

# Jeffrey Alan Greene

## List of Publications by Year in descending order

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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	The Promise of Noncognitive Factors for Underrepresented College Students. <i>The Journal of College Student Retention: Research and Practice</i> , 2022, 24, 575-602.	0.9	3
2	Effects of an ego-depletion intervention upon online learning. <i>Computers and Education</i> , 2022, 177, 104362.	5.1	5
3	Examining the critical role of evaluation and adaptation in self-regulated learning. <i>Contemporary Educational Psychology</i> , 2022, 68, 102027.	1.6	30
4	What Can Educational Psychology Learn From, and Contribute to, Theory Development? Scholarship?. <i>Educational Psychology Review</i> , 2022, 34, 3011-3035.	5.1	14
5	A Model of Technology Incidental Learning Effects. <i>Educational Psychology Review</i> , 2021, 33, 883-913.	5.1	10
6	Modeling temporal self-regulatory processing in a higher education biology course. <i>Learning and Instruction</i> , 2021, 72, 101201.	1.9	35
7	Using a design-based research approach to develop and study a web-based tool to support collaborative learning. <i>Computers and Education</i> , 2021, 161, 104064.	5.1	30
8	The effect of epistemic cognition interventions on academic achievement: A meta-analysis.. <i>Journal of Educational Psychology</i> , 2021, 113, 477-498.	2.1	18
9	Socioemotional regulation strategies in a project-based learning environment. <i>Contemporary Educational Psychology</i> , 2021, 65, 101968.	1.6	21
10	Socially shared metacognition in a project-based learning environment: A comparative case study. <i>Learning, Culture and Social Interaction</i> , 2021, 30, 100543.	1.1	10
11	High School Students'™ Epistemic Cognition and Argumentation Practices during Small-Group Quality Talk Discussions in Science. <i>Education Sciences</i> , 2021, 11, 616.	1.4	4
12	Teacher support for metacognition and self-regulated learning: a compelling story and a prototypical model. <i>Metacognition and Learning</i> , 2021, 16, 651-666.	1.3	7
13	Effects of a Science of Learning Course on College Students'™ Learning With a Computer. <i>American Educational Research Journal</i> , 2020, 57, 947-978.	1.6	13
14	Towards convergence of mobile and psychological theories of learning. <i>Contemporary Educational Psychology</i> , 2020, 60, 101828.	1.6	19
15	Mobile technology, learning, and achievement: Advances in understanding and measuring the role of mobile technology in education. <i>Contemporary Educational Psychology</i> , 2020, 60, 101827.	1.6	115
16	An exploration of social regulation of learning during scientific argumentation discourse. <i>Contemporary Educational Psychology</i> , 2020, 63, 101925.	1.6	22
17	Building upon synergies among self-regulated learning and formative assessment research and practice. <i>Assessment in Education</i> , 2020, 27, 463-476.	0.7	8
18	Psychological foundations of emerging technologies for teaching and learning in higher education. <i>Current Opinion in Psychology</i> , 2020, 36, 101-105.	2.5	31

#	ARTICLE	IF	CITATIONS
19	Dynamic measurement: A theoreticalâ€“psychometric paradigm for modern educational psychology. Educational Psychologist, 2020, 55, 88-105.	4.7	20
20	Coeditorsâ€™ statement. Educational Psychologist, 2020, 55, 50-51.	4.7	0
21	Call for ACTion. North Carolina Medical Journal, 2019, 80, 182-185.	0.1	13
22	Facilitating fourth-grade studentsâ€™ written argumentation: The use of an argumentation graphic organizer. Journal of Educational Research, 2019, 112, 627-639.	0.8	3
23	Bolstering studentsâ€™ 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
24	Fostering creative performance in art and design education via self-regulated learning. Instructional Science, 2019, 47, 127-149.	1.1	34
25	Automated Scoring of Studentsâ€™ Smallâ€“Group Discussions to Assess Reading Ability. Educational Measurement: Issues and Practice, 2018, 37, 20-34.	0.8	1
26	Quality Talk: Developing Studentsâ€™ Discourse to Promote High-level Comprehension. American Educational Research Journal, 2018, 55, 1113-1160.	1.6	74
27	Beyond knowledge: Examining digital literacy's role in the acquisition of understanding in science. Computers and Education, 2018, 117, 141-159.	5.1	45
28	Monitoring and depth of strategy use in computerâ€“based learning environments for science and history. British Journal of Educational Psychology, 2018, 88, 63-79.	1.6	37
29	Fostering Self-regulated Science Inquiry in Physical Sciences. , 2018, , 163-183.		4
30	Fostering high school studentsâ€™ conceptual understanding and argumentation performance in science through Quality Talk discussions. Science Education, 2018, 102, 1239-1264.	1.8	41
31	A meta-analytic review of the relationship between epistemic cognition and academic achievement.. Journal of Educational Psychology, 2018, 110, 1084-1111.	2.1	73
32	Self-Regulated Learning Processes And Multiple Source Use In And Out Of School. , 2018, , 320-338.		2
33	Exploring the influence of homogeneous versus heterogeneous grouping on studentsâ€™ text-based discussions and comprehension. Contemporary Educational Psychology, 2017, 51, 336-355.	1.6	40
34	Enriching Studentsâ€™ Scientific Thinking Through Relational Reasoning: Seeking Evidence in Texts, Tasks, and Talk. Educational Psychology Review, 2017, 29, 105-117.	5.1	23
35	What Is the Future of Self-Regulation in Education?. , 2017, , 126-136.		0
36	What Is Self-Regulation in Education?. , 2017, , 17-75.		0

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37	How Can Educators Help Students Become Better Self-Regulators in Education?. , 2017, , 108-125.		0
38	Why Study Self-Regulation in Education?. , 2017, , 1-16.		0
39	How Does Self-Regulation in Education Relate to Learning and Achievement?. , 2017, , 76-107.		0
40	Understanding and Promoting Thinking About Knowledge. Review of Research in Education, 2016, 40, 457-496.	0.8	88
41	Educating Critical Thinkers. Policy Insights From the Behavioral and Brain Sciences, 2016, 3, 45-53.	1.4	90
42	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
43	Fostering High-School Studentsâ€™ Self-Regulated Learning Online and Across Academic Domains. The High School Journal, 2015, 99, 88-106.	0.3	17
44	Serious challenges require serious scholarship: Integrating implementation science into the scholarly discourse. Contemporary Educational Psychology, 2015, 40, 112-120.	1.6	25
45	An investigation of the role of contingent metacognitive behavior in self-regulated learning. Metacognition and Learning, 2015, 10, 77-98.	1.3	36
46	Domain-specificity of self-regulated learning processing in science and history. Contemporary Educational Psychology, 2015, 42, 111-128.	1.6	56
47	Predictors of Retention and Achievement in a Massive Open Online Course. American Educational Research Journal, 2015, 52, 925-955.	1.6	139
48	Measuring critical components of digital literacy and their relationships with learning. Computers and Education, 2014, 76, 55-69.	5.1	145
49	Modeling and measuring epistemic cognition: A qualitative re-investigation. Contemporary Educational Psychology, 2014, 39, 12-28.	1.6	64
50	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
51	Investigating how college studentsâ€™ 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
52	Examining epistemic frames in conceptual change research: implications for learning and instruction. Asia Pacific Education Review, 2012, 13, 475-486.	1.4	11
53	Analysis of self-regulated learning processing using statistical models for count data. Metacognition and Learning, 2011, 6, 275-301.	1.3	27
54	Self-regulation of learning with computer-based learning environments. New Directions for Teaching and Learning, 2011, 2011, 107-115.	0.2	51

#	ARTICLE	IF	CITATIONS
55	Using cognitive interviewing to explore elementary and secondary school students' epistemic and ontological cognition. , 2010, , 368-406.		12
56	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
57	The Role of Epistemic Beliefs in Studentsâ€™ Self-Regulated Learning With Computer-Based Learning Environments: Conceptual and Methodological Issues. Educational Psychologist, 2010, 45, 245-257.	4.7	94
58	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
59	Exploring relations among college studentsâ€™ prior knowledge, implicit theories of intelligence, and self-regulated learning in a hypermedia environment. Computers and Education, 2010, 55, 1027-1043.	5.1	79
60	The Measurement of Learnersâ€™ Self-Regulated Cognitive and Metacognitive Processes While Using Computer-Based Learning Environments. Educational Psychologist, 2010, 45, 203-209.	4.7	166
61	The Wisdom Development Scale: Further Validity Investigations. International Journal of Aging and Human Development, 2009, 68, 289-320.	1.0	48
62	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
63	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
64	Collegiate faculty expectations regarding studentsâ€™ epistemic and ontological cognition and the likelihood of academic success. Contemporary Educational Psychology, 2009, 34, 230-239.	1.6	10
65	Self-Regulation of Learning within Computer-based Learning Environments: A Critical Analysis. Educational Psychology Review, 2008, 20, 429-444.	5.1	245
66	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
67	Exploring differences between gifted and grade-level studentsâ€™ use of self-regulatory learning processes with hypermedia. Computers and Education, 2008, 50, 1069-1083.	5.1	65
68	Modeling Epistemic and Ontological Cognition: Philosophical Perspectives and Methodological Directions. Educational Psychologist, 2008, 43, 142-160.	4.7	190
69	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
70	A Theoretical Review of Winne and Hadwinâ€™s Model of Self-Regulated Learning: New Perspectives and Directions. Review of Educational Research, 2007, 77, 334-372.	4.3	293
71	The effect of a human agentâ€™s external regulation upon college studentsâ€™ hypermedia learning. Metacognition and Learning, 2007, 2, 67-87.	1.3	69
72	The Wisdom Development Scale: Translating the Conceptual to the Concrete. Journal of College Student Development, 2006, 47, 1-19.	0.5	85

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73	Adaptive Human Scaffolding Facilitates Adolescents' Self-regulated Learning with Hypermedia. <i>Instructional Science</i> , 2005, 33, 381-412.	1.1	190
74	Assessing Self-Regulated Learning Using Think-Aloud Methods. , 0, , .		9
75	Experts' reasoning about the replication crisis: Apt epistemic performance and actor-oriented transfer. <i>Journal of the Learning Sciences</i> , 0, , 1-50.	2.0	4