

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	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
2	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
3	When Play Store Knows How to Deal with Your Kid: Trust in Digital Counselling. , 2021, , 221-237.		1
4	Keep Calm in Heated Debates: How People Perceive Different Styles of Discourse in a Scientific Debate. <i>Frontiers in Education</i> , 2021, 5, .	2.1	2
5	How Much Are "Many People" on Facebook? Interpretations of Vague Quantifiers in Online and Offline Contexts. <i>SAGE Open</i> , 2021, 11, 215824402110322.	1.7	1
6	Information Easiness Affects Non-experts'™ Evaluation of Scientific Claims About Which They Hold Prior Beliefs. <i>Frontiers in Psychology</i> , 2021, 12, 678313.	2.1	5
7	How Relevance Affects Understanding of Conflicts Between Multiple Documents: An Eye-tracking Study. <i>Reading Research Quarterly</i> , 2020, 55, 625-641.	3.3	6
8	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
9	Sealing the gateways for post-truthism: Reestablishing the epistemic authority of science. <i>Educational Psychologist</i> , 2020, 55, 144-154.	9.0	52
10	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
11	Beware of vested interests: Epistemic vigilance improves reasoning about scientific evidence (for some) Tj ETQq1 1,0,784314,rgBT /Ove	2.5	9
12	Biased recipients encounter biased sources: Effect of ethical (dis)agreement between recipient and author on evaluating scientific claims. <i>Applied Cognitive Psychology</i> , 2019, 33, 1165-1177.	1.6	1
13	Judging scientific information: Does source evaluation prevent the seductive effect of text easiness?. <i>Learning and Instruction</i> , 2019, 63, 101215.	3.2	17
14	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
15	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
16	The Provenance Of Certainty. , 2018, , 269-284.		17
17	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
18	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

#	ARTICLE	IF	CITATIONS
19	Whoever will read it â€“ The overload heuristic in collective privacy expectations. <i>Computers in Human Behavior</i> , 2017, 75, 484-493.	8.5	5
20	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
21	Improving vocational studentsâ€™ consideration of source information when deciding about science controversies. <i>Reading and Writing</i> , 2016, 29, 705-729.	1.7	39
22	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
23	Empirische Bildungsforschung und evidenzbasierte Bildungspolitik. <i>Zeitschrift Fur Erziehungswissenschaft</i> , 2016, 19, 129-146.	2.9	10
24	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
25	Knowing Who Knows: Laypersons' Capabilities to Judge Experts' Pertinence for Science Topics. <i>Cognitive Science</i> , 2016, 40, 241-252.	1.7	33
26	Trust in Science and the Science of Trust. <i>Progress in IS</i> , 2016, , 143-159.	0.6	89
27	Who knows? Explaining Impacts on the Assessment of our own Knowledge and of the Knowledge of Experts. <i>Zeitschrift Fur Padagogische Psychologie</i> , 2016, 30, 97-108.	3.0	6
28	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
29	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
30	Measuring Laypeopleâ€™s Trust in Experts in a Digital Age: The Muenster Epistemic Trustworthiness Inventory (METI). <i>PLoS ONE</i> , 2015, 10, e0139309.	2.5	148
31	Blessed Oblivion? Knowledge and Metacognitive Accuracy in Online Social Networks. <i>International Journal of Developmental Sciences</i> , 2015, 9, 57-60.	0.5	3
32	The Explaining Conflicting Scientific Claims (ECSC) Questionnaire: Measuring Laypersonsâ€™ explanations for conflicts in science. <i>Learning and Individual Differences</i> , 2015, 37, 139-152.	2.7	26
33	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
34	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
35	You'd Better Ask an Expert: Mitigating the Comprehensibility Effect on Laypeople's Decisions About Scienceâ€“Based Knowledge Claims. <i>Applied Cognitive Psychology</i> , 2014, 28, 465-471.	1.6	35
36	The Public's Bounded Understanding of Science. <i>Educational Psychologist</i> , 2014, 49, 59-69.	9.0	205

#	ARTICLE	IF	CITATIONS
37	Competent or clueless? Users'™ knowledge and misconceptions about their online privacy management. Computers in Human Behavior, 2014, 41, 212-219.	8.5	21
38	Empirische Bildungsforschung und evidenzbasierte Bildungspolitik. Zeitschrift Fur Erziehungswissenschaft, 2014, 17, 3-54.	2.9	80
39	Zu diesem Sonderheft. Zeitschrift Fur Erziehungswissenschaft, 2014, 17, 1-2.	2.9	2
40	Diagnosis and Repair?. Swiss Journal of Psychology, 2014, 73, 153-165.	0.9	0
41	Epistemological Beliefs and Students'™ Adaptive Perception of Task Complexity. , 2014, , 123-151.		0
42	Easy to Understand but Difficult to Decide: Information Comprehensibility and Controversiality Affect Laypeople's Science-Based Decisions. Discourse Processes, 2013, 50, 361-387.	1.8	29
43	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
44	Multiple Document Comprehension: An Approach to Public Understanding of Science. Cognition and Instruction, 2013, 31, 122-129.	2.9	32
45	Dealing With Uncertainty: Readers' Memory for and Use of Conflicting Information From Science Texts as Function of Presentation Format and Source Expertise. Cognition and Instruction, 2013, 31, 130-150.	2.9	99
46	The Effects of Politeness-Related Instruction on Medical Tutoring. Communication Education, 2012, 61, 358-379.	1.1	50
47	Patients'™ medical knowledge and health counseling: What kind of information helps to make communication patient-centered?. Patient Education and Counseling, 2012, 88, 177-183.	2.2	17
48	Is adaptation to task complexity really beneficial for performance?. Learning and Instruction, 2012, 22, 281-289.	3.2	40
49	The seduction of easiness: How science depictions influence laypeople'™s reliance on their own evaluation of scientific information. Learning and Instruction, 2012, 22, 231-243.	3.2	67
50	Exploring laypeople'™s epistemic beliefs about medicine " a factor-analytic survey study. BMC Public Health, 2012, 12, 759.	2.9	21
51	"It should at least seem scientific!" Textual features of "scientificness" and their impact on lay assessments of online information. Science Education, 2012, 96, 187-211.	3.0	64
52	Rezeption von Wissenschaft " mit Besonderem Fokus auf Bio- und Gentechnologie und Konfligierende Evidenz. Acatech-Diskussion, 2012, , 303-348.	0.2	1
53	General Literacy in a Digital World. , 2012, , 1346-1349.		0
54	Dealing with conflicting or consistent medical information on the web: When expert information breeds laypersons' doubts about experts. Learning and Instruction, 2011, 21, 193-204.	3.2	102

#	ARTICLE	IF	CITATIONS
55	Effects of epistemological sensitization on source choices. <i>Instructional Science</i> , 2011, 39, 805-819.	2.0	37
56	Beliefs About Abilities and Epistemic Beliefs: Aspects of Cognitive Flexibility in Information-Rich Environments. , 2011, , 105-124.		11
57	Perspective Taking in Computer-Mediated Instructional Communication. <i>Journal of Media Psychology</i> , 2011, 23, 192-199.	1.0	13
58	Who knows what and who can we believe? Epistemological beliefs are beliefs about knowledge (mostly) to be attained from others. , 2010, , 163-194.		79
59	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
60	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
61	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
62	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
63	Epistemological beliefs and self-regulated learning with hypertext. <i>Metacognition and Learning</i> , 2008, 3, 17-37.	2.7	98
64	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
65	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
66	Lexical Entrainment in Written Discourse: Is Experts' Word Use Adapted to the Addressee?. <i>Discourse Processes</i> , 2008, 45, 497-518.	1.8	32
67	College students' knowledge of concepts related to the metabolic syndrome. <i>Psychology, Health and Medicine</i> , 2008, 13, 367-379.	2.4	20
68	Knowledge and Epistemological Beliefs: An Intimate but Complicate Relationship. , 2008, , 423-441.		57
69	Explaining with nonshared illustrations: How they constrain explanations. <i>Learning and Instruction</i> , 2007, 17, 204-218.	3.2	10
70	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
71	The CAEB: An instrument for measuring connotative aspects of epistemological beliefs. <i>Learning and Instruction</i> , 2007, 17, 773-785.	3.2	127
72	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

#	ARTICLE	IF	CITATIONS
73	Dealing with multiple documents on the WWW: The role of metacognition in the formation of documents models. International Journal of Computer-Supported Collaborative Learning, 2007, 2, 191-210.	3.0	114
74	Scripting in Net-Based Medical Consultation: The Impact of External Representations on Giving Advice and Explanations. , 2007, , 57-72.		10
75	Supporting Expertsâ€™ Written Knowledge Communication Through Reflective Prompts on the Use of Specialist Concepts. Zeitschrift Fuer Psychologie Mit Zeitschrift Fuer Angewandte Psychologie, 2007, 215, 237-247.	1.0	11
76	What matters in help-seeking? A study of help effectiveness and learner-related factors. Computers in Human Behavior, 2006, 22, 113-129.	8.5	63
77	Task Complexity, Epistemological Beliefs and Metacognitive Calibration: An Exploratory Study. Journal of Educational Computing Research, 2006, 35, 319-338.	5.5	51
78	Barriers and Biases in Computer-Mediated Expert-Layperson-Communication. , 2005, , 89-118.		39
79	How to refer to â€˜diabetesâ€™? Language in online health advice. Applied Cognitive Psychology, 2005, 19, 569-586.	1.6	49
80	Thinking and Knowing About Knowledge. , 2005, , 191-201.		40
81	Is a hypertext a book or a space? The impact of different introductory metaphors on hypertext construction. Computers and Education, 2005, 44, 115-133.	8.3	15
82	Internet Expertsâ€™ Planning of Explanations for Laypersons: A Web Experimental Approach in the Internet Domain. Experimental Psychology, 2002, 49, 292-304.	0.7	17
83	Expertise and estimating what other people know: The influence of professional experience and type of knowledge.. Journal of Experimental Psychology: Applied, 2001, 7, 317-330.	1.2	70
84	6. Beyond One's Own Perspective: The Psychology of Cognitive Interdisciplinarity. , 2000, , 115-133.		71
85	Spatial metaphors and writing hypertexts: Study within schools. European Journal of Psychology of Education, 1999, 14, 267-281.	2.6	10
86	Knowing what the others know:A study on interprofessional communication between nurses and medical doctors. Klinische Padiatrie, 1998, 210, 291-296.	0.6	6
87	Die VerstÃ¤ndigung zwischen Experten und Laien: Das Beispiel Architektur. , 1998, , 49-65.		3
88	Fusing experience and theory: The structure of professional knowledge. Learning and Instruction, 1995, 5, 261-267.	3.2	100
89	Implicit psychological concepts in architects' knowledge â€“ How large is a large room?. Learning and Instruction, 1995, 5, 337-355.	3.2	16
90	Interactive development of subject matter in the mathematics classroom. Educational Studies in Mathematics, 1994, 27, 217-248.	2.8	16

#	ARTICLE	IF	CITATIONS
91	How teachers construe pupil understanding of tasks in mathematics: Relating the content to cognitive processes of the learner. <i>Journal of Curriculum Studies</i> , 1988, 20, 269-275.	2.1	2
92	Die alltägliche Unterrichtsvorbereitung des (Mathematik-) Lehrers im Spiegel empirischer Untersuchungen. <i>Journal Fur Mathematik-Didaktik</i> , 1986, 7, 3-22.	1.5	8