

Gabriele Wulf

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.

152
papers

13,054
citations

63
h-index

112
g-index

153
ext. papers

14,483
ext. citations

2.4
avg, IF

6.97
L-index

#	Paper	IF	Citations
152	Bullseye: Effects of autonomy support and enhanced expectancies on dart throwing. <i>International Journal of Sports Science and Coaching</i> , 2021 , 16, 317-323	1.8	1
151	Superiority of external attentional focus for motor performance and learning: Systematic reviews and meta-analyses. <i>Psychological Bulletin</i> , 2021 , 147, 618-645	19.1	7
150	More bang for the buck: autonomy support increases muscular efficiency. <i>Psychological Research</i> , 2021 , 85, 439-445	2.5	6
149	Mind over body: Creating an external focus for sport skills. <i>European Journal of Sport Science</i> , 2021 , 1-7	3.9	2
148	Forward thinking: When a distal external focus makes you faster. <i>Human Movement Science</i> , 2020 , 74, 102708	2.4	4
147	Optimizing Attentional Focus 2020 , 651-665		
146	Choice of practice-task order enhances golf skill learning. <i>Psychology of Sport and Exercise</i> , 2020 , 50, 101737	4.37	3
145	Optimizing Bowling Performance. <i>Journal of Motor Learning and Development</i> , 2020 , 8, 233-244	1.4	5
144	Choose your words wisely: Optimizing impacts on standardized performance testing. <i>Gait and Posture</i> , 2020 , 79, 210-216	2.6	6
143	Maximal force production requires OPTIMAL conditions. <i>Human Movement Science</i> , 2020 , 73, 102661	2.4	2
142	The distance effect and level of expertise: Is the optimal external focus different for low-skilled and high-skilled performers?. <i>Human Movement Science</i> , 2020 , 73, 102663	2.4	17
141	Optimising golf putting. <i>International Journal of Sport and Exercise Psychology</i> , 2020 , 1-13	2.5	2
140	Practice variability promotes an external focus of attention and enhances motor skill learning. <i>Human Movement Science</i> , 2019 , 64, 307-319	2.4	16
139	Verbesserung motorischen Lernens in der Neurorehabilitation. <i>Neuroreha</i> , 2019 , 11, 101-106	0.2	
138	Autonomy enhances running efficiency. <i>Journal of Sports Sciences</i> , 2019 , 37, 685-691	3.6	12
137	Adopting an External Focus of Attention Enhances Musical Performance. <i>Journal of Research in Music Education</i> , 2019 , 66, 375-391	1.3	18
136	Autonomy: A Missing Ingredient of a Successful Program?. <i>Strength and Conditioning Journal</i> , 2018 , 40, 18-25	2	16

135	Triple play: Additive contributions of enhanced expectancies, autonomy support, and external attentional focus to motor learning. <i>Quarterly Journal of Experimental Psychology</i> , 2018 , 71, 824-831	1.8	49
134	Lassoing Skill Through Learner Choice. <i>Journal of Motor Behavior</i> , 2018 , 50, 285-292	1.4	24
133	Maximal aerobic capacity can be increased by enhancing performers' expectancies. <i>Journal of Sports Medicine and Physical Fitness</i> , 2018 , 58, 744-749	1.4	11
132	Onward and upward: Optimizing motor performance. <i>Human Movement Science</i> , 2018 , 60, 107-114	2.4	24
131	Optimizing motivation and attention for motor performance and learning. <i>Current Opinion in Psychology</i> , 2017 , 16, 38-42	6.2	40
130	External focus of attention and autonomy support have additive benefits for motor performance in children. <i>Psychology of Sport and Exercise</i> , 2017 , 32, 17-24	4.2	36
129	Autonomy support enhances performance expectancies, positive affect, and motor learning. <i>Psychology of Sport and Exercise</i> , 2017 , 31, 28-34	4.2	40
128	Autonomy facilitates repeated maximum force productions. <i>Human Movement Science</i> , 2017 , 55, 264-268	4.4	20
127	Enhancing performance expectancies through visual illusions facilitates motor learning in children. <i>Human Movement Science</i> , 2017 , 55, 1-7	2.4	17
126	Choices enhance punching performance of competitive kickboxers. <i>Psychological Research</i> , 2017 , 81, 1051-1058	2.5	29
125	Enhanced expectancies facilitate golf putting. <i>Psychology of Sport and Exercise</i> , 2016 , 22, 229-232	4.2	47
124	Why did Tiger Woods shoot 82? A commentary on Toner and Moran (2015). <i>Psychology of Sport and Exercise</i> , 2016 , 22, 337-338	4.2	13
123	Optimizing performance through intrinsic motivation and attention for learning: The OPTIMAL theory of motor learning. <i>Psychonomic Bulletin and Review</i> , 2016 , 23, 1382-1414	4.1	413
122	An external focus of attention is a conditio sine qua non for athletes: a response to Carson, Collins, and Toner (2015). <i>Journal of Sports Sciences</i> , 2016 , 34, 1293-5	3.6	12
121	Attentional Focus in Classical Ballet: A Survey Of Professional Dancers. <i>Journal of Dance Medicine and Science</i> , 2016 , 20, 23-9	0.7	35
120	Coaching cues in amateur boxing: An analysis of ringside feedback provided between rounds of competition. <i>Psychology of Sport and Exercise</i> , 2016 , 25, 44-50	4.2	27
119	Choose to move: The motivational impact of autonomy support on motor learning. <i>Psychonomic Bulletin and Review</i> , 2015 , 22, 1383-8	4.1	76
118	The self: Your own worst enemy? A test of the self-invoking trigger hypothesis. <i>Quarterly Journal of Experimental Psychology</i> , 2015 , 68, 1910-9	1.8	33

117	Performance of gymnastics skill benefits from an external focus of attention. <i>Journal of Sports Sciences</i> , 2015 , 33, 1807-13	3.6	55
116	Visual illusions can facilitate sport skill learning. <i>Psychonomic Bulletin and Review</i> , 2015 , 22, 717-21	4.1	40
115	Additive benefits of external focus and enhanced performance expectancy for motor learning. <i>Journal of Sports Sciences</i> , 2015 , 33, 58-66	3.6	64
114	External focus and autonomy support: two important factors in motor learning have additive benefits. <i>Human Movement Science</i> , 2015 , 40, 176-84	2.4	46
113	Choosing to exercise more: Small choices increase exercise engagement. <i>Psychology of Sport and Exercise</i> , 2014 , 15, 268-271	4.2	25
112	Additive benefits of autonomy support and enhanced expectancies for motor learning. <i>Human Movement Science</i> , 2014 , 37, 12-20	2.4	85
111	Impacts of autonomy-supportive versus controlling instructional language on motor learning. <i>Human Movement Science</i> , 2014 , 36, 190-8	2.4	59
110	Brief Hypnotic Intervention Increases Throwing Accuracy. <i>International Journal of Sports Science and Coaching</i> , 2014 , 9, 199-206	1.8	7
109	Children's learning of tennis skills is facilitated by external focus instructions. <i>Motriz Revista De Educacao Fisica</i> , 2014 , 20, 418-422	0.9	20
108	Small choices can enhance balance learning. <i>Human Movement Science</i> , 2014 , 38, 235-40	2.4	37
107	Attentional focus and motor learning: a review of 15 years. <i>International Review of Sport and Exercise Psychology</i> , 2013 , 6, 77-104	4.8	540
106	The effect of acute exercise on pistol shooting performance of police officers. <i>Motor Control</i> , 2013 , 17, 273-82	1.3	11
105	Increased Carry Distance and X-Factor Stretch in Golf Through an External Focus of Attention. <i>Journal of Motor Learning and Development</i> , 2013 , 1, 2-11	1.4	38
104	Children's Motor Skill Learning is Influenced by Their Conceptions of Ability. <i>Journal of Motor Learning and Development</i> , 2013 , 1, 38-44	1.4	16
103	Can Ability Conceptualizations Alter the Impact of Social Comparison in Motor Learning?. <i>Journal of Motor Learning and Development</i> , 2013 , 1, 20-30	1.4	15
102	Positive social-comparative feedback enhances motor learning in children. <i>Psychology of Sport and Exercise</i> , 2012 , 13, 849-853	4.2	76
101	Feedback about more accurate versus less accurate trials: differential effects on self-confidence and activation. <i>Research Quarterly for Exercise and Sport</i> , 2012 , 83, 196-203	1.9	43
100	Motor learning benefits of self-controlled practice in persons with Parkinson's disease. <i>Gait and Posture</i> , 2012 , 35, 601-5	2.6	63

99	Enhanced expectancies improve movement efficiency in runners. <i>Journal of Sports Sciences</i> , 2012 , 30, 815-23	3.6	50
98	A distal external focus enhances novice dart throwing performance. <i>International Journal of Sport and Exercise Psychology</i> , 2012 , 10, 149-156	2.5	46
97	Dual-task practice enhances motor learning: a preliminary investigation. <i>Experimental Brain Research</i> , 2012 , 222, 201-10	2.3	33
96	Enhanced expectancies improve performance under pressure. <i>Frontiers in Psychology</i> , 2012 , 3, 8	3.4	18
95	Self-controlled feedback enhances learning in adults with Down syndrome. <i>Brazilian Journal of Physical Therapy</i> , 2012 , 16, 191-6	3.7	13
94	Altering mindset can enhance motor learning in older adults. <i>Psychology and Aging</i> , 2012 , 27, 14-21	3.6	82
93	How Elite Coaches' Experiential Knowledge Might Enhance Empirical Research on Sport Performance: A Commentary. <i>International Journal of Sports Science and Coaching</i> , 2012 , 7, 423-426	1.8	4
92	Self-controlled learning: the importance of protecting perceptions of competence. <i>Frontiers in Psychology</i> , 2012 , 3, 458	3.4	83
91	Feedback About More Accurate Versus Less Accurate Trials: Differential Effects on Self-Confidence and Activation. <i>Research Quarterly for Exercise and Sport</i> , 2012 , 83, 196-203	1.9	24
90	"Feedback" após boas versus má tentativas melhora a aprendizagem motora em crianças. <i>Revista Brasileira De Educação Física E Esporte: RBEFE</i> , 2011 , 25, 673-681	0.8	21
89	Does the Attentional Focus Adopted by Swimmers Affect Their Performance?. <i>International Journal of Sports Science and Coaching</i> , 2011 , 6, 99-108	1.8	49
88	Feedback after good versus poor trials affects intrinsic motivation. <i>Research Quarterly for Exercise and Sport</i> , 2011 , 82, 360-4	1.9	73
87	Bewegungen erlernen und automatisieren: Worauf ist die Aufmerksamkeit zu richten?. <i>Neuroreha</i> , 2011 , 3, 18-23	0.2	3
86	Motor skill learning and performance: a review of influential factors. <i>Medical Education</i> , 2010 , 44, 75-84	3.7	482
85	Grand challenge for movement science and sport psychology: embracing the social-cognitive-affective-motor nature of motor behavior. <i>Frontiers in Psychology</i> , 2010 , 1, 42	3.4	24
84	Frequent external-focus feedback enhances motor learning. <i>Frontiers in Psychology</i> , 2010 , 1, 190	3.4	80
83	Directing attention externally enhances agility performance: a qualitative and quantitative analysis of the efficacy of using verbal instructions to focus attention. <i>Frontiers in Psychology</i> , 2010 , 1, 216	3.4	63
82	Normative feedback effects on learning a timing task. <i>Research Quarterly for Exercise and Sport</i> , 2010 , 81, 425-31	1.9	66

81	Social-comparative feedback affects motor skill learning. <i>Quarterly Journal of Experimental Psychology</i> , 2010 , 63, 738-49	1.8	113
80	An external focus of attention enhances balance learning in older adults. <i>Gait and Posture</i> , 2010 , 32, 572-56		107
79	An External Focus of Attention Results in Greater Swimming Speed. <i>International Journal of Sports Science and Coaching</i> , 2010 , 5, 533-542	1.8	45
78	Increased jump height and reduced EMG activity with an external focus. <i>Human Movement Science</i> , 2010 , 29, 440-8	2.4	157
77	Effortless Motor Learning?: An External Focus of Attention Enhances Movement Effectiveness and Efficiency 2010 , 75-102		52
76	External focus instructions reduce postural instability in individuals with Parkinson disease. <i>Physical Therapy</i> , 2009 , 89, 162-8	3.3	141
75	Author response to invited commentary by Morris. <i>Physical Therapy</i> , 2009 , 89, 170-2	3.3	0
74	Increased jump height with an external focus due to enhanced lower extremity joint kinetics. <i>Journal of Motor Behavior</i> , 2009 , 41, 401-9	1.4	99
73	Conceptions of ability affect motor learning. <i>Journal of Motor Behavior</i> , 2009 , 41, 461-7	1.4	44
72	Knowledge of results after good trials enhances learning in older adults. <i>Research Quarterly for Exercise and Sport</i> , 2009 , 80, 663-8	1.9	56
71	Attentional focus effects in balance acrobats. <i>Research Quarterly for Exercise and Sport</i> , 2008 , 79, 319-25	1.9	73
70	Learning benefits of self-controlled knowledge of results in 10-year-old children. <i>Research Quarterly for Exercise and Sport</i> , 2008 , 79, 405-10	1.9	75
69	Self-controlled feedback in 10-year-old children: higher feedback frequencies enhance learning. <i>Research Quarterly for Exercise and Sport</i> , 2008 , 79, 122-7	1.9	50
68	Principles of motor learning in treatment of motor speech disorders. <i>American Journal of Speech-Language Pathology</i> , 2008 , 17, 277-98	3.1	348
67	Self-Controlled Feedback in 10-Year-Old Children: Higher Feedback Frequencies Enhance Learning. <i>Research Quarterly for Exercise and Sport</i> , 2008 , 79, 122-127	1.9	22
66	Feedback after good trials enhances learning. <i>Research Quarterly for Exercise and Sport</i> , 2007 , 78, 40-7	1.9	163
65	Attentional focus effects as a function of task difficulty. <i>Research Quarterly for Exercise and Sport</i> , 2007 , 78, 257-64	1.9	78
64	An external focus of attention enhances golf shot accuracy in beginners and experts. <i>Research Quarterly for Exercise and Sport</i> , 2007 , 78, 384-9	1.9	227

63	Self-controlled practice enhances motor learning: implications for physiotherapy. <i>Physiotherapy</i> , 2007 , 93, 96-101	3	116
62	Enhancing motor learning through dyad practice: contributions of observation and dialogue. <i>Research Quarterly for Exercise and Sport</i> , 2007 , 78, 197-203	1.9	26
61	Internal versus external: oral-motor performance as a function of attentional focus. <i>Journal of Speech, Language, and Hearing Research</i> , 2007 , 50, 131-6	2.8	32
60	Increases in Jump-and-Reach Height through an External Focus of Attention: A Response to the Commentary by Keith Davids. <i>International Journal of Sports Science and Coaching</i> , 2007 , 2, 289-292	1.8	3
59	Increases in Jump-and-Reach Height through an External Focus of Attention. <i>International Journal of Sports Science and Coaching</i> , 2007 , 2, 275-284	1.8	78
58	Attention and Motor Skill Learning 2007 ,		159
57	Extrinsic feedback for motor learning after stroke: what is the evidence?. <i>Disability and Rehabilitation</i> , 2006 , 28, 831-40	2.4	237
56	Self-controlled observational practice enhances learning. <i>Research Quarterly for Exercise and Sport</i> , 2005 , 76, 107-11	1.9	110
55	Schema theory: a critical appraisal and reevaluation. <i>Journal of Motor Behavior</i> , 2005 , 37, 85-101	1.4	107
54	Increased movement accuracy and reduced EMG activity as the result of adopting an external focus of attention. <i>Brain Research Bulletin</i> , 2005 , 67, 304-9	3.9	301
53	Self-controlled feedback is effective if it is based on the learner's performance. <i>Research Quarterly for Exercise and Sport</i> , 2005 , 76, 42-8	1.9	148
52	An external focus of attention attenuates balance impairment in patients with Parkinson's disease who have a fall history. <i>Physiotherapy</i> , 2005 , 91, 152-158	3	116
51	Reciprocal influences of attentional focus on postural and suprapostural task performance. <i>Journal of Motor Behavior</i> , 2004 , 36, 189-99	1.4	116
50	EMG activity as a function of the performer's focus of attention. <i>Journal of Motor Behavior</i> , 2004 , 36, 450-9	1.4	196
49	Attentional focus on suprapostural tasks affects balance learning. <i>Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology</i> , 2003 , 56, 1191-211		125
48	Attentional Focus in Motor Skill Learning: Do Females Benefit from an External Focus?. <i>Women in Sport and Physical Activity Journal</i> , 2003 , 12, 37-52	1.3	19
47	Increasing the distance of an external focus of attention enhances learning. <i>Psychological Research</i> , 2003 , 67, 22-9	2.5	365
46	The influence of external and internal foci of attention on transfer to novel situations and skills. <i>Research Quarterly for Exercise and Sport</i> , 2003 , 74, 220-5	1.9	85

45	Simply distracting learners is not enough: More evidence for the learning benefits of an external focus of attention. <i>European Journal of Sport Science</i> , 2003 , 3, 1-13	3.9	50
44	Attentional focus on supra-postural tasks affects postural control. <i>Human Movement Science</i> , 2002 , 21, 187-202	2.4	172
43	Principles derived from the study of simple skills do not generalize to complex skill learning. <i>Psychonomic Bulletin and Review</i> , 2002 , 9, 185-211	4.1	477
42	Self-controlled feedback: does it enhance learning because performers get feedback when they need it?. <i>Research Quarterly for Exercise and Sport</i> , 2002 , 73, 408-15	1.9	203
41	Enhancing the learning of sport skills through external-focus feedback. <i>Journal of Motor Behavior</i> , 2002 , 34, 171-82	1.4	254
40	Directing attention to movement effects enhances learning: a review. <i>Psychonomic Bulletin and Review</i> , 2001 , 8, 648-60	4.1	438
39	The automaticity of complex motor skill learning as a function of attentional focus. <i>Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology</i> , 2001 , 54, 1143-54		545
38	Surfing the implicit wave. <i>Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology</i> , 2001 , 54, 841-62		53
37	Effects of an auditory model on the learning of relative and absolute timing. <i>Journal of Motor Behavior</i> , 2001 , 33, 127-38	1.4	47
36	Benefits of self-control in dyad practice. <i>Research Quarterly for Exercise and Sport</i> , 2001 , 72, 299-303	1.9	49
35	Attention and motor performance: preferences for and advantages of an external focus. <i>Research Quarterly for Exercise and Sport</i> , 2001 , 72, 335-44	1.9	212
34	Effects of attentional focus, self-control, and dyad training on motor learning: implications for physical rehabilitation. <i>Physical Therapy</i> , 2000 , 80, 373-85	3.3	161
33	Physical and observational practice afford unique learning opportunities. <i>Journal of Motor Behavior</i> , 2000 , 32, 27-36	1.4	120
32	Optimizing generalized motor program and parameter learning. <i>Research Quarterly for Exercise and Sport</i> , 2000 , 71, 10-24	1.9	86
31	Attentional focus in complex skill learning. <i>Research Quarterly for Exercise and Sport</i> , 2000 , 71, 229-39	1.9	129
30	Enhancing Training Efficiency and Effectiveness Through the Use of Dyad Training. <i>Journal of Motor Behavior</i> , 1999 , 31, 119-125	1.4	94
29	Enhancing motor learning through external-focus instructions and feedback. <i>Human Movement Science</i> , 1999 , 18, 553-571	2.4	188
28	Benefits of Blocked Over Serial Feedback on Complex Motor Skill Learning. <i>Journal of Motor Behavior</i> , 1999 , 31, 95-103	1.4	24

27	Physical assistance devices in complex motor skill learning: benefits of a self-controlled practice schedule. <i>Research Quarterly for Exercise and Sport</i> , 1999 , 70, 265-72	1.9	114
26	The learning advantages of an external focus of attention in golf. <i>Research Quarterly for Exercise and Sport</i> , 1999 , 70, 120-6	1.9	241
25	Physical-guidance benefits in learning a complex motor skill. <i>Journal of Motor Behavior</i> , 1998 , 30, 367-80	1.4	53
24	Instructions for motor learning: differential effects of internal versus external focus of attention. <i>Journal of Motor Behavior</i> , 1998 , 30, 169-79	1.4	406
23	Frequent feedback enhances complex motor skill learning. <i>Journal of Motor Behavior</i> , 1998 , 30, 180-92	1.4	136
22	Diminishing the effects of reduced frequency of knowledge of results on generalized motor program learning. <i>Journal of Motor Behavior</i> , 1997 , 29, 17-26	1.4	24
21	Continuous concurrent feedback degrades skill learning: implications for training and simulation. <i>Human Factors</i> , 1997 , 39, 509-25	3.8	163
20	Variability of practice and implicit motor learning.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 1997 , 23, 987-1006	2.2	128
19	Instructions about physical principles in learning a complex motor skill: to tell or not to tell. <i>Research Quarterly for Exercise and Sport</i> , 1997 , 68, 362-7	1.9	124
18	Average KR degrades parameter learning. <i>Journal of Motor Behavior</i> , 1996 , 28, 371-81	1.4	24
17	Does mental practice work like physical practice without information feedback?. <i>Research Quarterly for Exercise and Sport</i> , 1995 , 66, 262-7	1.9	8
16	Feedback-Induced Variability and the Learning of Generalized Motor Programs. <i>Journal of Motor Behavior</i> , 1994 , 26, 348-361	1.4	49
15	Reducing Knowledge of Results About Relative Versus Absolute Timing: Differential Effects on Learning. <i>Journal of Motor Behavior</i> , 1994 , 26, 362-369	1.4	70
14	Contextual interference in movements of the same class: differential effects on program and parameter learning. <i>Journal of Motor Behavior</i> , 1993 , 25, 254-63	1.4	75
13	Training for Performance: Principles of Applied Human Learning. <i>American Journal of Psychology</i> , 1993 , 106, 609	0.5	1
12	Reduced feedback frequency enhances generalized motor program learning but not parameterization learning.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 1993 , 19, 1134-1150	2.2	94
11	Contextual Interference in Motor Learning: Dissociated Effects Due to the Nature of Task Variations. <i>Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology</i> , 1992 , 44, 627-644		42
10	The effect of type of practice on motor learning in children. <i>Applied Cognitive Psychology</i> , 1991 , 5, 123-134	1.4	30

9	The learning of generalized motor programs: Reducing the relative frequency of knowledge of results enhances memory.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 1989 , 15, 748-757	2.2	94
8	Variability in practice: facilitation in retention and transfer through schema formation or context effects?. <i>Journal of Motor Behavior</i> , 1988 , 20, 133-49	1.4	51
7	Translating Thoughts Into Action: Optimizing Motor Performance and Learning Through Brief Motivational and Attentional Influences. <i>Current Directions in Psychological Science</i> , 096372142110461	6.5	4
6	Self-Controlled Feedback Is Effective if It Is Based on the Learner's Performance		17
5	Self-Controlled Observational Practice Enhances Learning		9
4	Knowledge of Results After Good Trials Enhances Learning in Older Adults		6
3	Normative Feedback Effects on Learning a Timing Task		4
2	Learning Benefits of Self-Controlled Knowledge of Results in 10-Year-Old Children		5
1	The automaticity of complex motor skill learning as a function of attentional focus		73