

Task

Ali Shehadeh, Christine A. Coombe

On Task David Badre,2022-02-22 A look at the extraordinary ways the brain turns thoughts into actions—and how this shapes our everyday lives Why is it hard to text and drive at the same time? How do you resist eating that extra piece of cake? Why does staring at a tax form feel mentally exhausting? Why can your child expertly fix the computer and yet still forget to put on a coat? From making a cup of coffee to buying a house to changing the world around them, humans are uniquely able to execute necessary actions. How do we do it? Or in other words, how do our brains get things done? In *On Task*, cognitive neuroscientist David Badre presents the first authoritative introduction to the neuroscience of cognitive control—the remarkable ways that our brains devise sophisticated actions to achieve our goals. We barely notice this routine part of our lives. Yet, cognitive control, also known as executive function, is an astonishing phenomenon that has a profound impact on our well-being. Drawing on cutting-edge research, vivid clinical case studies, and examples from daily life, Badre sheds light on the evolution and inner workings of cognitive control. He examines issues from multitasking and willpower to habitual errors and bad decision making, as well as what happens as our brains develop in childhood and change as we age—and what happens when cognitive control breaks down. Ultimately, Badre shows that cognitive control affects just about everything we do. A revelatory look at how billions of neurons collectively translate abstract ideas into concrete plans, *On Task* offers an eye-opening investigation into the brain's critical role in human behavior.

Adam's Task Vicki Hearne,2016-10-25 A groundbreaking meditation on our human-animal relationships and the moral code that binds it. *Adam's Task*, Vicki Hearne's innovative masterpiece on animal training, brings our perennial discussion of the human-animal bond to a whole new metaphysical level. Based on studies of literary criticism, philosophy, and extensive hands-on experience in training, Hearne asserts, in boldly anthropomorphic terms, that animals (at least those that interact more with humans) are far more intelligent than we assume. In fact, they are capable of developing an understanding of the good, a moral code that influences their motives and actions. Drawing on an eclectic range of influences—Nietzsche, T. S. Eliot, Disney animal trainer William Koehler, and Genesis from the Bible, among others—Hearne writes in contemplative, exploratory, and brilliant prose as she interweaves personal anecdotes with philosophy. Hearne develops an entirely new system of animal training that contradicts modern animal behavioral research and that, as her examples show, is astonishingly effective. Widely praised, highly influential, and now with a new foreword by New York Times bestselling author Karen Joy Fowler, *Adam's Task* will make every trainer, animal psychologist, and animal-lover stop, think, and question.

Powerful Task Design John Antonetti,Terri Stice,2018-03 Applicable to educators across all disciplines and grade levels, this book provides the tools to analyze, design, and refine cognitively engaging tasks of learning.

The Task William Cowper,1806

Task Switching and Cognitive Control James Grange,George Houghton,2014-04-25 One thing that separates human beings from the rest of the animal world is our ability to control behavior by referencing internal plans, goals, and rules. This ability, which is crucial to our success in a complex social environment, depends on the purposeful generation of task sets--states of mental readiness that allow each of us to engage with the world in a particular way or achieve a particular aim. This book reports the latest research regarding the activation, maintenance, and suppression of task sets. Chapters from many of the world's leading researchers in task switching and cognitive control investigate key issues in the field, from how we select the most relevant task when presented with distracting alternatives, to how we maintain focus on a task (eyes on the prize) and switch to a new

one when our goals or external circumstances change. Chapters also explore the brain structures responsible for these abilities, how they develop during childhood, and whether they decline due to normal aging or neurological disorders. Of interest especially to scholars and students of cognitive psychology, the volume offers thorough, multi-disciplinary coverage of contemporary research and theories concerning this fundamental yet mysterious aspect of human brain function and behavior.

Multitasking: Executive Functioning in Dual-Task and Task Switching Situations Tilo Strobach, Mike Wendt, Markus Janczyk, 2018-03-27 Multitasking refers to performance of multiple tasks. The most prominent types of multitasking are situations including either temporal overlap of the execution of multiple tasks (i.e., dual tasking) or executing multiple tasks in varying sequences (i.e., task switching). In the literature, numerous attempts have aimed at theorizing about the specific characteristics of executive functions that control interference between simultaneously and/or sequentially active component of task-sets in these situations. However, these approaches have been rather vague regarding explanatory concepts (e.g., task-set inhibition, preparation, shielding, capacity limitation), widely lacking theories on detailed mechanisms and/ or empirical evidence for specific subcomponents. The present research topic aims at providing a selection of contributions on the details of executive functioning in dual-task and task switching situations. The contributions specify these executive functions by focusing on (1) fractionating assumed mechanisms into constituent subcomponents, (2) their variations by age or in clinical subpopulations, and/ or (3) their plasticity as a response to practice and training.

Interactive Task Learning Kevin A. Gluck, John E. Laird, 2019-08-16 Experts from a range of disciplines explore how humans and artificial agents can quickly learn completely new tasks through natural interactions with each other. Humans are not limited to a fixed set of innate or preprogrammed tasks. We learn quickly through language and other forms of natural interaction, and we improve our performance and teach others what we have learned. Understanding the mechanisms that underlie the acquisition of new tasks through natural interaction is an ongoing challenge. Advances in artificial intelligence, cognitive science, and robotics are leading us to future systems with human-like capabilities. A huge gap exists, however, between the highly specialized niche capabilities of current machine learning systems and the generality, flexibility, and in situ robustness of human instruction and learning. Drawing on expertise from multiple disciplines, this Strüngmann Forum Report explores how humans and artificial agents can quickly learn completely new tasks through natural interactions with each other. The contributors consider functional knowledge requirements, the ontology of interactive task learning, and the representation of task knowledge at multiple levels of abstraction. They explore natural forms of interactions among humans as well as the use of interaction to teach robots and software agents new tasks in complex, dynamic environments. They discuss research challenges and opportunities, including ethical considerations, and make proposals to further understanding of interactive task learning and create new capabilities in assistive robotics, healthcare, education, training, and gaming. Contributors Tony Belpaeme, Katrien Beuls, Maya Cakmak, Joyce Y. Chai, Franklin Chang, Ropafadzo Denga, Marc Destefano, Mark d'Inverno, Kenneth D. Forbus, Simon Garrod, Kevin A. Gluck, Wayne D. Gray, James Kirk, Kenneth R. Koedinger, Parisa Kordjamshidi, John E. Laird, Christian Lebiere, Stephen C. Levinson, Elena Lieven, John K. Lindstedt, Aaron Mininger, Tom Mitchell, Shiwali Mohan, Ana Paiva, Katerina Pastra, Peter Pirolli, Roussell Rahman, Charles Rich, Katharina J. Rohlfing, Paul S. Rosenbloom, Nele Russwinkel, Dario D. Salvucci, Matthew-Donald D. Sangster, Matthias Scheutz, Julie A. Shah, Candace L. Sidner, Catherine Sibert, Michael Spranger, Luc Steels, Suzanne Stevenson, Terrence C. Stewart, Arthur Still, Andrea Stocco, Niels Taatgen, Andrea L. Thomaz, J. Gregory Trafton, Han L. J. van der Maas, Paul Van Eecke, Kurt VanLehn, Anna-Lisa Vollmer, Janet Wiles, Robert E. Wray III, Matthew Yee-King

Nietzsche's Task Laurence Lampert,2008-10-01 When Nietzsche published *Beyond Good and Evil* in 1886, he told a friend that it was a book that would not be read properly until “around the year 2000.” Now Laurence Lampert sets out to fulfill this prophecy by providing a section by section interpretation of this philosophical masterpiece that emphasizes its unity and depth as a comprehensive new teaching on nature and humanity. According to Lampert, Nietzsche begins with a critique of philosophy that is ultimately affirmative, because it shows how philosophy can arrive at a defensible ontological account of the way of all beings. Nietzsche next argues that a new post-Christian religion can arise out of the affirmation of the world disclosed to philosophy. Then, turning to the implications of the new ontology for morality and politics, Nietzsche argues that these can be reconstituted on the fundamental insights of the new philosophy. Nietzsche’s comprehensive depiction of this anti-Platonic philosophy ends with a chapter on nobility, in which he contends that what can now be publicly celebrated as noble in our species are its highest achievements of mind and spirit.

The Role of the Learner in Task-Based Language Teaching Craig Lambert,Scott Aubrey,Gavin Bui,2023-05-03 This comprehensive, forward-looking text is the first holistic research overview and practical methods guide for researching the role that affective and conative factors play in second language learners’ task performance and language acquisition. It provides a long overdue update on the role of the learner in task-based language teaching (TBLT). The book brings together theoretical background and major constructs, established and innovative methodological and technological tools, cutting-edge findings, and illuminating suggestions for future work. A group of expert scholars from around the world synthesize the state of the art, detail how to design and conduct empirical studies, and authoritatively set the agenda for future work in this critical, emerging area of language learning and instructional design. With a variety of helpful features like suggested research, discussion questions, and recommended further readings, this will be an invaluable resource to advanced students and researchers of second language acquisition, applied linguistics, psychology, education, and related areas.

My Share of the Task General Stanley McChrystal,2014-01-28 General McChrystal is a legendary warrior with a fine eye for enduring lessons about leadership, courage, and consequence. —Tom Brokaw General Stanley McChrystal is widely admired for his hunger to know the truth, his courage to find it, and his humility to listen to those around him. Even as the commanding officer of all U.S. and coalition forces in Afghanistan, he stationed himself forward and frequently went on patrols with his troops to experience their challenges firsthand. In this illuminating New York Times bestseller, McChrystal frankly explores the major episodes and controversies of his career. He describes the many outstanding leaders he served with and the handful of bad leaders he learned not to emulate. And he paints a vivid portrait of how the military establishment turned itself, in one generation, into the adaptive, resilient force that would soon be tested in Iraq, Afghanistan, and the wider War on Terror. A compelling account of his impressive career. - The Wall Street Journal ' This is a brilliant book about leadership wrapped inside a fascinating personal narrative. -Walter Isaacson, author of *Steve Jobs* Stanley McChrystal retired in July 2010 as a four-star general in the U.S. Army. His last assignment was as the commander of the International Security Assistance Force and as the commander of U.S. forces in Afghanistan. He is currently a senior fellow at Yale University's Jackson Institute for Global Affairs and cofounder of the McChrystal Group, a leadership consulting firm. He and his wife, Annie, live in Virginia.

Contemporary Task-Based Language Teaching in Asia Michael Thomas,Hayo Reinders,2015-02-26 Over the last decade task-based approaches to language learning and teaching (TBLT) have become a global focus of increased levels of research. Governments around the world have turned to TBLT as a potential solution for curricula that lack

authentic and meaningful engagement with language learning and are failing to motivate students as a result. This book focuses on Asia, where this shift has been particularly in evidence. TBLT has often been implemented in top-down approaches to curriculum development, which presents a huge range of challenges at the cultural as well as the pedagogic level. Contemporary Task Based Language Teaching in Asia looks at the drivers, stakeholders and obstacles across the region. Some countries have adapted TBLT to deal with the local constraints, others have found it hard to apply and many are still in the process of investigating its implementation in their specific contexts. This collection is important to all involved in language development, from curriculum reform to materials development. It assists from programme evaluation to the setting of assessment standards. The chapters cover all aspects of language education across Asia, from primary to tertiary, private and public education, as well as innovations at local, regional and national levels.

Task-Based Language Teaching in Foreign Language Contexts Ali Shehadeh,Christine A. Coombe,2012 This volume extends the Task-Based Language Teaching: Issues, Research and Practice books series by deliberately exploring the potential of task-based language teaching (TBLT) in a range of EFL contexts. It is specifically devoted to providing empirical accounts about how TBLT practice is being developed and researched in diverse educational contexts, particularly where English is not the dominant language. By including contributions from settings as varied as Japan, China, Korea, Venezuela, Turkey, Spain, and France, this collection of 13 studies provides strong indications that the research and implementation of TBLT in EFL settings is both on the rise and interestingly diverse, not least because it must respond to the distinct contexts, constraints, and possibilities of foreign language learning. The book will be of interest to SLA researchers and students in applied linguistics and TESOL. It will also be of value to course designers and language teachers who come from a broad range of formal and informal educational settings encompassing a wide range of ages and types of language learners.

The Task-centred Book Peter Marsh,Mark Doel,2005 Peter Marsh and Mark Doel's new book is a radical departure from traditional literature on social work methods. The main reference point is the voice of practitioners, service users and carers, as researched and developed by the authors over twenty years.

Top Tasks: A How-to Guide Gerry McGovern,2018 Essence of Top Tasks is a prioritized list of what matters most to customers. You then continuously improve these top tasks based on evidence of customers trying to complete them. Developed as a result of 15 years of research and practice. Implemented by some of the world's largest organizations: Cisco, Microsoft, NetApp, IBM, Google, European Union, Toyota, Tetra Pak, and hundreds more. More than 300,000 customers have participated in Top Tasks studies in over 40 countries and 30 languages.

Tasks Galore Laurie Eckenrode,Pat Fennell,Kathy Hearsey,2013-05-06

The Last Task Cigdem Knebel,2019-12-06 Everything is changing in Stan's life. And he does not like this a bit. Gran Jenn passed away. Then his dad lost his job. And now his best pal, Tom, is moving to Madrid. But Tom is leaving Stan in good hands. When he asks Stan to finish a last task for him, Tom has bigger plans for his best pal. What can Tom's last task be? Will Stan solve the puzzle Tom left behind and finish the task? Simple Words Books help struggling readers become better readers, without tears. Our decodable books support improving their reading fluency, comprehension and confidence. In our books, we use decodable, high frequency and basic sight words that early readers can easily decode. Our short sentences and paragraphs make it easier for our readers to flow through the chapters. The entire word list and word frequency are included in the book and on our website (simplewordsbooks.com). We recommend the use of this list as a tool to determine the reading level match and pre-practice with the reader to improve fluency. Check out Simple Words Books at simplewordsbooks.com and Join READlexia Book Club for FREE to

receive FREE decodable materials and special offers. Our promise is not to let dyslexia and other learning differences deprive kids of learning the love of reading. This book is Dyslexie Font version.

Pioneer Task Book APC,2020-09-28 This is the September 2021 edition of the American Pioneer Corps Pioneer Task Book. It is used to track progress towards achieving a Pioneer rating for the holder. It includes sections for tracking evaluation of mountaineering, small boat, physical fitness, engineer, and small arms skills. It also includes guidance on decision making, tactical planning, the five paragraph order, and a knots guide.

Benchmark Tasks for Job Analysis Sidney A. Fine, Maury Getkate, 2014-02-04 Human resource practitioners are repeatedly faced with the challenge of effectively using language to clearly describe the work performed on a job. Functional Job Analysis--an internationally recognized and respected job analysis method --has been meeting this challenge for more than forty years. In this book, the authors show how human resource practitioners can use structured task statements and comprehensive rating scales to gain the perspective needed to map the domain of any job. In response to the demands of human resource practitioners, the book focuses on the seven scales used in Functional Job Analysis. More than 450 structured tasks were used to illustrate the breadth and scope of all the levels of these scales. These tasks can be used effectively as benchmarks to chart the work requirements of virtually any job. Personnel practitioners will find insights into the challenges of job analysis, as well as the tools needed to make job analysis more comprehensive, useful, and effective for human resources. Representing the most comprehensive information to date on the use of Functional Job Analysis scales for rating job tasks, this book: *addresses the problems of using language to clearly describe how work is performed on the job; *describes the relation between the need to carefully control the language of job analysis and the structure inherent in the Functional Job Analysis Worker Function scales--a conceptual link showing the reader that the key to understanding work is in the vocabulary used to describe work; *contains the most comprehensive treatment of the way to write clear and comprehensive task statements available in the job analysis literature; and *contains a sample task bank for the job of Functional Job Analysts--aiding the reader in understanding how a complete Functional Job Analysis should look.

Taking Learning to Task Jane Vella, 2000-07-25 Reading this wonderful book is like having Jane Vella at your side. She gives us the courage to risk changing our established habits of teaching. --Clifford Baden, director of programs for professional education, Harvard University By marrying theory and practice, Vella has shown how to design learning that takes hold of the learner--mind, heart, and muscles. --Jack McCall, professor, Principals' Executive Program, University of North Carolina, Chapel Hill You'll feel as though you've found the keys to creating profound and powerfully effective learning experiences. Anyone responsible for engaging a group of adults in learning will find this book invaluable! --Rod Brooks, vice president for administration, EXPLORIS Known for her work in popular education and her worldwide teaching experience, Jane Vella has significantly changed the way we view adult learning. In her three bestselling books--Learning to Listen, Learning to Teach, Training Through Dialogue, and How Do They Know They Know?--she writes with one basic assumption: that learning is most effective when teachers involve their students in the learning process. In Taking Learning to Task, Vella shifts the spotlight from teaching tasks to learning tasks. Unlike traditional teaching methods, learning tasks are open questions leading to open dialogue between teacher and learner. To illustrate this unique approach, Vella provides seven steps to planning learning-centered courses, four types of learning tasks, a checklist of principles and practices, critical questions for instructional design, key components for evaluation, and other tools. She also shares real-world examples of successful learning programs, including online and distance-learning courses. Taking Learning to Task is a hands-on, practical guide to designing effective learning tasks

for diverse learners and diverse content. Teachers, trainers, and all types of instructors will find a wealth of advice for refining their day-to-day practice.

A Collection of Performance Tasks & Rubrics: Upper Elementary Mathematics Charlotte Danielson, Joshua Dragoon, 2013-10-18 This book provides a collection of performance tasks and scoring rubrics for a number of important topics in upper elementary school mathematics. Included are many samples of student work which clarify the tasks and anchor the points of the scoring rubrics.

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