

Mechanistic Relationships Between Development And Learning Thomas J Carew

The Journal of Neuroscience - 1987

FLuL - 2000

Books in Print Supplement - 2002

Scents that matter - from olfactory stimuli to genes, behaviors and beyond - Markus Fendt
2016-06-19

Scents can carry a lot of important information about the environment, conspecifics and other species. While some of these scents are positively related, as the odor of food, mating partners, or familiar conspecifics, other scents are associated with negative situations and events, e.g. the occurrence of a predator, an aggressive territorial conspecific or spoiled food. The present research topic is focused on such "scents that matter", i.e., scents that are crucial for the survival of an organism. Since many years, the importance of scents always attracts scientists to investigate how scents affect the behavior of mammals, via which mechanisms scents are perceived and how scents modulate neural circuitries responsible for behavior. We believe that this research topic gives a nice overview on current 'olfactory research.' Many of the contributions are focused on scents with aversive effects, i.e. kairomones or pheromones that warn about potential threats. These studies range from research articles identifying new active odor components of predator odors, describing the induced behavioral changes and the underlying neuroanatomical and neurochemical mechanisms, to review articles summarizing the findings of the last decades on this field. Other articles are focused on the effects of scents in social behaviors or on associative learning. This research topic also represents nicely the current combination of methodological approaches in 'olfactory research': cell biologists, geneticists, behavioral pharmacologists, neuroanatomists, and computational modelers work effectively together to unravel the mechanisms of how scents matters in humans and animals.

Positionen (in) der Fremdsprachendidaktik - Frank G. Königs 2000

Directory of Published Proceedings - 1999

Psychology and the Teacher - Dennis Child 2004-03-05

This classic text, now in its seventh edition, has been a landmark in its field for thirty years. It provides a lucid and totally up-to-date introduction to psychology for teachers. Thoroughly revised, this new edition incorporates recent research and developments and contains two new chapters on research in education and effective classroom strategies. Professor Child covers all areas of education, including classroom management, teaching styles, motivation, special educational needs and assessment. Special attention has been paid to current thinking, policy and practice. Psychology and the Teacher has been specifically designed to meet the requirements of student teachers, as well as those of experienced teachers and educationalists who need to renew their acquaintance with psychology.

Peterson's Guide to Graduate Programs in the Biological Sciences 1997 - Peterson's 1997-01-05

Graduate students depend on this series and ask for it by name. Why? For over 30 years, it's been the only one-stop source that supplies all of their information needs. The new editions of this six-volume set contain the most comprehensive information available on more than 1,500 colleges offering over 31,000 master's, doctoral, and professional-degree programs in more than 350 disciplines. New for 1997 -- Non-degree-granting research centers, institutes, and training programs that are part of a graduate degree program. Five discipline-specific volumes detail entrance and program requirements, deadlines, costs, contacts, and

special options, such as distance learning, for each program, if available. Each Guide features "The Graduate Adviser", which discusses entrance exams, financial aid, accreditation, and more. The only source that covers nearly 4,000 programs in such areas as oncology, conservation biology, pharmacology, and zoology.

Mechanistic Relationships Between Development and Learning - Thomas J. Carew 1998-06-29

At the turn of the century, the pioneering neuroscientist Ramon y Cajal articulated the hypothesis that growth processes involved in the development of the central nervous system may persist into adulthood, where they might be retained to mediate the formation and maintenance of memory. Over the decades since Cajal's seminal suggestion, extensive experimental attention has been directed at elucidating the cellular and molecular mechanisms underlying both neuronal development and learning and memory. Many exciting technical and conceptual advances have been made on each front. Thus, as we approach the end of this century, the field is now poised to assess the status of Cajal's provocative hypothesis directly. This volume reflects a highly interdisciplinary dialog among experts in the fields of development and learning and memory, who came together not only to assess the validity of the general hypotheses that development and learning might share mechanistic features, but also to identify issues, preparations, and paradigms that would allow for a rigorous evaluation of ways to advance the hypothesis, on the one hand, and determine its fundamental limitations, on the other. Towards this end, the volume is organized into four levels of analysis: behavioral, systems, cellular, and molecular. At each level, neuroscientists from the general fields of development and learning engage in lively exchange of ideas which serve to highlight the similarities and differences of both the concepts and the experimental approaches used in their diverse fields. The result of this endeavor is a collection of seminal chapters and summary reports that provide a novel synthesis of important advances in two exciting areas of modern neuroscience. Goal of this Dahlem Workshop: to evaluate the validity of the general thesis that mechanisms utilized in the development of the nervous system are reutilized in the adult to mediate formation and maintenance of memory.

The British National Bibliography - Arthur James Wells 2000

Sprachenlernen und Kognition - Jörg-Matthias Roche 2017-08-28

Trotz vieler Bemühungen um Kompetenz-, Aufgaben- und Handlungsorientierung kommen in der Praxis der Sprachvermittlung weiterhin verbreitet traditionelle Verfahren zur Anwendung, was beispielsweise Lehrprogression, Niveaustufen, Fehlerkorrektur und Leistungsmessung betrifft. Mit der Weiterentwicklung der kognitiven Linguistik und weiterer kognitiv ausgerichteter Nachbardisziplinen beginnt sich nun aber auch in der Sprachvermittlung in vieler Hinsicht ein Paradigmenwechsel zu vollziehen. Die kognitionslinguistischen Grundlagen dieses Paradigmenwechsels und verschiedene Anwendungsmöglichkeiten für den Spracherwerb werden in diesem Band systematisiert und am Beispiel der Grammatikanimationen veranschaulicht. Der Band ist der erste in einer neuen Reihe, die von Online-Modulen für die Aus- und Weiterbildung begleitet wird.

American Book Publishing Record - 1998

Scientific and Educational Programs - Rockefeller University 1997

Proceedings of the National Academy of Sciences of the United States of America - National Academy of Sciences (U.S.) 2006

Learning & Memory - John H. Byrne 2003

Contains alphabetically arranged articles that provide information on key topics in learning and memory,

written by experts in the field, and includes biographical sketches of notable individuals, now deceased, who have contributed to the understanding of learning and memory.

Cumulated Index to the Books - 1999

From Membrane to Mind - Norbert Elsner 1997

Biennial Scientific Report - Howard Hughes Medical Institute 1999

Interaktion im Kontext des Lehrens und Lernens fremder Sprachen - Karl-Richard Bausch 2000

Peterson's Guide to Graduate Programs in the Biological and Agricultural Sciences - 1990

Mechanistic Relationships Between Development And Learning

Thomas J Carew:

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