James Hartley

List of Publications by Year in Descending Order

184 papers	**2,410** citations	**25** h-index	**41** g-index
203 ext. papers	**2,699** ext. citations	**3** avg, IF	**5.32** L-index

#	Paper	IF	Citations
184	A bibliometric analysis of highly cited Phosphoinositide 3-Kinase (PI3K) research papers. *Collnet Journal of Scientometrics and Information Management*, **2020**, 14, 37-54	0.5	
183	Writing a Book Review **2019**, 559-563		
182	Some reflections on being cited 10,000 times. *Scientometrics*, **2019**, 118, 375-381	3	4
181	Publication trends in a high impact journal: the case of World Psychiatry. *Library Hi Tech News*, **2018**, 35, 25-30	0.9	1
180	Some observations on the current state of book reviewing in the social sciences. *Learned Publishing*, **2018**, 31, 169-171	1.8	2
179	What can new technology tell us about the reviewing process for journal submissions in BJET?. *British Journal of Educational Technology*, **2017**, 48, 212-220	4.3	3
178	The decline and fall of book reviews in psychology: a bibliometric analysis. *Scientometrics*, **2017**, 112, 655-657	3	2
177	Who woke the sleeping beauties in psychology?. *Scientometrics*, **2017**, 112, 1065-1068	3	5
176	The delights, discomforts, and downright furies of the manuscript submission process. *Learned Publishing*, **2017**, 30, 167-172	1.8	8
175	Highly cited publications in World War II: a bibliometric analysis. *Scientometrics*, **2017**, 110, 1065-1075	3	5
174	Authors and their citations: a point of view. *Scientometrics*, **2017**, 110, 1081-1084	3	7
173	Sleeping beauties in psychology. *Scientometrics*, **2017**, 110, 301-305	3	15
172	Thirteen Ways to Write an Abstract. *Publications*, **2017**, 5, 11	1.7	2
171	Are two authors better than one? Can writing in pairs affect the readability of academic blogs?. *Scientometrics*, **2016**, 109, 2119-2122	3	2
170	Look: No hands! Driving on the motorway. *Transportation Research Part F: Traffic Psychology and Behaviour*, **2016**, 42, 558-561	4.5	3
169	Spamming in scholarly publishing: A case study. *Journal of the Association for Information Science and Technology*, **2016**, 67, 2009-2015	2.7	11
168	Is time up for the Flesch measure of reading ease?. *Scientometrics*, **2016**, 107, 1523-1526	3	12

167	Is it true that papers written by joint-authors are cited more than papers written by single ones? What else matters?. *Scientometrics*, **2016**, 106, 817-818	3	2
166	Classic Articles Published by American Scientists (1900-2014): A Bibliometric Analysis. *Current Science*, **2016**, 111, 1156	2.2	20
165	What's new in abstracts of science articles. *Journal of the Medical Library Association: JMLA*, **2016**, 104, 235-6	1.4	5
164	Classic articles in Psychology in the Science Citation Index Expanded: A bibliometric analysis. *British Journal of Psychology*, **2016**, 107, 768-780	4	27
163	Peer choice does reviewer self-selection work?. *Learned Publishing*, **2016**, 29, 27-29	1.8	
162	Book reviews in time. *Scientometrics*, **2016**, 109, 2123-2128	3	4
161	An academic odyssey: writing over time. *Scientometrics*, **2015**, 103, 1073-1082	3	8
160	The effects of data input errors on subsequent statistical inference. *Journal of Applied Statistics*, **2015**, 42, 2030-2037	1	5
159	Research on tables and graphs in academic articles: Pitfalls and promises. *Journal of the Association for Information Science and Technology*, **2015**, 66, 428-431	2.7	
158	Multiple Pie Charts: Unreadable, Inefficient, and Over-Used. *Journal of Scholarly Publishing*, **2015**, 46, 282-289	0.3	2
157	Self-citations should be counted. *Archivos De Bronconeumologia*, **2015**, 51, 102	0.7	
156	Self-citations Should be Counted. *Archivos De Bronconeumologia*, **2015**, 51, 102	0.7	
155	Inaccuracies in titles. *Scientometrics*, **2015**, 103, 329-330	3	1
154	Solo versus collaborative writing: Discrepancies in the use of tables and graphs in academic articles. *Journal of the Association for Information Science and Technology*, **2014**, 65, 812-820	2.7	6
153	New technology and Christmas greetings. *Scientometrics*, **2014**, 101, 2081-2082	3	
152	Current findings from research on structured abstracts: an update. *Journal of the Medical Library Association: JMLA*, **2014**, 102, 146-8	1.4	16
151	Do men and women differ in their use of tables and graphs in academic publications?. *Scientometrics*, **2014**, 98, 1161-1172	3	5
150	Issues of work life balance among JASIST authors and editors. *Journal of the Association for Information Science and Technology*, **2013**, 64, 2182-2186		9

149	New ways of sending Christmas greetings. *Scientometrics*, **2013**, 97, 911-912	3	1
148	Publication fees for open access journals: Different disciplines different methods. *Journal of the Association for Information Science and Technology*, **2013**, 64, 2591-2594		27
147	Torrance, Mark et al ed (2012) Learning to write effectively Brill (Leiden, Netherlands) isbn 978-1-78052-928-8 431 pp £113.95 http://www.brill.com/learning-write-effectively-current-trends-european-research. *British Journal of Educational Technology*, **2013**, 44, E70-E71	4.3	
146	Graphs and prestige in agricultural journals. *Journal of the Association for Information Science and Technology*, **2013**, 64, 1946-1950		5
145	To write or to type? The effects of handwriting and word-processing on the written style of examination essays. *Innovations in Education and Teaching International*, **2013**, 50, 85-93	1.3	9
144	Campbell, Robert et al ed (2012) Academic and professional publishing Chandos Publishing (Cambridge) isbn 978-1-84334-669-2 510 pp £60 (paper and e-versions) www.woodheadpublishing.com/9781843346692. *British Journal of Educational Technology*, **2013**, 44, E100-E101	4.3	1
143	Hattie, John (2012) Visible learning for teachers Routledge (New York & London) isbn 978-0-415-69015-7 269 pp £22.99www.routledge.com/books/details/9780415690157/. *British Journal of Educational Technology*, **2012**, 43, E134-E136	4.3	3
142	Presenting numerical values within sentences and text tables. *Journal of the Association for Information Science and Technology*, **2012**, 63, 108-113		1
141	To cite or not to cite: author self-citations and the impact factor. *Scientometrics*, **2012**, 92, 313-317	3	16
140	Refereeing academic articles in the information age. *British Journal of Educational Technology*, **2012**, 43, 520-528	4.3	3
139	Key variables come first! How best to design a correlation table when there is one key variable. *Journal of Information Science*, **2012**, 38, 399-403	2	2
138	Making the Journal Abstract More Concrete. *Journal of Scholarly Publishing*, **2011**, 43, 110-115	0.3	1
137	Write when you can and submit when you are ready!. *Learned Publishing*, **2011**, 24, 29-32	1.8	2
136	Social and behavioral research and the internet Edited by Marcel Das et al. *British Journal of Educational Technology*, **2011**, 42, E110-E111	4.3	
135	Teaching the new writing Edited by Ann Herrington et al. *British Journal of Educational Technology*, **2010**, 41, E112-E113	4.3	
134	The Anatomy of a Book Review. *Journal of Technical Writing and Communication*, **2010**, 40, 473-487	0.5	8
133	Four layouts and a finding: the effects of changes in the order of the verbal labels and numerical values on Likert-type scales. *International Journal of Social Research Methodology: Theory and Practice*, **2010**, 13, 17-27	2.8	32
132	The Joy of Counting. *Journal of Scholarly Publishing*, **2010**, 41, 364-374	0.3	

131	Never mind the impact factor: colleagues know better!. *Learned Publishing*, **2010**, 23, 63-65	1.8	2
130	Does correction for guessing reduce students performance on multiple-choice examinations? Yes? No? Sometimes?. *Assessment and Evaluation in Higher Education*, **2009**, 34, 1-15	3.1	27
129	Common weaknesses in traditional abstracts in the social sciences. *Journal of the Association for Information Science and Technology*, **2009**, 60, 2010-2018		21
128	On the need to distinguish between author and journal self-citations. *Scientometrics*, **2009**, 81, 787-788	3	1
127	Sage handbook of educational action research Edited by Susan Noffke & Bridget Somekh. *British Journal of Educational Technology*, **2009**, 40, 966-967	4.3	1
126	E-collaboration Edited by Ned Kock. *British Journal of Educational Technology*, **2009**, 40, 1146-1147	4.3	
125	Applied e-learning and e-teaching in higher education Edited by Roisin Donnelly & Fiona McSweeney. *British Journal of Educational Technology*, **2009**, 40, 584-585	4.3	
124	Time of day, exam performance and new technology. *British Journal of Educational Technology*, **2008**, 39, 555-558	4.3	5
123	Handbook of research on electronic surveys and measurements Edited by Rodney A Reynolds. *British Journal of Educational Technology*, **2008**, 39, 189-189	4.3	
122	Oxford handbook of internet psychology Edited by Adam Joinson. *British Journal of Educational Technology*, **2008**, 39, 561-562	4.3	
121	Predicting university performance in Psychology: the role of previous performance and discipline-specific knowledge. *Educational Studies*, **2008**, 34, 543-556	1	4
120	Learning from experience: the expectations and experiences of first-year undergraduate psychology students. *Journal of Further and Higher Education*, **2008**, 32, 399-413	1.5	21
119	Revising and polishing a structured abstract: Is it worth the time and effort?. *Journal of the Association for Information Science and Technology*, **2008**, 59, 1870-1877		2
118	The effects of pretesting on post-test performance following self-instruction: A summary. *NSPI Journal*, **2008**, 10, 7-11		
117	Reading, Writing, Speaking and Listening: Perspectives in Applied Linguistics. *Applied Linguistics*, **2007**, 28, 316-320	2.4	8
116	The effects of spacing and titles on judgments of the effectiveness of structured abstracts. *Journal of the Association for Information Science and Technology*, **2007**, 58, 2335-2340		22
115	Planning that title: Practices and preferences for titles with colons in academic articles. *Library and Information Science Research*, **2007**, 29, 553-568	1.9	49
114	Lost in translation: contributions of editors to the meanings of text. *Journal of Information Science*, **2007**, 33, 551-565	2	6

113 Reading and writing book reviews across the disciplines. *Journal of the Association for Information Science and Technology*, **2006**, 57, 1194-1207 — 30

112 Developing ICT for early childhood education Siraj-Blatchford, Iram & Siraj-Blatchford, John. *British Journal of Educational Technology*, **2006**, 37, 653-653 — 4.3

111 Disabled students in higher education Sheila, Riddell et al. *British Journal of Educational Technology*, **2006**, 37, 808-809 — 4.3 — 1

110 Perfect presentations! Peter Levin & Graham Topping. *British Journal of Educational Technology*, **2006**, 37, 983-983 — 4.3

109 Down with op. cit. *Learned Publishing*, **2005**, 18, 75-77 — 1.8

108 IssueWeb. *British Journal of Educational Technology*, **2005**, 36, 348-349 — 4.3

107 Small group teaching. *British Journal of Educational Technology*, **2005**, 36, 577-578 — 4.3

106 Book reviewing in the BJET: a survey of BJET's referees and writers views. *British Journal of Educational Technology*, **2005**, 36, 897-905 — 4.3 — 4

105 Individual preferences in e-learning. *British Journal of Educational Technology*, **2005**, 36, 695-696 — 4.3

104 Teachers beliefs and intentions concerning teaching in higher education. *Higher Education*, **2005**, 50, 537-571 — 3 — 195

103 What's in a title? Numbers of words and the presence of colons. *Scientometrics*, **2005**, 63, 341-356 — 3 — 68

102 Is this chapter any use? Methods for evaluating text **2005**, 335-356 — 4

101 On Requesting Re-Prints Electronically. *Journal of Information Science*, **2004**, 30, 280-284 — 2 — 2

100 Assessing the mock viva: the experiences of British doctoral students. *Studies in Higher Education*, **2004**, 29, 727-738 — 2.6 — 13

99 TnT: texts and technology. *British Journal of Educational Technology*, **2004**, 35, 756-756 — 4.3

98 Individual preferences in e-learning. *British Journal of Educational Technology*, **2004**, 35, 383-384 — 4.3

97 Clarity Across the Disciplines: An Analysis of Texts in the Sciences, Social Sciences, and Arts and Humanities. *Science Communication*, **2004**, 26, 188-210 — 5.5 — 18

96 Applying psychology to text design. *Information Design Journal*, **2004**, 12, 91-102 — 0.4 — 2

95	Current findings from research on structured abstracts. *Journal of the Medical Library Association: JMLA*, **2004**, 92, 368-71	1.4	40
94	Single Authors Are Not Alone: Colleagues Often Help. *Journal of Scholarly Publishing*, **2003**, 34, 108-113	0.3	11
93	Using New Technology to Assess the Academic Writing Styles of Male and Female Pairs and Individuals. *Journal of Technical Writing and Communication*, **2003**, 33, 243-261	0.5	6
92	The Effects of Using Colored Paper to Boost Response-Rates to Surveys and Questionnaires. *Journal of Technical Writing and Communication*, **2003**, 33, 29-40	0.5	5
91	On the presentation of book reviews. *Learned Publishing*, **2003**, 16, 219-220	1.8	1
90	Reviews: 4. *British Journal of Educational Technology*, **2003**, 34, 678-679	4.3	
89	Reviews: 8. *British Journal of Educational Technology*, **2003**, 34, 535-536	4.3	
88	Speaking versus typing: a case-study of the effects of using voice-recognition software on academic correspondence. *British Journal of Educational Technology*, **2003**, 34, 5-16	4.3	12
87	Speaking versus typing: a case-study of the effects of using voice-recognition software on academic correspondence. *British Journal of Educational Technology*, **2003**, 34, 5-16	4.3	13
86	Notetaking in non-academic settings: a review. *Applied Cognitive Psychology*, **2002**, 16, 559-574	2.1	23
85	Do structured abstracts take more space? And does it matter?. *Journal of Information Science*, **2002**, 28, 417-422	2	17
84	Obtaining Reprints⬛the Effects of Self-Addressed Return Labels. *Journal of Technical Writing and Communication*, **2002**, 32, 67-73	0.5	2
83	Is Judging Text On Screen Different From Judging Text In Print? A Naturalistic E-Mail Experiment. *Innovations in Education and Teaching International*, **2002**, 39, 21-25	1.3	4
82	Writing through time: longitudinal studies of the effects of new technology on writing. *British Journal of Educational Technology*, **2001**, 32, 141-151	4.3	21
81	Referees are not always right! The case of the 3-D graph. *British Journal of Educational Technology*, **2001**, 32, 623-626	4.3	1
80	Where is the Address: Give Readers and Writers a Chance by Providing Postal Details. *Social Studies of Science*, **2001**, 31, 627-628	2.4	1
79	Students, Writing and Computers. *Psychology Learning and Teaching*, **2001**, 1, 10-15	1.3	
78	Structured abstracts for technical journals. *Science*, **2001**, 292, 1067	33.3	3

77	Typographic Settings for Structured Abstracts. *Journal of Technical Writing and Communication*, **2000**, 30, 355-365	0.5	10
76	Legal ease and ⬚legalese⬚*Psychology, Crime and Law*, **2000**, 6, 1-20	1.4	9
75	Obtaining Reprints⬚Does Color Help?. *Science Communication*, **2000**, 22, 212-218	5.5	5
74	What do we know about footnotes? Opinions and data. *Journal of Information Science*, **1999**, 25, 205-212	2	6
73	More News from Abroad: Educational Changes in the United Kingdom. *Teaching of Psychology*, **1999**, 26, 190-192	0.7	1
72	Applying ergonomics to Applied Ergonomics: using structured abstracts. *Applied Ergonomics*, **1999**, 30, 535-41	4.2	17
71	Readers as Text Designers: Personalizing the Layout of Text. *Innovations in Education and Teaching International*, **1999**, 36, 346-350		2
70	From Structured Abstracts to Structured Articles: A Modest Proposal. *Journal of Technical Writing and Communication*, **1999**, 29, 255-270	0.5	10
69	The Role of Printouts in Editing Text. *British Journal of Educational Technology*, **1998**, 29, 277-282	4.3	6
68	Structured abstracts in the British Journal of Clinical Psychology. *British Journal of Clinical Psychology*, **1998**, 37, 1-2	3.6	1
67	An evaluation of structured abstracts in journals published by the British Psychological Society. *British Journal of Educational Psychology*, **1998**, 68, 443-456	3.2	36
66	Headings in structured abstracts. *British Journal of Psychiatry*, **1998**, 173, 178	5.4	4
65	Brief Communication: Is it Appropriate to use Structured Abstracts in Non-Medical Science Journals?. *Journal of Information Science*, **1998**, 24, 359-364	2	7
64	Divergent thinking in arts and science students: Contrary imaginations at Keele revisited. *Studies in Higher Education*, **1997**, 22, 93-97	2.6	17
63	Postcard, Letter, or E-Mail? What's the Best Way to Obtain a Reprint?. *Science Communication*, **1997**, 19, 56-61	5.5	4
62	Is it appropriate to use structured abstracts in social science journals?. *Learned Publishing*, **1997**, 10, 313-317	3.87	15
61	Are Structured Abstracts Easier to Read Than Traditional Ones?. *Journal of Research in Reading*, **1997**, 20, 122-136	2.1	34
60	A Thorn in the Flesch: Observations on the Unreliability of Computer-Based Readability Formulae. *British Journal of Educational Technology*, **1997**, 28, 143-145	4.3	21

59	Obtaining information accurately and quickly: are structured abstracts more efficient?. *Journal of Information Science*, **1996**, 22, 349-356	2	40
58	A comparison between the time-management skills and academic performance of mature and traditional-entry university students. *Higher Education*, **1996**, 32, 199-215	3	121
57	Which layout do you prefer? An analysis of readers' preferences for different typographic layouts of structured abstracts. *Journal of Information Science*, **1996**, 22, 27-37	2	18
56	Designing instructional text for older readers: a literature review. *British Journal of Educational Technology*, **1994**, 25, 172-188	4.3	28
55	Three ways to improve the clarity of journal abstracts. *British Journal of Educational Psychology*, **1994**, 64, 331-343	3.2	18
54	Improving the readability of scientific articles. *British Journal of Educational Technology*, **1993**, 24, 215-216	4.3	1
53	Writing, thinking and computers. *British Journal of Educational Technology*, **1993**, 24, 22-31	4.3	11
52	Recalling structured text: Does what goes in determine what comes out?. *British Journal of Educational Technology*, **1993**, 24, 84-91	4.3	7
51	Extracting information from flowcharts and contingency statements: the effects of age and practice. *British Journal of Educational Technology*, **1991**, 22, 84-98	4.3	6
50	Captions for tables and figures. *British Journal of Educational Technology*, **1991**, 22, 149-150	4.3	4
49	Sex Differences in Handwriting: a comment on Spear. *British Educational Research Journal*, **1991**, 17, 141-145	1.6	31
48	Hype and hypertext. *Higher Education*, **1990**, 20, 113-119	3	
47	The psychologist as wordsmith: a questionnaire study of the writing strategies of productive British psychologists. *Higher Education*, **1989**, 18, 423-452	3	30
46	The effects of sex of speaker and listener on recall from a medical audiotape. *British Journal of Educational Technology*, **1989**, 20, 191-199	4.3	2
45	Using principles of text design to improve the effectiveness of audiotapes. *British Journal of Educational Technology*, **1988**, 19, 4-16	4.3	11
44	The effects of the typographic layout of cloze-type tests on reading comprehension scores. *Journal of Research in Reading*, **1986**, 9, 116-124	2.1	7
43	Improving Study-skills. *British Educational Research Journal*, **1986**, 12, 111-123	1.6	6
42	Planning the Typographical Structure of Instructional Text. *Educational Psychologist*, **1986**, 21, 315-332	6.8	8

41	A research strategy for text desigbers: The role of headings. *Instructional Science*, **1985**, 14, 99-155	2	58
40	Academics and their writing. *Studies in Higher Education*, **1984**, 9, 151-167	2.6	19
39	The effects of verbal and numerical quantifiers on questionnaire responses. *Applied Ergonomics*, **1984**, 15, 149-55	4.2	12
38	THE EFFECTS OF HEADINGS IN TEXT ON RECALL, SEARCH AND RETRIEVAL. *British Journal of Educational Psychology*, **1983**, 53, 205-214	3.2	31
37	Sir Cyril Burt and typography: A re-evaluation. *British Journal of Psychology*, **1983**, 74, 203-212	4	3
36	Student Preferences in Typography. *Programmed Learning and Educational Technology*, **1982**, 19, 166-175	4	
35	Scientific communication: So where do we go from here?. *Behavioral and Brain Sciences*, **1982**, 5, 215-216	0.9	1
34	Eighty ways of improving instructional text. *IEEE Transactions on Professional Communication*, **1981**, PC-24, 17-27	1	40
33	Sequencing the elements in references. *Applied Ergonomics*, **1981**, 12, 7-12	4.2	6
32	Underlining Can Make a Difference—Sometimes. *Journal of Educational Research*, **1980**, 73, 218-224	1.1	39
31	THE EFFECT OF HEADINGS ON CHILDREN'S RECALL FROM PROSE TEXT. *British Journal of Educational Psychology*, **1980**, 50, 304-307	3.2	19
30	Some Observations on Producing and Measuring Readable Writing. *Programmed Learning and Educational Technology*, **1980**, 17, 164-174		8
29	. *IEEE Transactions on Professional Communication*, **1980**, PC-23, 138-142	1	0
28	A reply to Robin Kinross. *Instructional Science*, **1979**, 8, 291-294	2	2
27	The role of spatial and typographic cues in the layout of journal references. *Applied Ergonomics*, **1979**, 10, 165-9	4.2	8
26	Note-taking: A critical review. *Programmed Learning and Educational Technology*, **1978**, 15, 207-224		155
25	Alternatives in the typographic design of questionnaires. *Journal of Occupational Psychology*, **1977**, 50, 299-304		5
24	Are some parts larger than others? Qualifying Hammerton's quantifiers. *Applied Ergonomics*, **1977**, 8, 93-5	4.2	7