

Robert A Bjork

List of Publications by Year in Descending Order

Source: <https://exaly.com/author-pdf/11793509/robert-a-bjork-publications-by-year.pdf>
Version: 2024-04-09

This document has been generated based on the publications and citations recorded by exaly.com. For the latest version of this publication list, visit the link given above.
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	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
106	Improving conceptual learning via pretests. <i>Journal of Experimental Psychology: Applied</i> , 2021 , 27, 228-236	1.8	3
105	True-False Testing on Trial: Guilty as Charged or Falsely Accused?. <i>Educational Psychology Review</i> , 2021 , 33, 667-692	7.1	2
104	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
103	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
102	Desirable Difficulties in Theory and Practice. <i>Journal of Applied Research in Memory and Cognition</i> , 2020 , 9, 475-479	2.3	17
101	Feedback at Test Can Reverse the Retrieval-Effort Effect. <i>Frontiers in Psychology</i> , 2019 , 10, 1863	3.4	2
100	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
99	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
98	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
97	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
96	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
95	On the learning benefits of confidence-weighted testing. <i>Cognitive Research: Principles and Implications</i> , 2016 , 1, 3	2.7	9
94	The Critical Importance of Retrieval--and Spacing--for Learning. <i>Psychological Science</i> , 2016 , 27, 223-30	7.9	26
93	Commentary: Is disfluency desirable?. <i>Metacognition and Learning</i> , 2016 , 11, 133-137	2.7	8
92	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
91	Impaired Retrieval Inhibition of Threat Material in Generalized Anxiety Disorder. <i>Clinical Psychological Science</i> , 2016 , 4, 320-327	6	10

90	Optimal sequencing during category learning: Testing a dual-learning systems perspective. <i>Cognition</i> , 2016 , 155, 23-29	3.5	9
89	Do learners predict a shift from recency to primacy with delay?. <i>Memory and Cognition</i> , 2016 , 44, 1204-1214	2.2	2
88	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, 918-937	4.7	56
87	Multiple-choice tests stabilize access to marginal knowledge. <i>Memory and Cognition</i> , 2015 , 43, 193-205	2.2	29
86	Learning versus performance: an integrative review. <i>Perspectives on Psychological Science</i> , 2015 , 10, 176-198	9.8	240
85	Desirable Difficulties in Vocabulary Learning. <i>American Journal of Psychology</i> , 2015 , 128, 241-52	0.5	64
84	Why does guessing incorrectly enhance, rather than impair, retention?. <i>Memory and Cognition</i> , 2014 , 42, 1373-83	2.2	22
83	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
82	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
81	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
80	Testing facilitates the regulation of subsequent study time. <i>Journal of Memory and Language</i> , 2014 , 73, 99-115	3.8	44
79	Why interleaving enhances inductive learning: the roles of discrimination and retrieval. <i>Memory and Cognition</i> , 2013 , 41, 392-402	2.2	117
78	Self-regulated learning: beliefs, techniques, and illusions. <i>Annual Review of Psychology</i> , 2013 , 64, 417-442	6.1	629
77	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
76	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
75	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
74	Reducing verbal redundancy in multimedia learning: An undesired desirable difficulty?. <i>Journal of Educational Psychology</i> , 2013 , 105, 266-277	5.3	45
73	Using verification feedback to correct errors made on a multiple-choice test. <i>Memory</i> , 2012 , 20, 645-53	1.8	23

72	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
71	On the durability of retrieval-induced forgetting. <i>Journal of Cognitive Psychology</i> , 2012 , 24, 617-629	0.9	32
70	Benefits of Accumulating Versus Diminishing Cues in Recall. <i>Journal of Memory and Language</i> , 2011 , 64, 289-298	3.8	23
69	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
68	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
67	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
66	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
65	The costs and benefits of providing feedback during learning. <i>Psychonomic Bulletin and Review</i> , 2010 , 17, 797-801	4.1	36
64	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
63	Unsuccessful retrieval attempts enhance subsequent learning. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2009 , 35, 989-98	2.2	218
62	Thought suppression enhances memory bias for threat material. <i>Behaviour Research and Therapy</i> , 2008 , 46, 462-76	5.2	14
61	Learning concepts and categories: is spacing the "enemy of induction"? <i>Psychological Science</i> , 2008 , 19, 585-92	7.9	309
60	Optimising self-regulated study: the benefits - and costs - of dropping flashcards. <i>Memory</i> , 2008 , 16, 125-36	1.8	96
59	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
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	Part-list cuing and the dynamics of false recall. <i>Psychonomic Bulletin and Review</i> , 2008 , 15, 296-301	4.1	7
56	The memorial consequences of multiple-choice testing. <i>Psychonomic Bulletin and Review</i> , 2007 , 14, 194-9	4.1	93
55	The promise and perils of self-regulated study. <i>Psychonomic Bulletin and Review</i> , 2007 , 14, 219-24	4.1	273

54	When intended remembering leads to unintended forgetting. <i>Quarterly Journal of Experimental Psychology</i> , 2007 , 60, 909-15	1.8	53
53	Inflation of conditional predictions. <i>Journal of Experimental Psychology: General</i> , 2006 , 135, 429-47	4.7	21
52	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
51	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
50	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
49	Is retrieval success a necessary condition for retrieval-induced forgetting?. <i>Psychonomic Bulletin and Review</i> , 2006 , 13, 1023-7	4.1	120
48	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
47	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
46	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
45	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
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, 524-31	2.2	71
43	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
42	Influences of intentional and unintentional forgetting on false memories.. <i>Journal of Experimental Psychology: General</i> , 2002 , 131, 116-130	4.7	94
41	Influences of intentional and unintentional forgetting on false memories. <i>Journal of Experimental Psychology: General</i> , 2002 , 131, 116-30	4.7	22
40	Metacognition in motor learning.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2001 , 27, 907-912	2.2	117
39	Prefrontal contributions to executive control: fMRI evidence for functional distinctions within lateral Prefrontal cortex. <i>NeuroImage</i> , 2001 , 14, 1337-47	7.9	364
38	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
37	Retrieval-induced forgetting: evidence for a recall-specific mechanism. <i>Psychonomic Bulletin and Review</i> , 2000 , 7, 522-30	4.1	254

36	Independence of scientific publishing: Reaffirming the principle.. <i>American Psychologist</i> , 2000 , 55, 981-984	3.5	5
35	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
34	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
33	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
32	The Inferential and Experiential Bases of Metamemory. <i>Current Directions in Psychological Science</i> , 1997 , 6, 132-137	6.5	95
31	Problematic aspects of embodied memory. <i>Behavioral and Brain Sciences</i> , 1997 , 20, 20-20	0.9	1
30	Memory, metamemory, and conditional statistics. <i>Behavioral and Brain Sciences</i> , 1996 , 19, 193-194	0.9	3
29	Continuing influences of to-be-forgotten information. <i>Consciousness and Cognition</i> , 1996 , 5, 176-96	2.6	137
28	Retrieval-induced forgetting in an eyewitness-memory paradigm. <i>Psychonomic Bulletin and Review</i> , 1995 , 2, 249-53	4.1	150
27	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
26	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
25	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
24	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
23	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
22	The stimulus prefix is not irrelevant and is redundant in different ways. <i>Memory and Cognition</i> , 1985 , 13, 501-6	2.2	1
21	Disrupted retrieval in directed forgetting: A link with posthypnotic amnesia.. <i>Journal of Experimental Psychology: General</i> , 1983 , 112, 58-72	4.7	295
20	Primary versus secondary rehearsal in imagined voices: differential effects on recognition. <i>Cognitive Psychology</i> , 1980 , 12, 188-205	3.1	91
19	Information-processing analysis of college teaching. <i>Educational Psychologist</i> , 1979 , 14, 15-23	6.8	47

18	Environmental context and human memory. <i>Memory and Cognition</i> , 1978 , 6, 342-353	2.2	475
17	Constituent processes in the differentiation of items in memory.. <i>Journal of Experimental Psychology Human Learning and Memory</i> , 1978 , 4, 347-361		30
16	The Updating of Human Memory. <i>Psychology of Learning and Motivation - Advances in Research and Theory</i> , 1978 , 12, 235-259	1.4	25
15	Learning from tests: Effects of spacing. <i>Journal of Verbal Learning and Verbal Behavior</i> , 1977 , 16, 465-478		91
14	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
13	The relative roles of input and output mechanisms in directed forgetting. <i>Memory and Cognition</i> , 1975 , 3, 51-7	2.2	21
12	Recency-sensitive retrieval processes in long-term free recall. <i>Cognitive Psychology</i> , 1974 , 6, 173-189	3.1	433
11	A semantic interpretation of encoding specificity.. <i>Journal of Experimental Psychology</i> , 1974 , 102, 648-656		126
10	Strategy control and directed forgetting. <i>Journal of Verbal Learning and Verbal Behavior</i> , 1973 , 12, 140-149		41
9	Recall and recognition as a function of primary rehearsal. <i>Journal of Verbal Learning and Verbal Behavior</i> , 1973 , 12, 608-617		207
8	Directed forgetting of individual words in free recall.. <i>Journal of Experimental Psychology</i> , 1973 , 99, 22-27		75
7	Forgetting and remembering in free recall: Intentional and unintentional.. <i>Journal of Experimental Psychology</i> , 1971 , 89, 109-116		78
6	Positive forgetting: The noninterference of Items intentionally forgotten. <i>Journal of Verbal Learning and Verbal Behavior</i> , 1970 , 9, 255-268		228
5	The spacing effect: Consolidation or differential encoding?. <i>Journal of Verbal Learning and Verbal Behavior</i> , 1970 , 9, 567-572		101
4	The modification of short-term memory through instructions to forget. <i>Learning and Behavior</i> , 1968 , 10, 55-56		107
3	Structuring the Conditions of Training to Achieve Elite Performance: Reflections on Elite Training Programs and Related Themes in Chapters 10–3312-330		9
2	Recency and recovery in human memory.211-232		22
1	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

