

**UNSTOPPABLE LEARNING**

# Doug Fisher

[www.fisherandfrey.com](http://www.fisherandfrey.com)

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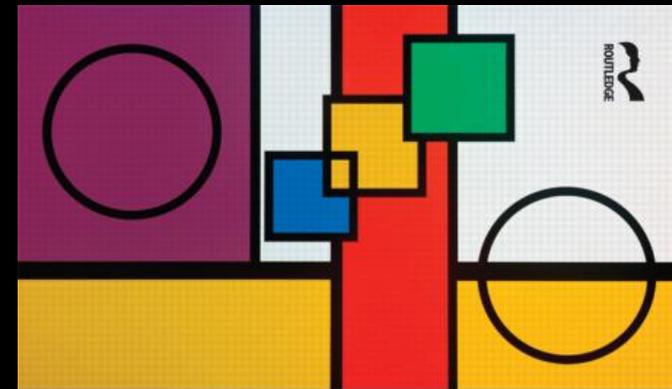
**Every** student deserves  
a *great* teacher, not by  
chance, but by **design**.

# VISIBLE LEARNING

A SYNTHESIS OF OVER 800 META-ANALYSES  
RELATING TO ACHIEVEMENT

*"Reveals teaching's Holy Grail"*

The Times Educational Supplement

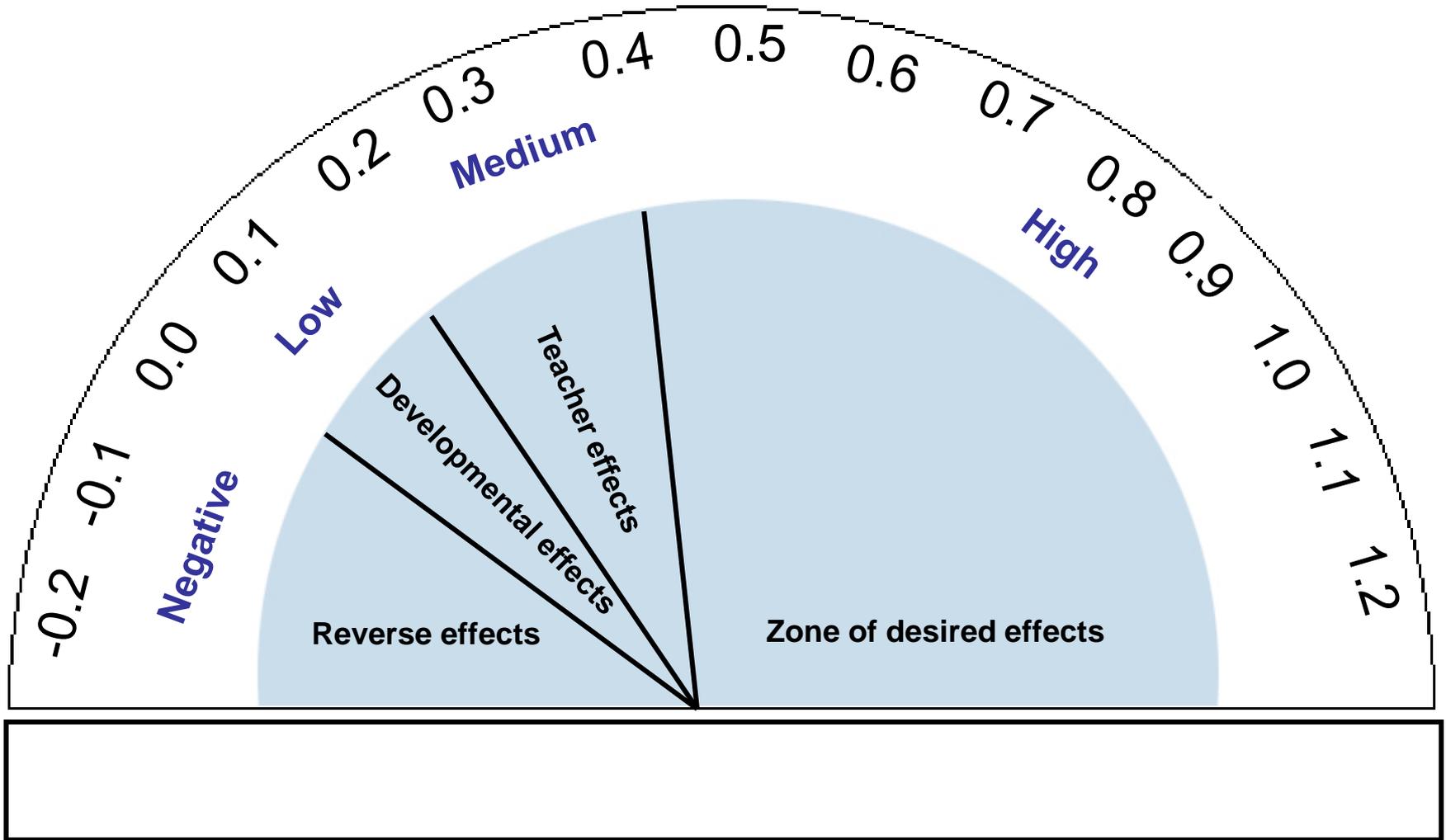


# VISIBLE LEARNING FOR TEACHERS

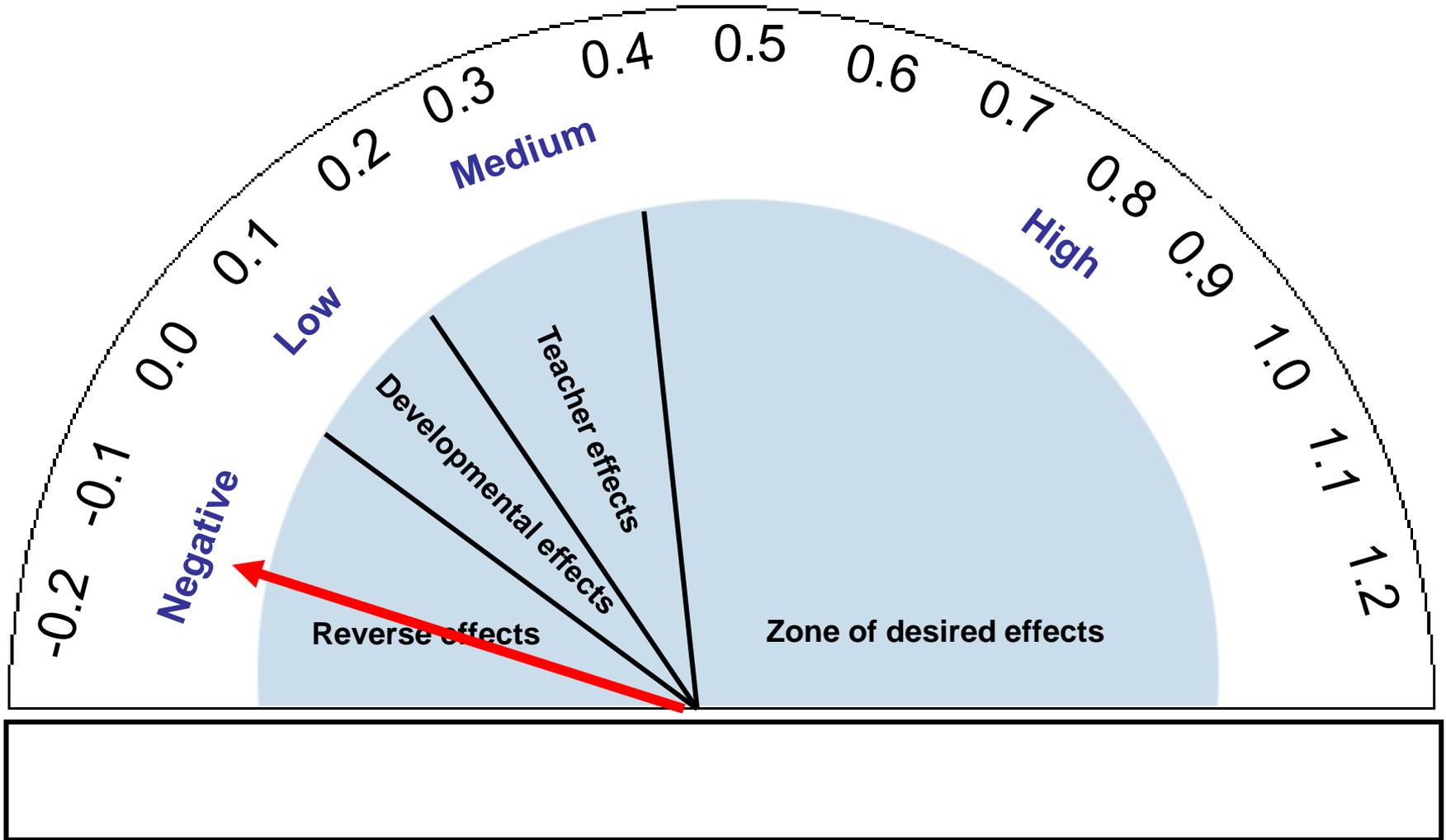
MAXIMIZING IMPACT ON LEARNING

JOHN HATTIE

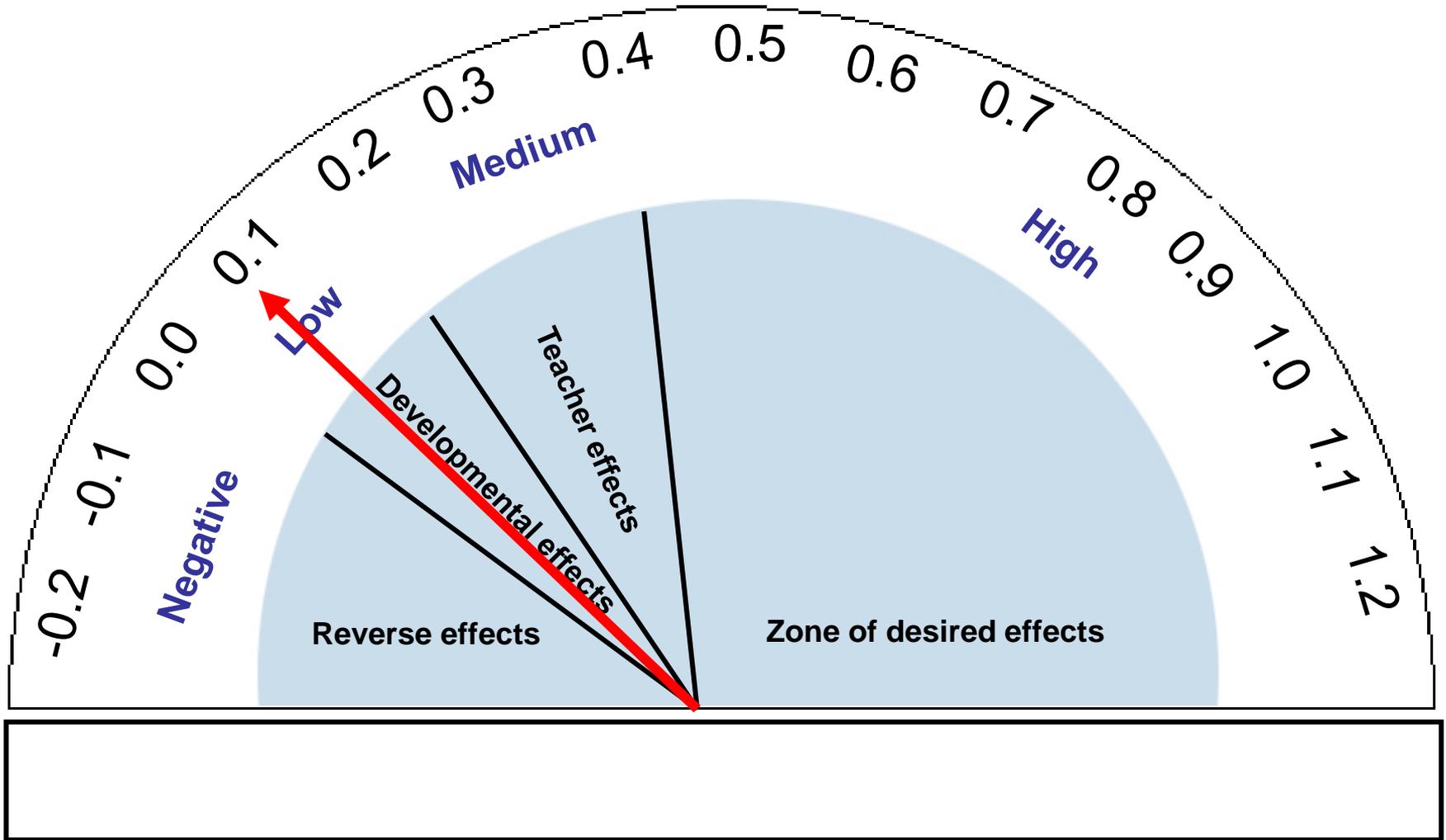




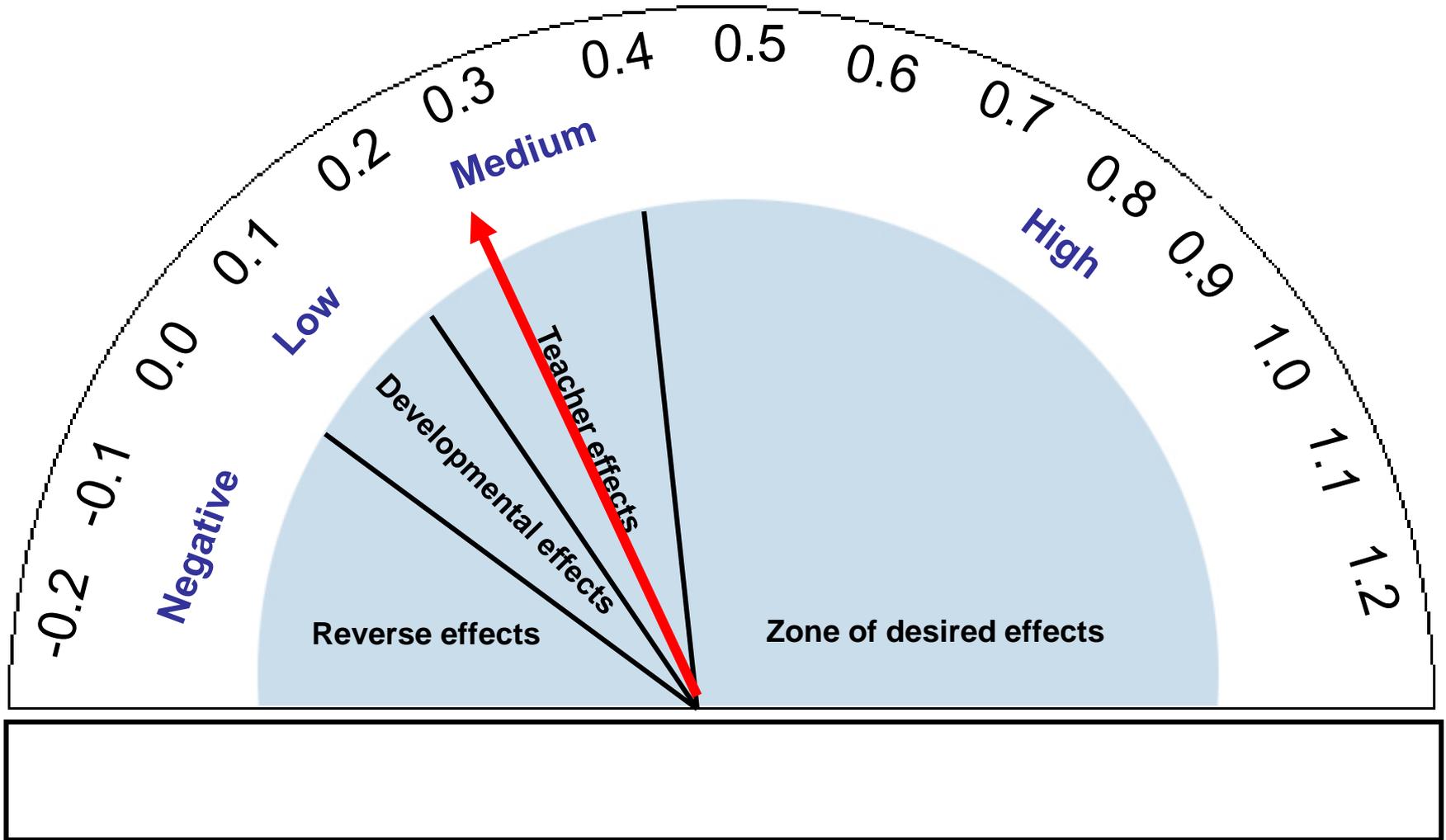
Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses related to achievement*. New York: Routledge.



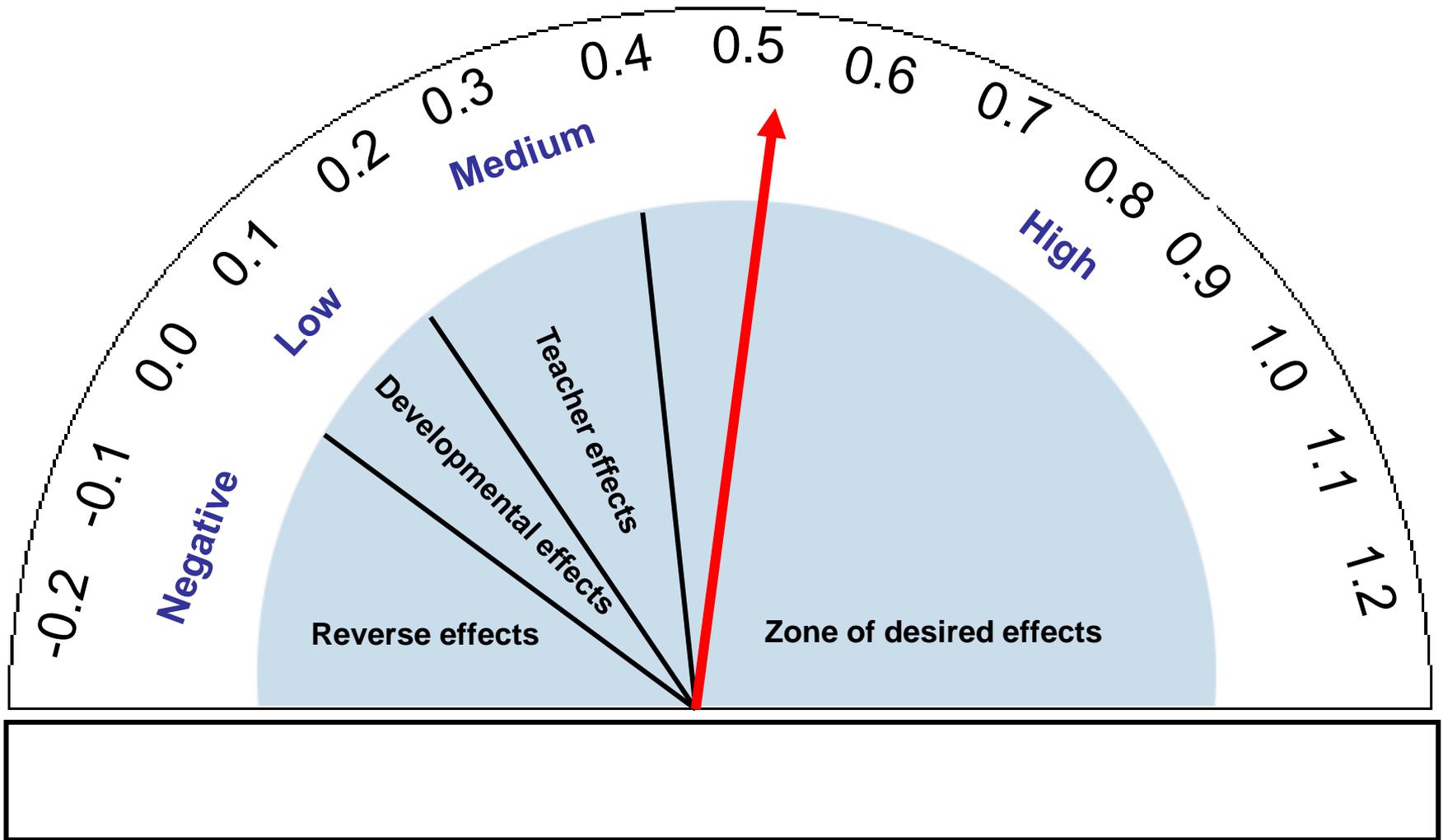
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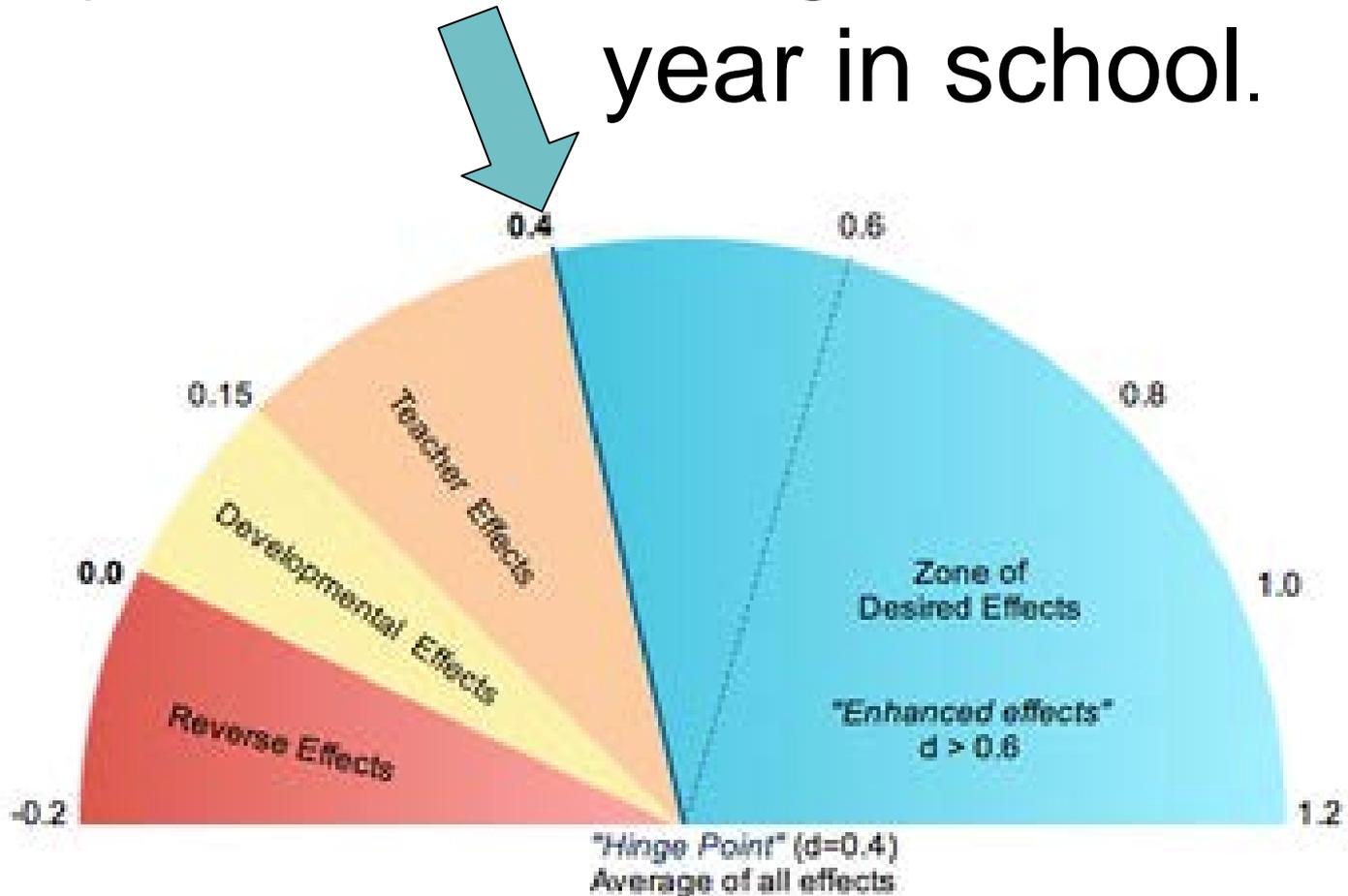


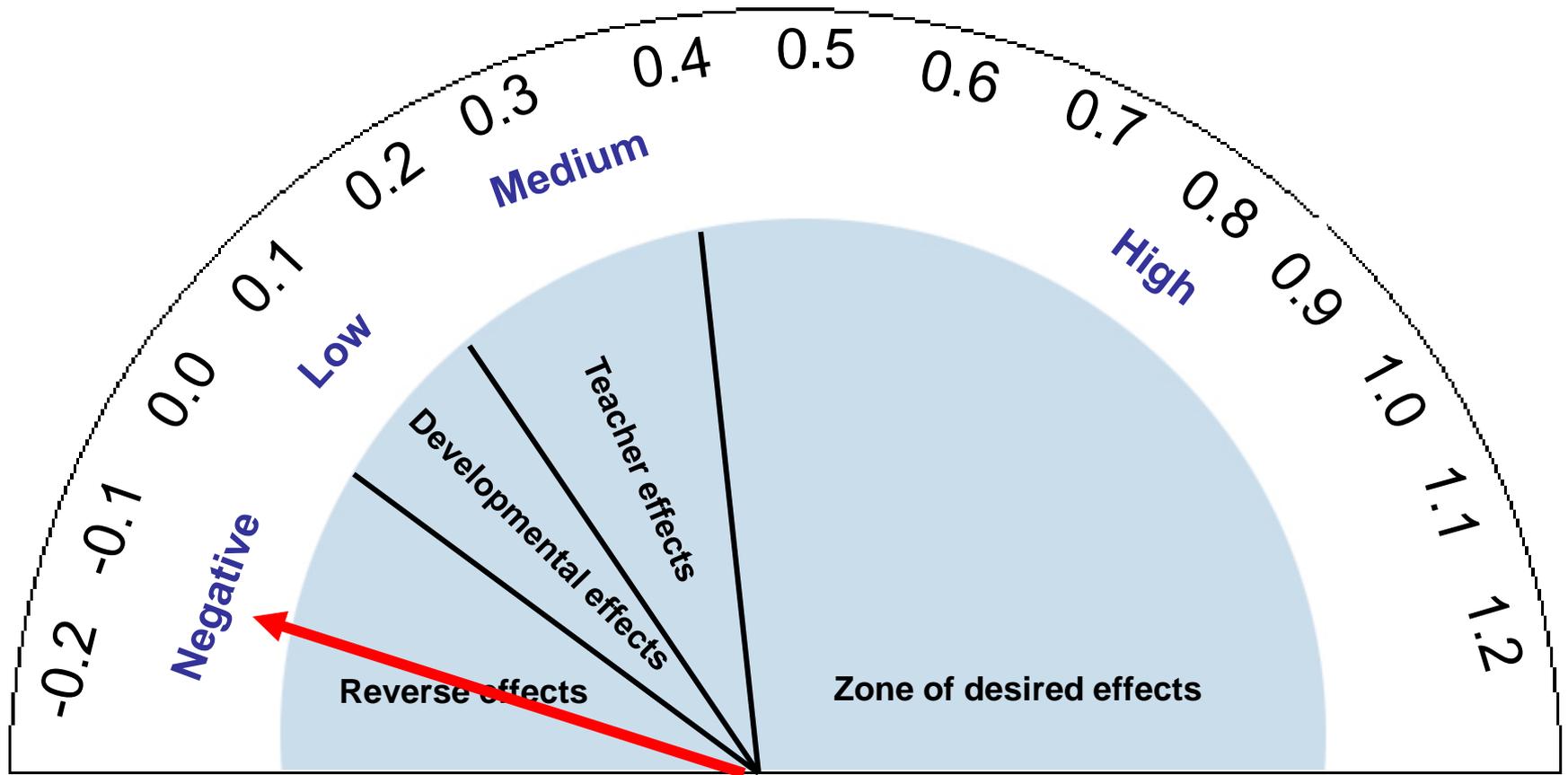
Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses related to achievement*. New York: Routledge.



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

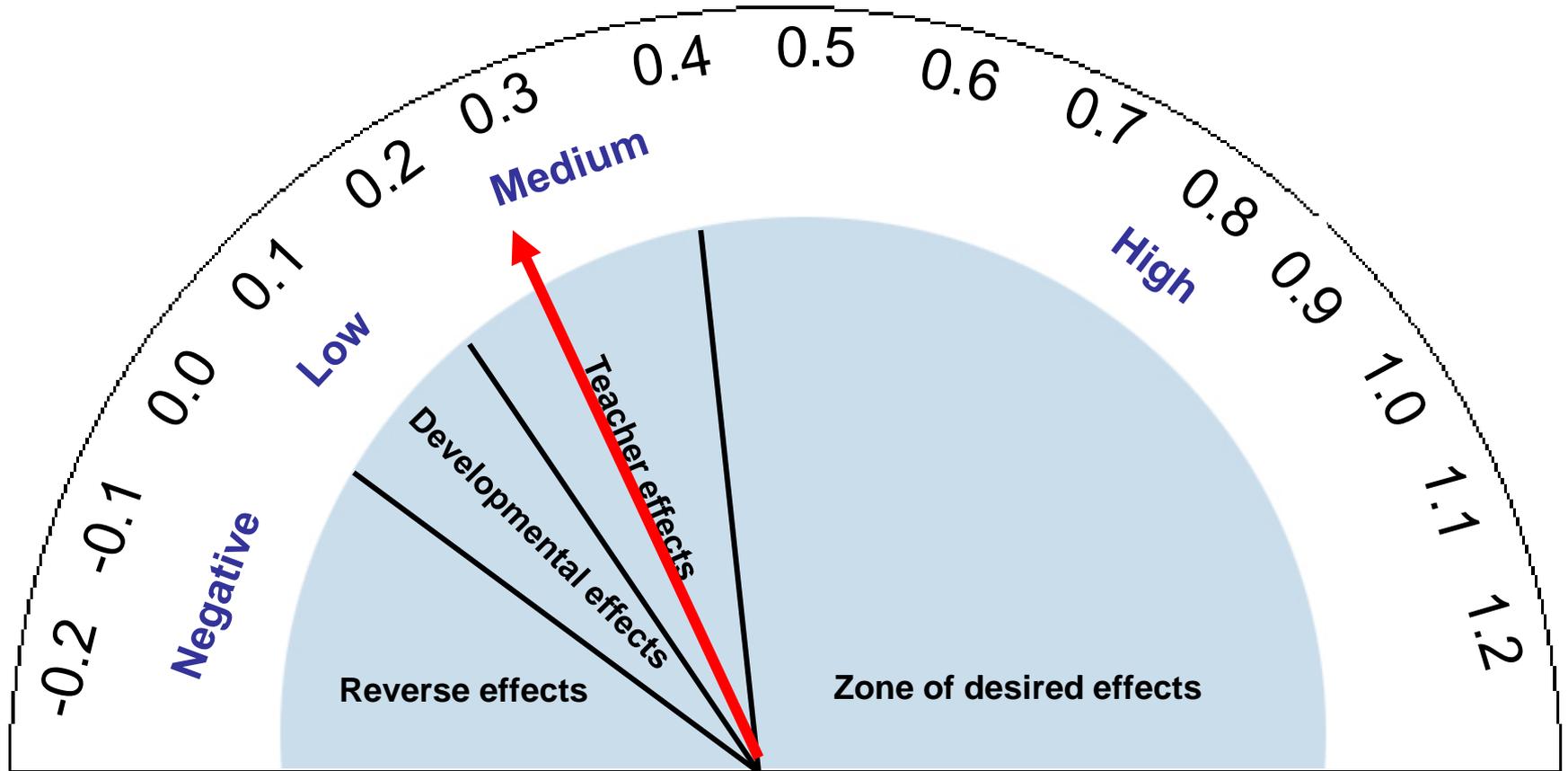
This is the hinge point –  
a year's worth of growth for a  
year in school.





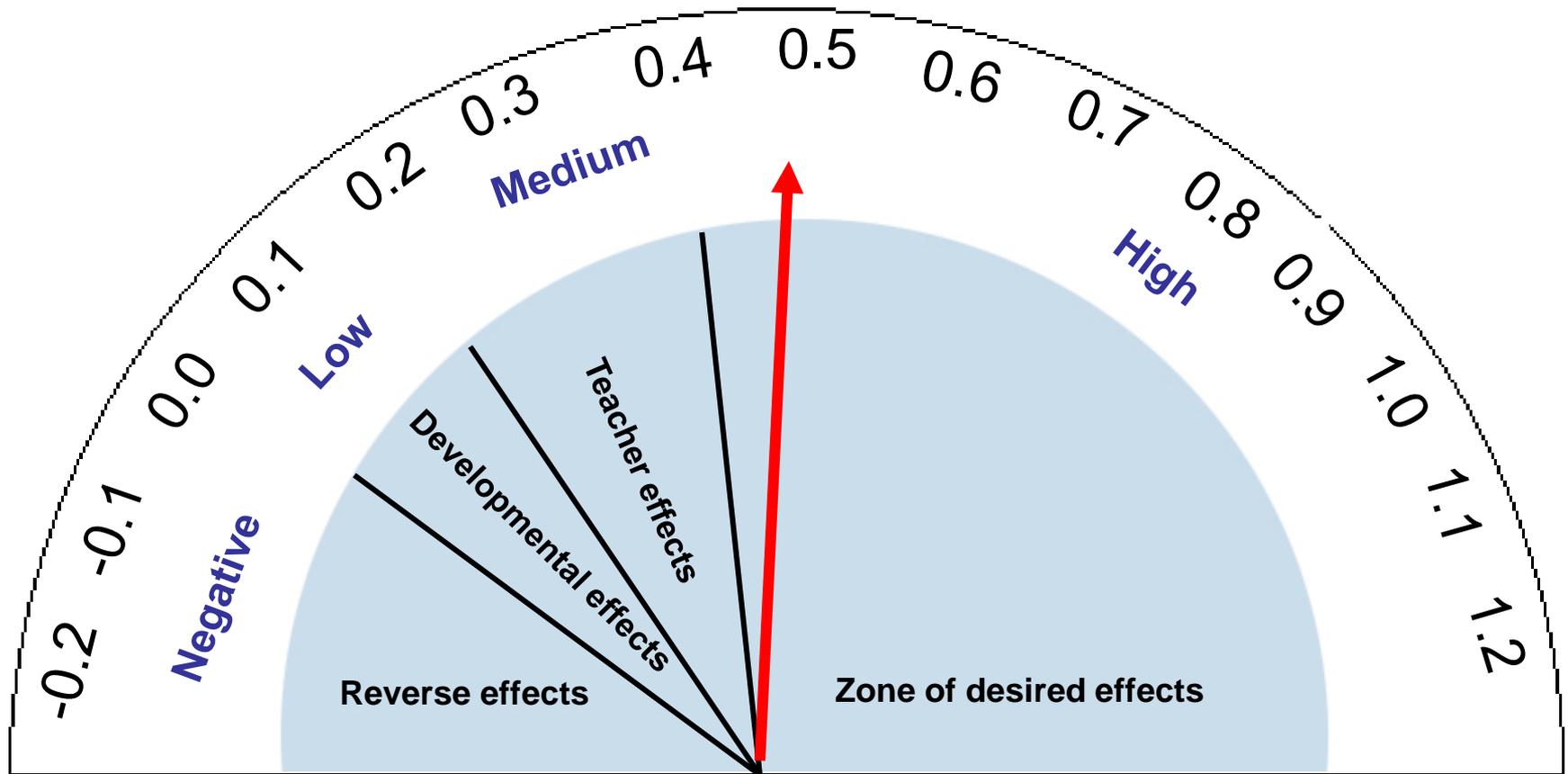
**Retention:  $d = -0.13$**

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



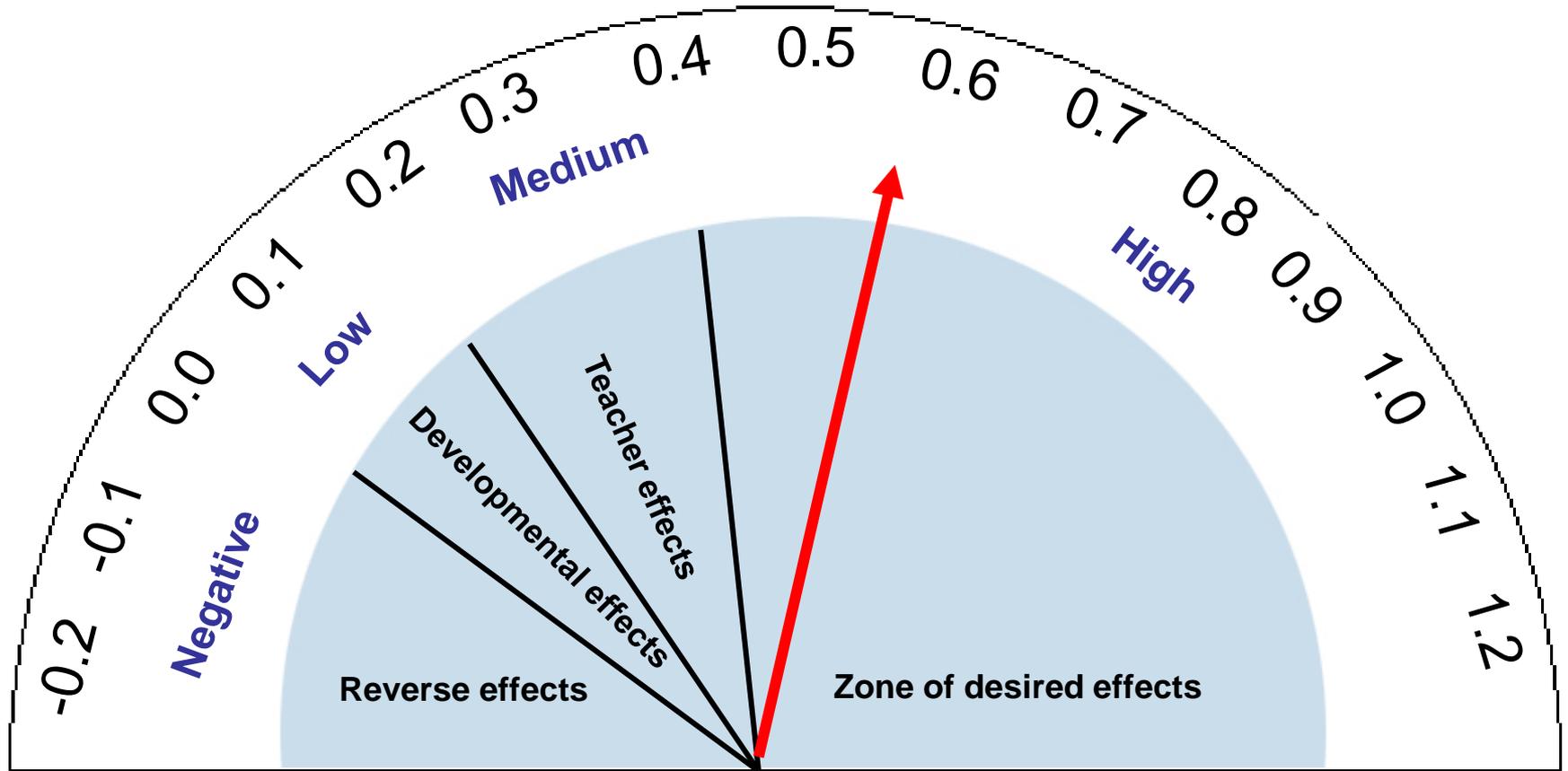
**Homework:  $d = .29$**

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



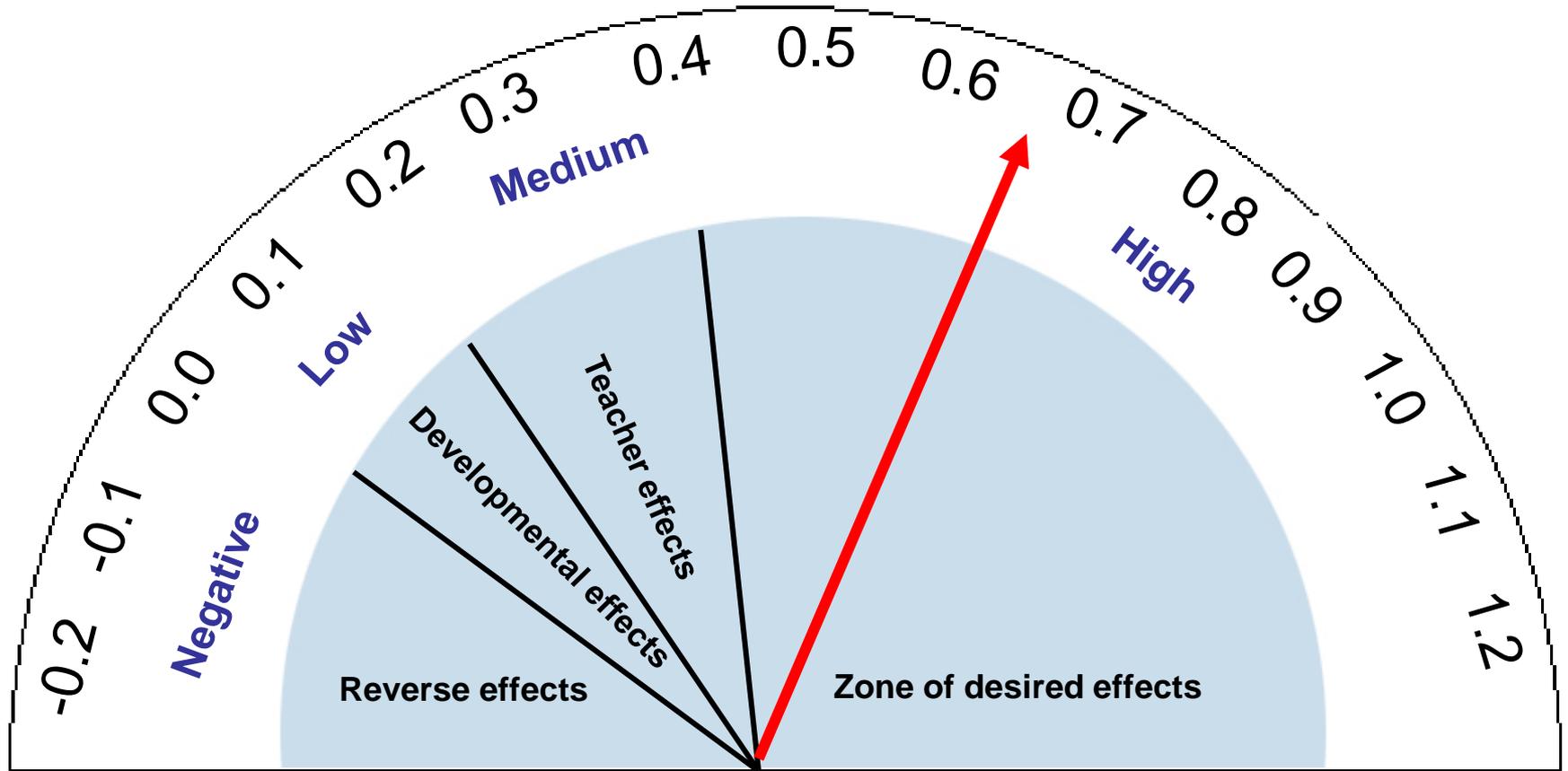
**Small group learning:  $d = 0.49$**

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



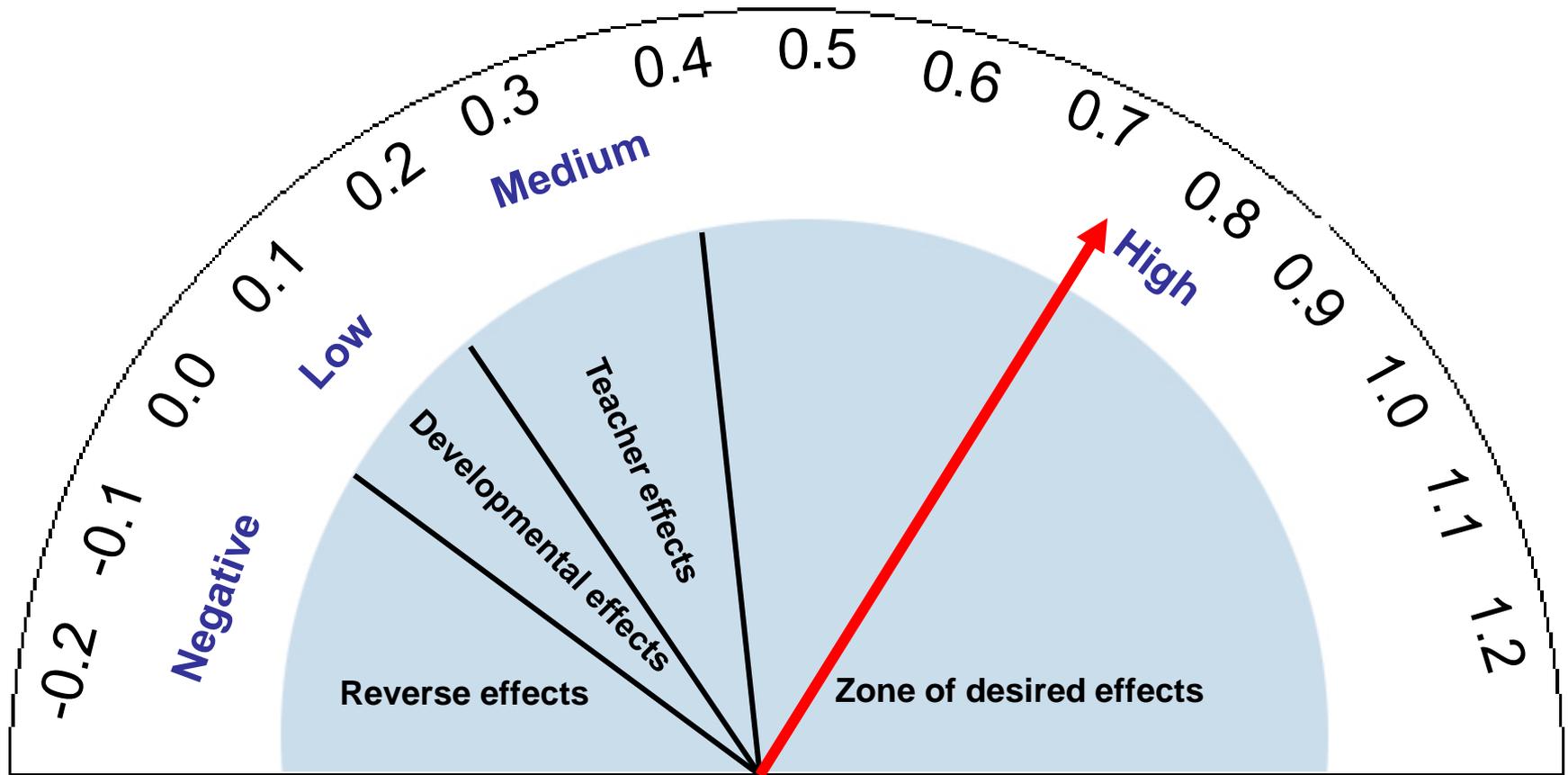
**Study Skills:  $d = 0.59$**

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



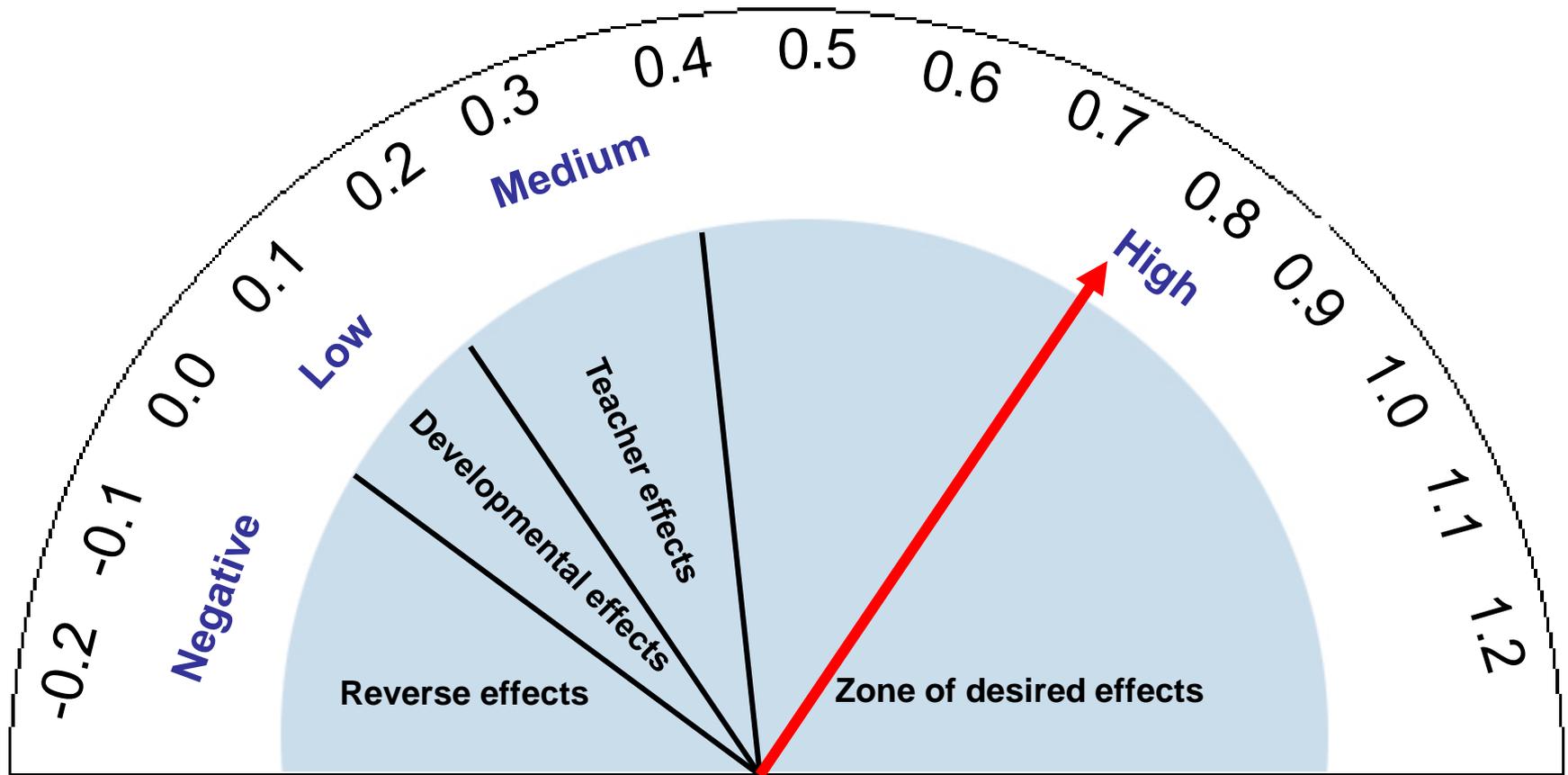
**Repeated Reading:  $d = 0.67$**

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



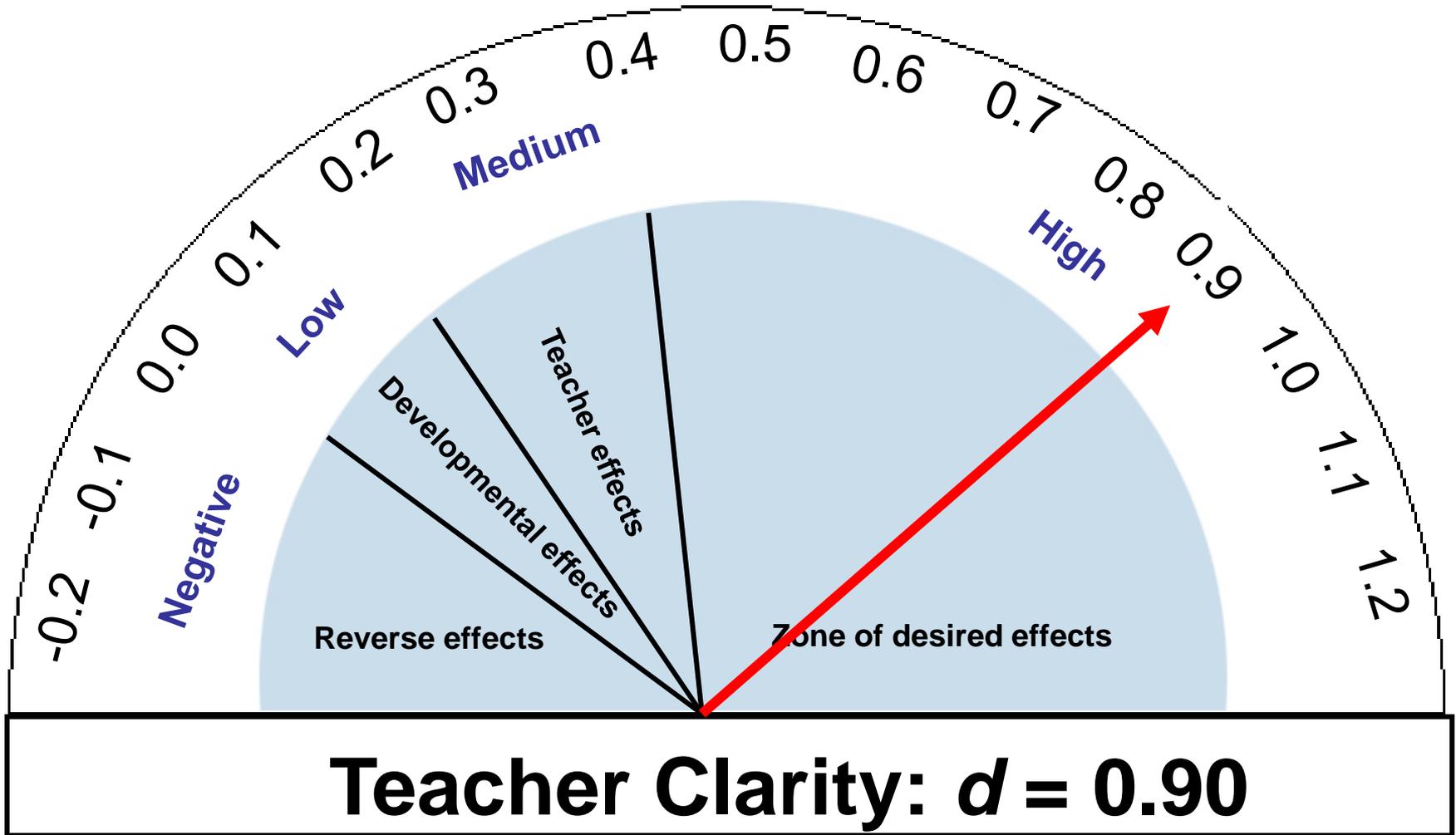
**Teacher-Student relationships:  $d = 0.72$**

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



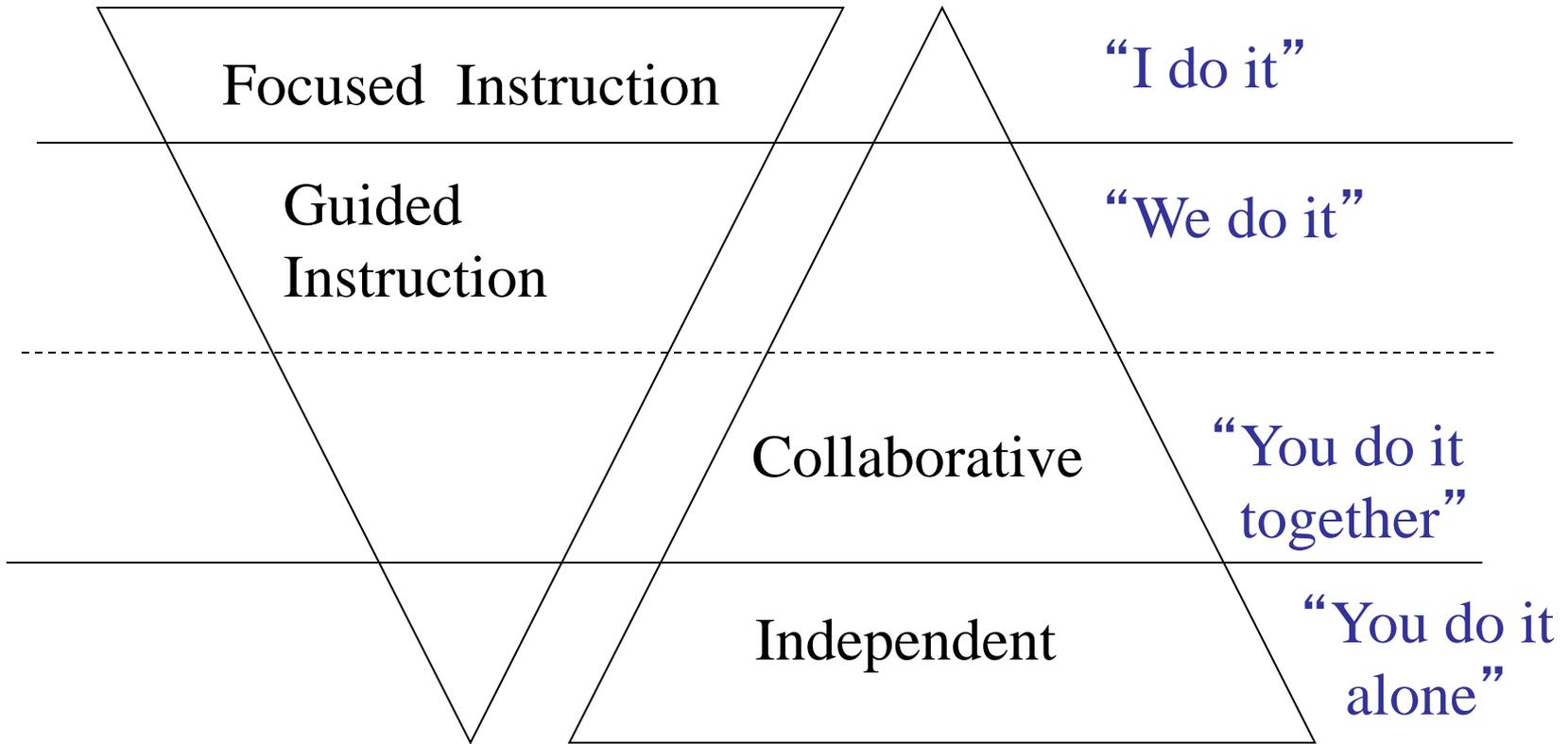
**Classroom Discussion:  $d = 0.82$**

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



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

# TEACHER RESPONSIBILITY



# STUDENT RESPONSIBILITY

# TEACHER RESPONSIBILITY

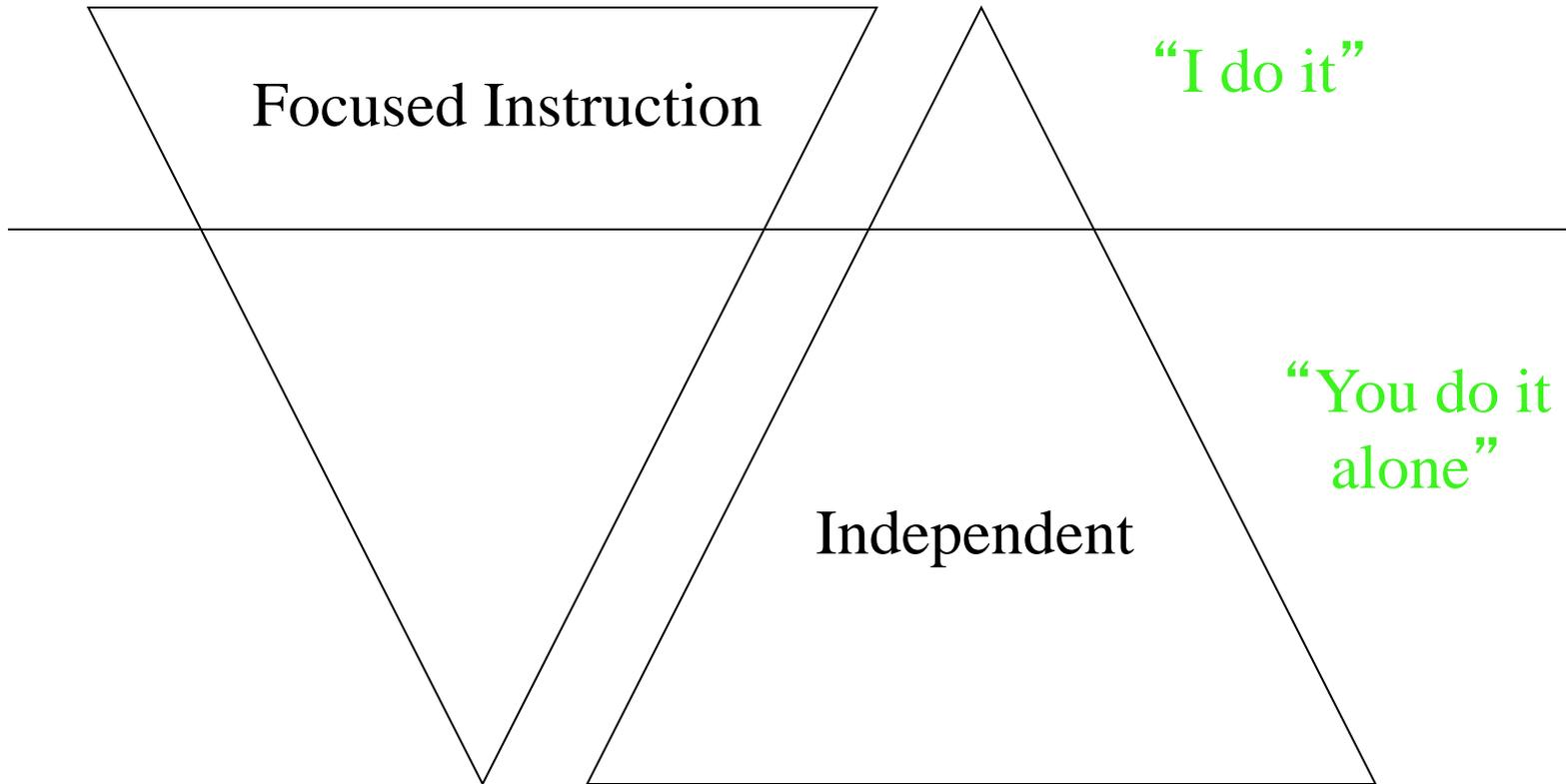
Focused Instruction

“I do it”

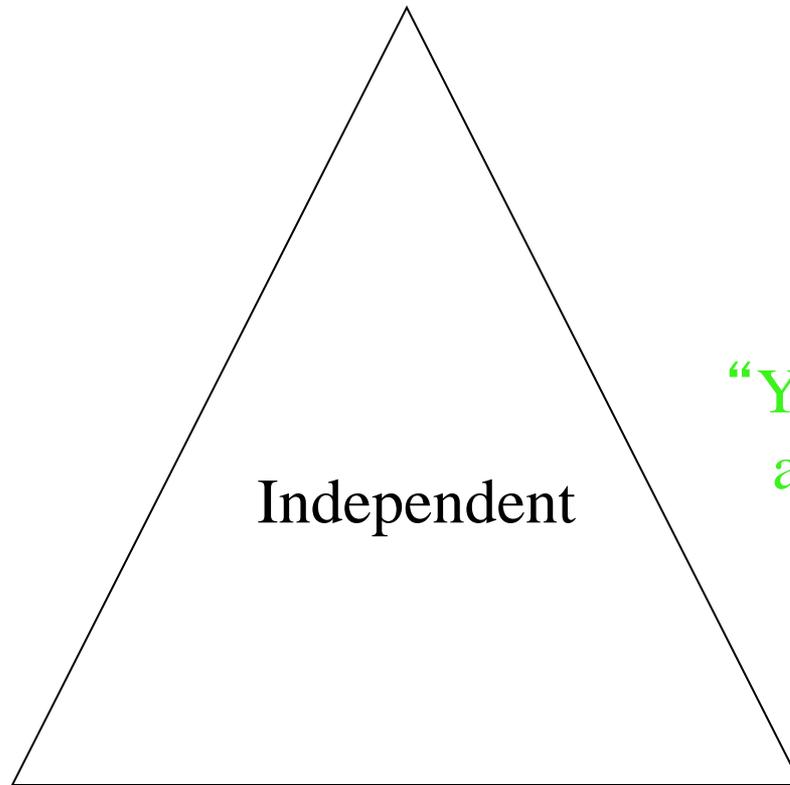
Independent

“You do it  
alone”

# STUDENT RESPONSIBILITY



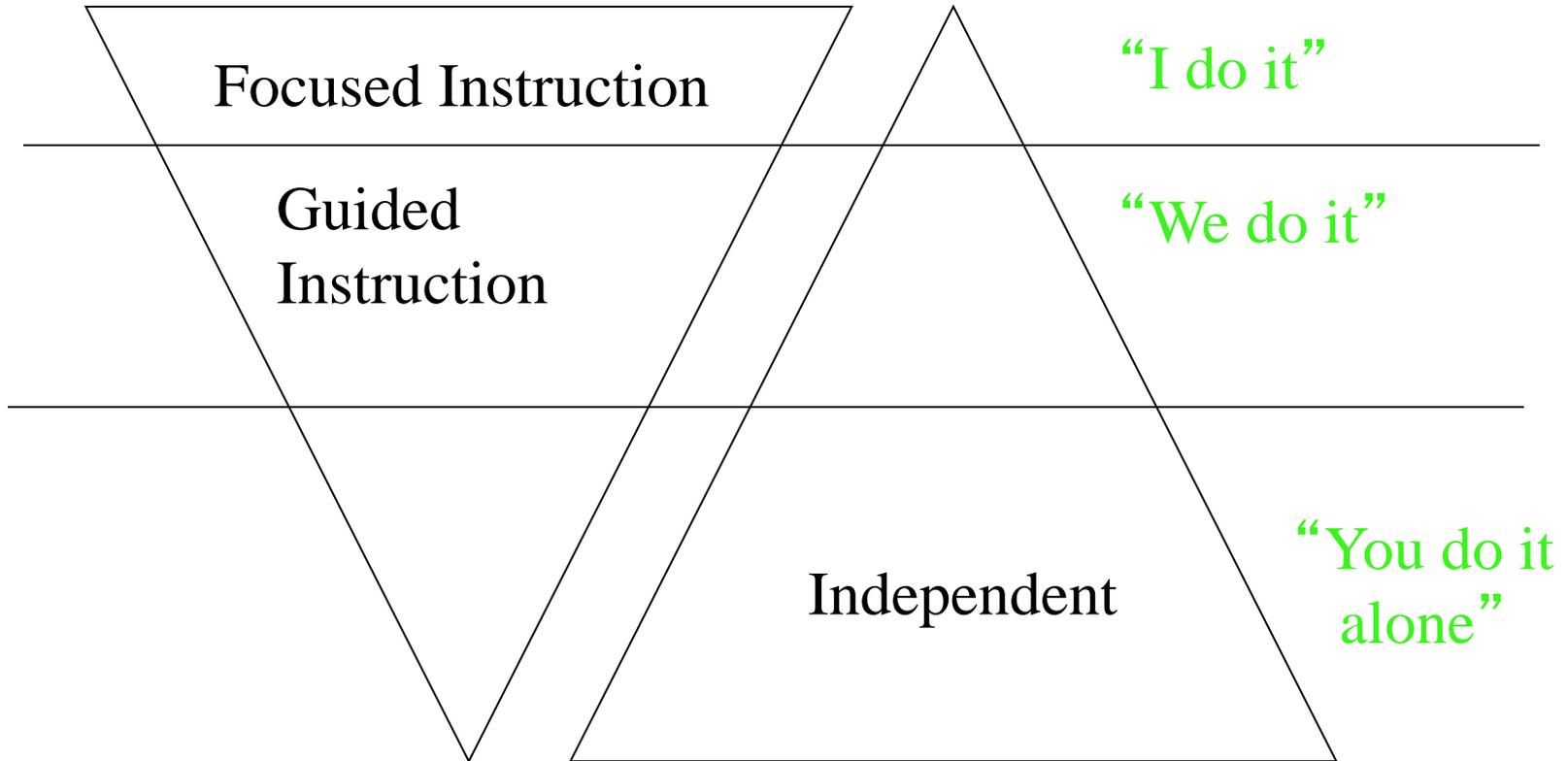
TEACHER RESPONSIBILITY



“You do it  
alone”

STUDENT RESPONSIBILITY

## TEACHER RESPONSIBILITY



## STUDENT RESPONSIBILITY

# TEACHER RESPONSIBILITY

Focused Instruction

“I do it”

Guided  
Instruction

“We do it”

Collaborative

“You do it  
together”

Independent

“You do it  
alone”

# STUDENT RESPONSIBILITY

A Structure for Instruction that Works

(c) Frey & Fisher, 2013

The established  
purpose  
focuses on  
student  
learning, rather  
than an activity,  
assignment, or task.





WHY?



# Three Questions

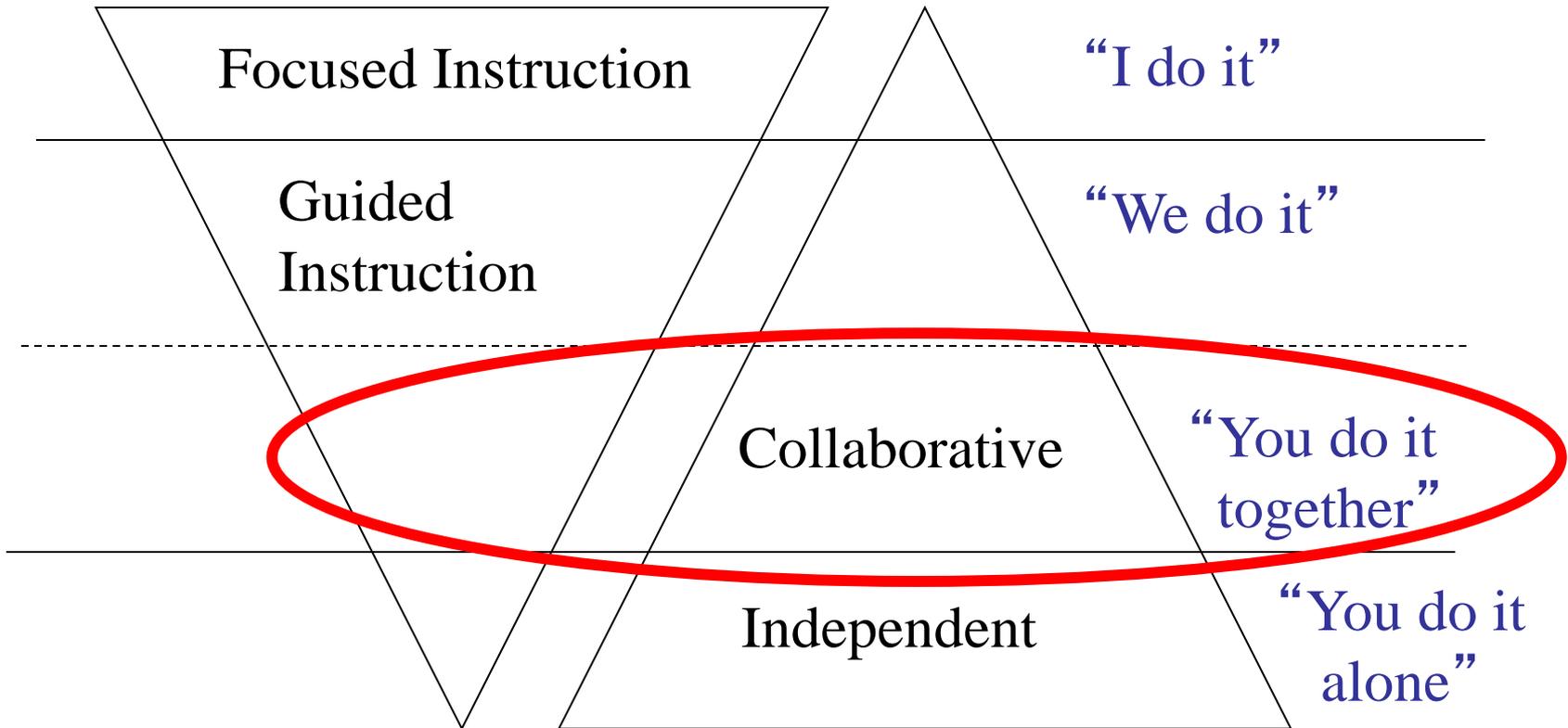


**What** am I learning today?

**Why** am I learning this?

**How** will I know that I have learned it?

# TEACHER RESPONSIBILITY



# STUDENT RESPONSIBILITY

A Structure for Instruction that Works

(c) Frey & Fisher, 2013

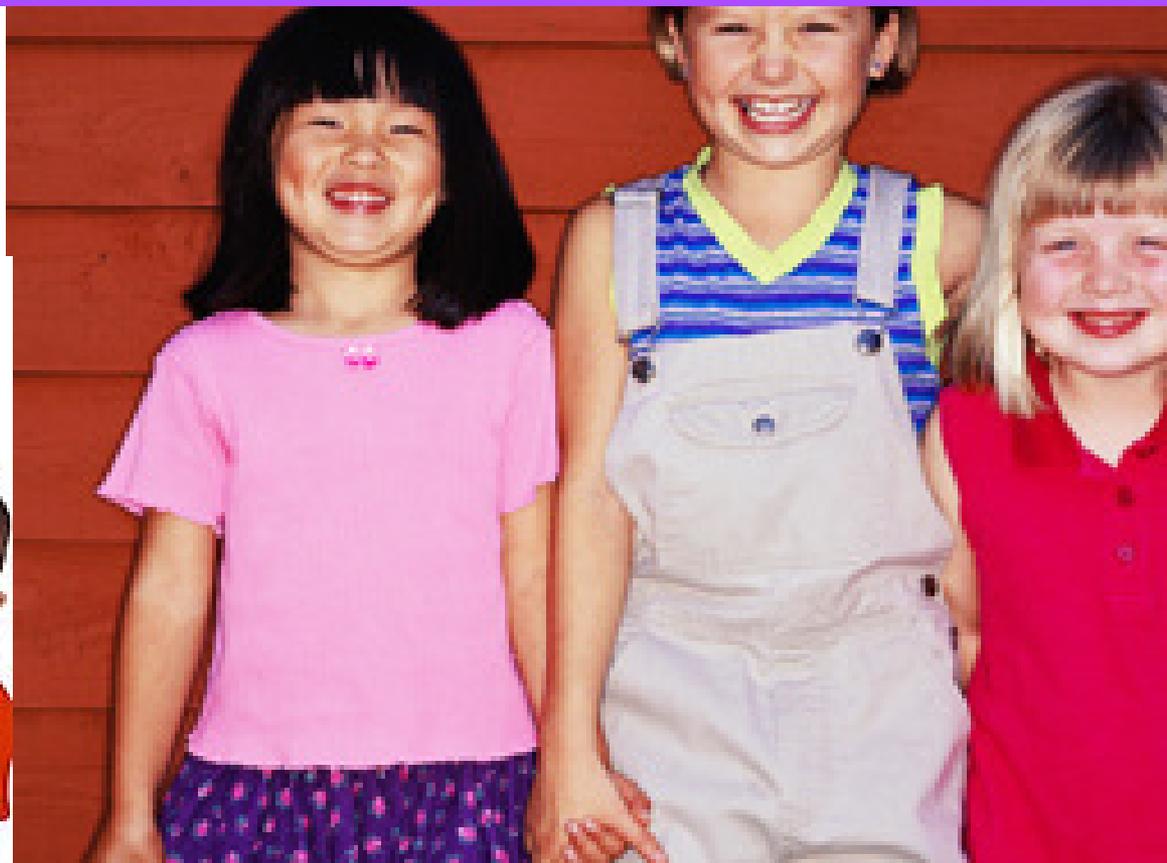
# Comprehension and Collaboration



1. Prepare for and participate in collaborations with diverse partners, building on each others' ideas and expressing their own clearly and persuasively.

# K-2 Features

- *Following the rules of discussion*
- *Moving from participation to turn taking*
- *Sustaining discussion through questioning*
- *Adult support*



# 3-5 Features

- *Preparation for discussion*
- *Yielding and gaining the floor*
- *Posing and responding to questions*
- *From explaining own ideas to explaining the ideas of others*



# 6-8 Features

- *Using evidence to probe and reflect*
- *Collegial discussions include goals and deadlines*
- *Questions connect ideas from several speakers*
- *Acknowledge new information*



# 9-10 Features

- *Use prepared research in discussion*
- *Voting, consensus, and decision making*
- *Ensure hearing full range of opinions or options*
- *Summarize and synthesize points of disagreement*



# 11-12 Features

- *Civil, democratic discussions*
- *Questions probe reasoning and evidence*
- *Resolving contradictions*
- *Determine what additional info is needed*



# Group Work Examples



**TTYPA**

**Carousel**

**Opinion Stations**

**Think-Pair-Square**

**Novel Ideas Only**

# Productive Group Work Examples

- Conversation Roundtable
- Numbered Heads Together
- Literature Circles
- Reciprocal Teaching
- Jigsaw
- Walking Review
- Collaborative Poster



# Difficulty v. Complexity

## Difficulty

- A measure of **effort** required to complete a task.
- In assessment, a function of how many people can complete the task correctly.

## Complexity

- A measure of the **thinking, action, or knowledge** that is needed to complete the task.
- In assessment, how many different ways can the task be accomplished.

**Which of these means about the same as the word *gauge*?**

- a. balance**
- b. measure**
- c. select**
- d. warn**

A car odometer registered 41,256.9 miles when a highway sign warned of a detour 1,200 feet ahead. What will the odometer read when the car reaches the detour? (5,280 feet = 1 mile)

- (a) 42,456.9
- (b) 41,279.9
- (c) 41,261.3
- (d) 41,259.2
- (e) 41,257.1

Did you use the calculator on this question?

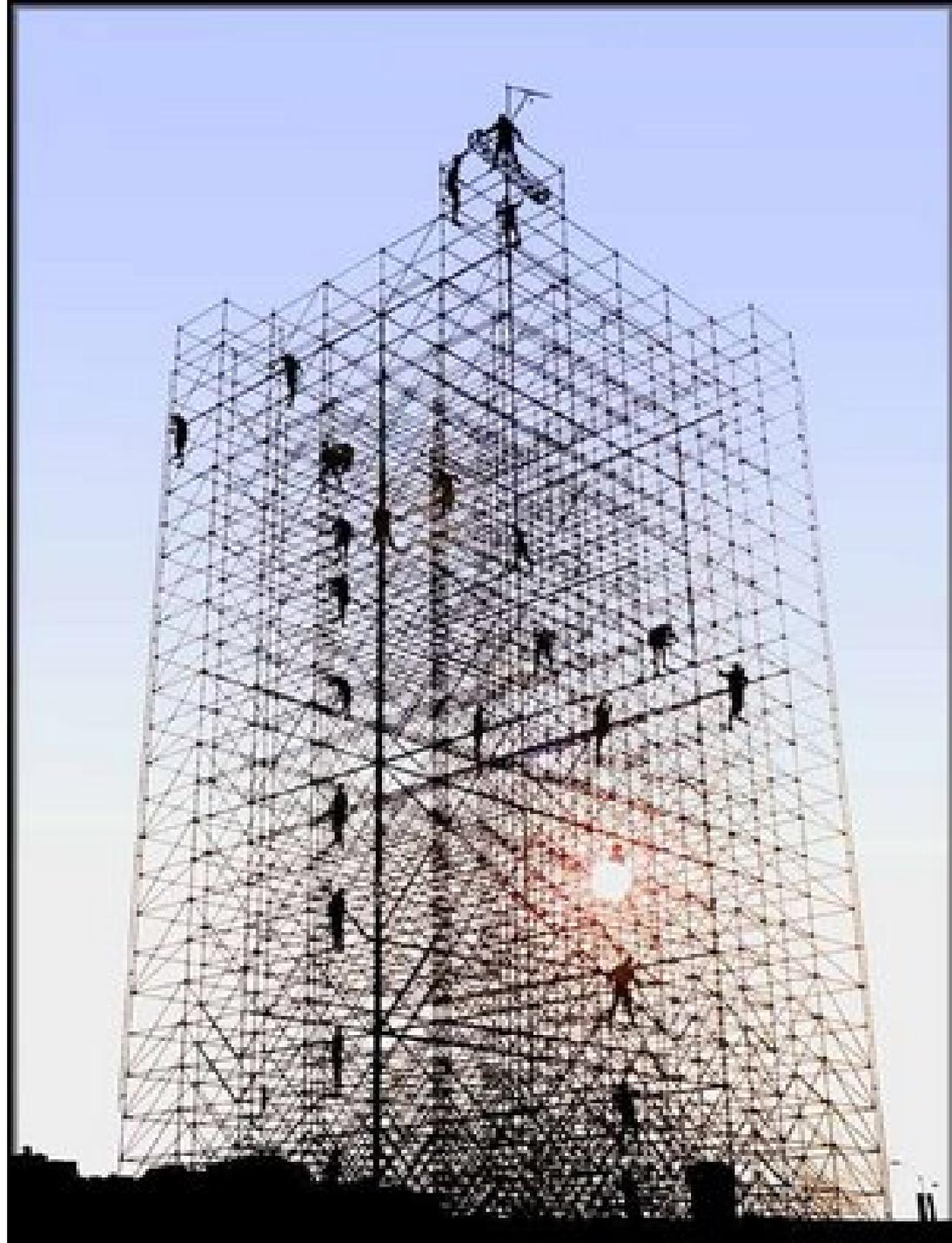
Yes

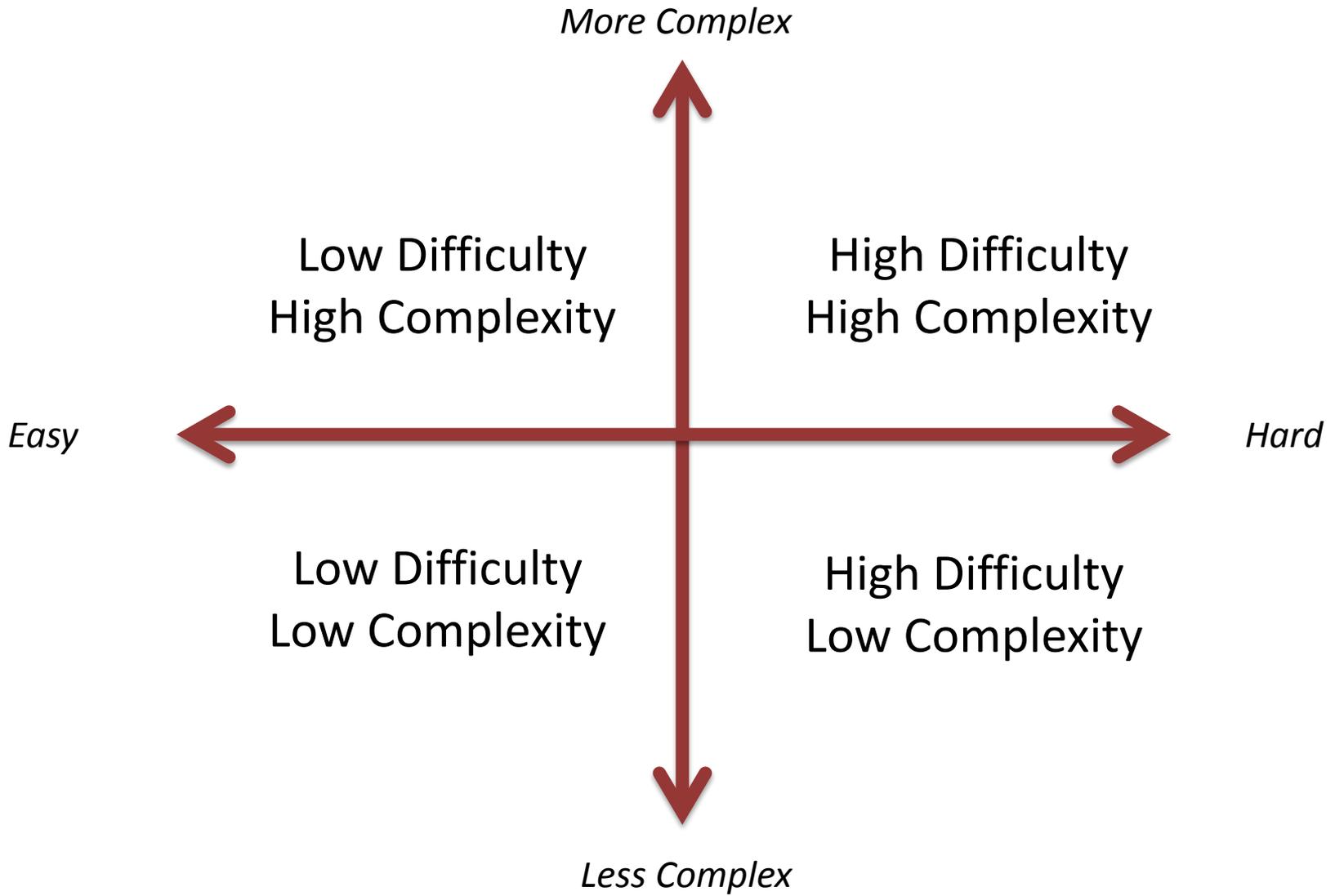
No



Marc Umile is among a group of people fascinated with  $\pi$ , a number that has been computed to more than a trillion decimal places. He has recited  $\pi$  to 15,314 digits.

Differentiate  
according to  
**difficulty,**  
not  
**complexity.**





# Thank you!

