

Franck Amadieu

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/10554035/publications.pdf>

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18
papers

510
citations

1307594

7
h-index

1058476

14
g-index

18
all docs

18
docs citations

18
times ranked

399
citing authors

#	ARTICLE	IF	CITATIONS
1	Creating positive learning experiences with technology: A field study on the effects of user experience for digital concept mapping. <i>Heliyon</i> , 2022, 8, e09246.	3.2	10
2	Performance and acceptance when using tablets as a multiple document learning tool: do application and guidance matter?. <i>Instructional Science</i> , 2021, 49, 197.	2.0	3
3	Les types de guidage des processus d'apprentissage avec des ressources numériques. <i>Apprentissage Des Langues Et Systemes D'information Et De Communication</i> , 2021, , .	0.1	0
4	An Evolving Perspective to Capture Individual Differences Related to Fluid and Crystallized Abilities in Information Searching with a Search Engine. <i>Human-computer Interaction Series</i> , 2020, , 71-96.	0.6	10
5	Un sens inné du nombre? Une revue des différentes tâches. <i>Bulletin De Psychologie</i> , 2020, Numéro 570, 297-310.	0.1	0
6	A Critical Literature Review of Perceptions of Tablets for Learning in Primary and Secondary Schools. <i>Educational Psychology Review</i> , 2019, 31, 631-662.	8.4	24
7	Experience matters: Bridging the gap between experience- and functionality-driven design in technology-enhanced learning. , 2019, , 11-28.		3
8	Is Web Navigation with Tablet More Difficult Than with Laptop?. <i>Communications in Computer and Information Science</i> , 2018, , 18-23.	0.5	1
9	Relationships between Age, Domain Knowledge and Prior Knowledge Pre-activation on Information Searching. , 2017, , .		1
10	Configured-groups hypothesis: fast comparison of exact large quantities without counting. <i>Cognitive Processing</i> , 2017, 18, 447-459.	1.4	2
11	Effects of Studying Tasks Compatibility with Tablets on Their Acceptance. <i>Advances in Game-based Learning Book Series</i> , 2016, , 338-361.	0.2	3
12	Query strategies during information searching: Effects of prior domain knowledge and complexity of the information problems to be solved. <i>Information Processing and Management</i> , 2015, 51, 557-569.	8.6	62
13	The attention-guiding effect and cognitive load in the comprehension of animations. <i>Computers in Human Behavior</i> , 2011, 27, 36-40.	8.5	96
14	Comprendre des documents non-linéaires : quelles ressources apportées par les connaissances antérieures ?. <i>Annee Psychologique</i> , 2011, 111, 359.	0.3	5
15	Comprendre des documents non-linéaires : quelles ressources apportées par les connaissances antérieures ?. <i>Annee Psychologique</i> , 2011, Vol. 111, 359-408.	0.3	1
16	Interaction between prior knowledge and concept-map structure on hypertext comprehension, coherence of reading orders and disorientation. <i>Interacting With Computers</i> , 2010, 22, 88-97.	1.5	47
17	Prior knowledge in learning from a non-linear electronic document: Disorientation and coherence of the reading sequences. <i>Computers in Human Behavior</i> , 2009, 25, 381-388.	8.5	82
18	Effects of prior knowledge and concept-map structure on disorientation, cognitive load, and learning. <i>Learning and Instruction</i> , 2009, 19, 376-386.	3.2	160