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achievement in
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school-aged
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students. It

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builds a story
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about the power
of teachers,
feedback, and a
model of
learning and
understanding.

The research
involves many
millions of

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research into
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dinal studies.
3. Effective tea

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By
John A.C. Hattie

Pp 392. London:
Routledge. 2008.

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£35.37 (e-book).

ISBN-13

978-0415476171

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over 800 ...

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Author: John

Hattie: Edition:

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Routledge, 2008:

ISBN:

1134024118,

9781134024117:

Length: 382

pages: Subjects

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Over 800 Meta-

Analyses ...

Prior to

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Yses Relating
To Achievement
John Ac Hattie

presenting the
barometers and
effect size
rankings, Hattie
develops his
visible learning
story, which is
summarised in
the following
quote: “Visible
teaching and
learning occurs
when learning is
the explicit

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Over 800 Meta
Yses Relating
To Achievement
John Ac Hattie

goal, when it is
appropriately
challenging,
when the teacher
and student both
seek to
ascertain

whether and to
what degree the
challenging goal
is attained,
when there is
deliberate
practice aimed

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mastery of the
goal, when there
is feedback
given and
sought, and ...
John Ac Hattie

John Hattie:
Visible
learning: A
synthesis of
over 800 ...
The Visible
Learning

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research is
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1200 meta-
To Achievement
analyses
John Ac Hattie
relating to
influences on
achievement.

*(PDF) John
Hattie: Visible
learning: A
synthesis of
over ...*

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According to
Hattie's
findings,
visible learning
occurs when
teachers see
learning through
the eyes of
students and
help them become
their own
teachers. Hattie
found that the
ten most

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effective influences
Over 800 Meta
relating to
Yes Relating
student
To Achievement are:
Student self-
reporting grades
($d = 1.44$)
formative
evaluation
($d = 0.9$)

Visible Learning
- *Wikipedia*
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Visible Learning

is a synthesis
of more than 800
meta-studies

covering more
than 80 million
students.

According to

John Hattie

Visible Learning

is the result of

15 years of

research about

what works best

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for learning in
schools. TES
once called him
“possibly the
world’s most
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education
academic”.

John Hattie -
VISIBLE LEARNING
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means an
enhanced role

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for teachers as
they become
evaluators of
their own
teaching.

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occurs when
teachers see
learning through
the eyes of
students and

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help them become
their own
teachers.

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services,
understand how
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customers use
Yes, Relating
our services so
To Achievement
we can make
John Ac Hattie
improvements,
and display ads.

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book is the

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influences on
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achievement in
school-aged
students. It
builds a story
about ...

Visible

Learning: A

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*Synthesis of
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Analyses ...*

A model of
teaching and
learning is
developed based
on the notion of
visible teaching
and visible
learning. A
major message is
that what works
best for

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Yses Relating
To Achievement
John Ac Hattie

students is
similar to what
works best for
teachers – an
attention to
setting
challenging
learning
intentions,
being clear
about what
success means,
and an attention
to learning

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Amazon.co.uk:
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Hattie. 4.7 out
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Carolyn J.

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constructs a
model of
learning and

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students and

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collection of
evidence-based
research into
what actually
works in schools

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to improve
learning. Areas
covered include
the influences
of the student,
home, school,
curricula,
teacher, and
teaching
strategies.

Visible Learning
/ *Corwin*

Making Learning
Page 45/127

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Processes

Visible. It's not just what they are

learning – it's also about how they are

learning. In a 2nd-grade math class, the teacher shows students how to solve a multi-step subtraction

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To Achievement

problem. She
creates an
anchor chart
during the
modeling.

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*What is Student
Visible Learning
and how will it
improve ...*

Chapter 2 The
nature of the
evidence: A
synthesis of

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meta-analyses Of

Chapter 3 The
argument:

Visible teaching
and visible

learning Chapter
4: The

contributions
from the student

Chapter 5 The
contributions

from the home
Chapter 6 The

contributions

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9780415476188

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learning and
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research

involving many
millions of

students and
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learning. Areas covered include the influences of the student, home, school, curricula, teacher, and teaching strategies.

This unique and ground-breaking

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book is the result of 15 years research and synthesises over 800 meta-analyses on the influences on achievement in school-aged students. It builds a story about the power of teachers, feedback, and a

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learning and
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learning. Areas
covered include
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home, school,
curricula,
teacher, and

teaching
strategies. A

model of
teaching and
learning is

developed based
on the notion of

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visible teaching of

and visible

learning. A

major message is

that what works

best for

students is

similar to what

works best for

teachers - an

attention to

setting

challenging

learning

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intentions,
being clear
Over 800 Meta
about what
Yes Relating
success means,
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and an attention
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strategies for
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conceptual
understanding
about what
teachers and
students know
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developed based
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and visible
learning. A
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intentions,
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model for
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how factors in
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teaching

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with cognitive
psychologist
Gregory Yates to
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examining how
research into
human learning
processes can

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teaching and
what goes on in
our schools. The
authors explain
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building blocks
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years research
involving
millions of
students and
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biggest ever

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research into
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what actually
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works in schools
to improve
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learning.

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for Teachers
takes the next
step and brings
those ground
breaking
concepts to a

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completely new
audience.

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To Achievement
John Ac Hattie
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students, pre-
service and in-
service
teachers, it
explains how to
apply the
principles of
Visible Learning
to any classroom
anywhere in the
world. The

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friendly
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interventions
and offers
practical step-
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to the
successful
implementation
of visible
learning and

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in the
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biggest ever
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on teaching
strategies to
practical
classroom
implementation
champions both
teacher and
student

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perspectives and
contains step by
step guidance
including lesson
preparation,
interpreting
learning and
feedback during
the lesson and
post lesson
follow up offers
checklists,
exercises, case
studies and best

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checklists and
advice for
school leaders
on facilitating
visible learning
in their
institution now

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includes
additional meta-
analyses
bringing the
total cited
within the
research to over
900

comprehensively
covers numerous
areas of
learning
activity
including pupil

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motivation,
curriculum, meta-
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strategies,
behaviour,
teaching
strategies, and
classroom
management.

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for Teachers is
a must read for
any student or
teacher who

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John Ac Hattie
wants an
evidence based
answer to the
question; 'how
do we maximise
achievement in
our schools?'

On publication
in 2009 John
Hattie's Visible
Learning
presented the
biggest ever

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John Ac Hattie

collection of
research into
what actually
work in schools
to improve
children's
learning. Not
what was
fashionable, not
what political
and educational
vested interests
wanted to
champion, but

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what actually
produced the
best results in
terms of
improving
learning and
educational
outcomes. It
became an
instant
bestseller and
was described by
the TES as
revealing

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education's
'holy grail'.
Over 800 Meta
Now in this
yses Relating
latest book,
To Achievement
John Hattie has
joined forces
with cognitive
psychologist
John Ac Hattie
Greg Yates to
build on the
original data
and legacy of
the Visible
Learning

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A synthesis of
project, showing
how it's
underlying ideas
and the cutting
edge of
cognitive
science can form
a powerful and
complimentary
framework for
shaping learning
in the classroom
and beyond.

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and the Science Of
of How We Learn
Over 800 Meta
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explains the
major principles
and strategies
of learning,
outlining why it
can be so hard
sometimes, and
yet easy on
other occasions.
Aimed at
teachers and
students, it is

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written in an accessible and engaging style and can be read cover to cover, or used on a chapter-by-chapter basis for essay writing or staff development. The book is structured in three parts - 'learning within

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classrooms',
'learning
Over 800 Meta
foundations',
Yses Relating
which explains
To Achievement
the cognitive
building blocks
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of knowledge
acquisition and
'know thyself'
which explores,
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self-knowledge.
It also features
extensive

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appendices
containing study
guide questions
to encourage
critical
thinking,
annotated
bibliographic
entries with
recommendations
for further
reading, links
to relevant

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websites and
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Throughout, the
authors draw

upon the latest
international
research into

how the learning
process works

and how to
maximise impact

on students,
covering such

topics as:

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personality;
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stored and the
impact of
cognitive load;
thinking fast
and thinking
slow; the
psychology of
self-control;

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gorillas and the
IKEA effect;
digital native
theory; myths
and fallacies
about how people
learn. This
fascinating book
is aimed at any
student, teacher

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John Ac Hattie

or parent
requiring an up-
to-date
commentary on
how research
into human
learning
processes can
inform our
teaching and
what goes on in
our schools. It
takes a broad
sweep through

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findings stemming mainly
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from social and
Yes, Relating
cognitive
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psychology and
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presents them in
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for students and
teachers at all
levels, from
preschool to
tertiary
training
institutes.

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Feedback is
arguably the
most critical
and powerful
aspect of
teaching and
learning. Yet,
there remains a
paradox: why is
feedback so
powerful and why
is it so
variable? It is

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this paradox
which Visible
Learning:
Feedback aims to
unravel and
resolve.

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Combining
research
excellence,
theory and vast
teaching
expertise, this
book covers the
principles and

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of feedback,
including: the
variability of
feedback, the
importance of
surface, deep
and transfer
contexts,
student to
teacher
feedback, peer
to peer
feedback, the

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power of within
lesson feedback
and manageable
post-lesson
feedback. With
numerous case-
studies,
examples and
engaging
anecdotes woven
throughout, the
authors also
shed light on
what creates an

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A synthesis of
effective
feedback culture
and provide the
teaching and
learning
structures which
give the best
possible
framework for
feedback.

Visible
Learning:
Feedback brings
together two

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internationally
known educators
and merges
Hattie's world-
famous research
expertise with
Clarke's vast
experience of
classroom
practice and
application,
making this book
an essential
resource for

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teachers in any
setting, phase
or country.

Recently at the
Visible Learning
Conference,

Professor John
Hattie stood up
in his opening
address and
said, "I'm
looking at you
all and thinking

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‘What if I got this wrong?’ " I feel the same way when educators ask to visit and I always end up in the same place - that Keilor Views is a living, breathing example that he didn't. --

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John A.C. Hattie

Charles
Branciforte,
Principal of
Keilor Views
Primary School,
Melbourne,
Australia

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into Action
takes the next
step in the
evolving Visible
Learning story.
It translates

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education

research
John Ac Hattie
projects ever
undertaken into
case studies of
actual success
stories,

implementing
John Hattie's
ideas in the

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UK, Sweden, New Zealand and Norway and are representative of the VL international community of schools in their quest to ensure all of their students exceed their potential for academic success. Each

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A school's story
will inform and
inspire,
bringing to life
the discussions,
actions and
reflections from
leaders,
teachers,
students and
families. This
book features
extensive,
interactive

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containing study
guide questions
to encourage
critical
thinking,
annotated
endnotes with
recommendations
for further
reading and
links to YouTube
and relevant
websites.

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the latest research
into the major
principles and
strategies of
learning, this
essential
resource is
structured into
five parts: Know
thy impact;
Effective
feedback;
Visible

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Inspired and
passionate
teachers; The
Visible Learning
School. Visible
Learning into
Action is aimed
at any student,
teacher or
parent requiring
an up-to-date
commentary on
how research

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Teaching and
Achievement
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into human
learning
processes can
inform our
teaching and
what goes on in
our schools.

Rich tasks,
collaborative
work, number
talks, problem-
based learning,
direct

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Instruction...with

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yses Relating
so many possible
approaches, how

do we know which

ones work the

best? In Visible
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Mathematics, six

acclaimed

educators assert

it's not about

which one—it's

about when—and

show you how to

show you how to

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design high-
impact
Over 800 Meta
instruction so
Yes, Relating
all students
To Achievement
demonstrate more
than a year's
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worth of
mathematics
learning for a
year spent in
school. That's a
high bar, but
with the amazing
K-12 framework

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here, you choose

the right
approach at the
right time,

depending upon

where learners
are within three

phases of

learning:

surface, deep,

and transfer.

This results in

“visible”

learning because

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A Synthesis Of
the effect is
tangible. The
framework is
forged out of
current research
in mathematics
combined with
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synthesis of
more than 15
years of
education
research
involving 300

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million synthesis Of
students.

Chapter by
chapter, and
equipped with
video clips,
planning tools,
rubrics, and
templates, you
get the inside
track on which
instructional
strategies to
use at each

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phase of the
learning cycle:
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Surface learning
Yses Relating
phase:

To Achievement
When—through
carefully
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constructed expe
riences—students
explore new
concepts and
make connections
to procedural
skills and
vocabulary that

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give shape to
developing
conceptual
understandings.

Deep learning
phase:

When—through the
solving of rich
high-cognitive
tasks and
rigorous discuss
ion—students
make connections
among conceptual

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ideas, form
mathematical
generalizations,
and apply and
practice
procedural
skills with
fluency.

Transfer phase:

When students
can

independently
think through
more complex

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mathematics, and

can plan,

investigate, and

elaborate as

they apply what

they know to new

mathematical

situations. To

equip students

for higher-level

mathematics

learning, we

have to be clear

about where

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students are,
where they need
to go, and what
it looks like
when they get
there. Visible
Learning for
Math brings
about powerful,
precision
teaching for
K-12 through
intentionally
designed guided,

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and independent
learning.
Over 800 Meta
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