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Journal Information

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Classification History

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2026			✓	
2025				
2024				
2023				
2021/2022				
2020				
2019				
2018				

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Recent Articles

Replicating the advantage of classifying over generating examples in an authentic relational category learning context
2026-10-20 Vol. 54 Issue 3
Authors: Tim M. Steininger, Thamar Voss, Jörg Wittwer
DOI: 10.1007/s11251-026-09823-1

Combining Generative Drawing and Explaining Activities for Chemistry Learning: Exploring the Role of Prior Knowledge
2026-10-17 Vol. 54 Issue 3
Authors: Runzhi Chen, Jennifer G. Cromley
DOI: 10.1007/s11251-026-09824-0

Learning the control-of-variables strategy through self-generated and vicarious errors: the mediating roles of affect, motivation, cognitive load, and error awareness
2026-10-16 Vol. 54 Issue 3
Authors: Linda Hämmerle, Shelbi L. Kuhlmann, Theresa Krause-Wichmann et al.
DOI: 10.1007/s11251-026-09822-2

Deliberate erring improves scientific reasoning: Learning experimentation skills by intentionally designing invalid experiments
2026-10-5 Vol. 54 Issue 3
Authors: Sarah Shi Hui Wong
DOI: 10.1007/s11251-026-09819-x

Timing matters: exploring the impact of pre- and post-draft rubrics on students' written assignments
2026-9-27 Vol. 54 Issue 3
Authors: Anastasiya A. Lipnevich, Ligia Tomazin, Samuel P. León
DOI: 10.1007/s11251-026-09821-3

Infusing students’ everyday experiences in classrooms: a case study of classroom conversations in life skills education
2026-8-18 Vol. 54 Issue 2
Authors: Kenneth Silseth, Marthe Fundingsrud, Anniken Furberg
DOI: 10.1007/s11251-026-09820-4

Incorporating instructor presence in a multimedia language learning context
2026-8-11 Vol. 54 Issue 2
Authors: Yu-Jr Lan, Emmanuel Manalo
DOI: 10.1007/s11251-026-09814-2

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2026-8-8 Vol. 54 Issue 2
Authors: Faisal Channa, Piia Näykki, Päivi Häkkinen et al.
DOI: 10.1007/s11251-026-09818-y

Synergy and complexity: How teacher support modifies motivational pathways from cognitive activation to mathematics achievement
2026-8-4 Vol. 54 Issue 2
Authors: Yuting Tan
DOI: 10.1007/s11251-026-09811-5

Investigating Students’ Collaborative Problem-Solving Interactions during Scaffolded and Non-Scaffolded Ill-Structured Tasks
2026-7-27 Vol. 54 Issue 2
Authors: Taylor Parks, Saadeddine Shehab, Emma Mercier
DOI: 10.1007/s11251-026-09816-0