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Publikace 1:

Intrinsic Motivation

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Edward L. Deci

Department of Psychology

University of Rochester

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Publikace 2:

The Nature and Organization of Individual Differences in Executive Functions: Four General Conclusions

Akira Miyake¹ and Naomi P. Friedman²

¹Department of Psychology and Neuroscience, University of Colorado at Boulder and

²Institute for Behavioral Genetics, University of Colorado at Boulder

Abstract

Executive functions (EFs)—a set of general-purpose control processes that regulate one's thoughts and behaviors—have become a popular research topic lately and have been studied in many subdisciplines of psychological science. This article summarizes the EF research that our group has conducted to understand the nature of individual differences in EFs and their cognitive and biological underpinnings. In the context of a new theoretical framework that we have been developing (the unity/diversity framework), we describe four general conclusions that have emerged. Specifically, we argue that individual differences in EFs, as measured with simple laboratory tasks, (a) show both unity and diversity (different EFs are correlated yet separable), (b) reflect substantial genetic contributions, (c) are related to various clinically and societally important phenomena, and (d) show some developmental stability.

Publikace 3:

Goal-Directed Behavior

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Publikace 4:

Conflict Monitoring and Cognitive Control

Matthew M. Botvinick

Carnegie Mellon University, University of Pittsburgh, and
Center for the Neural Basis of Cognition

Todd S. Braver and Deanna M. Barch

Washington University

Cameron S. Carter


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Jonathan D. Cohen

Princeton University and University of Pittsburgh

A neglected question regarding cognitive control is how control processes might detect situations calling for their involvement. The authors propose here that the demand for control may be evaluated in part by monitoring for conflicts in information processing. This hypothesis is supported by data concerning the anterior cingulate cortex, a brain area involved in cognitive control, which also appears to respond to the occurrence of conflict. The present article reports two computational modeling studies, serving to articulate the conflict monitoring hypothesis and examine its implications. The first study tests the sufficiency of the hypothesis to account for brain activation data, applying a measure of conflict to existing models of tasks shown to engage the anterior cingulate. The second study implements a feedback loop connecting conflict monitoring to cognitive control, using this to simulate a number of important behavioral phenomena.

Publikace 5:



Sixth Edition

Publication

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of the American Psychological Association

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Publikace 6:

Theories of Willpower Affect Sustained Learning

Eric M. Miller^{1*}, Gregory M. Walton¹, Carol S. Dweck¹, Veronika Job², Kali H. Trzesniewski³, Samuel M. McClure¹

¹ Department of Psychology, Stanford University, Stanford, California, United States of America, ² Department of Psychology, University of Zurich, Zurich, Switzerland, ³ Department of Psychology, University of California Davis, Davis, California, United States of America

Abstract

Building cognitive abilities often requires sustained engagement with effortful tasks. We demonstrate that beliefs about willpower—whether willpower is viewed as a limited or non-limited resource—impact sustained learning on a strenuous mental task. As predicted, beliefs about willpower did not affect accuracy or improvement during the initial phases of learning; however, participants who were led to view willpower as non-limited showed greater sustained learning over the full duration of the task. These findings highlight the interactive nature of motivational and cognitive processes: motivational factors can substantially affect people's ability to recruit their cognitive resources to sustain learning over time.

Publikace 7:

A Beginner's Guide to
**Structural
Equation
Modeling**

Third Edition

Randall E. Schumacker

The University of Alabama

Richard G. Lomax

The Ohio State University

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Publikace 8:

STEVENS' HANDBOOK OF EXPERIMENTAL PSYCHOLOGY

THIRD EDITION

Volume 3: Learning, Motivation, and Emotion

Editor-in-Chief

HAL PASHLER

Volume Editor

RANDY GALLISTEL



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Geoffrey Hall

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Ralph Miller and Martha Escobar

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Publikace 9:

Dissociating proactive and reactive control in the Stroop task

Corentin Gonthier¹ · Todd S. Braver² · Julie M. Bugg²

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Bc. Tatiana Malatincová

Vedúci diplomovej práce: doc. PhDr. Mojmír Tyrlík, Ph.D.

Brno 2009

Publikace 11:

Kognitivní psychologie

Robert J. Sternberg



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Publikace 12:

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