Developing Capable Visible Learners

An Online Graduate Course

Course Description

According to John Hattie (2009, p. 22), a visible learner "exhibits the self-regulatory attributes that seem most desirable for learners (self-monitoring, self-assessing, self-teaching)." Hattie's extensive research identified the most effective teaching and learning strategies. A significant aspect of the Visible Learning initiative has been to change the narrative from a focus on teaching to a focus on learning (Frey et al 2018). Teaching, Hattie emphasizes, must always be considered in terms of its impact on student learning.

Visible Learning consists of several efforts. It is a research database, a school improvement initiative, as well as a focus on what works best to impact learning. John Hattie was able to determine that .40 indicated a year's growth in learning. Therefore, those influences, actions, and strategies that exhibit an effect size greater than .40 were considered more powerful (generally speaking) and were often more effective. For example, feedback has an effect size of .73; it is reasonable to focus on quality and timing of feedback since it is deemed so powerful.

The focus of this course will be on creating an awareness of the Visible Learning fundamentals such as:

1. shifting to a focus on student impact

2. fostering a shift to student self-regulation

3. determining current student levels of understanding

4. creating student confidence and awareness

5. selecting appropriate tools to guide student learning

6. mastering the art of effective feedback

7. learning to monitor student progress and adjusting learning when needed

8. reframing a school to create capable learning

Frey et al (2018) explain that "to make learning visible, we must create assessment capable learners." This course will provide participants with the knowledge and skills to adjust their focus to student learning. It will equip participants with the ability to analyze their own teaching and develop the confidence to assist students as they become visible learners.

Participants will learn the most effective types of assessment, the tools that students can use to support their own learning, the concept of errors as opportunities, learning strategies that empower student progress, motivational strategies to fuel student growth, and metacognitive strategies to create self-assessing learners.

Objectives

1. To demonstrate an understanding of the visible learning concept

2. To describe an assessment capable visible learner

3. To examine the fundamentals of visible learning

4. To shift the focus from teacher behavior to student impact

5. To explain high-yield influences on learning

6. To assess understanding in advance of instruction

7. To explain learning intentions and success criteria

8. To explore teacher clarity

9. To demonstrate self-efficacy in learning

10. To explain and select tools to guide learning

11. To reflect and demonstrate effective feedback

12. To explore self-questioning

13. To plan and organize while adjusting learning

14. To evaluate learning and teach others to evaluate their learning

15. To explore assessment-capable schools

16. To reflect on the impact of Visible Learning

17. To apply the concepts of Visible Learning to a personal situation

Curriculum Design

The major concepts of Visible Learning are explored using videos, readings, observations, and self-reflections. These concepts will be observed and tried in classrooms. A deeper understanding of Visible Learning and its implications will be emphasized. This is a sixty-hour, three credit graduate level course completed over a thirteen-week period. Modules one through nine will be completed one per week. Module Ten will be completed over a two week period so students will have time to complete their final project.

Hardware and Computer Skill Requirements

Students may use either a Macintosh or a PC with Windows 2000 or higher. Students should possess basic word processing skills and have internet access with an active email account.

Students are also expected to have a basic knowledge of how to use a Web browser, such as Internet Explorer, Netscape Navigator, etc. To download a browser at no cost, visit one of the following websites: Microsoft.com; Netscape.com; or Aol.com.

Course Materials

The required textbook for this course is *Developing Assessment-Capable Visible Learners Grades K-12* by Nancy Frey, John Hattie, and Douglas Fisher (Corwin, 2018). This textbook explores both Visible Learning and the development of assessment-capable learners. The text provides a resource website with videos accessible by QR code or online.

Module Outline

Module One: The Foundation for Visible Learning

1. Introduction
2. Expectations
3. Course sessions, resources, and requirements
4. What is Visible Learning?
5. Characteristics of Visible Learners
6. Assignments

Module Two: Assessment-Capable Visible Learners

1. Learning- What does it mean?
2. Categories of Learning Strategies
3. Characteristics of Assessment-Capable Visible Learners
4. High-Yield Influences
5. Grades
6. Student Expectations
7. Goal Setting
8. Assignments

Module Three: Current Level of Understanding

1. Teacher Credibility
2. Recognizing When You Don't Know Something
3. Metacognition
4. Assessing Before Instruction
5. Anchoring
6. Assignments

Module Four: Understanding Learning Intentions and Having Confidence to Achieve

1. Learning Intentions and Success Criteria
2. Relevance
3. Teacher Clarity
4. Clear Explanations and Guided Instruction
5. Attention in Learning
6. Motivation in Learning
7. Self-Efficacy and Self-Regulation
8. Assignments

Module Five: Tools to Guide Learning

1. Learning How to Learn
2. The Effects of Practice
3. Teaching Students How to Practice, Study and Learn
4. Problem-Solving
5. Creating Opportunities to Apply Strategies
6. Assignments

Module Six: Seeking Feedback and Recognizing that Errors Are Opportunities to Learn

1. Feedback-Valuable to Learning
2. A Model of Feedback
3. Creating Feedback Opportunities
4. Soliciting Feedback
5. Seeing Errors as Opportunities
6. Assignments

Module Seven: Monitoring Progress and Adjusting Learning

1. Reflective Self-Questioning
2. Collaboration to Foster Self-Questioning
3. Reflecting on Goals

4. Planning and Organizing to Adjust Learning
5. Assignments

Module Eight: Recognizing Learning and Teaching Others

1. Formative Evaluations
2. Interpreting Data
3. Student-Led Assessments
4. Using Formative and Summative Assessments Effectively
5. Competency-based Grading
6. Peer Learning
7. Student Think-Alouds
8. Reciprocal Teaching
9. Assignments

Module Nine: Mind frames of Schools with Assessment-Capable Learners

1. Assessment Capable Schools with Adaptive Learning Experts
2. Using Strategic and Flexible Grouping
3. Mind frames of Assessment Capable Schools
4. Assignments

Module Ten: Fostering Assessment-Capable Learners

1. Self-Assessment
2. School Assessment
3. Mind frames Assessment
4. Final Project

Student Requirements

1. Participation: Actively participate in all activities, including Must-See websites
2. Reading Assignments: Complete all readings and reflection assignments
3. Students are required to construct a portfolio of ideas and protocols to be used in their teaching as well as a final project and final reflection.

Grading Criteria

Assignment	Points	Grading Scale	
Module Assignments	100	126-140	A
Final Project	15	112-125	B
Portfolio	15	98-111	C
Final Reflection	10		
Total	140		

Student Academic Integrity

Participants guarantee that all academic class work is original. Any academic dishonesty or plagiarism (to take ideas, writings, etc. from another and offer them as one's own), is a violation of student academic behavior standards as outlined by our partnering colleges and universities and is subject to academic disciplinary action.

Bibliography and Suggested Reading References

Almarode, J., Fisher, D, Thunder, K, and Frey, N. (2021). *The Success Criteria Playbook: A Hands-on Guide.* Corwin.

Almarode, J. and Vandas, K. (2018) *Clarity for Learning*. Corwin.

Fisher, D., Frey, N., Bustamante, V., and Hattie, J. (2021) *The Assessment Playbook for Distance and Blended Learning.* Corwin.

Fisher, D. Frey, N. Amador, O., Assof, J. (2020). *The Teacher Clarity Playbook: A Hands-On Guide.* Corwin Literacy.

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Hattie, J., Masters, D., and Birch, K. (2020) *Visible Learning into Action: International Case Studies of Impact.* Routledge.

Hattie, J and Clarke, S. (2019) *Visible Learning Feedback*. Routledge.

Hattie, J. Masters, D. and Birch, K. (2016) *Visible Learning in Action*. Routledge.

Hattie, J. and Zierer, K. (2018) *10 Mindframes for Visible Learning: Teaching for Success*. Routledge.

Hattie, J., and Yates, G. (2015) *Visible Learning and the Science of How We Learn*. Routledge.

Nottingham, J. and Nottingham, J. (2017) *Challenging Learning Through Feedback*. Corwin.

Smith, D., Frey, N., Pumpian, I., and Fisher, D. (2017) *Building Equity: Policies and Practices to Empower All Learners.* ASCD.

Sprenger, M. (2018) *How To Teach So Students Remember* (2nd ed.) ASCD.