

# Logan Fiorella

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/3196019/publications.pdf>

Version: 2024-02-01

54  
papers

2,522  
citations

331538

21  
h-index

345118

36  
g-index

64  
all docs

64  
docs citations

64  
times ranked

1320  
citing authors

| #  | ARTICLE   | IF  | CITATIONS |
|----|---|-----|-----------|
| 1  | Eight Ways to Promote Generative Learning. <i>Educational Psychology Review</i> , 2016, 28, 717-741.  | 5.1 | 396       |
| 2  | The relative benefits of learning by teaching and teaching expectancy. <i>Contemporary Educational Psychology</i> , 2013, 38, 281-288.  | 1.6 | 199       |
| 3  | Principles for Reducing Extraneous Processing in Multimedia Learning: Coherence, Signaling, Redundancy, Spatial Contiguity, and Temporal Contiguity Principles. , 2014, , 279-315.              |     | 185       |
| 4  | Five ways to increase the effectiveness of instructional video. <i>Educational Technology Research and Development</i> , 2020, 68, 837-852.   | 2.0 | 128       |
| 5  | Role of expectations and explanations in learning by teaching. <i>Contemporary Educational Psychology</i> , 2014, 39, 75-85.  | 1.6 | 121       |
| 6  | The Definition, Assessment, and Mitigation of State Boredom Within Educational Settings: A Comprehensive Review. <i>Educational Psychology Review</i> , 2012, 24, 89-111.                       | 5.1 | 118       |
| 7  | Effects of observing the instructor draw diagrams on learning from multimedia messages.. <i>Journal of Educational Psychology</i> , 2016, 108, 528-546.   | 2.1 | 95        |
| 8  | Drawing Boundary Conditions for Learning by Drawing. <i>Educational Psychology Review</i> , 2018, 30, 1115-1137.  | 5.1 | 87        |
| 9  | Instructor presence in video lectures: The role of dynamic drawings, eye contact, and instructor visibility.. <i>Journal of Educational Psychology</i> , 2019, 111, 1162-1171.                  | 2.1 | 75        |
| 10 | Itâ€™s all a matter of perspective: Viewing first-person video modeling examples promotes learning of an assembly task.. <i>Journal of Educational Psychology</i> , 2017, 109, 653-665.         | 2.1 | 72        |
| 11 | An eye-tracking analysis of instructor presence in video lectures. <i>Computers in Human Behavior</i> , 2018, 88, 263-272.  | 5.1 | 69        |
| 12 | Spontaneous spatial strategy use in learning from scientific text. <i>Contemporary Educational Psychology</i> , 2017, 49, 66-79.  | 1.6 | 58        |
| 13 | Learning executive function skills by playing focused video games. <i>Contemporary Educational Psychology</i> , 2017, 51, 141-151.  | 1.6 | 58        |
| 14 | Paper-based aids for learning with a computer-based game.. <i>Journal of Educational Psychology</i> , 2012, 104, 1074-1082.   | 2.1 | 51        |
| 15 | Five Strategies for Optimizing Instructional Materials: Instructor- and Learner-Managed Cognitive Load. <i>Educational Psychology Review</i> , 2021, 33, 1379-1407.                             | 5.1 | 51        |
| 16 | Fostering generative learning from video lessons: Benefits of instructor-generated drawings and learner-generated explanations.. <i>Journal of Educational Psychology</i> , 2020, 112, 895-906. | 2.1 | 51        |
| 17 | Creating drawings enhances learning by teaching.. <i>Journal of Educational Psychology</i> , 2020, 112, 811-822.  | 2.1 | 46        |
| 18 | Using transparent whiteboards to boost learning from online STEM lectures. <i>Computers and Education</i> , 2018, 120, 146-159.   | 5.1 | 45        |

| #  | ARTICLE  | IF  | CITATIONS |
|----|--|-----|-----------|
| 19 | The Science of Habit and Its Implications for Student Learning and Well-being. <i>Educational Psychology Review</i> , 2020, 32, 603-625.   | 5.1 | 41        |
| 20 | Applying the modality principle to real-time feedback and the acquisition of higher-order cognitive skills. <i>Educational Technology Research and Development</i> , 2012, 60, 223-238.        | 2.0 | 40        |
| 21 | Instructional strategies framework for military training systems. <i>Computers in Human Behavior</i> , 2013, 29, 1490-1498.  | 5.1 | 27        |
| 22 | Differential impact of two types of metacognitive prompting provided during simulation-based training. <i>Computers in Human Behavior</i> , 2012, 28, 696-702.                                 | 5.1 | 23        |
| 23 | Examining the role of spatial skills and mathematics motivation on middle school mathematics achievement. <i>International Journal of STEM Education</i> , 2020, 7, .                          | 2.7 | 22        |
| 24 | The case for embodied instruction: The instructor as a source of attentional and social cues in video lectures.. <i>Journal of Educational Psychology</i> , 2021, 113, 1441-1453.              | 2.1 | 21        |
| 25 | Role of generated and provided visuals in supporting learning from scientific text. <i>Contemporary Educational Psychology</i> , 2019, 59, 101808.   | 1.6 | 20        |
| 26 | Helping students help themselves: Generative learning strategies improve middle school students' self-regulation in a cognitive tutor. <i>Computers in Human Behavior</i> , 2016, 65, 121-126. | 5.1 | 17        |
| 27 | Learning by drawing: When is it worth the time and effort?. <i>Contemporary Educational Psychology</i> , 2021, 66, 101990.   | 1.6 | 13        |
| 28 | Interactive Science Multimedia and Visuospatial Processing. , 2019, , 145-173.   |     | 12        |
| 29 | Effects of Playing an Educational Math Game That Incorporates Learning by Teaching. <i>Journal of Educational Computing Research</i> , 2019, 57, 1495-1512.                                    | 3.6 | 11        |
| 30 | Learner-generated explanations: effects on restudying and learning from a multimedia lesson. <i>Educational Psychology</i> , 2021, 41, 45-62.  | 1.2 | 10        |
| 31 | Validation of the Mathematics Motivation Questionnaire (MMQ) for secondary school students. <i>International Journal of STEM Education</i> , 2021, 8, .  | 2.7 | 9         |
| 32 | Principles for Reducing Extraneous Processing in Multimedia Learning. , 2021, , 185-198.   |     | 9         |
| 33 | Advancing the Guidance Debate: Lessons from Educational Psychology and Implications for Biochemistry Learning. <i>CBE Life Sciences Education</i> , 2020, 19, ar41.                            | 1.1 | 7         |
| 34 | Principles for Managing Essential Processing in Multimedia Learning. , 2021, , 243-260.  |     | 6         |
| 35 | Principles Based on Social Cues in Multimedia Learning. , 2021, , 277-285.   |     | 6         |
| 36 | Training for Collaborative Problem Solving. <i>Proceedings of the Human Factors and Ergonomics Society</i> , 2014, 58, 1154-1158.  | 0.2 | 5         |

| #  | ARTICLE   | IF  | CITATIONS |
|----|---|-----|-----------|
| 37 | Using gestures to signal lesson structure and foster meaningful learning. Applied Cognitive Psychology, 2021, 35, 1362-1369.                                      | 0.9 | 5         |
| 38 | Explaining and drawing activities for learning from multimedia: The role of sequencing and scaffolding. Applied Cognitive Psychology, 2021, 35, 1574-1584.        | 0.9 | 5         |
| 39 | Multimedia Learning with Instructional Video. , 2021, , 487-497.  |     | 5         |
| 40 | Effects of background chewing sounds on learning: The role of misophonia sensitivity. Applied Cognitive Psychology, 2018, 32, 264-269.                            | 0.9 | 4         |
| 41 | The Worked Example Principle in Multimedia Learning. , 2021, , 231-240.   |     | 4         |
| 42 | The Embodiment Principle in Multimedia Learning. , 2021, , 286-295.   |     | 4         |
| 43 | The Generative Activity Principle in Multimedia Learning. , 2021, , 339-350.  |     | 4         |
| 44 | Fostering knowledge building in learning by teaching: A test of the drawingâ€facilitatesâ€explaining hypothesis. Applied Cognitive Psychology, 2021, 35, 548-558. | 0.9 | 2         |
| 45 | Research Methods in Multimedia Learning. , 2021, , 41-54.   |     | 2         |
| 46 | The Collaboration Principle in Multimedia Learning. , 2021, , 304-312.  |     | 2         |
| 47 | The Feedback Principle in Multimedia Learning. , 2021, , 403-417.   |     | 2         |
| 48 | Multimedia Learning in e-Courses. , 2021, , 537-551.  |     | 1         |
| 49 | The Multiple Representations Principle in Multimedia Learning. , 2021, , 158-170.   |     | 1         |
| 50 | Multimedia Learning with Computer Games. , 2021, , 472-486.   |     | 1         |
| 51 | The Drawing Principle in Multimedia Learning. , 2021, , 360-369.  |     | 1         |
| 52 | Learning by Teaching. , 0, , 151-166.   |     | 0         |
| 53 | The Mapping Principle in Multimedia Learning. , 2021, , 351-359.  |     | 0         |
| 54 | Multimedia Learning with Animated Pedagogical Agents. , 2021, , 450-460.  |     | 0         |