

# Slava Kalyuga

## List of Publications by Year in descending order

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Version: 2024-02-01

117  
papers

9,022  
citations

136950

32  
h-index

58581

82  
g-index

118  
all docs

118  
docs citations

118  
times ranked

3554  
citing authors

#	ARTICLE	IF	CITATIONS
1	Is the human movement effect stable over time? The effects of presentation format on acquisition and retention of a motor skill. <i>Journal of Computer Assisted Learning</i> , 2022, 38, 167-177.	5.1	4
2	Comparing face-to-face and computer-mediated collaboration when teaching EFL writing skills. <i>Educational Psychology</i> , 2021, 41, 5-24.	2.7	12
3	Comparing alternative sequences of examples and problem-solving tasks: the case of conceptual knowledge. <i>Educational and Developmental Psychologist</i> , 2021, 38, 158-170.	0.7	4
4	Studying the effect of redundancy in a virtual reality classroom. <i>Educational Technology Research and Development</i> , 2021, 69, 1183-1200.	2.8	15
5	The Redundancy Principle in Multimedia Learning. , 2021, , 212-220.		3
6	The Expertise Reversal Principle in Multimedia Learning. , 2021, , 171-182.		4
7	Communicating Dynamic Behaviors in Basketball: The Role of Verbal Instructions and Arrow Symbols. <i>Research Quarterly for Exercise and Sport</i> , 2020, 91, 219-227.	1.4	5
8	Problem-solving or Explicit Instruction: Which Should Go First When Element Interactivity Is High?. <i>Educational Psychology Review</i> , 2020, 32, 229-247.	8.4	35
9	Element interactivity as a factor influencing the effectiveness of worked example“problem solving and problem solving“worked example sequences. <i>British Journal of Educational Psychology</i> , 2020, 90, 210-223.	2.9	12
10	Exploring factors influencing the effectiveness of explicit instruction first and problem-solving first approaches. <i>European Journal of Psychology of Education</i> , 2020, 35, 607-624.	2.6	12
11	Linking students’s™ emotions to engagement and writing performance when learning Japanese letters with a pen-based tablet: An investigation based on individual pen pressure parameters. <i>International Journal of Human Computer Studies</i> , 2020, 135, 102374.	5.6	17
12	The imagination effect when using textual or diagrammatic material to learn a second language. <i>Language Teaching Research</i> , 2020, , 136216882097178.	4.0	3
13	The Effects of Temporal Contiguity and Expertise on Acquisition of Tactical Movements. <i>Frontiers in Psychology</i> , 2020, 11, 413.	2.1	8
14	Altering element interactivity and variability in example“practice sequences to enhance learning to write Chinese characters. <i>Applied Cognitive Psychology</i> , 2020, 34, 837-843.	1.6	17
15	Confirmatory Factor Analysis of Cognitive Load Ratings Supports a Two-Factor Model. <i>The Quantitative Methods for Psychology</i> , 2020, 16, 216-225.	0.9	31
16	Cognitive Load Theory, Spacing Effect, and Working Memory Resources Depletion. <i>Advances in Educational Technologies and Instructional Design Book Series</i> , 2020, , 1-26.	0.2	13
17	Which representation is best for communicating dynamic information?. <i>Memory</i> , 2019, 27, 943-951.	1.7	6
18	Four Ways of Considering Emotion in Cognitive Load Theory. <i>Educational Psychology Review</i> , 2019, 31, 339-359.	8.4	180

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19	The Variability Effect: When Instructional Variability Is Advantageous. <i>Educational Psychology Review</i> , 2019, 31, 479-497.	8.4	30
20	Effects of worked examples on step performance in solving complex problems. <i>Educational Psychology</i> , 2019, 39, 188-202.	2.7	9
21	The Effect of Wording and Placement of Task Instructions on Problem-Solving Creativity. <i>Journal of Creative Behavior</i> , 2018, 52, 335-353.	2.9	8
22	The Curious Case of Improving Foreign Language Listening Skills by Reading Rather than Listening: an Expertise Reversal Effect. <i>Educational Psychology Review</i> , 2018, 30, 1139-1165.	8.4	25
23	The Effect of Learner-Generated Drawing and Imagination in Comprehending a Science Text. <i>Journal of Experimental Education</i> , 2017, 85, 142-154.	2.6	35
24	The Expertise Reversal Effect is a Variant of the More General Element Interactivity Effect. <i>Educational Psychology Review</i> , 2017, 29, 393-405.	8.4	100
25	Configured-groups hypothesis: fast comparison of exact large quantities without counting. <i>Cognitive Processing</i> , 2017, 18, 447-459.	1.4	2
26	Instruction-first and problem-solving-first approaches: alternative pathways to learning complex tasks. <i>Instructional Science</i> , 2017, 45, 195-219.	2.0	42
27	Relations between the worked example and generation effects on immediate and delayed tests. <i>Learning and Instruction</i> , 2016, 45, 20-30.	3.2	70
28	When Instructional Guidance is Needed. <i>Educational and Developmental Psychologist</i> , 2016, 33, 149-162.	0.7	26
29	Rethinking the Boundaries of Cognitive Load Theory in Complex Learning. <i>Educational Psychology Review</i> , 2016, 28, 831-852.	8.4	120
30	The impact of complexity on the expertise reversal effect: experimental evidence from testing accounting students. <i>Educational Psychology</i> , 2016, 36, 1868-1885.	2.7	16
31	Enhancing the Effectiveness of Educational Hypermedia. <i>Advances in Game-based Learning Book Series</i> , 2016, , 387-409.	0.2	2
32	When should guidance be presented in physics instruction?. <i>Archives of Scientific Psychology</i> , 2015, 3, 37-53.	0.8	21
33	The worked example effect, the generation effect, and element interactivity.. <i>Journal of Educational Psychology</i> , 2015, 107, 689-704.	2.9	92
34	Does the redundancy effect exist in electronic slideshow assisted lecturing?. <i>Computers and Education</i> , 2015, 88, 303-314.	8.3	10
35	Perceiving versus inferring movements to understand dynamic events: The influence of content complexity. <i>Psychology of Sport and Exercise</i> , 2015, 19, 70-75.	2.1	16
36	Expertise reversal for different forms of instructional designs in dynamic visual representations. <i>British Journal of Educational Technology</i> , 2015, 46, 756-767.	6.3	21

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37	Learning Geometry Problem Solving by Studying Worked Examples. American Educational Research Journal, 2015, 52, 307-333.	2.7	35
38	Effectiveness of Collaborative Learning with Complex Tasks Under Different Learning Group Formations: A Cognitive Load Perspective. Lecture Notes in Computer Science, 2015, , 149-159.	1.3	5
39	Improving learning from animated soccer scenes: Evidence for the expertise reversal effect. Computers in Human Behavior, 2014, 35, 339-349.	8.5	22
40	Effectiveness of Combining Worked Examples and Deliberate Practice for High School Geometry. Applied Cognitive Psychology, 2014, 28, 685-692.	1.6	5
41	The Redundancy Principle in Multimedia Learning. , 2014, , 247-262.		104
42	The Expertise Reversal Principle in Multimedia Learning. , 2014, , 576-597.		74
43	Using segmentation to support the learning from animated soccer scenes: An effect of prior knowledge. Psychology of Sport and Exercise, 2013, 14, 154-160.	2.1	36
44	The Effect of Worked Examples When Learning to Write Essays in English Literature. Journal of Experimental Education, 2013, 81, 385-408.	2.6	46
45	Expertise reversal effect in reading Chinese texts with added causal words. Instructional Science, 2013, 41, 481-497.	2.0	11
46	Levels of knowledge and deliberate practice.. Journal of Experimental Psychology: Applied, 2013, 19, 108-119.	1.2	11
47	Effects of Learner Prior Knowledge and Working Memory Limitations on Multimedia Learning. Procedia, Social and Behavioral Sciences, 2013, 83, 25-29.	0.5	22
48	Guided self-management of transient information in animations through pacing and sequencing strategies. Educational Technology Research and Development, 2013, 61, 91-105.	2.8	23
49	Developing Tactical Skills through the Use of Static and Dynamic Soccer Visualizations: An Expertâ€“Nonexpert Differences Investigation. Journal of Applied Sport Psychology, 2013, 25, 326-340.	2.3	10
50	Enhancing transfer by learning generalized domain knowledge structures. European Journal of Psychology of Education, 2013, 28, 1477-1493.	2.6	19
51	Reducing transience during animation: a cognitive load perspective. Educational Psychology, 2013, 33, 755-772.	2.7	16
52	The Expertise Reversal Effect for Sequential Presentation in Dynamic Soccer Visualizations. Journal of Sport and Exercise Psychology, 2013, 35, 260-269.	1.2	17
53	Instructional benefits of spoken words: A review of cognitive load factors. Educational Research Review, 2012, 7, 145-159.	7.8	66
54	â€“When Dual Sensory Mode with Limited Text Presentation Enhance Learningâ€™. Procedia, Social and Behavioral Sciences, 2012, 69, 2022-2026.	0.5	5

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55	Improvement of organizational performance and instructional design: An analogy based on general principles of natural information processing systems. <i>Performance Improvement Quarterly</i> , 2012, 25, 23-35.	1.0	1
56	Interactive distance education: a cognitive load perspective. <i>Journal of Computing in Higher Education</i> , 2012, 24, 182-208.	6.1	18
57	Educational Implications of Expertise Reversal Effects in Learning and Performance of Complex Cognitive and Sensorimotor Skills. <i>Educational Psychology Review</i> , 2012, 24, 313-337.	8.4	84
58	Role of Prior Knowledge in Learning Processes. , 2012, , 2886-2888.		1
59	Rapid Dynamic Assessment for Learning. , 2012, , 43-60.		0
60	Measuring Cognitive Load. , 2011, , 71-85.		81
61	The Worked Example and Problem Completion Effects. , 2011, , 99-109.		6
62	The Split-Attention Effect. , 2011, , 111-128.		13
63	The Modality Effect. , 2011, , 129-140.		4
64	The Redundancy Effect. , 2011, , 141-154.		16
65	The Expertise Reversal Effect. , 2011, , 155-170.		9
66	The Guidance Fading Effect. , 2011, , 171-182.		11
67	The Element Interactivity Effect. , 2011, , 193-201.		0
68	Emerging Themes in Cognitive Load Theory: The Transient Information and the Collective Working Memory Effects. , 2011, , 219-233.		4
69	Altering Element Interactivity and Intrinsic Cognitive load. , 2011, , 203-218.		2
70	Cognitive Load Theory. , 2011, , .		1,196
71	Effectiveness of Different Pinyin Presentation Formats in Learning Chinese Characters: A Cognitive Load Perspective. <i>Language Learning</i> , 2011, 61, 1099-1118.	2.7	22
72	Effects of information transiency in multimedia learning. <i>Procedia, Social and Behavioral Sciences</i> , 2011, 30, 307-311.	0.5	10

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73	Effectiveness of on-screen pinyin in learning Chinese: An expertise reversal for multimedia redundancy effect. <i>Computers in Human Behavior</i> , 2011, 27, 11-15.	8.5	27
74	Instructing in generalized knowledge structures to develop flexible problem solving skills. <i>Computers in Human Behavior</i> , 2011, 27, 63-68.	8.5	31
75	Cognitive Load Theory: How Many Types of Load Does It Really Need?. <i>Educational Psychology Review</i> , 2011, 23, 1-19.	8.4	400
76	Cognitive Load in Adaptive Multimedia Learning. , 2011, , 203-215.		2
77	Schema Acquisition and Sources of Cognitive Load. , 2010, , 48-64.		57
78	Expertise reversal effect and its instructional implications: introduction to the special issue. <i>Instructional Science</i> , 2010, 38, 209-215.	2.0	106
79	Interactions between the isolated and interactive elements effect and levels of learner expertise: experimental evidence from an accountancy class. <i>Instructional Science</i> , 2010, 38, 277-287.	2.0	57
80	Expertise reversal effect in using explanatory notes for readers of Shakespearean text. <i>Instructional Science</i> , 2010, 38, 217-236.	2.0	39
81	Facilitating Flexible Problem Solving: A Cognitive Load Perspective. <i>Educational Psychology Review</i> , 2010, 22, 175-186.	8.4	57
82	Individual Differences and Cognitive Load Theory. , 2010, , 65-88.		18
83	Design Factors for Effective Science Simulations. <i>International Journal of Gaming and Computer-Mediated Simulations</i> , 2009, 1, 16-35.	1.1	29
84	Student Perceptions and Cognitive Load: What Can They Tell Us about e-Learning Web 2.0 Course Design?. <i>E-Learning and Digital Media</i> , 2009, 6, 150-163.	2.6	17
85	Instructional designs for the development of transferable knowledge and skills: A cognitive load perspective. <i>Computers in Human Behavior</i> , 2009, 25, 332-338.	8.5	49
86	Knowledge elaboration: A cognitive load perspective. <i>Learning and Instruction</i> , 2009, 19, 402-410.	3.2	139
87	Evaluating and Managing Cognitive Load in Games. , 2009, , 719-737.		36
88	Cognitive Issues in Tailoring Multimedia Learning Technology to the Human Mind. , 2009, , 218-223.		0
89	Relative effectiveness of animated and static diagrams: An effect of learner prior knowledge. <i>Computers in Human Behavior</i> , 2008, 24, 852-861.	8.5	100
90	Metaphor awareness in teaching vocabulary. <i>Language Learning Journal</i> , 2008, 36, 249-257.	2.5	23

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91	The consequences of fading instructional guidance on delayed performance: the case of financial services training. Educational Psychology, 2008, 28, 809-822.	2.7	15
92	When less is more in cognitive diagnosis: A rapid online method for diagnosing learner task-specific expertise.. Journal of Educational Psychology, 2008, 100, 603-612.	2.9	42
93	Enhancing Instructional Efficiency of Interactive E-learning Environments: A Cognitive Load Perspective. Educational Psychology Review, 2007, 19, 387-399.	8.4	126
94	Expertise Reversal Effect and Its Implications for Learner-Tailored Instruction. Educational Psychology Review, 2007, 19, 509-539.	8.4	633
95	Rapid cognitive assessment of learners' knowledge structures. Learning and Instruction, 2006, 16, 1-11.	3.2	56
96	Assessment of learners' organised knowledge structures in adaptive learning environments. Applied Cognitive Psychology, 2006, 20, 333-342.	1.6	67
97	Rapid Assessment of Learners' Proficiency: A cognitive load approach. Educational Psychology, 2006, 26, 735-749.	2.7	18
98	Expert-Novice Differences and Adaptive Multimedia. , 2006, , 206-223.		0
99	Prior Knowledge Principle in Multimedia Learning. , 2005, , 325-338.		107
100	Rapid dynamic assessment of expertise to improve the efficiency of adaptive e-learning. Educational Technology Research and Development, 2005, 53, 83-93.	2.8	198
101	When Redundant On-Screen Text in Multimedia Technical Instruction Can Interfere With Learning. Human Factors, 2004, 46, 567-581.	3.5	168
102	Measuring Knowledge to Optimize Cognitive Load Factors During Instruction.. Journal of Educational Psychology, 2004, 96, 558-568.	2.9	146
103	When Redundant On-Screen Text in Multimedia Technical Instruction Can Interfere With Learning. Human Factors, 2004, 46, 567-581.	3.5	4
104	The Expertise Reversal Effect. Educational Psychologist, 2003, 38, 23-31.	9.0	1,301
105	Learner Experience and Efficiency of Instructional Guidance. Educational Psychology, 2001, 21, 5-23.	2.7	123
106	When problem solving is superior to studying worked examples.. Journal of Educational Psychology, 2001, 93, 579-588.	2.9	378
107	Incorporating learner experience into the design of multimedia instruction.. Journal of Educational Psychology, 2000, 92, 126-136.	2.9	331
108	When using sound with a text or picture is not beneficial for learning. Australasian Journal of Educational Technology, 2000, 16, .	3.5	25

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109	Managing split-attention and redundancy in multimedia instruction. <i>Applied Cognitive Psychology</i> , 1999, 13, 351-371.	1.6	636
110	Levels of Expertise and Instructional Design. <i>Human Factors</i> , 1998, 40, 1-17.	3.5	336
111	Cognitive load effects and design of computer based instruction (poster). , 1997, , .		1
112	Levels of Expertise and User-Adapted Formats of Instructional Presentations: A Cognitive Load Approach. , 1997, , 261-272.		7
113	Cognitive Load and Expertise Reversal. , 0, , 793-811.		7
114	Informing: A Cognitive Load Perspective. <i>Informing Science</i> , 0, 14, 033-045.	0.0	19
115	Design Factors for Effective Science Simulations. , 0, , 16-35.		0
116	Cognitive Load Aspects of Text Processing. , 0, , 114-132.		1
117	Learning English as a Foreign Language Writing Skills in Collaborative Settings: A Cognitive Load Perspective. <i>Frontiers in Psychology</i> , 0, 13, .	2.1	2