

# Henry L Roediger

## List of Publications by Year in descending order

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200  
papers

28,158  
citations

6254

80  
h-index

5539

163  
g-index

207  
all docs

207  
docs citations

207  
times ranked

9719  
citing authors

#	ARTICLE	IF	CITATIONS
1	Collective remembering and future forecasting during the COVID-19 pandemic: How the impact of COVID-19 affected the themes and phenomenology of global and national memories across 15 countries. <i>Memory and Cognition</i> , 2023, 51, 729-751.	1.6	11
2	Trueâ€“false tests enhance retention relative to rereading.. <i>Journal of Experimental Psychology: Applied</i> , 2022, 28, 114-129.	1.2	3
3	Predicting and â€œpredictingâ€•high confidence misses. <i>Neuropsychologia</i> , 2022, 166, 108117.	1.6	0
4	Can signal detection theory explain everyday amnesia (high confident misses)?. <i>Neuropsychologia</i> , 2022, 166, 108115.	1.6	1
5	Do Recall and Recognition Lead to Different Retrieval Experiences?. <i>American Journal of Psychology</i> , 2022, 135, 33-43.	0.3	2
6	Biased collective memories and historical overclaiming: An availability heuristic account. <i>Memory and Cognition</i> , 2021, 49, 311-322.	1.6	11
7	The effect of delayed judgments of learning on retention. <i>Metacognition and Learning</i> , 2021, 16, 407-429.	2.7	5
8	Three facets of collective memory.. <i>American Psychologist</i> , 2021, 76, 1388-1400.	4.2	3
9	Recognition memory: Tulving's contributions and some new findings. <i>Neuropsychologia</i> , 2020, 139, 107350.	1.6	9
10	Identifying the guilty word: Simultaneous versus sequential lineups for DRM word lists. <i>Memory and Cognition</i> , 2020, 48, 903-919.	1.6	1
11	Reactivity of Judgments of Learning in a Levels-of-Processing Paradigm. <i>Zeitschrift Fur Psychologie / Journal of Psychology</i> , 2020, 228, 278-290.	1.0	17
12	Competing national memories of World War II. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2019, 116, 16678-16686.	7.1	23
13	How we have fallen: implicit trajectories in collective temporal thought. <i>Memory</i> , 2019, 27, 1158-1166.	1.7	25
14	Remembering the Presidents. <i>Current Directions in Psychological Science</i> , 2019, 28, 138-144.	5.3	3
15	Moralized memory: binding values predict inflated estimates of the groupâ€™s historical influence. <i>Memory</i> , 2019, 27, 1099-1109.	1.7	7
16	Expanding cognition: A brief consideration of technological advances over the past 4000 years.. <i>Journal of Applied Research in Memory and Cognition</i> , 2019, 8, 15-19.	1.1	5
17	Collective Memories across 11 Nations for World War II: Similarities and Differences Regarding the Most Important Events. <i>Journal of Applied Research in Memory and Cognition</i> , 2019, 8, 178-188.	1.1	9
18	Collective memories across 11 nations for World War II: Similarities and differences regarding the most important events.. <i>Journal of Applied Research in Memory and Cognition</i> , 2019, 8, 178-188.	1.1	12

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19	Reflections on the Resurgence of Interest in the Testing Effect. <i>Perspectives on Psychological Science</i> , 2018, 13, 236-241.	9.0	29
20	Does covert retrieval benefit learning of key-term definitions?. <i>Journal of Applied Research in Memory and Cognition</i> , 2018, 7, 106-115.	1.1	19
21	The effect of question placement on learning from textbook chapters.. <i>Journal of Applied Research in Memory and Cognition</i> , 2018, 7, 116-122.	1.1	13
22	Lessons for learning: How cognitive psychology informs classroom practice. <i>Phi Delta Kappan</i> , 2018, 100, 8-12.	0.6	7
23	Introduction to the 2017 J. Don Read Early Career Award from the Society for Applied Research in Memory and Cognition: Andrew C. Butler.. <i>Journal of Applied Research in Memory and Cognition</i> , 2018, 7, 319-322.	1.1	0
24	We Made History: Citizens of 35 Countries Overestimate Their Nation's Role in World History. <i>Journal of Applied Research in Memory and Cognition</i> , 2018, 7, 521-528.	1.1	26
25	Are encoding/retrieval interactions in recall driven by remembering, knowing, or both?. <i>Journal of Memory and Language</i> , 2018, 103, 44-57.	2.1	8
26	Collective Narcissism: Americans Exaggerate the Role of Their Home State in Appraising U.S. History. <i>Psychological Science</i> , 2018, 29, 1414-1422.	3.3	29
27	The testing effect in a social setting: Does retrieval practice benefit a listener?. <i>Journal of Experimental Psychology: Applied</i> , 2018, 24, 347-359.	1.2	12
28	We made history: Citizens of 35 countries overestimate their nation's role in world history.. <i>Journal of Applied Research in Memory and Cognition</i> , 2018, 7, 521-528.	1.1	14
29	Relative contributions of semantic and phonological associates to over-additive false recall in hybrid DRM lists. <i>Journal of Memory and Language</i> , 2017, 93, 154-168.	2.1	17
30	Benefits from retrieval practice are greater for students with lower working memory capacity. <i>Memory</i> , 2017, 25, 764-771.	1.7	78
31	Comparing the testing effect under blocked and mixed practice: The mnemonic benefits of retrieval practice are not affected by practice format. <i>Memory and Cognition</i> , 2017, 45, 81-92.	1.6	20
32	When Misinformation Improves Memory. <i>Psychological Science</i> , 2017, 28, 36-46.	3.3	31
33	Encoding&quot;Retrieval Interactions. , 2017, , 5-26.		3
34	The range of confidence scales does not affect the relationship between confidence and accuracy in recognition memory. <i>Cognitive Research: Principles and Implications</i> , 2017, 2, 49.	2.0	17
35	Recognizing the Presidents. <i>Psychological Science</i> , 2016, 27, 644-650.	3.3	22
36	Optimizing Learning in College. <i>Perspectives on Psychological Science</i> , 2016, 11, 652-660.	9.0	54

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37	Varieties of Fame in Psychology. <i>Perspectives on Psychological Science</i> , 2016, 11, 882-887.	9.0	12
38	Initial eyewitness confidence reliably predicts eyewitness identification accuracy.. <i>American Psychologist</i> , 2015, 70, 515-526.	4.2	110
39	Past imperfect. <i>New Scientist</i> , 2015, 228, 30-31.	0.0	4
40	Simultaneous Versus Sequential Presentation in Testing Recognition Memory for Faces. <i>American Journal of Psychology</i> , 2015, 128, 173.	0.3	8
41	Collective memory: a new arena of cognitive study. <i>Trends in Cognitive Sciences</i> , 2015, 19, 359-361.	7.8	75
42	Confidence and memory: Assessing positive and negative correlations. <i>Memory</i> , 2014, 22, 76-91.	1.7	34
43	Classroom-based programs of retrieval practice reduce middle school and high school students' test anxiety.. <i>Journal of Applied Research in Memory and Cognition</i> , 2014, 3, 131-139.	1.1	83
44	Forgetting the presidents. <i>Science</i> , 2014, 346, 1106-1109.	12.6	57
45	The production effect in paired-associate learning: Benefits for item and associative information. <i>Memory and Cognition</i> , 2014, 42, 409-420.	1.6	15
46	Positive and Negative Correlations Between Confidence and Accuracy for the Same Events in Recognition of Categorized Lists. <i>Psychological Science</i> , 2014, 25, 781-788.	3.3	68
47	Collective memories of three wars in United States history in younger and older adults. <i>Memory and Cognition</i> , 2014, 42, 383-399.	1.6	51
48	Between-list lag effects in recall depend on retention interval. <i>Memory and Cognition</i> , 2014, 42, 965-977.	1.6	8
49	Bartlett revisited: Direct comparison of repeated reproduction and serial reproduction techniques.. <i>Journal of Applied Research in Memory and Cognition</i> , 2014, 3, 266-271.	1.1	23
50	Both multiple-choice and short-answer quizzes enhance later exam performance in middle and high school classes.. <i>Journal of Experimental Psychology: Applied</i> , 2014, 20, 3-21.	1.2	127
51	The importance of seeing the patient: test-enhanced learning with standardized patients and written tests improves clinical application of knowledge. <i>Advances in Health Sciences Education</i> , 2013, 18, 409-425.	3.3	89
52	Comparative effects of test-enhanced learning and self-explanation on long-term retention. <i>Medical Education</i> , 2013, 47, 674-682.	2.1	142
53	Quizzing in Middle School Science: Successful Transfer Performance on Classroom Exams. <i>Applied Cognitive Psychology</i> , 2013, 27, 360-372.	1.6	118
54	Applying Cognitive Psychology to Education. <i>Psychological Science in the Public Interest: A Journal of the American Psychological Society</i> , 2013, 14, 1-3.	10.7	78

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55	Does response mode affect amount recalled or the magnitude of the testing effect?. <i>Memory and Cognition</i> , 2013, 41, 36-48.	1.6	65
56	Interfering effects of retrieval in learning new information.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2013, 39, 1665-1681.	0.9	23
57	Covert retrieval practice benefits retention as much as overt retrieval practice.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2013, 39, 1712-1725.	0.9	82
58	Extending Cognition to External Agents. <i>Psychological Inquiry</i> , 2013, 24, 321-325.	0.9	29
59	Two types of event memory. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2013, 110, 20856-20857.	7.1	23
60	The One-Trial Learning Controversy and Its Aftermath: Remembering Rock (1957). <i>American Journal of Psychology</i> , 2012, 125, 127-143.	0.3	16
61	Neuropsychological Status in Older Adults Influences Susceptibility to False Memories. <i>American Journal of Psychology</i> , 2012, 125, 449.	0.3	10
62	Inexpensive techniques to improve education: Applying cognitive psychology to enhance educational practice.. <i>Journal of Applied Research in Memory and Cognition</i> , 2012, 1, 242-248.	1.1	202
63	Reconsolidation from negative emotional pictures: Is successful retrieval required?. <i>Memory and Cognition</i> , 2012, 40, 1031-1045.	1.6	23
64	The "pure-study" learning curve: The learning curve without cumulative testing. <i>Memory and Cognition</i> , 2012, 40, 989-1002.	1.6	18
65	The effect of question order on evaluations of test performance: how does the bias evolve?. <i>Memory and Cognition</i> , 2012, 40, 727-735.	1.6	25
66	The critical role of retrieval practice in long-term retention. <i>Trends in Cognitive Sciences</i> , 2011, 15, 20-27.	7.8	1,096
67	Test-enhanced learning in the classroom: Long-term improvements from quizzing.. <i>Journal of Experimental Psychology: Applied</i> , 2011, 17, 382-395.	1.2	245
68	Automatic processing influences free recall: converging evidence from the process dissociation procedure and remember-know judgments. <i>Memory and Cognition</i> , 2011, 39, 389-402.	1.6	48
69	Survival processing of faces. <i>Memory and Cognition</i> , 2011, 39, 1359-73.	1.6	69
70	The influence of suggestibility on memory. <i>Consciousness and Cognition</i> , 2011, 20, 399-400.	1.5	12
71	Expectancy of an open-book test decreases performance on a delayed closed-book test. <i>Memory</i> , 2011, 19, 836-852.	1.7	60
72	Remember When?. <i>Science</i> , 2011, 333, 47-48.	12.6	7

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73	Test-enhanced learning in a middle school science classroom: The effects of quiz frequency and placement.. <i>Journal of Educational Psychology</i> , 2011, 103, 399-414.	2.9	245
74	Similarities and differences between working memory and long-term memory: Evidence from the levels-of-processing span task.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2010, 36, 471-483.	0.9	49
75	The benefits and costs of repeated testing on the learning of face-name pairs in healthy older adults.. <i>Psychology and Aging</i> , 2010, 25, 833-845.	1.6	57
76	A comparison of study strategies for passages: Rereading, answering questions, and generating questions.. <i>Journal of Experimental Psychology: Applied</i> , 2010, 16, 308-316.	1.2	49
77	Comprehension as a basis for metacognitive judgments: Effects of effort after meaning on recall and metacognition.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2010, 36, 552-557.	0.9	19
78	Is expanding retrieval a superior method for learning text materials?. <i>Memory and Cognition</i> , 2010, 38, 116-124.	1.6	104
79	Retrospective bias in test performance: Providing easy items at the beginning of a test makes students believe they did better on it. <i>Memory and Cognition</i> , 2010, 38, 366-376.	1.6	34
80	Memorial consequences of multiple-choice testing on immediate and delayed tests. <i>Memory and Cognition</i> , 2010, 38, 407-418.	1.6	49
81	The testing effect in free recall is associated with enhanced organizational processes. <i>Memory and Cognition</i> , 2010, 38, 995-1008.	1.6	157
82	Reflections on intersections between cognitive and social psychology: A personal exploration. <i>European Journal of Social Psychology</i> , 2010, 40, 189-205.	2.4	8
83	The relationship between working memory capacity and executive functioning: Evidence for a common executive attention construct.. <i>Neuropsychology</i> , 2010, 24, 222-243.	1.3	593
84	Metacognitive strategies in student learning: Do students practise retrieval when they study on their own?. <i>Memory</i> , 2009, 17, 471-479.	1.7	515
85	Reduced false memory after sleep. <i>Learning and Memory</i> , 2009, 16, 509-513.	1.3	74
86	Aging reduces veridical remembering but increases false remembering: Neuropsychological test correlates of remember-know judgments. <i>Neuropsychologia</i> , 2009, 47, 2164-2173.	1.6	104
87	Repeated testing improves long-term retention relative to repeated study: a randomised controlled trial. <i>Medical Education</i> , 2009, 43, 1174-1181.	2.1	297
88	The influence of age on memory for distinctive events. <i>Memory and Cognition</i> , 2009, 37, 175-180.	1.6	25
89	The effects of "effort after meaning" on recall: Differences in within- and between-subjects designs. <i>Memory and Cognition</i> , 2009, 37, 447-463.	1.6	18
90	Age differences in collaborative memory: the role of retrieval manipulations. <i>Memory and Cognition</i> , 2009, 37, 962-975.	1.6	45

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91	Memorial consequences of answering SAT II questions.. Journal of Experimental Psychology: Applied, 2009, 15, 1-11.	1.2	35
92	Congruity effects between materials and processing tasks in the survival processing paradigm.. Journal of Experimental Psychology: Learning Memory and Cognition, 2009, 35, 1477-1486.	0.9	89
93	Policy forum: Studying eyewitness investigations in the field.. Law and Human Behavior, 2008, 32, 3-5.	0.7	25
94	Examining the testing effect with openâ€•and closedâ€•book tests. Applied Cognitive Psychology, 2008, 22, 861-876.	1.6	249
95	False memories are not surprising: The subjective experience of an associative memory illusion. Journal of Memory and Language, 2008, 58, 1065-1079.	2.1	11
96	Collective memory: Conceptual foundations and theoretical approaches. Memory, 2008, 16, 318-326.	1.7	219
97	Feedback enhances the positive effects and reduces the negative effects of multiple-choice testing. Memory and Cognition, 2008, 36, 604-616.	1.6	321
98	Can the survival recall advantage be explained by basic memory processes?. Memory and Cognition, 2008, 36, 913-919.	1.6	144
99	Eye movements enhance memory for individuals who are strongly right-handed and harm it for individuals who are not. Psychonomic Bulletin and Review, 2008, 15, 515-520.	2.8	72
100	Superiority of variable to repeated practice in transfer on anagram solution. Psychonomic Bulletin and Review, 2008, 15, 662-666.	2.8	29
101	Test-enhanced learning in medical education. Medical Education, 2008, 42, 959-966.	2.1	465
102	The Critical Importance of Retrieval for Learning. Science, 2008, 319, 966-968.	12.6	1,242
103	Correcting a metacognitive error: Feedback increases retention of low-confidence correct responses.. Journal of Experimental Psychology: Learning Memory and Cognition, 2008, 34, 918-928.	0.9	215
104	Relativity of Remembering: Why the Laws of Memory Vanished. Annual Review of Psychology, 2008, 59, 225-254.	17.7	147
105	Testing during study insulates against the buildup of proactive interference.. Journal of Experimental Psychology: Learning Memory and Cognition, 2008, 34, 1392-1399.	0.9	179
106	Handedness is related to memory via hemispheric interaction: Evidence from paired associate recall and source memory tasks.. Neuropsychology, 2008, 22, 523-530.	1.3	78
107	Test format and corrective feedback modify the effect of testing on long-term retention. European Journal of Cognitive Psychology, 2007, 19, 528-558.	1.3	376
108	Aging and the misinformation effect: A neuropsychological analysis.. Journal of Experimental Psychology: Learning Memory and Cognition, 2007, 33, 321-334.	0.9	69

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109	Expanding retrieval practice promotes short-term retention, but equally spaced retrieval enhances long-term retention.. Journal of Experimental Psychology: Learning Memory and Cognition, 2007, 33, 704-719.	0.9	238
110	The effect of type and timing of feedback on learning from multiple-choice tests.. Journal of Experimental Psychology: Applied, 2007, 13, 273-281.	1.2	205
111	Testing improves long-term retention in a simulated classroom setting. European Journal of Cognitive Psychology, 2007, 19, 514-527.	1.3	308
112	Repeated retrieval during learning is the key to long-term retention. Journal of Memory and Language, 2007, 57, 151-162.	2.1	388
113	Expectation of a final cumulative test enhances long-term retention. Memory and Cognition, 2007, 35, 1007-1013.	1.6	98
114	Illusions of competence and overestimation of associative memory for identical items: Evidence from judgments of learning. Psychonomic Bulletin and Review, 2007, 14, 107-111.	2.8	97
115	The memorial consequences of multiple-choice testing. Psychonomic Bulletin and Review, 2007, 14, 194-199.	2.8	116
116	Generalizing test-enhanced learning from the laboratory to the classroom. Psychonomic Bulletin and Review, 2007, 14, 200-206.	2.8	248
117	The Power of Testing Memory: Basic Research and Implications for Educational Practice. Perspectives on Psychological Science, 2006, 1, 181-210.	9.0	1,415
118	Retrieval-induced facilitation: Initially nontested material can benefit from prior testing of related material.. Journal of Experimental Psychology: General, 2006, 135, 553-571.	2.1	271
119	Does expanded retrieval produce benefits over equal-interval spacing? Explorations of spacing effects in healthy aging and early stage Alzheimer's disease.. Psychology and Aging, 2006, 21, 19-31.	1.6	95
120	Failures to find suppression of episodic memories in the think/no-think paradigm. Memory and Cognition, 2006, 34, 1569-1577.	1.6	117
121	When additional multiple-choice lures aid versus hinder later memory. Applied Cognitive Psychology, 2006, 20, 941-956.	1.6	61
122	The Effect of Forced Recall on Illusory Recollection in Younger and Older Adults. American Journal of Psychology, 2006, 119, 433-462.	0.3	28
123	Test-Enhanced Learning. Psychological Science, 2006, 17, 249-255.	3.3	1,995
124	The effect of forced recall on illusory recollection in younger and older adults. American Journal of Psychology, 2006, 119, 433-62.	0.3	11
125	Learning Facts From Fiction: Effects of Healthy Aging and Early-Stage Dementia of the Alzheimer Type.. Neuropsychology, 2005, 19, 115-129.	1.3	31
126	The Positive and Negative Consequences of Multiple-Choice Testing.. Journal of Experimental Psychology: Learning Memory and Cognition, 2005, 31, 1155-1159.	0.9	255



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127	Does test-induced priming play a role in the creation of false memories?. <i>Memory</i> , 2004, 12, 44-55.	1.7	39
128	Illusory recollection of voices. <i>Memory</i> , 2004, 12, 586-602.	1.7	56
129	Age differences in veridical and false recall are not inevitable: The role of frontal lobe function. <i>Psychonomic Bulletin and Review</i> , 2004, 11, 921-925.	2.8	99
130	Part-Set Cuing Effects in Younger and Older Adults.. <i>Psychology and Aging</i> , 2004, 19, 134-144.	1.6	38
131	The effects of associations and aging on illusory recollection. <i>Memory and Cognition</i> , 2003, 31, 1036-1044.	1.6	84
132	Interference processes in monkey auditory list memory. <i>Psychonomic Bulletin and Review</i> , 2003, 10, 696-702.	2.8	15
133	How Metaphors Shape Our Understanding of Memory. <i>PsycCritiques</i> , 2003, 48, 829-831.	0.0	1
134	Processing approaches to cognition: The impetus from the levels-of-processing framework. <i>Memory</i> , 2002, 10, 319-332.	1.7	150
135	Variability among word lists in eliciting memory illusions: evidence for associative activation and monitoring. <i>Journal of Memory and Language</i> , 2002, 47, 469-497.	2.1	194
136	Explorations in the social contagion of memory. <i>Memory and Cognition</i> , 2002, 30, 995-1009.	1.6	278
137	Modality effects in false recall and false recognition.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2001, 27, 339-353.	0.9	155
138	Social contagion of memory. <i>Psychonomic Bulletin and Review</i> , 2001, 8, 365-371.	2.8	323
139	Factors that determine false recall: A multiple regression analysis. <i>Psychonomic Bulletin and Review</i> , 2001, 8, 385-407.	2.8	664
140	Associative false recognition occurs without strategic criterion shifts. <i>Psychonomic Bulletin and Review</i> , 2001, 8, 579-586.	2.8	170
141	Effects of hearing words, imaging hearing words, and reading on auditory implicit and explicit memory tests. <i>Memory and Cognition</i> , 2000, 28, 1406-1418.	1.6	47
142	Direct comparison of auditory implicit memory tests. <i>Psychonomic Bulletin and Review</i> , 2000, 7, 347-353.	2.8	47
143	Retrieval Success is Accompanied by Enhanced Activation in Anterior Prefrontal Cortex During Recognition Memory: An Event-Related fMRI Study. <i>Journal of Cognitive Neuroscience</i> , 2000, 12, 965-976.	2.3	142
144	Tricks of Memory. <i>Current Directions in Psychological Science</i> , 2000, 9, 123-127.	5.3	192

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145	Can Bartlett's repeated reproduction experiments be replicated?. <i>Memory and Cognition</i> , 1999, 27, 937-947.	1.6	145
146	Norms for word lists that create false memories. <i>Memory and Cognition</i> , 1999, 27, 494-500.	1.6	403
147	VERIDICAL AND FALSE MEMORIES IN HEALTHY OLDER ADULTS AND IN DEMENTIA OF THE ALZHEIMER'S TYPE. <i>Cognitive Neuropsychology</i> , 1999, 16, 361-384.	1.1	313
148	False alarms and false memories.. <i>Psychological Review</i> , 1999, 106, 406-410.	3.8	56
149	Imagination inflation for action events: Repeated imaginings lead to illusory recollections. <i>Memory and Cognition</i> , 1998, 26, 20-33.	1.6	312
150	Attempting to Avoid Illusory Memories: Robust False Recognition of Associates Persists under Conditions of Explicit Warnings and Immediate Testing. <i>Journal of Memory and Language</i> , 1998, 39, 508-520.	2.1	219
151	A transfer-appropriate processing account of context effects in word-fragment completion.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 1998, 24, 993-1004.	0.9	15
152	Remembering. <i>PsycCritiques</i> , 1997, 42, 488-492.	0.0	17
153	High-priority event instructions affect implicit and explicit memory tests. <i>Psychological Research</i> , 1995, 57, 192-202.	1.7	6
154	Creating false memories: Remembering words not presented in lists.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 1995, 21, 803-814.	0.9	2,646
155	Paradoxical Paradigms. <i>PsycCritiques</i> , 1993, 38, 903-905.	0.0	0
156	Disparate Effects of Repeated Testing: Reconciling Ballard's (1913) and Bartlett's (1932) Results. <i>Psychological Science</i> , 1992, 3, 240-246.	3.3	199
157	Is unreliability in peer review harmful?. <i>Behavioral and Brain Sciences</i> , 1991, 14, 159-160.	0.7	7
158	Classifying implicit memory tests: Category association and anagram solution. <i>Journal of Memory and Language</i> , 1990, 29, 389-412.	2.1	326
159	Implicit memory: A commentary. <i>Bulletin of the Psychonomic Society</i> , 1990, 28, 373-380.	0.2	60
160	Specifying Criteria for Postulating Memory Systems. <i>Annals of the New York Academy of Sciences</i> , 1990, 608, 572-595.	3.8	41
161	Graduate training in statistics, methodology, and measurement in psychology: A survey of PhD programs in North America.. <i>American Psychologist</i> , 1990, 45, 721-734.	4.2	187
162	A New Handbook for Experimental Psychologists. <i>PsycCritiques</i> , 1990, 35, 239-241.	0.0	0

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163	The properties of retrieval cues constrain the picture superiority effect. <i>Memory and Cognition</i> , 1989, 17, 95-105.	1.6	120
164	Accurate Advice for Assistant Professors. <i>PsycCritiques</i> , 1988, 33, 592-593.	0.0	0
165	Paul A. Kolars (1926-1986).. <i>American Psychologist</i> , 1987, 42, 873-873.	4.2	1
166	Test differences in accessing bilingual memory. <i>Journal of Memory and Language</i> , 1987, 26, 377-391.	2.1	167
167	Altering retrieval demands reverses the picture superiority effect. <i>Memory and Cognition</i> , 1987, 15, 269-280.	1.6	311
168	Effects of varying modality, surface features, and retention interval on priming in word-fragment completion. <i>Memory and Cognition</i> , 1987, 15, 379-388.	1.6	479
169	Comment on Summary Report of Journal Operations.. <i>American Psychologist</i> , 1986, 41, 836-837.	4.2	1
170	Recall criterion does not affect recall level or hypermnesia: A puzzle for generate/recognize theories. <i>Memory and Cognition</i> , 1985, 13, 1-7.	1.6	132
171	Testing psychological trivia. <i>Bulletin of the Psychonomic Society</i> , 1985, 23, 433-436.	0.2	4
172	Remembering Ebbinghaus. <i>PsycCritiques</i> , 1985, 30, 519-523.	0.0	20
173	Procedures of mind. <i>Journal of Verbal Learning and Verbal Behavior</i> , 1984, 23, 425-449.	3.7	621
174	The use of interference paradigms as a criterion for separating memory stores. <i>Behavioral and Brain Sciences</i> , 1984, 7, 78-79.	0.7	0
175	Does current evidence from dissociation experiments favor the episodic/semantic distinction?. <i>Behavioral and Brain Sciences</i> , 1984, 7, 252-254.	0.7	52
176	Superiority of free recall to cued recall with strong cues. <i>Psychological Research</i> , 1983, 45, 275-286.	1.7	30
177	Inhibition from related primes in semantic memory retrieval: A reappraisal of Brown's (1979) paradigm.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 1983, 9, 478-485.	0.9	40
178	Hypermnesia: The role of repeated testing.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 1982, 8, 66-72.	0.9	86
179	Retrieval blocks in episodic and semantic memory.. <i>Canadian Journal of Psychology</i> , 1982, 36, 213-242.	0.8	188
180	Hypermnesia as determined by level of recall. <i>Journal of Verbal Learning and Verbal Behavior</i> , 1982, 21, 635-655.	3.7	86

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