

Dayu Jiang

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/4342392/publications.pdf>

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26

papers

12,876

citations

394421

19

h-index

677142

22

g-index

26

all docs

26

docs citations

26

times ranked

5557

citing authors

#	ARTICLE	IF	CITATIONS
1	Cognitive Load Theory and the Format of Instruction. <i>Cognition and Instruction</i> , 1991, 8, 293-332.	2.9	1,872
2	Cognitive Load Theory and Instructional Design: Recent Developments. <i>Educational Psychologist</i> , 2003, 38, 1-4.	9.0	1,649
3	Cognitive Load Theory and Complex Learning: Recent Developments and Future Directions. <i>Educational Psychology Review</i> , 2005, 17, 147-177.	8.4	1,337
4	The Expertise Reversal Effect. <i>Educational Psychologist</i> , 2003, 38, 23-31.	9.0	1,301
5	Cognitive Load Theory. , 2011, , .		1,196
6	Element Interactivity and Intrinsic, Extraneous, and Germane Cognitive Load. <i>Educational Psychology Review</i> , 2010, 22, 123-138.	8.4	1,075
7	Why Some Material Is Difficult to Learn. <i>Cognition and Instruction</i> , 1994, 12, 185-233.	2.9	992
8	The Use of Worked Examples as a Substitute for Problem Solving in Learning Algebra. <i>Cognition and Instruction</i> , 1985, 2, 59-89.	2.9	859
9	Cognitive Architecture and Instructional Design: 20 Years Later. <i>Educational Psychology Review</i> , 2019, 31, 261-292.	8.4	701
10	THE SPLIT-ATTENTION EFFECT AS A FACTOR IN THE DESIGN OF INSTRUCTION. <i>British Journal of Educational Psychology</i> , 1992, 62, 233-246.	2.9	517
11	Levels of Expertise and Instructional Design. <i>Human Factors</i> , 1998, 40, 1-17.	3.5	336
12	An Evolutionary Upgrade of Cognitive Load Theory: Using the Human Motor System and Collaboration to Support the Learning of Complex Cognitive Tasks. <i>Educational Psychology Review</i> , 2012, 24, 27-45.	8.4	328
13	From Cognitive Load Theory to Collaborative Cognitive Load Theory. <i>International Journal of Computer-Supported Collaborative Learning</i> , 2018, 13, 213-233.	3.0	221
14	Cognitive Load Theory: Recent Theoretical Advances. , 2010, , 29-47.		167
15	Redundancy in foreign language reading comprehension instruction: Concurrent written and spoken presentations. <i>Learning and Instruction</i> , 2007, 17, 78-88.	3.2	84
16	Instructional Implications of David C. Geary's Evolutionary Educational Psychology. <i>Educational Psychologist</i> , 2008, 43, 214-216.	9.0	53
17	Collaborating with “familiar” strangers in mobile-assisted environments: The effect of socializing activities on learning EFL writing. <i>Computers and Education</i> , 2020, 150, 103841.	8.3	37
18	Improving Listening Skills in English as a Foreign Language by Reading Rather than Listening: A Cognitive Load Perspective. <i>Applied Cognitive Psychology</i> , 2012, 26, 391-402.	1.6	31

#	ARTICLE	IF	CITATIONS
19	Confirmatory Factor Analysis of Cognitive Load Ratings Supports a Two-Factor Model. The Quantitative Methods for Psychology, 2020, 16, 216-225.	0.9	31
20	Evaluating ELT multimedia courseware from the perspective of cognitive theory of multimedia learning. Computer Assisted Language Learning, 2017, 30, 726-744.	7.1	26
21	The Curious Case of Improving Foreign Language Listening Skills by Reading Rather than Listening: an Expertise Reversal Effect. Educational Psychology Review, 2018, 30, 1139-1165.	8.4	25
22	Altering element interactivity and variability in example-practice sequences to enhance learning to write Chinese characters. Applied Cognitive Psychology, 2020, 34, 837-843.	1.6	17
23	Comparing face-to-face and computer-mediated collaboration when teaching EFL writing skills. Educational Psychology, 2021, 41, 5-24.	2.7	12
24	The advantages of listening to academic content in a second language may be outweighed by disadvantages: A cognitive load theory approach. British Journal of Educational Psychology, 2022, 92, 627-644.	2.9	4
25	The Redundancy Principle in Multimedia Learning. , 2021, , 212-220.		3
26	The Transient Information Principle in Multimedia Learning. , 2021, , 268-274.		2