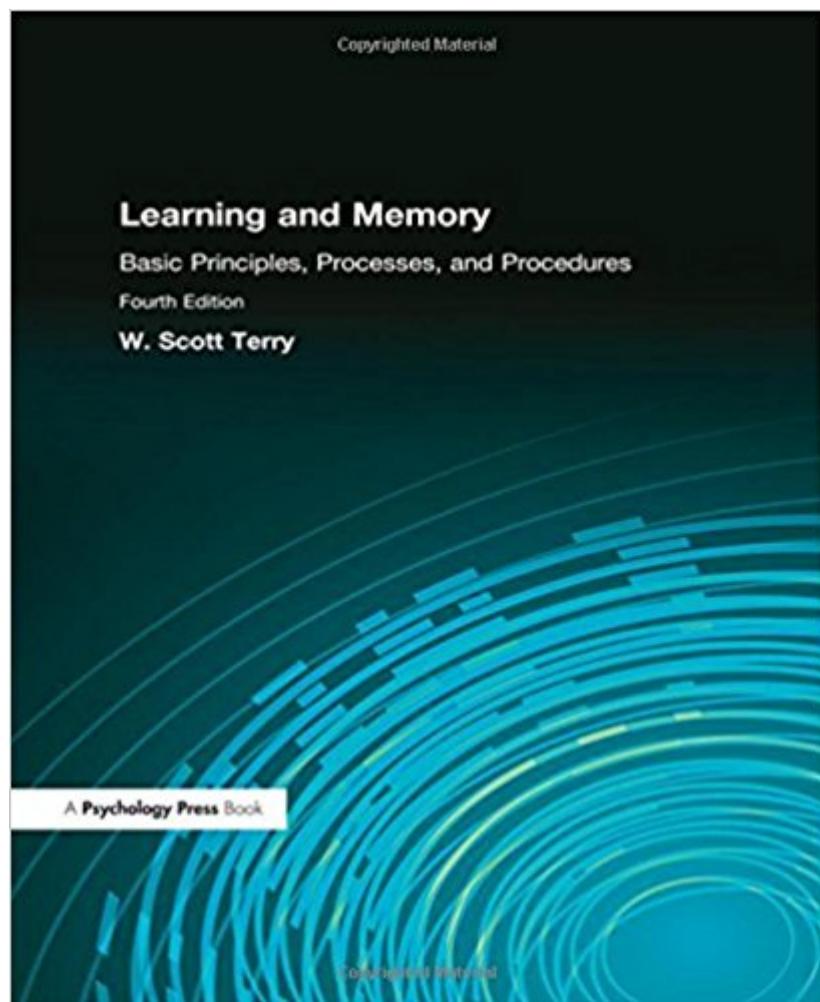


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# Learning And Memory: Basic Principles, Processes, And Procedures



## **Synopsis**

This text explores the core principles of learning and memory in a clear, reader-friendly style, covering animal learning and human memory in a balanced fashion. A strong emphasis on practical applications to the college student's everyday life is evident in examples throughout, such as the correlation between caffeine consumption and grade point average (Chapter 1), the importance of taking practice tests over additional studying (Chapter 9), approach/avoidance coping for upcoming and completed exams (Chapter 5), and misremembering what your professor said in class (Chapter 10). The relationship between the fields of neuropsychology and learning and memory is also stressed throughout. The fourth edition has been thoroughly updated to reflect the latest research and has been freshened throughout with more relevant examples and better graphics. There are new sections on the adaptive-evolutionary approach, potentiated startle, behavior medicine, breaking habits, behavioral economics, testing effect, consolidation theory, an expanded section on working memory, and new applications in animal training, self behavior modification, neuroethics and artificial memory enhancement, and acting and memory.

## **Book Information**

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## **Customer Reviews**

I thought after reading this book I was rather confused, and then I took the class with the author of this book. I now have an understanding as to why the book is the way it is! The professor is so scatter brained, so unorganized, and such an ineffective teacher, his book matches his teaching method (if you can even call that a method). I think the book is unnecessarily complicated for

undergraduate work, and I truly believe if he had not strived to sound so knowledgeable maybe his audience would walk away with a clear understanding of the material, rather than a haze of confusion and frustration! Avoid this book, and avoid this author/professor like a plague! Nice man, poor teaching methods, and incredibly bad writing skills for an educated man.

This is a terrible book, not only is it boring but it's complicating on certain topics that are very important for a psychology student. There are NO review questions at the end of the chapters which is absolutely ridiculous. And worst there is NO glossary at the back of the book for all the terms used in the book. What textbook doesn't have a glossary at the end of it? It was difficult to read and understand the words when I couldn't go to the glossary and get a better definition of the terms. I would not recommend this textbook, even if your professor recommends it for class. I would look at other textbooks, there are plenty of better ones out there that would help you more in class.

This book is awful. Learning and memory was one of my least favorite courses, and this book did not make me like it anymore. It is hard to read, and there is way too much extra information that makes the material confusing.

This is the worst textbook. Frequent confusing and redundant material that varies somewhat, yet overlaps somewhat, forces repeated (excessive) reading to clarify. The exams from the study guide are the WORST ever! The questions are not well structured and the answers call for nearly reading the author's mind to figure out the answer expected. Other questions are completely incoherent. I spent much longer than usual in trying to understand the questions. I will avoid this author, and if you can avoid this textbook and its corresponding exams, I suggest that you do so. Here is an example of one of the questions exactly as published in the study guide: 7. Implicit Memory: Explicit Memory as Unconscious :(a) Inactive(b) Indirect(c) Conscious(d) Retention found nothing that matched this in the textbook, such as a formula or topic heading. What the heck is the author asking here? Here is another question, which is unfair also, as many illustrations and cases are referred to, so how is a student to remember each one by the person's initials, or answer without some sort of reference? No question before or after this one is related to this patient, so no lead in from another question. This is just a random question taken from about 400 pages: 14. The impairment in patient K.F. suggests that: (a) one needs STM to get information into LTM (b) STM is not necessary for the transfer of information into LTM (c) LTM has a limited capacity (d) STM actually has an unlimited capacity Questions such as these are unfair, as missing two questions precludes making an A.

This is one of my least favorite textbooks. It has a lot of information to convey, but it does so in a non-interesting way that does not hold the attention of students. I would not recommend for undergrads, and would recommend that a professor use this in conjunction with another more engaging text for a graduate course.

There is no study guide in the book. I've never had a text book that did not end the chapter with review questions. I have not been able to find assistance online either. The text is tiny and hard to read. It's nice to have a light weight book but I'd like to be able to read the text easier as well. It's a textbook so it isn't like you have a choice but at least you will know what you have to look forward to. I think the publisher failed in this book design. I vote for a re-do.

Another required reading - puts me to sleep - however it is an interesting topic - compared to other Learning and Cognition books or required readings I'd say this one rates good - better than Principles of Every Behavior Analysis for sure.

I am a psychology major and have to say that most of my school books so far have been wonderful. This book was dry and dull - sure it covered the material - but getting through it was painful. It is obvious that the writer knows his stuff - but just because you are writing an academic book (for students mostly) it doesn't mean it has to be this boring. Anyway - I gave it three stars for content. I would rather drill a hole in my head than have to read this book again though =/

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