

# Robert A Bjork

## List of Publications by Year in descending order

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110  
papers

13,574  
citations

30070

54  
h-index

27406

106  
g-index

115  
all docs

115  
docs citations

115  
times ranked

6070  
citing authors

#	ARTICLE	IF	CITATIONS
1	New Conceptualizations of Practice: Common Principles in Three Paradigms Suggest New Concepts for Training. <i>Psychological Science</i> , 1992, 3, 207-218.	3.3	1,292
2	Remembering can cause forgetting: Retrieval dynamics in long-term memory.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 1994, 20, 1063-1087.	0.9	934
3	Self-Regulated Learning: Beliefs, Techniques, and Illusions. <i>Annual Review of Psychology</i> , 2013, 64, 417-444.	17.7	915
4	Environmental context and human memory. <i>Memory and Cognition</i> , 1978, 6, 342-353.	1.6	582
5	Recency-sensitive retrieval processes in long-term free recall. <i>Cognitive Psychology</i> , 1974, 6, 173-189.	2.2	505
6	Learning Concepts and Categories. <i>Psychological Science</i> , 2008, 19, 585-592.	3.3	407
7	The mismeasure of memory: When retrieval fluency is misleading as a metamnemonic index.. <i>Journal of Experimental Psychology: General</i> , 1998, 127, 55-68.	2.1	401
8	Prefrontal Contributions to Executive Control: fMRI Evidence for Functional Distinctions within Lateral Prefrontal Cortex. <i>NeuroImage</i> , 2001, 14, 1337-1347.	4.2	399
9	Learning Versus Performance. <i>Perspectives on Psychological Science</i> , 2015, 10, 176-199.	9.0	368
10	The promise and perils of self-regulated study. <i>Psychonomic Bulletin and Review</i> , 2007, 14, 219-224.	2.8	364
11	Unsuccessful retrieval attempts enhance subsequent learning.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2009, 35, 989-998.	0.9	316
12	Disrupted retrieval in directed forgetting: A link with posthypnotic amnesia.. <i>Journal of Experimental Psychology: General</i> , 1983, 112, 58-72.	2.1	308
13	Retrieval-induced forgetting: Evidence for a recall-specific mechanism. <i>Psychonomic Bulletin and Review</i> , 2000, 7, 522-530.	2.8	303
14	Positive forgetting: The noninterference of Items intentionally forgotten. <i>Journal of Verbal Learning and Verbal Behavior</i> , 1970, 9, 255-268.	3.7	292
15	Predicting One's Own Forgetting: The Role of Experience-Based and Theory-Based Processes.. <i>Journal of Experimental Psychology: General</i> , 2004, 133, 643-656.	2.1	272
16	Recall and recognition as a function of primary rehearsal. <i>Journal of Verbal Learning and Verbal Behavior</i> , 1973, 12, 608-617.	3.7	247
17	Illusions of Competence in Monitoring One's Knowledge During Study.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2005, 31, 187-194.	0.9	228
18	Why tests appear to prevent forgetting: A distribution-based bifurcation model. <i>Journal of Memory and Language</i> , 2011, 65, 85-97.	2.1	198

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19	The generation effect: Support for a two-factor theory.. Journal of Experimental Psychology: Learning Memory and Cognition, 1988, 14, 484-494.	0.9	183
20	Retrieval-induced forgetting in an eyewitness-memory paradigm. Psychonomic Bulletin and Review, 1995, 2, 249-253.	2.8	172
21	Continuing Influences of To-Be-Forgotten Information. Consciousness and Cognition, 1996, 5, 176-196.	1.5	167
22	Why interleaving enhances inductive learning: The roles of discrimination and retrieval. Memory and Cognition, 2013, 41, 392-402.	1.6	161
23	Metacognition in motor learning.. Journal of Experimental Psychology: Learning Memory and Cognition, 2001, 27, 907-912.	0.9	160
24	A semantic interpretation of encoding specificity.. Journal of Experimental Psychology, 1974, 102, 648-656.	1.5	147
25	Is retrieval success a necessary condition for retrieval-induced forgetting?. Psychonomic Bulletin and Review, 2006, 13, 1023-1027.	2.8	134
26	When disfluency isâ€”and is notâ€”a desirable difficulty: The influence of typeface clarity on metacognitive judgments and memory. Memory and Cognition, 2013, 41, 229-241.	1.6	134
27	When Predictions Create Reality: Judgments of Learning May Alter What They Are Intended to Assess. Psychological Science, 1992, 3, 315-317.	3.3	131
28	When does testing enhance retention? A distribution-based interpretation of retrieval as a memory modifier.. Journal of Experimental Psychology: Learning Memory and Cognition, 2011, 37, 801-812.	0.9	131
29	Spacing as the friend of both memory and induction in young and older adults.. Psychology and Aging, 2010, 25, 498-503.	1.6	129
30	The spacing effect: Consolidation or differential encoding?. Journal of Verbal Learning and Verbal Behavior, 1970, 9, 567-572.	3.7	125
31	A stability bias in human memory: Overestimating remembering and underestimating learning.. Journal of Experimental Psychology: General, 2009, 138, 449-468.	2.1	125
32	The modification of short-term memory through instructions to forget. Learning and Behavior, 1968, 10, 55-56.	0.6	123
33	Multiple-Choice Tests Exonerated, at Least of Some Charges. Psychological Science, 2012, 23, 1337-1344.	3.3	122
34	Optimising self-regulated study: The benefitsâ€”and costsâ€”of dropping flashcards. Memory, 2008, 16, 125-136.	1.7	119
35	The memorial consequences of multiple-choice testing. Psychonomic Bulletin and Review, 2007, 14, 194-199.	2.8	116
36	Learning from tests: Effects of spacing. Journal of Verbal Learning and Verbal Behavior, 1977, 16, 465-478.	3.7	113

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37	The Inferential and Experiential Bases of Metamemory. <i>Current Directions in Psychological Science</i> , 1997, 6, 132-137.	5.3	112
38	Influences of intentional and unintentional forgetting on false memories.. <i>Journal of Experimental Psychology: General</i> , 2002, 131, 116-130.	2.1	111
39	Mending metacognitive illusions: A comparison of mnemonic-based and theory-based procedures.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2006, 32, 1133-1145.	0.9	107
40	Primary versus secondary rehearsal in imagined voices: Differential effects on recognition. <i>Cognitive Psychology</i> , 1980, 12, 188-205.	2.2	102
41	On the difficulty of mending metacognitive illusions: A priori theories, fluency effects, and misattributions of the interleaving benefit.. <i>Journal of Experimental Psychology: General</i> , 2016, 145, 918-933.	2.1	98
42	Forgetting and remembering in free recall: Intentional and unintentional.. <i>Journal of Experimental Psychology</i> , 1971, 89, 109-116.	1.5	90
43	Directed forgetting of individual words in free recall.. <i>Journal of Experimental Psychology</i> , 1973, 99, 22-27.	1.5	85
44	Intentional forgetting can increase, not decrease, residual influences of to-be-forgotten information.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2003, 29, 524-531.	0.9	82
45	Habits and beliefs that guide self-regulated learning: Do they vary with mindset?. <i>Journal of Applied Research in Memory and Cognition</i> , 2014, 3, 140-152.	1.1	81
46	Desirable Difficulties in Vocabulary Learning. <i>American Journal of Psychology</i> , 2015, 128, 241-252.	0.3	81
47	Examining the Spacing Effect in Advertising: Encoding Variability, Retrieval Processes, and Their Interaction. <i>Journal of Consumer Research</i> , 2005, 32, 266-276.	5.1	79
48	Illusions of competence during study can be remedied by manipulations that enhance learners' sensitivity to retrieval conditions at test. <i>Memory and Cognition</i> , 2006, 34, 959-972.	1.6	79
49	When and why a failed test potentiates the effectiveness of subsequent study.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2013, 39, 290-296.	0.9	79
50	Knowledge Retention after an Online Tutorial: A Randomized Educational Experiment among Resident Physicians. <i>Journal of General Internal Medicine</i> , 2008, 23, 1164-1171.	2.6	74
51	Optimizing retrieval as a learning event: When and why expanding retrieval practice enhances long-term retention. <i>Memory and Cognition</i> , 2010, 38, 244-253.	1.6	67
52	When intended remembering leads to unintended forgetting. <i>Quarterly Journal of Experimental Psychology</i> , 2007, 60, 909-915.	1.1	66
53	Testing facilitates the regulation of subsequent study time. <i>Journal of Memory and Language</i> , 2014, 73, 99-115.	2.1	61
54	Desirable difficulties in theory and practice.. <i>Journal of Applied Research in Memory and Cognition</i> , 2020, 9, 475-479.	1.1	61

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55	Reducing verbal redundancy in multimedia learning: An undesired desirable difficulty?. Journal of Educational Psychology, 2013, 105, 266-277.	2.9	58
56	Accelerated relearning after retrieval-induced forgetting: The benefit of being forgotten.. Journal of Experimental Psychology: Learning Memory and Cognition, 2008, 34, 230-236.	0.9	56
57	Successful Lecturing: Presenting Information in Ways That Engage Effective Processing. New Directions for Teaching and Learning, 2002, 2002, 19-31.	0.4	53
58	The costs and benefits of providing feedback during learning. Psychonomic Bulletin and Review, 2010, 17, 797-801.	2.8	53
59	Influences of intentional and unintentional forgetting on false memories.. Journal of Experimental Psychology: General, 2002, 131, 116-130.	2.1	51
60	Strategy control and directed forgetting. Journal of Verbal Learning and Verbal Behavior, 1973, 12, 140-149.	3.7	50
61	Informationâ€processing analysis of college teaching. Educational Psychologist, 1979, 14, 15-23.	9.0	50
62	The Updating of Human Memory. Psychology of Learning and Motivation - Advances in Research and Theory, 1978, 12, 235-259.	1.1	49
63	Exploring a mnemonic debiasing account of the underconfidence-with-practice effect.. Journal of Experimental Psychology: Learning Memory and Cognition, 2006, 32, 595-608.	0.9	40
64	On the durability of retrieval-induced forgetting. Journal of Cognitive Psychology, 2012, 24, 617-629.	0.9	40
65	Constituent processes in the differentiation of items in memory.. Journal of Experimental Psychology Human Learning and Memory, 1978, 4, 347-361.	1.1	36
66	Multiple-choice tests stabilize access to marginal knowledge. Memory and Cognition, 2015, 43, 193-205.	1.6	36
67	The Critical Importance of Retrievalâ€ and Spacingâ€ for Learning. Psychological Science, 2016, 27, 223-230.	3.3	34
68	Benefits of accumulating versus diminishing cues in recall. Journal of Memory and Language, 2011, 64, 289-298.	2.1	31
69	Why does guessing incorrectly enhance, rather than impair, retention?. Memory and Cognition, 2014, 42, 1373-1383.	1.6	31
70	Predicting the future and reconstructing the past: A Bayesian characterization of the utility of subjective fluency. Acta Psychologica, 1998, 98, 267-290.	1.5	30
71	On the relationship between recognition speed and accuracy for words rehearsed via rote versus elaborative rehearsal.. Journal of Experimental Psychology: Learning Memory and Cognition, 2000, 26, 638-648.	0.9	30
72	Recency and recovery in human memory.. , 0, , 211-232.		30

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73	How should exemplars be sequenced in inductive learning? Empirical evidence versus learners'™ opinions.. Journal of Experimental Psychology: Applied, 2017, 23, 403-416.	1.2	28
74	The interaction of encoding and rehearsal processes in the recall of repeated and nonrepeated items. Journal of Verbal Learning and Verbal Behavior, 1975, 14, 30-42.	3.7	27
75	Social metacognitive judgments: The role of retrieval-induced forgetting in person memory and impressions. Journal of Memory and Language, 2005, 52, 535-550.	2.1	27
76	Using verification feedback to correct errors made on a multiple-choice test. Memory, 2012, 20, 645-653.	1.7	27
77	Implications of a new theory of disuse for the treatment of emotional disorders.. Clinical Psychology: Science and Practice, 1999, 6, 80-94.	0.9	26
78	Inflation of conditional predictions.. Journal of Experimental Psychology: General, 2006, 135, 429-447.	2.1	25
79	On the transfer of prior tests or study events to subsequent study.. Journal of Experimental Psychology: Learning Memory and Cognition, 2014, 40, 115-124.	0.9	25
80	Being Suspicious of the Sense of Ease and Undeterred by the Sense of Difficulty: Looking Back at Schmidt and Bjork (1992). Perspectives on Psychological Science, 2018, 13, 146-148.	9.0	25
81	Forgetting as the friend of learning: implications for teaching and self-regulated learning. American Journal of Physiology - Advances in Physiology Education, 2019, 43, 164-167.	1.6	25
82	The relative roles of input and output mechanisms in directed forgetting. Memory and Cognition, 1975, 3, 51-57.	1.6	23
83	Optimal sequencing during category learning: Testing a dual-learning systems perspective. Cognition, 2016, 155, 23-29.	2.2	19
84	Equal spacing and expanding schedules in children's™ categorization and generalization. Journal of Experimental Child Psychology, 2014, 123, 129-137.	1.4	18
85	Thought suppression enhances memory bias for threat material. Behaviour Research and Therapy, 2008, 46, 462-476.	3.1	16
86	Do students think that difficult or valuable materials should be restudied sooner rather than later?. Journal of Experimental Psychology: Learning Memory and Cognition, 2013, 39, 1682-1696.	0.9	15
87	Commentary: Is disfluency desirable?. Metacognition and Learning, 2016, 11, 133-137.	2.7	13
88	Does working memory capacity moderate the interleaving benefit?. Journal of Applied Research in Memory and Cognition, 2018, 7, 361-369.	1.1	12
89	Impaired Retrieval Inhibition of Threat Material in Generalized Anxiety Disorder. Clinical Psychological Science, 2016, 4, 320-327.	4.0	11
90	Retrieval-induced forgetting is associated with increased positivity when imagining the future. Quarterly Journal of Experimental Psychology, 2016, 69, 351-360.	1.1	11

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91	Part-list cuing and the dynamics of false recall. <i>Psychonomic Bulletin and Review</i> , 2008, 15, 296-301.	2.8	9
92	Structuring the Conditions of Training to Achieve Elite Performance: Reflections on Elite Training Programs and Related Themes in Chapters 10â€“13. , 2009, , 312-330.		9
93	On the learning benefits of confidence-weighted testing. <i>Cognitive Research: Principles and Implications</i> , 2016, 1, 3.	2.0	9
94	Explaining retrieval-induced forgetting: A change in mental context between the study and restudy practice phases is not sufficient to cause forgetting. <i>Quarterly Journal of Experimental Psychology</i> , 2016, 69, 1197-1209.	1.1	7
95	Independence of scientific publishing: Reaffirming the principle.. <i>American Psychologist</i> , 2000, 55, 981-984.	4.2	7
96	Answer First or Google First? Using the Internet in ways that Enhance, not Impair, Oneâ€™s Subsequent Retention of Needed Information. <i>Psychology Learning and Teaching</i> , 2021, 20, 58-75.	2.0	6
97	Does Spelling Still Matterâ€”and If So, How Should It Be Taught? Perspectives from Contemporary and Historical Research. <i>Educational Psychology Review</i> , 2021, 33, 1523-1552.	8.4	6
98	Primary versus secondary rehearsal in an imagined voice: Differential effects on recognition memory and perceptual identification. <i>Bulletin of the Psychonomic Society</i> , 1988, 26, 187-190.	0.2	5
99	Feedback at Test Can Reverse the Retrieval-Effort Effect. <i>Frontiers in Psychology</i> , 2019, 10, 1863.	2.1	5
100	True-False Testing on Trial: Guilty as Charged or Falsely Accused?. <i>Educational Psychology Review</i> , 2021, 33, 667-692.	8.4	5
101	Improving conceptual learning via pretests.. <i>Journal of Experimental Psychology: Applied</i> , 2021, 27, 228-236.	1.2	5
102	Memory, metamemory, and conditional statistics. <i>Behavioral and Brain Sciences</i> , 1996, 19, 193-194.	0.7	4
103	Commentary on the Potential of the MOCA Minute ProgramÂ®. <i>Anesthesiology</i> , 2016, 125, 844-845.	2.5	4
104	Do learners predict a shift from recency to primacy with delay?. <i>Memory and Cognition</i> , 2016, 44, 1204-1214.	1.6	3
105	Where and how to learn: The interactive benefits of contextual variation, restudying, and retrieval practice for learning. <i>Quarterly Journal of Experimental Psychology</i> , 2021, 74, 413-424.	1.1	3
106	On the Role of Generation Rules in Moderating the Beneficial Effects of Errorful Generation. <i>Zeitschrift Fur Psychologie / Journal of Psychology</i> , 2021, 229, 120-130.	1.0	3
107	The stimulus prefix is not irrelevant and is redundant in different ways. <i>Memory and Cognition</i> , 1985, 13, 501-506.	1.6	1
108	Problematic aspects of embodied memory. <i>Behavioral and Brain Sciences</i> , 1997, 20, 20-20.	0.7	1

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109	Science, Politics, and Violence in the Media. Psychological Science in the Public Interest: A Journal of the American Psychological Society, 2003, 4, i-iii.	10.7	1
110	Google as Teacher. , 2020, , .		0