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Handbook of Metamemory and Memory Harvard University Press
To most of us, learning something "the hard way" implies wasted time and effort. Good teaching, we believe, should be creatively tailored to the different learning styles of students and should use strategies that make learning easier. Make It Stick turns fashionable ideas like these on their head. Drawing on recent discoveries in cognitive psychology and other disciplines, the authors offer concrete techniques for becoming more productive learners. Memory plays a central role in our ability to carry out complex cognitive tasks, such as applying knowledge to problems never before encountered and drawing inferences from facts already known. New insights into how memory is encoded, consolidated, and later retrieved have led to a better understanding of how we learn. Grappling with the impediments that make learning challenging leads both to more complex mastery and better retention of what was learned. Many common study habits and practice routines turn out to be counterproductive. Underlining and highlighting, rereading, cramming, and single-minded repetition of new skills create the illusion of mastery, but gains fade quickly. More complex and durable learning come from self-testing, introducing certain difficulties in practice, waiting to re-study new material until a little forgetting has set in, and interleaving the practice of one skill or topic with another. Speaking most urgently to students, teachers, trainers, and athletes, Make It Stick will appeal to all those interested in the challenge of lifelong learning and self-improvement.
Oxford Studies in Philosophy of Mind Volume 3 Cambridge University Press
Michael Tomasello offers the most detailed account to date of the evolution of human moral psychology. Based on experimental data comparing great apes and human children, he reconstructs two key evolutionary steps whereby early humans gradually became an ultra-cooperative and, eventually, a moral species capable of acting as a plural agent “we”.
Arthrogryposis Harvard University Press
Drawing on recent work in literary theory, linguistics, and symbolic anthropology, as well as cognitive and developmental psychology Professor Bruner examines the mental acts that enter into the imaginative creation of possible worlds, and he shows how the activity of imaginary world making undergirds human science, literature, and philosophy, as well as everyday thinking, and even our sense of self. - Publisher.
Constructing a Language Harvard University Press
Publisher Description
Mind in Life CUP Archive
The term arthrogryposis describes a range of congenital contractures that lead to childhood deformities. It encompasses a number of syndromes and sporadic deformities that are rare individually but collectively are not uncommon. Yet, the existing medical literature on arthrogryposis is sparse and

often confusing. The aim of this book is to provide individuals affected with arthrogryposis, their families, and health care professionals with a helpful guide to better understand the condition and its therapy. With this goal in mind, the editors have taken great care to ensure that the presentation of complex clinical information is at once scientifically accurate, patient oriented, and accessible to readers without a medical background. The book is authored primarily by members of the medical staff of the Arthrogryposis Clinic at Children's Hospital and Medical Center in Seattle, Washington, one of the leading teams in the management of the condition, and will be an invaluable resource for both health care professionals and families of affected individuals.

Unified Theories of Cognition Harvard University Press

Cognitive Psychology is a brand new textbook by Ken Gilhooly, Fiona Lyddy & Frank Pollick. Based on a multidisciplinary approach, the book encourages students to make the connections between cognition, cognitive neuroscience and behaviour. The book provides an up-to-date, accessible introduction to the subject, showing students the relevance of cognitive psychology through a range of examples, applications and international research. Recent work from neuroscience is integrated throughout the book, and coverage is given to rapidly-developing topics, such as emotion and cognition. Cognitive Psychology is designed to provide an accessible and engaging introduction to Cognitive Psychology for 1st and 2nd year undergraduate students. It takes an international approach with an emphasis on research, methodology and application.

Studies of Thinking Harvard University Press

This Handbook examines the interplay between metamemory and memory. Each contributor discusses cutting-edge theory and research that, in some way, showcases the symbiotic relationship between metamemory and memory. Together, these chapters support a central thesis, which is that a complete understanding of either metamemory or memory is not possible without understanding their mutual influence. The inspiration for this volume was the life and research of Thomas O. Nelson, whose pioneering and influential research in the fields of metamemory and memory consistently highlighted their integrated nature.

Handbook of Perception and Human Performance, Cognitive Processes and Performance Harvard University Press

In Cognitive Science 3e Friedenberg and Silverman provide a solid understanding of the major theoretical and empirical contributions of cognitive science. Their text, thoroughly updated for this new third edition, describes the major theories of mind as well as the major experimental results that have emerged within each cognitive science discipline. Throughout history, different fields of inquiry have attempted to understand the great mystery of mind and answer questions like: What is the mind? How do we see, think, and remember? Can we create machines that are conscious and capable of self-awareness? This books examines these questions and many more. Focusing on the approach of a particular cognitive science field in each chapter, the authors describe its methodology, theoretical perspective, and findings and then offer a critical evaluation of the field. Features: Offers a wide-ranging, comprehensive, and multidisciplinary introduction to the field of cognitive science and issues of mind. Interdisciplinary Crossroads" sections at the end of each chapter focus on research topics that have been investigated from multiple perspectives, helping students to understand the link between varying disciplines and cognitive science. End-of-chapter "Summing Up" sections provide a concise summary of the major points addressed in each chapter to facilitate student comprehension and exam preparation "Explore More" sections link students to the Student Study Site where the authors have provided activities to help students more quickly master course content and prepare for examinations Supplements: A password-protected Instructor's Resource contains PowerPoint lectures, a test bank and other pedagogical material.The book's Study Site features Web links, E-flash cards, and interactive quizzes.

Primate Psychology Psychology Press

In a book of intellectual breadth, James Wertsch not only offers a synthesis and critique of all Vygotsky's major ideas, but also presents a program for using Vygotskian theory as a guide to contemporary research in the social sciences and humanities. He draws extensively on all Vygotsky's works, both in Russian and in English, as well as on his own studies in the Soviet Union with colleagues and students of Vygotsky. Vygotsky's writings are an enormously rich source of ideas for those who seek an account of the mind as it relates to the social and physical world. Wertsch explores three central themes that run through Vygotsky's work: his insistence on using genetic, or developmental, analysis; his claim that higher mental functioning in the individual has social origins; and his beliefs about the role of tools and signs in human social and psychological activity Wertsch demonstrates how the notion of semiotic mediation is essential to understanding Vygotsky's unique contribution to the study of human consciousness. In the last four chapters Wertsch extends Vygotsky's claims in light of recent research in linguistics, semiotics, and literary theory. The focus on semiotic phenomena, especially human language, enables him to integrate findings from the wide variety of disciplines with which Vygotsky was concerned Wertsch shows how Vygotsky's approach provides a principled way to link the various strands of human science that seem more isolated than ever today.

Realities and Relationships Harvard University Press

In the World Library of Psychologists series, international experts themselves present career-long collections of what they judge to be their finest pieces - extracts from books, key articles, salient research findings, and their major practical theoretical contributions. Kenneth Gilhooly has an international reputation as an eminent scholar and pioneer in the field of thinking and reasoning. The book covers key works on problem solving, expertise, working memory and thinking, and ageing. A specially written introduction gives an overview of his career and contextualises the selection in relation to changes in the field during this time. The book enables the reader to trace developments in thinking and reasoning over the last forty years.It will be essential reading students and researchers of cognitive psychology interested in the history of thinking and reasoning.

The Cultural Origins of Human Cognition Guilford Publications

Ambitious and elegant, this book builds a bridge between evolutionary theory and cultural psychology. Michael Tomasello is one of the very few people to have done systematic research on the cognitive capacities of both nonhuman primates and human children. The Cultural Origins of Human Cognition identifies what the differences are, and suggests where they might have come from. Tomasello argues that the roots of the human capacity for symbol-based culture, and the kind of psychological development that takes place within it, are based in a cluster of uniquely human cognitive capacities that emerge early in human ontogeny. These include capacities for sharing attention with other persons; for understanding that others have intentions of their own; and for imitating, not just what someone else does, but what someone else has intended to do. In his discussions of language, symbolic representation, and cognitive development, Tomasello describes with authority and ingenuity the "ratchet effect" of these capacities working over evolutionary and historical time to create the kind of cultural artifacts and settings within which each new generation of children develops. He also proposes a novel hypothesis, based on processes of social cognition and cultural evolution, about what makes the cognitive representations of humans different from those of other primates. Lucid, erudite, and passionate, The Cultural Origins of Human Cognition will be essential reading for developmental psychology, animal behavior, and cultural psychology.

Understanding Priming Effects in Social Psychology Harvard University Press

This text will be stimulating to scholars in several academic fields. It ranges from cognitive, neurological and pathological perspectives on memory and belief, to memory and belief in autobiographical narratives.

Self-Efficacy in Changing Societies Harvard University Press

In this groundbreaking book, Tomasello presents a comprehensive usage-based theory of language acquisition. Drawing together a vast body of empirical research in cognitive science, linguistics, and developmental psychology, Tomasello demonstrates that we don't need a self-contained "language instinct" to explain how children learn language. Their linguistic ability is interwoven with other cognitive abilities.

EBOOK: Cognitive Psychology Harvard University Press

How is life related to the mind? Thompson explores this so-called explanatory gap between biological life and consciousness, drawing on sources as diverse as molecular biology, evolutionary theory, artificial life, complex systems theory, neuroscience, psychology, Continental Phenomenology, and analytic philosophy. Ultimately he shows that mind and life are more continuous than previously accepted, and that current explanations do not adequately address the myriad facets of the biology and phenomenology of mind.

Having Thought Psychology Press

Here is a book that challenges the very basis of the way psychologists have studied child development. According to Urie Bronfenbrenner, one of the world's foremost developmental psychologists, laboratory studies of the child's behavior sacrifice too much in order to gain experimental control and analytic rigor. Laboratory observations, he argues, too often lead to "the science of the strange behavior of children in strange situations with strange adults for the briefest possible periods of time." To understand the way children actually develop, Bronfenbrenner believes that it will be necessary to observe their behavior in natural settings, while they are interacting with familiar adults over prolonged periods of time. This book offers an important blueprint for constructing such a new and ecologically valid psychology of development. The blueprint includes a complete conceptual framework for analysing the layers of the environment that have a formative influence on the child. This framework is applied to a variety of settings in which children commonly develop, ranging from the pediatric ward to daycare, school, and various family configurations. The result is a rich set of hypotheses about the developmental consequences of various types of environments. Where current research bears on these hypotheses, Bronfenbrenner marshals the data to show how an ecological theory can be tested. Where no relevant data exist, he suggests new and interesting ecological experiments that might be undertaken to resolve current unknowns. Bronfenbrenner's groundbreaking program for reform in developmental psychology is certain to be controversial. His argument flies in the face of standard psychological procedures and challenges psychology to become more relevant to the ways in which children actually develop. It is a challenge psychology can ill-afford to ignore.

Trusting What You're Told Harvard University Press

Recent attempts to challenge the primacy of reason--and its realization in foundationalist accounts of knowledge and cognitive formulations of human action--have focused on processes of discourse. Drawing from social and literary accounts of discourse, Kenneth Gergen considers these challenges to empiricism under the banner of "social construction." His aim is to outline the major elements of a social constructionist perspective, to illustrate its potential, and to initiate debate on the future of constructionist pursuits in the human sciences generally and psychology in particular.

Becoming Human Wiley

If children were little scientists who learn best through firsthand observations and mini-experiments, as conventional wisdom holds, how would a child discover that the earth is round—never mind conceive of heaven as a place someone might go after death? Overturning both cognitive and commonplace theories about how children learn, Trusting What You're Told begins by reminding us of a basic truth: Most of what we know we learned from others. Children recognize early on that other people are an excellent source of information. And so they ask questions. But youngsters are also remarkably discriminating as they weigh the responses they elicit. And how much they trust what they are told has a lot to do with their assessment of its source. Trusting What You're Told opens a window into the moral reasoning of elementary school vegetarians, the preschooler's ability to distinguish historical narrative from fiction, and the six-year-old's nuanced stance toward magic: skeptical, while still open to miracles. Paul Harris shares striking cross-cultural findings, too, such as that children in religious communities in rural Central America resemble Bostonian children in being more confident about the existence of germs and oxygen than they are about souls and God. We are biologically designed to learn from one another, Harris demonstrates, and this greediness for explanation marks a key difference between human beings and our primate cousins. Even Kanzi, a genius among bonobos, never uses his keyboard to ask for information: he only asks for treats.

Minds Online Wiley-Interscience

How did human minds become so different from those of other animals? What accounts for our capacity to understand the way the physical world works, to think ourselves into the minds of others, to gossip, read, tell stories about the past, and imagine the future? These questions are not new: they have been debated by philosophers, psychologists, anthropologists, evolutionists, and neurobiologists over the course of centuries. One explanation widely accepted today is that humans have special cognitive instincts. Unlike other living animal species, we are born with complicated mechanisms for reasoning about causation, reading the minds of others, copying behaviors, and using language. Cecilia Heyes agrees that adult humans have impressive pieces of cognitive equipment. In her framing, however, these cognitive gadgets are not instincts programmed in the genes but are constructed in the course of childhood through social interaction. Cognitive gadgets are products of cultural evolution, rather than genetic evolution. At birth, the minds of human babies are only subtly different from the minds of newborn chimpanzees. We are friendlier, our attention is

drawn to different things, and we have a capacity to learn and remember that outstrips the abilities of newborn chimpanzees. Yet when these subtle differences are exposed to culture-soaked human environments, they have enormous effects. They enable us to upload distinctively human ways of thinking from the social world around us. As Cognitive Gadgets makes clear, from birth our malleable human minds can learn through culture not only what to think but how to think it.

Mind in Society Psychology Press

The unifying theme of these thirteen essays is understanding. Haugeland addresses mind and intelligence; intelligibility; analog and digital systems and supervenience; presuppositions about the foundational notions of intentionality and representation; and the essential character of understanding in relation to what is understood.

Active Hope (revised) Psychology Press

Kosslyn makes an impressive case for the view that images are critically involved in the life of the mind. In a series of ingenious experiments, he provides hard evidence that people can construct elaborate mental images, search them for specific information, and perform such other internal operations as mental rotation.