What is Visible Learning for Literacy?

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:

Fisher, D., Frey, N., & Hattie, J. (2016). *Visible learning for literacy: K–12*. Thousand Oaks, CA: Corwin.

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Course Description

The purpose of this course is to introduce Visible Learning research and connect it to instructional strategies that are effective in student learning in literacy. You will examine dynamic and high-probability teaching strategies and see video from real classrooms.

This course is designed for teachers focused on literacy 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. As Doug Fisher, Nancy Frey, and John Hattie write, "Every student deserves a great teacher, not by chance, but by design."

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;
- communicate the importance of well-timed, effective strategies and instructional routines for literacy education.

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.

Module 1		What Is Visible Learning^plus? After completing this module, you will be able to • articulate the key findings from Professor John Hattie's visible learning research, and • define what 0.40 effect size reflects and what effect size means.	3.5 hrs Typical time to complete
Read A	Why Visible Learning?		
Read B	Influences on Student Achievement		
Watch A	Know Thy Impact		
Watch B	Focus on Learning		
Watch C	The Visible Learning School: Shared Language of Learning		
Reflect and Create	Setting S.M.A.R.T.E.R. Goals for Your Visible Learning^plus		
Discuss	Learning From Visible Learning Research		
Dialogue	Sharing Visible Learning		
Quiz	What About Visible Learning?	Graded	
Reflect	Putting Research Into Practice		
Update Your Portfolio	Visible Learning^plus in Practice		

Module 2

What Is Visible Learning[plus] for Literacy?

After completing this module, you will be able to
- demonstrate the importance of well-timed, effective strategies and instructional routines in literacy; and
- articulate the concepts of challenge, self-efficacy, and learning intentions with success criteria as they relate to literacy learning.

3.5 hrs
Typical time to complete

Read	Laying the Groundwork for Visible Learning[plus] for Literacy	
Watch A	Teacher–Student Relationships That Impact Learning	
Watch B	Making Learning Visible With Teacher Clarity and Expectations	
Watch C	Teacher–Student Relationships That Impact Learning	
Examine	Early Literacy Skills	
Analyze and Reflect	Difficulty and Complexity	
Discuss	Learning From Visible Learning Research	
Dialogue	Sharing Visible Learning[plus] for Literacy	
Quiz	Visible Learning[plus] Concepts	Graded
Reflect	Becoming a Visible Teacher	
Update Your Portfolio	Difficulty and Complexity in Literacy	

Module 3

The Importance of Effect Size in Relation to Literacy Learning

After completing this module, you will be able to:
- articulate the concepts of meta-analyses and effect sizes as they relate to literacy learning, and
- connect the general literacy learning practices (challenge, self-efficacy, and learning intentions with success criteria) as they relate to the three-phase model (surface learning, deep learning, and transfer).

3.5 hrs
Typical time to complete

Focus	Know Thy Impact	
Read	What Makes a Task Challenging	
Watch A	Making Learning Visible: Purpose	
Watch B	Having Successful Collaborative Conversations	
Watch C	Collective Teacher Efficacy	
Reflect and Evaluate	Learning Intentions and Success Criteria in Your Own Classroom	
Discuss	Intentions of Learning Intentions	
Dialogue	Influences on Student Achievement	
Quiz	Key Concepts	Graded
Project	Increasing Student Self-Efficacy Through Feedback	Submit for Grading
Reflect	Implication of Effect Size	
Update Your Portfolio	The Importance of Effect Size in Relation to Literacy Learning	

Module 4		**Mindframes for Visible Learning** After completing this module, you will be able to • articulate the key attributes of the 10 mindframes for visible learning, and • plan how to implement mindframes in your own professional practice.	**3.5 hrs** Typical time to complete
Focus	What Is Your Mindset?		
Read	10 Mindframes		
Watch A	Mindframes Are a Frame of Mind		
Watch B	Lesson Planning With Mindframes in Mind		
Watch C	Embedding the Mindframes		
Examine	Giving Feedback and Using Feedback		
Evaluate and Create	Mindframes in Action		
Discuss	Mindframes in Practice		
Dialogue	I Am a Change Agent		
Quiz	When Mindframes Are Visible	Graded	
Reflect	Making Mindframes Visible		
Update Your Portfolio	Mindframes and Teaching for Success		

	Course Capstone		
Final Project	Visible Learning for Literacy Plan	Submit for Grading	
Final Exam	Visible Learning^{plus} for Literacy	Graded	
Final Reflect	Consider Thy Impact		
Update Your Portfolio	Visible Learning for Literacy Plan		

InTASC Standards Alignment

Our courses have been aligned to the InTASC Model 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
Standard 2: Learning Differences	2
Standard 3: Learning Environments	2, 3
Standard 4: Content Knowledge	3
Standard 5: Application of Content	2-3
Standard 6: Assessment	3
Standard 7: Planning for Instruction	1, 4
Standard 9: Professional Learning and Ethical Practice	1

Grading Policy

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
D*	65–69
F*	0–64

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.

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.