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Social Context and Cognitive Performance

Towards a Social Psychology of Cognition

Jean-Marc Monnelli
and Pascal Huguet

A Psychology Press Book

Social Context And Cognitive Performance Towards A Social Psychology Of Cognition

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Social Context And Cognitive Performance Towards A Social Psychology Of Cognition:

Social Context and Cognitive Performance Jean-Marc Monteil, Pascal Huguet, 1999 Based on twenty years of research on the social regulation of academic performances this book offers theoretical and empirical arguments in favour of the inclusion of the social dimension of human beings as essential for their cognitive activities We all engage in social interactions compare ourselves with other people belong to social groups and are the object of a myriad of categorisations Not only do such social experiences affect cognition but they actually determine its form and its content Several experiments indeed reveal that cognitive performance depends on the relationship between the individual and the social context in which cognition takes place And this relationship is not forged directly by features of the situation but rather by personal construals of these features most notably social comparison This fact alone justifies granting the individual's social experiences a psychological status and it further strengthens the key idea of this book namely that the social context only exists through the intervention of cognitive processes of contextualization producing a cognitive context of the self such as those involved in autobiographical memory A social psychology of cognition is suggested in which the fashionable distinction between cognition and social cognition makes no sense From this innovative perspective it is indeed more the social nature of the individual rather than that of the object to be processed that defines the social nature of cognition Well known phenomena such as social facilitation and social loafing as well as established educational practices are also re-examined from this perspective

Social Cognition Martha Augoustinos, Iain Walker, Ngaire Donaghue, 2006-05-30 A rich intellectual feast for the reader and for the field one that represents both theories and data that have emerged from around the world Kay Deaux Distinguished Professor of Psychology and Women's Studies City University New York The time is ripe for this unique integration of the formerly disparate major approaches to social psychological issues I highly recommend this readable and exciting review of social cognition topics The core principles of the social cognition social identity social representations and discursive approaches are clearly outlined in such a way that students will truly engage with the theories Nyla R Branscombe Professor of Psychology University of Kansas With a new structure the Second Edition of this critically acclaimed textbook represents a much more integrated and pedagogically developed account of its predecessor The authors examine the different theoretical and methodological accomplishments of the field by focusing on the four major and influential perspectives which have currency in social psychology today social cognition social identity social representations and discursive psychology A foundational chapter presenting an account of these perspectives is then followed by topic based chapters from the point of view of each perspective in turn discussing commonalities and divergences across each of them Key features of Second Edition cross referencing throughout the text especially to the foundational chapter key terms in bold which refer to a glossary at the back of the textbook extensive pedagogical features textboxes illustrating key studies effective summaries and further readings in every chapter

Paul and Ancient Rhetoric Stanley E. Porter, Bryan R.

Dyer, 2016-02-24 The Apostle Paul lived and breathed in a Hellenistic culture that placed high value on the art of rhetoric and recent advances in rhetorical criticism of the New Testament have resulted in a new emphasis on the rhetorical aspect of his letters As many scholars have pointed out however it is not clear to what extent ancient rhetoric actually influenced Paul and his writing or how important rhetoric is for interpreting the Pauline corpus This volume containing contributions from major figures in the field provides a nuanced examination of how ancient rhetoric should inform our understanding of Paul and his letters The essays discuss Paul s historical context present innovative advances in and trenchant critiques of rhetorical theory and offer fresh readings of key Pauline texts Outlining the strengths and weaknesses of a widely used approach Paul and Ancient Rhetoric will be a valuable resource for New Testament and Classics scholars *Applied Social Psychology*

Linda Steg, Kees Keizer, Abraham P. Buunk, Talib Rothengatter, 2017-04-27 An introduction to how social psychological theories methods and interventions can be applied to manage real world social problems **Dialogic Learning** Jos van den Linden, Peter Renshaw, 2006-01-12 Contemporary researchers have analysed dialogue primarily in terms of instruction conversation or inquiry There is an irreducible tension when the terms dialogue and instruction are brought together because the former implies an emergent process of give and take whereas the latter implies a sequence of predetermined moves It is argued that effective teachers have learned how to perform in this contradictory space to both follow and lead to be both responsive and directive to require both independence and receptiveness from learners Instructional dialogue therefore is an artful performance rather than a prescribed technique Dialogues also may be structured as conversations which function to build consensus conformity to everyday ritualistic practices and a sense of community The dark side of the dialogic we and the community formed around our and us is the inevitable boundary that excludes them and theirs When dialogues are structured to build consensus and community critical reflection on the bases of that consensus is required and vigilance to ensure that difference and diversity are not being excluded or assimilated see Renshaw 2002 Again it is argued that there is an irreducible tension here because understanding and appreciating diversity can be achieved only through engagement and living together in communities Teachers who work to create such communities in their classrooms need to balance the need for common practices with the space to be different resistant or challenging again an artful performance that is difficult to articulate in terms of specific teaching techniques *The SAGE Handbook of Developmental Psychology and Early Childhood Education* David Whitebread, Valeska Grau, Kristiina Kumpulainen, Megan McClelland, Nancy Perry, Deborah Pino-Pasternak, 2019-07-01 With the expertise of a body of international contributors from Australia Canada USA UK Finland The Netherlands Italy Greece and Chile this handbook explores key in depth issues in quality Early Childhood Development and Education Unlike previous publications in the discipline this title combines research and practice to investigate emotional and social development wellbeing and mental health language cultural environments as well as the role of parents in a child s development It is divided into six key parts Part I Emotional Development Part II Social

Development Part III Play Development and Learning Part IV Memory and Understanding Part V Learning Language and Literacy Part VI Executive Functions Metacognition and Self Regulation *The Art of Visual Exegesis* Vernon K.

Robbins,Walter S. Melion,Roy R. Jeal,2017-04-28 A critical study for those interested in the intersection of art and biblical interpretation With a special focus on biblical texts and images this book nurtures new developments in biblical studies and art history during the last two or three decades Analysis and interpretation of specific works of art introduce guidelines for students and teachers who are interested in the relation of verbal presentation to visual production The essays provide models for research in the humanities that move beyond traditional disciplinary boundaries erected in previous centuries In particular the volume merges recent developments in rhetorical interpretation and cognitive studies with art historical visual exegesis Readers will master the tools necessary for integrating multiple approaches both to biblical and artistic interpretation Features Resources for understanding the relation of texts to artistic paintings and images Tools for integrating multiple approaches both to biblical and artistic interpretation Sixty images and fifteen illustrations **How to**

Rethink Psychology Bernard Guerin,2015-07-16 Based on the author s forty years of experience in psychology philosophy and the social sciences How to Rethink Psychology argues that to understand people we need to know more about their contexts than the dominant modes of thinking and research presently allow Drawing upon insights from sources as diverse as Freud CBT quantum physics and Zen philosophy the book offers several fascinating new metaphors for thinking about people and in doing so endeavors to create a psychology for the future The book begins by discussing the significance of the key metaphor underlying mainstream psychology today the particle or causal metaphor and explains the need for a shift towards new wave or contextual metaphors in order to appreciate how individual and social actions truly function It explores new metaphors for thinking about the relationship between language and reality and teaches the reader how they might reimagine the processes involved in the act of thinking itself The book concludes with a consideration of how these new metaphors might be applied to practical methods of research and understanding change today How to Rethink Psychology is important reading for upper level and postgraduate students and researchers in the fields of social psychology critical psychology and the philosophy of psychology and will especially appeal to those studying behavior analysis and radical behaviorism It has also been written for the general reading public who enjoy exploring new ideas in science and thinking

Formative Assessment for Teaching and Learning Bill Boyle,Marie Charles,2013-11-20 A unique blend of scholarly research based principles of effective formative assessment with practical suggestions for use in the classroom The authors show how the essence of formative assessment is in teachers responses to the substance students understandings with a focus on how teachers can use pedagogical strategies to move students forward toward important learning outcomes I highly recommend the book for both researchers and practitioners It is an engaging in depth sophisticated treatment of formative assessment James H McMillan Virginia Commonwealth University Formative Assessment AFL supplies the strategy to

support effective teaching and to make learning deep and sustained This book shows how to develop your planning for learner centred day to day teaching and learning situations through an understanding of formative teaching learning and assessment Within each chapter based on real teaching situations the strategies of the formative assessment toolkit are identified and analysed guided group teaching differentiation observation CPD or in service work and MEd and MA post graduate assessment teaching and learning modules *Developing the Horizons of the Mind* K. Helmut Reich,2010-06-24 Developing the Horizons of the Mind is the first book on Relational and Contextual Reasoning RCR a new theory of the human mind which powerfully addresses key areas of human conflict such as the ideological conflict between nations the conflict in close relationships and the conflict between science and religion K Helmut Reich provides a clear and accessible introduction to the new RCR way of thinking that encourages people to adopt an inclusive rather than an oppositional approach to conflict and problem solving **Culture and Political Psychology** Thalia Magioglou,2014-03-01 This book is perhaps the first systematic treatment of politics from the perspective of cultural psychology Politics is a complex that psychology usually fails to understand as it assumes a position in society that attempts to be free of politics itself Politics is associated both with an everyday practice and the dynamics of globalization with the way group conflicts ideologies social representations and identities are lived and co constructed by social actors The authors of the book address these issues through their research grounded in different parts of the world on democracy and political order the social representation of power gender studies the use of metaphors and symbolic power in political discourse social identities and methodological questions The book will be used by social and political psychologists but is also of interest to the other social sciences political scientists sociologists anthropologists educationalists and it is at a level where sophisticated lay public would be able to appreciate its coverage Its use in upperlevel college teaching is possible and expected at graduate postgraduate levels

Power Dynamics in Education Chetan Sinha,2023-03-24 The educational domain provides a platform for social mobility and social change This book investigates the new National Educational Policy NEP to understand how it can bring social justice and transform education in a meaningful way to match the imagination of students from diverse groups The author discusses matters of emotion and authority in education and argues for the need for educational psychology which takes into account the self conscious emotions of students and teachers The book reflects on important topics such as critical pedagogy dehumanization power in education through bricolage and legitimacy in education all within the context of critical educational psychology Through research and observations it discusses the socialpsychological aspect of stereotyping othering and prejudices in the educational domain The book will be of interest to students teachers and researchers working on education school education sociology of education and educational psychology It will also be useful for academicians educators policymakers schoolteachers and those interested in the politics of education Media Capitalism Thomas Klikauer,2022-01-01 This book argues that media and capitalism no longer exist as separated entities and posits three

reasons why one can no longer exist without the other Firstly mass media have become indispensable to capitalism due to the media's ability to sell the commodities of mass consumerism Media capitalism also creates pro capital attitudes among a target population and establishes an ideological hegemony Thirdly media capitalism provides mass deception to hide the pathologies of capitalism which include mass poverty rising inequalities and the acceleration of global warming To illuminate this the book's historical chapter traces the emergence of media capitalism Its subsequent chapters show how media capitalism has infiltrated the public sphere society schools universities the world of work and finally democracy The book concludes by outlining how societies can transition from media capitalism to a post media capitalist society

Towards a neuroscience of social interaction Ulrich Pfeiffer, Bert Timmermans, Kai Vogeley, Chris Frith, Leonhard Schilbach, The burgeoning field of social neuroscience has begun to illuminate the complex biological bases of human social cognitive abilities However in spite of being based on the premise of investigating the neural bases of interacting minds the majority of studies have focused on studying brains in isolation using paradigms that investigate offline social cognition i.e. social cognition from a detached observer's point of view asking study participants to read out the mental states of others without being engaged in interaction with them Consequently the neural correlates of real time social interaction have remained elusive and may paradoxically represent the dark matter of social neuroscience More recently a growing number of researchers have begun to study online social cognition i.e. social cognition from a participant's point of view based on the assumption that there is something fundamentally different when we are actively engaged with others in real time social interaction as compared to when we merely observe them Whereas for offline social cognition interaction and feedback are merely a way of gathering data about the other person that feeds into processing algorithms inside the agent it has been proposed that in online social cognition the knowledge of the other at least in part resides in the interaction dynamics between the agents Furthermore being a participant in an ongoing interaction may entail a commitment toward being responsive created by important differences in the motivational foundations of online and offline social cognition In order to promote the development of the neuroscientific investigation of online social cognition this Frontiers Research Topic aims at bringing together contributions from researchers in social neuroscience and related fields whose work involves the study of at least two individuals and sometimes two brains rather than single individuals and brains responding to a social context Specifically this Research Topic will adopt an interdisciplinary perspective on what it is that separates online from offline social cognition and the putative differences in the recruitment of underlying processes and mechanisms Here an important focal point will be to address the various roles of social interaction in contributing to and at times constituting our awareness of other minds For this Research Topic we therefore solicit reviews original research articles opinion and method papers which address the investigation of social interaction and go beyond traditional concepts and ways of experimentation in doing so While focusing on work in the neurosciences this Research Topic also welcomes contributions in the form of

behavioral studies psychophysiological investigations methodological innovations computational approaches developmental and patient studies By focusing on cutting edge research in social neuroscience and related fields this Frontiers Research Topic will create new insights concerning the neurobiology of social interaction and holds the promise of helping social neuroscience to really go social *Psychology* Michael W. Eysenck,2004 Unlike typical American texts this book provides an international approach to introductory psychology providing comprehensive and lively coverage of current research from a global perspective including the UK Germany Scandinavia Holland Australia and Canada as well as the USA **Complete Psychology** Graham Davey,Christopher Sterling,Andy Field,2014-09-25 The new edition of Complete Psychology is the definitive undergraduate textbook It not only fits exactly with the very latest BPS curriculum and offers integrated web support for students and lecturers but it also includes guidance on study skills research methods statistics and careers Complete Psychology provides excellent coverage of the major areas of study Each chapter has been fully updated to reflect changes in the field and to include examples of psychology in applied settings and further reading sections have been expanded The companion website www.completepsychology.co.uk has also been fully revised and now contains chapter summaries author pages downloadable presentations useful web links multiple choice questions essay questions and an electronic glossary Written by an experienced and respected team of authors this highly accessible comprehensive text is illustrated in full colour and quite simply covers everything students need for their first year studies as well as being an invaluable reference and revision tool for second and third years Teachers and Teaching Strategies Gerald F. Ollington,2008 If the future of any society can be pinpointed it is with the teachers who help form the citizens of tomorrow Sometimes their impact is equal to the parents and sometimes surpasses it by not a small measure This book tackles teaching Strategies Innovations and Problem Solving as the focal points in teaching **Social Psychology, Second Edition** Arie W. Kruglanski,E. Tory Higgins,2013-10-21 This book has been replaced by Social Psychology Third Edition ISBN 978 1 4625 4398 4 **Research Handbook of Global Leadership** Lena Zander,2020-04-24 The Research Handbook of Global Leadership is an exciting new Handbook that brings together an international prominent group of scholars to take a fresh look at global leadership and query why and how global leaders can make a difference in our world both today and in the future **Global Consumer Behavior** Chantal Ammi,2013-03-01 Globalization is a leading force for industry worldwide especially the new technology sector This presents both problems and opportunities in the emergence of a new type of consumer and the effects of globalization on industry in terms of culture economics marketing and social issues at every scale from local to global The main aim of the book is to enhance the reader s knowledge especially from a multidisciplinary perspective rather than from an individual functional perspective of international consumer behaviour It also explores the role of globalization in the evolving world of the new technology sector and provides an overview of the development of international consumer behavior from historical geographical and social perspectives while focusing on new technology

products and services Professionals students and researchers working in the fields of new technologies and information and communication technologies ICT as well as specialists of marketing and management are the target audience for this book At the same time the book will be pitched at a level so as to also appeal to a more general readership interested in globalization

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