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*philosopher have collaborated*

**Induction** - John H. Holland - 1989
Two psychologists, a computer scientist, and a

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on a subject that has been a topic of investigation since the time of Socrates. The result is an integrated account that treats problem solving and induction in terms of rule-based mental models. Induction is included in the Computational Models of Cognition and Perception Series. A Bradford Book.

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The Psychology of Human Thought - Robert J. Sternberg - 1988-02-26

Inductive Learning Algorithms for Complex Systems Modeling - H.R. Madala -

Inductive Learning Algorithms for Complex Systems Modeling is a professional monograph that surveys new types of learning algorithms for modeling complex scientific systems in science and engineering. The book features discussions of algorithm development, structure, and behavior; comprehensive coverage of all types of algorithms useful for this subject; and applications of various modeling activities (e.g., environmental systems,
Inductive Learning Algorithms for Complex Systems Modeling is a professional monograph that surveys new types of learning algorithms for modeling complex scientific systems in science and engineering. The book features discussions of algorithm development, structure, and behavior; comprehensive coverage of all types of algorithms useful for this subject; and applications of various modeling activities (e.g., environmental systems, noise immunity, economic systems, clusterization, and neural networks). It presents recent studies on clusterization and recognition problems, and it includes listings of algorithms in FORTRAN that can be run directly on IBM-compatible PCs. Inductive Learning Algorithms for Complex Systems Modeling will be a valuable reference for graduate students, research workers, and scientists in applied mathematics, statistics, computer science, and systems science disciplines. The book will also benefit engineers and scientists from applied fields such as environmental studies, oceanographic modeling, weather forecasting, air and water pollution studies, economics, hydrology, agriculture, fisheries, and time series evaluations.

Inductive Learning Algorithms for Complex Systems Modeling - H.R. Madala -
Inductive Learning Algorithms for Complex Systems
Grammatical Inference: modeling, weather forecasting, air and water pollution studies, economics, hydrology, agriculture, fisheries, and time series evaluations.

Grammatical Inference: Learning Syntax from Sentences - Laurent Miclet - 1996-09-16
This book constitutes the refereed proceedings of the Third International Colloquium on Grammatical Inference, ICGI-96, held in Montpellier, France, in September 1996. The 25 revised full papers contained in the book together with two invited key papers by Magerman and Knuutila were carefully selected for presentation at the conference. The papers are organized in sections on algebraic methods and algorithms, natural language and pattern recognition, inference and stochastic models, incremental methods and inductive logic programming, and operational issues.

Inductive Inference and Its Natural Ground - Hilary Kornblith - 1995
Hilary Kornblith presents an account of inductive inference that addresses both its metaphysical and epistemological aspects. He
Hilary Kornblith presents an account of inductive inference that addresses both its metaphysical and epistemological aspects. He argues that inductive knowledge is possible by virtue of the fit between our innate psychological capacities and the causal structure of the world. Kornblith begins by developing an account of natural kinds that has its origins in John Locke's work on real and nominal essences. In Kornblith's view, a natural kind is a stable cluster of properties that are bound together in nature. The existence of such kinds serves as a natural ground of inductive inference.

Kornblith then examines two features of human psychology that explain how knowledge of natural kinds is attained. First, our concepts are structured innately in a way that presupposes the existence of natural kinds. Second, our native inferential tendencies tend to provide us with accurate beliefs about the world when applied to environments that are populated by natural kinds.

**Inductive Inference and Its Natural Ground** - Hilary Kornblith - 1995
Teaching and Learning Patterns in School Mathematics - Ferdinand Rivera - 2014-07-08

This book synthesizes research findings on patterns in the last twenty years or so in order to argue for a theory of graded representations in pattern generalization. While research results drawn from investigations conducted with different age-level groups have sufficiently demonstrated varying shifts in structural awareness and competence, which influence the eventual shape of an intended generalization, such shifts, however, are not necessarily permanent due to other pertinent factors such as the complexity of patterning tasks. The book proposes an alternative view of pattern generalization, that is, one that is not about shifts or transition phases but graded depending on individual experiences with target patterns. The theory of graded representations involving pattern generalization offers a much more robust understanding of differences in patterning competence since it is sensitive to varying levels of entry into generalization. Empirical evidence will be provided to demonstrate this alternative view, which is drawn from the author’s longitudinal work with elementary and middle school children, including several investigations conducted with preservice elementary majors. Two chapters of the book will be devoted to extending pattern generalization activity to arithmetic and algebraic learning of concepts and processes. The concluding chapter addresses the pedagogical significance of pattern learning in the school mathematics curriculum.
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**Machine Learning Methods for Ecological Applications**
- Alan H. Fielding - 2012-12-06
This is the first text aimed at introducing machine learning methods to a readership of professional ecologists. All but one of the chapters have been written by ecologists and biologists who highlight the application of a particular method to a particular class of problem.
who was responsible for biologists who highlight the application of a particular method to a particular class of problem.

**Intelligent Learning Environments and Knowledge Acquisition in Physics** - Andree Tiberghien - 2012-12-06

The NATO workshop "Knowledge acquisition in the domain of physics and intelligent learning environments" was held in Lyon, France, July 8-12, 1990. A total of 31 researchers from Europe (France, Germany, Greece, Italy, Portugal, and the U. K.), the U. S. A., and Japan worked together. This proceedings volume contains most of the contributions to the workshop. The papers show clearly the main directions of research in intelligent learning environments. They display a variety of points of view depending on the researcher's own background even when a single domain of teaching, namely physics, is considered. We acknowledge the assistance of Michael Baker, reviewing the English of the contributions. February 1992

Andree Tiberghien Heinz Mandl

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Data Mining and Knowledge Discovery via Logic-Based Methods - Evangelos Triantaphyllou - 2010-06-08

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By Boolean vectors defined on some attributes. That is, by data points defined in the Boolean space of the attributes. It is postulated that there exists a partition of this space into two classes, which should be inferred as patterns on the attributes when only several data points are known, the so-called positive and negative training examples. The main problem in DM&KD is defined as finding rules for recognizing (classifying) new data points of unknown class, i.e., deciding which of them are positive and which are negative. In other words, to infer the binary value of one more attribute, called the goal or class attribute. To solve this problem, some methods have been suggested which construct a Boolean function separating the two given sets of positive and negative training data points.

**Psychology of Learning and Motivation** - - 1993-12-07
With a long-standing tradition for excellence, this series is a collection of quality papers that are widely read by researchers in cognitive and experimental psychology. Each chapter thoughtfully integrates the writings of leading contributors, who present and discuss significant bodies of research relevant to their discipline.

**Spanning the Theory-practice Divide in Library and Information Science** - William A. Crowley - 2005
Reveals how practitioners, consultants, and faculty can derive theories from actual experience and use such theories in solving real world problems. Bill Crowley explores why theory, in particular theory developed...
derive theories from actual faculty, is too little used in the off-campus world. The volume examines the importance of solving the theory irrelevance problem, and drawing on a broad spectrum of research and theoretical insights, it provides suggestions for overcoming the not-so-hidden secret of the academic world - why theory with little or no perceived relevance to off-campus environments can be absolutely essential to advancing faculty careers. It also addresses the implications for theory development of fundamental aspects of the American culture and economy, including: the American ambivalence towards intellectuals, the rise in the "theory-unfriendly" environments of for-profit educational institutions, and public demands for enhanced accountability.

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Handbook of Legal Reasoning and Argumentation - Giorgio Bongiovanni - 2018-07-02
This handbook addresses legal reasoning and argumentation from a logical, philosophical and legal perspective. The main forms of legal reasoning and argumentation are covered in an exhaustive and critical fashion, and are analysed in connection with more general types (and problems) of reasoning. Accordingly, the subject matter of the handbook divides in three parts. The first one introduces and discusses the basic concepts of practical reasoning. The second one discusses the general structures and procedures of reasoning and argumentation that are relevant to legal discourse. The third one looks at their instantiations and developments of these aspects of argumentation as they are put to work in the law, in different areas and applications of legal reasoning.

Proceedings of the Seventeenth Annual
A growing body of research supports the view that the learning process is strongly influenced by the learner's goals. The fundamental tenet of goal-driven learning is that learning is largely an active and strategic process in which the learner, human or machine, attempts to identify and satisfy its information needs in the context of its tasks and goals, its prior knowledge, its capabilities, and environmental opportunities for learning.

This book brings together a diversity of research on goal-driven learning to establish a broad, interdisciplinary framework that describes the goal-driven learning process. It collects and solidifies existing results on this important issue in machine and human learning and presents a theoretical framework for future investigations. The book opens with an overview of goal-driven learning research and computational and cognitive models of the goal-driven learning process. This introduction is followed by a collection of fourteen recent...
Brings together a diversity of fundamental issues of the field, including psychological and functional arguments for modeling learning as a deliberative, planful process; experimental evaluation of the benefits of utility-based analysis to guide decisions about what to learn; case studies of computational models in which learning is driven by reasoning about learning goals; psychological evidence for human goal-driven learning; and the ramifications of goal-driven learning in educational contexts. The second part of the book presents six position papers reflecting ongoing research and current issues in goal-driven learning. Issues discussed include methods for pursuing psychological studies of goal-driven learning, frameworks for the design of active and multistrategy learning systems, and methods for selecting and balancing the goals that drive learning. A Bradford Book

**Goal-driven Learning** - Ashwin Ram - 1995

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This book constitutes the refereed proceedings of the 5th International Workshop on Learning Classifier Systems, IWLCS 2003, held in Granada, Spain in September 2003 in conjunction with PPSN VII. The 10 revised full papers presented together with a comprehensive bibliography on learning classifier systems were carefully reviewed and selected during two rounds of refereeing and improvement. All relevant issues in the area are addressed.

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**Text-based Learning and Reasoning** - Charles A. Perfetti - 2012-12-06

History is both an academic discipline and a school subject. As a discipline, it fosters a systematic way of discovering and evaluating the events of the past. As a school subject, American history is a staple of middle grades and high school curricula in the United States. In higher education, it is part of the liberal arts education tradition. Its role in school learning provides a context for our approach to history as a topic of learning. In reading history, students engage in cognitive processes of learning, text processing, and reasoning. This volume touches on each of these.

on an in-depth study of college students' text learning and extended to broader issues of text understanding, the cognitive structures that enable learning of history, and reasoning about historical problems. Slated to occupy a distinctive place in the literature on human cognition, this volume combines at least three key features in a unique examination of the course of learning and reasoning in one academic domain -- history. The authors draw theory and analysis of text understanding from cognitive science; and focus on multiple "natural" texts of extended length rather than laboratory texts as well as multiple and extended realistic learning situations. The research demonstrates that history stories can be described by causal-temporal event models and that these models capture the learning achieved by students. This text establishes that history learning includes learning a story, but does not assume that story learning is all there is in history. It shows a growth in students'
the events of the past. As a linkage -- developed over time and with study -- between learning and reasoning. It then illustrates that students can be exceedingly malleable in their opinions about controversial questions -- and generally quite influenced by the texts they read. And it presents patterns of learning and reasoning within and between individuals as well as within the group of students as a whole. By examining students' ability to use historical documents, this volume goes beyond story learning into the problem of document-based reasoning. The authors show not just that history is a story from the learner's point of view, but also that students can develop a certain expertise in the use of documents in reasoning.

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Intelligent Data Engineering and Automated Learning -- IDEAL 2010 - Colin Fyfe - 2010-08-21
The IDEAL conference has become a unique, established and broad interdisciplinary forum for experts, researchers and practitioners in many fields to interact with each other and with leading academics and industries in the areas of machine learning, information processing, data mining, knowledge management, bio-informatics, neu-informatics, bio-inspired models, agents and distributed systems, and hybrid systems. This volume contains the papers presented at the 11th International Conference on Intelligent Data Engineering and Automated Learning (IDEAL 2010), which was held September 1-3, 2010 in the
Automated Learning -- Scotland, on its Paisley campus, 15 kilometres from the city of Glasgow, Scotland. All submissions were strictly peer-reviewed by the Programme Committee and only the papers judged with sufficient quality and novelty were accepted and included in the proceedings. The IDEAL conferences continue to evolve and this year’s conference was no exception. The conference papers cover a wide variety of topics which can be classified by technique, aim or application. The techniques include evolutionary algorithms, artificial neural networks, association rules, probabilistic modelling, agent modelling, particle swarm optimization and kernel methods. The aims include regression, classification, clustering and generic data mining. The applications include biological information processing, text processing, physical systems control, video analysis and time series analysis.

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**Problem Driven Management** - B. Muñoz-Seca - 2004-10-07
Improving service and profits should be the constant aim of the operation side of any company. Beatriz Muñoz-Seca and Josep Riverola uncover the role of knowledge and problem solving as the cornerstones of the improvement process. They present the logic of the situation and show practical ways to implement the approach. Managing the knowledge process and involving the whole company in problem solving are the keys to success. Also the book presents and develops the concept of Problem Driven Management (PDM) as a new approach to Operations.
Learning from Dynamic Visualization - Richard Lowe - 2017-05-18

This volume tackles issues arising from today’s high reliance on learning from visualizations in general and dynamic visualizations in particular at all levels of education. It reflects recent changes in educational practice through which text no longer occupies its traditionally dominant role as the prime means of presenting to-be-learned information to learners. Specifically, the book targets the dynamic visual components of multimedia educational resources and singles out how they can influence learning in their own right. It aims to help bridge the increasing gap between pervasive adoption of dynamic visualizations in educational practice and our limited understanding of the role that these representations can play in learning. The volume has recruited international leaders in the field to provide diverse perspectives on the dynamic visualizations and learning. It is the first comprehensive book on the topic that brings together contributions from both renowned researchers and expert practitioners. Rather than aiming to present a broad general overview of the field, it focuses on innovative work that is at the cutting edge. As well as further developing and complementing existing approaches, the contributions emphasize fresh ideas that may challenge existing orthodoxies and point towards future directions for the field. They seek to stimulate further new developments in the design and use of dynamic visualizations for learning as well as the rigorous, systematic investigation of their educational effectiveness.

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Learning Classifier Systems - Pier Luca Lanzi - 2003-11-24
The 5th International Workshop on Learning Classifier Systems (IWLCS2002) was held September 7–8, 2002, in Granada, Spain, during the 7th International Conference on Parallel Problem Solving from Nature (PPSN VII). We have included in this volume revised and extended versions of the papers presented at the workshop. In the first paper, Browne introduces a new model of learning classifier system, iLCS, and tests it on the Wisconsin Breast Cancer classification problem. Dixon et al. present an algorithm for reducing the solutions evolved by the classifier system XCS, so as to produce a small set of readily understandable rules. Enee and Barbaroux take a close look at Pittsburgh-style visualizations in practice as well as well-defined perspectives.

the multi-agent problem known as El-farol. Holmes and Bilker investigate the effect that various types of missing data have on the classification performance of learning classifier systems. The two papers by Kovacs deal with an important theoretical issue in learning classifier systems: the use of accuracy-based fitness as opposed to the more traditional strength-based fitness. In the first paper, Kovacs introduces a strength-based version of XCS, called SB-XCS. The original XCS and the new SB-XCS are compared in the second paper, where - vacs discusses the different classes of solutions that XCS and SB-XCS tend to evolve.

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**Learning in Non-Stationary Environments** - Moamar Sayed-Mouchaweh - 2012-04-13

Recent decades have seen rapid advances in automatization processes, supported by modern machines and computers. The result is significant increases in system complexity and state changes, information sources, the need for faster data handling and the integration of environmental influences. Intelligent systems, equipped with a taxonomy of data-driven system identification and machine learning algorithms, can handle these problems partially. Conventional learning algorithms in a batch off-line setting fail whenever dynamic changes of the process appear due to non-stationary environments and external influences. Learning in Non-Stationary Environments: Methods and
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**Learning in Non-Stationary Environments** - Moamar Sayed-Mouchaweh
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Ten Steps to Complex Learning - Jeroen J. G. van Merriënboer - 2017-10-23

Ten Steps to Complex Learning presents a path from an educational problem to a solution in a way that students, practitioners, and researchers can understand and easily use. Students in the field of instructional design can use this book to broaden their knowledge of the design of training programs for complex learning. Practitioners can use this support their design of courses, curricula, or environments for complex learning. Now fully revised to incorporate the most current research in the field, this third edition of Ten Steps to Complex Learning includes many references to recent research as well as two new chapters. One new chapter deals with the training of 21st-century skills in educational programs based on the Ten Steps. The other deals with the design of assessment programs that are fully aligned with the Ten Steps. In the closing chapter, new directions for the further development of the Ten Steps are discussed.
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Machine Learning - Ryszard S. Michalski - 1994-02-23
Multistrategy learning is one of the newest and most promising research directions in the development of machine learning systems. The objectives of research in this area are to study trade-offs between different learning strategies and to develop learning systems that employ multiple types of inference or computational paradigms in a learning process. Multistrategy systems offer significant advantages over monostrategy systems. They are more flexible in the type of input they can learn from and the type of knowledge they can acquire. As a consequence, multistrategy systems have the potential to be applicable to a wide range of practical problems. This volume is the first book in this fast growing field. It contains a selection of contributions by leading researchers specializing in this area. See below for earlier volumes in the series.

Machine Learning - Ryszard S. Michalski - 1994-02-23
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Inductive Synthesis of Functional Programs - Ute Schmid - 2003-09-09
Because of its promise to support human programmers in developing correct and efficient program code and in reasoning about programs, automatic program synthesis has attracted the attention of researchers and professionals since the 1970s. This book focusses on inductive program synthesis, and especially on the induction of recursive functions; it is organized into three parts on planning, inductive program synthesis, and analogical problem solving and learning. Besides methodological issues in inductive program synthesis, emphasis is placed on its applications to control rule learning for planning. Furthermore, relations to problem solving and learning in cognitive psychology are discussed.

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The Oxford Handbook of Causal Reasoning - Michael Waldmann - 2017-03-30
Causal reasoning is one of our most central cognitive competencies, enabling us to adapt to our world. Causal knowledge allows us to predict future events, or diagnose the causes of observed facts. We plan actions and solve problems using knowledge about cause-effect relations. Although causal reasoning is a component of most of our cognitive functions, it has been neglected in cognitive psychology for many decades. The Oxford Handbook of Causal Reasoning offers a state-of-the-art review of the contribution to the world of cognitive science. The Handbook begins with an introduction of competing theories of causal learning and reasoning. In the next section, it presents research about basic cognitive functions involved in causal cognition, such as perception, categorization, argumentation, decision-making, and induction. The following section examines research on domains that embody causal relations, including intuitive physics, legal and moral reasoning, psychopathology, language, social cognition, and the roles of space and time. The final section presents research from neighboring fields that study developmental, phylogenetic, and cultural differences in causal cognition. The chapters, each written by renowned researchers in their field, fill in the gaps of many cognitive psychology textbooks, emphasizing the crucial role of causal structures in our everyday lives. This Handbook is an essential read for
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**Learning to Build and Comprehend Complex Information Structures** - Paul Brna - 1999

Complex information structures are found in many disciplines including physics, genetics, biology and all branches of the information sciences. The current increasing, widespread use of information technology in all academic activities' emphasizes the need to understand how people construct and use such structures. The practices and activities found within the community of programmers provides a rich study area. The contents of this book are devoted to fundamental research that directly informs: the teaching community about some of the recent issues and problems that should help readers to increase their awareness when designing learning and using information technology; the psychology of the programming community about work in the area of learning to build, and debug programs; and the software engineering community in terms of the issues that implementors need to take into account when designing and building tools and environments for computer-based systems.

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Abduction and Induction - P.A. Flach - 2013-04-18
From the very beginning of their investigation of human reasoning, philosophers have identified two other forms of reasoning, besides deduction, which we now call abduction and induction. Deduction is now fairly well understood, but abduction and induction have eluded a similar level of understanding. The papers collected here address the relationship between abduction and induction and their possible integration. The approach is sometimes philosophical, sometimes that of pure logic, and some papers adopt the more task-oriented approach of AI. The book will command the attention of philosophers, logicians, AI researchers and computer scientists in general.

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The MIT Encyclopedia of the Cognitive Sciences (MITECS) - Robert A. Wilson - 2001-09-04
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Learning Classifier Systems - Pier L. Lanzi - 2003-06-26
Learning Classifier Systems (LCS) are a machine learning paradigm introduced by John Holland in 1976. They are rule-based systems in which learning is viewed as a process of ongoing adaptation to a partially unknown environment through genetic algorithms and temporal difference learning. This book the current state of the art of LCS and highlights some of the most promising research directions. The first part presents various views of leading people on what learning classifier systems are. The second part is devoted to advanced topics of current interest, including alternative representations, methods for evaluating rule utility, and extensions to existing classifier system models. The final part is dedicated to promising applications in areas like data mining, medical data analysis, economic trading agents, aircraft maneuvering, and autonomous robotics. An appendix comprising 467 entries provides a comprehensive LCS bibliography.

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Environments (ALEs) can be viewed as the intersection of two traditionally distinct areas of research: instructional science and computer science. They encompass intelligent tutoring systems, interactive learning environments, and situated learning environments. There is increasing interest in effective instructional systems from education, industry, military and government sectors. Given recent advances in hardware architecture and reduction of hardware costs, the time is right to define the next steps in research and development of ALEs. This book is an outgrowth of the presentations and discussions that took place at the NATO Advanced Study Institute held at the University of Calgary in July 1990. It contains chapters from both researchers in instructional science and researchers in computer science on the following topics: - Systems and architectures for instruction - Representing curriculum and designing instructional tasks - Environments to support...
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**Adaptive Learning Environments** - Marlene Jones - 2012-12-06

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**Learning Classifier Systems in Data Mining** - Ester Bernadó-Mansilla - 2008-05-29
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**From Learning Theory to Connectionist Theory** -
William Kaye Estes - 1992
These two volumes consist of chapters written by students and colleagues of W.K. Estes. The books' contributors -- themselves eminent figures in the field -- reflect on Estes' sweeping contributions to mathematical as well as cognitive and experimental psychology. As indicated by their titles, Volume I features mathematical and theoretical essays, and Volume II presents cognitive and experimental essays. Both volumes contain insightful literature reviews as well as descriptions of exciting new theoretical and empirical advances. Many of the essays also incorporate personal reminiscences reflecting the authors' fond affection for their illustrious mentor.
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**Process, Sensemaking, and Organizing** - Tor Hernes - 2010
The contributions collected in this volume emerged from the First International Symposium on Process Organization Studies held in Cyprus in June 2009" -- P. 2.

**Encyclopedia of the Sciences of Learning** - Norbert M. Seel - 2011-10-05
Over the past century, educational psychologists and researchers have posited many theories to explain how individuals learn, i.e. how deploy knowledge and skills. The 20th century can be considered the century of psychology on learning and related fields of interest (such as motivation, cognition, metacognition etc.) and it is fascinating to see the various mainstreams of learning, remembered and forgotten over the 20th century and note that basic assumptions of early theories survived several paradigm shifts of psychology and epistemology. Beyond folk psychology and its naïve theories of learning, psychological learning theories can be grouped into some basic categories, such as behaviorist learning theories, connectionist learning theories, cognitive learning theories, constructivist learning theories, and social learning theories. Learning theories are not limited to psychology and related fields of interest but rather we can find the topic of learning in various disciplines, such as philosophy and epistemology, education, information science, biology, and – as a
educators, engineers, and computer technologies – especially also in the field of computer sciences and artificial intelligence. As a consequence, machine learning struck a chord in the 1980s and became an important field of the learning sciences in general. As the learning sciences became more specialized and complex, the various fields of interest were widely spread and separated from each other; as a consequence, even presently, there is no comprehensive overview of the sciences of learning or the central theoretical concepts and vocabulary on which researchers rely. The Encyclopedia of the Sciences of Learning provides an up-to-date, broad and authoritative coverage of the specific terms mostly used in the sciences of learning and its related fields, including relevant areas of instruction, pedagogy, cognitive sciences, and especially machine learning and knowledge engineering. This modern compendium will be an indispensable source of information for scientists, technical staff active in all fields of learning. More specifically, the Encyclopedia provides fast access to the most relevant theoretical terms provides up-to-date, broad and authoritative coverage of the most important theories within the various fields of the learning sciences and adjacent sciences and communication technologies; supplies clear and precise explanations of the theoretical terms, cross-references to related entries and up-to-date references to important research and publications. The Encyclopedia also contains biographical entries of individuals who have substantially contributed to the sciences of learning; the entries are written by a distinguished panel of researchers in the various fields of the learning sciences.

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**From Animals to Animats 2**
- Jean-Arcady Meyer - 1993
More than sixty contributions in From Animals to Animats 2 by researchers in ethology, ecology, cybernetics, artificial intelligence, robotics, and related fields investigate behaviors and the underlying mechanisms that allow animals and, potentially, robots to adapt and survive in uncertain environments. Jean-Arcady Meyer is Director of Research, CNRS, Paris. Herbert L. Roitblat is Professor of Psychology at the University of Hawaii at Manoa. Stewart W. Wilson is a scientist at The Rowland Institute for Science, Cambridge, Massachusetts. Topics covered: The Animat Approach to Adaptive Behavior, Perception and Motor Control, Action Selection and Behavioral Sequences, Cognitive Maps and Internal World Models, Learning, Evolution, Collective Behavior.

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Transfer of Learning
- Stephen M. Cormier -
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