Mark Torrance

List of Publications by Year
in descending order

30 papers	731 citations	567247 15 h-index	552766 26 g-index
33 all docs	33 docs citations	33 times ranked	455 citing authors

#	Article	IF	Citations
1	The teachability and effectiveness of cognitive self-regulation in sixth-grade writers. Learning and Instruction, 2007, 17, 265-285.	3.2	73
2	Combined eyetracking and keystroke-logging methods for studying cognitive processes in text production. Behavior Research Methods, 2009, 41, 337-351.	4.0	73
3	SNAKES AND LADDERS: UPPER-MIDDLE CLASS MALE OFFENDERS TALK ABOUT ECONOMIC CRIME*. Criminology, 2001, 39, 441-466.	3.3	71
4	The long-term effects of strategy-focussed writing instruction for grade six students. Contemporary Educational Psychology, 2008, 33, 672-693.	2.9	45
5	Elementary students' metacognitive processes and post-performance calibration on mathematical problem-solving tasks. Metacognition and Learning, 2016, 11, 139-170.	2.7	43
6	Individual differences in the writing behaviour of undergraduate students. British Journal of Educational Psychology, 1999, 69, 189-199.	2.9	37
7	COMBINED DEPLOYABLE KEYSTROKE LOGGING AND EYETRACKING FOR INVESTIGATING L2 WRITING FLUENCY. Studies in Second Language Acquisition, 2019, 41, 583-604.	2.6	37
8	Identifying the task variables that influence perceived object assembly complexity. Ergonomics, 2004, 47, 945-964.	2.1	36
9	Strategy-focused writing instruction: Just observing and reflecting on a model benefits 6th grade students. Contemporary Educational Psychology, 2015, 41, 37-50.	2.9	34
10	Identifying the Task Variables That Predict Object Assembly Difficulty. Human Factors, 2006, 48, 511-525.	3.5	32
11	Cognitive predictors of shallow-orthography spelling speed and accuracy in 6th grade children. Reading and Writing, 2019, 32, 197-216.	1.7	29
12	Reading during the composition of multi-sentence texts: an eye-movement study. Psychological Research, 2016, 80, 729-743.	1.7	28
13	Timed written picture naming in 14 European languages. Behavior Research Methods, 2018, 50, 744-758.	4.0	26
14	Typing pictures: Linguistic processing cascades into finger movements. Cognition, 2016, 156, 16-29.	2.2	21
15	Adolescent Weak Decoders Writing in a Shallow Orthography: Process and Product. Scientific Studies of Reading, 2016, 20, 375-388.	2.0	20
16	Effects of Direct Instruction and Strategy Modeling on Upper-Primary Students' Writing Development. Frontiers in Psychology, 2017, 8, 1054.	2.1	17
17	Do sixth-grade writers need process strategies?. British Journal of Educational Psychology, 2015, 85, 91-112.	2.9	15
18	Supporting first-grade writers who fail to learn: multiple single-case evaluation of a Response to Intervention approach. Reading and Writing, 2018, 31, 865-891.	1.7	13

#	Article	IF	Citations
19	Effects of teaching planning strategies to first‐grade writers. British Journal of Educational Psychology, 2019, 89, 670-688.	2.9	12
20	The online management of writing processes and their contribution to text quality in upper-primary students. Psicothema, 2019, 31, 311-318.	0.9	9
21	Effects of ADHD on Writing Composition Product and Process in School-Age Students. Journal of Attention Disorders, 2020, 24, 1735-1745.	2.6	8
22	Child‐level factors affecting rate of learning to write in first grade. British Journal of Educational Psychology, 2021, 91, 714-734.	2.9	7
23	Evaluating effects of different forms of revision instruction in upper-primary students. Reading and Writing, 2021, 34, 1741.	1.7	7
24	Advance planning in written and spoken sentence production.. Journal of Experimental Psychology: Learning Memory and Cognition, 2019, 45, 1983-2009.	0.9	7
25	Comparison of reading-writing patterns and performance of students with and without reading difficulties. Psicothema, 2014, 26, 442-8.	0.9	7
26	Learning Handwriting: Factors Affecting Pen-Movement Fluency in Beginning Writers. Frontiers in Psychology, 2021, 12, 663829.	2.1	6
27	Differences in Reading Self-Efficacy between School Years and according to Gender // Diferencias en la auto-eficacia lectora entre cursos en la escolaridad y en función del género. Revista De Psicodidactica, 2015, 21, 45-63.	1.3	4
28	Response to Intervention in first-grade writing instruction: a large-scale feasibility study. Reading and Writing, 2022, 35, 943-969.	1.7	3
29	The process-disruption hypothesis: how spelling and typing skill affects written composition process and product. Psychological Research, 2022, 86, 2239-2255.	1.7	3
30	Assessing handwriting: a method for detailed analysis of letter-formation accuracy and fluency. Reading and Writing, 2024, 37, 291-327.	1.7	3