

XIV CONGRESO NACIONAL DE DESARROLLO PROFESIONAL
PARA PROFESORES DE INGLÉS

HOW TO...?

THE PRACTICAL SIDE OF ELT.

1ST & 2ND AUGUST 2019

ORGANIZED BY



SHARE EDUCATION



Making Teaching and Learning VISIBLE

CECILIA CABRERA MARTIRENA - SHARE EDUCATION - Bs As, August 2nd, 2019

What is Visible Teaching and Learning?

What do you know?



What do you want to know?



WHERE DOES THE “VISIBILITY” IDEA COME FROM?

- Harvard’s Project Zero
- Reggio Children - Reggio Emilia Research Team
- John Hattie’s research

NOTICE

EMPOWER

DIFFERENTIATE

REFLECT

DOCUMENT

MOTIVATE

HOTs

VISIBLE

AWARENESS

FEEDBACK

DEEP UNDERSTANDING

SELF /PEER
ASSESSMENT &
EVALUATION

WHY DOES IT MATTER?

- To challenge Ls' intellectual and imaginative capacities.
- To respect and enhance the Ls' love for learning.
- To expand the Ls' knowledge of the world with motivating and meaningful tasks.
- To maximise the Ls' potential and help them become lifelong learners.



5 KEY PRINCIPLES FOR POWERFUL LEARNING



Learning is:

- Purposeful: What is worth learning?
- Social: Vygotsky and Bandura
- Representational: Reflect, rethink
- Empowering: Ss and Ts.
- Emotional: Emotions and Feelings

“I see learning through the eyes of my students”



I help students to become their own teachers”

John Hattie, 2012

HOW DO TEACHING AND LEARNING BECOME VISIBLE?

- In the passion displayed by T and L when successful teaching and learning occurs .
- Learning is visible to the Ts and teaching is visible to the Ls.
- Ts become evaluators and activators, deliberate change agents and directors of learning.
- Strong link between challenge and feedback.



Hattie & Clinton, 2011



Personal Health Check for Visible Learning



Personal Health Check for Visible Learning

1. I am actively engaged in, and passionate about teaching and learning.
2. I provide students with multiple opportunities for learning based on surface and deep thinking.
3. I know the learning intentions and success criteria of my lessons, and I share these with students.
4. I am open to learning and actively learn myself.
5. I have a warm and caring classroom climate in which errors are welcome.
6. I seek regular feedback from my students.
7. My students are actively involved in knowing about their learning (that is, they are assessment-capable).
8. I can identify progression in learning across multiple curricular levels in my student work and activities.
9. I have a wide range of teaching strategies in my day-to-day teaching repertoire.
10. I use evidence of learning to plan the next learning steps with students.

Path to Visible Teaching and Learning



askwednesdayaddams | tumblr

GROUPS... WHY AND HOW



LEARNING IN GROUPS: 5 INTERCONNECTED STRATEGIES

- Promote collaboration.
- Design tasks that benefit from a group perspective.
- Facilitate giving feedback and reflecting on their work.
- Form groups intentionally.
- Include Individual, small-group and whole-class learning.

TOOLS: GROUP FORMATION CHECKLIST



- **Size:** Which might be the ideal size?
- **Stability:** Should members change or not?
- **Gender and Cultural Background:** Diverse gender and cultural background a benefit or a drawback?
- **Student interests and Competencies:** Shall we group Ls with Same or Different levels? Same or different interests?
- **Friendship:** Better or worse?
- **Learner Input:** Should you request Ls' input to decide how to group them?

ENTRY-POINT CHART

To revisit, revise and share.

WHO: Completed by Teacher/ learners/ families.

HOW: Register the different contributions and connections the Ls can make.

Make the chart Visible.

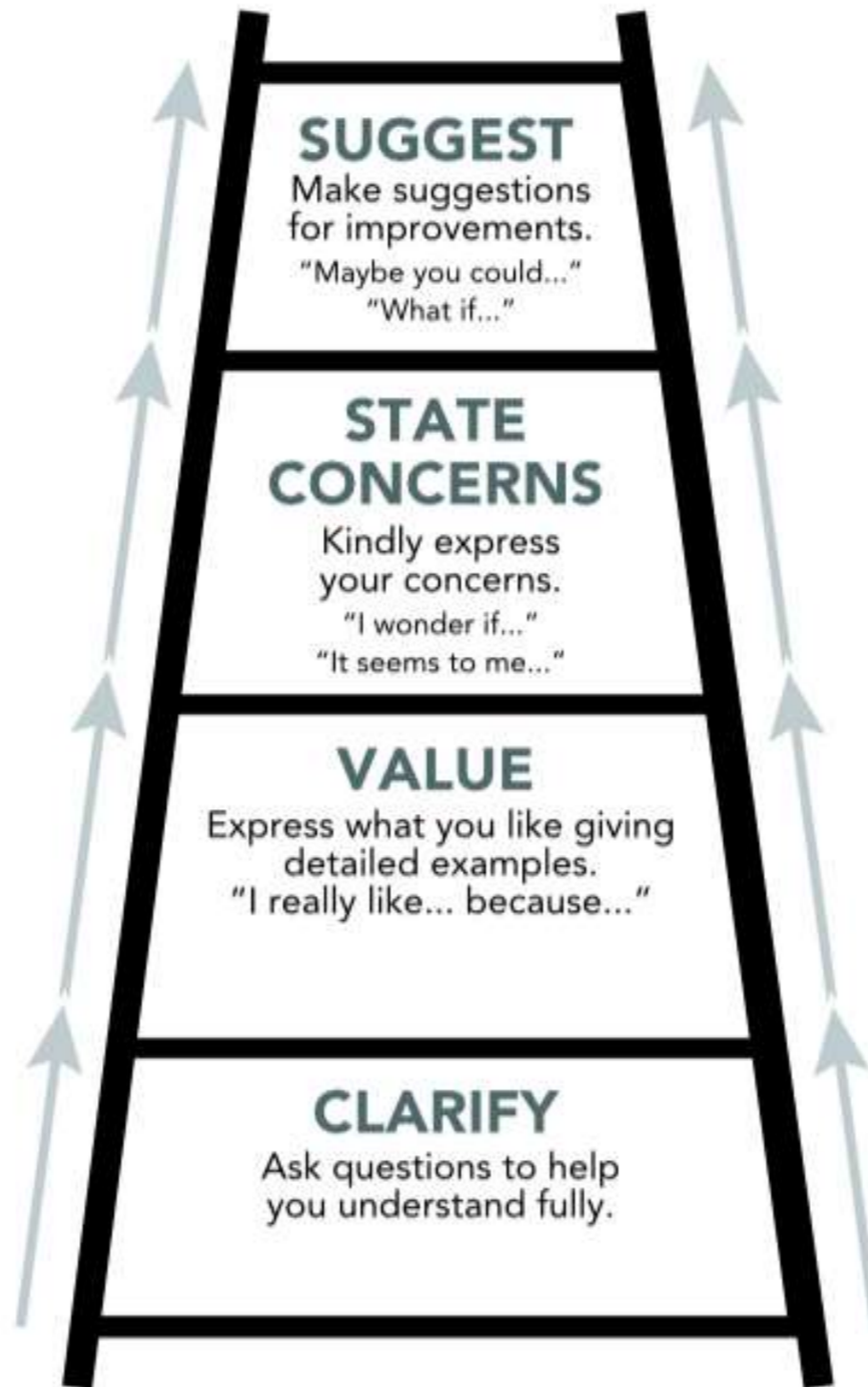
Learner	Connection	Contribution

Teacher as learner.
Peer Feedback Giving and getting peer feedback allows
Ls to: **FEEDBACK**

- See themselves as sources of knowledge
- Mark progress, reveal misconceptions, revise thinking
- Develop abilities to offer, accept, and negotiate different points of view,
- Become more comfortable with assessment.

HOW: Grounded in an artefact that represents the Ls' thinking.

THE LADDER OF FEEDBACK



DOCUMENTATION

- Involves Ts and Ls:
Observing, recording,
interpreting, and sharing the
processes and products of
learning.
- Creates new relationships
between Ts and Ls in the
teaching and learning
process.





Andrew W. Rennie 2010 (160/365)



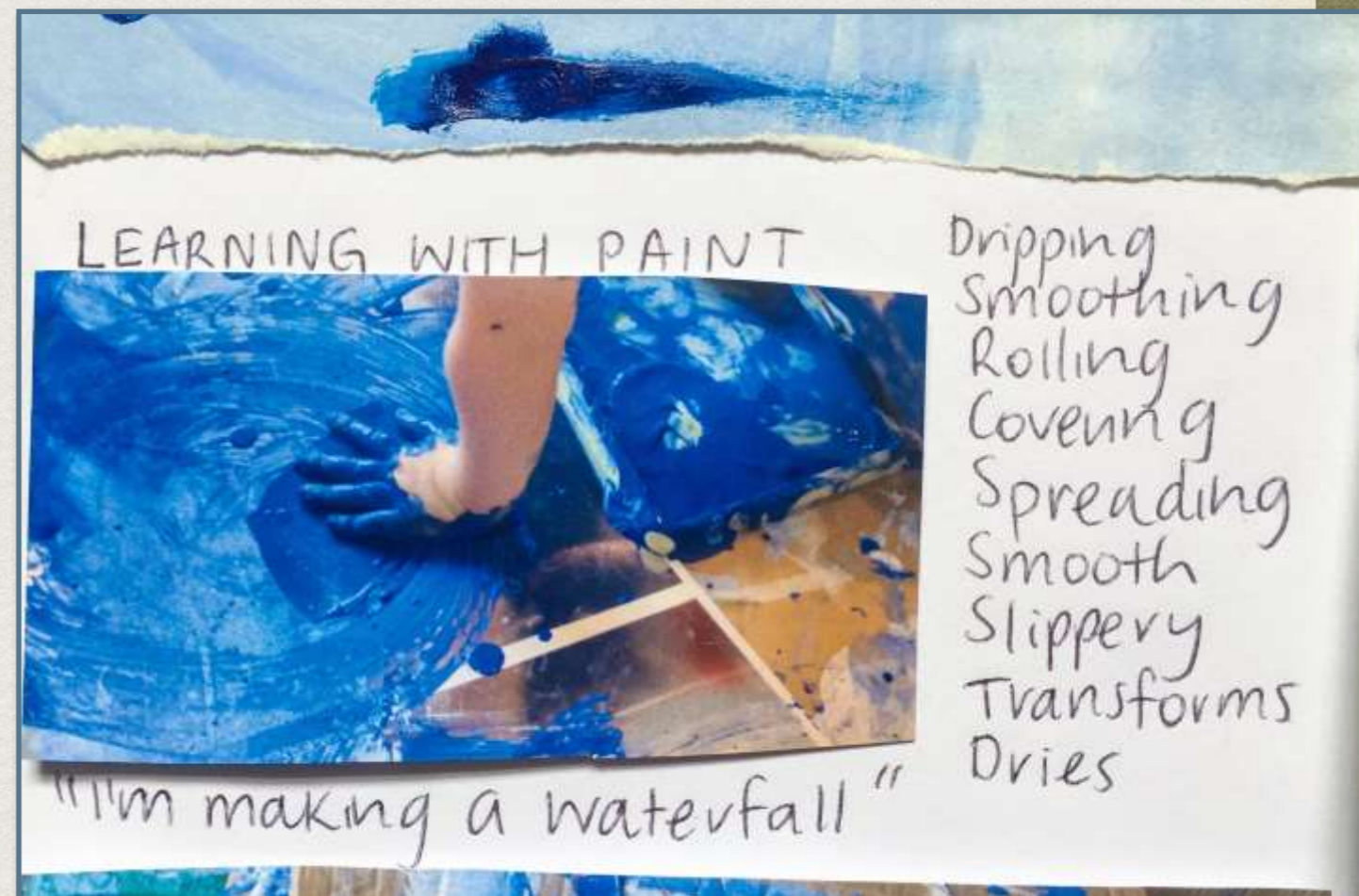
DOCUMENTATION



- Invites multiple perspectives, interpretations, and theory of building.
- Often guided by specific questions about the learning process.
- Engages Ts and Ls in collectively analysing, interpreting, and evaluating individual and group learning.
- Involves using multiple “languages”.
- It is done, to be shared.
- Shapes the design of future contexts for learning.

MAKING TEACHING VISIBLE

- Debriefing of lessons: Helps Ls discover what they have learned and how they learned it, and then consider what they should do next.
- Hold discussions with your learners on teaching-learning issues.
- Share your documentation with colleagues.



What is Visible Teaching and Learning?

What do you know?

What do you want to know?

CHECK YOUR
PREVIOUS IDEAS



Do you want to change or add something?

BIBLIOGRAPHY

- Kerchevsky, M. Mardell, B. Rivard, M. Wilson, D.(2013) Visible Learning. San Francisco, CA, USA: Jossey Bass.
- Hattie, J.(2012) Visible Learning for Teachers. Abingdon, Oxon, UK: Routledge.

Your questions...



THANK YOU!!!



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