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Cognitive Architectures in Man and Machine: Implications for learning and Education

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Engineering is the Future

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| Session's No. | Lecture's No | Author & Lecture Title | Page |
|---------------|--------------|---|------|
| 17 | 49- 62 | فاعلية استخدام الوسائط الفائقة (Hypermedia) في تحصيل طلبة الاول هندسة لمادة الميكانيك جميل عطية عوفي | 57 |
| 18 | 50- 67 | A comprehensive student feedback Salih Mustafa Atroshey | 58 |
| 18 | 51- 26 | Computerized Training in Civil Engineering Studies Raad Awad Kattan, Anas Wajeeh Abdulrahman | 59 |
| 18 | 52- 07 | نظام الجودة وتقييم الاداء لتطوير التعليم الهندسي عبد الوهاب محمد يونس | 60 |
| 19 | 53- 38 | Objectives of Architecture Departments Teaching Programs- A Comparative Study Mahmood Ahmed Bakr Khayat | 61 |
| 19 | 54- 80 | محاضرة حول فرع العراق لمؤسسة IEEE ستار بدر سدخان | 62 |
| 19 | 55- 84 | To meet the academic advising needs of the students in a more interactive and effective way Farhad Bilal | 63 |
| 20 | 56- 63 | متطلبات التحديث والجودة في التعليم الهندسي باسم ثابت حمزة الخفاجي | 64 |
| 20 | 57- 75 | الجامعة والمصنع اهداف مشتركة وان اختلفت الغايات شهاب نادر | 65 |
| 20 | 58- 77 | Student Centered Education in Engineering Sherzad Al-Khalifa | 66 |
| - | 59- 74 | Cognitive Architectures in Man and Machine: Implications for Learning and Education Ahmad Sohrabi, Hassan Bevrani | 67 |

Cognitive Architectures in Man and Machine: Implications for Learning and Education

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(Lecture)

Since the invention of the term “cognitive architecture” by Allen Newel (1971), based on the computer architecture (Brooks, 1962), there has been a plenty of efforts to come up with the solutions to overcome obstacles toward a better understanding of human and machine learning and cognition (e.g., Anderson, 2007). The architecture of buildings and to some extends, computers, is usually used to mean the product, not the activity, of design. However, a “cognitive architecture” is the features of the structure of the brain at an abstract level that explains how it achieves the function of the mind (Anderson, 2007). In the classic information-processing in cognitive science (e.g., Newel and Simon, 1967) and psychology (e.g., Pylyshyn, 1984), the brain was ignored, though Newel appreciated the question, how can the human mind occur in the physical universe? Here, we elaborate a little bit on this issue based on the recent development in cognitive and computational sciences to see how much there have been successes in achieving this goal, i.e., understanding and implementing a brain-based computational model of the mind. Then, we are going to discuss its implications for Learning and Education in the area of science and engineering.



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