

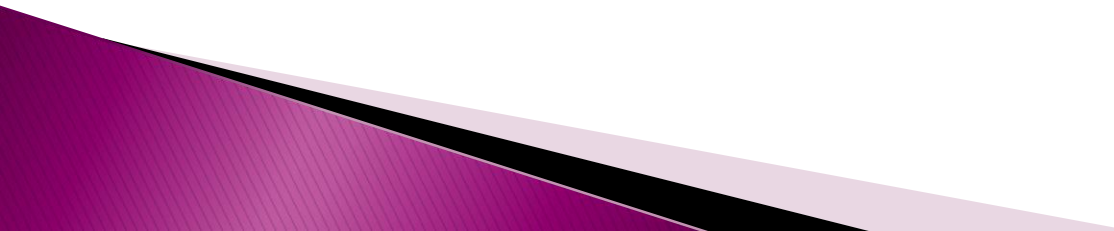
Visible Learning: Teachers Make a Difference

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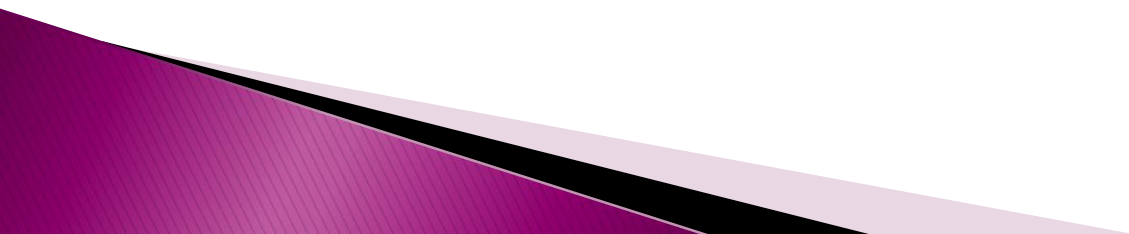
Introduction

"The major message is simple--what teachers do matters. However, this has become a cliché that masks the fact that the greatest source of variance in our system relates to teachers --they can vary in major ways." (Hattie, 2009, p. 22)



Introduction continued

Regardless of what contributions students bring to class, it's the teacher's responsibility to teach them in a passionate and visible manner.

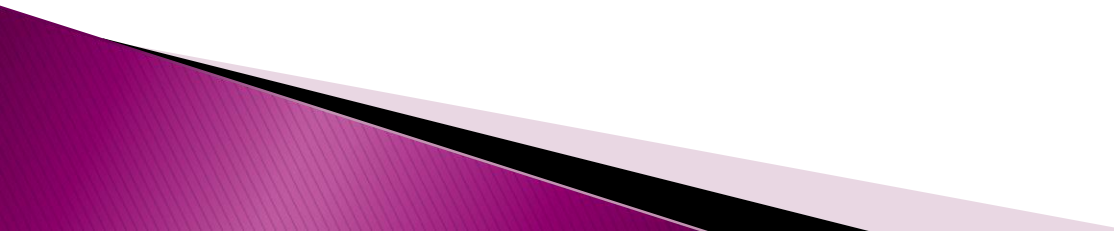


Question 1

Hattie (2009) stated that what “some” teachers do matters. Discuss what teachers do to make a difference in students’ learning.

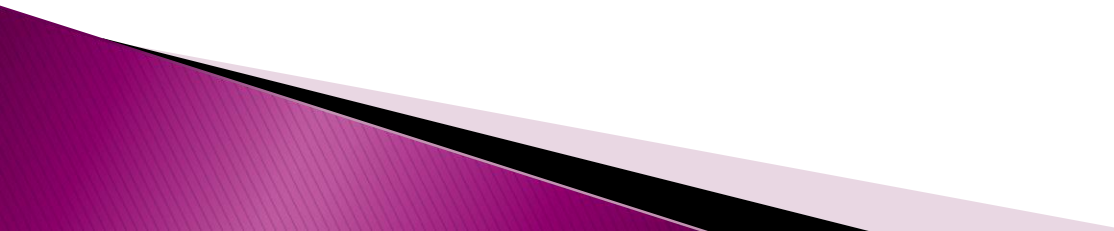
Question 2

Hattie stated, “The remarkable feature of the evidence is that the biggest effects on student learning occur when students become their own teachers. Discuss what students gain by becoming their own teachers?”



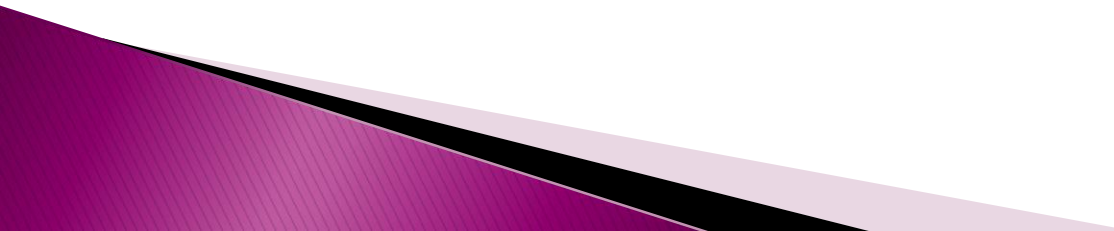
Question 3

Hattie wrote that a safe environment for the learner (and for the teacher) is an environment where error is welcomed and fostered—because students learn from these errors. Discuss how we create and facilitate a safe environment for teaching and learning.



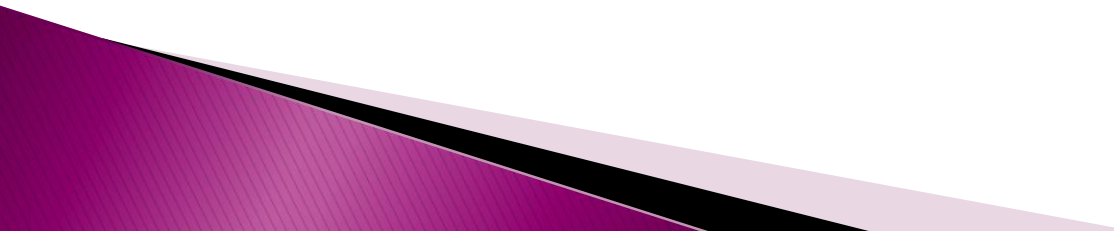
Question 4

Hattie pointed out students sometimes are “physically present but psychologically absent” in the classroom. Discuss researched-based techniques/activities teachers can use to keep students actively engaged and build on what students contribute to the learning experience.



Question 5

Hattie indicated many educators believe that there are significant differences in the achievement of males and females. Discuss effects of gender on learning as well as the widely held misconceptions related to this topic.



References

Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York: Routledge.