Results Hattie 2018

| **Rank** | **Influence** | **Effect size d (Dec 2017)** | **Effect size d (Aug 2017)** | **Subdomain** | **Domain** |
| --- | --- | --- | --- | --- | --- |
| 1 | Collective teacher efficacy | 1.57 | 1.57 | Leadership | SCHOOL |
| 2 | Self-reported grades | 1.33 | 1.33 | Prior knowledge and background | STUDENT |
| 3 | Teacher estimates of achievement | 1.29 | 1.62 | Teacher attributes | TEACHER |
| 4 | Cognitive task analysis | 1.29 | 1.29 | Strategies emphasizing learning intentions | TEACHING: Focus on teaching/instructional strategies |
| 5 | Response to intervention | 1.29 | 1.29 | Strategies emphasizing feedback | TEACHING: Focus on teaching/instructional strategies |
| 6 | Piagetian programs | 1.28 | 1.28 | Prior knowledge and background | STUDENT |
| 7 | Jigsaw method | 1.2 | 1.2 | Teaching/instructional strategies | TEACHING: Focus on teaching/instructional strategies |
| 8 | Conceptual change programs | 0.99 | 0.99 | Other curricula programs | CURRICULA |
| 9 | Prior ability | 0.94 | 0.94 | Prior knowledge and background | STUDENT |
| 10 | Strategy to integrate with prior knowledge | 0.93 | 0.93 | Learning strategies | TEACHING: Focus on student learning strategies |
| 11 | Self-efficacy | 0.92 | 0.92 | Beliefs, attitudes and dispositions | STUDENT |
| 12 | Teacher credibility | 0.9 | 0.9 | Teacher attributes | TEACHER |
| 13 | Micro-teaching/video review of lessons | 0.88 | 0.88 | Teacher education | TEACHER |
| 14 | Transfer strategies | 0.86 | 0.86 | Strategies emphasizing student meta-cognitive/ self-regulated learning | TEACHING: Focus on student learning strategies |
| 15 | Classroom discussion | 0.82 | 0.82 | Strategies emphasizing feedback | TEACHING: Focus on teaching/instructional strategies |
| 16 | Scaffolding | 0.82 | 0.82 | Teaching/instructional strategies | TEACHING: Focus on teaching/instructional strategies |
| 17 | Deliberate practice | 0.79 | 0.82 | Learning strategies | TEACHING: Focus on student learning strategies |
| 18 | Summarization | 0.79 | 0.79 | Learning strategies | TEACHING: Focus on student learning strategies |
| 19 | Effort | 0.77 | 0.79 | Learning strategies | TEACHING: Focus on student learning strategies |
| 20 | Interventions for students with learning needs | 0.77 | 0.77 | Implementations that emphasize school-wide teaching strategies | TEACHING: Focus on implementation method |
| 21 | Mnemonics | 0.76 | 0.77 | Learning strategies | TEACHING: Focus on student learning strategies |
| 22 | Planning and prediction | 0.76 | 0.76 | Strategies emphasizing learning intentions | TEACHING: Focus on teaching/instructional strategies |
| 23 | Repeated reading programs | 0.75 | 0.76 | Reading, writing and the arts | CURRICULA |
| 24 | Teacher clarity | 0.75 | 0.75 | Teacher attributes | TEACHER |
| 25 | Elaboration and organization | 0.75 | 0.75 | Strategies emphasizing student meta-cognitive/ self-regulated learning | TEACHING: Focus on student learning strategies |
| 26 | Evaluation and reflection | 0.75 | 0.75 | Strategies emphasizing student meta-cognitive/ self-regulated learning | TEACHING: Focus on student learning strategies |
| 27 | Reciprocal teaching | 0.74 | 0.75 | Teaching/instructional strategies | TEACHING: Focus on teaching/instructional strategies |
| 28 | Rehearsal and memorization | 0.73 | 0.74 | Learning strategies | TEACHING: Focus on student learning strategies |
| 29 | Comprehensive instructional programs for teachers | 0.72 | 0.73 | Reading, writing and the arts | CURRICULA |
| 30 | Help seeking | 0.72 | 0.83 & 0.60 | Strategies emphasizing student meta-cognitive/ self-regulated learning | TEACHING: Focus on student learning strategies |
| 31 | Phonics instruction | 0.7 | 0.7 | Reading, writing and the arts | CURRICULA |
| 32 | Feedback | 0.7 | 0.7 | Strategies emphasizing feedback | TEACHING: Focus on teaching/instructional strategies |
| 33 | Deep motivation and approach | 0.69 | 0.69 | Motivational approach, orientation | STUDENT |
| 34 | Field independence | 0.68 | 0.68 | Prior knowledge and background | STUDENT |
| 35 | Acceleration programs | 0.68 | 0.68 | School curricula for gifted students | CLASSROOM |
| 36 | Learning goals vs. no goals | 0.68 | 0.68 | Strategies emphasizing learning intentions | TEACHING: Focus on teaching/instructional strategies |
| 37 | Problem-solving teaching | 0.68 | 0.68 | Teaching/instructional strategies | TEACHING: Focus on teaching/instructional strategies |
| 38 | Outlining and transforming | 0.66 | 0.66 | Learning strategies | TEACHING: Focus on student learning strategies |
| 39 | Concept mapping | 0.64 | 0.64 | Strategies emphasizing learning intentions | TEACHING: Focus on teaching/instructional strategies |
| 40 | Vocabulary programs | 0.62 | 0.62 | Reading, writing and the arts | CURRICULA |
| 41 | Creativity programs | 0.62 | 0.62 | Other curricula programs | CURRICULA |
| 42 | Behavioral intervention programs | 0.62 | 0.62 | Classroom influences | CLASSROOM |
| 43 | Setting standards for self-judgement | 0.62 | 0.62 | Strategies emphasizing learning intentions | TEACHING: Focus on teaching/instructional strategies |
| 44 | Teachers not labeling students | 0.61 | 0.61 | Teacher-student interactions | TEACHER |
| 45 | Relations of high school to university achievement | 0.6 | 0.6 | Prior knowledge and background | STUDENT |
| 46 | Meta-cognitive strategies | 0.6 | 0.6 | Strategies emphasizing student meta-cognitive/ self-regulated learning | TEACHING: Focus on student learning strategies |
| 47 | Spaced vs. mass practice | 0.6 | 0.6 | Learning strategies | TEACHING: Focus on student learning strategies |
| 48 | Direct instruction | 0.6 | 0.6 | Teaching/instructional strategies | TEACHING: Focus on teaching/instructional strategies |
| 49 | Mathematics programs | 0.59 | 0.59 | Math and sciences | CURRICULA |
| 50 | Appropriately challenging goals | 0.59 | 0.59 | Strategies emphasizing learning intentions | TEACHING: Focus on teaching/instructional strategies |
| 51 | Spelling programs | 0.58 | 0.58 | Reading, writing and the arts | CURRICULA |
| 52 | Tactile stimulation programs | 0.58 | 0.58 | Other curricula programs | CURRICULA |
| 53 | Strategy monitoring | 0.58 | 0.58 | Strategies emphasizing student meta-cognitive/ self-regulated learning | TEACHING: Focus on student learning strategies |
| 54 | Service learning | 0.58 | 0.58 | Implementations using out-of-school learning | TEACHING: Focus on implementation method |
| 55 | Working memory strength | 0.57 | 0.57 | Prior knowledge and background | STUDENT |
| 56 | Full compared to pre-term/low birth weight | 0.57 | 0.57 | Physical influences | STUDENT |
| 57 | Mastery learning | 0.57 | 0.57 | Strategies emphasizing success criteria | TEACHING: Focus on teaching/instructional strategies |
| 58 | Explicit teaching strategies | 0.57 | 0.57 | Teaching/instructional strategies | TEACHING: Focus on teaching/instructional strategies |
| 59 | Technology with learning needs students | 0.57 | 0.57 | Implementations using technologies | TEACHING: Focus on implementation method |
| 60 | Concentration/persistence/ engagement | 0.56 | 0.56 | Beliefs, attitudes and dispositions | STUDENT |
| 61 | Prior achievement | 0.55 | 0.55 | Prior knowledge and background | STUDENT |
| 62 | Visual-perception programs | 0.55 | 0.55 | Reading, writing and the arts | CURRICULA |
| 63 | Self-verbalization and self-questioning | 0.55 | 0.55 | Strategies emphasizing student meta-cognitive/ self-regulated learning | TEACHING: Focus on student learning strategies |
| 64 | Cooperative vs. individualistic learning | 0.55 | 0.55 | Teaching/instructional strategies | TEACHING: Focus on teaching/instructional strategies |
| 65 | Technology in other subjects | 0.55 | 0.55 | Implementations using technologies | TEACHING: Focus on implementation method |
| 66 | Practice testing | 0.54 | 0.54 | Learning strategies | TEACHING: Focus on student learning strategies |
| 67 | Interactive video methods | 0.54 | 0.54 | Implementations using technologies | TEACHING: Focus on implementation method |
| 68 | Second/third chance programs | 0.53 | 0.53 | Reading, writing and the arts | CURRICULA |
| 69 | Enrichment programs | 0.53 | 0.53 | School curricula for gifted students | CLASSROOM |
| 70 | Positive peer influences | 0.53 | 0.53 | Classroom influences | CLASSROOM |
| 71 | Peer tutoring | 0.53 | 0.53 | Strategies emphasizing student perspectives in learning | TEACHING: Focus on student learning strategies |
| 72 | Cooperative vs. competitive learning | 0.53 | 0.53 | Teaching/instructional strategies | TEACHING: Focus on teaching/instructional strategies |
| 73 | Positive family/home dynamics | 0.52 | 0.52 | Home environment | HOME |
| 74 | Socio-economic status | 0.52 | 0.52 | Family resources | HOME |
| 75 | Teacher-student relationships | 0.52 | 0.52 | Teacher-student interactions | TEACHER |
| 76 | Self-regulation strategies | 0.52 | 0.52 | Strategies emphasizing student meta-cognitive/ self-regulated learning | TEACHING: Focus on student learning strategies |
| 77 | Record keeping | 0.52 | 0.52 | Learning strategies | TEACHING: Focus on student learning strategies |
| 78 | Play programs | 0.5 |  | Other curricula programs | CURRICULA |
| 79 | Parental involvement | 0.5 | 0.5 | Home environment | HOME |
| 80 | Student rating of quality of teaching | 0.5 | 0.5 | Teacher-student interactions | TEACHER |
| 81 | Note taking | 0.5 | 0.5 | Learning strategies | TEACHING: Focus on student learning strategies |
| 82 | Underlining and highlighting | 0.5 | 0.5 | Learning strategies | TEACHING: Focus on student learning strategies |
| 83 | Time on task | 0.49 | 0.49 | Learning strategies | TEACHING: Focus on student learning strategies |
| 84 | Science programs | 0.48 | 0.48 | Math and sciences | CURRICULA |
| 85 | Generalized school effects | 0.48 | 0.48 | Other school factors | SCHOOL |
| 86 | Clear goal intentions | 0.48 | 0.48 | Strategies emphasizing learning intentions | TEACHING: Focus on teaching/instructional strategies |
| 87 | Providing formative evaluation | 0.48 | 0.48 | Strategies emphasizing feedback | TEACHING: Focus on teaching/instructional strategies |
| 88 | Questioning | 0.48 | 0.48 | Strategies emphasizing feedback | TEACHING: Focus on teaching/instructional strategies |
| 89 | Intelligent tutoring systems | 0.48 | 0.48 | Implementations using technologies | TEACHING: Focus on implementation method |
| 90 | Comprehension programs | 0.47 | 0.47 | Reading, writing and the arts | CURRICULA |
| 91 | Integrated curricula programs | 0.47 | 0.47 | Other curricula programs | CURRICULA |
| 92 | Small group learning | 0.47 | 0.47 | Classroom composition effects | CLASSROOM |
| 93 | Information communications technology (ICT) | 0.47 | 0.47 | Implementations using technologies | TEACHING: Focus on implementation method |
| 94 | Perceived task value | 0.46 | 0.46 | Beliefs, attitudes and dispositions | STUDENT |
| 95 | Study skills | 0.46 | 0.46 | Learning strategies | TEACHING: Focus on student learning strategies |
| 96 | Relative age within a class | 0.45 | 0.45 | Physical influences | STUDENT |
| 97 | Writing programs | 0.45 | 0.45 | Reading, writing and the arts | CURRICULA |
| 98 | Imagery | 0.45 | 0.45 | Learning strategies | TEACHING: Focus on student learning strategies |
| 99 | Achieving motivation and approach | 0.44 | 0.44 | Motivational approach, orientation | STUDENT |
| 100 | Early years’ interventions | 0.44 | 0.44+0.29+0.27 | Home environment | HOME |
| 101 | Strong classroom cohesion | 0.44 | 0.44 | Classroom influences | CLASSROOM |
| 102 | Inductive teaching | 0.44 | 0.44 | Teaching/instructional strategies | TEACHING: Focus on teaching/instructional strategies |
| 103 | Technology with elementary students | 0.44 | 0.44 | Implementations using technologies | TEACHING: Focus on implementation method |
| 104 | Exposure to reading | 0.43 | 0.43 | Reading, writing and the arts | CURRICULA |
| 105 | Outdoor/adventure programs | 0.43 | 0.43 | Other curricula programs | CURRICULA |
| 106 | School size (600-900 students at secondary) | 0.43 | 0.43 | School compositional effects | SCHOOL |
| 107 | Teacher expectations | 0.43 | 0.43 | Teacher attributes | TEACHER |
| 108 | Philosophy in schools | 0.43 | 0.43 | Teaching/instructional strategies | TEACHING: Focus on teaching/instructional strategies |
| 109 | Teaching communication skills and strategies | 0.43 | 0.43 | Teaching/instructional strategies | TEACHING: Focus on teaching/instructional strategies |
| 110 | Motivation | 0.42 | 0.42 | Motivational approach, orientation | STUDENT |
| 111 | Reducing anxiety | 0.42 | 0.42 | Motivational approach, orientation | STUDENT |
| 112 | Elaborative interrogation | 0.42 | 0.42 | Strategies emphasizing student meta-cognitive/ self-regulated learning | TEACHING: Focus on student learning strategies |
| 113 | Behavioral organizers | 0.42 | 0.42 | Strategies emphasizing learning intentions | TEACHING: Focus on teaching/instructional strategies |
| 114 | Technology in writing | 0.42 | 0.42 | Implementations using technologies | TEACHING: Focus on implementation method |
| 115 | Technology with college students | 0.42 | 0.42 | Implementations using technologies | TEACHING: Focus on implementation method |
| 116 | Positive self-concept | 0.41 | 0.41 | Beliefs, attitudes and dispositions | STUDENT |
| 117 | Professional development programs | 0.41 | 0.41 | Teacher education | TEACHER |
| 118 | Relating creativity to achievement | 0.4 | 0.4 | Prior knowledge and background | STUDENT |
| 119 | Goal commitment | 0.4 | 0.4 | Strategies emphasizing learning intentions | TEACHING: Focus on teaching/instructional strategies |
| 120 | Cooperative learning | 0.4 | 0.4 | Teaching/instructional strategies | TEACHING: Focus on teaching/instructional strategies |
| 121 | Inquiry-based teaching | 0.4 | 0.4 | Teaching/instructional strategies | TEACHING: Focus on teaching/instructional strategies |
| 122 | After-school programs | 0.4 | 0.4 | Implementations using out-of-school learning | TEACHING: Focus on implementation method |
| 123 | Social skills programs | 0.39 | 0.39 | Other curricula programs | CURRICULA |
| 124 | Relations of high school achievement to career performance | 0.38 | 0.38 | Prior knowledge and background | STUDENT |
| 125 | Drama/arts programs | 0.38 | 0.38 | Reading, writing and the arts | CURRICULA |
| 126 | Career interventions | 0.38 | 0.38 | Other curricula programs | CURRICULA |
| 127 | Music programs | 0.37 | 0.37 | Reading, writing and the arts | CURRICULA |
| 128 | Worked examples | 0.37 | 0.37 | Strategies emphasizing success criteria | TEACHING: Focus on teaching/instructional strategies |
| 129 | Mobile phones | 0.37 | 0.37 | Implementations using technologies | TEACHING: Focus on implementation method |
| 130 | Bilingual programs | 0.36 | 0.36 | Other curricula programs | CURRICULA |
| 131 | Student-centered teaching | 0.36 | 0.36 | Student-focused interventions | TEACHING: Focus on student learning strategies |
| 132 | Attitude to content domains | 0.35 | 0.35 | Beliefs, attitudes and dispositions | STUDENT |
| 133 | Counseling effects | 0.35 | 0.35 | Other school factors | SCHOOL |
| 134 | Classroom management | 0.35 | 0.35 | Classroom influences | CLASSROOM |
| 135 | Gaming/simulations | 0.35 | 0.35 | Implementations using technologies | TEACHING: Focus on implementation method |
| 136 | Chess instruction | 0.34 | 0.34 | Other curricula programs | CURRICULA |
| 137 | Motivation/character programs | 0.34 | 0.34 | Other curricula programs | CURRICULA |
| 138 | Decreasing disruptive behavior | 0.34 | 0.34 | Classroom influences | CLASSROOM |
| 139 | Collaborative learning | 0.34 | 0.34 | Teaching/instructional strategies | TEACHING: Focus on teaching/instructional strategies |
| 140 | Teaching creative thinking | 0.34 | 0.34 | Implementations that emphasize school-wide teaching strategies | TEACHING: Focus on implementation method |
| 141 | July 4, 1900 | 0.33 | 0.33 | Beliefs, attitudes and dispositions | STUDENT |
| 142 | Technology in mathematics | 0.33 | 0.33 | Implementations using technologies | TEACHING: Focus on implementation method |
| 143 | ADHD – treatment with drugs | 0.32 | 0.32 | Physical influences | STUDENT |
| 144 | Principals/school leaders | 0.32 | 0.32 | Leadership | SCHOOL |
| 145 | School climate | 0.32 | 0.32 | Leadership | SCHOOL |
| 146 | Average teacher effects | 0.32 | 0.32 | Teacher attributes | TEACHER |
| 147 | Adjunct aids | 0.32 | 0.32 | Teaching/instructional strategies | TEACHING: Focus on teaching/instructional strategies |
| 148 | External accountability systems | 0.31 | 0.31 | School resourcing | SCHOOL |
| 149 | Matching style of learning | 0.31 | 0.31 | Student-focused interventions | TEACHING: Focus on student learning strategies |
| 150 | Manipulative materials on math | 0.3 | 0.3 | Math and sciences | CURRICULA |
| 151 | Ability grouping for gifted students | 0.3 | 0.3 | School curricula for gifted students | CLASSROOM |
| 152 | Teaching test taking and coaching | 0.3 | 0.3 | Learning strategies | TEACHING: Focus on student learning strategies |
| 153 | Technology with high school students | 0.3 | 0.3 | Implementations using technologies | TEACHING: Focus on implementation method |
| 154 | Mindfulness | 0.29 | 0.29 | Beliefs, attitudes and dispositions | STUDENT |
| 155 | Home visiting | 0.29 | 0.29 | Home environment | HOME |
| 156 | Cognitive behavioral programs | 0.29 | 0.29 | Classroom influences | CLASSROOM |
| 157 | Online and digital tools | 0.29 | 0.29 | Implementations using technologies | TEACHING: Focus on implementation method |
| 158 | Technology in reading/literacy | 0.29 | 0.29 | Implementations using technologies | TEACHING: Focus on implementation method |
| 159 | Homework | 0.29 | 0.29 | Implementations using out-of-school learning | TEACHING: Focus on implementation method |
| 160 | Desegregation | 0.28 | 0.28 | School compositional effects | SCHOOL |
| 161 | Pre-school programs | 0.28 | 0.26 | Other school factors | SCHOOL |
| 162 | Whole-school improvement programs | 0.28 | 0.28 | Implementations that emphasize school-wide teaching strategies | TEACHING: Focus on implementation method |
| 163 | Use of calculators | 0.27 | 0.27 | Math and sciences | CURRICULA |
| 164 | Mainstreaming/inclusion | 0.27 | 0.27 | Classroom composition effects | CLASSROOM |
| 165 | Student personality attributes | 0.26 | 0.26 | Beliefs, attitudes and dispositions | STUDENT |
| 166 | Exercise/relaxation | 0.26 | 0.26 | Physical influences | STUDENT |
| 167 | Lack of illness | 0.26 | 0.26 | Physical influences | STUDENT |
| 168 | Out-of-school curricula experiences | 0.26 | 0.26 | School compositional effects | SCHOOL |
| 169 | Volunteer tutors | 0.26 | 0.26 | Strategies emphasizing student perspectives in learning | TEACHING: Focus on student learning strategies |
| 170 | Problem-based learning | 0.26 | 0.26 | Teaching/instructional strategies | TEACHING: Focus on teaching/instructional strategies |
| 171 | Use of PowerPoint | 0.26 | 0.26 | Implementations using technologies | TEACHING: Focus on implementation method |
| 172 | Grit/incremental vs. entity thinking | 0.25 | 0.25 | Beliefs, attitudes and dispositions | STUDENT |
| 173 | Adopted vs non-adopted care | 0.25 | 0.25 | Family structure | HOME |
| 174 | Religious schools | 0.24 | 0.24 | Types of school | SCHOOL |
| 175 | Competitive vs. individualistic learning | 0.24 | 0.24 | Teaching/instructional strategies | TEACHING: Focus on teaching/instructional strategies |
| 176 | Intact (two-parent) families | 0.23 | 0.23 | Family structure | HOME |
| 177 | Summer school | 0.23 | 0.23 | Types of school | SCHOOL |
| 178 | Teacher personality attributes | 0.23 | 0.23 | Teacher attributes | TEACHER |
| 179 | Individualized instruction | 0.23 | 0.23 | Student-focused interventions | TEACHING: Focus on student learning strategies |
| 180 | Programmed instruction | 0.23 | 0.23 | Implementations using technologies | TEACHING: Focus on implementation method |
| 181 | Technology in science | 0.23 | 0.23 | Implementations using technologies | TEACHING: Focus on implementation method |
| 182 | Teacher verbal ability | 0.22 | 0.22 | Teacher attributes | TEACHER |
| 183 | Clickers | 0.22 | 0.22 | Implementations using technologies | TEACHING: Focus on implementation method |
| 184 | Visual/audio-visual methods | 0.22 | 0.22 | Implementations using technologies | TEACHING: Focus on implementation method |
| 185 | Finances | 0.21 | 0.21 | School resourcing | SCHOOL |
| 186 | Reducing class size | 0.21 | 0.21 | Classroom composition effects | CLASSROOM |
| 187 | Interleaved practice | 0.21 | 0.21 | Learning strategies | TEACHING: Focus on student learning strategies |
| 188 | Discovery-based teaching | 0.21 | 0.21 | Teaching/instructional strategies | TEACHING: Focus on teaching/instructional strategies |
| 189 | Technology in small groups | 0.21 | 0.21 | Implementations using technologies | TEACHING: Focus on implementation method |
| 190 | Student support programs – college | 0.21 | 0.21 | Implementations that emphasize school-wide teaching strategies | TEACHING: Focus on implementation method |
| 191 | Extra-curricula programs | 0.2 | 0.2 | Other curricula programs | CURRICULA |
| 192 | Engaged vs disengaged fathers | 0.2 | 0.2 | Family structure | HOME |
| 193 | Aptitude/treatment interactions | 0.19 | 0.19 | Student-focused interventions | TEACHING: Focus on student learning strategies |
| 194 | Learning hierarchies-based approach | 0.19 | 0.19 | Strategies emphasizing learning intentions | TEACHING: Focus on teaching/instructional strategies |
| 195 | Co- or team teaching | 0.19 | 0.19 | Implementations that emphasize school-wide teaching strategies | TEACHING: Focus on implementation method |
| 196 | Within class grouping | 0.18 | 0.18 | Classroom composition effects | CLASSROOM |
| 197 | Web-based learning | 0.18 | 0.18 | Implementations using technologies | TEACHING: Focus on implementation method |
| 198 | Lack of stress | 0.17 | 0.17 | Motivational approach, orientation | STUDENT |
| 199 | Other family structure | 0.16 | 0.16 | Family structure | HOME |
| 200 | One-on-one laptops | 0.16 | 0.16 | Implementations using technologies | TEACHING: Focus on implementation method |
| 201 | Home-school programs | 0.16 | 0.16 | Implementations using out-of-school learning | TEACHING: Focus on implementation method |
| 202 | Sentence combining programs | 0.15 | 0.15 | Reading, writing and the arts | CURRICULA |
| 203 | Parental autonomy support | 0.15 | 0.15 | Home environment | HOME |
| 204 | Distance education | 0.13 | 0.13 | Implementations using out-of-school learning | TEACHING: Focus on implementation method |
| 205 | Morning vs. evening | 0.12 | 0.12 | Beliefs, attitudes and dispositions | STUDENT |
| 206 | Positive ethnic self-identity | 0.12 | 0.12 | Beliefs, attitudes and dispositions | STUDENT |
| 207 | Juvenile delinquent programs | 0.12 | 0.12 | Other curricula programs | CURRICULA |
| 208 | School choice programs | 0.12 | 0.12 | School compositional effects | SCHOOL |
| 209 | Tracking/streaming | 0.12 | 0.12 | Classroom composition effects | CLASSROOM |
| 210 | Mentoring | 0.12 | 0.12 | Classroom influences | CLASSROOM |
| 211 | Initial teacher training programs | 0.12 | 0.12 | Teacher education | TEACHER |
| 212 | Different types of testing | 0.12 | 0.12 | Strategies emphasizing feedback | TEACHING: Focus on teaching/instructional strategies |
| 213 | Teacher subject matter knowledge | 0.11 | 0.11 | Teacher education | TEACHER |
| 214 | Diverse student body | 0.1 | 0.1 | School compositional effects | SCHOOL |
| 215 | Background music | 0.1 | 0.1 | Classroom influences | CLASSROOM |
| 216 | Diversity courses | 0.09 | 0.09 | Other curricula programs | CURRICULA |
| 217 | Charter schools | 0.09 | 0.09 | Types of school | SCHOOL |
| 218 | Modifying school calendars/timetables | 0.09 | 0.09 | Other school factors | SCHOOL |
| 219 | Detracking | 0.09 | 0.09 | Classroom composition effects | CLASSROOM |
| 220 | Gender on achievement | 0.08 | 0.08 | Physical influences | STUDENT |
| 221 | Perceptual-motor programs | 0.08 | 0.08 | Other curricula programs | CURRICULA |
| 222 | Single-sex schools | 0.08 | 0.08 | Types of school | SCHOOL |
| 223 | Middle schools’ interventions | 0.08 | 0.08 | School compositional effects | SCHOOL |
| 224 | Mastery goals | 0.06 | 0.06 | Motivational approach, orientation | STUDENT |
| 225 | Whole language approach | 0.06 | 0.06 | Reading, writing and the arts | CURRICULA |
| 226 | College halls of residence | 0.05 | 0.05 | School compositional effects | SCHOOL |
| 227 | Teacher performance pay | 0.05 | 0.05 | Teacher attributes | TEACHER |
| 228 | Breastfeeding | 0.04 | 0.04 | Physical influences | STUDENT |
| 229 | Multi-grade/age classes | 0.04 | 0.04 | Classroom composition effects | CLASSROOM |
| 230 | Humor | 0.04 | 0.04 | Teaching/instructional strategies | TEACHING: Focus on teaching/instructional strategies |
| 231 | Parental employment | 0.03 | 0.03 | Family resources | HOME |
| 232 | Student control over learning | 0.02 | 0.02 | Student-focused interventions | TEACHING: Focus on student learning strategies |
| 233 | Non-immigrant background | 0.01 | 0.01 | Family resources | HOME |
| 234 | Open vs. traditional classrooms | 0.01 | 0.01 | Classroom composition effects | CLASSROOM |
| 235 | Technology in distance education | 0.01 | 0.01 | Implementations using technologies | TEACHING: Focus on implementation method |
| 236 | Performance goals | -0.01 | -0.01 | Motivational approach, orientation | STUDENT |
| 237 | Summer vacation effect | -0.02 | -0.02 | Types of school | SCHOOL |
| 238 | Lack of sleep | -0.05 | -0.05 | Physical influences | STUDENT |
| 239 | Surface motivation and approach | -0.11 | -0.11 | Motivational approach, orientation | STUDENT |
| 240 | Family on welfare/state aid | -0.12 | -0.12 | Family resources | HOME |
| 241 | Parental military deployment | -0.16 | -0.16 | Home environment | HOME |
| 242 | Television | -0.18 | -0.18 | Home environment | HOME |
| 243 | Students feeling disliked | -0.19 | -0.19 | Classroom influences | CLASSROOM |
| 244 | Suspension/expelling students | -0.2 | -0.2 | Other school factors | SCHOOL |
| 245 | Non-standard dialect use | -0.29 | -0.29 | Prior knowledge and background | STUDENT |
| 246 | Retention (holding students back) | -0.32 | -0.32 | Classroom composition effects | CLASSROOM |
| 247 | Corporal punishment in the home | -0.33 | -0.33 | Home environment | HOME |
| 248 | Moving between schools | -0.34 | -0.34 | Home environment | HOME |
| 249 | Depression | -0.36 | -0.36 | Motivational approach, orientation | STUDENT |
| 250 | Boredom | -0.49 | -0.49 | Motivational approach, orientation | STUDENT |
| 251 | Deafness | -0.61 | -0.61 | Physical influences | STUDENT |
| 252 | ADHD | -0.9 | -0.9 | Physical influences | STUDENT |

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