

Matthew T Mccrudden

List of Publications by Year in descending order

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46
papers

1,384
citations

393982

19
h-index

360668

35
g-index

46
all docs

46
docs citations

46
times ranked

746
citing authors

#	ARTICLE	IF	CITATIONS
1	Effects of Emotions, Topic Beliefs, and Task Instructions on the Processing and Memory for a Dual-Position Text. <i>Discourse Processes</i> , 2022, 59, 52-75.	1.1	10
2	Investigating Self-Regulated Strategy Development for Persuasive Writing With Elementary School Students in Aotearoa/New Zealand. <i>Journal of Research in Childhood Education</i> , 2022, 36, 392-405.	0.6	2
3	Promoting integration and learning from multiple complementary texts.. <i>Journal of Educational Psychology</i> , 2022, 114, 1832-1843.	2.1	4
4	A 17-Week Teacher-Implemented Story Writing Intervention With Year 2 Students in New Zealand: A Mixed Methods Study. <i>Reading and Writing Quarterly</i> , 2021, 37, 365-381.	0.6	0
5	Bridging Inferences and Learning from Multiple Complementary Texts. <i>Discourse Processes</i> , 2021, 58, 529-548.	1.1	8
6	Joint displays for mixed methods research in psychology. <i>Methods in Psychology</i> , 2021, 5, 100067.	1.2	38
7	Multimedia Learning with Visual Displays. , 2021, , 510-520.		0
8	Teacher-Implemented Writing Instruction for Elementary Students: A Literature Review. <i>Reading and Writing Quarterly</i> , 2020, 36, 1-18.	0.6	13
9	Multilevel mixed methods research and educational psychology. <i>Educational Psychologist</i> , 2020, 55, 197-207.	4.7	12
10	Retrieval practice and retention of course content in a middle school science classroom. <i>Applied Cognitive Psychology</i> , 2020, 34, 1510-1515.	0.9	5
11	Mixed methods in educational psychology inquiry. <i>Contemporary Educational Psychology</i> , 2019, 57, 1-8.	1.6	44
12	Teacher-Implemented Self-Regulated Strategy Development for Story Writing With 6-Year-Olds in a Whole-Class Setting in New Zealand. <i>Journal of Research in Childhood Education</i> , 2019, 33, 307-322.	0.6	11
13	The effect of task relevance instructions on memory for text with seductive details. <i>Applied Cognitive Psychology</i> , 2019, 33, 31-37.	0.9	17
14	Implementing Integration in an Explanatory Sequential Mixed Methods Study of Belief Bias About Climate Change With High School Students. <i>Journal of Mixed Methods Research</i> , 2019, 13, 381-400.	1.8	39
15	Task-Oriented Learning With Multiple Documents: Effects of Topic Familiarity, Author Expertise, and Content Relevance on Document Selection, Processing, and Use. <i>Reading Research Quarterly</i> , 2018, 53, 345-365.	1.8	45
16	Effects of Task Relevance Instructions and Topic Beliefs on Reading Processes and Memory. <i>Discourse Processes</i> , 2018, 55, 410-431.	1.1	18
17	Relevance Before, During, And After Discourse Experiences. , 2018, , 141-160.		5
18	How Visual Displays Affect Cognitive Processing. <i>Educational Psychology Review</i> , 2017, 29, 623-639.	5.1	43

#	ARTICLE	IF	CITATIONS
19	Evaluating the Social Validity of the Early Start Denver Model: A Convergent Mixed Methods Study. <i>Journal of Autism and Developmental Disorders</i> , 2017, 47, 2899-2910.	1.7	17
20	The effect of perspective-taking on reasoning about strong and weak belief-relevant arguments. <i>Thinking and Reasoning</i> , 2017, 23, 115-133.	2.1	6
21	The effects of topic familiarity, author expertise, and content relevance on Norwegian students' document selection: A mixed methods study. <i>Journal of Educational Psychology</i> , 2016, 108, 147-162.	2.1	49
22	Remembering Gregg Schraw. <i>Educational Psychology Review</i> , 2016, 28, 673-690.	5.1	1
23	Differences in student reasoning about belief-relevant arguments: a mixed methods study. <i>Metacognition and Learning</i> , 2016, 11, 275-303.	1.3	34
24	Exploring the Boundary Conditions of the Redundancy Principle. <i>Journal of Experimental Education</i> , 2014, 82, 537-554.	1.6	9
25	Exploring the effect of task instructions on topic beliefs and topic belief justifications: A mixed methods study. <i>Contemporary Educational Psychology</i> , 2014, 39, 1-11.	1.6	34
26	Exploring the link between cognitive processes and learning from refutational text. <i>Journal of Research in Reading</i> , 2014, 37, S116.	1.0	42
27	Task-oriented reading of multiple documents: online comprehension processes and offline products. <i>Instructional Science</i> , 2013, 41, 873-894.	1.1	55
28	Readers' Use of Online Discrepancy Resolution Strategies. <i>Discourse Processes</i> , 2012, 49, 107-136.	1.1	13
29	Text Relevance. , 2012, , 3307-3310.		4
30	The Effect of Diagrams on Online Reading Processes and Memory. <i>Discourse Processes</i> , 2011, 48, 69-92.	1.1	36
31	DO THE SPATIAL FEATURES OF AN ADJUNCT DISPLAY THAT READERS COMPLETE WHILE READING AFFECT THEIR UNDERSTANDING OF A COMPLEX SYSTEM?. <i>International Journal of Science and Mathematics Education</i> , 2011, 9, 163-185.	1.5	7
32	Do specific relevance instructions promote transfer appropriate processing?. <i>Instructional Science</i> , 2011, 39, 865-879.	1.1	14
33	Verbal Ability and the Processing of Scientific Text With Seductive Detail Sentences. <i>Reading Psychology</i> , 2010, 31, 282-300.	0.7	15
34	Exploring how relevance instructions affect personal reading intentions, reading goals and text processing: A mixed methods study. <i>Contemporary Educational Psychology</i> , 2010, 35, 229-241.	1.6	118
35	The Effects of Relevance Instructions and Verbal Ability on Text Processing. <i>Journal of Experimental Education</i> , 2009, 78, 96-117.	1.6	20
36	The use of adjunct displays to facilitate comprehension of causal relationships in expository text. <i>Instructional Science</i> , 2009, 37, 65-86.	1.1	28

#	ARTICLE	IF	CITATIONS
37	The effects of informational complexity and working memory on problem-solving efficiency. <i>Asia Pacific Education Review</i> , 2008, 9, 464-474.	1.4	10
38	The effect of causal diagrams on text learning. <i>Contemporary Educational Psychology</i> , 2007, 32, 367-388.	1.6	53
39	Processing and recall of seductive details in scientific text. <i>Contemporary Educational Psychology</i> , 2007, 32, 569-587.	1.6	117
40	A test of theoretical models that account for information processing demands. <i>Contemporary Educational Psychology</i> , 2007, 32, 499-515.	1.6	3
41	Interest and Academic Cheating. , 2007, , 59-77.		14
42	Relevance and Goal-Focusing in Text Processing. <i>Educational Psychology Review</i> , 2007, 19, 113-139.	5.1	246
43	The Effect of General Relevance Instructions on Shallow and Deeper Learning and Reading Time. <i>Journal of Experimental Education</i> , 2006, 74, 291-310.	1.6	18
44	Exploring Differences in Students' Copy-and-Paste Decision Making and Processing: A Mixed-Methods Study.. <i>Journal of Educational Psychology</i> , 2005, 97, 103-116.	2.1	42
45	The Effect of Relevance Instructions on Reading Time and Learning.. <i>Journal of Educational Psychology</i> , 2005, 97, 88-102.	2.1	49
46	Self-Efficacy and Interest in the Use of Reading Strategies. <i>Journal of Research in Childhood Education</i> , 2005, 20, 119-131.	0.6	16