



Working Memory and Education (Educational Psychology)

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Psychologists have been trying to understand the factors that underpin children's success and failure in different educational domains for many years. One psychological function that has been found to play an important role in educational achievement is 'working memory', the processes involved in the temporary maintenance and manipulation of information. This book provides the reader with an up-to-date review of the research that has identified how working memory relates to academic attainment in: reading, reading comprehension, arithmetic and writing, as well as looking at how children with difficulties relating to hearing impairment and attention deficits differ in terms of their working memory. Other chapters focus on how working memory is called upon in classroom settings, how working memory can be assessed, and approaches to remediation. The opening chapter of the book provides an account of working memory from the architect of the model that has dominated psychological theory for over two decades. This book is a valuable resource for psychologists, educationalists, and anyone seeking to understand more about the cognitive basis of educational achievement in children.

- * It brings together in one volume information that would normally be found in different sources
- * It brings together two disciplines that are highly relevant to one another (psychology and education) but not often linked directly
- * Provides psychologists with a perspective on educational practice
- * Provides educationalists with a well-established psychological framework for viewing educational phenomena
- * It provides information about up-to-date research techniques
- * It provides suggestions on how psychological theory can be translated into practice in educational settings

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