

Models of Working Memory

Mechanisms of Active Maintenance and
Executive Control



Edited by

AKIRA MIYAKE and PRITI SHAH

Models Of Working Memory Mechanisms Of Active Maintenance And Executive Control

**John P. Spencer, Michael S. C.
Thomas, James L. McClelland**

Models Of Working Memory Mechanisms Of Active Maintenance And Executive Control:

Models of Working Memory Akira Miyake, Priti Shah, 1999-04-13 Working memory is currently a hot topic in cognitive psychology and neuroscience. Because of their radically different scopes and emphases however comparing different models and theories and understanding how they relate to one another has been a difficult task. This work offers a much needed forum for systematically comparing and contrasting existing models of working memory. It does so by asking each contributor to address the same comprehensive set of important theoretical questions on working memory. The answers to these questions elucidate the emerging general consensus on the nature of working memory among different theorists and clarify incompatible theoretical claims that must be resolved in future research. As such this volume serves not only as a milestone that documents the state of the art in the field but also as a theoretical guidebook that will promote new lines of research and more precise and comprehensive models of working memory.

Short-term and Working Memory Susan E. Gathercole, 2001 This special issue ponders a detailed and contemporary analysis of the theoretical underpinnings of short term and working memory. Articles focus on short term memory for phonological, semantic and spatial material, on executive function and on short term forgetting. The empirical perspectives include the neuroimaging of short term memory, short term memory development and the neuropsychology and neurobiology of memory, in addition to laboratory based experimental studies. Together these articles identify significant current models and approaches to short term and working memory, providing a broad set of perspectives which illustrate the wide impact of working memory on the understanding of human cognition.

Models of Working Memory, 1997 Working memory is a basic cognitive mechanism or set of mechanisms that is responsible for keeping track of multiple task related goals and subgoals or integrating multiple sources of information. As such it is essential for any complex cognitive task such as planning an airplane's route or learning new computer software. Understanding the mechanisms and structures underlying working memory is hence one of the most important scientific issues that need to be addressed to improve the efficiency and performance of individuals on such cognitive tasks in a technological setting. A good understanding of working memory should lead to effective practical applications such as the design of better computer interfaces and novel techniques for training new personnel on complex information processing tasks. The goal of the symposium was to promote a better understanding of the architecture and mechanisms that underlie working memory as well as the practical implications of these important issues. The symposium was specifically dedicated to detailed systematic comparisons of existing models and theories of working memory. Thus we included several features that would facilitate active communication and collaborative problem solving among participants during the symposium. Specifically we used an issue based approach to theory comparison in which each participant addressed a common set of important theoretical questions that have been guiding the current research in the field.

Variation in Working Memory Andrew Conway, Chris Jarrold, Michael Kane, Akira Miyake, John Towse, 2008-02-13 Working memory the ability to keep

important information in mind while comprehending thinking and acting varies considerably from person to person and changes dramatically during each person's life. Understanding such individual and developmental differences is crucial because working memory is a major contributor to general intellectual functioning. This volume offers a state of the art integrative and comprehensive approach to understanding variation in working memory by presenting explicit detailed comparisons of the leading theories. It incorporates views from the different research groups that operate on each side of the Atlantic and covers working memory research on a wide variety of populations including healthy adults, children with and without learning difficulties, older adults and adults and children with neurological disorders. A particular strength of this volume is that each research group explicitly addresses the same set of theoretical questions from the perspective of both their own theoretical and experimental work and from the perspective of relevant alternative approaches. Through these questions each research group considers their overarching theory of working memory, specifies the critical sources of working memory variation according to their theory, reflects on the compatibility of their approach with other approaches and assesses their contribution to general working memory theory. This shared focus across chapters unifies the volume and highlights the similarities and differences among the various theories. Each chapter includes both a summary of research positions and a detailed discussion of each position. *Variation in Working Memory* achieves coherence across its chapters while presenting the entire range of current theoretical and experimental approaches to variation in working memory.

Fostering Change in Institutions, Environments, and People David C. Berliner, Haggai Kupermintz, 2014-04-08. This volume is comprised of contributions from leading scholars in education and psychology. In part one of the book the authors provide insight into the psychology of change examining What factors work as catalysts for change in environments, institutions and people. What factors hinder change. When change is deemed beneficial. In the second part of this volume the authors turn their attention to the issue of peace education. They examine the types of problems that societies and scholars should identify and try to solve in hopes of building more peaceful environments. The final chapter is a biography honoring Professor Gavriel Gabi Salomon a significant contributor to the vast literature on change. This book is appropriate reading for professors, students and academics who are dedicated to fostering change to benefit institutions, environments and people.

Turning the Mind's Eye Inward: The Interplay between Selective Attention and Working Memory Elger Abrahamse, Steve Majerus, Wim Fias, Jean-Philippe van Dijck, 2016-01-21. Historically cognitive sciences have considered selective attention and working memory as largely separated cognitive functions. That is, selective attention as a concept is typically reserved for the processes that allow for the prioritization of specific sensory input while working memory entails more central structures for maintaining and operating on temporary mental representations. However, over the last decades various observations have been reported that question such sharp distinction. Most importantly, information stored in working memory has been shown to modulate selective attention processing and vice versa. At the theoretical level these observations are paralleled by an

increasingly dominant focus on working memory as involving the attended part of long term memory with some positions considering that working memory is equivalent to selective attention turned to long term memory representations or internal selective attention. This questions the existence of working memory as a dedicated cognitive function and raises the need for integrative accounts of working memory and attention. The next step will be to explore the precise implications of attentional accounts of WM for the understanding of specific aspects and characteristics of WM such as serial order processing, its modality specificity, its capacity limitations, its relation with executive functions as well as the nature of attentional mechanisms involved. This research topic in *Frontiers in Human Neuroscience* aims at bringing together the latest insights and findings about the interplay between working memory and selective attention.

Late Effects of Childhood Cancer

Daniel Green, Hamish Wallace, 2003-12-26. The treatment of childhood cancer has become increasingly successful over the last forty years and during the last two decades in particular and the overall cure rate is now 60-70%. This in turn has introduced new issues for the clinician as the number of long term survivors has increased. Some of the therapies that have contributed most to the improvement in survival are now known to have serious consequences for the patient in later life and many survivors will be affected by physical, educational and psychological disability to a lesser or greater degree. This definitive reference brings together all aspects of long term effects of treatment for cancer during childhood in a single comprehensive volume. International in perspective, the book is structured according to complication rather than original site of malignancy for ease of reference. Topics covered include problems in the neurological system and special senses of sight and sound, cardiovascular, respiratory, gastrointestinal, urological and musculoskeletal complications, effects on the endocrine system and in particular future fertility and secondary cancers. The book also reviews in detail the important issues of quality of life, prevention initiatives and strategies for long term follow up. Key point summaries are included throughout and the references are annotated to guide the reader quickly to seminal primary papers and key review articles. With an accessible and consistent approach throughout, *Late Effects of Childhood Cancer* is an invaluable source of information and guidance for pediatric oncologists who need to keep fully informed in order to advise patients and their parents appropriately and also for pediatric and adult endocrinologists, adult oncologists and other physicians to whom the patient with late effects may initially present.

[The Corsini Encyclopedia of Psychology and Behavioral Science, Volume 4](#) W. Edward Craighead, Charles B. Nemeroff, 2002-11-11. A complete reference to the fields of psychology and behavioral science. Volume 4 is the final volume in The Corsini Encyclopedia of Psychology and Behavioral Science series. Providing psychologists, teachers, researchers and students with complete reference for over 1,200 topics across four volumes, this resource is invaluable for both clinical and research settings. Coverage includes conditions, assessments, scales, diagnoses, treatments and more, including biographies on psychologists of note and psychological organizations from across the globe. The Third Edition has been updated to reflect the growing impact of neuroscience and biomedical research, providing a highly relevant reference for the highest standard of

care **Working Memory, General Intelligence, and Job Performance** Leissa Carol Nelson,2002 **Learning & Memory** John H. Byrne,2003 Contains alphabetically arranged articles that provide information on key topics in learning and memory written by experts in the field and includes biographical sketches of notable individuals now deceased who have contributed to the understanding of learning and memory **Psychologia** ,2008 **CogLab on a CD** Greg Francis,Ian Neath,2004 Do more than just think about cognition Now available on CD ROM or online CogLab contains dozens of classic experiments designed to help students learn about cognitive concepts and how the mind works Nothing is more powerful than letting your students see the effects of these experiments for themselves CogLab gives both students and instructors the chance to participate as subjects in research experiments Students can run the experiments collect data and save their data in one of three formats a special CogLab format that allows them to view their data from within the program an HTML format that allows them to print and save graphics and formatted text and a text format that allows the data to be easily integrated into other programs CogLab on CD ROM gives students access to their own data while CogLab online allows instructors to combine data across all of their students to have class averages automatically calculated and to make those averages available to students Instructors who choose the CD ROM version can download a program that will allow them to combine and calculate class averages For a complete list of differences between the online and CD ROM versions visit the CogLab Web site at <http://coglab.wadsworth.com> CogLab is available online for use anywhere and anytime or on CD ROM for situations where Internet access is impractical Correlations to CogLab are built into many of Wadsworth's Cognitive Psychology texts Either version can be bundled with any Wadsworth Psychology text for a minimal charge Does Dynamic Assessment Reduce the Influence of Stress on Memory and Reasoning? Catherine Mary Lussier,2002 **Toward a Unified Theory of Development** John P. Spencer,Michael S. C. Thomas,James L. McClelland,2009 From William James to Sigmund Freud to Jean Piaget to B F Skinner scholars and parents have wondered how children move from the blooming buzzing confusion of infancy through the tumult of childhood and adolescence into adulthood Does development occur continuously over time or in a series of dramatic stages Is development driven by learning or by biological maturational processes What is the nature of experience and how does it generate change The study of development has always been organized around these big questions And answers to these questions have a profound influence on daily life forming a framework for how parents think about their own children and influencing both national policy and educational curricula This book defines and refines two major theoretical approaches within developmental science that address the central issues of development connectionism and dynamical systems theory Spencer Thomas and McClelland have brought together chapters that provide an introduction overview and critical evaluation of each approach including three sets of case studies that illustrate how both approaches have been used to study topics ranging from early motor development to the acquisition of grammar They also present a collection of commentaries by leading scholars which offer a critical view from both outsiders and an insiders

perspective The book is unique in the range of its treatment it begins to delineate how developmental science can incorporate advances within neuroscience and computational modeling and brings the new ideas of connectionism and dynamic systems theory into sharper focus clarifying their usefulness and explanatory power *The Handbook of School Psychology* Cecil R. Reynolds,Terry B. Gutkin,2009 As the standard reference in the field this edited handbook focuses on how a school psychologist can operate and create change within the educational system instead of focusing solely on the diagnosis and treatment of an individual Chapters have been updated and revised to provide a contemporary view of the field

The Role of the Medial Temporal Lobes in Short-term Retention Craig Jason Brozinsky,2007 *Model-based Approaches to Learning* Patrick Blumschein,Woei Hung,David Jonassen,2009 Model Based Approaches to Learning provides a new perspective called learning by system modeling This book explores the learning impact of students when constructing models of complex systems In this approach students are building their own models and engaging at a much deeper conceptual level of understanding of the content processes and problem solving of the domain which is proven to be successful by research from the area of mindtools Topics covered include the foundations of knowledge structures and mental model development modeling for understanding modeling for assessment individual versus collaborative modeling and the use of simulations to support learning and instruction in complex cognitive domains The thread tying these chapters together is an emphasis on what the learner is doing when he is engaged in modeling and simulation construction rather than merely interacting with constructed simulations Model Based Approaches to Learning is an interesting book for Educators Instructors K 12 Teachers who are looking for forms to use advanced computer technology in classrooms Also Teachers educators who are working on the integration of technology into their teacher preparation classrooms can find new concepts and best practice examples in this book This also holds true for all Educators and Researchers who are interested in modeling as an activity to successfully work with ill structured and complex problems **Revista brasileira de lingüística aplicada** ,2011 **Focus on French as a Foreign Language** Jean-Marc Dewaele,2005 The aim of the present book is to bring the diverse research on French as a foreign language to a wider audience The book comprises ten innovative chapters that cover the full range of learners and users from beginners to advanced learners from different linguistic backgrounds The approaches include functionalism universal grammar psycholinguistics and variationist sociolinguistics Chapters cover a wide range of variables from morphology to morphosyntax syntax discourses and fluency As a whole the book offer sharp new insights into the acquisition and use of French as foreign language

The Development of Mental Processing Andreas Demetriou,2002

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