

# Scott R Hinze

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/1125668/publications.pdf>

Version: 2024-02-01

16  
papers

420  
citations

933447

10  
h-index

996975

15  
g-index

16  
all docs

16  
docs citations

16  
times ranked

333  
citing authors

#	ARTICLE	IF	CITATIONS
1	You've got some explaining to do: Effects of explanation prompts on science text comprehension. <i>Applied Cognitive Psychology</i> , 2021, 35, 1608-1620.	1.6	0
2	Can confidence help account for and redress the effects of reading inaccurate information?. <i>Memory and Cognition</i> , 2021, 49, 293-310.	1.6	10
3	Predicting Reading Comprehension from Constructed Responses: Explanatory Retrievals as Stealth Assessment. <i>Lecture Notes in Computer Science</i> , 2020, , 197-202.	1.3	5
4	Biology Textbook Graphics and Their Impact on Expectations of Understanding. <i>Discourse Processes</i> , 2017, 54, 463-478.	1.8	20
5	Administering Spatial and Cognitive Instruments In-class and On-line: Are These Equivalent?. <i>Journal of Science Education and Technology</i> , 2017, 26, 12-23.	3.9	8
6	Fool Me Twice: The Consequences of Reading (and Rereading) Inaccurate Information. <i>Applied Cognitive Psychology</i> , 2014, 28, 558-568.	1.6	10
7	Retrieval (Sometimes) Enhances Learning: Performance Pressure Reduces the Benefits of Retrieval Practice. <i>Applied Cognitive Psychology</i> , 2014, 28, 597-606.	1.6	43
8	Reducing reliance on inaccurate information. <i>Memory and Cognition</i> , 2014, 42, 11-26.	1.6	49
9	Pilgrims sailing the Titanic: Plausibility effects on memory for misinformation. <i>Memory and Cognition</i> , 2014, 42, 305-324.	1.6	47
10	Amazing Stories: Acquiring and Avoiding Inaccurate Information From Fiction. <i>Discourse Processes</i> , 2014, 51, 50-74.	1.8	35
11	Textbook Treatments of Electrostatic Potential Maps in General and Organic Chemistry. <i>Journal of Chemical Education</i> , 2013, 90, 1275-1281.	2.3	21
12	When do spatial abilities support student comprehension of STEM visualizations?. <i>Cognitive Processing</i> , 2013, 14, 129-142.	1.4	26
13	The importance of constructive comprehension processes in learning from tests. <i>Journal of Memory and Language</i> , 2013, 69, 151-164.	2.1	43
14	Beyond ball-and-stick: Students' processing of novel STEM visualizations. <i>Learning and Instruction</i> , 2013, 26, 12-21.	3.2	47
15	Testing the limits of testing effects using completion tests. <i>Memory</i> , 2011, 19, 290-304.	1.7	51
16	Strategy selection for cognitive skill acquisition depends on task demands and working memory capacity. <i>Learning and Individual Differences</i> , 2009, 19, 590-595.	2.7	5