

# Veronica X Yan

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/4305279/publications.pdf>

Version: 2024-02-01

31  
papers

666  
citations

933447

10  
h-index

610901

24  
g-index

38  
all docs

38  
docs citations

38  
times ranked

429  
citing authors

#	ARTICLE	IF	CITATIONS
1	An Identity-Based Motivation Framework for Self-Regulation. <i>Psychological Inquiry</i> , 2017, 28, 139-147.	0.9	100
2	On the difficulty of mending metacognitive illusions: A priori theories, fluency effects, and misattributions of the interleaving benefit.. <i>Journal of Experimental Psychology: General</i> , 2016, 145, 918-933.	2.1	98
3	Type I error inflation in the traditional by-participant analysis to metamemory accuracy: A generalized mixed-effects model perspective.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2014, 40, 1287-1306.	0.9	94
4	Habits and beliefs that guide self-regulated learning: Do they vary with mindset?. <i>Journal of Applied Research in Memory and Cognition</i> , 2014, 3, 140-152.	1.1	81
5	Study sequence matters for the inductive learning of cognitive concepts.. <i>Journal of Educational Psychology</i> , 2017, 109, 84-98.	2.9	35
6	Why does guessing incorrectly enhance, rather than impair, retention?. <i>Memory and Cognition</i> , 2014, 42, 1373-1383.	1.6	31
7	Habits and beliefs that guide self-regulated learning: Do they vary with mindset?. <i>Journal of Applied Research in Memory and Cognition</i> , 2014, 3, 140-152.	1.1	30
8	How should exemplars be sequenced in inductive learning? Empirical evidence versus learnersâ€™ opinions.. <i>Journal of Experimental Psychology: Applied</i> , 2017, 23, 403-416.	1.2	28
9	Optimal sequencing during category learning: Testing a dual-learning systems perspective. <i>Cognition</i> , 2016, 155, 23-29.	2.2	19
10	Do students think that difficult or valuable materials should be restudied sooner rather than later?. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2013, 39, 1682-1696.	0.9	15
11	Does working memory capacity moderate the interleaving benefit?. <i>Journal of Applied Research in Memory and Cognition</i> , 2018, 7, 361-369.	1.1	12
12	Multilevel Induction of Categories: Venomous Snakes Hijack the Learning of Lower Category Levels. <i>Psychological Science</i> , 2014, 25, 1592-1599.	3.3	11
13	Elaborative learning practices are associated with perceived faculty growth mindset in undergraduate science classrooms. <i>Learning and Individual Differences</i> , 2021, 92, 102088.	2.7	11
14	Interleaving Retrieval Practice Promotes Science Learning. <i>Psychological Science</i> , 2022, 33, 782-788.	3.3	11
15	Who Is Part of the "Mindset Context"? The Unique Roles of Perceived Professor and Peer Mindsets in Undergraduate Engineering Studentsâ€™ Motivation and Belonging. <i>Frontiers in Education</i> , 2021, 6, .	2.1	10
16	Self-regulated spacing in a massive open online course is related to better learning. <i>Npj Science of Learning</i> , 2020, 5, 2.	2.8	9
17	Does the interleaving effect extend to unrelated concepts? Learnersâ€™ beliefs versus empirical evidence.. <i>Journal of Educational Psychology</i> , 2021, 113, 125-137.	2.9	9
18	What Predicts Quality of Learnersâ€™ Study Efforts? Implicit Beliefs and Interest Are Related to Mastery Goals but Not to Use of Effective Study Strategies. <i>Frontiers in Education</i> , 2021, 6, .	2.1	6

#	ARTICLE	IF	CITATIONS
19	The Robustness of the Interleaving Benefit. Journal of Applied Research in Memory and Cognition, 2021, 10, 589-602.	1.1	5
20	Improving conceptual learning via pretests.. Journal of Experimental Psychology: Applied, 2021, 27, 228-236.	1.2	5
21	Is Difficulty Mostly About Impossibility? What Difficulty Implies May Be Culturally Variant. Personality and Social Psychology Bulletin, 2023, 49, 309-328.	3.0	4
22	Learning Better, Learning More: The Benefits of Expanded Retrieval Practice. Journal of Applied Research in Memory and Cognition, 2020, 9, 204-214.	1.1	3
23	Appropriate failure to create effective learning. , 2019, , 313-329.		3
24	The upside: How people make sense of difficulty matters during a crisis. Self and Identity, 2023, 22, 19-41.	1.6	3
25	Not just stimuli structure: Sequencing effects in category learning vary by task demands.. Journal of Applied Research in Memory and Cognition, 2022, 11, 218-228.	1.1	2
26	The robustness of the interleaving benefit.. Journal of Applied Research in Memory and Cognition, 2021, 10, 589-602.	1.1	2
27	Optimal Learning Under Time Constraints: Empirical and Simulated Tradeoffs Between Depth and Breadth of Study. Cognitive Science, 2022, 46, e13136.	1.7	2
28	The world as we see it. , 2018, , .		1
29	Interleaving Benefits the Learning of Complex Perceptual Categories: Evidence Against the Discriminative-Contrast Hypothesis. Journal of Cognitive Education and Psychology, 2019, 18, 35-51.	0.2	1
30	Learning better, learning more: The benefits of expanded retrieval practice.. Journal of Applied Research in Memory and Cognition, 2020, 9, 204-214.	1.1	1
31	On Rest-from-Deliberate-Learning as a Mechanism for the Spacing Effect: Commentary on Chen et al. (2021). Educational Psychology Review, 0, , 1.	8.4	1