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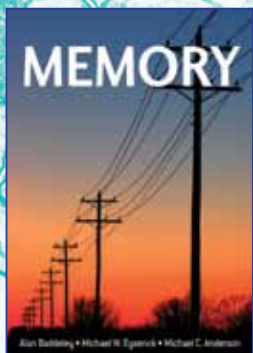
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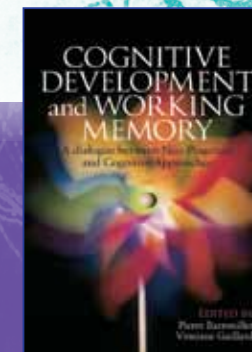
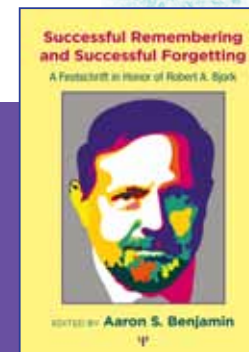
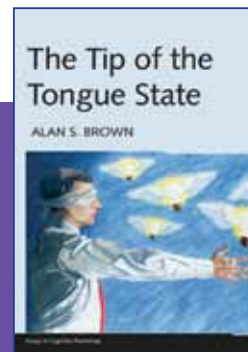
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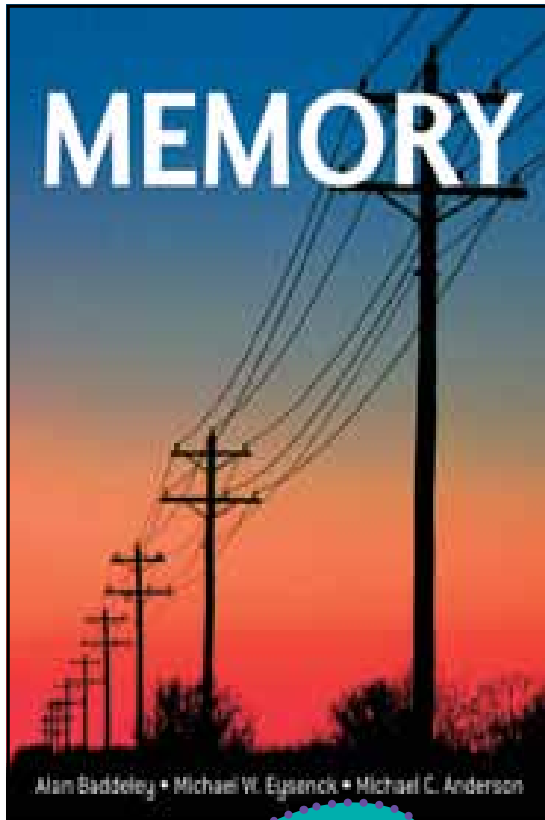
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Memory

Alan Baddeley, York University, UK; Michael W. Eysenck, Royal Holloway, University of London, UK; Michael C. Anderson, MRC Cognition and Brain Sciences Unit, University of Cambridge, UK

“The style is accessible, with anecdotes and notable case histories much in evidence, and new paradigms often introduced by an example for the reader to try out. The three authors write clearly, and important terminology is glossed. Graphs and charts present plenty of experimental data but are not obtrusive, and the chapter summaries are a helpful length.” - **Joe Hickey, Assistant Research Psychologist with Suffolk Mental Health Partnership NHS Trust, UK, in *The Psychologist***

“This book represents an exciting new text on human memory. The authors weave basic research from behavioral studies of memory with the latest in neuroscientific thinking. The writing is accessible and should make it a popular text with students and professors alike. I strongly recommend it.” - **Henry L. Roediger, III, Washington University in St. Louis, USA**

“This excellent book meets a long-standing need for an introductory text in human memory and learning. It has been written in an engaging down-to-earth style and the coverage is absolutely up-to-date yet grounded in classic ideas and observations. Recent work on underlying brain mechanisms is also included. I recommend the book enthusiastically to students and to the interested general reader.” - **Fergus Craik, Rotman Research Institute and University of Toronto, Canada**

“Baddeley, Eysenck and Anderson are among the best known and most widely respected cognitive psychologists internationally. The result of their collaboration is a textbook that is comprehensive and soundly scientific, while remaining engaging and highly accessible to all students of human memory.” - **Robert Logie, University of Edinburgh, UK**

“I do not know of any memory textbook that covers as many aspects of the topic in such a comprehensive and interesting way for a very broad audience.” - **Lars-Goran Nilsson, Stockholm University and Stockholm Brain Institute, Sweden**

“What distinguishes this delightful and informative book from other textbooks is its eclecticism: it places equal emphasis on data and theory, on typical people and clinical populations, on laboratory experiments and real-world applications, and on methodologies and approaches from experimental psychology and cognitive neuroscience. Best of all, the authors have a historical sensibility while being very up-to-date, which gives the reader a good sense of how the field of memory research developed and where it is heading. I recommend the book enthusiastically.” - **Morris Moscovitch, Professor of Psychology, University of Toronto and Rotman Research Institute, Baycrest Centre for Geriatric Care, Canada**

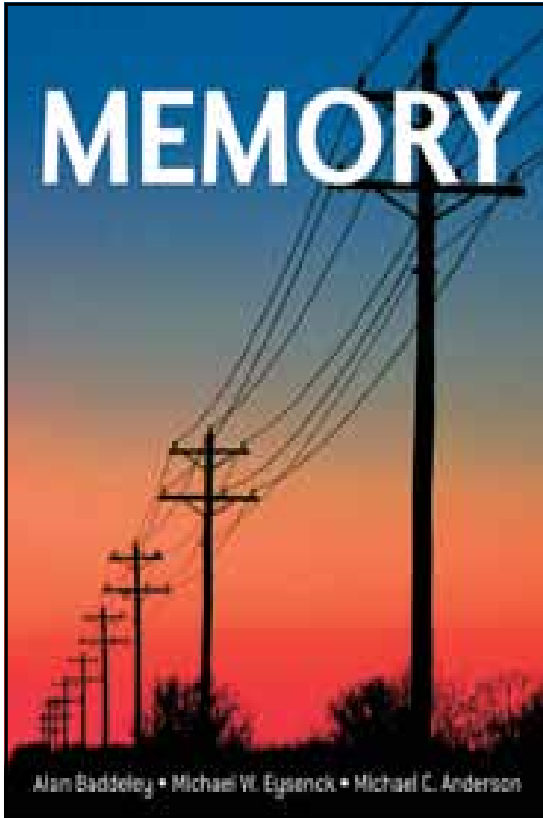
People are intrigued by memory, and by its sometimes spectacular failure in (for example) people with amnesia. However, students of memory sometimes fail to retain this fascination. The reason is clear: in order to study memory we must carry out carefully-designed experiments, which can seem boring even when they are exciting science. Fortunately, we now know enough about memory to relate laboratory studies to the world beyond. In other words, our scientific knowledge of memory and how it works can help us to explain those aspects of memory that most people find of greatest interest.

This book presents a thorough, accessible and appealing overview of the field, written with students in mind, by some of the world’s leading researchers. It starts with a brief overview and explanation of the scientific approach to memory before going on to discuss the basic characteristics of the various memory systems and how they work. Summaries of short-term and working memory are followed by chapters on learning, the role of organization in memory, the ways in which our knowledge of the world is stored, retrieval, and on intentional and motivated forgetting.

The latter half of the book involves the broader application of our basic understanding of memory, with chapters on autobiographical memory, amnesia, and on memory in

Continued on next page.





2009: 7½x10: 464pp

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Continued from previous page.

childhood and aging. After chapters discussing eyewitness testimony and prospective memory, a final chapter addresses an issue of great importance to students – how to improve your memory.

Each chapter of the book is written by one of the three authors, an approach which takes full advantage of their individual expertise, style and personality. This enhances students' enjoyment of the book, allowing them to share the authors' own fascination with human memory.

Memory is accompanied by online supplementary resources for students and instructors which are available free of charge to departments that adopt the textbook.

CONTENTS

1. What is Memory? 2. Short-term Memory. 3. Working Memory. 4. Learning. 5. Episodic Memory: Organizing and Remembering. 6. Semantic Memory and Stored Knowledge. 7. Autobiographical Memory. 8. Retrieval. 9. Incidental Forgetting. 10. Motivated Forgetting. 11. Amnesia. 12. Memory in Childhood. 13. Memory and Aging. 14. Eyewitness Testimony. 15. Prospective Memory. 16. Improving Your Memory.

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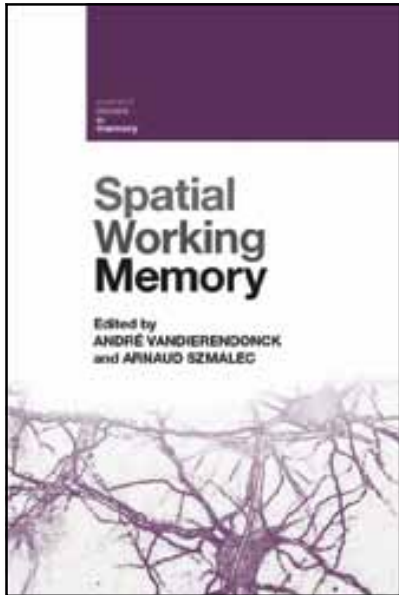
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Current Issues in Memory

Series Editor: **Robert H. Logie**, University of Edinburgh, UK

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Current Issues in Memory is a series of edited books that reflect the state of art in areas of current and emerging interest in the psychological study of memory. Each of the volumes in the series is tightly focused on a particular topic and is designed to be a concise collection containing chapters contributed by international experts.

The editors of individual volumes are leading figures in their areas and provide an introductory overview. Example topics include: binding in working memory, prospective memory, autobiographical memory, visual memory, implicit memory, amnesia, retrieval, and memory development.

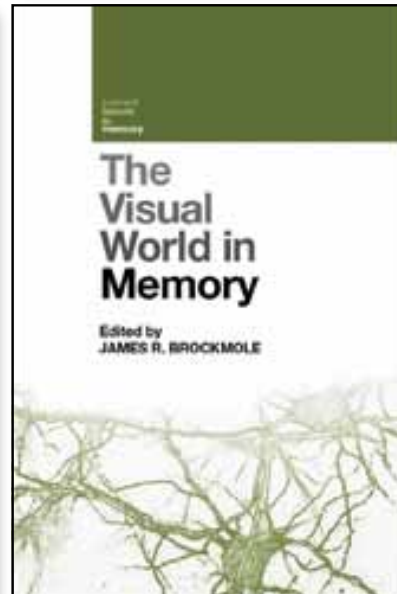
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Brockmole: *The Visual World in Memory* (2008)



Spatial Working Memory

André Vandierendonck & Arnaud Szmalec (Eds.)

Ghent University, Belgium

Current Issues in Memory Series

"This edited book marks the maturity of visuo-spatial working memory as a coherent and exciting topic of research. Advanced undergraduates will appreciate the dynamic status of the area while researchers will have a host of specific research ideas to further develop the topic. This is wonderful stuff!" - Gerry Quinn, School of Psychology, University of St. Andrews, UK

"This book provides an extensive foundation in both historical and current conceptions of visuo-spatial working memory. Each chapter is written cogently and is very easy to read and understand. I'm excited to see this book published – it will be a certain addition to my bookshelf and course reading lists." - James R. Brockmole, Department of Psychology, University of Notre Dame, USA

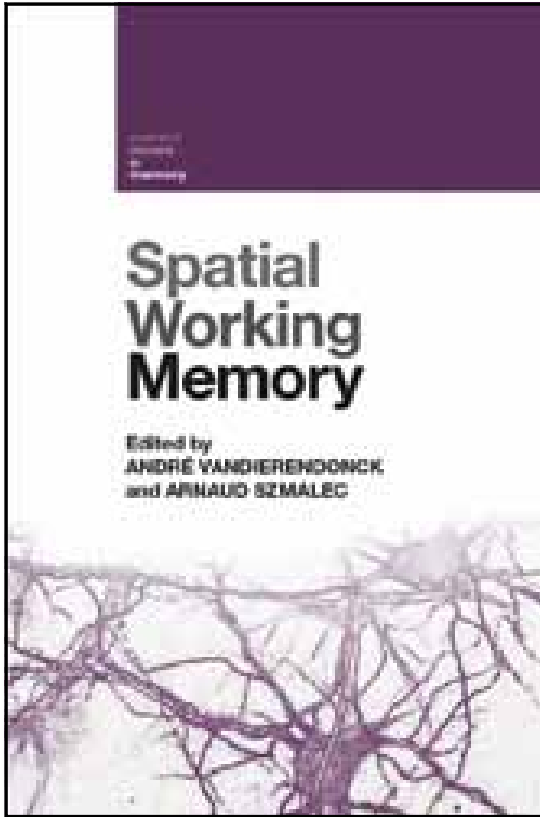
Spatial working memory is the ability to remember the location in which something is perceived, and in addition, the ability to recall a series of visited locations. In this book, top researchers in the domain of spatial working memory review and discuss findings about the processes and memory structures which underlie the ability to store and use spatial information.

The first part of the book provides an examination of the working memory system, looking at the behavioural and neural processes involved in working with (visuo-) spatial information and how these can constrain the hypotheses that are generated. It also addresses methodological questions, for example looking at how the use of the appropriate method can ensure that the observed data are as informative as possible about the underlying structures. The remaining chapters focus on specific problems to do with spatial working memory such as how the working memory system can handle individual differences in representing spatial interactions, how the visuospatial system can support and interact with the environment and the verbal system, and how understanding these systems can shed light on the development of particular skills in children with developmental disorders.

With contributions from leading international figures in the field, this book is the first to address the topic of spatial working memory from a range of theoretical and methodological perspectives. As such, it will serve as an indispensable tool for students and researchers interested in working memory.

CONTENTS

A. Vandierendonck, A. Szmalec, Progress in Spatial Working Memory Research. R.H. Logie, The Visual and the Spatial of a Multicomponent Working Memory. H. Zimmer, H.R. Liesefeld, Spatial Information in (Visual) Working Memory. F. Parmentier, Exploring the Determinants of Memory for Spatial Sequences. B. Postle, What Underlies the Ability to Guide Action with Spatial Information That is No Longer Present in the Environment? C. Cornoldi, I.C. Mammarella, The Organisation of Visuo-Spatial Working Memory: Evidence from the Study of Developmental Disorders. C. Hamilton, The Nature of Visuo-Spatial Representation within Working Memory. L. Pieroni, C. Rossi-Arnaud, A. Baddeley, What Can Symmetry Tell Us about Working Memory? V. Gyselinck, C. Meneghetti, The Role of Working Memory in Understanding Verbal Descriptions: A Window onto the Interaction between Verbal and Spatial Processing.



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Forgetting

Sergio Della Sala (Ed.)

University of Edinburgh, UK

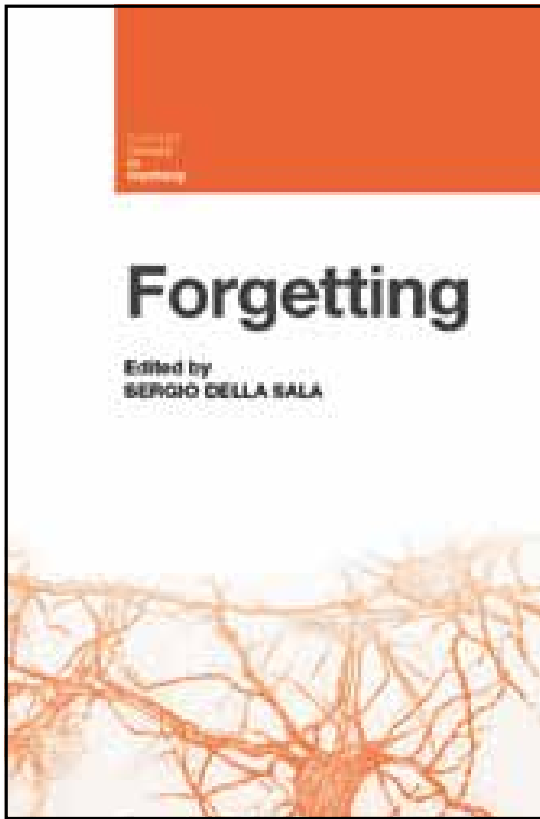
Current Issues in Memory Series

"Forgetting is a well-written, thought-provoking book. Most of the chapters are concise and provide an understandable explanation of various aspects of forgetting and memory. ... The individual chapters are engaging and comprehensible in a way that takes the book beyond ordinary educational literature. ... Forgetting is both enjoyable and a much-needed reference for both memory scholars and their students." - **Benton H. Pierce and Melissa J. Hawthorne in *PsycCRITIQUES***

"For many years, the study of forgetting has been a relatively neglected area of memory. As this collection of chapters richly demonstrates, this has now begun to change. New approaches using behavioural, neuropsychological and neurobiological methods are turning what previously appeared as tired old controversies into exciting new growth points. I think this collection of chapters by leading theorists will be important in forging a new and more comprehensive approach to our understanding of forgetting." - **Alan Baddeley, University of York, UK**

"You could build an entire seminar for advanced undergraduate or graduate students around Forgetting. In compellingly-written chapters, leading researchers describe fascinating recent discoveries and provide invigorating new perspectives on long-standing puzzles. Forgetting is a model for interdisciplinary examination of a complex topic." - **Keith B. Lyle, Assistant Professor, Department of Psychological and Brain Sciences, University of Louisville, USA**

"This volume represents multiple areas of cutting-edge research on forgetting. Although some kinds of memory loss owe to mental limitations, others free the mind for more important memories. Bringing together the rich insights from leading psychologists and neuroscientists, this is a unique and definitive resource on the science of forgetting." - **David A. Gallo, Assistant Professor of Psychology, University of Chicago, USA, and author of *Associative Illusions of Memory***



May 2010: 6x9: 352pp

Hb: 978-1-84872-012-1: £41.50 \$78.00

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Memory and forgetting are inextricably intertwined. In order to understand how memory works we need to understand how and why we forget. The topic of forgetting is therefore hugely important, despite the fact that it has often been neglected in comparison with other features of memory.

This volume addresses various aspects of forgetting, drawing from several disciplines, including experimental and cognitive psychology, cognitive and clinical neuropsychology, behavioural neuroscience, neuroimaging, clinical neurology, and computational modeling.

This book is the first to address the issue of forgetting from an interdisciplinary point of view, but with a particular emphasis on psychology. The book is scientific and yet accessible in tone, and as such is suitable for advanced undergraduate and postgraduate students of psychology and related subjects, such as science and neuroscience.

CONTENTS

H.L. Roediger, III, Y. Weinstein, P.K. Agarwal, Forgetting: Preliminary Consideration. H.J. Markowitsch, M. Brand, Forgetting: An Historical Perspective. R. Cubelli, A New Taxonomy of Memory and Forgetting. G.D.A. Brown, S. Lewandowsky, Forgetting in Memory Models: Arguments Against Trace Decay and Consolidation Failure. J.M.J. Murre, Connectionist Models of Forgetting. F. Valtorta, F. Benfenati, Synaptic Plasticity and the Neurobiology of Memory and Forgetting. B.J. Levy, B.A. Kuhl, A.D. Wagner, The Functional Neuroimaging of Forgetting. P. Peigneux, R. Schmitz, C. Urbain, Sleep and Forgetting. M. Dewar, N. Cowan, S. Della Sala, Forgetting due to Retroactive Interference in Amnesia: Findings and Implications. C. Butler, N. Muhlert, A. Zeman, Accelerated Long-term Forgetting. M. Brand, H.J. Markowitsch, Aspects of Forgetting in Psychogenic Amnesia. C.B. Harris, J. Sutton, A.J. Barnier, Autobiographical Forgetting, Social Forgetting and Situated Forgetting: Forgetting in Context. J.T. Wixted, The Role of Retroactive Interference and Consolidation in Everyday Forgetting.



Current Issues in Applied Memory Research

Graham M. Davies, University of Leicester, UK

Daniel B. Wright, Florida International University, USA (Eds.)

Current Issues in Memory Series

"This book presents samples of high quality ongoing research on issues of practical importance. What makes it particularly valuable is the way it illustrates the effectiveness of combining multiple methodologies and breaks down the outmoded dichotomy between basic and applied research."

- **Gillian Cohen, retired Professor of Psychology, The Open University, UK**

"An excellent review of applied memory research which illustrates the depth to which academic psychology has penetrated the real-world application of science. The chapter on learning in educational settings should be a revelation to students and I am wholeheartedly recommending it to my students."

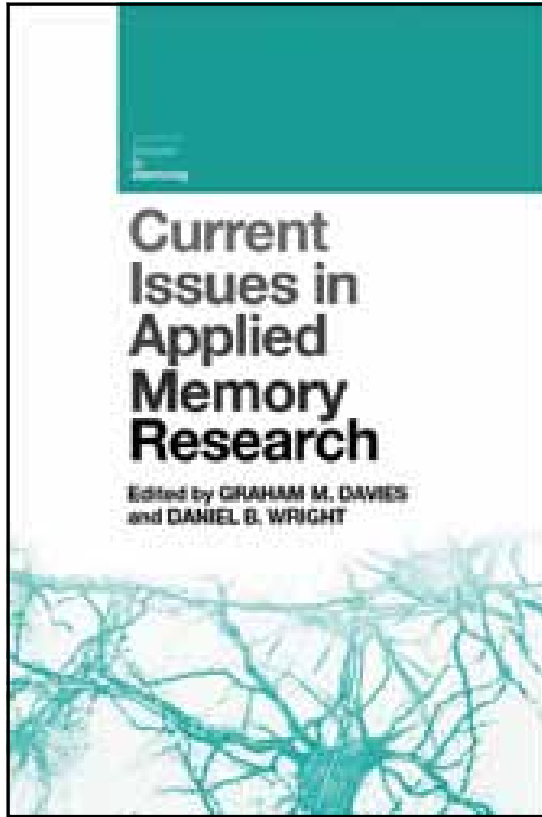
- **Malcolm James Cook, University of Abertay, Dundee, UK**

Research on applied memory is one of the most active, interesting and vibrant areas in experimental psychology today. This book provides descriptions of cutting-edge research and applies them to three key areas of contemporary investigation: education, the law and neuroscience.

These accounts of recent research on applied memory have been written by leading experts in the field from both Europe and America, with the non-specialist in mind. They will interest students who wish to extend their reading beyond core material in cognitive psychology, graduates on more specialised courses in education, forensics and neuropsychology, and all those who wish to enrich their knowledge of the contemporary frontiers of applied memory research.

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2009: 6x9: 280pp

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The Visual World in Memory

James R. Brockmole (Ed.)

University of Edinburgh, UK

Current Issues in Memory Series

“The Visual World in Memory offers both cognitive scientists and the interested lay-person an enjoyable stroll through the latest thinking on how we perceive the visual world. Brockmole has gathered some of the world’s leading experts as tour guides. They provide a highly integrated and comprehensive update of current theory in visual cognition, including topics as wide-ranging as face recognition, scene analysis, and eyewitness memories.” - **Michael Tarr, Brown University, USA**

“The Visual World in Memory will be of interest to scientific cognitive psychology researchers for its ingenious methodologies and to researchers who want an overview of reasonably current work.” - **William A. Adams in PsycCRITIQUES**

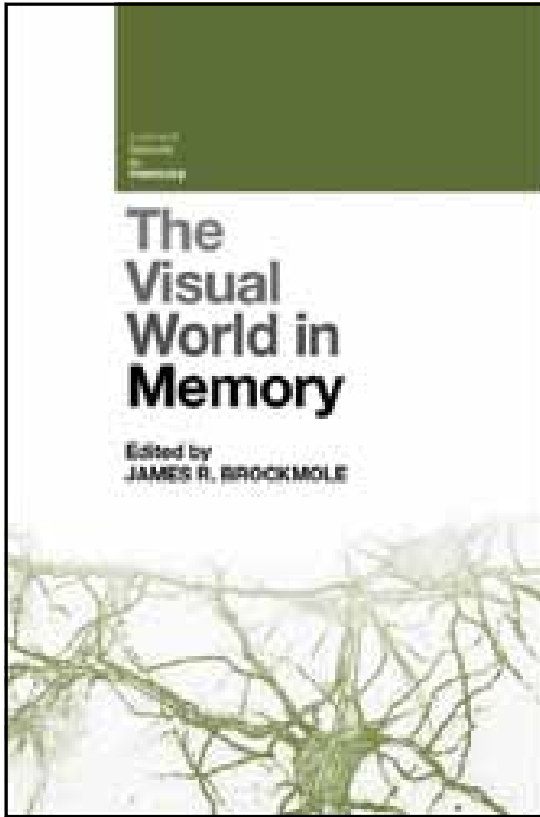
The book examines how well we remember what we see. Research in human memory for visual material varies tremendously across the time scales, stimuli, and scenarios of interest. Because of these distinct pursuits, research in the field of ‘visual memory’ is in practice rather compartmentalized and as such is disseminated across a range of literatures. *The Visual World in Memory* pulls together this disparate field with a series of chapters, each written by a leading expert, that concisely present the state-of-the-science in all the areas of research. The result is a single source of information that bridges the divides that separate the field as a whole.

Each chapter reviews and analyzes current theories and controversies. The rigorous discussion and analysis included in each chapter will appeal to established researchers and vision scientists whilst the breadth of the book will make it an ideal companion for students learning about memory.

CONTENTS

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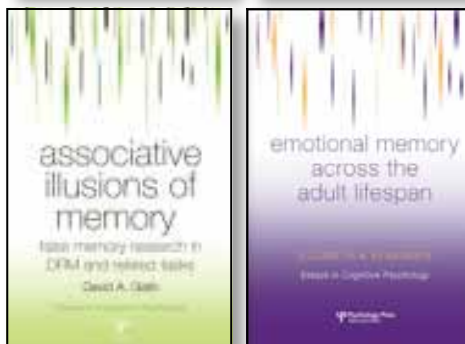


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European Series Editors: **Alan Baddeley**, University of York, UK; **Vicki Bruce**, University of Edinburgh, UK; **Jonathan Grainger**, Université de Provence, France

Essays in Cognitive Psychology is designed to meet the need for rapid publication of brief volumes in cognitive psychology. Primary topics include memory, perception, movement and action, attention, mental representation, language and problem solving. Furthermore, the series seeks to define cognitive psychology in its broadest sense, encompassing all topics either informed by, or informing, the study of mental processes. As such, it covers a wide range of subjects including computational approaches to cognition, cognitive neuroscience, social cognition, and cognitive development, as well as areas more traditionally defined as cognitive psychology.

Each volume in the series makes a conceptual contribution to the topic by reviewing and synthesizing the existing research literature, by advancing theory in the area, or by some combination of these missions. The principal aim is that authors provide an overview of their own highly successful research program in an area. Volumes also include an assessment of current knowledge and identification of possible future trends in research. Each book is a self-contained unit supplying the advanced reader with a well-structured review of the work described and evaluated.

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The Psychology of Eyewitness Identification

James Michael Lampinen, University of Arkansas, USA; **Jeffrey S. Neuschatz**, **Andrew D. Cling**, University of Alabama in Huntsville, USA

Essays in Cognitive Psychology Series

This volume provides a tutorial review and evaluation of scientific research on the accuracy and reliability of eyewitness identification. The book starts with the perspective that there are a variety of conceptual and empirical problems with eyewitness identification as a form of forensic evidence, just as there are a variety of problems with other forms of forensic evidence. There is then an examination of the important results in the study of eyewitness memory and the implications of this research for psychological theory and for social and legal policy. The volume takes the perspective that research on eyewitness identification can be seen as the paradigmatic example of how psychological science can be successfully applied to real world problems.

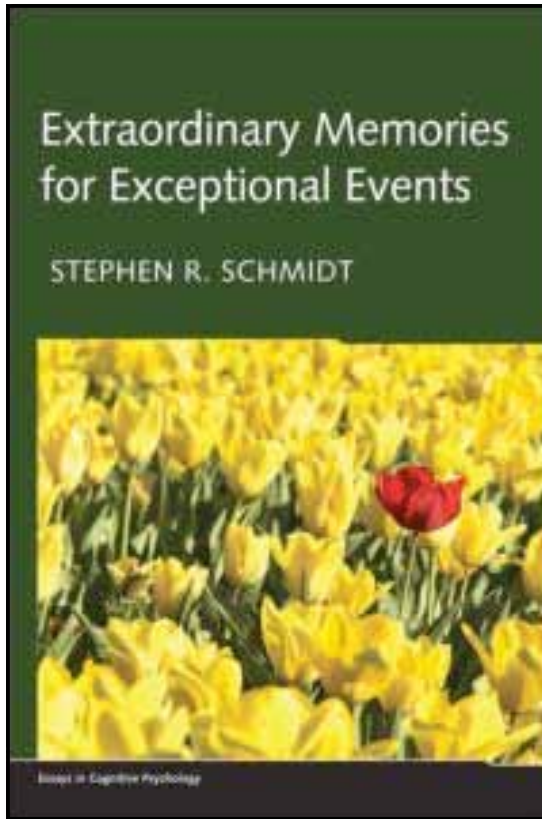
CONTENTS

1. 27 Years. 2. Theoretical Approaches to Eyewitness Identification. 3. Estimator Variables. 4. System Variables. 5. Indicia of Reliability. 6. Field Studies of Eyewitness Identification. 7. Expert Testimony. 8. Conclusions and Thoughts. 9. Philosophical Afterword: Memory and Reasonable Belief.

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New!

Extraordinary Memories for Exceptional Events

Stephen R. Schmidt
 Middle Tennessee State University, USA

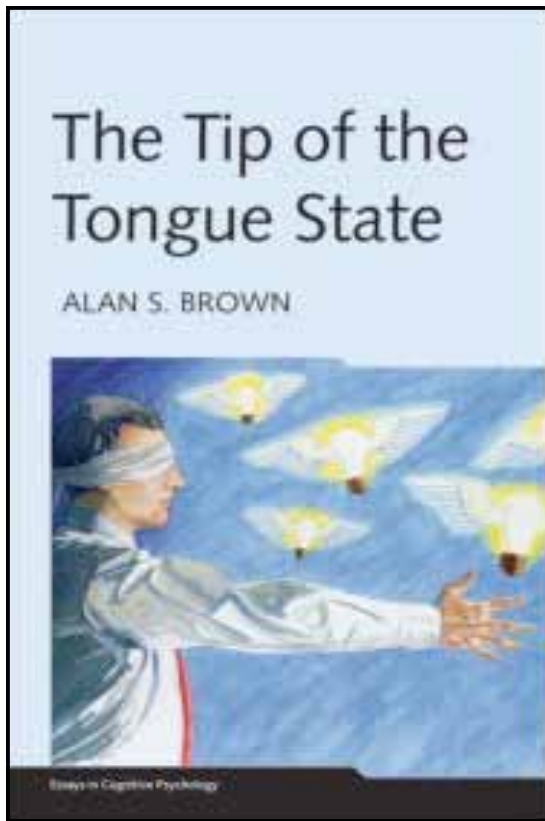
Essays in Cognitive Psychology Series

Not all memories are created equal. Our memories for some very exceptional events seem to stand out in our minds, and as such they may form the very core of who we are. Perhaps you have a vivid recollection of a fateful day, an unforgettable face, or a hilarious joke. This book summarizes theories and data that provide insight into these extraordinary memories for exceptional events. The book begins with a classification scheme for exceptional events, followed by a theoretical overview grounded in four metaphors of memory. The classification scheme and theoretical perspectives are used to explore topics including: flashbulb memories; the influence of emotion on memory; the bizarre imagery effect; the humor effect; the serial position effect; and the isolation effect. The conclusion provides a framework for understanding these outstanding memories for exceptional events.

CONTENTS

1. What are Extraordinary Memories and Exceptional Events? 2. Metaphors and Foundations. 3. Flashbulb Memories. 4. Emotional Significance: Laboratory Studies. 5. Secondary Distinctiveness: Memory for the Bizarre and Unusual. 6. Primary Distinctiveness: Escape from Monotony. 7. Summary and Conclusions: What Supports Outstanding Memories?





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New!

The Tip of the Tongue State

Alan S. Brown

Southern Methodist University, Texas, USA

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"Everyone has been thwarted by tip of the tongue, but how can such a fleeting subjective phenomenon contribute to scientific knowledge? In this up-to-date volume, Brown delves into the techniques that cognitive psychologists use to study tip of the tongue states in the lab. Focusing on basic research findings, his comprehensive treatment illustrates the power of experimental psychology to provide new insights into age-old questions, such as how we 'know that we know' something, even if we cannot (just yet) think of it. It is a welcome resource for students and scholars of human cognition." - **David A. Gallo, Assistant Professor, University of Chicago, USA, and author of *Associative Illusions of Memory: False Memory Research in DRM and Related Tasks***

"Alan Brown has continually shaped the way researchers think about TOTs. Here, Brown has written a well thought out overview of research on the TOT phenomenon. This book will be an indispensable guide to anyone doing or intending to do research in this area. It will shape and guide research on TOTs by establishing common conventions and promoting a new set of research questions. I've been researching the TOT phenomenon for over twenty years, but I was challenged to think in new ways by Brown's book." - **Bennett L. Schwartz, Professor of Psychology, Florida International University, USA, and author of *Tip-of-the-Tongue States: Phenomenology, Mechanism, and Lexical Retrieval***

This book brings together the body of empirical findings and theoretical interpretations of the tip of the tongue (TOT) experience – when a well-known or familiar word cannot immediately be recalled. Although research has been published on TOTs for over a century, the experience retains its fascination for both cognitive and linguistic researchers.

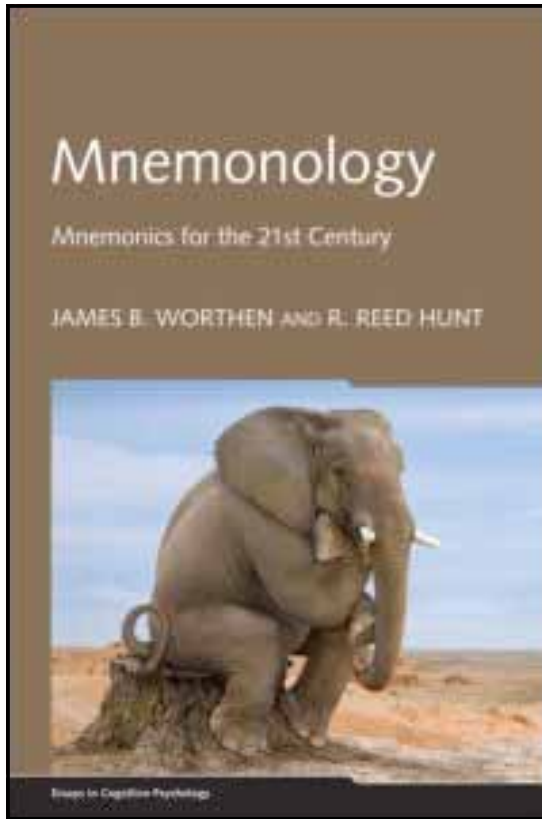
After a review of various research procedures used to study TOTs, the book offers a summary of attempts to manipulate this rare cognitive experience through cue and prime procedures. Various aspects of the inaccessible target word are frequently available – such as first letter and syllable number – even

in the absence of actual retrieval, and the book explores the implications of these bits of target-word information for mechanisms for word storage and retrieval. It also examines: what characteristics of a word make it potentially more vulnerable to a TOT; why words related to the target word (called "interlopers") often come to mind; the recovery process, when the momentarily-inaccessible word is recovered shortly after the TOT is first experienced; and efforts to evaluate individual differences in the likelihood to experience TOTs.

CONTENTS

1. Historical Background. 2. Defining the TOT State. 3. Eliciting and Measuring TOTs. 4. Manipulating TOT Probability. 5. Partial Target Word Information. 6. Dimensions of TOT Target Words. 7. Interlopers. 8. Resolving TOTs. 9. Etiology. 10. Individual Differences. 11. Summary.





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Mnemonology

Mnemonics for the 21st Century

James Worthen, Southeastern Louisiana University, USA

R. Reed Hunt, University of Texas at San Antonio, USA

Essays in Cognitive Psychology Series

“James Worthen and Reed Hunt [are] two of the world’s finest scholars on the intricacies of human memory. Not only is their book a thorough and accessible review of mnemonics, but it also is an intellectual call to arms to bring mnemonics into the scientific rigors of the new millennium.” - **David A. Gallo, University of Chicago, USA, in PsycCRITIQUES**

“This is an interesting, readable and a useful book. It fills a niche that other memory books do not cover or cover superficially.” - **Barbara Wilson, Medical Research Council, Cognition & Brain Sciences Unit, UK**

“I enjoyed reading Mnemonology: Mnemonics for the 21st Century. Worthen and Hunt do a masterful job of placing mnemonic strategies within the broader context of memory processes. I recommend this authoritative and highly readable book to students, teachers, and researchers who are interested in memory.” - **Russell N. Carney, Missouri State University, USA**

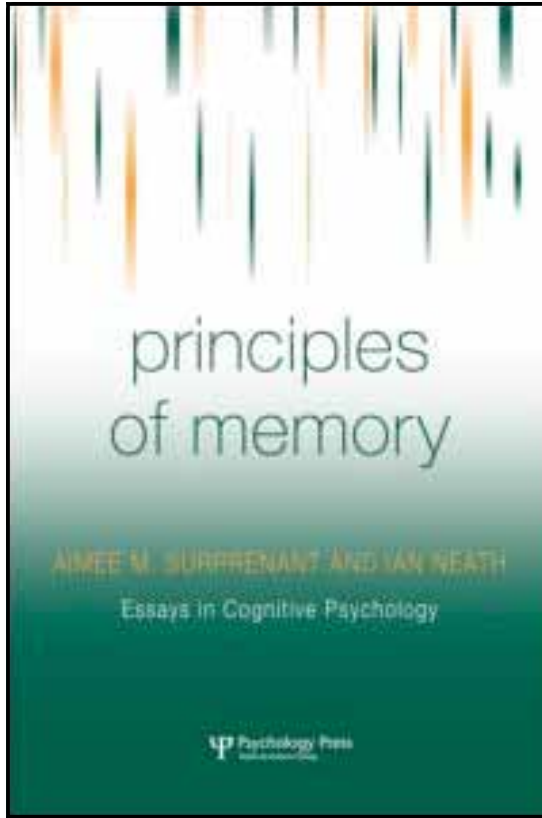
“I found this book to be a highly readable and balanced account of the history of mnemonics and memory research. The authors offer a compelling and integrative synthesis of mnemonics and memory research – an approach that I hope will be adopted by other memory researchers, educators, and cognitive psychologists.” - **Alvin Wang, University of Central Florida, USA**

This book bridges the gap between basic memory research and mnemonic applications through a careful analysis of the processes that underlie effective memory aids. The book traces the history of mnemonics, examines popular techniques, and discusses the current relevance of mnemonics to both psychological researchers and those seeking to improve their memory. Using a unique approach (termed ‘mnemonology’), the authors seek not necessarily to promote specific mnemonic techniques, but to provide information which will allow one to improve memory by creating their own mnemonics.

CONTENTS

1. Is There a Place for Mnemonics in Modern Psychology?
2. General Considerations in Selecting Mnemonics.
3. Basic Cognitive and Mnemonic Processes.
4. Formal Mnemonic Systems.
5. Organizational Mnemonics.
6. Experts and Professional Mnemonists.
7. Mnemonics Returns to Education.
8. Mnemonics in Rehabilitation of Impaired Memory and Associated Disabilities.
9. So, is There a Place for Mnemonics in Contemporary Psychology?





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Principles of Memory

Aimée M. Surprenant & Ian Neath
Memorial University, Newfoundland, Canada

Essays in Cognitive Psychology Series

“Principles of Memory *should be on every memory researcher’s reading list.*” - David S. Kreiner, in *PsycCRITIQUES*

“*The book is scholarly and original. The authors take us on an entertaining journey through many fields of memory research in their search for general principles of memory, making many interesting observations along the way. I will certainly recommend this monograph to both colleagues and students.*”
- Gordon D.A. Brown, University of Western Australia

In over a century of scientific research on human memory, and nearly fifty years after the so-called cognitive revolution, we have nothing that really constitutes a widely accepted and frequently cited law of memory, and perhaps only one generally accepted principle. The purpose of this monograph is to begin to rectify this situation by proposing seven principles of human memory that apply to all memory. These principles are qualitative statements of empirical regularities that can serve as intermediary explanations and which follow from viewing memory as a function. They apply to all types of information, to all memory systems, and to all time scales. The principles highlight important gaps in our knowledge, challenge existing organizational views of memory, and suggest important new lines of research.

This volume is intended for people in the field of memory, from advanced undergraduates to seasoned researchers, although it also will be of interest to those who would like a comprehensive overview of the fundamental regularities in cognitive functioning.

CONTENTS

1. Introduction. 2. Systems or Process? 3. Principle 1: The Cue Driven Principle. 4. Principle 2: The Encoding-Retrieval Principle. 5. Principle 3: The Cue Overload Principle. 6. Principle 4: The Reconstruction Principle. 7. Principle 5: The Impurity Principle. 8. Principle 6: The Relative Distinctiveness Principle. 9. Principle 7: The Specificity Principle. 10. Evaluation, Limitations, and Implications.



Emotional Memory Across the Adult Lifespan

Elizabeth A. Kensinger
Boston College, USA

Essays in Cognitive Psychology Series

"Emotional memory is a fundamentally important topic that is generating a great deal of exciting research. Elizabeth Kensinger has made important contributions to this rapidly growing literature, and in her scholarly yet highly readable book, she provides a comprehensive synthesis of the key findings and ideas at the forefront of the field. Emotional Memory Across the Adult Lifespan is an indispensable guide for anyone interested in the psychology or cognitive neuroscience of memory and emotion." - **Daniel L. Schacter, William R. Kenan, Jr. Professor of Psychology, Harvard University, USA, and author of *The Seven Sins of Memory***

Though many factors can influence the likelihood that we remember a past experience, one critical determinant is whether the experience caused us to have an emotional response. Emotional experiences are more likely to be remembered than nonemotional ones, and over the past couple of decades there has been an increased interest in understanding how emotion conveys this memory benefit.

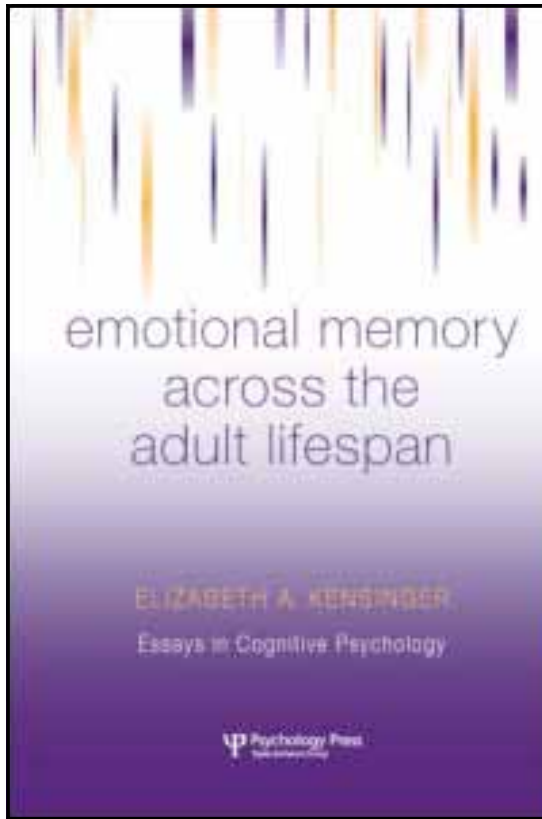
This book begins with a broad overview of emotion, memory, and the neural underpinnings of each. It then examines how emotion influences young adults' abilities to store information temporarily, or over the long term. It moves on to describe how each of these influences of emotion are affected by the aging process and by age-related disease, providing the reader with a lifespan perspective of emotional memory.

Within each of the domains covered, the book integrates research from cognitive psychology, cognitive neuroscience, and neuropsychological perspectives, examining both the behavioral and thought processes that lead to emotion's effects on memory and also the underlying brain processes that guide those influences of emotion.

This book will be of interest to researchers and graduate students in memory, emotion, and aging, working in the fields of cognitive psychology, cognitive or affective neuroscience, and developmental or lifespan psychology.

CONTENTS

Part 1. Introduction and Background. 1. Emotion, Memory, and Their Interactions. 2. The Neurobiology of Emotion and Memory. 3. Methods for Investigating Emotion–Memory Interactions. **Part 2. Emotional Memory in Young Adults.** 4. Emotion's Modulation of Implicit Memory. 5. Emotion's Influence on Working Memory. 6. Emotion and Long-term Memory Enhancements. 7. Aspects of Memory Enhanced by Emotion. 8. Emotion-induced Memory Trade-offs. 9. Influences of Valence and Arousal on Emotional Memory. 10. Individual Differences in Young Adults' Emotional Memories. **Part 3. Emotional Memory in Older Adults.** 11. Cognitive and Neural Changes with Advancing Age. 12. Emotional Processing in Old Age. 13. Aging and Emotional Working Memory. 14. When Aging Influences Effects of Emotion on Long-term Memory. 15. Age-related Positivity Biases. 16. Emotional Memory in Alzheimer's Disease. 17. Summary and Conclusions.



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Memory and Aging

Current Issues and Future Directions

Moshe Naveh-Benjamin, University of Missouri-Columbia, USA
Nobuo Ohta, University of Tsukuba, Japan (Eds.)

"This is the book I will recommend to anyone asking about a state-of-the-art volume on aging memory. Students and researchers alike will find in it both empirical and theoretical inspirations." - Elizabeth Maylor, University of Warwick, UK

"In this book, premier scientists summarize the state of the art in research on the aging of human memory. The focus is on various aspects of memory performance, including its socio-cultural ramifications and neural correlates. I strongly recommend this book to those wishing to obtain a comprehensive overview on memory functioning in adulthood and old age." - Ulman Lindenberger, Max Planck Institute for Human Development, Germany

Current demographical patterns predict an aging worldwide population. It is projected that by 2050, more than 20% of the US population and 40% of the Japanese population will be older than 65. A dramatic increase in research on memory and aging has emerged to understand the age-related changes in memory since the ability to learn new information and retrieve previously learned information is essential for successful aging, and allows older adults to adapt to changes in their environment, self-concept, and social roles.

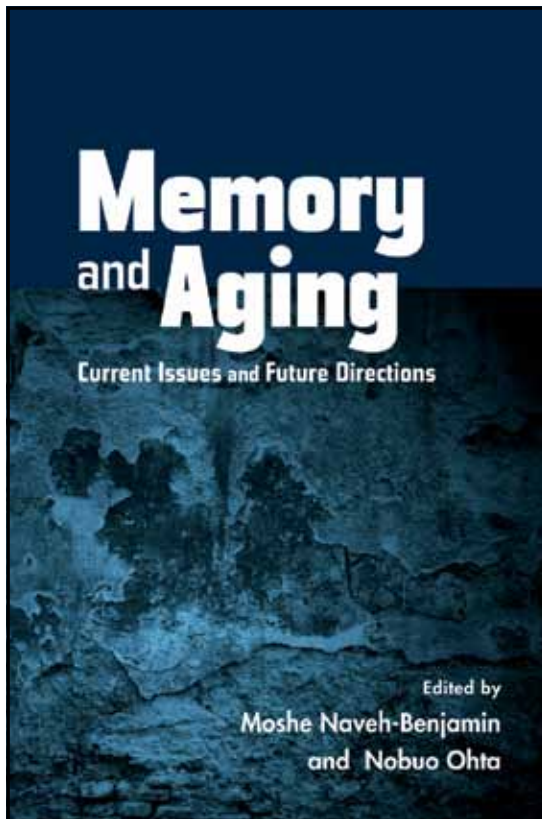
This volume represents the latest psychological research on different aspects of age-related changes in memory. Written by a group of leading international researchers, its chapters cover a broad array of issues concerning the changes that occur in memory as people grow older, including the mechanisms and processes underlying these age-related memory changes, how these changes interact with social and cultural environments, and potential programs intended to increase memory performance in old age. Similarly, the chapters draw upon diverse methodological approaches, including cross-cultural extreme group experimental designs, longitudinal designs assessing intra-participant change, and computational

approaches and neuroimaging assessment. Together, they provide converging evidence for stability and change in memory as people grow older, for the underlying causes of these patterns, as well as for the heterogeneity in older adults' performance.

Memory and Aging is essential reading for researchers in memory, cognitive aging, and gerontology.

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M. Naveh-Benjamin, N. Ohta, Preface. **Part 1. Psychological Perspectives: Short-Term and Working Memory.** *P. Verhaegen*, Working Memory Still Working: Age-Related Difference in Working Memory Functioning and Cognitive Control. *S. Kemper*, The Interaction of Linguistic Constraints, Working Memory, and Aging on Language Production and Comprehension. *E. Harada*, Error Repetition Phenomenon and its Relation to Cognitive Control, Working Memory and Aging: Why Does it Happen Outside the Psychology Laboratory? **Part 2. Psychological Perspectives: Long-Term Memory.** *M. Naveh-Benjamin*, Age-Related Changes in Episodic Memory: Automatic and Strategic Contributions. *L. Light*, Dual Process Theories of Memory in Old Age: An Update. *D. Howard, J. Howard*, Dissociable Forms of Implicit Learning in Aging. *G. Einstein, M. McDaniel, M. Scullin*, Prospective Memory and Aging: Understanding the Variability. **Part 3. Social, Emotional, and Cultural Perspectives.** *T. Hess, L. Emery*, Memory in Context: The Impact of Age-Related Goals on Performance. *E. Kensinger*, Emotion-Memory Interactions in Older Adulthood. *A. Castel, S. McGillivray, M.C. Friedman*, Metamemory and Memory Efficiency in Older Adults: Learning about the Benefits of Priority Processing and Value-Directed Remembering. **Part 4. Neuroscientific, Biological, Epidemiological, and Health Perspectives.** *G. Kalpouzos, L. Nyberg*, Multimodal Neuroimaging in Normal Aging: Structure-Function Interactions. *S.-C. Li*, Dopaminergic Modulation of Memory Aging: Neurocomputational, Neurocognitive, and Genetic Evidence. *R. Dixon, B.J. Small, S.W.S. MacDonald, J.J. McArdle*, Yes, Memory Declines With Aging – But When, How, and Why? *K. Anstey*, Biomarkers and Memory Aging: A Lifecourse Perspective.

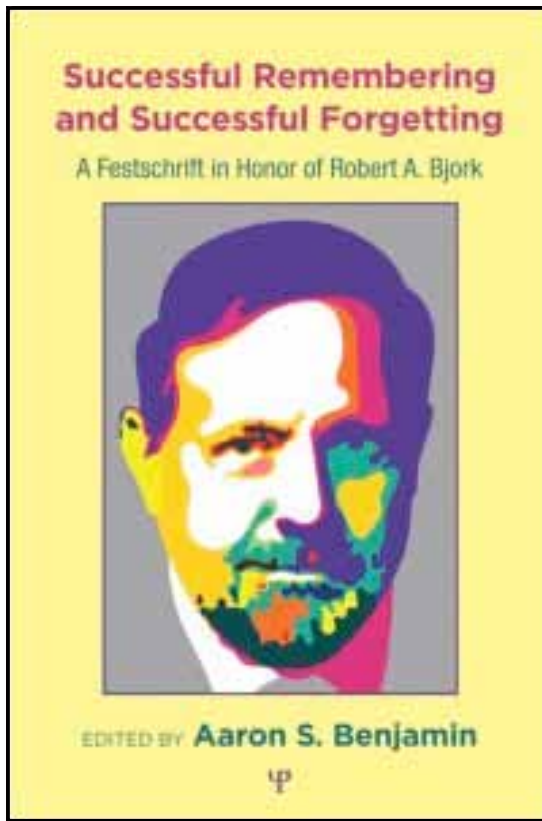


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Successful Remembering and Successful Forgetting

A Festschrift in Honor of Robert A. Bjork

Aaron S. Benjamin (Ed.)

University of Illinois at Urbana-Champaign, USA

“This book offers outstanding chapters to suitably celebrate Robert A. Bjork’s outstanding career.” - **Larry Jacoby, Washington University in St. Louis, USA**

The chapters in this volume are testament to the many ways in which Robert Bjork’s ideas have shaped the course of research on human memory over four decades. It showcases the theoretical advances and recent findings by researchers whose work and careers have been influenced by Bjork.

The first group of chapters explore the idea that forgetting is an adaptive response to the demands of a retrieval system fraught with competition – an idea that has helped recalibrate conceptualizations of memory away from one in which the computer is the dominant metaphor.

Several chapters then review the application of research on learning and memory to enhancing human performance, reflecting Bjork’s staunch commitment to translating his findings and theories to real-world settings.

Later chapters address topics that are relevant to the translation of cognitive psychology to human performance, and in particular recognize the critical role of metacognition in such problems.

The final chapters cover a variety of issues related to how remembering can be enhanced, and how research on remembering can be profitably guided by the use of mathematical modeling.

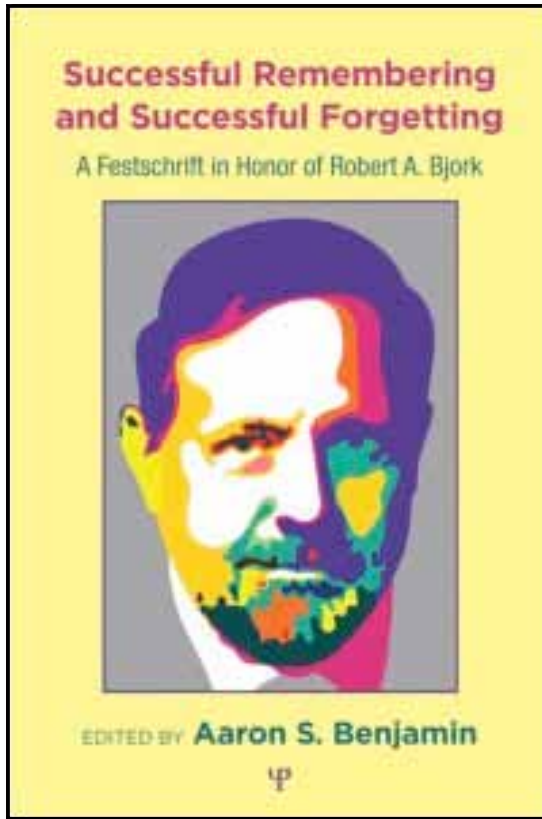
This volume will appeal to researchers and graduate students of human learning, memory, and forgetting, and will also benefit an audience working in applied domains, such as training and education.

CONTENTS

Part 1. On the Relationship between Remembering and Forgetting. *R.A. Bjork*, On the Symbiosis of Remembering, Forgetting, and Learning. *H.L. Roediger, J.D. Karpicke*, Intricacies of Spaced Retrieval: A Resolution. *T.K. Landauer*, Distributed Learning and the Size of Memory: A 50-year Spacing Odyssey. *A.S. Benjamin, B.H. Ross*, The Causes and Consequences of Reminding. **Part 2. Forgetting, Inhibition, and Competition in Memory.** *B.C. Storm*, Retrieval-induced Forgetting and the Resolution of Competition. *M.C. Anderson, B.J. Levy*, On the Relationship between Interference and Inhibition in Cognition. *M.D. Macleod, J.C. Hulbert*, Sleep, Retrieval Inhibition, and the Resolving Power of Human Memory. *S.M. Smith*, Blocking Out Blocks: Adaptive Forgetting of Fixation in Memory, Problem Solving, and Creative Ideation. **Part 3. Desirable Difficulties in Education and Training.** *M.A. McDaniel, A.C. Butler*, A Contextual Framework for Understanding when Difficulties are Desirable. *C.O. Fritz*, Testing, Generation, and Spacing Applied to Education – Past, Present, and Future. *W.B. Whitten, II*, Learning from and for Tests. *M.C. Linn*, Can Desirable Difficulties Overcome Deceptive Clarity in Scientific Visualizations? *J. Metcalfe*, Desirable Difficulties and Studying in the Region of Proximal Learning. *A.F. Healy, J.A. Kole, E.L. Wohlmann, C.J. Buck-Gengler, L.E. Bourne, Jr*, Data Entry: A Window to Principles of Training. **Part 4. Metacognition.** *A. Koriat, A. Pansky, M. Goldsmith*, An Output-Bound Perspective on False Memories: The Case of the Deese-Roediger-McDermott Paradigm. *H.P. Bahrick, M.K. Baker, L.K. Hall, L. Abrams*, How Should We Define and Differentiate Metacognitions? *E.L. Bjork, B.C. Storm, P.A. DeWinstanley*, Learning from the Consequences of Retrieval: Another Test Effect. *N. Kornell*, Failing To Predict Changes in Memory: A Stability Bias Yields Long-Term Overconfidence. *B.A. Spellman, E.R. Tenney, M.J. Scalia*, Relying on Other People’s Metamemory. **Part 5. The Psychology and Neuroscience of Remembering.** *T.D. Wickens*, Multidimensional

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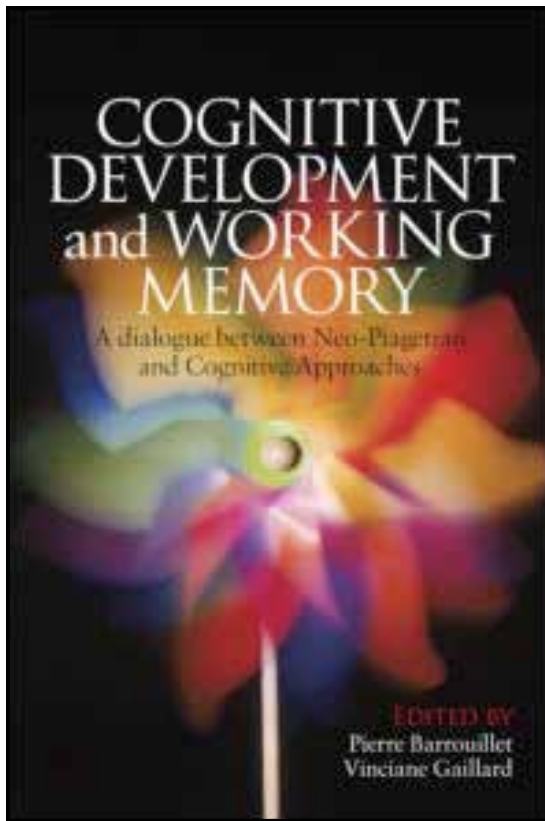
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Cognitive Development and Working Memory

A Dialogue between Neo-Piagetian Theories and Cognitive Approaches

Pierre Barrouillet, Université de Genève, Switzerland

Vinciane Gaillard, Cognitive Science Research Unit, Université Libre de Bruxelles, Belgium (Eds.)

"This book brings together a selected group of leading researchers to discuss a currently hot topic. The authors represent different theoretical approaches and research groups, and each chapter contributes in its unique way, using theoretical modelling and experimental and individual-difference studies, to a debate that has become highly relevant in the scientific community. The book is excellent." - Sergio Morra, Unit of Psychology, University of Genoa, Italy

The intellectual development of human beings from birth to adulthood is a fascinating phenomenon. Understanding the constraints that limit children's intelligence, as well as discovering methods to improve it, has always been a challenging undertaking for developmental psychologists. This book presents a unique attempt to address these issues by establishing a dialogue between neo-Piagetian theorists and researchers specialized in typical and atypical working memory development.

The book integrates recent advances in studies of working memory development with theories proposed by the most prominent neo-Piagetian researchers who have emphasized the role of cognitive resources and working memory capacity in the development of thinking and reasoning. In the opening section, the main proponents of this tradition develop their theories of cognitive development in terms of available mental attention, processing efficiency and speed, inhibition and relational complexity. The second part of the book addresses the mechanisms that underpin the increase in working memory capacity and the respective roles of processing efficiency, storage capacity, and the use of reactivation processes of memory traces such as rehearsal. Finally, the central role

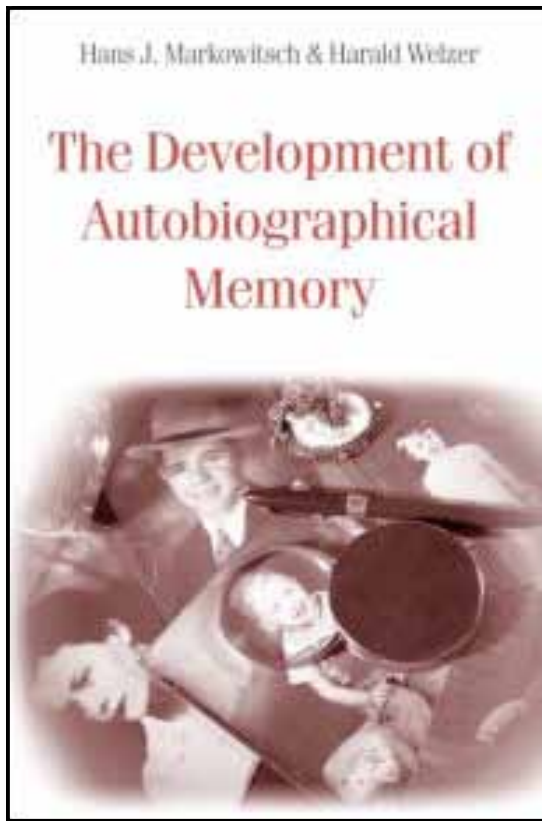
played by working memory in atypical development and learning difficulties is examined.

This book provides psychologists, students and researchers who are interested in child development with an integrated and up-to-date series of chapters written by prominent specialists in the areas of working memory, attention, and cognitive development.

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P. Barrouillet, V. Gaillard, Introduction: From Neo-Piagetian Theories to Working Memory Development Studies. **Part 1. Neo Piagetian Theories to Working Memory Development Studies.** *J. Pascual-Leone, J. Johnson*, A Developmental Theory of Mental Attention: Its Application to Measurement and Task Analysis. *G. Andrews, G.S. Halford*, Recent Advances in Relational Complexity Theory and Its Application to Cognitive Development. *A. Demetriou, A. Mouyi*, Processing Efficiency, Representational Capacity, and Reasoning: Modelling Their Dynamic Interactions. *A. De Ribaupierre, D. Fagot, T. Lecerf*, Working Memory Capacity and its Role in Cognitive Development: Are Age Differences Driven by the Same Processes Across the Lifespan? **Part 2. Underlying Processes of Working Memory Development.** *N. Cowan, C.C. Morey, A.M. AuBuchon, C.E. Zwillig, A.L. Gilchrist, J. Scott Saults*, New Insights into an Old Problem: Distinguishing Storage from Processing in the Development of Working Memory. *V. Camos, P. Barrouillet*, Factors of Working Memory Development: The Time-Based Resource-Sharing Approach. *C. Jarrold, H. Tam*, Rehearsal and the Development of Working Memory. **Part 3. Working Memory in Typical and Atypical Development.** *H.L. Swanson*, The Influence of Working Memory Growth on Reading and Math Performance in Children with Math and/or Reading Disabilities. *T. Packiam Alloway, L. Archibald*, Working Memory in Development: Links with Learning between Typical and Atypical Populations.





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The Development of Autobiographical Memory

Hans J. Markowitsch, University of Bielefeld, Germany

Harald Welzer, Center for Interdisciplinary Memory Research, Essen, Germany

“The Development of Autobiographical Memory is at an appropriate level for reading in graduate seminars. The broad and interdisciplinary coverage would lend itself to discussion, and students can evaluate and debate whether the authors’ descriptions are fact or argument. The book is also appropriate for researchers in areas of brain, memory, language, cognition, and social development.” - **Marie T. Balaban, in PsycCRITIQUES**

“This brilliant new integrative account of human memory comprehensively traces the emergence of autobiographical memory in ontogeny via brain development and its essential social-cultural milieu of human communication and language. In the authors’ view autobiographical memory is critical to cognition, identity, self, and community. Their formative ontogeny approach provides new findings and unique insights on human memory over the lifespan that will be of interest to experts and newcomers to the area alike.” - **Katherine Nelson, Distinguished Professor of Psychology Emerita, City University of New York, USA**

“This fascinating book performs an important purpose: it places classical theories of human autobiographical memory in the wider, and more realistic, context of evolution, development and enculturation, and treats the role of enculturation in more detail than any previous text. It should attract a wide audience of professionals in various disciplines concerned with the distinctively human aspects of memory, from neurobiology to the social sciences and humanities.” - **Merlin Donald, Queen’s University, Ontario, Canada**

Autobiographical memory constitutes an essential part of our personality, giving us the ability to distinguish ourselves as an individual with a past, present and future. This book reveals how the development of a conscious self, an integrated personality and an autobiographical memory are all intertwined, highlighting the parallel development of the brain,

memory and personality.

Focusing strongly on developmental aspects of memory and integrating evolutionary and anthropological perspectives, areas of discussion include:

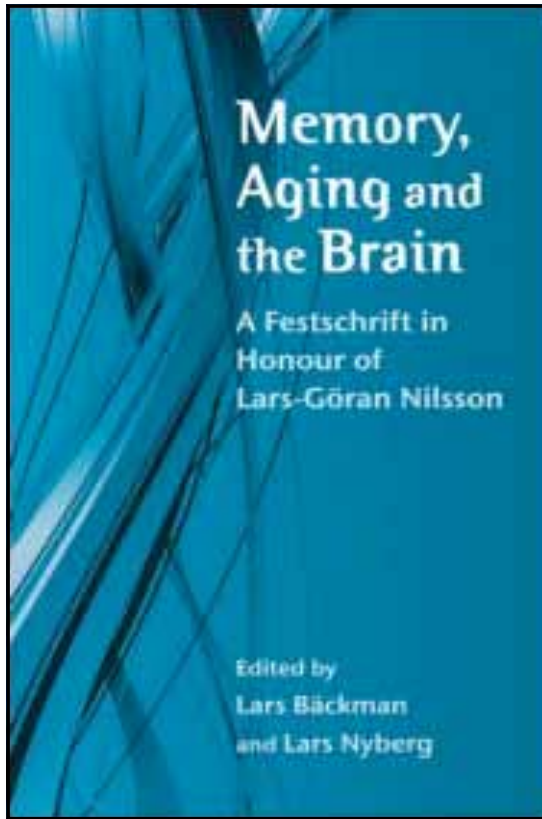
- Why non-human animals lack autobiographical memory
- Development of the speech areas in the brain
- Prenatal and transnatal development of memory
- Autobiographical memory in young children.

This book offers a unique approach through combining both neuroscientific and social scientific viewpoints.

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Part 1. An Interdisciplinary View of Memory. 1. A New Approach to Viewing Memory. 2. Zones of Convergence between Different Sciences. 3. Why Other Animals Lack Autobiographical Memory. **Part 2. Development of Autobiographical Memory and the Brain.** 4. Interdependent Development of Memory and Other Cognitive and Emotional Functions. **Part 3. Autobiographical Memory: A Lifelong Developmental Task.** 5. Development of Learning and Memory: The Prenatal Period and the First Months of Life. 6. The First Quantum Leap in Memory Development: The Nine Months’ Revolution. 7. The Second Quantum Leap in Memory Development: Language. 8. Exploring Autobiographical Memory in Young Children. 9. Autobiographical Memory: A Continuity in Transformation. 10. The Age at Which Memory Occurs: Results of an Interdisciplinary Research Project on Remembering and Memory. 11. A Formative Theory of Memory Development. Memory at Advanced Ages. 12. Autobiographical Memory: A Biocultural Relay between the Individual and the Environment.





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Memory, Aging and the Brain

A Festschrift in Honour of Lars-Göran Nilsson

Lars Bäckman, Aging Research Centre, Karolinska Institute, Stockholm, Sweden

Lars Nyberg, Integrative Medical Biology, Umeå University, Sweden (Eds.)

Psychology Press Festschrift Series

“Memory, Aging and the Brain *presents well-documented research that is a valuable contribution to science. The publication will be of greatest interest to those involved in the research of human memory.*” - **Christen Smith, Gallaudet University, USA, in *Activities, Adaptation & Aging***

“*This text has assembled some of the most accomplished scientists in the neurosciences and the result is a thorough, well written, authoritative text on memory in the aging brain. The chapters are a pleasure to read and will undoubtedly prove to be a valuable contribution to science.*” - **Robert J. Spencer, Psychology Service, Ann Arbor VA Healthcare System & Linas A. Bieliauskas, Department of Psychiatry, University of Michigan, USA**

This book brings together some of the best known experts in their fields to offer a crossdisciplinary summary of current research on human memory. More than this however, the book pays tribute to the work of Lars-Göran Nilsson and his many contributions to the psychology of human memory.

The book is divided into three subsections (on general issues in human memory, memory and aging, and memory and the brain) which represent the three cornerstones in Lars-Göran’s scientific career, and comprise contributions from senior collaborators, colleagues and former students.

Areas of discussion include:

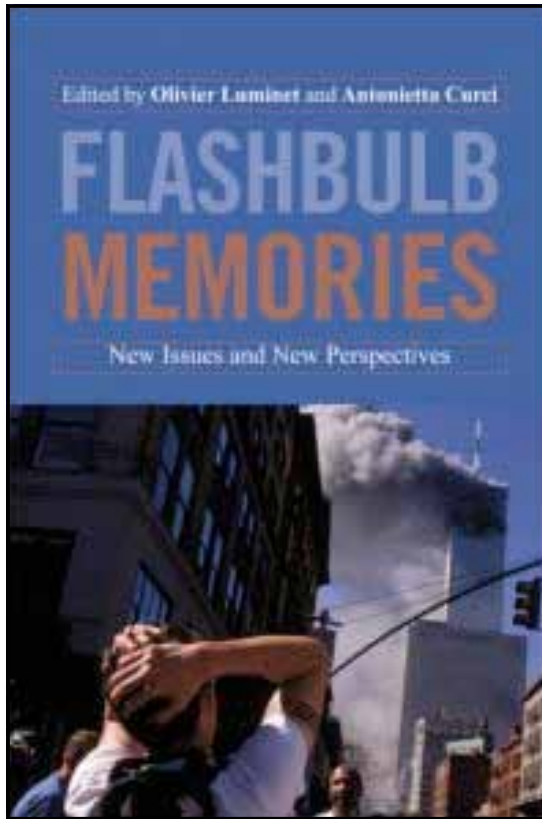
- Long-term and working memory: how do they interact?
- An epidemiological approach to cognitive health in aging
- The cognitive neuroscience of signed language.

Covering a broad range of topics, *Memory, Aging and the Brain* will be of great interest to all those involved in the study and research of human memory.

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Flashbulb Memories

New Issues and New Perspectives

Olivier Luminet, University of Louvain, Belgium
 Antonietta Curci, University of Bari, Italy (Eds.)

“This book provides an updated overview of various issues examined in the FBM literature in the past and currently by a group of well-known and accomplished investigators in the field. Consequently, the book should serve as an important resource for future FBM researchers as it provides a foundation for previous concerns while exploring recent issues using new data.” - **Lauren Shapiro, North Dakota State University, USA**

This book considers the many developments in the study of flashbulb memories (FBMs) that have occurred over the last decade, including new models of FBM formation, advances in statistical methods and neuroscience, and two key public events, the death of Princess Diana and the September 11th attacks in the US, which can help test FBM. The book examines the status of FBMs as ‘special’ or ‘ordinary’ memory formations, and the expert contributors represent a balance between those that favour each approach. It also investigates controversial topics of research, such as:

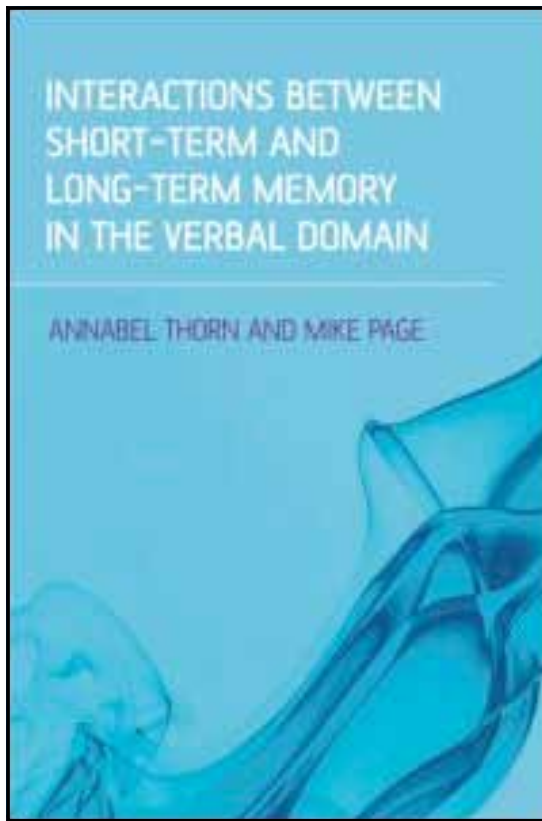
- Are emotional, cognitive, or social factors highly relevant for the formation of FBMs?
- How can sociological, historical, and cultural issues help us to understand the process of FBMs?
- What are the differences between FBMs, memories for traumatic experiences, and highly vivid personal memories?
- How can we provide a valid and reliable measure for FBMs?

This book gathers together specialists in the field in order to make significant progress in this area of research which has remained divisive for the past thirty years. It will provide essential reading for researchers as well as clinicians dealing with those who have strong FBMs after personal traumatic events.

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Interactions Between Short-Term and Long-Term Memory in the Verbal Domain

Annabel Thorn, University of Bristol, UK
 Mike Page, University of Hertfordshire, UK (Eds.)

"This highly stimulating book offers views from some of the best scientists in the field of verbal short-term memory – a topic with an impressive long-term pedigree which remains the focus of contemporary debate. The prose and academic content are readily accessible to advanced undergraduate and postgraduate students, while the new theoretical advances would interest active researchers." - **Robert H. Logie, Professor of Human Cognitive Neuroscience, University of Edinburgh, UK**

"The relationship between short-term and long-term memory is fundamental in cognitive psychology. This book brings together the best recent research on the topic, not merely describing mutual influences between short-term and long-term memory but elucidating the underlying mechanisms. It is a timely and important collection." - **Jackie Andrade, Professor of Psychology, University of Plymouth, UK**

The relationship between short-term and long-term memory systems is an issue of central concern to memory theorists. The association between temporary memory mechanisms and established knowledge bases is now regarded as critical to the development of theoretical and computational accounts of verbal short-term memory functioning. However, to date there is no single publication that provides dedicated and full coverage of current understanding of the association between short-term and long-term memory systems.

This is the first volume to comprehensively address this key issue. Focusing specifically on memory for verbal information, it comprises chapters covering current theoretical approaches, together with the very latest experimental work, from leading researchers in the field. Chapters draw on both cognitive and neuropsychological research and reflect both conceptual and computational approaches to theorising. The contributing

authors represent current research perspectives from both sides of the Atlantic. By addressing this important topic head-on, this book represents an invaluable resource for academics and students alike.

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Handbook of Metamemory and Memory

John Dunlosky, Kent State University, Ohio, USA
Robert A. Bjork, UCLA, USA (Eds.)

"This volume represents a magnificent collection of chapters on metamemory, or one's knowledge of one's own memory processes. The authors write about some situations in which people are fairly accurate in their knowledge, as well as other cases in which intuitions are remarkably erroneous. The authors represent a stellar collection of researchers in this area, which makes the book a fitting tribute to the late Tom Nelson who pioneered the study of metamemory. The volume should be of interest to all researchers studying human memory and would make a great source for a graduate or upper-level undergraduate seminar." - **Henry L. Roediger, III, James S. McDonnell Distinguished University Professor, Washington University in St. Louis, USA**

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.

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Memory in the Real World

3rd Edition

Gillian Cohen (retired), The Open University, UK
Martin A. Conway, University of Leeds, UK (Eds.)

"This book is a very welcome addition to the memory literature, providing thorough and detailed reviews of the growing body of research concerned with taking memory out of the laboratory. The authors are a combination of established scientists and younger investigators, who have in common a broad approach to the topic that accepts the importance of both theory and its application. This book should prove a valuable resource." - **Alan Baddeley, University of York, UK**

"This book offers a comprehensive account of what is known about memory in real life. The list of authors is highly impressive, and in many cases the author of the chapter you are reading is also the leading researcher in that particular field. The overall result is a book of impressive range and detail, which makes it a key reference source for any student in this field." - **David Groome, University of Westminster, UK**

"Before reading this book I listed the questions that people often ask me about memory. Most of these questions were answered even more thoroughly than I was hoping for. The breadth of research covered is impressive." - **Jackie Andrade, University of Plymouth, UK**

"The collaboration of Gillian Cohen with a group of experts in a number of fields has resulted in an amazing new book that I can highly recommend to anyone interested in the operation of memory in everyday contexts, as well as in cognitive psychology of memory in general." - **Lia Kvavilashvili, University of Hertfordshire, UK**

This fully revised and updated third edition of the highly acclaimed *Memory in the Real World* includes recent research in all areas of everyday memory. Distinguished researchers have contributed new and updated material in their own areas of expertise. The controversy about the value of naturalistic research, as opposed to traditional laboratory methods, is outlined, and the two approaches are seen to have converged and become complementary rather than antagonistic.

New topics covered in this edition include life span development of memory, collaborative remembering, déjà vu, and memory dysfunction in the real world.

Memory in the Real World will be of continuing appeal to students and researchers.

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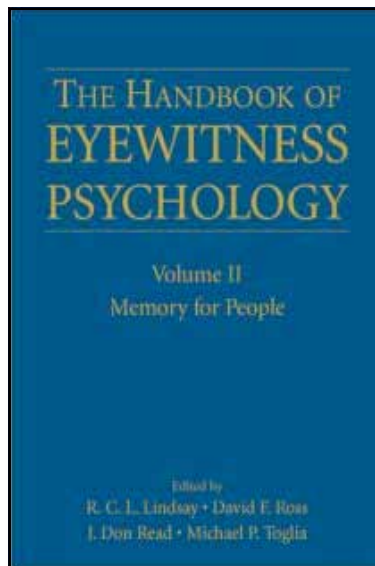
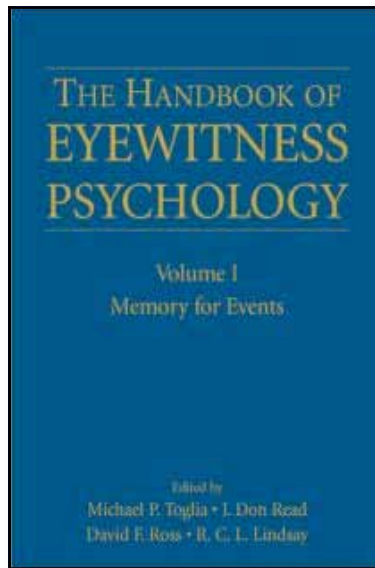
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The Handbook of Eyewitness Psychology

Volume 1: Memory for Events

Michael P. Toglia, State University of New York/College at Cortland, USA; **J. Don Read**, Simon Fraser University, Canada; **David F. Ross**, University of Tennessee at Chattanooga, USA; **R.C.L. Lindsay**, Queen's University, Canada (Eds.)

Volume 2: Memory for People

R.C.L. Lindsay, Queen's University, Canada; **David F. Ross**, University of Tennessee at Chattanooga, USA; **J. Don Read**, Simon Fraser University, Canada; **Michael P. Toglia**, State University of New York/College at Cortland, USA (Eds.)

"To tell the truth and nothing but the truth ... it's terrific! ... An exhilaratingly satisfying and extremely valuable work that should be in every research library and in the personal book collection of anyone interested in eyewitness psychology or other practical applications of how people remember social events and the people involved in them. ... A thorough, expert, and well-written compendium of the field." - **Maureen O'Sullivan, PsycCRITIQUES**

"In these terrific volumes, many of the world's most renowned eyewitness memory researchers describe the state of the science in a wide variety of domains. ... They should appeal to a wide audience, from cognitive and social psychologists to legal scholars to those working on the front lines of forensics and the courts." - **D. Stephen Lindsay, University of Victoria, Canada**

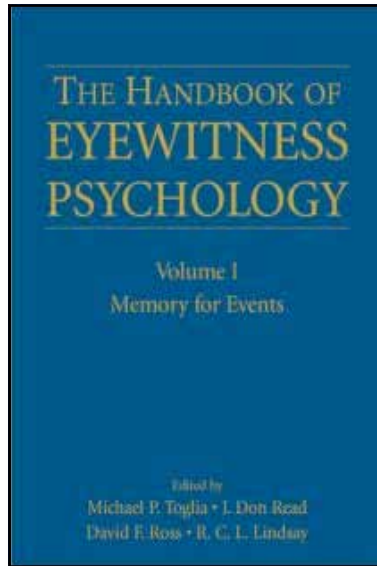
"The Handbook of Eyewitness Psychology provides two authoritative volumes by leaders in this field of research ... providing thorough coverage of a huge range of topics. This is an important work, and it belongs on the shelves not only of psychologists interested in these topics, but also in police departments and in the offices of judges, prosecutors and defense lawyers. The issues surrounding eyewitness testimony are crucial in the criminal justice system and the current pair of volumes provides complete, authoritative and timely contributions." - **Henry L. Roediger, III, Washington University in St. Louis, USA**

"In the last thirty years researchers around the world have conducted thousands of studies designed to increase our understanding of eyewitness psychology. Indeed, this is one of the 'hottest' topics in the whole of psychology. Yet in the last ten years very few comprehensive overviews of this increasingly large topic have been published, even though it is of great interest not only to psychologists but to lawyers, police officers and many other professionals. ... This handbook provides very exciting and extremely comprehensive yet detailed reviews of dozens of highly relevant issues. The chapter authors are the leading experts in the world, drawn from several countries. No other books on this crucial topic have been so substantial. It is a 'must read' for anybody with an interest in eyewitnesses." - **Ray Bull, University of Leicester, UK**

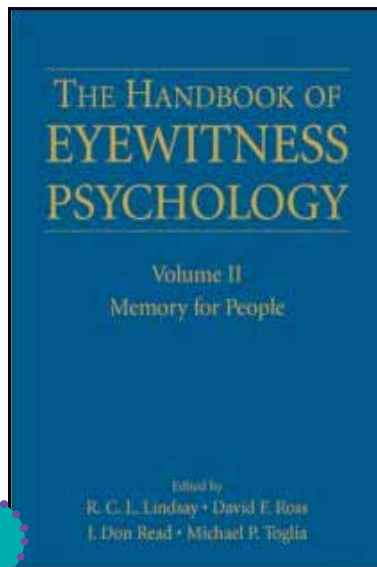
"These are landmark and long overdue volumes. ... Every law enforcement official, every forensic expert, every judge, every criminal and civil trial lawyer will need to have a copy of them on their bookshelves." - **Neil Vidmar, Duke University, School of Law, USA**

"A splendid two-volume survey of the state of the art of contemporary eyewitness research. ... These immaculately edited volumes are a treasure house of contemporary forensic research and thinking which no researcher or serious student of psychology and law can afford to neglect." - **Graham Davies, University of Leicester, UK**





The Handbook of Eyewitness Psychology presents a survey of research and legal opinions from international experts on the rapidly expanding scientific literature addressing the accuracy and limitations of eyewitnesses as a source of evidence for the courts. For the first time, extensive reviews of factors influencing witnesses of all ages – children, adults, and the elderly – are compiled in a single pair of volumes. The disparate research currently being conducted in eyewitness memory in psychology, criminal justice, and legal studies is coherently presented in this work.



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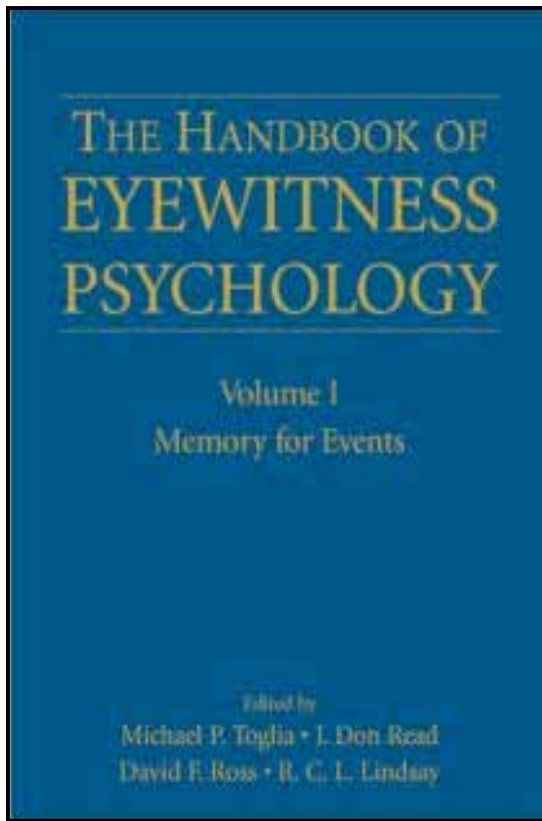
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Volume 1: Memory for Events

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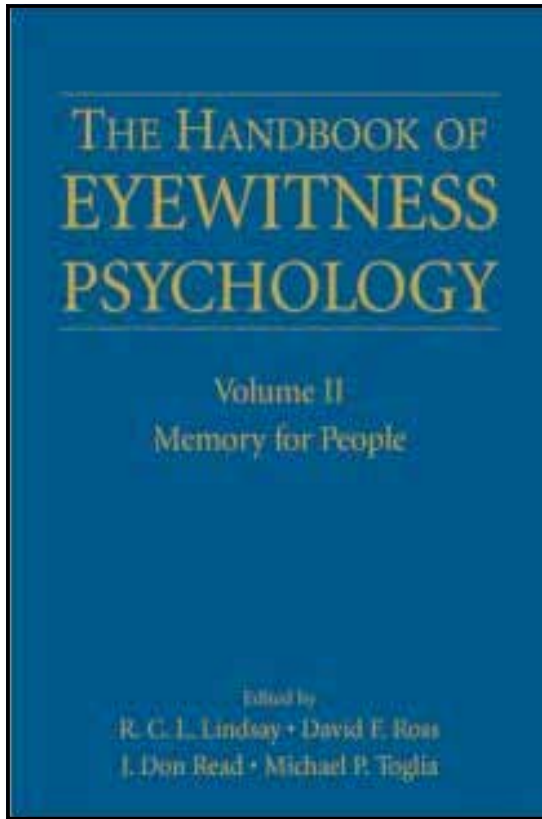
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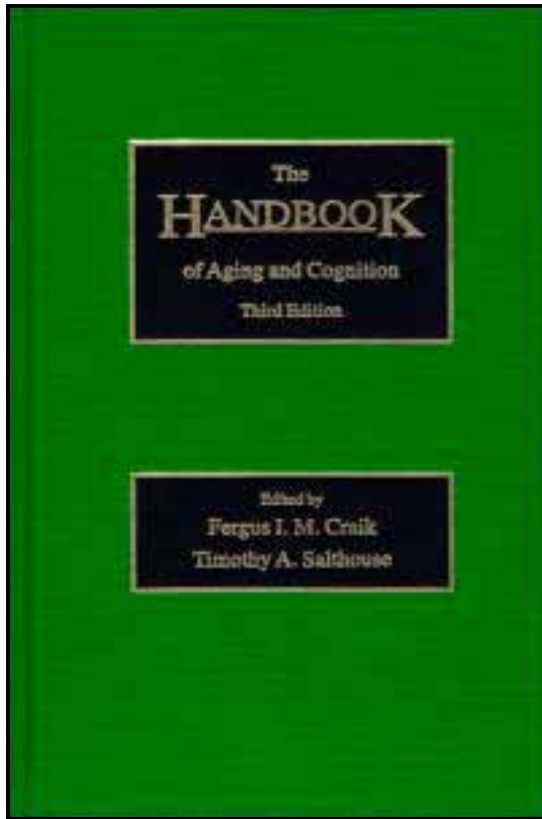
Fergus I. M. Craik, University of Toronto, Canada
 Timothy A. Salthouse, University of Virginia, USA (Eds.)

“The book is well-planned and consistently well-written by some of the most active and highly regarded researchers in the field, and promises to serve as a valuable reference source for many years to come.” - Human Development

Cognitive aging is a flourishing area of research. A significant amount of new data, a number of new theoretical notions, and many new research issues have been generated in the past ten years. This handbook reviews new findings and theories, enables the reader to assess where the field is today, and evaluates its points of growth. The chapters are organized to run from reviews of current work on neuroimaging, neuropsychology, genetics and the concept of brain reserve, through the ‘mainstream’ topics of attention, memory, knowledge and language, to a consideration of individual differences and of cognitive aging in a lifespan context. This edition continues to feature the broad range of its predecessors, while also providing critical assessments of current theories and findings.

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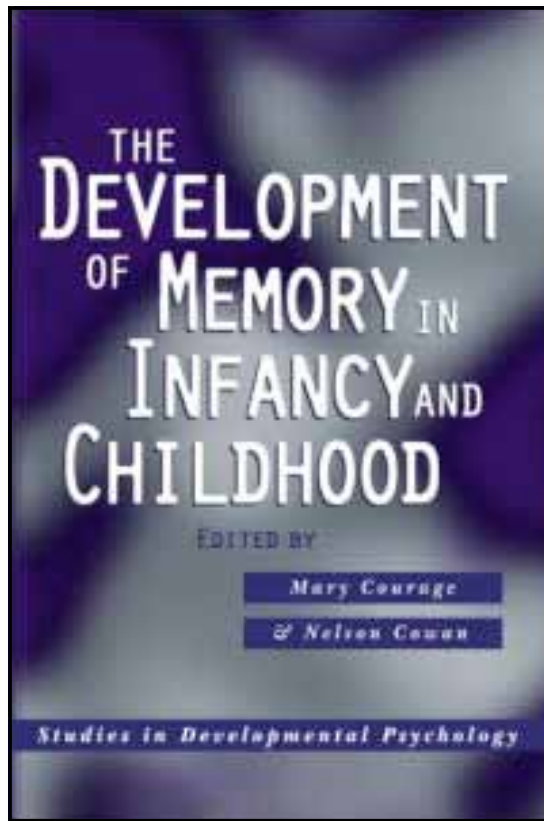


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"This edited volume presents a balanced, up-to-date account of memory development from infancy through childhood. Each chapter focuses on a currently-active area of research, ranging from the crib to the courtroom, from cognitive neuroscience to sociocultural influences. Both researchers and students will find the book clear and readable." - **Patricia H. Miller, Professor and Department Head of Psychology University of Georgia, USA**

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Human memory is not only the repository of our past but the essence of who we are. As such, it is of enduring fascination. We marvel at its resilience in some situations and its fragility in others. The origin of this extraordinary cognitive capacity in infancy and childhood is the focus of vigorous research and debate as we seek to understand the record of our earliest beginnings.

The first edition of this volume, *The Development of Memory in Childhood*, documented the state-of-the-art science of

memory development a decade ago. This second edition, *The Development of Memory in Infancy and Childhood*, provides a thorough update and expansion of the previous text and offers reviews of new research on significant themes and ideas that have emerged since then. The book also includes applications of basic memory processes to a variety of real-world settings, from the courtroom to the classroom.

Including contributions from many of the best researchers in the field, this classic yet contemporary volume will appeal to senior undergraduate and graduate students of developmental and cognitive psychology as well as to developmental psychologists who want a compendium of current reviews on key topics in memory development.

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Medical Research Council's Cognition and Brain Sciences Unit, Cambridge, UK

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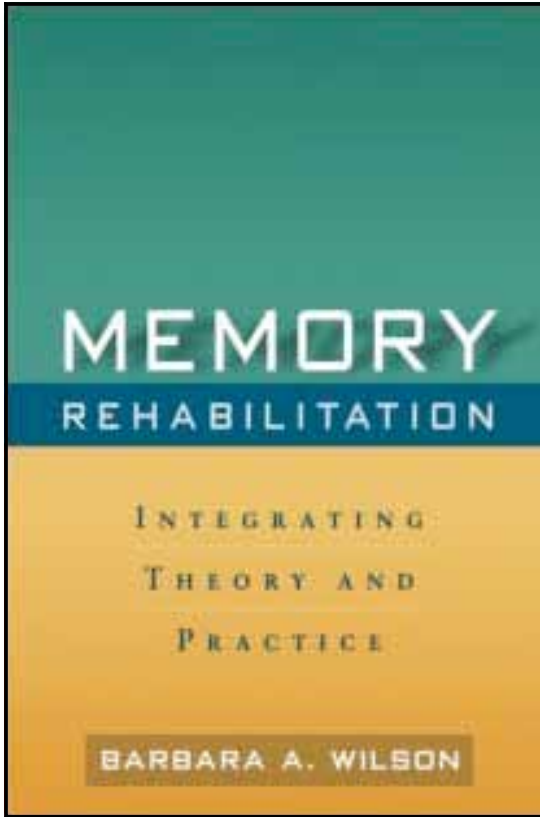
*"An excellent introductory book on the topic ... The book has many strong points that will make it a desired resource for professionals wishing to develop and implement empirically derived memory rehabilitation programs. It provides a concise overview of behavioral approaches to a variety of specific memory rehabilitation strategies and techniques. Among the beneficial features in the book is a repetitive focus on cognitive and learning theory as applied in such rehabilitation. Wilson also does an excellent job discussing why such behavioral approaches are beneficial to individuals with memory difficulties and in presenting current supporting research. ... It serves to provide a readable understanding of rehabilitative methods that can be practically beneficial to individuals with memory disorders, and most importantly, it provides the neuropsychologist and rehabilitation professional with the theory behind the practice." - **Archives of Clinical Neuropsychology***

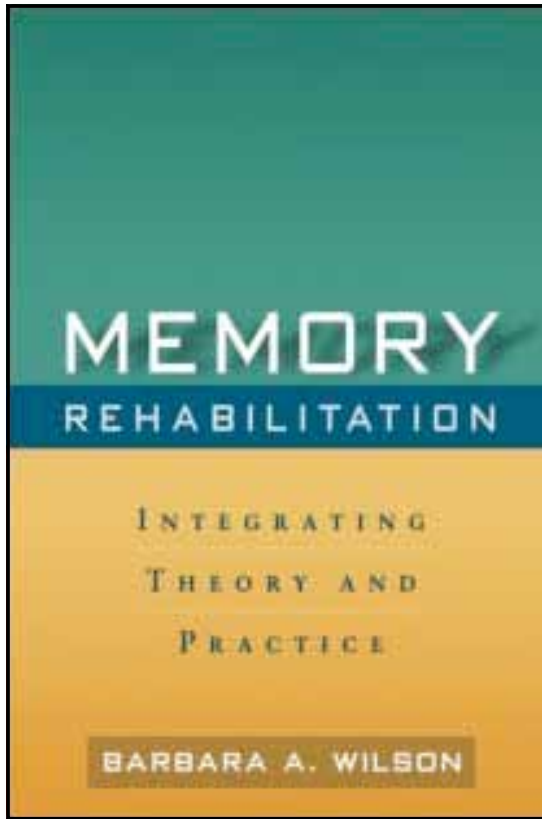
*"A practical, how-to text for the psychologist interested in developing an inpatient or outpatient memory rehabilitation program to assist an individual or group of individuals with nonprogressive brain damage. Practical recommendations for specific rehabilitation strategies, assessments, and goal setting are supported by behavioral, cognitive, and neuropsychological theory. This easy-to-read book also provides helpful information to psychology and neuroscience graduate students studying memory functioning and rehabilitation psychology. ... Utilizing this book should enable professionals to assist their clients in maximizing the goal-setting potential for functional memory outcome in overall quality of life." - **PsycCRITIQUES***

*"Who else but Barbara Wilson, the world's leading expert on memory rehabilitation, could have written a book like this? Flowing easily between research findings, clinical anecdotes, and practical treatment recommendations, the book never loses sight of the real-life consequences of memory loss. In an age when war has made traumatic brain injury tragically familiar, Wilson explains the complex ways in which memory processing is prone to failure in this and other nonprogressive brain disorders, and shows how everyday functioning can be improved by rehabilitation techniques that focus on compensation and coping." - **Myrna F. Schwartz, Associate Director, Moss Rehabilitation Research Institute, Philadelphia, Pennsylvania, USA***

"A 'must read' for any professional who works with individuals with memory impairment and their family members. The rich literature on compensatory strategies to decrease the impact of memory impairment and techniques to help patients learn more efficiently comes alive in this very thorough and usable text. Wilson's incisive understanding of the emotional difficulties experienced by people with cognitive problems – and how to

Continued on next page.





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integrate psychosocial and cognitively focused interventions – is particularly welcome and important.” - Catherine A. Mateer, University of Victoria, British Columbia, Canada

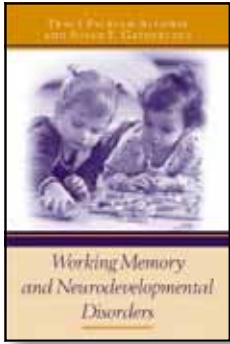
“This remarkable book combines a scholarly and comprehensive review of the neuroanatomical and neuropsychological bases of memory rehabilitation with straightforward, step-by-step descriptions of memory rehabilitation procedures. The book showcases Wilson’s facility for making the complexities of neuropsychological rehabilitation accessible even to those without an extensive background in the psychological and neurological sciences. A wide range of professionals interested in memory rehabilitation will find this volume indispensable for study and reference.” - James F. Malec, Research Director, Rehabilitation Hospital of Indiana, Indianapolis, Indiana; Emeritus Professor of Psychology, Mayo Clinic, Rochester, Minnesota, USA

From a well-known authority, this comprehensive yet accessible book shows how state-of-the-art research can be applied to help people with nonprogressive memory disorders improve their functioning and quality of life. Barbara Wilson describes a broad range of interventions, including compensatory aids, learning strategies, and techniques for managing associated anxiety and stress. She reviews the evidence base for each clinical strategy or tool and offers expert guidance on how to assess patients, set treatment goals, develop individualized rehabilitation programs, and conduct memory groups. The book also provides essential background knowledge on the nature and causes of memory impairment.

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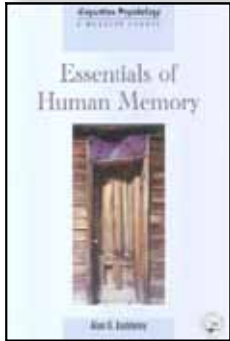
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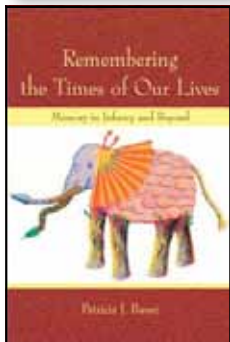
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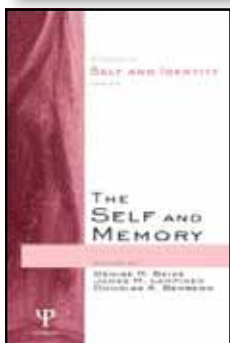
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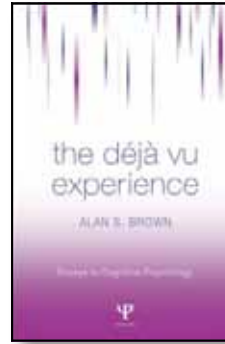
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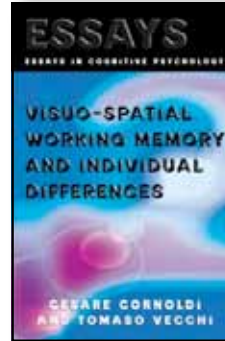
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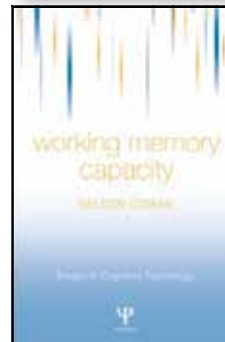
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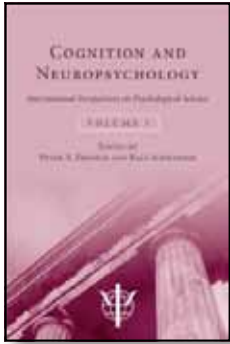
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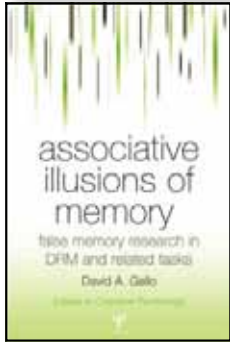
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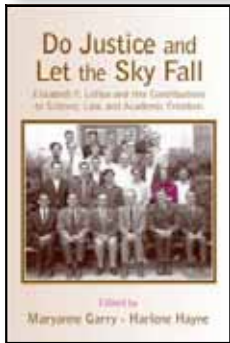
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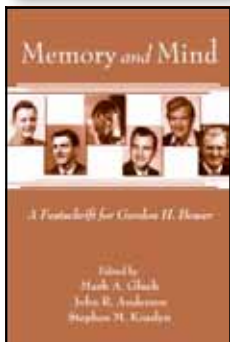
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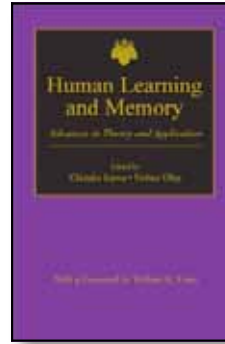
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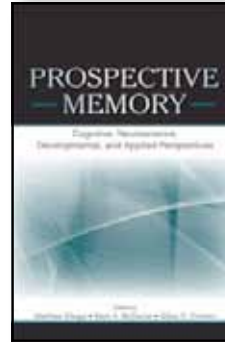
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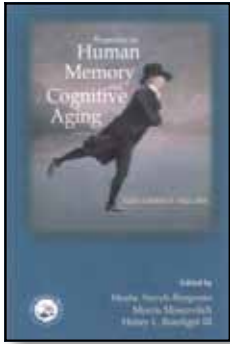
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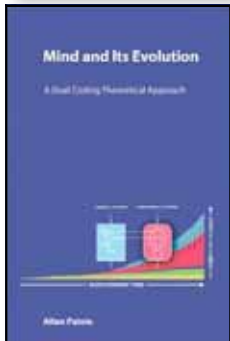
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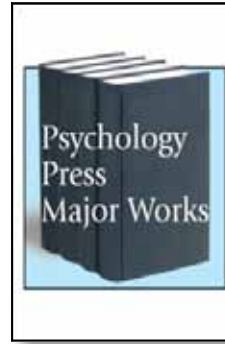
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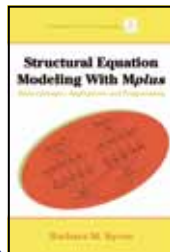
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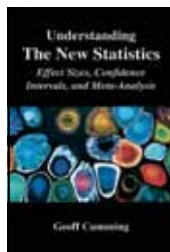
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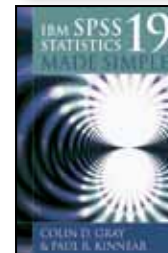
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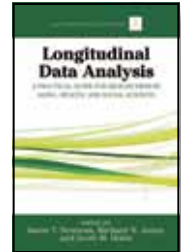
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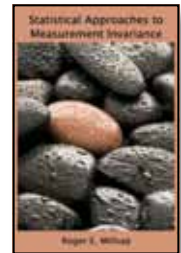
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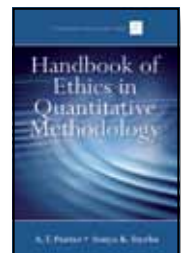
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The Future-orientation of Memory: Planning as a Key Component Mediating the High Levels of Recall Found with Survival Processing by Stanley B. Klein, Theresa E. Robertson & Andrew W. Delton (Vol. 19:2, 2011, 121-139)

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The Costs and Benefits of Finding Meaning in the Past

Guest Editors: **Kate McLean and Andrea Greenhoot**

Theoretical approaches to narrative processing, and some empirical work, suggest that the construction of meaningful and coherent accounts of personal experiences, especially those that are negative, is adaptive. However, emerging evidence suggests that narrative meaning construction does not always yield psychological benefits; indeed, sometimes it is associated with increased psychological distress. This Special Issue of *Memory* will examine the potential benefits and costs of making meaning of autobiographical memories. Looking at laboratory, experimental, and qualitative work, as well as theoretical analyses, on diverse topics such as developmental considerations, contexts of meaning-making, or measurement factors, it will answer questions about when (and why) meaning-making in personal recollections is beneficial and when (and why) it is not.

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SenseCam: The Future of Everyday Memory Research?

Guest Editors: **Catherine Loveday and Martin A. Conway**

This Special Issue focuses on the use of SenseCam or similar technology. SenseCam is a body-worn camera that takes fish lens colour photographs in response to sensory changes. A typical two-hour event produces 200 to 300 photographs which can later be viewed in a few minutes, producing a SenseCam 'movie'. The effects on memory can be startlingly detailed recall of 'forgotten' memories, called Proustian moments. In general SenseCam powerfully boosts remembering for apparently forgotten everyday events over retention intervals of weeks, months, and years. It thus, provides a means to investigate memory for naturally occurring experiences across a wide range of people and it also allows a new degree of control over our ability to check the accuracy of what can be recalled of everyday experience. Volume 19:7 (2011) 978-1-84872-753-3 £40.00 \$64.00

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Guest Editors: **Monisha Pasupathi and Kate C. McLean**

This special issue focuses on silence and its implications for memory, and also for the implications of silences that extend beyond memory, to the functioning of individuals, groups, and societies. Silence can represent things taken for granted, and also things unsayable. The memory implications of silencing are complex. In terms of traditional memory research concerns – with accuracy and completeness – silencing has clearly negative implications. But silencing is also a means by which self and group become aligned in their views of the past. The contributions here make a strong case for memory researchers to consider what is not recalled, as well as what is.

Volume 18:2 (2010) 978-1-84872-725-0 £29.95 \$55.00

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Guest Editors: **Chris Moulin, Moshe Naveh-Benjamin and Celine Souchay**

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Volume 17:2 (2009) 978-1-84872-708-3 £44.50 \$83.00



From Individual to Collective Memory: Theoretical and Empirical Perspectives

Guest Editors: **Amanda Barnier and John Sutton**

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Guest Editors: **Elke Geraerts and Marko Jelacic**

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Guest Editors: **Tim Dalgleish and Chris Brewin**

This special issue focuses on two themes. The first is the nature of autobiographical remembering of the personal past, the second theme concerns varieties of difficulties in remembering emotional experiences from complete amnesia to lack of specificity of autobiographical recall.

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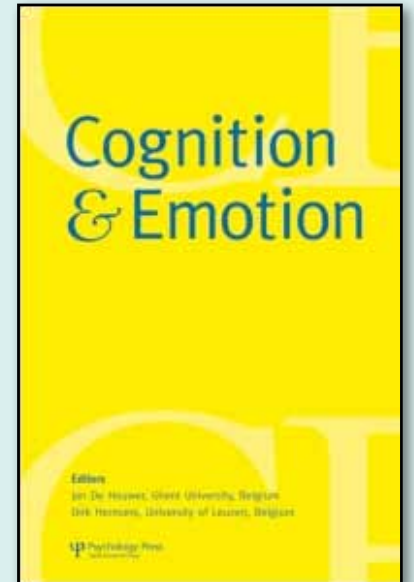
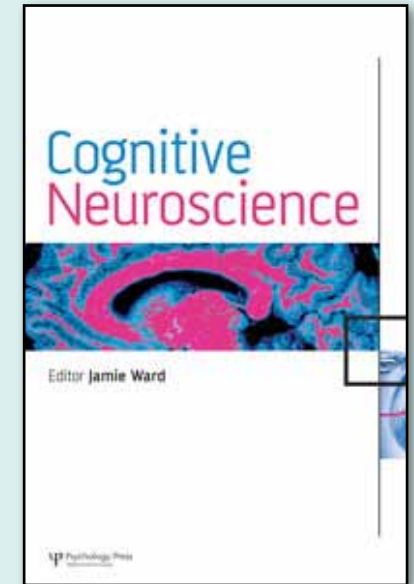
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Emotional States, Attention, and Working Memory

Guest Editors: *Nazanin Derakshan and Michael Eysenck*

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Guest Editors: Soledad Ballesteros, Lars Goran-Nilsson and Patrick Lemaire

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Guest Editors: Toby J. Lloyd-Jones, Maria A. Brandimonte and Karl-Heinz Bäuml

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Guest Editors: Lisa Son and Andre Vandierendonck

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