# PSY-804 Literature Review Resources

| Number | Article Information | Added to RefWorks? (Y or N) |
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| 1. | Bibliographic Information<br><br>Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013). Improving Students' Learning With Effective Learning Techniques: Promising Directions From Cognitive and Educational Psychology. *Psychological science in the public interest : a journal of the American Psychological Society*, *14*(1), 4–58. https://doi.org/10.1177/1529100612453266 | |
| | Link<br><br>https://doi.org/10.1177/1529100612453266 | |
| | Annotation<br><br>One of the things that the research in cognition psychology focuses on is to develop learning techniques that make it easier for students to learn and compete in the current educational system. This paper highlights 10 such techniques that the students can use to better learn and remember complex formulae and concepts at school. Several variables were used to test the benefits and limitations of these techniques on students and the results were provided as a detailed monograph. | |
| 2. | Bibliographic Information<br><br>Raes F, Williams JM, Hermans D. Reducing cognitive vulnerability to depression: a preliminary investigation of MEmory Specificity Training (MEST) in inpatients with depressive symptomatology. *J Behav Ther Exp Psychiatry*. 2009;40(1):24-38. doi:10.1016/j.jbtep.2008.03.001 | |
| | Link<br><br>doi:10.1016/j.jbtep.2008.03.001 | |
| | Annotation<br><br>This paper tests the effectiveness of the newly-developed Memory Specificity Training (MEST) group-based intervention program for retrieving | |

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| | autobiographical memory in depression patients. The study found that as opposed to other methods, MEST was successful in improving the specificity of memory retrieval process in depressive patients. | |
| 3. | Bibliographic Information<br><br>Madore, K. P., Gaesser, B., & Schacter, D. L. (2014). Constructive episodic simulation: Dissociable effects of a specificity induction on remembering, imagining, and describing in young and older adults. *Journal of Experimental Psychology: Learning, Memory, and Cognition, 40*(3), 609-622. doi:10.1037/a0034885 | |
| | Link<br><br>doi:10.1037/a0034885 | |
| | Annotation<br><br>This paper tests the validity of the constructive episodic simulation hypothesis which states that episodic memory plays a very important role in past and imagined future events. According to an alternative hypothesis, memory and imagination are both dependent on several factors. Both these hypotheses were tested on younger and older adults, and it was found that there was a lack of association between the episodic processes that were involved in memory and imagination. | |
| 4. | Bibliographic Information<br><br>Anguera, J. A., Boccanfuso, J., Rintoul, J. L., Al-Hashimi, O., Faraji, F., Janowich, J., . . . Gazzaley, A. (2013). Video game training enhances cognitive control in older adults. *Nature, 501*(7465), 97-101. doi:10.1038/nature12486 | |
| | Link<br><br>doi:10.1038/nature12486 | |
| | Annotation<br><br>In this paper, the authors used a video game to study multi-tasking abilities in relation to age decline in a mixed population. The video game chosen by the authors was able to provide sufficient training in multi-tasking resulting in the aged population performing much better on average than the younger population. The benefits acquired by this exercise lasted for 6 | |

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| | months and was able to increase performance in other aspects of life as well. | |
| 5. | Bibliographic Information<br><br>B, R. B. (2015). Can Exposure to Fascinating Stimuli Affect Memory Performance in Mentally Fatigued People? A study on Encoding and Retrieval. *International Journal of School and Cognitive Psychology, 02*(04). doi:10.4172/2469-9837.1000153 | |
| | Link<br><br>doi:10.4172/2469-9837.1000153 | |
| | Annotation<br><br>This paper explored whether restoration worked for both attention as well as memory performance in mentally fatigued people. Memory assessments using word recall and face recognition were performed after either the induction of mental fatigue or exposure to fascinating stimuli. The results showed that exposure to fascinating stimuli can relieve mental fatigue and improve the process of memory recall in the brain. | |
| 6. | Bibliographic Information<br><br>Hinton, P. (2017). Implicit stereotypes and the predictive brain: Cognition and culture in "biased" person perception. *Palgrave Communications, 3*(1). doi:10.1057/palcomms.2017.86 | |
| | Link<br><br>doi:10.1057/palcomms.2017.86 | |
| | Annotation<br><br>Experimental models of the Implicit Associations Test have proved that people usually demonstrate a response bias in favour of stereotypical associations. This has been referred to as the cognitive bias and is explored more in this paper. According to the authors, stereotypical associations are an outcome of the predictive brain which develops prejudiced associations through its experiences. | |
| 7. | Bibliographic Information<br><br>Abraham, C., Henderson, M., & Der, G. (2004). Cognitive impact of a research-based school sex education programme. *Psychology &* | |

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| | *Health, 19*(6), 689-703. doi:10.1080/08870440410001722921 | |
| | Link<br><br>doi:10.1080/08870440410001722921 | |
| | Annotation<br><br>A research-based sex education programme was developed and its cognitive impact and effectiveness was tested on 13 – 15 year olds in 25 Scottish schools. The results were compared with a standard sex education programme that is a compulsory part of school education. The recipients of the research-based programme were more likely to resist sexual encounters and use protection as compared to recipients of the standard programme. | |
| 8. | Bibliographic Information<br><br>Kang, S. H. (2016). Spaced Repetition Promotes Efficient and Effective Learning. *Policy Insights from the Behavioral and Brain Sciences, 3*(1), 12-19. doi:10.1177/2372732215624708 | |
| | Link<br><br>doi:10.1177/2372732215624708 | |
| | Annotation<br><br>Studies have shown that students in America are not as proficient in mathematics and science as compared to their peers in other countries. Therefore, the authors of this study decided to apply the cognitive technique of spaced repitition on students and assess its contribution to improvement in learning and retention. They found that spaced repitition contributed to long-term learning more than massing all the concepts together, and it is a feasible and cost-effective way to improve learning. | |
| 9. | Bibliographic Information<br><br>Firth, J., Torous, J., Stubbs, B., Firth, J. A., Steiner, G. Z., Smith, L., . . . Sarris, J. (2019). The “online brain”: How the Internet may be changing our cognition. *World Psychiatry, 18*(2), 119-129. doi:10.1002/wps.20617 | |
| | Link<br><br>doi:10.1002/wps.20617 | |
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| | Currently, there are several hypotheses that the present generation's addiction to the internet is altering their cognitive abilities. This paper used neuroimaging, psychological, and psychiatric findings to explore different aspects of these hypotheses such as attention, memory, and social cognition. The study found that use of the internet can result in acute and sustained changes to cognition. | |
| 10. | Bibliographic Information<br><br>Ojose, B. (2008). Applying Piaget's Theory of Cognitive Development to Mathematics Instruction. *The Mathematics Educator, 18*(1), 26-30. | |
| | Link<br><br>https://files.eric.ed.gov/fulltext/EJ841568.pdf | |
| | Annotation<br><br>This study explores the application of Piaget's theory of cognitive development to teaching mathematics to students. It focuses on different developmental stages of a child and then assigns mathematical lessons based on the development stage. Care is taken to not impose unfamiliar concepts on students and to ensure healthy peer interaction. | |