John Ac Hattie

List of Publications by Citations

26 papers	5,590 citations	10 h-index	29 g-index
29 ext. papers	6,727 ext. citations	2.6 avg, IF	6.27 L-index

#	Paper	IF	Citations
26	The Power of Feedback. *Review of Educational Research*, **2007**, 77, 81-112	10.3	4946
25	What Schools Need to Know About Fostering School Belonging: a Meta-analysis. *Educational Psychology Review*, **2018**, 30, 1-34	7.1	215
24	The effects of feedback on achievement, interest and self-evaluation: the role of feedback's perceived usefulness. *Educational Psychology*, **2014**, 34, 269-290	2.2	95
23	The Power of Feedback Revisited: A Meta-Analysis of Educational Feedback Research. *Frontiers in Psychology*, **2019**, 10, 3087	3.4	94
22	Variations in the Availability and Quality of Early Childhood Education and Care by Socioeconomic Status of Neighborhoods. *Early Education and Development*, **2016**, 27, 384-401	1.4	37
21	Visible Learning: Feedback		36
20	Prompting secondary students' use of criteria, feedback specificity and feedback levels during an investigative task. *Instructional Science*, **2014**, 42, 861-878	2	30
19	New Zealand students' perceptions of parental involvement in learning and schooling. *Asia Pacific Journal of Education*, **2013**, 33, 324-337	1	23
18	A Matrix of Feedback. *Australian Journal of Teacher Education*, **2019**, 44, 14-32	1.4	19
17	It Hurts To Be Lonely! Loneliness and Positive Mental Wellbeing in Australian Rural and Urban Adolescents. *Journal of Psychologists and Counsellors in Schools*, **2016**, 26, 52-67	0.5	16
16	An analysis of in-game feedback provided by coaches in an Australian Football League competition. *Physical Education and Sport Pedagogy*, **2020**, 25, 464-477	3.8	9
15	Towards Positive Adaptive Change: The Association of Three Typologies of Agency With Motivational Factors. *Australian Psychologist*, **2013**, 48, 437-444	1.7	9
14	What Is My Next Step? School Students' Perceptions of Feedback. *Frontiers in Education*, **2019**, 4,	2.1	8
13	Educators are not uncritical believers of a cult figure. *School Leadership and Management*, **2017**, 37, 427-430	1.3	7
12	From fixing the work to improving the learner: An initial evaluation of a professional learning intervention using a new student-centred feedback model. *Studies in Educational Evaluation*, **2021**, 68, 100943	2	7
11	Teachers activating learners: The effects of a student-centred feedback approach on writing achievement. *Teaching and Teacher Education*, **2021**, 105, 103387	2.9	7
10	Exploring the experiences of teachers undertaking Educational Design Research (EDR) as a form of teacher professional learning. *Professional Development in Education*, **2019**, 45, 151-167	1.4	6

List of Publications

9	Treating children with early-onset conduct problems and callous‑unemotional traits: an empirical evaluation of KooLKIDS. *Emotional and Behavioural Difficulties*, **2017**, 22, 350-364	1	5
8	An exploratory investigation into the reception of verbal and video feedback provided to players in an Australian Football League club. *International Journal of Sports Science and Coaching*, **2021**, 16, 181-191	1.8	5
7	Adolescents' longitudinal trajectories of mental health and loneliness: The impact of COVID-19 school closures.. *Journal of Adolescence*, **2022**, 94, 191-205	3.4	5
6	Longitudinal trajectories of mental health and loneliness for Australian adolescents with-or-without neurodevelopmental disorders: the impact of COVID-19 school lockdowns.. *Journal of Child Psychology and Psychiatry and Allied Disciplines*, **2022**,	7.9	4
5	Cognitive complexity of evaluator competencies. *Evaluation and Program Planning*, **2021**, 89, 102006	1.7	1
4	Understanding sustainability in school arts provision: stakeholder perspectives in Australian primary schools. *Music Education Research*, **2018**, 20, 342-359	1	
3	Reflections on the Australian Research Council Special Research Initiative Science of Learning Research Centre: The promise of a new narrative and evidence base for education. *Access: Critical Perspectives on Communication, Cultural and Policy Studies*, **2020**, 40, 34-40	0.6	
2	Commentary: We Have to Get TPAs Right!. *Teacher Education, Learning Innovation and Accountability*, **2021**, 193-197	0.1	
1	Towards student-centred feedback practices: evaluating the impact of a professional learning intervention in primary schools. *Assessment in Education*,1-24	1.3	