

John R Anderson

List of Publications by Year in descending order

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Version: 2024-02-01

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	A plant-infecting subviral RNA associated with polioviruses produces a subgenomic RNA which resists exonuclease XRN1 in vitro. <i>Virology</i> , 2022, 566, 1-8.	2.4	1
2	<i>Aedes aegypti</i> miRNA-33 modulates permethrin induced toxicity by regulating VGSC transcripts. <i>Scientific Reports</i> , 2021, 11, 7301.	3.3	3
3	Discovering skill. <i>Cognitive Psychology</i> , 2021, 129, 101410.	2.2	3
4	Spatiotemporal analysis of event-related fMRI to reveal cognitive states. <i>Human Brain Mapping</i> , 2020, 41, 666-683.	3.6	3
5	Reconstructing fine-grained cognition from brain activity. <i>NeuroImage</i> , 2020, 221, 116999.	4.2	2
6	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
7	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
8	Learning rapid and precise skills.. <i>Psychological Review</i> , 2019, 126, 727-760.	3.8	17
9	Individual Differences and Predictive Validity in Student Modeling. , 2019, , 213-218.		1
10	Mapping working memory retrieval in space and in time: A combined electroencephalography and electrocortigraphy approach. <i>NeuroImage</i> , 2018, 174, 472-484.	4.2	20
11	The Common Time Course of Memory Processes Revealed. <i>Psychological Science</i> , 2018, 29, 1463-1474.	3.3	14
12	The Impact of Inserting an Additional Mental Process. <i>Computational Brain & Behavior</i> , 2018, 1, 22-35.	1.7	22
13	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
14	Embellishing Problem-Solving Examples with Deep Structure Information Facilitates Transfer. <i>Journal of Experimental Education</i> , 2017, 85, 309-333.	2.6	10
15	When math operations have visuospatial meanings versus purely symbolic definitions: Which solving stages and brain regions are affected?. <i>NeuroImage</i> , 2017, 153, 319-335.	4.2	8
16	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
17	Inter-subject alignment of MEC datasets in a common representational space. <i>Human Brain Mapping</i> , 2017, 38, 4287-4301.	3.6	13
18	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

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19	Change-point detection of cognitive states across multiple trials in functional neuroimaging. <i>Statistics in Medicine</i> , 2017, 36, 618-642.	1.6	1
20	The Adaptive Nature of Memory. , 2017, , 265-278.		23
21	Learning Problemâ€Solving Rules as Search Through a Hypothesis Space. <i>Cognitive Science</i> , 2016, 40, 1036-1079.	1.7	10
22	The sequential structure of brain activation predicts skill. <i>Neuropsychologia</i> , 2016, 81, 94-106.	1.6	4
23	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
24	Modeling the distinct phases of skill acquisition.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2016, 42, 749-767.	0.9	47
25	Hidden Stages of Cognition Revealed in Patterns of Brain Activation. <i>Psychological Science</i> , 2016, 27, 1215-1226.	3.3	26
26	The discovery of processing stages: Extension of Sternbergâ€™s method.. <i>Psychological Review</i> , 2016, 123, 481-509.	3.8	34
27	Phases of learning: How skill acquisition impacts cognitive processing. <i>Cognitive Psychology</i> , 2016, 87, 1-28.	2.2	39
28	Learning From Examples Versus Verbal Directions in Mathematical Problem Solving. <i>Mind, Brain, and Education</i> , 2015, 9, 232-245.	1.9	10
29	Using Data-Driven Model-Brain Mappings to Constrain Formal Models of Cognition. <i>PLoS ONE</i> , 2015, 10, e0119673.	2.5	22
30	The discovery of processing stages: Analyzing EEG data with hidden semi-Markov models. <i>NeuroImage</i> , 2015, 108, 60-73.	4.2	51
31	Visuospatial referents facilitate the learning and transfer of mathematical operations: Extending the role of the angular gyrus. <i>Cognitive, Affective and Behavioral Neuroscience</i> , 2015, 15, 229-250.	2.0	9
32	Not taking the easy road: When similarity hurts learning. <i>Memory and Cognition</i> , 2015, 43, 939-952.	1.6	14
33	XRN1 Stalling in the 5â€™ UTR of Hepatitis C Virus and Bovine Viral Diarrhea Virus Is Associated with Dysregulated Host mRNA Stability. <i>PLoS Pathogens</i> , 2015, 11, e1004708.	4.7	67
34	End effects and cross-dimensional interference in identification of time and length: Evidence for a common memory mechanism. <i>Cognitive, Affective and Behavioral Neuroscience</i> , 2015, 15, 680-695.	2.0	8
35	A general instance-based learning framework for studying intuitive decision-making in a cognitive architecture.. <i>Journal of Applied Research in Memory and Cognition</i> , 2015, 4, 180-190.	1.1	36
36	Navigating complex decision spaces: Problems and paradigms in sequential choice.. <i>Psychological Bulletin</i> , 2014, 140, 466-486.	6.1	27

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37	Discovering the structure of mathematical problem solving. <i>NeuroImage</i> , 2014, 97, 163-177.	4.2	32
38	An fMRI investigation of instructional guidance in mathematical problem solving. <i>Trends in Neuroscience and Education</i> , 2014, 3, 50-62.	3.1	10
39	Extending problem-solving procedures through reflection. <i>Cognitive Psychology</i> , 2014, 74, 1-34.	2.2	35
40	Discovering the Sequential Structure of Thought. <i>Cognitive Science</i> , 2014, 38, 322-352.	1.7	27
41	Detecting math problem solving strategies: An investigation into the use of retrospective self-reports, latency and fMRI data. <i>Neuropsychologia</i> , 2014, 54, 41-52.	1.6	12
42	Timing in multitasking: Memory contamination and time pressure bias. <i>Cognitive Psychology</i> , 2013, 67, 26-54.	2.2	20
43	Student Learning: What Has Instruction Got to Do With It?. <i>Annual Review of Psychology</i> , 2013, 64, 445-469.	17.7	92
44	Individual differences and workload effects on strategy adoption in a dynamic task. <i>Acta Psychologica</i> , 2013, 144, 154-165.	1.5	10
45	Using model-based functional MRI to locate working memory updates and declarative memory retrievals in the fronto-parietal network. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2013, 110, 1628-1633.	7.1	88
46	Electrophysiological Responses to Feedback during the Application of Abstract Rules. <i>Journal of Cognitive Neuroscience</i> , 2013, 25, 1986-2002.	2.3	9
47	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
48	A Functional Model of Sensemaking in a Neurocognitive Architecture. <i>Computational Intelligence and Neuroscience</i> , 2013, 2013, 1-29.	1.7	37
49	Learning from experience: Event-related potential correlates of reward processing, neural adaptation, and behavioral choice. <i>Neuroscience and Biobehavioral Reviews</i> , 2012, 36, 1870-1884.	6.1	428
50	Using brain imaging to track problem solving in a complex state space. <i>NeuroImage</i> , 2012, 60, 633-643.	4.2	32
51	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
52	Brain Networks Supporting Execution of Mathematical Skills versus Acquisition of New Mathematical Competence. <i>PLoS ONE</i> , 2012, 7, e50154.	2.5	14
53	Tracking children's mental states while solving algebra equations. <i>Human Brain Mapping</i> , 2012, 33, 2650-2665.	3.6	24
54	Modeling fan effects on the time course of associative recognition. <i>Cognitive Psychology</i> , 2012, 64, 127-160.	2.2	50

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55	Tracking problem solving by multivariate pattern analysis and Hidden Markov Model algorithms. <i>Neuropsychologia</i> , 2012, 50, 487-498.	1.6	20
56	Cognitive Constraints on Decision Making under Uncertainty. <i>Frontiers in Psychology</i> , 2011, 2, 305.	2.1	11
57	The neural correlates of competition during memory retrieval are modulated by attention to the cues. <i>Neuropsychologia</i> , 2011, 49, 2427-2438.	1.6	9
58	A memory-based model of Hick's law. <i>Cognitive Psychology</i> , 2011, 62, 193-222.	2.2	62
59	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
60	Learning from delayed feedback: neural responses in temporal credit assignment. <i>Cognitive, Affective and Behavioral Neuroscience</i> , 2011, 11, 131-143.	2.0	49
61	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
62	Modulation of the feedback-related negativity by instruction and experience. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2011, 108, 19048-19053.	7.1	90
63	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
64	Asymmetric Switch Costs as Sequential Difficulty Effects. <i>Quarterly Journal of Experimental Psychology</i> , 2010, 63, 1873-1894.	1.1	73
65	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
66	The Past, Present, and Future of Cognitive Architectures. <i>Topics in Cognitive Science</i> , 2010, 2, 693-704.	1.9	34
67	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
68	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
69	The strategic nature of changing your mind. <i>Cognitive Psychology</i> , 2009, 58, 416-440.	2.2	51
70	Neural correlates of arithmetic calculation strategies. <i>Cognitive, Affective and Behavioral Neuroscience</i> , 2009, 9, 270-285.	2.0	40
71	Practice enables successful learning under minimal guidance.. <i>Journal of Educational Psychology</i> , 2009, 101, 790-802.	2.9	41
72	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

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73	Using fMRI to Test Models of Complex Cognition. <i>Cognitive Science</i> , 2008, 32, 1323-1348.	1.7	47
74	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
75	A central circuit of the mind. <i>Trends in Cognitive Sciences</i> , 2008, 12, 136-143.	7.8	115
76	A Rational Account of Memory Predicts Left Prefrontal Activation during Controlled Retrieval. <i>Cerebral Cortex</i> , 2008, 18, 2674-2685.	2.9	47
77	Role of Prefrontal and Parietal Cortices in Associative Learning. <i>Cerebral Cortex</i> , 2008, 18, 904-914.	2.9	26
78	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
79	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
80	SAL: an explicitly pluralistic cognitive architecture. <i>Journal of Experimental and Theoretical Artificial Intelligence</i> , 2008, 20, 197-218.	2.8	108
81	Beyond red states and blue states in cognitive science. <i>Journal of Experimental and Theoretical Artificial Intelligence</i> , 2008, 20, 265-268.	2.8	1
82	Using a model to compute the optimal schedule of practice.. <i>Journal of Experimental Psychology: Applied</i> , 2008, 14, 101-117.	1.2	116
83	Dual learning processes in interactive skill acquisition.. <i>Journal of Experimental Psychology: Applied</i> , 2008, 14, 179-191.	1.2	16
84	The acquisition of robust and flexible cognitive skills.. <i>Journal of Experimental Psychology: General</i> , 2008, 137, 548-565.	2.1	91
85	Development of an In Vitro mRNA Decay System in Insect Cells. <i>Methods in Molecular Biology</i> , 2008, 419, 277-288.	0.9	4
86	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
87	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
88	Information-processing modules and their relative modality specificity. <i>Cognitive Psychology</i> , 2007, 54, 185-217.	2.2	47
89	Cognitive Tutor: Applied research in mathematics education. <i>Psychonomic Bulletin and Review</i> , 2007, 14, 249-255.	2.8	266
90	Retrograde facilitation under midazolam: The role of general and specific interference. <i>Psychonomic Bulletin and Review</i> , 2007, 14, 261-269.	2.8	16

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91	Using Brain Imaging to Guide the Development of a Cognitive Architecture. , 2007, , 48-62.		12
92	From recurrent choice to skill learning: A reinforcement-learning model.. Journal of Experimental Psychology: General, 2006, 135, 184-206.	2.1	113
93	Location matters: Why target location impacts performance in orientation tasks. Memory and Cognition, 2006, 34, 41-59.	1.6	19
94	Midazolam does not inhibit association formation, just its storage and strengthening. Psychopharmacology, 2006, 188, 462-471.	3.1	9
95	Distinct roles of the anterior cingulate and prefrontal cortex in the acquisition and performance of a cognitive skill. Proceedings of the National Academy of Sciences of the United States of America, 2006, 103, 12941-12946.	7.1	42
96	Sequence-specific RNA binding mediated by the RNase PH domain of components of the exosome. Rna, 2006, 12, 1810-1816.	3.5	30
97	ACT-R Meets fMRI. , 2006, , 205-222.		11
98	Characteristics of Fluent Skills in a Complex, Dynamic Problem-Solving Task. Human Factors, 2005, 47, 742-752.	3.5	17
99	The Dynamics of Scaling: A Memory-Based Anchor Model of Category Rating and Absolute Identification.. Psychological Review, 2005, 112, 383-416.	3.8	77
100	Practice and Forgetting Effects on Vocabulary Memory: An Activation-Based Model of the Spacing Effect. Cognitive Science, 2005, 29, 559-586.	1.7	190
101	Human Symbol Manipulation Within an Integrated Cognitive Architecture. Cognitive Science, 2005, 29, 313-341.	1.7	194
102	Extraction of overt verbal response from the acoustic noise in a functional magnetic resonance imaging scan by use of segmented active noise cancellation. Magnetic Resonance in Medicine, 2005, 53, 739-744.	3.0	10
103	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
104	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
105	An information-processing model of three cortical regions: evidence in episodic memory retrieval. NeuroImage, 2005, 25, 21-33.	4.2	61
106	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
107	Orientation Tasks with Multiple Views of Space: Strategies and Performance. Spatial Cognition and Computation, 2004, 4, 207-253.	1.2	24
108	The Relationship of Three Cortical Regions to an Information-Processing Model. Journal of Cognitive Neuroscience, 2004, 16, 637-653.	2.3	41

#	ARTICLE	IF	CITATIONS
109	Eye Movements Do Not Reflect Retrieval Processes: Limits of the Eye-Mind Hypothesis. <i>Psychological Science</i> , 2004, 15, 225-231.	3.3	73
110	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
111	Behavioral equivalence, but not neural equivalence—neural evidence of alternative strategies in mathematical thinking. <i>Nature Neuroscience</i> , 2004, 7, 1193-1194.	14.8	55
112	Interpretation-based processing: a unified theory of semantic sentence comprehension. <i>Cognitive Science</i> , 2004, 28, 1-44.	1.7	54
113	Differential fan effect and attentional focus. <i>Psychonomic Bulletin and Review</i> , 2004, 11, 729-734.	2.8	26
114	An Integrated Theory of the Mind.. <i>Psychological Review</i> , 2004, 111, 1036-1060.	3.8	2,226
115	Stimulus-related priming during task switching. <i>Memory and Cognition</i> , 2003, 31, 775-780.	1.6	26
116	An information-processing model of the BOLD response in symbol manipulation tasks. <i>Psychonomic Bulletin and Review</i> , 2003, 10, 241-261.	2.8	81
117	Problem solving: Increased planning with practice. <i>Cognitive Systems Research</i> , 2003, 4, 57-76.	2.7	23
118	Predicting the practice effects on the blood oxygenation level-dependent (BOLD) function of fMRI in a symbolic manipulation task. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2003, 100, 4951-4956.	7.1	83
119	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
120	The Newell Test for a theory of cognition. <i>Behavioral and Brain Sciences</i> , 2003, 26, 587-601.	0.7	265
121	Optimism for the future of unified theories. <i>Behavioral and Brain Sciences</i> , 2003, 26, 628-633.	0.7	1
122	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
123	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
124	Comprehending anaphoric metaphors. <i>Memory and Cognition</i> , 2002, 30, 158-165.	1.6	16
125	Spanning seven orders of magnitude: a challenge for cognitive modeling. <i>Cognitive Science</i> , 2002, 26, 85-112.	1.7	121
126	Spanning seven orders of magnitude: a challenge for cognitive modeling. <i>Cognitive Science</i> , 2002, 26, 85-112.	1.7	12

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127	Automated Eye-Movement Protocol Analysis. <i>Human-Computer Interaction</i> , 2001, 16, 39-86.	4.4	114
128	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
129	Serial modules in parallel: The psychological refractory period and perfect time-sharing.. <i>Psychological Review</i> , 2001, 108, 847-869.	3.8	147
130	Tower of Hanoi: Evidence for the cost of goal retrieval.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2001, 27, 1331-1346.	0.9	91
131	Constraints in Cognitive Architectures. , 2001, , 170-186.		16
132	Theory of Sentence Memory as Part of A General Theory of Memory. Journal of Memory and Language, 2001, 45, 337-367.	2.1	63
133	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
134	A hybrid model of categorization. <i>Psychonomic Bulletin and Review</i> , 2001, 8, 629-647.	2.8	91
135	Integrating analogical mapping and general problem solving: the path-mapping theory. <i>Cognitive Science</i> , 2001, 25, 67-110.	1.7	47
136	Locus of feedback control in computer-based tutoring. , 2001, , .		157
137	Integrating analogical mapping and general problem solving: the path-mapping theory. <i>Cognitive Science</i> , 2001, 25, 67-110.	1.7	8
138	Perspectives on Learning, Thinking, and Activity. <i>Educational Researcher</i> , 2000, 29, 11-13.	5.4	208
139	Eye-Movements during Unit-Task Execution in a Complex Problem-Solving Situation. <i>Proceedings of the Human Factors and Ergonomics Society</i> , 2000, 44, 378-381.	0.3	5
140	Intelligent gaze-added interfaces. , 2000, , .		76
141	Modelling focused learning in role assignment. <i>Language and Cognitive Processes</i> , 2000, 15, 263-292.	2.2	56
142	Eye tracking the visual search of click-down menus. , 1999, , .		106
143	Process, not representation: Reply to Radavansky (1999).. <i>Journal of Experimental Psychology: General</i> , 1999, 128, 207-210.	2.1	36
144	Practice and retention: A unifying analysis.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 1999, 25, 1120-1136.	0.9	106

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145	The fan effect: New results and new theories.. Journal of Experimental Psychology: General, 1999, 128, 186-197.	2.1	204
146	An Integrated Theory of List Memory. Journal of Memory and Language, 1998, 38, 341-380.	2.1	415
147	Illustrating Principled Design: The Early Evolution of a Cognitive Tutor for Algebra Symbolization. Interactive Learning Environments, 1998, 5, 161-179.	6.4	78
148	ACT-R: A higher-level account of processing capacity. Behavioral and Brain Sciences, 1998, 21, 831-832.	0.7	80
149	A production system theory of serial memory.. Psychological Review, 1997, 104, 728-748.	3.8	303
150	The role of examples and rules in the acquisition of a cognitive skill.. Journal of Experimental Psychology: Learning Memory and Cognition, 1997, 23, 932-945.	0.9	165
151	ACT-R: A Theory of Higher Level Cognition and Its Relation to Visual Attention. Human-Computer Interaction, 1997, 12, 439-462.	4.4	409
152	Intelligent Tutoring Systems. , 1997, , 849-874.		100
153	The Role of Process in the Rational Analysis of Memory. Cognitive Psychology, 1997, 32, 219-250.	2.2	100
154	ACT: A simple theory of complex cognition.. American Psychologist, 1996, 51, 355-365.	4.2	613
155	How people learn to skip steps.. Journal of Experimental Psychology: Learning Memory and Cognition, 1996, 22, 576-598.	0.9	65
156	Working Memory: Activation Limitations on Retrieval. Cognitive Psychology, 1996, 30, 221-256.	2.2	295
157	History of Success and Current Context in Problem Solving. Cognitive Psychology, 1996, 31, 168-217.	2.2	187
158	Effect of memory decay on predictions from changing categories.. Journal of Experimental Psychology: Learning Memory and Cognition, 1995, 21, 815-836.	0.9	47
159	Knowledge tracing: Modeling the acquisition of procedural knowledge. User Modeling and User-Adapted Interaction, 1995, 4, 253-278.	3.8	1,064
160	Causal inferences as perceptual judgments. Memory and Cognition, 1995, 23, 510-524.	1.6	118
161	Cognitive Tutors: Lessons Learned. Journal of the Learning Sciences, 1995, 4, 167-207.	2.9	1,218
162	Acquisition of procedural skills from examples.. Journal of Experimental Psychology: Learning Memory and Cognition, 1994, 20, 1322-1340.	0.9	97

#	ARTICLE	IF	CITATIONS
163	Problem solving and learning.. American Psychologist, 1993, 48, 35-44.	4.2	392
164	Student Modeling in an Intelligent Programming Tutor. NATO ASI Series Series F: Computer and System Sciences, 1993, , 135-144.	0.3	6
165	Acquisition of LISP Programming Skill. , 1993, , 1-24.		0
166	Automaticity and the ACT Theory. American Journal of Psychology, 1992, 105, 165.	0.3	198
167	Explorations of an incremental, Bayesian algorithm for categorization. Machine Learning, 1992, 9, 275-308.	5.4	44
168	Explorations of an Incremental, Bayesian Algorithm for Categorization. Machine Learning, 1992, 9, 275-308.	5.4	37
169	Intelligent tutoring and high school mathematics. Lecture Notes in Computer Science, 1992, , 1-10.	1.3	13
170	Student modeling and mastery learning in a computer-based programming tutor. Lecture Notes in Computer Science, 1992, , 413-420.	1.3	40
171	Optimality and human memory. Behavioral and Brain Sciences, 1991, 14, 215-216.	0.7	4
172	More on rational analysis. Behavioral and Brain Sciences, 1991, 14, 508-517.	0.7	4
173	The adaptive nature of human categorization.. Psychological Review, 1991, 98, 409-429.	3.8	729
174	Is human cognition adaptive?. Behavioral and Brain Sciences, 1991, 14, 471-485.	0.7	351
175	Reflections of the Environment in Memory. Psychological Science, 1991, 2, 396-408.	3.3	965
176	An Incremental Bayesian Algorithm for Categorization. , 1991, , 45-70.		10
177	Abstract Planning and Perceptual Chunks: Elements of Expertise in Geometry. Cognitive Science, 1990, 14, 511-550.	1.7	226
178	Cognitive modeling and intelligent tutoring. Artificial Intelligence, 1990, 42, 7-49.	5.8	340
179	A Rational Analysis of Categorization. , 1990, , 76-84.		40
180	Use of analogy in a production system architecture. , 1989, , 267-297.		46

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181	Skill Acquisition and the LISP Tutor. <i>Cognitive Science</i> , 1989, 13, 467-505.	1.7	247
182	A theory of the origins of human knowledge. <i>Artificial Intelligence</i> , 1989, 40, 313-351.	5.8	89
183	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
184	Human memory: An adaptive perspective.. <i>Psychological Review</i> , 1989, 96, 703-719.	3.8	526
185	A Spreading Activation Theory of Memory. , 1988, , 137-154.		7
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