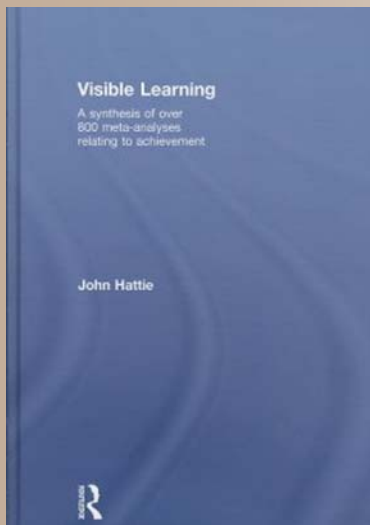




WESTERN MICHIGAN UNIVERSITY Interdisciplinary Ph.D. in Evaluation

DEVELOPING THOUGHT LEADERS IN EVALUATION

Special Presentation: Visible Learning—A Synthesis of 800 Meta- Analyses Relating to Achievement



The Interdisciplinary Ph.D. in Evaluation program at Western Michigan University is pleased to announce a special presentation by Dr. John Hattie, in which he will discuss his new book—Visible Learning: A Synthesis of 800 Meta-Analyses Relating to Achievement. Dr. Hattie will discuss the book for 90 minutes, and 30 minutes have been allotted for questions.

This unique and groundbreaking book is the result of 15 years of research and synthesizes more than 800 meta-analyses on the influences on achievement in school-aged students. It builds a story about the power of teachers, feedback, and a model of learning and understanding. The research involves many millions of students and represents the largest ever evidence-based research into what actually works in schools to improve learning. Areas covered include the influence of the student, home, school, curricula, teacher, and teaching strategies. A model of teaching and learning was developed based on the notion of visible teaching and visible learning. A major message is that what works best for students is similar to what works best for teachers—an attention to setting challenging learning intentions, being clear about what success means, and an attention to learning strategies for developing conceptual understanding about what teachers and students know and understand. Although the current evidence-based fad has turned into a debate about test scores, this book is about using evidence to build and defend a model of teaching and learning. A major contribution is a fascinating benchmark/dashboard for comparing many innovations in teaching and schools.

Dr. John Hattie is Professor of Education at Auckland University. His areas of interest are measurement models and their applications to educational problems, including item response models, structural equation modeling, measurement theory, and meta-analysis. Substantive areas include study skills, performance indicators and evaluation, self-concept, models of teaching and learning, and educational psychology. He currently directs the asTTle Project (www.asTTle.org.nz), is chief moderator of the Performance Based Research Fund, editor of the *International Journal of Testing*, associate editor of the *British Journal of Educational Psychology*, and is part-time cricket coach and umpire. He has supervised more than \$30 million in research grants, published and presented more than 450 papers, and supervised more than 150 theses and dissertations.

Date: Monday, May 4, 2009

Time: 12:00 PM — 2:00 PM

Location: Fetzer Center lecture hall 1010, 2350 Business Court

For additional information: Contact Dr. Chris Coryn via e-mail at chris.coryn@wmich.edu or by telephone at 269-387-5906.