

# Outline chapter(4)

Education



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BOOK CHAPTER OUTLINE Insert In a whole perspective approach, Hattie observes education as a comprehensive and dynamic process. This is made possible through the comparison with various fields formerly advanced. Such fields include medicine, agricultural knowledge, which agreeably dates quite earlier than the formalized civilization brought about by education.

To achieve this consequentially, Hattie argues based on fundamental approaches. First, he presents a set of findings as guidelines to the criterion that must be established in order to achieve the most benefiting education practice. This is explained through the relationship of various effects that may accrue, from the innumerable studies that have been conducted. This means that sophisticated approaches have been borne during the past several decades that help in understanding effects.

Next, Hattie sub-groups these consequences into various sub categories in order to understand the specification criterion that best explains the entire effect. For instance, he disintegrates the schooling process into components like students, the process of teaching and learning, other co-curriculum activities, the teachers in charge, the curriculum being used, stakeholders partaking the schooling process, just to mention but a few. With such sub divisions, they can be well understood in this individualized content. This just explains what begets the dynamic perspective of the schooling process.

Hattie then establishes a measurement criterion for the varied observations made from the individualized sub groups. This enables them to be categorized in order of effect such that others are ranked as extreme, while others as mild.

In general, the chapter outlines the individualized as well as the generalized perspective research methodologies encompassed in the learning process. A

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myriad of methodologies are explained and recommended as pertaining to any education process which, as a matter of fact, is complex.

#### Reference

Hattie, J. A. C. (2012) Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, Routledge.