

## What is Visible Learning<sup>plus</sup> for Mathematics?



### About Corwin Advance

Corwin Advance courses are created from popular Corwin books in direct consultation with our author experts. Each course features learning and skills you can transfer to your classroom immediately, using video from classrooms showing strategies in action, along with interviews with authors, teachers, and students. All Corwin Advance courses are designed to support teacher license renewal and professional growth with the goal of improving outcomes for all students.

### Accessing the Course

To access your course you will need an Internet-connected device such as a computer, tablet, or mobile phone. Courses run within the following web browsers:

- Chrome
- Firefox (Extended Releases are not supported)
- Internet Explorer 11 (Windows only)
- Edge (Windows only)
- Safari 10 and 11 (Macintosh only)

For the best experience please ensure that your browser is up to date.

### Login

1. Go to <https://corwin.instructure.com>
2. Login with the email address and password you used to purchase the course.
3. If you don't remember the password you created, simply click *Forgot Password?* to reset it.

### Materials

All required readings and videos are included in the course as digital files, including content from:

Hattie, J., Fisher, D., & Frey, N. (2017). *Visible learning for mathematics, grades K–12: What works best to optimize student learning*. Thousand Oaks, CA: Corwin.

## Course Description

The purpose of this course is to connect the Visible Learning research to instructional strategies that accelerate student learning in mathematics education. You will examine dynamic and high-probability teaching strategies that support surface, deep, and transfer phases of learning and see these strategies in action with video from real classrooms. This course is designed for teachers focused on mathematics instruction across all grades K–12. Upon completion of this course, you will be prepared to analyze the impact of your own teaching practices on student progress and achievement and be able to apply your knowledge to guide students to become drivers of their own learning, regardless of the content area.

## Course Objectives

By the end of this course, you will be able to:


- articulate the key findings from Professor John Hattie’s visible learning research;
- demonstrate the importance of well-timed, effective strategies and instructional routines for mathematics education;
- articulate the concepts of learning intentions with success criteria as they relate to mathematics learning.

## Course Outline

This course is self-paced. However, if you are taking this course for graduate credit, please be aware of the due date of the final assignment as this must be met in order to receive credit.

## Key Dates

Many students find the courses most rewarding if they work through at a steady pace, setting aside dedicated time to take the course. Completing one module per week is a common goal.

<b>Module 1</b> 	<b>What is Visible Learning<sup>plus</sup>?</b> After completing this module, you will be able to: <ul style="list-style-type: none"><li>• articulate the key findings from Professor John Hattie’s visible learning research, and</li><li>• define what 0.40 effect size reflects and what effect size means.</li></ul>	<b>3.5 hrs</b> Typical time to complete
<b>Read A</b>	Why Visible Learning?	
<b>Read B</b>	Influences on Student Achievement	
<b>Watch A</b>	Know Thy Impact	
<b>Watch B</b>	Focus on Learning	
<b>Watch C</b>	The Visible Learning School: Shared Language of Learning	
<b>Reflect and Create</b>	Setting S.M.A.R.T.E.R. Goals for Your Visible Learning <sup>plus</sup>	
<b>Discuss</b>	Learning From Visible Learning Research	
<b>Dialogue</b>	Sharing Visible Learning	
<b>Quiz</b>	What About Visible Learning?	Graded
<b>Reflect</b>	Putting Research Into Practice	

## Module 2



### What Is Visible Learning<sup>plus</sup> for Mathematics?

After completing this module, you will be able to:

- envision your mathematics classroom as a Visible Learning classroom.
- compare the SOLO Model with the three phases of the learning process in mathematics and explain the importance of each phase for mastery learning.
- explain how to use effect size and the three phases of the learning process to inform your choice of the right instructional strategy at the right time.

**3.5 hrs**  
Typical time  
to complete

<b>Focus</b>	Intentional Sequence of Learning	
<b>Read</b>	Making Learning Visible in Mathematics	
<b>Watch A</b>	What Is Visible Learning for Mathematics?	
<b>Watch B</b>	What Is Visible Learning for Mathematics?	
<b>Analyze and Reflect</b>	The Three Phases of Learning	
<b>Discuss</b>	Learning From Visible Learning Research	
<b>Explore</b>	The SOLO model	
<b>Quiz</b>	The Learning Process	Graded
<b>Reflect</b>	Informed Decisions	
<b>Update Your Portfolio</b>	The Right Strategy and the Right Time	

## Module 3



### Teacher Clarity: Learning Intentions and Success Criteria

After completing this module, you will be able to:

- create three types of learning intentions for teacher clarity.
- develop success criteria aligned with learning intentions for teacher clarity.
- explain how to use learning intentions and success criteria to inform your choice of the right instructional strategy at the right time.

**3.5 hrs**  
Typical time  
to complete

<b>Focus</b>	Content, Language, and Social Learning Intentions	
<b>Read A</b>	Making Learning Visible Starts With Teacher Clarity	
<b>Watch A</b>	Learning Intentions in the Classroom	
<b>Watch B</b>	Achieving Teacher Clarity With Success Criteria	
<b>Watch C</b>	What Does Teacher Clarity Mean?	
<b>Evaluate and Create</b>	Teacher Clarity in a Math Lesson Plan	
<b>Discuss</b>	I Used to Think . . . Now I Think . . .	
<b>Dialogue</b>	Envisioning Variations of Learning Intentions and Success Criteria	
<b>Quiz</b>	Examples and Non-Examples	Graded
<b>Read B</b>	Student Self-Reflection	
<b>Project</b>	Student Self-Reflection	Submit for Grading
<b>Update Your Portfolio</b>	A Reflection Plan	

# Module 4



## Effective Mathematical Tasks and Talk

After completing this module, you will be able to:

- explain and evaluate the characteristics of mathematical tasks that make learning visible.
- explain and evaluate the characteristics of mathematical talk that make learning visible.

**3.5 hrs**  
Typical time  
to complete

<b>Focus</b>	Anticipation Guide	
<b>Read</b>	Mathematical Tasks and Talk That Guide Learning	
<b>Watch A</b>	What We Mean by Tasks With Rigor	
<b>Watch B</b>	Questioning That Guides Learning	
<b>Watch C</b>	Student Discourse That Builds Understanding	
<b>Examine</b>	Adjusting the Rigor	
<b>Observe and Analyze</b>	Analyzing Tasks and Talk	
<b>Discuss</b>	Implementing Rich Tasks and Talk	
<b>Dialogue</b>	Quality Resources for Teacher Questioning	
<b>Quiz</b>	Which Level? Which Type?	Graded
<b>Reflect</b>	The Right Task at the Right Time	
<b>Update Your Portfolio</b>	Tasks and Talk That Guide Learning	
<b>Capstone</b>		
<b>Final Project</b>	Action Steps	Submit for Grading
<b>Final Reflect</b>	Consider Thy Impact	
<b>Update Your Portfolio</b>	Visible Learning in Your Mathematics Classroom	

## InTASC Standards Alignment

Our courses have been aligned to the InTASC Mode Core Teaching Standards that outline what all teachers across all content and grade levels should know and be able to do to be effective in today's learning contexts. You can also view alignment to other popular frameworks [here](#).

Standard	Covered in Modules
Standard 1: Learner Development	1, 2
Standard 2: Learning Differences	2, 3
Standard 3: Learning Environments	3
Standard 7: Planning for Instruction	1, 2, 3, 4
Standard 9: Professional Learning and Ethical Practice	1, 2, 4

## Course Policies

### Grading Policy and Rubric

Letter Grade	% Grade
A	94–100
A-	90–93
B+	87–89
B	84–86
B-	80–83
C+	77–79
C	74–76
C-	70–73
<b>D*</b>	<b>65–69</b>
<b>F*</b>	<b>0–64</b>

Component	Percentage of Final Grade
Final Project	45%
Module Projects	35%
Module Quizzes	20%

*\*Students earning a D grade or below will not be eligible to receive a Certificate of Completion or graduate credit.*

### Assignment Resubmission Policy

Students receiving a non-passing grade in the course have one opportunity to re-submit a project assignment to improve their grade. To resubmit an assignment please work directly with your course facilitator; you have seven days from completion of the course to resubmit the assignment.

### Facilitation Model

Throughout your course experience, you will have a dedicated facilitator to answer questions and provide feedback on your submitted projects. Your facilitator will respond to any questions within one business day. All submitted assignments will receive written feedback and grades within 5 business days of their submission date.

## Standards of Academic Integrity

Corwin Advance maintains high standards of academic integrity related to student academic performance in our courses. When enrolling in a Corwin Advance course you do so with the understanding and agreement to produce your own work, to submit assignments that you completed yourself, and to take quizzes and exams without the assistance of others. Course facilitators will enforce our Standards of Academic Integrity Policy and will report to Corwin all suspected violations. Read the full Standards of Academic Integrity Policy at the Corwin Advance Academic Integrity web page.

## University Graduate Credit & Transcript

If you select a course that is eligible for graduate credit, that credit will be awarded upon successful completion of the course by the university you select upon purchase. Upon successful completion Corwin will communicate your final grade to the university and you will be directed to the university to register and access your transcript. This could take 2–3 weeks depending on the university, though you will receive a Corwin Certificate of Completion upon completion of the course. For more details on Corwin Advance university partners visit our web page, or if you have questions, contact [advancesupport@corwin.com](mailto:advancesupport@corwin.com).