

# **BIBLIOGRAFIA SOBRE APRENDIZAGEM**

## ***MATERIAL DE APOIO***

Cai DJ, Mednick SA, Harrison EM, Kanady JC, Mednick SC. REM, not incubation, improves creativity by priming associative networks. Proceedings of the National Academy of Sciences USA. 106(25):10130-4 (2009).

Gujar N, Yoo SS, Hu P, Walker MP. The unrested resting brain: sleep deprivation alters activity within the default-mode network. Journal of Cognitive Neuroscience. 22(8):1637-48 (2010).

Johns Hopkins Medicine - Memories of errors foster faster learning, 14 de agosto de 2014. Disponível em: <<https://www.sciencedaily.com/releases/2014/08/140814191352.htm>>. Acesso em 30 de agosto de 2017.

([https://www.hopkinsmedicine.org/institute\\_basic\\_biomedical\\_sciences/news\\_events/articles\\_and\\_stories/learning\\_memory/200705\\_going\\_through\\_motions.html](https://www.hopkinsmedicine.org/institute_basic_biomedical_sciences/news_events/articles_and_stories/learning_memory/200705_going_through_motions.html))

Aprendizagem e Memória – Contexto Motor - C.S.C. Sá\* C.C.Medalha

Jon Hamilton - Brains Sweep Themselves Clean Of Toxins During Sleep, 17 de outubro de 2013. Disponível em: <<http://www.npr.org/sections/health-shots/2013/10/18/236211811/brains-sweep-themselves-clean-of-toxins-during-sleep>>. Acesso em 30 de agosto de 2017.

Mander BA, Rao V, Lu B, Saletin JM, Lindquist JR, et al. Prefrontal atrophy, disrupted NREM slow waves and impaired hippocampal-dependent memory in aging. Nature Neuroscience. 16(3):357-64 (2013).

Pavlidis C, Winson J. Influences of hippocampal place cell firing in the awake state on the activity of these cells during subsequent sleep episodes. The Journal of Neuroscience. 9(8): 2907-2918 (1989).

Strengthening the Student Toolbox: Study Strategies to Boost Learning, By John Dunlosky, American Educator, Vol. 37, No. 3, Fall 2013, AFT. Disponível em:

<<http://www.aft.org/sites/default/files/periodicals/dunlosky.pdf>>. Acesso em 30 de agosto de 2017

Susan Gaidos - The Secret to Memory? A Good Night's Sleep. Disponível em: <[http://www.brainfacts.org/Sensing-Thinking-Behaving/Sleep/Articles/2015/The-Secret-to-Memory-A-Good-Nights-Sleep?\\_hsenc=p2ANqtz-85l20yBS9gkVUUj0fHLpQ6mfPICi3vkcls74cwTzSM06l8iu8Tx7lnZDpXTMHGeQCOVTZrkUxG6dV1NM78gu\\_4nQxDXktC2etW028IHkuHb3b4fo8&\\_hsmi=51831565](http://www.brainfacts.org/Sensing-Thinking-Behaving/Sleep/Articles/2015/The-Secret-to-Memory-A-Good-Nights-Sleep?_hsenc=p2ANqtz-85l20yBS9gkVUUj0fHLpQ6mfPICi3vkcls74cwTzSM06l8iu8Tx7lnZDpXTMHGeQCOVTZrkUxG6dV1NM78gu_4nQxDXktC2etW028IHkuHb3b4fo8&_hsmi=51831565)>. Acesso em 30 de agosto de 2017

The Pomodoro Technique: Staying Focused Throughout the Day, MindTools: Essential skills for an excellent career, Setembro 2014. Disponível em: <[https://www.mindtools.com/pages/article/pomodoro-technique.htm?utm\\_source=n|&utm\\_medium=email&utm\\_campaign=09Sep14](https://www.mindtools.com/pages/article/pomodoro-technique.htm?utm_source=n|&utm_medium=email&utm_campaign=09Sep14)>. Acesso em 30 de agosto de 2017.

Try, try again? Study says no: Trying harder makes it more difficult to learn some aspects of language, neuroscientists find - Massachusetts Institute of Technology, ScienceDaily, July 21, 2014. Disponível em: <<https://www.sciencedaily.com/releases/2014/07/140721142211.htm>>. Acesso em 30 de agosto de 2017

Wilhelm I, Diekelmann S, Molzow I, Ayoub A, Mölle M, et al. Sleep selectively enhances memory expected to be of future relevance. *The Journal of Neuroscience*. 31(5):1563-9 (2011).

Wilson MA, McNaughton BL. Reactivation of hippocampal ensemble memories during sleep. *Science*. (5172):676-9 (1994).

Yang G, Lai CS, Cichon J, Ma L, Li W, et al. Sleep promotes branch-specific formation of dendritic spines after learning. *Science*. 344(6188):1173-8 (2014).

Mohs, Richard C. - How Human Memory Works - *HowStuffWorks* - Disponível em: <<http://science.howstuffworks.com/life/inside-the-mind/human-brain/human-memory.htm>>. Acesso em 30 de agosto de 2017

Morehead, James - Stanford University's Carol Dweck on the Growth Mindset and Education, 19 de junho de 2012. Disponível em: <<https://onedublin.org/2012/06/19/stanford-universitys-carol-dweck-on-the-growth-mindset-and-education/>>. Acesso em 30 de agosto de 2017.

Reynolds, Gretchen - Want to Be More Creative? Take a Walk, 30 de abril de 2014 - *The New York Times Company* - Disponível em: <[https://well.blogs.nytimes.com/2014/04/30/want-to-be-more-creative-take-a-walk/?ref=health&\\_r=0](https://well.blogs.nytimes.com/2014/04/30/want-to-be-more-creative-take-a-walk/?ref=health&_r=0)>. Acesso em 30 de agosto de 2017

Schulte, Brigid - For a more productive life, daydream, 16 de maio de 2014 - *CNN Sans*™ & © 2016 Cable News Network - Disponível em: <[http://edition.cnn.com/2014/05/16/opinion/schulte-daydreaming-productivity/index.html?iid=article\\_sidebar%22](http://edition.cnn.com/2014/05/16/opinion/schulte-daydreaming-productivity/index.html?iid=article_sidebar%22)>. Acesso em 30 de agosto de 2017.

Wright, Robert - How to Break the Procrastination Habit, 21 de abril de 2012 - *The Atlantic* - Disponível em: <<https://www.theatlantic.com/health/archive/2012/04/how-to-break-the-procrastination-habit/256199/>>. Acesso em 30 de agosto de 2017.

Levitin, Daniel J. - Hit the Reset Button in Your Brain, 9 de agosto de 2014 - *The New York Times Company* - Disponível em: <[http://www.nytimes.com/2014/08/10/opinion/sunday/hit-the-reset-button-in-your-brain.html?\\_r=0](http://www.nytimes.com/2014/08/10/opinion/sunday/hit-the-reset-button-in-your-brain.html?_r=0)>. Acesso em 30 de agosto de 2017

Harrison, Pam - Sleep on It: Sleep Consolidates Memory of New Motor Task, 8 de setembro de 2014 - *Medscape Medical News* © 2014 WebMD, LLC - Disponível em: <<http://www.medscape.com/viewarticle/831299>>. Acesso em 30 de agosto de 2017.

Wiseman, Richard - Be lucky - it's an easy skill to learn, 9 de janeiro de 2003 - *Telegraph Media Group Limited 2017* - Disponível em: <<http://www.telegraph.co.uk/technology/3304496/Be-lucky-its-an-easy-skill-to-learn.html>>. Acesso em 30 de agosto de 2017.

Glenn, David - Divided Attention: In an age of classroom multitasking, scholars

probe the nature of learning and memory, 28 de fevereiro de 2010 - The Chronicle of Higher Education - Disponível em:

<<http://www.chronicle.com/article/Scholars-Turn-Their-Attention/63746/>>. Acesso em 30 de agosto de 2017.

Mensing, Steve - Dunning-Kruger Effect: When Distorted Self-Perception and Illusions of Competence Trick Entertainers, Politicians, and Cities, 26 de novembro de 2013 - *Rowan Free Press The Independent Voice of Rowan County & Salisbury, NC* - Disponível em:

<<https://rowanfreepress.com/2013/11/26/dunning-kruger-effect-when-distorted-self-perception-and-illusions-of-superiority-trick-entertainers-politicians-and-cities/>>.

Acesso em 30 de agosto de 2017.

Morris, Errol - The Anosognosic's Dilemma: Something's Wrong but You'll Never Know What It Is, 20 de junho de 2010 - *The New York Times Company* - Disponível em:

<<https://opinionator.blogs.nytimes.com/2010/06/20/the-anosognosics-dilemma-1/>>.

Acesso em 30 de agosto de 2017.

Kleber B., Veit R., Birbaumer N., Gruzelier J., Lotze - The Brain of Opera Singers: Experience-Dependent Changes in Functional Activation, 19 de agosto de 2009 - *Cerebral Cortex*, Volume 20, Issue 5, 1 May 2010, Pages 1144–1152 - Disponível em: <<https://doi.org/10.1093/cercor/bhp177>>. Acesso em 30 de agosto de 2017.

Zimmer, Carl - This Is Your Brain on Writing, 20 de junho de 2014 - *The New York Times Company* - Disponível em:

<<https://www.nytimes.com/2014/06/19/science/researching-the-brain-of-writers.html?partner=rss&r=0&emc=rss>>. Acesso em 30 de agosto de 2017.

Belluck, Palm - To Really Learn, Quit Studying and Take a Test, 20 de janeiro de 2011 - *The New York Times Company* - Disponível em:

<<https://mobile.nytimes.com/redirect?to-mobile=https%3A%2F%2Fwww.nytimes.com%2F2011%2F01%2F21%2Fscience%2F21memory.html%3Freferrer%3D>>.

Acesso em 30 de agosto de 2017.

David J. Herzfeld, Pavan A. Vaswani, Mollie Marko, and Reza Shadmehr. A memory of errors in sensorimotor learning. *Science Express*, August 2014 DOI: 10.1126/science.1253138

Andrews-Hanna, J.R. "The Brain's Default Network and Its Adaptive Role in Internal Mentation." *Neuroscientist* 18, no. 3 (Jun 2012): 251-70.

Immordino-Yang, M. H., J. A. Christodoulou, and V. Singh. "Rest Is Not Idleness: Implications of the Brain's Default Mode for Human Development and Education." *Perspectives on Psychological Science* 7, no. 4 (2012): 352-64.

Moussa MN, Steen MR, Laurienti PJ, Hayasaka S (2012) "Consistency of Network Modules in Resting-State fMRI Connectome Data." *PLoS ONE* 7(8): e44428. doi:10.1371/journal.pone.0044428.

Raichle, Marcus E, and Abraham Z Snyder. "A Default Mode of Brain Function: A Brief History of an Evolving Idea." *NeuroImage* 37, no. 4 (2007): 1083-90.

Dali, Salvador. *Fifty Secrets of Magic Craftsmanship*. Dover, 1948 (reprint 1992).

Root-Bernstein, Robert S., and Michelle M. Root-Bernstein. *Sparks of Genius*. NY: Houghton Mifflin, 1999.

Takeuchi, H., Y. Taki, H. Hashizume, Y. Sassa, T. Nagase, R. Nouchi, and R. Kawashima. "The Association between Resting Functional Connectivity and Creativity." *Cerebral Cortex* 22, no. 12 (Jan 10 2012): 2921-29.

Michael D. Fox and Michael Greicius, Clinical applications of resting state functional connectivity , *Front. Syst. Neurosci.*, 16 June 2010.

Fox, M. D., Corbetta, M., Snyder, A. Z., Vincent, J. L., and Raichle, M. E. (2006a). Spontaneous neuronal activity distinguishes human dorsal and ventral attention systems. *Proceedings of the National Academy of Sciences U.S.A.* 103, 10046–10051.

Fox M. D., Snyder A. Z., Vincent J. L., Corbetta M., Van Essen D. C., Raichle M. E.

(2005). The human brain is intrinsically organized into dynamic, anticorrelated functional networks. *Proceedings of the National Academy of Sciences U.S.A.* 102, 9673–9678. doi:10.1073/pnas.0504136102.

Guang Yang et al. Sleep promotes branch-specific formation of dendritic spines after learning, *Science* 344, 1173 (2014).

Boice, Robert. *Procrastination and Blocking*. Westport, CT: Praeger, 1996.

Lyons, I.M., and S.L. Beilock. "When Math Hurts: Math Anxiety Predicts Pain Network Activation in Anticipation of Doing Math." *PLoS ONE* 7, no. 10 (2012): e48076.

Steel, Piers. *The Procrastination Equation*. NY: Random House, 2010.

Steel, Piers. "The Nature of Procrastination: A Meta-Analytic and Theoretical Review of Quintessential Self-Regulatory Failure." *Psychological Bulletin* 133, no. 1 (Jan 2007): 65-94.

Tuckman, Bruce W., and Henri C. Schouwenburg. "Behavioral Interventions for Reducing Procrastination among University Students." In *Counseling the Procrastinator in Academic Settings*, edited by H.C. Schouwenburg, CH Lay, TA Pychyl and JR Ferrari Washington, DC: American Psychological Association, 2004.

Brown, J.S., A. Collins, and P. Duguid. "Situated Cognition and the Culture of Learning." *Educational Researcher* 18, no. 1 (1989): 32-42.

Dunlosky, John, Katherine A Rawson, Elizabeth J Marsh, Mitchell J Nathan, and Daniel T Willingham. "Improving Students' Learning with Effective Learning Techniques: Promising Directions from Cognitive and Educational Psychology." *Psychological Science in the Public Interest* 14, no. 1 (2013): 4-58.

Ericsson, Karl Anders. *Development of Professional Expertise*. NY: Cambridge University Press, 2009.

Geary, David C. *The Origin of Mind*. Washington, DC: American Psychological Association, 2005.

Geary, David C, A Wade Boykin, Susan Embretson, Valerie Reyna, Robert Siegler, Daniel B Berch, and J Graban. "Task Group Reports of the National Mathematics Advisory Panel; Chapter 4: Report of the Task Group on Learning Processes." In, (2008): 2008. Disponível em: <http://www2.ed.gov/about/bdscomm/list/mathpanel/report/learning-processes.pdf> . Acesso em 30 de agosto de 2017.

Guida, A., F. Gobet, H. Tardieu, and S. Nicolas. "How Chunks, Long-Term Working Memory and Templates Offer a Cognitive Explanation for Neuroimaging Data on Expertise Acquisition: A Two-Stage Framework." *Brain and Cognition* 79, no. 3 (Aug 2012): 221-44.

Karpicke, Jeffrey D. "Retrieval-Based Learning Active Retrieval Promotes Meaningful Learning." *Current Directions in Psychological Science* 21, no. 3 (2012): 157-63.

Karpicke, Jeffrey D, and Phillip J Grimaldi. "Retrieval-Based Learning: A Perspective for Enhancing Meaningful Learning." *Educational Psychology Review* 24, no. 3 (2012): 401-18.

Karpicke, Jeffrey D, and Henry L Roediger. "The Critical Importance of Retrieval for Learning." *Science* 319, no. 5865 (2008): 966-68.

Karpicke, Jeffrey D, Andrew C Butler, and Henry L Roediger III. "Metacognitive Strategies in Student Learning: Do Students Practice Retrieval When They Study on Their Own?". *Memory* 17, no. 4 (2009): 471-79.

Karpicke, J. D., and J. R. Blunt. "Retrieval Practice Produces More Learning Than Elaborative Studying with Concept Mapping." *Science* 331, no. 6018 (Feb 11 2011): 772-5.

Karpicke, J.D., and J.R. Blunt. "Response to Comment on 'Retrieval Practice Produces More Learning Than Elaborative Studying with Concept Mapping'." *Science* 334, no. 6055 (2011): 453-53.

Kornell, Nate, Matthew Jensen Hays, and Robert A Bjork. "Unsuccessful Retrieval Attempts Enhance Subsequent Learning." *Journal of Experimental Psychology: Learning, Memory, and Cognition* 35, no. 4 (2009): 989.

Kornell, N., A. D. Castel, T. S. Eich, and R. A. Bjork. "Spacing as the Friend of Both Memory and Induction in Young and Older Adults." *Psychology and Aging* 25, no. 2 (Jun 2010): 498-503.

McDaniel, M. A., and A. A. Callender. "Cognition, Memory, and Education." In *Cognitive Psychology of Memory, Vol 2 of Learning and Memory*, edited by Henry L Roediger. 819-43. Oxford, UK: Elsevier, 2008.

Roediger, Henry L., and Mary A. Pyc. "Inexpensive Techniques to Improve Education: Applying Cognitive Psychology to Enhance Educational Practice." *Journal of Applied Research in Memory and Cognition* 1, no. 4 (2012): 242-48.

Roediger, Henry L, and Andrew C Butler. "The Critical Role of Retrieval Practice in Long-Term Retention." *Trends in Cognitive Sciences* 15, no. 1 (2011): 20-27.

Roediger, Henry L, and Jeffrey D Karpicke. "The Power of Testing Memory: Basic Research and Implications for Educational Practice." *Perspectives on Psychological Science* 1, no. 3 (2006): 181-210.

Rohrer, Doug, and Harold Pashler. "Increasing Retention without Increasing Study Time." *Current Directions in Psychological Science* 16, no. 4 (2007): 183-86.

Taylor, Kelli, and Doug Rohrer. "The Effects of Interleaved Practice." *Applied Cognitive Psychology* 24, no. 6 (2010): 837-48.

See also extensive endnote references and discussions in Chapters 2 and 3, A



Mind for Numbers, Barbara Oakley, Penguin, 2014.

Baddeley, A., Eysenck, M. W., & Anderson, M. C. (2009). *Memory*. NY: Psychology Press.

Carpenter, S. K., Cepeda, N. J., Rohrer, D., Kang, S. H. K., & Pashler, H. (2012). Using spacing to enhance diverse forms of learning: Review of recent research and implications for instruction. *Educational Psychology Review*, 24(3), 369-378. doi: 10.1007/s10648-012-9205-z

Cowan, N. (2001). The magical number 4 in short-term memory: A reconsideration of mental storage capacity. *Behavioral and Brain Sciences*, 24(1), 87-114.

Dudai, Y. (2004). The neurobiology of consolidations, or, how stable is the engram? *Annual Review of Psychology*, 55, 51-86.

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*, 14(1), 4-58.

Guida, A., Gobet, F., Tardieu, H., & Nicolas, S. (2012). How chunks, long-term working memory and templates offer a cognitive explanation for neuroimaging data on expertise acquisition: A two-stage framework. *Brain and Cognition*, 79(3), 221-244. doi: 10.1016/j.bandc.2012.01.010

Rawson, K. A., & Dunlosky, J. (2011). Optimizing schedules of retrieval practice for durable and efficient learning: How much is enough? *Journal of Experimental Psychology: General*, 140(3), 283.

Rohrer, Doug, Robert F. Dedrick, and Kaleena Burgess. "The Benefit of Interleaved Mathematics Practice Is Not Limited to Superficially Similar Kinds of Problems." *Psychonomic Bulletin & Review* in press (2013).

Rohrer, D., & Pashler, H. (2010). Recent research on human learning challenges conventional instructional strategies. *Educational Researcher*, 39(5), 406-412.

Djonlagic, I., A. Rosenfeld, D. Shohamy, C. Myers, M. Gluck, and R. Stickgold. "Sleep Enhances Category Learning." *Learning & Memory* 16, no. 12 (Dec 2009): 751-5.

Eichenbaum, H. "To Sleep, Perchance to Integrate." *PNAS*, 104, no. 18 (May 1 2007): 7317-8.

Ellenbogen, J.M., P.T. Hu, J.D. Payne, D. Titone, and M.P. Walker. "Human Relational Memory Requires Time and Sleep." *PNAS*, 104, no. 18 (2007): 7723-28.

Erlacher, Daniel, and Michael Schredl. "Practicing a Motor Task in a Lucid Dream Enhances Subsequent Performance: A Pilot Study." *The Sport Psychologist*, 24, no. 2 (2010): 157-67.

Moss, R. *The Secret History of Dreaming*. Novato, CA: New World Library, 2008.

Scullin, M. K., and M. A. McDaniel. "Remembering to Execute a Goal: Sleep on It!" *Psychological Science* 21, no. 7 (Jul 2010): 1028-35.

Stickgold, Robert, and Jeffrey M Ellenbogen. "Quiet! Sleeping Brain at Work." *Scientific American Mind* 19, no. 4 (2008): 22-29.

Wamsley, Erin J., Matthew Tucker, Jessica D. Payne, Joseph A. Benavides, and Robert Stickgold. "Dreaming of a Learning Task Is Associated with Enhanced Sleep-Dependent Memory Consolidation." *Current Biology*, 20, no. 9 (2010): 850-55.

Xie, Lulu, Hongyi Kang, Qiwu Xu, Michael J Chen, Yonghong Liao, Meenakshisundaram Thiyagarajan, John O'Donnell, et al. "Sleep Drives Metabolite Clearance from the Adult Brain." *Science*, 342, no. 6156 (2013): 373-77.

Redação do Diário da Saúde - Proteínas do aprendizado: Faça intervalos nos estudos para aprender melhor, 22 de junho de 2011 - *Diário da Saúde* - Disponível em:

<<http://www.diariodasaude.com.br/news.php?article=intervalos-estudos-aprender-melhor&id=6630>>. Acesso em 30 de agosto de 2017.

Nutricionista traz dicas de alimentos que estimulam raciocínio e memória, 9 de setembro de 2013 - *G1 Globo Comunicação e Participações S.A.* - Disponível em: <<http://g1.globo.com/sp/sao-carlos-regiao/noticia/2013/09/nutricionista-traz-dicas-de-alimentos-que-estimulam-raciocinio-e-memoria-sao-carlos.html>>. Acesso em 30 de agosto de 2017.

Alban, Deane - This is What Happens to Feelings of Sadness, Anxiety, and Bad Moods When You Eat These 17 Foods - *Healthy-Holistic-Living.com* - Disponível em:

<<http://www.healthy-holistic-living.com/increase-dopamine-motivation-molecule.html>>. Acesso em 30 de agosto de 2017.

Angier, Natalie - A Molecule of Motivation, Dopamine Excels at Its Task, 26 de outubro de 2009 - *The New York Times Company* - Disponível em: <[http://www.nytimes.com/2009/10/27/science/27angier.html?\\_r=2&](http://www.nytimes.com/2009/10/27/science/27angier.html?_r=2&)>. Acesso em 30 de agosto de 2017.

Deans, Emily - Dopamine Primer: How dopamine makes us human, 13 de maio de 2011 - *Psychology Today* © 1991-2017 *Sussex Publishers, LLC* | *HealthProfs.com* © 2002-2017 *Sussex Directories, Inc.* - Disponível em: <<https://www.psychologytoday.com/blog/evolutionary-psychiatry/201105/dopamine-primer>>. Acesso em 30 de agosto de 2017.

Korb, Alex - *Expectations, Dopamine and Louis CK: Why everything is amazing and nobody's happy*, 3 de março de 2016 - Disponível em: <<https://www.psychologytoday.com/blog/prefrontal-nudity/201603/expectations-dopamine-and-louis-ck>> Acesso em 30 de agosto de 2017.

Rada P, Avena NM, Hoebel BG. - Daily bingeing on sugar repeatedly releases

dopamine in the accumbens shell - *Neuroscience*. 2005;134(3):737-44. - Disponível em: <<http://www.ncbi.nlm.nih.gov/pubmed/15987666>>. Acesso em 30 de agosto de 2017

Kilkarni, Shrinivas K.; Bhutani, Mohit Kumar; Bishnoi, Mahendra - Antidepressant activity of curcumin: involvement of serotonin and dopamine system, 3 de setembro de 2008 - *Springer International Publishing AG. Part of Springer Nature*. - Disponível em: <<http://link.springer.com/article/10.1007/s00213-008-1300-y>>. Acesso em 30 de agosto de 2017.

The neuropharmacology of L-theanine(N-ethyl-L-glutamine): a possible neuroprotective and cognitive enhancing agent - *National Center for Biotechnology Information, U.S. National Library of Medicine*, 2006;6(2):21-30 - Disponível em: <<http://www.ncbi.nlm.nih.gov/pubmed/17182482>>. Acesso em 30 de agosto de 2017

The effects of IQPLUS Focus on cognitive function, mood and endocrine response before and following acute exercise, 21 de outubro de 2011 - *National Center for Biotechnology Information, U.S. National Library of Medicine* - Disponível em: <<http://www.ncbi.nlm.nih.gov/pubmed/22017963>>. Acesso em 30 de agosto de 2017.

Dishman, Rod K. ; Sothmann, Mark - Exercise fuels the brain's stress buffers - *American Psychological Association* - Disponível em: <<http://www.apa.org/helpcenter/exercise-stress.aspx>>. Acesso em 30 de agosto de 2017.

Nauert PhD, R. (2015). Walking Is Good Brain Exercise. Psych Central. 30 de agosto de 2017. Disponível em: <<https://psychcentral.com/news/2010/08/27/walking-is-good-brain-exercise/17326.html>>. Acesso em 30 de agosto de 2017.

Zeidan, Fadel - Building the evidence for meditation - *ScienceDaily* - Disponível em: <<http://evidencebasedliving.human.cornell.edu/2011/07/14/building-the-evidence-for-meditation/>>. Acesso em 30 de agosto de 2017.

Salimpoor, Valorie N. ; Benovoy, Mitchel ; Larcher, Kevin ; Dagher, Alain ; Zatorre, Robert J. - Anatomically distinct dopamine release during anticipation and experience of peak emotion to music, 7 de outubro de 2010 - *Nature Neuroscience* 14, 257–262 (2011)- Disponível em: <<http://www.nature.com/neuro/journal/v14/n2/full/nn.2726.html>>. Acesso em 30 de agosto de 2017.

Giros, Bruno - Dopamine, hippocampus and psychiatric diseases: Clarifying their relationships, 3 de abril de 2014 - *Biological Psychiatry* - Disponível em: <<http://www.sciencedaily.com/releases/2014/04/140403132337.htm>>. Acesso em 30 de agosto de 2017.

Imaging study shows dopamine dysfunction is not the main cause of Attention Deficit Hyperactivity Disorder (ADHD), 28 de outubro de 2013 - *The Journal Brain* - Disponível em: <<http://www.cam.ac.uk/research/news/imaging-study-shows-dopamine-dysfunction-is-not-the-main-cause-of-attention-deficit-hyperactivity>>. Acesso em 30 de agosto de 2017.

Gromisch, Elizabeth Stannard - The Dopamine Connection Between Schizophrenia and Creativity - *Psych Central* - Disponível em: <<http://psychcentral.com/lib/the-dopamine-connection-between-schizophrenia-and-creativity/0003505>>. Acesso em 30 de agosto de 2017.

Manzano, O. et al. "Thinking Outside a Less Intact Box: Thalamic Dopamine D2 Receptor Densities Are Negatively Related To Psychometric Creativity in Healthy Individuals." *PLoS ONE*, May 2010.

Reflexo revelador. David Dobbs, em *Mente&Cérebro* 161, págs 46-51, junho de 2006.

Guie sua mente. Ulrich Kraft, em *Mente&Cérebro* 153, págs. 70-77, outubro de 2005.

Melodia para os ânimos. Stéphanie Khalfa, em *Mente&Cérebro* 149, págs. 70-73, junho de 2005.

Mentes brilhantes. Philip E. Ross, em *Scientific American Brasil* 52, págs. 60-67, setembro de 2006.

Emoção, memória e cérebro. Joseph Ledoux, em *Scientific American Brasil*, edição especial nº 4, págs. 66-75.

Smith, Carlyle - Sleep states and memory processes in humans: procedural versus declarative memory systems - National Center for Biotechnology Information, U.S. National Library of Medicine - Disponível em: <<https://www.ncbi.nlm.nih.gov/pubmed/12531156>>. Acesso em 30 de agosto de 2017.

Peón AU, Diccini S. Dor pós-operatória em craniotomia. *Rev Latino-am Enfermagem* 2005 julho-agosto; 13(4):489-95

Pescott, Daniel Alfred - Emotion and the educative process; a report of the Committee on the relation of emotion to the educative process - Washington, D.C., American council on education, 1938 [i.e. 1939]

Cardoso, Silvia Helena - Café com Ciência: Porque é importante aproveitar melhor nossas manhãs, 6 de outubro de 2014 - Disponível em: <<http://blog.silviacardoso.com.br/?p=253>>. Acesso em 30 de agosto de 2017.

Barry S. *Fixing My Gaze: A Scientist's Journey Into Seeing in Three Dimensions*. New York: Basic Books, 2009.

AZEVEDO, Cláudio Richerme. *A Técnica Pianística: uma Abordagem Científica*. São João da Boa Vista: Air Musical, 1996. H. Goldeberg - Philadelphia Ledger.

Controle do Movimento com Base em Princípio de Relação e Regulação do

ImpulsoMovimento. Possíveis Reflexos na Ação Pianística. Tese de Doutorado, UFRGS, Porto Alegre, 1999.

Tambinia, Arielleand ; Davachia, Lila - Persistence of hippocampal multivoxel patterns into postencoding rest is related to memory - Proc Natl Acad Sci U S A. 2013 Nov 26; 110(48): 19591–19596. Disponível em: <<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3845130/>>. Acesso em 30 de agosto de 2017.

Tambini, Arielle ; Ketz, Nicholas ; Davachi, Lila - Enhanced brain correlations during rest are related to memory for recent experiences - Neuron. 2010 Jan 28; 65(2): 280–290 - Disponível em: <<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3287976/>>. Acesso em: 30 de agosto de 2017.

Bjork, R. A. (2017). Creating desirable difficulties to enhance learning. In I. Wallace & L. Kirkman (eds), *Best of the Best: Progress* (pp. 81-85). Carmarthen: Crown House Publishing.

Sparck, E. M., Bjork, E. L., & Bjork, R. A. (2016). On the learning benefits of confidence-weighted testing. *Cognitive Research: Principles and Implications*. 1:3 DOI 10.1186/s41235-016-0003-x

Storm, B. C., & Bjork, R. A. (2016). Do learners predict a shift from recency to primacy with delay? *Memory & Cognition*, 44, 1204-1214

Yan, V. X., Clark, C. M., & Bjork, R. A. (2016, in press). Memory and metamemory considerations in the instruction of human beings revisited: Implications for optimizing online learning. In J. C. Horvath, J. Lodge, & J. A. C. Hattie (Eds). *From the Laboratory to the Classroom: Translating the Learning Sciences for Teachers*. Link to Chapter

Noh, S. M., Yan, V. X., Maddox, W. T., & Bjork, R. A. (2016). Optimal sequencing during category learning: Testing a dual-learning systems perspective. *Cognition*, 155, 23-29.

Yan, V. X., Bjork, E. L., & Bjork, R. A. (2016). On the difficulty of mending metacognitive illusions: A priori theories, fluency effects, and misattributions of the interleaving benefit. *Journal of Experimental Psychology: General*, 145, 918-933.

Bjork, R. A. (2016). Preface: Some metacomments on metamemory. In J. Dunlosky & S. K. Tauber (Eds.), *The Oxford handbook of metamemory*. Oxford, United Kingdom: Oxford University Press.

Bjork, R. A., & Yue, C. L. (2016). Commentary: Is disfluency desirable? *Metacognition and Learning*, 11, 133–137. DOI 10.1007/s11409-016-9156-8

Soderstrom, N. C., Kerr, T. K., & Bjork, R. A. (2016). The critical importance of retrieval—and spacing—for learning. *Psychological Science*, 27 (2), 223-230.

Giebl, S., Storm, B. C., Buchli, D. R., Bjork, E. L., & Bjork, R. A. (2016). Retrieval-induced forgetting is associated with increased positivity when imagining the future. *Quarterly Journal of Experimental Psychology*, 69, 351-360. DOI: 10.1080/17470218.2015.1085586.

Buchli, D. R., Storm, B. C., & Bjork, R. A. (2015). Explaining retrieval-induced forgetting: A mental context change between study and restudy practice is not sufficient to cause forgetting. *Quarterly Journal of Experimental Psychology*, 69 (6), 1197-1209. DOI: 10.1080/17470218.2015.1076866

Soderstrom, N. C., & Bjork, R. A. (2015). Learning versus performance: An integrative review. *Perspectives on Psychological Science*, 10, 176-199. DOI: 10.1177/1745691615569000.



Bjork, R. A. (2015). Forgetting as a friend of learning. In D. S. Lindsay, C. M. Kelley, A. P. Yonelinas, & H. L. Roediger, III (Eds.) *Remembering: Attributions, processes, and control in human memory: Papers in honour of Larry L. Jacoby* (pp. 15-28). New York: Psychology Press.

Soderstrom, N. C., & Bjork, R. A. (2014). Testing facilitates the regulation of subsequent study time. *Journal of Memory and Language*, 73, 99-115.

Storm, B. C., Friedman, M. C., Murayama, K., & Bjork, R. A. (2014). On the transfer of prior tests or study events to subsequent study. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 40, 115-124.

Yan, V. X., Thai, K. P., & Bjork, R. A. (2014). Habits and beliefs that guide self-regulated learning: Do they vary with mindset? *Journal of Applied Research in Memory and Cognition*.

Bjork, R. A. & Yan, V. X. (2014). The increasing importance of learning how to learn. In McDaniel, M.A., Frey, R.F., Fitzpatrick, S.M., and Roediger, H.L., III(Eds). *Integrating Cognitive Science with Innovative Teaching in STEM Disciplines* (pp. 15-36). Saint Louis, Missouri: Washington University in St. Louis Libraries. Disponível em <<http://dx.doi.org/10.7936/K7QN64NR>>. Acesso em 30 de agosto de 2017.

Bjork, E. L., & Bjork, R. A. (2014). Making things hard on yourself, but in a good way: Creating desirable difficulties to enhance learning. In M. A. Gernsbacher and J. Pomerantz (Eds.), *Psychology and the real world: Essays illustrating fundamental contributions to society* (2nd edition). (pp. 59-68). New York: Worth.

Cantor, A. D., Eslick, A. N., Marsh, E. J., Bjork, R. A., & Bjork, E. L. (2014). Multiple-choice tests stabilize access to marginal knowledge. *Memory & Cognition*, XX, 1-13. DOI 10.3758/s13421-014-0462-6

Yan, V. X., Yu, Y., Garcia, M. A., & Bjork, R. A. (2014). Why does guessing incorrectly enhance, rather than impair, retention? *Memory & Cognition*, 42, 1373-1383.

Soderstrom, N. C., & Bjork, R. A. (2013). Learning versus performance. In D. S. Dunn (Ed.), *Oxford bibliographies online: Psychology*. New York: Oxford University Press.

Cohen, M. S., Yan, V. X., Halamish, V., Bjork, R. A. (2013). Do Students Think That Difficult or Valuable Materials Should Be Restudied Sooner Rather Than Later? *Journal of Experimental Psychology: Learning, Memory, and Cognition*

Bjork, R. A. (2013). Desirable difficulties perspective on learning. In H. Pashler (Ed.), *Encyclopedia of the mind*. Thousand Oaks: Sage Reference.

Hays, M. J., Kornell, N., & Bjork, R. A. (2013). When and why a failed test potentiates the effectiveness of subsequent study. *Journal of Experimental Psychology: Learning, Memory, Cognition*.

Birnbaum, M., Kornell, N., Bjork, E. L., & Bjork, R. A. (2013). Why interleaving enhances inductive learning: The role of discrimination and retrieval. *Memory & Cognition*.

Yue, C. L., Castel, A. D., & Bjork, R. A. (2013). When disfluency is—and is not—a desirable difficulty: The influence of typeface clarity on metacognitive judgments and memory. *Memory & Cognition*.

Bjork, R. A., Dunlosky, J., & Kornell, N. (2013). Self-regulated learning: Beliefs, techniques, and illusions. *Annual Review of Psychology*, 64, 417-444.

Gallo, Carmine - The Science Behind TED's 18-Minute Rule, 13 de março de 2014 - Big Ideas & Innovation, Public Speaking & Presenting

Cuddy, Amy - Your Body Language Shapes Who You Are, 1 de outubro de 2013 - Huffpost - Disponível em:  
<[http://www.huffingtonpost.com/amy-cuddy/body-language\\_b\\_2451277.html](http://www.huffingtonpost.com/amy-cuddy/body-language_b_2451277.html)>.  
Acesso em 30 de agosto de 2017.

A orientação cinestésica - Vaughan, W. F., General Psychology. Doubleday, Doran and Co.

Little, J. L., Bjork, E. L., Bjork, R. A., & Angello, G. (2012). Multiple-choice tests exonerated, at least of some charges: Fostering test-induced learning and avoiding test-induced forgetting. *Psychological Science*, 23, 1337-1344.

Storm, B. C., Bjork, E. L., & Bjork, R. A. (2012). On the durability of retrieval-induced forgetting. *Journal of Cognitive Psychology*, 24, 617-629.

Marsh, E. J., Lozito, J. P., Umanath, S., Bjork, E. L., & Bjork, R. A. (2012). Using verification feedback to correct errors made on a multiple-choice test. *Memory*, 20, 645-653.

Kornell, N., Bjork, R. A., & Garcia, M. A. (2011). Why tests appear to prevent forgetting: A distribution-based bifurcation model. *Journal of Memory and Language*, 65, 85-97.

Halamish, V., & Bjork, R. A. (2011). When does testing enhance retention? A distribution-based interpretation of retrieval as a memory modifier. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 37, 801-812.

Finley, J. R., Benjamin, A. S., Hays, M. J., Bjork, R. A., & Kornell, N. (2011). Benefits of accumulating versus diminishing cues in recall. *Journal of Memory and Language*, 64, 289-298.

Bjork, R. A. (2011). On the symbiosis of learning, remembering, and forgetting. In A. S. Benjamin (Ed.), *Successful remembering and successful forgetting: a Festschrift in honor of Robert A. Bjork* (pp. 1-22). London, UK: Psychology Press.

Bjork, E. L., & Bjork, R. A. (2011). Making things hard on yourself, but in a good way: Creating desirable difficulties to enhance learning. In M. A. Gernsbacher, R. W. Pew, L. M. Hough, & J. R. Pomerantz (Eds.), *Psychology and the real world: Essays illustrating fundamental contributions to society* (pp. 56-64). New York: Worth Publishers.

Hays, M. J., Kornell, N., & Bjork, R. A. (2010). Costs and benefits of feedback during learning. *Psychonomic Bulletin and Review*, 17, 797-801.

Francis, W. S., Fernandez, N. P., & Bjork, R. A. (2010). Conceptual and non-conceptual repetition priming in category exemplar generation: Evidence from bilinguals. *Memory*, 18, 787-798.

Storm, B. C., Bjork, R. A., & Storm, J. C. (2010). Optimizing retrieval as a learning event: When and why expanding retrieval practice enhances long-term retention. *Memory & Cognition*, 38, 244-253.

Kornell, N., Castel, A. D., Eich, T. S., & Bjork, R. A. (2010). Spacing as the friend of both memory and induction in younger and older adults. *Psychology and Aging*, 25, 498-503.

Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2009). Learning styles: Concepts and evidence. *Psychological Science in the Public Interest*, 3, 105-119.

Kornell, N., & Bjork, R. A. (2009). A stability bias in human memory: Overestimating remembering and underestimating learning. *Journal of Experimental Psychology: General*, 138, 449-468.

Bjork, R. A. (2009). Structuring the conditions of training to achieve elite

performance: Reflections on elite training programs and related themes in Chapters 10-13. In K. A. Ericsson (Ed.), *Development of professional expertise: Toward measurement of expert performance and design of optimal learning environments* (pp. 312-329). Cambridge, UK: Cambridge University Press.

Kornell, N., Hays, M. J., & Bjork, R. A. (2009). Unsuccessful retrieval attempts enhance subsequent learning. *Journal of Experimental Psychology: Learning, Memory, & Cognition*, 35, 989-998.

Kimball, D. R., Bjork, R. A., Bjork, E. L., & Smith, T. A. (2008). Part-list cuing and the dynamics of false recall. *Psychonomic Bulletin & Review*, 15, 296-301.

Kircanski, K., Craske, M., & Bjork, R. A. (2008). Thought suppression enhances memory bias for threat material. *Behavioral Research and Therapy*, 46, 462-467.

Spellman, B. A., Bjork, R. A., & Blumenthal, A. (2008). Measuring memory and metamemory: Theoretical and statistical problems with assessing learning (in general and using gamma (in particular) to do so. In J. Dunlosky & R. A. Bjork (Eds.), *A handbook of metamemory and memory*, (pp.95-114). Hillsdale, NJ: Psychology Press.

Dunlosky, J. & Bjork, R. A. (2008b). Introduction: The integrated nature of metamemory and memory. In J. Dunlosky & R. A. Bjork (Eds.), *A handbook of metamemory and memory* (pp. 11-28). Hillsdale, NJ: Psychology Press.

Dunlosky, J., & Bjork, R. A. (Eds.). (2008a). *A handbook of metamemory and memory*. Hillsdale, NJ: Psychology Press.

Kornell, N., & Bjork, R. A. (2008b). Learning concepts and categories: Is spacing the enemy of induction? *Psychological Science*, 19, 585-592.

Storm, B. C., Bjork, E. L., & Bjork, R. A. (2008). Accelerated relearning after retrieval-induced forgetting: The benefit of being forgotten. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 34, 230-236.

Storm, B. C., Bjork, E. L., & Bjork, R. A. (2007). When intended remembering leads to unintended forgetting. *Quarterly Journal of Experimental Psychology*, 60, 909-915.

Kornell, N., & Bjork, R. A. (2007). The promise and perils of self-regulated study. *Psychonomic Bulletin & Review*, 6, 219-224.

Storm, B. C., Bjork, E. L., Bjork, R. A., & Nestojko, J. F. (2006). Is retrieval success a necessary condition for retrieval-induced forgetting? *Psychonomic Bulletin & Review*, 13, 1023-1027.

Bjork, R. A., & Bjork, E. L. (2006, September). Freedom, flexibility, and never finished. *APS Observer*, 19, 29-30.

Koriat, A., & Bjork, R. A. (2006). Mending metacognitive illusions: A comparison of mnemonic-based and theory-based procedures. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 32, 1133-1145.

Koriat, A., & Bjork, R. A. (2006). Illusions of competence during study can be remedied by manipulations that enhance learners' sensitivity to retrieval conditions at test. *Memory & Cognition*, 34, 959-972.

Koriat, A., Ma'ayan H., Sheffer, L., & Bjork, R. A. (2006). Exploring a mnemonic debiasing account of the underconfidence-with-practice effect. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 32, 595-608.

Bjork, R. A., & Linn, M. C. (2006, March). The Science of Learning and the Learning of Science: Introducing Desirable Difficulties. *American Psychological Society Observer*, 19, 29, 39.

Bjork, E. L., Bjork, R. A., & MacLeod, M. D. (2006). Types and consequences of forgetting: Intended and unintended. In N. Ohta and L. G. Nilsson (Eds.), *Memory and Society*. Routledge and Psychology Press.

Bjork, R. A., & Bjork, E. L. (2006). Optimizing treatment and instruction: Implications of a new theory of disuse. In L-G. Nilsson and N. Ohta (Eds.), *Memory and society: Psychological perspectives*.

Appleton-Knapp, S., Bjork, R. A., & Wickens, T. D. (2005). Examining the spacing effect in advertising: Encoding variability, retrieval processes and their interaction. *Journal of Consumer Research*, 32, 266-276.

Storm, B. C., Bjork, E. L., & Bjork, R. A. (2005). Social metacognitive judgments: The role of retrieval-induced forgetting in person memory and impressions. *Journal of Memory and Language*, 52, 535-550.

Koriat, A., & Bjork, R. A. (2005). Illusions of competence in monitoring one's knowledge during study. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 31, 187-194.

Koriat, A., Bjork, R. A., Sheffer, L., & Bar, S. K. (2004). Predicting one's own forgetting: The role of experience-based and theory-based processes. *Journal of Experimental Psychology: General*, 133, 643-656.

MacLeod, M. D., Bjork, R. A. & Bjork, E. L. (2003). The role of retrieval-induced forgetting in the construction and distortion of memories (pp.55-68). In B. Kokinov & W. Hirst (Eds.), *Constructive Memory: NBU Series in Cognitive Science*. Sophia: New Bulgarian University.

Bjork, E. L., & Bjork, R. A. (2003). Intentional Forgetting can increase, not decrease, the residual influences of to-be-forgotten information. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 29, 524-531.  
\*Featured, *Science in Brief, Monitor on Psychology* (2003, September): "Study finds a dark side to forgetting false information," E. Bensen.

Bjork, R. A. (2003). Interference and forgetting. In J. H. Byrne (Ed.), *Encyclopedia of learning and memory*, 2nd ed., (pp. 268-273). New York: Macmillan Reference USA.

Simon, D. A., & Bjork, R. A. (2002). Models of performance in learning multi-segment movement tasks: Consequences for acquisition, retention and judgments of learning. *Journal of Experimental Psychology: Applied*, 8, 222-232.

Richardson-Klavehn, A., & Bjork, R. A. (2002). Memory: Long term. *Encyclopedia of cognitive science*. Vol. 2 (pp. 1096-1105). London: Nature Publishing Group.

Kimball, D. R., & Bjork, R. A. (2002). The influence of intentional and unintentional forgetting on false memories. *Journal of Experimental Psychology: General*, 131, 116-130.

Simon, D. A., & Bjork, R. A. (2001). Metacognition in motor learning. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 27, 907-912.  
\*Featured, *Science Watch, Monitor on Psychology* (2001, July/August): A blind spot in motor learning, Siri Carpenter.

Bjork, R. A. (2001, March). How to succeed in college: Learn how to learn. *American Psychological Society Observer*, 14, 3, 9.

Bjork, R. A. (2001). Recency and recovery in human memory. In H. L. Roediger, J. S. Nairne, I Neath, & A. M. Surprenant (Eds.), *The nature of remembering: Essays in honor of Robert G. Crowder* (pp. 211-232). Washington, DC: American Psychological Association Press.

Anderson, M. C., Bjork, E. L., & Bjork, R. A. (2000). Retrieval-induced forgetting: Evidence for a recall specific mechanism. *Psychonomic Bulletin & Review*, 7, 522-530.

Benjamin, A. S., Bjork, R. A., & Schwartz, B. L. (1998). The mismeasure of memory: When retrieval fluency is misleading as a metamnemonic index. *Journal of Experimental Psychology: General*, 127, 55-68.

Bjork, E. L., Bjork, R. A., Anderson, M. C. (1998). Varieties of goal directed



forgetting. In J. M. Golding & C. M. MacLeod (Eds.), *Intentional Forgetting: Interdisciplinary Approaches* (pp. 103-137). Hillsdale, NJ: Erlbaum.

Bjork, R. A. (1998). Intentional forgetting in perspective: Comments, conjectures, and some directed remembering. In J. M. Golding and C. MacLeod (Eds.), *Intentional forgetting: Interdisciplinary approaches* (pp. 453-481). Hillsdale, NJ: Erlbaum.

Schwartz, B. L., Benjamin, A. S., & Bjork, R. A. (1997). The inferential and experiential basis of metamemory. *Current Directions in Psychological Science*, 6, 132-137.

Benjamin, A. S., & Bjork, R. A. (1997). Problematic aspects of embodied memory [Commentary on Glenberg's (1997) target article *What memory is for.*]. *Behavioral and Brain Sciences*, 20, 20.

Ghodsian, D., Bjork, R. A., & Benjamin, A. S. (1997). Evaluating training during training: Obstacles and Opportunities. In M. A. Quinones and A. Ehrenstein (Eds.), *Training in a rapidly changing workplace: Applications of psychological research* (pp. 63-88). Washington DC: American Psychological Association.

Benjamin, A. S. & Bjork, R. A. (1996). Retrieval fluency as a metacognitive index. In L. M. Reder (Ed.), *Implicit memory and metacognition: The 27th Carnegie Symposium on Cognition* (pp. 309-338). Hillsdale, NJ: Erlbaum.

Bjork, R. A., & Wickens, T. D. (1996). Memory, metamemory, and conditional statistics. *Behavioral and Brain Sciences*, 19, 193-194.

Bjork, E. L., & Bjork, R. A. (1996). *Memory*. Volume 10, E. C. Carterette, & M. P. Friedman (Eds.), *Handbook of Perception and Cognition*. New York: Academic Press. Paperback edition (1997). Academic Press. Selected as a CHOICE Outstanding Academic Book for 1997

Bjork, E. L., & Bjork, R. A. (1996). Continuing influences of to-be-forgotten information. *Consciousness and Cognition*, 5, 176-196.

Shaw, J. S., Bjork, R. A., & Handal, A. (1995). Retrieval-induced forgetting in an eyewitness paradigm. *Psychonomic Bulletin and Review*, 2, 249-253.

Bjork, R. A. (1995). Editorial. *Psychological Review*, 102, 3.

Bjork, R. A., & Druckman, D. (1994). The untapped potential of training. *National Academy News Service*. (Published in whole or in part by 20 newspapers; see, e.g., the *Oakland Tribune*, October 14, 1994.)

Anderson, M. C., Bjork, R. A., & Bjork, E. L. (1994). Remembering can cause forgetting: Retrieval dynamics in long-term memory. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 20, 1063-1087.

Richardson-Klavehn, A., Lee, M. G., Joubran, R., & Bjork, R. A. (1994). Intention and awareness in the perceptual identification priming. *Memory & Cognition*, 22, 293-312.

Wegner, D. M., Eich, E., & Bjork, R. A. (1994). Thought suppression. In D. Druckman and R. A. Bjork (Eds.), *Learning, remembering, believing: Enhancing human performance* (pp.277-293). Washington, DC: National Academy Press.

Bjork, R. A. (1994b). Institutional impediments to effective training. In D. Druckman and R. A. Bjork (Eds.), *Learning, remembering, believing: Enhancing human performance* (pp.295-306). Washington, DC: National Academy Press.

Druckman, D., & Bjork, R. A. (Eds.) (1994). *Learning, remembering, believing: Enhancing human performance*. Washington, DC: National Academy Press.

Bjork, R. A. (1994a). Memory and metamemory considerations in the training of human beings. In J. Metcalfe and A. Shimamura (Eds.), *Metacognition: Knowing about knowing* (pp.185-205). Cambridge, MA: MIT Press.

Anderson, M. C., & Bjork, R. A. (1994). Mechanisms of inhibition in long-term memory: A new taxonomy. In D. Dagenbach & T. Carr (Eds.), *Inhibitory processes in attention, memory, and language* (pp. 265-325). New York: Academic Press.

Capps, L., Bjork, R. A., & Siegel, D. (1993). The meaning of memories: Untraditional Vietnam Memorial inspires remembering...and healing. *UCLA Magazine*, 4, 8-9.

Bjork, R. A. (1992). Interference and memory. In L. R. Squire (Ed.), *Encyclopedia of learning and memory* (pp. 283-288). New York: Macmillan.

Vanhuele, M., & Bjork, R. A. (1992). The dynamics of learning and forgetting: A new model and its application to advertising. In K. G. Grunert & D. Fuglede (Eds.), *Proceedings of the 21st Annual Conference of the European Marketing Academy* (pp. 1411-1413). Denmark: Arhus School of Business.

Bjork, R. A., & Vanhuele, M. (1992). Retrieval inhibition and related adaptive peculiarities of human memory. In J. F. Sherry, Jr. & B. Sternthal (Eds.), *Advances in consumer research* (Vol. 19, pp. 155- 60). Provo, UT: Association for Consumer Research.

Bjork, R. A., & Druckman, D. (1991, November). How do you improve human performance? *APS Observer*, pp. 13-25.

Capps, L., & Bjork, R. A. (1991, October 19). *Molding memories to fit our life stories*. Santa Barbara News-Press.

Druckman, D., & Bjork, R. A. (Eds.). (1991). *In the mind's eye: Enhancing human performance*. Washington, DC: National Academy Press.

Christina, R. W., & Bjork, R. A. (1991). Optimizing long-term retention and transfer. In D. Druckman & R. A. Bjork (Eds.), *In the mind's eye: Enhancing human performance* (pp. 23-56). Washington, DC: National Academy Press.

Chi, M. T. H., & Bjork, R. A. (1991). Modelling expertise. In D. Druckman & R. A. Bjork (Eds.), *In the mind's eye: Enhancing human performance* (pp. 57-79). Washington, DC: National Academy Press.

Metcalfe, J., & Bjork, R. A. (1991). Composite models never (well, hardly ever) compromise: Reply to Schooler & Tanaka (1991). *Journal of Experimental Psychology: General*, 120, 203-210.

Spellman, B. A., & Bjork, R. A. (1991). *The Cognitive Testing System: A User's Manual*. Los Angeles, CA: Academic Publishing Services (UCLA).

Swets, J. A., & Bjork, R. A. (1990). Enhancing human performance: A study of the National Research Council for the Army Research Institute. *Psychological Science*, 1, 85-96.

Bjork, R. A., & Richardson-Klavehn, A. (1989). On the puzzling relationship between environmental context and human memory. In C. Izawa (Ed.), *Current issues in cognitive processes: The Tulane Flowerree Symposium on Cognition* (pp. 313-344). Hillsdale, NJ: Erlbaum.

Bjork, R. A. (1989). Retrieval inhibition as an adaptive mechanism in human memory. In H. L. Roediger and F. I. M. Craik (Eds.), *Varieties of memory and consciousness: Essays in honour of Endel Tulving* (pp. 309-330). Hillsdale, NJ: Erlbaum.

Landers, D. M., & Bjork, R. A. (1988). Improving motor skills. In D. Druckman & J. A. Swets (Eds.), *Enhancing human performance: Issues, theories, and techniques* (pp. 61-102). Washington, DC: National Academy Press.

Bjork, R. A., & Schneider, W. (1988). Learning during sleep and accelerated learning. In D. Druckman & J. A. Swets (Eds.), *Enhancing human performance: Issues, theories, and techniques* (pp. 39-60). Washington, DC: National Academy Press.

Hirshman, E. L., & Bjork, R. A. (1988). The generation effect: Support for a

two-factor theory. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 14, 484-494.

Bjork, R. A. (1988). Retrieval practice and the maintenance of knowledge. In M. M. Gruneberg, P. E. Morris, & R. N. Sykes (Eds.), *Practical aspects of memory II* (pp. 396-401). London: Wiley.

Richardson-Klavehn, A., & Bjork, R. A. (1988). Measures of memory. *Annual Review of Psychology*, 39, 475-543.

Jahnke, J. C., Bower, R. E., & Bjork, R. A. (1985). The stimulus prefix is not irrelevant and is redundant in different ways. *Memory & Cognition*, 13, 501-506.

Firstenberg, I., & Bjork, R. A. (1983). Memory dynamics and marketing. In J. C. Anderson (Ed.), *Proceedings of the division of consumer psychology*. Washington, D. C.: American Psychological Association.

Landauer, T. K., & Bjork, R. A. (1978). Optimum rehearsal patterns and name learning. In M. M. Gruneberg, P. E. Morris, & R. N. Sykes (Eds.), *Practical aspects of memory* (pp. 625-632). London: Academic Press.

Smith, S. M., Glenberg, A. M., & Bjork, R. A. (1978). Environmental context and human memory. *Memory & Cognition*, 6, 342-353.

Bjork, R. A. (1978). The updating of human memory. In G. H. Bower (Ed.), *The psychology of learning and motivation*. (Vol. 12., pp. 235-259). New York: Academic Press.

Bjork, R. A., & Geiselman, R. E. (1978). Constituent processes in the differentiation of items in memory. *Journal of Experimental Psychology: Human Learning and Memory*, 4, 347-361.

Whitten, W. B., & Bjork, R. A. (1977). Learning from tests: The effects of spacing. *Journal of Verbal Learning and Verbal Behavior*, 16, 465-478.

Bjork, R. A. (1975). Retrieval as a memory modifier. In R. Solso (Ed.), *Information processing and cognition: The Loyola Symposium* (pp. 123-144). Hillsdale, NJ: Lawrence Erlbaum Associates.

Jongeward, R. H., Woodward, A. E., & Bjork, R. A. (1975). The relative roles of input and output mechanisms in directed forgetting. *Memory & Cognition*, 3, 51-57.

Bjork, R. A., & Whitten, W. B. (1974). Recency-sensitive retrieval processes in long-term free recall. *Cognitive Psychology*, 6, 173-189.

Woodward, A. E., Bjork, R. A., & Jongeward, R. H. (1973). Recall and recognition as a function of primary rehearsal. *Journal of Verbal Learning and Verbal Behavior*, 12, 608-617.

Reitman, W., Malin, J. T., Bjork, R. A., & Higman, B. (1973). Strategy control and directed forgetting. *Journal of Verbal Learning and Verbal Behavior*, 12, 140-149.

Bjork, R. A. (1972). Theoretical implications of directed forgetting. In A. W. Melton & E. Martin (Eds.), *Coding processes in human memory* (pp. 217-235). Washington, D.C.: Winston.

Woodward, A. E., & Bjork, R. A. (1971). Forgetting and remembering in free recall: Intentional and unintentional. *Journal of Experimental Psychology*, 89, 109-116.

Bjork, R. A., & Allen, T. W. (1970). The spacing effect: Consolidation or differential encoding? *Journal of Verbal Learning and Verbal Behavior*, 9, 567-572.

Bjork, R. A. (1970b). Positive forgetting: the noninterference of items intentionally forgotten. *Journal of Verbal Learning and Verbal Behavior*, 9, 255-268. Reprinted by Bobbs-Merrill

Bjork, R. A. (1970a) Repetition and rehearsal mechanisms in models of short-term

memory. In D. A. Norman (Ed.), *Models of memory* (pp. 307-330). New York: Academic Press.

Bjork, R. A. (1968). All-or-none subprocesses in the learning of complex sequences. *Journal of Mathematical Psychology*, 5, 182-195.

Bjork, R. A., LaBerge, D., & LeGrande, R. (1968). The modification of short-term memory through instructions to forget. *Psychonomic Science*, 10, 55-56.

Bjork, R. A. (1966). Learning and short-term retention of paired associates in relation to specific sequences of interpresentation intervals (Doctoral Dissertation, Stanford University). *Dissertation Abstracts*, 27, 3684B. (University Microfilms No. 67-4316).