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The basic organization of the book is theoretical, rather than historical or methodological, and there are four broad sections. The first is on coding in memory, and the relations between memory and vision, audition and speech. The second section focuses on short-term memory. The third is loosely organized around the topic of learning.

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Learning and Memory: Basic Principles, Processes, and ...
This text explores the core principles of learning and memory in a clear, reader-friendly style, covering animal learning and human memory in a balanced fashion. Rating: (not yet rated) 0 with reviews - Be the first.

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Learning and Memory - Taylor & Francis
Learning And Memory Basic Principles Processes And the basic processes of learning such as classical and instrumental conditioning and encoding and storage in long term memory in addition to implicit memory spatial learning and remembering in the world outside the laboratory are reviewed Learning

Memory Basic Principles Processes And

This text explores the core principles of learning and memory in a clear, reader-friendly style, covering animal learning and human memory in a balanced fashion. A strong emphasis on practical applications to the college student's everyday life is evident in examples throughout, such as the correlation between caffeine consumption and grade point average (Chapter 1), the importance of taking practice tests over additional studying (Chapter 9), approach/avoidance coping for upcoming and completed exams (Chapter 5), and misremembering what your professor said in class (Chapter 10). The relationship between the fields of neuropsychology and learning and memory is also stressed throughout. The fourth edition has been thoroughly updated to reflect the latest research and has been freshened throughout with more relevant examples and better graphics. There are new sections on the adaptive-evolutionary approach, potentiated startle, behavior medicine, breaking habits, behavioral economics, testing effect, consolidation theory, an expanded section on working memory, and new applications in animal training, self behavior modification, neuroethics and artificial memory enhancement, and acting and memory.

This thoroughly updated edition provides a balanced review of the core methods and the latest research on animal learning and human memory. The relevance of basic principles is highlighted throughout via everyday examples to ignite student interest, along with more traditional examples from human and animal laboratory studies. Individual differences in age, gender, learning style, cultural background, or special abilities (such as the math gifted) are highlighted within each chapter to help students see how the principles may be generalized to other subject populations. The basic processes of learning – such as classical and instrumental conditioning and encoding and storage in long-term memory in addition to implicit memory, spatial learning, and remembering in the world outside the laboratory – are reviewed. The general rules of learning are described along with the exceptions, limitations, and best applications of these rules. The relationship between the fields of neuropsychology and learning and memory is stressed throughout. The relevance of this research to other disciplines is reflected in the tone of the writing and is demonstrated through a variety of examples from education, neuropsychology, rehabilitation, psychiatry, nursing and medicine, I/O and consumer psychology, and animal behavior. Each chapter begins with an outline and concludes with a detailed summary. A website for instructors and students accompanies the book. Updated throughout with new research findings and examples the new edition features: A streamlined presentation for today’s busy students. As in the past, the author supports each concept with a research example and real-life application, but the duplicate example or application now appears on the website so instructors can use the additional material to illustrate the concepts in class. Expanded coverage of neuroscience that reflects the current research of the field including aversive conditioning (Ch. 5) and animal working memory (Ch. 8). More examples of research on student learning that use the same variables discussed in the chapter, but applies them in a classroom or student’s study environment. This includes research that applies encoding techniques to student learning, for example: studying: recommendations from experts (Ch. 1); the benefits of testing (Ch. 9); and Joshua Foer’s Moonwalking with Einstein, on his quest to become a memory expert (Ch. 6). More coverage of unconscious learning and knowledge (Ch. 11). Increased coverage of reinforcement and addiction (Ch. 4), causal and language learning (Ch. 6), working memory (WM) and the effects of training on WM, and the comparative evolution of WM in different species (Ch. 8), and genetics and learning (Ch. 12).

This text explores the core principles of learning and memory in a clear, reader-friendly style, covering animal learning and human memory in a balanced fashion. A strong emphasis on practical applications to the college student's everyday life is evident in examples throughout, such as the correlation between caffeine consumption and grade point average (Chapter 1), approach/avoidance coping for upcoming and completed exams (Chapter 5), and retrograde amnesia in football players (Chapter 7). The relationship between the fields of neuropsychology and learning and memory is also stressed throughout. There are new sections on neuroscience and education, perceptual learning, and the amnesic patient H.M., as well as new material on anxiety and learning, working memory, and childhood amnesia. The third edition has been thoroughly updated to reflect the latest research and has been freshened throughout with more relevant examples and better graphics.

In this landmark volume from 1976, Robert Crowder presents an organized review of the concepts that guide the study of learning and memory. The basic organization of the book is theoretical, rather than historical or methodological, and there are four broad sections. The first is on coding in memory, and the relations between memory and vision, audition and speech. The second section focuses on short-term memory. The third is loosely organized around the topic of learning. The final section includes chapters that focus on the process of retrieval, with special attention to recognition and to serial organization. Crowder presumes no prior knowledge of the subject matter on the part of the reader; technical terms are kept to a minimum, and he makes every effort to introduce them carefully when they first occur. It is suitable for advanced undergraduate and graduate courses.

Principles of Learning and Memory presents state-of-the-art reviews that cover the experimental analysis of behavior, as well as the biological basis of learning and memory, and that overcome traditional borders separating disciplines. The resulting chapters present and evaluate core findings of human learning and memory that are obtained in different fields of research and on different levels of analysis. The reader will acquire a broad and integrated perspective of human learning and memory based on current approaches in this domain.

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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.

First released in the Spring of 1999, How People Learn has been expanded to show how the theories and insights from the original book can translate into actions and practice, now making a real connection between classroom activities and learning behavior. This edition includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides answers to a number of compelling questions. When do infants begin to learn? How do experts learn and how is this different from non-experts? What can teachers and schools do-with curricula, classroom settings, and teaching methods--to help children learn most effectively? New evidence from many branches of science has significantly added to our understanding of what it means to know, from the neural processes that occur during learning to the influence of culture on what people see and absorb. How People Learn examines these findings and their implications for what we teach, how we teach it, and how we assess what our children learn. The book uses exemplary teaching to illustrate how approaches based on what we now know result in in-depth learning. This new knowledge calls into question concepts and practices firmly entrenched in our current education system. Topics include: How learning actually changes the physical structure of the brain. How existing knowledge affects what people notice and how they learn. What the thought processes of experts tell us about how to teach. The amazing learning potential of infants. The relationship of classroom learning and everyday settings of community and workplace. Learning needs and opportunities for teachers. A realistic look at the role of technology in education.