

Larry V Hedges

List of Publications by Year in descending order

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159
papers

46,576
citations

14124

69
h-index

8212

153
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174
all docs

174
docs citations

174
times ranked

49504
citing authors

#	ARTICLE	IF	CITATIONS
1	Exploring treatment impact heterogeneity across sites: Challenges and opportunities for early childhood researchers. <i>Early Childhood Research Quarterly</i> , 2022, 58, 14-26.	1.6	7
2	An evaluation of statistical methods for aggregate patterns of replication failure. <i>Annals of Applied Statistics</i> , 2021, 15, .	0.5	3
3	The Design of Replication Studies. <i>Journal of the Royal Statistical Society Series A: Statistics in Society</i> , 2021, 184, 868-886.	0.6	5
4	The Effects of Microsuppression on State Education Data Quality. <i>Journal of Research on Educational Effectiveness</i> , 2020, 13, 794-815.	0.9	0
5	Childhood Obesity Evidence Base Project: A Rationale for Taxonomic versus Conventional Meta-Analysis. <i>Childhood Obesity</i> , 2020, 16, S2-1-S2-6.	0.8	7
6	Childhood Obesity Evidence Base Project: Methods for Taxonomy Development for Application in Taxonomic Meta-Analysis. <i>Childhood Obesity</i> , 2020, 16, S2-7-S2-20.	0.8	8
7	Childhood Obesity Evidence Base Project: A Systematic Review and Meta-Analysis of a New Taxonomy of Intervention Components to Improve Weight Status in Children 2â€“5 Years of Age, 2005â€“2019. <i>Childhood Obesity</i> , 2020, 16, S2-21-S2-48.	0.8	25
8	The effects of downstream clustering in longitudinal studies. <i>Journal of Experimental Education</i> , 2020, , 1-29.	1.6	2
9	Assessing heterogeneity and power in replications of psychological experiments.. <i>Psychological Bulletin</i> , 2020, 146, 701-719.	5.5	14
10	How to Do a Systematic Review: A Best Practice Guide for Conducting and Reporting Narrative Reviews, Meta-Analyses, and Meta-Syntheses. <i>Annual Review of Psychology</i> , 2019, 70, 747-770.	9.9	965
11	More Than One Replication Study Is Needed for Unambiguous Tests of Replication. <i>Journal of Educational and Behavioral Statistics</i> , 2019, 44, 543-570.	1.0	39
12	External validity is also an ethical consideration in cluster-randomised trials of policy changes. <i>BMJ Quality and Safety</i> , 2019, 28, 167-167.	1.8	2
13	The Statistics of Replication. <i>Methodology</i> , 2019, 15, 3-14.	0.5	11
14	Consistency of effects is important in replication: Rejoinder to Mathur and VanderWeele (2019).. <i>Psychological Methods</i> , 2019, 24, 576-577.	2.7	2
15	Redefine statistical significance. <i>Nature Human Behaviour</i> , 2018, 2, 6-10.	6.2	1,763
16	Estimation of Population Average Treatment Effects in the <scp>FIRST</scp> Trial: Application of a Propensity Scoreâ€“Based Stratification Approach. <i>Health Services Research</i> , 2018, 53, 2567-2590.	1.0	3
17	Challenges in Building Usable Knowledge in Education. <i>Journal of Research on Educational Effectiveness</i> , 2018, 11, 1-21.	0.9	40
18	Randomised trials in education in the USA. <i>Educational Research</i> , 2018, 60, 265-275.	0.9	16

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19	Implications of Small Samples for Generalization: Adjustments and Rules of Thumb. <i>Evaluation Review</i> , 2017, 41, 472-505.	0.4	62
20	Basics of meta-analysis: I^2 is not an absolute measure of heterogeneity. <i>Research Synthesis Methods</i> , 2017, 8, 5-18.	4.2	1,108
21	The American Psychological Association Task Force assessment of violent video games: Science in the service of public interest.. <i>American Psychologist</i> , 2017, 72, 126-143.	3.8	109
22	Authors' response to letter to the editor. <i>Research Synthesis Methods</i> , 2017, 8, 255-255.	4.2	0
23	The Role of the Sample in Estimating and Explaining Treatment Effect Heterogeneity. <i>Journal of Research on Educational Effectiveness</i> , 2017, 10, 903-906.	0.9	7
24	Bayesian unknown change-point models to investigate immediacy in single case designs.. <i>Psychological Methods</i> , 2017, 22, 743-759.	2.7	25
25	Plausibility and influence in selection models: A comment on Citkowitz and Vevea (2017).. <i>Psychological Methods</i> , 2017, 22, 42-46.	2.7	2
26	Applying meta-analysis to structural equation modeling. <i>Research Synthesis Methods</i> , 2016, 7, 209-214.	4.2	4
27	The Question of School Resources and Student Achievement. <i>Review of Research in Education</i> , 2016, 40, 143-168.	0.8	15
28	Overlap between treatment and control distributions as an effect size measure in experiments.. <i>Psychological Methods</i> , 2016, 21, 61-68.	2.7	9
29	National Cluster-Randomized Trial of Duty-Hour Flexibility in Surgical Training. <i>Obstetrical and Gynecological Survey</i> , 2016, 71, 348-350.	0.2	2
30	Comment on "Misunderstandings about Q and Cochran's Q Test in meta analysis". <i>Statistics in Medicine</i> , 2016, 35, 496-497.	0.8	1
31	Development of the Flexibility in Duty Hour Requirements for Surgical Trainees (FIRST) Trial Protocol. <i>JAMA Surgery</i> , 2016, 151, 273.	2.2	74
32	National Cluster-Randomized Trial of Duty-Hour Flexibility in Surgical Training. <i>New England Journal of Medicine</i> , 2016, 374, 713-727.	13.9	373
33	The early history of meta-analysis. <i>Research Synthesis Methods</i> , 2015, 6, 284-286.	4.2	6
34	Estimating effect size when there is clustering in one treatment group. <i>Behavior Research Methods</i> , 2015, 47, 1295-1308.	2.3	24
35	Meta-Analysis: Theory. , 2015, , 272-281.		0
36	Understanding Statistical Power in Cluster Randomized Trials: Challenges Posed by Differences in Notation and Terminology. <i>Journal of Research on Educational Effectiveness</i> , 2014, 7, 384-406.	0.9	9

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37	Reference Values of Within-District Intraclass Correlations of Academic Achievement by District Characteristics. <i>Evaluation Review</i> , 2014, 38, 546-582.	0.4	18
38	New evidence about language and cognitive development based on a longitudinal study: Hypotheses for intervention.. <i>American Psychologist</i> , 2014, 69, 588-599.	3.8	117
39	Design-Comparable Effect Sizes in Multiple Baseline Designs. <i>Journal of Educational and Behavioral Statistics</i> , 2014, 39, 368-393.	1.0	125
40	Generalizing from Unrepresentative Experiments: A Stratified Propensity Score Approach. <i>Journal of the Royal Statistical Society Series C: Applied Statistics</i> , 2014, 63, 195-210.	0.5	64
41	Sample Selection in Randomized Experiments: A New Method Using Propensity Score Stratified Sampling. <i>Journal of Research on Educational Effectiveness</i> , 2014, 7, 114-135.	0.9	49
42	A d -statistic for single-case designs that is equivalent to the usual between-groups d -statistic. <i>Neuropsychological Rehabilitation</i> , 2014, 24, 528-553.	1.0	44
43	Conditional Optimal Design in Three- and Four-Level Experiments. <i>Journal of Educational and Behavioral Statistics</i> , 2014, 39, 257-281.	1.0	22
44	Analysis and meta-analysis of single-case designs with a standardized mean difference statistic: A primer and applications. <i>Journal of School Psychology</i> , 2014, 52, 123-147.	1.5	192
45	Bayesian estimates of autocorrelations in single-case designs. <i>Behavior Research Methods</i> , 2013, 45, 813-821.	2.3	40
46	Recommendations for Practice: Justifying Claims of Generalizability. <i>Educational Psychology Review</i> , 2013, 25, 331-337.	5.1	17
47	A standardized mean difference effect size for multiple baseline designs across individuals. <i>Research Synthesis Methods</i> , 2013, 4, 324-341.	4.2	162
48	Intraclass Correlations and Covariate Outcome Correlations for Planning Two- and Three-Level Cluster-Randomized Experiments in Education. <i>Evaluation Review</i> , 2013, 37, 445-489.	0.4	55
49	The Variance of Intraclass Correlations in Three- and Four-Level Models. <i>Educational and Psychological Measurement</i> , 2012, 72, 893-909.	1.2	31
50	A standardized mean difference effect size for single case designs. <i>Research Synthesis Methods</i> , 2012, 3, 224-239.	4.2	226
51	Effect Sizes in Three-Level Cluster-Randomized Experiments. <i>Journal of Educational and Behavioral Statistics</i> , 2011, 36, 346-380.	1.0	42
52	Correcting an analysis of variance for clustering. <i>British Journal of Mathematical and Statistical Psychology</i> , 2011, 64, 20-37.	1.0	13
53	Comment on "Multivariate meta-analysis: Potential and promise". <i>Statistics in Medicine</i> , 2011, 30, 2499-2499.	0.8	0
54	Category effects on stimulus estimation: Shifting and skewed frequency distributions. <i>Psychonomic Bulletin and Review</i> , 2010, 17, 224-230.	1.4	50

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55	Sources of variability in children's language growth. <i>Cognitive Psychology</i> , 2010, 61, 343-365.	0.9	690
56	A basic introduction to fixed-effect and random-effects models for meta-analysis. <i>Research Synthesis Methods</i> , 2010, 1, 97-111.	4.2	4,057
57	Robust variance estimation in meta-regression with dependent effect size estimates. <i>Research Synthesis Methods</i> , 2010, 1, 39-65.	4.2	1,286
58	Adjusting a Significance Test for Clustering in Designs With Two Levels of Nesting. <i>Journal of Educational and Behavioral Statistics</i> , 2009, 34, 464-490.	1.0	9
59	What Are Effect Sizes and Why Do We Need Them?. <i>Child Development Perspectives</i> , 2008, 2, 167-171.	2.1	83
60	The state of the science in the meta-analysis of single-case experimental designs. <i>Evidence-Based Communication Assessment and Intervention</i> , 2008, 2, 188-196.	0.6	152
61	Editors' Comment. <i>Journal of Research on Educational Effectiveness</i> , 2008, 1, 1-1.	0.9	1
62	How Large an Effect Can We Expect from School Reforms?. <i>Teachers College Record</i> , 2008, 110, 1611-1638.	0.4	25
63	Correcting a Significance Test for Clustering. <i>Journal of Educational and Behavioral Statistics</i> , 2007, 32, 151-179.	1.0	83
64	Intraclass Correlation Values for Planning Group-Randomized Trials in Education. <i>Educational Evaluation and Policy Analysis</i> , 2007, 29, 60-87.	1.6	619
65	Estimating stimuli from contrasting categories: Truncation due to boundaries.. <i>Journal of Experimental Psychology: General</i> , 2007, 136, 502-519.	1.5	16
66	The varieties of speech to young children.. <i>Developmental Psychology</i> , 2007, 43, 1062-1083.	1.2	242
67	Effect Sizes in Cluster-Randomized Designs. <i>Journal of Educational and Behavioral Statistics</i> , 2007, 32, 341-370.	1.0	380
68	Preschool children's mathematical knowledge: The effect of teacher "math talk.". <i>Developmental Psychology</i> , 2006, 42, 59-69.	1.2	411
69	Selection Method Approaches. , 2006, , 145-174.		73
70	Within-category feature correlations and Bayesian adjustment strategies. <i>Psychonomic Bulletin and Review</i> , 2006, 13, 245-250.	1.4	16
71	29 Meta-Analysis. <i>Handbook of Statistics</i> , 2006, 26, 919-953.	0.4	3
72	Spatial categories and the estimation of location. <i>Cognition</i> , 2004, 93, 75-97.	1.1	101

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73	Do Minorities Experience Larger Lasting Benefits From Small Classes?. Journal of Educational Research, 2004, 98, 94-100.	0.8	36
74	The Power of Statistical Tests for Moderators in Meta-Analysis.. Psychological Methods, 2004, 9, 426-445.	2.7	495
75	A Meta-analysis of the Effect of HIV Prevention Interventions on the Sex Behaviors of Drug Users in the United States. Journal of Acquired Immune Deficiency Syndromes (1999), 2002, 30, S73-S93.	0.9	165
76	A Protocol for the Analytical Aspects of a Systematic Review of HIV Prevention Research. Journal of Acquired Immune Deficiency Syndromes (1999), 2002, 30, S62-S72.	0.9	36
77	HIV Prevention Research for Men Who Have Sex with Men: A Systematic Review and Meta-analysis. Journal of Acquired Immune Deficiency Syndromes (1999), 2002, 30, S118-S129.	0.9	114
78	Theoretical Issues in the Synthesis of HIV Prevention Research. Journal of Acquired Immune Deficiency Syndromes (1999), 2002, 30, S8-S14.	0.9	10
79	Meta-analysis of the Effects of Behavioral HIV Prevention Interventions on the Sexual Risk Behavior of Sexually Experienced Adolescents in Controlled Studies in the United States. Journal of Acquired Immune Deficiency Syndromes (1999), 2002, 30, S94-S105.	0.9	136
80	Do Low-Achieving Students Benefit More from Small Classes? Evidence from the Tennessee Class Size Experiment. Educational Evaluation and Policy Analysis, 2002, 24, 201-217.	1.6	49
81	A Brief History of Research Synthesis. Evaluation and the Health Professions, 2002, 25, 12-37.	0.9	373
82	Theoretical issues in the synthesis of HIV prevention research. Journal of Acquired Immune Deficiency Syndromes (1999), 2002, 30 Suppl 1, S8-S14.	0.9	4
83	The power of statistical tests in meta-analysis.. Psychological Methods, 2001, 6, 203-217.	2.7	591
84	The Long-Term Effects of Small Classes in Early Grades: Lasting Benefits in Mathematics Achievement at Grade 9. Journal of Experimental Education, 2001, 69, 245-257.	1.6	22
85	Are Effects of Small Classes Cumulative? Evidence From a Tennessee Experiment. Journal of Educational Research, 2001, 94, 336-345.	0.8	30
86	Why do categories affect stimulus judgment?. Journal of Experimental Psychology: General, 2000, 129, 220-241.	1.5	260
87	Using Converging Evidence in Policy Formation: The Case of Class Size Research. Evaluation and Research in Education, 2000, 14, 193-205.	0.5	6
88	The Effects of Small Classes on Academic Achievement: The Results of the Tennessee Class Size Experiment. American Educational Research Journal, 2000, 37, 123-151.	1.6	185
89	The Interaction between Competition and Predation: A Meta-analysis of Field Experiments. American Naturalist, 2000, 155, 435-453.	1.0	374
90	Do the Disadvantaged Benefit More from Small Classes? Evidence from the Tennessee Class Size Experiment. American Journal of Education, 2000, 109, 1-26.	0.7	29

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91	The Long-Term Effects of Small Classes: A Five-Year Follow-Up of the Tennessee Class Size Experiment. Educational Evaluation and Policy Analysis, 1999, 21, 127-142.	1.6	139
92	THE META-ANALYSIS OF RESPONSE RATIOS IN EXPERIMENTAL ECOLOGY. Ecology, 1999, 80, 1150-1156.	1.5	2,977
93	STATISTICAL ISSUES IN ECOLOGICAL META-ANALYSES. Ecology, 1999, 80, 1142-1149.	1.5	870
94	Changes in the Black-White Gap in Achievement Test Scores. Sociology of Education, 1999, 72, 111.	1.7	159
95	THE META-ANALYSIS OF RESPONSE RATIOS IN EXPERIMENTAL ECOLOGY. , 1999, 80, 1150.		6
96	Title is missing!. Sex Roles, 1998, 39, 21-43.	1.4	118
97	Fixed- and random-effects models in meta-analysis.. Psychological Methods, 1998, 3, 486-504.	2.7	2,238
98	Subject Evaluation in Social Experiments. Econometrica, 1998, 66, 381.	2.6	30
99	The promise of replication in labour economics. Labour Economics, 1997, 4, 111-114.	0.9	5
100	Are the clinical effects of homoeopathy placebo effects? A meta-analysis of placebo-controlled trials. Lancet, The, 1997, 350, 834-843.	6.3	964
101	The Effect of School Resources on Student Achievement. Review of Educational Research, 1996, 66, 361-396.	4.3	768
102	Estimating Effect Size Under Publication Bias: Small Sample Properties and Robustness of a Random Effects Selection Model. Journal of Educational and Behavioral Statistics, 1996, 21, 299-332.	1.0	167
103	Interpreting Research on School Resources and Student Achievement: A Rejoinder to Hanushek. Review of Educational Research, 1996, 66, 411-416.	4.3	22
104	Estimating Effect Size under Publication Bias: Small Sample Properties and Robustness of a Random Effects Selection Model. Journal of Educational and Behavioral Statistics, 1996, 21, 299.	1.0	23
105	Meta-analysis of screening and diagnostic tests.. Psychological Bulletin, 1995, 117, 167-178.	5.5	487
106	A general linear model for estimating effect size in the presence of publication bias. Psychometrika, 1995, 60, 419-435.	1.2	263
107	<i>Response</i> : Women, Math, and Test Scores. Science, 1995, 270, 365-365.	6.0	2
108	Money Does Matter Somewhere: A Reply to Hanushek. Educational Researcher, 1994, 23, 9-10.	3.3	58

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109	An Exchange: Part I: Does Money Matter? A Meta-Analysis of Studies of the Effects of Differential School Inputs on Student Outcomes. Educational Researcher, 1994, 23, 5.	3.3	18
110	An Exchange: Part I: Does Money Matter? A Meta-Analysis of Studies of the Effects of Differential School Inputs on Student Outcomes. Educational Researcher, 1994, 23, 5-14.	3.3	1,549
111	Combining graded categories: Membership and typicality.. Psychological Review, 1994, 101, 157-165.	2.7	26
112	Computing Gender Difference Effects in Tails of Distributions: The Consequences of Differences in Tail Size, Effect Size, and Variance Ratio. Review of Educational Research, 1993, 63, 110-112.	4.3	15
113	Meta-Analysis for Explanation: A Case(book) for Caution. Educational Researcher, 1993, 22, 31.	3.3	0
114	Gender Differences in Variability in Intellectual Abilities: A Reanalysis of Feingold's Results. Review of Educational Research, 1993, 63, 94-105.	4.3	72
115	From Evidence to Knowledge to Policy: Research Synthesis for Policy Formation. Review of Educational Research, 1993, 63, 345-352.	4.3	21
116	Assessing the effects of selection bias on validity data for the General Aptitude Test Battery.. Journal of Applied Psychology, 1993, 78, 981-987.	4.2	17
117	Memory for day of the week: A 5-2 day cycle.. Journal of Experimental Psychology: General, 1992, 121, 313-325.	1.5	43
118	Reconstructing the Past: Category Effects in Estimation. Psychology of Learning and Motivation - Advances in Research and Theory, 1992, 28, 251-280.	0.5	1
119	Modeling Publication Selection Effects in Meta-Analysis. Statistical Science, 1992, 7, 246.	1.6	252
120	Categories and particulars: Prototype effects in estimating spatial location.. Psychological Review, 1991, 98, 352-376.	2.7	691
121	Reports of elapsed time: Bounding and rounding processes in estimation.. Journal of Experimental Psychology: Learning Memory and Cognition, 1990, 16, 196-213.	0.7	171
122	A reassessment of the effects of inquiry-based science curricula of the 60's on student performance. Journal of Research in Science Teaching, 1990, 27, 127-144.	2.0	130
123	Abnormal Test Results?-Reply. JAMA Pediatrics, 1990, 144, 1069.	3.6	1
124	An unbiased correction for sampling error in validity generalization studies.. Journal of Applied Psychology, 1989, 74, 469-477.	4.2	49
125	Metaanalysis of Related Research. , 1989, , 647-663.		1
126	The effects of selection and variability in studies of gender differences. Behavioral and Brain Sciences, 1988, 11, 183-184.	0.4	29

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127	Hierarchical organization in ordered domains: Estimating the dates of events.. Psychological Review, 1988, 95, 471-484.	2.7	162
128	[Selection Models and the File Drawer Problem]: Comment. Statistical Science, 1988, 3, .	1.6	11
129	Multifactor Analyses on Proportions, Variances, Correlations, and Standardized Mean Differences for Independent Groups. Journal of Experimental Education, 1987, 56, 15-23.	1.6	1
130	How hard is hard science, how soft is soft science? The empirical cumulativeness of research.. American Psychologist, 1987, 42, 443-455.	3.8	445
131	Statistical Methods for Meta-Analysis.. Journal of the American Statistical Association, 1987, 82, 350.	1.8	16
132	Chapter 11: Issues in Meta-Analysis. Review of Research in Education, 1986, 13, 353-398.	0.8	35
133	Issues in Meta-Analysis. Review of Research in Education, 1986, 13, 353.	0.8	44
134	Estimation of a Single Effect Size: Parametric and Nonparametric Methods. , 1985, , 75-106.		760
135	Estimation of Effect Size under Nonrandom Sampling: The Effects of Censoring Studies Yielding Statistically Insignificant Mean Differences. Journal of Educational Statistics, 1984, 9, 61-85.	0.9	118
136	Advances in statistical methods for meta-analysis. New Directions for Evaluation, 1984, 1984, 25-42.	0.1	81
137	Estimation of Effect Size under Nonrandom Sampling: The Effects of Censoring Studies Yielding Statistically Insignificant Mean Differences. Journal of Educational Statistics, 1984, 9, 61.	0.9	98
138	Research Synthesis: The State of the Art. International Journal of Aging and Human Development, 1984, 19, 85-93.	1.0	8
139	Meta-analysis of cognitive gender differences: A comment on an analysis by Rosenthal and Rubin.. Journal of Educational Psychology, 1984, 76, 583-587.	2.1	96
140	Nonparametric estimators of effect size in meta-analysis.. Psychological Bulletin, 1984, 96, 573-580.	5.5	104
141	The Effects of Class Size: An Examination of Rival Hypotheses. American Educational Research Journal, 1983, 20, 63-85.	1.6	76
142	Regression Models in Research Synthesis. American Statistician, 1983, 37, 137-140.	0.9	55
143	Combining independent estimators in research synthesis. British Journal of Mathematical and Statistical Psychology, 1983, 36, 123-131.	1.0	21
144	Statistical summaries in research integration. Behavioral and Brain Sciences, 1983, 6, 295-296.	0.4	3

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145	A random effects model for effect sizes.. Psychological Bulletin, 1983, 93, 388-395.	5.5	270
146	Clustering estimates of effect magnitude from independent studies.. Psychological Bulletin, 1983, 93, 563-573.	5.5	37
147	JOINT DISTRIBUTIONS OF SOME INDICES BASED ON CORRELATION COEFFICIENTS11This work was supported in part by the Spencer Foundation and by the National Science Foundation.. , 1983, , 437-454.		5
148	Identifying Features of Effective Open Education. Review of Educational Research, 1982, 52, 579-602.	4.3	98
149	Fitting Continuous Models to Effect Size Data. Journal of Educational Statistics, 1982, 7, 245-270.	0.9	79
150	Fitting Categorical Models to Effect Sizes from a Series of Experiments. Journal of Educational Statistics, 1982, 7, 119-137.	0.9	198
151	Fitting Continuous Models to Effect Size Data. Journal of Educational Statistics, 1982, 7, 245.	0.9	98
152	Fitting Categorical Models to Effect Sizes from a Series of Experiments. Journal of Educational Statistics, 1982, 7, 119.	0.9	166
153	Estimation of effect size from a series of independent experiments.. Psychological Bulletin, 1982, 92, 490-499.	5.5	787
154	Estimation and testing for differences in effect size: A comment on Hsu.. Psychological Bulletin, 1982, 91, 691-693.	5.5	12
155	Distribution Theory for Glass's Estimator of Effect size and Related Estimators. Journal of Educational Statistics, 1981, 6, 107-128.	0.9	2,831
156	Distribution Theory for Glass's Estimator of Effect Size and Related Estimators. Journal of Educational Statistics, 1981, 6, 107.	0.9	1,804
157	The asymptotic distribution of commonality components. Psychometrika, 1981, 46, 331-336.	1.2	25
158	Vote-counting methods in research synthesis.. Psychological Bulletin, 1980, 88, 359-369.	5.5	412
159	Personalized introductory courses: A longitudinal study. American Journal of Physics, 1978, 46, 207-210.	0.3	3