Pulling Tricks Out Of Your Hattie

June 20, 2019
MCCS Dirigo Summit

Presenters:

Carrie Hall, Kennebec Valley Community College

Mark McCafferty, Kennebec Valley Community College
Pulling Tricks Out Of Your Hattie

Activity: Entrance Ticket
[write on the whiteboard]

Prompt:
What strategies do teachers use to impact student learning?

Prompt:
How do teachers know if (and how much) students are learning?
Inspired by the work of John Hattie, this session will provide a foundation for attendees to engage in the self-reflection that is so important to understanding the instructor's impact on learning and adjusting practices accordingly. Carrie Hall and Mark McCafferty, KVCC Liberal Studies Department Chairs, will cover a general overview of John Hattie's work, including his 10 Mind Frames for Educators and the high-impact teaching strategies he identified after synthesizing 800 meta analyses of education research.
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Carrie Hall, Kennebec Valley Community College

English/Writing Faculty & Department Co-chair

Carrie Hall is a full-time English/Writing faculty and co-chair of the Liberal Studies Department at Kennebec Valley Community College in Maine. She developed an interest in the scholarship surrounding the science of learning and is working to complement her content knowledge with high impact pedagogical practices that increase student learning. Carrie is involved with writing assessment at the course, department, and institutional level.
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Mark McCafferty, Kennebec Valley Community College

Communication Faculty & Department Co-chair

Mark McCafferty is a full-time faculty member and co-chair of the Liberal Studies Department at Kennebec Valley Community College in Maine. He has been teaching college courses in Communication since 1997. Mark is also involved with developing and assessing course, program, and institutional outcomes.
Pulling Tricks Out Of Your Hattie

1. Identify mindframes that contribute to visible learning.
2. Explain Hattie's high impact strategies and reflect on how evaluating them can inform practice.
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Presentation Overview:

Hattie’s Research

Mindframes

High Impact Effects
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**Activity:** Entrance Ticket

[Discussion]

**Prompt:**
What strategies do teachers use to impact student learning?

**Prompt:**
How do teachers know if (and how much) students are learning?
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Presentation Overview:

Hattie’s Research

Mindframes

High Impact Effects
“In 2009 Professor John Hattie published *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. This groundbreaking book synthesized the findings from 800 meta-analysis of 50,000 research studies involving more than 150 million students and it built a story about the power of teachers and of feedback, and constructed a model of learning and understanding by pointing out what works best in improving student learning outcomes.”

https://www.visiblelearningplus.com/content/research-john-hattie
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“Visible Learning for Teachers [2013] 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 from Visible Learning to any classroom anywhere in the world.”

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Big takeaways:

Visible Learning: Teachers know if learning is happening or not

Visible Teaching: Students know what to do and how to do it
“Since then [2009], John Hattie has continued to collect and aggregate meta-analyses to the Visible Learning database. His latest dataset synthesizes 1,600 meta-analyses of 95,000 studies involving more than 300 million students. This is the world’s largest evidence base into what works best in schools to improve learning.”

https://www.visiblelearningplus.com/content/research-john-hattie
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Presentation Overview:

Hattie’s Research
Mindframes
High Impact Effects
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**Activity:** Self-Assessing Mindframes [handout]

Which mindframes are your strengths?

Which mindframes could you work on?


[John Hattie's 10th Mindframe for Learning](http://corwin-connect.com/2016/02/john-hatties-10th-mindframe-for-learning/)
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**Activity:** Self-Assessing Mindframes

*Turn & Talk*
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https://corwin-connect.com/2018/03/change-your-thinking-change-your-classroom/
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Presentation Overview:

Hattie’s Research

Mindframes

High Impact Effects
Effect size shows the impact of the strategy on student achievement.

Pulling Tricks Out Of Your Hattie Effects Overview

- Low impact is less than 0.4
- Medium impact is 0.4 to 0.6
- High impact is 0.6 and above

Hinge's Barometer of Effect Sizes (2009)

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Activity: Sorting the Effects

Cut the influences into individual slips.

Sort the influences into Low / Medium / High effect sizes.
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Sort the influences into Low / Medium / High effect sizes.

This activity may take 10 to 15 minutes before reviewing the results on the next slide.
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Activity: the Effects Results
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More Effects Results:

- A more complete list of the 250+ effects
- The effects organized by influence

Effective-stats-hattie-research-ordered [provides further understanding of the effects]

Glossary of Hattie’s influences on student achievement [older top 10]
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Use the effect results as a starting point for discussions.

Start building your understanding of the influences.

Be an evaluator of your impact.

- Identify ways you are already utilizing high-impact strategies in your classroom (or organization) and think of ways to assess their effectiveness.

- Summarize Hattie’s high impact strategies and reflect on how implementing them can change your approach to teaching (and leadership).
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Hattie has impacted:

Our Thinking,
Our Conversation, &
Our Practice

I Used to…
Now I…
Here’s why…
Here’s what I’ve noticed…
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Exit: Action Steps

Select one of the mindframes you would like to work on.

Select an influence you would like to learn more about.

Who is someone you can collaborate with to keep learning and teaching visible?
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Big takeaways:

Visible Learning: Teachers know if learning is happening or not

Visible Teaching: Students know what to do and how to do it

Visible Learning for Teachers Chapter by Chapter Book Summary
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Bonus Activity:

Assessment-Capable Learners Reflection

Bonus Webinar (49 mins):

John Hattie: Building and Developing Assessment-Capable Learners
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11 Questions to Professor John Hattie (with video answers)

The Applicability of Visible Learning to Higher Education

Corwin Visible Learning Resources (success stories; videos; webinars; books; consultants; institutes) blogs / newsletter

Video explaining how to calculate your own effect size by Dr. Jeff Beaudry USM

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Identify mindframes that contribute to visible learning.

Explain Hattie’s high impact strategies and reflect on how evaluating them can inform practice.
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