Cognitive Science Journal

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Advances in Cognitive Science MIT Press In a richly detailed analysis, Von Eckardt (philosophy, U. of Nebraska) lays the foundation for understanding what it means to be a cognitive scientist. She characterizes the basic assumptions that define the cognitive science approach and systematically sorts out a host of recent issues and controversies surrounding them. Annotation copyright by Book News, Inc., Portland, OR

Handbook of Categorization in Cognitive Science Createspace Independent Publishing Platform Readings in Cognitive Science: A Perspective from Psychology and Artificial Intelligence brings together important studies that fall in the intersection between artificial intelligence and cognitive psychology. This book is composed of six chapters, and begins with the complex anatomy and physiology of the human brain. The next chapters deal with the components of cognitive science, such as the semantic memory, similarity and analogy, and learning. These chapters also consider the application of mental models, which represent the domain-specific knowledge needed to understand a dynamic system or natural physical phenomena. The remaining chapters discuss the concept of reasoning, problem solving, planning, vision, and imagery. This book is of value to psychologists, psychiatrists, neurologists, and researchers who are interested in cognition.

Spoken Word Recognition MIT Press

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.

Cognitive Science and Technology

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.

The Philosophy of Cognitive Science Walter de Gruyter GmbH & Co KG

In the past ten years, there has been growing interest in applying our knowledge of the functioning of the human brain to the field of

education-including reading, learning, language and mathematics. This has resulted in the development of a number of new practices in education-some good, some bad and some just crazy. The 'good' is nearly always sound cognitive research that has clear implications for educational practice. The 'bad' is the use of neuroscience jargon to lure the unwary and to give an apparent scientific aura to flawed educational programs with no evidence base and which no reputable neuroscientist would endorse. The 'ugly' is simplistic interpretation and misapplication of cognitive theories leading to errors in their application. More and better could be done if neuroscientists and educationalists acknowledge the limits of their disciplines and start listening to each other. Neuroscience in Education brings together an international group of leading psychologists, neuroscientists, educationalists and geneticists to critically review some of these new developments, examining the science behind these practices, the validity of the theories on which they are based, and whether they work. It will be fascinating reading for anyone involved in education, including teachers, psychologists,

neuroscientists, and policy makers as well as interested parents.

Cognitive Science and Mathematics Education CRC Press

A novel treatment of the capacity for shared attention, joint action, and perceptual common knowledge. In The Shared World, Axel Seemann offers a new treatment of the capacity to perceive, act on, and know about the world together with others. Seemann argues that creatures capable of joint attention stand in a unique perceptual and epistemic relation to their surroundings; they operate in an environment that they, through their communication with their fellow perceivers, help constitute. Seemann shows that this relation can be marshaled to address a range of questions about the social aspect of the mind and its perceptual and cognitive capacities. Seemann begins with a conceptual question about a complex kind of sociocognitive phenomenon—perceptual common knowledge—and develops an empirically informed account of the spatial structure of the environment in and about which such knowledge is possible. In the course of his argument, he addresses such topics as demonstrative reference in communication, common knowledge about jointly perceived objects, and spatial awareness in joint perception and action.

Cognitive Science Oxford University

Press

This volume is a result of mathematicians, cognitive scientists, mathematics educators, and classroom teachers combining their efforts to help address issues of importance to classroom instruction in mathematics. In so doing, the contributors provide a general introduction to fundamental ideas in cognitive science, plus an overview of cognitive theory and its direct implications for mathematics education. A practical, no-nonsense attempt to bring recent research within reach for practicing teachers, this book also raises many issues for cognitive researchers to consider.

Cognition in the Wild Oxford University Press

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.

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.

The Shared World Imprint Academic

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

What is Cognitive Science? 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

Cognitive Science MIT Press

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.

Neuroscience in Education MIT 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.

Interdisciplinary Collaboration

Psychology 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.

The Oxford Handbook of Philosophy of Cognitive Science SAGE Publications India

Advances in Cognitive ScienceSAGE Publications India

Frontiers in Cognitive Neuroscience MIT Press

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.

MATLAB for Brain and Cognitive Scientists MIT Press

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.

Philosophy of Science John Wiley & Sons

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

Cognitive science Springer Science & Business Media

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

Foundations of Cognitive Science MIT Press

This volume explores the essential issues involved in bringing phenomenology together with the cognitive sciences, and provides some examples of research located at the intersection of these disciplines. The topics addressed here cover a lot of ground, including questions about naturalizing phenomenology, the precise methods of phenomenology and how they can be used in the empirical cognitive sciences, specific analyses of perception, attention, emotion, imagination, embodied movement, action and agency, representation and cognition, inters- jectivity, language and metaphor. In addition there are chapters that focus on empirical experiments involving psychophysics, perception, and neuro- and psychopathologies. The idea that

phenomenology, understood as a philosophical approach taken by thinkers like Husserl, Heidegger, Sartre, Merleau-Ponty, and others, can offer a positive contribution to the cognitive sciences is a relatively recent idea. Prior to the 1990s, phenomenology was employed in a critique of the first wave of cognitivist and computational approaches to the mind (see Dreyfus 1972). What some consider a second wave in cognitive science, with emphasis on connectionism and neurosence, opened up possibilities for phenomenological intervention in a more positive way, resulting in proposals like neurophenomenology (Varela 1996). Thus, bra- imaging technologies can turn to phenomenological insights to guide experimen- tion (see, e. g. , Jack and Roepstorff 2003; Gallagher and Zahavi 2008).