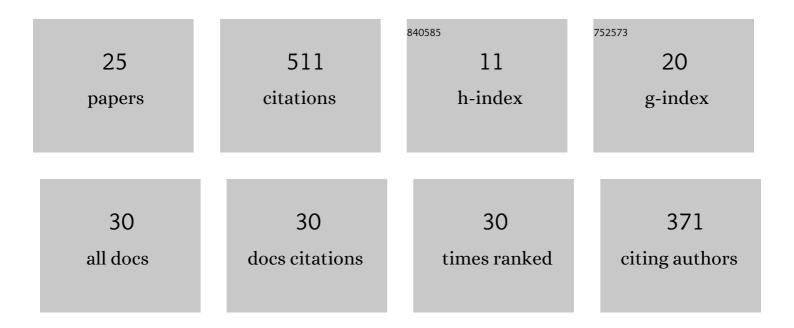
## Paulo F Carvalho

List of Publications by Year in descending order

Source: https://exaly.com/author-pdf/2609567/publications.pdf Version: 2024-02-01



#	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 Contextâ€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

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#	Article	IF	CITATIONS
19	lt 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