

John Sweller

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/1367956/publications.pdf>

Version: 2024-02-01

103
papers

34,212
citations

34105

52
h-index

39675

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. Educational Psychologist, 2006, 41, 75-86.	9.0	4,281
2	Cognitive Load During Problem Solving: Effects on Learning. Cognitive Science, 1988, 12, 257-285.	1.7	4,165
3	Cognitive Architecture and Instructional Design. Educational Psychology Review, 1998, 10, 251-296.	8.4	3,610
4	Cognitive load theory, learning difficulty, and instructional design. Learning and Instruction, 1994, 4, 295-312.	3.2	2,235
5	Cognitive Load Theory and the Format of Instruction. Cognition and Instruction, 1991, 8, 293-332.	2.9	1,872
6	Cognitive Load Theory and Complex Learning: Recent Developments and Future Directions. Educational Psychology Review, 2005, 17, 147-177.	8.4	1,337
7	The Expertise Reversal Effect. Educational Psychologist, 2003, 38, 23-31.	9.0	1,301
8	Cognitive Load Theory. , 2011, , .		1,196
9	Element Interactivity and Intrinsic, Extraneous, and Germane Cognitive Load. Educational Psychology Review, 2010, 22, 123-138.	8.4	1,075
10	Why Some Material Is Difficult to Learn. Cognition and Instruction, 1994, 12, 185-233.	2.9	992
11	Cognitive load theory in health professional education: design principles and strategies. Medical Education, 2010, 44, 85-93.	2.1	927
12	The Use of Worked Examples as a Substitute for Problem Solving in Learning Algebra. Cognition and Instruction, 1985, 2, 59-89.	2.9	859
13	Cognitive Architecture and Instructional Design: 20 Years Later. Educational Psychology Review, 2019, 31, 261-292.	8.4	701
14	Managing split-attention and redundancy in multimedia instruction. Applied Cognitive Psychology, 1999, 13, 351-371.	1.6	636
15	Reducing cognitive load by mixing auditory and visual presentation modes.. Journal of Educational Psychology, 1995, 87, 319-334.	2.9	621
16	Assimilating complex information. Learning and Instruction, 2002, 12, 61-86.	3.2	458
17	Effects of schema acquisition and rule automation on mathematical problem-solving transfer.. Journal of Educational Psychology, 1987, 79, 347-362.	2.9	447
18	When problem solving is superior to studying worked examples.. Journal of Educational Psychology, 2001, 93, 579-588.	2.9	378

#	ARTICLE	IF	CITATIONS
19	Incorporating learner experience into the design of multimedia instruction.. Journal of Educational Psychology, 2000, 92, 126-136.	2.9	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.	8.4	328
21	When two sensory modes are better than one.. Journal of Experimental Psychology: Applied, 1997, 3, 257-287.	1.2	309
22	Guidance during mathematical problem solving.. Journal of Educational Psychology, 1988, 80, 424-436.	2.9	301
23	Instructional Design Consequences of an Analogy between Evolution by Natural Selection and Human Cognitive Architecture. Instructional Science, 2004, 32, 9-31.	2.0	294
24	Why Minimally Guided Teaching Techniques Do Not Work: A Reply to Commentaries. Educational Psychologist, 2007, 42, 115-121.	9.0	288
25	Learner control, cognitive load and instructional animation. Applied Cognitive Psychology, 2007, 21, 713-729.	1.6	251
26	Cognitive Load Theory: New Conceptualizations, Specifications, and Integrated Research Perspectives. Educational Psychology Review, 2010, 22, 115-121.	8.4	236
27	Cognitive load theory and educational technology. Educational Technology Research and Development, 2020, 68, 1-16.	2.8	236
28	Cognitive load theory, modality of presentation and the transient information effect. Applied Cognitive Psychology, 2011, 25, 943-951.	1.6	226
29	From Cognitive Load Theory to Collaborative Cognitive Load Theory. International Journal of Computer-Supported Collaborative Learning, 2018, 13, 213-233.	3.0	221
30	Evolution of human cognitive architecture. Psychology of Learning and Motivation - Advances in Research and Theory, 2003, 43, 215-266.	1.1	208
31	The Mirror Neuron System and Observational Learning: Implications for the Effectiveness of Dynamic Visualizations. Educational Psychology Review, 2009, 21, 21-30.	8.4	202
32	Rapid dynamic assessment of expertise to improve the efficiency of adaptive e-learning. Educational Technology Research and Development, 2005, 53, 83-93.	2.8	198
33	Cognitive load theory, the transient information effect and e-learning. Learning and Instruction, 2012, 22, 449-457.	3.2	189
34	Natural Information Processing Systems. Evolutionary Psychology, 2006, 4, 147470490600400.	0.9	176
35	When Redundant On-Screen Text in Multimedia Technical Instruction Can Interfere With Learning. Human Factors, 2004, 46, 567-581.	3.5	168
36	Domain-Specific Knowledge and Why Teaching Generic Skills Does Not Work. Educational Psychology Review, 2014, 26, 265-283.	8.4	151

#	ARTICLE	IF	CITATIONS
37	The impact of sequencing and prior knowledge on learning mathematics through spreadsheet applications. Educational Technology Research and Development, 2005, 53, 15-24.	2.8	149
38	Measuring Knowledge to Optimize Cognitive Load Factors During Instruction.. Journal of Educational Psychology, 2004, 96, 558-568.	2.9	146
39	Extending Cognitive Load Theory to Incorporate Working Memory Resource Depletion: Evidence from the Spacing Effect. Educational Psychology Review, 2018, 30, 483-501.	8.4	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. Educational Psychology Review, 2015, 27, 247-264.	8.4	103
42	Working memory, long-term memory, and instructional design.. Journal of Applied Research in Memory and Cognition, 2016, 5, 360-367.	1.1	100
43	The Expertise Reversal Effect is a Variant of the More General Element Interactivity Effect. Educational Psychology Review, 2017, 29, 393-405.	8.4	100
44	The worked example effect, the generation effect, and element interactivity.. Journal of Educational Psychology, 2015, 107, 689-704.	2.9	92
45	The worked-example effect using ill-defined problems: Learning to recognise designers' styles. Learning and Instruction, 2009, 19, 185-199.	3.2	81
46	Cognitive Bases of Human Creativity. Educational Psychology Review, 2009, 21, 11-19.	8.4	70
47	Relations between the worked example and generation effects on immediate and delayed tests. Learning and Instruction, 2016, 45, 20-30.	3.2	70
48	Can collaborative learning improve the effectiveness of worked examples in learning mathematics?. Journal of Educational Psychology, 2017, 109, 666-679.	2.9	68
49	The imagination effect increases with an increased intrinsic cognitive load. Applied Cognitive Psychology, 2008, 22, 273-283.	1.6	67
50	Cognitive load theory and the effects of transient information on the modality effect. Instructional Science, 2016, 44, 107-123.	2.0	60
51	Cognitive load and the imagination effect. Applied Cognitive Psychology, 2004, 18, 857-875.	1.6	58
52	In Academe, What Is Learned, and How Is It Learned?. Current Directions in Psychological Science, 2015, 24, 190-194.	5.3	58
53	Interactions Among the Imagination, Expertise Reversal, and Element Interactivity Effects.. Journal of Experimental Psychology: Applied, 2005, 11, 266-276.	1.2	57
54	Interactions between the isolatedâ€“interactive elements effect and levels of learner expertise: experimental evidence from an accountancy class. Instructional Science, 2010, 38, 277-287.	2.0	57

#	ARTICLE	IF	CITATIONS
55	Learning by imagining.. Journal of Experimental Psychology: Applied, 2001, 7, 68-82.	1.2	57
56	From Theory to Practice: The Application of Cognitive Load Theory to the Practice of Medicine. Academic Medicine, 2021, 96, 24-30.	1.6	57
57	Instructional Implications of David C. Geary's Evolutionary Educational Psychology. Educational Psychologist, 2008, 43, 214-216.	9.0	53
58	Measuring cognitive load. Perspectives on Medical Education, 2022, 7, 1-2.	3.5	53
59	Cognitive Load Theory: Advances in Research on Worked Examples, Animations, and Cognitive Load Measurement. Educational Psychology Review, 2010, 22, 375-378.	8.4	50
60	Effects of prior knowledge on collaborative and individual learning. Learning and Instruction, 2019, 63, 101214.	3.2	50
61	High Element Interactivity Information During Problem Solving may Lead to Failure to Obtain the Testing Effect. Educational Psychology Review, 2015, 27, 291-304.	8.4	49
62	Worked example effects in individual and group work settings. Educational Psychology, 2010, 30, 349-367.	2.7	48
63	The Effect of Worked Examples When Learning to Write Essays in English Literature. Journal of Experimental Education, 2013, 81, 385-408.	2.6	46
64	Intrinsic and Extraneous Cognitive Load. , 2011, , 57-69.		38
65	Control mechanisms in problem solving. Memory and Cognition, 1983, 11, 32-40.	1.6	37
66	Redundancy and expertise reversal effects when using educational technology to learn primary school science. Educational Technology Research and Development, 2012, 60, 1-13.	2.8	37
67	Cognitive Load Theory, Evolutionary Educational Psychology, and Instructional Design. Evolutionary Psychology, 2016, , 291-306.	1.8	37
68	Using cognitive load theory to structure computer-based learning including MOOCs. Journal of Computer Assisted Learning, 2017, 33, 293-305.	5.1	37
69	Should self-regulated learning be integrated with cognitive load theory? A commentary. Learning and Instruction, 2017, 51, 85-89.	3.2	36
70	Problem-solving or Explicit Instruction: Which Should Go First When Element Interactivity Is High?. Educational Psychology Review, 2020, 32, 229-247.	8.4	35
71	Instructional Visualizations, Cognitive Load Theory, and Visuospatial Processing. , 2019, , 111-143.		34
72	The Variability Effect: When Instructional Variability Is Advantageous. Educational Psychology Review, 2019, 31, 479-497.	8.4	30

#	ARTICLE	IF	CITATIONS
73	Altering the Modality of Instructions to Facilitate Imagination: Interactions between the Modality and Imagination Effects. <i>Instructional Science</i> , 2006, 34, 343-365.	2.0	28
74	Effects of group experience and information distribution on collaborative learning. <i>Instructional Science</i> , 2019, 47, 531-550.	2.0	28
75	Cognitive Load Theory, Resource Depletion and the Delayed Testing Effect. <i>Educational Psychology Review</i> , 2019, 31, 457-478.	8.4	28
76	The effects of technical illustrations on cognitive load. <i>Instructional Science</i> , 1992, 20, 443-462.	2.0	26
77	When Instructional Guidance is Needed. <i>Educational and Developmental Psychologist</i> , 2016, 33, 149-162.	0.7	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.	8.4	25
79	Collaborative learning effects when students have complete or incomplete knowledge. <i>Applied Cognitive Psychology</i> , 2018, 32, 681-692.	1.6	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.	8.4	22
81	Cognitive Load Theory, Element Interactivity, and the Testing and Reverse Testing Effects. <i>Applied Cognitive Psychology</i> , 2017, 31, 265-280.	1.6	21
82	There is an Evidence Crisis in Science Educational Policy. <i>Educational Psychology Review</i> , 2022, 34, 1157-1176.	8.4	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.	8.4	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.	1.6	17
85	Undesirable Difficulty Effects in the Learning of High-Element Interactivity Materials. <i>Frontiers in Psychology</i> , 2018, 9, 1483.	2.1	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.	1.6	17
87	Reducing transience during animation: a cognitive load perspective. <i>Educational Psychology</i> , 2013, 33, 755-772.	2.7	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.	2.7	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.	2.7	15
90	Using a general problem-solving strategy to promote transfer.. <i>Journal of Experimental Psychology: Applied</i> , 2014, 20, 215-231.	1.2	14

#	ARTICLE	IF	CITATIONS
91	Teaching Methods to Complement Competencies in Reducing the “Junkyard” Curriculum in Clinical Psychology. Australian Psychologist, 2011, 46, 90-100.	1.6	13
92	The Modality Effect of Cognitive Load Theory. Advances in Intelligent Systems and Computing, 2020, , 75-84.	0.6	12
93	Comparing face-to-face and computer-mediated collaboration when teaching EFL writing skills. Educational Psychology, 2021, 41, 5-24.	2.7	12
94	Can we measure working memory without contamination from knowledge held in long-term memory?. Behavioral and Brain Sciences, 1998, 21, 845-846.	0.7	9
95	The effect of narrative-based E-learning systems on novice users’ cognitive load while learning software applications. Educational Technology Research and Development, 2021, 69, 2451.	2.8	9
96	Effectiveness of Combining Worked Examples and Deliberate Practice for High School Geometry. Applied Cognitive Psychology, 2014, 28, 685-692.	1.6	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. British Journal of Educational Psychology, 2022, 92, 627-644.	2.9	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. Accounting Education, 2021, 30, 439-450.	3.8	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. Educational Psychology Review, 0, , 1.	8.4	1