

Katherine A Rawson

List of Publications by Year in descending order

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117
papers

7,171
citations

94433

37
h-index

62596

80
g-index

117
all docs

117
docs citations

117
times ranked

3578
citing authors

#	ARTICLE	IF	CITATIONS
1	Improving Students' Learning With Effective Learning Techniques. <i>Psychological Science in the Public Interest: A Journal of the American Psychological Society</i> , 2013, 14, 4-58.	10.7	1,980
2	Category norms: An updated and expanded version of the Battig and Montague (1969) norms. <i>Journal of Memory and Language</i> , 2004, 50, 289-335.	2.1	457
3	Overconfidence produces underachievement: Inaccurate self evaluations undermine students' learning and retention. <i>Learning and Instruction</i> , 2012, 22, 271-280.	3.2	420
4	Testing the retrieval effort hypothesis: Does greater difficulty correctly recalling information lead to higher levels of memory?. <i>Journal of Memory and Language</i> , 2009, 60, 437-447.	2.1	360
5	Why Testing Improves Memory: Mediator Effectiveness Hypothesis. <i>Science</i> , 2010, 330, 335-335.	12.6	270
6	Optimizing schedules of retrieval practice for durable and efficient learning: How much is enough?. <i>Journal of Experimental Psychology: General</i> , 2011, 140, 283-302.	2.1	198
7	The what, how much, and when of study strategies: comparing intended versus actual study behaviour. <i>Memory</i> , 2017, 25, 784-792.	1.7	133
8	What constrains the accuracy of metacomprehension judgments? Testing the transfer-appropriate-monitoring and accessibility hypotheses. <i>Journal of Memory and Language</i> , 2005, 52, 551-565.	2.1	126
9	The rereading effect: Metacomprehension accuracy improves across reading trials. <i>Memory and Cognition</i> , 2000, 28, 1004-1010.	1.6	121
10	How and when do students use flashcards?. <i>Memory</i> , 2012, 20, 568-579.	1.7	115
11	Rereading Effects Depend on Time of Test.. <i>Journal of Educational Psychology</i> , 2005, 97, 70-80.	2.9	115
12	The METER: A Brief, Self-Administered Measure of Health Literacy. <i>Journal of General Internal Medicine</i> , 2010, 25, 67-71.	2.6	110
13	Are performance predictions for text based on ease of processing?. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2002, 28, 69-80.	0.9	97
14	The interim test effect: Testing prior material can facilitate the learning of new material. <i>Psychonomic Bulletin and Review</i> , 2011, 18, 1140-1147.	2.8	87
15	Improving students' self-evaluation of learning for key concepts in textbook materials. <i>European Journal of Cognitive Psychology</i> , 2007, 19, 559-579.	1.3	84
16	The Power of Successive Relearning: Improving Performance on Course Exams and Long-Term Retention. <i>Educational Psychology Review</i> , 2013, 25, 523-548.	8.4	82
17	Why is test-restudy practice beneficial for memory? An evaluation of the mediator shift hypothesis.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2012, 38, 737-746.	0.9	77
18	Examining the efficiency of schedules of distributed retrieval practice. <i>Memory and Cognition</i> , 2007, 35, 1917-1927.	1.6	72

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19	When Is Practice Testing Most Effective for Improving the Durability and Efficiency of Student Learning?. <i>Educational Psychology Review</i> , 2012, 24, 419-435.	8.4	68
20	Second-Order Judgments About Judgments of Learning. <i>Journal of General Psychology</i> , 2005, 132, 335-346.	2.8	65
21	Improving college students'™ evaluation of text learning using idea-unit standards. <i>Quarterly Journal of Experimental Psychology</i> , 2011, 64, 467-484.	1.1	63
22	Note-taking habits of 21st Century college students: implications for student learning, memory, and achievement. <i>Memory</i> , 2019, 27, 807-819.	1.7	62
23	How does knowledge promote memory? The distinctiveness theory of skilled memory†. <i>Journal of Memory and Language</i> , 2008, 58, 646-668.	2.1	61
24	Retrieval attempts enhance learning, but retrieval success (versus failure) does not matter.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2015, 41, 283-294.	0.9	61
25	Are performance predictions for text based on ease of processing?. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2002, 28, 69-80.	0.9	61
26	Diagnosing Criterion-Level Effects on Memory. <i>Psychological Science</i> , 2011, 22, 1127-1131.	3.3	60
27	Practice tests, spaced practice, and successive relearning: Tips for classroom use and for guiding students'™ learning.. <i>Scholarship of Teaching and Learning in Psychology</i> , 2015, 1, 72-78.	1.4	59
28	Using standards to improve middle school students'™ accuracy at evaluating the quality of their recall.. <i>Journal of Experimental Psychology: Applied</i> , 2009, 15, 307-318.	1.2	50
29	The Power of Examples: Illustrative Examples Enhance Conceptual Learning of Declarative Concepts. <i>Educational Psychology Review</i> , 2015, 27, 483-504.	8.4	50
30	When is guessing incorrectly better than studying for enhancing memory?. <i>Psychonomic Bulletin and Review</i> , 2012, 19, 899-905.	2.8	48
31	Self-regulated learning of a natural category: Do people interleave or block exemplars during study?. <i>Psychonomic Bulletin and Review</i> , 2013, 20, 356-363.	2.8	48
32	Test-enhanced learning versus errorless learning in aphasia rehabilitation: Testing competing psychological principles.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2015, 41, 1253-1261.	0.9	45
33	Does the benefit of testing depend on lag, and if so, why? Evaluating the elaborative retrieval hypothesis. <i>Memory and Cognition</i> , 2015, 43, 619-633.	1.6	44
34	Relearning attenuates the benefits and costs of spacing.. <i>Journal of Experimental Psychology: General</i> , 2013, 142, 1113-1129.	2.1	43
35	How does background information improve memory for text content?. <i>Memory and Cognition</i> , 2002, 30, 768-778.	1.6	41
36	Towards a Theory of Learning for Naming Rehabilitation: Retrieval Practice and Spacing Effects. <i>Journal of Speech, Language, and Hearing Research</i> , 2016, 59, 1111-1122.	1.6	41

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37	How Much Mightier Is the Pen than the Keyboard for Note-Taking? A Replication and Extension of Mueller and Oppenheimer (2014). <i>Educational Psychology Review</i> , 2019, 31, 753-780.	8.4	41
38	Influences of metamemory on performance predictions for text. <i>Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology</i> , 2002, 55, 505-524.	2.3	39
39	Establishing and explaining the testing effect in free recall for young children.. <i>Developmental Psychology</i> , 2014, 50, 994-1000.	1.6	38
40	Does aging influence people's metacomprehension? Effects of processing ease on judgments of text learning.. <i>Psychology and Aging</i> , 2006, 21, 390-400.	1.6	36
41	Costs and benefits of dropout schedules of testâ€“restudy practice: Implications for student learning. <i>Applied Cognitive Psychology</i> , 2011, 25, 87-95.	1.6	36
42	Does testing with feedback help grade-school children learn key concepts in science?. <i>Journal of Applied Research in Memory and Cognition</i> , 2014, 3, 171-176.	1.1	33
43	Do students use testing and feedback while learning? A focus on key concept definitions and learning to criterion. <i>Learning and Instruction</i> , 2015, 39, 32-44.	3.2	33
44	How accurately can students evaluate the quality of self-generated examples of declarative concepts? Not well, and feedback does not help. <i>Learning and Instruction</i> , 2016, 46, 12-20.	3.2	30
45	Learning more from feedback: Elaborating feedback with examples enhances concept learning. <i>Learning and Instruction</i> , 2018, 54, 104-113.	3.2	30
46	Learning How to Solve Problems by Studying Examples. , 2019, , 183-208.		30
47	Influence of practice tests on the accuracy of predicting memory performance for paired associates, sentences, and text material. , 2002, , 68-92.		29
48	Accurate monitoring leads to effective control and greater learning of patient education materials.. <i>Journal of Experimental Psychology: Applied</i> , 2011, 17, 288-302.	1.2	29
49	Memory-based processing as a mechanism of automaticity in text comprehension.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2009, 35, 353-370.	0.9	28
50	The Status of the Testing Effect for Complex Materials: Still a Winner. <i>Educational Psychology Review</i> , 2015, 27, 327-331.	8.4	28
51	Self-regulated learning of principle-based concepts: Do students prefer worked examples, faded examples, or problem solving?. <i>Learning and Instruction</i> , 2018, 55, 124-138.	3.2	28
52	Improving Studentsâ€™ Metacomprehension Accuracy. , 2019, , 619-646.		28
53	Normative multitrial recall performance, metacognitive judgments, and retrieval latencies for Lithuanianâ€“English paired associates. <i>Behavior Research Methods</i> , 2010, 42, 634-642.	4.0	26
54	Why does interleaving improve math learning? The contributions of discriminative contrast and distributed practice. <i>Memory and Cognition</i> , 2019, 47, 1088-1101.	1.6	26

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55	The Influence of Retrieval Practice Versus Delayed Judgments of Learning on Memory. <i>Experimental Psychology</i> , 2015, 62, 254-263.	0.7	26
56	Why do rereading lag effects depend on test delay?. <i>Journal of Memory and Language</i> , 2012, 66, 870-884.	2.1	25
57	How Effective is Example Generation for Learning Declarative Concepts?. <i>Educational Psychology Review</i> , 2016, 28, 649-672.	8.4	25
58	Distinctive Processing Underlies Skilled Memory. <i>Psychological Science</i> , 2005, 16, 358-361.	3.3	22
59	Repeated retrieval practice and item difficulty: Does criterion learning eliminate item difficulty effects?. <i>Psychonomic Bulletin and Review</i> , 2013, 20, 1239-1245.	2.8	22
60	Effects of successive relearning on recall: Does relearning override the effects of initial learning criterion?. <i>Memory and Cognition</i> , 2016, 44, 897-909.	1.6	21
61	Exploring Encoding and Retrieval Effects of Background Information on Text Memory. <i>Discourse Processes</i> , 2004, 38, 323-344.	1.8	20
62	Calibration and Self-Regulated Learning. , 2019, , 647-677.		20
63	Does covert retrieval benefit learning of key-term definitions?. <i>Journal of Applied Research in Memory and Cognition</i> , 2018, 7, 106-115.	1.1	19
64	Exploring automaticity in text processing: Syntactic ambiguity as a test case. <i>Cognitive Psychology</i> , 2004, 49, 333-369.	2.2	18
65	How do we process novel conceptual combinations in context?. <i>Quarterly Journal of Experimental Psychology</i> , 2011, 64, 807-822.	1.1	17
66	Learning Strategies and Self-Regulated Learning. , 2019, , 696-715.		17
67	Testing the shared resource assumption in theories of text processing. <i>Cognitive Psychology</i> , 2007, 54, 155-183.	2.2	16
68	Self-Explaining. , 2019, , 528-549.		16
69	Why does collaborative retrieval improve memory? Enhanced relational and item-specific processing. <i>Journal of Memory and Language</i> , 2015, 84, 75-87.	2.1	15
70	Does Testing Improve Learning for College Students With Attention-Deficit/Hyperactivity Disorder?. <i>Clinical Psychological Science</i> , 2016, 4, 136-143.	4.0	15
71	Retrieval practice and spacing effects in multi-session treatment of naming impairment in aphasia. <i>Cortex</i> , 2019, 119, 386-400.	2.4	15
72	Successive Relearning: An Underexplored but Potent Technique for Obtaining and Maintaining Knowledge. <i>Current Directions in Psychological Science</i> , 2022, 31, 362-368.	5.3	15

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73	Age differences and similarities in the shift from computation to retrieval during reading comprehension.. <i>Psychology and Aging</i> , 2009, 24, 423-437.	1.6	14
74	Effects of criterion level on associative memory: Evidence for associative asymmetry. <i>Journal of Memory and Language</i> , 2014, 75, 14-26.	2.1	14
75	How do students use self-testing across multiple study sessions when preparing for a high-stakes exam?. <i>Journal of Applied Research in Memory and Cognition</i> , 2018, 7, 230-240.	1.1	14
76	A Review of the Application of Distributed Practice Principles to Naming Treatment in Aphasia. <i>Topics in Language Disorders</i> , 2020, 40, 36-53.	1.0	14
77	Investigating and explaining the effects of successive relearning on long-term retention.. <i>Journal of Experimental Psychology: Applied</i> , 2018, 24, 57-71.	1.2	14
78	Does relocating information in text depend on verbal or visuospatial abilities? An individual-differences analysis. <i>Psychonomic Bulletin and Review</i> , 2002, 9, 801-806.	2.8	13
79	Are judgments of learning made after correct responses during retrieval practice sensitive to lag and criterion level effects?. <i>Memory and Cognition</i> , 2012, 40, 976-988.	1.6	13
80	How do students implement collaborative testing in real-world contexts?. <i>Memory</i> , 2016, 24, 223-239.	1.7	13
81	Multiple-Choice and Short-Answer Quizzing on Equal Footing in the Classroom. , 2019, , 480-499.		13
82	Knowledge affords distinctive processing in memory. <i>Journal of Memory and Language</i> , 2011, 65, 390-405.	2.1	12
83	Metacognitive monitoring during criterion learning: When and why are judgments accurate?. <i>Memory and Cognition</i> , 2014, 42, 886-897.	1.6	12
84	Do reading and spelling share a lexicon?. <i>Cognitive Psychology</i> , 2016, 86, 152-184.	2.2	12
85	Which Technique is most Effective for Learning Declarative Conceptsâ€”Provided Examples, Generated Examples, or Both?. <i>Educational Psychology Review</i> , 2018, 30, 275-301.	8.4	12
86	Why is free recall practice more effective than recognition practice for enhancing memory? Evaluating the relational processing hypothesis. <i>Journal of Memory and Language</i> , 2019, 105, 141-152.	2.1	12
87	When Does Interleaving Practice Improve Learning?. , 2019, , 411-436.		12
88	The Role of Effort in Understanding Educational Achievement: Objective Effort as an Explanatory Construct Versus Effort as a Student Perception. <i>Educational Psychology Review</i> , 2020, 32, 1163-1175.	8.4	12
89	Loss of cognitive skill across delays: Constraints for theories of cognitive skill acquisition.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2010, 36, 1134-1149.	0.9	11
90	Note-Taking. , 2019, , 320-355.		11

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91	Teachersâ€™ Judgments of Student Learning of Mathematics. , 2019, , 678-695.		11
92	Effects of distributed practice and criterion level on word retrieval in aphasia. <i>Cognition</i> , 2020, 198, 104216.	2.2	11
93	Grain size of recall practice for lengthy text material: Fragile and mysterious effects on memory.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2015, 41, 439-455.	0.9	10
94	When does practice testing promote transfer on deductive reasoning tasks?. <i>Journal of Applied Research in Memory and Cognition</i> , 2018, 7, 398-411.	1.1	9
95	Does testing impair relational processing? Failed attempts to replicate the negative testing effect.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2015, 41, 1326-1336.	0.9	8
96	Test-potentiated learning: three independent replications, a disconfirmed hypothesis, and an unexpected boundary condition. <i>Memory</i> , 2018, 26, 406-414.	1.7	8
97	Controlling retrieval during practice: Implications for memory-based theories of automaticity. <i>Journal of Memory and Language</i> , 2011, 65, 208-221.	2.1	7
98	Despite their promise, there's still a lot to learn about techniques that support durable learning.. <i>Journal of Applied Research in Memory and Cognition</i> , 2012, 1, 254-256.	1.1	7
99	Preservation of memory-based automaticity in reading for older adults.. <i>Psychology and Aging</i> , 2015, 30, 809-823.	1.6	7
100	Enhancing the Quality of Student Learning Using Distributed Practice. , 2019, , 550-584.		7
101	How much do college students with ADHD benefit from retrieval practice when learning key-term definitions?. <i>Learning and Instruction</i> , 2020, 68, 101330.	3.2	7
102	The replicability of the negative testing effect: Differences across participant populations.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2018, 44, 752-763.	0.9	7
103	The roles of embedded monitoring requests and questions in improving mental models of computer-based scientific text. <i>Computers and Education</i> , 2012, 59, 1021-1031.	8.3	6
104	Correcting Student Errors and Misconceptions. , 2019, , 437-459.		6
105	Successive relearning improves performance on a <scp>highâ€™stakes</scp> exam in a difficult biopsychology course. <i>Applied Cognitive Psychology</i> , 2020, 34, 1118-1132.	1.6	6
106	Defining and Investigating Automaticity in Reading Comprehension. <i>Psychology of Learning and Motivation - Advances in Research and Theory</i> , 2010, , 185-230.	1.1	5
107	Collaborative testing for key-term definitions under representative conditions: Efficiency costs and no learning benefits. <i>Memory and Cognition</i> , 2018, 46, 148-157.	1.6	5
108	How Cognitive Psychology Can Inform Evidence-Based Education Reform. , 2019, , 1-14.		5

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109	Why does lag affect the durability of memory-based automaticity: Loss of memory strength or interference?. <i>Acta Psychologica</i> , 2013, 144, 390-396.	1.5	4
110	Are Provided Examples or Faded Examples More Effective for Declarative Concept Learning?. <i>Educational Psychology Review</i> , 2018, 30, 1167-1197.	8.4	4
111	All Good Things Must Come to an End: a Potential Boundary Condition on the Potency of Successive Relearning. <i>Educational Psychology Review</i> , 2020, 32, 851-871.	8.4	4
112	Do Students Effectively Regulate Their Use of Self-Testing as a Function of Item Difficulty?. <i>Educational Psychology Review</i> , 2022, , 1-27.	8.4	4
113	The mediator effectiveness hypothesis revisited. <i>Nature Human Behaviour</i> , 2018, 2, 608-608.	12.0	3
114	Elaborations in Expository Text Impose a Substantial Time Cost but Do Not Enhance Learning. <i>Educational Psychology Review</i> , 2019, 31, 197-222.	8.4	3
115	Retrieval-Monitoring-Feedback (RMF) Technique for Producing Efficient and Durable Student Learning. <i>Springer International Handbooks of Education</i> , 2013, , 67-78.	0.1	2
116	Does mediator use contribute to the spacing effect for cued recall? Critical tests of the mediator hypothesis. <i>Memory</i> , 2018, 26, 535-546.	1.7	1
117	Effects of Elaborations Included in Textbooks: Large Time Cost, Reduced Attention, and Lower Memory for Main Ideas. <i>Educational Psychology Review</i> , 2020, 33, 1165.	8.4	0