**Anticipation Reaction Guide**

**Visible Learning**

**KEY**

**Directions:**

1. Respond True (**T**) or False (**F**) to each statement before you watch the video.
2. Watch the video
3. Respond True (**T**) or False (**F**) to each statement after you watch the video.
4. Rewrite the statements that are false to make them true.

**Before Video After Video**

\_\_\_\_ 1. Visible Learning is accessible to both teacher and students

to determine if learning has occurred. **T**

\_\_\_\_ 2. Meta- Analysis is a statistical tool based on one person’s

research that identifies patterns to inform practice. **F**

**2.** Meta- Analysis is a statistical tool based on **several other people’s combined** research that **drills down and** identifies patterns to inform practice.

\_\_\_\_ 3. An effect size measures the impact of a strategy/intervention

on student learning. **T**

\_\_\_\_ 4. A strategy that yields about 1.0 effect size produces a years

worth of growth for a year of school. **F**

**4.** A strategy that yields about **.40** effect size produces a years worth of growth for a year of school.

\_\_\_\_ 5. Everything we do in education has about 95% positive impact

on learning, if the bar of expectation is set at zero. **T**

\_\_\_\_\_ 6. The strategies that work best give us more than a year’s worth of

growth in one year of formal schooling. **T**

\_\_\_\_ 7. A new area of Hattie’s work involves looking at which strategies

work best when and for what students. **T**

\_\_\_\_ 8. The three phases of learning are easy, medium, and hard. **F**

**8.** The three phases of learning are **surface, deep, and transfer.**

\_\_\_\_ 9. The spiral of learning progression starts with leveraging

prior knowledge and moves up through applying knowledge and

skills to new contexts and scenarios. **T**

\_\_\_\_ 10. All visible learning strategies should work at every level of

learning at any given time. **F**

**10. The strategies that work at the surface level of learning may not work or have a positive effect at the deeper and transfer levels of learning.**