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The Visible Learning Story

Ehrenpromotion von John Hattie am 18. Juli 2016



Augsburger Universitätsreden

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The Visible Learning Story

Ansprachen und Reden anlässlich der Ehrenpromotion
von John Hattie am 18. Juli 2016

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Prof. Dr. Dr. h. c. John Hattie

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Werner Schneider

Grußwort des Vizepräsidenten Werner Schneider

Dear Prof. Hattie,
Dear Dean Hofmann,
Dear Prof. Zierer,
Dear colleagues,
Dear ladies and gentlemen,

I am very pleased to welcome you to this celebratory occasion on behalf of the university management.

The award of an honorary doctorate is one of the highest honours that a university and a faculty can bestow. It is wonderful that the Faculty of Philosophy and Social Sciences has decided to honour Prof. Hattie with an honorary graduation. John Hattie is arguably one of the most influential educational researchers worldwide. His impressive academic career will be the subject of the laudation following shortly.

I can, however, go ahead and say that his work has produced diverse new findings that are also being vividly discussed in public well beyond academic boundaries and have sparked a multitude of debates and further research. John Hattie has brought the teacher figure back into the focus of educational research, an approach that we also follow in Augsburg.

Teacher training plays an important role at the University of Augsburg. Our very own centre for didactic research and teaching

was founded back in 1999, and was further expanded some time ago on behalf of the university administration. It now operates under the new name of "Centre for Teacher Training and Interdisciplinary Educational Research".

Research activities were extended and consolidated as a response to the requirements for teacher training and professional handling of teaching staff, primarily with a view to a significant aspect: The question of 'successful' educational processes under the condition of increasing diversity on the side of the pedagogic clientele, until now significantly disregarded.

'Heterogeneity' became a leading research question for the expansion of the central institute, whose activities subsequently focus mainly on "Heterogeneity and Educational Success." These activities include the development of a research profile, achieving a wide gain in knowledge and the integration of research topics and objectives into youth development and into job-orientated further training of teaching staff.

With the help of an innovative approach developed by the institute, the university was recently able to successfully apply for funding under the framework of the nationwide 'teacher training quality campaign'. In this, the University of Augsburg presented itself to Bavaria and the whole of Germany as a research university with a far-reaching vision. Furthermore, an application to establish an elite study programme "Interdisciplinary Educational Research" recently cleared the first hurdle for approval.

With a view to the current global developments and the vast migration flows, our society – and in particular our schools – are facing immense challenges. I hope that our university and especially our centre for teacher training will make an important con-

tribution. I am confident that by working closely with John Hattie and other international colleagues, plenty of exciting insights will find their way in the university as well as the public sphere. I must express my heartfelt gratitude for your attention and hope you find the rest of this event inspiring.



Bernhard Hofmann

Grußwort des Dekans

Bernhard Hofmann

Dear Mr. Vice President Schneider,

Dear Mr. Vice President Reif,

Dear Janet,

Dear John,

Ladies and gentlemen,

As the Dean of the Faculty for Philosophy and Social Sciences, I am delighted and honored to welcome you all to the Center of Arts and Music at Augsburg University. Thank you for accepting our invitation to this festive – and rare – academic event. I greet the members of the Bavarian Parliament, the representatives of the City of Augsburg and of the political parties. I greet the representatives of the ministries, the members of the university board and administration, the deans of the faculties. I greet the representatives of the churches, associations, clubs and schools. I greet all colleagues and students. Please feel personally addressed and personally named in two words: be welcome.

The application to honor John Hattie with an honorary doctorate for his outstanding achievements in the educational sciences was launched in fall 2015. The proposal was brought by my colleague Klaus Zierer, Chair for School Education at our faculty and an expert on the work of John Hattie. Right from the start, the exploratory talks showed a large and broad consensus among the colleagues. Klaus Zierer and Markus Dresel, Chair for Psychology, wrote the necessary letters, and these letters were signed by an overw-

helping large number of professors. The final decision of the faculty council in January 2016 was unanimous.

Why do our faculty award an honorary doctorate to John Hattie? And what does it mean for our faculty?

You will receive answers to the first question in a few minutes from Klaus Zierer. The second question I would like to answer with a counter question:

What have the following people in common?

- Placido Domingo
- Aretha Franklin
- Kermit the Frog
- John Hattie

You may think: What a silly question. I hope, you won't rate the answers in the same way.

All the persons mentioned above are, of course, celebrities. Their names are well known in different domains, but they all are famous around the globe.

Remember that Kermit the Frog performs songs sometimes. So you can say: All these people are related to music. You don't believe that? You don't believe that John Hattie has something to do with music? Well, then take a look at his curriculum vitae: In 1974, he worked as a teacher at Timaru Boys' High School, New Zealand – as a teacher of English, Liberal Studies, and Music. I asked him yesterday, and he confirmed. He said: "I was playing the clarinet, but I lost my wind." To all colleagues and students of Music Pedagogy in the house: I don't know your plans. But I would like to point out, that there are career opportunities for music teachers.

There is one more thing that the four persons have in common: All these celebrities – no joke – have been awarded with an honorary doctorate degree. Aretha Franklin and Placido Domingo received theirs in the United States from a very, very famous university, whose name I just cannot remember, something with H – Har...something.

In 1996 at Southampton College, New York Kermit the Frog was awarded an honorary doctorate of Amphibious Letters. No wonder that this gained some publicity – not so much for Kermit, but for the college.

So back to the question: What does *a* honorary doctorate mean for our faculty? Or, more precisely: What does *this* honorary doctorate mean for our faculty? Well: We don't deal in any way with public relation stunts, but we deal with an honor that is equally reputable as rare. The basis is not celebrity per se, but an outstanding scientific work. And this work is of high relevance in a faculty like ours that distinguishes itself through and focuses on research-based, scientific teacher training.

If the criteria for an honorary doctoral degree at our faculty would be how prominent somebody is and how big the headlines in the newspapers could be: What kind of message would that send out to all the young scientists at our institution, who are working on their thesis for years and who are undergoing severe exams to acquire their academic titles? Research, ladies and gentlemen, is not a matter of muppets. Research is hard work. Take a look at John Hattie's list: He published ten books and monographs and about 550 scientific papers.

The last honorary doctorate awarded by the Faculty of Philosophy and Social Sciences was eleven years ago in 2005 to a Profes-

tant theologian. Nobody could know that a year later this man would be elected as President of Germany. His name: Joachim Gauck. I don't know your plans, John. But I would like to point out that there are career opportunities for honorary doctors from our faculty.

Know Thy Impact! About Life and Work of John Hattie
Klaus Zierer



Klaus Zierer

Dear Mr. Vice President Schneider,
Dear Dean Mr. Hofmann,
Dear John,
Ladies and Gentlemen,

It is a great honour for me to hold the laudatory speech on the conferral of the honorary doctoral degree of the Faculty of Philosophy and Social Sciences of the University of Augsburg. I would like to mention two reasons for this honour:

First, the impact John Hattie has on education in theory and practice is enormous, and John is one of the most important, perhaps the most important, educational researcher at the moment. Second, the impact John Hattie has on my thinking, teaching and learning, on me as a researcher, a teacher and a father is enormous, too. So thank you very much for this impact, John!

I have never held a laudatory speech before in my life. And perhaps it is typical for a researcher to take a closer look at an encyclopaedia if he does not know about something. This closer look at an encyclopaedia shows me that the word "laudation" goes back to ancient times, in particular to the Latin word "laudatio," which was used in two ways – both are interesting, and I would like to share both with you:

First, a "laudatio" was used as a "laudatio funebris," as a speech for someone who had died. A good friend is standing in front of the grave and talking about the good things.

Second, a “laudatio” was used as a “laudatio iudicialis,” as a speech by a lawyer, standing in front of the judges, helping somebody to stay out of prison – not talking about the crime, just talking about all the good things about the criminal.

Well, John, if that’s the case I am really happy that you are still alive and not (yet) in prison.

Nowadays, a laudatory speech means something else: It is not for someone who has died or is in prison, but for someone who has earned a great honour, done a great job, is “*primus inter pares*,” to use some Latin words again. So a laudatory speech has the character of praise, a high commendation.

A laudatory speech usually focuses on two aspects: First on the landmarks of the person’s life and second on the landmarks of his or her work. And it should come as no surprise that both the life and work of John Hattie is outstanding. I want to start with some details about John Hattie’s life:

- Born 1950 in Timaru, New Zealand
- High School in Timaru
- In the 1970s, Bachelor in Arts, Diploma in Education, Diploma in Arts, Diploma in Teaching, Master of Arts – he earned most of these degrees in Otago
- Teacher of Music and English in Timaru – and you see: John is not only a educationalist; he is also practitioner – very important in my point of view for teacher and teaching education
- In 1981, Doctoral Thesis in Toronto, Canada
- In the next years, he held various positions: Lecturer, Assistant Professor, Visiting Professor und Professor in New Zealand, Canada, the USA und Australia

- Then an important phase: Professor of Education in Auckland, New Zealand from 2008 to 2011 – and in 2009 he published *Visible Learning*
- Since 2011, Professor of Education, Melbourne, Australia
- All in all, 31 years as a professor of education

These landmarks in the career of John Hattie might seem rather commonplace. But what about these facts?

- He is an editorial board or advisory board member of over 26 journals
- He is associate editor of four journals: *Nature* and *American Educational Research Journal*, *British Journal of Educational Psychology* and *Review of Educational Research* – all of them AAA journals
- He is a reviewer for 120 different journals
- He has published over 24 books and over 500 articles
- He has supervised over 193 degree theses
- He gives over 200 interviews a year (oh dear, I haven’t got a clue – I do one to two interviews or reactions to press a day – so about 200 or 300 a year).
- He has received over 55 million grants
- He has given lectures in 34 countries: over 200 on *Visible Learning* and over 500 conference presentations – I am not sure, John, if your wife still knows you?

Not so bad – and I think my colleagues and me together would not cover every one of these landmarks, maybe some, but for sure not all of them ...

It is therefore not surprising that John Hattie has earned some outstanding honours – over 20 awards; perhaps the most important ones are the following:

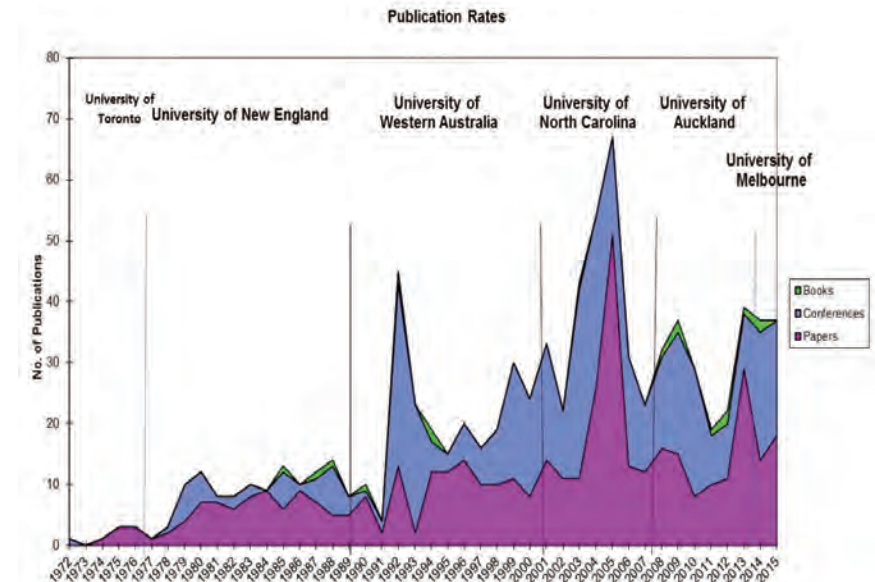
- 2011, Order of New Zealand in Queen’s Birthday Honours, for services to education
- since 2015, Laureate Professorship of the University of Melbourne – a degree which is given to researchers in fields in which no Nobel Prize is common but whose careers are comparable
- and today, the first honorary degree from a German university!

This is the academic part of John Hattie’s life – but not less worthy of mention is the private part:

- happily married to Janet Clinton for 31 years – and at this point a word of advice: Think about the “C” in John A. C. Hattie you can read on some of his publications
- three children: Joel (30), Kyle (28), Kieran (26)
- and now the proud grandpa of the five-month-old Emma

No doubt: a beautiful career both in an academic and a private sense.

And what I have just now reported is only a sort of the quintessence – the current curriculum vitae of John Hattie is 85 pages long. Really challenging! But it wouldn’t be John Hattie’s curriculum vitae if it didn’t have a kind of statistic in it. I can still remember the words he used to begin his lecture in 2013 in Oldenburg at the launch of the German version of Visible Learning: “I love numbers,” he said. And here we are:



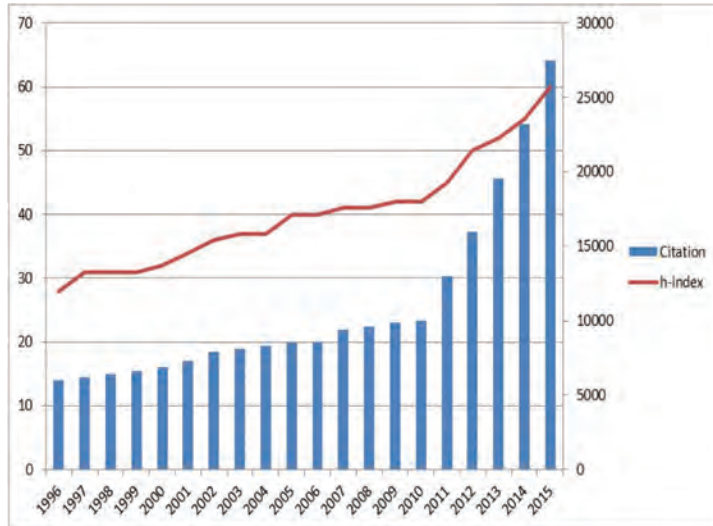
This chart is interesting. I did the following: Every dip stands for the birth of one of John Hattie’s children – and what can you see? After finishing his family plans, John Hattie decided to become one of the world’s leading educational researchers: publishing a lot of articles and participating in nearly every conference around the globe – and then he really had his breakthrough. Or maybe after having three children John Hattie thought: Really hard life at home – loud, noisy ... Might it not be better to go to work, write some papers, and present them at conferences?

And in the year 2000, the second interesting point; the three boys were 14, 12 and 10 – coming into the most complex and challenging period of life – perhaps a good point to start again with a breakthrough: writing articles, presenting papers at conferences

...

What is the truth, John? But I don't want to go too deeply into the private sphere of John Hattie.

So let me come to the next chart representing John Hattie's curriculum vitae, which leads me to the landmark nature of his work:



John Hattie's citation numbers and h-index rise exponentially starting in the year 2011. What happened here, John? For those who aren't aware of what happened a few years before: In 2009 John Hattie published his groundbreaking book *Visible Learning* – after over 15 years of work.

And so I arrive at part two of my laudatory speech: the work of John Hattie.

It is not possible to talk about John Hattie's entire oeuvre – at least 600 publications, as I mentioned before. But I want to talk a little bit about *Visible Learning* – the book that was John Hattie's breakthrough, sold over 500,000 copies, was translated into more than ten languages, and which I spent six months translating together with a team of six people, going deeper and deeper into the thinking of John Hattie – published in 2013 under the title *Lernen sichtbar machen*. John will provide more details in his lecture later on. So I just want to put the book in a nutshell: What is *Visible Learning*? What is its secret? What is its message?

Visible Learning is the biggest evidence-based research synthesis ever published. More than 1000 meta-analyses were included to make the most important factors of students achievement visible. The numbers are as massive as the approach is innovative and necessary: John Hattie tried to bring it all together and provide answers to the big questions: What are the criteria for successful learning? What can teachers do to maximize their impact on students' achievement? What does educational expertise look like? While very many researchers argue that we need more studies before we can come to bigger conclusions, John argued: We have to try it now! All day and at every moment somewhere on the planet, students are learning and teachers are teaching – so we can't wait; we have to make some decisions now!

Of course his approach is not free of mistakes – but John Hattie wouldn't be John Hattie if he didn't know this. The opposite is the case: John Hattie is the most critical reader of his work and always open-minded if someone raises a critical point. So he is always on the run.

What most of John's critics ignore, or – much worse – fail to see, is that the reason why it took 15 years to write *Visible Learning*

is not the statistics. It is the attempt to understand the statistics, to see an underlying story in all the empirical material we have in education. And the conclusion from more than 1000 meta-analyses, over 80,000 empirical studies including over 250 million learners, is a powerful story. It is a story about passion, a story about impact:

1. Talk about learning, not about teaching!
2. Set the challenge!
3. See learning as hard work!
4. Develop positive relationships!
5. Use dialogue instead of monologue!
6. Inform all about the language of education!
7. See yourself as a change agent!
8. Give and demand feedback!
9. Regard student achievements as feedback for you about you!
10. Cooperate with other teachers!

“You have to stand for something or you gonna fall to anything” – these words of John Mellencamp fit perfectly with the passion John Hattie tries to bring to the point. Or in another context, please take a look at this video and listen to the words of Michael Jordan:

"I've missed more than 9000 shots in my career. I've lost almost 300 games. 26 times, I've been trusted to take the game winning shot and missed. I've failed over and over and over again in my life. And that is why I succeed."

This is the message of Visible Learning, this is the story: a story of passion, a story about expertise, an educational dream:

You have a dream of developing passion in learning and developing an educational system that values inviting all students to come and learn; to belong; to reinvest in their own learning.

You have a dream of an educational system that develops respect for oneself and respect for others; to have the sensitivity to collaborate with others in the pursuit of learning – no matter whether white, black, Hispanic, local, refugee, or other.

You have a dream of an educational system peopled by those who want to improve, who want to hold excellence in high regard, who want to know progress, and who know what to do when they do not know what to do.

You have a dream that teachers and school leaders will be respected and valued, both in society and in financial terms, that they will see themselves and that we will also see them as the major change agents in student learning – thus demonstrating the law and the faith we have in schools to truly make a difference in our society, and allowing individuals to exceed their own expectations. Surely the greatest civilising institution in our democracy is our schools.

You have a dream that students will be taught to have the confidence to take on challenges; to say “this is hard and I want to try,” not “this is hard and I cannot do it.” To be taught to see errors as the essence of learning – to not flinch when making a mistake, not have one’s esteem attacked when trying again, and that all in education will welcome errors as the beginning and essence of all learning.

You have a dream of getting rid of those things that do not work; of getting rid of so much stuff we try to implant in kids’ heads, of finding the balance between surface and deep transfer in a fun and joyful way that means our students want to belong, to come back and learn more. If, as Henry Levin claims, the best predictor of adult health, wealth, and happiness is not achievement at school,

but the number of years of schooling, then we must find ways to make schools inviting for students to come and learn.

And you live this dream, John. You have started the fire with your passion. You sparked the learning. And you sparked the teaching. Thank you, John, for letting us be part of your dream. Congratulations and:

Know your impact!

The Visible Learning Story

John Hattie



John Hattie

The enjoyment of completing a doctorate is a wonderful feeling. I learnt so much from the stunning, inspired, and passionate mentors that helped me not only to get to this stage but also to complete the thesis (“Decision criteria for assessing unidimensional”). I then started an academic career as a psychometrician, aiming to apply the best measurement process to address educational questions.

This took me in many directions – books on multi-mode factor analysis, Intelligence tests, assessing teachers for professional certification, executive information systems, formative assessment; many articles, working with the best measurement people in the world, a stint as President of the International Test Commission, leading the development of the New Zealand school assessment system (asTTle), and continuing to supervise thesis students (195 so far) and research in many areas. But a continuing interest has been why, in education, it seems everyone has a view about how to enhance achievement, every article seems to find support for some intervention, every teacher can tell why what they do works, and every politician has the answer. How come we live in a world where we know so much that works – but this is not the lived experience for so many students in so many classrooms!

Synthesising research

This observation led me on a merry chase to synthesis this re-

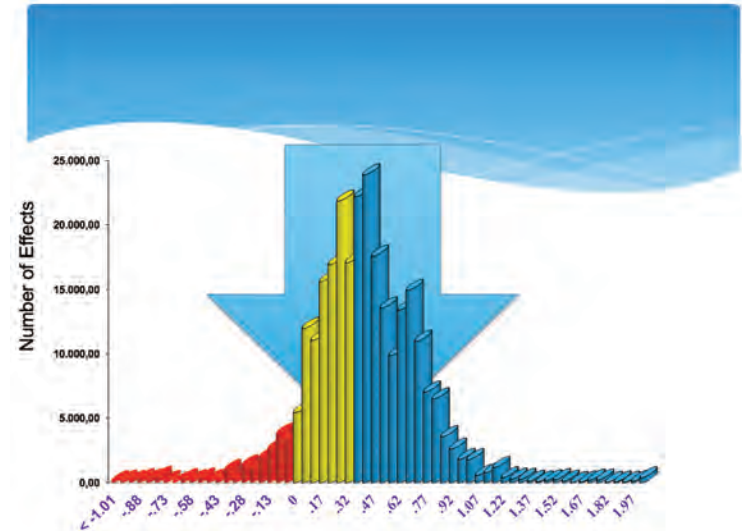
search; and this process was very much helped by the work pioneered by Gene Glass (1976), called meta-analysis. He argued that we can grow our understanding by using statistical procedures to integrate primary studies. My first experience was integrating 126 studies relating self-concept to achievement (Hansford & Hattie, 1982). This integration allowed us to make bolder claims, and at the same time ask about the effect of various moderators on this overall effect (e.g., was the overall effect moderated by gender, ethnicity, intelligence). Over the years more meta-analyses were published in diverse education domains and it dawned on me that by integrating these meta-analyses maybe I could change the fundamental question from “What works” to “What works best”. This then became a hobby which I turned to as a relaxing task from my psychometric work. It was fun reading high level reviews of most of the debates about how to change achievement, and coding is relatively easy.

My focus was influences on achievement – and of course there are many other important outcomes of schooling. There is a team in Germany synthesising the affective and motivation outcomes, Mitchell has synthesised the effects on special needs students, we have embarked on synthesising the physical and health outcomes, and we recently published a synthesis on “how we learn” (Hattie & O’Donoghue, 2016). But there need be no excuses for focusing on achievement as it is an important outcome – to stand along the other outcomes.

The Visible Learning story

In 1989 I published an article based on 134 meta-analyses (Hattie, 1989), in 2008 based on 800 meta-analyses, and now have coded over 1300 meta-analyses. There about 250 million students, 80,000 effects, and over 50,000 studies. The easy part is the coding, the creation of a “league” table of these influences, but

the hard part is working out the story underlying the (now) 250 influences. Of course, the 250 are not unique nor stand-alone; it is the overlap that matters. It took me 15+ years of debate with



colleagues, searching, writing, searching for falsifiable claims, to build a set of explanations for the underlying story.

First, when all influences are graphed it turns out that almost everything we do to students can enhance their achievement. Of the few with average negative effects, most make sense: surface motivation (-.11), not being liked in class (-.19), suspension and expulsion (-.20), retention (-.32), shifting schools (-.34), depression (-.36), and boredom (-.49). The bottom line is that almost everything we do to students enhances their achievement – and therefore “What works” is a bankrupt question and should never be used to justify what one is doing. More important, the average of

all effects is .40, and hence my aim has been to better understand those effects above compared to those below this average across influences.

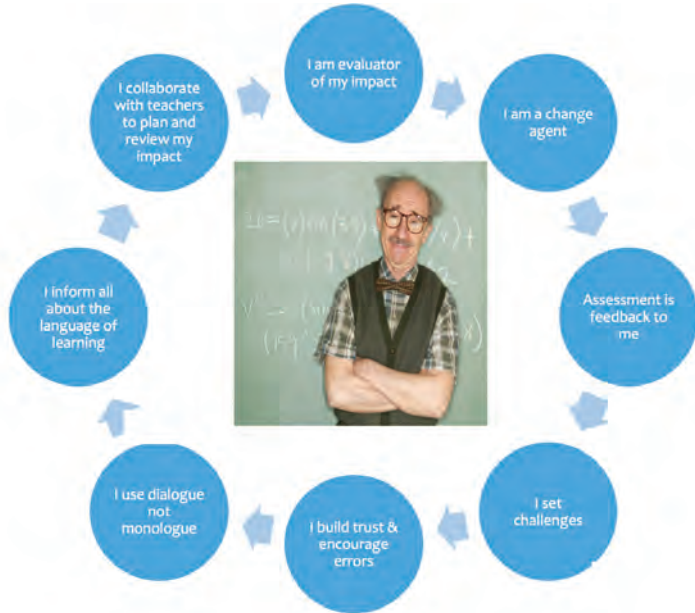
Second, some have misinterpreted the list of 250 influences and claim that they are implementing the top 10 and eliminating the bottom 10 in their school. This is indeed not the message. Some of the influences near zero are fundamentally important (e.g., teacher's subject matter knowledge) and we need much more depth of thinking to explain these findings and thence implement measures to increase their influence. Those who tick of the top seem to do so with the message that this is the "year of feedback," the "year of impact" as if next year you can move to something else! Further, the influences are average effects, and there can be much variation in the effects at the individual class or student level; and this is critical information. The important message relates to the claim that educators need constantly to ask "Know thy impact." My research provides "probability claims" and the essence of the implementation is at the local level – here is where the science and art of teaching occurs.

Third, a common denominator of many of the influences below the .40 average are structural influences – but indeed these are the influences we not only debate the most, not only fund at sometimes excessive levels, but also they are desired by parents, educators, and politicians. These are the influences with the least influence: the attributes of students (.08); the structure of classes or schools (.10); technology (.26); changing curricula (.20); more assessment (.25); or inventing different types of schools (.10). This is not to claim these have no effect – they do (that is what a positive sign for the effect sign indicates) but that the cost of implementing them are far less impactful than if the costs had been spent of the factors above the average.

Fourth, and the major story, are the six factors that underline the effects above the average. Teachers, working together, as evaluators of their impact (.93); the power of explicit success criteria (.77); developing trust in the class and thence welcoming errors as opportunities to learn (.72); maximizing feedback to teachers about their impact (.72); ensuring the right proportion of surface to deep in lessons (.71); and using the Goldilocks principles of challenge, and deliberate practice to attain these challenges – not too hard not too boring (.60). The major message is to have educators see learning through the eyes of the student, and to have the students see themselves as their own teachers.

The mindframe of educators and students

It is the mindframe of the educators and students that matter the most. How they think as they make the moment-by-moment decisions in the classroom, how they understand the criteria of success, understand how to invest energy and engage in deliberate practice, when to be surface and when to be deep (both are valuable), how to be assessment capable about their progress, when and how to reinvest into learning, and how to enjoy the thrill of success, the challenge of learning, the messages in errors, and the joy of discovering relation between ideas.



around the world at system, district and local levels, and continuing the research on the science of learning.

A lot of my work since the 2008 book has been exploring the implications of these major messages for teachers (Hattie, 2012); trying to understand why some seemingly important effects are so low (e.g., subject matter knowledge, class size; Hattie & Anderman, 2013), developing programs to implement in and across schools (Hattie, Masters, & Birch, 2015), telling the story specific to literacy and numeracy (Fisher, Frey, & Hattie, 2016a, b, 2017 a, b), and exploring the science of learning (Hattie & Yates, 2014). Perhaps most important is developing more research relating to the mindframes and I am so pleased to have written this work with Klaus Zierer from my new University here in Augsburg (Hattie & Zierer, 2016). There is much more to be accomplished – I am writing “Visible Learning for Parents” with Klaus and my son; implementing the Visible Learning methods into schools



Concluding comment

When you are awarded your doctorate, there is a sense of relief – there can be no more. But today, there is more! I am so honoured to be awarded an honorary doctorate from the University of Augsburg. Being so recognised by one's peers is the highest accolade, and I will treasure this degree, this auspicious occasion (and the choir was stunning and reminds me of my early years teaching music), and you, my new colleagues. I especially thank the Dean, Prof. Dr. phil. Bernhard Hofmann and your representative for your President, Prof. Dr. phil. Sabine Doering-Manteuffel for their oversight of today and for presenting this honorary doctorate.

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3. **Hochschulpolitik und Wissenschaftskonzeption bei der Gründung der Universität Augsburg.** Ansprachen anlässlich der Feier des 65. Geburtstages des Augsburger Gründungspräsidenten Prof. Dr. Louis Perridon am 25. Januar 1984, Augsburg 1984
4. Bruno Bushart: **Vortrag und Ansprachen anlässlich der Verleihung der Ehrendoktorwürde durch die Philosophische Fakultät II am 7. Dezember 1983,** Augsburg 1985
5. Ruggero J. Aldisert: **Grenzzlinien: Die Schranken zulässiger richterlicher Rechtsschöpfung in Amerika.** Vortrag und Ansprachen anlässlich der Verleihung der Ehrendoktorwürde durch die Juristische Fakultät am 7. November 1984, Augsburg 1985
6. **Kanada-Studien in Augsburg.** Vorträge und Ansprachen anlässlich der Eröffnung des Instituts für Kanada-Studien am 4. Dezember 1985, Augsburg 1986

7. Theodor Eschenburg: **Anfänge der Politikwissenschaft und des Schulfaches Politik in Deutschland seit 1945.** Vortrag und Ansprachen anlässlich der Verleihung der Ehrendoktorwürde durch die Philosophische Fakultät I am 16. Juli 1985, Augsburg 1986

8. Lothar Collatz: **Geometrische Ornamente.** Vortrag und Ansprachen anlässlich der Verleihung der Ehrendoktorwürde durch die Naturwissenschaftliche Fakultät am 12. November 1985, Augsburg 1986

9. **In memoriam Jürgen Schäfer.** Ansprachen anlässlich der Trauerfeier für Prof. Dr. Jürgen Schäfer am 4. Juni 1986, Augsburg 1986

10. Franz Klein: **Unstetes Steuerrecht – Unternehmerdisposition im Spannungsfeld von Gesetzgebung, Verwaltung und Rechtsprechung.** Vortrag und Ansprachen anlässlich des Besuchs des Präsidenten des Bundesfinanzhofs am 9. Dezember 1985, Augsburg 1987

11. Paul Raabe: **Die Bibliothek und die alten Bücher. Über das Erhalten, Erschließen und Erforschen historischer Bestände,** Augsburg 1988

12. Hans Maier: **Vertrauen als politische Kategorie.** Vortrag und Ansprachen anlässlich der Verleihung der Ehrendoktorwürde durch die Philosophische Fakultät I am 7. Juni 1988, Augsburg 1988

13. Walther L. Bernecker: **Schmuggel. Illegale Handelspraktiken im Mexiko des 19. Jahrhunderts.** Festvortrag anlässlich der zweiten Verleihung des Augsburger Universitätspreises für Spanien- und Lateinamerikastudien am 17. Mai 1988, Augsburg 1988

14. Karl Böck: **Die Änderung des Bayerischen Konkordats von 1968.** Vortrag und Ansprachen anlässlich der Verleihung der Ehrendoktorwürde durch die Katholisch-Theologische Fakultät am 17. Februar 1989, Augsburg 1989

15. Hans Vilmar Geppert: **„Perfect Perfect“. Das kodierte Kind in Werbung und Kurzgeschichte.** Vortrag anlässlich des Augsburger Mansfield-Symposiums im Juni 1988 zum 100. Geburtstag von Katherine Mansfield, Augsburg 1989

16. Jean-Marie Cardinal Lustiger: **Die Neuheit Christi und die Postmoderne.** Vortrag und Ansprachen anlässlich der Verleihung der Ehrendoktorwürde durch die Katholisch-Theologische Fakultät am 17. November 1989, Augsburg 1990

17. Klaus Mainzer: **Aufgaben und Ziele der Wissenschaftsphilosophie.** Vortrag anlässlich der Eröffnung des Instituts für Philosophie am 20. November 1989, Augsburg 1990

18. Georges-Henri Soutou: **Deutsche Einheit – Europäische Einigung. Französische Perspektiven.** Festvortrag anlässlich der 20-Jahr-Feier der Universität am 20. Juli 1990, Augsburg 1990

19. Josef Becker: **Deutsche Wege zur nationalen Einheit. Historisch-politische Überlegungen zum 3. Oktober 1990,** Augsburg 1990

20. Louis Carlen: **Kaspar Jodok von Stockalper. Großunternehmer im 17. Jahrhundert,** Augsburg 1991

21. **Mircea Dinescu – Lyrik, Revolution und das neue Europa.** Ansprachen und Texte anlässlich der Verleihung der Akademischen Ehrenbürgerwürde der Universität Augsburg, hg. v. Ioan Constantinescu und Henning Krauß, Augsburg 1991

22. M. Immolata Wetter: **Maria Ward – Missverständnisse und Klärung.** Vortrag anlässlich der Verleihung der Ehrendoktorwürde durch die Katholisch-Theologische Fakultät am 19. Februar 1993, Augsburg 1993

23. **Wirtschaft in Wissenschaft und Literatur.** Drei Perspektiven aus historischer und literaturwissenschaftlicher Sicht von Johannes Burkhardt, Helmut Koopmann und Henning Krauß, Augsburg 1993

24. Walther Busse von Colbe: **Managementkontrolle durch Rechnungslegungspflichten.** Vortrag und Ansprachen anlässlich der Verleihung der Ehrendoktorwürde durch die Wirtschafts- und Sozialwissenschaftliche Fakultät am 12. Januar 1994, Augsburg 1994

25. John G. H. Halstead: **Kanadas Rolle in einer sich wandelnden Welt.** Vortrag und Ansprachen anlässlich der Verleihung der Ehrendoktorwürde durch die Philosoph. Fakultät I am 22. Februar 1994, Augsburg 1994

26. Christian Virchow: **Medizinhistorisches um den „Zauberberg“ . „Das gläserne Angebinde“ und ein pneumologisches Nachspiel.** Gastvortrag an der Universität Augsburg am 22. Juni 1992, Augsburg 1995

27. Jürgen Mittelstraß, Tilman Steiner: **Wissenschaft verstehen.** Ein Dialog in der Reihe „Forum Wissenschaft“ am 8. Februar 1996 an der Universität Augsburg, Augsburg 1996

28. Jochen Brüning: **Wissenschaft und Öffentlichkeit.** Festvortrag und Ansprachen anlässlich der Verleihung der Ehrensensorenwürde der Universität Augsburg an Ministerialdirigenten a. D. Dietrich Bächler im Rahmen der Eröffnung der Tage der Forschung am 20. November 1995, Augsburg 1996

29. Harald Weinrich: **Ehrensache Höflichkeit.** Vortrag anlässlich der Verleihung der Ehrendoktorwürde der Philosophischen Fakultät II der Universität Augsburg am 11. Mai 1995, Augsburg 1996

30. **Leben und Werk von Friedrich G. Friedmann.** Drei Vorträge von Prof. Dr. Manfred Hinz, Herbert Ammon und Dr. Adam Zak SJ im Rahmen eines Symposiums der Jüdischen Kulturwochen 1995 am 16. November 1995 an der Universität Augsburg, Augsburg 1997

31. Erhard Blum: **Der Lehrer im Judentum.** Vortrag und Ansprachen zum 70. Geburtstag von Prof. Dr. Johannes Hampel bei einer Feierstunde am 12. Dezember 1995, Augsburg 1997

32. Haruo Nishihara: **Die Idee des Lebens im japanischen Strafrechtsdenken.** Vortrag und Ansprachen anlässlich der Verleihung der Ehrendoktorwürde durch die Juristische Fakultät der Universität Augsburg am 2. Juli 1996, Augsburg 1997

33. **Informatik an der Universität Augsburg.** Vorträge und Ansprachen anlässlich der Eröffnung des Instituts für Informatik am 26. November 1996, Augsburg 1998

34. Hans Albrecht Hartmann: „... und ich lache mit – und sterbe“. **Eine lyrische Hommage à Harry Heine (1797–1856)**. Festvortrag am Tag der Universität 1997, Augsburg 1998

35. Wilfried Bottke: **Hochschulreform mit gutem Grund?** Ein Diskussionsbeitrag, Augsburg 1998

36. **Nationale Grenzen können niemals Grenzen der Gerechtigkeit sein**. Ansprachen und Reden anlässlich der erstmaligen Verleihung des Augsburger Wissenschaftspreises für Interkulturelle Studien, Augsburg 1998

37. Hans Albrecht Hartmann: **Wirtschaft und Werte – eine menscheitsgeschichtliche Mésaillance**. Festvortrag und Ansprachen anlässlich der Feier zum 65. Geburtstag von Prof. Dr. Reinhard Blum am 3. November 1998, Augsburg 1998

38. **Informations- und Kommunikationstechnik (IuK) als fachübergreifende Aufgabe**. Ansprachen und Vorträge anlässlich der Eröffnung des Instituts für Interdisziplinäre Informatik am 27. November 1998, Augsburg 1999

39. **Jongleurinnen und Seiltänzerinnen**. Ansprachen und Materialien zur Verleihung des Augsburger Wissenschaftspreises für Interkulturelle Studien 1999 an Dr. Encarnación Rodriguez, Augsburg 2000

40. Wilfried Bottke: **Was und wozu ist das Amt eines Rektors der Universität Augsburg?** Rede aus Anlass der Amtsübernahme am 3. November 1999, Augsburg 2000

41. **Wirtschaftswissenschaft in gesellschaftlicher Verantwortung**. Ansprachen und Vorträge anlässlich eines Symposiums zum 70. Geburtstag von Prof. em. Dr. Heinz Lampert am 11. Juli 2000, Augsburg 2001

42. **Religiöse Orientierungen und Erziehungsvorstellungen**. Ansprachen und Materialien zur Verleihung des Augsburger Wissenschaftspreises für Interkulturelle Studien 2000 an Dr. Yasemin Karakasoglu-Aydin, Augsburg 2001

43. **Die Dichter und das Wallis**. Akademische Gedenkfeier zum Tode von Kurt Bösch (09.07.1907–15.07.2000), Augsburg 2001

44. „**Das Amt des Kanzlers wird schwierig bleiben**“. Grußworte und Ansprachen anlässlich der Verabschiedung von Kanzler Dr. Dieter Köhler am 26. April 2001. Mit einem Festvortrag über „Umweltschutz im freien Markt“ von Prof. Dr. Reiner Schmidt, Augsburg 2001

45. **Zu Gast in Südafrika**. Reden und Vorträge anlässlich des Besuches einer Delegation der Universität Augsburg an der Randse Afrikaanse Universiteit am 5. März 2001, Augsburg 2002

46. **Integration und kulturelle Identität zugewanderter Minderheiten**. Ansprachen und Materialien zur Verleihung des Augsburger Wissenschaftspreises für Interkulturelle Studien 2001 an Prof. Dr. Christine Langenfeld, Augsburg 2002

47. **Dreißig Jahre Juristische Fakultät der Universität Augsburg**. Reden und Vorträge anlässlich der Jubiläumsfeier und der Verleihung der Ehrendoktorwürde an Prof. Dr. Peter Lerche am 30. November 2001, Augsburg 2002

48. **Über Grenzen von Recht und von Juristen.** Abschiedsvorlesung und Reden anlässlich der Verabschiedung von Prof. Dr. Wilhelm Dütz am 17. Januar 2002, Augsburg 2002

49. **Zeitdiagnose und praktisch-philosophische Reflexion.** Abschiedsvorlesung am 18. Juli 2001 von Theo Stammen und Antrittsvorlesung am 23. Oktober 2001 von Eva Matthes, Augsburg 2002

50. **Heiratsverhalten und Partnerwahl im Einwanderungskontext: Eheschließungen der zweiten Migrantengeneration türkischer Herkunft.** Ansprachen und Materialien zur Verleihung des Augsburger Wissenschaftspreises für Interkulturelle Studien 2002 an Dr. Gaby Straßburger. Mit einem Festvortrag von Prof. Dr. Michael von Brück zum Thema „Kulturen im Kampf oder im Dialog?“, Augsburg 2003

51. **Das Gesundheitserleben von Frauen aus verschiedenen Kulturen.** Ansprachen und Materialien zur Verleihung des Augsburger Wissenschaftspreises für Interkulturelle Studien 2003 an Dr. Azra Pourgholam-Ernst, Augsburg 2004

52. **Thomas Mann und seine Bibliographen.** Verleihung der Ehrenmedaille der Universität Augsburg an Klaus W. Jonas und Ilse-dore B. Jonas am 28. Oktober 2003 – Ansprachen und Reden, Augsburg 2004

53. **Leben in der Schattenwelt. Problemkomplex illegale Migration.** Ansprachen und Materialien zur Verleihung des Augsburger Wissenschaftspreises für Interkulturelle Studien 2004 an P. Dr. Jörg Alt SJ, Augsburg 2005

54. **Prof. Dr. Heinrich Brüning. Reichskanzler der Weimarer Republik 1930–1932.** Übergabe der Handbibliothek an die Universitätsbibliothek Augsburg durch die Kurt-und-Felicitas-Viermetz-Stiftung am 9. Februar 2005. Ansprachen und Titelverzeichnis, Augsburg 2005

55. **Die Herstellung und Reproduktion sozialer Grenzen: Roma in einer westdeutschen Großstadt.** Ansprachen und Materialien zur Verleihung des Augsburger Wissenschaftspreises für Interkulturelle Studien 2005 an Dr. Ute Koch am 9.5.2005, Augsburg 2006

56. **„Auch über den Wolken dürfen Gesetze nicht grenzenlos sein“– Das Flugzeug als Waffe. Grenzüberschreitungen im Verfassungs- und Strafrecht.** Gastvortrag der Bayerischen Staatsministerin der Justiz, Dr. Beate Merk, am 10. Mai 2006 an der Juristischen Fakultät der Universität Augsburg, Augsburg 2006

57. **Gesellschaftspolitisches Engagement auf der Basis christlichen Glaubens.** Laudationes und Festvorträge aus Anlass der Ehrenpromotionen von Prof. Dr. Andrea Riccardi und Dr. h. c. Joachim Gauck am 17. Juni 2005 an der Katholisch-Theologischen und an der Philosophisch-Sozialwissenschaftlichen Fakultät der Universität Augsburg, Augsburg 2006

58. **„Prodigium“ und Chaos der „Zeichen in der Welt“. Wilhelm Raabe und die Postmoderne.** Abschiedsvorlesung und Reden anlässlich der Verabschiedung von Prof. Dr. Hans Vilmar Geppert am 27. Juni 2006, Augsburg 2007

59. **Vorbild Amerika? Anmerkungen zum Vergleich des deutschen und des amerikanischen Hochschulsystems.** Vortrag von Prof. Dr. Hubert Zapf bei der Promotionsfeier der Universität Augsburg am 16. November 2007, Augsburg 2007

60. **25 Jahre Mathematik in Augsburg.** Ansprachen und Reden anlässlich der Ehrenpromotionen von Josef Stoer und Friedrich Hirzebruch bei der Jubiläumsfeier am 13. Juli 2007, Augsburg 2008

61. **Theodor Berchem: Der Auftrag der Hochschulen in Zeiten der Globalisierung.** Vortrag zum Auftakt des Internationalen Tages an der Universität Augsburg am 18. Juni 2008, Augsburg 2008

62. **Vom „Recht auf Faulheit“ in Zeiten des Rankings.** Abschiedsvorlesung von Prof. Dr. Hans-Otto Mühleisen am 10. Juli 2008, Augsburg 2008

63. **Internationalität und die Zukunft der Universität.** Vortrag von Prof. Dr. Hubert Zapf bei der Verleihung des DAAD-Preises für hervorragende Leistungen ausländischer Studentinnen und Studenten an den deutschen Hochschulen 2009 am 26. November 2009, Augsburg 2010

64. **Der Augsburger Universitätspreis für Versöhnung und Völkerverständigung 2009.** Ansprachen und Reden anlässlich seiner Verleihung an S. E. Botschafter Richard C. Holbrooke am 8. Dezember 2009 im Goldenen Saal des Augsburger Rathauses, Augsburg 2010

65. **Übergänge.** Zu einer Werkschau der Dozentinnen und Dozenten des Lehrstuhls für Kunstpädagogik. Mit Beiträgen von Constanze Kirchner und Hans-Otto Mühleisen, Augsburg 2011

66. **Die Geisteswissenschaften heute. Unterhaltungskunst? Religionsersatz? Gegenwelt der Naturwissenschaften? Oder unverständliches Spezialistentum?** Festvortrag von Prof. Dr. Dr. h. c. Helmut Koopmann bei der Zentralen Promotionsfeier am 11. November 2011, Augsburg 2012

67. **Der Mietek Pemper Preis der Universität Augsburg für Versöhnung und Völkerverständigung 2012.** Ansprachen und Reden anlässlich seiner Verleihung an Khaled Abu Awwad und Nir Oren am 21. Mai 2012 im Goldenen Saal des Augsburger Rathauses, Augsburg 2012

68. **Wissenschaft und Gesellschaft.** Antrittsvorlesung von Prof. Dr. Reiner Keller (Lehrstuhl für Soziologie) am 10. Mai 2012, Augsburg 2012

69. **Der Mietek Pemper Preis der Universität Augsburg für Versöhnung und Völkerverständigung 2014.** Ansprachen und Reden anlässlich der Verleihung an Selline Korir am 3. April 2014 im Goldenen Saal des Augsburger Rathauses, Augsburg 2014

70. **Kassandras Dilemma – Oder: Was kann Friedens- und Konfliktforschung?** Vortrag von Dr. Claudia Brunner zur Eröffnung des Studienjahrs 2014/15 des Masterstudiengangs „Sozialwissenschaftliche Konfliktforschung“ der Universität Augsburg am 6. Oktober 2014 in der Alten Generatorenhalle am Senkelbach in Augsburg. Mit einem Vorwort von Prof. Dr. Christoph Weller, Augsburg 2015

71. **Scientia et conscientia – Zum Leitmotiv der Universität Augsburg als Programm für die Moralthologie.** Antrittsvorlesung von Prof. Dr. Kerstin Schlögl-Flierl (Lehrstuhl für Moralthologie) am 20. Januar 2016, Augsburg 2017

72. **Wissenschaft und Kreativität. Eine Selbstvergewisserung.** Hg. von Marita Krauss zusammen mit Wolfgang Reif, Werner Schneider und Peter Welzel, gewidmet Sabine Doering-Manteuffel zum 60. Geburtstag, Augsburg 2017

73. **Der Mietek Pemper Preis der Universität Augsburg für Versöhnung und Völkerverständigung 2016.** Ansprachen und Reden anlässlich der Verleihung an Don Luigi Ciotti am 20. Oktober 2016, Augsburg 2017

74. **The Visible Learning Story.** Ansprachen und Reden anlässlich der Ehrenpromotion von John Hattie am 18. Juli 2016, Augsburg 2018

