

Jennifer G Cromley

List of Publications by Year in descending order

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45
papers

3,304
citations

331259

21
h-index

276539

41
g-index

45
all docs

45
docs citations

45
times ranked

2167
citing authors

#	ARTICLE	IF	CITATIONS
1	Does Training on Self-Regulated Learning Facilitate Students' Learning With Hypermedia?. Journal of Educational Psychology, 2004, 96, 523-535.	2.1	530
2	Testing and refining the direct and inferential mediation model of reading comprehension.. Journal of Educational Psychology, 2007, 99, 311-325.	2.1	410
3	The role of identity development, values, and costs in college STEM retention.. Journal of Educational Psychology, 2014, 106, 315-329.	2.1	364
4	Does adaptive scaffolding facilitate students' ability to regulate their learning with hypermedia?. Contemporary Educational Psychology, 2004, 29, 344-370.	1.6	329
5	Why is externally-facilitated regulated learning more effective than self-regulated learning with hypermedia?. Educational Technology Research and Development, 2008, 56, 45-72.	2.0	269
6	Adaptive Human Scaffolding Facilitates Adolescents' Self-regulated Learning with Hypermedia. Instructional Science, 2005, 33, 381-412.	1.1	190
7	Reading comprehension of scientific text: A domain-specific test of the direct and inferential mediation model of reading comprehension.. Journal of Educational Psychology, 2010, 102, 687-700.	2.1	142
8	Cognitive activities in complex science text and diagrams. Contemporary Educational Psychology, 2010, 35, 59-74.	1.6	140
9	Undergraduate STEM Achievement and Retention. Policy Insights From the Behavioral and Brain Sciences, 2016, 3, 4-11.	1.4	96
10	Self-report of reading comprehension strategies: What are we measuring?. Metacognition and Learning, 2007, 1, 229-247.	1.3	81
11	The effects of achievement goals and self-regulated learning behaviors on reading comprehension in technology-enhanced learning environments. Contemporary Educational Psychology, 2012, 37, 148-161.	1.6	81
12	Changes in implicit theories of ability in biology and dropout from STEM majors: A latent growth curve approach. Contemporary Educational Psychology, 2014, 39, 233-247.	1.6	80
13	English Language Learners' Access to and Attainment in Postsecondary Education. TESOL Quarterly, 2013, 47, 89-121.	1.5	77
14	Effects of three diagram instruction methods on transfer of diagram comprehension skills: The critical role of inference while learning. Learning and Instruction, 2013, 26, 45-58.	1.9	56
15	Reading Achievement and Science Proficiency: International Comparisons From the Programme on International Student Assessment. Reading Psychology, 2009, 30, 89-118.	0.7	55
16	Interrelations among expectancies, task values, and perceived costs in undergraduate biology achievement. Learning and Individual Differences, 2019, 72, 26-38.	1.5	53
17	Improving Students' Diagram Comprehension with Classroom Instruction. Journal of Experimental Education, 2013, 81, 511-537.	1.6	38
18	What Do Reading Tutors Do? A Naturalistic Study of More and Less Experienced Tutors in Reading. Discourse Processes, 2005, 40, 83-113.	1.1	36

#	ARTICLE	IF	CITATIONS
19	English Language Learnersâ€™ Pathways to Four-Year Colleges. <i>Teachers College Record</i> , 2015, 117, 1-44.	0.4	30
20	Measuring strategy use in context with multiple-choice items. <i>Metacognition and Learning</i> , 2011, 6, 155-177.	1.3	26
21	Drawing-to-Learn: Does Meta-Analysis Show Differences Between Technology-Based Drawing and Paper-and-Pencil Drawing?. <i>Journal of Science Education and Technology</i> , 2020, 29, 216-229.	2.4	26
22	Locating information within extended hypermedia. <i>Educational Technology Research and Development</i> , 2009, 57, 287-313.	2.0	23
23	Teaching High School Biology Students to Coordinate Text and Diagrams: Relations with Transfer, Effort, and Spatial Skill. <i>International Journal of Science Education</i> , 2015, 37, 2476-2502.	1.0	23
24	Changes in race and sex stereotype threat among diverse STEM students: Relation to grades and retention in the majors. <i>Contemporary Educational Psychology</i> , 2013, 38, 247-258.	1.6	21
25	Improving Middle School Science Learning Using Diagrammatic Reasoning. <i>Science Education</i> , 2016, 100, 1184-1213.	1.8	21
26	Using diagrams versus text for spaced restudy: Effects on learning in 10th grade biology classes. <i>British Journal of Educational Psychology</i> , 2015, 85, 59-74.	1.6	17
27	Flexible strategy use by students who learn much versus little from text: transitions within think-aloud protocols. <i>Journal of Research in Reading</i> , 2016, 39, 50-71.	1.0	16
28	Coordinating Multiple Representations in a Reform Calculus Textbook. <i>International Journal of Science and Mathematics Education</i> , 2016, 14, 1475-1497.	1.5	16
29	Relation of Spatial Skills to Calculus Proficiency: A Brief Report. <i>Mathematical Thinking and Learning</i> , 2017, 19, 55-68.	0.7	13
30	Combined cognitiveâ€™ motivational modules delivered via an LMS increase undergraduate biology grades.. <i>Technology Mind and Behavior</i> , 2020, 1, .	1.1	7
31	Instruction and cognition. <i>Wiley Interdisciplinary Reviews: Cognitive Science</i> , 2012, 3, 545-553.	1.4	6
32	Introduction to the special issue: Desiderata for a theory of multi-source multi-modal comprehension. <i>Learning and Instruction</i> , 2018, 57, 1-4.	1.9	5
33	Let Your Ideas Flow: Using Flowcharts to Convey Methods and Implications of the Results in Laboratory Exercises, Articles, Posters, and Slide Presentations. <i>Journal of Microbiology and Biology Education</i> , 2018, 19, .	0.5	5
34	Using principles of cognitive science to improve science learning in middle school: What works when and for whom?. <i>Applied Cognitive Psychology</i> , 2018, 32, 225-240.	0.9	4
35	Deciding on drawing: the topic matters when using drawing as a science learning strategy. <i>International Journal of Science Education</i> , 2021, 43, 624-640.	1.0	4
36	Comparing and Contrasting Within Diagrams: An Effective Study Strategy. <i>Lecture Notes in Computer Science</i> , 2018, , 492-499.	1.0	3

#	ARTICLE	IF	CITATIONS
37	Developing a Validity Argument for an Inference-Making and Reasoning Measure for Use in Higher Education. <i>Frontiers in Education</i> , 2021, 6, .	1.2	3
38	Multi-text multi-modal reading processes and comprehension. <i>Learning and Instruction</i> , 2021, 71, 101413.	1.9	2
39	What Cognitive Interviewing Reveals about a New Measure of Undergraduate Biology Reasoning. <i>Journal of Experimental Education</i> , 2021, 89, 145-168.	1.6	2
40	Coordinating multiple representations of polynomials: What do patterns in students' solution strategies reveal?. <i>Learning and Instruction</i> , 2017, 49, 131-141.	1.9	1
41	Relationships between the middle school concept and student demographics. <i>Journal of Educational Administration</i> , 2020, 58, 265-281.	0.8	1
42	Pickup of Causal Language and Inference During and After Reading Scientific Text. <i>Reading Psychology</i> , 2020, 41, 157-182.	0.7	1
43	Development of a Tool to Assess Inference-Making and Reasoning in Biology. <i>Journal of Microbiology and Biology Education</i> , 2021, 22, .	0.5	1
44	How Instructors Can Enhance Biology Students'™ Motivation, Learning, and Grades through Brief Relevance Writing and Worked-Example Interventions. <i>Journal of Microbiology and Biology Education</i> , 2021, 22, .	0.5	0
45	Supplemental Material for Combined cognitive"motivational modules delivered via an LMS increase undergraduate biology grades.. <i>Technology Mind and Behavior</i> , 2020, 1, .	1.1	0