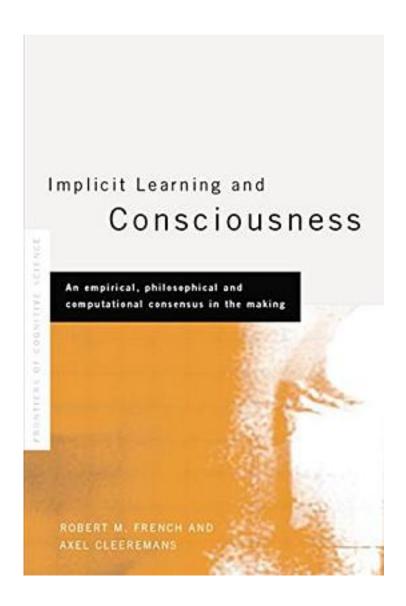
Implicit Learning and Consciousness



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著者:French, Robert M./ Cleeremans, Axel

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Can you learn without knowing it? This controversial and much debated question forms the basis of this collection of essays as the authors discuss whether the measurable changes in behaviour that result from learning can ever remain entirely unconscious. Three issues central to the topic of implicit learning are raised. Firstly, the extent to which learning can be unconscious, and therefore implicit, is considered. Secondly, theories are developed regarding the nature of knowledge acquired in implicit learning situations. Finally, the idea that there are two separable independent processing systems in the brain, for implicit and explicit learning, is considered. Implicit Learning and Consciousness challenges conventional wisdom and presents the most up-to-date studies to define, quantify and test the predictions of the main models of implicit learning. The chapters include a variety of research from computer modelling, experimental psychology and neural imaging to the clinical data resulting from work with amnesics. The result is a topical book that provides an overview of the debate on implicit learning, and the various philosophical, psychological and neurological frameworks in which it can be placed. It will be of interest to undergraduates, postgraduates and the philosophical, psychological and modeling research community.

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