

# Wolfgang Schnotz

## List of Publications by Year in descending order

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Version: 2024-02-01

57  
papers

3,661  
citations

236612

25  
h-index

155451

55  
g-index

72  
all docs

72  
docs citations

72  
times ranked

1850  
citing authors

#	ARTICLE	IF	CITATIONS
1	Lower grade students tend to give up early in multimedia learning. <i>European Journal of Psychology of Education</i> , 2023, 38, 545-565.	1.3	2
2	Mono- and Multi-Representational Learning of the Covariational Aspect of Functional Thinking. <i>Journal for STEM Education Research</i> , 2022, 5, 1-27.	0.5	6
3	Multiple mental representations in picture processing. <i>Psychological Research</i> , 2021, , 1.	1.0	4
4	Integrated Model of Text and Picture Comprehension. , 2021, , 82-99.		3
5	Texts and pictures serve different functions in conjoint mental model construction and adaptation. <i>Memory and Cognition</i> , 2020, 48, 69-82.	0.9	22
6	Learning the Concept of Function With Dynamic Visualizations. <i>Frontiers in Psychology</i> , 2020, 11, 693.	1.1	11
7	The Effects of Context-based Problem-solving Tasks on Studentsâ€™ Interest and Metacognitive Experiences. <i>Open Education Studies</i> , 2020, 2, 112-125.	0.4	4
8	Regulating distance to the screen while engaging in difficult tasks. <i>Frontline Learning Research</i> , 2020, 8, 59-76.	0.4	3
9	Improving learnersâ€™ representational coherence ability with experiment-related representational activity tasks. <i>Physical Review Physics Education Research</i> , 2019, 15, .	1.4	10
10	Effects of Tables, Bar Charts, and Graphs on Solving Function Tasks. <i>Journal Fur Mathematik-Didaktik</i> , 2018, 39, 97.	1.0	8
11	Representational Competence in Science Education: From Theory to Assessment. <i>Models and Modeling in Science Education</i> , 2018, , 263-277.	0.6	6
12	Construction and elaboration of mental models through strategic conjoint processing of text and pictures.. <i>Journal of Educational Psychology</i> , 2018, 110, 850-863.	2.1	31
13	Development of Dynamic Usage of Strategies for Integrating Text and Picture Information in Secondary Schools. <i>Methodology of Educational Measurement and Assessment</i> , 2017, , 303-313.	0.4	4
14	Accuracy of metacognitive judgments as a moderator of learner control effectiveness in problem-solving tasks. <i>Metacognition and Learning</i> , 2017, 12, 357-379.	1.3	26
15	Attitude change when presenting science museum visitors with riskâ€™benefit information. <i>Science Education</i> , 2017, 101, 873-886.	1.8	2
16	Development of studentsâ€™ text-picture integration and reading competence across grades 5â€™7 in a three-tier secondary school system: A longitudinal study. <i>Contemporary Educational Psychology</i> , 2017, 51, 152-169.	1.6	6
17	Gender-Specific Covariations between Competencies, Interest and Effort during Science Learning in Virtual Environments. <i>Frontiers in Psychology</i> , 2017, 8, 1681.	1.1	2
18	Learning from Static and Dynamic Visualizations: What Kind of Questions Should We Ask?. , 2017, , 69-91.		8

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19	Conceptual motivation as a tool for raising language awareness in the English as a foreign language classroom – Does it enhance learning outcomes? Insights from an empirical study. Yearbook of the German Cognitive Linguistics Association, 2016, 4, 193-210.	0.4	7
20	Learning and Instruction: a review of main research lines during recent decades. Zeitschrift Fur Erziehungswissenschaft, 2016, 19, 101-119.	3.5	2
21	Developing conceptual understanding in ray optics via learning with multiple representations. Zeitschrift Fur Erziehungswissenschaft, 2016, 19, 235-255.	3.5	7
22	Completion problems can reduce the illusions of understanding in a computer-based learning environment on genetics. Contemporary Educational Psychology, 2015, 41, 157-171.	1.6	8
23	Surface and deep structures in graphics comprehension. Memory and Cognition, 2015, 43, 605-618.	0.9	21
24	Teachers' expertise in feedback application adapted to the phases of the learning process. Frontiers in Psychology, 2014, 5, 858.	1.1	3
25	Strategy shifts during learning from texts and pictures.. Journal of Educational Psychology, 2014, 106, 974-989.	2.1	53
26	Fragile knowledge and conflicting evidence: what effects do contiguity and personal characteristics of museum visitors have on their processing depth?. European Journal of Psychology of Education, 2014, 29, 215-238.	1.3	7
27	Focus of attention and choice of text modality in multimedia learning. European Journal of Psychology of Education, 2014, 29, 483-501.	1.3	15
28	Feedback Effects on Performance, Motivation and Mood: Are They Moderated by the Learner's Self-Concept?. Scandinavian Journal of Educational Research, 2014, 58, 570-591.	1.0	24
29	Integrated Model of Text and Picture Comprehension. , 2014, , 72-103.		143
30	Does representation matter? Teacher-provided tables and drawings as cognitive tools for solving non-routine word problems in primary school. European Journal of Science and Mathematics Education, 2014, 2, 34-43.	0.5	0
31	Comprehending conflicting science-related texts: graphs as plausibility cues. Instructional Science, 2013, 41, 849-872.	1.1	26
32	The role of decorative pictures in learning. Instructional Science, 2013, 41, 811-831.	1.1	90
33	Dynamics of mental model construction from text and graphics. European Journal of Psychology of Education, 2013, 28, 1105-1126.	1.3	30
34	Knowledge Acquisition from Verbal and Pictorial Information. , 2012, , 339-365.		4
35	Cognitively demanding learning materials with texts and instructional pictures: teachers'™ diagnostic skills, pedagogical beliefs and motivation. European Journal of Psychology of Education, 2012, 27, 403-420.	1.3	24
36	Teachers'™ beliefs, instructional behaviors, and students'™ engagement in learning from texts with instructional pictures. Learning and Instruction, 2011, 21, 403-415.	1.9	41

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37	Aligning affordances of graphics with learning task requirements. <i>Applied Cognitive Psychology</i> , 2011, 25, 452-459.	0.9	60
38	Cognitive Load in Learning with Multiple Representations. , 2010, , 229-252.		15
39	The relation between self-regulation and the embedding of support in learning environments. <i>Educational Technology Research and Development</i> , 2010, 58, 573-587.	2.0	41
40	Reanalyzing the expertise reversal effect. <i>Instructional Science</i> , 2010, 38, 315-323.	1.1	60
41	Effects of animation's speed of presentation on perceptual processing and learning. <i>Learning and Instruction</i> , 2010, 20, 136-145.	1.9	76
42	Semantic scaffolds in hypermedia learning environments. <i>Computers in Human Behavior</i> , 2009, 25, 371-380.	5.1	32
43	Interactive and non-interactive pictures in multimedia learning environments: Effects on learning outcomes and learning efficiency. <i>Learning and Instruction</i> , 2009, 19, 411-422.	1.9	77
44	External and internal representations in the acquisition and use of knowledge: visualization effects on mental model construction. <i>Instructional Science</i> , 2008, 36, 175-190.	1.1	104
45	Why Multimedia Learning is not Always Helpful. , 2008, , 17-41.		19
46	Understanding Multimedia Documents: An Introduction. , 2008, , 1-14.		2
47	A Reconsideration of Cognitive Load Theory. <i>Educational Psychology Review</i> , 2007, 19, 469-508.	5.1	438
48	An Integrated Model of Text and Picture Comprehension. , 2005, , 49-70.		278
49	Enabling, facilitating, and inhibiting effects of animations in multimedia learning: Why reduction of cognitive load can have negative results on learning. <i>Educational Technology Research and Development</i> , 2005, 53, 47-58.	2.0	177
50	Construction and interference in learning from multiple representation. <i>Learning and Instruction</i> , 2003, 13, 141-156.	1.9	664
51	Commentary: Towards an Integrated View of Learning from Text and Visual Displays. <i>Educational Psychology Review</i> , 2002, 14, 101-120.	5.1	285
52	Individual and co-operative learning with interactive animated pictures. <i>European Journal of Psychology of Education</i> , 1999, 14, 245-265.	1.3	128
53	Task-dependent construction of mental models as a basis for conceptual change. <i>European Journal of Psychology of Education</i> , 1997, 12, 185-211.	1.3	27
54	Adaptive Construction of Mental Representations in Understanding Expository Texts. <i>Contemporary Educational Psychology</i> , 1993, 18, 114-120.	1.6	16

#	ARTICLE	IF	CITATIONS
55	How do successful and unsuccessful learners use texts and graphics?. Learning and Instruction, 1993, 3, 181-199.	1.9	64
56	On the relation of dual coding and mental models in graphics comprehension. Learning and Instruction, 1993, 3, 247-249.	1.9	38
57	Structural Inferences in Reading and Listening. Advances in Psychology, 1985, , 221-245.	0.1	14