# Paulo F Carvalho

## List of Publications by Year
in descending order

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|---|---|---|---|
| 25 papers | 511 citations | 840585<br>11 h-index | 752573<br>20 g-index |
| 30 all docs | 30 docs citations | 30 times ranked | 371 citing authors |

| # | Article | IF | Citations |
|---|---------|-----|-----------|
| 1 | Generalizability, transferability, and the practice-to-practice gap. Behavioral and Brain Sciences, 2022, 45, e11. | 0.4 | 1 |
| 2 | A Computational Model of Context‑Dependent Encodings During Category Learning. Cognitive Science, 2022, 46, e13128. | 0.8 | 7 |
| 3 | Varied practice testing is associated with better learning outcomes in self-regulated online learning.. Journal of Educational Psychology, 2022, 114, 1723-1742. | 2.1 | 7 |
| 4 | The most efficient sequence of study depends on the type of test. Applied Cognitive Psychology, 2021, 35, 82-97. | 0.9 | 7 |
| 5 | The distributional properties of exemplars affect category learning and generalization. Scientific Reports, 2021, 11, 11263. | 1.6 | 9 |
| 6 | ManyClasses 1: Assessing the Generalizable Effect of Immediate Feedback Versus Delayed Feedback Across Many College Classes. Advances in Methods and Practices in Psychological Science, 2021, 4, 251524592110275. | 5.4 | 17 |
| 7 | Self-regulated spacing in a massive open online course is related to better learning. Npj Science of Learning, 2020, 5, 2. | 1.5 | 9 |
| 8 | Comprehensive Views of Math Learners: A Case for Modeling and Supporting Non-math Factors in Adaptive Math Software. Lecture Notes in Computer Science, 2020, , 460-471. | 1.0 | 3 |
| 9 | Comprehension Factor Analysis. , 2019, , . | | 13 |
| 10 | Square it up!. , 2019, , . | | 7 |
| 11 | When Does Interleaving Practice Improve Learning?. , 2019, , 411-436. | | 12 |
| 12 | Novel names extend for how long preschool children sample visual information. Journal of Experimental Child Psychology, 2018, 168, 1-18. | 0.7 | 6 |
| 13 | Embedding Experiments: Staking Causal Inference in Authentic Educational Contexts. Journal of Learning Analytics, 2018, 5, . | 1.8 | 13 |
| 14 | Zebras and antelopes: category sparsity as the result of the relations between objects and within categories. Language, Cognition and Neuroscience, 2017, 32, 944-946. | 0.7 | 1 |
| 15 | Organized simultaneous displays facilitate learning of complex natural science categories. Psychonomic Bulletin and Review, 2017, 24, 1987-1994. | 1.4 | 12 |
| 16 | A dissociation between engagement and learning: Enthusiastic instructions fail to reliably improve performance on a memory task. PLoS ONE, 2017, 12, e0181775. | 1.1 | 9 |
| 17 | The sequence of study changes what information is attended to, encoded, and remembered during category learning.. Journal of Experimental Psychology: Learning Memory and Cognition, 2017, 43, 1699-1719. | 0.7 | 47 |
| 18 | An In Vivo Study of Self-Regulated Study Sequencing in Introductory Psychology Courses. PLoS ONE, 2016, 11, e0152115. | 1.1 | 15 |

| # | Article | IF | Citations |
|---|---------|-----|-----------|
| 19 | It does belong together: cross-modal correspondences influence cross-modal integration during perceptual learning. Frontiers in Psychology, 2015, 6, 358. | 1.1 | 27 |
| 20 | The benefits of interleaved and blocked study: Different tasks benefit from different schedules of study. Psychonomic Bulletin and Review, 2015, 22, 281-288. | 1.4 | 74 |
| 21 | What you learn is more than what you see: what can sequencing effects tell us about inductive category learning?. Frontiers in Psychology, 2015, 6, 505. | 1.1 | 41 |
| 22 | Effects of interleaved and blocked study on delayed test of category learning generalization. Frontiers in Psychology, 2014, 5, 936. | 1.1 | 34 |
| 23 | Putting category learning in order: Category structure and temporal arrangement affect the benefit of interleaved over blocked study. Memory and Cognition, 2014, 42, 481-495. | 0.9 | 104 |
| 24 | Memory encoding of stimulus features in human perceptual learning. Journal of Cognitive Psychology, 2012, 24, 654-664. | 0.4 | 11 |
| 25 | On Rest-from-Deliberate-Learning as a Mechanism for the Spacing Effect: Commentary on Chen et al. (2021). Educational Psychology Review, 0, , 1. | 5.1 | 1 |