GÃ¼nter Daniel Rey

List of Publications by Year
in descending order

62 papers	2,006 citations	279487 23 h-index	276539 41 g-index
64 all docs	64 docs citations	64 times ranked	1074 citing authors

#	Article	IF	Citations
1	A review of research and a meta-analysis of the seductive detail effect. Educational Research Review, 2012, 7, 216-237.	4.1	225
2	A meta-analysis of how signaling affects learning with media. Educational Research Review, 2018, 23, 1-24.	4.1	135
3	<scp>COVID</scp> â€19 as an accelerator for digitalization at a German university: Establishing hybrid campuses in times of crisis. Human Behavior and Emerging Technologies, 2020, 2, 212-216.	2.5	125
4	Embodied learning: introducing a taxonomy based on bodily engagement and task integration. Cognitive Research: Principles and Implications, 2018, 3, 6.	1.1	111
5	Embodied learning using a tangible user interface: The effects of haptic perception and selective pointing on a spatial learning task. Computers and Education, 2016, 92-93, 64-75.	5.1	96
6	Decorative pictures and emotional design in multimedia learning. Learning and Instruction, 2016, 44, 65-73.	1.9	81
7	A Meta-analysis of the Segmenting Effect. Educational Psychology Review, 2019, 31, 389-419.	5.1	69
8	The expertise reversal effect: Cognitive load and motivational explanations.. Journal of Experimental Psychology: Applied, 2011, 17, 33-48.	0.9	61
9	The autonomy-enhancing effects of choice on cognitive load, motivation and learning with digital media. Learning and Instruction, 2018, 58, 161-172.	1.9	55
10	Measuring Cognitive Load in Embodied Learning Settings. Frontiers in Psychology, 2017, 8, 1191.	1.1	54
11	Look into my eyes! Exploring the effect of addressing in educational videos. Learning and Instruction, 2017, 49, 113-120.	1.9	53
12	Seductive details and attention distraction â€“ An eye tracker experiment. Computers in Human Behavior, 2014, 32, 133-144.	5.1	52
13	The Cognitive-Affective-Social Theory of Learning in digital Environments (CASTLE). Educational Psychology Review, 2022, 34, 1-38.	5.1	49
14	From duels to classroom competition: Social competition and learning in educational videogames within different group sizes. Computers in Human Behavior, 2016, 55, 384-398.	5.1	47
15	Anthropomorphism in decorative pictures: Benefit or harm for learning?. Journal of Educational Psychology, 2018, 110, 218-232.	2.1	46
16	The personalization effect in multimedia learning: The influence of dialect. Computers in Human Behavior, 2013, 29, 2022-2028.	5.1	30
17	The higher the score, the higher the learning outcome? Heterogeneous impacts of leaderboards and choice within educational videogames. Computers in Human Behavior, 2016, 65, 391-401.	5.1	30
18	Goal-Setting in Educational Video Games. Simulation and Gaming, 2017, 48, 98-130.	1.2	29

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19	Leaderboards within educational videogames: The impact of difficulty, effort and gameplay. Computers and Education, 2017, 113, 28-41.	5.1	29
20	Social entities in educational videos: Combining the effects of addressing and professionalism. Computers in Human Behavior, 2019, 93, 40-52.	5.1	28
21	Does the effect of enthusiasm in a pedagogical Agent's voice depend on mental load in the Learner's working memory?. Computers in Human Behavior, 2020, 112, 106483.	5.1	28
22	The expertise reversal effect concerning instructional explanations. Instructional Science, 2013, 41, 407-429.	1.1	27
23	Realistic details in visualizations require color cues to foster retention. Computers and Education, 2018, 122, 23-31.	5.1	27
24	Investigating the effects of beat and deictic gestures of a lecturer in educational videos. Computers and Education, 2020, 156, 103955.	5.1	27
25	The impact of video lecturersâ€™ nonverbal communication on learning â€“ An experiment on gestures and facial expressions of pedagogical agents. Computers and Education, 2022, 176, 104350.	5.1	26
26	How affective charge and textâ€“picture connectedness moderate the impact of decorative pictures on multimedia learning.. Journal of Educational Psychology, 2018, 110, 233-249.	2.1	25
27	The more human, the higher the performance? Examining the effects of anthropomorphism on learning with media.. Journal of Educational Psychology, 2019, 111, 57-72.	2.1	25
28	Mind your Ps and Qs! How polite instructions affect learning with multimedia. Computers in Human Behavior, 2015, 51, 546-555.	5.1	24
29	You cannot do this alone! Increasing task interdependence in cooperative educational videogames to encourage collaboration. Educational Technology Research and Development, 2017, 65, 993-1014.	2.0	24
30	The realism paradox: Realism can act as a form of signaling despite being associated with cognitive load. Human Behavior and Emerging Technologies, 2020, 2, 251-258.	2.5	24
31	The moderating role of arousal on the seductive detail effect in a multimedia learning setting. Applied Cognitive Psychology, 2019, 33, 71-84.	0.9	23
32	A Review of Photogrammetry and Photorealistic 3D Models in Education From a Psychological Perspective. Frontiers in Education, 2020, 5, .	1.2	21
33	A Systematic Meta-analysis of the Reliability and Validity of Subjective Cognitive Load Questionnaires in Experimental Multimedia Learning Research. Educational Psychology Review, 2022, 34, 2485-2541.	5.1	21
34	Ageism â€“ Age coherence within learning material fosters learning. Computers in Human Behavior, 2017, 75, 510-519.	5.1	20
35	Realism as a retrieval cue: Evidence for concretenessâ€specific effects of realistic, schematic, and verbal components of visualizations on learning and testing. Human Behavior and Emerging Technologies, 2021, 3, 283-295.	2.5	20
36	Is a Preference for Realism Really Naive After All? A Cognitive Model of Learning with Realistic Visualizations. Educational Psychology Review, 2022, 34, 649-675.	5.1	18

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37	Mood-affect congruency. Exploring the relation between learnersâ€™ mood and the affective charge of educational videos. Computers and Education, 2018, 123, 85-96.	5.1	16
38	Subjective cognitive load surveys lead to divergent results for interactive learning media. Human Behavior and Emerging Technologies, 2020, 2, 149-157.	2.5	16
39	Introducing the familiarity mechanism: A unified explanatory approach for the personalization effect and the examination of youth slang in multimedia learning. Computers in Human Behavior, 2015, 43, 129-138.	5.1	15
40	Competitive Agents and Adaptive Difficulty Within Educational Video Games. Frontiers in Education, 2020, 5, .	1.2	15
41	Cognitive Processing of Film Cuts Among 4- to 8-Year-Old Children. European Psychologist, 2012, 17, 257-265.	1.8	15
42	Bodily Effort Enhances Learning and Metacognition: Investigating the Relation Between Physical Effort and Cognition Using Dual-Process Models of Embodiment. Advances in Cognitive Psychology, 2017, 13, 3-10.	0.2	15
43	The retrieval-enhancing effects of decorative pictures as memory cues in multimedia learning videos and subsequent performance tests.. Journal of Educational Psychology, 2020, 112, 1111-1127.	2.1	12
44	Reading direction and signaling in a simple computer simulation. Computers in Human Behavior, 2010, 26, 1176-1182.	5.1	10
45	Boundary conditions of the politeness effect in online mathematical learning. Computers in Human Behavior, 2019, 92, 419-427.	5.1	10
46	Schema-related cognitive load influences performance, speech, and physiology in a dual-task setting: A continuous multi-measure approach. Cognitive Research: Principles and Implications, 2018, 3, 46.	1.1	9
47	Spatial Continuity Effect vs. Spatial Contiguity Failure. Revising the Effects of Spatial Proximity Between Related and Unrelated Representations. Frontiers in Education, 2019, 4, .	1.2	9
48	Interactive elements for dynamically linked multiple representations in computer simulations. Applied Cognitive Psychology, 2011, 25, 12-19.	0.9	8
49	Memory-related cognitive load effects in an interrupted learning task: A model-based explanation. Trends in Neuroscience and Education, 2020, 20, 100139.	1.5	8
50	How organization highlighting through signaling, spatial contiguity and segmenting can influence learning with concept maps. Computers and Education Open, 2021, 2, 100040.	2.6	8
51	The Development of Media Sign Literacyâ€"A Longitudinal Study With 4-Year-Old Children. Media Psychology, 2017, 20, 401-427.	2.1	7
52	Embedded interruptions and task complexity influence schema-related cognitive load progression in an abstract learning task. Acta Psychologica, 2017, 179, 30-41.	0.7	6
53	Visualizing pathogens: Disfluent shapes of pathogens increase their perceived complexity and danger while realism and disfluency boost the credibility of visualizations. Human Behavior and Emerging Technologies, 2021, 3, 316-323.	2.5	6
54	The effect of signaling in dependence on the extraneous cognitive load in learning environments. Cognitive Processing, 2021, 22, 209-225.	0.7	6

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55	One for all?! Simultaneous examination of load-inducing factors for advancing media-related instructional research. Computers and Education, 2016, 100, 18-31.	5.1	5
56	Adjusting Sample Sizes for Different Categories of Embodied Cognition Research. Frontiers in Psychology, 2018, 9, 2384.	1.1	5
57	The influence of affective decorative pictures on learning statistics online. Human Behavior and Emerging Technologies, 2021, 3, 401-412.	2.5	5
58	How the design and complexity of concept maps influence cognitive learning processes. Educational Technology Research and Development, 2022, 70, 99-118.	2.0	5
59	Reset Button and Instructional Advice in Computer Simulations. European Psychologist, 2011, 16, 58-67.	1.8	4
60	Attention please! Enhanced attention control abilities compensate for instructional impairments in multimedia learning. Journal of Computers in Education, 2018, 5, 243-257.	5.0	3
61	Effects of system response delays on elderly humansâ€™ cognitive performance in a virtual training scenario. Scientific Reports, 2019, 9, 8291.	1.6	2
62	Is There a (Dis-)Fluency Effect in Learning With Handwritten Instructional Texts? Evidence From Three Studies. Frontiers in Education, 2021, 6, .	1.2	1