

February 2020

Publications (peer-reviewed)

- Breitwieser, J. & Brod, G. (in press). Cognitive prerequisites for generative learning: Why some learning strategies are more effective than others. *Child Development*.
- Brod, G., Breitwieser, J., Hasselhorn, M., & Bunge, S. A. (2019). Being proven wrong elicits learning in children—But only in those with higher executive function skills. *Developmental Science*, e12916 [Epub ahead of print].
- Brod, G., & Breitwieser, J. (2019). Lighting the wick in the candle of learning: generating a prediction stimulates curiosity. *npj Science of Learning*, 4(17), 1–7.
- Brod, G. & Shing, Y. L. (2019). A boon and a bane: Comparing the effects of prior knowledge on memory across the lifespan. *Developmental Psychology*, 55(6), 1326–1337.
- Brod, G., Hasselhorn, M., & Bunge, S. A. (2018). When generating a prediction boosts learning: The element of surprise. *Learning and Instruction*, 55, 22–31.
- Brod, G. & Shing, Y. L. (2018). Specifying the role of the ventromedial prefrontal cortex in memory formation. *Neuropsychologia*, 111, 8–15.
- Brod, G., Bunge, S. A., & Shing, Y. L. (2017). Does one year of schooling improve children's cognitive control and alter associated brain activation? *Psychological Science*, 28, 967–978.
- Brod, G., Lindenberger, U., & Shing, Y. L. (2017). Neural activation patterns during retrieval of schema-related memories: Differences and commonalities between children and adults. *Developmental Science*, 20(6), e12475
- Brod, G., Lindenberger, U., Wagner, A. D., & Shing, Y. L. (2016). Knowledge acquisition during exam preparation improves memory and modulates memory formation. *The Journal of Neuroscience*, 36(31), 8103-8111.
- Shing, Y. L., & Brod, G. (2016). Effects of prior knowledge on memory: Implications for education. *Mind, Brain, and Education*, 10(3), 153–161.
- Brod, G., Lindenberger, U., Werkle-Bergner, M., & Shing, Y. L. (2015). Differences in the neural signature of remembering schema-congruent and schema-incongruent events. *NeuroImage*, 117, 358–366.
- Dahl, S., Huron, D., Brod, G., & Altenmüller, E. (2014). Preferred Dance Tempo: Does sex or body morphology influence how we groove? *Journal of New Music Research*, 43(2):214–223.
- Brod, G., Werkle-Bergner, M., & Shing, Y. L. (2013). The influence of prior knowledge on memory: A developmental cognitive neuroscience perspective. *Frontiers in Behavioral Neuroscience*, 7:139.
- Brod, G. & Opitz, B. (2012). Does it really matter? Separating the effects of musical training on syntax acquisition. *Frontiers in Psychology*. 3:543.
- Charras, P., Brod, G., & Lupianez, J. (2012). Is 26+26 smaller than 24+28? Estimating the approximate magnitude of repeated vs. different numbers. *Attention, Perception & Psychophysics*. 74(1), 163–173.

Other publications (not peer-reviewed)

- Brod, G. & Gold, A. (in press). Gedächtnis und Wissen. In S. Preiser (Hrsg.), *Pädagogische Psychologie: Psychologische Grundlagen von Erziehung und Unterricht* (3. Aufl., S. XX-XX). Weinheim: Beltz Juventa.
- Gold, A. & Brod, G. (in press). Lernen. In S. Preiser (Hrsg.), *Pädagogische Psychologie: Psychologische Grundlagen von Erziehung und Unterricht* (3. Aufl., S. XX-XX). Weinheim: Beltz Juventa.
- Brod, G. (2020). Individuelle Förderung – Wozu und, wenn ja, wie? *Schulmanagement*. 51(2), 8–10.
- Brod, G. (2019). Surprise—A Harbinger of Learning? *LIFE Newsletter*. 13(3), 3–8.
- Wang, W. C., Ghetti, S., Brod, G., & Bunge, S. A. (2018). The more you know: Investigating why adults get a bigger memory boost from semantic congruency than children. *bioRxiv*, 456624.
- Brod, G., Shing, Y.L., Fandakova, Y., Werkle-Bergner, M., & Lindenberger, U. (2013). Die Entwicklung des episodischen Gedächtnisses: Einsichten aus der Lebensspannenpsychologie. *Jahrbuch der Max-Planck-Gesellschaft*