

Korbinian Moeller

List of Publications by Year in Descending Order

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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 | The structure of early numeracy: Evidence from multi-factorial models.. <i>Trends in Neuroscience and Education</i> , 2022 , 26, 100171 | 3.7 | 1 |
| 141 | A cognitive definition of computational thinking in primary education. <i>Computers and Education</i> , 2022 , 179, 104425 | 9.5 | 5 |
| 140 | A longitudinal study on basic numerical skills in early numerical development. <i>Cognitive Development</i> , 2022 , 62, 101182 | 1.7 | |
| 139 | Finger-Based Numerical Training Increases Sensorimotor Activation for Arithmetic in Children: An fNIRS Study. <i>Brain Sciences</i> , 2022 , 12, 637 | 3.4 | 1 |
| 138 | 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 |
| 137 | Mental simulation and its influence on finger-based numerical representations. <i>Trends in Neuroscience and Education</i> , 2021 , 25, 100167 | 3.7 | 2 |
| 136 | Measuring Cognitive Load Using In-Game Metrics of a Serious Simulation Game. <i>Frontiers in Psychology</i> , 2021 , 12, 572437 | 3.4 | 2 |
| 135 | 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 |
| 134 | The quandary of diagnosing mathematical difficulties in a generally low performing population. <i>Dementia E Neuropsychologia</i> , 2021 , 15, 267-274 | 2.1 | |
| 133 | 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 |
| 132 | Fostering early numerical competencies by playing conventional board games. <i>Journal of Experimental Child Psychology</i> , 2021 , 204, 105060 | 2.3 | 7 |
| 131 | Mastery of structured quantities like finger or dice patterns predict arithmetic performance. <i>Cognitive Processing</i> , 2021 , 22, 93-104 | 1.5 | 2 |
| 130 | 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 |
| 129 | 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 |
| 128 | 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 | |
| 127 | The new unbounded number line estimation task: A systematic literature review. <i>Acta Psychologica</i> , 2021 , 219, 103366 | 1.7 | 2 |
| 126 | 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 |

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| 125 | Cognitive Research and Mathematics Education-How Can Basic Research Reach the Classroom?. <i>Frontiers in Psychology</i> , 2020 , 11, 773 | 3.4 | 3 |
| 124 | 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 |
| 123 | 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 |
| 122 | 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 |
| 121 | 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 |
| 120 | Game-based learning environments affect frontal brain activity. <i>PLoS ONE</i> , 2020 , 15, e0242573 | 3.7 | 7 |
| 119 | Effects of place-value and magnitude processing on word problem solving. <i>Cognitive Development</i> , 2020 , 54, 100876 | 1.7 | |
| 118 | Embodied numerical representations and their association with multi-digit arithmetic performance. <i>Cognitive Processing</i> , 2020 , 21, 95-103 | 1.5 | 1 |
| 117 | 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 |
| 116 | The strategy matters: Bounded and unbounded number line estimation in secondary school children. <i>Cognitive Development</i> , 2020 , 53, 100839 | 1.7 | 5 |
| 115 | Neurofunctional plasticity in fraction learning: An fMRI training study. <i>Trends in Neuroscience and Education</i> , 2020 , 21, 100141 | 3.7 | 4 |
| 114 | The Multifactorial Nature of Early Numeracy and Its Stability. <i>Frontiers in Psychology</i> , 2020 , 11, 518981 | 3.4 | 4 |
| 113 | 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 |
| 112 | Hemispheric Lateralization of Arithmetic Facts and Magnitude Processing for Two-Digit Numbers. <i>Frontiers in Human Neuroscience</i> , 2020 , 14, 88 | 3.3 | |
| 111 | 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 |
| 110 | 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 | |
| 109 | Unbounded number line estimation as a measure of numerical estimation. <i>PLoS ONE</i> , 2019 , 14, e0213103 | 3.7 | 9 |
| 108 | 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 |

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| 107 | 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 |
| 106 | Predicting Cognitive Load in an Emergency Simulation Based on Behavioral and Physiological Measures 2019 , | | 12 |
| 105 | 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 |
| 104 | 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 |
| 103 | Place-value computation in children with mathematics difficulties. <i>Journal of Experimental Child Psychology</i> , 2019 , 178, 214-225 | 2.3 | 5 |
| 102 | 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 |
| 101 | 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 |
| 100 | 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 |
| 99 | Cognitive Abilities and Mathematical Competencies at School Entry. <i>Mind, Brain, and Education</i> , 2018 , 12, 175-185 | 1.8 | 10 |
| 98 | Influences of presentation format and task instruction on children's number line estimation. <i>Cognitive Development</i> , 2018 , 47, 53-62 | 1.7 | 6 |
| 97 | 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 |
| 96 | Longitudinal development of subtraction performance in elementary school. <i>British Journal of Developmental Psychology</i> , 2018 , 36, 188-205 | 2 | 6 |
| 95 | Magnitude or Multitude - What Counts?. <i>Frontiers in Psychology</i> , 2018 , 9, 522 | 3.4 | 2 |
| 94 | 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 |
| 93 | 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 |
| 92 | Neuro-cognitive mechanisms of global Gestalt perception in visual quantification. <i>NeuroImage</i> , 2018 , 181, 359-369 | 7.9 | 4 |
| 91 | 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 |
| 90 | The influence of number magnitude on continuous swiping movements. <i>Journal of Numerical Cognition</i> , 2018 , 4, 297-316 | 1.6 | 5 |

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| 89 | 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 |
| 88 | 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 |
| 87 | Spatial Presentations, but Not Response Formats Influence Spatial-Numerical Associations in Adults. <i>Frontiers in Psychology</i> , 2018 , 9, 2608 | 3.4 | |
| 86 | 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 |
| 85 | 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 |
| 84 | Physiological threat responses predict number processing. <i>Psychological Research</i> , 2017 , 81, 278-288 | 2.5 | 8 |
| 83 | Sex differences in number line estimation: The role of numerical estimation. <i>British Journal of Psychology</i> , 2017 , 108, 334-350 | 4 | 11 |
| 82 | Assessing fraction knowledge by a digital game. <i>Computers in Human Behavior</i> , 2017 , 70, 197-206 | 7.7 | 31 |
| 81 | 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 |
| 80 | Cognitive Mechanisms Underlying Directional and Non-directional Spatial-Numerical Associations across the Lifespan. <i>Frontiers in Psychology</i> , 2017 , 8, 1421 | 3.4 | 17 |
| 79 | The Physiology of Numerical Learning: From Neural Correlates to Embodied Trainings 2017 , 21-40 | | 1 |
| 78 | Dyskalkulie bei Erwachsenen in drei Fallbeschreibungen. <i>Lernen Und Lernstörungen</i> , 2017 , 6, 19-24 | 0.3 | 1 |
| 77 | A general model framework for multisymbol number comparison. <i>Psychological Review</i> , 2016 , 123, 667-695 | 6.5 | 27 |
| 76 | Training the equidistant principle of number line spacing. <i>Cognitive Processing</i> , 2016 , 17, 243-58 | 1.5 | 10 |
| 75 | 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, 979-995 | 4.5 | 61 |
| 74 | Processing multi-digit numbers: a translingual eye-tracking study. <i>Psychological Research</i> , 2016 , 80, 422-335 | 3.5 | 10 |
| 73 | 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 |
| 72 | 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 |

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| 71 | Insights into numerical cognition: considering eye-fixations in number processing and arithmetic. <i>Psychological Research</i> , 2016 , 80, 334-59 | 2.5 | 30 |
| 70 | 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 | 3.3 | 33 |
| 69 | 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 |
| 68 | Bewegtes Lernen numerischer Kompetenzen. <i>Psychologische Rundschau</i> , 2016 , 67, 102-109 | 0.6 | 6 |
| 67 | Differing Connectivity of Exner's Area for Numbers and Letters. <i>Frontiers in Human Neuroscience</i> , 2016 , 10, 281 | 3.3 | 6 |
| 66 | Spatial-Numerical and Ordinal Positional Associations Coexist in Parallel. <i>Frontiers in Psychology</i> , 2016 , 7, 438 | 3.4 | 32 |
| 65 | Fact learning in complex arithmetic-the role of the angular gyrus revisited. <i>Human Brain Mapping</i> , 2016 , 37, 3061-79 | 5.9 | 35 |
| 64 | Place-value understanding in number line estimation predicts future arithmetic performance. <i>British Journal of Developmental Psychology</i> , 2016 , 34, 502-517 | 2 | 9 |
| 63 | 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 |
| 62 | Behavioural evidence for sex differences in the overlap between subtraction and multiplication. <i>Cognitive Processing</i> , 2016 , 17, 147-54 | 1.5 | 2 |
| 61 | 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 |
| 60 | 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 |
| 59 | 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 |
| 58 | Computers in mathematics education □ Training the mental number line. <i>Computers in Human Behavior</i> , 2015 , 48, 597-607 | 7.7 | 29 |
| 57 | Embodied markedness of parity? Examining handedness effects on parity judgments. <i>Psychological Research</i> , 2015 , 79, 963-77 | 2.5 | 28 |
| 56 | Language influences number processing--a quadrilingual study. <i>Cognition</i> , 2015 , 136, 150-5 | 3.5 | 26 |
| 55 | Multiplication facts and the mental number line: evidence from unbounded number line estimation. <i>Psychological Research</i> , 2015 , 79, 95-103 | 2.5 | 9 |
| 54 | Differential influences of unilateral tDCS over the intraparietal cortex on numerical cognition. <i>Frontiers in Human Neuroscience</i> , 2015 , 9, 110 | 3.3 | 16 |

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| 53 | A review on functional and structural brain connectivity in numerical cognition. <i>Frontiers in Human Neuroscience</i> , 2015 , 9, 227 | 3.3 | 49 |
| 52 | Intransparent German number words complicate transcoding - a translingual comparison with Japanese. <i>Frontiers in Psychology</i> , 2015 , 6, 740 | 3.4 | 13 |
| 51 | An integration of competing accounts on children's number line estimation. <i>Frontiers in Psychology</i> , 2015 , 6, 884 | 3.4 | 19 |
| 50 | 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 |
| 49 | The influence of math anxiety on symbolic and non-symbolic magnitude processing. <i>Frontiers in Psychology</i> , 2015 , 6, 1621 | 3.4 | 29 |
| 48 | 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 |
| 47 | Where numbers meet words: a common ventral network for semantic classification. <i>Scandinavian Journal of Psychology</i> , 2014 , 55, 202-11 | 2.2 | 15 |
| 46 | Dissociating number line estimations from underlying numerical representations. <i>Quarterly Journal of Experimental Psychology</i> , 2014 , 67, 991-1003 | 1.8 | 26 |
| 45 | 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 |
| 44 | Mathe mit der Matte [Verkörperlichtes Training basisnumerischer Kompetenzen. <i>Zeitschrift Fur Erziehungswissenschaft</i> , 2014 , 17, 257-277 | 1.2 | 13 |
| 43 | 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 |
| 42 | Numerical development-from cognitive functions to neural underpinnings. <i>Frontiers in Psychology</i> , 2014 , 5, 1047 | 3.4 | 1 |
| 41 | Number processing and arithmetic skills in children with cochlear implants. <i>Frontiers in Psychology</i> , 2014 , 5, 1479 | 3.4 | 5 |
| 40 | 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 |
| 39 | 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 |
| 38 | 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 |
| 37 | Aspects of situated cognition in embodied numerosity: the case of finger counting. <i>Cognitive Processing</i> , 2014 , 15, 317-28 | 1.5 | 37 |
| 36 | Walk the number line [An embodied training of numerical concepts. <i>Trends in Neuroscience and Education</i> , 2013 , 2, 74-84 | 3.7 | 92 |

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| 35 | Magnitude representation in sequential comparison of two-digit numbers is not holistic either. <i>Cognitive Processing</i> , 2013 , 14, 51-62 | 1.5 | 16 |
| 34 | A computational modeling approach on three-digit number processing. <i>Topics in Cognitive Science</i> , 2013 , 5, 317-34 | 2.5 | 11 |
| 33 | The link between mental rotation ability and basic numerical representations. <i>Acta Psychologica</i> , 2013 , 144, 324-31 | 1.7 | 59 |
| 32 | 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 |
| 31 | 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 |
| 30 | 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 |
| 29 | On the interrelation of multiplication and division in secondary school children. <i>Frontiers in Psychology</i> , 2013 , 4, 740 | 3.4 | 6 |
| 28 | A neural disconnection hypothesis on impaired numerical processing. <i>Frontiers in Human Neuroscience</i> , 2013 , 7, 663 | 3.3 | 11 |
| 27 | Processing pathways in mental arithmetic--evidence from probabilistic fiber tracking. <i>PLoS ONE</i> , 2013 , 8, e55455 | 3.7 | 59 |
| 26 | Interventions Supporting Children's Mathematics School Success. <i>European Psychologist</i> , 2013 , 18, 89-113 | 4.4 | 13 |
| 25 | Learning and development of embodied numerosity. <i>Cognitive Processing</i> , 2012 , 13 Suppl 1, S271-4 | 1.5 | 68 |
| 24 | 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 |
| 23 | 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 |
| 22 | 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 |
| 21 | Zählen und Rechnen mit den Fingern. <i>Lernen Und Lernstörungen</i> , 2012 , 1, 33-53 | 0.3 | 6 |
| 20 | 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 |
| 19 | 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 |
| 18 | Three processes underlying the carry effect in addition--evidence from eye tracking. <i>British Journal of Psychology</i> , 2011 , 102, 623-45 | 4 | 31 |

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|----|--|-----|-----|
| 17 | 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 |
| 16 | Sensori-motor spatial training of number magnitude representation. <i>Psychonomic Bulletin and Review</i> , 2011 , 18, 177-83 | 4.1 | 114 |
| 15 | The influence of implicit hand-based representations on mental arithmetic. <i>Frontiers in Psychology</i> , 2011 , 2, 197 | 3.4 | 49 |
| 14 | Language Effects on Children's Nonverbal Number Line Estimations. <i>Journal of Cross-Cultural Psychology</i> , 2011 , 42, 598-613 | 1.9 | 53 |
| 13 | (No) small adults: children's processing of carry addition problems. <i>Developmental Neuropsychology</i> , 2011 , 36, 702-20 | 1.8 | 19 |
| 12 | Extending the Mental Number Line. <i>Zeitschrift Fur Psychologie / Journal of Psychology</i> , 2011 , 219, 3-22 | 1.8 | 73 |
| 11 | 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 |
| 10 | 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 |
| 9 | 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 |
| 8 | Embodied numerosity: implicit hand-based representations influence symbolic number processing across cultures. <i>Cognition</i> , 2010 , 116, 251-66 | 3.5 | 155 |
| 7 | 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 |
| 6 | 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 |
| 5 | 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 |
| 4 | Children's early mental number line: logarithmic or decomposed linear?. <i>Journal of Experimental Child Psychology</i> , 2009 , 103, 503-15 | 2.3 | 128 |
| 3 | 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 |
| 2 | Impairments of the mental number line for two-digit numbers in neglect. <i>Cortex</i> , 2008 , 44, 429-38 | 3.8 | 35 |
| 1 | Association between language and early numerical development ¶The case of quantifiers. <i>European Journal of Developmental Psychology</i> , 1-17 | 1.5 | 1 |