

Laura E Schulz

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/3823335/publications.pdf>

Version: 2024-02-01

28
papers

3,665
citations

331670

21
h-index

552781

26
g-index

28
all docs

28
docs citations

28
times ranked

1522
citing authors

#	ARTICLE	IF	CITATIONS
1	Children's exploratory play tracks the discriminability of hypotheses. <i>Nature Communications</i> , 2021, 12, 3598.	12.8	10
2	Leveraging cognitive science to foster children's persistence. <i>Trends in Cognitive Sciences</i> , 2021, 25, 642-644.	7.8	8
3	Children selectively endorse speculative conjectures. <i>Child Development</i> , 2021, 92, e1342-e1360.	3.0	0
4	How Adults' Actions, Outcomes, and Testimony Affect Preschoolers' Persistence. <i>Child Development</i> , 2020, 91, 1254-1271.	3.0	14
5	Play, Curiosity, and Cognition. <i>Annual Review of Developmental Psychology</i> , 2020, 2, 317-343.	2.9	25
6	The logic of universalization guides moral judgment. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2020, 117, 26158-26169.	7.1	23
7	The Naïve Utility Calculus as a unified, quantitative framework for action understanding. <i>Cognitive Psychology</i> , 2020, 123, 101334.	2.2	43
8	Partial Truths: Adults Choose to Mention Agents and Patients in Proportion to Informativity, Even If It Doesn't Fully Disambiguate the Message. <i>Open Mind</i> , 2017, 2, 1-13.	1.7	0
9	Infants make more attempts to achieve a goal when they see adults persist. <i>Science</i> , 2017, 357, 1290-1294.	12.6	55
10	Lookit (Part 2): Assessing the Viability of Online Developmental Research, Results From Three Case Studies. <i>Open Mind</i> , 2017, 1, 15-29.	1.7	45
11	Lookit (Part 1): A New Online Platform for Developmental Research. <i>Open Mind</i> , 2017, 1, 4-14.	1.7	83
12	The Invisible Hand: Toddlers Connect Probabilistic Events With Agentive Causes. <i>Cognitive Science</i> , 2016, 40, 1854-1876.	1.7	5
13	Learning From Others and Spontaneous Exploration: A Cross-Cultural Investigation. <i>Child Development</i> , 2016, 87, 723-735.	3.0	46
14	Imagination and the generation of new ideas. <i>Cognitive Development</i> , 2015, 34, 99-110.	1.3	52
15	Not So Innocent. <i>Psychological Science</i> , 2015, 26, 633-640.	3.3	47
16	Where science starts: Spontaneous experiments in preschoolers' exploratory play. <i>Cognition</i> , 2011, 120, 341-349.	2.2	244
17	Just do it? Investigating the gap between prediction and action in toddlers' causal inferences. <i>Cognition</i> , 2010, 115, 104-117.	2.2	117
18	Infants consider both the sample and the sampling process in inductive generalization. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2010, 107, 9066-9071.	7.1	249

#	ARTICLE	IF	CITATIONS
19	Judicious Imitation: Children Differentially Imitate Deterministically and Probabilistically Effective Actions. <i>Child Development</i> , 2008, 79, 395-410.	3.0	49
20	Going beyond the evidence: Abstract laws and preschoolers'™ responses to anomalous data. <i>Cognition</i> , 2008, 109, 211-223.	2.2	131
21	Word, thought, and deed: The role of object categories in children's inductive inferences and exploratory play.. <i>Developmental Psychology</i> , 2008, 44, 1266-1276.	1.6	46
22	Serious fun: Preschoolers engage in more exploratory play when evidence is confounded.. <i>Developmental Psychology</i> , 2007, 43, 1045-1050.	1.6	375
23	Can being scared cause tummy aches? Naive theories, ambiguous evidence, and preschoolers' causal inferences.. <i>Developmental Psychology</i> , 2007, 43, 1124-1139.	1.6	203
24	Preschool children learn about causal structure from conditional interventions. <i>Developmental Science</i> , 2007, 10, 322-332.	2.4	243
25	God Does Not Play Dice: Causal Determinism and Preschoolers' Causal Inferences. <i>Child Development</i> , 2006, 77, 427-442.	3.0	110
26	A Theory of Causal Learning in Children: Causal Maps and Bayes Nets.. <i>Psychological Review</i> , 2004, 111, 3-32.	3.8	831
27	Causal learning across domains.. <i>Developmental Psychology</i> , 2004, 40, 162-176.	1.6	218
28	Causal learning mechanisms in very young children: Two-, three-, and four-year-olds infer causal relations from patterns of variation and covariation.. <i>Developmental Psychology</i> , 2001, 37, 620-629.	1.6	393