Jeffrey Alan Greene

List of Publications by Year
in descending order

75 papers	4,076 citations	136885 32 h-index	123376 61 g-index
76 all docs	76 docs citations	76 times ranked	2261 citing authors

#	Article	IF	Citations
1	A Theoretical Review of Winne and Hadwin's Model of Self-Regulated Learning: New Perspectives and Directions. Review of Educational Research, 2007, 77, 334-372.	4.3	293
2	A macro-level analysis of SRL processes and their relations to the acquisition of a sophisticated mental model of a complex system. Contemporary Educational Psychology, 2009, 34, 18-29.	1.6	275
3	Why is externally-facilitated regulated learning more effective than self-regulated learning with hypermedia?. Educational Technology Research and Development, 2008, 56, 45-72.	2.0	269
4	Self-Regulation of Learning within Computer-based Learning Environments: A Critical Analysis. Educational Psychology Review, 2008, 20, 429-444.	5.1	245
5	Adaptive Human Scaffolding Facilitates Adolescents' Self-regulated Learning with Hypermedia. Instructional Science, 2005, 33, 381-412.	1.1	190
6	Modeling Epistemic and Ontological Cognition: Philosophical Perspectives and Methodological Directions. Educational Psychologist, 2008, 43, 142-160.	4.7	190
7	The Measurement of Learners' Self-Regulated Cognitive and Metacognitive Processes While Using Computer-Based Learning Environments. Educational Psychologist, 2010, 45, 203-209.	4.7	166
8	Measuring critical components of digital literacy and their relationships with learning. Computers and Education, 2014, 76, 55-69.	5.1	145
9	Predictors of Retention and Achievement in a Massive Open Online Course. American Educational Research Journal, 2015, 52, 925-955.	1.6	139
10	Mobile technology, learning, and achievement: Advances in understanding and measuring the role of mobile technology in education. Contemporary Educational Psychology, 2020, 60, 101827.	1.6	115
11	Adolescents' Use of Self-Regulatory Processes and Their Relation to Qualitative Mental Model Shifts While Using Hypermedia. Journal of Educational Computing Research, 2007, 36, 125-148.	3.6	107
12	The Role of Epistemic Beliefs in Students' Self-Regulated Learning With Computer-Based Learning Environments: Conceptual and Methodological Issues. Educational Psychologist, 2010, 45, 245-257.	4.7	94
13	Educating Critical Thinkers. Policy Insights From the Behavioral and Brain Sciences, 2016, 3, 45-53.	1.4	90
14	Understanding and Promoting Thinking About Knowledge. Review of Research in Education, 2016, 40, 457-496.	0.8	88
15	The Wisdom Development Scale: Translating the Conceptual to the Concrete. Journal of College Student Development, 2006, 47, 1-19.	0.5	85
16	Empirical evidence regarding relations among a model of epistemic and ontological cognition, academic performance, and educational level.. Journal of Educational Psychology, 2010, 102, 234-255.	2.1	84
17	Exploring relations among college students' prior knowledge, implicit theories of intelligence, and self-regulated learning in a hypermedia environment. Computers and Education, 2010, 55, 1027-1043.	5.1	79
18	Fostering historical knowledge and thinking skills using hypermedia learning environments: The role of self-regulated learning. Computers and Education, 2010, 54, 230-243.	5.1	74

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19	Quality Talk: Developing Students' Discourse to Promote High-level Comprehension. American Educational Research Journal, 2018, 55, 1113-1160.	1.6	74
20	A meta-analytic review of the relationship between epistemic cognition and academic achievement.. Journal of Educational Psychology, 2018, 110, 1084-1111.	2.1	73
21	The effect of a human agent's external regulation upon college students' hypermedia learning. Metacognition and Learning, 2007, 2, 67-87.	1.3	69
22	Exploring differences between gifted and grade-level students' use of self-regulatory learning processes with hypermedia. Computers and Education, 2008, 50, 1069-1083.	5.1	65
23	Modeling and measuring epistemic cognition: A qualitative re-investigation. Contemporary Educational Psychology, 2014, 39, 12-28.	1.6	64
24	Domain-specificity of self-regulated learning processing in science and history. Contemporary Educational Psychology, 2015, 42, 111-128.	1.6	56
25	Self-regulation of learning with computer-based learning environments. New Directions for Teaching and Learning, 2011, 2011, 107-115.	0.2	51
26	The Wisdom Development Scale: Further Validity Investigations. International Journal of Aging and Human Development, 2009, 68, 289-320.	1.0	48
27	Investigating how college students' task definitions and plans relate to self-regulated learning processing and understanding of a complex science topic. Contemporary Educational Psychology, 2012, 37, 307-320.	1.6	48
28	Clinical Improvements of Suicidal Outpatients: Examining Suicide Status Form Responses as Predictors and Moderators. Archives of Suicide Research, 2009, 13, 147-159.	1.2	47
29	Beyond knowledge: Examining digital literacy's role in the acquisition of understanding in science. Computers and Education, 2018, 117, 141-159.	5.1	45
30	Fostering high school students' conceptual understanding and argumentation performance in science through <i>Quality Talk</i> discussions. Science Education, 2018, 102, 1239-1264.	1.8	41
31	Exploring the influence of homogeneous versus heterogeneous grouping on students' text-based discussions and comprehension. Contemporary Educational Psychology, 2017, 51, 336-355.	1.6	40
32	Monitoring and depth of strategy use in computer-based learning environments for science and history. British Journal of Educational Psychology, 2018, 88, 63-79.	1.6	37
33	An investigation of the role of contingent metacognitive behavior in self-regulated learning. Metacognition and Learning, 2015, 10, 77-98.	1.3	36
34	Modeling temporal self-regulatory processing in a higher education biology course. Learning and Instruction, 2021, 72, 101201.	1.9	35
35	Fostering creative performance in art and design education via self-regulated learning. Instructional Science, 2019, 47, 127-149.	1.1	34
36	Psychological foundations of emerging technologies for teaching and learning in higher education. Current Opinion in Psychology, 2020, 36, 101-105.	2.5	31

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37	Using a design-based research approach to develop and study a web-based tool to support collaborative learning. Computers and Education, 2021, 161, 104064.	5.1	30
38	Examining the critical role of evaluation and adaptation in self-regulated learning. Contemporary Educational Psychology, 2022, 68, 102027.	1.6	30
39	Analysis of self-regulated learning processing using statistical models for count data. Metacognition and Learning, 2011, 6, 275-301.	1.3	27
40	Serious challenges require serious scholarship: Integrating implementation science into the scholarly discourse. Contemporary Educational Psychology, 2015, 40, 112-120.	1.6	25
41	Enriching Students' Scientific Thinking Through Relational Reasoning: Seeking Evidence in Texts, Tasks, and Talk. Educational Psychology Review, 2017, 29, 105-117.	5.1	23
42	An exploration of social regulation of learning during scientific argumentation discourse. Contemporary Educational Psychology, 2020, 63, 101925.	1.6	22
43	Socioemotional regulation strategies in a project-based learning environment. Contemporary Educational Psychology, 2021, 65, 101968.	1.6	21
44	Dynamic measurement: A theoretical–psychometric paradigm for modern educational psychology. Educational Psychologist, 2020, 55, 88-105.	4.7	20
45	Towards convergence of mobile and psychological theories of learning. Contemporary Educational Psychology, 2020, 60, 101828.	1.6	19
46	The effect of epistemic cognition interventions on academic achievement: A meta-analysis.. Journal of Educational Psychology, 2021, 113, 477-498.	2.1	18
47	Fostering High-School Students' Self-Regulated Learning Online and Across Academic Domains. The High School Journal, 2015, 99, 88-106.	0.3	17
48	A Two-Tiered Approach to Analyzing Self-Regulated Learning Data to Inform the Design of Hypermedia Learning Environments. Springer International Handbooks of Education, 2013, , 117-128.	0.1	15
49	What Can Educational Psychology Learn From, and Contribute to, Theory DevelopmentÂScholarship?. Educational Psychology Review, 2022, 34, 3011-3035.	5.1	14
50	Call for ACTion. North Carolina Medical Journal, 2019, 80, 182-185.	0.1	13
51	Bolstering students' written argumentation by refining an effective discourse intervention: negotiating the fine line between flexibility and fidelity. Instructional Science, 2019, 47, 181-214.	1.1	13
52	Effects of a Science of Learning Course on College Students' Learning With a Computer. American Educational Research Journal, 2020, 57, 947-978.	1.6	13
53	Using cognitive interviewing to explore elementary and secondary school students' epistemic and ontological cognition. , 2010, , 368-406.		12
54	Examining epistemic frames in conceptual change research: implications for learning and instruction. Asia Pacific Education Review, 2012, 13, 475-486.	1.4	11

#	ARTICLE	IF	CITATIONS
55	Are There Linguistic Markers of Suicidal Writing That Can Predict the Course of Treatment? A Repeated Measures Longitudinal Analysis. Archives of Suicide Research, 2016, 20, 438-450.	1.2	11
56	Collegiate faculty expectations regarding students' epistemic and ontological cognition and the likelihood of academic success. Contemporary Educational Psychology, 2009, 34, 230-239.	1.6	10
57	A Model of Technology Incidental Learning Effects. Educational Psychology Review, 2021, 33, 883-913.	5.1	10
58	Socially shared metacognition in a project-based learning environment: A comparative case study. Learning, Culture and Social Interaction, 2021, 30, 100543.	1.1	10
59	Assessing Self-Regulated Learning Using Think-Aloud Methods. , 0, , .		9
60	Building upon synergies among self-regulated learning and formative assessment research and practice. Assessment in Education, 2020, 27, 463-476.	0.7	8
61	Teacher support for metacognition and self-regulated learning: a compelling story and a prototypical model. Metacognition and Learning, 2021, 16, 651-666.	1.3	7
62	Effects of an ego-depletion intervention upon online learning. Computers and Education, 2022, 177, 104362.	5.1	5
63	Fostering Self-regulated Science Inquiry in Physical Sciences. , 2018, , 163-183.		4
64	Experts' reasoning about the replication crisis: Apt epistemic performance and actor-oriented transfer. Journal of the Learning Sciences, 0, , 1-50.	2.0	4
65	High School Students' Epistemic Cognition and Argumentation Practices during Small-Group Quality Talk Discussions in Science. Education Sciences, 2021, 11, 616.	1.4	4
66	Facilitating fourth-grade students' written argumentation: The use of an argumentation graphic organizer. Journal of Educational Research, 2019, 112, 627-639.	0.8	3
67	The Promise of Noncognitive Factors for Underrepresented College Students. The Journal of College Student Retention: Researchory and Practice, 2022, 24, 575-602.	0.9	3
68	Self-Regulated Learning Processes And Multiple Source Use In And Out Of School. , 2018, , 320-338.		2
69	Automated Scoring of Students' Small-Group Discussions to Assess Reading Ability. Educational Measurement: Issues and Practice, 2018, 37, 20-34.	0.8	1
70	Coeditors' statement. Educational Psychologist, 2020, 55, 50-51.	4.7	0
71	What Is the Future of Self-Regulation in Education?. , 2017, , 126-136.		0
72	What Is Self-Regulation in Education?. , 2017, , 17-75.		0

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73	How Can Educators Help Students Become Better Self-Regulators in Education?. , 2017, , 108-125.		0
74	Why Study Self-Regulation in Education?. , 2017, , 1-16.		0
75	How Does Self-Regulation in Education Relate to Learning and Achievement?. , 2017, , 76-107.		0