

Katherine A Rawson

List of Publications by Year in descending order

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Version: 2024-02-01

117
papers

7,171
citations

94433

37
h-index

62596

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117
all docs

117
docs citations

117
times ranked

3578
citing authors

#	ARTICLE	IF	CITATIONS
1	Do Students Effectively Regulate Their Use of Self-Testing as a Function of Item Difficulty?. Educational Psychology Review, 2022, , 1-27.	8.4	4
2	Successive Relearning: An Underexplored but Potent Technique for Obtaining and Maintaining Knowledge. Current Directions in Psychological Science, 2022, 31, 362-368.	5.3	15
3	The Role of Effort in Understanding Educational Achievement: Objective Effort as an Explanatory Construct Versus Effort as a Student Perception. Educational Psychology Review, 2020, 32, 1163-1175.	8.4	12
4	Effects of Elaborations Included in Textbooks: Large Time Cost, Reduced Attention, and Lower Memory for Main Ideas. Educational Psychology Review, 2020, 33, 1165.	8.4	0
5	A Review of the Application of Distributed Practice Principles to Naming Treatment in Aphasia. Topics in Language Disorders, 2020, 40, 36-53.	1.0	14
6	Effects of distributed practice and criterion level on word retrieval in aphasia. Cognition, 2020, 198, 104216.	2.2	11
7	How much do college students with ADHD benefit from retrieval practice when learning key-term definitions?. Learning and Instruction, 2020, 68, 101330.	3.2	7
8	Successive relearning improves performance on a <scp>highâ€stakes</scp> exam in a difficult biopsychology course. Applied Cognitive Psychology, 2020, 34, 1118-1132.	1.6	6
9	All Good Things Must Come to an End: a Potential Boundary Condition on the Potency of Successive Relearning. Educational Psychology Review, 2020, 32, 851-871.	8.4	4
10	Retrieval practice and spacing effects in multi-session treatment of naming impairment in aphasia. Cortex, 2019, 119, 386-400.	2.4	15
11	Why is free recall practice more effective than recognition practice for enhancing memory? Evaluating the relational processing hypothesis. Journal of Memory and Language, 2019, 105, 141-152.	2.1	12
12	How Much Mightier Is the Pen than the Keyboard for Note-Taking? A Replication and Extension of Mueller and Oppenheimer (2014). Educational Psychology Review, 2019, 31, 753-780.	8.4	41
13	Why does interleaving improve math learning? The contributions of discriminative contrast and distributed practice. Memory and Cognition, 2019, 47, 1088-1101.	1.6	26
14	Note-taking habits of 21st Century college students: implications for student learning, memory, and achievement. Memory, 2019, 27, 807-819.	1.7	62
15	How Cognitive Psychology Can Inform Evidence-Based Education Reform. , 2019, , 1-14.		5
16	Learning How to Solve Problems by Studying Examples. , 2019, , 183-208.		30
17	Note-Taking. , 2019, , 320-355.		11
18	When Does Interleaving Practice Improve Learning?. , 2019, , 411-436.		12

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19	Correcting Student Errors and Misconceptions. , 2019, , 437-459.		6
20	Multiple-Choice and Short-Answer Quizzing on Equal Footing in the Classroom. , 2019, , 480-499.		13
21	Self-Explaining. , 2019, , 528-549.		16
22	Enhancing the Quality of Student Learning Using Distributed Practice. , 2019, , 550-584.		7
23	Improving Studentsâ€™ Metacomprehension Accuracy. , 2019, , 619-646.		28
24	Calibration and Self-Regulated Learning. , 2019, , 647-677.		20
25	Teachersâ€™ Judgments of Student Learning of Mathematics. , 2019, , 678-695.		11
26	Learning Strategies and Self-Regulated Learning. , 2019, , 696-715.		17
27	Elaborations in Expository Text Impose a Substantial Time Cost but Do Not Enhance Learning. Educational Psychology Review, 2019, 31, 197-222.	8.4	3
28	When does practice testing promote transfer on deductive reasoning tasks?. Journal of Applied Research in Memory and Cognition, 2018, 7, 398-411.	1.1	9
29	How do students use self-testing across multiple study sessions when preparing for a high-stakes exam?. Journal of Applied Research in Memory and Cognition, 2018, 7, 230-240.	1.1	14
30	Are Provided Examples or Faded Examples More Effective for Declarative Concept Learning?. Educational Psychology Review, 2018, 30, 1167-1197.	8.4	4
31	Which Technique is most Effective for Learning Declarative Conceptsâ€”Provided Examples, Generated Examples, or Both?. Educational Psychology Review, 2018, 30, 275-301.	8.4	12
32	Does covert retrieval benefit learning of key-term definitions?. Journal of Applied Research in Memory and Cognition, 2018, 7, 106-115.	1.1	19
33	Test-potentiated learning: three independent replications, a disconfirmed hypothesis, and an unexpected boundary condition. Memory, 2018, 26, 406-414.	1.7	8
34	Collaborative testing for key-term definitions under representative conditions: Efficiency costs and no learning benefits. Memory and Cognition, 2018, 46, 148-157.	1.6	5
35	Learning more from feedback: Elaborating feedback with examples enhances concept learning. Learning and Instruction, 2018, 54, 104-113.	3.2	30
36	Self-regulated learning of principle-based concepts: Do students prefer worked examples, faded examples, or problem solving?. Learning and Instruction, 2018, 55, 124-138.	3.2	28

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37	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
38	The mediator effectiveness hypothesis revisited. <i>Nature Human Behaviour</i> , 2018, 2, 608-608.	12.0	3
39	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
40	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
41	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
42	How Effective is Example Generation for Learning Declarative Concepts?. <i>Educational Psychology Review</i> , 2016, 28, 649-672.	8.4	25
43	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
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	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
46	Does Testing Improve Learning for College Students With Attention-Deficit/Hyperactivity Disorder?. <i>Clinical Psychological Science</i> , 2016, 4, 136-143.	4.0	15
47	Do reading and spelling share a lexicon?. <i>Cognitive Psychology</i> , 2016, 86, 152-184.	2.2	12
48	How do students implement collaborative testing in real-world contexts?. <i>Memory</i> , 2016, 24, 223-239.	1.7	13
49	Practice tests, spaced practice, and successive relearning: Tips for classroom use and for guiding studentsâ€™ learning.. <i>Scholarship of Teaching and Learning in Psychology</i> , 2015, 1, 72-78.	1.4	59
50	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
51	Preservation of memory-based automaticity in reading for older adults.. <i>Psychology and Aging</i> , 2015, 30, 809-823.	1.6	7
52	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
53	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
54	The Status of the Testing Effect for Complex Materials: Still a Winner. <i>Educational Psychology Review</i> , 2015, 27, 327-331.	8.4	28

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55	Retrieval attempts enhance learning, but retrieval success (versus failure) does not matter.. Journal of Experimental Psychology: Learning Memory and Cognition, 2015, 41, 283-294.	0.9	61
56	Why does collaborative retrieval improve memory? Enhanced relational and item-specific processing. Journal of Memory and Language, 2015, 84, 75-87.	2.1	15
57	Grain size of recall practice for lengthy text material: Fragile and mysterious effects on memory.. Journal of Experimental Psychology: Learning Memory and Cognition, 2015, 41, 439-455.	0.9	10
58	Does the benefit of testing depend on lag, and if so, why? Evaluating the elaborative retrieval hypothesis. Memory and Cognition, 2015, 43, 619-633.	1.6	44
59	The Power of Examples: Illustrative Examples Enhance Conceptual Learning of Declarative Concepts. Educational Psychology Review, 2015, 27, 483-504.	8.4	50
60	The Influence of Retrieval Practice Versus Delayed Judgments of Learning on Memory. Experimental Psychology, 2015, 62, 254-263.	0.7	26
61	Metacognitive monitoring during criterion learning: When and why are judgments accurate?. Memory and Cognition, 2014, 42, 886-897.	1.6	12
62	Does testing with feedback help grade-school children learn key concepts in science?. Journal of Applied Research in Memory and Cognition, 2014, 3, 171-176.	1.1	33
63	Effects of criterion level on associative memory: Evidence for associative asymmetry. Journal of Memory and Language, 2014, 75, 14-26.	2.1	14
64	Establishing and explaining the testing effect in free recall for young children.. Developmental Psychology, 2014, 50, 994-1000.	1.6	38
65	Repeated retrieval practice and item difficulty: Does criterion learning eliminate item difficulty effects?. Psychonomic Bulletin and Review, 2013, 20, 1239-1245.	2.8	22
66	Self-regulated learning of a natural category: Do people interleave or block exemplars during study?. Psychonomic Bulletin and Review, 2013, 20, 356-363.	2.8	48
67	The Power of Successive Relearning: Improving Performance on Course Exams and Long-Term Retention. Educational Psychology Review, 2013, 25, 523-548.	8.4	82
68	Improving Students' Learning With Effective Learning Techniques. Psychological Science in the Public Interest: A Journal of the American Psychological Society, 2013, 14, 4-58.	10.7	1,980
69	Why does lag affect the durability of memory-based automaticity: Loss of memory strength or interference?. Acta Psychologica, 2013, 144, 390-396.	1.5	4
70	Retrieval-Monitoring-Feedback (RMF) Technique for Producing Efficient and Durable Student Learning. Springer International Handbooks of Education, 2013, , 67-78.	0.1	2
71	Relearning attenuates the benefits and costs of spacing.. Journal of Experimental Psychology: General, 2013, 142, 1113-1129.	2.1	43
72	Why is test-retest practice beneficial for memory? An evaluation of the mediator shift hypothesis.. Journal of Experimental Psychology: Learning Memory and Cognition, 2012, 38, 737-746.	0.9	77

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73	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
74	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
75	How and when do students use flashcards?. <i>Memory</i> , 2012, 20, 568-579.	1.7	115
76	Overconfidence produces underachievement: Inaccurate self evaluations undermine studentsâ€™ learning and retention. <i>Learning and Instruction</i> , 2012, 22, 271-280.	3.2	420
77	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
78	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
79	When is guessing incorrectly better than studying for enhancing memory?. <i>Psychonomic Bulletin and Review</i> , 2012, 19, 899-905.	2.8	48
80	Why do rereading lag effects depend on test delay?. <i>Journal of Memory and Language</i> , 2012, 66, 870-884.	2.1	25
81	Improving college studentsâ€™ evaluation of text learning using idea-unit standards. <i>Quarterly Journal of Experimental Psychology</i> , 2011, 64, 467-484.	1.1	63
82	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
83	Knowledge affords distinctive processing in memory. <i>Journal of Memory and Language</i> , 2011, 65, 390-405.	2.1	12
84	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
85	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
86	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
87	Diagnosing Criterion-Level Effects on Memory. <i>Psychological Science</i> , 2011, 22, 1127-1131.	3.3	60
88	How do we process novel conceptual combinations in context?. <i>Quarterly Journal of Experimental Psychology</i> , 2011, 64, 807-822.	1.1	17
89	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
90	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

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91	Normative multilingual recall performance, metacognitive judgments, and retrieval latencies for Lithuanian-English paired associates. <i>Behavior Research Methods</i> , 2010, 42, 634-642.	4.0	26
92	The METER: A Brief, Self-Administered Measure of Health Literacy. <i>Journal of General Internal Medicine</i> , 2010, 25, 67-71.	2.6	110
93	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
94	Why Testing Improves Memory: Mediator Effectiveness Hypothesis. <i>Science</i> , 2010, 330, 335-335.	12.6	270
95	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
96	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
97	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
98	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
99	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
100	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
101	Testing the shared resource assumption in theories of text processing. <i>Cognitive Psychology</i> , 2007, 54, 155-183.	2.2	16
102	Examining the efficiency of schedules of distributed retrieval practice. <i>Memory and Cognition</i> , 2007, 35, 1917-1927.	1.6	72
103	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
104	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
105	Second-Order Judgments About Judgments of Learning. <i>Journal of General Psychology</i> , 2005, 132, 335-346.	2.8	65
106	Distinctive Processing Underlies Skilled Memory. <i>Psychological Science</i> , 2005, 16, 358-361.	3.3	22
107	Rereading Effects Depend on Time of Test.. <i>Journal of Educational Psychology</i> , 2005, 97, 70-80.	2.9	115
108	Exploring automaticity in text processing: Syntactic ambiguity as a test case. <i>Cognitive Psychology</i> , 2004, 49, 333-369.	2.2	18

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109	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
110	Exploring Encoding and Retrieval Effects of Background Information on Text Memory. <i>Discourse Processes</i> , 2004, 38, 323-344.	1.8	20
111	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
112	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
113	Influence of practice tests on the accuracy of predicting memory performance for paired associates, sentences, and text material. , 2002, , 68-92.		29
114	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
115	How does background information improve memory for text content?. <i>Memory and Cognition</i> , 2002, 30, 768-778.	1.6	41
116	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
117	The rereading effect: Metacomprehension accuracy improves across reading trials. <i>Memory and Cognition</i> , 2000, 28, 1004-1010.	1.6	121