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This is a thorough revision and updating of the extremely successful third edition. As in previous editions, the following three perspectives are

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considered in depth: experimental cognitive psychology; cognitive science, with its focus on cognitive modelling; and cognitive neuropsychology with its focus on cognition following brain damage. In addition, and new to this edition, is detailed discussion of the

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cognitive

neuroscience

perspective, which uses advanced brain-scanning techniques to clarify the functioning of the human brain. There is detailed coverage of the dynamic impact of these four perspectives on the main areas of cognitive psychology,

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including perception, attention, memory, knowledge representation, categorisation, language, problem-solving, reasoning, and judgement. The aim is to provide comprehensive coverage that is up-to-date, authoritative, and accessible. All existing chapters

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have been extensively revised and re-organised. Some of the topics receiving much greater coverage in this edition are: brain structures in perception, visual attention, implicit learning, brain structures in memory, prospective memory, exemplar theories of

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categorisation,
language
comprehension,
connectionist models
in perception,
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of thinking,
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Cognitive Psychology:
A Students
Handbook will be
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undergraduate

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students of psychology. It will also be of interest to students taking related courses in computer science, education, linguistics, physiology, and medicine.

This edited volume presents a balanced approach to the ongoing debate of just how general the

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"general factor" of intelligence is. To accomplish this goal, the editors chose a number of distinct approaches to the study of intelligence-- psychometric, genetic-epistemological, cognitive, biological, behavior-genetic, sociocultural, systems--and asked distinguished scholars

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to write from the standpoint of these approaches. Each approach comprises two chapters, one by a scholar leaning toward a view arguing for the greater generality of g , and the other by a scholar leaning toward a view arguing for the lesser generality of g . The scholars are not

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simply "for" or "against" these outlooks, rather they provide a more textured view of the general factor, attempting to explain it in psychological terms that are easily understandable.

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educational, cognitive, school,

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Cognitive Psychology:

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clear yet rigorous descriptions of key empirical findings and theoretical principles with frequent real-world examples, strong learning pedagogy, and a straightforward organization. For undergraduate courses in cognitive psychology.

Engagingly written,

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the text weaves five empirical threads - embodied cognition, metacognition, culture, evolution, and emotion -- - throughout the text to help students integrate the material. The text's organization offers an intuitive description of cognition that enhances student

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understanding by organizing chapters around the flow of a piece of information that enters the cognitive system.

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individual, intra-individual, and developmental variability in actual intellectual performance, it is necessary to treat cognition, emotion, and motivation as inextricably related. Motivation, Emotion, and Cognition: Integrative Perspectives on

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by social and cultural forces; and

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variability, and cross-cultural differences with respect to intellectual functioning and development. By presenting current knowledge regarding integrated understanding of intellectual functioning and development, this volume promotes exchanges among researchers

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vision is a good
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**sought to
develop ways to
enrich the
instructional and
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potential of job
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understand and
facilitate the
"lessons of
experience." Not
surprisingly,
social and
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scientists have weighed in on the subject of on-the-job learning, and one message of their research is quite clear.

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**t intention to
learn or
awareness of
having learned.
The common
language of the
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reflects an
awareness of
this fact as
people speak of
learning "by
doing" or "by
osmosis" and of**

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**professional
"instinct" or
"intuition."**

**Psychologists,
more careful if
not clearer in
their choice of
words, refer to
learning without
intention or
awareness as
"implicit
learning" and
refer to the**

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**knowledge that
results from this
learning as "tacit
knowledge."**

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