

Veronica X Yan

List of Publications by Year in descending order

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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	The upside: How people make sense of difficulty matters during a crisis. <i>Self and Identity</i> , 2023, 22, 19-41.	1.6	3
2	Is Difficulty Mostly About Impossibility? What Difficulty Implies May Be Culturally Variant. <i>Personality and Social Psychology Bulletin</i> , 2023, 49, 309-328.	3.0	4
3	Not just stimuli structure: Sequencing effects in category learning vary by task demands.. <i>Journal of Applied Research in Memory and Cognition</i> , 2022, 11, 218-228.	1.1	2
4	Optimal Learning Under Time Constraints: Empirical and Simulated Tradeoffs Between Depth and Breadth of Study. <i>Cognitive Science</i> , 2022, 46, e13136.	1.7	2
5	Interleaving Retrieval Practice Promotes Science Learning. <i>Psychological Science</i> , 2022, 33, 782-788.	3.3	11
6	Does the interleaving effect extend to unrelated concepts? Learners' beliefs versus empirical evidence.. <i>Journal of Educational Psychology</i> , 2021, 113, 125-137.	2.9	9
7	What Predicts Quality of Learners' 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
8	Who Is Part of the "Mindset Context"? The Unique Roles of Perceived Professor and Peer Mindsets in Undergraduate Engineering Students' Motivation and Belonging. <i>Frontiers in Education</i> , 2021, 6, .	2.1	10
9	The Robustness of the Interleaving Benefit. <i>Journal of Applied Research in Memory and Cognition</i> , 2021, 10, 589-602.	1.1	5
10	Improving conceptual learning via pretests.. <i>Journal of Experimental Psychology: Applied</i> , 2021, 27, 228-236.	1.2	5
11	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
12	The robustness of the interleaving benefit.. <i>Journal of Applied Research in Memory and Cognition</i> , 2021, 10, 589-602.	1.1	2
13	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
14	Learning Better, Learning More: The Benefits of Expanded Retrieval Practice. <i>Journal of Applied Research in Memory and Cognition</i> , 2020, 9, 204-214.	1.1	3
15	Learning better, learning more: The benefits of expanded retrieval practice.. <i>Journal of Applied Research in Memory and Cognition</i> , 2020, 9, 204-214.	1.1	1
16	Appropriate failure to create effective learning. , 2019, , 313-329.		3
17	Interleaving Benefits the Learning of Complex Perceptual Categories: Evidence Against the Discriminative-Contrast Hypothesis. <i>Journal of Cognitive Education and Psychology</i> , 2019, 18, 35-51.	0.2	1
18	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

#	ARTICLE	IF	CITATIONS
19	The world as we see it. , 2018, , .		1
20	An Identity-Based Motivation Framework for Self-Regulation. Psychological Inquiry, 2017, 28, 139-147.	0.9	100
21	Study sequence matters for the inductive learning of cognitive concepts.. Journal of Educational Psychology, 2017, 109, 84-98.	2.9	35
22	How should exemplars be sequenced in inductive learning? Empirical evidence versus learners's™ opinions.. Journal of Experimental Psychology: Applied, 2017, 23, 403-416.	1.2	28
23	Optimal sequencing during category learning: Testing a dual-learning systems perspective. Cognition, 2016, 155, 23-29.	2.2	19
24	On the difficulty of mending metacognitive illusions: A priori theories, fluency effects, and misattributions of the interleaving benefit.. Journal of Experimental Psychology: General, 2016, 145, 918-933.	2.1	98
25	Type I error inflation in the traditional by-participant analysis to metamemory accuracy: A generalized mixed-effects model perspective.. Journal of Experimental Psychology: Learning Memory and Cognition, 2014, 40, 1287-1306.	0.9	94
26	Why does guessing incorrectly enhance, rather than impair, retention?. Memory and Cognition, 2014, 42, 1373-1383.	1.6	31
27	Multilevel Induction of Categories: Venomous Snakes Hijack the Learning of Lower Category Levels. Psychological Science, 2014, 25, 1592-1599.	3.3	11
28	Habits and beliefs that guide self-regulated learning: Do they vary with mindset?. Journal of Applied Research in Memory and Cognition, 2014, 3, 140-152.	1.1	81
29	Habits and beliefs that guide self-regulated learning: Do they vary with mindset?. Journal of Applied Research in Memory and Cognition, 2014, 3, 140-152.	1.1	30
30	Do students think that difficult or valuable materials should be restudied sooner rather than later?. Journal of Experimental Psychology: Learning Memory and Cognition, 2013, 39, 1682-1696.	0.9	15
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