

Comprehension: A Paradigm for Cognition

Walter Kintsch, 461 pp. Cambridge University Press, 1998, \$27.95 (paper).

Reviewed by Morton Ann Gernsbacher

Construction-integration is the mental activity of first constructing approximate mental representations, then integrating those mental representations into a coherent whole. Therefore, it is only fitting that Walter Kintsch, the father of construction-integration theory, has produced a monograph that emulates the mental processes of construction and integration. Kintsch begins his book by constructing representations, actually re-presentations, of a myriad of empirical data, computational simulations and theoretical assumptions. Kintsch proceeds by integrating those heretofore distributed discoveries into a coherent story. His final product is a seductive treatise on how we do one of the most complex of mental feats: understand.

Just as the construction phase of the construction-integration theory is crucial for comprehensive understanding, the construction chapters of this monograph are essential for understanding the theory's underpinnings. As Kintsch admits, before the publication of this book the construction-integration theory "was nowhere stated explicitly and in detail," and "worse, the applications that had been done [of the model] were often published in inaccessible places, making it difficult for a reader to gain an understanding of the scope of the model and to evaluate its effectiveness." Now Kintsch has constructed our workplace.

Similarly, just as the integration phase of the construction-integration theory is crucial for arriving at a coherent representation, the integration that Kintsch provides enables his coherent account. Again, as Kintsch confesses, "even if a reader [had previously] studied all the available publications, it would not have been easy to arrive at a coherent picture, because in the published papers each application of the model stood by itself, and the allimportant links between them were rarely made explicit." Now Kintsch has provided explicit links.

Indeed, a majority of the book successfully demonstrates the mechanism that drives construction and integration—namely, constraint satisfaction. Representations that satisfy the constraints of the construction process are integrated; those that do not are not. This can be considered a theoretical paradigm for many arenas of cognition. Some arenas are the domains we already associate with Kintsch's career, such as word identification, anaphora, text and discourse comprehension, learning from text, reading skill and arithmetic word-problem solving. Other applications of the model take Kintsch into previously uncharted domains, such as action planning, problem solving, decision making and judgment. His final chapters venture into the realm of self-appraisal and cognition and emotion.

Thus, the book is ambitious, but that shouldn't surprise us. Kintsch has always held lofty goals, epitomized by Representation of Meaning in Memory (his 1974 comprehensive theory of meaning), Strategies of Discourse Comprehension (his 1983 monograph with Tuen van Dijk, which laid out the fundamentals of discourse processing) and a 1988 Psychological Review article that introduced construction-integration theory. With this recent monograph, Kintsch retains his status as a visionary who constructs and a leader who integrates.

Comprehension A Paradigm For Cognition

Eleanor B. Hartonek



Comprehension A Paradigm For Cognition:

Comprehension Walter Kintsch, 1998-01-13 In this landmark volume Walter Kintsch presents a theory of human text comprehension that he has refined and developed over the past 20 years **Comprehension 6 , The Quarterly Journal of Experimental Psychology** ,2004 *Comprehending Personality Traits of Protagonists in Narratives* Amy Ruth Briggs,2001 *Philosophical Transactions of the Royal Society of London* ,2007 Each issue of Transactions B is devoted to a specific area of the biological sciences including clinical science All papers are peer reviewed and edited to the highest standards Published on the 29th of each month Transactions B is essential reading for all biologists Estrategias para la comprensión lectora María Alicia Peredo Merlo,2020-10-12 Esta obra forma parte de una serie de investigaciones anteriores en las que trabajé el problema del déficit lector en estudiantes de educación básica y educación media superior de igual modo presenté la problemática a profesores en servicio para conocer la representación que tienen de ella Los resultados de estas investigaciones se fueron presentando en diferentes espacios académicos a los que en ocasiones acudían profesores en servicio quienes siempre me solicitaban referencias bibliográficas propias o de otros autores que les ayudaran a formar lectores estratégicos como los que mencionaba en mis disertaciones Este libro tiene la intención de satisfacer esta petición

Research in the Social Scientific Study of Religion ,2002 *Behavior Research Methods* ,2007 **57th Yearbook of the National Reading Conference** Youb Kim,2008 **Experimental Psychology Research Trends** Eleanor B. Hartonek,2009 Experimental psychology approaches psychology as one of the natural sciences and therefore assumes that it is susceptible to the experimental method Many experimental psychologists have gone further and have assumed that all methods of investigation other than experimentation are suspect In particular experimental psychologists have been inclined to discount the case study and interview methods as they have been used in clinical and developmental psychology This book brings together leading research from around the world in this field **Applying the Science of Learning to University Teaching and Beyond** Diane F. Halpern, Milton D. Haker,2002-03-26 It is sadly true that most of the way we teach and learn is uninformed by laboratory findings in human cognition Although researchers have made considerable progress in understanding the cognitive and social variables that mediate in the learning process very little of this basic knowledge has been translated into practice many research questions that are critically important for directing educational reform remain unanswered and few in the scientific community have been actively involved in the efforts to reform higher education This edited volume is among many recent attempts to build on empirically validated learning activities to enhance what and how much is learned and how well and how long it is remembered Thus the movement for a real Science of Learning has taken hold the application of scientific principles to the study of learning both under the controlled conditions of the laboratory and in the messy real world settings where most of us go about the business of learning This is the 89th issue of the quarterly Jossey Bass publication *New Directions for Teaching and Learning* **International Encyclopedia of the Social &**

Behavioral Sciences Neil J. Smelser, Paul B. Baltes, 2001 The largest work ever published in the social and behavioural sciences It contains 4000 signed articles 15 million words of text 90 000 bibliographic references and 150 biographical entries

Discourse and Power Teun A van Dijk, 2008-06 Teun van Dijk is one of the founders of Critical Discourse Studies and this collection brings together some of his most important writing framed by new introductory material He examines the role of discourse in the reproduction of power and domination in society and the ways in which media and political elites control access to public discourse

Cognitive Psychology and Instruction Roger H. Bruning, 2004 Solidly rooted in current cognitive psychology and motivation research this book applies the findings of such research directly to classroom teaching and students learning Discernable throughout the book is the authors belief that a solid understanding of the cognitive psychology perspective enhances a teacher s ability to understand educational goals educational processes and the overall educational system After an introduction to the basic principles of cognitive psychology and its position in education the book explains cognitive processes explores the importance of beliefs and motivations in the process of cognition and finally examines the ways cognitive psychology informs teaching and learning in specific content areas Devotes an entire chapter to sensory short term and working memory presenting the modal memory model For future educators *Proceedings*, 2003

Advances in Psychology Research Alexandra Columbus, 2010 Advances in Psychology Research presents original research results on the leading edge of psychology research Each article has been carefully selected in an attempt to present substantial psychology advances across a broad spectrum *Studies in Applied Linguistics and Language Learning*

Ahmar Mahboob, Caroline Lipovsky, 2009 Studies in Applied Linguistics and Language Learning brings together new and original studies in the area of critical applied linguistics language policy and planning and language learning and teaching The book divided into three sections first offers critical views on various aspects of language in society ranging from the construction of national identity language and justice racial and identity issues in the ELT industry to language in business discourse It then reports on language policy in the school curriculum language learning in tertiary education and Aboriginal languages policy In the third section it addresses issues in language learning and teaching such as the role of parents in literacy learning multiple script literacy and language learning and maintenance strategies

The Psychologist, 1998

Supplements to Vetus Testamentum, 1953

Cognitive Psychology Gregory Robinson-Riegler, Bridget Robinson-Riegler, 2004 This book brings cognition to life by demonstrating the endless application of cognitive psychology to everyday life While introducing the current research in this rapidly changing field the text also introduces critical thinking exercises that highlight important phenomena and provide an engaging firsthand view of the everyday relevance of research in cognition Highlights The book has three main threads that serve as unifying themes for current research in the field Cognition and Neuroscience Cognition and Consciousness and Cognition and Individual Differences A story introduces the book and is continually referred to throughout in installments highlighting the application of the information and providing a

useful organizing tool A separate chapter on research methods presents an overview of experiments and data analysis presented within the context of cognition research Includes unique chapters on autobiographical memory and memory distortion Also available from this author team Readings in Cognitive Psychology ISBN 0 205 35867 5 This research reader helps provide an understanding of the fundamental concepts that have helped define the field of cognitive psychology It is interesting applicable and extremely relevant to the cognitive psychology course and our lives Article topics include the distinction between top down and bottom up processing divided attention proactive interference and language learnability

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