

”Since the publication of the book *Visible learning: a synthesis of over 800 meta-analyses relating to achievement* in 2009, John Hattie has had a major impact on Western education. Thus Hattie’s theories have been discussed eagerly by educational researchers and others. Thomas Aastrup Rømer’s paper – *Kritik af John Hatties teori om visible learning* – is an important contribution to this discussion. Specifically, the paper makes a precise and subtle critique of Hattie’s work, hence revealing several weaknesses in the methods and theoretical frameworks used by Hattie. Rømer and his critical contribution inform us that we should never take educational theories for granted; rather, educational theories should always be made subject to further research and debate.“

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