Nate Kornell

List of Publications by Year
in descending order

62 papers	5,951 citations	136950 32 h-index	149698 56 g-index
64 all docs	64 docs citations	64 times ranked	2920 citing authors

#	Article	IF	Citations
1	Self-Regulated Learning: Beliefs, Techniques, and Illusions. Annual Review of Psychology, 2013, 64, 417-444.	17.7	915
2	Learning Concepts and Categories. Psychological Science, 2008, 19, 585-592.	3.3	407
3	Transfer of Metacognitive Skills and Hint Seeking in Monkeys. Psychological Science, 2007, 18, 64-71.	3.3	369
4	The promise and perils of self-regulated study. Psychonomic Bulletin and Review, 2007, 14, 219-224.	2.8	364
5	Unsuccessful retrieval attempts enhance subsequent learning.. Journal of Experimental Psychology: Learning Memory and Cognition, 2009, 35, 989-998.	0.9	316
6	A Region of Proximal Learning model of study time allocation. Journal of Memory and Language, 2005, 52, 463-477.	2.1	238
7	Optimising learning using flashcards: Spacing is more effective than cramming. Applied Cognitive Psychology, 2009, 23, 1297-1317.	1.6	217
8	Why tests appear to prevent forgetting: A distribution-based bifurcation model. Journal of Memory and Language, 2011, 65, 85-97.	2.1	198
9	The pretesting effect: Do unsuccessful retrieval attempts enhance learning?. Journal of Experimental Psychology: Applied, 2009, 15, 243-257.	1.2	186
10	Study efficacy and the region of proximal learning framework.. Journal of Experimental Psychology: Learning Memory and Cognition, 2006, 32, 609-622.	0.9	173
11	Why interleaving enhances inductive learning: The roles of discrimination and retrieval. Memory and Cognition, 2013, 41, 392-402.	1.6	161
12	The Ease-of-Processing Heuristic and the Stability Bias. Psychological Science, 2011, 22, 787-794.	3.3	155
13	The Dynamics of Learning and Allocation of Study Time to a Region of Proximal Learning.. Journal of Experimental Psychology: General, 2003, 132, 530-542.	2.1	154
14	Learnersâ€™ choices and beliefs about self-testing. Memory, 2009, 17, 493-501.	1.7	143
15	The spacing effect in childrenâ€™s memory and category induction. Cognition, 2008, 109, 163-167.	2.2	142
16	Principles of cognitive science in education: The effects of generation, errors, and feedback. Psychonomic Bulletin and Review, 2007, 14, 225-229.	2.8	130
17	Spacing as the friend of both memory and induction in young and older adults.. Psychology and Aging, 2010, 25, 498-503.	1.6	129
18	A stability bias in human memory: Overestimating remembering and underestimating learning.. Journal of Experimental Psychology: General, 2009, 138, 449-468.	2.1	125

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19	Optimising self-regulated study: The benefitsâ€”and costsâ€”of dropping flashcards. Memory, 2008, 16, 125-136.	1.7	119
20	Delayed versus immediate feedback in childrenâ€™s and adultsâ€™ vocabulary learning. Memory and Cognition, 2009, 37, 1077-1087.	1.6	98
21	Where is the â€œmetaâ€•in animal metacognition?. Journal of Comparative Psychology (Washington, D C:) Tj ETQq1 1 0.784314 rgB	0.5	87
22	Appearances can be deceiving: instructor fluency increases perceptions of learning without increasing actual learning. Psychonomic Bulletin and Review, 2013, 20, 1350-1356.	2.8	82
23	Young Children Bet on Their Numerical Skills. Psychological Science, 2014, 25, 1712-1721.	3.3	81
24	When and why a failed test potentiates the effectiveness of subsequent study.. Journal of Experimental Psychology: Learning Memory and Cognition, 2013, 39, 290-296.	0.9	79
25	Expecting to teach enhances learning and organization of knowledge in free recall of text passages. Memory and Cognition, 2014, 42, 1038-1048.	1.6	71
26	Attempting to answer a meaningful question enhances subsequent learning even when feedback is delayed.. Journal of Experimental Psychology: Learning Memory and Cognition, 2014, 40, 106-114.	0.9	61
27	Retrieval attempts enhance learning, but retrieval success (versus failure) does not matter.. Journal of Experimental Psychology: Learning Memory and Cognition, 2015, 41, 283-294.	0.9	61
28	A cognitive-science based programme to enhance study efficacy in a high and low risk setting. European Journal of Cognitive Psychology, 2007, 19, 743-768.	1.3	58
29	Metacognition in Humans and Animals. Current Directions in Psychological Science, 2009, 18, 11-15.	5.3	58
30	The costs and benefits of providing feedback during learning. Psychonomic Bulletin and Review, 2010, 17, 797-801.	2.8	53
31	How Retrieval Attempts Affect Learning. Psychology of Learning and Motivation - Advances in Research and Theory, 2016, 65, 183-215.	1.1	53
32	Metaconfidence Judgments in Rhesus Macaques: Explicit Versus Implicit Mechanisms. , 2005, , 296-320.		40
33	Retrospective and prospective metacognitive judgments in rhesus macaques (Macaca mulatta). Animal Cognition, 2014, 17, 249-257.	1.8	39
34	Highlighting and Its Relation to Distributed Study and Studentsâ€™ Metacognitive Beliefs. Educational Psychology Review, 2015, 27, 69-78.	8.4	34
35	Do the Best Teachers Get the Best Ratings?. Frontiers in Psychology, 2016, 7, 570.	2.1	32
36	Benefits of accumulating versus diminishing cues in recall. Journal of Memory and Language, 2011, 64, 289-298.	2.1	31

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37	Simultaneous decisions at study: time allocation, ordering, and spacing. Metacognition and Learning, 2009, 4, 237-248.	2.7	28
38	Feedback reduces the metacognitive benefit of tests.. Journal of Experimental Psychology: Applied, 2013, 19, 1-13.	1.2	27
39	Mixing topics while studying does not enhance learning.. Journal of Applied Research in Memory and Cognition, 2014, 3, 153-160.	1.1	24
40	A metacognitive illusion in monkeys. Proceedings of the Royal Society B: Biological Sciences, 2017, 284, 20171541.	2.6	22
41	The Generation Effect in Monkeys. Psychological Science, 2007, 18, 682-685.	3.3	21
42	Tests enhance learningâ€"Compared to what?. Journal of Applied Research in Memory and Cognition, 2012, 1, 257-259.	1.1	21
43	â€œBlockersâ€•do not block recall during tip-of-the-tongue states. Metacognition and Learning, 2007, 1, 248-261.	2.7	20
44	The virtues of ignorance. Behavioural Processes, 2010, 83, 207-212.	1.1	18
45	Performance bias: Why judgments of learning are not affected by learning. Memory and Cognition, 2017, 45, 1270-1280.	1.6	16
46	Audiovisual quality impacts assessments of job candidates in video interviews: Evidence for an AV quality bias. Cognitive Research: Principles and Implications, 2018, 3, 47.	2.0	16
47	Retrieval attempts enhance learning regardless of time spent trying to retrieve. Memory, 2017, 25, 298-316.	1.7	13
48	The influence of feedback on predictions of future memory performance. Memory and Cognition, 2016, 44, 1102-1113.	1.6	12
49	How to activate studentsâ€™ natural desire to test themselves. Cognitive Research: Principles and Implications, 2019, 4, 35.	2.0	9
50	Why and how you should read student evaluations of teaching.. Journal of Applied Research in Memory and Cognition, 2020, 9, 165-169.	1.1	6
51	How the wisdom of crowds, and of the crowd within, are affected by expertise. Cognitive Research: Principles and Implications, 2021, 6, 5.	2.0	6
52	Self-Regulated Learning. , 2016, , .		5
53	Identification performance from multiple lineups: Should eyewitnesses who pick fillers be burned?. Journal of Applied Research in Memory and Cognition, 2019, 8, 221-232.	1.1	5
54	In inductive category learning, people simultaneously block and space their studying using a strategy of being thorough and fair.. Archives of Scientific Psychology, 2018, 6, 138-147.	0.8	5

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55	If it is stored in my memory I will surely retrieve it: anatomy of a metacognitive belief. Metacognition and Learning, 2015, 10, 279-292.	2.7	4
56	A Stability Bias in Human Memory. , 2012, , 4-7.		4
57	Is focusing on unknown items while studying a beneficial long-term strategy?. Journal of Cognitive Psychology, 2014, 26, 928-942.	0.9	2
58	Where to draw the line on metacognition: A taxonomy of metacognitive cues.. Journal of Comparative Psychology (Washington, D C: 1983), 2014, 128, 160-162.	0.5	2
59	Implicit metacognition, explicit uncertainty, and the monitoring/control distinction in animal metacognition. Behavioral and Brain Sciences, 2003, 26, 355-356.	0.7	1
60	Phrasing questions in terms of current (not future) knowledge increases preferences for cue-only judgments of learning.. Archives of Scientific Psychology, 2013, 1, 7-13.	0.8	1
61	What monkeys can tell us about metacognition and mindreading. Behavioral and Brain Sciences, 2009, 32, 150-151.	0.7	0
62	Answering a factual question today increases oneâ€™s confidence in the same answer tomorrow â€“ independent of fluency. Psychonomic Bulletin and Review, 2021, 28, 962-968.	2.8	0