

# John Ac Hattie

## List of Publications by Year in Descending Order

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

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 | Adolescents' longitudinal trajectories of mental health and loneliness: The impact of COVID-19 school closures.. <i>Journal of Adolescence</i> , <b>2022</b> , 94, 191-205   | 3.4 | 5         |
| 25 | Longitudinal trajectories of mental health and loneliness for Australian adolescents with-or-without neurodevelopmental disorders: the impact of COVID-19 school lockdowns.. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , <b>2022</b> ,                        | 7.9 | 4         |
| 24 | From fixing the work to improving the learner: An initial evaluation of a professional learning intervention using a new student-centred feedback model. <i>Studies in Educational Evaluation</i> , <b>2021</b> , 68, 100943   | 2   | 7         |
| 23 | An exploratory investigation into the reception of verbal and video feedback provided to players in an Australian Football League club. <i>International Journal of Sports Science and Coaching</i> , <b>2021</b> , 16, 181-191 <sup>8</sup>   | 1.8 | 5         |
| 22 | Commentary: We Have to Get TPAs Right!. <i>Teacher Education, Learning Innovation and Accountability</i> , <b>2021</b> , 193-197   | 0.1 |           |
| 21 | Teachers activating learners: The effects of a student-centred feedback approach on writing achievement. <i>Teaching and Teacher Education</i> , <b>2021</b> , 105, 103387   | 2.9 | 7         |
| 20 | Cognitive complexity of evaluator competencies. <i>Evaluation and Program Planning</i> , <b>2021</b> , 89, 102006  | 1.7 | 1         |
| 19 | An analysis of in-game feedback provided by coaches in an Australian Football League competition. <i>Physical Education and Sport Pedagogy</i> , <b>2020</b> , 25, 464-477   | 3.8 | 9         |
| 18 | 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. <i>Access: Critical Perspectives on Communication, Cultural and Policy Studies</i> , <b>2020</b> , 40, 34-40 | 0.6 |           |
| 17 | What Is My Next Step? School Students' Perceptions of Feedback. <i>Frontiers in Education</i> , <b>2019</b> , 4,   | 2.1 | 8         |
| 16 | The Power of Feedback Revisited: A Meta-Analysis of Educational Feedback Research. <i>Frontiers in Psychology</i> , <b>2019</b> , 10, 3087   | 3.4 | 94        |
| 15 | Exploring the experiences of teachers undertaking Educational Design Research (EDR) as a form of teacher professional learning. <i>Professional Development in Education</i> , <b>2019</b> , 45, 151-167   | 1.4 | 6         |
| 14 | A Matrix of Feedback. <i>Australian Journal of Teacher Education</i> , <b>2019</b> , 44, 14-32   | 1.4 | 19        |
| 13 | What Schools Need to Know About Fostering School Belonging: a Meta-analysis. <i>Educational Psychology Review</i> , <b>2018</b> , 30, 1-34   | 7.1 | 215       |
| 12 | Understanding sustainability in school arts provision: stakeholder perspectives in Australian primary schools. <i>Music Education Research</i> , <b>2018</b> , 20, 342-359   | 1   |           |
| 11 | Treating children with early-onset conduct problems and callous-unemotional traits: an empirical evaluation of KoolKIDS. <i>Emotional and Behavioural Difficulties</i> , <b>2017</b> , 22, 350-364   | 1   | 5         |
| 10 | Educators are not uncritical believers of a cult figure. <i>School Leadership and Management</i> , <b>2017</b> , 37, 427-430   |     | 7         |

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|---|---|------|------|
| 9 | Variations in the Availability and Quality of Early Childhood Education and Care by Socioeconomic Status of Neighborhoods. <i>Early Education and Development</i> , <b>2016</b> , 27, 384-401   | 1.4  | 37   |
| 8 | It Hurts To Be Lonely! Loneliness and Positive Mental Wellbeing in Australian Rural and Urban Adolescents. <i>Journal of Psychologists and Counsellors in Schools</i> , <b>2016</b> , 26, 52-67 | 0.5  | 16   |
| 7 | Prompting secondary students' use of criteria, feedback specificity and feedback levels during an investigative task. <i>Instructional Science</i> , <b>2014</b> , 42, 861-878                  | 2    | 30   |
| 6 | The effects of feedback on achievement, interest and self-evaluation: the role of feedback and perceived usefulness. <i>Educational Psychology</i> , <b>2014</b> , 34, 269-290                  | 2.2  | 95   |
| 5 | New Zealand students' perceptions of parental involvement in learning and schooling. <i>Asia Pacific Journal of Education</i> , <b>2013</b> , 33, 324-337                                       | 1    | 23   |
| 4 | Towards Positive Adaptive Change: The Association of Three Typologies of Agency With Motivational Factors. <i>Australian Psychologist</i> , <b>2013</b> , 48, 437-444                           | 1.7  | 9    |
| 3 | The Power of Feedback. <i>Review of Educational Research</i> , <b>2007</b> , 77, 81-112   | 10.3 | 4946 |
| 2 | Visible Learning: Feedback  |      | 36   |
| 1 | Towards student-centred feedback practices: evaluating the impact of a professional learning intervention in primary schools. <i>Assessment in Education</i> , 1-24                             | 1.3  |      |