

Professor John Hattie: Recent Publications (<https://www.visiblelearning.com/content/professor-john-hattie-recent-publications>) [1]

Professor Hattie's more recent publications, including research that has been extended based on the initial findings from the Visible Learning (2009) meta-analysis.

1. Hattie, J.A.C. & Yates, G. (2014). *Visible Learning and the Science of how we Learn*. Routledge, UK.
 1. Norwegian version: *Synligt larande: hvordan vilærer*. Cappelen Damm, 2014.
 2. Danish version: *Synlig læring og læringens anatomi*. Dafolo, 2014.
2. Hattie, J.A.C., & Anderman, E. (2013). *Handbook on Student Achievement*. Routledge, New York.
3. Hattie, J.A.C. (2012). *Visible learning for teachers. Maximizing impact on achievement*. Oxford, UK: Routledge.
 1. Swedish version: *Synligt larande for larare*. Natur & Kultur, 2013.
 2. Danish version: *Synligt larande for larare*. Dafolo, 2013.
 3. Norwegian version: *Synligt larande for larare*. Dafolo, 2013.
 4. Dutch version: *Leren zichtbaar maken*. Bazalt, 2013.
 5. German version: *Lernen sichtbar machen für Lehrpersonen*. Schneider Verlag Hohengehren GmbH. Trans Wolfgang Beywl & Klaus Zierer
4. Hattie, J.A.C. (2009). *Visible learning: A synthesis of 800+ meta-analyses on achievement*. Oxford, UK: Routledge.
 1. German version: *Lernen sichtbar machen*. Wolfgang Beywl & Klaus Zierer (Trans). Schneider Verlag Hohengehren GmbH, 2013.
 2. Swedish version: *Synligt larande*. Natur & Kultur, 2013.
 3. Swedish version: *Synligt larande*. Natur & Kultur, 2014. Second edition

Papers

1. Hattie, J.A. C. (in press). High-Impact Leadership: Effective instructional leaders don't just focus on student learning. They relentlessly search out and interrogate evidence of that learning. *Educational Leadership*.
2. Pfof, M., Hattie, J.A.C., Dorfler, T., & Artelt, C. (2014). Individual Differences in Reading Development: A Review of 25 Years of Empirical Research on Matthew Effects in Reading, *Review of Educational Research*, 84(2), 203-244.
3. Gan, M.J.S., & Hattie, J.A.C. (in press). Prompting secondary students' use of criteria, feedback specificity and feedback levels during an investigative task. *Instructional Science*.
4. Clinton, J.M., & Hattie, J.A.C. (2014). Education and Empowerment Evaluation. In Fetterman, D., Kaftarian, S., and Wandersman, A. (Eds.). *Empowerment Evaluation: Knowledge and Tools for Self-assessment, Evaluation Capacity Building, and Accountability*. Thousand Oaks, CA: Sage.
5. Hattie, J.A.C., & Wollenschläger, M. (2014). *A conceptualization of feedback*. In H. Ditton & A. Muller (Eds.), *Feedback und Rückmeldungen*. (pp. 135-150) Munster Germany: Waxmann.
6. Wollenschläger, M., Hattie, J.A.C., Möller, J., & Harms, U. (in review). Competential Feedback Effects on Performance: Are They Mediated by Calibration?
7. Hattie, J.A.C. & Yates, G.C.R. (2014). Using feedback to promote learning. In V.A. Benassi, C.E. Overson, & C.M Hakala (Eds.). *Applying science of learning in education: Infusing psychological science into the curriculum*. pp. 45-58. Washington, DC, American Psychological Association. <http://teachpsych.org/ebooks/asle2014/index.php> (<http://teachpsych.org/ebooks/asle2014/index.php>) [2]
8. Harks, B., Rakoczy, K., Hattie, J., Besser, M., & Klieme, E. (2013). The effects of feedback on achievement, interest, and self-evaluation: The role of feedback's perceived usefulness. *Educational Psychology*, 24(4), 269-290. DOI: 10.1080/01443410.2013.785384
9. Clinton, J.C., & Hattie, J.A.C. (2013). New Zealand students' perceptions of parental involvement: Relations with liking, efficacy and achievement. *Asia Pacific Journal of Education*, 33(3), 324-337.
10. Yates, G.C.R., & Hattie, J.A.C. (2013). Experts amongst us: What do we know about them? *Journal of Educational Enquiry*, 12(1), 40-51.
11. Suri, H., & Hattie, J.A.C. (2013). Meta-analysis and research synthesis in Education. *Oxford Bibliographies*. <http://www.oxfordbibliographies.com/view/document/obo-9780199756810/obo-9780199756810-0091.xml?rskey=U1CGQW&result=1&q=hattie%27#firstMatch> (<http://www.oxfordbibliographies.com/view/document/obo-9780199756810/obo-9780199756810-0091.xml?rskey=U1CGQW&result=1&q=hattie%27#firstMatch>) [3]

12. Winheller, S., Hattie, J.A., & Brown, G. (2013). Factors influencing early adolescents' mathematics achievement: High-quality teaching rather than relationships. *Learning Environments Research* (<http://link.springer.com/journal/10984>) [4], 16(1), 49-69. doi: 10.1007/s10984-012-9106-6
13. Suri, H., & Hattie, J. (2013). Meta-Analysis and Research Synthesis in Education. In L. Meyer (Ed.), *Oxford Bibliographies in Education*. New York: Oxford University Press.
14. Hattie, J.A.C. (2013). Calibration and confidence: Where to next? *Learning and Instruction*, 24, 62-66.
15. Hattie, J.A.C. (2013). The power of feedback in school settings. In R. Sutton (Ed). *Feedback: The handbook of criticism, praise, and advice*. Peter Lang.
16. Hattie, J., & Clinton, J. (2012). Physical activity is not related to performance at school. *Archives: Pediatrics and Adolescent Medicine*, 166(7), 678.
17. Watkins, D.W. & Hattie, J.A.C. (2012). Multiple Goals in a Hong Kong Chinese Educational Context: An Investigation of Developmental Trends and Learning Outcome, *Australian Journal of Education*, 56(3), 273-286.
18. Hattie, J.A.C. (2012). Know thy impact. *Educational leadership*, 70(1), 18-23.
19. Chen, J.J., Brown, G.T., Hattie, J.A.C., & Milward, P. (2012). Teachers' conceptions of excellent teaching and its relationship to self-reported teaching practices. *Teaching and Teacher Education*, 28(7), 936-947. doi:10.1016/j.tate.2012.04.006
20. Bendiksen, L., Robinson, V.M.J., & Hattie J.A.C. (2012). Principal Instructional Leadership – what is it and what is its relationship to secondary school performance? *SET: research information for teachers*, 1, 2-8.
21. Hattie, J.A.C., & Gan, M. (2011). Instruction based on feedback. In R. Mayer & P. Alexander (Eds.), *Handbook of Research on Learning and Instruction*. (pp. 249-271). New York: Routledge.
22. Hattie, J.A.C. (2011). Purposes and uses of educational research. *QUT Professional Magazine*, 26, Nov, 8-10.
23. Hattie, J.A.C., & Clinton, J.M. (2011). School leaders as evaluators. In *Activate: A leader's guide to people, practices and processes*. (pp. 93-118). Englewood, CO: The Leadership and learning Center.
24. Robinson, V.M.J., Bendiksen, L., & Hattie, J.A.C. (2011). Leadership and student outcomes: Are secondary schools unique? In J. Robertson & H. Timperley (Eds.), *Leadership and learning*. (pp. 131-142). Los Angeles: Sage.
25. Hattie, J.A.C., Rogers, H.J., & Swaminathan, H. (2011). The role of meta-analysis in educational research. In M. Peters (Ed.), *Contextualising Educational Research*. Sage: Beverly Hills, CA.
26. Bendiksen, L., Robinson, V.M.J., & Hattie, J.A. (2011). Identifying the comparative academic performance of secondary schools. *Journal of Educational Administration*, 49, 433-449.
27. Mhurchu, C.N., Turley, M., Gorton, D., Jiang, Y., Michie, J., Maddison, R., & Hattie, J. (2011). Effects of a free school breakfast programme on school attendance, achievement, psychosocial function and nutrition: A stepped wedge cluster randomised trial. *BMC Public Health*, 10. <http://www.biomedcentral.com/1471-2458/10/738> (<http://www.biomedcentral.com/1471-2458/10/738>) [5]
28. Hattie, J.A.C. (2011). Which Strategies Best Enhance Teaching and Learning in Higher Education? In D. Mashek & E. Hammer (Ed.), *Empirical research in teaching and learning: Contributions from social psychology*. (pp. 130-142). Wiley-Blackwell.
29. Hattie, J.A.C. (2010). On being a 'critic and conscience of society': The role of the education academic in public debates. *New Zealand Journal of Educational Studies*, 45(1), 85-96.
30. Hattie, J.A.C. (2009). The black box of tertiary assessment: An impending revolution. In L.H. Meyer, S. Davidson, H. Anderson, R. Fletcher, P.M. Johnston, & M. Rees, *Tertiary assessment and higher education student outcomes: Policy, practice, and research*. Pp. 259-276. Wellington, New Zealand: Ako Aotearoa.
31. Absolum, M., Flockton, L., Hattie, J.A.C., Hipkins, R., Reid, I (2009). *Directions for Assessment in New Zealand: Developing students' assessment capabilities*. Ministry of Education, Wellington, NZ. <http://assessment.tki.org.nz/Assessment-in-the-classroom/Directions-for-assessment-in-New-Zealand-DANZ-report> (<http://assessment.tki.org.nz/Assessment-in-the-classroom/Directions-for-assessment-in-New-Zealand-DANZ-report>) [6]
32. Hattie, J.A.C. (2009). Narrow the gap, fix the tail, or close the curves: The power of words. In Rubie, C., & Rawlinson, C. (Eds.), *Challenging Thinking about Teaching and Learning*. Nova Science.
33. Carroll, A., Houghton, S., Wood, R., Unsworth, K., Hattie, J., Gordon, L., & Bower, J. (2008). Self-efficacy and academic achievement in Australian high school students: The mediating effects of academic aspirations and delinquency. *Journal of Adolescence*, 32, 797-817. http://www.sciencedirect.com/science?_ob=ArticleURL&_udi=B6WH04V053FV1&_user=10&_rdoc=1&_fmt=&_orig=search&_sort=d&view=c&_acct=C000050221&_version=1&_urlVersion=0&_userid=10&md5=18198a98853b2990f75c7d0e1c6412
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35. Hattie, J.A., & Clinton, J.C. (2008). Identifying accomplished teachers: a validation study. In L. Ingvarson & J.A.C. Hattie (Eds). *Assessing teachers for professional certification: The first decade of the National Board for Professional*

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 37. Hattie, J.A.C. (2007). The paradox of reducing class size and improved learning outcomes. *International Journal of Education*, 42, 387-425.
 38. Rubie-Davis, C., Hattie, J.A.C., & Hamilton, R.J. (2006). Expecting the best for students: Teacher expectations and academic outcomes. *British Journal of Educational Psychology*, 76, 429-444.
 39. Lee, E.W.M., Watkins, D., & Hattie, J.A. (2006). Late change in the medium of instruction: A Hong Kong investigation. *The Asia-Pacific Education Researcher*, 15(1), 3-15. Reissued in *Educational Reform and Innovation in the Asia-Pacific: Advances in Research* (2013) -- edited by Allan B. I. Bernardo and Marianne Jennifer M. Gaerlan, and published by the De La Salle University Publishing House.
 40. Anderson, A., Hattie, J.A.C., & Hamilton, R.J. (2005). Locus of control, self-efficacy and motivation in different schools: Is moderation the key to success? *Educational Psychologist*, 25(5) 517-535.
 41. Hattie, J.A.C., (2015). **What doesn't work in education: the policies of distraction** (https://www.pearson.com/content/dam/corporate/global/pearson-dot-com/files/hattie/150602_DistractionWEB_V2.pdf) [7]. Pearson
 42. Hattie, J.A.C., (2015). **What works best in education: the politics of collaborative expertise** (https://www.pearson.com/content/dam/corporate/global/pearson-dot-com/files/hattie/150526_ExpertiseWEB_V1.pdf) [8]. Pearson

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