statistical comparison called 'effect size'. This aims to be a common scale on which to measure effectiveness- a nice speedometer type graphic is used to indicate the rating for each item.Think sending a child to an 'elite' child will turn them into a rhodes scholar?Think keeping a child down a grade if they are not progressing is a good idea?Think the lauded 'direct instruction' technique is chalk, talk and worksheets?Read on and see what the current evidence indicates- and it is not always what we want to hear.Noteably most influences are positive- but the aim of the work is to find out what has a significant influence so that efforts can be made on practices that are more effective. In contrast to one of the other reviewers - there are some questions that are not answered in this book - namely which interventions work best with which types of students? It is great to know what 'on average' is more effective, but this is qualified by the fact that each intervention varies in effectiveness in different studies. This variance should be a source of further study so that we can know which strategy to use and when it is most appropriate to use it.The other issue that is not acknowledged by some reviewers here is that the measure of success in this type of study is purely academic - did they learn more content or skills than at the beginning and in contrast to a control group. What it also does not tell us about are the other outcomes that are important too - were the students more engaged in their learning, did they become better learners, did they learn other (real world) skills that are useful, and did they learn to get along and work together better? These are all important outcomes that young people arguably need to learn to survive in a fast changing, modern world.The other qualifier I would need to add is that some areas- such as the effective use of technology are largely dependent on the skill of teachers to design instructional practices that are complimentary and sophisticated enough to be effective. Currently teacher capacity in this area is still emerging and so the results here I would

have to conclude are tentative, or at least open for review. The more recent works of Robert Marzano have shown far more promise in this area- particularly for interactive white boards.As with all strategies, procedures or practices - no two practitioners, classrooms or school communities are alike and the research evidence presented by the late Graham Nuthall in "The Hidden Lives of Learners' indicated that a good educator continually modifies and adapts 'what works' at the chalkface every day. This would then be a qualifying consideration when analyzing the book. Hattie himself lists others including; the cost of the intervention, and from memory I think the complexity of implementation is also discussed. So don't use the work as a recipe book for state intervention in schools!Overall an extremely informative book - sorts the wheat from the chaff, but must be read critically and in concert with other books from authors such as Marzano and Nuthall.

I really want to be able to recommend this book. I would love to have one location to point to when someone brings up a myth on education to point to and say "go read this and see what the evidence says". This book is so close to being that book - but how can I recommend a book of statistical analyses of meta analyses when the author clearly does not understand meta analyses or statistics?Hattie creates a single scale upon which to evaluate education impacts. An effect size of $d = 0.0 - 0.15$ is considered "developmental effects" - what would have occurred anyway due to children aging. An effect size of $d = 0.15 - 0.4$ is consider "teacher effects" - presumably the effect of having an average quality teacher working with the students. An effect size of $d > .4$ is what Hattie considers "desirable effects". Is this summary of effect size accurate? Well that depends. If the underlying studies effect was calculated by comparing student outcomes at the end compared to the beginning of the study then it makes sense to dismiss some effect as developmental effects or average teacher effects. But if the underlying study calculated the effect by comparing the difference in growth compared to a control group, that also aged and also had average teachers then to dismiss small effects as developmental or "teacher effects" is completely wrong.Even for cases where the effect size is calculated by comparing outcomes at end of the study to the starting position the size of the effect that can dismissed as developmental effects depends on items such as length of study (was it a one afternoon or multi year intervention?) and the outcome variable studies (was outcome measured knowing names of letters or was it likelihood of graduating college?). To control for things like development effects is exactly why studies use controls! It is impossible to just make up rules of thumb like this to replace using controls.Meta analyses can be used to summarize multiple studies that have similar outcome variables and similar design, comparing radically different studies like this is a fool's errand. Hattie often references rules of

thumb "and effect size of X is equivalent to being Y months ahead in school" ect. Such rules of thumb might be true for a single study but there is no reason for them to be universally true. Hattie seems to have read various meta analyses with out understanding when the explanations given applied specifically to the studies in question and when they are a universal trait of calculated effect sizes. A key point in seeing that he doesn't understand the statistics he is reporting is in his "Common Language Effects" (CLE) where he attempts to calculate the percent of classes that would do worse than a class with an intervention. He give the example of homework which has an effect size d = 0.29 as having a CLE of 21%. This is clearly wrong. An intervention that has no effect (d = 0.0) would be a median class (CLE = 50%). An effect size of d = .29 must be above 50%. In other places he calculated CLEs of negative numbers and over 1 - these numbers a completely nonsensical. That is formula for calculating CLE had a bug in it is a problem - that he reported numbers that are so obviously wrong without realizing something was wrong is clearly indicative that he is way out his depth.I am still giving this three stars. Despite being completely mistake ridden I still read through the hundreds of pages to get some idea of where research is at. For this it is completely limited since he didn't break results into studies with control groups and those without.

Everyone needs to read this book.

This is a super metaresearch book on almost any educational topic. It shows the metrics for almost any topic and what we currently know in research. As an Ed.D. student, this is a great primer for almost any topic in research. It offers a great jump-off point of showing seminal researchers.

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