



Implicit Memory and Metacognition

***Edited by
Lynne M. Reder***

Implicit Memory And Metacognition

**Shirley Larkin, Rob Freathy, Jonathan
Doney, Giles Freathy**



Implicit Memory And Metacognition:

Implicit Memory and Metacognition Lynne M. Reder, 2014-01-14 Metacognition is a term that spans many sub areas in psychology and means different things to different people A dominant view has been that metacognition involves the monitoring of performance in order to control cognition however it seems reasonable that much of this control runs implicitly i e without awareness Newer still is the field of implicit memory and it has different connotations to different sub groups as well The editor of this volume takes it to mean that a prior experience affects behavior without the individual s appreciation ability to report of this influence Implicit memory and metacognition seem to be at two opposite ends of the spectrum one seemingly conscious and control oriented the other occurring without subjects awareness Do these processes relate to each other in interesting ways or do they operate independently without reference to each other The relatively novel conjecture that much of the control of cognition operates at an implicit level sparked Reder s desire to explore the interrelationship between the two fields Developed within the last two decades both fields are very new and generate a great deal of excitement and research interest Hundreds of articles have been written about metacognition and about implicit memory but little if any material has been published about the two areas in combination In other words Metacognition and Implicit Memory is the first book attempting to integrate what should be closely linked efforts in the study of cognitive science

Implicit Memory and Metacognition Lynne M. Reder, 1996 *The MIT Encyclopedia of the Cognitive Sciences* (MITECS) Robert A. Wilson, Frank C. Keil, 2001-09-04 Since the 1970s the cognitive sciences have offered multidisciplinary ways of understanding the mind and cognition The MIT Encyclopedia of the Cognitive Sciences MITECS is a landmark comprehensive reference work that represents the methodological and theoretical diversity of this changing field At the core of the encyclopedia are 471 concise entries from Acquisition and Adaptationism to Wundt and X bar Theory Each article written by a leading researcher in the field provides an accessible introduction to an important concept in the cognitive sciences as well as references or further readings Six extended essays which collectively serve as a roadmap to the articles provide overviews of each of six major areas of cognitive science Philosophy Psychology Neurosciences Computational Intelligence Linguistics and Language and Culture Cognition and Evolution For both students and researchers MITECS will be an indispensable guide to the current state of the cognitive sciences [Handbook of Metamemory and Memory](#) John Dunlosky, Robert A. Bjork, 2013-10-18 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 **The Taxonomy of Metacognition** Pina Tarricone, 2011-02-28

Metacognition is a complex construct which is fundamental to learning. Its complex, fuzzy and multifaceted nature has often led to its colloquial application in research resulting in studies that fail to identify its theoretical foundation or elements. In response to this, the research community continues to call for a comprehensive understanding of the construct of metacognition. This book is a response to this call for clarity. Pina Tarricone provides a theoretical study of the construct of metacognition in terms of psychological theory. The first part of the book analyses the relationship between reflection and metacognition and the second part goes on to analyse the construct of metamemory as the foundation of metacognition. The third and final part of the book analyses the construct of metacognition to present the final conceptual framework of metacognition and the taxonomy of metacognition. This framework builds a picture and a nexus of the construct through visual links to the related concepts that contribute to what is known as metacognition. *The Taxonomy of Metacognition* provides a comprehensive representation and categorisation of all of the terms, concepts, categories, supercategories, subcategories and elements of metacognition. It clarifies the construct so that researchers and teachers can develop a better understanding of it. This important and broad-ranging contribution can be applied to many related areas by researchers, psychologists, teachers and any profession interested in psychological learning processes. *Handbook of Metamemory and Memory* John Dunlosky, Robert A. Bjork, 2013-10-18. 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. ***The Wiley Blackwell Handbook of Judgment and Decision Making, 2 Volume Set*** Gideon Keren, George Wu, 2016-02-16. A comprehensive up-to-date examination of the most important theory, concepts, methodological approaches and applications in the burgeoning field of judgment and decision making. JDM emphasizes the growth of JDM applications with chapters devoted to medical decision making, decision making and the law, consumer behavior and more. Addresses controversial topics from multiple perspectives such as choice from description versus choice from experience and contrasts between empirical methodologies employed in behavioral economics and psychology. Brings together a multi-disciplinary group of contributors from across the social sciences including psychology, economics, marketing, finance, public policy, sociology and philosophy. 2 Volumes. *Metacognition, Worldviews and Religious Education* Shirley Larkin, Rob Freathy, Jonathan Doney, Giles Freathy, 2019-07-03. Religious Education (RE) holds a unique place within the state education system. Yet the teaching of RE has often been criticised for its tendency to present simplified and stereotypical representations of religions. Bringing together the theory of metacognition with RE curriculum content, this book offers a coherent and theoretically supported approach to RE and beyond that is applicable to a range of

subjects and students of various age groups Metacognition Worldviews and Religious Education seeks to support teachers in creating a new and exciting classroom approach With a focus on putting children and teachers worldviews back on the RE agenda and developing awareness of these through metacognitive processes it includes Tables frameworks and checklists to make it easy for teachers to adapt the approach to their own context Concrete examples of how the approach can work in the classroom including case studies from teachers Call out boxes for teachers and others to reflect on their own practice and to consider their own beliefs and values in relation to teaching and learning Co authored by three researchers from Exeter University and one experienced advanced skills RE primary school teacher this book explains in a jargon free way the theories of metacognition and worldviews which underpin the creation of a unique learning environment making it an essential read for students experienced teachers researchers in RE and anyone interested in taking a thinking skills approach to pedagogy *The Cambridge Handbook of Consciousness* Philip David Zelazo, Morris Moscovitch, Evan

Thompson, 2007-05-14 The Cambridge Handbook of Consciousness is the first of its kind in the field and its appearance marks a unique time in the history of intellectual inquiry on the topic After decades during which consciousness was considered beyond the scope of legitimate scientific investigation consciousness re emerged as a popular focus of research towards the end of the last century and it has remained so for nearly 20 years There are now so many different lines of investigation on consciousness that the time has come when the field may finally benefit from a book that pulls them together and by juxtaposing them provides a comprehensive survey of this exciting field An authoritative desk reference which will also be suitable as an advanced textbook **Dual-process Theories in Social Psychology** Shelly Chaiken, Yaacov

Trope, 1999-02-19 This informative volume presents the first comprehensive review of research and theory on dual process models of social information processing These models distinguish between qualitatively different modes of information processing in making decisions and solving problems e g associative versus rule based controlled versus uncontrolled and affective versus cognitive modes Leading contributors review the basic assumptions of these approaches and review the ways they have been applied and tested in such areas as attitudes stereotyping person perception memory and judgment Also examined are the relationships between different sets of processing modes the factors that determine their utilization and how they work in combination to affect responses to social information **The Atomic Components of Thought** John R.

Anderson, Christian J. Lebiere, 2014-01-09 This book achieves a goal that was set 25 years ago when the HAM theory of human memory was published This theory reflected one of a number of then current efforts to create a theory of human cognition that met the twin goals of precision and complexity Up until then the standard for precision had been the mathematical theories of the 1950s and 1960s These theories took the form of precise models of specific experiments along with some informal verbally stated understanding of how they could be extended to new experiments They seemed to fall far short of capturing the breadth and power of human cognition that was being demonstrated by the new experimental work in

human cognition The next 10 years saw two major efforts to address the problems of scope In 1976 the ACT theory was first described and included a production rule system of procedural memory to complement HAM s declarative memory This provided a computationally adequate system which was indeed capable of accounting for all sorts of cognition In 1993 a new version of ACT ACT R was published This was an effort to summarize the theoretical progress made on skill acquisition in the intervening 10 years and to tune the subsymbolic level of ACT R with the insights of the rational analysis of cognition Although the appearance of generally available full function code set off a series of events which was hardly planned it resulted in this book The catalyst for this was the emergence of a user community Lebiere insisted that assembling a critical mass of users was essential to the ultimate success of the theory and that a physical gathering was the only way to achieve that goal This resulted in the First Annual ACT R Summer School and Workshop held in 1994 In writing the book the authors became seized by an aspiration that went beyond just describing the theory correctly They decided to try to display what the theory could do by collecting together and describing some of its in house applications This book reflects decades of work in ACT R accumulated by many researchers The chapters are authored by the people that did that particular work No doubt the reader will be impressed by the scope of the research and the quality of the individual work Less apparent but no less important was the effort that everyone put into achieving the overall consistency and technical integrity of the book This is the first work in cognitive science to precisely model such a wide range of phenomena with a single theory **The**

Development of Memory in Infancy and Childhood Mary L. Courage, Nelson Cowan, 2022-05-16 The Development of Memory in Infancy and Childhood provides a thorough update and expansion of the previous edition and offers new research on significant themes and ideas that have emerged in the past decade such as the cognitive neuroscience of memory development autobiographical memory and infantile amnesia and the cognitive and social factors that underlie memory for events In this volume Courage and Cowan bring together leading international experts to review the current state of the science of memory development in their own research areas They note questions of theory and basic science addressed in their research highlight the real world applications of those findings and propose an agenda for future research The book also considers the implications of their work for the development of atypical children specifically how these new findings might be adapted to enrich the lives of those children and to inform and validate our current expectations of individual differences in the development of typical children The first of three groups of chapters focuses on basic neurobiological perceptual and cognitive processes that underlie memory and its development i e encoding consolidation and storage retrieval The second group focuses primarily on the social contextual and cultural factors that enable shape and mediate these basic processes while the rest of the chapters focus on practical applications of this knowledge to real world settings and issues The book provides a new look at memory development including new topics such as spatial representation and spatial working prospective memory false memories and memory and culture 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 key topics in memory development *Collective Memory* ,2022-09-25 *Collective Memory* Volume 274 in the *Progress in Brain Research* series highlights new advances in the field with this new volume presenting interesting chapters on a variety of interesting topics including Deriving testable hypotheses through an analogy between individual and collective memory and updated information on Collective future thinking Current research and future directions Provides the authority and expertise of leading contributors from an international board of authors Presents the latest release in *Progress in Brain Research* series Updated release includes the latest information on *Collective Memory* **Handbook of Research on Learning and Instruction** Richard E. Mayer,Patricia A. Alexander,2016-10-04 During the past 30 years researchers have made exciting progress in the science of learning i e how people learn and the science of instruction i e how to help people learn This second edition of the *Handbook of Research on Learning and Instruction* is intended to provide an overview of these research advances With chapters written by leading researchers from around the world this volume examines learning and instruction in a variety of learning environments including in classrooms and out of classrooms and with a variety of learners including K 16 students and adult learners Contributors to this volume demonstrate how and why educational practice should be guided by research evidence concerning what works in instruction The *Handbook* is written at a level that is appropriate for graduate students researchers and practitioners interested in an evidence based approach to learning and instruction The book is divided into two sections learning and instruction The learning section consists of chapters on how people learn in reading writing mathematics science history second language and physical education as well as how people acquire the knowledge and processes required for critical thinking studying self regulation and motivation The instruction section consists of chapters on effective instructional methods feedback examples questioning tutoring visualizations simulations inquiry discussion collaboration peer modeling and adaptive instruction Each chapter in this second edition of the *Handbook* has been thoroughly revised to integrate recent advances in the field of educational psychology Two chapters have been added to reflect advances in both helping students develop learning strategies and using technology to individualize instruction As with the first edition this updated volume showcases the best research being done on learning and instruction by traversing a broad array of academic domains learning constructs and instructional methods *Cognitive Modeling in Perception and Memory* J G W Raaijmakers,Robert Goldstone,Mark Steyvers,Amy Criss,Robert Nosofsky,2015-02-11 The work of Richard M Shiffrin has highly impacted the field of cognitive science and current developments within perception and memory have been influenced by his ideas In this volume several key figures in the field will comment on these developments and put them in a wider perspective Although many theories and models have been presented in recent years for various aspects of human cognition there have not been many comparative evaluations that focus on how these models have really advanced our

understanding of the underlying mechanisms This volume will be a valuable source of information for both cognitive scientists working in the field and researchers and students looking for a clear accessible presentation of the key problems in cognitive science Highlighted sections include attention and perception memory functions and processes knowledge representation and semantics modelling approaches and applications

XXXII INTERNATIONAL CONFERENCE OF THE SPANISH SOCIETY FOR COMPARATIVE PSYCHOLOGY Elena Marín González,Manuela Olmedo Córdoba,Rocío Rodríguez Herrera,José Pinteño,Margarita Moreno,Pilar Fernández Marín,Pilar Flores Cubos,2023-02-08 The XXXII International Conference of the Spanish Society for Comparative Psychology has been organized by the Spanish Society of Comparative Psychology SEPC at the University of Almeria on 21st 22nd and 23rd September of 2022 The present work includes the abstracts of the different symposia oral communications and poster sessions presented during the meetings There were 2 plenary lectures about Perceptual learning mechanisms and its implications for eating behavior presented by Isabel de Brugada Sauras University of Granada and Expanding the scope of associative learning models by incorporating the untidiness of natural stimuli presented by Federico Sanabria and Cristina Santos Arizona State University Moreover There were 30 symposia divided into 7 sessions 41 oral communications divided into 8 sessions and 55 posters divided into 3 sessions Finally 21 people constituted the organizational committee and 27 people constituted the scientific committee

The Missing Link in Cognition Herbert S. Terrace,Janet Metcalfe,2005-01-20 Are humans unique in having self reflective consciousness Or can precursors to this central form of human consciousness be found in non human species The Missing Link in Cognition brings together a diverse group of researchers who have been investigating this question from a variety of perspectives including the extent to which non human primates and indeed young children have consciousness a sense of self thought process metacognitions and representations Some of the participants Kitcher Higgins Nelson and Tulving argue that these types of cognitive abilities are uniquely human whereas others Call Hampton Kinsbourne Menzel Metcalfe Schwartz Smith and Terrace are convinced that at least the precursors to self reflective consciousness exist in non human primates Their debate focuses primarily on the underpinnings of consciousness Some of the participants believe that consciousness depends on representational thought and on the mental manipulation of such representations Is representational thought enough to ensure consciousness or does one need more If one needs more exactly what is needed Is reflection upon the representations that is metacognition the link Does a realization of the contingencies that is knowing that in Gilbert Ryle s terminology ensure that a person or an animal is conscious Is true episodic memory needed for consciousness and if so do any animals have it Is it possible to have episodic memory or indeed any self reflective processing without language Other participants believe that consciousness is inextricably intertwined with a sense of self or self awareness From where does this sense of self or self awareness arise Some of the participants believe that it develops only through the use of language and the narrative form If it does develop in this way what about claims of a sense of self or self awareness in non human

animals Others believe that the autobiographical record implied by episodic memory is fundamental To what extent must non human animals have the linguistic metacognitive and or representational abilities to develop a sense of self or self awareness These and other related concerns are crucial in this volume s lively debate over the nature of the missing cognitive link and whether gorillas chimps or other species might be more like humans than many have supposed Distinctiveness and Memory R. Reed Hunt,James B. Worthen,2006-04-06 Research relevant to the topic of distinctiveness and memory dates back over 100 years and boasts a literature of well over 2 000 published articles Throughout this history numerous theories of distinctiveness and memory have been offered and subsequently refined There has however never been a book that brings this rich history together with the latest research This volume is the first to present an historical overview the results of the current research and several new theories on distinctiveness and memory Each chapter contains a review of the relevant literature and latest research on its topic The book includes sections that cover basic theory and behavioral research on distinctiveness bizarreness effects distinctiveness effects on implicit memory the development of distinctiveness across the lifespan distinctiveness in social context and the neuroscience of distinctiveness and memory In the concluding chapter Fergus Craik offers his current perspective on distinctiveness and evaluates the various other theories of distinctiveness presented in the volume Distinctiveness and Memory will be a valuable resource for student and professional researchers in neuroscience and cognitive developmental and social psychology **Advances in Psychological Science, Volume 2** Fergus Craik,Michele Robert,Michel Sabourin,2014-01-21 The chapters in this volume are the edited versions of invited addresses to the XXVI International Congress of Psychology held in Montr al in August 1996 As one major goal of the Congress was to promote communication among specializations in scientific psychology the speakers were asked to survey their research area and present their own work in a way that would be accessible to their colleagues in other areas Another purpose of the meeting was to bring researchers together from different parts of the world reflecting their different approaches to the scientific study of mind brain and behavior Consequently the eminent researchers who have written the twenty six chapters included in the present volume were drawn from universities and research institutes in North America Europe Japan Russia Israel and New Zealand The chapters cover a range of topics in human and animal experimental psychology The first section deals with psychobiological processes the interplay of body and mind in determining intelligence stress and pain The next five chapters address current issues in neuropsychology and neuroscience including the neural correlates of attention and vision A third section looks at learning processes in humans and animals and a fourth deals with a range of topics in perception and cognition The final five chapters take a developmental perspective presenting theoretical and empirical analyses of the acquisition of perceptual and cognitive abilities Overall the collection illustrates the growing trend to break down traditional barriers between areas of experimental psychology there are many instances of profitable interactions between researchers studying aspects of behavior and those studying the biological bases of these behaviors The

twenty six chapters give an excellent overview of current research in scientific psychology *The Psychology of Learning and Motivation* ,2007-10-03 The view of memory use as skilled performance embraces the interactive nature of memory and higher order cognition In considering the contexts in which memory is used this book helps to answer such questions as If asked where I live how do I decide on a street address or city name What influences my selection in a criminal lineup besides actual memory of the perpetrator Why do expert golfers better remember courses they ve played than amateur golfers Chapters in this volume discuss strategies people use in responding to memory queries whether and how to access memory and how to translate retrieved products into responses Coverage includes memory for ongoing events and memory for prospective events how we remember to do future intended actions Individual differences in memory skill is explored across people and situations with special consideration given to the elderly population and how strategies at encoding and retrieval can offset what would otherwise be declining memory An integrative view of memory metamemory judgment and decision making and individual differences Relevant to both applied concerns and basic research Articles written by expert contributors

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