

Ivar Bråten

List of Publications by Year in descending order

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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	A Longitudinal Mixed Methods Study of Norwegian Preservice Teachers' 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
2	Strategic Text Processing Across Mediums: A Verbal Protocol Study. <i>Reading Research Quarterly</i> , 2022, 57, 493-514.	1.8	10
3	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
4	The Role of Individual Differences in Sourcing: a Systematic Review. <i>Educational Psychology Review</i> , 2022, 34, 749-792.	5.1	19
5	Adolescents' credibility justifications when evaluating online texts. <i>Education and Information Technologies</i> , 2022, 27, 7421-7450.	3.5	3
6	Belief bias when adolescents read to comprehend multiple conflicting texts. <i>Reading and Writing</i> , 2022, 35, 1759-1785.	1.0	1
7	Effects of reading medium on the processing, comprehension, and calibration of adolescent readers. <i>Computers and Education</i> , 2022, 185, 104520.	5.1	11
8	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
9	The Role of Internet-Specific Justification Beliefs in Source Evaluation and Corroboration During Web Search on an Unsettled Socio-Scientific Issue. <i>Journal of Educational Computing Research</i> , 2021, 59, 342-378.	3.6	23
10	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
11	Investigating structural relationships among upper-secondary school students' beliefs about knowledge, justification for knowing, and Internet-specific justification in the domain of science. <i>Journal of Research in Science Teaching</i> , 2021, 58, 980-1009.	2.0	10
12	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
13	Breadth and depth of strategic processing during text comprehension. <i>Learning and Individual Differences</i> , 2021, 91, 102058.	1.5	3
14	Investigating elementary school students' text-based argumentation with multiple online information resources. <i>Computers and Education</i> , 2020, 147, 103785.	5.1	19
15	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
16	Profiles of warm engagement and cold evaluation in multiple-document comprehension. <i>Reading and Writing</i> , 2020, 33, 2337-2359.	1.0	5
17	Does reading medium affect processing and integration of textual and pictorial information? A multimedia eye-tracking study. <i>Contemporary Educational Psychology</i> , 2020, 62, 101870.	1.6	33
18	Concurrent and Task-specific Self-reports. , 2020, , 275-295.		9

#	ARTICLE	IF	CITATIONS
19	Direct and indirect effects of textual and individual factors on source-content integration when reading about a socio-scientific issue. <i>Reading and Writing</i> , 2019, 32, 335-356.	1.0	28
20	A Validation Study of the Internet-Specific Epistemic Justification Inventory With Norwegian Preservice Teachers. <i>Journal of Educational Computing Research</i> , 2019, 57, 877-900.	3.6	30
21	Investigating effects of reading medium and reading purpose on behavioral engagement and textual integration in a multiple text context. <i>Contemporary Educational Psychology</i> , 2019, 59, 101797.	1.6	41
22	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
23	Cognitive Load and Working Memory in Multimedia Learning: Conceptual and Measurement Issues. <i>Educational Psychologist</i> , 2019, 54, 61-83.	4.7	78
24	Processing and learning from multiple sources: A comparative case study of students with dyslexia working in a multiple source multimedia context. <i>Frontline Learning Research</i> , 2019, 7, 1-26.	0.4	16
25	Investigating multiple source use among students with and without dyslexia. <i>Reading and Writing</i> , 2019, 32, 1149-1174.	1.0	17
26	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
27	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
28	Effects of reading real versus print-out versions of multiple documents on students' sourcing and integrated understanding. <i>Contemporary Educational Psychology</i> , 2018, 52, 25-35.	1.6	25
29	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
30	What really matters: The role of behavioural engagement in multiple document literacy tasks. <i>Journal of Research in Reading</i> , 2018, 41, 680-699.	1.0	37
31	The Role of Conflict in Multiple Source Use. , 2018, , 184-201.		15
32	Reflections And Future Directions. , 2018, , 527-538.		1
33	Effects of different ways of introducing a reading task on intrinsic motivation and comprehension. <i>Journal of Research in Reading</i> , 2017, 40, 17-36.	1.0	17
34	Adolescents' epistemic profiles in the service of knowledge revision. <i>Contemporary Educational Psychology</i> , 2017, 49, 107-120.	1.6	22
35	Memory for Textual Conflicts Predicts Sourcing When Adolescents Read Multiple Expository Texts. <i>Reading Psychology</i> , 2017, 38, 417-437.	0.7	19
36	The Discrepancy-Induced Source Comprehension (D-ISC) Model: Basic Assumptions and Preliminary Evidence. <i>Educational Psychologist</i> , 2017, 52, 167-181.	4.7	110

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37	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
38	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
39	Teachers' Epistemic Cognition in the Context of Dialogic Practice: A Question of Calibration?. <i>Educational Psychologist</i> , 2017, 52, 253-269.	4.7	27
40	The role of students' 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
41	Key Issues in Research on Students' Critical Reading and Learning in the 21st Century Information Society. , 2017, , 77-98.		22
42	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
43	Understanding and Promoting Thinking About Knowledge. <i>Review of Research in Education</i> , 2016, 40, 457-496.	0.8	88
44	Sourcing in professional education: Do text factors make any difference?. <i>Reading and Writing</i> , 2016, 29, 1599-1628.	1.0	33
45	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
46	Who said that? Investigating the Plausibility-Induced Source Focusing assumption with Norwegian undergraduate readers. <i>Contemporary Educational Psychology</i> , 2016, 46, 253-262.	1.6	26
47	Beliefs about justification for knowing when ethnic majority and ethnic minority students read multiple conflicting documents. <i>Educational Psychology</i> , 2016, 36, 638-657.	1.2	21
48	Optimizing Conditions for Learning: Situating Refutations in Epistemic Cognition. <i>Journal of Experimental Education</i> , 2016, 84, 245-263.	1.6	27
49	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
50	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
51	Establishing Trustworthiness when Students Read Multiple Documents Containing Conflicting Scientific Evidence. <i>Reading Psychology</i> , 2015, 36, 315-349.	0.7	30
52	Notatstrategier når studenter leser multiple tekster. <i>Norsk Pedagogisk Tidsskrift</i> , 2015, 99, 28-41.	0.2	0
53	Investigating cognitive capacity, personality, and epistemic beliefs in relation to science achievement. <i>Learning and Individual Differences</i> , 2014, 36, 124-130.	1.5	20
54	Memory for Scientific Arguments and Their Sources: Claim Evidence Consistency Matters. <i>Discourse Processes</i> , 2014, 51, 117-142.	1.1	14

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55	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
56	Modeling relations between students' justification for knowing beliefs in science, motivation for understanding what they read in science, and science achievement. <i>International Journal of Educational Research</i> , 2014, 66, 1-12.	1.2	22
57	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
58	Incremental theories of intelligence predict multiple document comprehension. <i>Learning and Individual Differences</i> , 2014, 31, 11-20.	1.5	39
59	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
60	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
61	Strategisk kildevurdering av multiple tekster: Utbytterikt, Åmen krevende. <i>Norsk Pedagogisk Tidsskrift</i> , 2014, 98, 47-57.	0.2	3
62	Does naturally occurring comprehension strategies instruction make a difference when students read expository text?. <i>Journal of Research in Reading</i> , 2013, 36, 42-57.	1.0	19
63	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
64	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
65	Task-oriented reading of multiple documents: online comprehension processes and offline products. <i>Instructional Science</i> , 2013, 41, 873-894.	1.1	55
66	Justification beliefs and multiple-documents comprehension. <i>European Journal of Psychology of Education</i> , 2013, 28, 879-902.	1.3	63
67	Teachers' source evaluation self-efficacy predicts their use of relevant source features when evaluating the trustworthiness of web sources on special education. <i>British Journal of Educational Technology</i> , 2013, 44, 821-836.	3.9	21
68	Promoting secondary school students' evaluation of source features of multiple documents. <i>Contemporary Educational Psychology</i> , 2013, 38, 180-195.	1.6	88
69	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
70	Spontaneous Sourcing Among Students Reading Multiple Documents. <i>Cognition and Instruction</i> , 2013, 31, 176-203.	1.9	109
71	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
72	Naturally-Occurring Comprehension Strategies Instruction in 9th-Grade Language Arts Classrooms. <i>Scandinavian Journal of Educational Research</i> , 2012, 56, 591-623.	1.0	25

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73	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
74	Do students's beliefs about knowledge and knowing predict their judgement of texts's trustworthiness?. <i>Educational Psychology</i> , 2011, 31, 177-206.	1.2	51
75	Trust and mistrust when students read multiple information sources about climate change. <i>Learning and Instruction</i> , 2011, 21, 180-192.	1.9	164
76	Implementation and effects of explicit reading comprehension instruction in fifth-grade classrooms. <i>Learning and Instruction</i> , 2011, 21, 520-537.	1.9	59
77	Measuring strategic processing when students read multiple texts. <i>Metacognition and Learning</i> , 2011, 6, 111-130.	1.3	79
78	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
79	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
80	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
81	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
82	Comprehension effects of signalling relationships between documents in search engines. <i>Computers in Human Behavior</i> , 2010, 26, 419-426.	5.1	50
83	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
84	Poor Readers's 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
85	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
86	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
87	Beliefs about knowledge and knowing and multiple's text comprehension among upper secondary students. <i>Educational Psychology</i> , 2009, 29, 425-445.	1.2	39
88	Personal epistemology across cultures: exploring Norwegian and Spanish university students's epistemic beliefs about climate change. <i>Social Psychology of Education</i> , 2009, 12, 529-560.	1.2	44
89	Motivation for reading comprehension. <i>Learning and Individual Differences</i> , 2009, 19, 252-256.	1.5	111
90	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

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91	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
92	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
93	Dimensions of topic-specific epistemological beliefs as predictors of multiple text understanding. <i>Learning and Instruction</i> , 2008, 18, 513-527.	1.9	96
94	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
95	Job Values in Professional Education: The role of achievement goals. <i>Scandinavian Journal of Educational Research</i> , 2008, 52, 259-277.	1.0	4
96	Personal Epistemology, Understanding of Multiple Texts, and Learning Within Internet Technologies. , 2008, , 351-376.		23
97	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
98	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
99	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
100	Measuring strategic processing: comparing task-specific self-reports to traces. <i>Metacognition and Learning</i> , 2007, 2, 1-20.	1.3	52
101	Effects of Personal Epistemology on the Understanding of Multiple Texts. <i>Reading Psychology</i> , 2006, 27, 457-484.	0.7	68
102	Constructing meaning from multiple information sources as a function of personal epistemology. <i>Information Design Journal</i> , 2006, 14, 56-67.	0.4	20
103	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
104	Predicting Achievement Goals in Two Different Academic Contexts: A longitudinal study. <i>Scandinavian Journal of Educational Research</i> , 2006, 50, 127-148.	1.0	21
105	Lesing av Web-tekster. <i>Norsk Pedagogisk Tidsskrift</i> , 2006, 90, 332-344.	0.2	2
106	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
107	Decoding, knowledge, and strategies in comprehension of expository text. <i>Scandinavian Journal of Psychology</i> , 2005, 46, 107-117.	0.8	67
108	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

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109	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
110	Epistemological beliefs and implicit theories of intelligence as predictors of achievement goals. <i>Contemporary Educational Psychology</i> , 2004, 29, 371-388.	1.6	136
111	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
112	Title is missing!. <i>Reading and Writing</i> , 2003, 16, 195-218.	1.0	57
113	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
114	Norwegian law students' use of multiple sources while reading expository texts. <i>Reading Research Quarterly</i> , 2002, 37, 208-227.	1.8	43
115	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
116	Utvikling av selvregulert læring; en beretning fra norske lærerstudenter. <i>Norsk Pedagogisk Tidsskrift</i> , 2002, 86, 403-415.	0.2	1
117	Motivation in college. <i>Learning and Individual Differences</i> , 2000, 12, 177-187.	1.5	15
118	Students' Use of Strategies for Self-regulated Learning: cross-cultural perspectives. <i>Scandinavian Journal of Educational Research</i> , 1999, 43, 409-432.	1.0	28
119	Title is missing!. <i>Reading and Writing</i> , 1999, 11, 65-88.	1.0	42
120	The learning and study strategies of Norwegian first-year college students. <i>Learning and Individual Differences</i> , 1998, 10, 309-327.	1.5	21
121	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
122	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
123	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
124	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
125	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
126	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

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127	Cognitive Strategies: a multi-componential conception of strategy use and strategy instruction. Scandinavian Journal of Educational Research, 1993, 37, 217-242.	1.0	6
128	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
129	Vygotsky as Precursor to Metacognitive Theory: II. Vygotsky as Metacognitivist. Scandinavian Journal of Educational Research, 1991, 35, 305-320.	1.0	12
130	Using eye-tracking to assess sourcing during multiple document reading: A critical analysis. , 0, , 105-122.		11