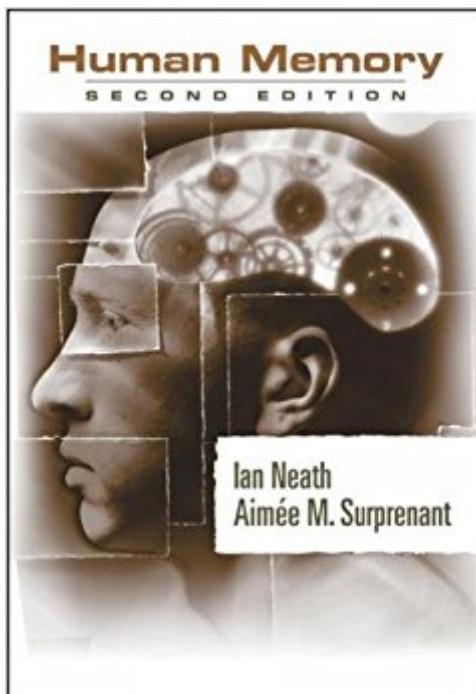


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Human Memory



Synopsis

This book balances coverage of theory, research, and data in order to promote a more complete understanding of how human memory works. The book strikes a balance between historically significant findings and current research. Actual experiments, both paper and pencil and online demonstrations, are included to help students see the link between theory and data.

Book Information

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Interview. Implanting Memories. Experiment: Memory for words not presented. Online Experiment: False Memory. Recovered Memories. Memory Illusions. 13. When. Data to be Accounted For. Models that Don't Work. Perturbation Theory. Experiment: Memory for Position. The Inference Model of Memory for When. Item Versus Order Information. Models of Serial Order. 14. Developmental Changes in Memory. 15. Mnemonics. Can I Improve My Memory? The Bad News. The Good News. Online Experiment: Link Word. Technical Mnemonics. Experiment: Imagery and Mnemonics. Exceptional Memories. 16. Supplement: Memory Models. SAM. Compound Cue Theory. Diffusion Model. MINERVA2. TODAM. Connectionist Models. Feature Model. 17. Appendix. Table A: Twenty-Four Nonsense Syllables (CVCs). Table B: Random Arrangements of the Digits 1-9. Table C: Ninety-six Two-Syllable Words. Table D: Eight Short and Eight Long Words. Table E: Twenty-Five Common Two-Syllable Nouns. Table F: Thirty Two Consonant Trigrams. Table G: Fifty-Six Category Names. Table H: Sixty Word Fragments. Table I: Eighty Concrete and Eighty Abstract Words.

Ian Neath is a professor in the Department of Psychology at Memorial University of Newfoundland, Canada. He received his Ph.D. in cognitive psychology from Yale University in 1991. His research currently focuses on seeking evidence for general principles of memory that apply widely over different time scales, different tests, and different hypothetical underlying memory systems. In addition to publishing many articles on memory in peer-reviewed journals, he co-authored the Cengage textbook HUMAN MEMORY: AN INTRODUCTION TO RESEARCH, DATA, AND THEORY, 2nd edition; COGLAB on a CD; and COGLAB Reader. Aimee M. Surprenant is currently an associate professor in the Department of Psychological Sciences at Purdue University, in West Lafayette, Indiana. She received her BA in Psychology from New York University in 1988 and a Ph.D. in cognitive psychology from Yale University in 1992. She received a National Research Service Award from the National Institutes of Health for post-doctoral work at Indiana University in the Department of Speech and Hearing Sciences. Her research has been published in journals such as Perception and Psychophysics, the Journal of the Acoustical Society of America, Memory and Cognition and the Quarterly Journal of Experimental Psychology.

Book is older, and therefore some information is a tad outdated, but because this textbook is mandatory for the class, my professor goes off of this specific book. The condition of the book itself is readable, but was probably easier on the eyes back in the day.

I found this book good for the details, but it was a bit difficult in some places and a bit helpful in others. Overall ok.

Neath is excellent at explaining concepts in a clear way. As far as textbooks go, this won't be the kind of book you buy and never read, it's actually that good.

This book is poorly written and the authors are rather disorganized. I'm a psychology major and I got this book for one of my upper level course. I totally feel like killing myself while reading the book!

There are those textbooks that actually keep your attention - this is not one of them. I get bored after about 2 pages and end up diverting my attention to something else. Not the best when you're trying to study!!!

This book covers a great deal of research in memory by condensing each paper into a 1-2 paragraph summary. As a result, the writing is often vague and confusing. Making matters worse, the book seems to be a rough draft published without the benefit of an editor. The sentences are convoluted, terms are poorly defined and used inconsistently, and the material is disorganized. There is no unifying framework for understanding all the research results presented. The lack of organization makes it unsuitable even as a reference. In short, this book has nothing to recommend it.

Although I am a psych student with a pretty good GPA, I find this book difficult to understand. The difficulty seems to come from the authors' desire to condense as much information as possible in just a few hundred pages. This leads to a cryptic language, where some terms are defined only once and some sentences become a string of such words, a thing which ,personally, frustrated me.

This book is poorly written, and I found some parts to be repetitive. Although I normally do well in my undergraduate psychology classes, I found this book dreadful to read through, as the author doesn't write in a way that would make the concepts easier to understand. It's just not concise as the other psych books I've gone through. A dry read.

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