

Anticipation Guide for Visible Learning for Literacy

Directions: Read each statement and answer *True* or *False*.

Before Session	Statement	After Session
	1. Effect sizes report the significance of an instructional strategy.	
	2. The deep phase of learning is the best time for vocabulary instruction to occur.	
	3. Surface learning is less important than deep learning because it is superficial.	
	4. The number of years of teaching is the best predictor of teacher expertise.	
	5. Problem-based learning (problem-solving teaching) is effective for transfer, but not for surface learning.	

Explain why each statement is *True* or *False*.

Before Session	After Session
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Figure 1.2 High-Impact Literacy Approaches at Each Phase of Learning

Surface Learning		Deep Learning		Transfer Learning	
Strategy	ES	Strategy	ES	Strategy	ES
Wide reading (exposure to reading)	0.42	Questioning	0.48	Extended writing/writing programs	0.44
Phonics instruction	0.54	Concept mapping	0.60	Peer tutoring	0.55
Direct instruction	0.59	Close reading (study skills)	0.63	Problem-solving teaching	0.61
Note-taking	0.59	Self-questioning	0.64	Synthesizing information across texts	0.63
Comprehension programs	0.60	Metacognitive strategy instruction	0.69	Formal discussions (e.g., debates)/classroom discussion	0.82
Annotation (study skills)	0.63	Reciprocal teaching	0.74	Transforming conceptual knowledge	0.85
Summarizing	0.63	Class discussion	0.82	Organizing conceptual knowledge	0.85
Leveraging prior knowledge/prior achievement	0.65	Organizing and transforming notes	0.85	Identifying similarities and differences	1.32
Vocabulary instruction	0.67	Cooperative learning 0.59			
Repeated reading	0.67				
Spaced practice	0.71				
Expectations of teacher 0.43					
Teacher clarity 0.75					
Feedback 0.75					
Student expectations of self 1.44					

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Comparing Surface and Deep Learning

What surface learners do	Teaching approaches that support surface learning	What deep learners do	Teaching approaches that support deep learning
Recall and recognize Memorize Use rote learning to recall the order of a procedure	Direct instruction (d=.59) Worked examples (d=.57) Vocabulary instruction (d=.67) Manipulatives (d=.50) Spaced practice (d= .71) and feedback (d=.75)	Seek evidence to support principles Engage in inquiry to investigate Link previous knowledge to new knowledge Relate principles to experiences Utilize what they can learn from other sources	Collaborative learning (.59) Discussion (d=.82) Metacognitive strategies instruction (.69) Concept mapping (d=.60) Peer tutoring (d=0.55)

Hattie, J., Fisher, D., Frey, N., Gojak, L. M., Moore, S. D., & Mellman, D. (2016). *Visible learning for mathematics, K-12: What works best to optimize student learning*. Thousand Oaks, CA: Corwin.