

Jennifer S Burt

List of Publications by Year in descending order

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Version: 2024-02-01

57
papers

961
citations

516710

16
h-index

477307

29
g-index

57
all docs

57
docs citations

57
times ranked

769
citing authors

#	ARTICLE	IF	CITATIONS
1	Increasing the duration of an intervening distractor word can increase repetition blindness: Evidence for interitem competition in rapid visual sequences.. Canadian Journal of Experimental Psychology, 2023, 77, 73-83.	0.8	0
2	How does orthographic or phonological similarity produce repetition blindness?. Language, Cognition and Neuroscience, 2022, 37, 686-706.	1.2	0
3	Errors may not cue recall of corrective feedback: Evidence against the mediation hypothesis of the testing effect.. Journal of Experimental Psychology: Learning Memory and Cognition, 2021, 47, 65-74.	0.9	1
4	Retrieval practice via corrective feedback: is learning better for targets in an expected or surprising sense?. Memory, 2021, 29, 1396-1410.	1.7	0
5	How semantic processing affects recognition memory. Journal of Memory and Language, 2020, 113, 104109.	2.1	9
6	Retrieval practice can improve classroom review despite low practice test performance. Applied Cognitive Psychology, 2019, 33, 759-770.	1.6	4
7	Repetition priming and repetition blindness: Effects of an intervening distractor word.. Canadian Journal of Experimental Psychology, 2019, 73, 105-117.	0.8	1
8	The curious case of spillover: Does it tell us much about saccade timing in reading?. Attention, Perception, and Psychophysics, 2018, 80, 1683-1690.	1.3	2
9	The locus of taboo context effects in picture naming. Quarterly Journal of Experimental Psychology, 2017, 70, 75-91.	1.1	7
10	Masked form Priming is Moderated by the Size of the Letter-Order-Free Orthographic Neighbourhood. Quarterly Journal of Experimental Psychology, 2017, 70, 127-141.	1.1	2
11	Recognition in context: Implications for trade mark law. Psychonomic Bulletin and Review, 2017, 24, 1665-1672.	2.8	2
12	Repetition blindness in priming in perceptual identification: Competitive effects of a word intervening between prime and target. Memory and Cognition, 2017, 45, 1171-1181.	1.6	3
13	How important is the name in predicting false recognition for lookalike brands?. Psychology, Public Policy, and Law, 2017, 23, 381-395.	1.2	2
14	Brand name confusion: Subjective and objective measures of orthographic similarity.. Journal of Experimental Psychology: Applied, 2017, 23, 320-335.	1.2	2
15	Do Learned Alarm Sounds Interfere With Working Memory?. Human Factors, 2016, 58, 1044-1051.	3.5	11
16	Masked priming by misspellings: Word frequency moderates the effects of SOA and prime-target similarity. Memory and Cognition, 2016, 44, 262-277.	1.6	1
17	The role of lexical expertise in reading homophones. Quarterly Journal of Experimental Psychology, 2016, 69, 1302-1321.	1.1	1
18	Repetition in visual word identification: Benefits and costs. Quarterly Journal of Experimental Psychology, 2014, 67, 1986-2009.	1.1	8

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19	Spelling recognition after exposure to misspellings: Implications for abstractionist vs. episodic theories of orthographic representations. <i>Acta Psychologica</i> , 2013, 142, 383-393.	1.5	3
20	The exemplar interleaving effect in inductive learning: Moderation by the difficulty of category discriminations. <i>Memory and Cognition</i> , 2013, 41, 16-27.	1.6	56
21	Spacing and induction: Application to exemplars presented as auditory and visual text. <i>Learning and Instruction</i> , 2012, 22, 215-221.	3.2	49
22	Reading and spelling in adults: are there lexical and sublexical subtypes?. <i>Journal of Research in Reading</i> , 2012, 35, 183-203.	2.0	6
23	Are word representations abstract or instance-based? Effects of spelling inconsistency in orthographic learning.. <i>Canadian Journal of Experimental Psychology</i> , 2011, 65, 214-228.	0.8	8
24	T1 difficulty affects the AB: manipulating T1 word frequency and T1 orthographic neighbor frequency. <i>Attention, Perception, and Psychophysics</i> , 2011, 73, 751-765.	1.3	4
25	Using maintenance rehearsal to explore recognition memory.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2010, 36, 147-159.	0.9	21
26	Attentional blink for acronyms: Effects of familiarity and pre-exposure. <i>Australian Journal of Psychology</i> , 2010, 62, 130-138.	2.8	3
27	Evidence from the attentional blink for different sources of word repetition effects. <i>Consciousness and Cognition</i> , 2010, 19, 125-134.	1.5	2
28	Selective attention for masked and unmasked emotionally toned stimuli: Effects of trait anxiety, state anxiety, and test order. <i>British Journal of Psychology</i> , 2010, 101, 325-343.	2.3	12
29	Selective attention for masked and unmasked threatening words in anxiety: Effects of trait anxiety, state anxiety and awareness. <i>Behaviour Research and Therapy</i> , 2010, 48, 210-218.	3.1	8
30	Genetic Covariation Between the Author Recognition Test and Reading and Verbal Abilities: What Can We Learn from the Analysis of High Performance?. <i>Behavior Genetics</i> , 2009, 39, 417-426.	2.1	19
31	Identifiable orthographically similar word primes interfere in visual word identification. <i>Journal of Memory and Language</i> , 2009, 61, 259-284.	2.1	13
32	Orthographic influences in spoken word recognition: The consistency effect in semantic and gender categorization tasks. <i>Psychonomic Bulletin and Review</i> , 2009, 16, 363-368.	2.8	51
33	Phonological and semantic information in adults' orthographic learning. <i>Acta Psychologica</i> , 2008, 128, 162-175.	1.5	18
34	Sound-spelling consistency in adults' orthographic learning. <i>Journal of Research in Reading</i> , 2008, 31, 77-96.	2.0	13
35	Selective processing of masked and unmasked verbal threat material in anxiety: Influence of an immediate acute stressor. <i>Cognition and Emotion</i> , 2006, 20, 812-835.	2.0	29
36	What is orthographic processing skill and how does it relate to word identification in reading?. <i>Journal of Research in Reading</i> , 2006, 29, 400-417.	2.0	79

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37	Spelling in Adults: The Combined Influences of Language Skills and Reading Experience. <i>Journal of Psycholinguistic Research</i> , 2006, 35, 447-470.	1.3	22
38	What do students remember? Episodic memory and the development of schematization. <i>Applied Cognitive Psychology</i> , 2004, 18, 77-88.	1.6	59
39	Stem-completion priming for words studied in sentences: the context deletion effect under direct and indirect memory instructions. <i>Australian Journal of Psychology</i> , 2003, 55, 1-8.	2.8	4
40	The effects of different review opportunities on schematisation of knowledge. <i>Learning and Instruction</i> , 2003, 13, 73-92.	3.2	25
41	Why do non-color words interfere with color naming?. <i>Journal of Experimental Psychology: Human Perception and Performance</i> , 2002, 28, 1019-1038.	0.9	72
42	Does a Reading Lexicon Provide Orthographic Representations for Spelling?. <i>Journal of Memory and Language</i> , 2002, 46, 518-543.	2.1	79
43	Why do non-color words interfere with color naming?. <i>Journal of Experimental Psychology: Human Perception and Performance</i> , 2002, 28, 1019-1038.	0.9	50
44	Memory awareness and schematization: learning in the university context. <i>Applied Cognitive Psychology</i> , 2001, 15, 617-637.	1.6	27
45	Expecting dirt but saying dart: The creation of a blend memory. <i>Psychonomic Bulletin and Review</i> , 2001, 8, 820-826.	2.8	7
46	Case-mixing effects on spelling recognition: the importance of test format. , 2000, 29, 433-451.		6
47	Spelling in adults: The role of reading skills and experience. <i>Reading and Writing</i> , 2000, 13, 1-30.	1.7	45
48	Processing of phonological representations and adult spelling proficiency. <i>Australian Journal of Psychology</i> , 2000, 52, 100-109.	2.8	6
49	Associative priming in color naming: interference and facilitation. <i>Memory and Cognition</i> , 1999, 27, 454-464.	1.6	16
50	Pinch my wig or winch my pig: Spelling, spoonerisms and other language skills. <i>Reading and Writing</i> , 1998, 10, 51-74.	1.7	13
51	Expectancy-based associative and identity priming in pronunciation. <i>Australian Journal of Psychology</i> , 1996, 48, 64-74.	2.8	7
52	Spelling in Adults: Orthographic Transparency, Learning New Letter Strings and Reading Accuracy. <i>European Journal of Cognitive Psychology</i> , 1996, 8, 3-44.	1.3	26
53	Identity Primes Produce Facilitation in a Colour Naming Task. <i>Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology</i> , 1994, 47, 957-1000.	2.3	16
54	Associative priming in perceptual identification: Effects of prime-processing requirements. <i>Memory and Cognition</i> , 1993, 21, 125-137.	1.6	11

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55	Against the lexical representation of idioms.. Canadian Journal of Psychology, 1992, 46, 582-605.	0.8	15
56	Sex roles and fear of success: A general population study. Personality and Individual Differences, 1987, 8, 431-432.	2.9	2
57	SECOND-ORDER AUTOSHAPED KEY PECKING BASED ON AN AUDITORY STIMULUS. Journal of the Experimental Analysis of Behavior, 1980, 34, 305-318.	1.1	3