

Doug Rohrer

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/2422951/publications.pdf>

Version: 2024-02-01

42
papers

6,682
citations

147801

31
h-index

265206

42
g-index

42
all docs

42
docs citations

42
times ranked

3928
citing authors

#	ARTICLE	IF	CITATIONS
1	Learning Styles. Psychological Science in the Public Interest: A Journal of the American Psychological Society, 2008, 9, 105-119.	10.7	1,304
2	Distributed practice in verbal recall tasks: A review and quantitative synthesis.. Psychological Bulletin, 2006, 132, 354-380.	6.1	1,235
3	Spacing Effects in Learning. Psychological Science, 2008, 19, 1095-1102.	3.3	428
4	When Does Feedback Facilitate Learning of Words?. Journal of Experimental Psychology: Learning Memory and Cognition, 2005, 31, 3-8.	0.9	310
5	Using Spacing to Enhance Diverse Forms of Learning: Review of Recent Research and Implications for Instruction. Educational Psychology Review, 2012, 24, 369-378.	8.4	284
6	The shuffling of mathematics problems improves learning. Instructional Science, 2007, 35, 481-498.	2.0	225
7	Optimizing Distributed Practice. Experimental Psychology, 2009, 56, 236-246.	0.7	212
8	Enhancing learning and retarding forgetting: Choices and consequences. Psychonomic Bulletin and Review, 2007, 14, 187-193.	2.8	204
9	Recent Research on Human Learning Challenges Conventional Instructional Strategies. Educational Researcher, 2010, 39, 406-412.	5.4	199
10	The effects of interleaved practice. Applied Cognitive Psychology, 2010, 24, 837-848.	1.6	187
11	The effects of overlearning and distributed practise on the retention of mathematics knowledge. Applied Cognitive Psychology, 2006, 20, 1209-1224.	1.6	183
12	Analyzing the dynamics of free recall: An integrative review of the empirical literature. Psychonomic Bulletin and Review, 1994, 1, 89-106.	2.8	182
13	Tests enhance the transfer of learning.. Journal of Experimental Psychology: Learning Memory and Cognition, 2010, 36, 233-239.	0.9	150
14	Interleaving Helps Students Distinguish among Similar Concepts. Educational Psychology Review, 2012, 24, 355-367.	8.4	150
15	Learning styles: whereâ€™s the evidence?. Medical Education, 2012, 46, 634-635.	2.1	150
16	An analysis of latency and interresponse time in free recall. Memory and Cognition, 1994, 22, 511-524.	1.6	134
17	Increasing Retention Without Increasing Study Time. Current Directions in Psychological Science, 2007, 16, 183-186.	5.3	105
18	Two Failures to Replicate High-Performance-Goal Priming Effects. PLoS ONE, 2013, 8, e72467.	2.5	104

#	ARTICLE	IF	CITATIONS
19	Proactive interference and the dynamics of free recall.. Journal of Experimental Psychology: Learning Memory and Cognition, 1993, 19, 1024-1039.	0.9	103
20	The benefit of interleaved mathematics practice is not limited to superficially similar kinds of problems. Psychonomic Bulletin and Review, 2014, 21, 1323-1330.	2.8	87
21	Interleaved practice improves mathematics learning.. Journal of Educational Psychology, 2015, 107, 900-908.	2.9	85
22	Concurrent task effects on memory retrieval. Psychonomic Bulletin and Review, 2003, 10, 96-103.	2.8	65
23	The effect of overlearning on long-term retention. Applied Cognitive Psychology, 2005, 19, 361-374.	1.6	65
24	On the relative and absolute strength of a memory trace. Memory and Cognition, 1996, 24, 188-201.	1.6	64
25	Research Commentary: The Effects of Spacing and Mixing Practice Problems. Journal for Research in Mathematics Education, 2009, 40, 4-17.	1.8	62
26	Student Instruction Should Be Distributed Over Long Time Periods. Educational Psychology Review, 2015, 27, 635-643.	8.4	60
27	Does incorrect guessing impair fact learning?. Journal of Educational Psychology, 2011, 103, 48-59.	2.9	49
28	Do subtle reminders of money change people's political views?. Journal of Experimental Psychology: General, 2015, 144, e73-e85.	2.1	48
29	A randomized controlled trial of interleaved mathematics practice.. Journal of Educational Psychology, 2020, 112, 40-52.	2.9	43
30	Can the goal of honesty be primed?. Journal of Experimental Social Psychology, 2013, 49, 959-964.	2.2	40
31	When two memories can and cannot be retrieved concurrently. Memory and Cognition, 1998, 26, 731-739.	1.6	35
32	The Scarcity of Interleaved Practice in Mathematics Textbooks. Educational Psychology Review, 2020, 32, 873-883.	8.4	31
33	Retrieval practice: the lack of transfer to deductive inferences. Psychonomic Bulletin and Review, 2015, 22, 135-140.	2.8	27
34	The natural appearance of unnatural incline speed. Memory and Cognition, 2003, 31, 816-826.	1.6	17
35	The breadth of memory search. Memory, 2002, 10, 291-301.	1.7	13
36	A Social Priming Data Set With Troubling Oddities. Basic and Applied Social Psychology, 2016, 38, 3-18.	2.1	12

#	ARTICLE	IF	CITATIONS
37	Spaced mathematics practice improves test scores and reduces overconfidence. <i>Applied Cognitive Psychology</i> , 2021, 35, 1082-1089.	1.6	10
38	Misconceptions about incline speed for nonlinear slopes. <i>Journal of Experimental Psychology: Human Perception and Performance</i> , 2002, 28, 963-73.	0.9	7
39	Discrepant Data and Improbable Results: An Examination of Vohs, Mead, and Goode (2006). <i>Basic and Applied Social Psychology</i> , 2019, 41, 263-271.	2.1	6
40	Unanswered questions about spaced interleaved mathematics practice.. <i>Journal of Applied Research in Memory and Cognition</i> , 2020, 9, 433-438.	1.1	3
41	Response to Comments by Chatterjee, Rose, and Sinha. <i>Basic and Applied Social Psychology</i> , 2016, 38, 41-46.	2.1	2
42	A Train Wreck by Any Other Name. <i>Psychological Inquiry</i> , 2021, 32, 17-23.	0.9	2