

Ivar Bråten

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/6818163/publications.pdf>

Version: 2024-02-01

130
papers

6,164
citations

50170

46
h-index

85405

71
g-index

135
all docs

135
docs citations

135
times ranked

2135
citing authors

#	ARTICLE	IF	CITATIONS
1	The Role of Epistemic Beliefs in the Comprehension of Multiple Expository Texts: Toward an Integrated Model. <i>Educational Psychologist</i> , 2011, 46, 48-70.	4.7	237
2	The cognitive and linguistic foundations of early reading development: A Norwegian latent variable longitudinal study.. <i>Developmental Psychology</i> , 2009, 45, 764-781.	1.2	191
3	Trust Matters: Examining the Role of Source Evaluation in Students' Construction of Meaning Within and Across Multiple Texts. <i>Reading Research Quarterly</i> , 2009, 44, 6-28.	1.8	179
4	Multiple-documents literacy: Strategic processing, source awareness, and argumentation when reading multiple conflicting documents. <i>Learning and Individual Differences</i> , 2014, 30, 64-76.	1.5	171
5	Trust and mistrust when students read multiple information sources about climate change. <i>Learning and Instruction</i> , 2011, 21, 180-192.	1.9	164
6	Reading multiple texts about climate change: The relationship between memory for sources and text comprehension. <i>Learning and Instruction</i> , 2010, 20, 192-204.	1.9	156
7	The relationship between epistemological beliefs, implicit theories of intelligence, and self-regulated learning among Norwegian postsecondary students. <i>British Journal of Educational Psychology</i> , 2005, 75, 539-565.	1.6	138
8	Epistemological beliefs and implicit theories of intelligence as predictors of achievement goals. <i>Contemporary Educational Psychology</i> , 2004, 29, 371-388.	1.6	136
9	Developing and testing a model of direct and indirect relationships between individual differences, processing, and multiple-text comprehension. <i>Learning and Instruction</i> , 2014, 30, 9-24.	1.9	128
10	Epistemological beliefs, interest, and gender as predictors of Internet-based learning activities. <i>Computers in Human Behavior</i> , 2006, 22, 1027-1042.	5.1	123
11	Profiling individual differences in student motivation: A longitudinal cluster-analytic study in different academic contexts. <i>Contemporary Educational Psychology</i> , 2005, 30, 359-396.	1.6	114
12	Effects of Task Instruction and Personal Epistemology on the Understanding of Multiple Texts About Climate Change. <i>Discourse Processes</i> , 2009, 47, 1-31.	1.1	114
13	Summary versus argument tasks when working with multiple documents: Which is better for whom?. <i>Contemporary Educational Psychology</i> , 2010, 35, 157-173.	1.6	113
14	Motivation for reading comprehension. <i>Learning and Individual Differences</i> , 2009, 19, 252-256.	1.5	111
15	The Discrepancy-Induced Source Comprehension (D-ISC) Model: Basic Assumptions and Preliminary Evidence. <i>Educational Psychologist</i> , 2017, 52, 167-181.	4.7	110
16	Spontaneous Sourcing Among Students Reading Multiple Documents. <i>Cognition and Instruction</i> , 2013, 31, 176-203.	1.9	109
17	Are sophisticated students always better? The role of topic-specific personal epistemology in the understanding of multiple expository texts. <i>Contemporary Educational Psychology</i> , 2008, 33, 814-840.	1.6	108
18	Epistemic cognition when students read multiple documents containing conflicting scientific evidence: A think-aloud study. <i>Learning and Instruction</i> , 2012, 22, 103-120.	1.9	102

#	ARTICLE	IF	CITATIONS
19	The Relationship between Internet-Specific Epistemological Beliefs and Learning within Internet Technologies. <i>Journal of Educational Computing Research</i> , 2005, 33, 141-171.	3.6	98
20	Dimensions of topic-specific epistemological beliefs as predictors of multiple text understanding. <i>Learning and Instruction</i> , 2008, 18, 513-527.	1.9	96
21	The role of Internet-specific epistemic beliefs in laypersons' source evaluations and decisions during Web search on a medical issue. <i>Computers in Human Behavior</i> , 2013, 29, 1193-1203.	5.1	96
22	When law students read multiple documents about global warming: examining the role of topic-specific beliefs about the nature of knowledge and knowing. <i>Instructional Science</i> , 2010, 38, 635-657.	1.1	93
23	Students working with multiple conflicting documents on a scientific issue: Relations between epistemic cognition while reading and sourcing and argumentation in essays. <i>British Journal of Educational Psychology</i> , 2014, 84, 58-85.	1.6	93
24	Examining the prediction of reading comprehension on different multiple-choice tests. <i>Journal of Research in Reading</i> , 2010, 33, 263-283.	1.0	92
25	Student profiles of knowledge and epistemic beliefs: Changes and relations to multiple-text comprehension. <i>Learning and Instruction</i> , 2013, 25, 49-61.	1.9	92
26	The role of personal epistemology in the self-regulation of internet-based learning. <i>Metacognition and Learning</i> , 2010, 5, 91-111.	1.3	89
27	Promoting secondary school students' evaluation of source features of multiple documents. <i>Contemporary Educational Psychology</i> , 2013, 38, 180-195.	1.6	88
28	Understanding and Promoting Thinking About Knowledge. <i>Review of Research in Education</i> , 2016, 40, 457-496.	0.8	88
29	Measuring strategic processing when students read multiple texts. <i>Metacognition and Learning</i> , 2011, 6, 111-130.	1.3	79
30	Cognitive Load and Working Memory in Multimedia Learning: Conceptual and Measurement Issues. <i>Educational Psychologist</i> , 2019, 54, 61-83.	4.7	78
31	Students' Strategic Use of Multiple Sources During Expository Text Reading: A Longitudinal Think-Aloud Study. <i>Cognition and Instruction</i> , 2003, 21, 113-147.	1.9	75
32	Prediction of learning and comprehension when adolescents read multiple texts: the roles of word-level processing, strategic approach, and reading motivation. <i>Reading and Writing</i> , 2013, 26, 321-348.	1.0	74
33	Examining the validity of self-reports on scales measuring students' strategic processing. <i>British Journal of Educational Psychology</i> , 2007, 77, 351-378.	1.6	73
34	Does the Influence of Reading Purpose on Reports of Strategic Text Processing Depend on Students' Topic Knowledge?. <i>Journal of Educational Psychology</i> , 2004, 96, 324-336.	2.1	70
35	Effects of Personal Epistemology on the Understanding of Multiple Texts. <i>Reading Psychology</i> , 2006, 27, 457-484.	0.7	68
36	Decoding, knowledge, and strategies in comprehension of expository text. <i>Scandinavian Journal of Psychology</i> , 2005, 46, 107-117.	0.8	67

#	ARTICLE	IF	CITATIONS
37	Understanding and Integrating Multiple Science Texts: Summary Tasks are Sometimes Better Than Argument Tasks. <i>Reading Psychology</i> , 2010, 31, 30-68.	0.7	64
38	Beliefs about sources of knowledge predict motivation for learning in teacher education. <i>Teaching and Teacher Education</i> , 2015, 50, 13-23.	1.6	64
39	Justification beliefs and multiple-documents comprehension. <i>European Journal of Psychology of Education</i> , 2013, 28, 879-902.	1.3	63
40	Implementation and effects of explicit reading comprehension instruction in fifth-grade classrooms. <i>Learning and Instruction</i> , 2011, 21, 520-537.	1.9	59
41	Title is missing!. <i>Reading and Writing</i> , 2003, 16, 195-218.	1.0	57
42	Task-oriented reading of multiple documents: online comprehension processes and offline products. <i>Instructional Science</i> , 2013, 41, 873-894.	1.1	55
43	Epistemic beliefs and comprehension in the context of reading multiple documents: Examining the role of conflict. <i>International Journal of Educational Research</i> , 2013, 62, 100-114.	1.2	54
44	Measuring strategic processing: comparing task-specific self-reports to traces. <i>Metacognition and Learning</i> , 2007, 2, 1-20.	1.3	52
45	Do students' beliefs about knowledge and knowing predict their judgement of texts' trustworthiness?. <i>Educational Psychology</i> , 2011, 31, 177-206.	1.2	51
46	Comprehension effects of signalling relationships between documents in search engines. <i>Computers in Human Behavior</i> , 2010, 26, 419-426.	5.1	50
47	The effects of topic familiarity, author expertise, and content relevance on Norwegian students' document selection: A mixed methods study.. <i>Journal of Educational Psychology</i> , 2016, 108, 147-162.	2.1	49
48	The Relationship between Motivational Beliefs and Learning Strategy Use among Norwegian College Students. <i>Contemporary Educational Psychology</i> , 1998, 23, 182-194.	1.6	47
49	Relationships between spontaneous note-taking, self-reported strategies and comprehension when reading multiple texts in different task conditions. <i>Journal of Research in Reading</i> , 2014, 37, S141.	1.0	47
50	Teaching Sourcing in Upper Secondary School: A Comprehensive Sourcing Intervention With Follow-Up Data. <i>Reading Research Quarterly</i> , 2019, 54, 481-505.	1.8	46
51	Task-Oriented Learning With Multiple Documents: Effects of Topic Familiarity, Author Expertise, and Content Relevance on Document Selection, Processing, and Use. <i>Reading Research Quarterly</i> , 2018, 53, 345-365.	1.8	45
52	Identifying Latent Variables Measured by the Learning and Study Strategies Inventory (LASSI) in Norwegian College Students. <i>Journal of Experimental Education</i> , 1998, 67, 82-96.	1.6	44
53	Personal epistemology across cultures: exploring Norwegian and Spanish university students' epistemic beliefs about climate change. <i>Social Psychology of Education</i> , 2009, 12, 529-560.	1.2	44
54	Norwegian law students' use of multiple sources while reading expository texts. <i>Reading Research Quarterly</i> , 2002, 37, 208-227.	1.8	43

#	ARTICLE	IF	CITATIONS
55	Title is missing!. Reading and Writing, 1999, 11, 65-88.	1.0	42
56	Investigating effects of reading medium and reading purpose on behavioral engagement and textual integration in a multiple text context. Contemporary Educational Psychology, 2019, 59, 101797.	1.6	41
57	Beliefs about knowledge and knowing and multiple-text comprehension among upper secondary students. Educational Psychology, 2009, 29, 425-445.	1.2	39
58	Incremental theories of intelligence predict multiple document comprehension. Learning and Individual Differences, 2014, 31, 11-20.	1.5	39
59	What really matters: The role of behavioural engagement in multiple document literacy tasks. Journal of Research in Reading, 2018, 41, 680-699.	1.0	37
60	Sourcing in professional education: Do text factors make any difference?. Reading and Writing, 2016, 29, 1599-1628.	1.0	33
61	Does reading medium affect processing and integration of textual and pictorial information? A multimedia eye-tracking study. Contemporary Educational Psychology, 2020, 62, 101870.	1.6	33
62	Establishing Trustworthiness when Students Read Multiple Documents Containing Conflicting Scientific Evidence. Reading Psychology, 2015, 36, 315-349.	0.7	30
63	A Validation Study of the Internet-Specific Epistemic Justification Inventory With Norwegian Preservice Teachers. Journal of Educational Computing Research, 2019, 57, 877-900.	3.6	30
64	Students' Use of Strategies for Self-regulated Learning: cross-cultural perspectives. Scandinavian Journal of Educational Research, 1999, 43, 409-432.	1.0	28
65	Direct and indirect effects of textual and individual factors on source-content integration when reading about a socio-scientific issue. Reading and Writing, 2019, 32, 335-356.	1.0	28
66	Vygotsky as Precursor to Metacognitive Theory: I. The Concept of Metacognition and Its Roots. Scandinavian Journal of Educational Research, 1991, 35, 179-192.	1.0	27
67	Optimizing Conditions for Learning: Situating Refutations in Epistemic Cognition. Journal of Experimental Education, 2016, 84, 245-263.	1.6	27
68	Teachers' Epistemic Cognition in the Context of Dialogic Practice: A Question of Calibration?. Educational Psychologist, 2017, 52, 253-269.	4.7	27
69	Who said that? Investigating the Plausibility-Induced Source Focusing assumption with Norwegian undergraduate readers. Contemporary Educational Psychology, 2016, 46, 253-262.	1.6	26
70	Naturally-Occurring Comprehension Strategies Instruction in 9th-Grade Language Arts Classrooms. Scandinavian Journal of Educational Research, 2012, 56, 591-623.	1.0	25
71	Effects of reading real versus print-out versions of multiple documents on students' sourcing and integrated understanding. Contemporary Educational Psychology, 2018, 52, 25-35.	1.6	25
72	The Role of Internet-Specific Justification Beliefs in Source Evaluation and Corroboration During Web Search on an Unsettled Socio-Scientific Issue. Journal of Educational Computing Research, 2021, 59, 342-378.	3.6	23

#	ARTICLE	IF	CITATIONS
73	Personal Epistemology, Understanding of Multiple Texts, and Learning Within Internet Technologies. , 2008, , 351-376.		23
74	Modeling relations between studentsâ€™ justification for knowing beliefs in science, motivation for understanding what they read in science, and science achievement. International Journal of Educational Research, 2014, 66, 1-12.	1.2	22
75	Adolescentsâ€™ epistemic profiles in the service of knowledge revision. Contemporary Educational Psychology, 2017, 49, 107-120.	1.6	22
76	Key Issues in Research on Studentsâ€™ Critical Reading and Learning in the 21st Century Information Society. , 2017, , 77-98.		22
77	The learning and study strategies of Norwegian first-year college students. Learning and Individual Differences, 1998, 10, 309-327.	1.5	21
78	Predicting Achievement Goals in Two Different Academic Contexts: A longitudinal study. Scandinavian Journal of Educational Research, 2006, 50, 127-148.	1.0	21
79	Teachers' source evaluation self-efficacy predicts their use of relevant source features when evaluating the trustworthiness of web sources on special education. British Journal of Educational Technology, 2013, 44, 821-836.	3.9	21
80	Beliefs about justification for knowing when ethnic majority and ethnic minority students read multiple conflicting documents. Educational Psychology, 2016, 36, 638-657.	1.2	21
81	Constructing meaning from multiple information sources as a function of personal epistemology. Information Design Journal, 2006, 14, 56-67.	0.4	20
82	Investigating cognitive capacity, personality, and epistemic beliefs in relation to science achievement. Learning and Individual Differences, 2014, 36, 124-130.	1.5	20
83	Does naturally occurring comprehension strategies instruction make a difference when students read expository text?. Journal of Research in Reading, 2013, 36, 42-57.	1.0	19
84	Memory for Textual Conflicts Predicts Sourcing When Adolescents Read Multiple Expository Texts. Reading Psychology, 2017, 38, 417-437.	0.7	19
85	Investigating elementary school studentsâ€™ text-based argumentation with multiple online information resources. Computers and Education, 2020, 147, 103785.	5.1	19
86	The Role of Individual Differences in Sourcing: a Systematic Review. Educational Psychology Review, 2022, 34, 749-792.	5.1	19
87	Effects of different ways of introducing a reading task on intrinsic motivation and comprehension. Journal of Research in Reading, 2017, 40, 17-36.	1.0	17
88	Investigating multiple source use among students with and without dyslexia. Reading and Writing, 2019, 32, 1149-1174.	1.0	17
89	Processing and learning from multiple sources: A comparative case study of students with dyslexia working in a multiple source multimedia context. Frontline Learning Research, 2019, 7, 1-26.	0.4	16
90	Motivation in college. Learning and Individual Differences, 2000, 12, 177-187.	1.5	15

#	ARTICLE	IF	CITATIONS
91	Investigating relations between beliefs about justification for knowing, interest, and knowledge across two socio-scientific topics. <i>Learning and Individual Differences</i> , 2018, 62, 89-97.	1.5	15
92	The Role of Conflict in Multiple Source Use. , 2018, , 184-201.		15
93	Memory for Scientific Arguments and Their Sources: Claimâ€“Evidence Consistency Matters. <i>Discourse Processes</i> , 2014, 51, 117-142.	1.1	14
94	Investigating interest and knowledge as predictors of students' attitudes towards socio-scientific issues. <i>Learning and Individual Differences</i> , 2016, 47, 274-280.	1.5	14
95	Social and personal predictors of test anxiety among Norwegian secondary and postsecondary students. <i>Social Psychology of Education</i> , 2019, 22, 43-61.	1.2	14
96	To click or not to click: investigating conflict detection and sourcing in a multiple document hypertext environment. <i>Reading and Writing</i> , 2020, 33, 2049-2072.	1.0	14
97	Investigating self-regulated study strategies among postsecondary students with and without dyslexia: a diary method study. <i>Reading and Writing</i> , 2017, 30, 1891-1916.	1.0	13
98	Predictors and outcomes of behavioral engagement in the context of text comprehension: when quantity means quality. <i>Reading and Writing</i> , 2022, 35, 687-711.	1.0	13
99	Vygotsky as Precursor to Metacognitive Theory: II. Vygotsky as Metacognitivist. <i>Scandinavian Journal of Educational Research</i> , 1991, 35, 305-320.	1.0	12
100	Poor Readersâ€“Good Learners: A Study of Dyslexic Readers Learning With and Without Text. <i>Reading and Writing Quarterly</i> , 2010, 26, 166-187.	0.6	12
101	Using eye-tracking to assess sourcing during multiple document reading: A critical analysis. , 0, , 105-122.		11
102	Effects of reading medium on the processing, comprehension, and calibration of adolescent readers. <i>Computers and Education</i> , 2022, 185, 104520.	5.1	11
103	Investigating structural relationships among <scp>upperâ€“secondary</scp> school students' beliefs about knowledge, justification for knowing, and <scp>Internetâ€“specific</scp> justification in the domain of science. <i>Journal of Research in Science Teaching</i> , 2021, 58, 980-1009.	2.0	10
104	Strategic Text Processing Across Mediums: A Verbal Protocol Study. <i>Reading Research Quarterly</i> , 2022, 57, 493-514.	1.8	10
105	A Longitudinal Mixed Methods Study of Norwegian Preservice Teachersâ€™ Beliefs About Sources of Teaching Knowledge and Motivation to Learn From Theory and Practice. <i>Journal of Teacher Education</i> , 2023, 74, 55-68.	2.0	10
106	Concurrent and Task-specific Self-reports. , 2020, , 275-295.		9
107	The role of studentsâ€™ prior topic beliefs in recall and evaluation of information from texts on socio-scientific issues. <i>Nordic Psychology</i> , 2017, 69, 127-142.	0.4	8
108	The motivational development of Norwegian nursing students over the college years. <i>Learning in Health and Social Care</i> , 2007, 6, 27-43.	0.6	7

#	ARTICLE	IF	CITATIONS
109	What do critical reading strategies look like? Eye-tracking and lag sequential analysis reveal attention to data and reasoning when reading conflicting information. <i>Computers and Education</i> , 2022, 187, 104544.	5.1	7
110	Cognitive Strategies: a multi-componential conception of strategy use and strategy instruction. <i>Scandinavian Journal of Educational Research</i> , 1993, 37, 217-242.	1.0	6
111	Students' Trust in Research-Based Results About Potential Health Risks Presented in Popular Media. <i>Bulletin of Science, Technology and Society</i> , 2017, 37, 3-14.	1.1	6
112	Examining the Effects of Task Instructions to Induce Implicit Theories of Intelligence on a Rational Thinking Task. <i>Zeitschrift Fur Psychologie / Journal of Psychology</i> , 2017, 225, 146-156.	0.7	6
113	Profiles of warm engagement and cold evaluation in multiple-document comprehension. <i>Reading and Writing</i> , 2020, 33, 2337-2359.	1.0	5
114	Context Effects in Norwegian 10th Grade Students' Reports on Learning Strategies using the Cross-Curricular Competencies Instrument. <i>Scandinavian Journal of Educational Research</i> , 2007, 51, 511-529.	1.0	4
115	Job Values in Professional Education: The role of achievement goals. <i>Scandinavian Journal of Educational Research</i> , 2008, 52, 259-277.	1.0	4
116	Cognitive Strategies in Mathematics, Part I: on children's strategies for solving simple addition problems. <i>Scandinavian Journal of Educational Research</i> , 1998, 42, 5-24.	1.0	3
117	Explaining Individual Differences in Reading: on the orthographic component of word recognition. <i>Scandinavian Journal of Educational Research</i> , 1998, 42, 389-399.	1.0	3
118	Performance and acceptance when using tablets as a multiple document learning tool: do application and guidance matter?. <i>Instructional Science</i> , 2021, 49, 197.	1.1	3
119	Breadth and depth of strategic processing during text comprehension. <i>Learning and Individual Differences</i> , 2021, 91, 102058.	1.5	3
120	Strategisk kildevurdering av multiple tekster: Utbytte, åpen krevende. <i>Norsk Pedagogisk Tidsskrift</i> , 2014, 98, 47-57.	0.2	3
121	Adolescents' credibility justifications when evaluating online texts. <i>Education and Information Technologies</i> , 2022, 27, 7421-7450.	3.5	3
122	Cognitive Strategies in Mathematics, Part II: teaching a more advanced addition strategy to an eight-year-old girl with learning difficulties. <i>Scandinavian Journal of Educational Research</i> , 1998, 42, 151-175.	1.0	2
123	Contextual factors that affect adolescents' detection of and memory for conflicts across multiple texts. <i>Journal of Research in Reading</i> , 2021, 44, 418-433.	1.0	2
124	Lesing av Web-tekster. <i>Norsk Pedagogisk Tidsskrift</i> , 2006, 90, 332-344.	0.2	2
125	Spelling Remediation: a systematic long-term approach to teaching spelling to an aphasic boy. <i>Educational Psychology</i> , 1995, 15, 69-87.	1.2	1
126	Effects of memory load on word recognition: Are there dual-routers in Norway?. <i>Reading and Writing</i> , 2002, 15, 233-259.	1.0	1

#	ARTICLE	IF	CITATIONS
127	Utvikling av selvregulert læring; en beretning fra norske lærerstudenter. Norsk Pedagogisk Tidsskrift, 2002, 86, 403-415.	0.2	1
128	Reflections And Future Directions. , 2018, , 527-538.		1
129	Belief bias when adolescents read to comprehend multiple conflicting texts. Reading and Writing, 2022, 35, 1759-1785.	1.0	1
130	Notatstrategier når studenter leser multiple tekster. Norsk Pedagogisk Tidsskrift, 2015, 99, 28-41.	0.2	0