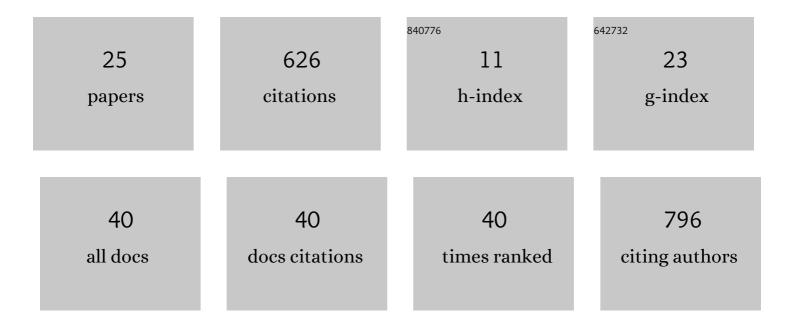
## Peter A Edelsbrunner

List of Publications by Year in descending order

Source: https://exaly.com/author-pdf/1965322/publications.pdf Version: 2024-02-01



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#	Article	IF	CITATIONS
1	Epistemic Beliefs in Science—A Systematic Integration of Evidence From Multiple Studies. Educational Psychology Review, 2022, 34, 1541-1575.	8.4	15
2	Children's Scientific Reasoning Skills in Light of General Cognitive Development. , 2022, , 585-605.		1
3	The relation between working memory and mathematics performance among students in math-intensive STEM programs. Intelligence, 2022, 92, 101649.	3.0	6
4	The benefit of combining teacher-direction with contrasted presentation of algebra principles. European Journal of Psychology of Education, 2021, 36, 187-218.	2.6	5
5	Early science learning: The effects of teacher talk. Learning and Instruction, 2021, 71, 101371.	3.2	11
6	Same data, different conclusions: Radical dispersion in empirical results when independent analysts operationalize and test the same hypothesis. Organizational Behavior and Human Decision Processes, 2021, 165, 228-249.	2.5	51
7	Inventory for the assessment of representational competence of vector fields. Physical Review Physics Education Research, 2021, 17, .	2.9	9
8	Making the invisible visible: Visualization of the connection between magnetic field, electric current, and Lorentz force with the help of augmented reality. Physics Teacher, 2020, 58, 438-439.	0.3	8
9	The relation between the control-of-variables strategy and content knowledge in physics in secondary school. Contemporary Educational Psychology, 2020, 63, 101923.	2.9	17
10	Crowdsourcing hypothesis tests: Making transparent how design choices shape research results Psychological Bulletin, 2020, 146, 451-479.	6.1	87
11	Bidirectional Longitudinal Associations Between Cognitive Abilities and Social Relationships in Old Age. Innovation in Aging, 2020, 4, 576-576.	0.1	Ο
12	The Predictive Value of Children's Understanding of Indeterminacy and Confounding for Later Mastery of the Control-of-Variables Strategy. Frontiers in Psychology, 2020, 11, 531565.	2.1	7
13	The joint influence of intelligence and practice on skill development throughout the life span. Proceedings of the National Academy of Sciences of the United States of America, 2019, 116, 18363-18369.	7.1	20
14	The Psychometric Modeling of Scientific Reasoning: a Review and Recommendations for Future Avenues. Educational Psychology Review, 2019, 31, 1-34.	8.4	40
15	Improved application of the control-of-variables strategy as a collateral benefit of inquiry-based physics education in elementary school. Learning and Instruction, 2019, 59, 34-45.	3.2	31
16	Preventing interference: Reordering complexity in the learning of new concepts Journal of Educational Psychology, 2019, 111, 1202-1219.	2.9	3
17	Appreciating the Significance of Non-significant Findings in Psychology. Journal of European Psychology Students, 2019, 10, 1.	0.5	27
18	Call for Papers "Advancing the Reproducibility of Psychological Assessment Across Borders and Populations― European Journal of Psychological Assessment, 2019, 35, 295-296.	3.0	1

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#	Article	IF	CITATIONS
19	Variable control and conceptual change: A large-scale quantitative study in elementary school. Learning and Individual Differences, 2018, 66, 38-53.	2.7	32
20	How to become a Bayesian in eight easy steps: An annotated reading list. Psychonomic Bulletin and Review, 2018, 25, 219-234.	2.8	62
21	The Relative Merits of Explicit and Implicit Learning of Contrasted Algebra Principles. Educational Psychology Review, 2018, 30, 531-558.	8.4	18
22	Informative tools for characterizing individual differences in learning: Latent class, latent profile, and latent transition analysis. Learning and Individual Differences, 2018, 66, 4-15.	2.7	148
23	Formal and Informal Learning and First-Year Psychology Students' Development of Scientific Thinking: A Two-Wave Panel Study. Frontiers in Psychology, 2017, 8, 133.	2.1	6
24	Associations between risk behaviour and social status in European adolescents. European Journal of Developmental Psychology, 2015, 12, 189-203.	1.8	9
25	Modelling for Prediction vs. Modelling for Understanding: Commentary on Musso et al. (2013). Frontline Learning Research, 2013, 1, .	0.8	3