How to have an effect on student achievement

Based on the research by Professor John Hattie and Visible Learning[plus] team

Discover more on John Hattie's research and find out how you can utilise the full weight of the programme in your school.

Osiris Educational is the exclusive partner for Visible Learning[plus] in the UK.
See John Hattie and find out why so many are calling him the educational guru.

6 Top Effects and why they work

Self-reported grades / student expectations

RANK 1 · Effect Size Rating 1.44

Students predict or self-report their own grades. This means they are more likely to be successful than other learners as they will be the active element in their learning.

Teacher credibility

RANK 4 · Effect Size Rating 0.90

Students are perceptive to which teachers can make a difference to their learning. Teachers who command this credibility are more likely to make a difference.

Feedback

RANK 10 · Effect Size Rating 0.75

Speed of learning doubles following effective feedback. Praise, punishment and rewards are the least effective forms of feedback. Feedback should be just in time, 'just for me' information and delivered when and where it has the best benefit.

Classroom management

RANK 42 · Effect Size Rating 0.52

Teachers who have well managed classrooms can identify and respond quickly to potential issues and are emotionally objective.

Parental involvement

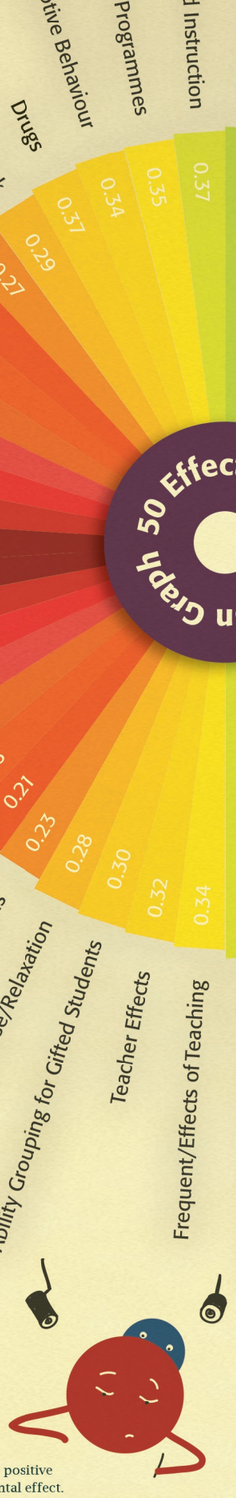
RANK 51 · Effect Size Rating 0.49

Active and positive parents who help students to have high expectations have a positive impact on student achievement. Surveillance or supervision can have a detrimental effect.

Cooperative learning

RANK 65 · Effect Size Rating 0.42

Students learn better cooperatively than alone or competitively. This form of learning also increases interest and the ability to problem solve through interacting with peers.



6 Bottom Effects that are not as effective

Principals / School Leaders

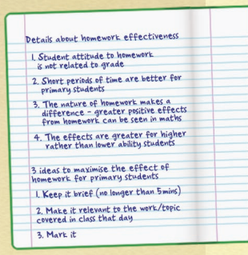
RANK 73 · Effect Size Rating 0.39

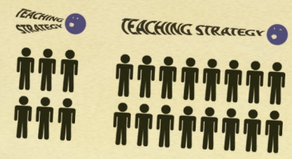
There is a difference in the effectiveness of the two main types of leaders; instructional leaders are focused on creating a learning environment free of disruption or system. Transformational leaders engage with staff to inspire them to be collaborative.

Homework

RANK 94 · Effect Size Rating 0.29

Homework on a whole has a slightly positive effect but there are some differences between its effect on primary and secondary students.

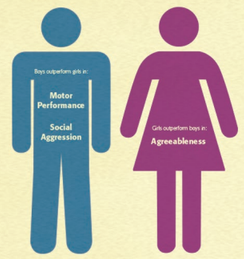




Class size

RANK 113 · Effect Size Rating 0.21

Class size has little effect on learning, though does affect working conditions. Teaching strategies should be maximised in small and large groups and applied respectively.



Gender

RANK 133 · Effect Size Rating 0.12

Males and females are more alike than they are different, and differences are minor. Achievement does not differ much between genders and there is more variance between groups of boys and girls.

86% of US students are in tracked classes

Ability grouping

RANK 131 · Effect Size Rating 0.12

Ability grouping has minimal effects on student outcomes and profound negative equity effects. Low track classes can become fragmented, less engaging and taught by fewer well trained teachers.

Open vs. traditional learning space

RANK 145 · Effect Size Rating 0.07

There is no discernible difference in the achievement of students who have been taught in an open learning space vs a traditional learning space or classroom.

It is not the space itself that has the impact, it is the quality of the teaching/interactions within the space. Evidence shows that even in open classroom spaces there is no guarantee that the principles of open teaching are present.

Source: visible learning[plus]

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