

Richard C Anderson

List of Publications by Year in descending order

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Version: 2024-02-01

136
papers

13,090
citations

29994

54
h-index

24179

110
g-index

137
all docs

137
docs citations

137
times ranked

3708
citing authors

#	ARTICLE	IF	CITATIONS
1	Children's engagement during collaborative learning and direct instruction through the lens of participant structure. <i>Contemporary Educational Psychology</i> , 2022, 69, 102061.	1.6	8
2	Instructional discourse and argumentative writing. <i>International Journal of Educational Research</i> , 2018, 90, 234-247.	1.2	17
3	Promoting academic talk through Collaborative Reasoning. , 2018, , 12-27.		1
4	Emergent Leadership in Children's Cooperative Problem Solving Groups. <i>Cognition and Instruction</i> , 2017, 35, 212-235.	1.9	28
5	Instructional influences on English language learners' storytelling. <i>Learning and Instruction</i> , 2017, 49, 64-80.	1.9	6
6	Children's Productive Use of Academic Vocabulary. <i>Discourse Processes</i> , 2017, 54, 40-61.	1.1	9
7	Effects of teacher framing on student engagement during collaborative reasoning discussions. <i>Contemporary Educational Psychology</i> , 2017, 51, 253-266.	1.6	18
8	Orthographic consistency and individual learner differences in second language literacy acquisition. <i>Reading and Writing</i> , 2016, 29, 1409-1434.	1.0	16
9	Influence of Collaborative Reasoning discussions on metadiscourse in children's essays. <i>Text and Talk</i> , 2016, 36, .	0.2	7
10	Improving Children's Competence as Decision Makers. <i>American Educational Research Journal</i> , 2016, 53, 194-223.	1.6	31
11	Social influences on children's development of relational thinking during small-group discussions. <i>Contemporary Educational Psychology</i> , 2015, 41, 83-97.	1.6	22
12	Less is more: Teachers' influence during peer collaboration.. <i>Journal of Educational Psychology</i> , 2015, 107, 609-629.	2.1	35
13	Effects of Argument Scaffolding and Source Credibility on Science Text Comprehension. <i>Journal of Experimental Education</i> , 2014, 82, 264-282.	1.6	14
14	The effects of reading to prepare for argumentative discussion on cognitive engagement and conceptual growth. <i>Learning and Instruction</i> , 2014, 33, 67-80.	1.9	16
15	Language-rich discussions for English language learners. <i>International Journal of Educational Research</i> , 2013, 58, 44-60.	1.2	36
16	Enhancing motivation and engagement through collaborative discussion.. <i>Journal of Educational Psychology</i> , 2013, 105, 622-632.	2.1	58
17	Chinese Reading Development in Monolingual and Bilingual Learners: Introduction to the Special Issue. <i>Scientific Studies of Reading</i> , 2013, 17, 1-4.	1.3	11
18	Children's Moral Reasoning: Influence of Culture and Collaborative Discussion. <i>Journal of Cognition and Culture</i> , 2013, 13, 503-522.	0.1	15

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19	The development of young Chinese children's morphological awareness: The role of semantic relatedness and morpheme type. <i>Applied Psycholinguistics</i> , 2013, 34, 45-67.	0.8	23
20	Learning to See the Patterns in Chinese Characters. <i>Scientific Studies of Reading</i> , 2013, 17, 41-56.	1.3	74
21	Insight into the structure of compound words among speakers of Chinese and English. <i>Applied Psycholinguistics</i> , 2012, 33, 753-779.	0.8	13
22	Effects of early bilingualism on learning phonological regularities in a new language. <i>Journal of Experimental Child Psychology</i> , 2012, 111, 455-467.	0.7	56
23	Children's Use of Analogy During Collaborative Reasoning. <i>Child Development</i> , 2012, 83, 1429-1443.	1.7	26
24	Influence of a Teacher's Scaffolding Moves During Child-Led Small-Group Discussions. <i>American Educational Research Journal</i> , 2011, 48, 194-230.	1.6	115
25	Chinese children's concept of word. <i>Writing Systems Research</i> , 2011, 3, 41-57.	0.2	14
26	The role of tone awareness and pinyin knowledge in Chinese reading. <i>Writing Systems Research</i> , 2011, 3, 59-68.	0.2	29
27	Influence of Cultural Norms and Collaborative Discussions on Children's Reflective Essays. <i>Discourse Processes</i> , 2011, 48, 501-528.	1.1	19
28	Cross-language transfer of insight into the structure of compound words. <i>Reading and Writing</i> , 2010, 23, 311-336.	1.0	52
29	Beyond Cross-Language Transfer: Reconceptualizing the Impact of Early Bilingualism on Phonological Awareness. <i>Scientific Studies of Reading</i> , 2010, 14, 365-385.	1.3	109
30	Collaborative reasoning: a dialogic approach to group discussions. <i>Cambridge Journal of Education</i> , 2009, 39, 29-48.	1.6	184
31	Concurrent student-managed discussions in a large class. <i>International Journal of Educational Research</i> , 2009, 48, 352-367.	1.2	14
32	Measuring argumentative reasoning: What's behind the numbers?. <i>Learning and Individual Differences</i> , 2009, 19, 219-224.	1.5	40
33	Morphological Awareness and Chinese Children's Literacy Development: An Intervention Study. <i>Scientific Studies of Reading</i> , 2009, 13, 26-52.	1.3	94
34	Development of Phonological Awareness in Bilingual Chinese Children. <i>Journal of Psycholinguistic Research</i> , 2008, 37, 405-418.	0.7	28
35	Collaborative Reasoning in China and Korea. <i>Reading Research Quarterly</i> , 2008, 43, 400-424.	1.8	55
36	Reflections on collaborative discourse, argumentation, and learning. <i>Contemporary Educational Psychology</i> , 2008, 33, 443-448.	1.6	5

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37	Discourse Patterns During Children's Collaborative Online Discussions. <i>Journal of the Learning Sciences</i> , 2007, 16, 333-370.	2.0	71
38	Stages in Chinese children's reading of English words.. <i>Journal of Educational Psychology</i> , 2007, 99, 852-866.	2.1	20
39	Emergent Leadership in Children's Discussion Groups. <i>Cognition and Instruction</i> , 2007, 25, 1-2.	1.9	69
40	Morphological Awareness and Learning to Read: A Cross-Language Perspective. <i>Educational Psychologist</i> , 2006, 41, 161-180.	4.7	514
41	Explicit instruction in orthographic structure and word morphology helps Chinese children learn to write characters. <i>Reading and Writing</i> , 2006, 19, 457-487.	1.0	93
42	Chinese Children's Use of Subcharacter Information About Pronunciation.. <i>Journal of Educational Psychology</i> , 2005, 97, 572-579.	2.1	37
43	Visual Chunking Skills of Hong Kong Children. <i>Reading and Writing</i> , 2005, 18, 437-454.	1.0	46
44	Phonological Awareness of Bilingual and Monolingual Chinese Children.. <i>Journal of Educational Psychology</i> , 2004, 96, 142-151.	2.1	101
45	Collaborative Reasoning: Expanding Ways for Children to Talk and Think in School. <i>Educational Psychology Review</i> , 2003, 15, 181-198.	5.1	116
46	Development of morphological awareness in Chinese and English. <i>Reading and Writing</i> , 2003, 16, 399-422.	1.0	247
47	Stages in learning to pronounce Chinese characters. <i>Psychology in the Schools</i> , 2003, 40, 115-124.	1.1	20
48	Properties of School Chinese: Implications for Learning to Read. <i>Child Development</i> , 2003, 74, 27-47.	1.7	461
49	Use of partial information in learning to read Chinese characters.. <i>Journal of Educational Psychology</i> , 2003, 95, 52-57.	2.1	64
50	The Role of Morphological Awareness in Learning to Read chinese. , 2002, , 59-86.		34
51	Facets of Metalinguistic Awareness that Contribute to Chinese Literacy. , 2002, , 87-106.		26
52	Shared-Book Reading in China. , 2002, , 131-155.		8
53	Morphological Instruction and Teacher Training. , 2002, , 157-173.		1
54	Influence of Oral Discussion on Written Argument. , 2002, , 155-176.		0

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55	Chinese Children's Incidental Learning of Word Meanings. <i>Contemporary Educational Psychology</i> , 2001, 26, 249-266.	1.6	12
56	The Snowball Phenomenon: Spread of Ways of Talking and Ways of Thinking Across Groups of Children. <i>Cognition and Instruction</i> , 2001, 19, 1-46.	1.9	192
57	Patterns of Discourse in Two Kinds of Literature Discussion. <i>Reading Research Quarterly</i> , 2001, 36, 378-411.	1.8	218
58	Influence of Oral Discussion on Written Argument. <i>Discourse Processes</i> , 2001, 32, 155-175.	1.1	193
59	Phonetic awareness: Knowledge of orthography-phonology relationships in the character acquisition of Chinese children.. <i>Journal of Educational Psychology</i> , 2000, 92, 56-62.	2.1	130
60	Reading instruction in China. <i>Journal of Curriculum Studies</i> , 1999, 31, 571-586.	1.2	89
61	The Structure of Discussions that Promote Reasoning. <i>Teachers College Record</i> , 1998, 100, 315-368.	0.4	106
62	On the Logical Integrity of Children's Arguments. <i>Cognition and Instruction</i> , 1997, 15, 135-167.	1.9	115
63	Role of Radical Awareness in the Character and Word Acquisition of Chinese Children. <i>Reading Research Quarterly</i> , 1997, 32, 78-89.	1.8	234
64	Incidental Learning of Word Meanings While Reading: A Chinese and American Cross-Cultural Study. <i>Reading Research Quarterly</i> , 1995, 30, 76.	1.8	90
65	Sociocognitive Processes in Guided Silent Reading: A Microanalysis of Small-Group Lessons. <i>Reading Research Quarterly</i> , 1995, 30, 710.	1.8	11
66	The Acquisition of Morphology: Learning the Contribution of Suffixes to the Meanings of Derivatives. <i>Journal of Literacy Research</i> , 1993, 25, 155-170.	0.6	128
67	Situated Actions During Reading Lessons: A Microanalysis of Oral Reading Error Episodes. <i>American Educational Research Journal</i> , 1993, 30, 361-392.	1.6	28
68	Six Teachers' Dialogue during Cognitive Process Instruction. <i>Elementary School Journal</i> , 1993, 93, 277-304.	0.9	33
69	Properties of attention during reading lessons.. <i>Journal of Educational Psychology</i> , 1992, 84, 160-173.	2.1	20
70	A Microanalysis of the Small-Group, Guided Reading Lesson: Effects of an Emphasis on Global Story Meaning. <i>Reading Research Quarterly</i> , 1991, 26, 417.	1.8	23
71	Inferences About Word Meanings. <i>Psychology of Learning and Motivation - Advances in Research and Theory</i> , 1990, 25, 1-16.	0.5	6
72	Morphological Families in the Internal Lexicon. <i>Reading Research Quarterly</i> , 1989, 24, 262.	1.8	151

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73	Silent Reading Reconsidered: Reinterpreting Reading Instruction and Its Effects. American Educational Research Journal, 1988, 25, 127-144.	1.6	16
74	A Metacognitive Approach to Phonics. Remedial and Special Education, 1988, 9, 36-41.	1.7	49
75	Do Errors on Classroom Reading Tasks Slow Growth in Reading?. Elementary School Journal, 1988, 88, 267-280.	0.9	6
76	Growth in Reading and How Children Spend Their Time Outside of School. Reading Research Quarterly, 1988, 23, 285-303.	1.8	536
77	Incidental Acquisition of Word Meaning from Expositions with Varied Text Features. Reading Research Quarterly, 1987, 22, 263.	1.8	94
78	Learning Word Meanings From Context During Normal Reading. American Educational Research Journal, 1987, 24, 237-270.	1.6	474
79	Children's book-reading habits: A new criterion for literacy. Book Research Quarterly, 1986, 2, 72-84.	0.1	3
80	Serial position and rated importance in the recall of text. Discourse Processes, 1986, 9, 31-36.	1.1	21
81	Learning Words from Context. Reading Research Quarterly, 1985, 20, 233.	1.8	696
82	The Reading Group: An Experimental Investigation of a Labyrinth. Reading Research Quarterly, 1984, 20, 6.	1.8	52
83	Some Reflections on the Acquisition of Knowledge. Educational Researcher, 1984, 13, 5-10.	3.3	382
84	How Many Words Are There in Printed School English?. Reading Research Quarterly, 1984, 19, 304.	1.8	787
85	Effects on Text Comprehension of Differing Proportions and Locations of Difficult Vocabulary. Journal of Literacy Research, 1983, 15, 19-39.	0.6	57
86	Effects of Vocabulary Difficulty, Text Cohesion, and Schema Availability on Reading Comprehension. Reading Research Quarterly, 1983, 18, 277.	1.8	124
87	Effects of the reader's schema at different points in time.. Journal of Educational Psychology, 1983, 75, 271-279.	2.1	74
88	Allocation of Attention During Reading. Advances in Psychology, 1982, , 292-305.	0.1	53
89	Cultural Schemata and Reading Comprehension. Reading Research Quarterly, 1982, 17, 353.	1.8	160
90	Influence of questions on the allocation of attention during reading.. Journal of Educational Psychology, 1982, 74, 623-632.	2.1	100

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91	The representation of sentences in memory. <i>Journal of Verbal Learning and Verbal Behavior</i> , 1981, 20, 369-385.	3.8	32
92	Much Ado About Next to Nothing: A Rejoinder to Ausubel. <i>American Educational Research Journal</i> , 1981, 18, 271-272.	1.6	1
93	A Cross-Cultural Perspective on Reading Comprehension. <i>Reading Research Quarterly</i> , 1979, 15, 10.	1.8	284
94	Distribution of reading time when questions are asked about a restricted category of text information.. <i>Journal of Educational Psychology</i> , 1979, 71, 183-190.	2.1	58
95	Schemata as Scaffolding for the Representation of Information in Connected Discourse. <i>American Educational Research Journal</i> , 1978, 15, 433-440.	1.6	238
96	Recall of previously unrecalable information following a shift in perspective. <i>Journal of Verbal Learning and Verbal Behavior</i> , 1978, 17, 1-12.	3.8	788
97	Instantiation of Word Meanings in Children. <i>Journal of Literacy Research</i> , 1978, 10, 149-157.	0.6	19
98	Depth of processing and interference effects in the learning and remembering of sentences.. <i>Journal of Educational Psychology</i> , 1978, 70, 626-635.	2.1	66
99	Taking different perspectives on a story.. <i>Journal of Educational Psychology</i> , 1977, 69, 309-315.	2.1	435
100	Two faces of the conceptual peg hypothesis.. <i>Journal of Experimental Psychology Human Learning and Memory</i> , 1977, 3, 142-149.	1.7	26
101	Frameworks for Comprehending Discourse. <i>American Educational Research Journal</i> , 1977, 14, 367-381.	1.6	427
102	Definite Descriptions and Semantic Memory*. <i>Cognitive Science</i> , 1977, 1, 74-83.	0.8	10
103	A context-sensitive representation of word meanings. <i>Memory and Cognition</i> , 1976, 4, 378-383.	0.9	114
104	Instantiation of general terms. <i>Journal of Verbal Learning and Verbal Behavior</i> , 1976, 15, 667-679.	3.8	181
105	Item-Specific Interference and List Discrimination in Free Recall. <i>Journal of General Psychology</i> , 1976, 95, 21-31.	1.6	3
106	On Asking People Questions about What They are Reading. <i>Psychology of Learning and Motivation - Advances in Research and Theory</i> , 1975, 9, 89-132.	0.5	192
107	On putting apples into bottles "A problem of polysemy. <i>Cognitive Psychology</i> , 1975, 7, 167-180.	0.9	278
108	An experimental evaluation of a computer based study management system1. <i>Educational Psychologist</i> , 1975, 11, 184-190.	4.7	19

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109	Hierarchical semantic organization in 6-year-olds. <i>Journal of Experimental Child Psychology</i> , 1975, 19, 544-553.	0.7	26
110	A computer based study management system ¹ . <i>Educational Psychologist</i> , 1974, 11, 36-45.	4.7	19
111	Substance Recall of Sentences. <i>The Quarterly Journal of Experimental Psychology</i> , 1974, 26, 530-541.	1.2	24
112	Organizational Strategy and Retroactive Inhibition in Free Recall. <i>American Journal of Psychology</i> , 1974, 87, 609.	0.5	4
113	Learning principles from text.. <i>Journal of Educational Psychology</i> , 1973, 64, 26-30.	2.1	4
114	On the representation of meanings of general terms.. <i>Journal of Experimental Psychology</i> , 1973, 101, 301-306.	1.5	46
115	Learning Concepts from Definitions. <i>American Educational Research Journal</i> , 1972, 9, 385-390.	1.6	63
116	How to Construct Achievement Tests to Assess Comprehension. <i>Review of Educational Research</i> , 1972, 42, 145-170.	4.3	256
117	Imagery and prose learning.. <i>Journal of Educational Psychology</i> , 1972, 63, 242-243.	2.1	72
118	Retroactive inhibition of prose as a function of the type of test.. <i>Journal of Educational Psychology</i> , 1972, 63, 303-308.	2.1	16
119	Semantic organization and retrieval of information from sentences. <i>Journal of Verbal Learning and Verbal Behavior</i> , 1972, 11, 794-800.	3.8	14
120	Feedback procedures in programmed instruction.. <i>Journal of Educational Psychology</i> , 1971, 62, 148-156.	2.1	110
121	Response competition in the forgetting of paired associates. <i>Journal of Verbal Learning and Verbal Behavior</i> , 1971, 10, 29-34.	3.8	22
122	Thematic prompting in paired-associate learning.. <i>Journal of Educational Psychology</i> , 1971, 62, 315-321.	2.1	5
123	Meaningful processing of sentences.. <i>Journal of Educational Psychology</i> , 1971, 62, 395-399.	2.1	37
124	Effects of three types of inserted questions on learning from prose.. <i>Journal of Educational Psychology</i> , 1971, 62, 387-394.	2.1	133
125	Imagery and sentence learning.. <i>Journal of Educational Psychology</i> , 1971, 62, 526-530.	2.1	63
126	Encoding processes in the storage and retrieval of sentences.. <i>Journal of Experimental Psychology</i> , 1971, 91, 338-340.	1.5	29

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127	Control of Student Mediating Processes During Verbal Learning and Instruction. Review of Educational Research, 1970, 40, 349-369.	4.3	128
128	Retroactive inhibition in free recall as a function of first- and second-list organization.. Journal of Experimental Psychology, 1969, 81, 595-597.	1.5	5
129	Effects of practice time within prompting and confirmation presentation procedures on paired associate learning. Journal of Verbal Learning and Verbal Behavior, 1968, 7, 613-616.	3.8	12
130	"Overprompting" in Programmed Instruction.. Journal of Educational Psychology, 1968, 59, 88-93.	2.1	17
131	Part-Task Versus Whole-Task Procedures for Teaching a Problem-Solving Skill to First Graders.. Journal of Educational Psychology, 1968, 59, 207-214.	2.1	5
132	Programmed introduction to psychology versus text-book style summary of the same lesson.. Journal of Educational Psychology, 1968, 59, 381-387.	2.1	18
133	The Effects of Strong Formal Prompts in Programed Instruction. American Educational Research Journal, 1967, 4, 345-352.	1.6	37
134	Effects of incidental material in a programmed Russian vocabulary lesson.. Journal of Educational Psychology, 1967, 58, 3-10.	2.1	25
135	Can first graders learn an advanced problem-solving skill?. Journal of Educational Psychology, 1965, 56, 283-294.	2.1	35
136	Child Leaders in Collaborative Groups. , 0, , .		1