

Robert A Bjork

List of Publications by Citations

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

107 papers	10,901 citations	52 h-index	104 g-index
115 ext. papers	11,945 ext. citations	3.9 avg, IF	6.49 L-index

#	Paper	IF	Citations
107	New Conceptualizations of Practice: Common Principles in Three Paradigms Suggest New Concepts for Training. <i>Psychological Science</i> , 1992 , 3, 207-218	7.9	1098
106	Remembering can cause forgetting: Retrieval dynamics in long-term memory.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 1994 , 20, 1063-1087	2.2	844
105	Self-regulated learning: beliefs, techniques, and illusions. <i>Annual Review of Psychology</i> , 2013 , 64, 417-44	26.1	629
104	Environmental context and human memory. <i>Memory and Cognition</i> , 1978 , 6, 342-353	2.2	475
103	Recency-sensitive retrieval processes in long-term free recall. <i>Cognitive Psychology</i> , 1974 , 6, 173-189	3.1	433
102	The mismeasure of memory: When retrieval fluency is misleading as a metamnemonic index.. <i>Journal of Experimental Psychology: General</i> , 1998 , 127, 55-68	4.7	365
101	Prefrontal contributions to executive control: fMRI evidence for functional distinctions within lateral Prefrontal cortex. <i>NeuroImage</i> , 2001 , 14, 1337-47	7.9	364
100	Learning concepts and categories: is spacing the "enemy of induction"? <i>Psychological Science</i> , 2008 , 19, 585-92	7.9	309
99	Disrupted retrieval in directed forgetting: A link with posthypnotic amnesia.. <i>Journal of Experimental Psychology: General</i> , 1983 , 112, 58-72	4.7	295
98	The promise and perils of self-regulated study. <i>Psychonomic Bulletin and Review</i> , 2007 , 14, 219-24	4.1	273
97	Retrieval-induced forgetting: evidence for a recall-specific mechanism. <i>Psychonomic Bulletin and Review</i> , 2000 , 7, 522-30	4.1	254
96	Learning versus performance: an integrative review. <i>Perspectives on Psychological Science</i> , 2015 , 10, 176-98	9.8	240
95	Positive forgetting: The noninterference of Items intentionally forgotten. <i>Journal of Verbal Learning and Verbal Behavior</i> , 1970 , 9, 255-268		228
94	Predicting one's own forgetting: the role of experience-based and theory-based processes. <i>Journal of Experimental Psychology: General</i> , 2004 , 133, 643-56	4.7	226
93	Unsuccessful retrieval attempts enhance subsequent learning. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2009 , 35, 989-98	2.2	218
92	Recall and recognition as a function of primary rehearsal. <i>Journal of Verbal Learning and Verbal Behavior</i> , 1973 , 12, 608-617		207
91	Illusions of competence in monitoring one's knowledge during study. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2005 , 31, 187-94	2.2	180

90	The generation effect: Support for a two-factor theory.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 1988 , 14, 484-494	2.2	155
89	Why tests appear to prevent forgetting: A distribution-based bifurcation model. <i>Journal of Memory and Language</i> , 2011 , 65, 85-97	3.8	153
88	Retrieval-induced forgetting in an eyewitness-memory paradigm. <i>Psychonomic Bulletin and Review</i> , 1995 , 2, 249-53	4.1	150
87	Continuing influences of to-be-forgotten information. <i>Consciousness and Cognition</i> , 1996 , 5, 176-96	2.6	137
86	A semantic interpretation of encoding specificity.. <i>Journal of Experimental Psychology</i> , 1974 , 102, 648-656		126
85	Is retrieval success a necessary condition for retrieval-induced forgetting?. <i>Psychonomic Bulletin and Review</i> , 2006 , 13, 1023-7	4.1	120
84	Why interleaving enhances inductive learning: the roles of discrimination and retrieval. <i>Memory and Cognition</i> , 2013 , 41, 392-402	2.2	117
83	Metacognition in motor learning.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2001 , 27, 907-912	2.2	117
82	When disfluency is--and is not--a desirable difficulty: the influence of typeface clarity on metacognitive judgments and memory. <i>Memory and Cognition</i> , 2013 , 41, 229-41	2.2	109
81	A stability bias in human memory: overestimating remembering and underestimating learning. <i>Journal of Experimental Psychology: General</i> , 2009 , 138, 449-68	4.7	107
80	The modification of short-term memory through instructions to forget. <i>Learning and Behavior</i> , 1968 , 10, 55-56		107
79	When Predictions Create Reality: Judgments of Learning May Alter What They Are Intended to Assess. <i>Psychological Science</i> , 1992 , 3, 315-317	7.9	102
78	The spacing effect: Consolidation or differential encoding?. <i>Journal of Verbal Learning and Verbal Behavior</i> , 1970 , 9, 567-572		101
77	Spacing as the friend of both memory and induction in young and older adults. <i>Psychology and Aging</i> , 2010 , 25, 498-503	3.6	99
76	Optimising self-regulated study: the benefits - and costs - of dropping flashcards. <i>Memory</i> , 2008 , 16, 125-36	1.8	96
75	When does testing enhance retention? A distribution-based interpretation of retrieval as a memory modifier. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2011 , 37, 801-12	2.2	95
74	The Inferential and Experiential Bases of Metamemory. <i>Current Directions in Psychological Science</i> , 1997 , 6, 132-137	6.5	95
73	Influences of intentional and unintentional forgetting on false memories.. <i>Journal of Experimental Psychology: General</i> , 2002 , 131, 116-130	4.7	94

72	The memorial consequences of multiple-choice testing. <i>Psychonomic Bulletin and Review</i> , 2007 , 14, 194-94.1	93
71	Primary versus secondary rehearsal in imagined voices: differential effects on recognition. <i>Cognitive Psychology</i> , 1980 , 12, 188-205	3.1 91
70	Learning from tests: Effects of spacing. <i>Journal of Verbal Learning and Verbal Behavior</i> , 1977 , 16, 465-478	91
69	Multiple-choice tests exonerated, at least of some charges: fostering test-induced learning and avoiding test-induced forgetting. <i>Psychological Science</i> , 2012 , 23, 1337-44	7.9 90
68	Mending metacognitive illusions: a comparison of mnemonic-based and theory-based procedures. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2006 , 32, 1133-45	2.2 84
67	Forgetting and remembering in free recall: Intentional and unintentional.. <i>Journal of Experimental Psychology</i> , 1971 , 89, 109-116	78
66	Directed forgetting of individual words in free recall.. <i>Journal of Experimental Psychology</i> , 1973 , 99, 22-27	75
65	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, 959-72	2.2 71
64	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, 524-31	2.2 71
63	Examining the Spacing Effect in Advertising: Encoding Variability, Retrieval Processes, and Their Interaction. <i>Journal of Consumer Research</i> , 2005 , 32, 266-276	6.3 65
62	Desirable Difficulties in Vocabulary Learning. <i>American Journal of Psychology</i> , 2015 , 128, 241-52	0.5 64
61	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	2.3 62
60	When and why a failed test potentiates the effectiveness of subsequent study. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2013 , 39, 290-6	2.2 56
59	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, 918-33	4.7 56
58	Knowledge retention after an online tutorial: a randomized educational experiment among resident physicians. <i>Journal of General Internal Medicine</i> , 2008 , 23, 1164-71	4 55
57	When intended remembering leads to unintended forgetting. <i>Quarterly Journal of Experimental Psychology</i> , 2007 , 60, 909-15	1.8 53
56	Optimizing retrieval as a learning event: when and why expanding retrieval practice enhances long-term retention. <i>Memory and Cognition</i> , 2010 , 38, 244-53	2.2 52
55	Information-processing analysis of college teaching. <i>Educational Psychologist</i> , 1979 , 14, 15-23	6.8 47

54	Reducing verbal redundancy in multimedia learning: An undesired desirable difficulty?. <i>Journal of Educational Psychology</i> , 2013 , 105, 266-277	5.3	45
53	Testing facilitates the regulation of subsequent study time. <i>Journal of Memory and Language</i> , 2014 , 73, 99-115	3.8	44
52	Accelerated relearning after retrieval-induced forgetting: the benefit of being forgotten. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2008 , 34, 230-6	2.2	43
51	Strategy control and directed forgetting. <i>Journal of Verbal Learning and Verbal Behavior</i> , 1973 , 12, 140-149		41
50	The costs and benefits of providing feedback during learning. <i>Psychonomic Bulletin and Review</i> , 2010 , 17, 797-801	4.1	36
49	Exploring a mnemonic debiasing account of the underconfidence-with-practice effect. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2006 , 32, 595-608	2.2	35
48	Successful Lecturing: Presenting Information in Ways That Engage Effective Processing. <i>New Directions for Teaching and Learning</i> , 2002 , 2002, 19-31	0.4	35
47	On the durability of retrieval-induced forgetting. <i>Journal of Cognitive Psychology</i> , 2012 , 24, 617-629	0.9	32
46	Constituent processes in the differentiation of items in memory.. <i>Journal of Experimental Psychology Human Learning and Memory</i> , 1978 , 4, 347-361		30
45	Multiple-choice tests stabilize access to marginal knowledge. <i>Memory and Cognition</i> , 2015 , 43, 193-205	2.2	29
44	On the relationship between recognition speed and accuracy for words rehearsed via rote versus elaborative rehearsal.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2000 , 26, 638-648	2.2	29
43	The Critical Importance of Retrieval--and Spacing--for Learning. <i>Psychological Science</i> , 2016 , 27, 223-30	7.9	26
42	The Updating of Human Memory. <i>Psychology of Learning and Motivation - Advances in Research and Theory</i> , 1978 , 12, 235-259	1.4	25
41	Social metacognitive judgments: The role of retrieval-induced forgetting in person memory and impressions. <i>Journal of Memory and Language</i> , 2005 , 52, 535-550	3.8	24
40	Using verification feedback to correct errors made on a multiple-choice test. <i>Memory</i> , 2012 , 20, 645-53	1.8	23
39	Benefits of Accumulating Versus Diminishing Cues in Recall. <i>Journal of Memory and Language</i> , 2011 , 64, 289-298	3.8	23
38	Predicting the future and reconstructing the past: a Bayesian characterization of the utility of subjective fluency. <i>Acta Psychologica</i> , 1998 , 98, 267-90	1.7	23
37	Why does guessing incorrectly enhance, rather than impair, retention?. <i>Memory and Cognition</i> , 2014 , 42, 1373-83	2.2	22

36	Influences of intentional and unintentional forgetting on false memories. <i>Journal of Experimental Psychology: General</i> , 2002 , 131, 116-30	4.7	22
35	Recency and recovery in human memory. 211-232		22
34	Inflation of conditional predictions. <i>Journal of Experimental Psychology: General</i> , 2006 , 135, 429-47	4.7	21
33	The relative roles of input and output mechanisms in directed forgetting. <i>Memory and Cognition</i> , 1975 , 3, 51-7	2.2	21
32	Being Suspicious of the Sense of Ease and Undeterred by the Sense of Difficulty: Looking Back at Schmidt and Bjork (1992). <i>Perspectives on Psychological Science</i> , 2018 , 13, 146-148	9.8	20
31	Implications of a new theory of disuse for the treatment of emotional disorders.. <i>Clinical Psychology: Science and Practice</i> , 1999 , 6, 80-94	3.7	20
30	The interaction of encoding and rehearsal processes in the recall of repeated and nonrepeated items. <i>Journal of Verbal Learning and Verbal Behavior</i> , 1975 , 14, 30-42		20
29	How should exemplars be sequenced in inductive learning? Empirical evidence versus learners' opinions. <i>Journal of Experimental Psychology: Applied</i> , 2017 , 23, 403-416	1.8	19
28	On the transfer of prior tests or study events to subsequent study. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2014 , 40, 115-24	2.2	17
27	Desirable Difficulties in Theory and Practice. <i>Journal of Applied Research in Memory and Cognition</i> , 2020 , 9, 475-479	2.3	17
26	Equal spacing and expanding schedules in children's categorization and generalization. <i>Journal of Experimental Child Psychology</i> , 2014 , 123, 129-37	2.3	15
25	Thought suppression enhances memory bias for threat material. <i>Behaviour Research and Therapy</i> , 2008 , 46, 462-76	5.2	14
24	Forgetting as the friend of learning: implications for teaching and self-regulated learning. <i>American Journal of Physiology - Advances in Physiology Education</i> , 2019 , 43, 164-167	1.9	13
23	Do students think that difficult or valuable materials should be restudied sooner rather than later?. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2013 , 39, 1682-96	2.2	11
22	Impaired Retrieval Inhibition of Threat Material in Generalized Anxiety Disorder. <i>Clinical Psychological Science</i> , 2016 , 4, 320-327	6	10
21	Retrieval-induced forgetting is associated with increased positivity when imagining the future. <i>Quarterly Journal of Experimental Psychology</i> , 2016 , 69, 351-60	1.8	9
20	On the learning benefits of confidence-weighted testing. <i>Cognitive Research: Principles and Implications</i> , 2016 , 1, 3	2.7	9
19	Structuring the Conditions of Training to Achieve Elite Performance: Reflections on Elite Training Programs and Related Themes in Chapters 10-13 312-330		9

18	Optimal sequencing during category learning: Testing a dual-learning systems perspective. <i>Cognition</i> , 2016 , 155, 23-29	3.5	9
17	Commentary: Is disfluency desirable?. <i>Metacognition and Learning</i> , 2016 , 11, 133-137	2.7	8
16	Does Working Memory Capacity Moderate the Interleaving Benefit?. <i>Journal of Applied Research in Memory and Cognition</i> , 2018 , 7, 361-369	2.3	8
15	Part-list cuing and the dynamics of false recall. <i>Psychonomic Bulletin and Review</i> , 2008 , 15, 296-301	4.1	7
14	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, 1197-209	1.8	5
13	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		5
12	Independence of scientific publishing: Reaffirming the principle.. <i>American Psychologist</i> , 2000 , 55, 981-984	3.5	5
11	Memory, metamemory, and conditional statistics. <i>Behavioral and Brain Sciences</i> , 1996 , 19, 193-194	0.9	3
10	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	1.8	3
9	Feedback at Test Can Reverse the Retrieval-Effort Effect. <i>Frontiers in Psychology</i> , 2019 , 10, 1863	3.4	2
8	Does Spelling Still Matter? And If So, How Should It Be Taught? Perspectives from Contemporary and Historical Research. <i>Educational Psychology Review</i> , 1	7.1	2
7	Do learners predict a shift from recency to primacy with delay?. <i>Memory and Cognition</i> , 2016 , 44, 1204-1214	1.4	2
6	True-False Testing on Trial: Guilty as Charged or Falsely Accused?. <i>Educational Psychology Review</i> , 2021 , 33, 667-692	7.1	2
5	Problematic aspects of embodied memory. <i>Behavioral and Brain Sciences</i> , 1997 , 20, 20-20	0.9	1
4	The stimulus prefix is not irrelevant and is redundant in different ways. <i>Memory and Cognition</i> , 1985 , 13, 501-6	2.2	1
3	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	1.8	1
2	Answer First or Google First? Using the Internet in ways that Enhance, not Impair, One's Subsequent Retention of Needed Information. <i>Psychology Learning and Teaching</i> , 2021 , 20, 58-75	1.3	0
1	Improving conceptual learning via pretests. <i>Journal of Experimental Psychology: Applied</i> , 2021 , 27, 228-236	3.6	0

