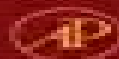


Perceptual Learning



Academic Press

Perceptual Learning Advances In Research And Theory

Eleanor J. Gibson, Anne D. Pick



Perceptual Learning Advances In Research And Theory:

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The Psychology of Learning and Motivation ,2004-02-19 The Psychology of Learning and Motivation publishes empirical and theoretical contributions in cognitive and experimental psychology ranging from classical and instrumental conditioning to complex learning and problem solving Each chapter provides a thoughtful integration of a body of work

Perceptual Learning Robert L. Goldstone,Philippe G. Schyns,Douglas L. Medin,1997

Perceptual Learning Barbara Doshier,Zhong-Lin Lu,2020-10-13 A comprehensive and integrated introduction to the phenomena and theories of perceptual learning focusing on the visual domain Practice or training in perceptual tasks improves the quality of perceptual performance often by a substantial amount This improvement is called perceptual learning in contrast to learning in the cognitive or motor domains and it has become an active area of research of both theoretical and practical significance This book offers a comprehensive introduction to the phenomena and theories of perceptual learning focusing on the visual domain Perceptual Learning explores the tradeoff between the competing goals of system stability and system adaptability signal and noise retuning and reweighting and top down versus bottom down processes It examines and evaluates existing research and potential future directions including evidence from behavior physiology and brain imaging and existing perceptual learning applications with a focus on important theories and computational models It also compares visual learning to learning in other perceptual domains and considers the application of visual training methods in the development of perceptual expertise and education as well as in remediation for limiting visual conditions It provides an integrated treatment of the subject for students and researchers and for practitioners who want to incorporate perceptual learning into their practice Practice or training in perceptual tasks improves the quality of perceptual performance often by a substantial amount This improvement is called perceptual learning in contrast with learning in the cognitive or motor domains Perceptual learning has been a very active area of research of both theoretical and practical interest Research on perceptual learning is of theoretical significance in illuminating plasticity in adult perceptual systems and in understanding the limitations of human information processing and how to improve them It is of practical significance as a potential method for the development of perceptual expertise in the normal population for its potential in advancing development and supporting healthy aging and for noninvasive amelioration of deficits in challenged populations by training Perceptual learning has become an increasingly important topic in biomedical research Practitioners

in this area include science disciplines such as psychology neuroscience computer sciences and optometry and developers in applied areas of learning game design cognitive development and aging and military and biomedical applications Commercial development of training products protocols and games is a multi billion dollar industry Perceptual learning provides the basis for many of the developments in these areas This book is written for anyone who wants to understand the phenomena and theories of perceptual learning or to apply the technology of perceptual learning to the development of training methods and products Our aim is to provide an introduction to those researchers and students just entering this exciting field to provide a comprehensive and integrated treatment of the phenomena and the theories of perceptual learning for active perceptual learning researchers and to describe and develop the basic techniques and principles for readers who want to successfully incorporate perceptual learning into applied developments The book considers the special challenges of perceptual learning that balance the competing goals of system stability and system adaptability It provides a systematic treatment of the major phenomena and models in perceptual learning the determinants of successful learning and of specificity and transfer The book provides a cohesive consideration of the broad range of perceptual learning through the theoretical framework of incremental learning of reweighting evidence that supports successful task performance It provides a detailed analysis of the mechanisms by which perceptual learning improves perceptual limitations the relationship of perceptual learning and the critical period of development and the semi supervised modes of learning that dominate perceptual learning It considers limitations and constraints on learning multiple tasks and stimuli simultaneously the implications of training at high or low levels of performance accuracy and the importance of feedback to perceptual learning The basis of perceptual learning in physiology is discussed along with the relationship of visual perceptual learning to learning in other sensory domains The book considers the applications of perceptual learning in the development of expertise in education and gaming in training during development and aging and applications to remediation of mental health and vision disorders Finally it applies the phenomena and models of perceptual learning to considerations of optimizing training

Human Memory Gordon H. Bower, 2013-10-22 Human Memory Basic Processes provides information pertinent to the fundamental aspects of human memory This book provides a general theoretical framework for human memory information processing and retrieval Organized into seven chapters this book begins with an overview of the permanent features of memory This text then outlines several experimental findings that support a multiple store model of memory with emphasis on the free recall with extension made to other recall tasks Other chapters describe the results of a number of experiments designed to test specific models that can be obtained from the overall theory This book discusses as well the permanent structural features of the memory system The final chapter deals with the representation of the memory trace of an event in terms that are compatible with the multicomponent theory This book is a valuable resource for advanced students in experimental psychology Psychological researchers will also find this book useful

The Wiley Handbook on the Cognitive Neuroscience of Learning Robin A.

Murphy, Robert C. Honey, 2016-08-01 The Wiley Handbook on the Cognitive Neuroscience of Learning charts the evolution of associative analysis and the neuroscientific study of behavior as parallel approaches to understanding how the brain learns that both challenge and inform each other Covers a broad range of topics while maintaining an overarching integrative approach Includes contributions from leading authorities in the fields of cognitive neuroscience associative learning and behavioral psychology Extends beyond the psychological study of learning to incorporate coverage of the latest developments in neuroscientific research

Handbook of Learning and Cognitive Processes (Volume 4) William Estes, 2014-06-20 Originally published in 1976 this is Volume 4 of a series that reflected the current state of the field at the time In this title the focus shifts to modern developments in cognitive psychology The emphasis is primarily on attention and short term memory as these concepts came to be understood in the decade leading up to publication In addition to presenting the major concepts the authors outline fundamental theories and methods all in a way that will be readable by anyone with a reasonable scientific background As the editor notes in the Foreword each author has taken on the assignment of giving explicit attention to the orienting attitudes and long term goals that tend to shape the overall course of research in his field and to bring out both actual and potential influences and implications with respect to other aspects of the discipline This volume as all volumes of the Handbook will be invaluable for those who want an organized picture of the current state of the field as it was at the time

Handbook of Learning and Cognitive Processes (Volume 6) William Estes, 2014-06-20 Originally published in 1978 Volume 6 concludes the survey of research and theory on learning and cognitive processes that was envisaged when the plan for this Handbook was sketched The primary orientation in the planning the Handbook was to concentrate on research and models aimed toward the development of general cognitive theory The first five chapters of this volume are organized in relation to one of the research areas that had expanded most vigorously during the period of planning and writing of the Handbook These chapters treat aspects of psycholinguistics most closely related to research and theory covered in the other volumes Perhaps the most fertile source of new concepts and models closely related to other branches of cognitive theory has been research on semantic memory This work is given a critical review and interpretation by Smith in the first chapter of this volume following which some lines of theoretical developmental leading upward into problems of comprehension of meaningful material are reviewed by Kintsch then connections downward into more elementary problems of coding in memory by Johnson Also Johnson's chapter shades into the very active current body of work on perceptual and memorial processes in reading carried further by Baron's examination of perceptual learning in relation to letter and word recognition Finally we consider inputs to the psycholinguistic system via speech and speech perception The strong emphasis of Pisoni's chapter on speech perception rather than production simply reflects both the predominance of research on perceptual aspects of speech in the current cognitive literature and the close relationships of this research to other lines of investigation of perception and short term memory Some knowledge of the history of the subject and some understanding of

the way some of the more persuasive concepts and principles have evolved may serve present day investigators better than boosting their reading rates The final chapter of the present volume provides some documentation for this last suggestion

Perception, Cognition, and Development T. J. Tighe, B. E. Shepp, 2019-01-22 This volume is based on a conference held at Dartmouth College's Minery Conference Center in Holderness New Hampshire June 4-7 1981 The conference brought together a number of investigators whose separate lines of inquiry bear in significant ways on the relationships among perception cognition and development The purpose was to consider interactions among these basic processes not only as a critical facet of the research programs of the participants but also as a central conceptual problem for current theoretical psychology First published in 1983 Routledge is an imprint of Taylor Francis an informa company **Motor Control and Learning, 6E** Schmidt, Richard A., Lee, Tim, Winstein, Carolee, Wulf, Gabriele, Zelaznik, Howard, 2019 Motor Control and Learning Sixth Edition focuses on observable movement behavior the many factors that influence quality of movement and how movement skills are acquired Handbook of Learning and Cognitive Processes W. Estes, 2022-07-30 Is it possible at present to identify a core cluster of theoretical ideas concepts and methods with which everyone working in the area of learning and cognition needs to be familiar Would it be possible to make explicit the relationships that we feel do or must exist among the various subspecialties ranging from conditioning through perceptual learning and memory to psycholinguistics and to present these in a sufficiently organized way to help specialists and non specialists alike in relating particular lines of research to the broader spectrum of activity These questions were posed to a substantial number of investigators who were most active in developing the ideas and doing the research in the early 1970s Originally published between 1975 and 1978 their response constitutes this 6 volume Handbook of Learning and Cognitive Processes The volumes survey the research and theory on learning and cognitive processes that were rapidly developing at the time The primary orientation was to concentrate on research and models aimed toward the development of general cognitive theory They were up to date with regard to theoretical and technical developments and sufficiently self contained to be readable by anyone with a reasonable scientific background regardless of their acquaintance with the technical jargon of particular specialties Previously out of print the Handbook is now available again as a set or as individual volumes *Implicit Memory* Peter Graf, Michael E.J. Masson, 2013-12-02 The immense growth of research on implicit and explicit memory is making it difficult to keep up with new methods and findings to gauge the implications of new discoveries and to ferret out new directions in research and theory development The present volume provides a status report of work on implicit and explicit memory in the three areas that have contributed the bulk of what is known about this domain cognitive psychology lifespan developmental psychology and neuropsychology Highlighting developments in methods critical findings and theoretical positions this volume outlines promising new research directions By so doing it provides the reader with a multi disciplinary perspective on implicit and explicit memory and thereby enables a cross fertilization of ideas and research The chapters that make up this

volume were written by experts on the topic of implicit and explicit memory These contributors were asked to write for a broad audience for their colleagues from allied disciplines for new researchers for advanced undergraduate and graduate students to help them gain a comprehensive overview of the mushrooming research on this topic grasp the most fundamental empirical and theoretical issues and focus on new research directions Advances in Neural Networks Research D.C. Wunsch II, M. Hasselmo, K. Venayagamoorthy, D. Wang, 2003-08-22 IJCNN is the flagship conference of the INNS as well as the IEEE Neural Networks Society It has arguably been the preeminent conference in the field even as neural network conferences have proliferated and specialized As the number of conferences has grown its strongest competition has migrated away from an emphasis on neural networks IJCNN has embraced the proliferation of spin off and related fields see the topic list below while maintaining a core emphasis befitting its name It has also succeeded in enforcing an emphasis on quality *An Ecological Approach to Perceptual Learning and Development* Eleanor J. Gibson, Anne D. Pick, 2003-05-15 The essential nature of learning is primarily thought of as a verbal process or function but this notion conveys that pre linguistic infants do not learn Far from being blank slates that passively absorb environmental stimuli infants are active learners who perceptually engage their environments and extract information from them before language is available The ecological approach to perceiving defined as a theory about perceiving by active creatures who look and listen and move around was spearheaded by Eleanor and James Gibson in the 1950s and culminated in James Gibson's last book in 1979 Until now no comprehensive theoretical statement of ecological development has been published since Eleanor Gibson's *Principles of Perceptual Learning and Development* 1969 In *An Ecological Approach to Perceptual Learning and Development* distinguished experimental psychologists Eleanor J Gibson and Anne D Pick provide a unique theoretical framework for the ecological approach to understanding perceptual learning and development Perception in accordance with James Gibson's views entails a reciprocal relationship between a person and his or her environment The environment provides resources and opportunities for the person and the person gets information from and acts on the environment The concept of affordance is central to this idea the person acts on what the environment affords as it is appropriate This extraordinary volume covers the development of perception in detail from birth through toddlerhood beginning with the development of communication going on to perceiving and acting on objects and then to locomotion It is more than a presentation of facts about perception as it develops It outlines the ecological approach and shows how it underlies higher cognitive processes such as concept formation as well as discovery of the basic affordances of the environment This impressive work should serve as the capstone for Eleanor J Gibson's distinguished career as a developmental and experimental psychologist Psychology of Learning and Motivation Brian H. Ross, 2002-06-18 The *Psychology of Learning and Motivation* publishes empirical and theoretical contributions in cognitive and experimental psychology ranging from classical and instrumental conditioning to complex learning and problem solving Each chapter provides a thoughtful integration of a body of work Volume 41 includes in its

coverage chapters on multimedia learning brain imaging and memory among others **Advanced Methods in Distance Education: Applications and Practices for Educators, Administrators and Learners** Dooley, Kim E., Lindner, James R., Dooley, Larry M., 2005-02-28 This book covers theory to practice with readers gaining the necessary knowledge skills and abilities to be successful in teaching or training using technology mediated instruction Provided by publisher **Perceptual and Cognitive Development** Rochel Gelman, Terry Kit-Fong Au, 1996-06-17 Perceptual and Cognitive Development illustrates how the developmental approach yields fundamental contributions to our understanding of perception and cognition as a whole The book discusses how to relate developmental comparative and neurological considerations to early learning and development and it presents fundamental problems in cognition and language such as the acquisition of a coherent organized and shared understanding of concepts and language Discussions of learning memory attention and problem solving are embedded within specific accounts of the neurological status of developing minds and the nature of knowledge Research advances and theoretical reorientations are updated in the Second Edition the revision focuses more attention on the cognitive and biological sciences and neuroscience Illustrates how the developmental approach can yield fundamental contributions to our understanding of perception and cognition as a whole Discussions of learning memory and attention permeate individual chapters **Handbook of Psychology, Experimental Psychology** Irving B. Weiner, Alice F. Healy, Robert W. Proctor, 2012-10-16 Psychology is of interest to academics from many fields as well as to the thousands of academic and clinical psychologists and general public who can't help but be interested in learning more about why humans think and behave as they do This award winning twelve volume reference covers every aspect of the ever fascinating discipline of psychology and represents the most current knowledge in the field This ten year revision now covers discoveries based in neuroscience clinical psychology's new interest in evidence based practice and mindfulness and new findings in social developmental and forensic psychology **Child Development** Catherine S. Steen Tamis-LeMonda (Steffie van derDuffy, Hester), 2025 The Contrast Sensitivity Function: From Laboratory to Clinic Fang Hou, Zhong-Lin Lu, Peter J. Bex, Alexandre Reynaud, 2021-12-30

This book delves into Perceptual Learning Advances In Research And Theory. Perceptual Learning Advances In Research And Theory is an essential topic that must be grasped by everyone, ranging from students and scholars to the general public. The book will furnish comprehensive and in-depth insights into Perceptual Learning Advances In Research And Theory, encompassing both the fundamentals and more intricate discussions.

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- The book is crafted in an easy-to-understand language and is complemented by engaging illustrations. This book is highly recommended for anyone seeking to gain a comprehensive understanding of Perceptual Learning Advances In Research And Theory.

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