Jan L Plass

List of Publications by Year
in descending order

58 papers	6,408 citations	109137 35 h-index	143772 57 g-index
59 all docs	59 docs citations	59 times ranked	3665 citing authors

#	ARTICLE	IF	CITATIONS
1	Targeting versus Tailoring Educational Videos for Encouraging Deceased Organ Donor Registration in Black-Owned Barbershops. Journal of Health Communication, 2022, 27, 37-48.	1.2	1
2	Emotional design for digital games for learning: The effect of expression, color, shape, and dimensionality on the affective quality of game characters. Learning and Instruction, 2020, 70, 101194.	1.9	49
3	Toward a taxonomy of adaptivity for learning. Journal of Research on Technology in Education, 2020, 52, 275-300.	4.0	58
4	Distinguishing Direct and Indirect Effects of Executive Functions on Reading Comprehension in Adolescents. Reading Psychology, 2019, 40, 551-581.	0.7	12
5	Four Ways of Considering Emotion in Cognitive Load Theory. Educational Psychology Review, 2019, 31, 339-359.	5.1	180
6	Speed Versus Accuracy: Implications of Adolescents' Neurocognitive Developments in a Digital Game to Train Executive Functions. Mind, Brain, and Education, 2019, 13, 41-52.	0.9	10
7	The effect of adaptive difficulty adjustment on the effectiveness of a game to develop executive function skills for learners of different ages. Cognitive Development, 2019, 49, 56-67.	0.7	28
8	Activating adolescentsâ€™ â€œhotâ€•executive functions in a digital game to train cognitive skills: The effects of age and prior abilities. Cognitive Development, 2019, 49, 20-32.	0.7	22
9	Digital game-based education for Syrian refugee children: Project Hope. Vulnerable Children and Youth Studies, 2018, 13, 7-18.	0.5	28
10	Improving high school students' executive functions through digital game play. Computers and Education, 2018, 117, 50-58.	5.1	60
11	Visualizing log-file data from a game using timed word trees. Information Visualization, 2018, 17, 183-195.	1.2	4
12	Connecting Theory and Design Through Research: Cognitive Skills Training Games. Lecture Notes in Computer Science, 2018, , 145-158.	1.0	1
13	Learning executive function skills by playing focused video games. Contemporary Educational Psychology, 2017, 51, 141-151.	1.6	58
14	Emotional engagement, social interactions, and the development of an afterschool game design curriculum. Cultural Studies of Science Education, 2016, 11, 713-740.	0.9	6
15	Interplay of prior knowledge, selfâ€•regulation and motivation in complex multimedia learning environments. Journal of Computer Assisted Learning, 2016, 32, 31-50.	3.3	68
16	Foundations of Game-Based Learning. Educational Psychologist, 2015, 50, 258-283.	4.7	627
17	Emotional design and positive emotions in multimedia learning: An eyetracking study on the use of anthropomorphisms. Computers and Education, 2015, 86, 30-42.	5.1	186
18	Click versus drag: User-performed tasks and the enactment effect in an interactive multimedia environment. Computers in Human Behavior, 2014, 33, 242-255.	5.1	26

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19	Moved to learn: The effects of interactivity in a Kinect-based literacy game for beginning readers. Computers and Education, 2014, 74, 37-49.	5.1	93
20	Emotional design in multimedia learning: Effects of shape and color on affect and learning. Learning and Instruction, 2014, 29, 128-140.	1.9	343
21	The cognitive impact of interactive design features for learning complex materials in medical education. Computers and Education, 2014, 71, 198-205.	5.1	53
22	Learning from multiple representations: An examination of fixation patterns in a science simulation. Computers in Human Behavior, 2014, 35, 234-242.	5.1	52
23	Level of interactivity and executive functions as predictors of learning in computer-based chemistry simulations. Computers in Human Behavior, 2014, 36, 365-375.	5.1	30
24	Factors influencing medical student attrition and their implications in a large multi-center randomized education trial. Advances in Health Sciences Education, 2013, 18, 439-450.	1.7	9
25	Designing and Implementing Effective Animations and Simulations for Chemistry Learning. ACS Symposium Series, 2013, , 43-76.	0.5	6
26	The impact of individual, competitive, and collaborative mathematics game play on learning, performance, and motivation.. Journal of Educational Psychology, 2013, 105, 1050-1066.	2.1	192
27	Just enough, but not too much interactivity leads to better clinical skills performance after a computer assisted learning module. Medical Teacher, 2012, 34, 833-839.	1.0	45
28	Gender and player characteristics in video game play of preadolescents. Computers in Human Behavior, 2012, 28, 1782-1789.	5.1	106
29	Emotional design in multimedia learning.. Journal of Educational Psychology, 2012, 104, 485-498.	2.1	392
30	Investigating the effectiveness of computer simulations for chemistry learning. Journal of Research in Science Teaching, 2012, 49, 394-419.	2.0	91
31	Optimizing educational video through comparative trials in clinical environments. Educational Technology Research and Development, 2012, 60, 469-482.	2.0	20
32	Preimplementation predictors of website use: preliminary findings from the SCORE Portal Pilot Study. American Journal of Surgery, 2011, 201, 7-15.	0.9	12
33	Design guidelines for Classroom Multiplayer Presential Games (CMPG). Computers and Education, 2011, 57, 2039-2053.	5.1	55
34	Assessing medical students' self-regulation as aptitude in computer-based learning. Advances in Health Sciences Education, 2011, 16, 97-107.	1.7	33
35	Expertise reversal for iconic representations in science visualizations. Instructional Science, 2010, 38, 259-276.	1.1	45
36	Interactivity in multimedia learning: An integrated model. Computers in Human Behavior, 2010, 26, 1024-1033.	5.1	216

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37	Design Factors for Effective Science Simulations. International Journal of Gaming and Computer-Mediated Simulations, 2009, 1, 16-35.	0.9	29
38	Design factors for educationally effective animations and simulations. Journal of Computing in Higher Education, 2009, 21, 31-61.	3.9	173
39	The effects of video on cognitive load and social presence in multimedia-learning. Computers in Human Behavior, 2008, 24, 786-797.	5.1	184
40	Optimizing cognitive load for learning from computer-based science simulations.. Journal of Educational Psychology, 2006, 98, 902-913.	2.1	168
41	The function of annotations in the comprehension of scientific texts: Cognitive load effects and the impact of verbal ability. Educational Technology Research and Development, 2005, 53, 59-71.	2.0	44
42	Intelligence assessment with computer simulations. Intelligence, 2005, 33, 347-368.	1.6	97
43	Aktuelle Trends in der Forschung zu Hypertext- und Hypermediasystemen. Zeitschrift Fur Padagogische Psychologie, 2005, 19, 77-83.	1.2	2
44	Assessment of Cognitive Load in Multimedia Learning with Dual-Task Methodology: Auditory Load and Modality Effects. Instructional Science, 2004, 32, 115-132.	1.1	211
45	Cognitive load in reading a foreign language text with multimedia aids and the influence of verbal and spatial abilities. Computers in Human Behavior, 2003, 19, 221-243.	5.1	214
46	Direct Measurement of Cognitive Load in Multimedia Learning. Educational Psychologist, 2003, 38, 53-61.	4.7	594
47	Health Education and Multimedia Learning: Connecting Theory and Practice (Part 2). Health Promotion Practice, 2003, 4, 464-469.	0.9	20
48	Health Education and Multimedia Learning: Educational Psychology and Health Behavior Theory (Part) Tj ETQq0 0 0 rgBT /Overlock 10 Tf	0.9	14
49	A living-systems design model for web-based knowledge management systems. Educational Technology Research and Development, 2002, 50, 35-56.	2.0	30
50	Supporting Listening Comprehension and Vocabulary Acquisition in French with Multimedia Annotations. Modern Language Journal, 2002, 86, 546-561.	1.3	184
51	Assessment of Cognitive Load in Multimedia Learning Using Dual-Task Methodology. Experimental Psychology, 2002, 49, 109-119.	0.3	213
52	A conceptual framework for a knowledge management system. Human Resource Development International, 2001, 4, 451-464.	2.3	19
53	Measuring learning styles with questionnaires versus direct observation of preferential choice behavior in authentic learning situations: the visualizer/verbalizer behavior observation scale (VV-BOS). Computers in Human Behavior, 1998, 14, 543-557.	5.1	54
54	Supporting visual and verbal learning preferences in a second-language multimedia learning environment.. Journal of Educational Psychology, 1998, 90, 25-36.	2.1	326

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55	Facilitating reading comprehension with multimedia. System, 1996, 24, 503-519.	1.7	97
56	Effects of Multimedia Annotations on Vocabulary Acquisition. Modern Language Journal, 1996, 80, 183-198.	1.3	387
57	Effects of Multimedia Annotations on Vocabulary Acquisition. , 1996, 80, 183.		35
58	Cognitive load in multimedia learning: the role of learner preferences and abilities. , 0, , .		3