

Contents

<i>List of illustrations</i>	xiv
<i>Authors</i>	xxi
<i>Preface</i>	xxiii
<i>Acknowledgements</i>	xxiv
1. INTRODUCTION TO COGNITIVE PSYCHOLOGY	2
<i>David Groome</i>	
1.1 Cognitive processes	3
A definition of cognitive psychology	3
Stages of cognitive processing	3
Approaches to the study of cognition	4
1.2 Experimental cognitive psychology	6
The first cognitive psychologists	6
The rise and fall of behaviourism	6
Gestalt and schema theories	7
Top-down and bottom-up processing	9
1.3 Computer models of information processing	10
Computer analogies and computer modelling of brain functions	10
Feature detectors	10
The limited-capacity processor model	12
1.4 Cognitive neuroscience and neuropsychology	12
The structure and function of the brain	12
Information storage in the brain	15
1.5 Automatic processing	17
Automatic versus controlled processing	17
Conscious awareness	19
1.6 Minds, brains and computers	22
Integrating the main approaches to cognition	22
Summary	22
Further reading	23
2. PERCEPTION	24
<i>Graham Edgar, Helen Edgar and Graham Pike</i>	
2.1 Introduction	25
2.2 Visual perception	25
Theories of perception – schemas and template matching	25
The Gestalt approach	27
Feature-extraction theories	28
Marr’s computational theory	29

Biederman's recognition-by-components approach	30
Parallel distributed processing approaches	30
Visual illusions	31
The difference between sensation and perception	36
'Looked but failed to see' (LBFS) accidents	37
The influence of top-down processing: an example	40
The constructivist approach: perception for recognition	41
Evidence for the constructivist approach: masking and re-entrant processing	43
The Gibsonian view of perception: perception for action	45
Evidence for the Gibsonian approach	45
The structure of the visual system	46
The dorsal and ventral streams	46
The interaction of the dorsal and ventral streams: perception for recognition and action	48
2.3 Auditory perception	50
Auditory localisation	51
Auditory attention	55
Interactions and real-world examples	55
Top-down influences on auditory perception	56
2.4 Haptic perception	58
More than five senses?	58
Proprioception, kinesthesia and haptic information	60
Using illusions to explore haptic information	62
Applications of haptic information to driving	66
2.5 Conclusion	67
Summary	68
Further reading	69
3. ATTENTION	70
<i>Elizabeth Styles</i>	
3.1 What is attention?	71
3.2 What is attention for?	72
3.3 Where is the limit? The search for the bottleneck	74
3.4 The problem of breakthrough	75
3.5 Subliminal priming effects	76
3.6 Object selection, inhibition and negative priming	77
3.7 Directing the spotlight of visual attention	78
3.8 Cross-modal cueing of attention	80
3.9 Visual search	82
3.10 Evidence for and against FIT	83
3.11 The importance of task differences	85
3.12 Attention, working memory and distraction	86
3.13 Attention and cognitive control	87
3.14 Combining tasks	90
3.15 Practice, automaticity and skill	92
Summary	96
Further reading	97

4. DISORDERS OF PERCEPTION AND ATTENTION	98
<i>Tom Manly and Hayley Ness</i>	
4.1 Introduction	99
4.2 Synaesthesia	100
The nature of synaesthesia	102
Incidence and familiarity	103
Experimental investigations of synaesthesia	104
Brain-imaging studies of synaesthesia	105
Mechanisms underlying synaesthesia	107
Synaesthesia – advantage or disadvantage?	108
Conclusions	108
4.3 Blindsight	109
Blindsight – a sceptical perspective	110
The sensation of blindsight	112
The implications of blindsight: one visual system or two?	112
4.4 Unilateral spatial neglect	113
A disorder of attention?	114
Do we all show neglect?	117
Rehabilitation for unilateral spatial neglect	117
Explaining unilateral spatial neglect	118
4.5 Visual agnosia	119
Apperceptive and associative agnosia	119
Form and integrative agnosia	120
Living with visual agnosia	120
Perception and action	123
Comparing form and integrative agnosia	124
Recognising living and non-living objects	124
4.6 Disorders of face processing	126
Living with prosopagnosia	126
What kind of damage causes acquired prosopagnosia?	127
Prosopagnosia – a face-specific disorder?	129
Covert recognition in prosopagnosia	131
Can prosopagnosia occur without brain damage?	132
Types of impairment in developmental and congenital prosopagnosia	133
Summary	134
Further reading	135
5 SHORT-TERM MEMORY	136
<i>David Groome</i>	
5.1 Multistore models of memory	137
The dual-store theory of memory	137
Clinical evidence for the STM/LTM distinction	138
The recency effect	139
5.2 Measuring STM performance	140
The duration of STM storage	140
STM capacity	141

5.3 The working memory model	142
Working memory	142
5.4 The phonological loop	143
Evidence for the phonological loop	143
The word-length effect	144
Sub-components of the phonological loop	144
Non-speech sounds	145
The phonological loop and language acquisition	146
5.5 The visuo-spatial sketchpad	146
Measuring the capacity of the visuo-spatial sketchpad	146
Evidence for the visuo-spatial sketchpad	147
Sub-components of the visuo-spatial sketchpad	148
5.6 The central executive	149
Investigating the central executive	149
Impairment of central executive function	149
5.7 Working memory theory today	150
The episodic buffer	150
Unitary theories of memory	151
Controlled attention theory	151
Individual differences in WM	151
Neuro-imaging studies and WM	153
Summary	154
Further reading	155
6. LONG-TERM MEMORY	156
<i>David Groome</i>	
6.1 The nature and function of memory	157
Memory and its importance in everyday life	157
Encoding, storage and retrieval of memory	157
6.2 The first memory experiments	158
Ebbinghaus and the forgetting curve	158
Interference and decay	159
6.3 Meaning, knowledge and schemas	160
Bartlett's story recall experiments and the schema theory	160
The effect of meaning and knowledge on memory	162
Schemas and scripts	164
Schemas and distortion	164
Meaning and mnemonics	165
6.4 Input processing and encoding	166
Levels of processing theory	166
Orienting tasks	166
Levels theory revised	168
Elaborative and maintenance rehearsal	169
Elaborative encoding and organisation	169
6.5 Retrieval and retrieval cues	170
Recall and recognition	170
Generate and recognise theory	171
Cue-dependent forgetting and the encoding specificity principle	171

Transfer-appropriate processing	173
Context-dependent memory	174
State-dependent and mood-dependent memory	176
6.6 Memory systems	177
Episodic and semantic memory	177
Familiarity and recollection	179
The R & K ('remember and know') procedure	181
Implicit and explicit memory	181
Implicit memory in everyday life	183
Processes underlying different memory systems	185
6.7 Retrieval practice and retrieval inhibition	185
Retrieval practice and the testing effect	185
Decay with disuse	186
Retrieval-induced forgetting (RIF)	187
RIF in real-life settings	188
Retrieval inhibition, disuse and psychiatric disorders	189
Directed forgetting	190
Reconsolidation	191
6.8 Memory in everyday life	192
Ecological validity	192
Autobiographical memory	193
Flashbulb memories	196
Eyewitness testimony	197
The cognitive interview	200
Summary	202
Further reading	203
7. DISORDERS OF MEMORY	204
<i>David Groome</i>	
7.1 Amnesia and its causes	205
The effects of amnesia	205
Causes of amnesia	205
Amnesia as an impairment of long-term memory	208
7.2 Anterograde and retrograde amnesia	210
Distinguishing anterograde from retrograde amnesia	210
Testing anterograde and retrograde amnesia	211
Anterograde and retrograde impairment in organic amnesia	212
Focal retrograde and focal anterograde amnesia	213
Explaining the temporal gradient in retrograde amnesia	215
Brain lesions associated with anterograde and retrograde amnesia	215
7.3 Intact and impaired memory systems	218
Motor skills	219
Implicit memory	220
Familiarity and context recollection	221
Episodic and semantic memory	223
Explaining preserved memory function in amnesia	225

7.4 Theories of amnesia	226
Encoding deficit theories of amnesia	226
Retrieval deficit theories of amnesia	227
Separate impairments of encoding and retrieval	227
The standard model of consolidation	228
Multiple trace theory	228
Impaired declarative memory	229
Impaired binding	229
Impaired perceptual processing	230
7.5 Other types of memory disorder	230
Impairment of short-term memory	230
Concussion amnesia	231
ECT and memory loss	232
Frontal lobe lesions	233
Memory loss in the normal elderly	234
Psychogenic amnesia	235
7.6 Rehabilitation	236
Helping patients to cope with amnesia	236
Maximising memory performance	236
External memory aids	237
Summary	238
Further reading	239
8. THINKING AND PROBLEM-SOLVING	240
<i>Nicola Brace</i>	
8.1 Introduction	241
8.2 Early research on problem-solving	242
The Gestalt approach to problem-solving	242
8.3 The information-processing approach to problem-solving	245
Problem-solving strategies	245
Difficulties in applying problem-solving strategies	247
Problem representation	249
8.4 Problem-solving by analogy	251
Are analogies spontaneously used to solve problems?	253
Comparing experts and novices	254
Encouraging the use of analogies to solve problems	256
8.5 Deductive and inductive reasoning	257
Inductive reasoning: hypothesis generation	258
Is confirmation bias a general tendency?	259
Deductive reasoning	261
Wason's four-card selection task	263
8.6 Theoretical approaches to reasoning	264
Mental logic theories	264
Pragmatic reasoning schemata	265
Mental models	266
The probabilistic approach	268
Dual-process accounts	269
Summary	270
Further reading	271

9. DISORDERS OF THINKING AND PROBLEM-SOLVING	272
<i>Nicola Brace</i>	
9.1 Introduction	273
9.2 Anatomy and physiology of the frontal lobes	274
9.3 The impact of frontal lobe damage on behaviour	275
Early clinical studies	275
Early animal studies	276
Later clinical studies and the effect on ‘executive’ functions	277
9.4 Impairments in the deployment of attention	279
Sustaining and concentrating attention	279
Suppressing attention	279
9.5 Impairments in abstract and conceptual thinking	281
Sorting tasks	281
Evidence concerning perseveration	283
Going beyond perseveration	284
9.6 Impaired strategy formation	286
Cognitive estimation tasks	286
Goal-oriented problem-solving	288
9.7 Deficits in everyday higher-order planning	289
9.8 Conceptual issues	293
Supervisory attentional system	293
Alternative approaches	295
Fractionation of the executive functions of the frontal lobes	296
Diversity and unity of executive functions	298
A final note	299
Summary	299
Further reading	300
 10. LANGUAGE	 302
<i>Sophie Scott</i>	
10.1 Introduction	303
10.2 The language system	303
Speech sounds	304
Visual languages – British Sign Language	306
Words and morphemes	307
Sentence level	308
The level of discourse	309
10.3 Psychology and linguistics	309
Tasks in the study of language	311
10.4 Recognising spoken and written words	311
How do we recognise spoken words?	311
How do we recognise written words?	314
Morphemes and word recognition	316
Database approaches	316
10.5 Understanding the meanings of words	317

10.6	Explaining lexical access in language comprehension	318
	How should we model linguistic processing – rules or regularities? The case of regular and irregular past-tense verbs	320
10.7	Sentence comprehension	323
10.8	Language production	326
10.9	Discourse level	330
	Coordinating conversations	330
	Meaning and intention in conversation	331
	Social conversations	332
	Note	333
	Summary	334
	Further reading	334
11.	DISORDERS OF LANGUAGE	337
	<i>Sophie Scott</i>	
11.1	Introduction	337
11.2	Models of aphasia	339
	The Wernicke–Lichtheim model of aphasia and its modifications	339
	The Boston Aphasia Classification System	341
11.3	Detailed symptoms of aphasic profiles	346
	Broca’s aphasia	346
	Wernicke’s aphasia	347
	Conduction aphasia	348
	Global aphasia	348
	Transcortical motor aphasia	349
	Transcortical sensory aphasia (TSA)	349
	Mixed transcortical aphasia (isolation aphasia)	349
	Anomic aphasia	349
	Pure word deafness	349
	Phonagnosia	350
	Dysarthria	350
	Speech apraxia	351
	Prosody production and perception	351
11.4	Psychological and psycholinguistic aspects of aphasia	351
	Phonetic deficits	352
	Syntactic deficits	352
	Semantic deficits	352
11.5	Functional imaging of human language processing	353
	Speech perception	353
	A study of speech perception using PET	353
	The neural basis of context effects in speech perception	356
	Rehearsing non-words versus listening to non-words	356
	Neural basis of speech production	357
11.6	Reading	358
	Visual word recognition	358
	Neural control of eye movements	359
	Routes to reading	361

Surface dyslexia	361
Phonological dyslexia	362
Deep dyslexia	362
Functional-imaging studies of written language	364
11.7 Developmental disorders of language	365
Developmental disorders of speech perception and production – specific language impairment	365
Developmental disorders of reading – dyslexia	366
Developmental disorders of speech production	367
Disorders of language use in autism	368
Summary	368
Further reading	369
12. COGNITION AND EMOTION	370
<i>Michael Eysenck</i>	
12.1 Introduction	371
Manipulating mood states	372
12.2 Mood and attention	372
Attentional narrowing	372
Attention and memory	373
12.3 Mood and memory	374
Mood manipulations and memory	375
Flashbulb memories	377
Recovered memories	377
Amygdala	379
Urbach–Wiethe disease	380
Summary and conclusions	380
12.4 Judgement and decision-making: mood effects	380
Anxiety	381
Sadness	384
Anger	385
Positive mood	387
Summary and conclusions	390
Limitations	391
12.5 Judgement and decision-making: cognitive neuroscience	391
Cognitive neuroscience research	393
Limitations	394
12.6 Reasoning	395
Working memory	395
Summary	396
Further reading	397
<i>Glossary</i>	398
<i>References</i>	407
<i>Author index</i>	453
<i>Subject index</i>	460