David R Shanks

List of Publications by Year
in descending order

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204	13,072	18482	27406
papers	citations	62 h-index	106 g-index

216	216	216	6405
all docs	docs citations	times ranked	citing authors

#	Article	IF	Citations
1	Characteristics of dissociable human learning systems. Behavioral and Brain Sciences, 1994, 17, 367-395.	0.7	1,323
2	The role of awareness in Pavlovian conditioning: Empirical evidence and theoretical implications.. Journal of Experimental Psychology, 2002, 28, 3-26.	1.7	453
3	Unconscious influences on decision making: A critical review. Behavioral and Brain Sciences, 2014, 37, 1-19.	0.7	417
4	Disrupted prediction-error signal in psychosis: evidence for an associative account of delusions. Brain, 2007, 130, 2387-2400.	7.6	368
5	Judgement of Act-Outcome Contingency: The Role of Selective Attribution. Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology, 1984, 36, 29-50.	2.3	300
6	Forward and Backward Blocking in Human Contingency Judgement. Quarterly Journal of Experimental Psychology Section B: Comparative and Physiological Psychology, 1985, 37, 1-21.	2.8	271
7	The role of awareness in Pavlovian conditioning: empirical evidence and theoretical implications. Journal of Experimental Psychology, 2002, 28, 3-26.	1.7	258
8	Learning: From Association to Cognition. Annual Review of Psychology, 2010, 61, 273-301.	17.7	217
9	A re-examination of probability matching and rational choice. Journal of Behavioral Decision Making, 2002, 15, 233-250.	1.7	209
10	Responses of human frontal cortex to surprising events are predicted by formal associative learning theory. Nature Neuroscience, 2001, 4, 1043-1048.	14.8	205
11	Take the best or look at the rest? Factors influencing "one-reason" decision making.. Journal of Experimental Psychology: Learning Memory and Cognition, 2003, 29, 53-65.	0.9	185
12	Underpowered samples, false negatives, and unconscious learning. Psychonomic Bulletin and Review, 2016, 23, 87-102.	2.8	185
13	Instrumental judgment and performance under variations in action-outcome contingency and contiguity. Memory and Cognition, 1991, 19, 353-360.	1.6	181
14	Empirical tests of a fast-and-frugal heuristic: Not everyone â€œtakes-the-bestâ€• Organizational Behavior and Human Decision Processes, 2003, 91, 82-96.	2.5	171
15	Frontal Responses During Learning Predict Vulnerability to the Psychotogenic Effects of Ketamine. Archives of General Psychiatry, 2006, 63, 611.	12.3	169
16	Priming Intelligent Behavior: An Elusive Phenomenon. PLoS ONE, 2013, 8, e56515.	2.5	168
17	Intentional Control and Implicit Sequence Learning.. Journal of Experimental Psychology: Learning Memory and Cognition, 2004, 30, 354-369.	0.9	164
18	Awareness in contextual cuing with extended and concurrent explicit tests. Memory and Cognition, 2008, 36, 403-415.	1.6	155

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19	Associative Accounts of Causality Judgment. Psychology of Learning and Motivation - Advances in Research and Theory, 1988, , 229-261.	1.1	139
20	Contingency awareness in evaluative conditioning: A comment on baeyens, eelen, and van den bergh. Cognition and Emotion, 1990, 4, 19-30.	2.0	135
21	Categorization by a connectionist network.. Journal of Experimental Psychology: Learning Memory and Cognition, 1991, 17, 433-443.	0.9	134
22	Tests of an Adaptive Network Model for the Identification and Categorization of Continuous-dimension Stimuli. Connection Science, 1994, 6, 59-89.	3.0	134
23	Associationism and cognition: Human contingency learning at 25. Quarterly Journal of Experimental Psychology, 2007, 60, 291-309.	1.1	128
24	Human instrumental learning: A critical review of data and theory. British Journal of Psychology, 1993, 84, 319-354.	2.3	127
25	Is causal induction based on causal power? Critique of Cheng (1997).. Psychological Review, 2000, 107, 195-212.	3.8	127
26	Evidence for a Distinction between Judged and Perceived Causality. Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology, 1992, 44, 321-342.	2.3	121
27	Subjective measures of awareness and implicit cognition. Memory and Cognition, 2003, 31, 1060-1071.	1.6	117
28	Feature- and rule-based generalization in human associative learning.. Journal of Experimental Psychology, 1998, 24, 405-415.	1.7	115
29	On the existence of independent explicit and implicit learning systems: An examination of some evidence. Memory and Cognition, 1993, 21, 304-317.	1.6	114
30	Amnesia and the Declarative/Nondeclarative Distinction: A Recurrent Network Model of Classification, Recognition, and Repetition Priming. Journal of Cognitive Neuroscience, 2001, 13, 648-669.	2.3	112
31	The benefit of generating errors during learning.. Journal of Experimental Psychology: General, 2014, 143, 644-667.	2.1	112
32	Insight and strategy in multiple-cue learning.. Journal of Experimental Psychology: General, 2006, 135, 162-183.	2.1	110
33	Regressive research: The pitfalls of post hoc data selection in the study of unconscious mental processes. Psychonomic Bulletin and Review, 2017, 24, 752-775.	2.8	108
34	On the cognitive theory of conditioning. Biological Psychology, 1990, 30, 171-179.	2.2	107
35	Relationship between priming and recognition in deterministic and probabilistic sequence learning.. Journal of Experimental Psychology: Learning Memory and Cognition, 2003, 29, 248-261.	0.9	107
36	Momentary and integrative response strategies in causal judgment. Memory and Cognition, 2002, 30, 1138-1147.	1.6	104

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37	Testing (quizzing) boosts classroom learning: A systematic and meta-analytic review.. Psychological Bulletin, 2021, 147, 399-435.	6.1	104
38	Search strategies in decision making: the success ofâ€œsuccessâ€• Journal of Behavioral Decision Making, 2004, 17, 117-137.	1.7	98
39	Attentional load and implicit sequence learning. Psychological Research, 2005, 69, 369-382.	1.7	97
40	Is Human Learning Rational?. Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology, 1995, 48, 257-279.	2.3	92
41	Effects of trial order on contingency judgments: A comparison of associative and probabilistic contrast accounts.. Journal of Experimental Psychology: Learning Memory and Cognition, 1998, 24, 672-694.	0.9	92
42	Stimulus coding in human associative learning: Flexible representations of parts and wholes. Behavioural Processes, 2008, 77, 413-427.	1.1	91
43	Models of recognition, repetition priming, and fluency: Exploring a new framework.. Psychological Review, 2012, 119, 40-79.	3.8	91
44	Evaluating the relationship between explicit and implicit knowledge in a sequential reaction time task.. Journal of Experimental Psychology: Learning Memory and Cognition, 1999, 25, 1435-1451.	0.9	90
45	Abstractionist and Processing Accounts of Implicit Learning. Cognitive Psychology, 2001, 42, 61-112.	2.2	90
46	The procedural learning deficit hypothesis of language learning disorders: we see some problems. Developmental Science, 2018, 21, e12552.	2.4	90
47	Acquisition functions in contingency judgment. Learning and Motivation, 1987, 18, 147-166.	1.2	89
48	Models of covariation-based causal judgment: A review and synthesis. Psychonomic Bulletin and Review, 2007, 14, 577-596.	2.8	88
49	The Role of the Lateral Frontal Cortex in Causal Associative Learning: Exploring Preventative and Super-learning. Cerebral Cortex, 2004, 14, 872-880.	2.9	86
50	Continuous monitoring of human contingency judgment across trials. Memory and Cognition, 1985, 13, 158-167.	1.6	85
51	Complex Choices Better Made Unconsciously?. Science, 2006, 313, 760-761.	12.6	84
52	Prediction Error during Retrospective Revaluation of Causal Associations in Humans. Neuron, 2004, 44, 877-888.	8.1	82
53	A consensus-based transparency checklist. Nature Human Behaviour, 2020, 4, 4-6.	12.0	79
54	Neuropsychological dissociations between priming and recognition: A single-system connectionist account.. Psychological Review, 2003, 110, 728-744.	3.8	75

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55	Dissociation between priming and recognition in the expression of sequential knowledge. Psychonomic Bulletin and Review, 2002, 9, 362-367.	2.8	73
56	Challenging the role of implicit processes in probabilistic category learning. Psychonomic Bulletin and Review, 2007, 14, 505-511.	2.8	72
57	Effects of a secondary task on "implicit" sequence learning: learning or performance?. Psychological Research, 2002, 66, 99-109.	1.7	70
58	Configural processes in human associative learning.. Journal of Experimental Psychology: Learning Memory and Cognition, 1998, 24, 1353-1378.	0.9	69
59	Abstraction Processes in Artificial Grammar Learning. Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology, 1997, 50, 216-252.	2.3	67
60	Within-compound associations in retrospective revaluation and in direct learning: A challenge for comparator theory. Quarterly Journal of Experimental Psychology Section B: Comparative and Physiological Psychology, 2004, 57, 25-53.	2.8	67
61	Probability judgment in hierarchical learning: a conflict between predictiveness and coherence. Cognition, 2002, 83, 81-112.	2.2	66
62	Postretrieval new learning does not reliably induce human memory updating via reconsolidation. Proceedings of the National Academy of Sciences of the United States of America, 2016, 113, 5206-5211.	7.1	66
63	Romance, risk, and replication: Can consumer choices and risk-taking be primed by mating motives?. Journal of Experimental Psychology: General, 2015, 144, e142-e158.	2.1	64
64	Connectionist Accounts of the Inverse Base-rate Effect in Categorization. Connection Science, 1992, 4, 3-18.	3.0	63
65	Recollection, Fluency, and the Explicit/Implicit Distinction in Artificial Grammar Learning.. Journal of Experimental Psychology: General, 2003, 132, 551-565.	2.1	63
66	Two mechanisms in implicit artificial grammar learning? Comment on Meulemans and Van der Linden (1997).. Journal of Experimental Psychology: Learning Memory and Cognition, 1999, 25, 524-531.	0.9	62
67	Enhancing learning and retrieval of new information: a review of the forward testing effect. Npj Science of Learning, 2018, 3, 8.	2.8	62
68	Learning strategies in amnesia. Neuroscience and Biobehavioral Reviews, 2008, 32, 292-310.	6.1	61
69	Connectionism and the Learning of Probabilistic Concepts. Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology, 1990, 42, 209-237.	2.3	60
70	Dissociation Between Judgments and Outcome-Expectancy Measures in Covariation Learning: A Signal Detection Theory Approach.. Journal of Experimental Psychology: Learning Memory and Cognition, 2005, 31, 1105-1120.	0.9	58
71	Causal order does not affect cue selection in human associative learning. Memory and Cognition, 1996, 24, 511-522.	1.6	56
72	Selectional processes in causality judgment. Memory and Cognition, 1989, 17, 27-34.	1.6	55

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73	A single-system account of the relationship between priming, recognition, and fluency.. Journal of Experimental Psychology: Learning Memory and Cognition, 2008, 34, 97-111.	0.9	54
74	Learning in a changing environment.. Journal of Experimental Psychology: General, 2010, 139, 266-298.	2.1	54
75	Distinguishing Associative and Probabilistic Contrast Theories of Human Contingency Judgment. Psychology of Learning and Motivation - Advances in Research and Theory, 1996, , 265-311.	1.1	52
76	A unitary signal-detection model of implicit and explicit memory. Trends in Cognitive Sciences, 2008, 12, 367-373.	7.8	52
77	Instrumental action and causal representation. , 1996, , 5-25.		52
78	On the Role of Recognition in Decision Making.. Journal of Experimental Psychology: Learning Memory and Cognition, 2004, 30, 923-935.	0.9	51
79	Can testing immunize memories against interference?. Journal of Experimental Psychology: Learning Memory and Cognition, 2012, 38, 1780-1785.	0.9	48
80	The benefit of generating errors during learning: What is the locus of the effect?. Journal of Experimental Psychology: Learning Memory and Cognition, 2019, 45, 1023-1041.	0.9	48
81	Registered Replication Report: Dijksterhuis and van Knippenberg (1998). Perspectives on Psychological Science, 2018, 13, 268-294.	9.0	46
82	Unconscious or underpowered? Probabilistic cuing of visual attention.. Journal of Experimental Psychology: General, 2020, 149, 160-181.	2.1	46
83	Recognising what you like: Examining the relation between the mere-exposure effect and recognition. European Journal of Cognitive Psychology, 2007, 19, 103-118.	1.3	43
84	Age effects on explicit and implicit memory. Frontiers in Psychology, 2013, 4, 639.	2.1	43
85	Perceptual fluency affects judgments of learning: The font size effect. Journal of Memory and Language, 2018, 99, 99-110.	2.1	43
86	Are there multiple memory systems? Tests of models of implicit and explicit memory. Quarterly Journal of Experimental Psychology, 2012, 65, 1449-1474.	1.1	42
87	Selection bias, vote counting, and money-priming effects: A comment on Rohrer, Pashler, and Harris (2015) and Vohs (2015).. Journal of Experimental Psychology: General, 2016, 145, 655-663.	2.1	42
88	Metacognitive unawareness of the errorful generation benefit and its effects on self-regulated learning.. Journal of Experimental Psychology: Learning Memory and Cognition, 2017, 43, 1073-1092.	0.9	41
89	Normative and Descriptive Accounts of the Influence of Power and Contingency on Causal Judgement. Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology, 2003, 56, 977-1007.	2.3	40
90	Straight Choices. , 0, , .		40

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91	On the relationship between repetition priming and recognition memory: Insights from a computational model. Journal of Memory and Language, 2006, 55, 515-533.	2.1	39
92	A re-examination of melioration and rational choice. Journal of Behavioral Decision Making, 2002, 15, 291-311.	1.7	38
93	Is implicit learning spared in amnesia?. Neuropsychologia, 2002, 40, 2185-2197.	1.6	37
94	Attention and awareness in â€œimplicitâ€•sequence learning. Advances in Consciousness Research, 2003, , 11-42.	0.2	37
95	Implicit Learning. , 2005, , 203-221.		36
96	Attention modulates the learning of multiple contingencies. Psychonomic Bulletin and Review, 2006, 13, 643-648.	2.8	35
97	Selective attribution and the judgment of causality. Learning and Motivation, 1986, 17, 311-334.	1.2	34
98	Pre-exposure of repeated search configurations facilitates subsequent contextual cuing of visual search.. Journal of Experimental Psychology: Learning Memory and Cognition, 2015, 41, 348-362.	0.9	34
99	Does opposition logic provide evidence for conscious and unconscious processes in artificial grammar learning?. Consciousness and Cognition, 2003, 12, 201-218.	1.5	31
100	Resistance to interference in human associative learning: Evidence of configural processing.. Journal of Experimental Psychology, 1998, 24, 136-150.	1.7	27
101	Mechanisms of predictive and diagnostic causal induction.. Journal of Experimental Psychology, 2002, 28, 331-346.	1.7	27
102	Neuronal correlates of familiarity-driven decisions in artificial grammar learning. NeuroReport, 2003, 14, 131-136.	1.2	26
103	An effect of age on implicit memory that is not due to explicit contamination: Implications for single and multiple-systems theories.. Psychology and Aging, 2013, 28, 429-442.	1.6	26
104	Prime Numbers: Anchoring and its Implications for Theories of Behavior Priming. Social Cognition, 2014, 32, 88-108.	0.9	26
105	Evidence for Rule-Based Processes in the Inverse Base-Rate Effect. Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology, 2005, 58, 789-815.	2.3	25
106	Sequence learning and selection difficulty.. Journal of Experimental Psychology: Human Perception and Performance, 2006, 32, 287-299.	0.9	25
107	Disruption of Sequential Priming in Organic and Pharmacological Amnesia: A Role for the Medial Temporal Lobes in Implicit Contextual Learning. Neuropsychopharmacology, 2006, 31, 1768-1776.	5.4	25
108	A simple algorithm for the offline recalibration of eye-tracking data through best-fitting linear transformation. Behavior Research Methods, 2015, 47, 1365-1376.	4.0	25

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109	The Effect of Mental Practice on Performance in a Sequential Reaction Time Task. Journal of Motor Behavior, 2000, 32, 305-313.	0.9	24
110	Associative versus contingency accounts of category learning: Reply to Melz, Cheng, Holyoak, and Waldmann (1993).. Journal of Experimental Psychology: Learning Memory and Cognition, 1993, 19, 1411-1423.	0.9	23
111	Autonomic and eyeblink conditioning are closely related to contingency awareness: Reply to Wiens and Ã–hman (2002) and Manns et al (2002).. Journal of Experimental Psychology, 2002, 28, 38-42.	1.7	23
112	On the status of unconscious memory: Merikle and Reingold (1991) revisited.. Journal of Experimental Psychology: Learning Memory and Cognition, 2006, 32, 925-934.	0.9	23
113	Short article: Conformity to the power PC theory of causal induction depends on the type of probe question. Quarterly Journal of Experimental Psychology, 2006, 59, 225-232.	1.1	22
114	The forward testing effect on self-regulated study time allocation and metamemory monitoring.. Journal of Experimental Psychology: Applied, 2017, 23, 263-277.	1.2	22
115	Consensus-based guidance for conducting and reporting multi-analyst studies. ELife, 2021, 10, .	6.0	22
116	The influence of hierarchy on probability judgment. Cognition, 2003, 89, 157-178.	2.2	21
117	Prior experience can influence whether the whole is different from the sum of its parts. Learning and Motivation, 2005, 36, 20-41.	1.2	21
118	Aging and implicit learning: Explorations in contextual cuing.. Psychology and Aging, 2011, 26, 127-132.	1.6	21
119	Donâ€™t bet on it! Wagering as a measure of awareness in decision making under uncertainty.. Journal of Experimental Psychology: General, 2014, 143, 2111-2134.	2.1	21
120	Abstraction Processes in Artificial Grammar Learning. Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology, 1997, 50, 216-252.	2.3	21
121	A Connectionist Account of Base-rate Biases in Categorization. Connection Science, 1991, 3, 143-162.	3.0	20
122	Implicit learning from an information processing standpoint. , 1997, , 162-194.		20
123	Mechanisms of predictive and diagnostic causal induction. Journal of Experimental Psychology, 2002, 28, 331-46.	1.7	20
124	The forward effects of testing transfer to different domains of learning.. Journal of Educational Psychology, 2019, 111, 809-826.	2.9	19
125	The forward testing effect: Interim testing enhances inductive learning.. Journal of Experimental Psychology: Learning Memory and Cognition, 2018, 44, 485-492.	0.9	19
126	Summation in Causal Learning: Elemental processing or Configural Generalization?. Quarterly Journal of Experimental Psychology, 2006, 59, 1524-1534.	1.1	18

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127	Models of probabilistic category learning in Parkinsonâ€™s disease: Strategy use and the effects of L-dopa. Journal of Mathematical Psychology, 2010, 54, 123-136.	1.8	18
128	Investigating cue competition in contextual cuing of visual search.. Journal of Experimental Psychology: Learning Memory and Cognition, 2012, 38, 709-725.	0.9	18
129	Can â€œpureâ€•implicit memory be isolated? A test of a single-system model of recognition and repetition priming.. Canadian Journal of Experimental Psychology, 2010, 64, 241-255.	0.8	17
130	Raising awareness about measurement error in research on unconscious mental processes. Psychonomic Bulletin and Review, 2022, 29, 21-43.	2.8	17
131	A Single-System Model Predicts Recognition Memory and Repetition Priming in Amnesia. Journal of Neuroscience, 2014, 34, 10963-10974.	3.6	16
132	Sustained Attention, Not Procedural Learning, is a Predictor of Reading, Language and Arithmetic Skills in Children. Scientific Studies of Reading, 2021, 25, 47-63.	2.0	16
133	Past experience influences the processing of stimulus compounds in human Pavlovian conditioning. Learning and Motivation, 2004, 35, 167-188.	1.2	15
134	The Effectiveness of Feedback in Multiple-Cue Probability Learning. Quarterly Journal of Experimental Psychology, 2009, 62, 890-908.	1.1	15
135	A critical review and meta-analysis of the unconscious thought effect in medical decision making. Frontiers in Psychology, 2015, 6, 636.	2.1	15
136	The anchoring effect in metamemory monitoring. Memory and Cognition, 2018, 46, 384-397.	1.6	15
137	Correlation analysis to investigate unconscious mental processes: A critical appraisal and mini-tutorial. Cognition, 2021, 212, 104667.	2.2	15
138	How to assess the contributions of processing fluency and beliefs to the formation of judgments of learning: methods and pitfalls. Metacognition and Learning, 2021, 16, 319-343.	2.7	15
139	Overt attention in contextual cuing of visual search is driven by the attentional set, but not by the predictiveness of distractors.. Journal of Experimental Psychology: Learning Memory and Cognition, 2018, 44, 707-721.	0.9	14
140	Human Associative Learning. , 1994, , 335-374.		13
141	Rapid induction of false memory for pictures. Memory, 2010, 18, 533-542.	1.7	13
142	Testing potential mechanisms underlying test-potentiated new learning.. Journal of Experimental Psychology: Learning Memory and Cognition, 2022, 48, 1127-1143.	0.9	13
143	The Challenge of Inferring Unconscious Mental Processes. Experimental Psychology, 2021, 68, 113-129.	0.7	13
144	The Comparator Theory Fails to Account for the Selective Role of Within-Compound Associations in Cue-Selection Effects. Experimental Psychology, 2006, 53, 316-320.	0.7	12

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145	When judging what you know changes what you really know: Soliciting metamemory judgments reactively enhances childrenâ€™s learning. Child Development, 2022, 93, 405-417.	3.0	12
146	The Pervasive Problem of Post Hoc Data Selection in Studies on Unconscious Processing. Experimental Psychology, 2022, 69, 1-11.	0.7	12
147	Does study duration have opposite effects on recognition and repetition priming?. Journal of Memory and Language, 2017, 97, 154-174.	2.1	11
148	Aging Predicts Decline in Explicit and Implicit Memory: A Life-Span Study. Psychological Science, 2020, 31, 1071-1083.	3.3	11
149	Probabilistic cuing of visual search: Neither implicit nor inflexible.. Journal of Experimental Psychology: Human Perception and Performance, 2020, 46, 1222-1234.	0.9	11
150	Autonomic and eyeblink conditioning are closely related to contingency awareness: reply to Wiens and Ohman (2002) and Manns et al. (2002). Journal of Experimental Psychology, 2002, 28, 38-42.	1.7	11
151	Sub-optimal reasons for rejecting optimality. Behavioral and Brain Sciences, 2000, 23, 761-762.	0.7	10
152	Paradoxical effects of base rates and representation in category learning. Memory and Cognition, 2007, 35, 1365-1379.	1.6	10
153	Procedural and declarative learning in dyslexia. Dyslexia, 2019, 25, 246-255.	1.5	10
154	Individual differences in causal learning and decision making. Acta Psychologica, 2005, 120, 93-112.	1.5	9
155	Representational flexibility and the challenge to elemental theories of learning: Response to commentaries. Behavioural Processes, 2008, 77, 451-453.	1.1	9
156	Driven by power? Probe question and presentation format effects on causal judgment.. Journal of Experimental Psychology: Learning Memory and Cognition, 2008, 34, 1482-1494.	0.9	9
157	Can lies be detected unconsciously?. Frontiers in Psychology, 2015, 6, 1221.	2.1	9
158	Tests of the Power PC Theory of Causal Induction with Negative Contingencies. Experimental Psychology, 2002, 49, 81-88.	0.7	9
159	Mind the Gap Between Comprehension and Metacomprehension: Meta-Analysis of Metacomprehension Accuracy and Intervention Effectiveness. Review of Educational Research, 2023, 93, 143-194.	7.5	9
160	Perceptual representations in false recognition and priming of pictures. Memory and Cognition, 2008, 36, 1415-1428.	1.6	8
161	Featural selective attention, exemplar representation, and the inverse base-rate effect. Psychonomic Bulletin and Review, 2010, 17, 637-643.	2.8	8
162	Do working memory capacity and test anxiety modulate the beneficial effects of testing on new learning?. Journal of Experimental Psychology: Applied, 2020, 26, 724-738.	1.2	8

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163	Configural learning in contextual cuing of visual search.. Journal of Experimental Psychology: Human Perception and Performance, 2016, 42, 1173-1185.	0.9	8
164	Improving research quality: the view from the UK Reproducibility Network institutional leads for research improvement. BMC Research Notes, 2021, 14, 458.	1.4	8
165	Connectionism and human learning: Critique of Gluck and Bower (1988).. Journal of Experimental Psychology: General, 1990, 119, 101-104.	2.1	7
166	Do General Practitioner Attitudes and Characteristics of their Practices Explain Patterns of Specialist Referral?. European Journal of General Practice, 1997, 3, 143-147.	2.0	7
167	Models of Animal Learning and Their Relations to Human Learning. , 2001, , 589-611.		7
168	Reply to Walker and Stickgold: Proposed boundary conditions on memory reconsolidation will require empirical verification. Proceedings of the National Academy of Sciences of the United States of America, 2016, 113, E3993-4.	7.1	7
169	Bayesian associative learning. Trends in Cognitive Sciences, 2006, 10, 477-478.	7.8	6
170	To simulate or not? Comment on Steingroever, Wetzels, and Wagenmakers (2014).. Decision, 2014, 1, 184-191.	0.5	6
171	Dissociable learning processes, associative theory, and testimonial reviews: A comment on Smith and Church (2018). Psychonomic Bulletin and Review, 2019, 26, 1988-1993.	2.8	6
172	Do Incidental Environmental Anchors Bias Consumersâ€™ Price Estimations?. Collabra: Psychology, 2020, 6, .	1.8	6
173	Dissociating Long-term Memory Systems: Comment on Nyberg and Tulving (1996). European Journal of Cognitive Psychology, 1997, 9, 111-120.	1.3	5
174	Salience Not Status: How Category Labels Influence Feature Inference. Cognitive Science, 2015, 39, 1594-1621.	1.7	5
175	Testing the controllability of contextual cuing of visual search. Scientific Reports, 2017, 7, 39645.	3.3	5
176	There is more to contextual cuing than meets the eye: Improving visual search without attentional guidance toward predictable target locations.. Journal of Experimental Psychology: Human Perception and Performance, 2021, 47, 116-120.	0.9	5
177	Heterogeneity and Publication Bias in Research on Test-Potentiated New Learning. Collabra: Psychology, 2022, 8, .	1.8	5
178	Long-Lasting Effects of an Instructional Intervention on Interleaving Preference in Inductive Learning and Transfer. Educational Psychology Review, 2022, 34, 1679-1707.	8.4	5
179	Post-retrieval Tetris should not be likened to a â€˜cognitive vaccineâ€™. Molecular Psychiatry, 2018, 23, 1972-1973.	7.9	4
180	The procedural deficit hypothesis of language learning disorders: We still see some serious problems. Developmental Science, 2019, 22, e12813.	2.4	4

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181	Effects of distractor familiarity on habituation of neophobia. Learning and Behavior, 1986, 14, 393-397.	3.4	3
182	How should implicit learning be characterized?. Behavioral and Brain Sciences, 1994, 17, 427-447.	0.7	3
183	Out of control: An associative account of congruency effects in sequence learning. Consciousness and Cognition, 2012, 21, 413-421.	1.5	3
184	Still no evidence that risk-taking and consumer choices can be primed by mating motives: Reply to Sundie, Beal, Neuberg, and Kenrick (2019).. Journal of Experimental Psychology: General, 2019, 148, e12-e22.	2.1	3
185	Publication bias and low power in field studies on goal priming. Royal Society Open Science, 2021, 8, 210544.	2.4	3
186	The primacy of conscious decision making. Behavioral and Brain Sciences, 2014, 37, 45-61.	0.7	2
187	Misunderstanding the behavior priming controversy: Comment on Payne, Brown-Iannuzzi, and Loersch (2016).. Journal of Experimental Psychology: General, 2017, 146, 1216-1222.	2.1	2
188	Through the looking glass: a dynamic lens model approach to multiple cue probability learning. , 2008, , 409-430.		2
189	Is probabilistic cuing of visual search an inflexible attentional habit? A meta-analytic review. Psychonomic Bulletin and Review, 2022, 29, 521-529.	2.8	2
190	The role of working memory in contextual cueing of visual attention. Cortex, 2022, 154, 287-298.	2.4	2
191	Publication bias casts doubt on implicit processing in inattentional blindness. Neuroscience and Biobehavioral Reviews, 2022, 140, 104775.	6.1	2
192	Implicit learning: What does it all mean?. Behavioral and Brain Sciences, 1996, 19, 557-558.	0.7	1
193	The associative nature of human associative learning. Behavioral and Brain Sciences, 2009, 32, 225-226.	0.7	1
194	Is everyone Bayes? On the testable implications of Bayesian Fundamentalism. Behavioral and Brain Sciences, 2011, 34, 213-214.	0.7	1
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