Identifying the Best Teaching Practices from a Traditional and Digital Classrooms

John Hattie
Effect Sizes of Program Influences

- Hattie looked at over 900 meta-studies involving over 400,000 students.
- Looking at the effect of teaching strategies or practices
- Determined the effect size of each. Effect size is based on progress no comparisons.

Hattie’s Barometers of Influence

In Groups
Identify the best teaching practices that you have used this school year (Once we went One2One)
HATTIE’S BAROMETERS OF INFLUENCE

Barometers of Influence

- **d = 0.0 – 0.15**
  - What students could achieve without schooling

- **d = 0.15 – 0.4**
  - Typical effects of teachers on students that can be accomplished in a year of teaching

- **d > 0.4**
  - Zone of desired effects

Below d = 0.0 Decrease achievement

TRADITIONAL TEACHING STRATEGIES

EFFECT SIZE

This is the hinge point = a year’s worth of growth for a year in school.

NEGATIVE & LOW

HATTIE’S EFFECT SIZE ON TEACHING STRATEGIES

NEGATIVE OR LOW EFFECT SIZE

Mobility = -0.34
TRADITIONAL TEACHING STRATEGIES
NEGATIVE OR LOW EFFECT SIZE

Television = -0.18

Grade Retention = -0.13

Summer Vacation = -0.02

Teacher Subject Matter Knowledge = 0.09
TRADITIONAL TEACHING STRATEGIES
NEGATIVE OR LOW EFFECT SIZE

Ability Grouping/Tracking = 0.12

Gender of Students = 0.12

Reducing Class Size = 0.21

Teaching Test Taking = 0.22
TRADITIONAL TEACHING STRATEGIES
NEGATIVE OR LOW EFFECT SIZE

Homework = 0.29

MEDIUM EFFECT SIZE

TRADITIONAL TEACHING STRATEGIES

Teacher Expectations = 0.43

Influence of Peers = 0.53
TRADITIONAL TEACHING STRATEGIES

MEDIUM EFFECT SIZE

Mastery Learning = 0.54

Providing Work Samples = 0.57

Direct Instruction = 0.59

HATTIE’S EFFECT SIZE ON TEACHING STRATEGIES

HIGH
**TRADITIONAL TEACHING STRATEGIES**

**HIGH EFFECT SIZE**

**Study Skills = 0.60**

**Repeated Reading = 0.67**

**Vocabulary Programs = 0.67**

**Acceleration = 0.68**
HIGH EFFECT SIZE

TRADITIONAL TEACHING STRATEGIES
Teacher-Student Relationships = 0.72

Teacher Credibility in Eyes of the Students = 0.90

Self Reported Grades = 0.90

HATTIE’S EFFECT SIZE ON TEACHING STRATEGIES
NEGATIVE & LOW - DIGITAL CLASSROOM
DIGITAL TEACHING STRATEGIES
NEGATIVE TO LOW EFFECT SIZE

Student Control Over Learning = .04

DIGITAL TEACHING STRATEGIES
MEDIUM EFFECT SIZE

Visual/Audio-Visual Methods = .22

DIGITAL TEACHING STRATEGIES
MEDIUM EFFECT SIZE

Use of Presentation Software = .26

HATTIE’S EFFECT SIZE ON TEACHING STRATEGIES
MEDIUM - DIGITAL CLASSROOM
DIGITAL TEACHING STRATEGIES
MEDIUM EFFECT SIZE

Use of Mobile Phones = .29

Online, digital Tools = .32

Gaming/Simulations = .37

Cooperative Learning = .40
DIGITAL TEACHING STRATEGIES
MEDIUM EFFECT SIZE

Computer Assisted Instruction = .45

Small Group Learning = .49

Student Centered Learning = .54

Interactive Videos = .54
**HATTIE’S EFFECT SIZE ON TEACHING STRATEGIES**

**HIGH - DIGITAL CLASSROOM**

- Problem Solving Skills = .63
- Allowing/Teaching Creativity = .65
- Classroom Behavior = .68
HIGH EFFECT SIZE

DIGITAL TEACHING STRATEGIES

Student Teacher Relationships = .72

Effective Feedback = .73

Classroom Discussion = .82

MicroTeaching = .88