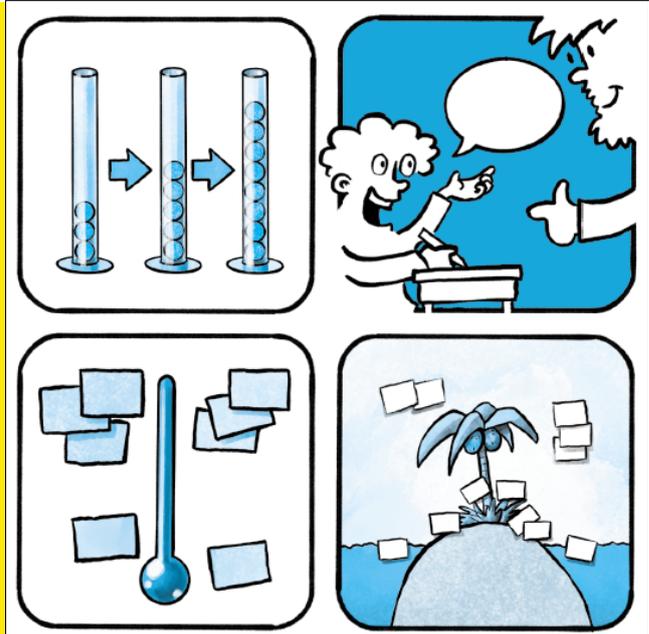


Know thy impact with Luise-Steev – and increase it

Evaluative thinking with the Luise-Steev approach

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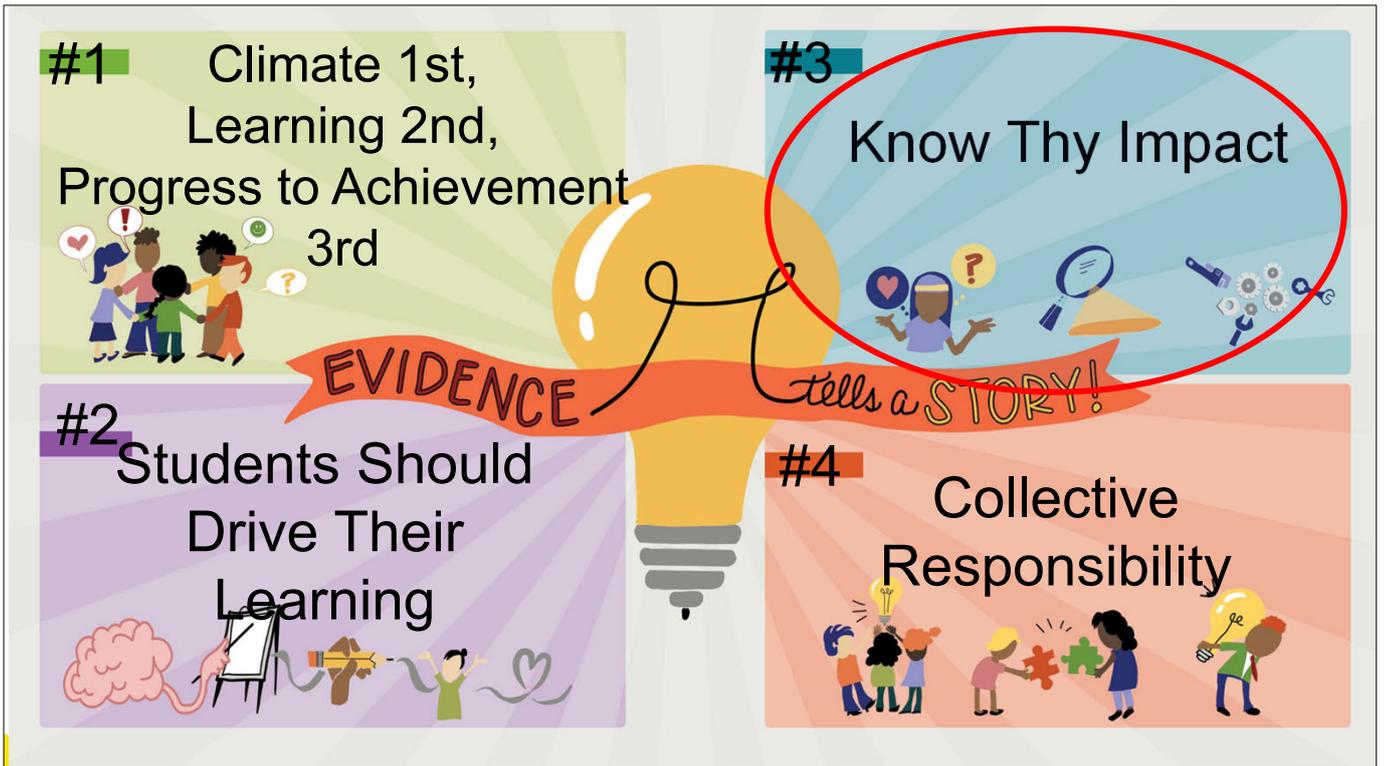
www.fhnw.ch/ph

In this talk, we from the Luise programme management team demonstrate how the Visible Learning concept, 'Know your impact!', can be put into practice.

We present the Luise-Steev approach including how it works and how it is used by teachers at various levels of the education system.

Luise-Steev was developed and has been continuously refined since 2012 at the FHNW School of Education as an approach for data-informed development of schools and teaching. It has been used at all levels of education ever since. We have supported many Luise-Steev projects. We are aware of over 2,000 projects implemented by teachers and subject specialists.

Some of these have been documented in writing. These are available free of charge on our website to anyone interested, to serve as inspiration.



This slide outlines the structure of John Hattie's keynote address. Luise-Steev focuses on the third key idea of *Visible Learning*. The Luise-Steev approach aims to support teachers recognize the impact of their professional practices in the classroom and make this impact visible through evidence.

Luise-Steev supports and takes the strain off teachers

Simultaneous
Teaching and
Enquiry that is
Effective and
Visible.

Luise:

Lehrpersonen **U**nterrichten und
Untersuchen **I**ntegriert, **S**ichtbar
und **E**ffektiv.



The name Steev says it all

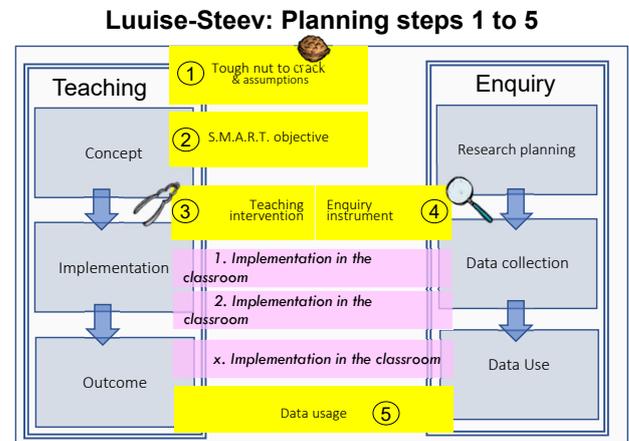
Teachers design a solution-oriented development process for their own lessons.

They use the approach to overcome a recurring obstacle in their pupils' learning process.

The starting point is a tricky problem, a tough cracknut, that the teacher finds challenging. Through careful analysis, solution-focused goal-setting and a carefully chosen *intervention* – a 'nutcracker' – this is overcome. Using data collected by teacher and students, simultaneously visualised in the classroom, the 'magnifying glass', progress towards the goal is *measured and improved*.

The five Luise-Steev steps

1. Identifying the tough cracknut and formulating assumptions about it
2. Formulating the S.M.A.R.T. goal
3. Identifying the intervention to be implemented
4. Designing the enquiry instrument
5. Using the data collected in the lessons



(Beywl et al., 2025)

Here are the five steps of the Luise-Steev approach, situated between the two strands of teaching and enquiry.

The unique selling point of the approach, and at the same time its ingenuity, lies in the combination of targeted teaching practice and tailored data collection (steps 3 and 4).

The more coherent this link, the more likely goals are achieved. Teachers and learners increase their self-efficacy.

The 5 Luise-Steev steps form a solid framework for planning and implementing the projects. It gives teachers a sense of security and confidence in their ability to succeed. The teacher 'fills' the framework with their concerns, their topics, their preferred approaches – their expertise.

Luise-Steev supports learners in many areas of competence

Ensuring a good start to learning

- Create a friendly, focused learning climate
- Strengthen the willingness to learn

Encourage active learning

- Work self-directed on tasks
- Talk about one's own learning
- Complete group tasks by sharing the work

Strengthen learning outcomes

- Explain difficult terms (knowing-that)
- Use the target language (knowing-how)
- Apply subject-specific content to new contexts (knowing-with)

Lernstart sicherstellen

- PB 1 Unterricht konzentriert starten mit Smiley
- PB 2 Unterricht fokussiert starten mit Fachbegriffe-Quiz
- PB 3 Ruhige Arbeitsatmosphäre schaffen mit der Warteschlange
- PB 4 Konflikte lösen mit der Friedenstreppe

Überfachliches Lernhandeln intensivieren

- PB 5 Sich mündlich ausdrücken
- PB 6 Im Klassenverband sprechen mit Perlenketten
- PB 6 Überlegt: Fragen stellen mit Haftzetteln

Allein konzentriert lernen

- PB 7 Zügig Aufgaben anpacken mit Tortendekoration
- PB 8 Arbeitsaufträge erledigen mit Konzentrationsperlen
- PB 9 Konzentriert arbeiten mit Schneeflocken-Sammeln
- PB 10 Selbstständig Aufträge ausführen mit dem Kugelstab
- PB 11 Zielverfolgung stärken mit Peer Feedback

Über das Lernen nachdenken

- PB 12 Emotionen und Anliegen mit Gegenständen visualisieren
- PB 13 Eigenes Lernverhalten beobachten mit Singsteinen
- PB 14 Über das eigene Lernen sprechen mit Wort- und Bildkarte
- PB 15 Überlegungen zum eigenen Fragen mit Klammern anzeigen

Üben – in der Schule und zu Hause

- PB 16 Aufträge allein bearbeiten mit Arbeitsstand-Fotos
- PB 17 Übe-Strategien anwenden mit Smiley-Tabelle
- PB 18 Selbstständiges Üben und Lückenschließen nach Quiz

Miteinander Lernen

- PB 19 Beim Lernspiel vier Strategien nutzen
- PB 20 Gruppenaufträge arbeitsteilig erledigen mit Zeitplan
- PB 21 Erfolgreich in Gruppen arbeiten mit Rollenvorgaben

Fachliches Lernhandeln intensivieren

- PB 22 Sprechanteile erhöhen mit der Schachuhr
- PB 23 Individualisierte Lernziele verfolgen mit Bergsteigrouten
- PB 24 Lektüreaufträge vertiefen mit Punktebuch
- PB 25 Zugang zum Lesestoff finden mit dem Thermometer
- PB 26 Wasser sparsam nutzen mit dem Eisbären
- PB 27 Ordnung halten mit Zielfotos

Lernresultate stärken

- PB 28 Rechtschreiben stärken mit dem Fehlerstaubsauger
- PB 29 Schwierige Begriffe erklären mit Mini-Whiteboards
- PB 30 Fachbegriffe erklären mit dem Insektplakat
- PB 31 Zielsprache nutzen mit dem Eiffelturm
- PB 32 Textverständnis vertiefen mit Strategiepunkten und Quiz
- PB 33 Hausaufgaben lösen mit dem „Muddiest Point“
- PB 34 Schlüssel argumentieren mit der Eimeten-Analogie
- PB 35 Ausdauer aufbauen und sichern mit Laufprotokoll
- PB 36 Fachinhalte transferieren mit Symbolbild und Lernkarte

(Beywl et al., 2025)

Teachers use Luise-Steev to support learning at various levels and across a wide range of skill areas. Here are a few goals. Further details can be found on the LSM website (www.lernensichtbarmachen.ch) and in the 36 practical examples (PB) in the «Lernen sichtbar machen – Das Praxisbuch».

Teachers always ensure that *all* learners benefit.

Their Luise-Steev projects focus on both cross-curricular and subject-specific objectives. They promote both individual and cooperative-collective learning.

Through dialogue on teaching and learning based on data and evidence, teachers and learners work together towards success and strengthen the school and class culture.

Luise-Steev enquiry instruments



Step 4 is what makes the Luise-Steev approach unique. This is where evaluative thinking and action come into play. Teachers design the tools for data collection. There are suitable tools for all levels of education. This slide highlights seven enquiry instruments. They give a glimpse of the diversity of the many more – estimated several hundred – tried-and-tested instruments.

Teachers approach this step creatively and enthusiastically. They devise instruments that can be used in either analogue or digital formats. Some instruments provide a reference to the subject area (such as the Eiffel Tower in French lessons); others are of general application (such as the bar chart). Teachers decide how playful or serious, anonymous or open, analogue or digital the tools should be.

The data collection instruments are a key factor in the success of the projects. Wherever possible, they should be integrated into lessons to directly support teaching and learning, and also to avoid additional work arising from the teacher having to evaluate them alone. In the long term, they become a natural part of teaching.

Customized to the learning group and, ideally, designed with their support, they foster a sense of inclusion, participation and also the learners' willingness to learn.

The data collected with these instruments and presented in an engaging visual format serves as feedback within the teaching and learning process. It also enables and facilitates a data-informed dialogue about successful learning.

A teacher reports on the implementation of her Luise project



<https://tube.switch.ch/videos/2UvXDCS63h>



Caroline Andenmatten,
Sixth Form College/
Vocational College
Thun (Switzerland), 2024

A teacher is now sharing her experience with implementing her Luise-Steev project. .

In 2024, Caroline Andenmatten carried out a project as part of an in-school professional development program. Our colleague Janine Strasser supported her in the planning and implementation. This example comes from the first group of the tough nuts to crack and its goal: ensuring a successful start to learning.

This serves as the foundation for more ambitious goals, in line with John Hattie's first big idea: Climate 1st, Learning 2nd, Progress to Achievement 3rd.

A typical professional development Luise-Steev program consists of three sessions: 1. the kick-off event with an introduction and written planning of the individual project, 2. an online consultation session during the implementation of the project, and 3. an internal school exchange and reflection session. It is important that the local context is taken into account when designing the Luise-Steev project.

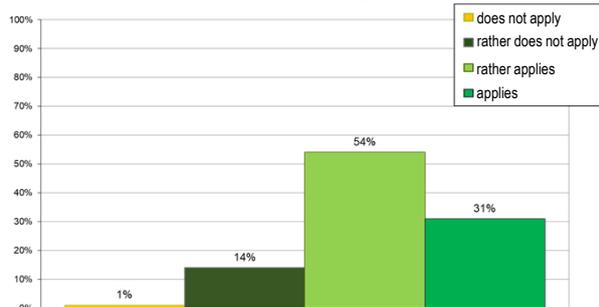
Recently, we have often been using various modules in schools, including Luise-Steev as well as lesson feedback for the teacher or learning feedback for the students. These gradually introduce teachers to the practices and mindset of evaluative, data-driven teaching with intent.

We also offer individual Luise courses online for groups of 12 to 20 people. There is also a program available for teacher training.

Evaluative teaching becomes effective with Luuise-Steev

Third evaluation of Luuise-Steev training programme

“Luuise has boosted my confidence in tackling further difficult teaching challenges.”

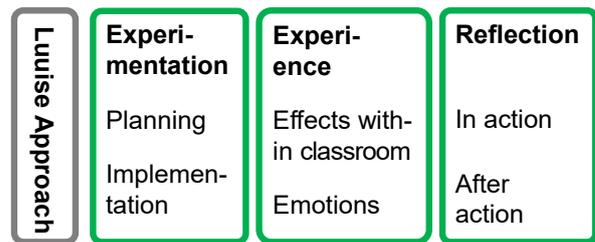


(n=157; projects from 2018 onwards only)

(Schmid et al., 2025)

Professional development for teachers through reflective experimentation

Act – Experience – Reflect – Act again



(Schmid, 2025)

In keeping with Luuise’s core evaluative principles, we, too, continuously collect evidence of the impact of our professional continuing education activities. This ranges from brief evaluations conducted during the courses to scientific studies.

Here are some examples of the findings from two of these studies

A total of 212 teachers who had attended a Luuise continuing education course between 2012 and 2024 participated in the third evaluation of Luuise continuing education programs. The bar chart on the left visualizes the teachers’ self-assessments of their ability to solve other difficult teaching challenges. 54% feel their confidence has increased somewhat; 31% agree wholeheartedly.

The study on the professional development of experienced teachers in the context of Luuise yields, among other things, the following findings (squares outlined in green at the bottom right): The Luuise method supports professional development, which proceeds in three stages: experimental action, the immediate experience of its effects in the classroom, and finally reflection both during and after teaching. This represents a complete cycle of evaluative teaching.

What teachers say about the Luise-Steév approach

A small effort yields a big impact
(p. 127).

Luise relieved (p. 131).

*Through the visualised
data collection, I could
sense the learners'
motivation growing* (p. 112).

*The learners have internalised the method to such
an extent that they referred to it in other subjects* (p.
143).

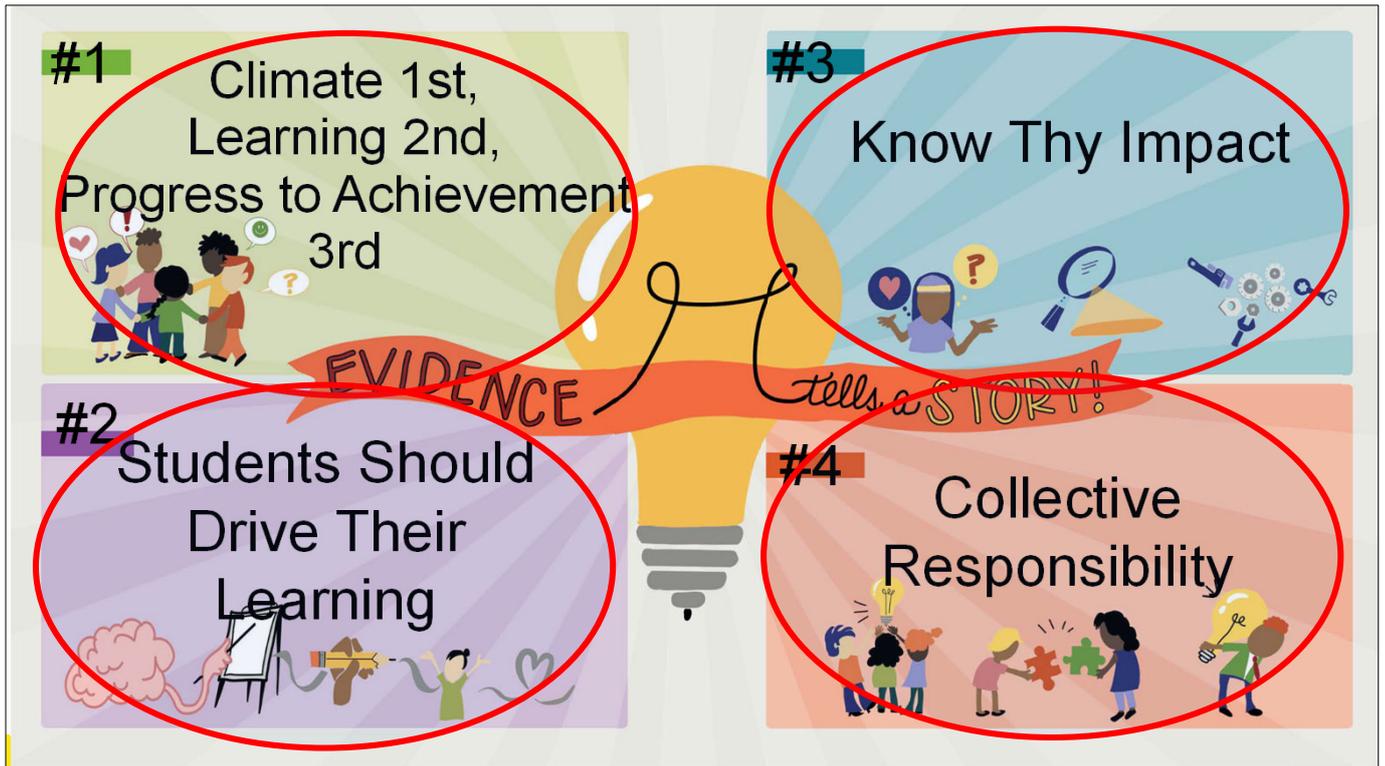


(Beywl et al., 2025)

To conclude, we would like to hear from teachers who use Luise-Steév:

When compiling the Luise-Praxisbuch, Wolfgang Beywl and his co-authors also gathered statements from the participating teachers.

As regards professional practice, we can state from our experience that routine evaluative teaching gradually merges with the mindset of evaluative thinking, so that it becomes a professional matter of course. Experienced users of the Luise-Steév approach look back in amazement and wonder whether they ever thought or acted differently.



This slide outlined John Hattie’s keynote address. Luise-Steev focuses on the third key idea of *Visible Learning*. The Luise-Steev approach aims to support teachers know the impact of their professional practices in the classroom and make this impact visible through evidence.

Luise projects strengthen the learning climate and the learner-teacher relationship (#1). Luise promotes learners’ self-directing skills (#2). Luise-Steev is a proven and low-effort way to recognize one’s own influence (#3). Once the method is established and widely adopted in the school, it fosters a sense of shared responsibility for learning. This, in turn, leads to increased collective efficacy of teachers (#4).

Thank you for your attention. We would be delighted if you could join us after 5:00 p.m. in the lobby or in another setting to discuss the Luise-Steev method.

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LLSM website of the FHNW University of Teacher Education: www.lernensichtbarmachen.ch:
Practical examples, Factors Wiki and much more.

