

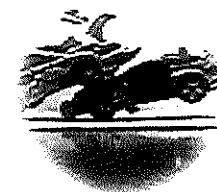
<u>Influence</u>	<u>Effect Size</u>	<u>Source of Influence</u>
Feedback	1.13	Teacher
Students' prior cognitive ability	1.04	Student
Instructional quality	1.00	Teacher
Direct instruction	.82	Teacher
Remediation/feedback	.65	Teacher
Students' disposition to learn	.61	Student
Class environment	.56	Teacher
Challenge of Goals	.52	Teacher
Peer tutoring	.50	Teacher
Mastery learning	.50	Teacher
Parent involvement	.46	Home
Homework	.43	Teacher
Teacher Style	.42	Teacher
Questioning	.41	Teacher
Peer effects	.38	Peers
Advance organisers	.37	Teacher
Simulation & games	.34	Teacher
Computer-assisted instruction	.31	Teacher
Testing	.30	Teacher
Instructional media	.30	Teacher
Aims & policy of the school	.24	School
Affective attributes of students	.24	Student
Physical attributes of students	.21	Student
Programmed instruction	.18	Teacher
Ability grouping	.18	School
Audio-visual aids	.16	Teacher
Individualisation	.14	Teacher
Finances/money	.12	School
Behavioural objectives	.12	Teacher
Team teaching	.06	Teacher
Physical attributes (e.g., class size)	-.05	School
Television	-.12	Home
Retention	-.15	School











Rank these 11 effects: Answers

- Reducing disruptive behavior in the class .86
- Feedback .72
- Acceleration of gifted students .60
- Reading Recovery .50
- Integrated curriculum programs .40
- Homework .30
- Individualized instruction .20
- Ability grouping .10
- Open vs. traditional classes .00
- Retention (hold back a year) -.16
- Shifting schools -.34













The Disasters ...



Rank	Category	Influence	Studies	Effects	ES
100		Mobility (shifting schools)	181	540	-.34
99		Retention	207	2675	-.16
98		Television	31	235	-.14
97		Summer vacation	39	62	-.09
96		Open vs. traditional	315	333	.01
95		Multi-grade/age classes	94	72	.04
94		Inductive teaching	24	24	.06
93		Reading: Whole language	64	197	.06
92		Perceptual-motor programs	180	637	.08
91		Out of school experiences	52	50	.09

The Well belows...



Rank	Category	Influence	Studies	Effects	ES
90		Distance education	788	1545	.09
89		Web based learning	10	10	.09
88		Ability grouping	494	1363	.11
87		Teacher training	53	286	.11
86		Diet on achievement	23	125	.12
85		Teacher subject matter knowledge	27	64	.12
84		Gender (girls – boys)	2926	6051	.12
83		Multi-media methods	244	133	.15
82		Problem based learning	203	345	.15
81		Home-school programmes	14	14	.16

Not Worth it yet ...













Rank	Category	Influence	Studies	Effects	ES
80		Extra-curricula programs	96	68	.17
79		Family structure	660	846	.18
78		Co-/team teaching	136	47	.19
77		Learning hierarchies	24	24	.19
76		Aptitude/treatment interactions	61	340	.19
75		Individualised instruction	581	1030	.20
74		Charter schools	18	18	.20
73		Religious schools	56	56	.20
72		Class size	96	785	.21
71		Teaching test taking	267	364	.22

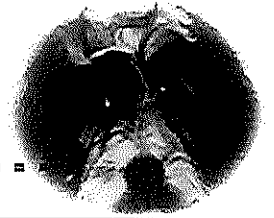
Should be above .40











Close to average



Rank	Category	Influence	Studies	Effects	ES
60		Reducing anxiety	69	904	.30
59		Principals/school leaders on student achievement	344	1008	.30
58		Ability grouping for gifted students	125	202	.30
57		Homework	261	275	.31
56		Inquiry based teaching	205	420	.31
55		Simulations and gaming	342	449	.32
54		Reading: Exposure to reading	145	324	.36
53		Bilingual programs	128	666	.37
52		Teacher positive expectations	635	745	.37
51		Computer assisted instruction	4481	8079	.37











Typical “average teacher” territory ..



Rank	Category	Influence	Studies	Effects	ES
70		Finances	189	681	.23
69		Summer school	105	600	.23
68		Competitive learning	831	203	.24
67		Programmed instruction	464	362	.24
66		Within class grouping	148	297	.25
65		Mainstreaming	150	370	.28
64		Desegregation	335	723	.28
63		Exercise/relaxation	227	1971	.28
62		Audio-based teaching	146	48	.28
61		Home visiting by teachers	71	52	.29











Average ...



Rank	Category	Influence	Studies	Effects	ES
50		Enrichment on gifted	214	543	.39
49		Integrated curriculum programs	61	80	.39
48		Adjunct aids	138	323	.41
47		Hypermedia instruction	46	143	.41
46		Behavioral organisers/adjunct questions	577	1933	.41
45		Self-concept on achievement	324	2113	.43
44		Frequent/effects of testing	323	1077	.46
43		Early intervention	1627	9050	.47
42		Motivation on learning	322	979	.48
41		Small group learning	78	155	.49











Getting there . . .



Rank	Category	Influence	Studies	Effects	ES
40		Questioning	214	342	.49
39		Cooperative learning	2285	1519	.49
38		Reading: Second/third chance programs	52	1395	.50
37		Play programs	70	70	.50
36		Visual based/audio-visual teaching	468	3860	.51
35		Outdoor programs	187	429	.52
34		Concept mapping	91	105	.52
33		Peer influences	12	122	.53
32		Keller's mastery learning program	263	162	.53
31		Reading: Phonics instruction	407	5950	.53













Let's have them

Rank	Category	Influence	Studies	Effects	ES
30		Reading: Visual-perception programs	762	5244	.55
29		Parental Involvement	694	1761	.55
28		Peer tutoring	767	1200	.55
27		Goals - challenging	454	671	.56
26		Mastery learning	369	284	.57
25		Social skills programs	540	3068	.57
24		Socio-economic status	499	957	.57
23		Home environment	35	109	.57
22		Providing worked examples	62	151	.57
21		Reading: Comprehension programs	365	2416	.58











Exciting



Rank	Category	Influence	Studies	Effects	ES
20		Direct instruction	304	597	.59
19		Time on task	64	100	.59
18		Study skills	656	2446	.59
17		Acceleration of gifted	60	412	.60
16		Problem solving teaching	221	719	.61
15		Teacher professional development on student achievement	450	1790	.64
14		Reading: Repeated reading programs	54	156	.67
13		Reading: Vocabulary programs	301	800	.67
12		Meta-cognition strategies	43	123	.67
11		Teaching students self-verbalisation	92	1061	.67

The Winners ...



Rank	Category	Influence	Studies	Effects	ES
1		Self-report grades	209	305	1.44
2		Absence of disruptive students	140	315	.86
3		Classroom behavioural	160	942	.80
4		Quality of teaching	141	195	.77
5		Reciprocal teaching	38	53	.74
6		Prior achievement	3387	8758	.73
7		Teacher-student relationships	229	1450	.72
8		Feedback	1276	1928	.72
9		Providing formative evaluation to teachers	21	21	.70
10		Creativity programs	658	814	.70

Activator or Facilitator ?

An Activator

Reciprocal teaching

Feedback

Teaching students self-verbalization

Meta-cognition strategies

Direct Instruction

Mastery learning

Goals - challenging

Frequent/ Effects of testing

Behavioral organizers

A Facilitator

Simulations and gaming

Inquiry based teaching

Smaller class sizes

Individualized instruction

Problem-based learning

Different teaching for boys & girls

Web-based learning

Whole Language Reading

Inductive teaching

Activator or Facilitator ?

<i>An Activator</i>	<i>ES</i>	<i>A Facilitator</i>	<i>ES</i>
Reciprocal teaching	.74	Simulations and gaming	.32
Feedback	.72	Inquiry based teaching	.31
Teaching students self-verbalization	.67	Smaller class sizes	.21
Meta-cognition strategies	.67	Individualized instruction	.20
Direct Instruction	.59	Problem-based learning	.15
Mastery learning	.57	Different teaching for boys & girls	.12
Goals - challenging	.56	Web-based learning	.09
Frequent/ Effects of testing	.46	Whole Language Reading	.06
Behavioral organizers	.41	Inductive teaching	.06
<i>ACTIVATOR</i>	<i>.60</i>	<i>FACILITATOR</i>	<i>.17</i>

Teaching or Working Conditions?

<i>Teaching</i>	<i>ES</i>	<i>Structural/Working Conditions</i>	
Quality of teaching	.77	Within class grouping	.28
Reciprocal teaching	.74	Adding more finances	.23
Teacher-student relationships	.72	Reducing class size	.21
Providing feedback	.72	Ability grouping	.11
Teaching student self-verbalization	.67	Multi-grade/age classes	.04
Meta-cognition strategies	.67	Open vs. Traditional classes	.01
Direct Instruction	.59	Summer vacation classes	-.09
Mastery learning	.57	Retention	-.16
AVERAGE	.68		.08