Nate Kornell

List of Publications by Year
in descending order

62 papers	**5,951** citations	136950 **32** h-index	149698 **56** g-index
64 all docs	**64** docs citations	**64** times ranked	**2920** citing authors

#	Article	IF	Citations
1	How the wisdom of crowds, and of the crowd within, are affected by expertise. Cognitive Research: Principles and Implications, 2021, 6, 5.	2.0	6
2	Answering a factual question today increases one's confidence in the same answer tomorrow – independent of fluency. Psychonomic Bulletin and Review, 2021, 28, 962-968.	2.8	0
3	Why and how you should read student evaluations of teaching.. Journal of Applied Research in Memory and Cognition, 2020, 9, 165-169.	1.1	6
4	Identification performance from multiple lineups: Should eyewitnesses who pick fillers be burned?. Journal of Applied Research in Memory and Cognition, 2019, 8, 221-232.	1.1	5
5	How to activate students' natural desire to test themselves. Cognitive Research: Principles and Implications, 2019, 4, 35.	2.0	9
6	Audiovisual quality impacts assessments of job candidates in video interviews: Evidence for an AV quality bias. Cognitive Research: Principles and Implications, 2018, 3, 47.	2.0	16
7	In inductive category learning, people simultaneously block and space their studying using a strategy of being thorough and fair.. Archives of Scientific Psychology, 2018, 6, 138-147.	0.8	5
8	Retrieval attempts enhance learning regardless of time spent trying to retrieve. Memory, 2017, 25, 298-316.	1.7	13
9	A metacognitive illusion in monkeys. Proceedings of the Royal Society B: Biological Sciences, 2017, 284, 20171541.	2.6	22
10	Performance bias: Why judgments of learning are not affected by learning. Memory and Cognition, 2017, 45, 1270-1280.	1.6	16
11	Do the Best Teachers Get the Best Ratings?. Frontiers in Psychology, 2016, 7, 570.	2.1	32
12	Self-Regulated Learning. , 2016, , .		5
13	How Retrieval Attempts Affect Learning. Psychology of Learning and Motivation - Advances in Research and Theory, 2016, 65, 183-215.	1.1	53
14	The influence of feedback on predictions of future memory performance. Memory and Cognition, 2016, 44, 1102-1113.	1.6	12
15	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
16	Highlighting and Its Relation to Distributed Study and Students' Metacognitive Beliefs. Educational Psychology Review, 2015, 27, 69-78.	8.4	34
17	If it is stored in my memory I will surely retrieve it: anatomy of a metacognitive belief. Metacognition and Learning, 2015, 10, 279-292.	2.7	4
18	Young Children Bet on Their Numerical Skills. Psychological Science, 2014, 25, 1712-1721.	3.3	81

#	ARTICLE	IF	CITATIONS
19	Attempting to answer a meaningful question enhances subsequent learning even when feedback is delayed.. Journal of Experimental Psychology: Learning Memory and Cognition, 2014, 40, 106-114.	0.9	61
20	Is focusing on unknown items while studying a beneficial long-term strategy?. Journal of Cognitive Psychology, 2014, 26, 928-942.	0.9	2
21	Expecting to teach enhances learning and organization of knowledge in free recall of text passages. Memory and Cognition, 2014, 42, 1038-1048.	1.6	71
22	Retrospective and prospective metacognitive judgments in rhesus macaques (Macaca mulatta). Animal Cognition, 2014, 17, 249-257.	1.8	39
23	Mixing topics while studying does not enhance learning.. Journal of Applied Research in Memory and Cognition, 2014, 3, 153-160.	1.1	24
24	Where is the â€œmetaâ€•in animal metacognition?. Journal of Comparative Psychology (Washington, D C:) Tj ETQq0.0 0 rgBT /Overlock	0.5	87
25	Where to draw the line on metacognition: A taxonomy of metacognitive cues.. Journal of Comparative Psychology (Washington, D C: 1983), 2014, 128, 160-162.	0.5	2
26	Why interleaving enhances inductive learning: The roles of discrimination and retrieval. Memory and Cognition, 2013, 41, 392-402.	1.6	161
27	Phrasing questions in terms of current (not future) knowledge increases preferences for cue-only judgments of learning.. Archives of Scientific Psychology, 2013, 1, 7-13.	0.8	1
28	Feedback reduces the metacognitive benefit of tests.. Journal of Experimental Psychology: Applied, 2013, 19, 1-13.	1.2	27
29	Self-Regulated Learning: Beliefs, Techniques, and Illusions. Annual Review of Psychology, 2013, 64, 417-444.	17.7	915
30	Appearances can be deceiving: instructor fluency increases perceptions of learning without increasing actual learning. Psychonomic Bulletin and Review, 2013, 20, 1350-1356.	2.8	82
31	When and why a failed test potentiates the effectiveness of subsequent study.. Journal of Experimental Psychology: Learning Memory and Cognition, 2013, 39, 290-296.	0.9	79
32	Tests enhance learningâ€"Compared to what?. Journal of Applied Research in Memory and Cognition, 2012, 1, 257-259.	1.1	21
33	A Stability Bias in Human Memory. , 2012, , 4-7.		4
34	Benefits of accumulating versus diminishing cues in recall. Journal of Memory and Language, 2011, 64, 289-298.	2.1	31
35	Why tests appear to prevent forgetting: A distribution-based bifurcation model. Journal of Memory and Language, 2011, 65, 85-97.	2.1	198
36	The Ease-of-Processing Heuristic and the Stability Bias. Psychological Science, 2011, 22, 787-794.	3.3	155

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37	Spacing as the friend of both memory and induction in young and older adults.. Psychology and Aging, 2010, 25, 498-503.	1.6	129
38	The costs and benefits of providing feedback during learning. Psychonomic Bulletin and Review, 2010, 17, 797-801.	2.8	53
39	The virtues of ignorance. Behavioural Processes, 2010, 83, 207-212.	1.1	18
40	What monkeys can tell us about metacognition and mindreading. Behavioral and Brain Sciences, 2009, 32, 150-151.	0.7	0
41	Metacognition in Humans and Animals. Current Directions in Psychological Science, 2009, 18, 11-15.	5.3	58
42	A stability bias in human memory: Overestimating remembering and underestimating learning.. Journal of Experimental Psychology: General, 2009, 138, 449-468.	2.1	125
43	Optimising learning using flashcards: Spacing is more effective than cramming. Applied Cognitive Psychology, 2009, 23, 1297-1317.	1.6	217
44	Simultaneous decisions at study: time allocation, ordering, and spacing. Metacognition and Learning, 2009, 4, 237-248.	2.7	28
45	Delayed versus immediate feedback in children's and adults' vocabulary learning. Memory and Cognition, 2009, 37, 1077-1087.	1.6	98
46	Learners' choices and beliefs about self-testing. Memory, 2009, 17, 493-501.	1.7	143
47	Unsuccessful retrieval attempts enhance subsequent learning.. Journal of Experimental Psychology: Learning Memory and Cognition, 2009, 35, 989-998.	0.9	316
48	The pretesting effect: Do unsuccessful retrieval attempts enhance learning?. Journal of Experimental Psychology: Applied, 2009, 15, 243-257.	1.2	186
49	The spacing effect in children's memory and category induction. Cognition, 2008, 109, 163-167.	2.2	142
50	Learning Concepts and Categories. Psychological Science, 2008, 19, 585-592.	3.3	407
51	Optimising self-regulated study: The benefits—and costs—of dropping flashcards. Memory, 2008, 16, 125-136.	1.7	119
52	Transfer of Metacognitive Skills and Hint Seeking in Monkeys. Psychological Science, 2007, 18, 64-71.	3.3	369
53	The Generation Effect in Monkeys. Psychological Science, 2007, 18, 682-685.	3.3	21
54	A cognitive-science based programme to enhance study efficacy in a high and low risk setting. European Journal of Cognitive Psychology, 2007, 19, 743-768.	1.3	58

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55	The promise and perils of self-regulated study. Psychonomic Bulletin and Review, 2007, 14, 219-224.	2.8	364
56	Principles of cognitive science in education: The effects of generation, errors, and feedback. Psychonomic Bulletin and Review, 2007, 14, 225-229.	2.8	130
57	â€œBlockersâ€•do not block recall during tip-of-the-tongue states. Metacognition and Learning, 2007, 1, 248-261.	2.7	20
58	Study efficacy and the region of proximal learning framework.. Journal of Experimental Psychology: Learning Memory and Cognition, 2006, 32, 609-622.	0.9	173
59	A Region of Proximal Learning model of study time allocation. Journal of Memory and Language, 2005, 52, 463-477.	2.1	238
60	Metaconfidence Judgments in Rhesus Macaques: Explicit Versus Implicit Mechanisms. , 2005, , 296-320.		40
61	The Dynamics of Learning and Allocation of Study Time to a Region of Proximal Learning.. Journal of Experimental Psychology: General, 2003, 132, 530-542.	2.1	154
62	Implicit metacognition, explicit uncertainty, and the monitoring/control distinction in animal metacognition. Behavioral and Brain Sciences, 2003, 26, 355-356.	0.7	1