

Harold Pashler

List of Publications by Year in descending order

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Version: 2024-02-01

75
papers

16,840
citations

44069

48
h-index

82547

72
g-index

77
all docs

77
docs citations

77
times ranked

11659
citing authors

#	ARTICLE	IF	CITATIONS
1	Statistical consequences of staging exploration and confirmation. <i>Methods in Psychology</i> , 2021, 5, 100078.	2.2	0
2	A Train Wreck by Any Other Name. <i>Psychological Inquiry</i> , 2021, 32, 17-23.	0.9	2
3	Mitigating cue competition effects in human category learning. <i>Quarterly Journal of Experimental Psychology</i> , 2020, 73, 983-1003.	1.1	5
4	Discrepant Data and Improbable Results: An Examination of Vohs, Mead, and Goode (2006). <i>Basic and Applied Social Psychology</i> , 2019, 41, 263-271.	2.1	6
5	Retrieval practice: the lack of transfer to deductive inferences. <i>Psychonomic Bulletin and Review</i> , 2015, 22, 135-140.	2.8	27
6	The specificity of learned parallelism in dual-memory retrieval. <i>Memory and Cognition</i> , 2014, 42, 552-569.	1.6	16
7	Improving Students'™ Long-Term Knowledge Retention Through Personalized Review. <i>Psychological Science</i> , 2014, 25, 639-647.	3.3	120
8	Retrieval practice over the long term: Should spacing be expanding or equal-interval?. <i>Psychonomic Bulletin and Review</i> , 2014, 21, 1544-1550.	2.8	46
9	Is the benefit of retrieval practice modulated by motivation?. <i>Journal of Applied Research in Memory and Cognition</i> , 2014, 3, 183-188.	1.1	36
10	Effects of extensive dual-task practice on processing stages in simultaneous choice tasks. <i>Attention, Perception, and Psychophysics</i> , 2013, 75, 900-920.	1.3	43
11	Divided attention: An undesirable difficulty in memory retention. <i>Memory and Cognition</i> , 2013, 41, 978-988.	1.6	23
12	Don't just repeat after me: Retrieval practice is better than imitation for foreign vocabulary learning. <i>Psychonomic Bulletin and Review</i> , 2013, 20, 1259-1265.	2.8	42
13	Can the goal of honesty be primed?. <i>Journal of Experimental Social Psychology</i> , 2013, 49, 959-964.	2.2	40
14	Effects of spaced versus massed training in function learning.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2013, 39, 1417-1432.	0.9	24
15	Two Failures to Replicate High-Performance-Goal Priming Effects. <i>PLoS ONE</i> , 2013, 8, e72467.	2.5	104
16	Is the Replicability Crisis Overblown? Three Arguments Examined. <i>Perspectives on Psychological Science</i> , 2012, 7, 531-536.	9.0	537
17	Using Spacing to Enhance Diverse Forms of Learning: Review of Recent Research and Implications for Instruction. <i>Educational Psychology Review</i> , 2012, 24, 369-378.	8.4	284
18	Editors'™ Introduction to the Special Section on Replicability in Psychological Science. <i>Perspectives on Psychological Science</i> , 2012, 7, 528-530.	9.0	1,039

#	ARTICLE	IF	CITATIONS
19	Learning styles: where's the evidence?. <i>Medical Education</i> , 2012, 46, 634-635.	2.1	150
20	Learning Painting Styles: Spacing is Advantageous when it Promotes Discriminative Contrast. <i>Applied Cognitive Psychology</i> , 2012, 26, 97-103.	1.6	154
21	Effects of practice on task architecture: Combined evidence from interference experiments and random-walk models of decision making. <i>Cognition</i> , 2011, 119, 81-95.	2.2	46
22	Effects of testing on learning of functions. <i>Psychonomic Bulletin and Review</i> , 2011, 18, 998-1005.	2.8	44
23	Does incorrect guessing impair fact learning?. <i>Journal of Educational Psychology</i> , 2011, 103, 48-59.	2.9	49
24	Recent Research on Human Learning Challenges Conventional Instructional Strategies. <i>Educational Researcher</i> , 2010, 39, 406-412.	5.4	199
25	Optimizing Distributed Practice. <i>Experimental Psychology</i> , 2009, 56, 236-246.	0.7	212
26	Using tests to enhance 8th grade students' retention of U.S. history facts. <i>Applied Cognitive Psychology</i> , 2009, 23, 760-771.	1.6	198
27	Puzzlingly High Correlations in fMRI Studies of Emotion, Personality, and Social Cognition. <i>Perspectives on Psychological Science</i> , 2009, 4, 274-290.	9.0	1,277
28	Task prioritisation in multitasking during driving: opportunity to abort a concurrent task does not insulate braking responses from dual-task slowing. <i>Applied Cognitive Psychology</i> , 2008, 22, 507-525.	1.6	78
29	The effects of tests on learning and forgetting. <i>Memory and Cognition</i> , 2008, 36, 438-448.	1.6	207
30	Spacing and the transition from calculation to retrieval. <i>Psychonomic Bulletin and Review</i> , 2008, 15, 656-661.	2.8	27
31	Learning Styles. <i>Psychological Science in the Public Interest: A Journal of the American Psychological Society</i> , 2008, 9, 105-119.	10.7	1,304
32	Spacing Effects in Learning. <i>Psychological Science</i> , 2008, 19, 1095-1102.	3.3	428
33	Increasing Retention Without Increasing Study Time. <i>Current Directions in Psychological Science</i> , 2007, 16, 183-186.	5.3	105
34	Characterizing the Limits of Human Visual Awareness. <i>Science</i> , 2007, 317, 823-825.	12.6	142
35	A Boolean map theory of visual attention.. <i>Psychological Review</i> , 2007, 114, 599-631.	3.8	275
36	Incubation benefits only after people have been misdirected. <i>Memory and Cognition</i> , 2007, 35, 701-710.	1.6	64

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37	Enhancing learning and retarding forgetting: Choices and consequences. <i>Psychonomic Bulletin and Review</i> , 2007, 14, 187-193.	2.8	204
38	Testing beyond words: Using tests to enhance visuospatial map learning. <i>Psychonomic Bulletin and Review</i> , 2007, 14, 474-478.	2.8	106
39	Central Interference in Driving. <i>Psychological Science</i> , 2006, 17, 228-235.	3.3	171
40	Distributed practice in verbal recall tasks: A review and quantitative synthesis.. <i>Psychological Bulletin</i> , 2006, 132, 354-380.	6.1	1,235
41	What types of learning are enhanced by a cued recall test?. <i>Psychonomic Bulletin and Review</i> , 2006, 13, 826-830.	2.8	149
42	A neuropsychological assessment of dual-task costs in closed-head injury patients using Cohen's effect size estimation method. <i>Psychological Research</i> , 2006, 70, 553-561.	1.7	9
43	Enhanced Memory for Negatively Emotionally Charged Pictures Without Selective Rumination.. <i>Emotion</i> , 2005, 5, 191-199.	1.8	33
44	Awareness of the continuously visible: Information acquisition during preview. <i>Perception & Psychophysics</i> , 2005, 67, 1391-1403.	2.3	12
45	The effect of overlearning on long-term retention. <i>Applied Cognitive Psychology</i> , 2005, 19, 361-374.	1.6	65
46	When Does Feedback Facilitate Learning of Words?. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2005, 31, 3-8.	0.9	310
47	Vehicle Braking is Slower under Dual-Task Conditions: Evidence for Central Interference. <i>Proceedings of the Human Factors and Ergonomics Society</i> , 2004, 48, 2314-2318.	0.3	0
48	Multitasking costs in close-head injury patients. <i>Experimental Brain Research</i> , 2003, 152, 29-41.	1.5	10
49	Is Temporal Spacing of Tests Helpful Even When It Inflates Error Rates?. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2003, 29, 1051-1057.	0.9	73
50	Reply to Rodgers and Rowe (2002).. <i>Psychological Review</i> , 2002, 109, 605-607.	3.8	18
51	Volatile visual representations: Failing to detect changes in recently processed information. <i>Psychonomic Bulletin and Review</i> , 2002, 9, 744-750.	2.8	55
52	Attention and Performance. <i>Annual Review of Psychology</i> , 2001, 52, 629-651.	17.7	386
53	Spontaneous allocation of visual attention: Dominant role of uniqueness. <i>Psychonomic Bulletin and Review</i> , 2001, 8, 747-752.	2.8	34
54	How persuasive is a good fit? A comment on theory testing.. <i>Psychological Review</i> , 2000, 107, 358-367.	3.8	688

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55	The Role of Iconic Memory in Change-Detection Tasks. <i>Perception</i> , 2000, 29, 273-286.	1.2	133
56	Visual selection mediated by location: Feature-based selection of noncontiguous locations. <i>Perception & Psychophysics</i> , 1999, 61, 403-423.	2.3	105
57	When two memories can and cannot be retrieved concurrently. <i>Memory and Cognition</i> , 1998, 26, 731-739.	1.6	35
58	Commentary on De Jong. <i>Advances in Psychology</i> , 1997, , 241-244.	0.1	0
59	Structures, Processes, and the Flow of Information. , 1996, , 3-29.		9
60	Divided attention: Storing and classifying briefly presented objects. <i>Psychonomic Bulletin and Review</i> , 1994, 1, 115-118.	2.8	12
61	Dual-task interference in simple tasks: Data and theory.. <i>Psychological Bulletin</i> , 1994, 116, 220-244.	6.1	2,458
62	Graded capacity-sharing in dual-task interference?. <i>Journal of Experimental Psychology: Human Perception and Performance</i> , 1994, 20, 330-342.	0.9	101
63	Dual-task interference and the cerebral hemispheres.. <i>Journal of Experimental Psychology: Human Perception and Performance</i> , 1993, 19, 315-330.	0.9	50
64	Saccadic Eye Movements and Dual-Task Interference. <i>Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology</i> , 1993, 46, 51-82.	2.3	115
65	Making two responses to a single object: Implications for the central attentional bottleneck.. <i>Journal of Experimental Psychology: Human Perception and Performance</i> , 1992, 18, 1058-1079.	0.9	109
66	The influence of retrieval on retention. <i>Memory and Cognition</i> , 1992, 20, 633-642.	1.6	431
67	Shifting visual attention and selecting motor responses: Distinct attentional mechanisms.. <i>Journal of Experimental Psychology: Human Perception and Performance</i> , 1991, 17, 1023-1040.	0.9	122
68	Procedural learning: II. Intertrial repetition effects in speeded-choice tasks.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 1991, 17, 33-48.	0.9	224
69	Do response modality effects support multiprocessor models of divided attention?. <i>Journal of Experimental Psychology: Human Perception and Performance</i> , 1990, 16, 826-842.	0.9	119
70	Dissociations and dependencies between speed and accuracy: Evidence for a two-component theory of divided attention in simple tasks. <i>Cognitive Psychology</i> , 1989, 21, 469-514.	2.2	227
71	Cross-dimensional interaction and texture segregation. <i>Perception & Psychophysics</i> , 1988, 43, 307-318.	2.3	210
72	Familiarity and visual change detection. <i>Perception & Psychophysics</i> , 1988, 44, 369-378.	2.3	906

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73	Visual attention and stimulus identification.. Journal of Experimental Psychology: Human Perception and Performance, 1985, 11, 105-121.	0.9	78
74	Evidence against late selection: Stimulus quality effects in previewed displays.. Journal of Experimental Psychology: Human Perception and Performance, 1984, 10, 429-448.	0.9	78
75	Processing stages in overlapping tasks: Evidence for a central bottleneck.. Journal of Experimental Psychology: Human Perception and Performance, 1984, 10, 358-377.	0.9	397