Alexandra List

List of Publications by Year
in descending order

41 papers	836 citations	623734 14 h-index	552781 26 g-index
42 all docs	42 docs citations	42 times ranked	339 citing authors

#	Article	IF	Citations
1	Cognitive Affective Engagement Model of Multiple Source Use. Educational Psychologist, 2017, 52, 182-199.	9.0	84
2	Toward an Integrated Framework of Multiple Text Use. Educational Psychologist, 2019, 54, 20-39.	9.0	75
3	Defining digital literacy development: An examination of pre-service teachers' beliefs. Computers and Education, 2019, 138, 146-158.	8.3	73
4	Undergraduate Students' Justifications for Source Selection in a Digital Academic Context. Journal of Educational Computing Research, 2016, 54, 22-61.	5.5	53
5	Measuring Relational Reasoning. Journal of Experimental Education, 2016, 84, 119-151.	2.6	53
6	Analyzing and Integrating Models of Multiple Text Comprehension. Educational Psychologist, 2017, 52, 143-147.	9.0	43
7	Trust But Verify: Examining the Association Between Students' Sourcing Behaviors and Ratings of Text Trustworthiness. Discourse Processes, 2017, 54, 83-104.	1.8	41
8	A framework of pre-service teachers' conceptions about digital literacy: Comparing the United States and Sweden. Computers and Education, 2020, 148, 103788.	8.3	34
9	Toward a typology of integration: Examining the documents model framework. Contemporary Educational Psychology, 2019, 58, 228-242.	2.9	32
10	Strategies for comprehending and integrating texts and videos. Learning and Instruction, 2018, 57, 34-46.	3.2	23
11	Examining interest throughout multiple text use. Reading and Writing, 2019, 32, 307-333.	1.7	23
12	Researching and writing based on multiple texts. Learning and Instruction, 2020, 66, 101297.	3.2	22
13	Processing of texts and videos: A strategy‐focused analysis. Journal of Computer Assisted Learning, 2019, 35, 268-282.	5.1	20
14	Comprehension across mediums: the case of text and video. Journal of Computing in Higher Education, 2019, 31, 514-535.	6.1	19
15	Cold And Warm Perspectives On The Cognitive Affective Engagement Model Of Multiple Source Use. , 2018, , 34-54.		18
16	Text navigation in multiple source use. Computers in Human Behavior, 2017, 75, 364-375.	8.5	17
17	Understanding students' conceptions of task assignments. Contemporary Educational Psychology, 2019, 59, 101801.	2.9	17
18	Corroborating students' self-reports of source evaluation. Behaviour and Information Technology, 2018, 37, 198-216.	4.0	16

#	Article	IF	Citations
19	Motivation and Self-regulation in Community College Transfer Students at a Four-year Online University. Community College Journal of Research and Practice, 2017, 41, 842-866.	1.3	14
20	Strategy Use in Learning From Multiple Texts: An Investigation of the Integrative Framework of Learning From Multiple Texts. Frontiers in Education, 2020, 5, .	2.1	14
21	How do students integrate multiple texts? An investigation of top-down processing. European Journal of Psychology of Education, 2021, 36, 599-626.	2.6	13
22	Reasoning beyond history: examining students' strategy use when completing a multiple text task addressing a controversial topic in education. Reading and Writing, 2021, 34, 1003-1048.	1.7	13
23	Examining response confidence in multiple text tasks. Metacognition and Learning, 2015, 10, 407-436.	2.7	12
24	Profiling Students' Multiple Source Use by Question Type. Reading Psychology, 2016, 37, 753-797.	1.4	12
25	Evidence Use in Argument Writing Based on Multiple Texts. Reading Research Quarterly, 2021, 56, 715-735.	3.3	10
26	Postscript: In pursuit of integration. Learning and Instruction, 2018, 57, 82-85.	3.2	9
27	Calibration in multiple text use. Metacognition and Learning, 2019, 14, 131-166.	2.7	9
28	Drawing is Integrating: An Examination of Students' Graphic Representations of Multiple Texts. Reading Psychology, 2019, 40, 491-524.	1.4	8
29	Investigating the Cognitive Affective Engagement Model of Learning From Multiple Texts: A Structural Equation Modeling Approach. Reading Research Quarterly, 2021, 56, 781-817.	3.3	7
30	Six Questions Regarding Strategy Use When Learning from Multiple Texts. , 2020, , 119-140.		7
31	Examining perceptions, selections, and products in undergraduates' learning from multiple resources. British Journal of Educational Psychology, 2021, 91, 1555-1584.	2.9	6
32	Examining students' self-efficacy and perceptions of task difficulty in learning from multiple texts. Learning and Individual Differences, 2021, 90, 102052.	2.7	6
33	Examining Relation Formation Across Consistent and Conflicting Texts. Discourse Processes, 2021, 58, 134-154.	1.8	5
34	Knowledge as Perspective. , 2020, , 164-190.		5
35	Examining undergraduates' text-based evidence identification, evaluation, and use. Reading and Writing, 2022, 35, 1059-1089.	1.7	5
36	Reasoning about text-based evidence. Contemporary Educational Psychology, 2022, 68, 102038.	2.9	4

#	Article	IF	Citations
37	Preservice teachersâ€™ recognition of source and content bias in educational application (app) reviews. Computers in Human Behavior, 2022, , 107297.	8.5	4
38	Elementary and Middle School Studentsâ€™ Conceptions of Knowledge, Information, and Truth. Journal of Experimental Education, 2015, 83, 469-494.	2.6	3
39	The role of educational context in beliefs about knowledge, information, and truth: an exploratory study. European Journal of Psychology of Education, 2018, 33, 685-705.	2.6	3
40	Loggers and Conservationists. , 2020, , 1-13.		2
41	A Meta-Analysis of Strategy Use and Performance in the Model of Domain Learning. , 2017, , 37-55.		2