

# Patrick Shafto

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/10565885/publications.pdf>

Version: 2024-02-01

49  
papers

2,054  
citations

331670

21  
h-index

289244

40  
g-index

49  
all docs

49  
docs citations

49  
times ranked

1356  
citing authors

| #  | ARTICLE  | IF  | CITATIONS |
|----|--|-----|-----------|
| 1  | Sensitivity to the slope of the amplitude spectrum is dependent on the spectral slopes of recently viewed environments: A visual adaptation study in modified reality. <i>Vision Research</i> , 2022, 197, 108056. | 1.4 | 0         |
| 2  | Mitigating belief projection in explainable artificial intelligence via Bayesian teaching. <i>Scientific Reports</i> , 2021, 11, 9863.   | 3.3 | 24        |
| 3  | Abstraction, validation <scp>, </scp> and generalization for explainable artificial intelligence. <i>Applied AI Letters</i> , 2021, 2, e37.  | 2.2 | 3         |
| 4  | Cooperative communication as belief transport. <i>Trends in Cognitive Sciences</i> , 2021, 25, 826-828.  | 7.8 | 4         |
| 5  | Conditional Deep Gaussian Processes: Empirical Bayes Hyperdata Learning. <i>Entropy</i> , 2021, 23, 1387.  | 2.2 | 1         |
| 6  | The Intentional Selection Assumption. <i>Frontiers in Psychology</i> , 2021, 12, 569275.   | 2.1 | 2         |
| 7  | Conditional Deep Gaussian Processes: Multi-Fidelity Kernel Learning. <i>Entropy</i> , 2021, 23, 1545.  | 2.2 | 1         |
| 8  | Inconvenient Samples: Modeling Biases Related to Parental Consent by Coupling Observational and Experimental Results. <i>Open Mind</i> , 2020, 4, 13-24.   | 1.7 | 6         |
| 9  | Evolution and impact of bias in human and machine learning algorithm interaction. <i>PLoS ONE</i> , 2020, 15, e0235502.  | 2.5 | 41        |
| 10 | Pedagogical questions promote causal learning in preschoolers. <i>Scientific Reports</i> , 2020, 10, 20700.  | 3.3 | 10        |
| 11 | Children Change Their Answers in Response to Neutral Follow-up Questions by a Knowledgeable Asker. <i>Cognitive Science</i> , 2020, 44, e12811.  | 1.7 | 10        |
| 12 | Spatial summation of broadband contrast. <i>Journal of Vision</i> , 2019, 19, 16.  | 0.3 | 4         |
| 13 | Technological Workforce and Its Impact on Algorithmic Justice in Politics. <i>Customer Needs and Solutions</i> , 2019, 6, 84-91.   | 0.8 | 6         |
| 14 | A Unifying Computational Framework for Teaching and Active Learning. <i>Topics in Cognitive Science</i> , 2019, 11, 316-337.   | 1.9 | 6         |
| 15 | Pedagogical Questions in Parent-Child Conversations. <i>Child Development</i> , 2019, 90, 147-161.   | 3.0 | 37        |
| 16 | Adaptation to the Amplitude Spectrum Slope of Natural Scenes in Modified Reality. <i>Journal of Vision</i> , 2019, 19, 188c.   | 0.3 | 0         |
| 17 | The Theoretical and Methodological Opportunities Afforded by Guided Play With Young Children. <i>Frontiers in Psychology</i> , 2018, 9, 1152.  | 2.1 | 33        |
| 18 | Questioning supports effective transmission of knowledge and increased exploratory learning in pre-kindergarten children. <i>Developmental Science</i> , 2018, 21, e12696.   | 2.4 | 29        |

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|----|---|-----|-----------|
| 19 | Iterated Algorithmic Bias in the Interactive Machine Learning Process of Information Filtering. , 2018, , .   |     | 8         |
| 20 | PrCP: Pre-recommendation Counter-Polarization. , 2018, , .  |     | 7         |
| 21 | Characterizing Non-Linear Processes in Cross-Orientation Suppression (XOS) with Steady-State Visual Evoked Potentials (SSVEPs). Journal of Vision, 2018, 18, 247. | 0.3 | 0         |
| 22 | The relationship between non-symbolic multiplication and division in childhood. Quarterly Journal of Experimental Psychology, 2017, 70, 686-702.                  | 1.1 | 12        |
| 23 | Parameterizing developmental changes in epistemic trust. Psychonomic Bulletin and Review, 2017, 24, 277-306.  | 2.8 | 8         |
| 24 | Detecting polarization in ratings: An automated pipeline and a preliminary quantification on several benchmark data sets. , 2017, , .                             |     | 7         |
| 25 | Distribution of content in recently-viewed scenes whitens perception. Journal of Vision, 2017, 17, 8.   | 0.3 | 19        |
| 26 | Faster Teaching via POMDP Planning. Cognitive Science, 2016, 40, 1290-1332.   | 1.7 | 36        |
| 27 | Infant-directed speech is consistent with teaching.. Psychological Review, 2016, 123, 758-771.  | 3.8 | 40        |
| 28 | Computational models of development, social influences. Current Opinion in Behavioral Sciences, 2016, 7, 95-100.  | 3.9 | 14        |
| 29 | Epistemic Trust and Education: Effects of Informant Reliability on Student Learning of Decimal Concepts. Child Development, 2016, 87, 154-164.                    | 3.0 | 9         |
| 30 | Human-Recommender Systems. , 2016, , .  |     | 14        |
| 31 | Cooperative inference: Features, objects, and collections.. Psychological Review, 2016, 123, 510-533.   | 3.8 | 4         |
| 32 | Controlling the message: preschoolersâ€™ use of information to teach and deceive others. Frontiers in Psychology, 2015, 6, 867.                                   | 2.1 | 21        |
| 33 | Choice from among Intentionally Selected Options. Psychology of Learning and Motivation - Advances in Research and Theory, 2015, 63, 115-139.                     | 1.1 | 4         |
| 34 | Learning to trust and trusting to learn: a theoretical framework. Trends in Cognitive Sciences, 2015, 19, 109-111.  | 7.8 | 101       |
| 35 | A rational account of pedagogical reasoning: Teaching by, and learning from, examples. Cognitive Psychology, 2014, 71, 55-89.                                     | 2.2 | 154       |
| 36 | Learning From Others. Perspectives on Psychological Science, 2012, 7, 341-351.  | 9.0 | 136       |

| #  | ARTICLE  | IF  | CITATIONS |
|----|--|-----|-----------|
| 37 | Unifying Pedagogical Reasoning and Epistemic Trust. <i>Advances in Child Development and Behavior</i> , 2012, 43, 295-319.   | 1.3 | 22        |
| 38 | An integrated account of generalization across objects and features. <i>Cognitive Psychology</i> , 2012, 64, 35-73.  | 2.2 | 26        |
| 39 | Epistemic trust: modeling children's reasoning about others' knowledge and intent. <i>Developmental Science</i> , 2012, 15, 436-447.   | 2.4 | 92        |
| 40 | The double-edged sword of pedagogy: Instruction limits spontaneous exploration and discovery. <i>Cognition</i> , 2011, 120, 322-330.   | 2.2 | 504       |
| 41 | Children's imitation of causal action sequences is influenced by statistical and pedagogical evidence. <i>Cognition</i> , 2011, 120, 331-340.  | 2.2 | 216       |
| 42 | A probabilistic model of cross-categorization. <i>Cognition</i> , 2011, 120, 1-25.   | 2.2 | 65        |
| 43 | Faster Teaching by POMDP Planning. <i>Lecture Notes in Computer Science</i> , 2011, , 280-287.   | 1.3 | 30        |
| 44 | Inductive reasoning about causally transmitted properties. <i>Cognition</i> , 2008, 109, 175-192.  | 2.2 | 60        |
| 45 | Who is susceptible to conjunction fallacies in category-based induction?. <i>Psychonomic Bulletin and Review</i> , 2007, 14, 884-889.  | 2.8 | 21        |
| 46 | Effects of time pressure on context-sensitive property induction. <i>Psychonomic Bulletin and Review</i> , 2007, 14, 890-894.  | 2.8 | 57        |
| 47 | Development of categorization and reasoning in the natural world: Novices to experts, naive similarity to ecological knowledge.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2003, 29, 641-649. | 0.9 | 120       |
| 48 | Theory-Based Bayesian Models of Inductive Reasoning. , 2001, , 167-204.  |     | 19        |
| 49 | Knowledge and Category-Based Induction.. , 0, , 69-85.   |     | 11        |