

Effect of grouping of evidence types on learning about interactions between observed and unobserved causes

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Journal of experimental psychology: learning, memory, and cognition

2011; 37(6):1432-1448

ARTICLE IDENTIFIERS

DOI: 10.1037/a0024829

PMID: 21823813

PMCID: not available

JOURNAL IDENTIFIERS

LCCN: not available

pISSN: 0278-7393

eISSN: 1939-1285

OCLC ID: 07949766

CONS ID: not available

US National Library of Medicine ID: 8207540

This article was identified from a query of the SafetyLit database.