

Source Evaluation, Comprehension, and Learning in Int

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Citation Report

#	ARTICLE	IF	CITATIONS
1	Trusting Trust in the Context of Higher Education: The Potential Limits of the Trust Concept. <i>Power and Education</i> , 2010, 2, 276-287.	0.3	6
2	Exploring how relevance instructions affect personal reading intentions, reading goals and text processing: A mixed methods study. <i>Contemporary Educational Psychology</i> , 2010, 35, 229-241.	1.6	118
3	Do studentsâ€™ beliefs about knowledge and knowing predict their judgement of textsâ€™ trustworthiness?. <i>Educational Psychology</i> , 2011, 31, 177-206.	1.2	51
4	Choosing and using multiple information sources: Some new findings and emergent issues. <i>Learning and Instruction</i> , 2011, 21, 238-242.	1.9	19
5	The influence of surface and deep cues on primary and secondary school students' assessment of relevance in Web menus. <i>Learning and Instruction</i> , 2011, 21, 205-219.	1.9	107
6	Operation ARIES!: A Serious Game for Teaching Scientific Inquiry. , 2011, , 169-195.		64
7	c. Research challenges in the use of multiple documents. <i>Information Design Journal</i> , 2011, 19, 62-68.	0.4	11
8	Effects of epistemological sensitization on source choices. <i>Instructional Science</i> , 2011, 39, 805-819.	1.1	37
9	Do specific relevance instructions promote transfer appropriate processing?. <i>Instructional Science</i> , 2011, 39, 865-879.	1.1	14
10	Measuring strategic processing when students read multiple texts. <i>Metacognition and Learning</i> , 2011, 6, 111-130.	1.3	79
11	The Role of Epistemic Beliefs in the Comprehension of Multiple Expository Texts: Toward an Integrated Model. <i>Educational Psychologist</i> , 2011, 46, 48-70.	4.7	237
12	Epistemic Thinking in Action: Evaluating and Integrating Online Sources. <i>Cognition and Instruction</i> , 2012, 30, 39-85.	1.9	167
13	Metacognition and web credibility. <i>Electronic Library</i> , 2012, 30, 671-689.	0.8	7
14	Major Strands in Scientific Inquiry through Cluster Analysis of Research Abstracts. <i>International Journal of Science Education</i> , 2012, 34, 2811-2842.	1.0	13
15	Reading Into the Future: Competence for the 21st Century. <i>Educational Psychologist</i> , 2012, 47, 259-280.	4.7	193
16	Epistemic cognition when students read multiple documents containing conflicting scientific evidence: A think-aloud study. <i>Learning and Instruction</i> , 2012, 22, 103-120.	1.9	102
17	The seduction of easiness: How science depictions influence laypeopleâ€™s reliance on their own evaluation of scientific information. <i>Learning and Instruction</i> , 2012, 22, 231-243.	1.9	67
18	Assessing the use of multiple sources in student essays. <i>Behavior Research Methods</i> , 2012, 44, 622-633.	2.3	17

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20	Undergraduate Studentsâ€™ Participation in a Written Controversy :. Japanese Journal of Educational Psychology, 2012, 60, 199-210.	0.1	3
21	Learning with Multiple Documents. , 2012, , 276-314.		133
22	â€œIt should at least seem scientific!â€•Textual features of â€œscientificnessâ€•and their impact on lay assessments of online information. Science Education, 2012, 96, 187-211.	1.8	64
23	Enhancing visuospatial performance through video game training to increase learning in visuospatial science domains. Psychonomic Bulletin and Review, 2012, 19, 58-65.	1.4	66
24	Improving Information Problem Solving skills in Secondary Education through embedded instruction. Computers in Human Behavior, 2012, 28, 515-526.	5.1	68
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