

Nate Kornell

List of Publications by Year in Descending Order

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

61
papers

4,463
citations

31
h-index

64
g-index

64
ext. papers

5,050
ext. citations

3.6
avg. IF

6.1
L-index

#	Paper	IF	Citations
61	How the wisdom of crowds, and of the crowd within, are affected by expertise. <i>Cognitive Research: Principles and Implications</i> , 2021 , 6, 5	2.7	0
60	Answering a factual question today increases one's confidence in the same answer tomorrow - independent of fluency. <i>Psychonomic Bulletin and Review</i> , 2021 , 28, 962-968	4.1	
59	Why and how you should read student evaluations of teaching. <i>Journal of Applied Research in Memory and Cognition</i> , 2020 , 9, 165-169	2.3	3
58	Identification Performance from Multiple Lineups: Should Eyewitnesses Who Pick Fillers Be Burned?. <i>Journal of Applied Research in Memory and Cognition</i> , 2019 , 8, 221-232	2.3	4
57	How to activate students' natural desire to test themselves. <i>Cognitive Research: Principles and Implications</i> , 2019 , 4, 35	2.7	4
56	In inductive category learning, people simultaneously block and space their studying using a strategy of being thorough and fair.. <i>Archives of Scientific Psychology</i> , 2018 , 6, 138-147	4.3	3
55	Audiovisual quality impacts assessments of job candidates in video interviews: Evidence for an AV quality bias. <i>Cognitive Research: Principles and Implications</i> , 2018 , 3, 47	2.7	6
54	Retrieval attempts enhance learning regardless of time spent trying to retrieve. <i>Memory</i> , 2017 , 25, 298-316	3.6	9
53	A metacognitive illusion in monkeys. <i>Proceedings of the Royal Society B: Biological Sciences</i> , 2017 , 284,	4.4	15
52	Performance bias: Why judgments of learning are not affected by learning. <i>Memory and Cognition</i> , 2017 , 45, 1270-1280	2.2	12
51	Do the Best Teachers Get the Best Ratings?. <i>Frontiers in Psychology</i> , 2016 , 7, 570	3.4	22
50	Self-Regulated Learning 2016 ,		3
49	How Retrieval Attempts Affect Learning. <i>Psychology of Learning and Motivation - Advances in Research and Theory</i> , 2016 , 65, 183-215	1.4	39
48	The influence of feedback on predictions of future memory performance. <i>Memory and Cognition</i> , 2016 , 44, 1102-13	2.2	8
47	Highlighting and Its Relation to Distributed Study and Students' Metacognitive Beliefs. <i>Educational Psychology Review</i> , 2015 , 27, 69-78	7.1	21
46	If it is stored in my memory I will surely retrieve it: anatomy of a metacognitive belief. <i>Metacognition and Learning</i> , 2015 , 10, 279-292	2.7	2
45	Retrieval attempts enhance learning, but retrieval success (versus failure) does not matter. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2015 , 41, 283-294	2.2	46

44	Expecting to teach enhances learning and organization of knowledge in free recall of text passages. <i>Memory and Cognition</i> , 2014 , 42, 1038-48	2.2	49
43	Retrospective and prospective metacognitive judgments in rhesus macaques (<i>Macaca mulatta</i>). <i>Animal Cognition</i> , 2014 , 17, 249-57	3.1	26
42	Mixing topics while studying does not enhance learning. <i>Journal of Applied Research in Memory and Cognition</i> , 2014 , 3, 153-160	2.3	19
41	Where is the "meta" in animal metacognition?. <i>Journal of Comparative Psychology (Washington, D C: 1983)</i> , 2014 , 128, 143-9	2.1	74
40	Where to draw the line on metacognition: A taxonomy of metacognitive cues.. <i>Journal of Comparative Psychology (Washington, D C: 1983)</i> , 2014 , 128, 160-162	2.1	2
39	Young children bet on their numerical skills: metacognition in the numerical domain. <i>Psychological Science</i> , 2014 , 25, 1712-21	7.9	62
38	Attempting to answer a meaningful question enhances subsequent learning even when feedback is delayed. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2014 , 40, 106-14	2.2	45
37	Is focusing on unknown items while studying a beneficial long-term strategy?. <i>Journal of Cognitive Psychology</i> , 2014 , 26, 928-942	0.9	2
36	Why interleaving enhances inductive learning: the roles of discrimination and retrieval. <i>Memory and Cognition</i> , 2013 , 41, 392-402	2.2	117
35	Phrasing questions in terms of current (not future) knowledge increases preferences for cue-only judgments of learning.. <i>Archives of Scientific Psychology</i> , 2013 , 1, 7-13	4.3	1
34	Feedback reduces the metacognitive benefit of tests. <i>Journal of Experimental Psychology: Applied</i> , 2013 , 19, 1-13	1.8	21
33	Self-regulated learning: beliefs, techniques, and illusions. <i>Annual Review of Psychology</i> , 2013 , 64, 417-44	26.1	629
32	Appearances can be deceiving: instructor fluency increases perceptions of learning without increasing actual learning. <i>Psychonomic Bulletin and Review</i> , 2013 , 20, 1350-6	4.1	61
31	When and why a failed test potentiates the effectiveness of subsequent study. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2013 , 39, 290-6	2.2	56
30	Tests enhance learning? Compared to what?. <i>Journal of Applied Research in Memory and Cognition</i> , 2012 , 1, 257-259	2.3	20
29	Benefits of Accumulating Versus Diminishing Cues in Recall. <i>Journal of Memory and Language</i> , 2011 , 64, 289-298	3.8	23
28	Why tests appear to prevent forgetting: A distribution-based bifurcation model. <i>Journal of Memory and Language</i> , 2011 , 65, 85-97	3.8	153
27	The ease-of-processing heuristic and the stability bias: dissociating memory, memory beliefs, and memory judgments. <i>Psychological Science</i> , 2011 , 22, 787-94	7.9	127

26	The virtues of ignorance. <i>Behavioural Processes</i> , 2010 , 83, 207-12	1.6	11
25	Spacing as the friend of both memory and induction in young and older adults. <i>Psychology and Aging</i> , 2010 , 25, 498-503	3.6	99
24	The costs and benefits of providing feedback during learning. <i>Psychonomic Bulletin and Review</i> , 2010 , 17, 797-801	4.1	36
23	What monkeys can tell us about metacognition and mindreading. <i>Behavioral and Brain Sciences</i> , 2009 , 32, 150-151	0.9	
22	Metacognition in Humans and Animals. <i>Current Directions in Psychological Science</i> , 2009 , 18, 11-15	6.5	37
21	A stability bias in human memory: overestimating remembering and underestimating learning. <i>Journal of Experimental Psychology: General</i> , 2009 , 138, 449-68	4.7	107
20	Optimising learning using flashcards: Spacing is more effective than cramming. <i>Applied Cognitive Psychology</i> , 2009 , 23, 1297-1317	2.1	145
19	Simultaneous decisions at study: time allocation, ordering, and spacing. <i>Metacognition and Learning</i> , 2009 , 4, 237-248	2.7	19
18	Delayed versus immediate feedback in children's and adults' vocabulary learning. <i>Memory and Cognition</i> , 2009 , 37, 1077-87	2.2	81
17	Learners' choices and beliefs about self-testing. <i>Memory</i> , 2009 , 17, 493-501	1.8	118
16	Unsuccessful retrieval attempts enhance subsequent learning. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2009 , 35, 989-98	2.2	218
15	The pretesting effect: do unsuccessful retrieval attempts enhance learning?. <i>Journal of Experimental Psychology: Applied</i> , 2009 , 15, 243-57	1.8	133
14	The spacing effect in children's memory and category induction. <i>Cognition</i> , 2008 , 109, 163-7	3.5	120
13	Learning concepts and categories: is spacing the "enemy of induction"?. <i>Psychological Science</i> , 2008 , 19, 585-92	7.9	309
12	Optimising self-regulated study: the benefits - and costs - of dropping flashcards. <i>Memory</i> , 2008 , 16, 125-36	1.8	96
11	A cognitive-science based programme to enhance study efficacy in a high and low risk setting. <i>European Journal of Cognitive Psychology</i> , 2007 , 19, 743-768		42
10	The promise and perils of self-regulated study. <i>Psychonomic Bulletin and Review</i> , 2007 , 14, 219-24	4.1	273
9	Principles of cognitive science in education: the effects of generation, errors, and feedback. <i>Psychonomic Bulletin and Review</i> , 2007 , 14, 225-9	4.1	95

8	Blockers do not block recall during tip-of-the-tongue states. <i>Metacognition and Learning</i> , 2007 , 1, 248-261.7	15
7	Transfer of metacognitive skills and hint seeking in monkeys. <i>Psychological Science</i> , 2007 , 18, 64-71	7.9 314
6	The generation effect in monkeys. <i>Psychological Science</i> , 2007 , 18, 682-5	7.9 16
5	Study efficacy and the region of proximal learning framework. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2006 , 32, 609-22	2.2 142
4	A Region of Proximal Learning model of study time allocation. <i>Journal of Memory and Language</i> , 2005 , 52, 463-477	3.8 189
3	Metaconfidence Judgments in Rhesus Macaques: Explicit Versus Implicit Mechanisms 2005 , 296-320	26
2	The dynamics of learning and allocation of study time to a region of proximal learning. <i>Journal of Experimental Psychology: General</i> , 2003 , 132, 530-42	4.7 130
1	Implicit metacognition, explicit uncertainty, and the monitoring/control distinction in animal metacognition. <i>Behavioral and Brain Sciences</i> , 2003 , 26, 355-356	0.9