

# Rainer Bromme

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/5326459/publications.pdf>

Version: 2024-02-01

92  
papers

3,688  
citations

136950

32  
h-index

161849

54  
g-index

108  
all docs

108  
docs citations

108  
times ranked

1693  
citing authors

#	ARTICLE	IF	CITATIONS
1	The Public's Bounded Understanding of Science. <i>Educational Psychologist</i> , 2014, 49, 59-69.	9.0	205
2	Measuring Laypeople's Trust in Experts in a Digital Age: The Muenster Epistemic Trustworthiness Inventory (METI). <i>PLoS ONE</i> , 2015, 10, e0139309.	2.5	148
3	Epistemological beliefs are standards for adaptive learning: a functional theory about epistemological beliefs and metacognition. <i>Metacognition and Learning</i> , 2010, 5, 7-26.	2.7	133
4	Changing epistemological beliefs: The unexpected impact of a short-term intervention. <i>British Journal of Educational Psychology</i> , 2008, 78, 545-565.	2.9	130
5	The CAEB: An instrument for measuring connotative aspects of epistemological beliefs. <i>Learning and Instruction</i> , 2007, 17, 773-785.	3.2	127
6	Effects of the metacognitive computer-tool met.a.ware on the web search of laypersons. <i>Computers in Human Behavior</i> , 2008, 24, 716-737.	8.5	117
7	Dealing with multiple documents on the WWW: The role of metacognition in the formation of documents models. <i>International Journal of Computer-Supported Collaborative Learning</i> , 2007, 2, 191-210.	3.0	114
8	Dealing with conflicting or consistent medical information on the web: When expert information breeds laypersons' doubts about experts. <i>Learning and Instruction</i> , 2011, 21, 193-204.	3.2	102
9	Fusing experience and theory: The structure of professional knowledge. <i>Learning and Instruction</i> , 1995, 5, 261-267.	3.2	100
10	Dealing With Uncertainty: Readers' Memory for and Use of Conflicting Information From Science Texts as Function of Presentation Format and Source Expertise. <i>Cognition and Instruction</i> , 2013, 31, 130-150.	2.9	99
11	Epistemological beliefs and self-regulated learning with hypertext. <i>Metacognition and Learning</i> , 2008, 3, 17-37.	2.7	98
12	When science becomes too easy: Science popularization inclines laypeople to underrate their dependence on experts. <i>Public Understanding of Science</i> , 2017, 26, 1003-1018.	2.8	92
13	Trust in Science and the Science of Trust. <i>Progress in IS</i> , 2016, , 143-159.	0.6	89
14	Empirische Bildungsforschung und evidenzbasierte Bildungspolitik. <i>Zeitschrift Fur Erziehungswissenschaft</i> , 2014, 17, 3-54.	2.9	80
15	Who knows what and who can we believe? Epistemological beliefs are beliefs about knowledge (mostly) to be attained from others. , 2010, , 163-194.		79
16	6. Beyond One's Own Perspective: The Psychology of Cognitive Interdisciplinarity. , 2000, , 115-133.		71
17	Expertise and estimating what other people know: The influence of professional experience and type of knowledge.. <i>Journal of Experimental Psychology: Applied</i> , 2001, 7, 317-330.	1.2	70
18	Coherence formation when learning from text and pictures: What kind of support for whom?. <i>Journal of Educational Psychology</i> , 2009, 101, 282-293.	2.9	67

#	ARTICLE	IF	CITATIONS
19	The seduction of easiness: How science depictions influence laypeople's reliance on their own evaluation of scientific information. <i>Learning and Instruction</i> , 2012, 22, 231-243.	3.2	67
20	It should at least seem scientific! Textual features of "scientificness" and their impact on lay assessments of online information. <i>Science Education</i> , 2012, 96, 187-211.	3.0	64
21	What matters in help-seeking? A study of help effectiveness and learner-related factors. <i>Computers in Human Behavior</i> , 2006, 22, 113-129.	8.5	63
22	Knowledge and Epistemological Beliefs: An Intimate but Complicate Relationship. , 2008, , 423-441.		57
23	Sealing the gateways for post-truthism: Reestablishing the epistemic authority of science. <i>Educational Psychologist</i> , 2020, 55, 144-154.	9.0	52
24	Task Complexity, Epistemological Beliefs and Metacognitive Calibration: An Exploratory Study. <i>Journal of Educational Computing Research</i> , 2006, 35, 319-338.	5.5	51
25	The Effects of Politeness-Related Instruction on Medical Tutoring. <i>Communication Education</i> , 2012, 61, 358-379.	1.1	50
26	How to refer to "diabetes"? Language in online health advice. <i>Applied Cognitive Psychology</i> , 2005, 19, 569-586.	1.6	49
27	From Understanding to Deference: Laypersons' and Medical Students' Views on Conflicts Within Medicine. <i>International Journal of Science Education, Part B: Communication and Public Engagement</i> , 2015, 5, 68-91.	1.5	49
28	An anchor in troubled times: Trust in science before and within the COVID-19 pandemic. <i>PLoS ONE</i> , 2022, 17, e0262823.	2.5	49
29	Choice of Words in Doctor-Patient Communication: An Analysis of Health-Related Internet Sites. <i>Health Communication</i> , 2007, 21, 267-277.	3.1	44
30	Comprehending Multiple Documents on Scientific Controversies: Effects of Reading Goals and Signaling Rhetorical Relationships. <i>Discourse Processes</i> , 2014, 51, 93-116.	1.8	44
31	Thinking and Knowing About Knowledge. , 2005, , 191-201.		40
32	Is adaptation to task complexity really beneficial for performance?. <i>Learning and Instruction</i> , 2012, 22, 281-289.	3.2	40
33	Barriers and Biases in Computer-Mediated Expert-Layperson-Communication. , 2005, , 89-118.		39
34	Improving vocational students' consideration of source information when deciding about science controversies. <i>Reading and Writing</i> , 2016, 29, 705-729.	1.7	39
35	Effects of epistemological sensitization on source choices. <i>Instructional Science</i> , 2011, 39, 805-819.	2.0	37
36	How source information shapes lay interpretations of science conflicts: interplay between sourcing, conflict explanation, source evaluation, and claim evaluation. <i>Reading and Writing</i> , 2016, 29, 1629-1652.	1.7	37

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37	Situating and relating epistemological beliefs into metacognition: studies on beliefs about knowledge and knowing. <i>Metacognition and Learning</i> , 2010, 5, 1-6.	2.7	35
38	You'd Better Ask an Expert: Mitigating the Comprehensibility Effect on Laypeople's Decisions About Science-Based Knowledge Claims. <i>Applied Cognitive Psychology</i> , 2014, 28, 465-471.	1.6	35
39	Knowing Who Knows: Laypersons' Capabilities to Judge Experts' Pertinence for Science Topics. <i>Cognitive Science</i> , 2016, 40, 241-252.	1.7	33
40	Lexical Entrainment in Written Discourse: Is Experts' Word Use Adapted to the Addressee?. <i>Discourse Processes</i> , 2008, 45, 497-518.	1.8	32
41	Multiple Document Comprehension: An Approach to Public Understanding of Science. <i>Cognition and Instruction</i> , 2013, 31, 122-129.	2.9	32
42	Replication crisis = trust crisis? The effect of successful vs failed replications on laypeople's trust in researchers and research. <i>Public Understanding of Science</i> , 2020, 29, 270-288.	2.8	32
43	Not everybody needs help to seek help: Surprising effects of metacognitive instructions to foster help-seeking in an online-learning environment. <i>Computers and Education</i> , 2009, 53, 1020-1028.	8.3	30
44	Disclose your flaws! Admission positively affects the perceived trustworthiness of an expert science blogger. <i>Studies in Communication Sciences</i> , 2016, 16, 124-131.	0.4	30
45	Easy to Understand but Difficult to Decide: Information Comprehensibility and Controversiality Affect Laypeople's Science-Based Decisions. <i>Discourse Processes</i> , 2013, 50, 361-387.	1.8	29
46	Is it believable when it's scientific? How scientific discourse style influences laypeople's resolution of conflicts. <i>Journal of Research in Science Teaching</i> , 2015, 52, 36-57.	3.3	27
47	The Explaining Conflicting Scientific Claims (ECSC) Questionnaire: Measuring Laypersons' explanations for conflicts in science. <i>Learning and Individual Differences</i> , 2015, 37, 139-152.	2.7	26
48	Evoking vigilance: Would you (dis)trust a scientist who discusses ethical implications of research in a science blog?. <i>Public Understanding of Science</i> , 2016, 25, 992-1008.	2.8	26
49	Attacking science on social media: How user comments affect perceived trustworthiness and credibility. <i>Public Understanding of Science</i> , 2020, 29, 230-247.	2.8	26
50	Coding discussions and discussing coding: Research on collaborative learning in computer-supported environments. <i>Learning and Instruction</i> , 2007, 17, 460-464.	3.2	25
51	Why do experts disagree? The role of conflict topics and epistemic perspectives in conflict explanations. <i>Learning and Instruction</i> , 2017, 52, 15-26.	3.2	25
52	Exploring laypeople's epistemic beliefs about medicine – a factor-analytic survey study. <i>BMC Public Health</i> , 2012, 12, 759.	2.9	21
53	Competent or clueless? Users' knowledge and misconceptions about their online privacy management. <i>Computers in Human Behavior</i> , 2014, 41, 212-219.	8.5	21
54	College students' knowledge of concepts related to the metabolic syndrome. <i>Psychology, Health and Medicine</i> , 2008, 13, 367-379.	2.4	20

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55	Effects of a Sourcing Prompt and Conflicts in Reading Materials on Elementary Students'™ Use of Source Information. <i>Discourse Processes</i> , 2019, 56, 155-169.	1.8	18
56	Patients'™ medical knowledge and health counseling: What kind of information helps to make communication patient-centered?. <i>Patient Education and Counseling</i> , 2012, 88, 177-183.	2.2	17
57	Judging scientific information: Does source evaluation prevent the seductive effect of text easiness?. <i>Learning and Instruction</i> , 2019, 63, 101215.	3.2	17
58	Internet Experts'™ Planning of Explanations for Laypersons: A Web Experimental Approach in the Internet Domain. <i>Experimental Psychology</i> , 2002, 49, 292-304.	0.7	17
59	The Provenance Of Certainty. , 2018, , 269-284.		17
60	Interactive development of subject matter in the mathematics classroom. <i>Educational Studies in Mathematics</i> , 1994, 27, 217-248.	2.8	16
61	Implicit psychological concepts in architects' knowledge " How large is a large room?. <i>Learning and Instruction</i> , 1995, 5, 337-355.	3.2	16
62	Trust into Collective Privacy? The Role of Subjective Theories for Self-Disclosure in Online Communication. <i>Societies</i> , 2014, 4, 770-784.	1.5	16
63	Is a hypertext a book or a space? The impact of different introductory metaphors on hypertext construction. <i>Computers and Education</i> , 2005, 44, 115-133.	8.3	15
64	Perspective Taking in Computer-Mediated Instructional Communication. <i>Journal of Media Psychology</i> , 2011, 23, 192-199.	1.0	13
65	Predicting Public Trust in Science: The Role of Basic Orientations Toward Science, Perceived Trustworthiness of Scientists, and Experiences With Science. <i>Frontiers in Communication</i> , 2022, 6, .	1.2	12
66	Transfer Entails Communication: The Public Understanding of (Social) Science as a Stage and a Play for Implementing Evidence-Based Prevention Knowledge and Programs. <i>Prevention Science</i> , 2018, 19, 347-357.	2.6	11
67	Beliefs About Abilities and Epistemic Beliefs: Aspects of Cognitive Flexibility in Information-Rich Environments. , 2011, , 105-124.		11
68	Supporting Experts'™ Written Knowledge Communication Through Reflective Prompts on the Use of Specialist Concepts. <i>Zeitschrift Fuer Psychologie Mit Zeitschrift Fuer Angewandte Psychologie</i> , 2007, 215, 237-247.	1.0	11
69	Spatial metaphors and writing hypertexts: Study within schools. <i>European Journal of Psychology of Education</i> , 1999, 14, 267-281.	2.6	10
70	Explaining with nonshared illustrations: How they constrain explanations. <i>Learning and Instruction</i> , 2007, 17, 204-218.	3.2	10
71	Empirische Bildungsforschung und evidenzbasierte Bildungspolitik. <i>Zeitschrift Fur Erziehungswissenschaft</i> , 2016, 19, 129-146.	2.9	10
72	Scripting in Net-Based Medical Consultation: The Impact of External Representations on Giving Advice and Explanations. , 2007, , 57-72.		10

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73	Beware of vested interests: Epistemic vigilance improves reasoning about scientific evidence (for some) Tj ETQq1 1,0,784314,rgBT /Ome	2.5	9
74	Die alltägliche Unterrichtsvorbereitung des (Mathematik-) Lehrers im Spiegel empirischer Untersuchungen. Journal Fur Mathematik-Didaktik, 1986, 7, 3-22.	1.5	8
75	Knowing what the others know:A study on interprofessional communication between nurses and medical doctors. Klinische Padiatrie, 1998, 210, 291-296.	0.6	6
76	Adaptation to Context as Core Component of Self-Regulated Learning: The Example of Complexity and Epistemic Beliefs. Springer International Handbooks of Education, 2013, , 53-65.	0.1	6
77	How Relevance Affects Understanding of Conflicts Between Multiple Documents: An Eye-tracking Study. Reading Research Quarterly, 2020, 55, 625-641.	3.3	6
78	Who knows? Explaining Impacts on the Assessment of our own Knowledge and of the Knowledge of Experts. Zeitschrift Fur Padagogische Psychologie, 2016, 30, 97-108.	3.0	6
79	Whoever will read it – The overload heuristic in collective privacy expectations. Computers in Human Behavior, 2017, 75, 484-493.	8.5	5
80	Information Easiness Affects Non-experts'™ Evaluation of Scientific Claims About Which They Hold Prior Beliefs. Frontiers in Psychology, 2021, 12, 678313.	2.1	5
81	Blessed Oblivion? Knowledge and Metacognitive Accuracy in Online Social Networks. International Journal of Developmental Sciences, 2015, 9, 57-60.	0.5	3
82	Die Verstandigung zwischen Experten und Laien: Das Beispiel Architektur. , 1998, , 49-65.		3
83	How teachers construe pupil understanding of tasks in mathematics: Relating the content to cognitive processes of the learner. Journal of Curriculum Studies, 1988, 20, 269-275.	2.1	2
84	Zu diesem Sonderheft. Zeitschrift Fur Erziehungswissenschaft, 2014, 17, 1-2.	2.9	2
85	Keep Calm in Heated Debates: How People Perceive Different Styles of Discourse in a Scientific Debate. Frontiers in Education, 2021, 5, .	2.1	2
86	Biased recipients encounter biased sources: Effect of ethical (dis)agreement between recipient and author on evaluating scientific claims. Applied Cognitive Psychology, 2019, 33, 1165-1177.	1.6	1
87	When Play Store Knows How to Deal with Your Kid: Trust in Digital Counselling. , 2021, , 221-237.		1
88	How Much Are –Many People– on Facebook? Interpretations of Vague Quantifiers in Online and Offline Contexts. SAGE Open, 2021, 11, 215824402110322.	1.7	1
89	Rezeption von Wissenschaft – mit Besonderem Fokus auf Bio- und Gentechnologie und Konfligierende Evidenz. Acatech-Diskussion, 2012, , 303-348.	0.2	1
90	General Literacy in a Digital World. , 2012, , 1346-1349.		0

#	ARTICLE	IF	CITATIONS
91	Diagnosis and Repair?. Swiss Journal of Psychology, 2014, 73, 153-165.	0.9	0
92	Epistemological Beliefs and Students' Adaptive Perception of Task Complexity. , 2014, , 123-151.		0