Learning and Memory of Knowledge and Skills: Alice F. Healy 1995 Why do people forget some skills faster than others? What kind of training is most effective at getting people to retain new skills over a longer period of time? Cognitive psychologists address these questions in this volume by analyzing the results of experiments which used a wide variety of perceptual, cognitive and motoric training tasks. Studies reported on include: the Stroop effect; mental calculation; vocabulary retention; contextual interference effects; autobiographical memory; target detection; and specificity and transfer in choice reaction time tasks. Each chapter explores the extent to which reinstatement of training procedures during retention and transfer tests accounts for both durability and specificity of memory.

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Learning and Memory

W. Scott Terry 2017-10-16 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 gift) 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 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 examples of research that applies encoding techniques to student learning, for example: studying: recommendations from experts. The book provides short, medium, and long-term strategies for the retention of new knowledge.

Influences of Prior Knowledge on Category Learning and Memory

E. Heit

Transfer, Memory, and Creativity

George Martin Haslerud 1972

Working Memory and Academic Learning

Milton J. Deih 2011-01-04 Equipping school and child psychologists, and neuropsychologists with critical information on the role of working memory in learning and achievement, Working Memory and Academic Learning provides guidance on assessment tools, interventions, and current evidence-based best practices. Its specific, step-by-step guidance and hands-on case studies enables you to identify how working memory relates to academic attainment and how to apply this knowledge in professional practice.

The Long-Term Retention of Knowledge and Skills

Marshall J. Farr 2012-12-06 A. INTRODUCTION AND BACKGROUND.2 This report reviews and interprets research on the nature and magnitude of the effects of those factors which influence how well knowledge and skills (K&S) are retained over relatively long periods of nouse. Our interest lies in the kinds of knowledge domains and skills that military personnel must master to function effectively on their jobs. The practical concern impelling this study is that K&S degradation or loss (which we will refer to as "decay") can and does occur, often and severely enough, to jeopardize military preparations. There are occasions in all the military services when personnel who have just completed their training do not receive an opportunity to practice or use their new capabilities for weeks or months. In the case of reservists who may be called back to active duty, the period of nonuse of relevant military job skills may be counted in terms of years. B. OBJECTIVES. The overall objective is to critically analyze the relevant scientific literature which relates the processes involved in learning to those of memory, taking into account the characteristics of the learner and the teaching tasks. More specifically, we have focused on the following sub-objectives: 1. Identify, describe and rank the influence and the interactions of the important major variables that affect long-term retention (LTR); 2. I am indebted to Dr. Jesse Orlansky, Institute for Defense Analyses, for his encouragement and guidance through all phases of this research. The book provides short, medium, and long-term strategies for the retention of new knowledge.

Principles of Learning and Memory

Robert G. Crowder 2014-11-20 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 when they first clearly occur. It is suitable for advanced undergraduate and graduate courses.

Learning and Memory-Mark A. Gluck 2016-03-14 With its modular organization, consistent chapter structure, and contemporary perspective, this groundbreaking survey is ideal for courses on learning and memory, and is easily adaptable to courses that focus on either learning or memory. Instructors can assign the chapters they want from four distinctive modules (introduction, learning, memory, and integrative topics), with each chapter addressing behavioral processes, then the underlying neuroscience, then relevant clinical perspectives. The book is further distinguished by its full-color presentation and coverage that includes comparisons between studies of human and nonhuman brains. The new edition offers enhanced pedagogy and more coverage of animal learning.

Learning & Memory-Gale Group 2003 Contains alphabetically arranged articles that provide information on key topics in learning and memory, written by experts in the field, and includes biographical sketches of notable individuals, now deceased, who have contributed to the understanding of learning and memory.

Life-Span Maintenance of Knowledge-Harry P. Bahrick 2013-06-07 This volume describes how well we maintain the knowledge we acquire throughout life. Research traditionally focuses on memory for events that are retained over short time periods that can be accommodated in experiments. This book, by contrast, uniquely describes the evolution of methods suitable for investigating knowledge of complex knowledge acquired over several years and retained during the entire life-span. The methods substitute statistical for experimental controls, and the investigations involve several years of data that is tested up to 50 years after the individual acquired the knowledge in question. The book covers educational content, such as mathematics and foreign languages; knowledge acquired incidentally, such as the streets and buildings in the cities in which we live; and knowledge acquired through the media. Previously unpublished research on age-related access to knowledge is included. The analyses are based on the accessibility/availability ratio, a metric presented for the first time. This metric allows comparisons of the portion of available knowledge that can be recalled as a function of age, education and other individual differences, and as a function of the domain of knowledge in question. The ratio can be used to evaluate methods of instruction and methods of educational enrichment, and evaluate development and to diagnose memory pathology. The volume will be of interest to researchers in human memory, developmental psychologists, gerontologists in academic and applied settings, and educators.

Teaching with the Brain in Mind-Eric Jensen 2005-06-01 When the first edition of Teaching with the Brain in Mind was published in 1998, it quickly became an ASCD best-seller, and it has gone on to inspire thousands of educators to apply brain research in their classroom teaching. Now, author Eric Jensen is back with a completely revised and updated edition of his classic work, featuring new research and practical strategies to enhance student comprehension and improve student achievement. In easy to understand, engaging language, Jensen provides a basic orientation to the brain and its various systems and explains how they affect learning. After discussing how parents and educators can do to get children's brains in good shape for school, Jensen goes on to explore topics such as motivation, critical thinking skills, optimal educational environments, emotions, and memory. He offers fascinating insights on a number of specific issues, including * How to tap into the brain's natural reward system. * The value of feedback. * The importance of prior knowledge and mental models. * The vital link between movement and cognition. * Why stress impedes learning. * How social interaction affects the brain. * How to boost students' attention and memory, and retrieve learning. * Ways to connect brain research to curriculum, assessment, and staff development. Jensen's repeated message to educators is simple: You have far more influence on students' brains than you realize... and you have an obligation to take advantage of the incredible revelations that science is providing. This revised and updated edition of Teaching with the Brain in Mind helps you do just that.

Learning and Cognition in Education-Vibeke Grever Aukrust 2012-03-14 This collection of 58 articles from the recently-published third edition of the INTERNATIONAL ENCYCLOPEDIA OF EDUCATION focuses on cognition and learning. This problem area is the foundation of cognitive psychology and encompasses a wide range of topics, including attention, memory, categorization, etc. Most books in the area either focus on one subject of interest (e.g. an entire book on memory) or cover the gamut of subjects in a series of long, technical handbook-type chapters. This concise reference offers researchers and professors teaching in the area a new take on the material that is comprehensive in breadth, but lighter in depth - focusing on main findings, established facts, and minimizing the amount of space taken up by large, multi-volume references. An introduction to a complex field via summaries of main topics in this discipline Contains contributions from the foremost international researchers in the field Makes content available to individual cognitive psychology researchers.

Memory, Language and Second Language Learning-Mick Randall 2007 This book explores the contributions that cognitive linguistics and psychology, including neuropsychology, have made to the understanding of the way that second languages are processed and learnt. It examines areas of phonology, word recognition and semantics, examining 'bottom-up' decoding processes as compared with 'top-down' processes as they affect memory. It also discusses second language learning from the acquisition/learning and nativist/connectionist perspectives. These ideas are then related to the methods that are used in the teaching of a second language. The book provides an integrated framework for understanding language acquisition involving both the formal and the informal aspects of learning. It covers topics such as learning attention, memory, categorization, etc. Most books in the area either focus on one subject of interest (e.g. an entire book on memory) or cover the gamut of subjects in a series of long, technical handbook-type chapters. This concise reference offers researchers and professors teaching in the area a new take on the material that is comprehensive in breadth, but lighter in depth - focusing on main findings, established facts, and minimizing the amount of space taken up by large, multi-volume references. An introduction to a complex field via summaries of main topics in this discipline Contains contributions from the foremost international researchers in the field Makes content available to individual cognitive psychology researchers.

Chemosensory Learning and Memory-Mihágos Gallos 2013 The contribution of research in the chemosensory field to advancing knowledge on learning and memory mechanisms has a long tradition. At the middle of the twentieth century, behavioural data provided evidence that taste and olfactory cues led to robust long-lasting memories after single learning episodes. The peculiar features of some of these types of learning, such as conditioned taste aversion in mammals, were a challenge for learning theory at the time, which was modified in order to integrate the new findings. In the following decades, the chemosensory learning models were applied to the field of pharmacology, where the use of these models allowed for the development of more targeted drugs, and in the field of cognitive psychology, and is easily adaptable to courses that focus on either learning or memory. Instructors can assign the chapters they want from four distinctive modules (introduction, learning, memory, and integrative topics), with each chapter addressing behavioral processes, then the underlying neuroscience, then relevant clinical perspectives. The book is further distinguished by its full-color presentation and coverage that includes comparisons between studies of human and nonhuman brains. The new edition offers enhanced pedagogy and more coverage of animal learning.

Exploring Implicit Cognition: Learning, Memory, and Social Cognitive Processes-Jin, Zheng 2014-10-31 While widely studied, the capacity of the human mind remains largely unexplored. As such, researchers are continually seeking ways to understand the brain, its function, and its impact on human behavior. Exploring Implicit Cognition: Learning, Memory, and Social Cognitive Processes explores research surrounding the ways in which an individual's unconscious is able to influence and impact that person's behavior without their awareness. Focusing on topics pertaining to social cognition and the unconscious process, this title is ideal for use by students, researchers, psychologists, and academicians interested in the latest insights into implicit cognition.

Wired to Grow-Brit Andreotta 2019-07-23 Fully revised and expanded second edition! We are biologically wired to learn. It's the key to our survival and the path to fulfilling our potential. Wired to Grow helps unlock our fullest expression, giving you the keys to understand the neuroscience of learning and apply your natural wiring to transform lives, habits and organizations.

Intelligence and Learning-Morton Friedman 2012-12-06 This volume contains the Proceedings of an International Conference on Intelligence and Learning held at York University, England, on July 16-20, 1979. The conference was made possible with the support and assistance of the following agencies: NAT Scientific Division, specifically the Human Factors panel, was the major sponsor of the conference. Special thanks are due to Dr. B. A. Bayraktar, who helped organize the conference. Special appreciation is also expressed for the support of the University of York where the conference was held, the University of Alberta, the University of California, Los Angeles, the Medical Research Council, especially its Developmental Psychology Research Unit in London, and the British Council. The conference was jointly supported by D. B. and N. H. Fomie. The conference was gratefully received by the administrative matters of Patricia Cholster and Emma Collins of the University of Alberta. The Editors of the Proceedings acknowledge and appreciate the contributions of the individuals who assisted in the production of the volume at the University of California, Los Angeles: Francine Gray, Janet Kohlen and Richard Russell. Special thanks go to Keith Felton, who prepared the final manuscript, and Carol Saro, who assisted the editors and prepared the indexes. Morton P. Friedman J. P. Das Neil O'Connor CONTENTS Section INTRODUCTION 1.

Encyclopedia of Learning and Memory-Larry R. Squire 1992 Comprehensive guide to the psychology and biology of learning and memory.

The Learning Brain-Torkel Klingberg 2013 Despite all of our highly publicized efforts to improve our schools, the United States is still falling behind. We recently ranked 15th in the world in reading, math, and science proficiency, and we are far behind in understanding the brain. In The Learning Brain, Torkel Klingberg urges us to use the insights of neuroscience to improve the education of our children. The key to improving education lies in understanding how the brain works: that is where learning takes place, after all. The book focuses in particular on “working memory”—our ability to concentrate and to keep relevant information in our head while ignoring distractions (a topic the author covered in The Overflowing Brain). Research shows enormous variation in working memory among children, with some ten-year-olds performing at the level of a fourteen-year old, others at that of a six-year old. More important, children with high working memory have better math and reading skills, while children with poor working memory consistently underperform. Interestingly, teachers tend to perceive children with poor working memory as dreamy or unfocused, not recognizing that these children have a memory problem. But what can we do for these children? For one, we can train working memory. The Learning Brain provides a variety of different techniques and scientific insights that may just teach us how to improve our children's working memory. Klingberg also discusses how stress can impair working memory (skydivers tested just before a jump showed a 30% drop in working memory) and how
Learning And Memory Of Knowledge And Skills: Durability And Specificity

Beliefs, Memories, and Learning — Steven Wyre 2011-02-25 The author introduces a new theory of learning based on the latest research in brain studies as well as how that theory and research might be used to enhance learning in the classroom.

Memory in Education — Robert Z. Zheng 2019-11-29 As our understanding of the human memory system broadens and develops, new opportunities arise for improving students’ long-term knowledge retention in the classroom. Written by two experts on the subject, this book explores how scientific models of memory and cognition can inform instructional practices. Six chapters guide readers through the information processing model of memory, working and long-term memory, and Cognitive Load Theory (CLT) before addressing instructional strategies. This accessible, up-to-date volume is designed for any educational psychology or general education course that includes memory in the curriculum and will be indispensable for student researchers and both pre- and in-service teachers alike.

Make It Stick — Peter C. Brown 2014-04-14 Discusses the best methods of learning, describing how rereading and rote repetition are counterproductive and how such techniques as self-testing, spaced retrieval, and finding additional layers of information in new material can enhance learning.

Memory Improvement, Accelerated Learning and Brain Training — John Adams 2019-01-22 Do you have trouble to store and remember information from the Emails, books or notes you are reading? Does it feel like you have to re-read certain parts over-and-over again to get the message? Is hard for you to remember passwords and numbers containing more than 8 digits at once? Then keep on reading. Even if you are a below average student, manager or employee, the techniques and methods used by the Memory Champions of the world will help you to memorize and understand information easier, faster and even longer than ever before. You do not have to be smart to develop a memory like the hard disk in your computer. Using the (ancient) methods applied by these Memory Champions to remember Pi to 10,000 digits in only 14 minutes will also help you in your day-to-day life as manager, knowledge worker and student. Copy and learn their techniques and secrets to learn and remember faster, easier and better. It will change your life and work for the better. In Memory Improvement, Accelerated Learning and Brain Training you will discover: The ideal brain states and frequencies to learn and how you can trigger these frequencies yourself in 3 steps (page 42-47) Learn the 7 steps, defined by 8 times memory world champion Dominic O’Brien, to memorise a presentation so you don’t need Powerpoint anymore (page 49) How to use emotions to improve your memory when preparing for the exam at university or the product pitch at work. (page 52) A technique to remember words from a foreign language way easier and faster (still wonder why they don’t teach this is school) (page 57) How to leverage your long term memory to improve your short term memory to remember a large list of unrelated items (used by the ancient Greeks and Romans) (page 58) Two different systems used by the great memory champions to remember a large amount of numbers only seeing or hearing them once (page 64 and 68) 16 ingredients, available in your local supermarket, which will help to create new brain cells and learn faster (page 73) How to change your sugar consumption so you can concentrate longer and better (page 82) The golden combination of physical and mental exercise to improve your memory and brain functions (page 90) The 4 types of workouts that offer brain health (page 91) The long and short term effects of caffeine on your brain and memory (page 74 and page 100) 10 tips to study smart instead of hard (page 105) The secrets to learn and remember faster, easier and better. It will change your life and work for the better. In Memory Improvement, Accelerated Learning and Brain Training you will discover: The ideal brain states and frequencies to learn and how you can trigger these frequencies yourself in 3 steps (page 42-47) Learn the 7 steps, defined by 8 times memory world champion Dominic O’Brien, to memorise a presentation so you don’t need Powerpoint anymore (page 49) How to use emotions to improve your memory when preparing for the exam at university or the product pitch at work. (page 52) A technique to remember words from a foreign language way easier and faster (still wonder why they don’t teach this is school) (page 57) How to leverage your long term memory to improve your short term memory to remember a large list of unrelated items (used by the ancient Greeks and Romans) (page 58) Two different systems used by the great memory champions to remember a large amount of numbers only seeing or hearing them once (page 64 and 68) 16 ingredients, available in your local supermarket, which will help to create new brain cells and learn faster (page 73) How to change your sugar consumption so you can concentrate longer and better (page 82) The golden combination of physical and mental exercise to improve your memory and brain functions (page 90) The 4 types of workouts that offer brain health (page 91) The long and short term effects of caffeine on your brain and memory (page 74 and page 100) 10 tips to study smart instead of hard (page 105) The controversial truth about perfectionism (page 123) And much, much more. You might wonder if those techniques can only be learned by the smartest people with the best memory. The methods are described with practical examples so you can apply them on a daily basis at your work or studying for an exam. You do not have to be a natural born Einstein, you just to apply the technique and practice them. Are you ready to impress your partner, friends, colleagues and parents? Then scroll up and click Add to Cart.

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