

Sourcing in professional education: Do text factors mak

Reading and Writing

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Citation Report

#	ARTICLE	IF	CITATIONS
1	Who said that? Investigating the Plausibility-Induced Source Focusing assumption with Norwegian undergraduate readers. <i>Contemporary Educational Psychology</i> , 2016, 46, 253-262.	2.9	26
2	Commentary: Advances in research on sourcing—source credibility and reliable processes for producing knowledge claims. <i>Reading and Writing</i> , 2016, 29, 1701-1717.	1.7	11
3	Sourcing in the reading process: introduction to the special issue. <i>Reading and Writing</i> , 2016, 29, 1539-1548.	1.7	25
4	Memory for Textual Conflicts Predicts Sourcing When Adolescents Read Multiple Expository Texts. <i>Reading Psychology</i> , 2017, 38, 417-437.	1.4	19
5	Why attend to source information when reading online? The perspective of ninth grade students from two different countries. <i>Computers and Education</i> , 2017, 113, 339-354.	8.3	69
6	Emotional reactivity and comprehension of multiple online texts. <i>Learning and Individual Differences</i> , 2017, 58, 10-21.	2.7	21
7	Task-Oriented Learning With Multiple Documents: Effects of Topic Familiarity, Author Expertise, and Content Relevance on Document Selection, Processing, and Use. <i>Reading Research Quarterly</i> , 2018, 53, 345-365.	3.3	45
8	Sourcing in Text Comprehension: a Review of Interventions Targeting Sourcing Skills. <i>Educational Psychology Review</i> , 2018, 30, 773-799.	8.4	96
9	Readers' Selective Recall of Source Features as a Function of Claim Discrepancy and Task Demands. <i>Discourse Processes</i> , 2018, 55, 525-544.	1.8	18
10	Exploring fourth graders' sourcing skills / Un análisis de la capacidad de escrutinio sobre las fuentes de información de los estudiantes de cuarto grado. <i>Infancia Y Aprendizaje</i> , 2018, 41, 536-580.	0.9	12
11	Direct and indirect effects of textual and individual factors on source-content integration when reading about a socio-scientific issue. <i>Reading and Writing</i> , 2019, 32, 335-356.	1.7	28
12	Readers' Processing and Use of Source Information as a Function of Its Usefulness to Explain Conflicting Scientific Claims. <i>Discourse Processes</i> , 2019, 56, 429-446.	1.8	12
13	Teaching Sourcing in Upper Secondary School: A Comprehensive Sourcing Intervention With Follow-Up Data. <i>Reading Research Quarterly</i> , 2019, 54, 481-505.	3.3	46
14	Citing as a sourcing practice: students' citing self-selected online sources in their essays (Las citas) Tj ETQq1 1 0.784314 rgBT /Over 0.9 4	0.9	4
15	To click or not to click: investigating conflict detection and sourcing in a multiple document hypertext environment. <i>Reading and Writing</i> , 2020, 33, 2049-2072.	1.7	14
16	Simultaneous Presentation of Multiple Documents and Text-Highlighting: Online Integrative Processes and Offline Integrated Understanding. <i>Scientific Studies of Reading</i> , 2021, 25, 179-192.	2.0	7
17	From simple agents to information sources: Readers' differential processing of story characters as a function of story consistency. <i>Acta Psychologica</i> , 2021, 212, 103191.	1.5	2
18	KReC-MD: Knowledge Revision with Multiple Documents. <i>Educational Psychology Review</i> , 2021, 33, 1475-1497.	8.4	13

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19	Biased representations of controversial information: Certainty and justification beliefs as moderators. <i>Contemporary Educational Psychology</i> , 2021, 66, 101995.	2.9	5
20	Belief-biased representations of textual information in bilinguals: Language as a source characteristic. <i>Current Psychology</i> , 2023, 42, 9852-9866.	2.8	2
21	Key Issues in Research on Students' Critical Reading and Learning in the 21st Century Information Society. , 2017, , 77-98.		22
22	Undervisning i en sammansatt textv�rld: En intervjustudie med svenska och norska gymnasiel�rare om undervisning i kritisk l�sning och kritisk v�rdering av k�llinformation. <i>Nordic Journal of Literacy Research</i> , 2017, 3, .	0.2	2
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25	Effects of an executive function-based text support on strategy use and comprehension�integration of conflicting informational texts. <i>Reading and Writing</i> , 2022, 35, 1731-1758.	1.7	2
26	Exploring the relation between the structure strategy and source attention in single expository text comprehension: a cross-sectional study in secondary education. <i>Reading and Writing</i> , 0, , .	1.7	0
27	Promoting Web-Source Evaluation and Comprehension of Conflicting Online Documents: Effects of Classroom Interventions. <i>Communications in Computer and Information Science</i> , 2022, , 3-21.	0.5	2
28	Questions as beliefs: investigating teachers' beliefs in reading through inquiry questions. <i>Education Inquiry</i> , 0, , 1-20.	2.9	1
29	�Research findings and daily teaching practice are worlds apart� Predictors and consequences of scepticism toward the relevance of scientific content for teaching practice. <i>Teaching and Teacher Education</i> , 2023, 121, 103911.	3.2	3
30	Expert but not persuasive: middle school students' consideration of source in the processing of conflicting videos (<i>Expertas pero no persuasivas: la consideraci�n de las fuentes por parte de los) Tj ETQq1 1 0,784314 rgBT /Ove 2023. 46. 285-321.	0.9	0
31	The effect of document source trustworthiness on the evaluation and strategic use of embedded sources when reading health information online. <i>Reading Psychology</i> , 2023, 44, 623-648.	1.4	0
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