

What makes learning visible?



HOW DID THE COVID-19 PANDEMIC

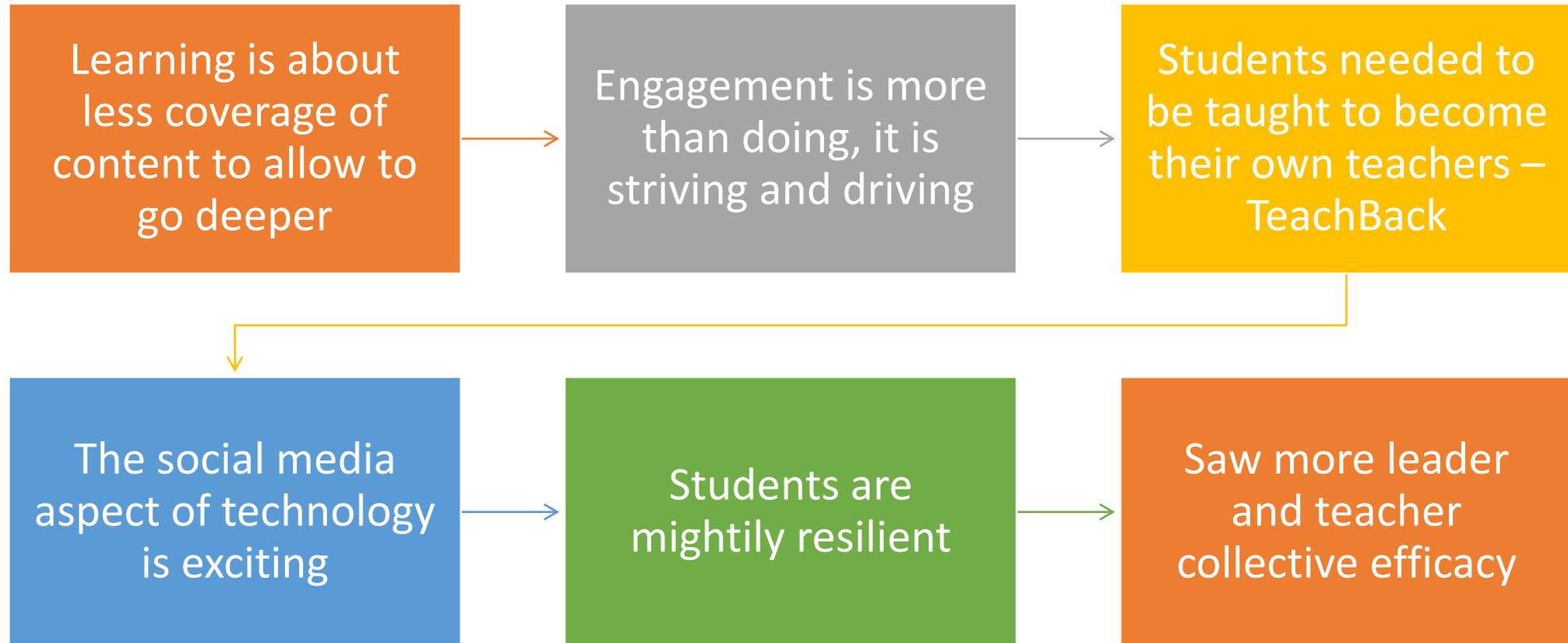
AFFECT YOU?



About 100 studies
on effects of COVID/
Distance Achievement
(12m+ students)



An ode to expertise



2008

VISIBLE LEARNING

A SYNTHESIS OF OVER 800 META-ANALYSES
RELATING TO ACHIEVEMENT

"Reveals teaching's Holy Grail"
The Times Educational Supplement

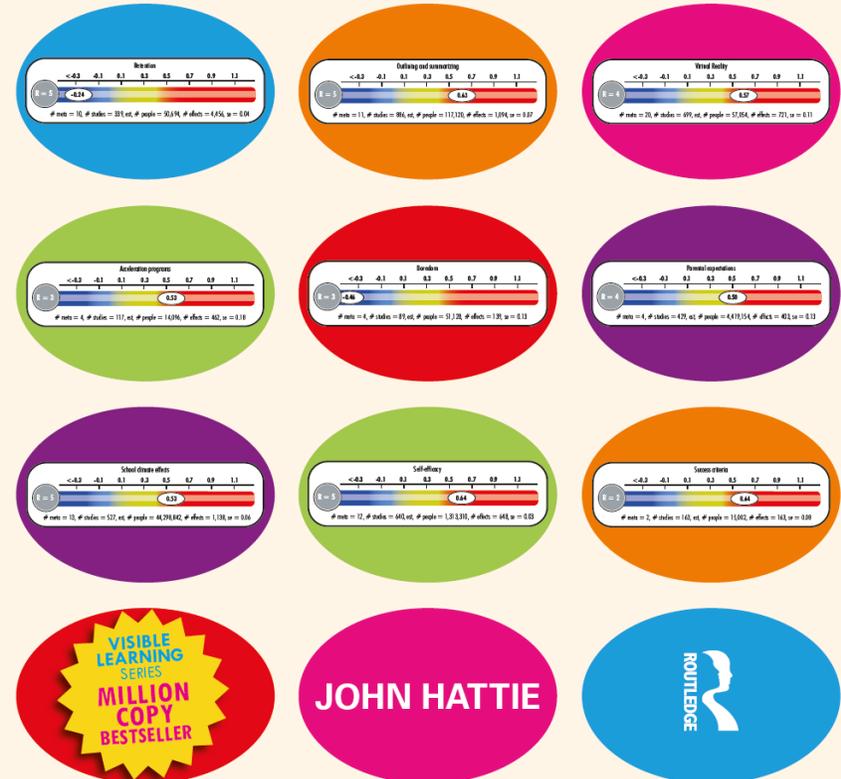


2008

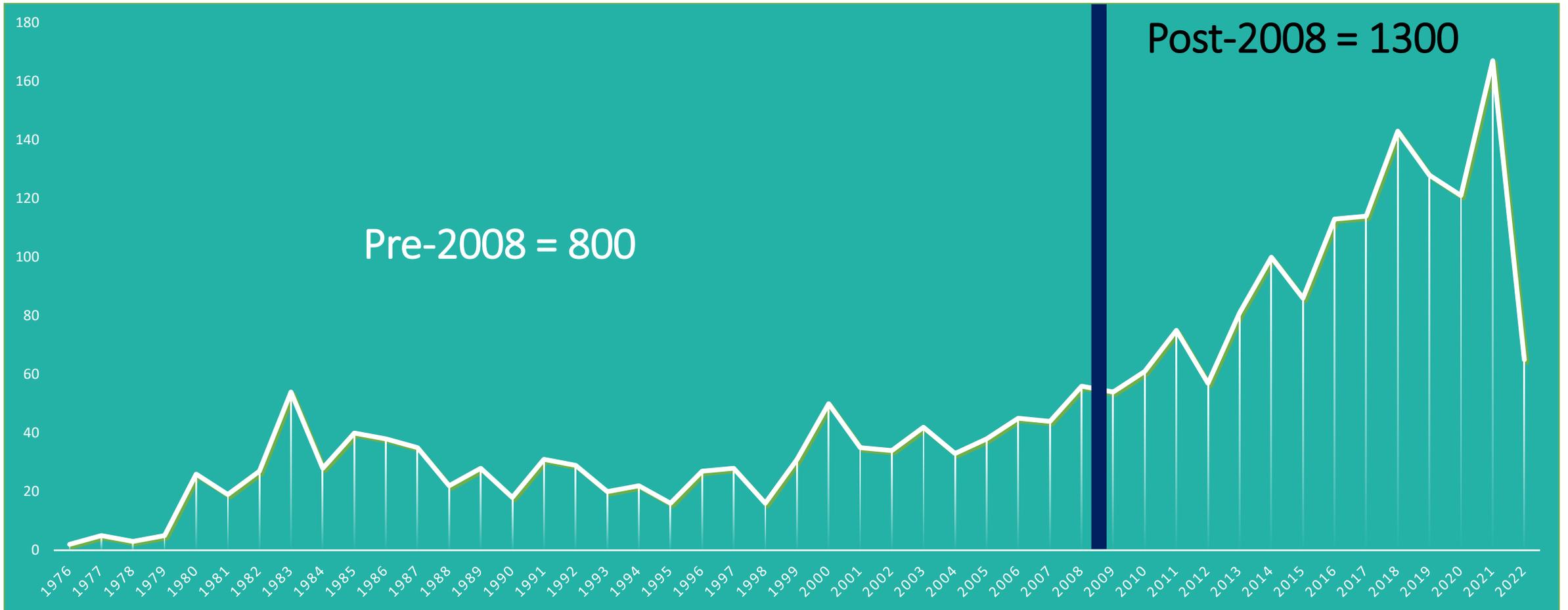


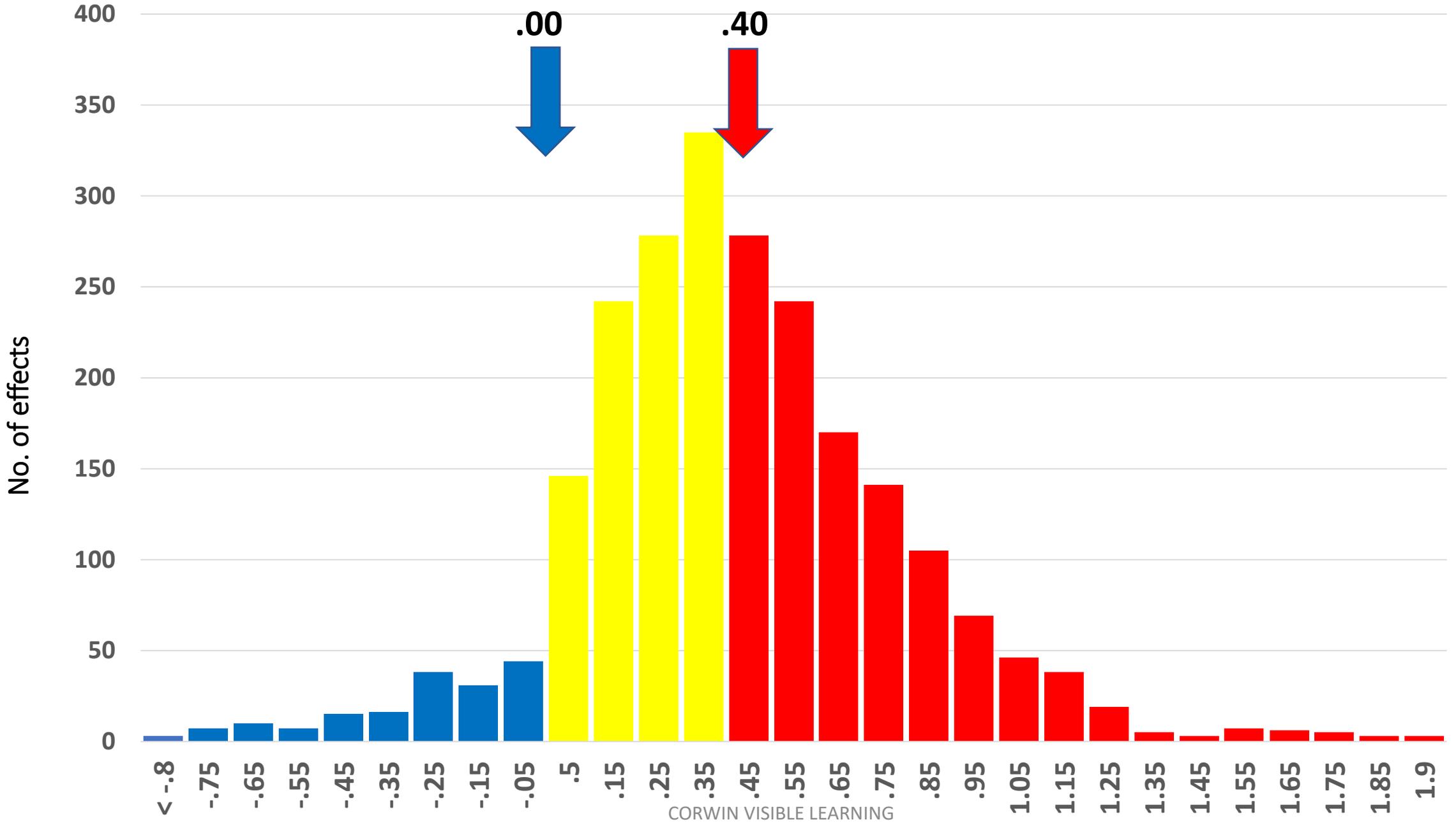
VISIBLE LEARNING: THE SEQUEL

A SYNTHESIS OF OVER
2,100 META-ANALYSES
RELATING TO ACHIEVEMENT



No. of meta-analyses by year
Now > 2,100
> 400 million students





CORWIN Visible Learning Meta^x

The screenshot shows the website's navigation and domain-based influence categories. At the top, there is a logo and a link to join the mailing list. Below are four main navigation buttons: 'About Meta^x', 'View All Influences', 'Influence Glossary', and 'Frequently Asked Questions'. The main content area is titled 'View Influences by Domain' and contains six colored boxes representing different domains: Student (green), Home (red), School (blue), Classroom (light blue), Teacher (pink), and Curricula (orange). Each box includes a brief description of the factors influencing learning in that domain.

Student
Factors relating to background, beliefs and physical influences.

Home
Factors relating to family resources, structure, and environment.

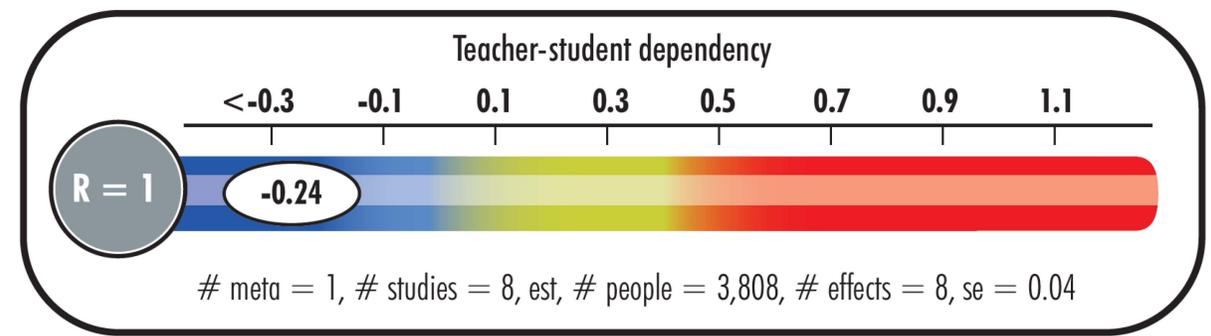
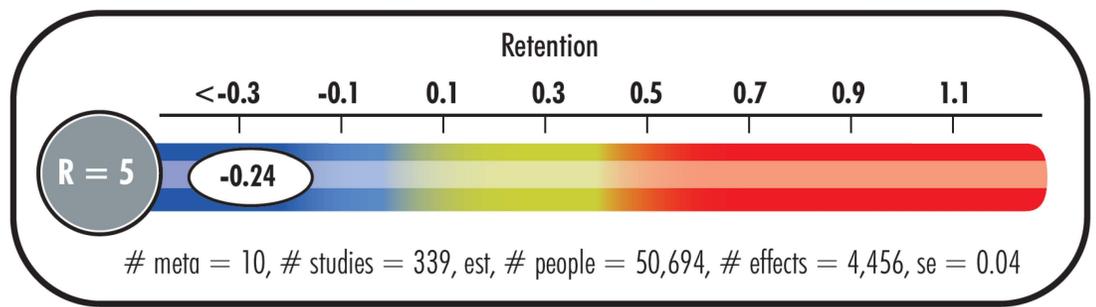
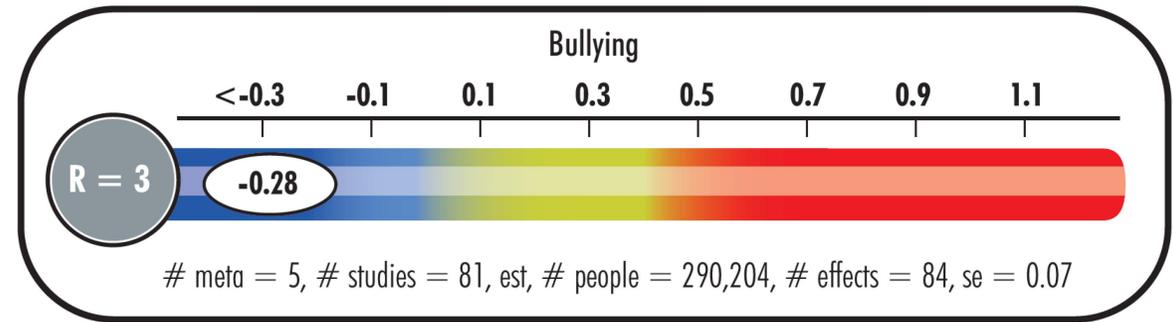
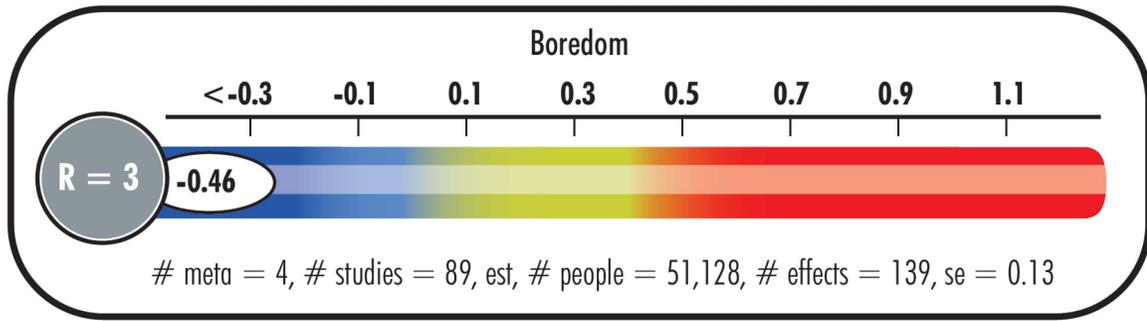
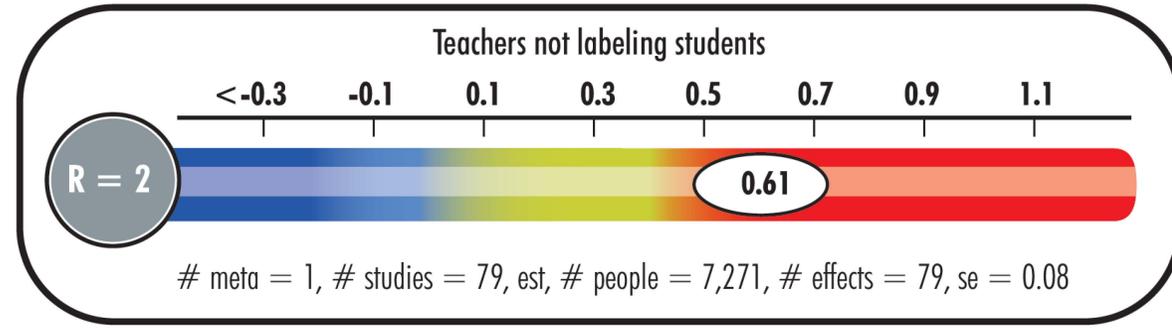
School
Factors relating to school type, pre school, school composition, & leadership.

Classroom
Factors relating to class composition, giftedness, and classroom influences.

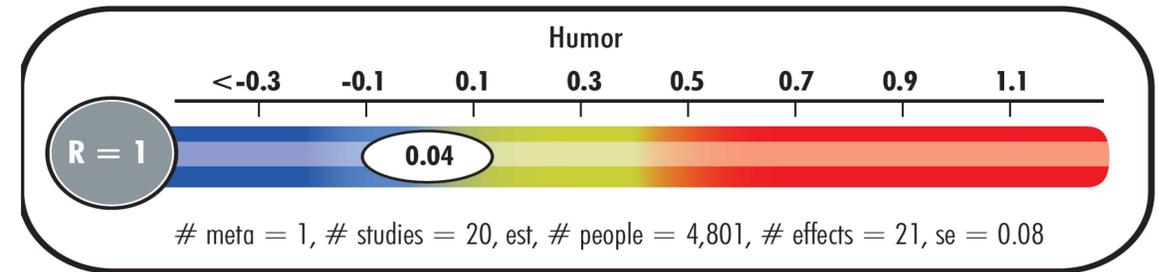
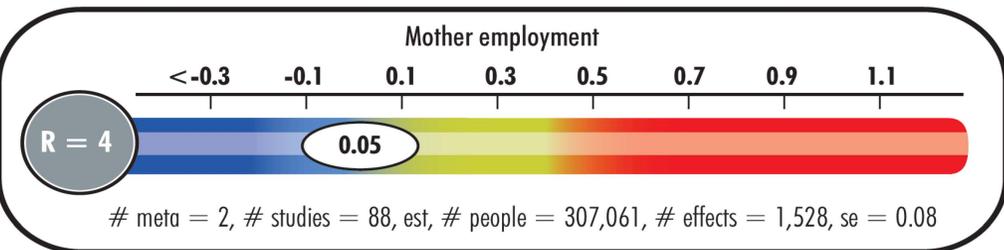
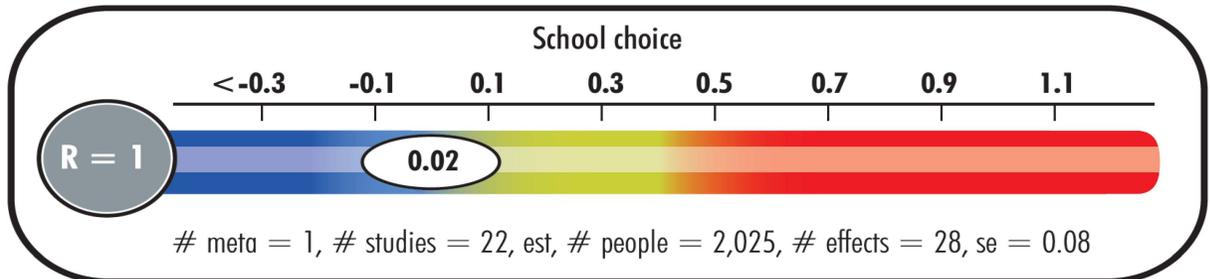
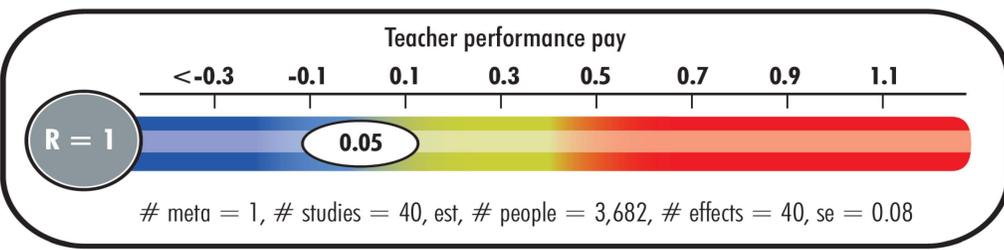
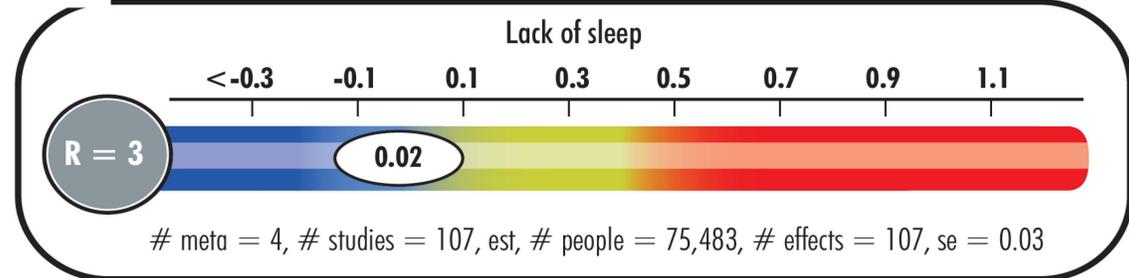
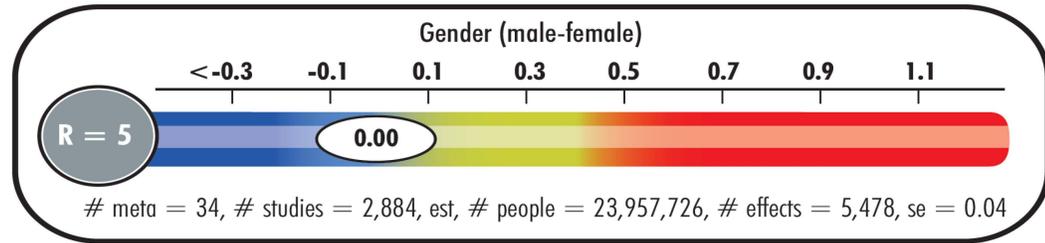
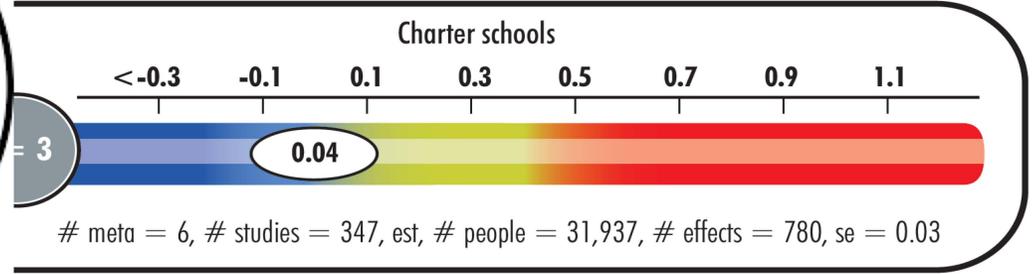
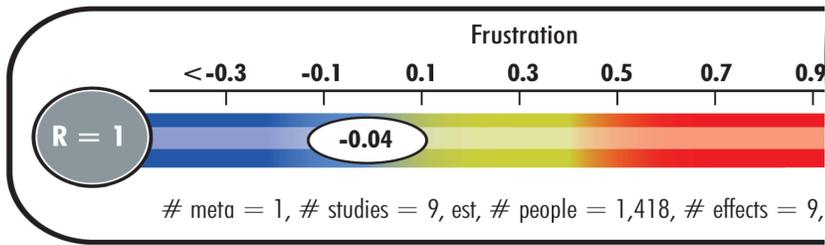
Teacher
Factors relating to teacher attributes, teacher-student interactions, and teacher education.

Curricula
Factors relating to various curricula programs.

<https://www.visiblelearningmetax.com/>



ZERO



Teacher and School Leader Expertise

Teachers working together as evaluators of their impact	1.20
All having high expectations	.90
All moving towards explicit success criteria	.77
Using the Goldilocks principles of challenge	.74
Climate of high trust where errors welcomed as opportunities to learn	.72
Maximize feedback to teachers about their impact	.72
A focus on learning: The right proportions of surface to deep	.69



Evaluative thinking

Evaluative thinking involves

1. Critical thinking valuing evidence
2. Address fidelity of implementation
3. Investigating potential biases
4. Focusing on knowing one's impact
5. Understanding others' points of view

The five CORE questions

1. What are the students ready to learn?
2. Have I chosen optimal, evidence-based interventions & built a Logic Model to focus on implementation?
3. Am I seeking evidence that I might be wrong?
4. What are the shorter-, medium- & longer-term impacts, and am I monitoring my success with all students?
5. Am I seeking others' perspectives & evidence about fidelity and impact?

The why, how, what, doing, and evaluating

WHY



1. Being clear about the purpose

HOW



2. The importance of mind frames

WHAT



3. Intentional alignment - knowing-that, knowing-how, and knowing-with

DOING



4. Quality of implementation

EVALUATING



5. Evaluative thinking

1. Purposes

TEACHERS	STUDENTS
<p>See their impact through the eyes of students</p> <p>Teach students to become their own teachers</p> <p>Become students of their own teaching</p>	<p>Become their own teachers</p>
SCHOOL/LEADERS	PARENTS
<p>Establish a climate & culture so that all educators maximize their impact on students</p>	<p>Become their child's first learner</p>

2. Mind frames:Teacher and Leader

1. I am an evaluator of my impact
2. I see assessment as feedback to me
3. I collaborate about impact
4. I am a change agent
5. I strive for challenge
6. I give & help students understand feedback
7. I engage as much in dialogue as monologue
8. I explicitly inform students about success
9. I build relationships & trust
10. I focus on the language of learning

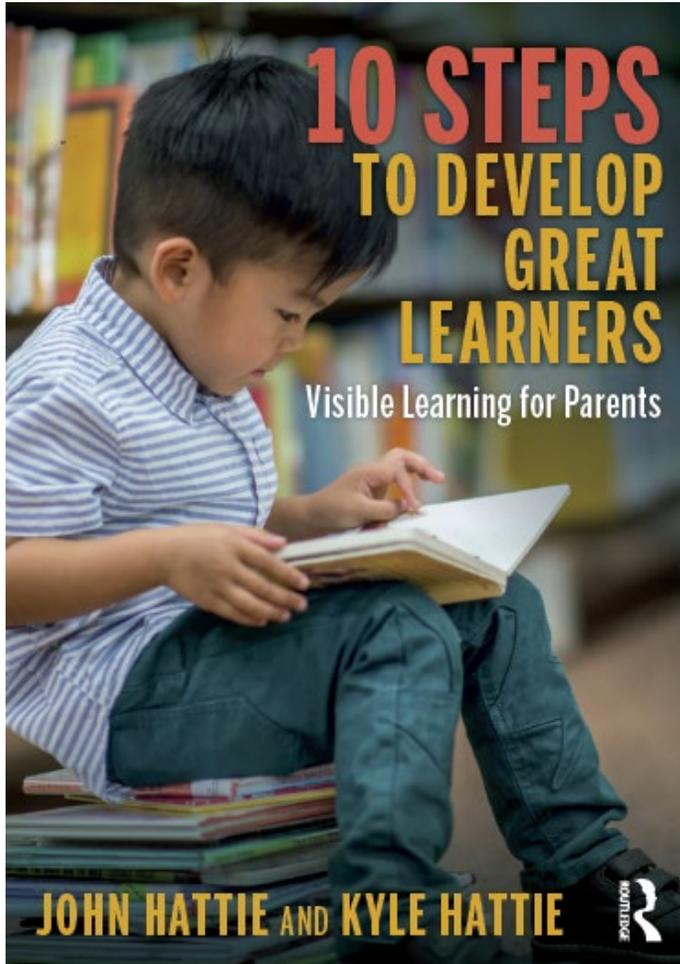


Student Mind frames

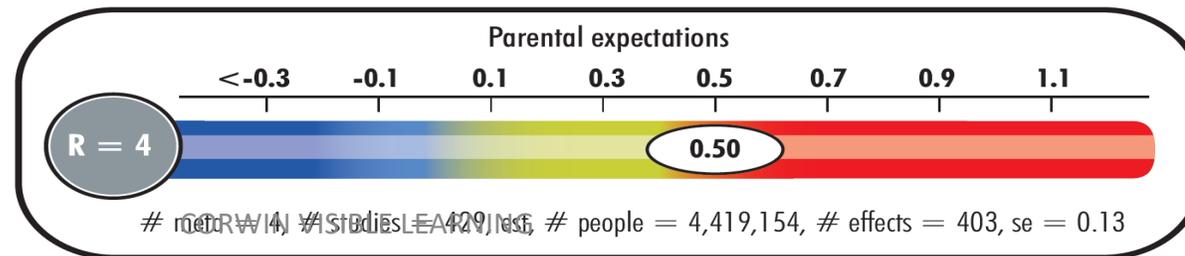
- 1. I am confident that I can learn & enjoy challenges**
- 2. I set implement, & monitor an appropriate mix of achieving and deep learning goals**
- 3. I strive to improve & enjoy my learning**
- 4. I strive to master & acquire surface and deep learning**
- 5. I work to contribute to a positive learning culture**
- 6. I have multiple learning strategies & know when best to use them**
- 7. I have the confidence and skills to learn from & contribute to group learning**
- 8. I can hear, understand, & action feedback**
- 9. I can evaluate my learning**
- 10. I am my own teacher**



Parent Mind frames



1. I have appropriately high expectations
2. I make reasonable demands and are highly responsive to my child
3. I am not alone as a parent
4. I develop my child's skill, will and sense of thrill
5. I love learning
6. I know the power of feedback and success thrives on errors
7. I am a parent not a teacher
8. I know how to deal with schools
9. I appreciate that my child is not perfect, nor are you
10. I am an evaluator of my impact



Climate & Culture Mind frames

Equity

1. We discover, correct, and disrupt inequities
2. We embrace diverse cultures and identities
3. We recognize and disrupt biases
4. We create equitable opportunities

Identities

5. We cultivate fortifying & sustaining environments for all identities
6. We acknowledge, affirm, & embrace the identities of all our students
7. We remove barriers to students learning

Belonging

8. We strive to invite all to learn
9. We value engagement in learning
10. We collaborate to learn and thrive





Every child is
a learner

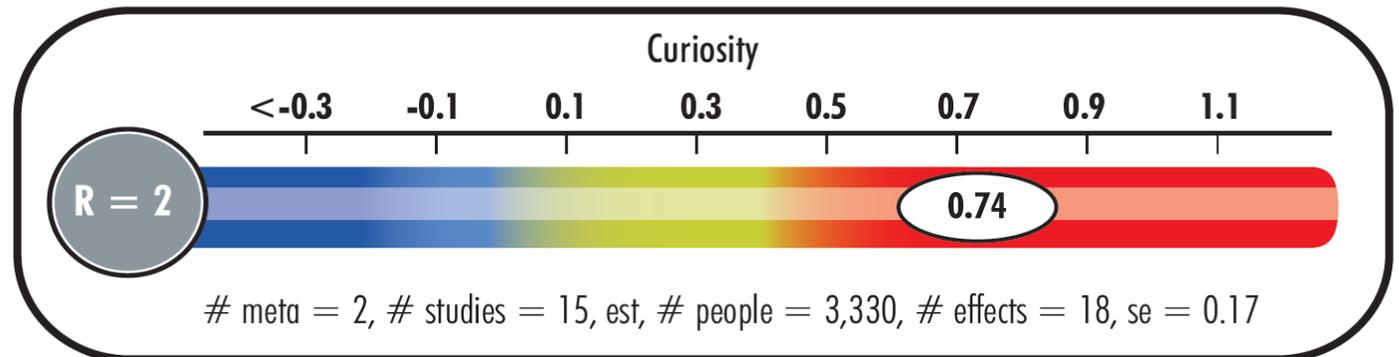
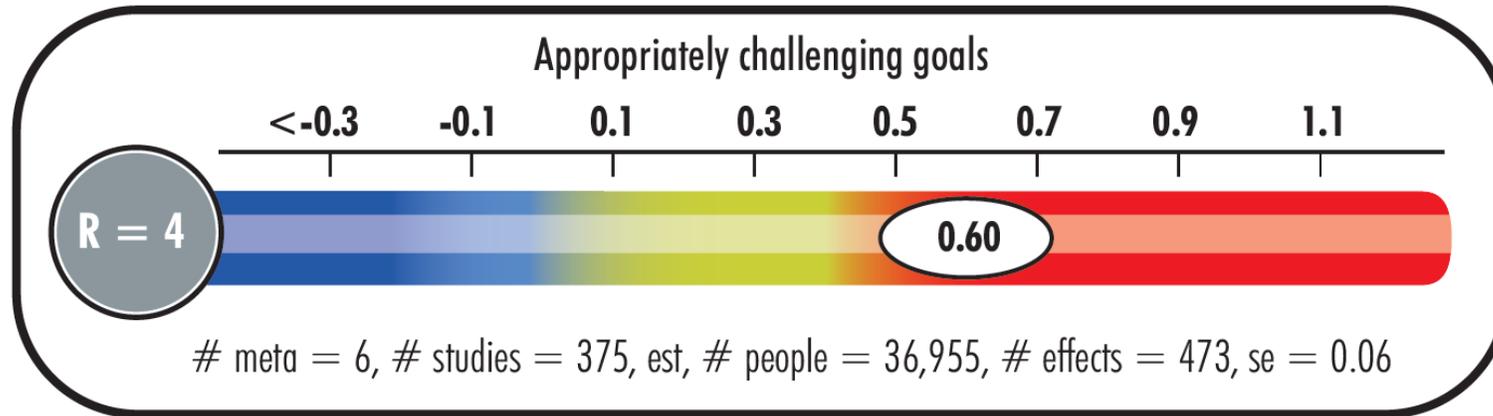
Errors and
failures as
opportunities
to learn

Coping
strategies

Help exceed
their
expectations

Depth of
motivational
resources
students
bring to class

STUDENTS



LEADERS

Shared narrative	develop a shared narrative & climate about all in the school maximising impact on students
Expectations	have high expectations and promote challenging goals for all
Inviting	ensure schools and classes inviting places to come and learn
Collective	be proficient in leading the collective to maximize this impact
Implement	know how to effectively implement, evaluate, and improve interventions across the school and within classes
Equity	ensure all exposed to same curriculum and quality & quantity of instruction

Climate and culture needs to be seen by students as:

shows their "with-it-ness"

has clarity of purpose

led by a teacher who they believe can enhance their learning

fair and inviting

shows excellent listening skills

encourages failure as opportunities to learn

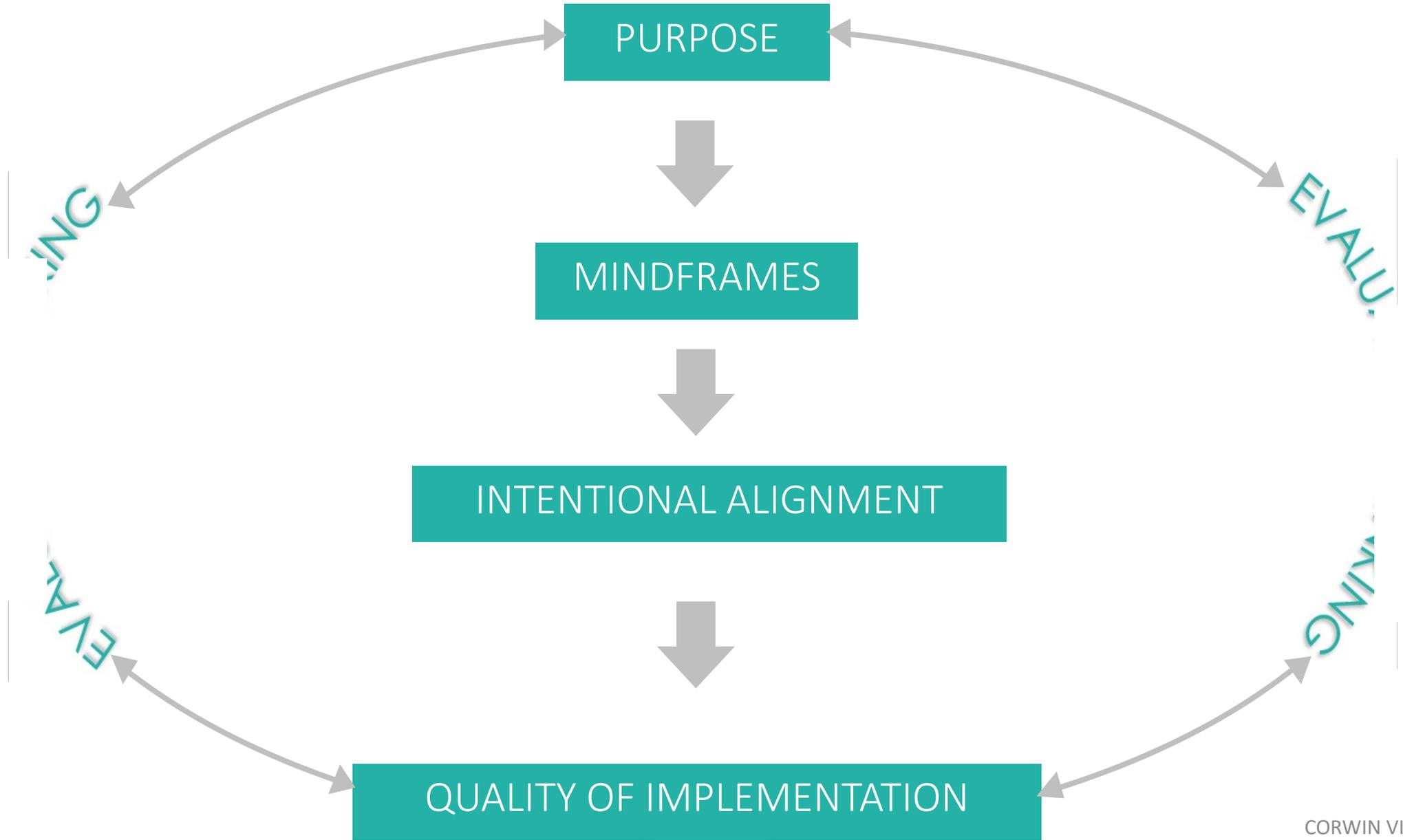
works quickly to suppress disruptive issues

has high expectations of each student's success

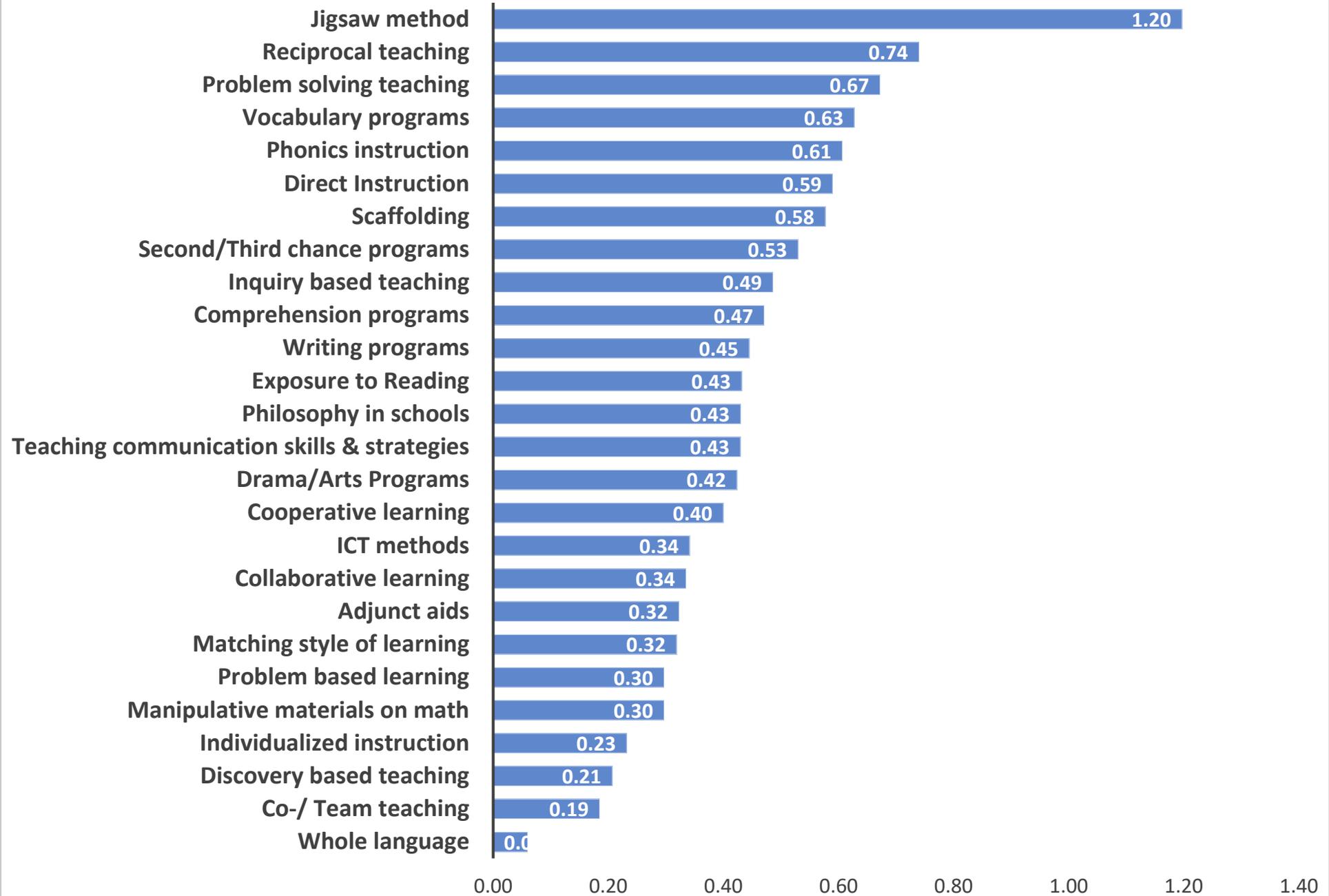
teaches skills of working in teams with diverse students

ensure all exposed to same curriculum, quality & quantity of instruction

3. Visible Learning Intentional Alignment model



Teaching Methods



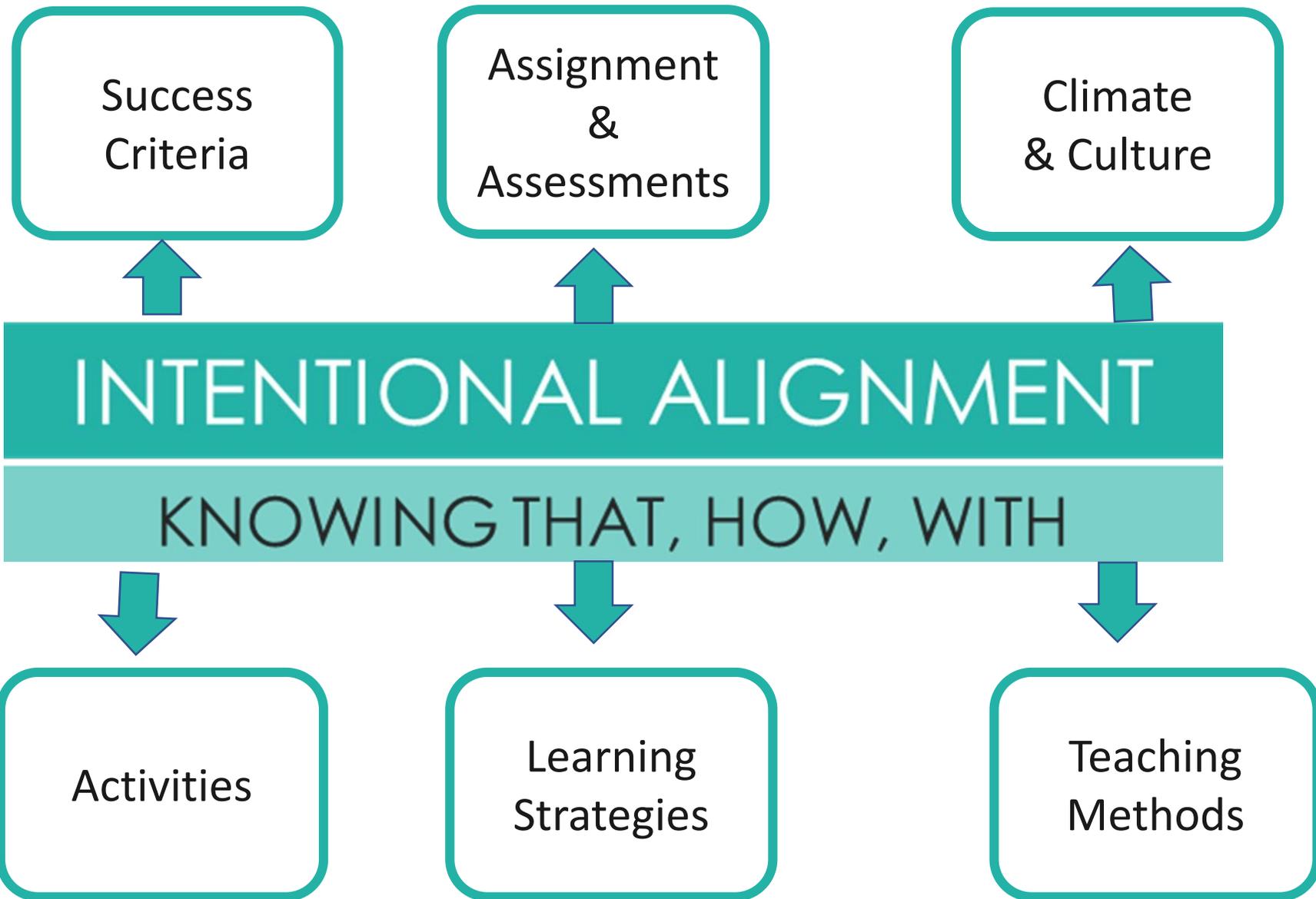
Cognitive Complexity

Name	Definition	Activities
Knowing That (Surface)		Recall and reproduction
		Basic application
Knowing How (Deep)		Connecting, applying, and relating together surface knowledge from different areas
Knowing With (Transfer)		

Knowing That
(Surface)

Knowing How
(Deep)

Knowing With
(Transfer)

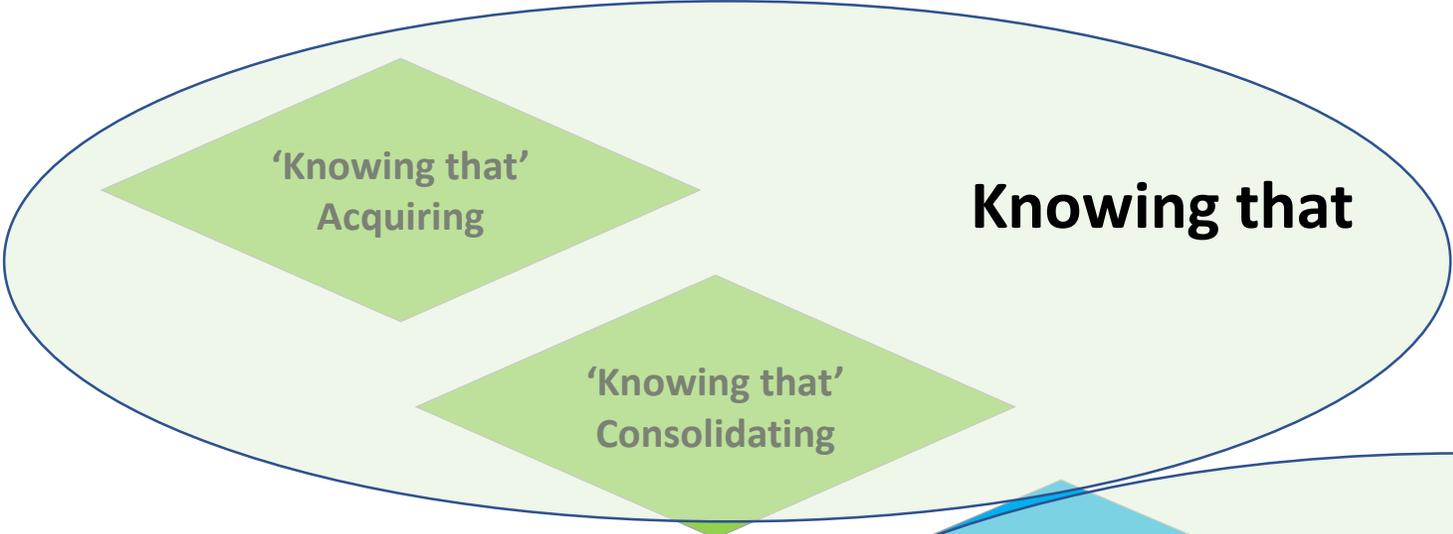


VL model of learning

SKILL

WILL

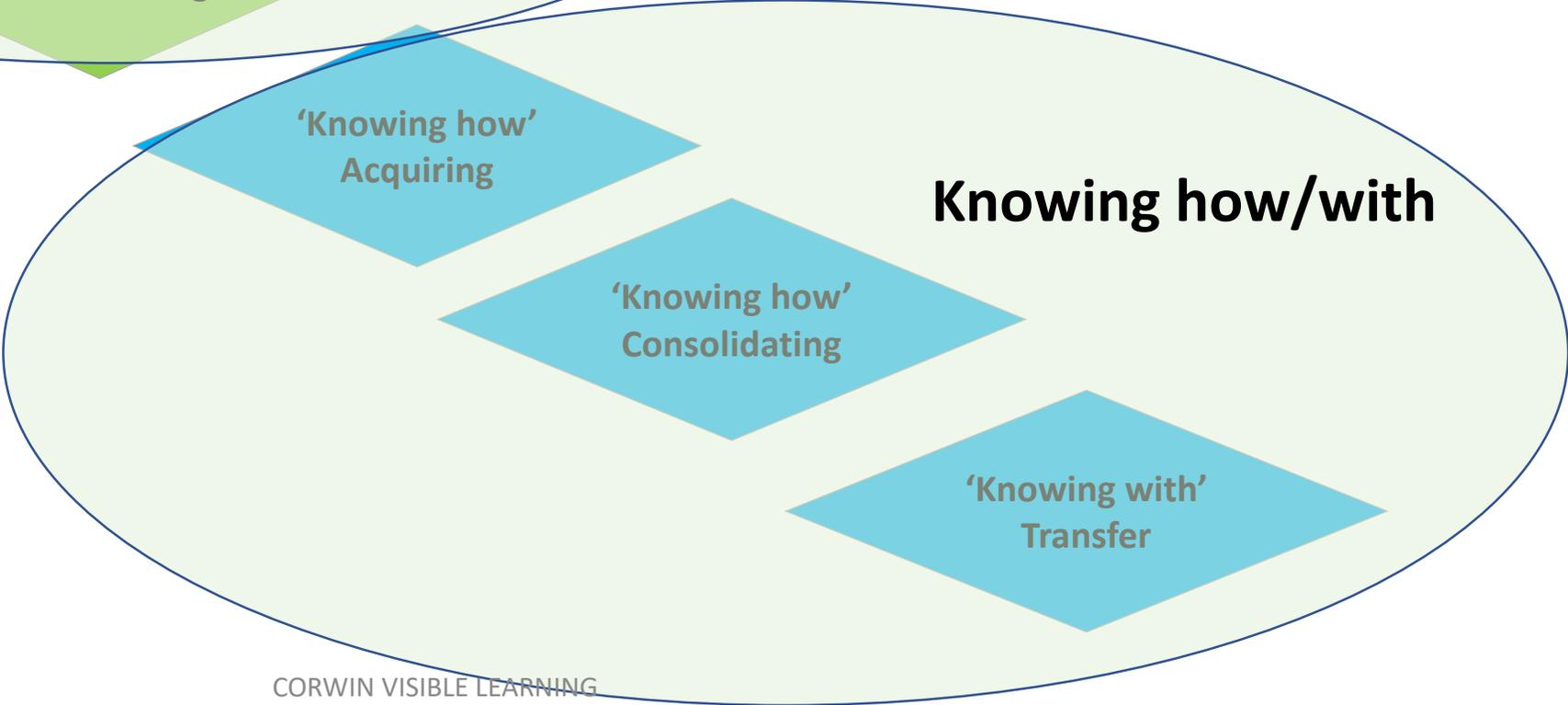
THRILL



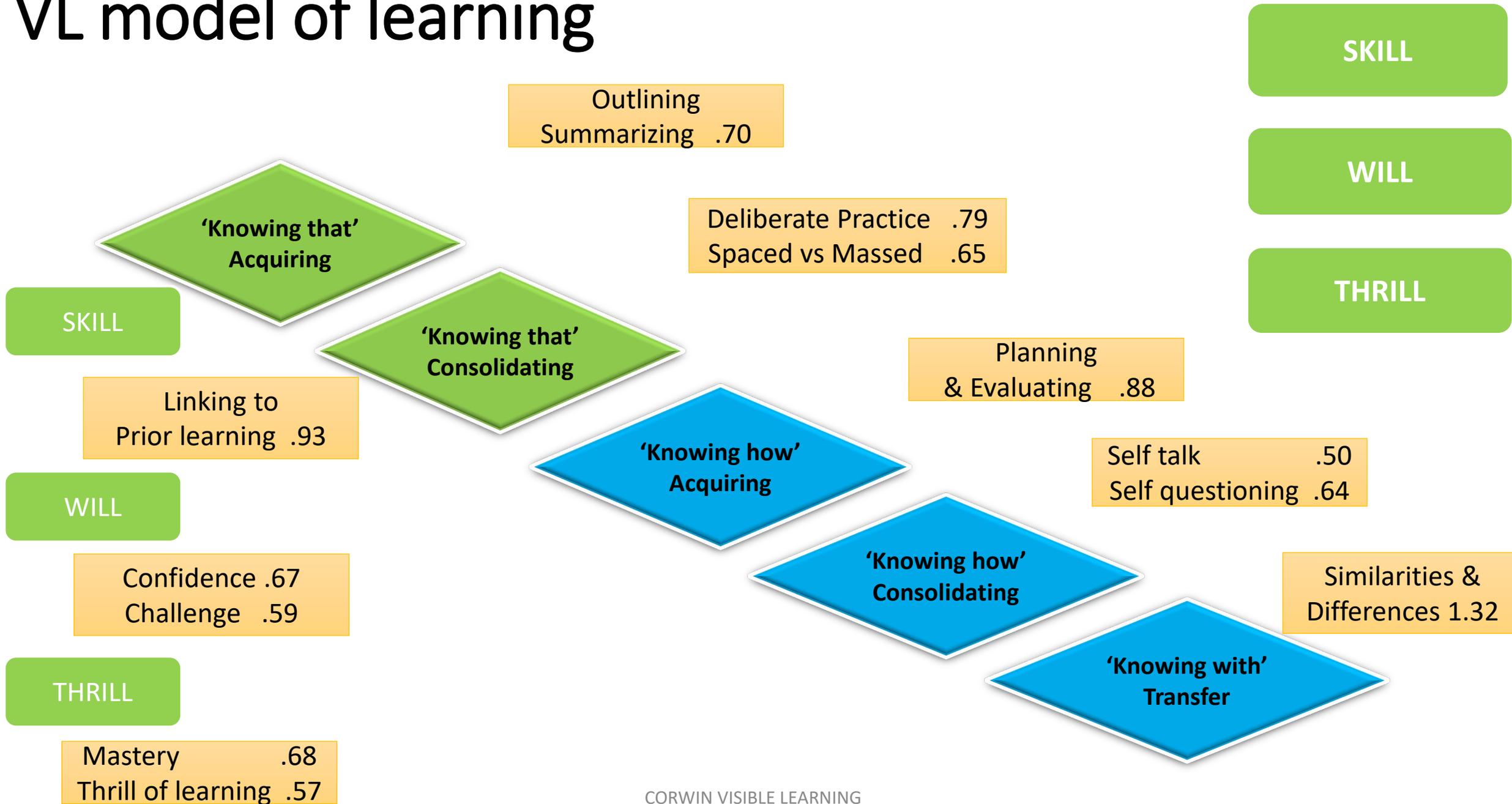
SKILL

WILL

THRILL



VL model of learning





Giving back through educational experiences.

JOIN US

HOW WE LEARN SURVEY

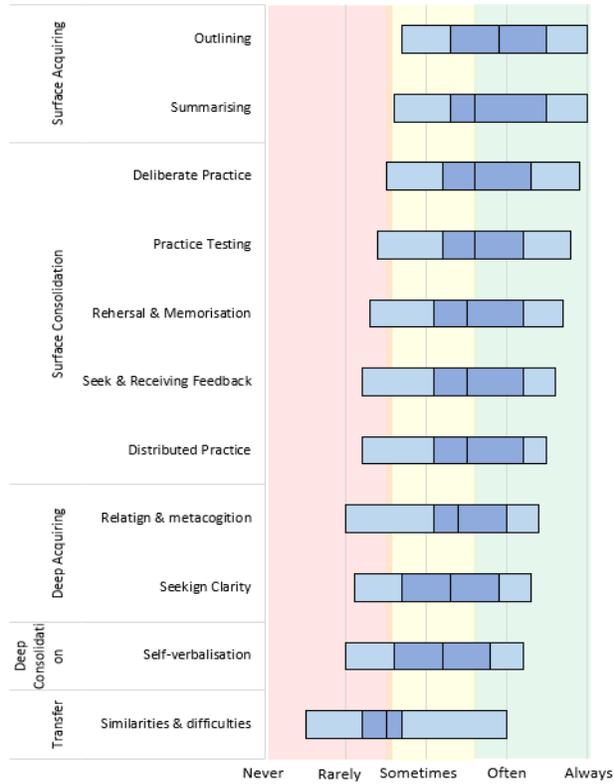


CORWIN VISIBLE LEARNING

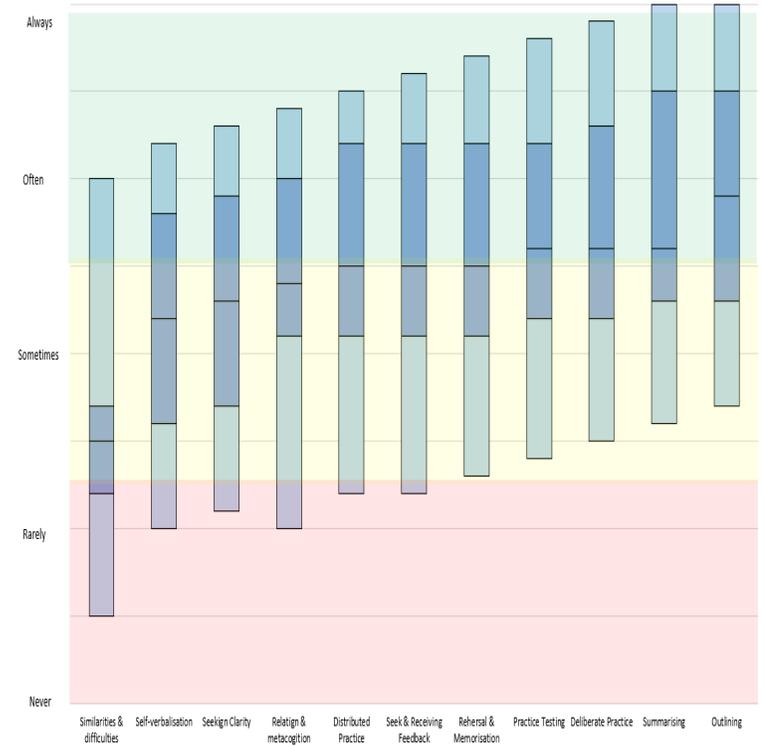
S.L.I.M.

Science of Learning Intervention Measure

table
 dial
 chart
 recommendations



Class Exposure



Surface Consolidation - *Practice Testing (Retrieval Practice)*

This strategy involves frequent testing or quizzing over time to reinforce recall of the material from memory. The key is to make sure that tests are “low” or “no-stakes,” and there is opportunity for feedback.

What can I do to improve?

Things to think about include:

- When preparing for an upcoming test, check your understanding using a practice test or quiz.
- When using practice testing, make sure you specifically target the material that you are trying to learn.
- Speak to your teacher about having access to access to past tests or exams to support your learning.
- Make sure that you use your performance on one practice test to guide further revision

Additional Resources

The Learning Scientists

A great little website curated and put together ...

[Retrieval Practice \(podcast\)](#)

[Retrieval Practice Formats \(podcast\)](#)

[Retrieval practice Explainer \(You Tube\)](#)

[What is retrieval Practice?](#)

[Three reasons why retrieval practice boosts learning](#)

[Retrieval Practice Overview](#)

What is Retrieval Practice and Why is it so Powerful? (TeacherofSci.com)

A detailed blog post ...

[Retrieval Practice](#)

Cult of Pedagogy

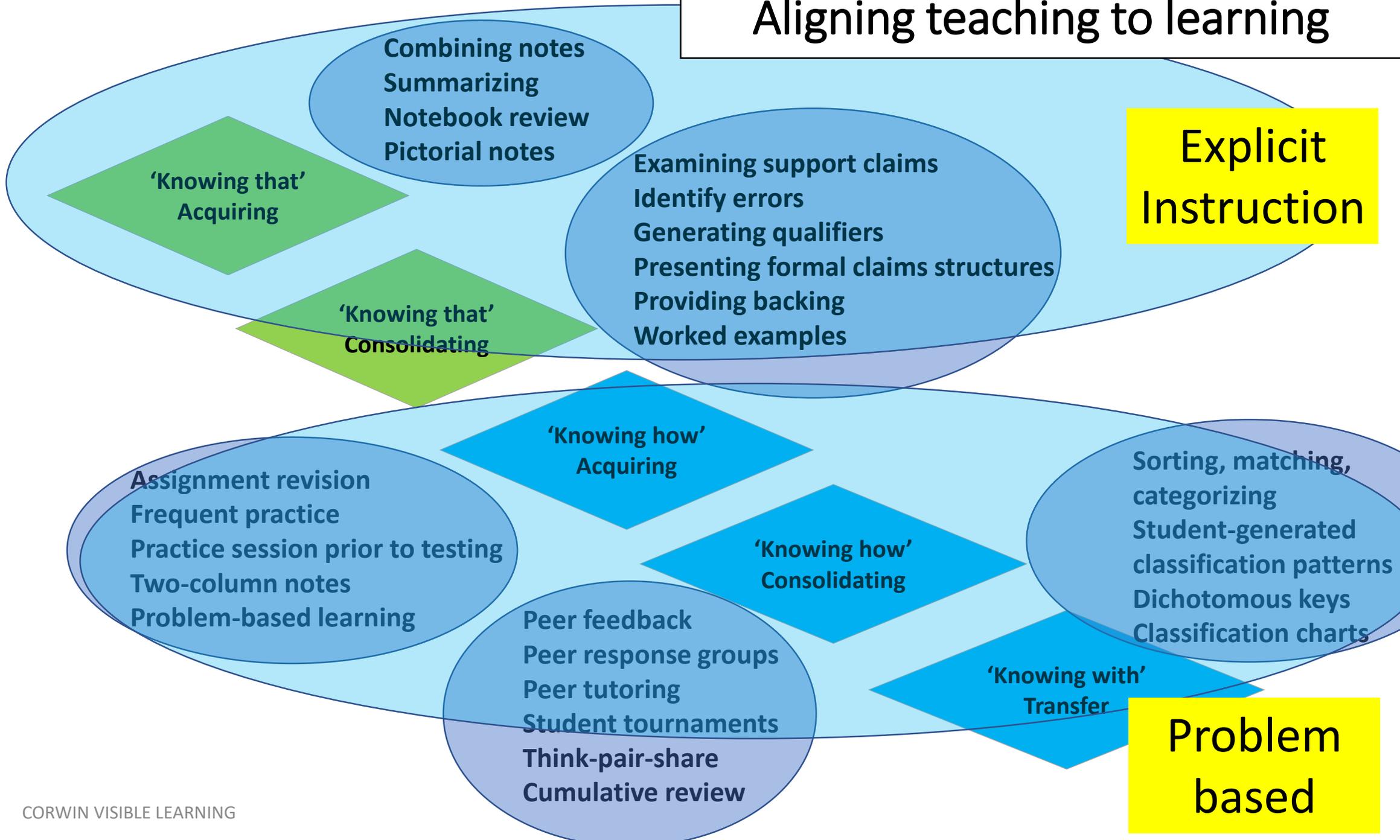
A website curated by an ex-teacher which is focused on sharing best practice about the student of teaching.

[Retrieval Practice: The Most Powerful Learning Strategy You're Not Using](#)

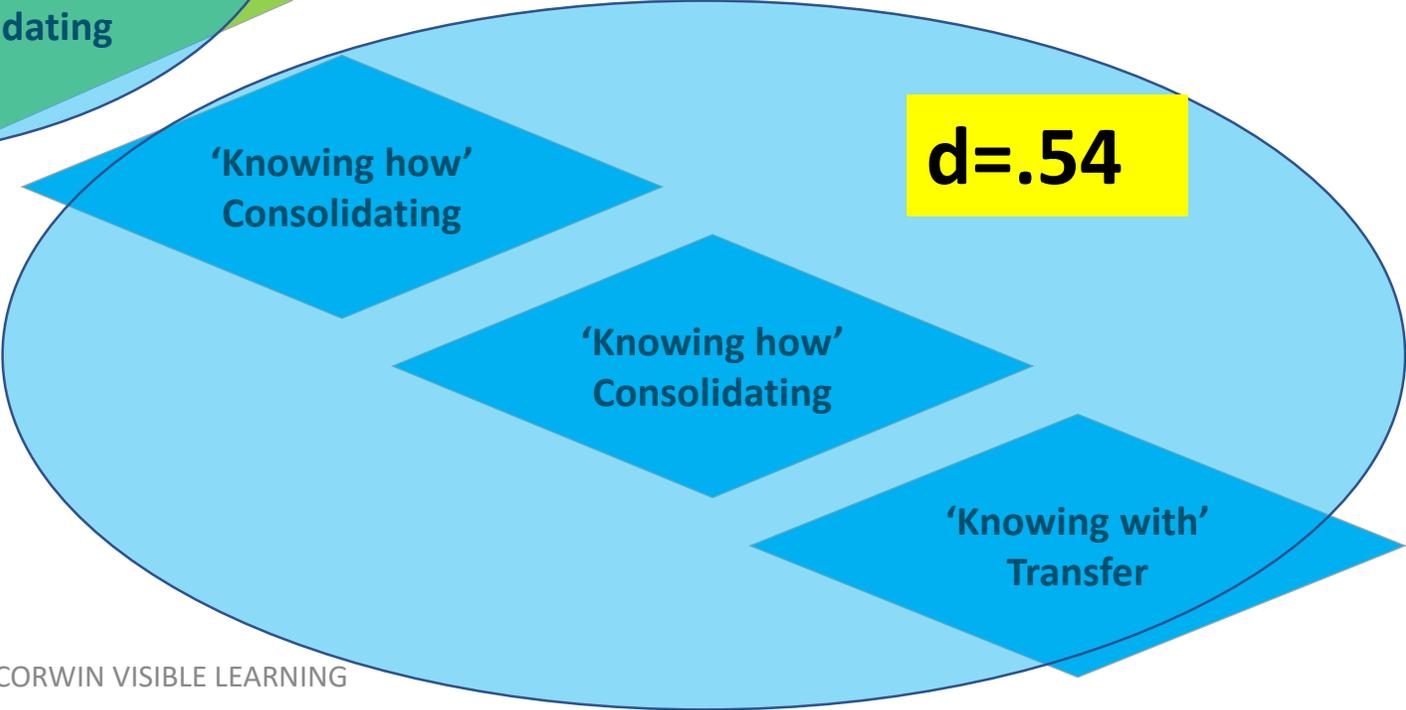
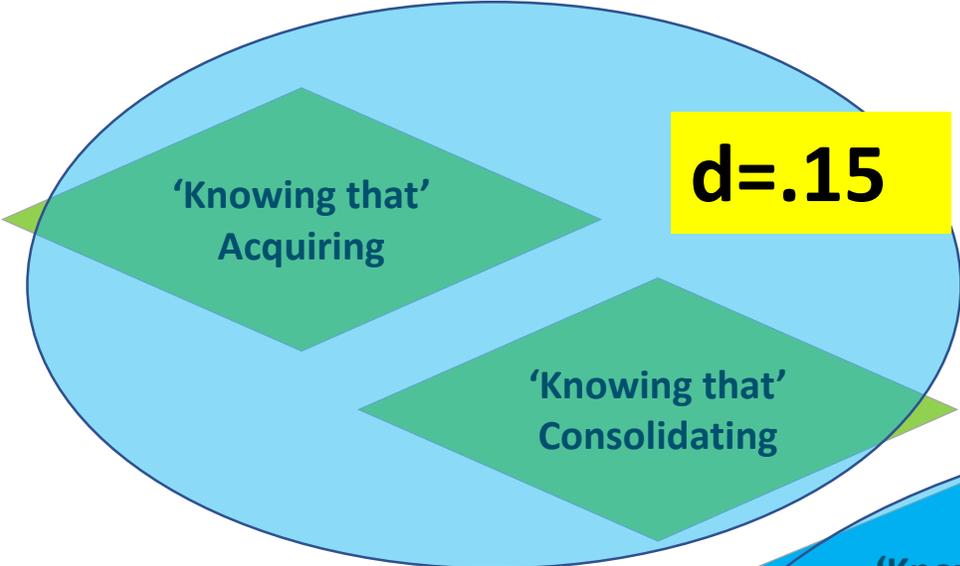
Aligning teaching to learning

Explicit Instruction

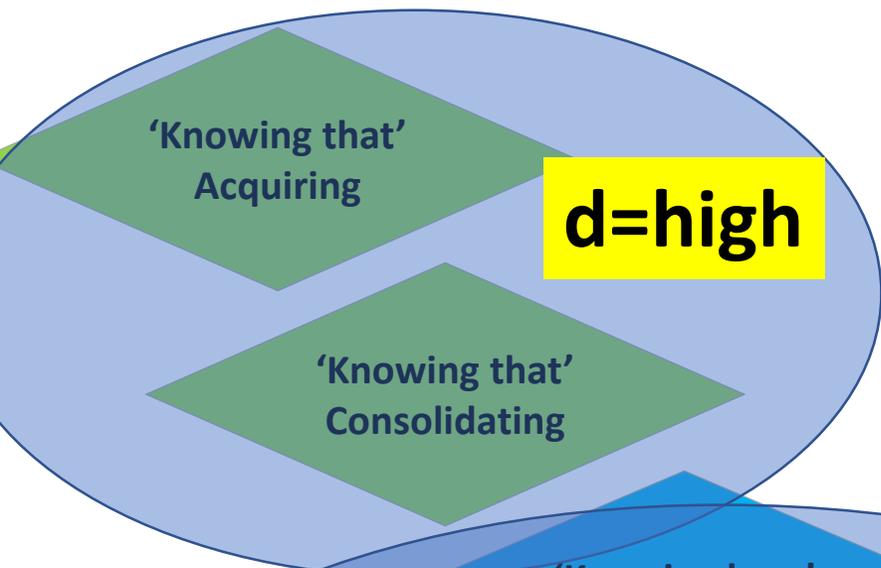
Problem based



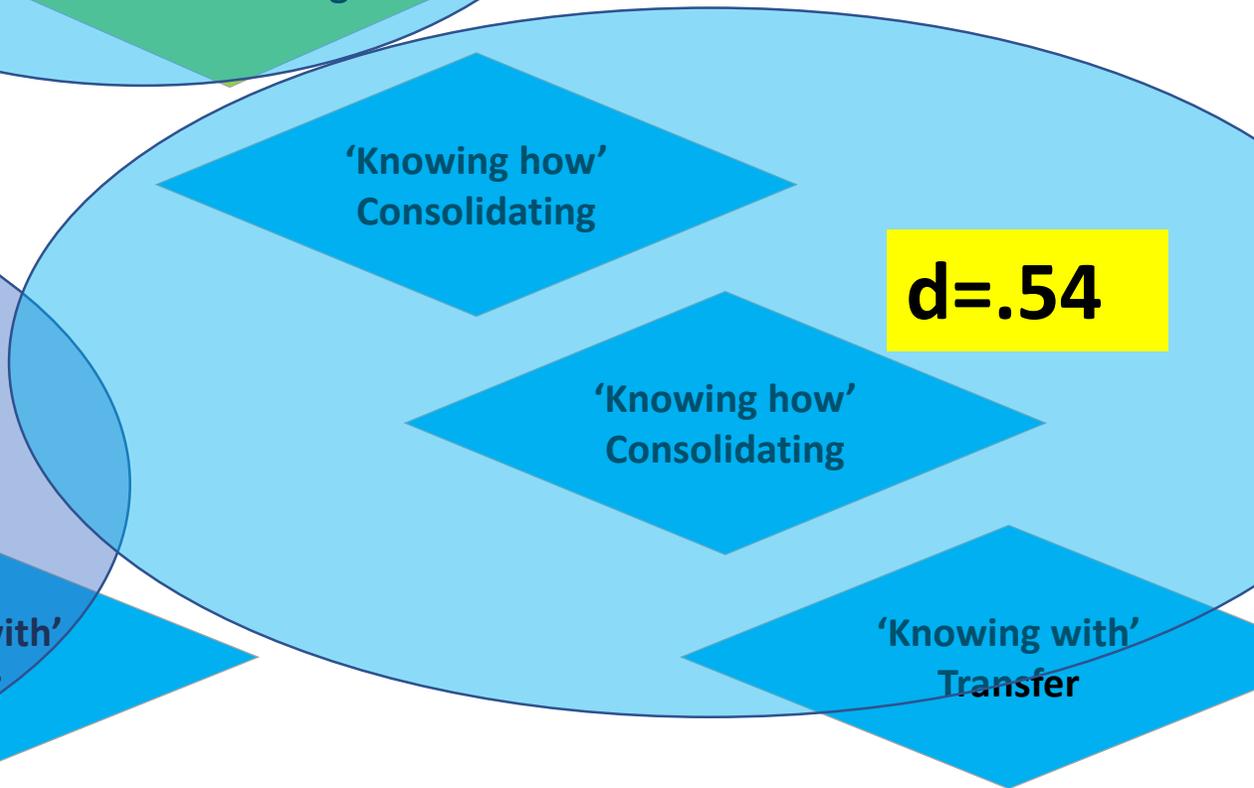
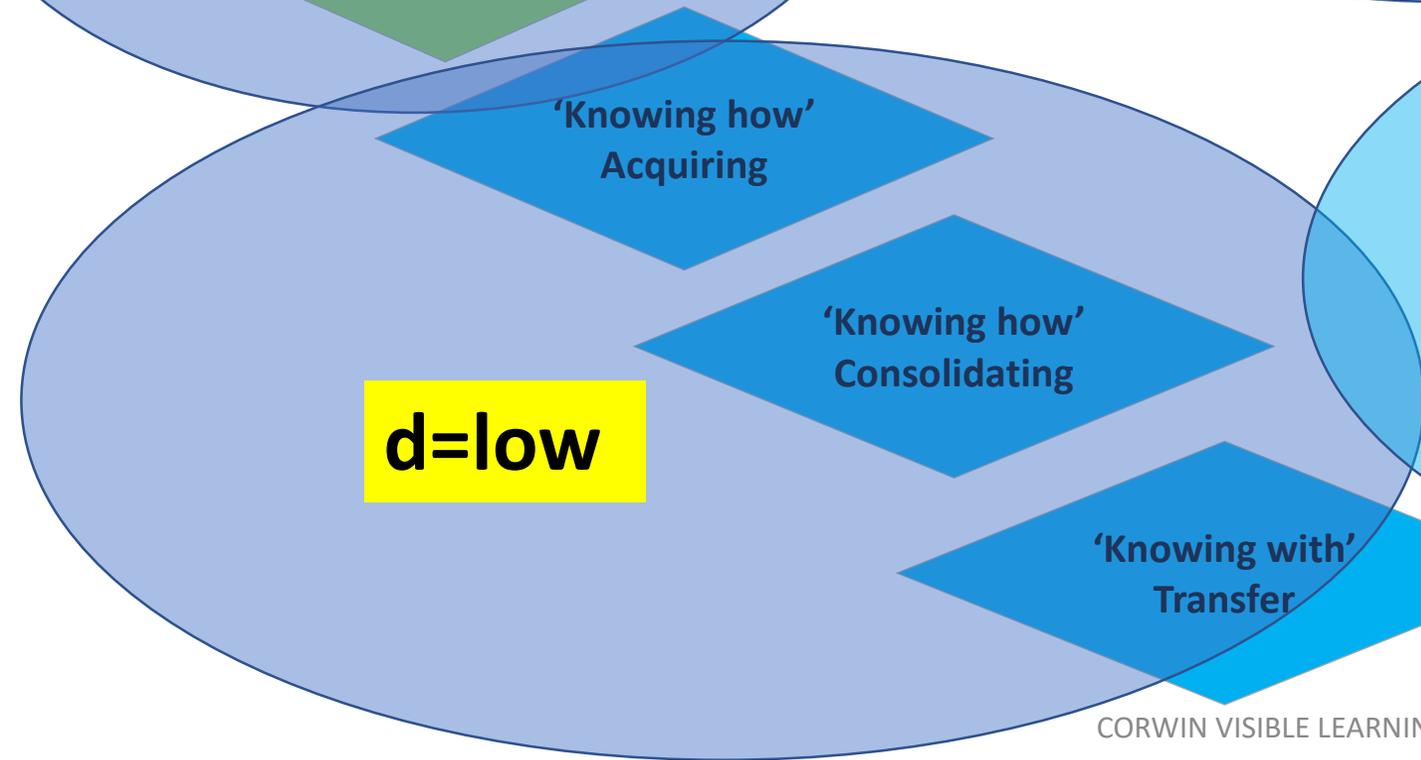
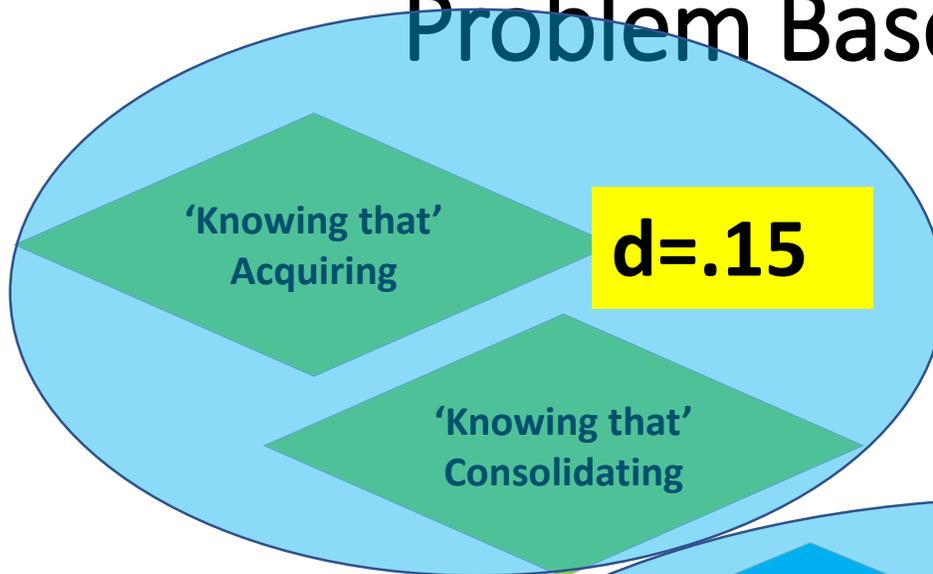
Problem Based Learning

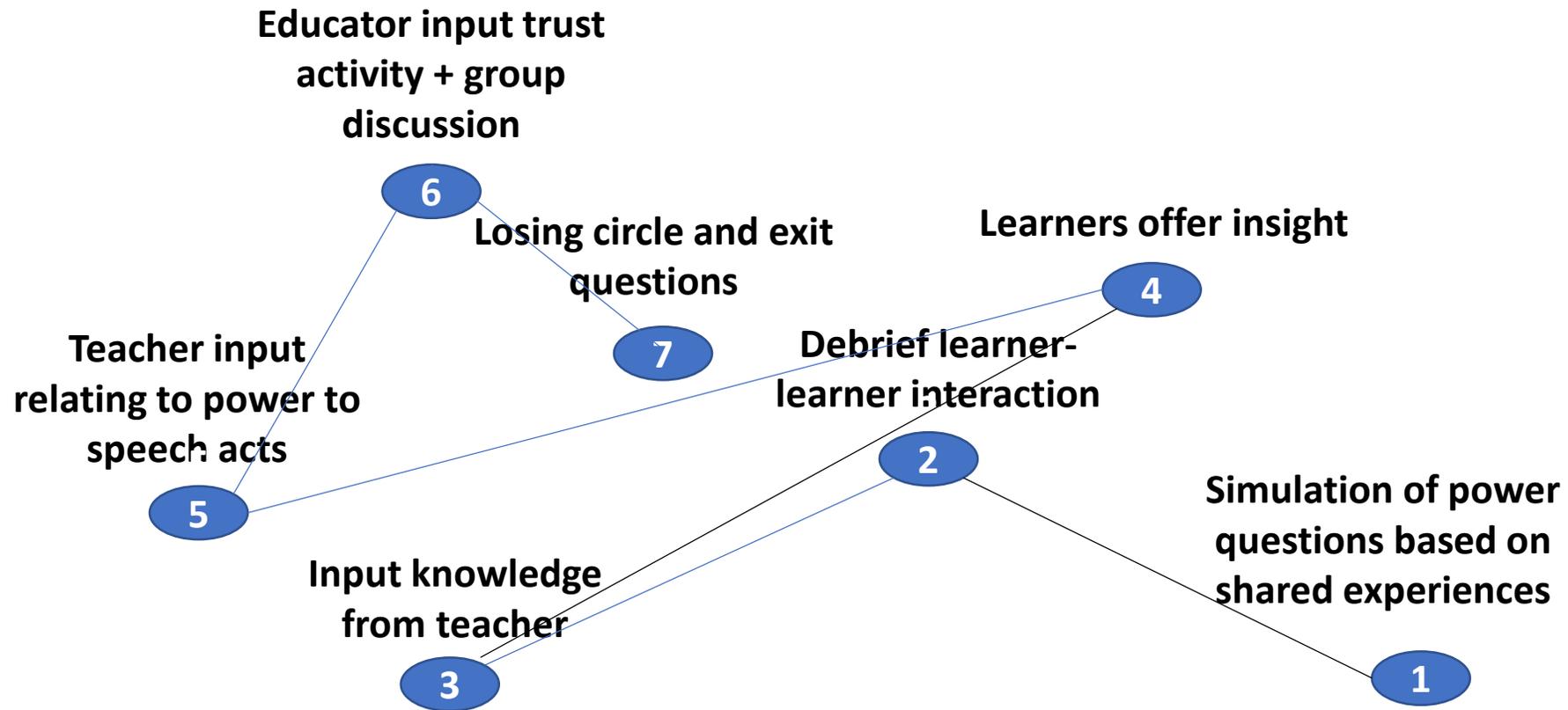


Direct Instruction



Problem Based Learning



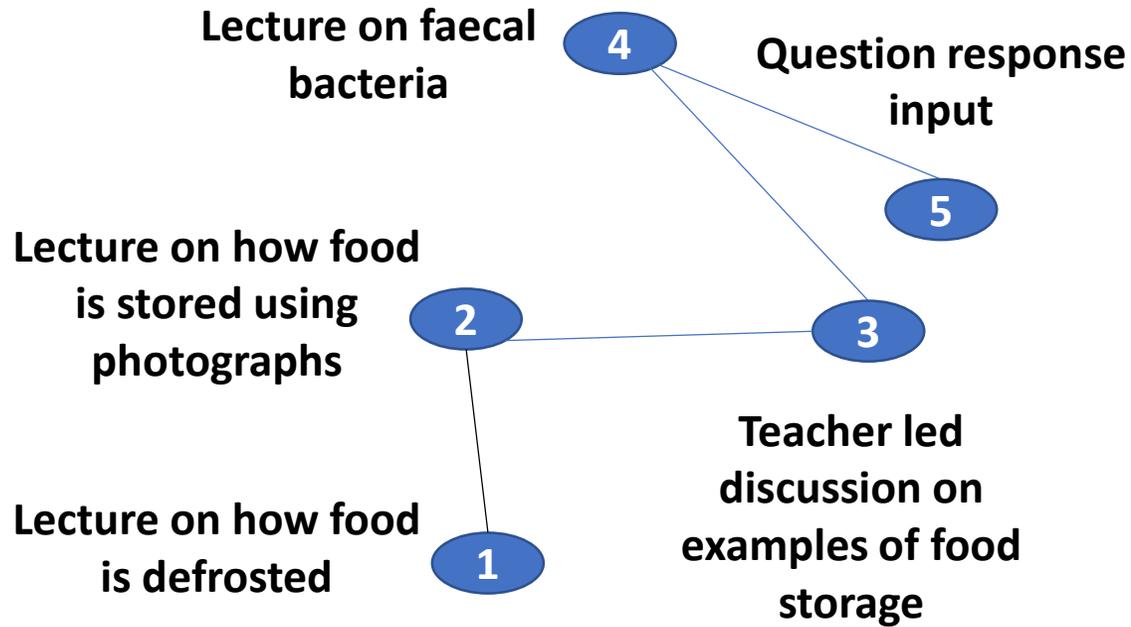


Knowing that
Surface
Content
ideas

Knowing how
Relating ideas
Conceptual
understanding

Knowing with
Transfer to
New and far
contexts

Adapted from Bound, H. (2023). Developing Future-oriented pedagogical practices in the Training and Adult Education Sector, Singapore. Meeting with Ministry of Education 1st March 2023. Singapore.

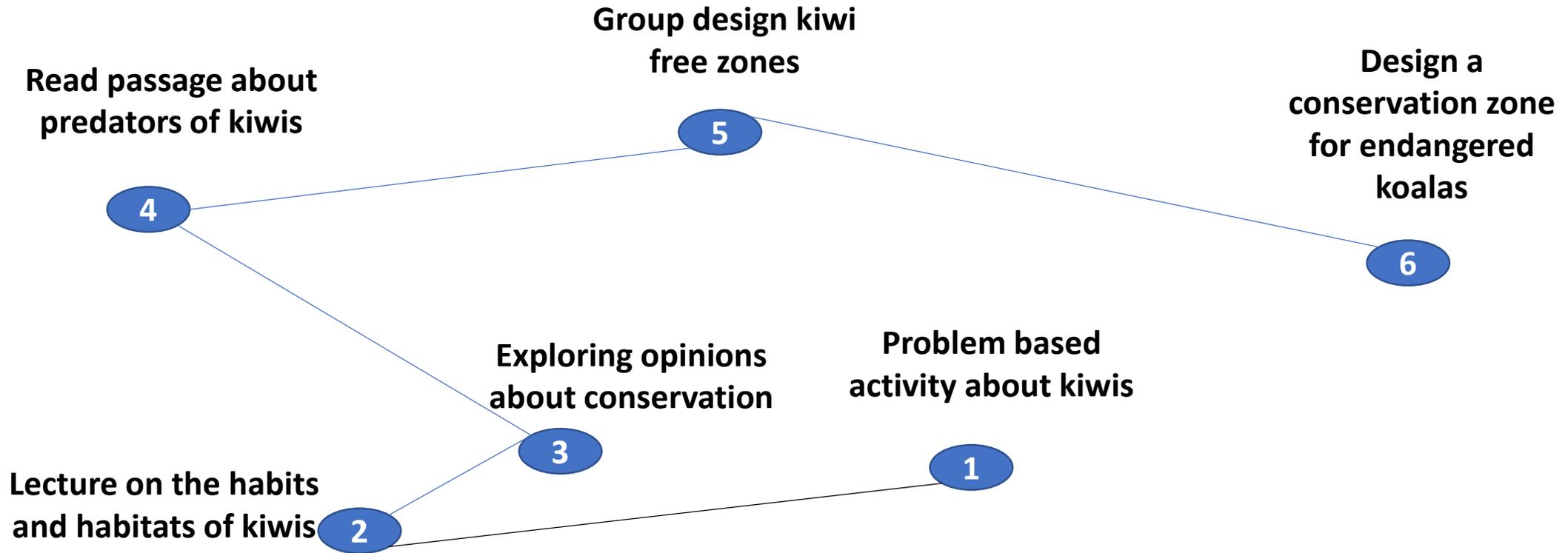


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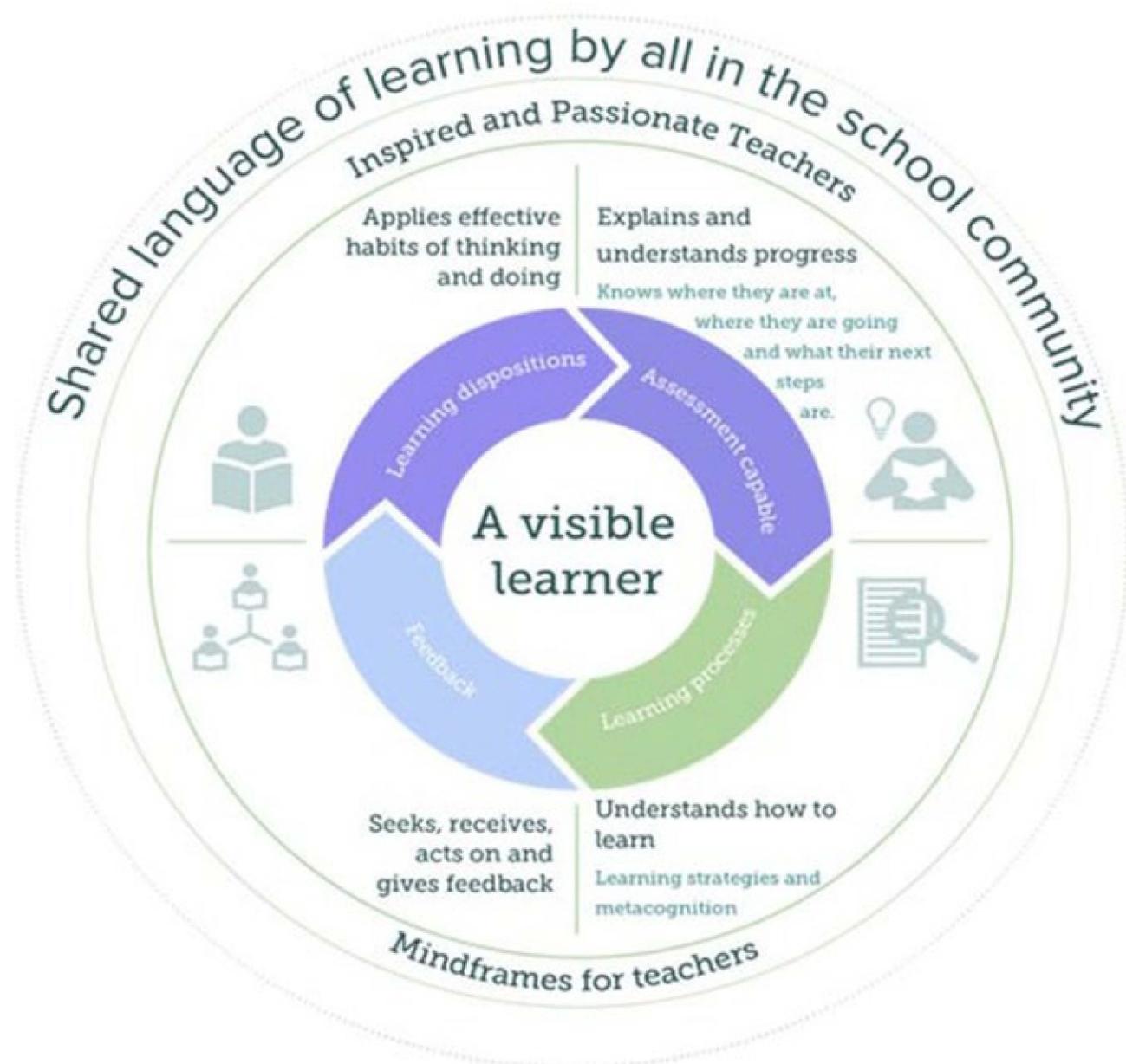


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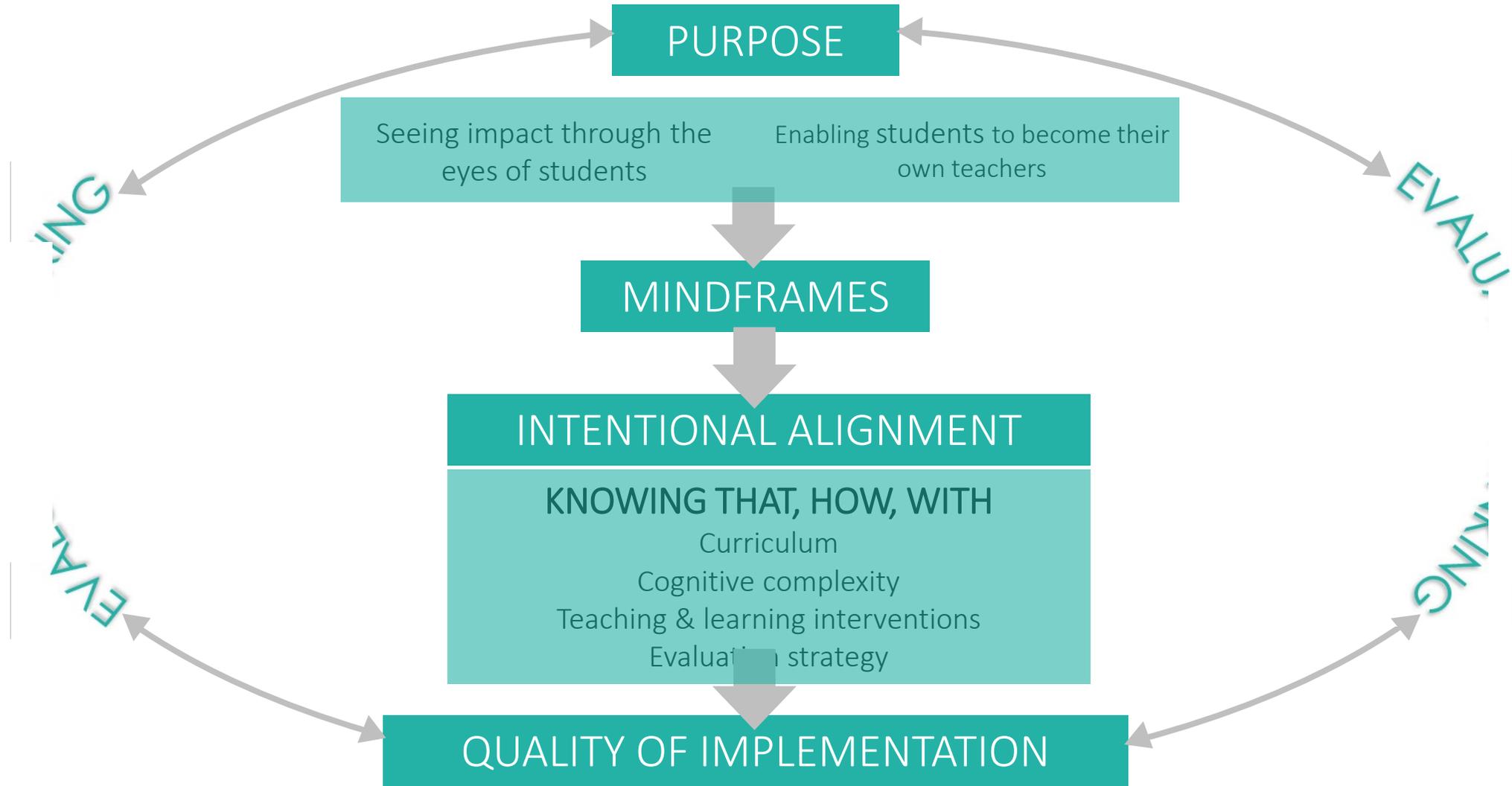
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Visible Learning Intentional Alignment model



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