1. **Course Title:** Voxer Book Study: Visible Learning for Literacy
2. **Instructor:** Jarod Bormann
3. **Phone:** 563-245-1480 (work)
4. **E-mail:** jbormann@aea1.k12.ia.us  **Voxer Handle:** jbormann3
5. **Credit:**
   a. Total Contact Hours: _15_
   b. Credit Type: ___ Graduate _x_ Licensure Renewal ___Both
   c. Number of Credit hours: _1_
   d. Graduate Credit through: ____ Drake ___Morningside ___ Viterbo
6. **Semester:** ___ Winter _x_ Summer ___ Fall  **Year:** ____ 2017____
7. **Dates and Times:**
   October 30 – December 17, 2017  See pages 4-9.
8. **Location of Course:** Voxer
9. **Required Text/Other Materials:** *Visible Learning for Literacy* by Hattie, Fisher, Frey
10. **Course Description:** Participants will read and discuss the book *Visible Learning for Literacy* by Hattie, Fisher, Frey. We will use Voxer as our discussion forum for sharing ideas and adding to each other’s in an asynchronous format. This kind of format will allow participants in a more flexible learning environment during the summer months. Participants will also be synthesizing their learning in a final writing piece, most likely a blog.
11. **Rationale:** Hattie, Fisher, and Frey’s work bases itself off of Hattie’s original work, *Visible Learning*. The effect sizes that Hattie calculates are applied to the area of literacy, which continues to be a push in Iowa. There are excellent strategies included that help educators to better develop reading instructional practices that are proven to have an effect on literacy. Any educator at a Pk-12 level can take away insights and strategies from the book.
12. **Iowa Teaching Standards Addressed:**
   a. _x__ Content knowledge
   b. _x__ Planning and preparation for instruction
   c. _x__ Multiple learning needs of students
d.  _x__ Monitoring of student learning  
e.  ___ Classroom management  
f.  ___ Fulfills professional responsibilities of school district  
g.  _x__ Engages in professional growth  
h.  ___ District’s student achievement goals

13. Course Objectives:  
   a. Objective 1: Students will read the book Visible Learning for Literacy by Hattie, Fisher, Frey  
   b. Objective 2: Students will reflect and discuss the reading in an asynchronous format.  
   c. Objective 3: Students will reflect and produce a piece of writing that synthesizes their learning from the book. This will most likely be a blog post, but other formats may be acceptable.

14. Outline of Course:

15. Course Requirements and Evaluation:

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Course Objective</th>
<th>Expectations (Final Product)</th>
<th>Evaluation/Grading</th>
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</table>
| Participation In Class Activities: Peer reflections, discussions via Voxer). | 1-2              | - Full/Active reading of all chapters of the book.  
   - Full/Active participation in the Voxer chats (10 voxes/chapter) | Pass/Fail         |
| Piece of writing (blog post, Google Doc).                | 3                | A piece of writing that fully synthesizes an overall understanding of the text and how it may be applied to classroom instruction. | Pass/Fail          |
16. **Attendance Policy**: Participants are expected to participate in the Voxer chat regularly each week of reading. This would include posting thoughts to original questions, replying to other’s voxes, and adding to ideas presented by others.

17. **Follow-up**: The instructors will respond to questions/concerns throughout the course via email, phone, or Voxer.
Book Study: Visible Learning for Literacy

October 30th - December 17th

Pacing Guide
Rubric
Voxer Discussion Questions
Blog URLs
# Pacing Guide

<table>
<thead>
<tr>
<th>Chapters</th>
<th>Task/Activity</th>
<th>'in-class' hours</th>
<th>Due Date</th>
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</table>
| Introductions | - On Voxer, introduce yourself.  
  ○ Name  
  ○ School  
  ○ Position  
  ○ Your role with literacy  
  ○ What are you hoping to gain from the book study?  
  ○ One fun fact we wouldn't know about you unless you shared with us.  
  - Listen to others' introductions and respond if necessary.  
  - Create and share your blog URL in the table below. | 1 hour           | 3 voxes by Nov. 5 |
| Preface/Ch. 1 | - Read - Laying the Groundwork for Visible Learning for Literacy  
  - Respond on Voxer to Discussion Questions  
  - Respond to others | 2 hours          | 3 voxes by Nov. 12 |
| Ch. 2      | - Read - Surface Literacy Learning  
  - Respond on Voxer to Discussion Questions  
  - Respond to others | 2 hours          | 3 voxes by Nov. 19 |
| Ch. 3      | - Read - Deep Literacy Learning  
  - Respond on Voxer to Discussion Questions  
  - Respond to others | 2 hours          | 3 voxes by Nov. 26 |
| Ch. 4      | - Read - Teaching Literacy for Transfer  
  - Respond on Voxer to Discussion Questions  
  - Respond to others | 2 hours          | 3 voxes by Dec. 3 |
# Ch. 5
- Read - Determining Impact, Responding When the Impact Is Insufficient, and Knowing What Does Not Work
- Respond on Voxer to Discussion Questions
- Respond to others

2 hours | 3 voxes by Dec. 10

# Blog
- In a blog post, synthesize your understandings from the book and how you plan to apply them to the coming school year.
  - Use headings, sub-headings, lists, etc. to organize your writing and reflection.
- Comment on TWO other blog posts

4 hours | Blog published by Dec. 16

Comment on TWO others by Dec. 17

15 TOTAL HOURS
<table>
<thead>
<tr>
<th>Activity</th>
<th>Pass (7pts)</th>
<th>Fail (0)</th>
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<tbody>
<tr>
<td>Voxer Discussion</td>
<td>● Responds to questions for each chapter</td>
<td>● Does not participate for that chapter.</td>
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<td></td>
<td>● Responds to others when necessary</td>
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<td></td>
<td>● Poses new questions when necessary</td>
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<td>● 7 voxes minimum/chapter</td>
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<td></td>
<td><strong>Pass (25pts- 15pts)</strong></td>
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<tr>
<td>Blog Post</td>
<td>● Blog post is thorough and addresses the main questions:</td>
<td>● Blog is thin and did not address the main questions.</td>
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<td>○ What were your biggest takeaways from the book?</td>
<td>● Did not comment on two others’ blog posts.</td>
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<td>○ What connections did you make to your current classroom?</td>
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<td>○ What application do you see for your classroom moving forward?</td>
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<td>● Leave meaningful comments on TWO others’ blog posts.</td>
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Voxer Discussion Questions
These are simply prompts that can be used to start discussions or provide thinking for initial posts by individuals.

- **Pull a Quote**
  - Pull a quote from the chapter that you found to be important or helped you to make a connection to another source or your classroom. Give the group your quote and what connection you made (you can include a photo of the quote).

- **Ah-Ha**
  - Discuss an Ah-Ha moment that occurred while reading the chapter.

- **Connections**
  - Discuss connections that you made between something in the chapter and your own classroom, previous background experience, other texts you’ve read, or even conversations you’ve had with others.

- **Questions**
  - What questions were prompted for you while reading the chapter?

- **Vocabulary**
  - Pull a word or phrase that you were unfamiliar with but found interesting.
### Blog URLs

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<tr>
<th>Name</th>
<th>Blog URL/Google Doc Link</th>
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