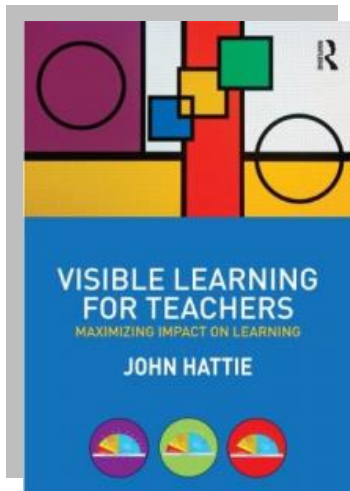


Visible learning for teachers. Book review



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John Hattie was born in Timaru, New Zealand and was a professor and director at the Institute for Research in Education at the University of Melbourne, Australia.

John Hattie, professor and researcher, trainer of over 3,000 teachers from over 1,000 schools, mostly from New Zealand and Australia, has performed over 800 meta-analyses that were the basis for editing work Visible Learning in 2009.

Visible-learning for teachers is a continuation of Visible Learning, published in 2009 and focuses on schooling characteristics that have the greatest impact in the learning process, ie the features that make learning visible.

The volume focuses on stimulating teaching objectives, the importance of clarifying the criteria for success in the classroom and individual student progress and on how continuous assessment can motivate both teacher and students.

The book explains many of the most powerful influences on student learning and provide questionnaires, checklists and examples to introduce these visible aspects of learning in the classroom. So this guide for teachers aims to help them "make learning visible" by rethinking their approaches educational manner in which they can see learning through the eyes of their students and also helps to know how to seek and provide appropriate feedback to help students in getting a significant boost in learning.

To be more convincing in this respect Hattie brings forward evidence to show that learning becomes visible when teachers learn to adjust permanently their activity so as to help students become in turn own teachers (through metacognitive strategies, feedback or reciprocal teaching strategy). To facilitate this enhanced role of teachers book consider the perspective of both the teachers and the students.

Learning visible after Hattie "refers to making visible student learning for teachers" but also to "make visible teaching students so that they become their own teachers."

John Hattie found that the effect 10 influences related to a student's achievements are: self-evaluation; formative assessment, teachers explained clarity (consistency); mutual learning; feedback; student-teacher relationship; meta-cognitive strategies; self-verbalization / ask and to ask questions; continuing professional development; problem-based learning (learning by solving problems).

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Visible Learning for Teachers provide detailed explanations to prepare and analyze the act of teaching the lesson according to what works best. Providing adequate feedback is important.

Studies show that the best learning effects occur not only when students become their own teachers (through self-monitoring and self-evaluation), and when the teacher learns from his own teaching.

Checklists and examples presented here help teachers to try learning visible in their own class but undeniably the area of interest can be extended to heads of schools who will find useful ideas based learning visible to help spur development school.

It also presents the contexts of theoretical and practical consequences of the result of its analysis, distilling 138 learning success factors and shows the extent of their effects. These factors are arranged in six thematic groups:

- contribution to student learning school
- family
- school environment itself
- the teacher
- curricula
- teaching approaches

To satisfy the curiosity of the reader of these groups of factors mentioned, John Hattie makes the claim that teachers are the decisive factors of the educational process, justifying the disregard that teachers whose index of impact on teaching under the average of the index used by the author are the same many as those whose index is above average.

John Hattie confesses that through the work of its staff, the message of his book earlier Visible Learning a book more technical and went to the achievement of this book as a guide for teachers, the question frequently encountered "where to start?" coming to meet beneficiaries to think through the role of teacher on the basis of a SWOT analysis that can quantify the effects of his. Basically starting from one of the topics of "learning visible from inside" which implies the absence of a program or script, known as curriculum, has made implementation guide "learning visible". Here the author provides work situations that the criteria and frameworks for projects of lessons, they permit the actual state to facilitate the establishment of benchmarks in order to create debate, giving teachers the opportunity introspection.

Hattie framed its analysis and empirical data in theoretical anchored in the context of a theory of teaching, learning theory students and teachers work in the classroom. This combination of grounding empirical amazingly wide and contextualization theoretical inspired make his work Hattie special interest to discuss the relationship between empirical research in the field of teaching and education on the one hand and theoretical debates that aim and qualities of process -of teaching and learning in schools, on the other hand.

So this work summarizes the results of research studies in a "literary", but refers to the meta-analysis published and develop statistical effect size index. This parameter gives extra value to statistical information regarding statistical significance on some level.

The words of Hattie: "What is most important is that teaching must be visible to the learner and learning must be visible to the teacher." Strengthens the central idea of the work that teaching and learning visible occurs when teachers can see learning through the eyes of students and help them to become their own teachers. These sentences contain Hattie's theory of teaching, students learning theory and a theory of behavior of teachers in the classroom.

Emphasizing these types of "seeing" specific, we can explain the book's title: learning visible.

In the chapter on "curriculum" can we be expected to find more information about the substance and content of school learning. However, again, none of this can be found there. The chapter is divided into specialized areas: reading, mathematics, and other curricular elements. In these categories the reader is presented with reports on certain specialized teaching methods and their effect sizes, content issues, topics pedagogical significance of the problem, reflections on the problems and possibilities of legitimizing curricular decisions. Based on the studies analyzed in accordance with his theory of learning and teaching, Hattie draws a picture active, responsible, and in some instances directive, reserved, cautious

Professor Hattie's ideal position can put his students, to their learning tasks and their learning difficulties, but he can see through the eyes of his students. This teacher is interested in obtaining information about student learning and getting his feedback on the results of its educational activities.

Continuous monitoring of the effects of their actions the teacher is the key condition for the success of the teaching work. However, not only the feedback from students to teachers is important, but also that a teacher gives feedback to his students and supports their learning, including how to do this.

This view of the teacher meets model dedicated students who are able to monitor their own learning. This meta-cognitive perspective includes the prospect of learning on their own, their own progress learning their own learning difficulties and shortages. Both teachers and students need to see learning; it must be visible in both. Learning in this context means not only student learning, teacher and learning about the effects of his own actions. Hattie returns explicitly against deliveries constructivism: constructivism too often seen in terms of student centered learning, inquiry, problem-based learning, and learning based on tasks and and common words have become jargon "authentic" "revelation" and "intrinsically motivated learning."

Constructivist teacher's role is claimed to be more to facilitate individual to provide opportunities for students to acquire knowledge and to build their own activities through discussion, reflection and exchange of ideas with other students with minimal corrective action.

For Hattie, "constructivism is a form of knowledge, but not in education, and building knowledge conceptual should not be confused with the whim of constructivism" It fits with Professor constructivist only issues aimed respect: he must to build its own model of teaching and learning model pupil. From constructivism that a teacher can not withdraw from his role opposite ie student as Hattie's case.

Hattie book is based on an assessment monumental two decades of empirical research on the conditions for successful school learning. Such a broad and comprehensive view of synthesizers empirical research on schools, teachers and of teaching is unique so far in this very broad perspective.

In this power synthesizers book is also its relevance for all the actors scene educational because the emphasis on these elements of research quantitative empirical prove to be effective for increasing measurable achievement of student learning combined with the exclusion of those factors wider lead to other effects, and also important for schools and teaching activities.

I believe that this book deals with academic issues very clearly today. Hattie visible learning is defined as a "transparent process to everyone involved-teachers-students-school to ensure the best possible teaching practice throughout this process." Here are tips for best practices to make clarifications on how the evaluation of teaching and learning, but also about the importance of feed-back and communication between educator and educated.