

# Students' Contributions and Teachers Response

**A presentation based on Chapter 4, “The contributions from the student” of John Hattie's book, *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*(2009).**

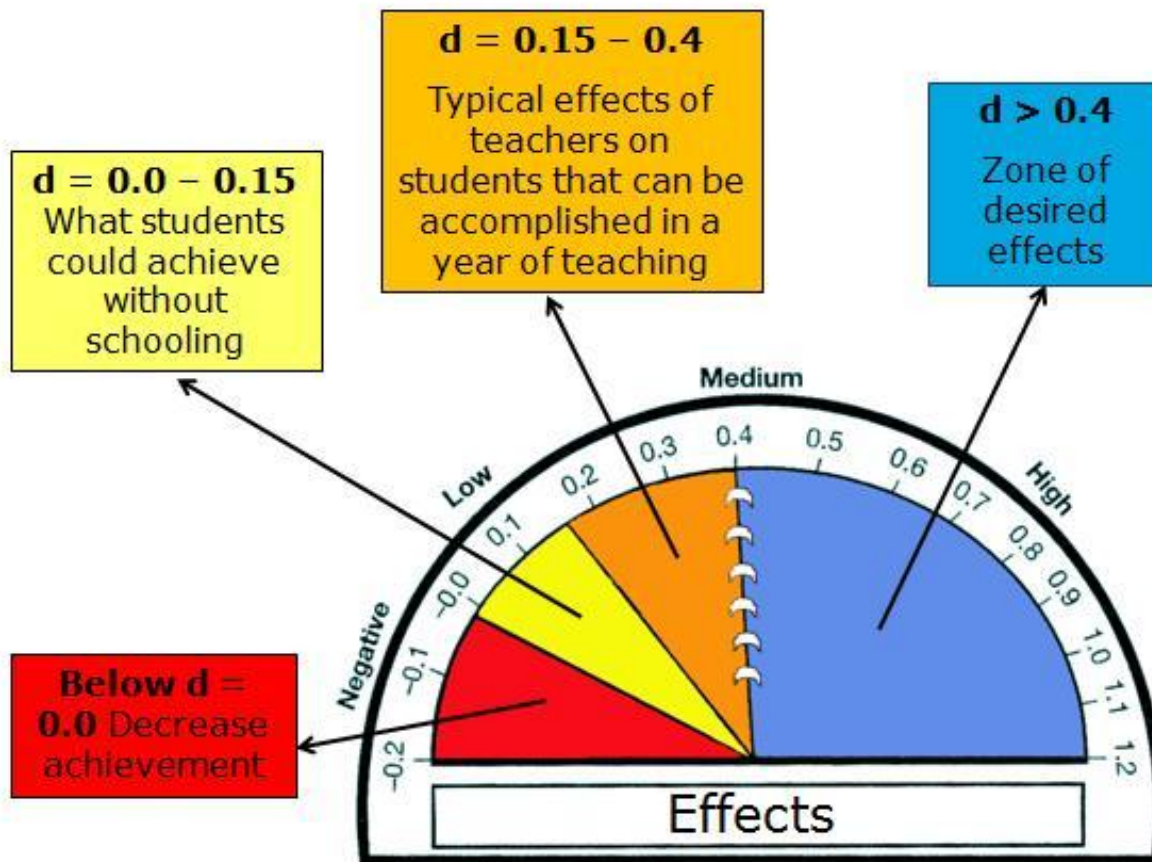
Gingerlee Lackey  
Graduate Student  
University of Alabama

## 4 Categories of Student Contributions

- Background Influences
- Attitudes and Dispositions
- Physical Influences
- Preschool Effects

# Hattie's

## Barometers of Influence



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# Background influences

- Prior Achievement  $d=0.67$  Zone of desired effects
- Self-reported grades  $d=1.44$  Zone of desired effects
- Piagetian programs  $d=1.28$  Zone of desired effects
- Creativity  $d=0.35$  Teacher effects

(Hattie, 2009)

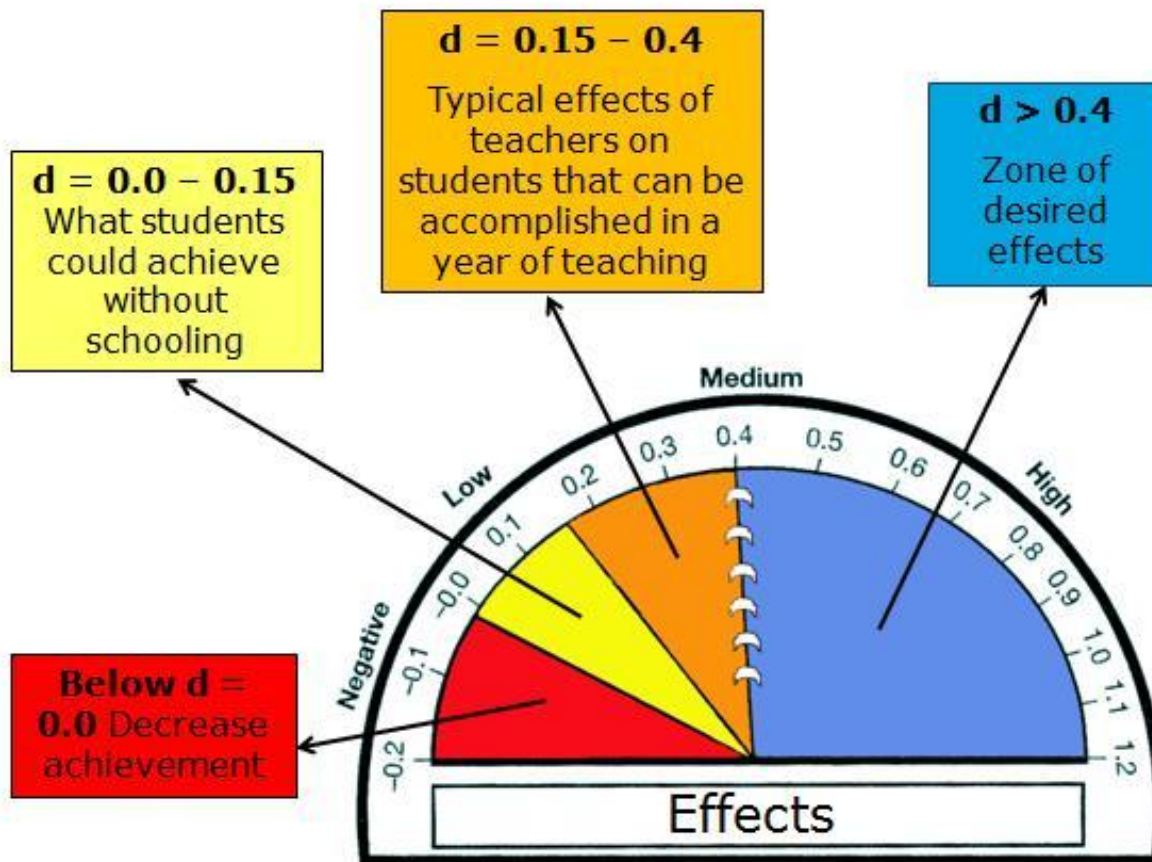
# Effective teacher's response to the student's contributions from background influences

## Effective teachers

- believe all students can learn and teach in a visible manner so that progress is clearly visible to both student and teacher;
- know their students and what their students know;
- provide a safe place for students to meet challenging attainable goals.

# Hattie's

## Barometers of Influence



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# Attitudes and Dispositions

- Concentration, persistence engagement  $d=0.35$

Zone of desired effects

- Reducing anxiety  $d=0.40$  Zone of desired effects
- Attitude to math and science  $d=0.36$  Zone of desired effects

(Hattie, 2009)

# Attitudes and Dispositions

- Personality  $d=0.19$  Teacher effects
- Self-concept  $d=0.43$  Zone of desired effects
- Motivation  $d=0.48$  of Zone of desired effects

(Hattie, 2009)



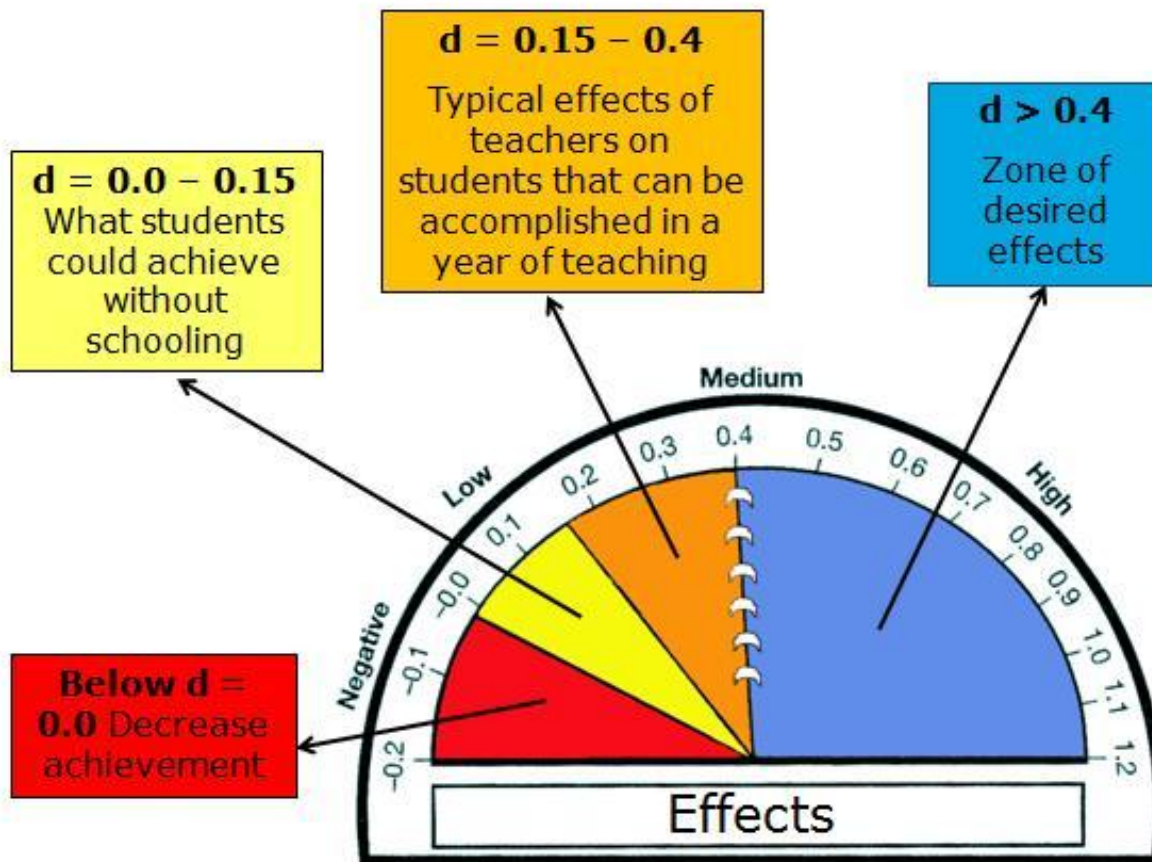
# Effective teacher's response to the student's attitudes and dispositions

## Effective teachers

- teach use direct explicit interactive instruction that engages students (Bost & Riccomini, 2006);
- know their students and what motivates them;
- modify their instructional practices according to feedback received(Cauley& McMillan, 2009).

# Hattie's

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# Physical Attributes

- Birth weight  $d=0.67$  Zone of desired effects
- (Lack of) Illness  $d=0.23$  Teacher effects
- Exercise and relaxation  $d=0.28$  Teacher effects
- Drug interventions  $d=0.33$  Teacher effects
- Gender  $d=0.12$  Developmental effects
- Positive view of ethnicity  $d=0.32$  Teacher effects

(Hattie, 2009)

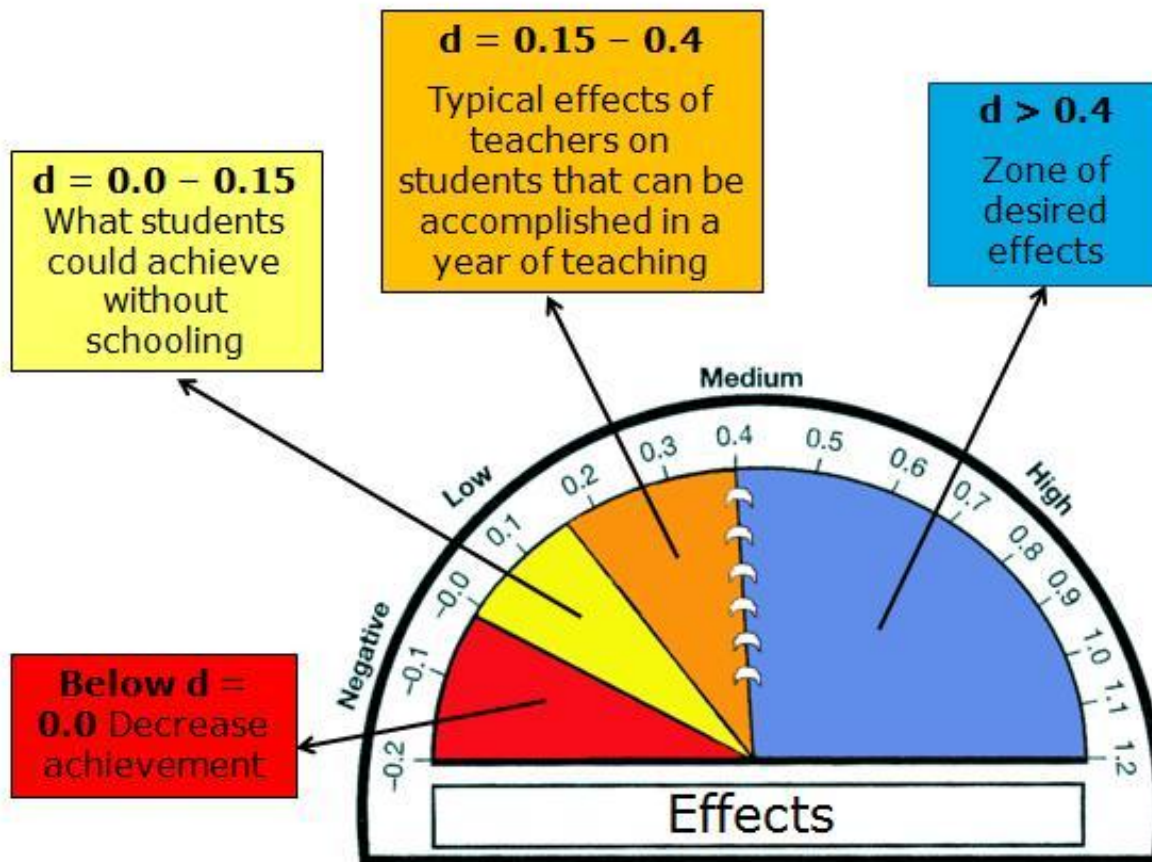
# Effective teacher's response to the student's physical attributes

## Effective teachers

- are aware of physical attributes, but approach each individual student with high expectations;
- consciously evaluate modify their instructional practices to honor diversity;
- reject stereotypes

# Hattie's

## Barometers of Influence



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# Preschool Influences

- Early intervention  $d=0.47$  Zone of desired effects
- Preschool programs  $d=0.45$  Zone of desired effects

(Hattie, 2009)

# Effective teacher's response to the student's preschool influences

## Effective teachers

- recognize students come to school with a variety of experiences;
- Hold high expectations for all students;
- Create a safe place for students to meet challenging attainable goals.

# Concluding Comments

## Effective Teachers

- believe all students can learn;
- hold high expectation for student progress;
- teach in a visible passionate manner that motivates and engages students in the learning environment;
- know their students;
- help students reach challenging attainable goals developed and modified from feedback;
- create a positive safe learning environment where students develop strategies for engaging deeply with learning material.



## References

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