

# Jonathan G Tullis

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/113501/publications.pdf>

Version: 2024-02-01

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  | Generating mnemonics boosts recall of chemistry information.. Journal of Experimental Psychology: Applied, 2022, 28, 71-84.   | 1.2 | 2         |
| 2  | Selecting effectively contributes to the mnemonic benefits of self-generated cues. Memory and Cognition, 2022, 50, 765-781.   | 1.6 | 2         |
| 3  | Personal reminders: Self-generated reminders boost memory more than normatively related ones. Memory and Cognition, 2021, 49, 645-659.                                  | 1.6 | 2         |
| 4  | Dividing attention impairs metacognitive control more than monitoring. Psychonomic Bulletin and Review, 2021, 28, 2064-2074.  | 2.8 | 9         |
| 5  | What characteristics make self-generated memory cues effective over time?. Memory, 2021, 29, 1308-1319.   | 1.7 | 4         |
| 6  | Self-reported use of retrieval practice varies across age and domain. Metacognition and Learning, 2020, 15, 129-154.  | 2.7 | 23        |
| 7  | 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         |
| 8  | Why does peer instruction benefit student learning?. Cognitive Research: Principles and Implications, 2020, 5, 15.  | 2.0 | 44        |
| 9  | 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        |
| 10 | Predicting others'™ knowledge: Knowledge estimation as cue utilization. Memory and Cognition, 2018, 46, 1360-1375.  | 1.6 | 15        |
| 11 | Predicting others'™ memory performance: The accuracy and bases of social metacognition. Journal of Memory and Language, 2017, 95, 124-137.                              | 2.1 | 25        |
| 12 | Comparison versus reminding. Cognitive Research: Principles and Implications, 2016, 1, 20.  | 2.0 | 3         |
| 13 | Perspective-taking in comprehension, production, and memory: An individual differences approach.. Journal of Experimental Psychology: General, 2015, 144, 898-915.      | 2.1 | 54        |
| 14 | Cueing others'™ memories. Memory and Cognition, 2015, 43, 634-646.  | 1.6 | 16        |
| 15 | Cue generation: How learners flexibly support future retrieval. Memory and Cognition, 2015, 43, 922-938.  | 1.6 | 12        |
| 16 | Reminders influence the interpretation of ambiguous stimuli. Psychonomic Bulletin and Review, 2014, 21, 107-113.  | 2.8 | 13        |
| 17 | Metacognition of the testing effect: Guiding learners to predict the benefits of retrieval. Memory and Cognition, 2013, 41, 429-442.                                    | 1.6 | 92        |
| 18 | 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        |

| #  | ARTICLE  | IF  | CITATIONS |
|----|--|-----|-----------|
| 19 | Consequences of restudy choices in younger and older learners. <i>Psychonomic Bulletin and Review</i> , 2012, 19, 743-749. | 2.8 | 32        |
| 20 | On the effectiveness of self-paced learning. <i>Journal of Memory and Language</i> , 2011, 64, 109-118.                    | 2.1 | 166       |