

Korbinian Moeller

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

142
papers

2,793
citations

30
h-index

47
g-index

150
ext. papers

3,365
ext. citations

3
avg, IF

5.48
L-index

#	Paper	IF	Citations
142	Embodied numerosity: implicit hand-based representations influence symbolic number processing across cultures. <i>Cognition</i> , 2010 , 116, 251-66	3.5	155
141	Children's early mental number line: logarithmic or decomposed linear?. <i>Journal of Experimental Child Psychology</i> , 2009 , 103, 503-15	2.3	128
140	Sensori-motor spatial training of number magnitude representation. <i>Psychonomic Bulletin and Review</i> , 2011 , 18, 177-83	4.1	114
139	On the language specificity of basic number processing: transcoding in a language with inversion and its relation to working memory capacity. <i>Journal of Experimental Child Psychology</i> , 2009 , 102, 60-77	2.3	93
138	Walk the number line – An embodied training of numerical concepts. <i>Trends in Neuroscience and Education</i> , 2013 , 2, 74-84	3.7	92
137	Extending the Mental Number Line. <i>Zeitschrift Fur Psychologie / Journal of Psychology</i> , 2011 , 219, 3-22	1.8	73
136	On the relation between the mental number line and arithmetic competencies. <i>Quarterly Journal of Experimental Psychology</i> , 2014 , 67, 1597-613	1.8	69
135	Learning and development of embodied numerosity. <i>Cognitive Processing</i> , 2012 , 13 Suppl 1, S271-4	1.5	68
134	Considering structural connectivity in the triple code model of numerical cognition: differential connectivity for magnitude processing and arithmetic facts. <i>Brain Structure and Function</i> , 2016 , 221, 979-95	4.5	61
133	The link between mental rotation ability and basic numerical representations. <i>Acta Psychologica</i> , 2013 , 144, 324-31	1.7	59
132	Processing pathways in mental arithmetic—evidence from probabilistic fiber tracking. <i>PLoS ONE</i> , 2013 , 8, e55455	3.7	59
131	Effects of finger counting on numerical development - the opposing views of neurocognition and mathematics education. <i>Frontiers in Psychology</i> , 2011 , 2, 328	3.4	55
130	Language Effects on Children's Nonverbal Number Line Estimations. <i>Journal of Cross-Cultural Psychology</i> , 2011 , 42, 598-613	1.9	53
129	Sequential or parallel decomposed processing of two-digit numbers? Evidence from eye-tracking. <i>Quarterly Journal of Experimental Psychology</i> , 2009 , 62, 323-34	1.8	52
128	Language affects symbolic arithmetic in children: the case of number word inversion. <i>Journal of Experimental Child Psychology</i> , 2014 , 119, 17-25	2.3	49
127	A review on functional and structural brain connectivity in numerical cognition. <i>Frontiers in Human Neuroscience</i> , 2015 , 9, 227	3.3	49
126	The influence of implicit hand-based representations on mental arithmetic. <i>Frontiers in Psychology</i> , 2011 , 2, 197	3.4	49

125	Unbounding the mental number line--new evidence on children's spatial representation of numbers. <i>Frontiers in Psychology</i> , 2013 , 4, 1021	3.4	43
124	All for one but not one for all: how multiple number representations are recruited in one numerical task. <i>Brain Research</i> , 2008 , 1187, 154-66	3.7	43
123	Evaluating the effectiveness of a game-based rational number training - In-game metrics as learning indicators. <i>Computers and Education</i> , 2018 , 120, 13-28	9.5	42
122	To carry or not to carry--is this the question? Disentangling the carry effect in multi-digit addition. <i>Acta Psychologica</i> , 2010 , 135, 67-76	1.7	42
121	The Transition From Sublexical to Lexical Processing in a Consistent Orthography: An Eye-Tracking Study. <i>Scientific Studies of Reading</i> , 2014 , 18, 224-233	3.8	38
120	Aspects of situated cognition in embodied numerosity: the case of finger counting. <i>Cognitive Processing</i> , 2014 , 15, 317-28	1.5	37
119	Increased emotional engagement in game-based learning □ A machine learning approach on facial emotion detection data. <i>Computers and Education</i> , 2019 , 142, 103641	9.5	35
118	Impairments of the mental number line for two-digit numbers in neglect. <i>Cortex</i> , 2008 , 44, 429-38	3.8	35
117	Fact learning in complex arithmetic--the role of the angular gyrus revisited. <i>Human Brain Mapping</i> , 2016 , 37, 3061-79	5.9	35
116	EEG-based prediction of cognitive workload induced by arithmetic: a step towards online adaptation in numerical learning. <i>ZDM - International Journal on Mathematics Education</i> , 2016 , 48, 267-278	7.8	33
115	Spatial-Numerical and Ordinal Positional Associations Coexist in Parallel. <i>Frontiers in Psychology</i> , 2016 , 7, 438	3.4	32
114	Assessing fraction knowledge by a digital game. <i>Computers in Human Behavior</i> , 2017 , 70, 197-206	7.7	31
113	Three processes underlying the carry effect in addition--evidence from eye tracking. <i>British Journal of Psychology</i> , 2011 , 102, 623-45	4	31
112	Insights into numerical cognition: considering eye-fixations in number processing and arithmetic. <i>Psychological Research</i> , 2016 , 80, 334-59	2.5	30
111	Bilateral bi-cephalic tDCS with two active electrodes of the same polarity modulates bilateral cognitive processes differentially [corrected]. <i>PLoS ONE</i> , 2013 , 8, e71607	3.7	30
110	Computers in mathematics education □ Training the mental number line. <i>Computers in Human Behavior</i> , 2015 , 48, 597-607	7.7	29
109	The influence of math anxiety on symbolic and non-symbolic magnitude processing. <i>Frontiers in Psychology</i> , 2015 , 6, 1621	3.4	29
108	Embodied markedness of parity? Examining handedness effects on parity judgments. <i>Psychological Research</i> , 2015 , 79, 963-77	2.5	28

107	A general model framework for multisymbol number comparison. <i>Psychological Review</i> , 2016 , 123, 667-695	2.5	27
106	Finger gnosis predicts a unique but small part of variance in initial arithmetic performance. <i>Journal of Experimental Child Psychology</i> , 2016 , 146, 1-16	2.3	27
105	Applying embodied cognition: from useful interventions and their theoretical underpinnings to practical applications. <i>ZDM - International Journal on Mathematics Education</i> , 2017 , 49, 545-557	2	26
104	Language influences number processing--a quadrilingual study. <i>Cognition</i> , 2015 , 136, 150-5	3.5	26
103	Dissociating number line estimations from underlying numerical representations. <i>Quarterly Journal of Experimental Psychology</i> , 2014 , 67, 991-1003	1.8	26
102	Training Computational Thinking through board games: The case of Crabs & Turtles. <i>International Journal of Serious Games</i> , 2018 , 5, 25-44	1.8	26
101	Multi-digit number processing beyond the two-digit number range: a combination of sequential and parallel processes. <i>Acta Psychologica</i> , 2012 , 140, 81-90	1.7	25
100	Categorical and continuous--disentangling the neural correlates of the carry effect in multi-digit addition. <i>Behavioral and Brain Functions</i> , 2010 , 6, 70	4.1	23
99	Decimal fraction representations are not distinct from natural number representations - evidence from a combined eye-tracking and computational modeling approach. <i>Frontiers in Human Neuroscience</i> , 2014 , 8, 172	3.3	22
98	An integration of competing accounts on children's number line estimation. <i>Frontiers in Psychology</i> , 2015 , 6, 884	3.4	19
97	(No) small adults: children's processing of carry addition problems. <i>Developmental Neuropsychology</i> , 2011 , 36, 702-20	1.8	19
96	Registered Replication Report on Fischer, Castel, Dodd, and Pratt (2003). <i>Advances in Methods and Practices in Psychological Science</i> , 2020 , 3, 143-162	13.3	18
95	On the development of Arabic three-digit number processing in primary school children. <i>Journal of Experimental Child Psychology</i> , 2012 , 113, 594-601	2.3	18
94	Predictors of performance in a real-life statistics examination depend on the individual cortisol profile. <i>Biological Psychology</i> , 2010 , 85, 410-6	3.2	18
93	Cognitive Mechanisms Underlying Directional and Non-directional Spatial-Numerical Associations across the Lifespan. <i>Frontiers in Psychology</i> , 2017 , 8, 1421	3.4	17
92	Same Same, but Different: Word and Sentence Reading in German and English. <i>Scientific Studies of Reading</i> , 2016 , 20, 203-219	3.8	16
91	Magnitude representation in sequential comparison of two-digit numbers is not holistic either. <i>Cognitive Processing</i> , 2013 , 14, 51-62	1.5	16
90	Differential influences of unilateral tDCS over the intraparietal cortex on numerical cognition. <i>Frontiers in Human Neuroscience</i> , 2015 , 9, 110	3.3	16

89	Do students learn better when seated close to the teacher? A virtual classroom study considering individual levels of inattention and hyperactivity-impulsivity. <i>Learning and Instruction</i> , 2019 , 61, 138-147	5.8	16
88	Toward a model framework of generalized parallel componential processing of multi-symbol numbers. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2015 , 41, 732-45	2.2	15
87	Where numbers meet words: a common ventral network for semantic classification. <i>Scandinavian Journal of Psychology</i> , 2014 , 55, 202-11	2.2	15
86	A Systematic Investigation of Accuracy and Response Time Based Measures Used to Index ANS Acuity. <i>PLoS ONE</i> , 2016 , 11, e0163076	3.7	14
85	Basic numerical competences in large-scale assessment data: Structure and long-term relevance. <i>Journal of Experimental Child Psychology</i> , 2018 , 167, 32-48	2.3	14
84	Mathe mit der Matte Verkörperlichtes Training basisnumerischer Kompetenzen. <i>Zeitschrift Fur Erziehungswissenschaft</i> , 2014 , 17, 257-277	1.2	13
83	Intransparent German number words complicate transcoding - a translingual comparison with Japanese. <i>Frontiers in Psychology</i> , 2015 , 6, 740	3.4	13
82	Oscillatory EEG correlates of an implicit activation of multiplication facts in the number bisection task. <i>Brain Research</i> , 2010 , 1320, 85-94	3.7	13
81	Full-body Movement in Numerical Trainings: A Pilot Study with an Interactive Whiteboard. <i>International Journal of Serious Games</i> , 2015 , 2,	1.8	13
80	Interventions Supporting Children's Mathematics School Success. <i>European Psychologist</i> , 2013 , 18, 89-113	4.4	13
79	Predicting Cognitive Load in an Emergency Simulation Based on Behavioral and Physiological Measures 2019 ,		12
78	Sex differences in number line estimation: The role of numerical estimation. <i>British Journal of Psychology</i> , 2017 , 108, 334-350	4	11
77	A computational modeling approach on three-digit number processing. <i>Topics in Cognitive Science</i> , 2013 , 5, 317-34	2.5	11
76	A neural disconnection hypothesis on impaired numerical processing. <i>Frontiers in Human Neuroscience</i> , 2013 , 7, 663	3.3	11
75	Cognitive Abilities and Mathematical Competencies at School Entry. <i>Mind, Brain, and Education</i> , 2018 , 12, 175-185	1.8	10
74	Training the equidistant principle of number line spacing. <i>Cognitive Processing</i> , 2016 , 17, 243-58	1.5	10
73	Processing multi-digit numbers: a translingual eye-tracking study. <i>Psychological Research</i> , 2016 , 80, 422-335		10
72	White matter neuro-plasticity in mental arithmetic: Changes in hippocampal connectivity following arithmetic drill training. <i>Cortex</i> , 2019 , 114, 115-123	3.8	10

71	To Add or Not to Add Game Elements? Exploring the Effects of Different Cognitive Task Designs Using Eye Tracking. <i>IEEE Transactions on Learning Technologies</i> , 2020 , 13, 847-860	4	10
70	Unbounded number line estimation as a measure of numerical estimation. <i>PLoS ONE</i> , 2019 , 14, e0213103	3.7	9
69	Comparing a single case to a control group - Applying linear mixed effects models to repeated measures data. <i>Cortex</i> , 2015 , 71, 148-59	3.8	9
68	Multiplication facts and the mental number line: evidence from unbounded number line estimation. <i>Psychological Research</i> , 2015 , 79, 95-103	2.5	9
67	On the limits of language influences on numerical cognition - no inversion effects in three-digit number magnitude processing in adults. <i>Frontiers in Psychology</i> , 2015 , 6, 1216	3.4	9
66	Influences of cognitive control on numerical cognition--adaptation by binding for implicit learning. <i>Topics in Cognitive Science</i> , 2013 , 5, 335-53	2.5	9
65	Place-value understanding in number line estimation predicts future arithmetic performance. <i>British Journal of Developmental Psychology</i> , 2016 , 34, 502-517	2	9
64	Set size influences the relationship between ANS acuity and math performance: a result of different strategies?. <i>Psychological Research</i> , 2019 , 83, 590-612	2.5	9
63	Physiological threat responses predict number processing. <i>Psychological Research</i> , 2017 , 81, 278-288	2.5	8
62	Testing a model of componential processing of multi-symbol numbers-evidence from measurement units. <i>Psychonomic Bulletin and Review</i> , 2015 , 22, 1417-23	4.1	8
61	Investigating the effects of beat and deictic gestures of a lecturer in educational videos. <i>Computers and Education</i> , 2020 , 156, 103955	9.5	8
60	A Taxonomy Proposal for Types of Interactions of Language and Place-Value Processing in Multi-Digit Numbers. <i>Frontiers in Psychology</i> , 2018 , 9, 1024	3.4	8
59	Processing symbolic and non-symbolic proportions: Domain-specific numerical and domain-general processes in intraparietal cortex. <i>Brain Research</i> , 2019 , 1714, 133-146	3.7	8
58	Putting a Finger on Numerical Development - Reviewing the Contributions of Kindergarten Finger Gnosis and Fine Motor Skills to Numerical Abilities. <i>Frontiers in Psychology</i> , 2020 , 11, 1012	3.4	7
57	Spatial Arrangement and Set Size Influence the Coding of Non-symbolic Quantities in the Intraparietal Sulcus. <i>Frontiers in Human Neuroscience</i> , 2018 , 12, 54	3.3	7
56	Game-based learning environments affect frontal brain activity. <i>PLoS ONE</i> , 2020 , 15, e0242573	3.7	7
55	Fostering early numerical competencies by playing conventional board games. <i>Journal of Experimental Child Psychology</i> , 2021 , 204, 105060	2.3	7
54	Dancing with the SNARC: Measuring spatial-numerical associations on a digital dance mat. <i>Canadian Journal of Experimental Psychology</i> , 2016 , 70, 306-315	0.8	7

53	Influences of presentation format and task instruction on children's number line estimation. <i>Cognitive Development</i> , 2018 , 47, 53-62	1.7	6
52	Longitudinal development of subtraction performance in elementary school. <i>British Journal of Developmental Psychology</i> , 2018 , 36, 188-205	2	6
51	On the interrelation of multiplication and division in secondary school children. <i>Frontiers in Psychology</i> , 2013 , 4, 740	3.4	6
50	Zählen und Rechnen mit den Fingern. <i>Lernen Und Lernstörungen</i> , 2012 , 1, 33-53	0.3	6
49	Differentielle Entwicklung arithmetischer Fähigkeiten nach der Grundschule: Manche Schere öffnet und schließt sich wieder. <i>Lernen Und Lernstörungen</i> , 2012 , 1, 119-134	0.3	6
48	Bewegtes Lernen numerischer Kompetenzen. <i>Psychologische Rundschau</i> , 2016 , 67, 102-109	0.6	6
47	Differing Connectivity of Exner's Area for Numbers and Letters. <i>Frontiers in Human Neuroscience</i> , 2016 , 10, 281	3.3	6
46	Number processing and arithmetic skills in children with cochlear implants. <i>Frontiers in Psychology</i> , 2014 , 5, 1479	3.4	5
45	A cognitive definition of computational thinking in primary education. <i>Computers and Education</i> , 2022 , 179, 104425	9.5	5
44	The influence of number magnitude on continuous swiping movements. <i>Journal of Numerical Cognition</i> , 2018 , 4, 297-316	1.6	5
43	The strategy matters: Bounded and unbounded number line estimation in secondary school children. <i>Cognitive Development</i> , 2020 , 53, 100839	1.7	5
42	Place-value computation in children with mathematics difficulties. <i>Journal of Experimental Child Psychology</i> , 2019 , 178, 214-225	2.3	5
41	Neuro-cognitive mechanisms of global Gestalt perception in visual quantification. <i>NeuroImage</i> , 2018 , 181, 359-369	7.9	4
40	Processing of intentional and automatic number magnitudes in children born prematurely: evidence from fMRI. <i>Developmental Neuropsychology</i> , 2014 , 39, 342-64	1.8	4
39	Evaluating students' engagement with an online learning environment during and after COVID-19 related school closures: A survival analysis approach. <i>Trends in Neuroscience and Education</i> , 2021 , 25, 100168	3.7	4
38	Direct evidence for linguistic influences in two-digit number processing. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2019 , 45, 1142-1150	2.2	4
37	Neurofunctional plasticity in fraction learning: An fMRI training study. <i>Trends in Neuroscience and Education</i> , 2020 , 21, 100141	3.7	4
36	The Multifactorial Nature of Early Numeracy and Its Stability. <i>Frontiers in Psychology</i> , 2020 , 11, 518981	3.4	4

35	Cognitive Research and Mathematics Education-How Can Basic Research Reach the Classroom?. <i>Frontiers in Psychology</i> , 2020 , 11, 773	3.4	3
34	Fingerbasierte Repräsentationen als verkörperlichte Vorläuferfähigkeit mathematischer Kompetenzen: Ein Plädoyer für mehr Dialog zwischen Fachdidaktik und Neuropsychologie. <i>Lernen Und Lernstörungen</i> , 2012 , 1, 63-71	0.3	3
33	Inversion effects on mental arithmetic in English- and Polish-speaking adults. <i>Quarterly Journal of Experimental Psychology</i> , 2020 , 73, 91-103	1.8	3
32	More than simple facts: cross-linguistic differences in place-value processing in arithmetic fact retrieval. <i>Psychological Research</i> , 2020 , 84, 650-659	2.5	3
31	Hierarchical Development of Early Visual-Spatial Abilities - A Taxonomy Based Assessment Using the MaGrid App. <i>Frontiers in Psychology</i> , 2020 , 11, 871	3.4	2
30	Gestational age modulates neural correlates of intentional, but not automatic number magnitude processing in children born preterm. <i>International Journal of Developmental Neuroscience</i> , 2018 , 65, 38-44	2.7	2
29	Magnitude or Multitude - What Counts?. <i>Frontiers in Psychology</i> , 2018 , 9, 522	3.4	2
28	Mental simulation and its influence on finger-based numerical representations. <i>Trends in Neuroscience and Education</i> , 2021 , 25, 100167	3.7	2
27	Measuring Cognitive Load Using In-Game Metrics of a Serious Simulation Game. <i>Frontiers in Psychology</i> , 2021 , 12, 572437	3.4	2
26	Long-term relevance and interrelation of symbolic and non-symbolic abilities in mathematical-numerical development: Evidence from large-scale assessment data. <i>Cognitive Development</i> , 2021 , 58, 101008	1.7	2
25	Behavioural evidence for sex differences in the overlap between subtraction and multiplication. <i>Cognitive Processing</i> , 2016 , 17, 147-54	1.5	2
24	Mastery of structured quantities like finger or dice patterns predict arithmetic performance. <i>Cognitive Processing</i> , 2021 , 22, 93-104	1.5	2
23	The CERAD Neuropsychological Assessment Battery Is Sensitive to Alcohol-Related Cognitive Deficiencies in Elderly Patients: A Retrospective Matched Case-Control Study. <i>Journal of the International Neuropsychological Society</i> , 2018 , 24, 360-371	3.1	2
22	The Use of Local and Global Ordering Strategies in Number Line Estimation in Early Childhood. <i>Frontiers in Psychology</i> , 2018 , 9, 1562	3.4	2
21	The new unbounded number line estimation task: A systematic literature review. <i>Acta Psychologica</i> , 2021 , 219, 103366	1.7	2
20	Numerical development-from cognitive functions to neural underpinnings. <i>Frontiers in Psychology</i> , 2014 , 5, 1047	3.4	1
19	A unitary or multiple representations of numerical magnitude? - the case of structure in symbolic and non-symbolic quantities. <i>Frontiers in Psychology</i> , 2012 , 3, 191	3.4	1
18	The structure of early numeracy: Evidence from multi-factorial models.. <i>Trends in Neuroscience and Education</i> , 2022 , 26, 100171	3.7	1

17	The Physiology of Numerical Learning: From Neural Correlates to Embodied Trainings 2017 , 21-40		1
16	Dyskalkulie bei Erwachsenen in drei Fallbeschreibungen. <i>Lernen Und Lernstörungen</i> , 2017 , 6, 19-24	0.3	1
15	Embodied numerical representations and their association with multi-digit arithmetic performance. <i>Cognitive Processing</i> , 2020 , 21, 95-103	1.5	1
14	Examining the relevance of basic numerical skills for mathematical achievement in secondary school using a within-task assessment approach. <i>Acta Psychologica</i> , 2021 , 215, 103289	1.7	1
13	Association between language and early numerical development □The case of quantifiers. <i>European Journal of Developmental Psychology</i> , 1-17	1.5	1
12	Differential Development of Children's Understanding of the Cardinality of Small Numbers and Zero. <i>Frontiers in Psychology</i> , 2018 , 9, 1636	3.4	1
11	Finger-Based Numerical Training Increases Sensorimotor Activation for Arithmetic in Children□An fNIRS Study. <i>Brain Sciences</i> , 2022 , 12, 637	3.4	1
10	Time Reading in Middle and Secondary School Students: The Influence of Basic-Numerical Abilities. <i>Journal of Genetic Psychology</i> , 2020 , 181, 255-277	1.4	0
9	Mode effect: An issue of perspective? Writing mode differences in a spelling assessment in German children with and without developmental dyslexia. <i>Dyslexia</i> , 2021 , 27, 373-410	1.6	0
8	Negative Numbers are not yet Automatically Associated with Space in 6th Graders. <i>Journal of Cognition and Development</i> , 2019 , 20, 611-633	2.5	
7	Effects of place-value and magnitude processing on word problem solving. <i>Cognitive Development</i> , 2020 , 54, 100876	1.7	
6	Hemispheric Lateralization of Arithmetic Facts and Magnitude Processing for Two-Digit Numbers. <i>Frontiers in Human Neuroscience</i> , 2020 , 14, 88	3.3	
5	The quandary of diagnosing mathematical difficulties in a generally low performing population. <i>Dementia E Neuropsychologia</i> , 2021 , 15, 267-274	2.1	
4	Spatial Presentations, but Not Response Formats Influence Spatial-Numerical Associations in Adults. <i>Frontiers in Psychology</i> , 2018 , 9, 2608	3.4	
3	The association of basic numerical abilities and math achievement: The mediating role of visuospatial and arithmetical abilities. <i>Quarterly Journal of Experimental Psychology</i> , 2021 , 17470218211040060	1.8	1
2	Pain and Associated Neuropsychiatric Symptoms in Patients Suffering from Dementia: Challenges at Different Levels and Proposal of a Conceptual Framework. <i>Journal of Alzheimer's Disease</i> , 2021 , 83, 1003-1009	4.3	
1	A longitudinal study on basic numerical skills in early numerical development. <i>Cognitive Development</i> , 2022 , 62, 101182	1.7	