

Neil W Mulligan

List of Publications by Year in descending order

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Version: 2024-02-01

48
papers

807
citations

471509

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552781

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48
all docs

48
docs citations

48
times ranked

517
citing authors

#	ARTICLE	IF	CITATIONS
1	Memory for actions: Self-performed tasks and the reenactment effect. <i>Memory and Cognition</i> , 2003, 31, 412-421.	1.6	65
2	Generation and Memory for Contextual Detail.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2004, 30, 838-855.	0.9	56
3	The negative testing effect and multifactor account.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2013, 39, 1287-1293.	0.9	46
4	Perceptual fluency, auditory generation, and metamemory: Analyzing the perceptual fluency hypothesis in the auditory modality.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2014, 40, 429-440.	0.9	44
5	The attentional boost effect with verbal materials.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2014, 40, 1049-1063.	0.9	42
6	Generation and context memory.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2006, 32, 836-846.	0.9	35
7	Negative and positive testing effects in terms of item-specific and relational information.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2015, 41, 859-871.	0.9	29
8	An Asymmetry Between Memory Encoding and Retrieval. Revelation, Generation, and Transfer-Appropriate Processing. <i>Psychological Science</i> , 2006, 17, 7-11.	3.3	28
9	Generation Disrupts Memory for Intrinsic Context but not Extrinsic Context. <i>Quarterly Journal of Experimental Psychology</i> , 2011, 64, 1543-1562.	1.1	28
10	The modality-match effect in recognition memory.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2009, 35, 564-571.	0.9	27
11	Identity priming consistently affects perceptual fluency but only affects metamemory when primes are obvious.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2016, 42, 657-662.	0.9	27
12	Total retrieval time and hypermnesia: Investigating the benefits of multiple recall tests. <i>Psychological Research</i> , 2005, 69, 272-284.	1.7	23
13	Attention and implicit memory in the category-verification and lexical decision tasks.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2008, 34, 662-679.	0.9	23
14	Attention and the testing effect.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2016, 42, 938-950.	0.9	23
15	The effects of divided attention on auditory priming. <i>Memory and Cognition</i> , 2007, 35, 1245-1254.	1.6	21
16	The attentional boost effect and context memory.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2016, 42, 598-607.	0.9	21
17	Remember-Know and source memory instructions can qualitatively change old-new recognition accuracy: The modality-match effect in recognition memory.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2010, 36, 558-566.	0.9	20
18	Immersion, presence, and episodic memory in virtual reality environments. <i>Memory</i> , 2021, 29, 983-1005.	1.7	19

#	ARTICLE	IF	CITATIONS
19	Conceptual implicit memory and environmental context. <i>Consciousness and Cognition</i> , 2011, 20, 737-744.	1.5	18
20	Hypermnesia and total retrieval time. <i>Memory</i> , 2006, 14, 502-518.	1.7	17
21	The negative repetition effect.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2013, 39, 1403-1416.	0.9	15
22	Divided attention enhances explicit but not implicit conceptual memory: an item-specific account of the attentional boost effect. <i>Memory</i> , 2017, 25, 170-175.	1.7	15
23	Order information and free recall: Evaluating the item-order hypothesis. <i>Quarterly Journal of Experimental Psychology</i> , 2007, 60, 732-751.	1.1	14
24	The testing effect under divided attention.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2017, 43, 1934-1947.	0.9	14
25	Differentiating Between Conceptual Implicit and Explicit Memory. <i>Psychological Science</i> , 2012, 23, 404-406.	3.3	13
26	Using the analysis of covariance to increase the power of priming experiments.. <i>Canadian Journal of Experimental Psychology</i> , 2003, 57, 152-166.	0.8	12
27	Assessing a retrieval account of the generation and perceptual-interference effects. <i>Memory and Cognition</i> , 2008, 36, 1371-1382.	1.6	12
28	Generation and perceptual implicit memory: Different generation tasks produce different effects on perceptual priming.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2009, 35, 1522-1538.	0.9	11
29	Conceptual Implicit Memory in Advertising Research. <i>Applied Cognitive Psychology</i> , 2013, 27, 127-136.	1.6	11
30	The attentional boost effect and source memory.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2022, 48, 1725-1737.	0.9	11
31	The replicability of the negative testing effect: Differences across participant populations.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2018, 44, 752-763.	0.9	7
32	The revelation effect: Moderating influences of encoding conditions and type of recognition test. <i>Psychonomic Bulletin and Review</i> , 2007, 14, 866-870.	2.8	6
33	The effect of generation on long-term repetition priming in auditory and visual perceptual identification. <i>Acta Psychologica</i> , 2011, 137, 18-23.	1.5	6
34	Not all identification tasks are born equal: testing the involvement of production processes in perceptual identification and lexical decision. <i>Psychological Research</i> , 2018, 82, 685-699.	1.7	6
35	The attentional boost effect enhances the recognition of bound features in short-term memory. <i>Memory</i> , 2020, 28, 926-937.	1.7	6
36	The attentional boost effect facilitates the encoding of contextual details: New evidence with verbal materials and a modified recognition task. <i>Attention, Perception, and Psychophysics</i> , 2022, , .	1.3	6

#	ARTICLE	IF	CITATIONS
37	The spacing effect and metacognitive control.. Journal of Experimental Psychology: Learning Memory and Cognition, 2014, 40, 306-311.	0.9	5
38	Online Advertisements and Conceptual Implicit Memory: Advances in Theory and Methodology. Applied Cognitive Psychology, 2014, 28, 66-78.	1.6	5
39	The attentional boost effect in schizophrenia.. Journal of Abnormal Psychology, 2014, 123, 588-597.	1.9	4
40	Divided attention and the encoding effects of retrieval. Quarterly Journal of Experimental Psychology, 2019, 72, 2474-2494.	1.1	4
41	Investigating the replicability and boundary conditions of the mnemonic advantage for disgust. Cognition and Emotion, 2021, 35, 753-773.	2.0	4
42	Levels of retrieval and the testing effect.. Journal of Experimental Psychology: Learning Memory and Cognition, 2021, 47, 652-670.	0.9	4
43	Analysis of the encoding factors that produce the negative repetition effect.. Journal of Experimental Psychology: Learning Memory and Cognition, 2014, 40, 765-775.	0.9	2
44	The generation effect and experimental design.. Journal of Experimental Psychology: Learning Memory and Cognition, 2019, 45, 1422-1431.	0.9	1
45	The Effect of Retrieval Practice on Transitive Inference. Experimental Psychology, 2019, 66, 377-392.	0.7	1
46	The bizarreness effect and visual imagery: No impact of concurrent visuo-spatial distractor tasks indicates little role for visual imagery.. Journal of Experimental Psychology: Learning Memory and Cognition, 2022, 48, 1281-1295.	0.9	0
47	Attention, the testing effect, and retrieval-induced forgetting: Distraction dissociates the positive and negative effects of retrieval on subsequent memory.. Journal of Experimental Psychology: Learning Memory and Cognition, 2022, 48, 1905-1922.	0.9	0
48	Action memory and metamemory.. Journal of Experimental Psychology: Learning Memory and Cognition, 2022, 48, 1821-1832.	0.9	0