

John R Anderson

List of Publications by Year in descending order

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240
papers

33,715
citations

6613

79
h-index

4645

170
g-index

244
all docs

244
docs citations

244
times ranked

13602
citing authors

#	ARTICLE	IF	CITATIONS
1	Acquisition of cognitive skill.. Psychological Review, 1982, 89, 369-406.	3.8	2,616
2	An Integrated Theory of the Mind.. Psychological Review, 2004, 111, 1036-1060.	3.8	2,226
3	The Architecture of Cognition. , 0, , .		1,682
4	A spreading activation theory of memory. Journal of Verbal Learning and Verbal Behavior, 1983, 22, 261-295.	3.7	1,630
5	Cognitive Tutors: Lessons Learned. Journal of the Learning Sciences, 1995, 4, 167-207.	2.9	1,218
6	Knowledge tracing: Modeling the acquisition of procedural knowledge. User Modeling and User-Adapted Interaction, 1995, 4, 253-278.	3.8	1,064
7	Arguments concerning representations for mental imagery.. Psychological Review, 1978, 85, 249-277.	3.8	981
8	Reflections of the Environment in Memory. Psychological Science, 1991, 2, 396-408.	3.3	965
9	Skill acquisition: Compilation of weak-method problem situations.. Psychological Review, 1987, 94, 192-210.	3.8	787
10	The adaptive nature of human categorization.. Psychological Review, 1991, 98, 409-429.	3.8	729
11	Recognition and retrieval processes in free recall.. Psychological Review, 1972, 79, 97-123.	3.8	659
12	ACT: A simple theory of complex cognition.. American Psychologist, 1996, 51, 355-365.	4.2	613
13	Human memory: An adaptive perspective.. Psychological Review, 1989, 96, 703-719.	3.8	526
14	Learning from experience: Event-related potential correlates of reward processing, neural adaptation, and behavioral choice. Neuroscience and Biobehavioral Reviews, 2012, 36, 1870-1884.	6.1	428
15	An Integrated Theory of List Memory. Journal of Memory and Language, 1998, 38, 341-380.	2.1	415
16	ACT-R: A Theory of Higher Level Cognition and Its Relation to Visual Attention. Human-Computer Interaction, 1997, 12, 439-462.	4.4	409
17	Problem solving and learning.. American Psychologist, 1993, 48, 35-44.	4.2	392
18	Is human cognition adaptive?. Behavioral and Brain Sciences, 1991, 14, 471-485.	0.7	351

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19	Cognitive modeling and intelligent tutoring. <i>Artificial Intelligence</i> , 1990, 42, 7-49.	5.8	340
20	Conditional routing of information to the cortex: A model of the basal ganglia's role in cognitive coordination.. <i>Psychological Review</i> , 2010, 117, 541-574.	3.8	308
21	A production system theory of serial memory.. <i>Psychological Review</i> , 1997, 104, 728-748.	3.8	303
22	The ghosts of brain states past: Remembering reactivates the brain regions engaged during encoding.. <i>Psychological Bulletin</i> , 2010, 136, 87-102.	6.1	300
23	The role of learning from examples in the acquisition of recursive programming skills.. <i>Canadian Journal of Psychology</i> , 1985, 39, 240-272.	0.8	298
24	Working Memory: Activation Limitations on Retrieval. <i>Cognitive Psychology</i> , 1996, 30, 221-256.	2.2	295
25	Learning to Program in LISP1. <i>Cognitive Science</i> , 1984, 8, 87-129.	1.7	278
26	Cognitive Tutor: Applied research in mathematics education. <i>Psychonomic Bulletin and Review</i> , 2007, 14, 249-255.	2.8	266
27	The Newell Test for a theory of cognition. <i>Behavioral and Brain Sciences</i> , 2003, 26, 587-601.	0.7	265
28	A propositional theory of recognition memory. <i>Memory and Cognition</i> , 1974, 2, 406-412.	1.6	251
29	Skill Acquisition and the LISP Tutor. <i>Cognitive Science</i> , 1989, 13, 467-505.	1.7	247
30	Abstract Planning and Perceptual Chunks: Elements of Expertise in Geometry. <i>Cognitive Science</i> , 1990, 14, 511-550.	1.7	226
31	Neural mechanisms of planning: A computational analysis using event-related fMRI. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2002, 99, 3346-3351.	7.1	211
32	Perspectives on Learning, Thinking, and Activity. <i>Educational Researcher</i> , 2000, 29, 11-13.	5.4	208
33	The fan effect: New results and new theories.. <i>Journal of Experimental Psychology: General</i> , 1999, 128, 186-197.	2.1	204
34	Automaticity and the ACT Theory. <i>American Journal of Psychology</i> , 1992, 105, 165.	0.3	198
35	Task preparation and task repetition: Two-component model of task switching.. <i>Journal of Experimental Psychology: General</i> , 2001, 130, 764-778.	2.1	194
36	Human Symbol Manipulation Within an Integrated Cognitive Architecture. <i>Cognitive Science</i> , 2005, 29, 313-341.	1.7	194

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37	Practice and Forgetting Effects on Vocabulary Memory: An Activation-Based Model of the Spacing Effect. <i>Cognitive Science</i> , 2005, 29, 559-586.	1.7	190
38	History of Success and Current Context in Problem Solving. <i>Cognitive Psychology</i> , 1996, 31, 168-217.	2.2	187
39	Elaborative encoding as an explanation of levels of processing. <i>Journal of Verbal Learning and Verbal Behavior</i> , 1982, 21, 165-174.	3.7	184
40	The effects of category generalizations and instance similarity on schema abstraction.. <i>Journal of Experimental Psychology Human Learning and Memory</i> , 1981, 7, 397-417.	1.1	183
41	Why do children learn to say "Broke"? A model of learning the past tense without feedback. <i>Cognition</i> , 2002, 86, 123-155.	2.2	183
42	Spread of activation.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 1984, 10, 791-798.	0.9	177
43	Evidence against a semantic-episodic distinction.. <i>Journal of Experimental Psychology Human Learning and Memory</i> , 1980, 6, 441-466.	1.1	169
44	The role of examples and rules in the acquisition of a cognitive skill.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 1997, 23, 932-945.	0.9	165
45	Locus of feedback control in computer-based tutoring. , 2001, , .		157
46	The effects of information order and learning mode on schema abstraction. <i>Memory and Cognition</i> , 1984, 12, 20-30.	1.6	154
47	Methodologies for studying human knowledge. <i>Behavioral and Brain Sciences</i> , 1987, 10, 467-477.	0.7	154
48	A partial resolution of the paradox of interference: The role of integrating knowledge. <i>Cognitive Psychology</i> , 1980, 12, 447-472.	2.2	153
49	Debugging: An Analysis of Bug-Location Strategies. <i>Human-Computer Interaction</i> , 1987, 3, 351-399.	4.4	152
50	A semantic interpretation of encoding specificity.. <i>Journal of Experimental Psychology</i> , 1974, 102, 648-656.	1.5	147
51	Serial modules in parallel: The psychological refractory period and perfect time-sharing.. <i>Psychological Review</i> , 2001, 108, 847-869.	3.8	147
52	Anticipation of conflict monitoring in the anterior cingulate cortex and the prefrontal cortex. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2007, 104, 10330-10334.	7.1	144
53	Verbatim and propositional representation of sentences in immediate and long-term memory. <i>Journal of Verbal Learning and Verbal Behavior</i> , 1974, 13, 149-162.	3.7	142
54	A comparison of texts and their summaries: Memorial consequences. <i>Journal of Verbal Learning and Verbal Behavior</i> , 1980, 19, 121-134.	3.7	137

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55	Discrimination of operator schemata in problem solving: Learning from examples. <i>Cognitive Psychology</i> , 1985, 17, 26-65.	2.2	131
56	Spanning seven orders of magnitude: a challenge for cognitive modeling. <i>Cognitive Science</i> , 2002, 26, 85-112.	1.7	121
57	Causal inferences as perceptual judgments. <i>Memory and Cognition</i> , 1995, 23, 510-524.	1.6	118
58	Using a model to compute the optimal schedule of practice.. <i>Journal of Experimental Psychology: Applied</i> , 2008, 14, 101-117.	1.2	116
59	A central circuit of the mind. <i>Trends in Cognitive Sciences</i> , 2008, 12, 136-143.	7.8	115
60	Automated Eye-Movement Protocol Analysis. <i>Human-Computer Interaction</i> , 2001, 16, 39-86.	4.4	114
61	The change of the brain activation patterns as children learn algebra equation solving. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2004, 101, 5686-5691.	7.1	114
62	From recurrent choice to skill learning: A reinforcement-learning model.. <i>Journal of Experimental Psychology: General</i> , 2006, 135, 184-206.	2.1	113
63	SAL: an explicitly pluralistic cognitive architecture. <i>Journal of Experimental and Theoretical Artificial Intelligence</i> , 2008, 20, 197-218.	2.8	108
64	Eye tracking the visual search of click-down menus. , 1999, , .		106
65	Practice and retention: A unifying analysis.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 1999, 25, 1120-1136.	0.9	106
66	Does Learning a Complex Task Have to Be Complex?: A Study in Learning Decomposition. <i>Cognitive Psychology</i> , 2001, 42, 267-316.	2.2	102
67	The transfer of text-editing skill. <i>International Journal of Man-Machine Studies</i> , 1985, 22, 403-423.	0.7	100
68	Intelligent Tutoring Systems. , 1997, , 849-874.		100
69	The Role of Process in the Rational Analysis of Memory. <i>Cognitive Psychology</i> , 1997, 32, 219-250.	2.2	100
70	Effects of spacing and embellishment on memory for the main points of a text. <i>Memory and Cognition</i> , 1982, 10, 97-102.	1.6	99
71	Competition and representation during memory retrieval: Roles of the prefrontal cortex and the posterior parietal cortex. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2003, 100, 7412-7417.	7.1	99
72	Novice LISP Errors: Undetected Losses of Information from Working Memory. <i>Human-Computer Interaction</i> , 1985, 1, 107-131.	4.4	98

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73	Acquisition of procedural skills from examples.. Journal of Experimental Psychology: Learning Memory and Cognition, 1994, 20, 1322-1340.	0.9	97
74	Learning to program in LISP. Cognitive Science, 1984, 8, 87-129.	1.7	96
75	Interference with real world knowledge. Cognitive Psychology, 1976, 8, 311-335.	2.2	95
76	Student Learning: What Has Instruction Got to Do With It?. Annual Review of Psychology, 2013, 64, 445-469.	17.7	92
77	Tower of Hanoi: Evidence for the cost of goal retrieval.. Journal of Experimental Psychology: Learning Memory and Cognition, 2001, 27, 1331-1346.	0.9	91
78	A hybrid model of categorization. Psychonomic Bulletin and Review, 2001, 8, 629-647.	2.8	91
79	The acquisition of robust and flexible cognitive skills.. Journal of Experimental Psychology: General, 2008, 137, 548-565.	2.1	91
80	Modulation of the feedback-related negativity by instruction and experience. Proceedings of the National Academy of Sciences of the United States of America, 2011, 108, 19048-19053.	7.1	90
81	A theory of the origins of human knowledge. Artificial Intelligence, 1989, 40, 313-351.	5.8	89
82	Using model-based functional MRI to locate working memory updates and declarative memory retrievals in the fronto-parietal network. Proceedings of the National Academy of Sciences of the United States of America, 2013, 110, 1628-1633.	7.1	88
83	Effects of prior knowledge on memory for new information. Memory and Cognition, 1981, 9, 237-246.	1.6	83
84	Predicting the practice effects on the blood oxygenation level-dependent (BOLD) function of fMRI in a symbolic manipulation task. Proceedings of the National Academy of Sciences of the United States of America, 2003, 100, 4951-4956.	7.1	83
85	Tracing Problem Solving in Real Time: fMRI Analysis of the Subject-paced Tower of Hanoi. Journal of Cognitive Neuroscience, 2005, 17, 1261-1274.	2.3	82
86	An information-processing model of the BOLD response in symbol manipulation tasks. Psychonomic Bulletin and Review, 2003, 10, 241-261.	2.8	81
87	Effects of analogy to prior knowledge on memory for new information. Journal of Verbal Learning and Verbal Behavior, 1979, 18, 565-583.	3.7	80
88	The role of practice in fact retrieval.. Journal of Experimental Psychology: Learning Memory and Cognition, 1985, 11, 136-153.	0.9	80
89	ACT-R: A higher-level account of processing capacity. Behavioral and Brain Sciences, 1998, 21, 831-832.	0.7	80
90	Illustrating Principled Design: The Early Evolution of a Cognitive Tutor for Algebra Symbolization. Interactive Learning Environments, 1998, 5, 161-179.	6.4	78

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91	Further arguments concerning representations for mental imagery: A response to Hayes-Roth and Pylyshyn.. Psychological Review, 1979, 86, 395-406.	3.8	77
92	The Dynamics of Scaling: A Memory-Based Anchor Model of Category Rating and Absolute Identification.. Psychological Review, 2005, 112, 383-416.	3.8	77
93	Intelligent gaze-added interfaces. , 2000, , .		76
94	Eye Movements Do Not Reflect Retrieval Processes: Limits of the Eye-Mind Hypothesis. Psychological Science, 2004, 15, 225-231.	3.3	73
95	Asymmetric Switch Costs as Sequential Difficulty Effects. Quarterly Journal of Experimental Psychology, 2010, 63, 1873-1894.	1.1	73
96	XRN1 Stalling in the 5' UTR of Hepatitis C Virus and Bovine Viral Diarrhea Virus Is Associated with Dysregulated Host mRNA Stability. PLoS Pathogens, 2015, 11, e1004708.	4.7	67
97	How people learn to skip steps.. Journal of Experimental Psychology: Learning Memory and Cognition, 1996, 22, 576-598.	0.9	65
98	Theory of Sentence Memory as Part of A General Theory of Memory†. Journal of Memory and Language, 2001, 45, 337-367.	2.1	63
99	Interference: The relationship between response latency and response accuracy.. Journal of Experimental Psychology Human Learning and Memory, 1981, 7, 326-343.	1.1	62
100	A memory-based model of Hick's law. Cognitive Psychology, 2011, 62, 193-222.	2.2	62
101	An information-processing model of three cortical regions: evidence in episodic memory retrieval. Neurolmage, 2005, 25, 21-33.	4.2	61
102	Induction of Augmented Transition Networks*. Cognitive Science, 1977, 1, 125-157.	1.7	60
103	A General Learning Theory and its Application to Schema Abstraction1. Psychology of Learning and Motivation - Advances in Research and Theory, 1979, 13, 277-318.	1.1	59
104	Learning to achieve perfect timesharing: Architectural implications of Hazeltine, Teague, and Ivry (2002).. Journal of Experimental Psychology: Human Perception and Performance, 2005, 31, 749-761.	0.9	58
105	Long-term memory search: An intersecting activation process. Journal of Verbal Learning and Verbal Behavior, 1976, 15, 587-605.	3.7	57
106	Modelling focused learning in role assignment. Language and Cognitive Processes, 2000, 15, 263-292.	2.2	56
107	Behavioral equivalence, but not neural equivalence—neural evidence of alternative strategies in mathematical thinking. Nature Neuroscience, 2004, 7, 1193-1194.	14.8	55
108	Representation and retention of verbatim information. Journal of Verbal Learning and Verbal Behavior, 1977, 16, 439-451.	3.7	54

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109	Interference in memory for pictorial information. <i>Cognitive Psychology</i> , 1978, 10, 178-202.	2.2	54
110	Interpretation-based processing: a unified theory of semantic sentence comprehension. <i>Cognitive Science</i> , 2004, 28, 1-44.	1.7	54
111	Cognitive and metacognitive activity in mathematical problem solving: prefrontal and parietal patterns. <i>Cognitive, Affective and Behavioral Neuroscience</i> , 2011, 11, 52-67.	2.0	54
112	Learning Flow of Control: Recursive and Iterative Procedures. <i>Human-Computer Interaction</i> , 1986, 2, 135-166.	4.4	53
113	Neural imaging to track mental states while using an intelligent tutoring system. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2010, 107, 7018-7023.	7.1	53
114	Zika virus noncoding sRNAs sequester multiple host-derived RNA-binding proteins and modulate mRNA decay and splicing during infection. <i>Journal of Biological Chemistry</i> , 2019, 294, 16282-16296.	3.4	53
115	The strategic nature of changing your mind. <i>Cognitive Psychology</i> , 2009, 58, 416-440.	2.2	51
116	The discovery of processing stages: Analyzing EEG data with hidden semi-Markov models. <i>NeuroImage</i> , 2015, 108, 60-73.	4.2	51
117	Modeling fan effects on the time course of associative recognition. <i>Cognitive Psychology</i> , 2012, 64, 127-160.	2.2	50
118	Learning from delayed feedback: neural responses in temporal credit assignment. <i>Cognitive, Affective and Behavioral Neuroscience</i> , 2011, 11, 131-143.	2.0	49
119	Distinct contributions of the caudate nucleus, rostral prefrontal cortex, and parietal cortex to the execution of instructed tasks. <i>Cognitive, Affective and Behavioral Neuroscience</i> , 2012, 12, 611-628.	2.0	49
120	Configural properties in sentence memory. <i>Journal of Verbal Learning and Verbal Behavior</i> , 1972, 11, 594-605.	3.7	48
121	A Keystroke Analysis of Learning and Transfer in Text Editing. <i>Human-Computer Interaction</i> , 1987, 3, 223-274.	4.4	48
122	Endogenous Control and Task Representation: An fMRI Study in Algebraic Problem-solving. <i>Journal of Cognitive Neuroscience</i> , 2008, 20, 1300-1314.	2.3	48
123	Effect of memory decay on predictions from changing categories.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 1995, 21, 815-836.	0.9	47
124	Integrating analogical mapping and general problem solving: the path-mapping theory. <i>Cognitive Science</i> , 2001, 25, 67-110.	1.7	47
125	Information-processing modules and their relative modality specificity. <i>Cognitive Psychology</i> , 2007, 54, 185-217.	2.2	47
126	Using fMRI to Test Models of Complex Cognition. <i>Cognitive Science</i> , 2008, 32, 1323-1348.	1.7	47

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127	A Rational Account of Memory Predicts Left Prefrontal Activation during Controlled Retrieval. <i>Cerebral Cortex</i> , 2008, 18, 2674-2685.	2.9	47
128	Modeling the distinct phases of skill acquisition.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2016, 42, 749-767.	0.9	47
129	Use of analogy in a production system architecture. , 1989, , 267-297.		46
130	The roles of prefrontal and posterior parietal cortex in algebra problem solving: A case of using cognitive modeling to inform neuroimaging data. <i>NeuroImage</i> , 2007, 35, 1365-1377.	4.2	46
131	Solving the credit assignment problem: explicit and implicit learning of action sequences with probabilistic outcomes. <i>Psychological Research</i> , 2008, 72, 321-330.	1.7	46
132	Explorations of an incremental, Bayesian algorithm for categorization. <i>Machine Learning</i> , 1992, 9, 275-308.	5.4	44
133	Distinct roles of the anterior cingulate and prefrontal cortex in the acquisition and performance of a cognitive skill. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2006, 103, 12941-12946.	7.1	42
134	The Relationship of Three Cortical Regions to an Information-Processing Model. <i>Journal of Cognitive Neuroscience</i> , 2004, 16, 637-653.	2.3	41
135	Practice enables successful learning under minimal guidance.. <i>Journal of Educational Psychology</i> , 2009, 101, 790-802.	2.9	41
136	Interference in memory for multiple contexts. <i>Memory and Cognition</i> , 1974, 2, 509-514.	1.6	40
137	A Rational Analysis of Categorization. , 1990, , 76-84.		40
138	Lateral inferior prefrontal cortex and anterior cingulate cortex are engaged at different stages in the solution of insight problems. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2009, 106, 10799-10804.	7.1	40
139	Neural correlates of arithmetic calculation strategies. <i>Cognitive, Affective and Behavioral Neuroscience</i> , 2009, 9, 270-285.	2.0	40
140	Student modeling and mastery learning in a computer-based programming tutor. <i>Lecture Notes in Computer Science</i> , 1992, , 413-420.	1.3	40
141	Phases of learning: How skill acquisition impacts cognitive processing. <i>Cognitive Psychology</i> , 2016, 87, 1-28.	2.2	39
142	Explorations of an Incremental, Bayesian Algorithm for Categorization. <i>Machine Learning</i> , 1992, 9, 275-308.	5.4	37
143	A Functional Model of Sensemaking in a Neurocognitive Architecture. <i>Computational Intelligence and Neuroscience</i> , 2013, 2013, 1-29.	1.7	37
144	Process, not representation: Reply to Radavansky (1999).. <i>Journal of Experimental Psychology: General</i> , 1999, 128, 207-210.	2.1	36

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145	A general instance-based learning framework for studying intuitive decision-making in a cognitive architecture.. Journal of Applied Research in Memory and Cognition, 2015, 4, 180-190.	1.1	36
146	Short- and long-term memory retrieval: A comparison of the effects of information load and relatedness.. Journal of Experimental Psychology: General, 1987, 116, 137-153.	2.1	35
147	Extending problem-solving procedures through reflection. Cognitive Psychology, 2014, 74, 1-34.	2.2	35
148	The Past, Present, and Future of Cognitive Architectures. Topics in Cognitive Science, 2010, 2, 693-704.	1.9	34
149	The discovery of processing stages: Extension of Sternberg's method.. Psychological Review, 2016, 123, 481-509.	3.8	34
150	Negative judgments in and about semantic memory. Journal of Verbal Learning and Verbal Behavior, 1974, 13, 664-681.	3.7	32
151	Using brain imaging to track problem solving in a complex state space. NeuroImage, 2012, 60, 633-643.	4.2	32
152	Discovering the structure of mathematical problem solving. NeuroImage, 2014, 97, 163-177.	4.2	32
153	On an associative trace for sentence memory. Journal of Verbal Learning and Verbal Behavior, 1971, 10, 673-680.	3.7	30
154	Sequence-specific RNA binding mediated by the RNase PH domain of components of the exosome. Rna, 2006, 12, 1810-1816.	3.5	30
155	Navigating complex decision spaces: Problems and paradigms in sequential choice.. Psychological Bulletin, 2014, 140, 466-486.	6.1	27
156	Discovering the Sequential Structure of Thought. Cognitive Science, 2014, 38, 322-352.	1.7	27
157	Stimulus-related priming during task switching. Memory and Cognition, 2003, 31, 775-780.	1.6	26
158	Differential fan effect and attentional focus. Psychonomic Bulletin and Review, 2004, 11, 729-734.	2.8	26
159	Role of Prefrontal and Parietal Cortices in Associative Learning. Cerebral Cortex, 2008, 18, 904-914.	2.9	26
160	Hidden Stages of Cognition Revealed in Patterns of Brain Activation. Psychological Science, 2016, 27, 1215-1226.	3.3	26
161	Orientation Tasks with Multiple Views of Space: Strategies and Performance. Spatial Cognition and Computation, 2004, 4, 207-253.	1.2	24
162	A cell-free mRNA stability assay reveals conservation of the enzymes and mechanisms of mRNA decay between mosquito and mammalian cell lines. Insect Biochemistry and Molecular Biology, 2005, 35, 1321-1334.	2.7	24

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163	Brain Regions Engaged by Part- and Whole-task Performance in a Video Game: A Model-based Test of the Decomposition Hypothesis. <i>Journal of Cognitive Neuroscience</i> , 2011, 23, 3983-3997.	2.3	24
164	Tracking children's mental states while solving algebra equations. <i>Human Brain Mapping</i> , 2012, 33, 2650-2665.	3.6	24
165	A step-by-step tutorial on using the cognitive architecture ACT-R in combination with fMRI data. <i>Journal of Mathematical Psychology</i> , 2017, 76, 94-103.	1.8	24
166	Problem solving: Increased planning with practice. <i>Cognitive Systems Research</i> , 2003, 4, 57-76.	2.7	23
167	The Adaptive Nature of Memory. , 2017, , 265-278.		23
168	Using Data-Driven Model-Brain Mappings to Constrain Formal Models of Cognition. <i>PLoS ONE</i> , 2015, 10, e0119673.	2.5	22
169	Relationship of P3b single-trial latencies and response times in one, two, and three-stimulus oddball tasks. <i>Biological Psychology</i> , 2017, 123, 47-61.	2.2	22
170	The Impact of Inserting an Additional Mental Process. <i>Computational Brain & Behavior</i> , 2018, 1, 22-35.	1.7	22
171	The interface between coronaviruses and host cell <scp>RNA</scp> biology: Novel potential insights for future therapeutic intervention. <i>Wiley Interdisciplinary Reviews RNA</i> , 2020, 11, e1614.	6.4	22
172	Practice, working memory, and the ACT* theory of skill acquisition: A comment on Carlson, Sullivan, and Schneider (1989).. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 1989, 15, 527-530.	0.9	21
173	Tracking problem solving by multivariate pattern analysis and Hidden Markov Model algorithms. <i>Neuropsychologia</i> , 2012, 50, 487-498.	1.6	20
174	Timing in multitasking: Memory contamination and time pressure bias. <i>Cognitive Psychology</i> , 2013, 67, 26-54.	2.2	20
175	Mapping working memory retrieval in space and in time: A combined electroencephalography and electrocorticography approach. <i>NeuroImage</i> , 2018, 174, 472-484.	4.2	20
176	On the merits of ACT and information-processing psychology: A response to Wexler's review. <i>Cognition</i> , 1980, 8, 73-88.	2.2	19
177	Semantic categorization and high-speed scanning.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 1982, 8, 237-242.	0.9	19
178	Location matters: Why target location impacts performance in orientation tasks. <i>Memory and Cognition</i> , 2006, 34, 41-59.	1.6	19
179	Stages of Processing in Associative Recognition: Evidence from Behavior, EEG, and Classification. <i>Journal of Cognitive Neuroscience</i> , 2013, 25, 2151-2166.	2.3	19
180	Cognitive psychology. <i>Artificial Intelligence</i> , 1984, 23, 1-11.	5.8	18

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181	Using Brain Imaging to Extract the Structure of Complex Events at the Rational Time Band. <i>Journal of Cognitive Neuroscience</i> , 2008, 20, 1624-1636.	2.3	18
182	Memory for information about individuals. <i>Memory and Cognition</i> , 1977, 5, 430-442.	1.6	17
183	Characteristics of Fluent Skills in a Complex, Dynamic Problem-Solving Task. <i>Human Factors</i> , 2005, 47, 742-752.	3.5	17
184	Tracking cognitive processing stages with MEG: A spatio-temporal model of associative recognition in the brain. <i>NeuroImage</i> , 2016, 141, 416-430.	4.2	17
185	The Effects of Probe Similarity on Retrieval and Comparison Processes in Associative Recognition. <i>Journal of Cognitive Neuroscience</i> , 2017, 29, 352-367.	2.3	17
186	Learning rapid and precise skills.. <i>Psychological Review</i> , 2019, 126, 727-760.	3.8	17
187	Constraints in Cognitive Architectures. , 2001, , 170-186.		16
188	Comprehending anaphoric metaphors. <i>Memory and Cognition</i> , 2002, 30, 158-165.	1.6	16
189	Retrograde facilitation under midazolam: The role of general and specific interference. <i>Psychonomic Bulletin and Review</i> , 2007, 14, 261-269.	2.8	16
190	Errors of mathematical processing: The relationship of accuracy to neural regions associated with retrieval or representation of the problem state. <i>Brain Research</i> , 2008, 1238, 118-126.	2.2	16
191	Dual learning processes in interactive skill acquisition.. <i>Journal of Experimental Psychology: Applied</i> , 2008, 14, 179-191.	1.2	16
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