Denis Mareschal

List of Publications by Year
in descending order

Source: https://exaly.com/author-pdf/7098962/publications.pdf

Version: 2024-02-01

143	4,601	109321	123424
papers	citations	35 h-index	61 g-index

160	160	160	2755
all docs	docs citations	times ranked	citing authors

#	Article	IF	Citations
1	Learning in Noisy Classrooms: Childrenâ€™s Reports of Annoyance and Distraction from Noise are Associated with Individual Differences in Mind-Wandering and Switching skills. Environment and Behavior, 2022, 54, 58-88.	4.7	14
2	Manipulating Interface Design Features Affects Children's Stop-And-Think Behaviours in a Counterintuitive-Problem Game. ACM Transactions on Computer-Human Interaction, 2022, 29, 1-21.	5.7	7
3	Selective particle attention: Rapidly and flexibly selecting features for deep reinforcement learning. Neural Networks, 2022, 150, 408-421.	5.9	0
4	Redesigning learning games for different learning contexts: Applying a serious game design framework to redesign Stop & Think. International Journal of Child-Computer Interaction, 2022, 33, 100503.	3.5	5
5	Infant Spontaneous Motor Tempo. Developmental Science, 2021, 24, e13032.	2.4	13
6	Does surprise enhance infant memory? Assessing the impact of the encoding context on subsequent object recognition. Infancy, 2021, 26, 303-318.	1.6	3
7	Capturing touch in parentâ€“infant interaction: A comparison of methods. Infancy, 2021, 26, 494-514.	1.6	11
8	Science with Duplo: Multilevel goal management in preschoolersâ€™ toy house constructions. Journal of Experimental Child Psychology, 2021, 206, 105067.	1.4	4
9	Remembering nothing: Encoding and memory processes involved in representing empty locations. Memory and Cognition, 2021, , 1.	1.6	1
10	Rate of infant carrying impacts infant spontaneous motor tempo. Royal Society Open Science, 2021, 8, 210608.	2.4	3
11	A complementary learning systems approach to temporal difference learning. Neural Networks, 2020, 122, 218-230.	5.9	28
12	Scientific Collaboration with Educators: Practical Insights from an inâ€Class Noiseâ€Reduction Intervention. Mind, Brain, and Education, 2020, 14, 303-316.	1.9	9
13	Domain-Specific Inhibitory Control Training to Improve Childrenâ€™s Learning of Counterintuitive Concepts in Mathematics and Science. Journal of Cognitive Enhancement: Towards the Integration of Theory and Practice, 2020, 4, 296-314.	1.6	24
14	Touch and look: The role of visualâ€haptic cues for categorical learning in primary school children. Infant and Child Development, 2020, 29, e2168.	1.5	5
15	Are two cues always better than one? The role of multiple intra-sensory cues compared to multi-cross-sensory cues in children's incidental category learning. Cognition, 2020, 199, 104202.	2.2	6
16	Down syndrome and parental depression: A double hit on early expressive language development. Research in Developmental Disabilities, 2020, 100, 103613.	2.2	8
17	The left cradling bias: An evolutionary facilitator of social cognition?. Cortex, 2019, 118, 116-131.	2.4	41
18	The Unique Contributions of Verbal Analogical Reasoning and Nonverbal Matrix Reasoning to Science and Maths Problemâ€Solving in Adolescence. Mind, Brain, and Education, 2019, 13, 211-223.	1.9	9

#	Article	IF	Citations
19	Is Classroom Noise Always Bad for Children? The Contribution of Age and Selective Attention to Creative Performance in Noise. Frontiers in Psychology, 2019, 10, 381.	2.1	22
20	Withstanding the test of time: Multisensory cues improve the delayed retention of incidental learning. Developmental Science, 2019, 22, e12726.	2.4	13
21	Do cues from multiple modalities support quicker learning in primary schoolchildren?. Developmental Psychology, 2019, 55, 2048-2059.	1.6	12
22	Task switching costs in preschool children and adults. Journal of Experimental Child Psychology, 2018, 172, 59-72.	1.4	9
23	Incidental learning in a multisensory environment across childhood. Developmental Science, 2018, 21, e12554.	2.4	35
24	Information processes of task-switching and modality-shifting across development. PLoS ONE, 2018, 13, e0198870.	2.5	4
25	Inhibitory control and counterintuitive science and maths reasoning in adolescence. PLoS ONE, 2018, 13, e0198973.	2.5	34
26	Incidental category learning and cognitive load in a multisensory environment across childhood.. Developmental Psychology, 2018, 54, 1020-1028.	1.6	23
27	Preschool children's control of action outcomes. Developmental Science, 2017, 20, e12354.	2.4	13
28	The impact of semantically congruent and incongruent visual information on auditory object recognition across development. Journal of Experimental Child Psychology, 2017, 162, 72-88.	1.4	12
29	Embodiment and the origin of interval timing: kinematic and electromyographic data. Experimental Brain Research, 2017, 235, 923-930.	1.5	5
30	Getting into the Groove: The Development of Tempoâ€Flexibility Between 10 and 18ÂMonths of Age. Infancy, 2017, 22, 540-551.	1.6	46
31	TRACX2: a connectionist autoencoder using graded chunks to model infant visual statistical learning. Philosophical Transactions of the Royal Society B: Biological Sciences, 2017, 372, 20160057.	4.0	35
32	Oscillatory Activity in the Infant Brain and the Representation of Small Numbers. Frontiers in Systems Neuroscience, 2016, 10, 4.	2.5	5
33	Flexible integration of visual cues in adolescents with autism spectrum disorder. Autism Research, 2016, 9, 272-281.	3.8	12
34	The neuroscience of conceptual learning in science and mathematics. Current Opinion in Behavioral Sciences, 2016, 10, 114-118.	3.9	30
35	Integration of audioâ€visual information for spatial decisions in children and adults. Developmental Science, 2016, 19, 803-816.	2.4	27
36	Possible evolutionary and developmental mechanisms of mental time travel (and implications for) Tj ETQq0 0 0 rgBT /Overlock 10 Tf 50	3.9	8

#	Article	IF	Citations
37	â€œAre you looking at me?â€•How childrenâ€™s gaze judgments improve with age.. Developmental Psychology, 2016, 52, 695-703.	1.6	6
38	Motor Activity Improves Temporal Expectancy. PLoS ONE, 2015, 10, e0119187.	2.5	9
39	The planning and execution of natural sequential actions in the preschool years. Cognition, 2015, 144, 58-66.	2.2	10
40	Labels Direct Infantsâ€™ Attention to Commonalities during Novel Category Learning. PLoS ONE, 2014, 9, e99670.	2.5	41
41	Picturing words? Sensorimotor cortex activation for printed words in child and adult readers. Brain and Language, 2014, 139, 58-67.	1.6	19
42	Infants' Selective Attention to Reliable Visual Cues in the Presence of Salient Distractors. Child Development, 2014, 85, 1981-1994.	3.0	27
43	The Goal Circuit Model: A Hierarchical Multiâ€Route Model of the Acquisition and Control of Routine Sequential Action in Humans. Cognitive Science, 2014, 38, 244-274.	1.7	38
44	From perceptual to language-mediated categorization. Philosophical Transactions of the Royal Society B: Biological Sciences, 2014, 369, 20120391.	4.0	55
45	Erratum to "Modeling cross-modal interactions in early word learning" [Dec 13 288-297]. IEEE Transactions on Autonomous Mental Development, 2014, 6, 73-73.	1.6	0
46	Handedness as a marker of cerebral lateralization in children with and without autism. Behavioural Brain Research, 2014, 268, 14-21.	2.2	31
47	Unifying Prospective and Retrospective Interval-time Estimation: A Fading-gaussian Activation-based Model of Interval-timing. Procedia, Social and Behavioral Sciences, 2014, 126, 141-150.	0.5	5
48	GAMIT â€“ A Fading-Gaussian Activation Model of Interval-Timing: Unifying Prospective and Retrospective Time Estimation. Timing & Time Perception Reviews, 2014, 1, 1-17.	1.4	14
49	Mapping the origins of time: Scalar errors in infant time estimation.. Developmental Psychology, 2014, 50, 2030-2035.	1.6	51
50	Human handedness: An inherited evolutionary trait. Behavioural Brain Research, 2013, 237, 200-206.	2.2	71
51	Multisensory uncertainty reduction for hand localization in children and adults.. Journal of Experimental Psychology: Human Perception and Performance, 2013, 39, 773-787.	0.9	54
52	Modeling Cross-Modal Interactions in Early Word Learning. IEEE Transactions on Autonomous Mental Development, 2013, 5, 288-297.	1.6	14
53	Local Redundancy Governs Infants' Spontaneous Orienting to Visualâ€Temporal Sequences. Child Development, 2013, 84, 1137-1144.	3.0	20
54	Object processing for action across childhood. British Journal of Developmental Psychology, 2013, 31, 425-435.	1.7	4

#	Article	IF	Citations
55	Are imaging and lesioning convergent methods for assessing functional specialisation? Investigations using an artificial neural network. Brain and Cognition, 2012, 78, 38-49.	1.8	3
56	Editorial: News from the editors. Developmental Science, 2012, 15, 731-731.	2.4	0
57	Is the Mystery of Thought Demystified by Contextâ€Dependent Categorisation? Towards a New Relation Between Language and Thought. Mind and Language, 2012, 27, 595-618.	2.3	6
58	Mechanisms of developmental change in infant categorization. Cognitive Development, 2012, 27, 367-382.	1.3	50
59	Editorial. Developmental Science, 2012, 15, 1-1.	2.4	2
60	Using Saliency Maps to Separate Competing Processes in Infant Visual Cognition. Child Development, 2012, 83, 1122-1128.	3.0	18
61	In search of the mechanisms of multisensory development. , 2012, , 342-359.		1
62	Dorsal and ventral stream activation and object recognition performance in school-age children. NeuroImage, 2011, 57, 659-670.	4.2	44
63	Editorial. Developmental Science, 2011, 14, 463-463.	2.4	0
64	Attention to Multiple Cues During Spontaneous Object Labeling. Infancy, 2011, 16, 545-556.	1.6	4
65	From NEOconstructivism to NEUROconstructivism. Child Development Perspectives, 2011, 5, 169-170.	3.9	9
66	TRACX: A recognition-based connectionist framework for sequence segmentation and chunk extraction.. Psychological Review, 2011, 118, 614-636.	3.8	118
67	Action selection in complex routinized sequential behaviors.. Journal of Experimental Psychology: Human Perception and Performance, 2010, 36, 955-975.	0.9	21
68	Definitions versus categorization: assessing the development of lexico-semantic knowledge in Williams syndrome. International Journal of Language and Communication Disorders, 2010, 46, 100824014249025.	1.5	22
69	The perceptual origins of the abstract same/different concept in human infants. Animal Cognition, 2010, 13, 817-833.	1.8	28
70	Computational perspectives on cognitive development. Wiley Interdisciplinary Reviews: Cognitive Science, 2010, 1, 696-708.	2.8	7
71	Interactions between "light-from-above" and convexity priors in visual development. Journal of Vision, 2010, 10, 6-6.	0.3	33
72	Fusion of visual cues is not mandatory in children. Proceedings of the National Academy of Sciences of the United States of America, 2010, 107, 17041-17046.	7.1	126

#	Article	IF	Citations
73	Where do concepts come from?. , 2010, , 3-10.		0
74	The making of human concepts: A final look. , 2010, , 387-394.		0
75	The development of metaphorical language comprehension in typical development and in Williams syndrome. Journal of Experimental Child Psychology, 2010, 106, 99-114.	1.4	27
76	Editorial: The triage process atDevelopmental Science. Developmental Science, 2009, 12, iii-iii.	2.4	0
77	The Neural Basis of Perceptual Category Learning in Human Infants. Journal of Cognitive Neuroscience, 2009, 21, 2276-2286.	2.3	72
78	The development of similarity: Testing the prediction of a computational model of metaphor comprehension. Language and Cognitive Processes, 2009, 24, 1406-1430.	2.2	5
79	MODELLING THE TRANSITION FROM PERCEPTUAL TO CONCEPTUAL ORGANIZATION. , 2009, , .		1
80	Mixing the Old with the New and the New with the Old: Combining Prior and Current Knowledge in Conceptual Change. , 2009, , 213-230.		3
81	Modeling the origins of object knowledge. , 2009, , 227-262.		2
82	Combining Connectionist and Dynamic Systems Principles in Models of Development: The Case of Analogical Completion. , 2009, , 203-217.		0
83	Connectionism. , 2009, , 858-861.		0
84	The Role of Context in the Categorization of Hybrid Toy Stimuli by 18â€Monthâ€Olds. Infancy, 2008, 13, 620-639.	1.6	7
85	Ten-month-oldsâ€™ selective use of visual dimensions in category learning. , 2008, 31, 287-293.		6
86	Analogy as relational priming: A developmental and computational perspective on the origins of a complex cognitive skill. Behavioral and Brain Sciences, 2008, 31, 357-378.	0.7	138
87	Growing cognition from recycled parts. Behavioral and Brain Sciences, 2008, 31, 401-414.	0.7	0
88	Studying development in the 21st Century. Behavioral and Brain Sciences, 2008, 31, 345-356.	0.7	3
89	PrÃ©cis of Neuroconstructivism: How the Brain Constructs Cognition. Behavioral and Brain Sciences, 2008, 31, 321-331.	0.7	114
90	Spatial localization of touch in the first year of life: Early influence of a visual spatial code and the development of remapping across changes in limb position.. Journal of Experimental Psychology: General, 2008, 137, 149-162.	2.1	129

#	Article	IF	Citations
91	A DUAL-MEMORY MODEL OF CATEGORIZATION IN INFANCY. , 2008, , .		0
92	A CONNECTIONIST APPROACH TO MODELLING THE FLEXIBLE CONTROL OF ROUTINE ACTIVITIES. , 2008, , .		0
93	Cognitive Control of Sequential Knowledge in 2-Year-Olds. Psychological Science, 2007, 18, 261-266.	3.3	17
94	Computational Modeling in Developmental Psychology. IEEE Transactions on Evolutionary Computation, 2007, 11, 137-150.	10.0	45
95	Recognition of complex object-centred spatial configurations in early infancy. Visual Cognition, 2007, 15, 896-926.	1.6	12
96	Relations as transformations: Implications for analogical reasoning. Quarterly Journal of Experimental Psychology, 2007, 60, 897-908.	1.1	33
97	Neuroconstructivism. Developmental Science, 2007, 10, 75-83.	2.4	177
98	Flexible and Context-Dependent Categorization by Eighteen-Month-Olds. Child Development, 2007, 78, 19-37.	3.0	63
99	Electrophysiological correlates of common-onset visual masking. Neuropsychologia, 2007, 45, 2285-2293.	1.6	47
100	Conclusion: the future of neuroconstructivism. , 2007, , 265-270.		0
101	Modeling developmental cognitive neuroscience. Trends in Cognitive Sciences, 2006, 10, 227-232.	7.8	67
102	Object-centred spatial reference in 4-month-old infants. , 2006, 29, 1-10.		16
103	How computational models help explain the origins of reasoning. IEEE Computational Intelligence Magazine, 2006, 1, 32-40.	3.2	9
104	Common-onset Visual Masking in Infancy: Behavioral and Electrophysiological Evidence. Journal of Cognitive Neuroscience, 2006, 18, 966-973.	2.3	11
105	Evidence of rapid correlation-based perceptual category learning by 4-month-olds. Infant and Child Development, 2005, 14, 445-457.	1.5	8
106	An Interacting Systems Model of Infant Habituation. Journal of Cognitive Neuroscience, 2004, 16, 1352-1362.	2.3	80
107	ReasoningÂ.Â.Â.Âwhat reasoning?. Developmental Science, 2004, 7, 419-421.	2.4	16
108	From Parts to Wholes: Mechanisms of Development in Infant Visual Object Processing. Infancy, 2004, 5, 131-151.	1.6	59

#	Article	IF	Citations
109	The Role of Bottom-Up Processing in Perceptual Categorization by 3- to 4-Month-Old Infants: Simulations and Data.. Journal of Experimental Psychology: General, 2004, 133, 382-397.	2.1	116
110	Graspability and object processing in infants. , 2003, 26, 516-528.		35
111	The â€œwhatâ€•and â€œwhereâ€•of object representations in infancy. Cognition, 2003, 88, 259-276.	2.2	124
112	Basic-level category discriminations by 7- and 9-month-olds in an object examination task. Journal of Experimental Child Psychology, 2003, 86, 87-107.	1.4	32
113	Models of habituation in infancy. Trends in Cognitive Sciences, 2002, 6, 293-298.	7.8	121
114	The dual route hypothesis in visual cognition: Why a developmental approach is necessary. Behavioral and Brain Sciences, 2002, 25, 111-112.	0.7	0
115	Models of atypical development must also be models of normal development. Behavioral and Brain Sciences, 2002, 25, 771-772.	0.7	1
116	Of models and mechanisms: a reply to commentators. Developmental Science, 2002, 5, 181-185.	2.4	0
117	Learning to perceive object unity: a connectionist account. Developmental Science, 2002, 5, 151-172.	2.4	66
118	Asymmetric interference in 3- to 4-month-olds' sequential category learning. Cognitive Science, 2002, 26, 377-389.	1.7	40
119	Asymmetric interference in 3- to 4-month-olds' sequential category learning. Cognitive Science, 2002, 26, 377-389.	1.7	13
120	INFANT HABITUATION: A REVIEW OF CURRENT COMPUTATIONAL MODELS AND A NEW PROPOSAL. , 2002, , .		3
121	Categorization in infancy. Trends in Cognitive Sciences, 2001, 5, 443-450.	7.8	180
122	Can there be embodiment without a body/brain?. Behavioral and Brain Sciences, 2001, 24, 49-50.	0.7	1
123	Metaphor as Categorization: A Connectionist Implementation. Metaphor and Symbol, 2001, 16, 5-27.	1.0	16
124	Modeling Infant Speech Sound Discrimination Using Simple Associative Networks. Infancy, 2001, 2, 7-28.	1.6	31
125	Cognitive and perceptual development during infancy. Current Opinion in Neurobiology, 2001, 11, 213-218.	4.2	27
126	Metaphor as Categorization: A Connectionist Implementation. Metaphor and Symbol, 2001, 16, 5-27.	1.0	12

#	Article	IF	Citations
127	A connectionist account of asymmetric category learning in early infancy.. Developmental Psychology, 2000, 36, 635-645.	1.6	146
128	Mechanisms of Categorization in Infancy. Infancy, 2000, 1, 59-76.	1.6	59
129	Understanding Early Categorization: One Process or Two?. Infancy, 2000, 1, 111-122.	1.6	28
130	Object knowledge in infancy: current controversies and approaches. Trends in Cognitive Sciences, 2000, 4, 408-416.	7.8	40
131	A computational and neuropsychological account of objectâ€oriented behaviours in infancy. Developmental Science, 1999, 2, 306-317.	2.4	223
132	Development of Children's Seriation: A Connectionist Approach. Connection Science, 1999, 11, 149-186.	3.0	37
133	To reach or not to reach ... that is the question. Developmental Science, 1998, 1, 198-199.	2.4	2
134	Developmental cognitive neuroscience and connectionist models of infancy. Infant and Child Development, 1998, 7, 147-151.	0.4	0
135	Rethinking innateness, learning, and constructivism: Connectionist perspectives on development. Cognitive Development, 1997, 12, 563-586.	1.3	10
136	From neural constructivism to children's cognitive development: Bridging the gap. Behavioral and Brain Sciences, 1997, 20, 571-572.	0.7	3
137	Effects of linear and angular velocity on 2-, 4-, and 6-month-olds' visual pursuit behaviors. , 1997, 20, 435-448.		11
138	Generative connectionist networks and constructivist cognitive development. Cognitive Development, 1996, 11, 571-603.	1.3	130
139	Connectionist insights into the development of object permanence. , 1996, 19, 179.		0
140	Modeling Cognitive Development on Balance Scale Phenomena. Machine Learning, 1994, 16, 57-86.	5.4	5
141	Modeling cognitive development on balance scale phenomena. Machine Learning, 1994, 16, 57-86.	5.4	192
142	Educational neuroscience. , 0, , 582-587.		0
143	Individual Differences in Dealing With Classroom Noise Disturbances. Mind, Brain, and Education, 0, , .	1.9	2