Fernand Gobet

List of Publications by Year
in descending order

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169 papers	7,830 citations	53794 45 h-index	60623 81 g-index
181 all docs	181 docs citations	181 times ranked	4304 citing authors

#	Article	IF	Citations
1	Expertise in Contemporary Dance: The Roles of Cognition, Talent, and Deliberate Practice. Journal of Dance Education, 2024, 24, 21-34.	0.2	0
2	CHESS RESEARCH: RECENT TRENDS. Revista Mundi Engenharia Tecnologia E GestÃ£o (ISSN 2525-4782), 2023, 6, .	0.0	0
3	The effect of hyperarticulation on speech comprehension under adverse listening conditions. Psychological Research, 2022, 86, 1535-1546.	1.7	1
4	Magnitude-sensitivity: rethinking decision-making. Trends in Cognitive Sciences, 2022, 26, 66-80.	7.8	14
5	Simplification of genetic programs: a literature survey. Data Mining and Knowledge Discovery, 2022, 36, 1279-1300.	3.7	8
6	Still no evidence that exergames improve cognitive ability: A commentary on Stanmore et al. (2017). Neuroscience and Biobehavioral Reviews, 2021, 123, 352-353.	6.1	17
7	On-the-fly simplification of genetic programming models. , 2021, , .		5
8	Is attentional discounting in value-based decision making magnitude sensitive?. Journal of Cognitive Psychology, 2021, 33, 327-336.	0.9	4
9	Early Specialization and Critical Periods in Acquiring Expertise: A Comparison of Traditional Versus Detection Talent Identification in Team GB Cycling at London 2012. Journal of Motor Learning and Development, 2021, 9, 296-312.	0.4	1
10	The Beginning of a New Era. Swiss Psychology Open, 2021, 1, .	0.8	0
11	Cognitive and academic benefits of music training with children: A multilevel meta-analysis. Memory and Cognition, 2020, 48, 1429-1441.	1.6	88
12	Working memory training in typically developing children: A multilevel meta-analysis. Psychonomic Bulletin and Review, 2020, 27, 423-434.	2.8	53
13	Modeling Value-Based Decision-Making Policies Using Genetic Programming. Swiss Journal of Psychology, 2020, 79, 113-121.	0.9	2
14	Understanding the cross-linguistic pattern of verb-marking error in typically developing children and children with Developmental Language Disorder. Trends in Language Acquisition Research, 2020, , 221-246.	0.3	2
15	How Artificial Intelligence Can Help Us Understand Human Creativity. Frontiers in Psychology, 2019, 10, 1401.	2.1	21
16	The impact of leisure activities on older adultsâ€™ cognitive function, physical function, and mental health. PLoS ONE, 2019, 14, e0225006.	2.5	76
17	The impact of shared book reading on children's language skills: A meta-analysis. Educational Research Review, 2019, 28, 100290.	7.8	95
18	The cognitive and academic benefits of Cogmed: A meta-analysis. Educational Research Review, 2019, 27, 229-243.	7.8	57

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19	A protocol analysis of use of forward and backward reasoning during valuation problem solving. Property Management, 2019, 37, 638-661.	0.8	3
20	Working memory training does not enhance older adults' cognitive skills: A comprehensive meta-analysis. Intelligence, 2019, 77, 101386.	3.0	38
21	A Study of the Interplay between Intuition and Rationality in Valuation Decision Making. Journal of Property Research, 2019, 36, 387-418.	2.8	8
22	Cognitive Training Does Not Enhance General Cognition. Trends in Cognitive Sciences, 2019, 23, 9-20.	7.8	159
23	Near and Far Transfer in Cognitive Training: A Second-Order Meta-Analysis. Collabra: Psychology, 2019, 5, .	1.8	109
24	Semi-Automatic Generation of Cognitive Science Theories. Synthese Library, 2019, , 155-171.	0.2	2
25	Video game training does not enhance cognitive ability: A comprehensive meta-analytic investigation.. Psychological Bulletin, 2018, 144, 111-139.	6.1	150
26	Checking the â€œAcademic Selectionâ€•argument. Chess players outperform non-chess players in cognitive skills related to intelligence: A meta-analysis. Intelligence, 2017, 61, 130-139.	3.0	26
27	The neural correlates of theory of mind and their role during empathy and the game of chess: A functional magnetic resonance imaging study. Neuroscience, 2017, 355, 149-160.	2.3	26
28	When the music's over. Does music skill transfer to children's and young adolescents' cognitive and academic skills? A meta-analysis. Educational Research Review, 2017, 20, 55-67.	7.8	131
29	Allen Newell's Program of Research: The Videoâ€Game Test. Topics in Cognitive Science, 2017, 9, 522-532.	1.9	4
30	Does Far Transfer Exist? Negative Evidence From Chess, Music, and Working Memory Training. Current Directions in Psychological Science, 2017, 26, 515-520.	5.3	182
31	Three Views on Expertise: Philosophical Implications for Rationality, Knowledge, Intuition and Education. Journal of Philosophy of Education, 2017, 51, 605-619.	0.8	6
32	Does chess instruction improve mathematical problem-solving ability? Two experimental studies with an active control group. Learning and Behavior, 2017, 45, 414-421.	1.0	26
33	Expertsâ€™ memory superiority for domain-specific random material generalizes across fields of expertise: A meta-analysis. Memory and Cognition, 2017, 45, 183-193.	1.6	35
34	The Effects of Chess Instruction on Pupils' Cognitive and Academic Skills: State of the Art and Theoretical Challenges. Frontiers in Psychology, 2017, 8, 238.	2.1	19
35	The Relationship between Handedness and Mathematics Is Non-linear and Is Moderated by Gender, Age, and Type of Task. Frontiers in Psychology, 2017, 8, 948.	2.1	10
36	Computational Scientific Discovery. , 2017, , 719-734.		10

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37	What's in a Name? The Multiple Meanings of â€œChunkâ€•and â€œChunkingâ€• Frontiers in Psychology, 2016, 7, 102.	2.1	33
38	Analysing Psychological Data by Evolving Computational Models. Studies in Classification, Data Analysis, and Knowledge Organization, 2016, , 587-597.	0.2	3
39	Levodopa medication improves incidental sequence learning in Parkinson's disease. Neuropsychologia, 2016, 93, 53-60.	1.6	21
40	The relationship between cognitive ability and chess skill: A comprehensive meta-analysis. Intelligence, 2016, 59, 72-83.	3.0	91
41	Becoming an expert: Ontogeny of expertise as an example of neural reuse. Behavioral and Brain Sciences, 2016, 39, e123.	0.7	5
42	Mood, expertise, analogy, and ritual: an experiment using the five-disk Tower of Hanoi. Religion, Brain and Behavior, 2016, 6, 67-87.	0.7	22
43	The effect of personal attitudes on information processing biases in religious individuals. Journal of Cognitive Psychology, 2016, 28, 366-373.	0.9	3
44	Computational Scientific Discovery and Cognitive Science Theories. Synthese Library, 2016, , 83-97.	0.2	4
45	Do the benefits of chess instruction transfer to academic and cognitive skills? A meta-analysis. Educational Research Review, 2016, 18, 46-57.	7.8	86
46	Understanding Expertise. , 2016, , .		44
47	From Bounded Rationality to Expertise. , 2016, , 151-166.		1
48	Vocabulary Acquisition. , 2015, , 226-231.		1
49	Chunks, Schemata, and Retrieval Structures: Past and Current Computational Models. Frontiers in Psychology, 2015, 6, 1785.	2.1	7
50	Risk taking in adversarial situations: Civilization differences in chess experts. Cognition, 2015, 141, 36-40.	2.2	12
51	Simulating the cross-linguistic pattern of Optional Infinitive errors in childrenâ€™s declaratives and Wh- questions. Cognition, 2015, 143, 61-76.	2.2	23
52	A Question of Balance. Lecture Notes in Computer Science, 2015, , 224-258.	1.3	1
53	The Art of Balance - Problem-Solving vs. Pattern-Recognition. , 2015, , .		2
54	Ã¢â‚¬Å“No level up!Ã¢â‚¬Â¦ no effects of video game specialization and expertise on cognitive performance. Frontiers in Psychology, 2014, 5, 1337.	2.1	18

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55	Designing a Ã¢â‚¬â€œbetterÃ¢â‚¬Â•brain: insights from experts and savants. Frontiers in Psychology, 2014, 5, 470.	2.1	8
56	Facing facts about deliberate practice. Frontiers in Psychology, 2014, 5, 751.	2.1	10
57	Checkmate to deliberate practice: the case of Magnus Carlsen. Frontiers in Psychology, 2014, 5, 878.	2.1	27
58	Cognitive Models of Gambling and Problem Gambling. , 2014, , 74-103.		0
59	Why computational models are better than verbal theories: the case of nonword repetition. Developmental Science, 2014, 17, 298-310.	2.4	23
60	Deliberate practice: Is that all it takes to become an expert?. Intelligence, 2014, 45, 34-45.	3.0	241
61	Accounting for expert performance: The devil is in the details. Intelligence, 2014, 45, 112-114.	3.0	36
62	The Effects of Bounding Rationality on the Performance and Learning of CHREST Agents in Tileworld. , 2014, , 149-162.		3
63	Do young children have adult-like syntactic categories? Zipfâ€™s law and the case of the determiner. Cognition, 2013, 127, 345-360.	2.2	90
64	What is Counterintuitive? Religious Cognition and Natural Expectation. Review of Philosophy and Psychology, 2013, 4, 715-749.	1.8	24
65	The Emotional and Attitudinal Consequences of Religious Hypocrisy: Experimental Evidence Using a Cognitive Dissonance Paradigm. Journal of Social Psychology, 2013, 153, 667-686.	1.5	32
66	<scp>ERP</scp> to chess stimuli reveal expertâ€novice differences in the amplitudes of <scp>N</scp>2 and <scp>P</scp>3 components. Psychophysiology, 2013, 50, 1023-1033.	2.4	16
67	COMMUNITY STRUCTURE DETECTION IN THE EVOLUTION OF THE UNITED STATES AIRPORT NETWORK. International Journal of Modeling, Simulation, and Scientific Computing, 2013, 16, 1350003.	1.4	14
68	Visual Search in Ecological and Non-Ecological Displays: Evidence for a Non-Monotonic Effect of Complexity on Performance. PLoS ONE, 2013, 8, e53420.	2.5	6
69	Functional cerebral reorganization: a signature of expertise? Reexamining Guida, Gobet, Tardieu, and Nicolas' (2012) two-stage framework. Frontiers in Human Neuroscience, 2013, 7, 590.	2.0	20
70	Evolving Non-Dominated Parameter Sets for Computational Models from Multiple Experiments. Journal of Artificial General Intelligence, 2013, 4, 1-30.	0.6	13
71	A theory-driven testing methodology for developing scientific software. Journal of Experimental and Theoretical Artificial Intelligence, 2012, 24, 421-456.	2.8	17
72	Sinuosity and the Affect Grid: A Method for Adjusting Repeated Mood Scores. Perceptual and Motor Skills, 2012, 114, 125-136.	1.3	10

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73	Developing systemic theories requires formal methods. High Ability Studies, 2012, 23, 61-63.	1.9	1
74	SPACE-INDEPENDENT COMMUNITY STRUCTURE DETECTION IN UNITED STATES AIR TRANSPORTATION. IFAC Postprint Volumes IPPV / International Federation of Automatic Control, 2012, 45, 1-6.	0.4	1
75	Computational modelling of phonological acquisition: Simulating error patterns in nonword repetition tasks. Language and Cognitive Processes, 2012, 27, 901-946.	2.2	8
76	Neuro-cognitive model of move location in the game of Go. , 2012, , .		7
77	How chunks, long-term working memory and templates offer a cognitive explanation for neuroimaging data on expertise acquisition: A two-stage framework. Brain and Cognition, 2012, 79, 221-244.	1.8	110
78	Concepts without intuition lose the game: commentary on Montero and Evans (2011). Phenomenology and the Cognitive Sciences, 2012, 11, 237-250.	1.8	8
79	Deliberate Practice and Its Role in Expertise Development. , 2012, , 917-919.		1
80	Chunking Mechanisms and Learning. , 2012, , 541-544.		15
81	Bounded Rationality and Learning. , 2012, , 482-484.		3
82	Using Chunks to Categorise Chess Positions. , 2012, , 93-106.		13
83	A Comparison between Cognitive and AI Models of Blackjack Strategy Learning. Lecture Notes in Computer Science, 2012, , 143-155.	1.3	3
84	CHREST Models of Implicit Learning and Board Game Interpretation. Lecture Notes in Computer Science, 2012, , 148-157.	1.3	5
85	Learning in the CHREST Cognitive Architecture. , 2012, , 1920-1923.		1
86	Deliberate Practice. Current Directions in Psychological Science, 2011, 20, 280-285.	5.3	126
87	Measuring Chess Experts' Single-Use Sequence Knowledge: An Archival Study of Departure from â€˜Theoreticalâ€™ Openings. PLoS ONE, 2011, 6, e26692.	2.5	21
88	A Hypothesis about the Biological Basis of Expert Intuition. Review of General Psychology, 2011, 15, 198-212.	3.2	35
89	Perception in chess and beyond: Commentary on Linhares and Freitas (2010). New Ideas in Psychology, 2011, 29, 156-161.	1.9	8
90	The intermediate effect in clinical case recall is present in musculoskeletal physiotherapy. Manual Therapy, 2011, 16, 327-331.	1.6	5

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91	The L/M-Opponent Channel Provides a Distinct and Time-Dependent Contribution towards Visual Recognition. Perception, 2010, 39, 1185-1198.	1.2	0
92	Explaining quantitative variation in the rate of Optional Infinitive errors across languages: A comparison of MOSAIC and the Variational Learning Model. Journal of Child Language, 2010, 37, 643-669.	1.2	59
93	Herbert Simon's Decision-Making Approach: Investigation of Cognitive Processes in Experts. Review of General Psychology, 2010, 14, 354-364.	3.2	71
94	The Mechanism of the Einstellung (Set) Effect. Current Directions in Psychological Science, 2010, 19, 111-115.	5.3	84
95	Lexicality and Frequency in Specific Language Impairment: Accuracy and Error Data from Two Nonword Repetition Tests. Journal of Speech, Language, and Hearing Research, 2010, 53, 1642-1655.	1.6	39
96	The CHREST Architecture of Cognition: The Role of Perception in General Intelligence. , 2010, , .		15
97	Why are (the best) women so good at chess? Participation rates and gender differences in intellectual domains. Proceedings of the Royal Society B: Biological Sciences, 2009, 276, 1161-1165.	2.6	38
98	Expertise and Intuition: A Tale of Three Theories. Minds and Machines, 2009, 19, 151-180.	4.8	63
99	Specialization Effect and Its Influence on Memory and Problem Solving in Expert Chess Players. Cognitive Science, 2009, 33, 1117-1143.	1.7	53
100	They Do What They Are Told to Do: The Influence of Instruction on (Chess) Expert Perceptionâ€"Commentary on Linhares and Brum (2007). Cognitive Science, 2009, 33, 743-747.	1.7	2
101	Simulating the Referential Properties of Dutch, German, and English Root Infinitives in MOSAIC. Language Learning and Development, 2009, 5, 1-29.	1.4	44
102	Using a Cognitive Architecture for Addressing the Question of Cognitive Universals in Cross-Cultural Psychology. Journal of Cross-Cultural Psychology, 2009, 40, 627-648.	1.6	10
103	Attention Mechanisms in the CHREST Cognitive Architecture. Lecture Notes in Computer Science, 2009, , 183-196.	1.3	5
104	Computer Simulations of Developmental Change: The Contributions of Working Memory Capacity and Longâ€Term Knowledge. Cognitive Science, 2008, 32, 1148-1176.	1.7	29
105	Mental imagery and chunks: Empirical and computational findings. Memory and Cognition, 2008, 36, 505-517.	1.6	13
106	Towards an alternative to Benner's theory of expert intuition in nursing: A discussion paper. International Journal of Nursing Studies, 2008, 45, 129-139.	5.6	101
107	Why good thoughts block better ones: The mechanism of the pernicious Einstellung (set) effect. Cognition, 2008, 108, 652-661.	2.2	178
108	Inflexibility of expertsâ€"Reality or myth? Quantifying the Einstellung effect in chess masters. Cognitive Psychology, 2008, 56, 73-102.	2.2	170

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109	The role of practice in chess: A longitudinal study. Learning and Individual Differences, 2008, 18, 446-458.	2.7	48
110	Modelling the Relationship between Visual Short-Term Memory Capacity and Recall Ability. , 2008, , .		0
111	Expert and â€œnoviceâ€•problem solving strategies in chess: Sixty years of citing de Groot (1946). Thinking and Reasoning, 2008, 14, 395-408.	3.2	24
112	SEASON OF BIRTH AND CHESS EXPERTISE. Journal of Biosocial Science, 2008, 40, 313-316.	1.2	16
113	A Methodology for Developing Computational Implementations of Scientific Theories. , 2008, , .		0
114	LEFT LATERALIZATION IN AUTOBIOGRAPHICAL MEMORY: AN fMRI STUDY USING THE EXPERT ARCHIVAL PARADIGM. International Journal of Neuroscience, 2008, 118, 191-209.	1.6	16
115	Understanding the developmental dynamics of subject omission: the role of processing limitations in learning. Journal of Child Language, 2007, 34, 83-110.	1.2	52
116	The role of domain-specific practice, handedness, and starting age in chess.. Developmental Psychology, 2007, 43, 159-172.	1.6	120
117	Does chess need intelligence? â€" A study with young chess players. Intelligence, 2007, 35, 457-470.	3.0	94
118	BRAIN LOCALIZATION OF MEMORY CHUNKS IN CHESSPLAYERS. International Journal of Neuroscience, 2007, 117, 1641-1659.	1.6	64
119	Linking working memory and longâ€term memory: a computational model of the learning of new words. Developmental Science, 2007, 10, 853-873.	2.4	73
120	Personality profiles of young chess players. Personality and Individual Differences, 2007, 42, 901-910.	2.9	29
121	Automatic Generation of Cognitive Theories using Genetic Programming. Minds and Machines, 2007, 17, 287-309.	4.8	20
122	Integration of Perceptual Input and Visual Imagery in Chess Players: Evidence From Eye Movements. Swiss Journal of Psychology, 2007, 66, 201-213.	0.9	3
123	Modeling the Developmental Patterning of Finiteness Marking in English, Dutch, German, and Spanish Using MOSAIC. Cognitive Science, 2007, 31, 311-341.	1.7	94
124	An Ordered Chaos: How Do Order Effects Arise in a Cognitive Model?. , 2007, , 107-118.		1
125	Expertise in Chess. , 2006, , 523-538.		52
126	ADRIAAN DE GROOT: MARRIAGE OF TWO PASSIONS. ICGA Journal, 2006, 29, 236-243.	0.3	0

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127	Modeling the Development of Children's Use of Optional Infinitives in Dutch and English Using MOSAIC. Cognitive Science, 2006, 30, 277-310.	1.7	61
128	Modelling Systematic Communication Differences between Law and Science. , 2006, , 105-124.		0
129	On the resolution of ambiguities in the extraction of syntactic categories through chunking. Cognitive Systems Research, 2005, 6, 17-25.	2.7	13
130	Chunking models of expertise: implications for education. Applied Cognitive Psychology, 2005, 19, 183-204.	1.6	128
131	Structure and Stimulus Familiarity: A Study of Memory in Chess-Players with Functional Magnetic Resonance Imaging. Spanish Journal of Psychology, 2005, 8, 238-245.	2.1	31
132	The mind's eye in blindfold chess. European Journal of Cognitive Psychology, 2005, 17, 23-45.	1.3	19
133	Evolving Structure-Function Mappings in Cognitive Neuroscience Using Genetic Programming. Swiss Journal of Psychology, 2005, 64, 231-239.	0.9	5
134	ADAPTIVE EXPERT DECISION MAKING: SKILLED CHESS PLAYERS SEARCH MORE AND DEEPER. ICGA Journal, 2004, 27, 209-216.	0.3	24
135	Chunks in expert memory: Evidence for the magical number four â€¦ or is it two?. Memory, 2004, 12, 732-747.	1.7	126
136	Developing reproducible and comprehensible computational models. Artificial Intelligence, 2003, 144, 251-263.	5.8	10
137	The Role of Constraints in Expert Memory.. Journal of Experimental Psychology: Learning Memory and Cognition, 2003, 29, 1082-1094.	0.9	48
138	Rise of human intelligence. Intelligence, 2002, 30, 303-311.	3.0	21
139	In search of templates. Cognitive Systems Research, 2002, 3, 35-44.	2.7	27
140	Visuospatial abilities of chess players. British Journal of Psychology, 2002, 93, 557-565.	2.3	67
141	Chunking mechanisms in human learning. Trends in Cognitive Sciences, 2001, 5, 236-243.	7.8	734
142	The CHREST model of active perception and its role in problem solving. Behavioral and Brain Sciences, 2001, 24, 892-893.	0.7	0
143	What forms the chunks in a subject's performance? Lessons from the CHREST computational model of learning. Behavioral and Brain Sciences, 2001, 24, 128-129.	0.7	8
144	Chunk hierarchies and retrieval structures: Comments on Saariluoma and Laine. Scandinavian Journal of Psychology, 2001, 42, 149-155.	1.5	5

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145	Evolving Collective Behavior in an Artificial Ecology. Artificial Life, 2001, 7, 191-209.	1.3	70
146	RÃ©seaux de discrimination en psychologie: L'exemple de CHREST1. Swiss Journal of Psychology, 2001, 60, 264-277.	0.9	3
147	Five Seconds or Sixty? Presentation Time in Expert Memory. Cognitive Science, 2000, 24, 651-682.	1.7	178
148	Some shortcomings of long-term working memory. British Journal of Psychology, 2000, 91, 551-570.	2.3	49
149	Retrieval structures and schemata: A brief reply to Ericsson and Kintsch. British Journal of Psychology, 2000, 91, 591-594.	2.3	18
150	Reply to Lassiter. Psychological Science, 2000, 11, 174-174.	3.3	3
151	Five seconds or sixty? Presentation time in expert memory. Cognitive Science, 2000, 24, 651-682.	1.7	14
152	Expertise effects in memory recall: Comment on Vicente and Wang (1998).. Psychological Review, 2000, 107, 593-600.	3.8	34
153	BRENT, M. R. (ed.). (1997). Computational approaches to language acquisition. Cambridge, MA: The MIT Press. Pp. 199. ISBN 0-262-52229-2.. Journal of Child Language, 1999, 26, 187-215.	1.2	0
154	Expertise, models of learning and computer-based tutoring. Computers and Education, 1999, 33, 189-207.	8.3	24
155	SIMULATIONS OF STAGEWISE DEVELOPMENT WITH A SYMBOLIC ARCHITECTURE. Studies of Nonlinear Phenomena in Life Science, 1999, , 143-156.	0.2	5
156	Expert memory: a comparison of four theories. Cognition, 1998, 66, 115-152.	2.2	197
157	Pattern recognition makes search possible: Comments on Holding (1992). Psychological Research, 1998, 61, 204-208.	1.7	30
158	Expert Chess Memory: Revisiting the Chunking Hypothesis. Memory, 1998, 6, 225-255.	1.7	221
159	Goals, Representations, and Strategies in a Concept Attainment Task: the EPAM Model. Psychology of Learning and Motivation - Advances in Research and Theory, 1997, 37, 265-290.	1.1	18
160	A Pattern-recognition Theory of Search in Expert Problem Solving. Thinking and Reasoning, 1997, 3, 291-313.	3.2	90
161	Perception and Memory in Chess. ICGA Journal, 1996, 19, 183-185.	0.3	54
162	Recall of random and distorted chess positions: Implications for the theory of expertise. Memory and Cognition, 1996, 24, 493-503.	1.6	136

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163	Recall of rapidly presented random chess positions is a function of skill. Psychonomic Bulletin and Review, 1996, 3, 159-163.	2.8	190
164	Templates in Chess Memory: A Mechanism for Recalling Several Boards. Cognitive Psychology, 1996, 31, 1-40.	2.2	451
165	The Roles of Recognition Processes and Look-Ahead Search in Time-Constrained Expert Problem Solving: Evidence From Grand-Master-Level Chess. Psychological Science, 1996, 7, 52-55.	3.3	160
166	Learned helplessness in chess players: The importance of task similarity and the role of skill. Psychological Research, 1992, 54, 38-43.	1.7	2
167	Cognitive Models of Gambling and Problem Gambling. , 0, , .		0
168	Expertise in Chess. , 0, , 597-615.		9
169	The CHREST Architecture for a Functioning Mind. , 0, , 204-224.		7