

# Tim KÃ¼hl

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/266758/publications.pdf>

Version: 2024-02-01

24  
papers

551  
citations

623734

14  
h-index

642732

23  
g-index

24  
all docs

24  
docs citations

24  
times ranked

389  
citing authors

#	ARTICLE	IF	CITATIONS
1	Can differences in learning strategies explain the benefits of learning from static and dynamic visualizations?. Computers and Education, 2011, 56, 176-187.	8.3	78
2	The influence of text modality on learning with static and dynamic visualizations. Computers in Human Behavior, 2011, 27, 29-35.	8.5	68
3	Disfluency Meets Cognitive Load in Multimedia Learning: Does Harder Mean Better to Understand?. Applied Cognitive Psychology, 2014, 28, 488-501.	1.6	56
4	The role of process information in narrations while learning with animations and static pictures. Computers and Education, 2017, 104, 34-48.	8.3	38
5	Effects of disfluency on cognitive and metacognitive processes and outcomes. Metacognition and Learning, 2016, 11, 1-13.	2.7	37
6	Effects of disfluency and test expectancy on learning with text. Metacognition and Learning, 2016, 11, 107-121.	2.7	35
7	The impact of disfluency, pacing, and students' need for cognition on learning with multimedia. Computers in Human Behavior, 2014, 35, 189-198.	8.5	28
8	Validation of a 3-factor structure of spatial strategies and relations to possession and usage of navigational aids. Journal of Environmental Psychology, 2016, 47, 66-78.	5.1	27
9	Animations and static pictures: The influence of prompting and time of testing. Learning and Instruction, 2018, 58, 201-209.	3.2	22
10	An inverted personalization effect when learning with multimedia: The case of aversive content. Computers and Education, 2017, 108, 71-84.	8.3	20
11	Why the Cells Look Like That – The Influence of Learning With Emotional Design and Elaborative Interrogations. Frontiers in Psychology, 2018, 9, 1653.	2.1	20
12	Text information and spatial abilities in learning with different visualizations formats.. Journal of Educational Psychology, 2018, 110, 561-577.	2.9	19
13	Adding emotionality to seductive details – consequences for learning?. Applied Cognitive Psychology, 2019, 33, 48-61.	1.6	18
14	A Call for an Unbiased Search for Moderators in Disfluency Research: Reply to Oppenheimer and Alter (2014). Applied Cognitive Psychology, 2014, 28, 805-806.	1.6	15
15	Editorial: Harmful or helpful to learning? The impact of seductive details on learning and instruction. Applied Cognitive Psychology, 2019, 33, 3-8.	1.6	11
16	Learning with elaborative interrogations and the impact of learners' emotional states. Journal of Computer Assisted Learning, 2019, 35, 218-227.	5.1	11
17	Prerequisite knowledge and time of testing in learning with animations and static pictures: Evidence for the expertise reversal effect. Learning and Instruction, 2021, 73, 101457.	3.2	11
18	Specificity of mental transformations involved in understanding spatial structures. Learning and Individual Differences, 2018, 61, 40-50.	2.7	9

#	ARTICLE	IF	CITATIONS
19	Underlying Processes of an Inverted Personalization Effect in Multimedia Learning – An Eye-Tracking Study. <i>Frontiers in Psychology</i> , 2017, 8, 2202.	2.1	8
20	The moderating role of additional information when learning with animations compared to static pictures. <i>Instructional Science</i> , 2019, 47, 659-677.	2.0	6
21	Is Learning With Elaborative Interrogation Less Desirable When Learners Are Depleted?. <i>Frontiers in Psychology</i> , 2019, 10, 707.	2.1	6
22	Learning about a serious disease: When a personalized message is harmful unless you are happy. <i>Journal of Computer Assisted Learning</i> , 2021, 37, 1312-1323.	5.1	3
23	Learning with the interactive whiteboard in the classroom: Its impact on vocabulary acquisition, motivation and the role of foreign language anxiety. <i>Education and Information Technologies</i> , 2022, 27, 10387-10404.	5.7	3
24	Unifying the Ability-as-Compensator and Ability-as-Enhancer Hypotheses. <i>Educational Psychology Review</i> , 0, , 1.	8.4	2