What works best?

John Hattie and ‘Visible Learning’

- John Hattie is Director of the Melbourne Institute of Educational Research (University of Melbourne) and author of Visible Learning (2009) and Visible Learning for Teachers (2012).

- He is the world’s leading educational researcher in the **meta-analysis** of teacher and school effectiveness.

- There is a massive amount of research into what makes a difference in the classroom. Hattie’s work reviews virtually all the studies; he standardises their results, allowing the effectiveness of different strategies or interventions to be **directly compared**.
• Hattie’s meta-analysis integrates over 50,000 individual studies from around the world. He estimates that this covers the experience of over 230 million students.

The first thing this analysis shows is that almost any, and every, strategy you can think of will have some kind of impact. This seems obvious – everything that schools, students, parents and teachers do has an impact on learning in some way.
An effect-size of 1.0 is typically associated with:

- Advancing learners' achievement by **one year**.
- Improving the rate of learning by **50%**.
- A **two grade** leap in GCSE, e.g. from a C to an A grade.

Hattie argues that what matters is finding out what works best.

To do this, Hattie created a ‘barometer of effect-sizes’.

Every intervention can be compared on this barometer.

A positive effect-size shows a positive impact on students’ learning.
Some things have a clear, negative impact on average student achievement...

- Watching TV!
- The summer holidays.
- Ability streaming.
- Moving schools.

The magic number is 0.40. This is the average effect size. To do something really significant, we have to aim above this.
Hattie’s research suggests that the most important factors for student achievement are NOT related to curriculum choices, the physical school environment, or even most students’ circumstances at home or socio-economic status.

Instead, he stresses the overwhelming importance of teaching and learning, student-teacher relationships, and student motivation.
Peer Influence – group work & discussion: 0.82
Feedback and Assessment for Learning: 0.75
Positive student-teacher relationships: 0.72
Differentiation: 0.61
Clear learning objectives: 0.57
Challenging tasks and success criteria: 0.57
Providing worked examples: 0.55
Questioning strategies: 0.52

For further info see: