Danielle S Mcnamara

List of Publications by Year in Descending Order

194 papers	8,946 citations	48 h-index	91 g-index
203 ext. papers	10,465 ext. citations	2.8 avg, IF	6.66 L-index

#	Paper	IF	Citations
194	Automated writing evaluation: Does spelling and grammar feedback support high-quality writing and revision?. *Assessing Writing*, **2022**, 52, 100608	2	1
193	Dialogism Meets Language Models for Evaluating Involvement in CSCL Conversations. *Smart Innovation, Systems and Technologies*, **2022**, 67-78	0.5	
192	On the basis of source: Impacts of individual differences on multiple-document integrated reading and writing tasks. *Learning and Instruction*, **2022**, 79, 101599	5.8	2
191	Strategy Uptake in Writing Pal: Adaptive Feedback and Instruction. *Journal of Educational Computing Research*, **2022**, 60, 696-721	3.8	
190	Integrating Speech Technology into the iSTART-Early Intelligent Tutoring System. *Lecture Notes in Computer Science*, **2022**, 362-370	0.9	
189	iSTART-Early: Interactive Strategy Training for Early Readers. *Lecture Notes in Computer Science*, **2022**, 371-379	0.9	
188	Descriptive examination of secure messaging in a longitudinal cohort of diabetes patients in the ECLIPPSE study. *Journal of the American Medical Informatics Association: JAMIA*, **2021**, 28, 1252-1258	8.6	2
187	iSTART StairStepper Using Comprehension Strategy Training to Game the Test. *Computers*, **2021**, 10, 48	1.9	2
186	A tale of two tests: The role of topic and general academic knowledge in traditional versus contemporary scenario-based reading. *Learning and Instruction*, **2021**, 73, 101462	5.8	2
185	Chasing Theory with Technology: A Quest to Understand Understanding. *Discourse Processes*, **2021**, 58, 422-448	2.1	
184	Developing and Testing Automatic Models of Patient Communicative Health Literacy Using Linguistic Features: Findings from the ECLIPPSE study. *Health Communication*, **2021**, 36, 1018-1028	3.2	8
183	Employing computational linguistics techniques to identify limited patient health literacy: Findings from the ECLIPPSE study. *Health Services Research*, **2021**, 56, 132-144	3.4	4
182	Challenges and solutions to employing natural language processing and machine learning to measure patients' health literacy and physician writing complexity: The ECLIPPSE study. *Journal of Biomedical Informatics*, **2021**, 113, 103658	10.2	2
181	If Integration Is the Keystone of Comprehension: Inferencing Is the Key. *Discourse Processes*, **2021**, 58, 86-91	2.1	9
180	Automated Paraphrase Quality Assessment Using Recurrent Neural Networks and Language Models. *Lecture Notes in Computer Science*, **2021**, 333-340	0.9	1
179	Predicting Literacy Skills via Stealth Assessment in a Simple Vocabulary Game. *Lecture Notes in Computer Science*, **2021**, 32-44	0.9	2
178	Exploring Dialogism Using Language Models. *Lecture Notes in Computer Science*, **2021**, 296-301	0.9	1

177	The Multidimensional Knowledge in Text Comprehension framework. *Educational Psychologist*, **2021**, 56, 196-214	6.8	21
176	Before and during COVID-19: A Cohesion Network Analysis of students online participation in moodle courses. *Computers in Human Behavior*, **2021**, 121, 106780	7.7	13
175	Automated Paraphrase Quality Assessment Using Language Models and Transfer Learning. *Computers*, **2021**, 10, 166	1.9	0
174	Precision communication: Physicians' linguistic adaptation to patients' health literacy.. *Science Advances*, **2021**, 7, eabj2836	14.3	2
173	Improving Reading Comprehension in Spanish Using iSTART-E. *International Journal of Computer-Assisted Language Learning and Teaching*, **2020**, 10, 66-82	0.6	3
172	Personalized learning in iSTART: Past modifications and future design. *Journal of Research on Technology in Education*, **2020**, 52, 301-321	2.7	11
171	Applying Natural Language Processing and Hierarchical Machine Learning Approaches to Text Difficulty Classification. *International Journal of Artificial Intelligence in Education*, **2020**, 30, 337-370	2.5	12
170	Extractive Summarization using Cohesion Network Analysis and Submodular Set Functions **2020**,		2
169	Cohesion Network Analysis: Predicting Course Grades and Generating Sociograms for a Romanian Moodle Course. *Lecture Notes in Computer Science*, **2020**, 174-183	0.9	1
168	Multi-document Cohesion Network Analysis: Visualizing Intratextual and Intertextual Links. *Lecture Notes in Computer Science*, **2020**, 80-85	0.9	2
167	Predicting the readability of physicians' secure messages to improve health communication using novel linguistic features: Findings from the ECLIPPSE study. *Journal of Communication in Healthcare*, **2020**, 13, 1-13	0.9	4
166	Predicting Multi-document Comprehension: Cohesion Network Analysis. *Lecture Notes in Computer Science*, **2019**, 358-369	0.9	3
165	Automated Summarization Evaluation (ASE) Using Natural Language Processing Tools. *Lecture Notes in Computer Science*, **2019**, 84-95	0.9	5
164	Learning linkages: Integrating data streams of multiple modalities and timescales. *Journal of Computer Assisted Learning*, **2019**, 35, 99-109	3.8	12
163	Using natural language processing and machine learning to classify health literacy from secure messages: The ECLIPPSE study. *PLoS ONE*, **2019**, 14, e0212488	3.7	10
162	Secure Messaging with Physicians by Proxies for Patients with Diabetes: Findings from the ECLIPPSE Study. *Journal of General Internal Medicine*, **2019**, 34, 2490-2496	4	9
161	Literacy: From the Perspective of Text and Discourse Theory. *Journal of Language and Education*, **2019**, 5, 56-69	1.4	4
160	Predicting Second Language Writing Proficiency in Learner Texts Using Computational Tools. *Journal of Asia TEFL*, **2019**, 16, 37-52	1.1	2

159	The Russian Language Test: Towards Assessing Text Comprehension. *Vestnik Volgogradskogo Gosudarstvennogo Universiteta Seria 2 Jazykoznanie*, **2019**, 231-247	0.2	1
158	A Commentary on Construct Validity When Using Operational Virtual Learning Environment Data in Effectiveness Studies. *Journal of Research on Educational Effectiveness*, **2019**, 12, 750-759	1.4	8
157	Improving Methodological Standards in Behavioral Interventions for Cognitive Enhancement. *Journal of Cognitive Enhancement: Towards the Integration of Theory and Practice*, **2019**, 3, 2-29	2.4	91
156	Reading comprehension and metacognition: The importance of inferential skills. *Cogent Education*, **2019**, 6, 1565067	0.9	14
155	Writing flexibility in argumentative essays: a multidimensional analysis. *Reading and Writing*, **2019**, 32, 1607-1634	2.1	11
154	Contrasting Writing Practice Formats in a Writing Strategy Tutoring System. *Journal of Educational Computing Research*, **2019**, 57, 723-754	3.8	7
153	Metacognitive Overload!: Positive and Negative Effects of Metacognitive Prompts in an Intelligent Tutoring System. *International Journal of Artificial Intelligence in Education*, **2018**, 28, 420-438	2.5	13
152	Recurrence quantification analysis as a method for studying text comprehension dynamics **2018**,		2
151	Comprehension and Writing Strategy Training Improves Performance on Content-Specific Source-Based Writing Tasks. *International Journal of Artificial Intelligence in Education*, **2018**, 28, 106-137	2.5	9
150	Cohesion network analysis of CSCL participation. *Behavior Research Methods*, **2018**, 50, 604-619	6.1	27
149	Scoring Summaries Using Recurrent Neural Networks. *Lecture Notes in Computer Science*, **2018**, 191-201	0.9	8
148	Comprehension in a Scenario-Based Assessment: Domain and Topic-Specific Background Knowledge. *Discourse Processes*, **2018**, 55, 510-524	2.1	6
147	The Design Implementation Framework. *Advances in Educational Technologies and Instructional Design Book Series*, **2018**, 76-98	0.3	7
146	NLP **2018**, 224-236		4
145	Modeling Math Success Using Cohesion Network Analysis. *Lecture Notes in Computer Science*, **2018**, 63-67	0.9	1
144	Automated Writing Instruction and Feedback: Instructional Mode, Attitudes, and Revising. *Proceedings of the Human Factors and Ergonomics Society*, **2018**, 62, 2089-2093	0.4	4
143	Predicting Question Quality Using Recurrent Neural Networks. *Lecture Notes in Computer Science*, **2018**, 491-502	0.9	6
142	Exploring Online Course Sociograms Using Cohesion Network Analysis. *Lecture Notes in Computer Science*, **2018**, 337-342	0.9	3

141	Bridging Skill and Task-Oriented Reading. *Discourse Processes*, **2017**, 54, 19-39	2.1	9
140	Sentiment Analysis and Social Cognition Engine (SEANCE): An automatic tool for sentiment, social cognition, and social-order analysis. *Behavior Research Methods*, **2017**, 49, 803-821	6.1	80
139	That noun phrase may be beneficial and this may not be: discourse cohesion in reading and writing. *Reading and Writing*, **2017**, 30, 569-589	2.1	4
138	Predicting Text Comprehension, Processing, and Familiarity in Adult Readers: New Approaches to Readability Formulas. *Discourse Processes*, **2017**, 54, 340-359	2.1	64
137	Self-Explanation and Reading Strategy Training (SERT) Improves Low-Knowledge Students Science Course Performance. *Discourse Processes*, **2017**, 54, 479-492	2.1	40
136	Identifying Creativity During Problem Solving Using Linguistic Features. *Creativity Research Journal*, **2017**, 29, 343-353	1.8	11
135	Preface: Special Issue on Multidisciplinary Approaches to AI and Education for Reading and Writing. *International Journal of Artificial Intelligence in Education*, **2017**, 27, 665-670	2.5	8
134	The Next Frontier in Communication and the ECLIPPSE Study: Bridging the Linguistic Divide in Secure Messaging. *Journal of Diabetes Research*, **2017**, 2017, 1348242	3.9	18
133	Natural Language Processing and Learning Analytics **2017**, 93-104		15
132	Toward an Integrated Perspective of Writing as a Discourse Process **2017**, 362-389		2
131	iSTART-ALL: Confronting Adult Low Literacy with Intelligent Tutoring for Reading Comprehension. *Lecture Notes in Computer Science*, **2017**, 125-136	0.9	7
130	StairStepper: An Adaptive Remedial iSTART Module. *Lecture Notes in Computer Science*, **2017**, 557-560	0.9	4
129	Keys to Detecting Writing Flexibility Over Time: Entropy and Natural Language Processing. *Journal of Learning Analytics*, **2016**, 2, 40-54	3.1	4
128	Finding the Needle in a Haystack: Who are the Most Central Authors Within a Domain?. *Lecture Notes in Computer Science*, **2016**, 632-635	0.9	1
127	Idea Generation in Student Writing: Computational Assessments and Links to Successful Writing. *Written Communication*, **2016**, 33, 328-354	2.1	12
126	Taking Control: Stealth Assessment of Deterministic Behaviors Within a Game-Based System. *International Journal of Artificial Intelligence in Education*, **2016**, 26, 1011-1032	2.5	3
125	The tool for the automatic analysis of text cohesion (TAACO): Automatic assessment of local, global, and text cohesion. *Behavior Research Methods*, **2016**, 48, 1227-1237	6.1	79
124	The development and use of cohesive devices in L2 writing and their relations to judgments of essay quality. *Journal of Second Language Writing*, **2016**, 32, 1-16	2.8	48

105	Am I Wrong or Am I Right? Gains in Monitoring Accuracy in an Intelligent Tutoring System for Writing. *Lecture Notes in Computer Science*, **2015**, 533-536	0.9	2
104	Emergent behaviors in computer-based learning environments: Computational signals of catching up. *Computers in Human Behavior*, **2014**, 41, 62-70	7.7	16
103	Analyzing Discourse Processing Using a Simple Natural Language Processing Tool. *Discourse Processes*, **2014**, 51, 511-534	2.1	30
102	Frequency effects and second language lexical acquisition. *International Journal of Corpus Linguistics*, **2014**, 19, 301-332	0.8	12
101	Society for Text and Discourse Annual Meeting 2013: Introduction to the Special Issue. *Discourse Processes*, **2014**, 51, 357-358	2.1	
100	Assessing Lexical Proficiency Using Analytic Ratings: A Case for Collocation Accuracy. *Applied Linguistics*, **2014**, amt056	2.4	22
99	The Writing Pal Intelligent Tutoring System: Usability Testing and Development. *Computers and Composition*, **2014**, 34, 39-59	1.3	53
98	What Is Successful Writing? An Investigation Into the Multiple Ways Writers Can Write Successful Essays. *Written Communication*, **2014**, 31, 184-214	2.1	40
97	Coh-Metrix Measures Text Characteristics at Multiple Levels of Language and Discourse. *Elementary School Journal*, **2014**, 115, 210-229	1.1	68
96	Game-based practice versus traditional practice in computer-based writing strategy training: effects on motivation and achievement. *Educational Technology Research and Development*, **2014**, 62, 481-505	3.6	20
95	Does writing development equal writing quality? A computational investigation of syntactic complexity in L2 learners. *Journal of Second Language Writing*, **2014**, 26, 66-79	2.8	85
94	Reading comprehension components and their relation to writing. *Annee Psychologique*, **2014**, 114, 663-691	0.1	17
93	Automated Evaluation of Text and Discourse with Coh-Metrix **2014**,		255
92	Natural language processing in an intelligent writing strategy tutoring system. *Behavior Research Methods*, **2013**, 45, 499-515	6.1	73
91	Comparing count-based and band-based indices of word frequency: Implications for active vocabulary research and pedagogical applications. *System*, **2013**, 41, 965-981	3.5	38
90	The nature of mind wandering during reading varies with the cognitive control demands of the reading strategy. *Brain Research*, **2013**, 1539, 48-60	3.7	18
89	Predicting human judgments of essay quality in both integrated and independent second language writing samples: A comparison study. *Assessing Writing*, **2013**, 18, 218-238	2	81
88	The epistemic stance between the author and reader: A driving force in the cohesion of text and writing. *Discourse Studies*, **2013**, 15, 579-595	2	11

87	Writing pal: Feasibility of an intelligent writing strategy tutor in the high school classroom.. *Journal of Educational Psychology*, **2013**, 105, 1010-1025	5.3	75
86	Motivation and performance in a game-based intelligent tutoring system.. *Journal of Educational Psychology*, **2013**, 105, 1036-1049	5.3	105
85	The impact of individual differences on learning with an educational game and a traditional ITS. *International Journal of Learning Technology*, **2013**, 8, 315	0.5	8
84	Developing pedagogically-guided algorithms for intelligent writing feedback. *International Journal of Learning Technology*, **2013**, 8, 362	0.5	23
83	Feedback and Revising in an Intelligent Tutoring System for Writing Strategies. *Lecture Notes in Computer Science*, **2013**, 259-268	0.9	3
82	Using Automated Indices of Cohesion to Evaluate an Intelligent Tutoring System and an Automated Writing Evaluation System. *Lecture Notes in Computer Science*, **2013**, 269-278	0.9	11
81	Predicting the proficiency level of language learners using lexical indices. *Language Testing*, **2012**, 29, 243-263	1.7	49
80	The effect of metacomprehension judgment task on comprehension monitoring and metacognitive accuracy. *Metacognition and Learning*, **2012**, 7, 113-131	2.7	20
79	Predicting second language writing proficiency: the roles of cohesion and linguistic sophistication. *Journal of Research in Reading*, **2012**, 35, 115-135	2.1	103
78	Computer-based scaffolding to facilitate students' development of expertise in academic writing. *Journal of Research in Reading*, **2012**, 35, 136-152	2.1	13
77	Changing How Students Process and Comprehend Texts with Computer-Based Self-Explanation Training. *Journal of Educational Computing Research*, **2012**, 47, 429-459	3.8	10
76	Text simplification and comprehensible input: A case for an intuitive approach. *Language Teaching Research*, **2012**, 16, 89-108	3.3	29
75	Coh-Metrix **2012**, 188-205		31
74	Applying NLP Metrics to Students Self-Explanations **2012**, 261-275		3
73	The Writing-Pal **2012**, 298-311		11
72	The neural correlates of strategic reading comprehension: cognitive control and discourse comprehension. *NeuroImage*, **2011**, 58, 675-86	7.9	36
71	The Development of Writing Proficiency as a Function of Grade Level: A Linguistic Analysis. *Written Communication*, **2011**, 28, 282-311	2.1	76
70	Predicting lexical proficiency in language learner texts using computational indices. *Language Testing*, **2011**, 28, 561-580	1.7	71

69	Computational analyses of multilevel discourse comprehension. *Topics in Cognitive Science*, **2011**, 3, 371-98	2.5	125
68	Computational methods to extract meaning from text and advance theories of human cognition. *Topics in Cognitive Science*, **2011**, 3, 3-17	2.5	31
67	Understanding expert ratings of essay quality: Coh-Metrix analyses of first and second language writing. *International Journal of Continuing Engineering Education and Life-Long Learning*, **2011**, 21, 170	0.8	38
66	Shared features of L2 writing: Intergroup homogeneity and text classification. *Journal of Second Language Writing*, **2011**, 20, 271-285	2.8	17
65	What Is Lexical Proficiency? Some Answers From Computational Models of Speech Data. *TESOL Quarterly*, **2011**, 45, 182-193	2.1	47
64	The bit in the middle and why it's important: a computational analysis of the linguistic features of body paragraphs. *Behavior Research Methods*, **2011**, 43, 201-9	6.1	1
63	Measuring deep, reflective comprehension and learning strategies: challenges and successes. *Metacognition and Learning*, **2011**, 6, 195-203	2.7	40
62	Psycholinguistic word information in second language oral discourse. *Second Language Research*, **2011**, 27, 343-360	2.3	39
61	Coh-Metrix: Providing Multilevel Analyses of Text Characteristics. *Educational Researcher*, **2011**, 40, 223-234	4.3	289
60	Classifying paragraph types using linguistic features: Is paragraph positioning important?. *Journal of Writing Research*, **2011**, 3, 119-143	2.1	6
59	Strategies to read and learn: overcoming learning by consumption. *Medical Education*, **2010**, 44, 340-6	3.7	28
58	The Development of Polysemy and Frequency Use in English Second Language Speakers. *Language Learning*, **2010**, 60, 573-605	5.1	98
57	The linguistic correlates of conversational deception: Comparing natural language processing technologies. *Applied Psycholinguistics*, **2010**, 31, 439-462	1.4	34
56	Self-Regulated Learning in Learning Environments With Pedagogical Agents That Interact in Natural Language. *Educational Psychologist*, **2010**, 45, 234-244	6.8	90
55	Linguistic Features of Writing Quality. *Written Communication*, **2010**, 27, 57-86	2.1	205
54	Contributions of Self-Explanation to Comprehension of High- and Low-Cohesion Texts. *Discourse Processes*, **2010**, 47, 641-667	2.1	25
53	Coh-Metrix: Capturing Linguistic Features of Cohesion. *Discourse Processes*, **2010**, 47, 292-330	2.1	160
52	Assessing cognitively complex strategy use in an untrained domain. *Topics in Cognitive Science*, **2010**, 2, 127-37	2.5	27

51	The action dynamics of overcoming the truth. *Psychonomic Bulletin and Review*, **2010**, 17, 486-91	4.1	83
50	Intelligent Tutoring and Games (ITaG). *Advances in Game-based Learning Book Series*, **2010**, 44-65	0.5	31
49	The Efficacy of iSTART Extended Practice: Low Ability Students Catch Up. *Lecture Notes in Computer Science*, **2010**, 349-351	0.9	14
48	Chapter 9 Toward a Comprehensive Model of Comprehension. *Psychology of Learning and Motivation - Advances in Research and Theory*, **2009**, 297-384	1.4	333
47	Computational assessment of lexical differences in L1 and L2 writing. *Journal of Second Language Writing*, **2009**, 18, 119-135	2.8	94
46	Identification of Sentence-to-Sentence Relations Using a Textual Entailer. *Research on Language and Computation*, **2009**, 7, 209-229		6
45	Measuring L2 Lexical Growth Using Hypernymic Relationships. *Language Learning*, **2009**, 59, 307-334	5.1	60
44	The components of paraphrase evaluations. *Behavior Research Methods*, **2009**, 41, 682-90	6.1	18
43	Prior knowledge, reading skill, and text cohesion in the comprehension of science texts. *Learning and Instruction*, **2009**, 19, 228-242	5.8	210
42	A STUDY OF TEXTUAL ENTAILMENT. *International Journal on Artificial Intelligence Tools*, **2008**, 17, 659-685	0.9	18
41	Assessing L2 reading texts at the intermediate level: An approximate replication of Crossley, Louwerse, McCarthy & McNamara (2007). *Language Teaching*, **2008**, 41, 409-429	2.7	24
40	Differential Competencies Contributing to Children's Comprehension of Narrative and Expository Texts. *Reading Psychology*, **2008**, 29, 137-164	0.5	182
39	Assessing Text Readability Using Cognitively Based Indices. *TESOL Quarterly*, **2008**, 42, 475-493	2.1	113
38	Identifying topic sentencehood. *Behavior Research Methods*, **2008**, 40, 647-64	6.1	7
37	A Linguistic Analysis of Simplified and Authentic Texts. *Modern Language Journal*, **2007**, 91, 15-30	4.7	98
36	iSTART 2: improvements for efficiency and effectiveness. *Behavior Research Methods*, **2007**, 39, 224-32	6.1	9
35	Reversing the Reverse Cohesion Effect: Good Texts Can Be Better for Strategic, High-Knowledge Readers. *Discourse Processes*, **2007**, 43, 121-152	2.1	127
34	The Impact of Science Knowledge, Reading Skill, and Reading Strategy Knowledge on More Traditional "High-Stakes" Measures of High School Students' Science Achievement. *American Educational Research Journal*, **2007**, 44, 161-196	2.9	127

33	Influence of Question Format and Text Availability on the Assessment of Expository Text Comprehension. *Cognition and Instruction*, **2007**, 25, 399-438	2.3	69
32	Evaluating Self-Explanations in iSTART: Word Matching, Latent Semantic Analysis, and Topic Models **2007**, 91-106		2
31	Improving Adolescent Students' Reading Comprehension with Istart. *Journal of Educational Computing Research*, **2006**, 34, 147-171	3.8	112
30	Evaluating State-of-the-Art Treebank-style Parsers for Coh-Metrix and Other Learning Technology Environments. *Natural Language Engineering*, **2006**, 12, 131-144	1.1	9
29	Interference Timing and Acknowledgement Response with Voice and Datalink Atc Commands. *Proceedings of the Human Factors and Ergonomics Society*, **2006**, 50, 11-15	0.4	
28	Typing versus thinking aloud when reading: implications for computer-based assessment and training tools. *Behavior Research Methods*, **2006**, 38, 211-7	6.1	22
27	Scaffolding Deep Comprehension Strategies Through Point&Query, AutoTutor, and iSTART. *Educational Psychologist*, **2005**, 40, 225-234	6.8	175
26	Deep-Level Comprehension of Science Texts. *Topics in Language Disorders*, **2005**, 25, 65-83	1.3	112
25	Multimedia and Hypermedia Solutions for Promoting Metacognitive Engagement, Coherence, and Learning. *Journal of Educational Computing Research*, **2005**, 33, 1-29	3.8	32
24	Changes in Reading Strategies as a Function of Reading Training: A Comparison of Live and Computerized Training. *Journal of Educational Computing Research*, **2005**, 32, 185-208	3.8	48
23	Coh-metrix: analysis of text on cohesion and language. *Behavior Research Methods*, **2004**, 36, 193-202		584
22	Identifying reading strategies using latent semantic analysis: comparing semantic benchmarks. *Behavior Research Methods*, **2004**, 36, 213-21		20
21	iSTART: interactive strategy training for active reading and thinking. *Behavior Research Methods*, **2004**, 36, 222-33		143
20	SERT: Self-Explanation Reading Training. *Discourse Processes*, **2004**, 38, 1-30	2.1	267
19	Suppressing irrelevant information: knowledge activation or inhibition?. *Journal of Experimental Psychology: Learning Memory and Cognition*, **2004**, 30, 465-82	2.2	56
18	Aprender del texto: Efectos de la estructura textual y las estrategias del lector. *Revista Signos*, **2004**, 37,	0.6	7
17	Interference Effects on the Recall of Words Heard and Read: Considerations for ATC Communication. *Proceedings of the Human Factors and Ergonomics Society*, **2002**, 46, 392-396	0.4	0
16	Reading both high-coherence and low-coherence texts: effects of text sequence and prior knowledge. *Canadian Journal of Experimental Psychology*, **2001**, 55, 51-62	0.8	175

15	Working memory capacity and strategy use. *Memory and Cognition*, **2001**, 29, 10-7	2.2	183
14	A Procedural Explanation of the Generation Effect for Simple and Difficult Multiplication Problems and Answers. *Journal of Memory and Language*, **2000**, 43, 652-679	3.8	29
13	The Use of Latent Semantic Analysis as a Tool for the Quantitative Assessment of Understanding and Knowledge. *Journal of Educational Computing Research*, **2000**, 22, 1-36	3.8	25
12	Comprehension-Based Skill Acquisition. *Cognitive Science*, **2000**, 24, 1-52	2.2	12
11	Learning from texts: Effects of prior knowledge and text coherence. *Discourse Processes*, **1996**, 22, 247-288	2.8	434
10	Are Good Texts Always Better? Interactions of Text Coherence, Background Knowledge, and Levels of Understanding in Learning From Text. *Cognition and Instruction*, **1996**, 14, 1-43	2.3	773
9	Verbal learning and memory: does the modal model still work?. *Annual Review of Psychology*, **1996**, 47, 143-72	26.1	47
8	Effects of prior knowledge on the generation advantage: Calculators versus calculation to learn simple multiplication.. *Journal of Educational Psychology*, **1995**, 87, 307-318	5.3	18
7	The Long-Term Retention of Knowledge and Skills. *Psychology of Learning and Motivation - Advances in Research and Theory*, **1993**, 135-164	1.4	12
6	Effects of same-modality interference on immediate serial recall of auditory and visual information. *Journal of General Psychology*, **1992**, 119, 247-63	1	7
5	Prompt comprehension in UNIX command production. *Memory and Cognition*, **1992**, 20, 327-43	2.2	14
4	Game-Based Writing Strategy Practice with the Writing Pal. *Advances in Educational Technologies and Instructional Design Book Series*,1-20	0.3	4
3	A Generation Advantage for Multiplication Skill Training and Nonword Vocabulary Acquisition132-169		22
2	Cognition in Education		3
1	The early automated writing evaluation (eAWE) framework. *Assessment in Education*,1-33	1.3	