

# Practical exercises for Visual Teaching



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2BCurious Sweden

# Visible Teaching – Visible Learning

When teachers **SEE** learning through the eyes of the student

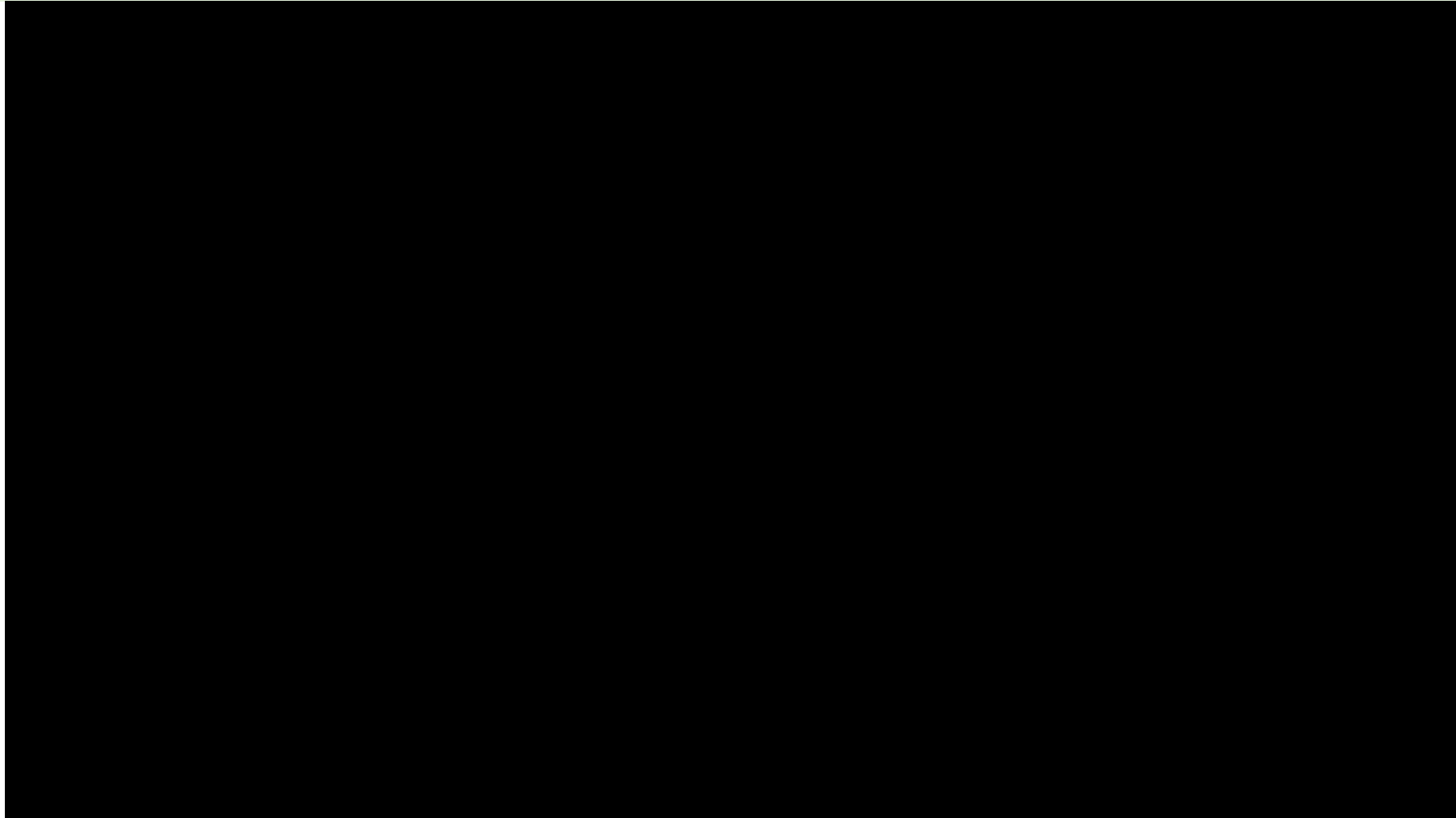


and when students **SEE** themselves as their own teachers.

# Here are some statements...what do YOU think about them?

- Your intelligence is something very basic about you that you can't change very much.
- You can learn new things, but you can't really change how intelligent you are
- No matter how much intelligence you have, you can always change it a little bit
- You can always substantially change how intelligent you are

# The power of YET-Carol Dweck

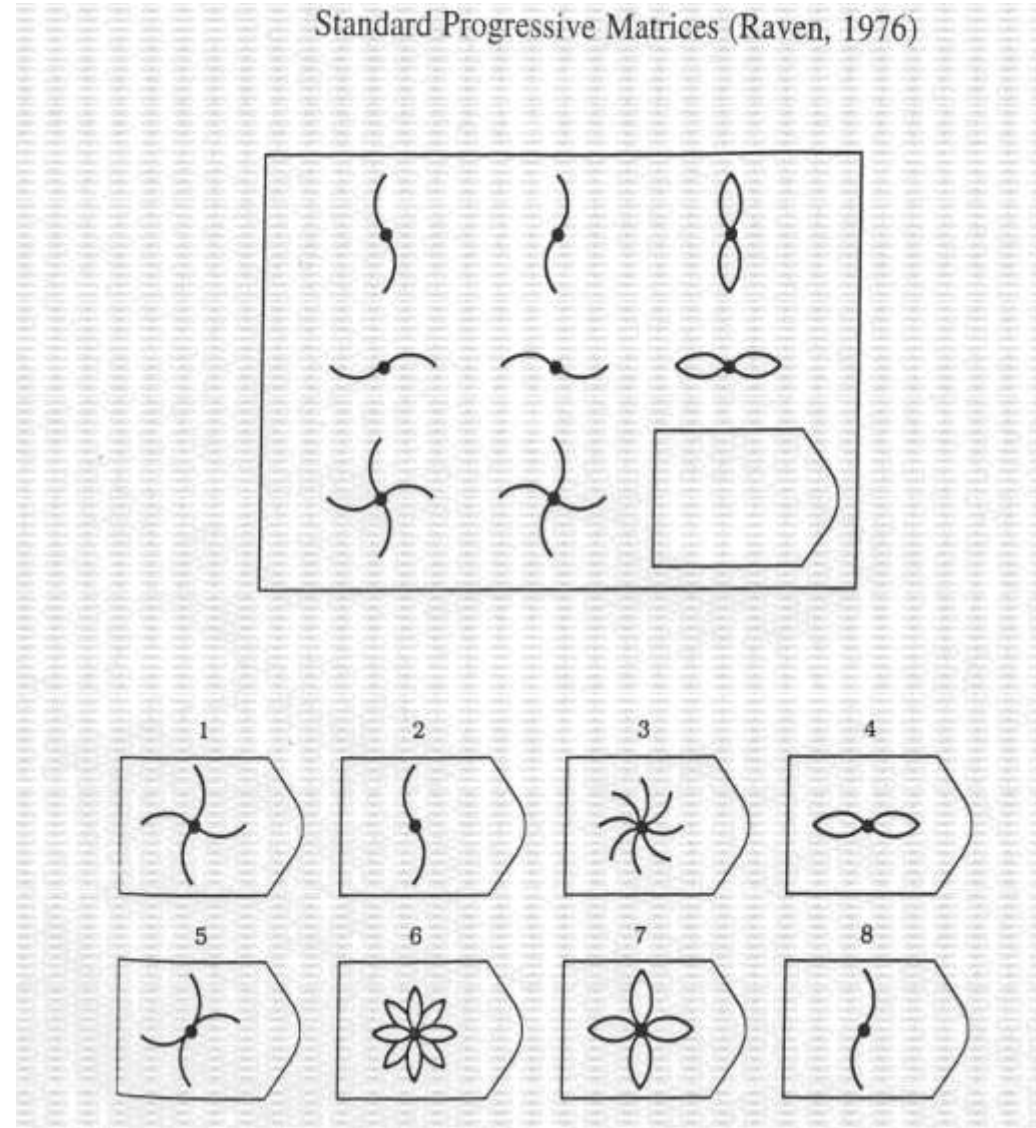




# Effects of different kind of praise

Mueller and  
Dweck, 1998

In six studies, 7<sup>th</sup>  
grade students  
were given a  
series of  
nonverbal IQ  
tests.



## Mueller and Dweck, 1998

### **Intelligence** praise

“Wow, that’s a really good score. You must be **smart** at this.”

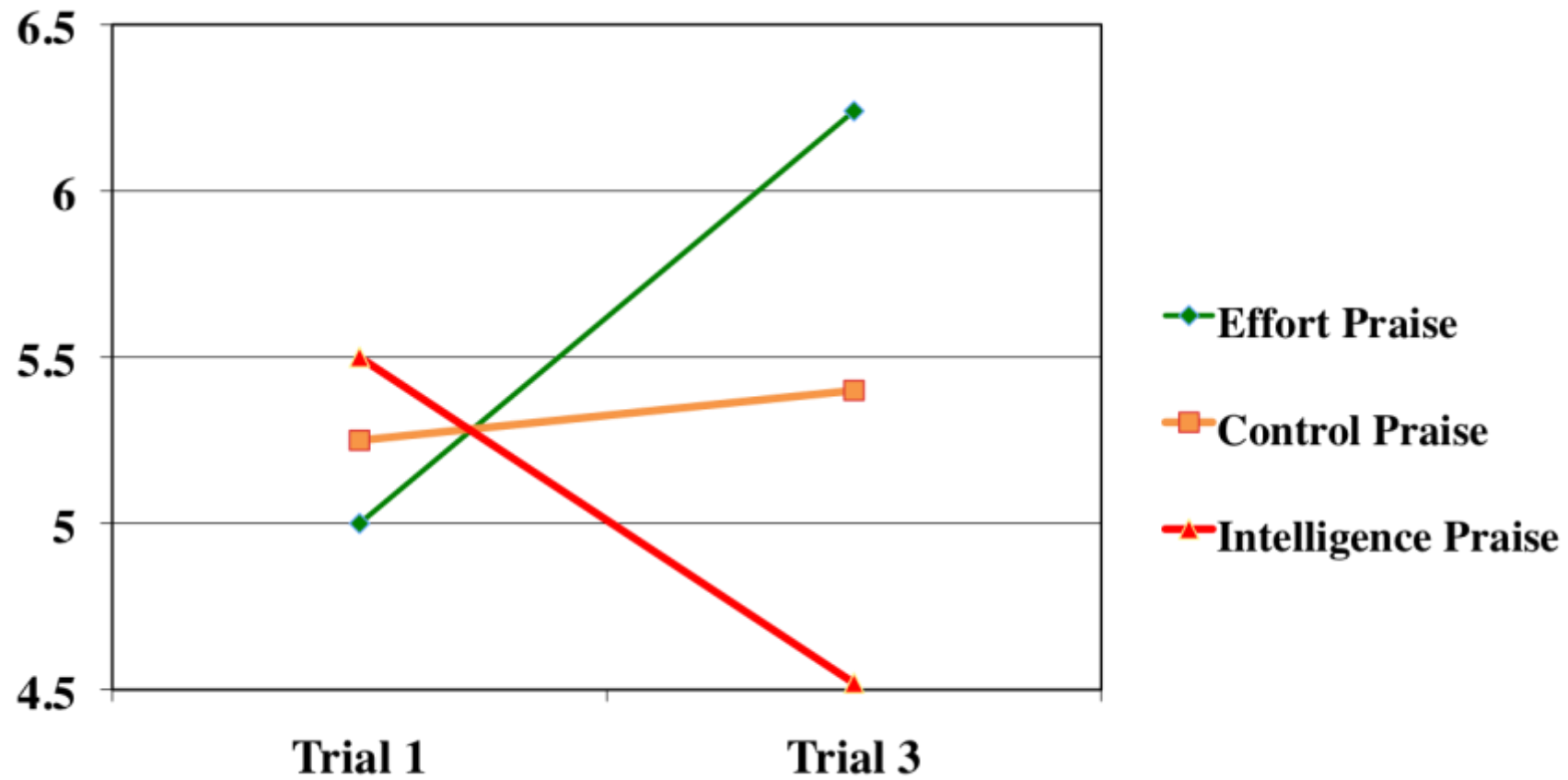
### **Process** praise

“Wow, that’s a really good score. You must have **tried** really hard.”

### **Control-group** praise

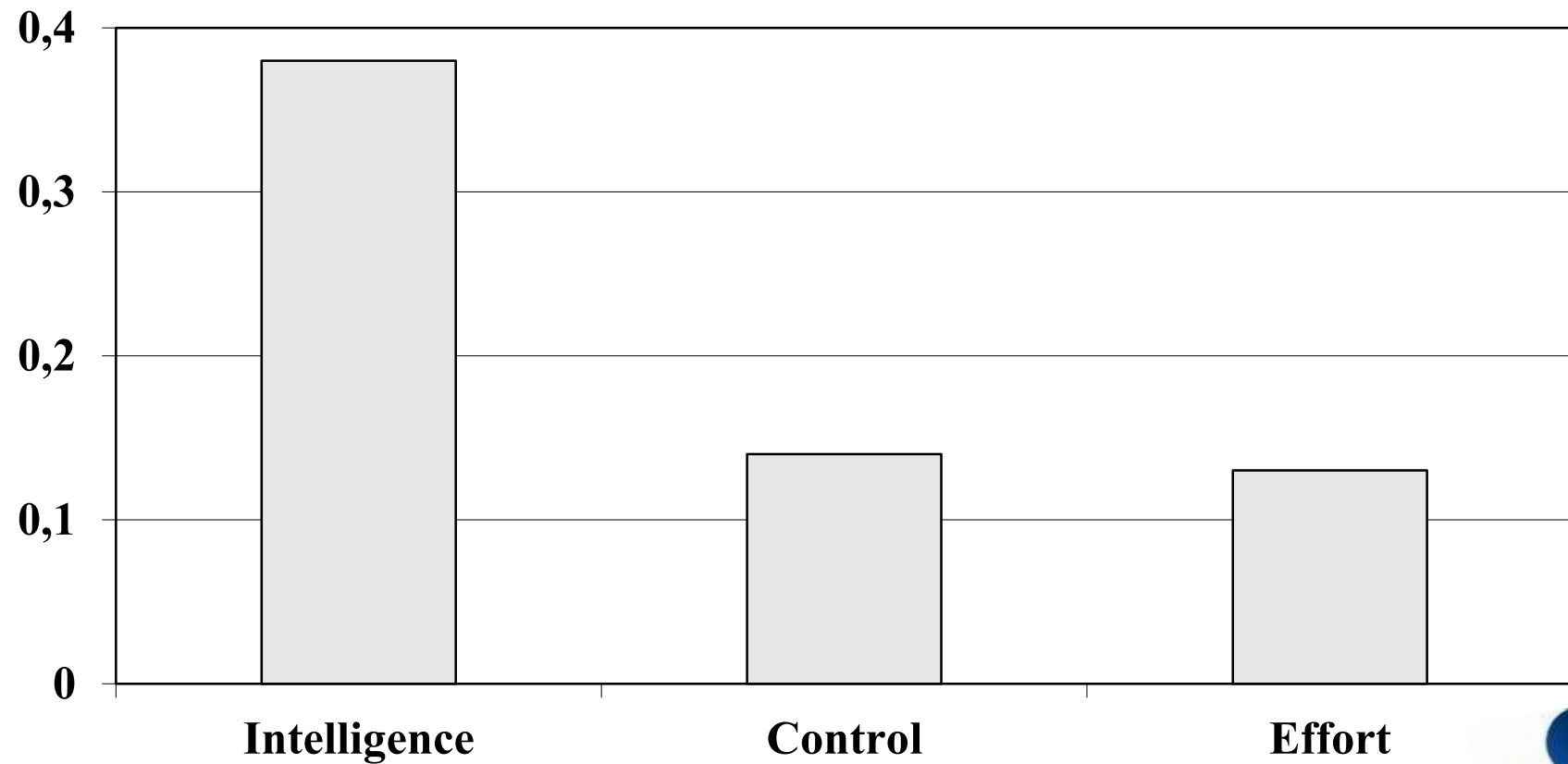
“Wow, that’s a really good **score**.”

## Number of problems solved on a 3<sup>rd</sup> test



# Number of students who lied about their score

Mueller & Dweck, 1998

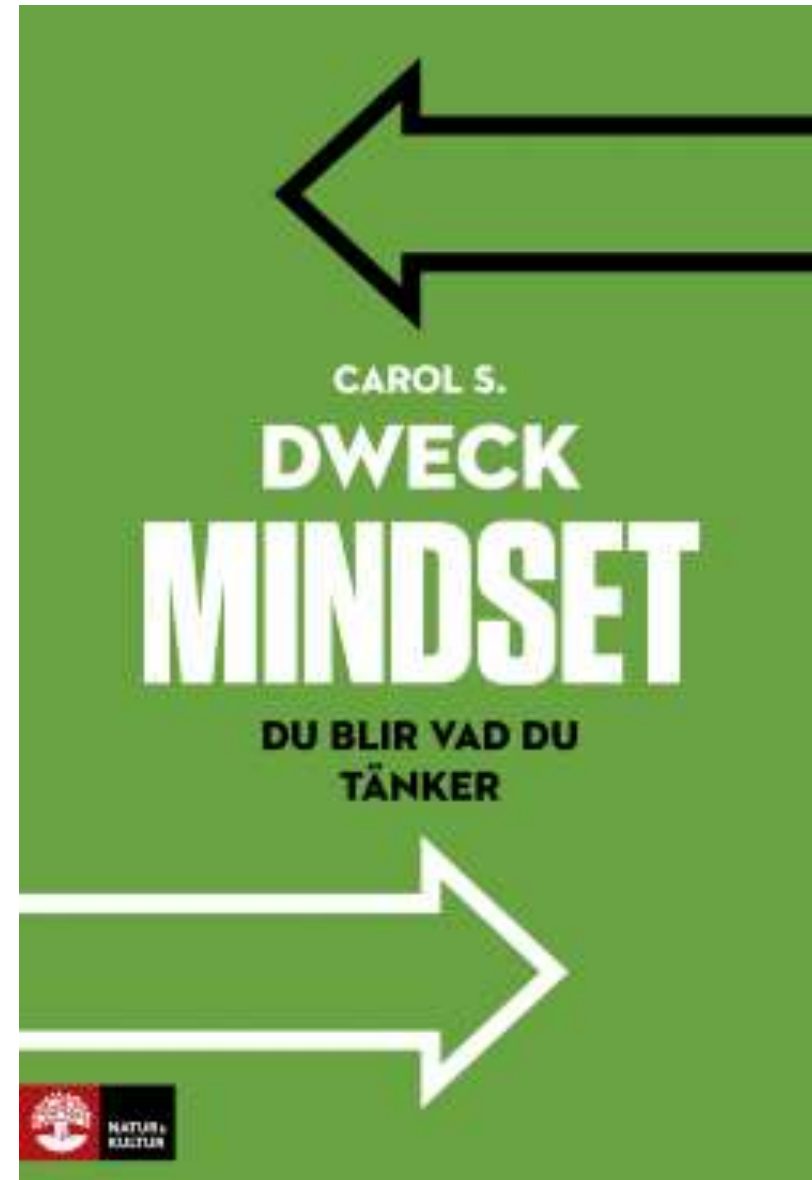
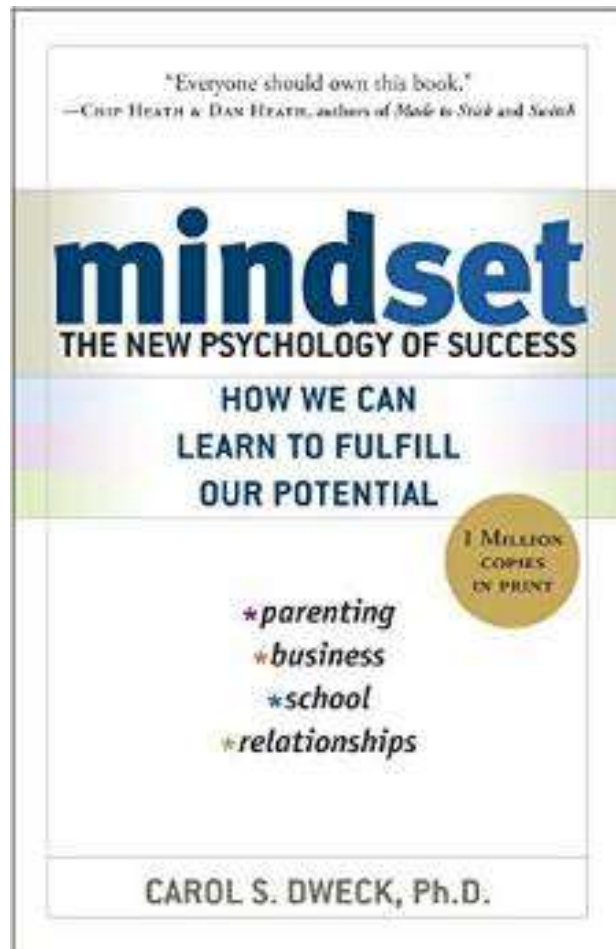






**What is important is  
what you believe  
about intelligence**

Professor Carol Dweck, Stanford



# Fixed vs Growth Mindsets

## Fixed-statiskt

Intelligens är medfödd

Jag har talanger

Jag kommer **alltid** att  
vara bra på vissa saker

Jag kommer **aldrig** att  
vara bra på vissa saker

## Growth-dynamiskt

Intelligens kan tränas upp

Jag har utvecklat talanger

Mina möjligheter växlar  
över tid

Jag kan lära mig

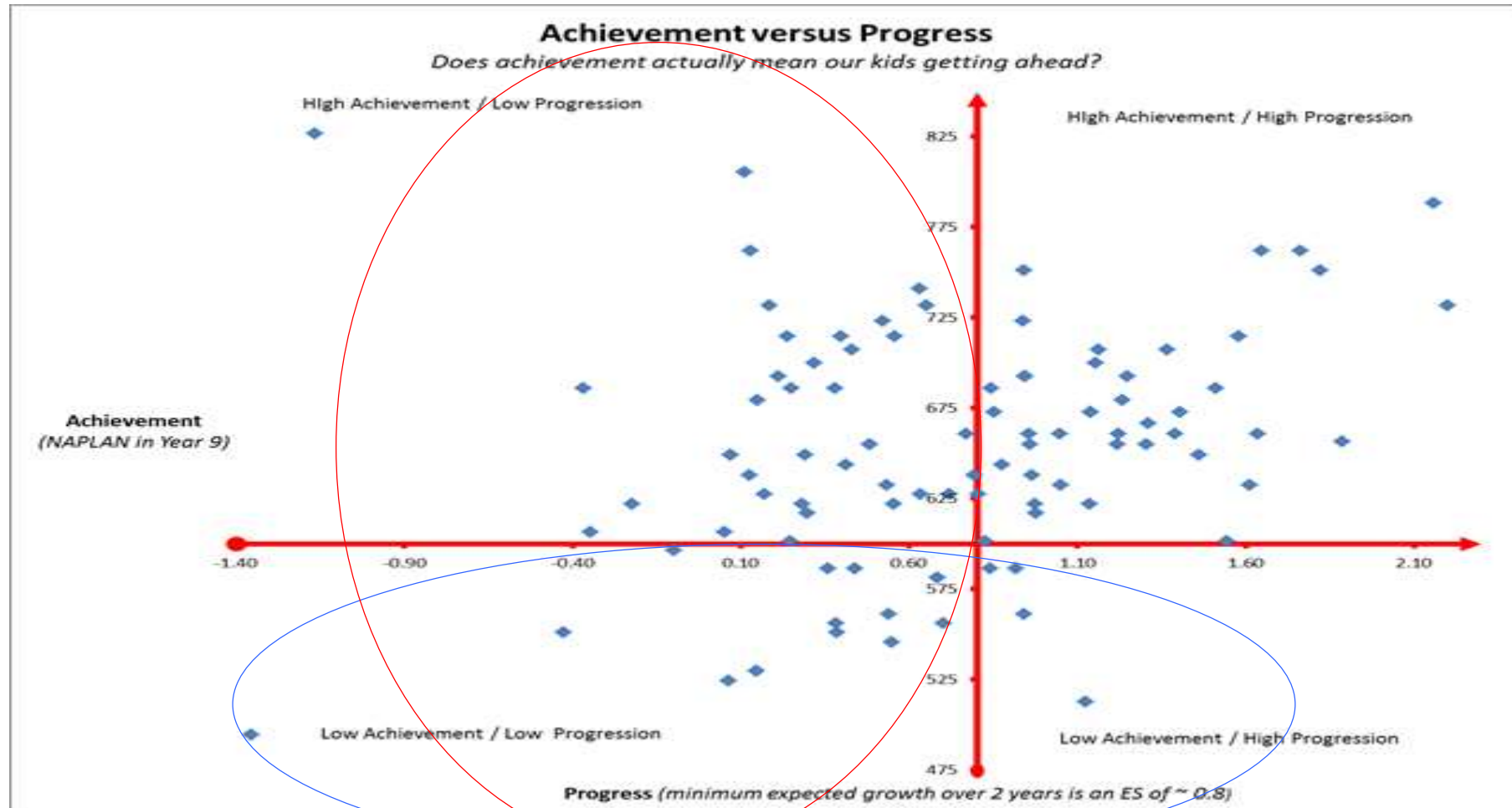
Boken s58

# Say, Avoid, Cringe?

1.Good girl; 2.How extraordinary; 3.Great effort; 4.Outstanding performance; 5.What a scientist you are; 6.Unbelievable work; 7.You're a genius; 8.You're getting better; 9.Clever boy 10.You should be proud; 11.You've got it; 12.You're special; 13. Very talented; 14. You've outdone yourself; 15. What a great listener; 16. You came through; 17.You're very artistic; 18.Keep up the good work; 19.It's everything I hoped for; 20.Perfect; 21.A+ Work; 22.You're a shining star; 23.Inspired; 24.You're #1; 25.You're very responsible; 26.You're very talented; 27.Spectacular work; 28.Great discovery; 29.You're amazing; 30.What a great idea; 31.Well worked through; 32.Very thoughtful; 33.You figured it out; 34.Top of the class; 35. You make me smile

# NAPLAN Scores, Year 9

## Wesley College, Melbourne



# Achievement AND progress

Achievement	P		0.4	P	
	1. A	High		2. A	High
		Low			High
	P			P	
	3. A	Low		4. A	Low
		Low			High
	P			P	
	P			P	
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76%

98%

96%

89%

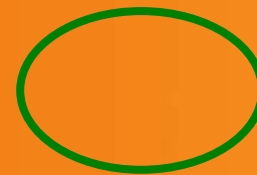
89%

88%

79%

78%

77%



# Challenge and learning



*Too  
difficult*

Vygotskij

PC

*Possible  
capacity*

Learning zone

Comfortzone

*Capacity now*

C  
N

Practice zone

*Too  
easy*

*Hidden capacity (I  
e capacity to learn  
a language)*

H  
C



# The zone for proximal development

- The Zone where children and teachers meet
- The one where teachers can challenge the child and lead it to practise something that is just a little bit too difficult today.
- With practise like that the child can perform over its capacity, within certain limits.

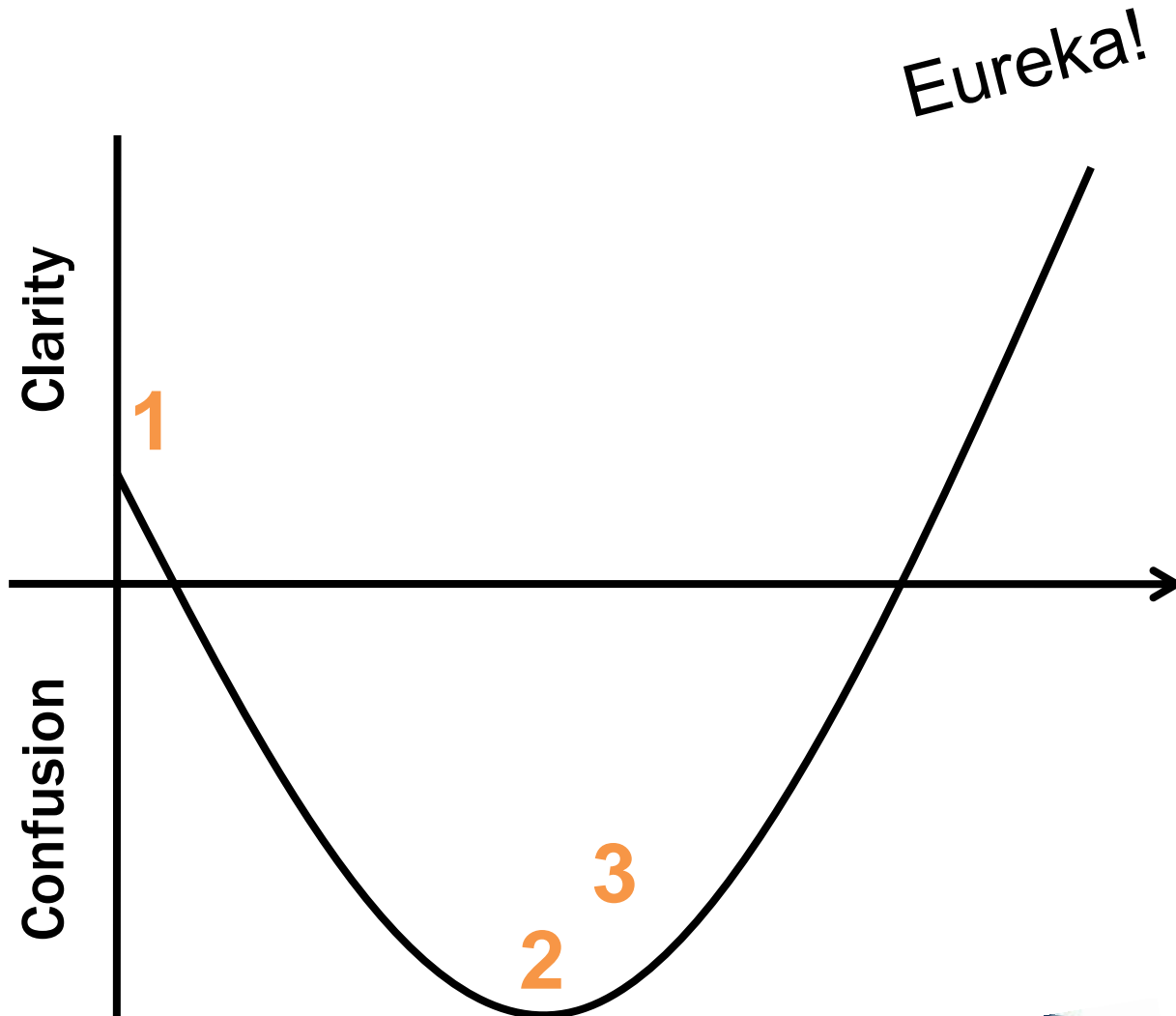


# The Learning Pit

## Stage 3

1. Concept
2. Conflict
3. Construct

Challenging Learning,  
2010, p 188



# The Pit



# Breakthrough

[www.stonefields.school.nz](http://www.stonefields.school.nz)

Z



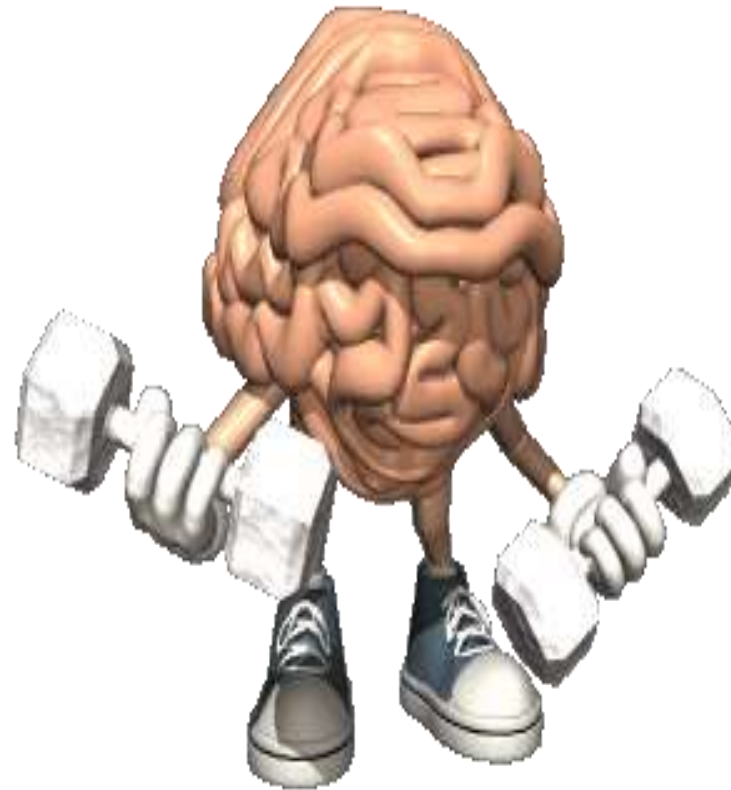


Challenge will be “to wobble a little”

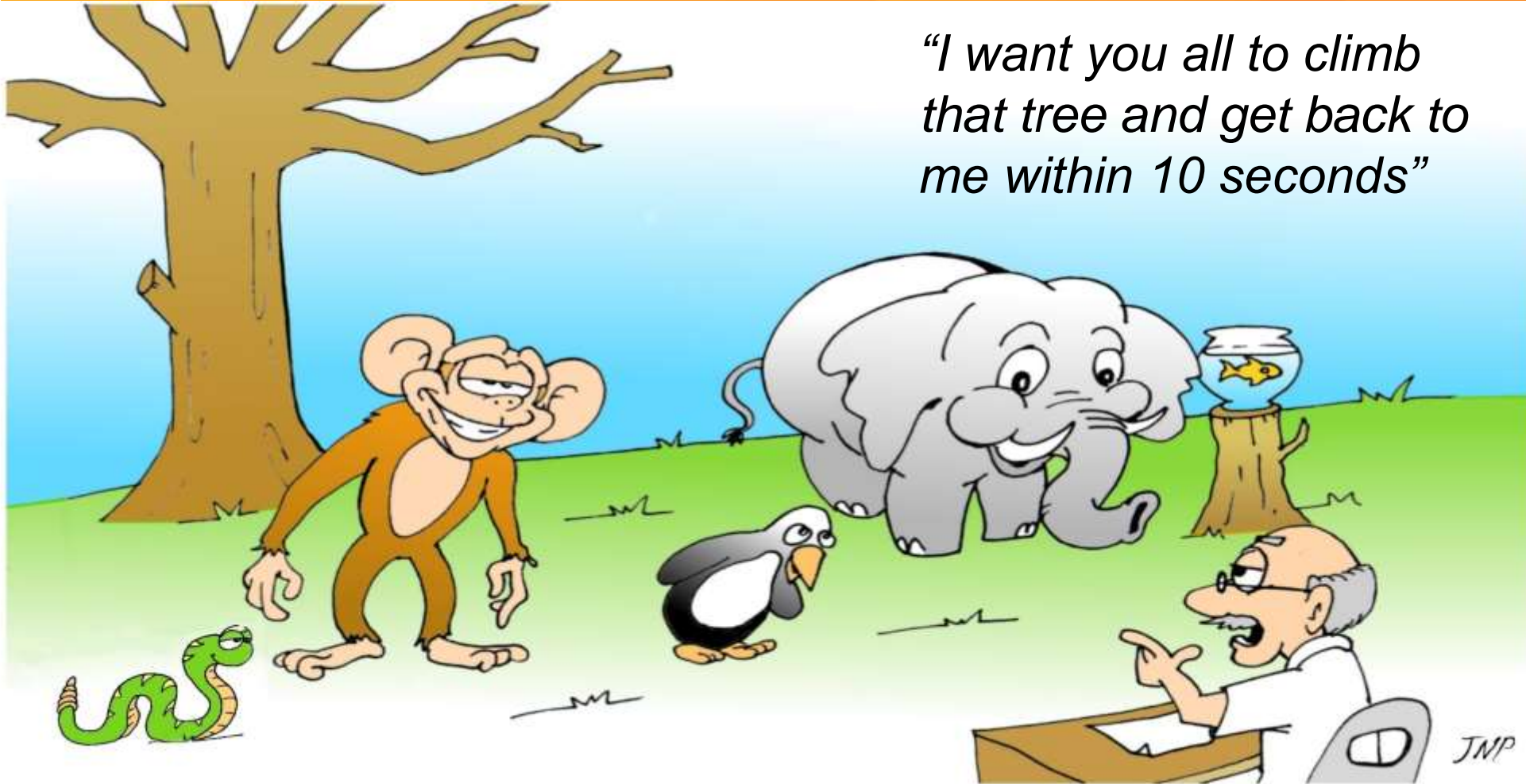




Do your pupils train their brains?  
Dweck, 2006



# Challenge for teachers



# Challenge for teachers





# Teachers with big impact on students learning



## SEVEN C:S

- Care –
- Challenge -
- Clarity -
- Captivate –
- Confer -
- Consolidate -
- Control -



Challenge (& feedback)  
needs a destination

A: "Which road do I take?"

CC: "Where do you want  
to go?"

A: "I don't know."

CC: "Then it doesn't  
matter. If you don't know  
where you are going, any  
road will get you there."

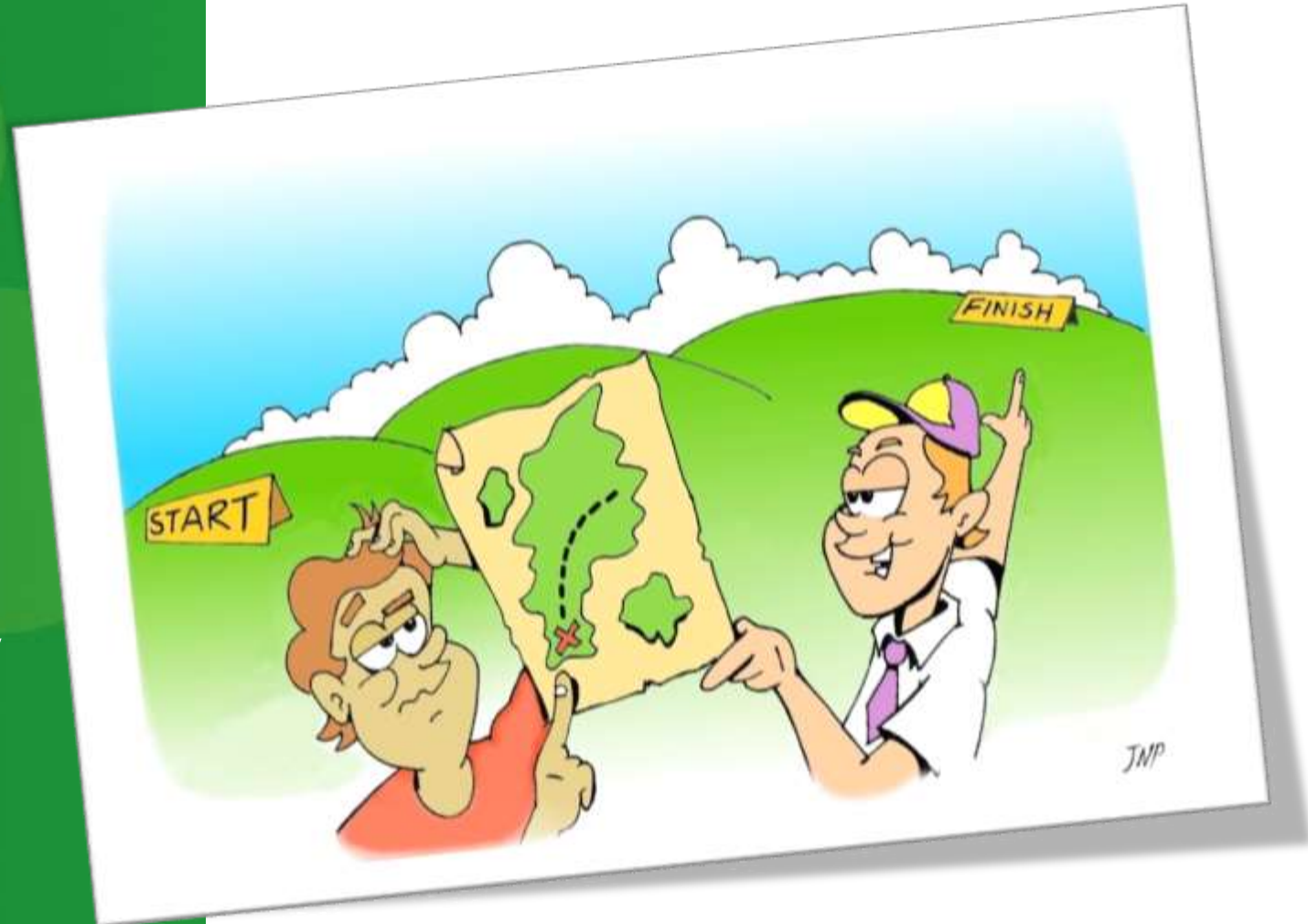
Alice in Wonderland by Lewis Carol

# Top 3 Learning Questions

1. Where am I going?

2. How much progress have I made so far?

3. What are my next steps?





# Maths criteria sheet

[www.brightonsc.vic.edu.au](http://www.brightonsc.vic.edu.au)

Student Name:  
Topic:

**George Bailey**  
Pythagoras

Mentor: CHA  
Form: 9C

Skill	Not shown on this test	Sometimes shown	Mostly Shown	Always shown
Recall the formula				😊
Label the triangle's sides				😊
Find the hypotenuse				😊
Rearrange the formula to find a shorter side		😐		
Solve compound shapes using diagrams				
Answer worded questions (in a sentence)	😞		😊	
Rounding Off			😊	
Quality of working out		😐		
Extension Questions				

Teacher Comments: (find and list all written comments)

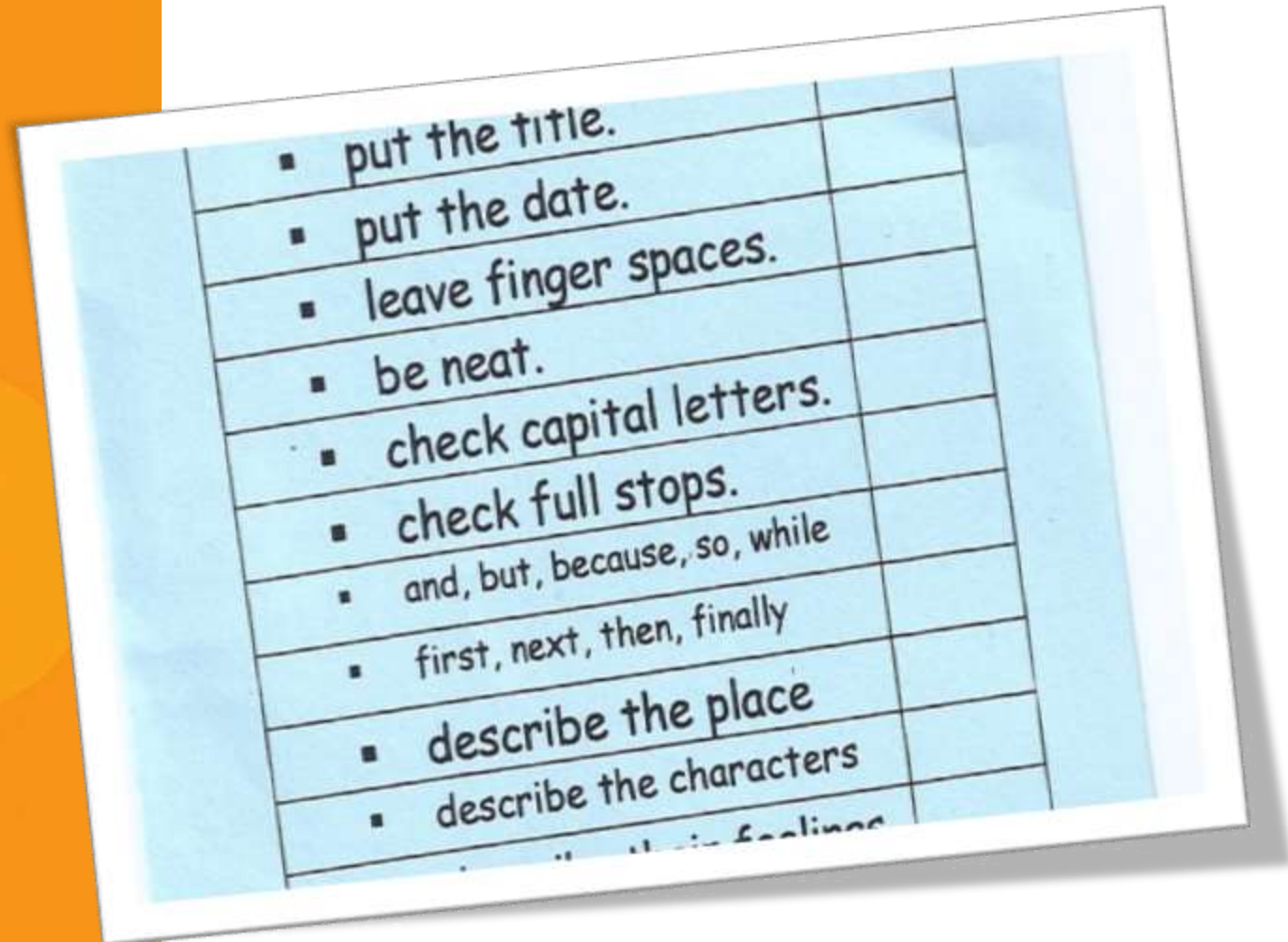
Learning goal  
To use descriptive  
words when writing  
about places and  
characters

For example  
The mud is  
squelchy and  
sticks to my  
wellies like syrup

The ogre in my  
story is really  
quite shy but he  
pretends to be  
brave and a bit  
bossy

## Writing Checklist

[www.hipsburn.northumberland.eschools.co.uk](http://www.hipsburn.northumberland.eschools.co.uk)



Sharp pencil	✓
Title	✓
Date	✓
Capital Letters	✓
Full stops	⊗
Describe the character	✓
Describe the place	⊗
First, next, then, finally	✓
And, but, so, while, because	X
Fun action words (bounded, sprang)	✓
Rhyming words (loud, proud, crowd)	✓

1. Draft
2. Assess
3. Edit
4. Mark
5. Complete

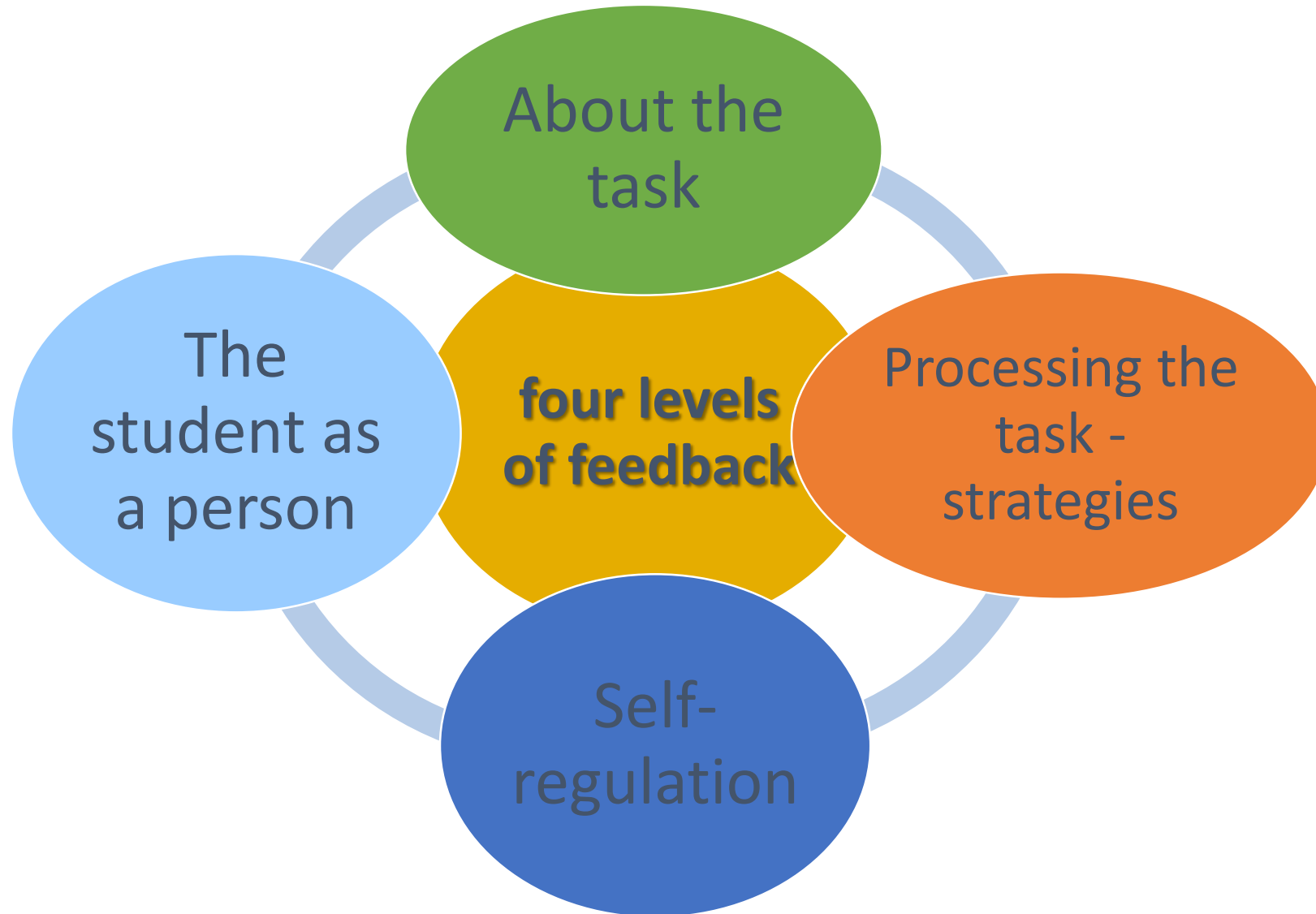
www.hipsburn.  
northumberland.  
eschools.co.uk

**Ensam är stark**

# Write a checklist for rollerskating- beginners



# Four levels of feedback (Hattie and Timperley)





Self	Personal evaluation and effect on the learner
Task	How well has the task been performed; is it correct or incorrect?
Process	What are the strategies needed to perform the task; are there alternative strategies that can be used?
Self-regulation	Self-monitoring, directing, monitoring the processes and task; what is the knowledge and understanding needed to know what you are doing?

# Feedback types

Task level

Process level

Self-regulation  
level

Self level (praise)

Think of useful feedback to give  
to the rollerskater  
Papphammar



How did success criteria help you to give better feedback?





# Feedback types

Task level

Process level

Self-regulation  
level

Self level (praise)

Think of useful feedback to give  
to the master rollerskater





# Hattie's Top Ten (so far)

From [www.visiblelearningplus.com](http://www.visiblelearningplus.com)



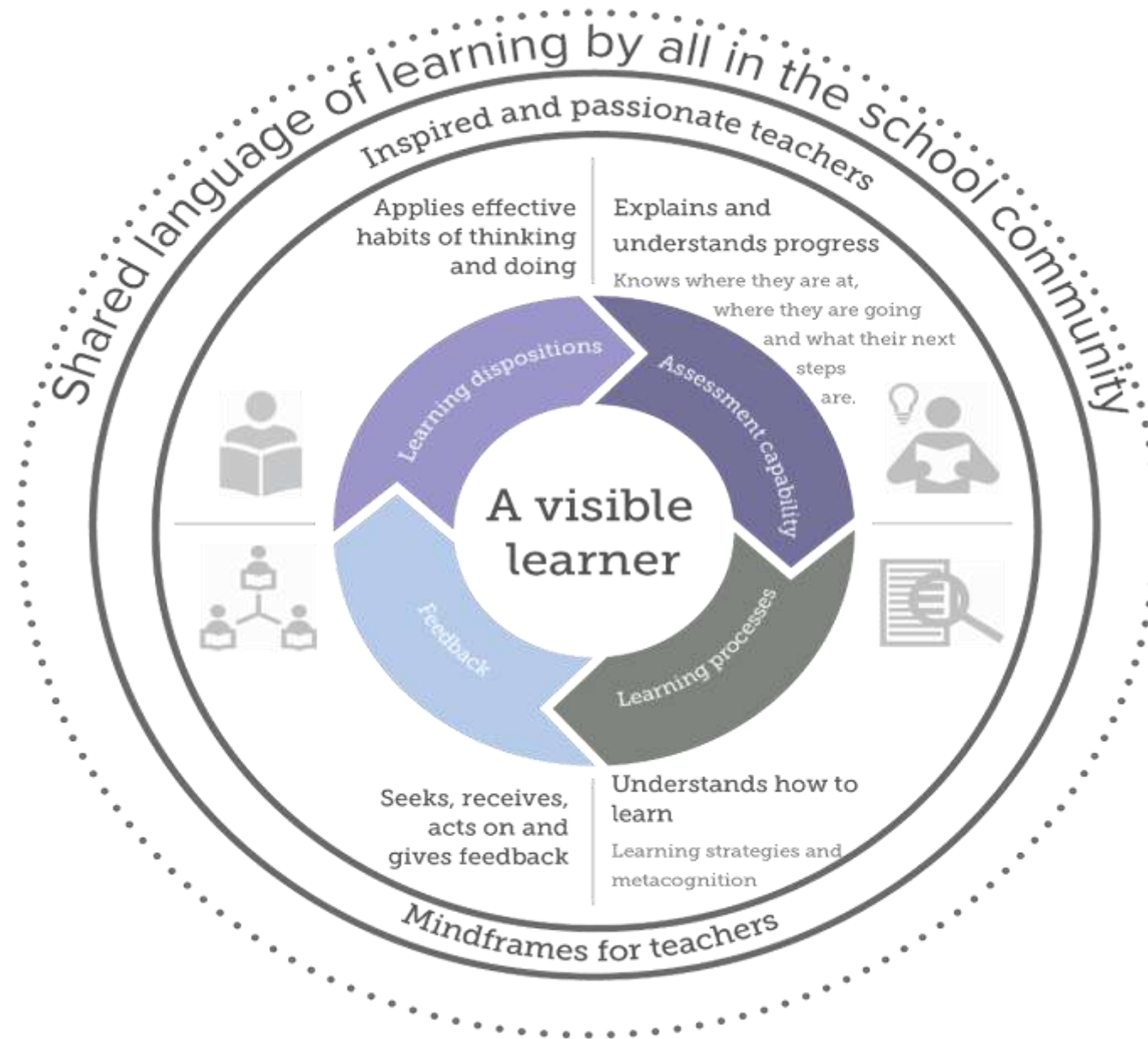
Rank	Influence	Studies	Effects	ES
1	Assessment capable students	209	305	1.44
2	Piagetian programs	51	65	1.28
3	Response to intervention	13	107	1.07
4	Teacher credibility	51	51	.90
5	Providing formative evaluation	30	78	.90
6	Micro teaching	402	439	.88
7	Classroom discussion	42	42	.82
8	Comprehensive interventions for learning disabled students	343	2654	.77
9	Teacher clarity	Na	na	.75
10	Feedback	1310	2086	.75

Tack för  
mig!

Lycka till!

Sundinbitte.se

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# THE WRITING PROCESS

## WRITE FOR LEARNING- LEARNING TO WRITE

Before, look for ideas,  
think, imagine, look  
for

First draft

Peer review and  
questions  
Teacher review and  
questions

Write again, make  
changes

Peer- and teacher  
review

"Publish"