

Richard E Mayer

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.

355
papers

34,150
citations

96
h-index

181
g-index

371
ext. papers

39,541
ext. citations

4.8
avg, IF

8.21
L-index

#	Paper	IF	Citations
355	A multimedia effect for multiple-choice and constructed-response test items.. <i>Journal of Educational Psychology</i> , 2022 , 114, 72-88	5.3	5
354	Benefits of Taking a Virtual Field Trip in Immersive Virtual Reality: Evidence for the Immersion Principle in Multimedia Learning.. <i>Educational Psychology Review</i> , 2022 , 1-28	7.1	11
353	Does the emotional stance of human and virtual instructors in instructional videos affect learning processes and outcomes?. <i>Contemporary Educational Psychology</i> , 2022 , 70, 102080	5.6	1
352	The Multimedia Principle 2021 , 145-157		
351	Multimedia Learning in e-Courses 2021 , 537-551		0
350	Principles Based on Generative Activity in Multimedia Learning 2021 , 337-436		
349	Research Methods in Multimedia Learning 2021 , 41-54		1
348	Principles Based on Social and Affective Features of Multimedia Learning 2021 , 275-336		
347	The Emotional Design Principle in Multimedia Learning 2021 , 324-336		
346	The Modality Principle in Multimedia Learning 2021 , 261-267		0
345	Cognitive Theory of Multimedia Learning 2021 , 57-72		0
344	The Worked Example Principle in Multimedia Learning 2021 , 231-240		1
343	The Split-Attention Principle in Multimedia Learning 2021 , 199-211		0
342	Principles for Managing Essential Processing in Multimedia Learning 2021 , 243-260		0
341	The Mapping Principle in Multimedia Learning 2021 , 351-359		
340	Introduction to Multimedia Learning 2021 , 3-16		10
339	Multimedia Learning with Instructional Video 2021 , 487-497		0

338	Principles for Reducing Extraneous Processing in Multimedia Learning 2021 , 185-198	1
337	Implications of the Four Component Instructional Design Model for Multimedia Learning 2021 , 100-120	0
336	Multimedia Learning with Computer Games 2021 , 472-486	0
335	The Guided Inquiry Principle in Multimedia Learning 2021 , 394-402	0
334	Motivation and Affect in Multimedia Learning 2021 , 121-131	0
333	The Embodiment Principle in Multimedia Learning 2021 , 286-295	
332	Metacognition in Multimedia Learning 2021 , 132-142	
331	The Drawing Principle in Multimedia Learning 2021 , 360-369	1
330	Multimedia Learning with Simulations 2021 , 461-471	0
329	Basic Principles of Multimedia Learning 2021 , 143-182	
328	Principles for Managing Essential Processing in Multimedia Learning 2021 , 241-274	
327	The Collaboration Principle in Multimedia Learning 2021 , 304-312	1
326	The Generative Activity Principle in Multimedia Learning 2021 , 339-350	0
325	Principles for Educational Assessment with Multimedia 2021 , 552-565	0
324	Foundations of Multimedia Learning 2021 , 17-24	0
323	Principles Based on Social Cues in Multimedia Learning 2021 , 277-285	0
322	Fifteen Common but Questionable Principles of Multimedia Learning 2021 , 25-40	0
321	The Redundancy Principle in Multimedia Learning 2021 , 212-220	

320 Multimedia Learning with Media **2021**, 437-565

319 The Signaling (or Cueing) Principle in Multimedia Learning **2021**, 221-230

0

318 The Immersion Principle in Multimedia Learning **2021**, 296-303

4

317 Principles for Reducing Extraneous Processing in Multimedia Learning **2021**, 183-240

316 Multimedia Learning with Visual Displays **2021**, 510-520

315 Multimedia Learning in Virtual and Mixed Reality **2021**, 498-509

0

314 The Transient Information Principle in Multimedia Learning **2021**, 268-274

313 The Feedback Principle in Multimedia Learning **2021**, 403-417

0

312 The Self-Explanation Principle in Multimedia Learning **2021**, 381-393

1

311 The positivity principle: do positive instructors improve learning from video lectures?. *Educational Technology Research and Development*, **2021**, 69, 1-29

3.6

4

310 Benefits of Writing an Explanation During Pauses in Multimedia Lessons. *Educational Psychology Review*, **2021**, 33, 1-27

7.1

3

309 Measuring and Increasing Self-Efficacy in a Game **2021**, 131-158

308 Immersive virtual reality increases liking but not learning with a science simulation and generative learning strategies promote learning in immersive virtual reality.. *Journal of Educational Psychology*, **2021**, 113, 719-735

5.3

45

307 Learning about history in immersive virtual reality: does immersion facilitate learning?. *Educational Technology Research and Development*, **2021**, 69, 1433-1451

3.6

3

306 Evidence-Based Principles for How to Design Effective Instructional Videos. *Journal of Applied Research in Memory and Cognition*, **2021**, 10, 229-240

2.3

15

305 Learning with human and virtual instructors who display happy or bored emotions in video lectures. *Computers in Human Behavior*, **2021**, 119, 106724

7.7

13

304 Limits on Training Inhibitory Control with a Focused Video Game. *Journal of Cognitive Enhancement: Towards the Integration of Theory and Practice*, **2021**, 5, 83-98

2.4

2

303 Recognizing the emotional state of human and virtual instructors. *Computers in Human Behavior*, **2021**, 114, 106554

7.7

15

302	Cognitive and affective processes for learning science in immersive virtual reality. <i>Journal of Computer Assisted Learning</i> , 2021 , 37, 226-241	3.8	37
301	Do Learners Recognize and Relate to the Emotions Displayed By Virtual Instructors?. <i>International Journal of Artificial Intelligence in Education</i> , 2021 , 31, 134-153	2.5	9
300	Advances in designing instruction based on examples. <i>Applied Cognitive Psychology</i> , 2020 , 34, 912-915	2.1	2
299	The virtual field trip: Investigating how to optimize immersive virtual learning in climate change education. <i>British Journal of Educational Technology</i> , 2020 , 51, 2099-2115	4.3	32
298	Five ways to increase the effectiveness of instructional video. <i>Educational Technology Research and Development</i> , 2020 , 68, 837-852	3.6	48
297	Multimedia Learning 2020 ,		59
296	Replicated evidence towards a cognitive theory of game-based training.. <i>Journal of Educational Psychology</i> , 2020 , 112, 922-937	5.3	7
295	Where is the learning in mobile technologies for learning?. <i>Contemporary Educational Psychology</i> , 2020 , 60, 101824	5.6	15
294	Searching for the role of emotions in e-learning. <i>Learning and Instruction</i> , 2020 , 70, 101213	5.8	31
293	Cognitive consequences of playing brain-training games in immersive virtual reality. <i>Applied Cognitive Psychology</i> , 2020 , 34, 29-38	2.1	8
292	Designing multimedia instruction in anatomy: An evidence-based approach. <i>Clinical Anatomy</i> , 2020 , 33, 2-11	2.5	11
291	Investigating the feasibility of using assessment and explanatory feedback in desktop virtual reality simulations. <i>Educational Technology Research and Development</i> , 2020 , 68, 293-317	3.6	10
290	Study Activities That Foster Generative Learning: Notetaking, Graphic Organizer, and Questioning. <i>Journal of Educational Computing Research</i> , 2020 , 58, 275-296	3.8	6
289	Equivalence of using a desktop virtual reality science simulation at home and in class. <i>PLoS ONE</i> , 2019 , 14, e0214944	3.7	28
288	How generative drawing affects the learning process: An eye-tracking analysis. <i>Applied Cognitive Psychology</i> , 2019 , 33, 1147-1164	2.1	8
287	Learner control of the pacing of an online slideshow lesson: Does segmenting help?. <i>Applied Cognitive Psychology</i> , 2019 , 33, 930-935	2.1	11
286	Speed Versus Accuracy: Implications of Adolescents' Neurocognitive Developments in a Digital Game to Train Executive Functions. <i>Mind, Brain, and Education</i> , 2019 , 13, 41-52	1.8	6
285	Motivational and cognitive benefits of training in immersive virtual reality based on multiple assessments. <i>Journal of Computer Assisted Learning</i> , 2019 , 35, 691-707	3.8	96

284	Accuracy in judgments of study time predicts academic success in an engineering course. <i>Metacognition and Learning</i> , 2019 , 14, 215-228	2.7	3
283	Instructional design as a form of information design. <i>Information Design Journal</i> , 2019 , 25, 258-263	0.4	
282	Instructor presence in video lectures: The role of dynamic drawings, eye contact, and instructor visibility.. <i>Journal of Educational Psychology</i> , 2019 , 111, 1162-1171	5.3	32
281	Getting the point: Which kinds of gestures by pedagogical agents improve multimedia learning?. <i>Journal of Educational Psychology</i> , 2019 , 111, 1382-1395	5.3	29
280	How Multimedia Can Improve Learning and Instruction 2019 , 460-479		14
279	Intelligence and Achievement 2019 , 1048-1060		
278	Computer Games in Education. <i>Annual Review of Psychology</i> , 2019 , 70, 531-549	26.1	98
277	Learning a second language by playing a game. <i>Applied Cognitive Psychology</i> , 2019 , 33, 669-674	2.1	5
276	Improving Methodological Standards in Behavioral Interventions for Cognitive Enhancement. <i>Journal of Cognitive Enhancement: Towards the Integration of Theory and Practice</i> , 2019 , 3, 2-29	2.4	91
275	Thirty years of research on online learning. <i>Applied Cognitive Psychology</i> , 2019 , 33, 152-159	2.1	67
274	Young adults learning executive function skills by playing focused video games. <i>Cognitive Development</i> , 2019 , 49, 43-50	1.7	18
273	A gender matching effect in learning with pedagogical agents in an immersive virtual reality science simulation. <i>Journal of Computer Assisted Learning</i> , 2019 , 35, 349-358	3.8	63
272	Taking a new look at seductive details. <i>Applied Cognitive Psychology</i> , 2019 , 33, 139-141	2.1	7
271	Adding immersive virtual reality to a science lab simulation causes more presence but less learning. <i>Learning and Instruction</i> , 2019 , 60, 225-236	5.8	326
270	Using transparent whiteboards to boost learning from online STEM lectures. <i>Computers and Education</i> , 2018 , 120, 146-159	9.5	26
269	Applying the segmenting principle to online geography slideshow lessons. <i>Educational Technology Research and Development</i> , 2018 , 66, 563-577	3.6	5
268	Shining the Light of Research on Lumosity. <i>Journal of Cognitive Enhancement: Towards the Integration of Theory and Practice</i> , 2018 , 2, 43-62	2.4	10
267	Game over for Tetris as a platform for cognitive skill training. <i>Contemporary Educational Psychology</i> , 2018 , 54, 29-41	5.6	15

266	Interactive highlighting for just-in-time formative assessment during whole-class instruction: effects on vocabulary learning and reading comprehension. <i>Interactive Learning Environments</i> , 2018 , 26, 42-60	3.1	11
265	Adding interactive graphic organizers to a whole-class slideshow lesson. <i>Instructional Science</i> , 2018 , 46, 973-988	2	6
264	An eye-tracking analysis of instructor presence in video lectures. <i>Computers in Human Behavior</i> , 2018 , 88, 263-272	7.7	31
263	Fostering learning from instructional video in a second language. <i>Applied Cognitive Psychology</i> , 2018 , 32, 648-654	2.1	22
262	A Computer-Based Game That Promotes Mathematics Learning More Than a Conventional Approach 2018 , 415-437		2
261	Meta-analysis of action video game impact on perceptual, attentional, and cognitive skills. <i>Psychological Bulletin</i> , 2018 , 144, 77-110	19.1	261
260	Animated pedagogical agents as aids in multimedia learning: Effects on eye-fixations during learning and learning outcomes.. <i>Journal of Educational Psychology</i> , 2018 , 110, 250-268	5.3	43
259	Learning science in immersive virtual reality.. <i>Journal of Educational Psychology</i> , 2018 , 110, 785-797	5.3	250
258	Spontaneous spatial strategy use in learning from scientific text. <i>Contemporary Educational Psychology</i> , 2017 , 49, 66-79	5.6	39
257	Using multimedia for e-learning. <i>Journal of Computer Assisted Learning</i> , 2017 , 33, 403-423	3.8	167
256	A Computer-Based Game that Promotes Mathematics Learning More than a Conventional Approach. <i>International Journal of Game-Based Learning</i> , 2017 , 7, 36-56	1.3	55
255	Learning executive function skills by playing focused video games. <i>Contemporary Educational Psychology</i> , 2017 , 51, 141-151	5.6	33
254	How Can Brain Research Inform Academic Learning and Instruction?. <i>Educational Psychology Review</i> , 2017 , 29, 835-846	7.1	25
253	It's all a matter of perspective: Viewing first-person video modeling examples promotes learning of an assembly task.. <i>Journal of Educational Psychology</i> , 2017 , 109, 653-665	5.3	43
252	Guiding Cognitive Processing During Learning with Animations: Commentary on Parts III and IV 2017 , 379-386		
251	Does Practice Make Perfect? 2016 , 265-292		
250	Benefits of adding anxiety-reducing features to a computer-based multimedia lesson on statistics. <i>Computers in Human Behavior</i> , 2016 , 63, 293-303	7.7	20
249	Evaluating the Cognitive Consequences of Playing Portal for a Short Duration. <i>Journal of Educational Computing Research</i> , 2016 , 54, 173-195	3.8	12

248	What Should Be the Role of Computer Games in Education?. <i>Policy Insights From the Behavioral and Brain Sciences</i> , 2016 , 3, 20-26	2.1	32
247	Eight Ways to Promote Generative Learning. <i>Educational Psychology Review</i> , 2016 , 28, 717-741	7.1	215
246	Applying the Coherence Principle: Adding Extra Material Can Hurt Learning 2016 , 151-178		
245	Effects of observing the instructor draw diagrams on learning from multimedia messages.. <i>Journal of Educational Psychology</i> , 2016 , 108, 528-546	5.3	62
244	e-Learning: Promise and Pitfalls 2016 , 7-28		
243	An imagination effect in learning from scientific text.. <i>Journal of Educational Psychology</i> , 2015 , 107, 47-63	3.3	30
242	Visual Aids to Learning in a Second Language: Adding Redundant Video to an Audio Lecture. <i>Applied Cognitive Psychology</i> , 2015 , 29, 445-454	2.1	15
241	Delayed Learning Effects with Erroneous Examples: a Study of Learning Decimals with a Web-Based Tutor. <i>International Journal of Artificial Intelligence in Education</i> , 2015 , 25, 520-542	2.5	23
240	Role of Interactivity in Learning from Engineering Animations. <i>Applied Cognitive Psychology</i> , 2015 , 29, 614-620	2.1	22
239	On the Need for Research Evidence to Guide the Design of Computer Games for Learning. <i>Educational Psychologist</i> , 2015 , 50, 349-353	6.8	27
238	Learning as a Generative Activity: Eight Learning Strategies that Promote Understanding 2015 ,		119
237	Benefits of emotional design in multimedia instruction. <i>Learning and Instruction</i> , 2014 , 33, 12-18	5.8	128
236	Adding self-explanation prompts to an educational computer game. <i>Computers in Human Behavior</i> , 2014 , 30, 23-28	7.7	31
235	Multimedia Learning in a Second Language: A Cognitive Load Perspective. <i>Applied Cognitive Psychology</i> , 2014 , 28, 653-660	2.1	42
234	Drawing pictures during learning from scientific text: testing the generative drawing effect and the prognostic drawing effect. <i>Contemporary Educational Psychology</i> , 2014 , 39, 275-286	5.6	59
233	Knowledge and processes that predict proficiency in digital literacy. <i>Reading and Writing</i> , 2014 , 27, 1567-1583	2.1	18
232	An eye movement analysis of highlighting and graphic organizer study aids for learning from expository text. <i>Computers in Human Behavior</i> , 2014 , 41, 21-32	7.7	50
231	Using erroneous examples to improve mathematics learning with a web-based tutoring system. <i>Computers in Human Behavior</i> , 2014 , 36, 401-411	7.7	63

230	Qualitatively different cognitive processing during online reading primed by different study activities. <i>Computers in Human Behavior</i> , 2014 , 30, 121-130	7.7	36
229	Role of expectations and explanations in learning by teaching. <i>Contemporary Educational Psychology</i> , 2014 , 39, 75-85	5.6	76
228	Incorporating motivation into multimedia learning. <i>Learning and Instruction</i> , 2014 , 29, 171-173	5.8	157
227	Computer Games for Learning 2014 ,		114
226	Multimedia Instruction 2014 , 385-399		33
225	Teaching for understanding in medical classrooms using multimedia design principles. <i>Medical Education</i> , 2013 , 47, 388-96	3.7	59
224	The relative benefits of learning by teaching and teaching expectancy. <i>Contemporary Educational Psychology</i> , 2013 , 38, 281-288	5.6	123
223	Online multimedia learning with mobile devices and desktop computers: An experimental test of Clark's methods-not-media hypothesis. <i>Computers in Human Behavior</i> , 2013 , 29, 639-647	7.7	43
222	Getting Started on the Road to Applying the Science of Learning. <i>Applied Cognitive Psychology</i> , 2012 , 26, 330-331	2.1	
221	An embodiment effect in computer-based learning with animated pedagogical agents. <i>Journal of Experimental Psychology: Applied</i> , 2012 , 18, 239-52	1.8	120
220	When graphics improve liking but not learning from online lessons. <i>Computers in Human Behavior</i> , 2012 , 28, 1618-1625	7.7	50
219	Five facets of social presence in online distance education. <i>Computers in Human Behavior</i> , 2012 , 28, 1738-1747	7.7	137
218	Students' beliefs about mobile devices Vs. desktop computers in South Korea and the United States. <i>Computers and Education</i> , 2012 , 59, 1328-1338	9.5	26
217	Individual differences in cognitive style and strategy predict similarities in the patterns of brain activity between individuals. <i>NeuroImage</i> , 2012 , 59, 83-93	7.9	100
216	Paper-based aids for learning with a computer-based game.. <i>Journal of Educational Psychology</i> , 2012 , 104, 1074-1082	5.3	37
215	Affective impact of navigational and signaling aids to e-learning. <i>Computers in Human Behavior</i> , 2012 , 28, 473-483	7.7	25
214	Narrative games for learning: Testing the discovery and narrative hypotheses.. <i>Journal of Educational Psychology</i> , 2012 , 104, 235-249	5.3	119
213	An eye movement analysis of the spatial contiguity effect in multimedia learning. <i>Journal of Experimental Psychology: Applied</i> , 2012 , 18, 178-91	1.8	123

212	Polite web-based intelligent tutors: Can they improve learning in classrooms?. <i>Computers and Education</i> , 2011 , 56, 574-584	9.5	58
211	Does styles research have useful implications for educational practice?. <i>Learning and Individual Differences</i> , 2011 , 21, 319-320	3.1	38
210	Applying the Science of Learning to Multimedia Instruction. <i>Psychology of Learning and Motivation - Advances in Research and Theory</i> , 2011 , 77-108	1.4	30
209	Applying multimedia design principles enhances learning in medical education. <i>Medical Education</i> , 2011 , 45, 818-26	3.7	102
208	Cognitive consequences of making computer-based learning activities more game-like. <i>Computers in Human Behavior</i> , 2011 , 27, 2011-2016	7.7	30
207	A politeness effect in learning with web-based intelligent tutors. <i>International Journal of Human Computer Studies</i> , 2011 , 69, 70-79	4.6	36
206	Can Erroneous Examples Help Middle-School Students Learn Decimals?. <i>Lecture Notes in Computer Science</i> , 2011 , 181-195	0.9	13
205	Applying the science of learning to medical education. <i>Medical Education</i> , 2010 , 44, 543-9	3.7	308
204	Adding Instructional Features That Promote Learning in a Game-Like Environment. <i>Journal of Educational Computing Research</i> , 2010 , 42, 241-265	3.8	131
203	Unique contributions of eye-tracking research to the study of learning with graphics. <i>Learning and Instruction</i> , 2010 , 20, 167-171	5.8	144
202	Merlin C. Wittrock's Enduring Contributions to the Science of Learning. <i>Educational Psychologist</i> , 2010 , 45, 46-50	6.8	15
201	Drawing as a generative activity and drawing as a prognostic activity.. <i>Journal of Educational Psychology</i> , 2010 , 102, 872-879	5.3	91
200	Seeking a science of instruction. <i>Instructional Science</i> , 2010 , 38, 143-145	2	9
199	Applying the self-explanation principle to multimedia learning in a computer-based game-like environment. <i>Computers in Human Behavior</i> , 2010 , 26, 1246-1252	7.7	103
198	Instructional Strategies for Directive Learning Environments 2010 , 329-360		1
197	Instructional Strategies for Receptive Learning Environments 2010 , 298-328		
196	How Does Text Affect the Processing of Diagrams in Multimedia Learning?. <i>Lecture Notes in Computer Science</i> , 2010 , 304-306	0.9	1
195	Questioning as an instructional method: Does it affect learning from lectures?. <i>Applied Cognitive Psychology</i> , 2009 , 23, 747-759	2.1	57

194	The Past and Future of Educational Psychology Review. <i>Educational Psychology Review</i> , 2009 , 21, 89-89	7.1	1
193	Computer-supported aids to making sense of scientific articles: cognitive, motivational, and attitudinal effects. <i>Educational Technology Research and Development</i> , 2009 , 57, 79-97	3.6	8
192	Clickers in college classrooms: Fostering learning with questioning methods in large lecture classes. <i>Contemporary Educational Psychology</i> , 2009 , 34, 51-57	5.6	253
191	Instructional Strategies for Receptive Learning Environments 2009 , 298-328		
190	A testing effect with multimedia learning.. <i>Journal of Educational Psychology</i> , 2009 , 101, 621-629	5.3	115
189	Getting a handle on learning anatomy with interactive three-dimensional graphics.. <i>Journal of Educational Psychology</i> , 2009 , 101, 803-816	5.3	54
188	Multimedia Learning 2009 ,		1404
187	What neurosurgeons should discover about the science of learning. <i>Clinical Neurosurgery</i> , 2009 , 56, 57-65		8
186	A comparison of three measures of cognitive load: Evidence for separable measures of intrinsic, extraneous, and germane load.. <i>Journal of Educational Psychology</i> , 2008 , 100, 223-234	5.3	270
185	Incorporating Individual Differences Into the Science of Learning: Commentary on Sternberg et al. (2008). <i>Perspectives on Psychological Science</i> , 2008 , 3, 507-8	9.8	10
184	Applying the science of learning: evidence-based principles for the design of multimedia instruction. <i>American Psychologist</i> , 2008 , 63, 760-9	9.5	399
183	Revising the redundancy principle in multimedia learning.. <i>Journal of Educational Psychology</i> , 2008 , 100, 380-386	5.3	156
182	Increased interestingness of extraneous details in a multimedia science presentation leads to decreased learning. <i>Journal of Experimental Psychology: Applied</i> , 2008 , 14, 329-39	1.8	96
181	The politeness effect: Pedagogical agents and learning outcomes. <i>International Journal of Human Computer Studies</i> , 2008 , 66, 98-112	4.6	176
180	Old Advice for New Researchers. <i>Educational Psychology Review</i> , 2008 , 20, 19-28	7.1	13
179	Learning by viewing versus learning by doing: Evidence-based guidelines for principled learning environments. <i>Performance Improvement</i> , 2008 , 47, 5-13	0.3	56
178	Creating retroactive and proactive interference in multimedia learning. <i>Applied Cognitive Psychology</i> , 2007 , 21, 795-809	2.1	32
177	Overestimation Bias in Self-reported SAT Scores. <i>Educational Psychology Review</i> , 2007 , 19, 443-454	7.1	25

176	Interactive Multimodal Learning Environments. <i>Educational Psychology Review</i> , 2007 , 19, 309-326	7.1	711
175	Learning by doing versus learning by viewing: Three experimental comparisons of learner-generated versus author-provided graphic organizers.. <i>Journal of Educational Psychology</i> , 2007 , 99, 808-820	5.3	156
174	Research-Based Guidelines for Multimedia Instruction. <i>Reviews of Human Factors and Ergonomics</i> , 2007 , 3, 127-147		4
173	Cognitive aids for guiding graph comprehension.. <i>Journal of Educational Psychology</i> , 2007 , 99, 640-652	5.3	70
172	Using audiovisual TV interviews to create visible authors that reduce the learning gap between native and non-native language speakers. <i>Learning and Instruction</i> , 2007 , 17, 67-77	5.8	11
171	Does the modality principle for multimedia learning apply to science classrooms?. <i>Learning and Instruction</i> , 2007 , 17, 465-477	5.8	70
170	Constructing computer-based tutors that are socially sensitive: Politeness in educational software. <i>International Journal of Human Computer Studies</i> , 2006 , 64, 36-42	4.6	53
169	Testing the ATI hypothesis: Should multimedia instruction accommodate verbalizer-visualizer cognitive style?. <i>Learning and Individual Differences</i> , 2006 , 16, 321-335	3.1	118
168	Fostering social agency in multimedia learning: Examining the impact of an animated agent's voice. <i>Contemporary Educational Psychology</i> , 2005 , 30, 117-139	5.6	182
167	An Integrated Model of Text and Picture Comprehension 2005 , 49-70		191
166	The Four-Component Instructional Design Model : Multimedia Principles in Environments for Complex Learning 2005 , 71-94		41
165	Five Common but Questionable Principles of Multimedia Learning 2005 , 97-116		47
164	The Multimedia Principle 2005 , 117-134		85
163	The Split-Attention Principle in Multimedia Learning 2005 , 135-146		157
162	The Modality Principle in Multimedia Learning 2005 , 147-158		79
161	The Guided Discovery Principle in Multimedia Learning 2005 , 215-228		35
160	The Self-Explanation Principle in Multimedia Learning 2005 , 271-286		115
159	Navigational Principles in Multimedia Learning 2005 , 297-312		13

158	Prior Knowledge Principle in Multimedia Learning 2005 , 325-338		77
157	The Cognitive Aging Principle in Multimedia Learning 2005 , 339-352		16
156	Multimedia Learning of Mathematics 2005 , 393-408		8
155	Multimedia Learning of Chemistry 2005 , 409-428		25
154	Multimedia Learning in Second Language Acquisition 2005 , 467-488		55
153	Multimedia Learning of Cognitive Skills 2005 , 489-504		7
152	Multimedia Learning with Animated Pedagogical Agents 2005 , 507-524		47
151	Multimedia Learning in Games, Simulations, and Microworlds 2005 , 549-568		71
150	Multimedia Learning with Hypermedia 2005 , 569-588		34
149	Multimedia Learning in e-Courses 2005 , 589-616		10
148	Implications of Cognitive Load Theory for Multimedia Learning 2005 , 19-30		302
147	The case for coherence in scientific explanations: quantitative details can hurt qualitative understanding. <i>Journal of Experimental Psychology: Applied</i> , 2005 , 11, 13-8	1.8	39
146	When static media promote active learning: annotated illustrations versus narrated animations in multimedia instruction. <i>Journal of Experimental Psychology: Applied</i> , 2005 , 11, 256-65	1.8	249
145	Three obstacles to validating the Verbal-Imager Subtest of the Cognitive Styles Analysis. <i>Personality and Individual Differences</i> , 2005 , 39, 845-848	3.3	7
144	Role of Guidance, Reflection, and Interactivity in an Agent-Based Multimedia Game.. <i>Journal of Educational Psychology</i> , 2005 , 97, 117-128	5.3	211
143	The Failure of Educational Research to Impact Educational Practice 2005 , 67-81		7
142	Multimedia Learning: Guiding Visuospatial Thinking with Instructional Animation 2005 , 477-508		9
141	Teaching of subject matter. <i>Annual Review of Psychology</i> , 2004 , 55, 715-44	26.1	40

140	A Personalization Effect in Multimedia Learning: Students Learn Better When Words Are in Conversational Style Rather Than Formal Style.. <i>Journal of Educational Psychology</i> , 2004 , 96, 389-395	5.3	132
139	Should there be a three-strikes rule against pure discovery learning? The case for guided methods of instruction. <i>American Psychologist</i> , 2004 , 59, 14-9	9.5	1327
138	Teaching students to solve insight problems: Evidence for domain specificity in creativity training. <i>Creativity Research Journal</i> , 2004 , 16, 389-398	1.8	112
137	Personalized Messages That Promote Science Learning in Virtual Environments.. <i>Journal of Educational Psychology</i> , 2004 , 96, 165-173	5.3	200
136	Multimedia Learning in an Interactive Self-Explaining Environment: What Works in the Design of Agent-Based Microworlds?. <i>Journal of Educational Psychology</i> , 2003 , 95, 806-812	5.3	211
135	Social cues in multimedia learning: Role of speaker's voice.. <i>Journal of Educational Psychology</i> , 2003 , 95, 419-425	5.3	185
134	Nine Ways to Reduce Cognitive Load in Multimedia Learning. <i>Educational Psychologist</i> , 2003 , 38, 43-52	6.8	1807
133	Learning Environments: The Case for Evidence-Based Practice and Issue-Driven Research. <i>Educational Psychology Review</i> , 2003 , 15, 359-366	7.1	14
132	Cognitive load in reading a foreign language text with multimedia aids and the influence of verbal and spatial abilities. <i>Computers in Human Behavior</i> , 2003 , 19, 221-243	7.7	163
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57	How to Design Multimedia Presentations151-159		1
56	Multimedia Learning in e-Courses842-882		4
55	Implications of Cognitive Load Theory for Multimedia Learning27-42		100
54	Cognitive Theory of Multimedia Learning43-71		282
53	The Split-Attention Principle in Multimedia Learning206-226		62
52	The Modality Principle in Multimedia Learning227-246		44
51	The Redundancy Principle in Multimedia Learning247-262		55

50	The Signaling (or Cueing) Principle in Multimedia Learning263-278	77
49	Principles Based on Social Cues in Multimedia Learning: Personalization, Voice, Image, and Embodiment Principles345-368	88
48	The Guided Discovery Learning Principle in Multimedia Learning371-390	53
47	The Worked Examples Principle in Multimedia Learning391-412	24
46	The Self-Explanation Principle in Multimedia Learning413-432	69
45	The Generative Drawing Principle in Multimedia Learning433-448	26
44	The Feedback Principle in Multimedia Learning449-463	23
43	The Learner Control Principle in Multimedia Learning487-512	19
42	Animation Principles in Multimedia Learning513-546	40
41	The Collaboration Principle in Multimedia Learning547-575	8
40	Multimedia Learning of Cognitive Processes623-646	6
39	Multimedia Learning of Metacognitive Strategies647-672	17
38	Multimedia Learning with Intelligent Tutoring Systems705-728	4
37	Multimedia Learning with Simulations and Microworlds729-761	12
36	Multimedia Learning with Video785-812	12
35	Principles for Reducing Extraneous Processing in Multimedia Learning: Coherence, Signaling, Redundancy, Spatial Contiguity, and Temporal Contiguity Principles279-315	122
34	Integrated Model of Text and Picture Comprehension72-103	104
33	The Expertise Reversal Principle in Multimedia Learning576-597	45

32	The Multimedia Principle174-205	79
31	Ten Common but Questionable Principles of Multimedia Learning151-173	21
30	Principles for Managing Essential Processing in Multimedia Learning: Segmenting, Pre-training, and Modality Principles316-344	67
29	The Four-Component Instructional Design Model: Multimedia Principles in Environments for Complex Learning104-148	29
28	Learning by Self-Testing97-123	
27	Learning by Teaching151-166	
26	Learning Strategies That Foster Generative Learning192-206	
25	Learning to Be Literate605-625	35
24	Intelligence and Achievement738-747	3
23	Techniques That Reduce Extraneous Cognitive Load and Manage Intrinsic Cognitive Load during Multimedia Learning131-152	37
22	Techniques That Increase Generative Processing in Multimedia Learning: Open Questions for Cognitive Load Research153-178	9
21	The Promise of Multimedia Learning3-27	2
20	Principles for Managing Essential Processing in Multimedia Learning171-174	
19	PRINCIPLES FOR FOSTERING GENERATIVE PROCESSING IN MULTIMEDIA LEARNING221-222	
18	Advances in Specifying What Is to Be Learned: Reflections on the Themes in Chapters 6B203-212	3
17	The Role of Domain Knowledge in Creative Problem Solving145-158	7
16	Deriving instructional design principles from multimedia presentations with animations	3
15	Instructional media and instructional methods in digital language learning: are we asking the right questions?. <i>Bilingualism</i> ,1-2	3.2 1

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13	Learning by Understanding: The Role of Multiple Representations in Learning Algebra		7
12	Models for Understanding		7
11	Applying the Segmenting and Pretraining Principles: Managing Complexity by Breaking a Lesson into Parts201-218		
10	e-Learning: Promise and Pitfalls6-26		
9	Does Practice Make Perfect?250-276		
8	Applying the Personalization Principle: Use Conversational Style and Virtual Coaches178-203		
7	Applying the Segmenting and Pretraining Principles: Managing Complexity by Breaking a Lesson into Parts204-220		
6	Applying the Multimedia Principle: Use Words and Graphics Rather Than Words Alone66-89		
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3	Memory and Information Processes47		6
2	Applying the Coherence Principle: Adding Material Can Hurt Learning150-176		1
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