

Dr. John Almarode

Professor and Asst. Unit Head: Early, Elementary,
and Reading Education

Research Interests

- Evidence-Based Practices
- Science of Learning
- Student Engagement
- Translation into Practice
- Meta-Analyses

Research Focus

John Almarode's work centers on translating research in educational neuroscience, cognitive science, and educational psychology into practical strategies that can be used in schools and classrooms to enhance student learning outcomes. He has authored and co-authored numerous papers, reports, book chapters and books which help educators apply evidence-based instructional strategies to improve student engagement, motivation, and learning.

Through his work, John provides a bridge between research and everyday classroom practice, equipping educators with the tools and insights they need to foster deep and meaningful learning experiences for their students.

John works closely with John Hattie's Visible Learning research, The Visible Learning® research base represents more than 2,103 meta-analyses comprising more than 132,000 studies involving more than 300 million students around the world. The Visible Learning research has identified more than 350 factors that influence student achievement.

John is the Co-Editor of the Sage Journal, *Belonging*.



Recent Publications

JOURNALS

- Thunder, K., Almarode, J., Fisher, D., & Frey, N. (2024). Clarity in the early childhood classroom. *Young Children*.
- Fisher, D., Frey, N., & Almarode, J. (2023). Scaffolding success for multilingual learners. *Language Magazine*.
- Thunder, K., Almarode, J., Hattie, J., Fisher, D., & Frey, N. (2022). What really matters in play? *Theory into Practice*.
- France, P. E., & Almarode, J. (2022). Learning to notice. *Educational Leadership*, 80(3), 26-32.
- Almarode, J., Fisher, D., & Frey, N. (2022). SLCs in Children's Engineering. *The Children's Engineering Journal*.
- Tai, R. H., Ryoo, J. H., Skeeles-Worley, A., Dabney, K. P., Almarode, J. T., & Maltese, A. (2022). (Re-Designing a measure of student's attitudes toward science: A longitudinal psychometric approach. *International Journal of STEM Education*, 9(1), 1-15.
- Tai, R. H., Ryoo, J. H., Mitchell, C., Kong, X., Skeeles-Worley, A., Almarode, J. T., Maltese, A., & Dabney, K. (2021). Gauging informal STEM youth program impact: A conceptual framework and a measurement instrument. *Journal of Youth Development*, 16(4), 103-133.
- Fisher, D., Frey, N., & Almarode, J. (2020). Student learning communities as builders of collective efficacy. *Reading Psychology*, 41(6), 559-582.
- Almarode, J. (2020). *An on-your-feet guide to the SOLO taxonomy*. Thousand Oaks, CA: Corwin Press.
- Fisher, D., Frey, N., & Almarode, J. (2020). *An on-your-feet guide to PLC+*. Thousand Oaks, CA: Corwin Press.

BOOKS

- Hattie, J. A. C., Fisher, D., Almarode, J., Frey, N. (2024) *Visible learning: An illustrated guide*. Thousand Oaks, CA: Corwin Press.
- Fisher, D., & Frey, N., Almarode, J., Assof, J., Amador, O., & Barbee, K. (2024). *The teacher clarity playbook (2nd Ed.)*. Thousand Oaks, CA: Corwin Press.
- Almarode, J., Fisher, D., & Frey, N. (2024). *The mathematics playbook: Implementing what works best*. Thousand Oaks, CA: Corwin Press.

Partners Invited

I welcome undergraduate and graduate student partners, in-service teachers, and community partners.

Contact: Email: almarojt@jmu.edu
X: [@jtalmarode](https://twitter.com/jtalmarode)

Facebook: Visible Learning Community
Website: www.johnalmarode.com