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Naveh-Benjamin, M. (Ed.), Moscovitch, M. (Ed.), Roediger, III, H. (Ed.). (2002). Perspectives on Human Memory and Cognitive Aging. New York: Psychology Press, https://doi.org/10.4324/9780203759707. COPY. Divided into four parts, the first section of this book deals with levels of processing and memory theory, the second addresses working memory and attention, the third deals with cognitive aging, and the last addresses neuroscience perspectives.

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Divided into four parts, the first section of this book deals with levels of processing and memory theory, the second addresses working memory and attention, the third deals with cognitive aging, and the last addresses neuroscience perspectives.

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Perspectives on Human Memory and Cognitive Aging

Perspectives on human memory and cognitive aging: essays in honour of Fergus Craik Naveh-Benjamin, Moshe ; Moscovitch, Morris, 1945- ; Roediger, Henry L Divided into four parts, the first section of this book deals with levels of processing and memory theory, the second addresses working memory and attention, the third deals with cognitive aging, and the last addresses neuroscience perspectives

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Perspectives on Human Memory and Cognitive Aging 1st ...

Human memory doesn ' t exist in isolation; the brain isn ' t just responsible for memorizing things but also for processing the data and acting on that data. Much of our memory and much of the information we receive is visual and it is with visual memories that the designer is mainly concerned.

The Properties of Human Memory and Their Importance for ...

The study of human memory stretches back at least 2,000 years to Aristotle ' s early attempts to understand memory in his treatise " On the Soul " . In this, he compared the human mind to a blank slate and theorized that all humans are born free of any knowledge and are merely the sum of their experiences. Aristotle compared memory to making impressions in wax, sometimes referred to as the " storehouse metaphor " , a theory of memory which held sway for many centuries.

The Study of Human Memory | Cognitive Psychology ...

Psychological Research (2007) 71:235–239 DOI 10.1007/s00426-006-0079-x 123 EDITORIAL Perspectives on human spatial cognition: memory, navigation,

Perspectives on human spatial cognition: memory ...

The Cognitive Perspective Cognitive psychology is the school of psychology that examines internal mental processes such as problem solving, memory, and language. " Cognition " refers to thinking and memory processes, and " cognitive development " refers to long-term changes in these processes.

Psychological Perspectives | Introduction to Psychology

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Thus, our goal in this paper is to discuss some hypotheses that we consider central to the advance of the study of human memory from a cognitive psychology perspective. Instead of focusing on new data, we pursued to reveal a set of controversies and open questions in the field of human memory research.

Human memory research: Current hypotheses and new perspectives

Pris: 519 kr. E-bok, 2013. Laddas ned direkt. Köp Perspectives on Human Memory and Cognitive Aging av Moshe Naveh-Benjamin, Morris Moscovitch, Iii Henry L Roediger på Bokus.com.

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A Multisensory Perspective of Working Memory. In everyday life we experience a continuous stream of information that we perceive through sight, sound, smell, taste, and touch. ... (1968) devised a model for the flow of information in human memory, which subsequently became known as the modal model.

Frontiers | A multisensory perspective of working memory ...

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The goal of the present article is to present and discuss a series of open questions related to major topics on human memory research that can be addressed by future research. The topics covered...

Divided into four parts, the first section of this book deals with levels of processing and memory theory, the second addresses working memory and attention, the third deals with cognitive aging, and the last addresses neuroscience perspectives.

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Memory and Society explores the social factors which influence human memory and our conceptualisation of memory. It examines the relationships between memory, society and culture and considers the relevance of theories of memory to real world issues. The opening section deals with the topic of autobiographical memory. It looks at the role of the self; how the self is shaped by society but also how it is the self which encodes and constructs memories. The Reconstructive nature of episodic memory is considered and how the present acts as the basis for remembering the past, with the rememberer's beliefs, desires and interpretations playing a central role. The middle section looks at the influence of the social environment on learning. It debates the relevance of the application of basic principles gained in laboratory settings to learning and memory in social settings. These principles are used to throw light on topics such as e-learning, eyewitness testimonies and optimal treatment and thinking. Moreover, these real world scenarios are themselves used to throw light on basic principles and how they can be improved. The final section looks at the social consequences and costs of memory deficits, covering normal aging and pathological changes in old age, memory deficits related to dyslexia, working memory problems in everyday cognition, problems in executive functions in chronic alcoholics, and Korsakoff amnesics. It also examines methods of rehabilitation for everyday life. Incorporating contributions from leading international authorities in memory research, as well as new data and ideas for the direction of future research, this book will be invaluable to psychologists working in the fields of memory and society.

This edited collection provides an inter- and intra-disciplinary discussion of the critical role context plays in how and when individuals and groups remember the past. International contributors integrate key research from a range of disciplines, including social and cognitive psychology, discursive psychology, philosophy/philosophical psychology and cognitive linguistics, to increase awareness of the central role that cultural, social and technological contexts play in determining individual and collective recollections at multiple, yet interconnected, levels of human experience. Divided into three parts, cognitive and psychological perspectives, social and cultural perspectives, and cognitive linguistics and philosophical perspectives, Stone and Bietti present a breadth of research on memory in context. Topics covered include: the construction of self-identity in memory flashbulb memories scaffolding memory the cultural psychology of remembering social aspects of memory the mnemonic consequences of silence emotion and memory eyewitness identification multimodal communication and collective remembering. Contextualizing Human Memory allows researchers to understand the variety of work undertaken in related fields, and to appreciate the importance of context in understanding when, how and what is remembered at any given recollection. The book will appeal to researchers, academics and postgraduate students in the fields of cognitive and social psychology, as well as those in related disciplines interested in learning more about the advancing field of memory studies.

This festschrift represents the proceedings of a conference held in honor of Bennet B. Murdock, one of the foremost researchers and theoreticians on human memory and cognition. A highly renowned investigator respected for both his empirical and theoretical contributions to the field, Murdock summarized and focused a large amount of research activity with his 1974 book Human Memory: Theory and Data. This unique collection of articles addresses many of the issues discussed in his classic text. Divided into five principal sections, its coverage includes: theoretical perspectives on human memory ranging from a biological view to an exposition of the value of formal models; recent progress in the study of processes in immediate memory and recognition memory; and new developments in componential and distributed approaches to the modeling of human memory. Each section concludes with an integrative commentary provided by some of Murdock ' s eminent colleagues from the University of Toronto. Thus, this book offers a diversity of perspectives on contemporary topics in the discipline, and will be of interest to students and scholars in all branches of cognitive science.

The strengths and weaknesses of human memory have fascinated people for hundreds of years, so it is not surprising that memory research has remained one of the most flourishing areas in science. During the last decade, however, a genuine science of memory has emerged, resulting in research and theories that are rich, complex, and far reaching in their implications. Endel Tulving and Fergus Craik, both leaders in memory research, have created this highly accessible guide to their field. In each chapter, eminent researchers provide insights into their particular areas of expertise in memory research. Together, the chapters in this handbook lay out the theories and presents the evidence on which they are based, highlights the important new discoveries, and defines their consequences for professionals and students in psychology, neuroscience, clinical medicine, law, and engineering.

Cognitive and Working Memory Training assembles an interdisciplinary group of distinguished authors--all experts in the field--who have been testing the efficacy of cognitive and working memory training using a combination of behavioral, neuroimaging, meta-analytic, and computational modelling methods. This edited volume is a defining resource on the practicality and utility of the field of cognitive training research in general, and working memory training in particular. Importantly, one focus of the book is on the notion of transfer--namely, the extent to which cognitive training--be it through music, video-game play, or working memory demanding interventions at school--generalizes to learning and performance measures that were decidedly not part of the training

regimen. As most cognitive scientists (and perhaps many casual observers) recognize, the notions of cognitive training and transfer have been widely controversial for many reasons, including disagreement over the reliability of outcomes and consensus on methodological "best practices," and even the ecological validity of laboratory-based tests. This collection does not resolve these debates of course; but its contribution is to address them directly by creating an exchange in a single compendium among scientists who, in separate research publications, do not always reach the same conclusions. The book is organized around comprehensive overview chapters from different disciplinary perspectives--Cognitive Psychology (by Hicks and Engle), Neuroscience (by Kuchinsky and Haarmann), and Development (by Ling and Diamond)--that define major issues, terms, and themes in the field, with a pointed set of challenge questions to which other scientists respond in subsequent chapters. The goal of this volume is to educate. It is designed for students and researchers, and perhaps the armchair psychologist. Crucially, the contributors recognize that it is good for science to persistently confront our understanding of an area: Debate and alternative viewpoints, backed by theory, data, and inferences drawn from the evidence, is what advances scientific knowledge. This book probes established paradigms in cognitive training research, and the long-form of these chapters (not found in scientific journals) allows detailed exploration of the current state of the science. Such breadth intends to invite novel ways of thinking about the nature of cognitive and perceptual plasticity, which may enlighten either new efforts at training, new inferences about prior results, or both.

The Baddeley and Hitch (1974) Working Memory model holds a central place in experimental psychology and continues to be extremely successful in guiding and stimulating research in applied and theoretical domains. Yet the model now faces challenges from conflicting data and competing theories. In this book, experienced researchers in the field address the question: Will the model survive these challenges? They explain why it is so successful, evaluate its weaknesses with respect to opposing data and theories and present their vision of the future of the model in their particular area of research. The book includes a discussion of the "Episodic Buffer" component which has recently been added to the working memory model. The result is a comprehensive and critical assessment of the working memory model and its contribution to current research in human cognition, cognitive development, neuroscience and computational modelling. Furthermore, this collection serves as a case study to illustrate the range of factors that determine the success or failure of a theory and as a forum for discussing what researchers want from scientific theories. The book begins with an accessible introduction to the model for those new to the field and explains the empirical methods used in working memory research. It concludes by highlighting areas of consensus and suggesting a programme of research to address issues of continuing controversy. Working Memory in Perspective will be a valuable resource to students and researchers alike in the fields of human memory, language, thought and cognitive development.

Memory and Emotion: Interdisciplinary Perspectives is a collection of original articles that explores cutting-edge research in memory and emotion, discussing findings, methodological techniques, and theoretical advances in one of the fastest-growing areas in psychology. contains contributions by leading researchers the field emphasizes cognitive neuroscience, psychopathology, and aging in covering contemporary advances in research on memory and emotion covers many of the current hot topics in the field including: dissociative amnesia and post-traumatic stress disorder; false, recovered and traumatic memories; flashbulb memories; the use of emotional memories in therapy; and the influence of emotion on autobiographical memory.

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