Cognitive Science Journal

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Foundations of Cognitive Science MIT Press
Cybersecurity and Cognitive Science provides the reader with multiple examples of interactions between cybersecurity, psychology and neuroscience. Specifically, reviewing current research on cognitive skills of network security agents (e.g., situational awareness) as well as individual differences in cognitive measures (e.g., risk taking, impulsivity, procrastination, among others) underlying cybersecurity attacks. Chapters on detection of network attacks as well as detection of cognitive engineering attacks are also included. This book also outlines various modeling frameworks, including agent-based modeling, network modeling, as well as cognitive modeling methods to both understand and improve cybersecurity. Outlines cognitive modeling within cybersecurity problems Reviews the connection between intrusion detection systems and human psychology Discusses various cognitive strategies for enhancing cybersecurity Summarizes the cognitive skills of efficient network security agents, including the role of situational awareness
MIT Press
The rise of cognitive neuroscience is the most important scientific and intellectual development of the last thirty years. Findings pour forth, and major initiatives for brain research continue. The social sciences have responded to this development slowly--for good reasons. The implications of particular controversial findings, such as the discovery of mirror neurons, have been ambiguous, controversial within neuroscience itself, and difficult to integrate with conventional social science. Yet many of these findings, such as those of experimental neuro-economics, pose very direct challenges to standard social science. At the same time, however, the known facts of social science, for example about linguistic and moral diversity, pose a significant challenge to standard neuroscience approaches, which tend to focus on "universal" aspects of human and animal cognition. A serious encounter between cognitive neuroscience and social science is likely to be challenging, and transformative, for both parties. Although a literature has developed on proposals to integrate neuroscience and social science, these proposals go in divergent directions. None of them has a developed conception of social life. This book surveys these issues, introduces the basic alternative conceptions both of the mental world and the social world, and show how, with sufficient modification, they can be fit together in plausible ways. The book is not a "new theory " of anything, but rather an exploration of the critical issues that relate to the social aspects of cognition which expands the topic from the social neuroscience of immediate interpersonal interaction to the whole range of places where social variation interacts with the cognitive. The focus is on the conceptual problems produced by any attempt to take these issues seriously, and also on the new resources and considerations relevant to doing so. But it is also on the need for a revision of social theoretical concepts in order to utilize these resources. The book points to some conclusions, especially about how the process of what was known as socialization needs to be understood in cognitive science friendly terms. But there is no attempt to resolve the underlying issues within cognitive science, which will doubtless persist.
Cognition in the Wild MIT Press
Categorization, the basic cognitive process of arranging objects into categories, is a fundamental process in human and machine intelligence and is central to investigations and research in cognitive science. Until now, categorization has been approached from singular disciplinary perspectives with little overlap or communication between the disciplines involved (Linguistics, Psychology, Philosophy, Neuroscience, Computer Science, Cognitive Anthropology). Henri Cohen and Claire Lefebvre have gathered together a stellar collection of contributors in this unique, ambitious attempt to bring together converging disciplinary and conceptual perspectives on this topic. "Categorization is a key concept across the range of cognitive sciences, including linguistics and philosophy, yet hitherto it has been hard to find accounts that go beyond the concerns of one or two individual disciplines. The Handbook of Categorization in Cognitive Science provides just the sort of interdisciplinary approach that is necessary to synthesize knowledge from the different fields and provide the basis for future innovation." Professor Bernard Comrie, Department of Linguistics, Max Planck Institute for Evolutionary Anthropology, Germany "Anyone concerned with language, semantics, or categorization will want to have this encyclopedic collection." Professor Eleanor Rosch, Dept of Psychology, University of California, Berkeley, USA
An Invitation to Cognitive Science MIT Press
A new edition of a classic work that originated the “ embodied cognition ” movement and was one of the first to link science and Buddhist practices. This classic book, first published in 1991, was one of the first to propose the “ embodied cognition ” approach in cognitive science. It pioneered the connections between phenomenology and science and between Buddhist practices and science—claims that have since become highly influential. Through this cross-fertilization of disparate fields of study, The Embodied Mind introduced a new form of cognitive science called “ enaction, ” in which both the environment and first person experience are aspects of embodiment. However, enactive embodiment is not the grasping of an independent, outside world by a brain, a mind, or a self; rather it is the bringing forth of an interdependent world in and through embodied action. Although enacted cognition lacks an absolute foundation, the book shows how that does not lead to either experiential or philosophical nihilism. Above all, the book's arguments were powered by the conviction that the sciences of mind must encompass lived human experience and the possibilities for transformation inherent in human experience. This revised edition includes substantive introductions by Evan Thompson and Eleanor Rosch that clarify central arguments of the work and discuss and evaluate subsequent research that has expanded on the themes of the book, including the renewed theoretical and practical interest in Buddhism and mindfulness. A preface by Jon Kabat-Zinn, the originator of the mindfulness-based stress reduction program, contextualizes the book and describes its influence on his life and work.
Cognitive Science and Mathematics Education Psychology Press
Interdisciplinary Collaboration calls attention to a serious need to study the problems and processes of interdisciplinary inquiry, to reflect on the current state of scientific knowledge regarding interdisciplinary collaboration, and to encourage research that studies interdisciplinary cognition in relation to the ecological contexts in which it occurs. It contains reflections and research on interdisciplinarity found in a number of different contexts by practitioners and scientists from a number of disciplines and several chapters represent attempts by cognitive scientists to look critically at the cognitive science enterprise itself. Representing all of the seven disciplines listed in the official logo of the Cognitive Science Society and its journal--anthropology, artificial intelligence, education, linguistics, neuroscience, philosophy, and psychology--this book is divided into three parts: *Part I sets the stage by providing three broad overviews of literature and theory on interdisciplinary research and education. *Part II examines varied forms of interdisciplinarity in situ rather than the more traditional macrolevel interview or survey approaches to studying group work. *Part III consists of noted cognitive scientists who reflect on their experiences and turn the analytical lenses of their own disciplines to the critical examination of cognitive science itself as a case study in interdisciplinary collaboration. Interdisciplinary Collaboration is intended for scholars at the graduate level and beyond in cognitive science and education.
Cognitive Science Elsevier
This text focuses on two major issues: the nature of scientific inquiry and the relations between scientific disciplines. Designed to introduce the basic issues and concepts in the philosophy of science, Bechtel writes for an audience with little or no philosophical background. The first part of the book explores the legacy of Logical Positivism and the subsequent post-Positivistic developments in the philosophy of science. The second section examines arguments for and against using a model of theory reduction to integrate scientific disciplines. The book concludes with a chapter describing non-reductionist approaches for relating scientific disciplines using psycholinguistic and cognitive neuroscience models.
Cognition Psychology Press
This volume examines the phenomenon of fake news by bringing together leading experts from different fields within psychology and related areas, and explores what has become a prominent feature of public discourse since the first Brexit referendum and the 2016 US election campaign. Dealing with misinformation is important in many areas of daily life, including politics, the marketplace, health communication, journalism, education, and science. In a general climate where facts and misinformation blur, and are intentionally blurred, this book asks what determines whether people accept and share (mis)information, and what can be done to counter misinformation? All three of these aspects need to be understood in the context of online social networks, which have fundamentally changed the way information is produced, consumed, and transmitted. The contributions within this volume summarize the most up-to-date empirical findings, theories, and applications and discuss cutting-edge ideas and future directions of interventions to counter fake news. Also providing guidance on how to handle misinformation in an age of “alternative facts”, this is a fascinating and vital reading for students and academics in psychology, communication, and political science and for professionals including policy makers and journalists.
Cognitive Science Journal Advances in Cognitive Science
Cognitive science is an important tool to understand all the cognitive processes of the human brain, such as memory, attention, reasoning, etc. This book on cognitive science explores the scope of this field, which includes cognitive psychology, cognitive pedagogics, psycholinguistics, cognitive linguistics, educational technology, etc. Researches and studies performed by experts across the globe have been presented in this book in a coherent manner. It will serve as a valuable source of reference for graduate and post graduate students and will provide them innovative insights into this discipline.
MATLAB for Brain and Cognitive Scientists Routledge
Cognitive science is the study of minds and mental processes. Psychology, neuroscience, computer science, and philosophy, among other subdisciplines, contribute to this study. In this volume, leading researchers debate five core questions in the philosophy of cognitive science: Is an innate Universal Grammar required to explain our linguistic capacities? Are concepts innate or learned? What role do our bodies play in cognition? Can neuroscience help us understand the mind? Can cognitive science help us understand human morality? For each topic, the volume provides two essays, each advocating for an opposing approach. The editors provide study questions and suggested readings for each topic, helping to make the volume accessible to readers who are new to the debates.
Metaphysics and Cognitive Science Springer Science & Business Media
The fields of cognitive science and education have worked hard to discover effective principles of learning with the goal of improving educational achievement. And although each has made significant advances, there has been, until today, a gap between the two disciplines. This special issue brings together researchers aiming to bridge laboratory data with real world learning practices, each providing recent and crucial information concerning the improvement of learning. The readings will allow both researchers and educators to understand strategies that would most benefit students by improving learning as well as the ability of learning to learn - or what has been defined as metacognition.
The Cognitive Science of Religion MIT Press

A hilariously funny cookbook–cum–how–I–did–it memoir by the chef/restaurateur who created New York's dazzling Ápizz restaurant. At the age of thirty–seven, John LaFemina left a lucrative career as a jeweler to become a chef. Instead of going back to school, or getting on–the–job training, he did it the hard way: he bought the restaurant and then taught himself to cook. Today he owns two of New York's great Italian restaurants–Ápizz and Peasant–and is one of the city's most–talked–about chefs, earning rave reviews from fans and critics. In this gorgeous cookbook, he not only shares scores of recipes, but describes his life as a Canarsie boy learning about meatballs and macaroni in his mother's kitchen–and reveals how he drew on a lifetime of Italian cooking, and his own hard work and exquisite taste to create his dream restaurant from scratch. LaFemina takes us step–by–step through the process of finding the perfect location (and figuring out how many meatballs you have to sell to pay the rent), designing a restaurant, procuring all the necessary permits and licenses, and creating the menu. And this is just the first part of running a restaurant. He shares his experiences in dealing with the public and the press, unexpected disasters, and finally, basking in the glory of a popular restaurant. Along with his inspiring story, John LaFemina also shares 100 mouthwatering recipes, including: Lasagna with Braised Wild Boar Mushroom Risotto Veal, Beef, and Pork Meatballs with Ricotta Filling Open Ravioli with Roasted Butternut Squash Creamsicle Panna Cotta Chocolate Banana Bread Pudding

Philosophy of Science Routledge

The Cognitive Science of Religion introduces students to key empirical studies conducted over the past 25 years in this new and rapidly expanding field. In these studies, cognitive scientists of religion have applied the theories, findings and research tools of the cognitive sciences to understanding religious thought, behaviour and social dynamics. Each chapter is written by a leading international scholar, and summarizes in non-technical language the original empirical study conducted by the scholar. No prior or statistical knowledge is presumed, and studies included range from the classic to the more recent and innovative cases. Students will learn about the theories that cognitive scientists have employed to explain recurrent features of religiosity across cultures and historical eras, how scholars have tested those theories, and what the results of those tests have revealed and suggest. Written to be accessible to undergraduates, this provides a much-needed survey of empirical studies in the cognitive science of religion.

Frontiers in Cognitive Neuroscience Imprint Academic

An examination of the fundamental role cybernetics played in the birth of cognitive science and the light this sheds on current controversies. The conceptual history of cognitive science remains for the most part unwritten. In this groundbreaking book, Jean-Pierre Dupuy—one of the principal architects of cognitive science in France—provides an important chapter: the legacy of cybernetics. Contrary to popular belief, Dupuy argues, cybernetics represented not the anthropomorphization of the machine but the mechanization of the human. The founding fathers of cybernetics—some of the greatest minds of the twentieth century, including John von Neumann, Norbert Wiener, Warren McCulloch, and Walter Pitts—intended to construct a materialist and mechanistic science of mental behavior that would make it possible at last to resolve the ancient philosophical problem of mind and matter. The importance of cybernetics to cognitive science, Dupuy argues, lies not in its daring conception of the human mind in terms of the functioning of a machine but in the way the strengths and weaknesses of the cybernetics approach can illuminate controversies that rage today—between cognitivists and connectionists, eliminative materialists and Wittgensteinians, functionalists and anti-reductionists. Dupuy brings to life the intellectual excitement that attended the birth of cognitive science sixty years ago. He separates the promise of cybernetic ideas from the disappointment that followed as cybernetics was rejected and consigned to intellectual oblivion. The mechanization of the mind has reemerged today as an all-encompassing paradigm in the convergence of nanotechnology, biotechnology, information technology, and cognitive science. The tensions, contradictions, paradoxes, and confusions Dupuy discerns in cybernetics offer a cautionary tale for future developments in cognitive science.

Concepts and the Appeal to Cognitive Science Routledge

The Mind and Brain are usually considered as one and the same nonlinear, complex dynamical system, in which information processing can be described with vector and tensor transformations and with attractors in multidimensional state spaces. Thus, an internal neurocognitive representation concept consists of a dynamical process which filters out statistical prototypes from the sensorial information in terms of coherent and adaptive n-dimensional vector fields. These prototypes serve as a basis for dynamic, probabilistic predictions or probabilistic hypotheses on prospective new data (see the recently introduced approach of "predictive coding" in neurophilosophy). Furthermore, the phenomenon of sensory and language cognition would thus be based on a multitude of self-regulatory complex dynamics of synchronous self-organization mechanisms, in other words, an emergent "flux equilibrium process" ("steady state") of the total collective and coherent neural activity resulting from the oscillatory actions of neuronal assemblies. In perception it is shown how sensory object informations, like the object color or the object form, can be dynamically related together or can be integrated to a neurally based representation of this perceptual object by means of a synchronization mechanism ("feature binding"). In language processing it is shown how semantic concepts and syntactic roles can be dynamically related together or can be integrated to neurally based systematic and compositional connectionist representations by means of a synchronization mechanism ("variable binding") solving the Fodor-Pylyshyn-Challenge. Since the systemtheoretical connectionism has succeeded in modeling the sensory objects in perception as well as systematic and compositional representations in language processing with this vector- and oscillation-based representation format, a new, convincing theory of neurocognition has been developed, which bridges the neuronal and the cognitive analysis level. The book describes how elementary neuronal information is combined in perception and language, so it becomes clear how the brain processes this information to enable basic cognitive performance of the humans.

Cognitive science SAGE Publications

This is a stylish notebook or journal with 150 lined pages, perfect for school, university or work. Dimensions are 21.59cm x 27.94cm. Beautiful glossy softcover, perfect for everyday use. Record all your important details or precious memories. Perfectly spaced between lines to allow plenty of room to write. Who are we? Wild Pages Press are publishers of unique journals and notebooks that are a little bit quirky and different. Stunning covers, sturdy for everyday use. Great quality, we offer over 2000 different notebook and journal designs to choose from. Wild Pages Press journals and notebooks make amazing gifts perfect for any special occasion or for a bit of luxury for everyday use. These journals and notebooks are so versatile, they can be the perfect travel companion, or a stylish lecture pad for college or university, cool notebook for school, comprehensive notebook for work, or as a journal, the perfect family heirloom to be treasured for years to come. These quality journals and notebooks are made in the USA and competitively priced so they can be enjoyed by everyone.

Neuroscience in Education Academic Press

Edwin Hutchins combines his background as an anthropologist and an open ocean racing sailor and navigator in this account of how anthropological methods can be combined with cognitive theory to produce a new reading of cognitive science. His theoretical insights are grounded in an extended analysis of ship navigation—its computational basis, its historical roots, its social organization, and the details of its implementation in actual practice aboard large ships. The result is an unusual interdisciplinary approach to cognition in culturally constituted activities outside the laboratory—"in the wild." Hutchins examines a set of phenomena that have fallen in the cracks between the established disciplines of psychology and anthropology, bringing to light a new set of relationships between culture and cognition. The standard view is that culture affects the cognition of individuals. Hutchins argues instead that cultural activity systems have cognitive properties of their own that are different from the cognitive properties of the individuals who participate in them. Each action for bringing a large naval vessel into port, for example, is informed by culture: the navigation team can be seen as a cognitive and computational system. Introducing Navy life and work on the bridge, Hutchins makes a clear distinction between the cognitive properties of an individual and the cognitive properties of a system. In striking contrast to the usual laboratory tasks of research in cognitive science, he applies the principal metaphor of cognitive science—cognition as computation (adopting David Marr's paradigm)—to the navigation task. After comparing modern Western navigation with the method practiced in Micronesia, Hutchins explores the computational and cognitive properties of systems that are larger than an individual. He then turns to an analysis of learning or change in the organization of cognitive systems at several scales. Hutchins's conclusion illustrates the costs of ignoring the cultural nature of cognition, pointing to the ways in which contemporary cognitive science can be transformed by new meanings and interpretations. A Bradford Book

The Pragmatic Turn OUP Oxford

An introduction to a popular programming language for neuroscience research, taking the reader from beginning to intermediate and advanced levels of MATLAB programming. MATLAB is one of the most popular programming languages for neuroscience and psychology research. Its balance of usability, visualization, and widespread use makes it one of the most powerful tools in a scientist's toolbox. In this book, Mike Cohen teaches brain scientists how to program in MATLAB, with a focus on applications most commonly used in neuroscience and psychology. Although most MATLAB tutorials will abandon users at the beginner's level, leaving them to sink or swim, MATLAB for Brain and Cognitive Scientists takes readers from beginning to intermediate and advanced levels of MATLAB programming, helping them gain real expertise in applications that they will use in their work. The book offers a mix of instructive text and rigorous explanations of MATLAB code along with programming tips and tricks. The goal is to teach the reader how to program data analyses in neuroscience and psychology. Readers will learn not only how to but also how not to program, with examples of bad code that they are invited to correct or improve. Chapters end with exercises that test and develop the skills taught in each chapter. Interviews with neuroscientists and cognitive scientists who have made significant contributions their field using MATLAB appear throughout the book. MATLAB for Brain and Cognitive Scientists is an essential resource for both students and instructors, in the classroom or for independent study.

Readings in Cognitive Science MIT Press

Spoken Word Recognition covers the entire range of processes involved in recognizing spoken words - both in and out of context. It brings together a number of essays dealing with important theoretical questions raised by the study of spoken word recognition - among them, how do we understand fluent speech as efficiently and effortlessly as we do? What are the mental processes and representations involved when we recognize spoken words? How do these differ from those involved in reading written words? What information is stored in our mental lexicon and how is it structured? What do linguistic and computational theories tell us about these psychological processes and representations?The multidisciplinary presentation of work by phoneticians, linguists, psychologists, and computer scientists reflects the growing interest in spoken word recognition from a number of different perspectives. It is a natural consequence of the mediating role that lexical representations and processes play in language understanding, linking sound with meaning.Following the editors' introduction, the contributions and their authors are: Acoustic-Phonetic Representation in Word Recognition (David B. Pisoni and Paul A. Luce). Phonological Parsing and Lexical Retrieval (Kenneth W. Church). Parallel Processing in Spoken Word Recognition (William D. Marslen-Wilson). A Reader's View of Listening (Dianne C. Bradley and Kenneth I. Forster). Prosodic Structure and Spoken Word Recognition (Francois Grosjean and James Paul Gee). Structure in Auditory Word Recognition (Lyn Frazier). The Mental Representation of the Meaning of Words (P. N. Johnson-Laird). Context Effects in Lexical Processing (Michael K. Tanenhaus and Margery M. Lucas).Uli H. Frauenfelder is a researcher with the Max-Planck-Institut für Psycholinguistik, and Lorraine Komisarjevsky Tyler is a professor in the Department of Experimental Psychology at the University of Cambridge. Spoken Word Recognition is in a series that is derived from special issues of Cognition: International Journal of Cognitive Science, edited by Jacques Mehler. A Bradford Book.

Francisco J. Varela 1946-2001 Routledge

Since the 1970s the cognitive sciences have offered multidisciplinary ways of understanding the mind and cognition. The MIT Encyclopedia of the Cognitive Sciences (MITECS) is a landmark, comprehensive reference work that represents the methodological and theoretical diversity of this changing field. At the core of the encyclopedia are 471 concise entries, from Acquisition and Adaptationism to Wundt and X-bar Theory. Each article, written by a leading researcher in the field, provides an accessible introduction to an important concept in the cognitive sciences, as well as references or further readings. Six extended essays, which collectively serve as a roadmap to the articles, provide overviews of each of six major areas of cognitive science: Philosophy; Psychology; Neurosciences; Computational Intelligence; Linguistics and Language; and Culture, Cognition, and Evolution. For both students and researchers, MITECS will be an indispensable guide to the current state of the cognitive sciences.

Economic Theory and Cognitive Science MIT Press

A volume dedicated to the life and work of Francisco Varela, this is an issue of the journal "Cybernetics and Human Knowing".