

Lucia Mason

List of Publications by Year in descending order

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Version: 2024-02-01

76
papers

3,489
citations

126858

33
h-index

155592

55
g-index

77
all docs

77
docs citations

77
times ranked

1900
citing authors

#	ARTICLE	IF	CITATIONS
1	Reading with induced worry: The role of physiological self-regulation and working memory updating in text comprehension. <i>British Journal of Educational Psychology</i> , 2023, 93, 26-47.	1.6	4
2	Control and value appraisals and online multiple-text comprehension in primary school: The mediating role of boredom and the moderating role of word-reading fluency. <i>British Journal of Educational Psychology</i> , 2022, 92, e12448.	1.6	7
3	Short-Term Exposure to Nature and Benefits for Students's Cognitive Performance: a Review. <i>Educational Psychology Review</i> , 2022, 34, 609-647.	5.1	40
4	The Role of Individual Differences in Sourcing: a Systematic Review. <i>Educational Psychology Review</i> , 2022, 34, 749-792.	5.1	19
5	Effects of reading medium on the processing, comprehension, and calibration of adolescent readers. <i>Computers and Education</i> , 2022, 185, 104520.	5.1	11
6	Inhibition and Conceptual Learning in Science: a Review of Studies. <i>Educational Psychology Review</i> , 2021, 33, 181-212.	5.1	17
7	Learning from text, video, or subtitles: A comparative analysis. <i>Computers and Education</i> , 2021, 160, 104034.	5.1	34
8	Physiological responses to a school task: The role of student-teacher relationships and students' emotional appraisal. <i>British Journal of Educational Psychology</i> , 2021, 91, 1146-1165.	1.6	5
9	Going beyond children's single-text comprehension: The role of fundamental and higher-level skills in 4 th graders' multiple-document comprehension. <i>British Journal of Educational Psychology</i> , 2020, 90, 449-472.	1.6	21
10	Effects of critical thinking on multiple-document comprehension. <i>European Journal of Psychology of Education</i> , 2020, 35, 289-313.	1.3	16
11	The interplay of reading-related emotions and updating in reading comprehension performance. <i>British Journal of Educational Psychology</i> , 2020, 90, 663-682.	1.6	14
12	Advanced theory of mind uniquely contributes to children's multiple-text comprehension. <i>Journal of Experimental Child Psychology</i> , 2020, 189, 104708.	0.7	15
13	Reading with the eyes and under the skin: Comprehending conflicting digital texts. <i>Journal of Computer Assisted Learning</i> , 2020, 36, 89-101.	3.3	19
14	Learning From Refutation and Standard Expository Science Texts: The Contribution of Inhibitory Functions in Relation to Text Type. <i>Discourse Processes</i> , 2020, 57, 921-939.	1.1	3
15	Parents' Perceptions of Student Academic Motivation During the COVID-19 Lockdown: A Cross-Country Comparison. <i>Frontiers in Psychology</i> , 2020, 11, 592670.	1.1	86
16	Using eye-movement modelling examples to improve critical reading of multiple webpages on a conflicting topic. <i>Journal of Computer Assisted Learning</i> , 2020, 36, 1038-1051.	3.3	31
17	Enjoyment, anxiety and boredom, and their control-value antecedents as predictors of reading comprehension. <i>Learning and Individual Differences</i> , 2020, 79, 101869.	1.5	31
18	First-graders' allocation of attentional resources in an emotional Stroop task: The role of heart period variability and classroom climate. <i>British Journal of Educational Psychology</i> , 2019, 89, 146-164.	1.6	6

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19	Profiles of vagal withdrawal to challenging interactions: Links with preschoolers'™ conceptual shifting ability. <i>Developmental Psychobiology</i> , 2019, 61, 116-124.	0.9	12
20	The Role of Inhibition in Conceptual Learning from Refutation and Standard Expository Texts. <i>International Journal of Science and Mathematics Education</i> , 2019, 17, 483-501.	1.5	23
21	Dynamic psychophysiological correlates of a learning from text episode in relation to reading goals. <i>Learning and Instruction</i> , 2018, 54, 1-10.	1.9	11
22	Internet source evaluation: The role of implicit associations and psychophysiological self-regulation. <i>Computers and Education</i> , 2018, 119, 59-75.	5.1	20
23	Multiplicity in the digital era: Processing and learning from multiple sources and modalities of instructional presentations. <i>Learning and Instruction</i> , 2018, 57, 76-81.	1.9	10
24	Attentional Bias for Academic Stressors and Classroom Climate Predict Adolescents'™ Grades and Socioemotional Functioning. <i>Journal of Research on Adolescence</i> , 2018, 28, 245-258.	1.9	11
25	Simplifying informational text structure for struggling readers. <i>Reading and Writing</i> , 2018, 31, 2191-2210.	1.0	20
26	Webpage reading: Psychophysiological correlates of emotional arousal and regulation predict multiple-text comprehension. <i>Computers in Human Behavior</i> , 2018, 87, 317-326.	5.1	26
27	Classroom Climate, Cardiac Vagal Tone, and Inhibitory Control: Links to Focused Attention in First Graders. <i>Mind, Brain, and Education</i> , 2018, 12, 61-70.	0.9	10
28	An eye-tracking analysis of the refutation effect in reading science text. <i>Journal of Computer Assisted Learning</i> , 2017, 33, 202-221.	3.3	27
29	Using eye movements to model the sequence of text's picture processing for multimedia comprehension. <i>Journal of Computer Assisted Learning</i> , 2017, 33, 443-460.	3.3	38
30	Textual and graphical refutations: Effects on conceptual change learning. <i>Contemporary Educational Psychology</i> , 2017, 49, 275-288.	1.6	30
31	Emotional reactivity and comprehension of multiple online texts. <i>Learning and Individual Differences</i> , 2017, 58, 10-21.	1.5	21
32	The role of cardiac vagal tone and inhibitory control in pre-schoolers' listening comprehension. <i>Developmental Psychobiology</i> , 2017, 59, 970-975.	0.9	9
33	Analogical encoding with and without instructions for case comparison of scientific phenomena. <i>Educational Psychology</i> , 2016, 36, 391-412.	1.2	3
34	Effects of perceived school well-being and negative emotionality on students' attentional bias for academic stressors. <i>British Journal of Educational Psychology</i> , 2016, 86, 278-295.	1.6	21
35	Individual Differences in Emotional Reactivity and Academic Achievement: A Psychophysiological Study. <i>Mind, Brain, and Education</i> , 2016, 10, 34-46.	0.9	16
36	Using eye-tracking technology as an indirect instruction tool to improve text and picture processing and learning. <i>British Journal of Educational Technology</i> , 2016, 47, 1083-1095.	3.9	63

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37	Does mood influence text processing and comprehension? Evidence from an eye-movement study. <i>British Journal of Educational Psychology</i> , 2015, 85, 387-406.	1.6	49
38	Eye-movement modeling of integrative reading of an illustrated text: Effects on processing and learning. <i>Contemporary Educational Psychology</i> , 2015, 41, 172-187.	1.6	97
39	Integrative processing of verbal and graphical information during re-reading predicts learning from illustrated text: an eye-movement study. <i>Reading and Writing</i> , 2015, 28, 851-872.	1.0	42
40	Externalizing behaviors and learning from text in primary school students: The moderating role of mood. <i>Learning and Individual Differences</i> , 2015, 43, 106-110.	1.5	6
41	FROM COVERT PROCESSES TO OVERT OUTCOMES OF REFUTATION TEXT READING: THE INTERPLAY OF SCIENCE TEXT STRUCTURE AND WORKING MEMORY CAPACITY THROUGH EYE FIXATIONS. <i>International Journal of Science and Mathematics Education</i> , 2014, 12, 493-523.	1.5	33
42	Reading information about a scientific phenomenon on webpages varying for reliability: an eye-movement analysis. <i>Educational Technology Research and Development</i> , 2014, 62, 663-685.	2.0	19
43	School-related stress and cognitive performance: A mood-induction study. <i>Contemporary Educational Psychology</i> , 2014, 39, 359-368.	1.6	22
44	Epistemic evaluation and comprehension of web-source information on controversial science-related topics: Effects of a short-term instructional intervention. <i>Computers and Education</i> , 2014, 76, 143-157.	5.1	93
45	Self-generated drawings for supporting comprehension of a complex animation. <i>Contemporary Educational Psychology</i> , 2013, 38, 211-224.	1.6	48
46	Besides knowledge: a cross-sectional study on the relations between epistemic beliefs, achievement goals, self-beliefs, and achievement in science. <i>Instructional Science</i> , 2013, 41, 49-79.	1.1	94
47	Do fourth graders integrate text and picture in processing and learning from an illustrated science text? Evidence from eye-movement patterns. <i>Computers and Education</i> , 2013, 60, 95-109.	5.1	183
48	An Eye-Tracking Study of Learning From Science Text With Concrete and Abstract Illustrations. <i>Journal of Experimental Education</i> , 2013, 81, 356-384.	1.6	118
49	Effects of Picture Labeling on Science Text Processing and Learning: Evidence From Eye Movements. <i>Reading Research Quarterly</i> , 2013, 48, 199-214.	1.8	70
50	Conceptual change induced by instruction: A complex interplay of multiple factors.. , 2012, , 221-246.		20
51	Epistemic beliefs in action: Spontaneous reflections about knowledge and knowing during online information searching and their influence on learning. <i>Learning and Instruction</i> , 2011, 21, 137-151.	1.9	116
52	Uncovering the effect of text structure in learning from a science text: An eye-tracking study. <i>Instructional Science</i> , 2011, 39, 581-601.	1.1	77
53	Epistemic metacognition in context: evaluating and learning online information. <i>Metacognition and Learning</i> , 2010, 5, 67-90.	1.3	99
54	Situating and relating epistemological beliefs into metacognition: studies on beliefs about knowledge and knowing. <i>Metacognition and Learning</i> , 2010, 5, 1-6.	1.3	35

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55	Searching the Web to learn about a controversial topic: are students epistemically active?. Instructional Science, 2010, 38, 607-633.	1.1	106
56	Distinguishing between knowledge and beliefs: students'™ epistemic criteria for differentiating. Instructional Science, 2009, 37, 107-127.	1.1	10
57	Bridging neuroscience and education: A two-way path is possible. Cortex, 2009, 45, 548-549.	1.1	43
58	On warm conceptual change: The interplay of text, epistemological beliefs, and topic interest.. Journal of Educational Psychology, 2008, 100, 291-309.	2.1	158
59	Introduction: Bridging the Cognitive and Sociocultural Approaches in Research on Conceptual Change: Is it Feasible?. Educational Psychologist, 2007, 42, 1-7.	4.7	93
60	Effects of beliefs about meaning construction and task instructions on interpretation of narrative text. Contemporary Educational Psychology, 2006, 31, 411-437.	1.6	28
61	Prediction of students' argumentation skills about controversial topics by epistemological understanding. Learning and Instruction, 2006, 16, 492-509.	1.9	154
62	Fostering Understanding by Structural Alignment as a Route to Analogical Learning. Instructional Science, 2004, 32, 293-318.	1.1	19
63	Role of epistemological understanding and interest in interpreting a controversy and in topic-specific belief change. Contemporary Educational Psychology, 2004, 29, 103-128.	1.6	148
64	Enhancing students'™ mathematical beliefs: an intervention study. Learning and Instruction, 2004, 14, 153-176.	1.9	65
65	High School Students' Beliefs About Maths, Mathematical Problem Solving, and Their Achievement in Maths: A cross-sectional study. Educational Psychology, 2003, 23, 73-85.	1.2	60
66	Topic Knowledge, Text Coherence, and Interest: How They Interact in Learning From Instructional Texts. Journal of Experimental Education, 2003, 71, 126-148.	1.6	57
67	Introducing talk and writing for conceptual change: a classroom study. Learning and Instruction, 2001, 11, 305-329.	1.9	71
68	Responses to anomalous data on controversial topics and theory change. Learning and Instruction, 2001, 11, 453-483.	1.9	58
69	Writing and conceptual change. What changes?. Instructional Science, 2000, 28, 199-226.	1.1	105
70	Role of anomalous data and epistemological beliefs in middle school students'™ theory change about two controversial topics. European Journal of Psychology of Education, 2000, 15, 329-346.	1.3	46
71	Title is missing!. Instructional Science, 1998, 26, 359-389.	1.1	83
72	Discussing the Greenhouse Effect: children's collaborative discourse reasoning and conceptual change. Environmental Education Research, 1998, 4, 67-85.	1.6	65

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73	Analogical reasoning in restructuring scientific knowledge. <i>European Journal of Psychology of Education</i> , 1996, 11, 3-23.	1.3	18
74	Collaborative Reasoning on Self-Generated Analogies: Conceptual Growth in Understanding Scientific Phenomena. <i>Educational Research and Evaluation</i> , 1996, 2, 309-350.	0.9	26
75	An analysis of children's construction of new knowledge through their use of reasoning and arguing in classroom discussions. <i>International Journal of Qualitative Studies in Education</i> , 1996, 9, 411-433.	0.8	49
76	Cognitive and metacognitive aspects in conceptual change by analogy. <i>Instructional Science</i> , 1994, 22, 157-187.	1.1	42