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Medin, Ross, Markman: Cognitive Psychology, 4th Edition - Student Companion Site. To echo some of the other comments, this text is not very well written nor organized. The authors skip over definitions and foundational concepts to build off of. This creates a frustrating experience to the reader.

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Douglas L. Medin Northwestern University Brian H. Ross University of Illinois Arthur B. Markman University of Texas Brian H. Ross is the author of 'Cognitive Psychology', published 2004 under ISBN 9780471458203 and ISBN 0471458201.

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A new edition of the essential resource on using functional neuroimaging techniques to study the neural basis of cognition, revised with the student in mind; thoroughly updated, with new chapters on fMRI physics, skill learning, emotion and social cognition, and other topics. This essential resource on neuroimaging provides an accessible and user-friendly introduction to the field written by leading researchers. The book describes theoretical and methodological developments in the use of functional neuroimaging techniques to study the neural basis of cognition, from early scientific efforts to link brain and behavior to the latest applications of fMRI and PET methods. The core of the book covers fMRI and PET studies in specific domains: attention, skill learning, semantic memory, language, episodic memory, working memory, and executive functions. By introducing a technique within the description of a domain, the book offers a clear explanation of the process while highlighting its biological context. The emphasis on readability makes Handbook of Functional Neuroimaging of Cognition ideal for classroom use in advanced undergraduate and graduate courses in cognitive neuroscience. This second edition has been completely updated to reflect new developments in the field, with existing chapters rewritten and new chapters added to each section. The section on history and methods now includes a chapter on the crucial topic of the physics of functional neuroimaging; the chapters on skill learning and executive functions are new to the domain section; and chapters on childhood development and emotion and social cognition have been added to the section on developmental, social, and clinical applications. The color insert has been increased in size, enhancing the visual display of representative findings.

Contributors Todd S. Braver, Jeffrey Browndyke, Roberto Cabeza, B.J. Casey, Jody Culham, Clayton E. Curtis, Mark D'Esposito, Sander Daselaar, Lila Davachi, Ian Dobbins, Karl J. Friston, Barry Giesbrecht, Todd C. Handy, Joseph B. Hopfinger, Scott A. Huettel, Irene P. Kan, Alan Kingstone, Eleni Kotsoni, Kevin S. LaBar, George R. Mangun, Gregory McCarthy, Uta Noppeney, Robyn T. Oliver, Elizabeth A. Phelps, Russel A. Poldrack, Cathy J. Price, Marcus E. Raichle, Hannes Ruge, Gaia Scerif, Allen W. Song, Sharon L. Thompson-Schill, Daniel T. Willingham, Richard J.S. Wise

This book presents a social-psychology model delineating the factors that may influence in an altruistic manner sustainable behaviour (SB) of students, faculty and administrators in four higher education institutions (HEI) with very different economic and social characteristics. It presents the areas where these individuals work (education and community management), and in which of them education for sustainability is promoted, focusing on four alternative methods of learning: play, art, group therapy, and personnel management. The book is intended for bachelors and graduated students, as well as researchers in social psychology, environmental psychology, conservation psychology, environmental education, education for sustainable development, cross-cultural psychology, and social sciences.

This volume features the complete text of all regular papers, posters, and summaries of symposia presented at the 17th annual meeting of the Cognitive Science Society.

This book presents a coherent overview of cognitive psychology organized by themes that cut across topic areas. Written by well-known researchers, it is up-to-date in describing ongoing controversies in research, providing summaries of key experiments that distinguish between them and promoting thinking critically about current research and theories. The focus on the importance of physical and computational constraints on cognition is preserved throughout the book.

A fundamental assumption of work in artificial intelligence and machine learning is that knowledge is expressed in a computer with the help of knowledge representations. Since the proper choice of such representations is a difficult task that fundamentally affects the capabilities of a system, the problem of automatic representation change is an important topic in current research. Concept Formation and Knowledge Revision focuses on representation change as a concept formation task, regarding concepts as the elementary representational vocabulary from which further statements are constructed. Taking an interdisciplinary approach from psychological foundations to computer implementations, the book draws on existing psychological results about the nature of human concepts and concept formation to determine the scope of concept formation phenomena, and to identify potential components of computational concept formation models. The central idea of this work is that computational concept formation can usefully be understood as a process that is triggered in a demand-driven fashion by the representational needs of the learning system, and identify the knowledge revision activities of a system as a particular context for such a process. The book presents a detailed analysis of the revision problem for first-order clausal theories, and develops a set of postulates that any such operation should satisfy. It shows how a minimum theory revision operator can be realized by using exception sets, and that this operator is indeed maximally general. The book then shows that concept formation can be triggered from within the knowledge revision process whenever the existing representation does not permit the plausible reformulation of an exception set, demonstrating the usefulness of the approach both theoretically and empirically within the learning knowledge acquisition system MOBAL. In using a first-order representation, this book is part of the rapidly developing field of Inductive Logic Programming (ILP). By integrating the computational issues with psychological and fundamental discussions of concept formation phenomena, the book will be of interest to readers both theoretically and psychologically inclined. From the foreword by Katharina Morik: `The ideal to combine the three sources of artificial intelligence research has almost never been reached. Such a combined and integrated research requires the researcher to master different ways of thinking, different work styles, different sets of literature, and different research procedures. It requires capabilities in software engineering for the application part, in theoretical computer science for the theory part, and in psychology for the cognitive part. The most important capability for artificial intelligence is to keep the integrative view and to create a true original work that goes beyond the collection of pieces from different fields. This book achieves such an integrative view of concept formation and knowledge revision by presenting the way from

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psychological investigations that indicate that concepts are theories and point at the important role of a demand for learning. to an implemented system which supports users in their tasks when working with a knowledge base and its theoretical foundation. '

A revision of Winter's Ecological Psychology (1996), this book applies psychological theory and research to environmental problems. After outlining current environmental difficulties, the authors demonstrate how 6 major approaches in psychology (social psychological, psychoanalytic, behavioral, physiological, cognitive, and holistic) can be applied to environmental problems. The authors demonstrate why it is critical to address environmental threats now, and offer ideas on how psychological principles can contribute to building a sustainable culture. Personal examples engage the reader and provide suggestions for changing behavior and political structures. Reorganized and updated throughout, the second edition features a new chapter on neuropsychological and health issues and a list of key concepts in each chapter. Cartoons and humorous analogies add a light touch to the book's serious message. Written for psychology and environmental studies students, the book is an excellent teaching tool in courses on environmental, conservation, or ecological issues, found in departments of psychology, sociology, environmental science, and biology. It will also appeal to anyone interested in psychology's potential contributions to mounting ecological difficulties.

Vol. includes all papers and posters presented at 2001 Cog Sci Mtg & summaries of symposia & invited addresses. Deals w/ issues of repres & model'g cog processes. Appeals to scholars in subdisciplines that comprise Cog Sci: Psych, Computr Sci, Neuro, Lin

For most native speakers of English, the meanings of ordinary words like "blue," "cup," "stumble," and "carve" seem quite natural and self-evident. It turns out, however, that they are far from universal, as shown by recent research in the discipline known as semantic typology. To be sure, the roughly 6,500 languages around the world do have many similarities in the sorts of concepts they encode. But they also vary greatly in numerous ways, such as how they partition particular conceptual domains, how they map those domains onto syntactic categories, which distinctions they force speakers to habitually attend to, and how deeply they weave certain notions into the fabric of their grammar. Although these insights from semantic typology have had a major impact on the field of psycholinguistics, they have been mostly neglected by the branch of cognitive neuroscience that studies how concepts are represented, organized, and processed in our brains. In *Concepts in the Brain*, David Kemmerer exposes this oversight and demonstrates its significance. He argues that as research on the neural substrates of semantic knowledge moves forward, it should, to the extent possible, expand its purview to embrace the broad spectrum of cross-linguistic variation in the lexical and grammatical representation of meaning. Otherwise, it will never be able to achieve a truly comprehensive, pan-human account of the cortical underpinnings of concepts. Richly illustrated and written in an accessible interdisciplinary style, the book begins by elaborating the different perspectives on concepts that currently exist in the parallel fields of semantic typology and cognitive neuroscience. It then shows how a synthesis of these approaches can lead to a more unified and

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inclusive understanding of several domains of concrete meaning--specifically, objects, actions, and spatial relations. Finally, it explores a number of intriguing and controversial issues involving the interplay between language, cognition, and consciousness.

Recognized as the definitive reference, this handbook brings together leading experts from multiple psychological subdisciplines to examine one of today's most dynamic areas of research. Coverage encompasses the biological and neuroscientific underpinnings of emotions, as well as developmental, social and personality, cognitive, and clinical perspectives. The volume probes how people understand, experience, express, and perceive affective phenomena and explores connections to behavior and health across the lifespan. Concluding chapters present cutting-edge work on a range of specific emotions. Illustrations include 10 color plates. New to This Edition \*Chapters on the mechanisms, processes, and influences that contribute to emotions (such as genetics, the brain, neuroendocrine processes, language, the senses of taste and smell). \*Chapters on emotion in adolescence and older age, and in neurodegenerative dementias. \*Chapters on facial expressions and emotional body language. \*Chapters on stress, health, gratitude, love, and empathy. \*Many new authors and topics; extensively revised with the latest theoretical and methodological innovations. A Choice Outstanding Academic Title

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