

Influence	My Rating	Effect Size
<p><u>Student Expectations (Self-Reported Grades)</u> Students' estimates of their own performance – typically formed from past experiences in learning. Students have reasonably accurate understandings of their levels of achievement. (2009, pg.43)</p>		
<p><u>Classroom Discussion</u> A method of teaching, which involves the entire class in a discussion. The teacher stops lecturing and students get together as a class to discuss an important issue. (Glossary of Hattie's Influences on Student Achievement)</p>		
<p><u>Feedback</u> The most powerful feedback is that given from the student to the teacher. This feedback allows teachers to see learning through the eyes of their students. It makes learning visible and facilitates the planning of next steps. The feedback that students receive from their teachers is also vital. It enables students to progress towards challenging learning intentions and goals. (Glossary of Hattie's Influences on Student Achievement)</p>		
<p><u>Teaching Study Skills</u> Programs that work on improving student learning using interventions outside what the teacher or teachers involved would normally undertake in the course of teaching. Interventions can be classified as cognitive, meta-cognitive, and affective. Cognitive interventions focus on the development of task-related skills. Meta-cognitive interventions work on self-management learning skills. Affective interventions focus on non-cognitive features of learning. (2009, pg. 189)</p>		
<p><u>Reading: Second- & Third-Chance Programs</u> A second-chance program undertaken over a 12-20 week specified period. Children are discontinued from the program when it is agreed that they are ready to return to regular classroom instruction. (2009, pg. 139)</p>		
<p><u>Cooperative Learning</u> Most effectively used after the students have acquired sufficient surface knowledge to then be involved in discussion and learning with their peers – usually in a structured manner. (2012, pg. 78)</p>		

Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*, Routledge; Hattie, J. (2012). *Visible Learning for Teachers: Maximizing Impact on Learning*, Routledge; *Glossary of Hattie's Influences on Student Achievement*, (http://visible-learning.org/glossary/#1_Student_Self-Reported_Grades)

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<u>Homework</u> Tasks assigned to students by school teachers that are meant to be carried out during non-school hours. (2009, pg. 234)		
<u>Individual Instruction</u> Based on the idea that each student has unique interests and past learning experiences, hence an individualized instructional program for each student allows for flexibility in teaching methods and motivational strategies to consider these individual differences. (2009, pg. 198)		
<u>Ability Grouping</u> Classes homogeneous in ability or achievement. (Ability grouping) in the upper high school often involves students undertaking different courses, whereas in the earlier grades it typically involves students taking the same subjects but the orientation or pacing of the instruction is intended to differ to match the differing ability levels. (2009, pg. 89-90)		
<u>Open v. Traditional Classes</u> Based on underlying philosophical assumptions about the nature, development and learning of students. They can range widely in type and number for features included in their organization. Some emphasize open space as an essential feature of good practice, other teaching practices and the role of the student, and others a combination of features. (2009, pg. 88)		
<u>Retention (hold back a year)</u> The practice of not promoting students up a grade level in school and it is based on the belief that children learn more academically by repeating a grade. (2009, pg. 97)		
<u>Mobility (Shifting Schools)</u> Transience or mobility across schools. (2009, pg. 81)		

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