

Peter Gerjets

List of Publications by Year in descending order

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Version: 2024-02-01

96
papers

4,663
citations

87723

38
h-index

110170

64
g-index

104
all docs

104
docs citations

104
times ranked

2834
citing authors

#	ARTICLE	IF	CITATIONS
1	The influence of gestures and visuospatial ability during learning about movements with dynamic visualizations – An fNIRS study. <i>Computers in Human Behavior</i> , 2022, 129, 107151.	5.1	8
2	Do your eye movements reveal your performance on an IQ test? A study linking eye movements and socio-demographic information to fluid intelligence. <i>PLoS ONE</i> , 2022, 17, e0264316.	1.1	6
3	Investigating professed and enacted epistemic beliefs about the uncertainty of scientific knowledge when students evaluate scientific controversies. <i>European Journal of Psychology of Education</i> , 2021, 36, 125-146.	1.3	5
4	Simultaneous Presentation of Multiple Documents and Text-Highlighting: Online Integrative Processes and Offline Integrated Understanding. <i>Scientific Studies of Reading</i> , 2021, 25, 179-192.	1.3	7
5	Toward neuroadaptive support technologies for improving digital reading: a passive BCI-based assessment of mental workload imposed by text difficulty and presentation speed during reading. <i>User Modeling and User-Adapted Interaction</i> , 2021, 31, 75-104.	2.9	17
6	Attentive or Not? Toward a Machine Learning Approach to Assessing Students' Visible Engagement in Classroom Instruction. <i>Educational Psychology Review</i> , 2021, 33, 27-49.	5.1	79
7	Cross-task and Cross-participant Classification of Cognitive Load in an Emergency Simulation Game. <i>IEEE Transactions on Affective Computing</i> , 2021, , 1-1.	5.7	10
8	Altering emotions near the hand: Approach-avoidance swipe interactions modulate the perceived valence of emotional pictures.. <i>Emotion</i> , 2021, 21, 220-225.	1.5	11
9	Measuring Cognitive Load Using In-Game Metrics of a Serious Simulation Game. <i>Frontiers in Psychology</i> , 2021, 12, 572437.	1.1	11
10	The intention was good: How promoting strategy use does not improve multimedia learning for secondary students. <i>British Journal of Educational Psychology</i> , 2021, 91, 1291-1309.	1.6	3
11	EyeQ, a rich IQ test performance data set with eye movement, educational and socio-demographic information. <i>Scientific Data</i> , 2021, 8, 154.	2.4	7
12	Touching digital objects directly on multi-touch devices fosters learning about visual contents. <i>Computers in Human Behavior</i> , 2021, 119, 106708.	5.1	7
13	Coding valence in touchscreen interactions: hand dominance and lateral movement influence valence appraisals of emotional pictures. <i>Psychological Research</i> , 2020, 84, 23-31.	1.0	3
14	Distribution of attention in a gallery segment on the National Socialists' 1/4hrer cult: diving deeper into visitors' cognitive exhibition experiences using mobile eye tracking. <i>Museum Management and Curatorship</i> , 2020, 35, 71-88.	0.8	9
15	Using eye-tracking and EEG to study the mental processing demands during learning of text-picture combinations. <i>International Journal of Psychophysiology</i> , 2020, 158, 201-214.	0.5	25
16	How laypersons consider differences in sources' trustworthiness and expertise in their regulation and resolution of scientific conflicts. <i>International Journal of Science Education, Part B: Communication and Public Engagement</i> , 2020, 10, 335-354.	0.9	6
17	The role of beliefs regarding the uncertainty of knowledge and mental effort as indicated by pupil dilation in evaluating scientific controversies. <i>International Journal of Science Education</i> , 2020, 42, 350-371.	1.0	11
18	Designing Visual-Arts Education Programs for Transfer Effects: Development and Experimental Evaluation of (Digital) Drawing Courses in the Art Museum Designed to Promote Adolescents' Socio-Emotional Skills. <i>Frontiers in Psychology</i> , 2020, 11, 603984.	1.1	7

#	ARTICLE	IF	CITATIONS
19	Predicting Cognitive Load in an Emergency Simulation Based on Behavioral and Physiological Measures. , 2019, , .		26
20	Readersâ€™ Processing and Use of Source Information as a Function of Its Usefulness to Explain Conflicting Scientific Claims. Discourse Processes, 2019, 56, 429-446.	1.1	12
21	Moved by Emotions: Affective Concepts Representing Personal Life Events Induce Freely Performed Steps in Line With Combined Sagittal and Lateral Space-Valence Associations. Frontiers in Psychology, 2019, 10, 2787.	1.1	2
22	Decision confidence: EEG correlates of confidence in different phases of an old/new recognition task. Brain-Computer Interfaces, 2019, 6, 162-177.	0.9	6
23	Unity and diversity in working memory load: Evidence for the separability of the executive functions updating and inhibition using machine learning. Biological Psychology, 2018, 139, 163-172.	1.1	4
24	Cross-subject workload classification using pupil-related measures. , 2018, , .		28
25	Does Grammatical Number Influence the Semantic Priming Between Number Cues and Words Related to Vertical Space? An Investigation Using Virtual Reality. Frontiers in Psychology, 2018, 9, 573.	1.1	1
26	Valence-space associations in touchscreen interactions: Valence match between emotional pictures and their vertical touch location leads to pictures' positive evaluation. PLoS ONE, 2018, 13, e0199972.	1.1	2
27	Brain-Computer Interfaces for Educational Applications. , 2017, , 177-201.		18
28	Context Sensitivity of EEG-based Workload Classification under different Affective Valence. IEEE Transactions on Affective Computing, 2017, , 1-1.	5.7	11
29	Comparison of the Working Memory Load in N-Back and Working Memory Span Tasks by Means of EEG Frequency Band Power and P300 Amplitude. Frontiers in Human Neuroscience, 2017, 11, 6.	1.0	104
30	Online EEG-Based Workload Adaptation of an Arithmetic Learning Environment. Frontiers in Human Neuroscience, 2017, 11, 286.	1.0	43
31	Affective Aspects of Perceived Loss of Control and Potential Implications for Brain-Computer Interfaces. Frontiers in Human Neuroscience, 2017, 11, 370.	1.0	6
32	Electroencephalography Based Analysis of Working Memory Load and Affective Valence in an N-back Task with Emotional Stimuli. Frontiers in Human Neuroscience, 2017, 11, 616.	1.0	43
33	Learning and Problem-Solving with Hypermedia in the Twenty-First Century: From Hypertext to Multiple Web Sources and Multimodal Adaptivity. , 2017, , 61-88.		5
34	How Body Orientation Affects Concepts of Space, Time and Valence: Functional Relevance of Integrating Sensorimotor Experiences during Word Processing. PLoS ONE, 2016, 11, e0165795.	1.1	13
35	Hypermedia exploration stimulates multiperspective reasoning in elementary school children with high working memory capacity: A tablet computer study. Learning and Individual Differences, 2016, 51, 273-283.	1.5	6
36	Is This Information Source Commercially Biased? How Contradictions Between Web Pages Stimulate the Consideration of Source Information. Discourse Processes, 2016, 53, 430-456.	1.1	55

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37	EEG-based prediction of cognitive workload induced by arithmetic: a step towards online adaptation in numerical learning. <i>ZDM - International Journal on Mathematics Education</i> , 2016, 48, 267-278.	1.3	45
38	How children navigate a multiperspective hypermedia environment: The role of spatial working memory capacity. <i>Computers in Human Behavior</i> , 2016, 55, 145-158.	5.1	22
39	Fixation-Related EEG Frequency Band Power Analysis: A Promising Neuro-Cognitive Methodology to Evaluate the Matching-Quality of Web Search Results?. <i>Communications in Computer and Information Science</i> , 2016, , 245-250.	0.4	4
40	Priming effects between spatial meaning of verbs and numbers are modulated by time intervals: Early interference and late facilitation.. <i>Canadian Journal of Experimental Psychology</i> , 2016, 70, 295-300.	0.7	4
41	When flanker meets the n-back: What EEG and pupil dilation data reveal about the interplay between the two central executive working memory functions inhibition and updating. <i>Psychophysiology</i> , 2015, 52, 1293-1304.	1.2	99
42	Pupil Dilation and EEG Alpha Frequency Band Power Reveal Load on Executive Functions for Link-Selection Processes during Text Reading. <i>PLoS ONE</i> , 2015, 10, e0130608.	1.1	66
43	What characterizes children nominated as gifted by teachers? A closer consideration of working memory and intelligence. <i>High Ability Studies</i> , 2015, 26, 75-92.	1.0	22
44	When adults without university education search the Internet for health information: The roles of Internet-specific epistemic beliefs and a source evaluation intervention. <i>Computers in Human Behavior</i> , 2015, 48, 297-309.	5.1	68
45	Does a Strategy Training Foster Students' Ability to Learn From Multimedia?. <i>Journal of Experimental Education</i> , 2015, 83, 266-289.	1.6	16
46	Watching corresponding gestures facilitates learning with animations by activating human mirror-neurons: An fNIRS study. <i>Learning and Instruction</i> , 2015, 36, 27-37.	1.9	48
47	Implementation intentions during multimedia learning: Using if-then plans to facilitate cognitive processing. <i>Learning and Instruction</i> , 2015, 35, 1-15.	1.9	50
48	Distraction during learning with hypermedia: difficult tasks help to keep task goals on track. <i>Frontiers in Psychology</i> , 2014, 5, 268.	1.1	20
49	Cognitive state monitoring and the design of adaptive instruction in digital environments: lessons learned from cognitive workload assessment using a passive brain-computer interface approach. <i>Frontiers in Neuroscience</i> , 2014, 8, 385.	1.4	90
50	The Role of Search Result Position and Source Trustworthiness in the Selection of Web Search Results When Using a List or a Grid Interface. <i>International Journal of Human-Computer Interaction</i> , 2014, 30, 177-191.	3.3	82
51	A Call for an Unbiased Search for Moderators in Disfluency Research: Reply to Oppenheimer and Alter (2014). <i>Applied Cognitive Psychology</i> , 2014, 28, 805-806.	0.9	15
52	Disfluency Meets Cognitive Load in Multimedia Learning: Does Harder to Read Mean Better to Understand?. <i>Applied Cognitive Psychology</i> , 2014, 28, 488-501.	0.9	56
53	Learning with dynamic and static visualizations: Realistic details only benefit learners with high visuospatial abilities. <i>Computers in Human Behavior</i> , 2014, 36, 330-339.	5.1	60
54	Extending multimedia research: How do prerequisite knowledge and reading comprehension affect learning from text and pictures. <i>Computers in Human Behavior</i> , 2014, 31, 73-84.	5.1	41

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55	Learning to see: Guiding students' attention via a Model's eye movements fosters learning. <i>Learning and Instruction</i> , 2013, 25, 62-70.	1.9	165
56	Is spoken text always better? Investigating the modality and redundancy effect with longer text presentation. <i>Computers in Human Behavior</i> , 2013, 29, 1590-1601.	5.1	56
57	The role of Internet-specific epistemic beliefs in laypersons' source evaluations and decisions during Web search on a medical issue. <i>Computers in Human Behavior</i> , 2013, 29, 1193-1203.	5.1	96
58	Learning about locomotion patterns: Effective use of multiple pictures and motion-indicating arrows. <i>Computers and Education</i> , 2013, 65, 45-55.	5.1	26
59	Hypermedia and Self-Regulation: An Interplay in Both Directions. <i>Springer International Handbooks of Education</i> , 2013, , 129-141.	0.1	4
60	Effects of search interface and Internet-specific epistemic beliefs on source evaluations during Web search for medical information: an eye-tracking study. <i>Behaviour and Information Technology</i> , 2012, 31, 83-97.	2.5	87
61	Conveying clinical reasoning based on visual observation via eye-movement modelling examples. <i>Instructional Science</i> , 2012, 40, 813-827.	1.1	127
62	Verbal descriptions of spatial information can interfere with picture processing. <i>Memory</i> , 2012, 20, 682-699.	0.9	11
63	Explaining the modality effect in multimedia learning: Is it due to a lack of temporal contiguity with written text and pictures?. <i>Learning and Instruction</i> , 2012, 22, 92-102.	1.9	44
64	How temporal and spatial aspects of presenting visualizations affect learning about locomotion patterns. <i>Learning and Instruction</i> , 2012, 22, 193-205.	1.9	43
65	Chapter 10 How Search Engine Users Evaluate and Select Web Search Results: The Impact of the Search Engine Interface on Credibility Assessments. <i>Library and Information Science</i> , 2012, , 251-279.	0.2	23
66	The two-component model of memory development, and its potential implications for educational settings. <i>Developmental Cognitive Neuroscience</i> , 2012, 2, S67-S77.	1.9	17
67	Can differences in learning strategies explain the benefits of learning from static and dynamic visualizations?. <i>Computers and Education</i> , 2011, 56, 176-187.	5.1	78
68	Learning about locomotion patterns from visualizations: Effects of presentation format and realism. <i>Computers and Education</i> , 2011, 57, 1961-1970.	5.1	40
69	Measuring spontaneous and instructed evaluation processes during Web search: Integrating concurrent thinking-aloud protocols and eye-tracking data. <i>Learning and Instruction</i> , 2011, 21, 220-231.	1.9	142
70	The influence of text modality on learning with static and dynamic visualizations. <i>Computers in Human Behavior</i> , 2011, 27, 29-35.	5.1	68
71	The acquisition of problem-solving skills in mathematics: How animations can aid understanding of structural problem features and solution procedures. <i>Instructional Science</i> , 2010, 38, 487-502.	1.1	42
72	The speaker/gender effect: does the speaker's gender matter when presenting auditory text in multimedia messages?. <i>Instructional Science</i> , 2010, 38, 503-521.	1.1	32

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73	In the eyes of the beholder: How experts and novices interpret dynamic stimuli. Learning and Instruction, 2010, 20, 146-154.	1.9	288
74	Cognitive and socio-motivational aspects in learning with animations: there is more to it than â€do they aid learning or notâ€™. Instructional Science, 2010, 38, 435-440.	1.1	7
75	How the interface design influences users' spontaneous trustworthiness evaluations of web search results. , 2010, , .		26
76	Learning with hypermedia: The influence of representational formats and different levels of learner control on performance and learning behavior. Computers in Human Behavior, 2009, 25, 360-370.	5.1	85
77	Explaining the split-attention effect: Is the reduction of extraneous cognitive load accompanied by an increase in germane cognitive load?. Computers in Human Behavior, 2009, 25, 315-324.	5.1	293
78	Attention guidance during example study via the modelâ€™s eye movements. Computers in Human Behavior, 2009, 25, 785-791.	5.1	164
79	The Scientific Value of Cognitive Load Theory: A Research Agenda Based on the Structuralist View of Theories. Educational Psychology Review, 2009, 21, 43-54.	5.1	93
80	The effects of realism in learning with dynamic visualizations. Learning and Instruction, 2009, 19, 481-494.	1.9	119
81	The impact of learner characteristics on information utilization strategies, cognitive load experienced, and performance in hypermedia learning. Learning and Instruction, 2009, 19, 387-401.	1.9	65
82	Situated learning in the mobile age: mobile devices on a field trip to the sea. Research in Learning Technology, 2009, 17, 187-199.	0.5	28
83	Learning from Multimedia and Hypermedia. , 2009, , 251-272.		12
84	Information comparisons in example-based hypermedia environments: supporting learners with processing prompts and an interactive comparison tool. Educational Technology Research and Development, 2008, 56, 73-92.	2.0	57
85	Instructional support for enhancing studentsâ€™ information problem solving ability. Computers in Human Behavior, 2008, 24, 615-622.	5.1	33
86	Competent information search in the World Wide Web: Development and evaluation of a web training for pupils. Computers in Human Behavior, 2008, 24, 693-715.	5.1	41
87	Lernen mit Multimedia. Psychologische Rundschau, 2008, 59, 98-107.	0.6	18
88	Learner Control in Hypermedia Environments. Educational Psychology Review, 2007, 19, 285-307.	5.1	252
89	Can learning from molar and modular worked examples be enhanced by providing instructional explanations and prompting self-explanations?. Learning and Instruction, 2006, 16, 104-121.	1.9	124
90	Instructional design for effective and enjoyable computer-supported learning. Computers in Human Behavior, 2006, 22, 1-8.	5.1	25

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91	Making the abstract concrete: Visualizing mathematical solution procedures. <i>Computers in Human Behavior</i> , 2006, 22, 9-25.	5.1	67
92	Designing Instructional Examples to Reduce Intrinsic Cognitive Load: Molar versus Modular Presentation of Solution Procedures. <i>Instructional Science</i> , 2004, 32, 33-58.	1.1	162
93	Goal Configurations and Processing Strategies as Moderators Between Instructional Design and Cognitive Load: Evidence From Hypertext-Based Instruction. <i>Educational Psychologist</i> , 2003, 38, 33-41.	4.7	129
94	The influence of a waiting intention on action performance: Efficiency impairment and volitional protection in tasks of varying difficulty. <i>Acta Psychologica</i> , 1997, 97, 167-182.	0.7	19
95	Diagnostik von Handlungsphasen in tutoriellen Lernsystemen. <i>Informatik Aktuell</i> , 1995, , 330-337.	0.4	1
96	Investigating the Roles of Document Presentation and Reading Interactions on Different Aspects of Multiple Document Comprehension. <i>International Journal of Human-Computer Interaction</i> , 0, , 1-14.	3.3	0