

## CURRICULUM VITAE

### John A. C. Hattie

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**Place of Birth:** Timaru, New Zealand

**Health:** Excellent

**Citizenship:** New Zealand, Australia, USA (Registered Alien)

## EDUCATION

1981 PhD thesis, University of Toronto  
1974-76 PhD coursework, University of Toronto  
1974 Master of Arts (First Class Honours), University of Otago  
1972 Diploma in Teaching, NZ Department of Education  
1971 Post-graduate Diploma in Arts, University of Otago  
1971 Diploma of Education, University of Otago  
1970 Diploma of Dunedin Teachers' College (Distinction)  
1970 Bachelor in Arts, University of Otago  
1963-1966 School Certificate, University Entrance, Timaru Boys' High School

## Theses

PhD	Decision criteria for determining unidimensionality
Master of Arts	Conditions for administering creativity tests
Diploma in Education	An analysis of Mednick's Remote Associates Test

## Professional Background

### Current Position

Professor of Education, Project Director of asTTle, University of Auckland, New Zealand

### Previous Positions

1998-	Professor of Education	University of Auckland, New Zealand
1998-03	Professor of Education, Head of School of Education	University of Auckland, New Zealand
1994-98	Professor and Chair of Educational Research Methodology	University of North Carolina at Greensboro
1994-98	Associate Director	Center for Research and Evaluation, University of North Carolina at Greensboro
1994-98	Psychometric Advisor to National Council for Accrediting Teacher Education	Washington DC
1985-94	Professor of Education Department of Education	The University of Western Australia
1993-94	Alternate Dean, Faculty of Education	The University of Western Australia
1989-94	Director of the Centre for Tertiary Education Studies	The University of Western Australia
1990-95	Chief External Examiner	University of Hong Kong
1990-91	Distinguished Visiting Professor	University of Alberta ,Edmonton
1990-91	Visiting Professor	University of Massachusetts, USA
1986-90	Professor, Head of Department of Education	The University of Western Australia
1987-89	Co-Director of the Centre for Tertiary Education Studies (with Michael Scriven)	The University of Western Australia
1985	Consultant to the Government of Liberia and West African Examination Council	Liberia
1984-85	Associate Professor Centre for Behavioural Studies	University of New England, Armidale, NSW, Australia
1983-84	Visiting Professor, Department of Educational Psychology	University of Washington, Seattle, USA
1981-84	Senior Lecturer Centre for Behavioural Studies	University of New England
1977-80	Lecturer Centre for Behavioural Studies	University of New England
1976-77	Lecturer: Elements of Statistics	Ontario Institute for Studies in Education, Canada
1976	Research Assistant: Secondary/Post-Secondary Project (Director: Ross Traub)	Ontario Institute for Studies in Education, Canada
1975-77	Research Assistant: Factor analysis (Director: R P McDonald)	Ontario Institute for Studies in Education, Canada
1974-76	Research Assistant: Drug Behaviour (Director: J Hundleby)	University of Guelph, Canada
1974-76	Research Assistant: Open Schools (Director: Ross Traub)	Ontario Institute for Studies in Education, Canada
1975-76	Lecturer in Descriptive Statistics and Matrix Algebra	Ontario Institute for Studies in Education, Canada
1974	Teacher of English, ,Music and Liberal Studies	Timaru Boys' High School New Zealand
1974	Part-time Lecturer: Special Education and Tests and Measurement	
1973	Senior Tutor in Education	University of Otago, New Zealand
1973	Lecturer, New Zealand Physiotherapy School	University of Otago, New Zealand
1972	Teacher (full-time) at Macandrew Intermediate School	Dunedin, New Zealand
1972	Lecturer in Educational Tests and Measurement	University of Otago, New Zealand
1971-72	Tutor in Education	University of Otago, New Zealand

## **University Teaching**

- 1993 UWA Supervisor of the Year
- 1994 UWA Innovative Teaching Award

## **University of Auckland**

- 2004- Research Methods (774)
- 2003- Research Methods (380)
- 2000- Doctor of Education Portfolio papers
- 1999-02 Psychological Inquiry (778)
- 1998- Classroom Assessment (224)
- 1998-02 Mentor Teaching and Assessment (601)

## **University of North Carolina**

- 1994-98 Classical Test Theory (667)
- 1994-98 Structural Equation Modeling (687)
- 1994-98 Statistical Analyses (617)
- 1994-98 Practicum for ERM (696)
- 1994 Measurement in the Affective domain

## **University of Western Australia (all with Graham Douglas or Michael Scriven)**

- 1991-94 Masters Management Project
- 1990-94 Educational Psychology - Self-concept
- 1990-94 Research Skills In Teaching
- 1989-94 Planning for Theses
- 1988-94 Educational Measurement
- 1988-94 Quantitative Research Methods
- 1987-94 Educational Measurement
- 1987-94 Educational Statistics
- 1987-94 Educational Measurement
- 1987-94 Educational Statistics
- 1987-88 Educational Processes
- 1987-88 Modern Test Theory
- 1990 Research methods
- 1987-89 Hot Topics in Education
- 1987-89 Multivariate Analysis

## **University of New England**

- 1984-86 Psychometric Approaches to Research on Learning and Instruction
- 1984-86 Experimental Design and Statistical Interpretation for Educational Researchers
- 1984-86 Measurement and Evaluation
- 1982-86 Research Methods in Education
- 1981-83 Measurement, Evaluation & Research Design
- 1977-83 Introduction to Behavioural Research
- 1977-83 Multivariate Analysis in Educational Research

## **University of Washington**

- 1985 Factor Analysis and Related Techniques
- 1984 Advanced Correlation Techniques
- 1984 Empirical Research Design

## **Ontario Institute for Studies in Education, University of Toronto**

- 1976-77 Elements of Statistics
- 1975-76 Descriptive Statistics

## University Committees

2006	Faculty Staffing Profile Committee	The University of Auckland
2005-	Faculty Research Committee	The University of Auckland
2005-	Faculty Workload Committee	The University of Auckland
2004	Dual Careers Pathways (Chair)	The University of Auckland
2003-04	Institute of Educational Research Committee	University of Auckland/ Auckland College of Education
2003-04	Faculty of Education Design Committee	University of Auckland/ Auckland College of Education
2001-04	Institute of Education (UoA/ACE)	University of Auckland/ Auckland College of Education
1999-01	UNITEC Advisory Board for the Institute for Educational Leadership	UNITEC, Auckland
2000	Framework for IT costing in the University	The University of Auckland
2000	Staff Support Working Committee	The University of Auckland
1999-02	Faculty of Arts Research Report on Publications	The University of Auckland
2000	Continuing Education Advisory Committee	The University of Auckland
1999-02	University of Auckland Principals' Center Advisory Committee	The University of Auckland
1999-02	Woolf Fisher Committee	The University of Auckland
1999-00	University Quality Committee	The University of Auckland
1999-00	University Audit Committee	The University of Auckland
1999-00	Faculty Planning and Resources Committee	The University of Auckland
1999-00	University Teaching and Learning sub-committee	The University of Auckland
1999-00	Manukau Institute of Technology/School of Education Working Party	The University of Auckland
1999-00	Northland Polytechnic/UoA Committee	The University of Auckland
1999-00	Faculty International Committee	The University of Auckland
1995-98	Teacher Education Awards Committee	The University of North Carolina
1995-98	Chair, School Nominations Committee	The University of North Carolina
1995-98	Alumni and Recruitment Committee	The University of North Carolina
1995-98	Curriculum Committee	The University of North Carolina
1995-98	Personnel Committee	The University of North Carolina
1995-98	Evaluation of Teaching Committee	The University of North Carolina
1995-98	Promotion and Tenure Review Committee	The University of North Carolina
1994-98	International Committee, School of Education	The University of North Carolina
1994-98	Appeals against Assessment - University	The University of North Carolina
1994-98	Educational Technology Committee	The University of North Carolina
1994-98	School of Education Executive Group <i>T</i>	The University of North Carolina
1993-94	Vice-Chancellor's Advisory Committee for preparing the University's Quality Submission	The University of Western Australia
1993-94	Alternate Dean, Faculty of Education	The University of Western Australia
1993-94	Deputy Head of Department of Education	The University of Western Australia
1993-94	Review of the Cognitive Science Program	The University of Western Australia
1993-94	VC's Selection committee for Head of Division of DECEL	The University of Western Australia
1993-94	Faculty of Education - Higher Degrees Committee	The University of Western Australia
1993-94	Deputy for Secondary Education Authority	The University of Western Australia
1992-94	Committee for the Advancement of Computer Assisted Teaching and Learning	The University of Western Australia
1992-94	Deputy Chair, UWA Matriculation and Admissions Committee	The University of Western Australia
1992-94	Chair, Wesley Foundation for Research on Literacy	The University of Western Australia
1992-94	Governing Board of the Doctor of Education	The University of Western Australia

1991-94	Founder and Chair of the Student Research Committee	The University of Western Australia
1991-94	Management Board, Centre for English as a Second Language	The University of Western Australia
1987-94	UWA Policy Board for Aboriginal Programs	The University of Western Australia
1987-94	Board member of the Callaway Foundation for Music	The University of Western Australia
1987-93	UWA Matriculation and Admissions Committee	The University of Western Australia
1989-90	Western Australian Aboriginal Education Strategic Planning Group	The University of Western Australia
1989-91	University of Western Australia, Academic Council	The University of Western Australia
1989-91	UWA Accommodation Committee	The University of Western Australia
1989-91	UWA Staffing Committee	The University of Western Australia
1989-91	UWA Committee for Science & Mathematics Review	The University of Western Australia
1989-91	Sub-Committee of Research program on research allocation (AAA factor)	The University of Western Australia
1988-90	Council of St Catherine's College - a residential college affiliated with UWA	The University of Western Australia
1988-90	Vice-Chancellor's Advisory Committee on Full Fees students	The University of Western Australia
1988-89	Working Party on Evaluation of Computing Courses in Secondary Schools - Secondary Education Authority	The University of Western Australia
1988-89	Working Party on Language Competence in Schools - Secondary Education Authority	The University of Western Australia
1987-92	Executive member of the Wesley Foundation for Research on Literacy	The University of Western Australia
1987-88	Tertiary Examination Steering Committee - Secondary Education Authority	The University of Western Australia
1987-88	UWA Committee on Language Policy	The University of Western Australia
1987-88	UWA Working Party on Higher Degrees	The University of Western Australia
1987-88	Sub-Committee of Research program on research allocation (AAA factor)	The University of Western Australia
1987-90	PhD Committee	The University of Western Australia
1987-90	Executive member of the Western Australian Institute for Educational Research	The University of Western Australia
1987-90	Faculty Higher Degrees Committee	The University of Western Australia
1987-90	Curriculum Advisory and Policy Committee - Secondary Education Authority	The University of Western Australia
1987-90	Executive member of the Western Australian Institute for Educational Research	The University of Western Australia
1987-89	Non-academic Training and Development Committee	The University of Western Australia
1987-90	Non-academic Advisory Committee	The University of Western Australia
1985-86	Academic Advisory Committee on Computers & Communication Policies	University of New England
1985-86	University Computer Users Group	University of New England
1984-86	Higher Technology Co-ordinating Committee	University of New England
1984-86	University Computer Advisory Committee	University of New England
1982-86	Faculty of Education Standing Committee	University of New England
1979-86	Chairman: Teaching and Assessment Sub-Committee	University of New England
1980-86	Faculty of Education Safety Officer	University of New England
1978-86	Teaching and Assessment Sub-Committee	University of New England
1976	Search Committee for MECA Chairperson	Ontario Institute for Studies in Education
1975	Research and Development Committee	Ontario Institute for Studies in Education
1976	Departmental Executive Committee	Ontario Institute for Studies in Education

## Founder of

- Aboriginal Support Scheme (1987-94)
- Aboriginal Bridging Scheme (1987-94)
- Centre for English as a Second Language (1988-94)

## Professional Service

2006	Board Director	MultiServe Education Trust
2005-	Board Member	International Test Commission
2005-	Marketing Committee	International Test Commission
2005-	Chief Moderator and Chair of Moderation Panel, PBRF	Tertiary Education Commission
2005-	Member, Special Technical Advisory Group (STAG)	NZ Qualifications Authority
2005	Along with colleagues wrote 200 items for screening 11-12 year olds for New Zealand's Brainiest Kids, a program on Channel 2 (TVNZ)	Television New Zealand
2005	Expert advisor and TV panel member: "How Normal are You?". Involved devising 160 personality and attitude items, analyses of > 8000 responses, and panel member of 11 programs on Channel 1 (TVNZ)	Television New Zealand
2004-	Sector Reference Group for Reconsidering the PBRF	Tertiary Education Commission
2004-	Member Advisory Board of Te Kotahitanga Research Project (Director: Russell Bishop, Waikato University)	University of Waikato
2003-4	Moderation Panel, PBRF	Tertiary Education Commission
2004	Presentation to Vice-Chancellor's symposium to Auckland Principals	University of Auckland
2004-	Advisor to StarPath, An Equity proposal	The University of Auckland.
2003-04	Expert adviser, Test the Nation, The NZ IQ test on Channel 1 (TVNZ)	Television New Zealand
2003-04	Advisor to Waikato Assessment Video: Assessment for Learning	University of Waikato
2003-04	Chair of Convenor Committee of AARE/NZARE Joint Conference, Dec 2003	NZARE
2003-04	Chair Education Panel: Performance Based Research Funding	Tertiary Education Commission
2000	Reference group for the NZCER Learning Skills - Essential Skills Assessment	NZCER
1999-	Member of National Advisory on Assessment	Ministry of Education
1999-03	Executive member of NZARE	NZARE
1997	Expert witness, USA Federal Court, Eric V. vs. Johnston County. (Represented the National Association for the Advancement of Colored People in a misuse of tests/grade retention case)	NAACP
1994	Consultant to Ministerial Report on Rural Education, WA	WA Government
1987-90	Training coordinator for the Australian Association for Research in Education, WA	AARE

## Awards

2004 Secondary Principals Association of New Zealand: Inaugural SPANZ Leadership in Education Award.

*“John is already an acknowledged scholar and leader in education both in NZ and internationally. His most recent work with the asTTle contract has given him a more immediate focus for us but the SPANZ committee have focused on the impact of his first major contribution to schools the research around Engagement in the Classroom. Few other pieces of research have impacted so much on the focus and direction of schools in the last decade. It has highlighted the importance of the teacher, focused on the quality of pre service and inservice training and provided a platform for schools to build their staff development programmes. Few other pieces of research have made such an impact on schooling and in particular secondary schools in New Zealand”*

## Community Activities

2005 Chair, University of Auckland Cricket Club  
2000- Cricket Coach, Age Group Coordinator, Management Committee,– University of Auckland Cricket Club  
1995-98 Award for volunteering in Guilford County Schools (Erwin Open)  
1995-98 Scout Leader, Irving Park School  
1993-94 Ministry of Education, WA, Reference Group on Outcomes  
1993-94 Ministry of Education Reference Group WA, on Monitoring Standards  
1992-94 Member of Australian College of Educational Administrators Accreditation Board  
1991-94 Mayer Reference Group, Ministry of Education  
1990-93 Treasurer, North Perth Out of School Care Association  
1980-85 Vice-President, Armidale Search and Rescue Squad  
1977-86 Founding member of Armidale CARELINE - a telephone listening and referral service. As member, management committee, and training officer (organized and ran 5 courses involving 300 para-professional counselors)  
1977-85 Founding member of Armidale Search and Rescue Squad  
1977 Vice-Captain – Bush and Climbing Section of Armidale Search and Rescue Squad  
1973-74 Member of YOUTHLINE (Dunedin, NZ) - a telephone counseling service for young people. As member, management committee, and involved in training

## Thesis Supervision

1993 UWA Excellence in Post-graduate Supervision Award.

No	Degree	Year	Name	Title
168	PhD		Chen, Jun Jun	Teacher evaluation
167	EdD		Smith, Sam	Value added models
166	PhD		Main, Squirrel	Professional teaching in NZ schools
165	PhD		Anderson, Irene	Types of feedback
164	PhD		Coryn, Christain	Models for research excellence
163	EdD		Wardman, Jana	Acceleration for gifted students
162	PhD		Zwiegelhaar, Jeremy	Music assessment
161	PhD		Leeson, Heidi	Computer adaptive Personality Assessment
160	PhD		Mizutani, Satomi	Washback effects from NCEA Japanese
159	EdD		Pope, Kevin	Motivation theory
158	EdD		Koefed, Wendy	School reporting from a school-wide perspective
157	EdD		Patel-Taylor, Cherie	School reporting via student-led conferences
155	PhD		Lavery, Lynn	Self-regulated learning and assessment
156	PhD	2007	Hope, John	Standard Setting for Information and Communication Technology in Teacher Education

No	Degree	Year	Name	Title
154	MEd	2006	Croggan, Lawrence	Truancy
153	EdD	2005	Coogan, Phil	When worlds collide: ICTs, English Teachers and High-Stakes Assessment
152	PhD	2005	Plessis, Anna-Barbara	The Academic Self-Concept of Learners with Hearing Impairment in Two South African Public School Contexts: Special and Full-Service Inclusion Schools (University of Pretoria)
151	PhD	2005	Shulruf, Boaz	The influence of individualist and collectivist attributes on response to Likert-type scales
150	EdD	2005	Adair, Allan	Assessing community based general practice
149	PhD	2005	Irving, Earl	The Development and Validation of a Student Evaluation Instrument to Identify Highly Accomplished Mathematics Teachers
148	MEd	2004	Jing Chen	Teacher evaluation in China
147	PhD	2004	Smith, Richard	Accountability in Education: Reviewing the Reviewers. A Policy Study of the Education Review Office (University of Canterbury)
146	PhD	2003	Rubie, Christine	Expecting the Best : Instructional Practices, Teacher Beliefs and Student Outcomes
145	MEd	2003	Williams, Janet	Coping and self
144	PhD	2003	Brown, Gavin	Teachers' Conceptions of Assessment
143	MEd	2002	Harland, Don	Evaluating the implementation of a writing program based on asTTle
142	MEd	2002	Chase, Andrea	A structural model of engagement in science
141	PhD	2001	Anderson, Angelika	The Effect of Locus of Control and Classroom Climate on Motivation in the Classroom: An Ecological Approach to Personality and Action
140	MA	2001	Zwiegelhaar, Jeremy	The Value of Differential Bundle Functioning Using the PIRLS and SOLO Categories as Organising Principles
139	MEd	2000	Crosby, Steve	Excellence in outdoor education: A search for X-factor
138	MEd	1999	Boyles, Laura	Quality Assurance in Health Care
137	PhD	1999	Daniels, R.	The role of the father in counseling boys
136	PhD	1999	Davis, Keith	Family violence and school behaviors
135	MEd	1999	Dorety, J.	Reporting State wide testing results to Parents
134	PhD	1999	Fletcher, Richard	Test Assembly for Polytomous Items: An Application Using the Physical Self-Description Questionnaire (University of North Carolina at Greensboro)
133	PhD	1999	Karkee, Thakur	An Investigation if IRT-Adjusted Grade Point Average in the Prediction of College Performance: Applications to Gender and Race Bias (University of North Carolina at Greensboro)
132	PhD	1999	Lontz, Quinn	The father in the development of adolescent boys
131	PhD	1999	Onafowra, Laura	African American Accomplished Teachers
130	PhD	1999	Polanaski, Pat	Structural modeling of school drop outs
129	PhD	1999	Prince, Patrick	Alcohol binging among college students
128	PhD	1999	Reid, Winnie	Interpreting state wide African American and Whites achievement scores
127	PhD	1999	Scholl, Mark	College dormitory behaviour and achievement
126	PhD	1999	Torvold, Gustaf	A model of reasoned action and the use of well being programs
125	PhD	1998	Beane, Betty T.	Financial providing, self-efficacy, and father involvement: A social cognitive approach
124	PhD	1998	Buchanan, Susan	The difference in alumni support between tradition and nontraditional students



No	Degree	Year	Name	Title
123	PhD	1998	Chang, C.Y.	The role of distinctiveness in acculturation, ethnic identity, and wellness in Korean American adolescents and young adults
122	PhD	1998	Coker, J.K.	A context for use: Examining the environmental and social factors that impact adolescent problem drinking
121	MEd	1998	Fiandaca, Greg	The place of statistical significance
120	PhD	1998	Harman, Pat H.	Addressing the independence assumption through the development of a modified F-test for educational contexts
119	MEd	1998	Inman, Rex	Interpreting county test scores
118	PhD	1998	Rhodes, K.K.	An investigation of patterns in interdisciplinary affiliation of professional counselors
117	PhD	1998	Rosen-Grandon, Jane	The relationship between marital characteristics, marital interaction processes, and marital satisfaction
116	MEd	1998	Schmidt-Davis, Holly	Item and test analyses
115	PhD	1998	Scholl, Mark	College students' preferences for counselor role differences as a function of selected young adult identity development factors
114	MEd	1998	Spence, Kelly	Evaluating technology interventions
113	MEd	1997	Alexander, L.	Health quality assurance
112	PhD	1997	Althouse, Linda	A monte carlo simulation of a new measure of kurtosis
111	PhD	1997	Brott, Patricia	The development of school counselor identity
110	PhD	1997	Dillihunt, Kim	The relationship between counselor training and confidence in child sexual abuse treatment issues
109	PhD	1997	Elias, Sam.	Unidimensionality and the Stout indices
108	PhD	1997	Flynt, C.C.	Perceptions of stimulants and barriers to creativity in the work environment of Deans and Department Chairs: A KEYS Survey
107	PhD	1997.	Guilbert, Doug	Marital instability: The relationships of gender role beliefs, negativity, and distancing
106	PhD	1997	Hollar, David	Escalation behavior in higher education: A structural equation model
105	PhD	1997	Klobas, Jane	A model of seeking information
104	PhD	1997	McGaha, C.G.	Social behaviors of children in a mainstream setting comparison of visual status and context
103	PhD	1997	Odgers, Peta	Substance abuse and reputation enhancement
102	MEd	1997	Price, Mark	Test scores and National Board assessment
101	PhD	1997	Smith, S.	The relationship of social bond and reputation enhancement to girls' self-reported delinquent involvement.
100	PhD	1997	Johnson, Stephen	Career decision making among adolescents
99	MEd	1997	Wingreth, Tom	The role of measurement in business
98	MEd	1997	Woods, A.	Counselling and interventions
97	PhD	1996	Berlach, Richard	Self-esteem, and feedback among expert and novices
96	PhD	1996	Black, L.	How do firefighters cope? An investigation of coping strategies and symptoms of distress within the context of daily stressors
95	PhD	1996	Cuthbert, J.	Perceptions of the supervisor relationship: Recovering and non-recovering substance abuse counselors
94	PhD	1996	D'Agostino, Anne	Testing a social-cognitive model of achievement motivation An examination of the NELS data base
93	PhD	1996	Fulbright, B.	The use of humor and its mediation of depression in cancer patients and primary caregivers
92	PhD	1996	Garrett, Michael	Cultural values and wellness of Native American high school students

No	Degree	Year	Name	Title
91	PhD	1996	Hoffman, Rosemarie	Beyond the Bem Sex-role Inventory: A reconceptualization of the constructs of 'Masculinity' and 'Femininity' and a reexamination of their measurement
90	PhD	1996	Holcomb, C.	The relationship between counselor training and multicultural competence
89	PhD	1996	Hood, Sandra	A study of self and direct report perceptions of the skills and performance competencies important for Superintendent effectiveness
88	PhD	1996	Hutchinson, G.	The relationship of wellness factors to work performance and job satisfaction among managers
87	PhD	1996	Odgers, Peta	Substance abuse and reputation enhancement
86	PhD	1995	Carroll, Annemaree	Integrating Reputation enhancement and goal theory: An application with delinquents
85	PhD	1995	Cheung, Derek.	Measurement of the degree of implementation of School based Assessment Schemes for Practical Science
84	PhD	1995	Esmond, J.	Substance abuse and peer influences
83	PhD	1995	Forlin, Chris	Children's rights and coping with integrating special children into regular classrooms
82	PhD	1995	Harmon, Ann	An investigation of the comparability and accuracy of three differential item functioning (DIF) detection methods using empirical and simulated data
81	PhD	1995	Purdie, Nola	A cross-cultural investigation of students' conceptions of learning and their use of self-regulated learning strategies
80	PhD	1995	Watters, Ric.	A qualitative model of nurses' teaching: regulating
79	MEd	1994	Bamford, B.	The differences in attitudes between low and high ability students
78	PhD	1994	Dolan, Nigel	Evaluating computer software: Analysis and development of procedures and instruments
77	MEd	1994	Fong, J.	Reaction to major burns: A test of self-monitoring theory
76	MEd	1994	Powell, L.	Fragile X and cognitive processing
75	MEd	1994	White, M.	Rejection or neglect: Integrating children into regular schools
74	MEd	1993	Bailey, E.	Self-assessment and autonomous learning among ESL learners
73	MEd	1993	Carter, Sheila.	Adolescent receptivity to sexuality education curricula in Western Australian High schools
72	Hons	1993	Chong, Agnes	Goal setting: A study of its differing difficulty levels in relation to varying feedback complexities on spelling performance.
71	Hons	1993	Forrest, Simon	Cultural domain and cultural code switching
70	PhD	1993	Harslett, Mort	The identification of gifted aboriginal children
68	MEd	1993	Pech, L.	Behavioural disability and class level: The effects on teachers' referral of male students
67	Hons	1993	Percival, Stuart	Goal setting and disabled students: A time series analyses
66	MEd	1992	Brann, Barbara	Spelling instruction: Teachers use of developmental theories of acquisition and production within process writing in primary schools
65	MEd	1992	Chelliah, R.	Predicting writing skills from speaking skills of ESL learners.
64	Hons	1992	Crane, Debbie	Goal setting and the Leeuwin sailing Adventure

No	Degree	Year	Name	Title
63	Hons	1992	Johnson, Stephen	Self-verification, self-enhancement and stability: The effects of evaluative feedback
62	PhD	1992	Mellor, Bronwyn	English and reading practices
61	PhD	1992	Moriarty, Beverley	Cooperative, competitive and individualistic environments: The mediating role of self-efficacy
60	PhD	1992	Pitney, Doug	Interactive video mathematics: An investigation of four key processes in an interactive video-based pre-calculus systems of practice and review
59	MEd	1992	Spina, Diane	Role analysis of early childhood teachers
58	PhD	1991	Bant, C.	The evaluation of teacher performance in primary schools.
57	MEd	1991	Canute, Helen	Actual and assumed levels of language competence among secondary students
56	PhD	1991	Rohl, Mary.	Phonological awareness and early developments of reading
55	PhD	1991	Sheen, Ruth	Peers, parents, and the next cigarette: Smoking acquisition in adolescence
54	MEd	1990	Henderson, S.	Application of the health belief model to immunization
53	MEd	1990	Hutchinson, William	The importance of organizational climate and personal variables in determining job satisfaction amongst secondary school teachers
52	PhD	1990	Jones, Brian	Prediction of success at TAFE
51	MEd	1990	Kirkpatrick, Denise	Approaches to teaching in Western Australian senior colleges.
50	PhD	1990	Milton, Marion	The development of syntactic awareness and its relationship to reading acquisition
49	PhD	1990	Patterson, Annette	Reading responses: An analysis of the gendered construction of adolescents' written responses to short fiction
48	PhD	1990	Ring, G.W.	The effects of instruction and trialing on teacher reviews of courseware
47	MEd	1989	Gope, Ruth M.	Knowledge of asthma among primary school teachers
46	MEd	1989	Hopkins, Jim	Very superior IQ and academic achievement: The tertiary entrance examination performance of intellectually talented students in the secondary special placement program
45	MEd	1989	Lendon, Robin J.	The influence of computer games on the development of seriation in Aboriginal preschool children
44	MEd	1989	Mak, A.K.S.	Teaching computational estimation to low achievers in Mathematics
43	PhD	1989.	McKenna, Kevin. J.	The use and effectiveness of computer-based models of the economy in the teaching of macroeconomics
42	Hons	1988	Jones, R.W.	Academic stress amongst adolescents: Examination by ethnicity, grade and sex
41	PhD	1988	McKnight, Barry	Adaptive testing and microcomputers
40	PhD	1988	Taylor, Collette. P.	Teaching in the pre-school and first primary year: A comparative study of teachers' communicative contacts with children
39	MEd	1987	Clinton, Janet	A meta-analysis of the effectiveness of programs to enhance self-concept. Second Class Honours
38	MEd	1987	Edwards, Helen	A comparison of three programs to enhance motor development. Second Class Honours
37	MEd	1987	Gardner, J.M.	The use of peer tutoring to teach spelling to handicapped students: Five related case studies
36	MEd	1987	Parsons, P.	Prediction of success at TAFE colleges. First Class Honours

No	Degree	Year	Name	Title
35	MEd	1986	Anderson, D.	A needs assessment of programs for the mentally retarded. Second Class Honours
34	MEd	1986	Bull, David	The development of a battery of tests based on the Luria model for use with younger children. Second Class Honours
33	PhD	1986	Byrne, Daniella	The development of music skills: An application of three-mode factor analysis
32	MEd	1986	Gillies, W.	Validation of the Kaufman Assessment Battery for children and the Luria model. Second Class Honours
31	MLitt	1986	Hacker, Wendy	Identifying models in interrupted time series. First Class Honours
30	MEd	1986	MacMullen, C.	Teachers' perceptions of the mathematical skills of five year old children. First Class Honours
29	MEd	1986	Middleton, M.	The relation between body fat percentages and self-concept measures of school children. Second Class Honours
28	Hons	1986	Parle, Michael	The role of self-efficacy in Outward Bound: An investigation of a high school course
27	MEd	1986	Reading, Steve	Parent, teacher and children's perceptions of the value of physical activity in school. Second Class Honours
26	MEd	1986	Walker, G.	Personality variables and achievement. Second Class Honours
25	MEd	1985	Brereton, Karen	The relation between teaching style and self-actualization. Second Class Honours
24	MEd	1985	Maple, Gwen	Teacher evaluation of curriculum materials for severely and profoundly handicapped students. Second Class Honours
23	MEd	1985	McGarity, Barbara	Relationships between cognitive processing styles, musical ability, and language ability. Second Class Honours
22	PhD	1984	Angus, John.	An examination of children's learning through audio-visual media in relation to a model of simultaneous and successive information processing
21	MEd	1984	Rogers, H Jane	An investigation of some fit statistics for latent trait models. First Class Honours and University medal
20	MEd	1983	Gay, Jan	Relationships between word characteristics and early readers' decoding accuracy. Second Class Honours
19	MEd	1983	Jones, Brian	Job analysis and vocational education. Second Class Honours.
18	PhD	1983	Klich, Zybsh.	Relation between the learning styles of Aboriginal and Australian children
17	MEd	1983	McManus, B.	A comparison between boarding and day pupils. First Class Honours
16	PhD	1982	In-Sub Song	Self-concept, environmental processes, learning hierarchies and academic ability
15	MEd	1982	McKnight, Barry	Procedures for allocating persons to n-way groups using computer-adaptive latent trait estimation methods. First Class Honours
14	MEd	1981	Dettrick, Anne.	Self-concept in first year classrooms: Do teachers make a difference
13	PhD	1981	Ransley, Wayne	The development of a psychometric model of information processing in young children based on Luria's theory of brain functioning
12	MEd	1981	Rowlands, Steve	Electromyographic biofeedback as a strategy for the remediation of reading disability in primary school children

No	Degree	Year	Name	Title
11	PhD	1981	Sharpley, Chris	Direct and indirect rewards in the classroom
10	MEd	1981	Smith, R. B.	Young children's learning of racial prejudice. First Class Honours
9	MEd	1980	Connor, Priscilla	Emotional reactions of children to three conditions of reward-deservingness: A test of a central tenet of equity theory and justice theory accounts of prosocial behaviour. First Class Honours
8	MEd	1980	Hancock, Peter	An evaluation of a pastoral care program. Second Class Honours.
7	PhD	1980	Irvine, John	The role of play in pre-school behaviour
6	MEd	1980	Morrison, M.	An examination of the cognitive processes underlying creative problem-solving as measured by a test of remote associations
5	MEd	1979	Dollinson, Judie	Parents as modifiers of children's minor behaviour problems: A comparison of training methods. Second Class Honours
4	MEd	1979	Huxley, Ian	A study of unliked children. Second Class Honours
3	MEd	1978	Sharpley, Anna	The effects of a cross-age maths tutoring program on academic achievement and social-personal variables of primary-grade participants. First Class Honours
2	MEd	1978	Sharpley, Chris	Variability in the reinforcing properties of rewards. First Class Honours and University medal
1	MEd	1977	Holdgate, Gwen	A study of internal assessment and external examinations in secondary education in NSW. Second Class Honours

### Computer Programming

- Hattie, J.A.C., Brown, G.T., Keegan, P., Mackay, A., and team (2004, December). asTTle: Assessment Tools for Teaching and Learning. V4. Ministry of Education, Wellington.
- Hattie, J.A.C., Brown, G.T., Keegan, P., Mackay, A., and team (2003, December). asTTle: Assessment Tools for Teaching and Learning. V3. Ministry of Education, Wellington.
- Hattie, J.A.C., Brown, G.T., Keegan, P., and team (2002, December). asTTle: Assessment Tools for Teaching and Learning. V2. Ministry of Education, Wellington.
- Hattie, J.A.C., Brown, G.T., Keegan, P., and team (2001, December). asTTle: Assessment Tools for Teaching and Learning. V1. Ministry of Education, Wellington.
- Fraser, C., Hattie, J.A.C., Cooksey, R., & Magurie, T.O.M. (1980). Correlate, ANOVA, EDA. A computer program to teach statistics. Center for Behavioural Studies, UNE.

Languages: Fortran and Basic (Proficient)

Experience on: ICL1901, DEC2060, PDP1134, PDP1105, VAX750, & Cyber

Micros: Macintosh, PC

Programming: Many basic statistical routines, factor analysis programs, item analysis programs, graphing, exploratory data analysis, regression analysis, etc. (plus manuals). CAI packages (using Dimension) for teaching statistics

### Recognition

- 2004 Highly Commended, BearingPoint Awards for Innovation in Technology
- 2004 Highly Commended, BearingPoint Awards for Innovations in the Public Service
- 2003 Computerworld Excellence Award 2003 for Use of IT in Education, NZ

## Editorial Boards

2004-	International Journal of Testing – Editor
2004-	British Journal of Educational Psychology – Associate Editor
2004-	Studies in Research: Training, Evaluation and Impact – Editorial Board
2004-	Applied Psychology: An International Review – Editorial Board
2004-	Journal of Multidisciplinary Evaluation – Editorial Board
2000-	International Journal of Testing – Editorial Board
1998-	Contemporary Psychological Review, Regional Editor
1996-99	Journal of Adult Development and Aging: Theory and Research – Editorial Board
1997-99	Journal of College Counseling – Editorial Board
1992-1994	Educational Research and Perspectives – Editorial Board
1989-	International Journal of Disability, Development and Education – Editorial Board
1989-94	Alberta Journal of Educational Research – Editorial Board
1989-90	Wings for the Mind: Reviews of Macintosh Software – Editorial Board
1975-77	Interchange, Canada – Editorial Board

## Advisory Editorial Consultant

Alberta Journal of Education	Journal of Early Adolescence
American Educational Research Journal	Journal of Educational Measurement
American Psychologist	Journal of Educational Psychology
Applied Psychological Measurement	Journal of Engineering Education
Applied Psychology: An international review	Journal of Personality and Social Psychology
Australian and New Zealand Journal of Criminology	Journal of Social Issues
Australian Council for Educational Research	Journal of Sport and Exercise Psychology
Australian Journal of Education	Language in Education
Australian Journal of Psychology	Learning and Instruction
Australian Psychologist	New Zealand Journal of Educational Studies
Australian Research Grants Commission	Perceptual and Motor Skills
Child Development	Psychological Assessment
Educational Research and Perspectives	Psychological Methods
European Journal of Psychology of Education	Psychological Reports
European Journal of Psychological Assessment	Psychometrika
Higher Education Review	Review of Educational Research
Hong Kong External Grants Commission	Social Behavior and Personality
Instructional Science	Teaching and Teacher Education
Interchange	Teaching Education
International Journal of Disability, Development and Education	The Exceptional Child
International Journal of Research	The Journal of Adventure Education and Outdoor Learning
Journal of Adult Development and Aging: Theory and Research	UK Research Grants Board
Journal of Applied Social Psychology	Wings for the Mind
Journal of College Counseling	

## Membership of Professional Organisations

2004-	Member of Board of the International Test Commission
2000-03	Board member of the NZ Association for Research in Education
1997-98	Elected Board member of the North Carolina Association for Research in Education

## Affiliations

- American Psychological Association
- Psychometrika Society
- American Educational Research Association
- National Council for Measurement in Education
- Australian Association for Research in Education
- New Zealand Association for Research in Education

## Thesis Examination

Externally examine an average 5-10 Masters or Doctoral dissertations per year.

## Research Grants from External Sources

Year	Title
2006-08	e-asTTle 2006-08
2006	Adult Literacy scoping report
2005	e-asTTle scoping
2005	V4 Maintenance
2004-05	Systematic literature reviews linked to outcomes in adult literacy, numeracy, & language (Benseman & Sutton)
2004	asTTle liaison and analyses
2004	asTTle networking/multiuser research
2004	asTTle V3 & V4
2004	Codebook, User Guide, & Portal scoping
2004	Data analyses of asTTle norming sample
2004	Flaxmere evaluation
2004	SMS/ Integris contract
2003-04	Effect-sizes and NEMP data
2003-04	Evaluation of the Gifted Kids Program
2003-04	Systematic literature reviews linked to outcomes in adult literacy, numeracy and language
2003	Assess to learn consultation
2002-03	A longitudinal study of the development of self-regulated behaviour in young people, with N. Purdie, A. Carroll. Australian Research Grant.
2002-03	Assessment Tools for Teaching and Learning, MoE, Wellington – Levels 5 & 6
2001-03	Evaluation of the Flaxmere project (With J. Clinton, R. Dixon, P. Keegan)
2001	Secondary Data Analysis(with R. Harker, R. Nash, Massey University), Ministry of Education
2000-01	Self-regulation: Assessment and implementation models. Australian Research Grant (Director: Nola Purdie, QUT)
2000	Assessment Tools for Teaching and Learning, MoE, Wellington – Levels 2-4
2000	Evaluation of School based uses of the Assessment Resources Banks, MoE
2000	Evaluation of the “Assessment for Better Learning” Program

<b>Year</b>	<b>Title</b>
2000	Family, school and community influences on the development of self-regulated behaviour in children. ARC Large grant
1999	NZ Ministry of Education Review of Exemplars
1999	NZ Ministry of Education Review of Literature Reviews
1999	NZ Ministry of Education Review of Peer Effects
1998-01	NPEAT, Validation of the NBPTS model
1998	A review of the research on treatment of children with attention deficit disorder. Which treatment works best? ARC Small grant
1997	Evaluation of the Center for Creative Leaderships Schools' Leadership Program
1997	Evaluation of the Paideia Program
1997-98	NCATE Performance assessment/ New Standards project
1997-98	The Education Future Program, North Carolina School of Math and Science
1996-98	Evaluation of the Reading Together Program
1995	Job Analysis: Board of Examiners for Speech Language Pathologists and Audiologists
1995	Marine Corps., University of Michigan
1994-95	Validity studies: National Board for Professional Teachers
1994	Australian Research Grants - SOLO and measurement models
1993	Australian Research Grants - Models of teaching and learning
1993	Australian Research Grants - Multidimensional models
1993	DEET - Performance Models for University Research (with B. Wood [DVC], D. Treloar, J. Tognolini)
1992	Australian Research Grants - Multidimensional models
1991-93	DEET - Interactive computer models of teaching at the tertiary level
1991	Australian Research Grants - Synthesis of teaching models
1990-94	English Competence Test - \$30,000 per year
1990	DEET - Evaluations and Investigation Grant: Performance Indicators of Research at Universities
1988	Van Leer Foundation - Interactive computers in remote Aboriginal schools
<b>TOTAL</b>	<b>\$31 million</b>

### **Public Talks**

Approximately 30 plus per year professional development sessions since 1989, plus serving on local educational panels, media interviews (approx. 10 per year), and consultations with Members of Parliament (of all parties).



## Publications

### Major Research Areas

Measurement models and their applications to educational problems, including item response models, structural equation modelling, measurement theory, and meta-analysis. Substantive areas include: study skills, performance indicators & evaluation, self-concept, models of Teaching and Learning, and educational psychology.

### Books and Monographs

1. Clarke, S., Timperley, H., & Hattie, J.A. (2003). *Unlocking formative assessment: Practical strategies for enhancing students' learning in the primary and intermediate classroom*. New Zealand: Hodder Moa Beckett.
2. Treloar, D.W.G., Clarke, L., & Hattie, J.A. (1994). *A university executive information system*. University of Western Australia, Nedlands. pp. 97.
3. Hattie, J.A. O'Donoghue, T. & Myhill, M. (1994). *Completing a thesis/dissertation (2<sup>nd</sup>. ed)*. Australia: Fine Line. pp. 95.
4. Hattie, J.A. (1992). *Self-concept*. Mahwah, NJ: Lawrence Erlbaum Associates. pp. 304.
5. Hattie, J.A. (1992). (Ed.), *The effects of competency-based education on universities: Liberation or enslavement?* Perth: University of Western Australia and Murdoch University. pp.123.
6. Hattie, J.A., Tognolini, J. Adams, K., & Curtis, P. (1990). *An evaluation of a model for allocating research funds across departments within a university using selected indicators of performance*. Canberra: Department of Employment, Education, and Training. August, 1990. pp. 92.
7. Hattie, J.A., Kefford, R., & Porter, P. (Eds.). (1988). *Skills, Technology, and Management in Education: The Dynamics of Learning*. Deakin, ACT: Australian College of Education, Melbourne. pp. 141.
8. Fraser, B., Walberg, H., Welch, W., & Hattie, J.A. (1987). *Syntheses of educational productivity research*. Monograph in International Journal of Educational Research Series. Oxford: Pergamon. pp. 252.
9. Fitzgerald, D., Hattie, J.A. & Hughes, P. (1985). *Computer applications in Australian classrooms*. Canberra: Australian Government Printing Service. pp. 52.
10. Law, H.G., Snyder, C.W., Hattie, J.A. & McDonald, R.P. (1984). *Multi-mode models for data analysis*. USA: Praeger. pp. 687.

### Papers Published

1. Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81-112.
2. Hattie, J.A.C. (2006). The paradox of reducing class size and improved learning outcomes. *International Journal of Education*, 42, 387-425.
3. Hattie, J.A.C., Brown, G., Ward, L., Irving, E., & Keegan, P. (2006). Formative evaluation of an educational technology innovation: Developer's insights into assessment tools for teaching and learning. *Journal of Multidisciplinary Evaluation*, 5, <http://www.sedl.org/reading/rad/database.html>
4. Hattie, J. (2006). Cross-age tutoring and the reading together program. *Studies In Educational Evaluation*, 32(2), 100-124.
5. Hattie, J.A.C., Fletcher, R.B., Watkins, D. (2006). The relationship between self-concept scales and social disability. In A. P. Prescott (Ed.). *The concept of self in education, family and sports* (pp. 207-218). New York: Nova Science.
6. Coryn, C. L. S., & Hattie, J. A. (2006). The transdisciplinary model of evaluation. *Journal of Multidisciplinary Evaluation*, 4, 107-112.

7. 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.
8. Bornholt, L.J., Poole, M.E., & Hattie, J.A. (2005). How satisfied are women and men with their academic work? The impact of gender, discipline area, and academic rank. In A. Welch (Ed.), *Profile of a profession*. (pp. 113-132). Amsterdam: Kluwer.
9. 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.
10. Bourke, S., Hattie, J.A.C., & Anderson, L. (2005). Predicting examiner recommendations on Ph.D theses. *International Journal of Educational Research*, 41, (178-194).
11. Hattie, J.A.C., Brown, G.T.L., Irving, S.E., Mackay, A.J., & Campbell, A. (2005, January). *Multi-User Administrator Guide*. asTTle Tutorial. Available <https://www.breezeserver.co.nz/p30326325> Accessed 15 Feb. 05.
12. Hattie, J.A.C., Brown, G.T.L., Irving, S.E., Mackay, A.J., & Campbell, A. (2005, January). *Multi-User Upgrading Guide*. asTTle Tutorial. Available <https://www.breezeserver.co.nz/p24935786> Accessed 15 Feb. 05.
13. Hattie, J.A.C., Brown, G.T.L., Irving, S.E., MacKay, A.J., & Campbell, A. (2005, January). *Multi-User Installation Guide: Server Component*. asTTle Tutorial. Available <https://www.breezeserver.co.nz/p15614854> Accessed 15 Feb. 05.
14. Hattie, J.A.C., Brown, G.T.L., Irving, S.E., Mackay, A.J., & Campbell, A. (2005, January). *Multi-User Installation Guide: Client Application*. asTTle Tutorial. Available <https://www.breezeserver.co.nz/p48968189> Accessed 15 Feb. 05.
15. Hattie, J.A.C., Brown, G.T.L., Irving, S.E., Mackay, A.J., & Campbell, A. (2005, January). *Multi-User Getting Started*. asTTle Tutorial. Available <https://www.breezeserver.co.nz/p39647257> Accessed 15 Feb. 05.
16. Hattie, J.A.C., Brown, G.T.L., Irving, S.E., MacKay, A.J., & Campbell, A. (2005, January). *Single-User Installation Guide*. asTTle Tutorial. Available <https://www.breezeserver.co.nz/p81582451> Accessed 15 Feb. 05.
17. Hattie, J.A.C., Brown, G.T.L., Irving, S.E., Mackay, A.J., & Campbell, A. (2005, January). *Using asTTle: A Teachers Guide*. asTTle Tutorial. Available <https://www.breezeserver.co.nz/p85512844> Accessed 15 Feb. 05.
18. Fletcher, R., & Hattie, J. (2005). Gender differences in physical self-concept: A multidimensional differential item functioning analysis. *Educational and Psychological Measurement*, 65(4), 657-667.
19. Hattie, J.A.C., Brown, G.T., & Keegan, P. (2005). A national teacher-managed, curriculum-based assessment system: Assessment Tools for Teaching & Learning (asTTle). *International Journal of Learning*, 10, 770-778.
20. Anderson, A., Hattie, J.A.C. & Hamilton, R.J. (2005). Classroom climate and motivated behaviour in secondary schools. *Learning Environment Research* 7 (3), 211-225.  
<http://www.springerlink.com/app/home/contribution.asp?wasp=926283b028c948b092c5c11b7fd41d57&referrer=parent&backto=issue,1,5;journal,2,22;linkingpublicationresults,1:102953,1>
21. Fletcher, R.B., & Hattie, J.A.C. (2004). An examination of the psychometric properties of the physical self-description questionnaire using a polytomous item response model. *Psychology of Sport and Exercise*, 5, 423-446.
22. Fletcher, R. B., Nielsen, A. B., Marshal, D., Hattie, J. A. (2004). *The consequential validity of test score interpretations for three self-concept/esteem measures based on differing theoretical models*. *Perceptual and Motor Skills*, 99, 565-575.
23. Hattie, J., & Fletcher, R. (2005). Self-esteem = success/prestensions: Assessing prentensions/importance in self-esteem. In H. W. Marsh, R. G. Craven & D. M. McInerney (Eds.), *New frontiers in self research* (Vol. 14, pp. 123-154). Greenwich, CN: Information Age Publishing.

24. Hattie, J.A. (2005). Youth Outcome Questionnaire (Y-OQ-2.01). *The Fourteenth Mental Measurements Yearbook* Vol. 14 (pp. xxx-xxx). Yearbook Database, Nebraska University Press: BRS Information Technologies.
25. Hattie, J.A.C. (in press). The discipline of education and the PBRF: Where are the goal posts? In J. Jesson & R. Smith (Eds.), *The PBRF and education*. Wellington: NZCER.
26. Hattie, J.A.C., & Marsh, H.W. (in press). One journey to unravel the relationship between research and teaching. In R. Breen, R. Brown, & L. Winkvist (Eds.), *The Scholarship of inquiry: How research and teaching can be used to support institutional development*.
27. Hattie, J.A. (in press). Validating the specification of a complex content domain: Applications to the National Board for Professional teaching Standards' Assessments. In L. Invergasson, (Ed.), *Assessing teachers for professional certification: The first ten years of the National Board for Professional Teaching Standards*. JAI Press.
28. Hattie, J.A., & Clinton, J.C. (in press). Identifying accomplished teachers: a validation study. In L. Invergasson, (Ed.), *Assessing teachers for professional certification: the first ten years of the national board for professional teaching standards*. JAI Press.
29. Hoffman, R.M., Hattie, J.A. & Border, L.D. (in press). Personal definitions of masculinity and femininity as an aspect of gender self-concept. *Journal of Humanistic Counseling, Education, and Development*.
30. Rubie, 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.
31. Kane, R., Alcorn, N., Bishop, R., Cardno, C., Crooks, T., Fairburn-Dunlop, P., Hattie, J., Jones, A., O'Brien, P., & Stevenson, J. (2005). Working smarter with electronic portfolios: Lessons from the 2003 PBRF assessment exercise. In J. Jesson & R. Smith (Eds.), *The PBRF and education*. Wellington: NZCER.
32. Hattie, J.A.C., (2005, March). *Professional Opinion on the Major Issues to be addressed in the NCEA*. Paper presented to the Ministry of Education, Wellington, NZ.
33. Hattie, J.A.C., Irving, E., MacKay, A., Brown, G.T.L., MacCall, S., Clay, M. (2005). *Measurement issues for developing the new School Entry Assessment tools*. Ministry of Education, Wellington.
34. Clinton, J.M., & Hattie, J.A.C. (June, 2005). *Summary of Progress Report: For Kimi Ora Primary School. Report to the School*. Auckland: University of Auckland.
35. Clinton, J.M., & Hattie, J.A.C. (June, 2005). *Summary of Progress Report: For Flaxmere Primary School. Report to the School*. Auckland: University of Auckland.
36. Clinton, J.M., & Hattie, J.A.C. (June, 2005). *Summary of Progress Report: For Irongate Primary School. Report to the School*. Auckland: University of Auckland.
37. Clinton, J.M., & Hattie, J.A.C. (June, 2005). *Summary of Progress Report: For Peterhead Primary School. Report to the School*. Auckland: University of Auckland.
38. Clinton, J.M., & Hattie, J.A.C. (June, 2005). *Summary of Progress Report: For Flaxmere College. Report to the School*. Auckland: University of Auckland.
39. Clinton, J.M., & Hattie, J.A.C. (June, 2005). *When the language of schooling enters the home: Evaluation of the Flaxmere Project*. Final report to Ministry of Education.
40. Hattie, J.A. (in press). Creativity in Australia. In R. Rigmi (Ed.), *Creativity: An international perspective*.
41. Hattie, J.A. (in press). The establishment of the Centre for Aboriginal Programs at University of Western Australia. In Host, J.A., *The first 10 years of the UWA Aboriginal Program*.
42. Alcorn, N., et al. (2004). Enhancing education research in New Zealand: Experiences and recommendations from the education PBRF panel. *New Zealand Journal of Educational Studies*, 39(2), 275-302.

43. Keegan, P. J., Reddish, P., Brown, G. T. L., Hattie, J. A. C., Irving, S. E., MacKay, A. J., & MacCall, S. (2005, April). *NZ students' performance in panui* (asTTle Monograph No. 5). Auckland, NZ: University of Auckland & Ministry of Education.
44. Keegan, P. J., Reddish, P., Brown, G. T. L., Irving, S. E., Hattie, J. A. C., MacKay, A. J., & MacCall, S. (2005, April). *NZ students' performance in pangarau* (asTTle Monograph No. 6). Auckland, NZ: University of Auckland & Ministry of Education.
45. Keegan, P. J., Reddish, P., Brown, G. T. L., Irving, S. E., Hattie, J. A. C., MacKay, A. J., & MacCall, S. (2005, April). *NZ students' performance in tubitubi* (asTTle Monograph No. 7). Auckland, NZ: University of Auckland & Ministry of Education.
46. Leeson, H. V., Brown, G. T. L., Hattie, J. A. C., Irving, S. E., Reddish, P., MacKay, A. J., & MacCall, S. (2005, April). *NZ students' performance in reading* (asTTle Monograph No. 3). Auckland, NZ: University of Auckland & Ministry of Education.
47. Leeson, H. V., Hattie, J. A. C., Brown, G. T. L., Irving, S. E., Reddish, P., MacKay, A. J., & MacCall, S. (2005, April). *NZ students' performance in mathematics* (asTTle Monograph No. 2). Auckland, NZ: University of Auckland & Ministry of Education.
48. Leeson, H. V., Hattie, J. A. C., Brown, G. T. L., Keegan, P. J., Irving, S. E., Reddish, P., MacKay, A. J., & MacCall, S. (2005, April). *NZ students' attitudes to reading, writing, & mathematics* (asTTle Monograph No. 1). Auckland, NZ: University of Auckland & Ministry of Education.
49. Reddish, P., Brown, G. T. L., Hattie, J. A. C., Irving, S. E., MacKay, A. J., & MacCall, S. (2005, April). *NZ students' performance in writing* (asTTle Monograph No. 4). Auckland, NZ: University of Auckland & Ministry of Education.
50. Carroll, A., Houghton, S., Hattie, J.A.C., & Durkin, K. (2004). Comportamento anti-social nos jovens: O modelo dos objectivos de aumento da reputacao. In Fonseca, A.C. (Ed.), *Comportamento anti-social e crime: Da infancia a idade adulta*. Coimbra, (pp. 215-250). Portugal: Almedina. [Delinquency and antisocial behaviour in young people: Integrating reputation enhancement and goal setting theory as an alternative explanation (pp. 215-250). In A. Castro Fonseca (Ed.), *Developmental aspects of delinquency and antisocial behaviour*]
51. Hattie, J.A.C. & Brown, G. T. L. (2004). *Cognitive processes in assessment items: SOLO taxonomy* (Tech. Rep. No. 43). Auckland, NZ: University of Auckland, Project asTTle.
52. Hattie, J. A. C., Brown, G. T. L., Irving, S. E., Sussex, K., MacKay, A. J., & Cutforth, S. (2004). *Use of asTTle in secondary schools: Evaluation of the pilot release of asTTle V3* (asTTle Tech. Rep. No. 47). Auckland, NZ: University of Auckland/Ministry of Education.
53. Fletcher, R.J., & Hattie, J.A.C. (2004). *Test the Nation: The development of an IQ test for New Zealand adults - 2004*. [http://testthenation.nzoom.com/story.html?story\\_development\\_of\\_test.inc](http://testthenation.nzoom.com/story.html?story_development_of_test.inc)
54. Anderson, A., Hamilton, R.J. & Hattie, J.A.C. (2004). Classroom climate and motivated behaviour in secondary schools. *Learning Environment Research*.
55. Hattie, J.A.C. Brown, G.T., Keegan, P., Mackay, A., and team (2004, December). asTTle: Assessment Tools for Teaching and Learning. V4. Ministry of Education, Wellington.
56. Benseman, J., Sutton, A., Lander, J., with Hattie, J.A.C. (2004, November). "Working in the light of evidence, as well as aspiration": A literature review of the best available evidence about effective Adult literacy, numeracy, and language. Tertiary Education Learning Outcomes Policy Group, Ministry of Education.
57. Clinton, J.M., Hattie, J.A., & Dixon, R. (2004). Final Evaluation of the Flaxmere Project. Uniservices: University of Auckland/Ministry of Education.
58. Clinton, J.M. & Hattie, J.A. (2004). *Evaluation of the Gifted Kids Program*. Auckland, NZ: Uniservices: University of Auckland/Ministry of Education.
59. Hattie, J.A.C. (2004, May). *A review of the methodology of the Massey evaluation for the Literacy Professional Development Project*. Ministry of Education, Wellington, NZ.

60. Hattie, J. C., Brown, G. T. L., Keegan, P. J., Irving, S. E., McKay, A. J., Mooyman, D., et al. (2004, May). *Validity and asTTle Reading Assessment*. (asTTle Tech. Rep. No. 22). Auckland, NZ: University of Auckland/Ministry of Education.
61. Hattie, J.A.C., & Rowe, K. (2004, February). *Review of current indicators constructed using NEMP data*. Consultancy report to the New Zealand Ministry of Education, Wellington, NZ.
62. Hughes, P.G., Hattie, J.A.C., & Brown, G.T. (2004). *Assessment of student number strategy development: Comparison of paper and pencil items with strategy interview results*. asTTle Technical Report #40, University of Auckland/Ministry of Education.
63. Rosen-Grandon, J.R., Myers, J.E. & Hattie, J.A. (2004). The relationship between marital characteristics, marital interaction processes, and marital satisfaction. *Journal of Counseling and Development*, 82(1), 58-68.
64. Fletcher, R.B., & Hattie, J.A. (2003). An examination of the psychometric properties of the Physical Self-Description Questionnaire using polytomous item response model. *Psychology of Sport and Exercise*, 5 (4), 423-446..
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273. Hattie, J.A. (1977). Student evaluations of courses and teaching: Uses, problems and value. *Experiences in Teaching External Students*, 2, 5-11.
274. Hattie, J.A. (1976). Knowledge of the Road Code in New Zealand: A research note. *New Zealand Journal of Educational Studies*, 11, 189-190.
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276. Hattie, J.A. (1975). An attitudinal study about old people. *New Zealand Medical Journal*, 82, 251-254.
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278. Hattie, J.A. (1975, October). Sex stereotyping in secondary schools' literature books. *New Zealand Post-Primary Teachers' Association Journal*, 34.
279. Hattie, J.A. (1974). *Youthline, Dunedin: The first two years. An assessment, recommendations, and predictions*. Dunedin, NZ.

### Conference Papers and Workshops

280. Hattie, J.A.C. (2006, August). *A New Zealand solution to dealing with the overload of digital data when assessing students*. Paper presented at the digital earth summit on sustainability, Auckland, NZ.
281. Clinton, J.M., & Hattie, J.A.C. (2006, July) *Self-concept within culture*. Paper presented at the XVIII International Association for Cross-Cultural Psychology. Spetses, Greece.
282. Hattie, J.A.C. & Clinton, J.M. (2006, July). *The measurement of self-concept: Within country cultural issues*. Paper presented at the XVIII International Association for Cross-Cultural Psychology. Spetses, Greece.
283. Hattie, J.A.C., Brown, G.T., & Keegan, P. (2006, July). *A model for developing a national testing system tied to curricula, teachers, and parents and state accountability needs across cultures and languages within a country*. Workshop presentation at the 5<sup>th</sup> Conference of the International Test Commission. Brussels, Belgium.
284. Born, M., Cheung, F., Foxcroft, C., Hattie, J.A.C., & Kurtsinger, K. (2006, July). *Tests and testing in developing Countries*. Panel presentation at the 5<sup>th</sup> Conference of the International Test Commission. Brussels, Belgium.
285. Shulruf, B., Hattie, J.A.C., & Dixon, R. (2006, July). *The influence of individualist and collectivist attributes on responses to Likert-type scales*. Paper presented at the 26<sup>th</sup> International Congress of Applied Psychology, Athens, Greece.
286. Hattie, J.A.C. (2006, July). *Large-scale assessment of student competencies*. Paper presented at part of the Working in Today's World of Testing and Measurement: Required Knowledge and Skills (Joint ITC/CPTA Symposium). 26<sup>th</sup> International Congress of Applied Psychology, Athens, Greece.

287. Keegan, P., Hattie, J.A.C., Brown, G.T., & Irving, E. (2006, June). *Developing and Adapting Test Materials for Maori (indigenous language of Aotearoa/ New Zealand)*. Paper presented at the International Test Commission Conference, Brussels, Belgium.
288. Hattie, J.A.C. (August, 2005). *The relationship between teaching and research?* Invitational presentation at RMIT, Melbourne, Australia.
289. Hattie, J.A.C. (August, 2005). *Learning to cope in the world of alternatives: The power of evaluation and research to make a difference*. Presentation to the Project K National Conference, Sir Edmund Hillary Outdoor Pursuits Center.
290. Hattie, J.A.C. (August, 2005). *Changing assessment, changing culture*. Paper presented at the Personalized Learning: High Expectations Invitational Conference, Sydney, Australia.
291. Alcorn, N., Hattie, J.A.C., et al. (2005, July). *Enhancing education research in New Zealand: Experiences and recommendations from the education PBRF panel*. Paper presented the TEFANZ Biennial Conference 5 – 7 July, Auckland College of Education, Auckland, New Zealand.
292. Clinton, J.M., Hattie, J.A.C., & Scriven, M. (2005, July). *From program description to program theory*. Paper presented at the 5<sup>th</sup> International Conference on Evaluation, Huddersfield, UK.
293. Brown, G.T., & Hattie, J.A.C. (2005, September). *School-Based Assessment and Assessment for Learning: How can it be implemented in developing and under-developed countries effectively?* Paper presented to the APEC Colloquium on School-based assessment, Assessment for Learning, Kuala Lumpur, Malaysia
294. Hattie, J.A.C. (July, 2005). *What is the nature of evidence that makes a difference to learning?* Keynote to the Invitational Australian Council for Educational Research Conference, Melbourne, Australia.
295. Hattie, J.A.C. (June 2005). *What is the nature of evidence that makes a difference to learning in middle schooling?* Keynote presentation to the Association of Intermediate and Middle Schools Conference, Wellington, New Zealand.
296. Hattie, J.A.C., Brown, G.T.L., Keegan, P., Irving, E., & Mackay, A. (2005, June). *asTTle V4: Improving the planning and reporting of learning*. Paper presented to NSADAP Conference, Auckland, New Zealand.
297. Hattie, J.A.C., Brown, G.T.L., Keegan, P., Irving, E., & Mackay, A. (2005, June). *asTTle: Data and governance*. Paper presented to the NZSRA Conference, Auckland, New Zealand.
298. Hattie, J.A.C. (2005, May). *Resolving paradoxes in the research on class size*. Keynote presentation to the International Conference in Learning Effectiveness and Class Size. Hong Kong.
299. Keegan, P., & Hattie, J.A.C. (April, 2004). *Assessment Tools for Teaching and Learning and its use in schools*. Annual Te Akatea Conference Auckland, New Zealand.
300. Hattie, J.A.C. (May, 2005). *Identifying highly accomplished New Zealand teachers: A proposal*. Paper presented at the Enhancing Teaching Symposium, Wellington, New Zealand.
301. Ward, L., Parr, J.M., Hattie, J. & Robinson, V.M.J. (April, 2005). *Limited use, limited impact: The ICT dilemma*. Paper accepted for presentation at the annual meeting of the American Educational Research Association, Montreal, Canada.
302. Hattie, J.A.C. (2005, March). *Education and Social Sciences – Capturing new value, translating research into economic gain, opportunities and challenges for New Zealand*. Invitational Paper presented at the Uniservices Research Capability Conference, Hyatt Hotel, Auckland, New Zealand.
303. Waayer, D., & Hattie, J.A.C. (2004, December). *The status of educational researchers in NZ: A baseline study*. Paper presented at the Annual Conference of the New Zealand Association for Research in Education, Wellington.
304. Brown, G., Hattie, J.A.C., Keegan, P., (2004, November). *Assessment for learning: A system to assist teachers & school leaders to enhance teaching & learning*. Paper presented at the 9th Annual National Roundtable: Assessing Assessment, Sydney, 8-9 November 2005



305. Hattie, J.A.C. (2004, November). *Evidence based Teaching*. Keynote to Engaging Active Learning Communities, Wellington.
306. Brown, G., Hattie, J.A.C., Keegan, P., Irving, E., Mackay, A. (2004, September). *Using asTTle 4 to improve educational outcomes*. Paper presented at the NacCon2k4 Conference, Christchurch.
307. Hattie, J.A.C. (2004, September). *Evidence centered teaching and learning*. Presented at Rangioria High School.
308. Rubie-Davis, C., Hattie, J.A.C., Townsend, M.A.R., & Hamilton, R.J. (2004, September). *Expectations and beliefs about teaching: Is there a relationship?* Paper presented at the British Educational Research Association, United Kingdom.
309. Brown, G., Hattie, J.A.C., Keegan, P., Irving, E., Mackay, A. (2004, September). *Using asTTle 4 to improve educational outcomes*. Paper presented at the NacCon2k4 Conference, Christchurch.
310. Hattie, J.A.C. (2004, September). *New developments in asTTle V4 and how to integrate into secondary evidence based teaching*. Presented to the Canterbury and West Coast Principals Association, Christchurch.
311. Rubie-Davis, C., & Hattie, J.A.C. (2004, September). *Expecting the best for our students: Relationships with instructional practices and student outcomes*. ECER Conference, London, UK.
312. Rubie-Davis, C., Hattie, J.A.C., Townsend, M.A.R., & Hamilton, R.J. (2004, September). *Expectations and beliefs about teaching: Is there a relationship?* Paper presented at the British Educational Research Association, United Kingdom.
313. Hattie, J.A.C., & Timperley, H. (2004, August). *Evidence centered Teaching. Whole day workshop for Principals and school leaders*. Principal Center, Ellerslie, New Zealand.
314. Keegan, P., & Hattie, J.A.C. (2004, August). *Leadership in data collection: Use of asTTle for Maori*. Keynote at Te Kana Conference, Waipuna, New Zealand.
315. Hattie, J.A.C., (2004, August). *Feedback and involving the child in their learning*. Keynote presented to Principals and Senior Staff, Assessment and Planning Conference, Invercargill, NZ.
316. Hattie, J.A.C., (2004, August). *Formative assessment including self-assessment: Think outside the square*. Keynote presented to Principals and Senior Staff, Assessment and Planning Conference, Invercargill, NZ.
317. Hattie, J.A.C., (2004, August). *asTTle and the latest assessment developments in New Zealand*. Keynote presented to Principals and Senior Staff, Assessment and Planning Conference, Invercargill, NZ.
318. Hattie, J.A.C. (2004, July). *The Thread Model of Self-concept*. Keynote speech to the Third International Self-Conference, Max Plank Institute, Germany.
319. Hattie, J.A.C. (2004, July). *What works: Results from 500 meta-analyses*. Keynote presentation to the ERDC Seminar, Newcastle, UK.
320. Hattie, J.A.C. (2004, July). *The critical role of feedback*. Keynote presentation to the ERDC Seminar, Newcastle, UK.
321. Hattie, J.A.C. (2004, July). *A method for providing teachers and principals with feedback information: Project asTTle*. Keynote presentation to the ERDC Seminar, Newcastle, UK.
322. Hattie, J.A.C. (2004, July). *The synthesis of research in education*. Presentation to the Center for Educational Measurement, University of Durham, UK.
323. Hattie, J.A.C. (2004, June). *Moving ERO to a new ERA?* Keynote speech to Educational Review Office National Conference, Wellington, NZ.
324. Hattie, J.A.C. (2004, May). *Expertise among teachers*. Keynote speech to Vision Education Conference. Hotel De Vin, Auckland.
325. Hattie, J.A.C. (2004, May). *Facilitator of TalkToLearn, Ministry of Education web site on expertise in teaching*. Ministry of Education.

326. Hattie, J.A.C. (2004, July). *Report on What Kiwi Kids Can Do, to Minister of Education Strategic Task Session*, Beehive Parliament, Wellington, NZ.
327. Hattie, J.A.C. (2004, June). *Equity and evidence from NZ schools*. Presentation to Vice Chancellor's Equity Session, Auckland, NZ.
328. Hattie, J., & Marsh, H. W. (2004, March). *One journey to unravel the relationship between research and teaching. Research and teaching: Closing the divide?* Paper presented at the International Colloquium. Retrieved February 15, 2004, from [http://www.solent.ac.uk/r&t\\_conference](http://www.solent.ac.uk/r&t_conference).
329. Rubie-Davies, C., Hattie, J.A.C., & Hamilton, R.J. (2003, December). *Great expectations: Implications for New Zealand students*. Paper presented at the Joint NZARE/AARE Conference, Auckland, NZ.
330. Shalruf, B., Hattie, J.A.C., & Dixon, R. (2003, December). *Development of a new measurement tool for individualism and collectivism*. Paper presented at the Joint NZARE/AARE Conference, Auckland, NZ.
331. Hattie, J.A.C., Brown, G., Parr, J.M., & Thomas, G. (2003, December). *What kiwi kids can do: Results from Project asTTle reading, writing, and mathematics standardization*. Paper presented at the Joint NZARE/AARE Conference, Auckland, NZ.
332. Hattie, J.A.C. (2003, November). *Planning, teaching and assessment in a digital on-line environment: asTTle's place in student learning management systems*. Symposium at NZ Correspondence School, Wellington.
333. Hattie, J.A.C. (2003, October). *No teacher left behind: A national assessment model that changes the quality of teaching and learning*. Keynote presentation to School of Education Symposium Greensboro, North Carolina, USA.
334. Hattie, J.A.C. (2003, October). *The role of research in informing practice-slaughtering sacred cows*. UoA Principals' Centre Symposia. Ellerslie Convention centre, Ellerslie, Auckland, NZ.
335. Hattie, J.A.C. (2003, October). *The potential of asTTle for High Schools*. Glendowie High School, Auckland, NZ.
336. Hattie, J.A.C. (2003, October). *Teachers make a difference: What is the research evidence?* Keynote address to the Australian Council for Educational Research Annual Conference on Building Teacher Quality Melbourne, Australia (Reprinted in 'It's official: Teachers make a difference', Educare News, Australia).
337. Bond, L., Hattie, J.A.C., & Ingvarson, L. (2003, October). *Two-day workshop on assessing teacher portfolios for the NBPTS*. ACER, Melbourne, Australia.
338. Hattie, J.A.C. (2003, October). *Teachers make a difference: What is the research evidence?* Keynote presentation at the Building Teacher Quality: The ACER Annual Conference, Melbourne, Australia.
339. Hattie, J.A.C. (2003, October). *Evaluation: What not to do and what not to expect?* Presentation at the UNCG Research Symposium. Greensboro, NC.
340. Clinton, J.M., & Hattie, J.A. (2003, September). *Testing program logic*. Paper presented at the Australasian Evaluation Conference. Auckland, NZ.
341. Bourke, S., & Hattie, J.A. (2003, September). *What do examiners' say about doctoral dissertations?* Invited paper presented to Faculty of Education, University of Hong Kong.
342. Hattie, J.A.C. (2003, September). *A national assessment model based on feedback to teachers and principals*. University of Hong Kong Symposium.
343. Hattie, J.A.C. (2003, September). *Why do Intermediate Schools exist in the 21st Century?* Keynote presented at the New Zealand Association of Intermediate and Middle Schools Conference.
344. Fletcher, R.B., & Hattie, J.A. (2003, August). *Gender differences in physical self-concept: An example employing multidimensional differential item functioning*. Self-concept research: Driving international research Agendas. Sydney, Australia.

345. Hattie, J.A.C. (2003, August). *How best to collect school wide assessment information*. Symposium presented to the Ministry of Education Senior managers of School Initiatives, Auckland, NZ.
346. Bourke, S., Hattie, J.A. & Anderson, L. (2003, July). *Doctoral examination: Some relationships between content categories of written examiner reports and overall assessments*. Paper presented at the Annual Conference of the European Learning and Instruction Conference.
347. Hattie, J.A. (2003, July). *What is exciting in self-concept research, or are we still writing footnotes to William James*. Australasian Human Development 13<sup>th</sup> Biennial Conference. Waiheke Island.
348. Brown, G.T., Hattie, J.A.C., & Keegan, P. (2003, July). *A National Teacher-Managed, Curriculum-Based Assessment System: Assessment Tools for Teaching & Learning (asTTle)*. Paper presented at The Learning Conference, London, UK.
349. Hattie, J.A.C. (2003, July). *The status and direction of self-concept research: The importance of importance*. Keynote address to the Australasian Human Development Conference, Waiheke, New Zealand.
350. Bourke, S., Hattie, J.A.C., & Anderson, L. (2003, June). *Doctoral examination: Some relationships between content categories of written examiner reports and overall assessments*. EARLI Conference, Europe.
351. Hattie, J.A.C. (2003, May). *Secondary schools and feedback*. Symposium presented to the Geraldine and Districts High School, Geraldine, NZ.
352. Hattie, J.A.C. (2003, May). *Feedback and asTTle: Messages for cluster schools*. Symposium presented to the Reparoa Cluster, Rotorua, NZ.
353. Hattie, J.A.C., & Bourke, S. (2003, April). *A qualitative and quantitative analysis of doctoral examination reports*. University of Hong Kong Symposium.
354. Hattie, J.A.C. (2003, April). *School Research: How, what, and why: Six things school leaders should know about educational research*. University of Auckland Principals Centre and King's Institute
355. Hattie, J.A.C. (2003, February). *New Zealand Education Snapshot with specific reference to the Yrs 1-13 Years*. Knowledge Wave Conference, Auckland, NZ.
356. Hattie, J.A.C. (2003, February). *The status of reading in NZ*. National Literacy Leadership Hui, Wellington, NZ.
357. Hattie, J.A.C., Brown, G.T., & Keegan, P. (2003, January). *The Advantages and Disadvantages of Statewide and/or National Testing*. Hawaii International Conference on Education, Honolulu.
358. Anderson, A., Hattie, J. & Hamilton, R.J. (2002, July). *Locus of control, self-efficacy and motivation in different schools: Moderation, the key to success?* Paper accepted for presentation in the biannual conference of the Self Research Centre, Sydney 2002.
359. Hattie, J.A. (2002, July). *The teaching of English (reading and writing) in NZ Primary Schools*. Keynote speech to the New Zealand Reading Conference, Christchurch, NZ.
360. Hattie, J.A. (2002, July). *Assessment for school leaders*. Keynote session for the First-time Principals Program. University of Auckland Principals Center.
361. Hattie, J.A. (2002, June). *The power of feedback*. New Zealand Principals' Federation Conference. Wellington.
362. Hattie, J.A. (2002, June). *School wide assessment*. Tauranga Cluster Schools, Otumoetai Intermediate School.
363. Hattie, J.A. (2002, June). *Literacy and feedback: The paths to assessment*. Presentation to the Wellington Literacy Association. Wellington, NZ.
364. Hattie, J.A. (2002, June). *Assessment in the middle*. Conference for Intermediate and Middle Schools, Albany.
365. Hattie, J.A. (2002, May). *Making a difference*. Tauranga Primary Principals Conference, Hamilton.
366. Hattie, J.A. (2002, May). *The place of Independent Schools*. Independent Schools Conference, Auckland, NZ.

367. Hattie, J.A. (2002, April). *School Research: How, what, and why: Six things school leaders should know about educational research*. University of Auckland Principals Centre and King's Institute.
368. Hattie, J.A. (2002, March). *The status of gifted in New Zealand: A reaction to the Government Review*. Presentation to the New Zealand Association for Gifted Children, Auckland, NZ.
369. Hattie, J.A., Brown, G., Daley, D. (2001, December). *Research underlying the asTTle project*. New Zealand Association for Research in Education, Christchurch.
370. Hattie, J.A. (2001, December). *Capability and capacity in educational research*. New Zealand Association for Research in Education, Christchurch
371. Hattie, J.A. (2001, November). *Assessment tools for teaching and learning*. Keynote speaker at the ABEL Conference. Christchurch.
372. Hattie, J.A. (2001, November). *Assessing the effectiveness of teachers in the classroom*. National Association of Deputy and Assistant Principals' Conference, Waipuna, NZ.
373. Hattie, J.A. (2001, November). *Learning strand: Focus on assessment*. National Association of Deputy and Assistant Principals' Conference, Waipuna, NZ.
374. Marsh, H.W., & Hattie, J.A. (2001, November). *Research and Teaching: Complementary, antagonistic, or independent activities?* Keynote address at the Teaching and Research Conference, University of Wollongong.
375. Hattie, J.A. (2001, August). *A standards based approach to teacher education: Identifying excellence*. Keynote address to the Teacher Education Forum of Aotearoa New Zealand
376. Anderson, A., Hattie, J., & Hamilton, R. (2001, July). *The role of classroom climate on motivation*. The Eighth International Literacy and Education Research Conference, Spetses, Greece.
377. Hattie, J.A. (2001, July). *To be a dog, or an English Teacher?* Keynote address to the New Zealand Association for Teaching of English Language, Auckland, 4-6 July 2001. To be published in English in Aotearoa.
378. Hattie, J.A. (2001, July). *A focus on assessment*. Keynote address to the NZ Principals Association.
379. Clinton, J., Hattie, J., Irving, E. (2001, May). *Australian Board for Professional Teaching Standards: A proposal for Mathematics Teachers*. Keynote Presentation in the Australian Association of Mathematics Teachers 2000 Virtual Conference, <http://www.aamt.edu.au/VC2000>.
380. Hattie, J.A. (2001, May). *Principals, assessment, and their power to make the difference*. Keynote address to the South Island Conference for Intermediate & Middle School Principals, Timaru.
381. Hattie, J.A. (2001, May). *The major influence on student achievement*. Keynote presentation at the REAP Annual Conference, Cromwell, NZ.
382. Hattie, J.A. (2001, May). *Improving feedback: How to can make a difference to student performance by the quality of feedback. Practical suggestions for feedback that all teachers will be able to implement in their classrooms?* REAP Annual Conference, Cromwell, NZ.
383. Hattie, J.A. (2001, May). *Opening windows: Teaching new doctors old tricks: The effectiveness of practice attachments*. World Congress on Medical Education, Christchurch, NZ
384. Hattie, J.A. (2001, April). *The SOLO Model and its potential application to scholarships examinations*. Scholarships Meeting, Wellington April 2001.
385. Hattie, J.A. (2001, April). *The nature of teaching*. Keynote at the SPANZ Conference.
386. Hattie, J.A. (2001, March). *Assessment and the curricula*. Keynote address to the Primary Curriculum Leaders, Dunedin.
387. Hattie, J.A. (2001, March). *Effective feedback and the asTTle literacy tools*. Keynote address to the New Zealand Literacy Advisors, Wellington.
388. Hattie, J.A. (2000, December). *Current research on closing the gaps*. Keynote presentation to the Waikato School Support Conference, Hamilton.

389. Hattie, J.A. (2000, November). *Achievement, assessment and NZ teachers*. Keynote address to the NZ School Support Services Conference.
390. Hattie, J.A. (2000, November). *The teaching/research nexus: Making it happen in practice*. Research Development Symposium, AUT.
391. Hattie, J.A. (2000, October). *Influencing learning*. Keynote address to the Auckland Principals Association Conference.
392. Fletcher, R. B. & Hattie, J. A. (Oct, 2000). *A polytomous item response analysis of the Physical Self-Description questionnaire*. Paper presented at Self-Concept Theory, Research and Practice: Advances for the New Millennium Conference. Sydney Australia.
393. Hattie, J.A. (2000, October). *The effects on learning*. Keynote address to the Nelson Principals Association.
394. Hattie, J.A. (2000, September). *Links to the future*. Keynote presentation to the Otago Principals' Association, Auckland.
395. Hattie, J.A. (2000, September). *The relation between research and teaching*. Keynote presentation to the Massey University Vice Chancellors Forum, Palmerston North, Albany.
396. Hattie, J.A. (2000, September). *The power of feedback and assessment*. Keynote presentation at the Nelson Principals' Association Conference
397. Hattie, J.A. (2000, September) *The future of assessment in New Zealand*. Project ABEL Hui, Wellington.
398. Hattie, J.A. (2000, September). *The implications of the teaching research nexus*. Presentation to AUT Professional Development Day.
399. Hattie, J.A. (2000, August). *Getting back on the correct pathway for self-concept research in the new millennium: revisiting misinterpretations of and revitalising the contributions of James' agenda for research on the self*. Keynote for Inaugural SELF Research Conference. Blue Mountains, NSW: Australia.
400. Hattie, J.A. (2000, August). *What's so special about gifted education?* Keynote address to the NZ Gifted Education Annual Conference.
401. Hattie, J.A. (2000, August). *Assessing the effectiveness of teachers in the classroom*. Keynote address to the Auckland Deputy Principals' Association.
402. Hattie, J.A. (2000, July). *Race, class, and gender symposium*. University of Auckland Principals' Center Presentation.
403. Hattie, J.A., Cameron, M., Sims, J., Clinton, J., Gunn, P., Irving, E. (2000, February). *An Aotearoa National Board for Professional Teaching Standards*. Paper presented at the Australasian Forum on Standard Setting, Melbourne.
404. Hattie, J.A. & Fletcher, R. (1999, November). *Self-concept, self-esteem and the role of importance*. Paper presented at the annual conference of the New Zealand Association for Research in Education and Australian Association for Research in Education, Melbourne.
405. Clinton, J.M., & Hattie, J.A. (1999, November). *Validating models of teaching in Australasia*. Paper presented at the annual conference of the New Zealand Association for Research in Education and Australian Association for Research in Education, Melbourne
406. Hattie, J.A., Purdie, N., & Carroll, A.M. (1999, November). *A synthesis of studies on the effects of programs (including medication) on ADD/ADHD*. Paper presented at the annual conference of the New Zealand Association for Research in Education and Australian Association for Research in Education, Melbourne
407. Hattie, J.A., (1999, September). *Outsourcing, managed care, and post-cockroach issues*. Keynote address to the Annual Conference of the Australian School Psychologists Association, Perth.

408. Hattie, J.A. (1999, June). *Identifying school leaders who make a difference in school communities*. Keynote address separately to the Western Australia Principals Association, and Western Australian Deputy Principals Conference, Perth.
409. Hattie, J.A. (1999, October). *The role of the principals as educational leader in New Zealand*. Keynote address to the South North Island Principals Conference, Wellington.
410. Hattie, J. A. & Fletcher, R. B. (1999, June). *Importance ratings and self-concept*. Paper presented at the Australian Educational Research Association. Melbourne Australia.
411. Hattie, J.A. (1999, June). *The role of mentors in teaching new teachings: 10 reasons to be more careful*. Invited keynote presentation to the Mentoring Conference: School Partnerships. Wellington.
412. Hattie, J.A. (1999, May). *Identifying excellent school leaders in New Zealand*. Keynote presentation to the New Zealand Post Primary Principals' Conference. Christchurch.
413. Bornholt, L. J., Poole, M. E., Hattie, J., & Coote, K. (1999) The nature of academic work in Australia for men and women, across discipline area and academic rank. *Winds of Change: Women and the Culture of Universities*, Volume 2, pp.395-401. Proceedings of the international conference UTS in Sydney.
414. Hattie, J.A. (1999, March). *Does quality count*. Invited Conference presentation to Independent Heads' Conference, Rotorua.
415. Hattie, J.A. (1999, October). *The methodological wars*. Inaugural visiting Professor Presentation, Unitec, Auckland.
416. Hattie, J.A. (1999, June). *Influences on student learning*. Inaugural Professorial Address, University of Auckland.
417. Hattie, J.A. (1999). *Influences on student learning*. Educational Administrators, October, 1999.
418. Hattie, J.A. 1999, May). *Computers in schools*. Presentations to Auckland Principals Computer Symposium.
419. Hattie, J.A. (1999, January). *Identifying school leaders*. Keynote presentation at the New Zealand Educational Administration Society.
420. Clinton, J.M., & Hattie, J.A. (1999, November). *Validating models of teaching in Australasia*. Paper presented at the annual conference of the New Zealand Association for Research in Education and Australian Association for Research in Education, Melbourne.
421. Purdie, N., Hattie, J., & Carroll, A. (1999, November). *Treating children with Attention Deficit Disorder: A review of the research*. Paper presented at the Australian Association for Research in Education- New Zealand Association for Research in Education Joint Conference, Melbourne, Australia.
422. Hattie, J.A. (1999, September). *Outsourcing, managed care, and post-cockroach issues*. Keynote address to the Annual Conference of the Australian School Psychologists Association, Perth.
423. Hattie, J.A. (1998, April). *Setting a scholarly and independent research agenda for the NC ABC Plan*. Paper presented at the annual conference of the North Carolina Association for Research in Education, Greensboro, NC.
424. Hattie, J.A. (1998, April). *The evaluation design of the Paideia project*. Paper presented at the annual conference of the North Carolina Association for Research in Education, Greensboro, NC.
425. Clinton, J.C., Hattie, J.A., Nagle, N., Spence, K., Reid, W., Kelkar, V. (1998, March). *Evaluating Paideia style*. Paper presented at the annual conference of the Paideia Association, Chattanooga, TN.
426. Hattie, J.A. (1998). *Reflections of the state partnerships and NCATE*. State Partnerships Annual Conference, St Petersburg, Florida.
427. Hattie, J.A. (1998). *The NC ABC accountability model: A symposium*. North Carolina Association for Research in Education, Greensboro, NC.

428. Prohm, B., & Hattie, J.A. (1998, April). *Assessing school climate: Character education*. Paper presented at the annual conference of American Evaluation Association, San Diego, CA.
429. Hattie, J.A., Clinton, J.C., Nagle, B., Kelkor, V., Reid, W., & Spence, K. (1998, June). *Progress information about the development of the Paideia evaluation program*. Workshop conducted at the Guilford County Leadership Retreat, Greensboro, NC
430. Hattie, J.A. (1998). *The new performance based model for accrediting teacher institutions*. Annual Board Meeting of the National Council for Accreditation of Teacher Education, Washington, DC.
431. Prohm, B., & Hattie, J.A. (1998, April). *Character education: Measuring school climate*. Paper presented at the annual conference of the North Carolina Association for Research in Education, Greensboro, NC.
432. Hattie, J.A. (1997, November). *The performance standards project: A psychometric viewpoint*. NCATE Executive Board Conference, Washington, DC.
433. Hattie, J.A. (1997, September). *Ethical issues in test interpretation*. Paper prepared for the North Carolina Accountability Conference. Greensboro, NC.
434. Hattie, J.A., Clinton, J.C., Nagle, B., Kelkor, V., Reid, W., & Spence, K. (1997, April). *A report on the Paideia evaluation design*. Symposium on Evaluating the Paideia Project 1998 North Carolina Association for Research in Education Annual Meeting, Greensboro, NC.
435. Clinton, J.C., Hattie, J.A., Nagle, B., Spence, K., Reid, W., & Kelkor, V. (1997, August). *Evaluation: Paideia Style*. Paper presented at the National Paideia Conference, Chattanooga, TN.
436. Purdie, N. & Hattie, J.A. (1997). *The development and validation of an instrument to assess students' conceptions of learning*. Paper presented at the 7th European Conference for research on learning and Instruction, Athens, Greece.
437. Hattie, J.A. & Purdie, N. (1997). *The relationship between study skills and achievement*. North Carolina Association for Research in Education, Greensboro, NC.
438. Hattie, J.A. (1996, April). *Future directions in self-concept*. Paper presented at the Annual Conference of the American Association for Research in Education, New York.
439. Hattie, J.A., & Marsh, H.W. (1996, April). *The relationship between research and teaching*. Paper presented at the Annual Conference of the American Association for Research in Education, New York.
440. Hattie, J.A. (1996). *Validating the specification of a complex content domain*. Paper presented at the Annual Conference of the American Association for Research in Education, New York.
441. Hattie, J.A., & Hattie, J.C. (1996, April). *Development of validity study: Do national board certified teachers teach more effectively*. Paper presented at the Technical Advisory Group, NBPTS, Charlotte, NC.
442. Hattie, J.A., Clinton, J.C., Thompson, M., & Schmitt-Davis, H. (1996, February). *Identifying expert teachers*. North Carolina Association for Research in Education, Chapel Hill, NC.
443. MacKinnon-Lewis, C., Lamb, M., Campbell, J., & Hattie, J.A. (1996). *Antecedents and consequences of boy's aggression in the family and school*. Paper presented at the Biennial Meeting for the International Society for the Study of Behavioral Development, Quebec, Canada. Symposium: Aggression and violence in families.
444. Purdie, N. & Hattie, J.A. (1995, November). *The relationship between study skills and learning: meta-analysis*. Paper presented at the Annual Conference of the Australian Association for Research in Education, Hobart, Tasmania.
445. Hattie, J.A. (1995, June). *Postcard from America*. Keynote speech to the W.A. Primary Principals' Association, Perth, WA.
446. Hattie, J., & McInman, A. (1995, May). *The differences between male and female self-concepts*. Paper presented at the North Carolina Association for Research Education, Greensboro, NC.

447. Print, M., & Hattie, J.A. (1994, November). *Determining research productivity of education academics*. Paper presented to the Annual Conference of the Australian Association for Research in Education.
448. Hattie, J.A. (1994, June). *Benchmarking and achievement outcomes in schools*. One-day workshop with the Willetton District Principals Association.
449. Hattie, J.A. (1994, May). *Factors which make the difference*. Armadale District Conference.
450. Hattie, J.A. (1994, May). *Open learning and its future*. Keynote address to the Open Learning Forum.
451. Hattie, J.A. (1994, May). *Self-esteem programs in schools*. One-day workshop with the Willetton District Principals Association.
452. Hattie, J.A. (1993, November). *Self-esteem programs in schools*. Cannington Senior High School Professional Development Day.
453. Hattie, J.A. (1993, November). *Challenging self-esteem practices*. Primary Principals Annual Conference.
454. Hattie, J.A. (1993, October). *Entry to university and technical and further education*. Paper presented at the seminar "Selection pressures in Post-secondary Education", Western Australia Office of Higher Education Conference.
455. Hattie, J.A. (1993, October). *Challenging self-esteem practices*. Warriapendi Professional Development Day, The Vines.
456. Hattie, J.A. (1993, September). *Self-esteem programs in schools*. Keynote address to the Australian Conference for Primary Principals.
457. Hattie, J.A. (1993, August). *Self-esteem programs and priority schools*. Perth South District Professional Development Day.
458. Hattie, J.A. (1993, July). *What works: A model of the teaching-learning interaction*. Paper presented at the Annual Conference of the Australian Teacher Education Association, Fremantle.
459. Pitney, D., Hattie, J., O'Neill, M., Canute, H. & Kordyl, P. (1993, July). *Enhancing the quality of teaching and learning: A multi-media project*. Paper presented at the Annual Conference of the Australian Teacher Education Association, Fremantle.
460. Hattie, J.A. (1993, July). *Self-concept and self-esteem*. Geraldton District Education Professional Development Day.
461. Hattie, J.A. (1993, July). *The Vickery Report and the lost years of schooling (Years 8-10)*. Geraldton Professional Development Day.
462. Hattie, J.A. (1993, July). *Self-esteem in priority schools*. Priority Schools Annual Conference.
463. Hattie, J.A. (1993, August). *Feedback and teaching and learning*. Christ Church Grammar School Annual Conference.
464. Purdie, N.M., & Hattie, J.A. (1993). *The effects of motivation training on approaches to learning and self-concept in female secondary students*.
465. Hattie, J.A. (1993, July). *Entry to university by country students*. Public seminar.
466. Hattie, J.A. (1993, June). *Measuring the community's response to possible school closure*. City Beach Primary School.
467. Hattie, J.A. (1993, June). *Self-concept and country students*. Albany District Education Office.
468. Hattie, J.A. (1993, June). *Trends and options for initiating new secondary schools*. Warnbro Secondary School Steering Seminar and repeated for Public meeting.
469. Hattie, J.A. (1993, June). *Workshop on cooperative learning*. St Hilda's Ladies College.
470. Hattie, J.A. (1993, May). *The Vickery Report*. Superintendents of Education Conference.
471. Hattie, J.A. (1993, March). *Standard setting in schools*. Pickering Brook Primary School.



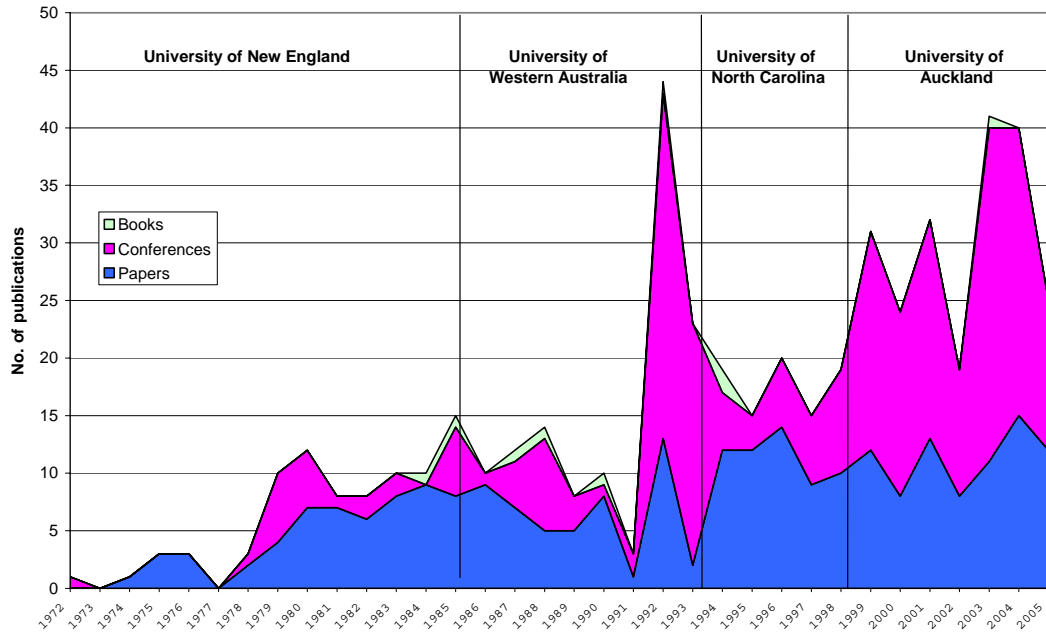
472. Berlach, R., Clinton, J., & Hattie, J.A. (1992, December). *Self-verification and self-enhancement*. Paper presented at the Self-respect and Self-esteem Conference, Philosophy Department La Trobe University.
473. Hattie, J.A., & Marsh, H. (1992, November). *The relationship between teaching and research*. Paper presented at the Annual Meeting of the Australian Research in Education Association Conference, Deakin, Victoria.
474. Hattie, J.A. (1992, November). *Critique of competency approaches to tertiary selection*. Symposium on Issues in Selection for University: Present practice and future trends. Western Australian Higher Education Council.
475. Hattie, J.A. (1992, November). *Pathways: Whose path and which way*. Mount Lawley Senior High School.
476. Hattie, J.A. (1992, November). *Quality assurance. Two-day workshop*. Esperance District Education Office, Esperance, WA.
477. Hattie, J.A. (1992, November). *Conditions which support student learning*. Bunbury Review of Education Commission.
478. Hattie, J.A. (1992, November). *Challenges*. Graduation address to Como Senior High School.
479. Hattie, J.A. (1992, October). *Self-esteem and self-concept*. Keynote address to the Annual Priority Schools Conference.
480. Hattie, J.A. (1992, October). *Unravelling the threads of learning in special education*. Des English Memorial Lecture: Australian Association of Special Education National Conference.
481. Hattie, J.A. (1992, October). *Two approaches to research: Athenian and Spartan*. Keynote address to the Inaugural Conference in Education, UWA.
482. Hattie, J.A. (1992, October). *Measurement and national outcomes*. Keynote speech to the Australian Primary Principals Association National Conference.
483. Hattie, J.A. (1992, September). *Leadership revisited*. Heads of Department Conference, Perth.
484. Hattie, J.A. (1992, September). *Self-esteem, coping and principals*. Annual Conference of the Australian Secondary Principals Association, Observation City.
485. Blacklow, W.M. & Hattie, J.A. (1992, September). *Teaching the structure and dynamics of big, complex systems through computer simulation: Course design, delivery and evaluation*. Paper presented at the Second International Conference on Information Technology for Training and Education, Queensland.
486. Hattie, J.A. (1992, August). *Alternatives for the future*. West Australian Primary Deputy Principals Conference, Perth, WA.
487. Hattie, J.A. (1992, August). *Educational policy in Australia*. Darling Downs Educational District Principals Conference.
488. Hattie, J.A. (1992, August). *Developing self-esteem/self-concept*. Cecil Andrews Senior High School.
489. Hattie, J.A. (1992, July). *The meaning of accountability*. Lakeland High School Professional Development day.
490. Hattie, J.A. (1992, June). *Educational trends likely to affect children's schooling by the year 2001*. Centenary of Federation: Future Schools Project. Western Australia.
491. Hattie, J.A. (1992, June). *Principals of country schools*. West Australian Primary Principals Conference: Country Conference.
492. Hattie, J.A. (1992, June). *Models of leadership*. West Australian Primary Principals Conference: Country Conference, Perth, WA.
493. Hattie, J.A. (1992, June). *The place of Social Studies: Does it have a future?* Keynote address to the Conference of the West Australian Social Studies Association.

494. Hattie, J.A. (1992, June). *Accountability and standard setting*. Balga Principals' Group Development Collegium.
495. Hattie, J.A. (1992, May). *Did it fall, or was it pushed: The future of education in Australia*. West Australian Institute of Educational Administration Accreditation Conference, Perth.
496. Hattie, J.A. (1992, May). *Standard setting in schools*. Yakima High School Professional Development Day.
497. Hattie, J.A. (1992, May). *The effects of schools on learning*. Esperance District Education Professional Development Day.
498. Hattie, J.A. (1992, April). *Where to from here? The politics of educational reform*. Scarborough District Education Principals' Conference.
499. Hattie, J.A. (1992, March). *Leadership and Head of Departments*. Keynote paper presented to the Heads of Department Conference, Perth, WA.
500. Hattie, J.A. (1992, March). *Schools do make a difference*. Joondalup Executive Teams' Conference, Perth
501. Hattie, J.A. (1992, March). *What works in education support*. WA Educational Support Conference.
502. Hattie, J.A. (1992, March). *Three national trends in education*. Perth Principals Collegium, Spearwood.
503. Jones, R. & Hattie, J.A. (1991, April). *Academic stress among adolescents: An examination by ethnicity, grade, and sex*. Paper presented to the New England Research Organisation, Portsmouth, New Hampshire. (ERIC ED 336 668)
504. Hattie, J.A., Tognolini, J., Adams, K., & Curtis, P. (1990, September). *A model for allocating research funds across departments*. Paper presented at the Australasian Association for Institutional Research, Rockhampton, QLD.
505. Herriman, M. & Hattie, J.A. (1990, April). *Testing the English competence of ESL students for university studies*. Paper presented at the World Congress of the Association Internationale de Linguistiques Applique, Thessaloniki, Greece.
506. Hattie, J.A. (1989, October). *Librarians as educators*. Keynote paper presented at the National Reader Education Conference, Curtin University, Perth.
507. Hattie, J.A. (1989, June). *The principal and assessment in primary schools*. Keynote speech to the West Australian Primary Principals' Association Annual Conference, Perth.
508. Hattie, J.A. (1989, May). *Intelligence*. Keynote paper to the WA Inaugural Conference on Gifted and Talented Children. Observation City, WA.
509. Hattie, J.A. (1988, November). *Performance indicators and Australian university departments of education*. Paper presented at the Annual Conference of the Australian Association for Research in Education, Armidale.
510. Hattie, J.A. (1988, November). *Principals and measurement*. Paper presented at the conference of the International Institute for Policy and Administration.
511. Hattie, J.A. (1988, October). *The Graduate of today*. Invited paper to the Annual Conference of Australian Rotarians, Perth.
512. Hattie, J.A. (1988, September). *Golden opportunities for learning, control and literacies*. Keynote Address to the Sixth Australian Computers in Education Conference, Perth.
513. Hattie, J.A. (1988, September). *New advances in literacy research*. Paper presented at the Australian Reading Research Conference.
514. Hattie, J.A. (1988, July). *Decentralisation?* Paper presented at the Primary Principals' Association Conference, Mt Lawley.
515. Hattie, J.A. (1988, July). *Accountability of Principals*. Invited Address to the International Policy Analysis Conference Perth.

516. Hattie, J.A. (1988, April). *The quality of education and accountability*. Invited Conference of Educational Management, Woodend, Victoria.
517. Hattie, J.M. & Hattie, J.A. (1987, December). *The relationships between study skills and achievement*. Paper presented at the Joint Australia and New Zealand Association for Research in Education Conference, Christchurch, NZ.
518. Hattie, J.A. (1987, September). *Reaction to the "Better Schools" document*. Paper presented at Australian College of Education Meeting, Perth.
519. Hattie, J.A. (1987, July). *Measuring the effects of schooling*. An inaugural address, University of Western Australia.
520. Hattie, J.A. (1987, April). *Recent advances in factor analysis: Some implications for psychology*. Paper presented in Department of Psychology Colloquia, University of Western Australia.
521. Byrne, D., Hattie, J.A. & Fraser, B.J. (1986, April). *Classroom environment scales*. Paper presented at the American Association for Research in Education, Los Angeles.
522. Hansford, B.C., & Hattie, J.A. (1985). *Communication style and self-concept: An examination of Australian high schools students*. Paper presented at the World Communication Conference, Manila.
523. Hattie, J.A. & Walberg, H.J. (1985, November). *Interpreting effect sizes in meta-analyses*. Paper Presented at the AARE Conference, 'Educational research: Then and now', AARE, Hobart.
524. Hattie, J.A. & Fitzgerald, D. (1985, November). *Computers and sexism: Does the apple really belong to Adam?* Paper presented at the Australian Association for Research in Education, Hobart.
525. Hattie, J.A. & McGaw, B.J. (1985, November). *Two-day workshop on meta-analytic procedures*. Monash University.
526. Shaddock, T., Hattie, J.A., Edwards, H.E., Bramston, P. & Brummell, V. (1985, September). *Identifying the training needs of staff working in community residences for developmentally disabled persons*. Paper presented at the Conference of the Australian Group for the Scientific study of Mental Deficiency, Brisbane.
527. Watkins, D. & Hattie, J.A. (1985, August). *A longitudinal study of the effects of study skills on achievement*. Paper presented at the Annual Meeting of the Australian Psychological Society, Christchurch.
528. Hattie, J.A. (1985, March). *A defence of the use of intelligence tests in schools*. Paper presented at the New England Branch of the Australian Psychological Association.
529. Watkins, D. & Hattie, J.A. (1983, November). *An application of the invariant factors three-mode model to changes in study habits*. Paper presented at the Australian Association for Research in Education. Canberra.
530. Watkins, D., Hattie, J.A. & Astilla, E. (1983, May). *Antecedents of effective and cognitive learning outcomes in privileged and depressed areas of the Philippines*. Paper presented at the Third Asian Regional Conference of the International Association for Cross Cultural Psychology, Malaysia.
531. Hattie, J.A. & Hansford, B.C. (1982, November). *Personality and achievement: What relationship with achievement*. Paper presented at the Australian Association for Research in Education. Brisbane.
532. Sharpley, C., Hattie, J.A. & Rogers, J. (1982, August). *Formal academic training for counsellors: Necessary or irrelevant*. Paper presented at the Australian Psychological Association Conference, Melbourne.
533. McGrath, G. & Hattie, J.A. (1981, July). *Legal aid: A contextualized view from the national offender survey*. Paper presented at the Legal Aid Conference sponsored by the Attorney-General's Office, Sydney.
534. Hansford, B. & Hattie, J.A. (1980, November). *Designing and implementing a meta-analysis*. In Collected papers of the 1980 annual conference of the Australian Association for Research in Education Conference, (pp. 168-177), Sydney.
535. Ozdowski, S.A. & Hattie, J.A. (1980, August). *An investigation of the effects of divorce laws in Australia*. Paper presented at the Sociological Association of Australia and New Zealand, University of Tasmania.

536. Hattie, J.A. & Fitzgerald, D. (1980, May). *A one-day workshop on multivariate procedures*. University of Queensland.
537. Hattie, J.A. (1980, April). *How to conduct a meta-analysis*. Invited paper to the Conference on Measurement, University of Queensland.
538. Hattie, J.A. (1980, March). *Some thoughts on establishing a telephone listening and referral service*. Invited address to Goulbourn Careline, Goulbourn.
539. Hattie, J.A. & Hansford, B.C. (1979, November). *Evaluating communication apprehension: Implications for teachers and teaching*. In G. Rowley (Ed.), Proceedings of the 1979 annual conference of the Australian Association for Research in Education, (pp. 174-187), Melbourne.
540. Hattie, J.A. & Watkins, D. (1979, November). *Study skills revisited: An analysis of the Biggs Study process Questionnaire*. In G. Rowley (Ed.), Proceedings of the 1979 annual conference of the Australian Association for Research in Education, (pp. 486-496), Melbourne.
541. Hattie, J.A. (1979, October). *Meta-analysis: The philosophy and methodology*. Invited paper to Measurement and evaluation seminar. University of Queensland, Brisbane.
542. Hansford, B.C., Hattie, J.A., Miller, P.K., & Aveyard, B.C. (1979, July). *An assessment of Communication Apprehension in various environments*. Paper presented at the Australian Conference on Communication.
543. Hattie, J.A. (1979, May). *"Sheer surmise and conjecture, and perhaps wishful thinking": Another look at whether Sir Cyril Burt faked his research on the heritability of intelligence*. Paper presented at the Teaching and Assessment Workshop.
544. Hattie, J.A. (1978, May). *The first year's experiences in the development of a telephone counselling service*. Invited paper presented to Australian Psychological Association (New England).
545. Hattie, J.A. & Fitzgerald, D. (1979, April). *A use of confirmatory factor analysis in the evaluation of intelligence testing models*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
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