

# Jean-François Rouet

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/2571152/publications.pdf>

Version: 2024-02-01

46  
papers

2,263  
citations

331670

21  
h-index

223800

46  
g-index

52  
all docs

52  
docs citations

52  
times ranked

958  
citing authors

#	ARTICLE	IF	CITATIONS
1	The Role of Epistemic Beliefs in the Comprehension of Multiple Expository Texts: Toward an Integrated Model. <i>Educational Psychologist</i> , 2011, 46, 48-70.	9.0	237
2	Using multiple sources of evidence to reason about history.. <i>Journal of Educational Psychology</i> , 1996, 88, 478-493.	2.9	201
3	Studying and Using Multiple Documents in History: Effects of Discipline Expertise. <i>Cognition and Instruction</i> , 1997, 15, 85-106.	2.9	196
4	Readers'™ use of source information in text comprehension. <i>Memory and Cognition</i> , 2012, 40, 450-465.	1.6	154
5	RESOLV: Readers' Representation of Reading Contexts and Tasks. <i>Educational Psychologist</i> , 2017, 52, 200-215.	9.0	149
6	Scientific Literacy: The Role of Goal-Directed Reading and Evaluation in Understanding Scientific Information. <i>Educational Psychologist</i> , 2014, 49, 104-122.	9.0	118
7	The influence of surface and deep cues on primary and secondary school students' assessment of relevance in Web menus. <i>Learning and Instruction</i> , 2011, 21, 205-219.	3.2	107
8	Learning with new technologies: Help seeking and information searching revisited. <i>Computers and Education</i> , 2009, 53, 1014-1019.	8.3	98
9	Information problem solving instruction: Some cognitive and metacognitive issues. <i>Computers in Human Behavior</i> , 2008, 24, 753-765.	8.5	77
10	Teaching Fourth and Fifth Graders to Evaluate Information Sources During Text Comprehension. <i>Cognition and Instruction</i> , 2013, 31, 204-226.	2.9	75
11	Why attend to source information when reading online? The perspective of ninth grade students from two different countries. <i>Computers and Education</i> , 2017, 113, 339-354.	8.3	69
12	Effects of Information Search Tasks on the Comprehension of Instructional Text. <i>Discourse Processes</i> , 2001, 31, 163-186.	1.8	68
13	Fostering teenagers' assessment of information reliability: Effects of a classroom intervention focused on critical source dimensions. <i>Learning and Instruction</i> , 2018, 58, 53-64.	3.2	65
14	What was I looking for? The influence of task specificity and prior knowledge on students' search strategies in hypertext. <i>Interacting With Computers</i> , 2003, 15, 409-428.	1.5	55
15	A Reasoned Approach to Dealing With Fake News. <i>Policy Insights From the Behavioral and Brain Sciences</i> , 2019, 6, 94-101.	2.4	54
16	How Good Is This Page? Benefits and Limits of Prompting on Adolescents'™ Evaluation of Web Information Quality. <i>Reading Research Quarterly</i> , 2019, 54, 299-321.	3.3	47
17	The use of online electronic information resources in scientific research: The case of neuroscience. <i>Library and Information Science Research</i> , 2007, 29, 508-532.	2.0	37
18	The acquisition of document search strategies in grade school students. <i>Applied Cognitive Psychology</i> , 2008, 22, 389-406.	1.6	37

#	ARTICLE	IF	CITATIONS
19	Effect of high-level content organizers on hypertext learning. <i>Computers in Human Behavior</i> , 2011, 27, 2047-2055.	8.5	30
20	Managing cognitive load during document-based learning. <i>Learning and Instruction</i> , 2009, 19, 445-450.	3.2	22
21	Effects of academic training on metatextual knowledge and hypertext navigation. <i>Metacognition and Learning</i> , 2007, 2, 157-168.	2.7	21
22	Incidental learning of links during navigation: the role of visuo-spatial capacity. <i>Behaviour and Information Technology</i> , 2012, 31, 71-81.	4.0	19
23	Conflicting but close: Readers'™ integration of information sources as a function of their disagreement. <i>Memory and Cognition</i> , 2017, 45, 151-167.	1.6	19
24	From reading comprehension to document literacy: learning to search for, evaluate and integrate information across texts / De la lectura a la alfabetizaci3n documental: aprender a buscar, evaluar e integrar informaci3n de diversos textos. <i>Infancia Y Aprendizaje</i> , 2018, 41, 415-446.	0.9	19
25	Searching information with a natural language dialogue system: a comparison of spoken vs. written modalities. <i>Applied Ergonomics</i> , 2004, 35, 557-564.	3.1	18
26	Readers'™ Selective Recall of Source Features as a Function of Claim Discrepancy and Task Demands. <i>Discourse Processes</i> , 2018, 55, 525-544.	1.8	18
27	Children's™ Visual Scanning of Textual Documents: Effects of Document Organization, Search Goals, and Metatextual Knowledge. <i>Scientific Studies of Reading</i> , 2017, 21, 480-497.	2.0	16
28	Analyzing learner-hypermedia interaction: An overview of online methods. <i>Instructional Science</i> , 1999, 27, 201-219.	2.0	15
29	Mode and modal transfer effects on performance and discourse organization with an information retrieval dialogue system in natural language. <i>Computers in Human Behavior</i> , 2006, 22, 467-500.	8.5	14
30	Effects of Speech- and Text-Based Interaction Modes in Natural Language Human-Computer Dialogue. <i>Human Factors</i> , 2007, 49, 1045-1053.	3.5	14
31	Exploring fourth graders'™ sourcing skills / Un an3lisis de la capacidad de escrutinio sobre las fuentes de informaci3n de los estudiantes de cuarto grado. <i>Infancia Y Aprendizaje</i> , 2018, 41, 536-580.	0.9	12
32	Laypersons'™ digital problem solving: Relationships between strategy and performance in a large-scale international survey. <i>Computers in Human Behavior</i> , 2016, 64, 108-116.	8.5	10
33	Inside Document Models: Role of Source Attributes in Readers'™ Integration of Multiple Text Contents. <i>Discourse Processes</i> , 2021, 58, 60-79.	1.8	10
34	The Role of Source Credibility in the Validation of Information Depends on the Degree of (Im-)Plausibility. <i>Discourse Processes</i> , 2021, 58, 513-528.	1.8	10
35	Does textual feedback hinder spoken interaction in natural language?. <i>Ergonomics</i> , 2010, 53, 43-55.	2.1	9
36	How Word Familiarity Facilitates Visual Search for Verbal Material. <i>Applied Cognitive Psychology</i> , 2012, 26, 271-288.	1.6	9

#	ARTICLE	IF	CITATIONS
37	Building mental models from multiple texts: How readers construct coherence from inconsistent sources. <i>Language and Linguistics Compass</i> , 2021, 15, e12409.	2.3	9
38	Readers' perceived task demands and their relation to multiple document comprehension strategies and outcome. <i>Learning and Individual Differences</i> , 2021, 88, 102018.	2.7	9
39	Do you know what you are reading for? Exploring the effects of a task model enhancement on fifth graders' purposeful reading. <i>Journal of Research in Reading</i> , 2021, 44, 837-858.	2.0	6
40	Visual search for verbal material in patients with obsessive-compulsive disorder. <i>Psychiatry Research</i> , 2018, 264, 244-253.	3.3	5
41	Task Characteristics as Source of Difficulty and Moderators of the Effect of Time-on-Task in Digital Problem-Solving. <i>Journal of Educational Computing Research</i> , 2021, 58, 1494-1514.	5.5	5
42	Effects of context and discrepancy when reading multiple documents. <i>Reading and Writing</i> , 0, , .	1.7	3
43	Adolescents' Developing Sensitivity to Orthographic and Semantic Cues During Visual Search for Words. <i>Frontiers in Psychology</i> , 2019, 10, 642.	2.1	2
44	From simple agents to information sources: Readers' differential processing of story characters as a function of story consistency. <i>Acta Psychologica</i> , 2021, 212, 103191.	1.5	2
45	Relevance versus big numbers: Students' criteria for selecting scholarly references online.. <i>Journal of Experimental Psychology: Applied</i> , 2018, 24, 476-489.	1.2	2
46	Interactivité et compatibilité cognitive dans les systèmes hypermédiés. <i>Revue Des Sciences De L'Éducation</i> , 0, 25, 61-85.	0.2	0