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BOOK REVIEW

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Bibliography: Hattie, J., & Zierer, K. (2018). *10 mindframes for visible learning: Teaching for success*. New York, NY: Routledge. 180 pages. \$ 26.86

Professors John Allan Clinton Hattie and Klaus Zierer are education instructors and have been renowned for their research about visible learning. They have been working in meta-study research in the area of visible learning. They have published several books about visible learning that focus on research in the areas of successful teaching and educational evaluation. The book entitled *10 Mindframes for Visible Learning: Teaching for Success*, written by Hattie and Zierer (2018), is a result of the meta-study on visible learning conducted by the authors.

The thesis of this book is to investigate and explore the main factors that alter the impact of teaching on the pupil's learning experiences. The authors claim that successful teachers do the things that they do in their teaching governed by the kind of perspective of mind frames that are developed. Besides experience, expertise, and competence as the quality of a successful teacher, having the mind frames of impactful learning is crucial for the success of the learning process. The authors highlight the importance of knowing the reason why someone does something, especially the teachers. It is not only about "what" and "how" but, most importantly, is the "why" of doing something. This book is focused on having the worldview of how to make impactful learning through the suggested 10 mindframes. The presentation on each mindframe is filled with instructional strategies on how these mindframes can be visible and how they make the process of learning visible.

The theme of the book comes from the synthesis of studies on factors that have a high effect size on the success of the students' learning. The main focus is on the successful learning experiences and the impact that teachers can have on their teaching and their students. This book explores the fundamental strategies and methods that have the most successful impact that can bring transformation. Some domains of learning have a higher impact than others. Some of these are more successful in influencing the learning process of the students. The core notion of the book is "the one big critical idea underlying success in making a difference to the learning lives of students—the mindframes of the educators" (p. xx). The use of feedback is crucially important to have the mindframes of successful teaching. To know the impact of learning, teachers should spend more time listening to the feedback from the students about the learning process.

Throughout the book, the 10 mindframes for visible learning are categorized into three big themes, which are (a) impact, (b) change and challenge, and (c) learning focus. Each mindframe is reinforced with various teaching strategies that support the successful implementation of the worldview. It is also complemented with a short questionnaire for self-reflection for the specific mindframe. The last chapter depicts the vision of how the mindframes can be brought into the real practice of education. The authors emphasize the importance of integrating all the aspects of successful teaching and learning process, including the 10 mindframes to reach the goal of education.

The book is organized according to each mindframe. The authors use language that is easy to comprehend and provide examples and stories to help the readers to understand and internalize the concepts easier. The chapters contain graphics, tables, and figures to enhance the visual effect of the book. Also, at the end of each chapter, there is a checklist for reflection on the concepts discussed in the chapter. Exercises are also provided to enhance the learning process. These elements make this book is helpful for readers to reflect on the chapter with some authentic and hands-on experiences.

This book is reliable and valid because of the use of multiple data sources used in discussions. Since this book is the product of the meta-study conducted widely for several years, the themes and the mindframes proposed on visible learning are convincing. The book has cited different resources, as seen in the five pages of references. One simple recommendation for this book is for the authors to provide a clear sequence of headings and subheadings in each section of the book. This will help the readers to understand the flow of the chapter of the book.

In conclusion, I would recommend this book to teachers who are eager to improve their impact on their students' learning experience. This book is also useful for administrators and principals of schools to help their teachers develop mindframes of visible learning for successful teaching. The teaching strategies suggested are research-based and well-known for their impact on students learning that teachers should focus on.

The authors of this book understand that the process of changing the mindframes of visible learning is not easy to do. There are only a few teachers and schools who are practicing these worldviews. Considering the fact that changing mindframes is difficult, I find the humility and sincerity of the authors to provide the methods of teaching and strategies of making the learning process successful. They mention that the vision for the school is to have visible learning. It requires the cooperation and integration of many factors and especially having the mindframes proposed. This makes this book is worthy of being read by teachers.

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