Paul Ginns

List of Publications by Year
in descending order

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86 papers	3,843 citations	125106 35 h-index	156644 58 g-index
86 all docs	86 docs citations	86 times ranked	2947 citing authors

#	Article	IF	Citations
1	Sequencing Tracing with Imagination. Educational Psychology Review, 2022, 34, 421-449.	5.1	18
2	A Systematic Meta-analysis of the Reliability and Validity of Subjective Cognitive Load Questionnaires in Experimental Multimedia Learning Research. Educational Psychology Review, 2022, 34, 2485-2541.	5.1	21
3	Motivation and engagement among Indigenous (Aboriginal Australian) and non-Indigenous students. Educational Psychology, 2021, 41, 424-445.	1.2	6
4	Pointing and tracing enhance computer-based learning. Educational Technology Research and Development, 2021, 69, 1387-1403.	2.0	18
5	Assessing Instructional Cognitive Load in the Context of Students' Psychological Challenge and Threat Orientations: A Multi-Level Latent Profile Analysis of Students and Classrooms. Frontiers in Psychology, 2021, 12, 656994.	1.1	7
6	Load reduction instruction in science and studentsâ€™ science engagement and science achievement.. Journal of Educational Psychology, 2021, 113, 1126-1142.	2.1	20
7	Student experience of creativity in Australian high school classrooms: A componential model. Learning and Individual Differences, 2021, 91, 102057.	1.5	2
8	Using a pedagogical agent to deliver conversational style instruction: What benefits can you obtain?. Computers and Education, 2020, 143, 103658.	5.1	48
9	Should learners use their hands for learning? Results from an eyeâ€tracking study. Journal of Computer Assisted Learning, 2020, 36, 102-113.	3.3	32
10	Design principles of youth development programs in outdoor environments: a scoping review. Journal of Outdoor and Environmental Education, 2020, 23, 241-260.	0.7	3
11	Tracing enhances problemâ€solving transfer, but without effects on intrinsic or extraneous cognitive load. Applied Cognitive Psychology, 2020, 34, 1522-1529.	0.9	15
12	Special Issue on Cognitive Load Theory: Editorial. Educational Psychology Review, 2019, 31, 255-259.	5.1	15
13	Tracing Enhances Recall and Transfer of Knowledge of the Water Cycle. Educational Psychology Review, 2019, 31, 439-455.	5.1	26
14	Chewing gum while studying: Effects on alertness and test performance. Applied Cognitive Psychology, 2019, 33, 214-224.	0.9	3
15	Embodied Cognition, Science Education, and Visuospatial Processing. , 2019, , 175-205.		16
16	Learning human physiology by pointing and tracing. , 2019, , 119-129.		16
17	Embodied cognition?. , 2019, , 142-154.		7
18	Personal Best (PB) goal-setting enhances arithmetical problem-solving. Australian Educational Researcher, 2018, 45, 533-551.	1.6	9

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19	Studentsâ€™ self-worth protection and approaches to learning in higher education: predictors and consequences. Higher Education, 2018, 76, 163-181.	2.8	27
20	A reciprocal test of perceptions of teaching quality and approaches to learning: A longitudinal examination of teaching-learning connections. Educational Psychology, 2018, 38, 1032-1049.	1.2	14
21	Individual differences and course attendance: why do students skip class?. Educational Psychology, 2018, 38, 470-486.	1.2	8
22	Student learning in Australian high schools: Contrasting personological and contextual variables in a longitudinal structural model. Learning and Individual Differences, 2018, 64, 83-93.	1.5	5
23	Psychological Teaching-Learning Contracts: Academic Integrity and Moral Psychology. Ethics and Behavior, 2017, 27, 313-334.	1.3	4
24	The role of invitations to parents in the completion of a childâ€™s home reading challenge. Educational Psychology, 2017, 37, 298-311.	1.2	4
25	Academic buoyancy mediates academic anxietyâ€™s effects on learning strategies: an investigation of English- and Chinese-speaking Australian students. Educational Psychology, 2017, 37, 947-964.	1.2	31
26	Motivation and engagement: Same or different? Does it matter?. Learning and Individual Differences, 2017, 55, 150-162.	1.5	74
27	Conducting Research in a Medical Science Museum: Lessons Learned from Collaboration Between Researchers and Museum Educators. Journal of Museum Education, 2017, 42, 273-283.	0.2	3
28	Young peopleâ€™s academic buoyancy and adaptability: a cross-cultural comparison of China with North America and the United Kingdom. Educational Psychology, 2017, 37, 930-946.	1.2	51
29	Understanding Studentsâ€™ Instrumental Goals, Motivation Deficits and Achievement: Through the Lens of a Latent Profile Analysis. Psychologica Belgica, 2016, 56, 226-243.	1.0	22
30	Learning By Tracing Worked Examples. Applied Cognitive Psychology, 2016, 30, 160-169.	0.9	40
31	The role of a museumâ€based science education program in promoting content knowledge and science motivation. Journal of Research in Science Teaching, 2016, 53, 1364-1384.	2.0	72
32	Does a Drama-Inspired â€˜Mirroringâ€™ Exercise Enhance Mathematical Learning?. Educational and Developmental Psychologist, 2016, 33, 178-186.	0.4	2
33	Motivation, engagement, and social climate: An international study of boarding schools.. Journal of Educational Psychology, 2016, 108, 772-787.	2.1	20
34	Reciprocal modelling of Japanese university students' regulation strategies and motivational deficits for studying. Learning and Individual Differences, 2016, 51, 220-228.	1.5	10
35	The effects of social norms on parentsâ€™ reading behaviour at home with their child. Educational Psychology, 2016, 36, 1009-1023.	1.2	45
36	Students' interpersonal relationships, personal best (PB) goals, and academic engagement. Learning and Individual Differences, 2016, 45, 65-76.	1.5	68

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37	Academic buoyancy, student's achievement, and the linking role of control: A cross-lagged analysis of high school students. British Journal of Educational Psychology, 2015, 85, 113-130.	1.6	76
38	Giving Learning a Helping Hand: Finger Tracing of Temperature Graphs on an iPad. Educational Psychology Review, 2015, 27, 427-443.	5.1	65
39	Real-time motivation and engagement during a month at school: Every moment of every day for every student matters. Learning and Individual Differences, 2015, 38, 26-35.	1.5	70
40	Motivation and Engagement in the United States, Canada, United Kingdom, Australia, and China. Journal of Psychoeducational Assessment, 2015, 33, 103-114.	0.9	31
41	Evaluation of the Learning to Teach for Social Justiceâ€“Beliefs Scale in an Australian context. Higher Education Research and Development, 2015, 34, 311-323.	1.9	10
42	Getting the point: Tracing worked examples enhances learning. Learning and Instruction, 2015, 35, 85-93.	1.9	67
43	Personal Best (PB) Goal Setting and Studentsâ€™ Motivation in Science: A Study of Science Valuing and Aspirations. Australian Educational and Developmental Psychologist, 2014, 31, 85-96.	0.7	13
44	Pointing and tracing gestures may enhance anatomy and physiology learning. Medical Teacher, 2014, 36, 596-601.	1.0	54
45	Between students' instrumental goals and how they learn: Goal content is the gap to mind. British Journal of Educational Psychology, 2014, 84, 612-630.	1.6	29
46	Structural and concurrent validity of the International English Mini-Markers in an adolescent sample: Exploring analytic approaches and implications for personality assessment. Journal of Research in Personality, 2014, 53, 182-192.	0.9	10
47	An alienation-based framework for student experience in higher education: new interpretations of past observations in student learning theory. Higher Education, 2014, 68, 789-805.	2.8	28
48	Student Learning Theory goes (back) to (high) school. Instructional Science, 2014, 42, 485-504.	1.1	14
49	Boarding School, Academic Motivation and Engagement, and Psychological Well-Being. American Educational Research Journal, 2014, 51, 1007-1049.	1.6	80
50	Designing Instructional Text in a Conversational Style: A Meta-analysis. Educational Psychology Review, 2013, 25, 445-472.	5.1	73
51	Academic buoyancy and psychological risk: Exploring reciprocal relationships. Learning and Individual Differences, 2013, 27, 128-133.	1.5	61
52	Measuring the research experience of research postgraduate students in Hong Kong. Higher Education Research and Development, 2013, 32, 672-686.	1.9	9
53	The role of academic buoyancy in Aboriginal/Indigenous studentsâ€™ educational intentions: Sowing the early seeds of success for post-school education and training. Diversity in Higher Education, 2013, , 57-79.	0.1	5
54	Academic Momentum at University/College: Exploring the Roles of Prior Learning, Life Experience, and Ongoing Performance in Academic Achievement Across Time. Journal of Higher Education, 2013, 84, 640-674.	1.9	35

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55	Academic Momentum at University/College: Exploring the Roles of Prior Learning, Life Experience, and Ongoing Performance in Academic Achievement across Time. Journal of Higher Education, 2013, 84, 640-674.	1.9	11
56	The adaptation and validation of the CEQ and the Râ€SPQâ€2F to the Japanese tertiary environment. British Journal of Educational Psychology, 2012, 82, 549-563.	1.6	46
57	Cognitive training for children: Effects on inductive reasoning, deductive reasoning, and mathematics achievement in an Australian school setting. Psychology in the Schools, 2012, 49, 828-842.	1.1	28
58	Personal best goals and academic and social functioning: A longitudinal perspective. Learning and Instruction, 2012, 22, 222-230.	1.9	60
59	Imagination Effect. , 2012, , 1484-1487.		0
60	Use of student ratings to benchmark universities: Multilevel modeling of responses to the Australian Course Experience Questionnaire (CEQ).. Journal of Educational Psychology, 2011, 103, 733-748.	2.1	38
61	Quantitative Modellingmodelling Quantitative of Experimental Datadata experimental in educational research in Educational Researchresearch educational : Current Practice and Future Possibilities. , 2011, , 225-232.		0
62	Fathers and Male Teachers:Effects on Boys Academic and Non-Academic Development. Childhood Education, 2010, 86, 404-408.	0.1	5
63	Transfer of academic staff learning in a research-intensive university. Teaching in Higher Education, 2010, 15, 235-246.	1.7	46
64	Personalization enhances learning anatomy terms. Medical Teacher, 2010, 32, 776-778.	1.0	19
65	Eâ€learning in higher education: some key aspects and their relationship to approaches to study. Higher Education Research and Development, 2009, 28, 303-318.	1.9	135
66	Developing and Testing a Student-Focussed Teaching Evaluation Survey for University Instructors. Psychological Reports, 2009, 104, 1019-1032.	0.9	9
67	Evaluating the quality of eâ€learning at the degree level in the student experience of blended learning. British Journal of Educational Technology, 2009, 40, 652-663.	3.9	78
68	Using postgraduate students' evaluations of research experience to benchmark departments and faculties: Issues and challenges. British Journal of Educational Psychology, 2009, 79, 577-598.	1.6	18
69	Readiness for self-directed learning: Validation of a new scale with medical students. Medical Teacher, 2009, 31, 918-920.	1.0	52
70	Developing conceptions of teaching and the scholarship of teaching through a Graduate Certificate in Higher Education. International Journal for Academic Development, 2008, 13, 175-185.	0.8	59
71	Examining the Cultural Specificity of Approaches To Learning in Universities in Hong Kong and Sydney. Journal of Cross-Cultural Psychology, 2008, 39, 251-266.	1.0	69
72	The relationship between engagement in the scholarship of teaching and learning and studentsâ€™ course experiences. Assessment and Evaluation in Higher Education, 2008, 33, 535-545.	3.9	48

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73	The Linking of National Teaching Performance Indicators to Improvements in Teaching and Learning in Classrooms. Quality in Higher Education, 2007, 13, 275-286.	0.6	34
74	Studentsâ€™ perceptions of teaching quality in higher education: the perspective of currently enrolled students. Studies in Higher Education, 2007, 32, 603-615.	2.9	175
75	Quality in blended learning: Exploring the relationships between on-line and face-to-face teaching and learning. Internet and Higher Education, 2007, 10, 53-64.	4.2	295
76	Integrating information: A meta-analysis of the spatial contiguity and temporal contiguity effects. Learning and Instruction, 2006, 16, 511-525.	1.9	272
77	Anonymity and in class learning: The case for electronic response systems. Australasian Journal of Educational Technology, 2006, 22, .	2.0	39
78	A short questionnaire to evaluate the effectiveness of tutors in PBL: validity and reliability. Medical Teacher, 2005, 27, 534-538.	1.0	56
79	Early impact and outcomes of an institutionally aligned, student focused learning perspective on teaching quality assurance1. Assessment and Evaluation in Higher Education, 2005, 30, 641-656.	3.9	61
80	Imagining Instructions: Mental Practice in Highly Cognitive Domains. Australian Journal of Education, 2005, 49, 128-140.	0.9	11
81	Phenomenographic pedagogy and a revisedApproaches to teaching inventory. Higher Education Research and Development, 2005, 24, 349-360.	1.9	151
82	Meta-analysis of the modality effect. Learning and Instruction, 2005, 15, 313-331.	1.9	395
83	Reliability of Single-Item Ratings of Quality in Higher Education: A Replication. Psychological Reports, 2004, 95, 1023-1030.	0.9	44
84	When imagining information is effective. Contemporary Educational Psychology, 2003, 28, 229-251.	1.6	51
85	Measuring approaches to learning in a problem based learning context. International Journal of Medical Education, 0, 1, 55-60.	0.6	24
86	Readiness for self-directed learning: Validation of a new scale with medical students. Medical Teacher, 0, , 1-3.	1.0	2