

Virginia Clinton

List of Publications by Year in Descending Order

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

38
papers

377
citations

10
h-index

18
g-index

46
ext. papers

527
ext. citations

2
avg, IF

5.1
L-index

#	Paper	IF	Citations
38	Designing and Using Online Discussions to Promote Social Justice and Equity 2022 , 15-43		1
37	Reading medium and interest: effects and interactions. <i>Educational Psychology</i> , 2022 , 42, 142-162	2.2	1
36	Stop multitasking and just read: meta-analyses of multitasking's effects on reading performance and reading time. <i>Journal of Research in Reading</i> , 2021 , 44, 787	2.1	2
35	Open Educational Resources as Tools to Foster Equity 2021 , 317-337		3
34	Let Students Choose: Examining the Impact of Open Educational Resources on Performance in General Chemistry. <i>Journal of Chemical Education</i> , 2021 , 98, 745-755	2.4	2
33	Modeling E-Textbook Tools or Encouraging Reading from Paper: What are the Effects on Medium Choice and Textbook Use?. <i>College Teaching</i> , 2020 , 68, 221-227	0.7	2
32	Inferential comprehension differences between narrative and expository texts: a systematic review and meta-analysis. <i>Reading and Writing</i> , 2020 , 33, 2223-2248	2.1	13
31	Improving student attitudes toward discussion boards using a brief motivational intervention.. <i>Scholarship of Teaching and Learning in Psychology</i> , 2020 , 6, 301-315	1.6	4
30	Student attitudes toward group discussions. <i>Active Learning in Higher Education</i> , 2020 , 21, 154-164	2.6	6
29	Efficacy of Open Textbook Adoption on Learning Performance and Course Withdrawal Rates: A Meta-Analysis. <i>AERA Open</i> , 2019 , 5, 233285841987221	2.2	20
28	Embodied truths: How dynamic gestures and speech contribute to mathematical proof practices. <i>Contemporary Educational Psychology</i> , 2019 , 58, 44-57	5.6	6
27	The effect of language modification of mathematics story problems on problem-solving in online homework. <i>Instructional Science</i> , 2019 , 47, 499-529	2	5
26	Interest-enhancing approaches to mathematics curriculum design: Illustrations and personalization. <i>Journal of Educational Research</i> , 2019 , 112, 495-511	1.1	9
25	More than chalkboards: classroom spaces and collaborative learning attitudes. <i>Learning Environments Research</i> , 2019 , 22, 325-344	2.1	11
24	Demonstration of an Innovative Reading Comprehension Diagnostic Tool. <i>Lecture Notes in Computer Science</i> , 2019 , 769-772	0.9	
23	Comparing Student Learning From and Perceptions of Open and Commercial Textbook Excerpts: A Randomized Experiment. <i>Frontiers in Education</i> , 2019 , 4,	2.1	3
22	A Comparison of Two In-Class Anxiety Reduction Exercises Before a Final Exam. <i>Teaching of Psychology</i> , 2019 , 46, 92-95	0.7	1

21	Reading from paper compared to screens: A systematic review and meta-analysis. <i>Journal of Research in Reading</i> , 2019 , 42, 288-325	2.1	102
20	Cost, Outcomes, Use, and Perceptions of Open Educational Resources in Psychology: A Narrative Review of the Literature. <i>Psychology Learning and Teaching</i> , 2019 , 18, 4-20	1.3	11
19	Do Mindful Breathing Exercises Benefit Reading Comprehension? A Brief Report. <i>Journal of Cognitive Enhancement: Towards the Integration of Theory and Practice</i> , 2018 , 2, 305-310	2.4	8
18	Savings without sacrifice: a case report on open-source textbook adoption. <i>Open Learning</i> , 2018 , 33, 177-189	1.4	19
17	Reflections versus Extended Quizzes: Which is Better for Student Learning and Self-Regulation?. <i>Journal of the Scholarship of Teaching and Learning</i> , 2018 , 18, 1-10	1.8	2
16	How Readability Factors Are Differentially Associated With Performance for Students of Different Backgrounds When Solving Mathematics Word Problems. <i>American Educational Research Journal</i> , 2018 , 55, 362-414	2.9	10
15	What We Say and How We Do: Action, Gesture, and Language in Proving. <i>Journal for Research in Mathematics Education</i> , 2017 , 48, 248-260	1.2	10
14	When Do Comprehender Groups Differ? A Moment-by-Moment Analysis of Think-Aloud Protocols of Good and Poor Comprehenders. <i>Reading Psychology</i> , 2017 , 38, 39-70	0.5	10
13	How Revisions to Mathematical Visuals Affect Cognition. <i>Advances in Educational Technologies and Instructional Design Book Series</i> , 2017 , 195-218	0.3	5
12	Linguistic Markers of Inference Generation While Reading. <i>Journal of Psycholinguistic Research</i> , 2016 , 45, 553-74	1	4
11	Learning about Probability from Text and Tables: Do Color Coding and Labeling through an Interactive-user Interface Help?. <i>Applied Cognitive Psychology</i> , 2016 , 30, 440-453	2.1	6
10	Learning About Posterior Probability: Do Diagrams and Elaborative Interrogation Help?. <i>Journal of Experimental Education</i> , 2016 , 84, 579-599	1.3	9
9	Examining Associations Between Reading Motivation and Inference Generation Beyond Reading Comprehension Skill. <i>Reading Psychology</i> , 2015 , 36, 473-498	0.5	12
8	How readability and topic incidence relate to performance on mathematics story problems in computer-based curricula.. <i>Journal of Educational Psychology</i> , 2015 , 107, 1051-1074	5.3	18
7	The relationship between students' preferred approaches to learning and behaviors during learning: An examination of the process stage of the 3P model. <i>Instructional Science</i> , 2014 , 42, 817-837	2	14
6	Gender differences in inference generation by fourth-grade students. <i>Journal of Research in Reading</i> , 2014 , 37, 356-374	2.1	10
5	Interest, inferences, and learning from texts. <i>Learning and Individual Differences</i> , 2012 , 22, 650-663	3.1	34
4	Interactive features of E-texts' effects on learning: a systematic review and meta-analysis. <i>Interactive Learning Environments</i> , 1-16	3.1	3

3	Listening Ears or Reading Eyes: A Meta-Analysis of Reading and Listening Comprehension Comparisons. <i>Review of Educational Research</i> ,003465432110608	10.3	○
2	Performance on Reading Comprehension Assessments and College Achievement: A Meta-Analysis. <i>Journal of College Reading and Learning</i> ,1-21	0.4	○
1	How Does OER Efficacy Vary Based on Student Age and Course Modality? A Multi-institutional Analysis. <i>American Journal of Distance Education</i> ,1-17	3.4	