

John Sweller

List of Publications by Year in descending order

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103
papers

34,212
citations

34016

52
h-index

39575

94
g-index

104
all docs

104
docs citations

104
times ranked

12333
citing authors

#	ARTICLE	IF	CITATIONS
1	Why Minimal Guidance During Instruction Does Not Work: An Analysis of the Failure of Constructivist, Discovery, Problem-Based, Experiential, and Inquiry-Based Teaching. <i>Educational Psychologist</i> , 2006, 41, 75-86.	4.7	4,281
2	Cognitive Load During Problem Solving: Effects on Learning. <i>Cognitive Science</i> , 1988, 12, 257-285.	0.8	4,165
3	Cognitive Architecture and Instructional Design. <i>Educational Psychology Review</i> , 1998, 10, 251-296.	5.1	3,610
4	Cognitive load theory, learning difficulty, and instructional design. <i>Learning and Instruction</i> , 1994, 4, 295-312.	1.9	2,235
5	Cognitive Load Theory and the Format of Instruction. <i>Cognition and Instruction</i> , 1991, 8, 293-332.	1.9	1,872
6	Cognitive Load Theory and Complex Learning: Recent Developments and Future Directions. <i>Educational Psychology Review</i> , 2005, 17, 147-177.	5.1	1,337
7	The Expertise Reversal Effect. <i>Educational Psychologist</i> , 2003, 38, 23-31.	4.7	1,301
8	Cognitive Load Theory. , 2011, , .		1,196
9	Element Interactivity and Intrinsic, Extraneous, and Germane Cognitive Load. <i>Educational Psychology Review</i> , 2010, 22, 123-138.	5.1	1,075
10	Why Some Material Is Difficult to Learn. <i>Cognition and Instruction</i> , 1994, 12, 185-233.	1.9	992
11	Cognitive load theory in health professional education: design principles and strategies. <i>Medical Education</i> , 2010, 44, 85-93.	1.1	927
12	The Use of Worked Examples as a Substitute for Problem Solving in Learning Algebra. <i>Cognition and Instruction</i> , 1985, 2, 59-89.	1.9	859
13	Cognitive Architecture and Instructional Design: 20 Years Later. <i>Educational Psychology Review</i> , 2019, 31, 261-292.	5.1	701
14	Managing split-attention and redundancy in multimedia instruction. <i>Applied Cognitive Psychology</i> , 1999, 13, 351-371.	0.9	636
15	Reducing cognitive load by mixing auditory and visual presentation modes.. <i>Journal of Educational Psychology</i> , 1995, 87, 319-334.	2.1	621
16	Assimilating complex information. <i>Learning and Instruction</i> , 2002, 12, 61-86.	1.9	458
17	Effects of schema acquisition and rule automation on mathematical problem-solving transfer.. <i>Journal of Educational Psychology</i> , 1987, 79, 347-362.	2.1	447
18	When problem solving is superior to studying worked examples.. <i>Journal of Educational Psychology</i> , 2001, 93, 579-588.	2.1	378

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19	Incorporating learner experience into the design of multimedia instruction.. Journal of Educational Psychology, 2000, 92, 126-136.	2.1	331
20	An Evolutionary Upgrade of Cognitive Load Theory: Using the Human Motor System and Collaboration to Support the Learning of Complex Cognitive Tasks. Educational Psychology Review, 2012, 24, 27-45.	5.1	328
21	When two sensory modes are better than one.. Journal of Experimental Psychology: Applied, 1997, 3, 257-287.	0.9	309
22	Guidance during mathematical problem solving.. Journal of Educational Psychology, 1988, 80, 424-436.	2.1	301
23	Instructional Design Consequences of an Analogy between Evolution by Natural Selection and Human Cognitive Architecture. Instructional Science, 2004, 32, 9-31.	1.1	294
24	Why Minimally Guided Teaching Techniques Do Not Work: A Reply to Commentaries. Educational Psychologist, 2007, 42, 115-121.	4.7	288
25	Learner control, cognitive load and instructional animation. Applied Cognitive Psychology, 2007, 21, 713-729.	0.9	251
26	Cognitive Load Theory: New Conceptualizations, Specifications, and Integrated Research Perspectives. Educational Psychology Review, 2010, 22, 115-121.	5.1	236
27	Cognitive load theory and educational technology. Educational Technology Research and Development, 2020, 68, 1-16.	2.0	236
28	Cognitive load theory, modality of presentation and the transient information effect. Applied Cognitive Psychology, 2011, 25, 943-951.	0.9	226
29	From Cognitive Load Theory to Collaborative Cognitive Load Theory. International Journal of Computer-Supported Collaborative Learning, 2018, 13, 213-233.	1.9	221
30	Evolution of human cognitive architecture. Psychology of Learning and Motivation - Advances in Research and Theory, 2003, 43, 215-266.	0.5	208
31	The Mirror Neuron System and Observational Learning: Implications for the Effectiveness of Dynamic Visualizations. Educational Psychology Review, 2009, 21, 21-30.	5.1	202
32	Rapid dynamic assessment of expertise to improve the efficiency of adaptive e-learning. Educational Technology Research and Development, 2005, 53, 83-93.	2.0	198
33	Cognitive load theory, the transient information effect and e-learning. Learning and Instruction, 2012, 22, 449-457.	1.9	189
34	Natural Information Processing Systems. Evolutionary Psychology, 2006, 4, 147470490600400.	0.6	176
35	When Redundant On-Screen Text in Multimedia Technical Instruction Can Interfere With Learning. Human Factors, 2004, 46, 567-581.	2.1	168
36	Domain-Specific Knowledge and Why Teaching Generic Skills Does Not Work. Educational Psychology Review, 2014, 26, 265-283.	5.1	151

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37	The impact of sequencing and prior knowledge on learning mathematics through spreadsheet applications. <i>Educational Technology Research and Development</i> , 2005, 53, 15-24.	2.0	149
38	Measuring Knowledge to Optimize Cognitive Load Factors During Instruction.. <i>Journal of Educational Psychology</i> , 2004, 96, 558-568.	2.1	146
39	Extending Cognitive Load Theory to Incorporate Working Memory Resource Depletion: Evidence from the Spacing Effect. <i>Educational Psychology Review</i> , 2018, 30, 483-501.	5.1	119
40	The Redundancy Principle in Multimedia Learning. , 2014, , 247-262.		104
41	Not New, but Nearly Forgotten: the Testing Effect Decreases or even Disappears as the Complexity of Learning Materials Increases. <i>Educational Psychology Review</i> , 2015, 27, 247-264.	5.1	103
42	Working memory, long-term memory, and instructional design.. <i>Journal of Applied Research in Memory and Cognition</i> , 2016, 5, 360-367.	0.7	100
43	The Expertise Reversal Effect is a Variant of the More General Element Interactivity Effect. <i>Educational Psychology Review</i> , 2017, 29, 393-405.	5.1	100
44	The worked example effect, the generation effect, and element interactivity.. <i>Journal of Educational Psychology</i> , 2015, 107, 689-704.	2.1	92
45	The worked-example effect using ill-defined problems: Learning to recognise designers' styles. <i>Learning and Instruction</i> , 2009, 19, 185-199.	1.9	81
46	Cognitive Bases of Human Creativity. <i>Educational Psychology Review</i> , 2009, 21, 11-19.	5.1	70
47	Relations between the worked example and generation effects on immediate and delayed tests. <i>Learning and Instruction</i> , 2016, 45, 20-30.	1.9	70
48	Can collaborative learning improve the effectiveness of worked examples in learning mathematics?. <i>Journal of Educational Psychology</i> , 2017, 109, 666-679.	2.1	68
49	The imagination effect increases with an increased intrinsic cognitive load. <i>Applied Cognitive Psychology</i> , 2008, 22, 273-283.	0.9	67
50	Cognitive load theory and the effects of transient information on the modality effect. <i>Instructional Science</i> , 2016, 44, 107-123.	1.1	60
51	Cognitive load and the imagination effect. <i>Applied Cognitive Psychology</i> , 2004, 18, 857-875.	0.9	58
52	In Academe, What Is Learned, and How Is It Learned?. <i>Current Directions in Psychological Science</i> , 2015, 24, 190-194.	2.8	58
53	Interactions Among the Imagination, Expertise Reversal, and Element Interactivity Effects.. <i>Journal of Experimental Psychology: Applied</i> , 2005, 11, 266-276.	0.9	57
54	Interactions between the isolated“interactive elements effect and levels of learner expertise: experimental evidence from an accountancy class. <i>Instructional Science</i> , 2010, 38, 277-287.	1.1	57

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55	Learning by imagining. <i>Journal of Experimental Psychology: Applied</i> , 2001, 7, 68-82.	0.9	57
56	From Theory to Practice: The Application of Cognitive Load Theory to the Practice of Medicine. <i>Academic Medicine</i> , 2021, 96, 24-30.	0.8	57
57	Instructional Implications of David C. Geary's Evolutionary Educational Psychology. <i>Educational Psychologist</i> , 2008, 43, 214-216.	4.7	53
58	Measuring cognitive load. <i>Perspectives on Medical Education</i> , 2022, 7, 1-2.	1.8	53
59	Cognitive Load Theory: Advances in Research on Worked Examples, Animations, and Cognitive Load Measurement. <i>Educational Psychology Review</i> , 2010, 22, 375-378.	5.1	50
60	Effects of prior knowledge on collaborative and individual learning. <i>Learning and Instruction</i> , 2019, 63, 101214.	1.9	50
61	High Element Interactivity Information During Problem Solving may Lead to Failure to Obtain the Testing Effect. <i>Educational Psychology Review</i> , 2015, 27, 291-304.	5.1	49
62	Worked example effects in individual and group work settings. <i>Educational Psychology</i> , 2010, 30, 349-367.	1.2	48
63	The Effect of Worked Examples When Learning to Write Essays in English Literature. <i>Journal of Experimental Education</i> , 2013, 81, 385-408.	1.6	46
64	Intrinsic and Extraneous Cognitive Load. , 2011, , 57-69.		38
65	Control mechanisms in problem solving. <i>Memory and Cognition</i> , 1983, 11, 32-40.	0.9	37
66	Redundancy and expertise reversal effects when using educational technology to learn primary school science. <i>Educational Technology Research and Development</i> , 2012, 60, 1-13.	2.0	37
67	Cognitive Load Theory, Evolutionary Educational Psychology, and Instructional Design. <i>Evolutionary Psychology</i> , 2016, , 291-306.	1.8	37
68	Using cognitive load theory to structure computer-based learning including MOOCs. <i>Journal of Computer Assisted Learning</i> , 2017, 33, 293-305.	3.3	37
69	Should self-regulated learning be integrated with cognitive load theory? A commentary. <i>Learning and Instruction</i> , 2017, 51, 85-89.	1.9	36
70	Problem-solving or Explicit Instruction: Which Should Go First When Element Interactivity Is High?. <i>Educational Psychology Review</i> , 2020, 32, 229-247.	5.1	35
71	Instructional Visualizations, Cognitive Load Theory, and Visuospatial Processing. , 2019, , 111-143.		34
72	The Variability Effect: When Instructional Variability Is Advantageous. <i>Educational Psychology Review</i> , 2019, 31, 479-497.	5.1	30

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73	Altering the Modality of Instructions to Facilitate Imagination: Interactions between the Modality and Imagination Effects. <i>Instructional Science</i> , 2006, 34, 343-365.	1.1	28
74	Effects of group experience and information distribution on collaborative learning. <i>Instructional Science</i> , 2019, 47, 531-550.	1.1	28
75	Cognitive Load Theory, Resource Depletion and the Delayed Testing Effect. <i>Educational Psychology Review</i> , 2019, 31, 457-478.	5.1	28
76	The effects of technical illustrations on cognitive load. <i>Instructional Science</i> , 1992, 20, 443-462.	1.1	26
77	When Instructional Guidance is Needed. <i>Educational and Developmental Psychologist</i> , 2016, 33, 149-162.	0.4	26
78	The Curious Case of Improving Foreign Language Listening Skills by Reading Rather than Listening: an Expertise Reversal Effect. <i>Educational Psychology Review</i> , 2018, 30, 1139-1165.	5.1	25
79	Collaborative learning effects when students have complete or incomplete knowledge. <i>Applied Cognitive Psychology</i> , 2018, 32, 681-692.	0.9	24
80	The Role of Evolutionary Psychology in Our Understanding of Human Cognition: Consequences for Cognitive Load Theory and Instructional Procedures. <i>Educational Psychology Review</i> , 2022, 34, 2229-2241.	5.1	22
81	Cognitive Load Theory, Element Interactivity, and the Testing and Reverse Testing Effects. <i>Applied Cognitive Psychology</i> , 2017, 31, 265-280.	0.9	21
82	There is an Evidence Crisis in Science Educational Policy. <i>Educational Psychology Review</i> , 2022, 34, 1157-1176.	5.1	21
83	Spacing and Interleaving Effects Require Distinct Theoretical Bases: a Systematic Review Testing the Cognitive Load and Discriminative-Contrast Hypotheses. <i>Educational Psychology Review</i> , 2021, 33, 1499-1522.	5.1	20
84	Using General Problem-solving Strategies to Generate Ideas in Order to Solve Geography Problems. <i>Applied Cognitive Psychology</i> , 2012, 26, 872-877.	0.9	17
85	Undesirable Difficulty Effects in the Learning of High-Element Interactivity Materials. <i>Frontiers in Psychology</i> , 2018, 9, 1483.	1.1	17
86	Altering element interactivity and variability in example-practice sequences to enhance learning to write Chinese characters. <i>Applied Cognitive Psychology</i> , 2020, 34, 837-843.	0.9	17
87	Reducing transience during animation: a cognitive load perspective. <i>Educational Psychology</i> , 2013, 33, 755-772.	1.2	16
88	The impact of complexity on the expertise reversal effect: experimental evidence from testing accounting students. <i>Educational Psychology</i> , 2016, 36, 1868-1885.	1.2	16
89	The consequences of fading instructional guidance on delayed performance: the case of financial services training. <i>Educational Psychology</i> , 2008, 28, 809-822.	1.2	15
90	Using a general problem-solving strategy to promote transfer.. <i>Journal of Experimental Psychology: Applied</i> , 2014, 20, 215-231.	0.9	14

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91	Teaching Methods to Complement Competencies in Reducing the "Junkyard" Curriculum in Clinical Psychology. <i>Australian Psychologist</i> , 2011, 46, 90-100.	0.9	13
92	The Modality Effect of Cognitive Load Theory. <i>Advances in Intelligent Systems and Computing</i> , 2020, , 75-84.	0.5	12
93	Comparing face-to-face and computer-mediated collaboration when teaching EFL writing skills. <i>Educational Psychology</i> , 2021, 41, 5-24.	1.2	12
94	Can we measure working memory without contamination from knowledge held in long-term memory?. <i>Behavioral and Brain Sciences</i> , 1998, 21, 845-846.	0.4	9
95	The effect of narrative-based E-learning systems on novice users'™ cognitive load while learning software applications. <i>Educational Technology Research and Development</i> , 2021, 69, 2451.	2.0	9
96	Effectiveness of Combining Worked Examples and Deliberate Practice for High School Geometry. <i>Applied Cognitive Psychology</i> , 2014, 28, 685-692.	0.9	5
97	Instructional Design. , 2021, , 4159-4163.		4
98	The advantages of listening to academic content in a second language may be outweighed by disadvantages: A cognitive load theory approach. <i>British Journal of Educational Psychology</i> , 2022, 92, 627-644.	1.6	4
99	Implications of Cognitive Load Theory for Multimedia Learning. , 2021, , 73-81.		4
100	The Split-Attention Principle in Multimedia Learning. , 2021, , 199-211.		3
101	How language background impacts learners studying International Financial Reporting Standards: a cognitive load theory perspective. <i>Accounting Education</i> , 2021, 30, 439-450.	2.3	2
102	The Transient Information Principle in Multimedia Learning. , 2021, , 268-274.		2
103	Reply to Sana et al.'™s (2022) Commentary on Rest-from-Deliberate-Learning as a Mechanism for the Spacing Effect. <i>Educational Psychology Review</i> , 0, , 1.	5.1	1