

Curriculum Vita of
Harris Cooper, Ph.D.

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Job History

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| 2009 - | Chair, Department of Psychology & Neuroscience, Duke University |
| 2003- | Professor of Psychology & Neuroscience Duke University |
| 2003-2008 | Director, Program in Education Duke University |
| 1985-2003 | Professor of Psychological Sciences University of Missouri-Columbia |
| 1999-2002 | Chair, Department of Psychological Sciences University of Missouri-Columbia |
| 1991-1994 | Frederick Middlebush Professor of Psychology University of Missouri-Columbia |
| 1980-1985 | Associate Professor of Psychology and Research Associate Center for Research in Social Behavior University of Missouri-Columbia |
| 1977-1980 | Assistant Professor of Psychology and Research Associate Center for Research in Social Behavior University of Missouri-Columbia |
| 1976-1977 | Instructor of Psychology Colgate University |

Visiting Positions

- 1991-92 Visiting Scholar, Russell Sage Foundation
New York, New York (summers)
- 1988 Visiting Professor, School of Education
University of Oregon
- 1983-1984 Visiting Scholar, School of Education
Stanford University
- 1975-1976 Post-Doctoral Fellow, Department of Psychology
Harvard University

Education

- 1974-1975 Ph.D. University of Connecticut
Social Psychology
- 1972-1974 M.A. University of Connecticut
Psychology
- 1968-1972 B.A. SUNY at Stony Brook
Psychology and Sociology (with honors)

Awards

- 2008 Ingram Olkin Award for Distinguished Lifetime Contribution to
Research Synthesis
Society for Research Synthesis Methodology
- 2007 Frederick Mosteller Award for Contributions to Research Synthesis
Methodology
International Campbell Collaboration
- 2007 Outstanding Review of Research
American Educational Research Association
- 1997 Interpretive Scholarship Award
American Educational Research Association
- 1992 Gold Chalk Award
Excellence in Graduate Education
University of Missouri-Columbia
- 1984 Raymond B. Cattell Early Career Award for Programmatic Research
American Educational Research Association

Professional Affiliations

American Psychological Association
Division of Educational Psychology (Fellow)
Division of Evaluation, Measurement, and Statistics
Division of Experimental Psychology (Fellow)
Division of Personality and Social Psychology
Association for Psychological Science (Fellow)
American Educational Research Association (Fellow)
Division of Learning and Instruction
Division of Measurement and Research Methods
Division of Teaching and Teacher Education
Society for Research in Child Development
Society for Research on Educational Effectiveness
Society for Research Synthesis Methodology
Society for the Advancement of Social Psychology
Society for Experimental Social Psychology

Editorships

Psychological Bulletin, Editor (2003-June 2009); Advising Editor (1996-2001)
Research Synthesis Methodology, Associate Editor (2008-)
Journal of Research on Educational Effectiveness, Associate Editor (2008-)
Theory into Practice, Special Issue Editor (2004)
Educational Psychologist, Special Issue Editor (2001)
Personality and Social Psychology Bulletin, Special Issue Editor (1991)
Journal of Experimental Education, Advising Editor (1987-2001)
Social Psychology of Education, Associate Editor (1995-2000)
Elementary School Journal, Consulting Editor (1987-1996)
Personality and Social Psychology Bulletin, Consulting Editor (1987-1991)
Journal of Educational Psychology, Advising Editor (1980-1989)
American Educational Research Journal, Advising Editor (1983-1986)

External Research Grants

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| 2008-2009 Principal Investigator | Smith Richardson Foundation “Does Extending the School Day or School Year Improve Academic Achievement?” |
| 2006-2008 Principal Investigator | Russell Sage Foundation Handbook of Research Synthesis, 2 nd Edition |

External Research Grants (continued)

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| 2005-2006 Principal Investigator | Spencer Foundation "After School Programs: A Synthesis of Syntheses" |
| 2001-2006 Principal Investigator | Smith Richardson Foundation and William & Flora Hewlett Foundation "The Center for Research Synthesis Methods" Grant 2001-1347 |
| 2002-2005 Principal Investigator | U.S. Department of Education "Homework: A Research Synthesis with Implications for Policy and Practice" R305T010881 |
| 1997-2000 Principal Investigator | U.S. Department of Education "The Effects of School Calendar Variations on Students, Families and Communities" |
| 1994-1996 Principal Investigator | U.S. Department of Education "An Investigation of the Homework Process" |
| 1990-1993 Co-Principal Investigator | Russell Sage Foundation "The Handbook of Research Synthesis" |
| 1986-1987 Principal Investigator | National Science Foundation, Science and Engineering Education "The Effects of Homework on Science and Mathematics Achievement and Attitudes: An Integrative Research Review" |
| 1982-1985 Principal Investigator | National Institute of Education "A Systematic Examination of the Literature Review and Knowledge Synthesis Activi- |
| ties" 1978-1982 Principal Investigator | National Science Foundation, Social and Developmental Psychology "Communicating Expectations: A Theory and Intervention" |
| 1975-1976 Recipient | ADAMHA National Research Service Award "Intervening in Expectation Communication" |

Books

Cooper, H., Camic, P., Long, D., Panter, A., Rindskopf, D. & Sher, K. (in preparation). *Handbook of Research Methods in Psychology*. Washington, DC: American Psychological Association.

Cooper, H. (in preparation). *Reporting Research in Psychology: How to Meet the New Standards for Journal Articles*. Washington, DC: American Psychological Association.

Cooper, H. (2010). *Research synthesis and meta-analysis: A step-by-step approach (4th Ed.)*. Thousand Oaks, CA: Sage.

Cooper, H., Hedges, L. V. & Valentine, J.C. (Eds.) (2009). *The Handbook of Research Synthesis and Meta-Analysis. (2nd Ed.)*. New York: Russell Sage Foundation.

Cooper, H. (2007). *The battle over homework: Common ground for administrators, teachers, and parents (3rd Ed.)*. Thousand Oaks, CA: Corwin Press.

Cooper, H., Charlton, K., Valentine, J. & Muhlenbruck, L. (2000). *Making the most of summer school*. Monographs Series of the Society for Research in Child Development. Malden, MA: Blackwell.

Cook, T., Cooper, H., Cordray, D., Hartmann, H., Hedges, L., Light, R., Louis, T. & Mosteller, F. (1992). *Meta-analysis for explanation: A casebook*. New York: Russell Sage Foundation.

Cooper, H. (1989). *Homework*. New York: Longman.

Cooper, H. & Good, T. L. (1983). *Pygmalion grows up: Studies in the expectation communication process*. New York: Longman.

Journal Articles and Book Chapters

Research Syntheses and Synthesis Methods

Cooper, H. & Dent, A.L. (in press). Ethical issues in conducting meta-analysis. In A.P. Panter & S. Sterba (eds.). *Handbook of Ethics in Quantitative Methodology*.

Valentine, J.C., Cooper, H., Patall, E.A., Tyson, D. & Robinson, J.C. (in press). A method for evaluating research syntheses: The quality, conclusions, and consensus of twelve syntheses of the effects of after school programs. *Research Synthesis Methods*.

Cooper, H., Allen, A.B., Patall, E.A. & Dent, A.L. (in press). Effects of full-day kindergarten on achievement and social development. *Review of Educational research*.

Cooper, H. & Patall, E.A. (2009). The relative benefits of meta-analysis using individual participant data and aggregate data. *Psychological Method*, 14, 165-176.

Valentine, J. C. & Cooper, H. (2009). Research synthesis and meta-analysis. In M. C. Smith (Ed.), *Handbook on Research in Adult Development and Learning*. New York: Routledge.

Research Syntheses and Synthesis Methods (Continued)

Cooper, H. M., Patall, E. A., & Lindsay, J. J. (2009). Research Synthesis and meta-analysis. In L. Bickman and D. Rog (Eds.), *Applied Social Research Methods Handbook*. Thousand Oaks, CA: Sage.

Cooper, H. (2008). The search for meaningful ways to express the effects of interventions. *Child Development Perspectives*, 2, 181-186.

Patall, E. A. & Cooper, H. (2008). Meta-analysis. In E. Anderman (Ed.). *Psychology of Classroom Learning: An Encyclopedia*. Detroit MI: Macmillan.

Patall, E.A., Cooper, H. & Robinson, J.C. (2008). The effects of choice on intrinsic motivation and related outcomes: A meta-analysis of research findings. *Psychological Bulletin*, 134, 270-300.

Patall, E. A. & Cooper, H. (2008). Conducting a meta-analysis. In P. Alasuutari, L. Bickman, & J. Brannen (Eds.), *The Sage Handbook of Social Research Methods*. London, England: Sage.

Patall, E.A., Cooper, H. & Robinson, J.C. (2008). Parent involvement in homework: A research synthesis. *Review of Educational Research*, 78, 1039-1101.

Cooper, H. (2007). *Evaluating and interpreting research syntheses in adult learning and literacy*. Cambridge MA: National Center for the Study of Adult learning and Literacy.

Cooper, H., Robinson, J.C. & Patall, E.A. (2006). Does homework improve academic achievement?: A synthesis of research, 1987-2003. *Review of Educational Research*, 76 1-62.

Cooper, H., Robinson-Civey, J. & Dorr, N. (2005). Conducting a meta-analysis. In F.T.L. Leong & J.T. Austin (Eds.). *Psychology research handbook: A primer for graduate students and research assistants (2nd Ed.)*. Newbury Park: Sage.

Cooper, H. (2004). Meta-analysis. In M. Lewis-Beck, A. Bryman & T.F. Liao (Eds.). *The Encyclopedia of Research Methods for the Social Sciences* (Vol. 2). Thousand Oaks, CA: Sage. Pp. 635-639.

Cooper, H. & Reach, K. (2004). What is a meta-analysis and how do we know we can trust it? In P. McCardle, P. & V. Chhabra. *The Voice of Evidence in Reading Research: Bringing Research to Classroom Educators*. Baltimore, MD: Brookes Publishing.

Valentine, J. C., DuBois, D. L., & Cooper, H. (2004). The relations between self-beliefs and academic achievement: A systematic review. *Educational Psychologist*, 39, 111-133.

Conn, V., Valentine, J., Cooper, H., & Rantz, M. (2003). Grey literature in meta-analyses. *Nursing Research*, 52, 256-261.

Cooper, H. (2003.) Editorial. *Psychological Bulletin*, 129, 3-9.

Cooper, H., Valentine, J.C., Charlton, K. & Barnett, A. (2003). The effects of modified school calendars on student achievement and school community attitudes: A research synthesis. *Review of Educational Research*, 73, 1-52.

Valentine, J.C. & Cooper, H. (2003). *The Department of Education's What Works Clearinghouse Study Design and Implementation Assessment Device: Version 1.0*. Washington DC: What Works Clearinghouse. Web site: <http://www.w-w-c.org/standards.html>.

Research Syntheses and Synthesis Methods (Continued)

DePaulo, B.M., Lindsay, J.J., Malone, B.E., Muhlenbruck, L., Charlton, K. & Cooper, H. (2003). Cues to deception. *Psychological Bulletin*, 129, 74-118.

- Chalmers, I., Hedges, L.V. & Cooper, H. (2002). A brief history of research synthesis. *Evaluation and the Health Professions*, 25, 12-37.
- Conn, V.S., Valentine, J.C. & Cooper, H. (2002). Interventions to increase physical activity among aging adults: A meta-analysis. *Annals of Behavior Medicine*, 24, 190-200.
- DuBois, D.L., Holloway, B.E., Valentine, J.C. & Cooper, H. (2002). Effectiveness of mentoring programs for youth: A meta-analytic review. *American Journal of Community Psychology*, 30, 157-197.
- Valentine, J.C. & Cooper, H. (2002). Systematic research synthesis on motivation. In M. Maehr & P. Pintrich (Eds.). *Advances in motivation and achievement*, Vol. 12. Hillsdale, NJ: Erlbaum.
- Cooper, H., Valentine, J.C. & Charlton, K. (2000). The methodology of meta-analysis. In R. Gersten, E. Schiller, & S. Vaughn (Eds.). *Contemporary Special Education Research*. Mahwah, NJ: Erlbaum.
- DeNeve, K.M. & Cooper, H. (1998). The happy personality: A meta-analysis of 143 personality traits and subjective well-being. *Psychological Bulletin*, 124, 197-229.
- Cooper, H., DeNeve, K., & Charlton, K. (1997). Finding the missing science: The fate of studies submitted for review by a human subjects committee. *Psychological Methods*, 2, 447-452.
- DePaulo, B.M., Charleton, K., Cooper, H., Lindsay, J.J., & Muhlenbruck, L. (1997). The accuracy-confidence correlation in the detection of deception. *Personality and Social Psychology Review*, 1, 346-357.
- Cooper, H. (1997). Some finer points in conducting a meta-analysis. In M. Hunt, *How science takes stock: The story of meta-analysis*. New York: Russell Sage.
- Anderson, K., Cooper, H. M. & Okamura, L. (1997). Individual differences and attitudes toward rape: A meta-analytic review. *Personality and Social Psychology Bulletin*, 23, 295-315.
- Cooper, H. M., Nye, B., Charlton, K., Lindsey, J. & Greathouse, S. (1996). The effects of summer vacation on student achievement test scores: A meta-analytic and narrative review. *Review of Educational Research*, 66, 227-268.
- Cooper, H. M., & Dorr, N. (1995). Narrative versus meta-analytic reviews: A rejoinder to Graham's comment. *Review of Educational Research*, 65, 515-517.
- Cooper, H. M. & Dorr, N. (1995). Race comparisons on need for achievement: A meta-analytic alternative to Graham's narrative review. *Review of Educational Research*, 65, 483-508.
- Cooper, H. M., Dorr, N., & Bettencourt, B. A. (1995). Putting to rest some old notions about social science. *American Psychologist*, 50, 11-112.
- Cooper, H. M., & Nye, B. (1994). Homework for students with learning disabilities: The implications of research for policy and practice. *Journal of Learning Disabilities*, 27(8), 470-479.
(This paper was reprinted in W. D. Bursock (Ed.). (1995). *Homework: Issues and practices for students with learning disabilities*. Austin, TX: Pro-Ed.)

Research Syntheses and Synthesis Methods (Continued)

Cooper, H. M. (1993). Children and hospitalization: Putting the new reviews in methodological context. *Journal of Developmental and Behavioral Pediatrics, 14*, 45-49

Hedges, L. V., Cooper, H. M., & Bushman, B. (1992). Testing the null hypothesis in meta-analysis: A comparison of combined probability and confidence interval procedures. *Psychological Bulletin, 111*, 188-194.

Cooper, H. M. (1991). An introduction to meta-analysis and the integrative research review. In G. Albrecht and H-U Otto (Eds.), *Social prevention: Theoretical controversies and strategies of evaluation*. Berlin, W. Germany: DeGruyter.

Cooper, H. M. & Lemke, K. M. (1991). On the role of meta-analysis in personality and social psychology. *Personality and Social Psychology Bulletin, 17*, 245-251.

Bushman, B. J., Cooper, H. M., & Lemke, K. M. (1991). Meta analysis of factor analyses: An illustration using the Buss-Durkee Hostility Inventory. *Personality and Social Psychology Bulletin, 17*, 344-349.

Cooper, H. M. (1990). Moving beyond meta-analysis. In K. W. Wachter and M. L. Straf (Eds.), *The future of meta-analysis*. New York: Russell Sage.

Bushman, B. J., & Cooper, H. M. (1990). The effects of alcohol on human aggression: An integrative research review. *Psychological Bulletin, 107*(3), 341-354.

Cooper, H. M. (1990). Meta-analysis and the integrative research review. In C. Hendrick and M. Clark (Eds.), *Research methods in personality and social psychology*. Newbury Park, CA: Sage.

Cooper, H. M. (1989). Synthesis of research on homework. *Educational Leadership, 47* (3), 85-91.

Cooper, H. M., & Ribble, R. G. (1989). Influences on the outcomes of literature searches for integrative research reviews. *Knowledge: Creation, Diffusion, Utilization, 10*, 179-201.

Veemer, E., Coleman, M., Ganong, L. H., & Cooper, H. M. (1989). Marital satisfaction in remarriage: A meta-analysis. *Journal of Marriage and the Family, 51*, 713-725.

Cooper, H. M. (1988). Organizing knowledge syntheses: A taxonomy of literature reviews. *Knowledge in Society, 1*(1), 104-126.

Cooper, H. M., & Hazelrigg, P. (1988). Personality moderators of interpersonal expectancy effects: An integrative research review. *Journal of Personality and Social Psychology, 55*, 937-949.

Hazelrigg, M. D., Cooper, H. M., & Borduin, C. M. (1987). Evaluating the effectiveness of family therapies: An integrative review and analysis. *Psychological Bulletin, 101*, 428-442.

Cooper, H. M. (1986). Literature searching strategies of integrative research reviewers. *Knowledge: Creation, Diffusion, Utilization, 8*, 372-383. (Summary appeared in *American Psychologist, 1985, 40*, 1267-1269.)

Ottenbacher, K., & Cooper, H. (1984). The effect of class placement on the social adjustment of mentally retarded children. *Journal of Research and Development in Education, 17*(2), 1-14.

Cooper, H. M. (1983). Statistical synthesis of research literatures. *Contemporary Psychology, 37*, 835-836.

Research Syntheses and Synthesis Methods (Continued)

Findley, M., & Cooper, H. (1983). The relation between locus of control and achievement. *Journal of Personality and Social Psychology, 44*, 419-427.

Ottensbacher, K., & Cooper, H. M. (1983). Drug treatments of hyperactivity in children. *Developmental Medicine and Child Neurology*, 25, 353-357.

Yu, J. H., & Cooper, H. M. (1983). The effects of research design and incentives upon response rates to questionnaires. *Journal of Marketing Research*, 20, 36-44.

Cooper, H. M. (1982). Scientific guidelines for conducting integrative research reviews. *Review of Educational Research*, 52, 291-302.

(This article was reprinted in R. J. Light (Ed.). (1983). *Evaluation studies review annual 8*, Beverly Hills: Sage.)

Cooper, H. M., Burger, J. M. & Good, T. L. (1981). Gender differences in academic locus of control beliefs of young children. *Journal of Personality and Social Psychology*, 40, 562-572. (Summarized as: Cooper, H. M., Burger, J. M. & Good, T. L. (1980). Gender differences in learning control beliefs of young children. *Evaluation in Education*, 4, 73-75.)

Cooper, H. M., & Rosenthal, R. (1980). Statistical versus traditional procedures for summarizing research findings. *Psychological Bulletin*, 87, 442-449. (A summary of this article, entitled "A comparison of statistical and traditional procedures for summarizing research," appeared in *Evaluations in Education: International Progress*, 1980, 4(1), 33-36.) (Reprinted in R. J. Light (Ed.). (1983). *Evaluation studies review annual 8*, Beverly Hills: Sage.)

Arkin, R. M., Cooper, H. M., & Kolditz, T. (1980). A statistical review of literature concerning the self-serving bias in interpersonal influence situations. *Journal of Personality*, 48, 435-448.

Cooper, H. M. (1979). Statistically combining independent studies: A meta-analysis of sex differences in conformity research. *Journal of Personality and Social Psychology*, 37, 131-146.

Cooper, H. M., & Findley, M. (1982). Expected effect sizes: Estimates for statistical power analysis in social psychology. *Personality and Social Psychology Bulletin*, 8, 168-173.

Cooper, H. M. (1981). On the significance of effects and the effects of significance. *Journal of Personality and Social Psychology*, 41, 1013-1018.

Cooper, H. M., & Arkin, R. M. (1981). On quantitative reviewing. *Journal of Personality*, 49, 225-230. (This article was reprinted in R. J. Light (Ed.). (1983). *Evaluation studies review annual 8*, Beverly Hills: Sage.)

Educational Policy Analysis

Cooper, H., Borman, G. & Fairchild, R. (In press). School calendars and academic achievement. In J. Meese & J. Eccles (Ed.). *Handbook of Research on Schools, Schooling, and Human Development*. New York NY: Taylor & Francis.

Cooper, H. (2009). Homework. In Shweder, R. (Ed.) *The Child: An Encyclopedic Companion*. Pp. 458-460. Chicago, IL: University of Chicago Press.

Educational Policy Analysis (Continued)

Cooper, H. (2008). Homework. In E. Anderman (Ed.). *Psychology of Classroom Learning: An Encyclopedia*. Detroit MI: Macmillan.

Cooper, H. (2008). Homework. In S. Mathison & E.W. Ross (Eds.). *Battleground Schools*. Pp. 319-326. Westport, CN: Greenwood Press.

Cooper, H. (2005). Reading between the lines: Observations on the report of the National Reading Panel and its critics. *Phi Delta Kappan*, 86, 456-461.

Cooper, H. (2004). Is the school calendar dated?: Education, economics, and the politics of time. In G. Borman (Ed). *Summer Learning and the Achievement Gap*. Orinda, CA: Erlbaum.

Reach, K. & Cooper, H. (2004). Homework hotlines: Recommendations for successful practice. *Theory into Practice*, 43, 234-241.

Cooper, H. M. (2002). Is the school calendar dated?: Education, economics, and the politics of time. In G. Borman & M. Boulay (Eds.), *Summer learning: Research, policies and programs*. Mahwah, NJ: Erlbaum

Cooper, H. (2002). Homework. In J.W. Guthrie (Ed.). *The Encyclopedia of Education (2nd Ed.)* New York, NY: Macmillan.

Valentine, J. C., Cooper, H., Bettencourt, B. A., & DuBois, D. L. (2002). Out of school activities and academic achievement: The mediating role of self-beliefs. *Educational Psychologist*, 37, 245-256.

Cooper, H. & Valentine, J.C. (2001). Using research to answer practical questions about homework. *Educational Psychologist*, 36, 143-154.

Cooper, H. (2001). Homework for all - in moderation. *Educational Leadership*, 58, 34-38.

Cooper, H., Jackson, K., Nye, B. & Lindsay, J.J. (2001). A model of homework's influence on the performance evaluations of elementary school students. *Journal of Experimental Education*, 69, 181-202.

(Reprinted in Gall, J. P., Gall, M. D., & Borg, W. R. (2005). *Applying Educational Research: A Practical Guide* (5th edition). Boston: Allyn & Bacon Longman.)

Cooper, H., Lindsay, J.J. & Nye, B. (2000). Homework in the home: How student, family and parenting style differences relate to the homework process. *Contemporary Educational Psychology*, 25, 464-487.

Van Matre, J.C., Valentine, J.C. & Cooper, H. (2000). The effects of students' after-school activities on teachers' academic expectations. *Contemporary Educational Psychology*, 25, 167-183.

Mulhenbruck, L., Cooper, H., Nye, B. & Lindsay, J.J. (1999). Homework and achievement: Explaining the different relations at the elementary and secondary school levels. *Social Psychology of Education*, 4, 295-317.

Cooper, H., Valentine, J.C., Nye, B. & Lindsay, J.J. (1999). Relationships between five after-school activities and academic achievement. *Journal of Educational Psychology*, 91, 1-10.

Cooper, H., Lindsay, J.J., Nye, B., & Greathouse, S. (1998). Relationships between attitudes about homework, the amount of homework assigned and completed, and student achievement. *Journal of Educational Psychology*, 90, 70-83.

Educational Policy Analysis (Continued)

Cooper, H. M. (1996). Speaking power to truth: Reflections of an educational researcher after four years of

school board service. *Educational Researcher*, 25, 29-34.

Cooper, H. M., & Moore, C. J. (1995). Teenage motherhood, mother-only households, and teacher expectations. *Journal of Experimental Education*, 63, 231-248.

Cooper, H. M. (1991). Homework. *Feelings and their medical significance*, 33, 7-10.

Hazelrigg, P. J., Cooper, H. M., & Strathman, A. (1991). Personality moderators of interpersonal expectancy effects: A re-examination of five hypotheses. *Personality and Social Psychology Bulletin*, 17, 569-579.

Cooper, H. M. (1989). Does reducing student-to-instructor ratios affect achievement? *Educational Psychologist*, 24, 79-98.

Cooper, H. M. (1986). On the social psychology of using research reviews: The case of desegregation and black achievement. In R. Feldman (Ed.), *The social psychology of education*. Cambridge, England: Cambridge University Press.

(An abridged version of this paper also appeared in K. W. Wachter and M. L. Straf (Eds.), *The future of meta-analysis*. New York: Russell Sage.)

Tom, D., & Cooper, H. (1986). The effects of student background on teacher performance attributions: Evidence for counter-defensive patterns and low expectancy cycles. *Basic and Applied Social Psychology*, 7, 53-62.

Cooper, H. M. (1985). Models of teacher expectancy effects. In J. B. Dusek (Ed.), *Teacher expectancies*. Hillsdale, N. J.: Erlbaum.

Baron, R. M., Tom, D., & Cooper, H. M. (1985). Social class, race and teacher expectancies. In J. B. Dusek (Ed.), *Teacher expectancies*. Hillsdale, N. J.: Erlbaum.

Cooper, H. M., & Tom, D. (1984). Socioeconomic status and ethnic group differences in achievement motivation. In C. Ames & R. Ames (Eds.), *Student motivation: Volume I*. New York: Academic Press.

Cooper, H. M., & Tom, D. (1984). Teacher expectation research: A review with implications for classroom instruction. *Elementary School Journal*, 85, 77-89.

Moore, W. L., & Cooper, H. M. (1984). Correlations between teacher and student backgrounds and teacher perceptions of discipline problems and techniques. *Psychology in the Schools*, 21, 386-392. Also published with same title in *Discipline*, 5(1), 1-7.

Ridley-Johnson, R., Chance, J., & Cooper, H. (1984). Correlates of children's television viewing: Expectancy, age, and sex. *Journal of Applied Developmental Psychology*, 5, 225-235.

Tom, D., Cooper, H., & McGraw, M. (1984). The influence of student background and teacher authoritarianism on teacher expectations. *Journal of Educational Psychology*, 76, 259-265.

Cooper, H. M. (1983). Communication of teacher expectations to students. In J. M. Levine and M. C. Wang (Eds.), *Teacher and student perceptions: Implications for learning*. Hillsdale, N. J.: Erlbaum.

Educational Policy Analysis (Continued)

Cooper, H. M. (1983). Teacher expectation effects. In L. Bickman (Ed.), *Applied social psychology Annual 4*. San Francisco: Sage.

Ridley-Johnson, R., Cooper, H., & Chance, J. (1983). Children's television viewing and school achievement and I.Q. *Journal of Educational Research*, 76, 294-297.

Cooper, H. M. (1991). Homework. *Feelings and their medical significance*, 33, 7-10.

Hazelrigg, P. J., Cooper, H. M., & Strathman, A. (1991). Personality moderators of interpersonal expectancy effects: A re-examination of five hypotheses. *Personality and Social Psychology Bulletin*, 17, 569-579.

Cooper, H. M. (1989). Does reducing student-to-instructor ratios affect achievement? *Educational Psychologist*, 24, 79-98.

Cooper, H. M. (1986). On the social psychology of using research reviews: The case of desegregation and black achievement. In R. Feldman (Ed.), *The social psychology of education*. Cambridge, England: Cambridge University Press.

(An abridged version of this paper also appeared in K. W. Wachter and M. L. Straf (Eds.), *The future of meta-analysis*. New York: Russell Sage.)

Cooper, H. M. (1979). Pygmalion grows up: A model for teacher expectation communication and performance influence. *Review of Educational Research*, 49(3), 389-410.

Cooper, H. M. (1979). Some effects of preperformance information on academic expectations. *Journal of Educational Psychology*, 71(3), 375-380.

Cooper, H. M. (1979). A systematic replication of the Weiner model for predicting evaluative feedback. *Replications in Social Psychology*, 1(1), 55-58.

Cooper, H. M., & Baron, R. M. (1979). Academic expectations, attributed responsibility and teacher reinforcement behavior: A suggested integration of conflicting literatures. *Journal of Educational Psychology*, 71(2), 274-277.

Cooper, H. M., Burger J. M., & Seymour, G. E. (1979). Classroom context and student ability as influences on teacher perceptions of classroom control. *American Educational Research Journal*, 16(2), 189-196.

Cooper, H. M. (1977). Controlling personal rewards: Professional teachers' differential use of feedback and the effects of feedback on students' motivation to perform. *Journal of Educational Psychology*, 69(4), 419-427.

Cooper, H. M., & Baron, R. M. (1977). Academic expectations and perceived personal responsibility as predictors of professional teachers' reinforcement behavior. *Journal of Educational Psychology*, 69(4), 409-418.

Cooper, H. M., & Lowe, C. A. (1977). Task information and attributions for academic performance by professional teachers and role players. *Journal of Personality*, 45, 469-483.

Cooper, H. M., Lowe, C. A., & Baron, R. M. (1976). Pattern of past performance and expected future performance: A reversal of the unexpected primacy effect. *Journal of Applied Social Psychology*, 6(1), 31-39.

Cooper, H. M., Baron, R. M., & Lowe, C. A. (1975). The importance of race and social class information in the formation of expectancies about academic performance. *Journal of Educational Psychology*, 67(2), 312-319.

Other Publications

APA Publication and Communication Board Working Group on Journal Article Reporting Standards (2008). Reporting Standards for Research in Psychology:: Why Do We Need Them? What Might They Be? *American Psychologist*, *63*, 839-851.

Valentine, J.C. & Cooper, H. (2008). A Systematic and Transparent Approach for Assessing the Methodological Quality of Intervention Effectiveness Research: The Study Design and Implementation Assessment Device (Study DIAD). *Psychological Methods*, *13*, 130-149.

Wynn, S. & Cooper, H. (2007). Bob Dylan. In G.L. Anderson & K. Herr, (Eds.). *Encyclopedia of Activism and Social Justice*, 489-492. Thousand Oaks, CA: Sage.

Cooper, H. (2006). Psychological testing in *The Simpsons*. In A. Brown (Ed.), *D'Oh: The Psychology of the Simpsons*. Dallas TX: Benbella.

Cooper, H. (2006). Research questions and research designs. In P.A. Alexander, P.H. Winne & G Phye (Eds.), *Handbook of Research in Educational Psychology* (2nd ed.). Mahwah, NJ: Erlbaum & Associates. Pp.849-877.

Valentine, J. C. & Cooper, H. (2005). Can we measure the quality of causal research in education? In G. D. Phye, D. H. Robinson, & J. Levin (Eds.), *Experimental methods for educational interventions: Prospects, pitfalls and perspectives*. San Diego: Elsevier Press. Pp. 85-112.

Valentine, J. C., Blankenship, V., Cooper, H., & Sullins, E. S. (2001). Interpersonal expectancy effects and the preference for consistency. *Representative Research in Social Psychology*, *25*, 26-33.

Dorr, N., Cooper, H. M., & Okamura, L. S. (1998). Social psychology textbook citations: Changes across a decade. *Contemporary Social Psychology*, *18*, 63-74.

Cooper, H. M., Okamura, L., & O'Neil, P. (1995). Situation and personality correlates of psychological well-being: Social activity and personal control. *Journal of Research in Personality*, *29*, 395-417.

Cooper, H. M. (1993). In search of a social fact: A commentary of the study of interpersonal expectation effects. In P. D. Blanck (Ed.) *Interpersonal expectations: Theory, research and application*. Cambridge, England: Cambridge University Press.

Cooper, H. M., DeNeve, K., & Mosteller, F. (1992). Predicting professional sports outcomes from intermediate game scores. *Chance: New Directions for Statistics and Computing*, *5* (3-4), 18-22.

Cooper, H. M., Okamura, L., & Gurka, U. (1992) Social activity and subjective well-being. *Personality and Individual Differences*, *13*, 573-583.

Cooper, H. M., Baumgardner, A. H., & Strathman, A. (1991). Do students with different characteristics take part in psychology experiments at different times of the semester? *Journal of Personality*, *59*, 109-127.

Cooper, H. M. (1987). The proof is in the putting: A defense of methodology as the depository of social facts. *Contemporary Social Psychology*, *12*(2), 72.

Cooper, H. M. (1985). The effect of familiarity, gender, and institutional prestige on evaluations of convention program proposals. *Journal of Research and Development in Education*, *18*, 25-28.

Other Publications (Continued)

Cooper, H. M. (1984). Methodology as the depository of social facts. *Contemporary Social Psychology*, *10*, 63-64.

Findley, M., & Cooper, H. M. (1981). A comparison of introductory social psychology textbook citations in five research areas. *Personality and Social Psychology Bulletin*, 7, 173-176.

Burger, J. M., & Cooper, H. M. (1980). The desirability of control. *Motivation and Emotion*, 3, 381-393.

Invited Addresses

Cooper, H. (2008, October). Can we overcome the disconnections between what decisionmakers want to know and what policy researchers tell them? The case of homework's effect on academic achievement. Workshop convened by of the National Academy of Sciences. Irvine, CA.

Cooper, H. (2009, July). Ethical issues in conducting meta-analysis. Invited address at the annual meeting of the Society for Research Synthesis Methodology, Seattle, WA.

Cooper, H. (October, 2007). What is an effect size? Consumer education about statistical terms: Helping education audiences find meaning in research results. Invited address at the Annual Summit Office of English Language Acquisition, Washington, DC.

Cooper, H. (January, 2006). Improving afterschool programs by improving self-assessment. Invited address at the annual meeting of the National Network of Statewide Afterschool Networks, Atlanta, Georgia.

Cooper, H. (August, 2005). Serving two masters: Homework research as a case study in performing rigorous research synthesis that also meets the needs of practitioners and policy makers. Paper presented at the Nordic Social Science Conference on the Effects of Public Policy Interventions. Copenhagen, Denmark.

Cooper, H. (August, 2005). Introduction to Systematic Campbell Reviews. Paper presented at the Nordic Social Science Conference on the Effects of Public Policy Interventions. Copenhagen, Denmark.

Cooper, H. (August, 2005). Introduction to Systematic Campbell Reviews Paper presented at the Nordic Social Science Conference on the Effects of Public Policy Interventions. Copenhagen, Denmark.

Cooper, H. (June, 2005). Transmission channels: Originators and intermediaries. Invited paper presented at "conference on "Knowledge Use in Education" at the Social Science Research Council, New York, NY.

Cooper, H. (April, 2005). Summer learning loss and the effectiveness of summer program in improving outcomes for children and youth. Invited paper presented at the Annual Conference of the Center for Summer Learning, Baltimore, MD.

Cooper, H. (2005, February). The Campbell Collaboration systematic review. Paper presented at the annual Campbell Collaboration Colloquium, Lisbon, Portugal.

Cooper, H. (2005, February). Homework help: Effective practices in afterschool settings. Invited paper presented at the annual conference of the National Network of Statewide Afterschool Networks, Albuquerque, New Mexico.

Cooper, H. (2003, October). Introduction to the Campbell Collaboration. Invited address at the annual meeting of the International Cochrane Collaboration, Barcelona, Spain.

Cooper, H. (2003, July). Using Research Synthesis and Meta-Analysis to Inform Educational Policy and Practice. Invited paper presented at the Workshop on Understanding and Promoting Knowledge Accumulation in Education: Tools and Strategies for Educational Research, National Research Council, Washington, DC.

Cooper, H. (2003, May). Assessing the Design and Implementation of Research on Educational Interventions: The Approach of the "What Works Clearinghouse. Paper presented at the annual meeting of the Show-Me Center's Researchers' Workshop, Columbia, MO.

Invited Addresses (Continued)

Cooper, H. (2002, September). *Making the most of summer school*. Invited presentation at the Reading Is Fundamental Conference on Summer Learning Loss, Washington, DC.

Cooper, H. (2003, April). What Works Clearinghouse. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.

Cooper, H. (June, 2002). Summer learning loss and the effectiveness of summer school. Testimony before the U.S. Senate Committee on Health, Education, Labor and Pensions. Washington, DC.

Cooper, H. (2002, February). The Campbell review process: From "Has anyone else had this idea" to "Yes, Tom Brokaw, I am the author of that systematic review." Invited address at the annual Campbell Collaboration Colloquium, Philadelphia, PA.

Cooper, H., & Hafdahl, A. R. (2002, February). The Campbell Collaboration systematic review. Paper presented at the annual Campbell Collaboration Colloquium, Philadelphia, PA.

Cooper, H. (2001, August). *Issues in data sharing*. Invited roundtable discussion presented at the annual meeting of the American Psychological Association, San Francisco, CA.

Cooper, H. (2001, February). *The effects of summer vacation on achievement test scores*. Invited address presented at the California State Institute for Educational Reform, Sacramento, CA.

Cooper, H. (2000, July). *Is the school calendar dated?: Education, economics, and the politics of time*. Invited address presented at Summer Learning and the Achievement Gap: First National Research Conference, Johns Hopkins University, Baltimore, MD.

Cooper, H. (2000, June). *Strengthening the role of research in policy decisions: The Campbell Collaboration and the promise of systematic reviews*. Invited paper presented at the annual regional Conference on Research in Public Universities, Merrill Advanced Studies Center, Lawrence, KS.

Cooper, H. (2000, February). *What we know about summer loss and summer school*. Invited address presented at the annual conference of the National Association for Year-Round Education, San Diego, CA.

Cooper, H. (1999, November). *Using research to answer student, parent, and teacher questions about homework*. Invited address at the annual Learning Disorders Conference, Harvard School of Education, Cambridge, MA.

Cooper, H. (1999, October). *What research says about homework*. Invited address at the annual meeting of the Missouri Parent Teacher Association, Columbia, MO.

Cooper, H. (1999, April). *Making the most of summer school: What research says about policy and practice*. Invited workshop at the annual meeting of the *National School Board Association*, San Francisco, CA.

Cooper, H. (1999, March). *What we know about summer loss and summer school*. Invited address presented at the annual conference of the Georgia Association for Year-Round Education, Atlanta, GA.

Invited Addresses (Continued)

Cooper, H. (1999, February). *What we know about summer loss and summer school*. Invited address presented at the annual conference of the National Association for Year-Round Education, San Diego, CA.

Cooper, H. (1998, May). *What we know about summer loss and summer school*. Invited address presented at the Chicago Teacher's Union Quest Conference, Chicago, IL.

Cooper, H. (1998, March). *What we know about summer loss and summer school*. Invited address presented at the annual meeting of the Northwest Association for Year-Round Education, Seattle, WA.

Cooper, H. (1998, February). *What we know about summer loss and summer school*. Invited address presented at the annual meeting of the National Association for Year-Round Education, Houston, TX.

Cooper, H. (1997, November). *What we know about summer learning loss*. Invited address presented at the annual meeting of the Arizona Association for Year-Round Education, Phoenix, AZ.

Cooper, H. (1997, February). *What we know about summer learning loss*. Invited address presented at the annual meeting of the National Association for Year-Round Education, San Diego, CA.

Cooper, H. (1996, September). *Educational research priorities for the next decade*. Invited address to the Conference on Educational Reform and Transformation. Department of Education, Boston.

Cooper, H. (1996, March). *Overview of research synthesis and meta-analytic procedures*. Invited address presented at the Center for Research in Chronic Disorders, School of Nursing, University of Pittsburgh.

Cooper, H. M. (1995, July). *The methodology of research synthesis*. Invited address at the Office of Special Education Research Project Director's Conference, Washington, DC.

Cooper, H. M. (1994, June). *What is research synthesis? A brief overview*. Invited paper at the National Conference on Research Synthesis: Social Science Informing Public Policy, Washington, DC.

Cooper, H. M. (1993, April). *Homework*. Invited address at the University of Minnesota, Minneapolis, MN.

Cooper, H. M. (1993, February). *Integrating research and literature review*. Invited address at the Institute for Health Care Delivery Research, Salt Lake City, UT.

Cooper, H. M. (1992, April) *Meta-analysis: Its contribution to theory development*. Invited address at Nursing Research Conference, Columbia, MO.

Cooper, H. M. (1991, June). *Meta-analysis and the integrative research review*. Invited address at the School of Nursing, University of Alabama, Birmingham.

Cooper, H. M. (1991, March). *The integrative research review*. Invited address at Issues in Nursing Research Conference, Park City, Utah.

Cooper, H. M. (1990, September). *Meta-analysis and the integrative research review*. Invited address at the Ohio State University, Columbus, Ohio.

Cooper, H. M. (1989, October). *Meta-analysis and the integrative research review*. Invited address at the meeting of Operations Research Society of America/Institute of Management Science, New York, New York.

Invited Addresses (Continued)

Cooper, H. M. (1988, December). *An introduction to meta-analysis and the integrative research review*. Invited address at the 4th International Symposium on Social Prevention in Childhood and Adolescence, Bielefeld.

eld, West Germany.

Cooper, H. M. (1987, June). *Homework: An integrative research review*. Invited presentation at the Conference of National Science Foundation Secondary School Mathematics Projects, Washington, DC.

Cooper, H. M. (1987, May). *Scientific guidelines of the integrative research review*. Invited colloquium at the Center for Human Development and Education, Temple University.

Cooper, H. M. (1986, November). *Homework: An integrative research review*. Invited paper at the Conference of National Science Foundation Elementary School Mathematics Projects, Fullerton, CA.

Cooper, H. M. (1986, October). *Moving beyond meta-analysis*. Invited paper at the National Committee on Statistics Conference on the Future of Meta-Analysis, Hedgesville, W. VA.

Cooper, H. M. (1986, June). *Chapter 1 programs reduce student-to-instructor ratios but do reduced ratios affect achievement?* Invited paper at the Conference on Alternative Designs in Compensatory Education, Washington, DC. (This paper also appeared in Williams, B. I., Richmond, P. A., & Mason, B. J. (1986). *Designs for compensatory education: Conference proceedings and papers*. Washington, DC: Research and Evaluation Associates, Inc.

Cooper, H. M. (1985, December). *Moving beyond meta-analysis*. Invited address at Virginia Polytechnic Institute and State University.

Cooper, H. M. (1979, October). *Communication of teacher expectancies to students*. Paper presented at a national invitational conference on Teacher and Student Perceptions of Success and Failure and Implications for Learning and Instruction, University of Pittsburgh.

Cooper, H. M. (1985, September). *Teacher expectation effects: A review with implications for classroom instruction*. Invited address presented to the Central Institute for Educational Research, Beijing, China.

Cooper, H. M. (1985, April). *The literature review: Knowledge synthesis activities in education and psychology*. Invited address presented at the meeting of the American Educational Research Association, Chicago.

Cooper, H. M. (1983, May). *Scientific guidelines for conducting integrative research reviews*. Invited address presented to the Midwestern Psychological Association, Chicago.

Paper Presentations

Cooper, H. & Patall, E. A. (2008, July). The Relative Benefits of Meta-Analysis of Individual Participant Data and Meta-Analysis of Group Statistics Paper presented at the annual meeting of the Society for Research Synthesis Methodology, Corfu, Greece.

Patall, E. A., Cooper, H., & Wynn, S. (2008, March). Choice in the classroom: Effectiveness and relative importance. Poster session presented at the Annual Meeting of the American Education Research Association.

Patall, E. A., Cooper, H., & Wynn, S. (2008, February). The importance of providing choices in the classroom. Poster session presented at the 9th Annual Meeting of the Society for Personality and Social Psychology.

Patall, E. A. & Cooper, H. (2007, April). Parent Involvement in Homework: A Research Synthesis. Paper presented at the Annual Meeting of the American Education Research Association.

Patall, E. A. & Cooper, H. (2007, March). Parent Involvement in Homework: A Research Synthesis. Poster session presented at the Biennial Meeting of the Society for Research in Child Development.

Perlman, S.B. & Cooper, H. (2007, March). Cardiac vagal tone: Mapping the physiological substrates of development in infancy and early childhood. Poster presented at the meeting of the Society for Research in Child Development, Boston, MA.

Patall, E. A. & Cooper, H. (2007, January). The Role of Choice in Intrinsic Motivation, Task Performance, and Related Outcomes: A Research Synthesis. Poster session presented at the Annual Meeting of the Society for Personality and Social Psychology.

Cooper, H. (2006, April). Invited panelist for session titled "Out of School Time Research: Looking Back, Looking Ahead." Presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Robinson, J.C., & Cooper, H. (2005, April). Homework and achievement: A synthesis of recent research. Paper presented at the annual meeting of the North Carolina Association for Research in Education, Chapel Hill, NC.

Patall, E., & Cooper, H. (2005, April). The effectiveness of parent involvement in homework for student achievement. Paper presented at the annual meeting of the North Carolina Association for Research in Education, Chapel Hill, NC.

Cooper, H. (2004, April). The role of replication in qualitative research. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Valentine, J. C. & Cooper, H. (2004, February). The effects of modified school calendars on student achievement and student and community attitudes. Paper presented at the Annual Meeting of the National Association for Year-Round Education, San Diego, CA.

Cooper, H. & Valentine, J.C. (2003, November). Research standards of the What Works Clearinghouse. Paper presented at the annual meeting of the American Evaluation Association, Reno, Nevada.

Cooper, H. (2003, April). What Works Clearinghouse. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.

Cooper, H. (2002, November). The role of the What Works Clearinghouse in creating an evidence-based education system. Paper presented at the annual meeting of the American Evaluation Association, Washington, DC.

Paper Presentations (Continued)

Valentine, J.C. & Cooper, H. (2002, September). An approach for assessing the design and implementation of studies of educational policies and practices. Paper presented at the 1st meeting of the Campbell Collaboration

Methods Groups, Baltimore, MD.

Conn, V., Valentine, J., & Cooper, H. (2002, April). Interventions to increase physical activity among aging adults: A meta-analysis. Society of Behavioral Medicine, Washington, DC, April 2002. Received a Citation of Merit award from Society of Behavioral Medicine as an outstanding research contribution.

Cooper, H. (2002, March). Extended learning: School content through homework support. Paper presented at the Conference on After School Settings: Learning with Excitement. Harvard Graduate School of Education, Boston, MA.

Cooper, H. (2001, April). *Uses of meta-analysis in the public policy arena: The case of homework*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.

Cooper, H. & Hedges, L.V. (2001, February). *What is a Campbell Collaboration Systematic Review?* Paper presented at the 1st Annual meeting of the Campbell Collaboration, Philadelphia, PA.

Cooper, H. & Hedges, L.V. (2001, February). *What is a Campbell Collaboration Review Protocol?* Paper presented at the 1st Annual meeting of the Campbell Collaboration, Philadelphia, PA.

DePaulo, B.M., Anderson, D.E. & Cooper, H. (1999, October). *Explicit and implicit deception detection*. Paper presented at the annual meeting of the Society for Experimental Social Psychology, St. Louis, MO.

DuBois, D.L., Holloway, B.E., Cooper, H. & Valentine, J.C. (1999, June). Effectiveness of mentoring programs for youth: A meta-analytic review. In B. Guzman (Chair), Ensuring the future: A closer look at youth mentoring programs. Symposium presented at the Seventh Biennial Conference on Community Research and Action, New Haven, CT.

Cooper, H., Valentine, J.C., Lindsay, J.J. & Nye, B. (1999, June). *Relationships between five after-school activities and academic achievement*. Paper presented at the annual meeting of the American Psychological Society, Denver, CO.

Cooper, H., Valentine, J.C., Lindsay, J.J. & Nye, B. (1999, May). *The relationship between five after school activities and academic achievement*. Paper presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.

Lindsay, J.J., DePaulo, B. M., Cooper, H., Muhlenbruck, L. & Charlton, K. (May, 1998). *Verbal, Behavioral, and Vocal-Paralinguistic cues to deception: A meta-analytic review*. Paper presented at the meeting of the American Psychological Society meeting, Washington, DC.

Cooper, H. (April, 1998). *Student, family, and assignment characteristics of positive homework experiences*. Paper presented at the meeting of the American Educational Research Association, San Diego, CA.

Stern, B.L., Cooper, H., Peterson, L. & Eppright, T.D. (November, 1997). *Child factors related to maltreatment and child injury*. Paper presented at the meeting of the American Association of Behavior Therapy, Miami FL.

Dahlmeier, J., Cooper, H. & Erickson, D. (October, 1996). *A meta-analysis of predictors of suicidal behavior in adolescents*. Paper presented at the Annual Kansas Conference on Child Clinical Psychology, Lawrence, Kansas.

Paper Presentations (Continued)

Anderson, K., Cooper, H., & Okamura, L. (1996, August). Individual differences and rape attitudes: A meta-analysis. In *Sexual violence: Developing assessments, innovative interventions, qualitative and quantitative research*. Symposium conducted at the meeting of the American Psychological Association, Toronto, Canada.

Cooper, H. (May, 1996). Psi Chi/Psi Beta roundtable discussion on chapter vitality. Midwestern Psychological Association, Chicago.

Cooper, H., Nye, B., & Charlton, K. (1996, April). *The effects of summer vacation on student achievement test scores: A meta-analytic review*. Paper presented at the meeting of the American Educational Research Association, New York.

Cooper, H. (July, 1995). *The methodology of research synthesis*. Keynote address at the Office of Special Education Research Project Directors' Conference, Washington, DC.

Cooper, H. (December, 1995). *Homework*. Workshop presented to the principals of the Nashville School District, Nashville, TN.

Thayer, J. F., Dorr, N., van Doornan, L.J.P., Cooper, H., & Soolers, J. et al. (1995). Fitness and cardiovascular reactivity: A meta-analysis. *Psychosomatic Medicine*, 57, 92.

Cooper, H. M. (1993). *Homework research and policy: A review of the literature*. Paper presented at the Conference on Teacher Education: From Practice to Theory, Tel Aviv, Israel.

Cooper, H. M., & DeNeve, K. (1993). *Measuring religiousness without ideology: Two validation studies*. Paper presented at the annual meeting of the American Psychological Society, Chicago, IL.

Cooper, H. M. (1993). *Meta-analysis in the 1990s: The state of the science*. Paper presented at the meeting of the American Association of the Advancement of Science, Boston, MA.
DeNeve, K., & Cooper, H. M. (1993). *Is religion the opiate of the people? Relating religiousness to subjective well-being*. Paper presented at the annual meeting of the American Psychological Society, Chicago, IL.

Cooper, H. M., Okamura, L., & McNeil, P. (1992). *Correlates of psychological well-being*. Paper presented at the meeting of the American Psychological Society, San Diego, CA.

Cooper, H. M., & Okamura, L. (1992). *Validation of a measure of social activity*. Paper presented at the joint meeting of the Society for Experimental Social Psychology and the European Association for Experimental Social Psychology, Louvain-la-Neuve, Belgium.

Okamura, L., & Cooper, H. M. (1992). *Social interaction and psychology well-being*. Paper presented at the meeting of the Midwestern Psychological Association, Chicago, IL.

Cooper, H. M., Hedges, L. V., & Bushman, B. (1990). *Testing the null hypothesis in meta-analysis: Probability and effect size procedures give similar results*. Paper presented at the meeting of the American Psychological Society, Dallas, TX.

Bushman, B., Cooper, H. M., & Lemke, K. M. (1990). *Meta-analysis of factor analysis: An illustration using the Buss-Durkee Hostility Inventory*. Paper presented at the meeting of the Midwestern Psychological Association, Chicago, IL.

Paper Presentations (Continued)

Miller, P. J., Cooper, H. M., & Strathman, A. (1987). *Personality moderators of the experimenter expectancy effect: An integrative research review*. Paper presented at the meeting of the Midwestern Psychological Association, Chicago, IL.

Cooper, H. M., & Baumgardner, A. H. (1986). *Do experimental subjects differ at different times of the semester?* Paper presented at the meeting of the American Psychological Association, Washington, DC.

Cooper, H. M., & Ribble, R. (1986). *Influences on the outcome of literature searches for research reviews*. Paper presented at the meeting of the American Psychological Association, Washington, DC.

Cooper, H. M. (1984). *Teacher expectation effects*. Paper presented at the meeting of the Society for

Experimental Social Psychology, Snowbird, Utah.

Tom, D. Y., & Cooper, H. M. (1984). *Academic attributions for success and failure among Asian Americans*. Paper presented at the meeting of the American Educational Research Association, New Orleans.

Cooper, H. M. (1983). A historical overview of teacher expectation effects. In J. Straussner (Coordinator), *Adult cognitive functioning and the expectancy phenomenon*. Symposium presented at the meeting of the American Psychological Association, Anaheim.

Cooper, H. M. (1983). Six reviews of research on desegregation and black achievement: What they tell us about research synthesis. In P. Wortman (Chair), *An analysis of methodologies used in syntheses of research on desegregation and student achievement*. Symposium presented at the meeting of the American Educational Research Association, Montreal.

Tom, D., & Cooper, H. M. (1983). *Social class and race effects on achievement motivation*. Paper presented at the meeting of the American Educational Research Association, Montreal. Tom, D. Y., & Cooper, H. M. (1983). Teacher cognitive style, expectations and attributions for student performance. In J. Straussner (Coordinator), *Adult cognitive functioning and the expectancy phenomenon*. Symposium presented at the meeting of the American Psychological Association, Anaheim.

Tom, D. Y., Cooper, H. M., & Baron, R. M. (1983). *Social class, race and teacher expectations*. Paper presented at the Midwestern Psychological Association, Chicago.

Cooper, H. M. (1982). The literature review: Elevating its status to scientific inquiry. In D. Hartman (Chair), *Recent developments in meta-analysis*. Paper presented at the meeting of the American Psychological Association, Washington, DC.

(This paper was also presented in M. Steinkamp [Chair]. [1982]. *Meta-analysis and the synthesis of research findings*. Symposium presented at the meeting of the American Educational Research Association, New York.)

Cooper, H. M. (1982). *The relation between locus of control and academic achievement*. Paper presented to the Motivation in Education Special Interest Group at the meeting of the American Educational Research Association, New York.

Ottensbacher, K., & Cooper, H. M. (1982). *The effects of class placement on the social adjustment of mentally retarded children*. Paper presented at the meeting of the American Educational Research Association, New York.

Paper Presentations (Continued)

Cooper, H. M. (1981). Elevating the literature review to scientific inquiry. In G. Roid, *Meta-analysis and the synthesis of research findings*. Symposium to the meeting of the American Educational Research Association, Los Angeles.

Cooper, H. M. (1980). Verbal behaviors as mediators of teacher expectation effects. In V. Derlega (Coordinator), *Social mediators of teacher expectation effects*. Symposium presented to the meeting of the American Psychological Association, Montreal.

Cooper, H. M. (1979). A theoretical and methodological overview. In R. Baron (Chair), *Understanding Pygmalion: Using social psychology to explain self-fulfilling classroom expectations*. Symposium presented at the meeting of the American Psychological Association, New York.

(All six papers presented in this symposium were based on our research program funded by the National Science Foundation. The five other papers were:

Blakey, S. L. *Teachers as predictors of student behavior: Expectations in classrooms*; Burger, J. M. *Teachers as attributors of student behavior*; Good, T. L. *Studying and modifying classroom behavior*; Hinkel, G. M. *Teacher perceptions of personal control*; Sterling, J. *Students' perceptions of personal control*.)

Cooper, H. M., & Burger, J. M. (1978). *Categorizing open-ended academic attributions: A replication of earlier findings*. Paper presented to the meeting of the American Psychological Association, Toronto. Cooper, H. M. (1976). *A function and effect of criticism in the classroom*. Paper presented to the meeting of the American Psychological Association, Washington, DC.

Cooper, H. M. (1976). Academic expectations, attributions of responsibility and feedback behavior of professional teachers. In I. Frieze (Coordinator), *The development of achievement related attributional processes*. Symposium presented to the meeting of the Eastern Psychological Association, New York.

Chair, Critic, and Discussant Presentations

Cooper, H. Discussant. (2008). Methodological issues in systematic reviews of research on educational programs. Annual meeting of the Society for Research on Educational Effectiveness. Crystal City, VA.

Cooper, H. Discussant. (2005). *Features of After-School programs that Promote Development*. Biennial meeting of the Society for Research in Child Development. Atlanta, GA.

Cooper, H. Discussant. (2004). *Summer learning session*. Jacobs Center Conference on Educational Influences. Zurich Switzerland.

Cooper, H. (Discussant). (2001). *Homework in the Home: How student, family, and parenting style differences relate to the homework process*. American Educational Research Association, Seattle, WA.

Cooper, H. (Discussant). (1996). *Psi Chi/Psi Beta roundtable discussion on chapter vitality*. Midwestern Psychological Association, Chicago, IL.

Cooper, H. (Discussant). (1993). *Student ratings of instruction: Meta-analysis of their dimensionality and construct validity*. Discussant at the meeting of the American Educational Research Association, Atlanta, GA.

Cooper, H. (Chair). (1991). *Classroom and situational influences on student motivational beliefs*. Paper session at the meeting of the American Educational Research Association, Chicago, IL.

Chair, Critic and Discussant Presentations (Continued)

- Cooper, H. M. (Chair). (1991). *Classroom behavior and student motivation: Help seeking, questioning, grouping*. Poster session at the meeting of the American Educational Research Association, Chicago, IL.
- Cooper, H. M. (Discussant). (1989). *Meta-analysis and psychological gender differences*. Symposium at the meeting of the American Psychological Association, New Orleans, LA.
- Cooper, H. M. (Chair). (1989). *Learning to teach*. Paper session at the meeting of the American Educational Research Association, San Francisco, CA.
- Cooper, H. M. (Chair). (1989). *New techniques in meta-analysis*. Symposium at the meeting of the American Educational Research Association, San Francisco, CA.
- Cooper, H. M. (Discussant). (1988). *Using meta-analysis to test social psychological theory*. Symposium at the meeting of the American Psychological Association, Atlanta, GA.
- Cooper, H. M. (Chair). (1987). *Student motivation and learning: The role of attributional and mastery orientations*. Paper at the meeting of the American Educational Research Association, Washington, DC.
- Cooper, H. M. (Chair). (1986). *Does study methodology affect research outcomes?* Symposium at the meeting of the American Educational Research Association, San Francisco.
- Cooper, H. M. (Chair). (1986). *Attribution processes and school learning*. Paper session at the meeting of the American Educational Research Association, San Francisco.
- Cooper, H. M. (Chair). (1984). *Students' motivation in diverse instructional settings*. Paper session at the meeting of the American Educational Research Association, New Orleans.
- Cooper, H. M. (Chair). (1983). *Instruction-related personality measurement*. Paper session at the meeting of the American Psychological Association, Anaheim.
- Cooper, H. M. (Chair and critic). (1983). *Psychological factors in instruction*. Paper session at the meeting of the American Educational Research Association, Montreal.
- Cooper, H. M. (Discussant). (1983). In L. Fyans (Chair), *New perspectives on the measurement of motivation*. Symposium at the meeting of the American Educational Research Association, Montreal.
- Cooper, H. M. (Chair and critic). (1982). *Student achievement level effects on teacher-student interaction*. Paper session at the meeting of the American Educational Research Association, New York.
- Cooper, H. M. (Critic). (1981). *Attribution theory in a classroom context*. Paper session at the meeting of the American Educational Research Association, Los Angeles.

Teaching Experience

Research Synthesis & Meta-Analysis (Graduate Level)

Topics: Literature searching, scientific communication networks, citation analyses, replication, biases in information sources and processing, judging research quality, factors effecting relevance decisions, effect size estimation, meta-analysis and other techniques for research synthesis.

Research Design (Graduate Level)

Topics: Research validity, measurement validity, secondary analysis, content analysis, nonreactive measures, the measurement of change, cross-lagged panel correlation, time series design and analysis, statistical outliers, multi-variate statistics, effect size estimation and power analysis, literature reviewing.

Research Methods in Psychology (Undergraduate Level, both Honors and non-Honors courses)

Topics: Determinism, causality, abstraction, theory, literature reviewing, hypothesis formulation, experimental design, quasi-experimental design, measurement, data analysis, single subject research, ethical issues, report writing.

An Introduction to Scientific Reasoning (Undergraduate Honors)

Topics: Methods of knowing, philosophers of science, causality, types of theories, scientific instrumentation, the nature of experiments, critical experiments, mathematics and science, statistical tests, history of science, fraud and ethics, the social organization of science.

Honors Research Seminar (Undergraduate Level)

Topics: Independent research supervision, advanced topics in research methodology, ethics in research, preparation for the graduate school experience, the art and science of oral and poster presentations, writing a research report.

Advanced Problems in Psychological Statistics: Multivariate Analyses (Graduate Level)

Topics: Linear relations, correlation and regression, the General Linear Model, matrix algebra, significance testing, interpretation of GLM out-put, experimental design, sets, power analysis, nonlinear relations, missing data, path analysis, multivariate statistics, factor analysis (1977-1979).

Departmental Administrative Posts

Chair, Department of Psychological Sciences, University of Missouri (1999-2002)

The Department of Psychology & Neuroscience has 35 regular faculty and 20 non-regular faculty and trained over 70 graduate students and 400 undergraduate majors.

Director, Program in Education, Duke University (2003-2008)

The Program in Education provides coursework in education for the Duke University campus and grants teaching licenses to undergraduates in both elementary and secondary education.

Chair, Department of Psychological Sciences, University of Missouri (1999-2002)

The Department of Psychology had over 30 regular faculty and 20 non-regular faculty and trained over 70 graduate students and 800 undergraduate majors.

Associate Chair for Budget and Finance, (1998-1999)

Duties included helping set departmental priorities for spending, monitoring expenditures.

Director of the Undergraduate Honors Program (1993-2003)

Duties included recruitment of honors-eligible senior psychology majors, placement of students with advisors for independent research projects, coordination of research seminar.

Director of the Social Psychology Training Program (1988-1989, 1991-1997)

Duties included coordinating teaching assignments and research space for training area faculty, graduate student admissions and evaluation, curriculum planning.

Director of Graduate Studies (1981-1985)

Duties included revision and interpretation of departmental graduate degree requirements, monitoring of student progress toward completion of university degree requirements, liaison between department and Graduate School, chairing the Council of Directors.

Selected Professional Service

Chief Editorial Advisor, American Psychological Association journal publishing program
Member, National Academy of Sciences, Committee on Advancing Social Science Theory: The Importance of Common Metrics (2008-)
Member, National Academy of Sciences, Standing Committee on Social Science Research and Evidentiary Standards (2007-)
Member, Steering Committee, Society for Research on Educational Effectiveness (2006-)
Chair, American Psychological Association Committee on Journal Article Reporting Standards, (2006-)
Member, American Psychological Association Committee to Revise the *APA Publication Manual* (2006-07)
Chair, American Psychological Association Council of Editors (2006-07)
Member, American Psychological Association Journal Advisory Committee (2006-07)
Member, Cochrane Collaboration Colloquium Scientific Program Committee (2006)
Member, National Partnership for Quality Afterschool Programs, Steering Committee (2004-)
Member, ERIC Steering Committee (2003-2006)
Member, Steering Committee of the Campbell Collaboration (1999-2005)
Chair, Campbell Collaboration Methods Working Group (1999-2005)
Member, National Academy of Education/Social Science Research Council Joint Committee on Educational Research (2000-2004)
Member, AERA Committee on Freedom of Inquiry and Human Rights (1986-1989)
Member and Chair, AERA Research Review Award Committee (1984-1986)

University Committee Service (since 1997)

Member, Quality Enhancement Plan Committee (Duke, 2007-)
Chair, Committee on the Performing Arts (Duke, 2006)
Member, Advisory Board, Social Science Research Institute (Duke, 2004-)
Chair, Vice Provost for Research Search Committee (University of Missouri, 2002)
Member, Committee to Enhance the Postdoctoral Experience (2001)
Member, Byler Professorship Selection Committee (1998)
Member, Middlebush Professorship Selection Committee (1997)

Departmental Committee Service (since 1993)

Chair, Department Bylaws Committee (Duke, 2007)

Charged to draft new bylaws for the combined Department of Psychology & Neuroscience

Member, Department Advisory Committee (Duke, University)

Duties included yearly faculty performance evaluations for salary adjustments, recommendations on faculty leaves, space allocation, faculty equipment and expense allocations, departmental committee structure.

Chair, Five Year Planning Committee (University of Missouri)

Duties included developing a plan for the department with regard to faculty hiring, space, equipment, staff and graduate and undergraduate education.

Chair, Statistics and Methods Committee

Duties include coordination of statistics and methods course offerings and minor degree program, running of office of statistical consulting.

Chair, Statistics Search Committee (2 searches)

Co-Chair, Health Psychology Search Committee

Member, Executive Committee, Center for Research in Social Behavior

Duties include advising the Center Director on space, budget, and research policy issues.

Member, Department Chair Search Committee (2 searches)

Member, Ad Hoc Committee on Student Advisement

Member, Ad Hoc Committee on Assessment

Chair and Member, Human Participants Committee

Selected Consulting Activities

Member, 2008-present, Governing Board, Regional Educational Laboratory, Appalachia

Member, 2007, Research Advisory Committee, Regional Educational Laboratory,

Appalachia

Member, 2003-2006, C. S. Mott Foundation Committee on the Development of Afterschool Academies

Member, 2003-2006, C.S. Mott Foundation Committee on Evaluating the Effectiveness of Afterschool Programs

Advisory Committee, 2000-present, Biostat Corporation.

Advisory Committee, 1990-2002. Tennessee State University Center of Excellence: Basic Skills.

Methodological consultant, 1999-2000. National Institute for Child and Human Development, National Panel on Reading.

Methodological consultant, 1992-1998. Office of Special Education Projects, Knowledge Synthesis Grant Program.

Methodological consultant, 1990. "An integrative review of oncology nursing research." National Center for Nursing Research, National Institute of Health.

Advisory Committee, 1987-1994. Program in Research Integration, Russell Sage Foundation.

Methodological consultant, 1992. Wisconsin Center for Demand Side Research (Energy Conservation).

Methodological consultant, 1985-1990. "Factors affecting minority and female recruitment and retention into science, engineering and technology careers." Department of Defense.

Methodological consultant, 1988-1989. DSM-IV Workgroups. American Psychiatric Association.

Teacher and School Administrator Workshops (selected, since 2000)

January 2009

Glencoe, IL

Homework

December 2008

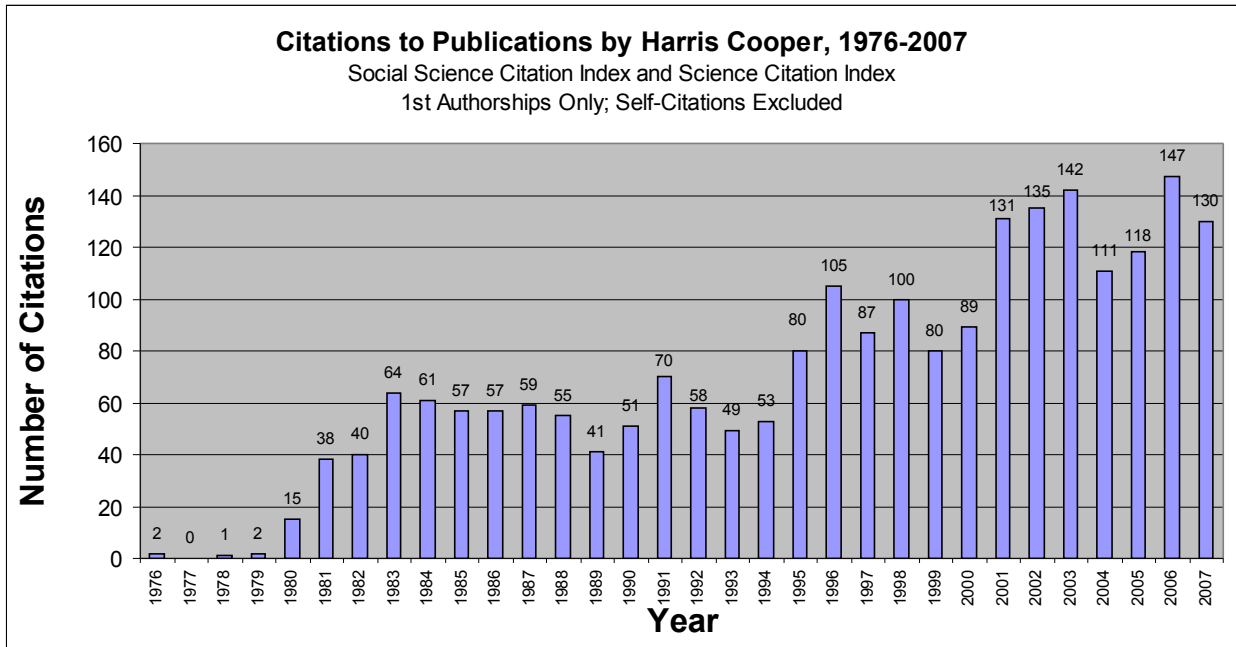
Morristown NJ

Homework

| | | |
|---------------|----------------------|-----------------------------------|
| August 2008 | St. Mary's School | Homework |
| January 2008 | SAS Systems | Homework |
| October 2007 | Friends School (NYC) | Homework |
| October 2006 | Greensboro, NC | Homework |
| April 2006 | Los Angeles, CA | Homework |
| April 2005 | Greensboro, NC | Homework in after school programs |
| April 2004 | Atlanta, GA | Homework in after school programs |
| February 2004 | Durham, NC | Homework |
| July 2003 | Riverton, WY | Summer school |
| February 2003 | Palos Verdes, CA | Homework |
| October 2002 | Campaign/Urbana, IL | Homework |
| February 2002 | Rochester, NY | Homework |
| February 2002 | Livonia, NY | Homework |
| April 2001 | Athens, GA | Alternative school calendars |
| January 2001 | Sacramento, CA | Alternative school calendars |

Service as Peer Reviewer (selected, since 1993)

American Educational Research Journal, manuscript reviewer
 American Psychological Association, annual convention program reviewer
American Psychologist, manuscript reviewer
Archives of Family Medicine, manuscript reviewer
Child Development, manuscript reviewer
Educational Evaluation and Policy Analysis
Educational Psychologist, manuscript reviewer
Educational Researcher, manuscript reviewer
Health Psychology
 Health Services Research and Development Service, grant reviewer
Journal of Counseling Psychology, manuscript reviewer
Journal of Consulting and Clinical Psychology, manuscript reviewer
Journal of Family Research, manuscript reviewer
Journal of Family Psychology, manuscript reviewer
Journal of Personality and Social Psychology, manuscript reviewer
Journal of Research in Childhood Education, manuscript reviewer
Journal of Research in Personality, manuscript reviewer
Journal of Studies on Alcohol, manuscript reviewer
 National Science Foundation, grant reviewer
Personality and Social Psychology Bulletin, manuscript reviewer
Personality and Social Psychology Review, manuscript reviewer
Psychological Methods, manuscript reviewer
Psychology and Aging, manuscript reviewer
Review of Educational Research, manuscript reviewer
Review of Personality and Social Psychology, chapter reviewer, Vol. 11



Revised 2/10/10