Tim KÃ¼hl

List of Publications by Year
in descending order

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	Learning with the interactive whiteboard in the classroom: Its impact on vocabulary acquisition, motivation and the role of foreign language anxiety. Education and Information Technologies, 2022, 27, 10387-10404.	5.7	3
2	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
3	Learning about a serious disease: When a personalized message is harmful unless you are happy. Journal of Computer Assisted Learning, 2021, 37, 1312-1323.	5.1	3
4	The moderating role of additional information when learning with animations compared to static pictures. Instructional Science, 2019, 47, 659-677.	2.0	6
5	Is Learning With Elaborative Interrogation Less Desirable When Learners Are Depleted?. Frontiers in Psychology, 2019, 10, 707.	2.1	6
6	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
7	Adding emotionality to seductive detailsâ€"<scp>C</scp>onsequences for learning?. Applied Cognitive Psychology, 2019, 33, 48-61.	1.6	18
8	Learning with elaborative interrogations and the impact of learners' emotional states. Journal of Computer Assisted Learning, 2019, 35, 218-227.	5.1	11
9	Specificity of mental transformations involved in understanding spatial structures. Learning and Individual Differences, 2018, 61, 40-50.	2.7	9
10	Why the Cells Look Like That â€" The Influence of Learning With Emotional Design and Elaborative Interrogations. Frontiers in Psychology, 2018, 9, 1653.	2.1	20
11	Animations and static pictures: The influence of prompting and time of testing. Learning and Instruction, 2018, 58, 201-209.	3.2	22
12	Text information and spatial abilities in learning with different visualizations formats.. Journal of Educational Psychology, 2018, 110, 561-577.	2.9	19
13	An inverted personalization effect when learning with multimedia: The case of aversive content. Computers and Education, 2017, 108, 71-84.	8.3	20
14	The role of process information in narrations while learning with animations and static pictures. Computers and Education, 2017, 104, 34-48.	8.3	38
15	Underlying Processes of an Inverted Personalization Effect in Multimedia Learning â€" An Eye-Tracking Study. Frontiers in Psychology, 2017, 8, 2202.	2.1	8
16	Effects of disfluency on cognitive and metacognitive processes and outcomes. Metacognition and Learning, 2016, 11, 1-13.	2.7	37
17	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
18	Effects of disfluency and test expectancy on learning with text. Metacognition and Learning, 2016, 11, 107-121.	2.7	35

#	Article	IF	Citations
19	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
20	Disfluency Meets Cognitive Load in Multimedia Learning: Does Harderâ€toâ€Read Mean Betterâ€toâ€Understand?. Applied Cognitive Psychology, 2014, 28, 488-501.	1.6	56
21	The impact of disfluency, pacing, and studentsâ€™ need for cognition on learning with multimedia. Computers in Human Behavior, 2014, 35, 189-198.	8.5	28
22	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
23	The influence of text modality on learning with static and dynamic visualizations. Computers in Human Behavior, 2011, 27, 29-35.	8.5	68
24	Unifying the Ability-as-Compensator and Ability-as-Enhancer Hypotheses. Educational Psychology Review, 0, , 1.	8.4	2