

# Karl Schweizer

## List of Publications by Year in descending order

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Version: 2024-02-01

98  
papers

1,630  
citations

331670

21  
h-index

361022

35  
g-index

102  
all docs

102  
docs citations

102  
times ranked

991  
citing authors

#	ARTICLE	IF	CITATIONS
1	Attention and working memory as predictors of intelligence. <i>Intelligence</i> , 2004, 32, 329-347.	3.0	139
2	Method effects due to social desirability as a parsimonious explanation of the deviation from unidimensionality in LOT-R scores. <i>Personality and Individual Differences</i> , 2007, 42, 1597-1607.	2.9	100
3	The structure of the relationship between attention and intelligence. <i>Intelligence</i> , 2005, 33, 589-611.	3.0	97
4	The assessment of components of optimism by POSO-E. <i>Personality and Individual Differences</i> , 2001, 31, 563-574.	2.9	57
5	A revision of Cattell's Investment Theory. <i>Learning and Individual Differences</i> , 2002, 13, 57-82.	2.7	56
6	The speed-accuracy transition due to task complexity. <i>Intelligence</i> , 1996, 22, 115-128.	3.0	53
7	Cognitive Bias of Optimism and its Influence on Psychological Well-Being. <i>Psychological Reports</i> , 1999, 84, 627-636.	1.7	53
8	An Overview of Research into the Cognitive Basis of Intelligence. <i>Journal of Individual Differences</i> , 2005, 26, 43-51.	1.0	43
9	On the validity of Raven's matrices test: Does spatial ability contribute to performance?. <i>Personality and Individual Differences</i> , 2007, 43, 1998-2010.	2.9	40
10	Investigating the relationship of working memory tasks and fluid intelligence tests by means of the fixed-links model in considering the impurity problem. <i>Intelligence</i> , 2007, 35, 591-604.	3.0	38
11	Investigating Experimental Effects Within the Framework of Structural Equation Modeling: An Example With Effects on Both Error Scores and Reaction Times. <i>Structural Equation Modeling</i> , 2008, 15, 327-345.	3.8	38
12	Sustained attention, intelligence, and the crucial role of perceptual processes. <i>Learning and Individual Differences</i> , 2000, 12, 271-286.	2.7	36
13	A learning-based account of fluid intelligence from the perspective of the position effect. <i>Learning and Individual Differences</i> , 2014, 31, 30-35.	2.7	31
14	Does impulsivity influence performance in reasoning?. <i>Personality and Individual Differences</i> , 2002, 33, 1031-1043.	2.9	29
15	The Fixed-Links Model in Combination With the Polynomial Function as a Tool for Investigating Choice Reaction Time Data. <i>Structural Equation Modeling</i> , 2006, 13, 403-419.	3.8	25
16	Latent Factors Underlying Individual Differences in Attention Measures. <i>European Journal of Psychological Assessment</i> , 2006, 22, 177-188.	3.0	25
17	The Contributions of Memory and Attention Processes to Cognitive Abilities. <i>Journal of General Psychology</i> , 2001, 128, 30-42.	2.8	24
18	Scaling Variances of Latent Variables by Standardizing Loadings: Applications to Working Memory and the Position Effect. <i>Multivariate Behavioral Research</i> , 2011, 46, 938-955.	3.1	24

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19	On Correlated Errors. <i>European Journal of Psychological Assessment</i> , 2012, 28, 1-2.	3.0	24
20	The Prediction of Students' Academic Performance With Fluid Intelligence in Giving Special Consideration to the Contribution of Learning. <i>Advances in Cognitive Psychology</i> , 2015, 11, 97-105.	0.5	23
21	Social optimism as generalized expectancy of a positive outcome. <i>Personality and Individual Differences</i> , 1997, 22, 317-325.	2.9	22
22	On the special relationship between fluid and general intelligence: New evidence obtained by considering the position effect. <i>Personality and Individual Differences</i> , 2011, 50, 1249-1254.	2.9	22
23	How does attention relate to the ability-specific and position-specific components of reasoning measured by APM?. <i>Learning and Individual Differences</i> , 2012, 22, 1-7.	2.7	22
24	Perceptual processes and cognitive ability. <i>Intelligence</i> , 2003, 31, 211-235.	3.0	21
25	The sources of the relationship between sustained attention and reasoning. <i>Intelligence</i> , 2013, 41, 51-58.	3.0	21
26	The Fixed-Links Model for Investigating the Effects of General and Specific Processes on Intelligence. <i>Methodology</i> , 2006, 2, 149-160.	1.1	20
27	An IRT Analysis of the Personal Optimism Scale. <i>European Journal of Psychological Assessment</i> , 2008, 24, 49-56.	3.0	18
28	An account of the relationship between fluid intelligence and complex learning in considering storage capacity and executive attention. <i>Intelligence</i> , 2013, 41, 537-545.	3.0	17
29	Preattentive processing and cognitive ability. <i>Intelligence</i> , 2001, 29, 169-186.	3.0	16
30	Fixed-links models for investigating experimental effects combined with processing strategies in repeated measures designs: A cognitive task as example. <i>British Journal of Mathematical and Statistical Psychology</i> , 2009, 62, 217-232.	1.4	16
31	A Threshold-Free Approach to the Study of the Structure of Binary Data. <i>International Journal of Statistics and Probability</i> , 2013, 2, .	0.3	16
32	The Relationship of Attention and Intelligence. <i>Plenum Series on Human Exceptionality</i> , 2010, , 247-262.	2.0	16
33	Complexity of Information Processing and the Speed-Ability Relationship. <i>Journal of General Psychology</i> , 1998, 125, 89-102.	2.8	15
34	Decay of iconic memory traces is related to psychometric intelligence: A fixed-links modeling approach. <i>Learning and Individual Differences</i> , 2010, 20, 699-704.	2.7	15
35	Speeded testing in the assessment of intelligence gives rise to a speed factor. <i>Intelligence</i> , 2018, 66, 64-71.	3.0	15
36	Executive functions as predictors of critical thinking: Behavioral and neural evidence. <i>Learning and Instruction</i> , 2021, 71, 101376.	3.2	14

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37	The contribution of access to external information, stimulus complexity, and variability to cognitive abilities. <i>Personality and Individual Differences</i> , 1993, 14, 87-95.	2.9	13
38	Level of encoding, preattentive processing and working-memory capacity as sources of cognitive ability. <i>Personality and Individual Differences</i> , 1996, 21, 759-766.	2.9	13
39	On the Separability of Cognitive Abilities Related to Posner's Attention Components. <i>European Psychologist</i> , 2007, 12, 103-118.	3.1	13
40	On the relationship between executive functions of working memory and components derived from fluid intelligence measures. <i>Acta Psychologica</i> , 2017, 180, 79-87.	1.5	13
41	An Investigation of the Structure of the Social Optimism Scale with Respect to the Dimensionality Problem. <i>Journal of Individual Differences</i> , 2008, 29, 223-230.	1.0	13
42	Structural diversity of the speed-ability relationship due to information-processing skills. <i>Personality and Individual Differences</i> , 1994, 17, 607-616.	2.9	12
43	Process-based account for the effects of perceptual attention and executive attention on fluid intelligence: An integrative approach. <i>Acta Psychologica</i> , 2013, 142, 195-202.	1.5	12
44	Improving the Interpretability of the Variances of Latent Variables by Uniform and Factor-Specific Standardizations of Loadings. <i>Methodology</i> , 2010, 6, 152-159.	1.1	12
45	Avoiding the effect of item wording by means of bipolar instead of unipolar items: An application to social optimism. <i>European Journal of Personality</i> , 2010, 24, 137-150.	3.1	11
46	Scaling the Variance of a Latent Variable While Assuring Constancy of the Model. <i>Frontiers in Psychology</i> , 2019, 10, 887.	2.1	11
47	Differential effects of intelligence, perceptual speed and age on growth in attentional speed and accuracy. <i>Intelligence</i> , 2010, 38, 83-92.	3.0	10
48	Is the Item-Position Effect in Achievement Measures Induced by Increasing Item Difficulty?. <i>Structural Equation Modeling</i> , 2017, 24, 745-754.	3.8	10
49	Learning and retrieval processes predict fluid intelligence over and above working memory. <i>Intelligence</i> , 2017, 61, 29-36.	3.0	10
50	The effect of two information-processing skills on the speed-ability relationship. <i>Personality and Individual Differences</i> , 1993, 14, 713-722.	2.9	9
51	The structure of research methodology competency in higher education and the role of teaching teams and course temporal distance. <i>Learning and Instruction</i> , 2011, 21, 68-76.	3.2	9
52	The modeling of temporary storage and its effect on fluid intelligence: Evidence from both Brown's "Peterson and complex span tasks. <i>Intelligence</i> , 2015, 49, 84-93.	3.0	9
53	Elucidating the Functional Relationship Between Working Memory Capacity and Psychometric Intelligence: A Fixed-Links Modeling Approach for Experimental Repeated-Measures Designs. <i>Advances in Cognitive Psychology</i> , 2015, 11, 3-13.	0.5	9
54	Does the Effect of a Time Limit for Testing Impair Structural Investigations by Means of Confirmatory Factor Models?. <i>Educational and Psychological Measurement</i> , 2019, 79, 40-64.	2.4	9

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55	The Effect of Retest Practice on the Speed-Ability Relationship. <i>European Psychologist</i> , 2004, 9, 24-31.	3.1	9
56	Focal-Attentive and Preattentive Processes in Letter- and Figure-Search Tasks. <i>Perceptual and Motor Skills</i> , 1994, 79, 1347-1354.	1.3	8
57	Intelligence is related to specific processes in visual change detection: Fixed-links modeling of hit rate and reaction time. <i>Intelligence</i> , 2014, 43, 8-20.	3.0	8
58	The Role of Mechanisms under High Processing Complexity. <i>European Psychologist</i> , 2001, 6, 133-143.	3.1	8
59	The EV Scaling Method for Variances of Latent Variables. <i>Methodology</i> , 2019, 15, 175-184.	1.1	8
60	A Correlation-Based Decision-Rule for Determining the Number of Clusters and Its Efficiency in Uni- and Multi-Level Data. <i>Multivariate Behavioral Research</i> , 1992, 27, 77-94.	3.1	7
61	Verbal ability and speed of information-processing. <i>Personality and Individual Differences</i> , 1993, 15, 645-652.	2.9	7
62	Effect of Task Demand and Stimulus Relevance on Preattentive Processing. <i>Perceptual and Motor Skills</i> , 1995, 80, 1123-1128.	1.3	7
63	Do Adaptive Representations of the Item-Position Effect in APM Improve Model Fit? A Simulation Study. <i>Educational and Psychological Measurement</i> , 2017, 77, 743-765.	2.4	7
64	Relations between the attentional blink and aspects of psychometric intelligence: A fixed-links modeling approach. <i>Personality and Individual Differences</i> , 2014, 58, 122-127.	2.9	6
65	Schooling effects on intelligence development: evidence based on national samples from urban and rural China. <i>Educational Psychology</i> , 2016, 36, 831-844.	2.7	6
66	The contribution of temporary storage and executive processes to category learning. <i>Acta Psychologica</i> , 2015, 160, 88-94.	1.5	5
67	Speed Effect Analysis Using the CFA Framework. <i>Frontiers in Psychology</i> , 2019, 10, 239.	2.1	5
68	Strategy use moderates the relation between working memory capacity and fluid intelligence: A combined approach. <i>Intelligence</i> , 2022, 91, 101627.	3.0	5
69	Visual Search, Reaction Time, and Cognitive Ability. <i>Perceptual and Motor Skills</i> , 1998, 86, 79-84.	1.3	4
70	Models for the Detection of Deviations from the Expected Processing Strategy in Completing the Items of Cognitive Measures. <i>Multivariate Behavioral Research</i> , 2015, 50, 544-554.	3.1	4
71	A fixed-links modeling approach to assess individual differences in the attentional blink: Analysis of behavioral and psychophysiological data. <i>Acta Psychologica</i> , 2015, 159, 123-130.	1.5	4
72	A Semi-Hierarchical Confirmatory Factor Model for Speeded Data. <i>Structural Equation Modeling</i> , 2020, 27, 773-780.	3.8	4

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73	How Executive Processes Explain the Overlap between Working Memory Capacity and Fluid Intelligence: A Test of Process Overlap Theory. <i>Journal of Intelligence</i> , 2021, 9, 21.	2.5	4
74	Does Speededness in Collecting Reasoning Data Lead to a Speed Factor?. <i>European Journal of Psychological Assessment</i> , 2020, 36, 96-104.	3.0	4
75	Does the modality of measures influence the relationship among working memory, learning and fluid intelligence?. <i>Personality and Individual Differences</i> , 2017, 105, 275-279.	2.9	3
76	Validity Improvement in Two Reasoning Measures Following the Elimination of the Position Effect. <i>Journal of Individual Differences</i> , 2012, 33, 54-61.	1.0	3
77	Executive Control in Learning: Evidence for the Dissociation of Rule Learning and Associative Learning. , 2019, 15, 41-51.		3
78	Higher-order processing and change-to-automaticity as explanations of the item-position effect in reasoning tests. <i>Acta Psychologica</i> , 2020, 203, 102991.	1.5	2
79	On the detection of speededness in data despite selective responding using factor analysis. <i>Journal of Experimental Education</i> , 2022, 90, 486-504.	2.6	2
80	On Modeling Missing Data of an Incomplete Design in the CFA Framework. <i>Frontiers in Psychology</i> , 2020, 11, 581709.	2.1	2
81	Does rapid guessing prevent the detection of the effect of a time limit in testing?. <i>Methodology</i> , 2021, 17, 168-188.	1.1	2
82	Structural Validity of the OSA Figures Scale for the Online Self-Assessment of Fluid Reasoning. <i>European Journal of Psychological Assessment</i> , 2018, 34, 321-327.	3.0	2
83	The Structural Validity of the Culture Fair Test Under Consideration of the Item-Position Effect. <i>European Journal of Psychological Assessment</i> , 2019, 35, 182-189.	3.0	2
84	The Web Version of the Exchange Test. <i>European Journal of Psychological Assessment</i> , 2012, 28, 181-189.	3.0	2
85	An account of performance in accessing information stored in long-term memory. A fixed-links model approach. <i>Learning and Individual Differences</i> , 2013, 24, 126-133.	2.7	1
86	Construct-focused Configural Invariance for Measures Showing a Multi-dimensional Structure and Application to Exchange Test Data. <i>International Journal of Statistics and Probability</i> , 2016, 5, 55.	0.3	1
87	Can Variances of Latent Variables be Scaled in Such a Way That They Correspond to Eigenvalues?. <i>International Journal of Statistics and Probability</i> , 2017, 6, 35.	0.3	1
88	Does processing speed exert an influence on the special relationship of fluid and general intelligence?. <i>Personality and Individual Differences</i> , 2018, 131, 57-60.	2.9	1
89	Individual Differences in Attention: The Commentaries. <i>Plenum Series on Human Exceptionality</i> , 2010, , 283-292.	2.0	1
90	An Investigation on How Inhibition in Cognitive Processing Contributes to Fluid Reasoning. <i>Advances in Cognitive Psychology</i> , 2020, 16, 176-185.	0.5	1

#	ARTICLE	IF	CITATIONS
91	Probability-Based and Measurement-Related Hypotheses With Full Restriction for Investigations by Means of Confirmatory Factor Analysis. <i>Methodology</i> , 2011, 7, 157-164.	1.1	1
92	Intelligenz. , 2006, , 2-15.		1
93	The dual mechanisms of cognitive control and their relation to reasoning and the item-position effect. <i>Acta Psychologica</i> , 2021, 221, 103448.	1.5	1
94	Effect of Dichotomization on the Latent Structure of Data. <i>Frontiers in Applied Mathematics and Statistics</i> , 2021, 7, .	1.3	0
95	Perceptual and Cognitive Assessment. <i>European Journal of Psychological Assessment</i> , 2012, 28, 161-163.	3.0	0
96	Elucidating the Functional Relationship Between Working Memory Capacity and Psychometric Intelligence: A Fixed-Links Modeling Approach for Experimental Repeated-Measures Designs. <i>Advances in Cognitive Psychology</i> , 2015, 11, 3-13.	0.5	0
97	Differential Effects of Executive Processes on Working Memory. <i>Journal of Individual Differences</i> , 2016, 37, 239-249.	1.0	0
98	Intelligenzdiagnostik. , 2006, , 70-83.		0