

What does Visible Learning Research mean for education in Asia?

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Outline

- Recap: What has been discussed
- Reflection: Some salient features of education in Asia
- Implications and Discussions



Recap

- What impresses you most?
- What surprises you most?
- What do you think can apply in your own teaching?



Reflection

What are some salient features of education in Asia?

- Curricula
- Teaching
- Learning
- Assessment and evaluation
- School management
- Parents



Implications

1. For policy-makers
2. For principals
3. For teachers
4. For students
5. For parents

1. For policy-makers

A. Assessment and evaluation

Formative evaluation is advocated in students' assessment practice.

B. Teacher professional development

- a. Planning of teacher development is an important component of government's educational policies, which is an absolute necessity for curricula implementation and learners' achievement.
- b. Classroom management skills can be one of the key topics for teacher education programmes, while "teacher subject matter knowledge" is less important.
- c. Micro-teaching is one of the most effective ways to promote teacher reflection and improvement.



1. For policy-makers

Q: Does “teacher subject matter knowledge” have a significant and related effect on students in senior high school students?

2. For principals

A. Leadership style

Principals are important for school development and students' achievement. And, instructional leadership has more significant effect.

B. School management

a. Big class size is not the main reason for learners' low achievement.

b. It does not make big difference for learners' achievement when a school streams its students.



2. For principals

Q: Does the “school uniform command” have a significant impact on learners’ achievement?

3. For teachers

- A. Teaching strategies & decision making
- B. Professional development
- C. Teacher-students relationships

3. For teachers

- A. Teaching strategies & decision
 - a. The teaching of problem-solving skills is more effective for high school students.
 - b. Teachers are not expected to emphasise learning styles. Students, especially young learners, are encouraged to combine different learning strategies.
 - c. Learners learn more effectively when working with peers.
 - d. Group work or pair work is encouraged in class.
 - e. Scaffold learning by providing learners with worked examples and guidelines.



3. For teachers

- f. Provide students with feedback and help them understand their performance and what to do next.
- g. Speak clearly and tell students the lesson learning objectives explicitly.
- h. Organise more classroom discussions, and get students involved in learning more actively.
- i. Help students to become autonomous, e.g. to be able to articulate learning outcomes, self-report their performance.
- j. “Teaching to Test” cannot bring big gains in learners’ achievement.



3. For teachers

- k. Formative assessment should be one of the main assessment modes in daily teaching.
- l. More homework is not a guarantee of improvement in learners' performance.
- m. Do consider managing skills when you plan your lesson.
- n. It is not necessary to provide individual learning programmes for each student. a programme of learning for each student.



3. For teachers

B. Professional development

- a. Teachers' progress will result in learners' improvement.
- b. Micro-teaching is one of the effective ways for teacher professional development.

C. Teacher-students relationships

Establishing a pleasant rapport with students is helpful to stimulate their interest and achievement.

4. For learners

- A. Reflect on what study skills you are using and try to combine different strategies in learning.
- B. The use of metacognitive strategies will contribute to your achievement and these strategies are more effective in small groups and with older students

5. For parents

A. Understanding of schooling and learning

- a. Sending children to summer school does not have a significant influence on their achievement.
- b. Parents are encouraged to make investment in time and energy in their children's early stage education.

B. Parental involvement

Spend more time with children and be involved actively in their learning.

[Q: Is there any evidence to support the idea that 'school choice' is related closely to children's achievement?]

Discussions

What does the effect size mean for education?

Besides what has been discussed in Debra's session, some other variables described in Visible Learning research, which provide evidence for decision making and guidelines for current practice in Asian context, are listed below:

- vocabulary programs ($d=0.67$)
- phonics instruction ($d=0.60$)
- use of calculators ($d=0.27$)
- outdoor/ adventure programs ($d=0.52$)
- bilingual programs ($d=0.37$)
- frequency or effects of testing ($d=0.34$)
- peer tutoring ($d=0.55$)



Discussions

In your working context,

1. what kinds of effective innovations do you think have made to promote students' learning?
2. is there any area that has not been satisfactorily solved or needs improvement?
3. in what ways can you apply the Visible Learning research findings to improve your policy-making or teaching practice?



References

Hattie, John A.C. (2009). *Visible Learning: A synthesis of over 800 meta-analyses relating to achievement*. Oxford and New York: Routledge.

Nisbet, I. (2013) . Introductory Note for *Cambridge Horizons* – “What does research suggest are the most powerful influences on student learning and what does this mean for education in Asia?”. Singapore: Cambridge International Assessment.

**Thank You for
Your Attention!**

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