

# John E Opfer

## List of Publications by Year in descending order

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Version: 2024-02-01

50  
papers

3,165  
citations

318942

23  
h-index

252626

46  
g-index

52  
all docs

52  
docs citations

52  
times ranked

1952  
citing authors

#	ARTICLE	IF	CITATIONS
1	From integers to fractions: The role of analogy in developing a coherent understanding of proportional magnitude.. <i>Developmental Psychology</i> , 2022, 58, 1912-1930.	1.2	2
2	Cognitive mediators of US-China differences in early symbolic arithmetic. <i>PLoS ONE</i> , 2021, 16, e0255283.	1.1	2
3	Dynamics Versus Development in Numerosity Estimation: A Computational Model Accurately Predicts a Developmental Reversal. <i>Cognitive Science</i> , 2021, 45, e13049.	0.8	0
4	Unwarranted philosophical assumptions in research on ANS. <i>Behavioral and Brain Sciences</i> , 2021, 44, e200.	0.4	1
5	A number-line task with a Bayesian active learning algorithm provides insights into the development of non-symbolic number estimation. <i>Psychonomic Bulletin and Review</i> , 2021, , 1.	1.4	2
6	Left posterior prefrontal regions support domain-general executive processes needed for both reading and math. <i>Journal of Neuropsychology</i> , 2020, 14, 467-495.	0.6	14
7	Compression is evident in children's unbounded and bounded numerical estimation: Reply to Cohen and Ray (2020).. <i>Developmental Psychology</i> , 2020, 56, 853-860.	1.2	5
8	Characterizing and decomposing the neural correlates of individual differences in reading ability among adolescents with task-based fMRI. <i>Developmental Cognitive Neuroscience</i> , 2019, 37, 100647.	1.9	11
9	Linear Spatial-Numeric Associations Aid Memory for Single Numbers. <i>Frontiers in Psychology</i> , 2019, 10, 146.	1.1	2
10	Development of Fraction Understanding. , 2019, , 148-182.		2
11	The nature of the association between number line and mathematical performance: An international twin study. <i>British Journal of Educational Psychology</i> , 2019, 89, 787-803.	1.6	6
12	Individual differences in addition strategy choice: A psychometric evaluation.. <i>Journal of Educational Psychology</i> , 2019, 111, 414-433.	2.1	2
13	A field guide for teaching evolution in the social sciences. <i>Evolution and Human Behavior</i> , 2018, 39, 257-268.	1.4	16
14	How Does the "Learning Gap" Open? A Cognitive Theory of Nation Effects on Mathematics Proficiency. , 2018, , 99-130.		1
15	Dynamics and development in number-to-space mapping. <i>Cognitive Psychology</i> , 2018, 107, 44-66.	0.9	13
16	Nuclear IHC enumeration: A digital phantom to evaluate the performance of automated algorithms in digital pathology. <i>PLoS ONE</i> , 2018, 13, e0196547.	1.1	7
17	How not to develop a sense of number. <i>Behavioral and Brain Sciences</i> , 2017, 40, e184.	0.4	1
18	Number sense and mathematics: Which, when and how?. <i>Developmental Psychology</i> , 2017, 53, 1924-1939.	1.2	40

#	ARTICLE	IF	CITATIONS
19	A unified framework for bounded and unbounded numerical estimation.. <i>Developmental Psychology</i> , 2017, 53, 1088-1097.	1.2	34
20	Learning Linear Spatial-Numeric Associations Improves Accuracy of Memory for Numbers. <i>Frontiers in Psychology</i> , 2016, 7, 24.	1.1	14
21	Free versus anchored numerical estimation: A unified approach. <i>Cognition</i> , 2016, 149, 11-17.	1.1	51
22	Using a Constructed-Response Instrument to Explore the Effects of Item Position and Item Features on the Assessment of Studentsâ€™ Written Scientific Explanations. <i>Research in Science Education</i> , 2015, 45, 527-553.	1.4	23
23	Development of Spatial-Numerical Associations. <i>Current Directions in Psychological Science</i> , 2014, 23, 439-445.	2.8	88
24	Affective constraints on acquisition of musical concepts: Childrenâ€™s and adultsâ€™ development of the majorâ€“minor distinction. <i>Psychology of Music</i> , 2014, 42, 3-28.	0.9	3
25	The Value of Numbers in Economic Rewards. <i>Psychological Science</i> , 2014, 25, 1534-1545.	1.8	16
26	Reasoning About Natural Selection: Diagnosing Contextual Competency Using the ACORNS Instrument. <i>American Biology Teacher</i> , 2012, 74, 92-98.	0.1	122
27	Learning without representational change: development of numerical estimation in individuals with Williams syndrome. <i>Developmental Science</i> , 2012, 15, 863-875.	1.3	20
28	Cognitive foundations for science assessment design: Knowing what students know about evolution. <i>Journal of Research in Science Teaching</i> , 2012, 49, 744-777.	2.0	127
29	Children Are Not Like Older Adults: A Diffusion Model Analysis of Developmental Changes in Speeded Responses. <i>Child Development</i> , 2012, 83, 367-381.	1.7	92
30	Trouble with Transfer: Insights from the Study of Learning. , 2012, , 3347-3350.		0
31	The powers of noise-fitting: reply to Barth and Paladino. <i>Developmental Science</i> , 2011, 14, 1194-1204.	1.3	63
32	How Numbers Bias Preschoolersâ€™ Spatial Search. <i>Journal of Cross-Cultural Psychology</i> , 2011, 42, 682-695.	1.0	55
33	On the design and function of rational arguments. <i>Behavioral and Brain Sciences</i> , 2011, 34, 85-86.	0.4	1
34	Psychophysics of Numerical Representation. <i>Zeitschrift Fur Psychologie / Journal of Psychology</i> , 2011, 219, 58-63.	0.7	9
35	How 15 Hundred Is Like 15 Cherries: Effect of Progressive Alignment on Representational Changes in Numerical Cognition. <i>Child Development</i> , 2010, 81, 1768-1786.	1.7	126
36	Early development of spatialâ€“numeric associations: evidence from spatial and quantitative performance of preschoolers. <i>Developmental Science</i> , 2010, 13, 761-771.	1.3	121

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37	Cognitive Constraints on How Economic Rewards Affect Cooperation. <i>Psychological Science</i> , 2009, 20, 11-16.	1.8	73
38	The Logarithmic-to-Linear Shift: One Learning Sequence, Many Tasks, Many Time Scales. <i>Mind, Brain, and Education</i> , 2009, 3, 143-150.	0.9	142
39	What makes relational reasoning smart? Revisiting the perceptual-to-relational shift in the development of generalization. <i>Developmental Science</i> , 2009, 12, 114-122.	1.3	53
40	The Trouble With Transfer: Insights From Microgenetic Changes in the Representation of Numerical Magnitude. <i>Child Development</i> , 2008, 79, 788-804.	1.7	72
41	Representational change and magnitude estimation: Why young children can make more accurate salary comparisons than adults. <i>Cognition</i> , 2008, 108, 843-849.	1.1	36
42	Costs and benefits of representational change: Effects of context on age and sex differences in symbolic magnitude estimation. <i>Journal of Experimental Child Psychology</i> , 2008, 101, 20-51.	0.7	78
43	Analogy and conceptual change in childhood. <i>Behavioral and Brain Sciences</i> , 2008, 31, 723-723.	0.4	3
44	Causal relations drive young children's induction, naming, and categorization. <i>Cognition</i> , 2007, 105, 206-217.	1.1	44
45	Representational change and children's numerical estimation. <i>Cognitive Psychology</i> , 2007, 55, 169-195.	0.9	236
46	Revisiting preschoolers' living things concept: A microgenetic analysis of conceptual change in basic biology. <i>Cognitive Psychology</i> , 2004, 49, 301-332.	0.9	184
47	The Development of Numerical Estimation. <i>Psychological Science</i> , 2003, 14, 237-250.	1.8	900
48	Identifying living and sentient kinds from dynamic information: the case of goal-directed versus aimless autonomous movement in conceptual change. <i>Cognition</i> , 2002, 86, 97-122.	1.1	122
49	Children's and Adults' Models for Predicting Teleological Action: The Development of a Biology-Based Model. <i>Child Development</i> , 2001, 72, 1367-1381.	1.7	57
50	Development of the Animate-Inanimate Distinction. , 0, , 151-166.		29