



Read more information on effect size and the statistical implications for learning.

Effect Size

These are resources to help you understand effect size and the impact the rankings have on instruction and learning.

“Professor John Hattie’s Table of Effect Sizes”
<https://www.teacherstoolbox.co.uk/effect-sizes/>

Influence	Effect Size	Source of Influence
Self-reported grades	1.33	Student
Teacher estimates of achievement	1.29	Teacher
Cognitive task analysis	1.29	Teacher
Piagetian programs	1.28	Teacher
Student's prior cognitive ability	.98	Student
Direct instruction	.82	Teacher
Feedback	.74	Teacher
Acceleration	.72	Student
Behavioural intervention programs	.62	Teacher
Mastery learning	.61	Teacher
Challenge of Goals	.59	Teacher
Working memory strength	.57	Student

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“John Hattie’s Effect Sizes”
<https://lookoutforlearning.wordpress.com/perfect-pedagogy/john-hattie-geoff-petty-effect-sizes/>

John Hattie’s ‘Effect Sizes’

John Hattie says ‘**effect sizes**’ are the best way of answering the question ‘**what has the greatest influence on student learning?**’. In effect, Hattie’s in depth research provides evidence to suggest the **most successful strategies to utilise in the classroom to increase student achievement**. The information below will take you through his findings.

An **effect-size of 1.0** is typically associated with:

advancing learners’ achievement by one year or improving the rate of learning by 50%
A two grade leap in GCSE, e.g. from a C to an A grade

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An effect size of 1.0 is clearly enormous! (It is defined as an increase of one standard deviation)

Below is Hattie’s table of effect sizes.

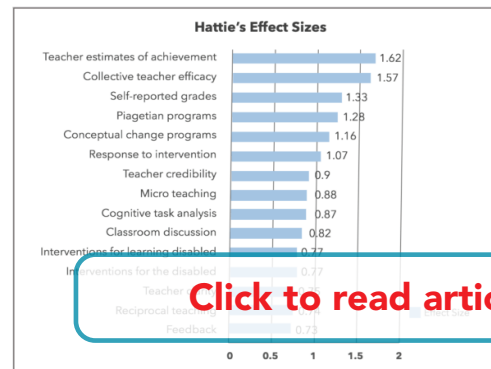
Influence	Effect Size	Source of Influence
Feedback	1.13	Teacher
Student's prior cognitive ability	1.04	Student
Instructional quality	1.00	Teacher



Effect Size (continued)

“The ‘Effect Size’ in Educational Research: What Is It & How to Use It?”

<https://www.illuminateed.com/blog/2017/06/effect-size-educational-research-use/#:~:text=One%20of%20the%20most%20commonly,in%20a%20range%20of%20scenarios>



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From these results, we can determine, for example, that response-to-intervention systems produced a 1.07 standard deviation greater impact on student outcomes (higher test scores) than districts not implementing RtI approaches.

Furthermore, Hattie has identified what he terms the “Super Factors” on student outcomes:

- **Teacher estimates of achievement ($d = 1.62$).** Unfortunately, this reflects the accuracy of a teacher's knowledge of their students and not “teacher expectations.” Therefore, this is not a factor teachers can use to boost student achievement.

“Effect Sizes in Education: Bigger Is Better Right?”

<https://evidenceforlearning.org.au/news/effect-sizes-in-education-bigger-is-better-right/>



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Effect sizes in education: Bigger is better right?

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Effect Size (continued)

“Effect Size”

<https://youtu.be/6uYNVCy-8NA>

