Richard Catrambone

List of Publications by Year
in descending order

57 papers	3,544 citations	186209 28 h-index	223716 46 g-index
59 all docs	59 docs citations	59 times ranked	2057 citing authors

#	Article	IF	Citations
1	Scaffolding problem solving with learnersâ€™ own self explanations of subgoals. Journal of Computing in Higher Education, 2021, 33, 499-523.	3.9	7
2	Social Responses to Virtual Humans: The Effect of Human-Like Characteristics. Applied Sciences (Switzerland), 2021, 11, 7214.	1.3	3
3	Finding the Best Types of Guidance for Constructing Self-Explanations of Subgoals in Programming. Journal of the Learning Sciences, 2019, 28, 108-151.	2.0	13
4	Productive Failure and Subgoal Scaffolding in Novel Domains. Lecture Notes in Computer Science, 2019, , 282-300.	1.0	0
5	Varying effects of subgoal labeled expository text in programming, chemistry, and statistics. Instructional Science, 2018, 46, 707-722.	1.1	43
6	Problem Solving with Color: Colorâ€™s Effect on Affect and Problem Solving with Subgoal Labels. Proceedings of the Human Factors and Ergonomics Society, 2018, 62, 1166-1170.	0.2	0
7	Training for Generalization: The Role of Integrated Skills and Knowledge in Technology Domains. Proceedings of the Human Factors and Ergonomics Society, 2018, 62, 1434-1438.	0.2	0
8	Using Learners' Self-Explanations of Subgoals to Guide Initial Problem Solving in App Inventor. , 2017, , .		11
9	A taxonomy to define courses that mix face-to-face and online learning. Educational Research Review, 2016, 19, 104-118.	4.1	42
10	Employing subgoals in computer programming education. Computer Science Education, 2016, 26, 44-67.	2.7	26
11	Improving problem solving with subgoal labels in expository text and worked examples. Learning and Instruction, 2016, 42, 58-71.	1.9	28
12	The effects of timing of exposure to principles and procedural instruction specificity on learning an electrical troubleshooting skill.. Journal of Experimental Psychology: Applied, 2015, 21, 383-394.	0.9	2
13	Is more information better? Examining the effects of visual and cognitive fidelity on learning in a serious video game. , 2014, , .		5
14	Improving problem solving performance in computer-based learning environments through subgoal labels. , 2014, , .		9
15	Instruction Use Depends on the Level of Details. Proceedings of the Human Factors and Ergonomics Society, 2014, 58, 2365-2369.	0.2	1
16	A psychological perspective on augmented reality in the mathematics classroom. Computers and Education, 2013, 68, 536-544.	5.1	352
17	The effectiveness of intelligent tutoring on training in a video game. , 2013, , .		7
18	Health Mashups. ACM Transactions on Computer-Human Interaction, 2013, 20, 1-27.	4.6	184

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19	The effect of camera perspective and session duration on training decision making in a serious video game. , 2013, , .		12
20	Designing for Spectators and Coaches: Social Support in Pervasive Health Games for Youth. , 2013, , .		4
21	Subgoal-labeled instructional material improves performance and transfer in learning to develop mobile applications. , 2012, , .		110
22	Subgoal Learning. , 2012, , 3230-3233.		0
23	Procedural Instructions, Principles, and Examples. Human Factors, 2011, 53, 749-770.	2.1	126
24	Tale of two curricula: The performance of 2000 students in introductory electromagnetism. Physical Review Physics Education Research, 2009, 5, .	1.7	39
25	The impact of learner characteristics on information utilization strategies, cognitive load experienced, and performance in hypermedia learning. Learning and Instruction, 2009, 19, 387-401.	1.9	65
26	Constraining Presentation Pace and Using Multimodal Materials: Intertwined Design Considerations?. Proceedings of the Human Factors and Ergonomics Society, 2008, 52, 552-556.	0.2	1
27	Social Facilitation Effects of Virtual Humans. Human Factors, 2007, 49, 1054-1060.	2.1	87
28	Acquisition of procedures: The effects of example elaborations and active learning exercises. Learning and Instruction, 2006, 16, 139-153.	1.9	33
29	Can learning from molar and modular worked examples be enhanced by providing instructional explanations and prompting self-explanations?. Learning and Instruction, 2006, 16, 104-121.	1.9	124
30	An investigation of 2D and 3D spatial and mathematical abilities. Design Studies, 2006, 27, 505-524.	1.9	21
31	The role of perceptually represented structure in analogical problem solving. Memory and Cognition, 2006, 34, 1126-1132.	0.9	25
32	Making the abstract concrete: Visualizing mathematical solution procedures. Computers in Human Behavior, 2006, 22, 9-25.	5.1	67
33	Designing Instructional Examples to Reduce Intrinsic Cognitive Load: Molar versus Modular Presentation of Solution Procedures. Instructional Science, 2004, 32, 33-58.	1.1	162
34	ECA as User Interface Paradigm. Human-computer Interaction Series, 2004, , 239-267.	0.4	13
35	Establishing tradeoffs that leverage attention for utility: empirically evaluating information display in notification systems. International Journal of Human Computer Studies, 2003, 58, 547-582.	3.7	76
36	Presenting Movement in a Computer-Based Dance Tutor. International Journal of Human-Computer Interaction, 2003, 15, 433-452.	3.3	11

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37	Aiding Transfer in Statistics: Examining the Use of Conceptually Oriented Equations and Elaborations During Subgoal Learning.. Journal of Educational Psychology, 2003, 95, 762-773.	2.1	39
38	The effects of surface and structural feature matches on the access of story analogs.. Journal of Experimental Psychology: Learning Memory and Cognition, 2002, 28, 318-334.	0.7	37
39	Using Animation to Help Students Learn Computer Algorithms. Human Factors, 2002, 44, 495-511.	2.1	44
40	The effects of surface and structural feature matches on the access of story analogs. Journal of Experimental Psychology: Learning Memory and Cognition, 2002, 28, 318-34.	0.7	38
41	An evaluation of space-filling information visualizations for depicting hierarchical structures. International Journal of Human Computer Studies, 2000, 53, 663-694.	3.7	203
42	Culture and perceptions of selfÂ–other similarity. International Journal of Psychology, 2000, 35, 287-293.	1.7	12
43	PML: adding flexibility to multimedia presentations. IEEE MultiMedia, 1999, 6, 40-52.	1.5	7
44	Evaluating animations as student aids in learning computer algorithms. Computers and Education, 1999, 33, 253-278.	5.1	190
45	The subgoal learning model: Creating better examples so that students can solve novel problems.. Journal of Experimental Psychology: General, 1998, 127, 355-376.	1.5	254
46	Generalizing solution procedures learned from examples.. Journal of Experimental Psychology: Learning Memory and Cognition, 1996, 22, 1020-1031.	0.7	105
47	Is the Self-Concept a Habitual Referent in Judgments of Similarity?. Psychological Science, 1996, 7, 158-163.	1.8	52
48	Aiding subgoal learning: Effects on transfer.. Journal of Educational Psychology, 1995, 87, 5-17.	2.1	100
49	Reasoning about curvilinear motion: Using principles or analogy. Memory and Cognition, 1995, 23, 368-373.	0.9	12
50	Following instructions: Effects of principles and examples.. Journal of Experimental Psychology: Applied, 1995, 1, 227-244.	0.9	17
51	Improving examples to improve transfer to novel problems. Memory and Cognition, 1994, 22, 606-615.	0.9	92
52	Aggregation Bias and the Use of Regression in Evaluating Models of Human Performance. Human Factors, 1993, 35, 397-411.	2.1	9
53	Learning subgoals and methods for solving probability problems. Memory and Cognition, 1990, 18, 593-603.	0.9	88
54	Specific Versus General Procedures in Instructions. Human-Computer Interaction, 1990, 5, 49-93.	3.1	31

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55	Specific versus General Instructions: Initial Performance and Later Transfer. Proceedings of the Human Factors Society Annual Meeting, 1989, 33, 1320-1323.	0.1	0
56	Overcoming contextual limitations on problem-solving transfer.. Journal of Experimental Psychology: Learning Memory and Cognition, 1989, 15, 1147-1156.	0.7	408
57	The Role of Self-Schemas in Going Beyond the Information Given. Social Cognition, 1987, 5, 349-368.	0.5	64