Jonathan G Tullis

List of Publications by Year
in descending order

20 papers	563 citations	759233 12 h-index	752698 20 g-index
20 all docs	20 docs citations	20 times ranked	380 citing authors

#	Article	IF	Citations
1	On the effectiveness of self-paced learning. Journal of Memory and Language, 2011, 64, 109-118.	2.1	166
2	Metacognition of the testing effect: Guiding learners to predict the benefits of retrieval. Memory and Cognition, 2013, 41, 429-442.	1.6	92
3	Perspective-taking in comprehension, production, and memory: An individual differences approach.. Journal of Experimental Psychology: General, 2015, 144, 898-915.	2.1	54
4	Why does peer instruction benefit student learning?. Cognitive Research: Principles and Implications, 2020, 5, 15.	2.0	44
5	Consequences of restudy choices in younger and older learners. Psychonomic Bulletin and Review, 2012, 19, 743-749.	2.8	32
6	The effectiveness of updating metacognitive knowledge in the elderly: Evidence from metamnemonic judgments of word frequency.. Psychology and Aging, 2012, 27, 683-690.	1.6	31
7	Predicting others' memory performance: The accuracy and bases of social metacognition. Journal of Memory and Language, 2017, 95, 124-137.	2.1	25
8	Self-reported use of retrieval practice varies across age and domain. Metacognition and Learning, 2020, 15, 129-154.	2.7	23
9	Cueing others' memories. Memory and Cognition, 2015, 43, 634-646.	1.6	16
10	Predicting others' knowledge: Knowledge estimation as cue utilization. Memory and Cognition, 2018, 46, 1360-1375.	1.6	15
11	Remindings influence the interpretation of ambiguous stimuli. Psychonomic Bulletin and Review, 2014, 21, 107-113.	2.8	13
12	Cue generation: How learners flexibly support future retrieval. Memory and Cognition, 2015, 43, 922-938.	1.6	12
13	Self-Generated Memory Cues: Effective Tools for Learning, Training, and Remembering. Policy Insights From the Behavioral and Brain Sciences, 2018, 5, 179-186.	2.4	11
14	Dividing attention impairs metacognitive control more than monitoring. Psychonomic Bulletin and Review, 2021, 28, 2064-2074.	2.8	9
15	Theories of intelligence influence self-regulated study choices and learning.. Journal of Experimental Psychology: Learning Memory and Cognition, 2020, 46, 487-496.	0.9	7
16	What characteristics make self-generated memory cues effective over time?. Memory, 2021, 29, 1308-1319.	1.7	4
17	Comparison versus reminding. Cognitive Research: Principles and Implications, 2016, 1, 20.	2.0	3
18	Personal reminders: Self-generated reminders boost memory more than normatively related ones. Memory and Cognition, 2021, 49, 645-659.	1.6	2

#	Article	IF	Citations
19	Generating mnemonics boosts recall of chemistry information.. Journal of Experimental Psychology: Applied, 2022, 28, 71-84.	1.2	2
20	Selecting effectively contributes to the mnemonic benefits of self-generated cues. Memory and Cognition, 2022, 50, 765-781.	1.6	2