

David R Shanks

List of Publications by Year in descending order

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204
papers

13,072
citations

18482

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216
all docs

216
docs citations

216
times ranked

6405
citing authors

#	ARTICLE	IF	CITATIONS
1	Mind the Gap Between Comprehension and Metacomprehension: Meta-Analysis of Metacomprehension Accuracy and Intervention Effectiveness. <i>Review of Educational Research</i> , 2023, 93, 143-194.	7.5	9
2	Raising awareness about measurement error in research on unconscious mental processes. <i>Psychonomic Bulletin and Review</i> , 2022, 29, 21-43.	2.8	17
3	Testing potential mechanisms underlying test-potentiated new learning.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2022, 48, 1127-1143.	0.9	13
4	When judging what you know changes what you really know: Soliciting metamemory judgments reactively enhances children's learning. <i>Child Development</i> , 2022, 93, 405-417.	3.0	12
5	Is probabilistic cuing of visual search an inflexible attentional habit? A meta-analytic review. <i>Psychonomic Bulletin and Review</i> , 2022, 29, 521-529.	2.8	2
6	Heterogeneity and Publication Bias in Research on Test-Potentiated New Learning. <i>Collabra: Psychology</i> , 2022, 8, .	1.8	5
7	Long-Lasting Effects of an Instructional Intervention on Interleaving Preference in Inductive Learning and Transfer. <i>Educational Psychology Review</i> , 2022, 34, 1679-1707.	8.4	5
8	The Pervasive Problem of <i>Post Hoc</i> Data Selection in Studies on Unconscious Processing. <i>Experimental Psychology</i> , 2022, 69, 1-11.	0.7	12
9	The role of working memory in contextual cuing of visual attention. <i>Cortex</i> , 2022, 154, 287-298.	2.4	2
10	Publication bias casts doubt on implicit processing in inattention blindness. <i>Neuroscience and Biobehavioral Reviews</i> , 2022, 140, 104775.	6.1	2
11	Sustained Attention, Not Procedural Learning, is a Predictor of Reading, Language and Arithmetic Skills in Children. <i>Scientific Studies of Reading</i> , 2021, 25, 47-63.	2.0	16
12	There is more to contextual cuing than meets the eye: Improving visual search without attentional guidance toward predictable target locations.. <i>Journal of Experimental Psychology: Human Perception and Performance</i> , 2021, 47, 116-120.	0.9	5
13	Testing (quizzing) boosts classroom learning: A systematic and meta-analytic review.. <i>Psychological Bulletin</i> , 2021, 147, 399-435.	6.1	104
14	Examining the relationship between processing fluency and memory for source information. <i>Royal Society Open Science</i> , 2021, 8, 190430.	2.4	0
15	Correlation analysis to investigate unconscious mental processes: A critical appraisal and mini-tutorial. <i>Cognition</i> , 2021, 212, 104667.	2.2	15
16	The Challenge of Inferring Unconscious Mental Processes. <i>Experimental Psychology</i> , 2021, 68, 113-129.	0.7	13
17	How to assess the contributions of processing fluency and beliefs to the formation of judgments of learning: methods and pitfalls. <i>Metacognition and Learning</i> , 2021, 16, 319-343.	2.7	15
18	Publication bias and low power in field studies on goal priming. <i>Royal Society Open Science</i> , 2021, 8, 210544.	2.4	3

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19	Consensus-based guidance for conducting and reporting multi-analyst studies. <i>ELife</i> , 2021, 10, .	6.0	22
20	Improving research quality: the view from the UK Reproducibility Network institutional leads for research improvement. <i>BMC Research Notes</i> , 2021, 14, 458.	1.4	8
21	A consensus-based transparency checklist. <i>Nature Human Behaviour</i> , 2020, 4, 4-6.	12.0	79
22	Aging Predicts Decline in Explicit and Implicit Memory: A Life-Span Study. <i>Psychological Science</i> , 2020, 31, 1071-1083.	3.3	11
23	Do working memory capacity and test anxiety modulate the beneficial effects of testing on new learning?. <i>Journal of Experimental Psychology: Applied</i> , 2020, 26, 724-738.	1.2	8
24	Unconscious or underpowered? Probabilistic cuing of visual attention.. <i>Journal of Experimental Psychology: General</i> , 2020, 149, 160-181.	2.1	46
25	Probabilistic cuing of visual search: Neither implicit nor inflexible.. <i>Journal of Experimental Psychology: Human Perception and Performance</i> , 2020, 46, 1222-1234.	0.9	11
26	Do Incidental Environmental Anchors Bias Consumersâ€™ Price Estimations?. <i>Collabra: Psychology</i> , 2020, 6, .	1.8	6
27	Dissociable learning processes, associative theory, and testimonial reviews: A comment on Smith and Church (2018). <i>Psychonomic Bulletin and Review</i> , 2019, 26, 1988-1993.	2.8	6
28	Procedural and declarative learning in dyslexia. <i>Dyslexia</i> , 2019, 25, 246-255.	1.5	10
29	The procedural deficit hypothesis of language learning disorders: We still see some serious problems. <i>Developmental Science</i> , 2019, 22, e12813.	2.4	4
30	The forward effects of testing transfer to different domains of learning.. <i>Journal of Educational Psychology</i> , 2019, 111, 809-826.	2.9	19
31	Still no evidence that risk-taking and consumer choices can be primed by mating motives: Reply to Sundie, Beal, Neuberg, and Kenrick (2019).. <i>Journal of Experimental Psychology: General</i> , 2019, 148, e12-e22.	2.1	3
32	The benefit of generating errors during learning: What is the locus of the effect?. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2019, 45, 1023-1041.	0.9	48
33	Registered Replication Report: Dijksterhuis and van Knippenberg (1998). <i>Perspectives on Psychological Science</i> , 2018, 13, 268-294.	9.0	46
34	Enhancing learning and retrieval of new information: a review of the forward testing effect. <i>Npj Science of Learning</i> , 2018, 3, 8.	2.8	62
35	The procedural learning deficit hypothesis of language learning disorders: we see some problems. <i>Developmental Science</i> , 2018, 21, e12552.	2.4	90
36	Post-retrieval Tetris should not be likened to a â€œcognitive vaccineâ€™. <i>Molecular Psychiatry</i> , 2018, 23, 1972-1973.	7.9	4

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37	The anchoring effect in metamemory monitoring. <i>Memory and Cognition</i> , 2018, 46, 384-397.	1.6	15
38	Perceptual fluency affects judgments of learning: The font size effect. <i>Journal of Memory and Language</i> , 2018, 99, 99-110.	2.1	43
39	The forward testing effect: Interim testing enhances inductive learning.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2018, 44, 485-492.	0.9	19
40	Overt attention in contextual cuing of visual search is driven by the attentional set, but not by the predictiveness of distractors.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2018, 44, 707-721.	0.9	14
41	Testing the controllability of contextual cuing of visual search. <i>Scientific Reports</i> , 2017, 7, 39645.	3.3	5
42	Does study duration have opposite effects on recognition and repetition priming?. <i>Journal of Memory and Language</i> , 2017, 97, 154-174.	2.1	11
43	Regressive research: The pitfalls of post hoc data selection in the study of unconscious mental processes. <i>Psychonomic Bulletin and Review</i> , 2017, 24, 752-775.	2.8	108
44	The forward testing effect on self-regulated study time allocation and metamemory monitoring.. <i>Journal of Experimental Psychology: Applied</i> , 2017, 23, 263-277.	1.2	22
45	Misunderstanding the behavior priming controversy: Comment on Payne, Brown-Iannuzzi, and Loersch (2016).. <i>Journal of Experimental Psychology: General</i> , 2017, 146, 1216-1222.	2.1	2
46	Metacognitive unawareness of the errorful generation benefit and its effects on self-regulated learning.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2017, 43, 1073-1092.	0.9	41
47	Reply to Walker and Stickgold: Proposed boundary conditions on memory reconsolidation will require empirical verification. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2016, 113, E3993-4.	7.1	7
48	Postretrieval new learning does not reliably induce human memory updating via reconsolidation. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2016, 113, 5206-5211.	7.1	66
49	Selection bias, vote counting, and money-priming effects: A comment on Rohrer, Pashler, and Harris (2015) and Vohs (2015).. <i>Journal of Experimental Psychology: General</i> , 2016, 145, 655-663.	2.1	42
50	Underpowered samples, false negatives, and unconscious learning. <i>Psychonomic Bulletin and Review</i> , 2016, 23, 87-102.	2.8	185
51	Configural learning in contextual cuing of visual search.. <i>Journal of Experimental Psychology: Human Perception and Performance</i> , 2016, 42, 1173-1185.	0.9	8
52	Romance, risk, and replication: Can consumer choices and risk-taking be primed by mating motives?. <i>Journal of Experimental Psychology: General</i> , 2015, 144, e142-e158.	2.1	64
53	Saliency Not Status: How Category Labels Influence Feature Inference. <i>Cognitive Science</i> , 2015, 39, 1594-1621.	1.7	5
54	A critical review and meta-analysis of the unconscious thought effect in medical decision making. <i>Frontiers in Psychology</i> , 2015, 6, 636.	2.1	15

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55	Can lies be detected unconsciously?. <i>Frontiers in Psychology</i> , 2015, 6, 1221.	2.1	9
56	Concept Learning and Representation: Models. , 2015, , 538-541.		1
57	A simple algorithm for the offline recalibration of eye-tracking data through best-fitting linear transformation. <i>Behavior Research Methods</i> , 2015, 47, 1365-1376.	4.0	25
58	Pre-exposure of repeated search configurations facilitates subsequent contextual cuing of visual search.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2015, 41, 348-362.	0.9	34
59	Don't bet on it! Wagering as a measure of awareness in decision making under uncertainty.. <i>Journal of Experimental Psychology: General</i> , 2014, 143, 2111-2134.	2.1	21
60	The primacy of conscious decision making. <i>Behavioral and Brain Sciences</i> , 2014, 37, 45-61.	0.7	2
61	The benefit of generating errors during learning.. <i>Journal of Experimental Psychology: General</i> , 2014, 143, 644-667.	2.1	112
62	Unconscious influences on decision making: A critical review. <i>Behavioral and Brain Sciences</i> , 2014, 37, 1-19.	0.7	417
63	Prime Numbers: Anchoring and its Implications for Theories of Behavior Priming. <i>Social Cognition</i> , 2014, 32, 88-108.	0.9	26
64	A Single-System Model Predicts Recognition Memory and Repetition Priming in Amnesia. <i>Journal of Neuroscience</i> , 2014, 34, 10963-10974.	3.6	16
65	To simulate or not? Comment on Steingroever, Wetzels, and Wagenmakers (2014).. <i>Decision</i> , 2014, 1, 184-191.	0.5	6
66	An effect of age on implicit memory that is not due to explicit contamination: Implications for single and multiple-systems theories.. <i>Psychology and Aging</i> , 2013, 28, 429-442.	1.6	26
67	Instance memorization and category influence: Challenging the evidence for multiple systems in category learning. <i>Quarterly Journal of Experimental Psychology</i> , 2013, 66, 1204-1226.	1.1	1
68	Priming Intelligent Behavior: An Elusive Phenomenon. <i>PLoS ONE</i> , 2013, 8, e56515.	2.5	168
69	Age effects on explicit and implicit memory. <i>Frontiers in Psychology</i> , 2013, 4, 639.	2.1	43
70	Models of recognition, repetition priming, and fluency: Exploring a new framework.. <i>Psychological Review</i> , 2012, 119, 40-79.	3.8	91
71	Investigating cue competition in contextual cuing of visual search.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2012, 38, 709-725.	0.9	18
72	Can testing immunize memories against interference?. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2012, 38, 1780-1785.	0.9	48

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73	Are there multiple memory systems? Tests of models of implicit and explicit memory. Quarterly Journal of Experimental Psychology, 2012, 65, 1449-1474.	1.1	42
74	Out of control: An associative account of congruency effects in sequence learning. Consciousness and Cognition, 2012, 21, 413-421.	1.5	3
75	"Can 'pure' implicit memory be isolated? A test of a single-system model of recognition and repetition priming": Correction to Berry et al. (2010).. Canadian Journal of Experimental Psychology, 2011, 65, 37-37.	0.8	0
76	Is everyone Bayes? On the testable implications of Bayesian Fundamentalism " Erratum. Behavioral and Brain Sciences, 2011, 34, 291-291.	0.7	0
77	Is everyone Bayes? On the testable implications of Bayesian Fundamentalism. Behavioral and Brain Sciences, 2011, 34, 213-214.	0.7	1
78	Aging and implicit learning: Explorations in contextual cuing.. Psychology and Aging, 2011, 26, 127-132.	1.6	21
79	Empirical Tests of a Fast-and-Frugal Heuristic: Not Everyone "Takes-the-Best", 2011, , 383-397.		0
80	Learning in a changing environment.. Journal of Experimental Psychology: General, 2010, 139, 266-298.	2.1	54
81	Featural selective attention, exemplar representation, and the inverse base-rate effect. Psychonomic Bulletin and Review, 2010, 17, 637-643.	2.8	8
82	Models of probabilistic category learning in Parkinson's disease: Strategy use and the effects of L-dopa. Journal of Mathematical Psychology, 2010, 54, 123-136.	1.8	18
83	Rapid induction of false memory for pictures. Memory, 2010, 18, 533-542.	1.7	13
84	Can 'pure' implicit memory be isolated? A test of a single-system model of recognition and repetition priming.. Canadian Journal of Experimental Psychology, 2010, 64, 241-255.	0.8	17
85	Learning: From Association to Cognition. Annual Review of Psychology, 2010, 61, 273-301.	17.7	217
86	The Effectiveness of Feedback in Multiple-Cue Probability Learning. Quarterly Journal of Experimental Psychology, 2009, 62, 890-908.	1.1	15
87	The associative nature of human associative learning. Behavioral and Brain Sciences, 2009, 32, 225-226.	0.7	1
88	Learning strategies in amnesia. Neuroscience and Biobehavioral Reviews, 2008, 32, 292-310.	6.1	61
89	Awareness in contextual cuing with extended and concurrent explicit tests. Memory and Cognition, 2008, 36, 403-415.	1.6	155
90	Perceptual representations in false recognition and priming of pictures. Memory and Cognition, 2008, 36, 1415-1428.	1.6	8

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91	A unitary signal-detection model of implicit and explicit memory. Trends in Cognitive Sciences, 2008, 12, 367-373.	7.8	52
92	Representational flexibility and the challenge to elemental theories of learning: Response to commentaries. Behavioural Processes, 2008, 77, 451-453.	1.1	9
93	Stimulus coding in human associative learning: Flexible representations of parts and wholes. Behavioural Processes, 2008, 77, 413-427.	1.1	91
94	Driven by power? Probe question and presentation format effects on causal judgment.. Journal of Experimental Psychology: Learning Memory and Cognition, 2008, 34, 1482-1494.	0.9	9
95	A single-system account of the relationship between priming, recognition, and fluency.. Journal of Experimental Psychology: Learning Memory and Cognition, 2008, 34, 97-111.	0.9	54
96	Through the looking glass: a dynamic lens model approach to multiple cue probability learning. , 2008, , 409-430.		2
97	Recognising what you like: Examining the relation between the mere-exposure effect and recognition. European Journal of Cognitive Psychology, 2007, 19, 103-118.	1.3	43
98	Disrupted prediction-error signal in psychosis: evidence for an associative account of delusions. Brain, 2007, 130, 2387-2400.	7.6	368
99	Dual concerns with the dualist approach. Behavioral and Brain Sciences, 2007, 30, 271-272.	0.7	0
100	Associationism and cognition: Human contingency learning at 25. Quarterly Journal of Experimental Psychology, 2007, 60, 291-309.	1.1	128
101	Paradoxical effects of base rates and representation in category learning. Memory and Cognition, 2007, 35, 1365-1379.	1.6	10
102	Challenging the role of implicit processes in probabilistic category learning. Psychonomic Bulletin and Review, 2007, 14, 505-511.	2.8	72
103	Models of covariation-based causal judgment: A review and synthesis. Psychonomic Bulletin and Review, 2007, 14, 577-596.	2.8	88
104	Summation in Causal Learning: Elemental processing or Configural Generalization?. Quarterly Journal of Experimental Psychology, 2006, 59, 1524-1534.	1.1	18
105	Bayesian associative learning. Trends in Cognitive Sciences, 2006, 10, 477-478.	7.8	6
106	The Comparator Theory Fails to Account for the Selective Role of Within-Compound Associations in Cue-Selection Effects. Experimental Psychology, 2006, 53, 316-320.	0.7	12
107	Insight and strategy in multiple-cue learning.. Journal of Experimental Psychology: General, 2006, 135, 162-183.	2.1	110
108	Sequence learning and selection difficulty.. Journal of Experimental Psychology: Human Perception and Performance, 2006, 32, 287-299.	0.9	25

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109	On the relationship between repetition priming and recognition memory: Insights from a computational model. <i>Journal of Memory and Language</i> , 2006, 55, 515-533.	2.1	39
110	Attention modulates the learning of multiple contingencies. <i>Psychonomic Bulletin and Review</i> , 2006, 13, 643-648.	2.8	35
111	Complex Choices Better Made Unconsciously?. <i>Science</i> , 2006, 313, 760-761.	12.6	84
112	Disruption of Sequential Priming in Organic and Pharmacological Amnesia: A Role for the Medial Temporal Lobes in Implicit Contextual Learning. <i>Neuropsychopharmacology</i> , 2006, 31, 1768-1776.	5.4	25
113	On the status of unconscious memory: Merikle and Reingold (1991) revisited.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2006, 32, 925-934.	0.9	23
114	Frontal Responses During Learning Predict Vulnerability to the Psychotogenic Effects of Ketamine. <i>Archives of General Psychiatry</i> , 2006, 63, 611.	12.3	169
115	Short article: Conformity to the power PC theory of causal induction depends on the type of probe question. <i>Quarterly Journal of Experimental Psychology</i> , 2006, 59, 225-232.	1.1	22
116	Individual differences in causal learning and decision making. <i>Acta Psychologica</i> , 2005, 120, 93-112.	1.5	9
117	Prior experience can influence whether the whole is different from the sum of its parts. <i>Learning and Motivation</i> , 2005, 36, 20-41.	1.2	21
118	Attentional load and implicit sequence learning. <i>Psychological Research</i> , 2005, 69, 369-382.	1.7	97
119	Evidence for Rule-Based Processes in the Inverse Base-Rate Effect. <i>Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology</i> , 2005, 58, 789-815.	2.3	25
120	Dissociation Between Judgments and Outcome-Expectancy Measures in Covariation Learning: A Signal Detection Theory Approach.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2005, 31, 1105-1120.	0.9	58
121	Implicit Learning., 2005, , 203-221.		36
122	The Role of the Lateral Frontal Cortex in Causal Associative Learning: Exploring Preventative and Super-learning. <i>Cerebral Cortex</i> , 2004, 14, 872-880.	2.9	86
123	Past experience influences the processing of stimulus compounds in human Pavlovian conditioning. <i>Learning and Motivation</i> , 2004, 35, 167-188.	1.2	15
124	Search strategies in decision making: the success of ϵ -greedy. <i>Journal of Behavioral Decision Making</i> , 2004, 17, 117-137.	1.7	98
125	Intentional Control and Implicit Sequence Learning.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2004, 30, 354-369.	0.9	164
126	Prediction Error during Retrospective Revaluation of Causal Associations in Humans. <i>Neuron</i> , 2004, 44, 877-888.	8.1	82

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127	On the Role of Recognition in Decision Making.. Journal of Experimental Psychology: Learning Memory and Cognition, 2004, 30, 923-935.	0.9	51
128	Within-compound associations in retrospective reevaluation and in direct learning: A challenge for comparator theory. Quarterly Journal of Experimental Psychology Section B: Comparative and Physiological Psychology, 2004, 57, 25-53.	2.8	67
129	Subjective measures of awareness and implicit cognition. Memory and Cognition, 2003, 31, 1060-1071.	1.6	117
130	Empirical tests of a fast-and-frugal heuristic: Not everyone "takes-the-best". Organizational Behavior and Human Decision Processes, 2003, 91, 82-96.	2.5	171
131	The influence of hierarchy on probability judgment. Cognition, 2003, 89, 157-178.	2.2	21
132	Does opposition logic provide evidence for conscious and unconscious processes in artificial grammar learning?. Consciousness and Cognition, 2003, 12, 201-218.	1.5	31
133	Normative and Descriptive Accounts of the Influence of Power and Contingency on Causal Judgement. Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology, 2003, 56, 977-1007.	2.3	40
134	Neuronal correlates of familiarity-driven decisions in artificial grammar learning. NeuroReport, 2003, 14, 131-136.	1.2	26
135	Relationship between priming and recognition in deterministic and probabilistic sequence learning.. Journal of Experimental Psychology: Learning Memory and Cognition, 2003, 29, 248-261.	0.9	107
136	Take the best or look at the rest? Factors influencing "one-reason" decision making.. Journal of Experimental Psychology: Learning Memory and Cognition, 2003, 29, 53-65.	0.9	185
137	Recollection, Fluency, and the Explicit/Implicit Distinction in Artificial Grammar Learning.. Journal of Experimental Psychology: General, 2003, 132, 551-565.	2.1	63
138	Neuropsychological dissociations between priming and recognition: A single-system connectionist account.. Psychological Review, 2003, 110, 728-744.	3.8	75
139	Attention and awareness in "implicit" sequence learning. Advances in Consciousness Research, 2003, , 11-42.	0.2	37
140	The role of awareness in Pavlovian conditioning: Empirical evidence and theoretical implications.. Journal of Experimental Psychology, 2002, 28, 3-26.	1.7	453
141	Autonomic and eyeblink conditioning are closely related to contingency awareness: Reply to Wiens and Åhman (2002) and Manns et al (2002).. Journal of Experimental Psychology, 2002, 28, 38-42.	1.7	23
142	Mechanisms of predictive and diagnostic causal induction.. Journal of Experimental Psychology, 2002, 28, 331-346.	1.7	27
143	Is implicit learning spared in amnesia?. Neuropsychologia, 2002, 40, 2185-2197.	1.6	37
144	Probability judgment in hierarchical learning: a conflict between predictiveness and coherence. Cognition, 2002, 83, 81-112.	2.2	66

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145	A re-examination of probability matching and rational choice. <i>Journal of Behavioral Decision Making</i> , 2002, 15, 233-250.	1.7	209
146	A re-examination of melioration and rational choice. <i>Journal of Behavioral Decision Making</i> , 2002, 15, 291-311.	1.7	38
147	Effects of a secondary task on "implicit" sequence learning: learning or performance?. <i>Psychological Research</i> , 2002, 66, 99-109.	1.7	70
148	Momentary and integrative response strategies in causal judgment. <i>Memory and Cognition</i> , 2002, 30, 1138-1147.	1.6	104
149	Dissociation between priming and recognition in the expression of sequential knowledge. <i>Psychonomic Bulletin and Review</i> , 2002, 9, 362-367.	2.8	73
150	Tests of the Power PC Theory of Causal Induction with Negative Contingencies. <i>Experimental Psychology</i> , 2002, 49, 81-88.	0.7	9
151	Challenging the Assumptions of Learning Theory. <i>PsycCritiques</i> , 2002, 47, 749-751.	0.0	0
152	The role of awareness in Pavlovian conditioning: empirical evidence and theoretical implications. <i>Journal of Experimental Psychology</i> , 2002, 28, 3-26.	1.7	258
153	Autonomic and eyeblink conditioning are closely related to contingency awareness: reply to Wiens and Ohman (2002) and Manns et al. (2002). <i>Journal of Experimental Psychology</i> , 2002, 28, 38-42.	1.7	11
154	Mechanisms of predictive and diagnostic causal induction. <i>Journal of Experimental Psychology</i> , 2002, 28, 331-46.	1.7	20
155	Autonomic and eyeblink conditioning are closely related to contingency awareness: Reply to Wiens and Åhman (2002) and Manns et al (2002).. <i>Journal of Experimental Psychology</i> , 2002, 28, 38-42.	1.7	1
156	Models of Animal Learning and Their Relations to Human Learning. , 2001, , 589-611.		7
157	Abstractionist and Processing Accounts of Implicit Learning. <i>Cognitive Psychology</i> , 2001, 42, 61-112.	2.2	90
158	Responses of human frontal cortex to surprising events are predicted by formal associative learning theory. <i>Nature Neuroscience</i> , 2001, 4, 1043-1048.	14.8	205
159	Amnesia and the Declarative/Nondeclarative Distinction: A Recurrent Network Model of Classification, Recognition, and Repetition Priming. <i>Journal of Cognitive Neuroscience</i> , 2001, 13, 648-669.	2.3	112
160	Is causal induction based on causal power? Critique of Cheng (1997).. <i>Psychological Review</i> , 2000, 107, 195-212.	3.8	127
161	Sub-optimal reasons for rejecting optimality. <i>Behavioral and Brain Sciences</i> , 2000, 23, 761-762.	0.7	10
162	The Effect of Mental Practice on Performance in a Sequential Reaction Time Task. <i>Journal of Motor Behavior</i> , 2000, 32, 305-313.	0.9	24

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163	Two mechanisms in implicit artificial grammar learning? Comment on Meulemans and Van der Linden (1997).. Journal of Experimental Psychology: Learning Memory and Cognition, 1999, 25, 524-531.	0.9	62
164	Evaluating the relationship between explicit and implicit knowledge in a sequential reaction time task.. Journal of Experimental Psychology: Learning Memory and Cognition, 1999, 25, 1435-1451.	0.9	90
165	Feature- and rule-based generalization in human associative learning.. Journal of Experimental Psychology, 1998, 24, 405-415.	1.7	115
166	Effects of trial order on contingency judgments: A comparison of associative and probabilistic contrast accounts.. Journal of Experimental Psychology: Learning Memory and Cognition, 1998, 24, 672-694.	0.9	92
167	Configural processes in human associative learning.. Journal of Experimental Psychology: Learning Memory and Cognition, 1998, 24, 1353-1378.	0.9	69
168	Resistance to interference in human associative learning: Evidence of configural processing.. Journal of Experimental Psychology, 1998, 24, 136-150.	1.7	27
169	Abstraction Processes in Artificial Grammar Learning. Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology, 1997, 50, 216-252.	2.3	67
170	Do General Practitioner Attitudes and Characteristics of their Practices Explain Patterns of Specialist Referral?. European Journal of General Practice, 1997, 3, 143-147.	2.0	7
171	Dissociating Long-term Memory Systems: Comment on Nyberg and Tulving (1996). European Journal of Cognitive Psychology, 1997, 9, 111-120.	1.3	5
172	Abstraction Processes in Artificial Grammar Learning. Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology, 1997, 50, 216-252.	2.3	21
173	Implicit learning from an information processing standpoint. , 1997, , 162-194.		20
174	Implicit learning: What does it all mean?. Behavioral and Brain Sciences, 1996, 19, 557-558.	0.7	1
175	Distinguishing Associative and Probabilistic Contrast Theories of Human Contingency Judgment. Psychology of Learning and Motivation - Advances in Research and Theory, 1996, , 265-311.	1.1	52
176	Causal order does not affect cue selection in human associative learning. Memory and Cognition, 1996, 24, 511-522.	1.6	56
177	Instrumental action and causal representation. , 1996, , 5-25.		52
178	Is Human Learning Rational?. Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology, 1995, 48, 257-279.	2.3	92
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