Danielle S Mcnamara

List of Publications by Year
in descending order

196 papers	12,881 citations	36303 51 h-index	30087 103 g-index
203 all docs	203 docs citations	203 times ranked	4912 citing authors

#	Article	IF	Citations
1	Dialogism Meets Language Models for Evaluating Involvement in CSCL Conversations. Smart Innovation, Systems and Technologies, 2022, , 67-78.	0.6	0
2	Automated writing evaluation: Does spelling and grammar feedback support high-quality writing and revision?. Assessing Writing, 2022, 52, 100608.	3.4	10
3	The early automated writing evaluation (eAWE) framework. Assessment in Education, 2022, 29, 150-182.	1.2	1
4	On the basis of source: Impacts of individual differences on multiple-document integrated reading and writing tasks. Learning and Instruction, 2022, 79, 101599.	3.2	8
5	Strategy Uptake in Writing Pal: Adaptive Feedback and Instruction. Journal of Educational Computing Research, 2022, 60, 696-721.	5.5	7
6	iSTART-Early: Interactive Strategy Training for Early Readers. Lecture Notes in Computer Science, 2022, , 371-379.	1.3	3
7	Integration in Multiple-Document Comprehension: A Natural Language Processing Approach. Discourse Processes, 2022, 59, 417-438.	1.8	3
8	Computational linguistics and discourse complexology: Paradigms and research methods. Russian Journal of Linguistics, 2022, 26, 275-316.	1.2	12
9	Developing and Testing Automatic Models of Patient Communicative Health Literacy Using Linguistic Features: Findings from the ECLIPPSE study. Health Communication, 2021, 36, 1018-1028.	3.1	14
10	Employing computational linguistics techniques to identify limited patient health literacy: Findings from the ECLIPPSE study. Health Services Research, 2021, 56, 132-144.	2.0	10
11	Challenges and solutions to employing natural language processing and machine learning to measure patientsâ€™ health literacy and physician writing complexity: The ECLIPPSE study. Journal of Biomedical Informatics, 2021, 113, 103658.	4.3	5
12	If Integration Is the Keystone of Comprehension: Inferencing Is the Key. Discourse Processes, 2021, 58, 86-91.	1.8	19
13	Validity of a Computational Linguistics-Derived Automated Health Literacy Measure Across Race/Ethnicity: Findings from The ECLIPPSE Project. Journal of Health Care for the Poor and Underserved, 2021, 32, 347-365.	0.8	1
14	Automated Paraphrase Quality Assessment Using Recurrent Neural Networks and Language Models. Lecture Notes in Computer Science, 2021, , 333-340.	1.3	3
15	Predicting Literacy Skills via Stealth Assessment in a Simple Vocabulary Game. Lecture Notes in Computer Science, 2021, , 32-44.	1.3	5
16	Exploring Dialogism Using Language Models. Lecture Notes in Computer Science, 2021, , 296-301.	1.3	1
17	The Multidimensional Knowledge in Text Comprehension framework. Educational Psychologist, 2021, 56, 196-214.	9.0	64
18	iSTART StairStepperâ€"Using Comprehension Strategy Training to Game the Test. Computers, 2021, 10, 48.	3.3	5

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19	Automatic Student Writing Evaluation: Investigating the Impact of Individual Differences on Source-Based Writing. , 2021, , .		4
20	A tale of two tests: The role of topic and general academic knowledge in traditional versus contemporary scenario-based reading. Learning and Instruction, 2021, 73, 101462.	3.2	7
21	Chasing Theory with Technology: A Quest to Understand Understanding. Discourse Processes, 2021, 58, 422-448.	1.8	3
22	Before and during COVID-19: A Cohesion Network Analysis of students' online participation in moodle courses. Computers in Human Behavior, 2021, 121, 106780.	8.5	32
23	Descriptive examination of secure messaging in a longitudinal cohort of diabetes patients in the ECLIPPSE study. Journal of the American Medical Informatics Association: JAMIA, 2021, 28, 1252-1258.	4.4	3
24	Automated Paraphrase Quality Assessment Using Language Models and Transfer Learning. Computers, 2021, 10, 166.	3.3	2
25	The appearance of coherence: Using cohesive properties of readers’ constructed responses to predict individual differences. Revista Signos, 2021, 54, 1061-1088.	0.3	1
26	Precision communication: Physicians' linguistic adaptation to patients' health literacy. Science Advances, 2021, 7, eabj2836.	10.3	16
27	Predicting the readability of physicians' secure messages to improve health communication using novel linguistic features: Findings from the ECLIPPSE study. Journal of Communication in Healthcare, 2020, 13, 344-356.	1.5	11
28	Improving Reading Comprehension in Spanish Using iSTART-E. International Journal of Computer-Assisted Language Learning and Teaching, 2020, 10, 66-82.	0.8	6
29	Personalized learning in iSTART: Past modifications and future design. Journal of Research on Technology in Education, 2020, 52, 301-321.	6.5	28
30	Applying Natural Language Processing and Hierarchical Machine Learning Approaches to Text Difficulty Classification. International Journal of Artificial Intelligence in Education, 2020, 30, 337-370.	5.5	27
31	Cohesion Network Analysis: Predicting Course Grades and Generating Sociograms for a Romanian Moodle Course. Lecture Notes in Computer Science, 2020, , 174-183.	1.3	1
32	Multi-document Cohesion Network Analysis: Visualizing Intratextual and Intertextual Links. Lecture Notes in Computer Science, 2020, , 80-85.	1.3	2
33	Extractive Summarization using Cohesion Network Analysis and Submodular Set Functions. , 2020, , .		3
34	Welcome to Technology, Mind, and Behavior.. Technology Mind and Behavior, 2020, 1, .	1.7	2
35	Secure Messaging with Physicians by Proxies for Patients with Diabetes: Findings from the ECLIPPSE Study. Journal of General Internal Medicine, 2019, 34, 2490-2496.	2.6	16
36	Predicting Multi-document Comprehension: Cohesion Network Analysis. Lecture Notes in Computer Science, 2019, , 358-369.	1.3	4

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37	Automated Summarization Evaluation (ASE) Using Natural Language Processing Tools. Lecture Notes in Computer Science, 2019, , 84-95.	1.3	16
38	Learning linkages: Integrating data streams of multiple modalities and timescales. Journal of Computer Assisted Learning, 2019, 35, 99-109.	5.1	15
39	Using natural language processing and machine learning to classify health literacy from secure messages: The ECLIPPSE study. PLoS ONE, 2019, 14, e0212488.	2.5	23
40	A Commentary on Construct Validity When Using Operational Virtual Learning Environment Data in Effectiveness Studies. Journal of Research on Educational Effectiveness, 2019, 12, 750-759.	1.6	9
41	Improving Methodological Standards in Behavioral Interventions for Cognitive Enhancement. Journal of Cognitive Enhancement: Towards the Integration of Theory and Practice, 2019, 3, 2-29.	1.6	149
42	Reading comprehension and metacognition: The importance of inferential skills. Cogent Education, 2019, 6, 1565067.	1.5	42
43	Writing flexibility in argumentative essays: a multidimensional analysis. Reading and Writing, 2019, 32, 1607-1634.	1.7	22
44	Contrasting Writing Practice Formats in a Writing Strategy Tutoring System. Journal of Educational Computing Research, 2019, 57, 723-754.	5.5	12
45	Literacy: From the Perspective of Text and Discourse Theory. Journal of Language and Education, 2019, 5, 56-69.	0.5	7
46	Predicting Second Language Writing Proficiency in Learner Texts Using Computational Tools. Journal of Asia TEFL, 2019, 16, 37-52.	0.2	7
47	The Russian Language Test: Towards Assessing Text Comprehension. Vestnik Volgogradskogo Gosudarstvennogo Universiteta SeriÃ¢ 2 Ã,zykoznanie, 2019, , 231-247.	0.2	7
48	Metacognitive Overload!: Positive and Negative Effects of Metacognitive Prompts in an Intelligent Tutoring System. International Journal of Artificial Intelligence in Education, 2018, 28, 420-438.	5.5	22
49	Recurrence quantification analysis as a method for studying text comprehension dynamics. , 2018, , .		8
50	Comprehension and Writing Strategy Training Improves Performance on Content-Specific Source-Based Writing Tasks. International Journal of Artificial Intelligence in Education, 2018, 28, 106-137.	5.5	21
51	Cohesion network analysis of CSCL participation. Behavior Research Methods, 2018, 50, 604-619.	4.0	44
52	Automated Writing Instruction and Feedback: Instructional Mode, Attitudes, and Revising. Proceedings of the Human Factors and Ergonomics Society, 2018, 62, 2089-2093.	0.3	9
53	Predicting Question Quality Using Recurrent Neural Networks. Lecture Notes in Computer Science, 2018, , 491-502.	1.3	11
54	Exploring Online Course Sociograms Using Cohesion Network Analysis. Lecture Notes in Computer Science, 2018, , 337-342.	1.3	3

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55	Scoring Summaries Using Recurrent Neural Networks. Lecture Notes in Computer Science, 2018, , 191-201.	1.3	9
56	Comprehension in a Scenario-Based Assessment: Domain and Topic-Specific Background Knowledge. Discourse Processes, 2018, 55, 510-524.	1.8	18
57	Modeling Math Success Using Cohesion Network Analysis. Lecture Notes in Computer Science, 2018, , 63-67.	1.3	1
58	The Design Implementation Framework. Advances in Educational Technologies and Instructional Design Book Series, 2018, , 76-98.	0.2	7
59	NLP. , 2018, , 224-236.		4
60	Bridging Skill and Task-Oriented Reading. Discourse Processes, 2017, 54, 19-39.	1.8	14
61	Sentiment Analysis and Social Cognition Engine (SEANCE): An automatic tool for sentiment, social cognition, and social-order analysis. Behavior Research Methods, 2017, 49, 803-821.	4.0	134
62	That noun phrase may be beneficial and this may not be: discourse cohesion in reading and writing. Reading and Writing, 2017, 30, 569-589.	1.7	4
63	Predicting Text Comprehension, Processing, and Familiarity in Adult Readers: New Approaches to Readability Formulas. Discourse Processes, 2017, 54, 340-359.	1.8	103
64	Self-Explanation and Reading Strategy Training (SERT) Improves Low-Knowledge Students' Science Course Performance. Discourse Processes, 2017, 54, 479-492.	1.8	63
65	Identifying Creativity During Problem Solving Using Linguistic Features. Creativity Research Journal, 2017, 29, 343-353.	2.6	17
66	Preface: Special Issue on Multidisciplinary Approaches to AI and Education for Reading and Writing. International Journal of Artificial Intelligence in Education, 2017, 27, 665-670.	5.5	12
67	The Next Frontier in Communication and the ECLIPPSE Study: Bridging the Linguistic Divide in Secure Messaging. Journal of Diabetes Research, 2017, 2017, 1-9.	2.3	26
68	iSTART-ALL: Confronting Adult Low Literacy with Intelligent Tutoring for Reading Comprehension. Lecture Notes in Computer Science, 2017, , 125-136.	1.3	11
69	StairStepper: An Adaptive Remedial iSTART Module. Lecture Notes in Computer Science, 2017, , 557-560.	1.3	4
70	Natural Language Processing and Learning Analytics. , 2017, , 93-104.		21
71	Keys to Detecting Writing Flexibility Over Time: Entropy and Natural Language Processing. Journal of Learning Analytics, 2016, 2, 40-54.	2.4	9
72	Combining click-stream data with NLP tools to better understand MOOC completion. , 2016, , .		80

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73	The narrative waltz: The role of flexibility in writing proficiency.. Journal of Educational Psychology, 2016, 108, 911-924.	2.9	17
74	Finding the Needle in a Haystack: Who are the Most Central Authors Within a Domain?. Lecture Notes in Computer Science, 2016, , 632-635.	1.3	3
75	Idea Generation in Student Writing. Written Communication, 2016, 33, 328-354.	1.3	19
76	Taking Control: Stealth Assessment of Deterministic Behaviors Within a Game-Based System. International Journal of Artificial Intelligence in Education, 2016, 26, 1011-1032.	5.5	9
77	The tool for the automatic analysis of text cohesion (TAACO): Automatic assessment of local, global, and text cohesion. Behavior Research Methods, 2016, 48, 1227-1237.	4.0	145
78	The development and use of cohesive devices in L2 writing and their relations to judgments of essay quality. Journal of Second Language Writing, 2016, 32, 1-16.	3.0	130
79	Construct validity in TOEFL iBT speaking tasks: Insights from natural language processing. Language Testing, 2016, 33, 319-340.	3.2	29
80	Say more and be more coherent: How text elaboration and cohesion can increase writing quality. Journal of Writing Research, 2016, 7, 351-370.	1.2	5
81	MODELING INDIVIDUAL DIFFERENCES AMONG WRITERS USING READERBENCH. , 2016, , .		6
82	iSTART-2. , 2016, , 104-121.		12
83	Pssst... textual features... there is more to automatic essay scoring than just you!. , 2015, , .		15
84	You've got style. , 2015, , .		6
85	Discourse cohesion. , 2015, , .		12
86	Partial Verbal Redundancy in Multimedia Presentations for Writing Strategy Instruction. Applied Cognitive Psychology, 2015, 29, 669-679.	1.6	19
87	Spendency: Students' Propensity to Use System Currency. International Journal of Artificial Intelligence in Education, 2015, 25, 407-427.	5.5	23
88	2014 Society for Text and Discourse Annual Meeting: Introduction to the Special Issue. Discourse Processes, 2015, 52, 335-336.	1.8	0
89	Does agency matter?: Exploring the impact of controlled behaviors within a game-based environment. Computers and Education, 2015, 82, 378-392.	8.3	33
90	From Generating in the Lab to Tutoring Systems in Classrooms. American Journal of Psychology, 2015, 128, 159-172.	0.3	6

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91	Are you reading my mind?. , 2015, , .		31
92	ReaderBench: Automated evaluation of collaboration based on cohesion and dialogism. International Journal of Computer-Supported Collaborative Learning, 2015, 10, 395-423.	3.0	51
93	A hierarchical classification approach to automated essay scoring. Assessing Writing, 2015, 23, 35-59.	3.4	157
94	Predicting Comprehension from Students' Summaries. Lecture Notes in Computer Science, 2015, , 95-104.	1.3	5
95	Game-based practice versus traditional practice in computer-based writing strategy training: effects on motivation and achievement. Educational Technology Research and Development, 2014, 62, 481-505.	2.8	35
96	Does writing development equal writing quality? A computational investigation of syntactic complexity in L2 learners. Journal of Second Language Writing, 2014, 26, 66-79.	3.0	147
97	Emergent behaviors in computer-based learning environments: Computational signals of catching up. Computers in Human Behavior, 2014, 41, 62-70.	8.5	20
98	Analyzing Discourse Processing Using a Simple Natural Language Processing Tool. Discourse Processes, 2014, 51, 511-534.	1.8	45
99	Frequency effects and second language lexical acquisition. International Journal of Corpus Linguistics, 2014, 19, 301-332.	1.4	15
100	Society for Text and Discourse Annual Meeting 2013: Introduction to the Special Issue. Discourse Processes, 2014, 51, 357-358.	1.8	0
101	The Writing Pal Intelligent Tutoring System: Usability Testing and Development. Computers and Composition, 2014, 34, 39-59.	1.2	75
102	What Is Successful Writing? An Investigation Into the Multiple Ways Writers Can Write Successful Essays. Written Communication, 2014, 31, 184-214.	1.3	62
103	Coh-Metrix Measures Text Characteristics at Multiple Levels of Language and Discourse. Elementary School Journal, 2014, 115, 210-229.	1.4	109
104	Reading comprehension components and their relation to writing. Annee Psychologique, 2014, 114, 663-691.	0.3	21
105	Natural language processing in an intelligent writing strategy tutoring system. Behavior Research Methods, 2013, 45, 499-515.	4.0	117
106	Comparing count-based and band-based indices of word frequency: Implications for active vocabulary research and pedagogical applications. System, 2013, 41, 965-981.	3.4	58
107	The nature of mind wandering during reading varies with the cognitive control demands of the reading strategy. Brain Research, 2013, 1539, 48-60.	2.2	19
108	Predicting human judgments of essay quality in both integrated and independent second language writing samples: A comparison study. Assessing Writing, 2013, 18, 218-238.	3.4	137

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109	The epistemic stance between the author and reader: A driving force in the cohesion of text and writing. Discourse Studies, 2013, 15, 579-595.	1.3	24
110	Writing pal: Feasibility of an intelligent writing strategy tutor in the high school classroom.. Journal of Educational Psychology, 2013, 105, 1010-1025.	2.9	98
111	Motivation and performance in a game-based intelligent tutoring system.. Journal of Educational Psychology, 2013, 105, 1036-1049.	2.9	136
112	The impact of individual differences on learning with an educational game and a traditional ITS. International Journal of Learning Technology, 2013, 8, 315.	0.2	8
113	Developing pedagogically-guided algorithms for intelligent writing feedback. International Journal of Learning Technology, 2013, 8, 362.	0.2	25
114	Feedback and Revising in an Intelligent Tutoring System for Writing Strategies. Lecture Notes in Computer Science, 2013, , 259-268.	1.3	3
115	Using Automated Indices of Cohesion to Evaluate an Intelligent Tutoring System and an Automated Writing Evaluation System. Lecture Notes in Computer Science, 2013, , 269-278.	1.3	16
116	Changing How Students Process and Comprehend Texts with Computer-Based Self-Explanation Training. Journal of Educational Computing Research, 2012, 47, 429-459.	5.5	18
117	Text simplification and comprehensible input: A case for an intuitive approach. Language Teaching Research, 2012, 16, 89-108.	4.0	58
118	Predicting the proficiency level of language learners using lexical indices. Language Testing, 2012, 29, 243-263.	3.2	73
119	The effect of metacomprehension judgment task on comprehension monitoring and metacognitive accuracy. Metacognition and Learning, 2012, 7, 113-131.	2.7	23
120	Predicting second language writing proficiency: the roles of cohesion and linguistic sophistication. Journal of Research in Reading, 2012, 35, 115-135.	2.0	167
121	Computerâ€based scaffolding to facilitate students' development of expertise in academic writing. Journal of Research in Reading, 2012, 35, 136-152.	2.0	21
122	Coh-Metrix. , 2012, , 188-205.		58
123	Applying NLP Metrics to Studentsâ€™ Self-Explanations. , 2012, , 261-275.		3
124	The Writing-Pal. , 2012, , 298-311.		17
125	The neural correlates of strategic reading comprehension: Cognitive control and discourse comprehension. NeuroImage, 2011, 58, 675-686.	4.2	54
126	The Development of Writing Proficiency as a Function of Grade Level: A Linguistic Analysis. Written Communication, 2011, 28, 282-311.	1.3	115

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127	Predicting lexical proficiency in language learner texts using computational indices. Language Testing, 2011, 28, 561-580.	3.2	114
128	Computational Analyses of Multilevel Discourse Comprehension. Topics in Cognitive Science, 2011, 3, 371-398.	1.9	197
129	Computational Methods to Extract Meaning From Text and Advance Theories of Human Cognition. Topics in Cognitive Science, 2011, 3, 3-17.	1.9	49
130	Understanding expert ratings of essay quality: Coh-Metrix analyses of first and second language writing. International Journal of Continuing Engineering Education and Life-Long Learning, 2011, 21, 170.	0.2	56
131	Shared features of L2 writing: Intergroup homogeneity and text classification. Journal of Second Language Writing, 2011, 20, 271-285.	3.0	26
132	What Is Lexical Proficiency? Some Answers From Computational Models of Speech Data. TESOL Quarterly, 2011, 45, 182-193.	2.9	60
133	The bit in the middle and why itâ€™s important: a computational analysis of the linguistic features of body paragraphs. Behavior Research Methods, 2011, 43, 201-209.	4.0	2
134	Measuring deep, reflective comprehension and learning strategies: challenges and successes. Metacognition and Learning, 2011, 6, 195-203.	2.7	56
135	Psycholinguistic word information in second language oral discourse. Second Language Research, 2011, 27, 343-360.	2.0	65
136	Coh-Metrix. Educational Researcher, 2011, 40, 223-234.	5.4	417
137	Classifying paragraph types using linguistic features: Is paragraph positioning important?. Journal of Writing Research, 2011, 3, 119-143.	1.2	8
138	The action dynamics of overcoming the truth. Psychonomic Bulletin and Review, 2010, 17, 486-491.	2.8	100
139	Strategies to read and learn: overcoming learning by consumption. Medical Education, 2010, 44, 340-346.	2.1	33
140	The Development of Polysemy and Frequency Use in English Second Language Speakers. Language Learning, 2010, 60, 573-605.	2.7	133
141	The linguistic correlates of conversational deception: Comparing natural language processing technologies. Applied Psycholinguistics, 2010, 31, 439-462.	1.1	47
142	Self-Regulated Learning in Learning Environments With Pedagogical Agents That Interact in Natural Language. Educational Psychologist, 2010, 45, 234-244.	9.0	108
143	Linguistic Features of Writing Quality. Written Communication, 2010, 27, 57-86.	1.3	317
144	Contributions of Self-Explanation to Comprehension of High- and Low-Cohesion Texts. Discourse Processes, 2010, 47, 641-667.	1.8	34

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145	Coh-Metrix: Capturing Linguistic Features of Cohesion. Discourse Processes, 2010, 47, 292-330.	1.8	215
146	Assessing Cognitively Complex Strategy Use in an Untrained Domain. Topics in Cognitive Science, 2010, 2, 127-137.	1.9	30
147	The Efficacy of iSTART Extended Practice: Low Ability Students Catch Up. Lecture Notes in Computer Science, 2010, , 349-351.	1.3	18
148	Intelligent Tutoring and Games (ITaG). Advances in Game-based Learning Book Series, 2010, , 44-65.	0.2	42
149	Chapter 9 Toward a Comprehensive Model of Comprehension. Psychology of Learning and Motivation - Advances in Research and Theory, 2009, , 297-384.	1.1	465
150	Computational assessment of lexical differences in L1 and L2 writing. Journal of Second Language Writing, 2009, 18, 119-135.	3.0	127
151	Identification of Sentence-to-Sentence Relations Using a Textual Entailer. Research on Language and Computation, 2009, 7, 209-229.	0.4	6
152	Measuring L2 Lexical Growth Using Hypernymic Relationships. Language Learning, 2009, 59, 307-334.	2.7	79
153	The components of paraphrase evaluations. Behavior Research Methods, 2009, 41, 682-690.	4.0	37
154	Prior knowledge, reading skill, and text cohesion in the comprehension of science texts. Learning and Instruction, 2009, 19, 228-242.	3.2	297
155	Assessing Text Readability Using Cognitively Based Indices. TESOL Quarterly, 2008, 42, 475-493.	2.9	181
156	Identifying topic sentencehood. Behavior Research Methods, 2008, 40, 647-664.	4.0	14
157	A STUDY OF TEXTUAL ENTAILMENT. International Journal on Artificial Intelligence Tools, 2008, 17, 659-685.	1.0	24
158	Assessing L2 reading texts at the intermediate level: An approximate replication of Crossley, Louwerse, McCarthy & McNamara (2007). Language Teaching, 2008, 41, 409-429.	2.5	36
159	Differential Competencies Contributing to Children's Comprehension of Narrative and Expository Texts. Reading Psychology, 2008, 29, 137-164.	1.4	251
160	Reversing the Reverse Cohesion Effect: Good Texts Can Be Better for Strategic, High-Knowledge Readers. Discourse Processes, 2007, 43, 121-152.	1.8	151
161	The Impact of Science Knowledge, Reading Skill, and Reading Strategy Knowledge on More Traditional â€œHigh-Stakesâ€•Measures of High School Studentsâ€™ Science Achievement. American Educational Research Journal, 2007, 44, 161-196.	2.7	168
162	Influence of Question Format and Text Availability on the Assessment of Expository Text Comprehension. Cognition and Instruction, 2007, 25, 399-438.	2.9	88

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163	A Linguistic Analysis of Simplified and Authentic Texts. Modern Language Journal, 2007, 91, 15-30.	2.3	158
164	iSTART 2: Improvements for efficiency and effectiveness. Behavior Research Methods, 2007, 39, 224-232.	4.0	10
165	Evaluating Self-Explanations in iSTART: Word Matching, Latent Semantic Analysis, and Topic Models. , 2007, , 91-106.		3
166	Bringing Cognitive Science into Education, and Back Again: The Value of Interdisciplinary Research. Cognitive Science, 2006, 30, 605-608.	1.7	11
167	Typing versus thinking aloud when reading: Implications for computer-based assessment and training tools. Behavior Research Methods, 2006, 38, 211-217.	4.0	28
168	Improving Adolescent Students' Reading Comprehension with Istart. Journal of Educational Computing Research, 2006, 34, 147-171.	5.5	144
169	Evaluating State-of-the-Art Treebank-style Parsers for Coh-Metrix and Other Learning Technology Environments. Natural Language Engineering, 2006, 12, 131-144.	2.5	12
170	Interference Timing and Acknowledgement Response with Voice and Datalink Atc Commands. Proceedings of the Human Factors and Ergonomics Society, 2006, 50, 11-15.	0.3	2
171	Deep-Level Comprehension of Science Texts. Topics in Language Disorders, 2005, 25, 65-83.	1.0	138
172	Multimedia and Hypermedia Solutions for Promoting Metacognitive Engagement, Coherence, and Learning. Journal of Educational Computing Research, 2005, 33, 1-29.	5.5	39
173	Changes in Reading Strategies as a Function of Reading Training: A Comparison of Live and Computerized Training. Journal of Educational Computing Research, 2005, 32, 185-208.	5.5	58
174	Scaffolding Deep Comprehension Strategies Through Point&Query, AutoTutor, and iSTART. Educational Psychologist, 2005, 40, 225-234.	9.0	206
175	Coh-Metrix: Analysis of text on cohesion and language. Behavior Research Methods, 2004, 36, 193-202.	1.3	849
176	Identifying reading strategies using latent semantic analysis: Comparing semantic benchmarks. Behavior Research Methods, 2004, 36, 213-221.	1.3	26
177	iSTART: Interactive strategy training for active reading and thinking. Behavior Research Methods, 2004, 36, 222-233.	1.3	189
178	SERT: Self-Explanation Reading Training. Discourse Processes, 2004, 38, 1-30.	1.8	348
179	Suppressing Irrelevant Information: Knowledge Activation or Inhibition?. Journal of Experimental Psychology: Learning Memory and Cognition, 2004, 30, 465-482.	0.9	66
180	Aprender del texto: Efectos de la estructura textual y las estrategias del lector. Revista Signos, 2004, 37, .	0.3	18

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181	Interference Effects on the Recall of Words Heard and Read: Considerations for ATC Communication. Proceedings of the Human Factors and Ergonomics Society, 2002, 46, 392-396.	0.3	2
182	Reading both high-coherence and low-coherence texts: Effects of text sequence and prior knowledge.. Canadian Journal of Experimental Psychology, 2001, 55, 51-62.	0.8	221
183	Working memory capacity and strategy use. Memory and Cognition, 2001, 29, 10-17.	1.6	224
184	A Procedural Explanation of the Generation Effect for Simple and Difficult Multiplication Problems and Answers. Journal of Memory and Language, 2000, 43, 652-679.	2.1	36
185	The Use of Latent Semantic Analysis as a Tool for the Quantitative Assessment of Understanding and Knowledge. Journal of Educational Computing Research, 2000, 22, 1-36.	5.5	28
186	Comprehension-Based Skill Acquisition. Cognitive Science, 2000, 24, 1-52.	1.7	18
187	Learning from texts: Effects of prior knowledge and text coherence. Discourse Processes, 1996, 22, 247-288.	1.8	569
188	Are Good Texts Always Better? Interactions of Text Coherence, Background Knowledge, and Levels of Understanding in Learning From Text. Cognition and Instruction, 1996, 14, 1-43.	2.9	977
189	VERBAL LEARNING AND MEMORY: Does the Modal Model Still Work?. Annual Review of Psychology, 1996, 47, 143-172.	17.7	59
190	Effects of prior knowledge on the generation advantage: Calculators versus calculation to learn simple multiplication.. Journal of Educational Psychology, 1995, 87, 307-318.	2.9	37
191	The Long-Term Retention of Knowledge and Skills. Psychology of Learning and Motivation - Advances in Research and Theory, 1993, , 135-164.	1.1	19
192	Effects of Same-Modality Interference on Immediate Serial Recall of Auditory and Visual Information. Journal of General Psychology, 1992, 119, 247-263.	2.8	8
193	Prompt comprehension in UNIX command production. Memory and Cognition, 1992, 20, 327-343.	1.6	19
194	Assessing Lexical Proficiency Using Analytic Ratings: A Case for Collocation Accuracy. Applied Linguistics, 0, , amt056.	2.4	34
195	Game-Based Writing Strategy Practice with the Writing Pal. Advances in Educational Technologies and Instructional Design Book Series, 0, , 1-20.	0.2	5
196	A Generation Advantage for Multiplication Skill Training and Nonword Vocabulary Acquisition. , 0, , 132-169.		33