



# Visible Learning for Teachers: Maximizing Impact on Learning

By John Hattie



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In November 2008, John Hattie's ground-breaking book *Visible Learning* synthesised the results of more than fifteen years research involving millions of students and represented the biggest ever collection of evidence-based research into what actually works in schools to improve learning.

*Visible Learning for Teachers* takes the next step and brings those ground breaking concepts to a completely new audience. Written for students, pre-service and in-service teachers, it explains how to apply the principles of *Visible Learning* to any classroom anywhere in the world. The author offers concise and user-friendly summaries of the most successful interventions and offers practical step-by-step guidance to the successful implementation of visible learning and visible teaching in the classroom.

This book:

- links the biggest ever research project on teaching strategies to practical classroom implementation
- champions both teacher and student perspectives and contains step by step guidance including lesson preparation, interpreting learning and feedback during the lesson and post lesson follow up
- offers checklists, exercises, case studies and best practice scenarios to assist in raising achievement
- includes whole school checklists and advice for school leaders on facilitating visible learning in their institution
- now includes additional meta-analyses bringing the total cited within the research to over 900
- comprehensively covers numerous areas of learning activity including pupil motivation, curriculum, meta-cognitive strategies, behaviour, teaching strategies, and classroom management.

*Visible Learning for Teachers* is a must read for any student or teacher who wants an evidence based answer to the question; ‘how do we maximise achievement in our schools?’

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### Editorial Review

#### Review

"*Visible Learning for Teachers* is a profoundly important book for teachers, school leaders, parents, and policymakers. John Hattie provides the 'jury standard' for educational research. Rather than the typical 'he said, she said' controversy, Hattie has amassed the preponderance of the evidence representing the work of thousands of scholars and more than a quarter-billion children. The jury – teachers, leaders, and parents – need not be swayed by the persuasive power of an individual researcher or the flavor-of-the-month initiative. Rather, we can at last make teaching and leadership decisions based upon the best available evidence from multiple sources. As you read these pages, prepare to be challenged. Hattie forced me to reconsider previously strongly held convictions, but he requires that we elevate the preponderance of the evidence over personal belief. Best of all, Hattie shows us how to determine the impact we have right now with our own students. His methods move education from the 'rear-view mirror' – what happened in other places with other students – to the 'windshield' – what is happening right now with our students. As a result, this book is the most important contribution to educational research and practice in decades."

**Douglas Reeves**

**Founder, The Leadership and Learning Center, USA**

"This scope of this text is absolutely staggering. John Hattie deserves to be recognised (and probably will in time) as one of the pioneers of educational and school psychology."

**Dr Dave Putwain**

**Programme Leader, Educational Psychology, Edge Hill University, UK**

*"Recognising what makes a difference enables reflection on how to do more that makes a positive difference. Reading this book should make obvious the swathes of time-consuming tasks that make no (or worse, negative) impact, making them easy to remove. It is fabulously well-researched."* - **Mary Bousted, general secretary, Association of Teachers and Lecturers**

#### About the Author

**John Hattie** is Professor and Director of the Melbourne Education Research Institute at the University of Melbourne, Australia and honorary Professor at the University of Auckland, New Zealand. He is the author of *Visible Learning* and co-author of *Intelligence and Intelligence Testing*, both published by Routledge.

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