



John Hattie's responses to Q & A:

If there is zero correlation between research and teaching quality, then what exactly is the argument for research-informed teaching?

A zero correlation can mean that there as many in the high-research, low-teaching, as in the high-teaching, low-research, as in the high teaching, high research – hence a mixture of high teaching, research is welcomed and when they are both high this is excellent. But all within a university, I would argue, should engage in research-informed teaching – as this surely is the discriminating definition of a modern-day university.

If some of us are good at teaching and some are good at research, what does a good researcher good teacher do that two-people operating well in different roles cannot?

When the two come together (high teaching and research) we should esteem and privilege these academics – name me one university in the world that offers awards for high-teacher/researchers! Yes, high research or high teaching needs to be esteemed as well, and while we need a balance of both, when they come together we have the epitome of what we should be developing and promoting.

What are the implications for academic professional development of the effect sizes associated with teacher expertise? I.e., how do we position professional development to foster teacher expertise?

Taking the faculty as learners in teaching, how should a university teach them to teach by using the same learning principles you have shown?

It means we need to provide PD to help teachers evaluate their impact and stop over-focussing on new teaching methods, new resources, new apps. The focus needs to be on how teachers think, especially about what they think impact means; how they seek feedback about the impact of their teaching; and how they can modify their instruction based on this evidence of impact. We need PD to help instructors seek and listen to student feedback about their learning, how to structure questions and tasks that reveal their impact, and then evidence based methods relating to this diagnosis, with the virtual circle of then seeking evidence that these methods do enhance student learning.

What is the place of disciplinary expertise in teacher expertise?

I would argue it is a necessary but not sufficient condition. By having higher levels of disciplinary expertise, it can be more likely that there is a balance of surface and deep learning, that tasks and assessments have this mix, and that there is more opportunity for errors and misconceptions to be welcomed s part of teaching. Of course, is these teaching conditions are not enacted then having high levels of disciplinary expertise can be wasted!

On having high expectations - is the level of achievement gained different or comparable for all profiles of (stronger/weaker) learners? What is the value add for those who are already competent and those who are struggling?

All students deserve at least a year's growth for a year's input (or whatever the length of the course) – no matter where they start. The "at least" in the sentence hints clearly that some may need more than others to attain the success criteria but all deserve to grow/learn.



What components /indicators to assess collective teacher efficacy?

I have recently written an article on this topic and will send the link as soon as it appears (very soon).

How is mastery over a domain important in a university education compared to soft skills?

I presume by soft skill you are referring to the C2 1st list (which was outlined in C4th BC by Plato and Socrates) or relationships, resilience, creativity etc. I would contend that these soft skills are NOT separate. Instead they are linked into the subject. Take, for example, the employment rate of Math and Science graduates in the US over the past 50 years – Those with high social skills and high math (or Science) are employable, and those with high social skills and low math are more employable than those with low social skills and high math. Employers find it hard to develop social skills but prefer those with both high social skills and high content. The employers want social skills, interpreters, team players, collaborators, translators with the content. We need to merge the two sets of skills – and I would start by asking about what the students see you valuing in your course – what do you ask them to do, the assignments, the tests – do they involve translations, collaborating, explaining and working in teams; if not you are reducing their employment opportunities.

What teacher expertise is needed for them to be able to evaluate their impact?

An awareness that this is critical; a disposition to seeing teaching about the impact of the teacher and not blaming the student; and the mind frames to work with others to maximise this impact. My next book (Dec 15th release) outlines the ten mind frames to make this happen:

IMPACT

1. I Know thy Impact
2. I see assessment as feedback to teachers
3. I work with others to have Collaborative impact

CHANGE AND CHALLENGE

4. I am a change agent
5. I strive for challenge

LEARNING FOCUS

6. I help students understand feedback
7. I engage in dialogue as much as monologue
8. I inform students what successful impact looks like up front
9. I build relationships and trust
10. I focus on the language of learning

How do you measure 'impact of a teacher'?

I use pre and post measures to track longitudinal change (at the class and student level); I provide examples of student work over the term of the class and engage with others whether they agree this is evidence of a “terms work”; I ask students about what they consider good learning is in my classes; what they gain from doing the assignments, whether the feedback helps them know where to go next; and I engage in moderation with colleagues about the magnitude of the impact and quality of assessments in my course.



What is the app you were sharing on iTunes?

Visibleclassrooms

What was the range of class size that were measured? 20? 100? 600?

Mostly class comparisons in the class-size research if 15-20 vs. 25-30 (but they do go up to 60+). There is far less with lectures of 100+ in the meta-analyses, but there is much research on the effect of these classes for university students with no optimal class size: quality of teaching matters much more than size of class.

As the lecturer/ teacher has finite resources (time, energy), won't class size have a direct impact on the quality of teaching e.g. on the quality of feedback? The teacher can give more thorough and insightful and helpful feedback to 15 students than to 50 for the same assignment in a specific time e.g. 7 days.

Yes, it seems obvious that most of the desirable attributes should be easier to enact in smaller classes – so why then are the effects of reducing class size so small! (Answer, because when we reduce class size we rarely change how we teach).

On the balance between surface and deep teaching, how do we take into account our classes have people of different abilities, especially in introductory classes

Regardless of the attributes of the students, the proportion of surface and deep knowing is critical and should be reflected in the assignments, class tasks, and exams – and thence teaching.

Lecturing vs. online social platform based learning

The technology revolution has been coming for 50 years—there have been 160+ meta-analysis on the effect of technology since 1977 and the effort-size remains low! Despite dramatic changes in the technology. It is the deliberate teaching, the focus on impact, and the quality of assessments that matter more; it is the interactions and co-learning between students, it is the trust to acknowledge errors and misconceptions, and it is the feedback that matters—however delivered in person or via media. Our current research shows great promise of the social media functions of technology to enact these teacher-student and student-student intentions

"In Singapore, it is not good enough if one is an exceptional expert in his/her teaching subject and engaging the students well. Many have left the teaching profession, albeit the passion and professional expertise they possess. What would be one advise be for institutions to retain these valuable teachers?"

Sorry, I do not understand what more is wanted ... We stay in a profession if our expertise is valued, if we continue to see the impact of our expertise (in our case on students), if we can continue to grow, and if our passion is fed with the evidence of our impact.



How do you measure Teacher Expertise" and how teachers can gain "teaching expertise"? - Teaching experience does not equate to expertise. "

Do not ask to measure expertise in teaching, but ask about measuring the impact of teaching. As only the latter is defensible. DO we care too much how one teaches if the impact is high? Yes, after 5 years in teaching, the correlation between experience and expertise is close to zero.