Contextual prerequisites for understanding: Some inver

Journal of Verbal Learning and Verbal Behavior 11, 717-726

DOI: 10.1016/s0022-5371(72)80006-9

Citation Report

#	Article	IF	Citations
2	Deixis in memory for verb tense. Journal of Verbal Learning and Verbal Behavior, 1973, 12, 590-597.	3.8	21
3	A Generative Model of Mathematics Learning. Journal for Research in Mathematics Education, 1974, 5, 181.	1.0	47
4	Elaboration and Learning in Childhood and Adolescence. Advances in Child Development and Behavior, $1974,8,1\text{-}57.$	0.7	87
5	Der Einflu� von Bildern auf das Behalten von S�tzen. Psychological Research, 1974, 36, 343-357.	1.0	7
6	Effects of nonlinguistic knowledge on language production. Journal of Psycholinguistic Research, 1974, 3, 303-310.	0.7	2
7	Context effects in speeded comprehension and recall of sentences. Bulletin of the Psychonomic Society, 1974, 3, 342-344.	0.2	6
8	Memory and comprehension of implications and inferences of complex sentences. Journal of Verbal Learning and Verbal Behavior, 1974, 13, 626-637.	3.8	42
9	Imagery and cued recall: Concreteness or context?. Journal of Experimental Psychology, 1974, 102, 841-844.	1.5	13
10	Context effects in sentence memory Journal of Experimental Psychology, 1974, 103, 358-360.	1.5	48
11	Toward a grammar of the image Psychological Bulletin, 1974, 81, 319-334.	5. 5	21
12	Reading as a generative process Journal of Educational Psychology, 1975, 67, 484-489.	2.1	94
13	Media effects on prose learning in two populations of children Journal of Educational Psychology, 1975, 67, 651-657.	2.1	51
14	Memory for meaningful connected discourse Journal of Experimental Psychology Human Learning and Memory, 1975, 1, 584-591.	1.7	12
15	Facilitated Learning in Connected Discourse Journal of Educational Psychology, 1975, 67, 116-123.	2.1	55
16	Trait-treatment interactions, cognitive processes, and research on communication media. AV Communication Review, 1975, 23, 185-196.	0.8	22
17	Leading questions and the eyewitness report. Cognitive Psychology, 1975, 7, 560-572.	0.9	945
18	Expository Paragraph Properties That Influence Literal Recall. Journal of Literacy Research, 1975, 7, 391-400.	0.6	26
19	Meaning in Complex Learning. Review of Educational Research, 1975, 45, 425-459.	4. 3	24

#	Article	IF	CITATIONS
20	Generative Processing of Hierarchically Organized Words. American Journal of Psychology, 1975, 88, 489.	0.5	41
21	A Comparison of Reading Comprehension Processes in Good and Poor Comprehenders. Reading Research Quarterly, $1975, 11, 623$.	1.8	104
22	Improving aural comprehension in white and in black children pictures versus print. Journal of Experimental Child Psychology, 1975, 19, 23-36.	0.7	29
23	Comprehension and memory for pictures. Memory and Cognition, 1975, 3, 216-220.	0.9	143
24	On connecting connected discourse: A comment on methodology. Bulletin of the Psychonomic Society, 1975, 5, 146-148.	0.2	9
25	Labeling effects on memory for nonsense pictures. Memory and Cognition, 1976, 4, 717-720.	0.9	11
26	Integration of information during problem solving due to a meaningful context of learning. Memory and Cognition, 1976, 4, 603-608.	0.9	15
27	Thematic structure and the integration of linguistic information. Journal of Verbal Learning and Verbal Behavior, 1976, 15, 549-558.	3.8	65
28	Improving memory for prose: The relationship between depth of processing and context. Journal of Verbal Learning and Verbal Behavior, 1976, 15, 621-632.	3.8	140
29	Some Conditions Surrounding the Effectiveness of Advance Organizers for Children's Retention of Orally Presented Prose. Journal of Literacy Research, 1976, 8, 299-309.	0.6	4
30	Influence of contextual organizing material on children's listening comprehension Journal of Educational Psychology, 1976, 68, 711-716.	2.1	25
31	Contextual Information and Prose Comprehension. Journal of Literacy Research, 1976, 8, 369-379.	0.6	9
32	Contexts and images in reading 1. Reading World, 1976, 15, 167-175.	0.2	6
33	CHANGING PERSPECTIVES ON BASIC RESEARCH IN ADULT LEARNING AND MEMORY. Educational Gerontology, 1977, 2, 367-382.	0.7	14
34	Measuring Reading Comprehension Using the Paraphrase Test and the Reading-Storage Test. Journal of Literacy Research, 1977, 9, 381-389.	0.6	0
35	Effects of contextual organization on prose retention Journal of Educational Psychology, 1977, 69, 146-151.	2.1	11
36	Episodic and semantic aspects of memory for prose Journal of Experimental Psychology Human Learning and Memory, 1977, 3, 428-436.	1.7	145
37	Prose Recall: Retrieve or Construct?. Journal of General Psychology, 1977, 96, 157-164.	1.6	0

#	Article	IF	CITATIONS
38	Semantic Constructivity in Children's Comprehension. Reading Research Quarterly, 1977, 13, 188.	1.8	12
39	The facilitation of meaningful verbal learning in the classroom ¹ . Educational Psychologist, 1977, 12, 162-178.	4.7	88
40	Altering comprehension: The effect of biasing titles on text comprehension. Memory and Cognition, 1977, 5, 482-490.	0.9	154
41	Cognitive structures in comprehension and memory of narrative discourse. Cognitive Psychology, 1977, 9, 77-110.	0.9	1,213
42	Pictorial organization versus verbal repetition of children's prose: Evidence for processing differences. AV Communication Review, 1977, 25, 269-280.	0.8	23
43	On the relationship between knowledge of the world and comprehension of texts Assimilation and accommodation effects related to belief structu Scandinavian Journal of Psychology, 1977, 18, 130-139.	0.8	11
44	Comprehension and belief structure. Scandinavian Journal of Psychology, 1977, 18, 266-274.	0.8	6
46	The sequencing of instruction and the concept of assimilation-to-schema. Instructional Science, 1977, 6, 369-388.	1.1	51
47	Pictorial context and the recall of pronoun sentences. Psychological Research, 1977, 39, 203-220.	1.0	10
48	Levels of processing of normal and ambiguous sentences in different contexts. Psychological Research, 1978, 40, 37-51.	1.0	9
49	Memory for music. Perception & Psychophysics, 1978, 23, 215-218.	2.3	17
50	Semantic facilitation and lexical access during sentence processing. Memory and Cognition, 1978, 6, 644-652.	0.9	73
51	The effects of effort toward comprehension on recall. Memory and Cognition, 1978, 6, 20-25.	0.9	61
52	Conversational Coherency*. Cognitive Science, 1978, 2, 283-327.	0.8	87
53	Interpreting metaphors and idioms: Some effects of context on comprehension. Journal of Verbal Learning and Verbal Behavior, 1978, 17, 465-477.	3.8	411
54	A unit analysis of prose memory. Journal of Verbal Learning and Verbal Behavior, 1978, 17, 599-620.	3.8	33
55	Contextual cues and depth of processing in short prose passages. Contemporary Educational Psychology, 1978, 3, 62-68.	1.6	4
56	Goals, inferential comprehension, and recall of stories by childrenâ^—. Discourse Processes, 1978, 1, 337-354.	1.1	67

#	Article	IF	Citations
57	The Discourse Processing Operations of Children. Reading Research Quarterly, 1978, 14, 539.	1.8	47
58	Comprehension of Connected Discourse: A Study into the Relationships between the Structure of Text and Information Recalled. Reading Research Quarterly, 1978, 14, 10.	1.8	91
59	TEXTSTRUKTUREN AUS SPRACHPSYCHOLOGISCHER SICHT. Folia Linguistica, 1978, 12, .	0.1	1
60	Memory Structures and Learning Outcomes. Review of Educational Research, 1978, 48, 187-222.	4.3	127
61	Instructional Events and Comprehension: Generalization across Passages. Journal of Literacy Research, 1978, 10, 321-335.	0.6	9
62	The Effect of Anaphoric References and Noun Phrase Organizers on Paragraph Comprhension. Journal of Literacy Research, 1978, 10, 159-170.	0.6	9
63	Inference and coherenceâ^—. Discourse Processes, 1978, 1, 51-71.	1.1	33
64	Psychology of pragmatic implication: Information processing between the lines Journal of Experimental Psychology: General, 1978, 107, 1-22.	1.5	159
65	Reconstructive and reproductive processes in memory Journal of Experimental Psychology Human Learning and Memory, 1978, 4, 318-330.	1.7	115
66	Meaningful-interpretation effects on codes of nonsense pictures Journal of Experimental Psychology Human Learning and Memory, 1978, 4, 631-646.	1.7	15
67	Reconstructing the past: Some cognitive consequences of person perception Journal of Personality and Social Psychology, 1978, 36, 941-950.	2.6	405
68	Beyond pictures and words: Alternative information-processing models for imagery effect in verbal memory Psychological Bulletin, 1978, 85, 532-554.	5.5	206
69	Communication, Speech, and Psychological Models of Man: Review and Commentary. Annals of the International Communication Association, 1978, 2, 57-77.	2.8	2
70	Anxiety Reduction through Cognitive-Behavioral Intervention. , 1979, , 117-152.		45
71	The weather forecast under the weather. Ergonomics, 1979, 22, 909-917.	1.1	8
72	Informationâ€processing analysis of college teaching. Educational Psychologist, 1979, 14, 15-23.	4.7	50
73	Good and Poor Readers' Recall of Familiar and Unfamiliar Text. Journal of Literacy Research, 1979, 11, 375-380.	0.6	27
74	The effect of informational background on various readingâ€related behaviors in adult subjects. Reading World, 1979, 18, 240-246.	0.2	4

#	Article	IF	CITATIONS
75	Twenty years of research on advance organizers: Assimilation theory is still the best predictor of results. Instructional Science, 1979, 8, 133-167.	1.1	184
76	The effect of pictures on the retention of novel words and prose passages. Journal of Experimental Child Psychology, 1979, 28, 516-524.	0.7	28
77	Partial pictures as imagery-retrieval cues in young children's prose recall. Journal of Experimental Child Psychology, 1979, 28, 268-279.	0.7	25
78	Memory for trait information: A signal detection analysis. Journal of Experimental Social Psychology, 1979, 15, 533-552.	1.3	29
79	Effects of analogy to prior knowledge on memory for new information. Journal of Verbal Learning and Verbal Behavior, 1979, 18, 565-583.	3.8	80
80	Facilitation of children's prose recall by the presence of pictures. Memory and Cognition, 1979, 7, 354-359.	0.9	35
81	The "soap opera―effect in story recall. Memory and Cognition, 1979, 7, 185-191.	0.9	138
82	Theories of the transfer of learning. Educational Psychologist, 1979, 14, 53-69.	4.7	177
83	Cognitive-Behavioral Modification and Metacognitive Development: Implications for the Classroom. , 1979, , $11-35$.		108
84	Synonymy and anomaly. Bulletin of the Psychonomic Society, 1979, 14, 37-40.	0.2	3
84 85	Synonymy and anomaly. Bulletin of the Psychonomic Society, 1979, 14, 37-40. Temporal experience as a function of organization in memory. Bulletin of the Psychonomic Society, 1979, 14, 417-420.	0.2	3 29
	Temporal experience as a function of organization in memory. Bulletin of the Psychonomic Society,		
85	Temporal experience as a function of organization in memory. Bulletin of the Psychonomic Society, 1979, 14, 417-420.	0.2	29
85 86	Temporal experience as a function of organization in memory. Bulletin of the Psychonomic Society, 1979, 14, 417-420. Notetaking and depth of processing. Contemporary Educational Psychology, 1979, 4, 145-153. Framing pictures: The role of knowledge in automatized encoding and memory for gist Journal of	0.2	29 120
85 86 87	Temporal experience as a function of organization in memory. Bulletin of the Psychonomic Society, 1979, 14, 417-420. Notetaking and depth of processing. Contemporary Educational Psychology, 1979, 4, 145-153. Framing pictures: The role of knowledge in automatized encoding and memory for gist Journal of Experimental Psychology: General, 1979, 108, 316-355. Constructive memory for bizarre and sensible sentences Journal of Experimental Psychology Human	0.2 1.6 1.5	29 120 616
85 86 87	Temporal experience as a function of organization in memory. Bulletin of the Psychonomic Society, 1979, 14, 417-420. Notetaking and depth of processing. Contemporary Educational Psychology, 1979, 4, 145-153. Framing pictures: The role of knowledge in automatized encoding and memory for gist Journal of Experimental Psychology: General, 1979, 108, 316-355. Constructive memory for bizarre and sensible sentences Journal of Experimental Psychology Human Learning and Memory, 1979, 5, 386-394. Use of cognitive capacity in reading identical texts with different amounts of discourse level	0.2 1.6 1.5	29 120 616 4
85 86 87 88	Temporal experience as a function of organization in memory. Bulletin of the Psychonomic Society, 1979, 14, 417-420. Notetaking and depth of processing. Contemporary Educational Psychology, 1979, 4, 145-153. Framing pictures: The role of knowledge in automatized encoding and memory for gist Journal of Experimental Psychology: General, 1979, 108, 316-355. Constructive memory for bizarre and sensible sentences Journal of Experimental Psychology Human Learning and Memory, 1979, 5, 386-394. Use of cognitive capacity in reading identical texts with different amounts of discourse level meaning Journal of Experimental Psychology Human Learning and Memory, 1979, 5, 262-270. The role of category accessibility in the interpretation of information about persons: Some	0.2 1.6 1.5 1.7	29 120 616 4 79

#	ARTICLE	IF	CITATIONS
93	Difference recall protocols for technical texts due to advance organizers Journal of Educational Psychology, 1980, 72, 209-225.	2.1	117
94	Spontaneous monitoring and regulation of learning: A comparison of successful and less successful fifth graders Journal of Educational Psychology, 1980, 72, 250-256.	2.1	81
95	Passage recall: Schema change and cognitive flexibility Journal of Educational Psychology, 1980, 72, 133-140.	2.1	14
96	Resource allocation and context utilization in the reading process Journal of Educational Psychology, 1980, 72, 841-849.	2.1	0
98	Which Comprehension? Artifacts in the Measurement of Reading Comprehension. Journal of Educational Research, 1980, 73, 233-236.	0.8	14
99	Prior knowledge and story processing: Integration, selection, and variation. Poetics, 1980, 9, 313-327.	0.6	33
100	The Acquisition and Use of Social Knowledge. Personality and Social Psychology Bulletin, 1980, 6, 558-573.	1.9	60
101	Some effects of titles on building and recalling text structures. Discourse Processes, 1980, 3, 301-311.	1.1	17
102	Size of Processing Unit during Reading and Retention of Prose by Good and Poor Readers. Journal of Literacy Research, 1980, 12, 89-95.	0.6	6
103	Schema Activation in Memory for Prose. Journal of Literacy Research, 1980, 12, 49-53.	0.6	8
104	Initial mention as a signal to thematic content in technical passages. Memory and Cognition, 1980, 8, 345-353.	0.9	101
105	Text generation and recall by high-knowledge and low-knowledge individuals. Journal of Verbal Learning and Verbal Behavior, 1980, 19, 651-667.	3.8	188
106	Processing flexibility in connected discourse. Contemporary Educational Psychology, 1980, 5, 41-64.	1.6	2
107	Research on adult learning and memory: Retrospect and prospect. Contemporary Educational Psychology, 1980, 5, 298-320.	1.6	4
108	SEMANTIC INTEGRATION: A COMPARISON OF NORMAL AND DISABLED READERS. Reading Psychology, 1980, 1, 150-155.	0.7	0
109	Contextual and Motivational CUE Effects on the Comprehension and Recall of Prose. Psychological Reports, 1980, 47, 263-268.	0.9	5
110	The role of frameworks in children's retention of sex-related story content. Journal of Experimental Child Psychology, 1981, 31, 321-331.	0.7	22
111	Integrating new information with old knowledge. Memory and Cognition, 1981, 9, 142-148.	0.9	32

#	ARTICLE	IF	CITATIONS
112	On the theory and measurement of reading comprehension. Contemporary Educational Psychology, 1981, 6, 187-216.	1.6	42
113	From words to meaning: A semantic illusion. Journal of Verbal Learning and Verbal Behavior, 1981, 20, 540-551.	3.8	374
114	Text structure and titleâ€"effects on comprehension and recall. Journal of Verbal Learning and Verbal Behavior, 1981, 20, 61-66.	3.8	69
115	I knew it all along: or, did I?. Journal of Verbal Learning and Verbal Behavior, 1981, 20, 86-96.	3.8	102
116	Theme and prose comprehension: Understanding or depth-of-processing?. Contemporary Educational Psychology, 1981, 6, 66-75.	1.6	2
117	READING COMPREHENSION., 1981,, 229-259.		30
118	Cognitive Psychology and Educational Practice. Review of Research in Education, 1981, 9, 3.	0.8	35
119	Inferences in Information Processing. Psychology of Learning and Motivation - Advances in Research and Theory, 1981, 15, 81-128.	0.5	24
120	A Schematic Processing Model of Sex Typing and Stereotyping in Children. Child Development, 1981, 52, 1119.	1.7	570
121	Influence of spatial organization in prose learning Journal of Educational Psychology, 1981, 73, 57-64.	2.1	75
122	Level of analysis in the perception of ongoing instruction: An exploratory study Journal of Educational Psychology, 1981, 73, 212-223.	2.1	8
123	Note-taking and passage style Journal of Educational Psychology, 1981, 73, 242-250.	2.1	78
124	Age differences in the elaboration of inferences from text Journal of Educational Psychology, 1981, 73, 728-735.	2.1	7
125	Reality monitoring Psychological Review, 1981, 88, 67-85.	2.7	1,278
126	The role of context in the encoding of information Journal of Experimental Psychology Human Learning and Memory, 1981, 7, 283-292.	1.7	48
127	Effects of Pictures and Picturability on Sentence Verification by Aphasic and Nonaphasic Subjects. Journal of Speech, Language, and Hearing Research, 1981, 24, 292-298.	0.7	10
128	The Scheduling of Text Integration Processes in Reading. Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology, 1981, 33, 455-464.	2.3	16
129	Constructive-Reconstructive Processes in Children's Memory. Singapore Journal of Education, 1981, 4, 57-64.	0.0	0

#	ARTICLE	IF	CITATIONS
130	The influence of verbal specifications on ratings of relative properties of pictures. Psychological Research, 1981, 43, 361-374.	1.0	4
131	The Effects of Opening Statements on Mock Jurors' Verdicts in a Simulated Criminal Trial1. Journal of Applied Social Psychology, 1981, 11, 301-313.	1.3	42
132	The Psychology of How Novices Learn Computer Programming. ACM Computing Surveys, 1981, 13, 121-141.	16.1	340
133	The Inferential Operations of Children across Text with Narrative and Expository Tendencies. Journal of Literacy Research, 1981, 13, 201-214.	0.6	13
134	Chapter 1: Cognitive Psychology and Educational Practice. Review of Research in Education, 1981, 9, 3-73.	0.8	37
135	Family language and education: The sociolinguistic model of restricted and elaborated codes. Social Science Information, 1981, 20, 187-228.	1.1	7
136	Interrelationships among text elements in fictional prose. Applied Psycholinguistics, 1982, 3, 95-107.	0.8	1
137	Memory for Connected Discourse: A Constructivist View. Review of Educational Research, 1982, 52, 149-174.	4.3	24
138	Flexibility of Schema Shifting in Good and Poor Readers. Journal of Literacy Research, 1982, 14, 169-177.	0.6	1
139	Memory for Text. Advances in Psychology, 1982, , 186-204.	0.1	22
140	Retrieval Cues and the Remembering of Prose: A Review. Advances in Psychology, 1982, 8, 219-238.	0.1	5
141	Effects of Verbal and Pictorial Context Cues on Free Recall and Clustering of Text Themes. Advances in Psychology, 1982, 8, 279-289.	0.1	0
142	Activation and Restructuring of Prior Knowledge and their Effects on Text Processing. Advances in Psychology, 1982, , 325-338.	0.1	5
143	Changing the Reader's Perspective. Advances in Psychology, 1982, 8, 379-391.	0.1	8
144	Influences of Titles on the Recall of Instructional Texts. Advances in Psychology, 1982, , 392-399.	0.1	3
145	Comprehending the Discourse of Poetry. Advances in Psychology, 1982, 8, 570-581.	0.1	2
146	Effects of text structure on use of cognitive capacity during reading Journal of Educational Psychology, 1982, 74, 51-61.	2.1	142
147	Effects of processing objectives on the recall of prose material Journal of Personality and Social Psychology, 1982, 43, 674-688.	2.6	80

#	Article	IF	CITATIONS
148	Intrusions of Prior Knowledge in Prose Recall as a Function of Age and Exhortations to Remember. Psychological Reports, 1982, 51, 291-294.	0.9	3
149	On the Failure of Readability Formulas to Define Readable Texts: A Case Study from Adaptations. Reading Research Quarterly, 1982, 17, 187.	1.8	166
150	Counterfactuals and the Cuban Missile Crisis. International Studies Quarterly, 1982, 26, 539.	0.8	23
151	The illusion of knowing: Failure in the self-assessment of comprehension. Memory and Cognition, 1982, 10, 597-602.	0.9	298
152	Automatic access of the meanings of ambiguous words in context: Some limitations of knowledge-based processing. Cognitive Psychology, 1982, 14, 489-537.	0.9	543
153	Effects of text illustrations: A review of research. Educational Communication and Technology Journal, 1982, 30, 195-232.	1.1	542
154	Pictures, audio, and print: symbolic representation and effect on learning. Educational Communication and Technology Journal, 1982, 30, 163-174.	1.1	58
155	Effects of prior knowledge on use of cognitive capacity in three complex cognitive tasks. Journal of Verbal Learning and Verbal Behavior, 1982, 21, 421-436.	3.8	168
156	Personality as a complex information processing system. Systems Research and Behavioral Science, 1982, 27, 338-376.	0.2	12
157	Remembering script-based text. Poetics, 1982, 11, 1-23.	0.6	44
158	Stories, categories, and figurative meaning. Poetics, 1982, 11, 127-144.	0.6	11
159	THE ISSUE-EVENT DISTINCTION: A RULE OF CONVERSATION AND ITS SCOPE CONDITION. Human Communication Research, 1983, 9, 320-334.	1.9	27
160	THREE COMPONENTS OF BACKGROUND KNOWLEDGE IN READING COMPREHENSION1. Language Learning, 1983, 33, 183-203.	1.4	176
161	Problem-based learning: rationale and description. Medical Education, 1983, 17, 11-16.	1.1	834
162	Conceptual processing of text during skimming and rapid sequential reading. Memory and Cognition, 1983, 11, 262-274.	0.9	98
163	Memory for scripts in young and older adults. Memory and Cognition, 1983, 11, 435-444.	0.9	114
164	Editing misleading information from memory: Evidence for the coexistence of original and postevent information. Memory and Cognition, 1983, 11, 467-475.	0.9	165
165	Constraints on access in a problem solving context. Memory and Cognition, 1983, 11, 24-31.	0.9	125

#	Article	IF	Citations
166	Dynamic processes in music perception. Memory and Cognition, 1983, 11, 325-334.	0.9	67
167	Thematic memory for politics in children. Political Behavior, 1983, 5, 421-440.	1.7	2
168	Reading text from visual display units (VDUs). International Journal of Man-Machine Studies, 1983, 18, 441-465.	0.7	18
169	The Effects of Three Prereading Activities on Learning Disabled Students' Reading Comprehension. Learning Disability Quarterly, 1983, 6, 248-251.	0.9	14
170	The Influence of Religious Affiliation on Children's Memory for Text Information. Reading Research Quarterly, 1983, 18, 448.	1.8	115
171	Explanation and conceptual memory. Bulletin of the Psychonomic Society, 1983, 21, 397-399.	0.2	2
172	Pictorial organization in prose learning. Contemporary Educational Psychology, 1983, 8, 20-27.	1.6	39
173	The instruction of reading comprehension. Contemporary Educational Psychology, 1983, 8, 317-344.	1.6	676
174	Schema shifting: Children's cognitive monitoring of the prose-schema interaction in comprehension. Journal of Experimental Child Psychology, 1983, 36, 139-149.	0.7	6
175	Perceptual Strategies Used with Flow Diagrams Having Normal and Unanticipated Formats. Perceptual and Motor Skills, 1983, 57, 751-762.	0.6	19
176	Use of cognitive capacity in reading: Effects of some content features of textâ—. Discourse Processes, 1983, 6, 39-57.	1.1	44
177	Issues Concerning the Acquisition of Knowledge: Effects of Vocabulary Training on Reading Comprehension. Review of Educational Research, 1983, 53, 253-279.	4.3	182
178	Text Analysis and Reading Comprehension. RELC Journal, 1983, 14, 46-54.	1.9	0
179	Is memory schematic?. Psychological Bulletin, 1983, 93, 203-231.	5.5	891
180	Theoretical and Empirical Considerations for Designing Openings of Technical and Business Reports. Journal of Business Communication, 1983, 20, 41-53.	1.8	2
181	Reading Strategies Training for Meaningful Learning from Prose. Springer Series in Cognitive Development, 1983, , 87-131.	2.8	64
182	Verbatim Recall of Ambiguous Sentences. Psychological Reports, 1983, 52, 711-718.	0.9	4
183	CREATIVITY AS A MEDIATING VARIABLE IN INFERENTIAL READING COMPREHENSION. Reading Psychology, 1983, 4, 313-325.	0.7	17

#	ARTICLE	IF	CITATIONS
184	A PRELIMINARY INVESTIGATION OF THE DIFFERENCES IN CHILDREN'S RETENTION OF "INCONSIDERATE―TEX Reading Psychology, 1983, 4, 237-246.	(T _{0.7}	10
185	Cognitive Strategy Research. Springer Series in Cognitive Development, 1983, , .	2.8	8
186	A Dual Effect of Pictorial Enrichment in Learning from Television News: Gunter's data revisited. Journal of Educational Television, 1983, 9, 171-174.	0.3	5
187	Effects of Instructions at Encoding on Constructive Memory Processes: A Small- <i>n</i> Approach. Psychological Reports, 1983, 52, 435-444.	0.9	0
188	Student Learning in Higher Education. Educational Psychology, 1983, 3, 305-331.	1.2	4
189	Do positive symptom and negative symptom subtypes of schizophrenia show qualitative differences in language production?. Psychological Medicine, 1983, 13, 787-797.	2.7	27
190	Effects of reporting beliefs in syllogistically related propositions on the recognition of unmentioned propositions Journal of Personality and Social Psychology, 1983, 45, 306-322.	2.6	6
191	Working memory and individual differences in comprehension and memory of text Journal of Educational Psychology, 1983, 75, 314-318.	2.1	148
192	Differential context effects in the comprehension of abstract and concrete verbal materials Journal of Experimental Psychology: Learning Memory and Cognition, 1983, 9, 82-102.	0.7	336
193	Functional-Pragmatic Evaluation of Communication Skills in School-Aged Children. Language, Speech, and Hearing Services in Schools, 1984, 15, 83-97.	0.7	17
194	The Effects of Previewing Activities on Oral Reading Miscues. Remedial and Special Education, 1984, 5, 45-49.	1.7	4
195	Topicalization and Memory for Main Ideas in Prose. Journal of Literacy Research, 1984, 16, 61-80.	0.6	20
196	Effective Direct Instruction Practices in Special Education Settings. Remedial and Special Education, 1984, 5, 38-47.	1.7	75
197	Facilitating Retention through Instruction about Text Structure. Journal of Literacy Research, 1984, 16, 1-13.	0.6	17
198	Staying on topic: An explication of conversational relevanceâ^—. Discourse Processes, 1984, 7, 447-464.	1.1	25
199	Application of a Functional Perspective on Receptive Language Development to Early Intervention. Remedial and Special Education, 1984, 5, 48-58.	1.7	5
200	Writing as a linguistic problem. Educational Psychologist, 1984, 19, 226-238.	4.7	27
201	Imagery and prose: A critical review of research on adults and children. Text & Talk, 1984, 4, .	0.3	18

#	Article	IF	Citations
202	Functional comprehensibility of legislative texts: Experiments with a Swedish act of parliament. Text $\&$ Talk, 1984, 4, .	0.3	11
203	Language Understanding: Towards a Post-Chomskyan Linguistics. Language, 1984, 60, 123.	0.3	1
204	Conditions for a Picture-Superiority Effect on Consumer Memory. Journal of Consumer Research, 1984, 11, 643.	3.5	461
205	The role of elaborative and schema processes in story memory. Memory and Cognition, 1984, 12, 46-51.	0.9	39
206	Reference and comprehension: A topic-comment analysis of sentence-picture verification. Cognitive Psychology, 1984, 16, 556-606.	0.9	18
207	Cognitive set and message processing: Implications of prose memory research for rumor theory. Language and Communication, 1984, 4, 301-315.	0.6	12
208	Interference and facilitation in short-term memory for odors. Perception & Psychophysics, 1984, 36, 508-514.	2.3	104
209	On the external validity of questioning effects in eyewitness testimony. Applied Psychology, 1984, 33, 33-49.	4.4	22
210	Gifted Education: Needed Theory. Educational Forum, 1984, 48, 285-293.	0.9	0
211	Prior Knowledge and Reading Comprehension Test Bias. Reading Research Quarterly, 1984, 19, 219.	1.8	97
212	Accessing Scripts before Reading the Story. Learning Disability Quarterly, 1984, 7, 226.	0.9	8
213	Perceptions of unresponsive others: Attributions, attraction, understandability, and memory of their utterances. Journal of Experimental Social Psychology, 1984, 20, 383-408.	1.3	38
214	Some Reflections on the Acquisition of Knowledge. Educational Researcher, 1984, 13, 5-10.	3.3	382
215	Secondary Task Effects on Oculomotor Behaviour in Reading. Advances in Psychology, 1984, 22, 241-250.	0.1	0
216	Positive and Negative Symptoms and the Thematic Organisation of Schizophrenic Speech. British Journal of Psychiatry, 1984, 144, 611-617.	1.7	48
217	Motivation and information processing in learning experiments. Australian Journal of Psychology, 1984, 36, 149-160.	1.4	4
218	Organization of stimulus events and remembered apparent duration. Australian Journal of Psychology, 1984, 36, 161-169.	1.4	9
219	Memory for prose: The influence of relational and proposition-specific processing Journal of Experimental Psychology: Learning Memory and Cognition, 1984, 10, 133-143.	0.7	73

#	Article	IF	CITATIONS
220	Effects of an organizer on memory for prose Journal of Educational Psychology, 1984, 76, 98-107.	2.1	20
221	Constructing macrostructure for expository text Journal of Educational Psychology, 1984, 76, 1065-1075.	2.1	24
222	Assessment of covariation by humans and animals: The joint influence of prior expectations and current situational information Psychological Review, 1984, 91, 112-149.	2.7	631
223	Structure and development of social schemata: Evidence from positive and negative transfer effects Journal of Personality and Social Psychology, 1985, 48, 839-852.	2.6	90
224	Event memory: The temporal organization of social action sequences Journal of Personality and Social Psychology, 1985, 49, 857-877.	2.6	25
225	The content of awareness is a model of the world Psychological Review, 1985, 92, 249-284.	2.7	167
226	Memorability as a measure of processing: A unit analysis of prose and list learning Journal of Experimental Psychology: General, 1985, 114, 213-238.	1.5	33
227	Contextual knowledge during encoding influences sentence recognition Journal of Experimental Psychology: Learning Memory and Cognition, 1985, 11, 771-779.	0.7	11
228	When comprehension difficulty improves memory for text Journal of Experimental Psychology: Learning Memory and Cognition, 1985, 11, 12-21.	0.7	90
229	Topic structure representation and text recall Journal of Educational Psychology, 1985, 77, 137-148.	2.1	65
230	Using Content Structure in Course Design. Journal of Educational Technology Systems, 1985, 14, 137-147.	3.6	1
231	A Psychometric Assessment of Measures of Scripts in Consumer Memory. Journal of Consumer Research, 1985, 12, 214.	3.5	61
232	Differential Effects of High-Level and Low-Level Postpassage Questions. American Journal of Psychology, 1985, 98, 41.	0.5	4
233	The Effects of Reader- and Text-Based Factors on Writers' and Readers' Perceptions of the Importance of Information in Expository Prose. Reading Research Quarterly, 1985, 20, 437.	1.8	17
234	Positive symptoms and the organization within and between ideas in schizophrenic speech. Psychological Medicine, 1985, 15, 71-80.	2.7	38
235	Cognitive Psychological Approaches to Instructional Task Analysis. Review of Research in Education, 1985, 12, 157.	0.8	5
236	The Standard of Objectivity for Internal Auditors: Memory and Bias Effects. Journal of Accounting Research, 1985, 23, 683.	2.5	51
237	The role of prior context in the comprehension of abstract and concrete sentences. Psychological Research, 1985, 47, 159-171.	1.0	1

#	Article	IF	Citations
238	The representation of scripts in memory. Journal of Memory and Language, 1985, 24, 179-199.	1.1	290
239	Imagery and organization in the recall of prose. Journal of Memory and Language, 1985, 24, 734-745.	1.1	53
240	Script processing in a natural situation. Memory and Cognition, 1985, 13, 140-144.	0.9	54
241	Perceived informativeness of verbal information. Current Psychology, 1985, 4, 3-16.	0.4	11
242	The Effect Of Background Knowledge On The Reading Comprehension Of Second Language Learners. Foreign Language Annals, 1985, 18, 391-397.	0.6	24
243	Estrategias de instrucci $ ilde{A}^3$ n para el estudio de textos disciplinares en los grados intermedius. Infancia Y Aprendizaje, 1985, 8, 109-128.	0.5	0
244	Measuring syntactic complexity relative to discourse context., 1985,, 26-66.		25
245	The Effect on Text Comprehension of Word Frequency. Journal of Educational Research, 1985, 78, 286-291.	0.8	11
246	Content Familiarity and the Perception of Textual Relationships in Second Language Reading. RELC Journal, 1985, 16, 43-51.	1.9	24
247	Chapter 5: Cognitive Psychological Approaches to Instructional Task Analysis. Review of Research in Education, 1985, 12, 157-195.	0.8	11
248	Coherence and Cognitive Style. Written Communication, 1985, 2, 473-491.	0.7	13
249	MACHINE vs. READER: ON REPRESENTING PROCESS IN DISCOURSE DESCRIPTION. Journal of Literary Semantics, 1985, 14, 3-40.	0.1	3
250	The Composing Process of College Students Writing from Sources. Written Communication, 1985, 2, 434-456.	0.7	66
251	The Influence of Embellishment and Prequestions on Free Recall of a Text. Journal of General Psychology, 1985, 112, 211-219.	1.6	1
252	The Retroactive Effects of Prior Knowledge and Elaborative Processing on Prose Retention. Journal of Experimental Education, 1985, 53, 77-85.	1.6	2
253	Conversational themes and attention focusing strategies: Predicting comprehension and recall. Communication Quarterly, 1985, 33, 236-253.	0.7	16
254	The Concept of Inference in Discourse Comprehension. Advances in Psychology, 1985, , 3-49.	0.1	14
255	Do TV pictures help people to remember the weather forecast?. Ergonomics, 1985, 28, 765-772.	1.1	11

#	Article	IF	CITATIONS
256	Reading from the perspective of a biological metaphor. Contemporary Educational Psychology, 1985, 10, 150-200.	1.6	7
257	Prior Knowledge Activation and the Comprehension of Compatible and Incompatible Text. Reading Research Quarterly, 1985, 20, 420.	1.8	148
258	Text Processing: The Influence of Text Structure, Background Knowledge, and Purpose. Reading Research Quarterly, 1985, 20, 314.	1.8	39
259	The role of context in facilitating syntactic decoding in aphasia. Journal of Communication Disorders, 1985, 18, 203-213.	0.8	29
260	The effect of an overheard ethnic slur on evaluations of the target: How to spread a social disease. Journal of Experimental Social Psychology, 1985, 21, 61-72.	1.3	111
261	Script development and memory organization in preschool and elementary school childrenâ^—. Discourse Processes, 1986, 9, 149-166.	1.1	28
262	Impact des formulations sur la résolution de problèmes additifs chez l'enfant de 6 a 10 ans. European Journal of Psychology of Education, 1986, 1, 41-58.	1.3	8
263	Toward Understanding the Effects of Cross-Cultural Schemata and Discourse Structure on Second Language Reading Comprehension. Journal of Literacy Research, 1986, 18, 95-116.	0.6	33
264	An Investigation of Poor Readers' Use of a Thematic Strategy to Comprehend Text. Reading Research Quarterly, 1986, 21, 298.	1.8	13
265	Cognitive Conceptions of Learning. Review of Educational Research, 1986, 56, 411-436.	4.3	660
266	Cross-modal recognition of pictures and descriptions without test-appropriate encoding. Bulletin of the Psychonomic Society, 1986, 24, 21-24.	0.2	7
267	Determinants of attitudes toward foreign countries. International Journal of Intercultural Relations, 1986, 10, 471-484.	1.0	12
269	DOES RESEARCH SUPPORT THE USE OF "PURPOSE QUESTIONS" ON READING COMPREHENSION TESTS?. Journal of Educational Measurement, 1986, 23, 43-55.	0.7	7
270	Teaching thinking and problem solving: Research foundations American Psychologist, 1986, 41, 1078-1089.	3.8	336
271	Memory connections between thematically similar episodes Journal of Experimental Psychology: Learning Memory and Cognition, 1986, 12, 220-231.	0.7	111
272	Comprehension of pronouns in young and older adults Developmental Psychology, 1986, 22, 580-585.	1.2	151
273	An Examination of Some Aspects of Knowledge-Assembly Theory. Psychological Record, 1986, 36, 185-202.	0.6	0
274	Plausibility and the comprehension of text. British Journal of Psychology, 1986, 77, 51-62.	1.2	25

#	Article	IF	Citations
275	Attitude toward the Editing Process: Theory, Research and Pedagogy. Journal of Technical Writing and Communication, 1986, 16, 157-165.	1.1	O
276	Readability beyond the Sentence: Global Coherence and Ease of Comprehension. Journal of Technical Writing and Communication, 1986, 16, 131-140.	1.1	4
277	A formal interface design methodology based on user knowledge. ACM SIGCHI Bulletin, 1986, 17, 285-290.	0.2	15
278	Developing Listening Fluency in L2: Theoretical Principles and Pedagogical Considerations. Modern Language Journal, 1986, 70, 99-106.	1.3	57
279	How to construct a literary poem?. Poetics, 1986, 15, 287-306.	0.6	14
280	Advance organisers as adjuncts to L2 reading comprehension. Journal of Research in Reading, 1986, 9, 103-115.	1.0	7
281	Use of a medical â€~schema' in facilitating access to understanding in psychology. Medical Education, 1986, 20, 410-416.	1.1	3
282	Linear separability and concept learning: Context, relational properties, and concept naturalness. Cognitive Psychology, 1986, 18, 158-194.	0.9	142
283	Systematicity and Surface Similarity in the Development of Analogy. Cognitive Science, 1986, 10, 277-300.	0.8	352
284	The role of encoding and retrieval processes in the recall of text. Discourse Processes, 1986, 9, 247-268.	1.1	55
285	Comprehension Breakdown with inductively Organized Text. Remedial and Special Education, 1986, 7, 26-32.	1.7	6
286	Using thinkâ€aloud protocols diagnostically with college readers. Reading Research and Instruction, 1986, 25, 240-253.	0.3	8
287	Learning with technology: Theoretical and empirical perspectives. Peabody Journal of Education, 1986, 64, 5-26.	0.8	31
288	A formal interface design methodology based on user knowledge. , 1986, , .		11
289	The Linguistic Basis of Reading Disorders. Language, Speech, and Hearing Services in Schools, 1986, 17, 329-341.	0.7	57
290	Comprehending Spatial and Contextual Information in Picture-Text Instructions. Journal of Experimental Education, 1986, 54, 181-188.	1.6	40
291	On the Use of the Recall Task to Measure L2 Reading Comprehension. Studies in Second Language Acquisition, 1986, 8, 201-211.	1.8	94
292	Production vs. Comprehension: Differences in Underlying Competences. Studies in Second Language Acquisition, 1986, 8, 135-164.	1.8	25

#	Article	IF	CITATIONS
293	Comprehension Strategies in Math Problem and Story Contexts. Cognition and Instruction, 1986, 3, 109-126.	1.9	9
294	Processes in Reading Comprehension and the Teaching of Comprehension. , 1987, , 259-296.		3
295	Measuring Political Sophistication. American Journal of Political Science, 1987, 31, 856.	2.9	714
296	Restructuring content schemata: An intervention study. Reading Research and Instruction, 1987, 26, 162-188.	0.3	3
297	The Potential for Directing Study in Combined Reading and Writing Activity. Journal of Literacy Research, 1987, 19, 333-352.	0.6	22
298	L'image: \sup ©riorité et limites. Relations avec l'imagerie mentale et le langage verbal. Recherche Et Applications En Marketing, 1987, 2, 49-80.	0.2	13
299	Schemata: Cues for Understanding Expository Text. Journal of College Reading and Learning, 1987, 20, 138-146.	0.4	2
300	Elaborating to Learn and Learning to Elaborate. Journal of Learning Disabilities, 1987, 20, 76-91.	1.5	46
301	PROBLEMâ€SOLVING SCHEMATA FOR TEXT TYPES: A COMPARISON OF NARRATIVE AND EXPOSITORY TEXT STRUCTURES. Reading Psychology, 1987, 8, 247-256.	0.7	2
302	Attitude Measurement: A Cognitive Perspective. Recent Research in Psychology, 1987, , 149-162.	0.5	46
303	Longâ€term prose retention: Is an organizational schema sufficient?. Discourse Processes, 1987, 10, 237-252.	1.1	20
304	Using computer-assisted instruction to personalize arithmetic materials for elementary school children Journal of Educational Psychology, 1987, 79, 72-78.	2.1	93
305	Interpreting Elliptical Verb Phrases at Different Times of Day: Effects of Plausibility and Antecedent Distance. Language and Speech, 1987, 30, 145-157.	0.6	5
306	Cognitive Research Relevant to Education. Annals of the New York Academy of Sciences, 1987, 517, 39-57.	1.8	10
307	Obstacles to access: An investigation into the perceptual strategies of the non-native learner of english. System, 1987, 15, 289-301.	1.7	0
308	Incidental Acquisition of Word Meaning from Expositions with Varied Text Features. Reading Research Quarterly, 1987, 22, 263.	1.8	94
309	Learning Word Meanings From Context During Normal Reading. American Educational Research Journal, 1987, 24, 237-270.	1.6	474
310	THE EFFECTS OF VARIOUS PREâ€READING ACTIVITIES ON CHILDREN'S LITERAL AND INFERENTIAL COMPREHENSION. Reading Psychology, 1987, 8, 189-209.	0.7	5

#	Article	IF	Citations
311	The Influence of Illustrations on Children's Comprehension of Written Stories. Journal of Literacy Research, 1987, 19, 353-377.	0.6	14
312	Construing constructivism. Poetics, 1987, 16, 169-192.	0.6	30
313	Constraints on effective pictorial and verbal elaboration. Memory and Cognition, 1987, 15, 281-290.	0.9	12
314	One, two, or three memories? A problem-solving approach to memory for performed acts. Acta Psychologica, 1987, 66, 37-68.	0.7	81
315	Contrasting aware and unaware memory for written discourse. Acta Psychologica, 1987, 66, 115-125.	0.7	0
316	Cognitive Complexity and Written Production in English as a Second Language. Language Learning, 1987, 37, 469-481.	1.4	9
317	Model What You Teach: Science Methods Video. School Science and Mathematics, 1988, 88, 476-479.	0.5	2
318	A Plan for Teaching Listening Comprehension: Adaptation of an Instructional Reading Model. Foreign Language Annals, 1988, 21, 9-16.	0.6	12
319	Effects of inference awareness training on poor reading comprehension. Applied Cognitive Psychology, 1988, 2, 33-45.	0.9	127
320	The second generation intelligent user interface for the crustal dynamics data information system. Telematics and Informatics, 1988, 5, 253-268.	3 . 5	3
321	Linking cognitive learning theory to instructional prescriptions. Instructional Science, 1988, 17, 369-385.	1.1	71
322	Retrieving texts from an external store: the effects of an explanatory context and of semantic fit between text and address. Psychological Research, 1988, 50, 19-27.	1.0	10
323	The comprehension of first and second-language prose. Journal of Research in Reading, 1988, 11, 26-35.	1.0	6
324	Beyond decoding: Pictures of expository prose. Annals of Dyslexia, 1988, 38, 243-257.	1.2	11
325	Similarity analysis of cognitive scripts. Journal of the Academy of Marketing Science, 1988, 16, 36-42.	7.2	7
326	A program for comprehension monitoring of text using HyperCard for the Macintosh. Behavior Research Methods, 1988, 20, 499-502.	1.3	10
327	Memory access: The effects of fact-oriented versus problem-oriented acquisition. Memory and Cognition, 1988, 16, 167-175.	0.9	90
328	Effects of Prereading Activities on EFL Reading by Brazilian College Students. TESOL Quarterly, 1988, 22, 455.	1.5	53

#	Article	IF	CITATIONS
329	Working Memory, Comprehension, and Aging: A Review and a New View. Psychology of Learning and Motivation - Advances in Research and Theory, 1988, 22, 193-225.	0.5	1,783
330	Pooling resources around the lectern: one heuristic approach. IEEE Transactions on Professional Communication, 1988, 31, 177-180.	0.6	O
331	Impact of prior knowledge of informational content and organization on learning search principles in a database. Contemporary Educational Psychology, 1988, 13, 90-101.	1.6	14
332	The role of the student in learning from instruction. Contemporary Educational Psychology, 1988, 13, 276-295.	1.6	140
333	Effects of pictorial advance organizers on passage retention. Contemporary Educational Psychology, 1988, 13, 133-139.	1.6	3
334	An instructional strategy planning model to improve learning and cognition. Computers in Human Behavior, 1988, 4, 13-22.	5.1	15
335	Toward Meaningful Accounts in History Texts for Young Learners. Educational Researcher, 1988, 17, 31-39.	3.3	33
336	Schema and purpose in reading comprehension and learning vocabulary from context. Reading Research and Instruction, 1988, 28, 16-28.	0.3	1
337	DEVELOPMENT OF PREâ€INSTRUCTION VERSUS PREVIOUS EXPERIENCE: EFFECTS ON FACTUAL AND INFERENTIA COMPREHENSION. Reading Psychology, 1988, 9, 141-157.	L _{0.7}	2
338	Developmental and Individual Differences in Reading Comprehension. Cognition and Instruction, 1988, 5, 3-47.	1.9	14
339	Using a thematic organizer to facilitate transfer learning with college developmental studies students. Reading Research and Instruction, 1988, 28, 1-15.	0.3	6
340	Toward a unified theory of cognition. Science, 1988, 241, 27-29.	6.0	23
341	Memory for Melodies among Subjects Differing in Age and Experience in Music. Psychology of Music, 1988, 16, 91-109.	0.9	25
342	EFFECTS OF MAPPING STRATEGIES ON READING COMPREHENSION AND WRITING PERFORMANCE. Reading Psychology, 1988, 9, 101-120.	0.7	16
343	A Reexamination of Effects of Reader- and Text-Based Factors on Priority Judgments in Expository Prose. Journal of Educational Research, 1988, 82, 5-9.	0.8	5
344	Cognitive processes underlying context effects in attitude measurement Psychological Bulletin, 1988, 103, 299-314.	5 . 5	815
345	Using Research Simulations. Teaching Exceptional Children, 1988, 20, 65-67.	0.8	0
346	Reason Inferences in the Story Comprehension of Children and Adults. Child Development, 1988, 59, 1426.	1.7	33

#	ARTICLE	IF	CITATIONS
347	Information Processing., 1988, , 111-155.		40
348	Information Processing from Advertisements: Toward an Integrative Framework. Journal of Marketing, $1989, 53, 1-23$.	7.0	395
349	Stimulating and sustaining student interest in content area reading. Reading Research and Instruction, 1989, 28, 76-83.	0.3	1
350	Novelty in Academic Writing. Written Communication, 1989, 6, 286-311.	0.7	64
351	1 Problems in Knowledge Acquisition from Text and Pictures. Advances in Psychology, 1989, 58, 3-35.	0.1	35
352	ANOTHER ANALYSIS OF THE 'THIRSTY BULL' STORY IN GOONIYANDI. Journal of Literary Semantics, 1989, 18, 117-139.	0.1	0
353	Cognitive psychology and text processing: From text representation to text-world. Semiotica, 1989, 77,	0.2	6
354	An Analysis of Communication Efficiency Between High-Impact and Bureaucratic Written Communication. Management Communication Quarterly, 1989, 2, 454-484.	1.0	28
355	Addressing Urban School Reform: Issues and Alliances. Journal of Negro Education, The, 1989, 58, 315.	0.6	15
356	Expectation in Music: Investigation of Melodic and Harmonic Processes. Music Perception, 1989, 7, 109-149.	0.5	169
357	Beyond the schema given: Affective comprehension of literary narratives. Cognition and Emotion, 1989, 3, 55-78.	1.2	116
358	Memory for implied versus directly stated advertising claims. Psychology and Marketing, 1989, 6, 87-96.	4.6	11
359	Theory and practice of teaching for transfer. Educational Technology Research and Development, 1989, 37, 5-38.	2.0	72
360	Recognition of added and deleted details in scripts. Memory and Cognition, 1989, 17, 274-282.	0.9	18
361	How much "effort―should be devoted to memory?. Memory and Cognition, 1989, 17, 337-348.	0.9	47
362	Text-signaling devices and their effects on reading and memory processes. Educational Psychology Review, 1989, 1, 209-234.	5.1	224
363	Material-appropriate processing: A contextualist approach to reading and studying strategies. Educational Psychology Review, 1989, 1, 113-145.	5.1	84
364	Priming in pronunciation: Beyond pattern recognition and onset latency. Journal of Memory and Language, 1989, 28, 14-36.	1.1	95

#	Article	IF	Citations
365	Autonomous and pragmatic models of literacy: Reading assessment in adult education. Linguistics and Education, 1989, 1, 233-283.	0.5	14
366	Instructing jurors: A field experiment with written and preliminary instructions Law and Human Behavior, 1989, 13, 409-430.	0.6	80
367	The effect of outlines and headings on readers' recall of text. Contemporary Educational Psychology, 1989, 14, 111-123.	1.6	34
368	Information Processing from Advertisements: Toward an Integrative Framework. Journal of Marketing, 1989, 53, 1.	7.0	707
369	Effects of Story Impressions as a Prereading/Writing Activity on Story Comprehension. Journal of Educational Research, 1989, 82, 320-326.	0.8	8
370	Working memory, comprehension ability and the resolution of text anomaly. British Journal of Psychology, 1989, 80, 351-361.	1.2	197
371	Introducing Authentic Spoken Texts in the First Semester Language Class. Teaching German, 1989, 22, 35.	0.2	2
372	Learning From Social Studies Texts. Cognition and Instruction, 1989, 6, 99-158.	1.9	134
373	Coherence: A Meaningful Adhesive for Discourse. Annals of the International Communication Association, 1989, 12, 95-129.	2.8	2
374	About Coherence. Annals of the International Communication Association, 1989, 12, 146-156.	2.8	0
375	On the representation of events: A study of orientation, recall, and recognition Journal of Experimental Psychology: General, 1989, 118, 136-147.	1.5	94
376	Encoding difficulty and memory enhancement for young and older readers Psychology and Aging, 1989, 4, 333-338.	1.4	16
378	Second Language Listening Comprehension: A Schemaâ€Theoretic Perspective. Modern Language Journal, 1989, 73, 32-40.	1.3	71
379	13 Developmental Studies of Text-Picture Interactions in the Perception of AnimatedCartoons with Text. Advances in Psychology, 1989, , 233-248.	0.1	19
380	Sociocognitive Analysis of Group Decision Making among Consumers. Journal of Consumer Research, 1990, 17, 245.	3.5	137
381	Standardized measures of reading achievement for placement of students in chapter 1 and learning disability programs: A nationwide survey of assessment practices. Reading Research and Instruction, 1990, 30, 17-31.	0.3	2
382	The Effect of Experience on Auditors' Memory Errors. Journal of Accounting Research, 1990, 28, 368.	2.5	52
383	Relation among error detection, sentence verification, and low-level reading skills of fourth graders Journal of Educational Psychology, 1990, 82, 491-497.	2.1	12

#	Article	IF	Citations
384	Impact of context on spontaneous trait and situational attributions Journal of Personality and Social Psychology, 1990, 58, 239-249.	2.6	86
385	Situation-Based Inferences During Narrative Comprehension. Psychology of Learning and Motivation - Advances in Research and Theory, 1990, , 123-135.	0.5	19
386	The role of source availability in inference verification. Contemporary Accounting Research, 1990, 6, 850-858.	1.5	1
387	Connectionism, classical cognitive science and experimental psychology. Al and Society, 1990, 4, 73-90.	3.1	14
388	The feasibility and utility of pretrial instruction in the substantive law: A survey of judges Law and Human Behavior, 1990, 14, 235-248.	0.6	11
389	Comprehension evaluation and regulation in learning from science texts. Journal of Research in Science Teaching, 1990, 27, 447-460.	2.0	69
390	Attaining meaningful learning of concepts in genetics and ecology: An examination of the potency of the concept-mapping technique. Journal of Research in Science Teaching, 1990, 27, 493-504.	2.0	86
391	Explaining political sophistication. Political Behavior, 1990, 12, 331-361.	1.7	709
392	The acquisition and retention of knowledge: Exploring mutual benefits to memory research and the educational setting. Applied Cognitive Psychology, 1990, 4, 295-320.	0.9	14
393	The effect of encoding task on memory for sentence pairs varying in causal relatedness. Journal of Memory and Language, 1990, 29, 27-42.	1.1	39
394	What is a Valid Context: Sport is Sport?. Perceptual and Motor Skills, 1990, 71, 97-98.	0.6	0
395	Human Cognition and Programming. , 1990, , 63-82.		45
396	Teaching and learning as problem solving. Theory Into Practice, 1990, 29, 102-108.	0.9	64
397	When Is the Federal Budget Like a Baby? Metaphor in Political Rhetoric. Metaphor and Symbol, 1990, 5, 125-149.	1.8	61
398	The Effects of Rhetorical Organization in Expository Prose on ESL Readers in Singapore. RELC Journal, 1990, 21, 1-11.	1.9	10
399	The Multisource Nature of Learning: An Introduction. Review of Educational Research, 1990, 60, 509-515.	4.3	49
400	Topicalization and the Processing of Expository Prose by Children: mediating effects of cognitive styles and content familiarity. Educational Psychology, 1990, 10, 23-38.	1.2	3
401	The Assessment and Characterization of Young Learners' Knowledge of a Topic in History. American Educational Research Journal, 1990, 27, 688-726.	1.6	63

#	ARTICLE	IF	CITATIONS
402	Conceptions of Educational Achievement. Educational Researcher, 1990, 19, 2-7.	3.3	91
403	A Taxonomy for the Composition of Memorandum Subject Lines: Facilitating Writer Choice in Managerial Contexts. Journal of Business and Technical Communication, 1990, 4, 21-43.	1.4	3
404	Chapter Three Aging and Schematic Influences on Memory. Advances in Psychology, 1990, 71, 93-160.	0.1	34
405	Remediating Academic Difficulties Through Strategy Training: The Acquisition of Useful Knowledge. Remedial and Special Education, 1990, 11, 19-31.	1.7	14
406	The Effect of Prereading, Rhetorically-Oriented Frameworks on the Recall of Two Structurally Different Expository Texts. Studies in Second Language Acquisition, 1990, 12, 25-41.	1.8	25
407	Supporting gifted students' acquisition of relevant knowledge for solving math problems. Early Child Development and Care, 1990, 63, 37-45.	0.7	0
408	Active and Dynamic Self-Regulation of Learning Processes. Review of Educational Research, 1990, 60, 573-602.	4.3	126
409	What happens when university students try to answer prequestions that accompany textbook material?. Contemporary Educational Psychology, 1990, 15, 27-35.	1.6	48
410	Phases of Meaningful Learning. Review of Educational Research, 1990, 60, 531-547.	4.3	244
411	Effects of food snacks on cognitive performance in male college students. Appetite, 1990, 14, 15-27.	1.8	59
412	Narrative comprehension in adults with right and left hemisphere brain-damage: Theme organization. Brain and Language, 1990, 38, 253-277.	0.8	180
413	Are we ready for a psychology of learning and culture?. Learning and Instruction, 1991, 1, 283-287.	1.9	3
414	Moving From the Old to the New: Research on Reading Comprehension Instruction. Review of Educational Research, 1991, 61, 239-264.	4.3	431
415	Commentary: A Critique of Schema Theory in Reading and a Dual Coding Alternative. Reading Research Quarterly, 1991, 26, 463.	1.8	98
416	Effects of Two Types of Prereading Instruction on the Comprehension of Narrative and Expository Text. Reading Research Quarterly, 1991, 26, 142.	1.8	49
417	How do headings affect textâ€processing?. Reading Research and Instruction, 1991, 31, 12-21.	0.3	6
418	Distinguishing Between Activation and Application. Psychological Inquiry, 1991, 2, 188-190.	0.4	1
419	The Law of Cognitive Structure Activation. Psychological Inquiry, 1991, 2, 169-184.	0.4	181

#	Article	IF	CITATIONS
420	Identifying the Causes, Correlates, and Consequences of Concept Activation: Looking Back and Looking Ahead. Psychological Inquiry, 1991, 2, 204-207.	0.4	0
421	Ability differences and prose learning. Intelligence, 1991, 15, 455-477.	1.6	9
422	Learning with Media. Review of Educational Research, 1991, 61, 179-211.	4.3	923
423	Enhancing and Measuring Consumers' Motivation, Opportunity, and Ability to Process Brand Information from Ads. Journal of Marketing, 1991, 55, 32-53.	7.0	513
424	An Analysis of the Effects of Teacher Training and Student Grouping on Reading Comprehension Skills among Mildly Handicapped High School Students Using Computer-Assisted Instruction. Journal of Special Education Technology, 1991, 11, 136-154.	1.4	8
425	Children's Learning from Informational Text: The Relationship between Prior Knowledge and Text Structure. Journal of Literacy Research, 1991, 23, 87-108.	0.6	14
426	Bridging Visual and Verbal Communication: Training Videos and Written Instructional Texts. Journal of Technical Writing and Communication, 1991, 21, 285-306.	1.1	3
427	Interrelationships among Prior Knowledge, Inference, and Language Proficiency in Foreign Language Reading. Modern Language Journal, 1991, 75, 27-38.	1.3	64
428	Impact of pretrial instruction on jurors' information processing and decision making Journal of Applied Psychology, 1991, 76, 220-228.	4.2	41
429	The role of rewording and context personalization in the solving of mathematical word problems Journal of Educational Psychology, 1991, 83, 61-68.	2.1	97
430	Explanation, imagination, and confidence in judgment Psychological Bulletin, 1991, 110, 499-519.	5.5	471
431	The role of context in accessing antecedents in text Journal of Experimental Psychology: Learning Memory and Cognition, 1991, 17, 94-102.	0.7	61
432	Spacing judgments as an index of integration from context-induced relational processing: Implications for the free recall of ambiguous prose passages. Memory and Cognition, 1991, 19, 579-592.	0.9	7
433	The Role of Explanations and Plan Recognition in the Learning of Theatrical Scripts. Cognitive Science, 1991, 15, 425-460.	0.8	41
434	Second language readers' comprehension of a poem: exploring contextual and linguistic aspects. World Englishes, 1991, 10, 197-209.	0.7	1
435	Against Logicist Cognitive Science. Mind and Language, 1991, 6, 1-38.	1.2	212
436	Two factors affecting an auditor's ability to integrate audit evidence. Contemporary Accounting Research, 1991, 8, 270-292.	1.5	12
437	College teaching: What do we know about it?. Innovative Higher Education, 1991, 16, 7-25.	1.5	19

#	ARTICLE	IF	CITATIONS
438	The teacher assessment dilemma: What is versus what ought to be!. Educational Assessment, Evaluation and Accountability, 1991, 5, 103-119.	0.2	4
439	The Cognitive Psychology of Knowledge: Basic Research Findings and Educational Implications. Australian Journal of Education, 1991, 35, 131-153.	0.9	34
441	Interpreting Essay Examination Topics Used for Assessing Content Knowledge: Differences among Test Makers, Test Raters, and Test Takers. Journal of College Reading and Learning, 1991, 24, 63-80.	0.4	0
442	Designing curricula for conceptual restructuring: Lessons from the study of knowledge acquisition in astronomy. Journal of Curriculum Studies, 1991, 23, 219-237.	1.2	131
443	Effectiveness of a Visual Comparative Advance Organizer in Teaching Biology. Research in Science and Technological Education, 1991, 9, 213-222.	1.4	4
444	Deficits in Recall Following Partial and Complete Commissurotomy. Cerebral Cortex, 1991, 1, 492-491.	1.6	67
445	Contextual Roles in Clinical Hypnosis and Hypnotherapy: Theory and Applications. American Journal of Clinical Hypnosis, 1991, 34, 111-121.	0.3	1
446	Technological advances in the study of reading: An introduction. Reading Research and Instruction, 1991, 30, 1-19.	0.3	0
447	Comprehension's Role in Persuasion: The Case of Its Moderating Effect on the Persuasive Impact of Source Cues. Journal of Consumer Research, 1991, 18, 52.	3.5	280
448	Finding Meaning in Random Analogies. Metaphor and Symbol, 1992, 7, 55-75.	1.8	4
449	Frameworks for Understanding Art: The Function of Comparative Art Contexts and Verbal Cues. Studies in Art Education, 1992, 33, 154.	0.1	5
450	Evaluating a Tertiary Access Program for Mature Age Women. Higher Education Research and Development, 1992, 11, 45-60.	1.9	5
451	Visual Analysis of Cartoons: A View from the Far Side. Springer Series in Neuropsychology, 1992, , 444-461.	0.3	56
452	Disparate Effects of Repeated Testing: Reconciling Ballard's (1913) and Bartlett's (1932) Results. Psychological Science, 1992, 3, 240-246.	1.8	199
453	Pictures as a Means of Conveying Information. Journal of General Psychology, 1992, 119, 279-287.	1.6	15
454	The Figure and the Ground of Constructive Brain Functioning: Beyond Explicit Memory Processes. Educational Psychologist, 1992, 27, 473-492.	4.7	43
455	Inference during reading Psychological Review, 1992, 99, 440-466.	2.7	917
456	Listening and Second Language Acquisition. Middle School Journal, 1992, 24, 72-75.	0.4	2

#	Article	IF	CITATIONS
457	Advance Organizers: A Review of the Researchâ€"Part I. Journal of Technical Writing and Communication, 1992, 22, 259-272.	1.1	8
458	Learning Mathematics From Classroom Instruction: On Relating Lessons to Pupils' Interpretations. Journal of the Learning Sciences, 1992, 2, 333-365.	2.0	22
459	The role of schemas in reading text: A realâ€time examination. Discourse Processes, 1992, 15, 303-316.	1.1	34
460	A theory of humor elicitation Psychological Review, 1992, 99, 663-688.	2.7	297
461	Eye Movements and Visual Cognition. Springer Series in Neuropsychology, 1992, , .	0.3	62
462	The role of schemata and scripts in language learning. System, 1992, 20, 45-50.	1.7	6
463	Bilingual Readers' Use of Background Knowledge in Learning from Text. TESOL Quarterly, 1992, 26, 129.	1.5	8
464	The Effects of Text Absent and Text Present Conditions on Summarization and Recall of Text. Journal of Literacy Research, 1992, 24, 217-232.	0.6	17
465	View Entire Issue. Canadian Journal of Learning and Technology, 1992, 21, .	0.4	0
466	Pictorial enhancement of text memory: Limitations imposed by picture type and comprehension skill. Memory and Cognition, 1992, 20, 472-482.	0.9	51
467	Structure and strategy in encoding simplified graphs. Memory and Cognition, 1992, 20, 12-20.	0.9	56
468	Hemispheric differences in mnemonic processing: The effects of left hemisphere interpretation. Neuropsychologia, 1992, 30, 293-297.	0.7	70
469	Using Video to Introduce Children to a Foreign Culture. Foreign Language Annals, 1992, 25, 419-426.	0.6	28
470	The Chancellor's memory: Rhetoric and truth in discursive remembering. Applied Cognitive Psychology, 1992, 6, 187-215.	0.9	100
471	The cognitive interview technique: Reviving the issues. Applied Cognitive Psychology, 1993, 7, 275-297.	0.9	76
472	Memory phenomena in the law. Applied Cognitive Psychology, 1993, 7, 603-618.	0.9	2
473	Foundations of problem-based learning: some explanatory notes. Medical Education, 1993, 27, 422-432.	1.1	499
474	Strategic and perceptual factors producing tilt contrast in dot localization. Memory and Cognition, 1993, 21, 773-784.	0.9	6

#	Article	IF	CITATIONS
475	On the origin of intermediate effects in clinical case recall. Memory and Cognition, 1993, 21, 338-351.	0.9	179
476	Ambiguous stimuli: Sex is in the eye of the beholder. Archives of Sexual Behavior, 1993, 22, 131-143.	1.2	4
477	Narrative and learning: A voyage of implications. Linguistics and Education, 1993, 5, 119-126.	0.5	45
478	Novice and Expert Differences in Art Teaching: The Effects of Knowledge and Experience. Arts Education Policy Review, 1993, 94, 16-19.	0.9	3
479	Creating Effective Definitions for Young Word Learners. Reading Research Quarterly, 1993, 28, 16.	1.8	51
480	NEW DIRECTIONS IN READING ASSESSMENT. Reading and Writing Quarterly, 1993, 9, 103-120.	0.6	6
481	Prior Knowledge Affects Text Search Success and Extraction of Information. Reading Research Quarterly, 1993, 28, 250.	1.8	46
482	The Effect of Pupil Cognitive Style and Position of Prose Passage Title on Recall. Educational Psychology, 1993, 13, 385-393.	1.2	25
483	A parallel distributed processing model of story comprehension and recall. Discourse Processes, 1993, 16, 203-237.	1.1	36
484	Why maps improve memory for text: The influence of structural information on working memory operations. European Journal of Cognitive Psychology, 1993, 5, 375-392.	1.3	35
485	The Effects of Age on the Ability to Read and Remember Textual Material Describing How to Perform Skilled Procedures. Journal of Applied Gerontology, 1993, 12, 83-99.	1.0	0
486	The Self-Perpetuating National Self-Image: Cognitive Biases in Perceptions of International Interventions. Political Psychology, 1993, 14, 77.	2.2	23
487	Role of High-Level Knowledge in Memory for Chess Positions. American Journal of Psychology, 1993, 106, 321.	0.5	47
488	The Impact of an Interactive Multimedia System on the Quality of Learning in Educational Psychology. Journal of Research on Technology in Education, 1993, 26, 83-93.	0.9	3
489	The Influence of Biographical Information on Event Memory: When it's not <i>what</i> you know but <i>whom</i> you know. Journal of General Psychology, 1993, 120, 517-530.	1.6	2
490	A critique of research on cognition and cognitive processes. British Journal of Educational Psychology, 1993, 63, 34-45.	1.6	1
492	Integrative Strategy Instruction: A Potential Model for Teaching Content Area Subjects to Adolescents with Learning Disabilities. Journal of Learning Disabilities, 1993, 26, 358-383.	1.5	58
493	Writing quality, reading skills, and domain knowledge as factors in text comprehension Canadian Journal of Experimental Psychology, 1993, 47, 360-374.	0.7	62

#	Article	IF	CITATIONS
494	Effects of sentence form on the construction of mental plans from procedural discourse Canadian Journal of Experimental Psychology, 1993, 47, 375-400.	0.7	13
495	Effects of signaling topic structure on text recall Journal of Educational Psychology, 1993, 85, 281-290.	2.1	103
496	Pictures facilitate children's recall of unillustrated expository prose Journal of Educational Psychology, 1993, 85, 520-528.	2.1	9
497	Young Children's Understanding of Pretense. Monographs of the Society for Research in Child Development, 1993, 58, i.	6.8	249
498	EPISODIC REFABRICATION OF BIOLOGICALLY SIGNIFICANT INFORMATION IN SCRIPT RECALL. Social Behavior and Personality, 1993, 21, 75-83.	0.3	2
501	Reading Comprehension of Deaf Readers: The Impact of Too Many or Too Few Questions. American Annals of the Deaf, 1993, 138, 435-441.	0.1	7
502	Memory source monitoring and eyewitness testimony. , 1994, , 27-55.		71
503	An Argument for Using Multimedia and Anchored Instruction to Facilitate Mildly Disabled Students' Learning of Literacy and Social Studies. Technology and Disability, 1994, 3, 117-128.	0.3	10
504	View Entire Issue. Canadian Journal of Learning and Technology, 1994, 23, .	0.4	0
505	The Task of Improving Mathematics Classrooms: A Reply to Schofield, Eurich-Fulcer, and Britt. American Educational Research Journal, 1994, 31, 608-618.	1.6	4
506	Global Semantic Expectancy and Language Comprehension. Journal of Cognitive Neuroscience, 1994, 6, 70-83.	1.1	98
507	Effects of ambiguity and complexity on consumer response to music video commercials. Journal of Broadcasting and Electronic Media, 1994, 38, 289-306.	0.8	24
508	What You Expect Is What You Believe (But Not Necessarily What You Get): A Test of the Effectiveness of Subliminal Self-Help Audiotapes. Basic and Applied Social Psychology, 1994, 15, 251-276.	1.2	14
509	Mapping Out Geography: An Example of Epistemology and Education. Review of Educational Research, 1994, 64, 311-361.	4.3	63
510	Organizational Culture and Individual Sensemaking: A Schema-Based Perspective. Organization Science, 1994, 5, 309-321.	3.0	326
511	Normal science and the paranormal: The effect of a scientific method course on students' beliefs. Research in Higher Education, 1994, 35, 443-453.	1.0	16
512	Error correction in text. Reading and Writing, 1994, 6, 347-360.	1.0	17
513	Conversations with graphics: implications for the design of natural language/graphics interfaces. International Journal of Human Computer Studies, 1994, 40, 509-541.	3.7	37

#	Article	IF	CITATIONS
514	Drawing on the experiences of alternative decision-makers: Can we preserve the jury in complex civil litigation?. Behavioral Sciences and the Law, 1994, 12, 161-179.	0.6	1
515	When is a "KO―OK? Capitalizing on existing knowledge structures to facilitate pre-training transfer. Human Resource Management Review, 1994, 4, 363-381.	3.3	1
516	Encoding effects of remindings. Memory and Cognition, 1994, 22, 591-605.	0.9	34
517	Memory for impasses during problem solving. Memory and Cognition, 1994, 22, 234-242.	0.9	30
518	The Effects of Topic Familiarity on Second Language Listening Comprehension. Modern Language Journal, 1994, 78, 179-189.	1.3	96
519	An Investigation of the Effectiveness of Using an Advance Organizer to Introduce Video in the Foreign Language Classroom. Modern Language Journal, 1994, 78, 190-198.	1.3	86
520	A Review of Second Language Listening Comprehension Research. Modern Language Journal, 1994, 78, 199-221.	1.3	228
521	Graph-Theoretic Confirmation of Restructuring During Insight. Psychological Science, 1994, 5, 94-98.	1.8	68
522	The Role of Belief Systems and Schemas in Foreign Policy Decision-Making. Political Psychology, 1994, 15, 17.	2.2	83
523	Processing components of collegeâ€level reading comprehension. Discourse Processes, 1994, 17, 83-104.	1.1	49
524	Cultural Literacy and Business Career Planning. Career Development International, 1994, 6, 19-24.	0.3	2
525	Chapter 10 Reference Maps as a Framework for Remembering Text. Advances in Psychology, 1994, 108, 153-162.	0.1	16
526	Children's Understanding of Knowledge Acquisition: The Tendency for Children to Report That They Have Always Known What They Have Just Learned. Child Development, 1994, 65, 1581-1604.	1.7	224
527	Isolating variables that impact on or detract from the effectiveness of elaboration strategies Journal of Educational Psychology, 1994, 86, 279-289.	2.1	38
528	Strategic processing of text Journal of Educational Psychology, 1994, 86, 577-588.	2.1	34
529	Illusory correlation in the perception of groups: An extension of the distinctiveness-based account Journal of Personality and Social Psychology, 1994, 67, 414-429.	2.6	94
530	Training Medical Students in Behavioural and Cognitive Strategies. Behaviour Change, 1994, 11, 6-18.	0.6	14
531	Access to Knowledge and Expression: Multimedia Writing Tools for Students with Diverse Needs and Strengths. Journal of Special Education Technology, 1994, 12, 221-256.	1.4	17

#	Article	IF	CITATIONS
532	Children's Understanding of Knowledge Acquisition: The Tendency for Children to Report That They Have Always Known What They Have Just Learned. Child Development, 1994, 65, 1581.	1.7	165
533	Justification of Decisions in Auditing. Journal of Accounting Research, 1995, 33, 369.	2.5	129
534	Reaading fluency: Episodic integration across texts Journal of Experimental Psychology: Learning Memory and Cognition, 1995, 21, 1169-1185.	0.7	33
535	Effects of organizational signals on text-processing strategies Journal of Educational Psychology, 1995, 87, 537-544.	2.1	115
536	Convergence between self and peer in the response-time processing of trait-relevant information Journal of Personality and Social Psychology, 1995, 69, 961-974.	2.6	23
537	Computer Animation in Mock Juries' Decision Making. Psychological Reports, 1995, 76, 987-993.	0.9	3
538	Computational support for collaborative learning through generative problem solving. , 1995, , .		6
539	Expectancies generated by melodic intervals: Perceptual judgments of melodic continuity. Perception & Psychophysics, 1995, 57, 451-462.	2.3	122
540	Contrastive marking in French dialogue: Why and how. Journal of Psycholinguistic Research, 1995, 24, 313-331.	0.7	2
541	Words and sentences: Event-related brain potential measures. Psychophysiology, 1995, 32, 511-525.	1.2	123
542	Complexity Effects on Temporal Characteristics of Speech. Human Communication Research, 1995, 21, 390-421.	1.9	11
543	Dynamic visual support for story comprehension and mental model building by young, at-risk children. Educational Technology Research and Development, 1995, 43, 25-42.	2.0	39
544	The effect of aural feedback in second language vocabulary learning. Journal of Behavioral Education, 1995, 5, 433-445.	0.9	8
545	Hypermedia concepts and research: an overview. Computers in Human Behavior, 1995, 11, 345-369.	5.1	46
546	A Cognitive Theory of Graphical and Linguistic Reasoning: Logic and Implementation. Cognitive Science, 1995, 19, 97-140.	0.8	260
547	Production of Messages in Pursuit of Multiple Social Goals: Action Assembly Theory Contributions to the Study of Cognitive Encoding Processes. Annals of the International Communication Association, 1995, 18, 26-53.	2.8	18
548	Enhancing Learning through Expert Systems in the Marketing Classroom: Learning Styles as a Moderating Factor. Marketing Education Review, 1995, 5, 9-19.	0.8	8
549	A trading relationship between reading skill and domain knowledge in children's text comprehension. Discourse Processes, 1995, 20, 307-323.	1.1	63

#	Article	IF	CITATIONS
550	FOSTERING READING COMPREHENSION IN COLLEGE STUDENTS. Reading Psychology, 1995, 16, 283-337.	0.7	17
551	Aging and the impact of causal connections on text comprehension and memory. Aging, Neuropsychology, and Cognition, 1995, 2, 216-230.	0.7	14
552	Allegations of childhood abuse: Repressed memories or false memories?. Psychiatry, Psychology and Law, 1995, 2, 97-105.	0.9	4
553	Effects of Gender Schematic Processing on the Reception of Political Commercials for Men and Women Candidates. Communication Research, 1995, 22, 430-458.	3.9	61
554	Reading as an interactive process: implications for studying through the medium of a second language. Communicatio, 1995, 21, 33-43.	0.2	6
556	Expanding the Constructivist Metaphor: A Rhetorical Perspective on Literacy Research and Practice. Review of Educational Research, 1995, 65, 383-420.	4.3	41
557	Effects of Autobiographical Writing Before Reading on Students' Responses to Short Stories. Journal of Educational Research, 1995, 88, 173-184.	0.8	4
558	Long-term working memory Psychological Review, 1995, 102, 211-245.	2.7	2,642
559	Using storyâ€based causal diagrams to analyze disagreements about complex events. Discourse Processes, 1995, 20, 51-77.	1.1	12
560	The encoding and retrieval of numerical data for decision making in accounting contexts: Model development. Accounting, Organizations and Society, 1995, 20, 585-610.	1.4	58
561	Children's Use of Orthographic and Contextual Information in Word Recognition and Comprehension. Neuropsychology and Cognition, 1995, , 205-249.	0.6	1
562	Using Video as an Advance Organizer to a Written Passage in the FLES Classroom. Modern Language Journal, 1995, 79, 57-66.	1.3	57
563	Embedded Clause Effects on Recall: Does High Prior Knowledge of Content Domain Overcome Syntactic Complexity in Students of Spanish?. Modern Language Journal, 1995, 79, 491-504.	1.3	25
564	On babies, bath water, and schemata: A reconsideration of topâ€down processes in comprehension. Discourse Processes, 1995, 20, 135-166.	1.1	21
565	Emotion and prior knowledge in memory and judged comprehension of ambiguous stories. Cognition and Emotion, 1995, 9, 363-382.	1.2	38
566	Variation in the latencies and amplitudes of N400 and NA as a function of semantic priming. Psychophysiology, 1995, 32, 560-570.	1.2	41
567	Recent cognitive perspectives on learning â€" implications for nurse education. Nurse Education Today, 1995, 15, 280-290.	1.4	24
568	Text Learning Using Scientific Diagrams: Implications for Classroom Use. Contemporary Educational Psychology, 1996, 21, 487-499.	1.6	17

#	Article	IF	Citations
569	Visualizing usability log data., 0,,.		7
570	Text recall and text recognition with and without a title. Japanese Psychological Research, 1996, 38, 240-244.	0.4	4
571	Language comprehension as structure building. Journal of Pragmatics, 1996, 26, 417-436.	0.8	10
572	Towards a revised cognitive psychology for new advances in learning and instruction. Learning and Instruction, 1996, 6, 95-109.	1.9	84
573	Facilitating reading comprehension with multimedia. System, 1996, 24, 503-519.	1.7	97
574	Using Problem-Based Learning to Enhance the Psychosocial Competence of Medical Students. Academic Psychiatry, 1996, 20, 65-75.	0.4	20
575	Group narrative as a cultural context of autobiography. , 1996, , 291-317.		55
576	Memory metaphors and the real-life/laboratory controversy: Correspondence versus storehouse conceptions of memory. Behavioral and Brain Sciences, 1996, 19, 167-188.	0.4	209
577	Correspondence conception of memory: A good match is hard to find. Behavioral and Brain Sciences, 1996, 19, 188-189.	0.4	0
578	Everyday memory and activity. Behavioral and Brain Sciences, 1996, 19, 189-190.	0.4	30
579	Functional memory requires a quite different value metaphor. Behavioral and Brain Sciences, 1996, 19, 190-191.	0.4	18
580	The relation between reproductive and reconstructive processing of memory content. Behavioral and Brain Sciences, 1996, 19, 191-191.	0.4	2
581	On correspondence, accuracy, and truth. Behavioral and Brain Sciences, 1996, 19, 191-192.	0.4	0
582	The alternative to the storehouse metaphor. Behavioral and Brain Sciences, 1996, 19, 192-193.	0.4	3
583	Memory, metamemory, and conditional statistics. Behavioral and Brain Sciences, 1996, 19, 193-194.	0.4	4
584	The correspondence metaphor: Prescriptive or descriptive?. Behavioral and Brain Sciences, 1996, 19, 194-195.	0.4	0
585	What do memories correspond to?. Behavioral and Brain Sciences, 1996, 19, 195-196.	0.4	5
586	The real-life/laboratory controversy as viewed from the cognitive neurobiology of animal learning and memory. Behavioral and Brain Sciences, 1996, 19, 196-197.	0.4	0

#	Article	IF	CITATIONS
587	Implications of output-bound measures for laboratory and field research in memory. Behavioral and Brain Sciences, 1996, 19, 197-197.	0.4	23
588	The storehouse/correspondence partition in memory research: Promises and perils. Behavioral and Brain Sciences, 1996, 19, 198-199.	0.4	15
589	Let's forget the everyday/laboratory controversy. Behavioral and Brain Sciences, 1996, 19, 199-200.	0.4	1
590	Correspondence to the past: The essence of the archaeology metaphor. Behavioral and Brain Sciences, 1996, 19, 200-201.	0.4	5
591	Accuracy and quantity are poor measures of recall and recognition. Behavioral and Brain Sciences, 1996, 19, 201-202.	0.4	0
592	The phenomenal object of memory and control processes. Behavioral and Brain Sciences, 1996, 19, 202-203.	0.4	0
593	False dichotomies and dead metaphors. Behavioral and Brain Sciences, 1996, 19, 203-203.	0.4	0
594	Remembering as doing. Behavioral and Brain Sciences, 1996, 19, 203-204.	0.4	47
595	Metacognition, metaphors, and the measurement of human memory. Behavioral and Brain Sciences, 1996, 19, 204-205.	0.4	1
596	Beyond the correspondence metaphor: When accuracy cannot be assessed. Behavioral and Brain Sciences, 1996, 19, 205-206.	0.4	3
597	Operationaling "correspondence― Behavioral and Brain Sciences, 1996, 19, 206-207.	0.4	0
598	Amnesia and metamemory demonstrate the importance of both metaphors. Behavioral and Brain Sciences, 1996, 19, 207-207.	0.4	0
599	Classical antecedents for modern metaphors for memory. Behavioral and Brain Sciences, 1996, 19, 208-208.	0.4	0
600	Direct remembering and the correspondence metaphor. Behavioral and Brain Sciences, 1996, 19, 208-209.	0.4	3
601	Contexts and functions of retrieval. Behavioral and Brain Sciences, 1996, 19, 209-210.	0.4	31
602	Hypothesis testing in experimental and naturalistic memory research. Behavioral and Brain Sciences, 1996, 19, 210-211.	0.4	0
603	The correspondence metaphor of memory: Right, wrong, or useful?. Behavioral and Brain Sciences, 1996, 19, 211-228.	0.4	8
604	Driving and dish-washing: Failure of the correspondence metaphor for memory. Behavioral and Brain Sciences, 1996, 19, 198-198.	0.4	4

#	Article	IF	CITATIONS
605	The postinformation effect and reductions in retroactive interference Journal of Experimental Psychology: Learning Memory and Cognition, 1996, 22, 1296-1303.	0.7	10
606	Effects on mood during exposure to target information on subsequently reported judgments: An on-line model of misattribution and correction Journal of Personality and Social Psychology, 1996, 71, 39-53.	2.6	136
607	El papel del t \tilde{A} tulo y del resumen en la comprensi \tilde{A}^3 n y recuerdo de la noticia: contraste entre la versi \tilde{A}^3 n original y la versi \tilde{A}^3 n modificada. Infancia Y Aprendizaje, 1996, 19, 83-98.	0.5	2
608	Influence of Verbal and Nonverbal Contexts on the Sentence Intelligibility of a Speaker With Dysarthria. Journal of Speech, Language, and Hearing Research, 1996, 39, 750-760.	0.7	53
609	Culture, Literacy, and L2 Reading. TESOL Quarterly, 1996, 30, 665.	1.5	36
610	An information processing view of framing effects: The role of causal schemas in decision making. Memory and Cognition, 1996, 24, 1-15.	0.9	129
611	Global matching models of recognition memory: How the models match the data. Psychonomic Bulletin and Review, 1996, 3, 37-60.	1.4	468
612	Connecting problem-based practices with educational theory. New Directions for Teaching and Learning, 1996, 1996, 13-21.	0.2	133
613	Selecting Information on Job Content or Job Context: The Moderating Effect of One's Own Epistemic Authority. Journal of Applied Social Psychology, 1996, 26, 1643-1657.	1.3	1
614	Ensenanzas en un Gimnasio: An Investigation of Modeling and Verbal Rehearsal on the Motor Performance of Hispanic Limited English Proficient Children. Research Quarterly for Exercise and Sport, 1996, 67, 44-51.	0.8	4
615	Reinstating knowledge during reading: A strategic process. Discourse Processes, 1996, 21, 105-130.	1.1	7
616	Principles of Judging Valence: What Makes Events Positive or Negative?. Advances in Experimental Social Psychology, 1996, 28, 95-160.	2.0	169
617	Contextual influences on auditory comprehension of reversible passive sentences in aphasia. Aphasiology, 1996, 10, 235-251.	1.4	4
618	The availability of causal information during reading. Discourse Processes, 1996, 22, 145-170.	1.1	26
619	Cognitive schema theory in the constructivist debate. Educational Psychologist, 1996, 31, 163-174.	4.7	143
620	Nurturing criticalâ€thinking skills with clinical applications in a medical pharmacology course. Teaching and Learning in Medicine, 1996, 8, 69-76.	1.3	5
621	Reading in the learning context: The role of cognitive variables. South African Journal of Linguistics, 1996, 14, 35-58.	0.1	1
622	The Effect of Financial Statement Classification of Hybrid Financial Instruments on Financial Analysts' Stock Price Judgments. Journal of Accounting Research, 1996, 34, 33.	2.5	257

#	Article	IF	CITATIONS
623	Memory Encoding Following Complete Callosotomy. Journal of Cognitive Neuroscience, 1997, 9, 143-159.	1.1	14
624	Remembering and Forgetting Childhood Sexual Abuse. Memory, 1997, 5, 703-724.	0.9	19
625	The Effects of Alignability on Memory. Psychological Science, 1997, 8, 363-367.	1.8	118
627	Induced Content Schema Vs Induced Linguistic Schemaâ€"Which Is More Beneficial for Malaysian Esl Readers?. RELC Journal, 1997, 28, 107-127.	1.9	2
628	Young children's understanding of conflicting mental representation predicts suggestibility Developmental Psychology, 1997, 33, 43-53.	1.2	59
629	Habituation and dishabituation to speech and office noise Journal of Experimental Psychology: Applied, 1997, 3, 181-195.	0.9	82
630	Understanding Reading Comprehension: Current and Future Contributions of Cognitive Science. Contemporary Educational Psychology, 1997, 22, 213-246.	1.6	64
631	Hippocampal synaptic plasticity: role in spatial learning or the automatic recording of attended experience?. Philosophical Transactions of the Royal Society B: Biological Sciences, 1997, 352, 1489-1503.	1.8	318
632	The Effect of Instructional Explanations on Learning From Scientific Texts. Journal of the Learning Sciences, 1997, 6, 347-365.	2.0	135
633	Discourse coherence and theory of relevance: Stumbling blocks in search of a unified theory. Journal of Pragmatics, 1997, 27, 17-34.	0.8	66
634	Images in International Relations: An Experimental Test of Cognitive Schemata. International Studies Quarterly, 1997, 41, 403-433.	0.8	163
635	Influences on metamemory judgements. Australian Journal of Psychology, 1997, 49, 21-27.	1.4	10
636	The effects of headlines and summaries on news comprehension and recall. Reading and Writing, 1997, 9, 85-106.	1.0	28
637	Evaluating Learning and Interactions in a Multimedia Environment. Computers and the Humanities, 1997, 31, 327-349.	1.4	16
638	Visually impaired children: Development and implications for education. European Journal of Psychology of Education, 1997, 12, 431-447.	1.3	11
639	Interference of Sentence and Picture Contexts on Learning Prepositions. Journal of Behavioral Education, 1998, 8, 439-456.	0.9	2
640	Memory for common and bizarre stimuli: A storage-retrieval analysis. Psychonomic Bulletin and Review, 1998, 5, 312-317.	1.4	27
641	Retention of Word Meanings Inferred from Context and Sentenceâ€Level Translations: Implications for the Design of Beginningâ€Level CALL Software. Modern Language Journal, 1998, 82, 533-544.	1.3	63

#	Article	IF	CITATIONS
642	Discourse, coherence and relevance: A reply to Rachel Giora. Journal of Pragmatics, 1998, 29, 57-74.	0.8	57
643	How to limit clinical errors in interpretation of data. Lancet, The, 1998, 352, 1539-1543.	6.3	37
644	Facilitating Knowledge-Based Inferences in Less-Skilled Readers. Contemporary Educational Psychology, 1998, 23, 149-172.	1.6	32
645	Accessing Prior Knowledge to Remember Text: A Comparison of Advance Organizers and Maps. Contemporary Educational Psychology, 1998, 23, 65-89.	1.6	19
646	The Generation and Recall of Personally Relevant Information. Journal of Experimental Education, 1998, 66, 293-315.	1.6	39
647	Hypermnesia for Prose. Journal of General Psychology, 1998, 125, 147-155.	1.6	6
648	Interference in Learning Contextâ€dependent Words. Educational Psychology, 1998, 18, 5-25.	1.2	6
649	The Evaluation of Vocabulary Acquisition when Learning French as a Second Language in a Multimedia Environment*. Computer Assisted Language Learning, 1998, 11, 3-34.	4.8	26
650	Editing visual media. IEEE Transactions on Professional Communication, 1998, 41, 33-46.	0.6	4
651	Principles of Educational Multimedia User Interface Design. Human Factors, 1998, 40, 311-323.	2.1	122
652	Aging and the Effects of Knowledge on On-Line Reading Strategies. Journals of Gerontology - Series B Psychological Sciences and Social Sciences, 1998, 53B, P223-P233.	2.4	82
653	Self-Reflection and Recognition: The Role of Metacognitive Knowledge in the Attribution of Recollective Experience. Personality and Social Psychology Review, 1998, 2, 111-123.	3.4	26
654	Importancia del uso de esquemas y feedback correctivo en tareas de comprensi \tilde{A}^3 n lectora. Estudios De Psicologia, 1998, 19, 69-77.	0.1	2
655	When Motivated Thought Leads to Heightened Bias: High Need for Cognition Can Enhance the Impact of Stereotypes on Memory. Personality and Social Psychology Bulletin, 1998, 24, 1075-1088.	1.9	51
656	Disentangling Context Availability and Concreteness in Lexical Decision and Word Translation. Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology, 1998, 51, 41-63.	2.3	79
657	Where is Geography? Analysing Geography in Newspapers and Social Studies Textbooks. International Research in Geographical and Environmental Education, 1998, 7, 219-237.	0.8	2
659	Repression: A mistaken impression?. Development and Psychopathology, 1998, 10, 781-792.	1.4	35
660	Older and younger adult memory for health appointment information: Implications for automated telephone messaging design Journal of Experimental Psychology: Applied, 1998, 4, 352-374.	0.9	17

#	Article	IF	CITATIONS
661	The influence of moral schemas on the reconstruction of moral narratives in eighth graders and college students Journal of Educational Psychology, 1998, 90, 13-24.	2.1	49
662	How seductive details do their damage: A theory of cognitive interest in science learning Journal of Educational Psychology, 1998, 90, 414-434.	2.1	599
663	Learning from instructional text: Test of an individual-differences model Journal of Educational Psychology, 1998, 90, 476-491.	2.1	27
664	Contemporary trauma theory and its relation to character Psychoanalytic Psychology, 1998, 15, 14-33.	0.4	5
666	Effects of Task on the Activation of Predictive Inferences. Psychological Reports, 1998, 83, 1287-1296.	0.9	3
667	Test-Taking Skills: A Missing Component of Deaf Students' Curriculum. American Annals of the Deaf, 1999, 144, 35-43.	0.1	7
668	Semantic integration in reading: engagement of the right hemisphere during discourse processing. Brain, 1999, 122, 1317-1325.	3.7	311
669	Semantic Integration in Sentences and Discourse: Evidence from the N400. Journal of Cognitive Neuroscience, 1999, 11, 657-671.	1.1	491
670	The functional neuroanatomy of comprehension and memory: the importance of prior knowledge. Brain, 1999, 122, 1839-1850.	3.7	270
671	Learning-related Neuronal Responses in Prefrontal Cortex Studied with Functional Neuroimaging. Cerebral Cortex, 1999, 9, 168-178.	1.6	154
672	Adjunct aids in instructional prose: a multimedia study with deaf college students. Journal of Deaf Studies and Deaf Education, 1999, 4, 270-282.	0.7	26
673	New Directions in Learning and Motivation. New Directions for Teaching and Learning, 1999, 1999, 5-27.	0.2	61
674	Wide-angle memories of close-up scenes: A demonstration of boundary extension. Behavior Research Methods, 1999, 31, 86-93.	1.3	26
675	Using Discourse Processing Methods To Study Moral Thinking. Educational Psychology Review, 1999, 11, 377-393.	5.1	17
676	Embodied cognition, perceptual symbols, and situation models. Discourse Processes, 1999, 28, 81-88.	1.1	138
677	Is the Concreteness Effect a Result of Underlying Network Interconnectivity?. Journal of Memory and Language, 1999, 40, 479-497.	1.1	30
678	The comprehension and validation of social information Psychological Review, 1999, 106, 89-118.	2.7	124
679	Improving the ability to detect comprehension problems: from revising to writing. Learning and Instruction, 1999, 9, 143-166.	1.9	18

#	Article	IF	CITATIONS
680	Experience, instruction and knowledge acquisition: a study in taxation. Journal of Accounting Education, 1999, 17, 351-366.	0.9	12
681	The Effect of Text Coherence and Modality on Metamemory Judgements. Memory, 1999, 7, 309-322.	0.9	12
682	Communicative Intentions and Language: Evidence from Right-Hemisphere Damage and Autism. Brain and Language, 1999, 70, 29-69.	0.8	102
683	Attributional orientations and the prediction of behavior: The attribution–prediction bias Journal of Personality and Social Psychology, 1999, 76, 718-727.	2.6	47
684	Psychologie des Lesens. , 0, , .		8
685	The effects of text-based interest on attention and recall Journal of Educational Psychology, 2000, 92, 492-502.	2.1	123
686	Tool use and the effect of action on the imagination Journal of Experimental Psychology: Learning Memory and Cognition, 2000, 26, 1655-1665.	0.7	54
687	Cognitive Regularities in Creative Activity. Review of General Psychology, 2000, 4, 59-78.	2.1	75
688	Juror comprehension and public policy: Perceived problems and proposed solutions Psychology, Public Policy, and Law, 2000, 6, 788-821.	0.9	18
689	The Role of Explicit Moral Points in Fable Reading. Discourse Processes, 2000, 30, 107-132.	1.1	4
690	Cognition and Policy Implementation: District Policymakers and the Reform of Mathematics Education. Cognition and Instruction, 2000, 18, 141-179.	1.9	241
691	Why ask questions?. Diabetic Medicine, 2000, 17, 397-400.	1.2	4
692	Remembering and Understanding: The Effects of Changes in Underlying Knowledge on Children's Recollections. Child Development, 2000, 71, 1309-1328.	1.7	43
693	Effects of titles on the processing of text and lexically ambiguous words: Evidence from eye movements. Memory and Cognition, 2000, 28, 1011-1021.	0.9	129
694	Biased Retellings of Events Yield Biased Memories. Cognitive Psychology, 2000, 40, 1-38.	0.9	197
695	Explanation and Evidence in Informal Argument. Cognitive Science, 2000, 24, 573-604.	0.8	132
696	Integration of computer-assembled digital images and text data as evidence for the oncological record. Journal of Digital Imaging, 2000, 13, 55-59.	1.6	6
697	READERS, TEXTS AND CONCEPTUAL CHANGE LEARNING. Reading and Writing Quarterly, 2000, 16, 99-118.	0.6	40

#	Article	IF	CITATIONS
698	Younger and Older Jurors: The Influence of Environmental Supports on Memory Performance and Decision Making in Complex Trials. Journals of Gerontology - Series B Psychological Sciences and Social Sciences, 2000, 55, P323-P331.	2.4	25
699	Accessing the Forgiveness Construct. Archive for the Psychology of Religion, 2000, 23, 295-311.	0.5	0
700	Effects of Causal Text Revisions on More- and Less-Skilled Readers' Comprehension of Easy and Difficult Texts. Cognition and Instruction, 2000, 18, 525-556.	1.9	119
701	Using Computer-based Technology to Support the College Reading Classroom. Journal of College Reading and Learning, 2000, 31, 19-41.	0.4	2
702	Strength in the Technical Communication Journals and Diversity in the Serials Cited. Journal of Business and Technical Communication, 2000, 14, 131-184.	1.4	20
703	Generative Theories in Cognitive Psychology. Theory and Psychology, 2000, 10, 117-125.	0.7	9
704	Twelve-Month-Old Infants Interpret Action in Context. Psychological Science, 2000, 11, 73-77.	1.8	279
705	Gendered Readings of a Traditional "Feminist―Folktale by Sixth-Grade Boys and Girls. Journal of Literacy Research, 2000, 32, 211-236.	0.5	8
706	Using brand awareness and brand image in tourism channels of distribution. Journal of Vacation Marketing, 2000, 6, 119-130.	2.5	19
707	Attentional Resource Emancipation: Toward Understanding the Interaction of Word Identification and Comprehension Processes in Reading. Scientific Studies of Reading, 2000, 4, 169-195.	1.3	46
708	Cognitive Description and Change Blindness. Visual Cognition, 2000, 7, 107-126.	0.9	34
709	Interactive Effects of Prior Knowledge and Material Format on Cooperative Teaching. Journal of Experimental Education, 2000, 68, 101-118.	1.6	44
710	Toward a Psychology of Memory Accuracy. Annual Review of Psychology, 2000, 51, 481-537.	9.9	435
711	The role of communication models in assessment and therapy of language disorders in aphasic adults. Neuropsychological Rehabilitation, 2000, 10, 337-363.	1.0	11
712	Sentence processing in the cerebral cortex. Neuroscience Research, 2001, 39, 1-10.	1.0	71
713	The role of coherence and cohesion in text comprehension: an event-related fMRI study. Cognitive Brain Research, 2001, 11, 325-340.	3.3	225
714	Moral Text Comprehension: Implications for education and research. Journal of Moral Education, 2001, 30, 43-54.	0.9	41
715	The Influence of Prior Knowledge on the Time Course of Clinical Diagnosis Inferences: A Comparison of Experts and Novices. Discourse Processes, 2001, 31, 187-213.	1.1	20

#	Article	IF	CITATIONS
716	CONCEPTUAL MODELS OF LECTURE LEARNING: GUIDING METAPHORS AND MODEL-APPROPRIATE NOTETAKING PRACTICES. Reading Psychology, 2001, 22, 289-312.	0.7	14
717	AnEvaluation of Computational Modeling in Cognitive Science. , 2001, , 667-683.		2
719	Narrative Comprehension, Psychology of., 2001,, 10281-10284.		2
721	Effects of Ninth Graders' Culture-Specific Schemata on Responses to Multicultural Literature. Journal of Educational Research, 2001, 95, 12-25.	0.8	7
722	Reading both high-coherence and low-coherence texts: Effects of text sequence and prior knowledge Canadian Journal of Experimental Psychology, 2001, 55, 51-62.	0.7	221
723	On the fragility of skilled performance: What governs choking under pressure?. Journal of Experimental Psychology: General, 2001, 130, 701-725.	1.5	885
724	Working memory span and the role of proactive interference Journal of Experimental Psychology: General, 2001, 130, 199-207.	1.5	333
725	The repeated reproduction of Bartlett's Remembering History of Psychology, 2001, 4, 341-366.	0.1	27
726	Computers, productive agency, and the effort after shared meaning. Journal of Computing in Higher Education, 2001, 12, 3-33.	3.9	10
727	The evolution and future of national customer satisfaction index models. Journal of Economic Psychology, 2001, 22, 217-245.	1.1	730
728	Thematic Roles Assigned along the Garden Path Linger. Cognitive Psychology, 2001, 42, 368-407.	0.9	397
729	Methods of Cognitive Analysis to Support the Design and Evaluation of Biomedical Systems: The Case of Clinical Practice Guidelines. Journal of Biomedical Informatics, 2001, 34, 52-66.	2.5	71
730	Working memory capacity and strategy use. Memory and Cognition, 2001, 29, 10-17.	0.9	224
731	The influence of narrative text characteristics on thematic inference during reading. Journal of Research in Reading, 2001, 24, 173-186.	1.0	20
732	Resource Consumption as a Function of Topic Knowledge in Nonnative and Native Comprehension. Language Learning, 2001, 51, 257-280.	1.4	31
733	The Effects of Real-World Knowledge on Text Processing Among Older Adults. Aging, Neuropsychology, and Cognition, 2001, 8, 137-148.	0.7	26
734	Schemas, Frames, and Scripts in Cognitive Psychology. , 2001, , 13522-13526.		40
735	Salient Characteristics of Virtual Trees. Proceedings of the Human Factors and Ergonomics Society, 2001, 45, 1935-1938.	0.2	1

#	Article	IF	CITATIONS
736	Making meaning brings pleasure: The influence of titles on aesthetic experiences Emotion, 2001, 1, 320-329.	1.5	172
737	Nurses' Comprehension and Recall Process of a Patient's Message with Double-Bind Information. Psychological Reports, 2001, 88, 1135-1141.	0.9	1
738	Of Dark Clouds and Silver Linings: Effects of Exposure to Issue Versus Candidate Advertising on Persuasion, Information Retention, and Issue Salience. Communication Research, 2002, 29, 295-319.	3.9	38
739	Managing the Power of Curiosity for Effective Web Advertising Strategies. Journal of Advertising, 2002, 31, 1-14.	4.1	122
740	Considered Opinions: Deliberative Polling in Britain. British Journal of Political Science, 2002, 32, 455-487.	2.2	528
741	What Cognitive Science Tells Us about the Design of Reports for Consumers. Medical Care Research and Review, 2002, 59, 3-35.	1.0	65
742	Secondary Student Perceptions of Their Class Activities Regarding Meaningfulness, Challenge, Choice, and Appeal: An Initial Validation Study. Journal of Secondary Gifted Education, 2002, 13, 192-204.	0.2	21
743	Preparing General Education Pre-Service Teachers for Inclusion: Web-Enhanced Case-Based Instruction. Journal of Special Education Technology, 2002, 17, 27-35.	1.4	44
744	On the computational basis of learning and cognition: Arguments from LSA. Psychology of Learning and Motivation - Advances in Research and Theory, 2002, , 43-84.	0.5	82
745	Memory for Star Trek : The role of prior knowledge in recognition revisited Journal of Experimental Psychology: Learning Memory and Cognition, 2002, 28, 1073-1082.	0.7	55
746	When is schematic knowledge used in source monitoring?. Journal of Experimental Psychology: Learning Memory and Cognition, 2002, 28, 631-651.	0.7	64
747	High-Interest, Easy Reading: An Important Resource for Struggling Readers. Preventing School Failure, 2002, 46, 179-182.	0.4	5
748	Subordinating conjunctions as devices for unifying sentences in memory. European Journal of Cognitive Psychology, 2002, 14, 353-369.	1.3	4
749	Child Testimony in Custody Cases. Journal of Forensic Psychology Practice, 2002, 2, 1-31.	0.4	15
750	Understanding when bad moods foster creativity and good ones don't: The role of context and clarity of feelings Journal of Applied Psychology, 2002, 87, 687-697.	4.2	656
751	Classical Singers Learning and Memorising a New Song: An Observational Study. Psychology of Music, 2002, 30, 58-101.	0.9	38
752	Neuroimaging a Single Thought: Dorsolateral PFC Activity Associated with Refreshing Just-Activated Information. NeuroImage, 2002, 15, 447-453.	2.1	139
753	Memory for previous recall: a comparison of free and cued recall. Applied Cognitive Psychology, 2002, 16, 515-524.	0.9	20

#	ARTICLE	IF	Citations
754	Language and advertising effectiveness: Mediating influences of comprehension and cognitive elaboration. Psychology and Marketing, 2002, 19, 693-712.	4.6	36
755	Schema Theory and Knowledge-Based Processes in Second Language Reading Comprehension: A Need for Alternative Perspectives. Language Learning, 2002, 52, 439-481.	1.4	118
756	Does Reading Moral Stories Build Character?. Educational Psychology Review, 2002, 14, 155-171.	5.1	48
757	Object-Oriented Program Comprehension: Effect of Expertise, Task and Phase. Empirical Software Engineering, 2002, 7, 115-156.	3.0	104
758	Enhancing learning from hypertext by inducing a goal orientation: Comparing different approaches. Instructional Science, 2002, 30, 243-267.	1.1	14
759	Gender-Linked Differences in Everyday Memory Performance: Effort Makes the Difference. Sex Roles, 2002, 47, 577-582.	1.4	9
760	Semantic grounding in models of analogy: an environmental approach. Cognitive Science, 2003, 27, 41-71.	0.8	22
761	Presence and place of main ideas and examples in study texts. British Journal of Educational Psychology, 2003, 73, 291-316.	1.6	11
762	Auditory feedback and memory for music performance: Sound evidence for an encoding effect. Memory and Cognition, 2003, 31, 51-64.	0.9	90
763	Mining complex clinical data for patient safety research: a framework for event discovery. Journal of Biomedical Informatics, 2003, 36, 120-130.	2.5	70
764	Transfer of training emotionally biased interpretations. Applied Cognitive Psychology, 2003, 17, 775-784.	0.9	34
765	The effect of general knowledge on source memory and decision processes. Journal of Memory and Language, 2003, 48, 489-501.	1.1	60
766	The Value of Organizational Reputation in the Recruitment Context: A Brandâ€Equity Perspective. Journal of Applied Social Psychology, 2003, 33, 2244-2266.	1.3	433
767	Reinventing the Democratic Governance Project through Information Technology? A Growing Agenda for Debate. Public Administration Review, 2003, 63, 44-60.	2.9	113
768	Integrating written metacognitive awareness guidance as a †psychological tool' to improve student performance. Learning and Instruction, 2003, 13, 633-651.	1.9	16
769	Interference and integration: The fan effect in children and adults. Memory, 2003, 11, 505-523.	0.9	7
770	A cross-modal weapon focus effect: The influence of a weapon's presence on memory for auditory information. Memory, 2003, 11, 277-292.	0.9	21
771	Knowledge support for story construction, exploration and personalization in Cultural Heritage Forums. , 0, , .		2

#	Article	IF	CITATIONS
772	The Effects of Age and Domain Knowledge on Text Processing. Journals of Gerontology - Series B Psychological Sciences and Social Sciences, 2003, 58, P217-P223.	2.4	37
774	Vicarious Learning: Effects of Overhearing Dialog and Monologue-like Discourse in a Virtual Tutoring Session. Journal of Educational Computing Research, 2003, 29, 431-450.	3.6	52
775	Kognitionspsychologie der Textverarbeitung und Konsequenzen f $\tilde{A}^{1}\!\!/\!\!4$ r die Bedeutungskonstitution literarischer Texte. , 2003, , 246-285.		8
776	Comprehension and Decision Making. , 2003, , 165-200.		7
777	Perceiving Individuals And Groups as Coherent: How Do Perceivers Make Sense of Variable Behavior?. Social Cognition, 2003, 21, 26-60.	0.5	13
778	Some Cognitive Tools of Literacy. , 2003, , 83-98.		18
779	Habits of thought produce memory biases in anxiety and depression. , 2004, , 109-129.		10
780	The Ability of High Function Individuals With Autism to Comprehend Written Discourse. Discourse Processes, 2004, 38, 119-144.	1.1	66
781	First steps toward a full and flexible literacy: Case studies of the four resources model. Reading Research and Instruction, 2004, 43, 37-55.	0.3	11
782	Teaching of Subject Matter. Annual Review of Psychology, 2004, 55, 715-744.	9.9	49
783	How Including Prior Knowledge As a Subject Variable May Change Outcomes of Learning Research. American Educational Research Journal, 2004, 41, 159-189.	1.6	162
784	The Time to Talk: The Influence of the Timing of Adult-Child Talk on Children's Event Memory. Child Development, 2004, 75, 669-686.	1.7	152
785	Consumer Inference: A Review of Processes, Bases, and Judgment Contexts. Journal of Consumer Psychology, 2004, 14, 230-256.	3.2	368
786	Interpretation-based processing: a unified theory of semantic sentence comprehension. Cognitive Science, 2004, 28, 1-44.	0.8	54
787	iSTART: Interactive strategy training for active reading and thinking. Behavior Research Methods, 2004, 36, 222-233.	1.3	189
788	Telling a story or telling it straight: the effects of entertaining versus accurate retellings on memory. Applied Cognitive Psychology, 2004, 18, 125-143.	0.9	104
789	Automatic and controlled processing in sentence recall: The role of long-term and working memory. Journal of Memory and Language, 2004, 51, 623-643.	1.1	106
790	Developing web annotation tools for learners and instructors. Interacting With Computers, 2004, 16, 163-181.	1.0	41

#	Article	IF	CITATIONS
791	Removing the Snare From the Pair: Using Pictures to Learn Confusing Word Pairs. Journal of Experimental Education, 2004, 72, 165-178.	1.6	5
792	SERT: Self-Explanation Reading Training. Discourse Processes, 2004, 38, 1-30.	1.1	348
793	Adult Age Differences in Knowledge-Driven Reading Journal of Educational Psychology, 2004, 96, 811-821.	2.1	57
795	Navigational Principles in Multimedia Learning. , 2005, , 297-312.		18
796	Representational Correspondence as a Basic Principle of Diagram Design. Lecture Notes in Computer Science, 2005, , 36-57.	1.0	18
797	Biofunctional Learning and Performance., 0,,.		1
798	The Role of Content Representations in Hypermedia Learning: Effects of Task and Learner Variables. Lecture Notes in Computer Science, 2005, , 343-354.	1.0	2
799	Immediate activation of stereotypical gender information. Memory and Cognition, 2005, 33, 972-983.	0.9	97
800	Content Differences for Abstract and Concrete Concepts. Cognitive Science, 2005, 29, 719-736.	0.8	219
801	Object identification in preschool children and adults. Developmental Science, 2005, 8, 151-161.	1.3	16
802	Expertise and recollective experience: recognition memory for familiar and unfamiliar academic subjects. Applied Cognitive Psychology, 2005, 19, 1113-1125.	0.9	31
803	Does domain knowledge moderate involvement of working memory capacity in higher-level cognition? A test of three models. Journal of Memory and Language, 2005, 52, 377-397.	1.1	47
805	Foundations and Opportunities for an Interdisciplinary Science of Learning., 2005,, 19-34.		31
806	Listening to Spoken Text: Adult Age Differences as Revealed by Self-paced Listening. Experimental Aging Research, 2005, 31, 313-330.	0.6	4
807	To Attract or to Inform: What are Titles for?. Journal of Technical Writing and Communication, 2005, 35, 203-213.	1.1	42
809	The wane of childhood amnesia for autobiographical and public event memories. Memory, 2005, 13, 161-173.	0.9	18
810	Knowledge and Information Visualization. Lecture Notes in Computer Science, 2005, , .	1.0	46
811	Schema Theory Revisited. Review of Educational Research, 2005, 75, 531-566.	4.3	231

#	Article	IF	CITATIONS
812	The Role of Top-Down and Bottom-Up Processes in Between-Text Integration. Reading Psychology, 2005, 26, 335-362.	0.7	40
813	The effects of prior knowledge on children's memory and suggestibility. Journal of Experimental Child Psychology, 2005, 92, 247-275.	0.7	25
814	Activation of Themes During Narrative Reading. Discourse Processes, 2005, 40, 57-82.	1.1	6
815	What Can Standardized Reading Tests Tell Us? Question-answer Relationships and Students' Performance. Journal of College Reading and Learning, 2006, 36, 21-37.	0.4	4
816	Supporting Children's Reading of Expository Text in the Geography Classroom. Reading Teacher, 2006, 60, 102-110.	0.4	15
817	Discourse Comprehension., 2006,, 725-764.		68
818	Comprehension Ability in Mature Readers. , 2006, , 801-833.		18
819	Psycholinguistics Electrified II (1994–2005). , 2006, , 659-724.		294
820	Reference: Stylistic Aspects. , 2006, , 441-450.		1
821	The Effect of Thematic Interpretation on a Child's Knowledge of an Interpretive Program. Journal of Interpretation Research, 2006, $11,7-28$.	0.7	16
822	Medical students' and residents' gender bias in the diagnosis, treatment, and interpretation of coronary heart disease symptoms Health Psychology, 2006, 25, 255-266.	1.3	68
823	Information Processing. , 2006, , 111-149.		28
824	Contextual knowledge reduces demands on working memory during reading. Memory and Cognition, 2006, 34, 1355-1367.	0.9	63
825	Thinking about memories for everyday and shocking events: Do people use ease-of-retrieval cues in memory judgments?. Memory and Cognition, 2006, 34, 763-775.	0.9	20
826	Promoting Constructive Activities that Support Vicarious Learning During Computer-Based Instruction. Educational Psychology Review, 2006, 18, 119-139.	5.1	54
827	Designing conversational agents: effect of conversational form on our comprehension. Al and Society, 2006, 20, 125-137.	3.1	4
828	The significance of cognitive modeling in building healthcare interfaces. International Journal of Medical Informatics, 2006, 75, 163-172.	1.6	47
829	â€~Mind the gap': false memories for missing aspects of an event. Applied Cognitive Psychology, 2006, 20, 689-696.	0.9	35

#	Article	IF	Citations
830	Constructing Meaning. Metaphor and Symbol, 2006, 21, 245-266.	0.4	30
831	Assessing text representations with recognition: The interaction of domain knowledge and text coherence Journal of Experimental Psychology: Learning Memory and Cognition, 2006, 32, 816-827.	0.7	20
832	Role of Context in the Recall of Counterintuitive Concepts. Journal of Cognition and Culture, 2006, 6, 521-547.	0.1	62
833	Thematics. , 2006, , 653-658.		О
834	Is this problem likely to be solved? A cognitive schema of effective problem solving. Thinking and Reasoning, 2006, 12, 413-430.	2.1	8
835	Schemas and Memory Consolidation. Science, 2007, 316, 76-82.	6.0	1,004
836	Investigating the roles of phonological and semantic memory in sentence recall. Memory, 2007, 15, 605-615.	0.9	12
837	Recalling Shared vs. Unshared Information Mentioned During Group Discussion: Toward Understanding Differential Repetition Rates. Group Processes and Intergroup Relations, 2007, 10, 311-322.	2.4	16
838	Toward a Cognitive and Social Neuroscience of Humor Processing. Social Cognition, 2007, 25, 553-572.	0.5	26
839	Retelling Is Not the Same as Recalling. Current Directions in Psychological Science, 2007, 16, 16-20.	2.8	185
840	Reversing the Reverse Cohesion Effect: Good Texts Can Be Better for Strategic, High-Knowledge Readers. Discourse Processes, 2007, 43, 121-152.	1.1	151
841	The Impact of Science Knowledge, Reading Skill, and Reading Strategy Knowledge on More Traditional "High-Stakes―Measures of High School Students' Science Achievement. American Educational Research Journal, 2007, 44, 161-196.	1.6	168
842	Technical editing of research reports in biomedical journals. , 2007, , MR000002.		9
843	Integration of new domain-related states and events from texts and illustrations by subjects with high and low prior knowledge. Learning and Instruction, 2007, 17, 304-321.	1.9	11
844	Facilitating the Integration of Culture and Vocabulary Learning: The Categorization and Use of Pictures in the Classroom. Foreign Language Annals, 2007, 40, 727-745.	0.6	23
845	How Best to Remove the Snare From the Pair: Construction and Cognitive Load Hypotheses. Journal of Experimental Education, 2007, 75, 130-144.	1.6	0
846	The Relation of Moral Judgment Development and Educational Experience to Recall of Moral Narratives and Expository Texts. Journal of Genetic Psychology, 2007, 168, 251-276.	0.6	23
847	Neuroimaging studies of sentence and discourse comprehension. , 2007, , 406-424.		54

#	Article	IF	CITATIONS
848	Comparing and combining retrieval practice and the keyword mnemonic for foreign vocabulary learning. Applied Cognitive Psychology, 2007, 21, 499-526.	0.9	38
849	Photographs can distort memory for the news. Applied Cognitive Psychology, 2007, 21, 995-1004.	0.9	30
850	Learner-Based Factors in L2 Reading Comprehension and Processing Grammatical Form: Topic Familiarity and Working Memory. Language Learning, 2007, 57, 229-270.	1.4	123
851	Schema Theory and Knowledge-Based Processes in Second Language Reading Comprehension: A Need for Alternative Perspectives. Language Learning, 2007, 57, 79-113.	1.4	43
853	"I remember/know/guess that I knew it all along!― Subjective experience versus objective measures of the knew-it-all-along effect. Memory and Cognition, 2007, 35, 1854-1868.	0.9	9
854	Capturing the effect of a title on multiple levels of comprehension. Behavior Research Methods, 2007, 39, 892-900.	2.3	6
855	Nonintentional analogical inference in text comprehension. Memory and Cognition, 2007, 35, 39-49.	0.9	116
856	Impact of incomplete correspondence between document titles and texts on users' representations: A cognitive and linguistic analysis based on 25 technical documents. Applied Ergonomics, 2008, 39, 241-246.	1.7	5
857	Places: People, Events, Loci – the Relation of Semantic Frames in the Construction of Place. Computer Supported Cooperative Work, 2008, 17, 97-133.	1.9	45
858	One night at sea: effects of verbal priming on perceptions and recollections of wartime events. Applied Cognitive Psychology, 2008, 22, 938-952.	0.9	0
859	Visual and verbal processing strategies in comprehension and judgment. Journal of Consumer Psychology, 2008, 18, 244-257.	3.2	124
860	Getting a picture that is both accurate and stable: Situation models and epistemic validation. Journal of Memory and Language, 2008, 59, 237-255.	1.1	74
861	How do readers handle incorrect information during reading?. Memory and Cognition, 2008, 36, 688-701.	0.9	65
862	Can the survival recall advantage be explained by basic memory processes?. Memory and Cognition, 2008, 36, 913-919.	0.9	144
863	The importance of knowledge in vivid text memory: An individual-differences investigation of recollection and familiarity. Psychonomic Bulletin and Review, 2008, 15, 604-609.	1.4	39
864	Why do delayed summaries improve metacomprehension accuracy?. Acta Psychologica, 2008, 128, 110-118.	0.7	72
865	Effects of verbal working memory and cumulative linguistic knowledge on reading comprehension ¹ . Japanese Psychological Research, 2008, 50, 12-23.	0.4	9
866	Effects of Changed Item Order: A cautionary note to practitioners on jumping to computerized adaptive testing for personality assessment. International Journal of Selection and Assessment, 2008, 16, 249-257.	1.7	20

#	ARTICLE	IF	CITATIONS
867	On the limits of systematicity. Medical Education, 2008, 42, 852-853.	1.1	76
868	Self-serving confabulation in prose recall. Neuropsychologia, 2008, 46, 1429-1441.	0.7	39
869	Technical editing of research reports in biomedical journals. The Cochrane Library, 2010, 2010, MR000002.	1.5	38
870	SARA: A Text-Based and Reader-Based Theory of Signaling. Educational Psychologist, 2008, 43, 27-48.	4.7	94
871	Estradiol interacts with the cholinergic system to affect verbal memory in postmenopausal women: Evidence for the critical period hypothesis. Hormones and Behavior, 2008, 53, 159-169.	1.0	90
872	Brain activation in discourse comprehension: A 3t fMRI study. Neurolmage, 2008, 41, 614-622.	2.1	64
873	Neural substrates of narrative comprehension and memory. Neurolmage, 2008, 41, 1408-1425.	2.1	160
874	Multimodality and Genre. , 2008, , .		242
875	Beyond the text: Illusions of recollection caused by script-based inferences. European Journal of Cognitive Psychology, 2008, 20, 367-386.	1.3	3
876	Seeing Things Unseen: Fantasy Beliefs and False Reports. Journal of Cognition and Development, 2008, 9, 89-111.	0.6	19
877	Heuristic and Algorithmic Processing in English, Mathematics, and Science Education. Journal of Psychology: Interdisciplinary and Applied, 2008, 142, 71-88.	0.9	2
878	Brief Encounters: Enhancing the Impact of Accident and Incident Occurrence Reports. The International Journal of Aviation Psychology, 2008, 18, 225-236.	0.7	2
879	Introductory American Government in Comparison: An Experiment. Journal of Political Science Education, 2008, 4, 394-403.	0.6	5
880	Sports experience changes the neural processing of action language. Proceedings of the National Academy of Sciences of the United States of America, 2008, 105, 13269-13273.	3.3	177
881	I want to be creative: Exploring the role of hedonic contingency theory in the positive mood-cognitive flexibility link Journal of Personality and Social Psychology, 2008, 94, 214-230.	2.6	173
884	Cognition, Language, and Cognitive Abilities., 2009,, 168-195.		0
885	Chapter 8 Aging, Self-Regulation, and Learning from Text. Psychology of Learning and Motivation - Advances in Research and Theory, 2009, , 255-296.	0.5	24
886	Chapter 9 Toward a Comprehensive Model of Comprehension. Psychology of Learning and Motivation - Advances in Research and Theory, 2009, , 297-384.	0.5	465

#	Article	IF	CITATIONS
887	Event Congruency Enhances Episodic Memory Encoding through Semantic Elaboration and Relational Binding. Cerebral Cortex, 2009, 19, 1198-1207.	1.6	96
888	When the Book is Better than the Movie: How Contrasting Video Cases Influence Text Learning. Journal of Educational Computing Research, 2009, 40, 337-355.	3.6	10
890	Is a plum a memory problem?. Neuropsychologia, 2009, 47, 518-535.	0.7	58
891	How do healthcare consumers process and evaluate comparative healthcare information? A qualitative study using cognitive interviews. BMC Public Health, 2009, 9, 423.	1.2	58
893	The Psychology of News Influence and the Development of Media Framing Analysis. Social and Personality Psychology Compass, 2009, 3, 375-393.	2.0	42
894	Using movement and intentions to understand human activity. Cognition, 2009, 112, 201-216.	1.1	147
895	When goals constrain: Eye movements and memory for goalâ€Oriented map study. Applied Cognitive Psychology, 2009, 23, 772-787.	0.9	30
896	False memories: What the hell are they for?. Applied Cognitive Psychology, 2009, 23, 1105-1121.	0.9	121
897	The nature of feedback: how different types of peer feedback affect writing performance. Instructional Science, 2009, 37, 375-401.	1.1	315
898	How word decoding skill impacts text memory: The centrality deficit and how domain knowledge can compensate. Annals of Dyslexia, 2009, 59, 99-113.	1.2	56
899	Optimal sequencing of bedside teaching and computer-based learning: a randomised trial. Medical Education, 2009, 43, 108-112.	1.1	29
900	Exploring source of the variety in organizational innovation adoption issues – An empirical study of managers' label on knowledge management project issues in Taiwan. Expert Systems With Applications, 2009, 36, 1380-1390.	4.4	17
901	The effects of "effort after meaning" on recall: Differences in within- and between-subjects designs. Memory and Cognition, 2009, 37, 447-463.	0.9	18
902	Integrating episodic memories and prior knowledge at multiple levels of abstraction. Psychonomic Bulletin and Review, 2009, 16, 80-87.	1.4	46
903	Prior knowledge, reading skill, and text cohesion in the comprehension of science texts. Learning and Instruction, 2009, 19, 228-242.	1.9	297
904	Revved up or turned off? How domain knowledge changes the relationship between perceived task complexity and task interest. Learning and Individual Differences, 2009, 19, 155-159.	1.5	25
905	Chapter 8 Moral Identity, Moral Functioning, and the Development of Moral Character. Psychology of Learning and Motivation - Advances in Research and Theory, 2009, , 237-274.	0.5	65
906	A Bayesian Account of Reconstructive Memory. Topics in Cognitive Science, 2009, 1, 189-202.	1.1	126

#	Article	IF	CITATIONS
907	Age differences in the effects of domain knowledge on reading efficiency Psychology and Aging, 2009, 24, 63-74.	1.4	34
908	Visuospatial cues for reinstating mental models in working memory during interrupted reading Canadian Journal of Experimental Psychology, 2009, 63, 161-172.	0.7	6
909	Schema reliance for developmental goals increases from early to late adulthood: Improvement for the young, loss prevention for the old Psychology and Aging, 2009, 24, 310-323.	1.4	15
910	The pretesting effect: Do unsuccessful retrieval attempts enhance learning?. Journal of Experimental Psychology: Applied, 2009, 15, 243-257.	0.9	186
911	Influence of Text Type, Topic Familiarity, and Stuttering Frequency on Listener Recall, Comprehension, and Mental Effort. Journal of Speech, Language, and Hearing Research, 2009, 52, 534-546.	0.7	20
912	Conceptual distinctiveness supports detailed visual long-term memory for real-world objects Journal of Experimental Psychology: General, 2010, 139, 558-578.	1.5	339
913	Instructional Designer's Intentions and Learners' Perceptions of the Instructional Functions of Visuals in an e-Learning Context. Journal of Visual Literacy, 2010, 29, 143-166.	0.2	13
916	Placing a text in context. Psychonomic Bulletin and Review, 2010, 17, 237-242.	1.4	2
917	Content related support and listening comprehension: Some limitations. Procedia, Social and Behavioral Sciences, 2010, 2, 5605-5611.	0.5	7
918	The Adams family. Cognition, 2010, 117, 302-318.	1.1	76
919	Discourse processingâ€"examining our everyday language experiences. Wiley Interdisciplinary Reviews: Cognitive Science, 2010, 1, 371-381.	1.4	18
920	Training facilitates object recognition in cubist paintings. Frontiers in Human Neuroscience, 2010, 4, 11.	1.0	18
921	Does Enhanced Disaggregation and Cohesive Classification of Financial Information Help Credit Analysts Identify Firms' Operating Structures?. SSRN Electronic Journal, 2010, , .	0.4	8
922	The Effects of Explicitly Teaching Story Structure to Primary Grade Children. Journal of Literacy Research, 2010, 42, 159-198.	0.5	34
923	Retrieval of Associative Information Congruent with Prior Knowledge Is Related to Increased Medial Prefrontal Activity and Connectivity. Journal of Neuroscience, 2010, 30, 15888-15894.	1.7	208
924	Persistent schema-dependent hippocampal-neocortical connectivity during memory encoding and postencoding rest in humans. Proceedings of the National Academy of Sciences of the United States of America, 2010, 107, 7550-7555.	3.3	383
925	Prior Experience Supports New Learning of Relations in Aging. Journals of Gerontology - Series B Psychological Sciences and Social Sciences, 2010, 65B, 32-41.	2.4	25
926	Framing and Contextualizing Information Requests: Problem Formulation as Part of the Intelligence Analysis Process. Journal of Cognitive Engineering and Decision Making, 2010, 4, 210-239.	0.9	20

#	ARTICLE	IF	CITATIONS
927	Return of the Tallahassee BeanCounters: A Case in Forensic Accounting. Issues in Accounting Education, 2010, 25, 279-321.	0.6	11
928	Context Strengthens Initial Misinterpretations of Text. Scientific Studies of Reading, 2011, 15, 136-166.	1.3	53
929	Predicting Reading Comprehension on the Internet. Journal of Literacy Research, 2011, 43, 352-392.	0.5	202
930	Three Information Functions of Headings: A Test of the SARA Theory of Signaling. Discourse Processes, 2011, 48, 139-160.	1.1	24
931	Signaling Hierarchical and Sequential Organization in Expository Text. Scientific Studies of Reading, 2011, 15, 267-284.	1.3	26
932	FIRST2ACT: Educating nurses to identify patient deterioration $\hat{a} \in \mathbb{C}$ A theory-based model for best practice simulation education. Nurse Education Today, 2011, 31, 687-693.	1.4	77
933	Language-Related ERP Components. , 2011, , .		37
935	Metaphors We Think With: The Role of Metaphor in Reasoning. PLoS ONE, 2011, 6, e16782.	1.1	614
936	What People Believe about How Memory Works: A Representative Survey of the U.S. Population. PLoS ONE, 2011, 6, e22757.	1.1	131
937	What are Visual Data and What Utility do they have in Science Education?. Journal of Visual Literacy, 2011, 30, 66-85.	0.2	28
939	Reader and text factors in reading comprehension processes. Journal of Research in Reading, 2011, 34, 365-383.	1.0	75
940	Criteria for the Design and Evaluation of Cognitive Architectures. Cognitive Science, 2011, 35, 1329-1351.	0.8	10
941	A Really Big Picture of Personality. Social and Personality Psychology Compass, 2011, 5, 104-117.	2.0	10
942	Event congruency and episodic encoding: A developmental fMRI study. Neuropsychologia, 2011, 49, 3036-3045.	0.7	41
943	Event completion: Event based inferences distort memory in a matter of seconds. Cognition, 2011, 121, 409-415.	1.1	32
944	Effect of Frequency and Idiomaticity on Second Language Reading Comprehension. TESOL Quarterly, 2011, 45, 267-290.	1.5	108
945	Photographs cause false memories for the news. Acta Psychologica, 2011, 136, 90-94.	0.7	36
946	Is learning in problem-based learning cumulative?. Advances in Health Sciences Education, 2011, 16, 449-464.	1.7	53

#	Article	IF	CITATIONS
947	Reasoning, logic, and psychology. Wiley Interdisciplinary Reviews: Cognitive Science, 2011, 2, 555-567.	1.4	3
948	Influences of source–item contingency and schematic knowledge on source monitoring: Tests of the probability-matching account. Journal of Memory and Language, 2011, 64, 1-17.	1.1	55
949	Does discovery-based instruction enhance learning?. Journal of Educational Psychology, 2011, 103, 1-18.	2.1	850
950	¿Qué papel tiene la lectura de los textos en el seno de las Unidades Didácticas?. Cultura Y Educación, 2011, 23, 57-74.	0.2	4
951	Memory content of scientific concepts in beginning university science students. Educational Psychology, 2011, 31, 675-690.	1.2	1
952	Resisting Overzealous Transfer: Coordinating Previously Successful Routines With Needs for New Learning. Educational Psychologist, 2012, 47, 204-214.	4.7	96
953	Assessing knowledge growth in a psychology curriculum: which students improve most?. Assessment and Evaluation in Higher Education, 2012, 37, 875-887.	3.9	7
954	Investigating the Psychological Effects of News Imagery: A Case for Evidence-based Decision Making and Practices. Visual Communication Quarterly, 2012, 19, 20-32.	0.2	12
955	Examining transfer effects from dialogic discussions to new tasks and contexts. Contemporary Educational Psychology, 2012, 37, 288-306.	1.6	58
956	Inferring facts from fiction: Reading correct and incorrect information affects memory for related information. Memory, 2012, 20, 487-498.	0.9	16
957	Risk perception and communication in vaccination decisions: A fuzzy-trace theory approach. Vaccine, 2012, 30, 3790-3797.	1.7	112
958	Nonprobative photographs (or words) inflate truthiness. Psychonomic Bulletin and Review, 2012, 19, 969-974.	1.4	94
959	Managing patient deterioration: a protocol for enhancing undergraduate nursing students' competence through web-based simulation and feedback techniques. BMC Nursing, 2012, 11, 18.	0.9	27
960	Negative effects of item repetition on source memory. Memory and Cognition, 2012, 40, 889-901.	0.9	15
961	The Cognitive Neuroscience of True and False Memories. Nebraska Symposium on Motivation, 2012, 58, 15-52.	0.9	32
963	Theoretically grounded guidelines for assessing learning progress: cognitive changes in ill-structured complex problem-solving contexts. Educational Technology Research and Development, 2012, 60, 601-622.	2.0	20
964	Explanations for Regular Expressions. Lecture Notes in Computer Science, 2012, , 394-408.	1.0	11
965	Student teachers' development of a positive attitude towards research and research knowledge and skills. European Journal of Teacher Education, 2012, 35, 401-419.	2.2	43

#	Article	IF	CITATIONS
966	Conceptual Short Term Memory in Perception and Thought. Frontiers in Psychology, 2012, 3, 113.	1.1	47
967	Human learning and memory., 0, , 112-130.		0
968	Developing Vocabulary Through Purposeful, Strategic Conversations. Reading Teacher, 2012, 66, 321-332.	0.4	33
969	Cognitive foundations for science assessment design: Knowing what students know about evolution. Journal of Research in Science Teaching, 2012, 49, 744-777.	2.0	127
970	How to achieve synergy between medical education and cognitive neuroscience? An exercise on prior knowledge in understanding. Advances in Health Sciences Education, 2012, 17, 225-240.	1.7	31
971	Adaptive memory: Young children show enhanced retention of fitness-related information. Cognition, 2012, 122, 118-122.	1.1	53
972	(Pea)nuts and bolts of visual narrative: Structure and meaning in sequential image comprehension. Cognitive Psychology, 2012, 65, 1-38.	0.9	129
973	Evidenceâ€Based Strategies for Improving the Reading Comprehension of Secondary Students: Implications for Students with Learning Disabilities. Learning Disabilities Research and Practice, 2012, 27, 79-89.	0.9	37
974	Number meaning and number grammar in English and Spanish. Journal of Memory and Language, 2012, 66, 17-37.	1.1	38
975	Generalized event knowledge activation during online sentence comprehension. Journal of Memory and Language, 2012, 66, 545-567.	1.1	135
976	Pictures in Test Items: Effects on Response Time and Response Correctness. Applied Cognitive Psychology, 2012, 26, 70-81.	0.9	35
977	Memory for Patient Information as a Function of Experience in Mental Health. Applied Cognitive Psychology, 2012, 26, 462-474.	0.9	11
978	How prior knowledge affects word identification and comprehension. Reading and Writing, 2012, 25, 131-149.	1.0	35
979	Semantic diversity: A measure of semantic ambiguity based on variability in the contextual usage of words. Behavior Research Methods, 2013, 45, 718-730.	2.3	235
980	The explanatory power of Schema Theory: theoretical foundations and future applications in Ergonomics. Ergonomics, 2013, 56, 1-15.	1.1	61
981	Measure for Measure: The Relationship between Measures of Instructional Practice in Middle School English Language Arts and Teachers' Value-Added Scores. American Journal of Education, 2013, 119, 445-470.	0.7	154
982	Differential roles for medial prefrontal and medial temporal cortices in schema-dependent encoding: From congruent to incongruent. Neuropsychologia, 2013, 51, 2352-2359.	0.7	229
983	Concept map engineering: methods and tools based on the semantic relation approach. Educational Technology Research and Development, 2013, 61, 951-978.	2.0	17

#	ARTICLE	IF	CITATIONS
984	Deliberation, Single-Peakedness, and the Possibility of Meaningful Democracy: Evidence from Deliberative Polls. Journal of Politics, 2013, 75, 80-95.	1.4	91
985	Building Cohesion Across Representations: A Mechanism for <scp>STEM</scp> Integration. Journal of Engineering Education, 2013, 102, 77-116.	1.9	53
986	An examination of green intention: the effect of environmental knowledge and educational experiences on meeting planners' implementation of green meeting practices. Journal of Sustainable Tourism, 2013, 21, 1129-1147.	5.7	48
987	Allocation of Limited Cognitive Resources During Text Comprehension in a Second Language. Discourse Processes, 2013, 50, 577-597.	1.1	20
988	Signaling topic structure via headings or preview sentences. Psicologia Educativa, 2013, 19, 59-66.	0.5	2
989	The epistemic stance between the author and reader: A driving force in the cohesion of text and writing. Discourse Studies, 2013, 15, 579-595.	0.5	24
990	The effect of nonprobative photographs on truthiness persists over time. Acta Psychologica, 2013, 144, 207-211.	0.7	27
991	Learning paragraph structure with online annotations: An interactive approach to enhancing EFL reading comprehension. System, 2013, 41, 413-427.	1.7	16
992	Cortical systems for local and global integration in discourse comprehension. NeuroImage, 2013, 71, 59-74.	2.1	26
993	Event-related potential evidence of accessing gender stereotypes to aid source monitoring. Brain Research, 2013, 1491, 176-187.	1.1	15
994	A Dynamical, Self-Organized View of the Context for Linguistic Performance. International Review of Pragmatics, 2013, 5, 70-86.	0.2	1
995	Automatic generation of limited-depth hyper-documents from clinical guidelines. , 2013, , .		0
996	Is Intelligence Enhanced by Letter Priming? A Failure to Replicate the Results of Ciani and Sheldon (2010). Psychological Reports, 2013, 112, 533-544.	0.9	4
997	Modeling the Effects of Processing Effort and Ability in Response to Persuasive Message Arguments. Communication Quarterly, 2013, 61, 413-430.	0.7	8
998	Learning to Reason about Ecosystems Dynamics over Time: The Challenges of an Event-Based Causal Focus. BioScience, 2013, 63, 288-296.	2.2	42
999	Fuzzy Trace Theory and Medical Decisions by Minors: Differences in Reasoning between Adolescents and Adults. Journal of Medicine and Philosophy, 2013, 38, 268-282.	0.4	36
1000	Responding to Lexical Stimuli With Gender Associations. Journal of Language and Social Psychology, 2013, 32, 46-61.	1.2	3
1001	Toward Authentic Student-Centered Practices. Education and Urban Society, 2013, 45, 668-699.	0.8	11

#	ARTICLE	IF	CITATIONS
1002	Student Thought and Classroom Language: Examining the Mechanisms of Change in Dialogic Teaching. Educational Psychologist, 2013, 48, 114-133.	4.7	174
1003	The Impact of Subtitles on Comprehension of Narrative Film. Media Psychology, 2013, 16, 412-440.	2.1	20
1004	A Personality Framework for the Unification of Psychology. Review of General Psychology, 2013, 17, 196-202.	2.1	9
1006	Dimensions of Thinking and Cognitive Instruction. , 0, , .		79
1007	Necesita Una Vacuna: What Spanish-Speakers Want in Text-message Immunization Reminders. Journal of Health Care for the Poor and Underserved, 2013, 24, 1031-1041.	0.4	6
1008	Embodied Integration. Journal of Psychology and Theology, 2013, 41, 141-149.	0.2	3
1009	Consolidation Differentially Modulates Schema Effects on Memory for Items and Associations. PLoS ONE, 2013, 8, e56155.	1.1	41
1010	Through the SCAPE Looking Glass-Sources of Performance and Sources of Attribution. , 2013, , .		0
1011	Discourse Comprehension., 2013,,.		9
1012	The Influence of Prior Knowledge on Memory: A Developmental Cognitive Neuroscience Perspective. Frontiers in Behavioral Neuroscience, 2013, 7, 139.	1.0	191
1013	Effective Ways to Communicate Risk and Benefit. AMA Journal of Ethics, 2013, 15, 34-41.	0.4	15
1014	Dead Religion, Live Minds. Journal of Cognitive Historiography, 2014, 1, 72-89.	0.1	2
1015	Interpersonal Similarity between Body Movements in Face-To-Face Communication in Daily Life. PLoS ONE, 2014, 9, e102019.	1.1	8
1017	Consumer Inference., 0,,.		6
1018	Accidental awareness during general anaesthesia in the United Kingdom and Ireland. Journal of the Royal College of Physicians of Edinburgh, The, 2014, 44, 289-290.	0.2	7
1019	Enfoque cognitivo para la comprensión de narraciones: una mirada desde la psicologÃa discursiva y el modelo de indexación de eventos. Literatura Y Linguistica, 2014, , 252-271.	0.1	0
1020	Learning to Be Literate. , 0, , 605-625.		38
1021	Remembering in tool-use tasks in children and apes: The role of the information at encoding. Memory, 2014, 22, 129-144.	0.9	18

#	Article	IF	CITATIONS
1022	Listening to Narratives: An Experimental Examination of Storytelling in the Classroom. International Journal of Listening, 2014, 28, 32-46.	0.5	10
1023	Have We Forsaken Reading Theory in the Name of "Quick Fix―Interventions for Children With Reading Disability?. Scientific Studies of Reading, 2014, 18, 55-73.	1.3	108
1024	Memory and Schemas. , 2014, , 197-219.		0
1025	Fronto-parietal network supports context-dependent speech comprehension. Neuropsychologia, 2014, 63, 293-303.	0.7	31
1026	Eyewitness Memory for Typical and Atypical Weapons in Cognitive Context. Journal of Investigative Psychology and Offender Profiling, 2014, 11, 179-189.	0.4	4
1027	The Multi-Dimensional Demands of Reading in the Disciplines. Journal of Adolescent and Adult Literacy, 2014, 58, 9-15.	0.4	8
1028	Memory for Scientific Arguments and Their Sources: Claim–Evidence Consistency Matters. Discourse Processes, 2014, 51, 117-142.	1.1	14
1029	Understanding How Prior Knowledge Influences Memory in Older Adults. Perspectives on Psychological Science, 2014, 9, 408-426.	5. 2	128
1031	Extending reading research with a focus on cultural understanding and research on intercultural communication: an empirical investigation in Argentina. Intercultural Education, 2014, 25, 518-539.	0.4	5
1032	Communicating science-based recommendations with memorable and actionable guidelines. Proceedings of the National Academy of Sciences of the United States of America, 2014, 111, 13634-13641.	3.3	29
1033	Six Principles of Language Development: Implications for Second Language Learners. Developmental Neuropsychology, 2014, 39, 404-420.	1.0	30
1034	Prior knowledge is more predictive of error correction than subjective confidence. Memory and Cognition, 2014, 42, 84-96.	0.9	24
1035	Content and context in incremental processing: "the ham sandwich―revisited. Philosophical Studies, 2014, 168, 151-165.	0.5	51
1036	What is a memory schema? A historical perspective on current neuroscience literature. Neuropsychologia, 2014, 53, 104-114.	0.7	337
1037	Prior knowledge influences on hippocampus and medial prefrontal cortex interactions in subsequent memory. Neuropsychologia, 2014, 64, 320-330.	0.7	63
1038	The Importance of Managing Interference for Second Language Reading Ability: An Individual Differences Investigation. Discourse Processes, 2014, 51, 445-467.	1.1	11
1039	Modulation of cortical activity during comprehension of familiar and unfamiliar text topics in speed reading and speed listening. Brain and Language, 2014, 139, 49-57.	0.8	19
1040	Memory reactivation during rest supports upcoming learning of related content. Proceedings of the National Academy of Sciences of the United States of America, 2014, 111, 15845-15850.	3.3	103

#	Article	IF	Citations
1041	False Recall Is Reduced by Damage to the Ventromedial Prefrontal Cortex: Implications for Understanding the Neural Correlates of Schematic Memory. Journal of Neuroscience, 2014, 34, 7677-7682.	1.7	88
1042	Comprehension Tools for Teachers: Reading for Understanding from Prekindergarten Through Fourth Grade. Educational Psychology Review, 2014, 26, 379-401.	5.1	31
1043	Debating Curricular Strategies for Teaching Statistics and Research Methods. Teaching of Psychology, 2014, 41, 187-194.	0.7	17
1044	Traditional difference-score analyses of reasoning are flawed. Cognition, 2014, 131, 75-91.	1.1	29
1045	The Role of Knowledge Accessibility in Cognition and Behavior. , 0, , .		6
1047	The effects of subtle misinformation in news headlines Journal of Experimental Psychology: Applied, 2014, 20, 323-335.	0.9	143
1048	Capital investment theory. Literacy Research, Practice and Evaluation, 2014, , 191-216.	0.4	0
1050	Reviews and Perspectives. Canadian Journal of Psychiatry, 2014, 59, 1-2.	0.9	5
1052	Towards an integrated corpus stylistics. Topics in Linguistics, 2015, 16, 59-68.	0.3	6
1053	News as (hazardous) entertainment: Exaggerated reporting leads to more memory distortion for news stories Psychology of Popular Media Culture, 2015, 4, 188-198.	2.6	3
1054	Children show heightened knew-it-all-along errors when learning new facts about kinds: Evidence for the power of kind representations in children's thinking Developmental Psychology, 2015, 51, 1115-1130.	1.2	12
1055	Truthiness and falsiness of trivia claims depend on judgmental contexts Journal of Experimental Psychology: Learning Memory and Cognition, 2015, 41, 1337-1348.	0.7	41
1057	The cognitive and neural correlates of individual differences in inferential processes., 2015,, 210-229.		3
1058	Personal experience with narrated events modulates functional connectivity within visual and motor systems during story comprehension. Human Brain Mapping, 2015, 36, 1494-1505.	1.9	16
1059	Prior Knowledge Activation in Design and in Practice. Literacy Research: Theory, Method, and Practice, 2015, 64, 478-497.	0.5	11
1060	The Effect of WOM for Speaker's Attitude and Memory. Journal of Marketing & Distribution, 2015, 17, 65-85.	0.2	0
1061	Does Coordinated Presentation Help Credit Analysts Identify Firm Characteristics?. Contemporary Accounting Research, 2015, 32, 507-527.	1.5	40
1062	Schema-based text comprehension. Educational Research and Reviews, 2015, 10, 2568-2574.	0.3	1

#	Article	IF	CITATIONS
1063	Delineating the Effect of Semantic Congruency on Episodic Memory: The Role of Integration and Relatedness. PLoS ONE, 2015, 10, e0115624.	1.1	54
1064	The Depression Schema: How Labels, Features, and Causal Explanations Affect Lay Conceptions of Depression. Frontiers in Psychology, 2015, 6, 1728.	1.1	5
1065	The Cognitive Costs of Context: The Effects of Concreteness and Immersiveness in Instructional Examples. Frontiers in Psychology, 2015, 6, 1876.	1.1	13
1066	A Biofunctional Perspective on Learning Environments. Frontiers in Psychology, 2015, 6, 1973.	1.1	2
1067	Medial Prefrontal Cortex: Adding Value to Imagined Scenarios. Journal of Cognitive Neuroscience, 2015, 27, 1957-1967.	1.1	31
1068	Schema-conformant memories are preferentially consolidated during REM sleep. Neurobiology of Learning and Memory, 2015, 122, 41-50.	1.0	65
1069	Exploring Interpretation and Misinterpretation of Garden-Path Sentences in Polish. International Review of Pragmatics, 2015, 7, 98-127.	0.2	0
1070	Students' mathematics word problemâ€solving achievement in a computerâ€based story. Journal of Computer Assisted Learning, 2015, 31, 78-95.	3.3	13
1071	Reading Perspective: Can It Improve Middle School Students' Comprehension of Informational Text?. Journal of Educational Research, 2015, 108, 81-94.	0.8	3
1072	ECG rhythm analysis with expert and learner-generated schemas in novice learners. Advances in Health Sciences Education, 2015, 20, 915-933.	1.7	17
1073	An aid for teachers to teach science and technology concepts: two studies to test the three-domain model. International Journal of Technology and Design Education, 2015, 25, 169-195.	1.7	1
1074	Contextual Alignment of Cognitive and Neural Dynamics. Journal of Cognitive Neuroscience, 2015, 27, 655-664.	1.1	54
1075	Metaphorical graphics aid learning and memory. Learning and Instruction, 2015, 39, 194-205.	1.9	15
1076	Video Games as Tillers of Soil. Theory Into Practice, 2015, 54, 94-100.	0.9	1
1077	Scientific Visualizations Based on Integrated Model of Text and Picture Comprehension via Eye-tracking. Procedia, Social and Behavioral Sciences, 2015, 176, 52-59.	0.5	5
1078	Active glass-type human augmented cognition system considering attention and intention. Connection Science, 2015, 27, 322-339.	1.8	2
1079	Investigations Into the Phenomenology and the Ontology of the Work of Art. Contributions To Phenomenology, 2015, , .	0.3	4
1080	Text signals influence team artifacts. Educational Technology Research and Development, 2015, 63, 35-52.	2.0	11

#	ARTICLE	IF	CITATIONS
1081	The selective power of causality on memory errors. Memory, 2015, 23, 291-305.	0.9	0
1082	Models of learning progress in solving complex problems: Expertise development in teaching and learning. Contemporary Educational Psychology, 2015, 42, 1-16.	1.6	19
1083	Speichern und Abrufen. , 2015, , 109-140.		0
1084	Consolidation of Complex Events via Reinstatement in Posterior Cingulate Cortex. Journal of Neuroscience, 2015, 35, 14426-14434.	1.7	121
1085	Failure of further learning: Activities, structure, and meaning. British Journal of Psychology, 2015, 106, 22-45.	1,2	1
1086	Utilizing the Effects of Priming to Facilitate Text Comprehension. , 2015, , .		3
1087	Narrative conjunction's junction function: The interface of narrative grammar and semantics in sequential images. Journal of Pragmatics, 2015, 88, 105-132.	0.8	16
1088	Effects of prediction and contextual support on lexical processing: Prediction takes precedence. Cognition, 2015, 136, 135-149.	1.1	132
1089	Processing multimedia material: Does integration of text and pictures result in a single or two interconnected mental representations?. Learning and Instruction, 2015, 35, 62-72.	1.9	40
1090	Picture or Text First? Explaining Sequence Effects when Learning with Pictures and Text. Educational Psychology Review, 2015, 27, 153-180.	5.1	67
1091	Making the truth stick & Department of the myths fade: Lessons from cognitive psychology. Behavioral Science and Policy, 2016, 2, 85-95.	1.8	132
1092	Using Context-Based Password Strength Meter to Nudge Users' Password Generating Behavior: A Randomized Experiment. SSRN Electronic Journal, 0, , .	0.4	2
1093	Close Reading and Far-Reaching Classroom Discussion: Fostering a Vital Connection. Journal of Education, 2016, 196, 1-8.	0.7	16
1094	Elaboration over a Discourse Facilitates Retrieval in Sentence Processing. Frontiers in Psychology, 2016, 7, 374.	1.1	9
1095	Commentary: The Cognitive Costs of Context: The Effects of Concreteness and Immersiveness in Instructional Examples. Frontiers in Psychology, 2016, 7, 1608.	1.1	0
1096	Discourse Comprehension., 2016,, 661-673.		7
1097	Many important language universals are not reducible to processing or cognition. Behavioral and Brain Sciences, 2016, 39, e86.	0.4	5
1098	Natural language processing and the Now-or-Never bottleneck. Behavioral and Brain Sciences, 2016, 39, e74.	0.4	1

#	Article	IF	CITATIONS
1100	On the generalizability of the Chunk-and-Pass processing approach: Perspectives from language acquisition and music. Behavioral and Brain Sciences, 2016, 39, e80.	0.4	0
1102	Is Now-or-Never language processing good enough?. Behavioral and Brain Sciences, 2016, 39, e72.	0.4	2
1103	Linguistic structure emerges through the interaction of memory constraints and communicative pressures. Behavioral and Brain Sciences, 2016, 39, e82.	0.4	2
1104	Squeezing through the Now-or-Never bottleneck: Reconnecting language processing, acquisition, change, and structure. Behavioral and Brain Sciences, 2016, 39, e91.	0.4	3
1105	Language acquisition is model-based rather than model-free. Behavioral and Brain Sciences, 2016, 39, e89.	0.4	0
1106	How long is now? The multiple timescales of language processing. Behavioral and Brain Sciences, 2016, 39, e77.	0.4	1
1107	"Process and perish―or multiple buffers with push-down stacks?. Behavioral and Brain Sciences, 2016, 39, e81.	0.4	1
1108	The ideomotor recycling theory for language. Behavioral and Brain Sciences, 2016, 39, e63.	0.4	0
1109	Mechanisms for interaction: Syntax as procedures for online interactive meaning building. Behavioral and Brain Sciences, 2016, 39, e79.	0.4	0
1110	What gets passed in "Chunk-and-Pass―processing? A predictive processing solution to the Now-or-Never bottleneck. Behavioral and Brain Sciences, 2016, 39, e90.	0.4	0
1111	Exploring some edges: Chunk-and-Pass processing at the very beginning, across representations, and on to action. Behavioral and Brain Sciences, 2016, 39, e85.	0.4	1
1112	Better late than Now-or-Never: The case of interactive repair phenomena. Behavioral and Brain Sciences, 2016, 39, e76.	0.4	0
1113	Neural constraints and flexibility in language processing. Behavioral and Brain Sciences, 2016, 39, e78.	0.4	0
1114	Prior Knowledge Facilitates Mutual Gaze Convergence and Head Nodding Synchrony in Face-to-face Communication. Scientific Reports, 2016, 6, 38261.	1.6	20
1115	Sleep Spindle Density Predicts the Effect of Prior Knowledge on Memory Consolidation. Journal of Neuroscience, 2016, 36, 3799-3810.	1.7	96
1116	Guessing and Forgetting: A Latent Class Model for Measuring Learning. Political Analysis, 2016, 24, 226-242.	2.8	3
1117	Which robot am I thinking about? The impact of action and appearance on people's evaluations of a moral robot., 2016,,.		37
1118	Extended Metaphors are the Home Runs of Persuasion: Don't Fumble the Phrase. Metaphor and Symbol, 2016, 31, 53-72.	0.4	36

#	Article	IF	Citations
1119	Knowledge Acquisition during Exam Preparation Improves Memory and Modulates Memory Formation. Journal of Neuroscience, 2016, 36, 8103-8111.	1.7	40
1121	Science Supports Education: The Behavioral Research Base for Psychology's Top 20 Principles for Enhancing Teaching and Learning. Mind, Brain, and Education, 2016, 10, 55-67.	0.9	16
1122	Assessment of Healthcare Decision-making Capacity. Archives of Clinical Neuropsychology, 2016, 31, 530-540.	0.3	89
1123	Memory limitations and chunking are variable and cannot explain language structure. Behavioral and Brain Sciences, 2016, 39, e84.	0.4	1
1124	A computational modeling of semantic knowledge in reading comprehension: Integrating the landscape model with latent semantic analysis. Behavior Research Methods, 2016, 48, 880-896.	2.3	11
1125	Effects of Prior Knowledge on Memory: Implications for Education. Mind, Brain, and Education, 2016, 10, 153-161.	0.9	49
1126	Prototype Theory and Genre Analysis., 2016,, 31-67.		0
1127	The nature of feedback: How peer feedback features affect students' implementation rate and quality of revisions Journal of Educational Psychology, 2016, 108, 1098-1120.	2.1	81
1128	Gestalt-like representations hijack Chunk-and-Pass processing. Behavioral and Brain Sciences, 2016, 39, e69.	0.4	1
1129	Reservoir computing and the Sooner-is-Better bottleneck. Behavioral and Brain Sciences, 2016, 39, e73.	0.4	0
1130	Realizing the Now-or-Never bottleneck and Chunk-and-Pass processing with Item-Order-Rank working memories and masking field chunking networks. Behavioral and Brain Sciences, 2016, 39, e75.	0.4	0
1131	Pro and con: Internal speech and the evolution of complex language. Behavioral and Brain Sciences, 2016, 39, e65.	0.4	0
1132	The Effect of Spoilers on the Enjoyment of Short Stories. Discourse Processes, 2016, 53, 513-531.	1.1	8
1133	Distinct Neural Suppression and Encoding Effects for Conceptual Novelty and Familiarity. Journal of Cognitive Neuroscience, 2016, 28, 1455-1470.	1.1	28
1134	Response latency as a tool to study L2 Learners' ZPD, ZAD and ongoing information processing. Asian-Pacific Journal of Second and Foreign Language Education, 2016, 1, .	0.7	3
1135	Embracing Your Inner "Guide on the Side― Using Neuroscience to Shift the Focus from Teaching to Learning. Marketing Education Review, 2016, 26, 78-92.	0.8	7
1136	Reactivation during encoding supports the later discrimination of similar episodic memories. Hippocampus, 2016, 26, 1168-1178.	0.9	14
1137	So Much to Read, So Little Time. Psychological Science in the Public Interest: A Journal of the American Psychological Society, 2016, 17, 4-34.	6.7	164

#	Article	IF	CITATIONS
1138	Cognitive styles and the effects of stress from cognitive load and time pressures on judgemental decision making with learning simulations: Implications for HRD. International Journal of Human Resources Development and Management, 2016, 16, 30.	0.0	2
1139	Semantic Cognition and the Ontological to Epistemic Transformation: Using Technologies to Facilitate Understanding., 2016,, 7-30.		1
1140	Understanding the Microstructure and Macrostructure of Passages Among Chinese Elementary School Children. Journal of Psycholinguistic Research, 2016, 45, 1287-1300.	0.7	5
1141	Do discourse global coherence and cumulated information impact on sentence syntactic processing? An event-related brain potentials study. Brain Research, 2016, 1630, 109-119.	1.1	0
1142	Exploring effects of background context familiarity and signaling on comprehension, recall, and cognitive load. Educational Psychology, 2016, 36, 691-718.	1.2	8
1143	Antimnemonic effects of schemas in young and older adults. Aging, Neuropsychology, and Cognition, 2016, 23, 78-102.	0.7	9
1145	When does prior knowledge disproportionately benefit older adults' memory?. Aging, Neuropsychology, and Cognition, 2016, 23, 338-365.	0.7	31
1146	Information structuring improves recall of emergency discharge information: a randomized clinical trial. Psychology, Health and Medicine, 2017, 22, 646-662.	1.3	15
1147	The role of schematic support in age-related associative deficits in short-term and long-term memory. Journal of Memory and Language, 2017, 92, 79-97.	1.1	17
1148	Memory Errors in Alibi Generation: How an Alibi Can Turn Against Us. Behavioral Sciences and the Law, 2017, 35, 6-17.	0.6	21
1149	Place reference in story beginnings: A cross-linguistic study of narrative and interactional affordances. Language in Society, 2017, 46, 129-158.	0.3	24
1150	What does semantic tiling of the cortex tell us about semantics?. Neuropsychologia, 2017, 105, 18-38.	0.7	35
1151	Understanding of and memory for a complex auditory event: an experimental case study to resolve an evidentiary issue in a trial. Journal of Forensic Psychiatry and Psychology, 2017, 28, 70-90.	0.6	0
1153	What you see is what you remember? Depictions of historical figures influence memory for historical facts. Learning and Instruction, 2017, 52, 112-121.	1.9	5
1155	Same Story, Different Story. Psychological Science, 2017, 28, 307-319.	1.8	212
1156	Neural activation patterns during retrieval of schemaâ€related memories: differences and commonalities between children and adults. Developmental Science, 2017, 20, e12475.	1.3	34
1157	Text Priming - Effects of Text Visualizations on Readers Prior to Reading. Lecture Notes in Computer Science, 2017, , 345-365.	1.0	1
1158	Comprehension in proficient readers: The nature of individual variation. Journal of Memory and Language, 2017, 97, 135-153.	1.1	30

#	Article	IF	CITATIONS
1159	Angular Gyrus Involvement at Encoding and Retrieval Is Associated with Durable But Less Specific Memories. Journal of Neuroscience, 2017, 37, 9474-9485.	1.7	66
1160	Embedded interruptions and task complexity influence schema-related cognitive load progression in an abstract learning task. Acta Psychologica, 2017, 179, 30-41.	0.7	6
1161	Strategies for Improving Learner Metacognition in Health Professional Education. American Journal of Pharmaceutical Education, 2017, 81, 78.	0.7	154
1162	How We Transmit Memories to Other Brains: Constructing Shared Neural Representations Via Communication. Cerebral Cortex, 2017, 27, 4988-5000.	1.6	183
1163	How Linguistic Metaphor Scaffolds Reasoning. Trends in Cognitive Sciences, 2017, 21, 852-863.	4.0	148
1164	Cognitive and Neural Foundations of Learning. , 0, , 11-37.		1
1165	Schema benefit vs. proactive interference: Contradicting behavioral outcomes and coexisting neural patterns. NeuroImage, 2017, 158, 271-281.	2.1	15
1167	Misunderstanding as a resource in interaction. Pragmatics, 0, , 57-86.	0.4	6
1168	The function of metaphor framing, deliberate or otherwise, in a social world. Metaphor and the Social World, 2017, 7, 270-290.	0.3	21
1169	Anatomia da Linguagem: Podemos Compreender Jogos de Linguagem a Partir de Redes Corticais?. Kairos: Journal of Philosophy & Science, 2017, 18, 84-109.	0.2	0
1170	Conceptual and Biofunctional Embodiment: A Long Story on the Transience of the Enduring Mind. Frontiers in Psychology, 2016, 7, 1990.	1.1	5
1171	Biofunctional Understanding and Conceptual Control: Searching for Systematic Consensus in Systemic Cohesion. Frontiers in Psychology, 2017, 8, 1702.	1.1	0
1172	Episodic and Semantic Memory., 2017,, 87-118.		8
1173	Schemas. , 2017, , 125-132.		4
1174	What is the role of the film viewer? The effects of narrative comprehension and viewing task on gaze control in film. Cognitive Research: Principles and Implications, 2017, 2, 46.	1.1	29
1175	The Unit Circle as a Grounded Conceptual Structure in Precalculus Trigonometry. , 2017, , 247-269.		1
1176	The beneficial effect of prior experience on the acquisition of spatial memory in rats with CA1, but not large hippocampal lesions: a possible role for schema formation. Learning and Memory, 2018, 25, 115-121.	0.5	12
1177	Sharing the social world via intersubject neural synchronisation. Current Opinion in Psychology, 2018, 24, 7-14.	2.5	91

#	Article	IF	CITATIONS
1180	Enhancing learning and retrieval of new information: a review of the forward testing effect. Npj Science of Learning, 2018, 3, 8.	1.5	62
1181	Working with Schemas, Predicting with Schemas. Journal of Neuroscience, 2018, 38, 1608-1610.	1.7	3
1182	Effects of the intensity of use of social media on brand equity. European Journal of Management and Business Economics, 2018, 27, 83-100.	1.7	76
1183	Differences between experts and novices when reading with navigational table of contents. Library Hi Tech, 2018, 36, 194-210.	3.7	1
1184	When generating a prediction boosts learning: The element of surprise. Learning and Instruction, 2018, 55, 22-31.	1.9	67
1185	Problemhaltige Textaufgaben lösen. , 2018, , .		5
1186	Anthropomorphism and Intentionality Improve Memory for Events. Discourse Processes, 2018, 55, 241-255.	1.1	9
1187	How do humans inspect BPMN models: an exploratory study. Software and Systems Modeling, 2018, 17, 655-673.	2.2	28
1188	Baseball fans don't like lumpy batters: Influence of domain knowledge on the access of subordinate meanings. Quarterly Journal of Experimental Psychology, 2018, 71, 93-102.	0.6	10
1189	Hippocampal Engagement during Recall Depends on Memory Content. Cerebral Cortex, 2018, 28, 2685-2698.	1.6	26
1190	Communication of behaviour change interventions: Can they be recognised from written descriptions?. Psychology and Health, 2018, 33, 713-723.	1.2	57
1191	Stress leads to aberrant hippocampal involvement when processing schema-related information. Learning and Memory, 2018, 25, 21-30.	0.5	15
1192	Chess knowledge predicts chess memory even after controlling for chess experience: Evidence for the role of high-level processes. Memory and Cognition, 2018, 46, 337-348.	0.9	35
1193	The Relevance of Pedagogical Translation for the Development of Bilingual Education in Costa Rica. Revista Electronica Educare, 2018, 23, .	0.1	0
1194	The Influence of Direct and Indirect Speech on Source Memory. Collabra: Psychology, 2018, 4, .	0.9	4
1195	Television Is Still "Easy―and Print Is Still "Tough� More Than 30 Years of Research on the Amount of Invested Mental Effort. Frontiers in Psychology, 2018, 9, 1098.	1.1	6
1196	An Enlightened Approach to Legislative Scrutiny: Focusing on Effectiveness. European Journal of Risk Regulation, 2018, 9, 431-444.	0.8	4
1198	Deep Reasoning for Enhancing Etextbooks (DREE): Using Deep-Level Questions for Guiding Learning. Proceedings of the Human Factors and Ergonomics Society, 2018, 62, 341-345.	0.2	1

#	Article	IF	CITATIONS
1200	Defining Pragmatics., 0,, 1-13.		0
1201	Grice's Monumental Proposal and Reactions to It. , 0, , 14-34.		0
1202	The Experimentalist's Mindset., 0,, 35-51.		0
1203	A Consideration of Experimental Techniques. , 0, , 52-61.		O
1204	Early Experimental Pragmatics. , 0, , 62-77.		0
1205	How Logical Terms Can Be Enriched., 0,, 78-101.		0
1206	Grammatical or Semantic Approaches to Scalar Implicatures. , 0, , 102-120.		0
1207	Conditionals. , 0, , 121-136.		0
1208	Referring., 0,, 137-158.		0
1209	Speaking Falsely and Getting Away with lt. , 0, , 159-171.		0
1210	Irony., 0,, 172-183.		0
1211	Pragmatic Abilities among Those with Autism. , 0, , 184-193.		0
1212	More Topics for Experimental Pragmatics. , 0, , 194-209.		0
1213	Opinionated Conclusions and Considerations for the Future. , 0, , 210-226.		0
1216	Neural basis of goalâ€driven changes in knowledge activation. European Journal of Neuroscience, 2018, 48, 3389-3396.	1.2	6
1217	Word Familiarity Modulated the Effects of Category Familiarity on Memory Performance. Frontiers in Psychology, 2018, 9, 1429.	1.1	5
1218	The Feeling of Sincerity. Thought, 2018, 7, 225-236.	0.3	4
1219	Characterizing belief bias in syllogistic reasoning: A hierarchical Bayesian meta-analysis of ROC data. Psychonomic Bulletin and Review, 2018, 25, 2141-2174.	1.4	13

#	Article	IF	CITATIONS
1220	Scaffolding Reading Comprehension for Competent Readers. Literacy Research: Theory, Method, and Practice, 2018, 67, 296-309.	0.5	4
1221	Grounding the neurobiology of language in first principles: The necessity of non-language-centric explanations for language comprehension. Cognition, 2018, 180, 135-157.	1.1	115
1222	Teaching about Language by Integrating Culture. , 0, , 318-338.		0
1223	Comprehension in a Scenario-Based Assessment: Domain and Topic-Specific Background Knowledge. Discourse Processes, 2018, 55, 510-524.	1.1	18
1224	Increasing the Use of Evidence Based Practices in Stroke Rehabilitation. Proceedings of the International Symposium of Human Factors and Ergonomics in Healthcare, 2018, 7, 249-254.	0.2	4
1225	Time, memory, and the legacy of Howard Eichenbaum. Hippocampus, 2019, 29, 146-161.	0.9	15
1226	Emotions amplify speaker–listener neural alignment. Human Brain Mapping, 2019, 40, 4777-4788.	1.9	37
1227	Prompting Rural Students' Use of Background Knowledge and Experience to Support Comprehension of Unfamiliar Content. Reading Research Quarterly, 2019, 54, 451-455.	1.8	12
1229	A Theoretical Approach toward History. , 2019, , 23-54.		0
1230	A Mnemonic Approach toward History. , 2019, , 55-90.		0
1231	Dating the Teacher and the Sources. , 2019, , 93-129.		0
1232	The Availability of Memory Carriers. , 2019, , 130-153.		0
1233	Memory and the Impact of Source Materials. , 2019, , 154-174.		0
1234	The Teacher of Righteousness in Ancient Media. , 2019, , 175-198.		0
1235	The Cognitive Origins of Memory. , 2019, , 201-220.		0
1236	From Cognitive Perceptions to Community Traditions. , 2019, , 221-241.		0
1237	Tracing the Development of Memory. , 2019, , 242-280.		0
1238	Evaluating the Potential for Change. , 2019, , 281-309.		0

#	Article	IF	CITATIONS
1244	Ancient Sources. , 2019, , 425-431.		0
1245	Modern Authors. , 2019, , 432-443.		0
1246	Effects of task instructions and topic signaling on text processing among adult readers with different reading styles: An eye-tracking study. Learning and Instruction, 2019, 64, 101246.	1.9	3
1247	Which Perceptions Do Primary School Children Have about Programming?., 2019,,.		5
1248	Association Between Prerequisites and Academic Success at a Canadian University's Pharmacy Program. American Journal of Pharmaceutical Education, 2019, 83, 6491.	0.7	5
1249	Information Integration in Modulation of Pragmatic Inferences During Online Language Comprehension. Cognitive Science, 2019, 43, e12769.	0.8	22
1250	Reading Development and Difficulties. , 2019, , .		15
1251	Ethics in educational technology research: Informing participants on data sharing risks. British Journal of Educational Technology, 2019, 50, 1019-1034.	3.9	14
1252	Sleep, Emotional Memories, and Depression. Handbook of Behavioral Neuroscience, 2019, 30, 519-531.	0.7	0
1253	Effects of Mnemonic Strategy Training on Brain Activity and Cognitive Functioning of Left-Hemisphere Ischemic Stroke Patients. Neural Plasticity, 2019, 2019, 1-16.	1.0	6
1254	Problem Solving in Genetics: Content Hints Can Help. CBE Life Sciences Education, 2019, 18, ar23.	1.1	3
1255	Claims of causality in health news: a randomised trial. BMC Medicine, 2019, 17, 91.	2.3	42
1256	The role of prior knowledge in incremental associative learning: An empirical and computational approach. Journal of Memory and Language, 2019, 107, 1-24.	1.1	16
1257	Schema-Based Instruction: Supporting Children with Learning Difficulties and Intellectual Disabilities., 2019,, 203-221.		4
1258	The role of metaphor in communication and thought. Language and Linguistics Compass, 2019, 13, e12327.	1.3	65
1259	Schema Theory-Based Flipped Classroom Model Assisted With Technologies. International Journal of Information and Communication Technology Education, 2019, 15, 31-48.	0.8	14
1260	Trigger Warnings Are Trivially Helpful at Reducing Negative Affect, Intrusive Thoughts, and Avoidance. Clinical Psychological Science, 2019, 7, 778-793.	2.4	50
1261	Testing the test: Are exams measuring understanding?. Biochemistry and Molecular Biology Education, 2019, 47, 296-302.	0.5	8

#	Article	IF	CITATIONS
1262	Neural Correlates of Enhanced Memory for Meaningful Associations with Age. Cerebral Cortex, 2019, 29, 4568-4579.	1.6	19
1263	Flexible updating of dynamic knowledge structures. Scientific Reports, 2019, 9, 2272.	1.6	20
1264	Effective Augmentation of Creativity-Involving Productivity Consequent to Spontaneous Selectivity in Knowledge Acquisition. Frontiers in Psychology, 2019, 10, 600.	1.1	0
1265	Does semantic knowledge influence event segmentation and recall of text?. Memory and Cognition, 2019, 47, 1173-1187.	0.9	25
1266	Putting post-decision wagering to the test: aÂmeasure of self-perceived knowledge in basic sciences?. Perspectives on Medical Education, 2019, 8, 9-16.	1.8	6
1267	Aging, context processing, and comprehension. Psychology of Learning and Motivation - Advances in Research and Theory, 2019, , 215-264.	0.5	15
1268	09/10, Or, How Do Texts Work?. Romance Studies, 2019, 37, 119-133.	0.2	0
1270	Analysis and research on intelligent manufacturing medical product design and intelligent hospital system dynamics based on machine learning under big data. Enterprise Information Systems, 2022, 16, 193-207.	3.3	13
1271	Absence of posture-dependent and posture-congruent memory effects on the recall of action sentences. PLoS ONE, 2019, 14, e0226297.	1.1	2
1272	Coloring Book: A new method for testing language comprehension. Behavior Research Methods, 2019, 51, 2609-2628.	2.3	12
1273	Social, self, (situational), and affective processes in medial prefrontal cortex (MPFC): Causal, multivariate, and reverse inference evidence. Neuroscience and Biobehavioral Reviews, 2019, 99, 311-328.	2.9	169
1274	The Interplay Between Working Memory and Background Knowledge in L2 Reading Comprehension. TESOL Quarterly, 2019, 53, 320-347.	1.5	28
1275	The concreteness of titles affects metacognition and study motivation. Instructional Science, 2019, 47, 257-277.	1.1	6
1276	Event memory uniquely predicts memory for large-scale space. Memory and Cognition, 2019, 47, 212-228.	0.9	4
1277	Flipping the Classroom in Teacher Education: Implications for Motivation and Learning. Journal of Teacher Education, 2019, 70, 410-422.	2.0	21
1278	Text Segment Length Can Impact Emotional Reactions to Narrative Storytelling. Discourse Processes, 2019, 56, 210-228.	1.1	3
1279	Moodâ€"Creativity Relationship in Groups: The Role of Equality in Idea Contribution in Temporal Mood Effects. Journal of Creative Behavior, 2020, 54, 165-183.	1.6	1
1280	Increasing preschoolers' vocabulary development through a streamlined teacher professional development intervention. Early Childhood Research Quarterly, 2020, 50, 101-113.	1.6	43

#	Article	IF	CITATIONS
1281	Building pre-readers' background knowledge: the impact of a play-based event exposure on children's comprehension of stories read aloud. Early Child Development and Care, 2020, 190, 1371-1381.	0.7	1
1282	Comprehension of topic shifts by Argentinean college students: Role of discourse marker presence, causal connectivity and prior knowledge. Current Psychology, 2020, 39, 1072-1085.	1.7	5
1283	Struggling Prior to a Teaching Event Results in Superior Short-Term Skills Acquisition in Novice Learners. Journal of Surgical Education, 2020, 77, 34-39.	1.2	6
1284	Practice that supports learning and development: A commentary. Applied Developmental Science, 2020, 24, 141-145.	1.0	3
1285	Judging Truth. Annual Review of Psychology, 2020, 71, 499-515.	9.9	121
1286	Being proven wrong elicits learning in children – but only in those with higher executive function skills. Developmental Science, 2020, 23, e12916.	1.3	15
1287	Differential effects of knowledge and aging on the encoding and retrieval of everyday activities. Cognition, 2020, 196, 104159.	1.1	11
1288	Critical Thinking and the Rejection of Unsubstantiated Claims. , 2020, , 68-102.		1
1289	Relational labeling unlocks inert knowledge. Cognition, 2020, 196, 104146.	1.1	20
1290	Supervisory opportunity to observe moderates criterionâ€related validity estimates. International Journal of Selection and Assessment, 2020, 28, 55-67.	1.7	1
1291	Placing language in an integrated understanding system: Next steps toward human-level performance in neural language models. Proceedings of the National Academy of Sciences of the United States of America, 2020, 117, 25966-25974.	3.3	40
1292	Schematic memories develop quickly, but are not expressed unless necessary. Scientific Reports, 2020, 10, 16968.	1.6	35
1293	The History of Writing Reflects the Effects of Education on Discourse Structure: Implications for Literacy, Orality, Psychosis and the Axial Age. Trends in Neuroscience and Education, 2020, 21, 100142.	1.5	4
1294	EPS mid-career prize 2018: Inference within episodic memory reflects pattern completion. Quarterly Journal of Experimental Psychology, 2020, 73, 2047-2070.	0.6	2
1295	Improving summary writing through formative feedback in a <scp>technologyâ€enhanced</scp> learning environment. Journal of Computer Assisted Learning, 2021, 37, 684-704.	3.3	12
1296	Technology supported reading comprehension: a design research of the student mental model analyzer for research and teaching (SMART) technology. Interactive Learning Environments, 2023, 31, 1377-1401.	4.4	1
1297	Does the position of source information for multiple documents matter? Insights from two experiments. Contemporary Educational Psychology, 2020, 62, 101900.	1.6	3
1298	Race salience and attorney statements: the unique role of defense opening statements and closing arguments. Current Psychology, 2021, 40, 2621-2633.	1.7	2

#	Article	IF	CITATIONS
1299	Impact of Abstract Versus Concrete Conceptualization of Genetic Modification (GM) Technology on Public Perceptions. Risk Analysis, 2020, 41, 976-991.	1.5	14
1300	Everyday reading in aphasia: Does advance picture context influence reading speed and comprehension?. Aphasiology, 2020, , 1-22.	1.4	0
1301	Prior knowledge promotes hippocampal separation but cortical assimilation in the left inferior frontal gyrus. Nature Communications, 2020, 11, 4590.	5.8	23
1302	Expert Event Segmentation of Dance Is Genre-Specific and Primes Verbal Memory. Vision (Switzerland), 2020, 4, 35.	0.5	5
1303	When are difficulties desirable for children? First steps toward a developmental and individual differences account of the spacing effect Journal of Applied Research in Memory and Cognition, 2020, 9, 447-454.	0.7	5
1304	Titles support the development of coherent situation models. Journal of Research in Reading, 2020, 43, 417-433.	1.0	2
1305	Predicting Evaluations of Essay by Computational Graph-Based Features. Frontiers in Psychology, 2020, 11, 531262.	1.1	2
1306	A fresh look at the expertise reply to the variation problem. Philosophical Psychology, 2020, 33, 840-867.	0.5	3
1307	Of Viruses, Vaccines, and Variability: Qualitative Meaning Matters. Trends in Cognitive Sciences, 2020, 24, 672-675.	4.0	10
1308	A New Method for Evaluating Knowledge, Beliefs, and Neuromyths About the Mind and Brain Among Italian Teachers. Mind, Brain, and Education, 2020, 14, 187-198.	0.9	16
1309	Design and the technology acceptance model analysis of instructional mapping. Computer Applications in Engineering Education, 2020, 28, 892-907.	2.2	5
1310	No title, no theme: The joined neural space between speakers and listeners during production and comprehension of multi-sentence discourse. Cortex, 2020, 130, 111-126.	1.1	14
1311	Judgments of a Product's Quality and Perceptions of User Experience Can Be Mediated by Brief Messaging That Matches the Person's Pre-existing Attitudes. Frontiers in Psychology, 2020, 11, 1261.	1.1	2
1312	Influences on memory for naturalistic visual episodes: sleep, familiarity, and traits differentially affect forms of recall. Learning and Memory, 2020, 27, 284-291.	0.5	11
1313	The Cognitive Foundations of Reading and Its Acquisition. Literacy Studies, 2020, , .	0.2	14
1314	Scripts, frames, and other semantic objects. , 2020, , 11-42.		3
1315	Developing Online Engineering Courses: A Resource Kit for Collaboration Between Faculty and Instructional Designers. Journal of Educational Technology Systems, 2020, 49, 49-58.	3.6	0
1316	Show me the meaning! The contextual relevance of images influences the recall and understanding of multimedia RSVP paragraphs. Journal of Cognitive Psychology, 2020, 32, 146-160.	0.4	0

#	Article	IF	CITATIONS
1317	Exploring the Effectiveness of Relational Reasoning Prompts on Middle School Students' Text Comprehension. Reading Psychology, 2020, 41, 111-129.	0.7	3
1318	Prior knowledge and its activation in elementary classroom discourse. Reading and Writing, 2020, 33, 1617-1647.	1.0	7
1319	Transcranial Magnetic Stimulation of the Medial Prefrontal Cortex Decreases Emotional Memory Schemas. Cerebral Cortex, 2020, 30, 3608-3616.	1.6	12
1320	The impact of an adaptive e-course on students' achievements based on the students' prior knowledge. Education and Information Technologies, 2020, 25, 3541-3551.	3.5	6
1321	How do we remember events?. Current Opinion in Behavioral Sciences, 2020, 32, 120-125.	2.0	23
1322	The composition of decomposition: unpacking reading in teacher education. Teaching Education, 2021, 32, 176-192.	0.9	3
1323	Incremental Comprehension Examined in Event-related Potentials: Word-to-Text Integration and Structure Building. Discourse Processes, 2021, 58, 2-21.	1.1	10
1324	Context-dependent memory effects in two immersive virtual reality environments: On Mars and underwater. Psychonomic Bulletin and Review, 2021, 28, 574-582.	1.4	21
1326	Metacognitive experiences as information: Processing fluency in consumer judgment and decision making. Consumer Psychology Review, 2021, 4, 4-25.	3.4	66
1327	Semantic memory: A review of methods, models, and current challenges. Psychonomic Bulletin and Review, 2021, 28, 40-80.	1.4	102
1328	Responsible remembering and forgetting as contributors to memory for important information. Memory and Cognition, 2021, 49, 895-911.	0.9	23
1329	An Investigation of the Linguistic Complexity of IELTS Writing Topics Based on the Levels of Discourse Representation and the Degree of Meaning Coding. Cogent Education, 2021, 8, 1868235.	0.6	O
1330	Influences of domain knowledge on segmentation and memory. Memory and Cognition, 2021, 49, 660-674.	0.9	12
1331	Roles of the Default Mode and Multiple-Demand Networks in Naturalistic versus Symbolic Decisions. Journal of Neuroscience, 2021, 41, 2214-2228.	1.7	17
1332	Using graph centrality as a global index to assess students' mental model structure development during summary writing. Educational Technology Research and Development, 2021, 69, 971-1002.	2.0	8
1333	A database of general knowledge question performance in older adults. Behavior Research Methods, 2021, 53, 415-429.	2.3	11
1334	Children's surface, textbase, and situation model representations of written and illustrated written narrative text. Reading and Writing, 2021, 34, 1415-1440.	1.0	6
1335	Peer Learning as a Key Component of an Integrated Teaching Method: Overcoming the Complexities of Physics Teaching in Large Size Classes. Education Sciences, 2021, 11, 67.	1.4	12

#	Article	IF	CITATIONS
1336	Reconstructive nature of temporal memory for movie scenes. Cognition, 2021, 208, 104557.	1.1	6
1337	Effects of Science Reader Belief and Reading Comprehension on High School Students' Science Learning via Mobile Devices. Sustainability, 2021, 13, 4319.	1.6	2
1338	Narratives bridge the divide between distant events in episodic memory. Memory and Cognition, 2022, 50, 478-494.	0.9	17
1339	Does Clickbait Actually Attract More Clicks? Three Clickbait Studies You Must Read., 2021,,.		8
1341	The long-term effects of introducing the 5E model of instruction on students' conceptual learning. International Journal of Science Education, 2021, 43, 1441-1458.	1.0	11
1342	Mitigating the Effects of Reading Interruptions by Providing Reviews and Previews. , 2021, , .		4
1343	The effect of narrative-based E-learning systems on novice users' cognitive load while learning software applications. Educational Technology Research and Development, 2021, 69, 2451.	2.0	9
1346	Fostering historical thinking: The use of document based instruction for students with learning differences. Journal of Social Studies Research, 2022, 46, 249-264.	0.4	3
1347	Effect of fact-check news on media credibility rating. Korean Journal of Journalism & Communication Studies, 2021, 65, 5-69.	0.1	0
1348	Knowledge guides attention to goal-relevant information in older adults. Cognitive Research: Principles and Implications, 2021, 6, 56.	1.1	4
1349	The Role of the Ventromedial Prefrontal Cortex and Basal Forebrain in Relational Memory and Inference. Journal of Cognitive Neuroscience, 2021, 33, 1976-1989.	1.1	4
1350	Toward an understanding of when prior knowledge helps or hinders learning. Npj Science of Learning, 2021, 6, 24.	1.5	15
1351	Neural correlates of schema-dependent episodic memory and association with behavioral flexibility in autism spectrum disorders and typical development. Journal of Neurodevelopmental Disorders, 2021, 13, 35.	1.5	4
1352	The hippocampus constructs narrative memories across distant events. Current Biology, 2021, 31, 4935-4945.e7.	1.8	42
1353	Semantic knowledge attenuates age-related differences in event segmentation and episodic memory. Memory and Cognition, 2022, 50, 586-600.	0.9	8
1354	Relearning can eliminate the effect of retrieval-induced forgetting. Psychological Research, 2022, 86, 1725-1736.	1.0	2
1355	Children's text comprehension. Pedagogical Linguistics, 0, , .	0.3	0
1356	The Resource-Constrained Brain: A New Perspective on the Equity Premium Puzzle. Journal of Behavioral Finance, 2023, 24, 315-332.	0.8	5

#	Article	IF	CITATIONS
1357	The influence of prior knowledge on the formation of detailed and durable memories. Journal of Memory and Language, 2021, 121, 104264.	1.1	11
1358	Discrete and continuous representations and processing in deep learning: Looking forward. Al Open, 2021, 2, 143-159.	9.1	7
1363	Simulating Context Effects in Problem Solving with AMBR. Lecture Notes in Computer Science, 2001, , 221-234.	1.0	14
1364	Language/Discourse Comprehension and Understanding. , 2012, , 1713-1717.		6
1365	First-Person Education and the Biofunctional Nature of Knowing, Understanding, and Affect. , 2011 , , $89\text{-}109$.		1
1366	Connectionism, Classical Cognitive Science and Experimental Psychology. , 1992, , 57-74.		2
1367	On Empirically Validating Functions of Pictures in Prose., 1987,, 51-85.		187
1368	The Role of Illustrations in Processing and Remembering Illustrated Text., 1987,, 115-151.		38
1369	Memory Strategy Instruction with Children. Springer Series in Cognitive Development, 1982, , 125-159.	2.8	29
1370	Simultaneous Interpretation: A Hypothetical Model and its Practical Application. , 1978, , 353-368.		135
1371	Psychotherapy as Coping Skills Training. , 1980, , 89-119.		34
1372	Memory from a Cognitive-Developmental Perspective. , 1977, , 149-203.		6
1373	The Cognitive Movement and Education. , 1987, , 203-233.		25
1374	Reading Comprehension and Reading Comprehension Difficulties. , 2019, , 83-115.		26
1375	The Cognitive Foundations of Reading Acquisition. Literacy Studies, 2020, , 41-84.	0.2	3
1376	Memory and Mental States in the Appreciation of Literature. Contributions To Phenomenology, 2015, , 31-49.	0.3	6
1377	Cognitively Plausible Theories of Concept Composition. Language, Cognition and Mind, 2017, , 9-30.	0.4	87
1378	The Hippocampus and Memory Integration: Building Knowledge to Navigate Future Decisions. , 2017, , 405-437.		18

#	Article	IF	CITATIONS
1379	Improving Reading Comprehension with Automatically Generated Cloze Item Practice. Lecture Notes in Computer Science, 2017, , 262-273.	1.0	3
1380	Angewandte Sozialpsychologie. , 2007, , 533-584.		3
1381	Motivational Issues in Information-Processing Experiments. Lehr- Und Forschungstexte Psychologie, 1984, , 31-51.	0.1	1
1382	Instructional Implications of Recent Research and Empirically-Based Theories on the Effect of Prior Knowledge on Learning. Recent Research in Psychology, 1990, , 339-355.	0.5	5
1383	Encapsulation of Biomedical Knowledge. , 1992, , 265-282.		48
1384	Understanding Family Change and Variation. , 2011, , .		158
1385	Changing Statewide Reading Assessment: A Case Study of Michigan and Illinois., 1993,, 295-391.		3
1386	A Structural Model of Autobiographical Memory. , 1992, , 167-193.		131
1387	The Effects of Cognitive Structure Variables on the Acquisition, Retention, and Transferability of Knowledge., 2000,, 146-180.		2
1388	The Development of Comprehension Skills. , 2004, , 155-180.		20
1390	Learning from Text. , 2001, , 8605-8609.		2
1391	Notes toward a History of Cognitive Psychology. , 1985, , 259-294.		3
1392	Training Authors of Informative Documents. , 1985, , 43-61.		10
1393	Studying Strategies and Their implications for Textbook Design. The work upon which this publication is based was performed pursuant to Contract No. US NIE-C-400-76-0116 of the National Institute of Education, and Contract No. HD-06864 of the National Institute of Child Health and Human Development. It does not, however, necessarily reflect the views of those agencies , 1985, ,		12
1394	The Role of Spatial Strategies in Processing and Remembering Text: A Cognitive–Information-Processing Analysis. , 1984, , 47-77.		8
1395	Networking: Application with Hearing-Impaired Students. , 1984, , 109-125.		2
1397	Distinctive Processing. Psychology of Learning and Motivation - Advances in Research and Theory, 2012, 56, 1-46.	0.5	17
1398	Prose Comprehension and Memory. , 1982, , 349-393.		10

#	Article	IF	CITATIONS
1399	The Activation and Utilization of Knowledge. , 1982, , 395-425.		1
1400	Attentional Strategies during the Reading of Short Stories11Preparation of this chapter was supported by Grant BNS79-17600 from the National Science Foundation, 1983,, 181-192.		4
1401	CONTRIBUTIONS OF COGNITIVE SCIENCE AND RELATED RESEARCH IN LEARNING TO THE DESIGN OF COMPUTER LITERACY CURRICULA11A more detailed version of this paper is available as a technical report from the author. Much of the work cited in this paper was supported by grant SED77-19875 from the National Science Foundation and grant NIE-G80-O118 from the National Institute of Education , 1982, , 129-170.		5
1402	THE EFFECTS OF VARIOUS TYPES OF SPEECH OUTPUT ON LISTENER COMPREHENSION RATES., 1987, , 573-579.		4
1403	Inference in Language Understanding: What, When, Why and How. North-Holland Linguistic Series, 1989, 54, 153-172.	0.1	8
1404	Neuroimaging Contributions to the Understanding of Discourse Processes. , 2006, , 765-799.		93
1405	Systematicity and Surface Similarity in the Development of Analogy. , 1986, 10, 277.		147
1410	Naturally Occurring and Suggestion- Dependent Memory Distortions: The Convergence of Disparate Research Traditions. European Psychologist, 2002, 7, 17-30.	1.8	25
1411	Young children's understanding of conflicting mental representation predicts suggestibility. Developmental Psychology, 1997, 33, 43-53.	1.2	23
1413	Convergence between self and peer in the response-time processing of trait-relevant information. Journal of Personality and Social Psychology, 1995, 69, 961-74.	2.6	17
1414	Effects of mood during exposure to target information on subsequently reported judgments: an on-line model of misattribution and correction. Journal of Personality and Social Psychology, 1996, 71, 39-53.	2.6	43
1416	Framing pictures: the role of knowledge in automatized encoding and memory for gist. Journal of Experimental Psychology: General, 1979, 108, 316-55.	1.5	274
1417	On the representation of events: a study of orientation, recall, and recognition. Journal of Experimental Psychology: General, 1989, 118, 136-47.	1.5	34
1418	Working memory span and the role of proactive interference. Journal of Experimental Psychology: General, 2001, 130, 199-207.	1.5	175
1419	Tool use and the effect of action on the imagination. Journal of Experimental Psychology: Learning Memory and Cognition, 2000, 26, 1655-65.	0.7	23
1420	When is schematic knowledge used in source monitoring?. Journal of Experimental Psychology: Learning Memory and Cognition, 2002, 28, 631-51.	0.7	38
1421	Memory for Star Trek: the role of prior knowledge in recognition revisited. Journal of Experimental Psychology: Learning Memory and Cognition, 2002, 28, 1073-82.	0.7	36
1422	Let's be friends American Psychologist, 1991, 46, 43-45.	3.8	52

#	Article	IF	CITATIONS
1423	A mnemonic based on arranging words on visual patterns Journal of Educational Psychology, 1986, 78, 217-224.	2.1	14
1424	Effects of schemata on both encoding and retrieval of information from prose Journal of Educational Psychology, 1988, 80, 324-329.	2.1	33
1425	Educational psychology's first century Journal of Educational Psychology, 1992, 84, 6-19.	2.1	55
1426	Effects of the use of introductory rhetorical questions versus statements on information processing Journal of Personality and Social Psychology, 1984, 47, 1218-1230.	2.6	89
1427	Memory and aging: The role of retrieval processes Psychological Bulletin, 1981, 90, 513-546.	5.5	329
1428	Differences in approaches to learning: An overview Journal of Experimental Psychology: General, 1982, 111, 390-398.	1.5	111
1429	A cognitive architecture for comprehension, 0, , 143-163.		45
1430	A boon and a bane: Comparing the effects of prior knowledge on memory across the lifespan Developmental Psychology, 2019, 55, 1326-1337.	1.2	30
1431	Effects of changes in schematic support and of item repetition on age-related associative memory deficits: Theoretically-driven empirical attempts to reduce older adults' high false alarm rate Psychology and Aging, 2018, 33, 57-73.	1.4	8
1432	A matter of principle: Applying language science to the classroom and beyond Translational Issues in Psychological Science, 2017, 3, 5-18.	0.6	10
1433	Memory's reflection of learned information value increases across development Journal of Experimental Psychology: General, 2020, 149, 1919-1934.	1.5	4
1434	Redundancy Enhances Emotional Inferencing by Right- and Left-Hemisphere-Damaged Adults. Journal of Speech, Language, and Hearing Research, 1991, 34, 1142-1149.	0.7	28
1435	ChapterÂ2. Meaningful learning from texts. Studies in Written Language and Literacy, 0, , 29-62.	1.0	9
1436	ChapterÂ7. Not all subjects are agents. Trends in Language Acquisition Research, 2018, , 154-176.	0.2	3
1437	Reading in normally aging adults., 0,, 165-191.		9
1439	Getting the Most from Basal Reading Selections. Elementary School Journal, 1987, 87, 343-356.	0.9	6
1440	Misunderstanding Emergent Causal Mechanism in Natural Selection., 2012,, 145-173.		13
1447	A cognitive model for structuring an introductory programming curriculum. , 1974, , .		6

#	ARTICLE	IF	CITATIONS
1448	Experiences in bridging from functional to object-oriented programming., 2019,,.		5
1449	Reversing the Reverse Cohesion Effect: Good Texts Can Be Better for Strategic, High-Knowledge Readers. , 0, .		22
1450	Cognitive schema theory in the constructivist debate. Educational Psychologist, 1996, 31, 163-174.	4.7	52
1451	Optimal forgetting: Semantic compression of episodic memories. PLoS Computational Biology, 2020, 16, e1008367.	1.5	8
1452	Measuring Effects of Metaphor in a Dynamic Opinion Landscape. PLoS ONE, 2015, 10, e0133939.	1.1	67
1453	Sequential Coherence in Sentence Pairs Enhances Imagery during Comprehension: An Individual Differences Study. PLoS ONE, 2015, 10, e0138269.	1.1	5
1454	Turkish Pre-Service Teachers` Perceived Self-Efficacy Beliefs and Knowledge about Using Expository Text as an Instructional Tool in Their Future Classroom Settings. Australian Journal of Teacher Education, 2012, 37, .	0.4	2
1455	What if learning analytics were based on learning science?. Australasian Journal of Educational Technology, 2016, 32, .	2.0	61
1456	The Influence of Pictures on the Processing of Texts: Reading Time, Intelligibility, Recall, Aesthetic Effect, Need for Rereading. , 0, , .		2
1457	Language in Context: MEG Evidence for Modality-General and -Specific Responses to Reference Resolution. ENeuro, 2016, 3, ENEURO.0145-16.2016.	0.9	9
1458	Database of Emotional Videos from Ottawa (DEVO). Collabra: Psychology, 2020, 6, .	0.9	6
1459	The Libra Multimedia Authoring Environment and CALL Multimedia Courseware. CALICO Journal, 2013, 17, 59-81.	0.6	6
1460	Comprehending the topic of a paragraph: a functional imaging study of a complex language process. DELTA Documentacao De Estudos Em Linguistica Teorica E Aplicada, 2008, 24, 175-197.	0.0	3
1461	An Empirical Study of Schema Theory and Its Role in Reading Comprehensionï€. Journal of Language Teaching and Research, 2015, 6, 1349.	0.1	8
1462	Are You Memorizing Words Alphabetically?. English Language Teaching, 2008, 20, 75-95.	0.1	1
1463	Improving Human Text Comprehension through Semi , 2019, , .		2
1464	A COLLABORATIVE APPROACH TO TEACHING COGNITIVE SCIENCE TO UNDERGRADUATES: THE LEARNING SCIENCES AS A MEANS TO STUDY AND ENHANCE COLLEGE STUDENT LEARNING. Psychologia, 2006, 49, 101-113.	0.3	10
1466	The Influences of Type of Self-knowledge and Stimuli on the Self-reference Effect. The Japanese Journal of Experimental Social Psychology, 1998, 38, 164-171.	0.3	2

#	Article	IF	CITATIONS
1467	EFFECTS OF TASK ON THE ACTIVATION OF PREDICTIVE INFERENCES. Psychological Reports, 1998, 83, 1287.	0.9	1
1468	NURSES' COMPREHENSION AND RECALL PROCESS OF A PATIENT'S MESSAGE WITH DOUBLE-BIND INFORMATION. Psychological Reports, 2001, 88, 1135.	0.9	1
1469	The role of unconscious information processing in the acquisition and learning of instructional messages. Electronic Journal of Research in Educational Psychology, 2017, 10, 907-940.	0.2	4
1471	Recalling, Recognition, and Priming Processing in Middle School Students with Depressive Symptoms. Acta Psychologica Sinica, 2008, 40, 166-174.	0.4	2
1472	Understanding How Headings Influence Text Processing. Discours, 2012, , .	0.1	10
1473	Mini-Robots as Smart Gadgets. Advances in Educational Technologies and Instructional Design Book Series, 2018, , 16-31.	0.2	2
1475	Video Games, Reading, and Transmedial Comprehension. , 2009, , 251-276.		9
1476	Un modelo conciso de cohesi \tilde{A}^3 n en el texto y coherencia en la comprensi \tilde{A}^3 n. Revista Signos, 2004, 37, .	0.1	18
1477	Employment of a Multi-measure Approach as a Vehicle for Monitoring Encoding and Retrieval Dynamics: The Case of Semantically Related Words. Psychology, 2011, 02, 460-471.	0.3	1
1478	Benefits and Detriments of Integrating Statistics and Research Methods., 2007,, 187-202.		3
1479	THE PRESENTATION OF THEMES AS AN AID TO THE INTEGRATION OF MEANING IN READING. Japanese Psychological Research, 1979, 21, 88-93.	0.4	6
1481	Tracking prototype and exemplar representations in the brain across learning. ELife, 2020, 9, .	2.8	27
1482	The Relationship between L2 Reading Comprehensionand Schema Theory: A Matter of Text Familiarity. International Journal of Information and Education Technology, 2011, , 142-149.	0.9	20
1483	Conceptual Transformation and Cognitive Processes in Origami Paper Folding. Journal of Problem Solving, 2015, 8, .	0.7	28
1484	Individual Differences in Structure Building: Impacts on Comprehension and Learning, Theoretical Underpinnings, and Support for Less Able Structure Builders. Perspectives on Psychological Science, 2022, 17, 385-406.	5.2	2
1485	Assimilation Theory in Meaningful Learning and Retention Processes. , 2000, , 101-145.		3
1486	Comprehension, Cognitive Psychology of., 2001,, 2445-2449.		0
1487	Teaching Today's Students How to Learn. Perspectives on Issues in Higher Education, 2002, 5, 3-5.	0.3	2

#	Article	IF	CITATIONS
1488	Brief Communication. Cartoons as information. Journal of Information Science, 2003, 29, 69-78.	2.0	6
1490	Memory for Conversation on Trial. , 2004, , 12-1-12-29.		O
1491	La lectura en segundas lenguas: an \tilde{A}_i lisis de la efectividad de la contextualizaci \tilde{A}^3 n previa y sus implicaciones metodol \tilde{A}^3 gicas. Porta Linguarum, 2005, , .	0.1	0
1492	Procédures d'appropriation de la langue chez des enfants de 10-12 ans en français langue étrangère et français langue maternelle. Acquisition and Foreign Language Interaction, 2005, , 95-136.	0.2	O
1493	Informationen zu Wissen machen. , 2007, , 168-218.		0
1494	Informationen verstehen., 2007,, 113-167.		O
1495	Interactivité et compatibilité cognitive dans les systèmes hypermédias. Revue Des Sciences De L'éducation, 0, 25, 61-85.	0.2	0
1496	Experience, Cognition and Video Game Play. , 2009, , 776-790.		O
1497	Practical: Constructing Memories. , 2009, , 161-168.		0
1498	Do Beliefs Affect L2 Listening Comprehension and Subsequent Attitude Change of College Students?. English Teaching(South Korea), 2009, 64, 73-94.	0.2	O
1499	Consilience. , 2011, , 23-60.		0
1500	A Review on a Construct of Working Memory and Its Role in L1 and L2 Reading Comprehension. English Teaching(South Korea), 2011, 66, 3-22.	0.2	0
1501	Effects of Induction Conditions of Mental Imagery and Presentation Conditions of Illustration on Comprehension of Main Ideas in Expository Text. Asian Journal of Education, 2011, 12, 105-134.	0.2	0
1502	The importance of re-learning after retrieval induction in a paired-associate task. Korean Journal of Cognitive and Biological Psychology, 2011, 23, 565-581.	0.0	0
1503	The Interface between Critical Thinking Strategies and Moral Development. Mediterranean Journal of Humanities, 2011, 2, 73-85.	0.1	0
1504	Substance Abuse and Society: A Treatment of Metaphor on Possible Insights into Cognition. SSRN Electronic Journal, 0, , .	0.4	О
1505	Concepts and Categorization from a Psychological Perspective. , 2012, , 23-35.		0
1507	Metacognitive Activities in School Learning :. The Annual Report of Educational Psychology in Japan, 2012, 51, 131-142.	0.3	2

#	Article	IF	Citations
1508	Functional and Structural Magnetic Resonance Imaging of Human Language: A Review., 0,,.		O
1509	The Efficacy of Picture and Music on Prewriting Stage of Iranian EFL University Students. Literacy Information and Computer Education Journal, 2012, 3, 750-756.	0.1	O
1510	Cognitive Flexibility, Constructivism, and Hypertext: Random Access Instruction for Advanced Knowledge Acquisition in Ill-Structured Domains. , 2012, , 103-126.		229
1511	The Effect of Advance Organizers on Enhancing the Reading Comprehension of Iranian EFL Learners. Theory and Practice in Language Studies, 2012, 2, .	0.1	1
1512	Effects of meaningful strategy on memory in young children. The Japanese Journal of Cognitive Psychology, 2013, 10, 121-132.	0.1	1
1514	Effects of Schema on Memories of Incomprehensible Events. Korean Journal of Cognitive and Biological Psychology, 2013, 25, 329-340.	0.0	O
1517	Improving L2 macro-structural processing in students with elementary or intermediate english proficiency levels: an instructional approach focused on global coherence in reading comprehension of science text. Porta Linguarum, 2014, , .	0.1	1
1518	On the Constructive Theory of Memory. , 1977, , 319-341.		10
1519	Semantics and Language Acquisition: Some Theoretical Considerations., 1978,, 45-54.		1
1523	Möglichkeiten und Grenzen der Bewusstseinslenkung beim Hörer. Lehr- Und Forschungstexte Psychologie, 1984, , 91-109.	0.1	0
1524	Der Ąsthetische Reiz des Verstehens. Lehr- Und Forschungstexte Psychologie, 1984, , 77-90.	0.1	1
1525	The Design of Print for Health Education â€" Principles for Communication. , 1986, , 23-29.		0
1526	Pre-Reading and the use of Advance Organisers in L2 Reading Instruction. ITL - International Journal of Applied Linguistics (Belgium), 1988, 81-82, 19-46.	0.8	0
1527	The development of comprehension in early childhood. Australian Review of Applied Linguistics, 1989, 12, 1-16.	0.5	0
1528	Modelle der Kýnstlichen Intelligenz in der Textforschung aus der Sicht der Kognitionspsychologie. Informatik-Fachberichte, 1990, , 22-38.	0.2	0
1529	Language and Cognition in Products Liability. , 1990, , 291-308.		4
1530	Ein planbasierter Ansatz zur Synthese illustrierter Dokumente. Informatik-Fachberichte, 1990, , 35-47.	0.2	0
1531	Medienwirkungen aus psychologischer Sicht: Aufmerksamkeit und Interesse, Verstehen und Behalten, Emotionen und Einstellungen., 1990,, 58-88.		1

#	Article	IF	CITATIONS
1532	WHAT IS A VALID CONTEXT: SPORT IS SPORT?. Perceptual and Motor Skills, 1990, 71, 97.	0.6	0
1534	The negotiation of meaning in EFL learning in the language laboratory. ASp, 1998, , 283-309.	0.3	1
1535	Measuring the Psychological Characteristics of Titles of Journal Articles and their Subject Headings. DESIDOC Journal of Library and Information Technology, 2014, 34, 491-498.	0.3	0
1536	Enkodieren und Verstehen., 2015,, 75-107.		0
1537	Informing the Design of Future Literacy Technologies with Theories of Cognitive Science. , 2015, , 2516-2524.		0
1538	The Effect of Schematic Knowledge on Iranian EFL Learner's Reading Comprehension. International Journal of Applied Linguistics and English Literature, 2015, 4, .	0.1	2
1540	Mentale TextreprÄsentation5Zu ReprÄsentationsprozessen, 5nhalten und 5formen. Dog'il Eon'eo Munhag, 2015, null, 87-127.	0.0	0
1541	Reading Integration in Bilingual Speakers. , 2016, , 157-181.		0
1542	Learning with Information in Digital Age: School Library Media Programs as Learning Commons. Journal of the Korean Society for Library and Information Science, 2016, 50, 353-375.	0.0	0
1543	SÃ₩ze und Texte verstehen und produzieren. , 2017, , 467-530.		1
1545	Le statut des schémas cognitifs dans la production et la réception discursives. Pratiques, 2016, , .	0.3	2
1546	Toward a Framework for Understanding Embodied Health Literacy. Computers in Health Care, 2017, , 65-87.	0.2	0
1547	GedÃ e htnis., 2017,, 353-420.		1
1548	El papel de las estrategias y los conocimientos previos al leer en Internet: revisión y discusión de la literatura relevante al tema. Avances En Psicologia Latinoamericana, 2017, 35, 131.	0.4	3
1549	Texte, contexte et documents numériques. Essais, 2017, , 149-172.	0.0	0
1550	ChapterÂ6. What is so difficult about expository text?. Studies in Written Language and Literacy, 0, , 145-167.	1.0	1
1551	The Effects of Orienting Instructions on Readers' Ability to Recall Literal Information from Expository Texts. Journal of Educational and Social Research, 2017, 7, 9-24.	0.1	0
1552	Does text familiarity predict schema automation to reduce Working Memory Capacity constraints for enhanced reading comprehension? A study from Ghana. International Journal of Research Studies in Psychology, 2017, 6, .	0.4	1

#	Article	IF	Citations
1553	ChapterÂ10. Elaboration, emotion, and transportation. Linguistic Approaches To Literature, 0, , 199-215.	0.8	15
1554	On the Ecological Validity of Memory Research: Generalization to Memory for Chess Positions. American Journal of Psychology, 2018, 131, 451.	0.5	O
1555	Soundscaping: Sound, meaning and vision in healthcare alarm systems. , 0, , .		0
1556	Mini-Robots as Smart Gadgets., 2019,, 760-775.		O
1557	An Alternative Approach to Linguistic Theories of Language Acquisition: Focus on The Cognitive Theory. Journal of Advances in Linguistics, 0, 10, 1488-1522.	0.0	2
1558	Margin Call: an Accessible Web-based Text Viewer with Generated Paragraph Summaries in the Margin. , 2019, , .		0
1559	Systematic distortions in clinicians' memories for client cases: Increasing causal coherence Journal of Experimental Psychology: Learning Memory and Cognition, 2019, 45, 196-212.	0.7	1
1574	Efectos de la complejidad y la presencia de subtÃŧulos en textos expositivos sobre la comprensión lectora en estudiantes de pregrado. Folios, 2019, , 51-64.	0.2	0
1579	Cognitive Psychologists' Approach to Research. , 2019, , 1-35.		0
1594	Fatores cognitivos relacionados à pedagogia do design: um estudo sobre a percepção de professores e estudantes , 0, , .		0
1597	The Unspoken Intimacy of Aesthetic Experience. Poetics Today, 2020, 41, 301-314.	0.2	0
1599	Othering of Full-Time and Volunteer Women Firefighters in the Canadian Fire Services. Qualitative Sociology Review, 2020, 16, 48-69.	0.1	6
1600	Application of multimedia network english listening model based on confidence learning algorithm for speech recognition. International Journal of Systems Assurance Engineering and Management, 0, , 1.	1.5	0
1601	The Role of Propositional Structure in Memory for Visual Stimuli. , 1983, , 249-254.		0
1602	Mark my Words: The Transmission of Central Bank Communication to the General Public via the Print Media. SSRN Electronic Journal, 0, , .	0.4	0
1604	Ambiguity in Psychology. , 2020, , 43-62.		1
1605	Politisches Framing — sprachbezogene Kompetenzentwicklung im Politikunterricht. Politische Bildungen, 2020, , 171-180.	0.1	0
1606	Mechanisms of memory: an intermediate level of analysis and organization. Current Opinion in Behavioral Sciences, 2020, 32, 65-71.	2.0	0

#	Article	IF	CITATIONS
1607	How People Read., 0,, 367-397.		0
1608	Capital investment theory. Literacy Research, Practice and Evaluation, 2014, 4, 191-216.	0.4	0
1612	The Semantic Power of Verbal and Pictorial Parts of Situations. , 0, , .		1
1613	The origin of editorial images: Recycling, culture, and cognition. Semiotica, 2020, 2020, 319-348.	0.2	O
1614	Adult age differences in memory in relation to availability and accessibility of knowledge-based schemas. Journal of Experimental Psychology: Learning Memory and Cognition, 1990, 16, 305-15.	0.7	32
1617	The Relationship between Item Context Characteristics and Student Performance: The Case of the 2006 and 2009 PISA Science Items. Teachers College Record, 2015, 117, 1-36.	0.4	0
1618	Effects of "Intrusion of Thoughts―on the Formation of Inappropriate Reading Representations:. Japanese Journal of Educational Psychology, 2021, 69, 241-253.	0.1	2
1619	Understanding Language Attrition through Orthography. Languages, 2021, 6, 199.	0.3	0
1621	Aspects of "Cultural Literacy―Relevant to Bible Translation. Journal of Translation, 2006, 2, 1-16.	0.2	4
1622	The Relationship between Item Context Characteristics and Student Performance: The Case of the 2006 and 2009 PISA Science Items. Teachers College Record, 2015, 117, 1-36.	0.4	11
1624	PHOTOGRAPHY AND EDUCATION: POSSIBILITIES FOR CHEMISTRY CLASSROOM., 2018, 24, 67-79.		0
1626	Beyond Semantic Opposition: Contextual Opposites in Osundare's The Eye Of The Earth. Advances in Language and Literary Studies, 2021, 11, 48.	0.1	0
1627	Clozing in on reading comprehension: a deep cloze test of global inference making. Reading and Writing, 2022, 35, 1221-1237.	1.0	5
1628	A Generative Model of Mathematics Learning. Journal for Research in Mathematics Education, 1974, 5, 181-196.	1.0	18
1630	Caracterización de textos expositivo-explicativos empleados en la fundamentación lingüÃstica de estudiantes de pregrado. Lenguaje, 2022, 50, 175-204.	0.1	0
1631	Deferred outflows of resources and deferred inflows of resources and municipal bond borrowing cost. Journal of Accounting and Public Policy, 2022, , 106948.	1.1	0
1632	An Analysis of the Linguistic Features of Popular Chinese Online Fantasy Novels. Discourse Processes, 2022, 59, 326-344.	1.1	4
1633	The cognitive principles of learning underlying the 5E Model of Instruction. International Journal of STEM Education, 2022, 9, .	2.7	11

#	Article	IF	CITATIONS
1634	Painful reminders: Involvement of the autobiographical memory system in pediatric postsurgical pain and the transition to chronicity. Canadian Journal of Pain, 2022, 6, 121-141.	0.6	5
1635	Learning to Be Literate., 2022,, 543-559.		0
1637	Schema representations in distinct brain networks support narrative memory during encoding and retrieval. ELife, 2022, 11 , .	2.8	18
1638	Are there Ageâ€Related Differences in the Effects of Prior Knowledge on Learning? Insights Gained from the Memory Congruency Effect. Mind, Brain, and Education, 2022, 16, 89-98.	0.9	4
1639	Interactive Development of Adaptive Learning and Memory. Annual Review of Developmental Psychology, 2021, 3, 59-85.	1.4	9
1640	Utilizing concept maps to help pediatric dental residents learn medical conditions. Journal of Dental Education, 2021, , .	0.7	0
1641	Fuzzy-trace theory and the battle for the gist in the public mind Journal of Applied Research in Memory and Cognition, 2021, 10, 527-531.	0.7	3
1646	Memorability as a measure of processing: a unit analysis of prose and list learning. Journal of Experimental Psychology: General, 1985, 114, 213-38.	1.5	22
1647	Gender disparities in the attribution of cardiac-related symptoms: contribution of common sense models of illness. Health Psychology, 1998, 17, 346-57.	1.3	13
1648	Encoding difficulty and memory enhancement for young and older readers. Psychology and Aging, 1989, 4, 333-8.	1.4	10
1651	Cognitive processes in imaginative moral shifts: How judgments of morally unacceptable actions change. Memory and Cognition, 2022, , .	0.9	3
1652	Benefits and costs of predictive processing: How sentential constraint and word expectedness affect memory formation. Brain Research, 2022, 1788, 147942.	1.1	4
1653	Self-derivation of new knowledge through memory integration varies as a function of prior knowledge. Memory, 2022, 30, 971-987.	0.9	4
1654	A Double-Edged Sword: The Role of Prior Knowledge in Memory Aging. Frontiers in Aging Neuroscience, 2022, 14, .	1.7	1
1657	Holistic and analytic assessment of functional adequacy. TASK Journal on Task-Based Language Teaching and Learning, 2022, 2, 85-114.	0.3	3
1658	Narrative Comprehension Guides Eye Movements in the Absence of Motion. Cognitive Science, 2022, 46, e13131.	0.8	5
1659	Can People Intentionally and Selectively Forget Prose Material?. Frontiers in Psychology, 2022, 13, .	1.1	1
1660	Epistemic Feelings are Affective Experiences. Emotion Review, 2022, 14, 206-216.	2.1	5

#	ARTICLE	IF	CITATIONS
1661	Attention-Setting and Human Mental Function. Journal of Imaging, 2022, 8, 159.	1.7	2
1668	Reading Contexts, Goals, and Decisions: Text Comprehension as a Situated Activity. Discourse Processes, 2022, 59, 361-378.	1.1	8
1669	Exploring the role of knowledge in predicting reading and listening comprehension in fifth grade students. Learning and Individual Differences, 2022, 98, 102182.	1.5	3
1671	Narrative thinking lingers in spontaneous thought. Nature Communications, 2022, 13, .	5.8	7
1672	Reproduction Rather than Comprehension? Analysis of Gains in Students' Science Text Comprehension. Research in Science Education, 2023, 53, 493-506.	1.4	2
1673	Metaphor and elaboration in context. Metaphor in Language, Cognition Communication, 2022, , 223-240.	0.2	1
1675	Chapter 4: S.A.L.A.M.I. Method Step 1: Preclass Preparation. , 2022, , .		0
1676	Prior knowledge shapes older adults' perception and memory for everyday events. Psychology of Learning and Motivation - Advances in Research and Theory, 2022, , .	0.5	0
1677	â€Tell me what just happened': the effect of immediate recall on adult memory for instances of a repeated event. Psychology, Crime and Law, 0, , 1-25.	0.8	0
1678	Deceptive clickbaits in the relevance-theoretic lens. Pragmatics, 2023, 33, 418-435.	0.4	1
1679	An Operating System Session Plan Towards Social Justice and Intercultural Development in Microteaching for Higher Education. Advances in Educational Technologies and Instructional Design Book Series, 2022, , 44-61.	0.2	0
1680	Sketching: The Effect of a Dual-Modality Technique on Recall Performance. Journal of Police and Criminal Psychology, 0, , .	1.2	0
1681	Global expectations mediate local constraint: evidence from concessive structures. Language, Cognition and Neuroscience, 0, , 1-26.	0.7	0
1682	Cognitive mechanisms underlying free recall in episodic memory performance across the lifespan: testing the control/representation model. Psychological Research, 0, , .	1.0	2
1684	Shape of U: The Nonmonotonic Relationship Between Object–Location Memory and Expectedness. Psychological Science, 2022, 33, 2084-2097.	1.8	5
1685	Longitudinal analysis of sentiment and emotion in news media headlines using automated labelling with Transformer language models. PLoS ONE, 2022, 17, e0276367.	1.1	13
1686	The multi-angle extended three-dimensional activities (META) stimulus set: A tool for studying event cognition. Behavior Research Methods, 0, , .	2.3	0
1687	Al-based multidisciplinary framework to assess the impact of gamified video-based learning through schema and emotion analysis. Computers and Education Artificial Intelligence, 2022, 3, 100109.	6.9	0

#	Article	IF	CITATIONS
1688	Fundamental processes of learning: an overview. , 2023, , 107-116.		0
1689	Knowledge: a fundamental asset. , 2023, , 209-218.		O
1690	Kann man Interpretieren gezielt lernen?. , 2022, , 25-52.		0
1691	False Memories of Having Said the Unsaid: On the Importance of a Prior Intention to Speak. American Journal of Psychology, 2005, 118, 115-122.	0.5	2
1692	How to Promote Lasting Learning in Schools. Zeitschrift Fur Entwicklungspsychologie Und Padagogische Psychologie, 2022, 54, 135-141.	0.3	8
1693	Mapping the Contributions of the ⟨i⟩Review of Educational Research⟨ i⟩ to Education, 1931–2020. Review of Educational Research, 0, , 003465432211327.	4.3	1
1694	What neural oscillations can and cannot do for syntactic structure building. Nature Reviews Neuroscience, 2023, 24, 113-128.	4.9	14
1695	How high quality language environments create high quality learning environments., 2020, 1, 7-11.		O
1696	Development of an "Online-based Learning Skills Enhancement Program―to Promote Self-regulated Learning: Instructional Devices to Suit On-line Learning and Effects of the Program. Japanese Journal of Educational Psychology, 2022, 70, 404-418.	0.1	1
1698	Embedding comprehension within reading acquisition processes. , 2010, 33, 87-107.		8
1699	Determining Factors of Transfer: Their Implications for Teaching to Foster Generalisation and Conceptual Restructuring., 0,,.		0
1700	Cognitive Psychology Section & Developmental Psychology Section Joint Conference 2019. , 2020, 1, 4-7.		0
1701	Reading as a Productive Skill and Visual Response as a Reading Strategy. Social Sciences and Humanities Studies, 2022, 7, 307-318.	0.0	0
1702	Cross-Modal Facilitation of Episodic Memory by Sequential Action Execution. Psychological Science, 2023, 34, 581-602.	1.8	1
1703	Cognitive scripts and narrative identity are shaped by structures of power. Trends in Cognitive Sciences, 2023, 27, 805-813.	4.0	5
1704	Memory for tweets versus headlines: Does message consistency matter?. Applied Cognitive Psychology, 0, , .	0.9	2
1709	Normalization in paraphrase and recall: Effects of processing, grammatical article type, and retention interval. Journal of Psycholinguistic Research, 1982, 11, 127-140.	0.7	0
1710	The bidirectionality of judgments of synonymy. Journal of Psycholinguistic Research, 1976, 5, 173-184.	0.7	7

#	Article	IF	CITATIONS
1711	Leveraging What Students Know to Make Sense of Texts: What the Research Says About Prior Knowledge Activation. Review of Educational Research, 2024, 94, 73-111.	4.3	7
1713	Affect and Consciousness. Palgrave Perspectives on Process Philosophy, 2023, , 175-226.	0.2	O
1714	"Valued―Thinking in Education: Liberating the Narrative. Educational Psychology Review, 2023, 35, .	5.1	3
1716	Schema-based predictive eye movements support sequential memory encoding. ELife, 0, 12, .	2.8	3
1717	Emergence of a predictive model in the hippocampus. Neuron, 2023, 111, 1952-1965.e5.	3.8	3
1718	What Does Interactivity Really Mean?—An Overview of Interactive Theories of Reading in Second Language Acquisition. Modern Linguistics, 2023, 11, 1410-1418.	0.0	O
1719	An Evaluation of Computational Modeling in Cognitive Sciences. , 2023, , 1228-1249.		0
1731	Schritt 3: Offenheit bei Menschen fýr neue Ideen schaffen. , 2023, , 39-68.		O
1746	Crystal Viewpoints: Virtual Reality Viewpoint Design for Analytical Measurement of Crystal Structures in Materials Science and Engineering. , 2023, , .		0
1749	Integrating English Language Arts and Science. Advances in Early Childhood and K-12 Education, 2024, , 251-285.	0.2	O