

Curriculum Vitae: Professor Tom Nicholson



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Position 2006-2018 (April):

Professor of Literacy Education
Institute of Education
College of Humanities and Social Sciences
Massey University at Albany
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Profile

Tom Nicholson was a Professor of Literacy Education at Massey University until retiring in April 2018. He is a member of the Reading Hall of Fame. The focus of his research is literacy. Also has written in areas such as behavior difficulties, educational standards,

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and homelessness. Has more than 170 publications including 25 books and monographs.

He began his career as an English and History teacher in Bonnyrigg and Campbelltown High Schools in Sydney, Australia, then worked as a researcher for the Department of Education in South Australia. After graduating from the University of Minnesota, he taught at University of Waikato in New Zealand, then moved to The University of Auckland where he was co-head of the School of Education and held a personal chair in Education, and then to Massey University in Auckland until April 2018.

Research interests are in learning to read and write, literacy difficulties, and in improving our teaching of literacy in schools and beyond.

He has experience in teaching children and adults with literacy difficulties through 10 years of directing a University after school reading clinic.

He is married, lives in Auckland, likes walking, meeting friends at cafes, visiting art galleries, and going to movies.

Academic qualifications

1966, Teachers Certificate, Sydney Teachers College

1972, Master of Arts, History, University of Sydney

1970, Bachelor of Arts, English/History, University of Sydney

1978, PhD, Education, University of Minnesota, Minneapolis

Positions held

2006 - 2018 Professor of Literacy Education, College of Education, Massey University

2001-2006, Professor (Personal Chair), Faculty of Education, University of Auckland

1990-2001, Associate Professor, Faculty of Education, University of Auckland

1977-1990, Lecturer, Senior Lecturer, Associate Professor, University of Waikato

1974-1977, PhD student and Instructor, University of Minnesota

1972-1974, Research Officer, Research and Planning Office, Education Department of South Australia, Adelaide, Australia

1967-1972, English and History Teacher, Bonnyrigg High and Campbelltown High, Sydney, Australia

Research specialty

Psychology of reading, literacy learning difficulties, reading comprehension, reading vocabulary, child development, teaching writing in the classroom, research methods

Distinctions, Awards

2009-current, Elected member, Reading Hall of Fame, *"Elected to the Reading Hall of Fame by a vote of the membership for distinguished contributions to literacy research, theory and/or practice."*

2002-2003, Onassis Foreigners Fellowship, Alexander Onassis Public Benefit Foundation, Athens, Greece

1978, Outstanding PhD Dissertation Award, International Reading Association

Government appointments

2010 Independent Advisory Group (AIG), appointed by Minister of Education

1999 Expert Literacy Group, appointed by Minister of Education

Consultant to Maori Council

2009 – 2010 Member, Te Wananga o Hoani Waititi Council, Auckland

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International Committee

2010-2012 Chair, International Literacy Project Grants, International Reading Association

Leadership

At Massey, I have been co-director of the Centre of Excellence for Research on Children's Literacy. I am on the College of Education Research Committee and the Professorial Leaders Forum. At The University of Auckland, I was on committees relating to staffing, appointments, promotions, study leave, research, postgraduate teaching and scholarships, ethics, distinguished teaching, and PBRF. At Auckland, I was also co-head of the School of Education for several years with 37 FTE staff, and 1000 EFTs. This administrative experience taught me management and budgeting skills. During that time, I negotiated a BEd (TESOL) 10-year contract with the Ministry of Education Malaysia worth more than 10 million dollars.

Visiting Scholar

2016, Visiting Professor, Edge Hill University, Ormskirk, England

2016, Visiting Professor Australian Catholic University

2012, Visiting Professor, University of Tasmania

2002-2003, Visiting Scholar, Aristotle University of Thessaloniki, Greece

1986, Visiting Scholar, School of Education, Stanford University

1986, Visiting Scholar, Australian Council for Educational Research

1982-1983, Visiting Scholar, Center for Cognitive Science, University of Texas at Austin

Research grants - Total – over \$900,000

Summer Books Project – \$300,000 (MSA Foundation)

The effects of supplementary reading tuition on the reading progress of under-achieving readers in Years 2 to 6 in three low-SES schools - \$450,000 (MSA Foundation)

University After-School Reading Programme for struggling readers – \$100,000 (private and parent donations)

The effects of free books to read during the summer holidays on the reading progress of Year 2 and 3 children in a low socioeconomic school - \$15,000 (MSA Foundation)

The effects of Skype tutoring on reading progress of children in Years 3 to 6 in a low socioeconomic school - \$60,000 (NZ Lion Foundation)

Dyslexia book and DVD - \$20,000 (NZ Tertiary Education Commission)

Quality assurance of draft literacy case studies, Ministry of Education, \$2,400

Expert author for Fairfax media's early childhood "First Books" campaign – they donate thousands of books each year to low SES kindergartens - \$1,000

Review of commercial reading product for legal case by NZ Commerce Commission - \$5,000.

Journal Advisory Review Boards

Reading and Writing, Scientific Studies of Reading, American Educational Research Journal, Journal of Literacy Research, Reading Research Quarterly, Reading Psychology, Publications Committee - International Reading Association, The Reading Teacher

Magazine articles on Tom Nicholson

Boyd, Sarah (2009). An interview with Professor Tom Nicholson. *Set: Research Information for Teachers*, No. 3, pp. 2-3.

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Tom Nicholson is New Zealand's third member of the Reading Hall of Fame, *Reading Forum NZ*, 24(2), 2009, p. 29

Recent teaching at Massey University

Language, literacy, and cognition (undergraduate BEdPsych)

Educational research methods (undergraduate BA)

Literacy and numeracy (undergraduate BEd)

Human development (undergraduate BA)

Research methods in professional practice (graduate MEdPsych)

Applied behavioural analysis in the classroom (graduate MEd)

Teaching writing in the classroom (graduate MEd)

Teaching students with literacy learning difficulties (graduate MEd)

Some student feedback from course evaluations

"Interesting, valuable, onto it. Involved the students. Really helpful."

"Funny and nice"

"Funny, easy to understand, helpful answers, knows what he is talking about."

"It was cool, enjoyable. Lots of participation, guidance, patience. Always there to help."

"He was not dull, always in a good mood to teach. He was humorous at times which I felt facilitated my learning."

"He was open. Could ask questions. Gave good content."

"He always explained everything so clearly."

"Encouragement, non-threatening approach make learning easy, low-key, and achievable."

"Down to earth teaching, as well as humour."

"Very clear, very approachable, and extremely helpful."

"He was clear, gave good notes. Had an amazing sense of humour."

"Very personable, friendly, funny. Easy to understand, clear presentation of work"

"Easy to understand, access to his website for lectures, makes it interesting, makes you interested in the topic, humour."

"Great to listen to, easy to understand, humorous, easy to approach."

"He has a very positive, friendly attitude. He looks as though he enjoys his work and his students. This makes him seem approachable. It also makes his lectures seem positive and to be looked forward to."

"His sense of humour improved lectures and he seemed really interested in helping students."

"I loved his lecturing. He always explains in very good detail."

"He is a very good presenter and gives a lot of info to students in the short time of lectures. He has a nice smile and is very interesting to listen to."

Thesis and Dissertation Supervision

PhD – effects of a dynamic assessment procedure for predicting reading difficulties in year 1 of school

MEdPsych – Investigating the home literacy environment and emergent literacy skills of children as they start school

MEd – Metalinguistic awareness and learning to read

MEdPsych – Predicting Reading Recovery selection and outcomes – Is it possible?

MEdSpecEd – Comparison of miscues of older struggling readers with younger typically achieving readers.

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MEdPsych – a comparison of the reading miscues of low-progress readers who have lower and higher language skills

MEdPsych – Survey of the career profiles of Educational Psychologists

MEd Psych – Effects of training with flashcards on the reading achievement of low-progress readers

MEdLiteracy – the effects of text structure instruction on the writing of children in two different classrooms

PhD – reasons for retention of international teachers in international schools

MEdPsych – a comparison of year 1 children attending a Montessori school compared with a state school in Switzerland

MEdPsych – the effects of the Quick60 reading programme for low progress readers in a lower SES school

MEdPsych – A survey of assessments used by teachers to assess literacy difficulties

MEdPsych – a qualitative study of the experiences of high school counsellors in helping Muslim youth

MSpchLangTherapy – a study of a different approach using multiple interview stations for interviewing prospective students for speech language therapy

MEdPsych – Outcomes for students attending Key College for homeless youth

MLitEd – The effects of cross-age literacy tutoring in a low decile school

MEdPsych – Comparison of Montessori and state schools

MEdPsych – Friendship and childhood happiness

MSpchLangTherapy – A reading comprehension intervention for students with autism spectrum disorder

PhD – school and vacation effects in the first 15 months of school

PhD – the effect of giving children books to read over summer break

PhD – effects of a combined approach to teaching reading to 6-year-old children attending low SES schools

MA - A case study analysis of a summer reading school MA

MA - The relationship between reading development and children's self-esteem and mood states

MA - Reading attitudes among high and low-achieving readers

Diss - A follow up study of children who have received reading intervention

MEd - Effects of phonemic awareness training on learning to read among new entrants

PhD - Dyslexia – a study of neurological correlates of reading

MEd - Differences between reading of Montessori and Non-Montessori children

Diss - Effects of two different ways of teaching phonemic awareness to children behind in reading

Diss - Reliability of inter-rater global scoring of children's writing

Diss - The reading attitudes and friendships of above-average and below-average readers

MA - Effects of phonemic discrimination training on phonemic awareness

MA - The reading behaviours of English and non-English speaking children

MSc - A survey of teachers' theories of the teaching of reading

MA - A study of the effects of computer feedback on spelling errors of young children

MA - A study of Hong Kong children's ability to form Chinese characters in their writing

Diss - A study of reading and writing development in one primary school classroom

Diss - A study of the effects of phonemic awareness instruction with preschoolers

PhD - A comparison study of the effects of text structure training, reading practice and guided reading on reading comprehension

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- MA - Effects of phonemic awareness training on reading acquisition of preschool children in Singapore
- MA - Effects of word training on reading comprehension of adult literacy students
- MA - Reading comprehension and motivation: A comparison of Taiwanese and English-speaking secondary school students
- Ph D - The links between reading and spelling in the remediation of learning disabilities
- MA - The relationship between learning to read and the emerging English skills of Chinese-speaking children
- MA - Teaching standard Mandarin pronunciation to native speakers of English
- MA - The social networks and friendships of chronically ill adolescents
- MA - The effects of being bilingual in English and Samoan, on reading acquisition
- MA - Effects of training in rapid decoding on poor readers' comprehension of text
- MA - Winning wellness: An experimental health and fitness programme
- MA - Effects of phonemic awareness training on reading acquisition
- MA - Effects of phonemic awareness training on spelling acquisition
- MEd – Good decoding but poor understanding. Is it due to listening comprehension issues?
- MEd – Can listening to stories help Year 1 children learn to read?
- MEd – Effects of imagery on reading comprehension
- MEd – 1000 book children and 100 book children before they start school – what literacy skills do they have?
- MEd – Effects of sentence context on reading of words
- MEd – Cohesion in text and its effects on reading comprehension

Publications

Books

- Dymock, S., & **Nicholson, T.** (In press). *Writing for impact* (with DVD). Wellington: NZCER Press.
- Nicholson, T.**, & Dymock, S. (2015). *New Zealand dyslexia handbook* (with DVD). Wellington: NZCER Press
- McLachlan, C., **Nicholson, T.**, Fielding Barnsley, R., Mercer, L., & Ohi, S. (2013) *Literacy in early childhood and primary: Issues, challenges, solutions*. Melbourne: Cambridge University Press. 332 pp
- Dymock, S. J., & **Nicholson, T.** (2012). *Dyslexia decoded. What it is, what it isn't, and what you can do about it*. Wellington: Dunmore Press. [An e-book copy can be downloaded at:
<http://www.literacyandnumeracyforadults.com/resources/355696>]
- Dymock, S. J., & **Nicholson, T.** (2012). *Teaching reading comprehension. The what, the how, the why*. Wellington: NZCER Press, 212 pp
- Nicholson, T.**, & Dymock, S.J. (2010). *Teaching reading vocabulary*. Wellington: New Zealand Council for Educational Research. 145 pp
- Dymock, S.J., & **Nicholson, T.** (2007). *Teaching text structures: A key to nonfiction reading success*. New York: Scholastic, 240 pp.
- Nicholson, T.** (2006). *Phonics handbook*. Chichester, England: John Wiley & Sons. 416pp.
- Nicholson, T.** (2005). *At the cutting edge: The importance of phonemic awareness in learning to read and spell* (second ed.), Wellington: New Zealand Council for Educational Research, 119 pp.

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- Dymock, S.J., & **Nicholson, T.** (2002). *Teaching reading comprehension. Supplementary material: Transactional (teacher's guide)*. Wellington, NZ: New Zealand Council for Educational Research. 88pp.
- Dymock, S.J., & **Nicholson, T.** (2001). *Teaching reading comprehension. Supplementary material: Narrative (teacher's guide)*. Wellington, NZ: New Zealand Council for Educational Research. 88 pp.
- Dymock, S.J., & **Nicholson, T.** (2002). *Teaching reading comprehension. Supplementary material: Transactional (student worksheets)*. Wellington, NZ: New Zealand Council for Educational Research. 49 pp.
- Dymock, S.J., & **Nicholson, T.** (2001). *Teaching reading comprehension. Supplementary material: Narrative (student worksheets)*. Wellington, NZ: New Zealand Council for Educational Research 49 pp.
- Nicholson, T.** (2000). *Reading the writing on the wall. Debates, challenges and opportunities in the teaching of reading*. Melbourne: Thomson, 347 pp.
- Dymock, S. J., & **Nicholson, T.** (1999). *Reading comprehension. What is it? How do you teach it?* Wellington, NZ: New Zealand Council for Educational Research, 86 pp.
- Nicholson, T.** (1999). *At the cutting edge: Learning to read and spell for success (rev. ed.)* Wellington, NZ: New Zealand Council for Educational Research, 84 pp.
- Thompson, G. B., & **Nicholson, T.** (Eds.) (1999). *Learning to read: Beyond phonics and whole language*. New York: Teachers College Press and International Reading Association, 269pp.
- Nicholson, T.** (1997). *Solving reading problems across the curriculum (rev. ed.)*. Wellington, NZ/Melbourne, Australia: New Zealand and Australian Councils for Educational Research, 96 pp.
- Nicholson, T.** (1994). *At the cutting edge: Recent research on learning to read and spell (1st edition)*. Wellington: New Zealand Council for Educational Research, 50 pp.
- Thompson, G.B., Tunmer, W.E., & **Nicholson, T.** (Eds.) (1993). *Reading acquisition processes*. Clevedon, England: Multilingual Matters, 156 pp.
- Nicholson, T.** (1991). *Overcoming the Matthew effect: Solving reading problems across the curriculum (1st ed.)*. Wellington: New Zealand Council for Educational Research, 98 pp.
- Nicholson, T.** (1988). *Reading and learning in the junior secondary school*. Wellington, New Zealand: Ministry of Education. 48 pp.
- Nicholson, T.** (1984). *The process of reading: An introduction to theory and practice in the teaching of reading*. Sydney, Australia: Horwitz Grahame, 71pp.
- Nicholson, T.** (1982). *An anatomy of reading (2nd edition)*. Sydney: Martin Educational, 119 pp.
- Nicholson, T.** (1973). *An anatomy of reading (1st ed.)*. Adelaide: Education Department of South Australia, 190 pp.

Chapters

- Nicholson, T.** (2016) Phonological awareness and reading difficulties. In B. McLean (Ed.), *Australian Dyslexia Learning Difference Handbook 2016/2017* (pp. 21-28). Erina Fair, NSW: Learning Difference Convention.
- Nicholson, T.** (2016). Phonological awareness and learning to read. In V. van Daal & P. Tomalin (Eds.), *The dyslexia handbook 2016* (pp. 115-120). Bracknell, England: British Dyslexia Association.

- Nicholson, T. (2014).** **Nicholson, T. (2014).** Dyslexia, reading, and spelling: Some teaching suggestions. In B. McLean and J. Clements (Eds.), *Australian Dyslexia handbook* (pp. 38-47). Sydney: Learning Difference Convention.
- Nicholson, T. (2014).** Standards based assessment. In S. G. Little & A. Akin-Little (Eds.), *Academic assessment and intervention* (pp. 316-337). New York: Routledge.
- Nicholson, T. (2014).** Academic achievement and behavior. In P. Garner (Ed.), *SAGE Handbook of emotional and behavioural difficulties* (2nd ed., pp. 177-188). London: SAGE.
- Nicholson, T. (2011).** The National Standards debate: Is the use of the "running records" procedure an accurate way to assess National Standards in Reading? *Proceedings of the 2010 New Zealand Association for Research in Education Conference*, Auckland, December, 2010.
- Tunmer, W. E., & **Nicholson, T. (2011).** The development and teaching of word recognition skill. In M. L. Kamil, P. D. Pearson, E. B. Moje, & P. B. Afflerbach (Eds.), *Handbook of reading research* (Vol. 4, pp. 405-431). New York: Routledge.
- Nicholson, T., & Tunmer, W.E. (2011).** Reading: The great debate. In C. Rubie-Davies (Ed.), *Educational psychology: Concepts, research, and challenges* (pp. 36-50). London: Routledge.
- Nicholson, T., & Townsend, M.A. (2011).** Children's friendships. Real and imaginary. In C. Rubie-Davies (Ed.), *Educational psychology: Concepts, research, and challenges* (pp. 200-214). London: Routledge.
- Dymock, S.J., & **Nicholson, T. (2010).** "Every story has a problem". How to improve student narrative writing in grades 1-3. In B. Moss & D. Lapp (Eds.), *Teaching the texts children need to succeed in the elementary grades (1-3)* (pp. 26-44). New York: Guilford Press.
- Dymock, S.J., & **Nicholson, T. (2010).** "Every story has a problem". How to improve student narrative writing in grades 4-6. In B. Moss & D. Lapp (Eds.), *Teaching the texts children need to succeed in the elementary grades (4-6)* (pp. 26-42). New York: Guilford Press.
- Nicholson, T. & Ng, G.L. (2006).** The case for teaching phonemic awareness and simple phonics to preschoolers. In R.M. Joshi & P.G. Aaron (Eds.), *Handbook of orthography and literacy* (pp. 637-648). Mahwah, NJ: Lawrence Erlbaum.
- Nicholson, T. (2006).** How to avoid reading failure: Teach phonemic awareness. In A. McKeough, L.M. Phillips, V. Timmons, & J.L. Lupart (Eds.), *Understanding literacy development: A global view* (pp. 31-48). Mahwah, NJ, Lawrence Erlbaum.
- Nicholson, T. (2005).** Academic underachievement and behaviour: An axiomatic link? In P. Garner, F. Yuen, P. Clough, & T. Pardeck (Eds.), *Handbook of emotional and behavioural difficulties in Education* (pp. 155-166). London: Sage Publications.
- Nicholson, T. (2004).** Do children read words better in context or in lists? A classic study revisited. In D. Wray (Ed.), *Literacy: Major themes in education. Vol.2., Reading processes and teaching* (pp. 29-44). London: Routledge-Falmer. (reprinted journal article)
- Nicholson, T. (2003).** Risk factors in learning to read, and what to do about them. In B. Foorman (Ed.), *Preventing and remediating reading difficulties: Bringing science to scale* (pp. 165-196). Timonium, MD: York Press.

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- Nicholson, T.** (2002). The social and political contexts of reading: Contemporary literacy policy in Aotearoa New Zealand. In P. Adams & H. Ryan (Eds.), *Learning to read in Aotearoa New Zealand* (pp. 22-50). Palmerston North: Dunmore Press.
- Nicholson, T.** (2000). Whole language versus phonics. In J. Soler & J. Smith (Eds.), *Literacy in New Zealand. Practices, politics and policy since 1900* (pp. 82-97). Auckland: Longman.
- Nicholson, T.** (1999). Family, literacy and society. In G. B. Thompson & T. Nicholson (Eds.), *Learning to read: Beyond phonics and whole language* (pp. 1-24). New York: Teachers College Press.
- Nicholson, T.** (1999). Reading comprehension processes. In G. B. Thompson & T. Nicholson (Eds.), *Learning to read: Beyond phonics and whole language* (pp. 127-149). New York: Teachers College Press.
- Nicholson, T. & Tan, A.** (1998). Word identification processes. In G. B. Thompson & T. Nicholson (Eds.), *Learning to read: Beyond phonics and whole language* (pp. 150-173). New York: Teachers College Press.
- Nicholson, T.** (1998). Phonological awareness and learning to read. In L. van Lier & D. Corson (Eds.) *Encyclopedia of language and education [Vol. 6: Knowledge about language]* (pp. 53-61). Dordrecht, Netherlands: Kluwer.
- Nicholson, T.** (1998). Pride and prejudice: Reading in New Zealand. In J. Biddulph (Ed.), *Language/literacy education: Diversity and challenge* (pp. 19-22; 26-32). Hamilton, New Zealand: New Zealand Council for Teacher Education.
- Nicholson, T.** (1998). Effective schooling for tomorrow (summary points). In M. Sinclair (Ed.), *Conference Proceedings, OECD/NZ Conference "Combating failure at school"* (p. 19). Wellington: Ministry of Education.
- Nicholson, T.** (1997). Closing the gap on reading failure: Social background, phonemic awareness and learning to read. In B. Blachman (Ed.), *Foundations of reading acquisition and dyslexia* (pp. 381-407). Hillsdale, NJ: Lawrence Erlbaum.
- Nicholson, T.** (1994). Focus on researchers. In D.M. McInerney & V. McInerney (Eds.), *Educational psychology: Constructing learning* (pp. 229-230). Sydney: Prentice Hall.
- Nicholson, T.** (1993). The case against context. In G.B. Thompson, W.E. Tunmer, & T. Nicholson (Eds.), *Reading acquisition processes* (pp. 91-104). Clevedon, England; Philadelphia: Multilingual Matters.
- Nicholson, T.** (1993). Reading without context. In G.B. Thompson, W.E. Tunmer, & T. Nicholson (Eds.), *Reading acquisition processes* (pp. 105-122). Clevedon, England: Multilingual Matters.
- Nicholson, T., & Whyte, B.** (1992). Matthew effects in learning new words while listening to stories. In C.K. Kinzer & D.J. Leu (Eds.), *Literacy research, theory and practice: Views from many perspectives* (pp. 499-503). Chicago, IL: National Reading Conference.
- Nicholson, T.** (1992). Historical and current perspectives on reading. In C.J. Gordon, G.D. Labercane, & W.R. McEachern (Eds.), *Elementary reading: Process and practice* (pp. 84-95). New York: Ginn.
- Nicholson, T.** (1984). Computers, dinosaurs and learning to read. In *Reading towards tomorrow* (pp. 14-26). Wanganui: New Zealand Reading Association.
- Nicholson, T.** (1983). "You get lost when you gotta blimmin watch the damn words. In B. Gillham (Ed.), *Reading through the curriculum* (pp. 62-71). London: Heinemann.

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- Nicholson, T.** (1983). A critique of Edward Thorndike's "Reading as reasoning". In L.M. Gentile, M.L. Kamil, & J.S. Blanchard (Eds.), *Reading research revisited* (pp. 217-227). Columbus, OH: Merrill.
- Nicholson, T.** (1982). An assessment of the effects of different error types on understanding of connected discourse. In W. T. Fagan, C.R. Cooper, & J. M. Jensen (Eds.), *Measures for research and evaluation in the English language arts* (Vol.2). Urbana, IL: ERIC Clearing House on Reading and Communication Skills.
- Nicholson, T.** (1980). Reading. In *Research and education in New Zealand: State of the art* (pp. 299-314). Palmerston North: New Zealand Association for Research in Education, and Delta.
- Nicholson, T.** (1979). Teaching reading in the 21st century. In P.D. Ramsay (Ed.), *Curriculum issues in New Zealand* (pp. 224-236). Wellington: New Zealand Educational Institute.
- Nicholson, T.** (1979). The squeaky R: Reading. In D. Drummond & E. Wignell (Eds.), *Reading: A sourcebook* (pp. ix-xiii). Melbourne: Primary Education.

Journal articles

- Seymour, J., **Nicholson, T.**, & Edwards, T. (2018). "I have goals and plans to achieve them". An online survey of the career perceptions of trainee and practising educational psychologists. *New Zealand Journal of Psychology*, 47(1), 1-12.
- Tiruchittampalam, S., Ross, A., Whitehouse, E., & **Nicholson, T.** (2018). Measuring the effectiveness of Writing Center consultations on L2 writers' essay writing skills. *Languages*, 3(1), 1-13 – open access journal
- Tiruchittampalam, S., **Nicholson, T.**, Levin, J. R., & Ferron, J. M. (2018) The effects of preliteracy knowledge, schooling, and summer vacation on literacy acquisition, *The Journal of Educational Research*, 111:1, 28-42.
- Cope, P. Y., Clendon, S., & **Nicholson, T.** (2017). The multiple mini-interview: A possible solution to problems associated with the interview processes for a selected entry Allied Health Program. *Journal of Allied Health*, 46 (4), 91-95.
- Nicholson, T.**, & Dymock, S. (September, 2017). Zero to hero: Why phonics is so important for getting off to a good start at school, *Swings and Roundabouts*, pp. 18-19.
- Nicholson, T.** (December 2017). Zero to hero: Why we need phonics more than ever in the digital age. *Nomanis*, Issue 4, 35-36.
- Nicholson, T.** (2017) Editorial: New directions in research on reading and writing difficulties, *Australian Journal of Learning Difficulties*, 22(2), 71-73,
- Blick, M., **Nicholson, T.**, Chapman, J., & Berman, J. (2017). Does linguistic comprehension support the decoding skills of struggling readers? *Australian Journal of Learning Difficulties*, 22(2), 75-94.
- Dymock, S., & **Nicholson, T.** (2017) To what extent does children's spelling improve as a result of learning words with the look, say, cover, write, check, fix strategy compared with phonological spelling strategies? *Australian Journal of Learning Difficulties*, 22(2), 171-187.
- Elben, J., & **Nicholson, T.** (2017) Does learning the alphabet in kindergarten give children a head start in the first year of school? A comparison of reading progress in two first grade classes in state and Montessori schools in Switzerland. *Australian Journal of Learning Difficulties*, 22(2), 95-108.
- Nicholson, T.** (2016). The gap that schools can't close. *LDA Bulletin*, 48(3). 30-31.

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- Nicholson, T.** (2016). Response to "Reporting from the battle lines". *LDA Bulletin*, 48(3), 27.
- Nicholson, T.** (2016). What more could you want? A trip to Oxford to talk at the British Dyslexia Conference - *LDA Bulletin*, 48(2), 23-24
- Nicholson, T., & Dillon, A.** (2016, July 25). Teaching phonics skills alongside reading raises literacy achievement among Indigenous children. *The Conversation (online journal)*. <https://theconversation.com/teaching-phonics-skills-alongside-reading-raises-literacy-achievement-among-indigenous-children-62166>
- Martin, A., & **Nicholson, T.** (2015). "My life is a rollercoaster": A survey of homeless youth who attended an alternative high school. *International Journal of School Disaffection*, 11(2), 3-17.
- Nicholson, T., & Tse, L.** (2015). What are the criteria for a good intervention study? Response: "Unrecognized ambiguities in validity of intervention research: An example on explicit phonics and text-centered teaching". *Frontiers in Psychology*, 6, Article 508, pp. 1-2. doi: 10.3389/fpsyg.2015.00508
- Dymock, S., & **Nicholson, T.** (2015). How reading published stories and making story webs can work together to enhance classroom story writing. *Literacy Forum NZ*, 30(3), 35-42.
- Tse, L., & **Nicholson, T.** (2014) The effect of phonics-enhanced Big Book reading on the language and literacy skills of six-year-old pupils of different reading ability attending lower SES schools, *Frontiers in Psychology*, 5, Article 1222, pp. 1-20.
- Dymock, S. J. & **Nicholson, T.** (2012). How can educators cater for adults with dyslexia? *NZ Reading Forum*, 27(2), 5-12.
- Nicholson, T., & Dymock, S. J.** (2012). Moving the needle on reading comprehension – part 2. *NZ Reading Forum*, 27(2), 2-26.
- Nicholson, T.** (Fall, 2011). Editor's introduction, Beyond Reading Recovery: What works best? *Perspectives on Language and Literacy*, pp. 7-12
- Nicholson, T., & Dymock, S. J.** (Fall, 2011). Matthew effects and reading interventions. *Perspectives on Language and Literacy*, pp. 28-33.
- Nicholson, T.** (2011). Moving the needle on reading comprehension: 5 successful strategies. *NZ Reading Forum*, 26(3), 32-37
- Nicholson, T.** (2011). A morning in a grade 1 classroom. *NZ Reading Forum*, 26(2), 16-20.
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Massey News Releases

[Teaching phonics alongside book reading can raise literacy achievement of indigenous children](#) - A summary of a study published in *frontiers in Psychology* arguing that this intervention could help raise literacy achievement among indigenous children in Australia

[A game changer to boost literacy and math skills](#) - Describes a new study in *Frontiers in Psychology* showing that a small change in current teaching could greatly improve literacy progress especially for disadvantaged children

http://www.massey.ac.nz/massey/about-massey/news/article.cfm?mnarticle_uid=2729994E-D5C3-C73D-C754-BE188D92AF4F

[New book demystifies dyslexia](#) - Describes a new book co-authored by Nicholson on helping students with dyslexia

http://www.massey.ac.nz/massey/about-massey/news/article.cfm?mnarticle_uid=76F6EA27-03DC-A8D6-2DD2-FFA31A4C50FARich-poor divide in literacy - Describes recent research showing that

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children from poorer schools quickly fall behind in literacy during the school year and over summer compared with children from more advantaged schools

http://www.massey.ac.nz/massey/about-massey/news/article.cfm?mnarticle_uid=0A441999-E9C6-FCB8-4B78-4E7A63FEB5C0

Elected to International Reading Hall of Fame 2009

http://www.massey.ac.nz/massey/about-massey/news/article.cfm?mnarticle_uid=C0896E74-96BF-57FE-A8A1-2271D7F5DA81

Appointment as Professor of Literacy Education in 2006.

https://www.massey.ac.nz/massey/about-massey/news/article.cfm?mnarticle_uid=B5DA2B85-96BF-57FE-A57D-4AA8186CF251

Selection of media interviews

My expertise in literacy brings regular media requests to comment on education issues including TV1, TV3, national and commercial radio, and national newspapers. I like to do media interviews on topics in my area of research. I am able to communicate with the media. "For media people, Prof Tom Nicholson makes the academic complexities of literacy education easy to understand; for the kids who 'just don't get it', he offers truckloads of innovation, optimism and a genuine heart to help them."

Paul Charman, New Zealand Herald

7 December 2017 - Time to take a serious look at our literacy. Editorial. NZ Herald

5 December 2017 – Kiwi kids reading levels slide to record low. NZ Herald. 4 August 2017 – Are we shutting the book on reading? Dominion Post, wellington

19 August 2017 Interviewed and quoted for article on gender gap in writing reported in NZ Herald 19 August 2017 and in: Growing gender gap in education. Otago daily Times, 19 August 2017. Gap between girls and boys achievement widening Greymouth Star, 19 August 2017

4 August 2017 Interviewed and quoted in article in Christchurch Press. Are we shutting the book on reading? The Press, 4 August 2017. Also reprinted in Dominion Post 4 August 2017

13 July 2017 – Spelling. National Radio

July 2017 - Zero to hero. Education Review, 8(4), p. 30

20 June 2017 – Phonics helps kids crack the code NZ Herald

11 August 2016 – Radio New Zealand with Jim Mora – is the skill of handwriting still necessary - http://www.radionz.co.nz/audio/player?audio_id=201811795

August 2016 - Closing the rich-poor divide. Education Review (August) and Marlborough Express (19 July)

16 Mar 2016 - Radio – English-speaking radio interview, Busan, South Korea - Why South Koreans are reading less. South Korea radio interview from Busan following up on research that shows Koreans are only nine books a year, below the OECD average.

12 Jun 2015 - Radio -Summer Slide in Reading -1ZB Newstalk with Mike Hosking

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10 Nov 2015 - Online - Hope comes to parents of children with dyslexia

<http://www.stuff.co.nz/life-style/well-good/73877954/hope-comes-to-parents-helping-children-with-the-heartbreak-of-dyslexia>

07 Dec 2015 - Radio - Mike Hosking about summer holidays & kids' reading

3 September 2015 – TV1 Breakfast Show - Dads skipping story-time in New Zealand households – A TV1 interview about a survey showing that many fathers do not read regularly to their children. <https://www.tvnz.co.nz/one-news/new-zealand/dads-skipping-story-time-in-new-zealand-households-q08816>

11 November 2015 Finally a book that de-mystifies dyslexia – Daily News New Plymouth

5 November Dyslexia and Maori education shortlisted for awards. Massey News

7 September 2015 NZ fathers urged to read to their children more often. Bay of Plenty Times

03 Jan 2015 - Newspaper - Keep up with reading over summer kids told
New Zealand Herald

02 Jan 2015 - Television Summer reading habits highlight social gap
TV3 News

15 Dec 2014 - Newspaper - Summer holidays: down time or down to it?
Melbourne Age

01 Dec 2014 - Radio How can Maori children benefit from your research Radio Waatea -
with Willie Jackson

26 Nov 2014 A game changer to boost literacy and math skills. NZ Herald, Scoop
Independent News
<http://www.scoop.co.nz/stories/ED1411/S00164/a-game-changer-to-boost-literacy-and-maths-skills.htm> - and Medical Express <http://medicalxpress.com/news/2014-11-game-changer-boost-literacy-maths.html>

01 April 2012 Magazine - Defining NZ, Massey University publication. What they did last
summer

01 Jan 2012 - Newspaper - Interviewed for The Examiner in Launceston Tasmania on
“summer books research project”. News article also in Tasmanian Mercury newspaper -
<http://www.examiner.com.au/news/local/news/education/study-focuses-on-nz-childrens-literacy/2417200.aspx>

15 December 2011 - Television – TV 3 - Summer Books - Close Up feature - Mark
Chrysell – reporter - Summer Books Reading intervention

15 September, 2011 – TV 1 - Debate on National Standards, Breakfast Show,

September 2009, Raising a reader by Annemarie Quill in *Bright Start* magazine, pp. 6-9.

April 24, 2009, Reading fame. NZ Education Review, p. 13

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- 16 March 2009 Reading programme a real page-turner. *The Education Weekly*, p. 1
- February 24, 2009, Reading programme starts. *North Shore times*,
- September 23, 2009 - School embraces learning by cell phone. *New Zealand Herald*,
Schooling by skype to help struggling readers. *Voxy.co.nz*
- September 3, 2009, Schooling by skype to help struggling readers. *Massey News*, (and in
Scoop.co.nz)
- September 2, 2009, Massey tries schooling by skype. *Yahoo!Xtra News*
- September 2, 2009, New Zealand: Schooling by Skype to help struggling readers.
Australian Council of State School Organisations International News Roundup
- April 18, 2008 - Expert appeals for return to phonetics. *The New Zealand Herald*,
- April 23. 2008 - First books nurture love of reading. *Auckland City Harbour News*,
- March 10, 2008. Friendship not popularity keeps pupils happy. *Massey News*
- March 29, 2008. Grammar knows best. *Otago Daily Times, March 29*.
- September 16, 2007. Interview on summer schools. *WTV*
- 19 March 2008. Lonely kids not the only ones with imaginary friends. *Campbell Live*
- 23 April, 2008. New book blows Finn away. *Central Leader*
- 22 April, 2008. Reading tips to develop literacy. *Kapi Mana News*
- 15 January, 2008. Relax and read this summer. *Kapi Mana News*
- 20 June, 2007. Decoding dyslexia. Screened on TV1.
- 14 May 2007. Educators call for change. *Massey News*.
- 31 May, 2007. Flunking rate higher with too much TV. *The Dominion Post*
- 5 February, 2007. Research helping kids get up to speed. *The Manukau Courier*
2007. Soundings. *Massey Research*.
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- 27 January, 2007. Tricks of the reading trade. *Weekend Herald*
- 9 October 2001. "If I woz a dog." (Co-producers, Hannah Wallis & David Lomas;
Correspondent, Janet McIntyre) 60 Minutes, Auckland: TVNZ1
2001. Talking toys. TV1
- July 1999. Influencing literacy policy. *The University of Auckland News*, p. 13

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23 July 1999. Sound advice on reading for all. NZ Education Review, p. 21

1999. The great reading debate. Revealing education and learning for New Zealand parents, pp. 6-11. NZ Herald (Reporter: Angela McCarthy)

2 June 1999. Kim Hill Show. National Radio. Review of book by Tom Nicholson, "At the cutting edge".

30 April 1999. Literacy report a roughly drawn map. NZ Education News, p. 5

14 February 1999. Starting school. Sunday Supplement. National Radio

19 November 1998. Henare told not to mess around with Santa icon. (Reporter Angela Gregory) Whangarei Herald

23 October 1998. Returning NZ to top of the class. (Reporter, Andrew Young) NZ Herald, p. A11. [Reprinted in The Dominion, October 24, 1998].

23 October 1998 Teaching fails expert 'then and now' test (Reporter, Penelope Carroll) NZ Herald, p. 11. [Reprinted in The Dominion, October 24, 1998].

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13 August 1997. NZ loses world crown in reading (Reporter, Karen Burge) NZ Herald, p. 1.

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13 August 1997. Reading standards. (Interviewer, Andrew Erkett), Radio Rhema

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1994. Adventures in the reading trade. Metro. Reporter: Warwick Roger.

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