

Cognitive Planning The Psychological Basis Of Intelligent Behaviour

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Planning (cognitive) - Wikipedia

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Planning is the process of thinking about the activities required to achieve a desired goal.It is the first and foremost activity to achieve desired results. It involves the creation and maintenance of a plan, such as psychological aspects that require conceptual skills.There are even a couple of tests to measure someone's capability of planning well.

Planning - Wikipedia

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Cognitive Planning The Psychological Basis Of Intelligent ...

Cognitive psychology involves the study of internal mental processes:all of the things that go on inside your brain, including perception, thinking, memory, attention, language, problem-solving, and learning. While it is a relatively young branch of psychology, it has quickly grown to become one of the most popular subfields.

Cognitive Psychology: The Science of How We Think

Social cognitive theory is a learning theory developed by the renowned Stanford psychology professor Albert Bandura. The theory provides a framework for understanding how people actively shape and are shaped by their environment. In particular, the theory details the processes of observational learning and modeling, and the influence of self-efficacy on the production of behavior.

Social Cognitive Theory: Definition and Examples

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Cognitive Planning The Psychological Basis Of Intelligent ...

This collection of papers illustrates how concepts, theories and techniques from experimental psychology can be applied in the domain of Human-Computer Interaction (HCI). An experimental psychological basis for cognitive ergonomics is presented, built on a foundation of theoretical and experimental research. In addition, various issues in cognitive ergonomics are closely examined, including ...

The first part of this volume reviews existing literature on planning (intelligent, goal-oriented behavior) from historical, cognitive, neuropsychological, and developmental perspectives, and explains the book's theoretical orientation. The second part describes several empirical studies in which the authors (three cognitive psychologists) examine the operation of planning in different situations. Printed in India. Annotation copyright by Book News, Inc., Portland, OR

What lies behind decision-making and improved educational and managerial performance? This book tries to answer by putting forth meaningful strategies in the context of planning and executive functions. This is based on five broad themes: : Decisions are based on both emotions and rationality in varying proportions. : Emotions and rationality are functions of the brain. : Origin of planning and executive functions engaged in problem-solving, and how these functions are measured from three worlds, viz., world of physical objects, world of conscious and unconscious states and psychological control, and world of cultural products, such as language, theories in science, and objects of art. : Improvement in planning and executive functions helps in better performance in both educational achievements and managerial decision-making. : Methods to boost decision-making and planning. This book will interest Educational Planners and Managers in business administration as well as the undergraduate and postgraduate students of Psychology, Management and Education.

Consciousness is an active area of both philosophical debates and scientific research. Consciousness Quest, rather than covering the broad spectrum of consciousness spread over multiple scientific disciplines, refocuses the quest for consciousness on a specific area where Eastern contemplative traditions, mostly in Hindu and Buddhist theories of mind, meet Western empirical research. This book is an introduction to current scientific thinking and research on consciousness and at the same time acquaints readers with the spectrum of classical and modern philosophical notions on consciousness.

This book is a ready reckoner on dyslexia, a condensed and updated source of information on the subject, for not only teachers and parents, but also for professionals concerned with Learning Disabilities. For the school psychologist, the book is an interpretation that gives pre-eminence to the PASS (Planning-Attention-Simultaneous-Successive) theory of cognitive processes:the four major processes that replace traditional views of IQ and redefine intelligence. Reading Difficulties and Dyslexia: An Interpretation for Teachers answers questions like: What is dyslexia? How do reading difficulties develop? How does one deal with dyslexia? Is there a valid remedial procedure? The answers are meant not only to help understand specific reading problems in the context of intelligence, but also guide remediation. The book provides a selective review of the existing knowledge in the field. By presenting lively discussions on competing views, controversies, recent advances and unresolved issues, it tries to demystify the continuing enigma of dyslexia. It will be an immensely engaging and informative read for students and researchers studying Psychology and Education and also those working in the fields of other cognitive sciences.

Previously, dyslexia was defined as primarily a deficit at the word reading level. When the original edition of this book was published, the core deficit was thought to be phonological coding. The search for a single factor for dyslexia is no longer pursued. However, we must explore why approximately 15 per cent of school children have difficulties in learning to read or doing math. This updated edition offers an explanation based on contemporary developments in the study of cognition and neuroscience. It also studies the impact of poverty on learning, a relatively new but extremely important area of interest. Going beyond a simple view of reading and math, Reading Difficulties and Dyslexia discusses distal factors such as cognitive flexibility and attentional control. A distinguishing feature of this book is that it presents intervention programmes, based on the distal factors, which can greatly improve word decoding and comprehension, and enhance number sense.

Psychology in India, Volume 1: Basic Psychological Processes and Human Development comprises six original essays and analyses research conducted on psychological processes. It integrates biological and ecological approaches to the study of behaviour; recent research in developmental psychology; studies on language acquisition and language processes, reading, and bilingualism and multilingualism; contributions from neuroscience, cognitive science, and cultural psychology towards the knowledge of cognitive processes; research on affective and motivational processes; and studying personality. Concepts, methods and theories have been covered.

The Cognitive Psychology of Planning assesses recent advances in the scientific study of the cognitive processes involved in formulating, evaluating and selecting a sequence of thoughts and actions to achieve a goal. Approaches discussed range from those which look at planning in terms of problem-solving behaviour to those which look at how we control thoughts and actions within the frameworks of attention, working memory or executive function. Topics covered include: simple to complex tasks, well- and ill-defined problems and the effects of age and focal brain damage on planning. This survey of recent work in the cognitive psychology and cognitive neuropsychology of planning will be an invaluable resource for anyone studying or researching in the fields of thinking and reasoning, memory and attention.

This book, which resulted from an intensive discourse between experts from several disciplines : complexity theorists, cognitive scientists, philosophers, urban planners and urban designers, as well as a zoologist and a physiologist : addresses various issues regarding cities. It is a first step in responding to the challenge of generating just such a discourse, based on a dilemma identified in the CTC (Complexity Theories of Cities) domain. The latter has demonstrated that cities exhibit the properties of natural, organic complex systems: they are open, complex and bottom-up, have fractal structures and are often chaotic. CTC have further shown that many of the mathematical formalisms and models developed to study material and organic complex systems also apply to cities. The dilemma in the current state of CTC is that cities differ from natural complex systems in that they are hybrid complex systems composed, on the one hand, of artifacts such as buildings, roads and bridges, and of natural human agents on the other. This raises a plethora of new questions on the difference between the natural and the artificial, the cognitive origin of human action and behavior, and the role of planning and designing cities. The answers to these questions cannot come from a single discipline; they must instead emerge from a discourse between experts from several disciplines engaged in CTC.

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