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KEY=AND - YAMILET COCHRAN

Computational, Geometric, and Process Perspectives on Facial Cognition Contexts and Challenges

Psychology Press Within the last three decades, interest in the psychological experience of human faces has drawn together cognitive science researchers from diverse backgrounds. Computer scientists talk to neural scientists who draw on the work of mathematicians who explicitly influence those conducting behavioral experiments. The chapters in this volume illustrate the breadth of the research on facial perception and memory, with the emphasis being on mathematical and computational approaches. In pulling together these chapters, the editors sought to do much more than illustrate breadth. They endeavored as well to illustrate the synergies and tensions that inevitably result from adopting a broad view, one consistent with the emerging discipline of cognitive science.

Society, Organizations and the Brain: building towards a unified cognitive neuroscience perspective

Frontiers Media SA This e-book brings together scholars in both the neurosciences and organizational sciences who have adopted various approaches to study the cognitive mechanisms mediating the social behavior that we see within organizations. Such an approach has been termed by ourselves, and others, as 'organisational cognitive neuroscience'. In recent years there has been a veritable increase in studies that have explored the cognitive mechanisms driving such behaviors, and much progress has been made in understanding the neural underpinnings of processes such as financial exchange, risk awareness and even leadership. However, while these studies are informative and add to our understanding of human cognition they fall short of providing evidence-based recommendations for practice. Specifically, we address the broader issue of how the neuroscientific study of such core social behaviors can be used to improve the very way that we work. To address these gaps in our understanding the chapters in this book serve as a platform that allows scholars in both the neurosciences and the organizational sciences to highlight the work that spans across these two fields. The consolidation of these two fields also serves to highlight the utility of a singular organizational cognitive neuroscience. This is a fundamentally important outcome of the book as the application of neuroscience to address economically relevant behaviors has seen a variety of fields evolve in their own right, such as neuromarketing, neuroeconomics and so forth. The use of neuro-scientific technologies, in particular fMRI, has indeed led to a bewildering (and somewhat suffocating) proliferation of new approaches, however, the speed of such developments demands that we must proceed carefully with such ventures or risk some fundamental mistakes. The book that you now hold will consolidate these new neuroscience based approaches and in doing so highlight the importance of this approach in helping us to understand human social behavior in general. Taken together the chapters provide a framework for scholars within the neurosciences who wish to explore the further the opportunities that the study of organisational behavior may provide.

Neural Circuit and Cognitive Development

Comprehensive Developmental Neuroscience

Academic Press Neural Circuit and Cognitive Development, Second Edition, the latest release in the Comprehensive Developmental Neuroscience series, provides a much-needed update to underscore the latest research in this rapidly evolving field, with new section editors discussing the technological advances that are enabling the pursuit of new research on brain development. This volume is devoted mainly to anatomical and functional development of neural circuits and neural systems and cognitive development. Understanding the critical role these changes play in neurodevelopment provides the ability to explore and elucidate the underlying causes of neurodevelopmental disorders and their effect on cognition. This series is designed to fill the knowledge gap, offering the most thorough coverage of this field on the market today and addressing all aspects of how the nervous system and its components develop. Features leading experts in various subfields as section editors and article authors Presents articles that have been peer reviewed to ensure accuracy, thoroughness and scholarship Includes coverage of mechanisms that control the assembly of neural circuits in specific regions of the nervous system and multiple aspects of cognitive development

Context, Cognition, and Deafness

Gallaudet University Press This sharply focused volume on the cognitive development of deaf children calls upon experts in anthropology, psychology, linguistics, basic visual sensory processes, education, cognition, and neurophysiology to share complementary observations. William C. Stokoe's "Deafness, Cognition, and Language" leads fluidly into Jeffrey P. Braden's analysis of clinical assessments of deaf people's cognitive abilities. Margaret Wilson expands on the impact of sign language expertise on visual perception. The study and analysis of Italian deaf preschoolers with hearing families presented by Elena Pizzuto, Barbara Ardito, Maria Cristina Caselli, and Virginia Volterra chronicles fascinating insights on the children's cognition and language development. Context, Cognition, and Deafness also shows that theory can intersect practice, as displayed by editor Marschark and Jennifer Lukomski in their research on literacy, cognition, and education. Amy R. Lederberg and Patricia E. Spencer have combined sequential designs in their study of vocabulary learning. Ethan Rimmel, Jeffrey Bettger, and Amy Weinberg explore the theory of mind development. The emotional development of deaf children also receives detailed consideration by Colin D. Gray, Judith A. Hosie, Phil A. Russell, and Ellen A. Ormel. Kathryn P. Meadow-Orlans delineates her perspective on the coming of age of deaf children in relation to their education and development. Marschark concludes with insightful impressions on the future of theory and application, an appropriate close to this exceptional, coherent volume.

Humans in Outer Space - Interdisciplinary Perspectives

Springer Science & Business Media Following the first comprehensive transdisciplinary dialogue on humans in outer space which resulted in "Humans in Outer Space - Interdisciplinary Odysseys", the European Science Foundation (ESF), the European Space Agency (ESA), and the European Space Policy Institute (ESPI) have continued and deepened this transdisciplinary dialogue, which can now be found in Humans in Outer Space - Interdisciplinary Perspectives. Going further than regarding humans as better-than-robot tools for exploration, it investigates the human quest for odysseys beyond Earth's atmosphere and reflects on arising issues related to Europe's role among the States conducting human exploration. It provides perspectives related to governance, management of space exploration, space settlements, the role of astronauts in the future as well as related to the encounter of extraterrestrial life.

Affective Computing and Interaction: Psychological, Cognitive and Neuroscientific Perspectives

Psychological, Cognitive and Neuroscientific Perspectives

IGI Global Since interactions may occur between animals, humans, or computational agents, an interdisciplinary approach which investigates foundations of affective communication in a variety of platforms is indispensable. In the field of affective computing, a collection of research, merging decades of research on emotions in psychology, cognition and neuroscience will inspire creative future research projects and contribute to the prosperity of this emerging field. Affective Computing and Interaction: Psychological, Cognitive and Neuroscientific Perspectives examines the current state and the future prospects of affect in computing within the context of interactions. Uniting several aspects of affective interactions and topics in affective computing, this reference reviews basic foundations of emotions, furthers an understanding of the contribution of affect to our lives and concludes by revealing current trends and promising technologies for reducing the emotional gap between humans and machines, all within the context of interactions.

How People Learn II Learners, Contexts, and Cultures

[National Academies Press](#) There are many reasons to be curious about the way people learn, and the past several decades have seen an explosion of research that has important implications for individual learning, schooling, workforce training, and policy. In 2000, *How People Learn: Brain, Mind, Experience, and School: Expanded Edition* was published and its influence has been wide and deep. The report summarized insights on the nature of learning in school-aged children; described principles for the design of effective learning environments; and provided examples of how that could be implemented in the classroom. Since then, researchers have continued to investigate the nature of learning and have generated new findings related to the neurological processes involved in learning, individual and cultural variability related to learning, and educational technologies. In addition to expanding scientific understanding of the mechanisms of learning and how the brain adapts throughout the lifespan, there have been important discoveries about influences on learning, particularly sociocultural factors and the structure of learning environments. *How People Learn II: Learners, Contexts, and Cultures* provides a much-needed update incorporating insights gained from this research over the past decade. The book expands on the foundation laid out in the 2000 report and takes an in-depth look at the constellation of influences that affect individual learning. *How People Learn II* will become an indispensable resource to understand learning throughout the lifespan for educators of students and adults.

Encyclopedia of Distributed Learning

[SAGE Publications](#) In today's fast-paced world, with multiple demands on time and resources as well as pressures for career advancement and productivity, self-directed learning is an increasingly popular and practical alternative in continuing education. The *Encyclopedia of Distributed Learning* defines and applies the best practices of contemporary continuing education designed for adults in corporate settings, Open University settings, graduate coursework, and in similar learning environments. Written for a wide audience in the distance and continuing education field, the *Encyclopedia* is a valuable resource for deans and administrators at universities and colleges, reference librarians in academic and public institutions, HR officials involved with continuing education/training programs in corporate settings, and those involved in the academic disciplines of Education, Psychology, Information Technology, and Library Science. Sponsored by The Fielding Graduate Institute, this extensive reference work is edited by long-time institute members, bringing with them the philosophy and authoritative background of this premier institution. The Fielding Graduate Institute is well known for offering mid-career professionals opportunities for self-directed, mentored study with the flexibility of time and location that enables students to maintain commitments to family, work, and community. The *Encyclopedia of Distributed Learning* includes over 275 entries, each written by a specialist in that area, giving the reader comprehensive coverage of all aspects of distributed learning, including use of group processes, self-assessment, the life line experience, and developing a learning contract. Topics Covered Administrative Processes Policy, Finance and Governance Social and Cultural Perspectives Student and Faculty Issues Teaching and Learning Processes and Technologies Technical Tools and Supports Key Features A-to-Z organization plus Reader's Guide groups entries by broad topic areas Over 275 entries, each written by a specialist in that area Comprehensive index and cross-references between entries add to the encyclopedia's ease of use Annotated listings for additional resources, including distance learning programs, print and non-print resources, and conferences

Multimodal Signals: Cognitive and Algorithmic Issues

COST Action 2102 and euCognition International School Vietri sul Mare, Italy, April 21-26, 2008, Revised Selected and Invited Papers

[Springer Science & Business Media](#) This volume brings together the peer-reviewed contributions of the participants at the COST 2102 and euCognition International Training School on "Multimodal Signals: Cognitive and Algorithmic Issues" held in Vietri sul Mare, Salerno, Italy, April 22 -26, 2008. The school was sponsored by COST (European Cooperation in the Field of Scientific and Technical Research, www.cost.esf.org) in the domain of Information and Communication Technologies (ICT) for disseminating the advances of the research activities developed within Action 2102: "Cross-Modal Analysis of Verbal and Nonverbal Communication" (www.cost.esf.org/domains_actions/ict/Actions/Verbal_and_Non-verbal_Communication) and by euCognition: The European Network for Advancement of Artificial Cognitive Systems (www.euCognition.org). COST Action 2102, in its second year of life, brought together about 60 European and 6 overseas scientific laboratories whose aim is to develop interactive dialogue systems and intelligent virtual avatars graphically embodied in a 2D and/or 3D interactive virtual world, able to interact intelligently with the environment, other avatars, and particularly with human users. The main theme of the school was to investigate the mathematical and psychological tools for modelling human-machine interaction through access to a graded series of tasks for measuring the amount of adjustment (as well as intelligence and achievement) needed for introducing new concepts in the information communication technology domain in order to develop adaptive, socially enabled and human-centered automatic systems able to serve remote applications in medicine, learning, care, rehabilitation, and for accessibility to work, employment, and information.

The Use of Parameterized Stimulus Spaces for the Study of Face Representation

Cognitive Control of Emotions in Challenging Contexts, 2nd edition

[Frontiers Media SA](#) Publisher's note: In this 2nd edition, the following article has been updated: Kohn N, Morawetz C, Weymar M, Yuan J and Dolcos F (2021) Editorial: Cognitive Control of Emotions in Challenging Contexts. *Front. Behav. Neurosci.* 15:785875. doi: 10.3389/fnbeh.2021.785875

Cognitive Neuroscience of Natural Language Use

[Cambridge University Press](#) When we think of everyday language use, the first things that come to mind include colloquial conversations, reading and writing e-mails, sending text messages or reading a book. But can we study the brain basis of language as we use it in our daily lives? As a topic of study, the cognitive neuroscience of language is far removed from these language-in-use examples. However, recent developments in research and technology have made studying the neural underpinnings of naturally occurring language much more feasible. In this book, a range of international experts provide a state-of-the-art overview of current approaches to making the cognitive neuroscience of language more 'natural' and closer to language use as it occurs in real life. The chapters explore topics including discourse comprehension, the study of dialogue, literature comprehension and the insights gained from looking at natural speech in neuropsychology.

Ten Lectures on Spoken Language and Gesture from the Perspective of Cognitive Linguistics

Issues of Dynamicity and Multimodality

[BRILL](#) The Ten Lectures by Alan Cienki consider what it means to apply theoretical approaches from cognitive linguistics to the dynamic phenomena of speech and gesture. Taking the usage-based commitment seriously with audio-visual data raises new theoretical questions for cognitive linguistics.

Cognitive Perspectives on Children's Social and Behavioral Development

The Minnesota Symposia on Child Psychology

[Psychology Press](#) First published in 1986. Routledge is an imprint of Taylor & Francis, an informa company.

Handbook of Cognitive Aging

Interdisciplinary Perspectives

[SAGE](#) "Provides a unique perspective. I am particularly impressed with the sections on innovative design and methods to investigate cognitive aging and the integrative perspectives. None of the existing texts covers this material to the same level." —Donna J. La Voie, Saint Louis University "The emphasis on integrating the literature with theoretical and methodological innovations could have a far-reaching impact on the field." —Deb McGinnis, Oakland University *The Handbook of Cognitive Aging: Interdisciplinary Perspectives* clarifies the differences in patterns and processes of cognitive aging. Along with a comprehensive review of current research, editors Scott M. Hofer and Duane F. Alwin

provide a solid foundation for building a multidisciplinary agenda that will stimulate further rigorous research into these complex factors. Key Features Gathers the widest possible range of perspectives by including cognitive aging experts in various disciplines while maintaining a degree of unity across chapters Examines the limitations of the extant literature, particularly in research design and measurement, and offers new suggestions to guide future research Highlights the broad scope of the field with topics ranging from demography to development to neuroscience, offering the most complete coverage available on cognitive aging

Informing View of Organization: Strategic Perspective

Strategic Perspective

[IGI Global](#) Businesses are incorporating automated processes and information technology, as cost cutters or productivity boosters, into their business strategy now more than ever. However, as information systems (IS) research is further focusing on IS strategy, as well as advancing business strategy research, there is a need to examine the increasing integration of technology and automation through a clear framework. Informing View of Organization is such a framework. Informing View of Organization: Strategic Perspective features coverage on a wide range of topics such as group informatics, infoprocesses, and big data. This book is ideally designed for academics, students, managers, information technology professionals, computer engineers, programmers, and researchers interested in organization-technology interaction.

Technology Adoption and Social Issues: Concepts, Methodologies, Tools, and Applications

Concepts, Methodologies, Tools, and Applications

[IGI Global](#) As society continues to experience increases in technological innovations, various industries must rapidly adapt and learn to incorporate these advances. While there are benefits to implementing these technologies, the sociological aspects still need to be considered. Technology Adoption and Social Issues: Concepts, Methodologies, Tools, and Applications is an innovative reference source for the latest academic material on the various effects of technology adoption, implementation, and acceptance. Highlighting a range of topics, such as educational technology, globalization, and social structure, this multi-volume book is ideally designed for academicians, professionals, and researchers who are interested in the latest insights into technology adoption.

Children Learning and Cognition

[Gilad James Mystery School](#) At the end of the episode, one of the students, called Acerola (actually a nickname), faced with the need to repeat the information given by the teacher, went towards the map and transposed the History of napoleonic invasions to the current reality of Rio: the countries became hills, each one of them managed by a head, who behaved as a brazilian druglord; the trade of manufactured goods and raw materials, which were pivotal do the emergent industrial capitalism, became drug trade; Brazil, which was a colony of Portugal at that time, became an immense and available space for occupation, conquer and mightiness. But in Acerola's narrative there was still a great lord who wanted to be the biggest leader of all the neighborhood, and for this aim he sent agents he trusted to govern the conquered territories and eliminate possible or real enemies. Acerola's explanation reveals that he has clear in his mind that the Portuguese Royal Family had to scape to Brazil because of territorial dispute and power interests in 19th century, but we cannot ensure if he knows that, as he "repeats" the teacher's story, he talks about Napoleon, and not about some druglord; and about Europe, not Rio de Janeiro. In other words, by now we cannot be sure that Acerola understood that the invasions and contentions of the 19th century did not happen in the same terms, motivations and conditions which outline many events that we witness nowadays. This lecture is about Acerola's speech, and the learning questions it arises: can we assert that Acerola really learned the teacher's lesson? What criteria should we employ to say that he learned it or not? If he only had repeated the teacher's words, this could mean learning? To what extent the interference of his previous knowledge about social problems in Rio over those historical facts ceases to be learning and starts to be free interpretation? And as to the map, which was a didactic artefact for both, the teacher and Acerola: is it the same object in both narratives, or could it be, respectively, a map of Western world and afterwards a map of Rio de Janeiro? Or could it be a third thing whose existence lasted only during the time that Acerola told his version of the story? Whatever the answers we offer to these questions, they do not belie the fact that Acerola actively interacted not only with the contents expressed by the teacher in such a way to deeply alter them, but he also changed the object around which the lesson was taught - the map. Therefore, our answers must take into account his important agentic actions over the classroom setting, and the fact that these actions are closely related to his degree of learning. To argue about these issues, this lecture aims to present the theoretical basis for observing learning as an agentic accomplishment based on a two-way affectment between the learner and the environment, and as an "adaptive reorganization of a complex system" (Hutchins, 1995, p. 289). As we define this theoretical basis, we need to raise three important criteria in order to not only discuss issues brought up on the observation of Acerola's actions in the classroom, but also establish how we can adjust this concept of learning to institutional terms: what is the view of cognition which allows us to recognize learning not only as internalization of concepts but also an action over the environment; what is the constitution of the learning environment which allows this twofold relationship; through which means it is possible to observe the didactic artifacts found in this environment, and how they contribute and are representative for learning as a cognitive action of constitutive interchange between person and environment. This three criteria lead us to observe cognition in a distributed fashion, in order to postulate that the use of the environment in the cognitive elaboration does enhances cognitive action, through the access to more resources available than the neural apparatus.

Mental Health Social Work in Context

[Routledge](#) There has been a re-energising of interest in social work in mental health services in recent years and mental health is now a core part of all qualifying social work students' training. Grounded in the social models of mental health particularly relevant to qualifying social workers, but also familiarising students with social aspects of medical perspectives, this core text helps to prepare students for practice and to develop their knowledge around: promoting the social inclusion of people with mental health problems the changing context of multidisciplinary mental health services an integrated evidence base for practice working with people with mental health problems across the life course. Mental Health Social Work in Context is an essential textbook for all social work students taking undergraduate and postgraduate qualifying degrees in social work, and will also be invaluable for practitioners undertaking post-qualifying awards in mental health social work.

New Science of Learning

Cognition, Computers and Collaboration in Education

[Springer Science & Business Media](#) The earliest educational software simply transferred print material from the page to the monitor. Since then, the Internet and other digital media have brought students an ever-expanding, low-cost knowledge base and the opportunity to interact with minds around the globe—while running the risk of shortening their attention spans, isolating them from interpersonal contact, and subjecting them to information overload. The New Science of Learning: Cognition, Computers and Collaboration in Education deftly explores the multiple relationships found among these critical elements in students' increasingly complex and multi-paced educational experience. Starting with instructors' insights into the cognitive effects of digital media—a diverse range of viewpoints with little consensus—this cutting-edge resource acknowledges the double-edged potential inherent in computer-based education and its role in shaping students' thinking capabilities. Accordingly, the emphasis is on strategies that maximize the strengths and compensate for the negative aspects of digital learning, including: Group cognition as a foundation for learning Metacognitive control of learning and remembering Higher education course development using open education resources Designing a technology-oriented teacher professional development model Supporting student collaboration with digital video tools Teaching and learning through social annotation practices The New Science of Learning: Cognition, Computers and Collaboration in Education brings emerging challenges and innovative ideas into sharp focus for researchers in educational psychology, instructional design, education technologies, and the learning sciences.

Recent Progress in Brain and Cognitive Engineering

[Springer](#) For 'Recent Progress in Brain and Cognitive Engineering' Brain and Cognitive Engineering is a converging study field to derive a better understanding of cognitive information processing in the human brain, to develop "human-like" and neuromorphic artificial intelligent systems and to help predict and analyze brain-related diseases. The key concept of Brain and Cognitive Engineering is to understand the Brain, to interface the Brain, and to engineer the Brain. It could help us to understand the structure and the key principles of high-order information processing on how the brain works, to develop interface technologies between a brain and external devices and to develop artificial systems that can ultimately mimic human brain functions. The convergence of behavioral, neuroscience and engineering research could lead us to advance health informatics and personal learning, to enhance virtual reality and healthcare systems, and to "reverse engineer" some brain functions and build cognitive robots. In this book, four different recent research directions are presented: Non-invasive Brain-Computer Interfaces, Cognitive- and Neural-rehabilitation Engineering, Big Data Neurocomputing, Early Diagnosis and Prediction of Neural Diseases. We cover numerous topics ranging from smart vehicles and online EEG analysis, neuroimaging for Brain-Computer Interfaces, memory implantation and rehabilitation, big data computing in cultural aspects and cybernetics to brain disorder detection. Hopefully this will provide a valuable reference for researchers in medicine, biomedical engineering, in industry and academia for their further investigations and be inspiring to those who seek the foundations to improve techniques and understanding of the Brain and Cognitive Engineering research field.

Current Issues in Cognitive Processes

The Tulane Flowerree Symposia on Cognition

[Psychology Press](#) The first book-length collection of papers presented at a Flowerree Symposium, this volume provides an in-depth analysis of a variety of the newest and most critical empirical and theoretical issues in the study of human cognition. These include models of human category learning, models of memory, implicit memory and knowledge, dynamic decision behavior, effects of test and item presentation methods, visual inputs, and contexts. An essential reference for professionals and ideal for use as a textbook by both advanced undergraduate and graduate students.

Cognitive Empathy and Perspective Taking: Understanding the Mechanisms of Normal and Abnormal Experiences and Abilities

[Frontiers Media SA](#)

What is Social and Embodied About Situated Embodied Social Cognition? Current Issues and Perspectives

[Frontiers Media SA](#)

Cognitive Systems Engineering

An Integrative Living Laboratory Framework

[CRC Press](#) This book provides a framework for integrating complex systems that are problem-centric, human-centered, and provides an interdisciplinary, multi-methodological purview of multiple perspectives surrounding the human factors/human actors within living ecosystems. This book will provide useful theoretical and practical information to human factors, human-computer interaction, cognitive systems engineering personnel who are currently engaged in human-centered design or other applied aspects of modeling, simulation, and design that requires joint understanding of theory and practice.

Contemporary Issues in Database Design and Information Systems Development

[IGI Global](#) "This book presents the latest research ideas and topics on databases and software development. It provides a representation of top notch research in all areas of database and information systems development"--Provided by publisher.

The Wiley Handbook of Cognitive Control

[John Wiley & Sons](#) Covering basic theory, new research, and intersections with adjacent fields, this is the first comprehensive reference work on cognitive control - our ability to use internal goals to guide thought and behavior. Draws together expert perspectives from a range of disciplines, including cognitive psychology, neuropsychology, neuroscience, cognitive science, and neurology Covers behavioral phenomena of cognitive control, neuroanatomical and computational models of frontal lobe function, and the interface between cognitive control and other mental processes Explores the ways in which cognitive control research can inform and enhance our understanding of brain development and neurological and psychiatric conditions

Human Memory

An Introduction to Research, Data, and Theory

[Wadsworth Publishing Company](#) This book balances coverage of theory, research, and data in order to promote a more complete understanding of how human memory works. The book strikes a balance between historically significant findings and current research. Actual experiments, both paper and pencil and online demonstrations, are included to help students see the link between theory and data.

Educational Social Software for Context-Aware Learning: Collaborative Methods and Human Interaction

Collaborative Methods and Human Interaction

[IGI Global](#) "This book examines socio-cultural elements in educational computing focused on design and theory where learning and setting are intertwined"--Provided by publisher.

Cognitive Decision-Making

Empirical and Foundational Issues

[Cambridge Scholars Publishing](#) Cognitive Decision-Making is an interdisciplinary collection of essays in psychology, philosophy, neuroscience and biology about decision-making. While it has been a topic for economists, logicians and psychologists for many years, decision-making is gaining more attention now from a diverse array of approaches. In 2005, a conference was held at the Université du Québec at Montreal (UQAM) and allowed researchers from various fields to interact and discuss such issues. Cognition 2005 was an occasion for philosophers, cognitive scientists and biologists to present the latest development in their discipline, and this book aims at providing a general overview of current research in the field of cognitive decision-making. This book is intended for scholars interested in the nature, modeling, evolution and substrate of decision-making.

Why Context Matters in Educational Leadership

A New Theoretical Understanding

[Routledge](#) Why Context Matters in Educational Leadership: A New Theoretical Understanding is unique in the field of educational leadership studies. This book offers a systematic account of educational leadership from the perspective that context matters. It argues that studies of leadership in education can only progress if the importance of context is understood and presents context as a set of constraints under which leadership is exercised. A theoretical book that offers at least three major challenges to dominant positions in the field in a systematic way, it provides a new, coherent, and more realistic way to think about leadership in context. The chapters offer concrete steps for complex problem-solving in schools and will help schools tailor solutions to local constraints and circumstances. Written by leading scholars Colin W. Evers and Gabriele Lakowski, this book will be essential reading for students and researchers working in the fields of education, educational administration and leadership.

Investigations of E-Learning Patterns: Context Factors, Problems and Solutions

Context Factors, Problems and Solutions

[IGI Global](#) "This book addresses e-learning patterns in software development, providing an accessible language to communicate sophisticated knowledge and important research methods and results"--Provided by publisher.

Adolescence in Context Lives in Context

[SAGE Publications](#) From award-winning author Tara L. Kuther comes *Adolescence in Context*, a topically oriented text that connects learners to the science that shapes our understanding of today's teenagers and young adults. The book is organized around three core themes: the centrality of context, the importance of research, and the applied value of developmental science. The text presents classic research, current research, and foundational theories, which Kuther frames in real-life contexts such as gender, race and ethnicity, and socioeconomic status. Students will come away with an understanding of the book's themes and material that they will immediately be able to apply to their own lives and future careers.

From Action to Cognition

[Elsevier](#) Extensive neurophysiological and neuropsychological evidence show that perception, action, and cognition are closely related in the brain and develop in parallel to one another. Thus, perception, cognition, and social functioning are all anchored in the actions of the child. Actions reflect the motives, the problems to be solved, and the constraints and possibilities of the child's body and sensory-motor system. The developing brain accumulates experiences, which it translates into knowledge used in planning future actions. Such knowledge is available because events are governed by rules and regulations. The present volume discusses all these aspects of how action and cognition are related in development.

The Challenge of Developing Statistical Literacy, Reasoning and Thinking

[Springer Science & Business Media](#) Unique in that it collects, presents, and synthesizes cutting edge research on different aspects of statistical reasoning and applies this research to the teaching of statistics to students at all educational levels, this volume will prove of great value to mathematics and statistics education researchers, statistics educators, statisticians, cognitive psychologists, mathematics teachers, mathematics and statistics curriculum developers, and quantitative literacy experts in education and government.

Olfaction: An Interdisciplinary Perspective from Philosophy to Life Sciences

[Springer Nature](#) This book offers a broad and timely perspective on research on olfaction and its current technological challenges. It specifically emphasizes the interdisciplinary context in which olfaction is investigated in contemporary research. From aesthetics to sociology, from bioengineering to anthropology, the different chapters discuss a wide variety of issues arising from olfaction research and its application in different contexts. By highlighting the overlaps between different areas of research, the book fosters a better communication between disciplines and leads towards a better understanding of the role of olfaction in human perception and cognition. This inspiring read is of interest to students, researchers and practitioners in psychology, philosophy, bioengineering, and cultural studies.

International Perspectives on Education

[A&C Black](#) *International Perspectives on Education* is intended for those with an interest in education as an academic area, including students of Education Studies and MA Education. It is also suitable for those who have an interest in applied theory, including those involved in or training for the teaching profession; and to those who are concerned with the management and governance of education: those who formulate policy, those charged with inspecting or advising the profession, and those (such as head teachers or school governors) whose task is to guide others.

Cognitive Event-Related Potentials in Psychopathology: New Experimental and Clinical Perspectives

[Frontiers Media SA](#) A common feature of many psychopathological states (going from anxiety, depression to schizophrenia or addictions) is to show cognitive alterations. These cognitive deficits clearly impact on the onset of clinical symptoms. Therefore, recent studies showed that increasing cognitive skills have a positive effect on patients' quality of life, and decrease the severity of clinical symptoms. However, a main problem consists in the fact that some minor cognitive restrictions, even if not observable at the behavioral level, may induce a state of "vulnerability" that can, in some circumstances, lead the patients to relapse. For instance, in alcohol dependence, it is well-known that, despite detoxification cure, psychological intervention and medication, 50 to 90% of patients resume in alcohol consumption within 1 year post-detoxification cure. In this view, it could be really important to find biological markers for even minor cognitive alterations, that can help clinicians to identify which patients are more "at-risk" to relapse, in order to improve treatment through best suited medication and specialized programs of cognitive rehabilitation. In this topic, our aim is to illustrate how and why cognitive event-related potentials (ERPs) may help in different psychopathological populations to adapt the treatment of individual patients on the basis of their specific neuro-cognitive alterations.

Computational Models of High-level Visual Perception and Recognition

Challenge of Facework, The

Cross-Cultural and Interpersonal Issues

[State University of New York Press](#) This book addresses the cross-cultural variations in the conceptions of face and facework from a multidisciplinary communication perspective. Facework represents one of the most important theoretical concepts available to us in contemporary communication literature as it encompasses a dynamic network of cross-cultural, social cognitive, affective, interpersonal, interactional, and identity issues. The book serves a dual purpose: to raise issues and to extend some of the current ideas in face and facework research in the cross-cultural and interpersonal communication settings, and to illuminate some specific directions for future research into the face and facework management process. Face and facework are presented in conjunction with phenomena such as politeness, request interaction, embarrassment, conflict, business negotiation, and international diplomacy.