

Eric Anthony Day

List of Publications by Year in descending order

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Version: 2024-02-01

32
papers

1,405
citations

430874

18
h-index

454955

30
g-index

32
all docs

32
docs citations

32
times ranked

1067
citing authors

| # | ARTICLE | IF | CITATIONS |
|----|--|-----|-----------|
| 1 | Emotion-Performance Relationships in the Acquisition and Adaptation of a Complex Skill: Are Relationships Dynamic and Dependent on Activation Potential?. <i>Human Performance</i> , 2021, 34, 25-48. | 2.4 | 2 |
| 2 | Keeping Calm and Carrying On: Relating Affect Spin and Pulse to Complex Skill Acquisition and Adaptive Performance. <i>Frontiers in Psychology</i> , 2020, 11, 377. | 2.1 | 7 |
| 3 | The Role of Epistemic Curiosity in Game-Based Learning: Distinguishing Skill Acquisition From Adaptation. <i>Simulation and Gaming</i> , 2020, 51, 141-166. | 1.9 | 7 |
| 4 | Interrelationships Among Self-Regulated Learning Processes: Toward a Dynamic Process-Based Model of Self-Regulated Learning. <i>Journal of Management</i> , 2019, 45, 3146-3177. | 9.3 | 21 |
| 5 | Exploration-exploitation tradeoffs and information-knowledge gaps in self-regulated learning: Implications for learner-controlled training and development. <i>Human Resource Management Review</i> , 2019, 29, 196-217. | 4.8 | 20 |
| 6 | Learner-Controlled Practice Difficulty and Task Exploration in an Active-Learning Gaming Environment. <i>Simulation and Gaming</i> , 2019, 50, 812-831. | 1.9 | 2 |
| 7 | Structuration processes in an interagency collaboration: enabling and constraining participation and efficiency. <i>Journal of Applied Communication Research</i> , 2017, 45, 429-444. | 1.2 | 8 |
| 8 | Exploratory behavior in active learning: A between- and within-person examination. <i>Organizational Behavior and Human Decision Processes</i> , 2014, 125, 98-112. | 2.5 | 19 |
| 9 | Relating trait and domain mental toughness to complex task learning. <i>Personality and Individual Differences</i> , 2014, 68, 59-64. | 2.9 | 19 |
| 10 | Learner-controlled practice difficulty in the training of a complex task: Cognitive and motivational mechanisms.. <i>Journal of Applied Psychology</i> , 2013, 98, 80-98. | 5.3 | 42 |
| 11 | The Effect of Distributed Practice on Immediate Posttraining, and Long-Term Performance on a Complex Command-and-Control Simulation Task. <i>Human Performance</i> , 2010, 23, 428-445. | 2.4 | 21 |
| 12 | Relating indices of knowledge structure coherence and accuracy to skill-based performance: Is there utility in using a combination of indices?. <i>Journal of Applied Psychology</i> , 2009, 94, 1076-1085. | 5.3 | 18 |
| 13 | Mend It, Don't End It: An Alternate View of Assessment Center Construct-Related Validity Evidence. <i>Industrial and Organizational Psychology</i> , 2008, 1, 105-111. | 0.6 | 24 |
| 14 | Collaborative Training With a More Experienced Partner: Remediating Low Pretraining Self-Efficacy in Complex Skill Acquisition. <i>Human Factors</i> , 2007, 49, 1132-1148. | 3.5 | 17 |
| 15 | Modeling the links between need for cognition and the acquisition of a complex skill. <i>Personality and Individual Differences</i> , 2007, 42, 201-212. | 2.9 | 51 |
| 16 | Large-scale investigation of the role of trait activation theory for understanding assessment center convergent and discriminant validity.. <i>Journal of Applied Psychology</i> , 2006, 91, 247-258. | 5.3 | 127 |
| 17 | Relationships among team ability composition, team mental models, and team performance.. <i>Journal of Applied Psychology</i> , 2006, 91, 727-736. | 5.3 | 223 |
| 18 | Linking instructional objectives to the design of instructional environments: The Integrative Training Design Matrix. <i>Human Resource Management Review</i> , 2006, 16, 376-395. | 4.8 | 15 |

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|----|--|-----|-----------|
| 19 | Performance evaluations, need for cognition, and the acquisition of a complex skill: an attribute-treatment interaction. <i>Personality and Individual Differences</i> , 2005, 38, 1867-1877. | 2.9 | 25 |
| 20 | Convergence of Self-Report and Archival Crash Involvement Data: A Two-Year Longitudinal Follow-Up. <i>Human Factors</i> , 2005, 47, 303-313. | 3.5 | 45 |
| 21 | Ability-based pairing strategies in the team-based training of a complex skill: Does the intelligence of your training partner matter?. <i>Intelligence</i> , 2005, 33, 39-65. | 3.0 | 25 |
| 22 | The PASS theory of intelligence and the acquisition of a complex skill: a criterion-related validation study of Cognitive Assessment System scores. <i>Personality and Individual Differences</i> , 2004, 37, 1123-1136. | 2.9 | 8 |
| 23 | A META-ANALYSIS OF THE CRITERION-RELATED VALIDITY OF ASSESSMENT CENTER DIMENSIONS. <i>Personnel Psychology</i> , 2003, 56, 125-153. | 2.8 | 272 |
| 24 | Construct- and criterion-related validity of four commonly used goal orientation instruments. <i>Contemporary Educational Psychology</i> , 2003, 28, 434-464. | 2.9 | 73 |
| 25 | Dyadic Protocols, Observational Learning, and the Acquisition of Complex Skills. <i>Proceedings of the Human Factors and Ergonomics Society</i> , 2003, 47, 2050-2053. | 0.3 | 1 |
| 26 | Relating Goal Orientation to the Acquisition of a Complex Skill: Does the Context Matter?. <i>Proceedings of the Human Factors and Ergonomics Society</i> , 2002, 46, 988-992. | 0.3 | 0 |
| 27 | Knowledge structures and the acquisition of a complex skill.. <i>Journal of Applied Psychology</i> , 2001, 86, 1022-1033. | 5.3 | 170 |
| 28 | Motor Vehicle Crash Involvement and Moving Violations: Convergence of Self-Report and Archival Data. <i>Human Factors</i> , 2001, 43, 1-11. | 3.5 | 45 |
| 29 | Interlesson spacing and task-related processing during complex skill acquisition.. <i>Journal of Experimental Psychology: Applied</i> , 1999, 5, 413-437. | 1.2 | 31 |
| 30 | Dyadic versus individual training protocols: Loss and reacquisition of a complex skill.. <i>Journal of Applied Psychology</i> , 1997, 82, 783-791. | 5.3 | 51 |
| 31 | Ability determinants of complex skill acquisition: Effects of training protocol. <i>Acta Psychologica</i> , 1997, 97, 145-165. | 1.5 | 13 |
| 32 | Skill Decay. , 0, , 1085-1108. | | 3 |