Panayiota Kendeou

List of Publications by Year
in descending order

79 papers	5,265 citations	126858 33 h-index	98753 67 g-index
83 all docs	83 docs citations	83 times ranked	2357 citing authors

#	Article	IF	Citations
1	Question Timing, Language Comprehension, and Executive Function in Inferencing. Scientific Studies of Reading, 2022, 26, 61-78.	1.3	4
2	The psychological drivers of misinformation belief and its resistance to correction. , 2022, 1, 13-29.		325
3	The early automated writing evaluation (eAWE) framework. Assessment in Education, 2022, 29, 150-182.	0.7	1
4	iSTART-Early: Interactive Strategy Training for Early Readers. Lecture Notes in Computer Science, 2022, , 371-379.	1.0	3
5	The 'Fauci Effect': Reducing COVID-19 misconceptions and vaccine hesitancy using an authentic multimodal intervention. Contemporary Educational Psychology, 2022, 70, 102084.	1.6	5
6	KReC-MD: Knowledge Revision with Multiple Documents. Educational Psychology Review, 2021, 33, 1475-1497.	5.1	13
7	Do different kinds of introductions influence comprehension and memory for scientific explanations?. Discourse Processes, 2021, 58, 491-512.	1.1	3
8	The effects of experimentally induced emotions on revising common vaccine misconceptions. Quarterly Journal of Experimental Psychology, 2021, 74, 1966-1980.	0.6	8
9	Knowledge transfer in the context of refutation texts. Contemporary Educational Psychology, 2021, 67, 102002.	1.6	6
10	The Inferential Language Comprehension (*iLC*) Framework: Supporting Children's Comprehension of Visual Narratives. Topics in Cognitive Science, 2020, 12, 256-273.	1.1	22
11	Learning From Refutation and Standard Expository Science Texts: The Contribution of Inhibitory Functions in Relation to Text Type. Discourse Processes, 2020, 57, 921-939.	1.1	3
12	Development and Validation of the Minnesota Inference Assessment. Assessment for Effective Intervention, 2020, , 153450842093778.	0.6	3
13	How the Reading for Understanding Initiative's Research Complicates the Simple View of Reading Invoked in the Science of Reading. Reading Research Quarterly, 2020, 55, S161.	1.8	52
14	Examining my-side bias during and after reading controversial historical accounts. Metacognition and Learning, 2020, 15, 319-342.	1.3	7
15	Hedged Language and Partisan Media Influence Belief in Science Claims. Science Communication, 2020, 42, 147-171.	1.8	4
16	The effects of positive and negative emotional text content on knowledge revision. Quarterly Journal of Experimental Psychology, 2020, 73, 1326-1339.	0.6	16
17	Reducing interference from misconceptions: The role of inhibition in knowledge revision.. Journal of Educational Psychology, 2020, 112, 782-794.	2.1	19
18	Knowledge revision through the lenses of the three-pronged approach. Memory and Cognition, 2019, 47, 33-46.	0.9	57

#	ARTICLE	IF	CITATIONS
19	Epistemic Perspective and Online Epistemic Processing of Evidence: Developmental and Domain Differences. Journal of Experimental Education, 2019, 87, 531-551.	1.6	18
20	Refutation texts enhance spontaneous transfer of knowledge. Contemporary Educational Psychology, 2019, 56, 67-78.	1.6	23
21	How do students process complex formative feedback in question-answering tasks? A think-aloud study. Metacognition and Learning, 2019, 14, 65-87.	1.3	9
22	The effects of refutation texts on generating explanations. Learning and Individual Differences, 2019, 69, 108-115.	1.5	11
23	Public Perception of Autism Treatments: The Role of Credibility and Evidence. Journal of Autism and Developmental Disorders, 2019, 49, 1876-1886.	1.7	13
24	The Role of Executive Functions in Reading Comprehension. Educational Psychology Review, 2018, 30, 801-826.	5.1	130
25	The Effects of Positive and Negative Emotions on Knowledge Revision. SSRN Electronic Journal, 2018, , .	0.4	0
26	What Does the CBM-Maze Test Measure?. Scientific Studies of Reading, 2017, 21, 120-132.	1.3	21
27	Adolescents' epistemic profiles in the service of knowledge revision. Contemporary Educational Psychology, 2017, 49, 107-120.	1.6	22
28	Emotion Processes in Knowledge Revision. Discourse Processes, 2017, 54, 406-426.	1.1	18
29	Source credibility and the processing of refutation texts. Memory and Cognition, 2017, 45, 168-181.	0.9	35
30	Integrating Relational Reasoning and Knowledge Revision During Reading. Educational Psychology Review, 2017, 29, 27-39.	5.1	21
31	Reading Comprehension. Policy Insights From the Behavioral and Brain Sciences, 2016, 3, 62-69.	1.4	60
32	Augmenting the Refutation Text Effect with Analogies and Graphics. Discourse Processes, 2016, 53, 392-414.	1.1	46
33	2015 Society for Text and Discourse Annual Meeting: Introduction to the Special Issue. Discourse Processes, 2016, 53, 325-325.	1.1	0
34	Optimizing Conditions for Learning: Situating Refutations in Epistemic Cognition. Journal of Experimental Education, 2016, 84, 245-263.	1.6	27
35	Refutation texts: Overcoming psychology misconceptions that are resistant to change.. Scholarship of Teaching and Learning in Psychology, 2016, 2, 62-74.	0.9	35
36	A general inference skill. , 2015, , 160-181.		34

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37	Reading Comprehension and PASS Theory. , 2015, , 117-136.		17
38	Special Issue Guest Editorsâ€™ Preface Problems in Reading Comprehension: Connecting Theory and Practice. Learning Disabilities Research and Practice, 2014, 29, 2-2.	0.9	0
39	Gender differences in inference generation by fourthâ€grade students. Journal of Research in Reading, 2014, 37, 356-374.	1.0	15
40	Knowledge Revision Processes in Refutation Texts. Discourse Processes, 2014, 51, 374-397.	1.1	146
41	A Cognitive View of Reading Comprehension: Implications for Reading Difficulties. Learning Disabilities Research and Practice, 2014, 29, 10-16.	0.9	197
42	Effects of Comprehension Skill on Inference Generation during Reading. International Journal of Disability Development and Education, 2014, 61, 258-274.	0.6	15
43	Validation and Comprehension: An Integrated Overview. Discourse Processes, 2014, 51, 189-200.	1.1	18
44	Validation of the factor structure of the Greek adaptation of the Sociocultural Attitudes Towards Appearance Questionnaire (SATAQ-3). Body Image, 2014, 11, 201-205.	1.9	14
45	The interplay of reader goals, working memory, and text structure during reading. Contemporary Educational Psychology, 2014, 39, 206-219.	1.6	69
46	Exploring the link between cognitive processes and learning from refutational text. Journal of Research in Reading, 2014, 37, S116.	1.0	42
47	Evidence for the early emergence of the simple view of reading in a transparent orthography. Reading and Writing, 2013, 26, 189-204.	1.0	33
48	Updating during reading comprehension: Why causality matters.. Journal of Experimental Psychology: Learning Memory and Cognition, 2013, 39, 854-865.	0.7	105
49	Examining the influences of epistemic beliefs and knowledge representations on cognitive processing and conceptual change when learning physics. Learning and Instruction, 2012, 22, 62-77.	1.9	52
50	Processing demands of reading comprehension tests in young readers. Learning and Instruction, 2012, 22, 354-367.	1.9	79
51	Making the right connections: Differential effects of reading intervention for subgroups of comprehenders. Learning and Individual Differences, 2012, 22, 100-111.	1.5	146
52	Quality Learning from Texts We Read. , 2012, , 251-275.		10
53	Promoting peaceful coexistence in conflict-ridden Cyprus: Teachersâ€™ difficulties and emotions towards a new policy initiative. Teaching and Teacher Education, 2011, 27, 332-341.	1.6	75
54	The Emotional Readiness of Greek Cypriot Teachers for Peaceful Coâ€existence. European Journal of Education, 2011, 46, 524-539.	1.7	19

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55	Reader and text factors in reading comprehension processes. Journal of Research in Reading, 2011, 34, 365-383.	1.0	75
56	Adults' and children's monitoring of story events in the service of comprehension. Memory and Cognition, 2011, 39, 992-1011.	0.9	23
57	Consistent results with the consistency hypothesis? The effects of epistemic beliefs on metacognitive processing. Metacognition and Learning, 2011, 6, 45-63.	1.3	16
58	The Dimensionality of Phonological Abilities in Greek. Reading Research Quarterly, 2009, 44, 127-143.	1.8	42
59	Simple but complex: components of the simple view of reading across grade levels. Journal of Research in Reading, 2009, 32, 383-401.	1.0	250
60	Revisiting the simple view of reading. British Journal of Educational Psychology, 2009, 79, 353-370.	1.6	110
61	Noticing and Revising Discrepancies as Texts Unfold. Discourse Processes, 2009, 46, 1-24.	1.1	54
62	Predicting reading comprehension in early elementary school: The independent contributions of oral language and decoding skills.. Journal of Educational Psychology, 2009, 101, 765-778.	2.1	471
63	Cat, Rat, and Rugrats: Narrative Comprehension in Young Children with Down Syndrome. Journal of Developmental and Physical Disabilities, 2008, 20, 337.	1.0	14
64	Cognitive processes in comprehension of science texts: the role of co-activation in confronting misconceptions. Applied Cognitive Psychology, 2008, 22, 335-351.	0.9	177
65	Children's inference generation across different media. Journal of Research in Reading, 2008, 31, 259-272.	1.0	226
66	Updating Situation Models During Reading of News Reports: Evidence From Empirical Data and Simulations. Discourse Processes, 2008, 45, 103-121.	1.1	34
67	The Development of Narrative Comprehension and Its Relation to Other Early Reading Skills. Reading Psychology, 2008, 29, 327-365.	0.7	134
68	Higher-Order Comprehension Processes in Struggling Readers: A Perspective for Research and Intervention. Scientific Studies of Reading, 2007, 11, 289-312.	1.3	230
69	Revising what readers know: Updating text representations during narrative comprehension. Memory and Cognition, 2007, 35, 2019-2032.	0.9	98
70	The effects of prior knowledge and text structure on comprehension processes during reading of scientific texts. Memory and Cognition, 2007, 35, 1567-1577.	0.9	329
71	The computational implementation of the landscape model: Modeling inferential processes and memory representations of text comprehension. Behavior Research Methods, 2005, 37, 277-286.	2.3	46
72	Developing Successful Readers: Building Early Comprehension Skills through Television Viewing and Listening. Early Childhood Education Journal, 2005, 33, 91-98.	1.6	114

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73	The Effects of Readers' Misconceptions on Comprehension of Scientific Text.. Journal of Educational Psychology, 2005, 97, 235-245.	2.1	144
74	Integrating Memory-Based and Constructionist Processes in Accounts of Reading Comprehension. Discourse Processes, 2005, 39, 299-316.	1.1	255
75	Integrating Memory-Based and Constructionist Processes in Accounts of Reading Comprehension. Discourse Processes, 2005, 39, 299-316.	1.1	47
76	Reading about energy: The effects of text structure in science learning and conceptual change. Contemporary Educational Psychology, 2003, 28, 335-356.	1.6	146
77	Facilitating conceptual change in astronomy: a comparison of the effectiveness of two instructional approaches. Learning and Instruction, 2001, 11, 1-20.	1.9	90
78	Development of reading comprehension. Studies in Written Language and Literacy, 0, , 283-306.	1.0	11
79	ChapterÂ4. Reading comprehension in the early years. Studies in Written Language and Literacy, 0, , 101-124.	1.0	1