



Indigenous Cognition: Functioning in Cultural Context

Edited by

J.W. Berry, S.H. Irvine and E.B.Hunt

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Indigenous Cognition Functioning In Cultural Context

Robert J. Sternberg



Indigenous Cognition Functioning In Cultural Context:

Indigenous Cognition: Functioning in Cultural Context J.W. Berry, S.H. Irvine, E.G. Hunt, 2012-12-06 Cognitive psychology has established itself as one of the major branches of the discipline with much to its credit in such areas as decision making information processing memory and learning Similarly the assessment of cognitive abilities has become one of the hallmarks of the practice of psychology in the school in the factory and in the clinic In recent years these two branches have begun to interact and the two approaches have begun mutually to engage each other A third trend that of cross cultural cognitive psychology has been informed both by experimental cognitive sciences and by the practice of ability assessment see for example Berry and Dasen 1974 Cole and Scribner 1974 However the reverse has not been true the cognitive processes and abilities of much of the world's peoples studied by cross cultural psychologists have not been introduced to psychologists working in these two Western traditions see Irvine and Berry 1987 This volume attempts to begin this introduction by asking the question What is known about the cognitive functions of other peoples that could enable extant psychology to become more comprehensive to attain a universal cognitive psychology Who are these other peoples and by extension what then is indigenous cognition The first question is rather easy to answer but the second is more difficult

Indigenous Cognition: Functioning in Cultural Context J.W. Berry, S.H. Irvine, E.G. Hunt, 1988-02-29 Cognitive psychology has established itself as one of the major branches of the discipline with much to its credit in such areas as decision making information processing memory and learning Similarly the assessment of cognitive abilities has become one of the hallmarks of the practice of psychology in the school in the factory and in the clinic In recent years these two branches have begun to interact and the two approaches have begun mutually to engage each other A third trend that of cross cultural cognitive psychology has been informed both by experimental cognitive sciences and by the practice of ability assessment see for example Berry and Dasen 1974 Cole and Scribner 1974 However the reverse has not been true the cognitive processes and abilities of much of the world's peoples studied by cross cultural psychologists have not been introduced to psychologists working in these two Western traditions see Irvine and Berry 1987 This volume attempts to begin this introduction by asking the question What is known about the cognitive functions of other peoples that could enable extant psychology to become more comprehensive to attain a universal cognitive psychology Who are these other peoples and by extension what then is indigenous cognition The first question is rather easy to answer but the second is more difficult

Indigenous Cognition John Widdup Berry, Earl B. Hunt, S. H. Irvine, 1988 **Human Abilities in Cultural Context** S. H. Irvine, John W. Berry, 1988-09-30 Originally published in 1988 *Human Abilities in Cultural Context* constituted a major development in conceptualising and studying human abilities It formed a unique reference frame This study offers a re evaluation of ability theory by the editors S H Irvine and J W Berry and strong individual statements by H J Eysenck Arthur R Jensen Joseph R Royce and Robert J Sternberg who represent markedly different approaches to the measurement of intelligence It also focuses on contexts in which the limits of

assessment by psychological tests are defined in minority native groups in North America in migrants to Britain in lower caste enclaves in India among African minorities and among Australian Aborigines Written by long term residents of the regions in question these chapters presented a wealth of fresh data in relation to Western formulations of theory and practice

Indigenous Cognition Advanced Research Workshop on Indigenous Cognition and Models of Information Processing,1988

Intelligence in Context Robert J. Sternberg,David D. Preiss,2022-11-19 This book reflects on the various ways in which intelligence can manifest itself in the wide range of diverse contexts in which people live Intelligence is often viewed as being tantamount to a score or set of scores on a decontextualized standardized intelligence test But intelligence always acts within a sociocultural context Indeed early theorists defined intelligence in terms of adaptation to the environment in which one lives The tradition of decontextualization is old dating back to the very beginning of the 20th century with the development of the Binet Simon Intelligence Scales This tradition is not only old however but obsolete Because people live in different sociocultural as well as physical environments intelligence can take somewhat different forms in different places and even at different times The chapters in this edited volume show that intelligence viewed in the abstract is a somewhat vacuous concept it needs to be contextualized in terms of people s physical and sociocultural surroundings **Culture and**

Children's Intelligence James Georgas, Lawrence G. Weiss, Fons J.R. van de Vijver, Donald H. Saklofske, 2003-06-26 This book provides a unique cross cultural perspective of the WISC III From construction translation and adaptation in different cultures to analysis of its structure and function as a concept to its clinical use with different ethnic groups *Culture and Children's Intelligence* provides clinician s the tools they need when using the WISC III The focus of this reference work is on children s intelligence as measured by the WISC III in different cultures and its use in these cultures USA UK Canada France Belgium Germany Austria Switzerland Sweden and Greece It also discusses the interpretation of the results of the WISC III in terms of cultural and ethnic factors Leading experts discuss the clinical use of the WISC III as it relates to culture and children Provides methods to clinicians and school psychologists to aid in understanding and interpreting results Direct relevance to practitioners researchers and trainers **Cultural Realities of Being** Nandita Chaudhary, S.

Anandalakshmy, Jaan Valsiner, 2013-10-23 *Cultural Realities of Being* offers a dialogue between academic activity and everyday lives by providing an interface between several perspectives on human conduct Very often academic pursuits are arcane and obscure for ordinary people this book will attempt to disentangle these dialogues lifting everyday discourse and providing a forum for advancing discussion and dialogue Nandita Chaudhary S Anandalakshmy and Jaan Valsiner bring together contributors from the field of cultural psychology to consider how people living within social groups regardless of how liberal are guided by collective reality and interconnected with life circumstances The book discusses experiences and events in the lives of people of Indian cultures covering topics including family food pilgrimages social dynamics and truth in order to expand the material on human phenomena under the broad frame of cultural psychology The book builds upon rich

cultural traditions present in India and precisely because of this focus the book has much larger implications and relevance to the field and aims to orient the academic reader from around the world to viewing India and Indian society as a valuable area for research. Divided into three sections the book covers Social presentation in culture, Representing relations, Children and youth in culture. This book includes commentaries from expert academics from outside of India providing a bridge between academic reality and cultural discourse and throwing fresh light on the everyday events presented in the text. Cultural Realities of Being will be essential reading for those studying Cross Cultural Psychology as well as those interested in social representation and identity.

Development of Geocentric Spatial Language and Cognition Pierre R. Dasen, Ramesh C. Mishra, 2010-08-12 Egocentric spatial language uses coordinates in relation to our body to talk about small scale space: put the knife on the right of the plate and the fork on the left while geocentric spatial language uses geographic coordinates: put the knife to the east and the fork to the west. How do children learn to use geocentric language? And why do geocentric spatial references sound strange in English when they are standard practice in other languages? This book studies child development in Bali, India, Nepal, and Switzerland and explores how children learn to use a geocentric frame both when speaking and performing non-verbal cognitive tasks such as remembering locations and directions. The authors examine how these skills develop with age, look at the socio-cultural contexts in which the learning takes place, and explore the ecological, cultural, social, and linguistic conditions that favor the use of a geocentric frame of reference.

Family, Self, and Human Development Across Cultures Cigdem Kagitcibasi, 2017-07-20. This influential volume was a work of masterful scholarship and field-defining thought that challenged the existing assumptions in mainstream western psychology about the nature of individuals. During the past two decades since its publication, cultural and cross-cultural research and theory on the self, family, and human development have expanded greatly, developing fruitfully from the basic issues and paradigms Kagitcibasi explored. This Classic Edition provides a critical assessment, consideration, and reflection of recent scholarship in this field. It brings this essential work up to date and appraises it in the light of current prevailing perspectives.

The Child as Thinker Sara Meadows, 2012-09-10. This second edition of *The Child as Thinker* has been thoroughly revised and updated to provide an informed and accessible overview of the varied and extensive literature on children's cognition. Both theory and research data are critically examined and educational implications are discussed. After a brief discussion of the nature and subject of cognition, Sara Meadows reviews children's thinking in detail. She discusses the ways children remember and organise information in general, the acquisition of skills such as reading, writing, and arithmetic, and the development of more complex reasoning as children grow to maturity. As well as studies that typically describe a generalised child, the book also reviews some of the main areas relevant to individual differences in normal cognitive development and critically examines three major models of cognitive development. In outlining the work of Piaget, information processing accounts, and neo-Vygotskian theories, she also evaluates their different explanations of cognitive development and their implications for

education Finally the book examines biological and social factors that may be involved in normal and suboptimal cognitive development Sara Meadows provides an important review of the crucial issues involved in understanding cognitive development and of the new data and models that have emerged in the last few years This book brings together areas and approaches that have hitherto been independent and examines their strengths and weaknesses The Child as Thinker is essential reading for all students of cognitive development **Human Intelligence** Robert J. Sternberg, 2019-09-19 The most comprehensive up to date and readable textbook on human intelligence written by leading experts in the field

Management in Western Europe David J. Hickson, 2015-02-06 **Management in Western Europe** **Handbook of Intercultural Training** Dan Landis, Janet Bennett, Janet Marie Bennett, Milton J. Bennett, 2004 This handbook deals with the question of how people can best live and work with others who come from very different cultural backgrounds Handbook of Intercultural Training provides an overview of current trends and issues in the field of intercultural training Contributors represent a wide range of disciplines including psychology interpersonal communication human resource management international management anthropology social work and education Twenty four chapters all new to this edition cover an array of topics including training for specific contexts instrumentation and methods and training design *The Development and Meaning of Psychological Distance* Rodney R. Cocking, K. Ann Renninger, 2013-06-17 One of the paradoxes in developmental theory is the child's simultaneous intrapsychic and interpsychic development While the child is growing in mental capacity and struggling to define self behaviors are also being learned whose function is to integrate self into a social network which often means that egocentric behaviors are in conflict with sociocentric ones This theory draws upon processes that promote both individual and social growth into a unified theory of development A construct pertinent to almost all dimensions of psychological research psychological distance is conceptualized as either the distance between what the learner understands and what still has to be understood intrapsychic or ways in which others adjust information for the learner in order to be fully comprehended interpsychic Psychological distance appears to serve both organizing and explanatory functions across seemingly diverse sets of theoretical and research questions such as differentiation of self in personality development conceptual representation in cognitive development dialogue in the development of communication skills information processing in cognitive science regulatory mechanisms in the growth of control processes and concept formation in cross over areas of cognition learning and thinking skills This volume is based on papers presented as part of the Invitational Conference honoring Irving E Sigel Distinguished Research Scientist at Educational Testing Service In each of the chapters different models are utilized to account for the construct of psychological distance and as such to suggest extensions of Sigel's seminal work in this area Together these contributions form the basis of a discussion of psychological distance as a developmental construct a construct which permits serious consideration of individual differences as a function of both the process and the product of cognition and ecology *Language vs. Reality* N.J. Enfield, 2022-03-29 A fascinating

examination of how we are both played by language and made by language the science underlying the bugs and features of humankind s greatest invention Language is said to be humankind s greatest accomplishment But what is language actually good for It performs poorly at representing reality It is a constant source of distraction misdirection and overshadowing In fact N J Enfield notes language is far better at persuasion than it is at objectively capturing the facts of experience Language cannot create or change physical reality but it can do the next best thing reframe and invert our view of the world In Language vs Reality Enfield explains why language is bad for scientists who are bound by reality but good for lawyers who want to win their cases why it can be dangerous when it falls into the wrong hands and why it deserves our deepest respect Enfield offers a lively exploration of the science underlying the bugs and features of language He examines the tenuous relationship between language and reality details the array of effects language has on our memory attention and reasoning and describes how these varied effects power narratives and storytelling as well as political spin and conspiracy theories Why should we care what language is good for Enfield who has spent twenty years at the cutting edge of language research argues that understanding how language works is crucial to tackling our most pressing challenges including human cognitive bias media spin the post truth problem persuasion the role of words in our thinking and much more

Biographical Dictionary of Psychology Antony J. Chapman, Wendy Conroy, Noel Sheehy, 2016-01-08 The Biographical Dictionary of Psychology provides biographical information and critical analysis of the influences and reception of over 500 people who have made a significant contribution to the field of psychology Written by an international team of contributors this volume charts the development of the practice of psychology worldwide from its emergence in the 1850s up to the present day Biographies range from important historical figures to those who have had a more recent impact on the field including Chris Argyris Donald Broadbent Kay Deaux Leon Festinger Sigmund Freud Erich Fromm Francis Galton Eleanor Gibson Doreen Kimur Ulric Neisser Jean Piaget Herbert A Simon B F Skinner Amos Tversky Entries are alphabetically organized and similarly structured for ease of access and allowing comparison of information Introductory biographical details cover main fields of interest nationality principal appointments honours and places and dates of birth and death This is followed by full bibliographic details of principal publications as well as secondary and critical literature which provide a useful route into further research Following on from there is an invaluable critical appraisal of the major achievements influences and reception of the psychologists themselves Thorough indexing allows the reader to access information by American Psychological Association subject division key concepts name and institution

Handbook of Cross-cultural Psychology: Theory and method John W. Berry, Ype H. Poortinga, Janak Pandey, 1997 Part of a set containing the contributions of authors from a variety of nations cultures traditions and perspectives this volume offers an up to date assessment of theoretical developments and methodological issues in the rapidly evolving area of cross cultural psychology

Negotiating Identity and Religion Toolika Wadhwa, 2019-09-16 This book examines the religious lives of young adults growing up in inter religious

families in India It explores complex questions of identity social background and religion in twenty first century India The volume studies the religious commitments of young adults analyses the identity formation process for a critical age group and discusses the interpersonal dynamics within inter religious families Drawing on real life stories of mixed heritage Hindu Sikh Muslim Christian Jain Buddhist and Parsi this volume will be of great interest to scholars and researchers of psychology education sociology and social anthropology religious studies politics and other interdisciplinary studies International Handbook of Semiotics Peter Pericles Trifonas,2015-05-11 This book provides an extensive overview and analysis of current work on semiotics that is being pursued globally in the areas of literature the visual arts cultural studies media the humanities natural sciences and social sciences Semiotics also known as structuralism is one of the major theoretical movements of the 20th century and its influence as a way to conduct analyses of cultural products and human practices has been immense This is a comprehensive volume that brings together many otherwise fragmented academic disciplines and currents uniting them in the framework of semiotics Addressing a longstanding need it provides a global perspective on recent and ongoing semiotic research across a broad range of disciplines The handbook is intended for all researchers interested in applying semiotics as a critical lens for inquiry across diverse disciplines

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