

## Journal Pre-proof

and

### Abstract

The present study examined the effects of cognitive aging on the ability to learn and use new information. Participants were divided into two groups: young adults (YA) and older adults (OA). The OA group was further divided into two subgroups: OA-1 and OA-2. The OA-1 group was characterized by higher cognitive ability, while the OA-2 group was characterized by lower cognitive ability. The study found that the OA-1 group performed significantly better than the OA-2 group on measures of learning and memory. The YA group also performed significantly better than the OA-2 group. The results suggest that cognitive aging can have a negative impact on the ability to learn and use new information, particularly in older adults with lower cognitive ability.

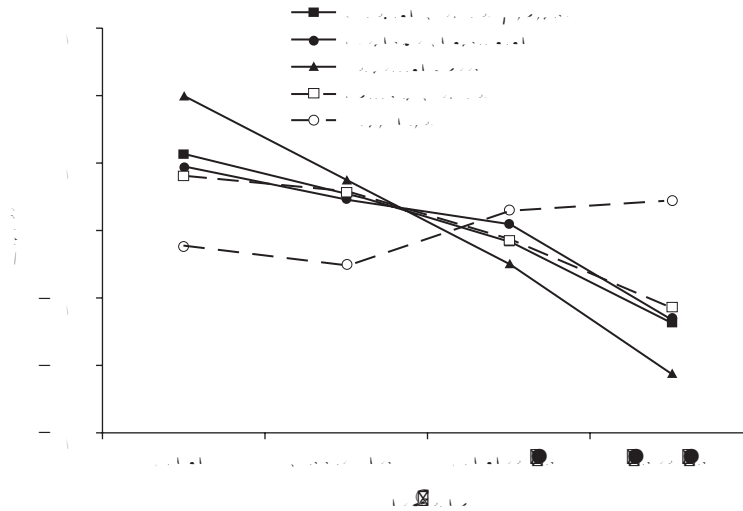
**Key Words:** cognitive aging, learning, memory, older adults, young adults

The present study examined the effects of cognitive aging on the ability to learn and use new information. Participants were divided into two groups: young adults (YA) and older adults (OA). The OA group was further divided into two subgroups: OA-1 and OA-2. The OA-1 group was characterized by higher cognitive ability, while the OA-2 group was characterized by lower cognitive ability. The study found that the OA-1 group performed significantly better than the OA-2 group on measures of learning and memory. The YA group also performed significantly better than the OA-2 group. The results suggest that cognitive aging can have a negative impact on the ability to learn and use new information, particularly in older adults with lower cognitive ability.

The present study examined the effects of cognitive aging on the ability to learn and use new information. Participants were divided into two groups: young adults (YA) and older adults (OA). The OA group was further divided into two subgroups: OA-1 and OA-2. The OA-1 group was characterized by higher cognitive ability, while the OA-2 group was characterized by lower cognitive ability. The study found that the OA-1 group performed significantly better than the OA-2 group on measures of learning and memory. The YA group also performed significantly better than the OA-2 group. The results suggest that cognitive aging can have a negative impact on the ability to learn and use new information, particularly in older adults with lower cognitive ability.

### Cognitive Aging theories

The present study examined the effects of cognitive aging on the ability to learn and use new information. Participants were divided into two groups: young adults (YA) and older adults (OA). The OA group was further divided into two subgroups: OA-1 and OA-2. The OA-1 group was characterized by higher cognitive ability, while the OA-2 group was characterized by lower cognitive ability. The study found that the OA-1 group performed significantly better than the OA-2 group on measures of learning and memory. The YA group also performed significantly better than the OA-2 group. The results suggest that cognitive aging can have a negative impact on the ability to learn and use new information, particularly in older adults with lower cognitive ability.



**Fig 33.1** Growth rate of GDP per capita in selected countries, 1970–2000. The graph shows the growth rate of GDP per capita in selected countries from 1970 to 2000. The y-axis is labeled 'Growth rate' and the x-axis is labeled 'Year'. The legend indicates five categories: 'Controlled by government' (solid line with squares), 'Controlled by private' (solid line with circles), 'Government owned' (solid line with triangles), 'Private owned' (dashed line with squares), and 'Mixed' (dashed line with circles). The 'Controlled by private' series shows a steady decline. The 'Controlled by government' series shows a slight increase. The 'Government owned' series shows a sharp decline. The 'Private owned' series shows a slight increase. The 'Mixed' series shows a slight increase.

... (text is extremely faint and mostly illegible)

**General Slowing eory**

... (text is extremely faint and mostly illegible)

... (text is extremely faint and mostly illegible)

**Reduced Resources eory**

... (text is extremely faint and mostly illegible)

**Inhibition Deficit theory**

... Inhibition deficit theory suggests that the executive functions of the brain, particularly working memory and attention, are impaired in individuals with ADHD. This theory posits that the dysfunction in these areas leads to the characteristic symptoms of ADHD, such as inattention, impulsivity, and hyperactivity. The model is based on the idea that the brain's inhibitory control mechanisms are weakened, leading to a lack of control over impulses and a failure to sustain attention. The theory is supported by research showing that individuals with ADHD have lower levels of dopamine in the brain, which is a neurotransmitter involved in the inhibitory control process. The model is also supported by the fact that individuals with ADHD often show improved performance on tasks that require inhibition when they are given medication that increases dopamine levels. The model is based on the idea that the brain's inhibitory control mechanisms are weakened, leading to a lack of control over impulses and a failure to sustain attention. The theory is supported by research showing that individuals with ADHD have lower levels of dopamine in the brain, which is a neurotransmitter involved in the inhibitory control process. The model is also supported by the fact that individuals with ADHD often show improved performance on tasks that require inhibition when they are given medication that increases dopamine levels.

**Prefrontal cortex**

... The prefrontal cortex is a region of the brain that is involved in executive functions, such as planning, decision-making, and attention. It is located at the front of the brain, above the eyes. The prefrontal cortex is also involved in the inhibition of impulses and the regulation of emotions. Research has shown that individuals with ADHD have lower levels of activity in the prefrontal cortex, which may contribute to their symptoms. The model is based on the idea that the brain's inhibitory control mechanisms are weakened, leading to a lack of control over impulses and a failure to sustain attention. The theory is supported by research showing that individuals with ADHD have lower levels of dopamine in the brain, which is a neurotransmitter involved in the inhibitory control process. The model is also supported by the fact that individuals with ADHD often show improved performance on tasks that require inhibition when they are given medication that increases dopamine levels.

... Selective optimization with compensation theory suggests that individuals with ADHD have developed strategies to compensate for their weaknesses. These strategies involve focusing on their strengths and ignoring their weaknesses. For example, an individual with ADHD might focus on their creative abilities and ignore their inattention. The model is based on the idea that the brain's inhibitory control mechanisms are weakened, leading to a lack of control over impulses and a failure to sustain attention. The theory is supported by research showing that individuals with ADHD have lower levels of dopamine in the brain, which is a neurotransmitter involved in the inhibitory control process. The model is also supported by the fact that individuals with ADHD often show improved performance on tasks that require inhibition when they are given medication that increases dopamine levels. The model is based on the idea that the brain's inhibitory control mechanisms are weakened, leading to a lack of control over impulses and a failure to sustain attention. The theory is supported by research showing that individuals with ADHD have lower levels of dopamine in the brain, which is a neurotransmitter involved in the inhibitory control process. The model is also supported by the fact that individuals with ADHD often show improved performance on tasks that require inhibition when they are given medication that increases dopamine levels.

**Selective Optimization With Compensation theory**

... The selective optimization with compensation theory suggests that individuals with ADHD have developed strategies to compensate for their weaknesses. These strategies involve focusing on their strengths and ignoring their weaknesses. For example, an individual with ADHD might focus on their creative abilities and ignore their inattention. The model is based on the idea that the brain's inhibitory control mechanisms are weakened, leading to a lack of control over impulses and a failure to sustain attention. The theory is supported by research showing that individuals with ADHD have lower levels of dopamine in the brain, which is a neurotransmitter involved in the inhibitory control process. The model is also supported by the fact that individuals with ADHD often show improved performance on tasks that require inhibition when they are given medication that increases dopamine levels. The model is based on the idea that the brain's inhibitory control mechanisms are weakened, leading to a lack of control over impulses and a failure to sustain attention. The theory is supported by research showing that individuals with ADHD have lower levels of dopamine in the brain, which is a neurotransmitter involved in the inhibitory control process. The model is also supported by the fact that individuals with ADHD often show improved performance on tasks that require inhibition when they are given medication that increases dopamine levels.

... & ... (2009) ... & ... (2010) ...

**Socioemotional Selectivity Theory**

... (1998) ... & ... (2000) ... & ... (2001) ... & ... (2002) ... & ... (2003) ... & ... (2004) ... & ... (2005) ... & ... (2006) ... & ... (2007) ... & ... (2008) ...

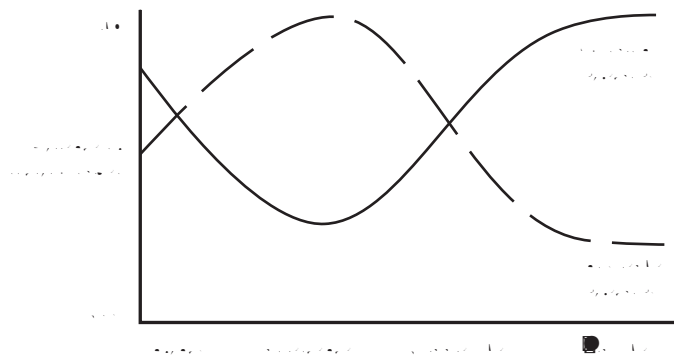
... & ... (2009) ...

**Summary**

... & ... (2009) ... & ... (2010) ... & ... (2011) ...

**Judgment and Decision Making**

... & ... (2009) ... & ... (2010) ...



**Fig. 33.3** ... & ... (2009) ...



1. The first part of the text discusses the importance of understanding the context of a document. It emphasizes that context can significantly influence the interpretation of text. The author argues that without proper context, readers may draw incorrect conclusions or miss important details. This is particularly true in legal, medical, and scientific writing, where precision and accuracy are paramount.

2. The second part of the text explores the concept of "reader-centered writing." This approach focuses on the needs and expectations of the audience. Writers are encouraged to consider the background knowledge, interests, and potential questions of their readers. By tailoring the content and style to the audience, writers can enhance the clarity and effectiveness of their communication.

3. The third part of the text discusses the role of evidence and research in writing. It stresses that well-supported arguments are more persuasive and credible. Writers should carefully select relevant evidence and cite it properly. Additionally, the text highlights the importance of critical thinking and the ability to evaluate the quality of sources. Readers are advised to be skeptical and to look for logical fallacies or biases in the evidence presented.

4. The final part of the text offers practical advice for improving writing skills. It suggests that writers should practice regularly, seek feedback from others, and be open to revision. The author also encourages readers to develop their own critical thinking skills by analyzing and evaluating the writing they encounter. Overall, the text aims to provide a comprehensive guide to effective writing and reading practices.



$(P \wedge Q) \rightarrow R$  is true because  $P$  is true and  $Q$  is true, and  $R$  is true. The truth value of the entire statement is true.

$(P \vee Q) \rightarrow R$  is false because  $P$  is true and  $Q$  is true, and  $R$  is true. The truth value of the entire statement is false.

$(P \wedge Q) \wedge R$  is true because  $P$  is true and  $Q$  is true, and  $R$  is true. The truth value of the entire statement is true.

$(P \vee Q) \wedge R$  is true because  $P$  is true and  $Q$  is true, and  $R$  is true. The truth value of the entire statement is true.

$(P \rightarrow Q) \wedge R$  is true because  $P$  is true and  $Q$  is true, and  $R$  is true. The truth value of the entire statement is true.

**Reasoning**

In this section, we will explore some logical reasoning techniques. We will start with a simple example. Suppose we have the following two statements:

If it rains, then the ground will be wet.  $(P \rightarrow Q)$   
 It is raining.  $(P)$   
 Therefore, the ground is wet.  $(Q)$



1.  $\int_0^1 x^2 dx = \frac{1}{3}$   
 2.  $\int_0^1 x^3 dx = \frac{1}{4}$   
 3.  $\int_0^1 x^4 dx = \frac{1}{5}$   
 4.  $\int_0^1 x^5 dx = \frac{1}{6}$   
 5.  $\int_0^1 x^6 dx = \frac{1}{7}$   
 6.  $\int_0^1 x^7 dx = \frac{1}{8}$   
 7.  $\int_0^1 x^8 dx = \frac{1}{9}$   
 8.  $\int_0^1 x^9 dx = \frac{1}{10}$   
 9.  $\int_0^1 x^{10} dx = \frac{1}{11}$   
 10.  $\int_0^1 x^{11} dx = \frac{1}{12}$

11.  $\int_0^1 x^{12} dx = \frac{1}{13}$   
 12.  $\int_0^1 x^{13} dx = \frac{1}{14}$   
 13.  $\int_0^1 x^{14} dx = \frac{1}{15}$   
 14.  $\int_0^1 x^{15} dx = \frac{1}{16}$   
 15.  $\int_0^1 x^{16} dx = \frac{1}{17}$   
 16.  $\int_0^1 x^{17} dx = \frac{1}{18}$   
 17.  $\int_0^1 x^{18} dx = \frac{1}{19}$   
 18.  $\int_0^1 x^{19} dx = \frac{1}{20}$

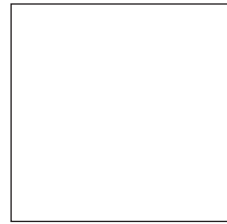
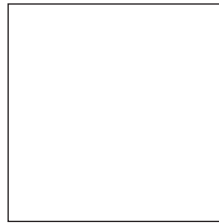
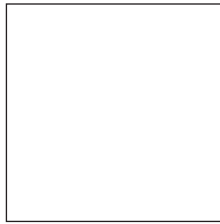
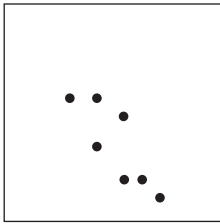


Figure 10.1

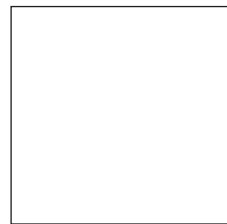
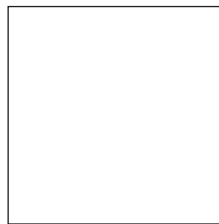
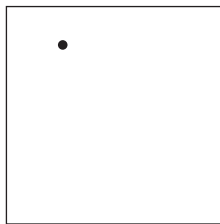
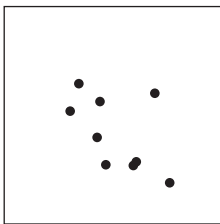


Figure 10.2

Figure 10.3

Figure 10.4

Figure 10.5

Figure 10.6

1.  $(x_1, y_1, z_1, \dots, x_n, y_n, z_n) \in \mathbb{R}^3 \times \mathbb{R}^3 \times \mathbb{R}^3 \times \dots \times \mathbb{R}^3 \times \mathbb{R}^3 \times \mathbb{R}^3$  is a vector space (under  $\oplus$  and  $\otimes$ ) and is isomorphic to  $\mathbb{R}^{3n}$ . The dot product  $\langle \cdot, \cdot \rangle$  is defined by  $\langle (x_1, y_1, z_1, \dots, x_n, y_n, z_n), (x_2, y_2, z_2, \dots, x_n, y_n, z_n) \rangle = x_1 x_2 + y_1 y_2 + z_1 z_2 + \dots + x_n x_n + y_n y_n + z_n z_n$ . The norm  $\|\cdot\|$  is defined by  $\|(x_1, y_1, z_1, \dots, x_n, y_n, z_n)\| = \sqrt{x_1^2 + y_1^2 + z_1^2 + \dots + x_n^2 + y_n^2 + z_n^2}$ . The distance  $d(\cdot, \cdot)$  is defined by  $d((x_1, y_1, z_1, \dots, x_n, y_n, z_n), (x_2, y_2, z_2, \dots, x_n, y_n, z_n)) = \|(x_1 - x_2, y_1 - y_2, z_1 - z_2, \dots, x_n - x_n, y_n - y_n, z_n - z_n)\|$ . The angle  $\theta$  between two vectors  $\mathbf{u}$  and  $\mathbf{v}$  is defined by  $\cos \theta = \frac{\langle \mathbf{u}, \mathbf{v} \rangle}{\|\mathbf{u}\| \|\mathbf{v}\|}$ . The projection of  $\mathbf{u}$  onto  $\mathbf{v}$  is  $\frac{\langle \mathbf{u}, \mathbf{v} \rangle}{\|\mathbf{v}\|^2} \mathbf{v}$ . The orthogonal projection of  $\mathbf{u}$  onto the plane defined by  $\mathbf{v}$  and  $\mathbf{w}$  is  $\frac{\langle \mathbf{u}, \mathbf{v} \rangle}{\|\mathbf{v}\|^2} \mathbf{v} + \frac{\langle \mathbf{u}, \mathbf{w} \rangle}{\|\mathbf{w}\|^2} \mathbf{w} - \frac{\langle \mathbf{u}, \mathbf{v} \rangle \langle \mathbf{u}, \mathbf{w} \rangle}{\|\mathbf{v}\|^2 \|\mathbf{w}\|^2} \frac{\mathbf{v} \times \mathbf{w}}{\|\mathbf{v} \times \mathbf{w}\|}$ . The distance from  $\mathbf{u}$  to the plane is  $\|\mathbf{u} - \text{proj}_{\text{plane}} \mathbf{u}\|$ . The volume of the parallelepiped defined by  $\mathbf{u}, \mathbf{v}, \mathbf{w}$  is  $\|\mathbf{u} \times (\mathbf{v} \times \mathbf{w})\|$ . The scalar triple product is  $\langle \mathbf{u}, \mathbf{v} \times \mathbf{w} \rangle$ . The vector triple product is  $\mathbf{u} \times (\mathbf{v} \times \mathbf{w}) = \mathbf{v} \langle \mathbf{u}, \mathbf{w} \rangle - \mathbf{w} \langle \mathbf{u}, \mathbf{v} \rangle$ . The divergence of a vector field  $\mathbf{F} = (F_x, F_y, F_z)$  is  $\text{div} \mathbf{F} = \nabla \cdot \mathbf{F} = \frac{\partial F_x}{\partial x} + \frac{\partial F_y}{\partial y} + \frac{\partial F_z}{\partial z}$ . The curl of a vector field  $\mathbf{F} = (F_x, F_y, F_z)$  is  $\text{curl} \mathbf{F} = \nabla \times \mathbf{F} = (\frac{\partial F_z}{\partial y} - \frac{\partial F_y}{\partial z}, \frac{\partial F_x}{\partial z} - \frac{\partial F_z}{\partial x}, \frac{\partial F_y}{\partial x} - \frac{\partial F_x}{\partial y})$ . The gradient of a scalar field  $\phi$  is  $\nabla \phi = (\frac{\partial \phi}{\partial x}, \frac{\partial \phi}{\partial y}, \frac{\partial \phi}{\partial z})$ . The Laplacian of a scalar field  $\phi$  is  $\Delta \phi = \nabla^2 \phi = \frac{\partial^2 \phi}{\partial x^2} + \frac{\partial^2 \phi}{\partial y^2} + \frac{\partial^2 \phi}{\partial z^2}$ . The divergence of the curl of a vector field is zero. The curl of the gradient of a scalar field is zero. The divergence of a curl is zero. The curl of a divergence is zero. The divergence of a vector field is the divergence of its components. The curl of a vector field is the curl of its components. The gradient of a scalar field is the gradient of its components. The Laplacian of a scalar field is the Laplacian of its components.

2.  $(x_1, y_1, z_1, \dots, x_n, y_n, z_n) \in \mathbb{R}^3 \times \mathbb{R}^3 \times \mathbb{R}^3 \times \dots \times \mathbb{R}^3 \times \mathbb{R}^3 \times \mathbb{R}^3$  is a vector space (under  $\oplus$  and  $\otimes$ ) and is isomorphic to  $\mathbb{R}^{3n}$ . The dot product  $\langle \cdot, \cdot \rangle$  is defined by  $\langle (x_1, y_1, z_1, \dots, x_n, y_n, z_n), (x_2, y_2, z_2, \dots, x_n, y_n, z_n) \rangle = x_1 x_2 + y_1 y_2 + z_1 z_2 + \dots + x_n x_n + y_n y_n + z_n z_n$ . The norm  $\|\cdot\|$  is defined by  $\|(x_1, y_1, z_1, \dots, x_n, y_n, z_n)\| = \sqrt{x_1^2 + y_1^2 + z_1^2 + \dots + x_n^2 + y_n^2 + z_n^2}$ . The distance  $d(\cdot, \cdot)$  is defined by  $d((x_1, y_1, z_1, \dots, x_n, y_n, z_n), (x_2, y_2, z_2, \dots, x_n, y_n, z_n)) = \|(x_1 - x_2, y_1 - y_2, z_1 - z_2, \dots, x_n - x_n, y_n - y_n, z_n - z_n)\|$ . The angle  $\theta$  between two vectors  $\mathbf{u}$  and  $\mathbf{v}$  is defined by  $\cos \theta = \frac{\langle \mathbf{u}, \mathbf{v} \rangle}{\|\mathbf{u}\| \|\mathbf{v}\|}$ . The projection of  $\mathbf{u}$  onto  $\mathbf{v}$  is  $\frac{\langle \mathbf{u}, \mathbf{v} \rangle}{\|\mathbf{v}\|^2} \mathbf{v}$ . The orthogonal projection of  $\mathbf{u}$  onto the plane defined by  $\mathbf{v}$  and  $\mathbf{w}$  is  $\frac{\langle \mathbf{u}, \mathbf{v} \rangle}{\|\mathbf{v}\|^2} \mathbf{v} + \frac{\langle \mathbf{u}, \mathbf{w} \rangle}{\|\mathbf{w}\|^2} \mathbf{w} - \frac{\langle \mathbf{u}, \mathbf{v} \rangle \langle \mathbf{u}, \mathbf{w} \rangle}{\|\mathbf{v}\|^2 \|\mathbf{w}\|^2} \frac{\mathbf{v} \times \mathbf{w}}{\|\mathbf{v} \times \mathbf{w}\|}$ . The distance from  $\mathbf{u}$  to the plane is  $\|\mathbf{u} - \text{proj}_{\text{plane}} \mathbf{u}\|$ . The volume of the parallelepiped defined by  $\mathbf{u}, \mathbf{v}, \mathbf{w}$  is  $\|\mathbf{u} \times (\mathbf{v} \times \mathbf{w})\|$ . The scalar triple product is  $\langle \mathbf{u}, \mathbf{v} \times \mathbf{w} \rangle$ . The vector triple product is  $\mathbf{u} \times (\mathbf{v} \times \mathbf{w}) = \mathbf{v} \langle \mathbf{u}, \mathbf{w} \rangle - \mathbf{w} \langle \mathbf{u}, \mathbf{v} \rangle$ . The divergence of a vector field  $\mathbf{F} = (F_x, F_y, F_z)$  is  $\text{div} \mathbf{F} = \nabla \cdot \mathbf{F} = \frac{\partial F_x}{\partial x} + \frac{\partial F_y}{\partial y} + \frac{\partial F_z}{\partial z}$ . The curl of a vector field  $\mathbf{F} = (F_x, F_y, F_z)$  is  $\text{curl} \mathbf{F} = \nabla \times \mathbf{F} = (\frac{\partial F_z}{\partial y} - \frac{\partial F_y}{\partial z}, \frac{\partial F_x}{\partial z} - \frac{\partial F_z}{\partial x}, \frac{\partial F_y}{\partial x} - \frac{\partial F_x}{\partial y})$ . The gradient of a scalar field  $\phi$  is  $\nabla \phi = (\frac{\partial \phi}{\partial x}, \frac{\partial \phi}{\partial y}, \frac{\partial \phi}{\partial z})$ . The Laplacian of a scalar field  $\phi$  is  $\Delta \phi = \nabla^2 \phi = \frac{\partial^2 \phi}{\partial x^2} + \frac{\partial^2 \phi}{\partial y^2} + \frac{\partial^2 \phi}{\partial z^2}$ . The divergence of the curl of a vector field is zero. The curl of the gradient of a scalar field is zero. The divergence of a curl is zero. The curl of a divergence is zero. The divergence of a vector field is the divergence of its components. The curl of a vector field is the curl of its components. The gradient of a scalar field is the gradient of its components. The Laplacian of a scalar field is the Laplacian of its components.

### Summary

The dot product, norm, distance, angle, projection, volume, scalar triple product, vector triple product, divergence, curl, gradient, and Laplacian are all defined in terms of the dot product and the cross product.

The first step in the process of memory is encoding. This is the process of converting information from the external world into a form that can be stored in the memory system. There are three main types of encoding: visual, auditory, and semantic. Visual encoding involves converting information into a visual form, such as a picture or a diagram. Auditory encoding involves converting information into a sound form, such as a word or a phrase. Semantic encoding involves converting information into a meaning-based form, such as a concept or an idea.

The second step in the process of memory is storage. This is the process of maintaining information in the memory system over time. There are three main types of storage: sensory memory, short-term memory, and long-term memory. Sensory memory is the first stage of memory and holds information for a very short period of time, typically less than a second. Short-term memory is the second stage of memory and holds information for a short period of time, typically less than a minute. Long-term memory is the third stage of memory and holds information for a long period of time, typically years or decades.

The third step in the process of memory is retrieval. This is the process of accessing information from the memory system when it is needed. There are three main types of retrieval: recall, recognition, and relearning. Recall involves retrieving information from memory without any cues. Recognition involves retrieving information from memory when presented with a cue. Relearning involves retrieving information from memory after it has been forgotten.

The process of memory is a complex one, involving many different stages and types of encoding, storage, and retrieval. It is a process that is constantly changing and evolving, and it is a process that is essential for our survival and well-being.

## Memory and Metacognition

### Memory

Memory is a complex process that involves the encoding, storage, and retrieval of information. It is a process that is constantly changing and evolving, and it is a process that is essential for our survival and well-being.

The first step in the process of memory is encoding. This is the process of converting information from the external world into a form that can be stored in the memory system. There are three main types of encoding: visual, auditory, and semantic. Visual encoding involves converting information into a visual form, such as a picture or a diagram. Auditory encoding involves converting information into a sound form, such as a word or a phrase. Semantic encoding involves converting information into a meaning-based form, such as a concept or an idea.

The second step in the process of memory is storage. This is the process of maintaining information in the memory system over time. There are three main types of storage: sensory memory, short-term memory, and long-term memory. Sensory memory is the first stage of memory and holds information for a very short period of time, typically less than a second. Short-term memory is the second stage of memory and holds information for a short period of time, typically less than a minute. Long-term memory is the third stage of memory and holds information for a long period of time, typically years or decades.

The third step in the process of memory is retrieval. This is the process of accessing information from the memory system when it is needed. There are three main types of retrieval: recall, recognition, and relearning. Recall involves retrieving information from memory without any cues. Recognition involves retrieving information from memory when presented with a cue. Relearning involves retrieving information from memory after it has been forgotten.



... ( ) ... & ... ( ) ...

... ( ) ... & ... ( ) ...

... ( ) ... & ... ( ) ...

... & ... ( ) ... & ...

### Metacognition

... ( ) ... & ... ( ) ...

... ( ) ... & ... ( ) ... *monitoring* ... *control* ...



... ( ... & ... )

... ( ... )

... ( ... )

... ( ... )



... (1997) & ... (1998) ...

**Summary**

... (1997) ... (1998) ...

**Wisdom and Successful Aging**

... (1997) ... (1998) ...

... (1997) & ... (1998) ...

... (1997) ... (1998) ...

... (1997) ... (1998) ...







Annals of the New York Academy of Sciences, 1121, 1.

& ( ) Neuropsychologia, 43, 1.

& ( ) Journal of Gerontology, 36, 1.

& ( ) Psychology and Aging, 41, 1.

& ( ) Experimental Aging Research, 8, 1.

& ( ) Neuropsychological Rehabilitation, 15, 1.

& ( ) Psychology and Aging, 10, 1.

& ( ) Canadian Psychology, 48, 1.

& ( ) The Journal of Neuroscience, 30, 1.

& ( ) Memory and Cognition, 25, 1.

& ( ) Journal of Gerontology: Psychological Sciences, 52, 1.

& ( ) Psychology and Aging, 18, 1.

& ( ) Metacognition, 1, 1.

& ( ) Journal of the International Neuropsychological Society, 13, 1.

& ( ) Psychology and Aging, 19, 1.

& ( ) Journal of Behavioral Decision Making, 15, 1.

& ( ) Psychology and Aging, 19, 1.

& ( ) Psychology and Aging, 19, 1.

Psychology and Aging, 5, 1.

& ( ) Memory, aging, and interference in a value-based encoding task, 1.

& ( ) Associative memory for money and faces in young and old adults, 1.

& ( ) Psychology and Aging, 14, 1.

& ( ) Psychology and Aging, 14, 1.

... & ... ( ) ...  
*Psychology and Aging*, 1,  
... & ... ( ) ...  
*Journal of Adult Development*, 11,  
... & ... ( ) ...  
*Psychology and Aging*, 24,  
... & ... ( )  
...  
*Aging, Neuropsychology, and Cognition*, 15,  
... & ...  
...  
*Psychology and Aging*, 21,  
... ( ) ...  
*Journal of Experimental Psychology: Learning, Memory, and Cognition*, 25,  
... & ... ( )  
...  
*Journal of Experimental Psychology: General*, 134,  
... & ... ( ) ...  
...  
*Current Directions in Psychological Science*, 15,  
... & ... ( ) ...  
...  
*Journal of Gerontology: Psychological Sciences*, 55B,  
... & ... ( ) ...  
...  
*Neuropsychological Rehabilitation*, 13,  
... & ...  
... ( ) ...  
...  
*The Gerontologist*, 50,  
... ( )  
... ( ) *Learning and memory in normal aging*  
... & ... ( )  
...  
*Journal of Gerontology: Psychological Sciences*, 60,  
... & ... ( ) ...  
...  
*Quarterly Journal of Experimental Psychology*, 58,  
... & ...  
... ( ) ...  
...  
*Psychology and Aging*, 23,  
... & ... ( ) ...  
...  
*International Journal of Behavioral Development*, 33,  
... & ... ( )  
...  
*Psychology and Aging*, 25,  
... ( ) ...  
...  
*Psychonomic Bulletin and Review*, 13,  
... & ...  
... ( ) ...

... *Journal of Economic Behavior and Organization*, 58,  
... ( ) *Maintaining excellence: Cognitive-motor performance in pianists differing in age and skill level* ...

... & ... ( ), *The place of inhibition in cognition* ( ), ...  
 ... & ... ( ) ...  
*Psychology and Aging*, 17, ...  
 ... & ... ( ) ...  
*Psychology and Aging*, 10, ...  
 ... ( ) ...  
*Human Development*, 50, ...  
 ... & ... ( ) ...  
*Psychology and Aging*, 25, ...  
 ... & ... ( ) ...  
*Psychology and Aging*, 22, ...  
 ... & ... ( ) ...  
*Psychology and Aging*, 25, ...  
 ... & ... ( ) ...

( ) & ( ) *Brain and Cognition*, 49, 1-10.  
 ( ) & ( ), *Handbook of the psychology and aging* ( ), 1-10.  
 ( ) & ( ) *Successful aging* ( ), 1-10.  
 ( ) & ( ) *Neuropsychologia*, 47, 1-10.  
 ( ) & ( ), *Handbook of the psychology of aging* ( ), 1-10.  
 ( ) *Psychology and Aging*, 6, 1-10.  
 ( ) *British Journal of Psychology*, 84, 1-10.  
 ( ) *Developmental Psychology*, 30, 1-10.  
 ( ) *Psychological Review*, 103, 1-10.  
 ( ) *Biological Psychology*, 54, 1-10.  
 ( ) & ( ), *The Cambridge handbook of thinking and reasoning* ( ), 1-10.  
 ( ) *Major issues in cognitive aging*

1

psychology, *Journal of the American Medical Association*, 296,  
 in, 120, &  
 ( ) *Psychology and Aging*, 20,  
 psychology, & ( )  
 ( ), *Lifespan cognition: Mechanisms of change* ( )

