

Arthur M Glenberg

List of Publications by Year in descending order

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Version: 2024-02-01

130
papers

14,790
citations

38742

50
h-index

23533

111
g-index

134
all docs

134
docs citations

134
times ranked

6056
citing authors

#	ARTICLE	IF	CITATIONS
1	Enhancing Question-Asking during Shared Reading in Immigrant Latino Families. <i>Journal of Latinos and Education</i> , 2023, 22, 1389-1406.	1.0	3
2	Embodied Action Scaffolds Dialogic Reading. <i>Educational Psychology Review</i> , 2022, 34, 401-419.	8.4	5
3	Embodiment and learning of abstract concepts (such as algebraic topology and regression to the mean). <i>Journal of Experimental Psychology: Applied</i> , 2022, 28, 1-17.	1.7	6
4	Grounding (fairly) complex numerical knowledge: an educational example. <i>Psychological Research</i> , 2022, 86, 2389-2397.	1.7	5
5	Reaching the "Learning Analytics" and "Embodied Design" promise of synergy. <i>International Journal of Child-Computer Interaction</i> , 2022, 31, 100424.	3.5	0
6	A pre-registered, multi-lab non-replication of the action-sentence compatibility effect (ACE). <i>Psychonomic Bulletin and Review</i> , 2022, 29, 613-626.	2.8	32
7	A Reading Comprehension Intervention for Dual Language Learners With Weak Language and Reading Skills. <i>Journal of Speech, Language, and Hearing Research</i> , 2022, 65, 738-759.	1.6	2
8	Culture, ecology, and grounded procedures. <i>Behavioral and Brain Sciences</i> , 2021, 44, e13.	0.7	1
9	The gleam-glum effect: /i:/ versus /ɪ/ phonemes generically carry emotional valence. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2021, 47, 1173-1185.	0.9	5
10	Joint Action Enhances Subsequent Social Learning by Strengthening a Mirror Mechanism. <i>Journal of Experimental Psychology: Applied</i> , 2021, 27, 403-421.		0
11	Phonemes Convey Embodied Emotion. <i>Journal of Experimental Psychology: Applied</i> , 2021, 27, 221-243.		2
12	Immediate sensorimotor grounding of novel concepts learned from language alone. <i>Journal of Memory and Language</i> , 2020, 115, 104172.	2.1	17
13	The linguistic looming effect. <i>Journal of Memory and Language</i> , 2020, 114, 104147.	2.1	5
14	Turning social tools into tools for action. <i>Physics of Life Reviews</i> , 2019, 29, 172-174.	2.8	3
15	Embodied reading in a transparent orthography. <i>Learning and Instruction</i> , 2019, 62, 27-36.	3.2	8
16	Moved by Reading in a Spanish-Speaking, Dual Language Learner Population. <i>Language, Speech, and Hearing Services in Schools</i> , 2018, 49, 582-594.	1.6	9
17	Retrieving Against the Flow: Incoherence Between Optic Flow and Movement Direction Has Little Effect on Memory for Order. <i>Frontiers in Human Neuroscience</i> , 2018, 12, 102.	2.0	0
18	When (and how) interacting with technology-enhanced storybooks helps dual language learners. <i>Translational Issues in Psychological Science</i> , 2017, 3, 66-79.	1.0	10

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19	EMBRACE: Applying Cognitive Tutor Principles to Reading Comprehension. Lecture Notes in Computer Science, 2017, , 578-581.	1.3	4
20	Contribution of Embodiment to Solving the Riddle of Infantile Amnesia. Frontiers in Psychology, 2016, 7, 10.	2.1	15
21	Consequences of joint action: Entanglement with your partner.. Journal of Experimental Psychology: General, 2015, 144, 873-888.	2.1	23
22	Few believe the world is flat: How embodiment is changing the scientific understanding of cognition.. Canadian Journal of Experimental Psychology, 2015, 69, 165-171.	0.8	106
23	Response to Mahon: Unburdening cognition from abstract symbols.. Canadian Journal of Experimental Psychology, 2015, 69, 181-182.	0.8	3
24	How intent to interact can affect action scaling of distance: reply to Wilson. Frontiers in Psychology, 2014, 5, 513.	2.1	1
25	What does the forward model of an expert hand-tool motor program code?. Physics of Life Reviews, 2014, 11, 253-254.	2.8	1
26	Interpersonal action semantics. Physics of Life Reviews, 2014, 11, 251-252.	2.8	3
27	Motor-language coupling: Direct evidence from early Parkinsonâ€™s disease and intracranial cortical recordings. Cortex, 2013, 49, 968-984.	2.4	129
28	From the Revolution to Embodiment. Perspectives on Psychological Science, 2013, 8, 573-585.	9.0	278
29	The Motor System Contributes to Comprehension of Abstract Language. PLoS ONE, 2013, 8, e75183.	2.5	52
30	Sensory motor mechanisms unify psychology: the embodiment of culture. Frontiers in Psychology, 2013, 4, 885.	2.1	13
31	Language comprehension warps the mirror neuron system. Frontiers in Human Neuroscience, 2013, 7, 870.	2.0	13
32	Improving Reading to Improve Math. Scientific Studies of Reading, 2012, 16, 316-340.	2.0	42
33	Action-based language: A theory of language acquisition, comprehension, and production. Cortex, 2012, 48, 905-922.	2.4	417
34	Contributions of Mirror Mechanisms to the Embodiment of Cognition. , 2012, , 164-189.		0
35	Mirror Neuron Forum. Perspectives on Psychological Science, 2011, 6, 369-407.	9.0	134
36	Articulatory bias in speech categorization: Evidence from use-induced motor plasticity. Cortex, 2011, 47, 1001-1003.	2.4	31

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37	Improving early reading comprehension using embodied CAI. <i>Instructional Science</i> , 2011, 39, 27-39.	2.0	83
38	One's motor performance predictably modulates the understanding of others' actions through adaptation of premotor visuo-motor neurons. <i>Social Cognitive and Affective Neuroscience</i> , 2011, 6, 301-310.	3.0	103
39	Positions in the Mirror Are Closer Than They Appear. <i>Perspectives on Psychological Science</i> , 2011, 6, 408-410.	9.0	7
40	Introduction to the Mirror Neuron Forum. <i>Perspectives on Psychological Science</i> , 2011, 6, 363-368.	9.0	17
41	Investigation of an Activity-Based Text-Processing Strategy in Mixed-Age Child Dyads. <i>Journal of Experimental Education</i> , 2011, 79, 340-360.	2.6	22
42	The Embodied Statistician. <i>Frontiers in Psychology</i> , 2010, 1, 184.	2.1	2
43	Embodiment as a unifying perspective for psychology. <i>Wiley Interdisciplinary Reviews: Cognitive Science</i> , 2010, 1, 586-596.	2.8	343
44	Top-Down and Bottom-Up Contributions to Understanding Sentences Describing Objects in Motion. <i>Frontiers in Psychology</i> , 2010, 1, 183.	2.1	35
45	Knowing Beans: Human Mirror Mechanisms Revealed Through Motor Adaptation. <i>Frontiers in Human Neuroscience</i> , 2010, 4, 204.	2.0	61
46	Knowing beans: human mirror mechanisms revealed through motor adaptation. <i>Frontiers in Human Neuroscience</i> , 2010, 4, 206.	2.0	13
47	Cultural variations on the SIMS model. <i>Behavioral and Brain Sciences</i> , 2010, 33, 444-445.	0.7	0
48	Cosmetic Use of Botulinum Toxin-A Affects Processing of Emotional Language. <i>Psychological Science</i> , 2010, 21, 895-900.	3.3	243
49	What Cognitive Benefits Does an Activity-Based Reading Strategy Afford Young Native American Readers?. <i>Journal of Experimental Education</i> , 2010, 78, 395-417.	2.6	33
50	Cosmetic Use of Botulinum Toxin-A Affects Processing of Emotional Language. <i>Nature Precedings</i> , 2009, , .	0.1	2
51	Gender, Emotion, and the Embodiment of Language Comprehension. <i>Emotion Review</i> , 2009, 1, 151-161.	3.4	58
52	Episodic affordances contribute to language comprehension. <i>Language and Cognition</i> , 2009, 1, 113-135.	0.6	48
53	Prediction and emotion in dialogue. <i>European Journal of Social Psychology</i> , 2009, 39, 1169-1172.	2.4	6
54	Language-induced motor activity in bi-manual object lifting. <i>Experimental Brain Research</i> , 2009, 193, 43-53.	1.5	33

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55	Using Concreteness in Education: Real Problems, Potential Solutions. <i>Child Development Perspectives</i> , 2009, 3, 160-164.	3.9	59
56	Use-induced motor plasticity affects the processing of abstract and concrete language. <i>Current Biology</i> , 2008, 18, R290-R291.	3.9	210
57	Processing Abstract Language Modulates Motor System Activity. <i>Quarterly Journal of Experimental Psychology</i> , 2008, 61, 905-919.	1.1	333
58	Toward the Integration of Bodily States, Language, and Action. , 2008, , 43-70.		23
59	Embodiment for Education. , 2008, , 355-372.		63
60	Framing the debate. , 2008, , 1-10.		13
61	The limits of covariation. , 2008, , 11-32.		3
62	Reflecting on the debate. , 2008, , 397-440.		9
63	Enhancing comprehension in small reading groups using a manipulation strategy. <i>Contemporary Educational Psychology</i> , 2007, 32, 389-399.	2.9	118
64	Improving Native American children's listening comprehension through concrete representations. <i>Contemporary Educational Psychology</i> , 2007, 32, 537-550.	2.9	42
65	Language and action: creating sensible combinations of ideas. , 2007, , 360-370.		26
66	Emotion simulation during language comprehension. <i>Psychonomic Bulletin and Review</i> , 2007, 14, 436-441.	2.8	184
67	Radical changes in cognitive process due to technology. <i>Pragmatics and Cognition</i> , 2006, 14, 263-274.	0.4	8
68	Naturalizing Cognition: The Integration of Cognitive Science and Biology. <i>Current Biology</i> , 2006, 16, R802-R804.	3.9	13
69	LESSONS FROM THE EMBODIMENT OF LANGUAGE: WHY SIMULATING HUMAN LANGUAGE COMPREHENSION IS HARD. , 2005, , .		1
70	Grounding Language in Bodily States: The Case for Emotion. , 2005, , 115-128.		57
71	Putting words in perspective. <i>Memory and Cognition</i> , 2004, 32, 863-873.	1.6	219
72	On doing two things at once: Temporal constraints on actions in language comprehension. <i>Memory and Cognition</i> , 2004, 32, 1033-1043.	1.6	45

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73	Activity and Imagined Activity Can Enhance Young Children's Reading Comprehension.. Journal of Educational Psychology, 2004, 96, 424-436.	2.9	270
74	This construction needs learned.. Journal of Experimental Psychology: General, 2004, 133, 450-467.	2.1	214
75	Language is Grounded in Action. , 2004, , 11-24.		3
76	The Body's Contribution to Language. Psychology of Learning and Motivation - Advances in Research and Theory, 2003, 43, 93-126.	1.1	43
77	Embodied meaning and negative priming. Behavioral and Brain Sciences, 2003, 26, 644-647.	0.7	5
78	Grounding language in action. Psychonomic Bulletin and Review, 2002, 9, 558-565.	2.8	1,750
79	An affordance field for guiding movement and cognition. Behavioral and Brain Sciences, 2001, 24, 43-44.	0.7	2
80	Constructing Meaning: The Role of Affordances and Grammatical Constructions in Sentence Comprehension. Journal of Memory and Language, 2000, 43, 508-529.	2.1	335
81	Symbol Grounding and Meaning: A Comparison of High-Dimensional and Embodied Theories of Meaning. Journal of Memory and Language, 2000, 43, 379-401.	2.1	662
82	Perceptual symbols in language comprehension. Behavioral and Brain Sciences, 1999, 22, 618-619.	0.7	0
83	4 Why mental models must be embodied. Advances in Psychology, 1999, 128, 77-90.	0.1	30
84	Indexical understanding of instructions. Discourse Processes, 1999, 28, 1-26.	1.8	310
85	Not Propositions. Cognitive Systems Research, 1999, 1, 19-33.	2.7	143
86	The representation of space in mental models derived from text. Memory and Cognition, 1998, 26, 247-262.	1.6	87
87	Averting the gaze disengages the environment and facilitates remembering. Memory and Cognition, 1998, 26, 651-658.	1.6	336
88	What memory is for: Creating meaning in the service of action. Behavioral and Brain Sciences, 1997, 20, 41-50.	0.7	116
89	What memory is for. Behavioral and Brain Sciences, 1997, 20, 1-19.	0.7	1,661
90	Deictic codes for embodied language. Behavioral and Brain Sciences, 1997, 20, 749-749.	0.7	3

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91	Memory and Faces: Pictures Help You Remember Who Said What. <i>Personality and Social Psychology Bulletin</i> , 1995, 21, 196-206.	3.0	10
92	Self-concept and body-image disturbance: Which self-beliefs predict body size overestimation?. <i>Cognitive Therapy and Research</i> , 1994, 18, 105-125.	1.9	36
93	On-line processing of textual illustrations in the visuospatial sketchpad: Evidence from dual-task studies. <i>Memory and Cognition</i> , 1994, 22, 261-272.	1.6	56
94	Comprehension of illustrated text: Pictures help to build mental models. <i>Journal of Memory and Language</i> , 1992, 31, 129-151.	2.1	390
95	Mental models, pictures, and text: Integration of spatial and verbal information. <i>Memory and Cognition</i> , 1992, 20, 458-460.	1.6	31
96	Pictures and anaphora: Evidence for independent processes. <i>Memory and Cognition</i> , 1992, 20, 461-471.	1.6	22
97	Temporal coding in rhythm tasks revealed by modality effects. <i>Memory and Cognition</i> , 1991, 19, 514-522.	1.6	71
98	Common processes underlie enhanced recency effects for auditory and changing-state stimuli. <i>Memory and Cognition</i> , 1990, 18, 638-650.	1.6	16
99	Verbal learning meets psycholinguistics: Modality effects in the comprehension of anaphora. <i>Journal of Memory and Language</i> , 1990, 29, 582-590.	2.1	18
100	Extension of the picture-superiority effect over multiple lists. <i>Bulletin of the Psychonomic Society</i> , 1990, 28, 1-3.	0.2	2
101	Modality effects in the coding reproduction of rhythms. <i>Memory and Cognition</i> , 1989, 17, 373-383.	1.6	68
102	Mental Models as Representations of Discourse and Text. <i>American Journal of Psychology</i> , 1989, 102, 421.	0.3	22
103	Evidence for auditory temporal distinctiveness: Modality effects in order and frequency judgments.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 1988, 14, 728-739.	0.9	27
104	Enhancing calibration of comprehension.. <i>Journal of Experimental Psychology: General</i> , 1987, 116, 119-136.	2.1	220
105	Mental models contribute to foregrounding during text comprehension. <i>Journal of Memory and Language</i> , 1987, 26, 69-83.	2.1	617
106	Inexpert calibration of comprehension. <i>Memory and Cognition</i> , 1987, 15, 84-93.	1.6	207
107	The role of visual interference in producing the long-term modality effect. <i>Memory and Cognition</i> , 1987, 15, 504-510.	1.6	9
108	A temporal distinctiveness theory of recency and modality effects.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 1986, 12, 3-15.	0.9	286

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109	Echoic and Retrieval Accounts of the Long-Term Modality Effect Tested Using the Suffix Procedure. American Journal of Psychology, 1986, 99, 453.	0.3	2
110	Calibration of comprehension.. Journal of Experimental Psychology: Learning Memory and Cognition, 1985, 11, 702-718.	0.9	198
111	Changing environmental context does not reliably affect memory. Memory and Cognition, 1985, 13, 333-345.	1.6	129
112	Differential Influence of the Recall and Postlist Instruction Modalities on the Long-Term Modality Effect. American Journal of Psychology, 1985, 98, 569.	0.3	3
113	Coactivation and comprehension: Contribution of text variables to the illusion of knowing. Memory and Cognition, 1984, 12, 355-360.	1.6	62
114	A retrieval account of the long-term modality effect.. Journal of Experimental Psychology: Learning Memory and Cognition, 1984, 10, 16-31.	0.9	72
115	Strengthening associations: duration, attention, or relations?. Journal of Verbal Learning and Verbal Behavior, 1983, 22, 650-666.	3.7	24
116	Studies of the long-term recency effect: Support for a contextually guided retrieval hypothesis.. Journal of Experimental Psychology: Learning Memory and Cognition, 1983, 9, 231-255.	0.9	112
117	The illusion of knowing: Failure in the self-assessment of comprehension. Memory and Cognition, 1982, 10, 597-602.	1.6	298
118	Spacing repetitions and solving problems are not the same. Journal of Verbal Learning and Verbal Behavior, 1981, 20, 110-119.	3.7	42
119	Long-term recency is not found on a recognition test.. Journal of Experimental Psychology Human Learning and Memory, 1981, 7, 475-479.	1.1	18
120	Spacing repetitions over 1 week. Memory and Cognition, 1980, 8, 528-538.	1.6	133
121	A two-process account of long-term serial position effects.. Journal of Experimental Psychology Human Learning and Memory, 1980, 6, 355-369.	1.1	157
122	Component-levels theory of the effects of spacing of repetitions on recall and recognition. Memory and Cognition, 1979, 7, 95-112.	1.6	349
123	Mental contiguity.. Journal of Experimental Psychology Human Learning and Memory, 1979, 5, 88-97.	1.1	31
124	Environmental context and human memory. Memory and Cognition, 1978, 6, 342-353.	1.6	582
125	Type I rehearsal and recognition. Journal of Verbal Learning and Verbal Behavior, 1978, 17, 455-463.	3.7	58
126	Influences of retrieval processes on the spacing effect in free recall.. Journal of Experimental Psychology Human Learning and Memory, 1977, 3, 282-294.	1.1	68

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127	Type I rehearsal: Maintenance and more. <i>Journal of Verbal Learning and Verbal Behavior</i> , 1977, 16, 339-352.	3.7	139
128	Monotonic and nonmonotonic lag effects in paired-associate and recognition memory paradigms. <i>Journal of Verbal Learning and Verbal Behavior</i> , 1976, 15, 1-16.	3.7	219
129	Resituating Cognition.. <i>Comparative Cognition and Behavior Reviews</i> , 0, 5, 59-77.	2.0	34
130	The Embodiment of Culture. , 0, , .		3