Larry V Hedges

List of Publications by Year
in descending order

Source: https://exaly.com/author-pdf/5999323/publications.pdf

Version: 2024-02-01

159 papers	46,576 citations	12303 69 h-index	7136 153 g-index
174 all docs	174 docs citations	174 times ranked	44789 citing authors

#	Article	IF	Citations
1	A basic introduction to fixed-effect and random-effects models for meta-analysis. Research Synthesis Methods, 2010, 1, 97-111.	4.2	4,057
2	THE META-ANALYSIS OF RESPONSE RATIOS IN EXPERIMENTAL ECOLOGY. Ecology, 1999, 80, 1150-1156.	1.5	2,977
3	Distribution Theory for Glass's Estimator of Effect size and Related Estimators. Journal of Educational Statistics, 1981, 6, 107-128.	0.9	2,831
4	Fixed- and random-effects models in meta-analysis.. Psychological Methods, 1998, 3, 486-504.	2.7	2,238
5	Distribution Theory for Glass's Estimator of Effect Size and Related Estimators. Journal of Educational Statistics, 1981, 6, 107.	0.9	1,804
6	Redefine statistical significance. Nature Human Behaviour, 2018, 2, 6-10.	6.2	1,763
7	An Exchange: Part I: Does Money Matter? A Meta-Analysis of Studies of the Effects of Differential School Inputs on Student Outcomes. Educational Researcher, 1994, 23, 5-14.	3.3	1,549
8	Robust variance estimation in metaâ€regression with dependent effect size estimates. Research Synthesis Methods, 2010, 1, 39-65.	4.2	1,286
9	Basics of metaâ€analysis: I² is not an absolute measure of heterogeneity. Research Synthesis Methods, 2017, 8, 5-18.	4.2	1,108
10	How to Do a Systematic Review: A Best Practice Guide for Conducting and Reporting Narrative Reviews, Meta-Analyses, and Meta-Syntheses. Annual Review of Psychology, 2019, 70, 747-770.	9.9	965
11	Are the clinical effects of homoeopathy placebo effects? A meta-analysis of placebo-controlled trials. Lancet, The, 1997, 350, 834-843.	6.3	964
12	STATISTICAL ISSUES IN ECOLOGICAL META-ANALYSES. Ecology, 1999, 80, 1142-1149.	1.5	870
13	Estimation of effect size from a series of independent experiments.. Psychological Bulletin, 1982, 92, 490-499.	5.5	787
14	The Effect of School Resources on Student Achievement. Review of Educational Research, 1996, 66, 361-396.	4.3	768
15	Estimation of a Single Effect Size: Parametric and Nonparametric Methods. , 1985, , 75-106.		760
16	Categories and particulars: Prototype effects in estimating spatial location.. Psychological Review, 1991, 98, 352-376.	2.7	691
17	Sources of variability in childrenâ€™s language growth. Cognitive Psychology, 2010, 61, 343-365.	0.9	690
18	Intraclass Correlation Values for Planning Group-Randomized Trials in Education. Educational Evaluation and Policy Analysis, 2007, 29, 60-87.	1.6	619

#	Article	IF	Citations
19	The power of statistical tests in meta-analysis.. Psychological Methods, 2001, 6, 203-217.	2.7	591
20	The Power of Statistical Tests for Moderators in Meta-Analysis.. Psychological Methods, 2004, 9, 426-445.	2.7	495
21	Meta-analysis of screening and diagnostic tests.. Psychological Bulletin, 1995, 117, 167-178.	5.5	487
22	How hard is hard science, how soft is soft science? The empirical cumulativeness of research.. American Psychologist, 1987, 42, 443-455.	3.8	445
23	Vote-counting methods in research synthesis.. Psychological Bulletin, 1980, 88, 359-369.	5.5	412
24	Preschool children's mathematical knowledge: The effect of teacher "math talk.". Developmental Psychology, 2006, 42, 59-69.	1.2	411
25	Effect Sizes in Cluster-Randomized Designs. Journal of Educational and Behavioral Statistics, 2007, 32, 341-370.	1.0	380
26	The Interaction between Competition and Predation: A Metaâ€anâ€analysis of Field Experiments. American Naturalist, 2000, 155, 435-453.	1.0	374
27	A Brief History of Research Synthesis. Evaluation and the Health Professions, 2002, 25, 12-37.	0.9	373
28	National Cluster-Randomized Trial of Duty-Hour Flexibility in Surgical Training. New England Journal of Medicine, 2016, 374, 713-727.	13.9	373
29	A random effects model for effect sizes.. Psychological Bulletin, 1983, 93, 388-395.	5.5	270
30	A general linear model for estimating effect size in the presence of publication bias. Psychometrika, 1995, 60, 419-435.	1.2	263
31	Why do categories affect stimulus judgment?. Journal of Experimental Psychology: General, 2000, 129, 220-241.	1.5	260
32	Modeling Publication Selection Effects in Meta-Analysis. Statistical Science, 1992, 7, 246.	1.6	252
33	The varieties of speech to young children.. Developmental Psychology, 2007, 43, 1062-1083.	1.2	242
34	A standardized mean difference effect size for single case designs. Research Synthesis Methods, 2012, 3, 224-239.	4.2	226
35	Fitting Categorical Models to Effect Sizes from a Series of Experiments. Journal of Educational Statistics, 1982, 7, 119-137.	0.9	198
36	Analysis and meta-analysis of single-case designs with a standardized mean difference statistic: A primer and applications. Journal of School Psychology, 2014, 52, 123-147.	1.5	192

#	Article	IF	Citations
37	The Effects of Small Classes on Academic Achievement: The Results of the Tennessee Class Size Experiment. American Educational Research Journal, 2000, 37, 123-151.	1.6	185
38	Reports of elapsed time: Bounding and rounding processes in estimation.. Journal of Experimental Psychology: Learning Memory and Cognition, 1990, 16, 196-213.	0.7	171
39	Estimating Effect Size Under Publication Bias: Small Sample Properties and Robustness of a Random Effects Selection Model. Journal of Educational and Behavioral Statistics, 1996, 21, 299-332.	1.0	167
40	Fitting Categorical Models to Effect Sizes from a Series of Experiments. Journal of Educational Statistics, 1982, 7, 119.	0.9	166
41	A Meta-analysis of the Effect of HIV Prevention Interventions on the Sex Behaviors of Drug Users in the United States. Journal of Acquired Immune Deficiency Syndromes (1999), 2002, 30, S73-S93.	0.9	165
42	Hierarchical organization in ordered domains: Estimating the dates of events.. Psychological Review, 1988, 95, 471-484.	2.7	162
43	A standardized mean difference effect size for multiple baseline designs across individuals. Research Synthesis Methods, 2013, 4, 324-341.	4.2	162
44	Changes in the Black-White Gap in Achievement Test Scores. Sociology of Education, 1999, 72, 111.	1.7	159
45	The state of the science in the meta-analysis of single-case experimental designs. Evidence-Based Communication Assessment and Intervention, 2008, 2, 188-196.	0.6	152
46	The Long-Term Effects of Small Classes: A Five-Year Follow-Up of the Tennessee Class Size Experiment. Educational Evaluation and Policy Analysis, 1999, 21, 127-142.	1.6	139
47	Meta-analysis of the Effects of Behavioral HIV Prevention Interventions on the Sexual Risk Behavior of Sexually Experienced Adolescents in Controlled Studies in the United States. Journal of Acquired Immune Deficiency Syndromes (1999), 2002, 30, S94-S105.	0.9	136
48	A reassessment of the effects of inquiry-based science curricula of the 60's on student performance. Journal of Research in Science Teaching, 1990, 27, 127-144.	2.0	130
49	Design-Comparable Effect Sizes in Multiple Baseline Designs. Journal of Educational and Behavioral Statistics, 2014, 39, 368-393.	1.0	125
50	Estimation of Effect Size under Nonrandom Sampling: The Effects of Censoring Studies Yielding Statistically Insignificant Mean Differences. Journal of Educational Statistics, 1984, 9, 61-85.	0.9	118
51	Title is missing!. Sex Roles, 1998, 39, 21-43.	1.4	118
52	New evidence about language and cognitive development based on a longitudinal study: Hypotheses for intervention.. American Psychologist, 2014, 69, 588-599.	3.8	117
53	HIV Prevention Research for Men Who Have Sex with Men: A Systematic Review and Meta-analysis. Journal of Acquired Immune Deficiency Syndromes (1999), 2002, 30, S118-S129.	0.9	114
54	The American Psychological Association Task Force assessment of violent video games: Science in the service of public interest.. American Psychologist, 2017, 72, 126-143.	3.8	109

#	Article	IF	Citations
55	Nonparametric estimators of effect size in meta-analysis.. Psychological Bulletin, 1984, 96, 573-580.	5.5	104
56	Spatial categories and the estimation of location. Cognition, 2004, 93, 75-97.	1.1	101
57	Identifying Features of Effective Open Education. Review of Educational Research, 1982, 52, 579-602.	4.3	98
58	Fitting Continuous Models to Effect Size Data. Journal of Educational Statistics, 1982, 7, 245.	0.9	98
59	Estimation of Effect Size under Nonrandom Sampling: The Effects of Censoring Studies Yielding Statistically Insignificant Mean Differences. Journal of Educational Statistics, 1984, 9, 61.	0.9	98
60	Meta-analysis of cognitive gender differences: A comment on an analysis by Rosenthal and Rubin.. Journal of Educational Psychology, 1984, 76, 583-587.	2.1	96
61	Correcting a Significance Test for Clustering. Journal of Educational and Behavioral Statistics, 2007, 32, 151-179.	1.0	83
62	What Are Effect Sizes and Why Do We Need Them?. Child Development Perspectives, 2008, 2, 167-171.	2.1	83
63	Advances in statistical methods for meta-analysis. New Directions for Evaluation, 1984, 1984, 25-42.	0.1	81
64	Fitting Continuous Models to Effect Size Data. Journal of Educational Statistics, 1982, 7, 245-270.	0.9	79
65	The Effects of Class Size: An Examination of Rival Hypotheses. American Educational Research Journal, 1983, 20, 63-85.	1.6	76
66	Development of the Flexibility in Duty Hour Requirements for Surgical Trainees (FIRST) Trial Protocol. JAMA Surgery, 2016, 151, 273.	2.2	74
67	Selection Method Approaches. , 2006, , 145-174.		73
68	Gender Differences in Variability in Intellectual Abilities: A Reanalysis of Feingoldâ€™s Results. Review of Educational Research, 1993, 63, 94-105.	4.3	72
69	Generalizing from Unrepresentative Experiments: A Stratified Propensity Score Approach. Journal of the Royal Statistical Society Series C: Applied Statistics, 2014, 63, 195-210.	0.5	64
70	Implications of Small Samples for Generalization: Adjustments and Rules of Thumb. Evaluation Review, 2017, 41, 472-505.	0.4	62
71	Money Does Matter Somewhere: A Reply to Hanushek. Educational Researcher, 1994, 23, 9-10.	3.3	58
72	Regression Models in Research Synthesis. American Statistician, 1983, 37, 137-140.	0.9	55

#	Article	IF	Citations
73	Intraclass Correlations and Covariate Outcome Correlations for Planning Two- and Three-Level Cluster-Randomized Experiments in Education. Evaluation Review, 2013, 37, 445-489.	0.4	55
74	Category effects on stimulus estimation: Shifting and skewed frequency distributions. Psychonomic Bulletin and Review, 2010, 17, 224-230.	1.4	50
75	An unbiased correction for sampling error in validity generalization studies.. Journal of Applied Psychology, 1989, 74, 469-477.	4.2	49
76	Do Low-Achieving Students Benefit More from Small Classes? Evidence from the Tennessee Class Size Experiment. Educational Evaluation and Policy Analysis, 2002, 24, 201-217.	1.6	49
77	Sample Selection in Randomized Experiments: A New Method Using Propensity Score Stratified Sampling. Journal of Research on Educational Effectiveness, 2014, 7, 114-135.	0.9	49
78	Issues in Meta-Analysis. Review of Research in Education, 1986, 13, 353.	0.8	44
79	Ad-statistic for single-case designs that is equivalent to the usual between-groupsd-statistic. Neuropsychological Rehabilitation, 2014, 24, 528-553.	1.0	44
80	Memory for day of the week: A 5â€,+â€,2 day cycle.. Journal of Experimental Psychology: General, 1992, 121, 313-325.	1.5	43
81	Effect Sizes in Three-Level Cluster-Randomized Experiments. Journal of Educational and Behavioral Statistics, 2011, 36, 346-380.	1.0	42
82	Bayesian estimates of autocorrelations in single-case designs. Behavior Research Methods, 2013, 45, 813-821.	2.3	40
83	Challenges in Building Usable Knowledge in Education. Journal of Research on Educational Effectiveness, 2018, 11, 1-21.	0.9	40
84	More Than One Replication Study Is Needed for Unambiguous Tests of Replication. Journal of Educational and Behavioral Statistics, 2019, 44, 543-570.	1.0	39
85	Clustering estimates of effect magnitude from independent studies.. Psychological Bulletin, 1983, 93, 563-573.	5.5	37
86	A Protocol for the Analytical Aspects of a Systematic Review of HIV Prevention Research. Journal of Acquired Immune Deficiency Syndromes (1999), 2002, 30, S62-S72.	0.9	36
87	Do Minorities Experience Larger Lasting Benefits From Small Classes?. Journal of Educational Research, 2004, 98, 94-100.	0.8	36
88	Chapter 11: Issues in Meta-Analysis. Review of Research in Education, 1986, 13, 353-398.	0.8	35
89	The Variance of Intraclass Correlations in Three- and Four-Level Models. Educational and Psychological Measurement, 2012, 72, 893-909.	1.2	31
90	Subject Evaluation in Social Experiments. Econometrica, 1998, 66, 381.	2.6	30

#	Article	IF	Citations
91	Are Effects of Small Classes Cumulative? Evidence From a Tennessee Experiment. Journal of Educational Research, 2001, 94, 336-345.	0.8	30
92	The effects of selection and variability in studies of gender differences. Behavioral and Brain Sciences, 1988, 11, 183-184.	0.4	29
93	Do the Disadvantaged Benefit More from Small Classes? Evidence from the Tennessee Class Size Experiment. American Journal of Education, 2000, 109, 1-26.	0.7	29
94	Combining graded categories: Membership and typicality.. Psychological Review, 1994, 101, 157-165.	2.7	26
95	The asymptotic distribution of commonality components. Psychometrika, 1981, 46, 331-336.	1.2	25
96	Childhood Obesity Evidence Base Project: A Systematic Review and Meta-Analysis of a New Taxonomy of Intervention Components to Improve Weight Status in Children 2â€“5 Years of Age, 2005â€“2019. Childhood Obesity, 2020, 16, S2-21-S2-48.	0.8	25
97	Bayesian unknown change-point models to investigate immediacy in single case designs.. Psychological Methods, 2017, 22, 743-759.	2.7	25
98	How Large an Effect Can We Expect from School Reforms?. Teachers College Record, 2008, 110, 1611-1638.	0.4	25
99	Estimating effect size when there is clustering in one treatment group. Behavior Research Methods, 2015, 47, 1295-1308.	2.3	24
100	Estimating Effect Size under Publication Bias: Small Sample Properties and Robustness of a Random Effects Selection Model. Journal of Educational and Behavioral Statistics, 1996, 21, 299.	1.0	23
101	Interpreting Research on School Resources and Student Achievement: A Rejoinder to Hanushek. Review of Educational Research, 1996, 66, 411-416.	4.3	22
102	The Long-Term Effects of Small Classes in Early Grades: Lasting Benefits in Mathematics Achievement at Grade 9. Journal of Experimental Education, 2001, 69, 245-257.	1.6	22
103	Conditional Optimal Design in Three- and Four-Level Experiments. Journal of Educational and Behavioral Statistics, 2014, 39, 257-281.	1.0	22
104	Combining independent estimators in research synthesis. British Journal of Mathematical and Statistical Psychology, 1983, 36, 123-131.	1.0	21
105	From Evidence to Knowledge to Policy: Research Synthesis for Policy Formation. Review of Educational Research, 1993, 63, 345-352.	4.3	21
106	An Exchange: Part I: Does Money Matter? A Meta-Analysis of Studies of the Effects of Differential School Inputs on Student Outcomes. Educational Researcher, 1994, 23, 5.	3.3	18
107	Reference Values of Within-District Intraclass Correlations of Academic Achievement by District Characteristics. Evaluation Review, 2014, 38, 546-582.	0.4	18
108	Assessing the effects of selection bias on validity data for the General Aptitude Test Battery.. Journal of Applied Psychology, 1993, 78, 981-987.	4.2	17

#	Article	IF	Citations
109	Recommendations for Practice: Justifying Claims of Generalizability. Educational Psychology Review, 2013, 25, 331-337.	5.1	17
110	Statistical Methods for Meta-Analysis.. Journal of the American Statistical Association, 1987, 82, 350.	1.8	16
111	Within-category feature correlations and Bayesian adjustment strategies. Psychonomic Bulletin and Review, 2006, 13, 245-250.	1.4	16
112	Estimating stimuli from contrasting categories: Truncation due to boundaries.. Journal of Experimental Psychology: General, 2007, 136, 502-519.	1.5	16
113	Randomised trials in education in the USA. Educational Research, 2018, 60, 265-275.	0.9	16
114	Computing Gender Difference Effects in Tails of Distributions: The Consequences of Differences in Tail Size, Effect Size, and Variance Ratio. Review of Educational Research, 1993, 63, 110-112.	4.3	15
115	The Question of School Resources and Student Achievement. Review of Research in Education, 2016, 40, 143-168.	0.8	15
116	Assessing heterogeneity and power in replications of psychological experiments.. Psychological Bulletin, 2020, 146, 701-719.	5.5	14
117	Correcting an analysis of variance for clustering. British Journal of Mathematical and Statistical Psychology, 2011, 64, 20-37.	1.0	13
118	Estimation and testing for differences in effect size: A comment on Hsu.. Psychological Bulletin, 1982, 91, 691-693.	5.5	12
119	The Statistics of Replication. Methodology, 2019, 15, 3-14.	0.5	11
120	[Selection Models and the File Drawer Problem]: Comment. Statistical Science, 1988, 3, .	1.6	11
121	Theoretical Issues in the Synthesis of HIV Prevention Research. Journal of Acquired Immune Deficiency Syndromes (1999), 2002, 30, S8-S14.	0.9	10
122	Adjusting a Significance Test for Clustering in Designs With Two Levels of Nesting. Journal of Educational and Behavioral Statistics, 2009, 34, 464-490.	1.0	9
123	Understanding Statistical Power in Cluster Randomized Trials: Challenges Posed by Differences in Notation and Terminology. Journal of Research on Educational Effectiveness, 2014, 7, 384-406.	0.9	9
124	Overlap between treatment and control distributions as an effect size measure in experiments.. Psychological Methods, 2016, 21, 61-68.	2.7	9
125	Research Synthesis: The State of the Art. International Journal of Aging and Human Development, 1984, 19, 85-93.	1.0	8
126	Childhood Obesity Evidence Base Project: Methods for Taxonomy Development for Application in Taxonomic Meta-Analysis. Childhood Obesity, 2020, 16, S2-7-S2-20.	0.8	8

#	Article	IF	Citations
127	The Role of the Sample in Estimating and Explaining Treatment Effect Heterogeneity. Journal of Research on Educational Effectiveness, 2017, 10, 903-906.	0.9	7
128	Childhood Obesity Evidence Base Project: A Rationale for Taxonomic versus Conventional Meta-Analysis. Childhood Obesity, 2020, 16, S2-1-S2-6.	0.8	7
129	Exploring treatment impact heterogeneity across sites: Challenges and opportunities for early childhood researchers. Early Childhood Research Quarterly, 2022, 58, 14-26.	1.6	7
130	Using Converging Evidence in Policy Formation: The Case of Class Size Research. Evaluation and Research in Education, 2000, 14, 193-205.	0.5	6
131	The early history of metaâ€analysis. Research Synthesis Methods, 2015, 6, 284-286.	4.2	6
132	THE META-ANALYSIS OF RESPONSE RATIOS IN EXPERIMENTAL ECOLOGY. , 1999, 80, 1150.		6
133	The promise of replication in labour economics. Labour Economics, 1997, 4, 111-114.	0.9	5
134	The Design of Replication Studies. Journal of the Royal Statistical Society Series A: Statistics in Society, 2021, 184, 868-886.	0.6	5
135	JOINT DISTRIBUTIONS OF SOME INDICES BASED ON CORRELATION COEFFICIENTS11This work was supported in part by the Spencer Foundation and by the National Science Foundation.. , 1983, , 437-454.		5
136	Applying metaâ€analysis to structural equation modeling. Research Synthesis Methods, 2016, 7, 209-214.	4.2	4
137	Theoretical issues in the synthesis of HIV prevention research. Journal of Acquired Immune Deficiency Syndromes (1999), 2002, 30 Suppl 1, S8-S14.	0.9	4
138	Personalized introductory courses: A longitudinal study. American Journal of Physics, 1978, 46, 207-210.	0.3	3
139	Statistical summaries in research integration. Behavioral and Brain Sciences, 1983, 6, 295-296.	0.4	3
140	29 Meta-Analysis. Handbook of Statistics, 2006, 26, 919-953.	0.4	3
141	Estimation of Population Average Treatment Effects in the <scp>FIRST</scp> Trial: Application of a Propensity Scoreâ€Based Stratification Approach. Health Services Research, 2018, 53, 2567-2590.	1.0	3
142	An evaluation of statistical methods for aggregate patterns of replication failure. Annals of Applied Statistics, 2021, 15, .	0.5	3
143	National Cluster-Randomized Trial of Duty-Hour Flexibility in Surgical Training. Obstetrical and Gynecological Survey, 2016, 71, 348-350.	0.2	2
144	External validity is also an ethical consideration in cluster-randomised trials of policy changes. BMJ Quality and Safety, 2019, 28, 167-167.	1.8	2

#	Article	IF	Citations
145	The effects of downstream clustering in longitudinal studies. Journal of Experimental Education, 2020, , 1-29.	1.6	2
146	Plausibility and influence in selection models: A comment on Citkowicz and Vevea (2017).. Psychological Methods, 2017, 22, 42-46.	2.7	2
147	Consistency of effects is important in replication: Rejoinder to Mathur and VanderWeele (2019).. Psychological Methods, 2019, 24, 576-577.	2.7	2
148	Response : Women, Math, and Test Scores. Science, 1995, 270, 365-365.	6.0	2
149	Multifactor Analyses on Proportions, Variances, Correlations, and Standardized Mean Differences for Independent Groups. Journal of Experimental Education, 1987, 56, 15-23.	1.6	1
150	Abnormal Test Results?-Reply. JAMA Pediatrics, 1990, 144, 1069.	3.6	1
151	Reconstructing the Past: Category Effects in Estimation. Psychology of Learning and Motivation - Advances in Research and Theory, 1992, 28, 251-280.	0.5	1
152	Editors' Comment. Journal of Research on Educational Effectiveness, 2008, 1, 1-1.	0.9	1
153	Comment on â€˜Misunderstandings about Q and â€œCochran's Q Testâ€•in meta analysisâ€™. Statistics in Medicine, 2016, 35, 496-497.	0.8	1
154	Metaanalysis of Related Research. , 1989, , 647-663.		1
155	Meta-Analysis for Explanation: A Case(book) for Caution. Educational Researcher, 1993, 22, 31.	3.3	0
156	Comment on â€˜Multivariate metaâ€analysis: Potential and promiseâ€™. Statistics in Medicine, 2011, 30, 2499-2499.	0.8	0
157	Meta-Analysis: Theory. , 2015, , 272-281.		0
158	Authors' response to letter to the editor. Research Synthesis Methods, 2017, 8, 255-255.	4.2	0
159	The Effects of Microsuppression on State Education Data Quality. Journal of Research on Educational Effectiveness, 2020, 13, 794-815.	0.9	0