

Harold Pashler

List of Publications by Year in descending order

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Version: 2024-02-01

75
papers

16,840
citations

43973

48
h-index

82410

72
g-index

77
all docs

77
docs citations

77
times ranked

11659
citing authors

#	ARTICLE	IF	CITATIONS
1	Dual-task interference in simple tasks: Data and theory.. Psychological Bulletin, 1994, 116, 220-244.	5.5	2,458
2	Learning Styles. Psychological Science in the Public Interest: A Journal of the American Psychological Society, 2008, 9, 105-119.	6.7	1,304
3	Puzzlingly High Correlations in fMRI Studies of Emotion, Personality, and Social Cognition. Perspectives on Psychological Science, 2009, 4, 274-290.	5.2	1,277
4	Distributed practice in verbal recall tasks: A review and quantitative synthesis.. Psychological Bulletin, 2006, 132, 354-380.	5.5	1,235
5	Editorsâ€™ Introduction to the Special Section on Replicability in Psychological Science. Perspectives on Psychological Science, 2012, 7, 528-530.	5.2	1,039
6	Familiarity and visual change detection. Perception & Psychophysics, 1988, 44, 369-378.	2.3	906
7	How persuasive is a good fit? A comment on theory testing.. Psychological Review, 2000, 107, 358-367.	2.7	688
8	Is the Replicability Crisis Overblown? Three Arguments Examined. Perspectives on Psychological Science, 2012, 7, 531-536.	5.2	537
9	The influence of retrieval on retention. Memory and Cognition, 1992, 20, 633-642.	0.9	431
10	Spacing Effects in Learning. Psychological Science, 2008, 19, 1095-1102.	1.8	428
11	Processing stages in overlapping tasks: Evidence for a central bottleneck.. Journal of Experimental Psychology: Human Perception and Performance, 1984, 10, 358-377.	0.7	397
12	Attention and Performance. Annual Review of Psychology, 2001, 52, 629-651.	9.9	386
13	When Does Feedback Facilitate Learning of Words?. Journal of Experimental Psychology: Learning Memory and Cognition, 2005, 31, 3-8.	0.7	310
14	Using Spacing to Enhance Diverse Forms of Learning: Review of Recent Research and Implications for Instruction. Educational Psychology Review, 2012, 24, 369-378.	5.1	284
15	A Boolean map theory of visual attention.. Psychological Review, 2007, 114, 599-631.	2.7	275
16	Dissociations and dependencies between speed and accuracy: Evidence for a two-component theory of divided attention in simple tasks. Cognitive Psychology, 1989, 21, 469-514.	0.9	227
17	Procedural learning: II. Intertrial repetition effects in speeded-choice tasks.. Journal of Experimental Psychology: Learning Memory and Cognition, 1991, 17, 33-48.	0.7	224
18	Optimizing Distributed Practice. Experimental Psychology, 2009, 56, 236-246.	0.3	212

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19	Cross-dimensional interaction and texture segregation. <i>Perception & Psychophysics</i> , 1988, 43, 307-318.	2.3	210
20	The effects of tests on learning and forgetting. <i>Memory and Cognition</i> , 2008, 36, 438-448.	0.9	207
21	Enhancing learning and retarding forgetting: Choices and consequences. <i>Psychonomic Bulletin and Review</i> , 2007, 14, 187-193.	1.4	204
22	Recent Research on Human Learning Challenges Conventional Instructional Strategies. <i>Educational Researcher</i> , 2010, 39, 406-412.	3.3	199
23	Using tests to enhance 8th grade students' retention of U.S. history facts. <i>Applied Cognitive Psychology</i> , 2009, 23, 760-771.	0.9	198
24	Central Interference in Driving. <i>Psychological Science</i> , 2006, 17, 228-235.	1.8	171
25	Learning Painting Styles: Spacing is Advantageous when it Promotes Discriminative Contrast. <i>Applied Cognitive Psychology</i> , 2012, 26, 97-103.	0.9	154
26	Learning styles: where's the evidence?. <i>Medical Education</i> , 2012, 46, 634-635.	1.1	150
27	What types of learning are enhanced by a cued recall test?. <i>Psychonomic Bulletin and Review</i> , 2006, 13, 826-830.	1.4	149
28	Characterizing the Limits of Human Visual Awareness. <i>Science</i> , 2007, 317, 823-825.	6.0	142
29	The Role of Iconic Memory in Change-Detection Tasks. <i>Perception</i> , 2000, 29, 273-286.	0.5	133
30	Shifting visual attention and selecting motor responses: Distinct attentional mechanisms.. <i>Journal of Experimental Psychology: Human Perception and Performance</i> , 1991, 17, 1023-1040.	0.7	122
31	Improving Students' Long-Term Knowledge Retention Through Personalized Review. <i>Psychological Science</i> , 2014, 25, 639-647.	1.8	120
32	Do response modality effects support multiprocessor models of divided attention?. <i>Journal of Experimental Psychology: Human Perception and Performance</i> , 1990, 16, 826-842.	0.7	119
33	Saccadic Eye Movements and Dual-Task Interference. <i>Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology</i> , 1993, 46, 51-82.	2.3	115
34	Making two responses to a single object: Implications for the central attentional bottleneck.. <i>Journal of Experimental Psychology: Human Perception and Performance</i> , 1992, 18, 1058-1079.	0.7	109
35	Testing beyond words: Using tests to enhance visuospatial map learning. <i>Psychonomic Bulletin and Review</i> , 2007, 14, 474-478.	1.4	106
36	Visual selection mediated by location: Feature-based selection of noncontiguous locations. <i>Perception & Psychophysics</i> , 1999, 61, 403-423.	2.3	105

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37	Increasing Retention Without Increasing Study Time. <i>Current Directions in Psychological Science</i> , 2007, 16, 183-186.	2.8	105
38	Two Failures to Replicate High-Performance-Goal Priming Effects. <i>PLoS ONE</i> , 2013, 8, e72467.	1.1	104
39	Graded capacity-sharing in dual-task interference?. <i>Journal of Experimental Psychology: Human Perception and Performance</i> , 1994, 20, 330-342.	0.7	101
40	Evidence against late selection: Stimulus quality effects in previewed displays.. <i>Journal of Experimental Psychology: Human Perception and Performance</i> , 1984, 10, 429-448.	0.7	78
41	Visual attention and stimulus identification.. <i>Journal of Experimental Psychology: Human Perception and Performance</i> , 1985, 11, 105-121.	0.7	78
42	Task prioritisation in multitasking during driving: opportunity to abort a concurrent task does not insulate braking responses from dual-task slowing. <i>Applied Cognitive Psychology</i> , 2008, 22, 507-525.	0.9	78
43	Is Temporal Spacing of Tests Helpful Even When It Inflates Error Rates?. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2003, 29, 1051-1057.	0.7	73
44	The effect of overlearning on long-term retention. <i>Applied Cognitive Psychology</i> , 2005, 19, 361-374.	0.9	65
45	Incubation benefits only after people have been misdirected. <i>Memory and Cognition</i> , 2007, 35, 701-710.	0.9	64
46	Volatile visual representations: Failing to detect changes in recently processed information. <i>Psychonomic Bulletin and Review</i> , 2002, 9, 744-750.	1.4	55
47	Dual-task interference and the cerebral hemispheres.. <i>Journal of Experimental Psychology: Human Perception and Performance</i> , 1993, 19, 315-330.	0.7	50
48	Does incorrect guessing impair fact learning?. <i>Journal of Educational Psychology</i> , 2011, 103, 48-59.	2.1	49
49	Effects of practice on task architecture: Combined evidence from interference experiments and random-walk models of decision making. <i>Cognition</i> , 2011, 119, 81-95.	1.1	46
50	Retrieval practice over the long term: Should spacing be expanding or equal-interval?. <i>Psychonomic Bulletin and Review</i> , 2014, 21, 1544-1550.	1.4	46
51	Effects of testing on learning of functions. <i>Psychonomic Bulletin and Review</i> , 2011, 18, 998-1005.	1.4	44
52	Effects of extensive dual-task practice on processing stages in simultaneous choice tasks. <i>Attention, Perception, and Psychophysics</i> , 2013, 75, 900-920.	0.7	43
53	Don't just repeat after me: Retrieval practice is better than imitation for foreign vocabulary learning. <i>Psychonomic Bulletin and Review</i> , 2013, 20, 1259-1265.	1.4	42
54	Can the goal of honesty be primed?. <i>Journal of Experimental Social Psychology</i> , 2013, 49, 959-964.	1.3	40

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55	Is the benefit of retrieval practice modulated by motivation?. Journal of Applied Research in Memory and Cognition, 2014, 3, 183-188.	0.7	36
56	When two memories can and cannot be retrieved concurrently. Memory and Cognition, 1998, 26, 731-739.	0.9	35
57	Spontaneous allocation of visual attention: Dominant role of uniqueness. Psychonomic Bulletin and Review, 2001, 8, 747-752.	1.4	34
58	Enhanced Memory for Negatively Emotionally Charged Pictures Without Selective Rumination.. Emotion, 2005, 5, 191-199.	1.5	33
59	Spacing and the transition from calculation to retrieval. Psychonomic Bulletin and Review, 2008, 15, 656-661.	1.4	27
60	Retrieval practice: the lack of transfer to deductive inferences. Psychonomic Bulletin and Review, 2015, 22, 135-140.	1.4	27
61	Effects of spaced versus massed training in function learning.. Journal of Experimental Psychology: Learning Memory and Cognition, 2013, 39, 1417-1432.	0.7	24
62	Divided attention: An undesirable difficulty in memory retention. Memory and Cognition, 2013, 41, 978-988.	0.9	23
63	Reply to Rodgers and Rowe (2002).. Psychological Review, 2002, 109, 605-607.	2.7	18
64	The specificity of learned parallelism in dual-memory retrieval. Memory and Cognition, 2014, 42, 552-569.	0.9	16
65	Divided attention: Storing and classifying briefly presented objects. Psychonomic Bulletin and Review, 1994, 1, 115-118.	1.4	12
66	Awareness of the continuously visible: Information acquisition during preview. Perception & Psychophysics, 2005, 67, 1391-1403.	2.3	12
67	Multitasking costs in close-head injury patients. Experimental Brain Research, 2003, 152, 29-41.	0.7	10
68	Structures, Processes, and the Flow of Information. , 1996, , 3-29.		9
69	A neuropsychological assessment of dual-task costs in closed-head injury patients using Cohen's effect size estimation method. Psychological Research, 2006, 70, 553-561.	1.0	9
70	Discrepant Data and Improbable Results: An Examination of Vohs, Mead, and Goode (2006). Basic and Applied Social Psychology, 2019, 41, 263-271.	1.2	6
71	Mitigating cue competition effects in human category learning. Quarterly Journal of Experimental Psychology, 2020, 73, 983-1003.	0.6	5
72	A Train Wreck by Any Other Name. Psychological Inquiry, 2021, 32, 17-23.	0.4	2

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73	Commentary on De Jong. <i>Advances in Psychology</i> , 1997, , 241-244.	0.1	0
74	Vehicle Braking is Slower under Dual-Task Conditions: Evidence for "Central" Interference. <i>Proceedings of the Human Factors and Ergonomics Society</i> , 2004, 48, 2314-2318.	0.2	0
75	Statistical consequences of staging exploration and confirmation. <i>Methods in Psychology</i> , 2021, 5, 100078.	1.2	0